NJ SCHOOL PERFORMANCE REPORT

WEST END SCHOOL
(35-3670-110)
Grades Offered: PK-04
2017-2018

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	NORTH PLAINFIELD BORO
Principal Name	DR. LUIS
Address	447 GREENBROOK ROAD NORTH PLAINFIELD, NJ 07060-1738
Phone Number	(908)769-6083
Email Address	FILIPE_LUIS@NPLAINFIELD.ORG
Website	https://npwee.nplainfield.org/
Facebook	https://www.facebook.com/westendnplainfield/
Twitter	https://twitter.com/NPSD_WestEnd

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	17	7	5
KG	101	106	87
1	95	96	105
2	112	93	98
3	123	117	100
4	113	121	112
Total	561	540	507

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.0%	46.9%	49.3%
Male	52.0%	53.1%	50.7%
Economically Disadvantaged Students	64.7%	62.2%	59.4%
Students with Disabilities	11.4%	12.2%	12.4%
English Learners	15.5%	18.3%	20.1%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.4%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	16.8%	17.2%	19.3%
Hispanic	57.8%	59.3%	58.0%
Black or African American	20.5%	19.4%	19.3%
Asian	4.5%	3.7%	3.0%
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	0.5%	0.4%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	17	7	5
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	101	106	87

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	58.6%
Spanish	37.9%
Arabic	1.6%
Other Languages	2.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	46	50	Met Standard	60	43	50	Exceeds Standard
White	62	62	50	Exceeds Standard	71	50	51	Exceeds Standard
Hispanic	36.5	44	49	Not Met	49	40	48	Met Standard
Black or African American	55	40	44	Met Standard	52	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	65	61	**	*	58	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	46	42	48	Met Standard	59	44	47	Met Standard
Students with Disabilities	23	34.5	41	**	47.5	38	43	**
English Learners	45.5	45	54	Met Standard	67.5	43.5	51	Exceeds Standard

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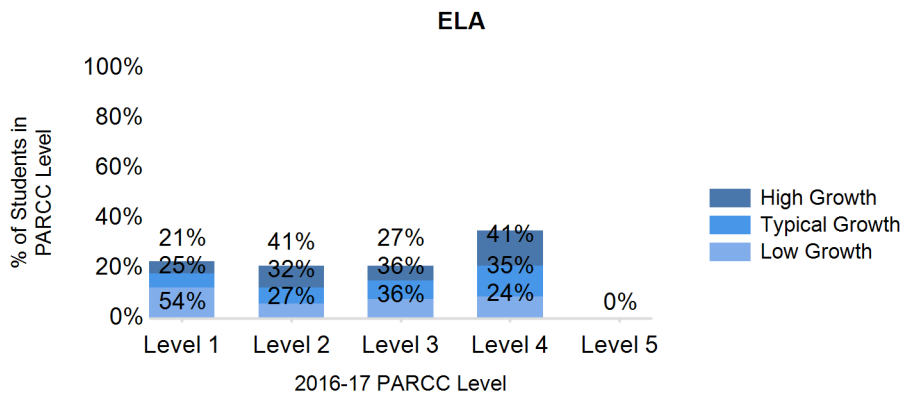
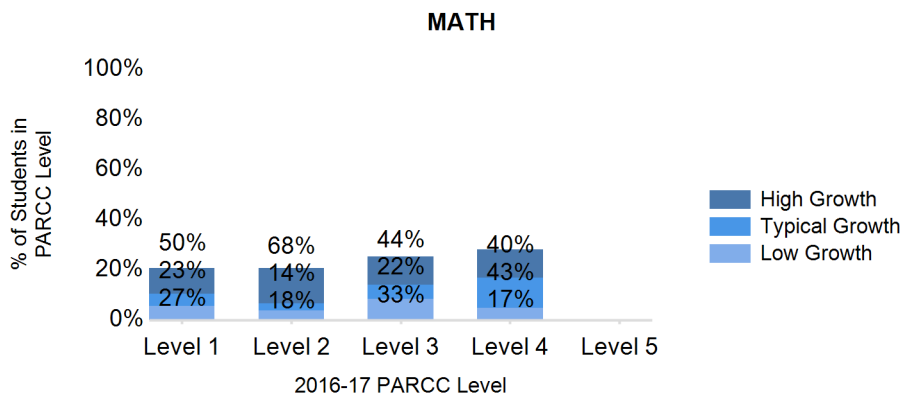
Student Growth by Performance Level

