NJ SCHOOL PERFORMANCE REPORT

EAST END SCHOOL
(35-3670-060)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MR. FERGUSON
Address	170 ONEIDA AVENUE NORTH PLAINFIELD, NJ 07060-4421
Phone Number	(908)769-6070
Email Address	JOHN_FERGUSON@NPLAINFIELD.ORG
Website	https://npeee.nplainfield.org
Facebook	https://www.facebook.com/East-End-School-251843665485943/

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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	51	40	41
KG	64	83	81
1	85	66	86
2	71	89	70
3	90	82	89
4	93	95	82
Total	454	455	449

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	50.9%	50.8%	47.4%
Male	49.1%	49.2%	52.6%
Economically Disadvantaged Students	63.4%	63.1%	71.7%
Students with Disabilities	22.5%	18.5%	18.9%
English Learners	14.1%	20.2%	15.8%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.7%	0.0%
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	8.4%	9.2%	9.4%
Hispanic	71.8%	70.3%	72.2%
Black or African American	16.7%	16.7%	16.7%
Asian	2.9%	3.3%	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	0.2%	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	51	40	12
PK - Full Day	0	0	29
KG - Half Day	0	0	0
KG - Full Day	64	83	81

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	53.2%
English	43.7%
Arabic	1.1%
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	37	46	50	Not Met	50	43	50	Met Standard
White	*	62	50	**	*	50	51	**
Hispanic	39	44	49	Not Met	51.5	40	48	Met Standard
Black or African American	30.5	40	44	**	44.5	45	44	**
Asian, Native Hawaiian, or Pacific Islander	N	65	61	**	N	58	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	39	42	48	Not Met	51.5	44	47	Met Standard
Students with Disabilities	33	34.5	41	**	52	38	43	**
English Learners	34	45	54	**	49	43.5	51	**

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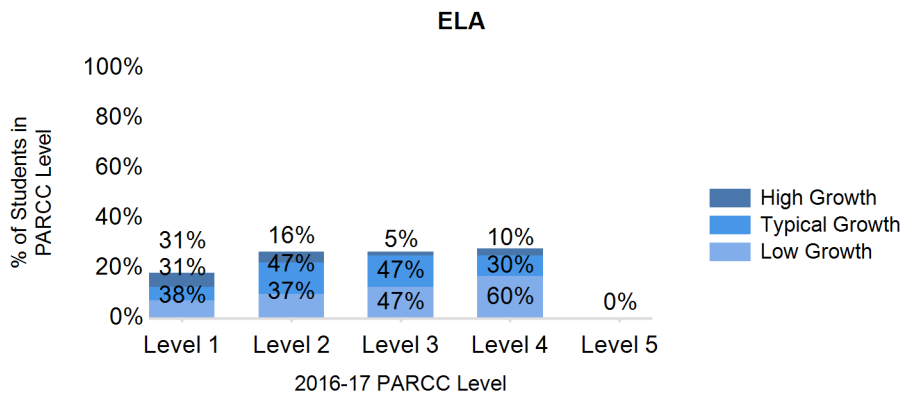
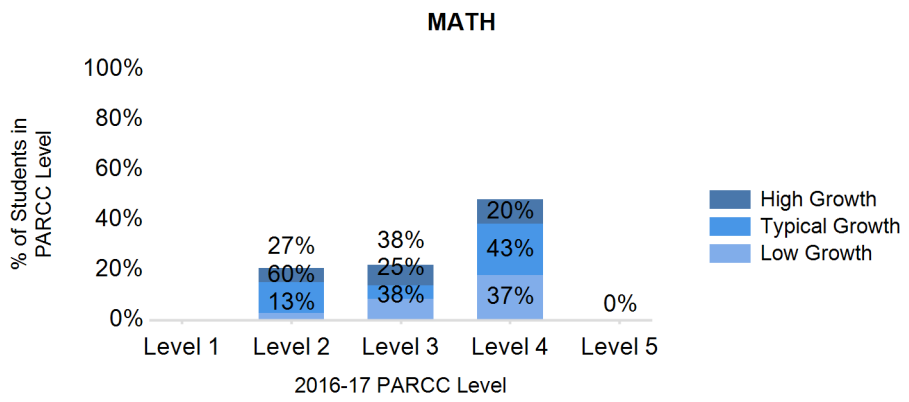
Student Growth by Performance Level

