NJ SCHOOL PERFORMANCE REPORT

SOMERSET SCHOOL
(35-3670-080)
Grades Offered: 05-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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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. SAINTE-ROSE
Address	303 SOMERSET STREET NORTH PLAINFIELD, NJ 07060
Phone Number	(908)769-6080
Email Address	reginald_sainte-rose@nplainfield.org
Website	https://npsis.nplainfield.org/
Facebook	https://www.facebook.com/northplainfieldschools/
Twitter	https://twitter.com/SomersetDragons

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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
5	251	256	268
6	260	257	248
Total	511	513	516

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	46.0%	48.9%	51.7%
Male	54.0%	51.1%	48.3%
Economically Disadvantaged Students	64.6%	69.6%	72.5%
Students with Disabilities	21.3%	24.6%	22.7%
English Learners	4.9%	7.0%	6.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	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	14.7%	12.5%	8.5%
Hispanic	59.9%	65.7%	70.0%
Black or African American	19.6%	17.2%	17.4%
Asian	5.1%	4.3%	3.9%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.4%	0.2%

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	55.4%
English	39.5%
Turkish	1.4%
Other Languages	3.7%

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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	41	46	50	Met Standard	42.5	43	50	Met Standard
White	58	62	50	Met Standard	46	50	51	Met Standard
Hispanic	41	44	49	Met Standard	39	40	48	Not Met
Black or African American	31	40	44	Not Met	47	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64.5	65	61	Exceeds Standard	58	58	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	41	42	48	Met Standard	40	44	47	Met Standard
Students with Disabilities	38	34.5	41	Not Met	38	38	43	Not Met
English Learners	41.5	45	54	Met Standard	38	43.5	51	Not Met

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

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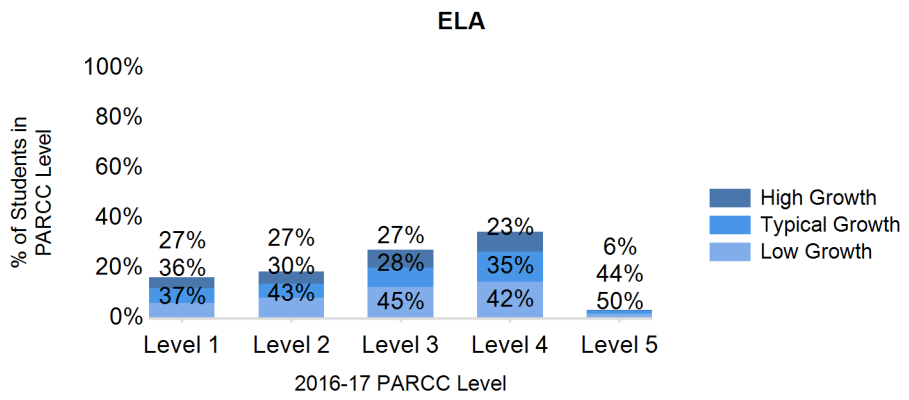
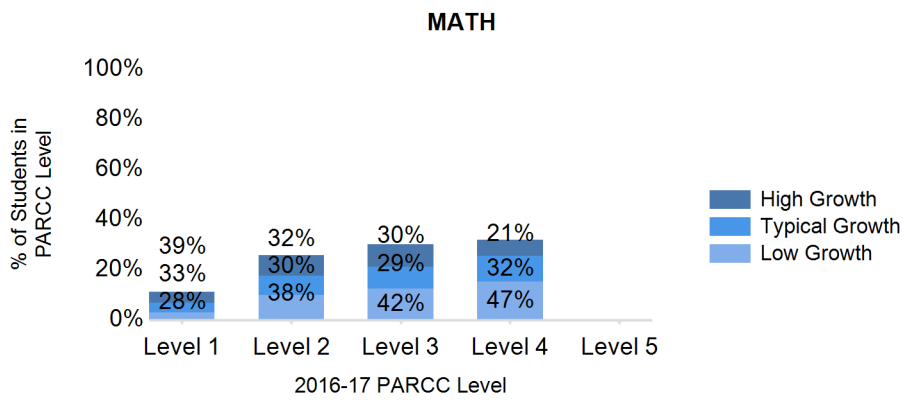
Student Growth by Performance Level