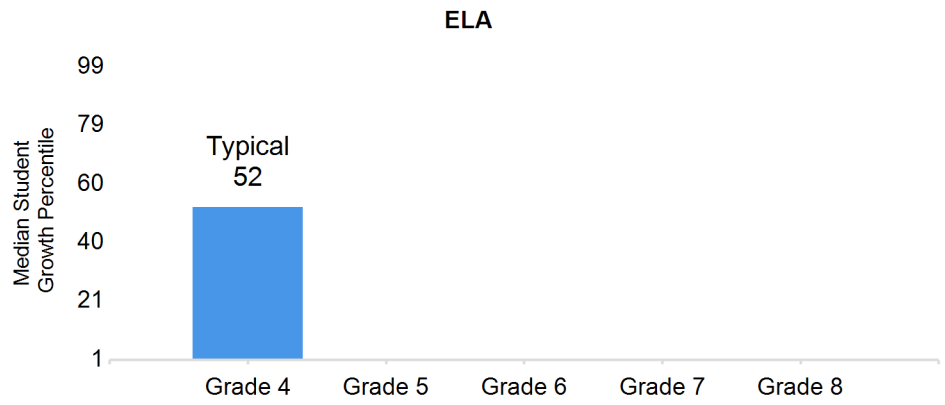
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

