



**Colin Powell Elementary School**  
(17-5240-300)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

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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         | Hudson                                                                       |
| District       | Union City School District                                                   |
| Principal Name | Mrs. Teresita Diaz                                                           |
| Address        | 1500 New York Avenue Union City, NJ 07087                                    |
| Phone Number   | 201-351-5165                                                                 |
| Email Address  | <a href="mailto:tediaz@union-city.k12.nj.us">tediaz@union-city.k12.nj.us</a> |
| Website        | <a href="https://cpowell.ucboe.us/">https://cpowell.ucboe.us/</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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| KG    | 121     | 134     | 98      |
| 1     | 132     | 140     | 160     |
| 2     | 124     | 116     | 138     |
| 3     | 118     | 117     | 113     |
| 4     | 158     | 164     | 163     |
| 5     | 126     | 154     | 157     |
| Total | 779     | 825     | 829     |

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

| Student Group                       | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female                              | 48.8%   | 48.5%   | 48.9%   |
| Male                                | 51.2%   | 51.5%   | 51.1%   |
| Economically Disadvantaged Students | 82.9%   | 82.7%   | 82.5%   |
| Students with Disabilities          | 7.2%    | 6.5%    | 6.2%    |
| English Learners                    | 21.7%   | 26.8%   | 28.8%   |
| Homeless Students                   | 0.1%    | 0.2%    | 0.0%    |
| Students in Foster Care             | 0.3%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 2.2%    | 2.1%    | 2.2%    |
| Hispanic                            | 96.1%   | 95.3%   | 95.4%   |
| Black or African American           | 0.5%    | 1.2%    | 1.7%    |
| Asian                               | 1.2%    | 1.5%    | 0.7%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 121     | 134     | 98      |

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 |
|-----------------|---------------|
| Spanish         | 61.4%         |
| English         | 37.4%         |
| Other Languages | 1.2%          |



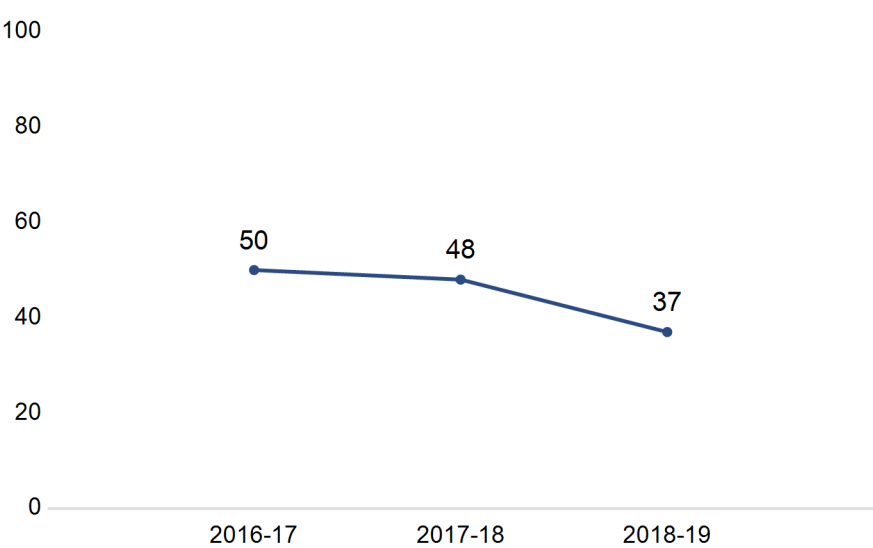
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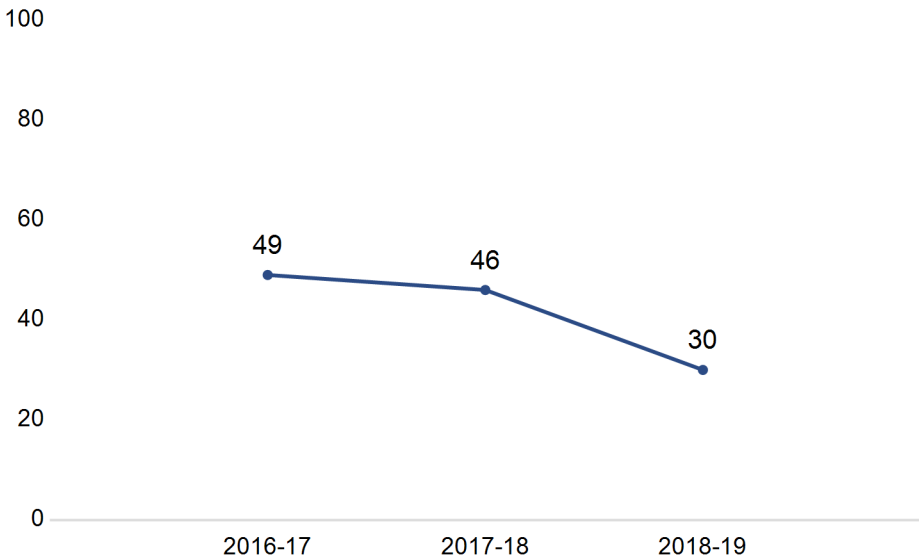
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure                         | 2016-17 ELA  | 2017-18 ELA  | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---------------------------------------------|--------------|--------------|-------------|--------------|--------------|--------------|
| Median Student Growth Percentile            | 50           | 48           | 37          | 49           | 46           | 30           |
| Met Standard (40-59.5)?                     | Met Standard | Met Standard | Not Met     | Met Standard | Met Standard | Not Met      |
| Statewide: Median Student Growth Percentile | 50           | 50           | 50          | 50           | 50           | 50           |





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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|------------------------------|---------------------|-----------------------|------------------------|-------------------------------|
| Schoolwide                                  | 37                 | 58                   | 50                    | Not Met                      | 30                  | 52                    | 50                     | Not Met                       |
| White                                       | *                  | 59.5                 | 50                    | **                           | *                   | 59                    | 52                     | **                            |
| Hispanic                                    | 36                 | 58                   | 49                    | Not Met                      | 28.5                | 52                    | 47                     | Not Met                       |
| Black or African American                   | *                  | 73                   | 45                    | **                           | *                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | *                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 45                 | 62                   | 53                    | N                            | 28                  | 53                    | 50                     | N                             |
| Male                                        | 34.5               | 53                   | 47                    | N                            | 31.5                | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 36                 | 58                   | 48                    | Not Met                      | 30                  | 52                    | 46                     | Not Met                       |
| Students with Disabilities                  | 26                 | 44                   | 43                    | **                           | 33.5                | 39                    | 45                     | **                            |
| English Learners                            | 35                 | 58                   | 52                    | Not Met                      | 27                  | 52                    | 50                     | Not Met                       |
| Homeless Students                           | N                  | *                    | 43                    | N                            | N                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | N                  | *                    | 42                    | N                            | N                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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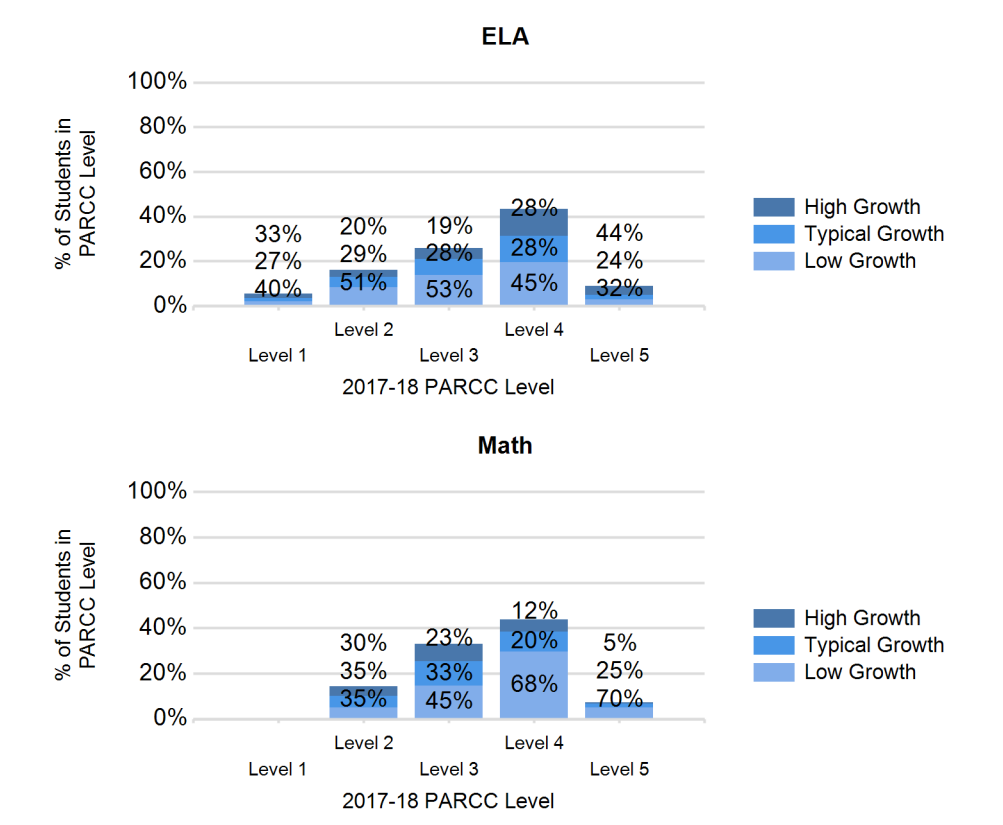
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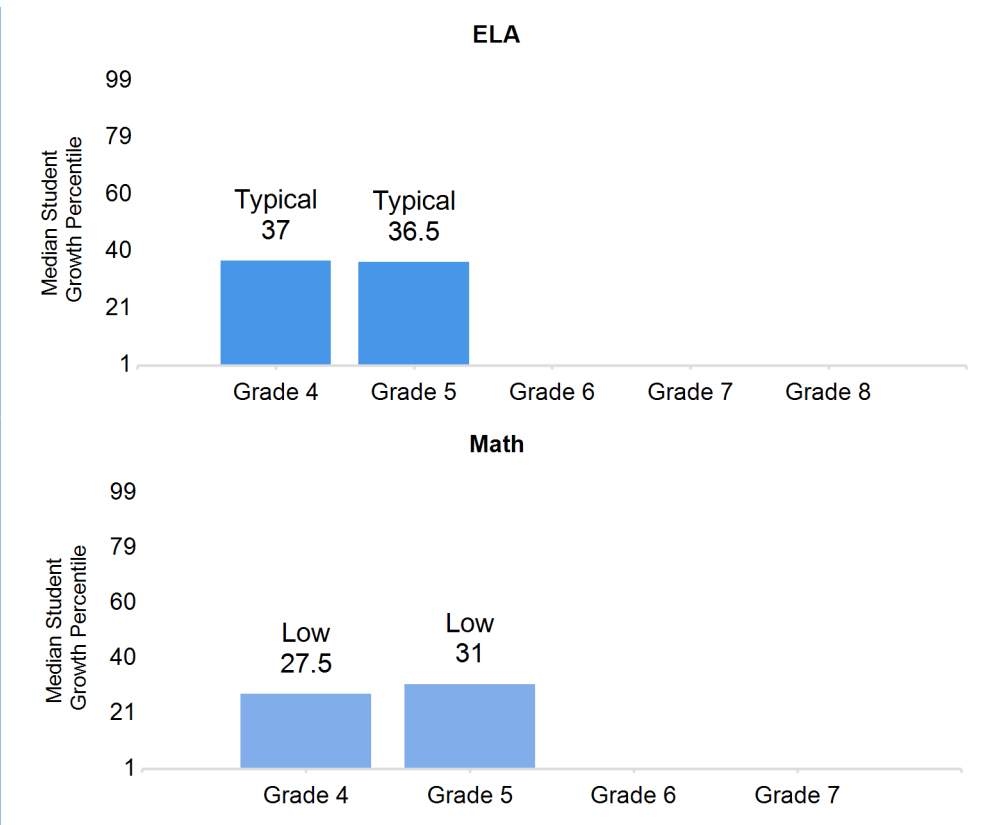
Student Growth by Performance Level

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



Student Growth by Grade

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



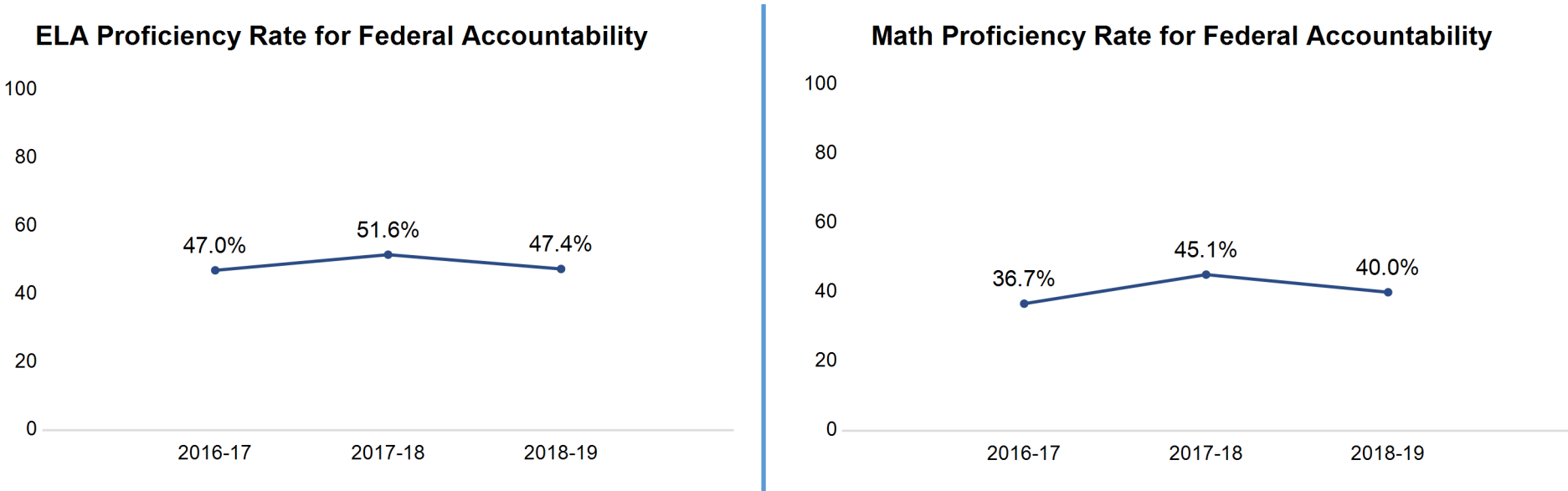


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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate                                    | 98.3%          | 95.4%          | 95.3%          | 97.8%           | 95.2%           | 95.4%           |
| Proficiency Rate for Federal Accountability           | 47.0%          | 51.6%          | 47.4%          | 36.7%           | 45.1%           | 40.0%           |
| Annual Target                                         | 37.5%          | 39.8%          | 42.0%          | 35.7%           | 38.1%           | 40.4%           |
| 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                                  | 401          | 95.3                      | 47.4                                           | 54.9                                             | 57.9                                          | 47.4                                        | 42                    | Met Target                |
| White                                       | 11           | 100.0                     | 63.6                                           | 63.8                                             | 66.9                                          | 63.6                                        | **                    | **                        |
| Hispanic                                    | 384          | 95.4                      | 46.6                                           | 54.4                                             | 43.9                                          | 46.6                                        | 42.1                  | Met Target                |
| Black or African American                   | *            | *                         | *                                              | 53.7                                             | 38.5                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 187          | 95.0                      | 52.4                                           | 61.7                                             | 64.8                                          | 52.4                                        |                       |                           |
| Male                                        | 214          | 95.7                      | 43.0                                           | 48.4                                             | 51.3                                          | 43.0                                        |                       |                           |
| Economically Disadvantaged Students         | 352          | 96.0                      | 46.0                                           | *                                                | 40.0                                          | *                                           | 41.7                  | Met Target                |
| Non-Economically Disadvantaged Students     | 49           | 91.1                      | 57.1                                           | *                                                | 67.9                                          | *                                           |                       |                           |
| Students with Disabilities                  | 26           | 80.0                      | *                                              | 15.2                                             | 22.7                                          | *                                           | 20.9                  | Not Met                   |
| Students without Disabilities               | 375          | 96.7                      | *                                              | 59.4                                             | 65.1                                          | *                                           |                       |                           |
| English Learners                            | 198          | 96.6                      | 41.9                                           | *                                                | 29.3                                          | 41.9                                        | 32.3                  | Met Target                |
| Non-English Learners                        | 203          | 94.2                      | 52.7                                           | *                                                | 60.6                                          | 52.1                                        |                       |                           |
| Homeless Students                           | N            | N                         | N                                              | 50.0                                             | 29.1                                          | N                                           |                       |                           |
| Students In Foster Care                     | N            | N                         | N                                              | 33.3                                             | 27.6                                          | N                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

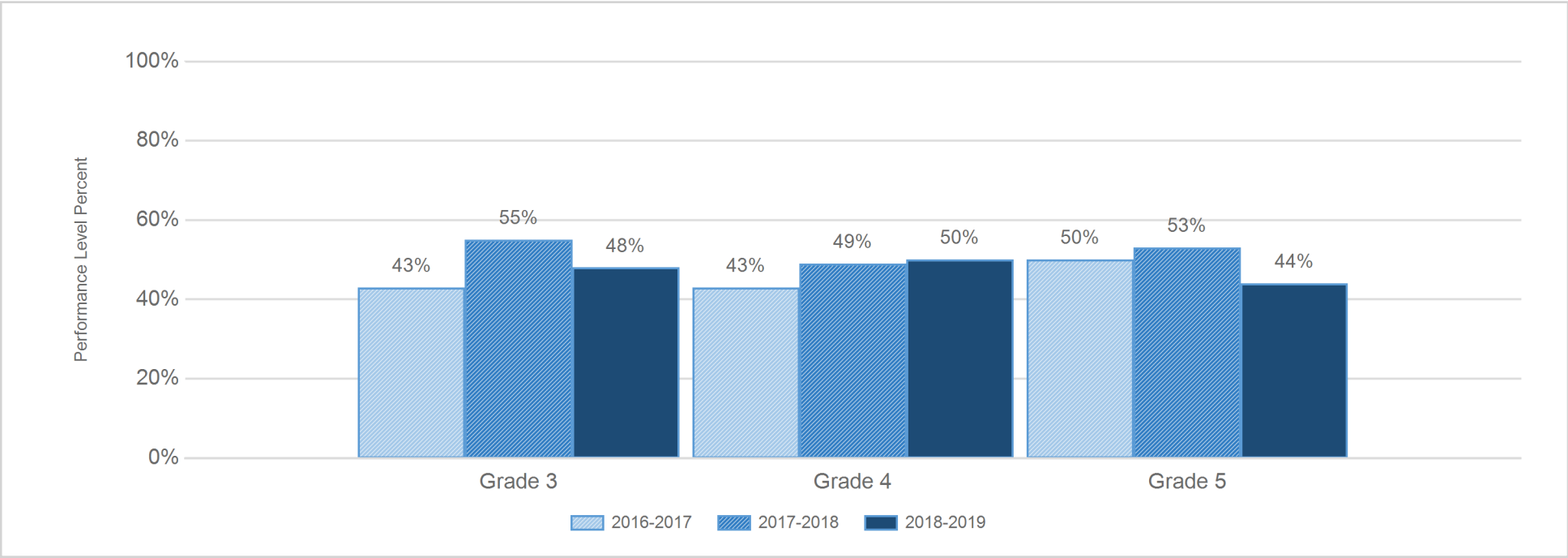


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 110          | 748              | 743                       | 748                    | *                                        | 17%                                   | 28%                                | *                           | *                                | 48%                                     | 50%                                           |
| White                                       | *            | *                | 754                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Hispanic                                    | 105          | 747              | 743                       | 734                    | *                                        | 18%                                   | 29%                                | *                           | *                                | 47%                                     | 36%                                           |
| Black or African American                   | *            | *                | *                         | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 773                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 75%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 746                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 46%                                           |
| Two or More Races                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 44           | 753              | 749                       | 753                    | *                                        | *                                     | 36%                                | *                           | *                                | 50%                                     | 55%                                           |
| Male                                        | 66           | 744              | 738                       | 743                    | *                                        | *                                     | 23%                                | *                           | *                                | 47%                                     | 46%                                           |
| Economically Disadvantaged Students         | 92           | 747              | 741                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | 48%                                     | 33%                                           |
| Non-Economically Disadvantaged Students     | 18           | 752              | 759                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | 50%                                     | 61%                                           |
| Students with Disabilities                  | 10           | 723              | 695                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | 20%                                     | 24%                                           |
| Students without Disabilities               | 100          | 750              | 747                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | 51%                                     | 56%                                           |
| English Learners                            | 26           | 726              | 728                       | 713                    | *                                        | *                                     | *                                  | *                           | *                                | 23%                                     | 17%                                           |
| Non-English Learners                        | 84           | 755              | 753                       | 751                    | *                                        | *                                     | *                                  | *                           | *                                | 56%                                     | 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                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |



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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 151          | 752              | 753                       | 755                    | *                                        | 17%                                   | 27%                                | *                           | *                                | 50%                                     | 57%                                           |
| White                                       | *            | *                | 766                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Hispanic                                    | 141          | 751              | 752                       | 743                    | *                                        | 18%                                   | 28%                                | *                           | *                                | 48%                                     | 44%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 87           | 753              | 757                       | 760                    | *                                        | 15%                                   | 32%                                | *                           | *                                | 49%                                     | 62%                                           |
| Male                                        | 64           | 751              | 749                       | 750                    | *                                        | 20%                                   | 20%                                | *                           | *                                | 50%                                     | 53%                                           |
| Economically Disadvantaged Students         | 132          | 748              | 750                       | 740                    | *                                        | 20%                                   | *                                  | *                           | *                                | 45%                                     | 40%                                           |
| Non-Economically Disadvantaged Students     | 19           | 781              | 779                       | 765                    | *                                        | 0%                                    | *                                  | *                           | *                                | 79%                                     | 69%                                           |
| Students with Disabilities                  | *            | *                | 710                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 756                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 32           | 732              | *                         | 720                    | *                                        | *                                     | 41%                                | *                           | *                                | 28%                                     | 17%                                           |
| Non-English Learners                        | 119          | 758              | *                         | 758                    | *                                        | *                                     | 24%                                | *                           | *                                | 55%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



Colin Powell Elementary School  
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Grades Offered: KG-05  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 148          | 744              | 749                       | 756                    | 8%                                       | 24%                                   | 24%                                | 35%                         | 9%                               | 44%                                     | 58%                                           |
| White                                       | *            | *                | 761                       | 764                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 68%                                           |
| Hispanic                                    | 146          | 744              | *                         | 743                    | 8%                                       | 25%                                   | 23%                                | 36%                         | 8%                               | 44%                                     | 44%                                           |
| Black or African American                   | *            | *                | *                         | 739                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 38%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 781                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Two or More Races                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 58           | 757              | 755                       | 761                    | *                                        | 19%                                   | 21%                                | *                           | *                                | 59%                                     | 64%                                           |
| Male                                        | 90           | 736              | 743                       | 750                    | *                                        | 28%                                   | 26%                                | *                           | *                                | 34%                                     | 52%                                           |
| Economically Disadvantaged Students         | 135          | 743              | 748                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | 44%                                     | 39%                                           |
| Non-Economically Disadvantaged Students     | 13           | 755              | 762                       | 766                    | *                                        | *                                     | *                                  | *                           | *                                | 38%                                     | 69%                                           |
| Students with Disabilities                  | 12           | 706              | 702                       | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students without Disabilities               | 136          | 748              | 753                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| English Learners                            | *            | *                | *                         | 713                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 11%                                           |
| Non-English Learners                        | *            | *                | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |





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## Mathematics Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 403          | 95.4                      | 40.0                                                    | 34.6                                                      | 44.5                                                   | 40.0                                              | 40.4                     | Met Target†                  |
| White                                       | 11           | 100.0                     | 54.5                                                    | 39.8                                                      | 54.1                                                   | 54.5                                              | **                       | **                           |
| Hispanic                                    | 386          | 95.4                      | 39.4                                                    | 34.1                                                      | 28.8                                                   | 39.4                                              | 39.8                     | Met Target†                  |
| Black or African American                   | *            | *                         | *                                                       | 37.0                                                      | 23.0                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 69.5                                                      | 76.5                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 187          | 95.0                      | 34.8                                                    | 35.2                                                      | 44.9                                                   | 34.8                                              |                          |                              |
| Male                                        | 216          | 95.7                      | 44.4                                                    | 34.1                                                      | 44.2                                                   | 44.4                                              |                          |                              |
| Economically Disadvantaged Students         | 354          | 96.0                      | 38.1                                                    | *                                                         | 26.3                                                   | *                                                 | 39.5                     | Met Target†                  |
| Non-Economically Disadvantaged Students     | 49           | 91.1                      | 53.1                                                    | *                                                         | 54.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | 26           | 80.0                      | 26.9                                                    | *                                                         | 17.4                                                   | 22.3                                              | 20.8                     | Met Target                   |
| Students without Disabilities               | 377          | 96.7                      | 40.8                                                    | *                                                         | 50.0                                                   | 40.8                                              |                          |                              |
| English Learners                            | 200          | 96.7                      | 40.5                                                    | *                                                         | 25.0                                                   | 40.5                                              | 36                       | Met Target                   |
| Non-English Learners                        | 203          | 94.2                      | 39.4                                                    | *                                                         | 46.5                                                   | 39.0                                              |                          |                              |
| Homeless Students                           | N            | N                         | N                                                       | 18.8                                                      | 17.1                                                   | N                                                 |                          |                              |
| Students In Foster Care                     | N            | N                         | N                                                       | 16.7                                                      | 17.1                                                   | N                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.



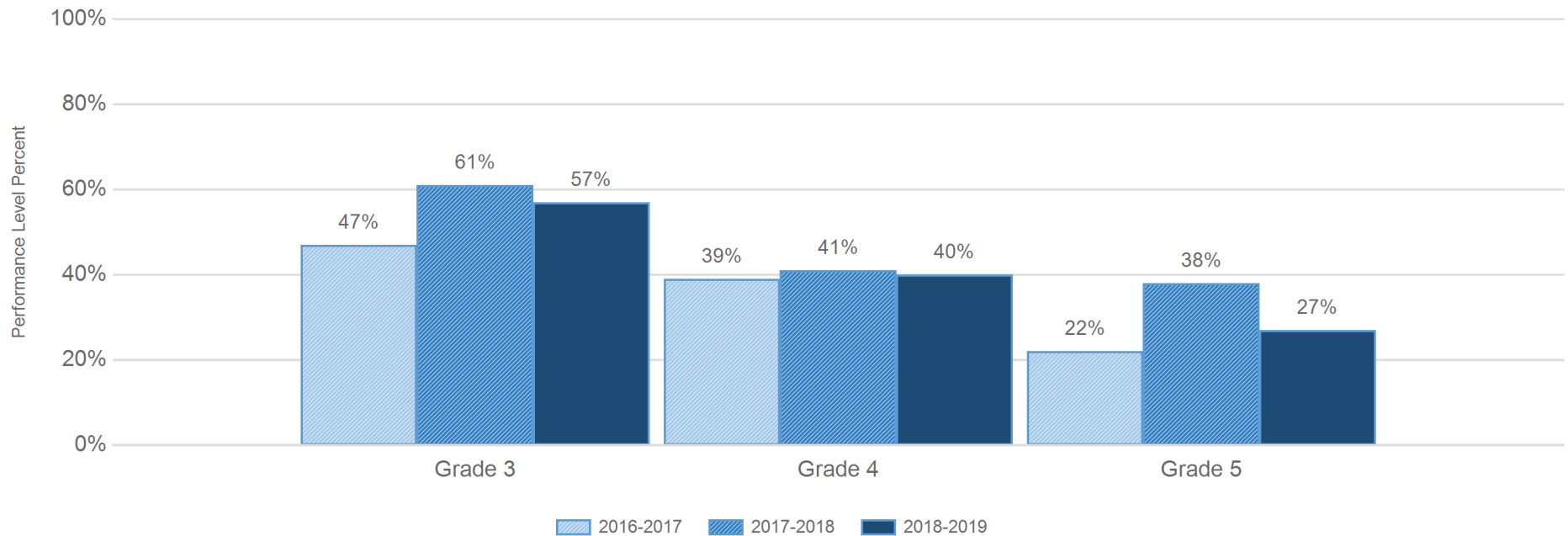
**Colin Powell Elementary School**  
(17-5240-300)  
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2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 110          | 753              | 747                       | 752                    | *                                        | *                                     | 27%                                | *                           | *                                | 57%                                     | 55%                                           |
| White                                       | *            | *                | 751                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 66%                                           |
| Hispanic                                    | 105          | 753              | 747                       | 739                    | *                                        | *                                     | 28%                                | 47%                         | 11%                              | 58%                                     | 40%                                           |
| Black or African American                   | *            | *                | *                         | 735                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 778                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Two or More Races                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 44           | 751              | 747                       | 751                    | *                                        | *                                     | 36%                                | *                           | *                                | 45%                                     | 54%                                           |
| Male                                        | 66           | 753              | 747                       | 752                    | *                                        | *                                     | 21%                                | *                           | *                                | 65%                                     | 56%                                           |
| Economically Disadvantaged Students         | 92           | 753              | 746                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | 58%                                     | 37%                                           |
| Non-Economically Disadvantaged Students     | 18           | 751              | 754                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | 56%                                     | 67%                                           |
| Students with Disabilities                  | 10           | 745              | 724                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | 50%                                     | 31%                                           |
| Students without Disabilities               | 100          | 753              | 749                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | 58%                                     | 60%                                           |
| English Learners                            | 26           | 744              | 740                       | 728                    | *                                        | *                                     | 42%                                | *                           | *                                | 42%                                     | 26%                                           |
| Non-English Learners                        | 84           | 755              | 752                       | 754                    | *                                        | *                                     | 23%                                | *                           | *                                | 62%                                     | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 152          | 743              | 743                       | 749                    | *                                        | 18%                                   | 36%                                | *                           | *                                | 40%                                     | 51%                                           |
| White                                       | *            | *                | 759                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Hispanic                                    | 142          | 742              | 742                       | 737                    | *                                        | 19%                                   | 37%                                | *                           | *                                | 39%                                     | 36%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 87           | 739              | 743                       | 749                    | *                                        | *                                     | 41%                                | *                           | *                                | 32%                                     | 50%                                           |
| Male                                        | 65           | 748              | 743                       | 749                    | *                                        | *                                     | 29%                                | *                           | *                                | 51%                                     | 52%                                           |
| Economically Disadvantaged Students         | 133          | 740              | 741                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | 36%                                     | 32%                                           |
| Non-Economically Disadvantaged Students     | 19           | 759              | 764                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | 68%                                     | 63%                                           |
| Students with Disabilities                  | *            | *                | 720                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 745                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 33           | 736              | *                         | 722                    | *                                        | *                                     | 30%                                | *                           | *                                | 42%                                     | 18%                                           |
| Non-English Learners                        | 119          | 744              | *                         | 751                    | *                                        | *                                     | 38%                                | *                           | *                                | 39%                                     | 54%                                           |
| Homeless Students                           | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |
| Students in Foster Care                     | N            | N                | N                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 150          | 736              | 737                       | 747                    | *                                        | 30%                                   | 40%                                | *                           | *                                | 27%                                     | 47%                                           |
| White                                       | *            | *                | 747                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 58%                                           |
| Hispanic                                    | 148          | 736              | *                         | 735                    | *                                        | 30%                                   | 41%                                | *                           | *                                | 26%                                     | 30%                                           |
| Black or African American                   | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 775                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Female                                      | 58           | 741              | 737                       | 747                    | *                                        | 17%                                   | 48%                                | *                           | *                                | 31%                                     | 47%                                           |
| Male                                        | 92           | 733              | 736                       | 747                    | *                                        | 38%                                   | 35%                                | *                           | *                                | 24%                                     | 47%                                           |
| Economically Disadvantaged Students         | 137          | 736              | 736                       | 732                    | *                                        | *                                     | *                                  | *                           | *                                | 27%                                     | 27%                                           |
| Non-Economically Disadvantaged Students     | 13           | 742              | 745                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | 23%                                     | 59%                                           |
| Students with Disabilities                  | 12           | 719              | 713                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | 138          | 738              | 739                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 52%                                           |
| English Learners                            | *            | *                | *                         | 718                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Non-English Learners                        | *            | *                | *                         | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 49%                                           |
| Homeless Students                           | N            | N                | *                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |
| Students in Foster Care                     | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 14%                                           |
| Military-Connected Students                 | N            | N                | N                         | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 50%                                           |
| Migrant Students                            | N            | N                | N                         | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |



## Colin Powell Elementary School

(17-5240-300)

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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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |
| 4     | *                         | *                          |
| 5     | N                         | N                          |

## English Language Progress to Proficiency

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

| Student Group               | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|-------------------------------------------------------------------|----------------|-------------|
| Schoolwide/English Learners | 45.1%                                                             | 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               | 31                | *                                       | *                                              |
| 3-4               | 119               | 89.1%                                   | 10.9%                                          |
| 5 or more         | 88                | 79.5%                                   | 20.5%                                          |



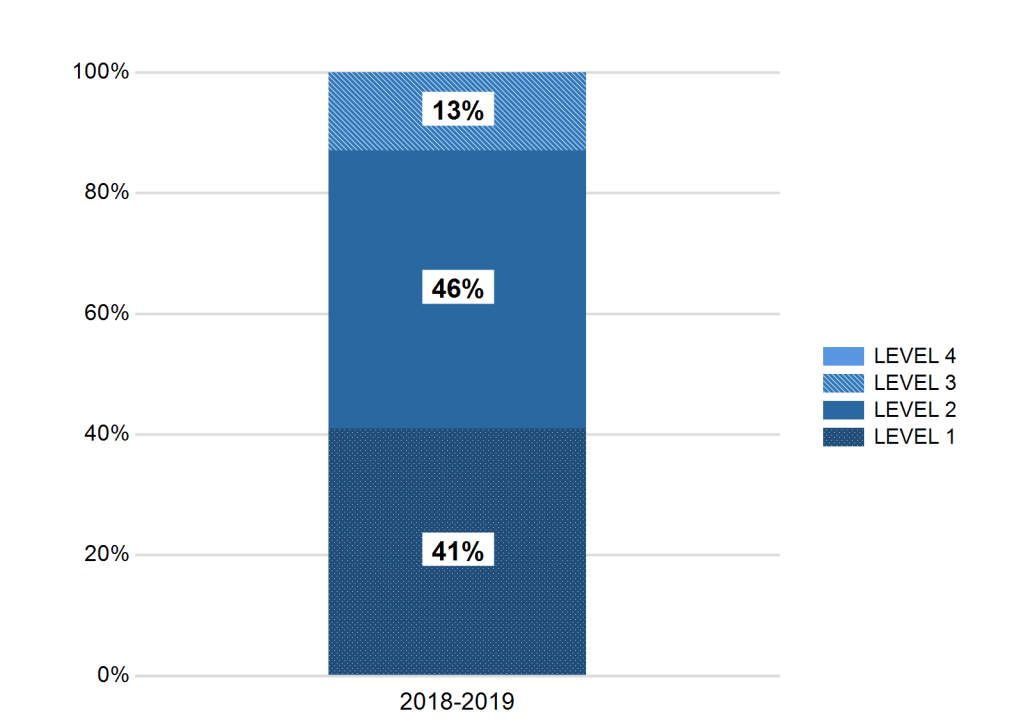
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------------------------------------|-----------|-----------|-----------|-----------|
| Schoolwide                                  | 41        | 46        | 13        | 0         |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 42        | 45        | 13        | 0         |
| Black or African American                   | *         | *         | *         | *         |
| Asian, Native Hawaiian, or Pacific Islander | N         | N         | N         | N         |
| American Indian or Alaska Native            | N         | N         | N         | N         |
| Two or More Races                           | N         | N         | N         | N         |
| Female                                      | 34        | 48        | 17        | 0         |
| Male                                        | 46        | 45        | 10        | 0         |
| Economically Disadvantaged Students         | 43        | 44        | 13        | 0         |
| Non-Economically Disadvantaged Students     | 21        | 64        | 14        | 0         |
| Students with Disabilities                  | 83        | 17        | 0         | 0         |
| Students without Disabilities               | 38        | 49        | 14        | 0         |
| English Learners                            | *         | *         | *         | *         |
| Non-English Learners                        | *         | *         | *         | *         |
| Homeless Students                           | N         | N         | N         | N         |
| Students in Foster Care                     | N         | N         | N         | N         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |



Colin Powell Elementary School

(17-5240-300)

Grades Offered: KG-05

2018-2019

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

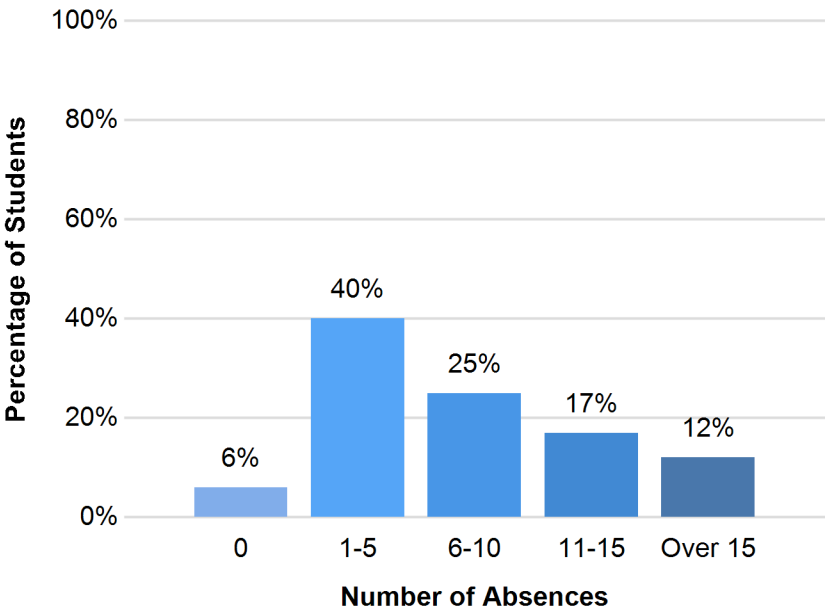
Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide                          | 71                                    | 8.6                                    | 8.9           | Met                |
| White                               | 2                                     | 11.1                                   | **            | **                 |
| Hispanic                            | 69                                    | 8.7                                    | 8.9           | Met                |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 29                                    | 7.2                                    |               |                    |
| Male                                | 42                                    | 9.9                                    |               |                    |
| Economically Disadvantaged Students | 61                                    | 8.9                                    | 8.9           | Met                |
| Students with Disabilities          | 5                                     | 9.6                                    | 8.9           | Not Met            |
| English Learners                    | 21                                    | 8.8                                    | 8.9           | Met                |
| Homeless Students                   | N                                     | N                                      |               |                    |
| Students in Foster Care             | N                                     | N                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

Days Absent

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







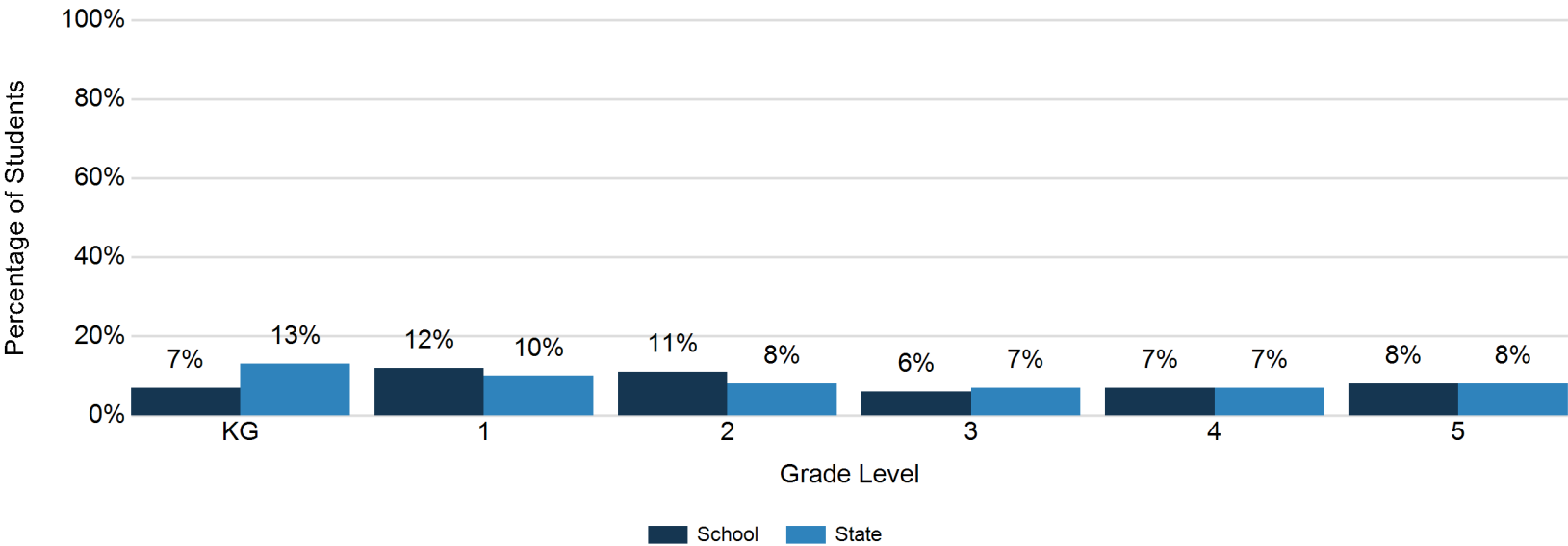
Colin Powell Elementary School  
(17-5240-300)  
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2018-2019

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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                                 | N                   |
| Weapons                                  | N                   |
| Vandalism                                | N                   |
| Substances                               | N                   |
| Harassment, Intimidation, Bullying (HIB) | N                   |
| Total Unique Incidents                   | N                   |
| Incidents Per 100 Students Enrolled      | 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                        |

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                            |

Student Disciplinary Removals

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

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

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| N                                                   |



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School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

| Category                                                               | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers                                               | 58                 | 118,214           |
| Average years experience in public schools                             | 14.7               | 12.1              |
| Average years experience in district                                   | 14.5               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 82.8%              | 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                                               | 72                 | 9,530           |
| Average years experience in public schools                                   | 23.6               | 16.0            |
| Average years experience in district                                         | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 98.6%              | 76.9%           |

Student and Staff Ratios

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

| Ratio                                    | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers                     | 14:1         | 16:1           |
| Students to Administrators               | 276:1        | 191:1          |
| Teachers to Administrators               | 19:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 13716:1        |
| Students to Nurses                       |              | 762:1          |
| Students to Counselors                   |              | 914:1          |
| Students to Child Study Team Members     |              | 232:1          |



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

Teachers and Administrators– Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 48.9%              | 89.7%              | 33.3%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 51.1%              | 10.3%              | 66.7%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 2.2%               | 50.0%              | 33.3%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 95.4%              | 50.0%              | 66.7%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 1.7%               | 0.0%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 0.7%               | 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                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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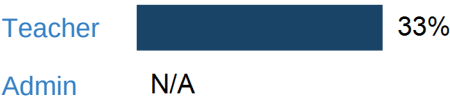
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**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

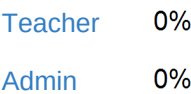
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 93.3%          |



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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                              | 47.0%   | 51.6%   | 47.4%   |
| Math Proficiency                             | 36.7%   | 45.1%   | 40.0%   |
| ELA Growth                                   | 50      | 48      | 37      |
| Math Growth                                  | 49      | 46      | 30      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 52.8%   | 45.1%   |
| Chronic Absenteeism                          | 10.0%   | 10.3%   | 8.6%    |

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group                               | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---------------------------------------------|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------|
| Schoolwide                                  | Met Target                         | Met Target†                         | Not Met                          | Not Met                           | Met Target†                                                      | Met                                    | No                                                                              |
| White                                       | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Hispanic                                    | Met Target                         | Met Target†                         | Not Met                          | Not Met                           | n/a                                                              | 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         | Met Target                         | Met Target†                         | Not Met                          | Not Met                           | n/a                                                              | Met                                    | No                                                                              |
| Students with Disabilities                  | Not Met                            | Met Target                          | **                               | **                                | n/a                                                              | Not Met                                | No                                                                              |
| English Learners                            | Met Target                         | Met Target                          | Not Met                          | Not Met                           | Not Met                                                          | Met                                    | No                                                                              |

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



Colin Powell Elementary School  
 (17-5240-300)  
 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.

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Highlights:</p>                             | <ul style="list-style-type: none"> <li>The teachers use alternative techniques for creative classroom instruction in literacy and writing. We encourage the love of reading and writing, within the regular school day and after school..</li> <li>Joint Faculty-Parent Workshops are offered monthly, designed to encourage dialogue, promote problem-solving, and offer guidance in the area of students' social and academic development.</li> <li>The Multiple Intelligence Art Domain Classes (MIADs) are elective courses offered to students to develop an understanding of the fine/performing arts enhancing the academic curriculum.</li> </ul>                                                                                             |
|  <p>Mission, Vision, Theme:</p>                | <p>The mission of Colin Powell is to develop young individuals with active and creative minds to instill a sense of understanding and compassion for others and the courage to act on their beliefs by demonstrating leadership. We recognize that each child is an individual, that all children are creative and that all children need to succeed. Therefore, Colin Powell Elementary School respects the individual needs of children, fosters a caring and creative environment and emphasizes the social, emotional, physical and intellectual development of each child. Through a variety of learning resources available in a 21st-century classroom, students will be engaged in practice experiences that promote rigor and relevance.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>21st Century Grant: Community Learning Centers? - A grant approved by the UCBOE to assist the students in 4th &amp; 5th grade with their academics and enrichment activities. 4th &amp; 5th Grade - Forensic Competition - where students compete with other schools throughout the district in May in the areas of dramatics. Colin Powell students came in 2nd place. Some of our 3-5th-grade students won prizes in the city-wide and county-wide science fair.</p>                                                                                                                                                                                                                                                                             |



Colin Powell Elementary School  
(17-5240-300)  
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|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Courses, Curriculum, Instruction:</div> | Teachers are engaged in uninterrupted 15 periods a week of English Language Arts which involves reading comprehension, fluency, phonics, phonological awareness, vocabulary enrichment, spelling, and writing. Math requires 10 periods of instruction, 5 periods for social studies and science each per week. All of these courses are integrated in an effort to maintain a cohesive learning environment for the students. In addition to the above periods of academic learning, students also receive 7 additional periods a week of special subjects/enrichment in the arts such as Art, Music, Physical Education, Technology Education, STEAM, Science Lab, and World Language. Students are also engaged in a MIAD's (Multiple Intelligence Arts Domain) courses 2 periods per week. The students are offered over 37 courses in which they choose the course which most speaks to their preferred intelligence. Some of the courses offered are Broadway Basics, Band Instruction, Performing Arts, Ballet |
|  <div>Clubs and Activities:</div>            | Colin Powell host the following clubs: Art where students are given the opportunity to enter Art Contest and more importantly work on their art portfolio. Band Club where students learn how to play a certain instrument and are a part of the band in the school. . Choral Club students are taught vocal instruction. These two clubs develop their musical skill and artistic expression, which foster self-growth and enhance their entire lives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



Colin Powell Elementary School

(17-5240-300)

Grades Offered: KG-05

2018-2019

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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Before and After School Programs:</div> </div> | <p>Students are able to attend school prior to 7:55 and have a well-balanced breakfast to have a productive start to their day. 4th &amp; 5th Grade students are able to participate in the 21st Century program. This after-school program allows students to complete their homework assignments with the support of a qualified teacher. In addition, students receive additional ELA and Mathematics instruction to support and develop their academic abilities. Furthermore, students are engaged in enrichment activities such as Art, Music Appreciation, Aerobics, Performing Arts and Educational Games.</p> |
| <div>  <div>Staff and Professional Learning:</div> </div>  | <p>UCBOE offers in-district workshop to advance our professional learning goals four times during the school year. In addition, at the building level teachers and staff have professional learning periods bi-weekly to keep up to date with the developing trends in the educational world.</p>                                                                                                                                                                                                                                                                                                                      |



Colin Powell Elementary School  
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School Narrative

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|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Student Supports and Services:</div>      | <p>Students who are falling behind academically may be referred to the support service team for additional help. Usually, students will receive a 504 which allows them to have academic modification and feel successful. Support Service team is comprised of Principal, Assistant Principal, BL At Risk Coach, Child Study Team Member - social worker, counselor, speech therapist (when necessary), teacher and parent of child.</p> |
|  <div>Student Health and Wellness:</div>       | <p>Our breakfast and lunch program is provided by Chartwells. Chartwells improve the well-being of our students by preparing fresh, delicious and nutritious meals they love. They engage students and all of their senses through the creation of new and fresh eating experiences that improve their school day.</p>                                                                                                                    |
|  <div>Parent and Community Involvement:</div> | <p>Colin Powell host monthly breakfast meeting for parents. These Parent breakfast discuss varied topics such as Math Advancement for Students, Literacy Enrichment, Strategies for Behavior Management at Home, NJSLA Readiness and Health and Wellness for Parents and Students. In addition, we have a PTO - Parent Teacher Organization which meets twice a month and engages the entire community.</p>                               |

School Narrative

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|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Climate Surveys:</div> </div> | <div>Is a Climate Survey Used: No</div> <div>Colin Powell maintains a positive school climate that fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This positive climate includes our school norms, values and high expectations that support all the teachers, students, parents and staff and makes them all feel socially, emotionally, and physically safe. At Colin Powell we foster safety; promote a supportive academic, disciplinary, and physical environment; and encourage and maintain a respectful, trusting, and caring relationships throughout the school community no matter the setting. We have a zero-bully policy throughout the district as well.</div> |
| <div>  <div>Facilities:</div> </div>     | <div>Colin Powell is an 8 year old facility with state of the art classrooms and school space. Lighting, Air Quality and Proper Temperature are all adequate. These perimeters are consistently being monitored for a positive and safe learning environment. Colin Powell strives to maintain a clean, safe, and inviting learning environment for everyone.</div>                                                                                                                                                                                                                                                                                                                                                                                         |
| <div>  <div>School Safety:</div> </div> | <div>Colin Powell has 7 security guards on staff for the safety of our teachers and students. In addition, we have a part- time police officer on a daily basis who provides training to our security guards.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |





**Colin Powell Elementary School**  
(17-5240-300)  
Grades Offered: KG-05  
2018-2019

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School Narrative

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|                            |                                                                                                                                                                                                                                                                                                                                              |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Technology and STEM:       | Colin Powell provided ongoing technology education to every student via their technology classes and classroom integration. Furthermore, students receive STEM instruction which involves science, technology, engineering, and mathematics via STEM courses, MIAD courses, classroom instruction and the 21st Century after school program. |
| Early Childhood Education: | Colin Powell has 5 kindergarten classrooms that follow the UCBOE curriculum and NJSL standards.                                                                                                                                                                                                                                              |



**Emerson Middle School**  
(17-5240-105)  
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 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:**



Emerson Middle School  
(17-5240-105)  
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         | Hudson                                                  |
| District       | Union City School District                              |
| Principal Name | Mr. Eliseo Aleman                                       |
| Address        | 318 - 18th Street UNION CITY, NJ 07087                  |
| Phone Number   | 201-348-5900                                            |
| Email Address  | <a href="mailto:ealeman@ucboe.us">ealeman@ucboe.us</a>  |
| Website        | <a href="https://ems.ucboe.us">https://ems.ucboe.us</a> |



**Emerson Middle School**  
 (17-5240-105)  
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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 | Enrollment Trends by Student Group | Enrollment by Racial and Ethnic Group |
|----------------------------|------------------------------------|---------------------------------------|

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 6     | 242     | 214     | 265     |
| 7     | 414     | 376     | 394     |
| 8     | 365     | 416     | 368     |
| Total | 1,021   | 1,006   | 1,027   |

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

| Student Group                       | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female                              | 48.9%   | 51.5%   | 51.5%   |
| Male                                | 51.1%   | 48.5%   | 48.5%   |
| Economically Disadvantaged Students | 89.8%   | 92.0%   | 89.7%   |
| Students with Disabilities          | 11.2%   | 11.1%   | 9.3%    |
| English Learners                    | 12.4%   | 13.3%   | 13.3%   |
| Homeless Students                   | 0.2%    | 0.1%    | 0.6%    |
| Students in Foster Care             | 0.1%    | 0.1%    | 0.2%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 2.3%    | 2.5%    | 2.0%    |
| Hispanic                            | 96.1%   | 95.5%   | 95.8%   |
| Black or African American           | 0.6%    | 0.7%    | 1.1%    |
| Asian                               | 1.1%    | 1.3%    | 0.9%    |
| Native Hawaiian or Pacific Islander | 0.0%    | 0.0%    | 0.1%    |
| American Indian or Alaska Native    | 0.0%    | 0.0%    | 0.0%    |
| Two or More Races                   | 0.0%    | 0.0%    | 0.1%    |

**Enrollment by Home Language**

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

| Home Language   | % of Students |
|-----------------|---------------|
| Spanish         | 73.5%         |
| English         | 25.3%         |
| Other Languages | 1.2%          |



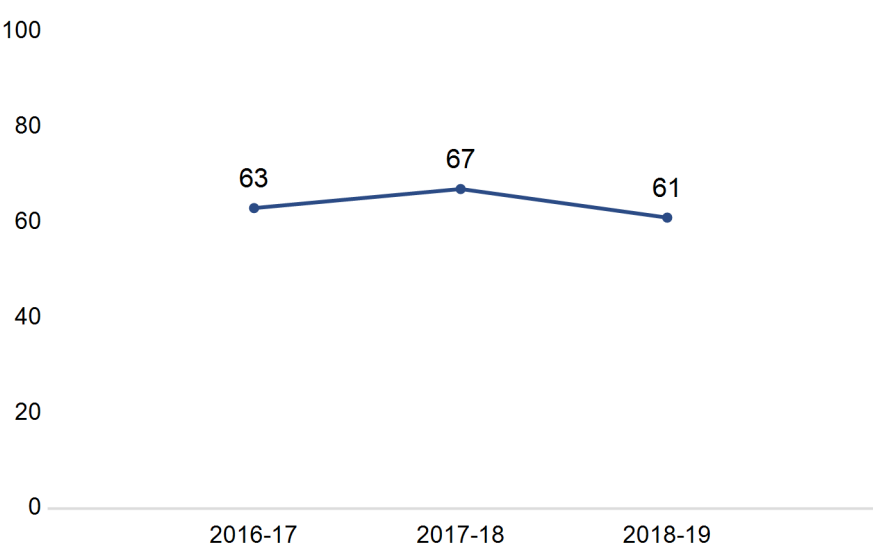
Emerson Middle School  
(17-5240-105)  
Grades Offered: 06-08  
2018-2019

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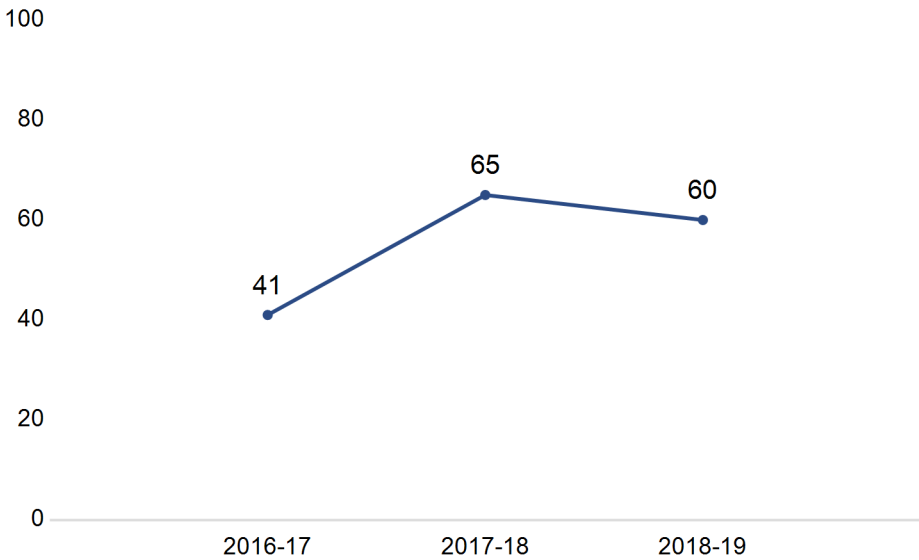
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure                         | 2016-17 ELA      | 2017-18 ELA      | 2018-19 ELA      | 2016-17 Math | 2017-18 Math     | 2018-19 Math     |
|---------------------------------------------|------------------|------------------|------------------|--------------|------------------|------------------|
| Median Student Growth Percentile            | 63               | 67               | 61               | 41           | 65               | 60               |
| Met Standard (40-59.5)?                     | Exceeds Standard | Exceeds Standard | Exceeds Standard | Met Standard | Exceeds Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50               | 50               | 50               | 50           | 50               | 50               |



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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|------------------------------|---------------------|-----------------------|------------------------|-------------------------------|
| Schoolwide                                  | 61                 | 58                   | 50                    | Exceeds Standard             | 60                  | 52                    | 50                     | Exceeds Standard              |
| White                                       | 78                 | 59.5                 | 50                    | **                           | 65                  | 59                    | 52                     | **                            |
| Hispanic                                    | 61                 | 58                   | 49                    | Exceeds Standard             | 60                  | 52                    | 47                     | Exceeds Standard              |
| Black or African American                   | *                  | 73                   | 45                    | **                           | *                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | *                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 65                 | 62                   | 53                    | N                            | 61.5                | 53                    | 50                     | N                             |
| Male                                        | 57                 | 53                   | 47                    | N                            | 58.5                | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 61                 | 58                   | 48                    | Exceeds Standard             | 60                  | 52                    | 46                     | Exceeds Standard              |
| Students with Disabilities                  | 46                 | 44                   | 43                    | Met Standard                 | 40                  | 39                    | 45                     | Met Standard                  |
| English Learners                            | 62                 | 58                   | 52                    | Exceeds Standard             | 60                  | 52                    | 50                     | Exceeds Standard              |
| Homeless Students                           | *                  | *                    | 43                    | N                            | *                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | *                  | *                    | 42                    | N                            | *                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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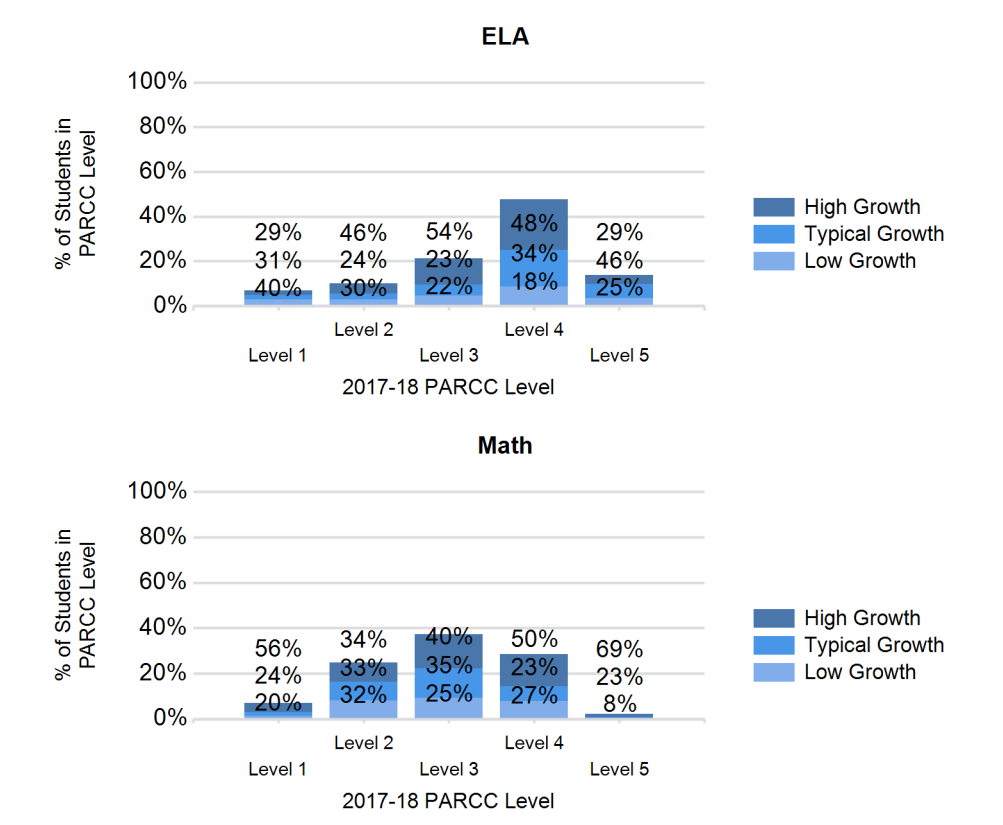
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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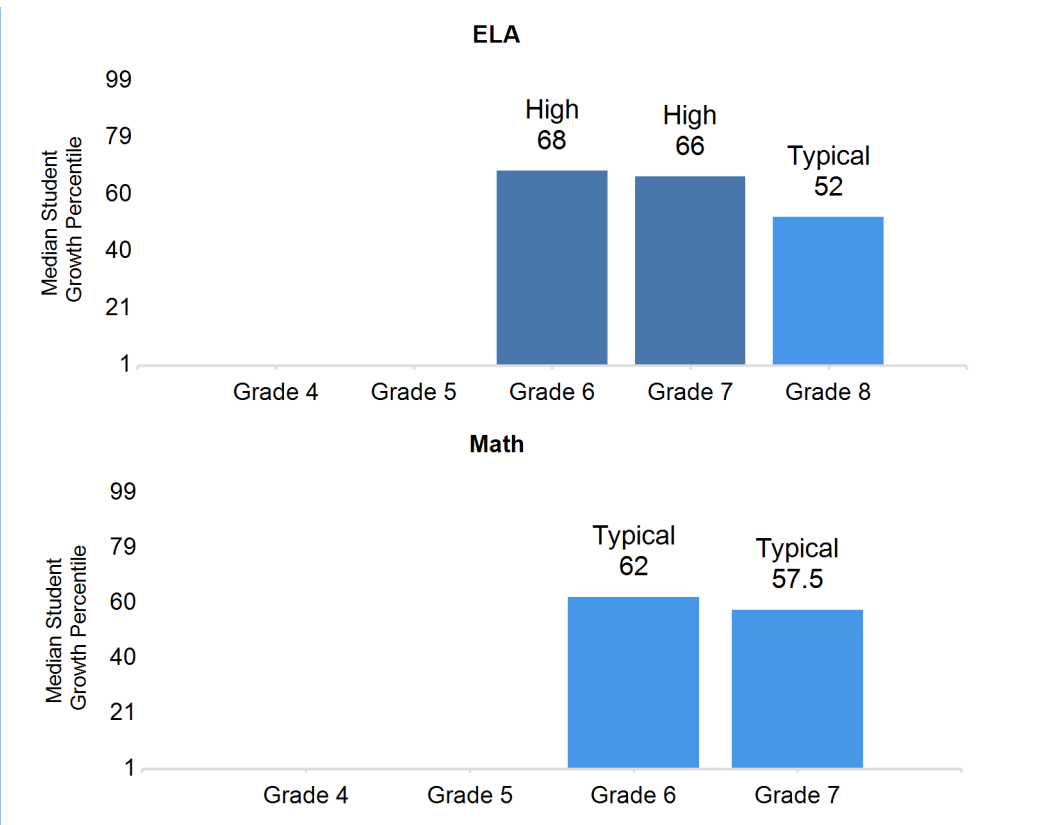
Student Growth by Performance Level

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



Student Growth by Grade

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



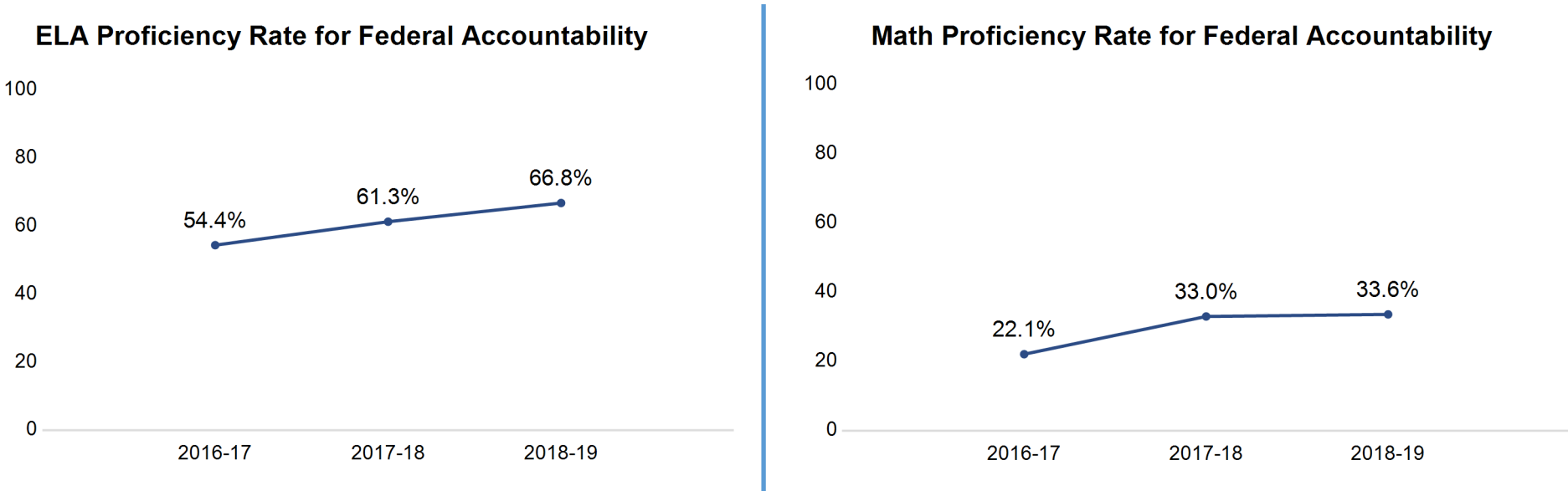


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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate                                    | 97.4%          | 97.3%          | 96.9%          | 97.3%           | 96.9%           | 96.5%           |
| Proficiency Rate for Federal Accountability           | 54.4%          | 61.3%          | 66.8%          | 22.1%           | 33.0%           | 33.6%           |
| Annual Target                                         | 53.2%          | 54.6%          | 56.0%          | 27.3%           | 30.1%           | 32.8%           |
| Met Annual Target?                                    | Met Target     | Met Target     | Met Target     | Not Met         | Met Target      | Met Target      |
| Statewide Proficiency Rate for Federal Accountability | 54.9%          | 56.7%          | 57.9%          | 43.5%           | 45.0%           | 44.5%           |

† Target was met within a confidence interval.





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English Language Arts Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|------------------------------------------------|--------------------------------------------------|-----------------------------------------------|---------------------------------------------|-----------------------|---------------------------|
| Schoolwide                                  | 960          | 96.9                      | 66.8                                           | 54.9                                             | 57.9                                          | 66.8                                        | 56                    | Met Target                |
| White                                       | 19           | 84.0                      | 73.7                                           | 63.8                                             | 66.9                                          | 63.9                                        | 67.3                  | Met Target†               |
| Hispanic                                    | 921          | 97.2                      | 66.6                                           | 54.4                                             | 43.9                                          | 66.6                                        | 55.5                  | Met Target                |
| Black or African American                   | 10           | 100.0                     | 60.0                                           | 53.7                                             | 38.5                                          | 60.0                                        | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | *            | *                         | *                                              | *                                                | 64.4                                          | *                                           | **                    | **                        |
| Female                                      | 501          | 98.7                      | 73.3                                           | 61.7                                             | 64.8                                          | 73.3                                        |                       |                           |
| Male                                        | 459          | 95.1                      | 59.7                                           | 48.4                                             | 51.3                                          | 59.7                                        |                       |                           |
| Economically Disadvantaged Students         | 856          | 97.1                      | 65.3                                           | *                                                | 40.0                                          | 65.3                                        | 55.4                  | Met Target                |
| Non-Economically Disadvantaged Students     | 104          | 95.6                      | 78.8                                           | *                                                | 67.9                                          | 78.8                                        |                       |                           |
| Students with Disabilities                  | 86           | 82.9                      | 14.0                                           | 15.2                                             | 22.7                                          | 12.3                                        | 16.6                  | Met Target†               |
| Students without Disabilities               | 874          | 98.6                      | 72.0                                           | 59.4                                             | 65.1                                          | 72.0                                        |                       |                           |
| English Learners                            | 357          | 99.2                      | 53.8                                           | *                                                | 29.3                                          | 53.8                                        | 28.8                  | Met Target                |
| Non-English Learners                        | 603          | 95.7                      | 74.5                                           | *                                                | 60.6                                          | 74.5                                        |                       |                           |
| Homeless Students                           | *            | *                         | *                                              | 50.0                                             | 29.1                                          | *                                           |                       |                           |
| Students In Foster Care                     | *            | *                         | *                                              | 33.3                                             | 27.6                                          | *                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

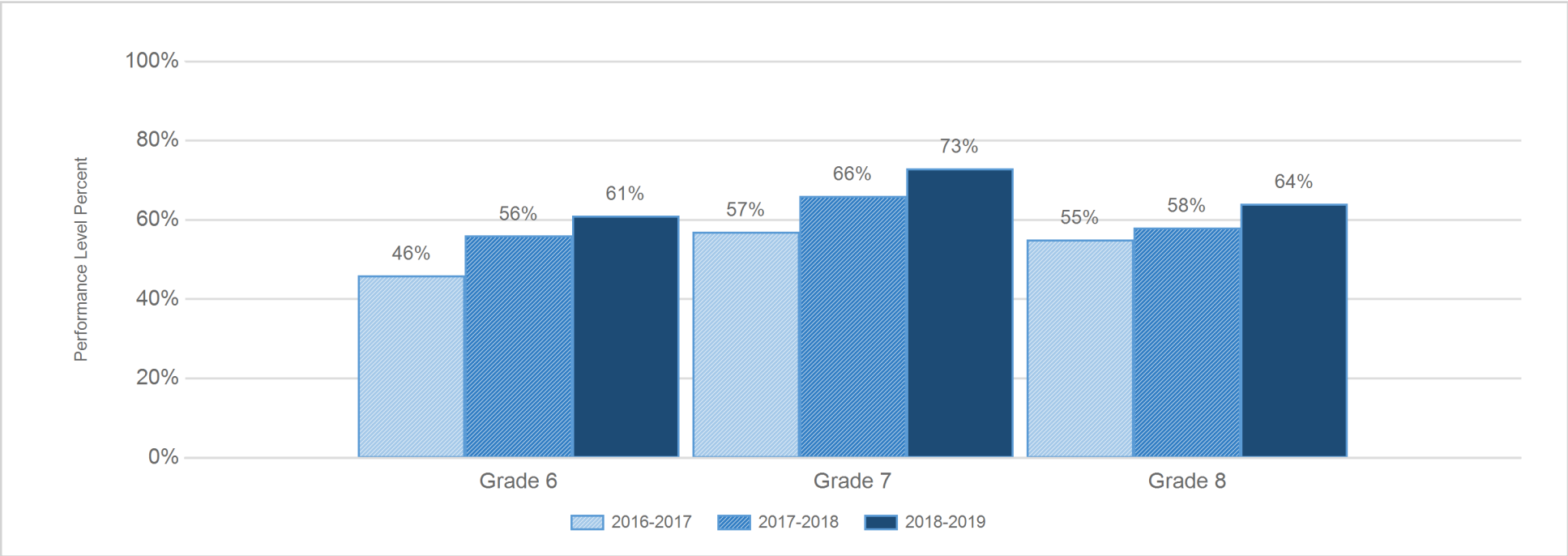


Emerson Middle School  
(17-5240-105)  
Grades Offered: 06-08  
2018-2019

**Report Key:**  
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\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 252          | 755              | 756                       | 754                    | 8%                                       | 6%                                    | 25%                                | 47%                         | 14%                              | 61%                                     | 56%                                           |
| White                                       | *            | *                | 763                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| Hispanic                                    | 236          | 754              | 755                       | 743                    | 9%                                       | 6%                                    | 25%                                | 47%                         | 13%                              | 60%                                     | 43%                                           |
| Black or African American                   | *            | *                | 759                       | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 780                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 751                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Two or More Races                           | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 129          | 762              | 765                       | 762                    | *                                        | *                                     | 20%                                | 51%                         | 19%                              | 70%                                     | 64%                                           |
| Male                                        | 123          | 748              | 747                       | 748                    | *                                        | *                                     | 30%                                | 42%                         | 9%                               | 51%                                     | 48%                                           |
| Economically Disadvantaged Students         | 219          | 752              | 754                       | 740                    | 10%                                      | 7%                                    | *                                  | *                           | *                                | 56%                                     | 39%                                           |
| Non-Economically Disadvantaged Students     | 33           | 778              | 776                       | 763                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 91%                                     | 67%                                           |
| Students with Disabilities                  | 19           | 712              | 709                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | 21%                                     | 19%                                           |
| Students without Disabilities               | 233          | 759              | 761                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | 64%                                     | 64%                                           |
| English Learners                            | 12           | 702              | 717                       | 710                    | *                                        | *                                     | 0%                                 | *                           | *                                | 25%                                     | *                                             |
| Non-English Learners                        | 240          | 758              | 761                       | 756                    | *                                        | *                                     | 26%                                | *                           | *                                | 63%                                     | *                                             |
| Homeless Students                           | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 27%                                           |
| Students in Foster Care                     | *            | *                | *                         | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 26%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 54%                                           |
| Migrant Students                            | N            | N                | N                         | 721                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



**Emerson Middle School**  
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 378          | 764              | 762                       | 761                    | 11%                                      | 6%                                    | 10%                                | 39%                         | 34%                              | 73%                                     | 63%                                           |
| White                                       | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 72%                                           |
| Hispanic                                    | 365          | 764              | 762                       | 747                    | 11%                                      | 6%                                    | 10%                                | 39%                         | 34%                              | 73%                                     | 50%                                           |
| Black or African American                   | *            | *                | *                         | 741                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 43%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 790                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 87%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 761                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Two or More Races                           | N            | N                | N                         | 768                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 68%                                           |
| Female                                      | 191          | 769              | 767                       | 769                    | 8%                                       | 5%                                    | 9%                                 | 40%                         | 37%                              | 77%                                     | 71%                                           |
| Male                                        | 187          | 760              | 757                       | 753                    | 13%                                      | 6%                                    | 11%                                | 39%                         | 31%                              | 70%                                     | 55%                                           |
| Economically Disadvantaged Students         | 342          | 764              | 759                       | 743                    | *                                        | *                                     | *                                  | 38%                         | 35%                              | 73%                                     | 45%                                           |
| Non-Economically Disadvantaged Students     | 36           | 770              | 785                       | 771                    | *                                        | *                                     | *                                  | 53%                         | 28%                              | 81%                                     | 73%                                           |
| Students with Disabilities                  | 26           | 705              | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 22%                                           |
| Students without Disabilities               | 352          | 769              | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 71%                                           |
| English Learners                            | 41           | 702              | 700                       | 706                    | 59%                                      | *                                     | *                                  | *                           | *                                | 22%                                     | 12%                                           |
| Non-English Learners                        | 337          | 772              | 769                       | 763                    | 5%                                       | *                                     | *                                  | *                           | *                                | 80%                                     | 65%                                           |
| Homeless Students                           | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 34%                                           |
| Students in Foster Care                     | N            | N                | *                         | 726                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |



Emerson Middle School  
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English Language Arts Assessment - Performance by Grade: Grade 8

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 339          | 759              | 761                       | 762                    | 11%                                      | 9%                                    | 16%                                | 41%                         | 23%                              | 64%                                     | 63%                                           |
| White                                       | *            | *                | 778                       | 770                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 72%                                           |
| Hispanic                                    | 327          | 759              | 760                       | 747                    | 11%                                      | 9%                                    | 16%                                | 41%                         | 23%                              | 64%                                     | 49%                                           |
| Black or African American                   | *            | *                | *                         | 741                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 769                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 69%                                           |
| Female                                      | 186          | 770              | 770                       | 771                    | *                                        | *                                     | 16%                                | 42%                         | 31%                              | 73%                                     | 71%                                           |
| Male                                        | 153          | 746              | 750                       | 753                    | *                                        | *                                     | 16%                                | 41%                         | 13%                              | 54%                                     | 55%                                           |
| Economically Disadvantaged Students         | 306          | 758              | 758                       | 743                    | *                                        | *                                     | *                                  | 42%                         | 22%                              | 63%                                     | 45%                                           |
| Non-Economically Disadvantaged Students     | 33           | 768              | 783                       | 772                    | *                                        | *                                     | *                                  | 39%                         | 30%                              | 70%                                     | 72%                                           |
| Students with Disabilities                  | 32           | 719              | *                         | 721                    | *                                        | 38%                                   | *                                  | *                           | *                                | 19%                                     | 22%                                           |
| Students without Disabilities               | 307          | 763              | *                         | 770                    | *                                        | 6%                                    | *                                  | *                           | *                                | 69%                                     | 71%                                           |
| English Learners                            | 48           | 701              | 709                       | 708                    | 54%                                      | 25%                                   | *                                  | *                           | *                                | 10%                                     | 12%                                           |
| Non-English Learners                        | 291          | 769              | 768                       | 764                    | 4%                                       | 7%                                    | *                                  | *                           | *                                | 73%                                     | 65%                                           |
| Homeless Students                           | N            | N                | *                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |
| Students in Foster Care                     | *            | *                | *                         | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 32%                                           |
| Military-Connected Students                 | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |



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2018-2019

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## Mathematics Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 976          | 96.5                      | 33.6                                                    | 34.6                                                      | 44.5                                                   | 33.6                                              | 32.8                     | Met Target                   |
| White                                       | 19           | 84.0                      | 36.8                                                    | 39.8                                                      | 54.1                                                   | 32.0                                              | 38.9                     | Met Target†                  |
| Hispanic                                    | 937          | 96.7                      | 33.4                                                    | 34.1                                                      | 28.8                                                   | 33.4                                              | 32.1                     | Met Target                   |
| Black or African American                   | 10           | 100.0                     | 20.0                                                    | 37.0                                                      | 23.0                                                   | 20.0                                              | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 69.5                                                      | 76.5                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | *            | *                         | *                                                       | *                                                         | 53.3                                                   | *                                                 | **                       | **                           |
| Female                                      | 510          | 98.3                      | 34.7                                                    | 35.2                                                      | 44.9                                                   | 34.7                                              |                          |                              |
| Male                                        | 466          | 94.5                      | 32.4                                                    | 34.1                                                      | 44.2                                                   | 32.3                                              |                          |                              |
| Economically Disadvantaged Students         | 873          | 96.7                      | 32.6                                                    | *                                                         | 26.3                                                   | *                                                 | 31.9                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 103          | 94.7                      | 41.7                                                    | *                                                         | 54.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | 85           | 81.9                      | *                                                       | *                                                         | 17.4                                                   | *                                                 | 15.1                     | Not Met                      |
| Students without Disabilities               | 891          | 98.1                      | *                                                       | *                                                         | 50.0                                                   | *                                                 |                          |                              |
| English Learners                            | 377          | 99.0                      | 20.7                                                    | *                                                         | 25.0                                                   | 20.7                                              | 24.2                     | Not Met                      |
| Non-English Learners                        | 599          | 94.9                      | 41.7                                                    | *                                                         | 46.5                                                   | 41.7                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 18.8                                                      | 17.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | *            | *                         | *                                                       | 16.7                                                      | 17.1                                                   | *                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

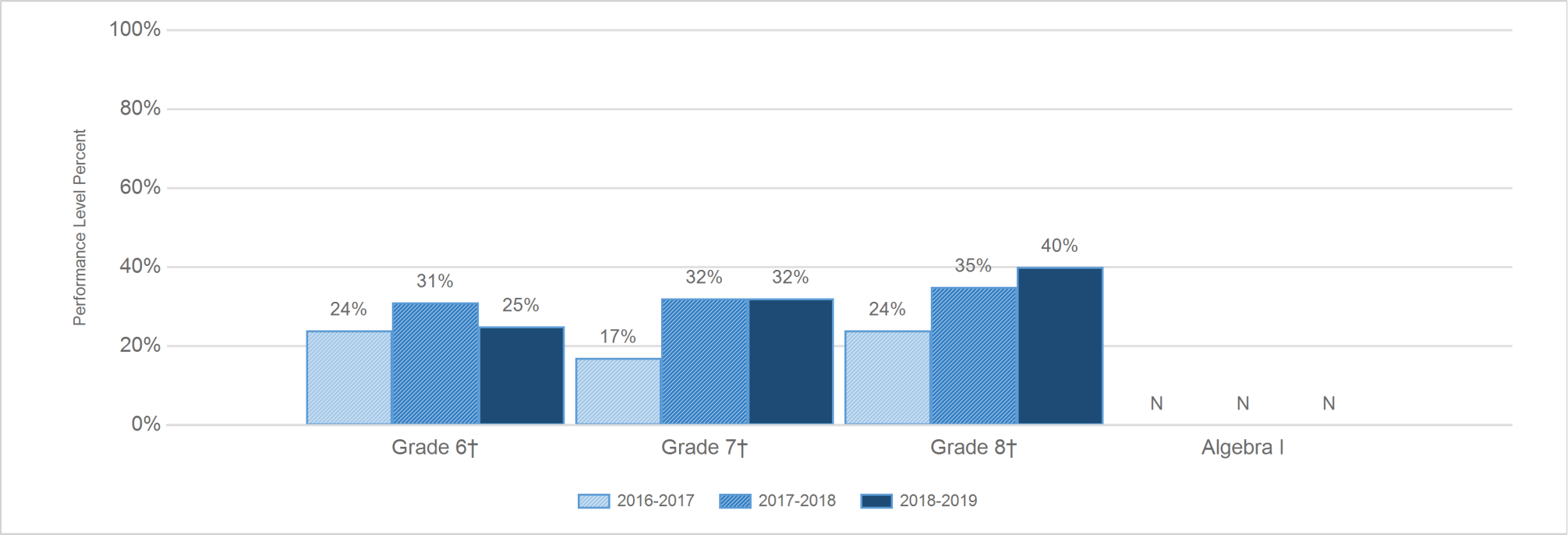


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Mathematics Assessment – Performance Trends

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



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



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 262          | 733              | 735                       | 741                    | 10%                                      | 31%                                   | 34%                                | *                           | *                                | 25%                                     | 41%                                           |
| White                                       | *            | *                | 746                       | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 51%                                           |
| Hispanic                                    | 246          | 732              | 734                       | 729                    | 11%                                      | 30%                                   | 35%                                | *                           | *                                | 24%                                     | 24%                                           |
| Black or African American                   | *            | *                | 724                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 738                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 37%                                           |
| Two or More Races                           | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 48%                                           |
| Female                                      | 133          | 734              | 736                       | 742                    | 8%                                       | 29%                                   | 39%                                | *                           | *                                | 23%                                     | 42%                                           |
| Male                                        | 129          | 732              | 733                       | 740                    | 12%                                      | 32%                                   | 29%                                | *                           | *                                | 27%                                     | 40%                                           |
| Economically Disadvantaged Students         | 229          | 730              | 733                       | 726                    | *                                        | *                                     | 34%                                | *                           | *                                | 22%                                     | 21%                                           |
| Non-Economically Disadvantaged Students     | 33           | 750              | 748                       | 750                    | *                                        | *                                     | 39%                                | *                           | *                                | 45%                                     | 53%                                           |
| Students with Disabilities                  | 19           | 719              | 709                       | 716                    | *                                        | 58%                                   | *                                  | *                           | *                                | 16%                                     | 12%                                           |
| Students without Disabilities               | 243          | 734              | 737                       | 746                    | *                                        | 28%                                   | *                                  | *                           | *                                | 26%                                     | 46%                                           |
| English Learners                            | 21           | 701              | 713                       | 709                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 241          | 736              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | *            | *                | *                         | 717                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Students in Foster Care                     | *            | *                | *                         | 717                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |





**Emerson Middle School**  
(17-5240-105)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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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>                           | 385          | 739              | 740                       | 744                    | 4%                                       | 27%                                   | 37%                                | 26%                         | 6%                               | 32%                                     | 42%                                           |
| White                                       | *            | *                | *                         | 751                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 53%                                           |
| Hispanic                                    | 371          | 739              | 740                       | 733                    | 5%                                       | 27%                                   | 37%                                | 26%                         | 5%                               | 32%                                     | 26%                                           |
| Black or African American                   | *            | *                | *                         | 727                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 21%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 768                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 75%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Two or More Races                           | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Female                                      | 196          | 738              | 740                       | 744                    | *                                        | 25%                                   | 37%                                | *                           | *                                | 32%                                     | 42%                                           |
| Male                                        | 189          | 741              | 741                       | 743                    | *                                        | 29%                                   | 37%                                | *                           | *                                | 32%                                     | 42%                                           |
| Economically Disadvantaged Students         | 350          | 739              | 739                       | 731                    | *                                        | *                                     | 36%                                | *                           | *                                | 32%                                     | 24%                                           |
| Non-Economically Disadvantaged Students     | 35           | 738              | 749                       | 751                    | *                                        | *                                     | 46%                                | *                           | *                                | 29%                                     | 53%                                           |
| Students with Disabilities                  | 26           | 704              | *                         | 718                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 13%                                           |
| Students without Disabilities               | 359          | 742              | *                         | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 48%                                           |
| English Learners                            | 49           | 715              | 717                       | 716                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 10%                                           |
| Non-English Learners                        | 336          | 743              | 744                       | 745                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 44%                                           |
| Homeless Students                           | *            | *                | *                         | 721                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 13%                                           |
| Students in Foster Care                     | N            | N                | *                         | 720                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 11%                                           |
| Military-Connected Students                 | N            | N                | N                         | 746                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 44%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |



**Emerson Middle School**  
(17-5240-105)  
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2018-2019

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

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| <b>Schoolwide</b>                           | 349          | 738              | 743                       | 728                    | 22%                                      | 21%                                   | 17%                                | 35%                         | 5%                               | 40%                                     | 29%                                           |
| White                                       | *            | *                | 753                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 38%                                           |
| Hispanic                                    | 337          | 737              | 742                       | 722                    | 22%                                      | 21%                                   | 17%                                | 35%                         | 5%                               | 40%                                     | 22%                                           |
| Black or African American                   | *            | *                | *                         | 714                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |
| Female                                      | 192          | 743              | 746                       | 731                    | 18%                                      | 19%                                   | 19%                                | *                           | *                                | 44%                                     | 31%                                           |
| Male                                        | 157          | 732              | 739                       | 726                    | 27%                                      | 23%                                   | 15%                                | *                           | *                                | 36%                                     | 27%                                           |
| Economically Disadvantaged Students         | 316          | 737              | 742                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | 39%                                     | 20%                                           |
| Non-Economically Disadvantaged Students     | 33           | 746              | 757                       | 735                    | *                                        | *                                     | *                                  | *                           | *                                | 52%                                     | 36%                                           |
| Students with Disabilities                  | 31           | 699              | *                         | 707                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 10%                                           |
| Students without Disabilities               | 318          | 741              | *                         | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 35%                                           |
| English Learners                            | 60           | 703              | 717                       | 706                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 10%                                           |
| Non-English Learners                        | 289          | 745              | 747                       | 730                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 30%                                           |
| Homeless Students                           | N            | N                | *                         | 709                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students in Foster Care                     | *            | *                | *                         | 709                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 15%                                           |
| Military-Connected Students                 | N            | N                | N                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 32%                                           |
| Migrant Students                            | N            | N                | N                         | 701                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



**Emerson Middle School**  
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### Mathematics Assessment - Performance by Test: Algebra I

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | N            | N                | 730                       | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| White                                       | N            | N                | *                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Hispanic                                    | N            | N                | 729                       | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |
| Black or African American                   | N            | N                | *                         | 725                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 775                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Female                                      | N            | N                | 733                       | 745                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 44%                                           |
| Male                                        | N            | N                | 726                       | 743                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 41%                                           |
| Economically Disadvantaged Students         | N            | N                | 728                       | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Non-Economically Disadvantaged Students     | N            | N                | 744                       | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Students with Disabilities                  | N            | N                | 707                       | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students without Disabilities               | N            | N                | 732                       | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 47%                                           |
| English Learners                            | N            | N                | 704                       | 710                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Non-English Learners                        | N            | N                | 735                       | 745                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| 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                | 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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## 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:<br># Students Tested | Math:<br># 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 | 14.4%                                                             | 40.9%          | Not Met     |

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2               | 73                | *                                       | *                                              |
| 3-4               | 41                | *                                       | *                                              |
| 5 or more         | 18                | *                                       | *                                              |



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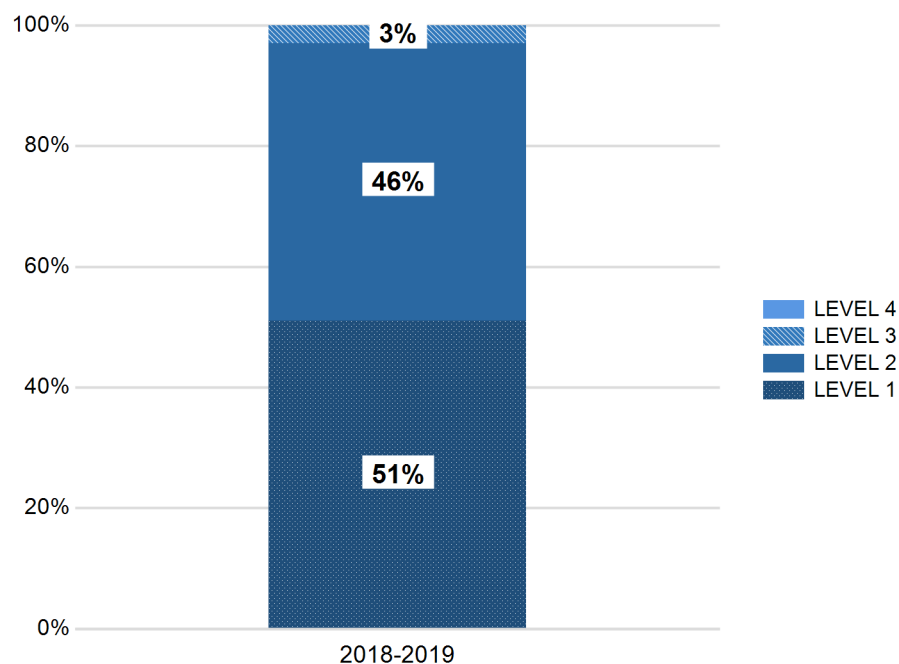
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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>                           | 51        | 46        | 3         | 0         |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 51        | 45        | 3         | 0         |
| 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                                      | 48        | 50        | 2         | 0         |
| Male                                        | 54        | 40        | 5         | 1         |
| Economically Disadvantaged Students         | 52        | 44        | 3         | 0         |
| Non-Economically Disadvantaged Students     | 33        | 58        | 6         | 3         |
| Students with Disabilities                  | 76        | 24        | 0         | 0         |
| Students without Disabilities               | 48        | 48        | 4         | 0         |
| English Learners                            | 76        | 24        | 0         | 0         |
| Non-English Learners                        | 45        | 50        | 4         | 0         |
| Homeless Students                           | N         | N         | N         | N         |
| Students in Foster Care                     | *         | *         | *         | *         |
| 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        | 264                        |
| 7     | 0         | 0        | 390                        |
| 8     | 0         | 0        | 364                        |
| Total | 0         | 0        | 1018                       |

### 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     | N       | N      | N       | N     | N      | N       | N               |
| 7     | N       | N      | N       | N     | N      | N       | N               |
| 8     | N       | N      | N       | N     | N      | N       | N               |
| Total | 0       | 0      | 0       | 0     | 0      | 0       | 0               |



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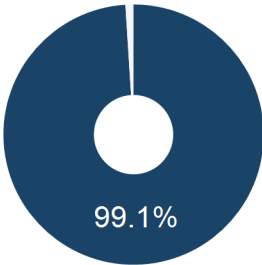
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Visual and Performing Arts – Course Participation

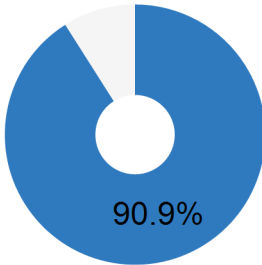
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

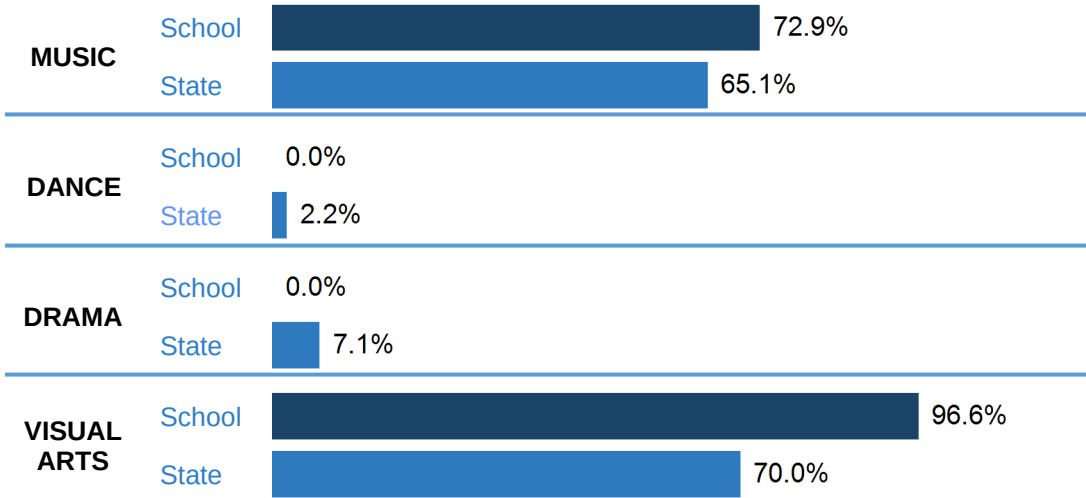


School



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.

