

**Early Childhood Center**

(25-3510-059)

Grades Offered: PK-PK

2018-2019

Report Key:

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- ** 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
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Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
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Other Resources:

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- 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
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Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Neptune Township School District
Principal Name	Dr. Lori Burns
Address	11 MEMORIAL DRIVE NEPTUNE, NJ 07753
Phone Number	732-776-2200
Email Address	lburns@neptune.k12.nj.us
Website	https://ecc.neptuneschools.org



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	169	207	218
Total	169	207	218

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.5%	50.7%	52.3%
Male	51.5%	49.3%	47.7%
Economically Disadvantaged Students	18.3%	72.5%	61.5%
Students with Disabilities	14.8%	19.8%	17.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	4.7%	2.4%	2.3%
Students in Foster Care	1.8%	0.0%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.2%	7.7%	6.4%
Hispanic	31.4%	33.3%	35.3%
Black or African American	49.7%	48.3%	49.5%
Asian	1.2%	1.4%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.5%	9.2%	6.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	1	0	0
PK - Full Day	168	207	218

Enrollment by Home Language

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

Home Language	% of Students
English	74.8%
Spanish	20.6%
Cree	4.1%
Other Languages	0.5%



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

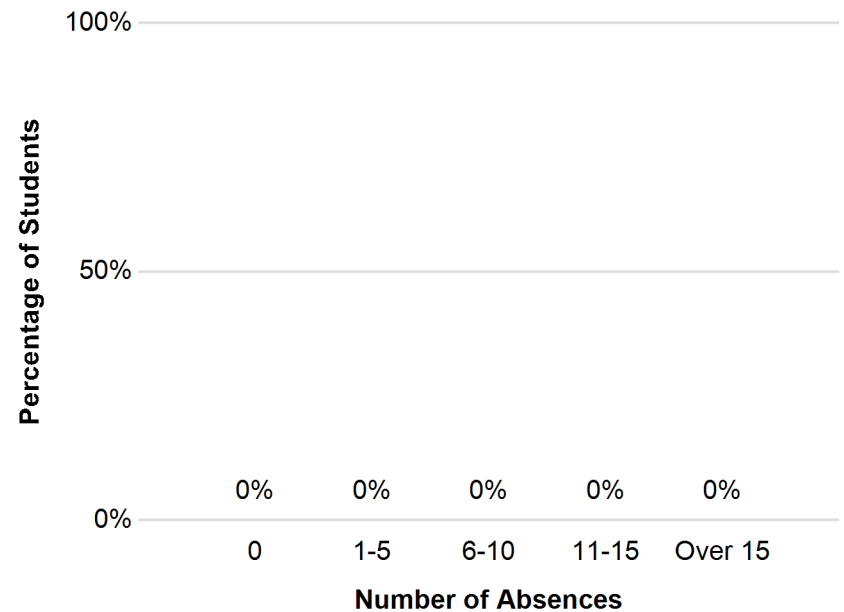
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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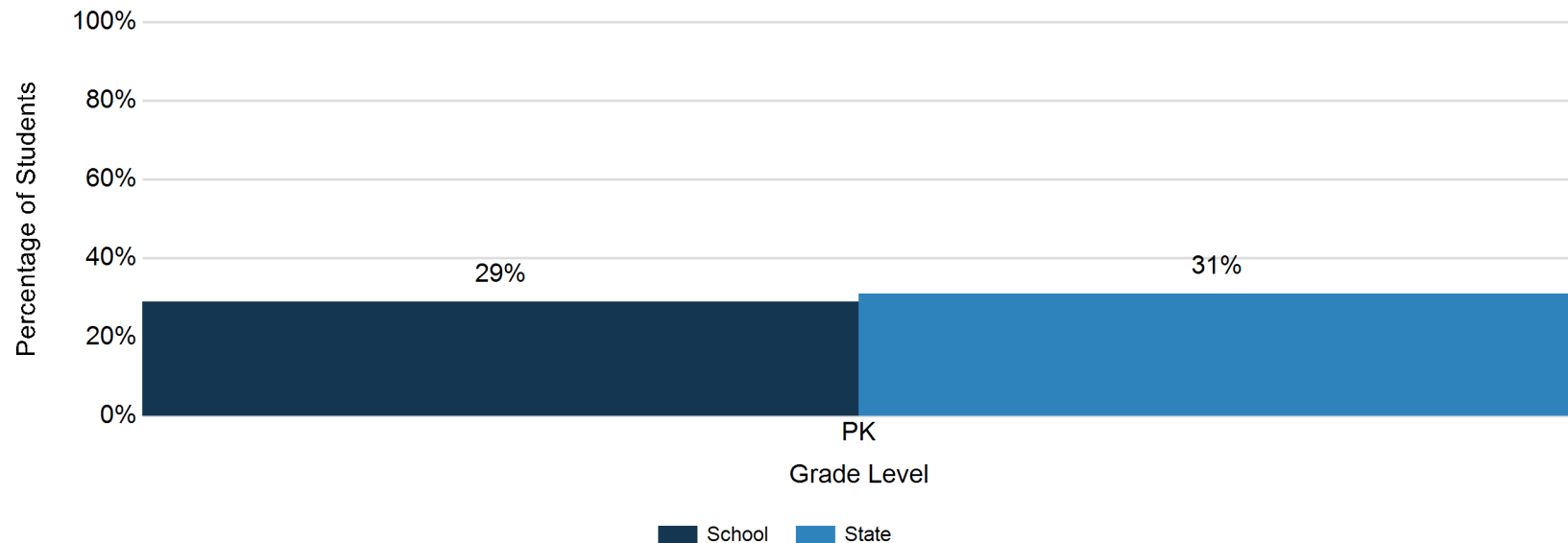
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	20	118,214
Average years experience in public schools	9.3	12.1
Average years experience in district	8.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	218:1	129:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		388:1
Students to Counselors		258:1
Students to Child Study Team Members		352:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.3%	90.0%	100.0%	48.4%	77.1%	54.9%
Male	47.7%	10.0%	0.0%	51.6%	22.9%	45.1%
White	6.4%	65.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	35.3%	5.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	49.5%	25.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	5.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	86.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	83.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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School Narrative

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



Highlights:

- The Early Childhood Center provides the foundational skills for lifelong learning in an environment where children learn from their peers.
- The Early Childhood Center uses a Vygotskian approach to learning through the Tools of the Mind curriculum.



Mission, Vision, Theme:

The Early Childhood Center provides the foundational skills for lifelong learning in an environment where children learn from their peers. Every child has unique talents, abilities, and needs, which are met within our caring and secure environment

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**Courses, Curriculum,
Instruction:**

The Early Childhood Center uses a Vygotskian approach to learning through the Tools of the Mind curriculum. Each activity implemented under the Tools of the Mind curriculum ensures that all students and staff are focusing on the Preschool Teaching and Learning Standards.

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 <p>Before and After School Programs:</p>	<p>KLC/Champions offer childcare before school hours and after school hours.</p>
 <p>Staff and Professional Learning:</p>	<p>The Early Childhood Center works collaboratively with the School Improvement Panel, administrators, teachers, and non-certified support staff in implementing the Professional Development Plan for the 2017 - 2018 school year. Early Childhood in-service workshops are conducted on mandatory trainings as per the Department of Education as well as curriculum, instruction, and assessment.</p>

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 <p>Student Supports and Services:</p>	<p>The Early Child Center offers instruction for regular education students as well as students with Individual Education Plans (IEP). Students with IEP's can benefit from a self-contained or inclusion classroom setting. Speech therapists, occupational therapists, physical therapists, and a school psychologist are available to assist students as per their IEP.</p>
 <p>Student Health and Wellness:</p>	<p>Students have gross motor time daily as well as physical education 2-3 times per week.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and community members are able to join the Early Childhood Advisory Council (ECAC) as well as the Parent Teacher Organization (PTO). The ECAC group meets at least 4 times per school year and the PTO group meets at least one time per month.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>The Early Childhood Center was built in the Spring of 2004 with the goal of offering high quality education to three, four, and five year old students who live in the Township of Neptune. The Early Childhood Center has a multitude of features that are designed to meet the needs of young students. Each classroom has its own bathroom with toilets and sinks scaled to preschool-age students. In addition, each classroom has age-appropriate furniture, manipulatives, cubbies, sleeping cots, etc. The Early Childhood Center is equipped with an all-purpose room, playground, kitchen facility, occupational/physical therapy room, speech therapy room, and fully supplied nurse's office.</p>
 <p>School Safety:</p>	<p>Fire drills are executed once a month. Safety drills are executed once a month. The Visitor Management procedures are utilized on a daily basis to ensure safety.</p>

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 <p>Technology and STEM:</p>	<p>Technology is available in every classroom with two student ipads, one teacher computer, and light raise projectors. The Early Childhood Center is equipped with a student computer lab and multi-media literacy center. Students wear the approved uniform as per the Board of Education's uniform policy.</p>
 <p>Early Childhood Education:</p>	<p>Regular education classrooms are limited to 15 students per classroom. There are regular education classrooms, self-contained classrooms, and inclusion classrooms for students who need assistance.</p>



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Other Information

ECC does not have a Facebook account but does use Instagram @neptune_early_childhood_center



Gables Elementary School
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District	Neptune Township School District
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Address	1 Gables Court NEPTUNE, NJ 07753-4299
Phone Number	732-776-2200
Email Address	jloveland@neptune.k12.nj.us
Website	https://gs.neptuneschools.org
Facebook	https://www.facebook.com/gableselementaryschoolpto
Twitter	https://twitter.com/NeptuneGables



Gables Elementary School
(25-3510-061)
Grades Offered: PK-05
2018-2019

Report Key:

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	45	45	45
KG	36	40	42
1	42	32	43
2	51	35	30
3	38	46	28
4	38	36	49
5	37	37	35
Total	287	271	272

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	53.7%	53.5%	51.5%
Male	46.3%	46.5%	48.5%
Economically Disadvantaged Students	53.7%	63.1%	63.2%
Students with Disabilities	15.3%	20.7%	21.0%
English Learners	0.0%	0.4%	0.4%
Homeless Students	2.4%	1.5%	1.1%
Students in Foster Care	1.7%	1.5%	1.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	8.0%	9.2%	7.7%
Hispanic	22.6%	24.0%	27.9%
Black or African American	56.4%	53.9%	54.0%
Asian	3.8%	3.0%	1.5%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.4%
Two or More Races	8.4%	9.6%	8.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	45	45	45
KG - Half Day	0	0	0
KG - Full Day	36	40	42

Enrollment by Home Language

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

Home Language	% of Students
English	92.6%
Spanish	4.8%
Other Languages	2.6%



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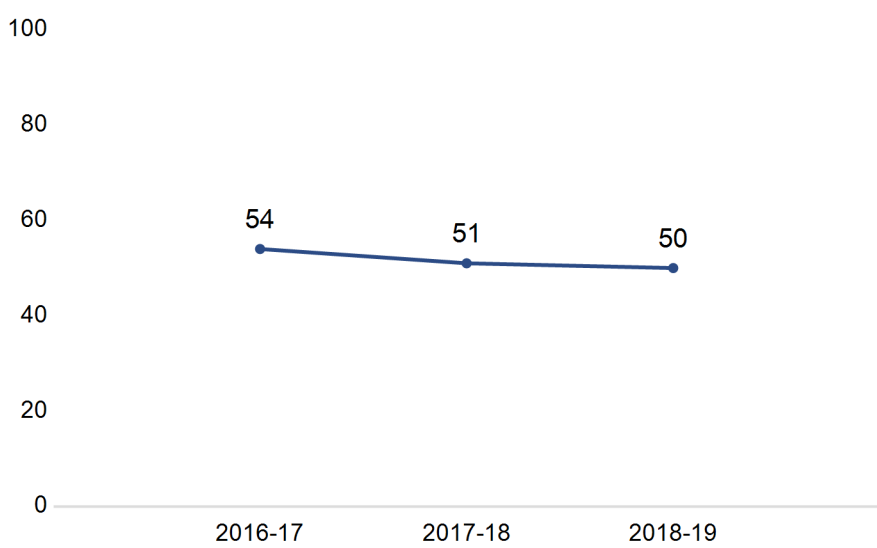
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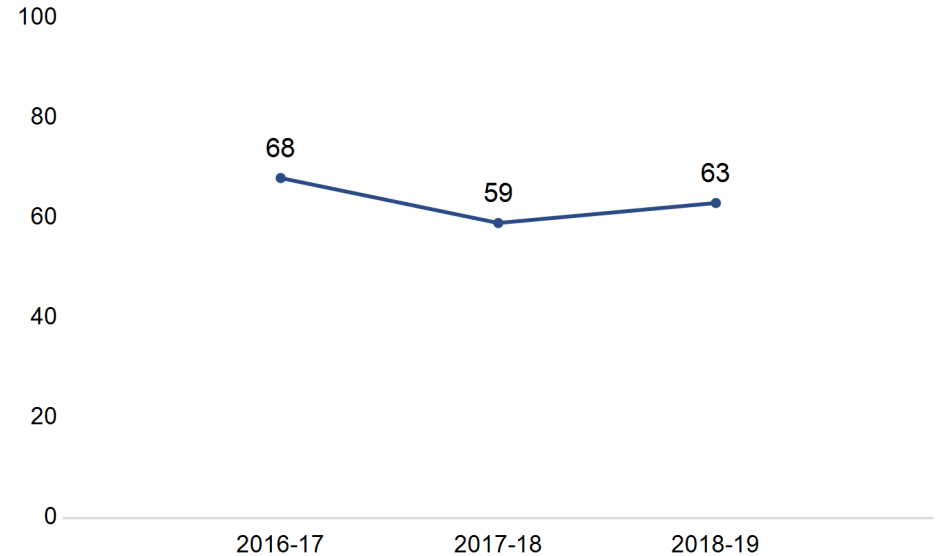
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	51	50	68	59	63
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	48	50	Met Standard	63	48	50	Exceeds Standard
White	*	51	50	**	*	52	52	**
Hispanic	56	49	49	Met Standard	67.5	53.5	47	Exceeds Standard
Black or African American	47	47	45	Met Standard	55	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	39	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	40	49	**	*	50.5	52	**
Female	55	53	53	N	64	50	50	N
Male	44	44	47	N	62.5	46	51	N
Economically Disadvantaged Students	44	47	48	Met Standard	62	47	46	Exceeds Standard
Students with Disabilities	42	39	43	Met Standard	50.5	44	45	Met Standard
English Learners	*	48	52	**	*	44	50	**
Homeless Students	*	38	43	N	*	40	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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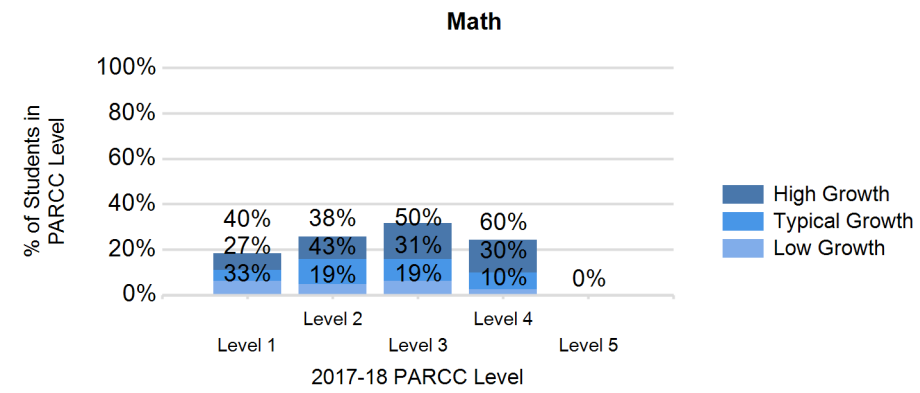
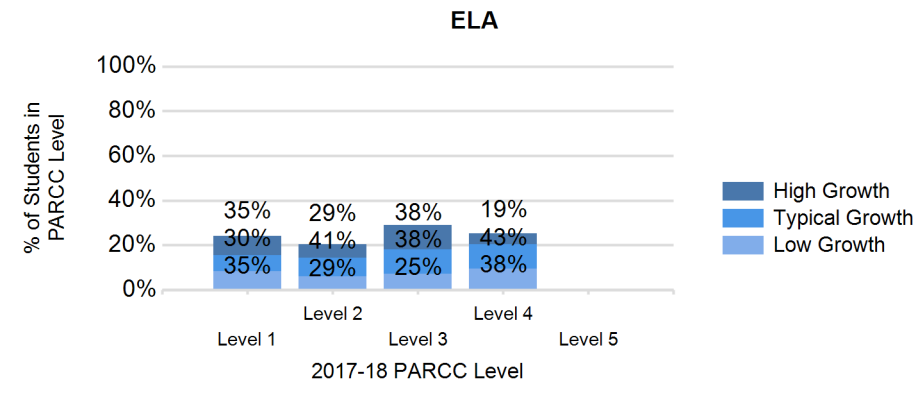
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

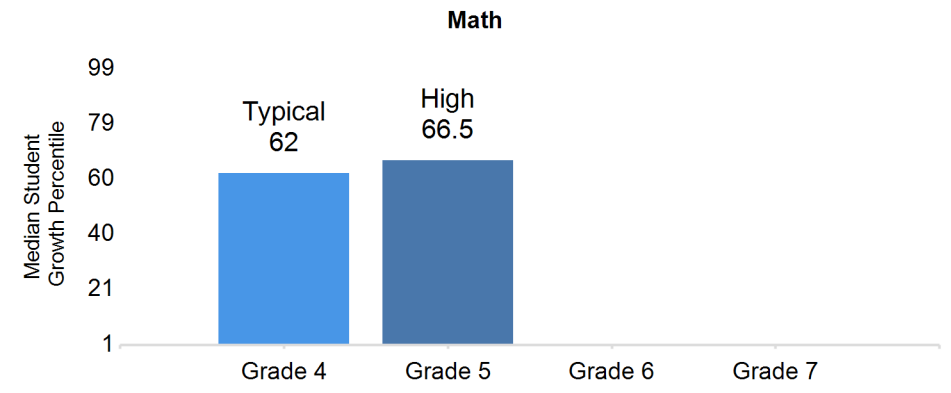
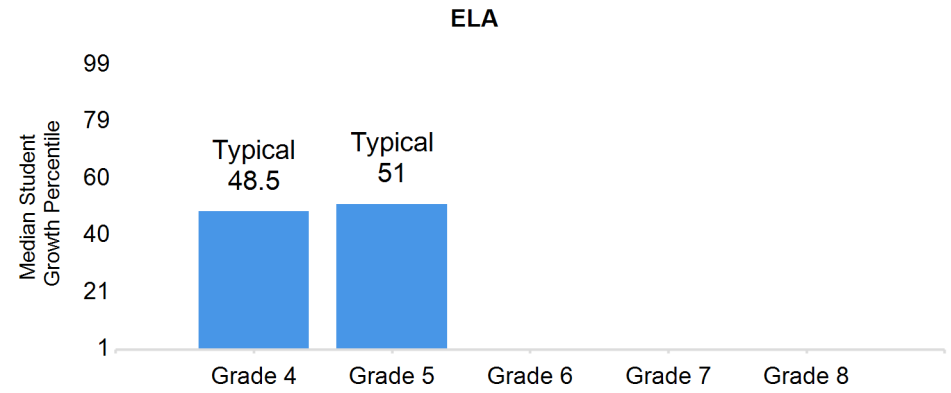
Student Growth by Performance Level

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



Student Growth by Grade

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





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(25-3510-061)
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2018-2019

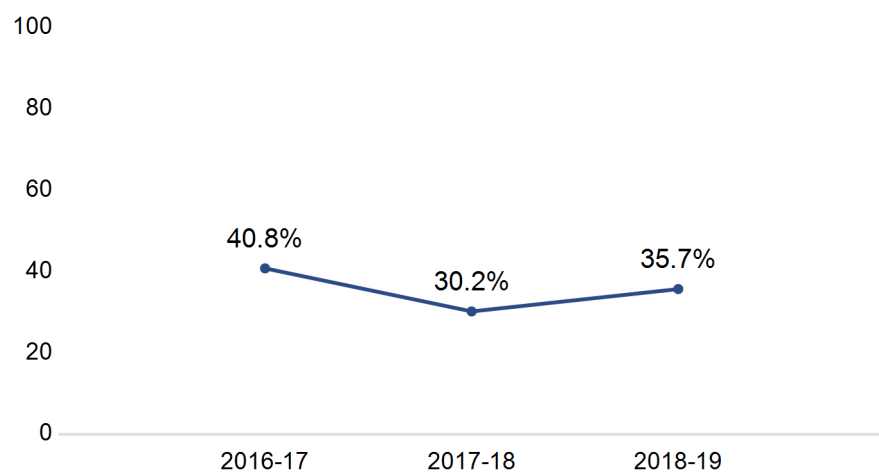
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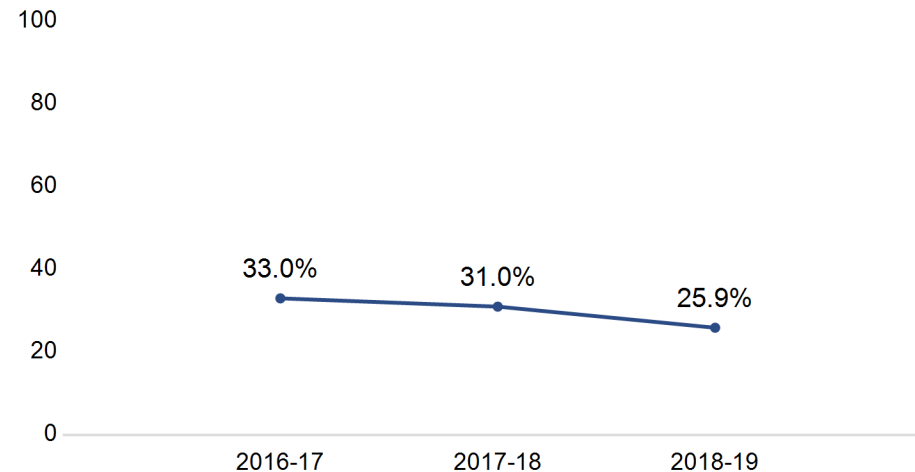
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	96.3%	98.3%	97.1%	96.3%	98.3%
Proficiency Rate for Federal Accountability	40.8%	30.2%	35.7%	33.0%	31.0%	25.9%
Annual Target	42.3%	44.3%	46.3%	40.0%	42.1%	44.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	112	98.3	35.7	34.5	57.9	35.7	46.3	Not Met
White	*	*	*	53.3	66.9	*	**	**
Hispanic	34	100.0	47.1	31.6	43.9	47.1	39.3	Met Target
Black or African American	62	98.4	30.6	26.3	38.5	30.6	43.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	37.1	64.4	*	**	**
Female	66	98.6	40.9	41.9	64.8	40.9		
Male	46	97.9	28.3	27.2	51.3	28.3		
Economically Disadvantaged Students	80	100.0	31.3	27.2	40.0	*	42.3	Not Met
Non-Economically Disadvantaged Students	32	94.3	46.9	45.2	67.9	*		
Students with Disabilities	38	100.0	*	*	22.7	*	20.1	Not Met
Students without Disabilities	74	97.4	*	*	65.1	*		
English Learners	*	*	*	14.9	29.3	*	**	**
Non-English Learners	*	*	*	35.9	60.6	*		
Homeless Students	*	*	*	14.7	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



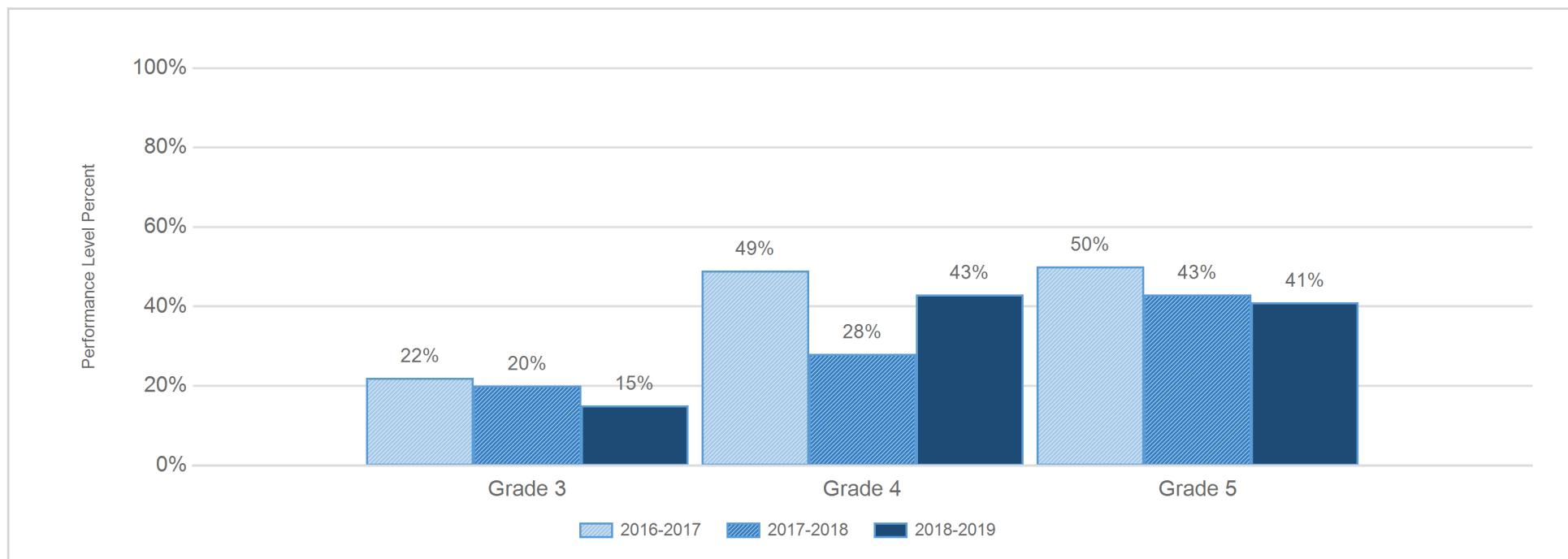
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	718	722	748	*	*	37%	*	*	15%	50%
White	*	*	730	757	*	*	*	*	*	*	60%
Hispanic	*	*	721	734	*	*	*	*	*	*	36%
Black or African American	14	710	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	16	726	727	753	*	*	*	*	*	*	55%
Male	11	708	717	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	716	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	730	759	*	*	*	*	*	*	61%
Students with Disabilities	12	698	*	719	*	*	*	*	*	*	24%
Students without Disabilities	15	735	*	754	*	*	*	*	*	*	56%
English Learners	N	N	710	713	N	N	N	N	N	N	17%
Non-English Learners	27	718	723	751	*	*	37%	*	*	15%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	737	736	755	21%	*	23%	*	*	43%	57%
White	*	*	753	763	*	*	*	*	*	*	67%
Hispanic	12	738	*	743	*	*	*	*	*	58%	44%
Black or African American	30	738	729	739	*	*	33%	*	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	27	742	740	760	*	*	*	*	*	41%	62%
Male	20	731	731	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	34	734	730	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	13	745	747	765	*	*	*	*	*	54%	69%
Students with Disabilities	13	708	710	725	*	*	*	*	*	15%	25%
Students without Disabilities	34	748	742	761	*	*	*	*	*	53%	64%
English Learners	*	*	704	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	734	739	756	*	*	*	41%	0%	41%	58%
White	*	*	750	764	*	*	*	*	*	*	68%
Hispanic	17	745	*	743	*	*	*	*	*	53%	44%
Black or African American	18	733	*	739	*	*	*	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	728	762	*	*	*	*	*	*	65%
Female	25	740	744	761	*	*	*	*	*	48%	64%
Male	14	724	733	750	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	29	728	*	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	10	754	*	766	*	*	*	*	*	70%	69%
Students with Disabilities	12	700	706	724	*	*	*	*	*	*	23%
Students without Disabilities	27	750	747	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	112	98.3	25.9	20.8	44.5	25.9	44.2	Not Met
White	*	*	*	35.1	54.1	*	**	**
Hispanic	34	100.0	35.3	*	28.8	35.3	51.4	Not Met
Black or African American	62	98.4	17.7	*	23.0	17.7	36	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	29.8	53.3	*	**	**
Female	66	98.5	25.8	*	44.9	25.8		
Male	46	97.9	26.1	*	44.2	26.1		
Economically Disadvantaged Students	80	100.0	22.5	*	26.3	*	41.3	Not Met
Non-Economically Disadvantaged Students	32	94.1	34.4	*	54.9	*		
Students with Disabilities	38	100.0	*	*	17.4	*	16.1	Not Met
Students without Disabilities	74	97.4	*	*	50.0	*		
English Learners	*	*	*	10.1	25.0	*	**	**
Non-English Learners	*	*	*	21.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



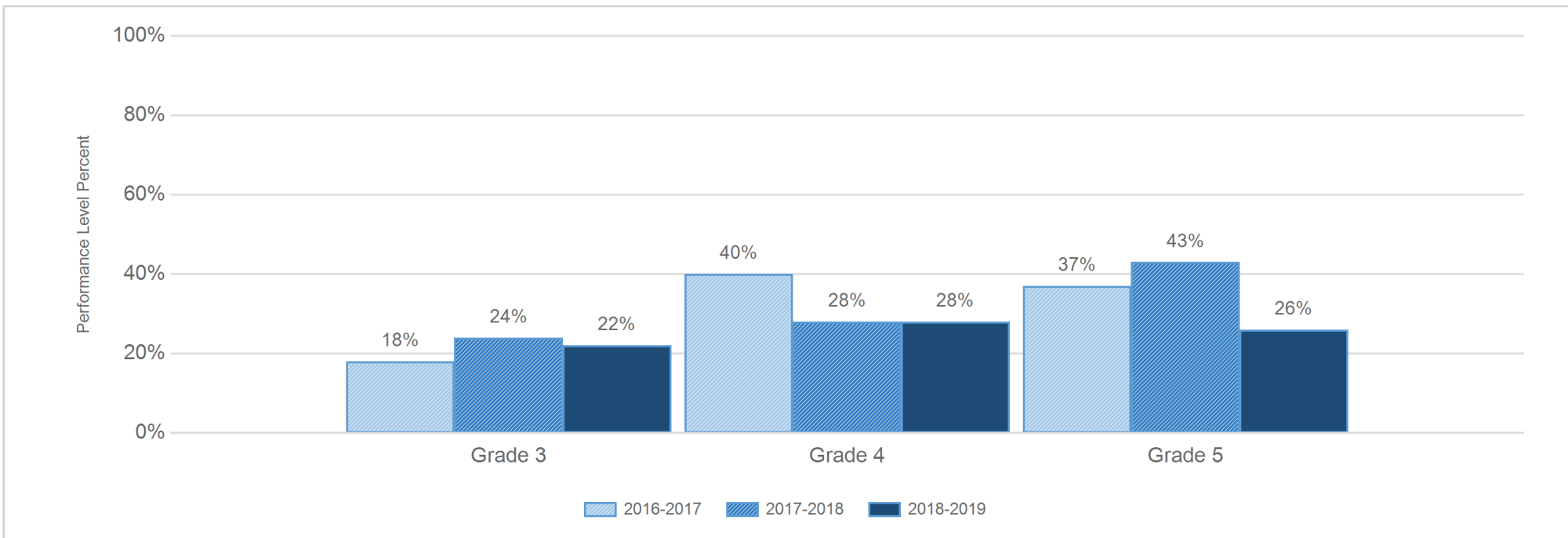
Gables Elementary School
(25-3510-061)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Gables Elementary School
(25-3510-061)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	727	728	752	*	*	41%	*	*	22%	55%
White	*	*	738	760	*	*	*	*	*	*	66%
Hispanic	*	*	727	739	*	*	*	*	*	*	40%
Black or African American	14	714	719	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	732	758	*	*	*	*	*	*	62%
Female	16	726	729	751	*	*	*	*	*	25%	54%
Male	11	728	727	752	*	*	*	*	*	18%	56%
Economically Disadvantaged Students	*	*	723	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	737	761	*	*	*	*	*	*	67%
Students with Disabilities	12	712	*	731	*	*	*	*	*	*	31%
Students without Disabilities	15	739	*	756	*	*	*	*	*	*	60%
English Learners	N	N	728	728	N	N	N	N	N	N	26%
Non-English Learners	27	727	728	754	*	*	41%	*	*	22%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Gables Elementary School
(25-3510-061)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	734	735	749	*	*	40%	28%	0%	28%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	12	739	*	737	*	*	*	*	*	33%	36%
Black or African American	30	733	726	731	*	*	50%	*	*	23%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	27	732	735	749	*	*	*	*	*	22%	50%
Male	20	737	736	749	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	34	732	729	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	13	740	748	759	*	*	*	*	*	31%	63%
Students with Disabilities	13	715	720	726	*	*	*	*	*	*	25%
Students without Disabilities	34	742	739	754	*	*	*	*	*	*	56%
English Learners	*	*	711	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Gables Elementary School
(25-3510-061)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	734	732	747	*	39%	29%	*	*	26%	47%
White	*	*	743	755	*	*	*	*	*	*	58%
Hispanic	17	740	*	735	*	*	*	*	*	35%	30%
Black or African American	17	728	*	729	*	*	*	*	*	18%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	732	753	*	*	*	*	*	*	55%
Female	24	738	733	747	*	*	*	*	*	29%	47%
Male	14	728	731	747	*	*	*	*	*	21%	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	739	757	*	*	*	*	*	*	59%
Students with Disabilities	12	713	715	725	*	*	*	*	*	*	19%
Students without Disabilities	26	744	736	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Gables Elementary School
(25-3510-061)
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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Gables Elementary School
(25-3510-061)
Grades Offered: PK-05
2018-2019

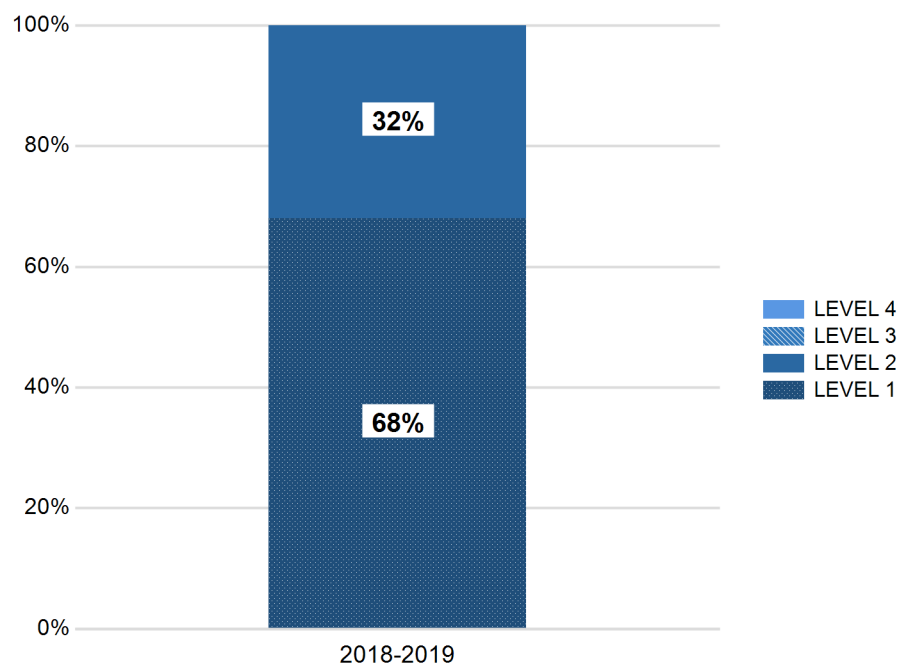
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	32	0	0
White	*	*	*	*
Hispanic	60	40	0	0
Black or African American	65	35	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	64	36	0	0
Male	73	27	0	0
Economically Disadvantaged Students	70	30	0	0
Non-Economically Disadvantaged Students	60	40	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Gables Elementary School
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2018-2019

