



Bowne-Munro Elementary School
(23-1170-060)
Grades Offered: PK-05
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
- **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:



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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	Middlesex
District	East Brunswick Township School District
Principal Name	Mr. Ronald Lieberman
Address	120 MAIN STREET E BRUNSWICK, NJ 08816
Phone Number	732-613-6810
Email Address	rlieberman@ebnet.org
Website	https://www.ebnet.org/bownemunro
Twitter	https://twitter.com/bowne_munro



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	31	35	30
1	30	35	35
2	41	41	38
3	31	40	49
4	42	33	39
5	35	42	36
Total	210	226	227

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	55.2%	49.1%	46.3%
Male	44.8%	50.9%	53.7%
Economically Disadvantaged Students	17.6%	16.4%	20.3%
Students with Disabilities	17.1%	15.5%	15.9%
English Learners	0.0%	0.0%	0.4%
Homeless Students	0.0%	0.9%	1.8%
Students in Foster Care	0.0%	0.4%	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	69.0%	65.9%	64.8%
Hispanic	9.5%	9.7%	11.0%
Black or African American	3.3%	5.3%	7.0%
Asian	14.3%	15.0%	13.2%
Native Hawaiian or Pacific Islander	1.0%	0.9%	0.9%
American Indian or Alaska Native	0.5%	0.4%	0.0%
Two or More Races	2.4%	2.7%	3.1%

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	0	0	0
KG - Half Day	0	0	0
KG - Full Day	31	35	30

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	78.0%
Arabic	4.4%
Spanish	2.6%
Chinese	1.8%
Russian	1.8%
Other Languages	11.5%



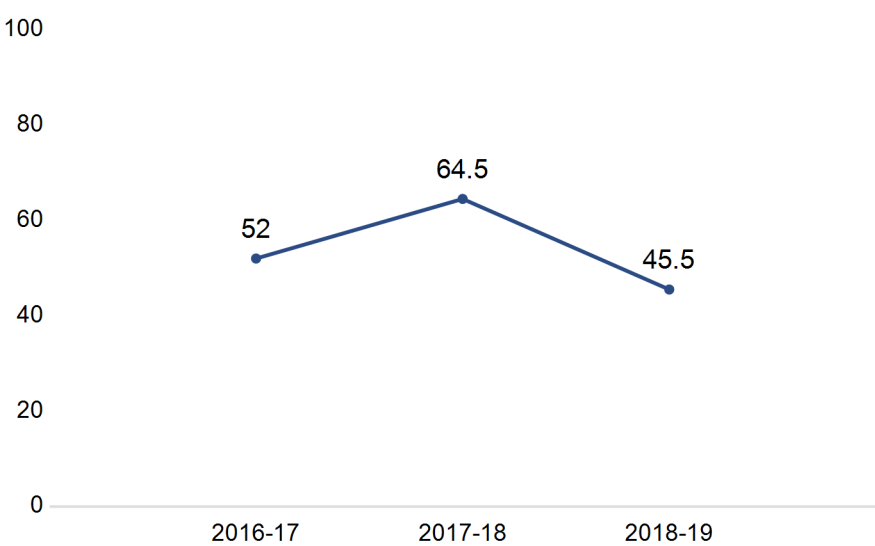
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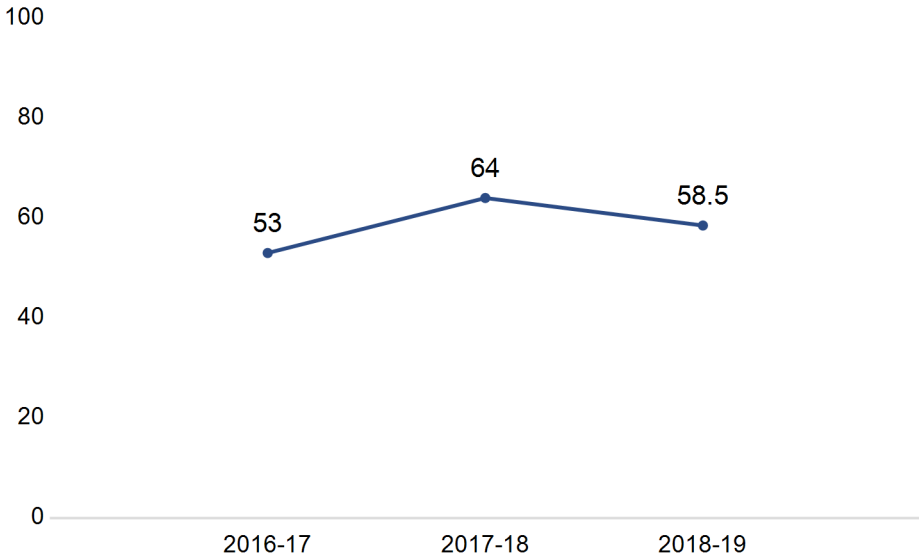
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	64.5	45.5	53	64	58.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45.5	52	50	Met Standard	58.5	57.5	50	Met Standard
White	49	50	50	Met Standard	62	54	52	Exceeds Standard
Hispanic	*	44	49	**	*	51.5	47	**
Black or African American	*	45	45	**	*	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	58	59	**	*	64	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	55	52	**
Female	44	56	53	N	55	55	50	N
Male	46	48	47	N	59	60	51	N
Economically Disadvantaged Students	57	47	48	**	52	55.5	46	**
Students with Disabilities	42	45	43	**	58.5	54	45	**
English Learners	N	59	52	**	N	64	50	**
Homeless Students	*	57	43	N	*	78	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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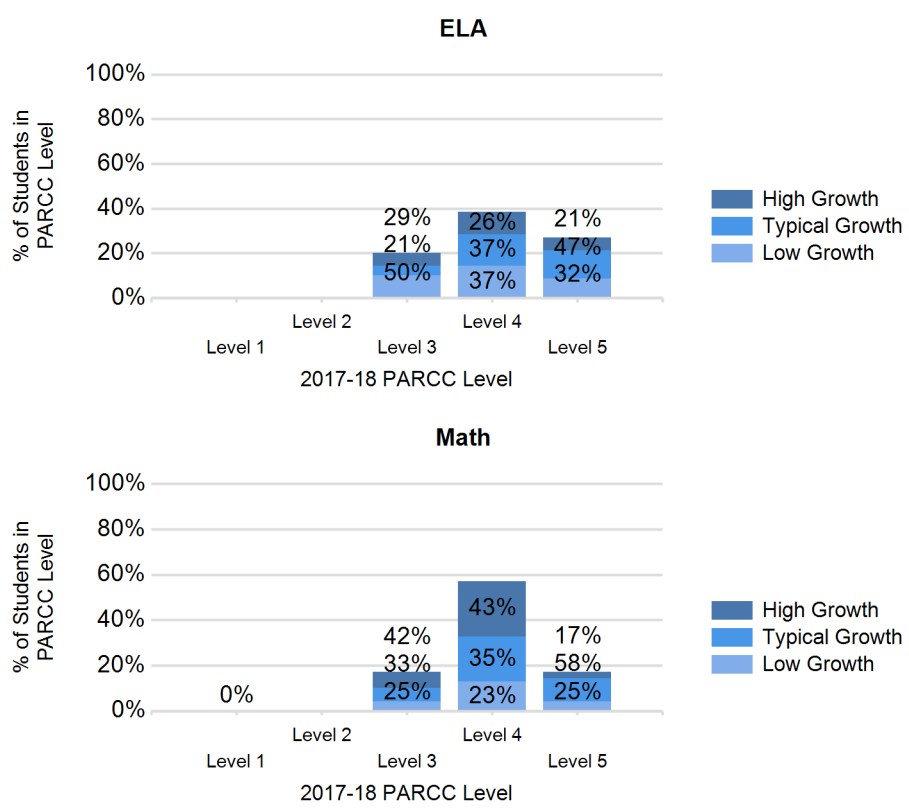
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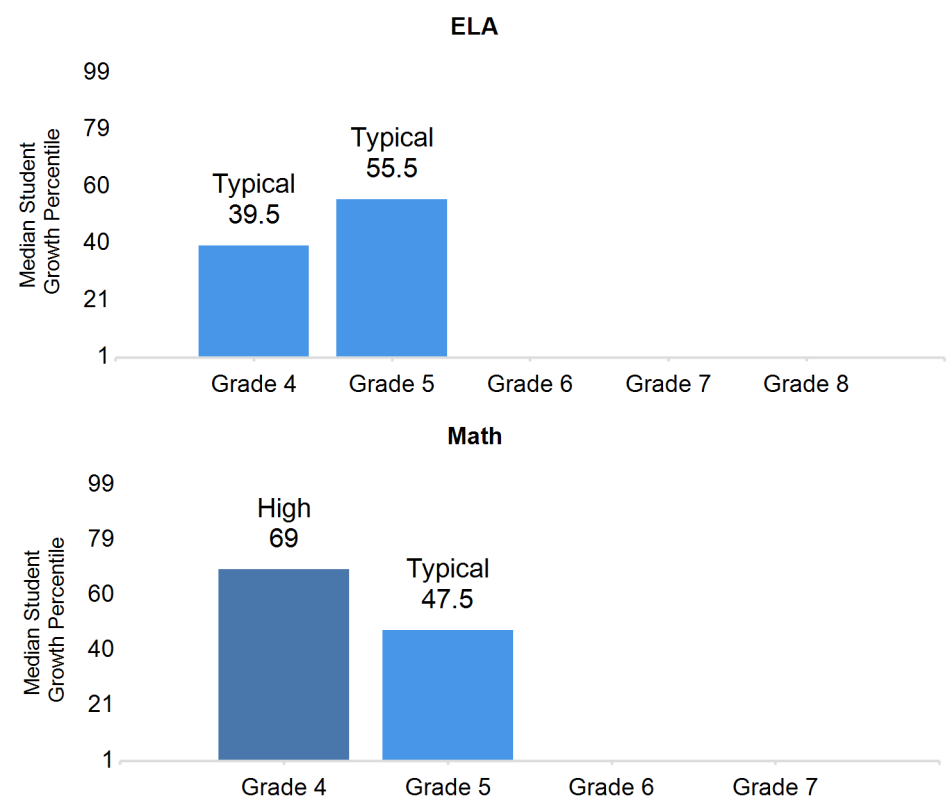
Student Growth by Performance Level

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



Student Growth by Grade

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





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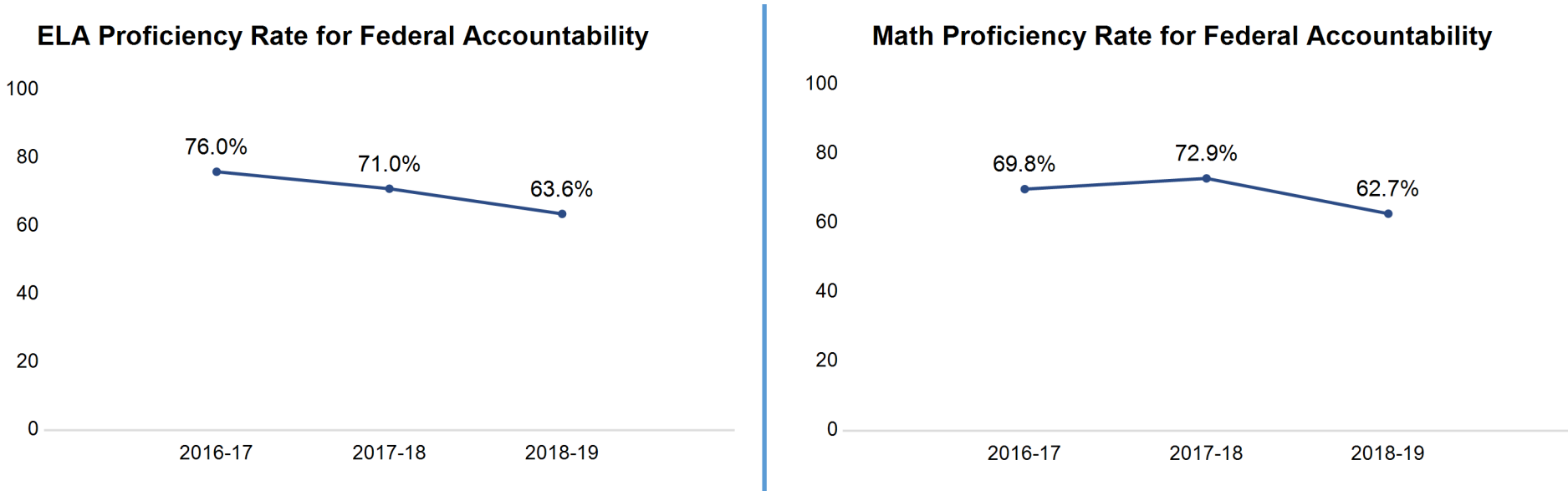
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.4%	95.7%	97.5%	95.4%	95.7%	97.5%
Proficiency Rate for Federal Accountability	76.0%	71.0%	63.6%	69.8%	72.9%	62.7%
Annual Target	71.9%	72.3%	72.8%	69.1%	69.7%	70.2%
Met Annual Target?	Met Target	Met Target†	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	118	97.5	63.6	74.3	57.9	63.6	72.8	Not Met
White	80	96.4	65.0	69.3	66.9	65.0	71.7	Met Target†
Hispanic	12	100.0	41.7	54.4	43.9	41.7	**	**
Black or African American	*	*	*	56.1	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.8	88.5	82.9	68.8	**	**
American Indian or Alaska Native	N	N	N	90.9	56.0	N	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	60	96.8	71.7	81.3	64.8	71.7		
Male	58	98.3	55.2	67.7	51.3	55.2		
Economically Disadvantaged Students	23	92.0	52.2	51.9	40.0	50.4	57.5	Met Target†
Non-Economically Disadvantaged Students	95	99.0	66.3	78.7	67.9	66.3		
Students with Disabilities	18	90.0	44.4	30.0	22.7	42.1	N	N
Students without Disabilities	100	99.0	67.0	82.3	65.1	67.0		
English Learners	N	N	N	46.8	29.3	N	**	**
Non-English Learners	118	97.5	63.6	76.0	60.6	63.6		
Homeless Students	*	*	*	61.9	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.

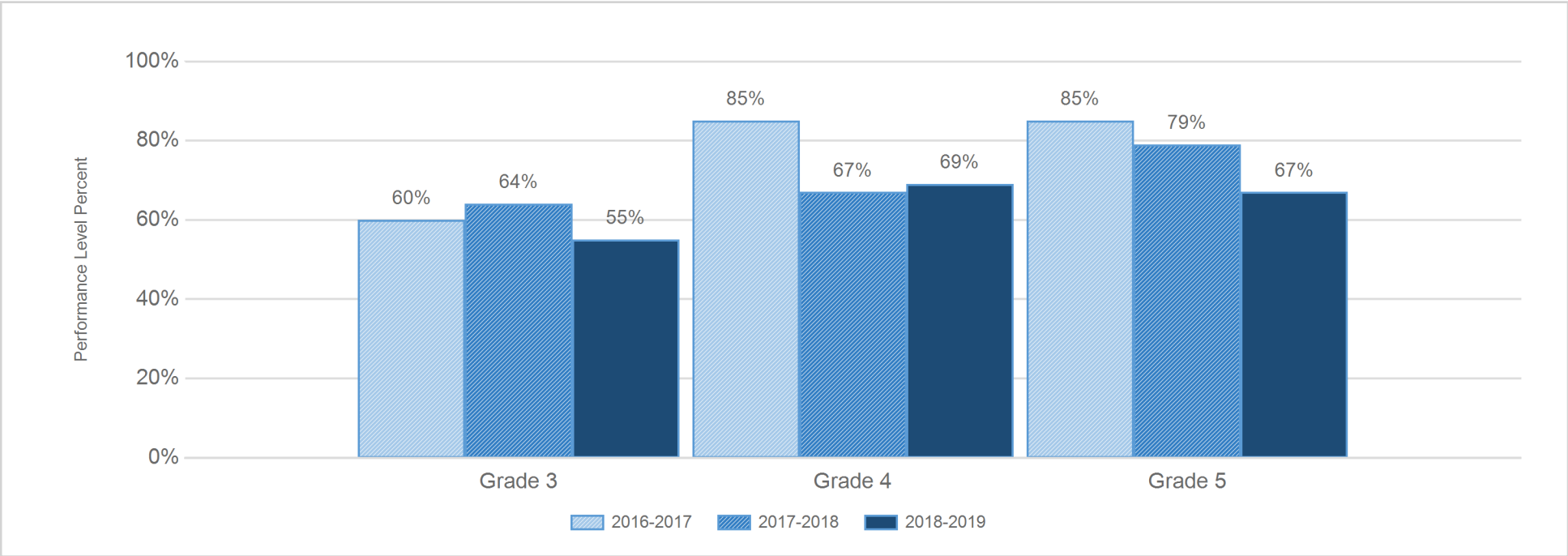


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English Language Arts Assessment - Performance Trends

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	47	757	764	748	*	*	26%	*	*	55%	50%
White	31	757	756	757	*	*	*	*	*	55%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	24	761	768	753	*	*	*	*	*	58%	55%
Male	23	752	760	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	10	742	742	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	37	761	769	759	*	*	*	*	*	57%	61%
Students with Disabilities	*	*	729	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	770	754	*	*	*	*	*	*	56%
English Learners	N	N	720	713	N	N	N	N	N	N	17%
Non-English Learners	47	757	766	751	*	*	26%	*	*	55%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	767	773	755	*	*	*	44%	26%	69%	57%
White	28	769	768	763	0%	*	*	*	*	75%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	757	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	21	769	777	760	*	*	*	*	*	76%	62%
Male	18	764	769	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	778	761	*	*	*	*	*	*	64%
English Learners	N	N	732	720	N	N	N	N	N	N	17%
Non-English Learners	39	767	775	758	*	*	*	44%	26%	69%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	772	773	756	*	*	*	*	*	67%	58%
White	22	765	766	764	*	*	*	*	*	64%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	769	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	16	782	783	761	*	*	*	*	*	81%	64%
Male	17	763	764	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	777	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	736	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	779	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	33	772	*	758	*	*	*	*	*	67%	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](#).

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Schoolwide	118	97.5	62.7	64.7	44.5	62.7	70.2	Not Met
White	80	96.4	67.5	59.0	54.1	67.5	69.2	Met Target†
Hispanic	12	100.0	50.0	37.1	28.8	50.0	**	**
Black or African American	*	*	*	36.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.8	83.1	76.5	68.8	**	**
American Indian or Alaska Native	N	N	N	90.9	42.7	N	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	60	96.8	60.0	64.0	44.9	60.0		
Male	58	98.3	65.5	65.4	44.2	65.5		
Economically Disadvantaged Students	23	92.0	34.8	41.7	26.3	33.6	48.5	Met Target†
Non-Economically Disadvantaged Students	95	99.0	69.5	69.4	54.9	69.5		
Students with Disabilities	18	90.0	44.4	25.8	17.4	42.1	N	N
Students without Disabilities	100	99.0	66.0	71.8	50.0	66.0		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	118	97.5	62.7	*	46.5	62.7		
Homeless Students	*	*	*	57.1	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.



Bowne-Munro Elementary School

(23-1170-060)

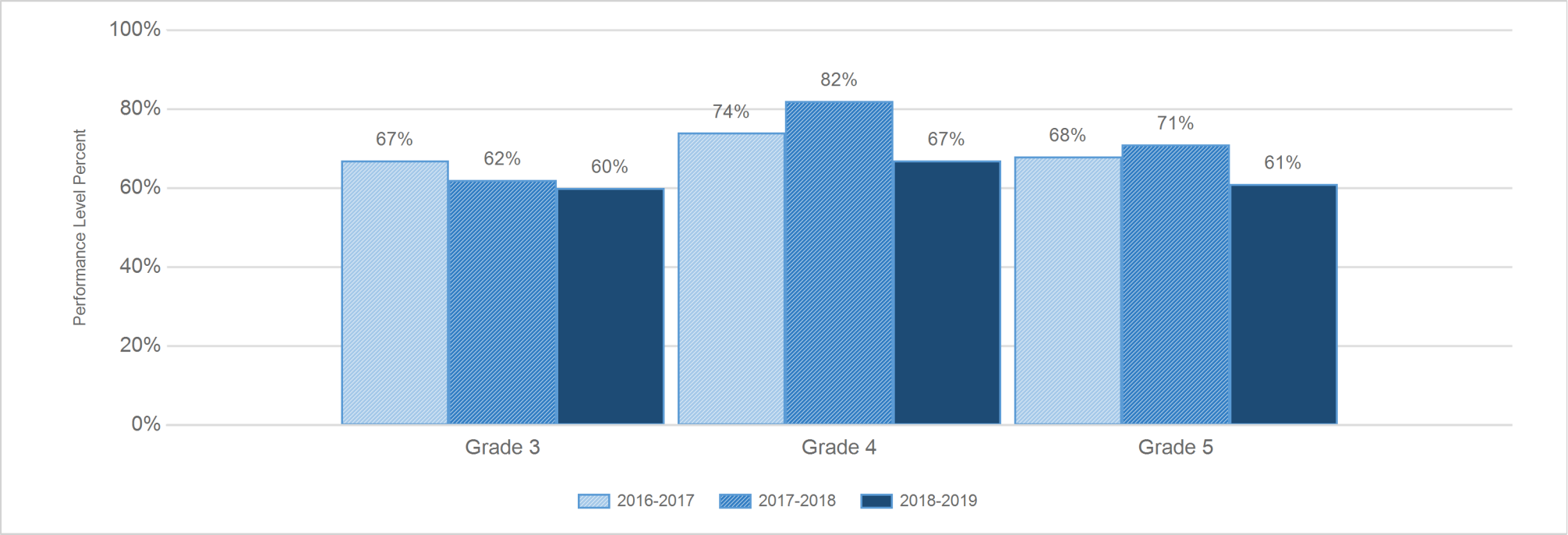
Grades Offered: PK-05

2018-2019

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

Mathematics Assessment – Performance 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.



Bowne-Munro Elementary School

(23-1170-060)

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	47	755	766	752	*	*	26%	*	*	60%	55%
White	31	758	758	760	*	*	*	*	*	68%	66%
Hispanic	*	*	742	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	24	756	764	751	*	*	*	*	*	50%	54%
Male	23	755	768	752	*	*	*	*	*	70%	56%
Economically Disadvantaged Students	10	741	748	737	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	37	759	771	761	*	*	*	*	*	68%	67%
Students with Disabilities	*	*	744	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	770	756	*	*	*	*	*	*	60%
English Learners	N	N	735	728	N	N	N	N	N	N	26%
Non-English Learners	47	755	769	754	*	*	26%	*	*	60%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Bowne-Munro Elementary School

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Grades Offered: PK-05

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	39	763	768	749	0%	*	28%	*	*	67%	51%
White	28	764	763	757	0%	*	*	*	*	68%	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	21	760	765	749	0%	*	*	*	*	71%	50%
Male	18	767	770	749	0%	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	750	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	771	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	742	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	743	722	N	N	N	N	N	N	18%
Non-English Learners	39	763	769	751	0%	*	28%	*	*	67%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Bowne-Munro Elementary School

(23-1170-060)

Grades Offered: PK-05

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	33	762	765	747	0%	*	*	*	*	61%	47%
White	22	762	758	755	0%	*	*	*	*	64%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	*	*	755	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	16	759	764	747	0%	*	*	*	*	56%	47%
Male	17	765	765	747	0%	*	*	*	*	65%	47%
Economically Disadvantaged Students	*	*	748	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	768	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	737	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	769	752	*	*	*	*	*	*	52%
English Learners	N	N	740	718	N	N	N	N	N	N	12%
Non-English Learners	33	762	765	749	0%	*	*	*	*	61%	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	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	*	*	*

† 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



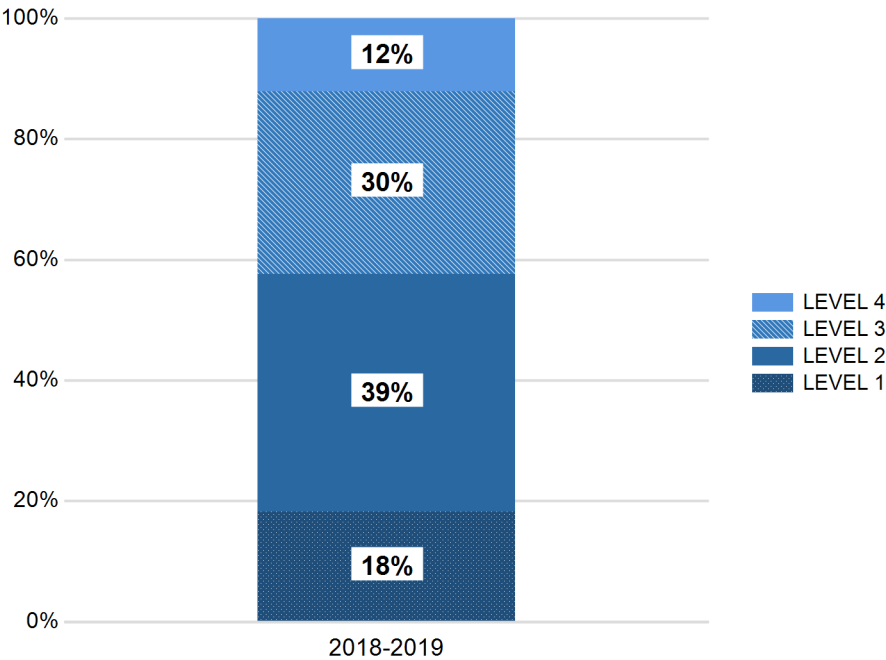
Bowne-Munro Elementary School
(23-1170-060)
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2018-2019

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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	18	39	30	12
White	23	41	32	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	13	44	44	0
Male	24	35	18	24
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	18	39	30	12
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.

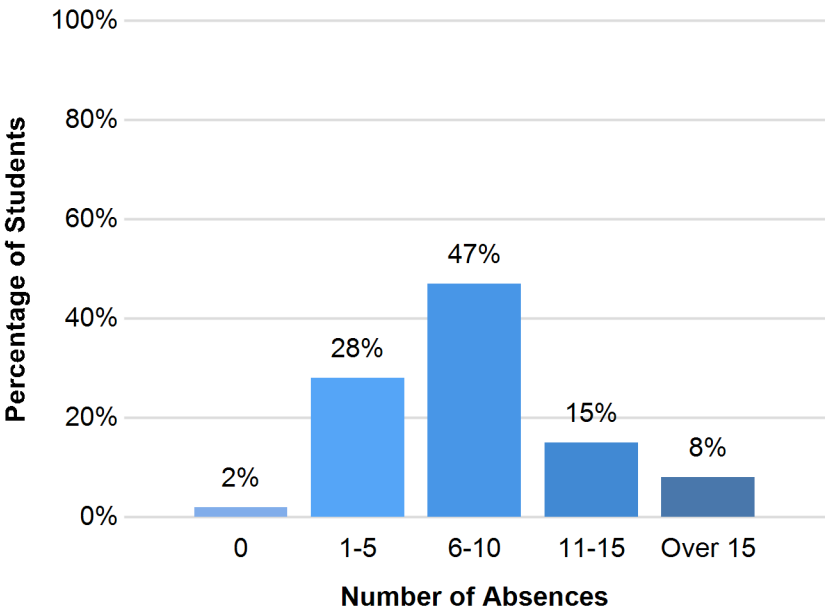
Chronic Absenteeism

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	11	4.6	8.9	Met
White	10	6.4	8.9	Met
Hispanic	1	3.4	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	5.6		
Male	5	3.8		
Economically Disadvantaged Students	6	11.8	8.9	Not Met
Students with Disabilities	4	8.3	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
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.





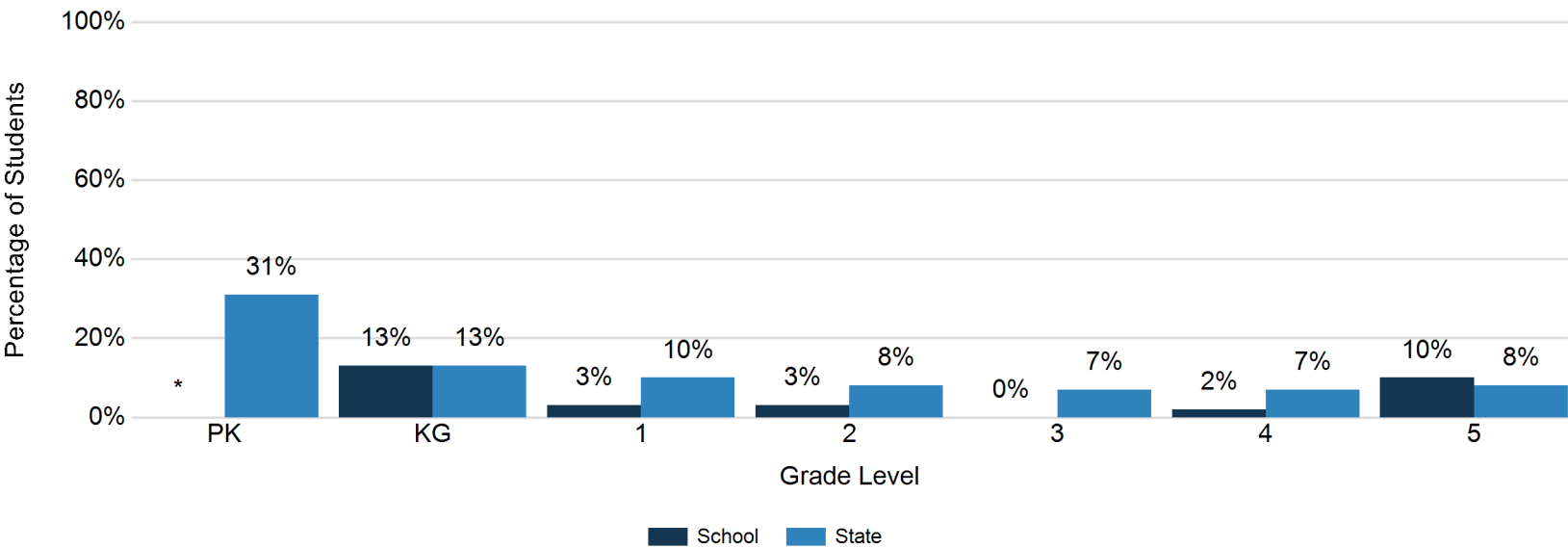
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
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	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 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	1.0:1



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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	25	118,214
Average years experience in public schools	10.6	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	76.0%	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	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	227:1	181:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



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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	46.3%	88.0%	0.0%	48.4%	77.1%	54.9%
Male	53.7%	12.0%	100.0%	51.6%	22.9%	45.1%
White	64.8%	84.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	4.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	8.0%	0.0%	15.0%	6.6%	13.9%
Asian	13.2%	4.0%	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	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	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.

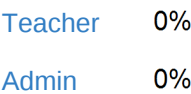
Bachelor's Degree



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	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.9%



Bowne-Munro Elementary School
(23-1170-060)
Grades Offered: PK-05
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Bowne-Munro Elementary School
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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	76.0%	71.0%	63.6%
Math Proficiency	69.8%	72.9%	62.7%
ELA Growth	52	64	46
Math Growth	53	64	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	4.8%	8.0%	4.6%

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



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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	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	N	N	**	**	n/a	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:	- Curriculum includes: Everyday Math, Foundations, Reader's & Writer's Workshop & Next Generation Science Standards. - Bowne-Munro Clubs: Chorus, Coding, Computer, Drama - Theater Week, Math, Student Council, Safety Patrol. - Students participate in programs related to anti-bullying prevention, fire safety and building a respectful community.
 Mission, Vision, Theme:	Our school theme for 2018-2019 is, "Learners Today, Leaders Tomorrow", developed using the principles of the research based program, Positive Behavioral Supports in Schools. Under the guise of this theme will be three overarching behavioral expectations: Respect, Responsibility and Resilience. Our staff has operationalized these expectations for each area within the school and developed a positive reinforcement system to foster good choices on a regular basis.
 Awards, Recognition, Accomplishments:	Bowne-Munro School is a Blue Ribbon Elementary School and a National School of Excellence.



Bowne-Munro Elementary School
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A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath. Courses, Curriculum, Instruction:	The instructional program is characterized by a strong emphasis on literacy and math skills along with carefully integrated courses in health, science and social studies. Rich curricula in music, visual arts, technology, physical education, media, and world language enhance the academic program. Research-based best practices are used to differentiate instruction to meet the needs of all learners. Our students consistently demonstrate their skills on both formative and summative assessments.
A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other. Clubs and Activities:	Students at Bowne-Munro have the opportunity to participate in activities that extend their learning in a variety of areas to promote the development of the whole child. In this way our students can pursue their interests and develop a greater love of learning. Extra-curricular activities include: Chorus, Coding Club, Computer Club, Drama - Theater Week, Math Club, Student Council, Safety Patrol. Music students also have an opportunity to participate in all district band, chorus and orchestra activities.



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 Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.



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 Student Supports and Services:	Character education is woven into every day school life. Our supportive school environment is dedicated to all students being safe, responsible, respectful and kind. Supports and specialized programs offered to students include Short-Term Supportive Counseling, Superflex Program, Second Step Program, Intervention and Referral Services, Speech, Gifted and Talented, Physical and Occupational Therapy. A full-time Student Assistance Specialist serves as the Anti-Bullying Specialist.
 Student Health and Wellness:	Bowne-Munro has a daily breakfast and lunch program. Students participate in Physical Education twice a week and have recess daily. Teachers deliver Health Instruction in the classroom that focuses on student health and well-being along with peer relations. Classroom teachers conduct regular class meetings to address these topics as well.
 Parent and Community Involvement:	From robust websites to an active social media presence, the District is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Bowne-Munro staff, students and parents participated in a school-wide climate survey that was given at the end of the school year. Parents and staff are pleased with the programs and overall climate of the school.
 Facilities:	Constructed in 1952, Bowne-Munro Elementary School is a 32,738 square-foot facility on 7.68 acres and is the oldest, unexpanded school in the District. Recent facility improvements completed over the last several years include a new roof, a new main entrance enhancing building security, and air-conditioning all classrooms and the multi-purpose room. The facility will require a greater breadth of improvements in the near future.



Central Elementary School
(23-1170-070)
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:



Central Elementary School
(23-1170-070)
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	Middlesex
District	East Brunswick Township School District
Principal Name	Mrs. Danielle DiNinno
Address	371 CRANBURY ROAD EAST BRUNSWICK, NJ 08816
Phone Number	732-613-6820
Email Address	ddininno@ebnet.org
Website	https://www.ebnet.org/central
Twitter	https://twitter.com/CentralSchoolEB



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	12
KG	67	62	68
1	83	68	61
2	52	82	68
3	66	63	74
4	70	72	67
5	88	71	74
Total	426	418	424

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	45.1%	43.1%	44.8%
Male	54.9%	56.9%	55.2%
Economically Disadvantaged Students	14.1%	15.1%	15.1%
Students with Disabilities	20.4%	20.1%	19.1%
English Learners	5.6%	4.5%	6.4%
Homeless Students	0.5%	0.5%	0.0%
Students in Foster Care	0.0%	0.5%	0.0%
Military-Connected Students	0.2%	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	54.5%	54.8%	51.7%
Hispanic	8.0%	6.7%	8.0%
Black or African American	5.2%	4.5%	5.0%
Asian	30.0%	30.1%	30.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.5%
Two or More Races	2.1%	3.6%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	12
KG - Half Day	0	0	0
KG - Full Day	67	62	68

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	62.5%
Arabic	7.8%
Chinese	6.1%
Spanish	3.5%
Gujarati	3.1%
Other Languages	17.0%



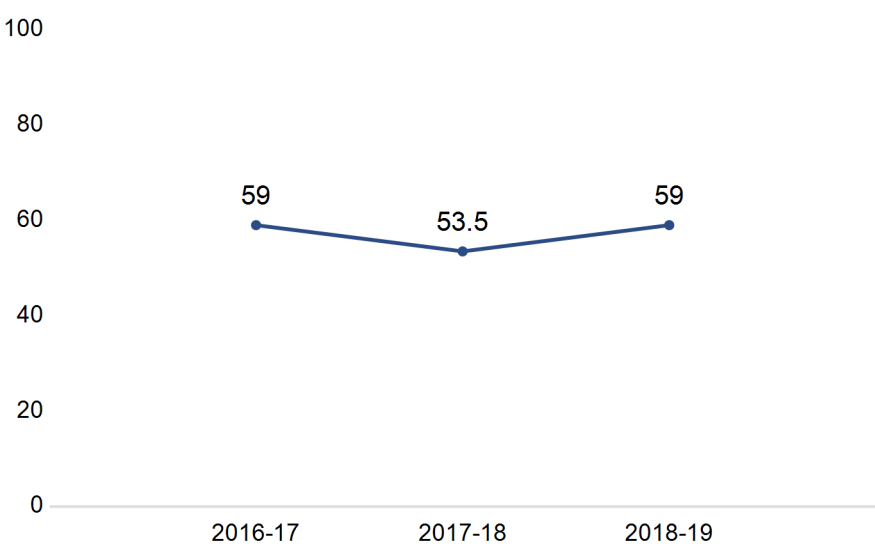
Central Elementary School
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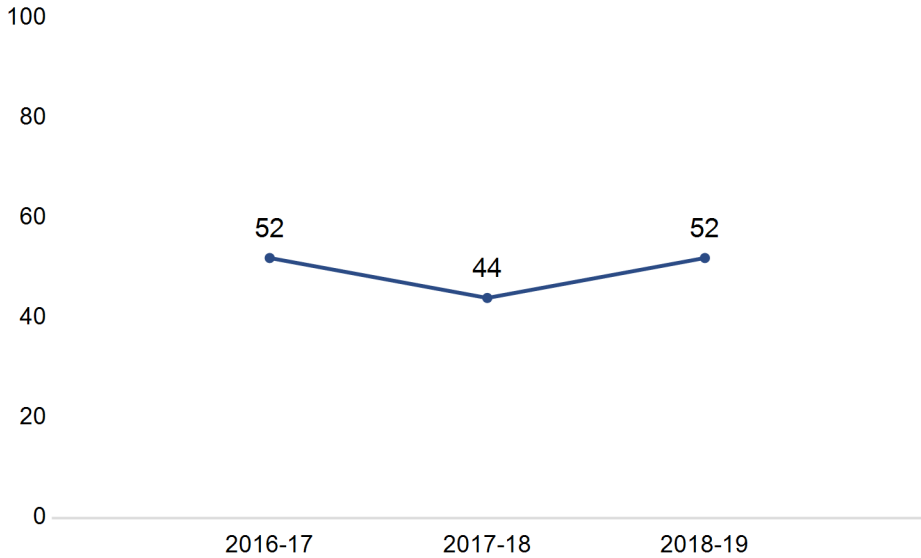
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	53.5	59	52	44	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	52	50	Met Standard	52	57.5	50	Met Standard
White	59	50	50	Met Standard	50	54	52	Met Standard
Hispanic	*	44	49	**	*	51.5	47	**
Black or African American	*	45	45	**	*	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	61	58	59	Exceeds Standard	53	64	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	55	52	**
Female	59	56	53	N	40	55	50	N
Male	59.5	48	47	N	58	60	51	N
Economically Disadvantaged Students	55.5	47	48	**	37	55.5	46	**
Students with Disabilities	60	45	43	**	61	54	45	**
English Learners	*	59	52	**	*	64	50	**
Homeless Students	N	57	43	N	N	78	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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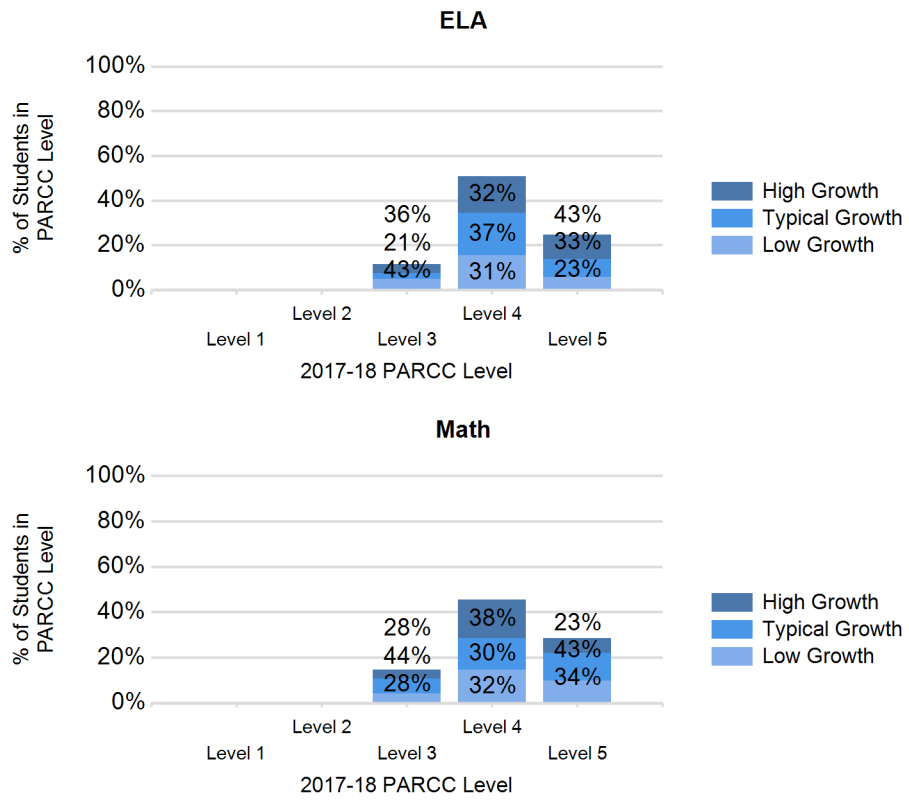
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

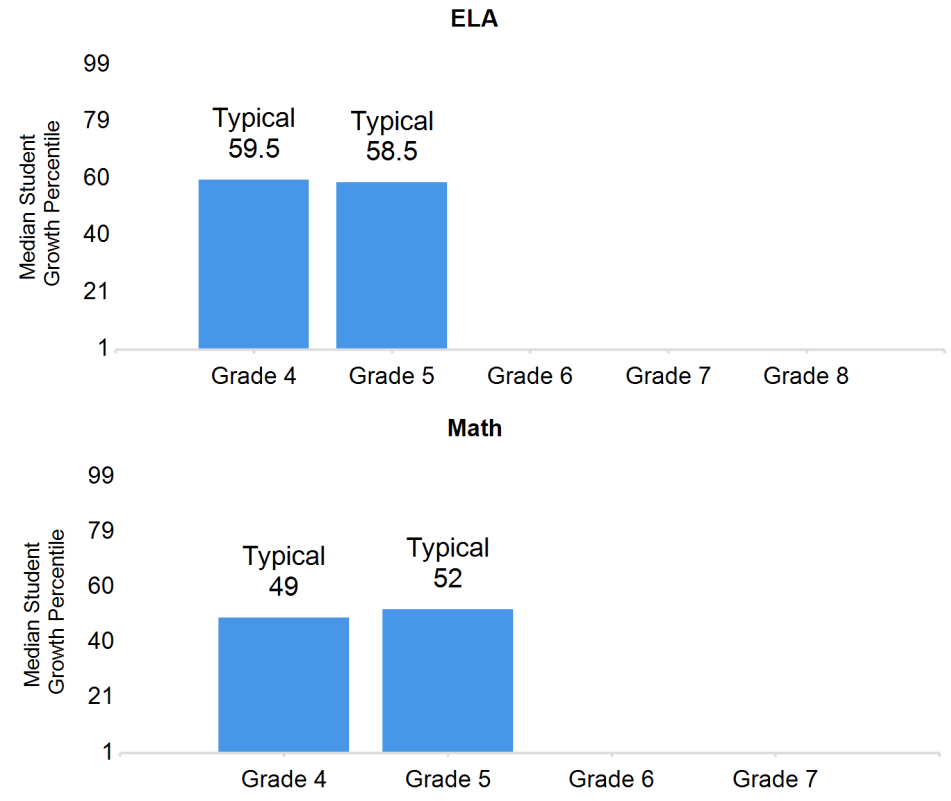
Student Growth by Performance Level

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



Student Growth by Grade

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





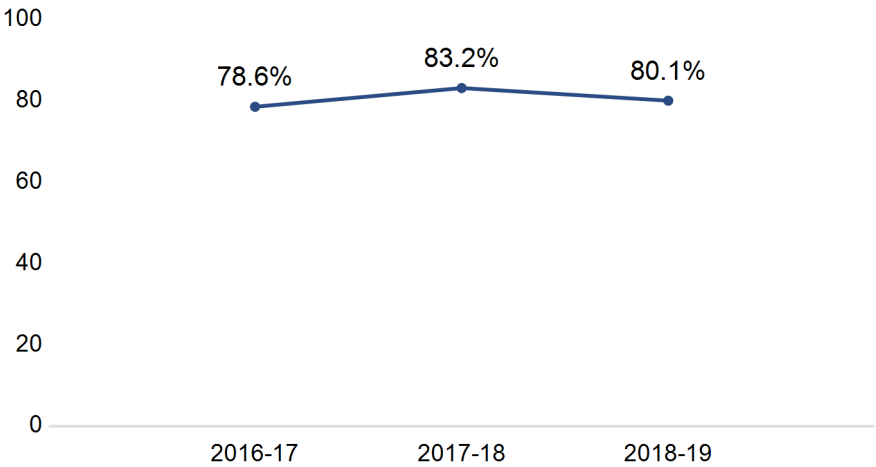
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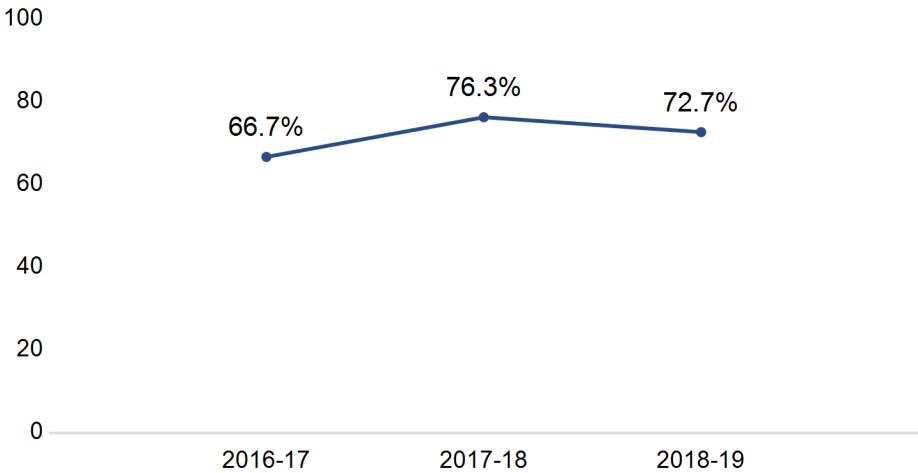
English Language Arts and Mathematics Performance Trends

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

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	96.5%	95.0%	97.1%	97.0%	94.6%	97.7%
Proficiency Rate for Federal Accountability	78.6%	83.2%	80.1%	66.7%	76.3%	72.7%
Annual Target	67.2%	67.8%	68.5%	65.3%	66.0%	66.8%
Met Annual Target?	Met Target	Met Goal	Met Goal	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.



Central Elementary School

(23-1170-070)

Grades Offered: PK-05

2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

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	201	97.1	80.1	74.3	57.9	80.1	68.5	Met Goal
White	108	96.5	77.8	69.3	66.9	77.8	65.2	Met Target
Hispanic	15	100.0	46.7	54.4	43.9	46.7	**	**
Black or African American	*	*	*	56.1	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	62	100.0	90.3	88.5	82.9	90.3	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	56.0	*	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	87	98.9	74.7	81.3	64.8	74.7		
Male	114	95.8	84.2	67.7	51.3	84.2		
Economically Disadvantaged Students	25	89.7	52.0	51.9	40.0	48.9	32.4	Met Target
Non-Economically Disadvantaged Students	176	98.3	84.1	78.7	67.9	84.1		
Students with Disabilities	32	97.1	50.0	30.0	22.7	50.0	39.7	Met Target
Students without Disabilities	169	97.2	85.8	82.3	65.1	85.8		
English Learners	*	*	*	46.8	29.3	*	**	**
Non-English Learners	*	*	*	76.0	60.6	*		
Homeless Students	N	N	N	61.9	29.1	N		
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.