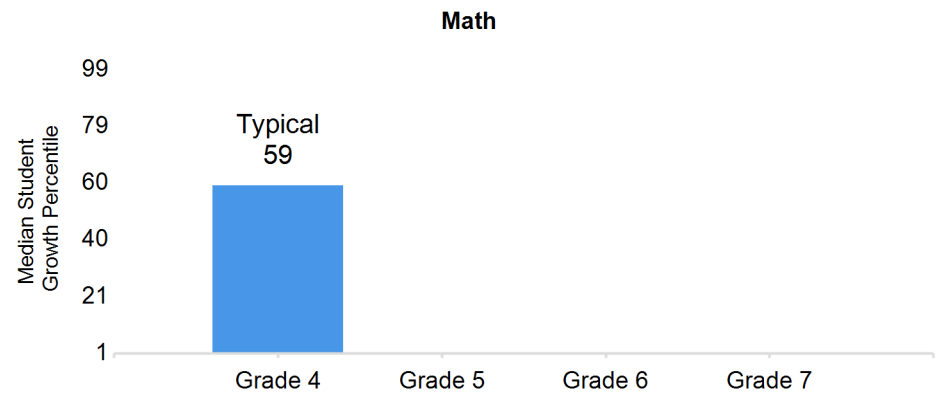




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	201	96.2	38.3	37.9	56.7	38.3	36.9	Met Target
White	38	92.7	50.0	56.6	65.6	48.7	45.3	Met Target
Hispanic	115	96.7	24.3	31.7	42.5	24.3	32.8	Not Met
Black or African American	39	97.7	66.7	44.2	37.3	66.7	41.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	88	95.7	39.8	44.5	64.5	39.8		
Male	113	96.6	37.2	32.2	49.4	37.2		
Economically Disadvantaged Students	128	97.0	24.3	30.1	38.5	*	32.9	Not Met
Non-Economically Disadvantaged Students	73	94.9	63.0	51.7	67.5	*		
Students with Disabilities	28	100.0	*	*	21.6	*	18.3	Not Met
Students without Disabilities	173	95.7	*	*	63.9	*		
English Learners	42	93.3	*	*	27.3	*	19.2	Not Met
Non-English Learners	159	97.0	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	730	727	750	26%	19%	20%	*	*	35%	52%
White	17	742	739	759	*	*	*	*	*	47%	61%
Hispanic	56	722	723	736	34%	18%	23%	25%	0%	25%	38%
Black or African American	18	742	735	733	*	*	*	*	*	56%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	42	736	731	756	24%	*	*	*	*	43%	57%
Male	53	725	724	744	28%	*	*	*	*	28%	46%
Economically Disadvantaged Students	57	714	*	733	*	*	*	*	*	18%	34%
Non-Economically Disadvantaged Students	38	753	*	762	*	*	*	*	*	61%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	14	690	688	712	*	*	*	*	*	*	15%
Non-English Learners	81	737	731	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	741	736	756	16%	13%	31%	30%	10%	40%	58%
White	*	*	750	764	*	*	*	*	*	*	68%
Hispanic	60	732	730	744	23%	*	40%	*	*	23%	44%
Black or African American	23	753	*	739	*	*	*	*	*	70%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	48	742	739	762	*	*	40%	*	*	35%	63%
Male	61	740	734	751	*	*	25%	*	*	44%	53%
Economically Disadvantaged Students	72	735	731	740	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	37	753	748	767	*	*	*	*	*	62%	70%
Students with Disabilities	19	702	701	726	*	*	*	*	*	*	25%
Students without Disabilities	90	749	744	762	*	*	*	*	*	*	64%
English Learners	11	702	*	720	*	*	*	*	*	*	17%
Non-English Learners	98	745	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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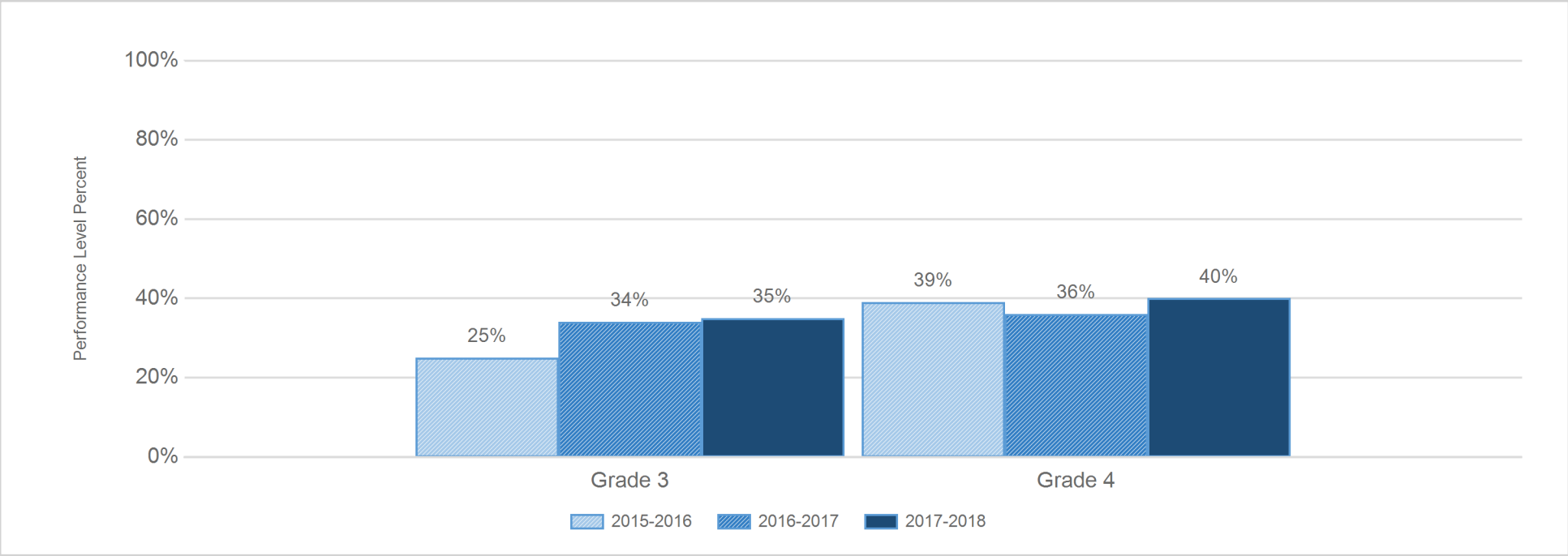
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