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

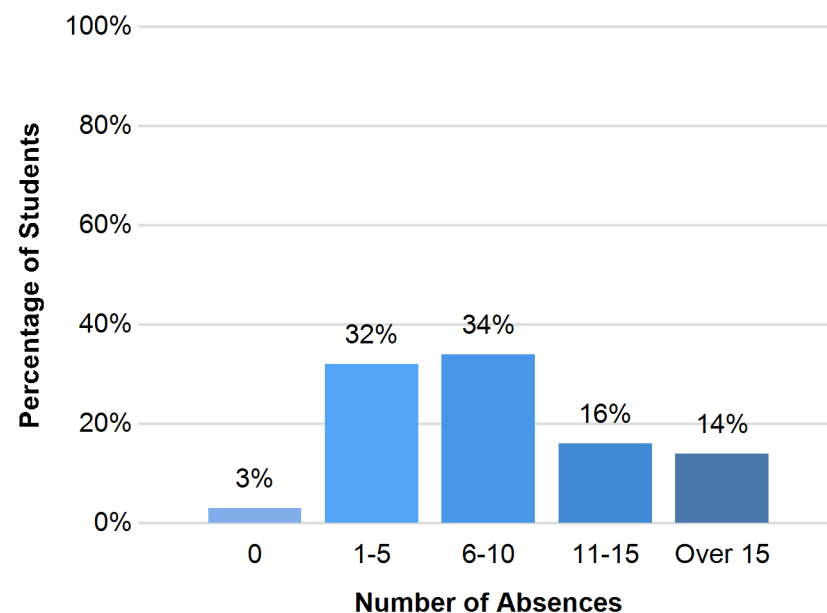
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	12.0	8.9	Not Met
White	0	0	**	**
Hispanic	13	18.1	8.9	Not Met
Black or African American	12	9.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	17.6	**	**
Female	13	11.0		
Male	16	13.0		
Economically Disadvantaged Students	22	13.6	8.9	Not Met
Students with Disabilities	10	15.4	8.9	Not Met
English Learners	2	18.2	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Gables Elementary School

(25-3510-061)

Grades Offered: PK-05

2018-2019

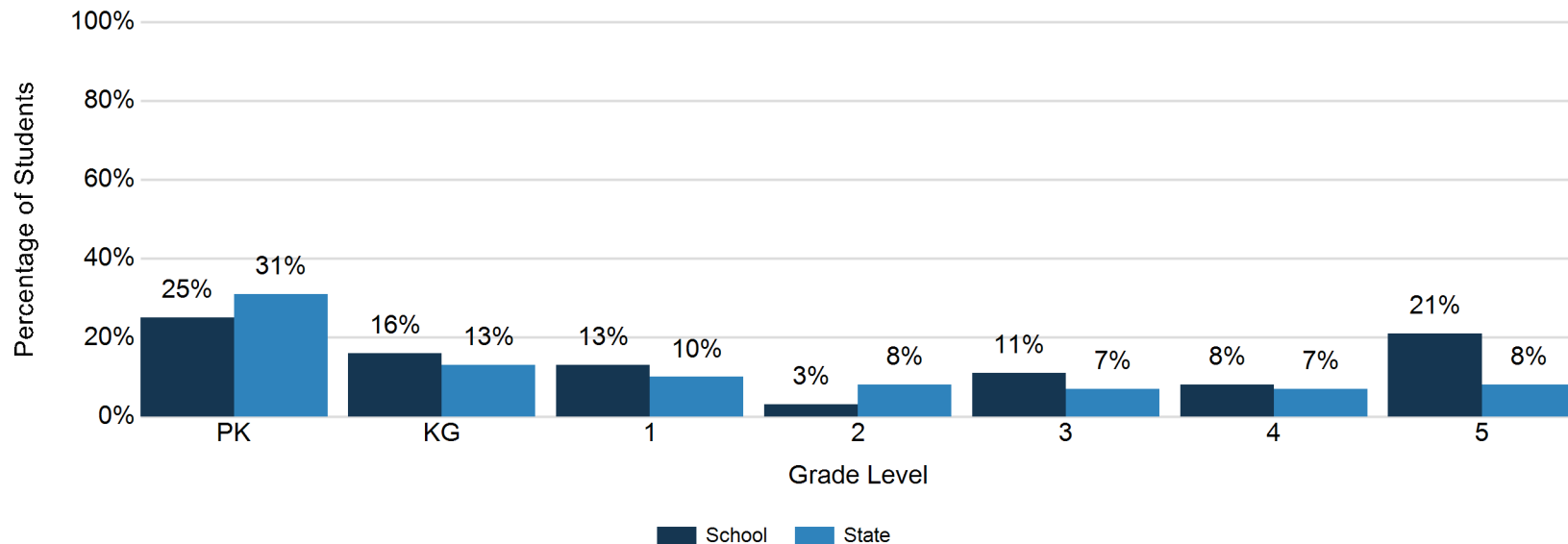
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Chronic Absenteeism by Grade

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





Gables Elementary School

(25-3510-061)

Grades Offered: PK-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N



Gables Elementary School

(25-3510-061)

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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 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	85.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	136:1	129:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		388:1
Students to Counselors		258:1
Students to Child Study Team Members		352:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	96.3%	50.0%	48.4%	77.1%	54.9%
Male	48.5%	3.7%	50.0%	51.6%	22.9%	45.1%
White	7.7%	85.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	27.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	54.0%	11.1%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	3.7%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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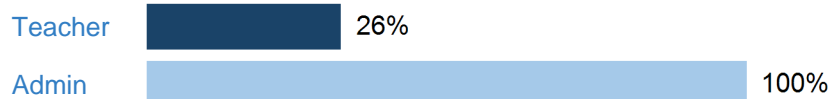
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	86.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Gables Elementary School
(25-3510-061)
Grades Offered: PK-05
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Gables Elementary School
(25-3510-061)
Grades Offered: PK-05
2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.8%	30.2%	35.7%
Math Proficiency	33.0%	31.0%	25.9%
ELA Growth	54	51	50
Math Growth	68	59	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.6%	13.4%	12.0%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Gables students are encouraged to join the Band (4th and 5th grades), the Chorus (3rd, 4th and 5th grades), and our after school STEM program run by the Police Athletic League (PAL).
- Technology is an integral part of the instruction; 4th and 5th grade students have 1:1 Chromebooks. Students and teachers utilize Google Tools for Education. The K classes use iPads for Power Tools.
- Various community cultural activities took place at the school for students and their families throughout the year.



Mission, Vision, Theme:

Our school mission is firmly positioned to support the creation and fostering of the best educational experiences for all learners. Our goal is to build strong, positive, relationships with parents and community stakeholders to further student success. We believe that children come first. Further, as an instructional staff, we are fully invested in the development of the whole child. As a team of parents, teachers and support staff, we work together so that all children can learn and grow.



Awards, Recognition, Accomplishments:

Students participated in academic achievement recognition programs. Additionally, student participated in character recognition programs.



Gables Elementary School

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Courses, Curriculum, Instruction:

Tools of the Mind curriculum is used in our kindergarten classes. We utilize Foundations in our 1st and 2nd grade classes. Everyday Math is used in our grades 1-5 math classes. NGSS is fully utilized in grades 1-5. Our 5th grade students participate in our 1:1 Chromebook initiative. Visual and performing arts classes, as well as ESL classes are part of the daily curriculum. Standards based report cards are used in grades K-3.



Clubs and Activities:

We had 25 grade 5 students that comprised our school's Safety Patrol. We have over 40 3rd, 4th, and 5th graders participating in the Chorus, and 20 students participating in band.



Gables Elementary School

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2018-2019

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 <p>Before and After School Programs:</p>	<p>Before Care and After Care programs were offered to all students through our service provider "Champions".</p>
 <p>Staff and Professional Learning:</p>	<p>Our teachers received Foundations, Tools of the Mind, and Readers and Writers Workshop model training in district, ongoing, throughout the year. Our annual district calendar provides seven full days of professional development. Teachers participate in weekly one-hour Professional Learning Community (PLC) sessions with their grade level partners. PLC's are led by a different facilitator each week, rotating among teachers, principal, and department chairpersons. To improve student Social Emotional Learning (SEL), the staff will complete the Creating Opportunities through Relationships (COR) modules. Staff members are also approved for relevant training sessions out of district, which the district and school have funded.</p>






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 <p>Student Supports and Services:</p>	<p>We provide ICS and Self-Contained educational programs to our special needs population. I&RS is utilized to identify and provide services for regular education students that are referred by teachers, the school counselor, school nurse, and/or parents. We offer counseling services through the local YMCA. Our staff demonstrates compassion and cultural competence through daily interactions, joint recitation of our student and staff creeds, and school wide events such as our Black History Month and Hispanic Heritage Month celebration events, Respect Week activities, and World Kindness Day observance.</p>
 <p>Student Health and Wellness:</p>	<p>We have an active Breakfast program, which is offered to all students from 7:50-8:30am daily. Our school counselor conducts character education instruction to all grades using the "Bucket Filler" program. Our school nurse provides health and family life instruction to students in grades 3, 4, and 5 in conjunction with staff from CentraState Medical Center. Students participate in organized Gym class with the PE Teacher one to two hours per week. In addition, all students participate in classroom teacher-directed PE 30 minutes daily. Student well being is additionally monitored through the I&RS process.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Parent Teacher Organization (PTO) is comprised of parents of diverse backgrounds; teachers and staff from multiple grade levels/positions; and the principal. The PTO holds monthly meetings, featuring child care, to inform about school and community happenings. The PTO sponsors and/or assists with a broad array of educational and entertaining events for students throughout the year. These include: movie nights; student field trips; Summer Math Packet Quiz Game; apparel orders; Hispanic Heritage and Black History Month celebrations; author visits and literacy events; et cetera. Parent-teacher conferences are held in the fall and spring over ten days. Communication to parents occurs in English and Spanish via teacher notices; PTO notices; school Web site; Twitter; and School Messenger voice and e-mail communication service.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Three school climate surveys were created: one for students, one for staff and one for parents. 38 4th and 5th grade students responded to the student survey. 97.2% of the students said "My teachers are proud when I do well." 94.6% responded "no" to the statement, "I wish I went to a different school." We had 21 staff members respond to their school climate survey. 100% agreed with the statement, "in this school, we teach students ways to resolve disagreements." 90.5% said that teachers and staff have close working relationships. 95.2% said that teachers at this school build strong bonds with their students. 27 parents responded to the parent survey. 94.6% said that their child feels safe at school and 92.6% said that the learning environment is excellent at Gables.</p>
 <p>Facilities:</p>	<p>Gables hosts a cafeteria for meals and events, a computer lab, art and music rooms, a STEM room, a library, a band room, a gymnasium for instruction and recreation, with a stage for performing arts and presentations/assemblies, occupational therapy room, and a speech therapy room.</p>
 <p>School Safety:</p>	<p>Fire drills are executed once a month. Safety drills are executed once a month. The Visitor Management procedures are utilized on a daily basis to ensure safety.</p>



Gables Elementary School

(25-3510-061)

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Technology and STEM:

Neptune Township School District instituted an Elementary STEM program in 2017-2018. We currently have a STEM Teacher, who sees all students in grades K-5 weekly. Instruction takes place in the STEM room, as well as in the computer lab. The STEM program introduces students to the STEM/engineering design process; computer science fundamentals; computer coding/programming; building challenges; STEM terminology; content knowledge across STEM fields; career possibilities in the various STEM fields; and digital, as well as offline, resources for pursuing STEM independently with parental consent. In addition, Gables has partnered with the Police Athletic League to run a STEM Mentoring program after school.



Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Green Grove Elementary School
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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Neptune Township School District
Principal Name	Mr. James Nulle
Address	909 GREEN GROVE ROAD NEPTUNE, NJ 07753-2999
Phone Number	732-776-2200
Email Address	jmnulle@neptune.k12.nj.us
Website	https://ggs.neptuneschools.org



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	60	59	59
KG	59	53	51
1	46	52	51
2	51	38	49
3	61	45	40
4	52	55	43
5	52	42	48
Total	381	344	341

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.2%	50.6%	55.1%
Male	48.8%	49.4%	44.9%
Economically Disadvantaged Students	50.7%	58.4%	56.3%
Students with Disabilities	11.8%	12.2%	12.0%
English Learners	0.0%	0.3%	0.6%
Homeless Students	3.4%	0.9%	2.6%
Students in Foster Care	0.8%	0.9%	1.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.7%	8.1%	7.3%
Hispanic	21.0%	20.6%	22.9%
Black or African American	57.0%	57.8%	56.6%
Asian	2.4%	2.0%	4.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	10.0%	11.3%	8.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	60	59	59
KG - Half Day	0	0	0
KG - Full Day	59	53	51

Enrollment by Home Language

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

Home Language	% of Students
English	92.4%
Spanish	3.2%
Other Languages	4.4%



Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

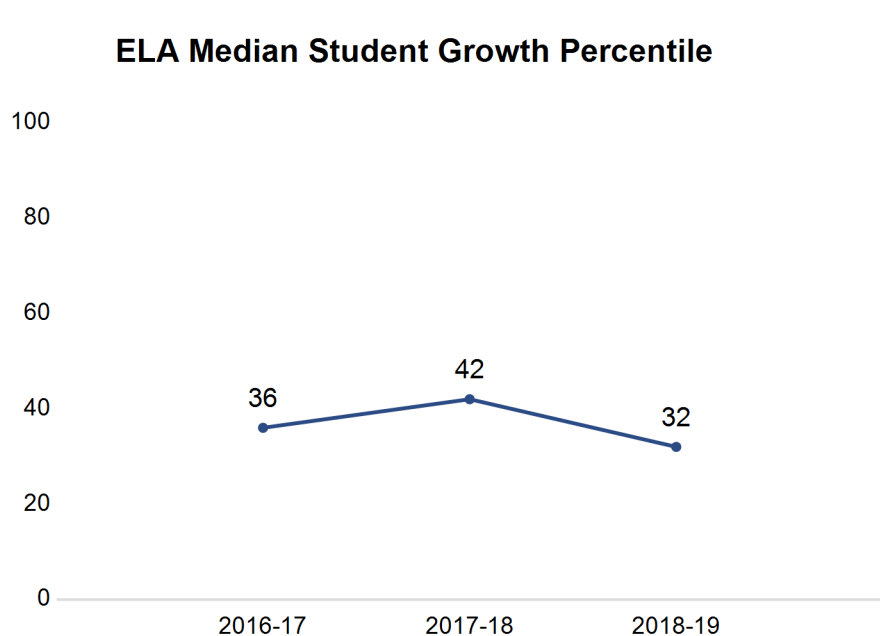
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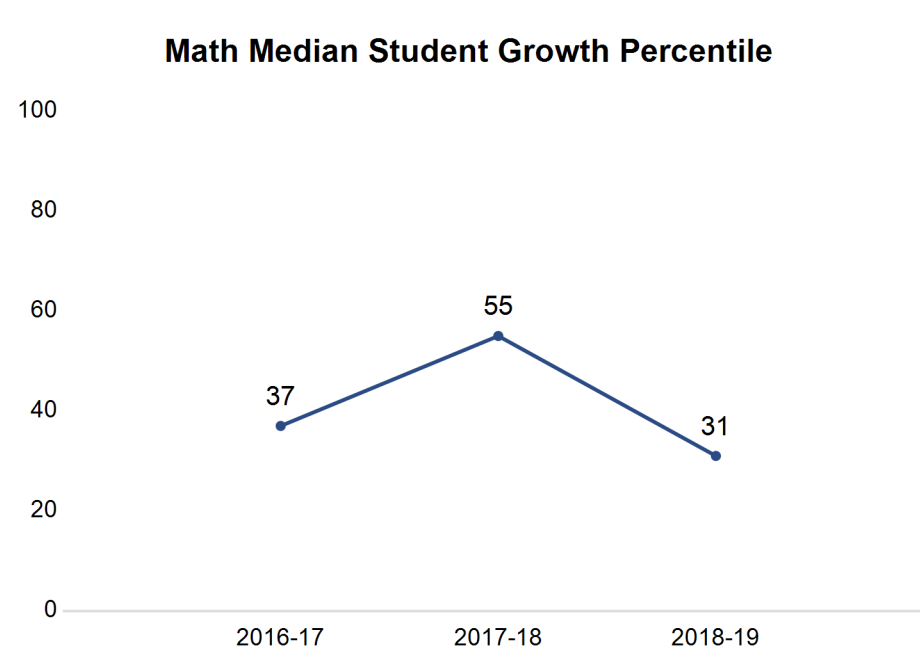
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36	42	32	37	55	31
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	32	48	50	Not Met	31	48	50	Not Met
White	21	51	50	**	14.5	52	52	**
Hispanic	30.5	49	49	Not Met	51.5	53.5	47	Met Standard
Black or African American	32.5	47	45	Not Met	29.5	44	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	39	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	40	49	**	*	50.5	52	**
Female	30	53	53	N	34	50	50	N
Male	32	44	47	N	22.5	46	51	N
Economically Disadvantaged Students	32	47	48	Not Met	35.5	47	46	Not Met
Students with Disabilities	17	39	43	**	63	44	45	**
English Learners	*	48	52	**	*	44	50	**
Homeless Students	*	38	43	N	*	40	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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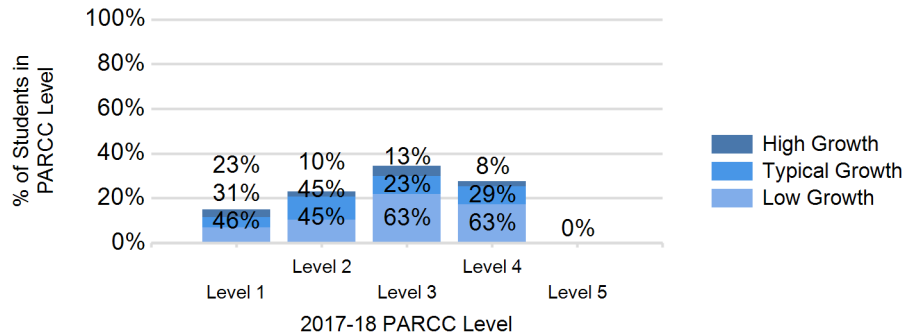
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

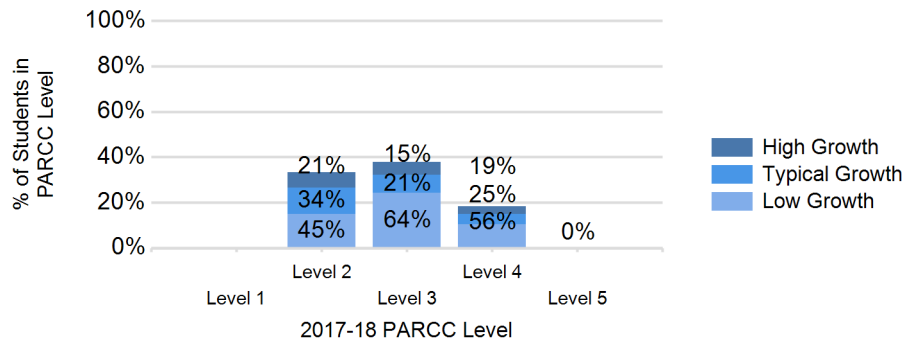
Student Growth by Performance Level

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

ELA



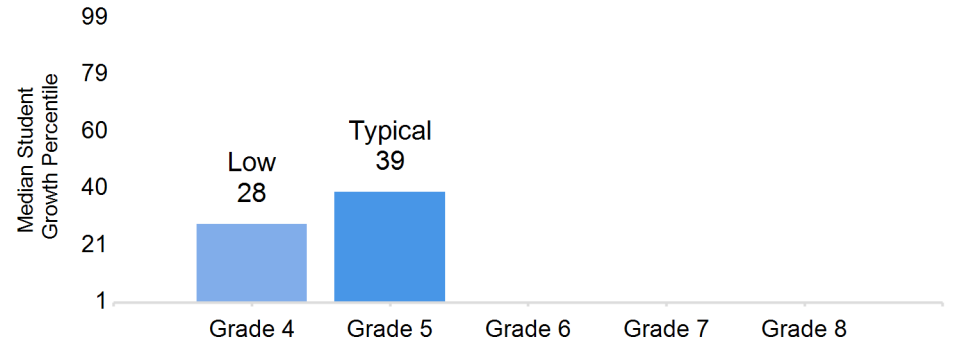
Math



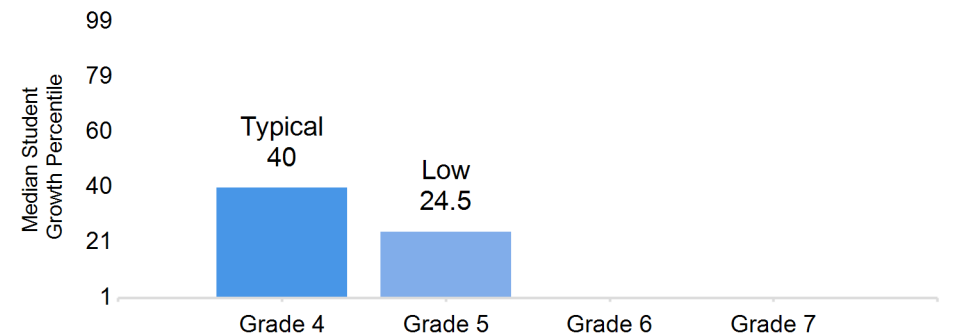
Student Growth by Grade

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

ELA



Math





Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

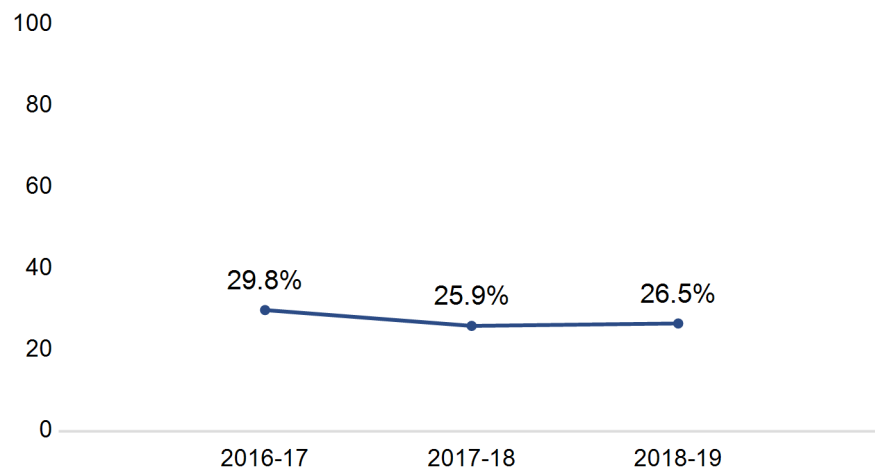
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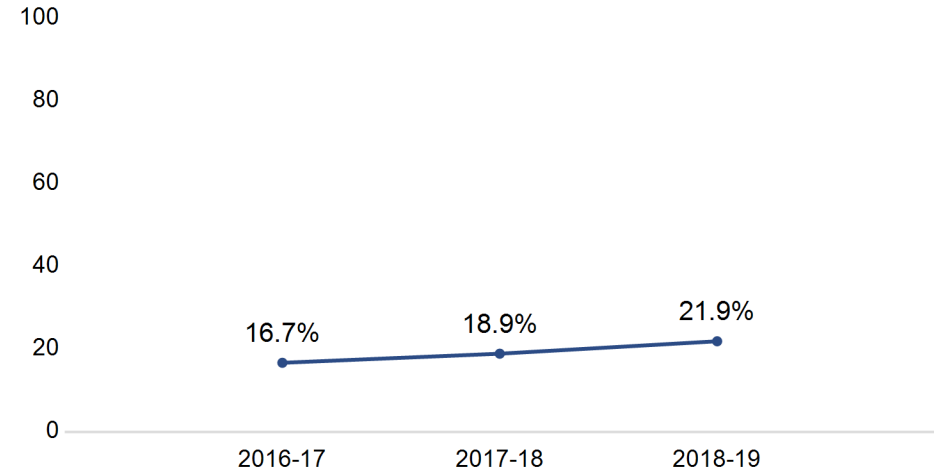
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	95.6%	97.9%	98.5%	95.6%	97.9%
Proficiency Rate for Federal Accountability	29.8%	25.9%	26.5%	16.7%	18.9%	21.9%
Annual Target	26.6%	29.4%	32.2%	24.6%	27.5%	30.4%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	136	97.9	26.5	34.5	57.9	26.5	32.2	Met Target†
White	16	88.9	18.8	53.3	66.9	17.5	**	**
Hispanic	35	97.2	37.1	31.6	43.9	37.1	21.4	Met Target
Black or African American	74	100.0	21.6	26.3	38.5	21.6	27.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	37.1	64.4	*	**	**
Female	71	100.0	33.8	41.9	64.8	33.8		
Male	65	95.7	18.5	27.2	51.3	18.5		
Economically Disadvantaged Students	80	97.6	26.3	27.2	40.0	26.3	26.8	Met Target†
Non-Economically Disadvantaged Students	56	98.3	26.8	45.2	67.9	26.8		
Students with Disabilities	25	96.2	16.0	*	22.7	16.0	19.7	Met Target†
Students without Disabilities	111	98.3	28.8	*	65.1	28.8		
English Learners	*	*	*	14.9	29.3	*	**	**
Non-English Learners	*	*	*	35.9	60.6	*		
Homeless Students	*	*	*	14.7	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



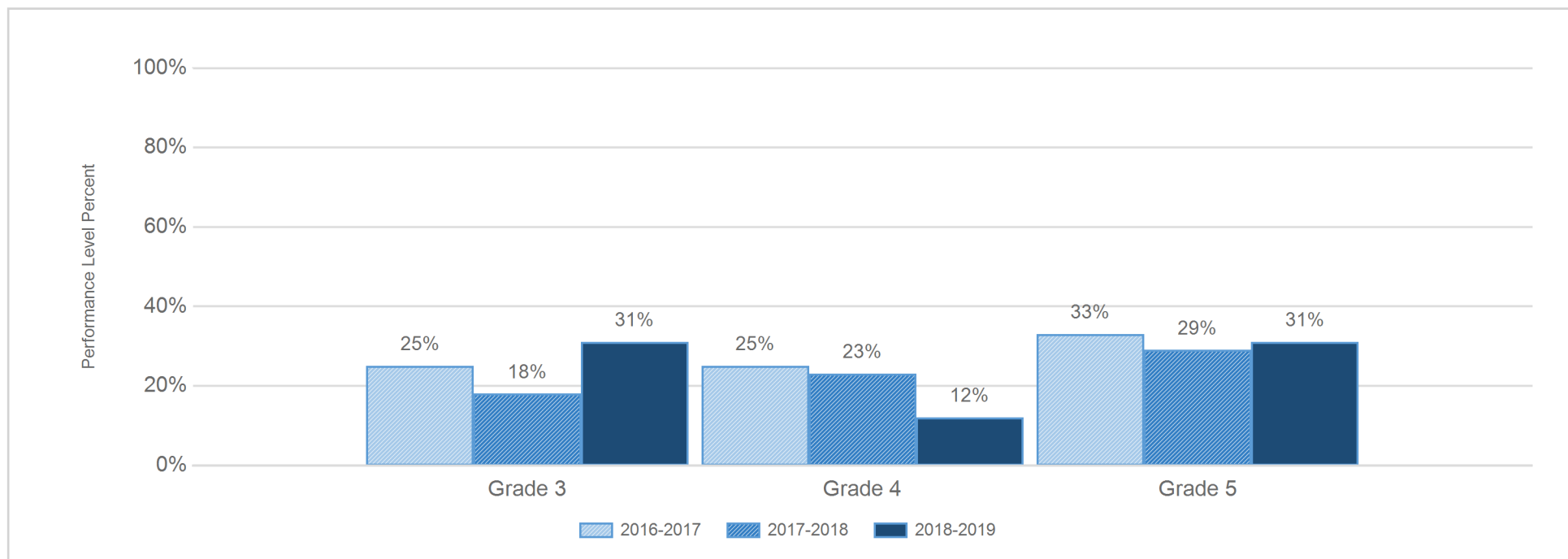
Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





Green Grove Elementary School
(25-3510-063)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	729	722	748	*	*	31%	31%	0%	31%	50%
White	*	*	730	757	*	*	*	*	*	*	60%
Hispanic	12	747	721	734	*	*	*	*	*	58%	36%
Black or African American	22	717	*	731	*	*	*	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	26	744	727	753	*	*	*	*	*	42%	55%
Male	19	710	717	743	*	*	*	*	*	16%	46%
Economically Disadvantaged Students	22	729	716	731	*	*	*	*	*	36%	33%
Non-Economically Disadvantaged Students	23	730	730	759	*	*	*	*	*	26%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	710	713	N	N	N	N	N	N	17%
Non-English Learners	45	729	723	751	*	*	31%	31%	0%	31%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Green Grove Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	725	736	755	*	*	48%	*	*	12%	57%
White	*	*	753	763	*	*	*	*	*	*	67%
Hispanic	10	739	*	743	0%	*	*	*	*	10%	44%
Black or African American	23	719	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	20	726	740	760	*	*	*	*	*	*	62%
Male	22	725	731	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	27	721	730	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	15	732	747	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	710	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	N	N	704	720	N	N	N	N	N	N	17%
Non-English Learners	42	725	738	758	*	*	48%	*	*	12%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Green Grove Elementary School
(25-3510-063)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	729	739	756	*	31%	*	31%	0%	31%	58%
White	*	*	750	764	*	*	*	*	*	*	68%
Hispanic	12	727	*	743	*	*	*	*	*	33%	44%
Black or African American	31	729	*	739	*	32%	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	728	762	N	N	N	N	N	N	65%
Female	25	738	744	761	*	*	*	*	*	44%	64%
Male	23	720	733	750	*	*	*	*	*	17%	52%
Economically Disadvantaged Students	32	730	*	740	*	*	*	*	*	34%	39%
Non-Economically Disadvantaged Students	16	727	*	766	*	*	*	*	*	25%	69%
Students with Disabilities	*	*	706	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	747	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	137	97.9	21.9	20.8	44.5	21.9	30.4	Not Met
White	16	88.9	12.5	35.1	54.1	11.7	**	**
Hispanic	35	97.2	34.3	*	28.8	34.3	24.6	Met Target
Black or African American	75	100.0	13.3	*	23.0	13.3	26.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	29.8	53.3	*	**	**
Female	71	100.0	26.8	*	44.9	26.8		
Male	66	95.7	16.7	*	44.2	16.7		
Economically Disadvantaged Students	80	97.6	17.5	*	26.3	17.5	26.2	Not Met
Non-Economically Disadvantaged Students	57	98.3	28.1	*	54.9	28.1		
Students with Disabilities	25	96.2	20.0	*	17.4	20.0	22.2	Met Target†
Students without Disabilities	112	98.3	22.3	*	50.0	22.3		
English Learners	*	*	*	10.1	25.0	*	**	**
Non-English Learners	*	*	*	21.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



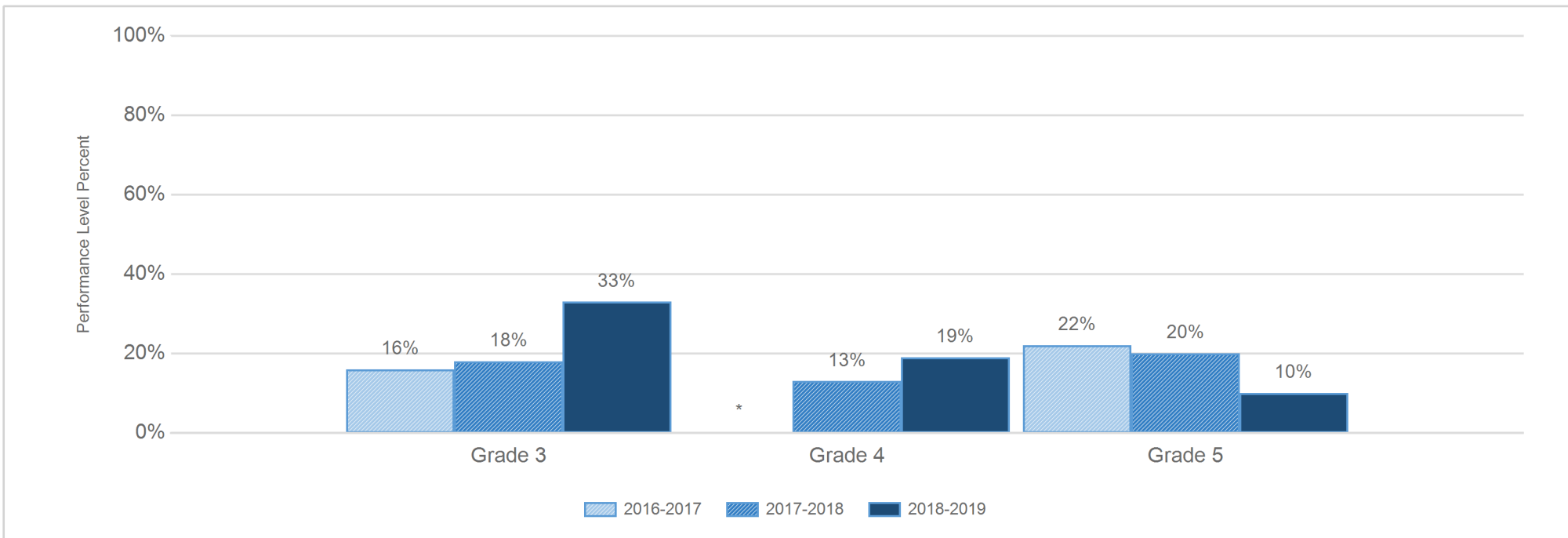
Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	737	728	752	*	*	42%	*	*	33%	55%
White	*	*	738	760	*	*	*	*	*	*	66%
Hispanic	12	737	727	739	*	*	*	*	*	42%	40%
Black or African American	22	727	719	735	*	*	45%	*	*	14%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	732	758	*	*	*	*	*	*	62%
Female	26	745	729	751	*	*	*	*	*	46%	54%
Male	19	725	727	752	*	*	*	*	*	16%	56%
Economically Disadvantaged Students	22	739	723	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	23	735	737	761	*	*	*	*	*	39%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	728	728	N	N	N	N	N	N	26%
Non-English Learners	45	737	728	754	*	*	42%	*	*	33%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	728	735	749	*	43%	26%	*	*	19%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	10	744	*	737	0%	*	*	*	*	40%	36%
Black or African American	23	724	726	731	*	52%	*	*	*	17%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	20	729	735	749	*	*	*	*	*	20%	50%
Male	22	728	736	749	*	*	*	*	*	18%	52%
Economically Disadvantaged Students	27	727	729	734	*	*	*	*	*	19%	32%
Non-Economically Disadvantaged Students	15	731	748	759	*	*	*	*	*	20%	63%
Students with Disabilities	*	*	720	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	754	*	*	*	*	*	*	56%
English Learners	N	N	711	722	N	N	N	N	N	N	18%
Non-English Learners	42	728	737	751	*	43%	26%	*	*	19%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	716	732	747	*	53%	*	*	*	10%	47%
White	*	*	743	755	*	*	*	*	*	*	58%
Hispanic	12	729	*	735	*	*	*	*	*	17%	30%
Black or African American	32	712	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	732	753	N	N	N	N	N	N	55%
Female	25	722	733	747	*	*	*	*	*	*	47%
Male	24	711	731	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	32	719	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	17	712	739	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	736	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