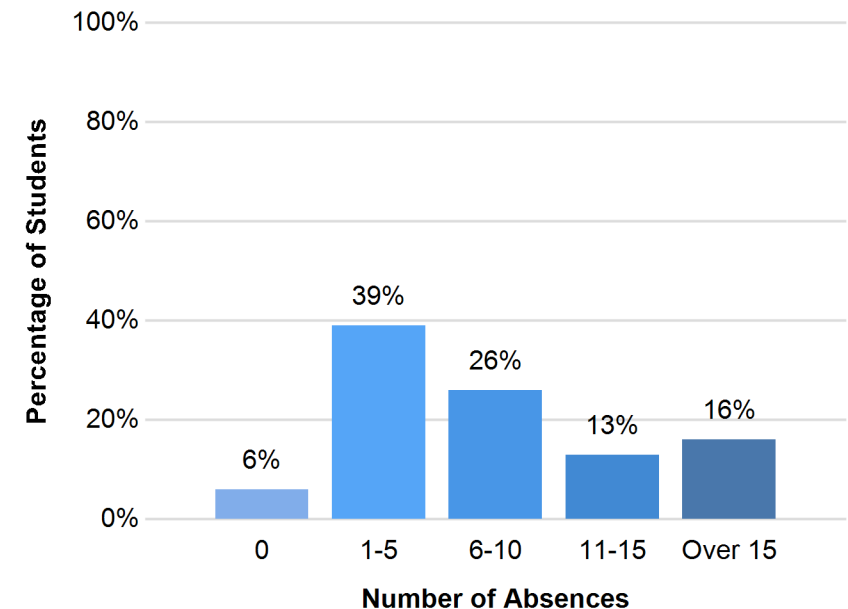
### Chronic Absenteeism

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                          | 129                                   | 12.5                                   | 9.1           | Not Met            |
| White                               | 9                                     | 40.9                                   | 9.1           | Not Met            |
| Hispanic                            | 117                                   | 11.8                                   | 9.1           | Not Met            |
| Black or African American           | 2                                     | 15.4                                   | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | *                                     | *                                      | **            | **                 |
| Female                              | 56                                    | 10.5                                   |               |                    |
| Male                                | 73                                    | 14.5                                   |               |                    |
| Economically Disadvantaged Students | 109                                   | 11.8                                   | 9.1           | Not Met            |
| Students with Disabilities          | 33                                    | 30.3                                   | 9.1           | Not Met            |
| English Learners                    | 8                                     | 6.0                                    | 9.1           | Met                |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

### Days Absent

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







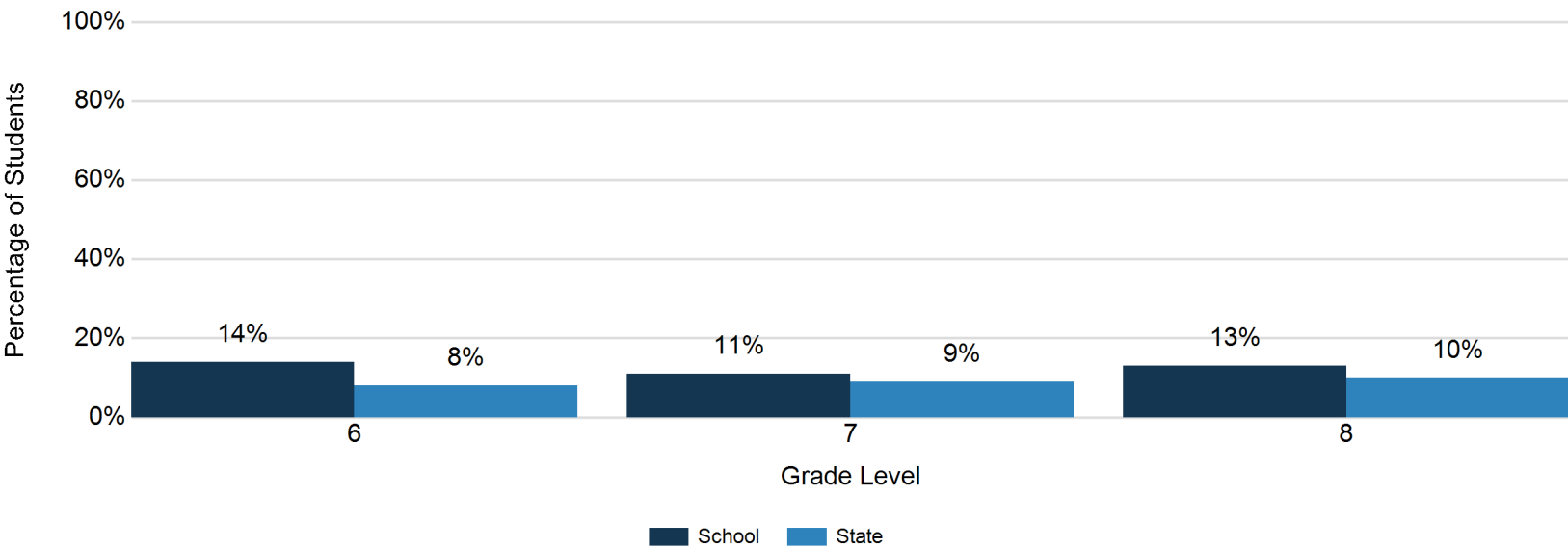
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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                                 | 1                   |
| Weapons                                  | 1                   |
| Vandalism                                | 0                   |
| Substances                               | 2                   |
| Harassment, Intimidation, Bullying (HIB) | 2                   |
| Total Unique Incidents                   | 6                   |
| Incidents Per 100 Students Enrolled      | 0.58                |

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                           | 1           | 2             | 3                        |
| No Identified Nature            | 0           |               | 0                        |

Police Notifications

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

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

Student Disciplinary Removals

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

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

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| 41                                                  |



**Emerson Middle School**  
(17-5240-105)  
Grades Offered: 06-08  
2018-2019

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### School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

### Device Ratios

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

| School Year | Student to Device Ratio |
|-------------|-------------------------|
| 2018-19     | 1.5:1                   |



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

| Teachers – Experience                                                                                                                                                                                                                               |                    |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|
| This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. |                    |                   |
| Category                                                                                                                                                                                                                                            | Teachers in School | Teachers in State |
| Total Number of teachers                                                                                                                                                                                                                            | 64                 | 118,214           |
| Average years experience in public schools                                                                                                                                                                                                          | 10.9               | 12.1              |
| Average years experience in district                                                                                                                                                                                                                | 9.6                | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district                                                                                                                                                                              | 73.4%              | 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                                                                                      | 72                 | 9,530           |
| Average years experience in public schools                                                                          | 23.6               | 16.0            |
| Average years experience in district                                                                                | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district                                        | 98.6%              | 76.9%           |

| Student and Staff Ratios                                                                                                                                                                                                                                                                            |              |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|
| This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools. |              |                |
| Ratio                                                                                                                                                                                                                                                                                               | School Ratio | District Ratio |
| Students to Teachers                                                                                                                                                                                                                                                                                | 16:1         | 16:1           |
| Students to Administrators                                                                                                                                                                                                                                                                          | 257:1        | 191:1          |
| Teachers to Administrators                                                                                                                                                                                                                                                                          | 16:1         | 12:1           |
| Students to Librarians/Media Specialists                                                                                                                                                                                                                                                            |              | 13716:1        |
| Students to Nurses                                                                                                                                                                                                                                                                                  |              | 762:1          |
| Students to Counselors                                                                                                                                                                                                                                                                              |              | 914:1          |
| Students to Child Study Team Members                                                                                                                                                                                                                                                                |              | 232:1          |



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

Teachers and Administrators– Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 51.5%              | 59.4%              | 0.0%                     | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 48.5%              | 40.6%              | 100.0%                   | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 2.0%               | 57.8%              | 25.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 95.8%              | 37.5%              | 75.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 1.1%               | 3.1%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 0.9%               | 0.0%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.1%              | 0.1%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.1%               | 1.6%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 0.1%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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Teachers and Administrators - Level of Education

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

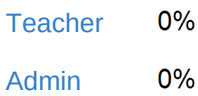
Bachelor’s Degree



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       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 94.2%          |



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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





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

ESSA Accountability Progress

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

| ESSA Accountability Indicator                | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency                              | 54.4%   | 61.3%   | 66.8%   |
| Math Proficiency                             | 22.1%   | 33.0%   | 33.6%   |
| ELA Growth                                   | 63      | 67      | 61      |
| Math Growth                                  | 41      | 65      | 60      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 23.7%   | 14.4%   |
| Chronic Absenteeism                          | 12.9%   | 11.5%   | 12.5%   |

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

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



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## School Narrative

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



### Highlights:

- Emerson Middle School was honored at the Hudson County STEM Showcase with the Broadcom Master nominations and the Lemelson Early Inventor Prize for creating solutions to real world problems.
- Emerson Middle School was honored by the NJ Department of Human Services with the 2019 New Jersey Teen Media award. This student art work now hangs in the state assembly in Trenton.
- Emerson's community relations and partnerships include Stevens Institute of Technology; Research initiatives in Science with Columbia University and in Technology with New York University.



### Mission, Vision, Theme:

The mission of Emerson Middle School is to provide a safe and nurturing learning environment where positive school and community involvement and achievement are recognized and rewarded. We strive to develop dynamic and innovative teachers who guide their students to think critically, read closely, and take academic risks in the classroom.



### Awards, Recognition, Accomplishments:

The NJ Department of Human Services recognized and awarded Emerson students with first place awards in the Middle School Division of the 2019 New Jersey Teen Media Contest. Emerson Middle School Faculty shined at the Art Educators of New Jersey Fall State Conference when sharing teaching methods and resources with colleagues when presenting on STEAM based Lessons for Urban Educators.



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|                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div> Courses, Curriculum, Instruction: </div> </div> | Emerson Middle School offers a variety of placements that tailor the UCBOE curriculum to a variety of student abilities and learning styles. We offer honors and high school preparatory classes at all three grade levels and in all core subjects. School-wide, state and national challenges contribute to a sense of team spirit and the enjoyability of rigorous academics. Our teachers understand the spirit and vision of the NJSLS and standards-based instruction remains innovative and engaging. |
| <div>  <div> Sports and Athletics: </div> </div>            | Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)                                                                                                                                                                                                                                                                                                                                                    |
| <div>  <div> Clubs and Activities: </div> </div>           | Emerson Middle School offers over 30 different Clubs and Activities including Glee, Chorus, Band, Fitness Club, Nuestra Voz-Bilingual Newspaper, JROTC, Forensics, Yearbook, Science Fair, STEM Club, Hydroponics, Community Garden, and Robotics, Student Council, Soaring Ink-Newspaper, Pollution Solution Club, College and Careers Readiness.                                                                                                                                                           |



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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Before and After School Programs:</div> </div> | <p>Our 21st Century and SES programs provide a variety of after school enrichment, remediation, and athletic opportunities for students. These programs typically run at full capacity and are valued both for the opportunities they provide and for the safe space and nourishment that students have access to in the late afternoon and early evening hours.</p>                                                                                |
| <div>  <div>Staff and Professional Learning:</div> </div>  | <p>Professional learning opportunities are provided to our staff through PLC meetings, Faculty Meetings, district and school level workshops, and job-embedded professional development and coaching. We also provide our staff access to content experts and off-site development opportunities where appropriate. These opportunities are aligned with teaching and learning standards and the mission and vision of the district and school.</p> |



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|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div> <div>Student Supports and Services:</div> </div>    | <p>Our Intervention and Referral Services Team provides a comprehensive system of tiered interventions to students in need. Support and guidance are provided through academic and social counseling, SAC services, HIB support and compliance, and Individual Student Improvement Plans. The administrative team closely monitors student progress and communicates clearly and consistently with parents and guardians to ensure that students are receiving any services that they need.</p> |
| <div> <div>Student Health and Wellness:</div> </div>      | <p>As a participant in the Community Eligibility Provision, all students have access to free breakfast and lunch. Our breakfast in the classroom program ensures maximum participation and readiness for learning.</p>                                                                                                                                                                                                                                                                          |
| <div> <div>Parent and Community Involvement:</div> </div> | <p>Emerson Middle School holds a variety of parent workshops. Our Parent Liaison holds a monthly Parent Breakfast Workshop where parents have access to high quality presenters as well as face time with the Administrative Team. Parents and family are invited to our expanding Pasta and Bingo Nights as well as High Honors Awards Dinners held each marking period. In the spring, parents and community members help with the yearly planting of the Community Garden.</p>               |



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|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate surveys are administered and reviewed by the administrative team. Parent surveys are conducted through the Parent Liaison office.</p>                                                                                                                                                                                                                                                                                                                                                                             |
|  <p>Facilities:</p>     | <p>The Facilities Department provides support through a system of work orders to address any issues. The administrative Team follows up on completion of work orders and daily maintenance of the facility. We continue to partner with central office on long range facility use and planning.</p>                                                                                                                                                                                                                                                                                                                      |
|  <p>School Safety:</p> | <p>Emerson Middle School prioritizes school safety. The school employs Union City Police Department officers during all school hours and after school events. Monthly school safety drills are conducted to ensure staff and student vigilance. Security cameras, entrance safety mechanisms, smoke and fire detectors as well as other mechanical systems are in place to ensure safety. The school issues IDs to all students, faculty and staff as a safety measure. Visitor identification and registration is also part of the school's safety measures. Students wear school uniforms for easy identification.</p> |





Emerson Middle School  
(17-5240-105)  
Grades Offered: 06-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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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.

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div> | Emerson Middle School offers a variety of technology and STEM programs. All classrooms are equipped with a Smart Board and teachers receive professional development on technology integration. Two computer labs as well as laptop carts provide for high levels of student access to technology. Our science department includes a state-of-the-art hydroponics lab that has been recognized throughout the state, including by the New Jersey School Boards Association, as a model of urban food production and STEM integration. Emerson has adopted the district's initiative to utilize the google platform for all of its documentation and communication processes. We are staffed with an on-site consulting company to address all technology issues and trouble shooting. |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Emerson Middle School  
(17-5240-105)  
Grades Offered: 06-08  
2018-2019

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School Narrative

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|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div><div>Other Information</div></div> | <p>At Emerson Middle School, we pride ourselves on providing a first-class education to our students. We strive to incorporate the latest research-based strategies and we make decisions based on data and as well as student needs assessment data. We look for opportunities to partner with local community stakeholders and we prepare our students meet the challenges of a changing economy.</p> |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Eugenio Maria de Hostos Center for Early Childhood Education**  
(17-5240-145)  
Grades Offered: PK-KG  
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:**



**Eugenio Maria de Hostos Center for Early Childhood 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         | Hudson                                                                       |
| District       | Union City School District                                                   |
| Principal Name | Mrs. Adriana Birne                                                           |
| Address        | 2200 KENNEDY BLVD UNION CITY, NJ 07087                                       |
| Phone Number   | 201-271-2311                                                                 |
| Email Address  | <a href="mailto:abirne@union-city.k12.nj.us">abirne@union-city.k12.nj.us</a> |
| Website        | <a href="https://ecc.uboe.us/">https://ecc.uboe.us/</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 |
|-------|---------|---------|---------|
| PK    | 194     | 195     | 195     |
| KG    | 123     | 117     | 104     |
| Total | 317     | 312     | 299     |

### 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                              | 55.5%   | 52.9%   | 50.2%   |
| Male                                | 44.5%   | 47.1%   | 49.8%   |
| Economically Disadvantaged Students | 56.8%   | 56.7%   | 54.8%   |
| Students with Disabilities          | 4.1%    | 5.4%    | 5.4%    |
| English Learners                    | 43.8%   | 47.1%   | 43.1%   |
| Homeless Students                   | 0.3%    | 0.0%    | 0.0%    |
| Students in Foster Care             | 0.3%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 5.4%    | 5.1%    | 6.0%    |
| Hispanic                            | 89.3%   | 89.1%   | 87.6%   |
| Black or African American           | 1.9%    | 3.2%    | 2.7%    |
| Asian                               | 3.5%    | 2.6%    | 3.7%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

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

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 194     | 195     | 195     |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 123     | 117     | 104     |

### 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         | 52.5%         |
| Spanish         | 45.5%         |
| Other Languages | 2.0%          |



**Eugenio Maria de Hostos Center for Early Childhood Education**  
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 2018-2019

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## English Language Progress to Proficiency

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

| Student Group               | Percent of English Learners Making Expected Growth to Proficiency | 2017-18 Target | Met Target? |
|-----------------------------|-------------------------------------------------------------------|----------------|-------------|
| Schoolwide/English Learners | 100.0%                                                            | **             | **          |

## English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2               | 13                | *                                       | *                                              |
| 3-4               | 34                | 88.2%                                   | 11.8%                                          |
| 5 or more         | 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.

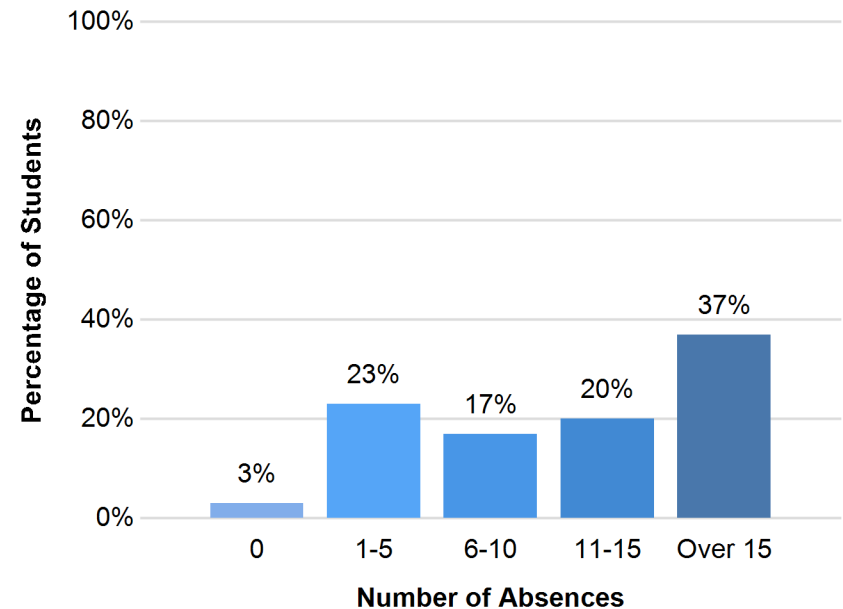
### Chronic Absenteeism

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                          | 32                                    | 30.8                                   | 13.1          | Not Met            |
| White                               | *                                     | *                                      | **            | **                 |
| Hispanic                            | 30                                    | 30.9                                   | 13.1          | Not Met            |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 16                                    | 31.4                                   |               |                    |
| Male                                | 16                                    | 30.2                                   |               |                    |
| Economically Disadvantaged Students | 26                                    | 38.2                                   | 13.1          | Not Met            |
| Students with Disabilities          | *                                     | *                                      | **            | **                 |
| English Learners                    | 19                                    | 39.6                                   | 13.1          | Not Met            |
| Homeless Students                   | N                                     | N                                      |               |                    |
| Students in Foster Care             | N                                     | N                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

### Days Absent

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





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 2018-2019

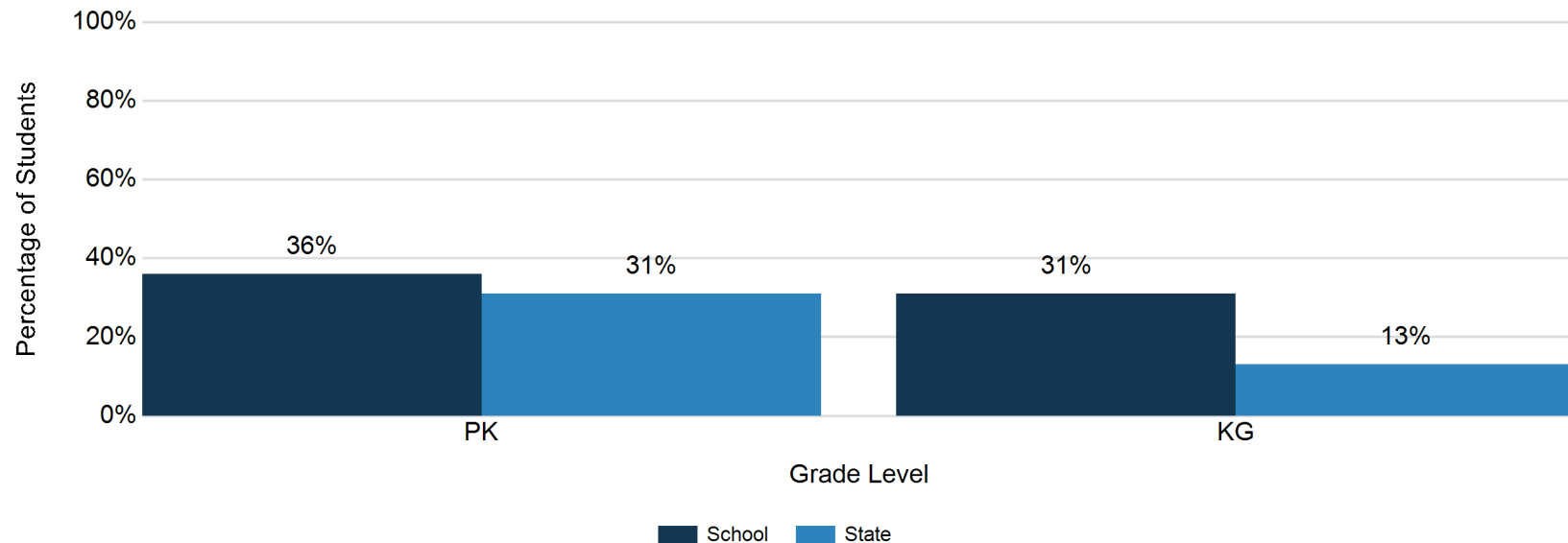
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### Chronic Absenteeism by Grade

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                                 | N                   |
| Weapons                                  | N                   |
| Vandalism                                | N                   |
| Substances                               | N                   |
| Harassment, Intimidation, Bullying (HIB) | N                   |
| Total Unique Incidents                   | N                   |
| Incidents Per 100 Students Enrolled      | 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                        |

### 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                            |

### Student Disciplinary Removals

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

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

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

N



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### School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |



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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                             | 12.3               | 12.1              |
| Average years experience in district                                   | 12.2               | 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                                               | 72                 | 9,530           |
| Average years experience in public schools                                   | 23.6               | 16.0            |
| Average years experience in district                                         | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 98.6%              | 76.9%           |

**Student and Staff Ratios**

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

| Ratio                                    | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers                     | 7:1          | 16:1           |
| Students to Administrators               | 150:1        | 191:1          |
| Teachers to Administrators               | 22:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 13716:1        |
| Students to Nurses                       |              | 762:1          |
| Students to Counselors                   |              | 914:1          |
| Students to Child Study Team Members     |              | 232:1          |



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### Teachers and Administrators – Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 50.2%              | 95.3%              | 100.0%                   | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 49.8%              | 4.7%               | 0.0%                     | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 6.0%               | 37.2%              | 0.0%                     | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 87.6%              | 55.8%              | 100.0%                   | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 2.7%               | 4.7%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 3.7%               | 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%               | 2.3%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 92.1%          |



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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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### 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:

- Hackensack Meridian Health Palisades Medical Center's Children's Speech/OT/ PT Department provided parent workshops on child development, speech delays, challenging behavior and sensory awareness for
- A total of 125 students participated in a Summer program that included early literacy, math, science, technology and engineering activities. The full day program was free of charge and it served break
- NJDOE recognizes ECC as a high quality early childhood program. HS CBE students participate at ECC during the year by working with students and teachers and implementing best practices. Students recei



#### Mission, Vision, Theme:

The district values its commitment to provide the highest quality learning experiences for "all students" students. The UCBOE remains vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLs are addressed and integrated.



#### Awards, Recognition, Accomplishments:

The Early Childhood Environmental Rating Scale-3 scores for the last 5 years reflect a high quality preschool program. The ECERS-3 average scores for the district continue to be above the statewide average.



**Eugenio Maria de Hostos Center for Early Childhood Education**  
 (17-5240-145)  
 Grades Offered: PK-KG  
 2018-2019

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#### Courses, Curriculum, Instruction:

The implementation of the Union City Early Childhood Preschool curriculum continues to be exemplary, and demonstrates a high degree of fidelity. The curriculum meets the needs of children with multiple intelligences, special needs, and different learning styles. The early childhood curriculum is aligned to New Jersey's Preschool Teaching and Learning Standards of Quality, Common Core, and meets the particularized needs of all children. The Early Childhood Environmental Rating Scale-3 scores for the last five years reflect a high quality preschool program. The ECERS-3 average scores for the district continue to be above the statewide average.



#### Clubs and Activities:

The students participate in the district's various sport offerings that are appropriate to their age...soccer, swimming, Tball, etc





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#### Before and After School Programs:

ECC offers a Breakfast and After School Program free of charge to all eligible students. An after School Program is offered to all eligible students from 3:30-5:00pm. A "free of charge" nutritionally balanced dinner is offered every day to all students that participate in the after school program.



#### Staff and Professional Learning:

An after School Program is offered to all eligible students from 3:30-5:00pm. A "free of charge" nutritionally balanced dinner is offered every day to all students that participate in the after school program.



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#### Student Supports and Services:

Students participate in an inclusive learning environment. The individualized needs of identified students with IEP are provided and specific instructional opportunities are offered. Overall, our preschool program offers a variety of challenging learning activities to "all" students and continue to support early language, literacy and pre-readiness development, and ensures the particularized needs of the children and their community. Age-appropriate learning opportunities and a dedicated highly qualified staff ensure that our youngest population gets the positive learning experiences necessary for future academic success. The staff strives to provide a high quality-learning environment for "all" children. Highly qualified staff members create a safe learning and nurturing environment. A variety of activities are offered to develop children's social and emotional skills, Early Literacy, "STEM": Science, Technology, Engineering and Math, Art, Physical Education and Music.



#### Student Health and Wellness:

The North Hudson Community Action Corporation also provides a comprehensive screening of health services to all three and four year old children enrolled in the program. A certified pediatric physician performs the screening. Early detection in areas of need is identified, and students are referred to specialized services if deemed necessary. All staff members are trained in CPR and also have participated in numerous health and well ness programs/workshops.



#### Parent and Community Involvement:

Parents are also strongly encouraged to become active participants in the education of their children. Parent workshops are also offered on various health and social issues/services. Our home-school connection and communication is an essential component for our school. We believe that parents play an important role in their children's education and we welcome their participation in our program.



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|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Positive school climate responses. The parents expressed that the staff was very cooperative, supportive and that ECC provided exceptional learning instructional opportunities to all students.</p>                                                                                                                                                                                                                           |
|  <p>Facilities:</p>     | <p>The facility is in compliance with NJDOE regulations. The maintenance staff ensures that the building is kept spotless and comply with district regulations. The school has a playground for the children to use during school hours. A parking lot is also available for the staff.</p>                                                                                                                                                                                                                         |
|  <p>School Safety:</p> | <p>School Safety is a priority for the school. Monthly drill are performed as per NJDOE requirements. All of the staff members participate in ongoing mandated school safety training every year. Safety measures are followed by all staff members. Five security guards are present at all times. The District has developed a school safety manual as guidance for all staff members. School safety signs are posted throughout the school. Code Blue training Team has been trained to address emergencies.</p> |



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#### Technology and STEM:

The ECC staff was trained by the National Institute Early Education Research in order to provide quality STEM activities



#### Early Childhood Education:

Hostos Early Childhood Center's vision is to effectively provide the children with a high-quality comprehensive preschool program that supports early language, literacy and pre-readiness development and also to ensure that particularized needs of the children and their community. The program's focus is based upon individual success, provides child initiated learning experiences, and promotes growth in cognitive, physical, social and emotional areas such as are found in the High Scope Early Childhood approach. The goal of the district's early childhood program is to employ both traditional and innovative methods, which are grounded in the tenets of early childhood education. A safe and nurturing developmental environment is provided to stimulate cognitive and physical development, as well as foster self-esteem and guide the child to become a self-directed learner. Most importantly, the Union City Early Childhood staff members recognize that "active learning" and being ready to



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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:**



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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         | Hudson                                                                  |
| District       | Union City School District                                              |
| Principal Name | Ms. Julio Rivera                                                        |
| Address        | 3905 NEW YORK AVE UNION CITY, NJ 07087-4821                             |
| Phone Number   | 201-348-5829                                                            |
| Email Address  | <a href="mailto:arivera@ucboe.us">arivera@ucboe.us</a>                  |
| Website        | <a href="https://washington.ucboe.us/">https://washington.ucboe.us/</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 |
|-------|---------|---------|---------|
| PK    | 0       | 0       | 0       |
| KG    | 104     | 82      | 101     |
| 1     | 114     | 99      | 85      |
| 2     | 105     | 111     | 107     |
| 3     | 97      | 95      | 105     |
| 4     | 128     | 103     | 106     |
| 5     | 147     | 163     | 143     |
| 6     | 161     | 153     | 160     |
| Total | 856     | 806     | 807     |

Enrollment Trends by Student Group

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

| Student Group                       | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female                              | 48.6%   | 49.5%   | 50.1%   |
| Male                                | 51.4%   | 50.5%   | 49.9%   |
| Economically Disadvantaged Students | 92.5%   | 91.3%   | 91.6%   |
| Students with Disabilities          | 5.0%    | 5.7%    | 5.6%    |
| English Learners                    | 25.1%   | 30.5%   | 37.9%   |
| Homeless Students                   | 0.0%    | 0.0%    | 0.2%    |
| Students in Foster Care             | 0.4%    | 0.5%    | 0.1%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 1.4%    | 1.1%    | 1.1%    |
| Hispanic                            | 97.2%   | 98.0%   | 97.6%   |
| Black or African American           | 0.5%    | 0.4%    | 0.6%    |
| Asian                               | 0.9%    | 0.5%    | 0.6%    |
| Native Hawaiian or Pacific Islander | 0.0%    | 0.0%    | 0.0%    |
| American Indian or Alaska Native    | 0.0%    | 0.0%    | 0.0%    |
| Two or More Races                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 0       | 0       | 0       |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 104     | 82      | 101     |

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 |
|-----------------|---------------|
| Spanish         | 75.2%         |
| English         | 23.7%         |
| Other Languages | 1.1%          |



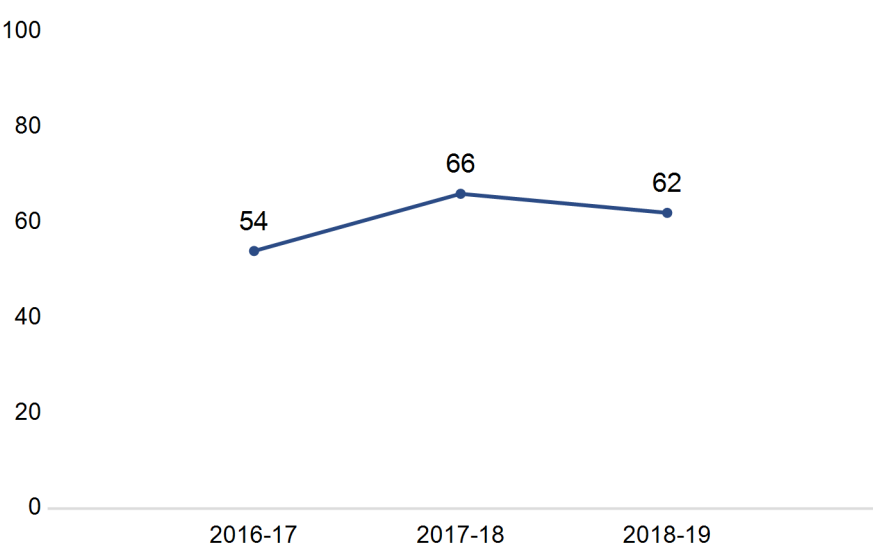
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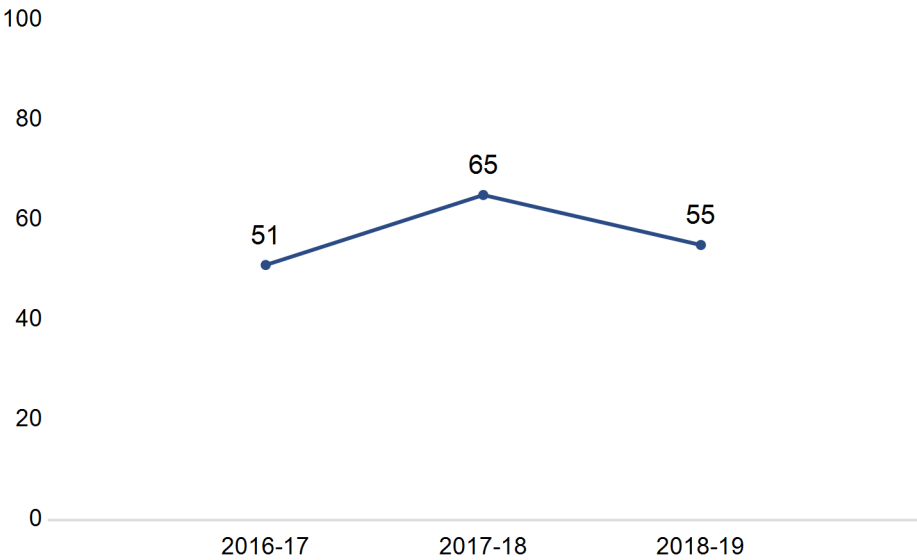
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure                         | 2016-17<br>ELA | 2017-18<br>ELA   | 2018-19<br>ELA   | 2016-17<br>Math | 2017-18<br>Math  | 2018-19<br>Math |
|---------------------------------------------|----------------|------------------|------------------|-----------------|------------------|-----------------|
| Median Student Growth Percentile            | 54             | 66               | 62               | 51              | 65               | 55              |
| Met Standard (40-59.5)?                     | Met Standard   | Exceeds Standard | Exceeds Standard | Met Standard    | Exceeds Standard | Met Standard    |
| Statewide: Median Student Growth Percentile | 50             | 50               | 50               | 50              | 50               | 50              |





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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|------------------------------|---------------------|-----------------------|------------------------|-------------------------------|
| Schoolwide                                  | 62                 | 58                   | 50                    | Exceeds Standard             | 55                  | 52                    | 50                     | Met Standard                  |
| White                                       | *                  | 59.5                 | 50                    | **                           | *                   | 59                    | 52                     | **                            |
| Hispanic                                    | 62                 | 58                   | 49                    | Exceeds Standard             | 55                  | 52                    | 47                     | Met Standard                  |
| Black or African American                   | *                  | 73                   | 45                    | **                           | *                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | *                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 64                 | 62                   | 53                    | N                            | 59.5                | 53                    | 50                     | N                             |
| Male                                        | 59.5               | 53                   | 47                    | N                            | 48.5                | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 62                 | 58                   | 48                    | Exceeds Standard             | 55                  | 52                    | 46                     | Met Standard                  |
| Students with Disabilities                  | 34                 | 44                   | 43                    | Not Met                      | 34.5                | 39                    | 45                     | Not Met                       |
| English Learners                            | 63                 | 58                   | 52                    | Exceeds Standard             | 59                  | 52                    | 50                     | Met Standard                  |
| Homeless Students                           | N                  | *                    | 43                    | N                            | N                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | N                  | *                    | 42                    | N                            | N                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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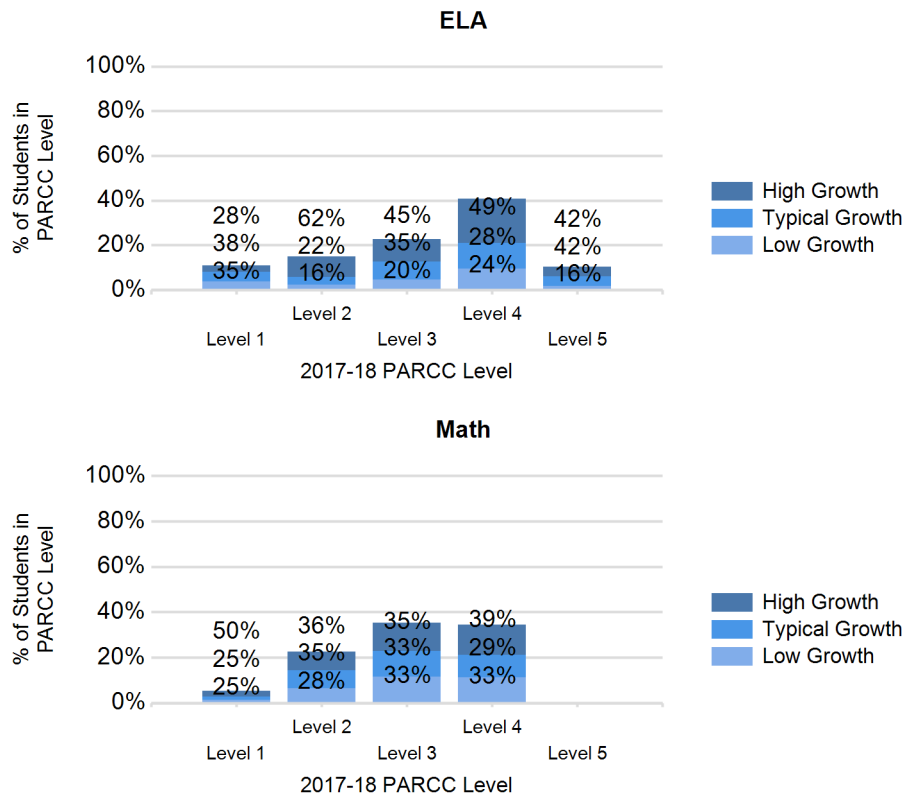
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

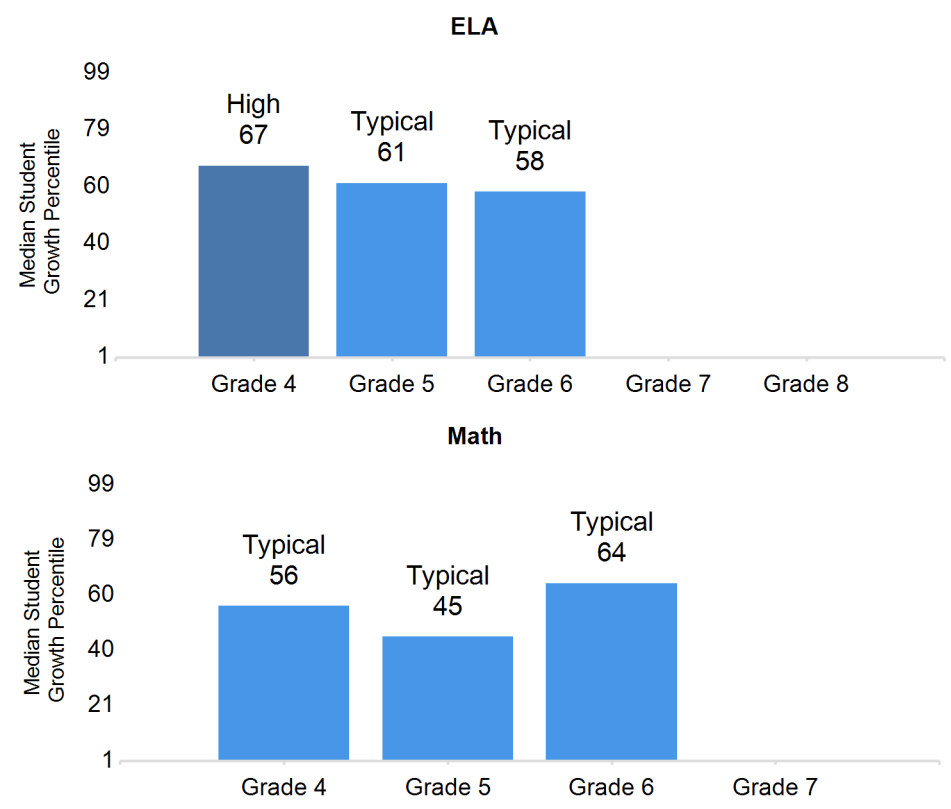
Student Growth by Performance Level

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



Student Growth by Grade

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



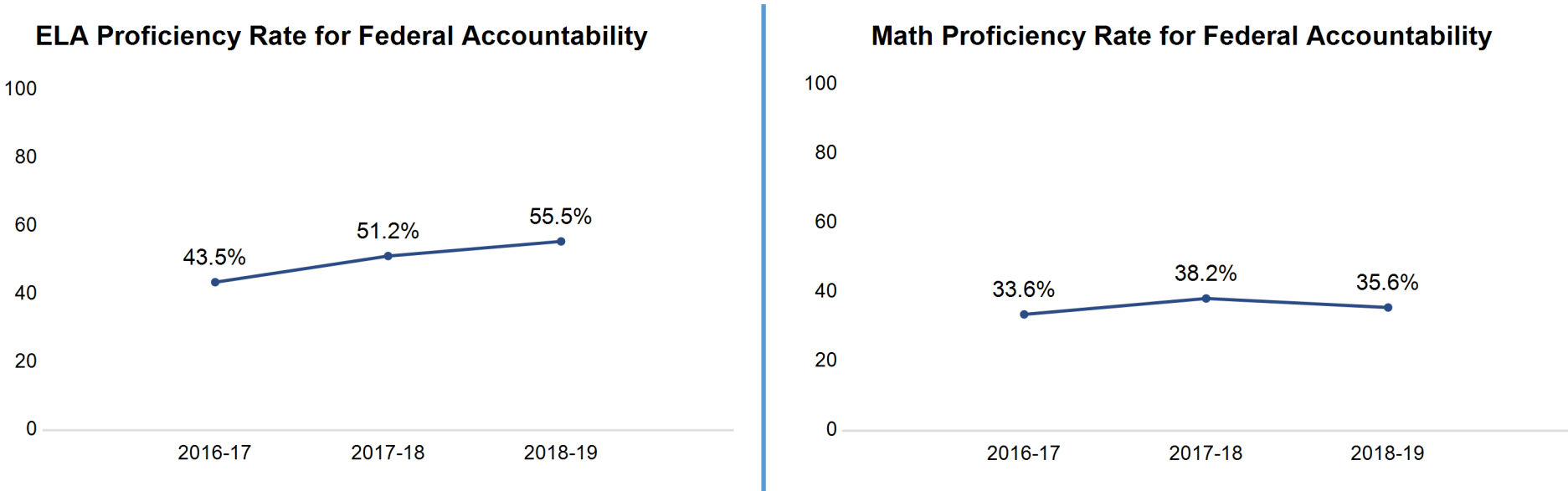


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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate                                    | 96.7%       | 97.2%       | 98.6%       | 97.0%        | 97.3%        | 98.0%        |
| Proficiency Rate for Federal Accountability           | 43.5%       | 51.2%       | 55.5%       | 33.6%        | 38.2%        | 35.6%        |
| Annual Target                                         | 41.2%       | 43.3%       | 45.3%       | 35.4%        | 37.8%        | 40.1%        |
| 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                                  | 483          | 98.6                      | 55.5                                           | 54.9                                             | 57.9                                          | 55.5                                        | 45.3                  | Met Target                |
| White                                       | *            | *                         | *                                              | 63.8                                             | 66.9                                          | *                                           | **                    | **                        |
| Hispanic                                    | 475          | 99.0                      | 55.4                                           | 54.4                                             | 43.9                                          | 55.4                                        | 44.4                  | Met Target                |
| Black or African American                   | *            | *                         | *                                              | 53.7                                             | 38.5                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 239          | 97.6                      | 61.5                                           | 61.7                                             | 64.8                                          | 61.5                                        |                       |                           |
| Male                                        | 244          | 99.6                      | 49.6                                           | 48.4                                             | 51.3                                          | 49.6                                        |                       |                           |
| Economically Disadvantaged Students         | 458          | 98.9                      | 55.2                                           | *                                                | 40.0                                          | *                                           | 45.1                  | Met Target                |
| Non-Economically Disadvantaged Students     | 25           | 92.9                      | 60.0                                           | *                                                | 67.9                                          | *                                           |                       |                           |
| Students with Disabilities                  | 35           | 97.3                      | *                                              | 15.2                                             | 22.7                                          | *                                           | 18.8                  | Not Met                   |
| Students without Disabilities               | 448          | 98.7                      | *                                              | 59.4                                             | 65.1                                          | *                                           |                       |                           |
| English Learners                            | 264          | 99.6                      | 48.1                                           | *                                                | 29.3                                          | 48.1                                        | 14                    | Met Target                |
| Non-English Learners                        | 219          | 97.4                      | 64.4                                           | *                                                | 60.6                                          | 64.4                                        |                       |                           |
| Homeless Students                           | *            | *                         | *                                              | 50.0                                             | 29.1                                          | *                                           |                       |                           |
| Students In Foster Care                     | N            | N                         | N                                              | 33.3                                             | 27.6                                          | N                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

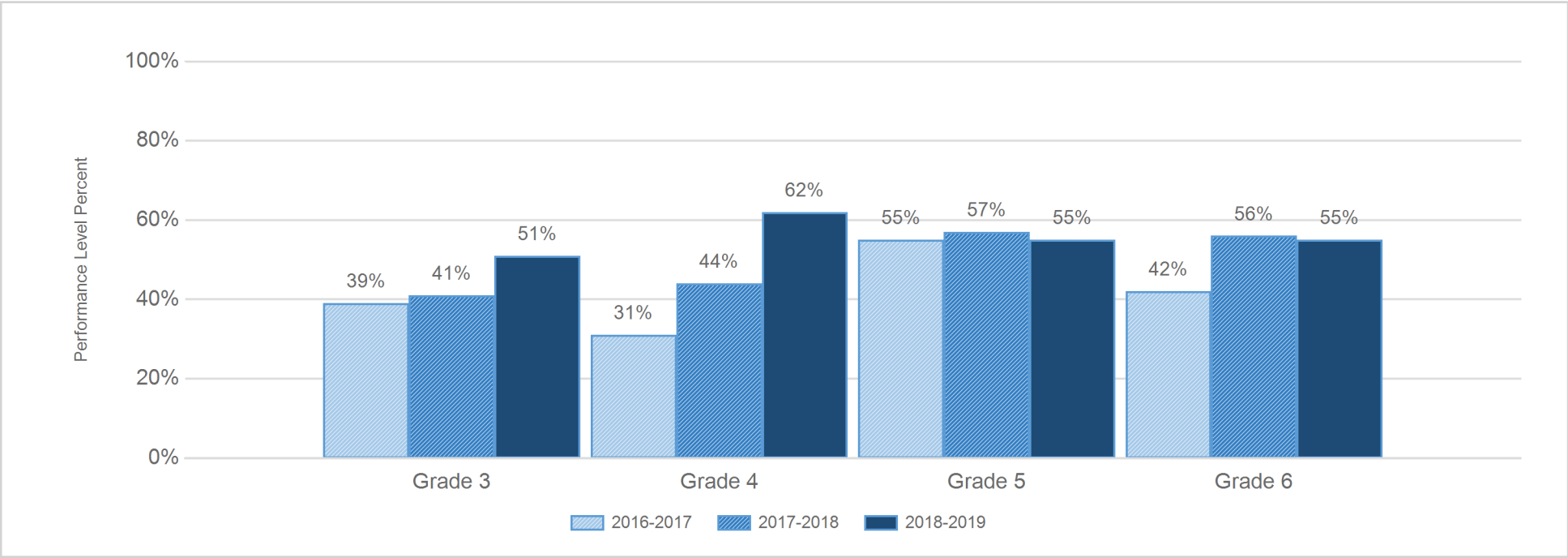


George Washington Elementary School  
(17-5240-120)  
Grades Offered: PK-06  
2018-2019

**Report Key:**  
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N No Data is available to display  
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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.





George Washington Elementary School  
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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 99           | 746              | 743                       | 748                    | 14%                                      | 10%                                   | 25%                                | *                           | *                                | 51%                                     | 50%                                           |
| White                                       | *            | *                | 754                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Hispanic                                    | *            | *                | 743                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Black or African American                   | N            | N                | *                         | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 47           | 752              | 749                       | 753                    | *                                        | *                                     | *                                  | *                           | *                                | 55%                                     | 55%                                           |
| Male                                        | 52           | 740              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | 46%                                     | 46%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 33%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 759                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 61%                                           |
| Students with Disabilities                  | *            | *                | 695                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 24%                                           |
| Students without Disabilities               | *            | *                | 747                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 35           | 731              | 728                       | 713                    | *                                        | *                                     | *                                  | *                           | *                                | 37%                                     | 17%                                           |
| Non-English Learners                        | 64           | 754              | 753                       | 751                    | *                                        | *                                     | *                                  | *                           | *                                | 58%                                     | 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                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |



George Washington Elementary School  
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 99           | 755              | 753                       | 755                    | *                                        | *                                     | 19%                                | 43%                         | 18%                              | 62%                                     | 57%                                           |
| White                                       | *            | *                | 766                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Hispanic                                    | *            | *                | 752                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 44%                                           |
| Black or African American                   | N            | N                | *                         | 739                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 39%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 779                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 82%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Two or More Races                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 50           | 757              | 757                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | 66%                                     | 62%                                           |
| Male                                        | 49           | 753              | 749                       | 750                    | *                                        | *                                     | *                                  | *                           | *                                | 57%                                     | 53%                                           |
| Economically Disadvantaged Students         | *            | *                | 750                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 40%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 779                       | 765                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 69%                                           |
| Students with Disabilities                  | *            | *                | 710                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 756                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 30           | 728              | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | 23%                                     | 17%                                           |
| Non-English Learners                        | 69           | 766              | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | 78%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



George Washington Elementary School  
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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                                  | 135          | 750              | 749                       | 756                    | 16%                                      | 8%                                    | 21%                                | 42%                         | 13%                              | 55%                                     | 58%                                           |
| White                                       | *            | *                | 761                       | 764                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 68%                                           |
| Hispanic                                    | 133          | 750              | *                         | 743                    | 16%                                      | 8%                                    | 22%                                | 41%                         | 13%                              | 54%                                     | 44%                                           |
| Black or African American                   | N            | N                | *                         | 739                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 38%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 781                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Two or More Races                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 67           | 753              | 755                       | 761                    | 16%                                      | *                                     | 24%                                | *                           | *                                | 57%                                     | 64%                                           |
| Male                                        | 68           | 747              | 743                       | 750                    | 15%                                      | *                                     | 19%                                | *                           | *                                | 53%                                     | 52%                                           |
| Economically Disadvantaged Students         | *            | *                | 748                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 39%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 762                       | 766                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 69%                                           |
| Students with Disabilities                  | 16           | 693              | 702                       | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students without Disabilities               | 119          | 758              | 753                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| English Learners                            | 23           | 718              | *                         | 713                    | *                                        | *                                     | *                                  | *                           | *                                | 17%                                     | 11%                                           |
| Non-English Learners                        | 112          | 757              | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | 63%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |





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English Language Arts Assessment - Performance by Grade: Grade 6

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 154          | 750              | 756                       | 754                    | 12%                                      | 6%                                    | 27%                                | 43%                         | 12%                              | 55%                                     | 56%                                           |
| White                                       | *            | *                | 763                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| Hispanic                                    | 152          | 751              | 755                       | 743                    | 12%                                      | 7%                                    | 26%                                | 43%                         | 13%                              | 56%                                     | 43%                                           |
| Black or African American                   | *            | *                | 759                       | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 780                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 751                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Two or More Races                           | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 79           | 761              | 765                       | 762                    | *                                        | *                                     | 24%                                | *                           | *                                | 65%                                     | 64%                                           |
| Male                                        | 75           | 739              | 747                       | 748                    | *                                        | *                                     | 29%                                | *                           | *                                | 45%                                     | 48%                                           |
| Economically Disadvantaged Students         | 144          | 751              | 754                       | 740                    | *                                        | 7%                                    | *                                  | *                           | *                                | 56%                                     | 39%                                           |
| Non-Economically Disadvantaged Students     | 10           | 737              | 776                       | 763                    | *                                        | 0%                                    | *                                  | *                           | *                                | 40%                                     | 67%                                           |
| Students with Disabilities                  | 13           | 688              | 709                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | 141          | 756              | 761                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 17           | 715              | 717                       | 710                    | *                                        | *                                     | *                                  | *                           | *                                | 18%                                     | *                                             |
| Non-English Learners                        | 137          | 755              | 761                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | 60%                                     | *                                             |
| Homeless Students                           | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |
| Students in Foster Care                     | N            | N                | *                         | 726                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 54%                                           |
| Migrant Students                            | N            | N                | N                         | 721                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



**George Washington Elementary School**  
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2018-2019

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## Mathematics Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 494          | 98.0                      | 35.6                                                    | 34.6                                                      | 44.5                                                   | 35.6                                              | 40.1                     | Not Met                      |
| White                                       | *            | *                         | *                                                       | 39.8                                                      | 54.1                                                   | *                                                 | **                       | **                           |
| Hispanic                                    | 486          | 98.4                      | 35.8                                                    | 34.1                                                      | 28.8                                                   | 35.8                                              | 40.3                     | Not Met                      |
| Black or African American                   | *            | *                         | *                                                       | 37.0                                                      | 23.0                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 69.5                                                      | 76.5                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 242          | 96.9                      | 35.5                                                    | 35.2                                                      | 44.9                                                   | 35.5                                              |                          |                              |
| Male                                        | 252          | 99.2                      | 35.7                                                    | 34.1                                                      | 44.2                                                   | 35.7                                              |                          |                              |
| Economically Disadvantaged Students         | 469          | 98.3                      | 35.0                                                    | *                                                         | 26.3                                                   | *                                                 | 40.2                     | Not Met                      |
| Non-Economically Disadvantaged Students     | 25           | 92.9                      | 48.0                                                    | *                                                         | 54.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | 35           | 97.3                      | *                                                       | *                                                         | 17.4                                                   | *                                                 | 15.3                     | Not Met                      |
| Students without Disabilities               | 459          | 98.1                      | *                                                       | *                                                         | 50.0                                                   | *                                                 |                          |                              |
| English Learners                            | 276          | 99.6                      | 31.9                                                    | *                                                         | 25.0                                                   | 31.9                                              | 26.5                     | Met Target                   |
| Non-English Learners                        | 218          | 96.1                      | 40.4                                                    | *                                                         | 46.5                                                   | 40.4                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 18.8                                                      | 17.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | N            | N                         | N                                                       | 16.7                                                      | 17.1                                                   | N                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

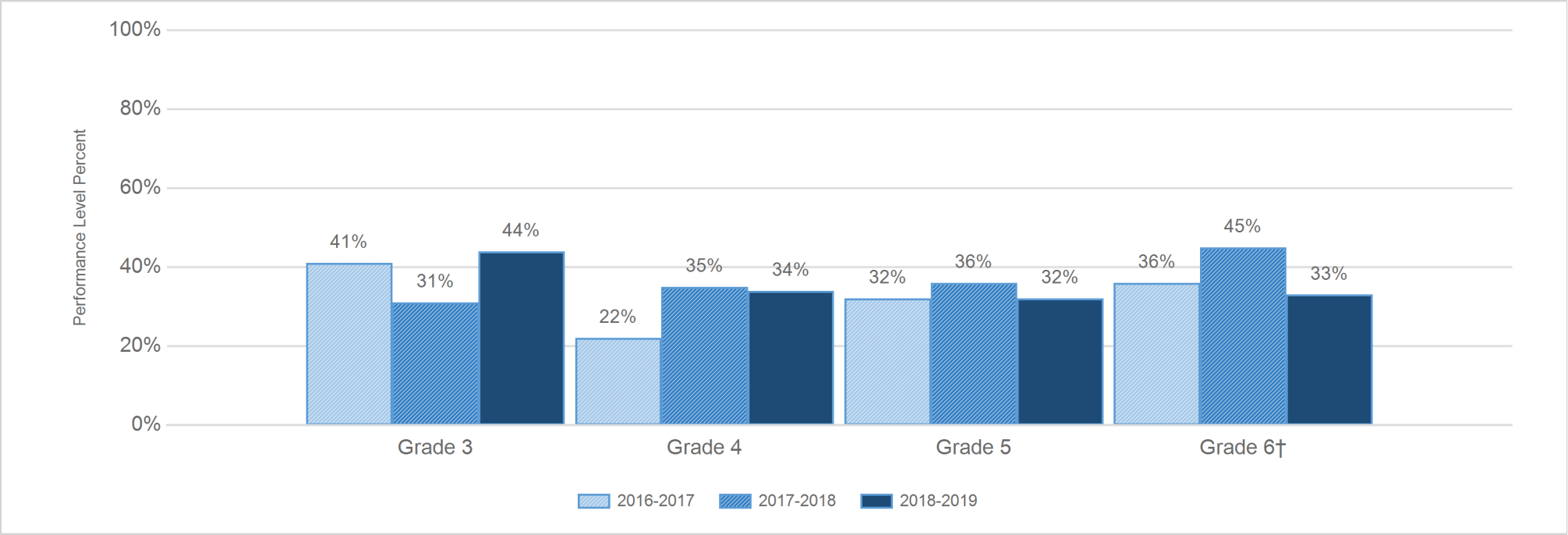


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 100          | 746              | 747                       | 752                    | *                                        | 15%                                   | 34%                                | *                           | *                                | 44%                                     | 55%                                           |
| White                                       | *            | *                | 751                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 66%                                           |
| Hispanic                                    | *            | *                | 747                       | 739                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 40%                                           |
| Black or African American                   | N            | N                | *                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 47           | 746              | 747                       | 751                    | *                                        | *                                     | 30%                                | *                           | *                                | 45%                                     | 54%                                           |
| Male                                        | 53           | 746              | 747                       | 752                    | *                                        | *                                     | 38%                                | *                           | *                                | 43%                                     | 56%                                           |
| Economically Disadvantaged Students         | *            | *                | 746                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 37%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 754                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Students with Disabilities                  | *            | *                | 724                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 31%                                           |
| Students without Disabilities               | *            | *                | 749                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| English Learners                            | 37           | 735              | 740                       | 728                    | *                                        | *                                     | 41%                                | *                           | *                                | 30%                                     | 26%                                           |
| Non-English Learners                        | 63           | 752              | 752                       | 754                    | *                                        | *                                     | 30%                                | *                           | *                                | 52%                                     | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |



George Washington Elementary School  
(17-5240-120)  
Grades Offered: PK-06  
2018-2019

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 103          | 738              | 743                       | 749                    | *                                        | 21%                                   | 37%                                | *                           | *                                | 34%                                     | 51%                                           |
| White                                       | *            | *                | 759                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Hispanic                                    | *            | *                | 742                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Black or African American                   | N            | N                | *                         | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 776                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 82%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 46%                                           |
| Two or More Races                           | N            | N                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 53           | 738              | 743                       | 749                    | *                                        | *                                     | 40%                                | *                           | *                                | 34%                                     | 50%                                           |
| Male                                        | 50           | 738              | 743                       | 749                    | *                                        | *                                     | 34%                                | *                           | *                                | 34%                                     | 52%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 32%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 764                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 63%                                           |
| Students with Disabilities                  | *            | *                | 720                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 745                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 34           | 721              | *                         | 722                    | *                                        | 35%                                   | 35%                                | *                           | *                                | 12%                                     | 18%                                           |
| Non-English Learners                        | 69           | 747              | *                         | 751                    | *                                        | 14%                                   | 38%                                | *                           | *                                | 45%                                     | 54%                                           |
| Homeless Students                           | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |
| Students in Foster Care                     | N            | N                | N                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



George Washington Elementary School  
(17-5240-120)  
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 139          | 737              | 737                       | 747                    | *                                        | 29%                                   | 33%                                | *                           | *                                | 32%                                     | 47%                                           |
| White                                       | *            | *                | 747                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 58%                                           |
| Hispanic                                    | 137          | 737              | *                         | 735                    | *                                        | 29%                                   | 33%                                | *                           | *                                | 32%                                     | 30%                                           |
| Black or African American                   | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 775                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Female                                      | 68           | 736              | 737                       | 747                    | *                                        | 29%                                   | 37%                                | *                           | *                                | 29%                                     | 47%                                           |
| Male                                        | 71           | 738              | 736                       | 747                    | *                                        | 28%                                   | 30%                                | *                           | *                                | 35%                                     | 47%                                           |
| Economically Disadvantaged Students         | *            | *                | 736                       | 732                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 27%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 745                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 59%                                           |
| Students with Disabilities                  | 16           | 706              | 713                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | 123          | 741              | 739                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 52%                                           |
| English Learners                            | 27           | 722              | *                         | 718                    | *                                        | 52%                                   | *                                  | *                           | *                                | 15%                                     | 12%                                           |
| Non-English Learners                        | 112          | 741              | *                         | 749                    | *                                        | 23%                                   | *                                  | *                           | *                                | 37%                                     | 49%                                           |
| Homeless Students                           | N            | N                | *                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |
| Students in Foster Care                     | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 14%                                           |
| Military-Connected Students                 | N            | N                | N                         | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 50%                                           |
| Migrant Students                            | N            | N                | N                         | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |



**George Washington Elementary School**  
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2018-2019

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

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| <b>Schoolwide</b>                           | 158          | 736              | 735                       | 741                    | 13%                                      | 24%                                   | 30%                                | *                           | *                                | 33%                                     | 41%                                           |
| White                                       | *            | *                | 746                       | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 51%                                           |
| Hispanic                                    | 156          | 736              | 734                       | 729                    | 12%                                      | 24%                                   | 30%                                | *                           | *                                | 33%                                     | 24%                                           |
| Black or African American                   | *            | *                | 724                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 769                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 738                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 37%                                           |
| Two or More Races                           | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 48%                                           |
| Female                                      | 80           | 740              | 736                       | 742                    | *                                        | 19%                                   | 39%                                | *                           | *                                | 34%                                     | 42%                                           |
| Male                                        | 78           | 732              | 733                       | 740                    | *                                        | 29%                                   | 22%                                | *                           | *                                | 32%                                     | 40%                                           |
| Economically Disadvantaged Students         | 148          | 737              | 733                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | 34%                                     | 21%                                           |
| Non-Economically Disadvantaged Students     | 10           | 723              | 748                       | 750                    | *                                        | *                                     | *                                  | *                           | *                                | 20%                                     | 53%                                           |
| Students with Disabilities                  | 13           | 690              | 709                       | 716                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Students without Disabilities               | 145          | 740              | 737                       | 746                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 46%                                           |
| English Learners                            | 22           | 720              | 713                       | 709                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 136          | 738              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students in Foster Care                     | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |



## George Washington Elementary School

(17-5240-120)

Grades Offered: PK-06

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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |
| 4     | N                         | N                          |
| 5     | *                         | *                          |
| 6     | *                         | *                          |

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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 | 35.1%                                                             | 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               | 82                | *                                       | *                                              |
| 3-4               | 120               | *                                       | *                                              |
| 5 or more         | 97                | *                                       | *                                              |





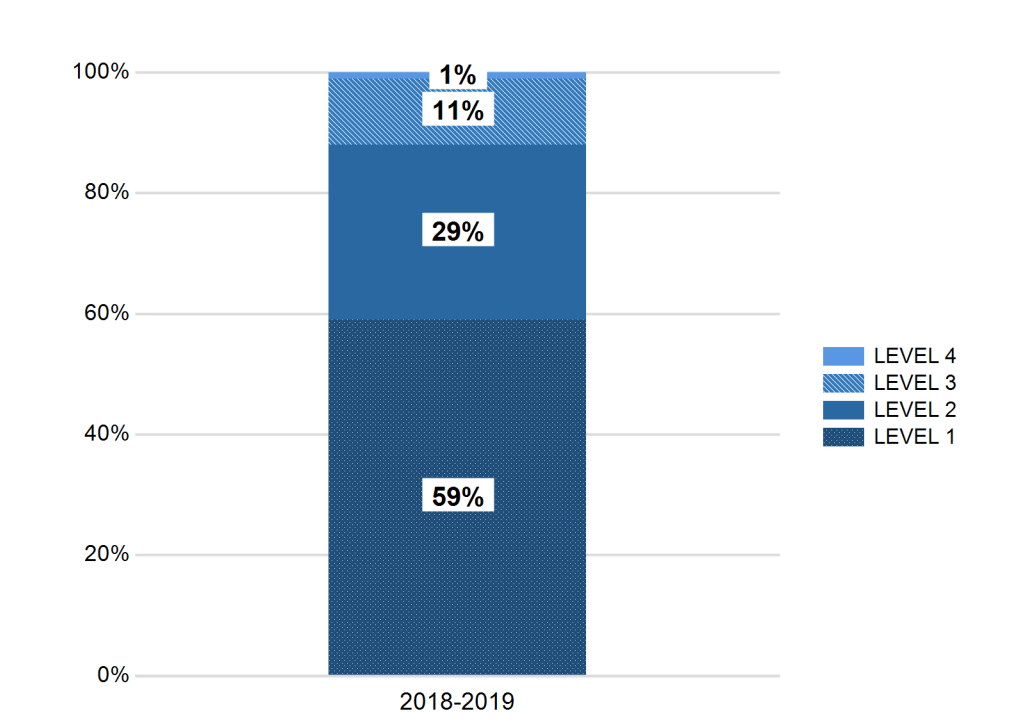
George Washington Elementary School  
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------------------------------------|-----------|-----------|-----------|-----------|
| Schoolwide                                  | 59        | 29        | 11        | 1         |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 59        | 30        | 10        | 1         |
| Black or African American                   | N         | N         | N         | N         |
| Asian, Native Hawaiian, or Pacific Islander | *         | *         | *         | *         |
| American Indian or Alaska Native            | N         | N         | N         | N         |
| Two or More Races                           | N         | N         | N         | N         |
| Female                                      | 61        | 29        | 10        | 0         |
| Male                                        | 58        | 30        | 11        | 1         |
| Economically Disadvantaged Students         | *         | *         | *         | *         |
| Non-Economically Disadvantaged Students     | *         | *         | *         | *         |
| Students with Disabilities                  | *         | *         | *         | *         |
| Students without Disabilities               | *         | *         | *         | *         |
| English Learners                            | 75        | 25        | 0         | 0         |
| Non-English Learners                        | 55        | 30        | 13        | 1         |
| 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         |



George Washington Elementary School

(17-5240-120)

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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.

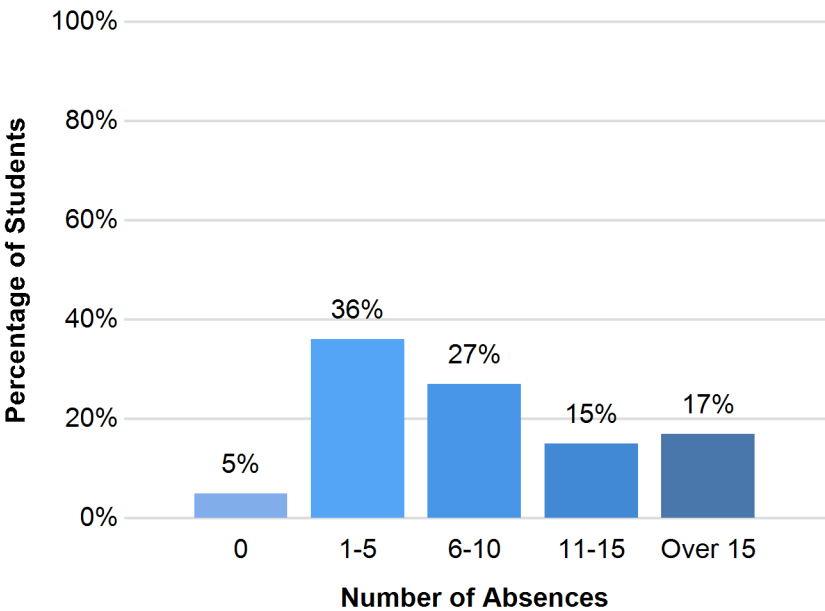
Chronic Absenteeism

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                          | 99                                    | 12.3                                   | 8.8           | Not Met            |
| White                               | 0                                     | 0                                      | **            | **                 |
| Hispanic                            | 97                                    | 12.3                                   | 8.8           | Not Met            |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 41                                    | 10.1                                   |               |                    |
| Male                                | 58                                    | 14.4                                   |               |                    |
| Economically Disadvantaged Students | 90                                    | 12.1                                   | 8.8           | Not Met            |
| Students with Disabilities          | 13                                    | 25.5                                   | 8.8           | Not Met            |
| English Learners                    | 27                                    | 9.0                                    | 8.8           | Not Met            |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

Days Absent

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





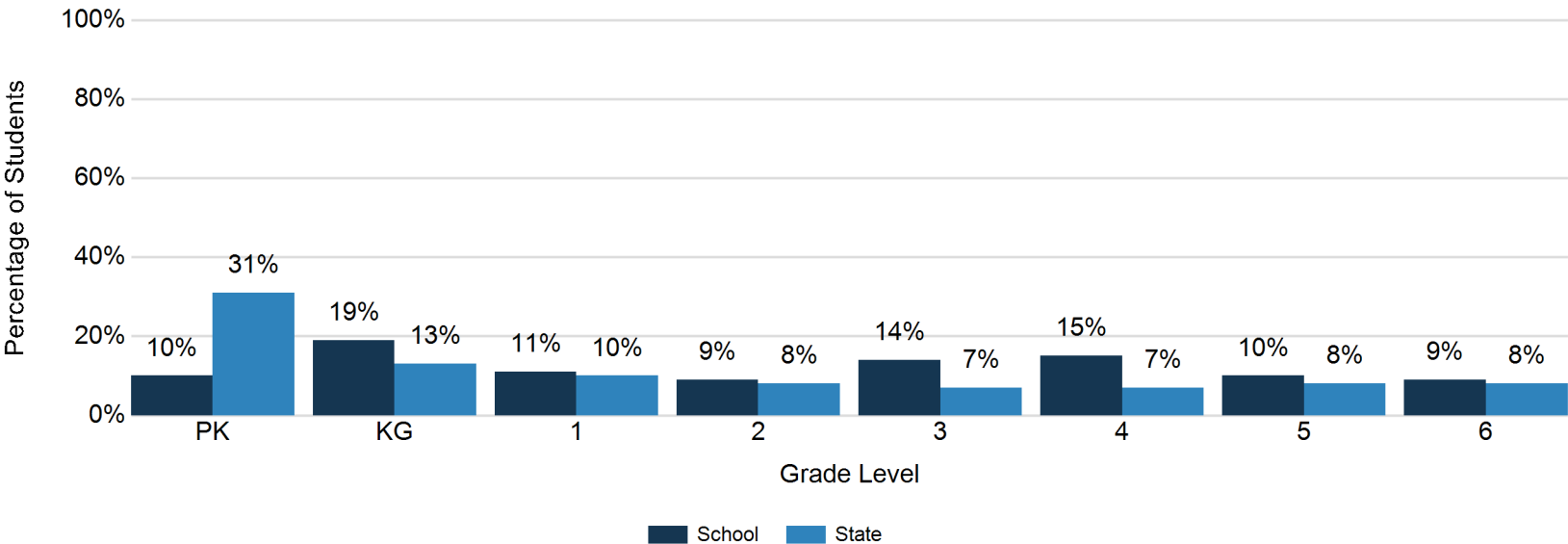
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Chronic Absenteeism by Grade

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





George Washington Elementary School

(17-5240-120)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|------------------------------------------|---------------------|
| Violence                                 | 1                   |
| Weapons                                  | 3                   |
| Vandalism                                | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 0                   |
| Total Unique Incidents                   | 4                   |
| Incidents Per 100 Students Enrolled      | 0.50                |

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            | 1           |               | 1                        |

Police Notifications

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

| Incident Type                            | Incidents Reported to Police |
|------------------------------------------|------------------------------|
| Violence                                 | 1                            |
| Weapons                                  | 3                            |
| Vandalism                                | 0                            |
| Substances                               | 0                            |
| Harassment, Intimidation, Bullying (HIB) | 0                            |
| Other Incidents Leading to Removal       | 0                            |

Student Disciplinary Removals

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

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

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| 27                                                  |



George Washington Elementary School

(17-5240-120)

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2018-2019

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School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

Device Ratios

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

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



George Washington Elementary School  
(17-5240-120)  
Grades Offered: PK-06  
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 – 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                                                                                                                                                                                                                            | 59                 | 118,214           |
| Average years experience in public schools                                                                                                                                                                                                          | 12.8               | 12.1              |
| Average years experience in district                                                                                                                                                                                                                | 12.6               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district                                                                                                                                                                              | 78.0%              | 75.3%             |

| Administrators – Experience (District Level)                                                                        |                    |                 |
|---------------------------------------------------------------------------------------------------------------------|--------------------|-----------------|
| This table shows information about the experience of administrators assigned to this district and across the state. |                    |                 |
| Category                                                                                                            | Admin. in District | Admin. in State |
| Total Number of administrators                                                                                      | 72                 | 9,530           |
| Average years experience in public schools                                                                          | 23.6               | 16.0            |
| Average years experience in district                                                                                | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district                                        | 98.6%              | 76.9%           |

| Student and Staff Ratios                                                                                                                                                                                                                                                                            |              |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|
| This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools. |              |                |
| Ratio                                                                                                                                                                                                                                                                                               | School Ratio | District Ratio |
| Students to Teachers                                                                                                                                                                                                                                                                                | 14:1         | 16:1           |
| Students to Administrators                                                                                                                                                                                                                                                                          | 202:1        | 191:1          |
| Teachers to Administrators                                                                                                                                                                                                                                                                          | 15:1         | 12:1           |
| Students to Librarians/Media Specialists                                                                                                                                                                                                                                                            |              | 13716:1        |
| Students to Nurses                                                                                                                                                                                                                                                                                  |              | 762:1          |
| Students to Counselors                                                                                                                                                                                                                                                                              |              | 914:1          |
| Students to Child Study Team Members                                                                                                                                                                                                                                                                |              | 232:1          |



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

Teachers and Administrators– Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 50.1%              | 91.5%              | 50.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 49.9%              | 8.5%               | 50.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 1.1%               | 52.5%              | 75.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 97.6%              | 44.1%              | 25.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 0.6%               | 1.7%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 0.6%               | 0.0%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.1%              | 0.1%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.0%               | 0.0%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 0.0%               | 1.7%               | 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.