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Schoolwide	204	96.3	36.7	25.8	45.0	36.7	34.7	Met Target
White	39	92.9	53.8	39.4	54.1	52.6	41.8	Met Target
Hispanic	117	96.7	24.8	22.4	29.2	24.8	33.2	Not Met
Black or African American	39	97.7	51.3	27.2	23.4	51.3	35.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	33.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	90	95.8	36.6	28.1	46.0	36.6		
Male	114	96.7	36.9	23.8	43.9	36.9		
Economically Disadvantaged Students	128	97.0	26.6	21.7	26.6	26.6	30	Met Target†
Non-Economically Disadvantaged Students	76	95.1	54.0	33.0	55.9	54.0		
Students with Disabilities	28	100.0	*	*	17.1	*	26	Not Met
Students without Disabilities	176	95.7	*	*	50.5	*		
English Learners	45	93.7	*	10.2	24.6	*	13.7	Not Met
Non-English Learners	159	97.0	*	28.5	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	740	737	752	*	23%	28%	*	*	40%	53%
White	18	755	751	760	0%	*	*	*	*	50%	64%
Hispanic	57	733	734	739	*	30%	26%	*	*	32%	38%
Black or African American	18	747	737	734	*	*	*	56%	0%	56%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	43	737	737	752	*	28%	23%	*	*	40%	53%
Male	54	743	737	751	*	19%	31%	*	*	41%	53%
Economically Disadvantaged Students	57	733	*	736	*	*	30%	*	*	32%	35%
Non-Economically Disadvantaged Students	40	751	*	762	*	*	25%	*	*	53%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	16	709	710	726	*	*	*	*	*	*	23%
Non-English Learners	81	747	740	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	736	734	748	11%	23%	34%	*	*	33%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	61	728	730	737	*	30%	38%	*	*	18%	34%
Black or African American	23	740	*	730	*	*	*	43%	0%	43%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	49	734	734	748	*	*	33%	*	*	33%	50%
Male	61	737	734	748	*	*	34%	*	*	33%	49%
Economically Disadvantaged Students	72	732	731	733	*	*	*	*	*	22%	30%
Non-Economically Disadvantaged Students	38	742	739	758	*	*	*	*	*	53%	62%
Students with Disabilities	19	705	709	725	*	*	*	*	*	*	22%
Students without Disabilities	91	742	739	753	*	*	*	*	*	*	55%
English Learners	12	702	*	722	*	*	*	*	*	*	16%
Non-English Learners	98	740	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WEST END SCHOOL
(35-3670-110)
Grades Offered: PK-04
2017-2018

Report Key:
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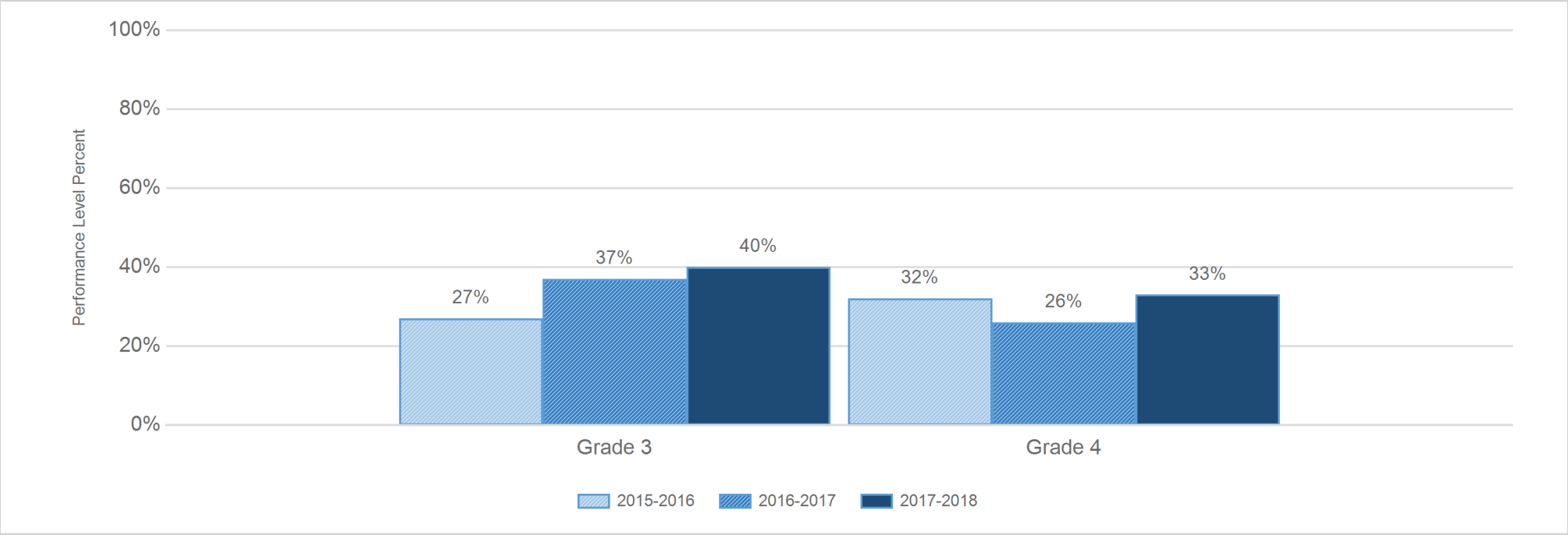
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	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. 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	51.6%	60.7%	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	63	*	*
3-4	32	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