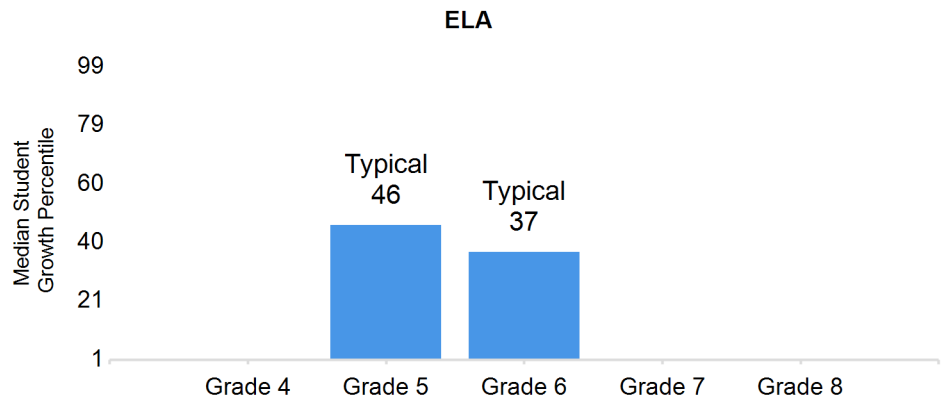
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

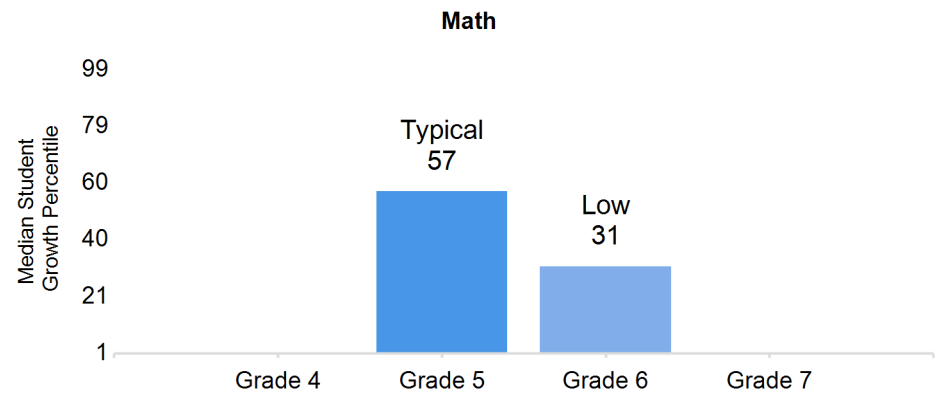




Student Growth by Grade

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	506	98.7	34.6	37.9	56.7	34.6	33.5	Met Target
White	42	97.7	54.7	56.6	65.6	54.7	51.7	Met Target
Hispanic	351	99.2	28.8	31.7	42.5	28.8	29.3	Met Target†
Black or African American	91	96.9	42.9	44.2	37.3	42.9	29.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.2	82.3	*	42.6	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	263	98.9	43.8	44.5	64.5	43.8		
Male	243	98.4	24.7	32.2	49.4	24.7		
Economically Disadvantaged Students	350	99.2	26.6	30.1	38.5	26.6	27.1	Met Target†
Non-Economically Disadvantaged Students	156	97.6	52.6	51.7	67.5	52.6		
Students with Disabilities	120	99.2	*	*	21.6	*	9.6	Met Target†
Students without Disabilities	386	98.5	*	*	63.9	*		
English Learners	72	98.7	*	*	27.3	*	11.9	Met Target†
Non-English Learners	434	98.7	*	*	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 5