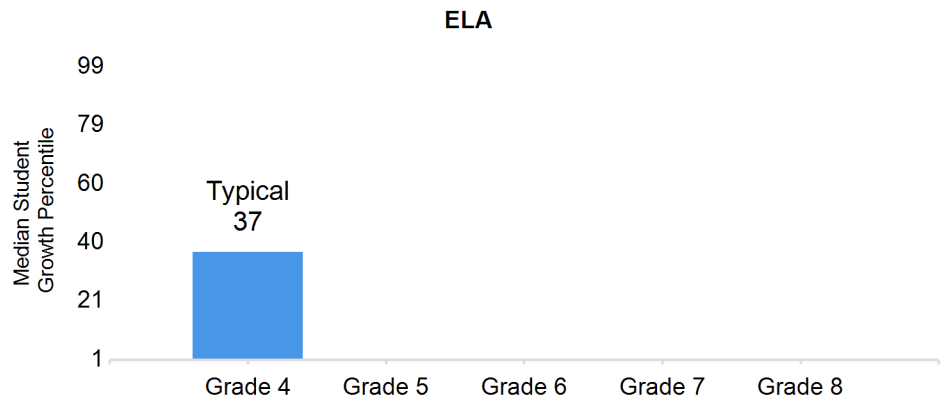
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