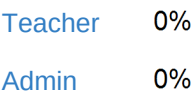
Bachelor's Degree



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       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 92.8%          |





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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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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                              | 43.5%   | 51.2%   | 55.5%   |
| Math Proficiency                             | 33.6%   | 38.2%   | 35.6%   |
| ELA Growth                                   | 54      | 66      | 62      |
| Math Growth                                  | 51      | 65      | 55      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 41.4%   | 35.1%   |
| Chronic Absenteeism                          | 10.6%   | 11.3%   | 12.3%   |

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



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
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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                         | Not Met                             | Exceeds Standard                 | Met Standard                      | Met Target†                                                      | Not Met                                | No                                                                              |
| White                                       | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Hispanic                                    | Met Target                         | Not Met                             | Exceeds 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         | Met Target                         | Not Met                             | Exceeds Standard                 | Met Standard                      | n/a                                                              | Not Met                                | No                                                                              |
| Students with Disabilities                  | Not Met                            | Not Met                             | Not Met                          | Not Met                           | n/a                                                              | Not Met                                | No                                                                              |
| English Learners                            | Met Target                         | Met Target                          | Exceeds 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.

|                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Highlights:</div>                             | <ul style="list-style-type: none"> <li>M.I.A.D. Program (Multiple Intelligences Arts Domain Program) Multi-disciplinary enrichment programs were implemented in fifth grade. Classes occurred from every Friday from 1:00 pm to 2:30 pm.</li> <li>Character Based Union City Education Curriculum was implemented by the school social worker which consisted of actively facilitated lessons in grades Kindergarten, first and second grades.</li> <li>S.W.A.T. ( Support with Authentic Teaching)Two English Language Arts Coaches and the Supervisor implementED intensive small group instruction with the homeroom classroom teachers.</li> </ul> |
|  <div>Mission, Vision, Theme:</div>                | <p>Our primary goal is to offer every student an opportunity to engage in meaningful learning experiences. Our staff utilize a variety of resources and programs to help students achieve literacy goals and apply critical thinking skills, including the utilization of district wide STEM initiatives. We implement research based instructional practices to meet the needs of all students. Professional development is offered to all staff to enhance teaching and meet the domains/elements of the Union City Teacher Effectiveness Framework.</p>                                                                                             |
|  <div>Awards, Recognition, Accomplishments:</div> | <p>NJPAC Ballroom dance Competition, Silver Medal Union City School District Recycled Boat Regatta, First Place Multi-Arts Show Special Olympics NJPAC Explore-A-Story Program</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Courses, Curriculum, Instruction:</div> | The district values its commitment to provide a rigorous and comprehensive standard driven curriculum. The following is a list of curriculum based initiatives that are implemented: -Edconnect Data Driven Curriculum Planning -DORA and ADAM Data Analysis -ACCESS -PARCC Readiness Plan -Title I Grant Schoolwide Improvement Plan -Academic Coaches Support-Math and English Language Arts -Math Tier I, II, and III Questions -Academic Coaches Support-Math and English Language Arts -Union City Curriculum Benchmarks-Math and English Language Arts -Academic Coaches Support-Math and English Language Arts - Vocabulary Instruction Initiative -NJSLA -NJSLA-S |
|  <div>Clubs and Activities:</div>            | Reading Buddies and Kinder Pal Readers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Before and After School Programs:</div> | 21st Century Program and Saturday Seminars                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  <div>Staff and Professional Learning:</div>  | Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards. Professional workshops are offered by the district and school level. They are supported through coaches, external expert assistance, conferences, and online resources. The following is a list of professional learning initiatives:District Wide Edconnect Data Driven Curriculum Development PLCs, Vocabulary Instruction Initiative, Conquer Mathematics Initiative, and Global Compliance Network Data Base, and Frontline Teacher Effectiveness Tool, and weekly school based PLCs. |





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|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Student Supports and Services:</div>      | <p>The following list includes the support services offered during the 2018-2019 school year: Play Therapy, Social Worker Interventions and Counseling, Port of Entry Bilingual Program, Anti Bullying Specialist, School Resource Police Officer, Law Enforcement Against Drugs (L.E.A.D.) program for 5th Grade students, and Intervention and Referral Services.</p>                                                                                                                                                                   |
|  <div>Student Health and Wellness:</div>       | <p>The following list includes the student health and wellness programs offered during the 2018-2019 school year: Day of Physical Examinations, Nutritionist, Flu Shot Administration, Optical Examinations, Autism Awareness, Breast Cancer Awareness, America Diabetes Association, District Health and Wellness Fair, and Asthma Prevention.</p>                                                                                                                                                                                       |
|  <div>Parent and Community Involvement:</div> | <p>The Parent Liaison and the community relations Director facilitate collaborative family activities to meet the academic and emotional needs of students and families. The following list includes parent community involvement programs offered during the 2018-2019 school year: Back to School Night &amp; Welcome Back Parent Night, Back to School Night &amp; Welcome Back Parent Night, Monthly Parent Breakfasts, Bullying and Cyber Bullying Workshops (Social Media), Read Across America, and Health Fairs for Families.</p> |



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|                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Climate Surveys: | Is a Climate Survey Used: No N/A                                                                                                                                                                                                                                                                                                                                    |
|  Facilities:     | The school facility is consistently inspected to meet mandated state codes. The district maintenance department manage and maintain the facility.                                                                                                                                                                                                                   |
|  School Safety: | School Safety programs include: The School Safety Team, One Fire Drill Per Month, Additional Emergency Drill Per Month, Designated Staff Trained in CPR, yearly Emergency Drill Inspection and Feedback from Union City Police Department, Anti-Bullying Specialist, Code Blue Emergency Team, Two Evacuation Drills Per Year, and School Resource Officer On Site. |



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|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div>        | <p>Washington Elementary School received a Bronze Tier Future Ready Designation; George Washington Elementary students participated in STEM Dash and Dot Coding Classes, Washington Elementary students participated in the Union City Science Fair, Tech Facilitators provided PLCs and in class support on the use of google classroom and studyisland; a Science Lab was created to provide general science instruction and STEM instruction to grades one through four.</p> |
|  <div>Early Childhood Education:</div> | <p>During the 2018-2019 school year a District Master Kindergarten teacher was deployed to service the Kindergarten classrooms.</p>                                                                                                                                                                                                                                                                                                                                             |



**Hudson Elementary School**  
(17-5240-090)  
Grades Offered: PK-03  
2018-2019

**Report Key:**

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Hudson Elementary School**

(17-5240-090)

Grades Offered: PK-03

2018-2019

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## School Contact Information

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

| Type           | Contact Information                                           |
|----------------|---------------------------------------------------------------|
| County         | Hudson                                                        |
| District       | Union City School District                                    |
| Principal Name | Mrs. Catalina Tamargo                                         |
| Address        | 167 19TH ST UNION CITY, NJ 07087-5459                         |
| Phone Number   | 201-624-9800                                                  |
| Email Address  | <a href="mailto:ctamargo@ucboe.us">ctamargo@ucboe.us</a>      |
| Website        | <a href="http://hudson.ucboe.us/">http://hudson.ucboe.us/</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 |
|-------|---------|---------|---------|
| PK    | 58      | 60      | 59      |
| KG    | 67      | 84      | 82      |
| 1     | 83      | 79      | 86      |
| 2     | 78      | 77      | 67      |
| 3     | 70      | 75      | 63      |
| Total | 356     | 375     | 357     |

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                              | 47.2%   | 47.2%   | 45.9%   |
| Male                                | 52.8%   | 52.8%   | 54.1%   |
| Economically Disadvantaged Students | 75.0%   | 80.5%   | 77.0%   |
| Students with Disabilities          | 5.1%    | 5.3%    | 6.7%    |
| English Learners                    | 29.8%   | 28.3%   | 28.9%   |
| Homeless Students                   | 0.3%    | 0.3%    | 0.8%    |
| Students in Foster Care             | 0.3%    | 0.5%    | 0.3%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.6%    |
| 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                               | 3.1%    | 4.8%    | 4.8%    |
| Hispanic                            | 93.0%   | 91.5%   | 91.3%   |
| Black or African American           | 1.1%    | 2.1%    | 1.7%    |
| Asian                               | 2.8%    | 1.6%    | 2.2%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 58      | 60      | 59      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 67      | 84      | 82      |

Enrollment by Home Language

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

| Home Language   | % of Students |
|-----------------|---------------|
| Spanish         | 52.1%         |
| English         | 46.2%         |
| Other Languages | 1.7%          |

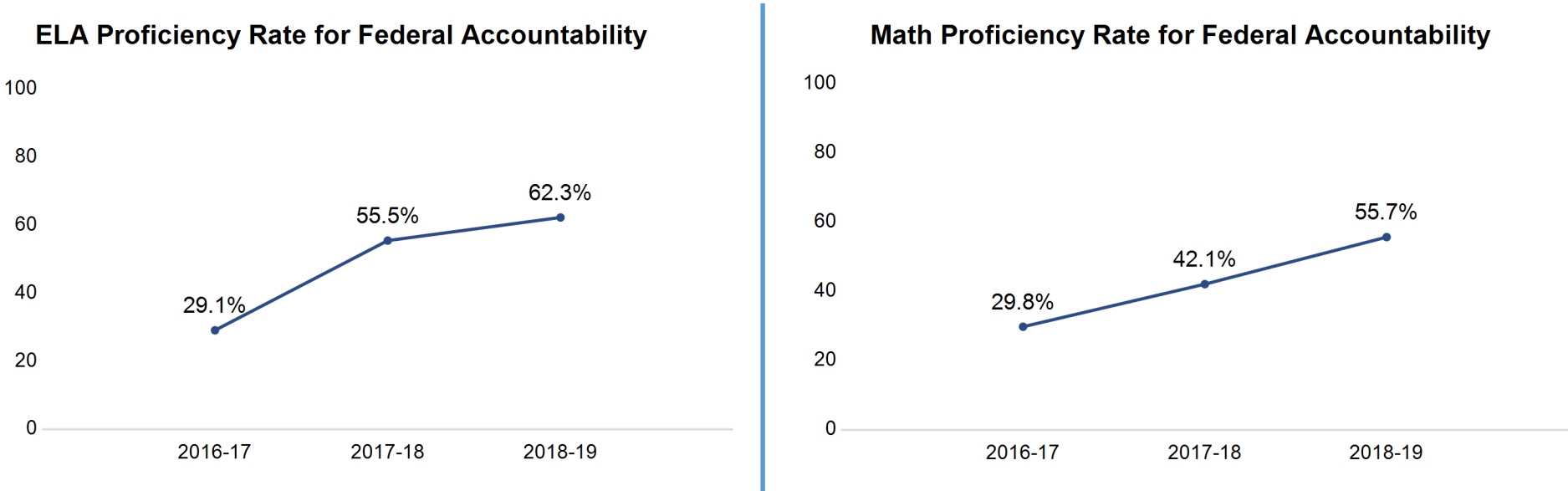


Hudson Elementary School  
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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate                                    | 98.4%       | 93.1%       | 96.8%       | 98.6%        | 93.3%        | 96.8%        |
| Proficiency Rate for Federal Accountability           | 29.1%       | 55.5%       | 62.3%       | 29.8%        | 42.1%        | 55.7%        |
| Annual Target                                         | N           | 31.6%       | 34.2%       | N            | 32.3%        | 34.8%        |
| Met Annual Target?                                    | N           | Met Target  | Met Target  | N            | 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.



**Hudson Elementary School**  
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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 61           | 96.8                      | 62.3                                                    | 54.9                                                      | 57.9                                                   | 62.3                                              | 34.2                     | Met Target                   |
| White                                       | N            | N                         | N                                                       | 63.8                                                      | 66.9                                                   | N                                                 | **                       | **                           |
| Hispanic                                    | 61           | 96.8                      | 62.3                                                    | 54.4                                                      | 43.9                                                   | 62.3                                              | 34.6                     | Met Target                   |
| Black or African American                   | N            | N                         | N                                                       | 53.7                                                      | 38.5                                                   | N                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                         | N                                                       | 80.5                                                      | 82.9                                                   | N                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 56.0                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 64.4                                                   | N                                                 | **                       | **                           |
| Female                                      | 25           | 92.6                      | 80.0                                                    | 61.7                                                      | 64.8                                                   | 77.8                                              |                          |                              |
| Male                                        | 36           | 100.0                     | 50.0                                                    | 48.4                                                      | 51.3                                                   | 50.0                                              |                          |                              |
| Economically Disadvantaged Students         | *            | *                         | *                                                       | *                                                         | 40.0                                                   | *                                                 | 28                       | Met Target                   |
| Non-Economically Disadvantaged Students     | *            | *                         | *                                                       | *                                                         | 67.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | *            | *                         | *                                                       | 15.2                                                      | 22.7                                                   | *                                                 | **                       | **                           |
| Students without Disabilities               | *            | *                         | *                                                       | 59.4                                                      | 65.1                                                   | *                                                 |                          |                              |
| English Learners                            | 34           | 97.1                      | 61.8                                                    | *                                                         | 29.3                                                   | 61.8                                              | 27.7                     | Met Target                   |
| Non-English Learners                        | 27           | 96.4                      | 63.0                                                    | *                                                         | 60.6                                                   | 63.0                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 50.0                                                      | 29.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | N            | N                         | N                                                       | 33.3                                                      | 27.6                                                   | N                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 57.8                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 30.4                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.



**NJ SCHOOL  
PERFORMANCE  
REPORT****Hudson Elementary School**

(17-5240-090)

Grades Offered: PK-03

2018-2019

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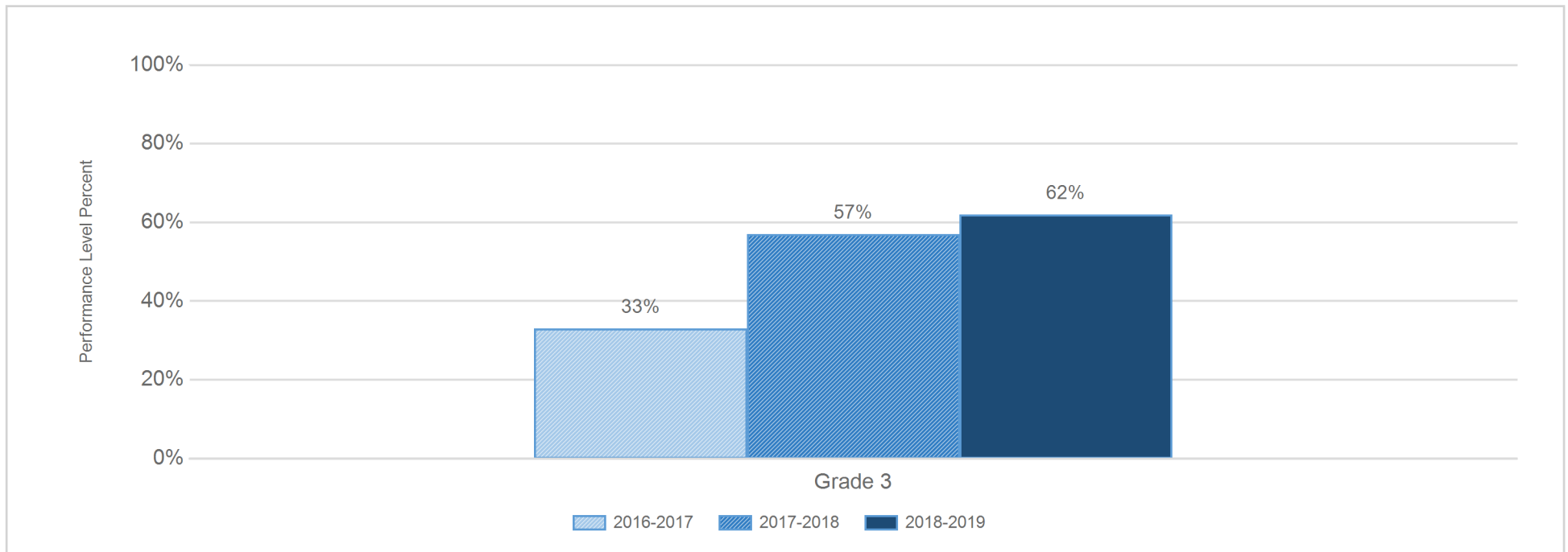
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**English Language Arts Assessment - Performance Trends**

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.





Hudson Elementary School

(17-5240-090)

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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 61           | 753              | 743                       | 748                    | *                                        | *                                     | 21%                                | *                           | *                                | 62%                                     | 50%                                           |
| White                                       | N            | N                | 754                       | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 60%                                           |
| Hispanic                                    | 61           | 753              | 743                       | 734                    | *                                        | *                                     | 21%                                | *                           | *                                | 62%                                     | 36%                                           |
| Black or African American                   | N            | N                | *                         | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 25           | 766              | 749                       | 753                    | *                                        | *                                     | *                                  | *                           | *                                | 80%                                     | 55%                                           |
| Male                                        | 36           | 744              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | 50%                                     | 46%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 33%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 759                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 61%                                           |
| Students with Disabilities                  | *            | *                | 695                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 24%                                           |
| Students without Disabilities               | *            | *                | 747                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 15           | 752              | 728                       | 713                    | *                                        | *                                     | *                                  | *                           | *                                | 73%                                     | 17%                                           |
| Non-English Learners                        | 46           | 753              | 753                       | 751                    | *                                        | *                                     | *                                  | *                           | *                                | 59%                                     | 54%                                           |
| Homeless Students                           | *            | *                | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students in Foster Care                     | N            | N                | *                         | 720                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 21%                                           |
| Military-Connected Students                 | N            | N                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |



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### Mathematics Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 61           | 96.8                      | 55.7                                                    | 34.6                                                      | 44.5                                                   | 55.7                                              | 34.8                     | Met Target                   |
| White                                       | N            | N                         | N                                                       | 39.8                                                      | 54.1                                                   | N                                                 | **                       | **                           |
| Hispanic                                    | 61           | 96.8                      | 55.7                                                    | 34.1                                                      | 28.8                                                   | 55.7                                              | 35.4                     | Met Target                   |
| Black or African American                   | N            | N                         | N                                                       | 37.0                                                      | 23.0                                                   | N                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                         | N                                                       | 69.5                                                      | 76.5                                                   | N                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 25           | 92.6                      | 44.0                                                    | 35.2                                                      | 44.9                                                   | 42.8                                              |                          |                              |
| Male                                        | 36           | 100.0                     | 63.9                                                    | 34.1                                                      | 44.2                                                   | 63.9                                              |                          |                              |
| Economically Disadvantaged Students         | *            | *                         | *                                                       | *                                                         | 26.3                                                   | *                                                 | 29.1                     | Met Target                   |
| Non-Economically Disadvantaged Students     | *            | *                         | *                                                       | *                                                         | 54.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | *            | *                         | *                                                       | *                                                         | 17.4                                                   | *                                                 | **                       | **                           |
| Students without Disabilities               | *            | *                         | *                                                       | *                                                         | 50.0                                                   | *                                                 |                          |                              |
| English Learners                            | 34           | 97.1                      | 70.6                                                    | *                                                         | 25.0                                                   | 70.6                                              | 39.8                     | Met Target                   |
| Non-English Learners                        | 27           | 96.4                      | 37.0                                                    | *                                                         | 46.5                                                   | 37.0                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 18.8                                                      | 17.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | N            | N                         | N                                                       | 16.7                                                      | 17.1                                                   | N                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

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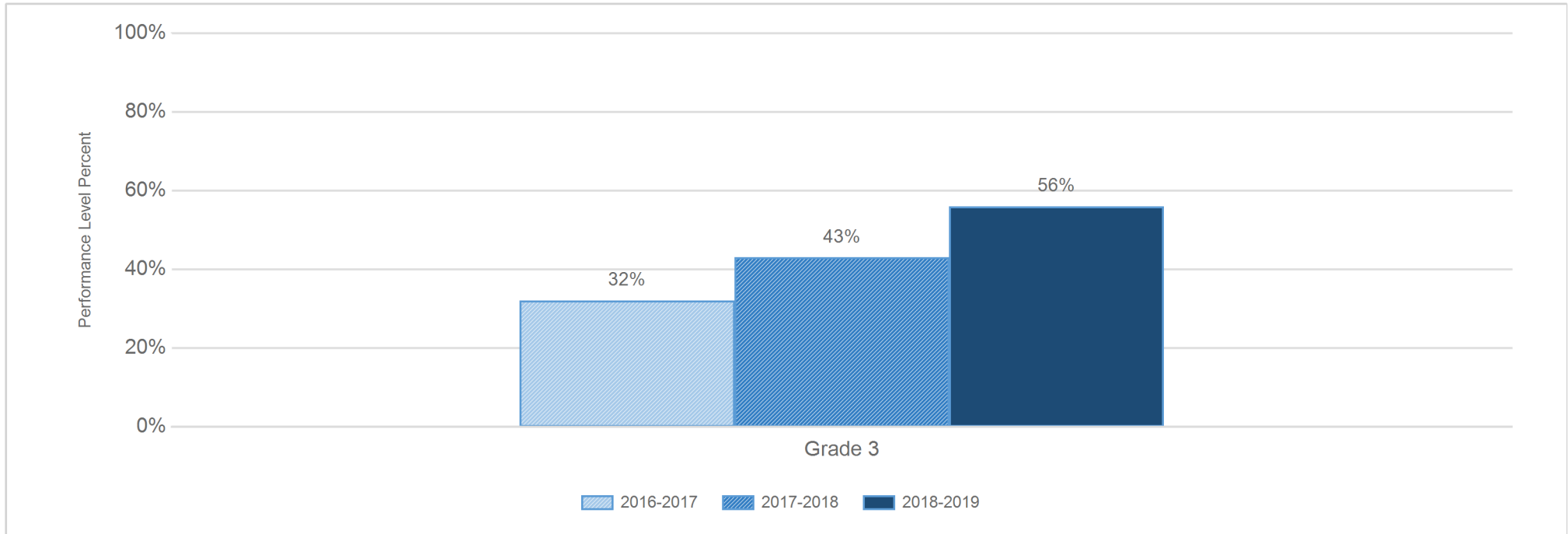
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### Mathematics Assessment – Performance Trends

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 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 61           | 750              | 747                       | 752                    | *                                        | *                                     | 26%                                | *                           | *                                | 56%                                     | 55%                                           |
| White                                       | N            | N                | 751                       | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 66%                                           |
| Hispanic                                    | 61           | 750              | 747                       | 739                    | *                                        | *                                     | 26%                                | *                           | *                                | 56%                                     | 40%                                           |
| Black or African American                   | N            | N                | *                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 25           | 748              | 747                       | 751                    | *                                        | *                                     | *                                  | *                           | *                                | 44%                                     | 54%                                           |
| Male                                        | 36           | 752              | 747                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | 64%                                     | 56%                                           |
| Economically Disadvantaged Students         | *            | *                | 746                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 37%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 754                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Students with Disabilities                  | *            | *                | 724                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 31%                                           |
| Students without Disabilities               | *            | *                | 749                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| English Learners                            | 15           | 761              | 740                       | 728                    | *                                        | *                                     | *                                  | *                           | *                                | 93%                                     | 26%                                           |
| Non-English Learners                        | 46           | 747              | 752                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | 43%                                     | 58%                                           |
| Homeless Students                           | *            | *                | *                         | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students in Foster Care                     | N            | N                | *                         | 725                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |
| Military-Connected Students                 | N            | N                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |



Hudson Elementary School

(17-5240-090)

Grades Offered: PK-03

2018-2019

**Report Key:**

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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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |

English Language Progress to Proficiency

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

| Student Group               | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|-------------------------------------------------------------------|----------------|-------------|
| Schoolwide/English Learners | 61.9%                                                             | 56.6%          | Met Target  |

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2               | 25                | 84.0%                                   | 16.0%                                          |
| 3-4               | 36                | 77.8%                                   | 22.2%                                          |
| 5 or more         | 21                | 85.7%                                   | 14.3%                                          |



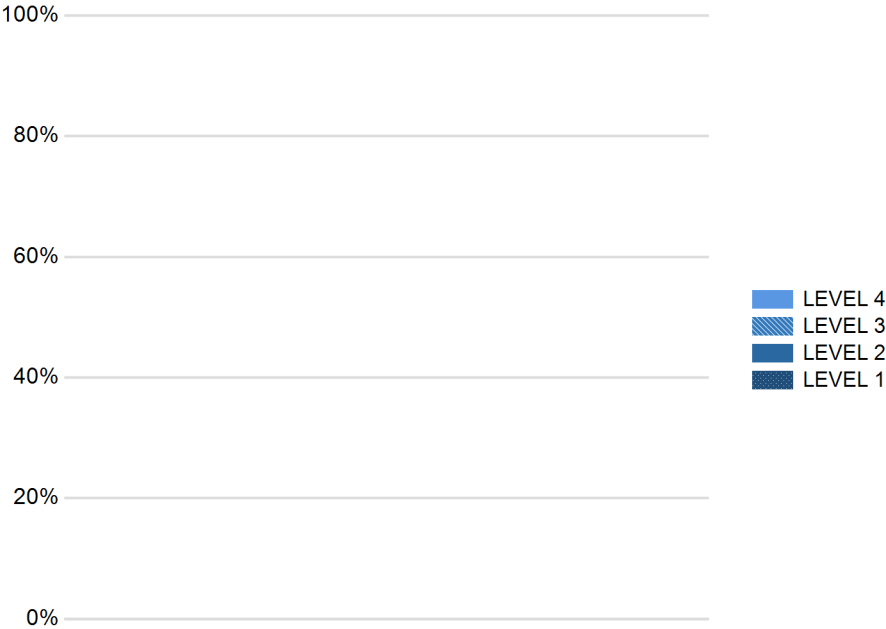
Hudson Elementary School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------|-----------|-----------|-----------|-----------|
|---------------|-----------|-----------|-----------|-----------|



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

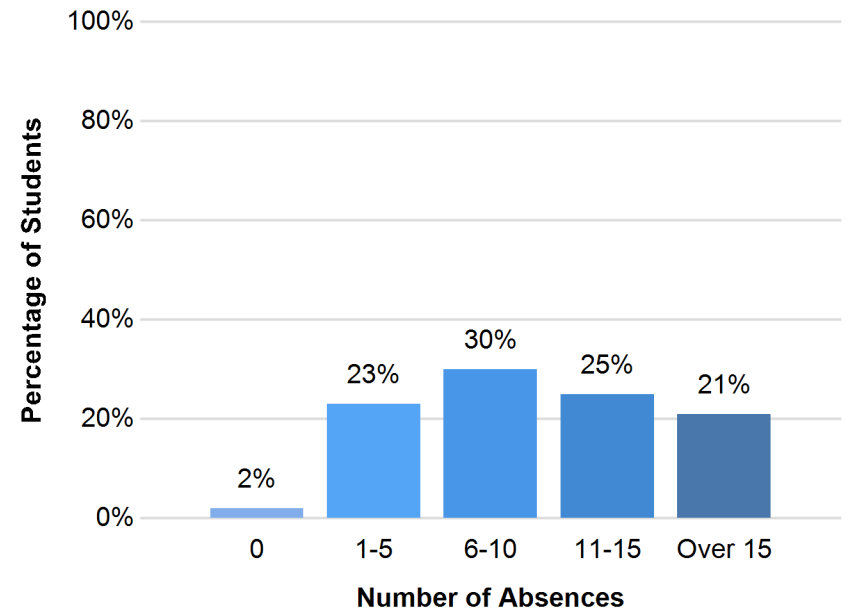
### Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide                          | 48                                    | 16.0                                   | 9.6           | Not Met            |
| White                               | 1                                     | 8.3                                    | **            | **                 |
| Hispanic                            | 46                                    | 16.6                                   | 9.6           | Not Met            |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 19                                    | 14.2                                   |               |                    |
| Male                                | 29                                    | 17.5                                   |               |                    |
| Economically Disadvantaged Students | 41                                    | 17.3                                   | 9.6           | Not Met            |
| Students with Disabilities          | 4                                     | 21.1                                   | **            | **                 |
| English Learners                    | 16                                    | 19.3                                   | 9.6           | 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.







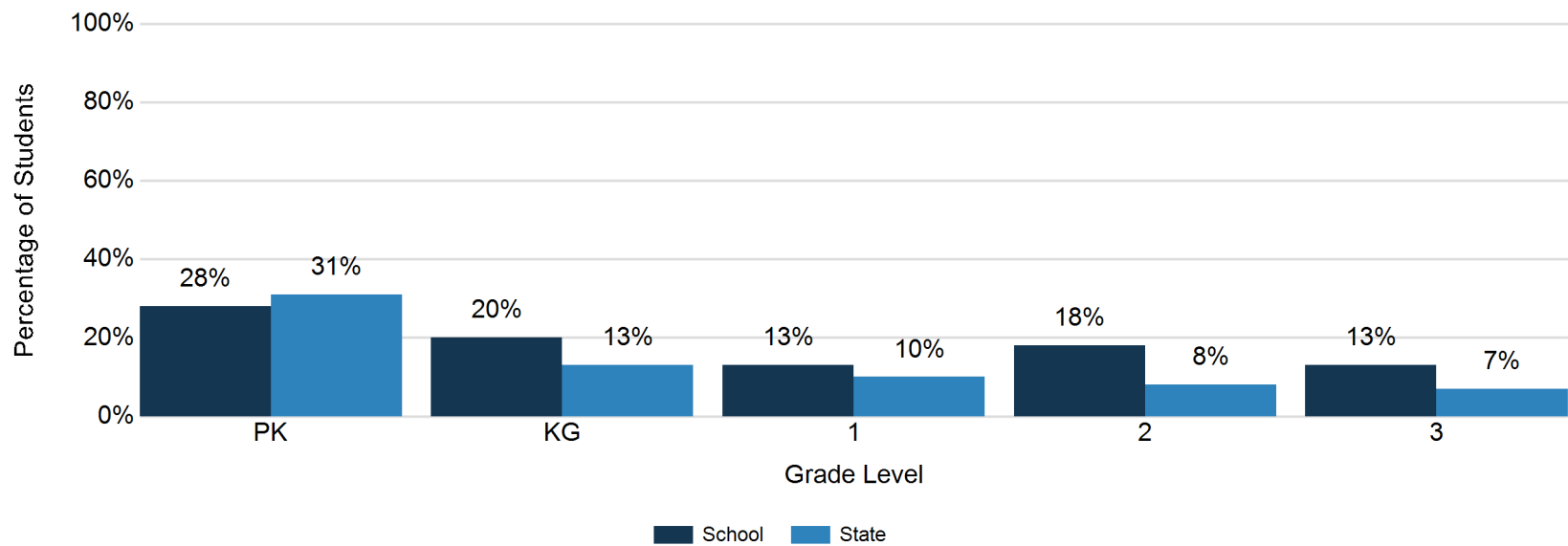
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|------------------------------------------|---------------------|
| Violence                                 | 1                   |
| Weapons                                  | 0                   |
| Vandalism                                | 1                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 0                   |
| Total Unique Incidents                   | 1                   |
| Incidents Per 100 Students Enrolled      | 0.28                |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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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               | 6:00 AM        |
| Typical End Time                 | 6:00 PM        |
| Length of School Day             | 12 Hrs 0 Mins  |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

#### Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

| Teachers – Experience                                                                                                                                                                                                                               |                    |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|
| This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. |                    |                   |
| Category                                                                                                                                                                                                                                            | Teachers in School | Teachers in State |
| Total Number of teachers                                                                                                                                                                                                                            | 26                 | 118,214           |
| Average years experience in public schools                                                                                                                                                                                                          | 6.9                | 12.1              |
| Average years experience in district                                                                                                                                                                                                                | 6.7                | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district                                                                                                                                                                              | 46.2%              | 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                                                                                      | 72                 | 9,530           |
| Average years experience in public schools                                                                          | 23.6               | 16.0            |
| Average years experience in district                                                                                | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district                                        | 98.6%              | 76.9%           |

| Student and Staff Ratios                                                                                                                                                                                                                                                                            |              |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|
| This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools. |              |                |
| Ratio                                                                                                                                                                                                                                                                                               | School Ratio | District Ratio |
| Students to Teachers                                                                                                                                                                                                                                                                                | 14:1         | 16:1           |
| Students to Administrators                                                                                                                                                                                                                                                                          | 179:1        | 191:1          |
| Teachers to Administrators                                                                                                                                                                                                                                                                          | 13:1         | 12:1           |
| Students to Librarians/Media Specialists                                                                                                                                                                                                                                                            |              | 13716:1        |
| Students to Nurses                                                                                                                                                                                                                                                                                  |              | 762:1          |
| Students to Counselors                                                                                                                                                                                                                                                                              |              | 914:1          |
| Students to Child Study Team Members                                                                                                                                                                                                                                                                |              | 232:1          |



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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                              | 45.9%              | 92.3%              | 100.0%                   | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 54.1%              | 7.7%               | 0.0%                     | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 4.8%               | 46.2%              | 50.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 91.3%              | 53.8%              | 50.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 1.7%               | 0.0%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 2.2%               | 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                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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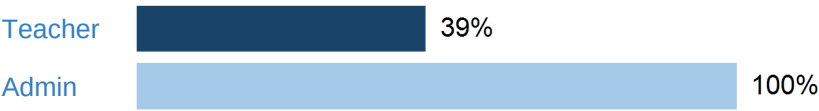
Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 93.9%          |



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

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





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ESSA Accountability Progress

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

| ESSA Accountability Indicator                | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency                              | 29.1%   | 55.5%   | 62.3%   |
| Math Proficiency                             | 29.8%   | 42.1%   | 55.7%   |
| ELA Growth                                   | N       | N       | N       |
| Math Growth                                  | N       | N       | N       |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 68.6%   | 61.9%   |
| Chronic Absenteeism                          | 16.6%   | 19.6%   | 16.0%   |

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



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

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

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

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

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



Hudson Elementary School  
(17-5240-090)  
Grades Offered: PK-03  
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group                               | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---------------------------------------------|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------|
| Schoolwide                                  | Met Target                         | Met Target                          | **                               | **                                | Met Target                                                       | Not Met                                | No                                                                              |
| White                                       | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Hispanic                                    | Met Target                         | Met Target                          | **                               | **                                | 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         | Met Target                         | Met Target                          | **                               | **                                | n/a                                                              | Not Met                                | No                                                                              |
| Students with Disabilities                  | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| English Learners                            | Met Target                         | Met Target                          | **                               | **                                | **                                                               | 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.

|                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Highlights:</div>              | <ul style="list-style-type: none"> <li>*Hudson began STEM Extended Day Program for K -3 students. *Hudson hosted STEM Camp for K-3 students. *Hudson continued the MIAD Program.</li> <li>*NJPAC Partnership continued with Kdg. Wolf Trap Residency. *NJPAC Partnership/1st Grade Movement Matters Residency Showcased.</li> <li>*Parents as Partners(PTO) continued at Hudson.</li> </ul>                                                                                                                                                                                   |
|  <div>Mission, Vision, Theme:</div> | <p>The vision of Hudson School is to create a school that is highly regarded for its academic excellence, which includes the implementation of STEM integration in our curriculum. It is our goal to allow every student to reach his/her maximum potential by addressing the "whole child" in an engaging, creative, inquiry based environment. We envision that Hudson School will be a thriving, dynamic and supportive educational environment that produces innovative thinkers, self-directed learners and productive members of our community in the 21st Century.</p> |



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|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Courses, Curriculum, Instruction:</p> | <p>The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career and to become productive members of society and effective contributors within the 21st Century. To accomplish this goal, Hudson School implements a rigorous, comprehensive standard-driven district curriculum for grades PK-3rd grade aligned to NJSL standards and WIDA standards (where applicable) within those grades.</p> |
|  <p>Clubs and Activities:</p>            | <p>Music Cub, Inventor"s Hall/Science Club, Tech Club, Art Club</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Before and After School Programs:</div> </div> | <p>Hudson offers an after school tutorial program for 2nd and 3rd grade students to address student"s academic deficiencies. Hudson began a STEM Extended Day Program to allow students to engage in areas of sustainability, coding, robotics, 3-D printing, hydroponics, design-thinking, and maker space.</p>                                                                                                                                                                                                                                              |
| <div>  <div>Staff and Professional Learning:</div> </div>  | <p>Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content and broaden the knowledge and skills of teaching staff members, administrators and educational support personnel. These opportunities are sustained and supported through job embedded coaching, in-class support, at school during PLCs (professional learning communities), external expert assistance, on and of campus workshops, conferences and digital on-line resources.</p> |



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### Student Supports and Services:

Student support services at Hudson School provide intervention and referral services for students who are experiencing academic, medical and social/emotional difficulties. At Hudson School our goal is to meet the needs of the "whole child;" students are given the necessary support and assistance so that they can be successful in an inclusive educational environment. The BL Program enables student to move from their native language to English. Certified staff meets all students' needs to achieve the district goal to move students to the regular education program.



### Student Health and Wellness:

All students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A full student lunch includes a choice of entree supplying protein and grain, two(2) vegetable side dishes, one(1) fruit side dish and a choice of milk/1%white and skim chocolate. We cater to individualized dietary needs when necessary. Parents are asked to notify the school if their child has a food related allergy or medical condition and this is reported to Chartwells; appropriate food modifications are then made for each student reported where necessary. Students are provided with daily recess in accordance with state mandate.



### Parent and Community Involvement:

Student success happens when families, students, educators and community members work together and focus on the academic, social/emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relation's director facilitate collaborative family/community activities. Monthly parent breakfasts, community nights, PTO meetings, connect families to the school and community that support student learning and success.


**Hudson Elementary School**

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**Climate Surveys:**

Is a Climate Survey Used: Yes; Who is surveyed: Parents Hudson School promotes a positive and consistent school climate that allows for clear school and community collaboration. Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community. Informal teacher and parent feedback is also an essential form of assessing and attaining information to assist and improve school climate.


**Facilities:**

Hudson School meets state code with well-equipped rooms for all subjects. It is a relatively small building with 20 classrooms serving grades from Pre-K to grade 3 (4 homeroom classes per grade). It has a large state of the arts media center and a cafeteria/multi-purpose room, a science and computer lab and an art room. We are proud of the building we educate your child in. Hudson School is kept clean and organized by our school custodians & cleaning staff who work together with maintenance personnel from our facilities department to maintain the building and grounds in excellent condition.


**School Safety:**

Hudson School is a safe school. Supported by the district's initiative to maintain all schools in our district safe, it is fully equipped with a security system that includes cameras and radios to constantly monitor all school activities and grounds. Hudson School has fully trained security staff as well as a part-time school police officer during school hours. We work in collaboration with district security personnel, ground supervisors and UC Police Department to ensure the safety and security of our school. District/state monthly mandated security drills are conducted at the school level and monitored by our district facilities department.





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|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div>        | <p>Hudson Elementary School has been designated a STEM school. Technology plays an integral role in daily instruction. Classrooms are equipped with SMART interactive boards. In addition, grades K-2 have ipad carts and grade 3 has laptop carts for every classroom, thus providing every child with a computer to use within the classroom educational environment. Hudson School has a technology lab with desk top computers. Our STEM Program includes coding, robotics, 3-D printing, hydroponics, sustainability, design thinking and maker space.</p> |
|  <div>Early Childhood Education:</div> | <p>Hudson School has 4 inclusive Pre-K classes that follow the UC Early Childhood Curriculum aligned with state standards, developmentally appropriate practices and best practices. Our curriculum follows the High Scope Framework. We conduct early childhood assessments that include ESI and our district's derived EWS (Early Warning Summary) to drive effective teacher instruction and maximize student achievement.</p>                                                                                                                               |



**Jefferson Elementary School**  
(17-5240-100)  
Grades Offered: PK-04  
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:**



Jefferson Elementary School  
 (17-5240-100)  
 Grades Offered: PK-04  
 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         | Hudson                                                                               |
| District       | Union City School District                                                           |
| Principal Name | Mr. Michael Celebrano                                                                |
| Address        | 3400 PALISADE AVENUE UNION CITY, NJ 07087                                            |
| Phone Number   | 201-348-5960                                                                         |
| Email Address  | <a href="mailto:mcelebrano@union-city.k12.nj.us">mcelebrano@union-city.k12.nj.us</a> |
| Website        | <a href="https://jefferson.ucboe.us">https://jefferson.ucboe.us</a>                  |



Jefferson Elementary School

(17-5240-100)

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| PK    | 32      | 42      | 43      |
| KG    | 71      | 77      | 75      |
| 1     | 80      | 63      | 66      |
| 2     | 55      | 75      | 66      |
| 3     | 57      | 43      | 61      |
| 4     | 45      | 44      | 37      |
| Total | 340     | 344     | 348     |

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                              | 47.9%   | 49.1%   | 48.9%   |
| Male                                | 52.1%   | 50.9%   | 51.1%   |
| Economically Disadvantaged Students | 85.3%   | 84.3%   | 86.8%   |
| Students with Disabilities          | 13.5%   | 13.4%   | 15.2%   |
| English Learners                    | 35.6%   | 41.9%   | 45.1%   |
| Homeless Students                   | 0.3%    | 0.0%    | 0.3%    |
| Students in Foster Care             | 0.6%    | 0.6%    | 0.3%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 1.2%    | 1.2%    | 2.6%    |
| Hispanic                            | 97.4%   | 96.8%   | 94.5%   |
| Black or African American           | 0.3%    | 0.3%    | 0.9%    |
| Asian                               | 1.2%    | 1.7%    | 2.0%    |
| Native Hawaiian or Pacific Islander | 0.0%    | 0.0%    | 0.0%    |
| American Indian or Alaska Native    | 0.0%    | 0.0%    | 0.0%    |
| Two or More Races                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 32      | 42      | 43      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 71      | 77      | 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 |
|-----------------|---------------|
| Spanish         | 65.5%         |
| English         | 33.0%         |
| Other Languages | 1.4%          |



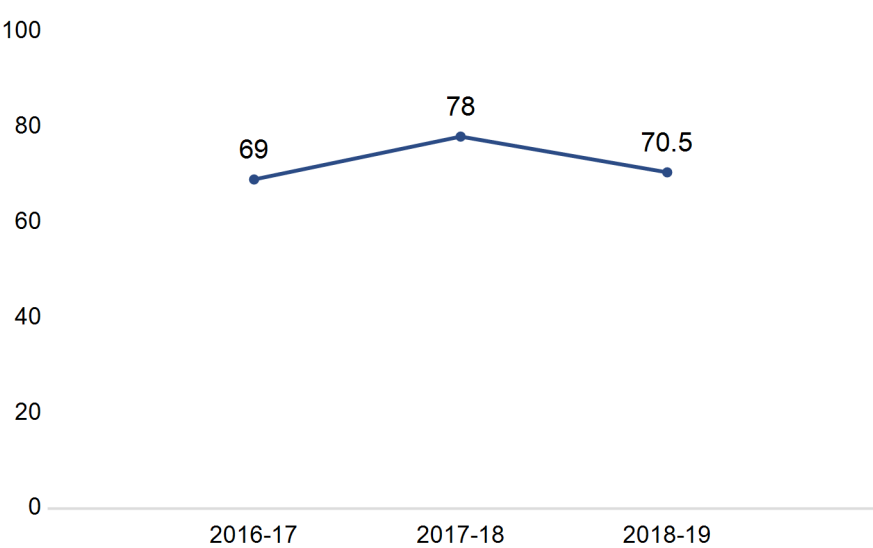
Jefferson Elementary School  
(17-5240-100)  
Grades Offered: PK-04  
2018-2019

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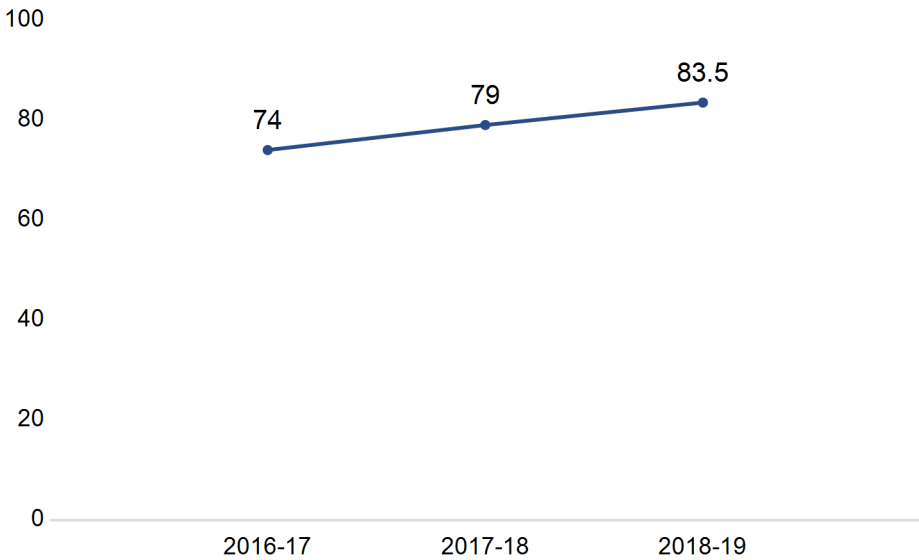
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure                         | 2016-17 ELA      | 2017-18 ELA      | 2018-19 ELA      | 2016-17 Math     | 2017-18 Math     | 2018-19 Math     |
|---------------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Median Student Growth Percentile            | 69               | 78               | 70.5             | 74               | 79               | 83.5             |
| Met Standard (40-59.5)?                     | Exceeds Standard | Exceeds Standard | Exceeds Standard | Exceeds Standard | Exceeds Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50               | 50               | 50               | 50               | 50               | 50               |



Jefferson 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                                  | 70.5               | 58                   | 50                    | Exceeds Standard             | 83.5                | 52                    | 50                     | Exceeds Standard              |
| White                                       | N                  | 59.5                 | 50                    | **                           | N                   | 59                    | 52                     | **                            |
| Hispanic                                    | 72                 | 58                   | 49                    | Exceeds Standard             | 84                  | 52                    | 47                     | Exceeds Standard              |
| Black or African American                   | N                  | 73                   | 45                    | **                           | N                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | *                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 70.5               | 62                   | 53                    | N                            | 79.5                | 53                    | 50                     | N                             |
| Male                                        | 72                 | 53                   | 47                    | N                            | 88                  | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 74                 | 58                   | 48                    | Exceeds Standard             | 83.5                | 52                    | 46                     | Exceeds Standard              |
| Students with Disabilities                  | *                  | 44                   | 43                    | **                           | *                   | 39                    | 45                     | **                            |
| English Learners                            | 79                 | 58                   | 52                    | Exceeds Standard             | 84                  | 52                    | 50                     | Exceeds Standard              |
| Homeless Students                           | N                  | *                    | 43                    | N                            | N                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | N                  | *                    | 42                    | N                            | N                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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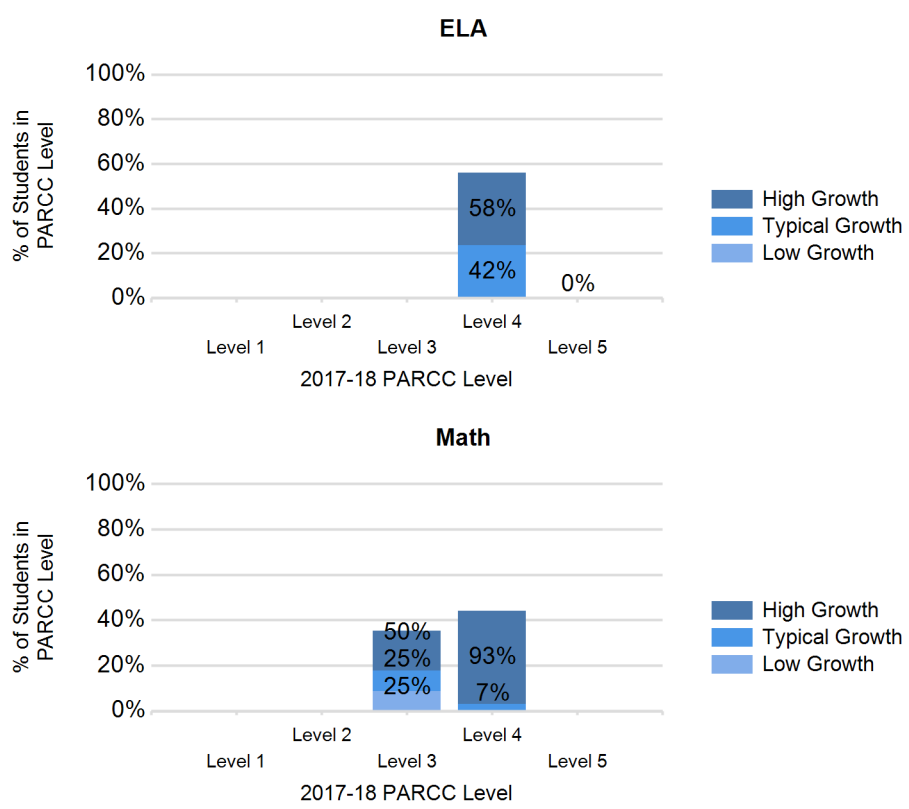
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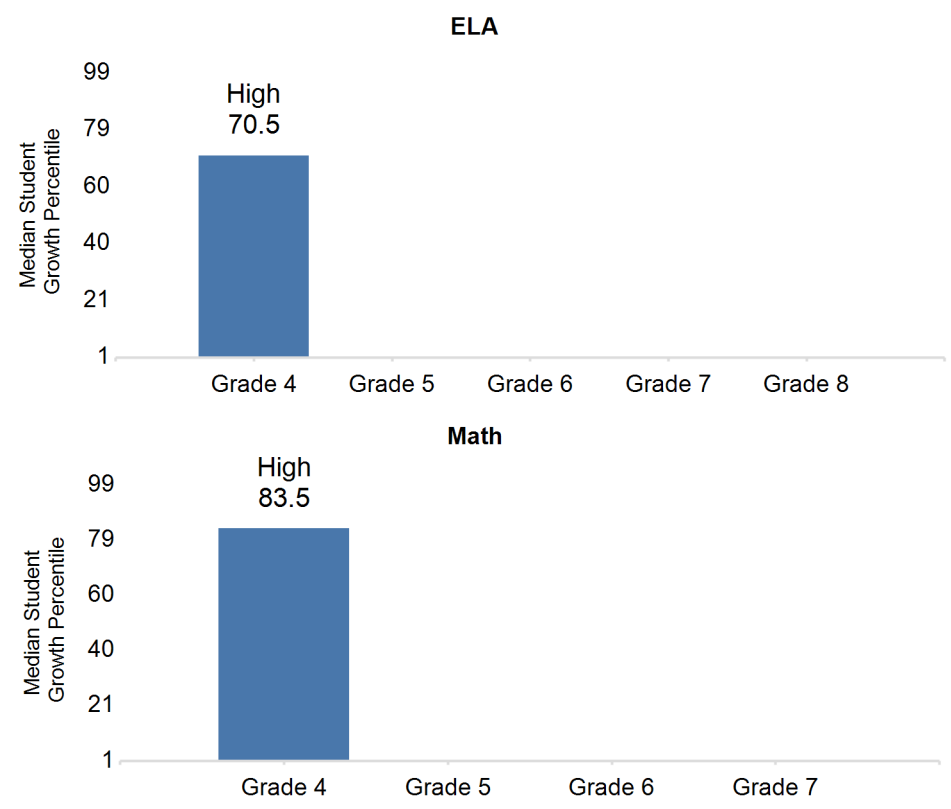
Student Growth by Performance Level

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



Student Growth by Grade

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



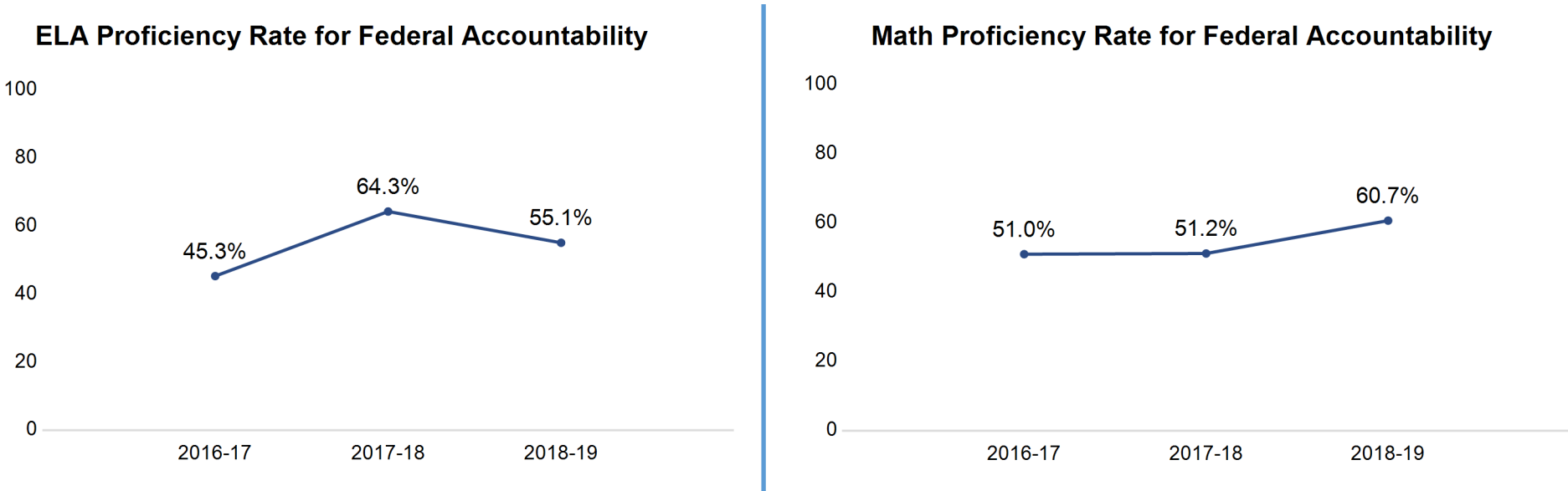


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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate                                    | 98.0%          | 96.6%          | 93.7%          | 98.1%           | 96.6%           | 93.7%           |
| Proficiency Rate for Federal Accountability           | 45.3%          | 64.3%          | 55.1%          | 51.0%           | 51.2%           | 60.7%           |
| Annual Target                                         | 37.8%          | 40.0%          | 42.3%          | 51.5%           | 53.0%           | 54.5%           |
| Met Annual Target?                                    | Met Target     | Met Target     | Met Target     | Met Target†     | Met Target†     | Met Target      |
| Statewide Proficiency Rate for Federal Accountability | 54.9%          | 56.7%          | 57.9%          | 43.5%           | 45.0%           | 44.5%           |

† Target was met within a confidence interval.





Jefferson Elementary School

(17-5240-100)

Grades Offered: PK-04

2018-2019

**Report Key:**  
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 N No Data is available to display  
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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                                  | 89           | 93.7                      | 55.1                                           | 54.9                                             | 57.9                                          | 55.1                                        | 42.3                  | Met Target                |
| White                                       | *            | *                         | *                                              | 63.8                                             | 66.9                                          | *                                           | **                    | **                        |
| Hispanic                                    | 87           | 93.6                      | 55.2                                           | 54.4                                             | 43.9                                          | 55.2                                        | 42.5                  | Met Target                |
| Black or African American                   | N            | N                         | N                                              | 53.7                                             | 38.5                                          | N                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 53           | 96.4                      | 64.2                                           | 61.7                                             | 64.8                                          | 64.2                                        |                       |                           |
| Male                                        | 36           | 90.2                      | 41.7                                           | 48.4                                             | 51.3                                          | 40.4                                        |                       |                           |
| Economically Disadvantaged Students         | 75           | 93.7                      | 56.0                                           | *                                                | 40.0                                          | *                                           | 41.7                  | Met Target                |
| Non-Economically Disadvantaged Students     | 14           | 93.7                      | 50.0                                           | *                                                | 67.9                                          | *                                           |                       |                           |
| Students with Disabilities                  | *            | *                         | *                                              | 15.2                                             | 22.7                                          | *                                           | **                    | **                        |
| Students without Disabilities               | *            | *                         | *                                              | 59.4                                             | 65.1                                          | *                                           |                       |                           |
| English Learners                            | 61           | 96.8                      | 50.8                                           | *                                                | 29.3                                          | 50.8                                        | 39.6                  | Met Target                |
| Non-English Learners                        | 28           | 87.9                      | 64.3                                           | *                                                | 60.6                                          | 61.0                                        |                       |                           |
| Homeless Students                           | N            | N                         | N                                              | 50.0                                             | 29.1                                          | N                                           |                       |                           |
| Students In Foster Care                     | *            | *                         | *                                              | 33.3                                             | 27.6                                          | *                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.



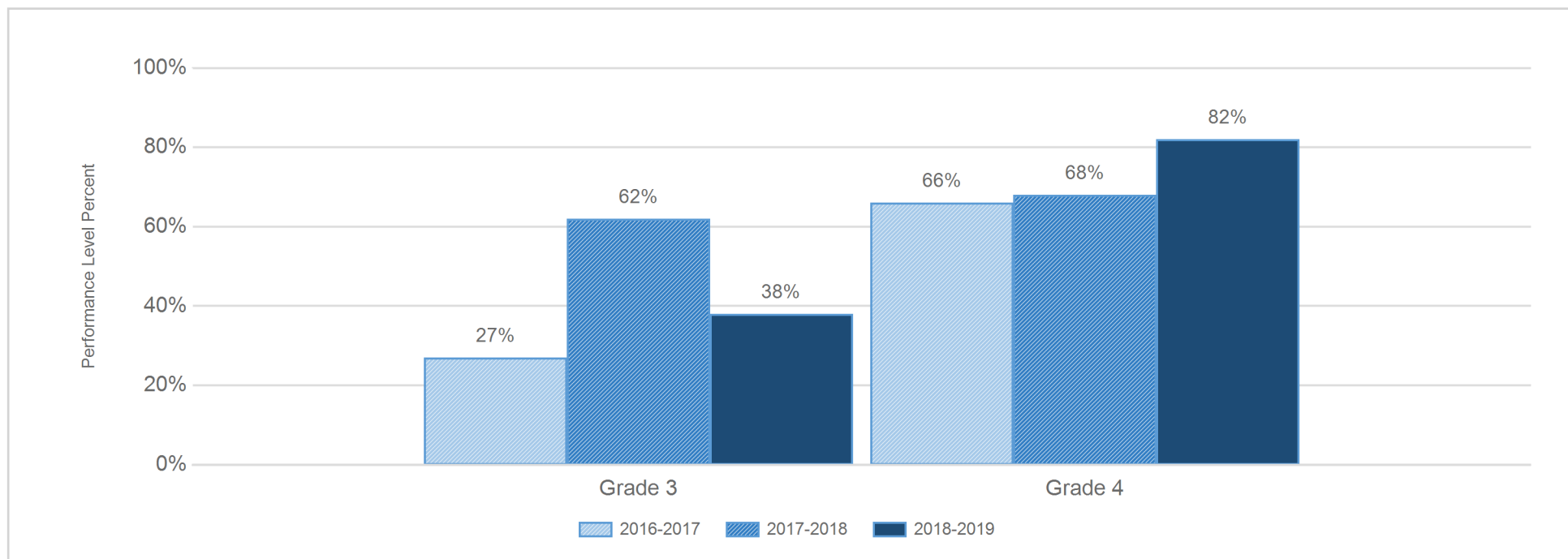
**Jefferson Elementary School**  
(17-5240-100)  
Grades Offered: PK-04  
2018-2019

**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.





Jefferson Elementary School

(17-5240-100)

Grades Offered: PK-04

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 56           | 735              | 743                       | 748                    | *                                        | 20%                                   | 27%                                | *                           | *                                | 38%                                     | 50%                                           |
| White                                       | *            | *                | 754                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Hispanic                                    | *            | *                | 743                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Black or African American                   | N            | N                | *                         | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 33           | 743              | 749                       | 753                    | *                                        | *                                     | *                                  | *                           | *                                | 48%                                     | 55%                                           |
| Male                                        | 23           | 723              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | 22%                                     | 46%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 33%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 759                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 61%                                           |
| Students with Disabilities                  | *            | *                | 695                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 24%                                           |
| Students without Disabilities               | *            | *                | 747                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 21           | 721              | 728                       | 713                    | *                                        | *                                     | *                                  | *                           | *                                | 19%                                     | 17%                                           |
| Non-English Learners                        | 35           | 743              | 753                       | 751                    | *                                        | *                                     | *                                  | *                           | *                                | 49%                                     | 54%                                           |
| Homeless Students                           | N            | N                | *                         | 720                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Students in Foster Care                     | *            | *                | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 21%                                           |
| Military-Connected Students                 | N            | N                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |



Jefferson Elementary School

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Grades Offered: PK-04

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 34           | 768              | 753                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | 82%                                     | 57%                                           |
| White                                       | N            | N                | 766                       | 763                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 67%                                           |
| Hispanic                                    | *            | *                | 752                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 44%                                           |
| Black or African American                   | N            | N                | *                         | 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                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 20           | 770              | 757                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | 90%                                     | 62%                                           |
| Male                                        | 14           | 766              | 749                       | 750                    | *                                        | *                                     | *                                  | *                           | *                                | 71%                                     | 53%                                           |
| Economically Disadvantaged Students         | *            | *                | 750                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 40%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 779                       | 765                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 69%                                           |
| Students with Disabilities                  | *            | *                | 710                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 756                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | *            | *                | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 17%                                           |
| Non-English Learners                        | *            | *                | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



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2018-2019

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### 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 89           | 93.7                      | 60.7                                                    | 34.6                                                      | 44.5                                                   | 60.7                                              | 54.5                     | Met Target                   |
| White                                       | *            | *                         | *                                                       | 39.8                                                      | 54.1                                                   | *                                                 | **                       | **                           |
| Hispanic                                    | 87           | 93.6                      | 59.8                                                    | 34.1                                                      | 28.8                                                   | 59.8                                              | 54.9                     | Met Target                   |
| Black or African American                   | N            | N                         | N                                                       | 37.0                                                      | 23.0                                                   | N                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 69.5                                                      | 76.5                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 53           | 96.4                      | 60.4                                                    | 35.2                                                      | 44.9                                                   | 60.4                                              |                          |                              |
| Male                                        | 36           | 90.2                      | 61.1                                                    | 34.1                                                      | 44.2                                                   | 59.3                                              |                          |                              |
| Economically Disadvantaged Students         | 75           | 93.7                      | 60.0                                                    | *                                                         | 26.3                                                   | *                                                 | 55.3                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 14           | 93.7                      | 64.3                                                    | *                                                         | 54.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | *            | *                         | *                                                       | *                                                         | 17.4                                                   | *                                                 | **                       | **                           |
| Students without Disabilities               | *            | *                         | *                                                       | *                                                         | 50.0                                                   | *                                                 |                          |                              |
| English Learners                            | 61           | 96.8                      | 63.9                                                    | *                                                         | 25.0                                                   | 63.9                                              | 63                       | Met Target                   |
| Non-English Learners                        | 28           | 87.9                      | 53.6                                                    | *                                                         | 46.5                                                   | 51.7                                              |                          |                              |
| Homeless Students                           | N            | N                         | N                                                       | 18.8                                                      | 17.1                                                   | N                                                 |                          |                              |
| Students In Foster Care                     | *            | *                         | *                                                       | 16.7                                                      | 17.1                                                   | *                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

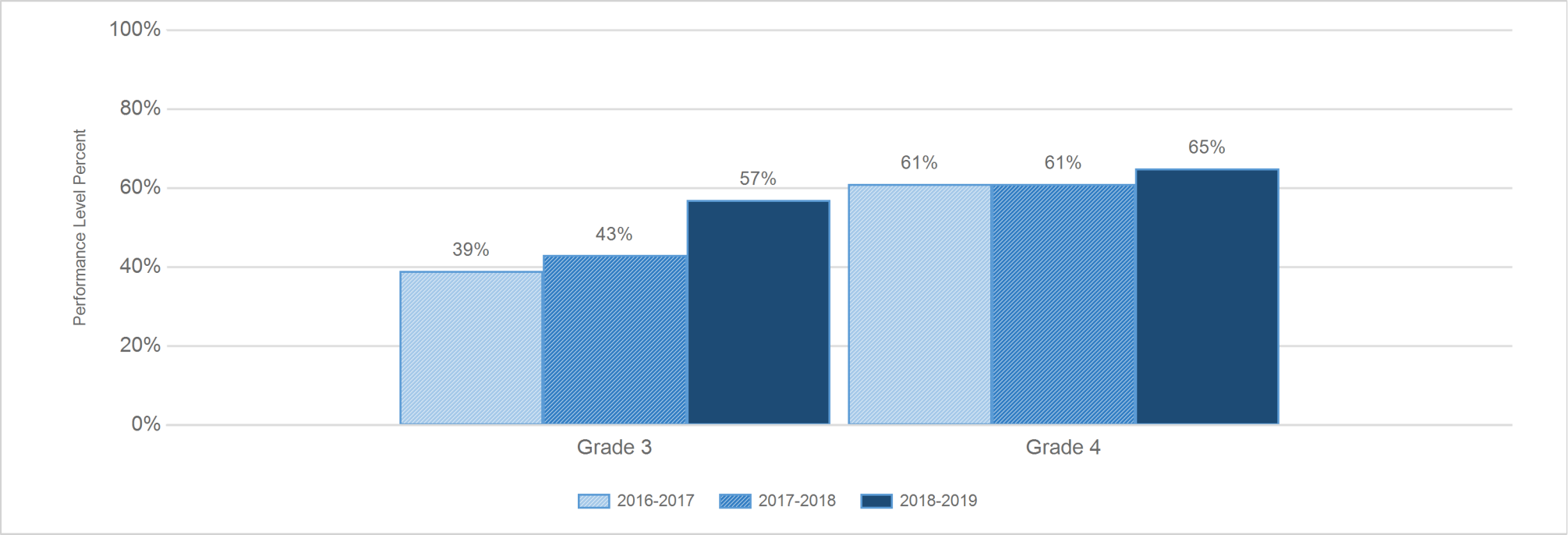


Jefferson Elementary School  
(17-5240-100)  
Grades Offered: PK-04  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 56           | 749              | 747                       | 752                    | *                                        | *                                     | 25%                                | *                           | *                                | 57%                                     | 55%                                           |
| White                                       | *            | *                | 751                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 66%                                           |
| Hispanic                                    | *            | *                | 747                       | 739                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 40%                                           |
| Black or African American                   | N            | N                | *                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 33           | 751              | 747                       | 751                    | *                                        | *                                     | *                                  | *                           | *                                | 55%                                     | 54%                                           |
| Male                                        | 23           | 746              | 747                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | 61%                                     | 56%                                           |
| Economically Disadvantaged Students         | *            | *                | 746                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 37%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 754                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Students with Disabilities                  | *            | *                | 724                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 31%                                           |
| Students without Disabilities               | *            | *                | 749                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| English Learners                            | 21           | 745              | 740                       | 728                    | *                                        | *                                     | *                                  | *                           | *                                | 52%                                     | 26%                                           |
| Non-English Learners                        | 35           | 751              | 752                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | 60%                                     | 58%                                           |
| Homeless Students                           | N            | N                | *                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Students in Foster Care                     | *            | *                | *                         | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 27%                                           |
| Military-Connected Students                 | N            | N                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |



Jefferson Elementary School

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 34           | 762              | 743                       | 749                    | 0%                                       | *                                     | 29%                                | *                           | *                                | 65%                                     | 51%                                           |
| White                                       | N            | N                | 759                       | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Hispanic                                    | *            | *                | 742                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Black or African American                   | N            | N                | *                         | 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                           | N            | N                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 20           | 762              | 743                       | 749                    | 0%                                       | *                                     | *                                  | *                           | *                                | 70%                                     | 50%                                           |
| Male                                        | 14           | 763              | 743                       | 749                    | 0%                                       | *                                     | *                                  | *                           | *                                | 57%                                     | 52%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 32%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 764                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 63%                                           |
| Students with Disabilities                  | *            | *                | 720                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 745                       | 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                | N                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |





Jefferson Elementary School  
(17-5240-100)  
Grades Offered: PK-04  
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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |
| 4     | 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 | 33.3%                                                             | 56.6%          | Not Met     |

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2               | 27                | *                                       | *                                              |
| 3-4               | 64                | *                                       | *                                              |
| 5 or more         | 48                | *                                       | *                                              |



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

NJSLA Science Assessment: Grade Summary

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



- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

NJSLA Science Assessment: Grade

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------|-----------|-----------|-----------|-----------|
|---------------|-----------|-----------|-----------|-----------|



Jefferson Elementary School

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

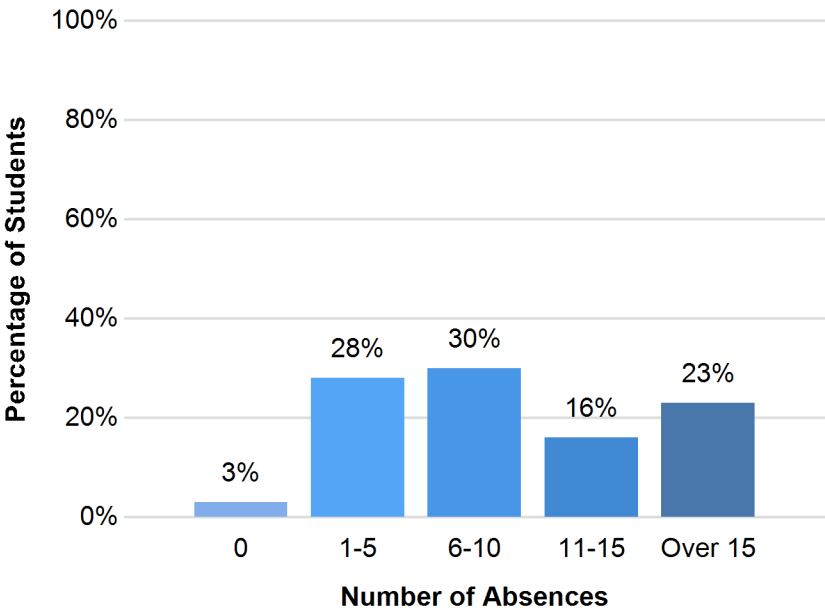
Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide                          | 58                                    | 18.9                                   | 9.2           | Not Met            |
| White                               | *                                     | *                                      | **            | **                 |
| Hispanic                            | 54                                    | 18.6                                   | 9.2           | Not Met            |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 27                                    | 17.8                                   |               |                    |
| Male                                | 31                                    | 20.0                                   |               |                    |
| Economically Disadvantaged Students | 53                                    | 19.9                                   | 9.2           | Not Met            |
| Students with Disabilities          | 10                                    | 25.6                                   | 9.2           | Not Met            |
| English Learners                    | 24                                    | 17.1                                   | 9.2           | Not Met            |
| Homeless Students                   | N                                     | N                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

Days Absent

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





Jefferson Elementary School

(17-5240-100)

Grades Offered: PK-04

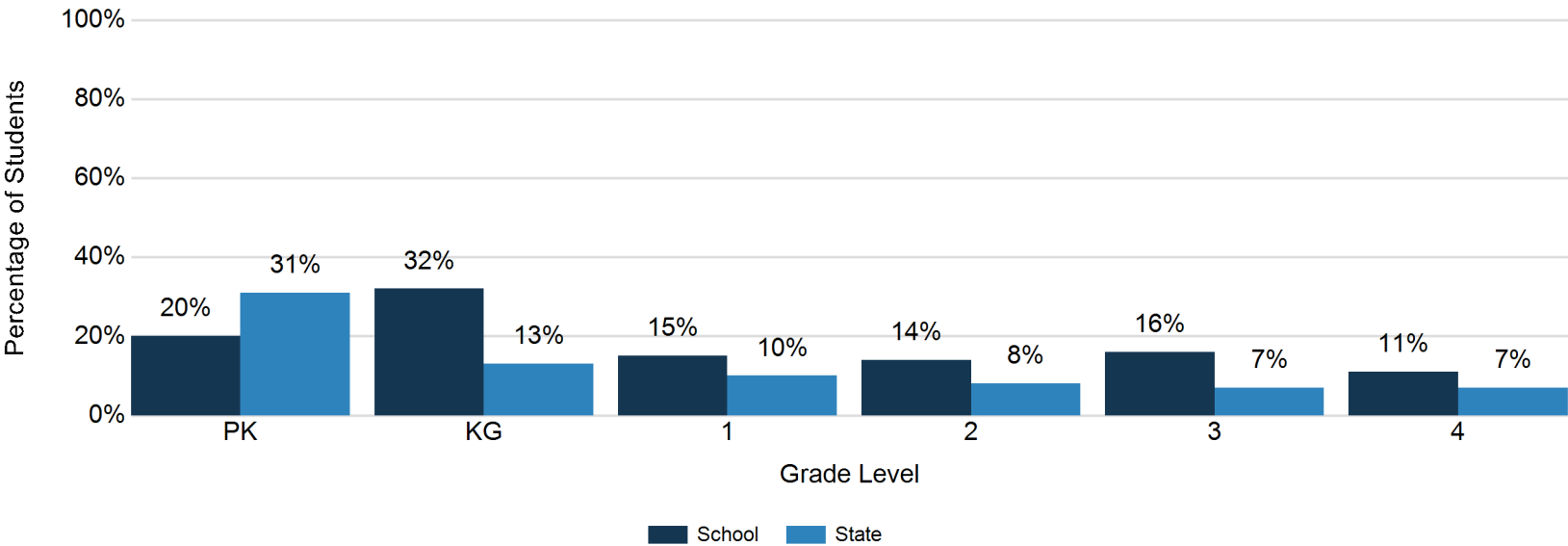
2018-2019

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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.





Jefferson Elementary School

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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



Jefferson Elementary School

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2018-2019

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School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

| Teachers – Experience                                                                                                                                                                                                                               |                    |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|
| This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. |                    |                   |
| Category                                                                                                                                                                                                                                            | Teachers in School | Teachers in State |
| Total Number of teachers                                                                                                                                                                                                                            | 26                 | 118,214           |
| Average years experience in public schools                                                                                                                                                                                                          | 9.3                | 12.1              |
| Average years experience in district                                                                                                                                                                                                                | 9.2                | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district                                                                                                                                                                              | 65.4%              | 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                                                                                      | 72                 | 9,530           |
| Average years experience in public schools                                                                          | 23.6               | 16.0            |
| Average years experience in district                                                                                | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district                                        | 98.6%              | 76.9%           |

| Student and Staff Ratios                                                                                                                                                                                                                                                                            |              |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|
| This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools. |              |                |
| Ratio                                                                                                                                                                                                                                                                                               | School Ratio | District Ratio |
| Students to Teachers                                                                                                                                                                                                                                                                                | 13:1         | 16:1           |
| Students to Administrators                                                                                                                                                                                                                                                                          | 174:1        | 191:1          |
| Teachers to Administrators                                                                                                                                                                                                                                                                          | 13:1         | 12:1           |
| Students to Librarians/Media Specialists                                                                                                                                                                                                                                                            |              | 13716:1        |
| Students to Nurses                                                                                                                                                                                                                                                                                  |              | 762:1          |
| Students to Counselors                                                                                                                                                                                                                                                                              |              | 914:1          |
| Students to Child Study Team Members                                                                                                                                                                                                                                                                |              | 232:1          |



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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                              | 48.9%              | 88.5%              | 50.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 51.1%              | 11.5%              | 50.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 2.6%               | 46.2%              | 50.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 94.5%              | 53.8%              | 50.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 0.9%               | 0.0%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 2.0%               | 0.0%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.1%              | 0.1%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.0%               | 0.0%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |





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Teachers and Administrators - Level of Education

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

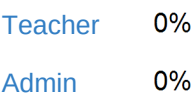
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 93.7%          |



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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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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                              | 45.3%   | 64.3%   | 55.1%   |
| Math Proficiency                             | 51.0%   | 51.2%   | 60.7%   |
| ELA Growth                                   | 69      | 78      | 70      |
| Math Growth                                  | 74      | 79      | 84      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 48.9%   | 33.3%   |
| Chronic Absenteeism                          | 16.1%   | 19.0%   | 18.9%   |

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



Jefferson Elementary School  
(17-5240-100)  
Grades Offered: PK-04  
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](#).

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                  | Not Met                                                          | Not Met                                | No                                                                              |
| White                                       | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Hispanic                                    | Met Target                         | Met Target                          | Exceeds Standard                 | Exceeds 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         | Met Target                         | Met Target                          | Exceeds Standard                 | Exceeds Standard                  | n/a                                                              | Not Met                                | No                                                                              |
| Students with Disabilities                  | **                                 | **                                  | **                               | **                                | n/a                                                              | Not Met                                | No                                                                              |
| English Learners                            | Met Target                         | Met Target                          | Exceeds 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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 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.

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Highlights:</p>                             | <ul style="list-style-type: none"> <li>The Thomas Jefferson Website continues to be a comprehensive school wide communication tool. The website engaged our families and provided outstanding public relations and marketing of our school.</li> <li>MINDFULNESS PROGRAM The program is a school wide initiative designed to teach the TJS community mindfulness techniques via guided meditation. It also utilizes mindfulness as an intervention program.</li> <li>TJS had an amazing year in regards to STEM/ Future Ready Schools activities. FRS maximize digital learning opportunities and helps students for success in college, careers, and citizenship.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
|  <p>Mission, Vision, Theme:</p>                | <p>MISSION STATEMENT The mission of Thomas Jefferson School is to provide a learning environment, in a small, nurturing, and safe academic setting, one that supports and enables students to be diversely educated individuals, who are prepared to meet the challenges of life in the twenty-first century. This mission can only be realized via total immersion of student into a positive, academic environment with an interdisciplinary approach and effective delivery of instruction. VISION STATEMENT The vision of Thomas Jefferson School is to establish a community of lifelong learners, encouraging them to “think globally and act locally,” which builds commitment as responsible global citizens. We strive to create intrinsically motivated students who excel academically, socially, and emotionally by celebrating their diversity, contributions and achievements. Our challenging and engaging learning environment equips and empowers our students with the necessary tools to be successful and compassionate</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>Successful Grade 2 PARCC Intervention Plan/iPad Initiatives - Continued a rigorous technology strand that incorporated the PARCC Readiness Plan and New Jersey Student Learning Standards in grade 2, Technology Integration PARCC Readiness Period concentrated on PARCC testing, PARCC technology testing strategies, and effective classroom practices. Technology Integration PARCC Readiness Period Concentrated on PARCC testing, PARCC technology testing strategies, and effective classroom practices. An additional weekly period with the technology teacher and classroom teaching co-teaching.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Courses, Curriculum, Instruction:</div> </div> | <p>The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLS are addressed and integrated.</p>                                                                      |
| <div>  <div>Clubs and Activities:</div> </div>            | <p>Future Ready Schools This year Thomas Jefferson School was very proud of its application to NJ Future Ready Schools. New Jersey (FRS-NJ) is a certification program designed to promote digital learning readiness in schools information age, powered by new technology connecting people, ideas, data, and content in rapidly-changing ways. As we work to prepare New Jersey s students for this world, we must ensure our school provides them with the technology- rich environments they need in order to be engaged and successful members of a digital society and workforce.</p> |





Jefferson Elementary School

(17-5240-100)

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2018-2019

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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Before and After School Programs:</div> </div> | <div>Successful Extended Day Program in Grades 3 &amp; 4 concentrating on differentiated instruction in order to meet the needs of all students with particular emphasis for ELL and Special Needs population. Reinforcement of the PARCC Readiness Plan supplemental curriculum, which provides a high-quality instructional alignment and support the NJ Student Learning Standards. Successful lunchtime tutoring program in Grades 1 &amp; 2, which focused on the spiraling of basic skills that have not been mastered by students.</div> |
| <div>  <div>Staff and Professional Learning:</div> </div>  | <div>Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job- embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.</div>                                                        |



**Jefferson Elementary School**  
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#### Student Supports and Services:

The Special Needs program provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. Certified staff meets all students needs to achieve the district goal to move students to the regular education program.



#### Student Health and Wellness:

The Union City Board of Education endorses a child-centered, holistic philosophy of learning and teaching for STUDENT HEALTH AND WELLNESS. The curricula is designed into units of study to provide a holistic and comprehensive approach to the health studies. These units are standard-driven, providing the teacher with an exploration of the core content standards at each grade level. Each unit explores "Wellness," "Alcohol, Tobacco, and other Drugs," "Family Life," and "Community Health Skills." Each unit of study provides inquiry and investigation opportunities to explore content through developing decision-making skills, interdisciplinary connections, literacy-driven activities, and PARCC readiness tasks. Each unit also recommends activities used to assess content understanding both formatively and summative, while providing multiple access points through differentiated core & supplemental materials/resources.



#### Parent and Community Involvement:

To reinforce family engagement, under the auspices of the administrative team and parent liaison, and the Parent Teacher Organization, families can be involved in a myriad of ways, such as; parent-teacher meetings, parental conferences, volunteering, monthly parent breakfasts, parent workshops, parenting classes, fundraising activities, special holidays, traditions and celebrations, community involvement resources and lastly, the decision making process of the School Improvement Panel (Scip).



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|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Thomas Jefferson School also participated in many innovative initiatives, programs and technology projects to support our efforts. They include: extensive and specialized Professional Development, "Caught Being Good" Student Program, Student of the Month Program, Perfect Attendance Incentive, Project Based Learning, Supplemental Education Services, Extended Day Program, Target Tutoring Program, Google for Education, SmartBoard, SmartTable and Dash &amp; Dot, technology/training, new Ipad s, PARCC Intervention Ipad Initiatives, technology integration PARCC Readiness Plan, edConnect, Study Island, Reading Eggs and continued implementation of the Thomas Jefferson School website. The website was utilized as a comprehensive, successful and effective school wide communication tool.</p> |
|  <p>Facilities:</p>     | <p>We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance department and our security staff keeps our students safe.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  <p>School Safety:</p> | <p>Thomas Jefferson School promotes a safe and positive learning environment for all students. Assuring that all our Thomas Jefferson School Safety Committee has a process for developing, implementing, and continually refining our school emergency operational plans with community partners such as, the City of Union City, first responders, and district emergency management personnel.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div>        | <p>STEM is an education curriculum that focuses on the subjects of science, technology, engineering, mathematic and integrates technology as an indispensable component. At Thomas Jefferson School, within a technology rich environment, students are stimulated to examine the complexity, and value of all digital resources. We integrate technology in the form of STEM professional development, as well as, robotics, iPads, Laptops, computer lab, Smart Table, Smart Boards, Dash and Dot Robots, the NAO Robot, Coding Club, Fisher Prices Coding Caterpillar, and LEGO Mindstorms. New this year at Thomas Jefferson School is the Pre-K Coding Club which fosters students creativity, reinforces computational thinking and promotes team work. This purposeful amalgamation of digital tools and resources makes it possible to encourage (STEM) Technology authentic engagement and relevant learning experiences.</p> |
|  <div>Early Childhood Education:</div> | <p>The Union City Board of Education endorses a child-centered, holistic philosophy of learning and teaching. The Early Childhood Center curriculum is designed to uphold standards of quality and aligned with the Preschool Teaching and Learning Expectations that support developmentally appropriate practices and a research-based curriculum. At Thomas Jefferson School our program focuses upon individual success, providing children with student-initiated learning experiences, and promoting growth in areas of appropriate cognitive, physical, social and emotional development.</p>                                                                                                                                                                                                                                                                                                                                   |



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|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Other Information</div> | <p>Thomas Jefferson School also participated in many innovative initiatives, programs and technology projects to support our efforts. They include: extensive and specialized Professional Development, "Caught Being Good" Student Program, Student of the Month Program, Perfect Attendance Incentive, Project Based Learning, Supplemental Education Services, Extended Day Program, Target Tutoring Program, Google for Education, SmartBoard, SmartTable and Dash &amp; Dot, technology/training, new Ipad s, PARCC Intervention Ipad Initiatives, technology integration PARCC Readiness Plan, edConnect, Study Island, Reading Eggs and continued implementation of the Thomas Jefferson School website. The website was utilized as a comprehensive, successful and effective school wide communication tool.</p> |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Jose Marti Freshman Academy**  
 (17-5240-054)  
 Grades Offered: 09-09  
 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:



**Jose Marti Freshman Academy**  
 (17-5240-054)  
 Grades Offered: 09-09  
 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         | Hudson                                                                     |
| District       | Union City School District                                                 |
| Principal Name | Mr. Rudy Baez                                                              |
| Address        | 1800 SUMMIT AVE UNION CITY, NJ 07087                                       |
| Phone Number   | 201-348-5400                                                               |
| Email Address  | <a href="mailto:rbaez@union-city.k12.nj.us">rbaez@union-city.k12.nj.us</a> |
| Website        | <a href="https://jmsa.ucboe.us/">https://jmsa.ucboe.us/</a>                |



**Jose Marti Freshman Academy**  
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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     | 680     | 641     | 695     |
| Total | 680     | 641     | 695     |

### Enrollment Trends by Student Group

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

| Student Group                       | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female                              | 44.1%   | 43.2%   | 46.6%   |
| Male                                | 55.9%   | 56.8%   | 53.4%   |
| Economically Disadvantaged Students | 90.4%   | 90.2%   | 93.8%   |
| Students with Disabilities          | 13.2%   | 12.9%   | 13.1%   |
| English Learners                    | 19.7%   | 18.9%   | 16.8%   |
| Homeless Students                   | 0.3%    | 0.0%    | 0.1%    |
| Students in Foster Care             | 0.1%    | 0.0%    | 0.1%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 1.9%    | 2.3%    | 2.2%    |
| Hispanic                            | 96.9%   | 95.9%   | 96.0%   |
| Black or African American           | 0.6%    | 0.6%    | 1.0%    |
| Asian                               | 0.6%    | 1.1%    | 0.9%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

### 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   | 680     | 641     | 695     |
| Shared Time Students | 0       | 0       | 0       |
| Full Time Equivalent | 680     | 641     | 695     |

### 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 |
|-----------------|---------------|
| Spanish         | 79.3%         |
| English         | 19.3%         |
| Other Languages | 1.4%          |



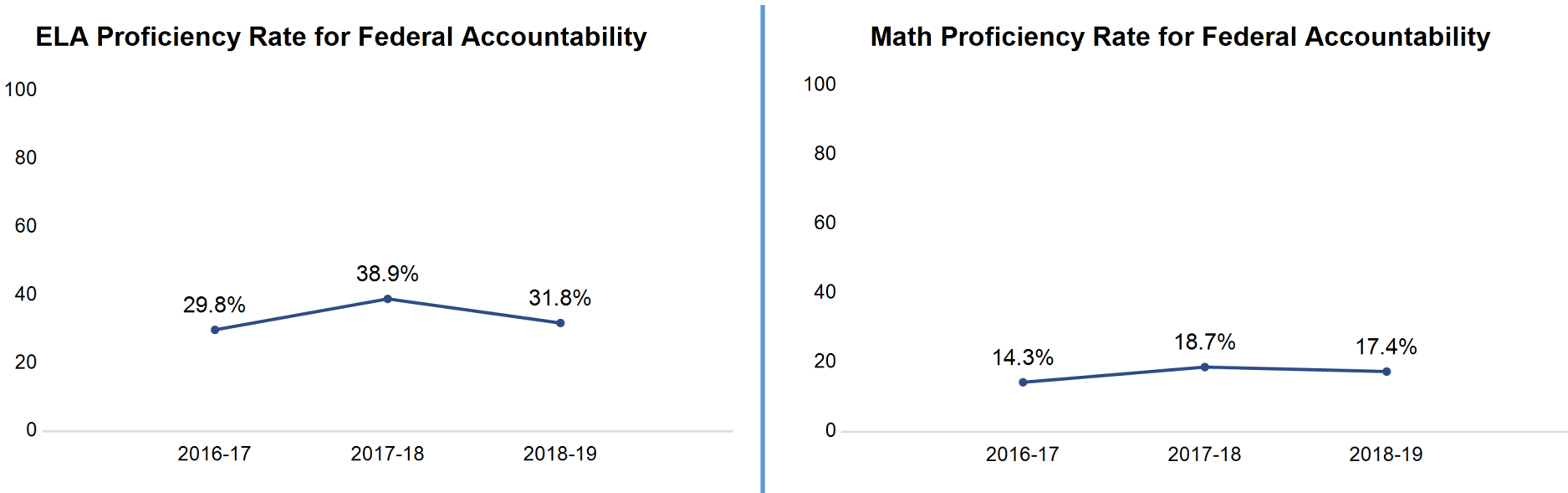


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English Language Arts and Mathematics Performance Trends

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.



| Performance Measure                                   | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate                                    | 99.3%       | 99.4%       | 98.7%       | 99.3%        | 99.2%        | 98.6%        |
| Proficiency Rate for Federal Accountability           | 29.8%       | 38.9%       | 31.8%       | 14.3%        | 18.7%        | 17.4%        |
| Annual Target                                         | 38.9%       | 41.0%       | 43.2%       | 23.3%        | 26.3%        | 29.3%        |
| Met Annual Target?                                    | Not Met     | Met Target† | Not Met     | Not Met      | Not Met      | Not Met      |
| Statewide Proficiency Rate for Federal Accountability | 54.9%       | 56.7%       | 57.9%       | 43.5%        | 45.0%        | 44.5%        |

† Target was met within a confidence interval.