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	264	739	739	755	13%	20%	26%	*	*	41%	58%
White	26	745	745	763	*	*	*	*	*	46%	68%
Hispanic	171	735	735	743	14%	21%	29%	*	*	36%	43%
Black or African American	53	742	742	738	*	19%	21%	*	*	49%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	137	745	745	762	9%	15%	28%	*	*	47%	66%
Male	127	732	732	749	18%	24%	24%	*	*	34%	51%
Economically Disadvantaged Students	174	733	733	739	*	22%	25%	*	*	35%	39%
Non-Economically Disadvantaged Students	90	749	749	766	*	14%	28%	*	*	52%	71%
Students with Disabilities	53	710	710	724	*	*	*	*	*	*	22%
Students without Disabilities	211	746	746	762	*	*	*	*	*	*	65%
English Learners	12	699	699	712	*	*	*	*	*	*	11%
Non-English Learners	252	741	741	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	248	730	730	754	19%	23%	29%	*	*	28%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	186	727	727	742	21%	25%	31%	23%	0%	23%	42%
Black or African American	38	733	733	737	*	*	*	*	*	34%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	129	739	739	761	12%	18%	29%	*	*	40%	64%
Male	119	720	720	748	27%	29%	29%	*	*	14%	48%
Economically Disadvantaged Students	181	725	725	739	*	27%	31%	*	*	19%	37%
Non-Economically Disadvantaged Students	67	746	746	764	*	15%	24%	*	*	52%	68%
Students with Disabilities	65	705	705	723	*	*	*	*	*	*	18%
Students without Disabilities	183	739	739	760	*	*	*	*	*	*	63%
English Learners	17	697	697	712	*	*	*	*	*	*	*
Non-English Learners	231	733	733	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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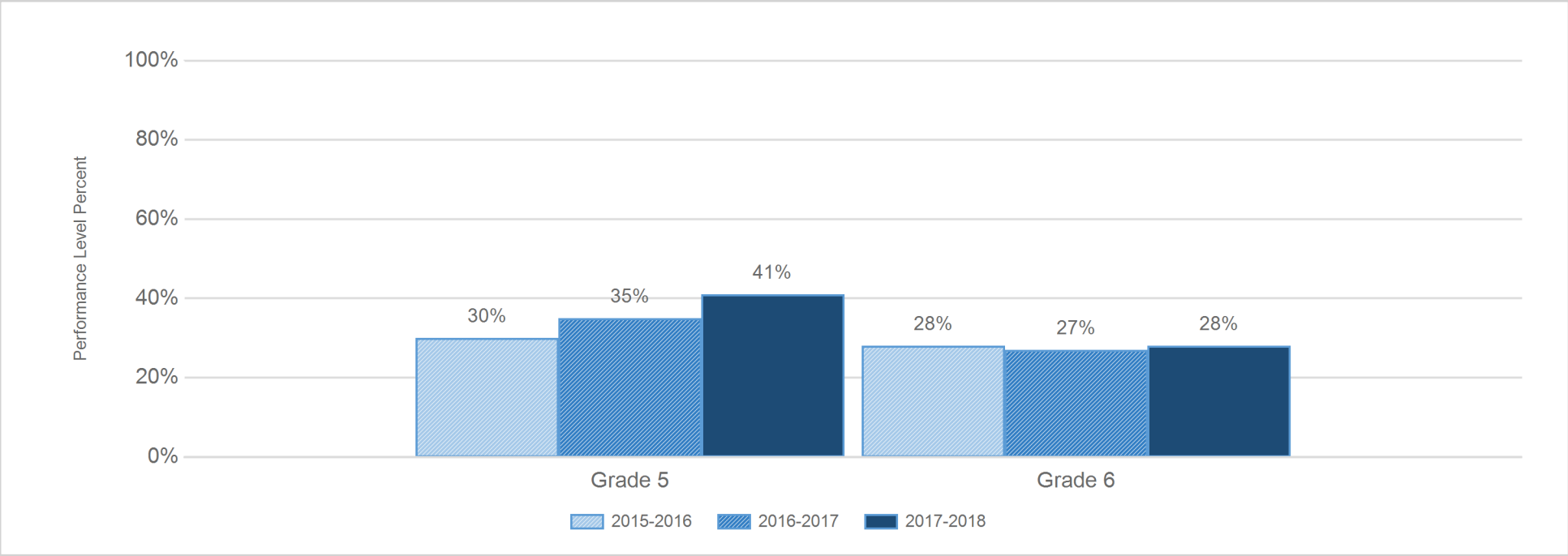
English Language Arts/Literacy Assessment - Performance Trends