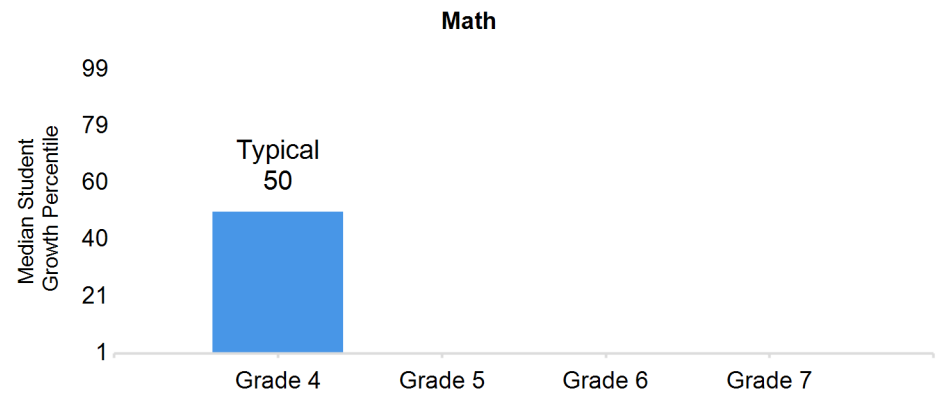




Student Growth by Grade

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	160	96.4	33.8	37.9	56.7	33.8	37.4	Met Target†
White	*	*	*	56.6	65.6	*	**	**
Hispanic	108	97.4	25.0	31.7	42.5	25.0	34.5	Not Met
Black or African American	33	91.7	51.5	44.2	37.3	49.7	38.4	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	N	N	N	*	63.4	N	**	**
Female	75	96.2	34.7	44.5	64.5	34.7		
Male	85	96.7	32.9	32.2	49.4	32.9		
Economically Disadvantaged Students	103	95.5	23.3	30.1	38.5	23.3	31.2	Not Met
Non-Economically Disadvantaged Students	57	98.3	52.6	51.7	67.5	52.6		
Students with Disabilities	31	100.0	12.9	*	21.6	12.9	10.5	Met Target
Students without Disabilities	129	95.6	38.7	*	63.9	38.7		
English Learners	27	96.7	*	*	27.3	*	18.1	Not Met
Non-English Learners	133	96.4	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
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	86	731	727	750	27%	21%	13%	40%	0%	40%	52%
White	*	*	739	759	*	*	*	*	*	*	61%
Hispanic	56	724	723	736	30%	*	*	30%	0%	30%	38%
Black or African American	17	747	735	733	*	*	*	59%	0%	59%	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	N	N	*	758	N	N	N	N	N	N	58%
Female	36	732	731	756	*	*	*	42%	0%	42%	57%
Male	50	730	724	744	*	*	*	38%	0%	38%	46%
Economically Disadvantaged Students	55	727	*	733	*	*	*	31%	0%	31%	34%
Non-Economically Disadvantaged Students	31	739	*	762	*	*	*	55%	0%	55%	64%
Students with Disabilities	20	718	*	719	*	*	*	*	*	20%	24%
Students without Disabilities	66	735	*	756	*	*	*	*	*	45%	57%
English Learners	*	*	688	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	731	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	736	736	756	*	23%	42%	*	*	27%	58%
White	*	*	750	764	*	*	*	*	*	*	68%
Hispanic	55	731	730	744	*	27%	42%	*	*	20%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	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	39	737	739	762	*	*	46%	*	*	28%	63%
Male	38	735	734	751	*	*	37%	*	*	26%	53%
Economically Disadvantaged Students	51	728	731	740	*	*	*	*	*	16%	40%
Non-Economically Disadvantaged Students	26	751	748	767	*	*	*	*	*	50%	70%
Students with Disabilities	12	709	701	726	*	*	*	*	*	*	25%
Students without Disabilities	65	741	744	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	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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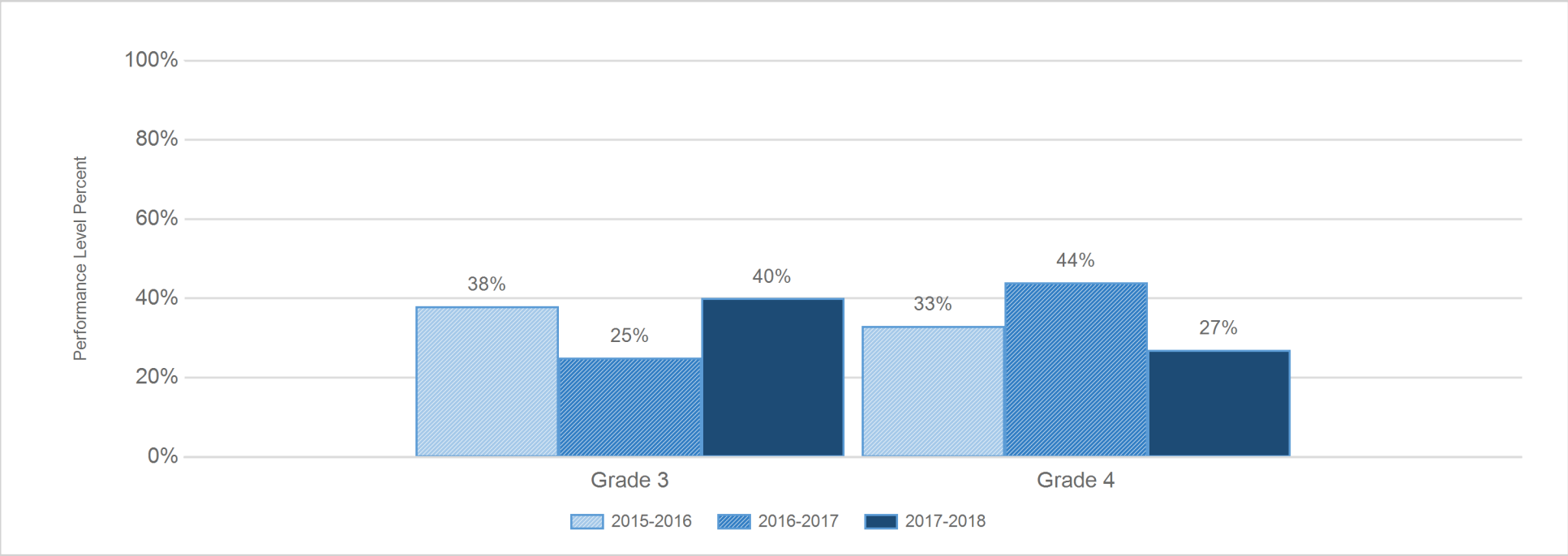
English Language Arts/Literacy Assessment - Performance Trends

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.