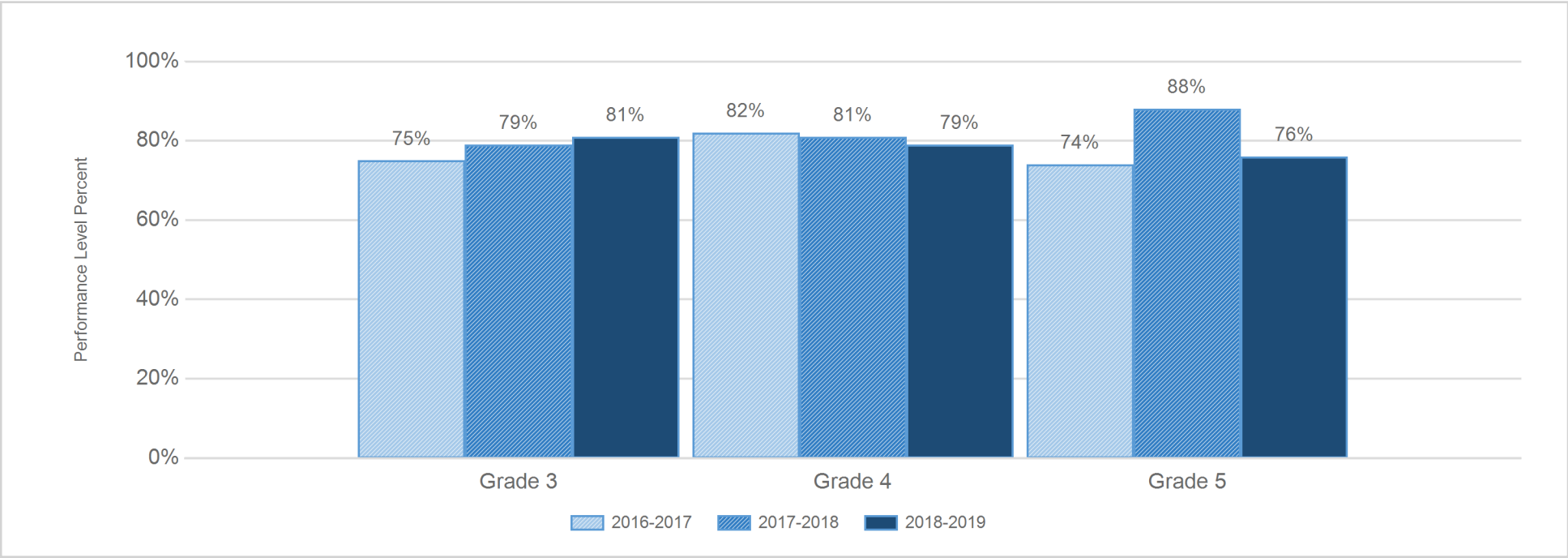


Central Elementary School
(23-1170-070)
Grades Offered: PK-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

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





Central Elementary School
(23-1170-070)
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	69	778	764	748	0%	*	*	62%	19%	81%	50%
White	37	775	756	757	0%	*	*	*	*	84%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	22	785	*	773	0%	*	*	*	*	82%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	26	780	768	753	0%	*	*	*	*	77%	55%
Male	43	777	760	743	0%	*	*	*	*	84%	46%
Economically Disadvantaged Students	*	*	742	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	769	759	*	*	*	*	*	*	61%
Students with Disabilities	10	763	729	719	0%	*	*	*	*	60%	24%
Students without Disabilities	59	781	770	754	0%	*	*	*	*	85%	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Central Elementary School
(23-1170-070)
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	61	776	773	755	*	*	*	43%	36%	79%	57%
White	30	774	768	763	*	0%	*	43%	33%	77%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	757	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	18	796	*	779	*	0%	0%	*	*	94%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	26	776	777	760	*	*	*	*	*	73%	62%
Male	35	775	769	750	*	*	*	*	*	83%	53%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	778	761	*	*	*	*	*	*	64%
English Learners	*	*	732	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Central Elementary School

(23-1170-070)

Grades Offered: PK-05

2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	774	773	756	*	*	*	49%	28%	76%	58%
White	41	762	766	764	0%	*	*	*	*	68%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	769	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	21	802	*	781	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	37	774	783	761	*	*	*	*	*	70%	64%
Male	31	773	764	750	*	*	*	*	*	84%	52%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	777	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	736	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	779	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	68	774	*	758	*	*	*	49%	28%	76%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Central Elementary School
(23-1170-070)
Grades Offered: PK-05
2018-2019

Report Key:

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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	205	97.7	72.7	64.7	44.5	72.7	66.8	Met Target
White	110	96.6	68.2	59.0	54.1	68.2	63.6	Met Target
Hispanic	15	100.0	46.7	37.1	28.8	46.7	**	**
Black or African American	10	91.7	40.0	36.3	23.0	38.1	**	**
Asian, Native Hawaiian, or Pacific Islander	63	100.0	90.5	83.1	76.5	90.5	79.5	Met Goal
American Indian or Alaska Native	*	*	*	90.9	42.7	*	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	90	98.9	62.2	64.0	44.9	62.2		
Male	115	96.7	80.9	65.4	44.2	80.9		
Economically Disadvantaged Students	27	90.3	37.0	41.7	26.3	35.1	32.4	Met Target
Non-Economically Disadvantaged Students	178	98.9	78.1	69.4	54.9	78.1		
Students with Disabilities	32	97.1	53.1	25.8	17.4	53.1	39.7	Met Target
Students without Disabilities	173	97.8	76.3	71.8	50.0	76.3		
English Learners	10	92.9	50.0	*	25.0	47.6	**	**
Non-English Learners	195	98.0	73.8	*	46.5	73.8		
Homeless Students	N	N	N	57.1	17.1	N		
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.

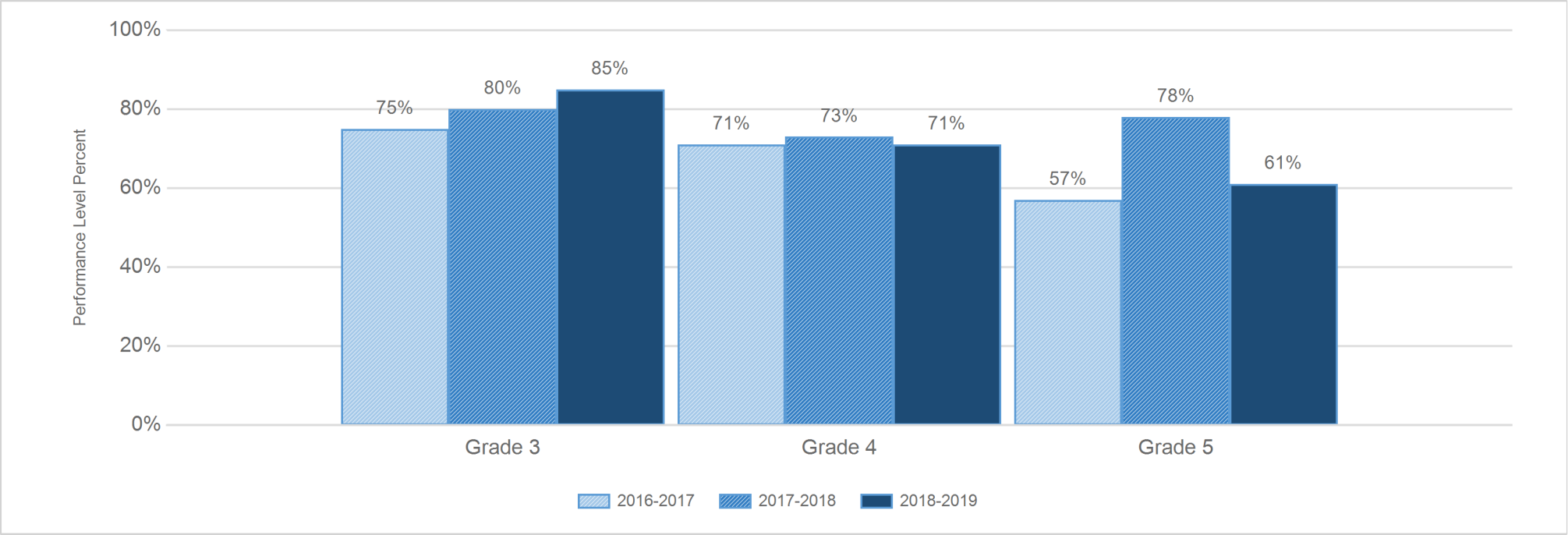


Central Elementary School
(23-1170-070)
Grades Offered: PK-05
2018-2019

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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.



Central Elementary School
(23-1170-070)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	776	766	752	*	*	*	52%	32%	85%	55%
White	39	768	758	760	*	*	*	*	*	85%	66%
Hispanic	*	*	742	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	22	789	*	778	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	27	764	764	751	*	*	*	*	*	74%	54%
Male	44	783	768	752	*	*	*	*	*	91%	56%
Economically Disadvantaged Students	*	*	748	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	771	761	*	*	*	*	*	*	67%
Students with Disabilities	10	774	744	731	*	*	*	*	*	90%	31%
Students without Disabilities	61	776	770	756	*	*	*	*	*	84%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Central Elementary School
(23-1170-070)
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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	63	765	768	749	*	*	*	54%	17%	71%	51%
White	30	760	763	757	*	*	*	*	*	70%	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	20	788	*	776	0%	*	0%	*	*	95%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	28	754	765	749	*	*	*	*	*	68%	50%
Male	35	773	770	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	*	*	750	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	771	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	742	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	743	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Central Elementary School
(23-1170-070)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	762	765	747	*	*	26%	34%	27%	61%	47%
White	42	751	758	755	*	*	33%	*	*	50%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	*	*	755	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	21	788	*	775	0%	0%	*	*	*	90%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	38	755	764	747	*	*	*	*	*	50%	47%
Male	32	770	765	747	*	*	*	*	*	75%	47%
Economically Disadvantaged Students	10	734	748	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	60	766	768	757	*	*	*	*	*	67%	59%
Students with Disabilities	*	*	737	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	769	752	*	*	*	*	*	*	52%
English Learners	*	*	740	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Central Elementary School
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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	50.0%	**	**

† 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	19	*	*
3-4	*	*	*
5 or more	*	*	*



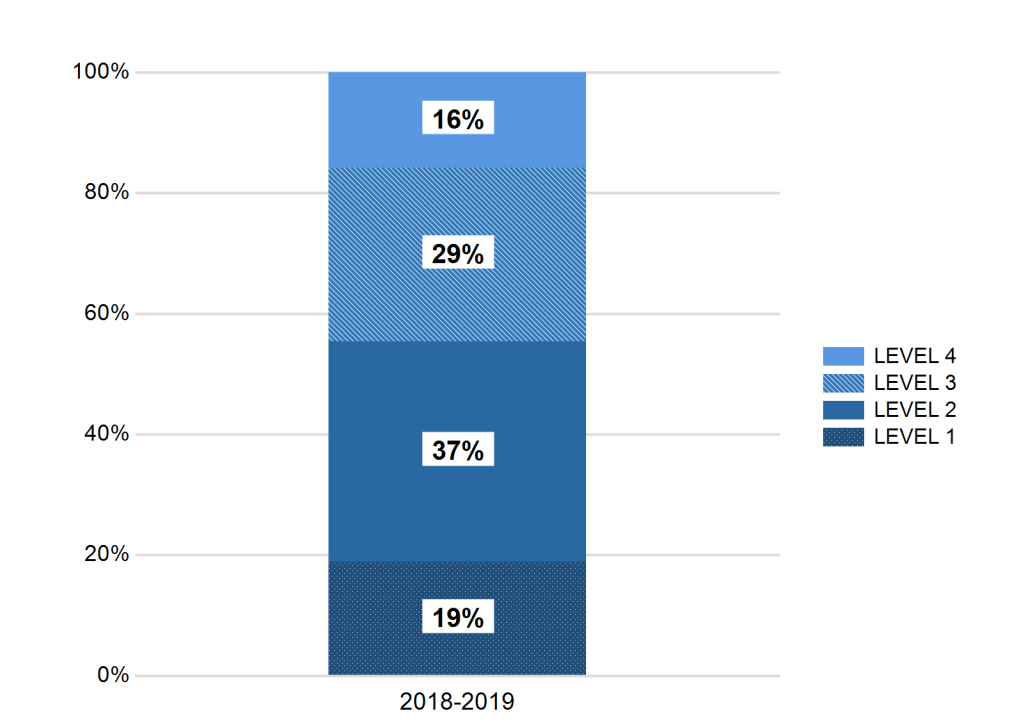
Central Elementary School
(23-1170-070)
Grades Offered: PK-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	19	37	29	16
White	26	44	26	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	24	38	38
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	37	21	16
Male	9	38	38	16
Economically Disadvantaged Students	50	30	10	10
Non-Economically Disadvantaged Students	13	38	32	17
Students with Disabilities	60	10	30	0
Students without Disabilities	12	42	28	18
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Central Elementary School

(23-1170-070)

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.

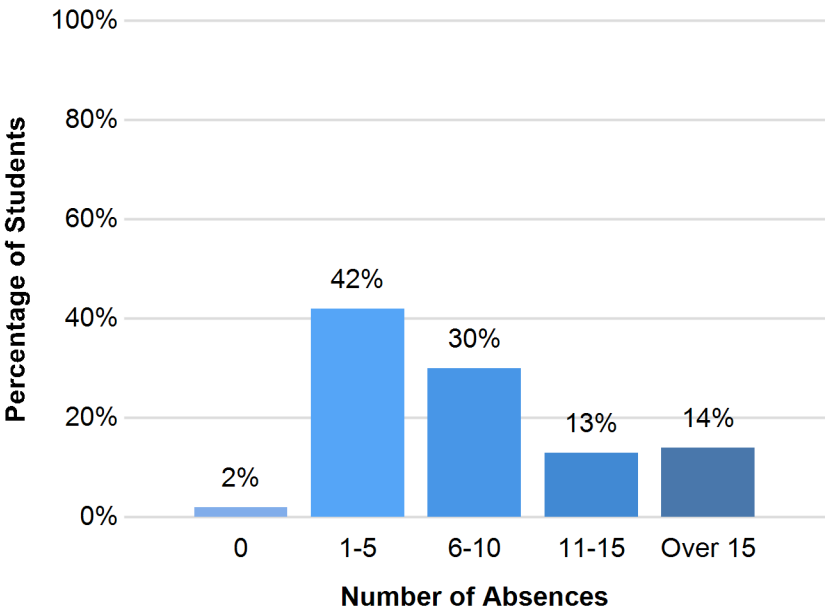
Chronic Absenteeism

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	37	9.4	8.9	Not Met
White	21	10.1	8.9	Not Met
Hispanic	5	16.7	8.9	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	10	8.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	8.6		
Male	21	10.1		
Economically Disadvantaged Students	4	6.7	8.9	Met
Students with Disabilities	10	17.2	8.9	Not Met
English Learners	2	9.1	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





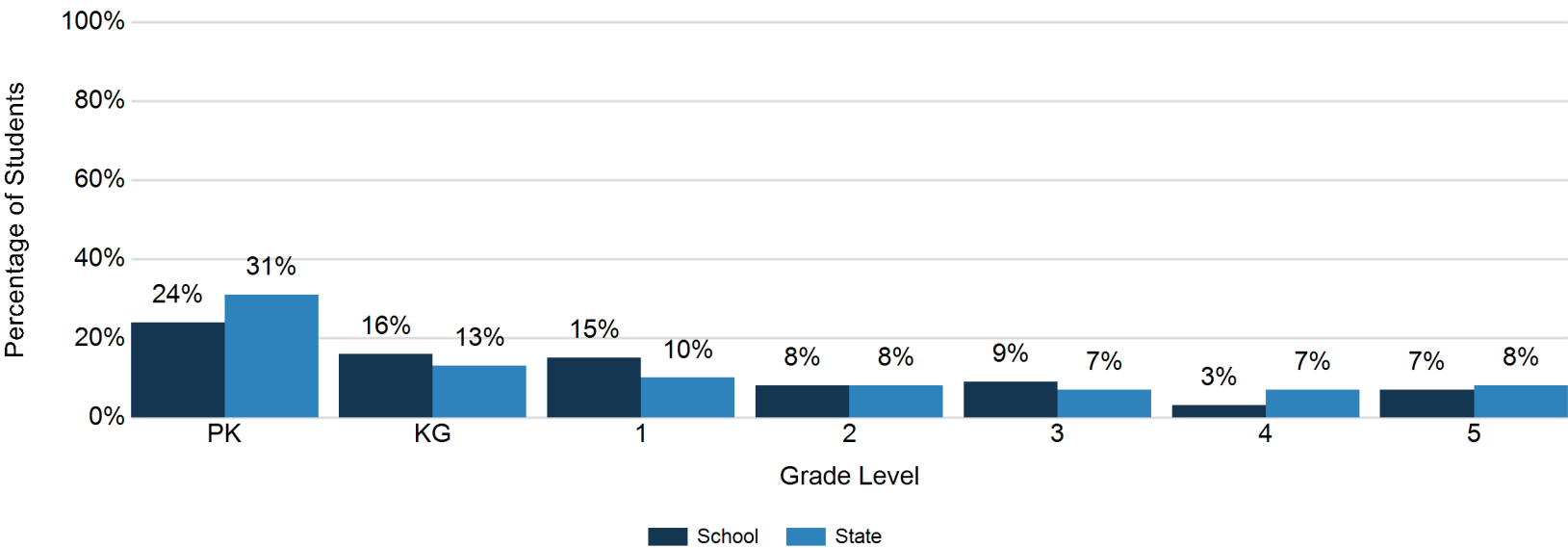
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Chronic Absenteeism by Grade

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





Central Elementary School

(23-1170-070)

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	3		3

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0



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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 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	1.0:1



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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	47	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.0	10.8
Percentage of Teachers with 4 or more years experience in the district	61.7%	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	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	424:1	181:1
Teachers to Administrators	47:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



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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	44.8%	91.5%	100.0%	48.4%	77.1%	54.9%
Male	55.2%	8.5%	0.0%	51.6%	22.9%	45.1%
White	51.7%	85.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.0%	8.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.0%	2.1%	0.0%	15.0%	6.6%	13.9%
Asian	30.9%	4.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	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	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	98.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	78.6%	83.2%	80.1%
Math Proficiency	66.7%	76.3%	72.7%
ELA Growth	59	54	59
Math Growth	52	44	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	50.0%
Chronic Absenteeism	6.3%	9.9%	9.4%

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	Met Standard	Met Standard	**	Not Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	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:	- Curriculum includes: Everyday Math, Foundations, Reader's & Writer's Workshop & Next Generation Science Standards. - Central School Clubs: Coding, Chorus, Student Council, Video Newsmakers, Safety Patrol, STEM, and Yearbook. - Students participate in programs related to Anti-Bullying Prevention, Fire Safety and building a respectful community.
 Mission, Vision, Theme:	The 2018-2019 Central School Theme is: One School, One Team: Be a Team Player! The mission of Central School is to ensure that all students reach their full potential academically, socially and emotionally. Every staff member is dedicated to creating an environment that fosters student learning and growth, while building confidence and respect for others. We work closely to provide a content-rich, technology-infused curriculum that also stresses student leadership, collaboration, inquiry and independence.
 Awards, Recognition, Accomplishments:	Central School is a Blue Ribbon Elementary School and a National School of Excellence.



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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.

 Courses, Curriculum, Instruction:	The instructional program is characterized by a strong emphasis on literacy and math skills along with carefully integrated courses in health, science and social studies. Rich curricula in music, visual arts, technology, physical education, media, and world language enhance the academic program. Research-based best practices are used to differentiate instruction to meet the needs of all learners. Our students consistently demonstrate their skills on both formative and summative assessments.
 Clubs and Activities:	Students at Central School have the opportunity to participate in extra-curricular activities to extend their educational and social experiences, allowing them to pursue additional talents and interests. Extra-curricular activities include: Coding Club, Chorus, Student Council, Video Newsmakers Club, Safety Patrol, STEM Club, and Yearbook Club. Music students also have an opportunity to participate in all district band, chorus and orchestra activities.



Central Elementary School
(23-1170-070)
Grades Offered: PK-05
2018-2019

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School Narrative

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

 Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.



Central Elementary School
(23-1170-070)
Grades Offered: PK-05
2018-2019

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 Student Supports and Services:	Character education is woven into every day school life. Our supportive school environment is dedicated to all students being safe, responsible, respectful and kind. Supports and specialized programs offered to students include Short-Term Supportive Counseling, Superflex Program, Second Step Program, Intervention and Referral Services, Speech, Gifted and Talented, Physical and Occupational Therapy. A full-time Student Assistance Specialist serves as the Anti-Bullying Specialist.
 Student Health and Wellness:	Breakfast and Lunch Programs are provided daily. Students participate in Physical Education twice a week and have recess daily. Students also receive Health Instruction in the classroom weekly which focuses on health, well-being, and positive peer relations.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



Central Elementary School

(23-1170-070)

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Nationally-normed climate surveys are given annually to students, parents and staff to continually assess and improve the climate at Central School.
Facilities:	Constructed in 1949, Central Elementary School underwent a major expansion and renovation that was completed in 2008. It is a 78,283 square-foot facility on 18.29 acres. This fully air-conditioned facility includes a cafetorium and separate gymnasium. A recently constructed new main entrance enhances building security, and new walkways provide safe, ADA-accessibility. As with most District facilities, the school is highly used by the community.



Chittick Elementary School
(23-1170-125)
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:



Chittick Elementary School
(23-1170-125)
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	Middlesex
District	East Brunswick Township School District
Principal Name	Mrs. Megan Manetta
Address	5 FLAGLER STREET E BRUNSWICK, NJ 08816
Phone Number	732-613-6830
Email Address	mmanetta@ebnet.org
Website	https://www.ebnet.org/chittick
Twitter	https://twitter.com/ChittickEB



Chittick Elementary School

(23-1170-125)

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	52	76	101
1	52	59	82
2	72	69	69
3	91	71	86
4	75	100	81
5	90	82	105
Total	432	457	524

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

Student Group	2016-17	2017-18	2018-19
Female	44.4%	46.0%	45.2%
Male	55.6%	54.0%	54.8%
Economically Disadvantaged Students	22.0%	23.4%	28.4%
Students with Disabilities	20.8%	22.8%	18.9%
English Learners	8.8%	6.8%	6.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.7%	0.7%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	49.3%	48.6%	45.2%
Hispanic	10.0%	10.7%	14.9%
Black or African American	5.1%	5.7%	5.5%
Asian	31.5%	31.9%	31.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.9%	0.7%	0.6%
Two or More Races	3.2%	2.4%	2.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	52	76	101

Enrollment by Home Language

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

Home Language	% of Students
English	56.3%
Arabic	10.3%
Spanish	9.4%
Hindi	5.2%
Chinese	4.0%
Other Languages	14.9%



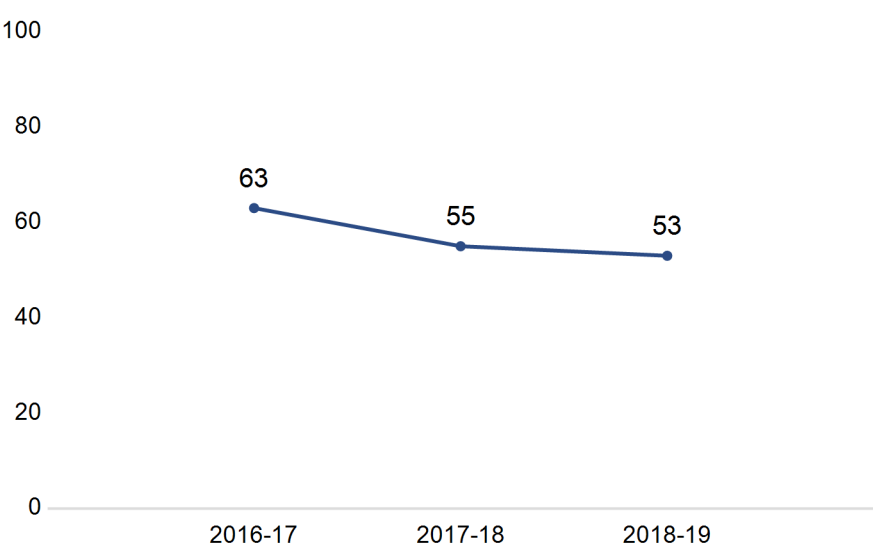
Chittick Elementary School
(23-1170-125)
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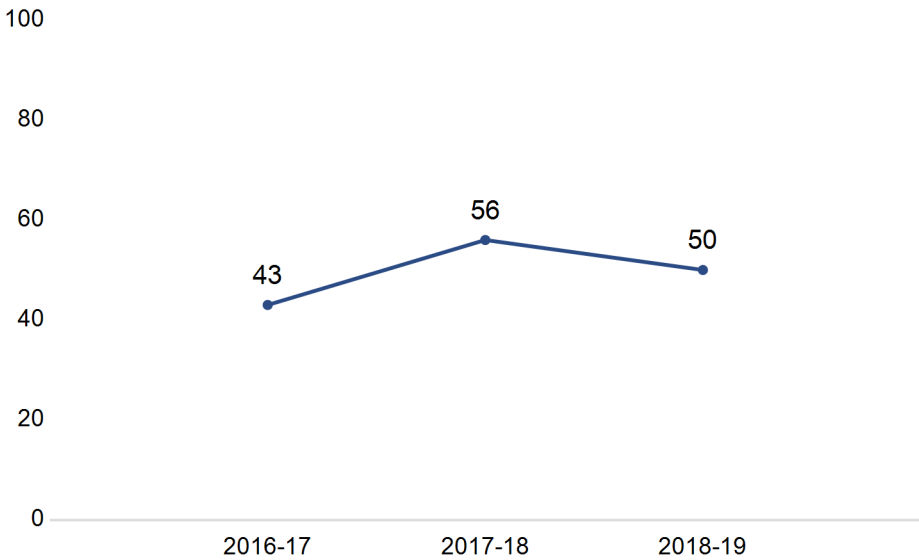
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	55	53	43	56	50
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	52	50	Met Standard	50	57.5	50	Met Standard
White	51	50	50	Met Standard	45	54	52	Met Standard
Hispanic	36.5	44	49	**	36.5	51.5	47	**
Black or African American	48	45	45	**	45	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	70.5	58	59	Exceeds Standard	56	64	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	53	49	**	*	55	52	**
Female	60	56	53	N	47	55	50	N
Male	51	48	47	N	53	60	51	N
Economically Disadvantaged Students	67	47	48	Exceeds Standard	43.5	55.5	46	Met Standard
Students with Disabilities	45	45	43	Met Standard	53	54	45	Met Standard
English Learners	59	59	52	Met Standard	40	64	50	Met Standard
Homeless Students	N	57	43	N	N	78	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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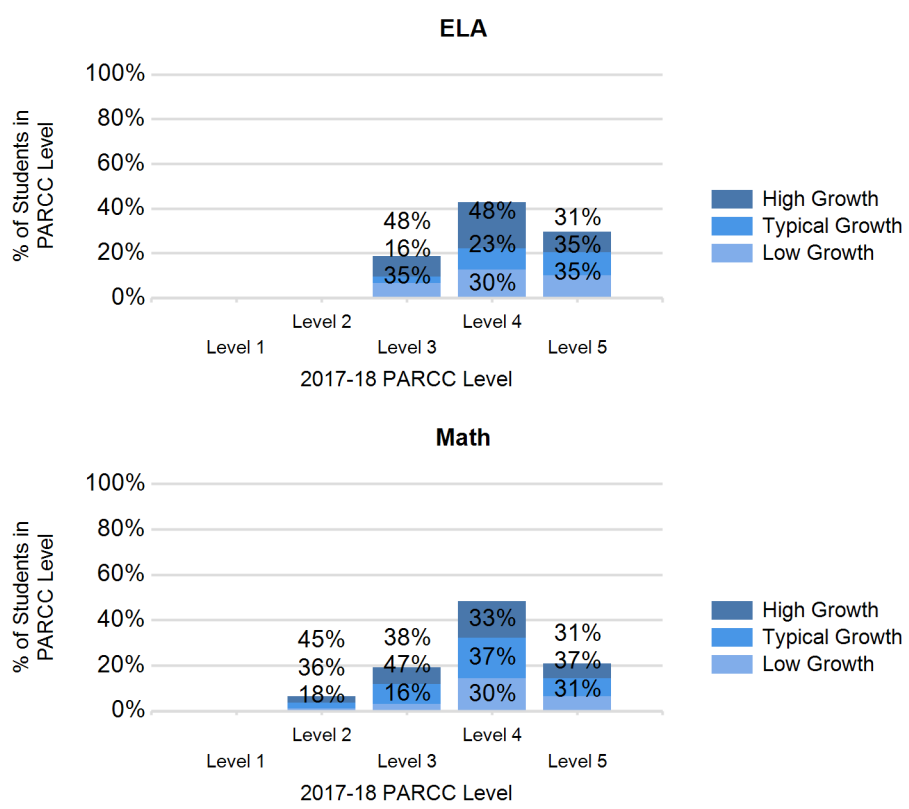
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

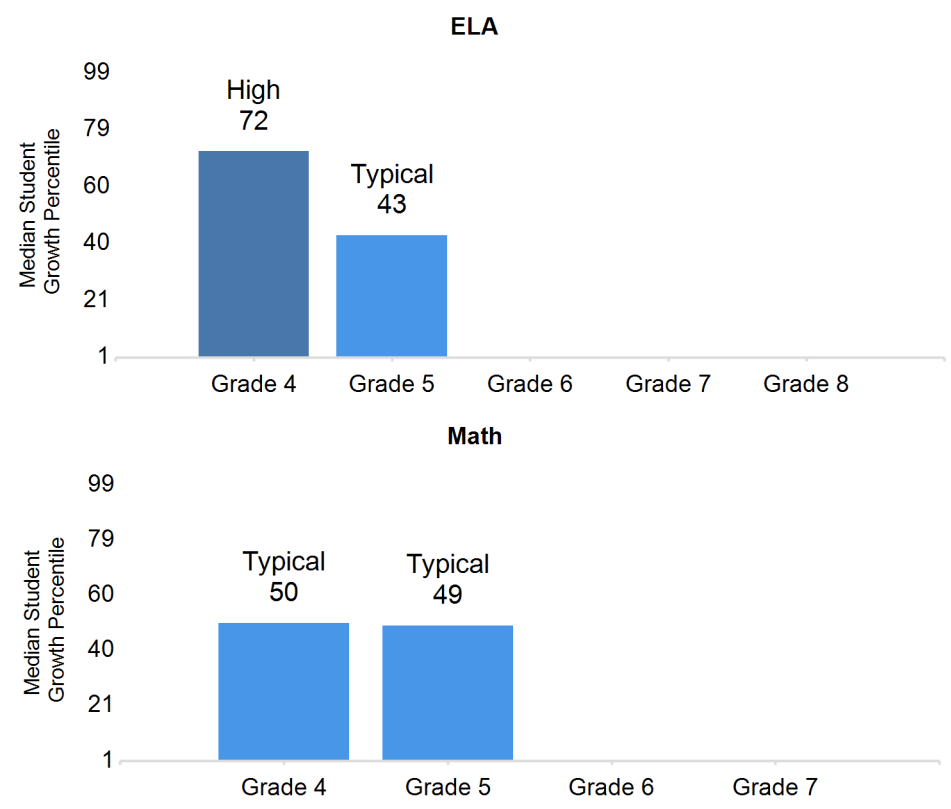
Student Growth by Performance Level

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.





Chittick Elementary School

(23-1170-125)

Grades Offered: PK-05

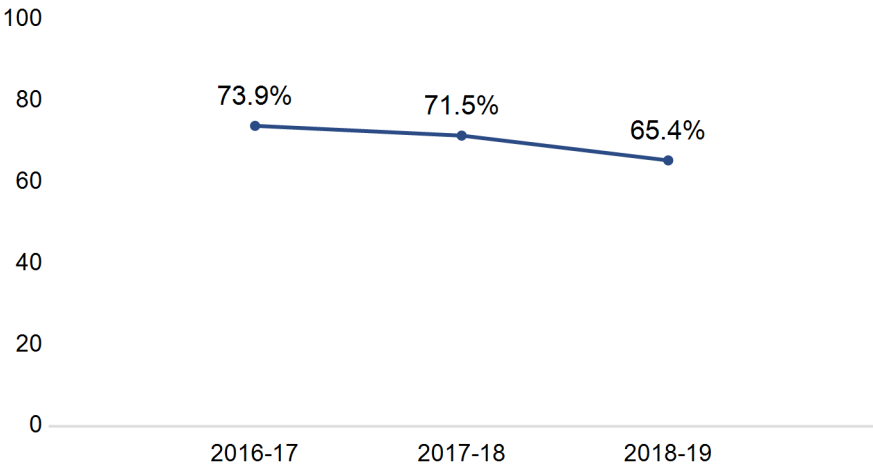
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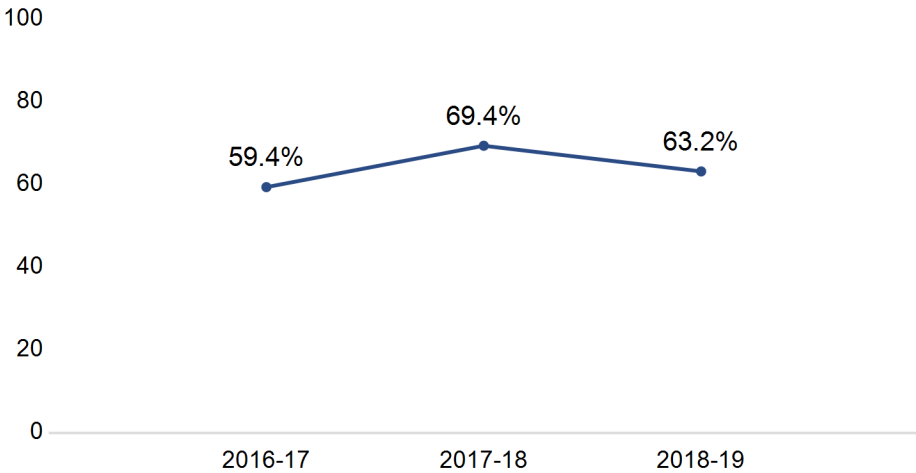
English Language Arts and Mathematics Performance Trends

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	91.3%	98.0%	98.1%	91.7%	98.0%	98.5%
Proficiency Rate for Federal Accountability	73.9%	71.5%	65.4%	59.4%	69.4%	63.2%
Annual Target	74.0%	74.3%	74.6%	61.5%	62.5%	63.4%
Met Annual Target?	Met Target†	Met Target†	Not Met	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	254	98.1	65.4	74.3	57.9	65.4	74.6	Not Met
White	111	97.4	57.7	69.3	66.9	57.7	67.8	Not Met
Hispanic	30	93.9	40.0	54.4	43.9	40.0	51.5	Met Target†
Black or African American	16	100.0	68.8	56.1	38.5	68.8	**	**
Asian, Native Hawaiian, or Pacific Islander	87	100.0	85.1	88.5	82.9	85.1	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	56.0	*	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	111	97.5	74.8	81.3	64.8	74.8		
Male	143	98.6	58.0	67.7	51.3	58.0		
Economically Disadvantaged Students	62	97.0	48.4	51.9	40.0	48.4	44	Met Target
Non-Economically Disadvantaged Students	192	98.5	70.8	78.7	67.9	70.8		
Students with Disabilities	51	92.9	19.6	30.0	22.7	19.1	46.9	Not Met
Students without Disabilities	203	99.5	76.8	82.3	65.1	76.8		
English Learners	35	100.0	54.3	46.8	29.3	54.3	53	Met Target
Non-English Learners	219	97.8	67.1	76.0	60.6	67.1		
Homeless Students	N	N	N	61.9	29.1	N		
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.



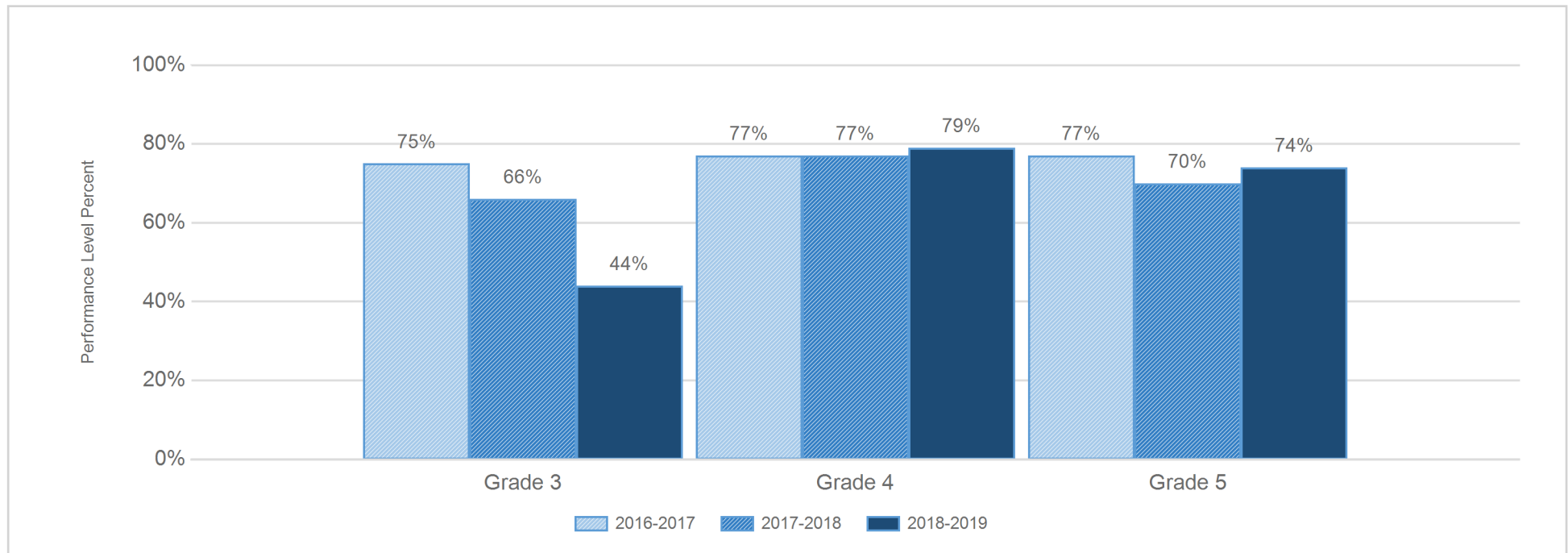
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English Language Arts Assessment - Performance Trends

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	80	744	764	748	15%	20%	21%	*	*	44%	50%
White	27	728	756	757	*	*	*	*	*	22%	60%
Hispanic	14	728	741	734	*	*	*	*	*	29%	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	32	769	*	773	*	*	*	*	*	75%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	41	757	768	753	*	*	*	*	*	56%	55%
Male	39	731	760	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	25	726	742	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	55	753	769	759	*	*	*	*	*	53%	61%
Students with Disabilities	13	696	729	719	*	*	*	*	*	*	24%
Students without Disabilities	67	754	770	754	*	*	*	*	*	*	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	776	773	755	*	*	13%	46%	33%	79%	57%
White	36	769	768	763	*	*	*	*	*	78%	67%
Hispanic	10	744	750	743	*	*	*	*	*	50%	44%
Black or African American	*	*	757	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	23	802	*	779	0%	0%	*	*	*	96%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	30	773	777	760	*	*	*	43%	33%	77%	62%
Male	48	778	769	750	*	*	*	48%	33%	81%	53%
Economically Disadvantaged Students	18	763	754	740	*	*	*	*	*	67%	40%
Non-Economically Disadvantaged Students	60	780	777	765	*	*	*	*	*	83%	69%
Students with Disabilities	14	739	738	725	*	*	*	*	*	43%	25%
Students without Disabilities	64	784	778	761	*	*	*	*	*	88%	64%
English Learners	*	*	732	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	98	771	773	756	*	*	*	50%	24%	74%	58%
White	50	761	766	764	*	*	*	*	*	62%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	769	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	33	789	*	781	0%	*	*	52%	39%	91%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	44	782	783	761	*	*	0%	*	*	91%	64%
Male	54	762	764	750	*	*	20%	*	*	61%	52%
Economically Disadvantaged Students	19	762	754	740	*	*	*	*	*	68%	39%
Non-Economically Disadvantaged Students	79	773	777	766	*	*	*	*	*	76%	69%
Students with Disabilities	21	727	736	724	*	*	*	*	*	24%	23%
Students without Disabilities	77	783	779	762	*	*	*	*	*	88%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	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%



Chittick Elementary School
(23-1170-125)
Grades Offered: PK-05
2018-2019

Report Key:

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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	258	98.5	63.2	64.7	44.5	63.2	63.4	Met Target†
White	114	98.4	54.4	59.0	54.1	54.4	51.9	Met Target
Hispanic	31	94.3	45.2	37.1	28.8	45.2	47.1	Met Target†
Black or African American	16	100.0	43.8	36.3	23.0	43.8	**	**
Asian, Native Hawaiian, or Pacific Islander	87	100.0	83.9	83.1	76.5	83.9	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	42.7	*	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	113	98.4	62.8	64.0	44.9	62.8		
Male	145	98.7	63.4	65.4	44.2	63.4		
Economically Disadvantaged Students	66	98.6	42.4	41.7	26.3	42.4	35.5	Met Target
Non-Economically Disadvantaged Students	192	98.5	70.3	69.4	54.9	70.3		
Students with Disabilities	52	94.6	30.8	25.8	17.4	30.6	33.8	Met Target†
Students without Disabilities	206	99.5	71.4	71.8	50.0	71.4		
English Learners	38	100.0	44.7	*	25.0	44.7	48.5	Met Target†
Non-English Learners	220	98.3	66.4	*	46.5	66.4		
Homeless Students	N	N	N	57.1	17.1	N		
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.

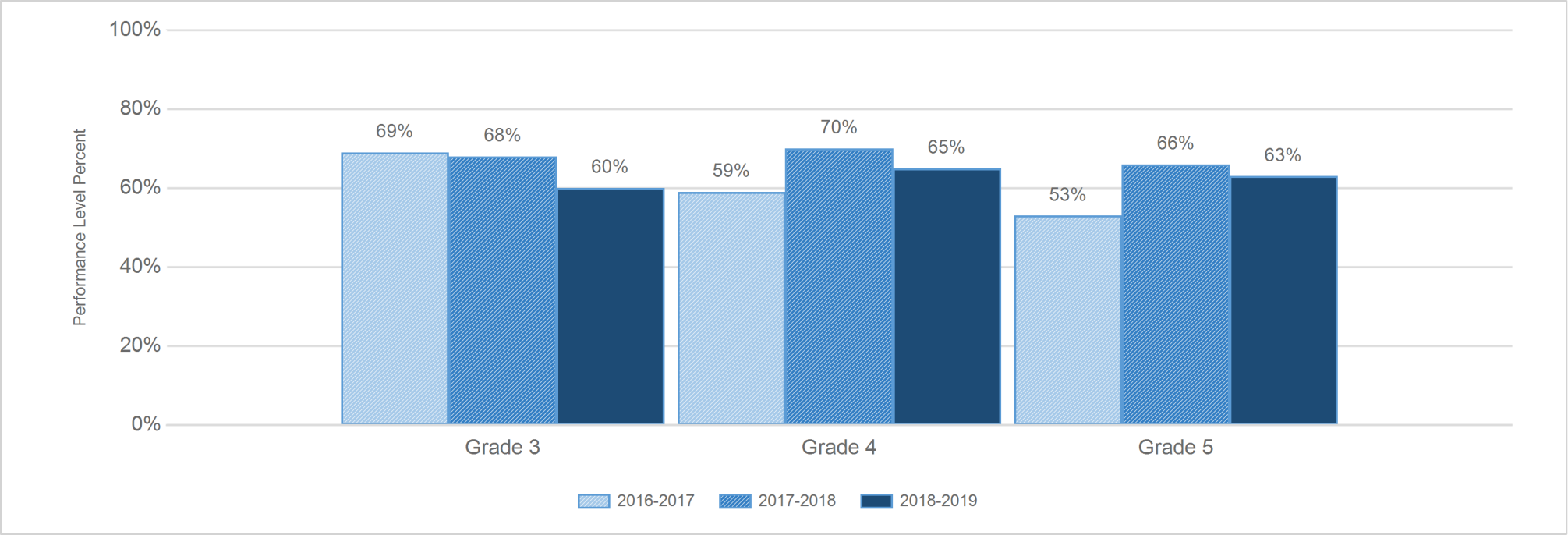


Chittick Elementary School
(23-1170-125)
Grades Offered: PK-05
2018-2019

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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	84	757	766	752	*	*	20%	40%	19%	60%	55%
White	29	742	758	760	*	*	*	*	*	48%	66%
Hispanic	16	738	742	739	*	*	*	*	*	38%	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	32	781	*	778	0%	*	*	41%	41%	81%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	42	764	764	751	*	*	*	*	*	62%	54%
Male	42	751	768	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	28	741	748	737	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	56	766	771	761	*	*	*	*	*	70%	67%
Students with Disabilities	13	729	744	731	*	*	*	*	*	38%	31%
Students without Disabilities	71	763	770	756	*	*	*	*	*	63%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Chittick Elementary School

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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	79	763	768	749	*	*	25%	*	*	65%	51%
White	37	756	763	757	*	*	38%	*	*	54%	62%
Hispanic	10	740	743	737	0%	*	*	*	*	40%	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	23	785	*	776	0%	0%	*	*	*	96%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	31	753	765	749	*	*	*	*	*	52%	50%
Male	48	769	770	749	*	*	*	*	*	73%	52%
Economically Disadvantaged Students	19	745	750	734	*	*	*	*	*	32%	32%
Non-Economically Disadvantaged Students	60	768	771	759	*	*	*	*	*	75%	63%
Students with Disabilities	14	738	742	726	*	*	*	*	*	36%	25%
Students without Disabilities	65	768	772	754	*	*	*	*	*	71%	56%
English Learners	*	*	743	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	761	765	747	*	*	23%	44%	20%	63%	47%
White	53	753	758	755	*	*	26%	*	*	53%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	*	*	755	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	33	780	*	775	0%	*	*	39%	42%	82%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	761	764	747	*	*	22%	*	*	65%	47%
Male	55	761	765	747	*	*	24%	*	*	62%	47%
Economically Disadvantaged Students	22	747	748	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	79	765	768	757	*	*	*	*	*	67%	59%
Students with Disabilities	22	728	737	725	*	*	*	*	*	27%	19%
Students without Disabilities	79	770	769	752	*	*	*	*	*	73%	52%
English Learners	*	*	740	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	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%



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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	N	N
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	100.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	27	66.7%	33.3%
3-4	*	*	*
5 or more	*	*	*



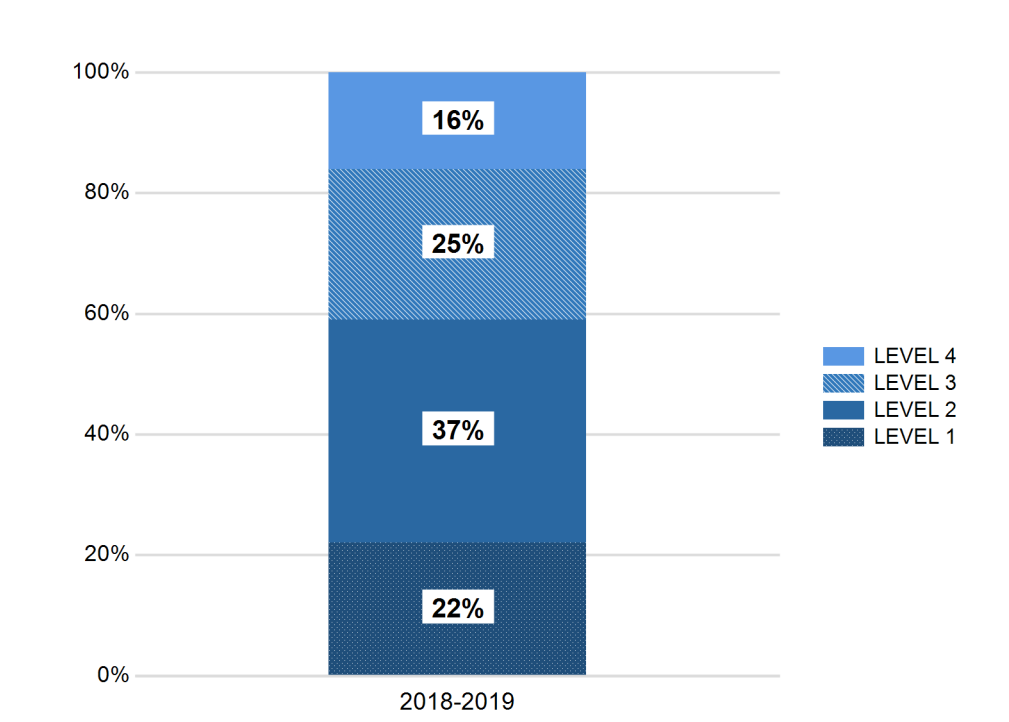
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	22	37	25	16
White	30	38	16	16
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	39	33	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	17	35	28	20
Male	26	39	23	12
Economically Disadvantaged Students	41	27	18	14
Non-Economically Disadvantaged Students	17	40	27	16
Students with Disabilities	67	25	8	0
Students without Disabilities	9	41	30	20
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

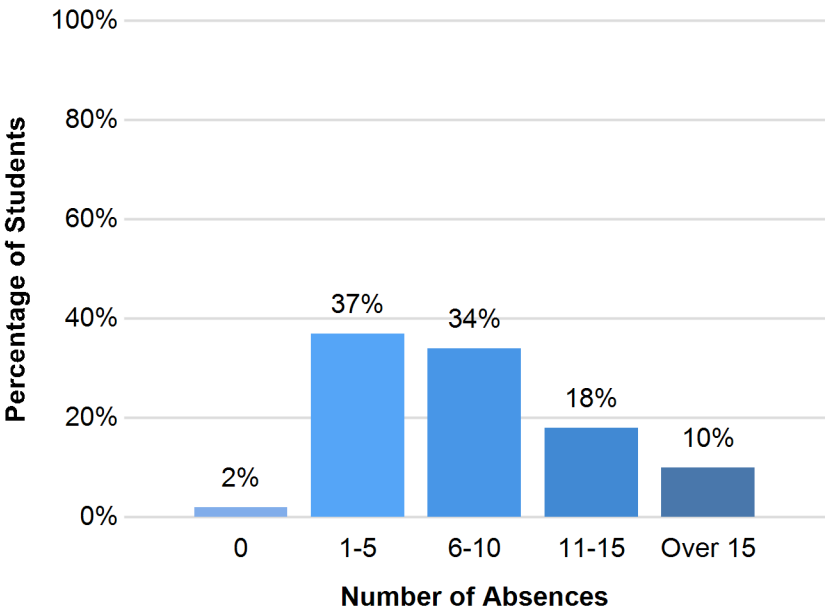
Chronic Absenteeism

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	6.3	8.9	Met
White	12	5.6	8.9	Met
Hispanic	8	10.7	8.9	Not Met
Black or African American	2	7.4	8.9	Met
Asian, Native Hawaiian, or Pacific	8	5.0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	22	9.5		
Male	9	3.5		
Economically Disadvantaged Students	10	7.3	8.9	Met
Students with Disabilities	2	2.5	8.9	Met
English Learners	3	10.0	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





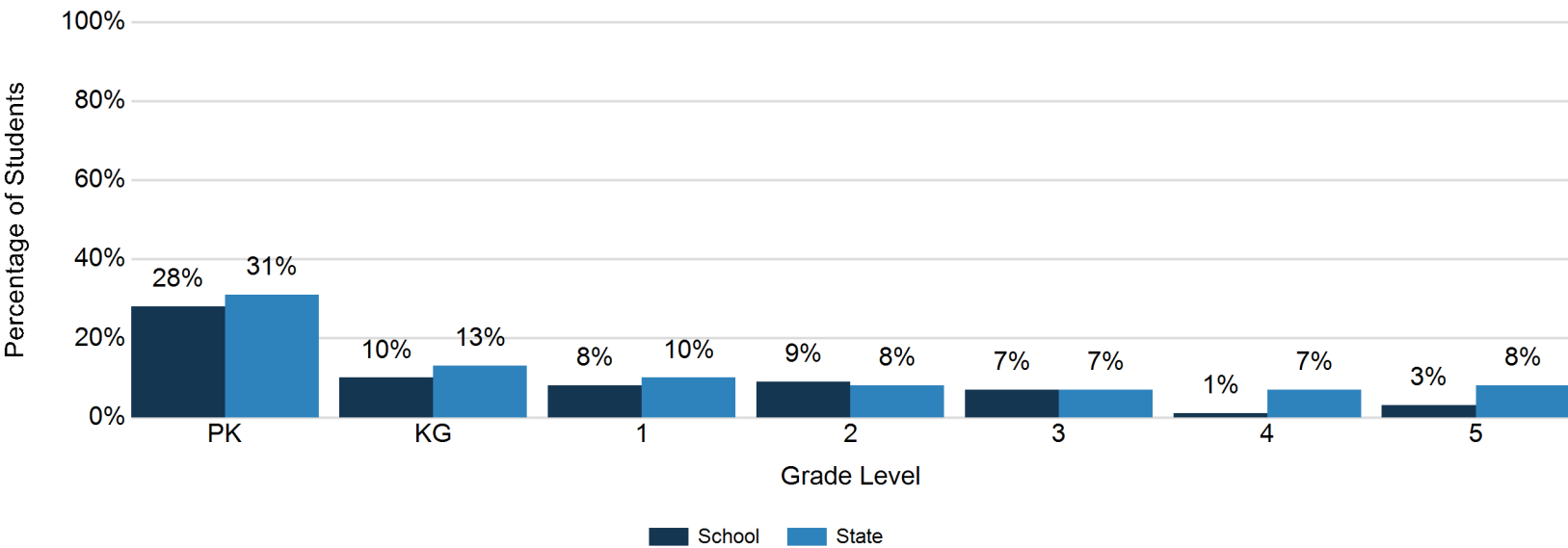
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
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	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 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	1.5:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	57.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	524:1	181:1
Teachers to Administrators	54:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



Chittick Elementary School
(23-1170-125)
Grades Offered: PK-05
2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.2%	83.3%	100.0%	48.4%	77.1%	54.9%
Male	54.8%	16.7%	0.0%	51.6%	22.9%	45.1%
White	45.2%	90.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.9%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.5%	3.7%	0.0%	15.0%	6.6%	13.9%
Asian	31.1%	3.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	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	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Grades Offered: PK-05
2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.5%



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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	73.9%	71.5%	65.4%
Math Proficiency	59.4%	69.4%	63.2%
ELA Growth	63	55	53
Math Growth	43	56	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		90.5%	100.0%
Chronic Absenteeism	3.7%	6.9%	6.3%

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



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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:	- Curriculum includes: Everyday Math, Foundations, Reader's & Writer's Workshop & Next Generation Science Standards. - Chittick School Clubs: Art Enrichment, Student Council, Safety Patrol, Chorus, Band and Orchestra. - Students participate in programs related to Anti-Bullying Prevention, Fire Safety and building a respectful community.
 Mission, Vision, Theme:	Chittick school develops life long learners who persevere through challenges and become positive, respectful citizens of the world. We engage our learners by embracing differentiation, and utilize technology to encourage forward thinking and collaboration. We foster a nurturing social and learning environment by celebrating acceptance and what makes us unique. We are focused on a growth mindset. Our students "GROW" by giving new things a try, resolving conflicts calmly, overcoming challenges, and recognizing that words are powerful.
 Awards, Recognition, Accomplishments:	Chittick is a Blue Ribbon School and a National School of Excellence.