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	508	98.3	28.2	25.8	45.0	28.2	31.8	Not Met
White	41	97.7	29.2	39.4	54.1	29.2	50.4	Not Met
Hispanic	354	98.6	26.0	22.4	29.2	26.0	27.1	Met Target†
Black or African American	91	96.9	30.8	27.2	23.4	30.8	28.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	33.8	77.0	*	39.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	263	98.9	33.8	28.1	46.0	33.8		
Male	245	97.7	22.0	23.8	43.9	22.0		
Economically Disadvantaged Students	352	98.9	24.2	21.7	26.6	24.2	27.3	Met Target†
Non-Economically Disadvantaged Students	156	97.0	37.2	33.0	55.9	37.2		
Students with Disabilities	119	99.2	*	*	17.1	*	11.2	Met Target†
Students without Disabilities	389	98.0	*	*	50.5	*		
English Learners	75	96.3	*	10.2	24.6	*	23.5	Not Met
Non-English Learners	433	98.7	*	28.5	46.9	*		
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 5

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	266	741	741	748	7%	19%	35%	*	*	39%	49%
White	26	738	738	756	*	*	46%	*	*	27%	60%
Hispanic	173	739	739	736	9%	18%	35%	*	*	38%	32%
Black or African American	53	744	744	730	*	19%	32%	*	*	43%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	137	744	744	749	*	15%	31%	*	*	47%	50%
Male	129	737	737	747	*	23%	38%	*	*	31%	48%
Economically Disadvantaged Students	175	738	738	733	*	21%	36%	*	*	35%	29%
Non-Economically Disadvantaged Students	91	746	746	758	*	16%	32%	*	*	46%	62%
Students with Disabilities	53	721	721	726	*	*	*	*	*	*	20%
Students without Disabilities	213	745	745	752	*	*	*	*	*	*	55%
English Learners	14	718	718	718	*	*	*	*	*	14%	13%
Non-English Learners	252	742	742	750	*	*	*	*	*	40%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	723	723	744	20%	31%	33%	*	*	16%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	188	721	721	731	22%	32%	31%	15%	0%	15%	27%
Black or African American	38	726	726	726	*	29%	34%	*	*	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	129	729	729	745	14%	29%	37%	*	*	20%	45%
Male	120	718	718	742	28%	33%	28%	*	*	13%	42%
Economically Disadvantaged Students	183	720	720	729	*	32%	31%	*	*	14%	24%
Non-Economically Disadvantaged Students	66	732	732	753	*	27%	38%	*	*	24%	56%
Students with Disabilities	64	706	706	717	*	*	*	*	*	*	13%
Students without Disabilities	185	729	729	748	*	*	*	*	*	*	49%
English Learners	19	694	694	713	*	*	*	*	*	*	11%
Non-English Learners	230	726	726	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