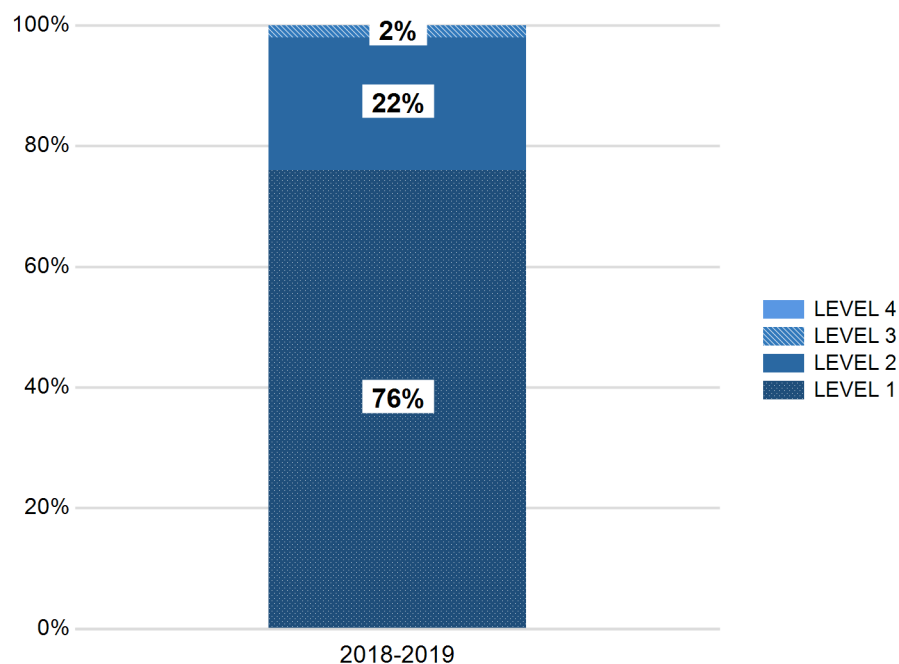
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	22	2	0
White	*	*	*	*
Hispanic	69	31	0	0
Black or African American	78	19	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	77	19	4	0
Male	75	25	0	0
Economically Disadvantaged Students	79	21	0	0
Non-Economically Disadvantaged Students	71	24	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Green Grove Elementary School

(25-3510-063)

Grades Offered: PK-05

2018-2019

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

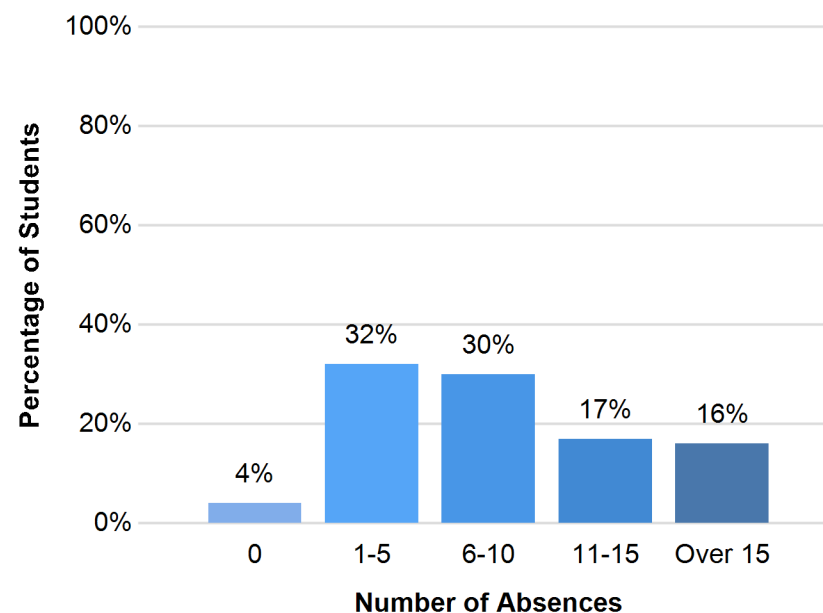
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	10.3	8.9	Not Met
White	3	12.0	8.9	Not Met
Hispanic	7	9.5	8.9	Not Met
Black or African American	19	11.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	9.5	8.9	Not Met
Female	18	11.1		
Male	13	9.3		
Economically Disadvantaged Students	25	14.0	8.9	Not Met
Students with Disabilities	8	14.5	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

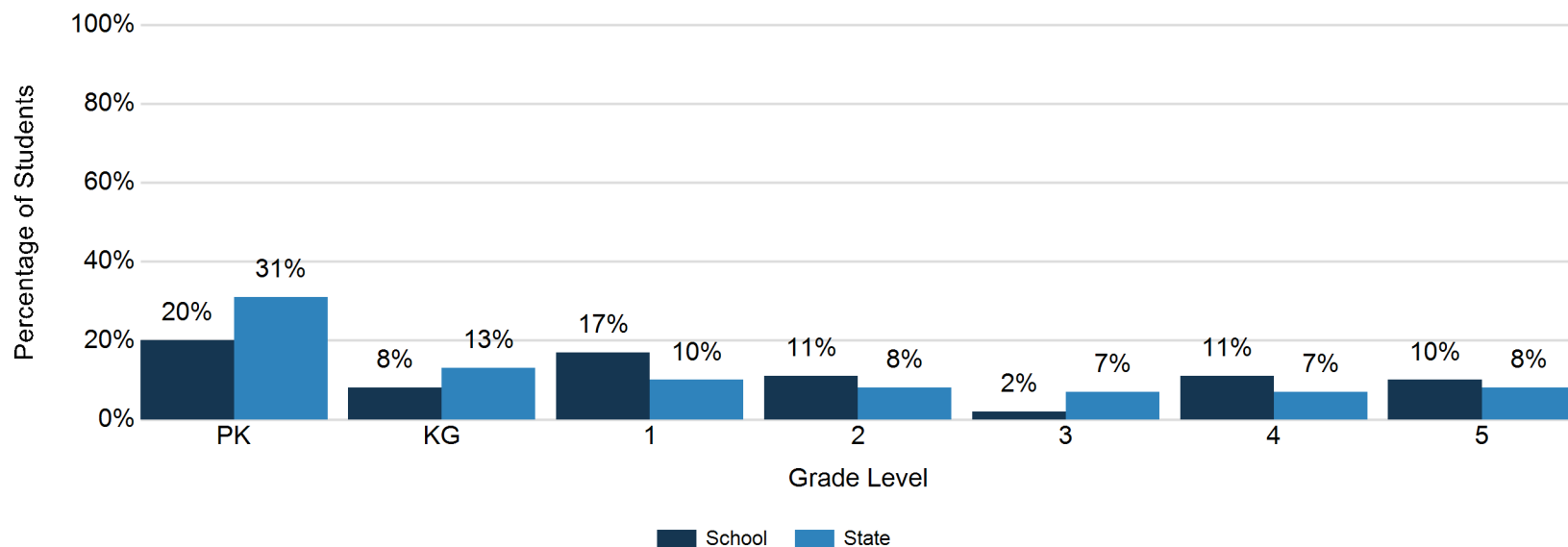
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Chronic Absenteeism by Grade

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





Green Grove Elementary School

(25-3510-063)

Grades Offered: PK-05

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N



Green Grove Elementary School

(25-3510-063)

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	78.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	341:1	129:1
Teachers to Administrators	32:1	13:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		388:1
Students to Counselors		258:1
Students to Child Study Team Members		352:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	55.1%	84.4%	0.0%	48.4%	77.1%	54.9%
Male	44.9%	15.6%	100.0%	51.6%	22.9%	45.1%
White	7.3%	87.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	56.6%	12.5%	0.0%	15.0%	6.6%	13.9%
Asian	4.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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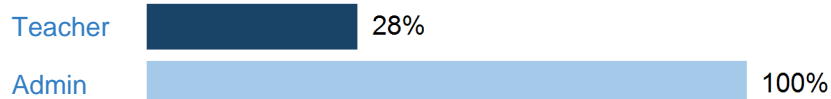
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	86.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	29.8%	25.9%	26.5%
Math Proficiency	16.7%	18.9%	21.9%
ELA Growth	36	42	32
Math Growth	37	55	31
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	10.6%	11.7%	10.3%

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



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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

Report Key:

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School Narrative

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



Highlights:

- 4th/5th GradeBand, Chorus, Lego Robotics, Advanced Art, Photography, Ukulele, Book Club,
- GG students participate in an annual Reading Race where reading is the key. Green Grove continues to implement a 1-1 Chromebook initiative for all 5th grade students.
- GG students display their artwork and photos during the annual GG Art Show. In addition, students in the 5th grade create and design companies and products during the Young Entrepreneur Fair.



Mission, Vision, Theme:

The Green Grove Elementary School believes that we are an institution that provides teaching and learning activities for all. We believe that all children can achieve to their fullest potential in an atmosphere that is conducive to learning. We accept the unique qualities and talents of each student as an opportunity to develop the whole child. It is our purpose to provide all students with an education that will enable them to function successfully/



Awards, Recognition, Accomplishments:

The Green Grove school believes that attendance on a daily basis is paramount to the success of students both academically and socially. Therefore, we award students on a monthly, Trimester and annual basis with Turtle-rific Awards for perfect attendance. Green Grove also has hired a Home/School Liaison to support families with positive attendance intervention methods.



Green Grove Elementary School

(25-3510-063)

Grades Offered: PK-05



2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Tools of the Mind PK/KD Program, Everyday Math, Foundations (2nd Grade), Readers/Writers Workshop, Words Their Way (3rd-5th Grade), TCI Science, Units of Study Phonics (1st Grade)</p>
 <p>Clubs and Activities:</p>	<p>Green Grove has weekly clubs to support the interests of 4th & 5th Grade students in the areas of Art, Music, STEM and Reading. Students are able to participate in 2 clubs that meet on a biweekly basis. Green Grove also encourages 4th & 5th Grade students to actively participate in band. Loaner instruments are offered to the students who are looking to "try" a new instrument.</p>



Green Grove Elementary School

(25-3510-063)

Grades Offered: PK-05



2018-2019

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 <p>Before and After School Programs:</p>	<p>The Neptune School district utilizes the outside provider Champions Before/Afterschool Progra, for students PK-5</p>
 <p>Staff and Professional Learning:</p>	<p>Green Grove teachers have received Professional Development on a variety of topics including Readers/Writers Workshop, Social/Emotional Learning, Stress Management, Reading Strategies, inservices sponsored by the NJDOE and other professional and academic organizations.</p>



Green Grove Elementary School

(25-3510-063)

Grades Offered: PK-05

2018-2019

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School Narrative

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Student Supports and Services:

Green Grove School conducts monthly Intervention and Support Service meetings (I&RS) designed to assist students who are experiencing learning, behavior, or health difficulties. Staff members track the students growth and development through Action Plan.



Student Health and Wellness:

Green Grove School offers annual hearing and sight tests. In addition dental screenings are conducted by a certified dentist offering free preventative services.



Parent and Community Involvement:

The PTA sponsors Green Grove get togethers to expand the Home/School connection. In addition, our school is fortunate to have a very active PTA that sponsors age appropriate field trips and the annual Family Field Day and Gift Auction among other noteworthy student-centered activities.






Green Grove Elementary School
(25-3510-063)
Grades Offered: PK-05
2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers In September 2018 a School Climate Survey was distributed electronically to students, staff and families. 0 Parents, 23 Staff & 85 Students completed the survey. In Spring 2019 a School Climate was distributed electronically to students, staff and families. 26 Parents, 16 Staff & 94 Students completed the survey. The GG SciP committee compared the results of these two surveys and determined that from Fall to Spring there was an increase in those that thought the school was neat and clean, an increase of 5% of students who felt safe in the halls and bathrooms, and 100% of students indicated that their families wanted them to do well in school. In addition were was in an increase from 75.9 to 79.8 that students felt teachers help them. When it came to comparing the staff surveys, we saw a positive increase with teachers who felt safe in the hallways and bathrooms as well as an increase in feeling safe in the classrooms.</p>
 <p>Facilities:</p>	<p>Green Grove School was built in 1963. There have been several additions over the years including a new Gymnasium/APR. Art Room, Music Room, Cafeteria & Computer lab. Most recently in 2015 Green Grove added a new Guidance Suite, Nurses office, Main Office and Security features (cameras, electronic doors, etc).</p>
 <p>School Safety:</p>	<p>Fire drills are executed once a month. Safety drills are executed once a month. The Visitor Management procedures are utilized on a daily basis to ensure safety.</p>



Green Grove Elementary School
 (25-3510-063)
 Grades Offered: PK-05
 2018-2019

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Technology and STEM:

Neptune Township School District instituted an Elementary STEM program in 2017-2018. We currently have 1 STEM teacher who works with students in PK-5. The STEM teacher utilizes a variety of methods and supplies to encourage students scientific thinking. The STEM program allows students to care and maintain the Green Grove Orchard where students "eat" the profit of their labor. Currently the Green Grove Orchard grows figs, black raspberries and strawberries for students and staff to enjoy. The STEM program incorporates the use of computers through coding and lego robotics programming.

**Midtown Community Elementary School**

(25-3510-080)

Grades Offered: KG-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Midtown Community Elementary School

(25-3510-080)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Neptune Township School District
Principal Name	Dr. Mark Alfone
Address	1155 Corlies Ave NEPTUNE, NJ 07753-5034
Phone Number	732-776-2200
Email Address	mkalfone@neptune.k12.nj.us
Website	https://mcs.neptuneschools.org/
Facebook	https://www.facebook.com/midtownpto
Twitter	https://twitter.com/DrAlfone



Midtown Community Elementary School

(25-3510-080)

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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	44	2	1
KG	66	57	77
1	69	62	66
2	76	69	51
3	53	69	67
4	67	53	65
5	73	62	52
Total	450	374	379

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.2%	52.4%	55.1%
Male	47.8%	47.6%	44.9%
Economically Disadvantaged Students	70.7%	86.6%	82.6%
Students with Disabilities	15.8%	22.2%	23.7%
English Learners	22.4%	21.1%	25.1%
Homeless Students	3.1%	1.3%	2.6%
Students in Foster Care	1.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	1.3%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.2%	3.5%	3.7%
Hispanic	43.1%	45.5%	42.7%
Black or African American	45.6%	44.4%	46.7%
Asian	0.9%	1.1%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.2%	5.6%	6.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	44	2	1
KG - Half Day	0	0	0
KG - Full Day	66	57	77

Enrollment by Home Language

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

Home Language	% of Students
English	61.5%
Spanish	29.3%
Cree	4.0%
Creoles and pidgins, French-based	2.6%
Other Languages	2.6%



Midtown Community Elementary School
 (25-3510-080)
 Grades Offered: KG-05
 2018-2019

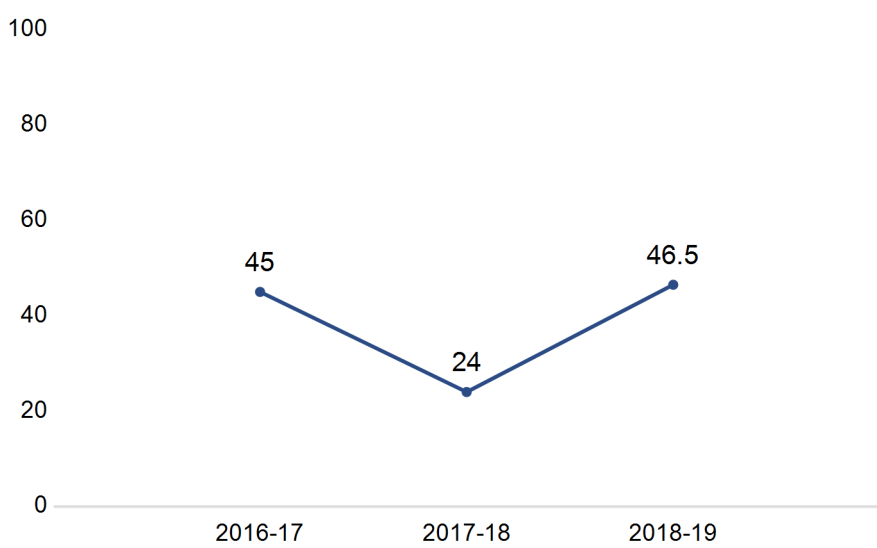
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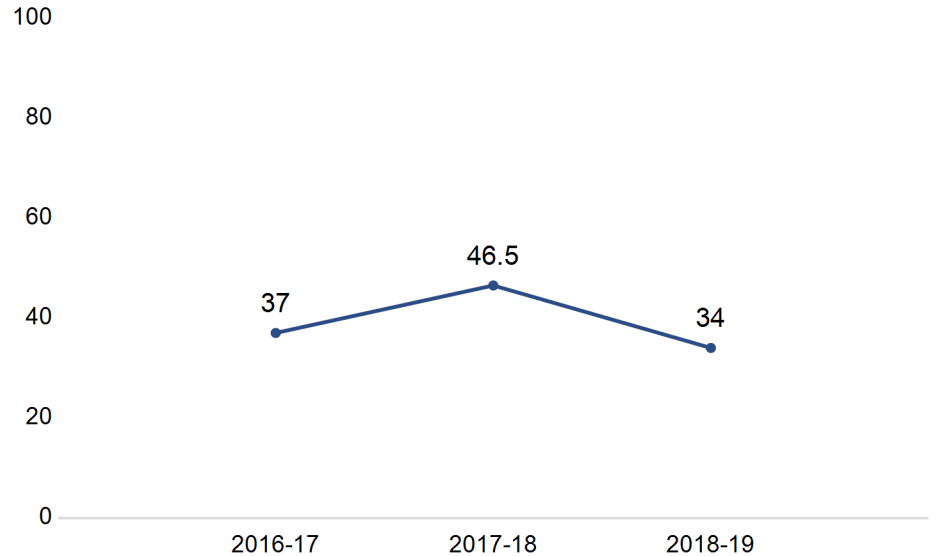
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	24	46.5	37	46.5	34
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Midtown Community Elementary School

(25-3510-080)

Grades Offered: KG-05

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46.5	48	50	Met Standard	34	48	50	Not Met
White	*	51	50	**	*	52	52	**
Hispanic	55	49	49	Met Standard	33	53.5	47	Not Met
Black or African American	45	47	45	Met Standard	33	44	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	61	59	**	*	39	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	40	49	**	*	50.5	52	**
Female	48	53	53	N	29	50	50	N
Male	42	44	47	N	39	46	51	N
Economically Disadvantaged Students	48	47	48	Met Standard	35	47	46	Not Met
Students with Disabilities	36	39	43	**	39.5	44	45	**
English Learners	48	48	52	**	30	44	50	**
Homeless Students	*	38	43	N	*	40	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Midtown Community Elementary School
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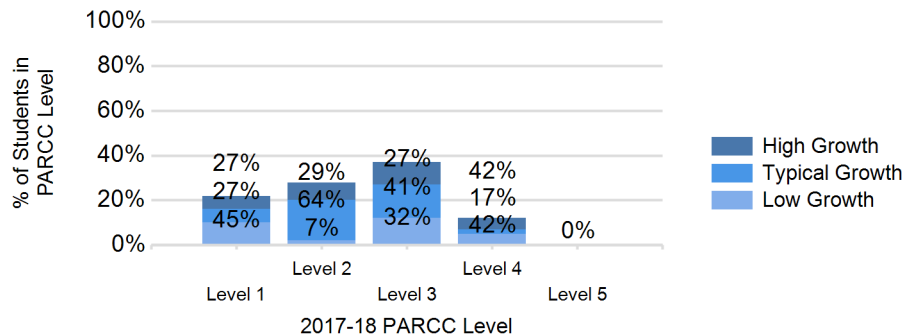
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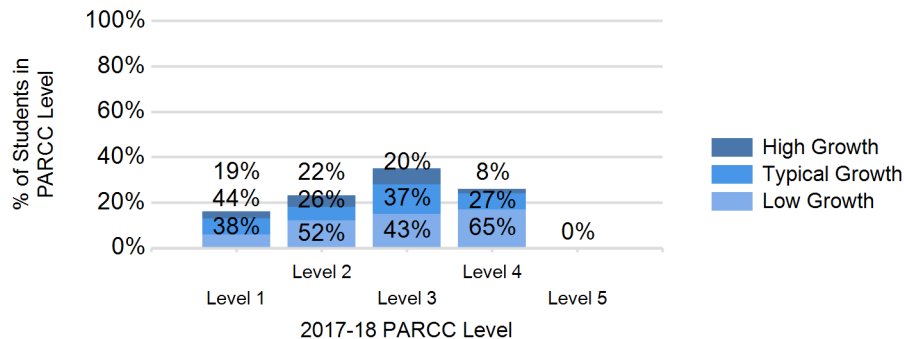
Student Growth by Performance Level

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

ELA



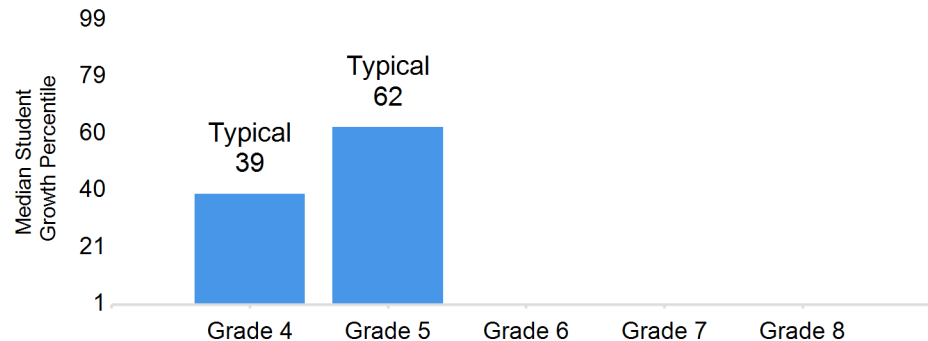
Math



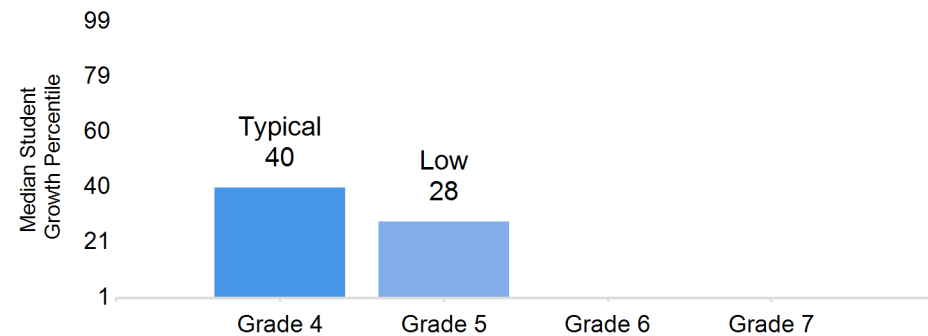
Student Growth by Grade

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

ELA



Math





Midtown Community Elementary School
(25-3510-080)
Grades Offered: KG-05
2018-2019

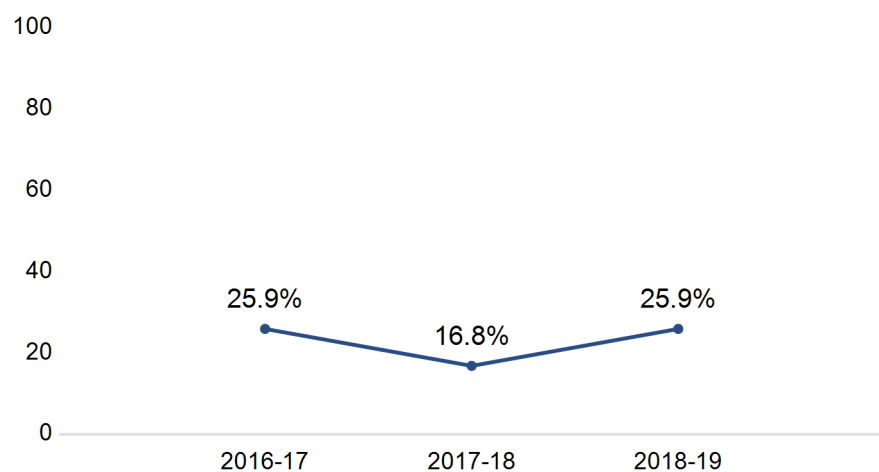
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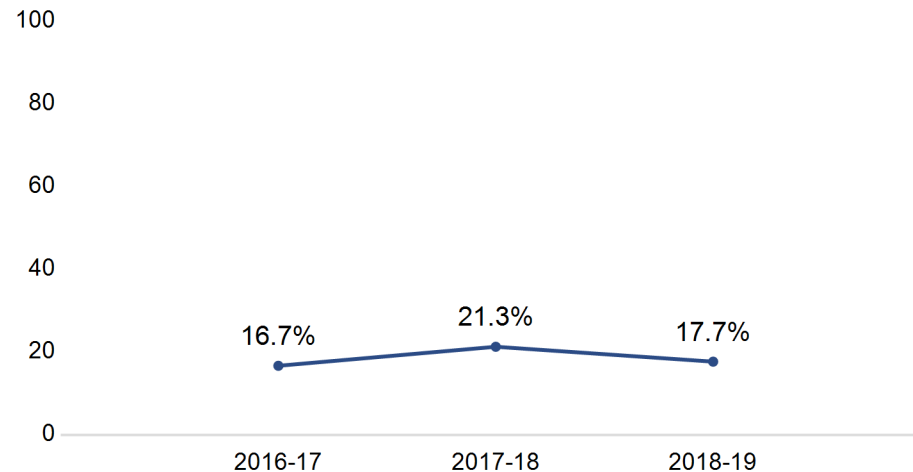
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	100.0%	100.0%	98.3%	100.0%	100.0%
Proficiency Rate for Federal Accountability	25.9%	16.8%	25.9%	16.7%	21.3%	17.7%
Annual Target	24.2%	27.2%	30.1%	22.8%	25.8%	28.8%
Met Annual Target?	Met Target	Not Met	Met Target†	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	158	100.0	25.9	34.5	57.9	25.9	30.1	Met Target†
White	*	*	*	53.3	66.9	*	**	**
Hispanic	56	100.0	26.8	31.6	43.9	26.8	24.9	Met Target
Black or African American	86	100.0	24.4	26.3	38.5	24.4	27.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	37.1	64.4	*	**	**
Female	87	100.0	29.9	41.9	64.8	29.9		
Male	71	100.0	21.1	27.2	51.3	21.1		
Economically Disadvantaged Students	139	100.0	25.2	27.2	40.0	25.2	29.4	Met Target†
Non-Economically Disadvantaged Students	19	100.0	31.6	45.2	67.9	31.6		
Students with Disabilities	39	100.0	*	*	22.7	*	14.5	Not Met
Students without Disabilities	119	100.0	*	*	65.1	*		
English Learners	29	100.0	20.7	14.9	29.3	20.7	18.3	Met Target
Non-English Learners	129	100.0	27.1	35.9	60.6	27.1		
Homeless Students	*	*	*	14.7	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Midtown Community Elementary School

(25-3510-080)

Grades Offered: KG-05

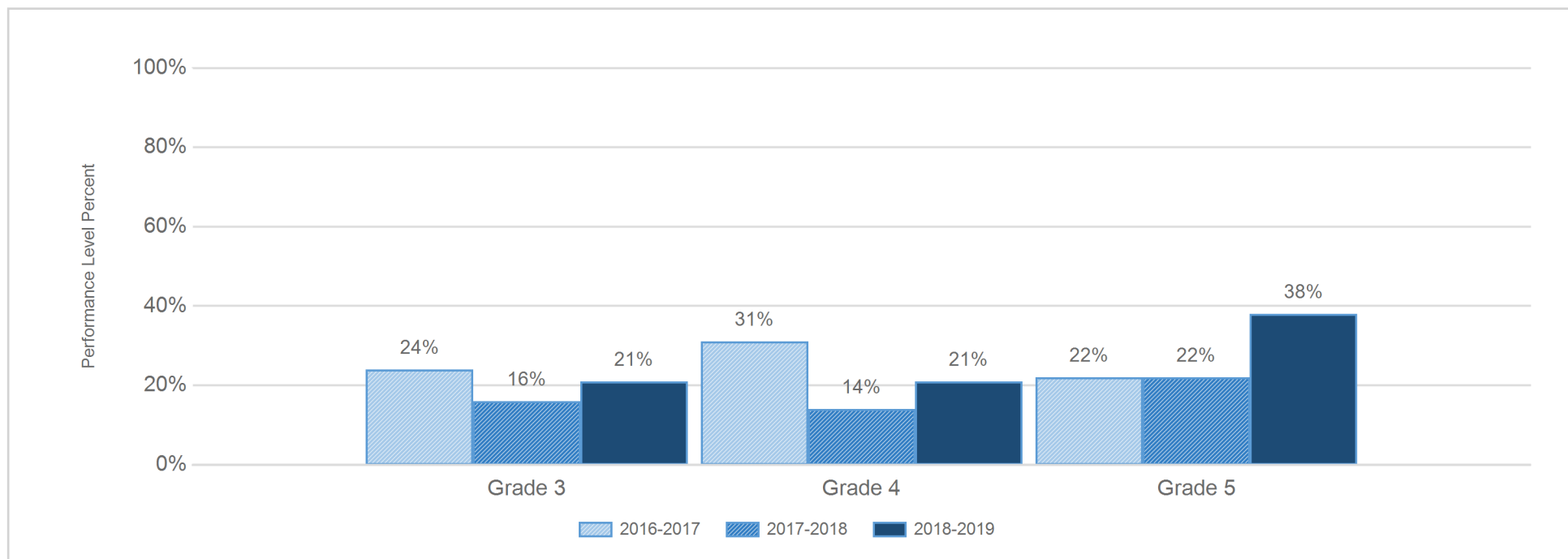
2018-2019

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English Language Arts Assessment - Performance Trends

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





Midtown Community Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	712	722	748	42%	23%	*	*	*	21%	50%
White	*	*	730	757	*	*	*	*	*	*	60%
Hispanic	23	716	721	734	*	*	*	*	*	13%	36%
Black or African American	27	709	*	731	48%	*	*	*	*	30%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	24	712	727	753	*	*	*	*	*	21%	55%
Male	29	712	717	743	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	*	*	716	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	730	759	*	*	*	*	*	*	61%
Students with Disabilities	19	683	*	719	*	*	*	*	*	*	24%
Students without Disabilities	34	729	*	754	*	*	*	*	*	*	56%
English Learners	11	713	710	713	*	*	*	*	*	27%	17%
Non-English Learners	42	712	723	751	*	*	*	*	*	19%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Midtown Community Elementary School
(25-3510-080)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	728	736	755	*	38%	28%	*	*	21%	57%
White	*	*	753	763	*	*	*	*	*	*	67%
Hispanic	21	727	*	743	*	48%	*	*	*	19%	44%
Black or African American	31	725	729	739	*	35%	*	*	*	19%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	41	732	740	760	*	*	*	*	*	*	62%
Male	20	720	731	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	51	729	730	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	10	725	747	765	*	*	*	*	*	10%	69%
Students with Disabilities	10	709	710	725	*	*	*	*	*	10%	25%
Students without Disabilities	51	732	742	761	*	*	*	*	*	24%	64%
English Learners	*	*	704	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Midtown Community Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	739	739	756	*	23%	30%	*	*	38%	58%
White	*	*	750	764	*	*	*	*	*	*	68%
Hispanic	14	758	*	743	0%	0%	*	*	*	57%	44%
Black or African American	28	729	*	739	*	*	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	728	762	*	*	*	*	*	*	65%
Female	26	738	744	761	*	*	*	*	*	42%	64%
Male	21	741	733	750	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	706	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	747	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	158	100.0	17.7	20.8	44.5	17.7	28.8	Not Met
White	*	*	*	35.1	54.1	*	**	**
Hispanic	56	100.0	21.4	*	28.8	21.4	25.9	Met Target†
Black or African American	86	100.0	15.1	*	23.0	15.1	26.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	29.8	53.3	*	**	**
Female	87	100.0	11.5	*	44.9	11.5		
Male	71	100.0	25.4	*	44.2	25.4		
Economically Disadvantaged Students	139	100.0	17.3	*	26.3	17.3	27.5	Not Met
Non-Economically Disadvantaged Students	19	100.0	21.1	*	54.9	21.1		
Students with Disabilities	39	100.0	*	*	17.4	*	14.5	Met Target†
Students without Disabilities	119	100.0	*	*	50.0	*		
English Learners	29	100.0	17.2	10.1	25.0	17.2	24.6	Met Target†
Non-English Learners	129	100.0	17.8	21.6	46.5	17.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Midtown Community Elementary School

(25-3510-080)

Grades Offered: KG-05

2018-2019

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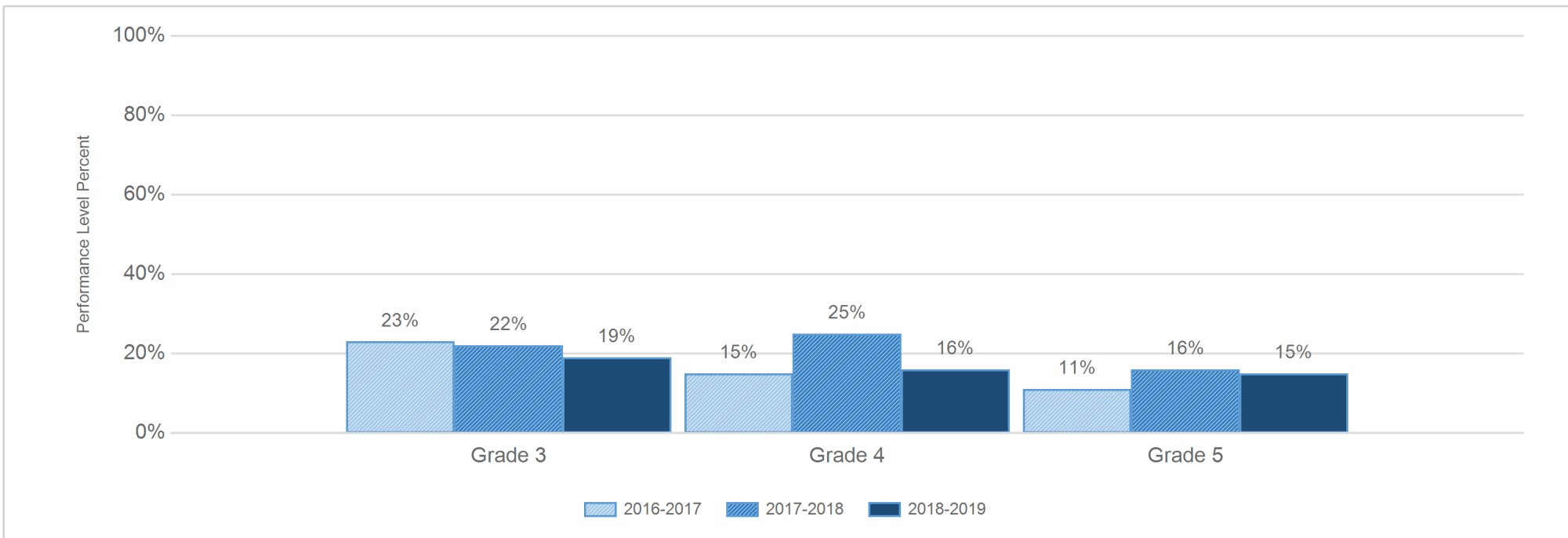
** Accountability calculations require 20 or more students