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 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                                  | 673          | 98.7                      | 31.8                                           | 54.9                                             | 57.9                                          | 31.8                                        | 43.2                  | Not Met                   |
| White                                       | 15           | 100.0                     | 60.0                                           | 63.8                                             | 66.9                                          | 60.0                                        | **                    | **                        |
| Hispanic                                    | 645          | 98.7                      | 31.2                                           | 54.4                                             | 43.9                                          | 31.2                                        | 42.9                  | Not Met                   |
| Black or African American                   | *            | *                         | *                                              | 53.7                                             | 38.5                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 307          | 98.5                      | 34.5                                           | 61.7                                             | 64.8                                          | 34.5                                        |                       |                           |
| Male                                        | 366          | 98.9                      | 29.5                                           | 48.4                                             | 51.3                                          | 29.5                                        |                       |                           |
| Economically Disadvantaged Students         | 634          | 98.8                      | 31.9                                           | *                                                | 40.0                                          | 31.9                                        | 42.9                  | Not Met                   |
| Non-Economically Disadvantaged Students     | 39           | 97.7                      | 30.8                                           | *                                                | 67.9                                          | 30.8                                        |                       |                           |
| Students with Disabilities                  | 86           | 96.8                      | 12.8                                           | 15.2                                             | 22.7                                          | 12.8                                        | 23.5                  | Not Met                   |
| Students without Disabilities               | 587          | 99.0                      | 34.6                                           | 59.4                                             | 65.1                                          | 34.6                                        |                       |                           |
| English Learners                            | 135          | 99.3                      | *                                              | *                                                | 29.3                                          | *                                           | 13                    | Not Met                   |
| Non-English Learners                        | 538          | 98.6                      | *                                              | *                                                | 60.6                                          | *                                           |                       |                           |
| Homeless Students                           | *            | *                         | *                                              | 50.0                                             | 29.1                                          | *                                           |                       |                           |
| Students In Foster Care                     | *            | *                         | *                                              | 33.3                                             | 27.6                                          | *                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

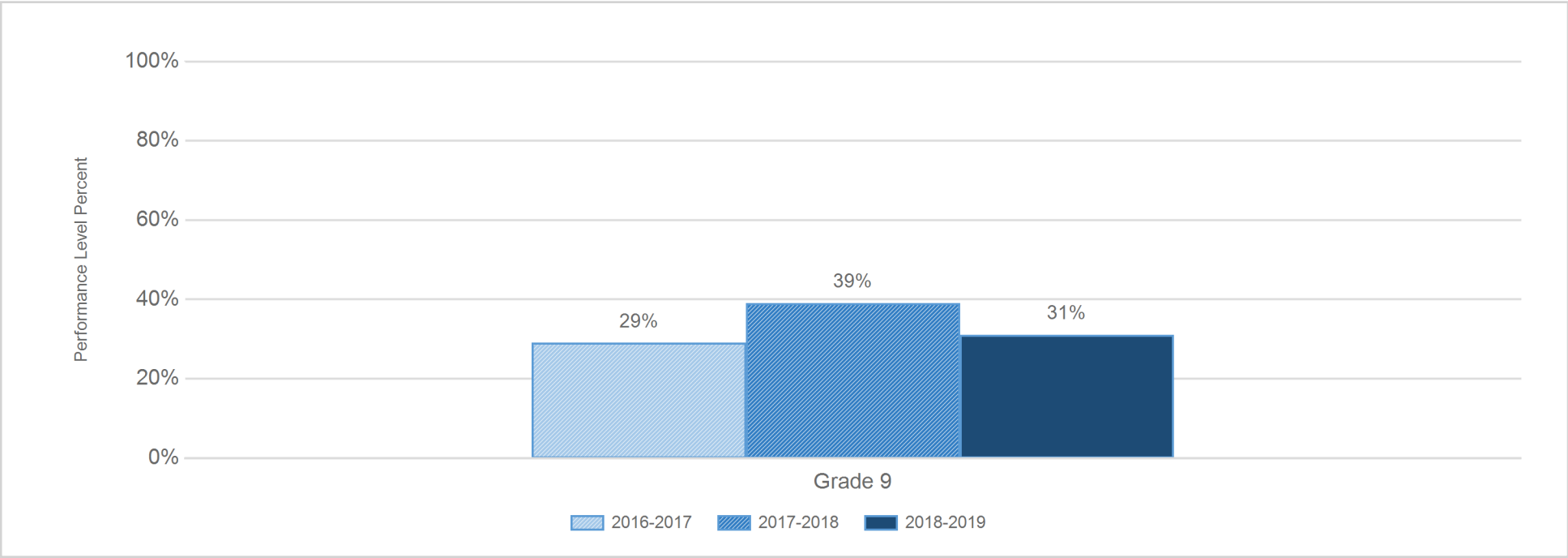


**Jose Marti Freshman Academy**  
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 2018-2019

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### English Language Arts Assessment - Performance Trends

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





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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 696          | 728              | 736                       | 753                    | 25%                                      | 15%                                   | 29%                                | 27%                         | 4%                               | 31%                                     | 56%                                           |
| White                                       | 15           | 744              | *                         | 762                    | *                                        | *                                     | *                                  | *                           | *                                | 60%                                     | 65%                                           |
| Hispanic                                    | 668          | 727              | 735                       | 737                    | 25%                                      | 15%                                   | 29%                                | 27%                         | 4%                               | 31%                                     | 40%                                           |
| Black or African American                   | *            | *                | *                         | 732                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 761                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 63%                                           |
| Female                                      | 320          | 732              | 746                       | 760                    | 19%                                      | 13%                                   | 34%                                | 29%                         | 5%                               | 34%                                     | 63%                                           |
| Male                                        | 376          | 724              | 727                       | 746                    | 30%                                      | 16%                                   | 25%                                | 26%                         | 3%                               | 29%                                     | 49%                                           |
| Economically Disadvantaged Students         | 654          | 728              | 735                       | 734                    | 25%                                      | *                                     | 29%                                | *                           | *                                | 31%                                     | 36%                                           |
| Non-Economically Disadvantaged Students     | 42           | 727              | 756                       | 762                    | 26%                                      | *                                     | 36%                                | *                           | *                                | 29%                                     | 65%                                           |
| Students with Disabilities                  | 92           | 706              | 702                       | 717                    | 47%                                      | 22%                                   | 18%                                | *                           | *                                | 13%                                     | 17%                                           |
| Students without Disabilities               | 604          | 731              | 741                       | 760                    | 22%                                      | 14%                                   | 31%                                | *                           | *                                | 34%                                     | 63%                                           |
| English Learners                            | 116          | 683              | 681                       | 693                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 580          | 737              | 747                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | *            | *                | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 21%                                           |
| Students in Foster Care                     | *            | *                | *                         | 721                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 22%                                           |
| Military-Connected Students                 | N            | N                | N                         | 755                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 715                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |



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## 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                                  | 671          | 98.6                      | 17.4                                           | 34.6                                             | 44.5                                          | 17.4                                        | 29.3                  | Not Met                   |
| White                                       | 15           | 100.0                     | 20.0                                           | 39.8                                             | 54.1                                          | 20.0                                        | **                    | **                        |
| Hispanic                                    | 643          | 98.5                      | 17.3                                           | 34.1                                             | 28.8                                          | 17.3                                        | 29.3                  | Not Met                   |
| Black or African American                   | *            | *                         | *                                              | 37.0                                             | 23.0                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 69.5                                             | 76.5                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 42.7                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 53.3                                          | N                                           | **                    | **                        |
| Female                                      | 307          | 98.5                      | 15.6                                           | 35.2                                             | 44.9                                          | 15.6                                        |                       |                           |
| Male                                        | 364          | 98.7                      | 19.0                                           | 34.1                                             | 44.2                                          | 19.0                                        |                       |                           |
| Economically Disadvantaged Students         | 633          | 98.6                      | 17.5                                           | *                                                | 26.3                                          | 17.5                                        | 29.4                  | Not Met                   |
| Non-Economically Disadvantaged Students     | 38           | 97.6                      | 15.8                                           | *                                                | 54.9                                          | 15.8                                        |                       |                           |
| Students with Disabilities                  | 86           | 96.8                      | *                                              | *                                                | 17.4                                          | *                                           | 15.2                  | Not Met                   |
| Students without Disabilities               | 585          | 98.9                      | *                                              | *                                                | 50.0                                          | *                                           |                       |                           |
| English Learners                            | 135          | 99.3                      | *                                              | *                                                | 25.0                                          | *                                           | 26.5                  | Not Met                   |
| Non-English Learners                        | 536          | 98.4                      | *                                              | *                                                | 46.5                                          | *                                           |                       |                           |
| Homeless Students                           | *            | *                         | *                                              | 18.8                                             | 17.1                                          | *                                           |                       |                           |
| Students In Foster Care                     | *            | *                         | *                                              | 16.7                                             | 17.1                                          | *                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 46.4                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 23.3                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

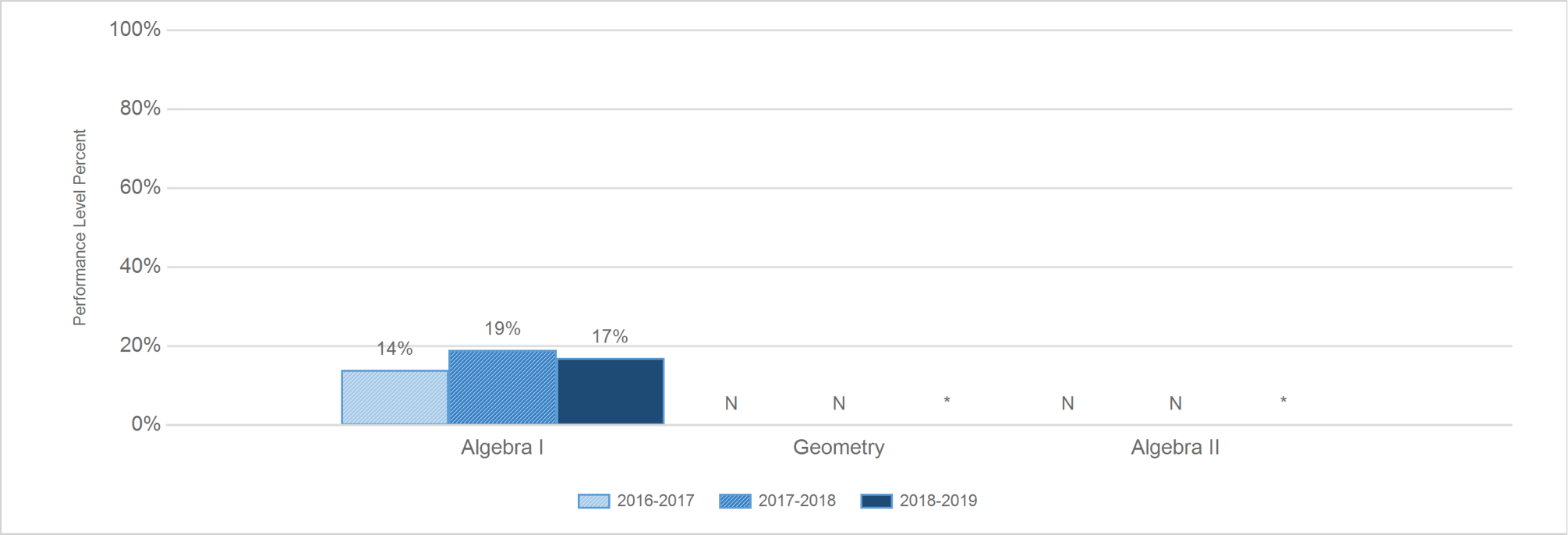


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Mathematics Assessment – Performance Trends

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



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



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## Mathematics Assessment - Performance by Test: Algebra I

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 691          | 721              | 730                       | 744                    | 18%                                      | 44%                                   | 21%                                | *                           | *                                | 17%                                     | 42%                                           |
| White                                       | 15           | 732              | *                         | 752                    | *                                        | *                                     | *                                  | *                           | *                                | 20%                                     | 53%                                           |
| Hispanic                                    | 663          | 721              | 729                       | 728                    | 17%                                      | 44%                                   | 21%                                | *                           | *                                | 17%                                     | 24%                                           |
| Black or African American                   | *            | *                | *                         | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 20%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 775                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Female                                      | 319          | 721              | 733                       | 745                    | 16%                                      | 46%                                   | 23%                                | *                           | *                                | 15%                                     | 44%                                           |
| Male                                        | 372          | 721              | 726                       | 743                    | 19%                                      | 42%                                   | 19%                                | *                           | *                                | 19%                                     | 41%                                           |
| Economically Disadvantaged Students         | 651          | 721              | 728                       | 727                    | 17%                                      | 44%                                   | *                                  | *                           | *                                | 17%                                     | 23%                                           |
| Non-Economically Disadvantaged Students     | 40           | 721              | 744                       | 752                    | 25%                                      | 40%                                   | *                                  | *                           | *                                | 15%                                     | 52%                                           |
| Students with Disabilities                  | 90           | 708              | 707                       | 717                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Students without Disabilities               | 601          | 723              | 732                       | 748                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 47%                                           |
| English Learners                            | 116          | 703              | 704                       | 710                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 575          | 725              | 735                       | 745                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | *            | *                | *                         | 718                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 14%                                           |
| Students in Foster Care                     | *            | *                | *                         | 717                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 11%                                           |
| Military-Connected Students                 | N            | N                | N                         | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 707                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |



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## Mathematics Assessment - Performance by Test: Geometry

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | *            | *                | 720                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 35%                                           |
| White                                       | N            | N                | 718                       | 743                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Hispanic                                    | *            | *                | *                         | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 17%                                           |
| Black or African American                   | N            | N                | *                         | 720                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 14%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 70%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 37%                                           |
| Two or More Races                           | N            | N                | N                         | 745                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 46%                                           |
| Female                                      | *            | *                | *                         | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Male                                        | N            | N                | 718                       | 736                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 34%                                           |
| Economically Disadvantaged Students         | *            | *                | *                         | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 16%                                           |
| Non-Economically Disadvantaged Students     | N            | N                | 726                       | 743                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Students with Disabilities                  | N            | N                | 706                       | 712                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Students without Disabilities               | *            | *                | *                         | 741                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| English Learners                            | N            | N                | 708                       | 708                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Non-English Learners                        | *            | *                | *                         | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Students in Foster Care                     | N            | N                | N                         | 713                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Military-Connected Students                 | N            | N                | N                         | 739                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Migrant Students                            | N            | N                | N                         | 711                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |





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## Mathematics Assessment - Performance by Test: Algebra II

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | *            | *                | 740                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 58%                                           |
| White                                       | N            | N                | *                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Hispanic                                    | *            | *                | *                         | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 34%                                           |
| Black or African American                   | N            | N                | *                         | 725                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 777                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Two or More Races                           | N            | N                | N                         | 761                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | N            | N                | 738                       | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Male                                        | *            | *                | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Economically Disadvantaged Students         | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 32%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| Students with Disabilities                  | *            | *                | *                         | 715                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | N            | N                | *                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 60%                                           |
| English Learners                            | N            | N                | *                         | 696                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 11%                                           |
| Non-English Learners                        | *            | *                | *                         | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 9     | 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 | 17.5%                                                             | 40.9%          | Not Met     |

† Target was met within one standard deviation

**English Language Proficiency Test - Participation and Performance**

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2               | 60                | *                                       | *                                              |
| 3-4               | 41                | *                                       | *                                              |
| 5 or more         | 14                | 85.7%                                   | 14.3%                                          |



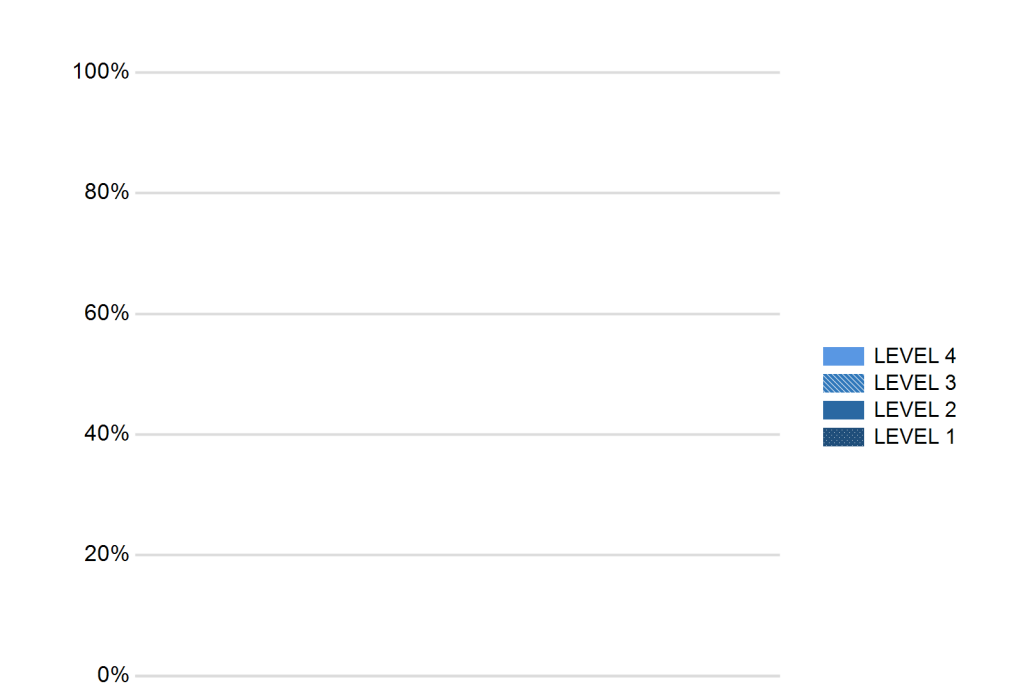
Jose Marti Freshman Academy  
 (17-5240-054)  
 Grades Offered: 09-09  
 2018-2019

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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------|-----------|-----------|-----------|-----------|
|---------------|-----------|-----------|-----------|-----------|



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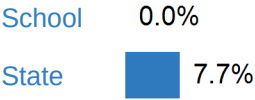
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

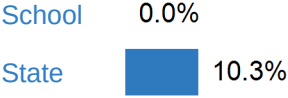
Career and Technical Education Participation

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)



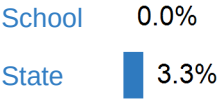
CTE Concentrators  
 (completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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:<br>% CTE<br>Participants | School:<br>% CTE<br>Concentrators | State:<br>% CTE<br>Participants | State:<br>% CTE<br>Concentrators |
|---------------------------------------------|----------------------------------|-----------------------------------|---------------------------------|----------------------------------|
| Schoolwide                                  | 0.0%                             | 0.0%                              | 7.7%                            | 10.3%                            |
| White                                       | 0.0%                             | 0.0%                              | 6.1%                            | 9.6%                             |
| Hispanic                                    | 0.0%                             | 0.0%                              | 10.3%                           | 11.3%                            |
| Black or African American                   | *                                | *                                 | 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                           | N                                | N                                 | 6.8%                            | 12.1%                            |
| Female                                      | 0.0%                             | 0.0%                              | 7.3%                            | 10.6%                            |
| Male                                        | 0.0%                             | 0.0%                              | 8.0%                            | 10.1%                            |
| Economically Disadvantaged Students         | 0.0%                             | 0.0%                              | 10.4%                           | 11.8%                            |
| Students with Disabilities                  | 0.0%                             | 0.0%                              | 6.6%                            | 9.2%                             |
| English Learners                            | 0.0%                             | 0.0%                              | 8.7%                            | 3.2%                             |
| Homeless Students                           | *                                | *                                 | 8.1%                            | 6.6%                             |
| Students In Foster Care                     | *                                | *                                 | 6.4%                            | 5.0%                             |
| Military-Connected Students                 | N                                | N                                 | 9.7%                            | 13.3%                            |
| Migrant Students                            | N                                | N                                 | 10.4%                           | *                                |



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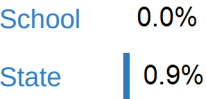
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

| Career Cluster       | Students Enrolled in Program | Students Earning at least one Credential | Total credentials earned |
|----------------------|------------------------------|------------------------------------------|--------------------------|
| Total (All Clusters) | 0                            | 0                                        | 0                        |



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

Mathematics - Course Participation

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

| Grade                              | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|------------------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9                                  | 690       | 57       | 0          | 0            | 0        | 0          | 0          |
| Total                              | 690       | 57       | 0          | 0            | 0        | 0          | 0          |
| Enrolled in AP/IB Course           |           |          |            |              | 0        | 0          | 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                                  | 30      | 0         | 0                       | 30                    | 0       | 0             |
| Total                              | 30      | 0         | 0                       | 30                    | 0       | 0             |
| Enrolled in AP/IB Course           | 0       | 0         |                         | 0                     | 0       | 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                                  | 521           | 0                 | 0         | 0          | 0         | 0                               |
| Total                              | 521           | 0                 | 0         | 0          | 0         | 0                               |
| Enrolled in AP/IB Course           | 0             | 0                 | 0         | 0          |           | 0                               |
| 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                                  | 151     | 0      | 0       | 0     | 0      | 0       | 0               |
| Total                              | 151     | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in AP/IB Course           | 0       | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in Dual Enrollment Course | 0       | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in Level 3 or Higher      | 0       | 0      | 0       | 0     | 0      | 0       | 0               |





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### 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                                  | N                    | N                 | N                      | N          | N                   | N        |
| Total                              | 0                    | 0                 | 0                      | 0          | 0                   | 0        |
| Enrolled in AP/IB Course           | 0                    |                   | 0                      |            |                     | 0        |
| Enrolled in Dual Enrollment Course | 0                    | 0                 | 0                      | 0          | 0                   | 0        |



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## Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

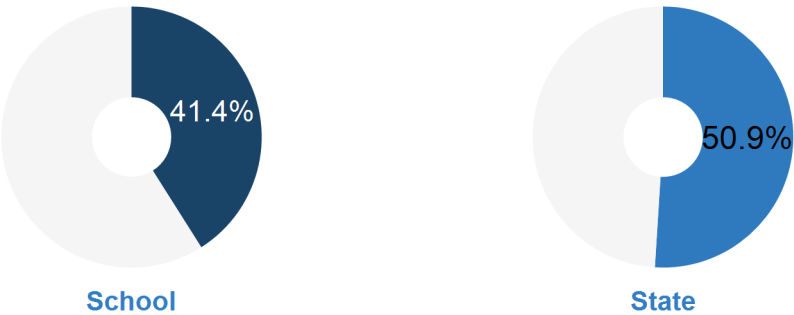
| Language | Students Earning a Seal of Biliteracy |
|----------|---------------------------------------|
| Total    | 0                                     |

Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

|             |        |             |       |
|-------------|--------|-------------|-------|
| MUSIC       | School | <div></div> | 22.6% |
|             | State  | <div></div> | 17.6% |
| DANCE       | School | <div></div> | 0.0%  |
|             | State  | <div></div> | 2.3%  |
| DRAMA       | School | <div></div> | 0.0%  |
|             | State  | <div></div> | 3.9%  |
| VISUAL ARTS | School | <div></div> | 18.8% |
|             | State  | <div></div> | 32.9% |



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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.

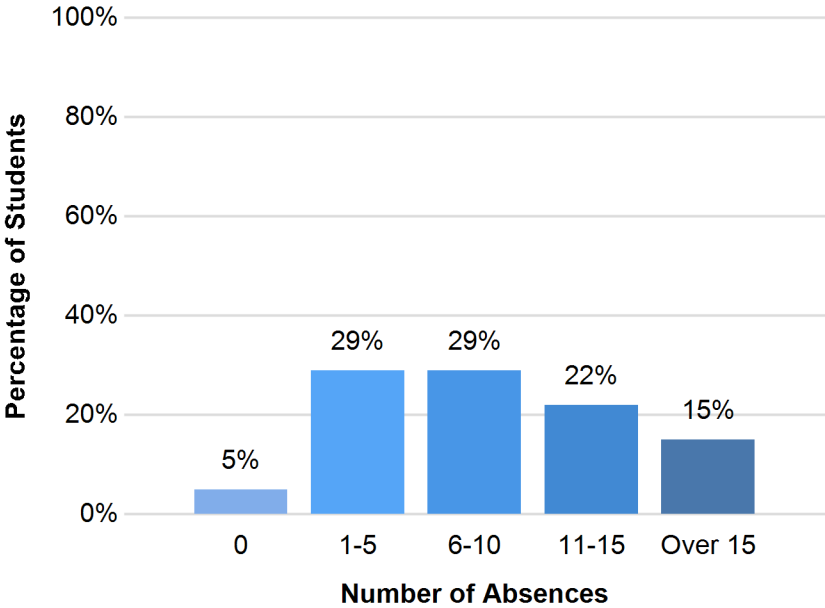
Chronic Absenteeism

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                          | 81                                    | 11.5                                   | 11.1          | Not Met            |
| White                               | 1                                     | 6.7                                    | **            | **                 |
| Hispanic                            | 80                                    | 11.8                                   | 11.1          | Not Met            |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 39                                    | 12.0                                   |               |                    |
| Male                                | 42                                    | 11.0                                   |               |                    |
| Economically Disadvantaged Students | 79                                    | 11.9                                   | 11.1          | Not Met            |
| Students with Disabilities          | 25                                    | 24.5                                   | 11.1          | Not Met            |
| English Learners                    | 5                                     | 4.3                                    | 11.1          | Met                |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

Days Absent

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





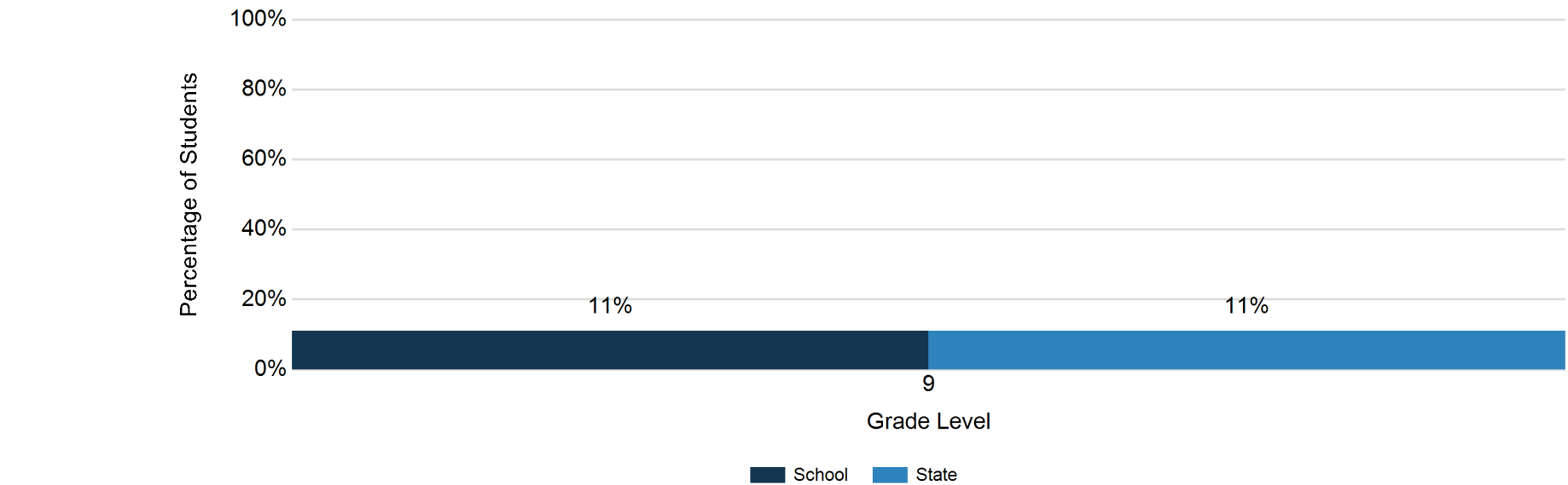
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Chronic Absenteeism by Grade

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                                 | 14                  |
| Weapons                                  | 1                   |
| Vandalism                                | 4                   |
| Substances                               | 1                   |
| Harassment, Intimidation, Bullying (HIB) | 0                   |
| Total Unique Incidents                   | 20                  |
| Incidents Per 100 Students Enrolled      | 2.88                |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

| Incident Type                            | Incidents Reported to Police |
|------------------------------------------|------------------------------|
| Violence                                 | 11                           |
| Weapons                                  | 1                            |
| Vandalism                                | 4                            |
| Substances                               | 1                            |
| 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          | 28                 | 4.0%                |
| Any Suspension                     | 28                 | 4.0%                |
| Removal to other education program | 0                  | 0.0%                |
| Expulsion                          | 0                  | 0.0%                |
| Arrest                             | *                  | *                   |

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| 107                                                 |



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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:00 AM         |
| Typical End Time                 | 3:00 PM         |
| Length of School Day             | 7 Hrs 0 Mins    |
| Full Time - Instructional Time   | 6 Hrs 30 Mins   |
| Shared Time - Instructional Time | 6 Hrs. 30 Mins. |

### Device Ratios

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

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



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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                             | 12.4               | 12.1              |
| Average years experience in district                                   | 11.7               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 79.4%              | 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                                               | 72                 | 9,530           |
| Average years experience in public schools                                   | 23.6               | 16.0            |
| Average years experience in district                                         | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 98.6%              | 76.9%           |

**Student and Staff Ratios**

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

| Ratio                                    | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers                     | 11:1         | 16:1           |
| Students to Administrators               | 139:1        | 191:1          |
| Teachers to Administrators               | 13:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 13716:1        |
| Students to Nurses                       |              | 762:1          |
| Students to Counselors                   |              | 914:1          |
| Students to Child Study Team Members     |              | 232:1          |





Jose Marti Freshman Academy  
 (17-5240-054)  
 Grades Offered: 09-09  
 2018-2019

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

Teachers and Administrators– 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                              | 46.6%              | 54.0%              | 40.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 53.4%              | 46.0%              | 60.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 2.2%               | 55.6%              | 40.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 96.0%              | 42.9%              | 60.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 1.0%               | 0.0%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 0.9%               | 0.0%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.1%              | 0.1%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.0%               | 0.0%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 0.0%               | 1.6%               | 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       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 94.7%          |



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

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



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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                              | 29.8%   | 38.9%   | 31.8%   |
| Math Proficiency                             | 14.3%   | 18.7%   | 17.4%   |
| ELA Growth                                   | N       | N       | N       |
| Math Growth                                  | N       | N       | N       |
| 4-Year Graduation Rate†                      | N       | N       | *       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 41.5%   | 17.5%   |
| Chronic Absenteeism                          | 12.8%   | 12.4%   | 11.5%   |

† 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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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

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

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

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

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

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

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

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

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



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

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

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

| Student Group                               | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | 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                                  | Not Met                            | Not Met                             | N                                         | N                                         | Not Met                                                          | Not Met                                | No                                                                              |
| White                                       | **                                 | **                                  | N                                         | N                                         | n/a                                                              | **                                     | No                                                                              |
| Hispanic                                    | Not Met                            | Not Met                             | N                                         | N                                         | n/a                                                              | Not Met                                | No                                                                              |
| Black or African American                   | **                                 | **                                  | N                                         | N                                         | n/a                                                              | **                                     | No                                                                              |
| Asian, Native Hawaiian, or Pacific Islander | **                                 | **                                  | N                                         | N                                         | n/a                                                              | **                                     | No                                                                              |
| American Indian or Alaska Native            | **                                 | **                                  | N                                         | N                                         | n/a                                                              | **                                     | No                                                                              |
| Two or More Races                           | **                                 | **                                  | N                                         | N                                         | n/a                                                              | **                                     | No                                                                              |
| Economically Disadvantaged Students         | Not Met                            | Not Met                             | N                                         | N                                         | n/a                                                              | Not Met                                | No                                                                              |
| Students with Disabilities                  | Not Met                            | Not Met                             | N                                         | N                                         | n/a                                                              | Not Met                                | No                                                                              |
| English Learners                            | Not Met                            | Not Met                             | N                                         | N                                         | **                                                               | Met                                    | No                                                                              |

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



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School Narrative

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

|                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Highlights:</div> </div>                             | <ul style="list-style-type: none"> <li>MCJROTC develops character, leadership and civics through personal growth, citizenship, and physical fitness.</li> <li>Tailored classroom instruction driven by data-assessment and disaggregation.</li> <li>The freshman seminar program is designed to target at-risk students by providing academic and emotional support.</li> </ul>                                                                                                                                   |
| <div>  <div>Mission, Vision, Theme:</div> </div>                | <p>           Jose Marti Freshman Academy is committed to providing a safe, secure, and nurturing environment that fosters communication and respect among all members of our community. Our students are challenged to use 21st Century skills to fulfill their potential and meet the demands of a global society. JMFA was designed to create a caring, supportive, and personalized environment to ease the transition into high school while focusing on academics in an inquiry-based setting.         </p> |
| <div>  <div>Awards, Recognition, Accomplishments:</div> </div> | <p>           MCJROTC National Competition in Daytona Beach, FL 2012-2019. Received 4th place recognition in the 2017 competition. 1st place finish in John Bowne High school competition. 1st place in Tottenville High School competition. 2nd place in the Regional Marching Competition at Gloucester High School in Gloucester, MA. Over 1,300 people werein attendance for our Marine Corps Birthday Ball in Union City, NJ.         </p>                                                                   |





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|                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Courses, Curriculum, Instruction:</b></p> | <p>The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLs are addressed and integrated.</p>                                                                                                                                                                                                                                                    |
|  <p><b>Sports and Athletics:</b></p>            | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Girls), Football (Boys), 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), Wrestling (Boys &amp; Girls)</p> <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Boys), 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><b>Clubs and Activities:</b></p>           | <p>Art Club, Role-Playing Games Club, Student Council, Robotics Club, Technology Club, Nao Robot Programming, Basketball Conditioning, Audio Recording Club, Film Club are all offered to our students on site each week. In addition, students can travel to the main campus at Union City High School to take advantage of their club offerings as well.</p>                                                                                                                                                                                                                                                                                                                                                                                                             |



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|                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Before and After School Programs:</b></p> | <p>Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relations director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.</p> |
|  <p><b>Staff and Professional Learning:</b></p>  | <p>Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.</p>                                 |
|  <p><b>Postsecondary Information:</b></p>      | <p>At the completion of 9th grade, our students transition into Union City High School, which is a grade 10-12 campus. Immediately upon beginning their academic journey at UCHS, students are offered a bounty of opportunities to engage in and participate in programming that will support their post secondary goals.</p>                                                                                                                                                                                      |



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|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Student Supports and Services:</p>      | <p>The Special Needs program provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. Certified staff meets all students needs to achieve the district goal to move students to the regular education program.</p>                                  |
|  <p>Student Health and Wellness:</p>       | <p>At JMFA we understand that there is a connection between academic success and health and wellness. Because healthy eating and physical activity improves academic achievement, there are school policies, programs, and initiatives in place including healthy food options for lunch in the cafeteria in addition to curriculum practices in health and physical education classes.</p>                                                                                                                         |
|  <p>Parent and Community Involvement:</p> | <p>Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relations director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.</p> |



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|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community.</p>                                                                                                                                                                                                                   |
|  <p>Facilities:</p>     | <p>We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance/custodial department and our security staff keeps our students safe. Each department receives ongoing and continuous training in effort to maintain up-to-date and equipped with the tools and skills necessary to maintain safety and security.</p> |
|  <p>School Safety:</p> | <p>JMFA has a School Safety team comprised of Administration, Dean of Students, School Nurse, School Resource Officer, and Security. This group meets on a monthly basis to address all pertinent safety topics and issues. Our building is equipped with video cameras to enhance the ability to monitor the building. Finally, monthly fire and safety/security drills are conducted in compliance with State code.</p>                    |



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|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div>        | STEM topics are covered through the curriculum as well as through extra-curricular activities. Science experiments and labs are a part of daily science classes. We have STEM and Robotics clubs that meet after school in conjunction with Union City High School. In September 2019 JMFA will transition into a 9-12 STEM High School Academy. |
|  <div>Early Childhood Education:</div> | N/A                                                                                                                                                                                                                                                                                                                                              |



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|                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Other Information</div> </div> | <p>At JMFA, students are encouraged to reach their full potential by providing personalized learning environments, increased academic rigor and a more relevant curriculum that focuses on 21st Century skills. JFMA uses creative scheduling techniques to maximize learning. Our day is divided into nine 40 minute periods, and the core subjects of English and Algebra 1 are scheduled in 80 minute blocks. Teachers have common planning time, allowing for collaborative planning, "kid talk", and imbedded professional development. Coaches are utilized to support instruction in the classroom, drawing on a specific body of research, theory, and practice adopted by the district. They offer in-class support to teachers and staff members on literacy, mathematics and technology strategies. They individualize their work with small groups of teachers and/or students, and also work one-on-one over a long period of time. Since many of our students are first generation high school students, parent involvement is critical and one of our school s major goals. We offer a Freshmen orientation and an informal parent orientation two weeks prior to the opening of school to introduce the school"s Administrative Team and key personnel. We want to assist parents with the transition of their child into the world of the high school student and the expectations placed them. There are many programs and workshops to educate our parents about major issues and challenges that their children face as adolescents as well as those they face as parents of teenage children. Our parent liaison works with organizations and our school community to enlist stakeholders and organize meaningful and educational programs for parents. The School Based Youth Services Program provides a direct link between the educational system, and social services, health, and employment systems. These programs provide intervention, individual/family counseling, and substance abuse prevention and counseling.</p> |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Robert Waters Elementary School**  
(17-5240-130)  
Grades Offered: PK-06  
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

**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:**



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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         | Hudson                                                                       |
| District       | Union City School District                                                   |
| Principal Name | Ms. Faith Tieri                                                              |
| Address        | 2800 SUMMIT AVE UNION CITY, NJ 07087-2323                                    |
| Phone Number   | 201-348-5925                                                                 |
| Email Address  | <a href="mailto:ftieri@union-city.k12.nj.us">ftieri@union-city.k12.nj.us</a> |
| Website        | <a href="https://rws.ucboe.us/">https://rws.ucboe.us/</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 |
|-------|---------|---------|---------|
| PK    | 39      | 32      | 33      |
| KG    | 119     | 112     | 108     |
| 1     | 166     | 165     | 160     |
| 2     | 170     | 166     | 154     |
| 3     | 158     | 159     | 157     |
| 4     | 181     | 152     | 162     |
| 5     | 180     | 170     | 158     |
| 6     | 150     | 176     | 168     |
| Total | 1,163   | 1,132   | 1,100   |

Enrollment Trends by Student Group

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

| Student Group                       | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female                              | 44.8%   | 46.4%   | 46.6%   |
| Male                                | 55.2%   | 53.6%   | 53.4%   |
| Economically Disadvantaged Students | 91.7%   | 91.6%   | 89.5%   |
| Students with Disabilities          | 10.4%   | 11.5%   | 10.8%   |
| English Learners                    | 40.0%   | 45.7%   | 49.3%   |
| Homeless Students                   | 0.3%    | 0.1%    | 0.1%    |
| Students in Foster Care             | 0.1%    | 0.2%    | 0.2%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 0.3%    | 0.4%    | 0.6%    |
| Hispanic                            | 98.9%   | 98.7%   | 98.1%   |
| Black or African American           | 0.2%    | 0.2%    | 0.5%    |
| Asian                               | 0.6%    | 0.7%    | 0.7%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 39      | 32      | 33      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 119     | 112     | 108     |

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 |
|-----------------|---------------|
| Spanish         | 82.9%         |
| English         | 16.7%         |
| Other Languages | 0.4%          |



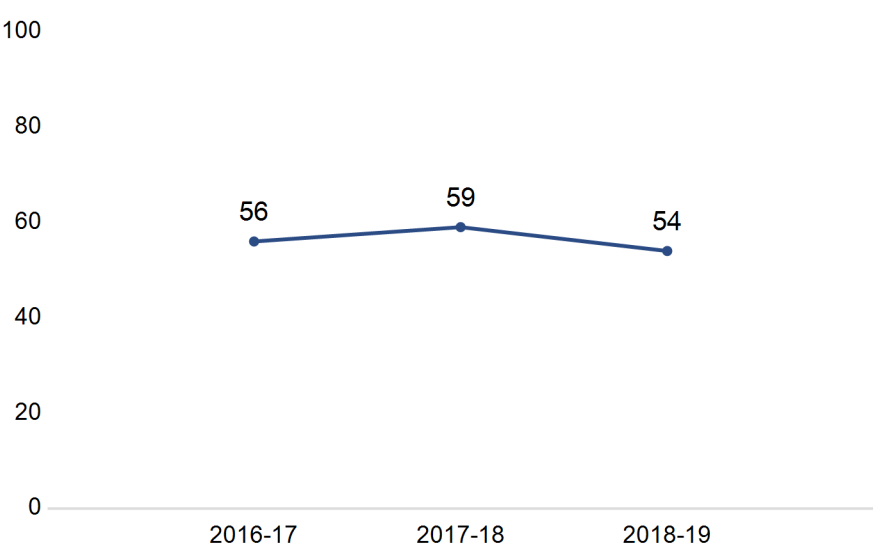
Robert Waters Elementary School  
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2018-2019

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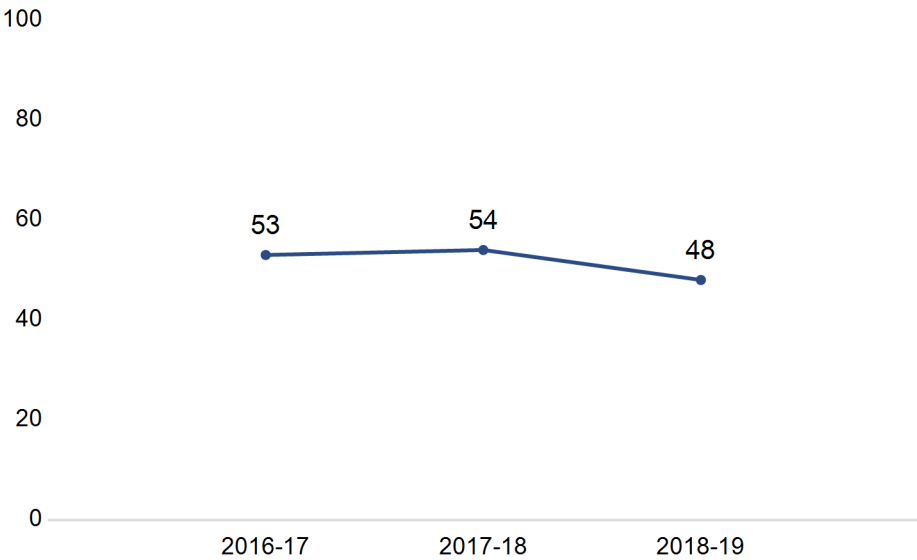
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure                         | 2016-17 ELA  | 2017-18 ELA  | 2018-19 ELA  | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Median Student Growth Percentile            | 56           | 59           | 54           | 53           | 54           | 48           |
| Met Standard (40-59.5)?                     | Met Standard | Met Standard | Met Standard | Met Standard | Met Standard | Met Standard |
| Statewide: Median Student Growth Percentile | 50           | 50           | 50           | 50           | 50           | 50           |



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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|------------------------------|---------------------|-----------------------|------------------------|-------------------------------|
| Schoolwide                                  | 54                 | 58                   | 50                    | Met Standard                 | 48                  | 52                    | 50                     | Met Standard                  |
| White                                       | *                  | 59.5                 | 50                    | **                           | *                   | 59                    | 52                     | **                            |
| Hispanic                                    | 54                 | 58                   | 49                    | Met Standard                 | 47.5                | 52                    | 47                     | Met Standard                  |
| Black or African American                   | *                  | 73                   | 45                    | **                           | *                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | *                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 57                 | 62                   | 53                    | N                            | 43                  | 53                    | 50                     | N                             |
| Male                                        | 50                 | 53                   | 47                    | N                            | 52                  | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 54                 | 58                   | 48                    | Met Standard                 | 47                  | 52                    | 46                     | Met Standard                  |
| Students with Disabilities                  | 46.5               | 44                   | 43                    | Met Standard                 | 51.5                | 39                    | 45                     | Met Standard                  |
| English Learners                            | 51                 | 58                   | 52                    | Met Standard                 | 50                  | 52                    | 50                     | Met Standard                  |
| Homeless Students                           | N                  | *                    | 43                    | N                            | N                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | N                  | *                    | 42                    | N                            | N                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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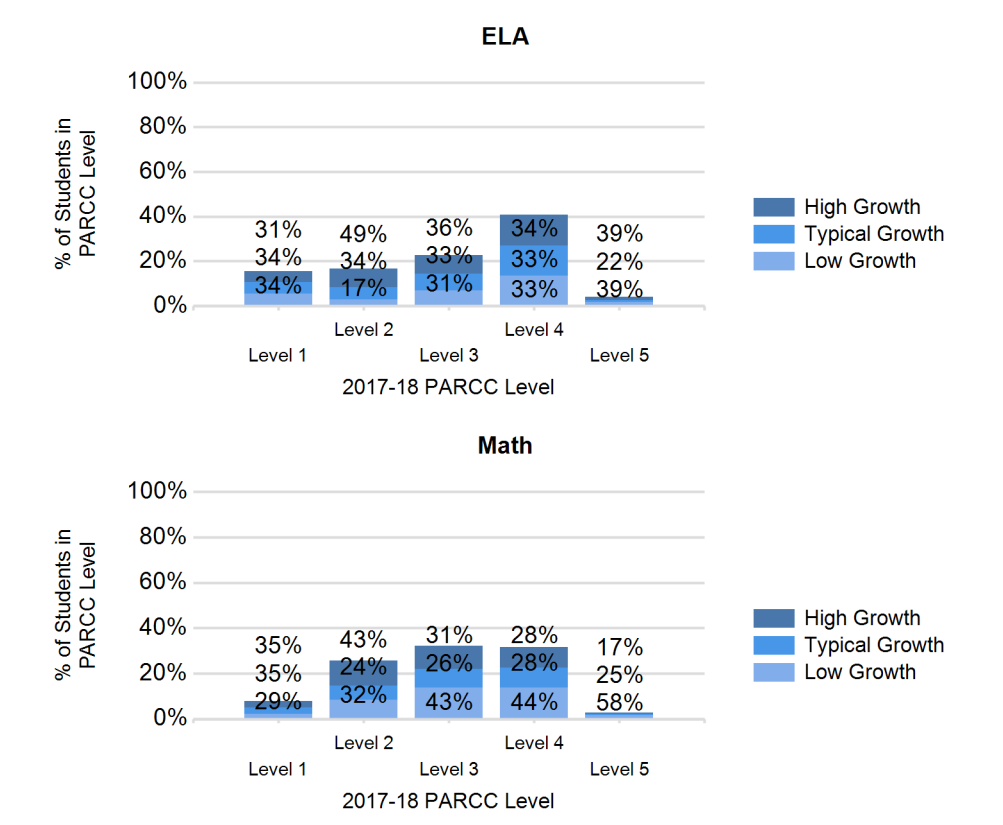
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

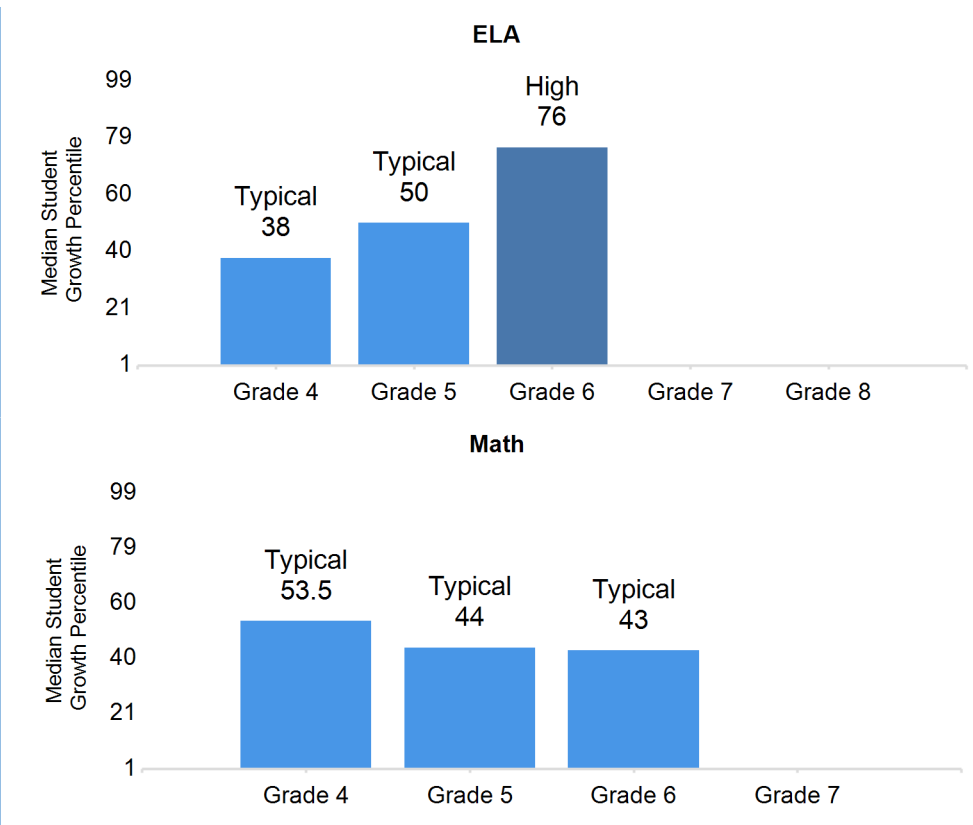
Student Growth by Performance Level

Student Growth by Grade

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



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



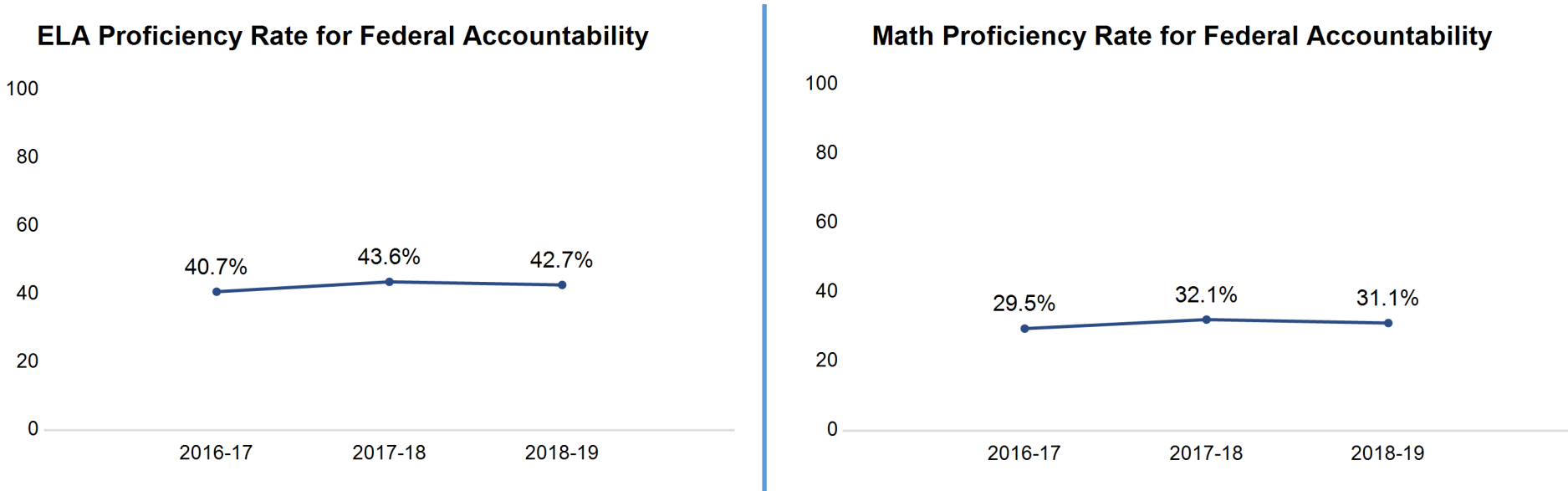


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English Language Arts and Mathematics Performance Trends

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<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate                                    | 99.4%          | 99.7%          | 99.4%          | 99.3%           | 99.4%           | 99.4%           |
| Proficiency Rate for Federal Accountability           | 40.7%          | 43.6%          | 42.7%          | 29.5%           | 32.1%           | 31.1%           |
| Annual Target                                         | 38.0%          | 40.2%          | 42.4%          | 30.7%           | 33.3%           | 35.9%           |
| 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 604          | 99.4                      | 42.7                                                    | 54.9                                                      | 57.9                                                   | 42.7                                              | 42.4                     | Met Target                   |
| White                                       | *            | *                         | *                                                       | 63.8                                                      | 66.9                                                   | *                                                 | **                       | **                           |
| Hispanic                                    | 592          | 99.3                      | 42.2                                                    | 54.4                                                      | 43.9                                                   | 42.2                                              | 41.7                     | Met Target                   |
| Black or African American                   | *            | *                         | *                                                       | 53.7                                                      | 38.5                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 80.5                                                      | 82.9                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 56.0                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 64.4                                                   | N                                                 | **                       | **                           |
| Female                                      | 287          | 99.3                      | 50.5                                                    | 61.7                                                      | 64.8                                                   | 50.5                                              |                          |                              |
| Male                                        | 317          | 99.4                      | 35.6                                                    | 48.4                                                      | 51.3                                                   | 35.6                                              |                          |                              |
| Economically Disadvantaged Students         | 562          | 99.7                      | 42.3                                                    | *                                                         | 40.0                                                   | 42.3                                              | 42.3                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 42           | 95.6                      | 47.6                                                    | *                                                         | 67.9                                                   | 47.6                                              |                          |                              |
| Students with Disabilities                  | 77           | 96.3                      | *                                                       | 15.2                                                      | 22.7                                                   | *                                                 | 23.2                     | Not Met                      |
| Students without Disabilities               | 527          | 99.8                      | *                                                       | 59.4                                                      | 65.1                                                   | *                                                 |                          |                              |
| English Learners                            | 420          | 99.8                      | 37.9                                                    | *                                                         | 29.3                                                   | 37.9                                              | 29.6                     | Met Target                   |
| Non-English Learners                        | 184          | 98.4                      | 53.8                                                    | *                                                         | 60.6                                                   | 53.8                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 50.0                                                      | 29.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | *            | *                         | *                                                       | 33.3                                                      | 27.6                                                   | *                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 57.8                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 30.4                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

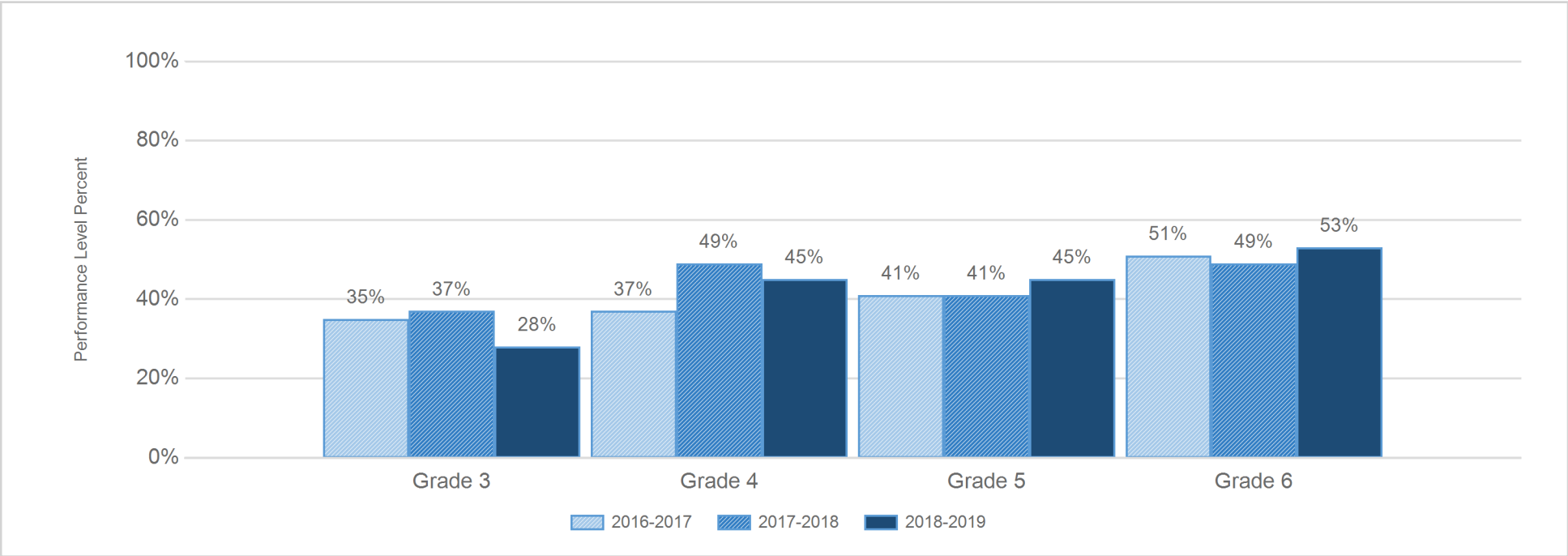


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 148          | 729              | 743                       | 748                    | 20%                                      | 20%                                   | 31%                                | *                           | *                                | 28%                                     | 50%                                           |
| White                                       | *            | *                | 754                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Hispanic                                    | *            | *                | 743                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Black or African American                   | N            | N                | *                         | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 56           | 739              | 749                       | 753                    | *                                        | 18%                                   | 39%                                | *                           | *                                | 32%                                     | 55%                                           |
| Male                                        | 92           | 723              | 738                       | 743                    | *                                        | 22%                                   | 26%                                | *                           | *                                | 26%                                     | 46%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 33%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 759                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 61%                                           |
| Students with Disabilities                  | 19           | 682              | 695                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 24%                                           |
| Students without Disabilities               | 129          | 736              | 747                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 78           | 722              | 728                       | 713                    | 22%                                      | *                                     | 31%                                | *                           | *                                | 19%                                     | 17%                                           |
| Non-English Learners                        | 70           | 737              | 753                       | 751                    | 19%                                      | *                                     | 31%                                | *                           | *                                | 39%                                     | 54%                                           |
| Homeless Students                           | *            | *                | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students in Foster Care                     | *            | *                | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 21%                                           |
| Military-Connected Students                 | N            | N                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |





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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 146          | 740              | 753                       | 755                    | 11%                                      | 23%                                   | 21%                                | *                           | *                                | 45%                                     | 57%                                           |
| White                                       | *            | *                | 766                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Hispanic                                    | 142          | 740              | 752                       | 743                    | 11%                                      | 23%                                   | 21%                                | *                           | *                                | 44%                                     | 44%                                           |
| Black or African American                   | N            | N                | *                         | 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                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 74           | 744              | 757                       | 760                    | *                                        | 24%                                   | 18%                                | *                           | *                                | 49%                                     | 62%                                           |
| Male                                        | 72           | 736              | 749                       | 750                    | *                                        | 22%                                   | 25%                                | *                           | *                                | 40%                                     | 53%                                           |
| Economically Disadvantaged Students         | 136          | 740              | 750                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | 45%                                     | 40%                                           |
| Non-Economically Disadvantaged Students     | 10           | 744              | 779                       | 765                    | *                                        | *                                     | *                                  | *                           | *                                | 40%                                     | 69%                                           |
| Students with Disabilities                  | 12           | 710              | 710                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | 134          | 743              | 756                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 72           | 726              | *                         | 720                    | *                                        | *                                     | 18%                                | *                           | *                                | 28%                                     | 17%                                           |
| Non-English Learners                        | 74           | 755              | *                         | 758                    | *                                        | *                                     | 24%                                | *                           | *                                | 61%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



Robert Waters Elementary School

(17-5240-130)

Grades Offered: PK-06

2018-2019

**Report Key:**  
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English Language Arts Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 144          | 743              | 749                       | 756                    | 10%                                      | 19%                                   | 25%                                | *                           | *                                | 45%                                     | 58%                                           |
| White                                       | *            | *                | 761                       | 764                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 68%                                           |
| Hispanic                                    | 138          | 742              | *                         | 743                    | 11%                                      | 20%                                   | 25%                                | *                           | *                                | 43%                                     | 44%                                           |
| Black or African American                   | *            | *                | *                         | 739                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 38%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 781                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Two or More Races                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 69           | 752              | 755                       | 761                    | *                                        | *                                     | 17%                                | *                           | *                                | 58%                                     | 64%                                           |
| Male                                        | 75           | 735              | 743                       | 750                    | *                                        | *                                     | 32%                                | *                           | *                                | 33%                                     | 52%                                           |
| Economically Disadvantaged Students         | *            | *                | 748                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 39%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 762                       | 766                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 69%                                           |
| Students with Disabilities                  | 13           | 699              | 702                       | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students without Disabilities               | 131          | 748              | 753                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| English Learners                            | 47           | 721              | *                         | 713                    | *                                        | *                                     | 23%                                | *                           | *                                | 17%                                     | 11%                                           |
| Non-English Learners                        | 97           | 754              | *                         | 758                    | *                                        | *                                     | 26%                                | *                           | *                                | 59%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |



Robert Waters Elementary School

(17-5240-130)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 159          | 752              | 756                       | 754                    | *                                        | 11%                                   | 30%                                | *                           | *                                | 53%                                     | 56%                                           |
| White                                       | *            | *                | 763                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| Hispanic                                    | 157          | 752              | 755                       | 743                    | *                                        | 11%                                   | 31%                                | *                           | *                                | 53%                                     | 43%                                           |
| Black or African American                   | N            | N                | 759                       | 738                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 36%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 780                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 751                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Two or More Races                           | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 85           | 758              | 765                       | 762                    | *                                        | *                                     | 31%                                | *                           | *                                | 60%                                     | 64%                                           |
| Male                                        | 74           | 745              | 747                       | 748                    | *                                        | *                                     | 30%                                | *                           | *                                | 45%                                     | 48%                                           |
| Economically Disadvantaged Students         | 147          | 751              | 754                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | 52%                                     | 39%                                           |
| Non-Economically Disadvantaged Students     | 12           | 762              | 776                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | 58%                                     | 67%                                           |
| Students with Disabilities                  | 15           | 708              | 709                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | 144          | 756              | 761                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 25           | 723              | 717                       | 710                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 134          | 757              | 761                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |
| Students in Foster Care                     | N            | N                | *                         | 726                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 54%                                           |
| Migrant Students                            | N            | N                | N                         | 721                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



**Robert Waters Elementary School**  
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2018-2019

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## Mathematics Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 617          | 99.4                      | 31.1                                                    | 34.6                                                      | 44.5                                                   | 31.1                                              | 35.9                     | Not Met                      |
| White                                       | *            | *                         | *                                                       | 39.8                                                      | 54.1                                                   | *                                                 | **                       | **                           |
| Hispanic                                    | 605          | 99.4                      | 30.7                                                    | 34.1                                                      | 28.8                                                   | 30.7                                              | 35.4                     | Not Met                      |
| Black or African American                   | *            | *                         | *                                                       | 37.0                                                      | 23.0                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 69.5                                                      | 76.5                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 294          | 99.4                      | 32.0                                                    | 35.2                                                      | 44.9                                                   | 32.0                                              |                          |                              |
| Male                                        | 323          | 99.4                      | 30.3                                                    | 34.1                                                      | 44.2                                                   | 30.3                                              |                          |                              |
| Economically Disadvantaged Students         | 574          | 99.7                      | 30.1                                                    | *                                                         | 26.3                                                   | 30.1                                              | 35.8                     | Not Met                      |
| Non-Economically Disadvantaged Students     | 43           | 95.7                      | 44.2                                                    | *                                                         | 54.9                                                   | 44.2                                              |                          |                              |
| Students with Disabilities                  | 77           | 96.3                      | 10.4                                                    | *                                                         | 17.4                                                   | 10.4                                              | 24.5                     | Not Met                      |
| Students without Disabilities               | 540          | 99.8                      | 34.1                                                    | *                                                         | 50.0                                                   | 34.1                                              |                          |                              |
| English Learners                            | 433          | 99.8                      | 29.8                                                    | *                                                         | 25.0                                                   | 29.8                                              | 25.9                     | Met Target                   |
| Non-English Learners                        | 184          | 98.5                      | 34.2                                                    | *                                                         | 46.5                                                   | 34.2                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 18.8                                                      | 17.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | *            | *                         | *                                                       | 16.7                                                      | 17.1                                                   | *                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

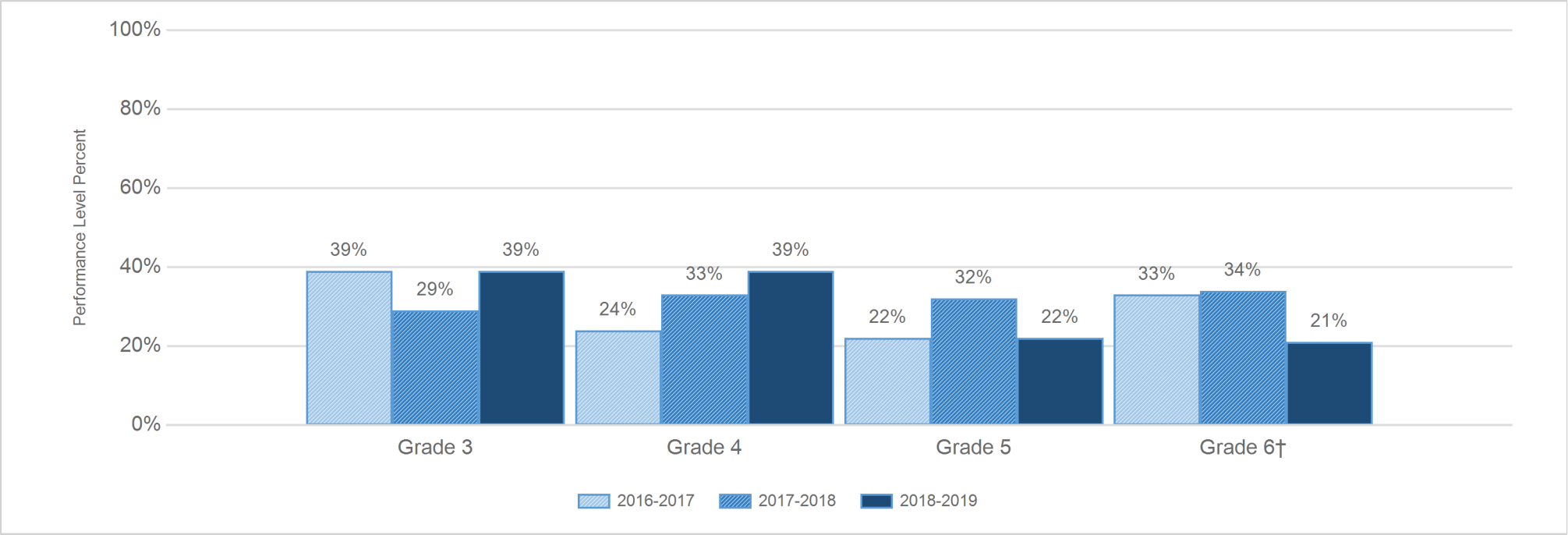


Robert Waters Elementary School  
(17-5240-130)  
Grades Offered: PK-06  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 153          | 741              | 747                       | 752                    | *                                        | 22%                                   | 34%                                | *                           | *                                | 39%                                     | 55%                                           |
| White                                       | *            | *                | 751                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 66%                                           |
| Hispanic                                    | 151          | 741              | 747                       | 739                    | *                                        | 22%                                   | 34%                                | *                           | *                                | 38%                                     | 40%                                           |
| Black or African American                   | N            | N                | *                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 778                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Two or More Races                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 59           | 747              | 747                       | 751                    | *                                        | 19%                                   | 29%                                | *                           | *                                | 51%                                     | 54%                                           |
| Male                                        | 94           | 737              | 747                       | 752                    | *                                        | 23%                                   | 37%                                | *                           | *                                | 31%                                     | 56%                                           |
| Economically Disadvantaged Students         | *            | *                | 746                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 37%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 754                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Students with Disabilities                  | 19           | 708              | 724                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 31%                                           |
| Students without Disabilities               | 134          | 746              | 749                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| English Learners                            | 83           | 737              | 740                       | 728                    | *                                        | 27%                                   | 41%                                | *                           | *                                | 28%                                     | 26%                                           |
| Non-English Learners                        | 70           | 746              | 752                       | 754                    | *                                        | 16%                                   | 26%                                | *                           | *                                | 51%                                     | 58%                                           |
| Homeless Students                           | *            | *                | *                         | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students in Foster Care                     | *            | *                | *                         | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 27%                                           |
| Military-Connected Students                 | N            | N                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 158          | 738              | 743                       | 749                    | 12%                                      | 20%                                   | 29%                                | 39%                         | 0%                               | 39%                                     | 51%                                           |
| White                                       | *            | *                | 759                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Hispanic                                    | 153          | 737              | 742                       | 737                    | 12%                                      | 20%                                   | 29%                                | 39%                         | 0%                               | 39%                                     | 36%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 80           | 738              | 743                       | 749                    | *                                        | *                                     | 34%                                | 36%                         | 0%                               | 36%                                     | 50%                                           |
| Male                                        | 78           | 738              | 743                       | 749                    | *                                        | *                                     | 24%                                | 42%                         | 0%                               | 42%                                     | 52%                                           |
| Economically Disadvantaged Students         | 148          | 737              | 741                       | 734                    | 13%                                      | *                                     | *                                  | *                           | *                                | 38%                                     | 32%                                           |
| Non-Economically Disadvantaged Students     | 10           | 748              | 764                       | 759                    | 0%                                       | *                                     | *                                  | *                           | *                                | 60%                                     | 63%                                           |
| Students with Disabilities                  | 12           | 710              | 720                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | 146          | 740              | 745                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 84           | 730              | *                         | 722                    | *                                        | *                                     | 25%                                | 30%                         | 0%                               | 30%                                     | 18%                                           |
| Non-English Learners                        | 74           | 747              | *                         | 751                    | *                                        | *                                     | 34%                                | 50%                         | 0%                               | 50%                                     | 54%                                           |
| Homeless Students                           | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |
| Students in Foster Care                     | N            | N                | N                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 154          | 733              | 737                       | 747                    | *                                        | 33%                                   | 40%                                | *                           | *                                | 22%                                     | 47%                                           |
| White                                       | *            | *                | 747                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 58%                                           |
| Hispanic                                    | 148          | 732              | *                         | 735                    | *                                        | 34%                                   | 40%                                | *                           | *                                | 21%                                     | 30%                                           |
| Black or African American                   | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 775                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Female                                      | 74           | 734              | 737                       | 747                    | *                                        | 27%                                   | 46%                                | *                           | *                                | 23%                                     | 47%                                           |
| Male                                        | 80           | 732              | 736                       | 747                    | *                                        | 39%                                   | 34%                                | *                           | *                                | 21%                                     | 47%                                           |
| Economically Disadvantaged Students         | 144          | 732              | 736                       | 732                    | *                                        | *                                     | *                                  | *                           | *                                | 22%                                     | 27%                                           |
| Non-Economically Disadvantaged Students     | 10           | 738              | 745                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | 30%                                     | 59%                                           |
| Students with Disabilities                  | 13           | 713              | 713                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | 141          | 735              | 739                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 52%                                           |
| English Learners                            | 56           | 730              | *                         | 718                    | *                                        | 43%                                   | 32%                                | *                           | *                                | 18%                                     | 12%                                           |
| Non-English Learners                        | 98           | 734              | *                         | 749                    | *                                        | 28%                                   | 44%                                | *                           | *                                | 24%                                     | 49%                                           |
| Homeless Students                           | N            | N                | *                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |
| Students in Foster Care                     | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 14%                                           |
| Military-Connected Students                 | N            | N                | N                         | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 50%                                           |
| Migrant Students                            | N            | N                | N                         | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |





**Robert Waters Elementary School**  
(17-5240-130)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 164          | 727              | 735                       | 741                    | 16%                                      | 32%                                   | 31%                                | *                           | *                                | 21%                                     | 41%                                           |
| White                                       | *            | *                | 746                       | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 51%                                           |
| Hispanic                                    | 162          | 727              | 734                       | 729                    | 16%                                      | 32%                                   | 31%                                | *                           | *                                | 20%                                     | 24%                                           |
| Black or African American                   | N            | N                | 724                       | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 738                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 37%                                           |
| Two or More Races                           | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 48%                                           |
| Female                                      | 87           | 726              | 736                       | 742                    | 17%                                      | 33%                                   | 30%                                | *                           | *                                | 20%                                     | 42%                                           |
| Male                                        | 77           | 729              | 733                       | 740                    | 14%                                      | 31%                                   | 32%                                | *                           | *                                | 22%                                     | 40%                                           |
| Economically Disadvantaged Students         | 152          | 726              | 733                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | 19%                                     | 21%                                           |
| Non-Economically Disadvantaged Students     | 12           | 747              | 748                       | 750                    | *                                        | *                                     | *                                  | *                           | *                                | 42%                                     | 53%                                           |
| Students with Disabilities                  | 15           | 712              | 709                       | 716                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Students without Disabilities               | 149          | 729              | 737                       | 746                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 46%                                           |
| English Learners                            | 28           | 709              | 713                       | 709                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 136          | 731              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students in Foster Care                     | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |



Robert Waters Elementary School

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DLM Alternate Assessment - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |
| 4     | *                         | *                          |
| 5     | *                         | *                          |
| 6     | *                         | *                          |

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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 | 44.9%                                                             | 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               | 107               | *                                       | *                                              |
| 3-4               | 179               | 86.0%                                   | 14.0%                                          |
| 5 or more         | 222               | 86.5%                                   | 13.5%                                          |



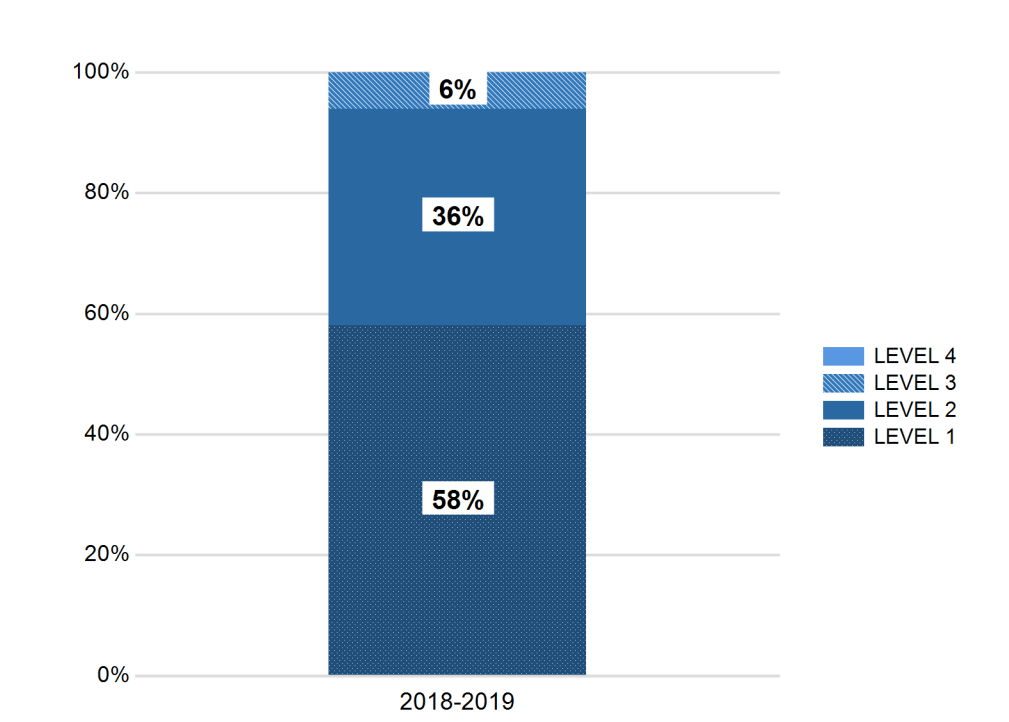
Robert Waters Elementary School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------------------------------------|-----------|-----------|-----------|-----------|
| Schoolwide                                  | 58        | 36        | 6         | 0         |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 59        | 34        | 6         | 0         |
| 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                                      | 55        | 39        | 5         | 0         |
| Male                                        | 60        | 33        | 8         | 0         |
| Economically Disadvantaged Students         | 60        | 35        | 5         | 0         |
| Non-Economically Disadvantaged Students     | 20        | 50        | 30        | 0         |
| Students with Disabilities                  | *         | *         | *         | *         |
| Students without Disabilities               | *         | *         | *         | *         |
| English Learners                            | 61        | 32        | 7         | 0         |
| Non-English Learners                        | 56        | 38        | 6         | 0         |
| Homeless Students                           | N         | N         | N         | N         |
| Students in Foster Care                     | N         | N         | N         | N         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |



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

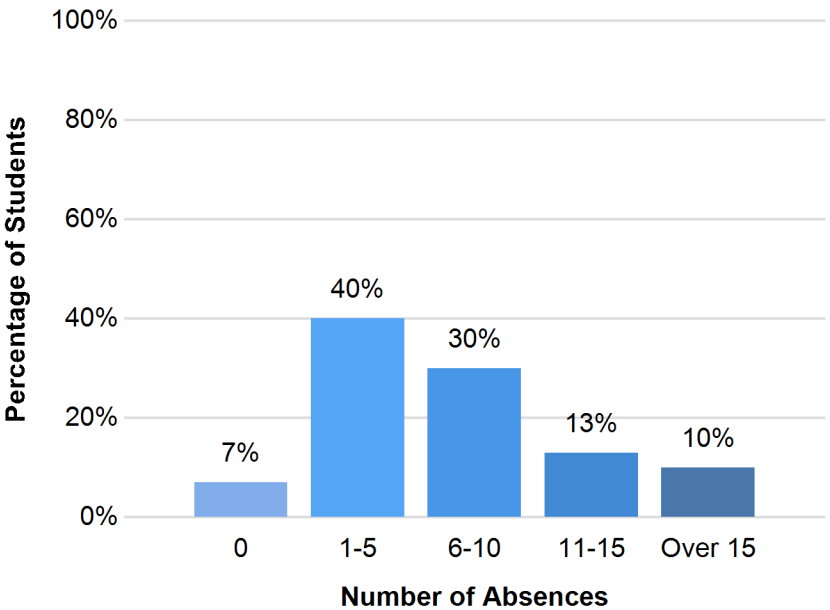
Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide                          | 75                                    | 7.0                                    | 8.8           | Met                |
| White                               | *                                     | *                                      | **            | **                 |
| Hispanic                            | 74                                    | 7.0                                    | 8.8           | Met                |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 27                                    | 5.4                                    |               |                    |
| Male                                | 48                                    | 8.3                                    |               |                    |
| Economically Disadvantaged Students | 72                                    | 7.4                                    | 8.8           | Met                |
| Students with Disabilities          | 18                                    | 14.4                                   | 8.8           | Not Met            |
| English Learners                    | 25                                    | 4.9                                    | 8.8           | Met                |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

Days Absent

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





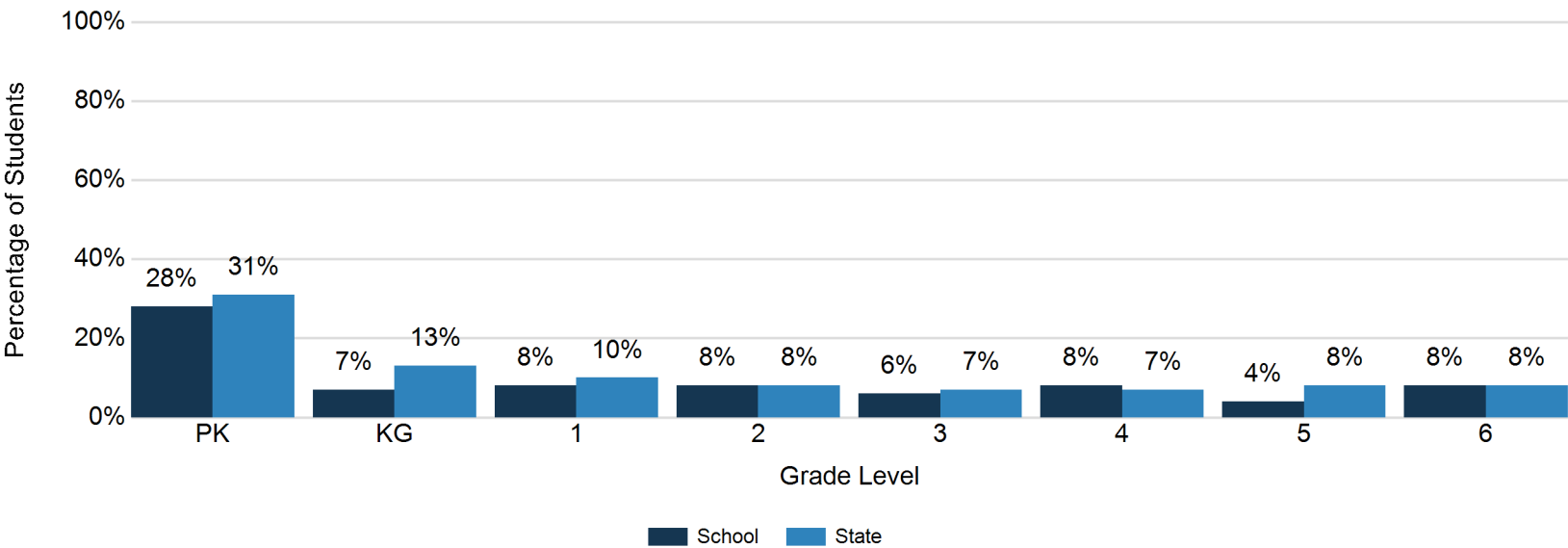
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Chronic Absenteeism by Grade

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                                | 2                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 0                   |
| Total Unique Incidents                   | 2                   |
| Incidents Per 100 Students Enrolled      | 0.18                |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

| Category                                                               | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers                                               | 74                 | 118,214           |
| Average years experience in public schools                             | 12.4               | 12.1              |
| Average years experience in district                                   | 12.2               | 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                                               | 72                 | 9,530           |
| Average years experience in public schools                                   | 23.6               | 16.0            |
| Average years experience in district                                         | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 98.6%              | 76.9%           |

Student and Staff Ratios

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

| Ratio                                    | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers                     | 15:1         | 16:1           |
| Students to Administrators               | 275:1        | 191:1          |
| Teachers to Administrators               | 19:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 13716:1        |
| Students to Nurses                       |              | 762:1          |
| Students to Counselors                   |              | 914:1          |
| Students to Child Study Team Members     |              | 232:1          |





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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                              | 46.6%              | 90.5%              | 50.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 53.4%              | 9.5%               | 50.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 0.6%               | 47.3%              | 50.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 98.1%              | 52.7%              | 50.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 0.5%               | 0.0%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 0.7%               | 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                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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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 - 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.

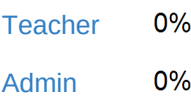
Bachelor's Degree



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       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 91.0%          |



Robert Waters Elementary School  
(17-5240-130)  
Grades Offered: PK-06  
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

### ESSA Accountability Status

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

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

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



Robert Waters Elementary School

(17-5240-130)

Grades Offered: PK-06

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

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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                              | 40.7%   | 43.6%   | 42.7%   |
| Math Proficiency                             | 29.5%   | 32.1%   | 31.1%   |
| ELA Growth                                   | 56      | 59      | 54      |
| Math Growth                                  | 53      | 54      | 48      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 48.2%   | 44.9%   |
| Chronic Absenteeism                          | 11.4%   | 9.4%    | 7.0%    |

† 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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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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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group                               | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---------------------------------------------|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------|
| Schoolwide                                  | Met Target                         | Not Met                             | Met Standard                     | Met Standard                      | Met Target                                                       | Met                                    | No                                                                              |
| White                                       | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Hispanic                                    | Met Target                         | Not Met                             | Met Standard                     | Met Standard                      | n/a                                                              | 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         | Met Target                         | Not Met                             | Met Standard                     | Met Standard                      | n/a                                                              | Met                                    | No                                                                              |
| Students with Disabilities                  | Not Met                            | Not Met                             | Met Standard                     | Met Standard                      | n/a                                                              | Not Met                                | No                                                                              |
| English Learners                            | Met Target                         | Met Target                          | Met Standard                     | Met Standard                      | Met Standard                                                     | Met                                    | No                                                                              |

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



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School Narrative

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

|                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Highlights:</div> </div>                             | <ul style="list-style-type: none"> <li>Creation and development of our school’s STEM Lab has been an initiative we have embraced. We believe that working on rigorous and group projects, would allow our students to become Future Ready.</li> <li>The integration of the STEM program has been a major initiative.Students are presented with opportunities to think critically and communicate with their classmates within a design thinking mindset.</li> <li>Our anti-bullying kindness initiative has been an aspect we have incorporated within the school community. The students have participated in projects that display positive messages written on them.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| <div>  <div>Mission, Vision, Theme:</div> </div>                | <p>The educational vision of our school program is to strengthen the capacity of all teachers in developing rigorous lessons aligned with the NJSLS, which are the basis of the PARCC assessment. Our vision utilizes current research-based practice for meeting the diverse needs of all students in the general education program. Furthermore, we look to enhance the professional practice of teachers through examining the domains and elements of the “Union City Teacher Effectiveness Framework”.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <div>  <div>Awards, Recognition, Accomplishments:</div> </div> | <p>Our school is proud to have three faculty members receive the New Jersey Exemplary Educator Award. These teachers have exhibited and continue to exhibit strong knowledge and skills, inspire their colleagues and students, have a strong rating on their most recent final evaluation, and have an overall positive impact on the school community. Other awards that have been received throughout the year is within our special needs and general education population. Our special needs students are given the opportunity to participate in the New Jersey Special Olympics Program. These students practice and train for bowling competitions, as well as track and field events. This program allows students to learn, grow and know the joy of sports and healthy athletic competition. We also had several students participate in the Union City School District Science Fair. Some of the students received awards and various recognition for their projects and commitment to the field of science.</p> |





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|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Courses, Curriculum, Instruction: | The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLs are addressed and integrated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  Clubs and Activities:            | Our school has various clubs and activities that happen during lunch time and after school. During lunch time, the students are offered the opportunity to participate in art club and in choir. The students thoroughly enjoy having the opportunity to participate in the arts and explore their creativity. After school we have our STEM program. This program is split into two sections, one for grades 2 and 3 and the other for grades 4 through 6. The students in this after school program are chosen by their homeroom teacher. Selection is not based on academic ability, but an interest in a field related to STEM. Utilizing a hands-on approach, the student's in this program become familiar with science, technology, engineering and math concepts. Another program we have after school is called the Intervention Program. This program is for students in grades 1 through 3. The purpose of this program is to target students who need extra support in language arts, specifically reading and wri |



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|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Before and After School Programs:</div> | <p>We have multiple programs that occur before school in our building. The newest program to our building is our after school STEM program. This program is split into two sections, one for grades 2 and 3 and the other for grades 4 through 6. The students in this after school program are chosen by their homeroom teacher. Selection is not based on academic ability, but an interest in a field related to STEM. Utilizing a hands-on approach, the student's in this program become familiar with science, technology, engineering and math concepts. Another program we have after school is called the Intervention Program. This program is for students in grades 1 through 3. The purpose of this program is to target students who need extra support in language arts, specifically reading and writing. We also have another after school program entitled Supplemental Educational Services (SES/Title 1). This program is targeted for students in grades 3 through 6. The students selected for this progra</p> |
|  <div>Staff and Professional Learning:</div>  | <p>Staff continually attends professional development throughout the school year to enhance teaching strategies and up to date best practices. This includes attending weekly professional learning community sessions and monthly faculty meetings. Moreover, assigned staff members within the grade level community attend workshops out of district and within district to turnkey to the school community. Staff members also have the ability to pursue professional development outside of the school environment and are encouraged to pursue higher-level education courses.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |



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#### Student Supports and Services:

A main component of our student support services is our Interventions and Referral Services Committee. The Intervention and Referral Services Committee joins together to brainstorm different interventions to better service a child in need academically, socially and/or emotionally. The committee involves the Assistant Principal, a Special Education Teacher, the School Social Worker, a member of the Child Study Team, the homeroom teacher, the parents, the Dean of Students (as needed) and the School Nurse (as needed). I&RS meetings take place once a week. If a teacher has exhausted all classroom interventions that they have implemented and the child continues to struggle, then, the teacher will request an I&RS meeting. There are three different Tiers each with a different level of interventions. These interventions are intended to meet the child's needs. We also have a child study team which services our special needs population.



#### Student Health and Wellness:

Every year Union City School District provides the community with a Health and Wellness Fair. At this event parents, students and community members can learn and participate in various activities regarding health and wellness. Every year, Robert Waters School has a booth in which staff members volunteer their time educating the community. Additionally, on a school level, our school nurse conducts routine health checks with the presence of a licensed physician. Students vision and hearing are frequently checked and parents or guardians may receive information on whether or not they need to follow up with another physician.



#### Parent and Community Involvement:

Parent and community members have various opportunities to be involved in the school. Every month our Parent Liaison holds monthly breakfast workshops where people are invited to attend and usually a specific topic is discussed. For example, our school has had a chef come in to talk to parents and members of our community about eating healthy and cooking balanced meals. Parent and community involvement is ongoing throughout the school year. Parent teacher conferences are held before, during and after school. Every year we also have our Robert Waters School Back-to-School Night and Parents Night, where parents and community members are invited to attend, meet the teachers and learn about the curriculum and other important information pertinent to the students. Additionally, throughout the school year Union City School District provides informative workshops for parents to attend as well.