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 Courses, Curriculum, Instruction:	The instructional program is characterized by a strong emphasis on literacy and math skills along with carefully integrated courses in health, science and social studies. Rich curricula in music, visual arts, technology, physical education, media, and world language enhance the academic program. Research-based best practices are used to differentiate instruction to meet the needs of all learners. Our students consistently demonstrate their skills on both formative and summative assessments.
 Clubs and Activities:	Students have the opportunity to participate in activities that extend their learning in music, leadership, and community service. In this way, our students can pursue their interests and develop a greater love of learning. Extra-curricular activities at Chittick School include: Art Enrichment, Coding Club, Chorus, Safety Patrol, STEM Club and Student Council. Music students also have an opportunity to participate in all district band, chorus and orchestra activities.



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 Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.



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 Student Supports and Services:	Character education is woven into every day school life. Our supportive school environment is dedicated to all students being safe, responsible, respectful and kind. Supports and specialized programs offered to students include Short-Term Supportive Counseling, Superflex Program, Second Step Program, Intervention and Referral Services, Speech, Gifted and Talented, Physical and Occupational Therapy. A full-time Student Assistance Specialist serves as the Anti-Bullying Specialist.
 Student Health and Wellness:	Chittick offers breakfast and lunch daily. All students attend Physical Education two times per week and enjoy daily recess. Students receive instruction in Health about wellness and positive habits. Our Health Instruction incorporates the Second Step Curriculum to integrate social-emotional learning.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School climate survey data is gathered and analyzed annually. Students, staff, and parents are all provided with the opportunity to share input on the school climate. Chittick is currently participating in the School Climate Transformation Project as the result of a grant from the NJDOE.
Facilities:	Constructed in 1969, Chittick School is a 52,241 square-foot facility on 9.6 acres. Recent facility improvements completed over the last several years include a new main entrance enhancing building security; a flexible learning space to pilot its functionality; a storage addition and a new HVAC system providing air-conditioning throughout the facility. Additional improvements are in the planning stage for this school. As with most District facilities, the school is highly used by the community.



Churchill Jr High School
 (23-1170-055)
 Grades Offered: 08-09
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Churchill Jr High School
 (23-1170-055)
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 2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	East Brunswick Township School District
Principal Name	Mr. Mark Sutor
Address	18 NORTON ROAD E BRUNSWICK, NJ 08816
Phone Number	732-353-0915
Email Address	msutor@ebnet.org
Website	https://www.ebnet.org/cjhs



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2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
8	678	661	602
9	669	679	681
Total	1,348	1,341	1,283

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

Student Group	2016-17	2017-18	2018-19
Female	46.9%	50.0%	49.9%
Male	53.1%	50.0%	50.1%
Economically Disadvantaged Students	15.8%	15.5%	16.0%
Students with Disabilities	14.6%	14.9%	14.3%
English Learners	2.6%	1.6%	1.6%
Homeless Students	0.5%	0.4%	0.2%
Students in Foster Care	0.2%	0.1%	0.2%
Military-Connected Students	0.1%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	52.1%	49.4%	51.0%
Hispanic	6.2%	6.1%	7.3%
Black or African American	5.2%	5.9%	5.5%
Asian	35.7%	37.5%	35.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.3%
American Indian or Alaska Native	0.0%	0.1%	0.2%
Two or More Races	0.7%	0.9%	0.7%

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	1,346	1,338	1,282
Shared Time Students	3	6	1
Full Time Equivalent	1,348	1,341	1,283

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	59.7%
Arabic	8.0%
Chinese	6.4%
Spanish	4.6%
Urdu	2.5%
Other Languages	18.9%



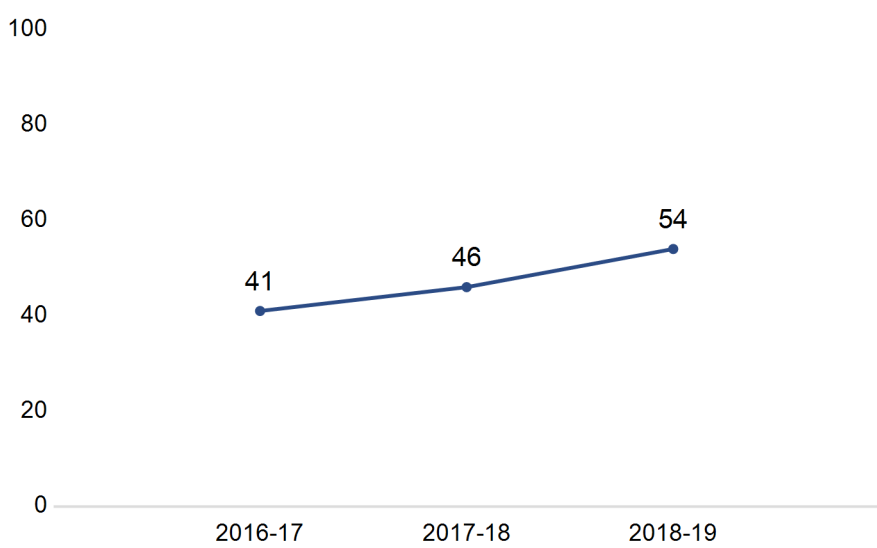
Churchill Jr High School
(23-1170-055)
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2018-2019

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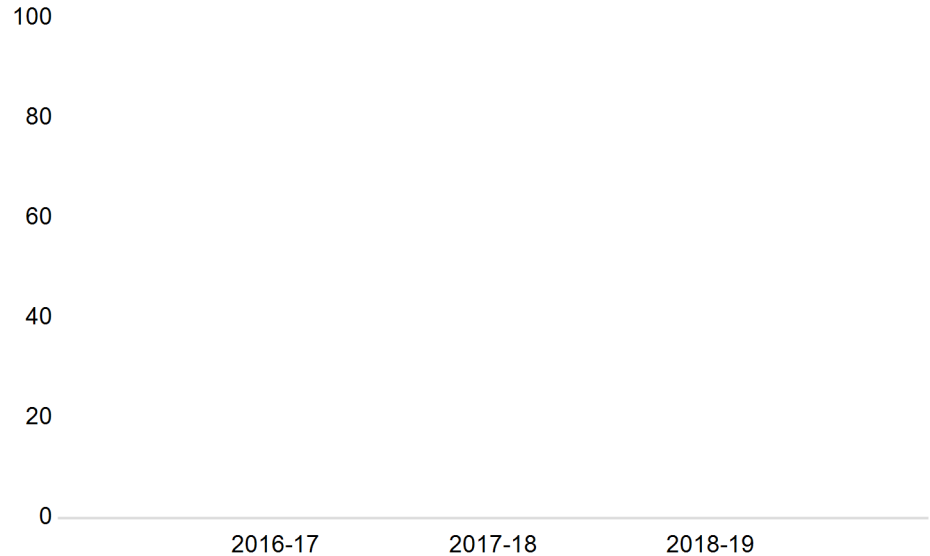
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	46	54	N	N	N
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	N	N	N
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	52	50	Met Standard	N	57.5	50	**
White	53.5	50	50	Met Standard	N	54	52	**
Hispanic	41	44	49	Met Standard	N	51.5	47	**
Black or African American	45	45	45	Met Standard	N	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	57	58	59	Met Standard	N	64	60	**
American Indian or Alaska Native	*	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	N	55	52	**
Female	56	56	53	N	N	55	50	N
Male	51	48	47	N	N	60	51	N
Economically Disadvantaged Students	51	47	48	Met Standard	N	55.5	46	**
Students with Disabilities	46	45	43	Met Standard	N	54	45	**
English Learners	83	59	52	**	N	64	50	**
Homeless Students	*	57	43	N	N	78	44	N
Students in Foster Care	*	*	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



Churchill Jr High School
(23-1170-055)
Grades Offered: 08-09
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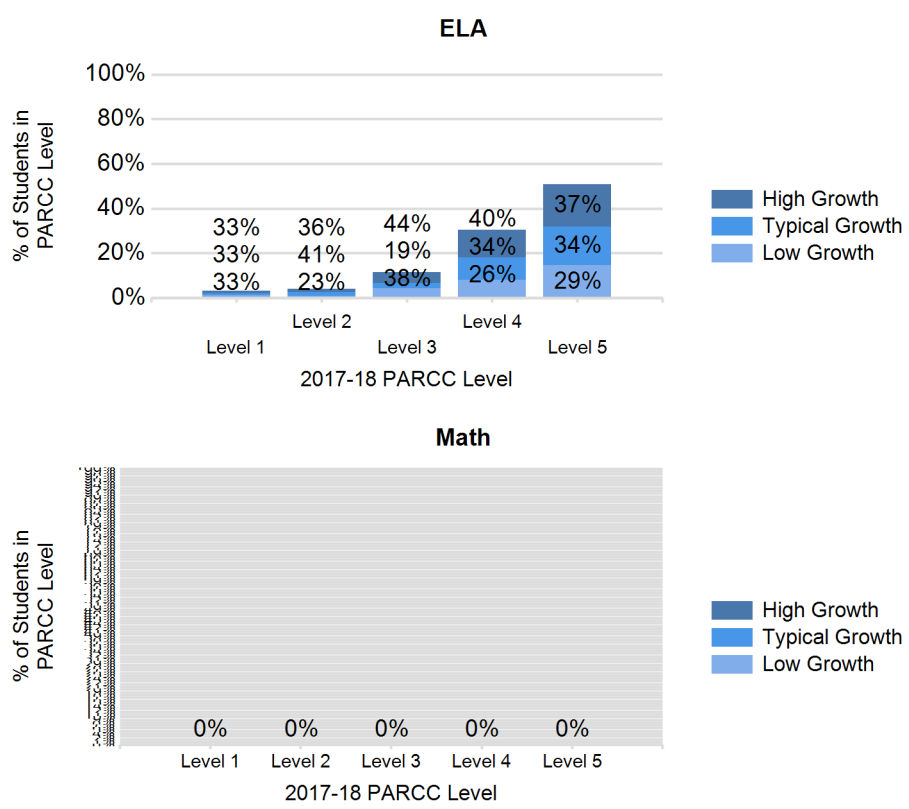
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

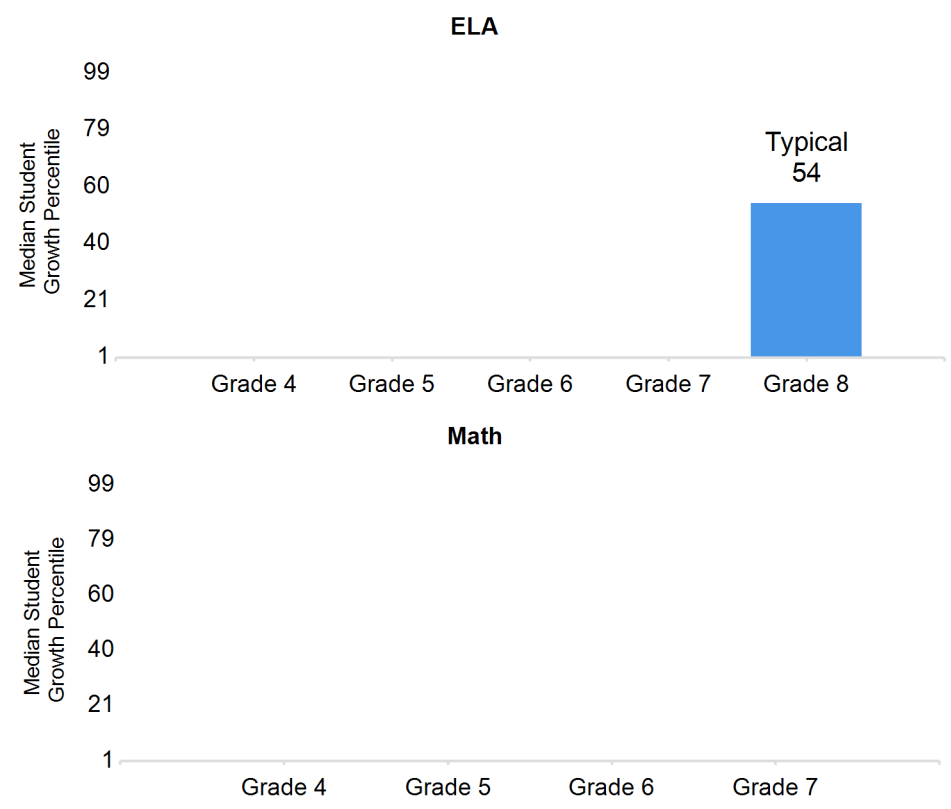
Student Growth by Performance Level

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



Student Growth by Grade

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



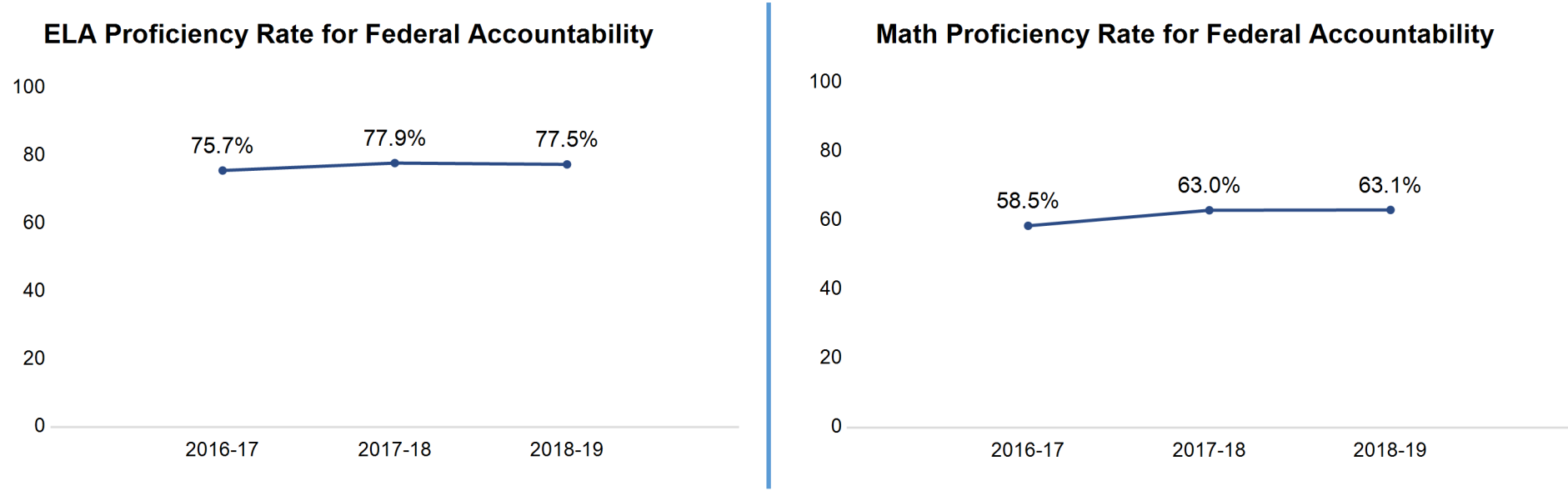


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.0%	98.9%	98.6%	95.6%	98.6%	98.4%
Proficiency Rate for Federal Accountability	75.7%	77.9%	77.5%	58.5%	63.0%	63.1%
Annual Target	71.1%	71.5%	72.0%	58.5%	59.7%	60.8%
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	1239	98.6	77.5	74.3	57.9	77.5	72	Met Target
White	631	97.7	74.5	69.3	66.9	74.5	66.3	Met Target
Hispanic	84	97.8	58.3	54.4	43.9	58.3	47.4	Met Target
Black or African American	70	100.0	45.7	56.1	38.5	45.7	54	Met Target†
Asian, Native Hawaiian, or Pacific Islander	443	99.8	91.0	88.5	82.9	91.0	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	56.0	*	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	619	98.0	83.4	81.3	64.8	83.4		
Male	620	99.2	71.6	67.7	51.3	71.6		
Economically Disadvantaged Students	192	99.0	56.8	51.9	40.0	56.8	49.9	Met Target
Non-Economically Disadvantaged Students	1047	98.5	81.3	78.7	67.9	81.3		
Students with Disabilities	166	94.9	24.1	30.0	22.7	24.1	26.6	Met Target†
Students without Disabilities	1073	99.2	85.7	82.3	65.1	85.7		
English Learners	40	100.0	57.5	46.8	29.3	57.5	29.9	Met Target
Non-English Learners	1199	98.5	78.1	76.0	60.6	78.1		
Homeless Students	*	*	*	61.9	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.

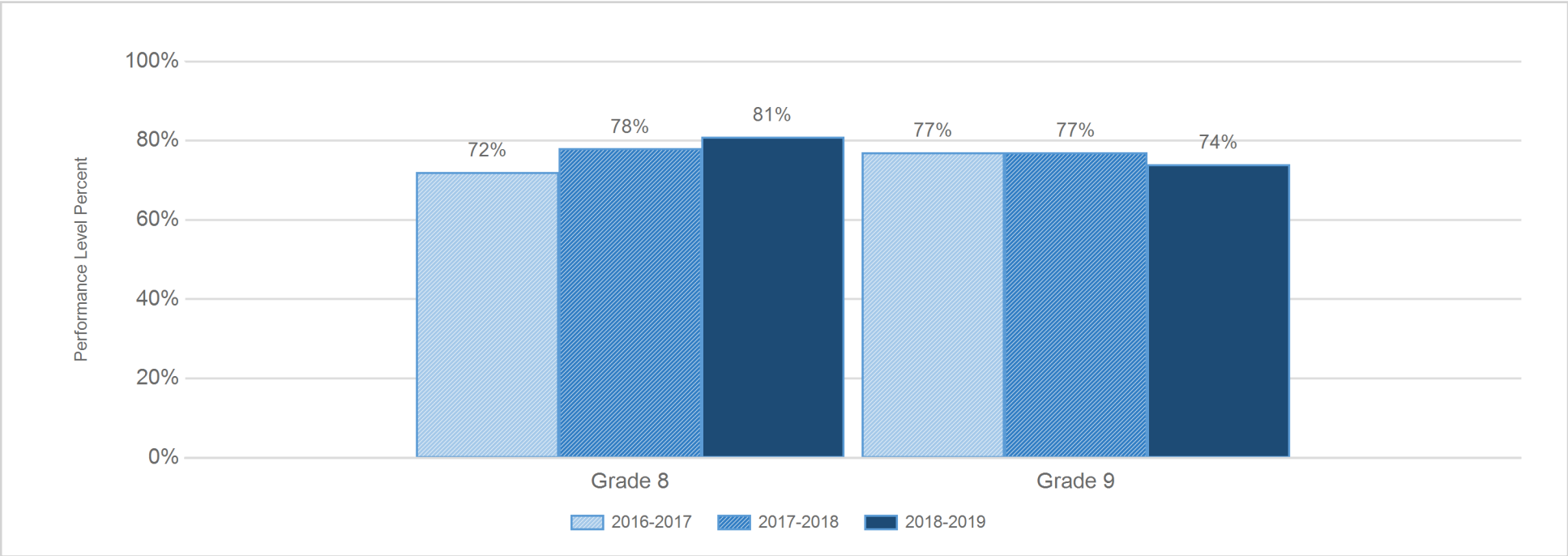


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English Language Arts Assessment - Performance Trends

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 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	583	785	785	762	3%	6%	10%	36%	45%	81%	63%
White	304	780	780	770	4%	7%	10%	41%	39%	80%	72%
Hispanic	42	761	761	747	*	*	*	*	*	67%	49%
Black or African American	29	757	757	741	*	*	*	*	*	59%	43%
Asian, Native Hawaiian, or Pacific Islander	204	802	802	794	*	*	6%	27%	63%	91%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	280	795	795	771	*	*	7%	33%	56%	89%	71%
Male	303	775	775	753	*	*	12%	39%	35%	74%	55%
Economically Disadvantaged Students	89	762	762	743	*	*	22%	31%	28%	60%	45%
Non-Economically Disadvantaged Students	494	789	789	772	*	*	7%	37%	48%	85%	72%
Students with Disabilities	79	735	735	721	*	*	32%	*	*	29%	22%
Students without Disabilities	504	793	793	770	*	*	6%	*	*	89%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	667	772	772	753	5%	7%	14%	37%	36%	74%	56%
White	332	765	765	762	4%	9%	17%	44%	26%	70%	65%
Hispanic	45	746	746	737	*	*	24%	*	*	47%	40%
Black or African American	40	734	734	732	*	*	28%	38%	0%	38%	33%
Asian, Native Hawaiian, or Pacific Islander	243	794	794	783	*	*	6%	30%	60%	91%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	345	776	776	760	3%	4%	13%	41%	38%	79%	63%
Male	322	768	768	746	6%	11%	15%	34%	34%	68%	49%
Economically Disadvantaged Students	107	751	751	734	12%	12%	22%	36%	17%	53%	36%
Non-Economically Disadvantaged Students	560	777	777	762	3%	6%	12%	38%	40%	78%	65%
Students with Disabilities	83	719	719	717	*	*	25%	*	*	20%	17%
Students without Disabilities	584	780	780	760	*	*	12%	*	*	82%	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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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	1233	98.4	63.1	64.7	44.5	63.1	60.8	Met Target
White	628	97.3	57.8	59.0	54.1	57.8	53.2	Met Target
Hispanic	80	97.7	38.8	37.1	28.8	38.8	30.7	Met Target
Black or African American	70	100.0	24.3	36.3	23.0	24.3	36.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	444	100.0	81.1	83.1	76.5	81.1	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	42.7	*	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	616	97.8	63.6	64.0	44.9	63.6		
Male	617	99.1	62.6	65.4	44.2	62.6		
Economically Disadvantaged Students	191	99.0	39.8	41.7	26.3	39.8	40.7	Met Target†
Non-Economically Disadvantaged Students	1042	98.3	67.4	69.4	54.9	67.4		
Students with Disabilities	162	94.8	14.8	25.8	17.4	14.8	24.8	Not Met
Students without Disabilities	1071	99.0	70.4	71.8	50.0	70.4		
English Learners	38	100.0	44.7	*	25.0	44.7	36.6	Met Target
Non-English Learners	1195	98.4	63.7	*	46.5	63.7		
Homeless Students	*	*	*	57.1	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.

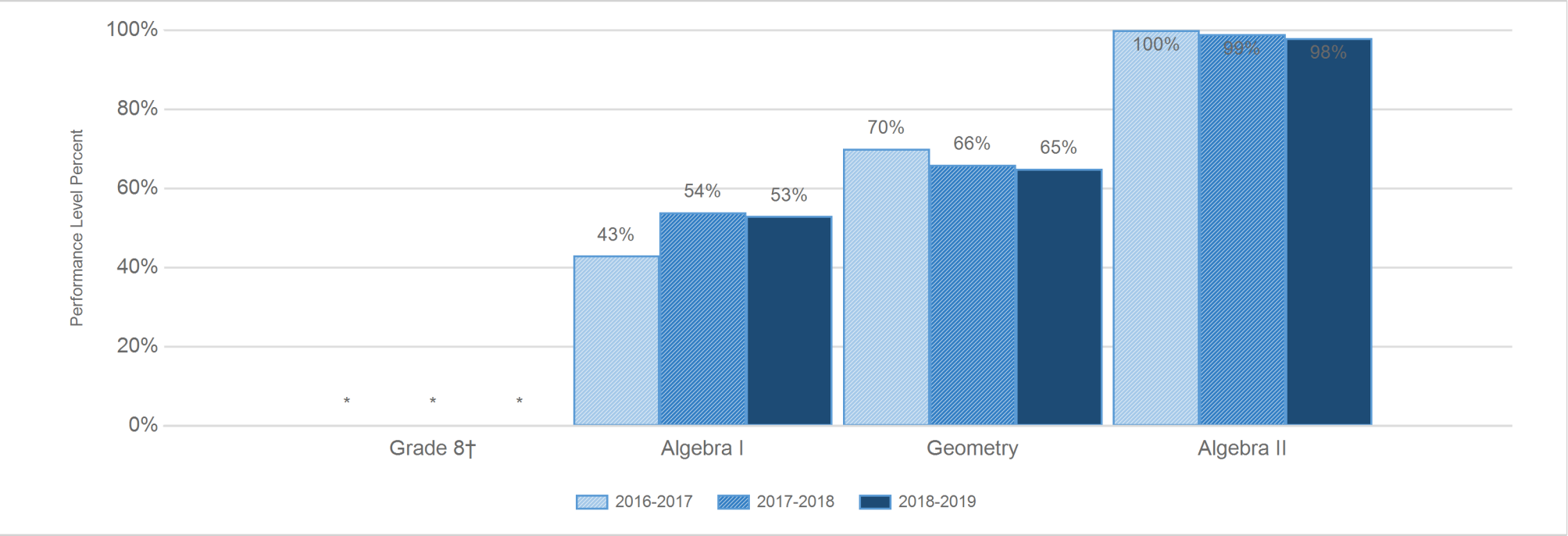


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Mathematics Assessment – Performance Trends

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 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	*	*	*	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	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%



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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	554	752	759	744	4%	18%	25%	48%	5%	53%	42%
White	310	750	*	752	4%	17%	29%	48%	3%	51%	53%
Hispanic	48	741	737	728	*	*	*	40%	0%	40%	24%
Black or African American	42	722	*	725	*	52%	*	*	*	19%	20%
Asian, Native Hawaiian, or Pacific Islander	150	768	*	775	*	*	21%	61%	11%	72%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	263	753	758	745	*	16%	29%	*	*	52%	44%
Male	291	751	759	743	*	20%	21%	*	*	54%	41%
Economically Disadvantaged Students	107	735	*	727	9%	28%	36%	27%	0%	27%	23%
Non-Economically Disadvantaged Students	447	756	*	752	3%	16%	22%	53%	6%	59%	52%
Students with Disabilities	90	722	722	717	*	42%	26%	*	*	17%	12%
Students without Disabilities	464	758	765	748	*	13%	25%	*	*	60%	47%
English Learners	*	*	737	710	*	*	*	*	*	*	*
Non-English Learners	*	*	759	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	569	758	754	737	2%	8%	24%	49%	17%	65%	35%
White	288	752	751	743	3%	9%	28%	50%	9%	59%	43%
Hispanic	33	737	*	724	*	*	39%	33%	0%	33%	17%
Black or African American	27	738	*	720	*	*	44%	*	*	33%	14%
Asian, Native Hawaiian, or Pacific Islander	217	771	768	762	0%	*	*	52%	30%	82%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	300	757	754	738	*	*	26%	52%	14%	66%	36%
Male	269	758	754	736	*	*	23%	45%	19%	64%	34%
Economically Disadvantaged Students	83	749	743	722	*	*	36%	*	*	51%	16%
Non-Economically Disadvantaged Students	486	759	756	743	*	*	22%	*	*	68%	43%
Students with Disabilities	67	720	719	712	*	*	30%	*	*	12%	*
Students without Disabilities	502	763	759	741	*	*	24%	*	*	73%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
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%



Churchill Jr High School
(23-1170-055)
Grades Offered: 08-09
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	118	805	760	755	0%	0%	*	*	*	98%	58%
White	34	800	750	758	0%	0%	0%	62%	38%	100%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	80	808	777	777	0%	0%	*	*	*	98%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	60	799	756	752	0%	0%	*	*	*	97%	55%
Male	58	812	764	758	0%	0%	*	*	*	100%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	715	715	N	N	N	N	N	N	25%
Students without Disabilities	118	805	767	756	0%	0%	*	*	*	98%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	118	805	*	755	0%	0%	*	*	*	98%	59%
Homeless Students	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
8	*	*
9	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.0%	**	**

† 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	13	69.2%	30.8%
3-4	*	*	*
5 or more	*	*	*



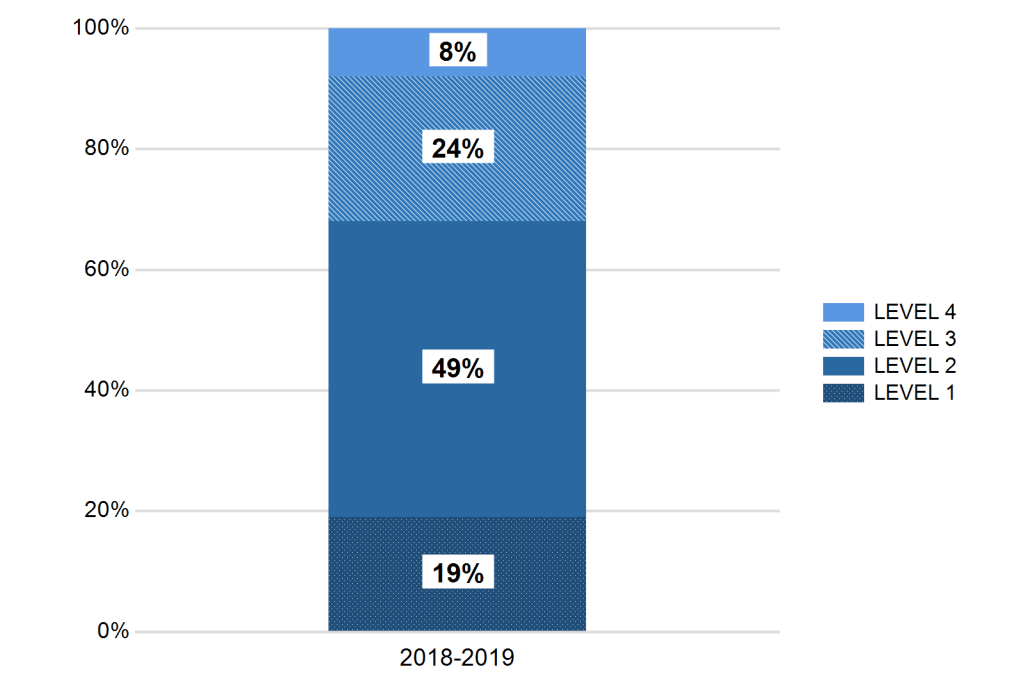
Churchill Jr High School
(23-1170-055)
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science 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	19	49	24	8
White	21	53	21	5
Hispanic	37	51	12	0
Black or African American	41	55	3	0
Asian, Native Hawaiian, or Pacific Islander	9	42	33	16
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	17	53	23	6
Male	22	45	24	10
Economically Disadvantaged Students	37	48	11	3
Non-Economically Disadvantaged Students	16	49	26	9
Students with Disabilities	62	31	6	1
Students without Disabilities	12	52	26	9
English Learners	80	20	0	0
Non-English Learners	18	50	24	8
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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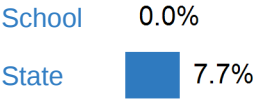
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

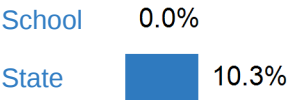
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



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



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

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



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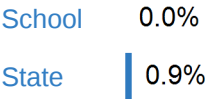
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
8	506	97	0	0	0	0	13
9	70	495	122	0	0	0	16
Total	576	592	122	0	0	0	29
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	699	0	0	0	0	0
Total	699	0	0	0	0	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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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	0	694	0	0	0	0
Total	0	694	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
8	349	105	55	0	35	14	0
9	434	93	61	0	51	16	0
Total	783	198	116	0	86	30	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	317	93	61	0	51	5	0



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
8	N	N	N	N	N	N
9	68	0	0	0	0	0
Total	68	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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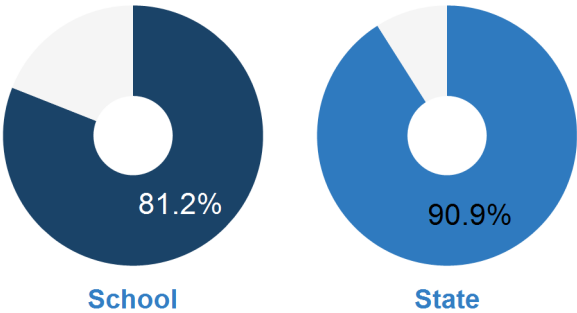
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Visual and Performing Arts – Course Participation

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

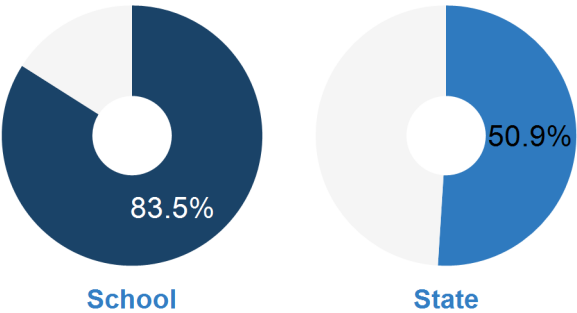
Grades 6-8:

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

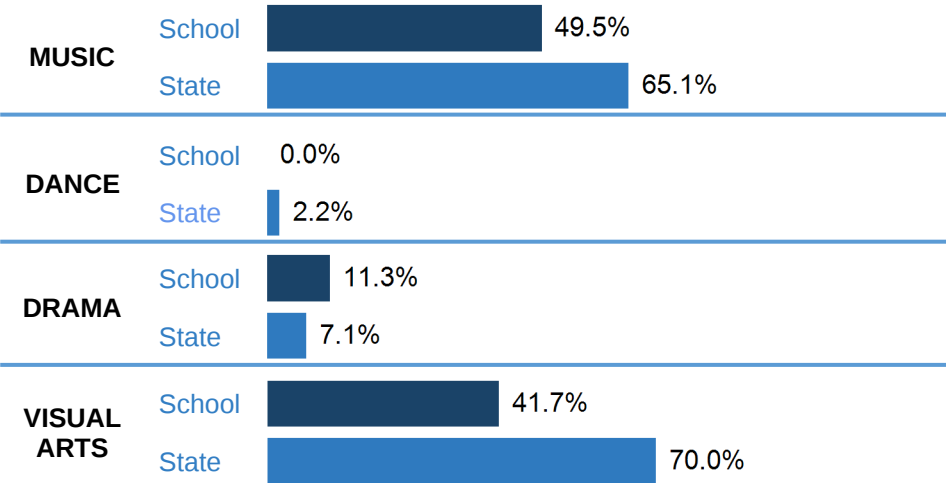


Grades 9-12:

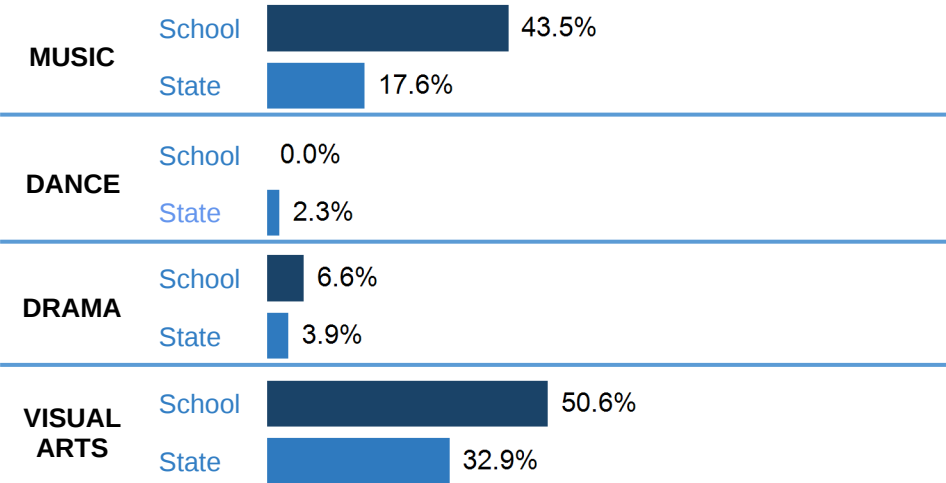
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



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.

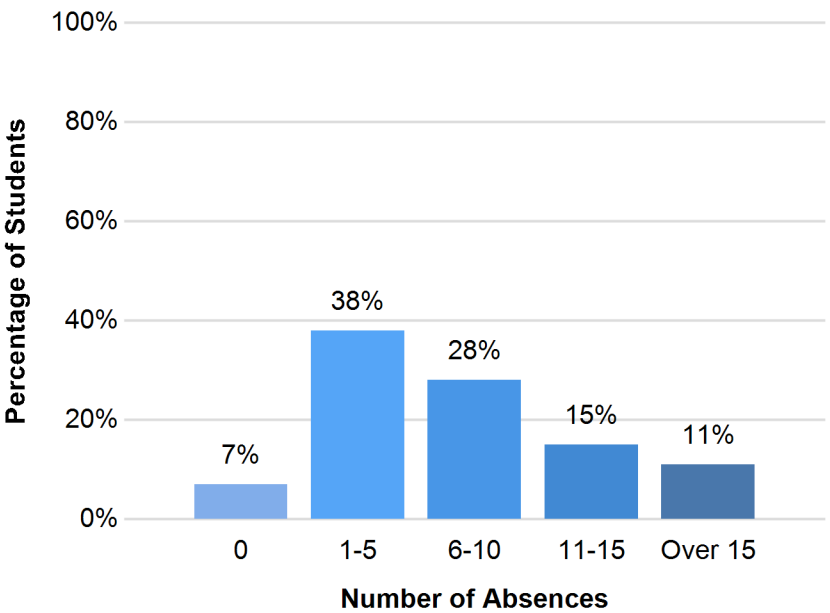
Chronic Absenteeism

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	114	8.8	10.5	Met
White	82	12.4	10.5	Not Met
Hispanic	13	13.8	10.5	Not Met
Black or African American	3	4.2	10.5	Met
Asian, Native Hawaiian, or Pacific	16	3.5	10.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	56	8.7		
Male	58	9.0		
Economically Disadvantaged Students	27	13.2	10.5	Not Met
Students with Disabilities	33	17.3	10.5	Not Met
English Learners	4	20.0	10.5	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





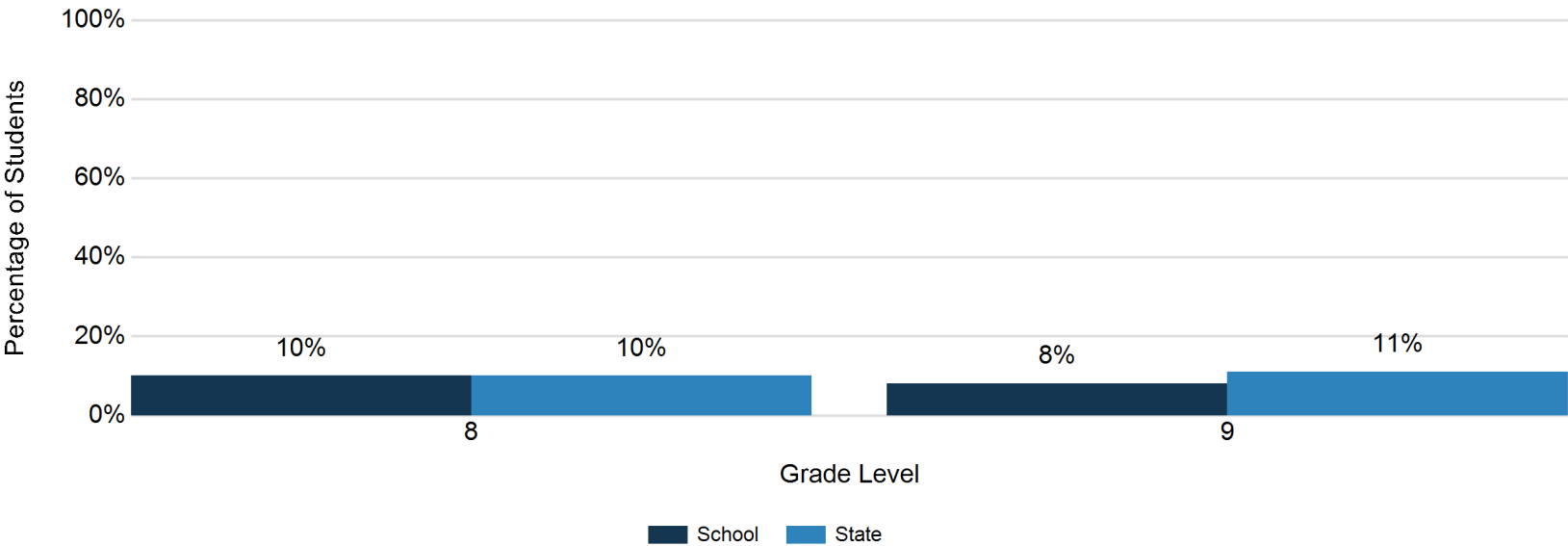
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Chronic Absenteeism by Grade

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





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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	17
Weapons	1
Vandalism	1
Substances	12
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	2.34

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	1	0	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	6		6

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	7
Weapons	1
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	34	2.7%
Out-of-School Suspensions	42	3.3%
Any Suspension	63	4.9%
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
213



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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	7:25 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.7:1



Churchill Jr High School
 (23-1170-055)
 Grades Offered: 08-09
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note, see note below table

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	115	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	77.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	428:1	181:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



Churchill Jr High School
(23-1170-055)
Grades Offered: 08-09
2018-2019

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

Teachers and Administrators– 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	49.9%	73.0%	33.3%	48.4%	77.1%	54.9%
Male	50.1%	27.0%	66.7%	51.6%	22.9%	45.1%
White	51.0%	92.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.3%	3.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.5%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	35.0%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



Churchill Jr High School
(23-1170-055)
Grades Offered: 08-09
2018-2019

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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	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.4%



Churchill Jr High School
 (23-1170-055)
 Grades Offered: 08-09
 2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Churchill Jr High School
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2018-2019

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.7%	77.9%	77.5%
Math Proficiency	58.5%	63.0%	63.1%
ELA Growth	41	46	54
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	*
5-Year Graduation Rate†	N	N	*
Progress toward English Language Proficiency		80.0%	60.0%
Chronic Absenteeism	6.2%	4.4%	8.8%

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



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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



Churchill Jr High School
(23-1170-055)
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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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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	N	N	Met Standard	**	**	Met	No
White	Met Target	Met Target	N	N	Met Standard	**	n/a	Not Met	No
Hispanic	Met Target	Met Target	N	N	Met Standard	**	n/a	Not Met	No
Black or African American	Met Target†	Not Met	N	N	Met Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	N	N	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	N	N	Met Standard	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	N	N	Met Standard	**	n/a	Not Met	No
English Learners	Met Target	Met Target	N	N	**	**	**	Not Met	No

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



Churchill Jr High School
(23-1170-055)
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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:	- Churchill is proud of our diverse, high achieving, student body. Students are challenged by rigorous course offerings, and supported by caring and talented staff. - Extensive opportunities are provided in the performing, visual, and technical arts through our course offerings and extracurricular programs. - Churchill Champions and Sources of Strength programs promote positive climate, healthy social growth, and responsible citizenship.
 Mission, Vision, Theme:	The Churchill Junior High School mission is to prepare students to be active, successful and responsible citizens in a 21st Century world, and to achieve Excellence in Academics, Athletics and the Arts. Teachers and students utilize an online Learning Management System to foster organizational and time management skills, and to support and enhance instruction and learning both in and out of the classroom. We provide students an academically challenging and personally rewarding educational experience in a mutually respectful, friendly, and safe school environment. We foster collaboration among students, staff, and parents with our theme; Churchill Champions, We Work Better Together!
 Awards, Recognition, Accomplishments:	Churchill has earned the distinction of being recognized as a Blue Ribbon School of Excellence. Each year many students receive local and state level recognition for achievement in academic competitions, music, the visual arts, and athletics.



Churchill Jr High School
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2018-2019

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 Courses, Curriculum, Instruction:	Churchill provides a rigorous curriculum aligned with NJSLS. Honors and Academic level courses are offered in science, math, language arts, social studies, and world language. Courses in health, physical education, and computer studies are required. A comprehensive selection of courses for struggling students and those with special needs are offered, as are an extensive selection of elective courses in the fine, performing, and visual arts, and the practical/technical arts.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) GMC Red Division Championships: Girls Soccer, Boys Tennis; GMC Championships: Girls Soccer; Boys Soccer; Boys Winter Track-Relays; Boys Golf. NJSIAA Sectional Champions: Girls Bowling, Pole Vault Relay Team, Boys Soccer. 32 Student Athletes committed to playing their sport in college.
 Clubs and Activities:	Students enjoy opportunities in a wide variety of clubs at CJHS including: 8th Grade Band, 9th Grade Band, Coding Club, Chorus, Chorus Ensemble, Drama, Institute for Political and Legal Education (IPLE), Jazz Ensemble, Math, Model Congress, Orchestra, Palette Club, Peer Tutoring, Science, Science Olympiad, Student Council, and Yearbook.



Churchill Jr High School
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 2018-2019

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 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.
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Churchill Jr High School
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 Student Supports and Services:	The academic, social, and emotional well-being of our students and staff are supported by 6 School Counselors, 2 Student Assistance Specialists, and a Child Study Team. ELL classes support students learning English. Special Education courses are offered to support students with disabilities. Struggling students are identified early and supported by their teachers. Some students are referred for Intervention and Referral services or Response to Intervention programs that provide additional levels of support.
 Student Health and Wellness:	Breakfast and Lunch Programs are provided daily. Physical Education classes are a requirement for all students providing regular physical activity and instruction in fitness and lifes ports. Health classes are also required providing instruction in physical and mental health, maintaining healthy lifestyles, and making healthy choices.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



Churchill Jr High School
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A school climate survey is administered each spring to parents, students and staff. Results help us to promote strengths and remediate areas of concern. Results from each group indicate a very positive climate where students and staff are supported and feel safe.
 Facilities:	On 25.91 acres, Churchill Junior High School is a 260,332 square-foot facility -- the original building (1962), the north annex (1950s), and a core facility (2003). This facility includes a cafetorium and a spacious gymnasium. Recent improvements include a new main entrance enhancing building security, and a remodeled media center. Additional improvements are in the planning stage for this school. As with most District facilities, the school is highly used by the community.