N No Data is available to display

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	722	728	752	21%	32%	28%	19%	0%	19%	55%
White	*	*	738	760	*	*	*	*	*	*	66%
Hispanic	23	726	727	739	*	*	*	*	*	22%	40%
Black or African American	27	719	719	735	*	*	*	*	*	19%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	732	758	*	*	*	*	*	*	62%
Female	24	719	729	751	*	*	*	*	*	*	54%
Male	29	725	727	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	723	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	737	761	*	*	*	*	*	*	67%
Students with Disabilities	19	702	*	731	*	*	*	*	*	*	31%
Students without Disabilities	34	733	*	756	*	*	*	*	*	*	60%
English Learners	11	725	728	728	*	*	*	*	*	18%	26%
Non-English Learners	42	721	728	754	*	*	*	*	*	19%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	726	735	749	16%	28%	39%	16%	0%	16%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	21	732	*	737	*	*	48%	*	*	14%	36%
Black or African American	31	718	726	731	*	35%	*	*	*	16%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	41	728	735	749	*	*	*	*	*	15%	50%
Male	20	721	736	749	*	*	*	*	*	20%	52%
Economically Disadvantaged Students	51	725	729	734	*	*	*	*	*	18%	32%
Non-Economically Disadvantaged Students	10	728	748	759	*	*	*	*	*	10%	63%
Students with Disabilities	10	720	720	726	*	*	*	*	*	10%	25%
Students without Disabilities	51	727	739	754	*	*	*	*	*	18%	56%
English Learners	*	*	711	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	726	732	747	*	32%	34%	*	*	15%	47%
White	*	*	743	755	*	*	*	*	*	*	58%
Hispanic	14	744	*	735	0%	*	*	*	*	29%	30%
Black or African American	28	715	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	732	753	*	*	*	*	*	*	55%
Female	26	720	733	747	*	*	*	*	*	*	47%
Male	21	734	731	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	728	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	739	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	736	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	52.5%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	32	*	*
3-4	40	*	*
5 or more	21	76.2%	23.8%



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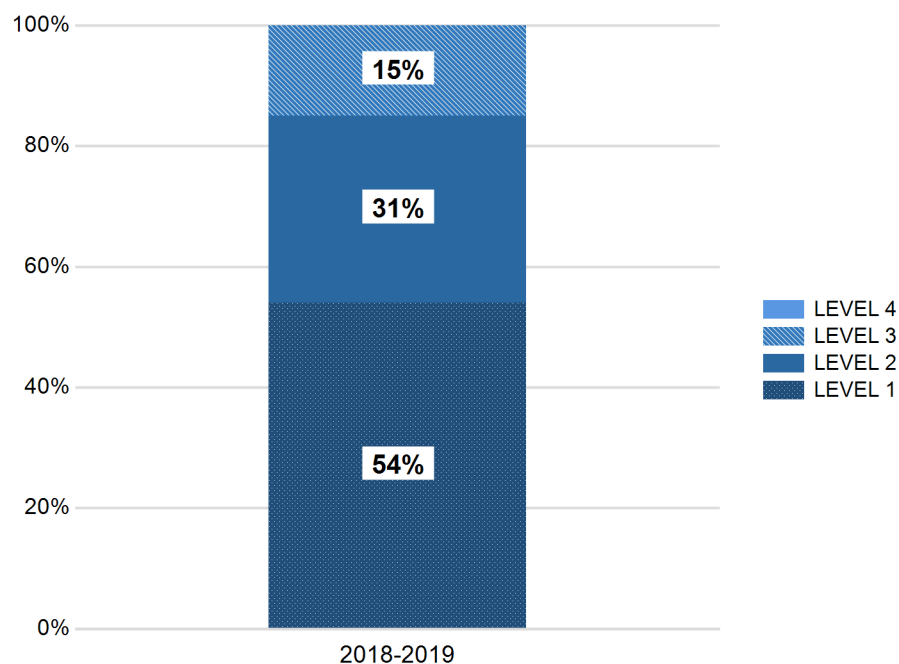
N No Data is available to display

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	54	31	15	0
White	*	*	*	*
Hispanic	38	38	25	0
Black or African American	68	29	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	70	26	4	0
Male	33	38	29	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

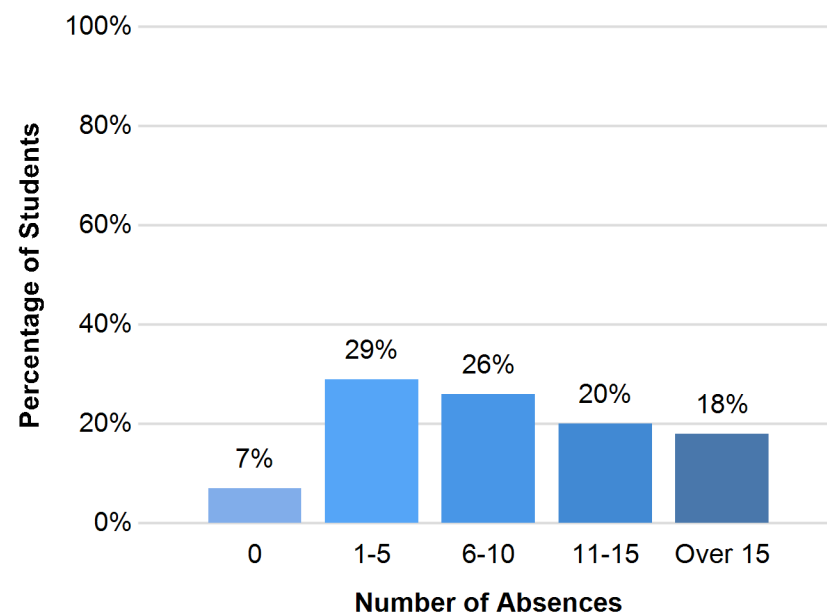
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	46	14.4	8.9	Not Met
White	*	*	**	**
Hispanic	17	14.0	8.9	Not Met
Black or African American	26	16.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	9.1	8.9	Not Met
Female	29	16.1		
Male	17	12.2		
Economically Disadvantaged Students	36	13.1	8.9	Not Met
Students with Disabilities	10	15.2	8.9	Not Met
English Learners	5	9.8	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





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2018-2019

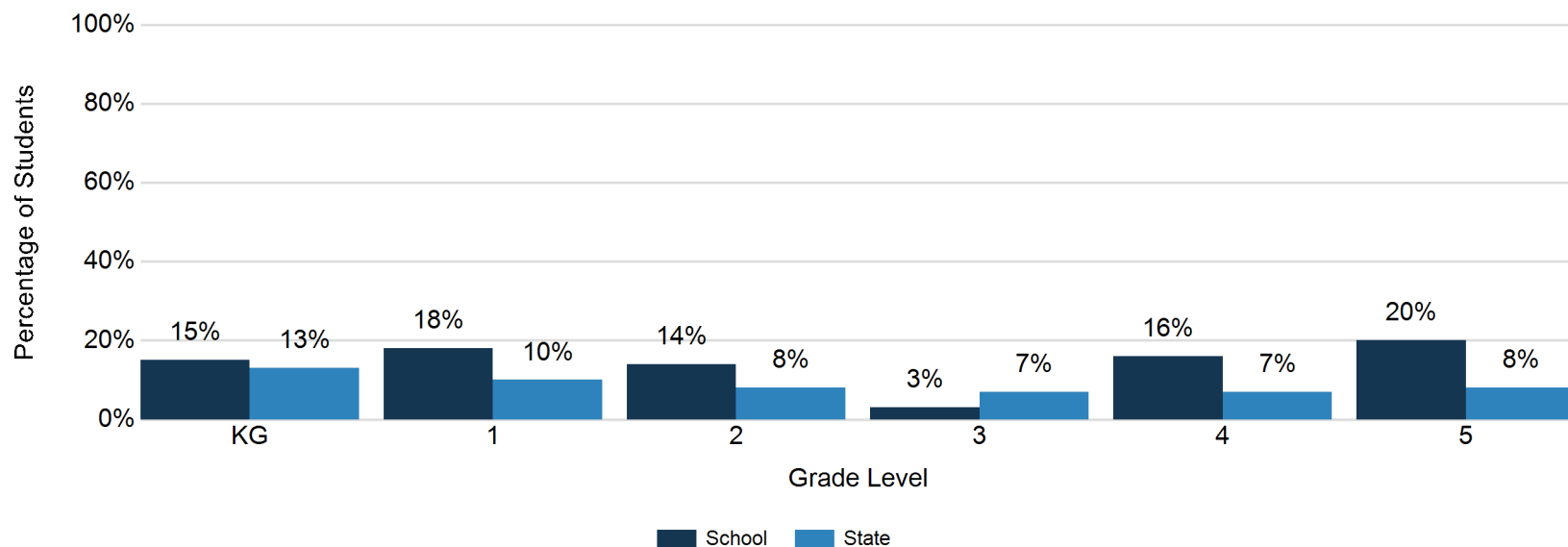
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Chronic Absenteeism by Grade

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





Midtown Community Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.32

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



Midtown Community Elementary School

(25-3510-080)

Grades Offered: KG-05

2018-2019

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

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 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.2:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	379:1	129:1
Teachers to Administrators	39:1	13:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		388:1
Students to Counselors		258:1
Students to Child Study Team Members		352:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	55.1%	89.7%	0.0%	48.4%	77.1%	54.9%
Male	44.9%	10.3%	100.0%	51.6%	22.9%	45.1%
White	3.7%	64.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	42.7%	7.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	46.7%	28.2%	100.0%	15.0%	6.6%	13.9%
Asian	0.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	86.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.9%	16.8%	25.9%
Math Proficiency	16.7%	21.3%	17.7%
ELA Growth	45	24	46
Math Growth	37	46	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.1%	52.5%
Chronic Absenteeism	13.9%	12.6%	14.4%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Reading is celebrated through our weekly student Book Talk video announcements.
- Technology is an integral part of the instruction; 5th grade students have 1:1 Chromebooks. Students and teachers utilize Google Tools for Education
- Various community cultural activities took place at the school for students and their families throughout the year.



Mission, Vision, Theme:

The Midtown Community Elementary School is committed to providing a culture that supports academic and personal excellence under the New Jersey Student Learning Standards for all students in grades K through 5. Our mission is to provide a safe, welcoming, and culturally responsive environment designed to foster positive character qualities and academic rigor in education where every child can achieve their full potential. Our highly qualified professional teaching staff will collaborate with all stakeholders to enhance their pedagogy and promote a technologically advanced school community of academic excellence.



Awards, Recognition, Accomplishments:

Teachers continued to apply for and have received funding for class projects and equipment from DonorsChoose.Org. Students participated in academic achievement recognition programs. Additionally, student participated in character recognition programs.



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Courses, Curriculum, Instruction:

Tools of the Mind curriculum is used in our kindergarten classes. We utilize Foundations in our 1st and 2nd grade classes. Everyday Math is used in our grades 1-5 math classes. NGSS is fully utilized in grades 1-5. Our 5th grade students participate in our 1:1 Chromebook initiative. Visual and performing arts classes, as well as ESL classes are part of the daily curriculum. Standards based report cards are used in grades K-3.



Clubs and Activities:

We had 22 grade 5 students that comprised our school's Safety Patrol. We had 56 4th and 5th graders participating in the Chorus Club, which performed at two school concerts along with the Band students.



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 <p>Before and After School Programs:</p>	<p>Before Care and After Care programs were offered to all students through our service provider "Champions".</p>
 <p>Staff and Professional Learning:</p>	<p>Our teachers received Foundations, Tools of the Mind, and Readers and Writers Workshop model training in district, ongoing, throughout the year. Our annual district calendar provides seven full days of professional development. On one of those days our School Improvement Panel ran a full-day Share Fair event, during which our staff presented to each other on a range of best practices topics. This Share Fair model was extended throughout the year, as staff members had the opportunity to present to each other during monthly flex (secondary) faculty meetings. Teachers participated in weekly one-hour Professional Learning Community (PLC) sessions with their grade level partners. PLCs were led by a different facilitator each week, rotating among teachers, principal and department chairpersons. Staff members were approved for relevant training sessions out of district, as well, which the district and school have funded.</p>



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 <p>Student Supports and Services:</p>	<p>We had 3 full time ESL teachers providing ESL, High Intensity, and Bilingual educational services to our large ESL student population. Students that test out of ESL are tracked within our school for two years. We provide ICS, Resource, and Self-Contained educational programs to our special needs population. I&RS is utilized to identify and provide services for regular education students that are referred by teachers, the school counselor, school nurse, and/or parents. We offer counseling services through the local YMCA. Our staff demonstrates compassion and cultural competence through daily interactions, joint recitation of our student and staff creeds and school wide events such as our Black History Month and Hispanic Heritage Month celebration events, Respect Week activities, World Kindness Day observance, etc.</p>
 <p>Student Health and Wellness:</p>	<p>We have an active Breakfast program, which is offered to all students from 7:50-8:30am daily. Our school counselor conducts character education instruction to all grades. Our school nurse provides health and family life instruction to students in grade 5 in conjunction with staff from CentraState Medical Center. Our 4th grade students are provided an assembly program from CentraState, titled Gateway to Trouble. Students participate in organized Gym class with the PE Teacher one to two hours per week. In addition, all students participate in classroom teacher-directed PE 30 minutes daily. Student well being is additionally monitored through the I&RS process. A whole-school physical activity is part of our weekly Creed Assembly Monday mornings. Our school's focus on "culturizing" this year is further focusing staff on student well being.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Parent Teacher Organization (PTO) is comprised of parents of diverse backgrounds; teachers and staff from multiple grade levels/positions; and the principal. The PTO held monthly meetings, featuring child care and Spanish translation for parents, to inform about school and community happenings. The PTO sponsored and/or assisted with a broad array of educational and entertaining events for students throughout the year. These include: school dances; movie nights; student field trips; Hispanic Heritage and Black History Month celebrations; author visits and literacy events. Parent-teacher conferences are held afternoons and evenings in the fall and spring over ten days. Communication to parents occurs in English and Spanish via teacher notices; PTO notices; school Web site; Twitter; and School Messenger voice and e-mail communication service.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents STUDENT -229 responses-72.8% indicated that they like school; 86.3% indicated that they feel the school "always" wants them to do well; 86.3% indicated that the school "always" has clear rules for behavior; 85.8% indicated that the teachers "always" treat them with respect; 52.6% indicated that good behavior is "always" noticed at the school; 75.4% indicated that they "always" feel safe at school; 39.2% indicated that students treat each other well "sometimes", while 39.6% indicated that this happens "always". PARENT-Some institutional strengths include: the parents' satisfaction with the length of the school day, and that their children's school environment is clean and in good condition. It is also noteworthy that they are satisfied with the school building, the school's communicating with families in an open and respectful manner and their children feeling safe at school, with 80% of the respondents agreeing. All agreed that students felt safe going to and from school.</p>
 <p>Facilities:</p>	<p>MCES houses a health and family services wellness center; a parent resource center; community meeting space; community policing center; school library with approximately 20,000 books and multimedia space for presentations; cafeteria for meals and events; 3 computer labs; art and music rooms; STEM room; gymnasium for instruction and recreation, with a stage for performing arts and presentations/assemblies; physical therapy room; rooftop garden for environmental science study, with weather equipment that reports data to the Weather Bug data collection system. The building has achieved LEED Platinum status for environmental design and conservation-enhancing components, as well as USDoe Green Ribbon Certification.</p>
 <p>School Safety:</p>	<p>In February 2018 we put in place an updated visitor management system. Additionally, the school, in coordination with our district's safety consultant, participated in monthly emergency drills. The staff was debriefed at faculty meetings each month following the drills.</p>



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Technology and STEM:

Our STEM teacher sees all students in grades K-5 weekly. Instruction takes place in the STEM room, as well as in the computer lab. The STEM program introduces students to the STEM/engineering design process; computer science fundamentals; computer coding/programming; building challenges; STEM terminology; content knowledge across STEM fields; career possibilities in the various STEM fields; and digital, as well as offline, resources for pursuing STEM independently with parental consent. Chromebooks are used in the 5th grade classes.



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



Other Information

MCES follows an 11-period daily schedule. All classrooms are equipped with Smart Boards and other instructional technologies. The entire school gathers Monday mornings to recite our staff/student creeds and then a brief physical activity. We celebrate our students' diversity and abilities through our daily interactions and on special occasions, such as our Black History Month and Hispanic Heritage Month dinner celebrations. Our school is "culturizing" this year via book study, PLC sessions, and faculty meeting presentations highlighting the best practices we utilize to enhance our school's atmosphere and productivity. Our teachers are winning grants and training their peers through our year-round Share Fair concept.



Neptune High School

(25-3510-050)

Grades Offered: 09-12

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Neptune High School
(25-3510-050)
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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Neptune Township School District
Principal Name	Ms. Jennifer Joseph
Address	55 NEPTUNE BOULEVARD NEPTUNE, NJ 07753-4894
Phone Number	732-776-2200
Email Address	jjoseph@neptune.k12.nj.us
Website	https://hs.neptuneschools.org
Twitter	https://twitter.com/_NeptuneHS



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	317	335	295
10	334	302	328
11	314	323	270
12	334	307	330
Total	1,299	1,267	1,223

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.1%	50.3%	49.1%
Male	49.9%	49.7%	50.9%
Economically Disadvantaged Students	46.5%	46.9%	50.3%
Students with Disabilities	18.3%	19.8%	20.3%
English Learners	3.6%	5.3%	5.2%
Homeless Students	0.8%	1.4%	2.1%
Students in Foster Care	0.8%	0.4%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.4%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	24.1%	22.5%	22.3%
Hispanic	19.3%	21.8%	25.5%
Black or African American	50.3%	49.2%	45.4%
Asian	2.0%	1.7%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.0%	0.1%
Two or More Races	4.2%	4.6%	5.4%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,263	1,233	1,184
Shared Time Students	72	67	76
Full Time Equivalent	1,299	1,267	1,222

Enrollment by Home Language

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

Home Language	% of Students
English	78.1%
Spanish	13.6%
Creoles and pidgins, French-based	3.4%
Cree	2.6%
Other Languages	2.3%



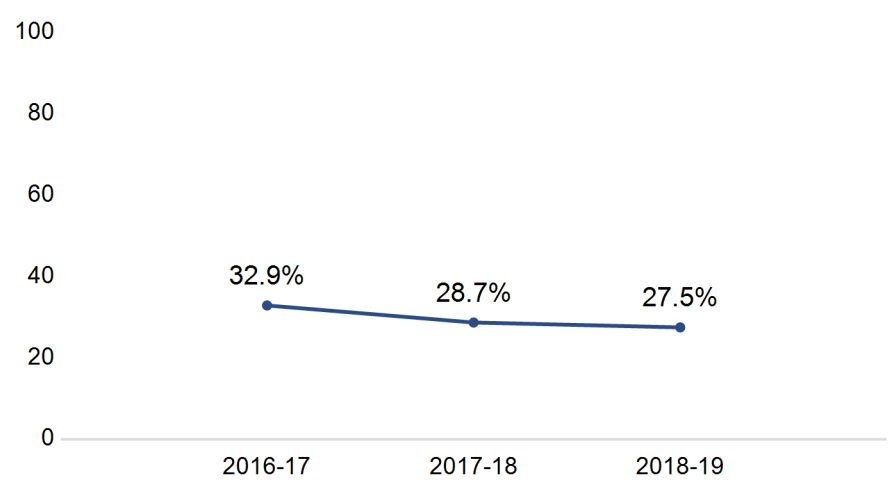
Neptune High School
 (25-3510-050)
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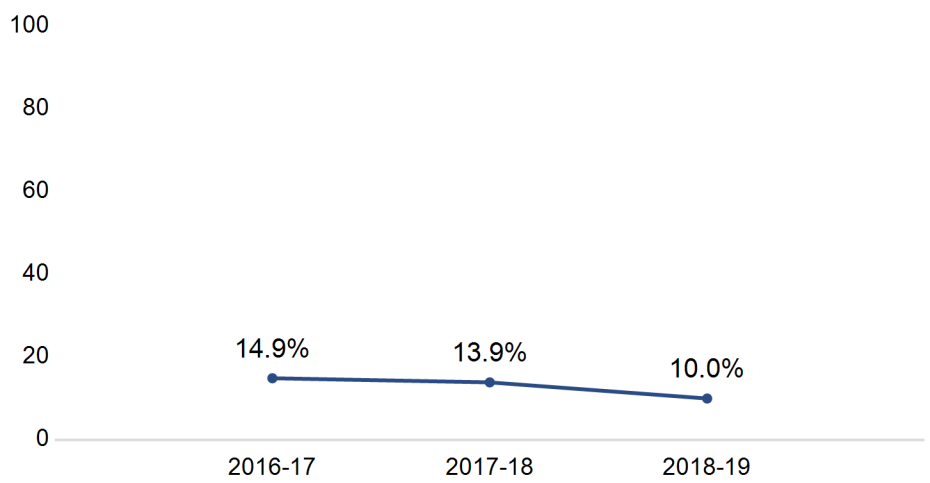
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.0%	96.8%	95.9%	94.1%	94.3%	97.2%
Proficiency Rate for Federal Accountability	32.9%	28.7%	27.5%	14.9%	13.9%	10.0%
Annual Target	30.5%	33.1%	35.7%	16.3%	19.6%	23.0%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	564	95.9	27.5	34.5	57.9	27.5	35.7	Not Met
White	123	96.2	46.3	53.3	66.9	46.3	50.5	Met Target†
Hispanic	156	98.8	22.4	31.6	43.9	22.4	35	Not Met
Black or African American	246	93.9	18.7	26.3	38.5	18.6	27	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	32	97.4	40.6	37.1	64.4	40.6	34.4	Met Target
Female	265	97.2	34.3	41.9	64.8	34.3		
Male	299	94.9	21.4	27.2	51.3	21.4		
Economically Disadvantaged Students	302	93.6	19.5	27.2	40.0	19.5	24.8	Not Met
Non-Economically Disadvantaged Students	262	98.6	36.6	45.2	67.9	36.6		
Students with Disabilities	129	90.8	*	*	22.7	*	14.6	Not Met
Students without Disabilities	435	97.6	*	*	65.1	*		
English Learners	31	96.9	*	14.9	29.3	*	9.4	Met Target†
Non-English Learners	533	95.9	*	35.9	60.6	*		
Homeless Students	10	91.7	10.0	14.7	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



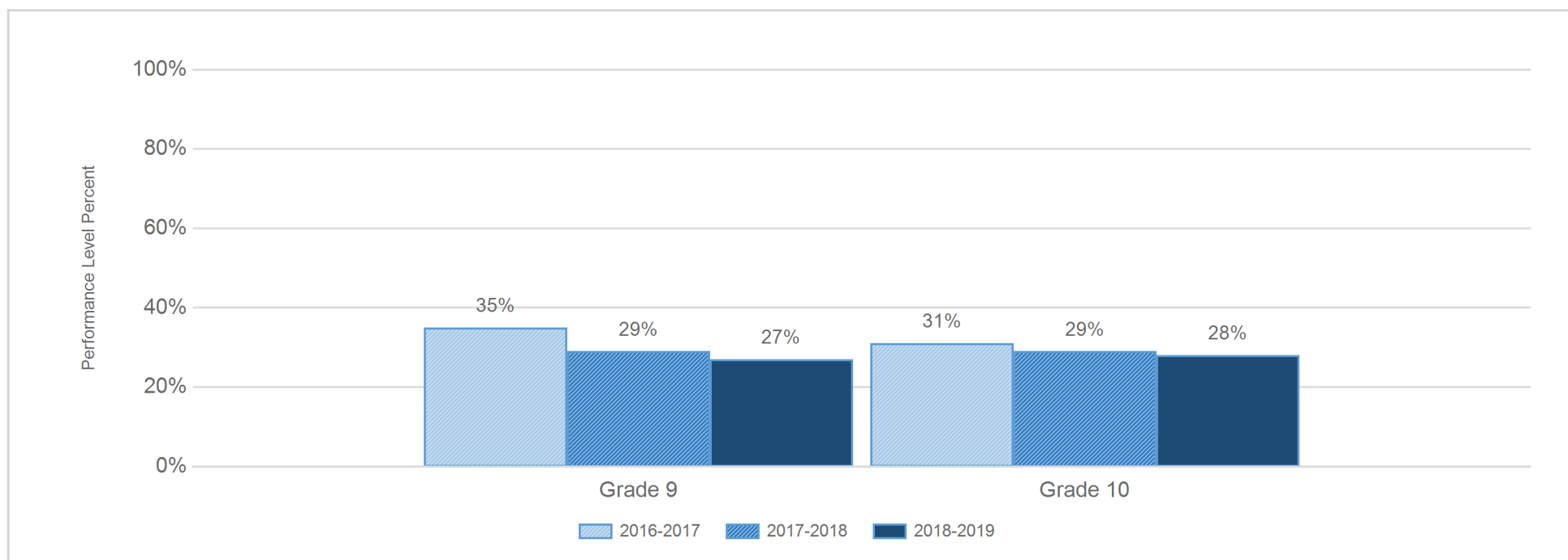
Neptune High School
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	290	729	729	753	23%	19%	31%	23%	4%	27%	56%
White	59	745	745	762	*	17%	19%	*	*	51%	65%
Hispanic	93	724	724	737	23%	24%	33%	20%	0%	20%	40%
Black or African American	115	720	720	732	32%	17%	35%	*	*	16%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	20	745	745	761	*	*	*	*	*	40%	63%
Female	140	738	738	760	13%	19%	31%	*	*	37%	63%
Male	150	720	720	746	33%	19%	31%	*	*	17%	49%
Economically Disadvantaged Students	152	724	724	734	24%	19%	39%	*	*	18%	36%
Non-Economically Disadvantaged Students	138	733	733	762	22%	20%	22%	*	*	36%	65%
Students with Disabilities	57	698	698	717	*	*	*	*	*	*	17%
Students without Disabilities	233	736	736	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	724	724	757	32%	16%	24%	22%	6%	28%	58%
White	66	744	744	767	18%	*	29%	*	*	42%	67%
Hispanic	66	716	716	738	36%	17%	23%	24%	0%	24%	43%
Black or African American	145	718	718	733	37%	17%	24%	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	134	729	729	766	30%	13%	25%	*	*	31%	66%
Male	164	720	720	749	33%	19%	24%	*	*	24%	51%
Economically Disadvantaged Students	156	715	715	735	40%	17%	22%	*	*	21%	40%
Non-Economically Disadvantaged Students	142	734	734	767	22%	16%	27%	*	*	35%	67%
Students with Disabilities	79	698	698	711	*	*	*	*	*	*	19%
Students without Disabilities	219	733	733	765	*	*	*	*	*	*	65%
English Learners	17	686	686	687	*	*	*	*	*	*	*
Non-English Learners	281	726	726	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	571	97.2	10.0	20.8	44.5	10.0	23	Not Met
White	125	100.0	19.2	35.1	54.1	19.2	27.1	Not Met
Hispanic	161	98.2	*	*	28.8	*	29.5	Not Met
Black or African American	246	95.6	*	*	23.0	*	18.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	32	94.9	31.3	29.8	53.3	31.3	20.4	Met Target
Female	265	96.5	*	*	44.9	*		
Male	306	97.9	*	*	44.2	*		
Economically Disadvantaged Students	302	95.6	*	*	26.3	*	18.4	Not Met
Non-Economically Disadvantaged Students	269	99.0	*	*	54.9	*		
Students with Disabilities	130	95.2	*	*	17.4	*	13.1	Not Met
Students without Disabilities	441	97.9	*	*	50.0	*		
English Learners	32	97.1	*	10.1	25.0	*	9.4	Not Met
Non-English Learners	539	97.2	*	21.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



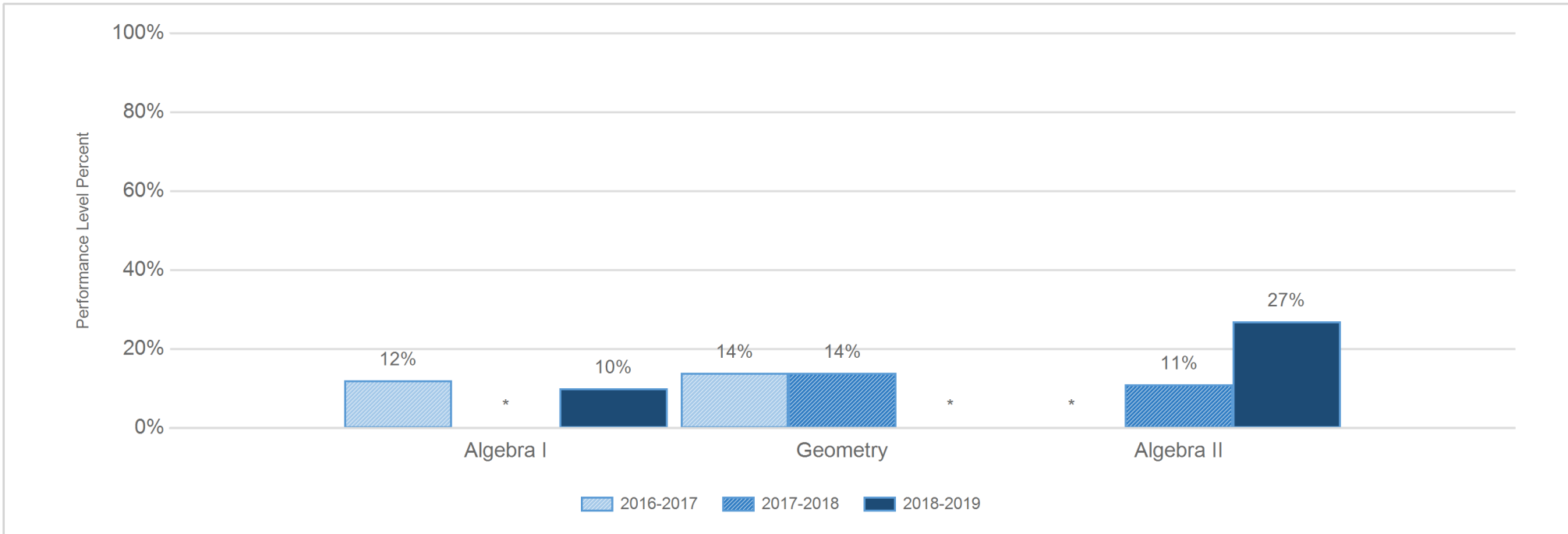
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	287	717	724	744	24%	44%	21%	10%	0%	10%	42%
White	53	728	741	752	*	43%	*	*	*	21%	53%
Hispanic	93	716	*	728	*	*	*	*	*	*	24%
Black or African American	121	710	716	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	18	727	*	752	*	*	*	*	*	33%	51%
Female	127	721	728	745	*	*	*	*	*	*	44%
Male	160	713	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	165	715	719	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	122	719	730	752	*	*	*	*	*	*	52%
Students with Disabilities	64	706	*	717	*	*	*	*	*	*	12%
Students without Disabilities	223	720	*	748	*	*	*	*	*	*	47%
English Learners	18	701	701	710	*	*	*	*	*	*	*
Non-English Learners	269	718	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	718	718	737	*	*	*	*	*	*	35%
White	55	726	726	743	*	42%	38%	*	*	11%	43%
Hispanic	65	717	717	724	*	*	*	*	*	*	17%
Black or African American	111	715	715	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	122	718	718	738	*	*	*	*	*	*	36%
Male	128	718	718	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	122	715	715	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	128	721	721	743	*	*	*	*	*	*	43%
Students with Disabilities	71	707	707	712	*	*	*	*	*	*	*
Students without Disabilities	179	722	722	741	*	*	*	*	*	*	*
English Learners	10	713	713	708	*	*	*	*	*	*	*
Non-English Learners	240	718	718	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Neptune High School
(25-3510-050)
Grades Offered: 09-12
2018-2019

Report Key:

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	724	724	755	25%	24%	24%	27%	0%	27%	58%
White	19	734	734	758	*	*	*	*	*	37%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	26	710	710	725	38%	*	*	*	*	15%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	24	717	717	752	*	*	*	*	*	25%	55%
Male	31	729	729	758	*	*	*	*	*	29%	62%
Economically Disadvantaged Students	20	719	719	729	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	35	727	727	761	*	*	*	*	*	31%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	55	724	724	755	25%	24%	24%	27%	0%	27%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	38.5%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	29	*	*
3-4	21	*	*
5 or more	*	*	*



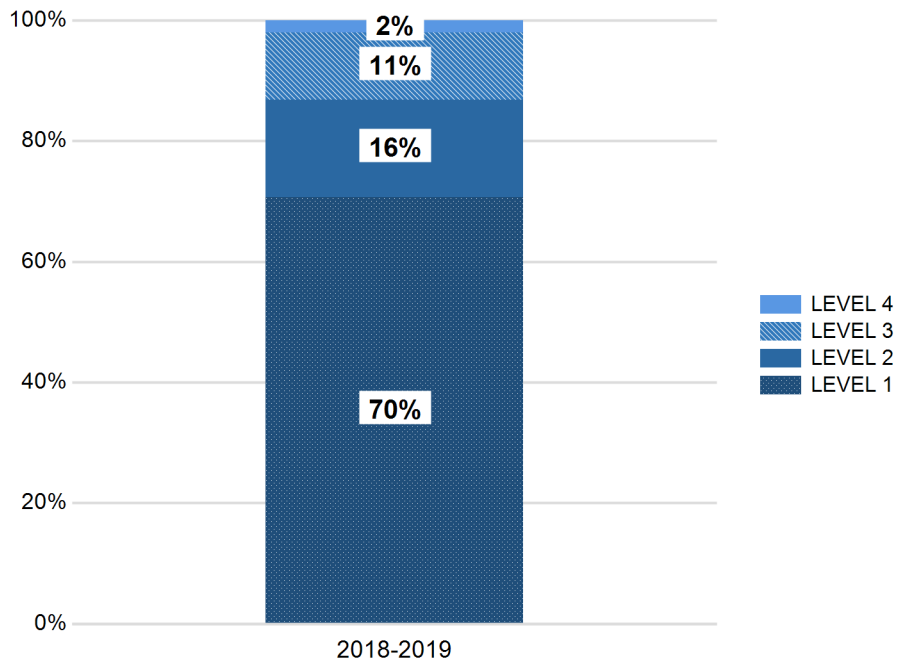
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	16	11	2
White	54	32	10	3
Hispanic	78	10	12	0
Black or African American	81	8	9	2
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	73	14	11	2
Male	68	18	12	2
Economically Disadvantaged Students	80	10	11	0
Non-Economically Disadvantaged Students	63	22	12	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	88.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	54.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	8.8%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	420	476	Grade 10: 430 Grade 11: 460	36%	61%
PSAT 10/NMSQT - Math	412	477	Grade 10: 480 Grade 11: 510	18%	43%
SAT - Reading and Writing	505	539	480	64%	70%
SAT - Math	486	541	530	31%	53%
ACT - Reading	20	25	22	34%	66%
ACT - English	17	24	18	48%	81%
ACT - Math	19	24	22	28%	65%
ACT - Science	20	24	23	10%	57%



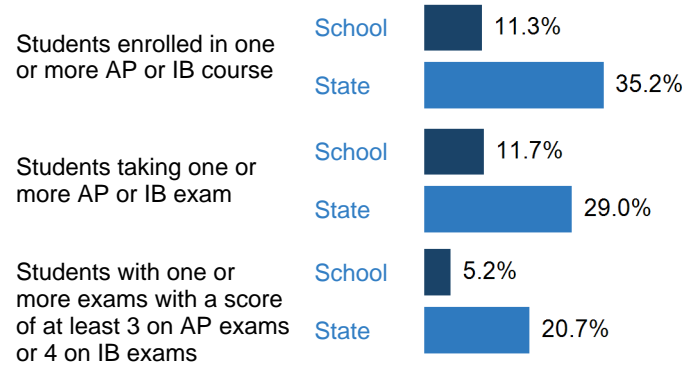
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