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|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Climate Surveys:</div> </div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We have a positive school environment, with a high attendance ratio for faculty. We have a high participation rate for teachers in collaborative, professional meetings and workshops, which are measured through participation and attendance sheets. Students climate is measured by attendance and involvement within before and after school programs. To increase a positive school climate, numerous activities are provided throughout the school year. These activities include, Week of Respect, Anti-Violence Week, poster contests, and assemblies on various topics. We also have the L.E.A.D. program conducted by the Union City Police Department. This program is specific for fifth grade students.</div>                              |
| <div>  <div>Facilities:</div> </div>     | <div>Robert Waters School is an elementary school ranging from grades pre-k to six with approximately 1050 students. In addition, Robert Waters School serves as a central hub location of the Autism Spectrum Disorder program. There are 54 homeroom classes and 10 special subject classes. Robert Waters has focused on improving the facilities, with repairs to the exterior and interior of the building. This includes heating, plumbing, painting and floor repairs of classrooms, hallways, heating units and boilers.</div>                                                                                                                                                                                                                                                                                                                   |
| <div>  <div>School Safety:</div> </div> | <div>Robert Waters School conducts an annual staff orientation safety meeting prior to the beginning of the school year. The staff is updated on all safety procedures, drills and emergency routes. In addition, Robert Waters School conducts monthly fire drills and monthly emergency drills (active shooter drill, lockdown, bomb drills, shelter in place, code blue cardiac, and tabletop reviews). Moreover, school security guards are located on each floor of the building along with a School Resource Officer assigned to the school during full time working hours. Security guards are given quarterly trainings and professional development on work related safety topics and procedures. Finally, all staff members must sign in/out on a daily basis along with guest and parents checking in/out at the front security center.</div> |



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|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div>        | <p>The creation and development of the Robert Waters STEM Lab has been a positive initiative our school has embraced. Since STEM and Maker Education are currently sweeping the country and globe, we found it was important to provide students with a specific space designed and dedicated to the integration and making of various forms of projects and prototypes. It is our belief that working on rigorous and collaborative types of projects, would allow our students to become Future Ready. When designing the STEM Lab, our school felt it was important to speak to the students, as well as staff members, to figure out what they would like to see and learn about in the STEM Lab. Specific furniture was ordered to create an environment where students would be comfortable, yet not fit the typical style of a regular classroom. In wanting to better utilize 21st Century tools, our school purchased various items for the students to use within the STEM Lab, including, 3D printers, robots, green screen</p> |
|  <div>Early Childhood Education:</div> | <p>Robert Waters School houses two preschool and four kindergarten classrooms. Our school receives assistance in the form of Master Teachers (deployed by the District) to support the Union City's Early Childhood curriculum and assist our teachers. Additionally, our preschool and kindergarten staff is provided with professional development workshops. They also attend bi-monthly collaborative grade level meetings. Off-site schools visit Robert Waters each spring to provide a seamless transition into preschool and kindergarten classrooms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div></div> <div>Other Information</div> | <p>The creation and development of the Robert Waters STEM Lab has been an initiative our school has embraced. Since STEM and Maker Education are currently sweeping the country and globe, we found it was important to provide students with a specific space designed and dedicated to the integration and making of various forms of projects and prototypes. It is our belief that working on rigorous and collaborative types of projects, would allow our students to become Future Ready. When designing the STEM Lab, our school felt it was important to speak to students, as well as staff members, to figure out what they would like to see and learn about in the STEM Lab. Specific furniture was ordered to create an environment where students would be comfortable, yet not fit the typical style of a regular classroom. In wanting to better utilize 21st Century tools, our school purchased various items for the students to use within the STEM Lab, including, 3D printers, robots, green screens, sewing machines, embroidery machine, iPads, a poster maker machine and a Smart Table. By utilizing design thinking pedagogy and mindset, the items in this space are focused on design thinking, making, coding, and sharing. Our anti-bullying and kindness initiative has been an overall proposal we have tried to incorporate within multiple aspects of the whole school community.. The students have also supported the anti-bullying and kindness mindset. Specific days have been designated for the Robert Waters community to wear fun and creative clothing items that support comradery, kindness and acceptance. Guest speakers have also been brought in to put on assemblies for the students. The students have also participated in creating posters that were displayed throughout the building with encouraging and welcoming pictures and positive messages written on them. It has been important for Robert Waters School to create a climate where all members feel safe and accepted.</p> |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Sara M. Gilmore Academy**  
(17-5240-140)  
Grades Offered: 01-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



Sara M. Gilmore Academy  
(17-5240-140)  
Grades Offered: 01-08  
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         | Hudson                                                            |
| District       | Union City School District                                        |
| Principal Name | Mrs. Christopher Albiez                                           |
| Address        | 1700 Kerrigan Avenue Union City, NJ 07087                         |
| Phone Number   | 201-348-5851                                                      |
| Email Address  | <a href="mailto:calbiez@ucboe.us">calbiez@ucboe.us</a>            |
| Website        | <a href="https://gilmore.ucboe.us/">https://gilmore.ucboe.us/</a> |





Sara M. Gilmore Academy

(17-5240-140)

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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    | 0       | 0       | 0       |
| 1     | 37      | 51      | 42      |
| 2     | 44      | 42      | 52      |
| 3     | 40      | 46      | 45      |
| 4     | 48      | 48      | 45      |
| 5     | 48      | 53      | 49      |
| 6     | 52      | 54      | 55      |
| 7     | 50      | 53      | 52      |
| 8     | 50      | 49      | 52      |
| Total | 369     | 396     | 392     |

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                              | 56.4%   | 55.3%   | 53.6%   |
| Male                                | 43.6%   | 44.7%   | 46.4%   |
| Economically Disadvantaged Students | 53.4%   | 50.8%   | 56.1%   |
| Students with Disabilities          | 1.4%    | 1.3%    | 2.6%    |
| English Learners                    | 0.3%    | 4.5%    | 4.3%    |
| Homeless Students                   | 0.0%    | 0.0%    | 0.0%    |
| Students in Foster Care             | 0.0%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 8.1%    | 7.6%    | 6.1%    |
| Hispanic                            | 84.0%   | 84.6%   | 85.7%   |
| Black or African American           | 1.6%    | 1.8%    | 2.3%    |
| Asian                               | 6.0%    | 5.8%    | 5.6%    |
| Native Hawaiian or Pacific Islander | 0.0%    | 0.0%    | 0.0%    |
| American Indian or Alaska Native    | 0.3%    | 0.3%    | 0.3%    |
| Two or More Races                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | N       | N       | N       |
| PK - Full Day | N       | N       | N       |
| KG - Half Day | N       | N       | N       |
| KG - Full Day | N       | N       | N       |

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 |
|-----------------|---------------|
| Spanish         | 49.7%         |
| English         | 44.6%         |
| Arabic          | 1.8%          |
| Sinhala         | 1.0%          |
| Other Languages | 2.8%          |



**Sara M. Gilmore Academy**  
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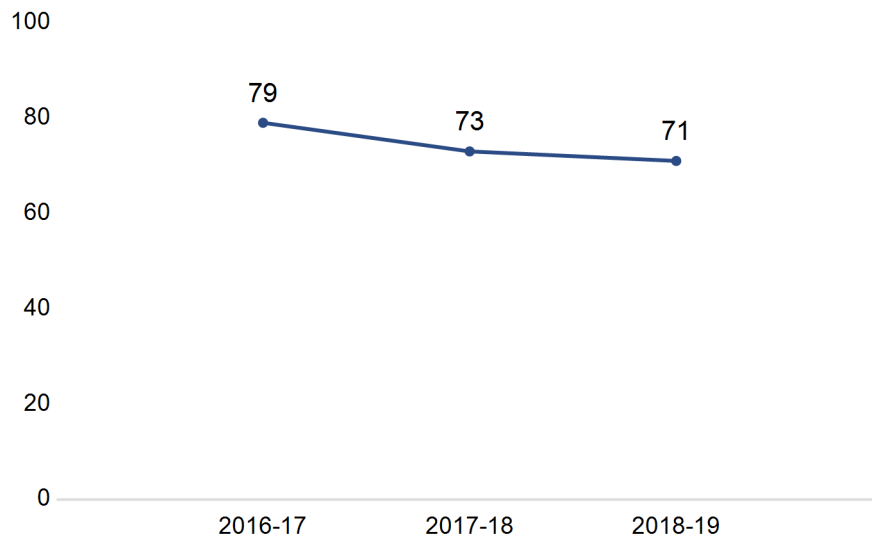
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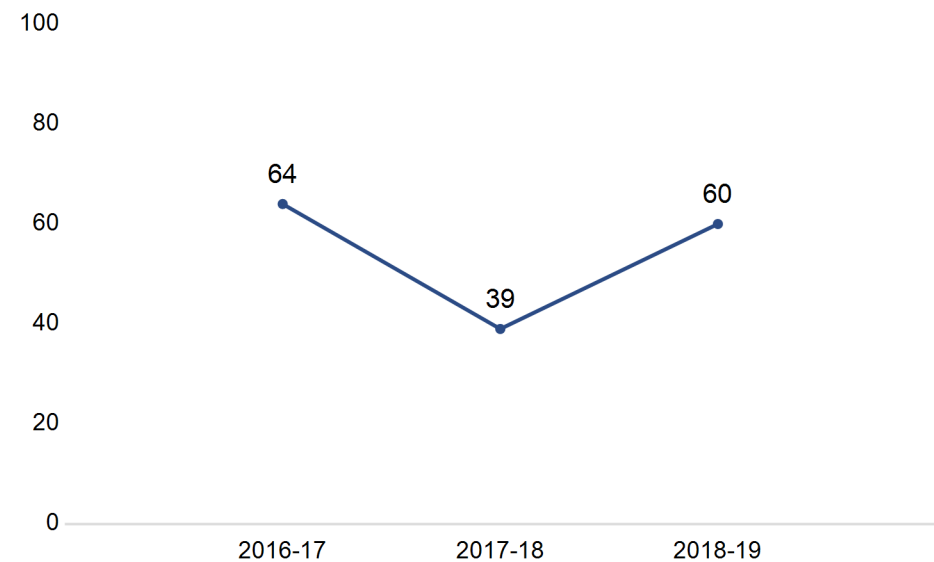
### Student Growth Trends and Progress

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<br>ELA      | 2017-18<br>ELA      | 2018-19<br>ELA      | 2016-17<br>Math     | 2017-18<br>Math | 2018-19<br>Math     |
|---------------------------------------------|---------------------|---------------------|---------------------|---------------------|-----------------|---------------------|
| Median Student Growth Percentile            | 79                  | 73                  | 71                  | 64                  | 39              | 60                  |
| Met Standard (40-59.5)?                     | Exceeds<br>Standard | Exceeds<br>Standard | Exceeds<br>Standard | Exceeds<br>Standard | Not Met         | Exceeds<br>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                                  | 71                 | 58                   | 50                    | Exceeds Standard             | 60                  | 52                    | 50                     | Exceeds Standard              |
| White                                       | 63                 | 59.5                 | 50                    | **                           | 73.5                | 59                    | 52                     | **                            |
| Hispanic                                    | 70.5               | 58                   | 49                    | Exceeds Standard             | 56                  | 52                    | 47                     | Met Standard                  |
| Black or African American                   | *                  | 73                   | 45                    | **                           | *                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | 89                 | 68                   | 59                    | **                           | 78.5                | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | *                  | *                    | 56                    | **                           | *                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 76.5               | 62                   | 53                    | N                            | 59                  | 53                    | 50                     | N                             |
| Male                                        | 68                 | 53                   | 47                    | N                            | 60.5                | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 77                 | 58                   | 48                    | Exceeds Standard             | 54                  | 52                    | 46                     | Met Standard                  |
| Students with Disabilities                  | *                  | 44                   | 43                    | **                           | *                   | 39                    | 45                     | **                            |
| English Learners                            | 54.5               | 58                   | 52                    | Met Standard                 | 69                  | 52                    | 50                     | Exceeds Standard              |
| Homeless Students                           | N                  | *                    | 43                    | N                            | N                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | N                  | *                    | 42                    | N                            | N                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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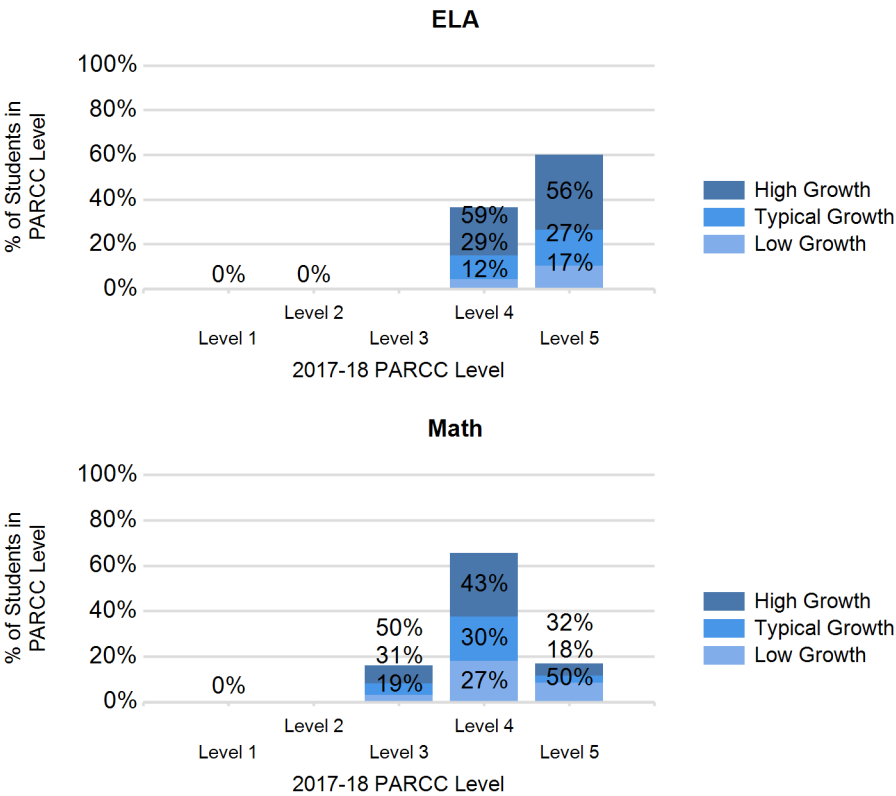
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

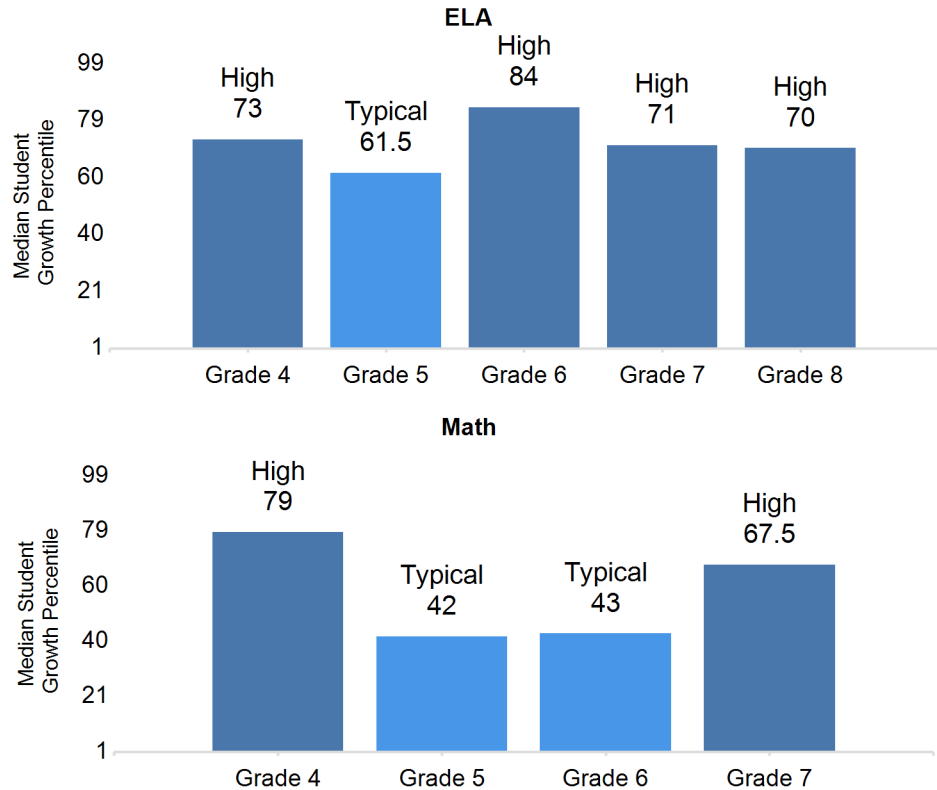
### Student Growth by Performance Level

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



### Student Growth by Grade

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



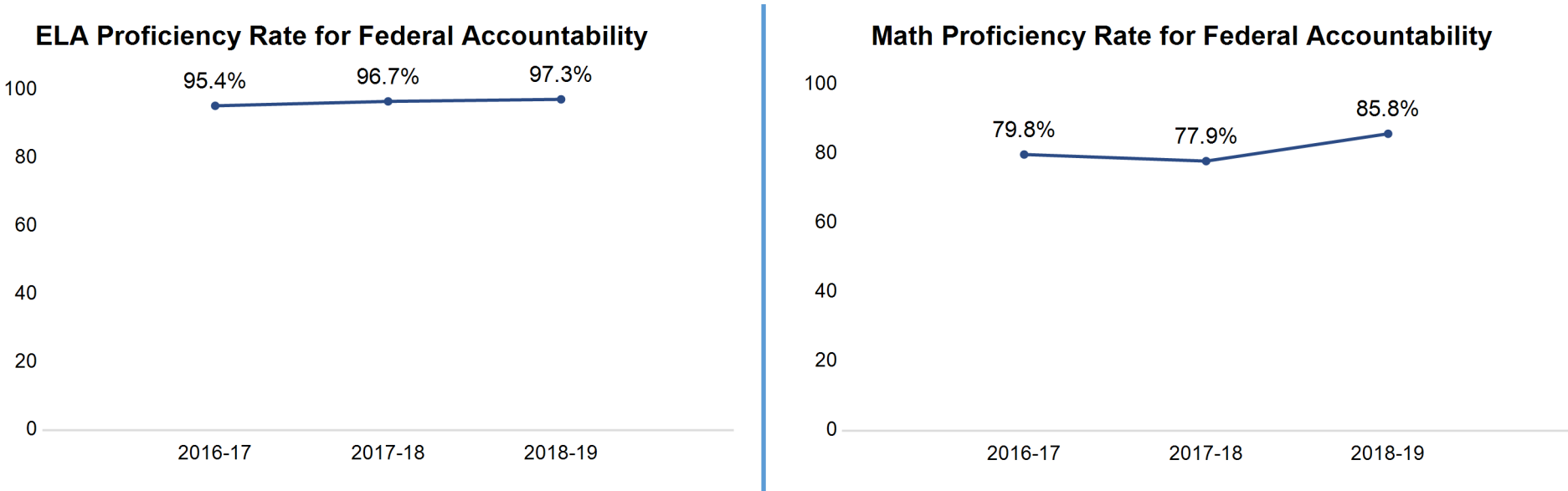


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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate                                    | 99.7%       | 99.7%       | 99.7%       | 99.7%        | 99.7%        | 99.3%        |
| Proficiency Rate for Federal Accountability           | 95.4%       | 96.7%       | 97.3%       | 79.8%        | 77.9%        | 85.8%        |
| Annual Target                                         | 80.0%       | 80.0%       | 80.0%       | 77.3%        | 77.5%        | 77.6%        |
| Met Annual Target?                                    | Met Goal    | Met Goal    | Met Goal    | Met Target   | Met Target   | Met Goal     |
| Statewide Proficiency Rate for Federal Accountability | 54.9%       | 56.7%       | 57.9%       | 43.5%        | 45.0%        | 44.5%        |

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|------------------------------------------------|--------------------------------------------------|-----------------------------------------------|---------------------------------------------|-----------------------|---------------------------|
| Schoolwide                                  | 296          | 99.7                      | 97.3                                           | 54.9                                             | 57.9                                          | 97.3                                        | 80                    | Met Goal                  |
| White                                       | 19           | 100.0                     | 89.5                                           | 63.8                                             | 66.9                                          | 89.5                                        | N                     | N                         |
| Hispanic                                    | 252          | 99.6                      | 97.6                                           | 54.4                                             | 43.9                                          | 97.6                                        | 80                    | Met Goal                  |
| Black or African American                   | *            | *                         | *                                              | 53.7                                             | 38.5                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 18           | 100.0                     | 100.0                                          | 80.5                                             | 82.9                                          | 100.0                                       | **                    | **                        |
| American Indian or Alaska Native            | *            | *                         | *                                              | *                                                | 56.0                                          | *                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 161          | 99.4                      | 99.4                                           | 61.7                                             | 64.8                                          | 99.4                                        |                       |                           |
| Male                                        | 135          | 100.0                     | 94.8                                           | 48.4                                             | 51.3                                          | 94.8                                        |                       |                           |
| Economically Disadvantaged Students         | 172          | 99.4                      | 97.1                                           | *                                                | 40.0                                          | 97.1                                        | 80                    | Met Goal                  |
| Non-Economically Disadvantaged Students     | 124          | 100.0                     | 97.6                                           | *                                                | 67.9                                          | 97.6                                        |                       |                           |
| Students with Disabilities                  | *            | *                         | *                                              | 15.2                                             | 22.7                                          | *                                           | **                    | **                        |
| Students without Disabilities               | *            | *                         | *                                              | 59.4                                             | 65.1                                          | *                                           |                       |                           |
| English Learners                            | 45           | 97.8                      | 93.3                                           | *                                                | 29.3                                          | 93.3                                        | 80                    | Met Goal                  |
| Non-English Learners                        | 251          | 100.0                     | 98.0                                           | *                                                | 60.6                                          | 98.0                                        |                       |                           |
| Homeless Students                           | N            | N                         | N                                              | 50.0                                             | 29.1                                          | N                                           |                       |                           |
| Students In Foster Care                     | N            | N                         | N                                              | 33.3                                             | 27.6                                          | N                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

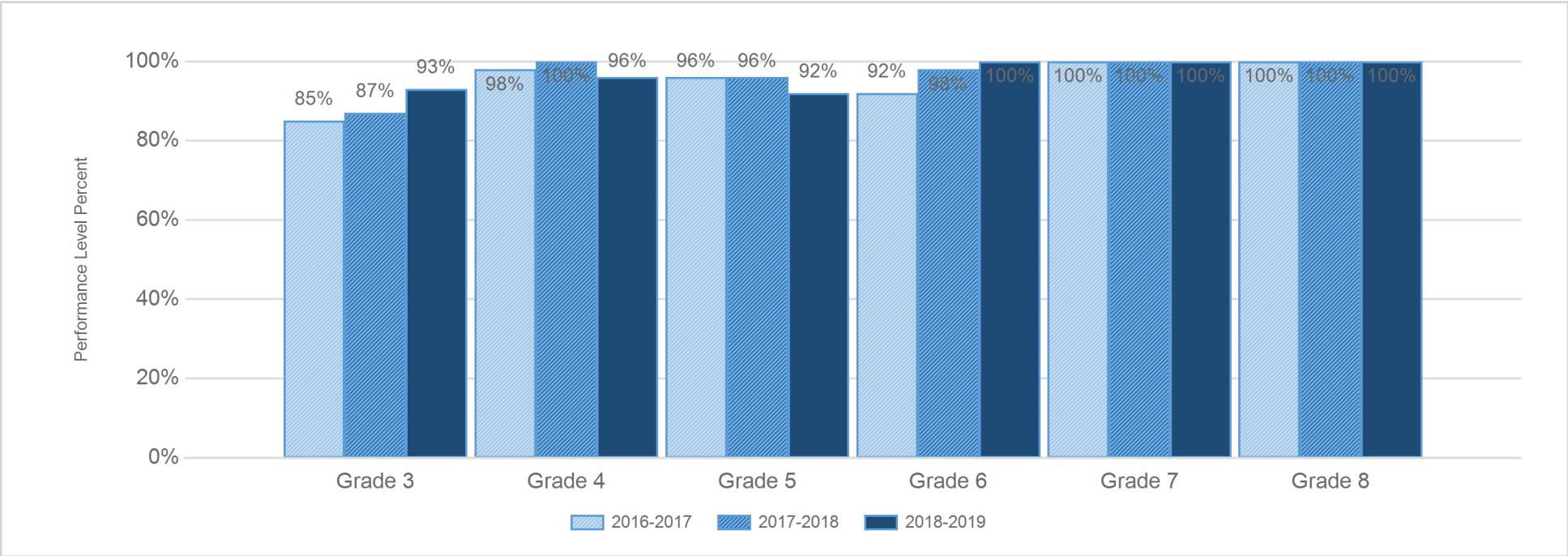


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English Language Arts Assessment - Performance Trends

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







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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 44           | 791              | 743                       | 748                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 93%                                     | 50%                                           |
| White                                       | *            | *                | 754                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Hispanic                                    | 35           | 790              | 743                       | 734                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 94%                                     | 36%                                           |
| Black or African American                   | N            | N                | *                         | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 773                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 75%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 746                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 46%                                           |
| Two or More Races                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 22           | 790              | 749                       | 753                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 95%                                     | 55%                                           |
| Male                                        | 22           | 792              | 738                       | 743                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 91%                                     | 46%                                           |
| Economically Disadvantaged Students         | 27           | 791              | 741                       | 731                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 96%                                     | 33%                                           |
| Non-Economically Disadvantaged Students     | 17           | 792              | 759                       | 759                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 88%                                     | 61%                                           |
| Students with Disabilities                  | N            | N                | 695                       | 719                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |
| Students without Disabilities               | 44           | 791              | 747                       | 754                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 93%                                     | 56%                                           |
| English Learners                            | N            | N                | 728                       | 713                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |
| Non-English Learners                        | 44           | 791              | 753                       | 751                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 93%                                     | 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                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |





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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 45           | 799              | 753                       | 755                    | 0%                                       | *                                     | *                                  | 38%                         | 58%                              | 96%                                     | 57%                                           |
| White                                       | *            | *                | 766                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Hispanic                                    | 34           | 796              | 752                       | 743                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 97%                                     | 44%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 28           | 805              | 757                       | 760                    | 0%                                       | *                                     | *                                  | *                           | *                                | 100%                                    | 62%                                           |
| Male                                        | 17           | 791              | 749                       | 750                    | 0%                                       | *                                     | *                                  | *                           | *                                | 88%                                     | 53%                                           |
| Economically Disadvantaged Students         | 23           | 792              | 750                       | 740                    | 0%                                       | *                                     | *                                  | *                           | *                                | 96%                                     | 40%                                           |
| Non-Economically Disadvantaged Students     | 22           | 808              | 779                       | 765                    | 0%                                       | *                                     | *                                  | *                           | *                                | 95%                                     | 69%                                           |
| Students with Disabilities                  | *            | *                | 710                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 756                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | N            | N                | *                         | 720                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |
| Non-English Learners                        | 45           | 799              | *                         | 758                    | 0%                                       | *                                     | *                                  | 38%                         | 58%                              | 96%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



Sara M. Gilmore Academy  
(17-5240-140)  
Grades Offered: 01-08  
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                                  | 49           | 793              | 749                       | 756                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 92%                                     | 58%                                           |
| White                                       | *            | *                | 761                       | 764                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 68%                                           |
| Hispanic                                    | 43           | 794              | *                         | 743                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 93%                                     | 44%                                           |
| Black or African American                   | *            | *                | *                         | 739                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 38%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 781                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Two or More Races                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 26           | 803              | 755                       | 761                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 100%                                    | 64%                                           |
| Male                                        | 23           | 783              | 743                       | 750                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 83%                                     | 52%                                           |
| Economically Disadvantaged Students         | 31           | 795              | 748                       | 740                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 90%                                     | 39%                                           |
| Non-Economically Disadvantaged Students     | 18           | 791              | 762                       | 766                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 94%                                     | 69%                                           |
| Students with Disabilities                  | *            | *                | 702                       | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students without Disabilities               | *            | *                | 753                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| English Learners                            | N            | N                | *                         | 713                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 11%                                           |
| Non-English Learners                        | 49           | 793              | *                         | 758                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 92%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |



Sara M. Gilmore Academy  
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 55           | 812              | 756                       | 754                    | 0%                                       | 0%                                    | 0%                                 | 20%                         | 80%                              | 100%                                    | 56%                                           |
| White                                       | *            | *                | 763                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| Hispanic                                    | 47           | 809              | 755                       | 743                    | 0%                                       | 0%                                    | 0%                                 | 21%                         | 79%                              | 100%                                    | 43%                                           |
| Black or African American                   | *            | *                | 759                       | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 780                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | *            | *                | *                         | 751                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 53%                                           |
| Two or More Races                           | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 33           | 818              | 765                       | 762                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 64%                                           |
| Male                                        | 22           | 804              | 747                       | 748                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 48%                                           |
| Economically Disadvantaged Students         | 35           | 814              | 754                       | 740                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 39%                                           |
| Non-Economically Disadvantaged Students     | 20           | 810              | 776                       | 763                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 67%                                           |
| Students with Disabilities                  | N            | N                | 709                       | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |
| Students without Disabilities               | 55           | 812              | 761                       | 761                    | 0%                                       | 0%                                    | 0%                                 | 20%                         | 80%                              | 100%                                    | 64%                                           |
| English Learners                            | N            | N                | 717                       | 710                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Non-English Learners                        | 55           | 812              | 761                       | 756                    | 0%                                       | 0%                                    | 0%                                 | 20%                         | 80%                              | 100%                                    | *                                             |
| Homeless Students                           | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |
| Students in Foster Care                     | N            | N                | *                         | 726                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 54%                                           |
| Migrant Students                            | N            | N                | N                         | 721                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



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English Language Arts Assessment - Performance by Grade: Grade 7

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 52           | 817              | 762                       | 761                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 63%                                           |
| White                                       | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 72%                                           |
| Hispanic                                    | 48           | 817              | 762                       | 747                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 50%                                           |
| Black or African American                   | *            | *                | *                         | 741                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 43%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 790                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 87%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 761                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Two or More Races                           | N            | N                | N                         | 768                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 68%                                           |
| Female                                      | 21           | 819              | 767                       | 769                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 71%                                           |
| Male                                        | 31           | 816              | 757                       | 753                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 55%                                           |
| Economically Disadvantaged Students         | 26           | 818              | 759                       | 743                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 45%                                           |
| Non-Economically Disadvantaged Students     | 26           | 816              | 785                       | 771                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 73%                                           |
| Students with Disabilities                  | *            | *                | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 22%                                           |
| Students without Disabilities               | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 71%                                           |
| English Learners                            | N            | N                | 700                       | 706                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Non-English Learners                        | 52           | 817              | 769                       | 763                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 65%                                           |
| Homeless Students                           | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 34%                                           |
| Students in Foster Care                     | N            | N                | *                         | 726                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |



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English Language Arts Assessment - Performance by Grade: Grade 8

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 52           | 822              | 761                       | 762                    | 0%                                       | 0%                                    | 0%                                 | 19%                         | 81%                              | 100%                                    | 63%                                           |
| White                                       | *            | *                | 778                       | 770                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 72%                                           |
| Hispanic                                    | 45           | 823              | 760                       | 747                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 49%                                           |
| Black or African American                   | *            | *                | *                         | 741                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 769                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 69%                                           |
| Female                                      | 31           | 826              | 770                       | 771                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 71%                                           |
| Male                                        | 21           | 816              | 750                       | 753                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 55%                                           |
| Economically Disadvantaged Students         | 30           | 832              | 758                       | 743                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 45%                                           |
| Non-Economically Disadvantaged Students     | 22           | 809              | 783                       | 772                    | 0%                                       | 0%                                    | 0%                                 | *                           | *                                | 100%                                    | 72%                                           |
| Students with Disabilities                  | *            | *                | *                         | 721                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 22%                                           |
| Students without Disabilities               | *            | *                | *                         | 770                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 71%                                           |
| English Learners                            | N            | N                | 709                       | 708                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Non-English Learners                        | 52           | 822              | 768                       | 764                    | 0%                                       | 0%                                    | 0%                                 | 19%                         | 81%                              | 100%                                    | 65%                                           |
| Homeless Students                           | N            | N                | *                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |
| Students in Foster Care                     | N            | N                | *                         | 726                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 32%                                           |
| Military-Connected Students                 | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |



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## 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 296          | 99.3                      | 85.8                                                    | 34.6                                                      | 44.5                                                   | 85.8                                              | 77.6                     | Met Goal                     |
| White                                       | 19           | 100.0                     | 78.9                                                    | 39.8                                                      | 54.1                                                   | 78.9                                              | N                        | N                            |
| Hispanic                                    | 252          | 99.2                      | 85.3                                                    | 34.1                                                      | 28.8                                                   | 85.3                                              | 77.1                     | Met Goal                     |
| Black or African American                   | *            | *                         | *                                                       | 37.0                                                      | 23.0                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 18           | 100.0                     | 94.4                                                    | 69.5                                                      | 76.5                                                   | 94.4                                              | **                       | **                           |
| American Indian or Alaska Native            | *            | *                         | *                                                       | *                                                         | 42.7                                                   | *                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 161          | 99.4                      | 87.0                                                    | 35.2                                                      | 44.9                                                   | 87.0                                              |                          |                              |
| Male                                        | 135          | 99.3                      | 84.4                                                    | 34.1                                                      | 44.2                                                   | 84.4                                              |                          |                              |
| Economically Disadvantaged Students         | 172          | 98.9                      | 89.0                                                    | *                                                         | 26.3                                                   | 89.0                                              | 79.6                     | Met Goal                     |
| Non-Economically Disadvantaged Students     | 124          | 100.0                     | 81.5                                                    | *                                                         | 54.9                                                   | 81.5                                              |                          |                              |
| Students with Disabilities                  | *            | *                         | *                                                       | *                                                         | 17.4                                                   | *                                                 | **                       | **                           |
| Students without Disabilities               | *            | *                         | *                                                       | *                                                         | 50.0                                                   | *                                                 |                          |                              |
| English Learners                            | 45           | 97.8                      | 88.9                                                    | *                                                         | 25.0                                                   | 88.9                                              | 80                       | Met Goal                     |
| Non-English Learners                        | 251          | 99.6                      | 85.3                                                    | *                                                         | 46.5                                                   | 85.3                                              |                          |                              |
| Homeless Students                           | N            | N                         | N                                                       | 18.8                                                      | 17.1                                                   | N                                                 |                          |                              |
| Students In Foster Care                     | N            | N                         | N                                                       | 16.7                                                      | 17.1                                                   | N                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

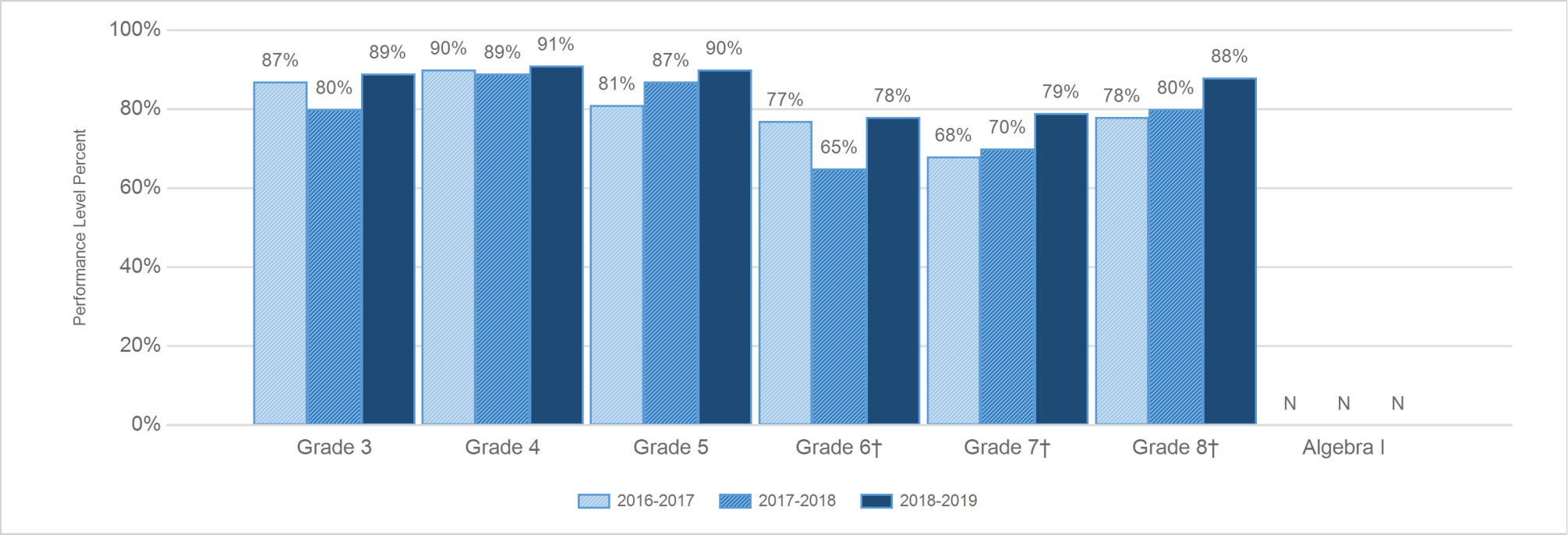


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Mathematics Assessment – Performance Trends

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



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





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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 44           | 774              | 747                       | 752                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 89%                                     | 55%                                           |
| White                                       | *            | *                | 751                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 66%                                           |
| Hispanic                                    | 35           | 771              | 747                       | 739                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 89%                                     | 40%                                           |
| Black or African American                   | N            | N                | *                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 778                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Two or More Races                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 22           | 769              | 747                       | 751                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 86%                                     | 54%                                           |
| Male                                        | 22           | 779              | 747                       | 752                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 91%                                     | 56%                                           |
| Economically Disadvantaged Students         | 27           | 773              | 746                       | 737                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 93%                                     | 37%                                           |
| Non-Economically Disadvantaged Students     | 17           | 775              | 754                       | 761                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 82%                                     | 67%                                           |
| Students with Disabilities                  | N            | N                | 724                       | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |
| Students without Disabilities               | 44           | 774              | 749                       | 756                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 89%                                     | 60%                                           |
| English Learners                            | N            | N                | 740                       | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |
| Non-English Learners                        | 44           | 774              | 752                       | 754                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 89%                                     | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |





Sara M. Gilmore Academy  
(17-5240-140)  
Grades Offered: 01-08  
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

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 45           | 782              | 743                       | 749                    | 0%                                       | *                                     | *                                  | 62%                         | 29%                              | 91%                                     | 51%                                           |
| White                                       | *            | *                | 759                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Hispanic                                    | 34           | 779              | 742                       | 737                    | 0%                                       | *                                     | *                                  | *                           | *                                | 91%                                     | 36%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 28           | 782              | 743                       | 749                    | 0%                                       | *                                     | *                                  | *                           | *                                | 93%                                     | 50%                                           |
| Male                                        | 17           | 781              | 743                       | 749                    | 0%                                       | *                                     | *                                  | *                           | *                                | 88%                                     | 52%                                           |
| Economically Disadvantaged Students         | 23           | 778              | 741                       | 734                    | 0%                                       | *                                     | *                                  | *                           | *                                | 91%                                     | 32%                                           |
| Non-Economically Disadvantaged Students     | 22           | 786              | 764                       | 759                    | 0%                                       | *                                     | *                                  | *                           | *                                | 91%                                     | 63%                                           |
| Students with Disabilities                  | *            | *                | 720                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 745                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 18%                                           |
| Non-English Learners                        | 45           | 782              | *                         | 751                    | 0%                                       | *                                     | *                                  | 62%                         | 29%                              | 91%                                     | 54%                                           |
| Homeless Students                           | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |
| Students in Foster Care                     | N            | N                | N                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



**Sara M. Gilmore Academy**  
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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>                           | 49           | 769              | 737                       | 747                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 90%                                     | 47%                                           |
| White                                       | *            | *                | 747                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 58%                                           |
| Hispanic                                    | 43           | 769              | *                         | 735                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 91%                                     | 30%                                           |
| Black or African American                   | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 775                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Female                                      | 26           | 770              | 737                       | 747                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 92%                                     | 47%                                           |
| Male                                        | 23           | 769              | 736                       | 747                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 87%                                     | 47%                                           |
| Economically Disadvantaged Students         | 31           | 772              | 736                       | 732                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 97%                                     | 27%                                           |
| Non-Economically Disadvantaged Students     | 18           | 765              | 745                       | 757                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 78%                                     | 59%                                           |
| Students with Disabilities                  | *            | *                | 713                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | *            | *                | 739                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 52%                                           |
| English Learners                            | N            | N                | *                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Non-English Learners                        | 49           | 769              | *                         | 749                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 90%                                     | 49%                                           |
| Homeless Students                           | N            | N                | *                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |
| Students in Foster Care                     | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 14%                                           |
| Military-Connected Students                 | N            | N                | N                         | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 50%                                           |
| Migrant Students                            | N            | N                | N                         | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |



**Sara M. Gilmore Academy**  
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2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| <b>Schoolwide</b>                           | 55           | 765              | 735                       | 741                    | 0%                                       | *                                     | 18%                                | *                           | *                                | 78%                                     | 41%                                           |
| White                                       | *            | *                | 746                       | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 51%                                           |
| Hispanic                                    | 47           | 763              | 734                       | 729                    | 0%                                       | *                                     | *                                  | *                           | *                                | 77%                                     | 24%                                           |
| Black or African American                   | *            | *                | 724                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 76%                                           |
| American Indian or Alaska Native            | *            | *                | *                         | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 37%                                           |
| Two or More Races                           | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 48%                                           |
| Female                                      | 33           | 765              | 736                       | 742                    | 0%                                       | *                                     | *                                  | *                           | *                                | 88%                                     | 42%                                           |
| Male                                        | 22           | 765              | 733                       | 740                    | 0%                                       | *                                     | *                                  | *                           | *                                | 64%                                     | 40%                                           |
| Economically Disadvantaged Students         | 35           | 768              | 733                       | 726                    | 0%                                       | *                                     | *                                  | *                           | *                                | 83%                                     | 21%                                           |
| Non-Economically Disadvantaged Students     | 20           | 761              | 748                       | 750                    | 0%                                       | *                                     | *                                  | *                           | *                                | 70%                                     | 53%                                           |
| Students with Disabilities                  | N            | N                | 709                       | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students without Disabilities               | 55           | 765              | 737                       | 746                    | 0%                                       | *                                     | 18%                                | *                           | *                                | 78%                                     | 46%                                           |
| English Learners                            | N            | N                | 713                       | 709                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Non-English Learners                        | 55           | 765              | 738                       | 743                    | 0%                                       | *                                     | 18%                                | *                           | *                                | 78%                                     | *                                             |
| Homeless Students                           | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students in Foster Care                     | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |



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2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 52           | 768              | 740                       | 744                    | 0%                                       | 0%                                    | 21%                                | *                           | *                                | 79%                                     | 42%                                           |
| White                                       | *            | *                | *                         | 751                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 53%                                           |
| Hispanic                                    | 48           | 767              | 740                       | 733                    | 0%                                       | 0%                                    | 23%                                | *                           | *                                | 77%                                     | 26%                                           |
| Black or African American                   | *            | *                | *                         | 727                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 21%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 768                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 75%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Two or More Races                           | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Female                                      | 21           | 769              | 740                       | 744                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 71%                                     | 42%                                           |
| Male                                        | 31           | 767              | 741                       | 743                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 84%                                     | 42%                                           |
| Economically Disadvantaged Students         | 26           | 768              | 739                       | 731                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 77%                                     | 24%                                           |
| Non-Economically Disadvantaged Students     | 26           | 767              | 749                       | 751                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 81%                                     | 53%                                           |
| Students with Disabilities                  | *            | *                | *                         | 718                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 13%                                           |
| Students without Disabilities               | *            | *                | *                         | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 48%                                           |
| English Learners                            | N            | N                | 717                       | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 10%                                           |
| Non-English Learners                        | 52           | 768              | 744                       | 745                    | 0%                                       | 0%                                    | 21%                                | *                           | *                                | 79%                                     | 44%                                           |
| Homeless Students                           | N            | N                | *                         | 721                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 13%                                           |
| Students in Foster Care                     | N            | N                | *                         | 720                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 11%                                           |
| Military-Connected Students                 | N            | N                | N                         | 746                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 44%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |



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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 52           | 781              | 743                       | 728                    | *                                        | *                                     | *                                  | 62%                         | 27%                              | 88%                                     | 29%                                           |
| White                                       | *            | *                | 753                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 38%                                           |
| Hispanic                                    | 45           | 782              | 742                       | 722                    | *                                        | *                                     | *                                  | 62%                         | 29%                              | 91%                                     | 22%                                           |
| Black or African American                   | *            | *                | *                         | 714                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |
| Female                                      | 31           | 778              | 746                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | 87%                                     | 31%                                           |
| Male                                        | 21           | 786              | 739                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | 90%                                     | 27%                                           |
| Economically Disadvantaged Students         | 30           | 789              | 742                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | 93%                                     | 20%                                           |
| Non-Economically Disadvantaged Students     | 22           | 770              | 757                       | 735                    | *                                        | *                                     | *                                  | *                           | *                                | 82%                                     | 36%                                           |
| Students with Disabilities                  | *            | *                | *                         | 707                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 10%                                           |
| Students without Disabilities               | *            | *                | *                         | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 35%                                           |
| English Learners                            | N            | N                | 717                       | 706                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 10%                                           |
| Non-English Learners                        | 52           | 781              | 747                       | 730                    | *                                        | *                                     | *                                  | 62%                         | 27%                              | 88%                                     | 30%                                           |
| Homeless Students                           | N            | N                | *                         | 709                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students in Foster Care                     | N            | N                | *                         | 709                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 15%                                           |
| Military-Connected Students                 | N            | N                | N                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 32%                                           |
| Migrant Students                            | N            | N                | N                         | 701                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



Sara M. Gilmore Academy

(17-5240-140)

Grades Offered: 01-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | N            | N                | 730                       | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| White                                       | N            | N                | *                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Hispanic                                    | N            | N                | 729                       | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |
| Black or African American                   | N            | N                | *                         | 725                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 775                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Female                                      | N            | N                | 733                       | 745                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 44%                                           |
| Male                                        | N            | N                | 726                       | 743                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 41%                                           |
| Economically Disadvantaged Students         | N            | N                | 728                       | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Non-Economically Disadvantaged Students     | N            | N                | 744                       | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Students with Disabilities                  | N            | N                | 707                       | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students without Disabilities               | N            | N                | 732                       | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 47%                                           |
| English Learners                            | N            | N                | 704                       | 710                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Non-English Learners                        | N            | N                | 735                       | 745                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| 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                | N                         | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 707                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |



**Sara M. Gilmore Academy**  
(17-5240-140)  
Grades Offered: 01-08  
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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |
| 4     | N                         | N                          |
| 5     | N                         | N                          |
| 6     | N                         | N                          |
| 7     | N                         | N                          |
| 8     | 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 | 53.3%                                                             | **             | **          |

† 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               | N                 | N                                       | N                                              |
| 3-4               | *                 | *                                       | *                                              |
| 5 or more         | *                 | *                                       | *                                              |



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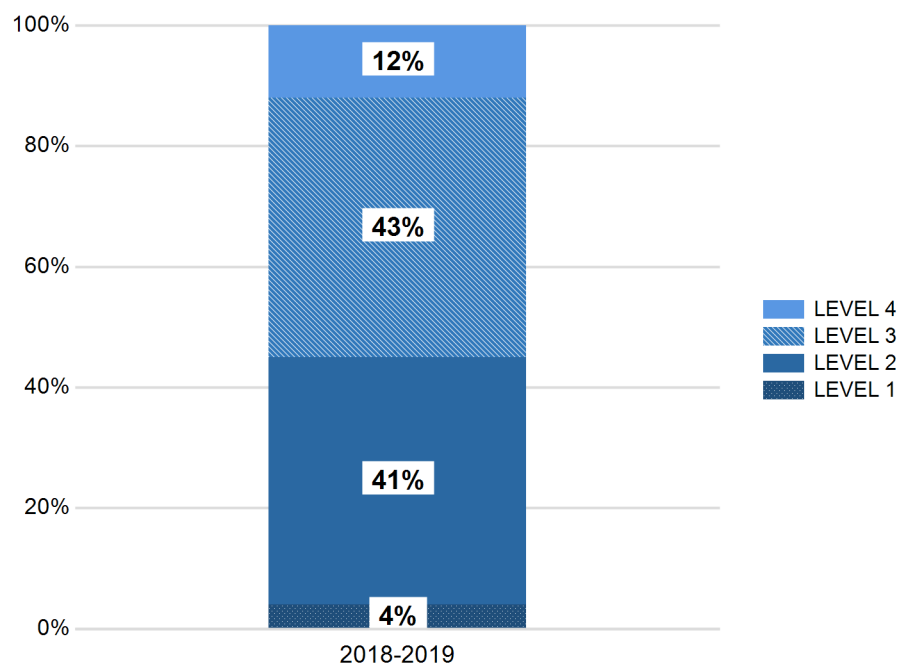
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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>                           | 4         | 41        | 43        | 12        |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 5         | 37        | 44        | 14        |
| 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                                      | 0         | 42        | 46        | 12        |
| Male                                        | 9         | 39        | 39        | 13        |
| Economically Disadvantaged Students         | 3         | 30        | 47        | 20        |
| Non-Economically Disadvantaged Students     | 5         | 58        | 37        | 0         |
| Students with Disabilities                  | *         | *         | *         | *         |
| Students without Disabilities               | *         | *         | *         | *         |
| English Learners                            | N         | N         | N         | N         |
| Non-English Learners                        | 4         | 41        | 43        | 12        |
| 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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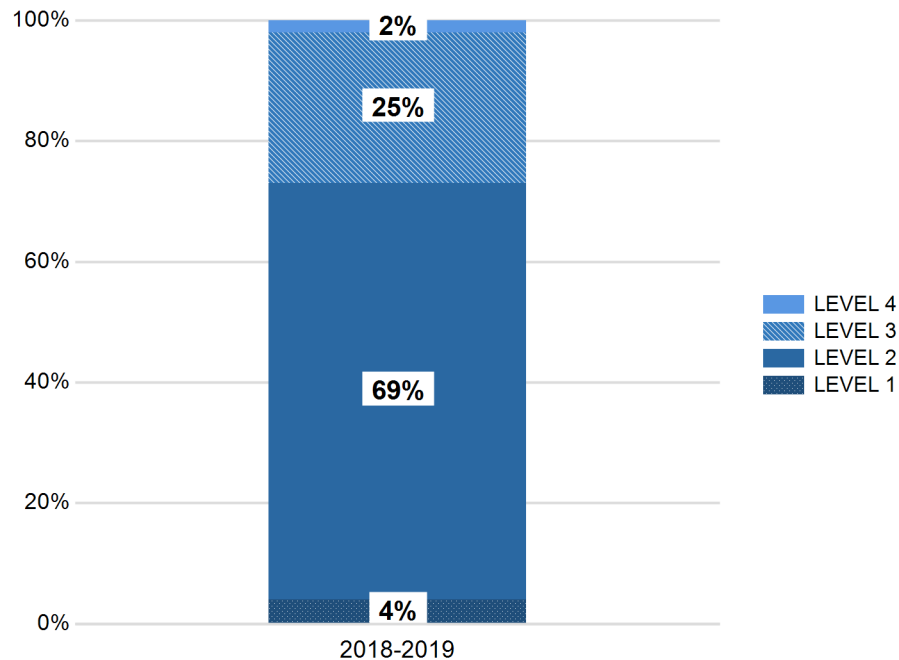
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### NJSLA Science Assessment: Grade 8 Summary

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>                           | 4         | 69        | 25        | 2         |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 4         | 64        | 29        | 2         |
| 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                                      | 6         | 65        | 29        | 0         |
| Male                                        | 0         | 76        | 19        | 5         |
| Economically Disadvantaged Students         | 3         | 57        | 37        | 3         |
| Non-Economically Disadvantaged Students     | 5         | 86        | 9         | 0         |
| Students with Disabilities                  | *         | *         | *         | *         |
| Students without Disabilities               | *         | *         | *         | *         |
| English Learners                            | N         | N         | N         | N         |
| Non-English Learners                        | 4         | 69        | 25        | 2         |
| Homeless Students                           | N         | N         | N         | N         |
| Students in Foster Care                     | N         | N         | N         | N         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |



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

### Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|-------|-----------|----------|----------------------------|
| 6     | 0         | 0        | 55                         |
| 7     | 0         | 0        | 52                         |
| 8     | 0         | 0        | 52                         |
| Total | 0         | 0        | 159                        |

### 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     | N       | N      | N       | N     | N      | N       | N               |
| 7     | N       | N      | N       | N     | N      | N       | N               |
| 8     | N       | N      | N       | N     | N      | N       | N               |
| Total | 0       | 0      | 0       | 0     | 0      | 0       | 0               |



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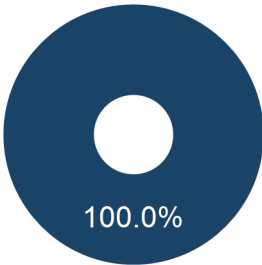
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Visual and Performing Arts – Course Participation

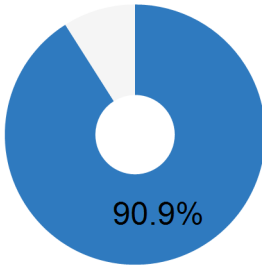
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

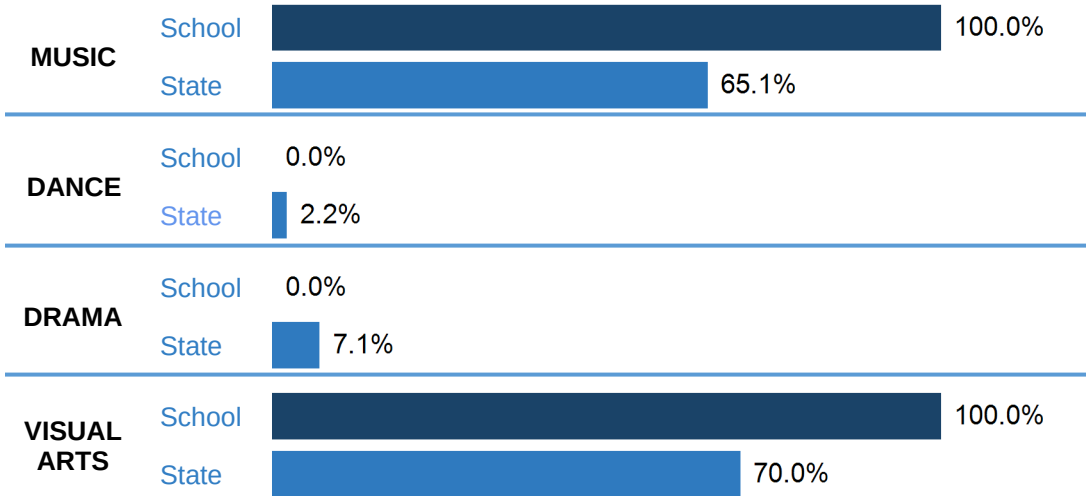


School



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.

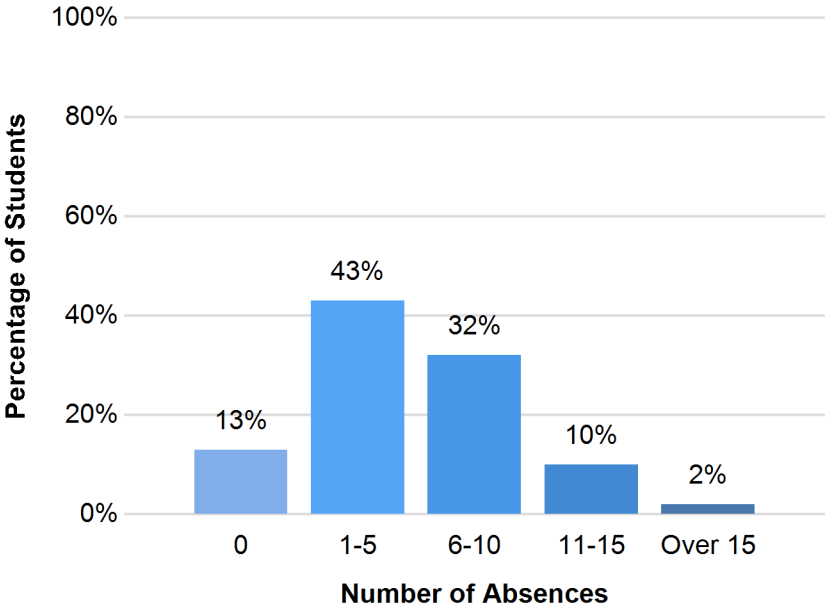
Chronic Absenteeism

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                          | 4                                     | 1.0                                    | 8.5           | Met                |
| White                               | 0                                     | 0                                      | 8.5           | Met                |
| Hispanic                            | 4                                     | 1.2                                    | 8.5           | Met                |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | 0                                     | 0                                      | 8.5           | Met                |
| American Indian or Alaska Native    | *                                     | *                                      | **            | **                 |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 2                                     | 1.0                                    |               |                    |
| Male                                | 2                                     | 1.1                                    |               |                    |
| Economically Disadvantaged Students | 2                                     | 0.9                                    | 8.5           | Met                |
| Students with Disabilities          | 0                                     | 0                                      | **            | **                 |
| English Learners                    | 0                                     | 0                                      | **            | **                 |
| Homeless Students                   | N                                     | N                                      |               |                    |
| Students in Foster Care             | N                                     | N                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

Days Absent

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





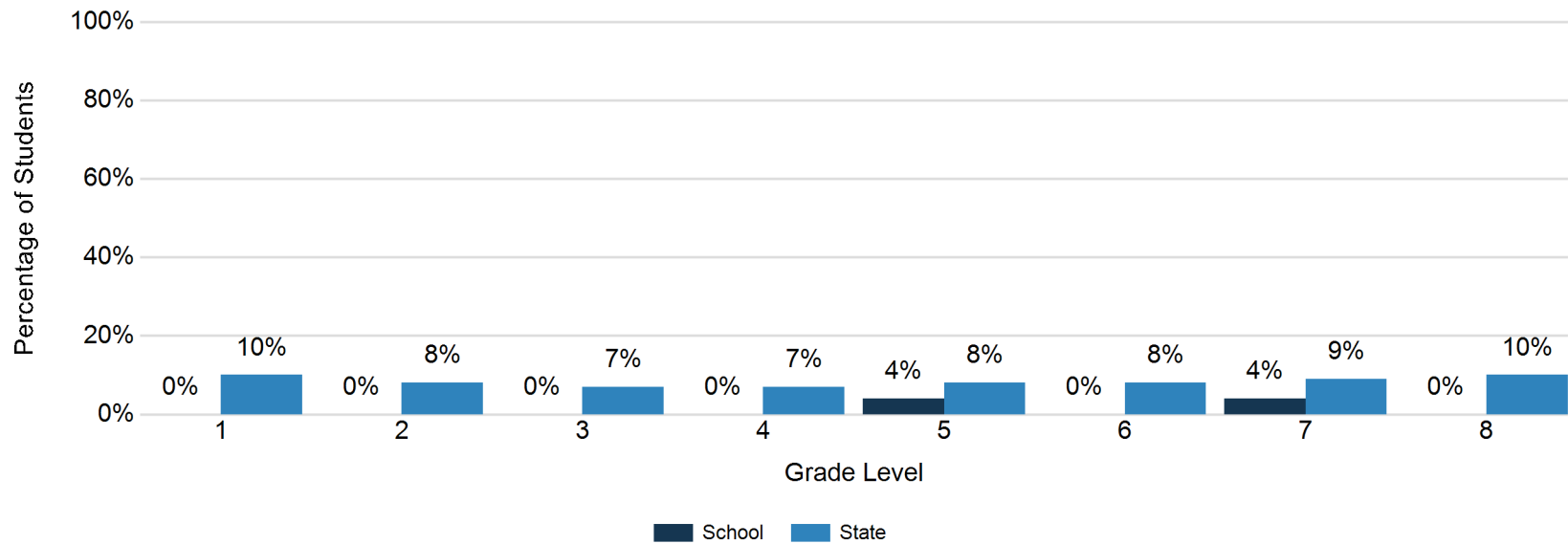
Sara M. Gilmore Academy  
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|------------------------------------------|---------------------|
| Violence                                 | 0                   |
| Weapons                                  | 0                   |
| Vandalism                                | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 1                   |
| Total Unique Incidents                   | 1                   |
| Incidents Per 100 Students Enrolled      | 0.26                |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

| Incident Type                            | Incidents Reported to Police |
|------------------------------------------|------------------------------|
| Violence                                 | 0                            |
| Weapons                                  | 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                                                   |



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#### School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

#### Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

| Teachers – Experience                                                                                                                                                                                                                               |                    |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|
| This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. |                    |                   |
| Category                                                                                                                                                                                                                                            | Teachers in School | Teachers in State |
| Total Number of teachers                                                                                                                                                                                                                            | 28                 | 118,214           |
| Average years experience in public schools                                                                                                                                                                                                          | 13.5               | 12.1              |
| Average years experience in district                                                                                                                                                                                                                | 13.1               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district                                                                                                                                                                              | 82.1%              | 75.3%             |

| Administrators – Experience (District Level)                                                                        |                    |                 |
|---------------------------------------------------------------------------------------------------------------------|--------------------|-----------------|
| This table shows information about the experience of administrators assigned to this district and across the state. |                    |                 |
| Category                                                                                                            | Admin. in District | Admin. in State |
| Total Number of administrators                                                                                      | 72                 | 9,530           |
| Average years experience in public schools                                                                          | 23.6               | 16.0            |
| Average years experience in district                                                                                | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district                                        | 98.6%              | 76.9%           |

| Student and Staff Ratios                                                                                                                                                                                                                                                                            |              |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|
| This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools. |              |                |
| Ratio                                                                                                                                                                                                                                                                                               | School Ratio | District Ratio |
| Students to Teachers                                                                                                                                                                                                                                                                                | 14:1         | 16:1           |
| Students to Administrators                                                                                                                                                                                                                                                                          | 196:1        | 191:1          |
| Teachers to Administrators                                                                                                                                                                                                                                                                          | 14:1         | 12:1           |
| Students to Librarians/Media Specialists                                                                                                                                                                                                                                                            |              | 13716:1        |
| Students to Nurses                                                                                                                                                                                                                                                                                  |              | 762:1          |
| Students to Counselors                                                                                                                                                                                                                                                                              |              | 914:1          |
| Students to Child Study Team Members                                                                                                                                                                                                                                                                |              | 232:1          |





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

Teachers and Administrators– Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 53.6%              | 85.7%              | 50.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 46.4%              | 14.3%              | 50.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 6.1%               | 53.6%              | 100.0%                   | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 85.7%              | 42.9%              | 0.0%                     | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 2.3%               | 0.0%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 5.6%               | 0.0%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.3%               | 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                   | 0.0%               | 3.6%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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Teachers and Administrators - Level of Education

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

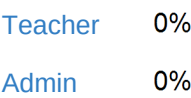
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 94.7%          |



**Sara M. Gilmore Academy**  
(17-5240-140)  
Grades Offered: 01-08  
2018-2019

**Report Key:**

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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.



Sara M. Gilmore Academy  
(17-5240-140)  
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2018-2019

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

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

### ESSA Accountability Status

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

|                                                                   |               |
|-------------------------------------------------------------------|---------------|
| Status for 2020-21 School Year                                    | 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                              | 95.4%   | 96.7%   | 97.3%   |
| Math Proficiency                             | 79.8%   | 77.9%   | 85.8%   |
| ELA Growth                                   | 79      | 73      | 71      |
| Math Growth                                  | 64      | 39      | 60      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | N       | 53.3%   |
| Chronic Absenteeism                          | 2.4%    | 2.3%    | 1.0%    |

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



Sara M. Gilmore Academy

(17-5240-140)

Grades Offered: 01-08

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:

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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 Goal                           | Met Goal                            | Exceeds Standard                 | Exceeds Standard                  | **                                                               | Met                                    | No                                                                              |
| White                                       | N                                  | N                                   | **                               | **                                | n/a                                                              | Met                                    | No                                                                              |
| Hispanic                                    | Met Goal                           | Met Goal                            | Exceeds Standard                 | Met Standard                      | n/a                                                              | Met                                    | No                                                                              |
| Black or African American                   | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Asian, Native Hawaiian, or Pacific Islander | **                                 | **                                  | **                               | **                                | n/a                                                              | Met                                    | No                                                                              |
| American Indian or Alaska Native            | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Two or More Races                           | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Economically Disadvantaged Students         | Met Goal                           | Met Goal                            | Exceeds Standard                 | Met Standard                      | n/a                                                              | Met                                    | No                                                                              |
| Students with Disabilities                  | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| English Learners                            | Met Goal                           | Met Goal                            | Met Standard                     | Exceeds Standard                  | Exceeds Standard                                                 | **                                     | No                                                                              |

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



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## School Narrative

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



### Highlights:

- We are recognized as being one of the top performing Elementary/Middle Schools in the State of NJ the 2018-2019 year.
- 2014 National Blue Ribbon School
- We are the gifted and talented program with a focus on arts integration across curriculum.



### Mission, Vision, Theme:

At Sara M. Gilmore Academy, the academic and artistic potential of each student is realized and developed in a technologically rich environment, through the development and implementation of an integrated academic and fine & performing arts curriculum. All students possess special academic and artistic potentials and talents. It is the school's vision to identify, nurture and realize these attributes which in turn will foster and encourage the growth of self-esteem.



### Awards, Recognition, Accomplishments:

Sara Gilmore has received the National Blue Ribbon Schools Award in 2004 and 2014. Based on our current test scores and general academic performance and programming, we are once again eligible to apply for the National Blue Ribbon Schools Award in 2019. We have also been the recipients of the New Jersey Star School Award, New Jersey Best Practices Award, and the New Jersey High Performing Rewards School distinction.





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### Courses, Curriculum, Instruction:

The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK-12 in which all NJSLS are addressed and integrated. In addition to the district curriculum, SGA enriches students through partnerships with Dancing Classrooms, Ballet Hispanico, NJ Audubon Society, MET Opera, and the Hudson County Gifted and Talented Consortium. In addition, we offer electives and MIAD (Multiple Intelligences Arts Domain) classes including, but not limited to, cooking, mock trial, creative writing, STEM, engineering, and fine arts classes.



### Sports and Athletics:

Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Cross Country (Boys & Girls)

We offer cross country to our students. We also have a basketball league here at night as well as martial arts.



### Clubs and Activities:

Sara M. Gilmore Academy offers various activities outside of the classroom. We currently offer JV and Varsity Forensics, Pawprints, the school newspaper, Drama Club, Photography Club, Fitness Club, Gilmore Glee, Student Council, Gilmore Band, Broadcasting, Reading Buddies, Teen Tech and Wildcats Dance.



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|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Before and After School Programs:</div> | <p>Sara M. Gilmore Academy offers an afterschool enrichment program for ELA and Math based on teacher recommendation, classroom grades, and standardized test scores. During dismissal, we offer homework help for students. In addition, before school we have implemented a half hour of meditation and relaxation for students in grades 1-4 in order to get their day started on a calming note. The cast and crew of our school play all work after-school to ensure a high quality school production. We also offer an after school program that is helps push students in math and STEM.</p>                                                                                                                                                                                                                                                            |
|  <div>Staff and Professional Learning:</div>  | <p>Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards. We have weekly PLC meetings with all staff in order discuss instruction and implementation of new initiatives. This serves as time for educators and administrators to collaborate. We have monthly staff meeting where we can speak to faculty and staff on more general and school wide plans. Throughout the year, staff members in grades 1-8 also attend workshops on a district-wide school initiative, Conquer Math. Union City also offers professional development on various topics throughout the school year. Through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources we offer these opportunities to teachers.</p> |



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|                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Student Supports and Services:</div> | <p>We have our weekly support service meetings to discuss the various academic, social-emotional, health, and family/home issues of our students. We have a full-time social worker available to all Sara Gilmore Academy students and families. Our social worker sees our students individually as well as during group sessions. The social worker also works with various organizations, such as Partners in Prevention, Perform Care and Supreme Consultants, to help support our students and parents. We also have 2 special education teachers on staff that work with our population of special needs students. Our ELL program enables students to move from their native language to English. We also offer a Peer Tutoring Program for students in grades 1-5, who work with our Middle School students during lunchtime in ELA and Math.</p> |
|  <div>Student Health and Wellness:</div>  | <p>Sara Gilmore Academy has a full-time nurse and nurse’s assistant. Both work to ensure that our students are healthy and safe. Gilmore Academy ensures that all security guards and various teachers on each floor are trained in CPR. We also have a physical education teacher who runs a very comprehensive physical education program, which emphasizes exercise and healthy habits. Union City offers many opportunities to students and families to stay healthy and informed through various health and wellness fairs and activities that take place throughout the year. Our students are also offered free breakfast and lunch through the Community Eligibility Act.</p>                                                                                                                                                                     |



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|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Gilmore uses parent and student surveys for all activities and workshops offered before, during, and afterschool. We also gauge school climate from students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  <p>Facilities:</p>     | <p>We are proud of our building. It meets state codes and is well-equipped for all subjects. Our maintenance department does an excellent job of keeping our school clean. Our building is also LEEDS Gold Certified, ensuring its carbon footprint is minimized. Our state of the art kitchen, theater, gymnasium, and cafeteria ensure are students are learning in the best environment possible. Sara Gilmore has an excellent Parent Teacher Organization. Parents are consistently dedicated to creating a warm and nurturing environment for all of our students. Parents are invited to the school to chaperone field trips and events, read to our students, and decorate our hallways. Administrators, teachers and parents participate in a book club where books available in both English and Spanish are shared. Throughout the year, the PTO hosts events, such as Winterfest, where teachers and their families and students and their families can share quality time outside of the classroom. Once a month, SGA</p> |
|  <p>School Safety:</p> | <p>Gilmore runs all necessary security drills on a monthly basis. We have a staff of 5 security guards who assist on each floor and during arrival, dismissal, and lunch. The 4th and 5th participate in police and fire safety programs. Our maintenance staff works diligently to maintain our building both clean and safe. We have also begun using students at the end of the school day to help ensure safety in the building during dismissal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div> | All students take a full-year technology course. Our classrooms are equipped with Smartboards. Students in grades 5-8 are one to one with Chromebooks. Students in grades 1-4 have access to iPad and iMac computers. We are currently participating in the Future Ready Program that encourages us to take a close look at our technology and how we currently use it, as well as how we can improve. Teachers actively use google classroom. |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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|                                                                                                              |                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <div>Other Information</div> | Gilmore is a high performing school, recognized as being one of the most successful urban schools in all of New Jersey. |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|



**Theodore Roosevelt Elementary School**  
(17-5240-110)  
Grades Offered: PK-06  
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:**


**Theodore Roosevelt Elementary School**

(17-5240-110)

Grades Offered: PK-06

2018-2019

**Report Key:**

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**School Contact Information**

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

| Type           | Contact Information                                                   |
|----------------|-----------------------------------------------------------------------|
| County         | Hudson                                                                |
| District       | Union City School District                                            |
| Principal Name | Ms. Barbara McNerney                                                  |
| Address        | 4507 HUDSON AVE UNION CITY, NJ 07087-6317                             |
| Phone Number   | 201-348-5971                                                          |
| Email Address  | <a href="mailto:bmcnerney@ucboe.us">bmcnerney@ucboe.us</a>            |
| Website        | <a href="https://roosevelt.ucboe.us/">https://roosevelt.ucboe.us/</a> |





Theodore Roosevelt 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    | 130     | 115     | 117     |
| 1     | 178     | 153     | 135     |
| 2     | 161     | 157     | 154     |
| 3     | 149     | 147     | 158     |
| 4     | 151     | 143     | 145     |
| 5     | 138     | 152     | 145     |
| 6     | 154     | 134     | 159     |
| Total | 1,061   | 1,001   | 1,013   |

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                              | 47.7%   | 46.9%   | 48.1%   |
| Male                                | 52.3%   | 53.1%   | 51.9%   |
| Economically Disadvantaged Students | 93.0%   | 92.4%   | 92.4%   |
| Students with Disabilities          | 9.6%    | 9.4%    | 9.2%    |
| English Learners                    | 34.8%   | 38.6%   | 42.6%   |
| Homeless Students                   | 0.2%    | 0.0%    | 0.0%    |
| Students in Foster Care             | 0.2%    | 0.2%    | 0.1%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 1.9%    | 2.1%    | 2.2%    |
| Hispanic                            | 96.4%   | 96.4%   | 96.2%   |
| Black or African American           | 0.6%    | 0.7%    | 1.0%    |
| Asian                               | 1.1%    | 0.8%    | 0.7%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 0       | 0       | 0       |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 130     | 115     | 117     |

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 |
|-----------------|---------------|
| Spanish         | 76.2%         |
| English         | 21.3%         |
| Arabic          | 1.0%          |
| Other Languages | 1.5%          |



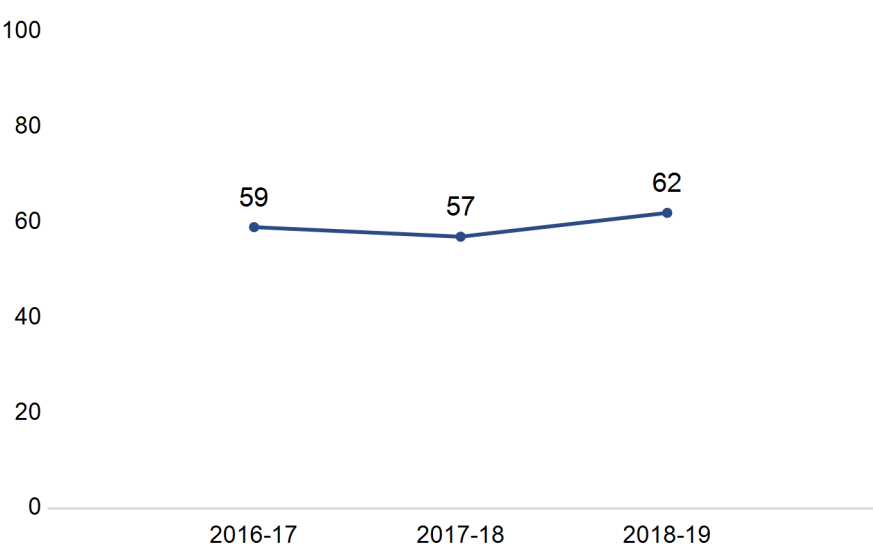
Theodore Roosevelt Elementary School  
(17-5240-110)  
Grades Offered: PK-06  
2018-2019

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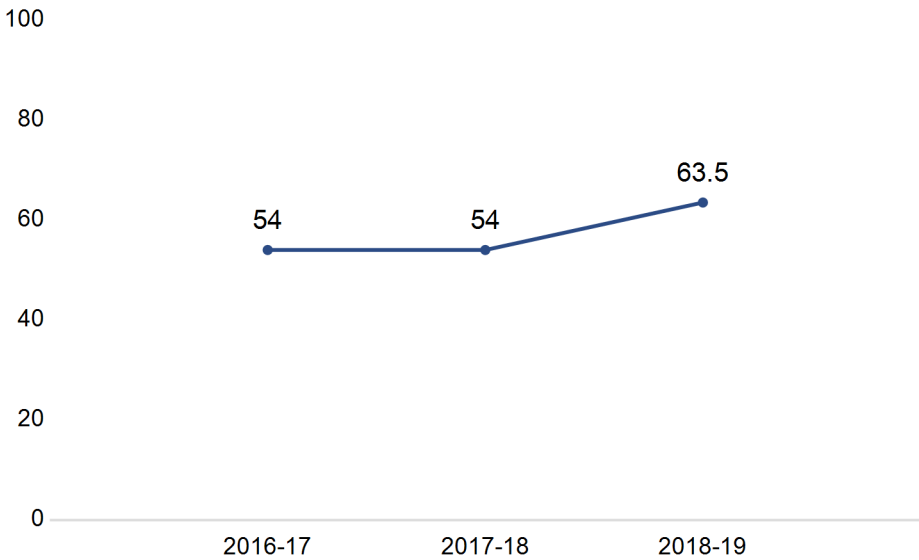
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure                         | 2016-17 ELA  | 2017-18 ELA  | 2018-19 ELA      | 2016-17 Math | 2017-18 Math | 2018-19 Math     |
|---------------------------------------------|--------------|--------------|------------------|--------------|--------------|------------------|
| Median Student Growth Percentile            | 59           | 57           | 62               | 54           | 54           | 63.5             |
| Met Standard (40-59.5)?                     | Met Standard | Met Standard | Exceeds Standard | Met Standard | Met Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50           | 50           | 50               | 50           | 50           | 50               |



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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|------------------------------|---------------------|-----------------------|------------------------|-------------------------------|
| Schoolwide                                  | 62                 | 58                   | 50                    | Exceeds Standard             | 63.5                | 52                    | 50                     | Exceeds Standard              |
| White                                       | *                  | 59.5                 | 50                    | **                           | *                   | 59                    | 52                     | **                            |
| Hispanic                                    | 61                 | 58                   | 49                    | Exceeds Standard             | 64                  | 52                    | 47                     | Exceeds Standard              |
| Black or African American                   | *                  | 73                   | 45                    | **                           | *                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | *                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 67                 | 62                   | 53                    | N                            | 65.5                | 53                    | 50                     | N                             |
| Male                                        | 51                 | 53                   | 47                    | N                            | 59.5                | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 62                 | 58                   | 48                    | Exceeds Standard             | 64                  | 52                    | 46                     | Exceeds Standard              |
| Students with Disabilities                  | 64.5               | 44                   | 43                    | Exceeds Standard             | 29                  | 39                    | 45                     | Not Met                       |
| English Learners                            | 59                 | 58                   | 52                    | Met Standard                 | 61                  | 52                    | 50                     | Exceeds Standard              |
| Homeless Students                           | N                  | *                    | 43                    | N                            | N                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | N                  | *                    | 42                    | N                            | N                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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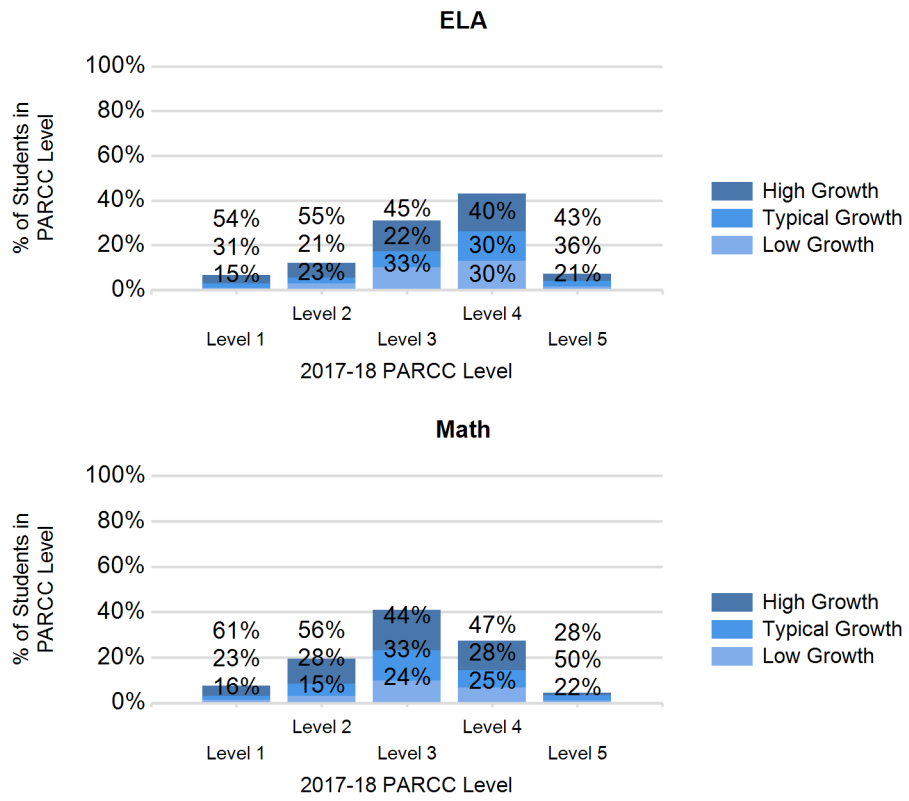
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

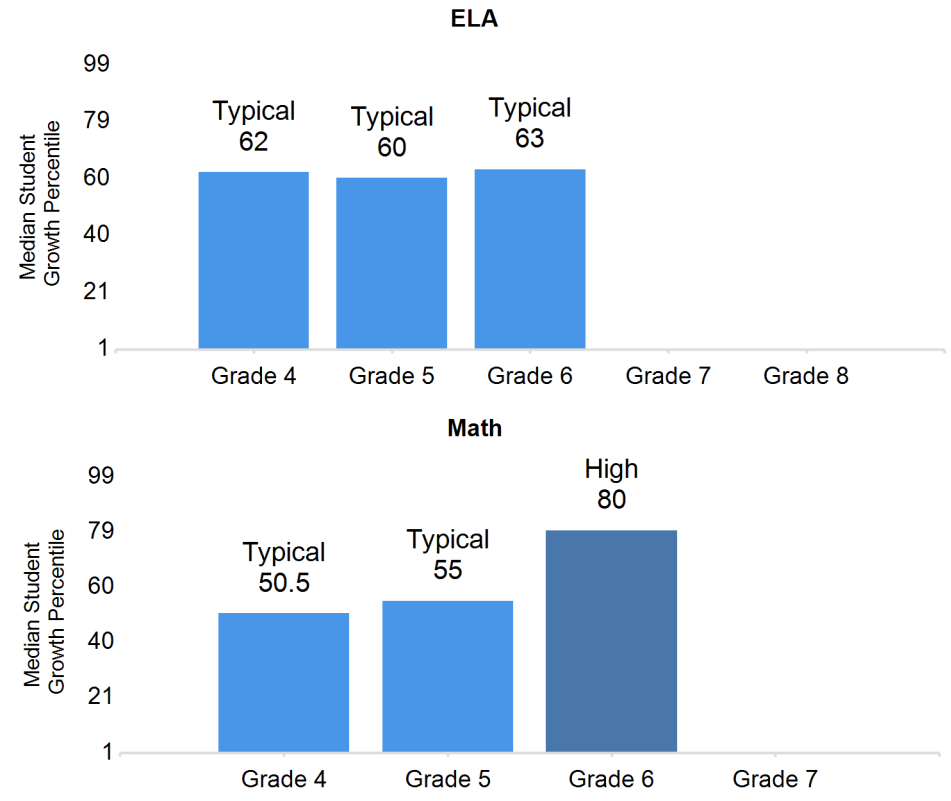
Student Growth by Performance Level

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



Student Growth by Grade

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



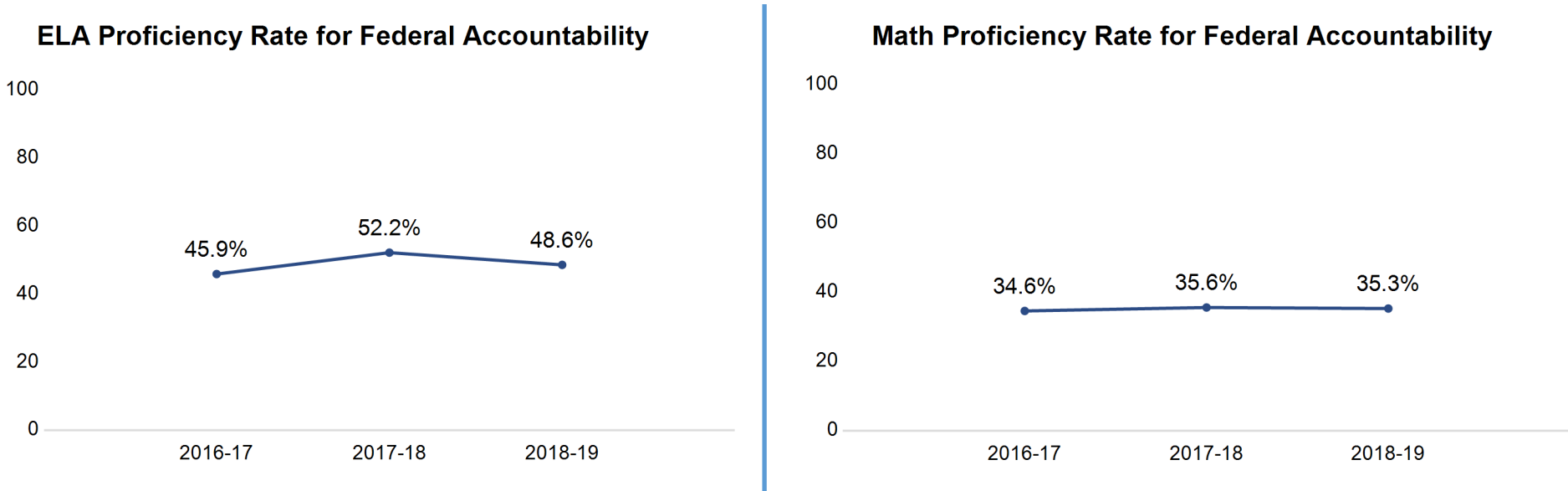


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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate                                    | 98.8%          | 98.9%          | 98.5%          | 99.0%           | 98.8%           | 98.5%           |
| Proficiency Rate for Federal Accountability           | 45.9%          | 52.2%          | 48.6%          | 34.6%           | 35.6%           | 35.3%           |
| Annual Target                                         | 41.9%          | 43.9%          | 45.9%          | 36.9%           | 39.1%           | 41.4%           |
| Met Annual Target?                                    | Met Target     | Met Target     | Met Target     | Met Target†     | Not Met         | Not Met         |
| Statewide Proficiency Rate for Federal Accountability | 54.9%          | 56.7%          | 57.9%          | 43.5%           | 45.0%           | 44.5%           |

† Target was met within a confidence interval.