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	164	96.6	45.1	25.8	45.0	45.1	44.2	Met Target
White	*	*	*	39.4	54.1	*	**	**
Hispanic	112	97.5	41.1	22.4	29.2	41.1	43	Met Target†
Black or African American	33	91.7	51.6	27.2	23.4	49.7	38.4	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	N	N	N	*	53.0	N	**	**
Female	76	96.2	44.7	28.1	46.0	44.7		
Male	88	96.8	45.5	23.8	43.9	45.5		
Economically Disadvantaged Students	106	95.7	37.8	21.7	26.6	37.8	41.6	Met Target†
Non-Economically Disadvantaged Students	58	98.3	58.6	33.0	55.9	58.6		
Students with Disabilities	31	100.0	32.3	*	17.1	32.3	15.7	Met Target
Students without Disabilities	133	95.8	48.2	*	50.5	48.2		
English Learners	31	97.1	12.9	10.2	24.6	12.9	24.3	Not Met
Non-English Learners	133	96.4	52.7	28.5	46.9	52.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
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	87	745	737	752	*	23%	22%	*	*	48%	53%
White	*	*	751	760	*	*	*	*	*	*	64%
Hispanic	57	741	734	739	*	30%	18%	*	*	44%	38%
Black or African American	17	752	737	734	0%	*	*	*	*	53%	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	N	N	*	757	N	N	N	N	N	N	59%
Female	36	750	737	752	*	*	*	*	*	53%	53%
Male	51	742	737	751	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	56	742	*	736	*	*	*	*	*	41%	35%
Non-Economically Disadvantaged Students	31	751	*	762	*	*	*	*	*	61%	66%
Students with Disabilities	20	728	*	730	*	*	*	*	*	35%	29%
Students without Disabilities	67	750	*	756	*	*	*	*	*	52%	57%
English Learners	*	*	710	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	740	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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	81	739	734	748	*	*	32%	40%	0%	40%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	59	737	730	737	*	*	36%	36%	0%	36%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	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	40	738	734	748	*	*	33%	38%	0%	38%	50%
Male	41	740	734	748	*	*	32%	41%	0%	41%	49%
Economically Disadvantaged Students	54	735	731	733	*	*	*	31%	0%	31%	30%
Non-Economically Disadvantaged Students	27	746	739	758	*	*	*	56%	0%	56%	62%
Students with Disabilities	12	724	709	725	*	*	*	*	*	25%	22%
Students without Disabilities	69	741	739	753	*	*	*	*	*	42%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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