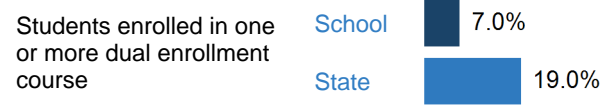
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	10	10
AP Calculus AB	10	10
AP Calculus BC	6	6
AP Chemistry	23	23
AP Computer Science A	0	1
AP English Language and Composition	14	6
AP English Literature and Composition	14	9
AP French Language and Culture	0	1
AP Physics 1	0	12
AP Physics B	13	0
AP U.S. Government and Politics	4	5
AP U.S. History	5	6
Total Exams taken		89
Exams with scores of at least 3 on AP exams or 4 on IB exams		37



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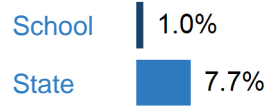
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

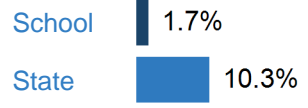
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

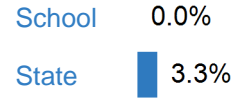
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





Neptune High School
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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	1.0%	1.7%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	*	1.7%	7.3%	10.6%
Male	*	1.8%	8.0%	10.1%
Economically Disadvantaged Students	*	1.7%	10.4%	11.8%
Students with Disabilities	5.0%	5.2%	6.6%	9.2%
English Learners	0.0%	*	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Health Science	*		
Hospitality & Tourism	21		
Human Services	*	*	*
Manufacturing	*		
Marketing	12		
Transportation, Distribution & Logistics	10	*	*
Total (All Clusters)	67	*	*



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	245	79	0	0	0	0	4
10	57	218	62	22	3	0	4
11	20	54	135	53	13	20	13
12	16	28	58	18	37	7	86
Total	338	379	255	93	53	27	107
Enrolled in AP/IB Course					16	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	20	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	75	1	0	1	0	187
10	211	95	0	6	4	40
11	38	141	0	22	29	47
12	42	20	0	23	32	94
Total	366	257	0	52	65	368
Enrolled in AP/IB Course	10	23		0	13	0
Enrolled in Dual Enrollment Course	20	0	0	20	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	293	6	2	0	0	4
10	58	290	10	13	0	8
11	21	263	25	39	21	52
12	24	78	28	50	49	81
Total	396	637	65	102	70	145
Enrolled in AP/IB Course	0	5	0	0		4
Enrolled in Dual Enrollment Course	15	21	8	21	17	41

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	166	43	0	0	0	0	0
10	155	36	0	0	0	0	0
11	93	15	0	0	0	0	0
12	61	14	0	0	0	0	0
Total	475	108	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	23	0	0	0	0	0	0
Enrolled in Level 3 or Higher	50	4	0	0	0	0	0



Neptune High School
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2018-2019

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Neptune High School**

(25-3510-050)

Grades Offered: 09-12

2018-2019

Report Key:

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

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



Neptune High School
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 2018-2019

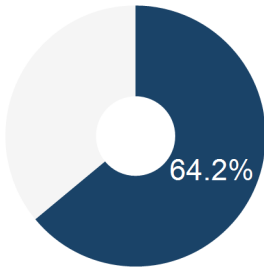
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Visual and Performing Arts – Course Participation

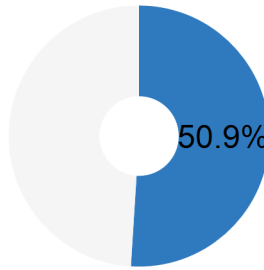
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

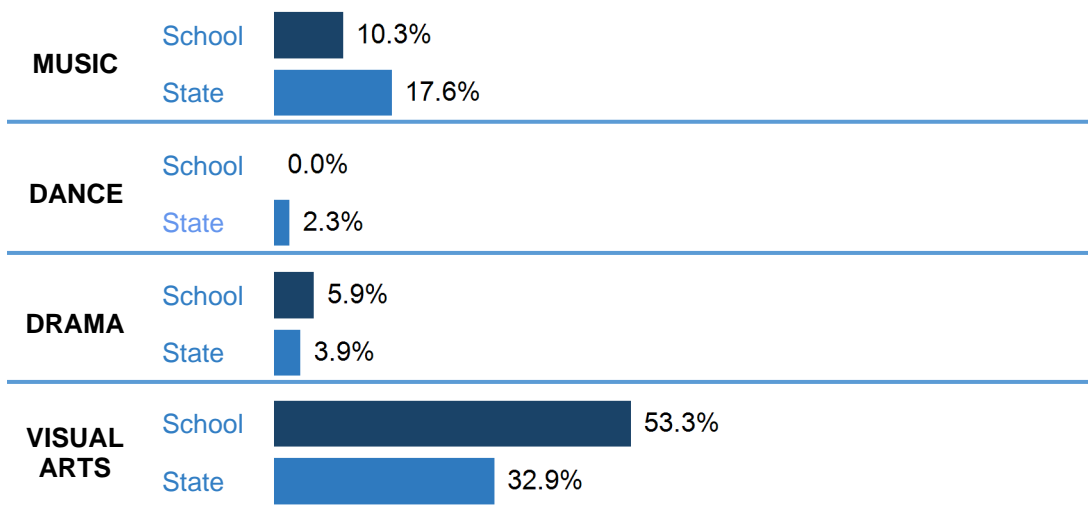


School



State

Students enrolled in one or more classes by discipline:





Neptune High School
(25-3510-050)
Grades Offered: 09-12
2018-2019

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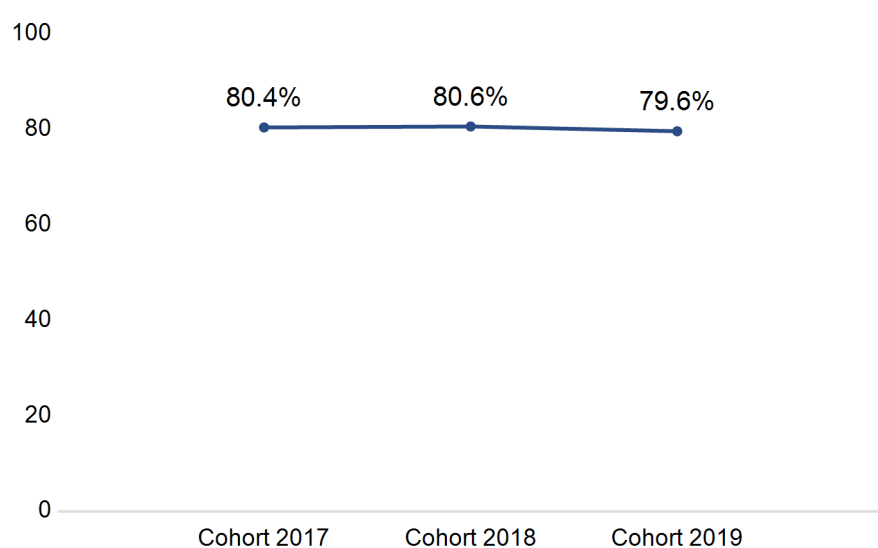
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

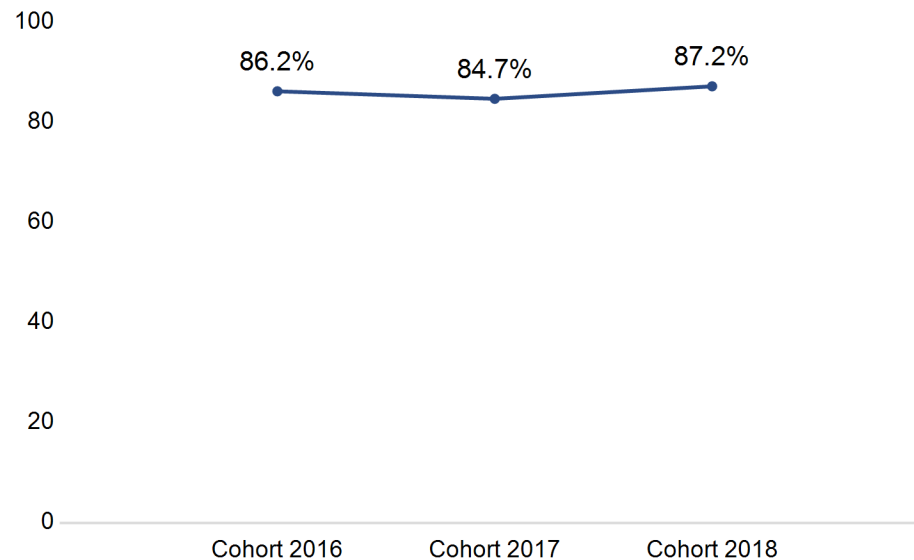
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	80.4%	80.6%	79.6%	86.2%	84.7%	87.2%
Annual Target	82.1%	82.8%		83.7%	84.4%	
Met Annual Target?	Not Met	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Neptune High School
(25-3510-050)
Grades Offered: 09-12
2018-2019

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	79.6%	90.6%	87.2%	92.5%	80.6%	82.8%	Not Met	84.7%	84.4%	Met Target
White	87.5%	94.9%	92.0%	95.9%	85.4%	85.0%	Met Target	87.4%	89.6%	Not Met
Hispanic	76.8%	84.5%	77.6%	87.3%	70.0%	72.0%	Not Met	94.4%	79.2%	Met Target
Black or African American	78.7%	83.3%	87.8%	87.1%	80.7%	83.8%	Not Met	80.5%	82.9%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	82.3%	92.8%	89.2%	94.4%	85.2%			89.9%		
Male	77.1%	88.5%	84.7%	90.8%	75.3%			80.3%		
Economically Disadvantaged Students	76.8%	84.0%	86.1%	87.3%	79.2%	79.2%	Met Target	85.6%	79.2%	Met Target
Students with Disabilities	66.3%	79.2%	78.9%	83.8%	63.0%	76.4%	Not Met	70.9%	77.0%	Not Met
English Learners	30.8%	75.4%	81.8%	80.1%	72.7%	**	**	80.0%	**	**
Homeless Students	*	74.6%	*	78.3%	*			81.3%		
Students in Foster Care	*	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	*	85.0%	*			N		



Neptune High School
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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	41.4%	35.0%
Substitute Competency Test	30.3%	34.7%
Portfolio Appeals Process	11.4%	12.8%
Alternate Requirements specified in IEP	16.8%	17.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	2.4%	1.2%
2017-2018	3.5%	1.2%
2016-2017	1.9%	1.1%



Neptune High School
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2018-2019

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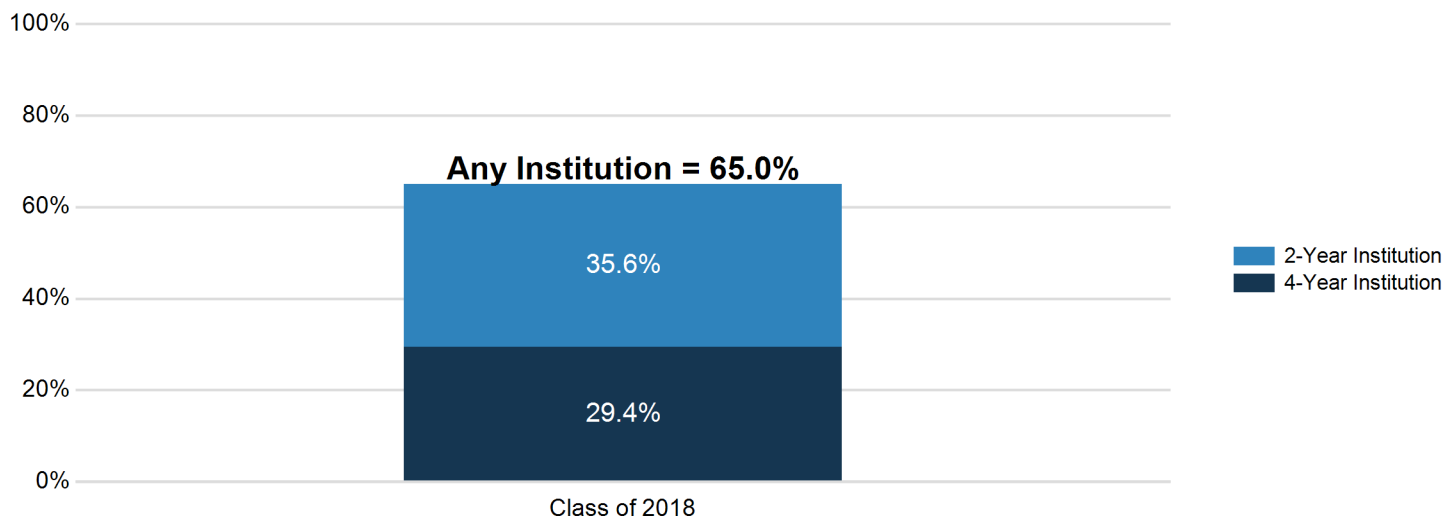
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	35.6%
% Enrolled in 4-Year Institution	29.4%
% Enrolled in Any Postsecondary Institution	65.0%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	59.2%	45.5%	54.5%
White	70.9%	35.7%	64.3%
Hispanic	55.1%	71.1%	28.9%
Black or African American	55.5%	40.7%	59.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	50.7%	47.8%	52.2%
Students with Disabilities	39.1%	74.1%	25.9%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	65%	54.8%	45.2%	80.9%	19.1%	74.9%	25.1%
White	76.6%	59.3%	40.7%	83.1%	16.9%	78%	22%
Hispanic	51.1%	65.2%	34.8%	73.9%	26.1%	91.3%	8.7%
Black or African American	62.1%	47%	53%	79%	21%	69%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.5%	52.9%	47.1%	77.1%	22.9%	81.4%	18.6%
Students with Disabilities	33.9%	65%	35%	75%	25%	75%	25%
English Learners	18.2%	100%	0%	100%	0%	100%	0%



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

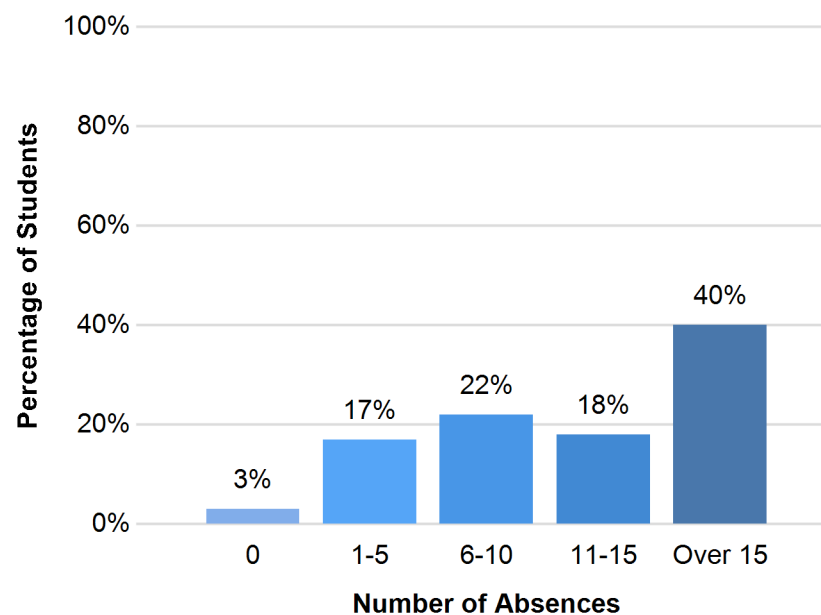
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	468	35.9	14.2	Not Met
White	108	37.1	14.2	Not Met
Hispanic	122	38.5	14.2	Not Met
Black or African American	212	35.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	19	25.7	14.2	Not Met
Female	235	38.1		
Male	233	33.8		
Economically Disadvantaged Students	253	39.2	14.2	Not Met
Students with Disabilities	154	47.1	14.2	Not Met
English Learners	9	15.3	14.2	Not Met
Homeless Students	16	61.5		
Students in Foster Care	5	50.0		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





Neptune High School

(25-3510-050)

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2018-2019

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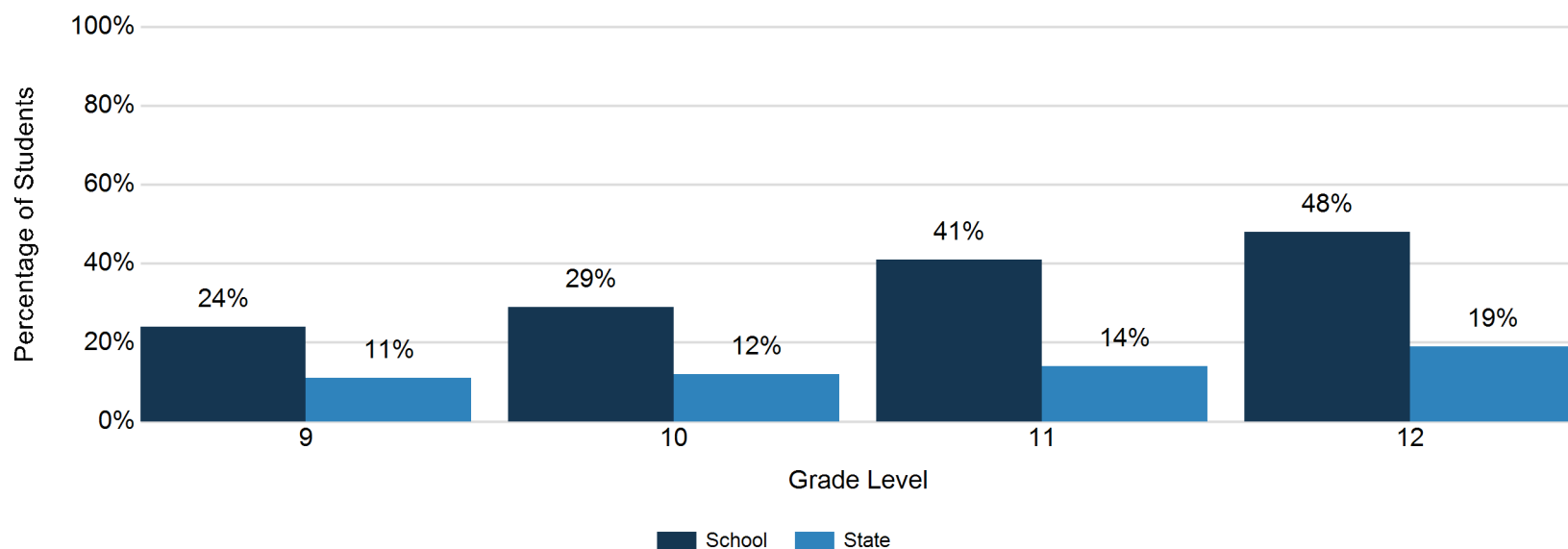
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	31
Weapons	9
Vandalism	0
Substances	16
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	54
Incidents Per 100 Students Enrolled	4.42

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	15
Weapons	8
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	76	6.2%
Any Suspension	76	6.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	12	1.0%

School Days Missed due to Out-of-School Suspensions
635



Neptune High School

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	1:40 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	108	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	78.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	153:1	129:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		388:1
Students to Counselors		258:1
Students to Child Study Team Members		352:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	59.3%	62.5%	48.4%	77.1%	54.9%
Male	50.9%	40.7%	37.5%	51.6%	22.9%	45.1%
White	22.3%	90.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	25.5%	1.9%	12.5%	29.9%	7.3%	7.2%
Black or African American	45.4%	5.6%	37.5%	15.0%	6.6%	13.9%
Asian	1.3%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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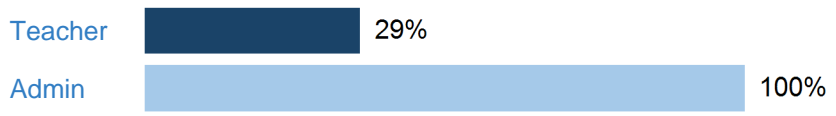
Teachers and Administrators - Level of Education

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

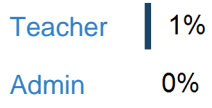
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	86.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	90.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

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

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

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	32.9%	28.7%	27.5%
Math Proficiency	14.9%	13.9%	10.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	80.4%	80.6%	79.6%
5-Year Graduation Rate†	86.2%	84.7%	87.2%
Progress toward English Language Proficiency		50.0%	38.5%
Chronic Absenteeism	40.6%	40.6%	35.9%

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



Neptune High School

(25-3510-050)

Grades Offered: 09-12

2018-2019

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

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

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

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

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

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

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

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

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

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

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



Neptune High School
(25-3510-050)
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



Highlights:

- AP courses, JumpStarts, Internship opportunities, NJROTC, Mini-Medical and Mini-Engineering opportunities for students
- Award-winning Performing and Visual Arts Department.
- The 1:1 personal Chromebooks initiative is rolled out to all High School students.



Mission, Vision, Theme:

The Administration, faculty, and staff members of Neptune High School are committed to providing a safe learning environment that cultivates personal growth and citizenship for all students. High academic standards, coupled with an emphasis on the importance of cultural diversity will continue to be our focus and allow us to work in conjunction with parents and our community. We look forward to continued collaboration with our parents, guardians, and members of our full school community.



Awards, Recognition, Accomplishments:

The students at Neptune High School continue to exemplify the characteristics of true leaders. Students from the Scarlet Flier school community represented our school at Boys State at Rider University, and Girls State at Georgian Court University. Our Student Council was named a NASC National Gold Council of Excellence. Our Accapella group, The Scarlet Sound, received recognition at the Monmouth County Teens Arts Festival, and performed at the NJ State Teen Arts Festival.



Neptune High School

(25-3510-050)

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2018-2019

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Courses, Curriculum, Instruction:

Students at Neptune High School are afforded the opportunity to select a variety of classes and electives that will assist them in meeting the NJ graduation requirements, and will also assist them beyond High School. We offer AP, Honors, and College Prep classes in each department. Additionally, students in grade 12 may elect to be included in our dual enrollment program with Brookdale CC. We also have the Poseidon Early College Program.



Sports and Athletics:

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



Clubs and Activities:

Neptune High School provides students with the opportunity to get involved, and stay involved through the variety of clubs and activities offered. This includes our Marching Band, Band Front, Cheer, Drama, JumpStarts, Mini-Medical Program, Mini-Engineering Program, Student Council, Class Council, NJROTC, Peer Leadership, Varsity Club, Chess, Math, Academic Challenge, Student Advisory, Art, Yearbook, Language, ASU, National Honor Society, Blazer, Proteus, Shakespeare Society, GSA, Academic Challenge Club, World Travel, Kayak, and the Ski Club



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Staff and Professional Learning:

Neptune High School staff members are engaged in professional learning throughout the school year. Ongoing training centered on curriculum and instruction, S.E.L., classroom management, and technology are just a few topics that are explored by our staff. Embedded professional development days within the school calendar offer in house support from Administration, Department Chairs, and curriculum experts. Staff members are also encouraged to attend professional development sessions outside of the District in order to stay abreast of current research based practices to be implemented in instruction. Our School Improvement Panel is a vital group that helps to gather information from staff members in order to steer professional learning opportunities throughout the year.



Postsecondary Information:

Brookdale Community College continues to partner and offer a College and Career Readiness Program for 11th & 12th grade students at Neptune High School that met two times per week. Students from the Neptune High School Class of 2018 secured over \$350,000 in scholarships. Students gained acceptance to a variety of colleges and universities, including Rhode Island University, Rutgers, Montclair University, Delaware State University, Temple, and Morgan State University.



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Student Supports and Services:

ELL students are supported with language acquisition skills incorporated throughout the curriculum. Teaching staff members support our students with disabilities in a variety of settings including in-class support and resource class settings. Students are encouraged to attend the afterschool tutoring/homework assistance program held Monday through Thursday in the Media Center, as well as extra support given by the teachers outside of the school day.



Student Health and Wellness:

Students at Neptune High school are able to participate in our breakfast and lunch program daily. Additionally, the District offers a Wellness Center at Midtown Elementary School that many high school families access for routine check ups and/or physicals for sports eligibility. Students take Physical Education Health classes during the school year, and benefit from our weight room, dance room, aquatic center, and full turf fields on campus.



Parent and Community Involvement:

Parents are encouraged to collaborate with staff members in order to support students. Our Guidance Department provides several parent informational nights throughout the year summarizing topics from transitioning to High School to securing scholarships and/or financial aid for college. Parents can utilize the PowerSchool Parent Portal to monitor their child's academic progress. NHS continues the partnerships we have with the Hackensack Meridian Health, NTPD, and Liberty Science Center.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>The Neptune High School facilities are well maintained, and include a variety of venues for students to learn, compete, and display their talents. Our facilities include the Aquatic Center, Michael T. Lake Performing Arts Center, a dance studio, digital and photography classes, a main and auxiliary gym, turf fields, a ROPES and Rockwall course. We also have a Media Center, science labs, and comfortable classrooms for students to receive instruction in an optimal environment.</p>
 <p>School Safety:</p>	<p>Neptune High School community completes the mandated fire and emergency drills each month. Staff and students are trained in and discuss drill expectations throughout the year. Visitor Management protocols are implemented in our main office so that visitors do not have open access to the school building.</p>



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Technology and STEM:

Neptune High School students have the ability to have Chromebooks as the District's 1:1 initiative. We also have access to Google Tech Specialists who can support students and teachers in and out of the classroom.



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Other Information

Neptune High School continues its focus on technology integration within and throughout the curriculum. With the expansion of the 1:1 technology initiative, students in all grades (9-12) received personal Chromebooks for use during the school year. Neptune High School continued to participate in the Monmouth County Arts High School program that was open to High School students throughout the county. We also continued to serve as hosts to the World Changers Program and Mini-Engineering program which include service and learning opportunities to NHS students as well as students throughout Monmouth and Ocean counties. In an effort to keep families and community members informed, our school website, District website, School Scene newspaper, and twitter accounts are used in conjunction with School Messenger calls. The Neptune High School Community is committed to continued collaboration with all stakeholders, and supporting all students throughout their academic journey.



Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Neptune Township School District
Principal Name	Dr. Arlene Rogo
Address	2300 HECK AVENUE NEPTUNE, NJ 07753-4493
Phone Number	732-776-2200
Email Address	amrogo@neptune.k12.nj.us
Website	http://ms.neptuneschools.org
Twitter	https://twitter.com/neptunemiddle



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	269	236	236
7	241	257	234
8	283	235	258
Total	793	728	729

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.2%	45.6%	48.0%
Male	53.8%	54.4%	52.0%
Economically Disadvantaged Students	57.0%	60.6%	59.9%
Students with Disabilities	21.4%	19.9%	21.3%
English Learners	3.7%	3.4%	4.5%
Homeless Students	2.8%	1.9%	1.8%
Students in Foster Care	0.5%	0.3%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.7%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	18.0%	17.2%	17.1%
Hispanic	24.2%	28.6%	29.5%
Black or African American	50.8%	47.0%	45.4%
Asian	2.3%	2.3%	2.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.3%	0.1%
Two or More Races	4.5%	4.7%	5.2%

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
English	77.9%
Spanish	15.5%
Creoles and pidgins, French-based	3.0%
Cree	1.2%
Other Languages	2.3%



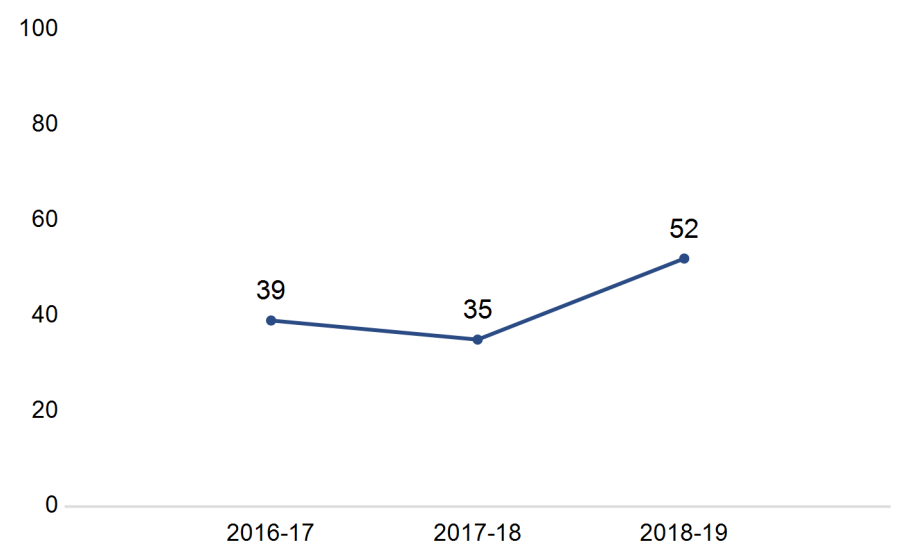
Neptune Middle School
 (25-3510-055)
 Grades Offered: 06-08
 2018-2019

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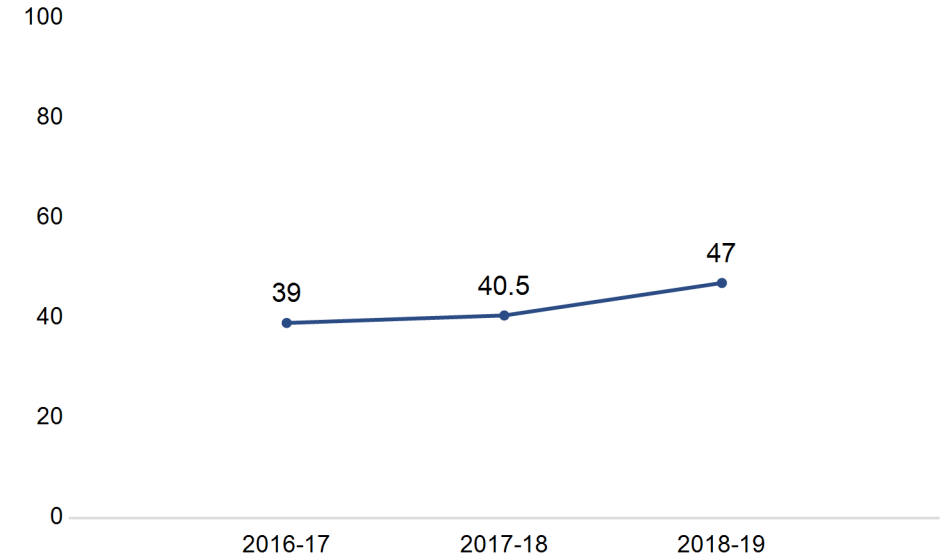
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	35	52	39	40.5	47
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	48	50	Met Standard	47	48	50	Met Standard
White	54	51	50	Met Standard	51	52	52	Met Standard
Hispanic	50	49	49	Met Standard	50	53.5	47	Met Standard
Black or African American	50	47	45	Met Standard	45	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	69	61	59	**	30	39	60	**
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	44.5	40	49	Met Standard	47	50.5	52	Met Standard
Female	56	53	53	N	52	50	50	N
Male	45.5	44	47	N	40.5	46	51	N
Economically Disadvantaged Students	50	47	48	Met Standard	47.5	47	46	Met Standard
Students with Disabilities	41	39	43	Met Standard	33	44	45	Not Met
English Learners	48	48	52	Met Standard	51	44	50	Met Standard
Homeless Students	36	38	43	N	*	40	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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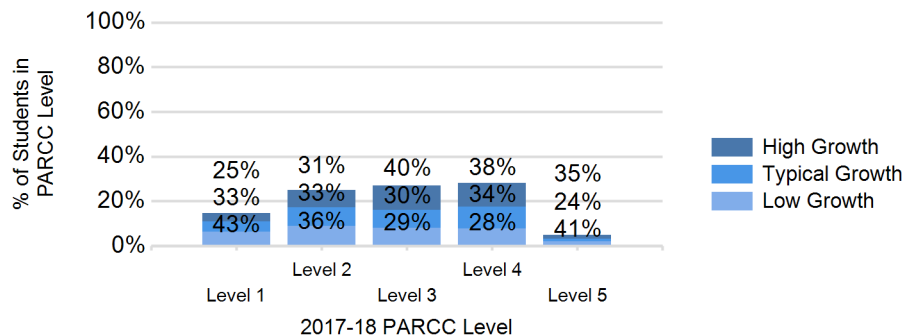
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

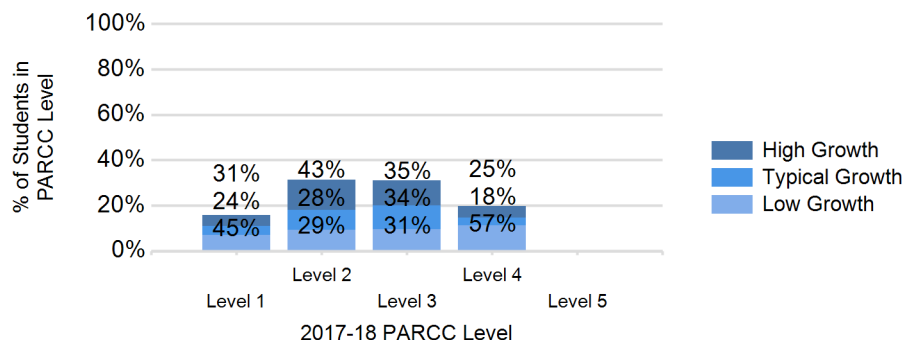
Student Growth by Performance Level

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

ELA



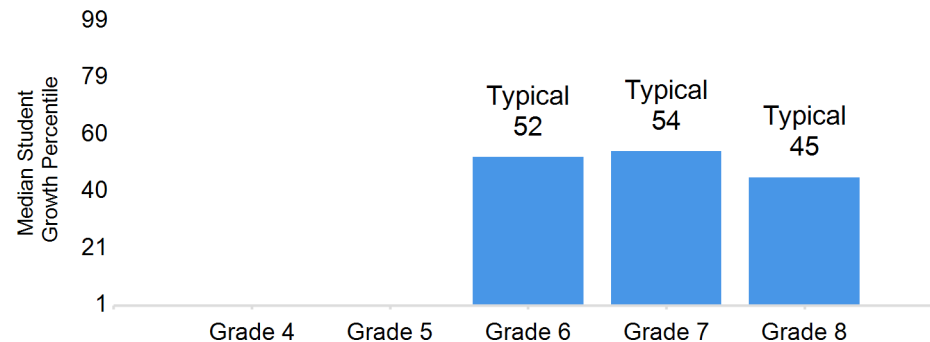
Math



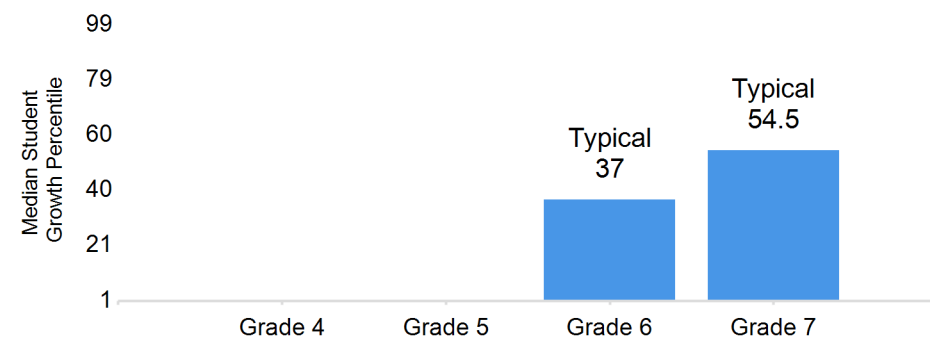
Student Growth by Grade

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

ELA



Math





Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

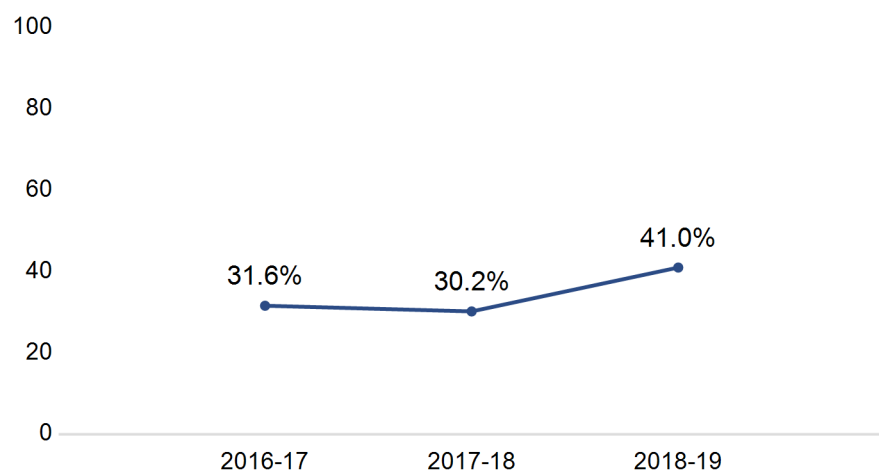
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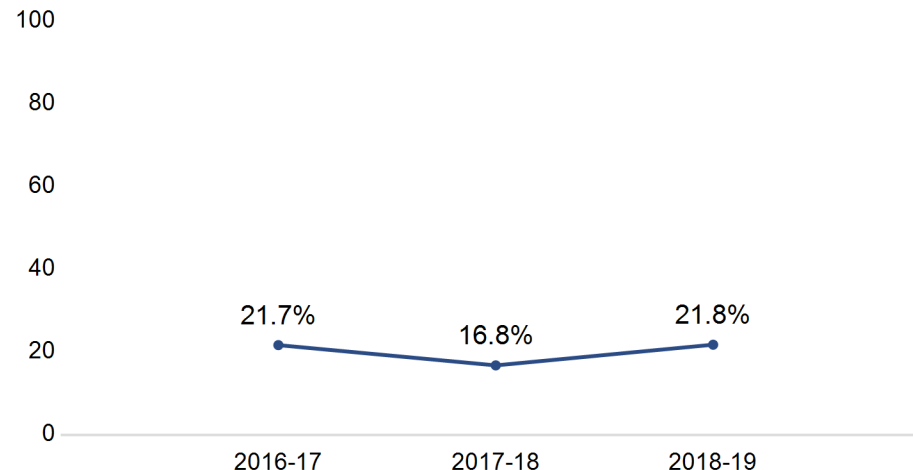
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	97.3%	97.4%	96.8%	97.2%	97.4%
Proficiency Rate for Federal Accountability	31.6%	30.2%	41.0%	21.7%	16.8%	21.8%
Annual Target	33.5%	35.9%	38.4%	26.4%	29.2%	32.1%
Met Annual Target?	Met Target†	Not Met	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	691	97.4	41.0	34.5	57.9	41.0	38.4	Met Target
White	115	95.9	68.7	53.3	66.9	68.7	52	Met Target
Hispanic	203	98.1	35.0	31.6	43.9	35.0	35.5	Met Target†
Black or African American	317	97.7	31.9	26.3	38.5	31.9	31.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	37	95.0	48.6	37.1	64.4	48.6	53.3	Met Target†
Female	329	97.5	51.4	41.9	64.8	51.4		
Male	362	97.4	31.5	27.2	51.3	31.5		
Economically Disadvantaged Students	420	98.2	32.6	27.2	40.0	32.6	33.7	Met Target†
Non-Economically Disadvantaged Students	271	96.3	53.9	45.2	67.9	53.9		
Students with Disabilities	146	94.5	*	*	22.7	*	16.5	Not Met
Students without Disabilities	545	98.3	*	*	65.1	*		
English Learners	57	98.4	15.8	14.9	29.3	15.8	16.2	Met Target†
Non-English Learners	634	97.3	43.2	35.9	60.6	43.2		
Homeless Students	12	100.0	*	14.7	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