SOMERSET SCHOOL
(35-3670-080)
Grades Offered: 05-06
2017-2018

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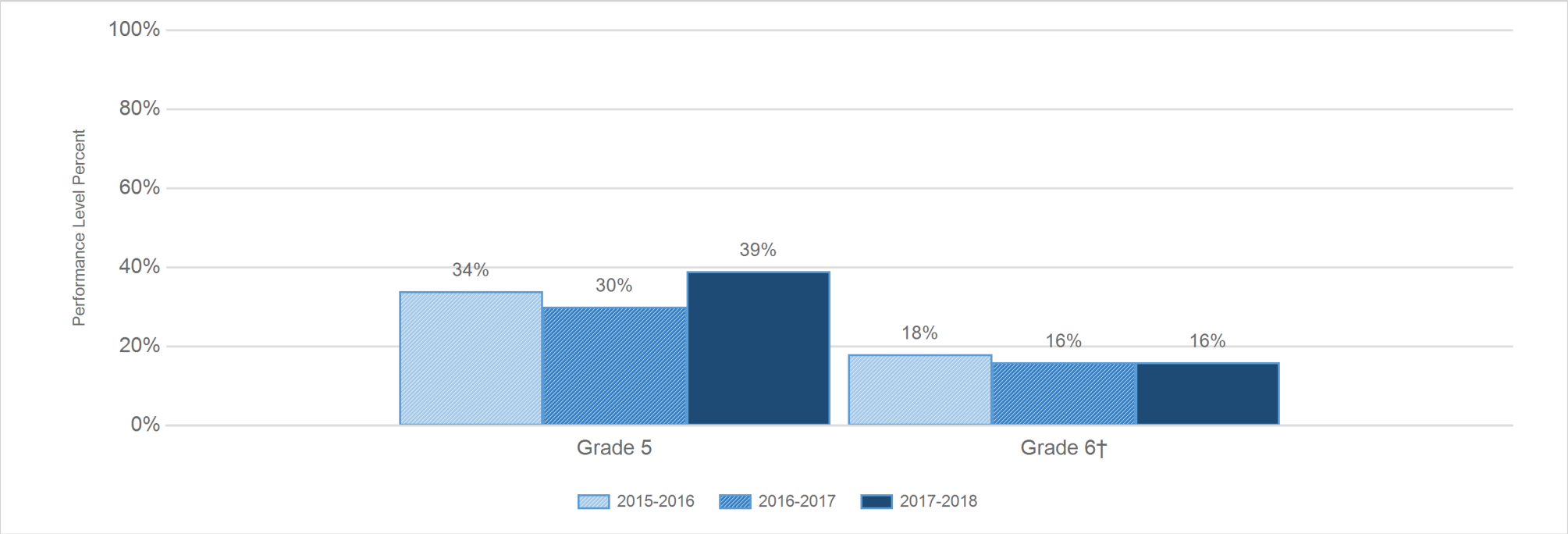
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

SOMERSET SCHOOL
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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
5	N	N
6	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	25.0%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	10	*	*
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.