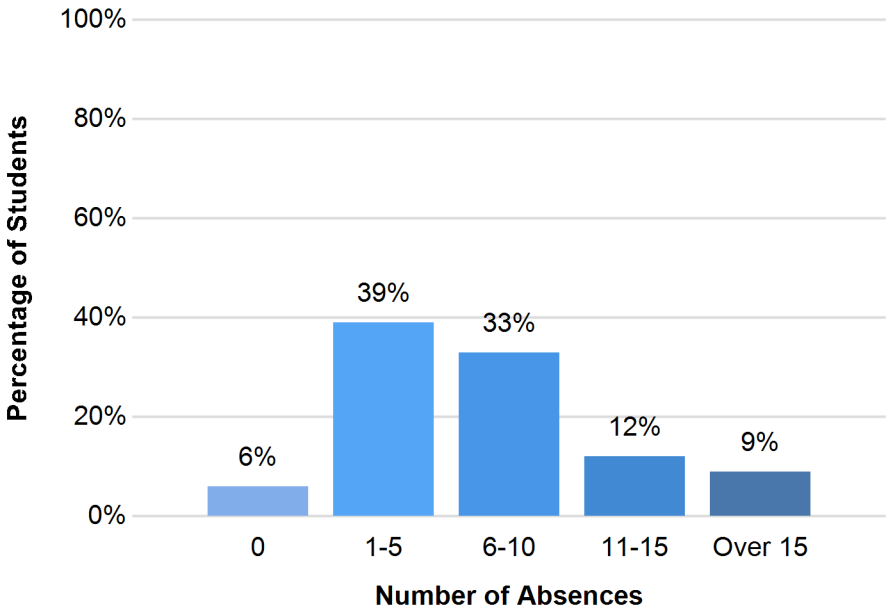
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	39	7.7	9.1	Met
White	8	8.1	9.1	Met
Hispanic	20	6.9	9.1	Met
Black or African American	9	8.9	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	30	10.1	9.1	Not Met
Students with Disabilities	7	10.8	9.1	Not Met
English Learners	11	10.8	9.1	Not Met