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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                                  | 572          | 98.5                      | 48.6                                           | 54.9                                             | 57.9                                          | 48.6                                        | 45.9                  | Met Target                |
| White                                       | 10           | 90.9                      | 60.0                                           | 63.8                                             | 66.9                                          | 57.1                                        | **                    | **                        |
| Hispanic                                    | 551          | 98.6                      | 48.5                                           | 54.4                                             | 43.9                                          | 48.5                                        | 45.6                  | Met Target                |
| Black or African American                   | *            | *                         | *                                              | 53.7                                             | 38.5                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 272          | 99.3                      | 53.7                                           | 61.7                                             | 64.8                                          | 53.7                                        |                       |                           |
| Male                                        | 300          | 97.7                      | 44.0                                           | 48.4                                             | 51.3                                          | 44.0                                        |                       |                           |
| Economically Disadvantaged Students         | 531          | 98.5                      | 47.3                                           | *                                                | 40.0                                          | 47.3                                        | 45.2                  | Met Target                |
| Non-Economically Disadvantaged Students     | 41           | 97.7                      | 65.9                                           | *                                                | 67.9                                          | 65.9                                        |                       |                           |
| Students with Disabilities                  | 57           | 91.0                      | 10.5                                           | 15.2                                             | 22.7                                          | 10.0                                        | 29.5                  | Not Met                   |
| Students without Disabilities               | 515          | 99.4                      | 52.8                                           | 59.4                                             | 65.1                                          | 52.8                                        |                       |                           |
| English Learners                            | 359          | 99.7                      | 42.1                                           | *                                                | 29.3                                          | 42.1                                        | 34.9                  | Met Target                |
| Non-English Learners                        | 213          | 96.5                      | 59.6                                           | *                                                | 60.6                                          | 59.6                                        |                       |                           |
| Homeless Students                           | N            | N                         | N                                              | 50.0                                             | 29.1                                          | N                                           |                       |                           |
| Students In Foster Care                     | *            | *                         | *                                              | 33.3                                             | 27.6                                          | *                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

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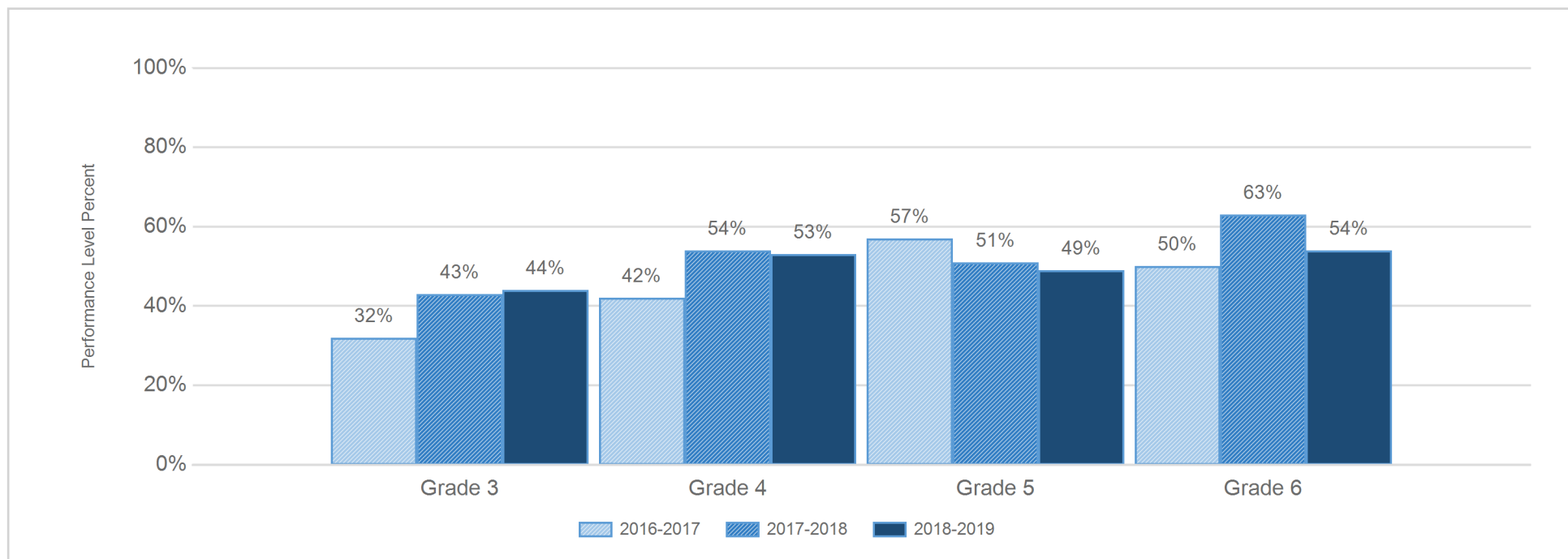
2018-2019

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### English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 146          | 744              | 743                       | 748                    | 14%                                      | 15%                                   | 27%                                | *                           | *                                | 44%                                     | 50%                                           |
| White                                       | *            | *                | 754                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Hispanic                                    | 142          | 744              | 743                       | 734                    | 14%                                      | 15%                                   | 27%                                | *                           | *                                | 44%                                     | 36%                                           |
| Black or African American                   | N            | N                | *                         | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 773                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 75%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 746                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 46%                                           |
| Two or More Races                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 67           | 749              | 749                       | 753                    | *                                        | 16%                                   | 31%                                | *                           | *                                | 45%                                     | 55%                                           |
| Male                                        | 79           | 739              | 738                       | 743                    | *                                        | 14%                                   | 23%                                | *                           | *                                | 43%                                     | 46%                                           |
| Economically Disadvantaged Students         | 135          | 741              | 741                       | 731                    | *                                        | 16%                                   | *                                  | *                           | *                                | 41%                                     | 33%                                           |
| Non-Economically Disadvantaged Students     | 11           | 774              | 759                       | 759                    | *                                        | 0%                                    | *                                  | *                           | *                                | 73%                                     | 61%                                           |
| Students with Disabilities                  | *            | *                | 695                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 24%                                           |
| Students without Disabilities               | *            | *                | 747                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 80           | 734              | 728                       | 713                    | *                                        | *                                     | 29%                                | *                           | *                                | 35%                                     | 17%                                           |
| Non-English Learners                        | 66           | 755              | 753                       | 751                    | *                                        | *                                     | 24%                                | *                           | *                                | 55%                                     | 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                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |





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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 137          | 753              | 753                       | 755                    | *                                        | 19%                                   | 23%                                | *                           | *                                | 53%                                     | 57%                                           |
| White                                       | *            | *                | 766                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Hispanic                                    | 132          | 754              | 752                       | 743                    | *                                        | 19%                                   | 23%                                | *                           | *                                | 52%                                     | 44%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 63           | 758              | 757                       | 760                    | *                                        | *                                     | 22%                                | *                           | *                                | 57%                                     | 62%                                           |
| Male                                        | 74           | 749              | 749                       | 750                    | *                                        | *                                     | 23%                                | *                           | *                                | 49%                                     | 53%                                           |
| Economically Disadvantaged Students         | *            | *                | 750                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 40%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 779                       | 765                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 69%                                           |
| Students with Disabilities                  | *            | *                | 710                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 756                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 48           | 724              | *                         | 720                    | *                                        | *                                     | 29%                                | *                           | *                                | 13%                                     | 17%                                           |
| Non-English Learners                        | 89           | 769              | *                         | 758                    | *                                        | *                                     | 19%                                | *                           | *                                | 74%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



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English Language Arts Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 135          | 748              | 749                       | 756                    | 10%                                      | 11%                                   | 30%                                | *                           | *                                | 49%                                     | 58%                                           |
| White                                       | *            | *                | 761                       | 764                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 68%                                           |
| Hispanic                                    | 132          | 747              | *                         | 743                    | 11%                                      | 11%                                   | 30%                                | *                           | *                                | 48%                                     | 44%                                           |
| Black or African American                   | N            | N                | *                         | 739                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 38%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 781                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Two or More Races                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 69           | 751              | 755                       | 761                    | *                                        | *                                     | 29%                                | *                           | *                                | 51%                                     | 64%                                           |
| Male                                        | 66           | 745              | 743                       | 750                    | *                                        | *                                     | 30%                                | *                           | *                                | 47%                                     | 52%                                           |
| Economically Disadvantaged Students         | 122          | 747              | 748                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | 48%                                     | 39%                                           |
| Non-Economically Disadvantaged Students     | 13           | 755              | 762                       | 766                    | *                                        | *                                     | *                                  | *                           | *                                | 62%                                     | 69%                                           |
| Students with Disabilities                  | 17           | 707              | 702                       | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students without Disabilities               | 118          | 754              | 753                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| English Learners                            | 28           | 726              | *                         | 713                    | *                                        | *                                     | 36%                                | *                           | *                                | 21%                                     | 11%                                           |
| Non-English Learners                        | 107          | 754              | *                         | 758                    | *                                        | *                                     | 28%                                | *                           | *                                | 56%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |



Theodore Roosevelt Elementary School

(17-5240-110)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 143          | 752              | 756                       | 754                    | *                                        | 11%                                   | 30%                                | *                           | *                                | 54%                                     | 56%                                           |
| White                                       | *            | *                | 763                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| Hispanic                                    | 136          | 751              | 755                       | 743                    | *                                        | 12%                                   | 29%                                | *                           | *                                | 54%                                     | 43%                                           |
| Black or African American                   | *            | *                | 759                       | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 780                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 751                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Two or More Races                           | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 68           | 761              | 765                       | 762                    | *                                        | *                                     | 21%                                | *                           | *                                | 69%                                     | 64%                                           |
| Male                                        | 75           | 744              | 747                       | 748                    | *                                        | *                                     | 39%                                | *                           | *                                | 40%                                     | 48%                                           |
| Economically Disadvantaged Students         | *            | *                | 754                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 39%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 776                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Students with Disabilities                  | 15           | 736              | 709                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | 13%                                     | 19%                                           |
| Students without Disabilities               | 128          | 754              | 761                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | 59%                                     | 64%                                           |
| English Learners                            | 21           | 718              | 717                       | 710                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 122          | 758              | 761                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |
| Students in Foster Care                     | N            | N                | *                         | 726                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 54%                                           |
| Migrant Students                            | N            | N                | N                         | 721                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



**Theodore Roosevelt 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 592          | 98.5                      | 35.3                                                    | 34.6                                                      | 44.5                                                   | 35.3                                              | 41.4                     | Not Met                      |
| White                                       | 10           | 90.9                      | 40.0                                                    | 39.8                                                      | 54.1                                                   | 38.1                                              | **                       | **                           |
| Hispanic                                    | 571          | 98.7                      | 35.0                                                    | 34.1                                                      | 28.8                                                   | 35.0                                              | 40.8                     | Not Met                      |
| Black or African American                   | *            | *                         | *                                                       | 37.0                                                      | 23.0                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 69.5                                                      | 76.5                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 280          | 99.3                      | 32.9                                                    | 35.2                                                      | 44.9                                                   | 32.9                                              |                          |                              |
| Male                                        | 312          | 97.9                      | 37.5                                                    | 34.1                                                      | 44.2                                                   | 37.5                                              |                          |                              |
| Economically Disadvantaged Students         | 551          | 98.6                      | 33.8                                                    | *                                                         | 26.3                                                   | 33.8                                              | 41.4                     | Not Met                      |
| Non-Economically Disadvantaged Students     | 41           | 97.7                      | 56.1                                                    | *                                                         | 54.9                                                   | 56.1                                              |                          |                              |
| Students with Disabilities                  | 57           | 91.0                      | *                                                       | *                                                         | 17.4                                                   | *                                                 | 35.7                     | Not Met                      |
| Students without Disabilities               | 535          | 99.5                      | *                                                       | *                                                         | 50.0                                                   | *                                                 |                          |                              |
| English Learners                            | 378          | 99.7                      | 31.2                                                    | *                                                         | 25.0                                                   | 31.2                                              | 31.2                     | Met Target                   |
| Non-English Learners                        | 214          | 96.6                      | 42.5                                                    | *                                                         | 46.5                                                   | 42.5                                              |                          |                              |
| Homeless Students                           | N            | N                         | N                                                       | 18.8                                                      | 17.1                                                   | N                                                 |                          |                              |
| Students In Foster Care                     | *            | *                         | *                                                       | 16.7                                                      | 17.1                                                   | *                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

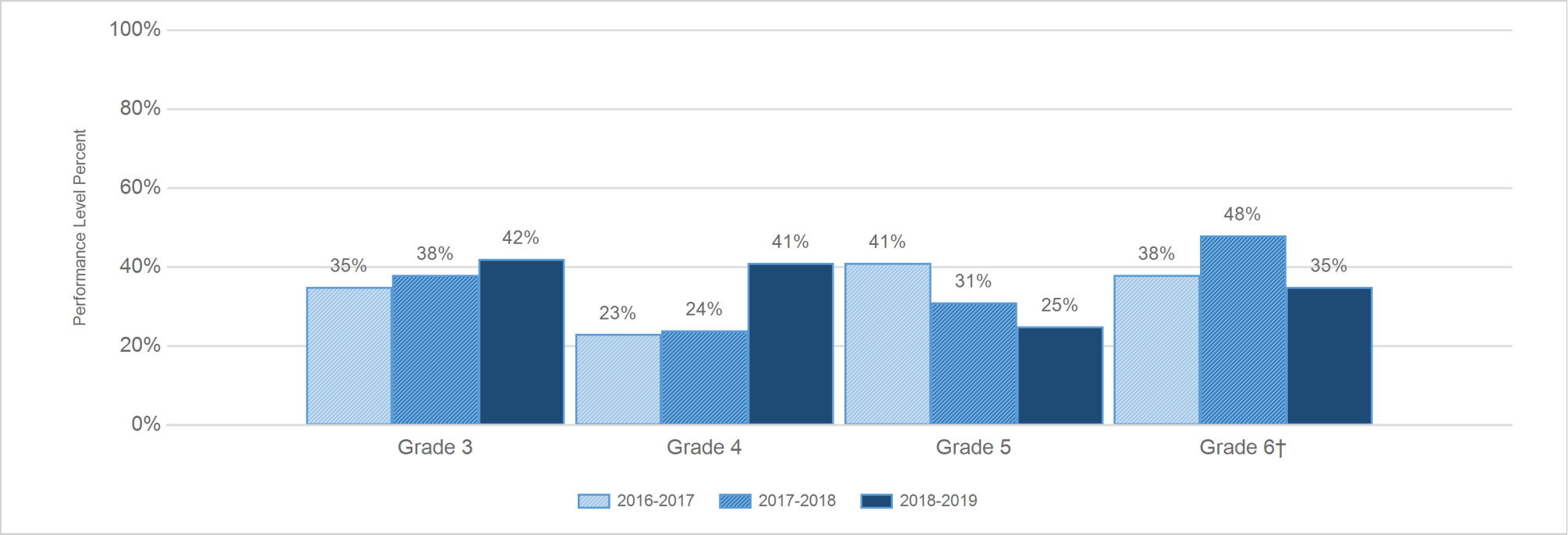


Theodore Roosevelt Elementary School  
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Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by 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>                           | 154          | 744              | 747                       | 752                    | *                                        | 21%                                   | 33%                                | *                           | *                                | 42%                                     | 55%                                           |
| White                                       | *            | *                | 751                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 66%                                           |
| Hispanic                                    | 150          | 744              | 747                       | 739                    | *                                        | 21%                                   | 33%                                | *                           | *                                | 43%                                     | 40%                                           |
| Black or African American                   | N            | N                | *                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 778                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Two or More Races                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 70           | 742              | 747                       | 751                    | *                                        | 19%                                   | 43%                                | *                           | *                                | 34%                                     | 54%                                           |
| Male                                        | 84           | 746              | 747                       | 752                    | *                                        | 24%                                   | 25%                                | *                           | *                                | 49%                                     | 56%                                           |
| Economically Disadvantaged Students         | 143          | 743              | 746                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | 40%                                     | 37%                                           |
| Non-Economically Disadvantaged Students     | 11           | 759              | 754                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | 73%                                     | 67%                                           |
| Students with Disabilities                  | *            | *                | 724                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 31%                                           |
| Students without Disabilities               | *            | *                | 749                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| English Learners                            | 88           | 742              | 740                       | 728                    | *                                        | *                                     | 36%                                | *                           | *                                | 35%                                     | 26%                                           |
| Non-English Learners                        | 66           | 747              | 752                       | 754                    | *                                        | *                                     | 29%                                | *                           | *                                | 52%                                     | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 143          | 745              | 743                       | 749                    | *                                        | 19%                                   | 38%                                | *                           | *                                | 41%                                     | 51%                                           |
| White                                       | *            | *                | 759                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Hispanic                                    | 138          | 745              | 742                       | 737                    | *                                        | 19%                                   | 40%                                | *                           | *                                | 40%                                     | 36%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 66           | 746              | 743                       | 749                    | *                                        | *                                     | 42%                                | *                           | *                                | 42%                                     | 50%                                           |
| Male                                        | 77           | 743              | 743                       | 749                    | *                                        | *                                     | 35%                                | *                           | *                                | 39%                                     | 52%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 32%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 764                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 63%                                           |
| Students with Disabilities                  | *            | *                | 720                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 745                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 51           | 727              | *                         | 722                    | *                                        | *                                     | 47%                                | *                           | *                                | 10%                                     | 18%                                           |
| Non-English Learners                        | 92           | 755              | *                         | 751                    | *                                        | *                                     | 34%                                | *                           | *                                | 58%                                     | 54%                                           |
| Homeless Students                           | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |
| Students in Foster Care                     | N            | N                | N                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 138          | 736              | 737                       | 747                    | *                                        | 30%                                   | 41%                                | *                           | *                                | 25%                                     | 47%                                           |
| White                                       | *            | *                | 747                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 58%                                           |
| Hispanic                                    | 135          | 736              | *                         | 735                    | *                                        | 30%                                   | 41%                                | *                           | *                                | 25%                                     | 30%                                           |
| Black or African American                   | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 775                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Female                                      | 70           | 736              | 737                       | 747                    | *                                        | 30%                                   | 46%                                | *                           | *                                | 23%                                     | 47%                                           |
| Male                                        | 68           | 735              | 736                       | 747                    | *                                        | 29%                                   | 35%                                | *                           | *                                | 28%                                     | 47%                                           |
| Economically Disadvantaged Students         | 125          | 735              | 736                       | 732                    | *                                        | *                                     | *                                  | *                           | *                                | 26%                                     | 27%                                           |
| Non-Economically Disadvantaged Students     | 13           | 738              | 745                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | 23%                                     | 59%                                           |
| Students with Disabilities                  | 17           | 712              | 713                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | 121          | 739              | 739                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 52%                                           |
| English Learners                            | 30           | 722              | *                         | 718                    | *                                        | 43%                                   | 37%                                | *                           | *                                | 10%                                     | 12%                                           |
| Non-English Learners                        | 108          | 739              | *                         | 749                    | *                                        | 26%                                   | 42%                                | *                           | *                                | 30%                                     | 49%                                           |
| Homeless Students                           | N            | N                | *                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |
| Students in Foster Care                     | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 14%                                           |
| Military-Connected Students                 | N            | N                | N                         | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 50%                                           |
| Migrant Students                            | N            | N                | N                         | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |





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

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 153          | 740              | 735                       | 741                    | *                                        | 20%                                   | 39%                                | *                           | *                                | 35%                                     | 41%                                           |
| White                                       | *            | *                | 746                       | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 51%                                           |
| Hispanic                                    | 146          | 740              | 734                       | 729                    | *                                        | 21%                                   | 40%                                | *                           | *                                | 34%                                     | 24%                                           |
| Black or African American                   | *            | *                | 724                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 738                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 37%                                           |
| Two or More Races                           | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 48%                                           |
| Female                                      | 72           | 743              | 736                       | 742                    | *                                        | 19%                                   | 39%                                | *                           | *                                | 38%                                     | 42%                                           |
| Male                                        | 81           | 738              | 733                       | 740                    | *                                        | 21%                                   | 40%                                | *                           | *                                | 33%                                     | 40%                                           |
| Economically Disadvantaged Students         | *            | *                | 733                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 21%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 748                       | 750                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 53%                                           |
| Students with Disabilities                  | 15           | 714              | 709                       | 716                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Students without Disabilities               | 138          | 743              | 737                       | 746                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 46%                                           |
| English Learners                            | 29           | 723              | 713                       | 709                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 124          | 744              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students in Foster Care                     | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |



Theodore Roosevelt Elementary School

(17-5240-110)

Grades Offered: PK-06

2018-2019

**Report Key:**  
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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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |
| 4     | *                         | *                          |
| 5     | 11                        | 11                         |
| 6     | *                         | *                          |

English Language Progress to Proficiency

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

| Student Group               | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|-------------------------------------------------------------------|----------------|-------------|
| Schoolwide/English Learners | 36.3%                                                             | 40.9%          | Met Target† |

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2               | 76                | *                                       | *                                              |
| 3-4               | 171               | 83.0%                                   | 17.0%                                          |
| 5 or more         | 175               | *                                       | *                                              |



Theodore Roosevelt Elementary School

(17-5240-110)

Grades Offered: PK-06

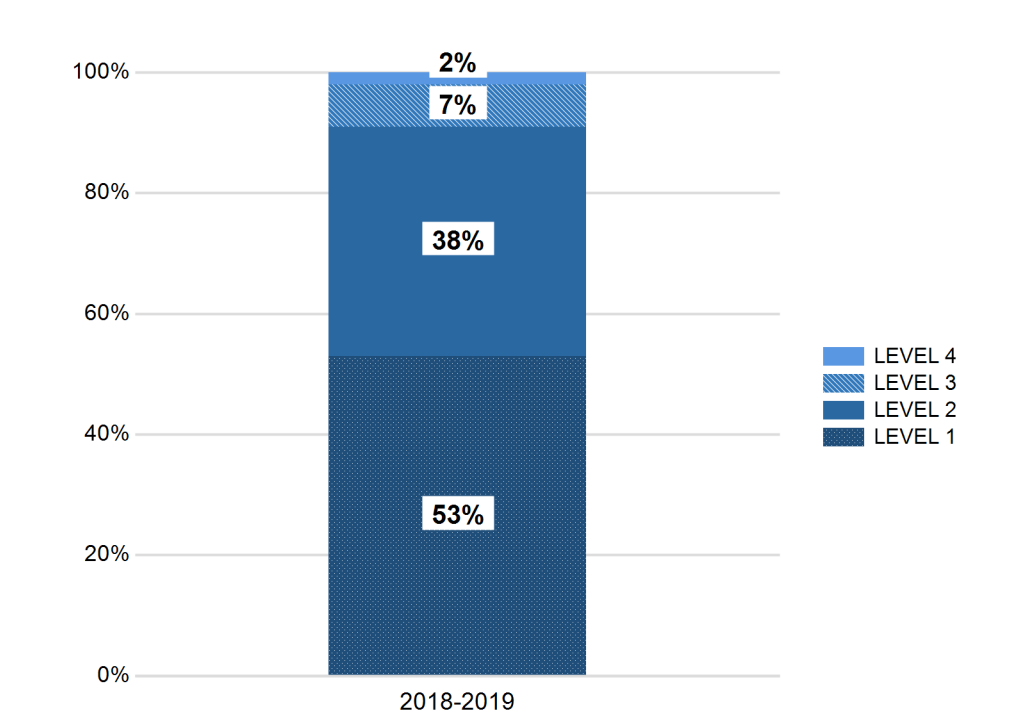
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------------------------------------|-----------|-----------|-----------|-----------|
| Schoolwide                                  | 53        | 38        | 7         | 2         |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 53        | 38        | 7         | 2         |
| Black or African American                   | N         | N         | N         | N         |
| Asian, Native Hawaiian, or Pacific Islander | *         | *         | *         | *         |
| American Indian or Alaska Native            | N         | N         | N         | N         |
| Two or More Races                           | N         | N         | N         | N         |
| Female                                      | 57        | 37        | 3         | 3         |
| Male                                        | 49        | 40        | 10        | 1         |
| Economically Disadvantaged Students         | 52        | 40        | 7         | 2         |
| Non-Economically Disadvantaged Students     | 64        | 29        | 0         | 7         |
| Students with Disabilities                  | 81        | 13        | 6         | 0         |
| Students without Disabilities               | 49        | 42        | 7         | 2         |
| English Learners                            | 80        | 20        | 0         | 0         |
| Non-English Learners                        | 45        | 44        | 8         | 3         |
| 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         |



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

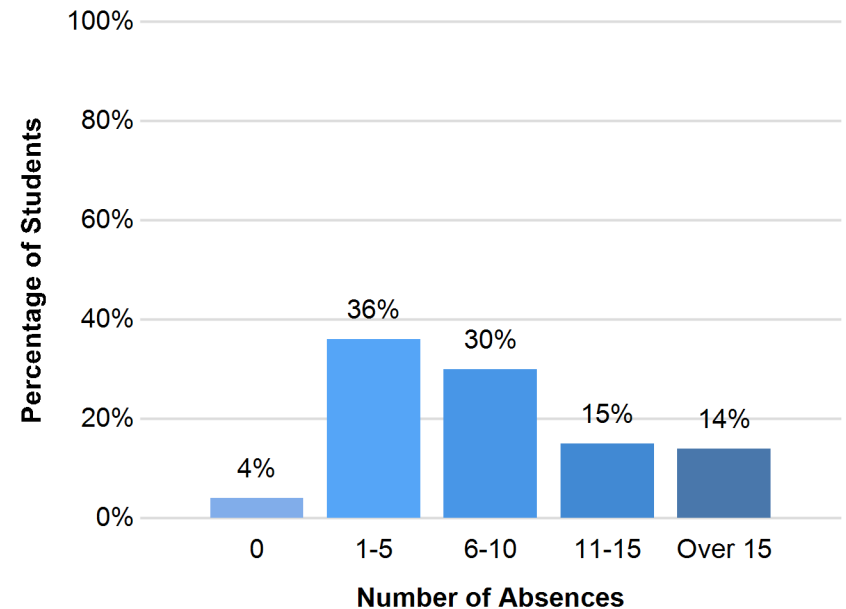
### Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide                          | 110                                   | 10.6                                   | 8.8           | Not Met            |
| White                               | 3                                     | 12.5                                   | 8.8           | Not Met            |
| Hispanic                            | 106                                   | 10.6                                   | 8.8           | Not Met            |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 60                                    | 12.1                                   |               |                    |
| Male                                | 50                                    | 9.2                                    |               |                    |
| Economically Disadvantaged Students | 103                                   | 10.7                                   | 8.8           | Not Met            |
| Students with Disabilities          | 32                                    | 30.5                                   | 8.8           | Not Met            |
| English Learners                    | 48                                    | 11.0                                   | 8.8           | Not Met            |
| Homeless Students                   | N                                     | N                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

### Days Absent

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





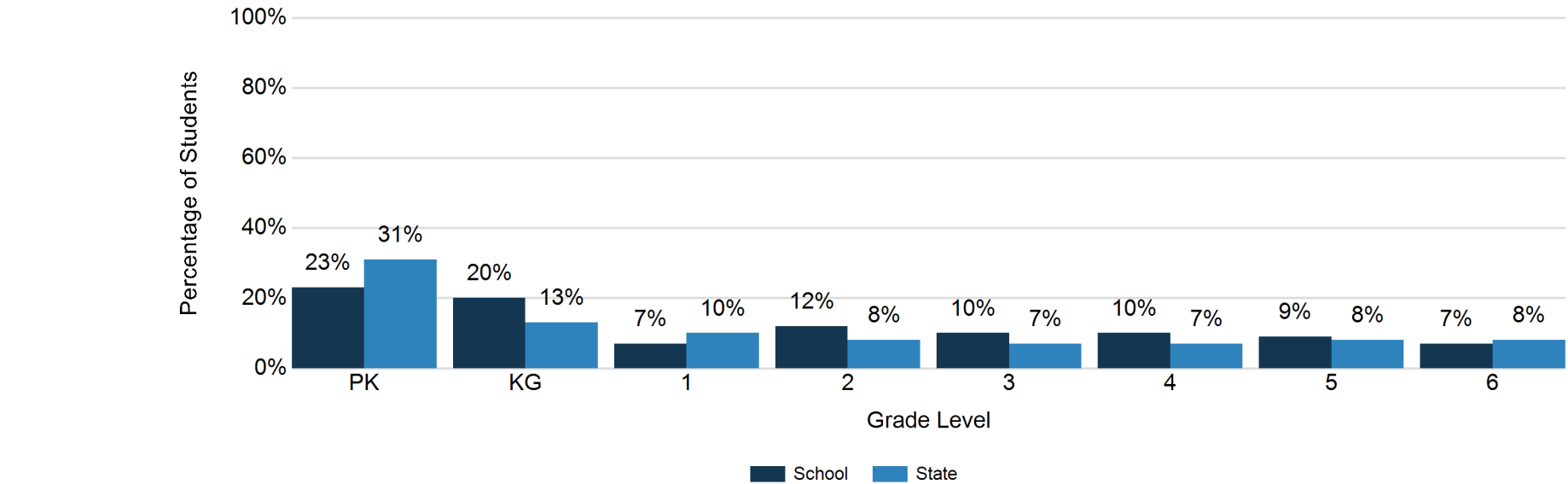
Theodore Roosevelt Elementary School  
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2018-2019

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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                                 | N                   |
| Weapons                                  | N                   |
| Vandalism                                | N                   |
| Substances                               | N                   |
| Harassment, Intimidation, Bullying (HIB) | N                   |
| Total Unique Incidents                   | N                   |
| Incidents Per 100 Students Enrolled      | 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                        |

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                            |

Student Disciplinary Removals

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

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

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| N                                                   |



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School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

| Category                                                               | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers                                               | 66                 | 118,214           |
| Average years experience in public schools                             | 12.9               | 12.1              |
| Average years experience in district                                   | 12.4               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 72.7%              | 75.3%             |

Administrators – Experience (District Level)

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

| Category                                                                     | Admin. in District | Admin. in State |
|------------------------------------------------------------------------------|--------------------|-----------------|
| Total Number of administrators                                               | 72                 | 9,530           |
| Average years experience in public schools                                   | 23.6               | 16.0            |
| Average years experience in district                                         | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 98.6%              | 76.9%           |

Student and Staff Ratios

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

| Ratio                                    | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers                     | 15:1         | 16:1           |
| Students to Administrators               | 253:1        | 191:1          |
| Teachers to Administrators               | 17:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 13716:1        |
| Students to Nurses                       |              | 762:1          |
| Students to Counselors                   |              | 914:1          |
| Students to Child Study Team Members     |              | 232:1          |





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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                              | 48.1%              | 87.9%              | 75.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 51.9%              | 12.1%              | 25.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 2.2%               | 39.4%              | 50.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 96.2%              | 59.1%              | 50.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 1.0%               | 0.0%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 0.7%               | 1.5%               | 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                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 94.2%          |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

| ESSA Accountability Indicator                | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency                              | 45.9%   | 52.2%   | 48.6%   |
| Math Proficiency                             | 34.6%   | 35.6%   | 35.3%   |
| ELA Growth                                   | 59      | 57      | 62      |
| Math Growth                                  | 54      | 54      | 64      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 50.2%   | 36.3%   |
| Chronic Absenteeism                          | 11.1%   | 11.5%   | 10.6%   |

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



Theodore Roosevelt Elementary School

(17-5240-110)

Grades Offered: PK-06

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

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

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

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

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

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

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

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

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

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

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

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



Theodore Roosevelt Elementary School  
(17-5240-110)  
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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group                               | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---------------------------------------------|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------|
| Schoolwide                                  | Met Target                         | Not Met                             | Exceeds Standard                 | Exceeds Standard                  | Met Target†                                                      | Not Met                                | No                                                                              |
| White                                       | **                                 | **                                  | **                               | **                                | n/a                                                              | Not Met                                | No                                                                              |
| Hispanic                                    | Met Target                         | Not Met                             | Exceeds Standard                 | Exceeds 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         | Met Target                         | Not Met                             | Exceeds Standard                 | Exceeds Standard                  | n/a                                                              | Not Met                                | No                                                                              |
| Students with Disabilities                  | Not Met                            | Not Met                             | Exceeds Standard                 | Not Met                           | 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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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:

- Students from Roosevelt School participated in the Special Olympics Torch Run for Law Enforcement.
- Students in Grades 5 participated in NJPAC's Ballroom Dance classes. They participated in a competition of other fifth grade students from the Union City School District.
- Roosevelt School implemented its first STEM classroom for students in Grades K-6.



### Mission, Vision, Theme:

Theodore Roosevelt Elementary School strives to be the focal point of the academic, emotional and social growth of the students it services. We seek to do so in an inviting, health and peaceful setting. As a part of this commitment, we promise to provide each student an education free of discrimination in a safe and secure environment that is conducive to learning. We strive to be professionals whose goal is to not only educate our children, but to also keep the lines of communication open with their families.



### Awards, Recognition, Accomplishments:

Theodore Roosevelt Elementary School strives to be the focal point of the academic, emotional and social growth of the students it services. In conjunction with Kean University, Roosevelt School initiated a mindfulness project. The overall goals of our mindfulness project were to: help the students become more aware of their feelings and experiences; help them pay better attention to these feelings and experiences and to what is happening in the environment around them; and help them manage different feelings in healthy ways. The students had fun doing a lot of different activities including breathing, exercises, yoga poses, art work and other activities to learn about emotions. They learned strategies such as using a feelings thermometer to help them understand worry and calm-down sandwiches to help when they were feeling frustrated or angry. The Kean team continued working with the group of students through the end of the school year, and all students left the mindfulness prog





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|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath.</div> <div>Courses, Curriculum, Instruction:</div> | <p>The District values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK-12 in which all of the NJSLS are addressed and integrated.</p> |
| <div>A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other.</div> <div>Clubs and Activities:</div>                       | <p>Students in grades 4-6 had the opportunity to participate in our Art Club where they worked to create beautiful murals, representing children's literature in our hallways. Selected students participated in our Technology Club where they learned to write code. All students in Grade 5 had the opportunity to participate in NJPAC's Ballroom Dance program.</p>                                                                                                                                               |



Theodore Roosevelt Elementary School  
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|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Before and After School Programs:</div> | <p>Roosevelt School offered three after school programs for students. Students in Grades 1-6 attended our Extended Day Program for ELA, Math and ESL support. Students in Grades 3-6 participated in our SES programs which supported our NJSLS Readiness Action Plan. Students in Grade 3 and 4 participated in our Family Friendly program where they received help for homework, participated in enrichment activities and went on field trips. Snacks and hot meals were given out for all after-school students.</p> |
|  <div>Staff and Professional Learning:</div>  | <p>Professional Development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and support through hob embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.</p>                                         |



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|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Student Supports and Services:</div>      | <p>Our Support Services Task Force (SSTF) provides intervention and referral services for students who are experiencing academic, social, emotional and medical difficulties. Our school has a life skills program, BASE and other Special Education services. The Bilingual Program enables students to move from their Native Language into English. Certified staff strives to meet all students" needs.</p>                                                                                             |
|  <div>Student Health and Wellness:</div>       | <p>All students are eligible for free breakfast and lunch provided by Chartwell under the Community Eligibility Act. A full student lunch includes a choice of entree supplying protein and grain, two vegetable side dishes, one fruit side dish and a choice of either 1% white and skim chocolate.</p>                                                                                                                                                                                                   |
|  <div>Parent and Community Involvement:</div> | <p>Student success happens when families, students, educators and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship rich environment that is open and flexible, the school"s parent liaison and the Community Relations Director facilitate collaborative family/community activities. Parent workshops and Community Nights connect families to the school and community which in turn supports student learning and success.</p> |



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|                                                                                                              |                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: No N/A</div>                                                                                                                                                                                                                                                                                       |
|  <div>Facilities:</div>     | <div>We are proud of the building we educate your child in. it meets state code with well-equipped rooms for all subjects. Our building just celebrated its 100th birthday, but it is kept in excellent condition by our maintenance department. Our Security Department is vigilant and strives to keep our students safe.</div> |
|  <div>School Safety:</div> | <div>Roosevelt School is fortunate to have a full time SLEO who watches over our faculty and students. We have 6 security guards that circulate through the building during the day. They receive ongoing Professional Development through the UCBOE. Our school routinely practice the State required safety drills.</div>       |



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|                                                                                                                     |                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Technology and STEM:</p>        | <p>Roosevelt School has just entered its second year of its STEM initiative. We have a full time STEM teacher who helps the students explore robotics and coding.</p> |
|  <p>Early Childhood Education:</p> | <p>Roosevelt School has just entered its second year of its STEM initiative. We have a full time STEM teacher who helps the students explore robotics and coding.</p> |



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|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other Information | Roosevelt School leads with a school-based management approach. This enables us to evaluate, asses and design the educational plan to best meet the individual needs of each student. We strive to enhance academic growth, to build on individual strengths, and to create an environment that will ultimately prepare all of our students to meet the educational challenges of the future. Faculty and staff work collaboratively with parents and students in meeting the social, emotional and educational goals of our students. Decisions are made about students based on data; areas of strength and weakness are identified and innovative programs are implemented to inspire students to achieve high levels of success. Parents are welcomed into the school and are encouraged to be in contact with their child"s teacher. |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Thomas A Edison Elementary School**  
(17-5240-070)  
Grades Offered: PK-06  
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:**



Thomas A Edison Elementary School  
(17-5240-070)  
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2018-2019

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School Contact Information

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

| Type           | Contact Information                                                            |
|----------------|--------------------------------------------------------------------------------|
| County         | Hudson                                                                         |
| District       | Union City School District                                                     |
| Principal Name | Mr. Waleed Miqbel                                                              |
| Address        | 507 WEST ST UNION CITY, NJ 07087-2811                                          |
| Phone Number   | 201-348-5965                                                                   |
| Email Address  | <a href="mailto:wmiqbel@union-city.k12.nj.us">wmiqbel@union-city.k12.nj.us</a> |
| Website        | <a href="https://edison.ucboe.us/">https://edison.ucboe.us/</a>                |





Thomas A Edison Elementary School

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| PK    | 43      | 50      | 50      |
| KG    | 153     | 139     | 142     |
| 1     | 150     | 147     | 132     |
| 2     | 143     | 133     | 136     |
| 3     | 176     | 148     | 127     |
| 4     | 168     | 165     | 143     |
| 5     | 145     | 157     | 147     |
| 6     | 132     | 148     | 153     |
| Total | 1,110   | 1,087   | 1,030   |

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

| Student Group                       | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female                              | 48.4%   | 47.0%   | 47.2%   |
| Male                                | 51.6%   | 53.0%   | 52.8%   |
| Economically Disadvantaged Students | 93.6%   | 95.0%   | 94.1%   |
| Students with Disabilities          | 8.2%    | 9.1%    | 10.7%   |
| English Learners                    | 37.0%   | 40.9%   | 45.3%   |
| Homeless Students                   | 0.2%    | 0.0%    | 0.5%    |
| Students in Foster Care             | 0.6%    | 0.1%    | 0.1%    |
| Military-Connected Students         | 0.0%    | 0.1%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 1.1%    | 1.5%    | 1.8%    |
| Hispanic                            | 96.4%   | 96.0%   | 96.6%   |
| Black or African American           | 1.4%    | 1.3%    | 0.9%    |
| Asian                               | 1.1%    | 1.3%    | 0.7%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 43      | 50      | 50      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 153     | 139     | 142     |

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 |
|-----------------|---------------|
| Spanish         | 74.4%         |
| English         | 24.4%         |
| Other Languages | 1.3%          |



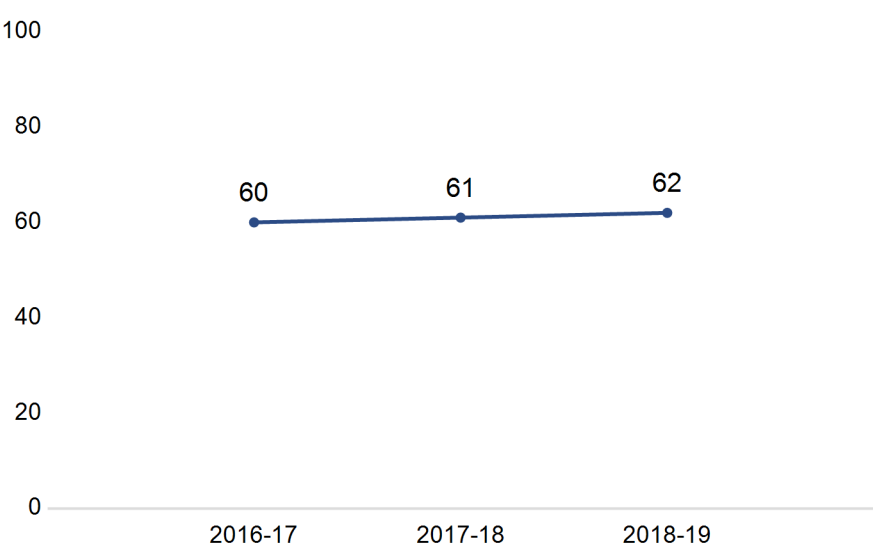
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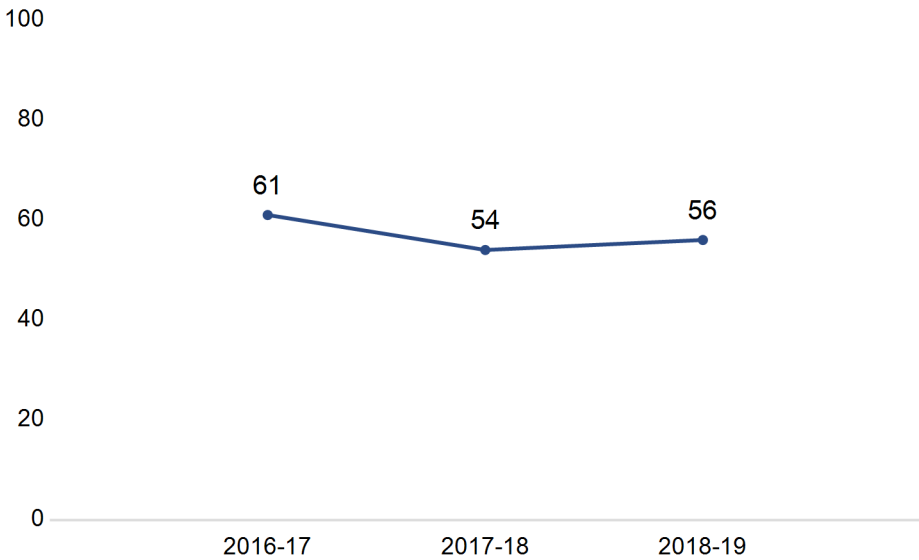
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure                         | 2016-17 ELA      | 2017-18 ELA      | 2018-19 ELA      | 2016-17 Math     | 2017-18 Math | 2018-19 Math |
|---------------------------------------------|------------------|------------------|------------------|------------------|--------------|--------------|
| Median Student Growth Percentile            | 60               | 61               | 62               | 61               | 54           | 56           |
| Met Standard (40-59.5)?                     | Exceeds Standard | Exceeds Standard | Exceeds 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                                  | 62                 | 58                   | 50                    | Exceeds Standard             | 56                  | 52                    | 50                     | Met Standard                  |
| White                                       | *                  | 59.5                 | 50                    | **                           | *                   | 59                    | 52                     | **                            |
| Hispanic                                    | 62                 | 58                   | 49                    | Exceeds Standard             | 56.5                | 52                    | 47                     | Met Standard                  |
| Black or African American                   | *                  | 73                   | 45                    | **                           | *                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | *                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 68.5               | 62                   | 53                    | N                            | 59                  | 53                    | 50                     | N                             |
| Male                                        | 55                 | 53                   | 47                    | N                            | 56                  | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 63                 | 58                   | 48                    | Exceeds Standard             | 56.5                | 52                    | 46                     | Met Standard                  |
| Students with Disabilities                  | 45                 | 44                   | 43                    | Met Standard                 | 32                  | 39                    | 45                     | Not Met                       |
| English Learners                            | 63                 | 58                   | 52                    | Exceeds Standard             | 58                  | 52                    | 50                     | Met Standard                  |
| Homeless Students                           | *                  | *                    | 43                    | N                            | *                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | *                  | *                    | 42                    | N                            | *                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



Thomas A Edison Elementary School  
(17-5240-070)  
Grades Offered: PK-06  
2018-2019

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N No Data is available to display  
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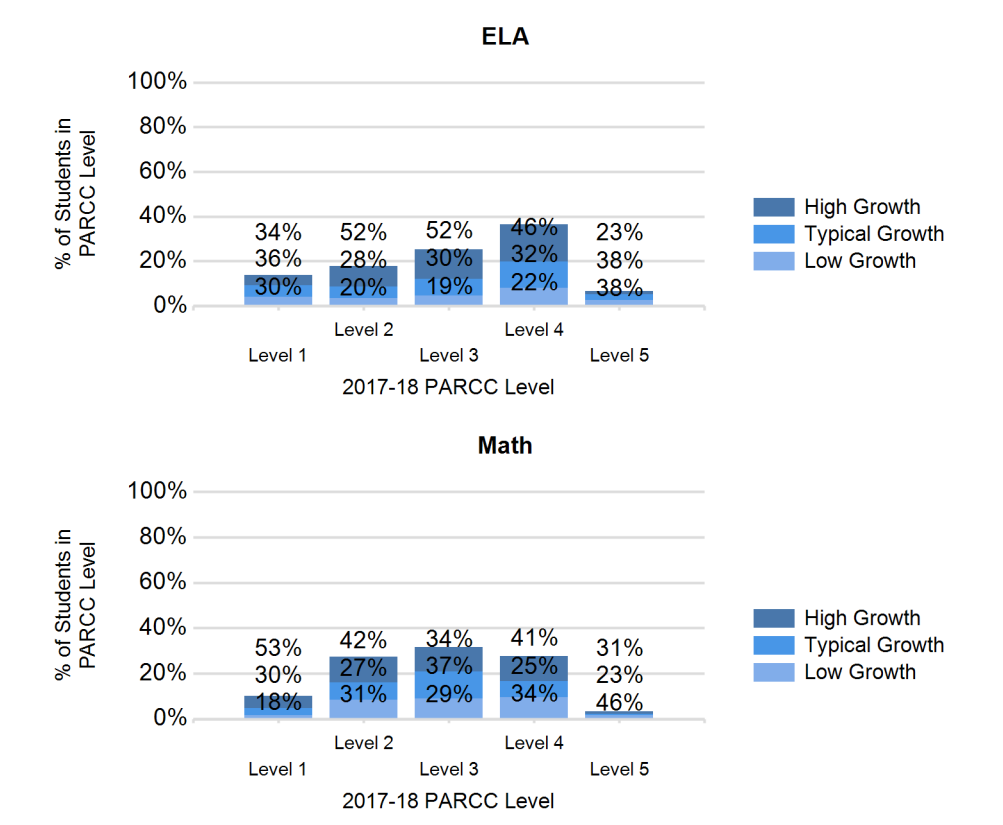
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores 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.

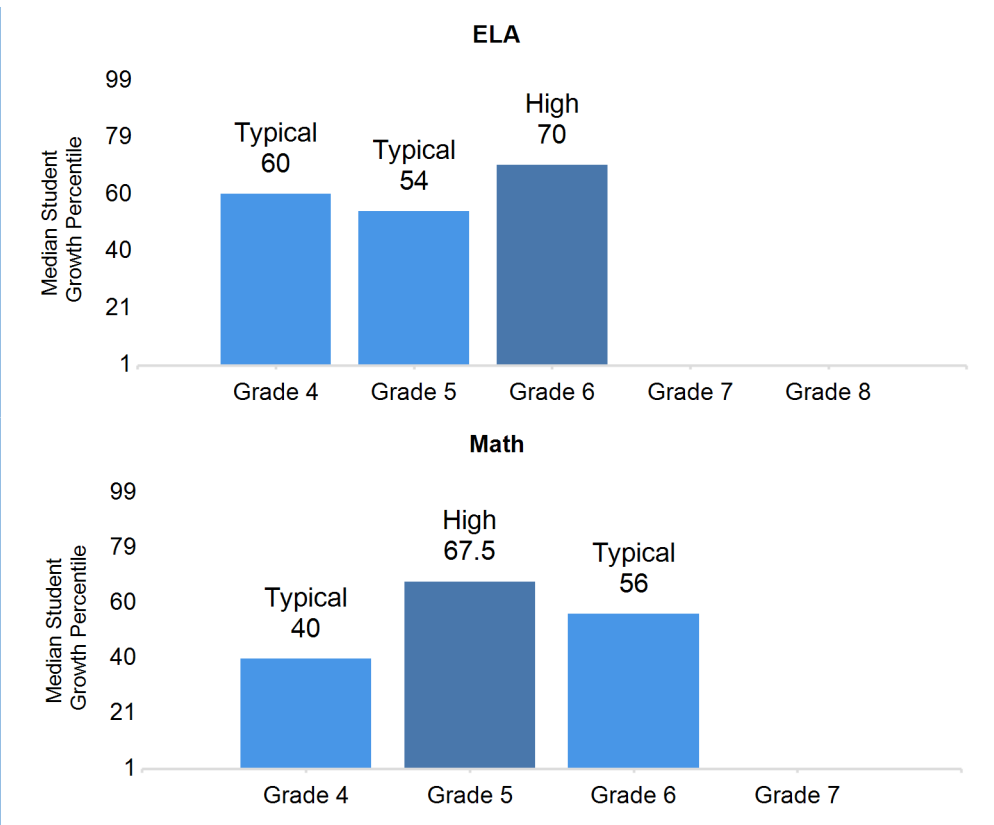
Student Growth by Performance Level

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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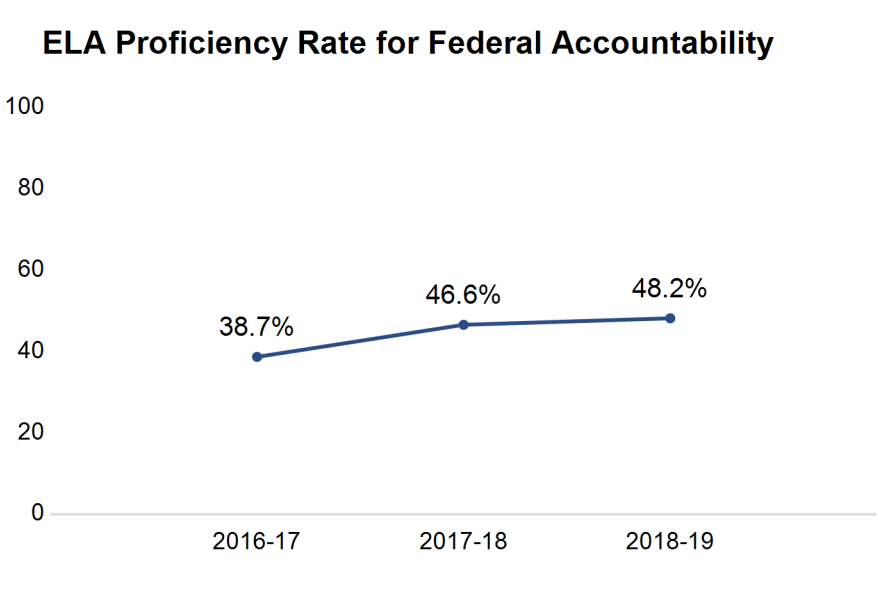
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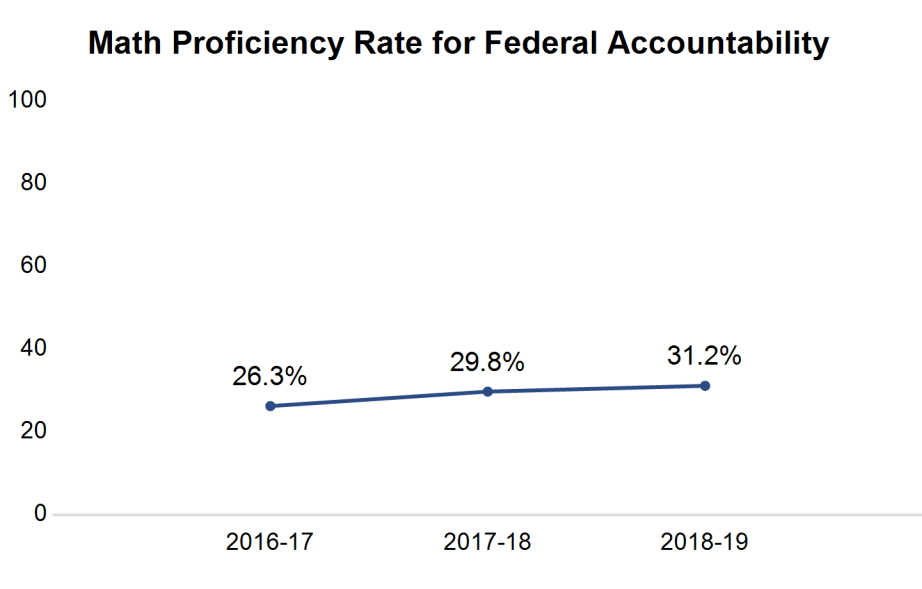
English Language Arts and Mathematics Performance Trends

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                                    | 98.3%       | 98.3%       | 96.5%       | 98.4%        | 98.2%        | 96.5%        |
| Proficiency Rate for Federal Accountability           | 38.7%       | 46.6%       | 48.2%       | 26.3%        | 29.8%        | 31.2%        |
| Annual Target                                         | 36.1%       | 38.4%       | 40.7%       | 26.5%        | 29.3%        | 32.1%        |
| 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                                  | 519          | 96.5                      | 48.2                                           | 54.9                                             | 57.9                                          | 48.2                                        | 40.7                  | Met Target                |
| White                                       | *            | *                         | *                                              | 63.8                                             | 66.9                                          | *                                           | **                    | **                        |
| Hispanic                                    | 504          | 96.4                      | 48.6                                           | 54.4                                             | 43.9                                          | 48.6                                        | 40.7                  | Met Target                |
| Black or African American                   | *            | *                         | *                                              | 53.7                                             | 38.5                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 245          | 97.3                      | 56.3                                           | 61.7                                             | 64.8                                          | 56.3                                        |                       |                           |
| Male                                        | 274          | 95.9                      | 40.9                                           | 48.4                                             | 51.3                                          | 40.9                                        |                       |                           |
| Economically Disadvantaged Students         | 500          | 96.8                      | 47.6                                           | *                                                | 40.0                                          | *                                           | 40.3                  | Met Target                |
| Non-Economically Disadvantaged Students     | 19           | 90.9                      | 63.2                                           | *                                                | 67.9                                          | *                                           |                       |                           |
| Students with Disabilities                  | 44           | 83.9                      | *                                              | 15.2                                             | 22.7                                          | *                                           | 14.8                  | Not Met                   |
| Students without Disabilities               | 475          | 98.0                      | *                                              | 59.4                                             | 65.1                                          | *                                           |                       |                           |
| English Learners                            | 304          | 97.8                      | 40.1                                           | *                                                | 29.3                                          | 40.1                                        | 24.2                  | Met Target                |
| Non-English Learners                        | 215          | 94.8                      | 59.5                                           | *                                                | 60.6                                          | 59.3                                        |                       |                           |
| Homeless Students                           | *            | *                         | *                                              | 50.0                                             | 29.1                                          | *                                           |                       |                           |
| Students In Foster Care                     | *            | *                         | *                                              | 33.3                                             | 27.6                                          | *                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

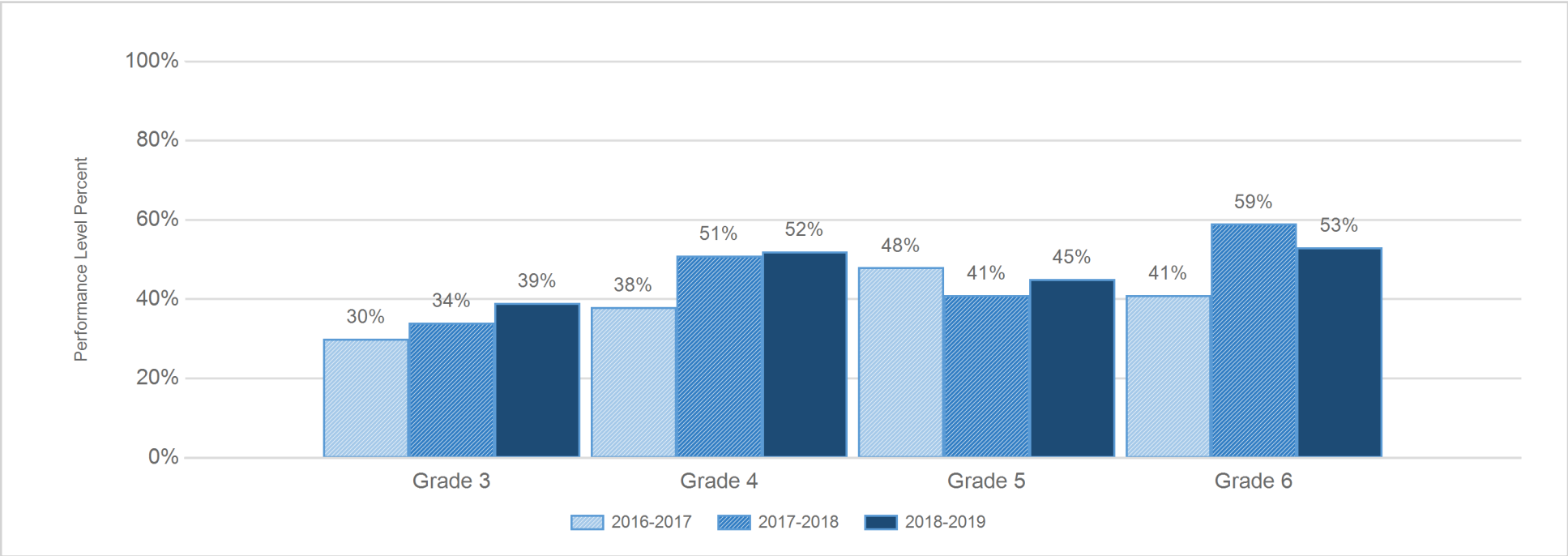


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 119          | 737              | 743                       | 748                    | 18%                                      | 15%                                   | 28%                                | *                           | *                                | 39%                                     | 50%                                           |
| White                                       | *            | *                | 754                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Hispanic                                    | *            | *                | 743                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Black or African American                   | N            | N                | *                         | 731                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 63           | 744              | 749                       | 753                    | *                                        | *                                     | 27%                                | *                           | *                                | 48%                                     | 55%                                           |
| Male                                        | 56           | 729              | 738                       | 743                    | *                                        | *                                     | 29%                                | *                           | *                                | 30%                                     | 46%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 33%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 759                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 61%                                           |
| Students with Disabilities                  | *            | *                | 695                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 24%                                           |
| Students without Disabilities               | *            | *                | 747                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 52           | 725              | 728                       | 713                    | *                                        | *                                     | 33%                                | *                           | *                                | 25%                                     | 17%                                           |
| Non-English Learners                        | 67           | 746              | 753                       | 751                    | *                                        | *                                     | 24%                                | *                           | *                                | 51%                                     | 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                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |





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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 135          | 746              | 753                       | 755                    | 15%                                      | 8%                                    | 25%                                | 40%                         | 12%                              | 52%                                     | 57%                                           |
| White                                       | *            | *                | 766                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Hispanic                                    | 131          | 746              | 752                       | 743                    | 15%                                      | 8%                                    | 25%                                | 40%                         | 11%                              | 52%                                     | 44%                                           |
| Black or African American                   | N            | N                | *                         | 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                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 62           | 750              | 757                       | 760                    | *                                        | *                                     | 26%                                | *                           | *                                | 56%                                     | 62%                                           |
| Male                                        | 73           | 744              | 749                       | 750                    | *                                        | *                                     | 25%                                | *                           | *                                | 48%                                     | 53%                                           |
| Economically Disadvantaged Students         | *            | *                | 750                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 40%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 779                       | 765                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 69%                                           |
| Students with Disabilities                  | 16           | 702              | 710                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | 119          | 753              | 756                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 39           | 724              | *                         | 720                    | *                                        | *                                     | 38%                                | *                           | *                                | 23%                                     | 17%                                           |
| Non-English Learners                        | 96           | 756              | *                         | 758                    | *                                        | *                                     | 20%                                | *                           | *                                | 64%                                     | 60%                                           |
| Homeless Students                           | *            | *                | *                         | 730                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



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English Language Arts Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 139          | 744              | 749                       | 756                    | 13%                                      | 17%                                   | 25%                                | 35%                         | 9%                               | 45%                                     | 58%                                           |
| White                                       | *            | *                | 761                       | 764                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 68%                                           |
| Hispanic                                    | 135          | 744              | *                         | 743                    | 13%                                      | 18%                                   | 24%                                | 36%                         | 9%                               | 45%                                     | 44%                                           |
| Black or African American                   | *            | *                | *                         | 739                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 38%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 781                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Two or More Races                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 63           | 751              | 755                       | 761                    | *                                        | 21%                                   | *                                  | *                           | *                                | 51%                                     | 64%                                           |
| Male                                        | 76           | 738              | 743                       | 750                    | *                                        | 14%                                   | *                                  | *                           | *                                | 39%                                     | 52%                                           |
| Economically Disadvantaged Students         | *            | *                | 748                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 39%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 762                       | 766                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 69%                                           |
| Students with Disabilities                  | *            | *                | 702                       | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students without Disabilities               | *            | *                | 753                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| English Learners                            | 51           | 723              | *                         | 713                    | *                                        | *                                     | 27%                                | 22%                         | 0%                               | 22%                                     | 11%                                           |
| Non-English Learners                        | 88           | 756              | *                         | 758                    | *                                        | *                                     | 24%                                | 43%                         | 15%                              | 58%                                     | 60%                                           |
| Homeless Students                           | *            | *                | *                         | 730                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 29%                                           |
| Students in Foster Care                     | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |



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English Language Arts Assessment - Performance by Grade: Grade 6

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 137          | 753              | 756                       | 754                    | 9%                                       | 14%                                   | 25%                                | 35%                         | 18%                              | 53%                                     | 56%                                           |
| White                                       | *            | *                | 763                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| Hispanic                                    | 130          | 752              | 755                       | 743                    | 9%                                       | 14%                                   | 23%                                | 37%                         | 17%                              | 54%                                     | 43%                                           |
| Black or African American                   | *            | *                | 759                       | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 36%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 780                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 751                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Two or More Races                           | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 63           | 763              | 765                       | 762                    | *                                        | *                                     | 17%                                | *                           | *                                | 65%                                     | 64%                                           |
| Male                                        | 74           | 744              | 747                       | 748                    | *                                        | *                                     | 31%                                | *                           | *                                | 42%                                     | 48%                                           |
| Economically Disadvantaged Students         | *            | *                | 754                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 39%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 776                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Students with Disabilities                  | 13           | 698              | 709                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | 124          | 758              | 761                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 19           | 721              | 717                       | 710                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 118          | 758              | 761                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |
| Students in Foster Care                     | N            | N                | *                         | 726                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 54%                                           |
| Migrant Students                            | N            | N                | N                         | 721                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |



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### Mathematics Assessment - Participation and Performance

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

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 532          | 96.5                      | 31.2                                                    | 34.6                                                      | 44.5                                                   | 31.2                                              | 32.1                     | Met Target†                  |
| White                                       | *            | *                         | *                                                       | 39.8                                                      | 54.1                                                   | *                                                 | **                       | **                           |
| Hispanic                                    | 517          | 96.4                      | 31.1                                                    | 34.1                                                      | 28.8                                                   | 31.1                                              | 31.1                     | Met Target                   |
| Black or African American                   | *            | *                         | *                                                       | 37.0                                                      | 23.0                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 69.5                                                      | 76.5                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 253          | 97.4                      | 30.8                                                    | 35.2                                                      | 44.9                                                   | 30.8                                              |                          |                              |
| Male                                        | 279          | 95.7                      | 31.5                                                    | 34.1                                                      | 44.2                                                   | 31.5                                              |                          |                              |
| Economically Disadvantaged Students         | 513          | 96.7                      | 30.8                                                    | *                                                         | 26.3                                                   | *                                                 | 31.5                     | Met Target†                  |
| Non-Economically Disadvantaged Students     | 19           | 90.9                      | 42.1                                                    | *                                                         | 54.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | 44           | 83.9                      | 15.9                                                    | *                                                         | 17.4                                                   | 13.9                                              | 21.9                     | Met Target†                  |
| Students without Disabilities               | 488          | 97.9                      | 32.6                                                    | *                                                         | 50.0                                                   | 32.6                                              |                          |                              |
| English Learners                            | 317          | 97.6                      | 26.5                                                    | *                                                         | 25.0                                                   | 26.5                                              | 22                       | Met Target                   |
| Non-English Learners                        | 215          | 94.8                      | 38.1                                                    | *                                                         | 46.5                                                   | 38.0                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 18.8                                                      | 17.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | *            | *                         | *                                                       | 16.7                                                      | 17.1                                                   | *                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

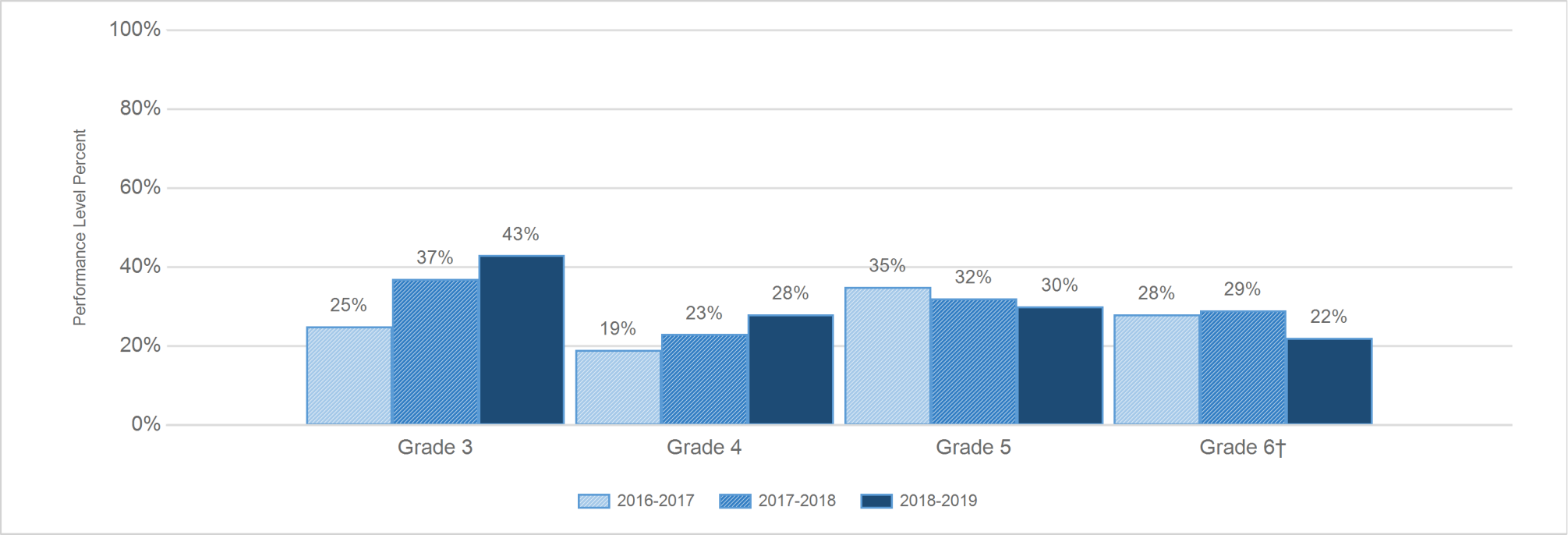


Thomas A Edison Elementary School  
(17-5240-070)  
Grades Offered: PK-06  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 123          | 746              | 747                       | 752                    | *                                        | 20%                                   | 31%                                | *                           | *                                | 43%                                     | 55%                                           |
| White                                       | *            | *                | 751                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 66%                                           |
| Hispanic                                    | *            | *                | 747                       | 739                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 40%                                           |
| Black or African American                   | N            | N                | *                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 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                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 65           | 746              | 747                       | 751                    | *                                        | 20%                                   | 31%                                | *                           | *                                | 42%                                     | 54%                                           |
| Male                                        | 58           | 745              | 747                       | 752                    | *                                        | 19%                                   | 31%                                | *                           | *                                | 45%                                     | 56%                                           |
| Economically Disadvantaged Students         | *            | *                | 746                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 37%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 754                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Students with Disabilities                  | *            | *                | 724                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 31%                                           |
| Students without Disabilities               | *            | *                | 749                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| English Learners                            | 56           | 735              | 740                       | 728                    | *                                        | *                                     | *                                  | 34%                         | 0%                               | 34%                                     | 26%                                           |
| Non-English Learners                        | 67           | 754              | 752                       | 754                    | *                                        | *                                     | *                                  | 36%                         | 15%                              | 51%                                     | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |



Thomas A Edison Elementary School

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 140          | 733              | 743                       | 749                    | 14%                                      | 25%                                   | 33%                                | *                           | *                                | 28%                                     | 51%                                           |
| White                                       | *            | *                | 759                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Hispanic                                    | 136          | 733              | 742                       | 737                    | 15%                                      | 24%                                   | 33%                                | *                           | *                                | 28%                                     | 36%                                           |
| Black or African American                   | N            | N                | *                         | 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                           | N            | N                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 65           | 733              | 743                       | 749                    | *                                        | 22%                                   | 38%                                | *                           | *                                | 26%                                     | 50%                                           |
| Male                                        | 75           | 734              | 743                       | 749                    | *                                        | 28%                                   | 28%                                | *                           | *                                | 29%                                     | 52%                                           |
| Economically Disadvantaged Students         | *            | *                | 741                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 32%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 764                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 63%                                           |
| Students with Disabilities                  | 16           | 714              | 720                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | 124          | 736              | 745                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 44           | 716              | *                         | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 18%                                           |
| Non-English Learners                        | 96           | 741              | *                         | 751                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 54%                                           |
| Homeless Students                           | *            | *                | *                         | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students in Foster Care                     | N            | N                | N                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



Thomas A Edison Elementary School

(17-5240-070)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 144          | 737              | 737                       | 747                    | *                                        | 32%                                   | 33%                                | *                           | *                                | 30%                                     | 47%                                           |
| White                                       | *            | *                | 747                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 58%                                           |
| Hispanic                                    | 140          | 737              | *                         | 735                    | *                                        | 33%                                   | 32%                                | *                           | *                                | 29%                                     | 30%                                           |
| Black or African American                   | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 775                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Female                                      | 66           | 737              | 737                       | 747                    | *                                        | 32%                                   | 29%                                | *                           | *                                | 32%                                     | 47%                                           |
| Male                                        | 78           | 737              | 736                       | 747                    | *                                        | 32%                                   | 36%                                | *                           | *                                | 28%                                     | 47%                                           |
| Economically Disadvantaged Students         | *            | *                | 736                       | 732                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 27%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 745                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 59%                                           |
| Students with Disabilities                  | *            | *                | 713                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | *            | *                | 739                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 52%                                           |
| English Learners                            | 56           | 722              | *                         | 718                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Non-English Learners                        | 88           | 746              | *                         | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 49%                                           |
| Homeless Students                           | *            | *                | *                         | 723                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 17%                                           |
| Students in Foster Care                     | *            | *                | *                         | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 14%                                           |
| Military-Connected Students                 | N            | N                | N                         | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 50%                                           |
| Migrant Students                            | N            | N                | N                         | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |





**Thomas A Edison Elementary School**  
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2018-2019

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

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| <b>Schoolwide</b>                           | 143          | 728              | 735                       | 741                    | 15%                                      | 31%                                   | 31%                                | *                           | *                                | 22%                                     | 41%                                           |
| White                                       | *            | *                | 746                       | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 51%                                           |
| Hispanic                                    | 136          | 728              | 734                       | 729                    | 15%                                      | 30%                                   | 33%                                | *                           | *                                | 21%                                     | 24%                                           |
| Black or African American                   | *            | *                | 724                       | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | *                         | 738                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 37%                                           |
| Two or More Races                           | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 48%                                           |
| Female                                      | 66           | 729              | 736                       | 742                    | *                                        | 35%                                   | 33%                                | *                           | *                                | 20%                                     | 42%                                           |
| Male                                        | 77           | 727              | 733                       | 740                    | *                                        | 29%                                   | 30%                                | *                           | *                                | 25%                                     | 40%                                           |
| Economically Disadvantaged Students         | *            | *                | 733                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 21%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 748                       | 750                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 53%                                           |
| Students with Disabilities                  | 13           | 703              | 709                       | 716                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Students without Disabilities               | 130          | 731              | 737                       | 746                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 46%                                           |
| English Learners                            | 25           | 712              | 713                       | 709                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 118          | 732              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students in Foster Care                     | N            | N                | *                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |



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DLM Alternate Assessment - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | N                         | N                          |
| 4     | N                         | N                          |
| 5     | N                         | N                          |
| 6     | 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 | 36.7%                                                             | 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               | 112               | *                                       | *                                              |
| 3-4               | 157               | *                                       | *                                              |
| 5 or more         | 161               | *                                       | *                                              |



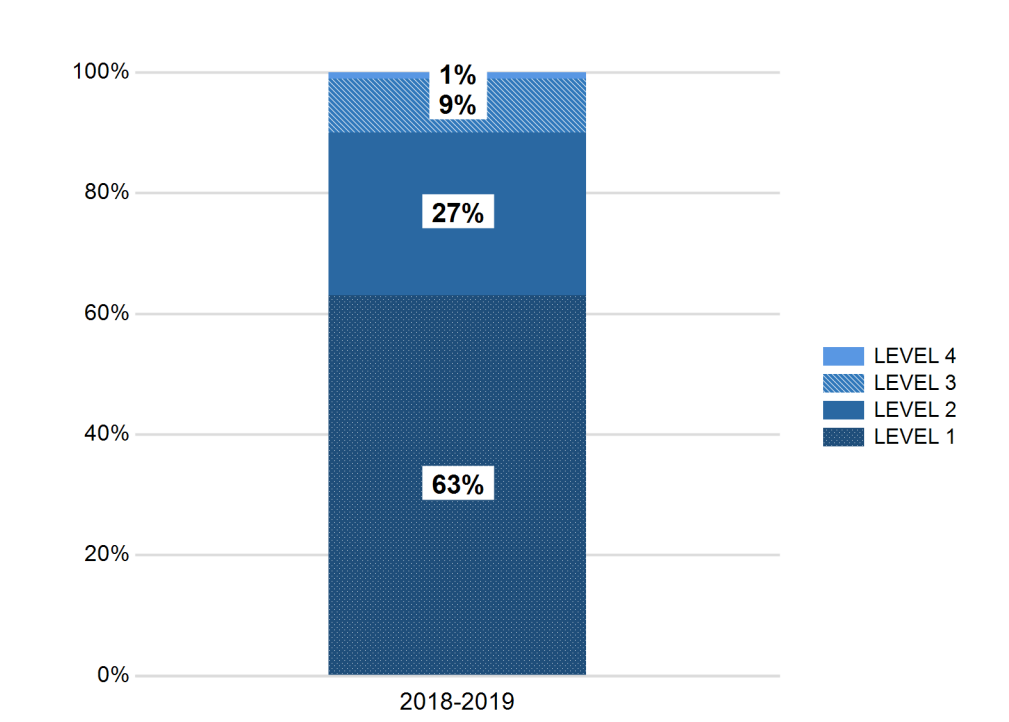
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------------------------------------|-----------|-----------|-----------|-----------|
| Schoolwide                                  | 63        | 27        | 9         | 1         |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 62        | 28        | 9         | 1         |
| Black or African American                   | *         | *         | *         | *         |
| Asian, Native Hawaiian, or Pacific Islander | N         | N         | N         | N         |
| American Indian or Alaska Native            | N         | N         | N         | N         |
| Two or More Races                           | N         | N         | N         | N         |
| Female                                      | 61        | 26        | 11        | 3         |
| Male                                        | 64        | 28        | 8         | 0         |
| Economically Disadvantaged Students         | *         | *         | *         | *         |
| Non-Economically Disadvantaged Students     | *         | *         | *         | *         |
| Students with Disabilities                  | *         | *         | *         | *         |
| Students without Disabilities               | *         | *         | *         | *         |
| English Learners                            | 88        | 11        | 2         | 0         |
| Non-English Learners                        | 46        | 38        | 14        | 2         |
| Homeless Students                           | *         | *         | *         | *         |
| Students in Foster Care                     | *         | *         | *         | *         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |



Thomas A Edison Elementary School

(17-5240-070)

Grades Offered: PK-06

2018-2019

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

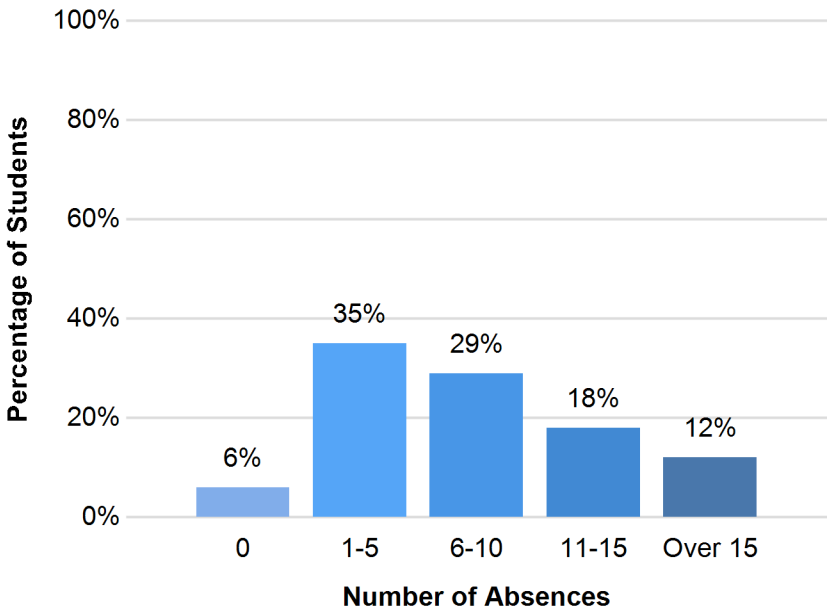
Chronic Absenteeism

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                          | 90                                    | 9.2                                    | 8.8           | Not Met            |
| White                               | 3                                     | 16.7                                   | **            | **                 |
| Hispanic                            | 86                                    | 9.1                                    | 8.8           | Not Met            |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 41                                    | 8.8                                    |               |                    |
| Male                                | 49                                    | 9.6                                    |               |                    |
| Economically Disadvantaged Students | 87                                    | 9.4                                    | 8.8           | Not Met            |
| Students with Disabilities          | 17                                    | 18.9                                   | 8.8           | Not Met            |
| English Learners                    | 33                                    | 7.6                                    | 8.8           | Met                |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

Days Absent

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





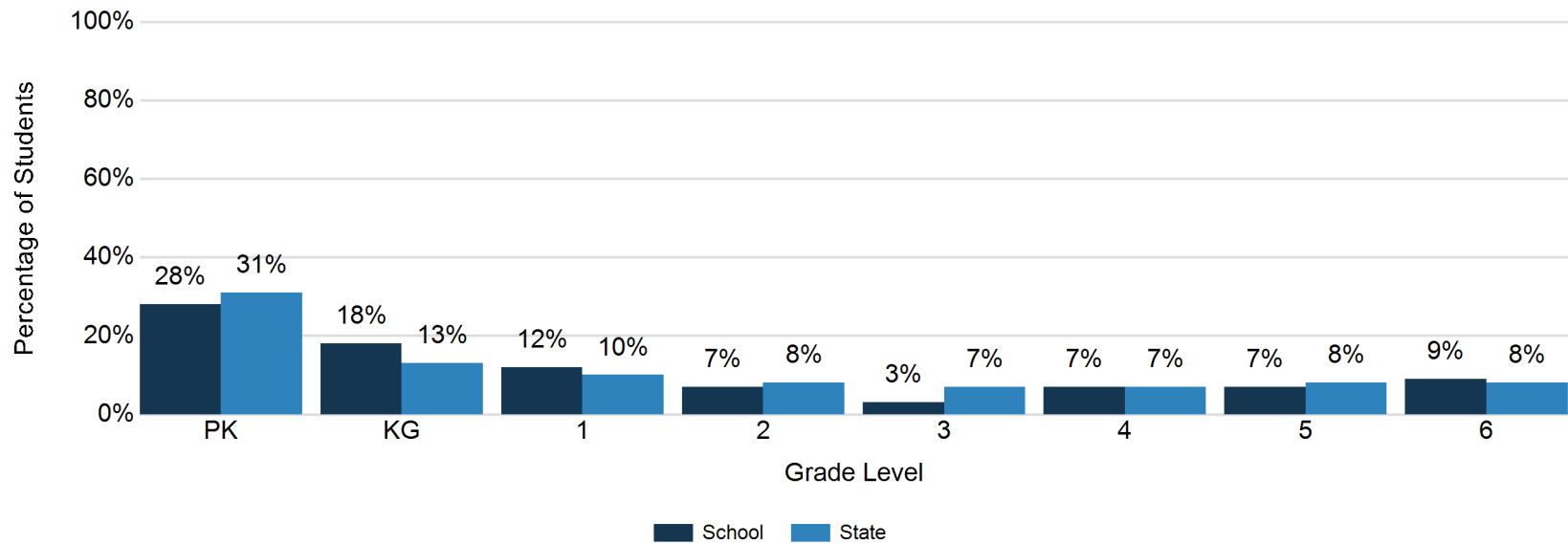
Thomas A Edison Elementary School  
(17-5240-070)  
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2018-2019

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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                                 | 20                  |
| Weapons                                  | 2                   |
| Vandalism                                | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 2                   |
| Total Unique Incidents                   | 24                  |
| Incidents Per 100 Students Enrolled      | 2.33                |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race                            | 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           | 2             | 2                        |
| No Identified Nature            | 0           |               | 0                        |

Police Notifications

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

| Incident Type                            | Incidents Reported to Police |
|------------------------------------------|------------------------------|
| Violence                                 | 0                            |
| Weapons                                  | 2                            |
| Vandalism                                | 0                            |
| Substances                               | 0                            |
| 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              | 0                  | 0.0%                |
| Out-of-School Suspensions          | 27                 | 2.6%                |
| Any Suspension                     | 27                 | 2.6%                |
| Removal to other education program | 0                  | 0.0%                |
| Expulsion                          | 0                  | 0.0%                |
| Arrest                             | 0                  | 0.0%                |

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| 77                                                  |



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School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

| Category                                                               | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers                                               | 79                 | 118,214           |
| Average years experience in public schools                             | 12.0               | 12.1              |
| Average years experience in district                                   | 11.7               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 79.7%              | 75.3%             |

Administrators – Experience (District Level)

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

| Category                                                                     | Admin. in District | Admin. in State |
|------------------------------------------------------------------------------|--------------------|-----------------|
| Total Number of administrators                                               | 72                 | 9,530           |
| Average years experience in public schools                                   | 23.6               | 16.0            |
| Average years experience in district                                         | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 98.6%              | 76.9%           |

Student and Staff Ratios

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

| Ratio                                    | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers                     | 13:1         | 16:1           |
| Students to Administrators               | 206:1        | 191:1          |
| Teachers to Administrators               | 16:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 13716:1        |
| Students to Nurses                       |              | 762:1          |
| Students to Counselors                   |              | 914:1          |
| Students to Child Study Team Members     |              | 232:1          |





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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                              | 47.2%              | 82.3%              | 40.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 52.8%              | 17.7%              | 60.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 1.8%               | 48.1%              | 60.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 96.6%              | 49.4%              | 40.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 0.9%               | 2.5%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 0.7%               | 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                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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**Teachers:** All classroom teachers

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

Teachers and Administrators - Level of Education

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

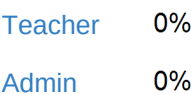
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 92.5%          |



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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                                    | Targeted Support and Improvement    |
| Category of Identification                                        | Low Performing Student Group (ATSI) |
| Year Eligible to Exit Status                                      | 2022                                |
| 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                  | Low Performing Student Group (ATSI) |
| 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                              | 38.7%   | 46.6%   | 48.2%   |
| Math Proficiency                             | 26.3%   | 29.8%   | 31.2%   |
| ELA Growth                                   | 60      | 61      | 62      |
| Math Growth                                  | 61      | 54      | 56      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 51.6%   | 36.7%   |
| Chronic Absenteeism                          | 7.2%    | 8.6%    | 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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group                               | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---------------------------------------------|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------|
| Schoolwide                                  | Met Target                         | Met Target†                         | Exceeds Standard                 | Met Standard                      | Met Target†                                                      | Not Met                                | No                                                                              |
| White                                       | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Hispanic                                    | Met Target                         | Met Target                          | Exceeds 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         | Met Target                         | Met Target†                         | Exceeds Standard                 | Met Standard                      | n/a                                                              | Not Met                                | No                                                                              |
| Students with Disabilities                  | Not Met                            | Met Target†                         | Met Standard                     | Not Met                           | n/a                                                              | Not Met                                | No                                                                              |
| English Learners                            | Met Target                         | Met Target                          | Exceeds Standard                 | Met Standard                      | Met Standard                                                     | Met                                    | No                                                                              |

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



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## School Narrative

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



### Highlights:

- STEM integration throughout all curricula, which has been facilitated with state of the art equipment.
- Extracurricular activity Choir perform at LSC.
- NJPAC, Edison school has partnered with NJPAC who will be providing us with 5 artists-in-residency.



### Mission, Vision, Theme:

The mission of Edison School is to provide positive educational and social experiences that ensure the success of every child. Children with varied learning abilities or multiple intelligences, children with special needs, and/or English Language Learners require a school program that is based on their unique developmental needs.