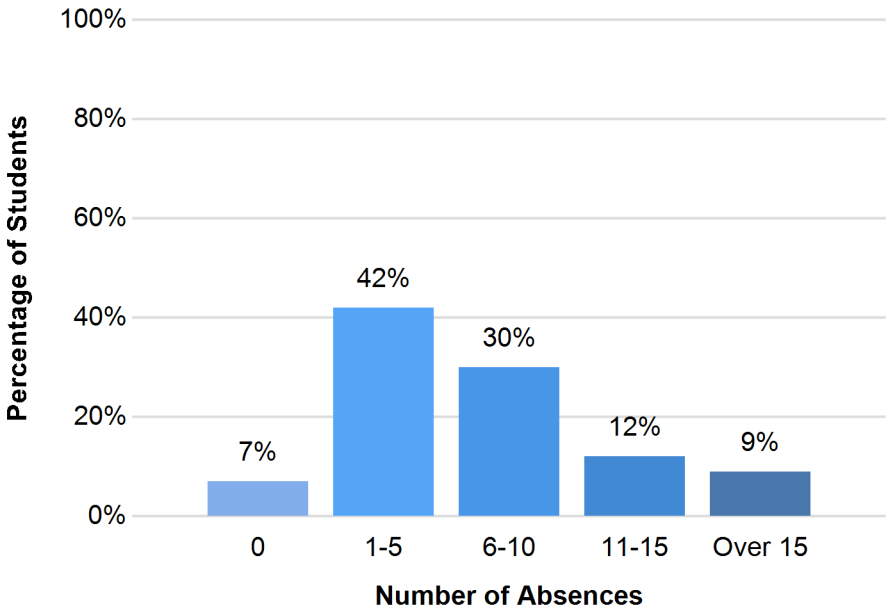
Chronic Absenteeism

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	29	5.6	8.2	Met
White	4	9.1	8.2	Not Met
Hispanic	18	5.0	8.2	Met
Black or African American	6	6.6	8.2	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	8.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	5.9	8.2	Met
Students with Disabilities	11	9.2	8.2	Not Met
English Learners	3	9.7	8.2	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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SOMERSET SCHOOL
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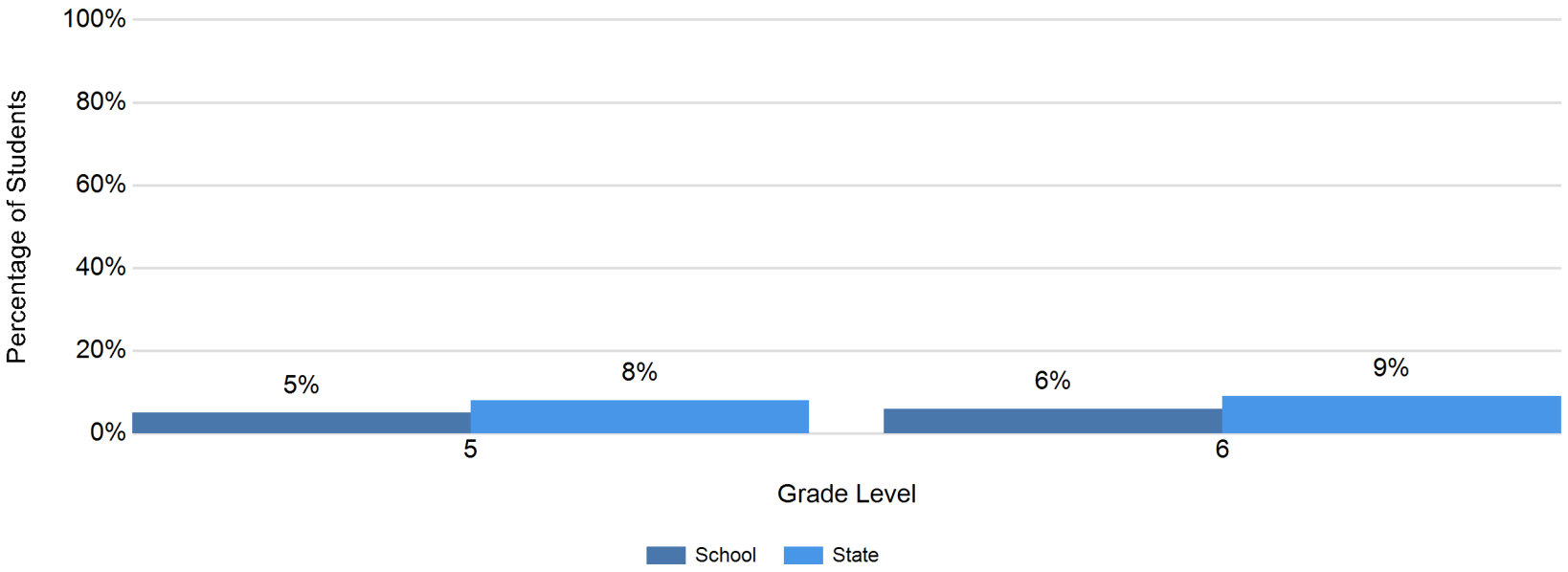
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), 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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.33