East Brunswick High School
(23-1170-050)
Grades Offered: 10-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



East Brunswick High School
(23-1170-050)
Grades Offered: 10-12
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	Middlesex
District	East Brunswick Township School District
Principal Name	Dr. Michael Vinella
Address	380 CRANBURY ROAD E BRUNSWICK, NJ 08816
Phone Number	732-613-6904
Email Address	mvinella@ebnet.org
Website	https://www.ebnet.org/ebhs
Twitter	https://twitter.com/EBHSprinc



East Brunswick High School

(23-1170-050)

Grades Offered: 10-12

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
10	714	671	694
11	647	705	661
12	695	664	721
Total	2,056	2,040	2,076

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

Student Group	2016-17	2017-18	2018-19
Female	48.4%	47.4%	48.3%
Male	51.6%	52.6%	51.7%
Economically Disadvantaged Students	14.6%	16.5%	17.8%
Students with Disabilities	11.1%	11.5%	13.6%
English Learners	2.7%	1.4%	1.5%
Homeless Students	0.1%	0.3%	0.1%
Students in Foster Care	0.1%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	55.0%	55.6%	53.0%
Hispanic	7.4%	7.5%	6.9%
Black or African American	4.5%	4.7%	5.2%
Asian	32.7%	31.7%	34.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.4%	0.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,048	2,034	2,069
Shared Time Students	14	12	12
Full Time Equivalent	2,055	2,040	2,075

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	55.0%
Arabic	9.4%
Chinese	9.3%
Spanish	5.0%
Urdu	3.5%
Other Languages	17.9%

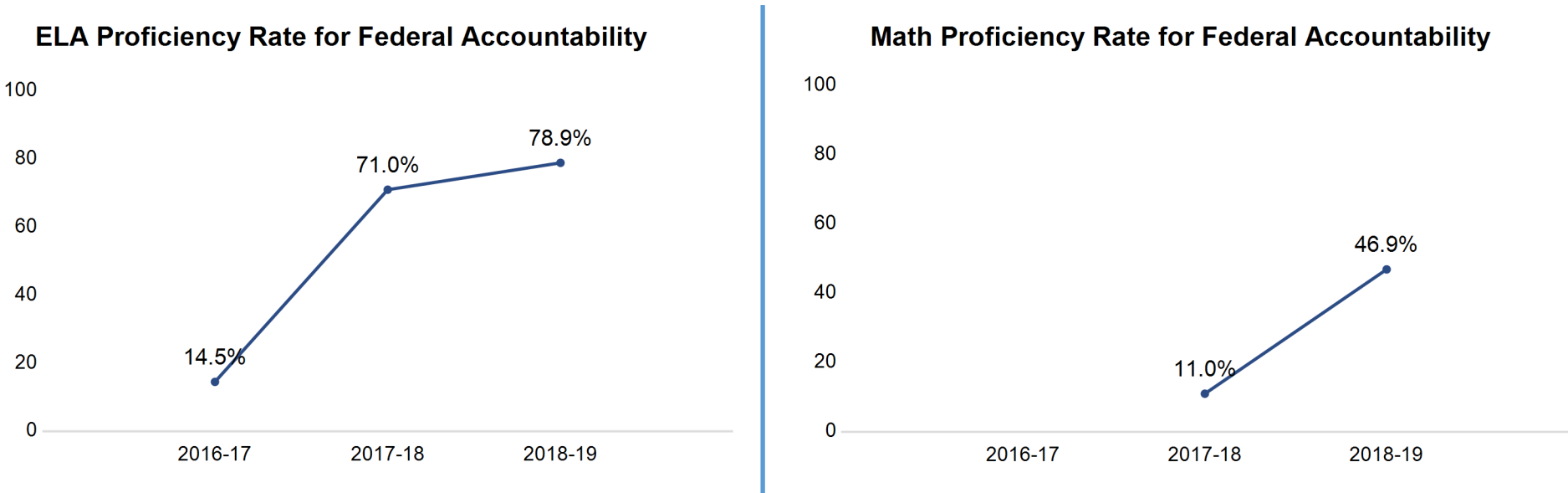


East Brunswick High School
(23-1170-050)
Grades Offered: 10-12
2018-2019

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

English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	30.3%	98.8%	99.3%	33.8%	48.9%	99.3%
Proficiency Rate for Federal Accountability	14.5%	71.0%	78.9%	*	11.0%	46.9%
Annual Target	50.8%	52.4%	53.9%	29.8%	32.5%	35.1%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Not Met	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.



East Brunswick High School
 (23-1170-050)
 Grades Offered: 10-12
 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	686	99.3	78.9	74.3	57.9	78.9	53.9	Met Target
White	322	99.1	79.2	69.3	66.9	79.2	46.4	Met Target
Hispanic	48	100.0	52.1	54.4	43.9	52.1	26.7	Met Target
Black or African American	*	*	*	56.1	38.5	*	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	272	99.6	89.3	88.5	82.9	89.3	79	Met Goal
American Indian or Alaska Native	N	N	N	90.9	56.0	N	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	331	99.1	82.5	81.3	64.8	82.5		
Male	355	99.4	75.5	67.7	51.3	75.5		
Economically Disadvantaged Students	101	99.0	53.5	51.9	40.0	53.5	28.2	Met Target
Non-Economically Disadvantaged Students	585	99.3	83.2	78.7	67.9	83.2		
Students with Disabilities	118	97.5	37.3	30.0	22.7	37.3	29.9	Met Target
Students without Disabilities	568	99.7	87.5	82.3	65.1	87.5		
English Learners	22	100.0	22.7	46.8	29.3	22.7	25.5	Met Target†
Non-English Learners	664	99.3	80.7	76.0	60.6	80.7		
Homeless Students	*	*	*	61.9	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.

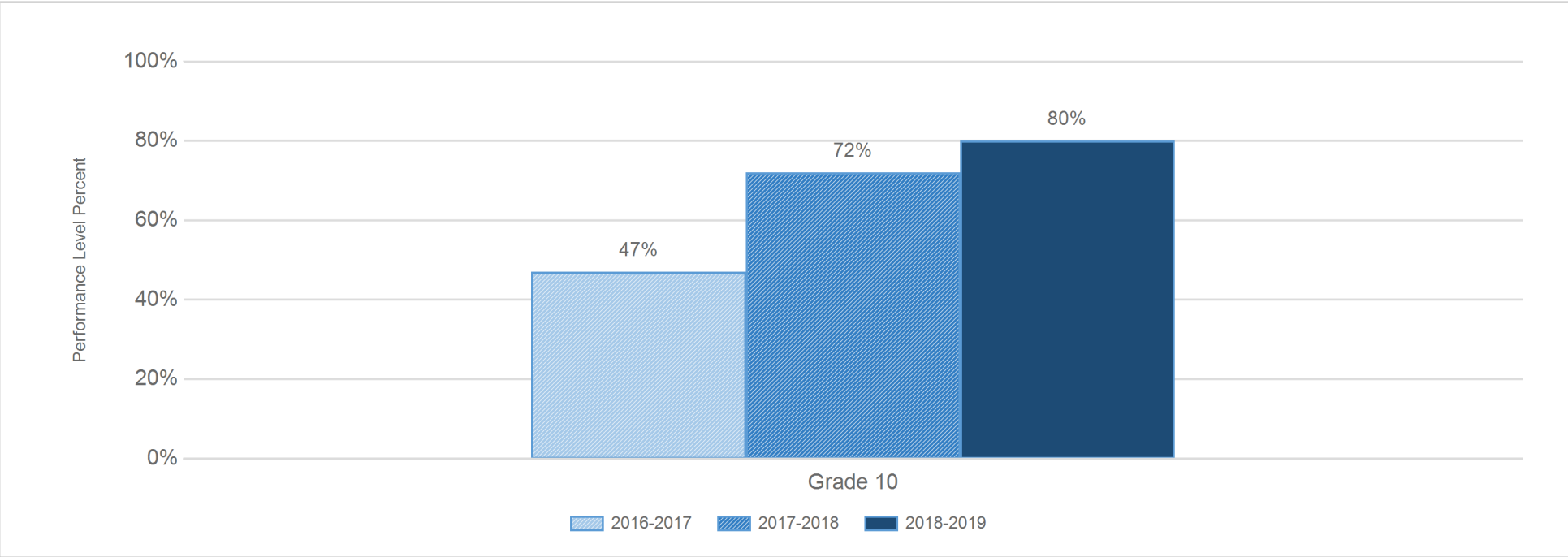


East Brunswick High School
(23-1170-050)
Grades Offered: 10-12
2018-2019

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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.





East Brunswick High School
(23-1170-050)
Grades Offered: 10-12
2018-2019

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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	679	786	786	757	5%	6%	9%	33%	47%	80%	58%
White	319	781	781	767	3%	7%	10%	41%	39%	80%	67%
Hispanic	48	753	753	738	*	*	*	31%	23%	54%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	268	805	805	792	*	*	4%	26%	65%	91%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	333	792	792	766	3%	6%	8%	33%	50%	83%	66%
Male	346	781	781	749	7%	6%	10%	33%	45%	77%	51%
Economically Disadvantaged Students	101	755	755	735	14%	16%	16%	30%	25%	54%	40%
Non-Economically Disadvantaged Students	578	792	792	767	4%	4%	7%	34%	51%	85%	67%
Students with Disabilities	107	739	739	711	19%	19%	21%	30%	11%	41%	19%
Students without Disabilities	572	795	795	765	3%	3%	6%	34%	54%	88%	65%
English Learners	10	686	686	687	*	*	*	*	*	*	*
Non-English Learners	669	788	788	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



East Brunswick High School
(23-1170-050)
Grades Offered: 10-12
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	569	99.3	46.9	64.7	44.5	46.9	35.1	Met Target
White	293	99.3	44.4	59.0	54.1	44.4	31.3	Met Target
Hispanic	48	100.0	18.8	37.1	28.8	18.8	19.6	Met Target†
Black or African American	*	*	*	36.3	23.0	*	19.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	188	99.5	64.9	83.1	76.5	64.9	54.7	Met Target
American Indian or Alaska Native	N	N	N	90.9	42.7	N	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	269	98.9	42.8	64.0	44.9	42.8		
Male	300	99.7	50.7	65.4	44.2	50.7		
Economically Disadvantaged Students	97	98.0	34.0	41.7	26.3	34.0	23.6	Met Target
Non-Economically Disadvantaged Students	472	99.6	49.6	69.4	54.9	49.6		
Students with Disabilities	108	97.3	16.7	25.8	17.4	16.7	26.7	Not Met
Students without Disabilities	461	99.8	54.0	71.8	50.0	54.0		
English Learners	22	100.0	40.9	*	25.0	40.9	32.5	Met Target
Non-English Learners	547	99.3	47.2	*	46.5	47.2		
Homeless Students	*	*	*	57.1	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.

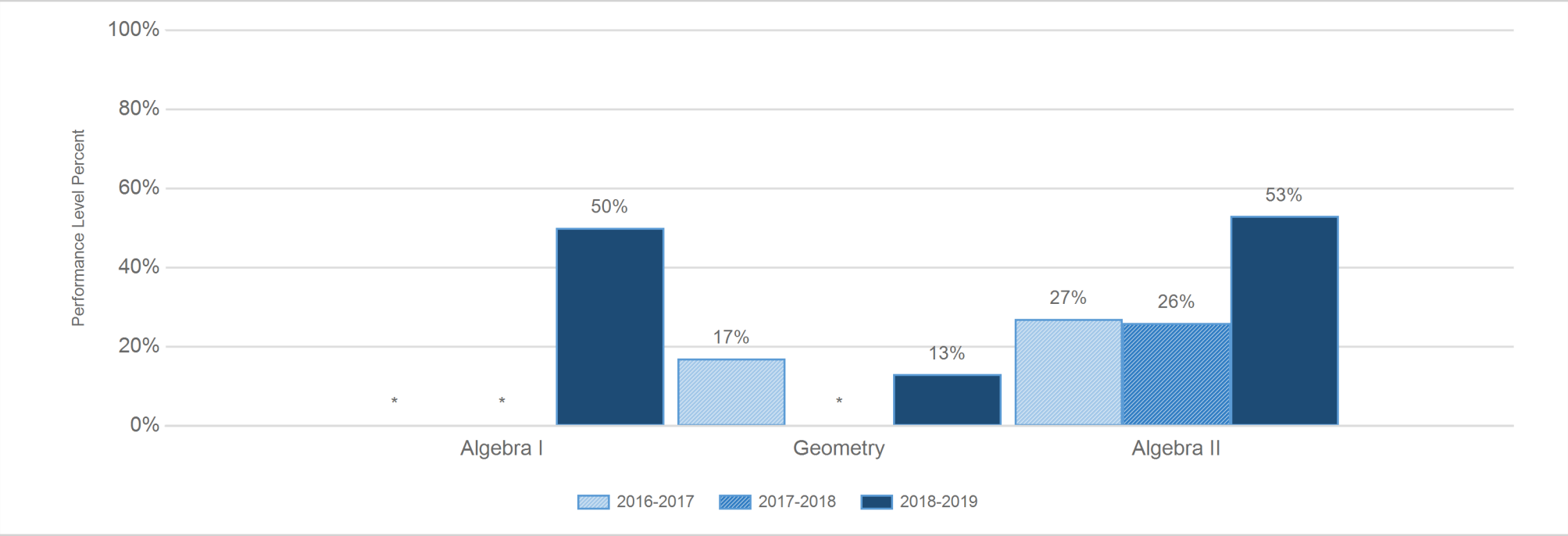


East Brunswick High School
(23-1170-050)
Grades Offered: 10-12
2018-2019

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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.



East Brunswick High School
(23-1170-050)
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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	38	753	759	744	*	*	*	*	*	50%	42%
White	16	756	*	752	*	*	*	*	*	63%	53%
Hispanic	11	720	737	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	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	N	N	*	752	N	N	N	N	N	N	51%
Female	18	742	758	745	*	*	*	*	*	39%	44%
Male	20	763	759	743	*	*	*	*	*	60%	41%
Economically Disadvantaged Students	12	726	*	727	*	*	*	*	*	17%	23%
Non-Economically Disadvantaged Students	26	765	*	752	*	*	*	*	*	65%	52%
Students with Disabilities	*	*	722	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	765	748	*	*	*	*	*	*	47%
English Learners	*	*	737	710	*	*	*	*	*	*	*
Non-English Learners	*	*	759	745	*	*	*	*	*	*	*
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%



East Brunswick High School
(23-1170-050)
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2018-2019

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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	71	725	754	737	*	38%	41%	*	*	13%	35%
White	28	732	751	743	0%	39%	39%	*	*	21%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	14	728	768	762	*	*	*	*	*	14%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	31	724	754	738	*	*	*	*	*	*	36%
Male	40	726	754	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	20	717	743	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	51	729	756	743	*	*	*	*	*	*	43%
Students with Disabilities	10	718	719	712	*	*	*	*	*	*	*
Students without Disabilities	61	726	759	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



East Brunswick High School
(23-1170-050)
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2018-2019

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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	455	748	760	755	8%	16%	23%	*	*	53%	58%
White	247	743	750	758	10%	18%	26%	*	*	46%	62%
Hispanic	24	736	*	731	*	*	*	*	*	33%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	160	761	777	777	*	9%	17%	*	*	70%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	224	745	756	752	8%	18%	26%	*	*	48%	55%
Male	231	752	764	758	8%	15%	19%	*	*	58%	62%
Economically Disadvantaged Students	64	741	*	729	*	25%	*	*	*	47%	32%
Non-Economically Disadvantaged Students	391	749	*	761	*	15%	*	*	*	54%	65%
Students with Disabilities	79	715	715	715	33%	30%	15%	*	*	22%	25%
Students without Disabilities	376	755	767	756	3%	14%	24%	*	*	59%	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	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	*



East Brunswick High School
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
10	N	N
11	12	12

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	45.5%	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	18	72.2%	27.8%
3-4	*	*	*
5 or more	*	*	*



East Brunswick High School

(23-1170-050)

Grades Offered: 10-12

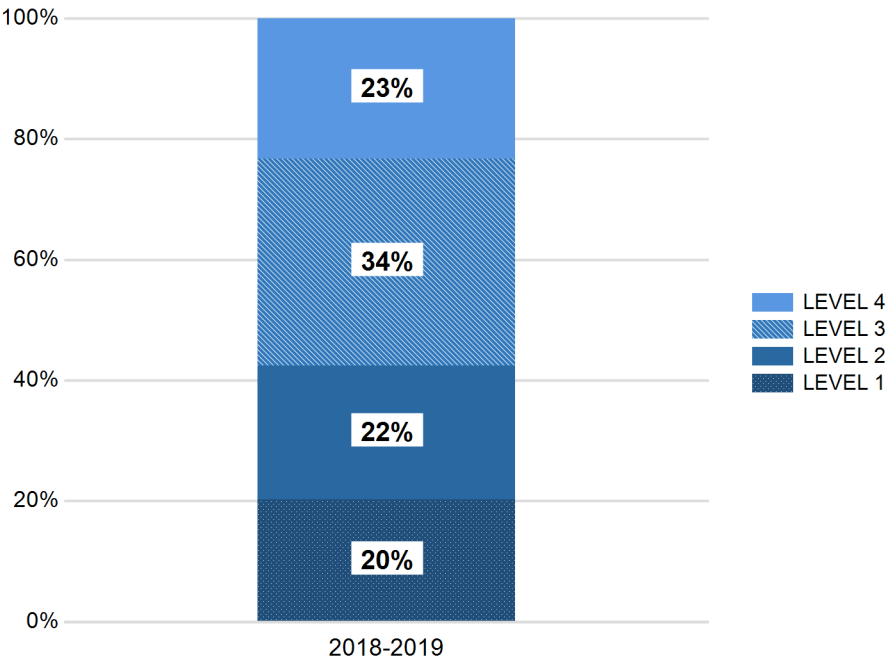
2018-2019

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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	22	34	23
White	23	28	34	16
Hispanic	*	*	*	*
Black or African American	41	22	32	5
Asian, Native Hawaiian, or Pacific Islander	8	11	38	43
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	23	35	21
Male	20	22	33	26
Economically Disadvantaged Students	38	32	24	7
Non-Economically Disadvantaged Students	16	20	36	27
Students with Disabilities	66	18	12	4
Students without Disabilities	15	23	37	26
English Learners	80	20	0	0
Non-English Learners	19	22	34	24
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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2018-2019

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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	98.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	85.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	30.1%	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	531	476	Grade 10: 430 Grade 11: 460	79%	61%
PSAT 10/NMSQT - Math	542	477	Grade 10: 480 Grade 11: 510	66%	43%
SAT - Reading and Writing	602	539	480	88%	70%
SAT - Math	627	541	530	82%	53%
ACT - Reading	27	25	22	76%	66%
ACT - English	27	24	18	92%	81%
ACT - Math	27	24	22	80%	65%
ACT - Science	26	24	23	69%	57%



East Brunswick High School
(23-1170-050)
Grades Offered: 10-12
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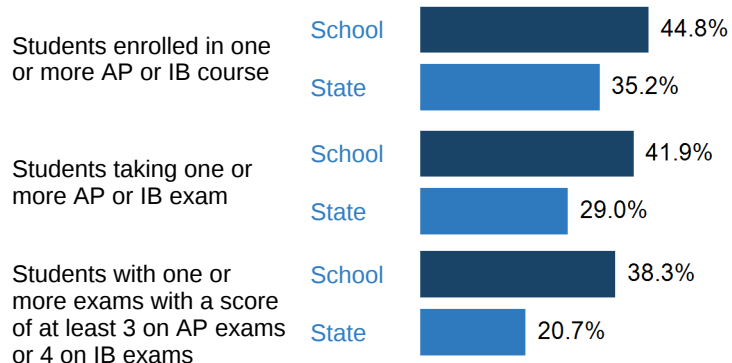
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 Art—History of Art	53	46
AP Biology	86	87
AP Calculus AB	109	96
AP Calculus BC	66	63
AP Chemistry	43	48
AP Chinese Language and Culture	0	5
AP Computer Science A	72	68
AP Computer Science Principles	0	32
AP English Language and Composition	207	202
AP English Literature and Composition	247	199
AP Environmental Science	57	54
AP European History	16	16
AP French Language and Culture	49	42
AP German Language and Culture	2	2
AP Italian Language and Culture	0	17
AP Macroeconomics	67	65



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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	0	21
AP Music Theory	11	9
AP Physics C	46	0
AP Physics C: Electricity and Magnetism	0	44
AP Physics C: Mechanics	0	47
AP Psychology	48	53
AP Spanish Language	90	85
AP Statistics	122	122
AP Studio Art—Drawing Portfolio	12	10
AP U.S. Government and Politics	0	33
AP U.S. History	163	144
AP World History	105	91
Total Exams taken		1701
Exams with scores of at least 3 on AP exams or 4 on IB exams		1492



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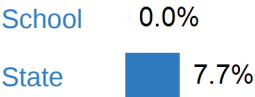
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Career and Technical Education Participation

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

CTE Participants
 (completed only one course in an approved CTE program)



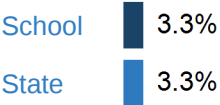
CTE Concentrators
 (completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	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
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Health Science	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	11	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
10	11	91	445	113	3	0	63
11	2	12	124	349	88	3	173
12	0	2	8	36	213	349	223
Total	13	105	577	498	304	352	459
Enrolled in AP/IB Course					166	122	0
Enrolled in Dual Enrollment Course	0	0	0	0	149	232	70

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
10	44	686	0	3	9	130
11	74	29	0	27	567	95
12	112	38	0	152	111	227
Total	230	753	0	182	687	452
Enrolled in AP/IB Course	86	43		57	46	0
Enrolled in Dual Enrollment Course	86	170	0	0	94	68



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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
10	13	694	5	94	26	125
11	612	42	30	133	29	177
12	7	26	66	153	150	372
Total	632	762	101	380	205	674
Enrolled in AP/IB Course	105	163	67	48		16
Enrolled in Dual Enrollment Course	105	0	0	121	38	274

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
10	378	109	79	0	78	16	0
11	198	39	11	0	70	13	266
12	73	11	28	0	42	7	220
Total	649	159	118	0	190	36	486
Enrolled in AP/IB Course	90	49	0	0	2	0	0
Enrolled in Dual Enrollment Course	217	127	118	0	91	0	281
Enrolled in Level 3 or Higher	459	110	79	0	73	13	0



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
10	75	0	0	0	0	3
11	56	0	0	0	0	4
12	79	0	0	0	0	8
Total	210	0	0	0	0	15
Enrolled in AP/IB Course	72		0			0
Enrolled in Dual Enrollment Course	119	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Arabic	12
Chinese	*
French	48
German	*
Hebrew	*
Italian	*
Korean	*
Polish	*
Russian	*
Spanish	91
Total	173



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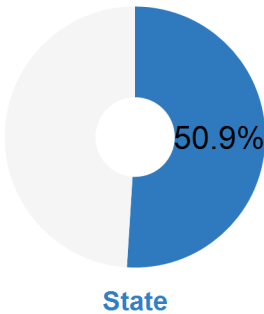
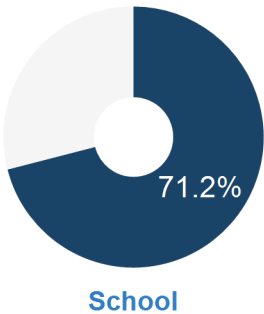
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Visual and Performing Arts – Course Participation

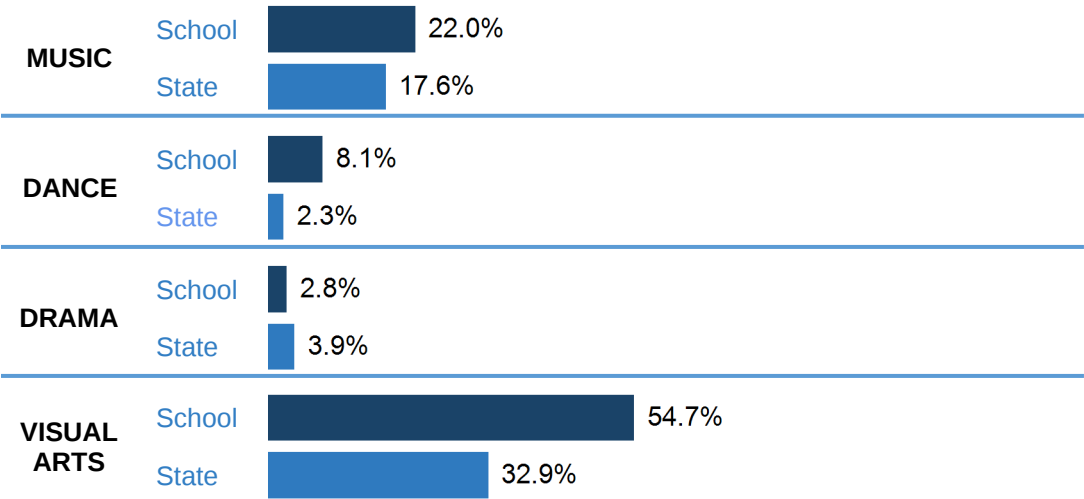
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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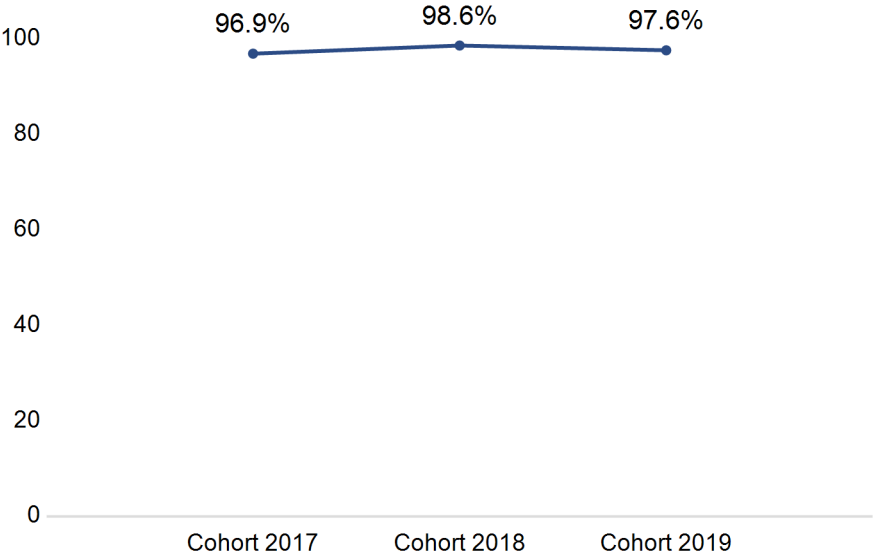
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

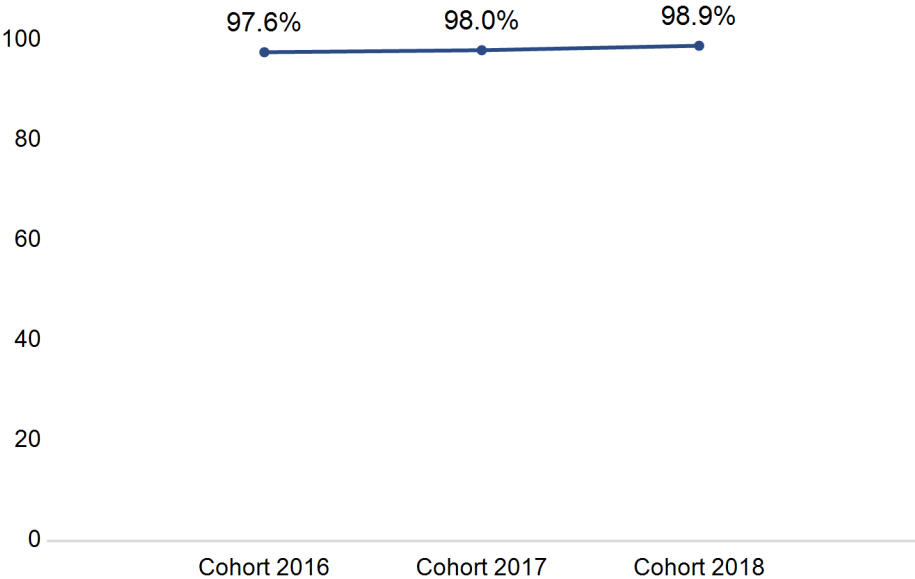
Graduation Rate Trends and Progress

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

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	96.9%	98.6%	97.6%	97.6%	98.0%	98.9%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - 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	97.6%	90.6%	98.9%	92.5%	98.6%	N	Met Goal	98.0%	N	Met Goal
White	97.5%	94.9%	99.2%	95.9%	98.6%	N	Met Goal	97.9%	N	Met Goal
Hispanic	88.3%	84.5%	96.7%	87.3%	96.6%	N	Met Goal	92.9%	96.0%	Not Met
Black or African American	*	83.3%	*	87.1%	*	86.8%	Met Target	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	98.8%	N	Met Goal
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%	*	**	**	N	N	N
Female	98.0%	92.8%	99.0%	94.4%	98.7%			98.8%		
Male	97.3%	88.5%	98.9%	90.8%	98.6%			97.2%		
Economically Disadvantaged Students	94.1%	84.0%	96.2%	87.3%	95.2%	N	Met Goal	97.5%	N	Met Goal
Students with Disabilities	86.3%	79.2%	95.2%	83.8%	93.5%	83.1%	Met Target	89.2%	89.4%	Not Met
English Learners	90.5%	75.4%	100.0%	80.1%	94.1%	**	**	96.8%	N	Met Goal
Homeless Students	N	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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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	79.3%	79.8%
Substitute Competency Test	16.6%	14.6%
Portfolio Appeals Process	0.0%	0.7%
Alternate Requirements specified in IEP	3.7%	4.4%
Unknown	0.4%	0.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.2%	1.1%



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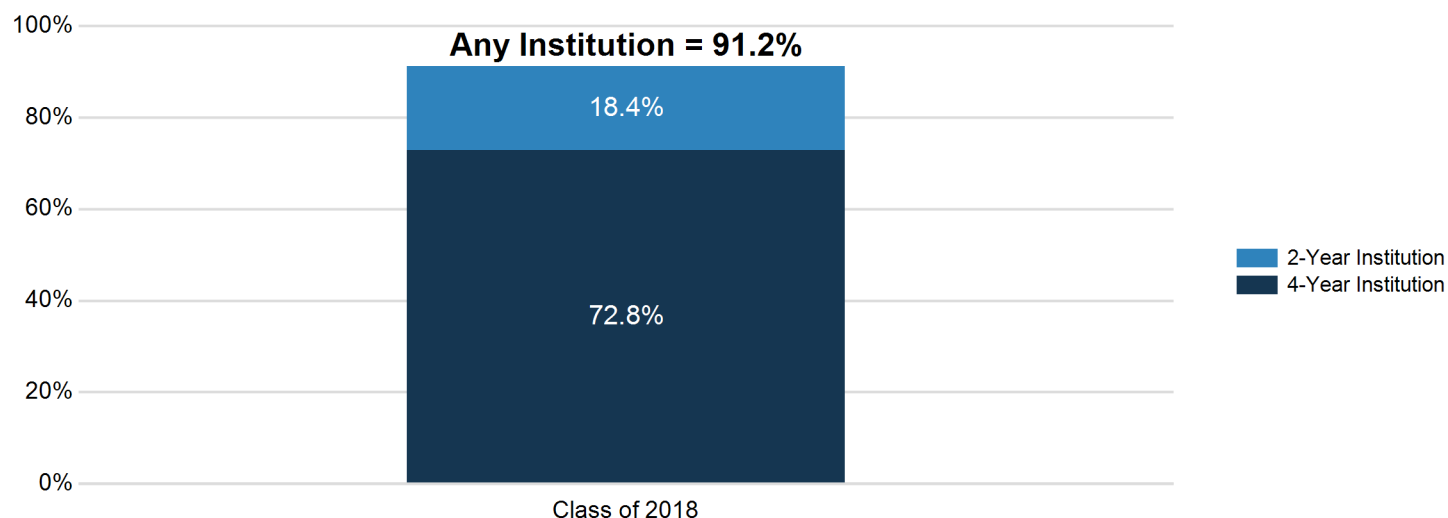
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	18.4%
% Enrolled in 4-Year Institution	72.8%
% Enrolled in Any Postsecondary Institution	91.2%



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

Postsecondary Enrollment Rates: Fall

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

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
Statewide	72%	28.7%	71.3%
Schoolwide	89%	16.1%	83.9%
White	87.2%	19.3%	80.7%
Hispanic	75.9%	34.1%	65.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.5%	6.1%	93.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	82.9%	24.3%	75.7%
Students with Disabilities	76%	49.1%	50.9%
English Learners	80%	62.5%	37.5%

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	91.2%	20.1%	79.9%	75%	25%	66.6%	33.4%
White	91.3%	22.9%	77.1%	75.5%	24.5%	66.1%	33.9%
Hispanic	78.3%	40.4%	59.6%	78.7%	21.3%	72.3%	27.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	96.7%	8.3%	91.7%	72.5%	27%	64.7%	35.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	86.9%	42.5%	57.5%	86.3%	13.7%	84.9%	15.1%
Students with Disabilities	68.8%	68.2%	31.8%	88.6%	11.4%	81.8%	18.2%
English Learners	*	*	*	*	*	*	*



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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.

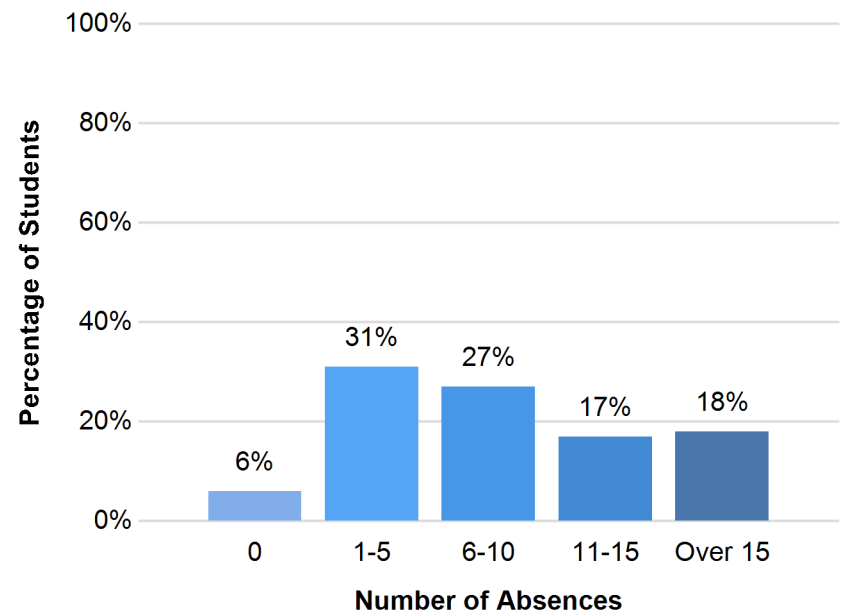
Chronic Absenteeism

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	279	13.3	15.2	Met
White	185	16.6	15.2	Not Met
Hispanic	22	15.0	15.2	Met
Black or African American	14	12.7	15.2	Met
Asian, Native Hawaiian, or Pacific	56	7.8	15.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	18.2	**	**
Female	159	15.8		
Male	120	11.0		
Economically Disadvantaged Students	98	26.2	15.2	Not Met
Students with Disabilities	55	18.2	15.2	Not Met
English Learners	7	21.9	15.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





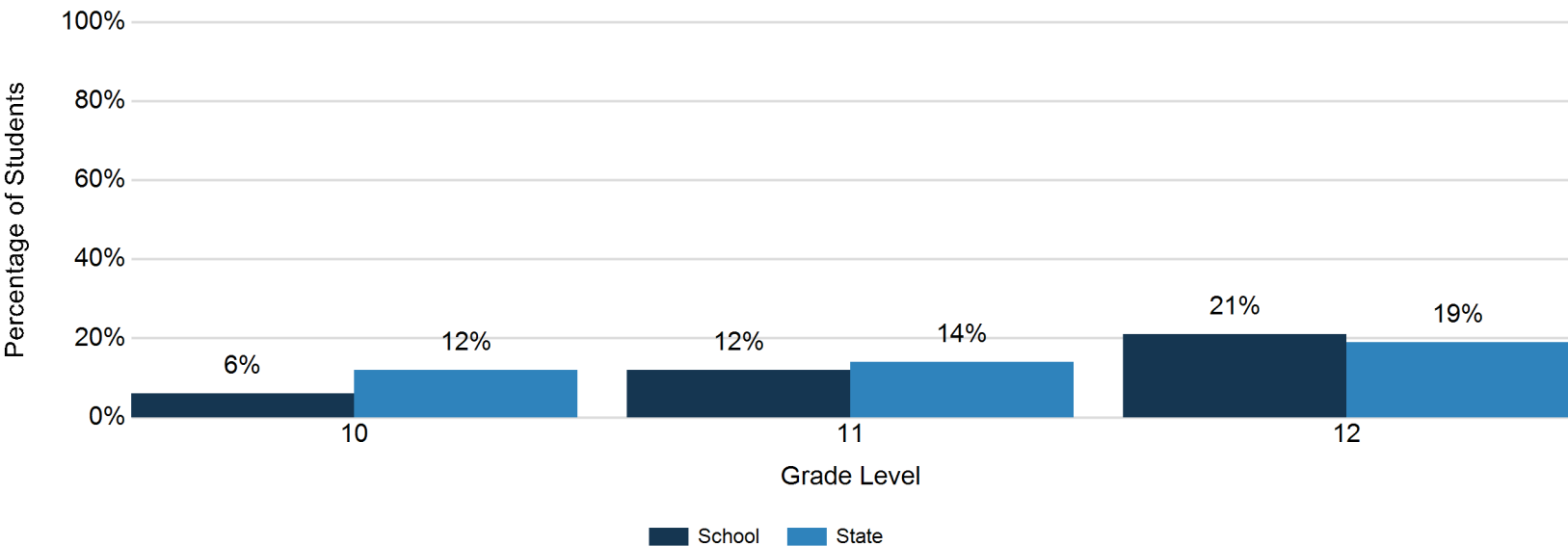
East Brunswick High School
 (23-1170-050)
 Grades Offered: 10-12
 2018-2019

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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.





East Brunswick 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	21
Weapons	1
Vandalism	5
Substances	24
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	57
Incidents Per 100 Students Enrolled	2.75

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	1	0	1
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	4	4
No Identified Nature	16		16

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	18
Weapons	0
Vandalism	3
Substances	16
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	4

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	19	0.9%
Out-of-School Suspensions	62	3.0%
Any Suspension	72	3.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	10	0.5%

School Days Missed due to Out-of-School Suspensions
291



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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	7:25 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	169	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	85.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	208:1	181:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



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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	48.3%	65.7%	50.0%	48.4%	77.1%	54.9%
Male	51.7%	34.3%	50.0%	51.6%	22.9%	45.1%
White	53.0%	89.9%	90.0%	42.4%	83.6%	77.4%
Hispanic	6.9%	4.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.2%	0.6%	0.0%	15.0%	6.6%	13.9%
Asian	34.2%	4.7%	10.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	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.

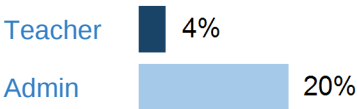
Bachelor's Degree



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	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.5%



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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	14.5%	71.0%	78.9%
Math Proficiency	*	11.0%	46.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.9%	98.6%	97.6%
5-Year Graduation Rate†	97.6%	98.0%	98.9%
Progress toward English Language Proficiency		44.4%	45.5%
Chronic Absenteeism	15.7%	19.1%	13.3%

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

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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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	Met Target	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Goal	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Target	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target	**	Met Goal	**	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:	• Future Ready School: Bronze Certification; Blue Ribbon School; 2019 AP Honor Roll; 95% of EBHS students attend post-secondary institutions • EBHS is a Model School of the Arts: Award-Winning Concert Choir, Chamber Orchestra and Wind Ensemble • Over 82% of students participate in extracurricular activities - 54 clubs and 30 sports
	Mission, Vision, Theme:	Mission: To create a 21st Century learning environment that prepares students to become college and career ready, and achieve Excellence in Academics, Athletics and the Arts. 2020 Vision: Student Learning at the center of Team Learning, Data Literacy, Facilities, Technology and Innovation. Theme: We Are EB, We Are One!
	Awards, Recognition, Accomplishments:	Recognized by Middle States as "one of the top schools in the US"; Blue Ribbon School of Excellence; 95% going to post-secondary institutions; 85% still enrolled after 3 years; 346 Presidential Awards of Excellence; 10 National Merit Finalists; 53 Commended Students; 15 High Honor Students; 594 Inducted into Honor Societies; 169 Seniors earned NJ Seal of Biliteracy.



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 Courses, Curriculum, Instruction:	EBHS provides a rigorous curriculum aligned with NJSLS. AP, Honors and Academic level courses are offered in science, math, language arts, social studies, and world language. Courses in health, physical education, financial literacy and computer studies are required. A comprehensive selection of courses for struggling students and those with special needs are offered, as are an extensive selection of elective courses in the fine, performing, and visual arts, and the practical/technical arts.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) GMC Red Division Champions: Girls Soccer, Girls Volleyball, Girls and Boys Swimming, Boys Bowling, Baseball, Girls Basketball, Girls Golf. GMC Champions: Girls Soccer, Girls Volleyball, Girls Swimming, Boys Winter Track:Relays, Girls Bowling. NJSIAA Sectional Champions-Boys Bowling, Boys Golf. NJSIAA Group Champions-Boys Bowling.
 Clubs and Activities:	54 clubs; Community Service through NHS, Interact and Key Clubs and the town's Youth Council. Waksman, IPLE, Orchestra, Concert Band, Concert Choir are co-curricular. School Activities include Respect Week, Violence Awareness Week, 2 NHS blood drives; Senior-Senior Citizen Prom (Student Council/Interact); Relay for Life (NHS sponsored schoolwide); Hurricane Relief Drives; Food Drives; 2 Spirit Weeks and Pep Rallies; Multicultural Nights; Cancer Awareness Fundraisers; and Holiday Gift-Giving.



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 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.
 Postsecondary Information:	95% of the 2018 graduating class is attending schools of higher education. To support these students, EBHS runs Financial Aid Night, Individual Interviews, Naviance, College Planning Books, Parent Nights, College and Career Fair, Senior Seminar, Counseling Calendar, Web Resources. EBHS offers school-wide PSAT testing with an SAT Math and English elective available. 4% of East Brunswick graduates enter the Armed Forces, are employed, or are seeking employment.



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School Narrative

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 Student Supports and Services:	Students' academic, social, and emotional well-being are supported by 12 School Counselors, 3 Student Assistance Specialists and a Child Study Team. ELL classes support students for whom English is a second language. Special Education courses support students with disabilities in self-contained, resource, and in-class support classes. Some students are referred for Intervention and Referral Services. Sources of Strength and Sheltered Instruction for ELLs also support our students.
 Student Health and Wellness:	Breakfast and Lunch Programs are provided daily. Physical Education classes are a requirement for all students providing regular physical activity and instruction in fitness and life sports. Health classes are also required providing instruction in physical and mental health and maintaining healthy lifestyles and making healthy choices. Assembly programs and speakers are brought in for discussions on student health and welfare. Nurses provide well check-ups and scoliosis testing.
 Parent and Community Involvement:	From robust websites to an active social media presence, the District is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



East Brunswick High School
 (23-1170-050)
 Grades Offered: 10-12
 2018-2019

Report Key:
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School Narrative

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Survey is conducted during the first month of school. Further student and staff input is provided through Principal's Council, School Safety and Climate Committee, ScIP Committee and our PTSA. Survey data is reviewed with students and staff, as well as communicated during Back to School Night.
 Facilities:	East Brunswick High School sits on 108.08 acres. This 360,422 square-foot facility was originally built in 1958, and has had several expansions since then. The athletic complex includes artificial- and natural-turf fields. Recent improvements were made to the health and guidance suites, cafeteria, main gymnasium, tennis courts, and roadway/main parking areas. This aging facility will require a great deal of study to assess the breadth of improvements needed in the near future.