Days Absent

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



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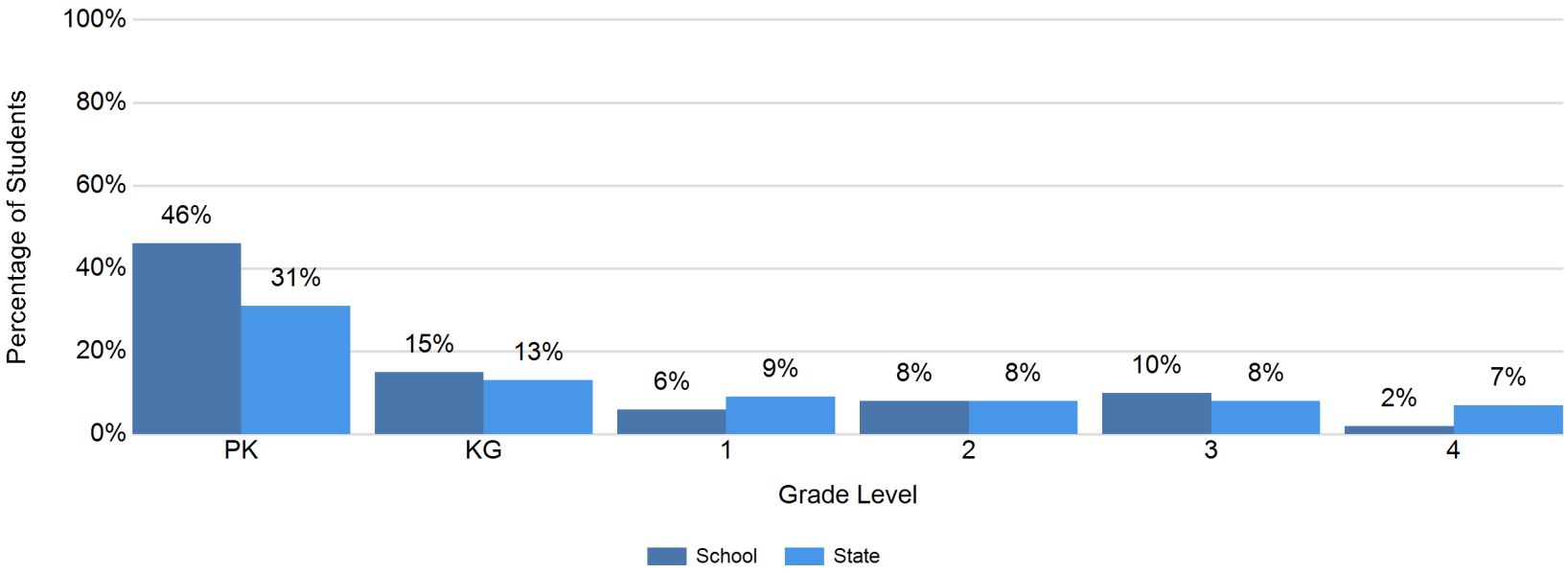
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		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	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	8:25 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$647	$15,249	$15,896

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	49	117,464
Average years experience in public schools	10.2	12.0
Average years experience in district	8.8	10.7
Teachers in district for 4 or more years	71.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,374
Average years experience in public schools	14.6	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	68.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	254:1	134:1
Teachers to Administrators	25:1	12:1
Students to Librarians/Media Specialists		1114:1
Students to Nurses		478:1
Students to Counselors		371:1
Students to Child Study Team		239:1

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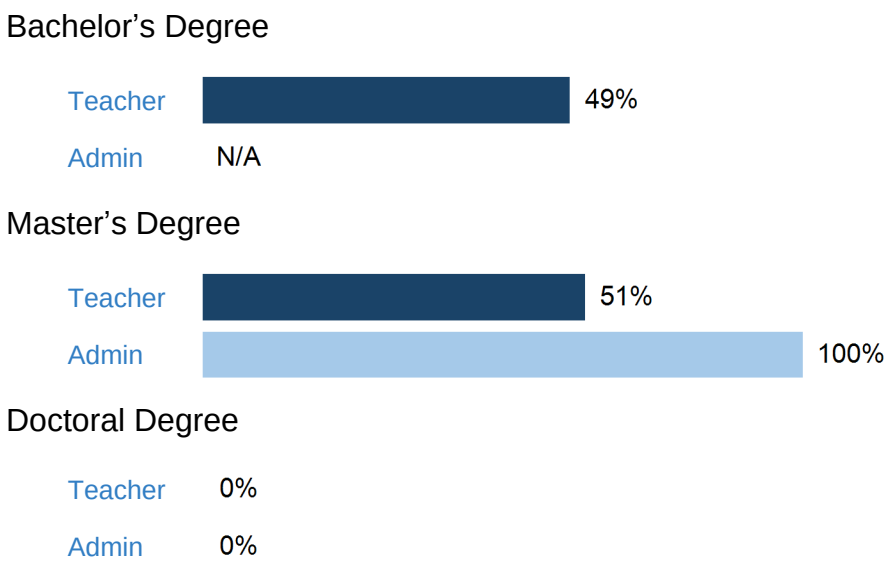
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	88.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.8%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	91.8%	50.0%
Male	8.2%	50.0%
White	83.7%	100.0%
Hispanic	16.3%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	16.17	15.0%
Mathematics Proficiency	29.03	15.0%
English Language Arts Growth	53.79	20.0%
Mathematics Growth	83.80	20.0%
Progress Towards English Language Proficiency	43.40	20.0%
Chronic Absenteeism	47.90	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	47.77	n/a
Summative Rating: Percentile Rank of Summative Score	45.62	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	Met Target†	Met	No
White	58.99	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	32.68	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Black or African American	82.74	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	51.93	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	38.52	14.08	No	Not Met	Not Met	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