### Awards, Recognition, Accomplishments:

NJPAC Ballroom dance Silver medalists Bike Safety Bronze Award Special Olympics several individual awards





Thomas A Edison Elementary School  
(17-5240-070)  
Grades Offered: PK-06  
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.

|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Courses, Curriculum, Instruction:</div> </div> | <p>The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLs are addressed and integrated.</p> |
| <div>  <div>Sports and Athletics:</div> </div>            | <p>Sports Offered: Bowling (Boys &amp; Girls)</p> <p>Students participate in Special Olympics bowling and track and field. Students include girls and boys.</p>                                                                                                                                                                                                                                                                                                                                                         |
| <div>  <div>Clubs and Activities:</div> </div>           | <p>Students who regularly participated in after-school programs surpassed their peers in academic performance. They also exhibited notable improvements in work habits and behavior. Edison School offers the following clubs -Art club,Service Squad,Special Olympics, Extended day, and Miads.</p>                                                                                                                                                                                                                    |



Thomas A Edison Elementary School  
(17-5240-070)  
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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Before and After School Programs:</div> </div> | <p>Breakfast program - Children who eat a good breakfast tend to perform better in school, have better attendance, and exhibit fewer behavior problems.Parent /student science center trips - Researchers have evidence for the positive effects of parent involvement on families, students, and school when schools and parents continuously support and encourage the children"s learning and development. Extended day programs are offered to support student growth and achievement. Extended day programs are offered to students in grades 3-6 after school and on Saturdays. The program is well received by students and parents.</p> |
| <div>  <div>Staff and Professional Learning:</div> </div>  | <p>Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.</p>                                                                                                                                                             |



Thomas A Edison Elementary School  
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|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Student Supports and Services:</div>      | <p>Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relations director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.</p>                                                                                                                                                                                                                                                |
|  <div>Student Health and Wellness:</div>       | <p>All students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A full students lunch includes a choice of entree supplying protein and a grain, 2 vegetable side dishes, one fruit side dish, and a choice of milk. Milk choices include 1% white and skim chocolate. Parents notify us if a child has a food related allergies or medical condition.</p>                                                                                                                                                                                                                                                                                                                                                   |
|  <div>Parent and Community Involvement:</div> | <p>Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relations director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance department and our security staff keeps our students safe.school and community that support student learning and success.</p> |



Thomas A Edison Elementary School  
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School Narrative

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|                                                                                                              |                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: No; Who is surveyed: Parents Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community.</p>                                                                                                                                    |
|  <div>Facilities:</div>     | <p>We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance department and our security staff keeps our students safe.</p>                                                                   |
|  <div>School Safety:</div> | <p>Edison School continues to provide a safe environment for all students, faculty and staff. Bi-monthly drills are conducted to provide practice with fire drills, intruder alerts, evacuations and lockdowns. UCBOE facilities department works closely with school administration to oversee all safety concerns.</p> |



Thomas A Edison Elementary School

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|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div> </div> <div>Technology and STEM:</div>       | <p>Students were closely with a stem teacher to harvest food in the Edison School Hydroponics lab. teachers also receive professional development utilizing Dash &amp; Dots and irobot. All classrooms are provided with either a laptop chart or an ipad chart and our first and second grade classrooms all have three desktop computers. Edison School has three technology labs which house 25-30 computers each. All students receive technology instruction each week.</p>                                                                                                                                                                                                                                                                                     |
| <div> </div> <div>Early Childhood Education:</div> | <p>Union City"s early childhood education programs address the needs of the whole child. Such programs are organized to support the social, emotional and intellectual development of young children and are provided in a nurturing and secure environment. Children"s learning is best achieved through the use of hands-on activities, both planned and spontaneous, individually or in small groups of children. In addition, successful early childhood education programs build strong home-school and community relationships that support children"s development. Edison School currently has 4 preschool/preK class and 9 Kindergarten classes. Union City Master Teachers provide ongoing support to all of our early childhood teachers and students.</p> |



**Union City High School**  
 (17-5240-055)  
 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:**



Union City High School  
(17-5240-055)  
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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         | Hudson                                                                       |
| District       | Union City School District                                                   |
| Principal Name | Mr. Ryan Lewis                                                               |
| Address        | 2500 Kennedy Blvd Union City, NJ 07087                                       |
| Phone Number   | 201-330-8678                                                                 |
| Email Address  | <a href="mailto:rlewis@union-city.k12.nj.us">rlewis@union-city.k12.nj.us</a> |
| Website        | <a href="https://uchs.ucboe.us/">https://uchs.ucboe.us/</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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 9     | 310     | 281     | 249     |
| 10    | 935     | 904     | 892     |
| 11    | 844     | 855     | 870     |
| 12    | 788     | 833     | 869     |
| Total | 2,877   | 2,873   | 2,880   |

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                              | 46.9%   | 46.5%   | 47.2%   |
| Male                                | 53.1%   | 53.5%   | 52.8%   |
| Economically Disadvantaged Students | 85.8%   | 86.4%   | 87.6%   |
| Students with Disabilities          | 12.3%   | 12.7%   | 12.4%   |
| English Learners                    | 18.7%   | 18.0%   | 18.0%   |
| Homeless Students                   | 0.1%    | 0.1%    | 0.1%    |
| Students in Foster Care             | 0.2%    | 0.4%    | 0.2%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 1.5%    | 1.9%    | 1.8%    |
| Hispanic                            | 96.3%   | 95.9%   | 95.9%   |
| Black or African American           | 0.9%    | 1.0%    | 0.9%    |
| Asian                               | 1.3%    | 1.1%    | 1.3%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

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   | 2,877   | 2,873   | 2,880   |
| Shared Time Students | 0       | 0       | 0       |
| Full Time Equivalent | 2,877   | 2,873   | 2,880   |

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 |
|-----------------|---------------|
| Spanish         | 79.3%         |
| English         | 18.6%         |
| Other Languages | 2.0%          |



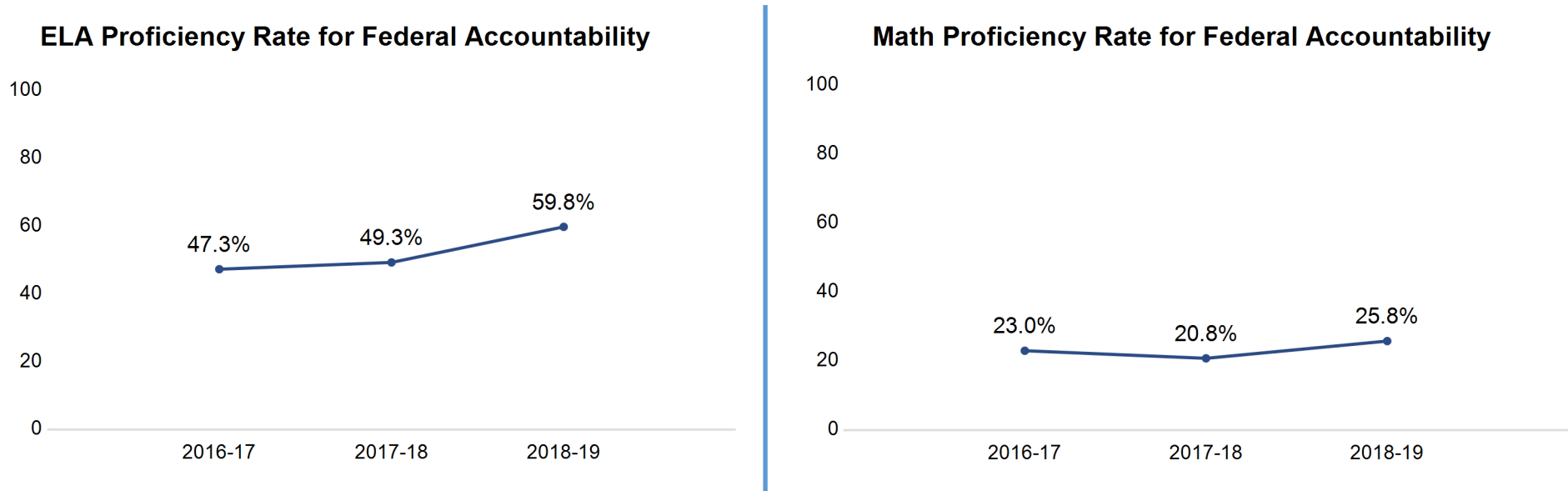


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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate                                    | 95.9%       | 93.8%       | 89.9%       | 94.9%        | 91.1%        | 90.2%        |
| Proficiency Rate for Federal Accountability           | 47.3%       | 49.3%       | 59.8%       | 23.0%        | 20.8%        | 25.8%        |
| Annual Target                                         | 50.6%       | 52.2%       | 53.7%       | 26.3%        | 29.2%        | 32.0%        |
| Met Annual Target?                                    | Not Met     | Not Met     | 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                                  | 1019         | 89.9                      | 61.5                                           | 54.9                                             | 57.9                                          | 59.8                                        | 53.7                  | Met Target                |
| White                                       | 22           | 100.0                     | 63.6                                           | 63.8                                             | 66.9                                          | 63.6                                        | 62.2                  | Met Target                |
| Hispanic                                    | 972          | 89.4                      | 61.0                                           | 54.4                                             | 43.9                                          | 59.1                                        | 53.3                  | Met Target                |
| Black or African American                   | *            | *                         | *                                              | 53.7                                             | 38.5                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 496          | 92.1                      | 71.4                                           | 61.7                                             | 64.8                                          | 71.1                                        |                       |                           |
| Male                                        | 523          | 87.9                      | 52.2                                           | 48.4                                             | 51.3                                          | 49.5                                        |                       |                           |
| Economically Disadvantaged Students         | 900          | 88.9                      | 58.9                                           | *                                                | 40.0                                          | 56.7                                        | 52.4                  | Met Target                |
| Non-Economically Disadvantaged Students     | 119          | 98.4                      | 81.5                                           | *                                                | 67.9                                          | 81.5                                        |                       |                           |
| Students with Disabilities                  | 131          | 97.8                      | 19.1                                           | 15.2                                             | 22.7                                          | 19.1                                        | 22.9                  | Met Target†               |
| Students without Disabilities               | 888          | 88.8                      | 67.8                                           | 59.4                                             | 65.1                                          | 65.3                                        |                       |                           |
| English Learners                            | 194          | 99.0                      | 26.8                                           | *                                                | 29.3                                          | 26.8                                        | 19.3                  | Met Target                |
| Non-English Learners                        | 825          | 88.0                      | 69.7                                           | *                                                | 60.6                                          | 66.6                                        |                       |                           |
| Homeless Students                           | *            | *                         | *                                              | 50.0                                             | 29.1                                          | *                                           |                       |                           |
| Students In Foster Care                     | *            | *                         | *                                              | 33.3                                             | 27.6                                          | *                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

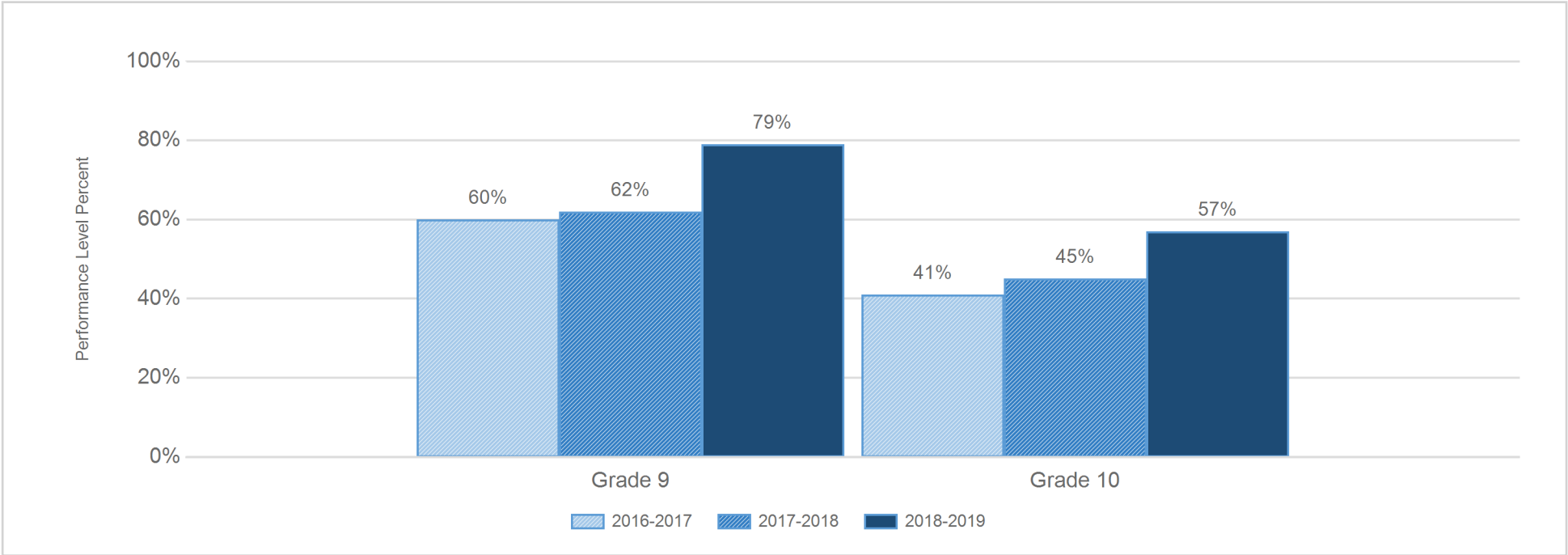


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English Language Arts Assessment - Performance Trends

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





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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>                           | 205          | 765              | 736                       | 753                    | 16%                                      | *                                     | *                                  | 44%                         | 35%                              | 79%                                     | 56%                                           |
| White                                       | *            | *                | *                         | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| Hispanic                                    | 190          | 763              | 735                       | 737                    | 17%                                      | *                                     | *                                  | 45%                         | 33%                              | 78%                                     | 40%                                           |
| Black or African American                   | *            | *                | *                         | 732                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 761                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 63%                                           |
| Female                                      | 127          | 781              | 746                       | 760                    | *                                        | *                                     | *                                  | 51%                         | 40%                              | 91%                                     | 63%                                           |
| Male                                        | 78           | 740              | 727                       | 746                    | *                                        | *                                     | *                                  | 33%                         | 26%                              | 59%                                     | 49%                                           |
| Economically Disadvantaged Students         | 170          | 760              | 735                       | 734                    | *                                        | *                                     | *                                  | 44%                         | 32%                              | 76%                                     | 36%                                           |
| Non-Economically Disadvantaged Students     | 35           | 791              | 756                       | 762                    | *                                        | *                                     | *                                  | 46%                         | 49%                              | 94%                                     | 65%                                           |
| Students with Disabilities                  | 10           | 660              | 702                       | 717                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 17%                                           |
| Students without Disabilities               | 195          | 771              | 741                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 63%                                           |
| English Learners                            | 24           | 670              | 681                       | 693                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 181          | 778              | 747                       | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 720                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 21%                                           |
| Students in Foster Care                     | *            | *                | *                         | 721                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 22%                                           |
| Military-Connected Students                 | N            | N                | N                         | 755                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 715                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 814          | 753              | 753                       | 757                    | 15%                                      | 12%                                   | 16%                                | 37%                         | 20%                              | 57%                                     | 58%                                           |
| White                                       | 16           | 764              | 764                       | 767                    | *                                        | *                                     | *                                  | *                           | *                                | 56%                                     | 67%                                           |
| Hispanic                                    | 782          | 752              | 752                       | 738                    | 16%                                      | 11%                                   | 16%                                | 37%                         | 20%                              | 57%                                     | 43%                                           |
| Black or African American                   | *            | *                | *                         | 733                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 766                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 370          | 760              | 760                       | 766                    | 12%                                      | 10%                                   | 13%                                | 40%                         | 25%                              | 65%                                     | 66%                                           |
| Male                                        | 444          | 746              | 746                       | 749                    | 19%                                      | 13%                                   | 18%                                | 35%                         | 16%                              | 51%                                     | 51%                                           |
| Economically Disadvantaged Students         | 728          | 751              | 751                       | 735                    | *                                        | *                                     | 16%                                | 36%                         | 19%                              | 55%                                     | 40%                                           |
| Non-Economically Disadvantaged Students     | 86           | 769              | 769                       | 767                    | *                                        | *                                     | 14%                                | 45%                         | 28%                              | 73%                                     | 67%                                           |
| Students with Disabilities                  | 112          | 711              | 711                       | 711                    | 41%                                      | 22%                                   | 18%                                | *                           | *                                | 19%                                     | 19%                                           |
| Students without Disabilities               | 702          | 759              | 759                       | 765                    | 11%                                      | 10%                                   | 15%                                | *                           | *                                | 64%                                     | 65%                                           |
| English Learners                            | 123          | 706              | 706                       | 687                    | 48%                                      | 21%                                   | 15%                                | *                           | *                                | 16%                                     | *                                             |
| Non-English Learners                        | 691          | 761              | 761                       | 760                    | 10%                                      | 10%                                   | 16%                                | *                           | *                                | 65%                                     | *                                             |
| Homeless Students                           | *            | *                | *                         | 723                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 32%                                           |
| Students in Foster Care                     | N            | N                | N                         | 710                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 22%                                           |
| Military-Connected Students                 | N            | N                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 710                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 10%                                           |



Union City High School  
 (17-5240-055)  
 Grades Offered: 09-12  
 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                                  | 1071         | 90.2                      | 26.5                                           | 34.6                                             | 44.5                                          | 25.8                                        | 32                    | Not Met                   |
| White                                       | 23           | 100.0                     | 39.1                                           | 39.8                                             | 54.1                                          | 39.1                                        | 46.8                  | Met Target†               |
| Hispanic                                    | 1023         | 89.8                      | 25.5                                           | 34.1                                             | 28.8                                          | 24.7                                        | 31.1                  | Not Met                   |
| Black or African American                   | *            | *                         | *                                              | 37.0                                             | 23.0                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 69.5                                             | 76.5                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 42.7                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 53.3                                          | N                                           | **                    | **                        |
| Female                                      | 525          | 92.4                      | 29.7                                           | 35.2                                             | 44.9                                          | 29.7                                        |                       |                           |
| Male                                        | 546          | 88.1                      | 23.4                                           | 34.1                                             | 44.2                                          | 22.3                                        |                       |                           |
| Economically Disadvantaged Students         | 950          | 89.2                      | 24.1                                           | *                                                | 26.3                                          | 23.2                                        | 31                    | Not Met                   |
| Non-Economically Disadvantaged Students     | 121          | 98.4                      | 45.5                                           | *                                                | 54.9                                          | 45.5                                        |                       |                           |
| Students with Disabilities                  | 132          | 96.4                      | *                                              | *                                                | 17.4                                          | *                                           | 14.9                  | Not Met                   |
| Students without Disabilities               | 939          | 89.3                      | *                                              | *                                                | 50.0                                          | *                                           |                       |                           |
| English Learners                            | 208          | 99.1                      | 11.5                                           | *                                                | 25.0                                          | 11.5                                        | 23.2                  | Not Met                   |
| Non-English Learners                        | 863          | 88.3                      | 30.1                                           | *                                                | 46.5                                          | 28.8                                        |                       |                           |
| Homeless Students                           | *            | *                         | *                                              | 18.8                                             | 17.1                                          | *                                           |                       |                           |
| Students In Foster Care                     | *            | *                         | *                                              | 16.7                                             | 17.1                                          | *                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 46.4                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 23.3                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

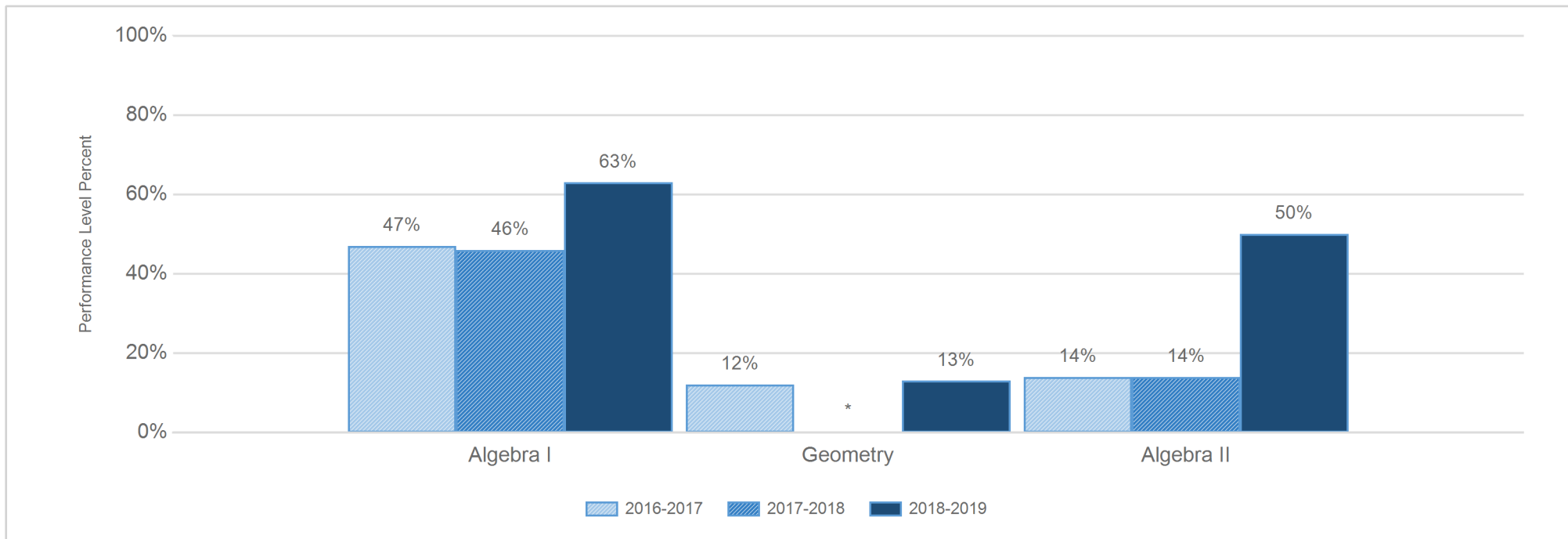


Union City High School  
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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## Mathematics Assessment - Performance by Test: Algebra I

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 227          | 755              | 730                       | 744                    | 9%                                       | 16%                                   | 12%                                | 56%                         | 7%                               | 63%                                     | 42%                                           |
| White                                       | *            | *                | *                         | 752                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 53%                                           |
| Hispanic                                    | 212          | 753              | 729                       | 728                    | 9%                                       | 17%                                   | 12%                                | 54%                         | 7%                               | 61%                                     | 24%                                           |
| Black or African American                   | *            | *                | *                         | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 20%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 775                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Female                                      | 146          | 758              | 733                       | 745                    | 7%                                       | 13%                                   | *                                  | *                           | *                                | 66%                                     | 44%                                           |
| Male                                        | 81           | 748              | 726                       | 743                    | 12%                                      | 22%                                   | *                                  | *                           | *                                | 57%                                     | 41%                                           |
| Economically Disadvantaged Students         | 192          | 752              | 728                       | 727                    | *                                        | *                                     | *                                  | *                           | *                                | 61%                                     | 23%                                           |
| Non-Economically Disadvantaged Students     | 35           | 771              | 744                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | 74%                                     | 52%                                           |
| Students with Disabilities                  | 10           | 699              | 707                       | 717                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Students without Disabilities               | 217          | 757              | 732                       | 748                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 47%                                           |
| English Learners                            | 34           | 708              | 704                       | 710                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 193          | 763              | 735                       | 745                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | N            | N                | *                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 14%                                           |
| Students in Foster Care                     | *            | *                | *                         | 717                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 11%                                           |
| Military-Connected Students                 | N            | N                | N                         | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Migrant Students                            | N            | N                | N                         | 707                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |





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## Mathematics Assessment - Performance by Test: Geometry

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 770          | 720              | 720                       | 737                    | 19%                                      | 38%                                   | 30%                                | *                           | *                                | 13%                                     | 35%                                           |
| White                                       | 16           | 718              | 718                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | 19%                                     | 43%                                           |
| Hispanic                                    | 740          | 719              | *                         | 724                    | 20%                                      | 38%                                   | 29%                                | *                           | *                                | 13%                                     | 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                | N                         | 745                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 46%                                           |
| Female                                      | 353          | 722              | *                         | 738                    | 14%                                      | 42%                                   | 31%                                | *                           | *                                | 13%                                     | 36%                                           |
| Male                                        | 417          | 718              | 718                       | 736                    | 24%                                      | 34%                                   | 29%                                | *                           | *                                | 13%                                     | 34%                                           |
| Economically Disadvantaged Students         | 694          | 719              | *                         | 722                    | *                                        | 38%                                   | *                                  | *                           | *                                | 12%                                     | 16%                                           |
| Non-Economically Disadvantaged Students     | 76           | 726              | 726                       | 743                    | *                                        | 37%                                   | *                                  | *                           | *                                | 26%                                     | 43%                                           |
| Students with Disabilities                  | 111          | 706              | 706                       | 712                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Students without Disabilities               | 659          | 722              | *                         | 741                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| English Learners                            | 123          | 708              | 708                       | 708                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Non-English Learners                        | 647          | 722              | *                         | 738                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Homeless Students                           | *            | *                | *                         | 717                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | *                                             |
| Students in Foster Care                     | N            | N                | N                         | 713                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Military-Connected Students                 | N            | N                | N                         | 739                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 35%                                           |
| Migrant Students                            | N            | N                | N                         | 711                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |



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## Mathematics Assessment - Performance by Test: Algebra II

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 82           | 741              | 740                       | 755                    | 23%                                      | *                                     | 20%                                | *                           | *                                | 50%                                     | 58%                                           |
| White                                       | *            | *                | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Hispanic                                    | 79           | 741              | *                         | 731                    | 23%                                      | *                                     | 20%                                | *                           | *                                | 49%                                     | 34%                                           |
| Black or African American                   | *            | *                | *                         | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 27%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 777                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Two or More Races                           | N            | N                | N                         | 761                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 32           | 738              | 738                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | 41%                                     | 55%                                           |
| Male                                        | 50           | 743              | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | 56%                                     | 62%                                           |
| Economically Disadvantaged Students         | 69           | 738              | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | 46%                                     | 32%                                           |
| Non-Economically Disadvantaged Students     | 13           | 759              | *                         | 761                    | *                                        | *                                     | *                                  | *                           | *                                | 69%                                     | 65%                                           |
| Students with Disabilities                  | *            | *                | *                         | 715                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | *                         | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| English Learners                            | *            | *                | *                         | 696                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 11%                                           |
| Non-English Learners                        | *            | *                | *                         | 755                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 9     | N                         | N                          |
| 10    | N                         | N                          |
| 11    | 12                        | 12                         |

### 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 | 26.5%                                                             | 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               | 216               | *                                       | *                                              |
| 3-4               | 198               | *                                       | *                                              |
| 5 or more         | 62                | *                                       | *                                              |



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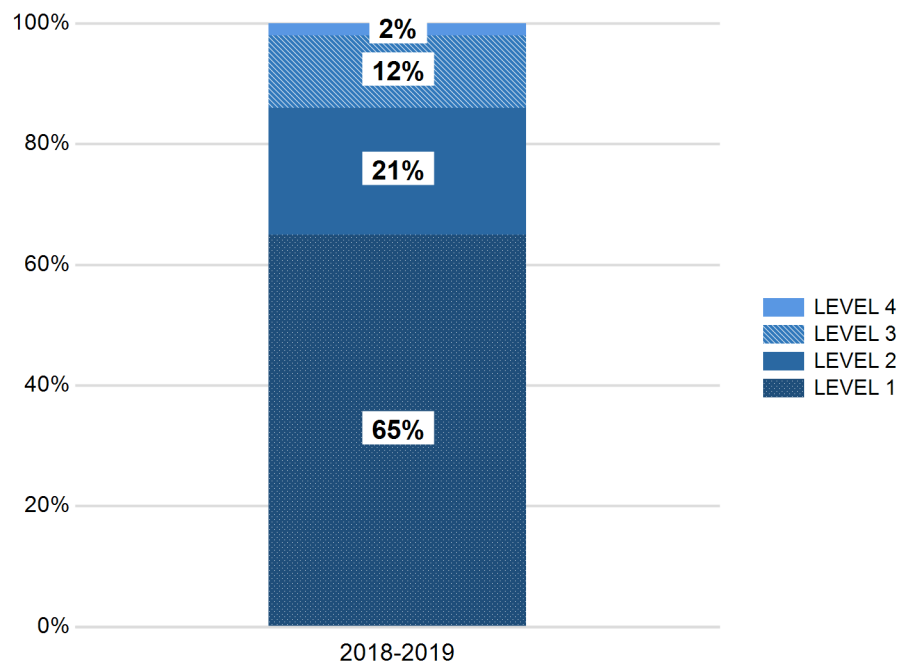
2018-2019

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

### NJSLA Science Assessment: Grade 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>                           | 65        | 21        | 12        | 2         |
| White                                       | 57        | 29        | 7         | 7         |
| Hispanic                                    | 66        | 21        | 11        | 2         |
| 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                                      | 64        | 24        | 10        | 1         |
| Male                                        | 65        | 19        | 13        | 3         |
| Economically Disadvantaged Students         | 67        | 20        | 11        | 2         |
| Non-Economically Disadvantaged Students     | 46        | 31        | 16        | 7         |
| Students with Disabilities                  | 88        | 11        | 1         | 0         |
| Students without Disabilities               | 63        | 22        | 13        | 3         |
| English Learners                            | 89        | 9         | 2         | 0         |
| Non-English Learners                        | 59        | 24        | 14        | 3         |
| Homeless Students                           | *         | *         | *         | *         |
| Students in Foster Care                     | *         | *         | *         | *         |
| 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 | 100.0%                    | 84.5%                    |
| 12th graders taking SAT in 2018-19 or prior years     | 86.0%                     | 72.1%                    |
| 12th graders taking ACT in 2018-19 or prior years     | 2.8%                      | 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 | 404                  | 476                 | Grade 10: 430<br>Grade 11: 460 | 32%                                            | 61%                                           |
| PSAT 10/NMSQT - Math                | 413                  | 477                 | Grade 10: 480<br>Grade 11: 510 | 19%                                            | 43%                                           |
| SAT - Reading and Writing           | 458                  | 539                 | 480                            | 39%                                            | 70%                                           |
| SAT - Math                          | 451                  | 541                 | 530                            | 22%                                            | 53%                                           |
| ACT - Reading                       | 20                   | 25                  | 22                             | 38%                                            | 66%                                           |
| ACT - English                       | 19                   | 24                  | 18                             | 58%                                            | 81%                                           |
| ACT - Math                          | 20                   | 24                  | 22                             | 42%                                            | 65%                                           |
| ACT - Science                       | 20                   | 24                  | 23                             | 25%                                            | 57%                                           |



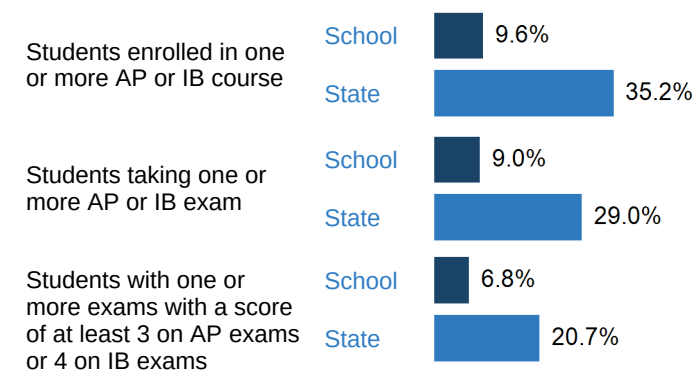
Union City High School  
(17-5240-055)  
Grades Offered: 09-12  
2018-2019

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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.

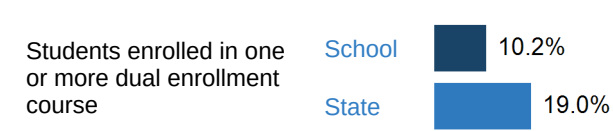
AP/IB Coursework – Participation and Performance

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                              | 15                | 15              |
| AP Calculus AB                          | 0                 | 25              |
| AP Calculus BC                          | 25                | 0               |
| AP Chemistry                            | 8                 | 8               |
| AP Computer Science A                   | 19                | 12              |
| AP English Language and Composition     | 22                | 22              |
| AP English Literature and Composition   | 11                | 11              |
| AP Music Theory                         | 8                 | 7               |
| AP Physics 1                            | 18                | 18              |
| AP Physics C: Electricity and Magnetism | 8                 | 8               |
| AP Physics C: Mechanics                 | 0                 | 8               |
| AP Spanish Language                     | 0                 | 44              |
| AP Spanish Literature                   | 9                 | 9               |
| AP Statistics                           | 15                | 15              |
| AP U.S. Government and Politics         | 16                | 14              |
| AP U.S. History                         | 13                | 11              |



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| AP/IB Course                                                 | Students Enrolled | Students Tested |
|--------------------------------------------------------------|-------------------|-----------------|
| IB Language B—Spanish                                        | 44                | 0               |
| Total Exams taken                                            |                   | 227             |
| Exams with scores of at least 3 on AP exams or 4 on IB exams |                   | 161             |



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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](#).

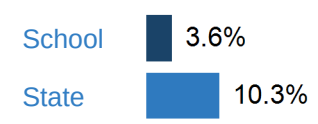
Career and Technical Education Participation

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)



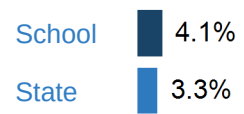
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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:<br>% CTE<br>Participants | School:<br>% CTE<br>Concentrators | State:<br>% CTE<br>Participants | State:<br>% CTE<br>Concentrators |
|---------------------------------------------|----------------------------------|-----------------------------------|---------------------------------|----------------------------------|
| Schoolwide                                  | 6.4%                             | 3.6%                              | 7.7%                            | 10.3%                            |
| White                                       | *                                | *                                 | 6.1%                            | 9.6%                             |
| Hispanic                                    | 6.0%                             | 3.4%                              | 10.3%                           | 11.3%                            |
| Black or African American                   | *                                | *                                 | 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                           | N                                | N                                 | 6.8%                            | 12.1%                            |
| Female                                      | 7.1%                             | 2.4%                              | 7.3%                            | 10.6%                            |
| Male                                        | 5.8%                             | 4.6%                              | 8.0%                            | 10.1%                            |
| Economically Disadvantaged Students         | 6.2%                             | 3.5%                              | 10.4%                           | 11.8%                            |
| Students with Disabilities                  | *                                | *                                 | 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                 | N                                | N                                 | 9.7%                            | 13.3%                            |
| Migrant Students                            | N                                | N                                 | 10.4%                           | *                                |



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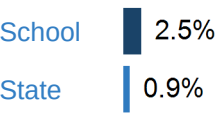
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Industry-Valued Credentials

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 |
|------------------------------------------------|------------------------------|------------------------------------------|--------------------------|
| Health Science                                 | 56                           | 47                                       | 47                       |
| Information Technology                         | 50                           | *                                        | *                        |
| Law, Public Safety, Corrections & Security     | 0                            | *                                        | *                        |
| Science, Technology, Engineering & Mathematics | 182                          |                                          |                          |
| Total (All Clusters)                           | 288                          | 72                                       | 72                       |



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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                                  | 211       | 147      | 0          | 0            | 0        | 0          | 26         |
| 10                                 | 54        | 799      | 85         | 0            | 0        | 0          | 0          |
| 11                                 | 3         | 61       | 713        | 75           | 2        | 11         | 6          |
| 12                                 | 1         | 37       | 74         | 219          | 70       | 57         | 5          |
| Total                              | 269       | 1044     | 872        | 294          | 72       | 68         | 37         |
| Enrolled in AP/IB Course           |           |          |            |              | 25       | 15         | 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                                  | 190     | 1         | 0                       | 39                    | 0       | 4             |
| 10                                 | 654     | 206       | 0                       | 15                    | 0       | 9             |
| 11                                 | 24      | 624       | 0                       | 8                     | 116     | 52            |
| 12                                 | 6       | 59        | 0                       | 1                     | 71      | 162           |
| Total                              | 874     | 890       | 0                       | 63                    | 187     | 227           |
| Enrolled in AP/IB Course           | 15      | 8         |                         | 0                     | 26      | 0             |
| Enrolled in Dual Enrollment Course | 0       | 0         | 0                       | 0                     | 0       | 28            |



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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                                  | 232           | 14                | 0         | 0          | 0         | 1                               |
| 10                                 | 29            | 849               | 0         | 0          | 0         | 35                              |
| 11                                 | 5             | 829               | 0         | 0          | 0         | 49                              |
| 12                                 | 4             | 136               | 0         | 0          | 0         | 100                             |
| Total                              | 270           | 1828              | 0         | 0          | 0         | 185                             |
| Enrolled in AP/IB Course           | 0             | 13                | 0         | 0          |           | 16                              |
| 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                                  | 115     | 0      | 43      | 0     | 0      | 5       | 0               |
| 10                                 | 522     | 0      | 198     | 0     | 0      | 48      | 0               |
| 11                                 | 526     | 0      | 147     | 0     | 0      | 28      | 0               |
| 12                                 | 307     | 0      | 111     | 0     | 0      | 20      | 0               |
| Total                              | 1470    | 0      | 499     | 0     | 0      | 101     | 0               |
| Enrolled in AP/IB Course           | 53      | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in Dual Enrollment Course | 0       | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in Level 3 or Higher      | 129     | 0      | 91      | 0     | 0      | 23      | 0               |



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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                                  | 13                   | 0                 | 0                      | 21         | 0                   | 0        |
| 10                                 | 15                   | 0                 | 0                      | 7          | 0                   | 0        |
| 11                                 | 16                   | 0                 | 0                      | 11         | 0                   | 0        |
| 12                                 | 32                   | 0                 | 0                      | 11         | 0                   | 0        |
| Total                              | 76                   | 0                 | 0                      | 50         | 0                   | 0        |
| Enrolled in AP/IB Course           | 19                   |                   | 0                      |            |                     | 0        |
| Enrolled in Dual Enrollment Course | 57                   | 0                 | 0                      | 50         | 0                   | 0        |



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

| Language | Students Earning a Seal of Biliteracy |
|----------|---------------------------------------|
| French   | *                                     |
| Spanish  | 42                                    |
| Total    | *                                     |



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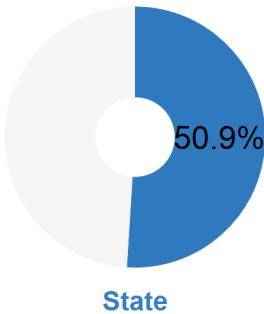
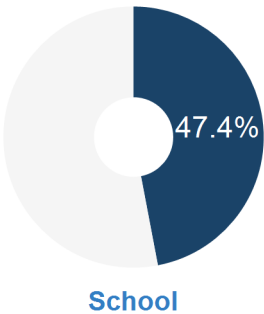
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Visual and Performing Arts – Course Participation

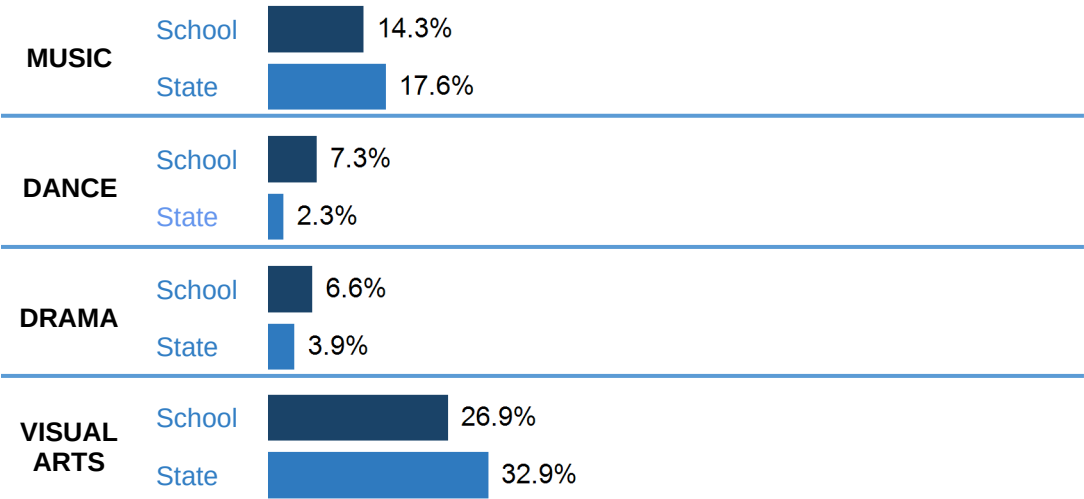
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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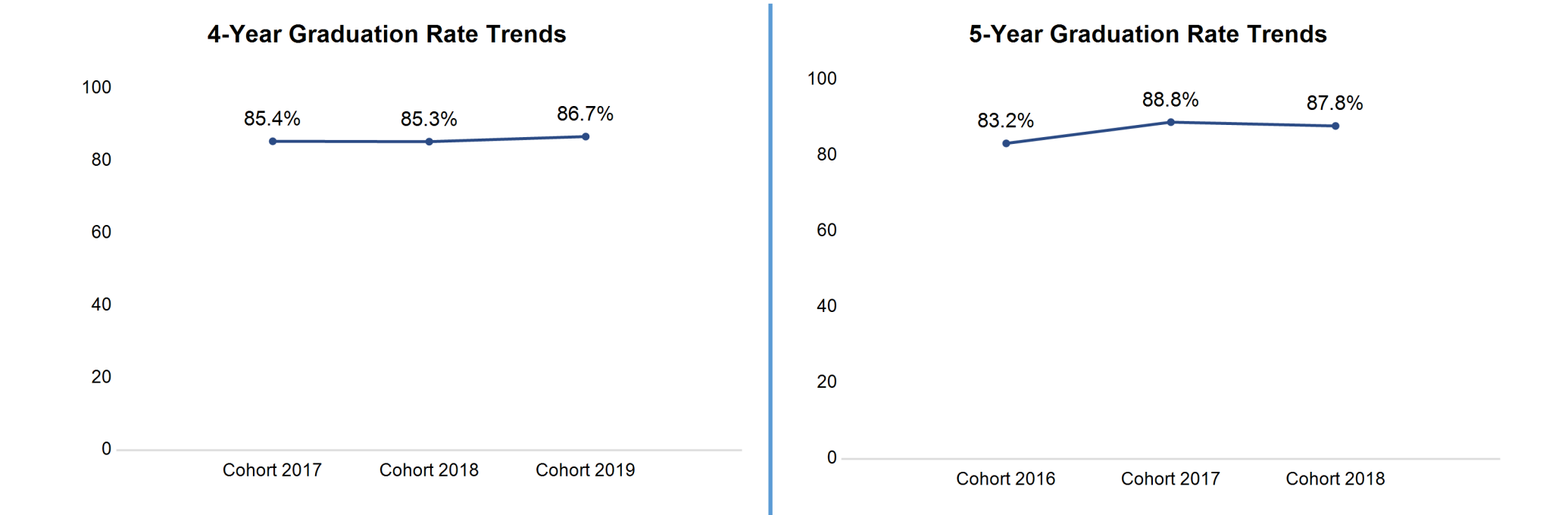
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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.



| Performance Measure       | Cohort 2017<br>4-Year Rate | Cohort 2018<br>4-Year Rate | Cohort 2019<br>4-Year Rate | Cohort 2016<br>5-Year Rate | Cohort 2017<br>5-Year Rate | Cohort 2018<br>5-Year Rate |
|---------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Graduation Rate           | 85.4%                      | 85.3%                      | 86.7%                      | 83.2%                      | 88.8%                      | 87.8%                      |
| Annual Target             | 88.2%                      | 88.6%                      |                            | 86.1%                      | 86.7%                      |                            |
| Met Annual Target?        | Not Met                    | Not Met                    |                            | Not Met                    | Met Target                 |                            |
| Statewide Graduation Rate | 90.5%                      | 90.9%                      | 90.6%                      | 91.8%                      | 92.4%                      | 92.5%                      |





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## Graduation Rates

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

| Student Group                              | School -<br>Class of<br>2019: 4 Year<br>Rate | State -<br>Class of<br>2019: 4 Year<br>Rate | School -<br>Class of<br>2018: 5 Year<br>Rate | State -<br>Class of<br>2018: 5 Year<br>Rate | Class of<br>2018: 4 Year<br>Rate | Class of<br>2018: 4 Year<br>Target | Class of<br>2018: Met<br>Target | Class of<br>2017: 5 Year<br>Rate | Class of<br>2017: 5 Year<br>Target | Class of<br>2017: Met<br>Target |
|--------------------------------------------|----------------------------------------------|---------------------------------------------|----------------------------------------------|---------------------------------------------|----------------------------------|------------------------------------|---------------------------------|----------------------------------|------------------------------------|---------------------------------|
| Schoolwide                                 | 86.7%                                        | 90.6%                                       | 87.8%                                        | 92.5%                                       | 85.3%                            | 88.6%                              | Not Met                         | 88.8%                            | 86.7%                              | Met Target                      |
| White                                      | 81.0%                                        | 94.9%                                       | 100.0%                                       | 95.9%                                       | 94.4%                            | **                                 | **                              | *                                | **                                 | **                              |
| Hispanic                                   | 87.1%                                        | 84.5%                                       | 87.5%                                        | 87.3%                                       | 85.0%                            | 88.5%                              | Not Met                         | 88.7%                            | 86.7%                              | Met Target                      |
| Black or African American                  | 82.4%                                        | 83.3%                                       | *                                            | 87.1%                                       | *                                | **                                 | **                              | *                                | **                                 | **                              |
| Asian, Native Hawaiian or Pacific Islander | *                                            | 96.9%                                       | 90.9%                                        | 97.8%                                       | 90.9%                            | **                                 | **                              | *                                | **                                 | **                              |
| American Indian or Alaska Native           | *                                            | 92.2%                                       | N                                            | 88.9%                                       | N                                | N                                  | N                               | N                                | N                                  | N                               |
| Two or More Races                          | N                                            | 91.4%                                       | *                                            | 94.2%                                       | *                                | **                                 | **                              | N                                | N                                  | N                               |
| Female                                     | 90.2%                                        | 92.8%                                       | 89.4%                                        | 94.4%                                       | 87.8%                            |                                    |                                 | 91.0%                            |                                    |                                 |
| Male                                       | 83.7%                                        | 88.5%                                       | 86.4%                                        | 90.8%                                       | 83.1%                            |                                    |                                 | 86.9%                            |                                    |                                 |
| Economically Disadvantaged Students        | 86.5%                                        | 84.0%                                       | 88.4%                                        | 87.3%                                       | 85.9%                            | 88.4%                              | Not Met                         | 88.5%                            | 87.0%                              | Met Target                      |
| Students with Disabilities                 | 82.2%                                        | 79.2%                                       | 81.6%                                        | 83.8%                                       | 75.4%                            | 82.2%                              | Not Met                         | 79.8%                            | 82.1%                              | Not Met                         |
| English Learners                           | 81.1%                                        | 75.4%                                       | 84.4%                                        | 80.1%                                       | 80.3%                            | 79.3%                              | Met Target                      | 86.2%                            | 79.9%                              | Met Target                      |
| Homeless Students                          | N                                            | 74.6%                                       | *                                            | 78.3%                                       | *                                |                                    |                                 | N                                |                                    |                                 |
| Students in Foster Care                    | *                                            | 57.6%                                       | *                                            | 82.5%                                       | *                                |                                    |                                 | N                                |                                    |                                 |
| Migrant Students                           | N                                            | 83.3%                                       | N                                            | 85.0%                                       | N                                |                                    |                                 | N                                |                                    |                                 |



**Union City High School**  
 (17-5240-055)  
 Grades Offered: 09-12  
 2018-2019

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## Graduation Pathways

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

| Graduation Pathway                      | ELA Graduation Pathway | Math Graduation Pathway |
|-----------------------------------------|------------------------|-------------------------|
| Statewide Assessment                    | 74.3%                  | 46.3%                   |
| Substitute Competency Test              | 7.6%                   | 17.9%                   |
| Portfolio Appeals Process               | 13.7%                  | 28.6%                   |
| Alternate Requirements specified in IEP | 4.4%                   | 7.2%                    |
| 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   | 0.9%        | 1.2%       |
| 2017-2018   | 1.9%        | 1.2%       |
| 2016-2017   | 2.5%        | 1.1%       |



**Union City High School**  
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 2018-2019

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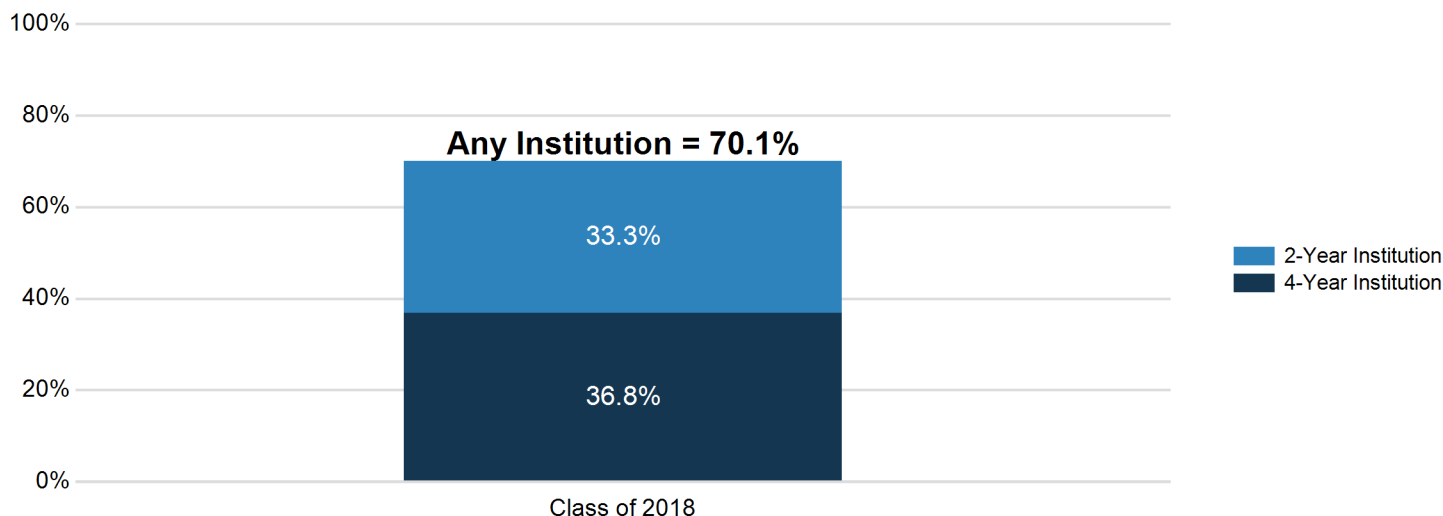
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



| Performance Measure                         | Class of 2018 |
|---------------------------------------------|---------------|
| % Enrolled in 2-Year Institution            | 33.3%         |
| % Enrolled in 4-Year Institution            | 36.8%         |
| % Enrolled in Any Postsecondary Institution | 70.1%         |



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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                                  | 62.4%                         | 41.4%                            | 58.6%                            |
| White                                       | 75%                           | 33.3%                            | 66.7%                            |
| Hispanic                                    | 61.9%                         | 42.5%                            | 57.5%                            |
| Black or African American                   | *                             | *                                | *                                |
| Asian, Native Hawaiian, or Pacific Islander | *                             | *                                | *                                |
| American Indian or Alaska Native            | N                             | N                                | N                                |
| Two or More Races                           | N                             | N                                | N                                |
| Economically Disadvantaged Students         | 62%                           | 43.6%                            | 56.4%                            |
| Students with Disabilities                  | 44.5%                         | 75.5%                            | 24.5%                            |
| English Learners                            | 35%                           | 76.7%                            | 23.3%                            |

### 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                                  | 70.1%                         | 47.5%                            | 52.5%                            | 82.7%                            | 17.3%                             | 91.2%                              | 8.8%                                   |
| White                                       | 66.7%                         | 33.3%                            | 66.7%                            | 75%                              | 25%                               | 83.3%                              | 16.7%                                  |
| Hispanic                                    | 70.1%                         | 48.4%                            | 51.6%                            | 82.6%                            | 17.4%                             | 91.6%                              | 8.4%                                   |
| Black or African American                   | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |
| Asian, Native Hawaiian, or Pacific Islander | 72.7%                         | 12.5%                            | 87.5%                            | 87.5%                            | 12.5%                             | 100%                               | 0%                                     |
| American Indian or Alaska Native            | N                             | N                                | N                                | N                                | N                                 | N                                  | N                                      |
| Two or More Races                           | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |
| Economically Disadvantaged Students         | 70.7%                         | 49.6%                            | 50.4%                            | 83.7%                            | 16.3%                             | 92.8%                              | 7.2%                                   |
| Students with Disabilities                  | 51%                           | 67.9%                            | 32.1%                            | 88.7%                            | 11.3%                             | 94.3%                              | 5.7%                                   |
| English Learners                            | 59.7%                         | 72.7%                            | 27.3%                            | 93.5%                            | 6.5%                              | 93.5%                              | 6.5%                                   |



Union City High School

(17-5240-055)

Grades Offered: 09-12

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.

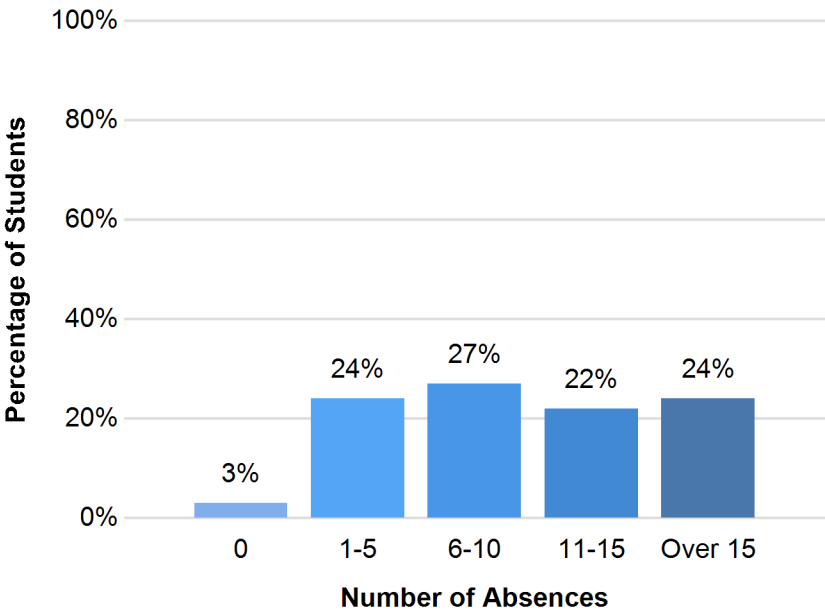
**Chronic Absenteeism**

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                          | 456                                   | 15.8                                   | 14.2          | Not Met            |
| White                               | 10                                    | 18.5                                   | 14.2          | Not Met            |
| Hispanic                            | 440                                   | 15.9                                   | 14.2          | Not Met            |
| Black or African American           | 1                                     | 3.8                                    | 14.2          | Met                |
| Asian, Native Hawaiian, or Pacific  | 5                                     | 12.8                                   | 14.2          | Met                |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 240                                   | 17.6                                   |               |                    |
| Male                                | 216                                   | 14.1                                   |               |                    |
| Economically Disadvantaged Students | 412                                   | 16.3                                   | 14.2          | Not Met            |
| Students with Disabilities          | 98                                    | 25.5                                   | 14.2          | Not Met            |
| English Learners                    | 65                                    | 13.0                                   | 14.2          | Met                |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

**Days Absent**

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





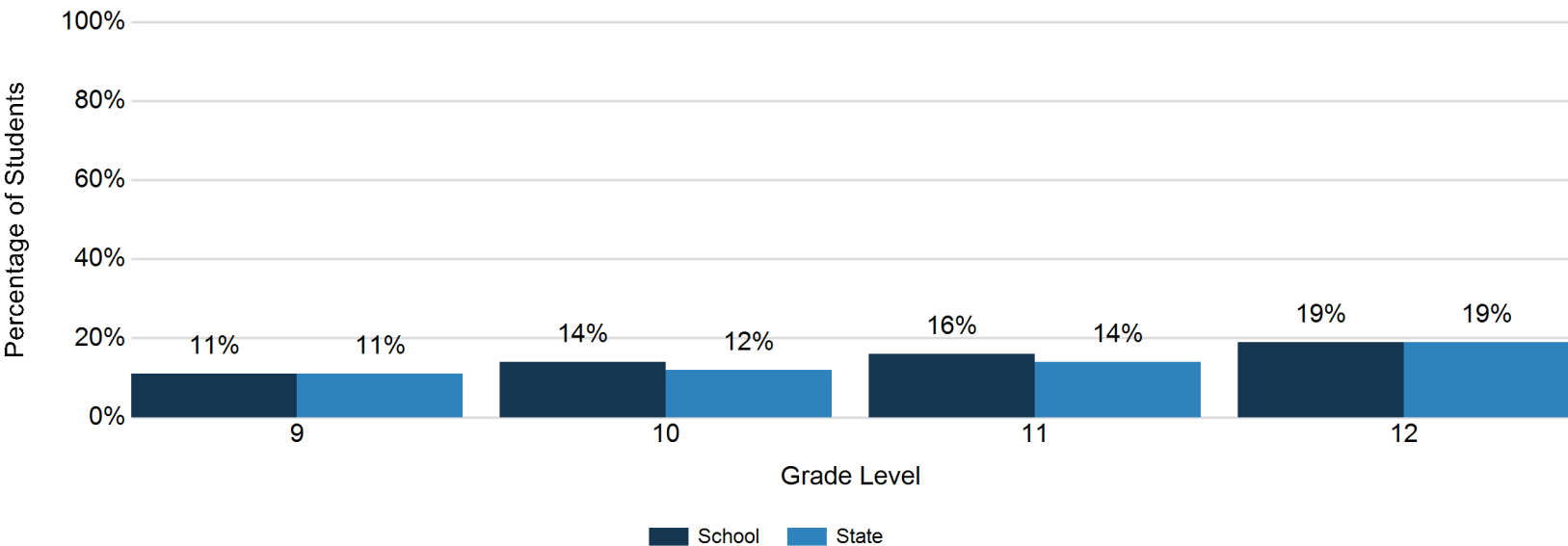
Union City High School  
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### Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|------------------------------------------|---------------------|
| Violence                                 | 16                  |
| Weapons                                  | 0                   |
| Vandalism                                | 1                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 2                   |
| Total Unique Incidents                   | 19                  |
| Incidents Per 100 Students Enrolled      | 0.66                |

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

Police Notifications

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

| Incident Type                            | Incidents Reported to Police |
|------------------------------------------|------------------------------|
| Violence                                 | 11                           |
| Weapons                                  | 0                            |
| Vandalism                                | 1                            |
| 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          | 26                 | 0.9%                |
| Any Suspension                     | 26                 | 0.9%                |
| Removal to other education program | *                  | *                   |
| Expulsion                          | 0                  | 0.0%                |
| Arrest                             | 0                  | 0.0%                |

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| 78                                                  |



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### School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

### Device Ratios

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

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





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

| Category                                                               | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers                                               | 190                | 118,214           |
| Average years experience in public schools                             | 13.1               | 12.1              |
| Average years experience in district                                   | 12.2               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 81.1%              | 75.3%             |

**Administrators – Experience (District Level)**

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

| Category                                                                     | Admin. in District | Admin. in State |
|------------------------------------------------------------------------------|--------------------|-----------------|
| Total Number of administrators                                               | 72                 | 9,530           |
| Average years experience in public schools                                   | 23.6               | 16.0            |
| Average years experience in district                                         | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 98.6%              | 76.9%           |

**Student and Staff Ratios**

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

| Ratio                                    | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers                     | 15:1         | 16:1           |
| Students to Administrators               | 192:1        | 191:1          |
| Teachers to Administrators               | 13:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 13716:1        |
| Students to Nurses                       |              | 762:1          |
| Students to Counselors                   |              | 914:1          |
| Students to Child Study Team Members     |              | 232:1          |



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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                              | 47.2%              | 53.7%              | 60.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 52.8%              | 46.3%              | 40.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 1.8%               | 55.3%              | 40.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 95.9%              | 41.6%              | 60.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 0.9%               | 1.1%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 1.3%               | 0.5%               | 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                   | 0.0%               | 1.6%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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

Teachers and Administrators - Level of Education

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

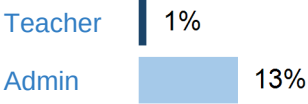
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 93.4%          |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



**Union City High School**  
(17-5240-055)  
Grades Offered: 09-12  
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                              | 47.3%   | 49.3%   | 59.8%   |
| Math Proficiency                             | 23.0%   | 20.8%   | 25.8%   |
| ELA Growth                                   | N       | N       | N       |
| Math Growth                                  | N       | N       | N       |
| 4-Year Graduation Rate†                      | 85.4%   | 85.3%   | 86.7%   |
| 5-Year Graduation Rate†                      | 83.2%   | 88.8%   | 87.8%   |
| Progress toward English Language Proficiency |         | 35.4%   | 26.5%   |
| Chronic Absenteeism                          | 27.8%   | 30.2%   | 15.8%   |

† 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 | 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 Target                                | Met Target†                                                      | Not Met                                | No                                                                              |
| White                                       | Met Target                         | Met Target†                         | **                                        | **                                        | n/a                                                              | Not Met                                | No                                                                              |
| Hispanic                                    | Met Target                         | Not Met                             | Not Met                                   | Met Target                                | n/a                                                              | Not Met                                | No                                                                              |
| Black or African American                   | **                                 | **                                  | **                                        | **                                        | n/a                                                              | Met                                    | No                                                                              |
| Asian, Native Hawaiian, or Pacific Islander | **                                 | **                                  | **                                        | **                                        | n/a                                                              | Met                                    | No                                                                              |
| American Indian or Alaska Native            | **                                 | **                                  | **                                        | **                                        | n/a                                                              | **                                     | No                                                                              |
| Two or More Races                           | **                                 | **                                  | **                                        | **                                        | 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                            | Met Target                         | Not Met                             | Met Target                                | Met Target                                | **                                                               | 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.

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Highlights:</p>                             | <ul style="list-style-type: none"> <li>AP Spanish Language and Culture had 44 students take the exam and all of them scored a 5.</li> <li>Mock Trial Team won their 5th consecutive Hudson County Championship</li> <li>74% of our students received a score of 3 or high on our Advanced Placement Exams</li> </ul>                                                                                                                                                                                                                           |
|  <p>Mission, Vision, Theme:</p>                | <p>Union City High School is continuing to create continual learners, while they instill character and integrity in our students by providing them with skills they will use in the 21st Century. As a community of mentors who are dedicated to fostering life-long learning in a safe and positive environment, our highly effective staff promises to develop productive members of society who are college and career ready.</p>                                                                                                           |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>UCHS has had Nine Bill and Melinda Gates Scholarship Recipients since 2009, a Milken's Educator of the Year Award Winner, International Science and Engineering Fair (INTEL) Winners, a Teacher in Preparation Award Winner from Princeton University, and several students are attending Ivy League schools including: Harvard, Yale, Brown, University of Pennsylvania and Columbia Universities. UCHS is recognized in the National and New Jersey High School Rankings in U.S. News and World Report and has earned a bronze medal.</p> |



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|                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>           Courses, Curriculum, Instruction:         </div> </div> | <p>The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLs are addressed and integrated.</p> |
| <div>  <div>           Sports and Athletics:         </div> </div>            | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Football (Boys), 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 &amp; Girls)</p>                                                                       |
| <div>  <div>           Clubs and Activities:         </div> </div>           | <p>We offer over 50 different clubs and organizations at UCHS including: Art Club, Future Educators of America, HOSA, Leo"s Club, NHS, Societa Onoraria Italica, Theta Delta XI History Honor Society, Ballroom Dance Company, UCHS Dance Company, Mock Trial, Science Honor Society, Technology Students of America, Biotechnology, Gay Straight Alliance, Horticulture Club, Mu Alpha Theta, Robotics, Christian Club, Urban Culture Club, DECA, FCCLA Sociedad Honoraria Hispanica among others.</p>                 |



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|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Before and After School Programs:</p> | <p>AP Preparatory Courses, SAT Preparatory Courses, Target Academic Tutoring, Law Mentoring Program, ELL Student Transitioning Program and Free Breakfast, Dinner and Snack Program.</p>                                                                                                                                                                                                                                                                                             |
|  <p>Staff and Professional Learning:</p> | <p>Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job- embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.</p> |
|  <p>Postsecondary Information:</p>      | <p>Last year 93% of our students who graduated, were accepted to either a 2 or 4 year college/university or military armed force (Army, Navy, Air Force or Marines)</p>                                                                                                                                                                                                                                                                                                              |



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|                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Student Supports and Services:</b></p>      | <p>The Special Needs program provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. Certified staff meets all students needs to achieve the district goal to move students to the regular education program.</p>                                  |
|  <p><b>Student Health and Wellness:</b></p>       | <p>All students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A full student's lunch includes a choice of entrée supplying protein and grain, two (2) vegetable side dishes, one(1) fruit side dish, and a choice of milk. Milk choices include 1% white and skim chocolate.</p>                                                                                                                                                                            |
|  <p><b>Parent and Community Involvement:</b></p> | <p>Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relations director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.</p> |



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|                                                                                                          |                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: No; Who is surveyed: Parents Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community.</p>                                                                                    |
|  <p>Facilities:</p>     | <p>Our building is kept in excellent condition by our maintenance department and our security staff keeps our students safe. We have a state of the gymnasium, performing arts center and our football field is on our roof overlooking the New York City Skyline.</p>   |
|  <p>School Safety:</p> | <p>We ensure school safety through a litany of measures including, but not limited to: student uniforms, student ID badges, regular emergency drills, Code Blue drills. We had 18 full time security on staff at all times and 3 full time School Resource Officers.</p> |



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|                                                                                                                  |                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div> | <div>We have an Academy for Enrichment and Advancement with a STEM focus. Skills such as creating, designing and problem solving interwoven through cross-curricula learning opportunities.</div> |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Union Hill Middle School**  
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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:



Union Hill Middle School  
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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         | Hudson                                                                           |
| District       | Union City School District                                                       |
| Principal Name | Ms. Victoria Dickson                                                             |
| Address        | 3800 HUDSON AVE UNION CITY, NJ 07087-6020                                        |
| Phone Number   | 201-348-5936                                                                     |
| Email Address  | <a href="mailto:vdickson@union-city.k12.nj.us">vdickson@union-city.k12.nj.us</a> |
| Website        | <a href="https://uhms.ucboe.us/">https://uhms.ucboe.us/</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 |
|-------|---------|---------|---------|
| 7     | 416     | 452     | 442     |
| 8     | 414     | 409     | 444     |
| Total | 830     | 861     | 886     |

Enrollment Trends by Student Group

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

| Student Group                       | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female                              | 44.9%   | 49.4%   | 47.9%   |
| Male                                | 55.1%   | 50.6%   | 52.1%   |
| Economically Disadvantaged Students | 88.6%   | 93.1%   | 92.1%   |
| Students with Disabilities          | 14.3%   | 11.5%   | 13.4%   |
| English Learners                    | 10.4%   | 12.0%   | 13.5%   |
| Homeless Students                   | 0.2%    | 0.1%    | 0.2%    |
| Students in Foster Care             | 0.0%    | 0.1%    | 0.2%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White                               | 1.1%    | 0.8%    | 0.8%    |
| Hispanic                            | 97.2%   | 96.6%   | 97.3%   |
| Black or African American           | 0.6%    | 0.9%    | 0.7%    |
| Asian                               | 1.1%    | 1.6%    | 1.2%    |
| 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                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment by Home Language

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

| Home Language   | % of Students |
|-----------------|---------------|
| Spanish         | 79.3%         |
| English         | 19.4%         |
| Other Languages | 1.2%          |



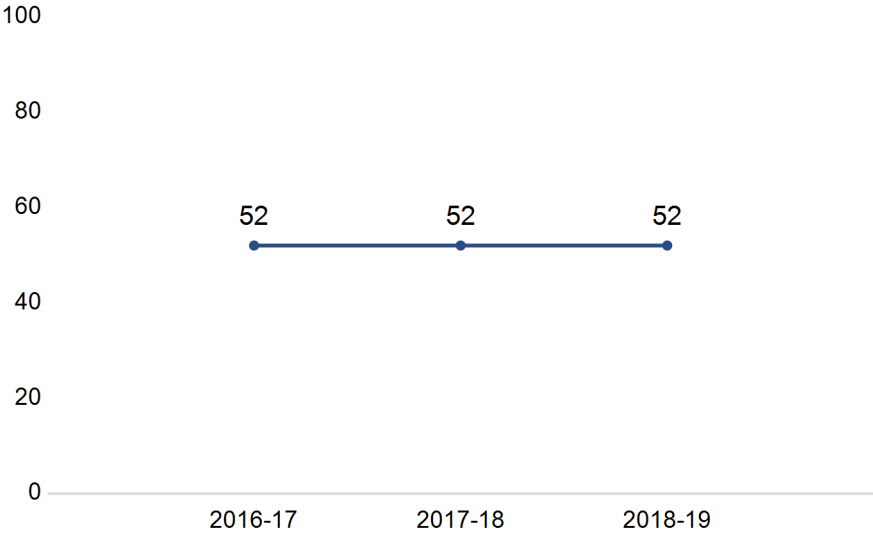
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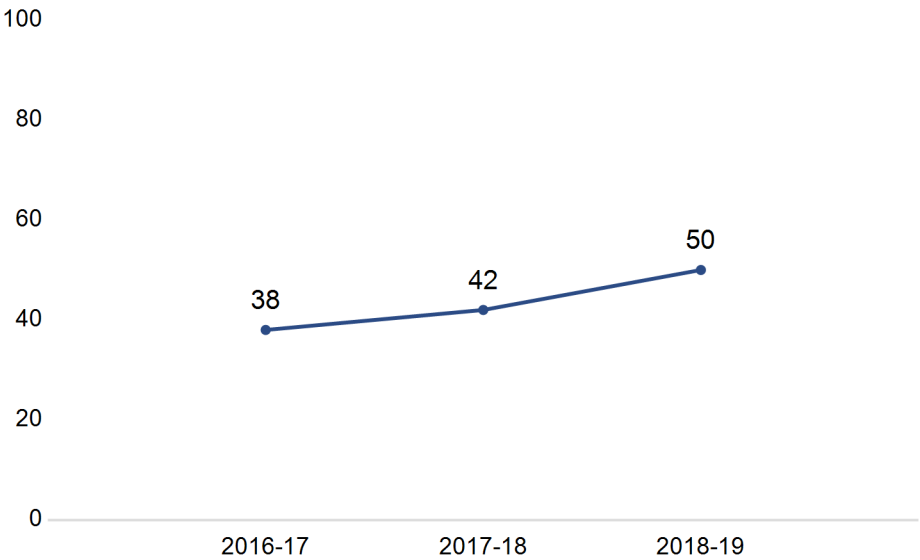
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure                         | 2016-17 ELA  | 2017-18 ELA  | 2018-19 ELA  | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Median Student Growth Percentile            | 52           | 52           | 52           | 38           | 42           | 50           |
| Met Standard (40-59.5)?                     | Met Standard | Met Standard | Met Standard | Not Met      | 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                                  | 52                 | 58                   | 50                    | Met Standard                 | 50                  | 52                    | 50                     | Met Standard                  |
| White                                       | *                  | 59.5                 | 50                    | **                           | *                   | 59                    | 52                     | **                            |
| Hispanic                                    | 51                 | 58                   | 49                    | Met Standard                 | 50                  | 52                    | 47                     | Met Standard                  |
| Black or African American                   | *                  | 73                   | 45                    | **                           | N                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | N                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 54                 | 62                   | 53                    | N                            | 48.5                | 53                    | 50                     | N                             |
| Male                                        | 48                 | 53                   | 47                    | N                            | 52                  | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 51                 | 58                   | 48                    | Met Standard                 | 50                  | 52                    | 46                     | Met Standard                  |
| Students with Disabilities                  | 44                 | 44                   | 43                    | Met Standard                 | 31                  | 39                    | 45                     | Not Met                       |
| English Learners                            | 58                 | 58                   | 52                    | Met Standard                 | 52                  | 52                    | 50                     | Met Standard                  |
| Homeless Students                           | *                  | *                    | 43                    | N                            | *                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | *                  | *                    | 42                    | N                            | *                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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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

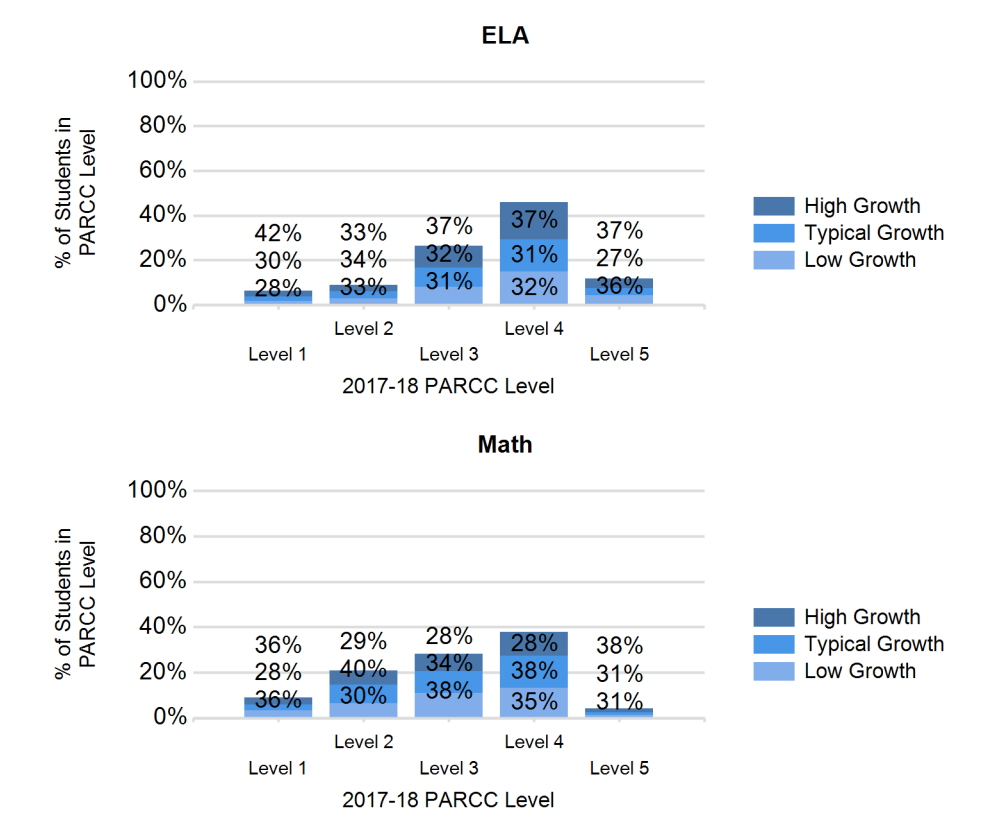
Typical Growth: Between 35 and 65

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.

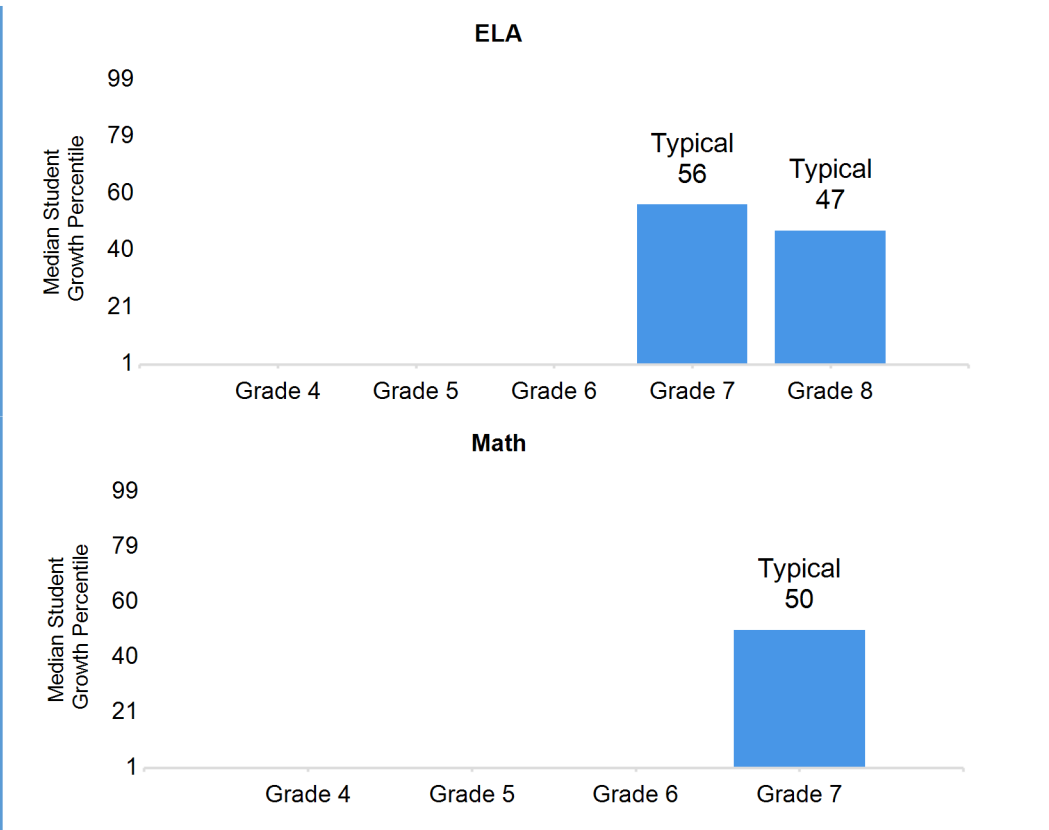
Student Growth by Performance Level

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.



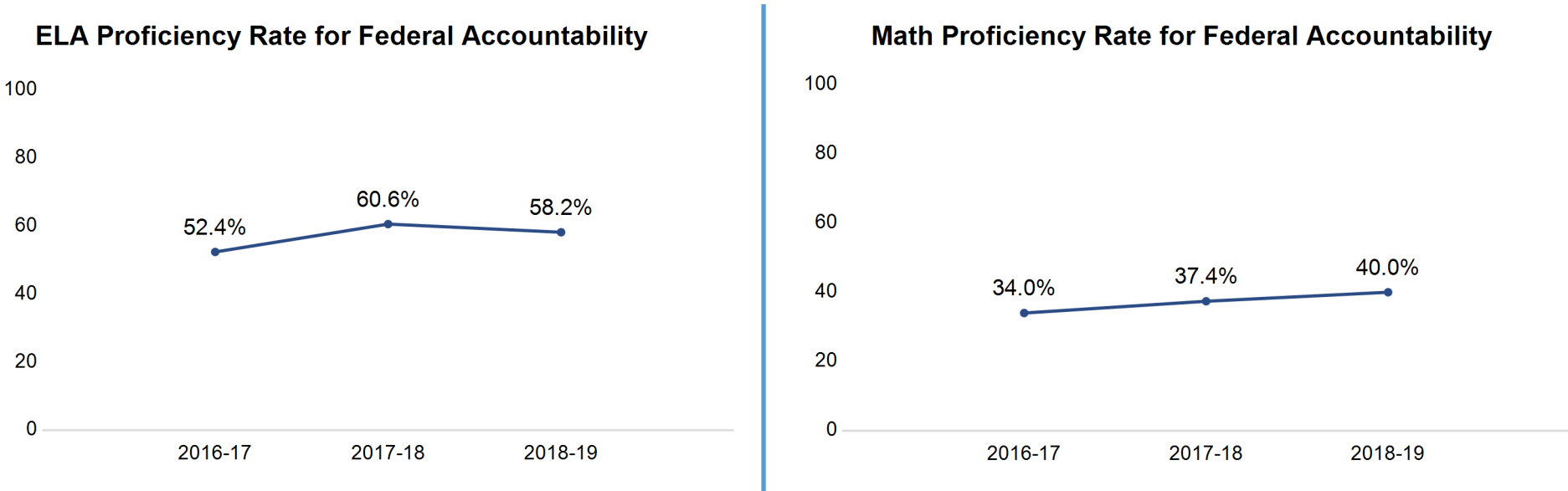


Union Hill Middle School  
(17-5240-150)  
Grades Offered: 07-08  
2018-2019

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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate                                    | 98.8%          | 98.3%          | 98.2%          | 98.7%           | 98.4%           | 98.1%           |
| Proficiency Rate for Federal Accountability           | 52.4%          | 60.6%          | 58.2%          | 34.0%           | 37.4%           | 40.0%           |
| Annual Target                                         | 46.7%          | 48.4%          | 50.2%          | 33.3%           | 35.7%           | 38.2%           |
| 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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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 847          | 98.2                      | 58.2                                                    | 54.9                                                      | 57.9                                                   | 58.2                                              | 50.2                     | Met Target                   |
| White                                       | *            | *                         | *                                                       | 63.8                                                      | 66.9                                                   | *                                                 | **                       | **                           |
| Hispanic                                    | 824          | 98.2                      | 58.0                                                    | 54.4                                                      | 43.9                                                   | 58.0                                              | 50.2                     | Met Target                   |
| Black or African American                   | *            | *                         | *                                                       | 53.7                                                      | 38.5                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 90.9                      | 80.0                                                    | 80.5                                                      | 82.9                                                   | 76.2                                              | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 56.0                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 64.4                                                   | N                                                 | **                       | **                           |
| Female                                      | 405          | 98.6                      | 64.7                                                    | 61.7                                                      | 64.8                                                   | 64.7                                              |                          |                              |
| Male                                        | 442          | 97.8                      | 52.3                                                    | 48.4                                                      | 51.3                                                   | 52.3                                              |                          |                              |
| Economically Disadvantaged Students         | 798          | 98.5                      | 56.8                                                    | *                                                         | 40.0                                                   | *                                                 | 49.6                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 49           | 92.9                      | 81.6                                                    | *                                                         | 67.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | 111          | 92.5                      | 29.7                                                    | 15.2                                                      | 22.7                                                   | 28.9                                              | 28.8                     | Met Target                   |
| Students without Disabilities               | 736          | 99.1                      | 62.5                                                    | 59.4                                                      | 65.1                                                   | 62.5                                              |                          |                              |
| English Learners                            | 260          | 100.0                     | 40.8                                                    | *                                                         | 29.3                                                   | 40.8                                              | 41.4                     | Met Target†                  |
| Non-English Learners                        | 587          | 97.4                      | 65.9                                                    | *                                                         | 60.6                                                   | 65.9                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 50.0                                                      | 29.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | *            | *                         | *                                                       | 33.3                                                      | 27.6                                                   | *                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 57.8                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 30.4                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

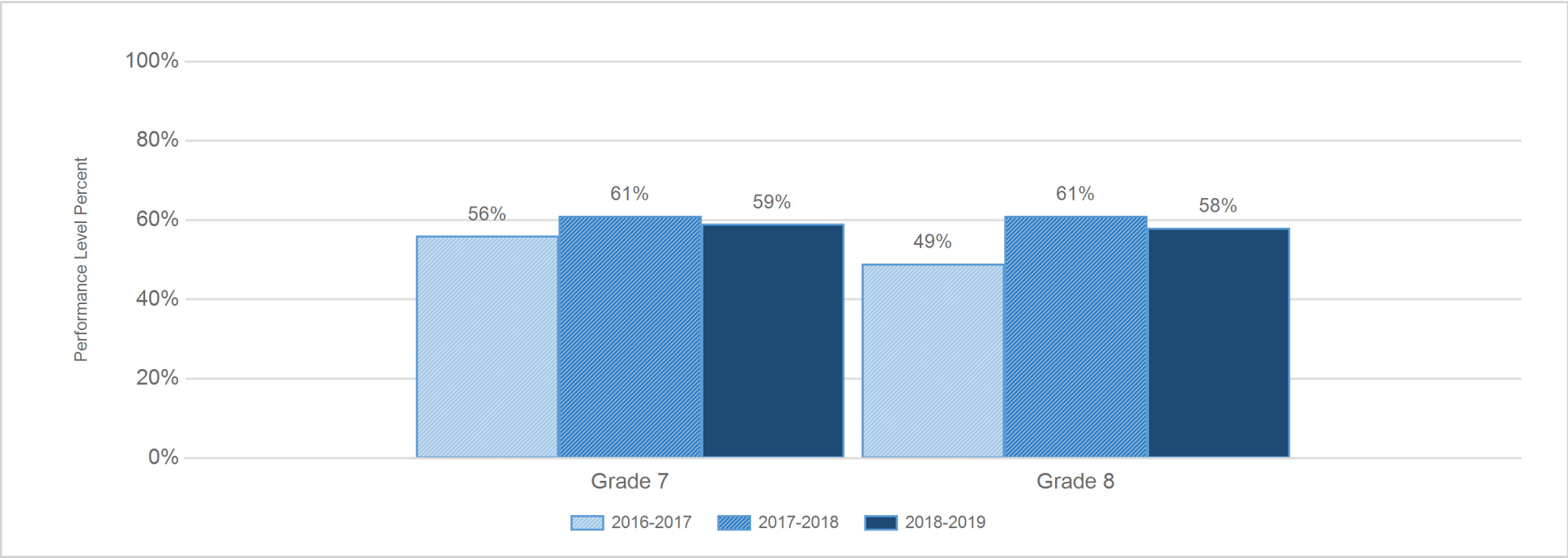


Union Hill Middle School  
(17-5240-150)  
Grades Offered: 07-08  
2018-2019

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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.