EAST END SCHOOL
(35-3670-060)
Grades Offered: PK-04
2017-2018

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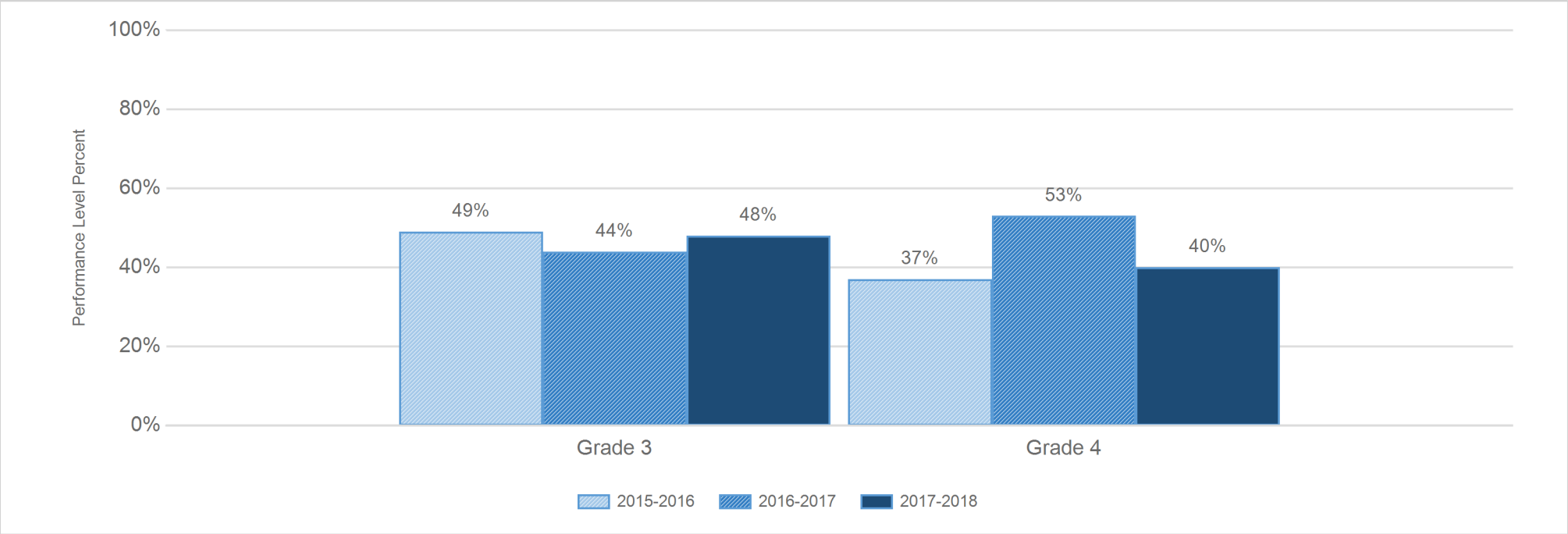
Mathematics Assessment – Performance Trends

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	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. 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	56.0%	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	51	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in 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.