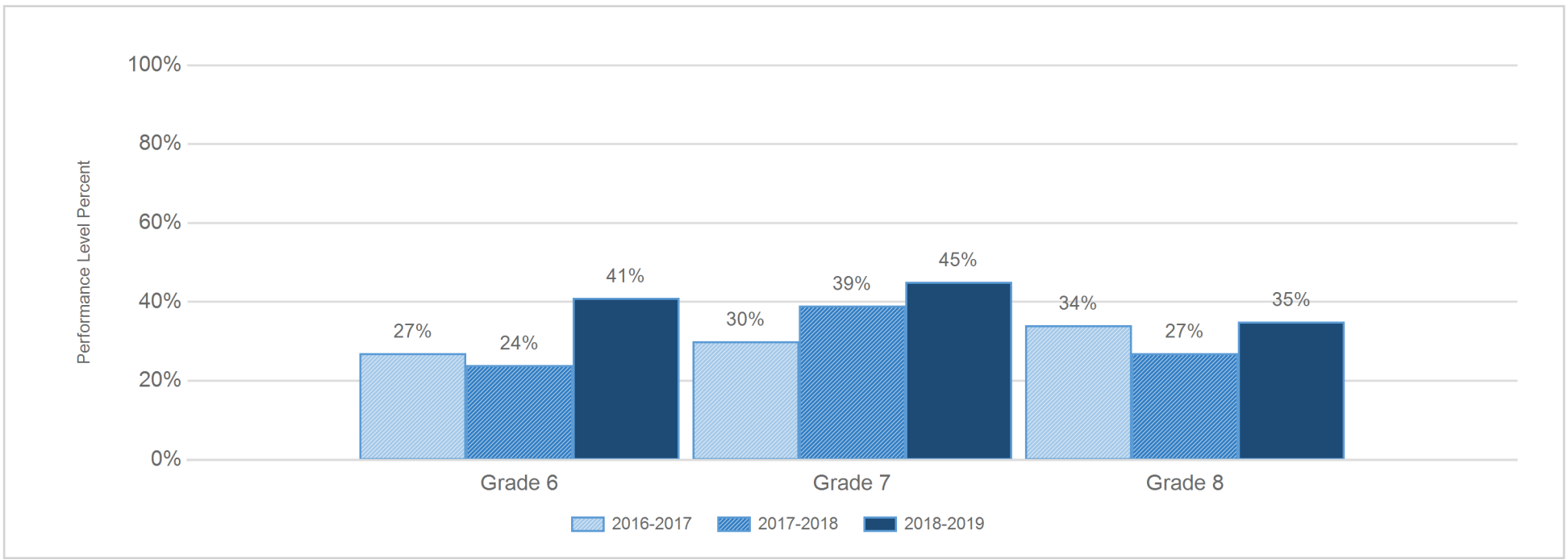


Neptune Middle School
 (25-3510-055)
 Grades Offered: 06-08
 2018-2019

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

English Language Arts Assessment - Performance Trends

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





Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	741	741	754	12%	20%	27%	35%	6%	41%	56%
White	40	760	760	762	*	*	*	*	*	68%	65%
Hispanic	63	735	735	743	*	27%	30%	*	*	30%	43%
Black or African American	108	734	734	738	18%	20%	28%	*	*	34%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	125	751	751	762	*	18%	26%	*	*	52%	64%
Male	108	729	729	748	*	22%	28%	*	*	28%	48%
Economically Disadvantaged Students	143	736	736	740	13%	*	29%	*	*	33%	39%
Non-Economically Disadvantaged Students	90	748	748	763	12%	*	24%	*	*	53%	67%
Students with Disabilities	54	710	710	722	35%	39%	*	*	*	11%	19%
Students without Disabilities	179	750	750	761	6%	14%	*	*	*	50%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	229	739	739	761	17%	14%	24%	33%	11%	45%	63%
White	30	760	760	769	*	*	*	*	*	70%	72%
Hispanic	79	735	735	747	19%	13%	27%	*	*	42%	50%
Black or African American	103	731	731	741	22%	17%	26%	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	108	750	750	769	*	*	25%	43%	15%	57%	71%
Male	121	729	729	753	*	*	23%	25%	8%	33%	55%
Economically Disadvantaged Students	154	734	734	743	*	*	28%	29%	9%	38%	45%
Non-Economically Disadvantaged Students	75	750	750	771	*	*	16%	43%	16%	59%	73%
Students with Disabilities	56	700	700	720	*	*	*	*	*	*	22%
Students without Disabilities	173	751	751	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	735	735	762	19%	23%	23%	27%	8%	35%	63%
White	46	760	760	770	*	*	*	*	*	67%	72%
Hispanic	69	732	732	747	17%	20%	33%	*	*	29%	49%
Black or African American	122	725	725	741	26%	28%	21%	*	*	25%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	110	743	743	771	11%	24%	26%	*	*	39%	71%
Male	145	729	729	753	26%	23%	20%	*	*	32%	55%
Economically Disadvantaged Students	138	727	727	743	20%	31%	24%	*	*	25%	45%
Non-Economically Disadvantaged Students	117	744	744	772	18%	14%	21%	*	*	47%	72%
Students with Disabilities	44	696	696	721	*	*	*	*	*	*	22%
Students without Disabilities	211	743	743	770	*	*	*	*	*	*	71%
English Learners	12	704	704	708	*	*	*	*	*	*	12%
Non-English Learners	243	736	736	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	692	97.4	21.8	20.8	44.5	21.8	32.1	Not Met
White	115	95.9	47.0	35.1	54.1	47.0	41.1	Met Target
Hispanic	203	98.2	18.7	*	28.8	18.7	28.5	Not Met
Black or African American	317	97.7	12.0	*	23.0	12.0	27.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	37	95.0	27.0	29.8	53.3	27.0	42	Not Met
Female	330	97.5	21.8	*	44.9	21.8		
Male	362	97.4	21.8	*	44.2	21.8		
Economically Disadvantaged Students	420	98.2	14.5	*	26.3	14.5	27.6	Not Met
Non-Economically Disadvantaged Students	272	96.3	33.1	*	54.9	33.1		
Students with Disabilities	146	94.5	*	*	17.4	*	14.5	Not Met
Students without Disabilities	546	98.3	*	*	50.0	*		
English Learners	58	98.5	*	10.1	25.0	*	20.1	Not Met
Non-English Learners	634	97.3	*	21.6	46.5	*		
Homeless Students	12	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



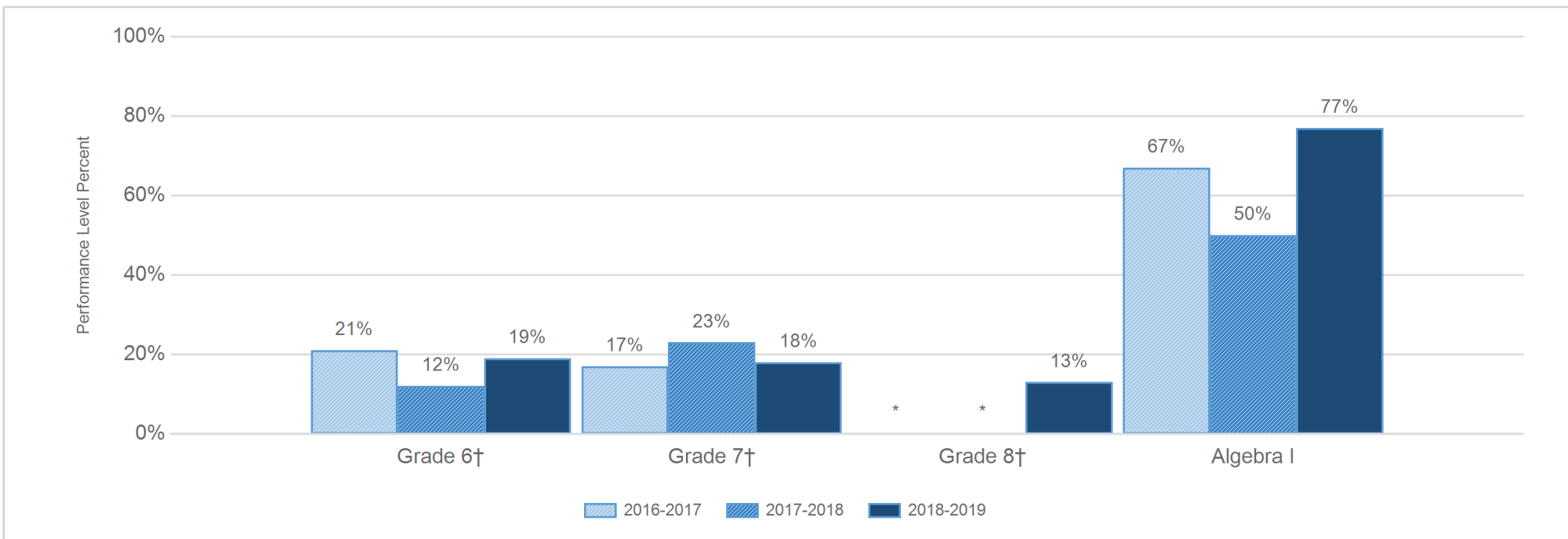
Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	235	725	725	741	16%	40%	25%	*	*	19%	41%
White	40	746	746	749	*	*	25%	*	*	50%	51%
Hispanic	63	721	721	729	16%	44%	25%	*	*	14%	24%
Black or African American	109	717	717	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	127	729	729	742	10%	39%	31%	*	*	20%	42%
Male	108	720	720	740	23%	40%	19%	*	*	19%	40%
Economically Disadvantaged Students	143	720	720	726	19%	44%	26%	*	*	11%	21%
Non-Economically Disadvantaged Students	92	732	732	750	12%	33%	24%	*	*	32%	53%
Students with Disabilities	54	703	703	716	*	*	*	*	*	*	12%
Students without Disabilities	181	731	731	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Neptune Middle School
(25-3510-055)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	727	727	744	16%	29%	37%	*	*	18%	42%
White	30	741	741	751	*	*	57%	*	*	30%	53%
Hispanic	80	727	727	733	15%	31%	34%	20%	0%	20%	26%
Black or African American	104	721	721	727	21%	37%	33%	10%	0%	10%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	109	729	729	744	16%	27%	39%	*	*	19%	42%
Male	122	726	726	743	17%	31%	35%	*	*	16%	42%
Economically Disadvantaged Students	154	724	724	731	*	32%	34%	*	*	14%	24%
Non-Economically Disadvantaged Students	77	733	733	751	*	23%	42%	*	*	25%	53%
Students with Disabilities	56	708	708	718	*	*	*	*	*	*	13%
Students without Disabilities	175	733	733	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Neptune Middle School
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	715	715	728	30%	34%	23%	13%	0%	13%	29%
White	25	732	732	737	*	*	*	*	*	28%	38%
Hispanic	64	720	720	722	23%	36%	27%	*	*	14%	22%
Black or African American	103	708	708	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	85	715	715	731	*	*	*	*	*	*	31%
Male	119	716	716	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	122	714	714	719	33%	30%	27%	10%	0%	10%	20%
Non-Economically Disadvantaged Students	82	717	717	735	26%	39%	17%	18%	0%	18%	36%
Students with Disabilities	43	695	695	707	*	*	*	*	*	*	10%
Students without Disabilities	161	721	721	734	*	*	*	*	*	*	35%
English Learners	13	698	698	706	*	*	*	*	*	*	10%
Non-English Learners	191	717	717	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Neptune Middle School
(25-3510-055)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	764	724	744	0%	*	*	*	*	77%	42%
White	21	772	741	752	0%	*	*	*	*	86%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	19	754	716	725	0%	*	*	58%	0%	58%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	25	761	728	745	0%	*	*	*	*	72%	44%
Male	27	767	721	743	0%	*	*	*	*	81%	41%
Economically Disadvantaged Students	16	760	719	727	0%	*	*	*	*	81%	23%
Non-Economically Disadvantaged Students	36	766	730	752	0%	*	*	*	*	75%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	701	710	N	N	N	N	N	N	*
Non-English Learners	52	764	725	745	0%	*	*	*	*	77%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	28.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	75.0%	25.0%
3-4	*	*	*
5 or more	*	*	*



Neptune Middle School
(25-3510-055)
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2018-2019

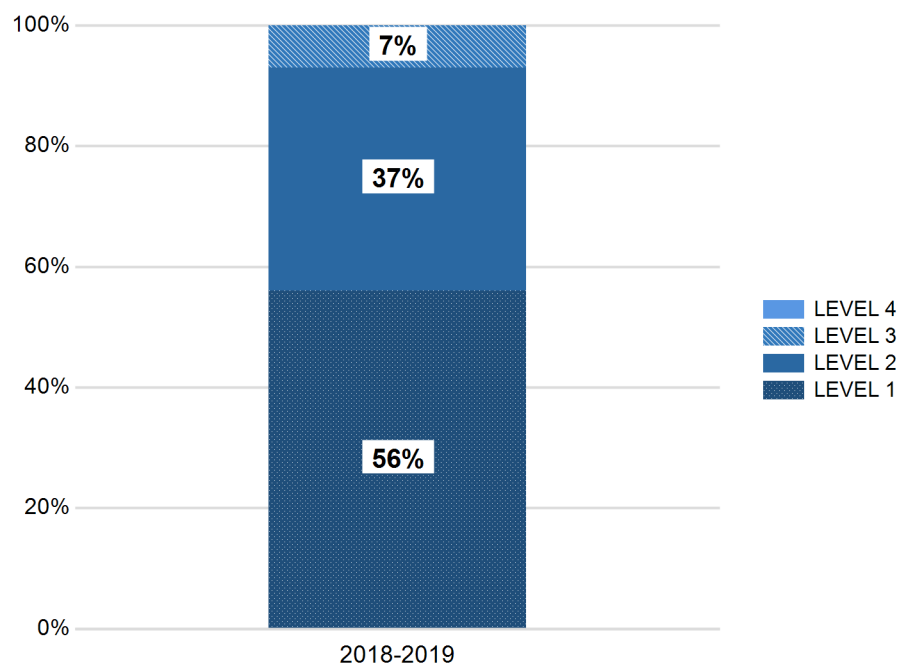
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	37	7	0
White	24	48	28	0
Hispanic	60	37	3	0
Black or African American	67	32	2	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	59	32	9	0
Male	53	41	6	0
Economically Disadvantaged Students	63	34	3	0
Non-Economically Disadvantaged Students	47	41	13	0
Students with Disabilities	84	14	2	0
Students without Disabilities	50	42	9	0
English Learners	85	15	0	0
Non-English Learners	54	38	8	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	237
7	0	0	233
8	52	0	205
Total	52	0	675

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	82	0	0	0	0	0	0
7	55	0	0	0	0	0	0
8	51	0	0	0	0	0	0
Total	188	0	0	0	0	0	0



Neptune Middle School
 (25-3510-055)
 Grades Offered: 06-08
 2018-2019

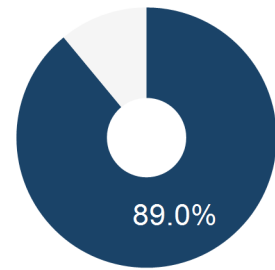
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Visual and Performing Arts – Course Participation

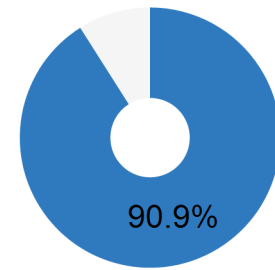
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

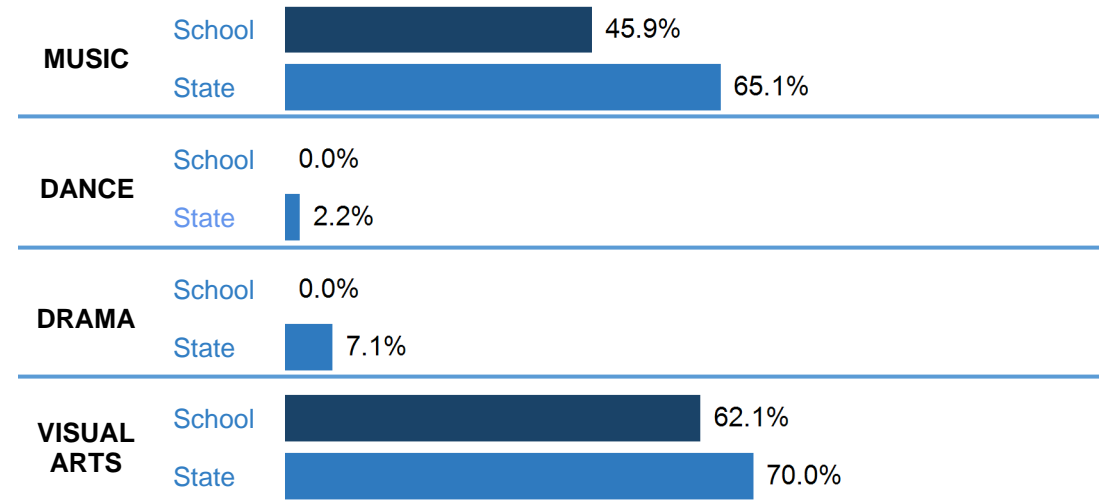


School



State

Students enrolled in one or more classes by discipline:





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

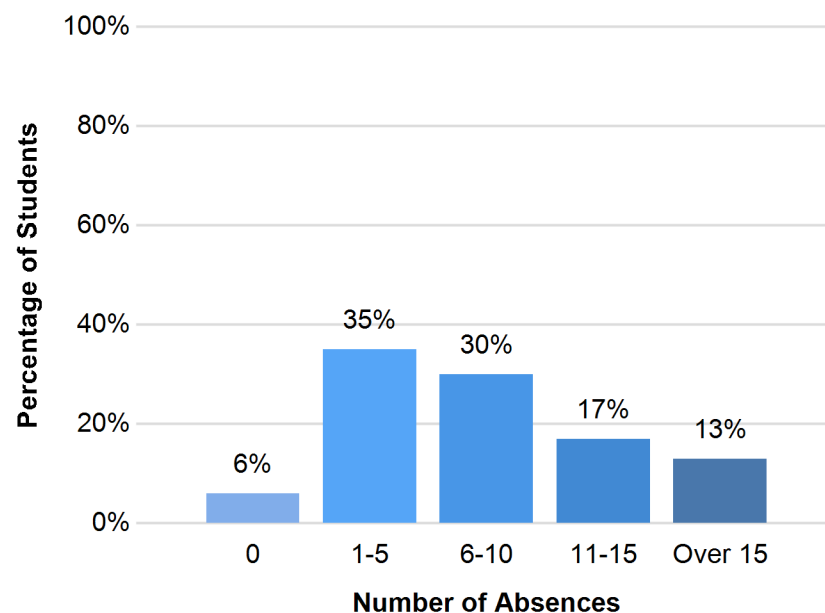
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	75	10.2	9.1	Not Met
White	12	9.8	9.1	Not Met
Hispanic	19	8.8	9.1	Met
Black or African American	39	11.5	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	12.8	9.1	Not Met
Female	37	10.5		
Male	38	10.0		
Economically Disadvantaged Students	57	13.0	9.1	Not Met
Students with Disabilities	29	17.8	9.1	Not Met
English Learners	3	9.4	9.1	Not Met
Homeless Students	6	42.9		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





Neptune Middle School

(25-3510-055)

Grades Offered: 06-08

2018-2019

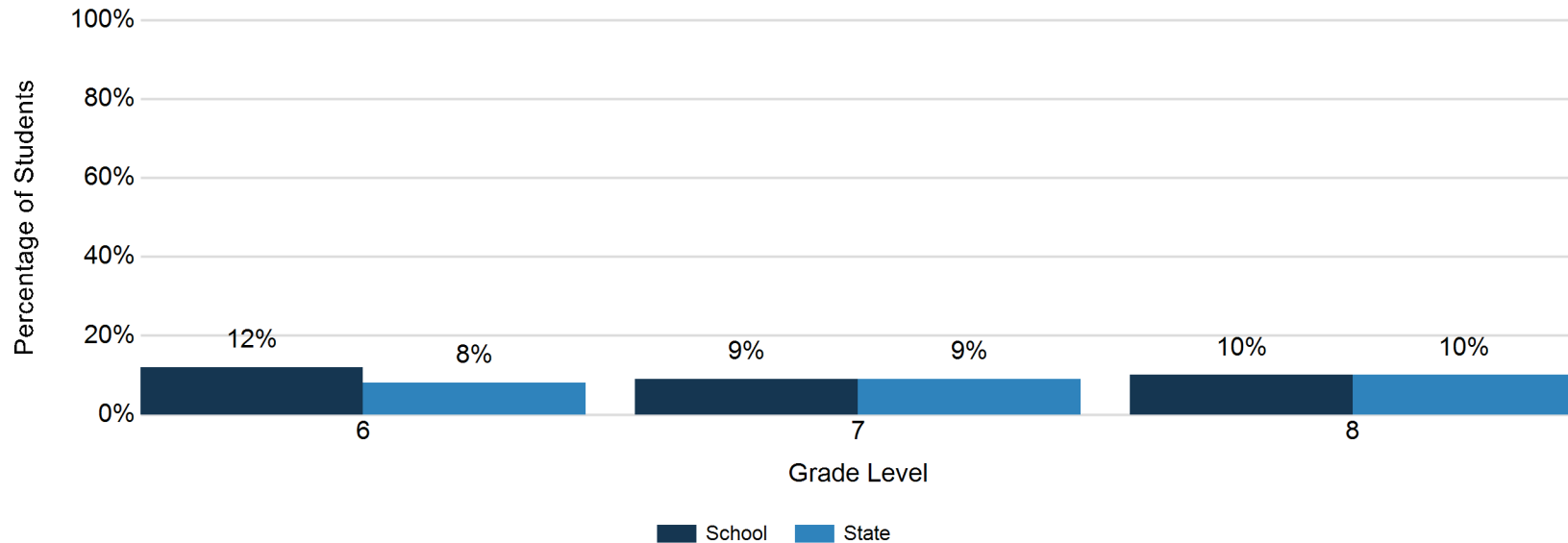
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.74

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	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	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	31	4.3%
Any Suspension	31	4.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
132



Neptune Middle School

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2018-2019

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	82	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	69.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	243:1	129:1
Teachers to Administrators	27:1	13:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		388:1
Students to Counselors		258:1
Students to Child Study Team Members		352:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	67.1%	33.3%	48.4%	77.1%	54.9%
Male	52.0%	32.9%	66.7%	51.6%	22.9%	45.1%
White	17.1%	89.0%	66.7%	42.4%	83.6%	77.4%
Hispanic	29.5%	3.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	45.4%	7.3%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	0.0%	33.3%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

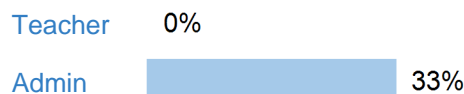
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	86.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.6%	30.2%	41.0%
Math Proficiency	21.7%	16.8%	21.8%
ELA Growth	39	35	52
Math Growth	39	40	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.2%	28.6%
Chronic Absenteeism	16.6%	13.9%	10.2%

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



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

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

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

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

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

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



Neptune Middle School
(25-3510-055)
Grades Offered: 06-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Neptune Middle School
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2018-2019

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School Narrative

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



Highlights:

- NMS offers over 25 extra curricula activities/athletic opportunities for our students.
- NMS is a New Jersey Positive Behavior Support in Schools School (PBSIS).
- Students in grades 6, 7, and 8 have Chromebooks.



Mission, Vision, Theme:

The Neptune Middle School is committed to providing a learning environment that fosters academic achievement and intellectual social/emotional growth. It is our belief that all children can achieve success in an environment that is conducive to learning. We believe that educational decisions for each student must be based on each student's needs relative to the acquisition of New Jersey Student Learning Standards. We believe that through positive partnerships amongst staff, students, families, and community members, our purpose, which is to create a school culture that fosters academic excellence and moral character, can be accomplished. A culture that fosters academic excellence and moral character will enable our students to function successfully as productive and contributing citizens in a pluralistic society.



Awards, Recognition, Accomplishments:

Students participate in many visual and performing arts activities including a school play and several musical community performances. Our ESL students visit our senior center and enjoy activities with community members. Other groups attend tree lighting ceremonies, march in local parades and assist at the food bank. Neptune Schools has been designated as a "Best Communities for Music Education" BCME






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 <p>Courses, Curriculum, Instruction:</p>	<p>NMS addresses the individual needs of our students using a variety of materials. Into Math has been introduced as the new Mathematics program for all grades 6, 7 and 8. Each one of our academic teachers provide instruction in informative, Argumentative and Narrative writing. Students use Achieve 3000 during classes to increase reading levels and comprehension. Honors classes are in each grade level in Language Arts, Mathematics, Social Studies and Science. Electives include Spanish, band, chorus, 3D art, multimedia, studio art, robotics, computer technology, videography, environmental science, architecture and video game creation.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Bowling (Coed), Cheerleading (Coed), Field Hockey (Girls), Golf (Coed), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)</p> <p>NMS offers a wide variety of athletic opportunities through organized sports, teams and clubs. Of the sports identified, bowling, golf and skiing are not competitive and are offered as clubs. All of the sports/activities focus on player development, sportsmanship, and character and team building.</p>
 <p>Clubs and Activities:</p>	<p>NMS offers a wide array of clubs and activities for the students to be involved with which focus on academics and the arts. Students are encouraged to participate. Selections include art, band, chorus, robotics, drama, school musical, chess and games, debate, engineering, student council, character, yearbook, environmental, and National Junior Honor Society.</p>





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 <p>Before and After School Programs:</p>	<p>NMS offers an Extended Day program 4 days per week. The program offers support in Language Arts and/or Mathematics to students in grades 6-8. Transportation home is provided.</p>
 <p>Staff and Professional Learning:</p>	<p>NMS Positive Behavior Supports in Schools Committee collaborates with staff to develop appropriate PD to aid in the implementation of our PD Plan. Grade level and department level Professional Learning Communities meet daily. Staff members are encouraged to turn-key information to staff during PD days and faculty meetings. Topics include but are not limited to SEL, Trauma Informed School, technology, literacy, data driven instruction, and school safety. The district provides varied PD throughout the year to address district and school goals which are intertwined with staff and student needs. Opportunities for faculty growth are available through relationships with Rutgers' University, PBSIS, NJAMLE and other professional organizations.</p>






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 <p>Student Supports and Services:</p>	<p>NMS provides an English as a Second Language program for those qualifying students, a magnet school program for Auditorially Impaired youngsters, and regular education, and special education classes. Affiliations exist with the Monmouth County Arts Middle School program, Prevention First and the Monmouth County Vocational program. Counseling is available through the YMCA and tutoring through Monmouth University. Essential Schools Solution is also housed within the building providing additional counseling and support services.</p>
 <p>Student Health and Wellness:</p>	<p>A full breakfast and lunch program is available to all students. Breakfast is also available before and after homeroom. Through a partnership with K. Hovnanian Health, students have the opportunity of receiving health and wellness services at a Health Center located in another district school. Each student is scheduled for Physical Education and/or Health daily.</p>
 <p>Parent and Community Involvement:</p>	<p>NMS has a Parent Teacher Organization which meets several times a year. They are very involved in a yearly Gift Auction, the proceeds of which help to fund an overnight trip to Washington DC for 8th grade students. Students participate in many community events including community garden clean-ups, holiday performances, as food bank volunteers and organize clothing and food drives throughout the year. Parents have access to student grades through the parent portal.</p>






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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students</p>
 <p>Facilities:</p>	<p>NMS has 2 updated gymnasiums and locker rooms. The Main Office has also been modernized. Both cafeterias have been remodeled for aesthetic and efficiency. The entire building is climate controlled. Students have a state of the art fitness center, use of a Library/Media Center, three computer labs, 2 gymnasiums, 2 cafeterias, 2 art rooms, a robotics room, and a community room.</p>
 <p>School Safety:</p>	<p>NMS conducts security drills monthly. Faculty discussions and trainings take place regularly and students are also involved in training and discussions. Visitor Management protocols are implemented in our main office so that visitors do not have open access to the school building.</p>



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Technology and STEM:

NMS offers electives for Robotics, Green and Blue Environmental, Architecture, Science Technology, 3D Art, Mixed Media Art, Computer Application, Videography, and Multimedia.