East Brunswick High School
 (23-1170-050)
 Grades Offered: 10-12
 2018-2019

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School Narrative

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 Other Information	Accomplishments: 500 students inducted into 10 different National Honor Societies; Waksman - 5 students published; Nearly 3,000 college credits earned by Class of 2018; FBLA, Academic Team, Physics Team and IPLE Team continue to excel and win state and national awards; German Center of Excellence by the American Association of Teachers of German (AATG); Class of 2019 mean score 1172 Academic Teams earned state and national recognition; thousands of community service hours. Athletics: 8 divisional championships and 6 conference titles and 1 group title; Arts: 38 studets selected to Central Jersey Regional Ensembles, 4 students selected to All-State; Model School of the Arts; 140 credit graduation requirement; 33 course Dual Middlesex County College/EBHS Program; 27 AP courses; Waksman Scholar Program; Institute for Political and Legal Education; Cooperative Education; Advanced World Language Programs in Business and Medical Professions; Community Service, Multiple Honor Societies; NJ Seal of Biliteracy; Cooperative Education and Shared Time programs, Student-Teacher program; hybrid courses; inter-generational programs in Social Studies.
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Frost Elementary School
(23-1170-130)
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:



Frost Elementary School
(23-1170-130)
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	Middlesex
District	East Brunswick Township School District
Principal Name	Ms. Loretta Payette
Address	65 FROST AVENUE EAST BRUNSWICK, NJ 08816
Phone Number	732-613-6850
Email Address	lpayette@ebnet.org
Website	https://www.ebnet.org/frost
Twitter	https://twitter.com/frostelementary



Frost Elementary School
(23-1170-130)
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	46	48	48
KG	53	63	66
1	62	59	78
2	68	65	66
3	81	67	70
4	88	83	74
5	67	86	86
Total	465	471	488

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	51.4%	49.3%	50.4%
Male	48.6%	50.7%	49.6%
Economically Disadvantaged Students	11.4%	10.8%	11.3%
Students with Disabilities	13.8%	12.3%	15.0%
English Learners	6.7%	1.3%	1.4%
Homeless Students	0.2%	0.0%	0.0%
Students in Foster Care	0.4%	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	54.8%	52.9%	49.8%
Hispanic	1.9%	1.7%	3.5%
Black or African American	4.1%	5.1%	5.9%
Asian	37.0%	38.0%	37.3%
Native Hawaiian or Pacific Islander	0.6%	0.8%	0.8%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	1.3%	1.3%	2.5%

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	34	35	34
PK - Full Day	12	13	14
KG - Half Day	0	0	0
KG - Full Day	53	63	66

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	60.7%
Arabic	5.9%
Chinese	5.1%
Hindi	4.1%
Urdu	3.1%
Other Languages	21.1%



Frost Elementary School
(23-1170-130)
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2018-2019

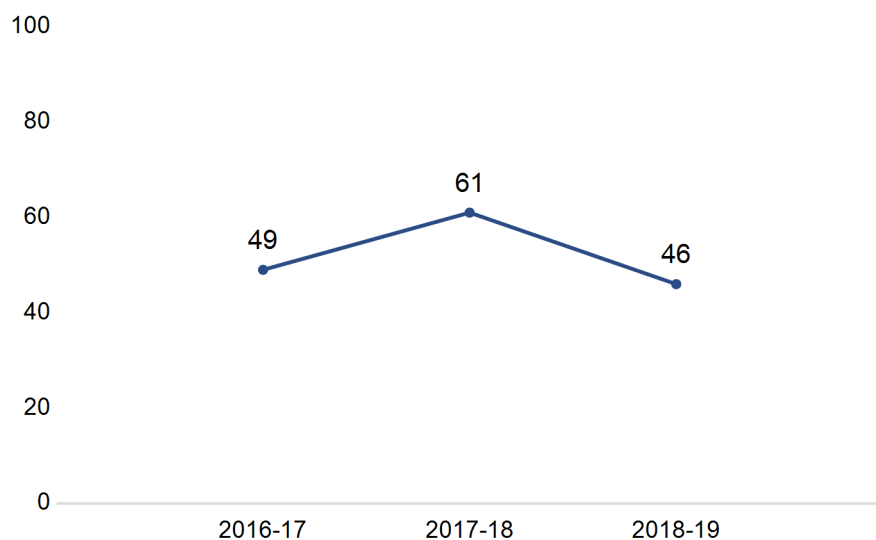
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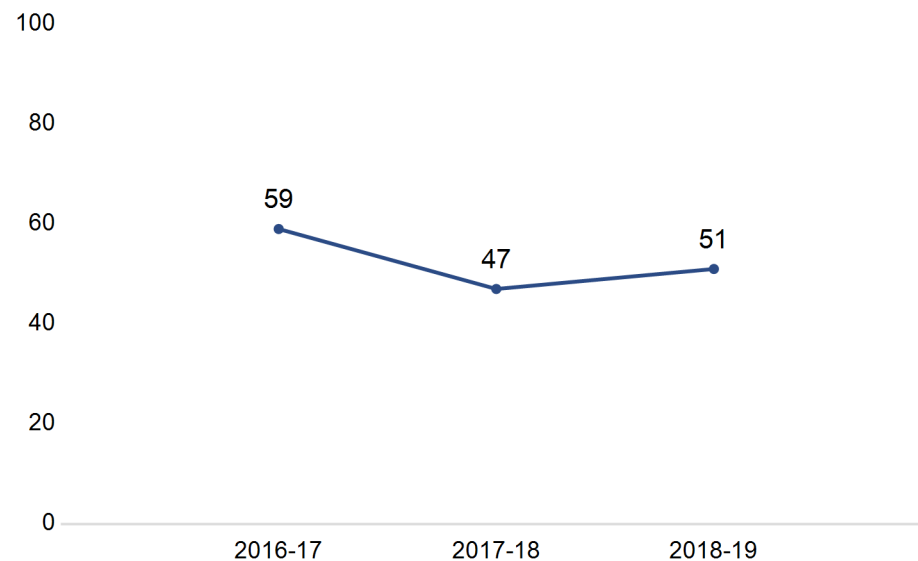
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	61	46	59	47	51
Met Standard (40-59.5)?	Met Standard	Exceeds 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	46	52	50	Met Standard	51	57.5	50	Met Standard
White	46	50	50	Met Standard	52	54	52	Met Standard
Hispanic	*	44	49	**	*	51.5	47	**
Black or African American	*	45	45	**	*	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	45.5	58	59	Met Standard	50	64	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	53	49	**	N	55	52	**
Female	52	56	53	N	52	55	50	N
Male	39	48	47	N	51	60	51	N
Economically Disadvantaged Students	39.5	47	48	**	75	55.5	46	**
Students with Disabilities	38	45	43	**	77	54	45	**
English Learners	*	59	52	**	*	64	50	**
Homeless Students	*	57	43	N	*	78	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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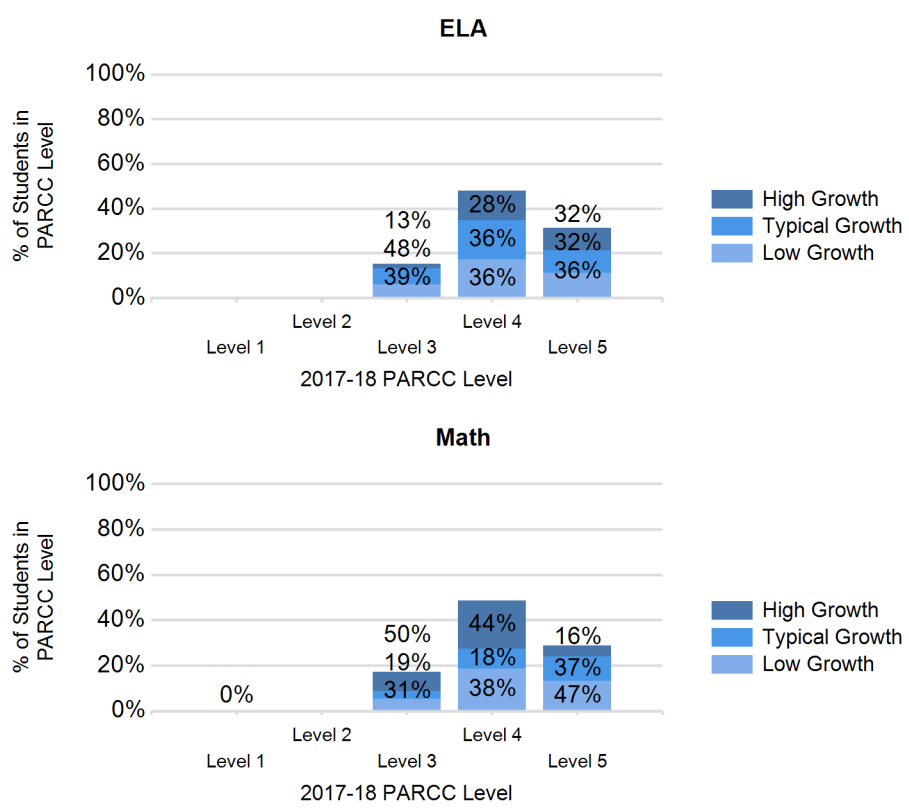
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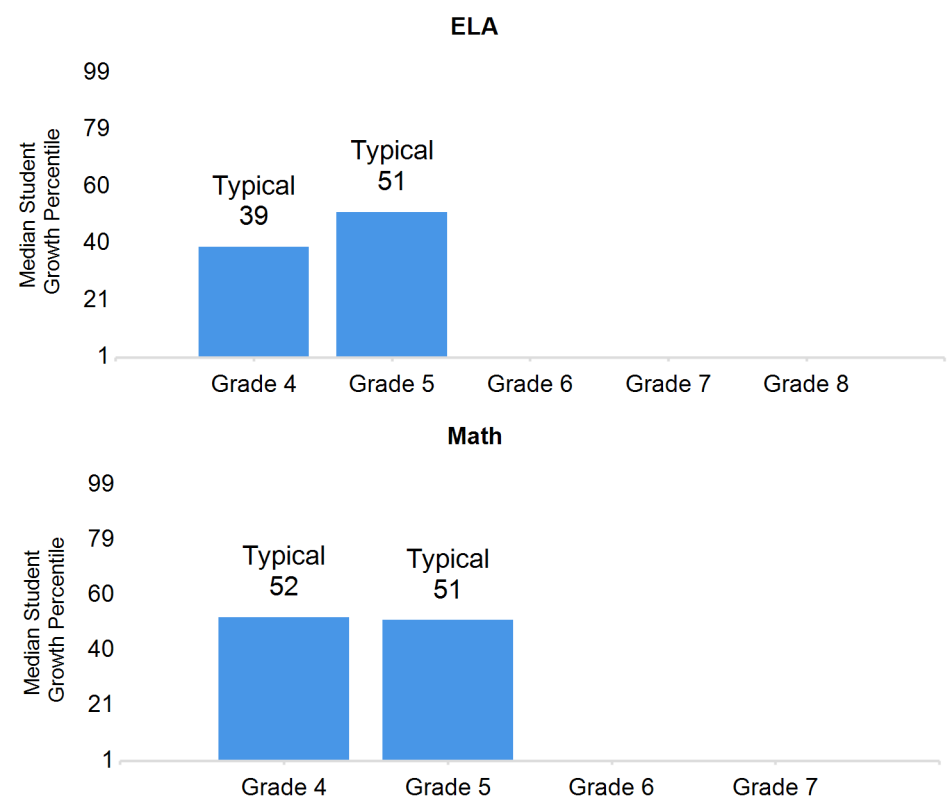
Student Growth by Performance Level

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



Student Growth by Grade

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



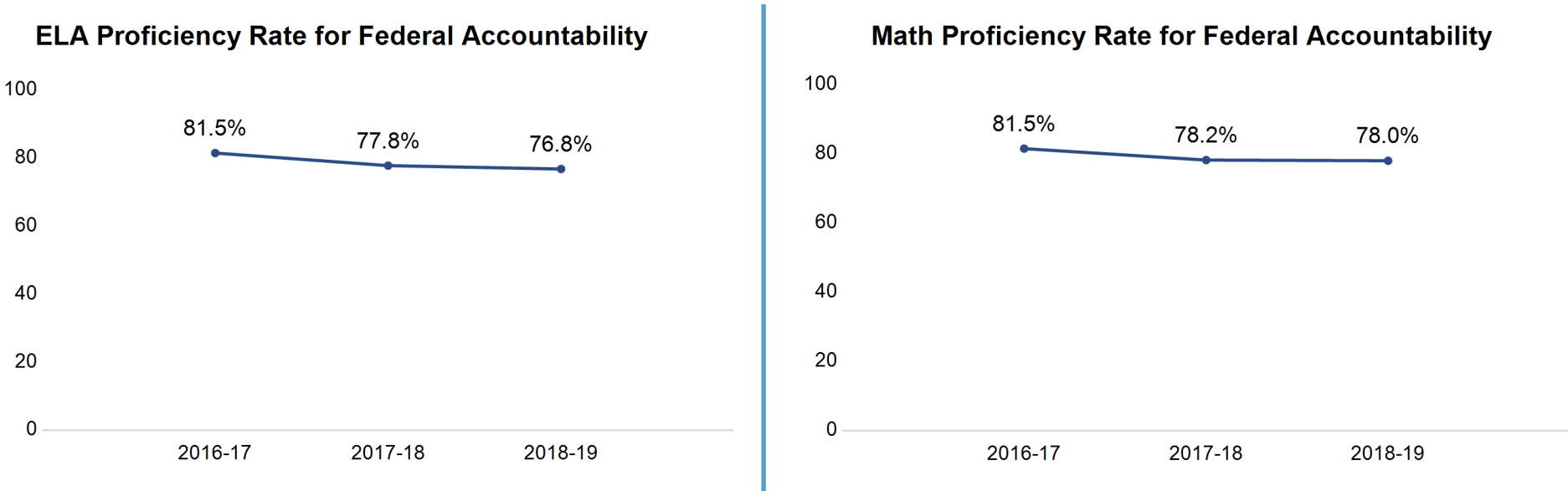


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.9%	96.7%	98.3%	96.3%	96.3%	97.8%
Proficiency Rate for Federal Accountability	81.5%	77.8%	76.8%	81.5%	78.2%	78.0%
Annual Target	80.0%	80.0%	80.0%	79.3%	79.4%	79.4%
Met Annual Target?	Met Goal	Met Target†	Met Target†	Met Goal	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	224	98.3	76.8	74.3	57.9	76.8	80	Met Target†
White	121	97.6	68.6	69.3	66.9	68.6	78.9	Not Met
Hispanic	*	*	*	54.4	43.9	*	**	**
Black or African American	10	100.0	80.0	56.1	38.5	80.0	**	**
Asian, Native Hawaiian, or Pacific Islander	84	100.0	86.9	88.5	82.9	86.9	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	56.0	*	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	124	99.2	79.8	81.3	64.8	79.8		
Male	100	97.1	73.0	67.7	51.3	73.0		
Economically Disadvantaged Students	25	100.0	64.0	51.9	40.0	64.0	55.9	Met Target
Non-Economically Disadvantaged Students	199	98.0	78.4	78.7	67.9	78.4		
Students with Disabilities	22	88.5	40.9	30.0	22.7	37.8	64.6	Not Met
Students without Disabilities	202	99.5	80.7	82.3	65.1	80.7		
English Learners	13	100.0	46.2	46.8	29.3	46.2	**	**
Non-English Learners	211	98.2	78.7	76.0	60.6	78.7		
Homeless Students	*	*	*	61.9	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.

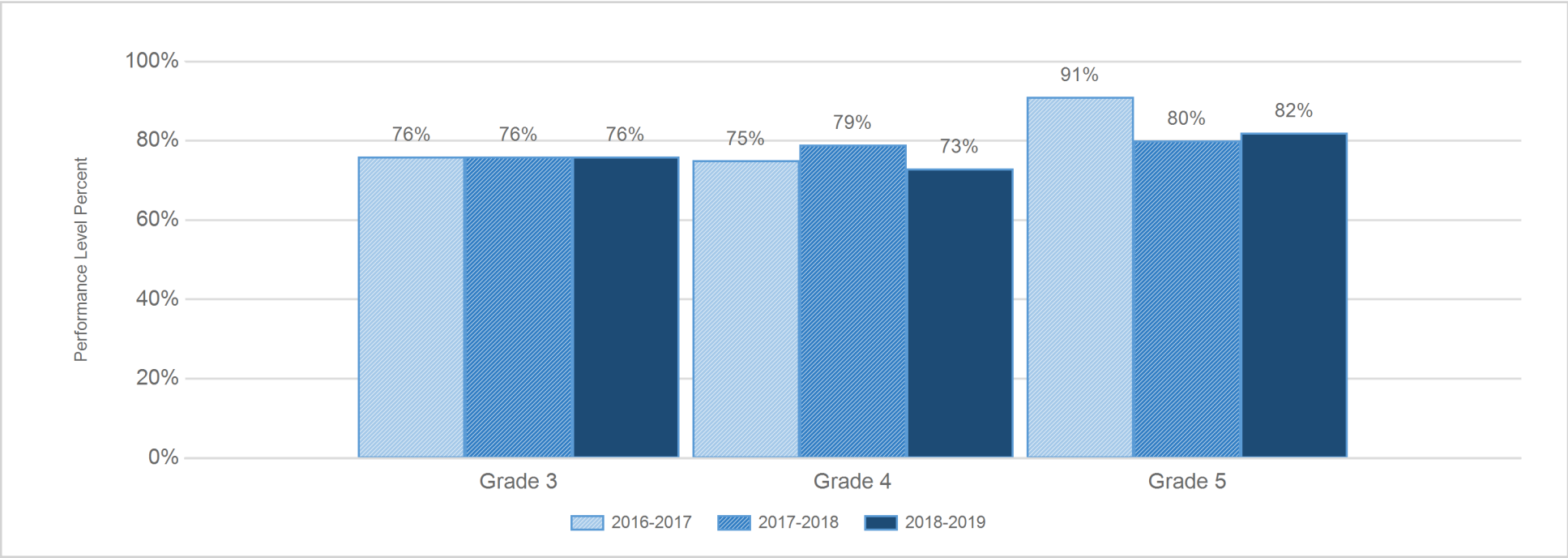


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English Language Arts Assessment - Performance Trends

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	70	774	764	748	*	*	*	57%	19%	76%	50%
White	28	762	756	757	*	*	*	*	*	61%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	32	785	*	773	*	*	*	*	*	91%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	43	773	768	753	*	*	*	*	*	70%	55%
Male	27	776	760	743	*	*	*	*	*	85%	46%
Economically Disadvantaged Students	*	*	742	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	769	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	729	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	770	754	*	*	*	*	*	*	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	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%



Frost Elementary School

(23-1170-130)

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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	73	772	773	755	0%	*	*	44%	29%	73%	57%
White	46	772	768	763	0%	0%	30%	43%	26%	70%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	757	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	23	769	*	779	0%	*	*	*	*	74%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	38	780	777	760	0%	*	*	*	*	76%	62%
Male	35	763	769	750	0%	*	*	*	*	69%	53%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	778	761	*	*	*	*	*	*	64%
English Learners	N	N	732	720	N	N	N	N	N	N	17%
Non-English Learners	73	772	775	758	0%	*	*	44%	29%	73%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	778	773	756	*	*	*	51%	30%	82%	58%
White	46	772	766	764	*	*	*	50%	24%	74%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	769	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	29	789	*	781	0%	*	0%	*	*	97%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	45	790	783	761	*	*	*	*	*	91%	64%
Male	37	764	764	750	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	10	771	754	740	*	*	*	*	*	90%	39%
Non-Economically Disadvantaged Students	72	779	777	766	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	736	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	779	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	82	778	*	758	*	*	*	51%	30%	82%	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%



Frost Elementary School
(23-1170-130)
Grades Offered: PK-05
2018-2019

Report Key:

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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	223	97.8	78.0	64.7	44.5	78.0	79.4	Met Target†
White	120	96.8	70.8	59.0	54.1	70.8	75.9	Met Target†
Hispanic	*	*	*	37.1	28.8	*	**	**
Black or African American	10	100.0	80.0	36.3	23.0	80.0	**	**
Asian, Native Hawaiian, or Pacific Islander	84	100.0	86.9	83.1	76.5	86.9	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	42.7	*	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	123	98.4	79.7	64.0	44.9	79.7		
Male	100	97.1	76.0	65.4	44.2	76.0		
Economically Disadvantaged Students	25	100.0	68.0	41.7	26.3	68.0	47.2	Met Target
Non-Economically Disadvantaged Students	198	97.6	79.3	69.4	54.9	79.3		
Students with Disabilities	22	88.5	45.5	25.8	17.4	42.0	64.6	Not Met
Students without Disabilities	201	99.0	81.6	71.8	50.0	81.6		
English Learners	13	100.0	69.2	*	25.0	69.2	**	**
Non-English Learners	210	97.7	78.6	*	46.5	78.6		
Homeless Students	*	*	*	57.1	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.

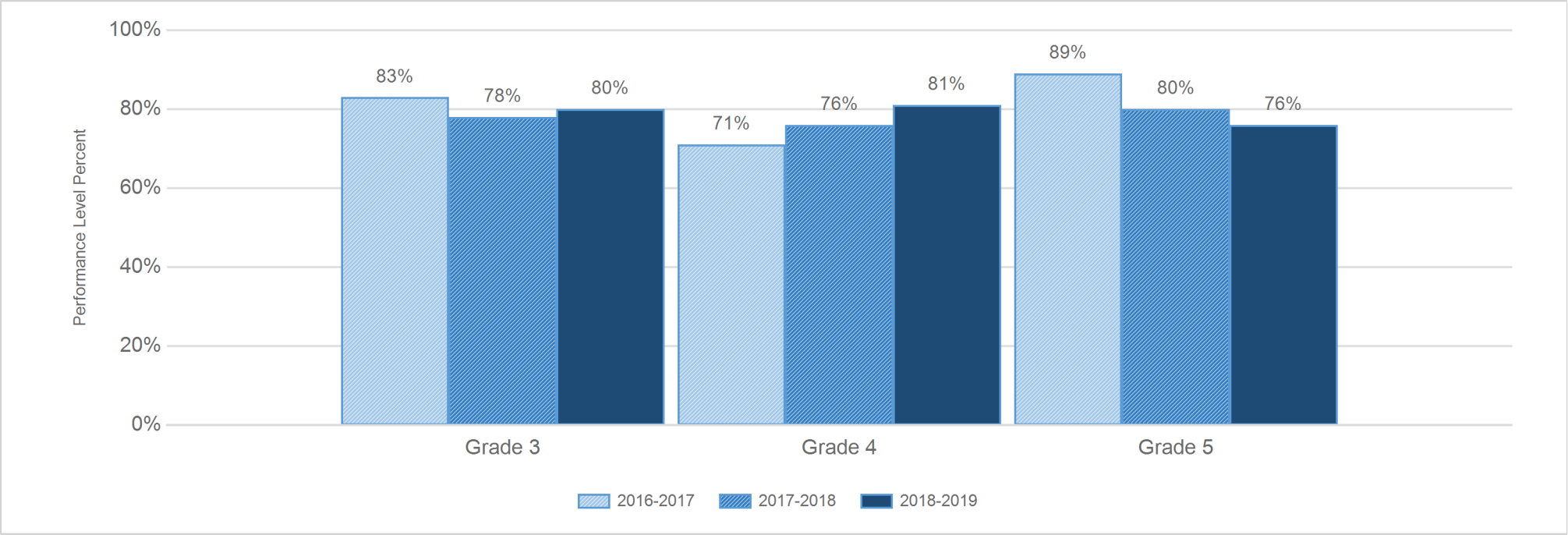


Frost Elementary School
(23-1170-130)
Grades Offered: PK-05
2018-2019

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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	69	773	766	752	*	*	14%	49%	30%	80%	55%
White	27	760	758	760	*	*	*	*	*	67%	66%
Hispanic	*	*	742	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	32	787	*	778	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	42	768	764	751	*	*	*	*	*	76%	54%
Male	27	781	768	752	*	*	*	*	*	85%	56%
Economically Disadvantaged Students	*	*	748	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	771	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	744	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	770	756	*	*	*	*	*	*	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	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	73	771	768	749	0%	*	15%	*	*	81%	51%
White	46	771	763	757	0%	*	*	*	*	80%	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	23	769	*	776	0%	*	*	*	*	78%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	38	768	765	749	0%	*	*	*	*	82%	50%
Male	35	773	770	749	0%	*	*	*	*	80%	52%
Economically Disadvantaged Students	*	*	750	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	771	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	742	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	N	N	743	722	N	N	N	N	N	N	18%
Non-English Learners	73	771	769	751	0%	*	15%	*	*	81%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	768	765	747	0%	*	*	51%	24%	76%	47%
White	46	759	758	755	0%	*	*	*	*	65%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	*	*	755	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	29	784	*	775	0%	*	*	52%	41%	93%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	45	773	764	747	0%	*	*	58%	22%	80%	47%
Male	37	763	765	747	0%	*	*	43%	27%	70%	47%
Economically Disadvantaged Students	10	766	748	732	0%	*	*	*	*	80%	27%
Non-Economically Disadvantaged Students	72	769	768	757	0%	*	*	*	*	75%	59%
Students with Disabilities	*	*	737	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	769	752	*	*	*	*	*	*	52%
English Learners	N	N	740	718	N	N	N	N	N	N	12%
Non-English Learners	82	768	765	749	0%	*	*	51%	24%	76%	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	*	*

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



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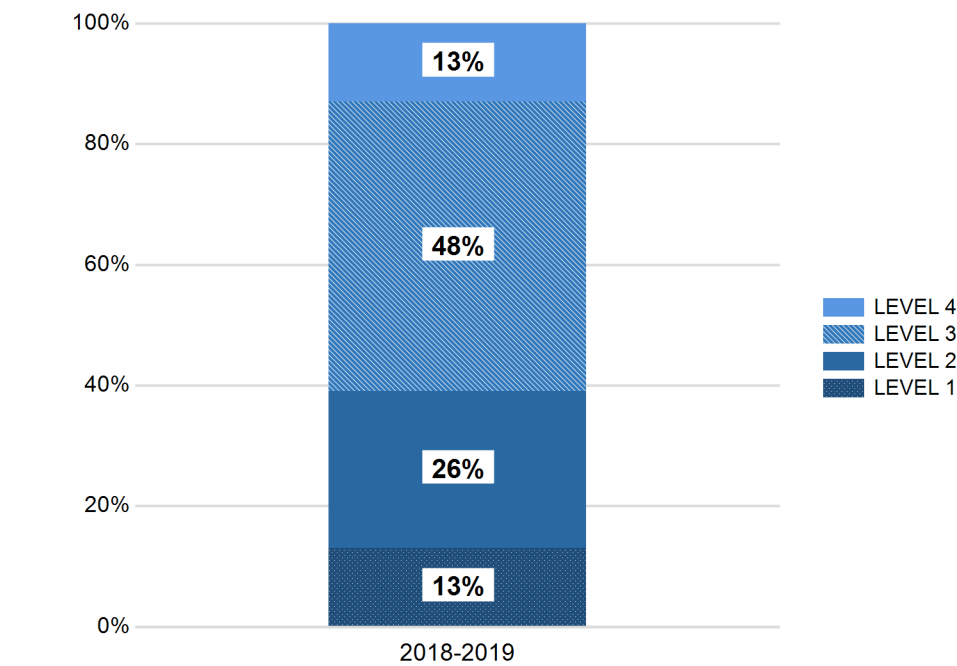
2018-2019

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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	13	26	48	13
White	22	24	48	7
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	3	24	45	28
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	9	22	51	18
Male	19	30	43	8
Economically Disadvantaged Students	20	30	50	0
Non-Economically Disadvantaged Students	13	25	47	15
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	13	26	48	13
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.

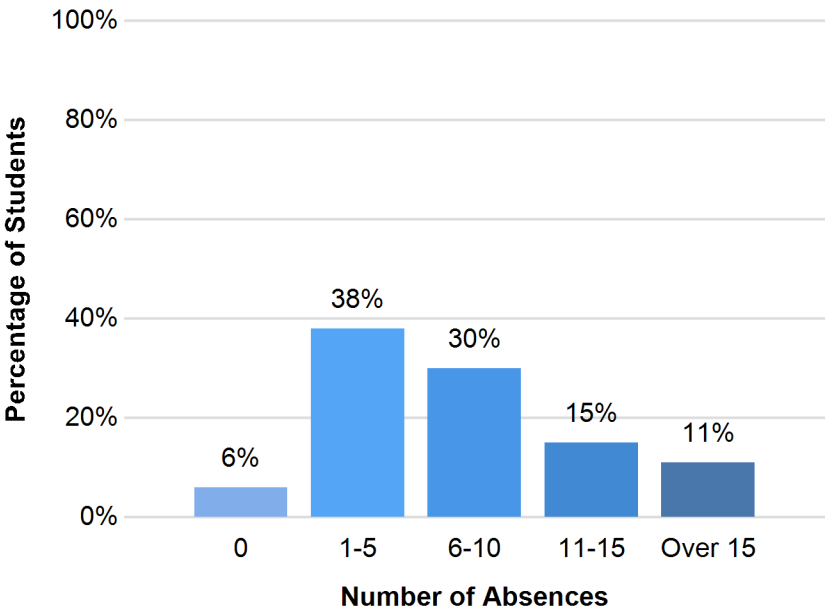
Chronic Absenteeism

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	33	7.2	8.9	Met
White	19	8.7	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	1	3.7	8.9	Met
Asian, Native Hawaiian, or Pacific	12	6.7	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	15	6.5		
Male	18	7.8		
Economically Disadvantaged Students	5	9.6	8.9	Not Met
Students with Disabilities	2	3.2	8.9	Met
English Learners	3	25.0	**	**
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.





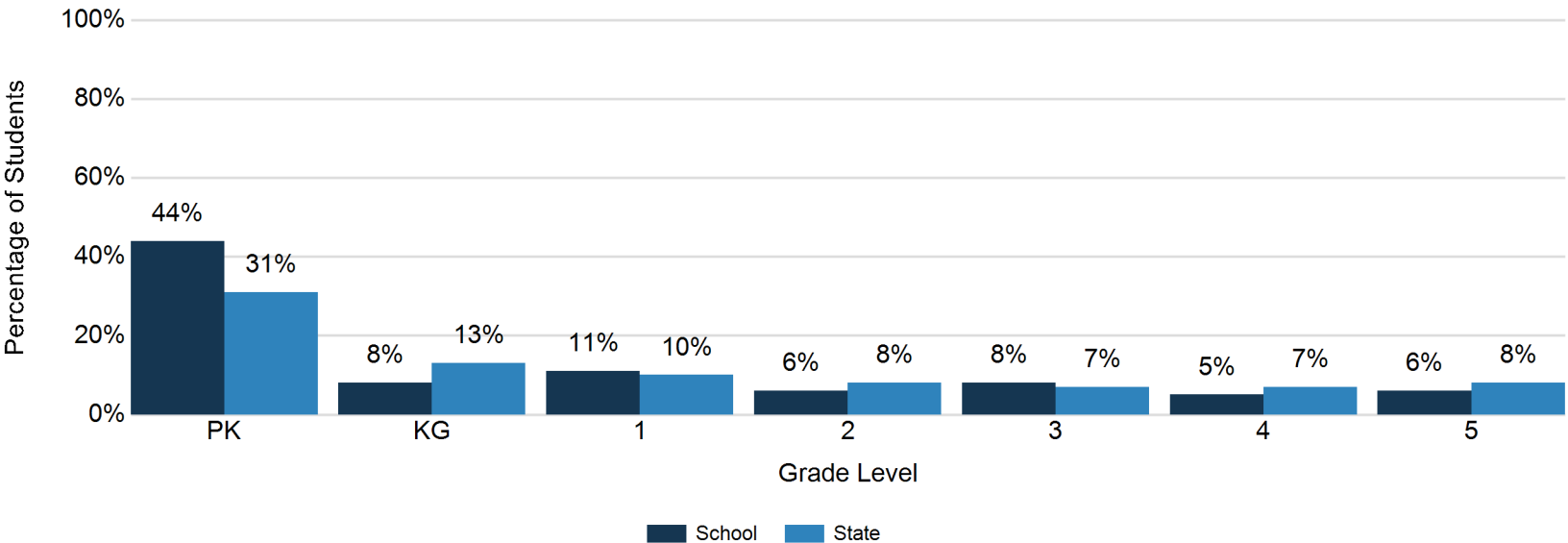
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 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	37	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	67.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	488:1	181:1
Teachers to Administrators	37:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



Frost Elementary School

(23-1170-130)

Grades Offered: PK-05

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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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	50.4%	91.9%	100.0%	48.4%	77.1%	54.9%
Male	49.6%	8.1%	0.0%	51.6%	22.9%	45.1%
White	49.8%	89.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.5%	5.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	37.3%	5.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Frost Elementary School
(23-1170-130)
Grades Offered: PK-05
2018-2019

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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	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	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.



Frost Elementary School

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	81.5%	77.8%	76.8%
Math Proficiency	81.5%	78.2%	78.0%
ELA Growth	49	61	46
Math Growth	59	47	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.6%	5.9%	7.2%

† 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.



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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†	Met Target†	Met Standard	Met Standard	**	Met	No
White	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	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:	- Curriculum includes: Everyday Math, Foundations, Reader's & Writer's Workshop & Next Generation Science Standards. - Frost School Clubs: Chorus, Video-Newsmakers, Gardening, Safety Patrol, Student Council, Band and Orchestra. - Students participate in programs related to Anti-Bullying Prevention, Fire Safety and building a respectful community.
 Mission, Vision, Theme:	Our Frost School vision is to create an inclusive community of lifelong learners. Our mission is to encourage perseverance and critical-thinking; embrace curiosity, imagination and joy; nurture the individual abilities of each student and prepare our students to become global citizens. Our school theme, "What's the Scoop?", focuses on various aspects of good character delivered through literature read monthly by the Principal. We address Empathy, Integrity, Tolerance, Optimism, Courtesy, Perseverance, Inclusiveness, Self-Control, and Safety.
 Awards, Recognition, Accomplishments:	Frost School is a Blue Ribbon Elementary School and a National School of Excellence.



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 Courses, Curriculum, Instruction:	The instructional program is characterized by a strong emphasis on literacy and math skills along with carefully integrated courses in health, science and social studies. Rich curricula in music, visual arts, technology, physical education, media, and world language enhance the academic program. Research-based best practices are used to differentiate instruction to meet the needs of all learners. Our students consistently demonstrate their skills on both formative and summative assessments.
 Clubs and Activities:	Students have the opportunity to participate in activities that extend their learning in a variety of areas to promote the development of the whole child. In this way, our students can pursue their interests and develop a greater love of learning. Frost School offers the following clubs and activities: Art Enrichment Club, Chorus, Coding Club, Gardening Club, Safety Patrol, Student Council, and Video-Newsmakers. Music students also have an opportunity to participate in all district band, chorus and orchestra activities.



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 Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.



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 Student Supports and Services:	Character education is woven into every day school life. Our supportive school environment is dedicated to all students being safe, responsible, respectful and kind. Supports and specialized programs offered to students include Short-Term Supportive Counseling, Superflex Program, Second Step Program, Intervention and Referral Services, Speech, Gifted and Talented, Physical and Occupational Therapy. A full-time Student Assistance Specialist serves as the Anti-Bullying Specialist.
 Student Health and Wellness:	Breakfast and Lunch Programs are offered daily. Students participate in Physical Education twice a week and have recess daily. Teachers deliver Health Instruction in the classroom that focuses on student health and well-being along with peer relations. Classroom teachers also conduct class meetings on a regular basis to address physical, social and emotional health of our students.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Staff, students and parents are given a school-climate survey at the beginning of the year and then again at the end of the year. Overall, the results from all three groups were positive.
 Facilities:	Constructed in 1965, Frost Elementary School is a 52,230 square-foot facility on 11.81 acres. Facility improvements completed over the last several years include a new main entrance enhancing building security; a storage addition; new walkways providing safe, ADA-accessibility and a new HVAC system providing air-conditioning throughout the facility. Additional improvements are in the planning stage for this school. As with most District facilities, the school is highly used by the community.



Hammarskjold Middle School
(23-1170-056)
Grades Offered: 06-07
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:



Hammarskjold Middle School
(23-1170-056)
Grades Offered: 06-07
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	Middlesex
District	East Brunswick Township School District
Principal Name	Dr. Michael Gaskell
Address	200 RUES LANE E BRUNSWICK, NJ 08816
Phone Number	732-613-6892
Email Address	mgaskell@ebnet.org
Website	https://www.ebnet.org/hms
Twitter	https://twitter.com/GaskellMgaskell



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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	580	618	656
7	642	594	633
Total	1,222	1,212	1,289

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	51.0%	50.4%	50.0%
Male	49.0%	49.6%	50.0%
Economically Disadvantaged Students	15.1%	16.8%	17.5%
Students with Disabilities	14.0%	15.6%	16.4%
English Learners	2.9%	2.1%	2.0%
Homeless Students	0.3%	0.5%	0.2%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.1%
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	52.5%	52.4%	47.6%
Hispanic	6.1%	6.8%	7.9%
Black or African American	5.9%	5.0%	4.8%
Asian	34.4%	33.8%	36.8%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	0.7%	1.4%	2.3%

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	61.1%
Arabic	7.7%
Chinese	7.4%
Spanish	4.1%
Hindi	2.6%
Other Languages	17.1%



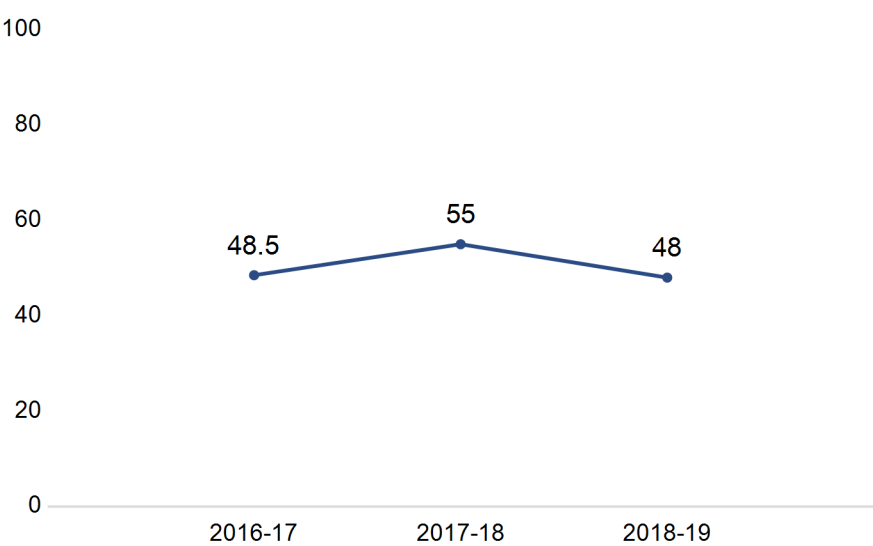
Hammarskjold Middle School
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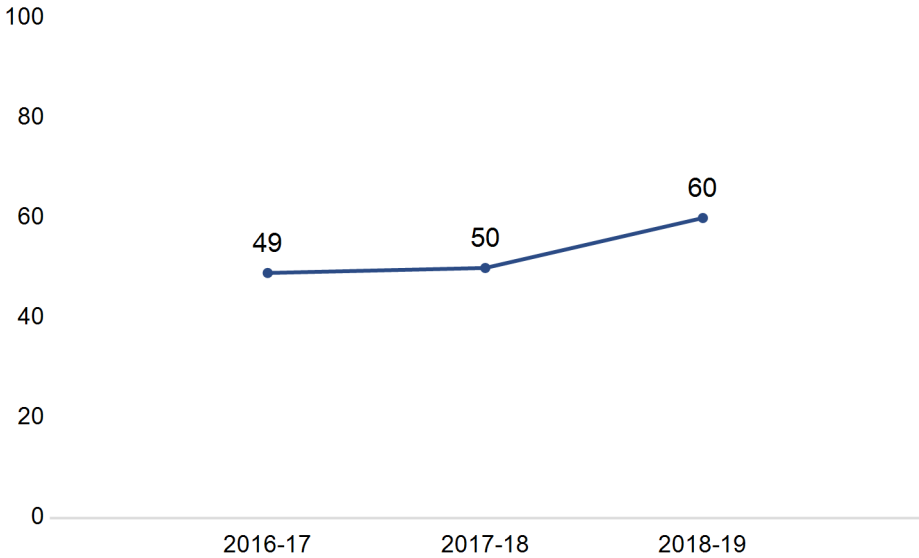
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48.5	55	48	49	50	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	52	50	Met Standard	60	57.5	50	Exceeds Standard
White	40	50	50	Met Standard	54	54	52	Met Standard
Hispanic	45	44	49	Met Standard	53	51.5	47	Met Standard
Black or African American	41	45	45	Met Standard	50	57.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	58	59	Met Standard	67	64	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	40.5	53	49	Met Standard	54	55	52	Met Standard
Female	53	56	53	N	57.5	55	50	N
Male	40	48	47	N	62	60	51	N
Economically Disadvantaged Students	40	47	48	Met Standard	53	55.5	46	Met Standard
Students with Disabilities	40	45	43	Met Standard	54	54	45	Met Standard
English Learners	54	59	52	Met Standard	65	64	50	Exceeds Standard
Homeless Students	*	57	43	N	*	78	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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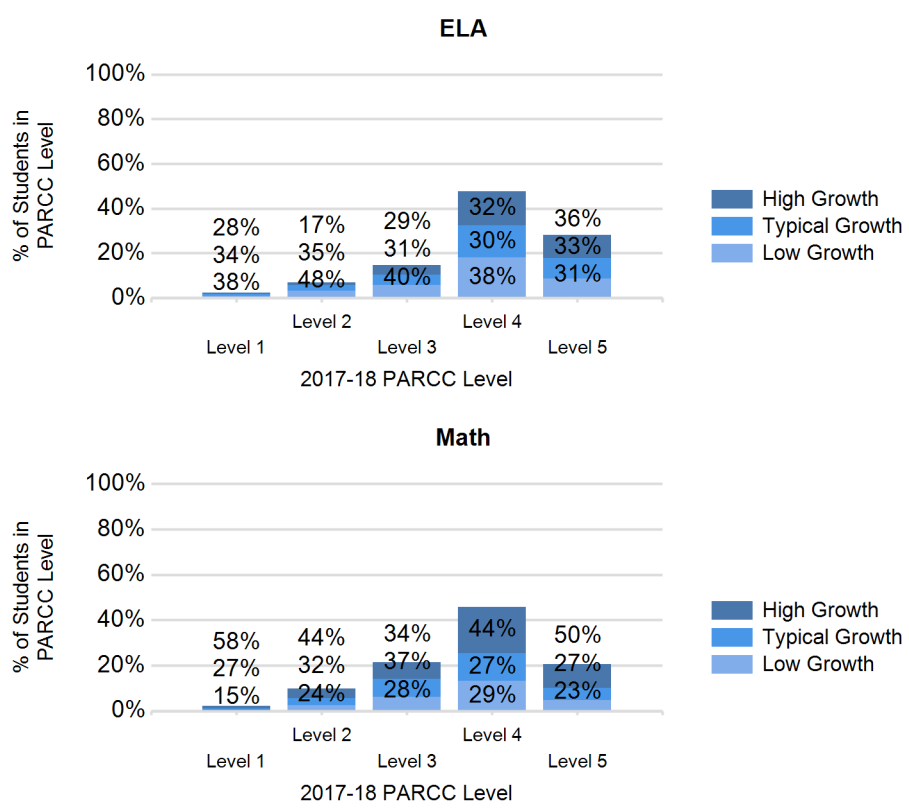
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores 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.

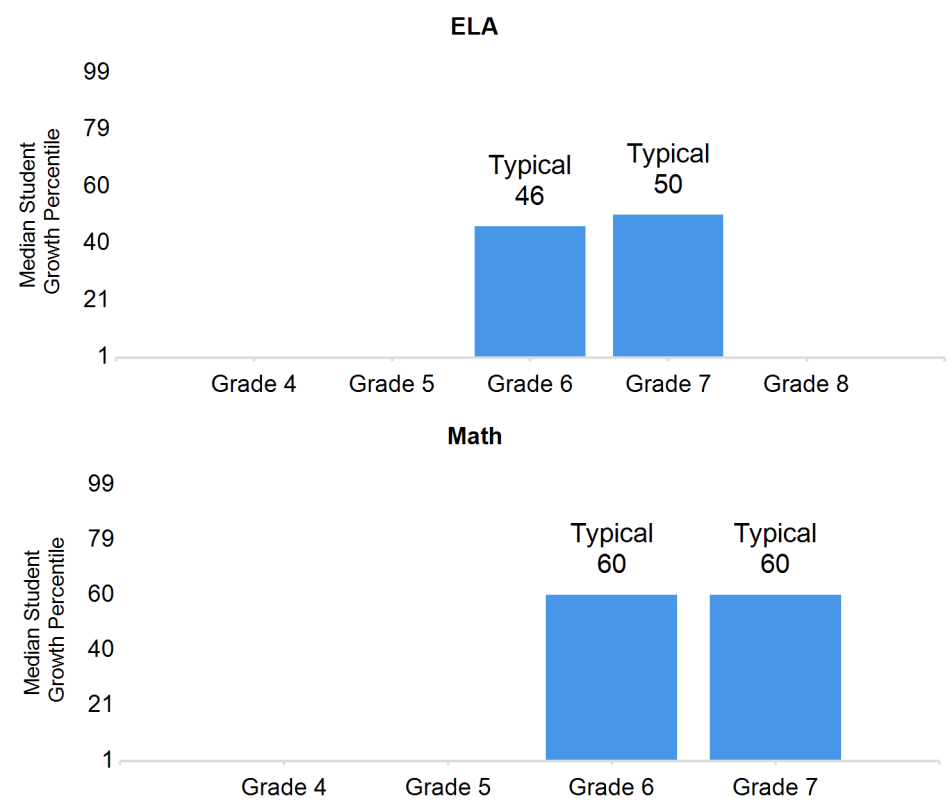
Student Growth by Performance Level

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.





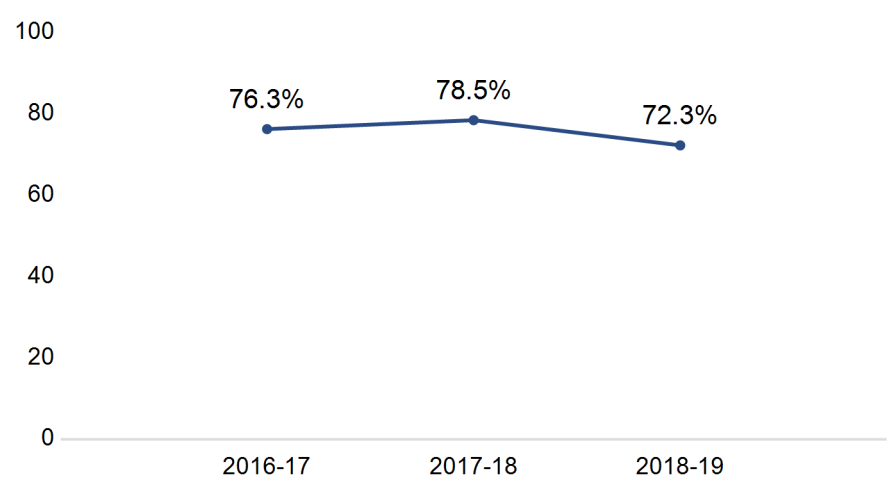
Hammarskjold Middle School
(23-1170-056)
Grades Offered: 06-07
2018-2019

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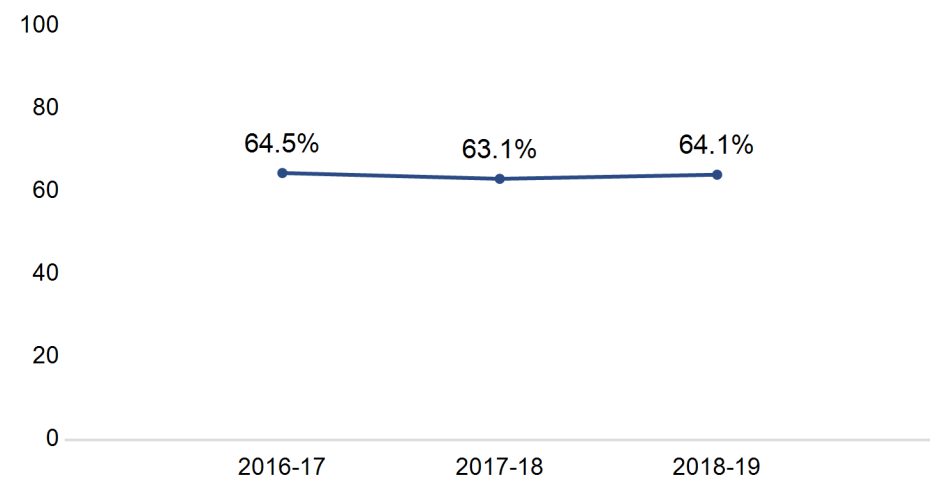
English Language Arts and Mathematics Performance Trends

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	96.9%	97.4%	99.1%	97.2%	97.3%	99.0%
Proficiency Rate for Federal Accountability	76.3%	78.5%	72.3%	64.5%	63.1%	64.1%
Annual Target	75.3%	75.6%	75.8%	69.6%	70.2%	70.7%
Met Annual Target?	Met Target	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	1259	99.1	72.3	74.3	57.9	72.3	75.8	Not Met
White	595	98.4	63.7	69.3	66.9	63.7	72.1	Not Met
Hispanic	102	99.0	58.8	54.4	43.9	58.8	61.3	Met Target†
Black or African American	58	98.4	60.3	56.1	38.5	60.3	52.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	470	100.0	88.1	88.5	82.9	88.1	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	56.0	*	**	**
Two or More Races	*	*	*	61.5	64.4	*	N	N
Female	631	99.1	83.2	81.3	64.8	83.2		
Male	628	99.1	61.3	67.7	51.3	61.3		
Economically Disadvantaged Students	216	98.2	48.1	51.9	40.0	48.1	54.6	Not Met
Non-Economically Disadvantaged Students	1043	99.2	77.3	78.7	67.9	77.3		
Students with Disabilities	204	98.1	27.5	30.0	22.7	27.5	33.2	Not Met
Students without Disabilities	1055	99.3	80.9	82.3	65.1	80.9		
English Learners	75	100.0	45.3	46.8	29.3	45.3	45.4	Met Target†
Non-English Learners	1184	99.0	74.0	76.0	60.6	74.0		
Homeless Students	*	*	*	61.9	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.

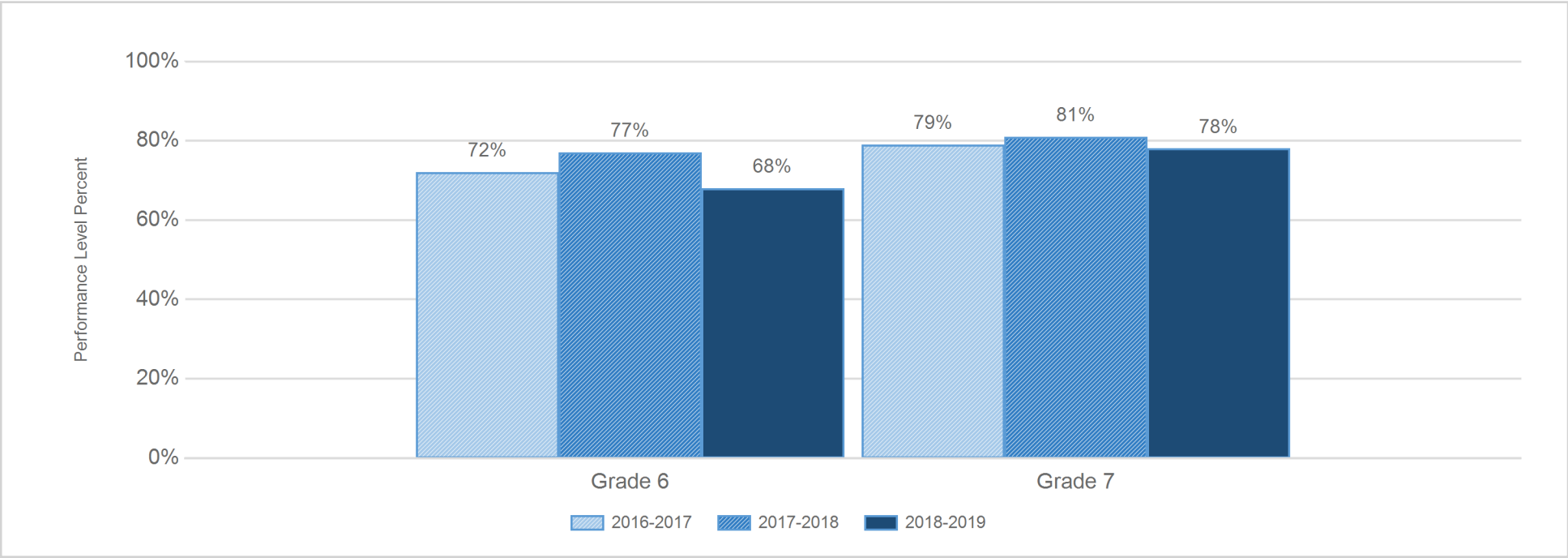


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English Language Arts Assessment - Performance Trends

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 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	641	767	767	754	4%	9%	19%	42%	26%	68%	56%
White	293	757	757	762	5%	13%	23%	42%	17%	58%	65%
Hispanic	49	754	754	743	*	*	27%	*	*	57%	43%
Black or African American	32	753	753	738	*	*	*	*	*	56%	36%
Asian, Native Hawaiian, or Pacific Islander	251	785	785	780	*	*	12%	43%	42%	84%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	313	777	777	762	*	*	14%	50%	30%	80%	64%
Male	328	758	758	748	*	*	23%	35%	22%	57%	48%
Economically Disadvantaged Students	112	745	745	740	10%	21%	26%	34%	10%	44%	39%
Non-Economically Disadvantaged Students	529	772	772	763	2%	7%	18%	44%	29%	73%	67%
Students with Disabilities	92	728	728	722	15%	32%	33%	*	*	21%	19%
Students without Disabilities	549	774	774	761	2%	5%	17%	*	*	76%	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%



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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	615	779	779	761	5%	7%	11%	30%	47%	78%	63%
White	301	769	769	769	6%	9%	16%	33%	36%	69%	72%
Hispanic	51	754	754	747	*	*	20%	33%	27%	61%	50%
Black or African American	29	757	757	741	*	*	*	*	*	62%	43%
Asian, Native Hawaiian, or Pacific Islander	216	803	803	790	*	*	*	23%	71%	94%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	319	791	791	769	*	*	7%	28%	60%	87%	71%
Male	296	767	767	753	*	*	16%	33%	34%	67%	55%
Economically Disadvantaged Students	103	749	749	743	14%	11%	22%	36%	17%	53%	45%
Non-Economically Disadvantaged Students	512	785	785	771	3%	6%	9%	29%	53%	82%	73%
Students with Disabilities	96	728	728	720	*	*	23%	*	*	30%	22%
Students without Disabilities	519	789	789	769	*	*	9%	*	*	86%	71%
English Learners	12	704	704	706	*	*	*	*	*	17%	12%
Non-English Learners	603	781	781	763	*	*	*	*	*	79%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	1260	99.0	64.1	64.7	44.5	64.1	70.7	Not Met
White	596	98.4	55.7	59.0	54.1	55.7	64.9	Not Met
Hispanic	102	98.1	32.4	37.1	28.8	32.4	55.5	Not Met
Black or African American	58	98.4	32.8	36.3	23.0	32.8	42.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	470	100.0	86.0	83.1	76.5	86.0	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	42.7	*	**	**
Two or More Races	*	*	*	60.0	53.3	*	N	N
Female	631	99.1	65.6	64.0	44.9	65.6		
Male	629	98.9	62.6	65.4	44.2	62.6		
Economically Disadvantaged Students	216	97.8	34.7	41.7	26.3	34.7	51.9	Not Met
Non-Economically Disadvantaged Students	1044	99.3	70.2	69.4	54.9	70.2		
Students with Disabilities	203	97.6	22.2	25.8	17.4	22.2	29.3	Not Met
Students without Disabilities	1057	99.3	72.2	71.8	50.0	72.2		
English Learners	75	98.7	41.3	*	25.0	41.3	54.5	Not Met
Non-English Learners	1185	99.0	65.6	*	46.5	65.6		
Homeless Students	*	*	*	57.1	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.