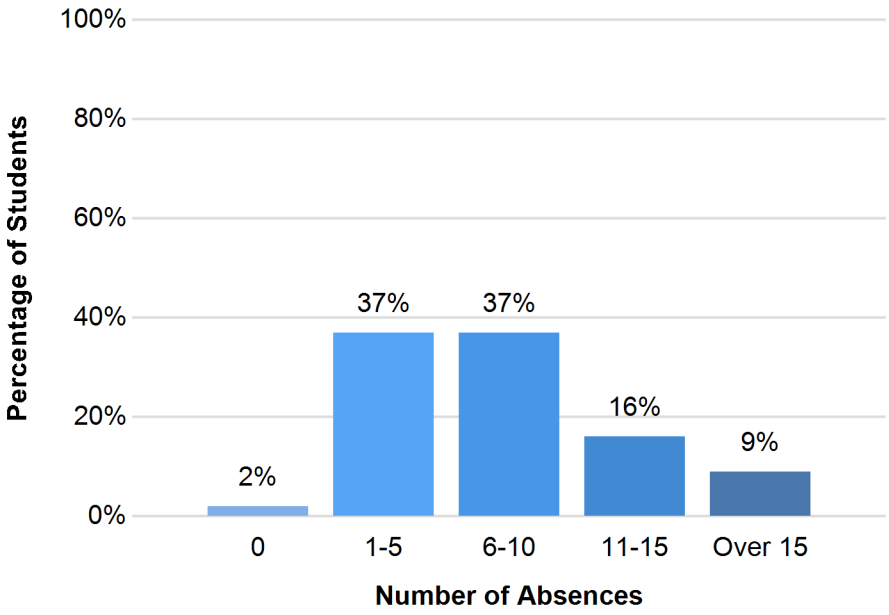
Chronic Absenteeism

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	31	7.7	9.1	Met
White	3	8.6	9.1	Met
Hispanic	21	7.2	9.1	Met
Black or African American	6	8.7	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	26	9.0	9.1	Met
Students with Disabilities	6	9.4	9.1	Not Met
English Learners	9	15.3	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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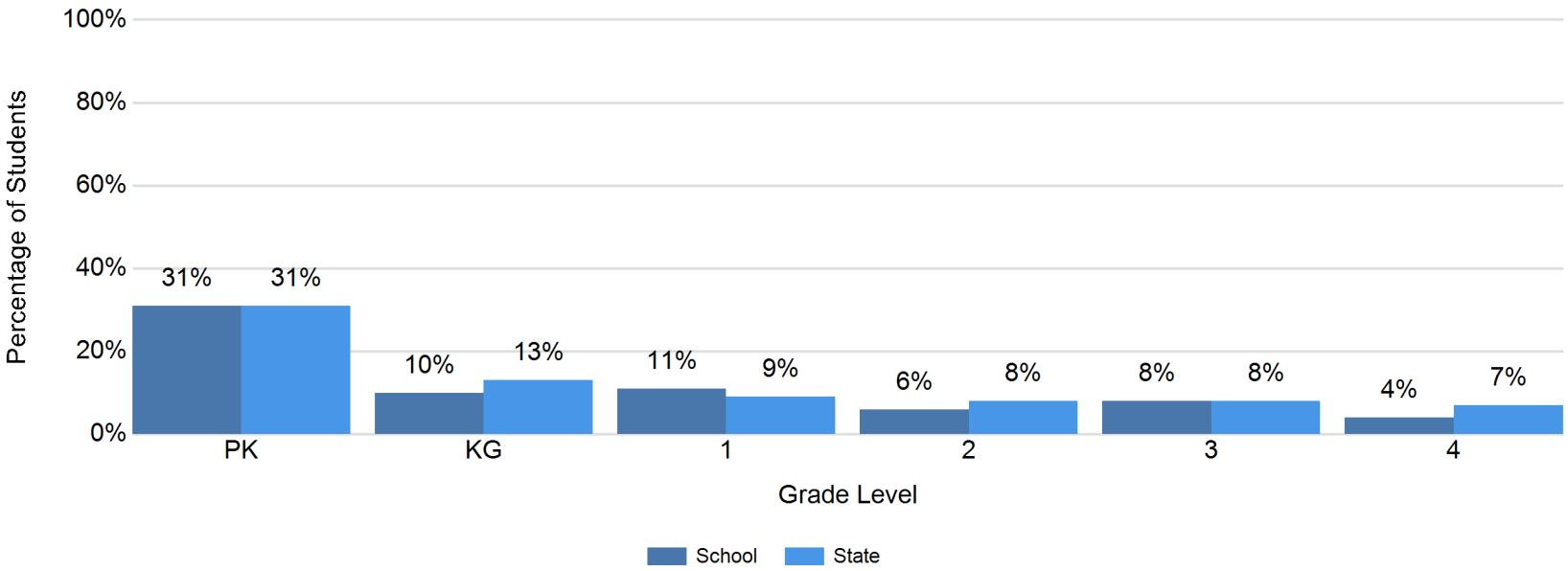
Chronic Absenteeism by Grade

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

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	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	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	*	*
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	8:25 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	41	117,464
Average years experience in public schools	10.0	12.0
Average years experience in district	9.4	10.7
Teachers in district for 4 or more years	70.7%	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	11:1	11:1
Students to Administrators	75:1	134:1
Teachers to Administrators	7:1	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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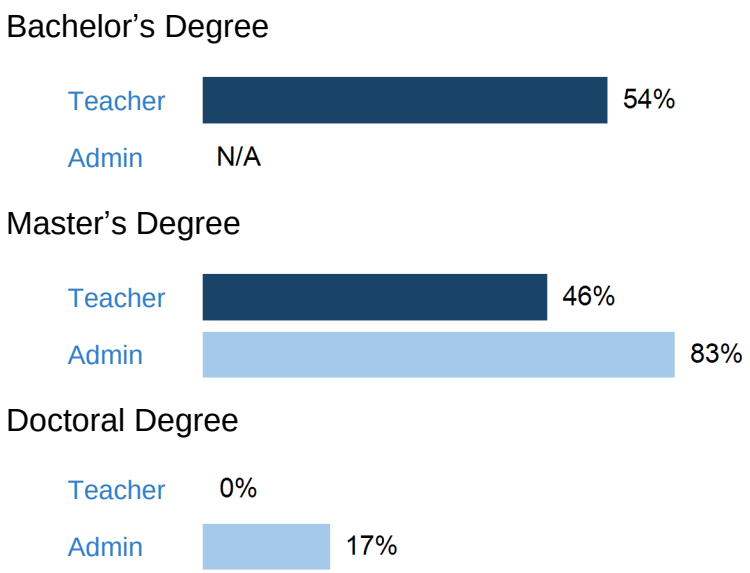
Teachers and Administrators - Level of Education