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 <p>Other Information</p>	<p>NMS does not have a Facebook account but does use Instagram @schoolneptunemiddle and Twitter @neptunemiddle</p>
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Shark River Hills Elementary School
(25-3510-090)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Shark River Hills Elementary School

(25-3510-090)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Neptune Township School District
Principal Name	Ms. Janelle Williams
Address	312 BRIGHTON AVENUE NEPTUNE, NJ 07753-5599
Phone Number	732-776-2200
Email Address	jwilliams@neptune.k12.nj.us
Website	https://srh.neptuneschools.org
Facebook	https://www.facebook.com/sharkriverhillselementaryschool/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	58	59	61
KG	41	43	35
1	39	39	40
2	34	31	36
3	29	24	31
4	40	26	22
5	39	35	25
Total	280	257	250

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.9%	56.8%	52.8%
Male	47.1%	43.2%	47.2%
Economically Disadvantaged Students	32.5%	32.7%	33.2%
Students with Disabilities	8.9%	13.2%	16.0%
English Learners	0.0%	0.4%	0.4%
Homeless Students	1.8%	0.4%	1.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	50.4%	52.5%	52.8%
Hispanic	17.1%	16.0%	15.2%
Black or African American	23.9%	22.6%	24.0%
Asian	1.1%	1.9%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	7.5%	7.0%	6.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	58	59	61
KG - Half Day	0	0	0
KG - Full Day	41	43	35

Enrollment by Home Language

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

Home Language	% of Students
English	92.8%
Spanish	6.0%
Other Languages	1.2%



Shark River Hills Elementary School
(25-3510-090)
Grades Offered: PK-05
2018-2019

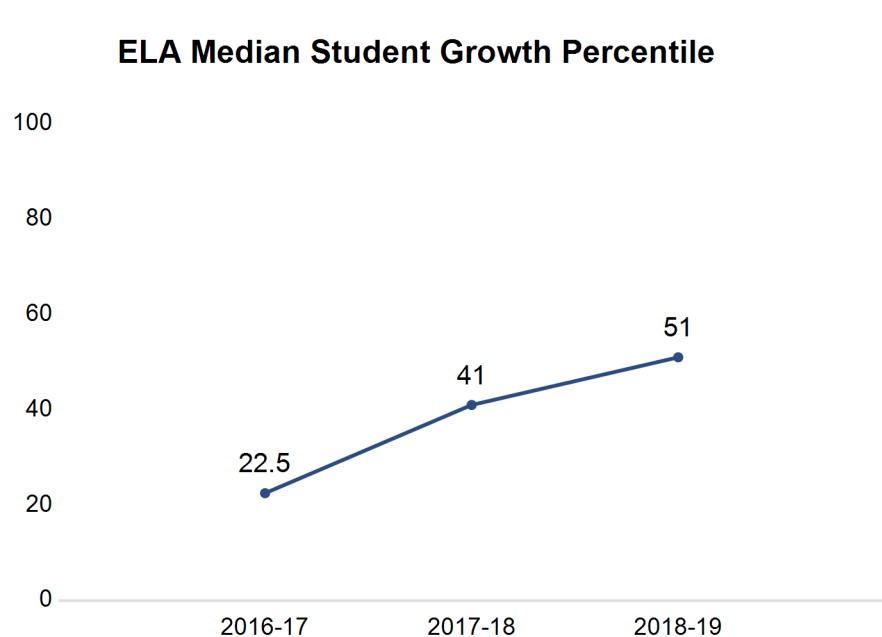
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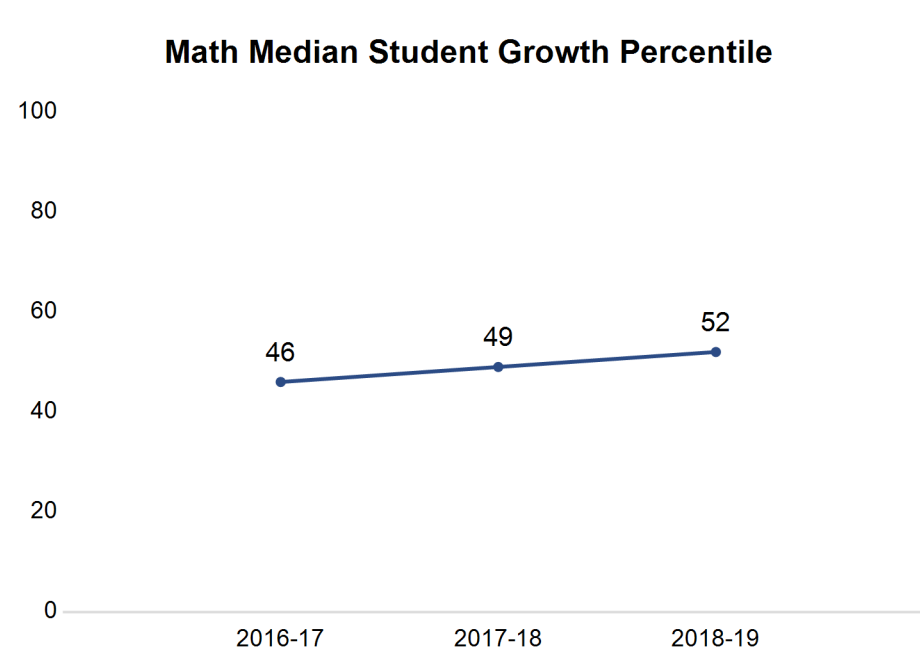
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	22.5	41	51	46	49	52
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	48	50	Met Standard	52	48	50	Met Standard
White	60	51	50	**	70.5	52	52	**
Hispanic	37.5	49	49	**	51.5	53.5	47	**
Black or African American	55	47	45	**	48.5	44	43	**
Asian, Native Hawaiian, or Pacific Islander	N	61	59	**	N	39	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	40	49	**	*	50.5	52	**
Female	40	53	53	N	51	50	50	N
Male	59	44	47	N	54.5	46	51	N
Economically Disadvantaged Students	36	47	48	Not Met	50	47	46	Met Standard
Students with Disabilities	*	39	43	**	*	44	45	**
English Learners	*	48	52	**	*	44	50	**
Homeless Students	N	38	43	N	N	40	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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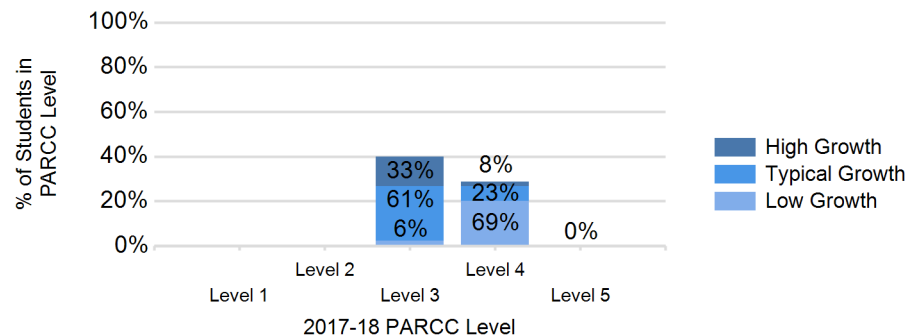
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

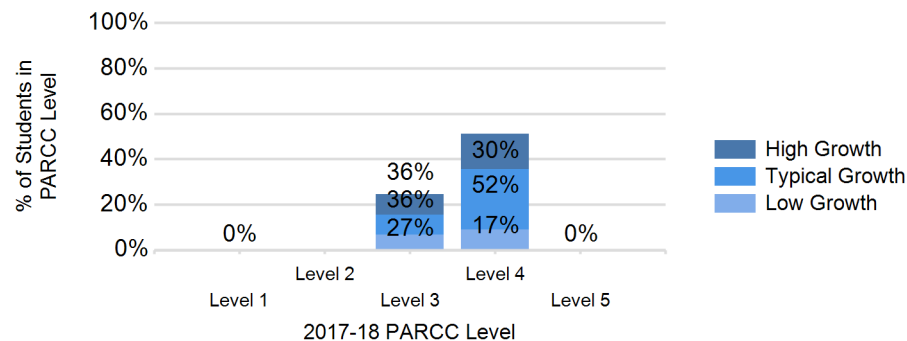
Student Growth by Performance Level

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

ELA



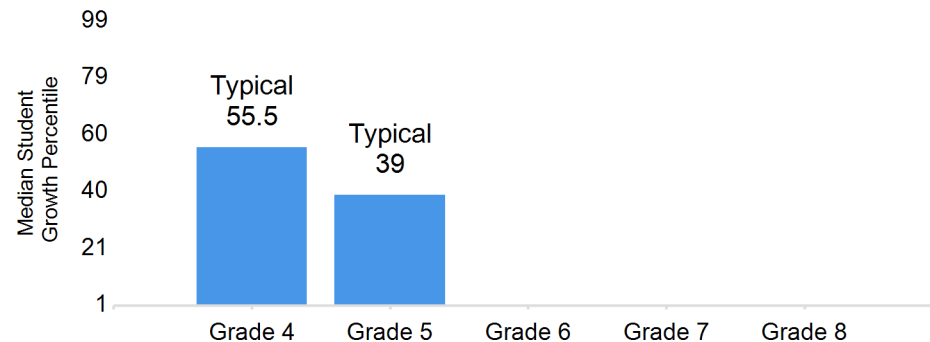
Math



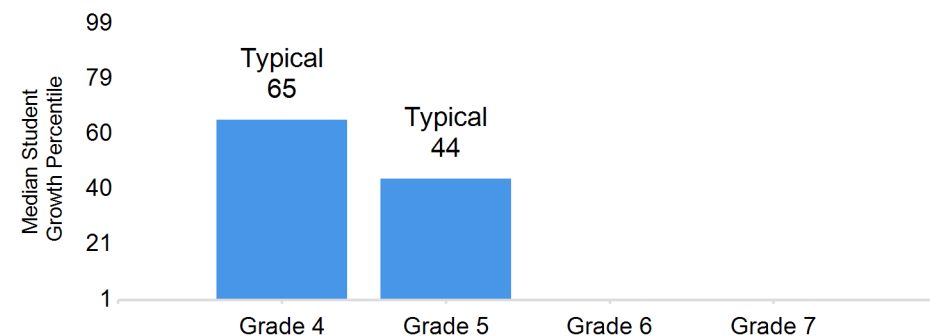
Student Growth by Grade

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

ELA



Math





Shark River Hills Elementary School
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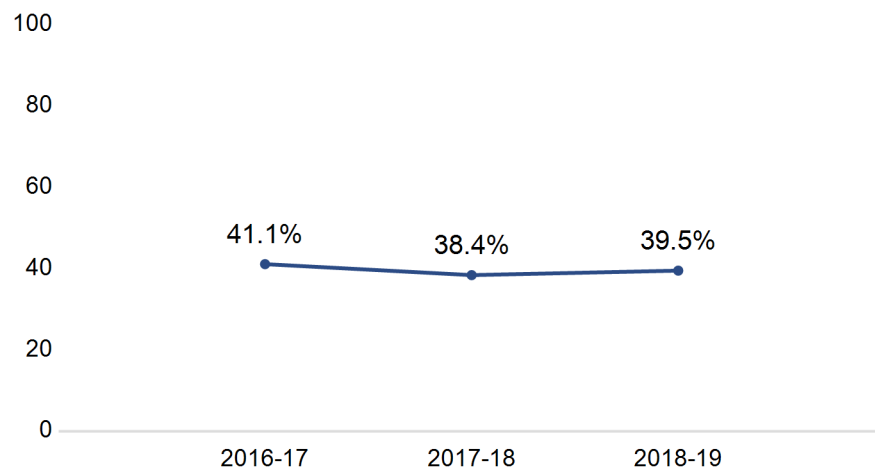
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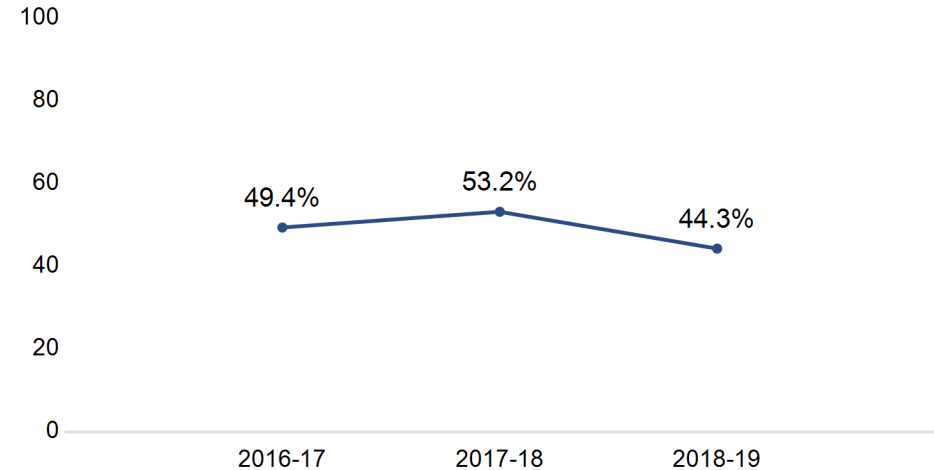
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	93.7%	95.7%	96.0%	93.7%	95.7%
Proficiency Rate for Federal Accountability	41.1%	38.4%	39.5%	49.4%	53.2%	44.3%
Annual Target	48.3%	49.9%	51.6%	54.7%	56.1%	57.4%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	86	95.7	39.5	34.5	57.9	39.5	51.6	Not Met
White	33	97.1	51.5	53.3	66.9	51.5	72.9	Not Met
Hispanic	19	95.2	31.6	31.6	43.9	31.6	N	N
Black or African American	28	93.3	32.1	26.3	38.5	31.6	30.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	37.1	64.4	*	**	**
Female	48	98.0	31.3	41.9	64.8	31.3		
Male	38	92.7	50.0	27.2	51.3	48.7		
Economically Disadvantaged Students	38	95.0	23.7	27.2	40.0	23.7	31.5	Met Target†
Non-Economically Disadvantaged Students	48	96.2	52.1	45.2	67.9	52.1		
Students with Disabilities	21	88.5	23.8	*	22.7	21.9	25.4	Met Target†
Students without Disabilities	65	98.5	44.6	*	65.1	44.6		
English Learners	*	*	*	14.9	29.3	*	**	**
Non-English Learners	*	*	*	35.9	60.6	*		
Homeless Students	*	*	*	14.7	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Shark River Hills Elementary School

(25-3510-090)

Grades Offered: PK-05

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

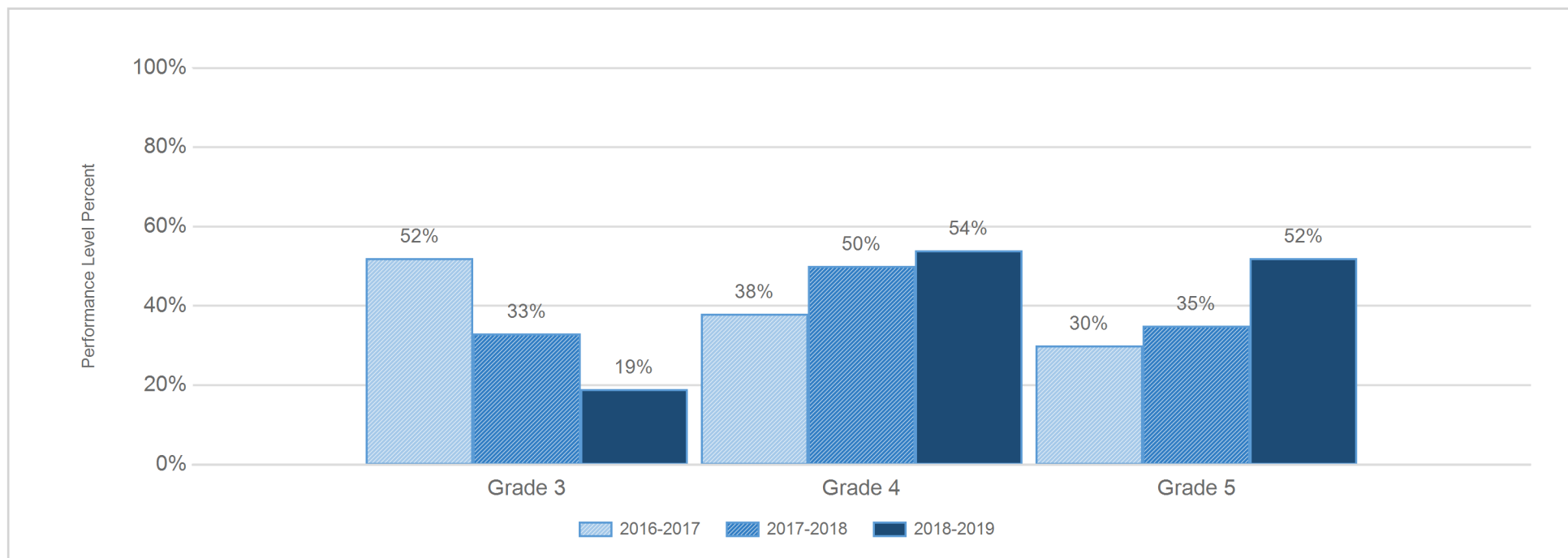
** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Performance Trends

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





Shark River Hills Elementary School
(25-3510-090)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	720	722	748	31%	*	33%	*	*	19%	50%
White	15	736	730	757	*	*	*	*	*	40%	60%
Hispanic	*	*	721	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	733	756	N	N	N	N	N	N	58%
Female	23	713	727	753	*	*	*	*	*	*	55%
Male	13	733	717	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	14	707	716	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	22	729	730	759	*	*	*	*	*	*	61%
Students with Disabilities	10	672	*	719	*	*	*	*	*	*	24%
Students without Disabilities	26	739	*	754	*	*	*	*	*	*	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	723	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Shark River Hills Elementary School
(25-3510-090)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	745	736	755	*	*	*	54%	0%	54%	57%
White	*	*	753	763	*	*	*	*	*	*	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	10	734	729	739	*	0%	*	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	12	748	740	760	*	*	*	*	*	50%	62%
Male	12	741	731	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	10	739	730	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	14	749	747	765	*	*	*	*	*	64%	69%
Students with Disabilities	*	*	710	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	742	761	*	*	*	*	*	*	64%
English Learners	*	*	704	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Shark River Hills Elementary School
(25-3510-090)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	747	739	756	*	*	*	*	*	52%	58%
White	10	754	750	764	0%	*	*	*	*	50%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	728	762	*	*	*	*	*	*	65%
Female	14	747	744	761	*	*	*	*	*	50%	64%
Male	13	747	733	750	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	14	729	*	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	13	766	*	766	*	*	*	*	*	69%	69%
Students with Disabilities	*	*	706	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	747	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Shark River Hills Elementary School
(25-3510-090)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	88	95.7	44.3	20.8	44.5	44.3	57.4	Not Met
White	33	97.1	48.5	35.1	54.1	48.5	74.3	Not Met
Hispanic	20	95.5	45.0	*	28.8	45.0	41.8	Met Target
Black or African American	29	93.5	37.9	*	23.0	37.3	36.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	29.8	53.3	*	**	**
Female	48	98.0	35.4	*	44.9	35.4		
Male	40	93.0	55.0	*	44.2	53.8		
Economically Disadvantaged Students	40	95.2	32.5	*	26.3	32.5	33.2	Met Target†
Non-Economically Disadvantaged Students	48	96.2	54.2	*	54.9	54.2		
Students with Disabilities	21	88.5	19.0	*	17.4	17.5	29.9	Met Target†
Students without Disabilities	67	98.5	52.2	*	50.0	52.2		
English Learners	*	*	*	10.1	25.0	*	**	**
Non-English Learners	*	*	*	21.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



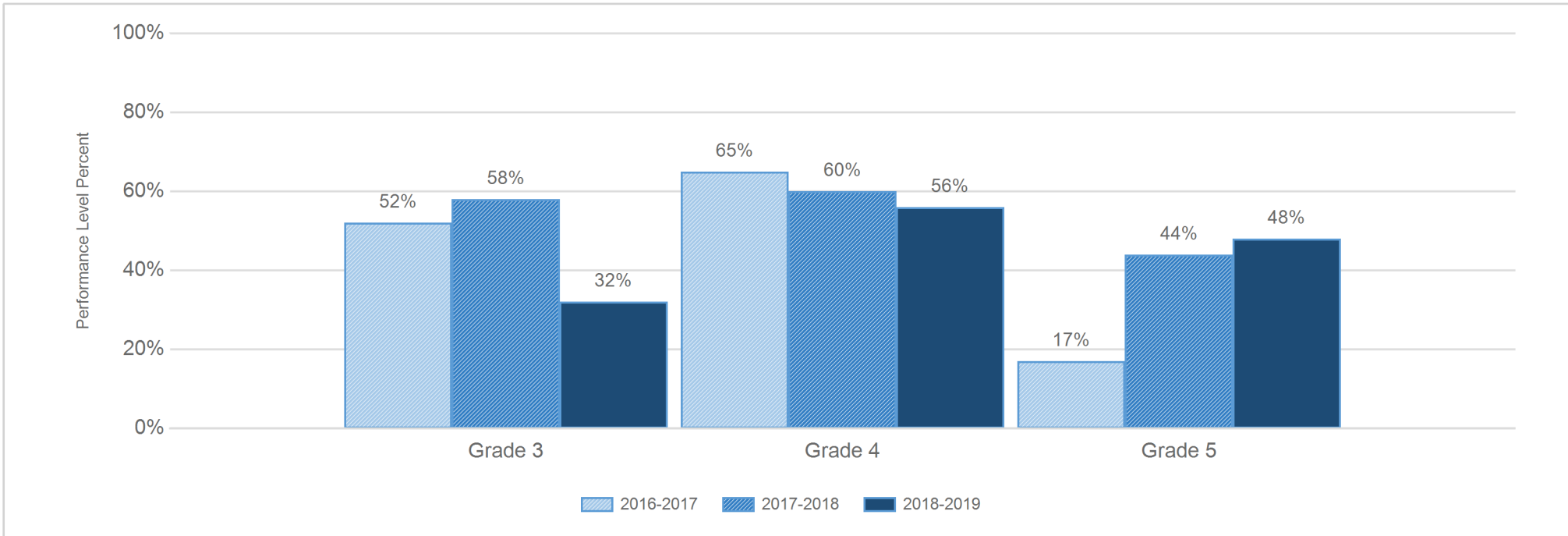
Shark River Hills Elementary School
(25-3510-090)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Shark River Hills Elementary School
(25-3510-090)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	729	728	752	*	*	27%	32%	0%	32%	55%
White	15	742	738	760	*	*	*	*	*	47%	66%
Hispanic	*	*	727	739	*	*	*	*	*	*	40%
Black or African American	11	711	719	735	*	0%	*	*	*	27%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	732	758	N	N	N	N	N	N	62%
Female	23	718	729	751	*	*	*	*	*	17%	54%
Male	14	745	727	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	15	715	723	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	22	738	737	761	*	*	*	*	*	36%	67%
Students with Disabilities	10	688	*	731	*	*	*	*	*	*	31%
Students without Disabilities	27	743	*	756	*	*	*	*	*	*	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	728	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Shark River Hills Elementary School
(25-3510-090)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	746	735	749	*	*	*	56%	0%	56%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	10	740	726	731	*	*	*	*	*	50%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	12	750	735	749	*	*	*	*	*	58%	50%
Male	13	743	736	749	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	11	735	729	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	14	755	748	759	*	*	*	*	*	64%	63%
Students with Disabilities	*	*	720	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	754	*	*	*	*	*	*	56%
English Learners	*	*	711	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	747	732	747	0%	*	*	48%	0%	48%	47%
White	10	749	743	755	0%	*	*	*	*	40%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	732	753	*	*	*	*	*	*	55%
Female	14	746	733	747	0%	*	*	*	*	43%	47%
Male	13	748	731	747	0%	*	*	*	*	54%	47%
Economically Disadvantaged Students	14	736	728	732	0%	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	13	759	739	757	0%	*	*	*	*	69%	59%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	736	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Shark River Hills Elementary School

(25-3510-090)

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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Shark River Hills Elementary School
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2018-2019

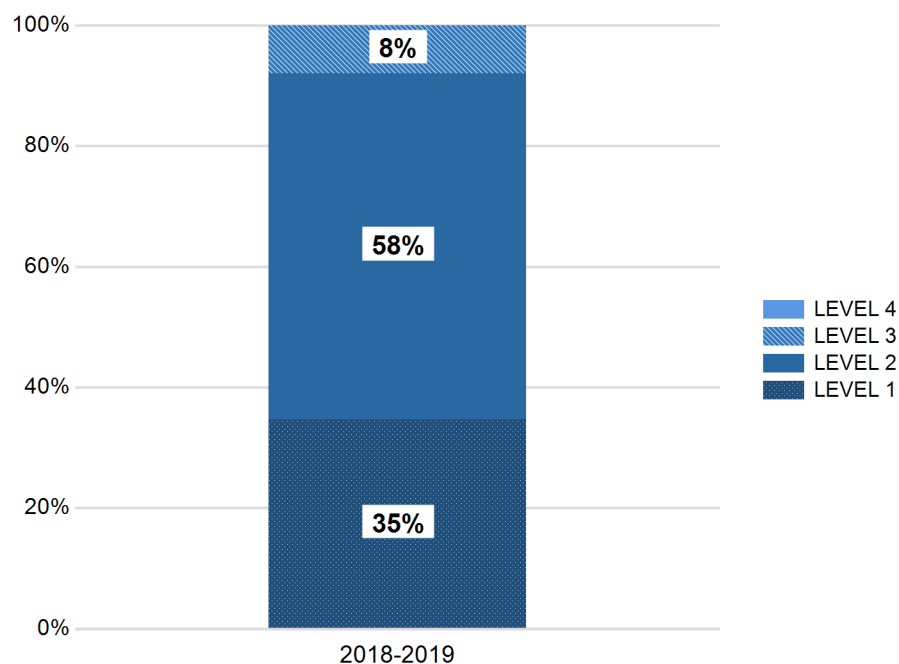
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	35	58	8	0
White	30	50	20	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	36	57	7	0
Male	33	58	8	0
Economically Disadvantaged Students	57	43	0	0
Non-Economically Disadvantaged Students	8	75	17	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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

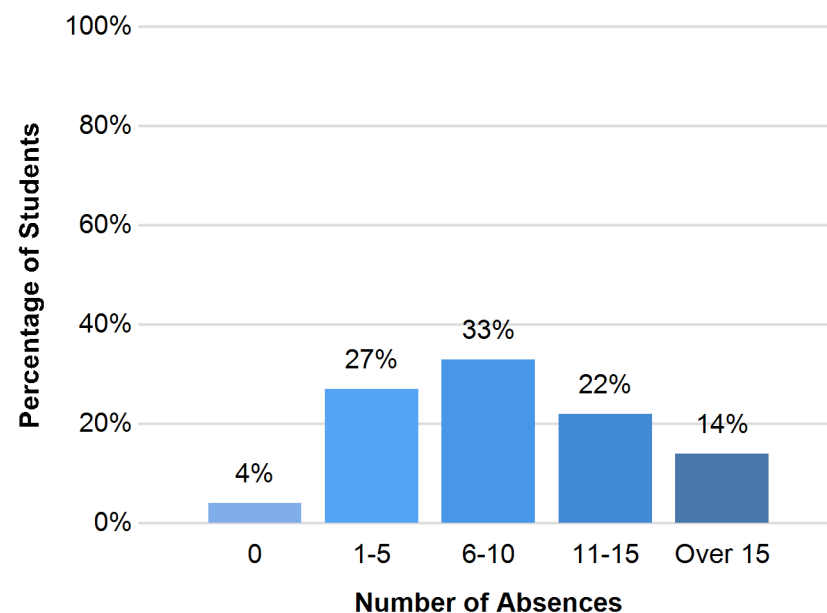
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	9.9	8.9	Not Met
White	6	6.5	8.9	Met
Hispanic	6	14.0	8.9	Not Met
Black or African American	5	8.2	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	8.9		
Male	11	11.0		
Economically Disadvantaged Students	15	16.1	8.9	Not Met
Students with Disabilities	6	11.3	8.9	Not Met
English Learners	4	33.3	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





Shark River Hills Elementary School

(25-3510-090)

Grades Offered: PK-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

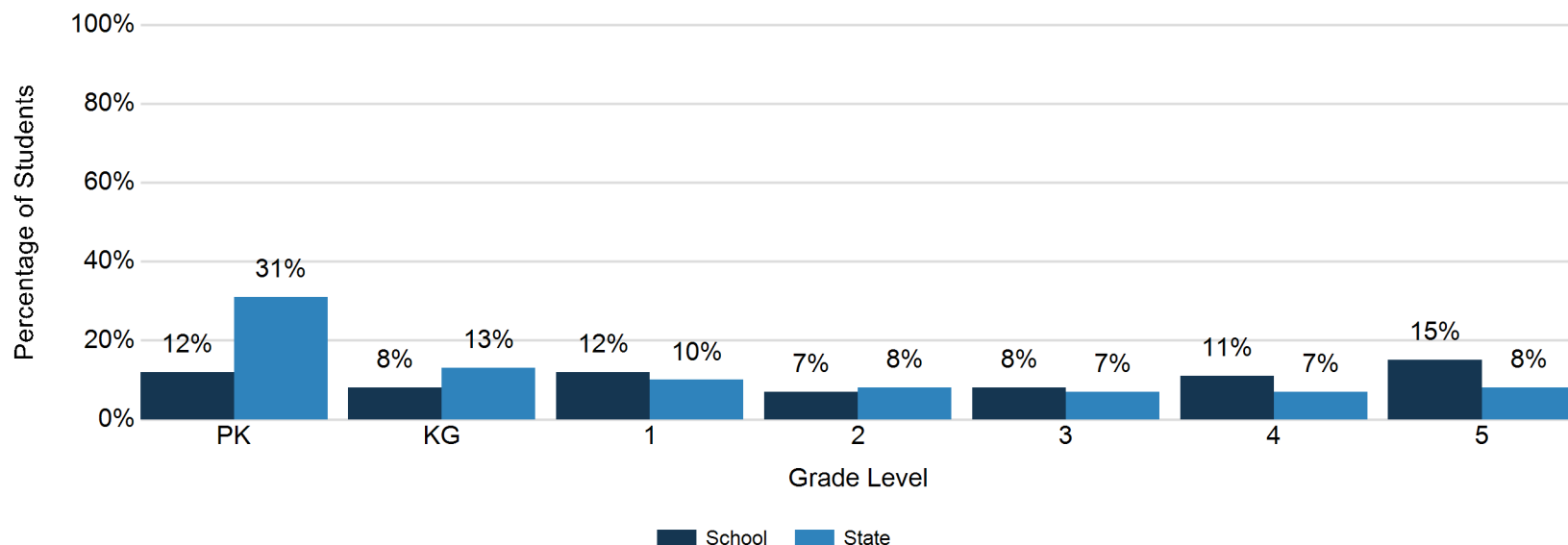
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N



Shark River Hills Elementary School

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	88.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	250:1	129:1
Teachers to Administrators	26:1	13:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		388:1
Students to Counselors		258:1
Students to Child Study Team Members		352:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.8%	88.5%	100.0%	48.4%	77.1%	54.9%
Male	47.2%	11.5%	0.0%	51.6%	22.9%	45.1%
White	52.8%	92.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	15.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.0%	7.7%	100.0%	15.0%	6.6%	13.9%
Asian	1.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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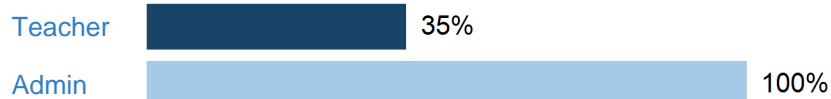
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	86.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	41.1%	38.4%	39.5%
Math Proficiency	49.4%	53.2%	44.3%
ELA Growth	22	41	51
Math Growth	46	49	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	8.9%	13.0%	9.9%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Students are introduced to STEM related content beginning in pre-school. Research based curriculum models are used for Pre-School through 5th grade.
- 4th and 5th grade students are a part of our district 1:1 technology initiative with the use of Chromebooks. Students and teachers utilize Google Tools for Education.
- Our school has a strong focus on social-emotional learning to develop well-rounded students. In addition, staff participate in year-round professional development with this being one area of emphasis



Mission, Vision, Theme:

5th grades students are a part of our district 1 to 1 initiative as we move to obtain Chromebooks for all students.



Awards, Recognition, Accomplishments:

Teachers have received community grants to further enhance the student learning experience.



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Courses, Curriculum, Instruction:

Students in Pre-school and Kindergarten use the Tools of the Mind Curriculum. First through fifth grade students follow the Reader's and Writer's Workshop approach to teaching language arts. Foundations is used for 2nd through 3rd students to teach phonemic awareness, sight words and grammar. In math, the district uses Everyday Mathematics which focuses on an experiential and spiraling approach to mathematics instruction.



Clubs and Activities:

The school's safety patrol -program is led by the guidance counselor and is comprised of 5th grade students. Students also have the opportunity to participate in chorus and beginner or advanced band. The KidzArt program is also offered twice per week and provides students with the opportunity to expand their knowledge of and interest in art.



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Staff and Professional Learning:

Staff participate in a robust district and teacher centered professional development program in which they meet five times a year and are offered a myriad of workshops related to their area of educational expertise. Professional Learning Communities are also held once per week and are teacher led. Staff members are encouraged to use in-district resources but also receive approval for out of district professional development opportunities.



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 <p>Student Supports and Services:</p>	<p>Students whose instruction is guided by the use of an Individualized Education Plan are supported in the classroom following an In-Class Support Model for instruction. Additional programs such as the Wilson Reading Program are used to provide reading support to students. An after-school academy is also provided to students in grades 1st-5th grades to bolster student performance in math and language arts. The Response to Intervention model is followed for students being suggested for extra assistance via the Intervention and Referral Services Team.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast and lunch are provided each day to students. Health screenings are performed by the nurse annually. Students have recess daily and breaks throughout the day via Teacher Directed Physical Education. Gym is offered once per week along with other elective courses. Various programs are organized throughout the year by the school nurse in conjunction with local organizations. These programs include-Healthy Habits, Shore Dental Program, CPR presentations and Family Life programs.</p>
 <p>Parent and Community Involvement:</p>	<p>The school has a robust and active PTA who fundraises for the school and offers extracurricular activities for the entire student body. The PTA maintains open communication with the school and community with open monthly meetings. They sponsor trips, dances, activity nights and participate in district activities. The board consists of members of various aged students allowing for a continuous flow for leadership. Parent/Teacher conferences are held twice per year with 5th grade students presenting to parents during their conferences.</p>



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School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Results of the parent climate survey show that parents overwhelmingly feel that their child is safe at our school, the facilities are kept neat and clean, proud that their children attend and that the teachers effectively teach students. Results of the staff survey show that staff feel safe at the school, take pride in our building, modify work to meet student needs, have high expectations for the students and look forward to coming to school every day. Results of the student survey show that students like school, feel safe in their school, believe that their teachers listen to them, and believe that adults who work at the school treat them with respect.</p>
 <p>Facilities:</p>	<p>The most recent addition to the building updates the 1950's styled school. Enhancements include a new gymnasium and updated classrooms. The school also includes a dedicated library, computer lab, art room, music room, and STEM lab. The courtyard in the center of the school allows for observation and outdoor learning opportunities. Several 6 foot flower beds provide students with the opportunity to care for flower and vegetable gardens throughout the school year.</p>
 <p>School Safety:</p>	<p>The building is outfitted with a three-tier entry system near the main office. Door are secured throughout the day and there are four entry points accessible by swipe access. Monthly security drills are held to test the integrity of procedures with the School Emergency Response Team meeting regularly to assess safety and security needs. Cameras are located throughout the school and accessed via computer for quick review.</p>



Shark River Hills Elementary School

(25-3510-090)

Grades Offered: PK-05



2018-2019

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School Narrative

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 <p>Technology and STEM:</p>	<p>The building has one designated computer lab for school use. Students in 5th grade have designated Chromebooks as part of the district's 1 to 1 technology initiative. All classrooms have SMART boards and document cameras. All students participate in STEM class once a week. They also visit a district run nature trail called Summerwoods twice per year and learn about their local habitat.</p>
 <p>Early Childhood Education:</p>	<p>60 Preschool students participate in a full day program for 3 and 4 year olds. They use the Tools of the Mind curriculum as they engage in purposeful play, self-regulation activities, literacy activities and mathematical readiness. Each classroom is staffed with a full-time certificated teacher and fully trained paraprofessional. Classrooms are regularly evaluated using the Early Childhood Environment Rating Scale.</p>



Summerfield Elementary School
(25-3510-100)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Summerfield Elementary School
(25-3510-100)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Neptune Township School District
Principal Name	Dr. Jerard Terrell
Address	1 Summerfield La NEPTUNE, NJ 07753-3598
Phone Number	732-776-2200
Email Address	jterrell@neptune.k12.nj.us
Website	https://ses.neptuneschools.org



Summerfield Elementary School
(25-3510-100)
Grades Offered: PK-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	65	66	66
KG	63	59	49
1	82	62	62
2	65	67	59
3	87	73	71
4	72	82	72
5	69	64	84
Total	504	474	466

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.0%	54.0%	52.1%
Male	50.0%	46.0%	47.9%
Economically Disadvantaged Students	38.1%	46.8%	43.1%
Students with Disabilities	18.8%	20.0%	18.7%
English Learners	0.0%	0.4%	0.6%
Homeless Students	1.0%	1.5%	2.4%
Students in Foster Care	1.4%	1.1%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.2%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	30.2%	31.4%	32.4%
Hispanic	20.0%	19.4%	20.6%
Black or African American	36.7%	35.9%	33.9%
Asian	4.6%	4.0%	4.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	8.3%	9.3%	9.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	65	66	66
KG - Half Day	0	0	0
KG - Full Day	63	59	49

Enrollment by Home Language

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

Home Language	% of Students
English	91.8%
Spanish	5.6%
Cree	1.1%
Other Languages	1.5%