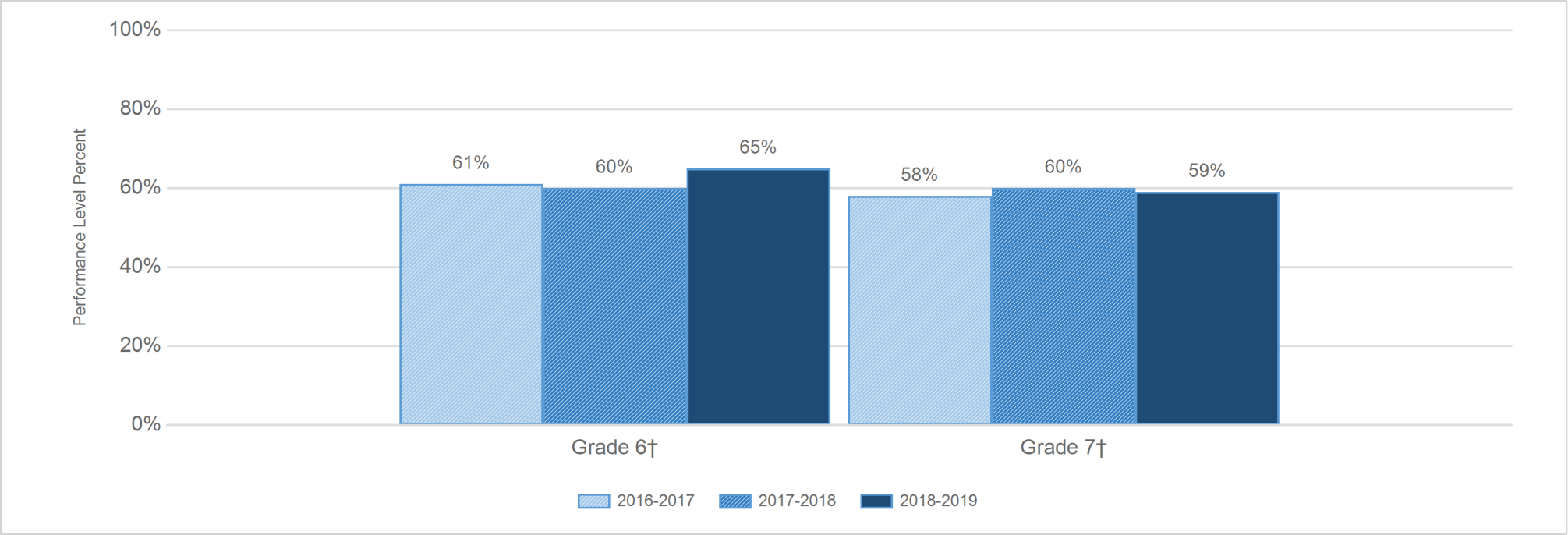


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Mathematics Assessment – Performance Trends

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 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	646	760	760	741	3%	12%	20%	47%	18%	65%	41%
White	296	751	751	749	3%	16%	22%	51%	8%	59%	51%
Hispanic	50	739	739	729	*	*	42%	*	*	30%	24%
Black or African American	32	737	737	722	*	34%	*	*	*	34%	19%
Asian, Native Hawaiian, or Pacific Islander	252	778	778	769	0%	*	*	50%	35%	84%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	314	761	761	742	*	*	22%	49%	17%	66%	42%
Male	332	759	759	740	*	*	18%	44%	20%	64%	40%
Economically Disadvantaged Students	113	740	740	726	*	*	27%	*	*	37%	21%
Non-Economically Disadvantaged Students	533	764	764	750	*	*	18%	*	*	71%	53%
Students with Disabilities	92	729	729	716	*	36%	36%	*	*	21%	12%
Students without Disabilities	554	765	765	746	*	8%	17%	*	*	73%	46%
English Learners	11	723	723	709	*	*	*	*	*	18%	*
Non-English Learners	635	761	761	743	*	*	*	*	*	66%	*
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%



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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	544	757	757	744	3%	10%	28%	44%	15%	59%	42%
White	288	751	751	751	*	11%	35%	*	*	51%	53%
Hispanic	51	737	737	733	*	*	37%	35%	0%	35%	26%
Black or African American	29	740	740	727	*	*	38%	*	*	31%	21%
Asian, Native Hawaiian, or Pacific Islander	160	777	777	768	0%	*	*	50%	35%	85%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	284	758	758	744	*	*	27%	48%	15%	62%	42%
Male	260	755	755	743	*	*	30%	40%	15%	55%	42%
Economically Disadvantaged Students	99	736	736	731	*	*	39%	*	*	30%	24%
Non-Economically Disadvantaged Students	445	761	761	751	*	*	26%	*	*	65%	53%
Students with Disabilities	95	729	729	718	*	*	34%	*	*	21%	13%
Students without Disabilities	449	762	762	749	*	*	27%	*	*	67%	48%
English Learners	11	733	733	716	*	*	*	*	*	27%	10%
Non-English Learners	533	757	757	745	*	*	*	*	*	60%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by 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	71	814	759	744	0%	0%	0%	31%	69%	100%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	N	N	737	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	56	816	*	775	0%	0%	0%	25%	75%	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	35	807	758	745	0%	0%	0%	*	*	100%	44%
Male	36	820	759	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	722	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	765	748	*	*	*	*	*	*	47%
English Learners	N	N	737	710	N	N	N	N	N	N	*
Non-English Learners	71	814	759	745	0%	0%	0%	31%	69%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	12	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	44.4%	**	**

† 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	14	71.4%	28.6%
3-4	*	*	*
5 or more	*	*	*



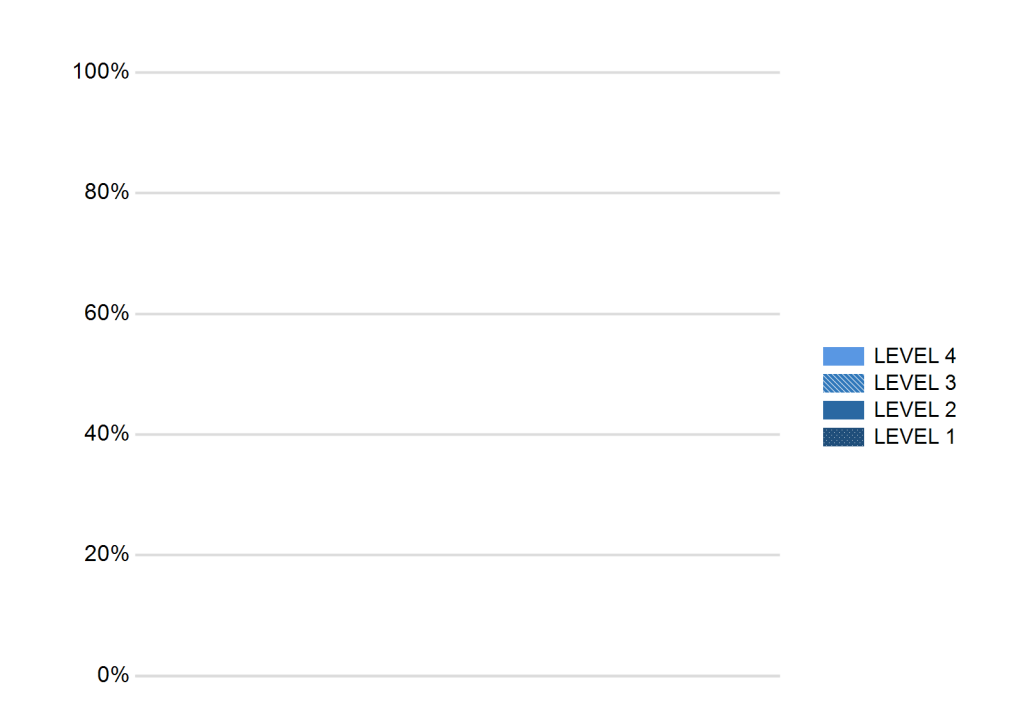
Hammar skjold Middle School
(23-1170-056)
Grades Offered: 06-07
2018-2019

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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

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



Hammar skjold 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	668
7	71	0	571
Total	71	0	1239

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	348	118	61	0	71	0	0
7	338	102	67	0	66	0	0
Total	686	220	128	0	137	0	0



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Visual and Performing Arts – Course Participation

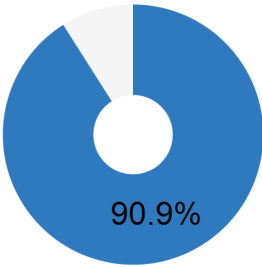
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

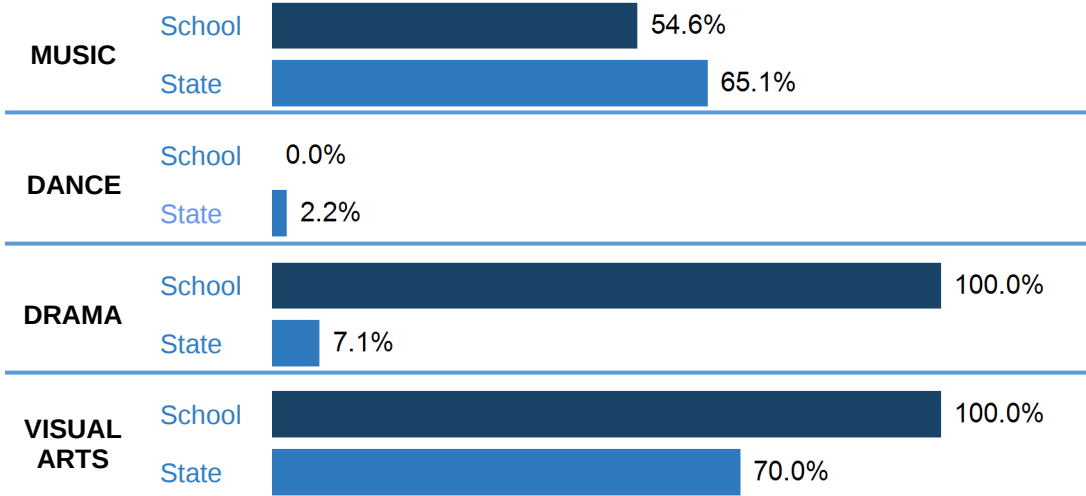


School



State

Students enrolled in one or more classes by discipline:





Hammarskjold Middle School

(23-1170-056)

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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.

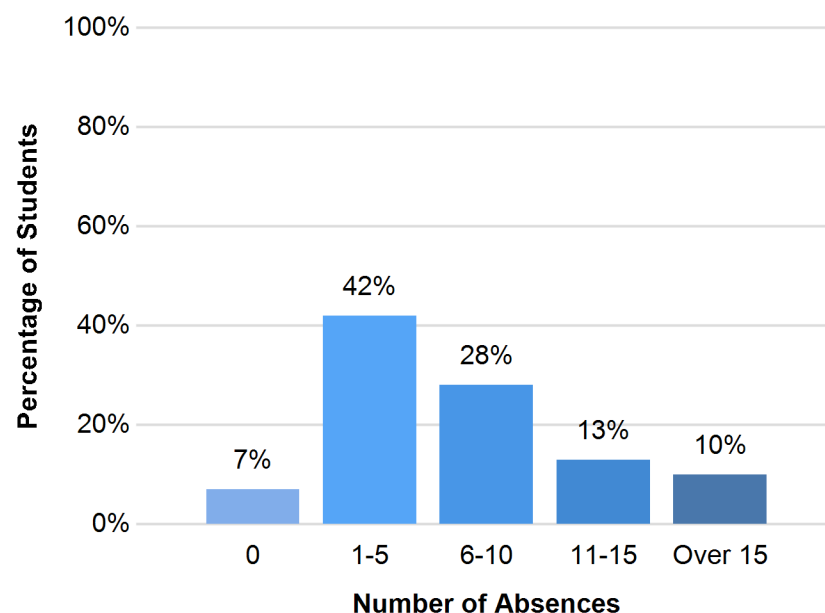
Chronic Absenteeism

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	89	6.9	8.8	Met
White	56	9.1	8.8	Not Met
Hispanic	10	9.9	8.8	Not Met
Black or African American	4	6.5	8.8	Met
Asian, Native Hawaiian, or Pacific	16	3.4	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.8	Not Met
Female	40	6.2		
Male	49	7.6		
Economically Disadvantaged Students	31	13.8	8.8	Not Met
Students with Disabilities	16	7.4	8.8	Met
English Learners	4	16.7	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





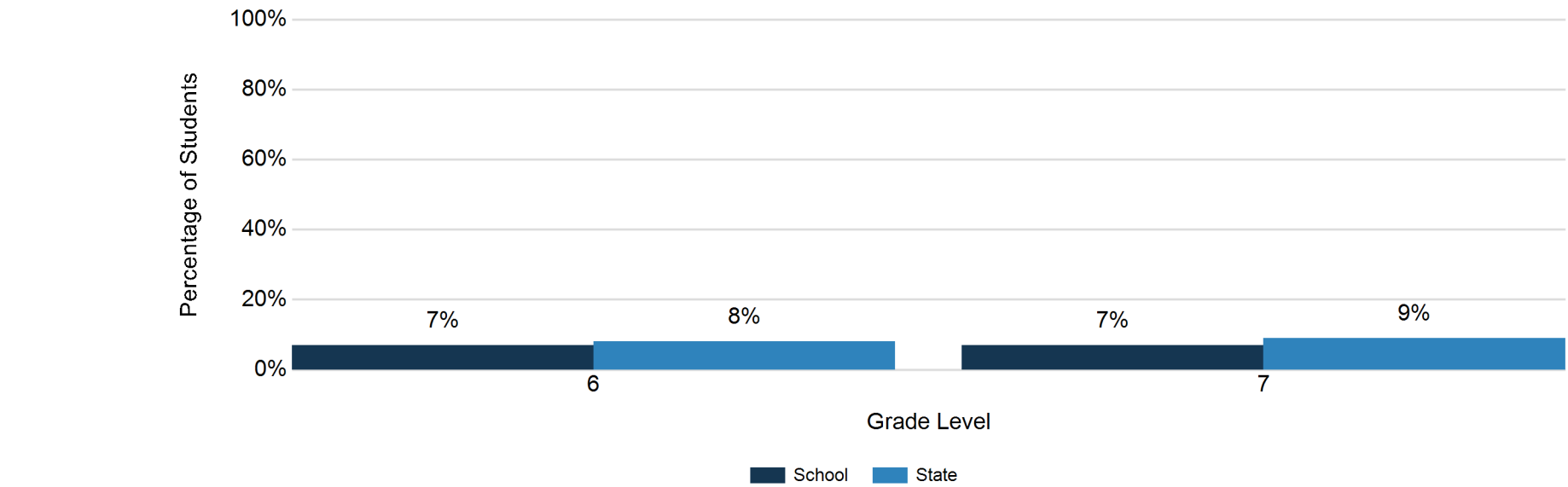
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	8
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	1.86

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	3	3
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	9	12
No Identified Nature	31		31

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	4
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	5

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	43	3.3%
Out-of-School Suspensions	18	1.4%
Any Suspension	48	3.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
81



Hammar skjold Middle 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	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 56 Mins
Shared Time - Instructional Time	5 Hrs. 56 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	1.7:1



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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	111	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	76.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	322:1	181:1
Teachers to Administrators	28:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	82.0%	50.0%	48.4%	77.1%	54.9%
Male	50.0%	18.0%	50.0%	51.6%	22.9%	45.1%
White	47.6%	94.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.9%	2.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	0.9%	0.0%	15.0%	6.6%	13.9%
Asian	36.8%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

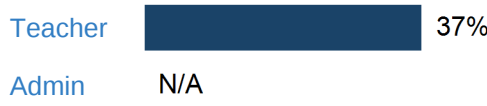
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Teachers and Administrators - Level of Education

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.

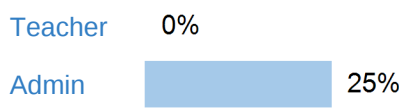
Bachelor's Degree



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	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.3%



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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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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	76.3%	78.5%	72.3%
Math Proficiency	64.5%	63.1%	64.1%
ELA Growth	48	55	48
Math Growth	49	50	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.7%	44.4%
Chronic Absenteeism	5.2%	8.5%	6.9%

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

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



Hammarskjold Middle School
 (23-1170-056)
 Grades Offered: 06-07
 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:	- HMS is proud of our diverse, high-achieving student body supported by rigorous course offerings and talented staff. - We provide extensive opportunities in the performing, visual, and technical arts. - HMS Paws for Success and Sources of Strength promote positive climate, healthy social growth, and responsible citizenship.
 Mission, Vision, Theme:	Hammarskjold is a Grades 6 and 7 school with a Tradition of Excellence that is nationally recognized. HMS is committed to providing all students with an environment that enables them to grow intellectually, socially, physically, and emotionally. We encourage students to become risk-takers, using critical thinking skills and develop a "positive attitude" about themselves and learning. The focus of instruction is hands-on & student-centered.
 Awards, Recognition, Accomplishments:	Hammarskjold has earned the distinction of being recognized as a Blue Ribbon School of Excellence. Each year many students receive recognition for their achievements.



Hammarskjold Middle School
 (23-1170-056)
 Grades Offered: 06-07
 2018-2019

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School Narrative

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 Courses, Curriculum, Instruction:	ILA, Math, Social Studies, Science, Electives, Music (Band, Orchestra, Chorus and Piano), Health, Physical Education, Computers, Food and Consumer Science, World Languages, Art and STEAM.
 Clubs and Activities:	The following are offered at Hammarskjold Middle School: Academic Challengers, 6th Grade Band, 7th Grade Band, Buddy Sports, 6th and 7th Grade Caring Adults Reinforcing Education (CARE), Chorus, Drama, ESL Club, French Culture Club, Interact Club, Investor's Club, Intramural Fitness Activities, Jazz Ensemble, National Junior Art Honor Society, 6th Grade Orchestra, 7th Grade Orchestra, Science Olympiad, Student Council, Video Newsmakers and Yearbook.



Hammar skjold Middle School
(23-1170-056)
Grades Offered: 06-07
2018-2019

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School Narrative

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 Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.



Hammarskjold Middle School
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 2018-2019

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School Narrative

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 Student Supports and Services:	The academic, social, and emotional well-being of our students and staff are supported by 6 School Counselors, 2 Student Assistance Specialists, and a Child Study Team. ELL classes support students learning English. Special Education courses are offered to support students with disabilities. Struggling students are identified early and supported by their teachers. Some students are referred for Intervention and Referral services or Response to Intervention programs that provide additional levels of support.
 Student Health and Wellness:	Breakfast and Lunch Programs are provided daily. Physical Education classes are a requirement for all students providing regular physical activity and instruction in fitness and life sports. Health classes are also required providing instruction in physical and mental health, maintaining healthy lifestyles, and making healthy choices.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



Hammarskjold Middle School
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School Narrative

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School Climate is monitored every December and June through surveys to parents, students and staff. We use these surveys to address school goals and to target areas of concern, with programs and thematic messages.
 Facilities:	Constructed in 2009, Hammarskjold Middle School is a 271,520 square-foot, fully air-conditioned facility on 21.11 acres. This facility is home to the Jo Ann Magistro Performing Arts Center, a centerpiece, revenue-generating venue for student, professional, and private performances. As with most District facilities, the school is highly used by the community, as well as, for various private events.



Irwin Elementary School
(23-1170-090)
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:



Irwin Elementary School
(23-1170-090)
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	Middlesex
District	East Brunswick Township School District
Principal Name	Mrs. JoAnn Chmielowicz
Address	71 RACETRACK ROAD EAST BRUNSWICK, NJ 08816
Phone Number	732-613-6840
Email Address	jchmielowicz@ebnet.org
Website	https://www.ebnet.org/irwin
Twitter	https://twitter.com/IrwinElementary



Irwin Elementary School
(23-1170-090)
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	0	0	0
KG	62	69	60
1	72	77	76
2	73	69	88
3	85	77	80
4	89	85	86
5	64	89	90
Total	445	466	480

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.4%	49.4%	49.4%
Male	52.6%	50.6%	50.6%
Economically Disadvantaged Students	21.3%	24.7%	25.4%
Students with Disabilities	12.8%	11.4%	12.1%
English Learners	12.1%	12.2%	11.3%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	45.8%	48.3%	44.6%
Hispanic	6.1%	6.0%	7.1%
Black or African American	5.8%	7.5%	6.5%
Asian	38.7%	34.5%	38.1%
Native Hawaiian or Pacific Islander	0.7%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	2.9%	3.0%	3.1%

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	0	0	0
KG - Half Day	0	0	0
KG - Full Day	62	69	60

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	48.8%
Arabic	14.2%
Chinese	6.3%
Korean	4.6%
Hindi	4.4%
Other Languages	21.9%



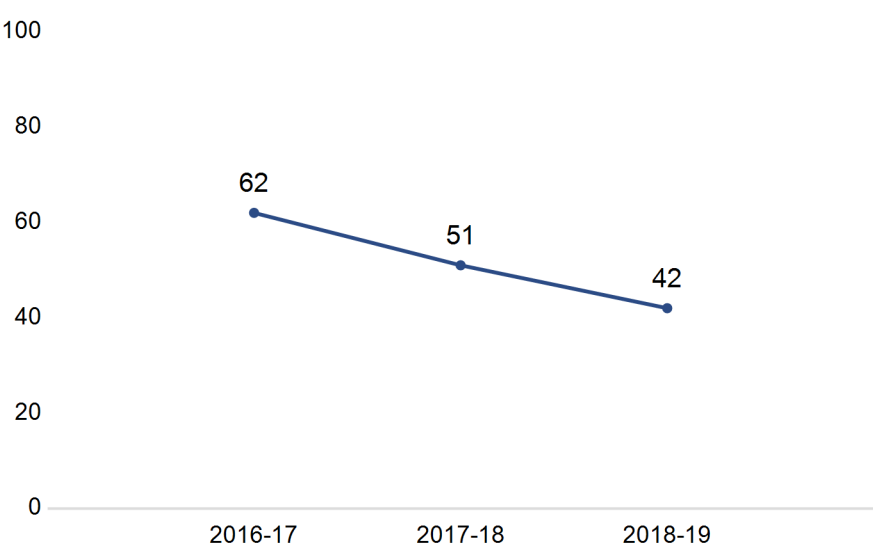
Irwin Elementary School
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Grades Offered: PK-05
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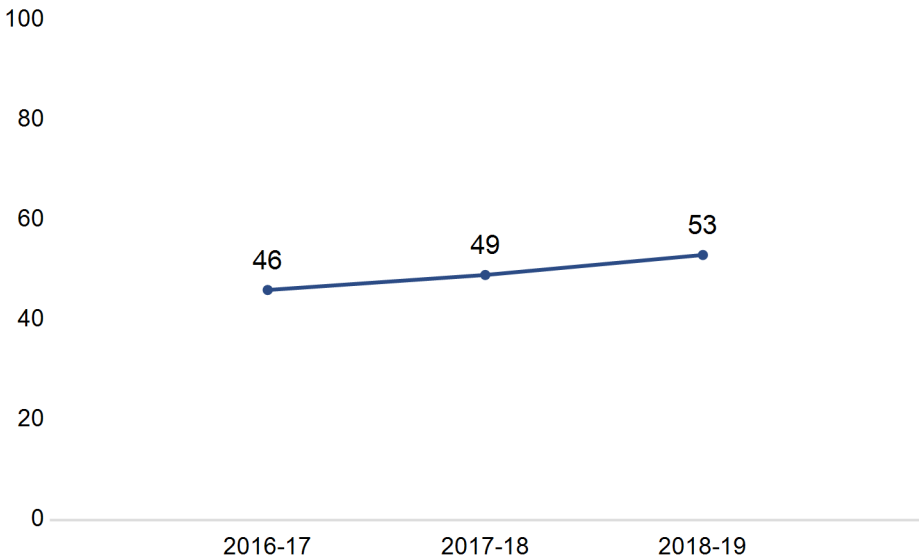
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	51	42	46	49	53
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	42	52	50	Met Standard	53	57.5	50	Met Standard
White	36.5	50	50	Not Met	50	54	52	Met Standard
Hispanic	34	44	49	**	55	51.5	47	**
Black or African American	*	45	45	**	*	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	69.5	58	59	Exceeds Standard	51.5	64	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	55	52	**
Female	57	56	53	N	50	55	50	N
Male	36	48	47	N	57	60	51	N
Economically Disadvantaged Students	43.5	47	48	Met Standard	54	55.5	46	Met Standard
Students with Disabilities	24.5	45	43	**	31	54	45	**
English Learners	49.5	59	52	**	52	64	50	Met Standard
Homeless Students	N	57	43	N	N	78	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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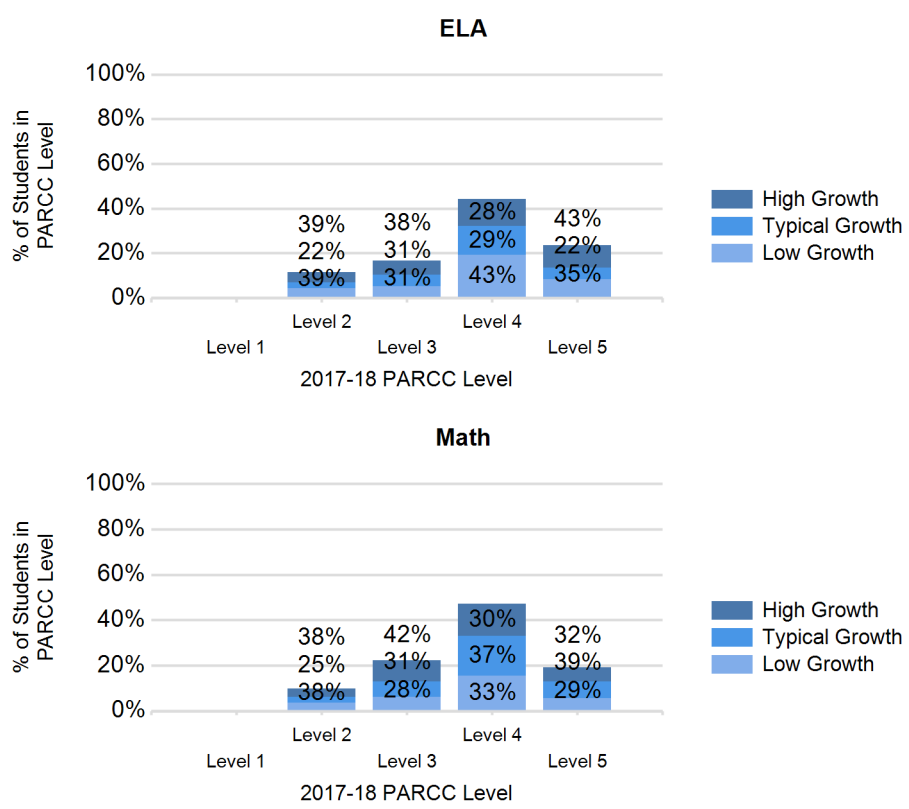
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

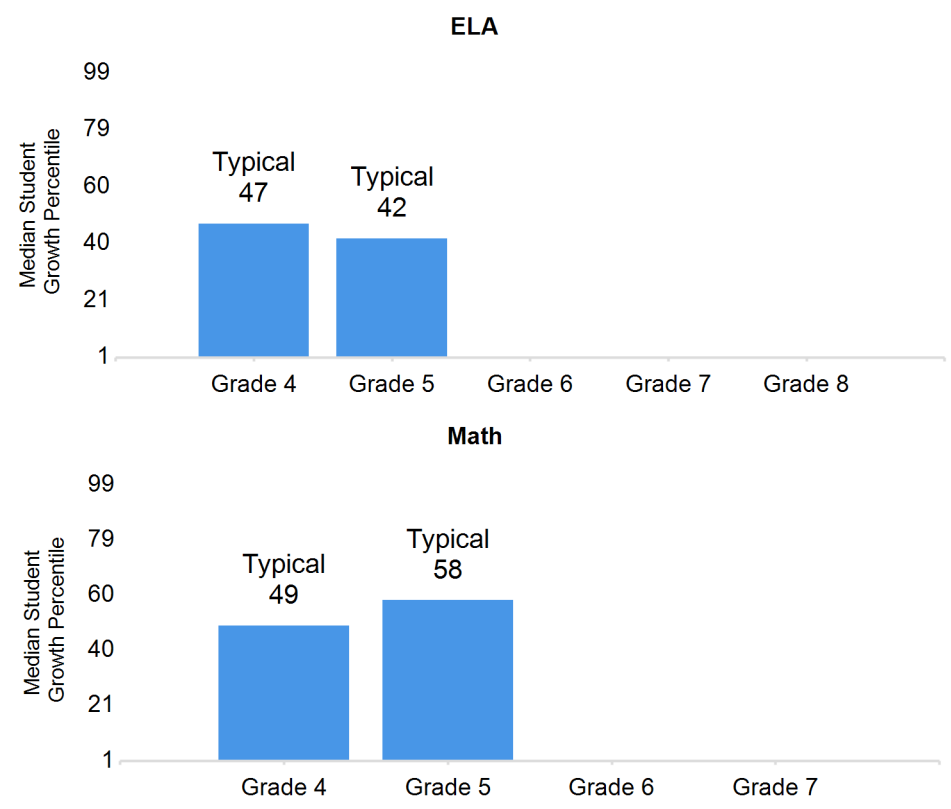
Student Growth by Performance Level

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



Student Growth by Grade

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



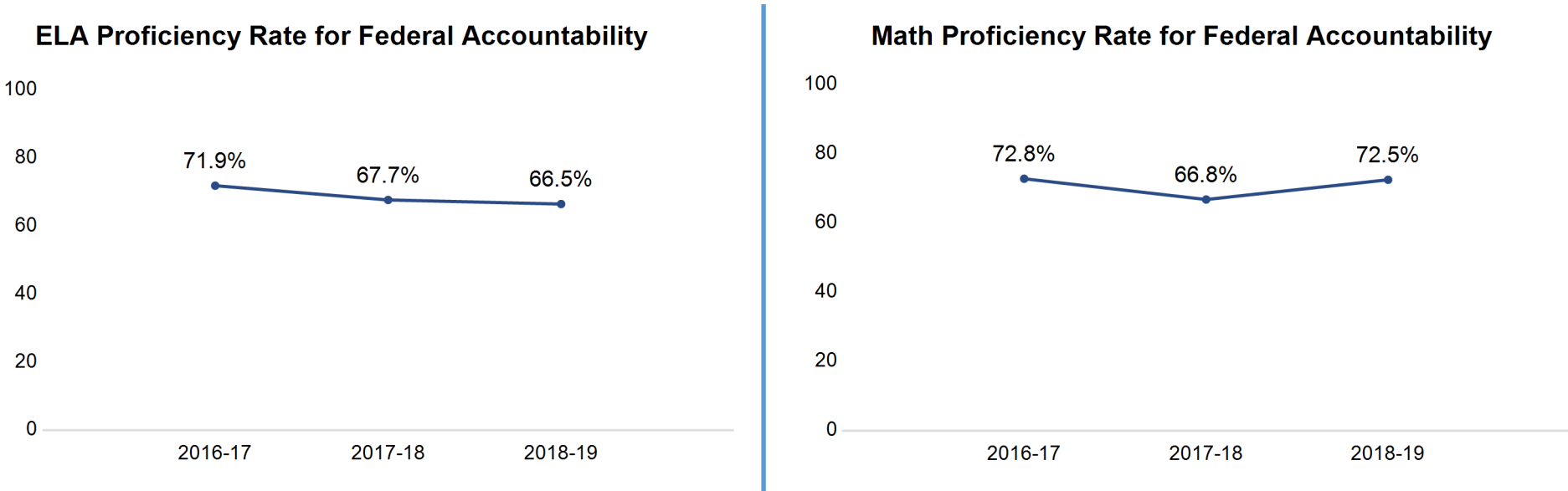


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.4%	98.5%	98.4%	97.6%	98.1%	98.4%
Proficiency Rate for Federal Accountability	71.9%	67.7%	66.5%	72.8%	66.8%	72.5%
Annual Target	71.6%	72.1%	72.5%	74.3%	74.6%	74.9%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Not Met	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	239	98.4	66.5	74.3	57.9	66.5	72.5	Not Met
White	124	97.7	56.5	69.3	66.9	56.5	67.8	Not Met
Hispanic	16	94.4	56.3	54.4	43.9	55.6	**	**
Black or African American	15	100.0	73.3	56.1	38.5	73.3	**	**
Asian, Native Hawaiian, or Pacific Islander	75	100.0	86.7	88.5	82.9	86.7	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	56.0	*	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	114	99.2	74.6	81.3	64.8	74.6		
Male	125	97.7	59.2	67.7	51.3	59.2		
Economically Disadvantaged Students	62	100.0	53.2	51.9	40.0	53.2	56.1	Met Target†
Non-Economically Disadvantaged Students	177	97.9	71.2	78.7	67.9	71.2		
Students with Disabilities	29	96.8	27.6	30.0	22.7	27.6	46	Not Met
Students without Disabilities	210	98.6	71.9	82.3	65.1	71.9		
English Learners	32	100.0	37.5	46.8	29.3	37.5	50.9	Met Target†
Non-English Learners	207	98.2	71.0	76.0	60.6	71.0		
Homeless Students	*	*	*	61.9	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.

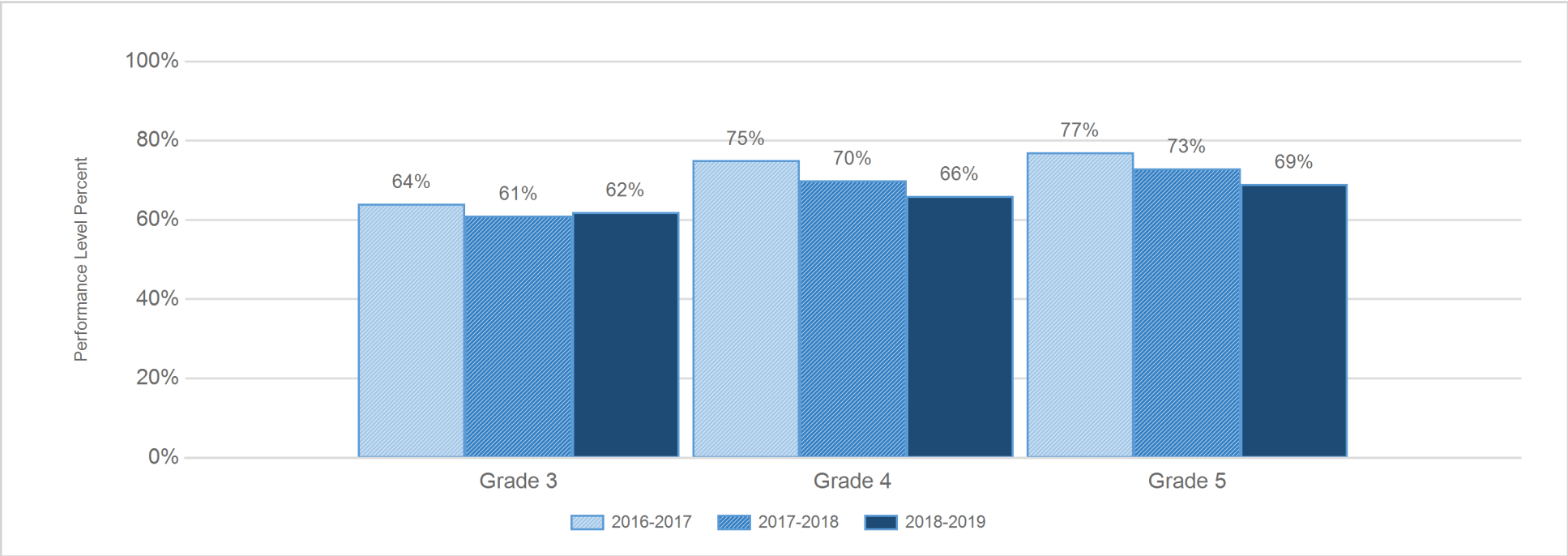


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English Language Arts Assessment - Performance Trends

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	76	760	764	748	*	*	18%	*	*	62%	50%
White	42	749	756	757	*	*	24%	*	*	48%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	25	778	*	773	*	*	*	*	*	80%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	40	767	768	753	*	*	*	*	*	65%	55%
Male	36	753	760	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	19	750	742	731	*	*	*	*	*	58%	33%
Non-Economically Disadvantaged Students	57	764	769	759	*	*	*	*	*	63%	61%
Students with Disabilities	12	727	729	719	*	*	*	*	*	33%	24%
Students without Disabilities	64	766	770	754	*	*	*	*	*	67%	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	765	773	755	*	*	18%	38%	28%	66%	57%
White	39	751	768	763	*	*	*	*	*	54%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	757	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	27	791	*	779	0%	*	*	*	*	89%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	37	772	777	760	*	*	*	41%	35%	76%	62%
Male	48	760	769	750	*	*	*	35%	23%	58%	53%
Economically Disadvantaged Students	25	747	754	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	60	773	777	765	*	*	*	*	*	72%	69%
Students with Disabilities	11	720	738	725	*	*	*	*	*	18%	25%
Students without Disabilities	74	772	778	761	*	*	*	*	*	73%	64%
English Learners	*	*	732	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Irwin Elementary School
 (23-1170-090)
 Grades Offered: PK-05
 2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

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	85	766	773	756	*	*	18%	49%	20%	69%	58%
White	45	762	766	764	*	*	*	*	*	64%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	769	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	27	777	*	781	*	0%	*	*	*	85%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	43	777	783	761	*	*	*	*	*	79%	64%
Male	42	755	764	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	19	747	754	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	66	772	777	766	*	*	*	*	*	74%	69%
Students with Disabilities	*	*	736	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	779	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	85	766	*	758	*	*	18%	49%	20%	69%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Irwin Elementary School
(23-1170-090)
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % 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	244	98.4	72.5	64.7	44.5	72.5	74.9	Met Target†
White	125	97.7	64.0	59.0	54.1	64.0	66.7	Met Target†
Hispanic	16	94.4	62.5	37.1	28.8	61.8	**	**
Black or African American	15	100.0	66.7	36.3	23.0	66.7	**	**
Asian, Native Hawaiian, or Pacific Islander	79	100.0	89.9	83.1	76.5	89.9	80	Met Goal
American Indian or Alaska Native	*	*	*	90.9	42.7	*	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	115	99.2	69.6	64.0	44.9	69.6		
Male	129	97.8	75.2	65.4	44.2	75.2		
Economically Disadvantaged Students	62	100.0	53.2	41.7	26.3	53.2	64.3	Not Met
Non-Economically Disadvantaged Students	182	97.9	79.1	69.4	54.9	79.1		
Students with Disabilities	30	96.9	40.0	25.8	17.4	40.0	51.7	Met Target†
Students without Disabilities	214	98.7	77.1	71.8	50.0	77.1		
English Learners	36	100.0	61.1	*	25.0	61.1	65.1	Met Target†
Non-English Learners	208	98.2	74.5	*	46.5	74.5		
Homeless Students	*	*	*	57.1	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.

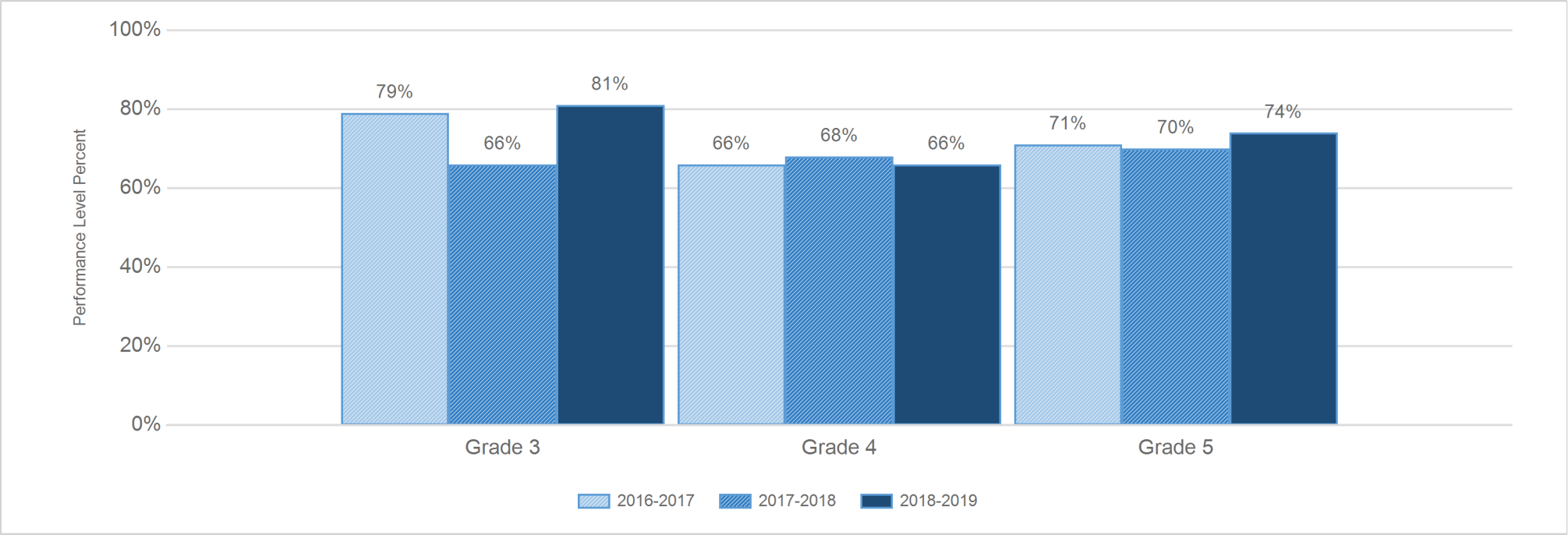


Irwin Elementary School
(23-1170-090)
Grades Offered: PK-05
2018-2019

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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.



Irwin Elementary School
 (23-1170-090)
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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	78	767	766	752	*	*	*	62%	19%	81%	55%
White	43	757	758	760	*	*	*	*	*	74%	66%
Hispanic	*	*	742	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	26	785	*	778	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	40	767	764	751	*	*	*	*	*	83%	54%
Male	38	767	768	752	*	*	*	*	*	79%	56%
Economically Disadvantaged Students	19	753	748	737	*	*	*	*	*	63%	37%
Non-Economically Disadvantaged Students	59	772	771	761	*	*	*	*	*	86%	67%
Students with Disabilities	12	740	744	731	*	*	*	*	*	50%	31%
Students without Disabilities	66	772	770	756	*	*	*	*	*	86%	60%
English Learners	10	753	735	728	*	*	*	*	*	70%	26%
Non-English Learners	68	769	769	754	*	*	*	*	*	82%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	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%



Irwin Elementary School
(23-1170-090)
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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	88	762	768	749	*	*	24%	49%	17%	66%	51%
White	41	754	763	757	*	*	29%	*	*	51%	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	28	783	*	776	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	38	762	765	749	*	*	*	*	*	63%	50%
Male	50	763	770	749	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	25	748	750	734	*	*	*	*	*	48%	32%
Non-Economically Disadvantaged Students	63	768	771	759	*	*	*	*	*	73%	63%
Students with Disabilities	12	730	742	726	*	*	*	*	*	25%	25%
Students without Disabilities	76	768	772	754	*	*	*	*	*	72%	56%
English Learners	11	743	743	722	*	*	*	*	*	18%	18%
Non-English Learners	77	765	769	751	*	*	*	*	*	73%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	765	765	747	*	*	18%	50%	24%	74%	47%
White	45	758	758	755	*	*	22%	*	*	67%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	*	*	755	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	30	780	*	775	0%	0%	*	*	*	90%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	44	762	764	747	*	*	*	*	*	66%	47%
Male	44	769	765	747	*	*	*	*	*	82%	47%
Economically Disadvantaged Students	19	747	748	732	*	*	*	*	*	53%	27%
Non-Economically Disadvantaged Students	69	770	768	757	*	*	*	*	*	80%	59%
Students with Disabilities	*	*	737	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	769	752	*	*	*	*	*	*	52%
English Learners	*	*	740	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	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	71.4%	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	37	70.3%	29.7%
3-4	16	81.3%	18.8%
5 or more	*	*	*



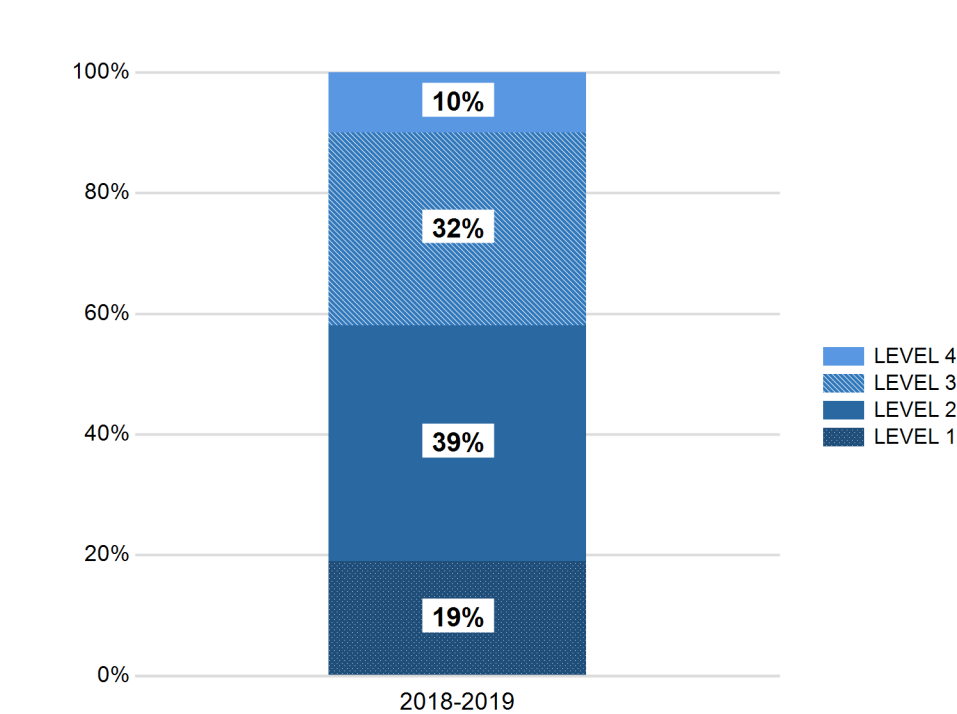
Irwin Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	19	39	32	10
White	29	40	20	11
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	30	53	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	36	27	14
Male	16	41	36	7
Economically Disadvantaged Students	53	32	16	0
Non-Economically Disadvantaged Students	10	41	36	13
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

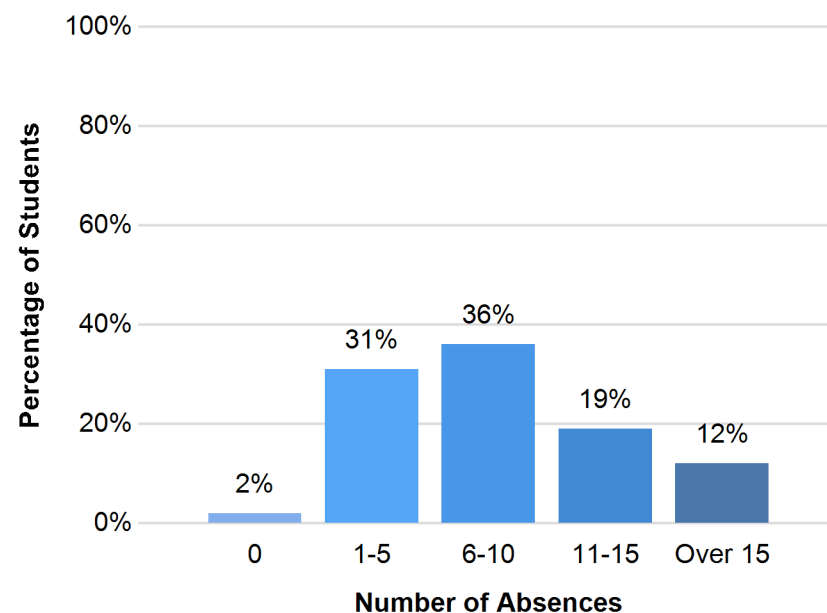
Chronic Absenteeism

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	47	9.3	8.9	Not Met
White	21	9.1	8.9	Not Met
Hispanic	6	17.6	8.9	Not Met
Black or African American	2	5.9	8.9	Met
Asian, Native Hawaiian, or Pacific	16	8.4	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	26	10.8		
Male	21	7.9		
Economically Disadvantaged Students	13	10.4	8.9	Not Met
Students with Disabilities	6	7.1	8.9	Met
English Learners	6	10.5	8.9	Not Met
Homeless Students	*	*		
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.





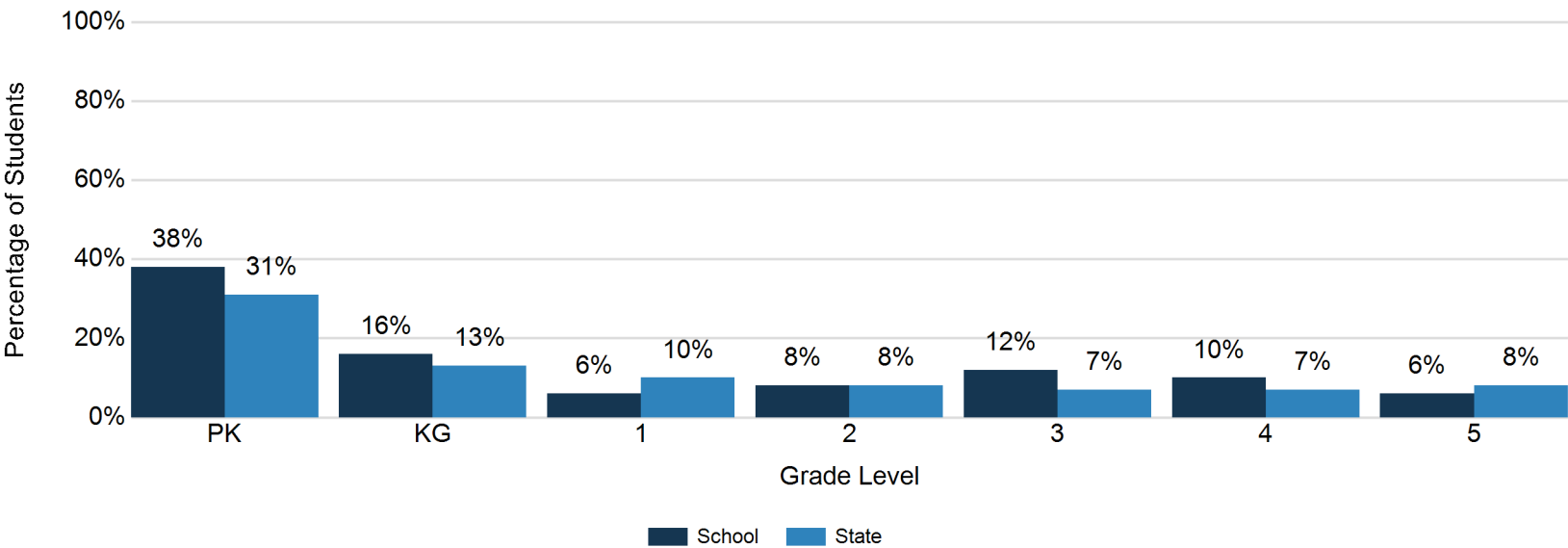
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Chronic Absenteeism by Grade

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





Irwin Elementary School

(23-1170-090)

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	13		13

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
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	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 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	1.2:1



Irwin Elementary School
(23-1170-090)
Grades Offered: PK-05
2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	70.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	480:1	181:1
Teachers to Administrators	48:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



Irwin Elementary School
 (23-1170-090)
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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	49.4%	85.4%	100.0%	48.4%	77.1%	54.9%
Male	50.6%	14.6%	0.0%	51.6%	22.9%	45.1%
White	44.6%	91.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.1%	2.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.5%	2.1%	0.0%	15.0%	6.6%	13.9%
Asian	38.1%	4.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Irwin Elementary School
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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.