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	95.2%

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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	95.1%	50.0%
Male	4.9%	50.0%
White	82.9%	100.0%
Hispanic	9.8%	0.0%
Black or African American	2.4%	0.0%
Asian	4.9%	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	13.45	15.0%
Mathematics Proficiency	52.49	15.0%
English Language Arts Growth	12.26	20.0%
Mathematics Growth	54.54	20.0%
Progress Towards English Language Proficiency	54.89	20.0%
Chronic Absenteeism	45.86	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	38.82	n/a
Summative Rating: Percentile Rank of Summative Score	31.34	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Not Met	Met Standard	Met Target†	Met	No
White	**	**	No	**	**	**	**	n/a	Met	No
Hispanic	44.08	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	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	48.17	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	No	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).

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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:	• East End School hosts a Dual Language Academy that is an new educational program that brings together Native English speakers and English Language Learners with daily instruction in two languages • East End School expanded its half-day preschool program to a full-day program through the NJDOE Preschool Education Expansion Aid (PEEA) grant.
Mission, Vision, Theme:	East End School is a preschool through grade four elementary school that boasts a diverse but unified group of families and cultures, as the mission statement of East End School declares: "East End School shall serve as the core of concerned multi-cultural community of individuals whose mutual respect and cooperation will provide a confronting atmosphere for enlightened growth of the whole child." East End School believes that education is a lifelong journey, and on that journey every student will become a lifelong learner with the support and nurturing of the school community.
Awards, Recognition, Accomplishments:	East End School is proud to have received a bronze medal from Sustainable Jersey for its on-going environmental awareness programs. The school was recognized as a school of character by Character.org for its student mentoring program and commitment to character education.

NJ SCHOOL PERFORMANCE REPORT

EAST END SCHOOL
(35-3670-060)
Grades Offered: PK-04
2017-2018

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

School Narrative

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

Courses, Curriculum, Instruction:	The curriculum is integrated and supported through technology, across the disciplines and students are provided with opportunities to explore, research, and problem solve in order to develop a deeper understanding of concepts. The language arts program is in its third year cycle of utilizing Reader's Workshop, with additional support of the Fundations (Wilson) and Words Their Way (Pearson) programs. Reading benchmark assessments are determined by the Fountas and Pinnell (F&P) system. Currently the school is piloting Go Math and Big Ideas to examine effective instructional methods and different approaches. The school's curriculum is aligned with the New Jersey Student Learning Standard.Hosting a Dual Language Academy, students at East End School have the opportunity to become bicognitive as they learn standards-based content in two languages.Student academic performance data is collected and assessed by including: NJSLA, MAP, F&P, ACCESS (Wida) and various district benchmark assessments
Sports and Athletics:	East End School offers an after-school sports program for students in grades 3 and 4.
Clubs and Activities:	East End School provides students with many varied activities and extra-curricular offerings. They include: Art Club, Newspaper Club, Computer Club, Girls on the Run, Band and Chorus, Instrumental musical lessons, Student Council, Safety Patrols, Student Mentors, and an After-school Sports Program.