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

NJ SCHOOL PERFORMANCE REPORT

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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	1	2	3
Religion	0	1	1
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	2	0	2
Disability	0	1	1
Other	0	7	7
No Identified Nature	6		6

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	12	2.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

NJ SCHOOL PERFORMANCE REPORT

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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	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 15 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	1.4:1

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	52	117,464
Average years experience in public schools	9.8	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	71.2%	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	516:1	134:1
Teachers to Administrators	52:1	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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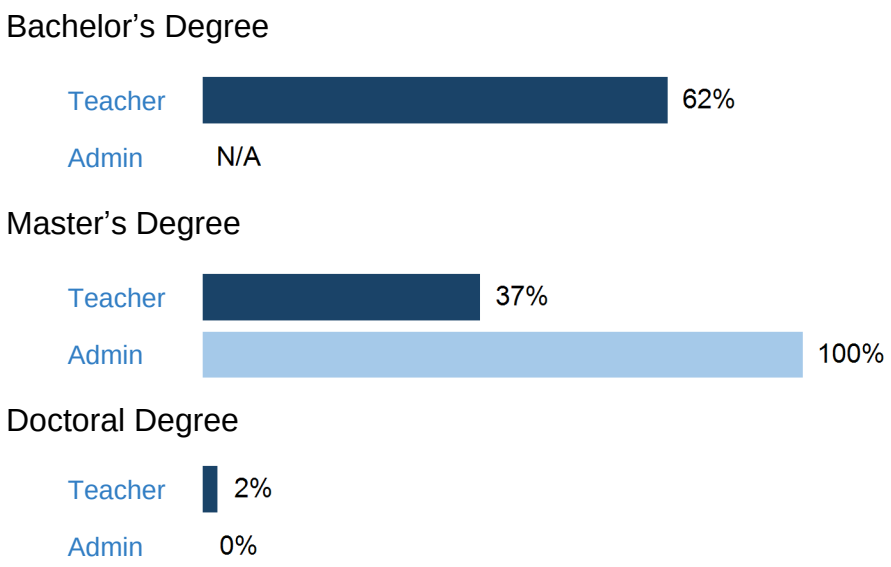
Teachers and Administrators - Level of Education

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	96.2%

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Teachers: All classroom teachers
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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	76.9%	0.0%
Male	23.1%	100.0%
White	84.6%	0.0%
Hispanic	11.5%	0.0%
Black or African American	3.8%	100.0%
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	Yes	Yes	No
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	Yes		

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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	11.85	15.0%
Mathematics Proficiency	13.51	15.0%
English Language Arts Growth	23.70	20.0%
Mathematics Growth	23.38	20.0%
Progress Towards English Language Proficiency	4.47	20.0%
Chronic Absenteeism	61.57	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	20.27	n/a
Summative Rating: Percentile Rank of Summative Score	8.83	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	Yes	Met Target	Not Met	Met Standard	Met Standard	Not Met	Met	No
White	35.37	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	31.36	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
Black or African American	54.05	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	30.12	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	34.99	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	35.14	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	13.85	14.08	Yes	Met Target†	Not Met	Met Standard	Not Met	Not Met	Not Met	No

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

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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:	• 2017 National School of Character • Award Winning Language Arts Program-Readers Workshop • Mentoring Program: Advisory, G.E.M.S., Heart and Soul, Heroes and Cool Kids
Mission, Vision, Theme:	As its mission, Somerset School is committed to preparing young, emerging adolescent students with the understandings and skills necessary to cope with their own changes from childhood to adolescence. Somerset School is equally committed to preparing them with the academic skills and knowledge essential not only for the transition into the middle and high school grades, but also for life-long achievement and success.
Awards, Recognition, Accomplishments:	2017 National and State School of Character