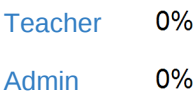
Bachelor's Degree



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	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.9%	67.7%	66.5%
Math Proficiency	72.8%	66.8%	72.5%
ELA Growth	62	51	42
Math Growth	46	49	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		82.1%	71.4%
Chronic Absenteeism	5.0%	8.2%	9.3%

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

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



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School Narrative

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

 Highlights:	- Curriculum includes: Everyday Math, Foundations, Reader's & Writer's Workshop & Next Generation Science Standards. - Our school offers: Art Enrichment, Chorus, Band, Yearbook Club, Safety Patrol and Student Council. - Students participate in programs related to Anti-Bullying Prevention, Fire Safety and building a respectful community.
 Mission, Vision, Theme:	Irwin School is a diverse community where all children are respected and feel successful. Our community aims to meet the needs of all learners socially, emotionally and academically by building partnerships with families. Through respect, communication and teamwork, we strive to create a supportive environment where students continue to grow and develop a love of learning. Our students take academic risks, show their creativity and continue to develop problem-solving skills to prepare them for their future.
 Awards, Recognition, Accomplishments:	Irwin School is a Blue Ribbon Elementary School and a National School of Excellence.



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 Courses, Curriculum, Instruction:	The instructional program is characterized by a strong emphasis on literacy and math skills along with carefully integrated courses in health, science and social studies. Rich curricula in music, visual arts, technology, physical education, media, and world language enhance the academic program. Research-based best practices are used to differentiate instruction to meet the needs of all learners. Our students consistently demonstrate their skills on both formative and summative assessments.
 Clubs and Activities:	Irwin School has a wide variety of extra-curricular activities such as Art Club, Coding Club, Chorus, Safety Patrol, STEM Club, and Student Council. Music students also have an opportunity to participate in all district band, chorus and orchestra activities.



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 Before and After School Programs:	Fee-based Before and After School care rograms are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.



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 Student Supports and Services:	Character education is woven into every day school life. Our supportive school environment is dedicated to all students being safe, responsible, respectful and kind. Supports and specialized programs offered to students include Short-Term Supportive Counseling, Superflex Program, Second Step Program, Intervention and Referral Services, Speech, Gifted and Talented, Physical and Occupational Therapy. A full-time Student Assistance Specialist serves as the Anti-Bullying Specialist.
 Student Health and Wellness:	Breakfast and Lunch Programs are offered daily. Students participate in Physical Education twice a week and have recess daily. Students also receive Health Instruction in the classroom weekly which focuses on health, well-being, and positive peer relations.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Nationally-normed climate surveys are given annually to students, parents and staff to continually assess and improve the climate at Irwin School.
 Facilities:	Constructed in 1957, Irwin Elementary School is a 43,279 square-foot facility on 10.34 acres. Recent facility improvements include a new main entrance enhancing building security; a storage addition; new and expanded parking; landscaping, irrigation, and fencing improvements and a new HVAC system providing air-conditioning throughout the facility. Additional improvements are in the planning stage for this school. As with most District facilities, the school is highly used by the community.



Lawrence Brook Elementary School
(23-1170-100)
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:



Lawrence Brook Elementary School
(23-1170-100)
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	Middlesex
District	East Brunswick Township School District
Principal Name	Ms. Elizabeth Dunn
Address	48 SULLIVAN WAY E BRUNSWICK, NJ 08816
Phone Number	732-613-6870
Email Address	edunn@ebnet.org
Website	https://www.ebnet.org/lawrencebrook
Twitter	https://twitter.com/LB_Bears



Lawrence Brook Elementary School

(23-1170-100)

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	100	80	69
KG	54	59	83
1	63	64	70
2	54	68	71
3	57	52	67
4	70	55	58
5	69	69	68
Total	467	447	486

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	46.3%	49.0%	47.9%
Male	53.7%	51.0%	52.1%
Economically Disadvantaged Students	27.4%	28.6%	22.2%
Students with Disabilities	22.5%	21.7%	23.5%
English Learners	14.6%	13.0%	10.9%
Homeless Students	0.9%	0.9%	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	51.8%	50.1%	47.3%
Hispanic	9.4%	10.3%	12.1%
Black or African American	3.0%	3.1%	5.6%
Asian	32.1%	32.0%	31.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	3.6%	4.3%	3.7%

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	99	79	69
PK - Full Day	1	1	0
KG - Half Day	0	0	0
KG - Full Day	54	59	83

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	51.2%
Arabic	14.4%
Spanish	5.8%
Chinese	4.7%
Gujarati	2.3%
Other Languages	21.6%



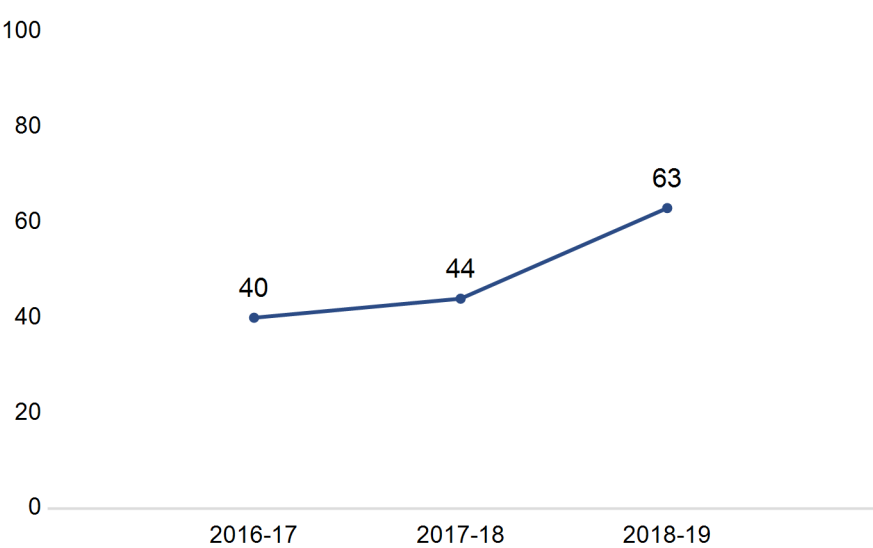
Lawrence Brook Elementary School
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2018-2019

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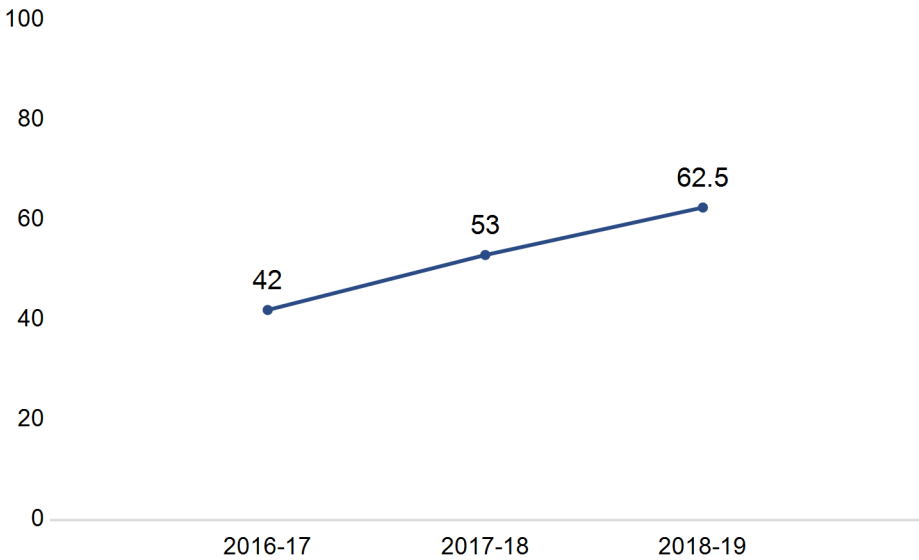
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40	44	63	42	53	62.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Lawrence Brook Elementary School
(23-1170-100)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

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	63	52	50	Exceeds Standard	62.5	57.5	50	Exceeds Standard
White	56	50	50	Met Standard	51	54	52	Met Standard
Hispanic	50	44	49	**	68	51.5	47	**
Black or African American	*	45	45	**	*	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	75	58	59	Exceeds Standard	69	64	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	55	52	**
Female	68	56	53	N	62	55	50	N
Male	60	48	47	N	63	60	51	N
Economically Disadvantaged Students	50	47	48	Met Standard	70.5	55.5	46	Exceeds Standard
Students with Disabilities	45.5	45	43	**	65	54	45	**
English Learners	57	59	52	**	71	64	50	**
Homeless Students	*	57	43	N	*	78	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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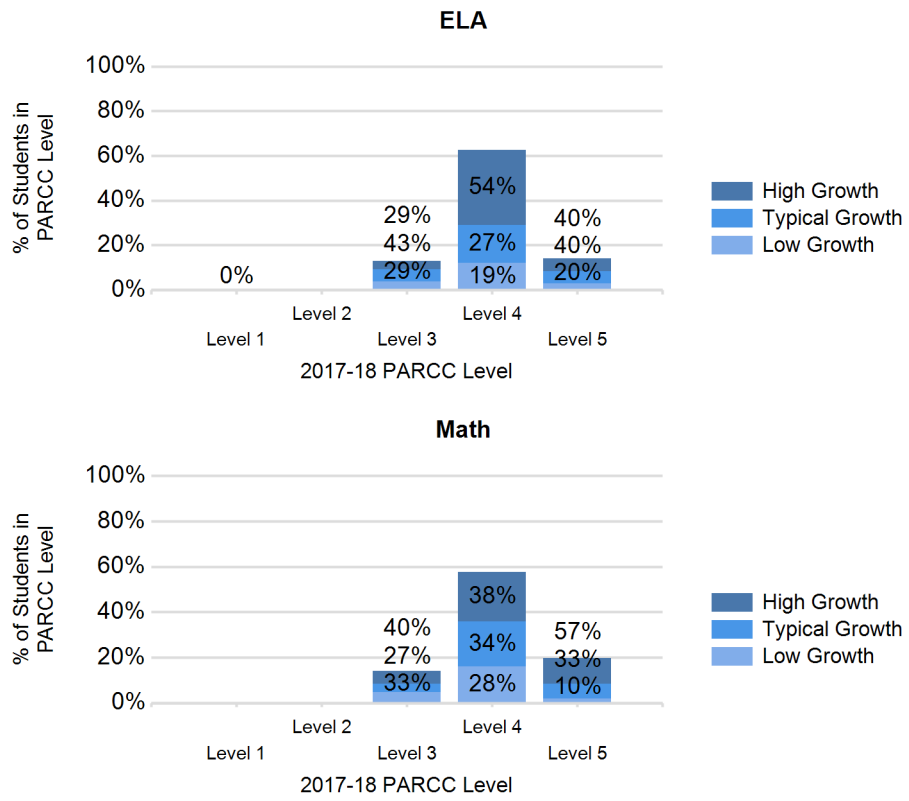
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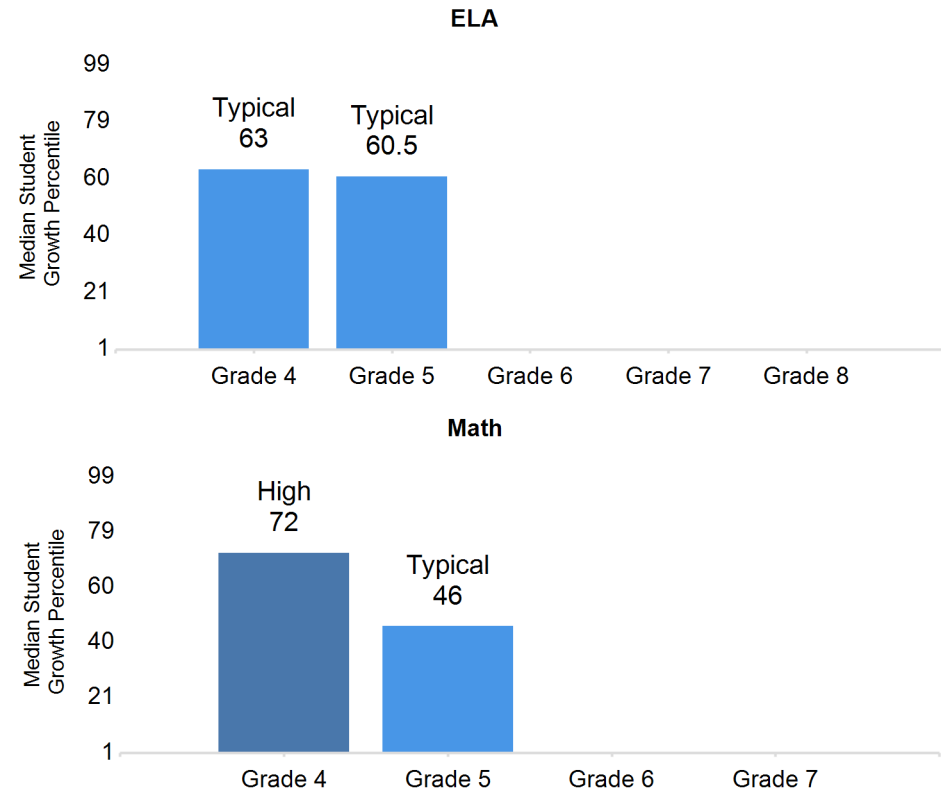
Student Growth by Performance Level

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



Student Growth by Grade

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



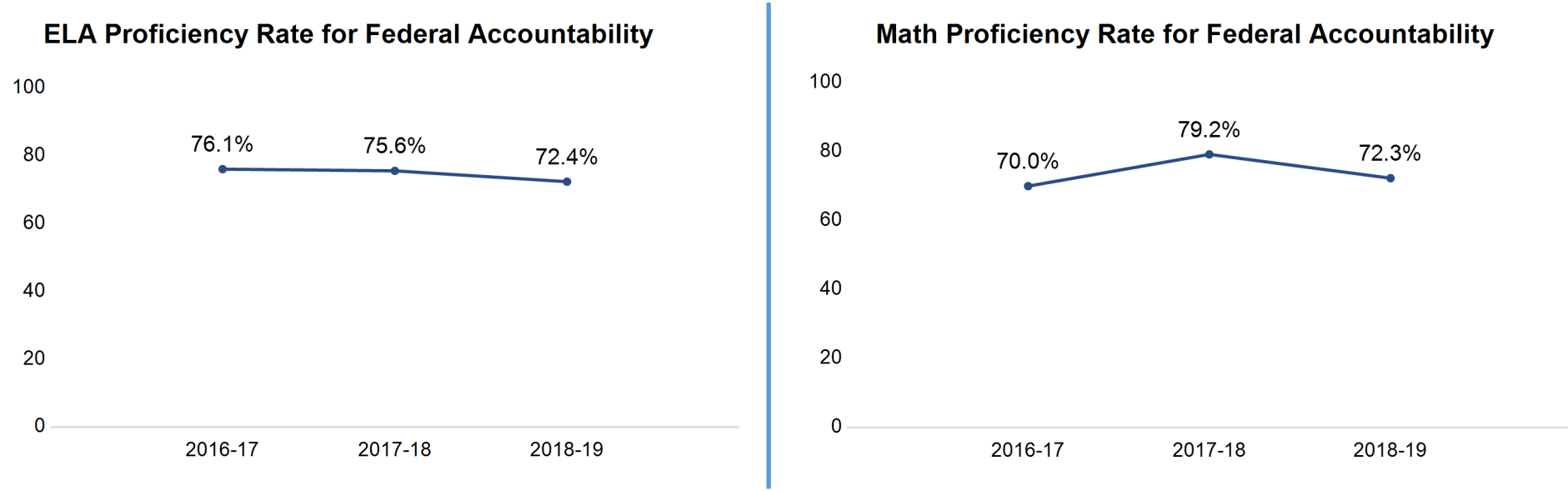


Lawrence Brook Elementary School
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.5%	100.0%	98.5%	98.5%	97.6%	97.4%
Proficiency Rate for Federal Accountability	76.1%	75.6%	72.4%	70.0%	79.2%	72.3%
Annual Target	75.8%	76.0%	76.3%	73.1%	73.4%	73.8%
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.



Lawrence Brook Elementary School
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % 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	185	98.5	72.4	74.3	57.9	72.4	76.3	Met Target†
White	85	96.6	62.4	69.3	66.9	62.4	69.9	Met Target†
Hispanic	19	100.0	52.6	54.4	43.9	52.6	N	N
Black or African American	*	*	*	56.1	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	60	100.0	90.0	88.5	82.9	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	90.9	56.0	N	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	88	96.8	78.4	81.3	64.8	78.4		
Male	97	100.0	67.0	67.7	51.3	67.0		
Economically Disadvantaged Students	40	100.0	37.5	51.9	40.0	37.5	56.9	Not Met
Non-Economically Disadvantaged Students	145	98.0	82.1	78.7	67.9	82.1		
Students with Disabilities	33	91.7	21.2	30.0	22.7	20.5	43.3	Not Met
Students without Disabilities	152	100.0	83.6	82.3	65.1	83.6		
English Learners	29	100.0	44.8	46.8	29.3	44.8	47.2	Met Target†
Non-English Learners	156	98.2	77.6	76.0	60.6	77.6		
Homeless Students	*	*	*	61.9	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.

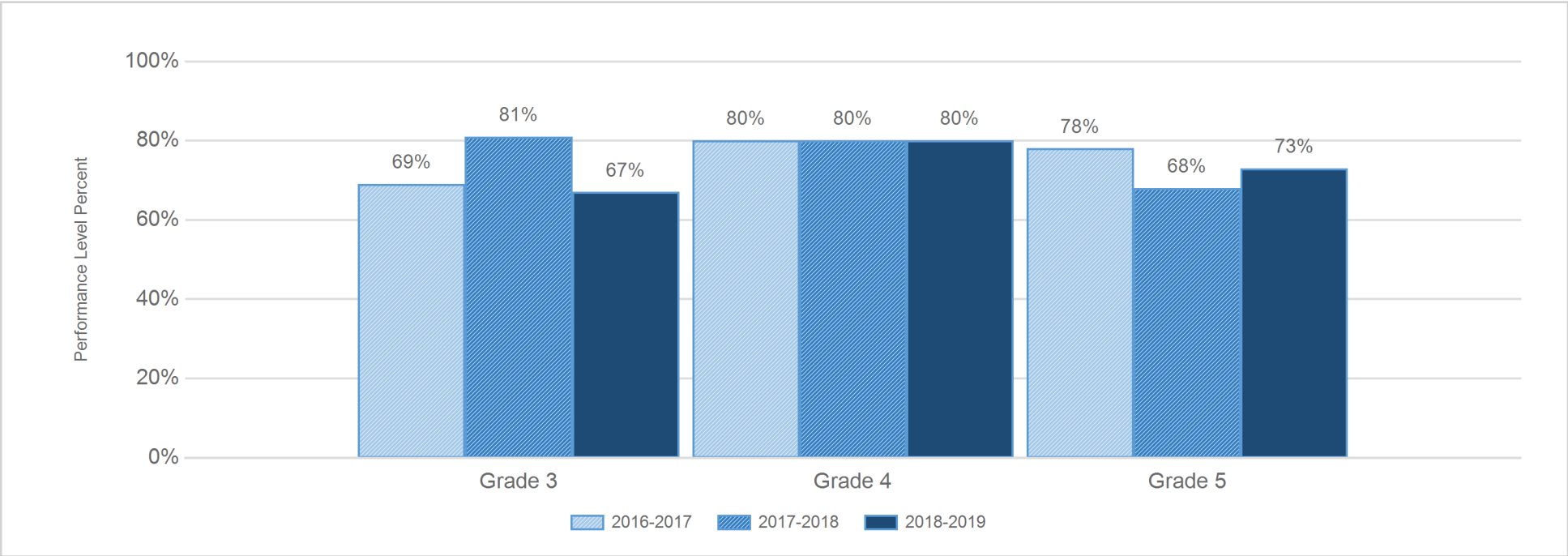


Lawrence Brook Elementary School
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Grades Offered: PK-05
2018-2019

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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.





Lawrence Brook Elementary School

(23-1170-100)

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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	67	768	764	748	*	*	19%	48%	19%	67%	50%
White	26	754	756	757	*	*	*	*	*	50%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	29	787	*	773	*	*	*	48%	38%	86%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	31	774	768	753	*	*	*	*	*	74%	55%
Male	36	763	760	743	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	17	745	742	731	*	*	*	*	*	41%	33%
Non-Economically Disadvantaged Students	50	776	769	759	*	*	*	*	*	76%	61%
Students with Disabilities	10	730	729	719	*	*	*	*	*	20%	24%
Students without Disabilities	57	775	770	754	*	*	*	*	*	75%	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Lawrence Brook 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	55	776	773	755	0%	*	*	49%	31%	80%	57%
White	23	771	768	763	0%	*	*	*	*	70%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	757	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	784	*	779	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	28	781	777	760	0%	*	*	*	*	82%	62%
Male	27	771	769	750	0%	*	*	*	*	78%	53%
Economically Disadvantaged Students	10	746	754	740	0%	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	45	783	777	765	0%	*	*	*	*	89%	69%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	778	761	*	*	*	*	*	*	64%
English Learners	*	*	732	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Lawrence Brook 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	67	765	773	756	*	*	16%	57%	16%	73%	58%
White	36	758	766	764	*	*	*	*	*	67%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	769	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	791	*	781	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	32	771	783	761	*	*	*	*	*	81%	64%
Male	35	760	764	750	*	*	*	*	*	66%	52%
Economically Disadvantaged Students	14	733	754	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	53	774	777	766	*	*	*	*	*	85%	69%
Students with Disabilities	13	728	736	724	*	*	*	*	*	23%	23%
Students without Disabilities	54	774	779	762	*	*	*	*	*	85%	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	184	97.4	72.3	64.7	44.5	72.3	73.8	Met Target†
White	84	94.4	67.9	59.0	54.1	67.4	69.9	Met Target†
Hispanic	19	100.0	42.1	37.1	28.8	42.1	N	N
Black or African American	*	*	*	36.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	60	100.0	90.0	83.1	76.5	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	90.9	42.7	N	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	87	95.7	66.7	64.0	44.9	66.7		
Male	97	99.0	77.3	65.4	44.2	77.3		
Economically Disadvantaged Students	41	100.0	56.1	41.7	26.3	56.1	54.5	Met Target
Non-Economically Disadvantaged Students	143	96.7	76.9	69.4	54.9	76.9		
Students with Disabilities	33	91.7	36.4	25.8	17.4	35.0	50	Not Met
Students without Disabilities	151	98.7	80.1	71.8	50.0	80.1		
English Learners	29	96.9	69.0	*	25.0	69.0	58.8	Met Target
Non-English Learners	155	97.5	72.9	*	46.5	72.9		
Homeless Students	*	*	*	57.1	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.

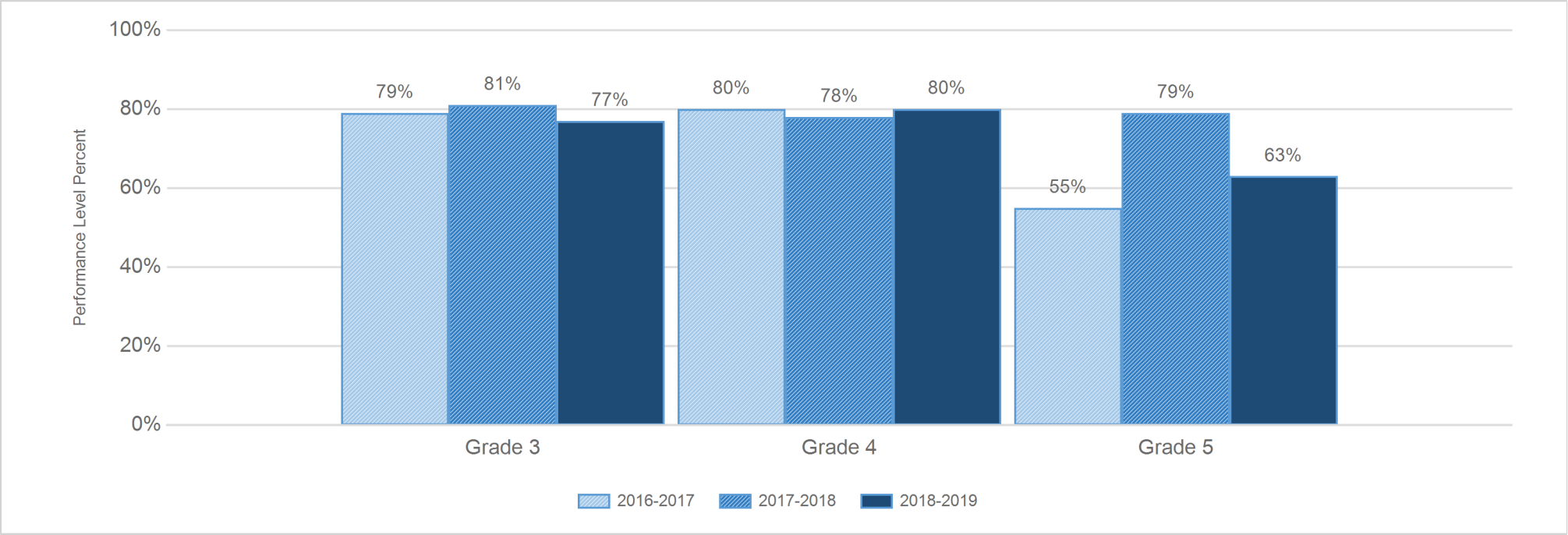


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Mathematics Assessment – Performance Trends

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	66	771	766	752	*	*	15%	50%	27%	77%	55%
White	25	765	758	760	*	*	*	*	*	76%	66%
Hispanic	*	*	742	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	29	785	*	778	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	31	769	764	751	*	*	*	*	*	74%	54%
Male	35	772	768	752	*	*	*	*	*	80%	56%
Economically Disadvantaged Students	17	754	748	737	*	*	*	*	*	59%	37%
Non-Economically Disadvantaged Students	49	777	771	761	*	*	*	*	*	84%	67%
Students with Disabilities	10	749	744	731	*	*	*	*	*	40%	31%
Students without Disabilities	56	775	770	756	*	*	*	*	*	84%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	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	55	778	768	749	0%	*	*	49%	31%	80%	51%
White	23	775	763	757	0%	0%	*	*	*	78%	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	20	788	*	776	0%	*	*	*	*	85%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	28	775	765	749	0%	*	*	*	*	75%	50%
Male	27	780	770	749	0%	*	*	*	*	85%	52%
Economically Disadvantaged Students	10	760	750	734	0%	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	45	782	771	759	0%	*	*	*	*	87%	63%
Students with Disabilities	*	*	742	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	743	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Lawrence Brook Elementary School

(23-1170-100)

Grades Offered: PK-05

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	67	757	765	747	0%	*	28%	*	*	63%	47%
White	36	755	758	755	0%	*	36%	*	*	56%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	*	*	755	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	777	*	775	0%	0%	*	*	*	93%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	756	764	747	0%	*	*	*	*	55%	47%
Male	36	759	765	747	0%	*	*	*	*	69%	47%
Economically Disadvantaged Students	15	747	748	732	0%	*	*	*	*	53%	27%
Non-Economically Disadvantaged Students	52	760	768	757	0%	*	*	*	*	65%	59%
Students with Disabilities	13	744	737	725	0%	*	*	*	*	38%	19%
Students without Disabilities	54	761	769	752	0%	*	*	*	*	69%	52%
English Learners	*	*	740	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	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	*	*
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	67.6%	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	24	70.8%	29.2%
3-4	21	76.2%	23.8%
5 or more	*	*	*



Lawrence Brook Elementary School

(23-1170-100)

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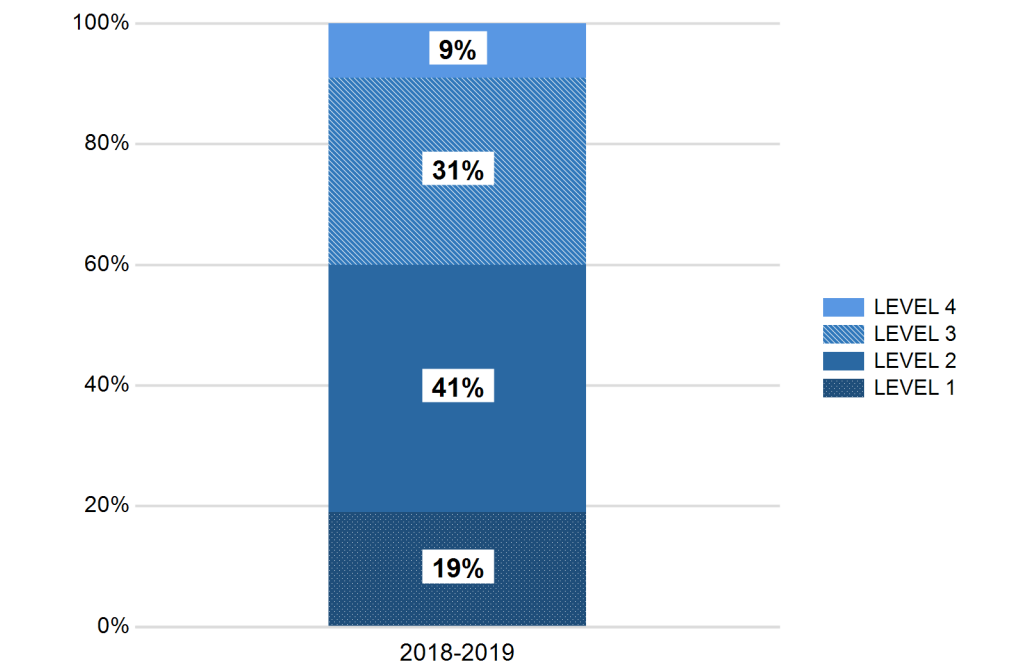
2018-2019

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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	19	41	31	9
White	24	41	30	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	50	29	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	38	31	9
Male	17	44	31	8
Economically Disadvantaged Students	47	47	0	7
Non-Economically Disadvantaged Students	11	40	40	9
Students with Disabilities	62	31	8	0
Students without Disabilities	9	44	36	11
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.

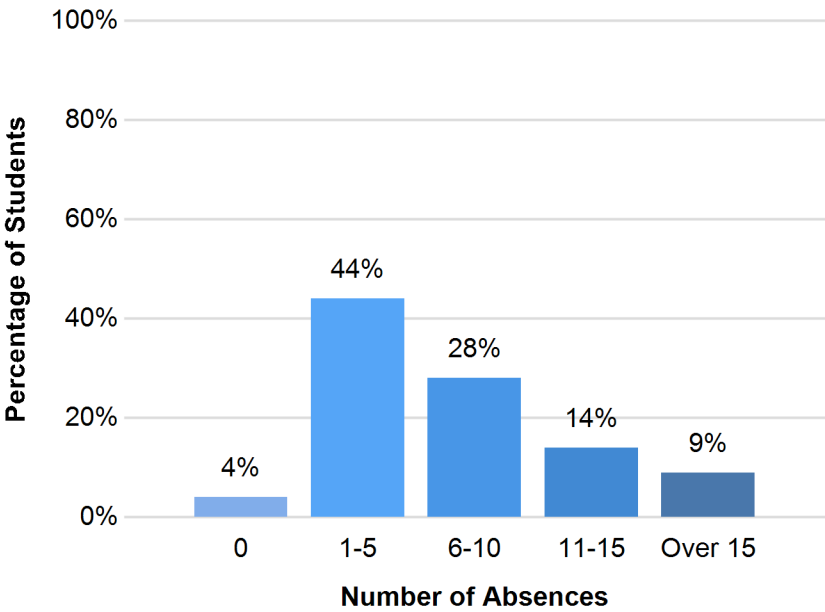
Chronic Absenteeism

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	29	7.2	8.9	Met
White	13	7.3	8.9	Met
Hispanic	5	11.1	8.9	Not Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	10	7.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.9	**	**
Female	11	5.6		
Male	18	8.8		
Economically Disadvantaged Students	8	9.2	8.9	Not Met
Students with Disabilities	6	10.5	8.9	Not Met
English Learners	8	16.7	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





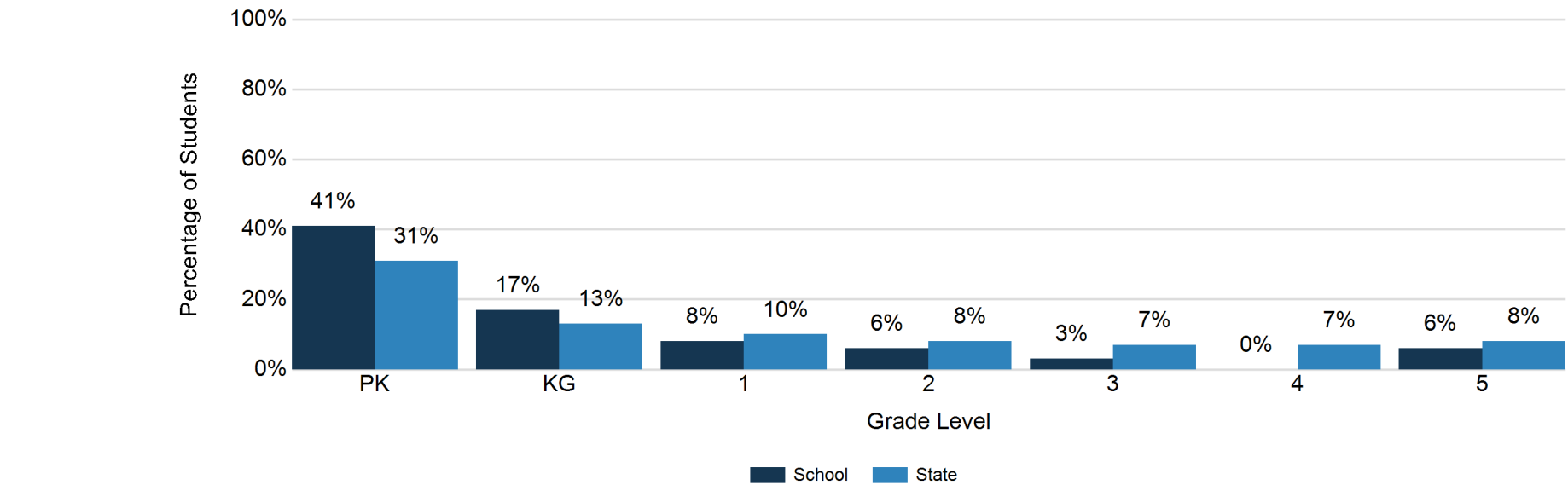
Lawrence Brook Elementary School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	8		8

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0



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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 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	1.1:1



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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	46	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	69.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	486:1	181:1
Teachers to Administrators	46:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	91.3%	100.0%	48.4%	77.1%	54.9%
Male	52.1%	8.7%	0.0%	51.6%	22.9%	45.1%
White	47.3%	89.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.1%	4.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	31.3%	4.3%	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	3.7%	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	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.6%



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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	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 - 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	76.1%	75.6%	72.4%
Math Proficiency	70.0%	79.2%	72.3%
ELA Growth	40	44	63
Math Growth	42	53	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		77.3%	67.6%
Chronic Absenteeism	4.9%	4.7%	7.2%

† 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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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.



Lawrence Brook Elementary School
(23-1170-100)
Grades Offered: PK-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	Met Target	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	N	N	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	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:	- Curriculum includes: Everyday Math, Foundations, Reader's & Writer's Workshop & Next Generation Science Standards. - Lawrence Brook School Clubs: Chorus, Coding, Garden, Safety Patrol, STEAM, Student Council, and Video Newsmakers. - Students participate in programs related to anti-bullying prevention, fire safety and building a respectful community.
 Mission, Vision, Theme:	Our mission is to teach students the skills necessary for success in the 21st Century while enabling them to reach their full potential academically, emotionally and socially. We foster a collaborative relationship within our diverse community to encourage lifelong learning. We accomplish our mission by infusing technology, implementing research-based practices and providing interactive learning experiences, as well as by building confidence in oneself and respect for others. Our theme during the 2018-2019 was "Lawrence Brook: Where Your Journey Begins." Through this theme, we encouraged students to focus on how having a growth mindset can help them to reach their goals.
 Awards, Recognition, Accomplishments:	Lawrence Brook School is a Blue Ribbon Elementary School and a National School of Excellence.



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 Courses, Curriculum, Instruction:	The instructional program is characterized by a strong emphasis on literacy and math skills along with carefully integrated courses in health, science and social studies. Rich curricula in music, visual arts, technology, physical education, media, and world language enhance the academic program. Research-based best practices are used to differentiate instruction to meet the needs of all learners. Our students consistently demonstrate their skills on both formative and summative assessments.
 Clubs and Activities:	Students have the opportunity to participate in activities that extend their learning in music, leadership, and community service. In this way our students can pursue their interests and develop a greater love of learning. Extra-curricular activities at Lawrence Brook include: Chorus, Coding Club, Garden Club, Safety Patrol, STEAM Club, Student Council, and Video Newsmakers. Music students also have an opportunity to participate in all district band, chorus and orchestra activities.



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 Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.



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 Student Supports and Services:	Character education is woven into every day school life. Our supportive school environment is dedicated to all students being safe, responsible, respectful and kind. Supports and specialized programs offered to students include Short-Term Supportive Counseling, Superflex Program, Second Step Program, Intervention and Referral Services, Speech, Gifted and Talented, Physical and Occupational Therapy. A full-time Student Assistance Specialist serves as the Anti-Bullying Specialist.
 Student Health and Wellness:	Breakfast and Lunch Programs are offered daily. All students attend Physical Education two times per week and enjoy daily recess. Students receive instruction in health about wellness and positive habits. Our Health Instruction incorporates the Second Step Curriculum to integrate social-emotional learning.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Nationally-normed climate surveys are given annually to students, parents and staff to continually assess and improve the climate at Lawrence Brook School.
 Facilities:	Constructed in 1959, Lawrence Brook Elementary School underwent major expansion and renovation that was completed in 2008. It is a 77,218 square-foot facility on 12.22 acres. This fully air-conditioned facility includes a cafetorium and separate gymnasium. A recently constructed new main entrance enhances building security. As with most District facilities, the school is highly used by the community.



Memorial Elementary School
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	East Brunswick Township School District
Principal Name	Mrs. Cheryl Jones
Address	14 INNES ROAD E BRUNSWICK, NJ 08816
Phone Number	732-613-6860
Email Address	cjones@ebnet.org
Website	https://www.ebnet.org/memorial



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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	55	53	42
KG	61	86	82
1	74	75	91
2	88	78	79
3	76	104	85
4	71	84	103
5	81	77	95
Total	506	557	577

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	45.5%	45.4%	45.2%
Male	54.5%	54.6%	54.8%
Economically Disadvantaged Students	18.4%	20.3%	19.8%
Students with Disabilities	23.5%	23.7%	25.5%
English Learners	1.0%	6.3%	5.4%
Homeless Students	0.2%	0.2%	0.2%
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	57.5%	53.9%	53.4%
Hispanic	4.9%	7.0%	8.5%
Black or African American	4.2%	4.1%	4.3%
Asian	30.2%	32.1%	30.3%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	3.0%	2.7%	3.3%

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	34	26	31
PK - Full Day	21	27	11
KG - Half Day	0	0	0
KG - Full Day	61	86	82

Enrollment by Home Language

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

Home Language	% of Students
English	61.2%
Arabic	10.1%
Spanish	5.0%
Chinese	4.3%
Hindi	3.3%
Other Languages	16.1%



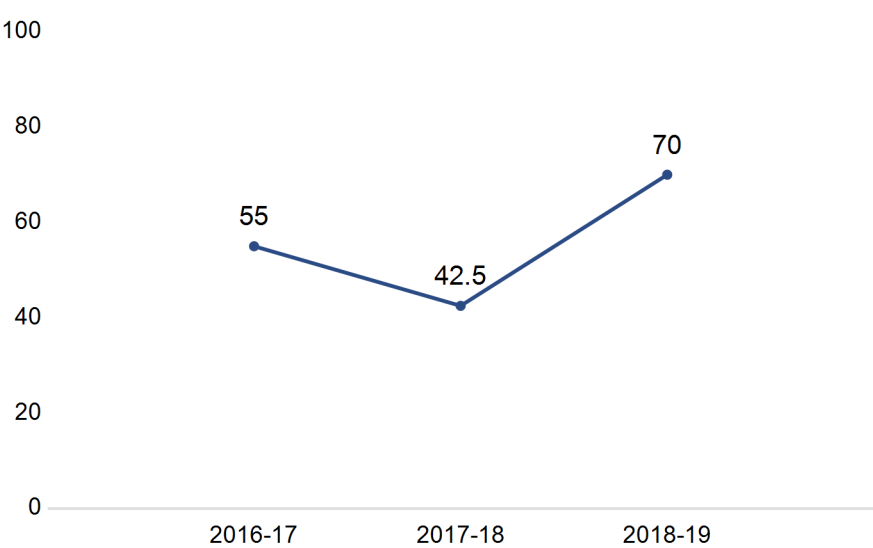
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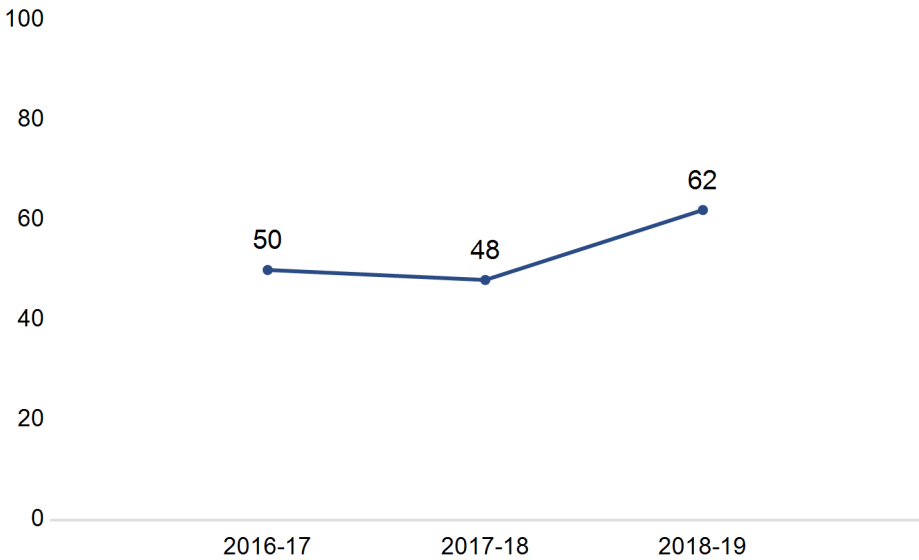
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	42.5	70	50	48	62
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	70	52	50	Exceeds Standard	62	57.5	50	Exceeds Standard
White	70	50	50	Exceeds Standard	61.5	54	52	Exceeds Standard
Hispanic	65	44	49	**	49	51.5	47	**
Black or African American	*	45	45	**	*	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	77	58	59	Exceeds Standard	67.5	64	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	55	52	**
Female	76.5	56	53	N	55	55	50	N
Male	67	48	47	N	66	60	51	N
Economically Disadvantaged Students	71	47	48	Exceeds Standard	61	55.5	46	Exceeds Standard
Students with Disabilities	60	45	43	Exceeds Standard	60.5	54	45	Exceeds Standard
English Learners	83.5	59	52	**	77	64	50	**
Homeless Students	N	57	43	N	N	78	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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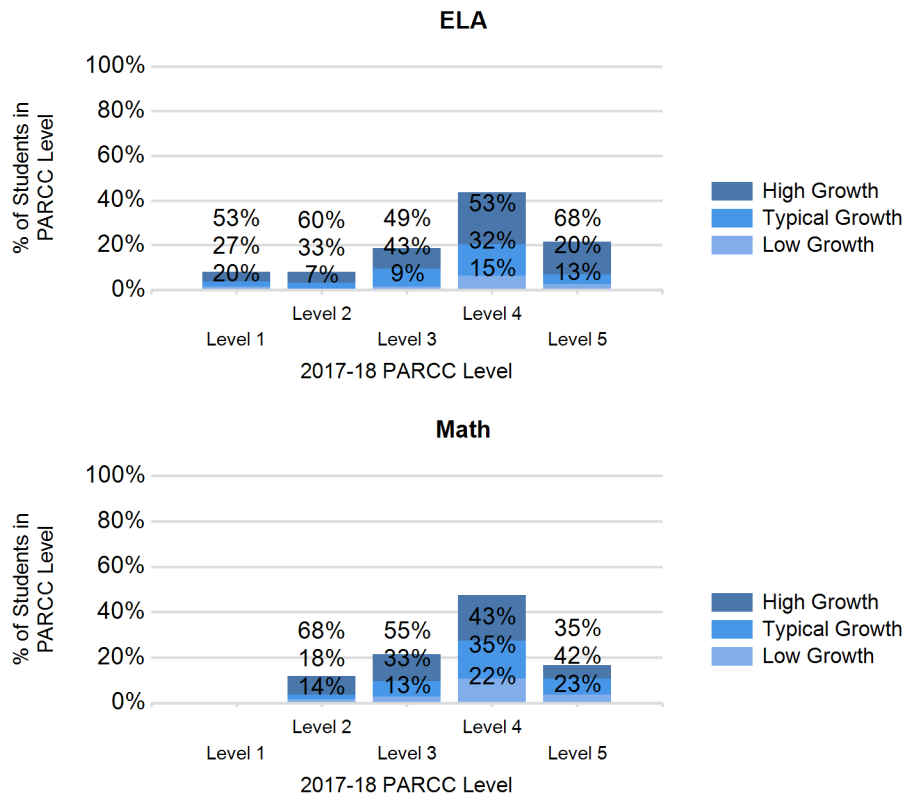
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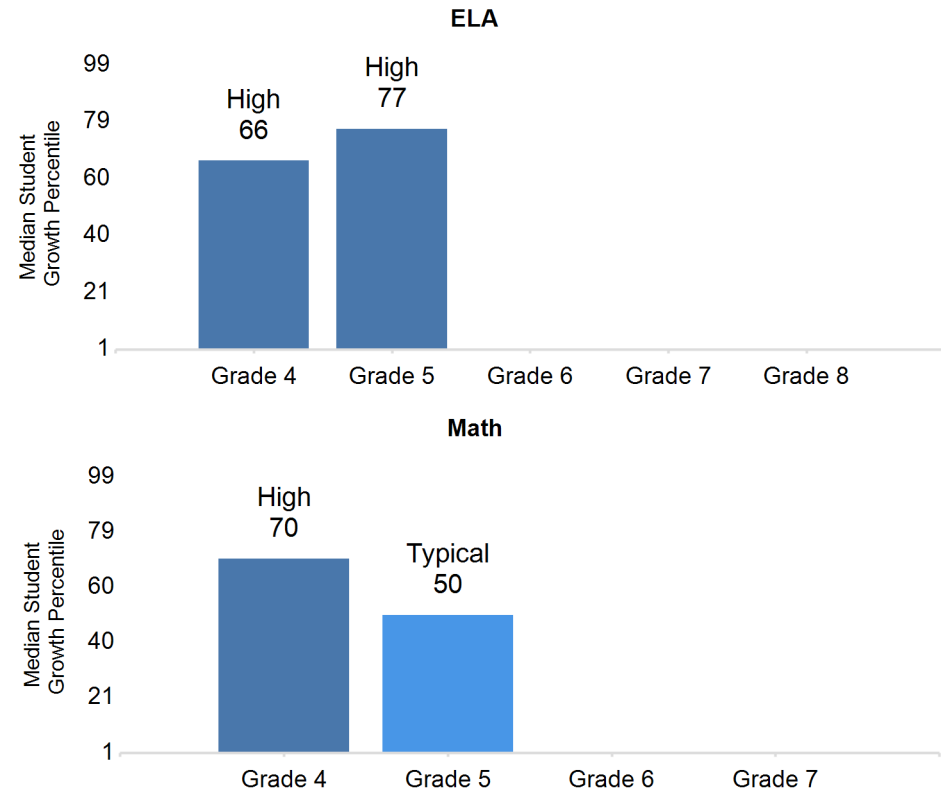
Student Growth by Performance Level

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



Student Growth by Grade

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



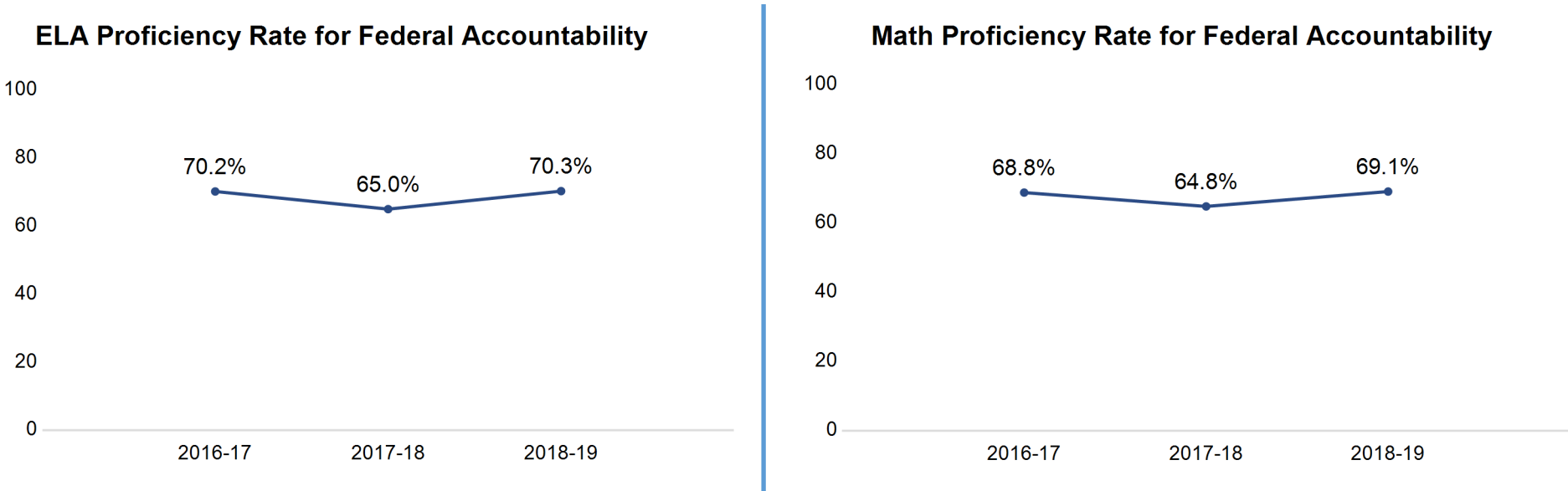


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	99.2%	100.0%	97.8%	97.8%	100.0%
Proficiency Rate for Federal Accountability	70.2%	65.0%	70.3%	68.8%	64.8%	69.1%
Annual Target	68.9%	69.5%	70.1%	66.6%	67.3%	68.0%
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	273	100.0	70.3	74.3	57.9	70.3	70.1	Met Target
White	153	100.0	68.6	69.3	66.9	68.6	63.9	Met Target
Hispanic	19	100.0	42.1	54.4	43.9	42.1	**	**
Black or African American	*	*	*	56.1	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	83	100.0	81.9	88.5	82.9	81.9	80	Met Goal
American Indian or Alaska Native	N	N	N	90.9	56.0	N	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	122	100.0	81.1	81.3	64.8	81.1		
Male	151	100.0	61.6	67.7	51.3	61.6		
Economically Disadvantaged Students	48	100.0	52.1	51.9	40.0	52.1	47.2	Met Target
Non-Economically Disadvantaged Students	225	100.0	74.2	78.7	67.9	74.2		
Students with Disabilities	57	100.0	38.6	30.0	22.7	38.6	41.8	Met Target†
Students without Disabilities	216	100.0	78.7	82.3	65.1	78.7		
English Learners	21	100.0	52.4	46.8	29.3	52.4	53.8	Met Target†
Non-English Learners	252	100.0	71.8	76.0	60.6	71.8		
Homeless Students	N	N	N	61.9	29.1	N		
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.