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Before and After School Programs:	East End School provides academic support services to identified students during its Extended Day program for students in grades 2-4. The program is under the direction of the Academic Support department and is facilitated by SE, GE, and academic support staff. In addition, East End School holds STEM-related enrichment classes for interested students through contracted services during after-school sessions.
Staff and Professional Learning:	All East End staff are encouraged to participate in various professional learning opportunities provided by the district and out-of-district venues. In addition, all staff participate in school-based professional learning communities, in-service training, grade group sessions, building-level meetings, and other various committees throughout the year. Staff and administration form a strong support system and student achievement continues to be the focal point of the school. Teachers are apt at analyzing data to support student achievement and exploring innovative instructional practices.

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Student Supports and Services:	East End School provides and excels at offering various services to assist all students in their learning paths, including, full-time counselor, I&RS team, 504 accommodations, daily classroom academic support, ESL services, Dual Language Academy, an after-school Extended Day program, on-site Child Study Team, LRE/ICS co-teaching model, peer tutoring, and full OT/PT services.
Student Health and Wellness:	East End School is committed and provides a comprehensive approach to promoting daily physical activity to all its students. All students participate in quality physical education and health classes that help promote knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life. In addition, students participate in daily recess activities regardless of the weather. The school offers a full breakfast program and opportunities for "breakfast before the bell." East End School employs a full-time, on-site, nurse to to provide health care for students and staff. The school partners with local and county health organizations to provide on-site student workshops and parent out-reach services.
Parent and Community Involvement:	The PTO assists in fundraising, creating activities for students, supervising events, and enriching the school's climate by providing additional instructional materials, as needed. In addition, parents may volunteer their services to assist in classrooms or join various forums to share their ideas on the building or district level. East End School recognizes the importance of communication and uses technology to keep the school community informed. Parents may access school and student information through its parent portal, Genesis, on a daily basis. East End School is proud of its affiliations with many community and local organizations, such as: police and fire department, Boys & Girls Scouts, 4-H, Red Cross, Safe Routes to School, Read to Feed, Blessing Bags, American Heart Association, local and county library system, Robert Wood Johnson, local recreation department, Helping Hands of North Plainfield and Somerset County, Somerset County Community Food Bank, to name a few.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	East End School is a well maintained school, originally built in the 1930's with several additions and upgrades through the years to accommodate twenty-first century learning. It contains rooms for art and music instruction, a full service library and computer room, as well as gymnasium. In addition, a large community room serves as a venue for assemblies and events, and acts as the daily breakfast and lunchroom. Specific areas of the school allow for on-site Child Study Team, academic support, learning lab, and speech services. Air condition is available in a limited number of rooms.
School Safety:	East End School, along with the entire district, utilizes the Standard Response Protocols to ensure a safe school environment. As such, the school conducts two monthly safety drills, including fire and various situational scenarios. The school employs a safety team to monitor and evaluate the effectiveness of drills and continually assesses to make improvements. The district employs a security director who facilitates training and also monitors all safety and security practices. In addition, members of the school are included on the district's Crisis Team to respond to events. In agreement with the local police, the district allows for unannounced visits by law enforcement on a daily basis.

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Technology and STEM:	In support of the district's goal to "continue to incorporate technology into the educational process to enhance the success of students", East End school offers technology to students as a network of gathering and sharing ideas, as well as, for allowing research, collaboration, and to promote differentiated instruction. To support this, the school has many devices, including smartboards, tablets, document cameras, and laptop computers. A designed computer room is available and is part of the student's weekly schedule. For interested students, an after-school computer club is available. The goal of this club is to increase and diversify the technical knowledge of students and to show students the importance and various applications that one can use with a technology. In addition, the school offers STEM-related enrichment programs after-school provided by outside contractors.
Early Childhood Education:	North Plainfield School District offers a tuition free, six hour school day integrated preschool program. The PEA funded program limits class size to 15 and is offered to four year old students. Services are provided using a mixed delivery system including private providers and district school settings. The preschool program utilizes the Creative Curriculum and Teaching Strategies Gold assessment component. Thirteen students are currently on the waitlist. Currently, East End School has three preschool classrooms.