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

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School Narrative

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

Highlights:	• 100% of our academic staff participate in Reading Workshop job-embedded coaching and implementation of model. • Recognized as a National School of Character and a NJ School of Character • Integrated technology in all classrooms - smartboards, 2:1 student devices, and Google Suite
Mission, Vision, Theme:	To achieve our vision as a learning community, West End School is characterized by: * An atmosphere where empowerment extends to children and adults in order to draw on each other's strengths; * A commitment to foster positive self-esteem; * A positive learning environment dedicated to high academic and social standards; * A dedication to the development of critical and creative thinking; * A respect for individual and cultural diversity.
Awards, Recognition, Accomplishments:	*Our school is part of an elite group of schools that have achieved the prestigious Sustainable Jersey for Schools certification. Schools that earn the certification are considered by their peers, state government, experts, and civic organizations in New Jersey to be among the leading schools in the state *Our school is proud to create an exciting environment for children that is focused on the district's core values of Caring, Appreciation, Respect, and Determination. As a result of our communities' efforts, West End Elementary School has been recognized as a National School of Character!

NJ SCHOOL PERFORMANCE REPORT

WEST END SCHOOL
(35-3670-110)
Grades Offered: PK-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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School Narrative

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Courses, Curriculum, Instruction:	The language arts program encompasses reading literature and informational text, foundational skills, speaking and listening, language (spelling, grammar, and vocabulary) and writing (crafting narrative, informational, and opinion pieces as well as practicing handwriting). The understandings and skills of each strand of the common core state standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum.
Sports and Athletics:	The Elementary After School Sports Club provides supervised recreational and physical activities, games, and sports in order to promote the enjoyment of participation, skill development, sports appreciation, knowledge, sportsmanship, and a friendly spirit of competition. The Girls on the Run program encourages positive emotional, social, mental and physical development. Participants explore and discuss their own beliefs around experiences and challenges girls face at this age. They also develop important strategies and skills to help them navigate life experiences. We start with helping the girls get a better understanding of who they are and what's important to them. And, finally, the girls explore how they can positively connect with and impact the world.
Clubs and Activities:	Students at West End Elementary School are invited to participate in a variety of co-curricular clubs and activities offered both before and after school. We are proud of the music program, which consists of our school Band and Chorus. Beyond music, West End Elementary School offers students the chance to participate in clubs and activities including Art, Safety Patrol, Sports, Student Council, and Technology clubs.

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Before and After School Programs:	Families who wish to participate in the breakfast program, may be dropped off at the designated breakfast door. We invite and encourage families to look into the breakfast program, especially for those who drop off their children early. Klubhouse Kids provides a paid after-care program for school-age children until 6:00 PM. Students who are in need of additional academic support are also invited to a weekly program that focuses on language arts and math skills.
Staff and Professional Learning:	Workshops offered through “For North Plainfield, By North Plainfield” are developed and coordinated to address the professional development needs of district staff while simultaneously cultivating teacher leadership and in-district turnkey efforts. The program focus and workshop offerings are in line with department and district professional development objectives and collaboration goals.
Postsecondary Information:	“College and Career Readiness” is a theme at the elementary school level that is integrated through our character program. This program will ensure that the Pre K- Grade 4 students will be involved in the competencies, habits and skills necessary to begin the processes and knowledge necessary to understand college and career readiness opportunities.