Union Hill Middle School  
(17-5240-150)  
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 408          | 753              | 762                       | 761                    | 13%                                      | 11%                                   | 17%                                | 36%                         | 23%                              | 59%                                     | 63%                                           |
| White                                       | *            | *                | *                         | 769                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 72%                                           |
| Hispanic                                    | 404          | 753              | 762                       | 747                    | 13%                                      | 10%                                   | 17%                                | 36%                         | 23%                              | 59%                                     | 50%                                           |
| Black or African American                   | *            | *                | *                         | 741                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 43%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 790                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 87%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 761                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Two or More Races                           | N            | N                | N                         | 768                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 68%                                           |
| Female                                      | 191          | 759              | 767                       | 769                    | 10%                                      | 8%                                    | 18%                                | 35%                         | 28%                              | 63%                                     | 71%                                           |
| Male                                        | 217          | 747              | 757                       | 753                    | 16%                                      | 13%                                   | 17%                                | 36%                         | 18%                              | 55%                                     | 55%                                           |
| Economically Disadvantaged Students         | 379          | 751              | 759                       | 743                    | *                                        | *                                     | *                                  | 36%                         | 22%                              | 57%                                     | 45%                                           |
| Non-Economically Disadvantaged Students     | 29           | 774              | 785                       | 771                    | *                                        | *                                     | *                                  | 38%                         | 41%                              | 79%                                     | 73%                                           |
| Students with Disabilities                  | 45           | 718              | *                         | 720                    | 22%                                      | 36%                                   | 27%                                | *                           | *                                | 16%                                     | 22%                                           |
| Students without Disabilities               | 363          | 757              | *                         | 769                    | 12%                                      | 8%                                    | 16%                                | *                           | *                                | 64%                                     | 71%                                           |
| English Learners                            | 49           | 698              | 700                       | 706                    | 61%                                      | *                                     | *                                  | *                           | *                                | 12%                                     | 12%                                           |
| Non-English Learners                        | 359          | 760              | 769                       | 763                    | 7%                                       | *                                     | *                                  | *                           | *                                | 65%                                     | 65%                                           |
| Homeless Students                           | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 34%                                           |
| Students in Foster Care                     | *            | *                | *                         | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |





Union Hill Middle School  
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 415          | 754              | 761                       | 762                    | 10%                                      | 12%                                   | 21%                                | 41%                         | 17%                              | 58%                                     | 63%                                           |
| White                                       | *            | *                | 778                       | 770                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 72%                                           |
| Hispanic                                    | 399          | 754              | 760                       | 747                    | 10%                                      | 11%                                   | 22%                                | 41%                         | 17%                              | 57%                                     | 49%                                           |
| Black or African American                   | *            | *                | *                         | 741                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 769                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 69%                                           |
| Female                                      | 208          | 762              | 770                       | 771                    | 5%                                       | 11%                                   | 17%                                | 46%                         | 22%                              | 67%                                     | 71%                                           |
| Male                                        | 207          | 746              | 750                       | 753                    | 14%                                      | 13%                                   | 25%                                | 37%                         | 12%                              | 48%                                     | 55%                                           |
| Economically Disadvantaged Students         | 395          | 753              | 758                       | 743                    | 10%                                      | *                                     | *                                  | *                           | *                                | 56%                                     | 45%                                           |
| Non-Economically Disadvantaged Students     | 20           | 777              | 783                       | 772                    | 0%                                       | *                                     | *                                  | *                           | *                                | 85%                                     | 72%                                           |
| Students with Disabilities                  | 33           | 721              | *                         | 721                    | 39%                                      | *                                     | *                                  | *                           | *                                | 24%                                     | 22%                                           |
| Students without Disabilities               | 382          | 757              | *                         | 770                    | 7%                                       | *                                     | *                                  | *                           | *                                | 61%                                     | 71%                                           |
| English Learners                            | 52           | 716              | 709                       | 708                    | 29%                                      | 40%                                   | *                                  | *                           | *                                | 17%                                     | 12%                                           |
| Non-English Learners                        | 363          | 760              | 768                       | 764                    | 7%                                       | 8%                                    | *                                  | *                           | *                                | 64%                                     | 65%                                           |
| Homeless Students                           | *            | *                | *                         | 727                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 31%                                           |
| Students in Foster Care                     | *            | *                | *                         | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 32%                                           |
| Military-Connected Students                 | N            | N                | N                         | 760                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 27%                                           |



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## 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 860          | 98.1                      | 40.0                                                    | 34.6                                                      | 44.5                                                   | 40.0                                              | 38.2                     | Met Target                   |
| White                                       | *            | *                         | *                                                       | 39.8                                                      | 54.1                                                   | *                                                 | **                       | **                           |
| Hispanic                                    | 837          | 98.2                      | 39.7                                                    | 34.1                                                      | 28.8                                                   | 39.7                                              | 38.2                     | Met Target                   |
| Black or African American                   | *            | *                         | *                                                       | 37.0                                                      | 23.0                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 90.9                      | 80.0                                                    | 69.5                                                      | 76.5                                                   | 76.2                                              | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 411          | 98.6                      | 40.9                                                    | 35.2                                                      | 44.9                                                   | 40.9                                              |                          |                              |
| Male                                        | 449          | 97.6                      | 39.2                                                    | 34.1                                                      | 44.2                                                   | 39.2                                              |                          |                              |
| Economically Disadvantaged Students         | 809          | 98.4                      | 39.3                                                    | *                                                         | 26.3                                                   | *                                                 | 38.5                     | Met Target                   |
| Non-Economically Disadvantaged Students     | 51           | 93.7                      | 51.0                                                    | *                                                         | 54.9                                                   | *                                                 |                          |                              |
| Students with Disabilities                  | 111          | 92.5                      | 14.4                                                    | *                                                         | 17.4                                                   | 14.1                                              | 18.6                     | Met Target†                  |
| Students without Disabilities               | 749          | 99.0                      | 43.8                                                    | *                                                         | 50.0                                                   | 43.8                                              |                          |                              |
| English Learners                            | 273          | 100.0                     | 32.2                                                    | *                                                         | 25.0                                                   | 32.2                                              | 31.6                     | Met Target                   |
| Non-English Learners                        | 587          | 97.2                      | 43.6                                                    | *                                                         | 46.5                                                   | 43.6                                              |                          |                              |
| Homeless Students                           | *            | *                         | *                                                       | 18.8                                                      | 17.1                                                   | *                                                 |                          |                              |
| Students In Foster Care                     | *            | *                         | *                                                       | 16.7                                                      | 17.1                                                   | *                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

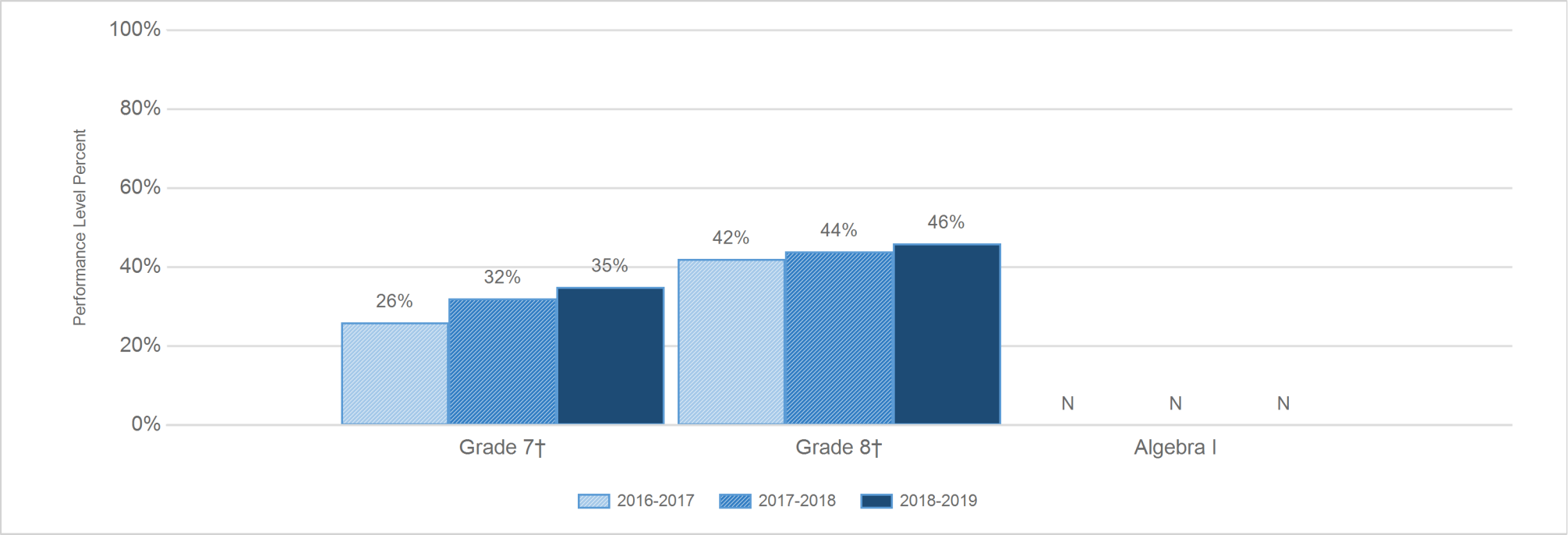


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 420          | 738              | 740                       | 744                    | 8%                                       | 25%                                   | 33%                                | 30%                         | 5%                               | 35%                                     | 42%                                           |
| White                                       | *            | *                | *                         | 751                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 53%                                           |
| Hispanic                                    | 416          | 738              | 740                       | 733                    | 8%                                       | 25%                                   | 33%                                | 30%                         | 5%                               | 35%                                     | 26%                                           |
| Black or African American                   | *            | *                | *                         | 727                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 21%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 768                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 75%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 742                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 43%                                           |
| Two or More Races                           | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Female                                      | 199          | 738              | 740                       | 744                    | 6%                                       | 29%                                   | 33%                                | 27%                         | 5%                               | 32%                                     | 42%                                           |
| Male                                        | 221          | 739              | 741                       | 743                    | 9%                                       | 21%                                   | 33%                                | 32%                         | 5%                               | 37%                                     | 42%                                           |
| Economically Disadvantaged Students         | 387          | 738              | 739                       | 731                    | 8%                                       | *                                     | 32%                                | *                           | *                                | 34%                                     | 24%                                           |
| Non-Economically Disadvantaged Students     | 33           | 746              | 749                       | 751                    | 0%                                       | *                                     | 39%                                | *                           | *                                | 36%                                     | 53%                                           |
| Students with Disabilities                  | 45           | 710              | *                         | 718                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 13%                                           |
| Students without Disabilities               | 375          | 742              | *                         | 749                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 48%                                           |
| English Learners                            | 61           | 720              | 717                       | 716                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 10%                                           |
| Non-English Learners                        | 359          | 741              | 744                       | 745                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 44%                                           |
| Homeless Students                           | *            | *                | *                         | 721                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 13%                                           |
| Students in Foster Care                     | *            | *                | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 11%                                           |
| Military-Connected Students                 | N            | N                | N                         | 746                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 44%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |



**Union Hill Middle School**  
(17-5240-150)  
Grades Offered: 07-08  
2018-2019

**Report Key:**

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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>                           | 423          | 743              | 743                       | 728                    | 13%                                      | 19%                                   | 21%                                | 41%                         | 5%                               | 46%                                     | 29%                                           |
| White                                       | *            | *                | 753                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 38%                                           |
| Hispanic                                    | 407          | 742              | 742                       | 722                    | 14%                                      | 19%                                   | 22%                                | 41%                         | 4%                               | 45%                                     | 22%                                           |
| Black or African American                   | *            | *                | *                         | 714                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 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                           | N            | N                | N                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 31%                                           |
| Female                                      | 210          | 745              | 746                       | 731                    | 11%                                      | 17%                                   | 22%                                | *                           | *                                | 50%                                     | 31%                                           |
| Male                                        | 213          | 741              | 739                       | 726                    | 15%                                      | 22%                                   | 20%                                | *                           | *                                | 43%                                     | 27%                                           |
| Economically Disadvantaged Students         | 400          | 742              | 742                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | 46%                                     | 20%                                           |
| Non-Economically Disadvantaged Students     | 23           | 760              | 757                       | 735                    | *                                        | *                                     | *                                  | *                           | *                                | 61%                                     | 36%                                           |
| Students with Disabilities                  | 33           | 729              | *                         | 707                    | *                                        | 30%                                   | *                                  | *                           | *                                | 30%                                     | 10%                                           |
| Students without Disabilities               | 390          | 744              | *                         | 734                    | *                                        | 18%                                   | *                                  | *                           | *                                | 48%                                     | 35%                                           |
| English Learners                            | 60           | 732              | 717                       | 706                    | 25%                                      | *                                     | 18%                                | *                           | *                                | 42%                                     | 10%                                           |
| Non-English Learners                        | 363          | 745              | 747                       | 730                    | 11%                                      | *                                     | 22%                                | *                           | *                                | 47%                                     | 30%                                           |
| Homeless Students                           | *            | *                | *                         | 709                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 12%                                           |
| Students in Foster Care                     | *            | *                | *                         | 709                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 15%                                           |
| Military-Connected Students                 | N            | N                | N                         | 735                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 32%                                           |
| Migrant Students                            | N            | N                | N                         | 701                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



**Union Hill Middle School**  
(17-5240-150)  
Grades Offered: 07-08  
2018-2019

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

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | N            | N                | 730                       | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| White                                       | N            | N                | *                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 53%                                           |
| Hispanic                                    | N            | N                | 729                       | 728                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |
| Black or African American                   | N            | N                | *                         | 725                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 20%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 775                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 76%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Female                                      | N            | N                | 733                       | 745                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 44%                                           |
| Male                                        | N            | N                | 726                       | 743                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 41%                                           |
| Economically Disadvantaged Students         | N            | N                | 728                       | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Non-Economically Disadvantaged Students     | N            | N                | 744                       | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Students with Disabilities                  | N            | N                | 707                       | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 12%                                           |
| Students without Disabilities               | N            | N                | 732                       | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 47%                                           |
| English Learners                            | N            | N                | 704                       | 710                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| Non-English Learners                        | N            | N                | 735                       | 745                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | *                                             |
| 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                | 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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## 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 7     | 20                        | 20                         |
| 8     | 13                        | 13                         |

## English Language Progress to Proficiency

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

| Student Group               | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|-------------------------------------------------------------------|----------------|-------------|
| Schoolwide/English Learners | 17.0%                                                             | 40.9%          | Not Met     |

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2               | 61                | *                                       | *                                              |
| 3-4               | 41                | *                                       | *                                              |
| 5 or more         | 18                | 83.3%                                   | 16.7%                                          |



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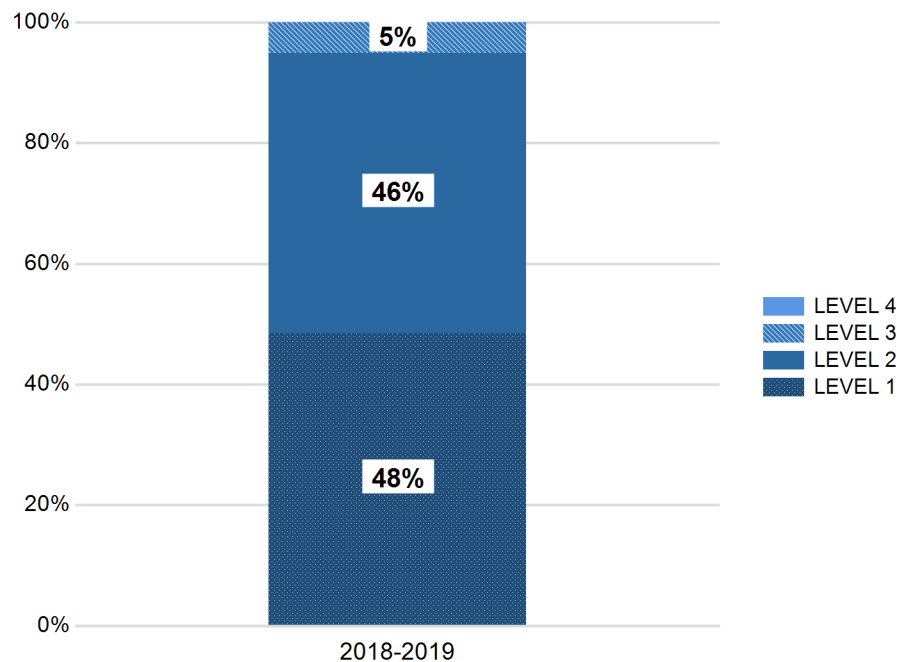
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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>                           | 48        | 46        | 5         | 0         |
| White                                       | *         | *         | *         | *         |
| Hispanic                                    | 49        | 46        | 5         | 0         |
| 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                                      | 50        | 46        | 3         | 0         |
| Male                                        | 46        | 46        | 7         | 1         |
| Economically Disadvantaged Students         | 50        | 45        | 5         | 1         |
| Non-Economically Disadvantaged Students     | 28        | 60        | 12        | 0         |
| Students with Disabilities                  | 78        | 19        | 3         | 0         |
| Students without Disabilities               | 46        | 48        | 5         | 1         |
| English Learners                            | 60        | 37        | 3         | 0         |
| Non-English Learners                        | 47        | 48        | 5         | 1         |
| Homeless Students                           | *         | *         | *         | *         |
| Students in Foster Care                     | *         | *         | *         | *         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |





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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|-------|-----------|----------|----------------------------|
| 7     | 0         | 0        | 442                        |
| 8     | 0         | 0        | 443                        |
| Total | 0         | 0        | 885                        |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------|---------|--------|---------|-------|--------|---------|-----------------|
| 7     | 71      | 0      | 0       | 0     | 0      | 0       | 0               |
| 8     | 377     | 0      | 0       | 0     | 0      | 0       | 0               |
| Total | 448     | 0      | 0       | 0     | 0      | 0       | 0               |



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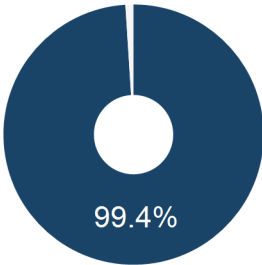
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Visual and Performing Arts – Course Participation

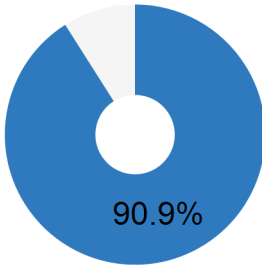
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

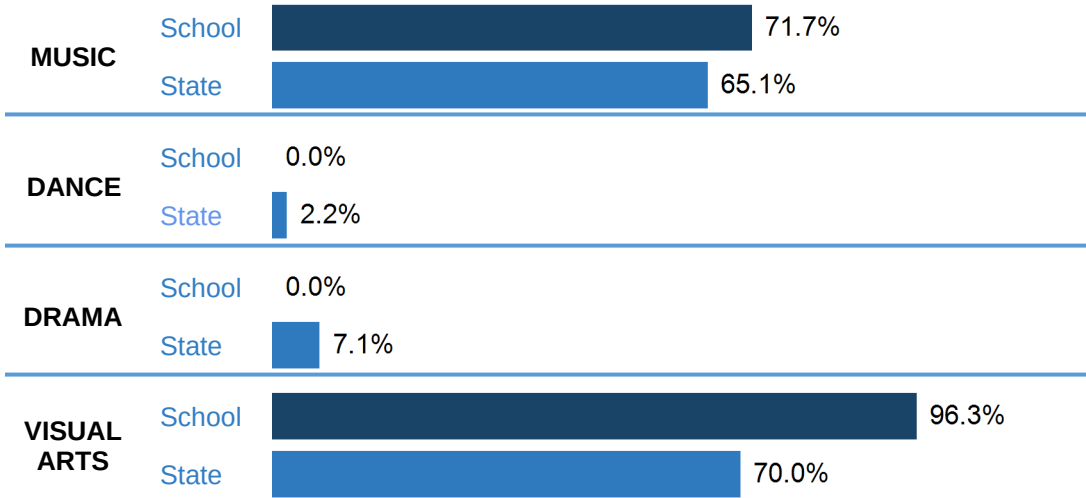


School



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.

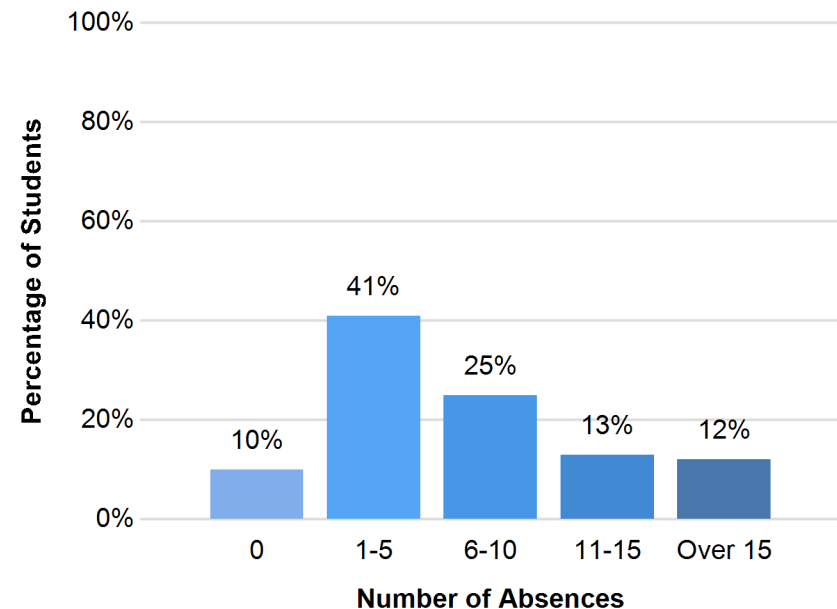
### Chronic Absenteeism

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                          | 75                                    | 8.4                                    | 9.5           | Met                |
| White                               | *                                     | *                                      | **            | **                 |
| Hispanic                            | 75                                    | 8.6                                    | 9.5           | Met                |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | 0                                     | 0                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 33                                    | 7.7                                    |               |                    |
| Male                                | 42                                    | 9.0                                    |               |                    |
| Economically Disadvantaged Students | 71                                    | 8.6                                    | 9.5           | Met                |
| Students with Disabilities          | 25                                    | 19.5                                   | 9.5           | Not Met            |
| English Learners                    | 7                                     | 5.8                                    | 9.5           | Met                |
| Homeless Students                   | *                                     | *                                      |               |                    |
| Students in Foster Care             | *                                     | *                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

### Days Absent

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





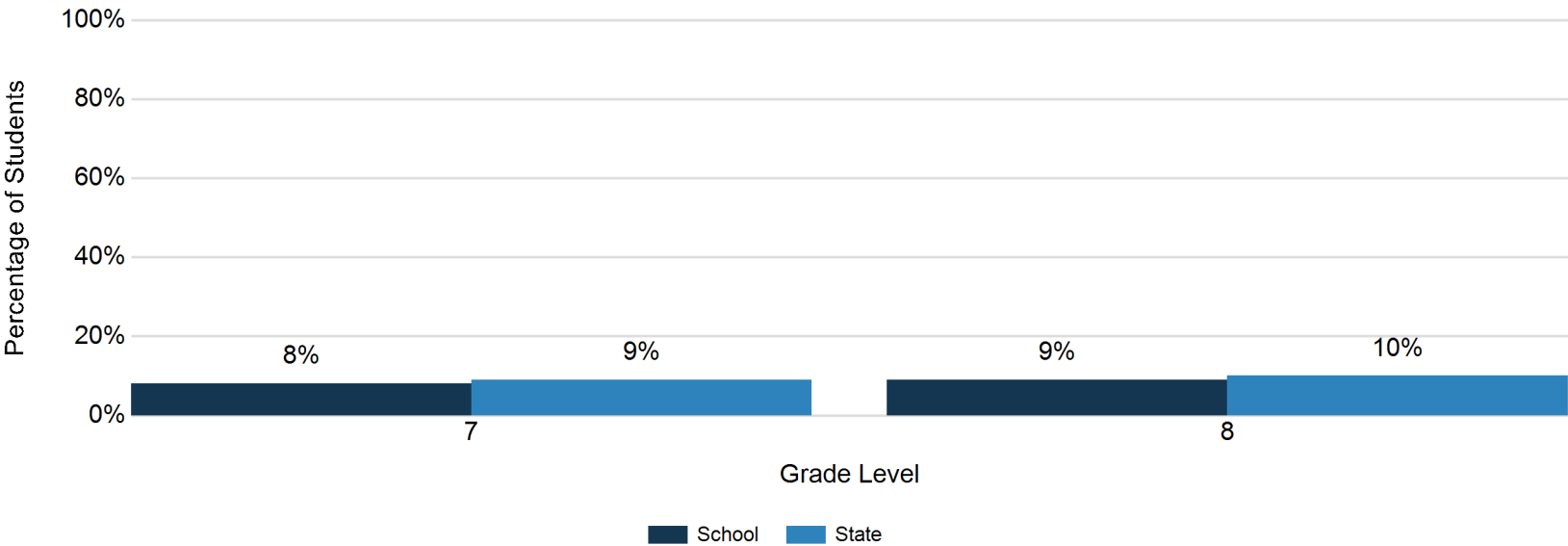
Union Hill Middle School  
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New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

### Chronic Absenteeism 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                                 | 18                  |
| Weapons                                  | 2                   |
| Vandalism                                | 1                   |
| Substances                               | 4                   |
| Harassment, Intimidation, Bullying (HIB) | 8                   |
| Total Unique Incidents                   | 32                  |
| Incidents Per 100 Students Enrolled      | 3.61                |

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           | 4             | 4                        |
| Sexual Orientation              | 0           | 2             | 2                        |
| Disability                      | 0           | 0             | 0                        |
| Other                           | 0           | 7             | 7                        |
| No Identified Nature            | 0           |               | 0                        |

Police Notifications

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

| Incident Type                            | Incidents Reported to Police |
|------------------------------------------|------------------------------|
| Violence                                 | 8                            |
| Weapons                                  | 1                            |
| Vandalism                                | 1                            |
| Substances                               | 2                            |
| 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          | 20                 | 2.3%                |
| Any Suspension                     | 25                 | 2.8%                |
| Removal to other education program | *                  | *                   |
| Expulsion                          | 0                  | 0.0%                |
| Arrest                             | *                  | *                   |

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| 60                                                  |



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### School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

### Device Ratios

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

| School Year | Student to Device Ratio |
|-------------|-------------------------|
| 2018-19     | 1.3:1                   |



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

| Teachers – Experience                                                                                                                                                                                                                               |                    |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|
| This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. |                    |                   |
| Category                                                                                                                                                                                                                                            | Teachers in School | Teachers in State |
| Total Number of teachers                                                                                                                                                                                                                            | 65                 | 118,214           |
| Average years experience in public schools                                                                                                                                                                                                          | 12.0               | 12.1              |
| Average years experience in district                                                                                                                                                                                                                | 11.5               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district                                                                                                                                                                              | 78.5%              | 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                                                                                      | 72                 | 9,530           |
| Average years experience in public schools                                                                          | 23.6               | 16.0            |
| Average years experience in district                                                                                | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district                                        | 98.6%              | 76.9%           |

| Student and Staff Ratios                                                                                                                                                                                                                                                                            |              |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|
| This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools. |              |                |
| Ratio                                                                                                                                                                                                                                                                                               | School Ratio | District Ratio |
| Students to Teachers                                                                                                                                                                                                                                                                                | 14:1         | 16:1           |
| Students to Administrators                                                                                                                                                                                                                                                                          | 222:1        | 191:1          |
| Teachers to Administrators                                                                                                                                                                                                                                                                          | 16:1         | 12:1           |
| Students to Librarians/Media Specialists                                                                                                                                                                                                                                                            |              | 13716:1        |
| Students to Nurses                                                                                                                                                                                                                                                                                  |              | 762:1          |
| Students to Counselors                                                                                                                                                                                                                                                                              |              | 914:1          |
| Students to Child Study Team Members                                                                                                                                                                                                                                                                |              | 232:1          |



Union Hill Middle School  
 (17-5240-150)  
 Grades Offered: 07-08  
 2018-2019

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

Teachers and Administrators– 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                              | 47.9%              | 73.8%              | 25.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 52.1%              | 26.2%              | 75.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 0.8%               | 56.9%              | 100.0%                   | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 97.3%              | 41.5%              | 0.0%                     | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 0.7%               | 1.5%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 1.2%               | 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                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |





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**Teachers:** All classroom teachers

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Teachers and Administrators - Level of Education

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

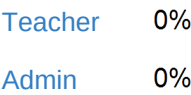
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 93.2%          |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

| ESSA Accountability Indicator                | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency                              | 52.4%   | 60.6%   | 58.2%   |
| Math Proficiency                             | 34.0%   | 37.4%   | 40.0%   |
| ELA Growth                                   | 52      | 52      | 52      |
| Math Growth                                  | 38      | 42      | 50      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 20.3%   | 17.0%   |
| Chronic Absenteeism                          | 6.0%    | 7.0%    | 8.4%    |

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

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



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## School Narrative

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

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Highlights:</p>                             | <ul style="list-style-type: none"> <li>The goal of Union Hill Middle School's Girls Who Code Club this year was to help their community by decreasing the feral cat population in Union City. The mission is to close the technology gender ga</li> <li>Career Day 2019 exposed UHMS 8th graders to a variety of careers as presented by former Union City graduates as they prepare for their transition into high school. NJSLA 21st Century Life and Careers.</li> <li>Peer Leaders facilitated "I Can Do It Too!", a Gender Bias Campaign that brings awareness to the expectations and bias that students experience. They encourage students to promote gender equality.</li> </ul> |
|  <p>Mission, Vision, Theme:</p>                | <p>It is the mission of UHMS to create a respectful, open, and nurturing environment that fosters a love of learning combined with a sense of accountability that encourages and supports the independent thinker and the creativity in all of us. We rely on the support of our community and support them in return. We advocate honesty, compassion, kindness, and responsibility. It is our hope that these traits will remain with us through our lives here, within these walls, and beyond into the world.</p>                                                                                                                                                                     |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>Union Hill Middle School was awarded\$3,000 through the NSTA Shell Science Lab Challenge. The Shell Science Lab Challenge recognizes outstanding middle and high schools across the country for their exemplary approaches towards science lab instruction. Out of numerous entries from various schools throughout New York, New Jersey, and Pennsylvania, UHMSs application was selected the winner.</p>                                                                                                                                                                                                                                                                             |



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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Courses, Curriculum, Instruction:</div> </div> | <p>The rigorous Union City curricula that is aligned to the NJSLS and expanded assessment initiatives within edConnect for Mathematics and ELA content are offered for students in grades 7 and 8. Our ELA and Math coaches along with the teachers offer a course load to address high achieving students and reinforcement activities.</p>                                                                    |
| <div>  <div>Sports and Athletics:</div> </div>            | <p>Sports Offered: Baseball (Boys &amp; Girls), Basketball (Boys &amp; Girls), Cheerleading (Boys &amp; Girls), Soccer (Boys &amp; Girls)</p> <p>Union Hill hosts girls and boys Intramural basketball, volleyball, and soccer teams as well as cheerleading.</p>                                                                                                                                               |
| <div>  <div>Clubs and Activities:</div> </div>           | <p>Union Hill offers a variety of clubs and activities both at lunch and after school. These include our lunchtime intramural sports program, which allows students to use their lunchtime productively and teaches them sportsmanship and collaboration. We offer art clubs, band and choral programs, along with a book club. UHMS hosts robotics, STEM clubs, Coding and numerous enrichment activities.</p> |





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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>  <div>Before and After School Programs:</div> </div> | <p>At Union Hill, we offer a variety of activities for students in 7th and 8th grade and their families; • 21st Century Program (HW Help, Sports, Drama, Yearbook, Bollywood Dance,) • Enrichment/Extended Day Program (HW Help, Test Prep/Tutoring, STEM, Robotics, Glee Club, Band) • Before School Tutoring and Intra murals • School Base Program (Fitness, Self Esteem groups, Conflict Resolution, Strengthening Families, NAMI for families)</p>                                       |
| <div>  <div>Staff and Professional Learning:</div> </div>  | <p>Professional development is provided through high quality professional learning community activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.</p> |



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|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Student Supports and Services:</div>      | <p>           The I &amp;RS provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. Students needs are met through an Individual Education Plan and are supported by the Child Study Team. The ELL program enables students to move from their native language to English. Certified staff meet all students' needs to achieve the district goal to move students to the regular education program. A Port of Entry program meets the needs of new entrants into the country who experienced interruption in their academic education and are behind several grade levels. Administrators and bilingual staff were trained on ELLevation, a new online tool to provide access to ELL data and specific instructional strategies that develops language and increases content area knowledge.         </p> |
|  <div>Student Health and Wellness:</div>       | <p>           The district will offer a healthy lunch everyday and will process lunch forms to determine eligibility. A full students' lunch includes a choice of entrée supplying protein and grain, two (2) vegetable side dishes, one (1) fruit side dish, and a choice of milk. Milk choices include 1% white, skim, and chocolate. The 21st Century Program will offer a free dinner or snack.         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  <div>Parent and Community Involvement:</div> | <p>           Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relation's director facilitate collaborative family/community activities. Parent breakfasts, and community workshops, connect families to the school and community that support student learning and success.         </p>                                                                                                                                                                                                                                                                                                                                                 |



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|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Parental, student and teacher surveys are conducted at the school level. Parents are cooperative and active members of our school community. The 21st Century Program surveys the needs and knowledge of parents, students and teachers in the beginning of the year(pre program survey) and creates programs accordingly. The parents, students and teachers also completed post surveys to gauge progress in their action plans for improvement.</p> |
|  <p>Facilities:</p>     | <p>Main entrance doors access control completed. Third floor classrooms and hallway was painted. The gym floor was also painted.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  <p>School Safety:</p> | <p>School safety is a number one priority for all stakeholders. Besides safety drills, two School Resource Police Officers are assigned full time to the school building. They are members of the School Safety Team that meets regularly to plan and assess safety concerns.</p>                                                                                                                                                                                                                                                                     |



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|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div> | The school is technology rich with Smart Boards, chrome books, and laptops for teaching and learning. UHMS is beginning the process of becoming certified as a “Future Ready School” which will help prepare our students for success, Students at UHMS are actively involved in STEM activities using 3D printers, drones and robots. |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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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.

|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Other Information</div> | <p>Parents are encouraged to participate in all school activities. Parent breakfasts provide opportunities for workshops tailored to the parents' needs. Teachers, staff and parents have joined forces to create a culture of trust and academic rigor. Our staff is committed to the unique needs of the middle school student, addressing both the NJ Student Learning Standards and the students' social and emotional learning skills. Teachers work collaboratively in teams, and have the opportunity to meet during professional learning communities to collaborate. Literacy, math, and bilingual coaches are on staff to work with individual teachers and students, providing targeted tutoring, modeling and professional development. UHMS focus is on a positive growth mindset through advisory periods where groups of students are assigned to two adult advocates to discuss how a positive mindset can change the course of their lives. The advisory period also provides a safe community where students can discuss successes and challenges. As part of our school safety policy, all students are required to wear uniforms and ID badges. Students are aware that consequences of their actions may include a period of reflection. UHMS was the recipient of a Joe Torre "Safe at Home Foundation's Margaret's Place" grant which provides a social worker and curriculum to prevent domestic violence. Parents have access to student grades through the Power School parent portal. The school has an "open door" policy to assist the community of learners.</p> |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Veterans' Memorial Elementary School**  
(17-5240-118)  
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 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:**



Veterans' Memorial Elementary School

(17-5240-118)

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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         | Hudson                                                              |
| District       | Union City School District                                          |
| Principal Name | Ms. Martha O'Connell                                                |
| Address        | 1401 CENTRAL AVENUE UNION CITY, NJ 07087                            |
| Phone Number   | 201-348-2737                                                        |
| Email Address  | <a href="mailto:moconnell@ucboe.us">moconnell@ucboe.us</a>          |
| Website        | <a href="https://veterans.ucboe.us/">https://veterans.ucboe.us/</a> |



Veterans' Memorial Elementary School

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| PK    | 44      | 45      | 43      |
| KG    | 86      | 75      | 70      |
| 1     | 100     | 105     | 101     |
| 2     | 92      | 92      | 93      |
| 3     | 102     | 90      | 84      |
| 4     | 109     | 107     | 94      |
| 5     | 102     | 102     | 105     |
| Total | 635     | 616     | 590     |

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%   | 50.0%   | 50.5%   |
| Male                                | 50.6%   | 50.0%   | 49.5%   |
| Economically Disadvantaged Students | 83.6%   | 84.3%   | 87.8%   |
| Students with Disabilities          | 3.6%    | 5.4%    | 5.3%    |
| English Learners                    | 32.0%   | 34.6%   | 37.6%   |
| Homeless Students                   | 0.3%    | 0.0%    | 0.0%    |
| Students in Foster Care             | 0.0%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 0.0%    | 0.0%    |

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                               | 1.6%    | 1.5%    | 0.8%    |
| Hispanic                            | 94.3%   | 94.6%   | 96.8%   |
| Black or African American           | 1.6%    | 2.1%    | 1.4%    |
| Asian                               | 2.4%    | 1.6%    | 1.0%    |
| Native Hawaiian or Pacific Islander | 0.2%    | 0.2%    | 0.0%    |
| American Indian or Alaska Native    | 0.0%    | 0.0%    | 0.0%    |
| Two or More Races                   | 0.0%    | 0.0%    | 0.0%    |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade         | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 44      | 45      | 43      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 86      | 75      | 70      |

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 |
|-----------------|---------------|
| Spanish         | 63.6%         |
| English         | 35.1%         |
| Other Languages | 1.4%          |





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2018-2019

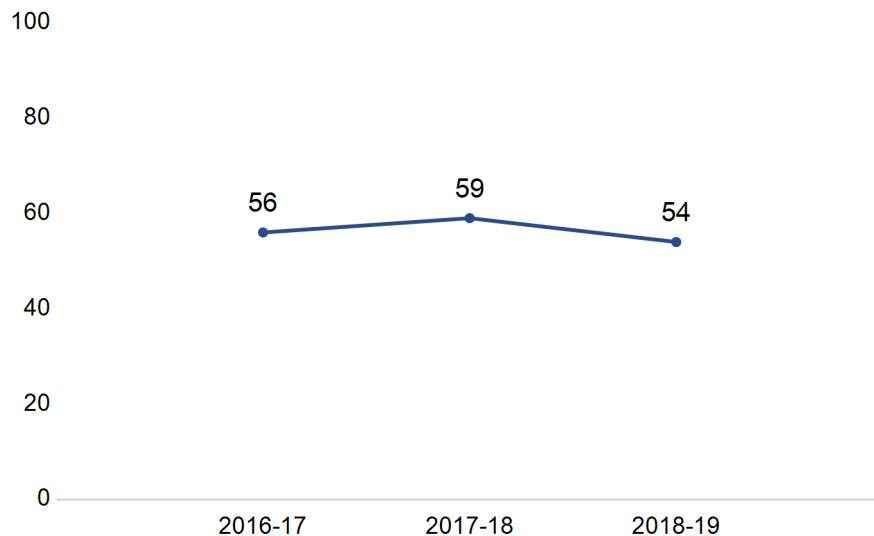
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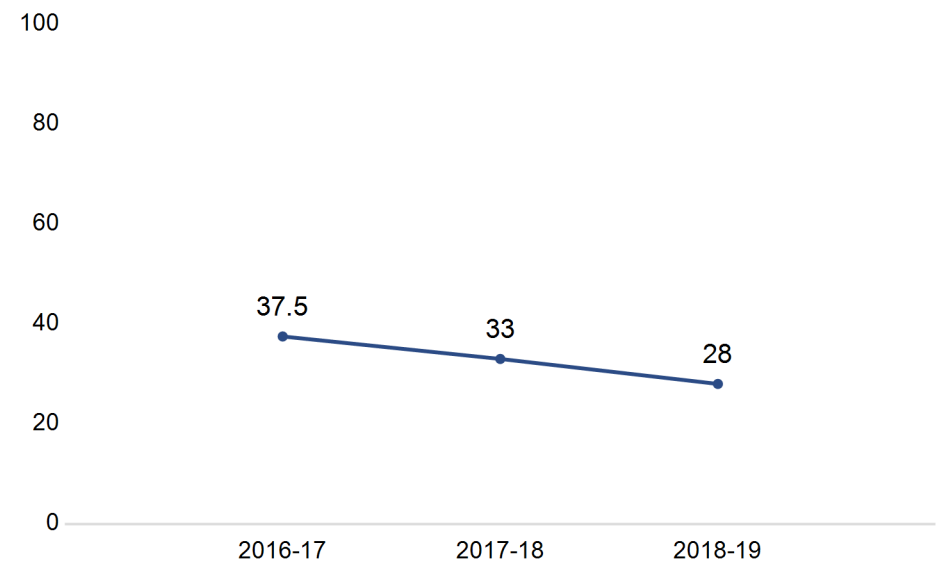
### Student Growth Trends and Progress

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<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|---------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Median Student Growth Percentile            | 56             | 59             | 54             | 37.5            | 33              | 28              |
| Met Standard (40-59.5)?                     | Met Standard   | Met Standard   | Met Standard   | Not Met         | Not Met         | Not Met         |
| Statewide: Median Student Growth Percentile | 50             | 50             | 50             | 50              | 50              | 50              |



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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|------------------------------|---------------------|-----------------------|------------------------|-------------------------------|
| Schoolwide                                  | 54                 | 58                   | 50                    | Met Standard                 | 28                  | 52                    | 50                     | Not Met                       |
| White                                       | *                  | 59.5                 | 50                    | **                           | *                   | 59                    | 52                     | **                            |
| Hispanic                                    | 55                 | 58                   | 49                    | Met Standard                 | 28                  | 52                    | 47                     | Not Met                       |
| Black or African American                   | *                  | 73                   | 45                    | **                           | *                   | 38                    | 43                     | **                            |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 68                   | 59                    | **                           | *                   | 72.5                  | 60                     | **                            |
| American Indian or Alaska Native            | N                  | *                    | 56                    | **                           | N                   | *                     | 51.5                   | **                            |
| Two or More Races                           | N                  | N                    | 49                    | **                           | N                   | N                     | 52                     | **                            |
| Female                                      | 53                 | 62                   | 53                    | N                            | 36                  | 53                    | 50                     | N                             |
| Male                                        | 55                 | 53                   | 47                    | N                            | 15.5                | 51                    | 51                     | N                             |
| Economically Disadvantaged Students         | 52                 | 58                   | 48                    | Met Standard                 | 28                  | 52                    | 46                     | Not Met                       |
| Students with Disabilities                  | 36                 | 44                   | 43                    | **                           | 46                  | 39                    | 45                     | **                            |
| English Learners                            | 56                 | 58                   | 52                    | Met Standard                 | 28                  | 52                    | 50                     | Not Met                       |
| Homeless Students                           | N                  | *                    | 43                    | N                            | N                   | 38.5                  | 44                     | N                             |
| Students in Foster Care                     | N                  | *                    | 42                    | N                            | N                   | *                     | 44                     | N                             |
| Military-Connected Students                 | N                  | N                    | 49                    | N                            | N                   | N                     | 51                     | N                             |
| Migrant Students                            | N                  | N                    | 47                    | N                            | N                   | N                     | 51                     | N                             |



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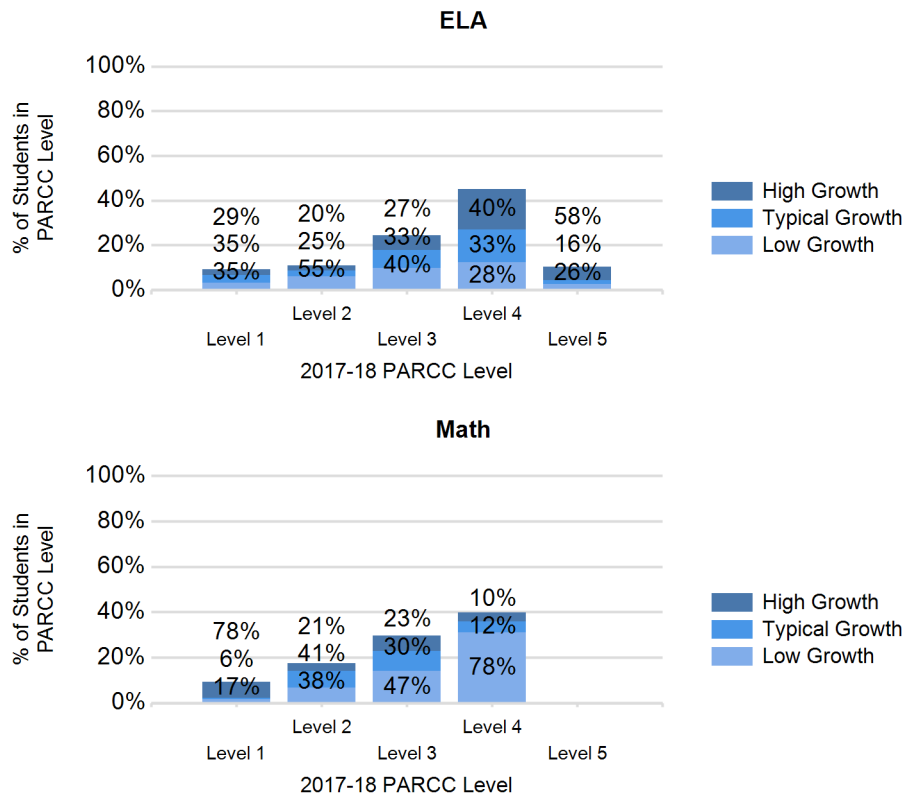
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

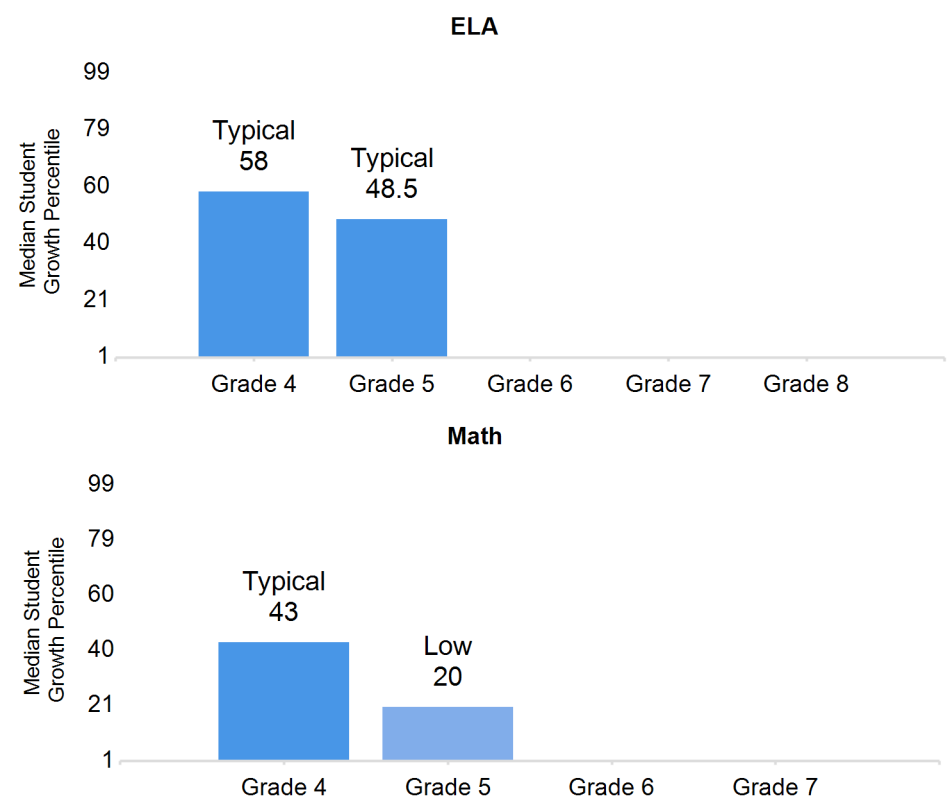
Student Growth by Performance Level

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



Student Growth by Grade

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



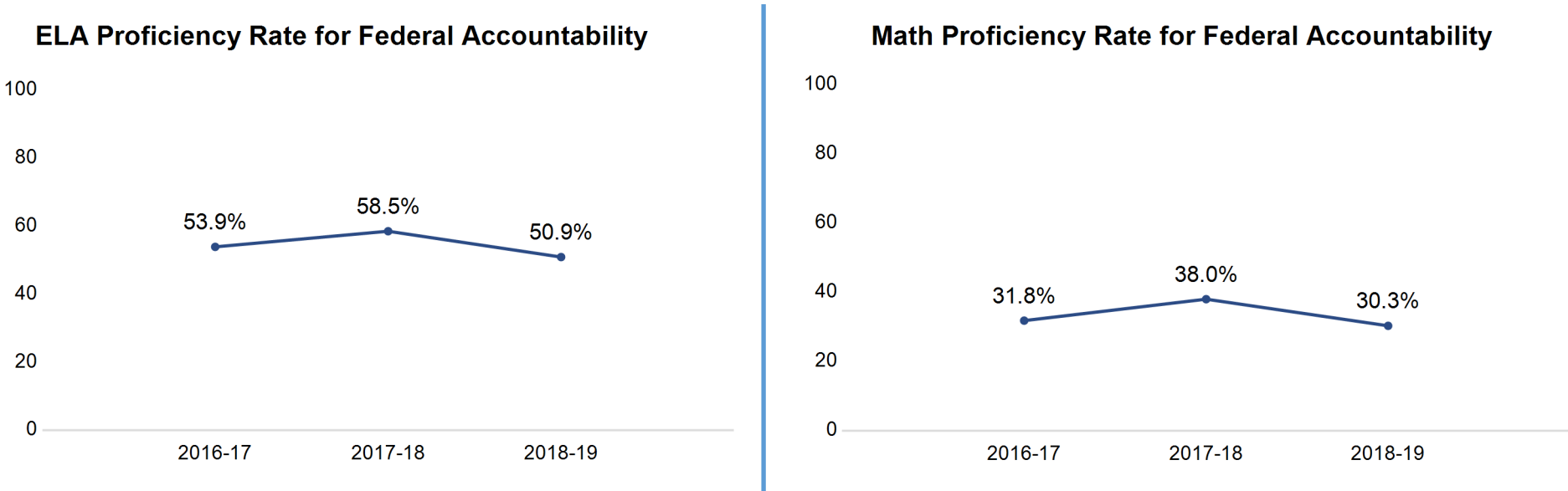


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English Language Arts and Mathematics Performance Trends

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



| Performance Measure                                   | 2016-17<br>ELA | 2017-18<br>ELA | 2018-19<br>ELA | 2016-17<br>Math | 2017-18<br>Math | 2018-19<br>Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate                                    | 98.0%          | 98.3%          | 99.6%          | 98.1%           | 98.3%           | 99.6%           |
| Proficiency Rate for Federal Accountability           | 53.9%          | 58.5%          | 50.9%          | 31.8%           | 38.0%           | 30.3%           |
| Annual Target                                         | 46.8%          | 48.6%          | 50.3%          | 36.4%           | 38.7%           | 41.0%           |
| 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                                  | 275          | 99.6                      | 50.9                                           | 54.9                                             | 57.9                                          | 50.9                                        | 50.3                  | Met Target                |
| White                                       | *            | *                         | *                                              | 63.8                                             | 66.9                                          | *                                           | **                    | **                        |
| Hispanic                                    | 266          | 99.6                      | 51.1                                           | 54.4                                             | 43.9                                          | 51.1                                        | 49.3                  | Met Target                |
| Black or African American                   | *            | *                         | *                                              | 53.7                                             | 38.5                                          | *                                           | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                              | 80.5                                             | 82.9                                          | *                                           | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N                                              | *                                                | 56.0                                          | N                                           | **                    | **                        |
| Two or More Races                           | N            | N                         | N                                              | *                                                | 64.4                                          | N                                           | **                    | **                        |
| Female                                      | 150          | 100.0                     | 50.7                                           | 61.7                                             | 64.8                                          | 50.7                                        |                       |                           |
| Male                                        | 125          | 99.2                      | 51.2                                           | 48.4                                             | 51.3                                          | 51.2                                        |                       |                           |
| Economically Disadvantaged Students         | 244          | 100.0                     | 50.0                                           | *                                                | 40.0                                          | 50.0                                        | 47.8                  | Met Target                |
| Non-Economically Disadvantaged Students     | 31           | 96.9                      | 58.1                                           | *                                                | 67.9                                          | 58.1                                        |                       |                           |
| Students with Disabilities                  | 18           | 94.7                      | *                                              | 15.2                                             | 22.7                                          | *                                           | **                    | **                        |
| Students without Disabilities               | 257          | 100.0                     | *                                              | 59.4                                             | 65.1                                          | *                                           |                       |                           |
| English Learners                            | 156          | 100.0                     | 45.5                                           | *                                                | 29.3                                          | 45.5                                        | 20.3                  | Met Target                |
| Non-English Learners                        | 119          | 99.2                      | 58.0                                           | *                                                | 60.6                                          | 58.0                                        |                       |                           |
| Homeless Students                           | N            | N                         | N                                              | 50.0                                             | 29.1                                          | N                                           |                       |                           |
| Students In Foster Care                     | N            | N                         | N                                              | 33.3                                             | 27.6                                          | N                                           |                       |                           |
| Military-Connected Students                 | N            | N                         | N                                              | N                                                | 57.8                                          | N                                           |                       |                           |
| Migrant Students                            | N            | N                         | N                                              | N                                                | 30.4                                          | N                                           |                       |                           |

† Target was met within a confidence interval.

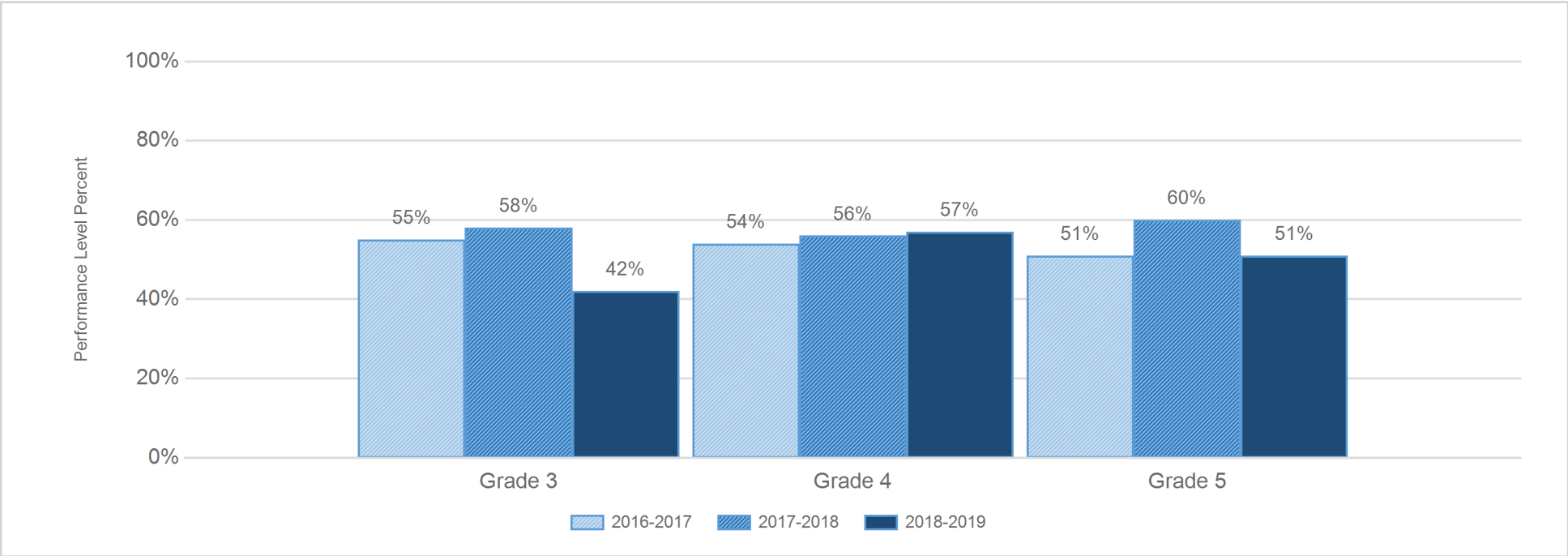


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 81           | 741              | 743                       | 748                    | 16%                                      | 17%                                   | 25%                                | *                           | *                                | 42%                                     | 50%                                           |
| White                                       | *            | *                | 754                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| Hispanic                                    | 78           | 740              | 743                       | 734                    | 17%                                      | 18%                                   | 24%                                | *                           | *                                | 41%                                     | 36%                                           |
| Black or African American                   | *            | *                | *                         | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 33%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 773                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 75%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 746                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 46%                                           |
| Two or More Races                           | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 47           | 739              | 749                       | 753                    | *                                        | *                                     | *                                  | *                           | *                                | 36%                                     | 55%                                           |
| Male                                        | 34           | 743              | 738                       | 743                    | *                                        | *                                     | *                                  | *                           | *                                | 50%                                     | 46%                                           |
| Economically Disadvantaged Students         | 71           | 738              | 741                       | 731                    | 18%                                      | *                                     | *                                  | *                           | *                                | 38%                                     | 33%                                           |
| Non-Economically Disadvantaged Students     | 10           | 760              | 759                       | 759                    | 0%                                       | *                                     | *                                  | *                           | *                                | 70%                                     | 61%                                           |
| Students with Disabilities                  | *            | *                | 695                       | 719                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 24%                                           |
| Students without Disabilities               | *            | *                | 747                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 28           | 725              | 728                       | 713                    | *                                        | *                                     | *                                  | *                           | *                                | 29%                                     | 17%                                           |
| Non-English Learners                        | 53           | 749              | 753                       | 751                    | *                                        | *                                     | *                                  | *                           | *                                | 49%                                     | 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                | N                         | 752                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Migrant Students                            | N            | N                | N                         | 727                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 24%                                           |



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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 94           | 756              | 753                       | 755                    | *                                        | *                                     | 20%                                | 34%                         | 23%                              | 57%                                     | 57%                                           |
| White                                       | *            | *                | 766                       | 763                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 67%                                           |
| Hispanic                                    | 89           | 757              | 752                       | 743                    | *                                        | *                                     | 19%                                | 35%                         | 24%                              | 58%                                     | 44%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 64%                                           |
| Female                                      | 48           | 760              | 757                       | 760                    | *                                        | *                                     | *                                  | 38%                         | 25%                              | 63%                                     | 62%                                           |
| Male                                        | 46           | 752              | 749                       | 750                    | *                                        | *                                     | *                                  | 30%                         | 22%                              | 52%                                     | 53%                                           |
| Economically Disadvantaged Students         | 82           | 754              | 750                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | 56%                                     | 40%                                           |
| Non-Economically Disadvantaged Students     | 12           | 771              | 779                       | 765                    | *                                        | *                                     | *                                  | *                           | *                                | 67%                                     | 69%                                           |
| Students with Disabilities                  | *            | *                | 710                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 756                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 64%                                           |
| English Learners                            | 19           | 713              | *                         | 720                    | *                                        | *                                     | *                                  | *                           | *                                | 21%                                     | 17%                                           |
| Non-English Learners                        | 75           | 767              | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | 67%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | N                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 757                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Migrant Students                            | N            | N                | N                         | 718                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 25%                                           |





Veterans' Memorial Elementary School  
(17-5240-118)  
Grades Offered: PK-05  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 104          | 750              | 749                       | 756                    | 13%                                      | 14%                                   | 22%                                | 40%                         | 11%                              | 51%                                     | 58%                                           |
| White                                       | N            | N                | 761                       | 764                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 68%                                           |
| Hispanic                                    | *            | *                | *                         | 743                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 44%                                           |
| Black or African American                   | *            | *                | *                         | 739                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 38%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 781                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 52%                                           |
| Two or More Races                           | N            | N                | N                         | 762                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 65%                                           |
| Female                                      | 57           | 749              | 755                       | 761                    | *                                        | *                                     | 23%                                | *                           | *                                | 51%                                     | 64%                                           |
| Male                                        | 47           | 751              | 743                       | 750                    | *                                        | *                                     | 21%                                | *                           | *                                | 51%                                     | 52%                                           |
| Economically Disadvantaged Students         | *            | *                | 748                       | 740                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 39%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 762                       | 766                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 69%                                           |
| Students with Disabilities                  | *            | *                | 702                       | 724                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Students without Disabilities               | *            | *                | 753                       | 762                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 65%                                           |
| English Learners                            | 20           | 709              | *                         | 713                    | *                                        | *                                     | *                                  | *                           | *                                | 15%                                     | 11%                                           |
| Non-English Learners                        | 84           | 759              | *                         | 758                    | *                                        | *                                     | *                                  | *                           | *                                | 60%                                     | 60%                                           |
| Homeless Students                           | N            | N                | *                         | 730                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 29%                                           |
| Students in Foster Care                     | N            | N                | *                         | 729                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 28%                                           |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Migrant Students                            | N            | N                | N                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 26%                                           |



**Veterans' Memorial 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2018-19 Annual<br>Target | Met 2018-19<br>Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide                                  | 277          | 99.6                      | 30.3                                                    | 34.6                                                      | 44.5                                                   | 30.3                                              | 41                       | Not Met                      |
| White                                       | *            | *                         | *                                                       | 39.8                                                      | 54.1                                                   | *                                                 | **                       | **                           |
| Hispanic                                    | 268          | 99.6                      | 31.0                                                    | 34.1                                                      | 28.8                                                   | 31.0                                              | 39.7                     | Not Met                      |
| Black or African American                   | *            | *                         | *                                                       | 37.0                                                      | 23.0                                                   | *                                                 | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *                                                       | 69.5                                                      | 76.5                                                   | *                                                 | **                       | **                           |
| American Indian or Alaska Native            | N            | N                         | N                                                       | *                                                         | 42.7                                                   | N                                                 | **                       | **                           |
| Two or More Races                           | N            | N                         | N                                                       | *                                                         | 53.3                                                   | N                                                 | **                       | **                           |
| Female                                      | 150          | 100.0                     | 32.0                                                    | 35.2                                                      | 44.9                                                   | 32.0                                              |                          |                              |
| Male                                        | 127          | 99.2                      | 28.3                                                    | 34.1                                                      | 44.2                                                   | 28.3                                              |                          |                              |
| Economically Disadvantaged Students         | 246          | 100.0                     | 29.7                                                    | *                                                         | 26.3                                                   | 29.7                                              | 37.3                     | Not Met                      |
| Non-Economically Disadvantaged Students     | 31           | 96.9                      | 35.5                                                    | *                                                         | 54.9                                                   | 35.5                                              |                          |                              |
| Students with Disabilities                  | 18           | 94.7                      | *                                                       | *                                                         | 17.4                                                   | *                                                 | **                       | **                           |
| Students without Disabilities               | 259          | 100.0                     | *                                                       | *                                                         | 50.0                                                   | *                                                 |                          |                              |
| English Learners                            | 158          | 100.0                     | 29.1                                                    | *                                                         | 25.0                                                   | 29.1                                              | 24.4                     | Met Target                   |
| Non-English Learners                        | 119          | 99.2                      | 31.9                                                    | *                                                         | 46.5                                                   | 31.9                                              |                          |                              |
| Homeless Students                           | N            | N                         | N                                                       | 18.8                                                      | 17.1                                                   | N                                                 |                          |                              |
| Students In Foster Care                     | N            | N                         | N                                                       | 16.7                                                      | 17.1                                                   | N                                                 |                          |                              |
| Military-Connected Students                 | N            | N                         | N                                                       | N                                                         | 46.4                                                   | N                                                 |                          |                              |
| Migrant Students                            | N            | N                         | N                                                       | N                                                         | 23.3                                                   | N                                                 |                          |                              |

† Target was met within a confidence interval.

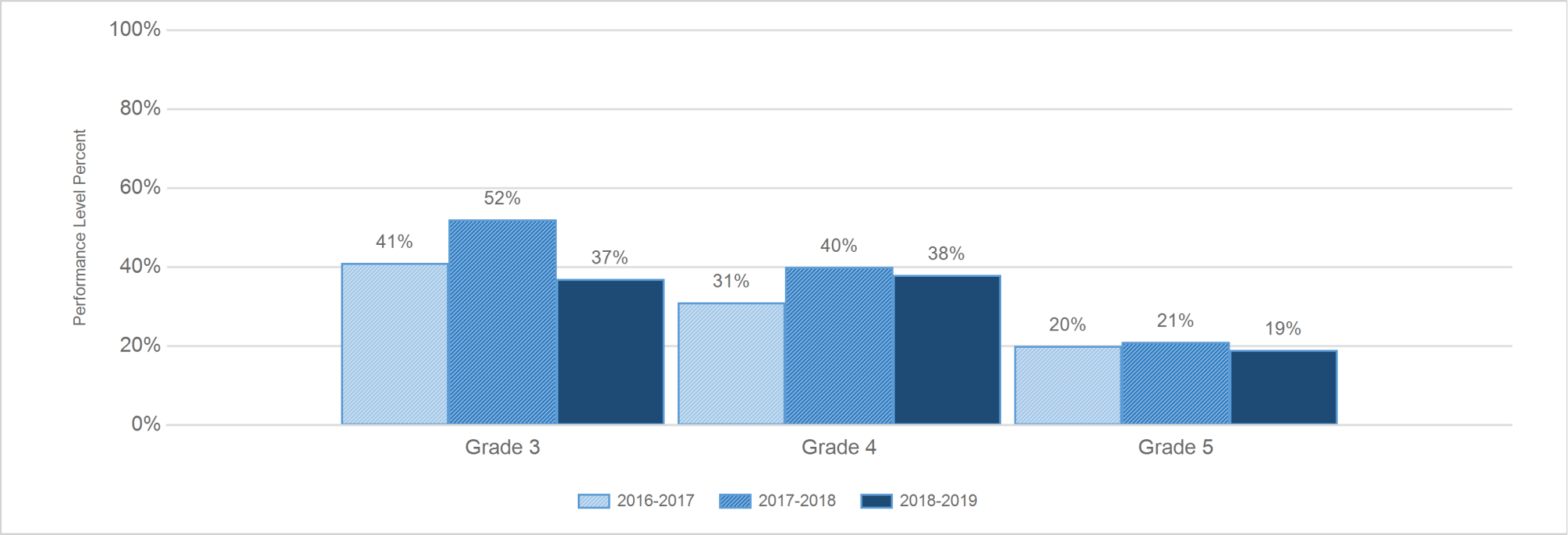


Veterans' Memorial Elementary School  
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 82           | 742              | 747                       | 752                    | *                                        | 18%                                   | 43%                                | *                           | *                                | 37%                                     | 55%                                           |
| White                                       | *            | *                | 751                       | 760                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 66%                                           |
| Hispanic                                    | 79           | 743              | 747                       | 739                    | *                                        | 18%                                   | 42%                                | *                           | *                                | 38%                                     | 40%                                           |
| Black or African American                   | *            | *                | *                         | 735                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 35%                                           |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 778                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 83%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 51%                                           |
| Two or More Races                           | N            | N                | N                         | 758                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 62%                                           |
| Female                                      | 47           | 741              | 747                       | 751                    | *                                        | *                                     | 43%                                | *                           | *                                | 36%                                     | 54%                                           |
| Male                                        | 35           | 744              | 747                       | 752                    | *                                        | *                                     | 43%                                | *                           | *                                | 37%                                     | 56%                                           |
| Economically Disadvantaged Students         | 72           | 741              | 746                       | 737                    | *                                        | *                                     | *                                  | *                           | *                                | 33%                                     | 37%                                           |
| Non-Economically Disadvantaged Students     | 10           | 751              | 754                       | 761                    | *                                        | *                                     | *                                  | *                           | *                                | 60%                                     | 67%                                           |
| Students with Disabilities                  | *            | *                | 724                       | 731                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 31%                                           |
| Students without Disabilities               | *            | *                | 749                       | 756                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 60%                                           |
| English Learners                            | 29           | 738              | 740                       | 728                    | *                                        | *                                     | 59%                                | *                           | *                                | 24%                                     | 26%                                           |
| Non-English Learners                        | 53           | 745              | 752                       | 754                    | *                                        | *                                     | 34%                                | *                           | *                                | 43%                                     | 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                | 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>                           | 94           | 744              | 743                       | 749                    | *                                        | 18%                                   | 43%                                | *                           | *                                | 38%                                     | 51%                                           |
| White                                       | *            | *                | 759                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 62%                                           |
| Hispanic                                    | 89           | 745              | 742                       | 737                    | *                                        | 18%                                   | 42%                                | *                           | *                                | 39%                                     | 36%                                           |
| Black or African American                   | *            | *                | *                         | 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                | N                         | 754                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Female                                      | 48           | 748              | 743                       | 749                    | *                                        | *                                     | 46%                                | *                           | *                                | 42%                                     | 50%                                           |
| Male                                        | 46           | 741              | 743                       | 749                    | *                                        | *                                     | 39%                                | *                           | *                                | 35%                                     | 52%                                           |
| Economically Disadvantaged Students         | 82           | 744              | 741                       | 734                    | *                                        | *                                     | *                                  | *                           | *                                | 39%                                     | 32%                                           |
| Non-Economically Disadvantaged Students     | 12           | 748              | 764                       | 759                    | *                                        | *                                     | *                                  | *                           | *                                | 33%                                     | 63%                                           |
| Students with Disabilities                  | *            | *                | 720                       | 726                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 25%                                           |
| Students without Disabilities               | *            | *                | 745                       | 754                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 56%                                           |
| English Learners                            | 19           | 723              | *                         | 722                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 18%                                           |
| Non-English Learners                        | 75           | 750              | *                         | 751                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 54%                                           |
| Homeless Students                           | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 19%                                           |
| Students in Foster Care                     | N            | N                | N                         | 724                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 23%                                           |
| Military-Connected Students                 | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 56%                                           |
| Migrant Students                            | N            | N                | N                         | 717                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 16%                                           |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide                                  | 106          | 728              | 737                       | 747                    | 9%                                       | 39%                                   | 33%                                | 19%                         | 0%                               | 19%                                     | 47%                                           |
| White                                       | N            | N                | 747                       | 755                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 58%                                           |
| Hispanic                                    | *            | *                | *                         | 735                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 30%                                           |
| Black or African American                   | *            | *                | *                         | 729                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 23%                                           |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | *                         | 775                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 80%                                           |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 42%                                           |
| Two or More Races                           | N            | N                | N                         | 753                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 55%                                           |
| Female                                      | 57           | 727              | 737                       | 747                    | *                                        | 46%                                   | 28%                                | *                           | *                                | 19%                                     | 47%                                           |
| Male                                        | 49           | 729              | 736                       | 747                    | *                                        | 31%                                   | 39%                                | *                           | *                                | 18%                                     | 47%                                           |
| Economically Disadvantaged Students         | *            | *                | 736                       | 732                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 27%                                           |
| Non-Economically Disadvantaged Students     | *            | *                | 745                       | 757                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 59%                                           |
| Students with Disabilities                  | *            | *                | 713                       | 725                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 19%                                           |
| Students without Disabilities               | *            | *                | 739                       | 752                    | *                                        | *                                     | *                                  | *                           | *                                | *                                       | 52%                                           |
| English Learners                            | 22           | 721              | *                         | 718                    | *                                        | 45%                                   | *                                  | *                           | *                                | 18%                                     | 12%                                           |
| Non-English Learners                        | 84           | 730              | *                         | 749                    | *                                        | 37%                                   | *                                  | *                           | *                                | 19%                                     | 49%                                           |
| Homeless Students                           | N            | N                | *                         | 723                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |
| Students in Foster Care                     | N            | N                | *                         | 722                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 14%                                           |
| Military-Connected Students                 | N            | N                | N                         | 748                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 50%                                           |
| Migrant Students                            | N            | N                | N                         | 716                    | N                                        | N                                     | N                                  | N                           | N                                | N                                       | 17%                                           |



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DLM Alternate Assessment - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># 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 | 27.8%                                                             | 56.6%          | Not Met     |

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2               | 42                | *                                       | *                                              |
| 3-4               | 95                | *                                       | *                                              |
| 5 or more         | 62                | *                                       | *                                              |



Veterans' Memorial Elementary School

(17-5240-118)

Grades Offered: PK-05

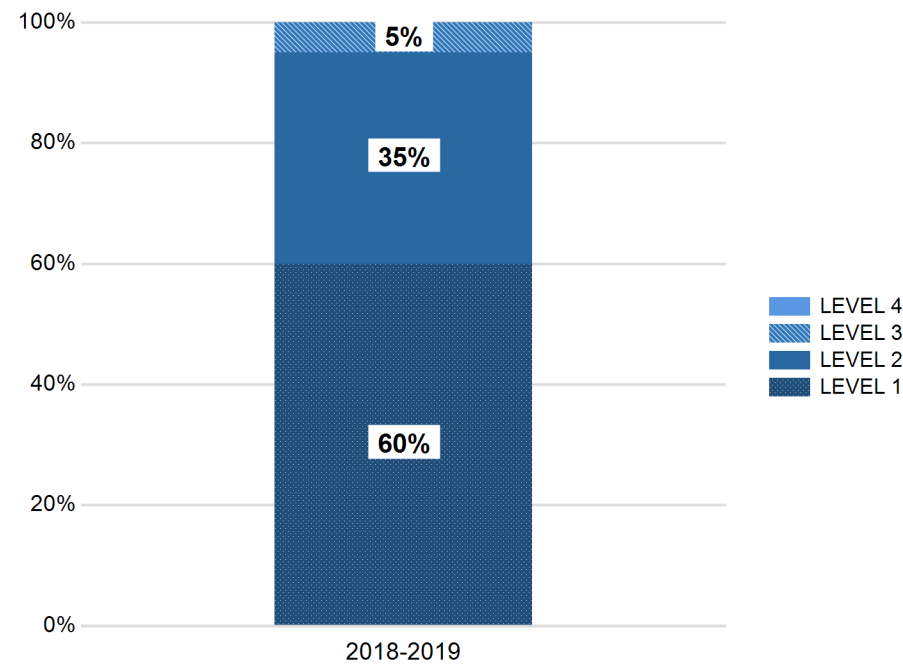
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

| Student Group                               | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------------------------------------|-----------|-----------|-----------|-----------|
| Schoolwide                                  | 60        | 35        | 5         | 0         |
| White                                       | N         | N         | N         | N         |
| Hispanic                                    | *         | *         | *         | *         |
| Black or African American                   | *         | *         | *         | *         |
| Asian, Native Hawaiian, or Pacific Islander | N         | N         | N         | N         |
| American Indian or Alaska Native            | N         | N         | N         | N         |
| Two or More Races                           | N         | N         | N         | N         |
| Female                                      | 65        | 33        | 2         | 0         |
| Male                                        | 55        | 37        | 8         | 0         |
| Economically Disadvantaged Students         | 59        | 35        | 5         | 0         |
| Non-Economically Disadvantaged Students     | 70        | 30        | 0         | 0         |
| Students with Disabilities                  | *         | *         | *         | *         |
| Students without Disabilities               | *         | *         | *         | *         |
| English Learners                            | *         | *         | *         | *         |
| Non-English Learners                        | *         | *         | *         | *         |
| Homeless Students                           | N         | N         | N         | N         |
| Students in Foster Care                     | N         | N         | N         | N         |
| Military-Connected Students                 | N         | N         | N         | N         |
| Migrant Students                            | N         | N         | N         | N         |





Veterans' Memorial Elementary School

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2018-2019

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

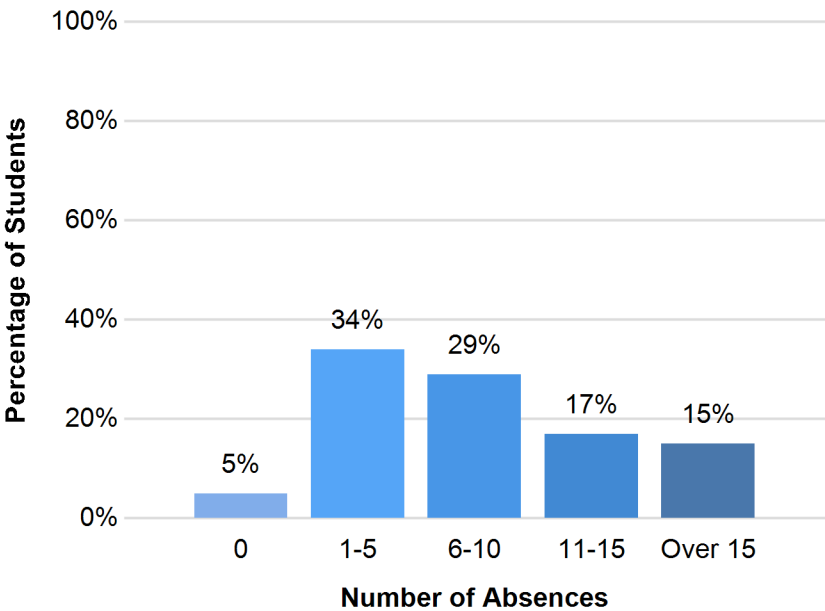
Chronic Absenteeism

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

| Student Group                       | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide                          | 67                                    | 12.2                                   | 8.9           | Not Met            |
| White                               | *                                     | *                                      | **            | **                 |
| Hispanic                            | 67                                    | 12.6                                   | 8.9           | Not Met            |
| Black or African American           | *                                     | *                                      | **            | **                 |
| Asian, Native Hawaiian, or Pacific  | *                                     | *                                      | **            | **                 |
| American Indian or Alaska Native    | N                                     | N                                      | N             | N                  |
| Two or More Races                   | N                                     | N                                      | N             | N                  |
| Female                              | 29                                    | 10.5                                   |               |                    |
| Male                                | 38                                    | 14.0                                   |               |                    |
| Economically Disadvantaged Students | 62                                    | 12.9                                   | 8.9           | Not Met            |
| Students with Disabilities          | 8                                     | 23.5                                   | 8.9           | Not Met            |
| English Learners                    | 22                                    | 10.9                                   | 8.9           | Not Met            |
| Homeless Students                   | N                                     | N                                      |               |                    |
| Students in Foster Care             | N                                     | N                                      |               |                    |
| Military-Connected Students         | N                                     | N                                      |               |                    |
| Migrant Students                    | N                                     | N                                      |               |                    |

Days Absent

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





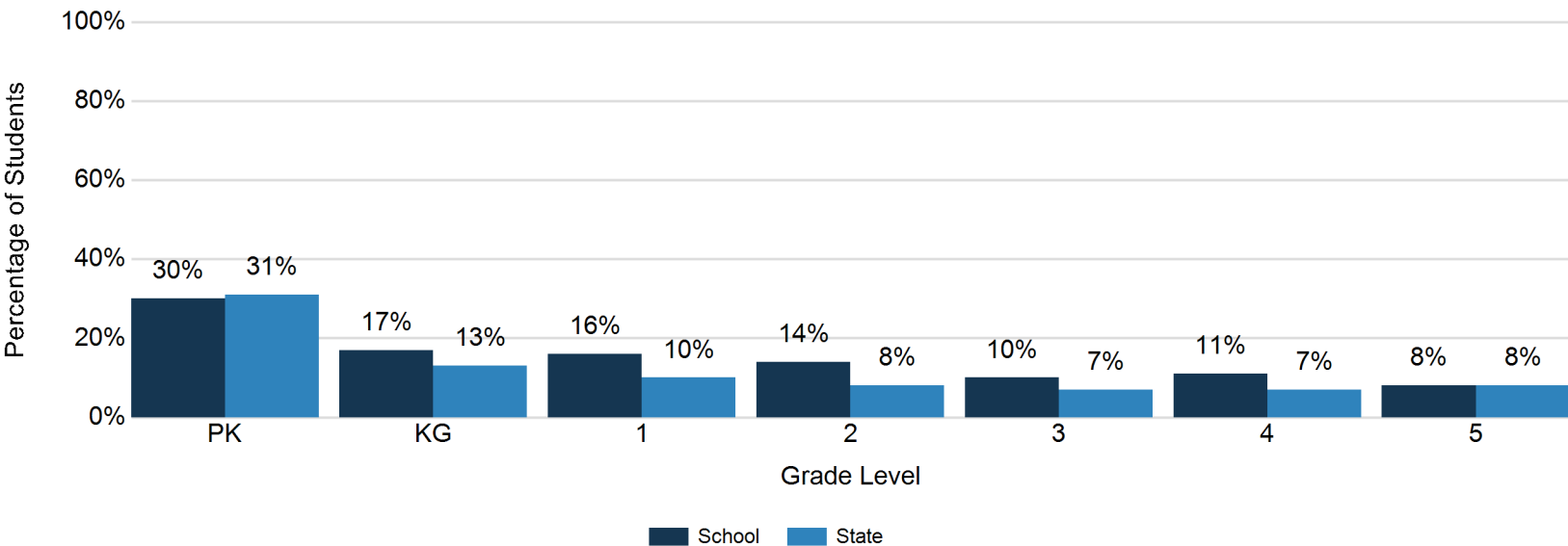
Veterans' Memorial Elementary School  
(17-5240-118)  
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2018-2019

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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                                 | N                   |
| Weapons                                  | N                   |
| Vandalism                                | N                   |
| Substances                               | N                   |
| Harassment, Intimidation, Bullying (HIB) | N                   |
| Total Unique Incidents                   | N                   |
| Incidents Per 100 Students Enrolled      | 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                        |

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                            |

Student Disciplinary Removals

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

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

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| N                                                   |



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School Day

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

| Category                         | School         |
|----------------------------------|----------------|
| Typical Start Time               | 8:00 AM        |
| Typical End Time                 | 3:00 PM        |
| Length of School Day             | 7 Hrs 0 Mins   |
| Full Time - Instructional Time   | 7 Hrs 0 Mins   |
| Shared Time - Instructional Time | 7 Hrs. 0 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

| Category                                                               | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers                                               | 38                 | 118,214           |
| Average years experience in public schools                             | 12.0               | 12.1              |
| Average years experience in district                                   | 11.8               | 10.8              |
| Percentage of Teachers with 4 or more years experience in the district | 81.6%              | 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                                               | 72                 | 9,530           |
| Average years experience in public schools                                   | 23.6               | 16.0            |
| Average years experience in district                                         | 23.3               | 12.0            |
| Percentage of Administrators with 4 or more years experience in the district | 98.6%              | 76.9%           |

Student and Staff Ratios

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

| Ratio                                    | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers                     | 16:1         | 16:1           |
| Students to Administrators               | 148:1        | 191:1          |
| Teachers to Administrators               | 10:1         | 12:1           |
| Students to Librarians/Media Specialists |              | 13716:1        |
| Students to Nurses                       |              | 762:1          |
| Students to Counselors                   |              | 914:1          |
| Students to Child Study Team Members     |              | 232:1          |



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Teachers and Administrators – Demographics

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

| Category                            | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female                              | 50.5%              | 86.8%              | 75.0%                    | 48.4%             | 77.1%             | 54.9%                   |
| Male                                | 49.5%              | 13.2%              | 25.0%                    | 51.6%             | 22.9%             | 45.1%                   |
| White                               | 0.8%               | 50.0%              | 75.0%                    | 42.4%             | 83.6%             | 77.4%                   |
| Hispanic                            | 96.8%              | 50.0%              | 25.0%                    | 29.9%             | 7.3%              | 7.2%                    |
| Black or African American           | 1.4%               | 0.0%               | 0.0%                     | 15.0%             | 6.6%              | 13.9%                   |
| Asian                               | 1.0%               | 0.0%               | 0.0%                     | 10.2%             | 2.0%              | 1.1%                    |
| American Indian or Alaska Native    | 0.0%               | 0.0%               | 0.0%                     | 0.1%              | 0.1%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.0%               | 0.0%               | 0.0%                     | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 0.0%               | 0.0%               | 0.0%                     | 2.1%              | 0.2%              | 0.2%                    |



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**Teachers:** All classroom teachers

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Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19       | 92.0%    | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 96.0%    | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19     | 92.4%          |



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### Per-Pupil Expenditures by Source

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

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

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

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

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





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

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

ESSA Accountability Status

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

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

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



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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                              | 53.9%   | 58.5%   | 50.9%   |
| Math Proficiency                             | 31.8%   | 38.0%   | 30.3%   |
| ELA Growth                                   | 56      | 59      | 54      |
| Math Growth                                  | 38      | 33      | 28      |
| 4-Year Graduation Rate†                      | N       | N       | N       |
| 5-Year Graduation Rate†                      | N       | N       | N       |
| Progress toward English Language Proficiency |         | 52.3%   | 27.8%   |
| Chronic Absenteeism                          | 14.8%   | 11.0%   | 12.2%   |

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group                               | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---------------------------------------------|------------------------------------|-------------------------------------|----------------------------------|-----------------------------------|------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------|
| Schoolwide                                  | Met Target                         | Not Met                             | Met Standard                     | Not Met                           | Not Met                                                          | Not Met                                | No                                                                              |
| White                                       | **                                 | **                                  | **                               | **                                | n/a                                                              | **                                     | No                                                                              |
| Hispanic                                    | Met Target                         | Not Met                             | Met Standard                     | Not Met                           | 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         | Met Target                         | Not Met                             | Met Standard                     | Not Met                           | n/a                                                              | Not Met                                | No                                                                              |
| Students with Disabilities                  | **                                 | **                                  | **                               | **                                | n/a                                                              | Not Met                                | No                                                                              |
| English Learners                            | Met Target                         | Met Target                          | Met Standard                     | Not Met                           | Not Met                                                          | Not Met                                | No                                                                              |

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



Veterans' Memorial Elementary School  
(17-5240-118)  
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.

|                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Highlights:</div>                             | <ul style="list-style-type: none"> <li>Students are taught to use computers &amp; iPads as early as Pre-K. Students are able to use their laptops to complete literacy activities, conduct research, &amp; develop problem-solving skills.</li> <li>Veterans' Memorial has had the opportunity to integrate the arts into our educational program. Our students have the opportunity to work in partnership with NJPAC artists in residence.</li> <li>Students participate in weekly hands-on science lessons and experiments during science lab. These innovative science lessons aid in preparing students for future opportunities in the area of STEM.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
|  <div>Mission, Vision, Theme:</div>                | <p>The mission of Veterans' Memorial Elementary is to promote student achievement of the New Jersey Student Learning Standards (NJSLs) by focusing on the teaching and learning so that no child is left behind. Teachers and administrators hold high academic standards for all students and create a school with a spirit that nurtures the intellectual, emotional, and physical development of every student. Students build their literacy skills so to empower them to explore, discover, and construct new knowledge in all content areas in a fun and engaging learning environment. A parent is a child's first teacher and will be encouraged to share ideas and actively participate in all areas of the school and its programs. Teachers, administrators, parents, and students will share in the decision- making process and will make informed decisions based on student data. Every member of the Veterans' Memorial community will be committed to doing their best every day to promote student learning and success.</p> |
|  <div>Awards, Recognition, Accomplishments:</div> | <p>5th grade students have been gold medal winners at the NJPAC Dancing Classrooms Colors of the Rainbow competition.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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|                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Courses, Curriculum, Instruction: | The district values its commitment to providing the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st century. To accomplish this goal, we enact a rigorous, comprehensive standards-driven curriculum for PK-12, in which all of the NJSLs are addressed and integrated. |
|  Clubs and Activities:            | 5th grade students participate in the NJPAC Dancing Classrooms program. Students display their art and perform at the annual Multi-Arts Fest Students participate in the district and county Science Fairs                                                                                                                                                                                                                                                                                                   |



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|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Before and After School Programs:</div> | Extended day academic programs are offered for students in grades 2nd-5th. Students receive peer tutoring in the mornings during breakfast.                                                                                                                                                                                                                                                                                                                                  |
|  <div>Staff and Professional Learning:</div>  | Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources. |



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|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Student Supports and Services:</div>    | <p>Our Support Services Task Force provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. Certified staff meets all students' needs to achieve the District goal to move students to the regular education program.</p>                           |
| <div>Student Health and Wellness:</div>      | <p>All students are eligible for free breakfast and lunch provided by Chartwell under the Community Eligibility Act. A full student lunch includes a choice of entrée supplying protein and grain, two (2) vegetable side dishes, one (1) fruit side dish, and a choice of milk. Milk choices include 1% white and skim chocolate. Parents may notify the school for food related allergies. Our school also follows a comprehensive Health and Physical Education curriculum.</p>                                  |
| <div>Parent and Community Involvement:</div> | <p>Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relations director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.</p> |





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|                                                                                                              |                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Surveys are conducted at the school level.</p>                                                                                                                     |
|  <div>Facilities:</div>     | <p>We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance department and our security staff keep our children safe.</p>             |
|  <div>School Safety:</div> | <p>School safety is the utmost priority in the school. We have several full time security guards, as well as an SLEO officer on the school property daily. We continue to follow the district's safety and security plan. We conduct security drills monthly.</p> |



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|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <div>Technology and STEM:</div> | Scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students will continually need to develop their capabilities in the STEM fields . |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|