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Courses, Curriculum, Instruction:	Somerset School offers many innovative instructional units. A hands-on approach is utilized in science. Computer instruction is an integral part of the school's curriculum, producing computer literate students. The study skills program provides students with organizational and note-taking skills. Services are also provided in special education, basic skills and English as a second language/bilingual instruction.
Sports and Athletics:	Somerset School offers Heart and Sole for girls at risk. Somerset School also offers a Gymnastics Club called Somerset Tumblers open to girls in grades 5 and 6.
Clubs and Activities:	Clubs include: Computer Club, Entrepreneur Club, Student Council, Literary Magazine, Chorus, Art Club, Homework Club, G.E.M.S, Tumblers and Drama Club. Other activities: Talent Show, School Dance, Career Day, Multicultural Fair, Sensational Science Day, Spelling Bee, Family Math Night, Family Code Night and a Holiday Cultural Presentation and tasting.

NJ SCHOOL PERFORMANCE REPORT

SOMERSET SCHOOL
(35-3670-080)
Grades Offered: 05-06
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

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Before and After School Programs:	Somerset School offers a before-school breakfast program that services all the students in the school and also offers an after school child care program , Klubhouse Kids, that is available to our community until 6:00 p.m. every week day that school is in session.
Staff and Professional Learning:	Somerset School recognizes the responsibility of all stakeholders to invest in the support of each educator in all domains of professional learning. This is exemplified by an embedded coach model for Reader's Workshop. Responsive classroom is also available to all staff. Lastly, an on-going district effort, is the Google Coaching Model, in which school-based Google coaches actively train classroom teachers and building staff on the advanced use technology as it relates to pedagogy.

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Student Supports and Services:	Direct services are provided by means such as education, counseling, consultation and individual assessment. In addition, student support services personnel provide in-service training, parent education, community collaboration and carry out student service program management.
Student Health and Wellness:	Somerset School provides a balanced nutritional food program through Maschio's Food Services. Students also have physical education and health classes that provide total wellness education for all students. Students also participate in daily physical activities such as coordinated physical education classes as well as recess.
Parent and Community Involvement:	The district facilitates special education parent groups quarterly during the school year discussing topics of interest identified by parents. Somerset School has a active PTO consisting of parents as well as a teacher representative. The Somerset PTO supports our student activities and events by offering refreshments, supplies and man power.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As part of a state and national school of character, school climate surveys are given using a three-pronged approach: staff, students and parents. School climate surveys are disseminated to our school community through our school-based Safety Team who regularly collects data and analyzes how changes can be effectuated in order to improve school culture and climate.
Facilities:	Somerset School was built in 1909 and renovated in 2004. Along with the renovation project came many school facility improvements such as: modern science labs, interactive whiteboard technology throughout the building, large air-conditioned gymnasium, updated art room, computer lab with approximately 32 Mac Computers, air-conditioned media room and an all purpose room used for assemblies, cafeteria and student social. Approximately 60% of the school is air-condition
School Safety:	The School Safety Team consists of the principal, teachers, school nurse and student counselor. The school based Safety Team regularly collects data and analyzes how change can be effectuated in order to improve school culture and climate.

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Technology and STEM:	Robotics and Computer Classes are offered to all fifth and sixth grade students through our 6 week rotation program. Smartboards are in most of the classrooms at Somerset School. Crome books are available for teachers to share with our future goal is to provide one for each student. G.E.M.S. (Girls Excelling in Math and Science) Club has been an active club for the past four years . The purpose of GEMS is to encourage girls to pursue STEM fields for courses and careers. GEMS focus on five overarching goals that drives girls towards success: invite, entice, encourage, explore, and experience. Math Homework Club runs twice a week before and after school and is available to students who need some extra help. Computer Club where students learn how to code and share at the end of the year with parents and teachers at our annual Family Code Night.