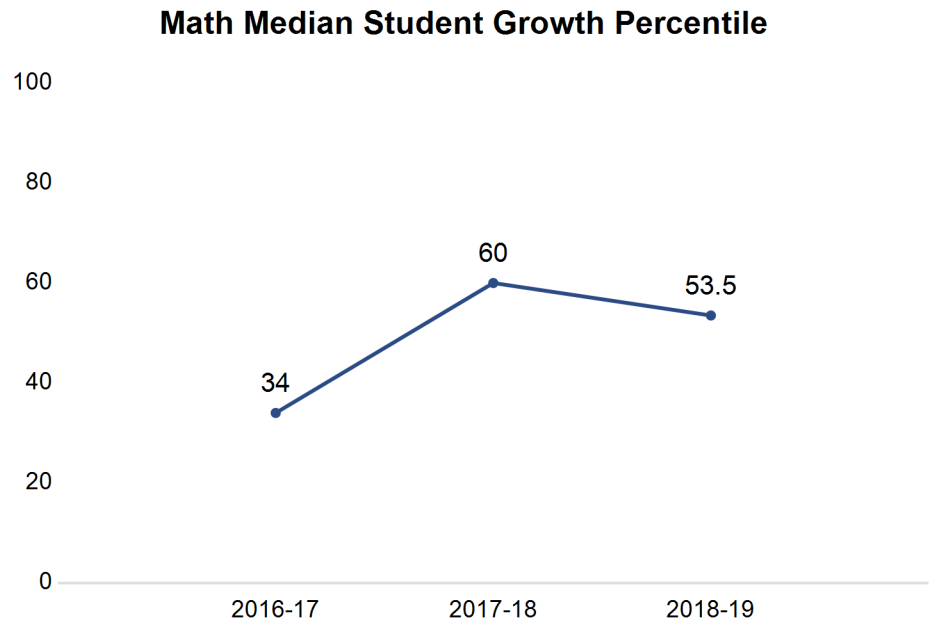
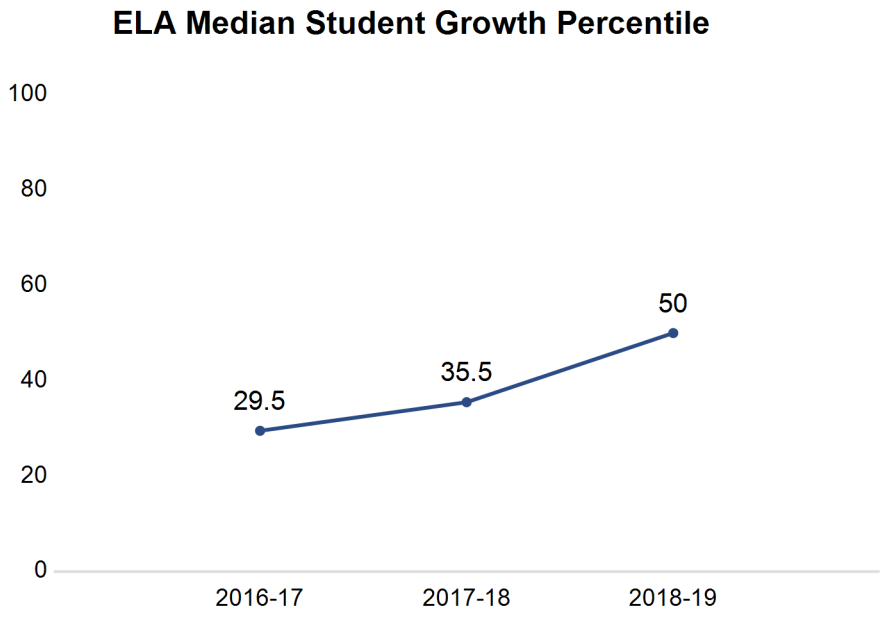


Summerfield Elementary School
 (25-3510-100)
 Grades Offered: PK-05
 2018-2019

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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	29.5	35.5	50	34	60	53.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Summerfield Elementary School
(25-3510-100)
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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	48	50	Met Standard	53.5	48	50	Met Standard
White	50	51	50	Met Standard	55	52	52	Met Standard
Hispanic	54.5	49	49	Met Standard	66	53.5	47	Exceeds Standard
Black or African American	43	47	45	Met Standard	45.5	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	61	59	**	67.5	39	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	42	40	49	**	45	50.5	52	**
Female	54.5	53	53	N	49	50	50	N
Male	46	44	47	N	54.5	46	51	N
Economically Disadvantaged Students	44	47	48	Met Standard	53	47	46	Met Standard
Students with Disabilities	51	39	43	Met Standard	50	44	45	Met Standard
English Learners	*	48	52	**	*	44	50	**
Homeless Students	*	38	43	N	*	40	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Summerfield Elementary School
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 2018-2019

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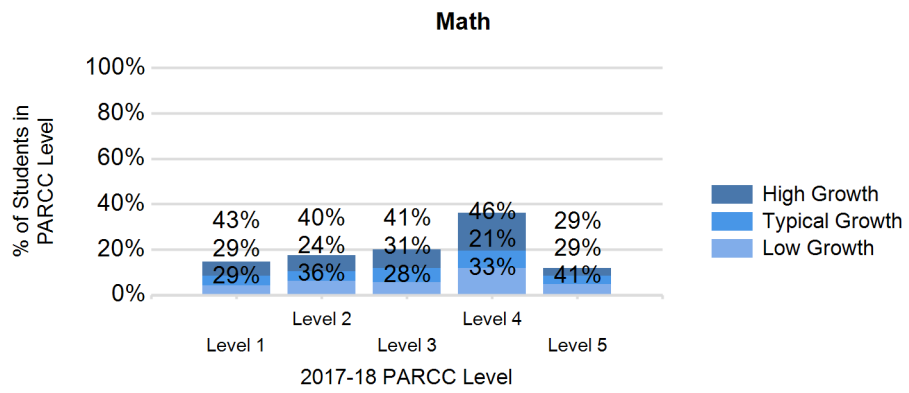
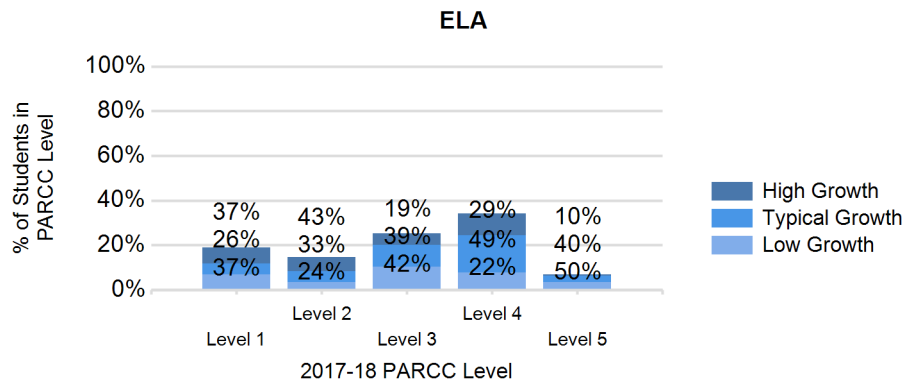
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

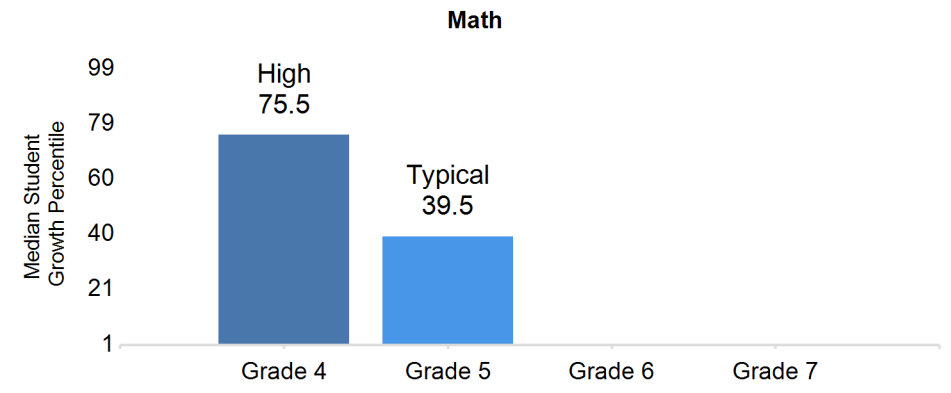
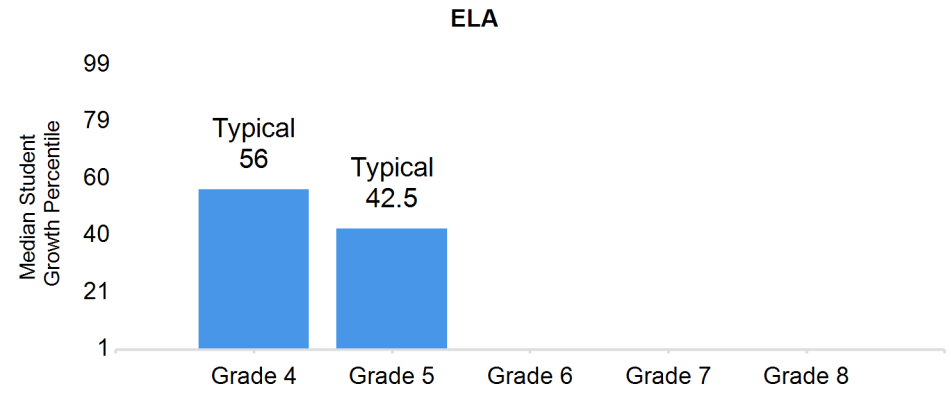
Student Growth by Performance Level

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



Student Growth by Grade

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





Summerfield Elementary School
(25-3510-100)
Grades Offered: PK-05
2018-2019

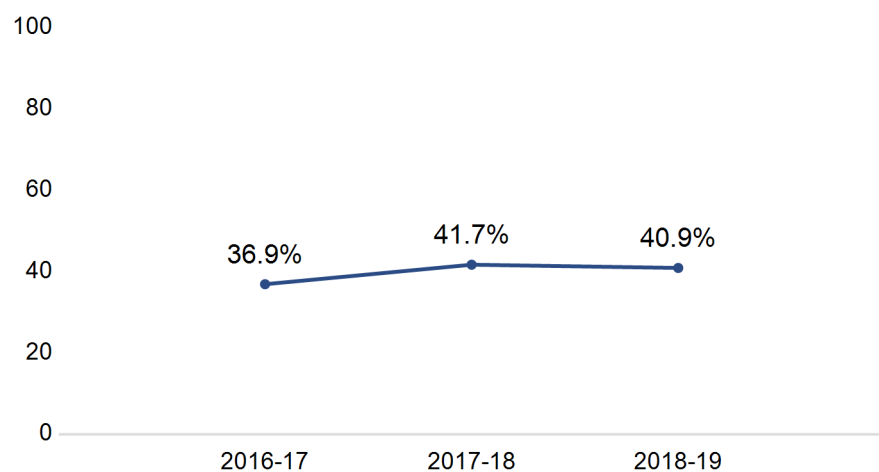
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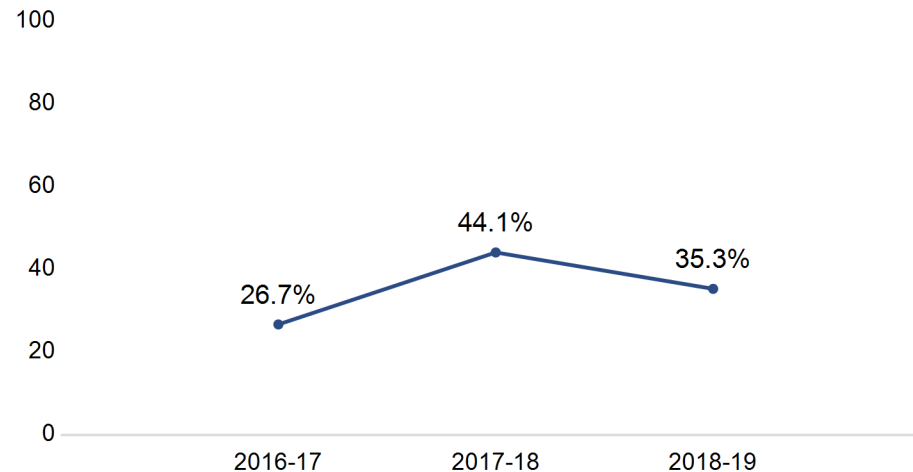
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	97.6%	99.1%	99.0%	97.7%	99.1%
Proficiency Rate for Federal Accountability	36.9%	41.7%	40.9%	26.7%	44.1%	35.3%
Annual Target	39.0%	41.1%	43.3%	31.9%	34.5%	37.0%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	215	99.1	40.9	34.5	57.9	40.9	43.3	Met Target†
White	53	100.0	49.1	53.3	66.9	49.1	51.8	Met Target†
Hispanic	44	100.0	38.6	31.6	43.9	38.6	48.8	Met Target†
Black or African American	76	97.5	28.9	26.3	38.5	28.9	34.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	93.3	*	82.9	93.3	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	27	100.0	33.3	37.1	64.4	33.3	44.8	Met Target†
Female	113	100.0	51.3	41.9	64.8	51.3		
Male	102	98.1	29.4	27.2	51.3	29.4		
Economically Disadvantaged Students	106	99.1	29.2	27.2	40.0	29.2	35.1	Met Target†
Non-Economically Disadvantaged Students	109	99.1	52.3	45.2	67.9	52.3		
Students with Disabilities	36	95.0	16.7	*	22.7	16.7	22.2	Met Target†
Students without Disabilities	179	100.0	45.8	*	65.1	45.8		
English Learners	*	*	*	14.9	29.3	*	**	**
Non-English Learners	*	*	*	35.9	60.6	*		
Homeless Students	*	*	*	14.7	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



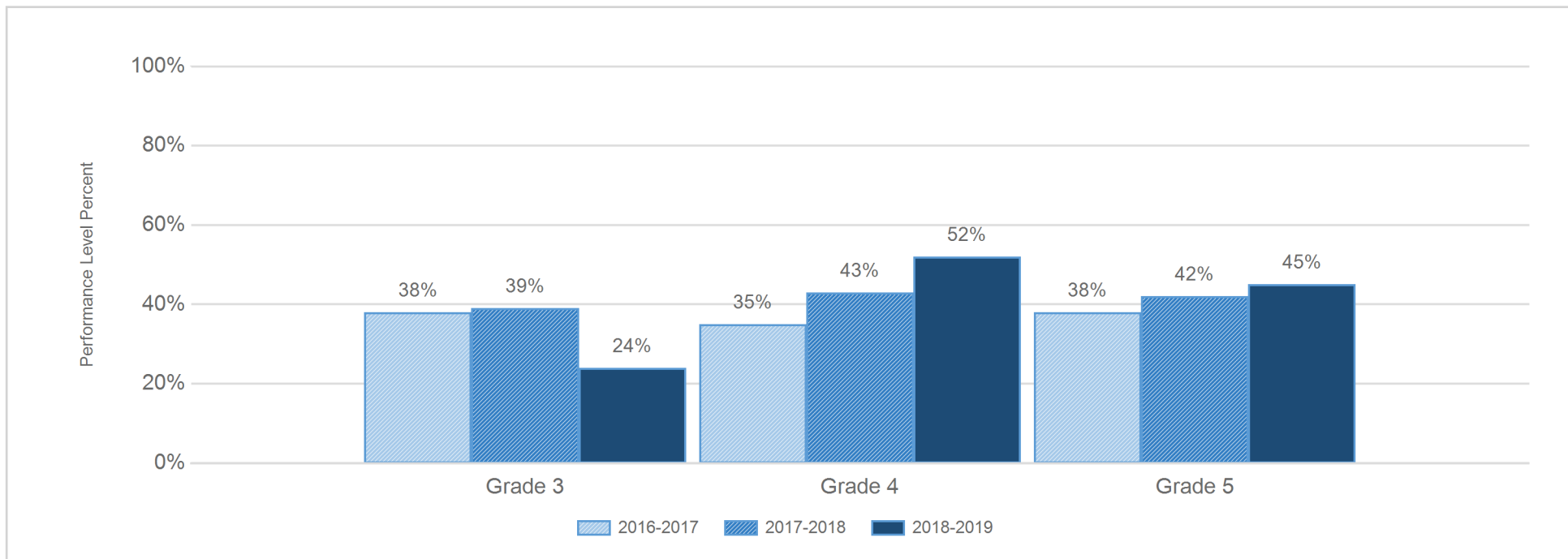
Summerfield Elementary School
 (25-3510-100)
 Grades Offered: PK-05
 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	726	722	748	32%	27%	17%	*	*	24%	50%
White	20	729	730	757	*	*	*	*	*	30%	60%
Hispanic	17	715	721	734	*	*	*	*	*	12%	36%
Black or African American	21	716	*	731	*	*	*	*	*	19%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	733	756	*	*	*	*	*	*	58%
Female	32	734	727	753	*	*	*	*	*	31%	55%
Male	39	720	717	743	*	*	*	*	*	18%	46%
Economically Disadvantaged Students	35	720	716	731	34%	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	36	732	730	759	31%	*	*	*	*	31%	61%
Students with Disabilities	14	709	*	719	*	*	*	*	*	14%	24%
Students without Disabilities	57	730	*	754	*	*	*	*	*	26%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	723	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Summerfield Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	747	736	755	17%	*	20%	*	*	52%	57%
White	12	767	753	763	*	0%	*	*	*	83%	67%
Hispanic	14	749	*	743	*	*	*	*	*	50%	44%
Black or African American	30	730	729	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	39	752	740	760	*	*	*	*	*	59%	62%
Male	27	739	731	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	36	734	730	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	30	762	747	765	*	*	*	*	*	70%	69%
Students with Disabilities	10	709	710	725	*	*	0%	*	*	30%	25%
Students without Disabilities	56	753	742	761	*	*	23%	*	*	55%	64%
English Learners	*	*	704	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Summerfield Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	744	739	756	*	12%	33%	*	*	45%	58%
White	23	749	750	764	*	*	*	*	*	43%	68%
Hispanic	14	748	*	743	*	*	*	*	*	57%	44%
Black or African American	26	732	*	739	*	*	*	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	728	762	*	*	*	*	*	*	65%
Female	43	752	744	761	*	*	28%	*	*	58%	64%
Male	39	736	733	750	*	*	38%	*	*	31%	52%
Economically Disadvantaged Students	36	733	*	740	*	*	36%	*	*	33%	39%
Non-Economically Disadvantaged Students	46	753	*	766	*	*	30%	*	*	54%	69%
Students with Disabilities	13	712	706	724	*	*	*	*	*	*	23%
Students without Disabilities	69	751	747	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	82	744	*	758	*	12%	33%	*	*	45%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Summerfield Elementary School
(25-3510-100)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	215	99.1	35.3	20.8	44.5	35.3	37	Met Target†
White	53	100.0	45.3	35.1	54.1	45.3	44.6	Met Target
Hispanic	44	100.0	38.6	*	28.8	38.6	34.7	Met Target
Black or African American	76	97.5	17.1	*	23.0	17.1	30.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.7	*	76.5	86.7	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	27	100.0	33.3	29.8	53.3	33.3	35.6	Met Target†
Female	113	100.0	38.1	*	44.9	38.1		
Male	102	98.1	32.4	*	44.2	32.4		
Economically Disadvantaged Students	106	99.1	19.8	*	26.3	19.8	26.7	Not Met
Non-Economically Disadvantaged Students	109	99.1	50.5	*	54.9	50.5		
Students with Disabilities	36	95.0	*	*	17.4	*	22.2	Not Met
Students without Disabilities	179	100.0	*	*	50.0	*		
English Learners	*	*	*	10.1	25.0	*	**	**
Non-English Learners	*	*	*	21.6	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



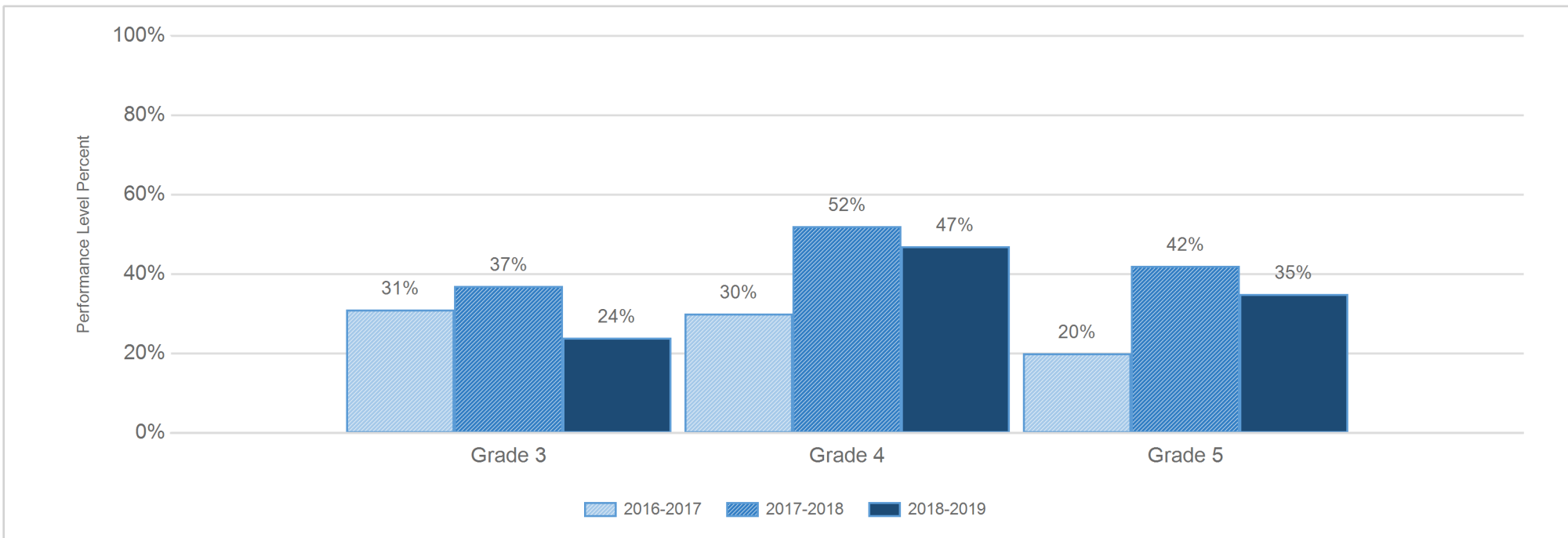
Summerfield Elementary School
(25-3510-100)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	728	728	752	21%	37%	18%	*	*	24%	55%
White	20	732	738	760	*	*	*	*	*	20%	66%
Hispanic	17	725	727	739	*	*	*	*	*	18%	40%
Black or African American	21	717	719	735	*	*	*	*	*	19%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	732	758	*	*	*	*	*	*	62%
Female	32	732	729	751	*	34%	*	*	*	31%	54%
Male	39	724	727	752	*	38%	*	*	*	18%	56%
Economically Disadvantaged Students	35	718	723	737	*	40%	*	*	*	14%	37%
Non-Economically Disadvantaged Students	36	737	737	761	*	33%	*	*	*	33%	67%
Students with Disabilities	14	715	*	731	*	*	*	*	*	14%	31%
Students without Disabilities	57	731	*	756	*	*	*	*	*	26%	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	728	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	746	735	749	17%	18%	18%	*	*	47%	51%
White	12	775	756	757	*	0%	0%	*	*	92%	62%
Hispanic	14	751	*	737	*	*	*	*	*	57%	36%
Black or African American	30	726	726	731	*	*	33%	*	*	17%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	39	745	735	749	*	*	*	*	*	44%	50%
Male	27	748	736	749	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	36	731	729	734	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	30	764	748	759	*	*	*	*	*	70%	63%
Students with Disabilities	10	715	720	726	*	*	*	*	*	10%	25%
Students without Disabilities	56	751	739	754	*	*	*	*	*	54%	56%
English Learners	*	*	711	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	738	732	747	*	27%	29%	*	*	35%	47%
White	23	744	743	755	0%	*	*	*	*	39%	58%
Hispanic	14	744	*	735	*	*	*	*	*	50%	30%
Black or African American	26	726	*	729	*	*	*	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	732	753	*	*	*	*	*	*	55%
Female	43	740	733	747	*	23%	28%	*	*	40%	47%
Male	39	736	731	747	*	31%	31%	*	*	31%	47%
Economically Disadvantaged Students	36	730	728	732	*	33%	36%	*	*	19%	27%
Non-Economically Disadvantaged Students	46	745	739	757	*	22%	24%	*	*	48%	59%
Students with Disabilities	13	713	715	725	*	*	*	*	*	*	19%
Students without Disabilities	69	743	736	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	82	738	*	749	*	27%	29%	*	*	35%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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2018-2019

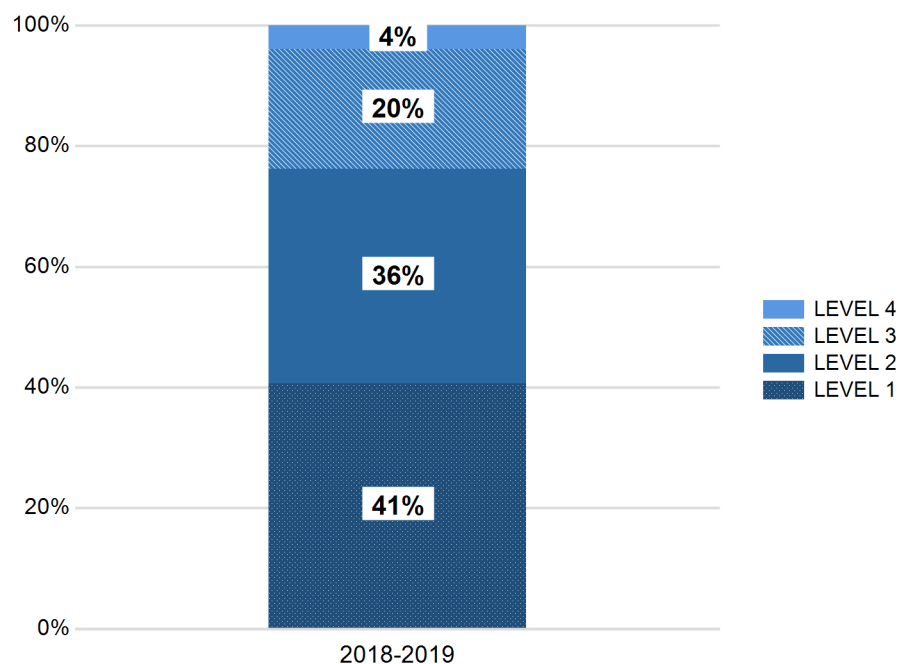
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	36	20	4
White	43	26	26	4
Hispanic	*	*	*	*
Black or African American	50	38	12	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	33	40	21	5
Male	49	31	18	3
Economically Disadvantaged Students	47	42	11	0
Non-Economically Disadvantaged Students	36	31	27	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	41	36	20	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

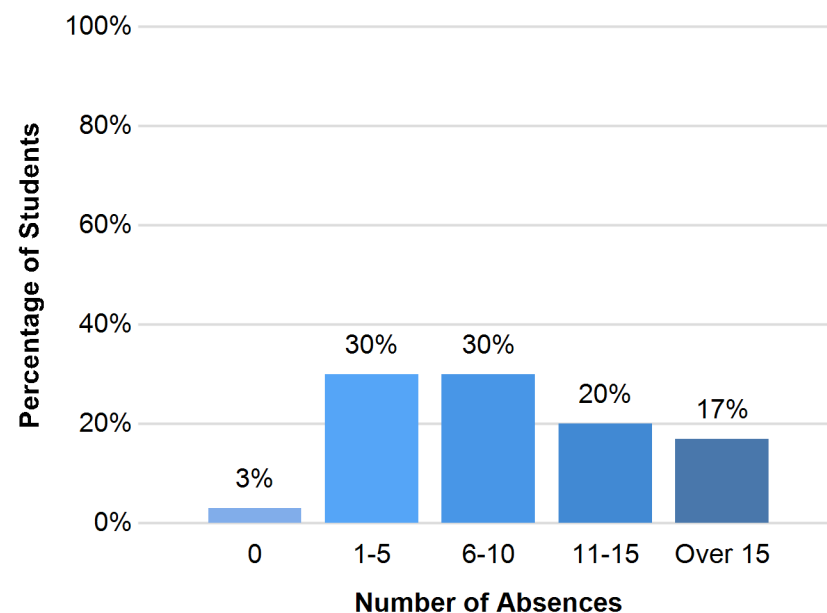
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	43	10.8	8.9	Not Met
White	5	4.5	8.9	Met
Hispanic	12	14.1	8.9	Not Met
Black or African American	18	12.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	4.8	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	7	17.5	8.9	Not Met
Female	24	11.7		
Male	19	9.8		
Economically Disadvantaged Students	23	12.2	8.9	Not Met
Students with Disabilities	10	13.7	8.9	Not Met
English Learners	2	15.4	**	**
Homeless Students	1	10.0		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





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2018-2019

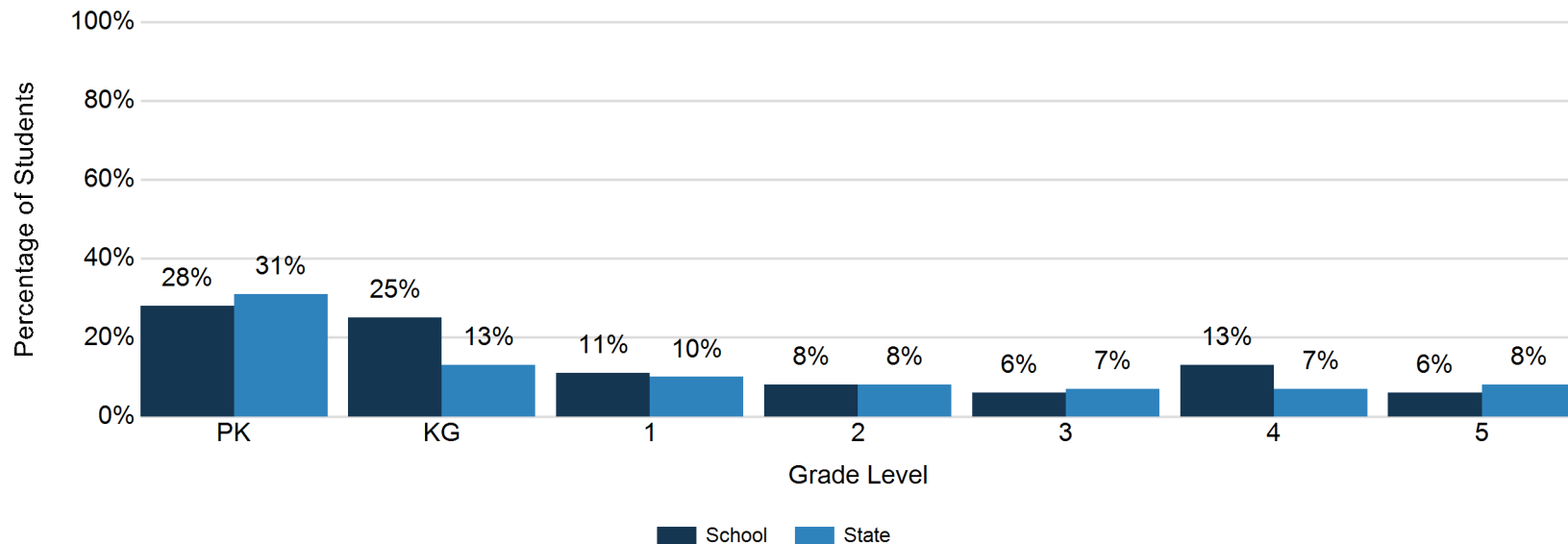
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N



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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.6:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	76.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	466:1	129:1
Teachers to Administrators	42:1	13:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		388:1
Students to Counselors		258:1
Students to Child Study Team Members		352:1



Summerfield Elementary School
(25-3510-100)
Grades Offered: PK-05
2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.1%	95.2%	0.0%	48.4%	77.1%	54.9%
Male	47.9%	4.8%	100.0%	51.6%	22.9%	45.1%
White	32.4%	88.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	20.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	33.9%	11.9%	100.0%	15.0%	6.6%	13.9%
Asian	4.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	9.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 81%

Admin N/A

Master's Degree

Teacher 19%

Admin

Doctoral Degree

Teacher 0%

Admin 100%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	86.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.9%	41.7%	40.9%
Math Proficiency	26.7%	44.1%	35.3%
ELA Growth	30	36	50
Math Growth	34	60	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	13.1%	14.3%	10.8%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- First Gold Certified LEED Public School in the State of New Jersey. 2013 United States Green Ribbon Award School.
- Curriculum includes Tools of the Mind, Wilson Foundations, Readers Writers Workshop, Everyday Math 4, Environmental Science
- Technology is part of each school day, with all 4th and 5th grade students utilizing 1:1 personal Chromebooks



Mission, Vision, Theme:

The Summerfield Elementary School is committed to providing a positive school culture that fosters academic achievement as well as intellectual and social/emotional growth for all students in grades preschool through fifth. We believe decisions that affect students must be based on research and evidence-based "best practices" to support student achievement within the New Jersey Student Learning Standards. We believe that all children can be successful in a safe environment that is conducive to learning. We believe that staff, parent and community stakeholder partnerships foster a positive school culture where all students feel welcome and supported. It is our mission to provide a physically and socially/emotionally safe and responsible environment for all students in order for them to become productive citizens as well as reach high levels of academic achievement.



Awards, Recognition, Accomplishments:

First Gold Certified LEED Public School in the State of New Jersey. 2013 United States Green Ribbon Award School. 2016, 2017 & 2018 Best Communities for Music Education



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Courses, Curriculum, Instruction:

Curriculum - Tools of the Mind, Wilson Foundations, Readers Writers Workshop, Everday Math 4, Environmental Science, Advanced Coursework and Enrichment Opportunities - Gifted and Talented (Grades 3-5)



Clubs and Activities:

Instrumental Band (Grades 3-5), Chorus (Grades 3-5), Safety Patrol (Grades 4-5), After school S.T.E.A.M. Club (Grades 3-5)



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 <p>Before and After School Programs:</p>	<p>Champions before and afterschool Day care Program - Contracted program, Extended Day Afterschool Academic Program - Title I, Afterschool S.T.E.A.M. Program - Title I</p>
 <p>Staff and Professional Learning:</p>	<p>Staff development is accomplished as a collaborative professional effort between staff members and district administrators. Staff participates in seven (7) full day professional development training that support school-wide/district-wide goals. Further, staff participate in weekly Professional Learning Communities (PLCs) using district and state student data to help drive instructional methods. Staff members, who sit on several leadership teams, collect data and develop collaborative plans to improve student performance.</p>






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 <p>Student Supports and Services:</p>	<p>Students with disabilities - Regional Deaf Education Program, Supports and services for students that are struggling - Reading Teacher and Literacy Coach Intervention, Intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties</p>
 <p>Student Health and Wellness:</p>	<p>Pre-K students participate in gross motor activities for 30 minutes each day. Students K- 5 are offered Physical Education one 30 min period a week facilitated by a Gym Instructor. Students have recess for Classroom teachers (K-5) facilitate Teacher Directed Physical Education one 30 minute period each day.</p>
 <p>Parent and Community Involvement:</p>	<p>The Summerfield Elementary School has an active PTO and Parent Advisory Council. Daytime and evening events are facilitated to showcase students, and engage parents in workshops.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Summerfield students (3-5) respond to a climate survey each year. The instrument that is used is the New Jersey School Climate Survey. Data indicates students liked the school building, felt safe, the school was clean, and their teachers listen to their needs and concerns. Data indicates that Parents were pleased with the length of the school day, they felt the school was clean and in good condition, and they liked their child's building. Data indicates that Staff felt that the length of the school day was manageable, they felt safe, the school is clean and well-maintained, and that they enjoy building strong relationships with their students.</p>
 <p>Facilities:</p>	<p>The Summerfield Elementary School building was redesigned as state-of-the-art eco-friendly facility in 2006 and is 13 years old. The Summerfield Elementary School name has been in existence since 1921. The school offers a cafeteria, a gymnasium with a stage for student performances, small group instruction rooms for speech and related services, one art room, two STEM labs and one band room. Two pieces of playground equipment allow for developmentally appropriate play for all ages.</p>
 <p>School Safety:</p>	<p>Summerfield facilitates monthly emergency response drills in accordance to NJ Regulations</p>



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 <p>Technology and STEM:</p>	<p>Summerfield has a dedicated STEM lab and STEM Instructor that facilitates lessons for students in grade Pre-K - 5.</p>
 <p>Early Childhood Education:</p>	<p>The Early Childhood Program uses a Vygotskian approach to learning through the Tools of the Mind curriculum. Each activity implemented under the Tools of the Mind curriculum ensures that all students and staff are focusing on the Preschool Teaching and Learning Standards.</p>



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Other Information

To support student discovery on sustainability and environment, students district-wide participate in environmental science lessons aligned to the New Jersey Learning Standards (NJLS) at Summerfield Elementary School's Summerwood. Summerwood is a natural area adjacent to the Summerfield Elementary School preserved by Neptune Township ownership and the NJDEP Green Acres Program. Environmental science instruction is provided by the District Environmental Scientist. The Summerfield Elementary School is also host to a successful Regional Deaf Education Program that has been servicing students statewide for over the past 49 years.