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Student Supports and Services:	Our School Counselor provides aid to teachers, parents, and students as needed by providing information on appropriate resources within and outside the district, and acts as a liaison among the school, community agencies, parents, and children as the situation demands. Academic Support for students who demonstrate a need to improve targeted skills in language arts or mathematics is available.
Student Health and Wellness:	*Our school has access to a certified school nurse who provides preventative emergency and referral services; organizes dental, visual, and auditory exams and screenings; and acts as a resource to the classroom teachers and school community. *Food Services provides both breakfast and lunch for students. Information on the cost is sent home each year. Children may bring lunch or purchase lunch and/or milk at school.
Parent and Community Involvement:	Parents are encouraged to get involved by joining and becoming an active member of the Parent Teacher Association (PTA). The PTA works to support the children and staff. They are part of the building's programs and initiatives and are an integral component of the learning community at West End Elementary School. The district also facilitates special education parent groups and ESL advisory groups during the school year to discuss topics of interest identified by parents. Families and Schools Together Work for Children (FAST) program works to encourage families to be involved in their children's education, to enhance their academic progress, and to feel welcome in public schools. At West End Elementary, we use this sponsored program to hosts events to connect our families and community to our school. Each year West End holds three events to showcase our accomplishments, provide outreach to families, and/or promote academic progress.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our students, parents/guardians, and teachers are asked to complete an online survey that focuses on a range of issues, inclusive of student safety, positive student relationships, and access to resources in the school. The data collected is reviewed and used to better meet the needs of our students.
Facilities:	Our Maintenance/Custodial Department is focused on short term and long term objectives to ensure that we provide the safest and most updated environment possible for our students. Recent projects have been done our school roof, recess area and classrooms.
School Safety:	Along with our school resource officer, our district has a strong relationship with the local police and fire department. With our collaborative approach, we practice monthly drills through the Standard Response Protocol. Our school safety team gathers feedback after each drill which allows us to make further improvements.

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Technology and STEM:	We encourage our staff and students to learn through real world experiences. Similarly , we believe technology integration is at its best when a child or a teacher does not stop to think that he or she is using a technology tool -- it is second nature. Our young learners are often more actively engaged in projects when technology tools are a seamless part of the learning process. Technology tools and ideas that emerge daily are: *Project-Based Activities *Game-Based Learning and Assessment *Learning with different technology devices *Instructional Tools like Interactive Whiteboards and Student Response Systems *Web-Based Projects, Explorations, and Research *Collaborative Online Tools like Google Suites
Early Childhood Education:	As a recipient of the Preschool Education Aid (PEA) grant, the North Plainfield School District offers a comprehensive full-day preschool program to four-year old North Plainfield residents. The preschool program is provided free to all North Plainfield residents enrolling a child that is four years old, on or before, October 15, 2019. The program provides for a structured 6-hour academic school day with class size limited to 15 students. All students participating in the preschool program are provided a free nutritionally balanced breakfast and lunch embedded into the daily schedule. The North Plainfield Preschool is held at four locations: (2) District Schools and (2) contracted Private Providers. Placement in one of the two district school locations is limited to (1) 15-student classroom in each location with current combined Private Provider capacity at 105 students. Timing of completed registration may result in placement on a wait list, if capacity has been reached.

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Other Information:	While there are many things to be excited about at West End, we are proud to share the following: Our school and district are focused on providing a curriculum that is aligned to best practices. We concentrate our efforts in supporting staff to understand the programs that are being delivered and how to create lessons that will help our students make connections for optimal learning. Recognition as a National School of Character by Character.org for: Community is Unity: A Multifaceted Community Outreach Program - Our program is a community outreach approach that embraces the opportunity to work and build partnerships with our families. West End has initiated a multitude of strategies to foster parent/guardian involvement and engagement which is associated with students' academic performance and social competence. This allows us to reach out to our sub groups of families to unlock the potential and create impact for our school community. West End Leader Readers: Building Reading & Relationships - Leader Readers is a cross-grade literacy/mentoring program that builds reading skills, relationships and character while promoting leadership in character education themed meetings of older and younger students. To create this exciting environment for children, the school involves its children in a school-wide Character Education based on our district's core value of Caring, Appreciation, Respect, Determination. These concepts will be studied through projects, guest speakers, literature reviews, assemblies, and home involvement. Through this program, the children develop ethical decision-making skills and will create a code of behavior that empowers them to change the world for the better, starting with themselves and then spreading to others.