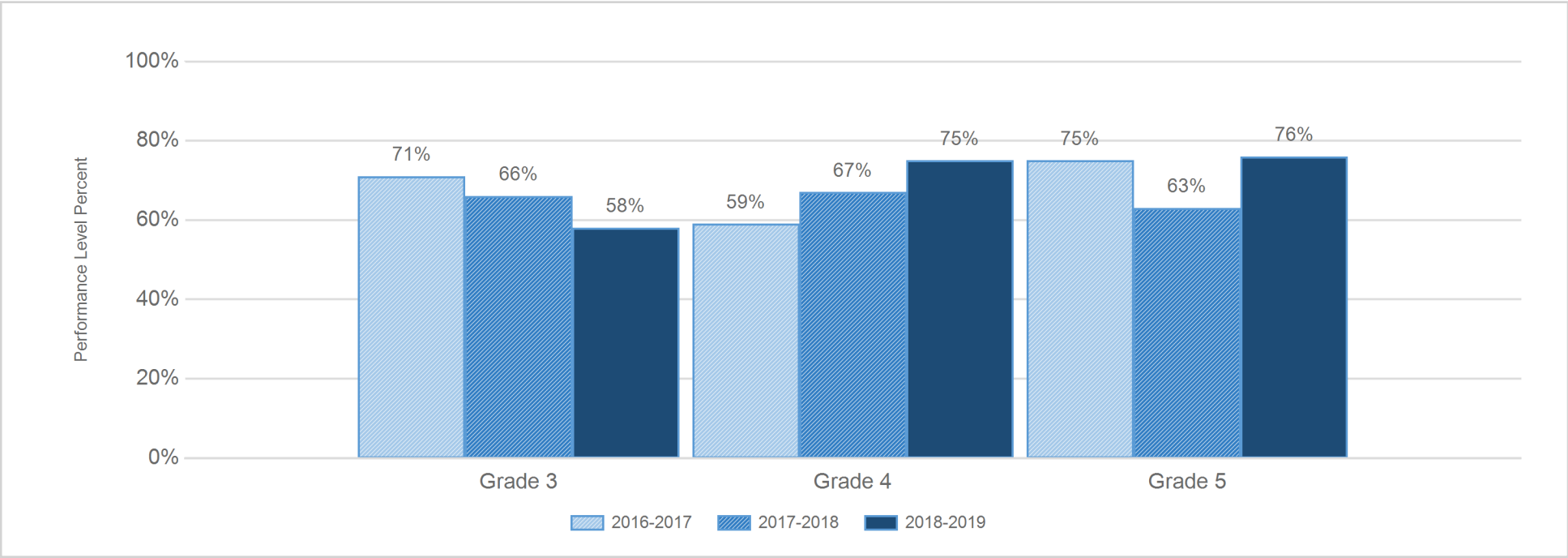


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English Language Arts Assessment - Performance Trends

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	80	755	764	748	*	13%	21%	*	*	58%	50%
White	47	756	756	757	*	*	26%	*	*	60%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	23	770	*	773	0%	*	*	*	*	70%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	41	763	768	753	*	*	*	*	*	68%	55%
Male	39	746	760	743	*	*	*	*	*	46%	46%
Economically Disadvantaged Students	13	732	742	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	67	759	769	759	*	*	*	*	*	61%	61%
Students with Disabilities	18	721	729	719	*	*	*	*	*	17%	24%
Students without Disabilities	62	765	770	754	*	*	*	*	*	69%	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Memorial Elementary School
(23-1170-120)
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	102	773	773	755	*	*	14%	40%	34%	75%	57%
White	51	767	768	763	*	*	*	47%	27%	75%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	757	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	34	792	*	779	0%	*	*	*	*	85%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	40	782	777	760	*	*	*	45%	43%	88%	62%
Male	62	767	769	750	*	*	*	37%	29%	66%	53%
Economically Disadvantaged Students	19	756	754	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	83	776	777	765	*	*	*	*	*	80%	69%
Students with Disabilities	15	738	738	725	*	*	*	*	*	40%	25%
Students without Disabilities	87	779	778	761	*	*	*	*	*	80%	64%
English Learners	*	*	732	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	775	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Memorial Elementary School

(23-1170-120)

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	91	779	773	756	*	*	18%	42%	34%	76%	58%
White	54	778	766	764	0%	*	*	41%	31%	72%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	769	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	26	786	*	781	*	0%	*	46%	38%	85%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	43	790	783	761	*	*	*	37%	49%	86%	64%
Male	48	770	764	750	*	*	*	46%	21%	67%	52%
Economically Disadvantaged Students	17	767	754	740	*	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	74	782	777	766	*	*	*	*	*	80%	69%
Students with Disabilities	16	747	736	724	*	*	*	*	*	50%	23%
Students without Disabilities	75	786	779	762	*	*	*	*	*	81%	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%



Memorial Elementary School
(23-1170-120)
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	275	100.0	69.1	64.7	44.5	69.1	68	Met Target
White	155	100.0	66.5	59.0	54.1	66.5	59.2	Met Target
Hispanic	19	100.0	26.3	37.1	28.8	26.3	**	**
Black or African American	*	*	*	36.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	83	100.0	86.7	83.1	76.5	86.7	80	Met Goal
American Indian or Alaska Native	N	N	N	90.9	42.7	N	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	122	100.0	70.5	64.0	44.9	70.5		
Male	153	100.0	68.0	65.4	44.2	68.0		
Economically Disadvantaged Students	49	100.0	53.1	41.7	26.3	53.1	50.3	Met Target
Non-Economically Disadvantaged Students	226	100.0	72.6	69.4	54.9	72.6		
Students with Disabilities	57	100.0	36.8	25.8	17.4	36.8	39.7	Met Target†
Students without Disabilities	218	100.0	77.5	71.8	50.0	77.5		
English Learners	23	100.0	52.2	*	25.0	52.2	64.5	Met Target†
Non-English Learners	252	100.0	70.6	*	46.5	70.6		
Homeless Students	N	N	N	57.1	17.1	N		
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.

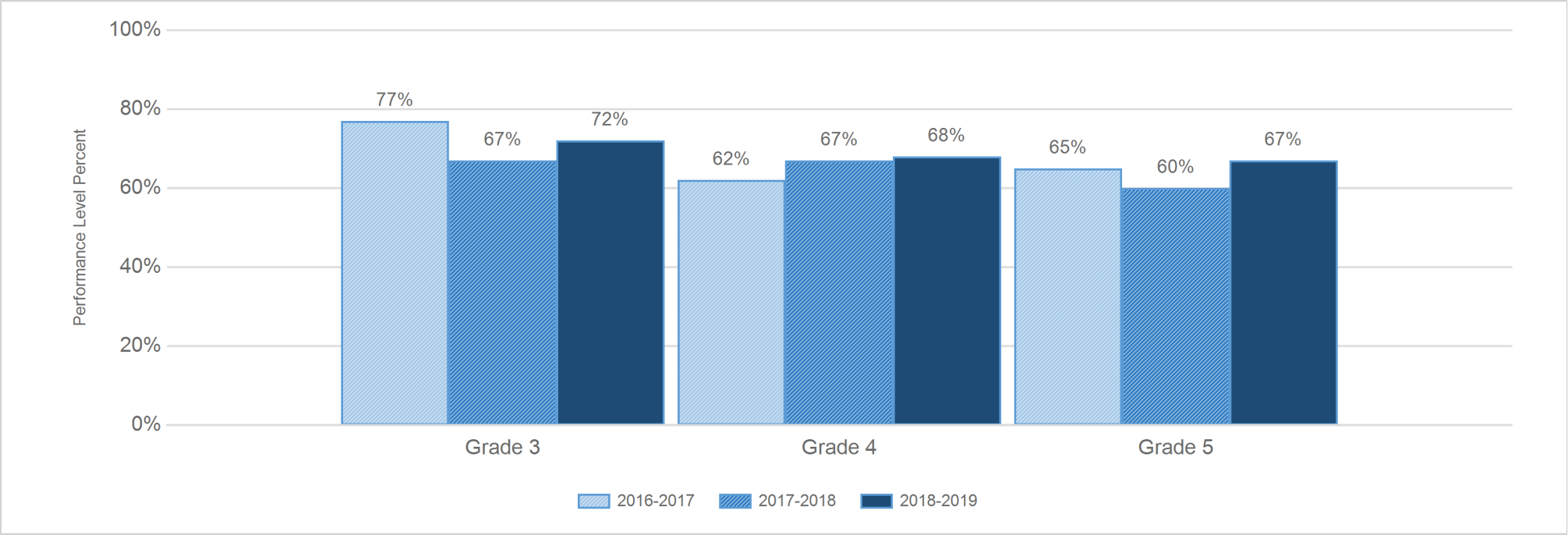


Memorial Elementary School
(23-1170-120)
Grades Offered: PK-05
2018-2019

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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	81	759	766	752	*	*	15%	53%	19%	72%	55%
White	48	757	758	760	*	*	*	*	*	69%	66%
Hispanic	*	*	742	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	23	781	*	778	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	41	762	764	751	*	*	*	*	*	71%	54%
Male	40	757	768	752	*	*	*	*	*	73%	56%
Economically Disadvantaged Students	14	744	748	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	67	763	771	761	*	*	*	*	*	76%	67%
Students with Disabilities	18	732	744	731	*	*	*	*	*	39%	31%
Students without Disabilities	63	767	770	756	*	*	*	*	*	81%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Memorial Elementary School
(23-1170-120)
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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	102	764	768	749	*	*	22%	53%	15%	68%	51%
White	51	758	763	757	0%	*	25%	*	*	63%	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	34	786	*	776	0%	0%	*	*	*	91%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	763	765	749	*	*	*	*	*	63%	50%
Male	62	765	770	749	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	19	749	750	734	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	83	768	771	759	*	*	*	*	*	73%	63%
Students with Disabilities	15	731	742	726	*	*	*	*	*	27%	25%
Students without Disabilities	87	770	772	754	*	*	*	*	*	75%	56%
English Learners	*	*	743	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Memorial Elementary School
(23-1170-120)
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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	93	761	765	747	*	*	23%	48%	18%	67%	47%
White	55	759	758	755	*	*	22%	*	*	67%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	*	*	755	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	27	771	*	775	*	0%	*	*	*	70%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	44	762	764	747	*	*	*	*	*	73%	47%
Male	49	761	765	747	*	*	*	*	*	61%	47%
Economically Disadvantaged Students	17	751	748	732	*	*	*	*	*	65%	27%
Non-Economically Disadvantaged Students	76	764	768	757	*	*	*	*	*	67%	59%
Students with Disabilities	16	738	737	725	*	*	*	*	*	38%	19%
Students without Disabilities	77	766	769	752	*	*	*	*	*	73%	52%
English Learners	*	*	740	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	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	*	*
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	68.4%	**	**

† 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	19	73.7%	26.3%
3-4	*	*	*
5 or more	*	*	*



Memorial Elementary School

(23-1170-120)

Grades Offered: PK-05

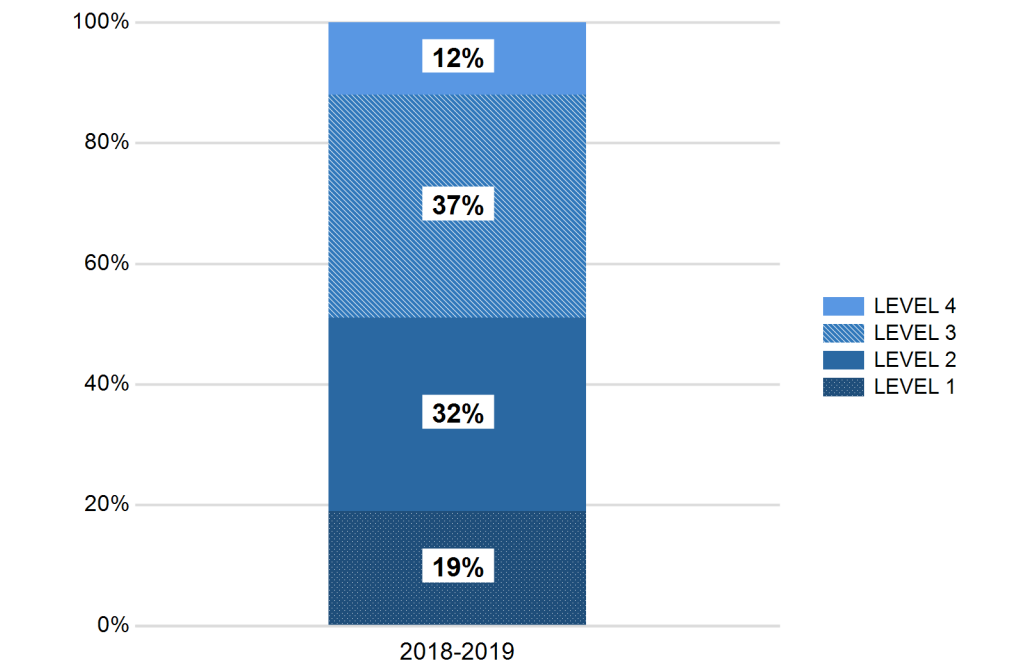
2018-2019

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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	19	32	37	12
White	24	29	35	13
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	37	41	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	14	36	39	11
Male	24	29	35	12
Economically Disadvantaged Students	29	29	35	6
Non-Economically Disadvantaged Students	17	33	37	13
Students with Disabilities	31	56	13	0
Students without Disabilities	17	27	42	14
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



Memorial Elementary School

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

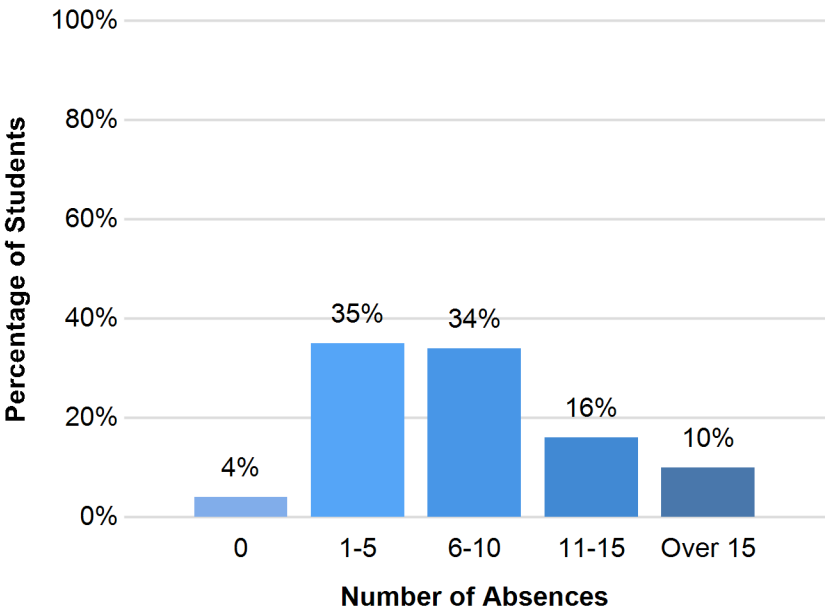
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	32	6.4	8.9	Met
White	18	6.7	8.9	Met
Hispanic	2	5.4	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	11	7.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.3	**	**
Female	17	7.4		
Male	15	5.6		
Economically Disadvantaged Students	7	7.5	8.9	Met
Students with Disabilities	10	10.9	8.9	Not Met
English Learners	1	4.2	8.9	Met
Homeless Students	*	*		
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.





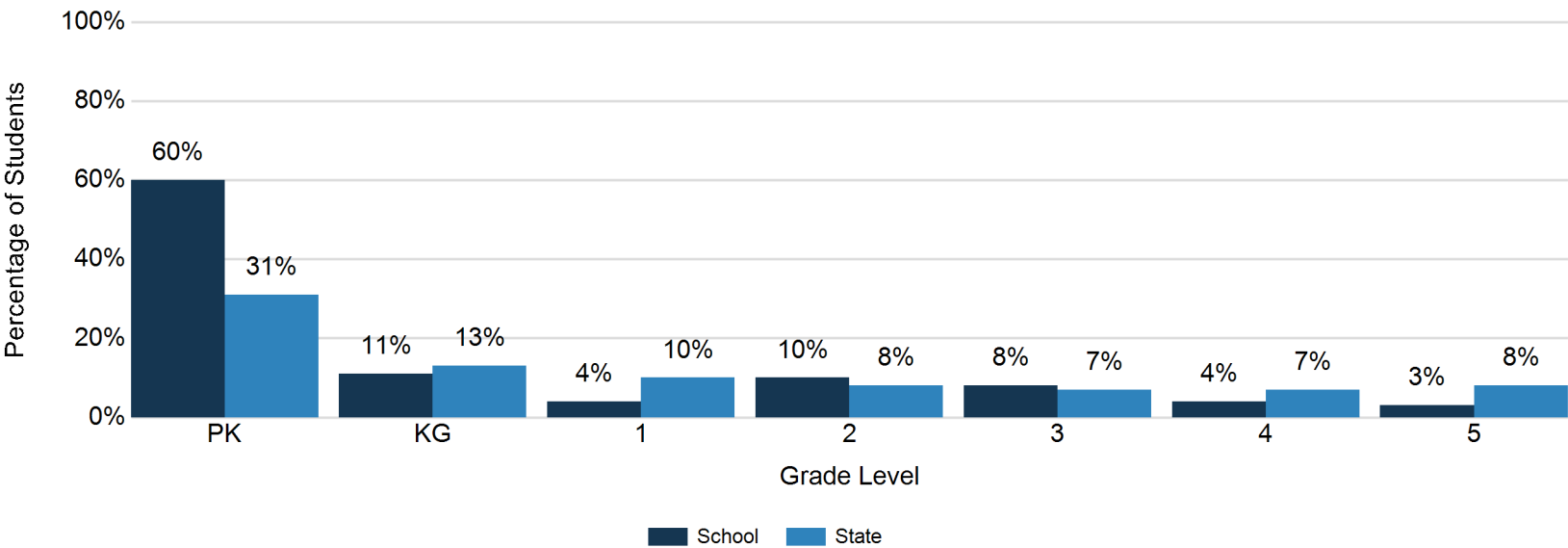
Memorial Elementary School
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Chronic Absenteeism by Grade

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





Memorial Elementary School

(23-1170-120)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0



Memorial Elementary School

(23-1170-120)

Grades Offered: PK-05

2018-2019

Report Key:
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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	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 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	1.3:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	59	118,214
Average years experience in public schools	8.4	12.1
Average years experience in district	7.6	10.8
Percentage of Teachers with 4 or more years experience in the district	61.0%	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	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	577:1	181:1
Teachers to Administrators	59:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



Memorial Elementary School
(23-1170-120)
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2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.2%	98.3%	100.0%	48.4%	77.1%	54.9%
Male	54.8%	1.7%	0.0%	51.6%	22.9%	45.1%
White	53.4%	88.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.5%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	5.1%	0.0%	15.0%	6.6%	13.9%
Asian	30.3%	5.1%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Memorial Elementary School
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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

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

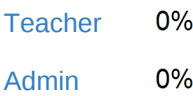
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	97.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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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.



Memorial Elementary School

(23-1170-120)

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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	70.2%	65.0%	70.3%
Math Proficiency	68.8%	64.8%	69.1%
ELA Growth	55	42	70
Math Growth	50	48	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		89.5%	68.4%
Chronic Absenteeism	4.2%	5.6%	6.4%

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

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



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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:	- Curriculum includes: Everyday Math, Foundations, Reader's & Writer's Workshop & Next Generation Science Standards. - Memorial School Clubs: Band, Coding, Chorus, Drama, Broadcast, Safety Patrol, Student Council and Homework. - Students participate in programs related to anti-bullying prevention, fire safety and building a respectful community.
 Mission, Vision, Theme:	The 2018-2019 school theme is: Believe, Achieve, Succeed. The mission of Memorial Elementary School is dedicated to promoting academic excellence and outstanding character in our students. We are devoted to building confidence, encouraging teamwork and celebrating diversity. This commitment will inspire our students to become a community of life-long learners and successful members of society.
 Awards, Recognition, Accomplishments:	Memorial School is a Lighthouse Blue Ribbon Elementary School.



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 Courses, Curriculum, Instruction:	The instructional program is characterized by a strong emphasis on literacy and math skills along with carefully integrated courses in health, science and social studies. Rich curricula in music, visual arts, technology, physical education, media, and world language enhance the academic program. Research-based best practices are used to differentiate instruction to meet the needs of all learners. Our students consistently demonstrate their skills on both formative and summative assessments.
 Clubs and Activities:	Students are able to participate in extra-curricular activities that extend their educational experiences, allowing them to pursue their interests and develop a greater love of learning. Extra-curricular activities at Memorial include: Chorus, Coding Club, Drama Club, Homework Club, Safety Patrol, Student Council, and Video Newsmakers Club. Music students also have an opportunity to participate in all district band, chorus and orchestra activities.



Memorial Elementary School

(23-1170-120)

Grades Offered: PK-05

2018-2019

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 Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content-specific hybrid courses and over 100 summer staff development workshops offered in-house.



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 Student Supports and Services:	Character education is woven into every day school life. Our supportive school environment is dedicated to all students being safe, responsible, respectful and kind. Supports and specialized programs offered to students include Short-Term Supportive Counseling, Superflex Program, Second Step Program, Intervention and Referral Services, Speech, Gifted and Talented, Physical and Occupational Therapy. A full-time Student Assistance Specialist serves as the Anti-Bullying Specialist.
 Student Health and Wellness:	Memorial School has a daily Breakfast and Lunch Program. Students participate in Physical Education twice a week and have recess daily. Teachers deliver Health Instruction in the classroom that focuses on student health and well-being, along with peer relations.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Memorial School staff, students and parents participate in the annual school-wide climate survey. Parents, students and staff are pleased with the programs and overall climate of the school.
 Facilities:	Constructed in 2012, Memorial Elementary School is the newest elementary school in the District. It is a 82,821 square-foot, fully air conditioned facility on 11.62 acres. This facility includes a cafetorium and separate gymnasium. New walkways provide safe, ADA-accessibility. As with most District facilities, the school is highly used by the community.



Warnsdorfer Elementary School
(23-1170-138)
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:



Warnsdorfer Elementary School
(23-1170-138)
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	Middlesex
District	East Brunswick Township School District
Principal Name	Mr. Joseph Csatari
Address	9 HARDENBURG LANE EAST BRUNSWICK, NJ 08816
Phone Number	732-613-6880
Email Address	jcsatari@ebnet.org
Website	https://www.ebnet.org/warnsdorfer
Twitter	https://twitter.com/WarnsdorferEB



Warnsdorfer Elementary School
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Grades Offered: PK-05
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	62	49	57
1	70	72	59
2	77	71	83
3	81	85	75
4	90	88	89
5	83	91	93
Total	463	456	456

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.3%	49.6%	48.9%
Male	52.7%	50.4%	51.1%
Economically Disadvantaged Students	6.3%	7.9%	6.6%
Students with Disabilities	10.4%	9.9%	10.1%
English Learners	0.2%	0.7%	1.5%
Homeless Students	0.4%	0.4%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.2%	0.2%	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	56.8%	53.3%	50.4%
Hispanic	1.7%	2.9%	3.7%
Black or African American	2.8%	2.6%	3.1%
Asian	38.2%	40.8%	41.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.4%	1.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	62	49	57

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	73.2%
Chinese	6.6%
Hindi	3.9%
Gujarati	3.1%
Arabic	2.6%
Other Languages	10.5%



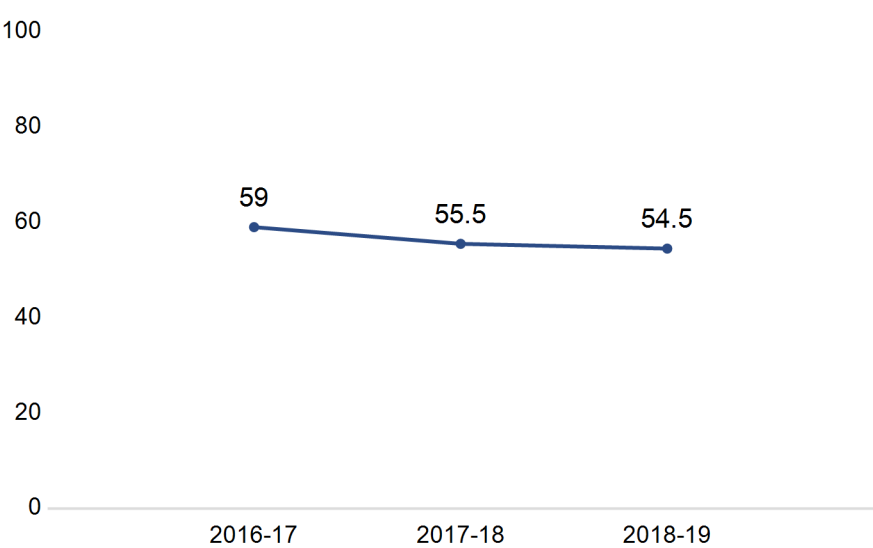
Warnsdorfer Elementary School
(23-1170-138)
Grades Offered: PK-05
2018-2019

Report Key:
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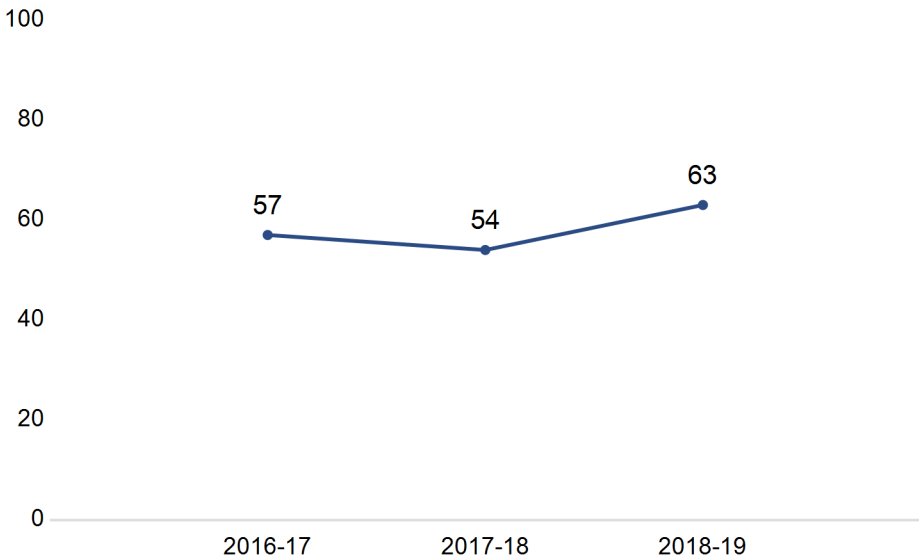
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	55.5	54.5	57	54	63
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54.5	52	50	Met Standard	63	57.5	50	Exceeds Standard
White	52	50	50	Met Standard	63	54	52	Exceeds Standard
Hispanic	*	44	49	**	*	51.5	47	**
Black or African American	*	45	45	**	*	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	61	58	59	Exceeds Standard	62	64	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	55	52	**
Female	57	56	53	N	65	55	50	N
Male	50	48	47	N	57	60	51	N
Economically Disadvantaged Students	*	47	48	**	*	55.5	46	**
Students with Disabilities	45	45	43	**	70	54	45	**
English Learners	*	59	52	**	*	64	50	**
Homeless Students	*	57	43	N	*	78	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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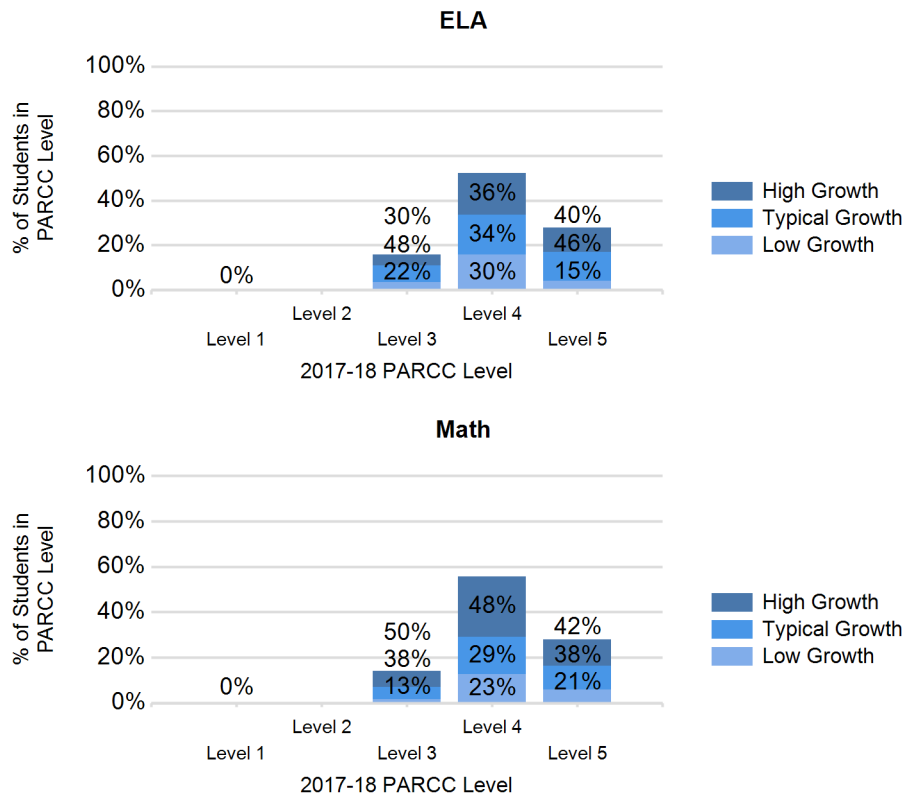
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

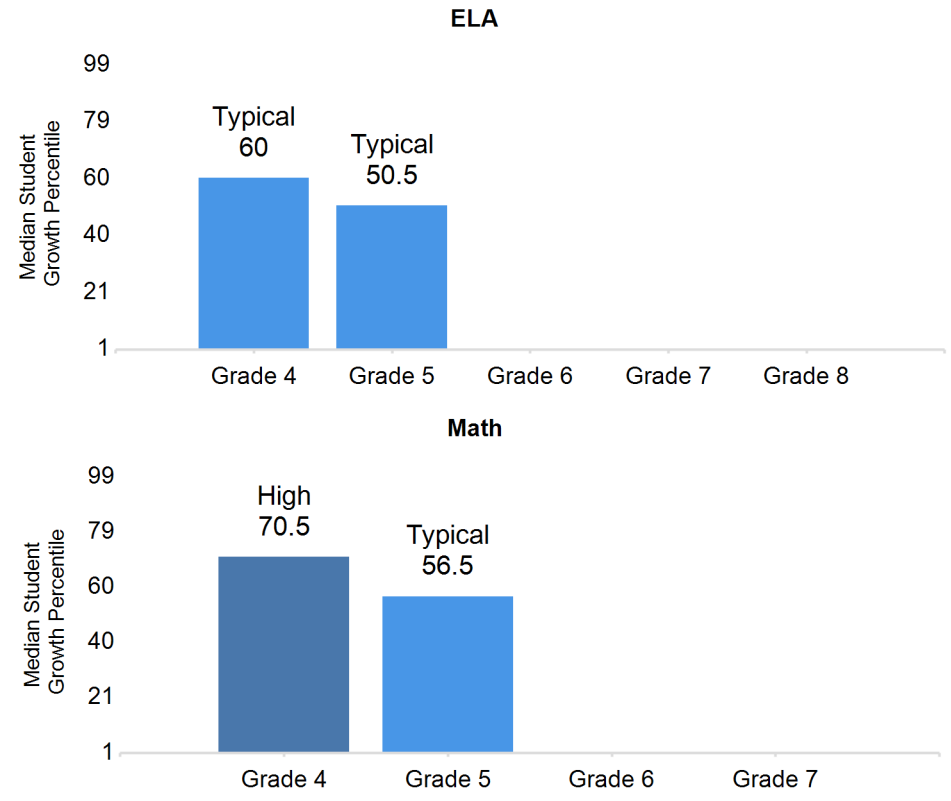
Student Growth by Performance Level

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



Student Growth by Grade

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





Warnsdorfer Elementary School

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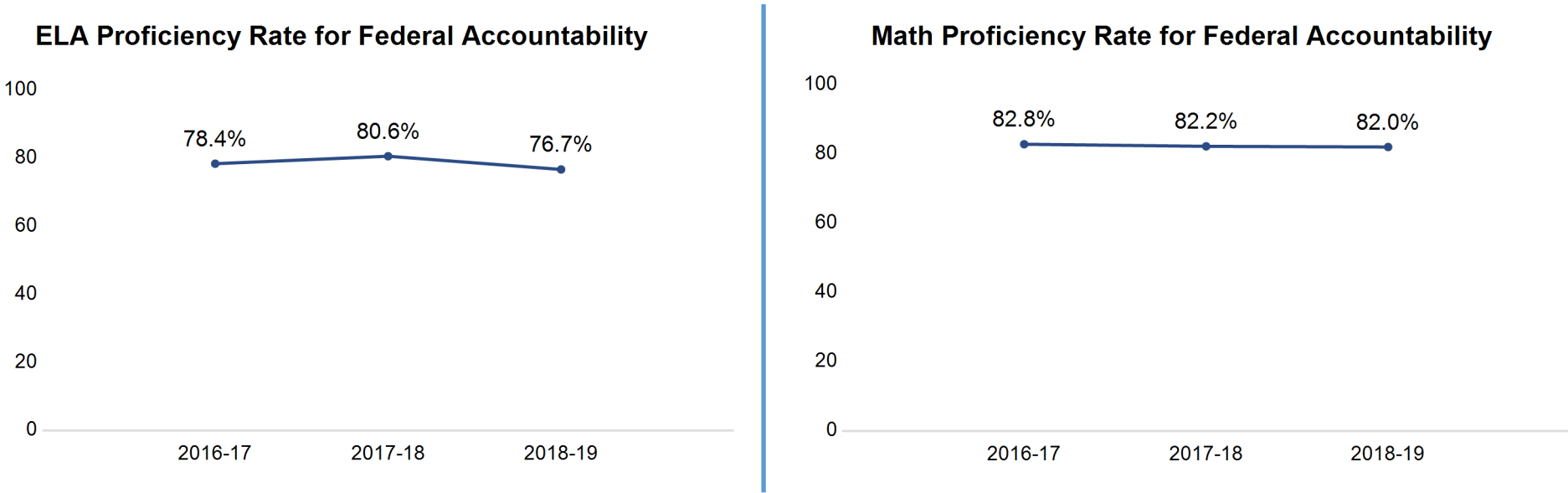
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2018-2019

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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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	97.3%	98.8%	98.4%	97.3%	98.8%
Proficiency Rate for Federal Accountability	78.4%	80.6%	76.7%	82.8%	82.2%	82.0%
Annual Target	77.5%	77.7%	77.8%	80.0%	80.0%	80.0%
Met Annual Target?	Met Target	Met Goal	Met Target†	Met Goal	Met Goal	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	249	98.8	76.7	74.3	57.9	76.7	77.8	Met Target†
White	128	97.7	69.5	69.3	66.9	69.5	72.6	Met Target†
Hispanic	*	*	*	54.4	43.9	*	**	**
Black or African American	*	*	*	56.1	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	104	100.0	89.4	88.5	82.9	89.4	80	Met Goal
American Indian or Alaska Native	N	N	N	90.9	56.0	N	**	**
Two or More Races	*	*	*	61.5	64.4	*	**	**
Female	113	97.4	82.3	81.3	64.8	82.3		
Male	136	100.0	72.1	67.7	51.3	72.1		
Economically Disadvantaged Students	15	100.0	60.0	51.9	40.0	60.0	**	**
Non-Economically Disadvantaged Students	234	98.7	77.8	78.7	67.9	77.8		
Students with Disabilities	26	96.3	26.9	30.0	22.7	26.9	37.9	Met Target†
Students without Disabilities	223	99.1	82.5	82.3	65.1	82.5		
English Learners	*	*	*	46.8	29.3	*	**	**
Non-English Learners	*	*	*	76.0	60.6	*		
Homeless Students	*	*	*	61.9	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.

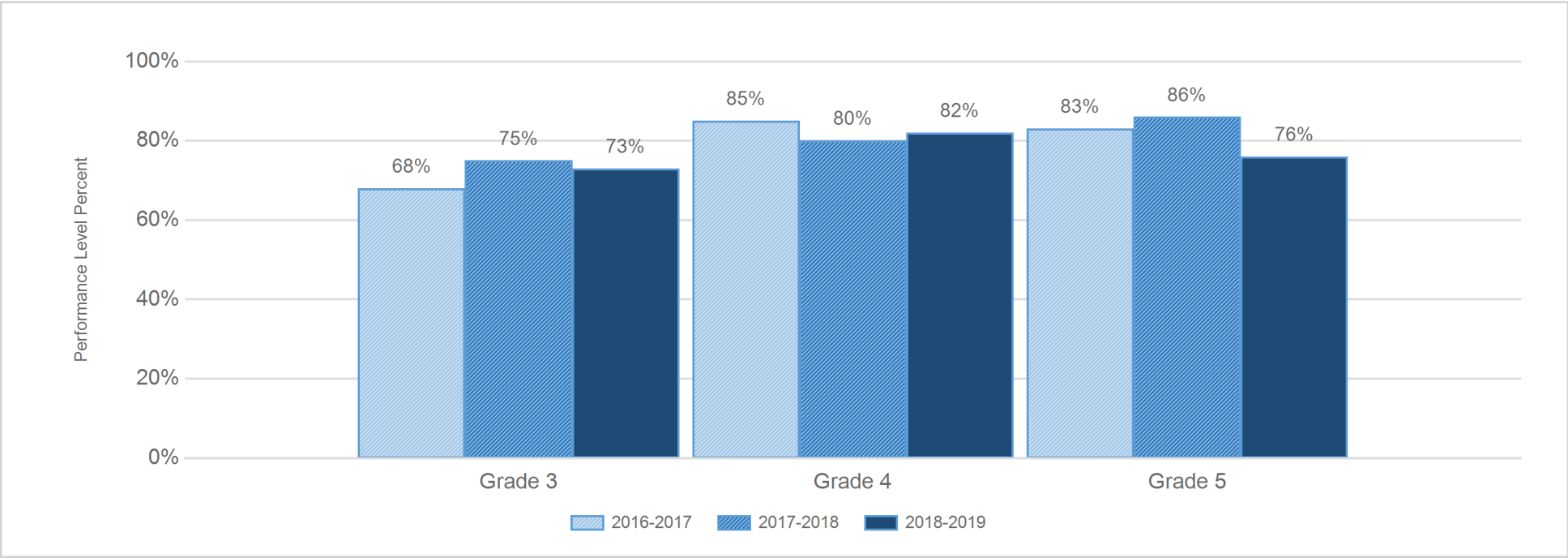


Warnsdorfer Elementary School
(23-1170-138)
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	774	764	748	*	*	16%	51%	22%	73%	50%
White	38	761	756	757	*	*	*	*	*	61%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	*	*	754	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	31	791	*	773	0%	0%	*	*	*	90%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	29	769	768	753	*	*	*	*	*	69%	55%
Male	45	778	760	743	*	*	*	*	*	76%	46%
Economically Disadvantaged Students	*	*	742	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	769	759	*	*	*	*	*	*	61%
Students with Disabilities	14	731	729	719	*	*	*	*	*	29%	24%
Students without Disabilities	60	785	770	754	*	*	*	*	*	83%	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Warnsdorfer 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	84	777	773	755	0%	*	*	45%	37%	82%	57%
White	45	772	768	763	0%	0%	*	*	*	80%	67%
Hispanic	N	N	750	743	N	N	N	N	N	N	44%
Black or African American	*	*	757	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	35	787	*	779	0%	*	*	40%	49%	89%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	45	780	777	760	0%	*	*	40%	44%	84%	62%
Male	39	774	769	750	0%	*	*	51%	28%	79%	53%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	778	761	*	*	*	*	*	*	64%
English Learners	N	N	732	720	N	N	N	N	N	N	17%
Non-English Learners	84	777	775	758	0%	*	*	45%	37%	82%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	778	773	756	*	*	17%	46%	30%	76%	58%
White	45	769	766	764	*	*	22%	47%	22%	69%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	769	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	39	791	*	781	0%	*	*	49%	41%	90%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	39	792	783	761	*	*	*	54%	38%	92%	64%
Male	53	767	764	750	*	*	*	40%	25%	64%	52%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	777	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	736	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	779	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % 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	250	98.8	82.0	64.7	44.5	82.0	80	Met Goal
White	129	97.7	72.9	59.0	54.1	72.9	74.7	Met Target†
Hispanic	*	*	*	37.1	28.8	*	**	**
Black or African American	*	*	*	36.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	104	100.0	94.2	83.1	76.5	94.2	80	Met Goal
American Indian or Alaska Native	N	N	N	90.9	42.7	N	**	**
Two or More Races	*	*	*	60.0	53.3	*	**	**
Female	113	97.5	80.5	64.0	44.9	80.5		
Male	137	100.0	83.2	65.4	44.2	83.2		
Economically Disadvantaged Students	15	100.0	66.7	41.7	26.3	66.7	**	**
Non-Economically Disadvantaged Students	235	98.7	83.0	69.4	54.9	83.0		
Students with Disabilities	26	96.3	34.6	25.8	17.4	34.6	54.4	Not Met
Students without Disabilities	224	99.1	87.5	71.8	50.0	87.5		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	57.1	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.

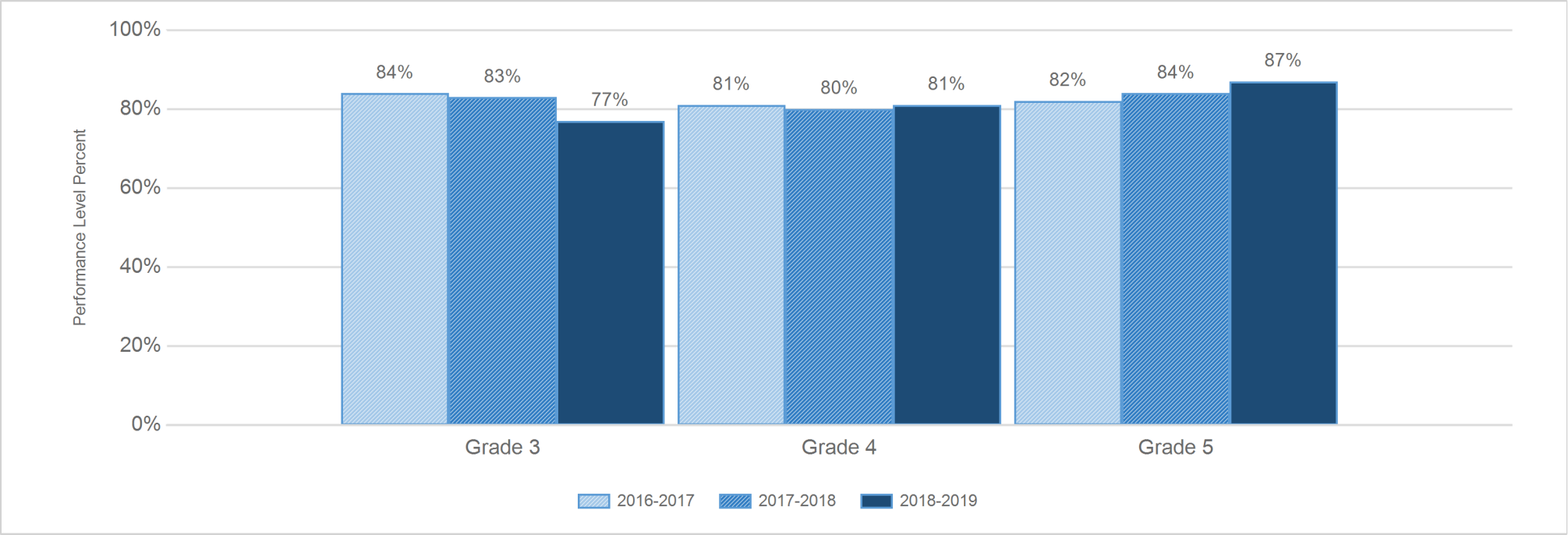


Warnsdorfer Elementary School
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	770	766	752	*	*	14%	49%	28%	77%	55%
White	38	758	758	760	*	*	*	*	*	63%	66%
Hispanic	*	*	742	739	*	*	*	*	*	*	40%
Black or African American	*	*	751	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	31	788	*	778	0%	*	0%	*	*	97%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	29	761	764	751	*	*	*	*	*	66%	54%
Male	45	777	768	752	*	*	*	*	*	84%	56%
Economically Disadvantaged Students	*	*	748	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	771	761	*	*	*	*	*	*	67%
Students with Disabilities	14	741	744	731	*	*	*	*	*	36%	31%
Students without Disabilities	60	777	770	756	*	*	*	*	*	87%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	769	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Warnsdorfer Elementary School

(23-1170-138)

Grades Offered: PK-05

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	85	777	768	749	0%	*	*	59%	22%	81%	51%
White	46	770	763	757	0%	0%	26%	*	*	74%	62%
Hispanic	N	N	743	737	N	N	N	N	N	N	36%
Black or African American	*	*	750	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	35	787	*	776	0%	*	*	51%	40%	91%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	45	775	765	749	0%	*	*	*	*	80%	50%
Male	40	780	770	749	0%	*	*	*	*	83%	52%
Economically Disadvantaged Students	*	*	750	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	771	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	742	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	743	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Warnsdorfer Elementary School
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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	93	777	765	747	0%	*	*	56%	31%	87%	47%
White	45	771	758	755	0%	*	*	60%	22%	82%	58%
Hispanic	*	*	745	735	*	*	*	*	*	*	30%
Black or African American	*	*	755	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	40	784	*	775	0%	*	*	50%	43%	93%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	40	780	764	747	0%	*	*	65%	28%	93%	47%
Male	53	775	765	747	0%	*	*	49%	34%	83%	47%
Economically Disadvantaged Students	*	*	748	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	768	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	737	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	769	752	*	*	*	*	*	*	52%
English Learners	*	*	740	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	N	N	N



Warnsdorfer Elementary School
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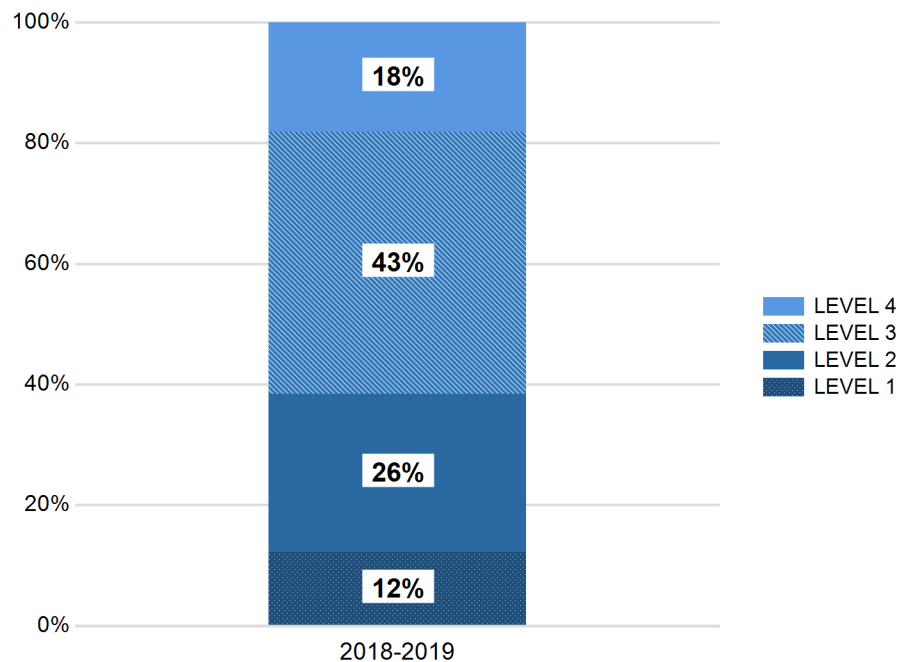
Report Key:

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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	12	26	43	18
White	20	23	45	11
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	3	30	43	25
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	5	15	63	18
Male	17	35	29	19
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

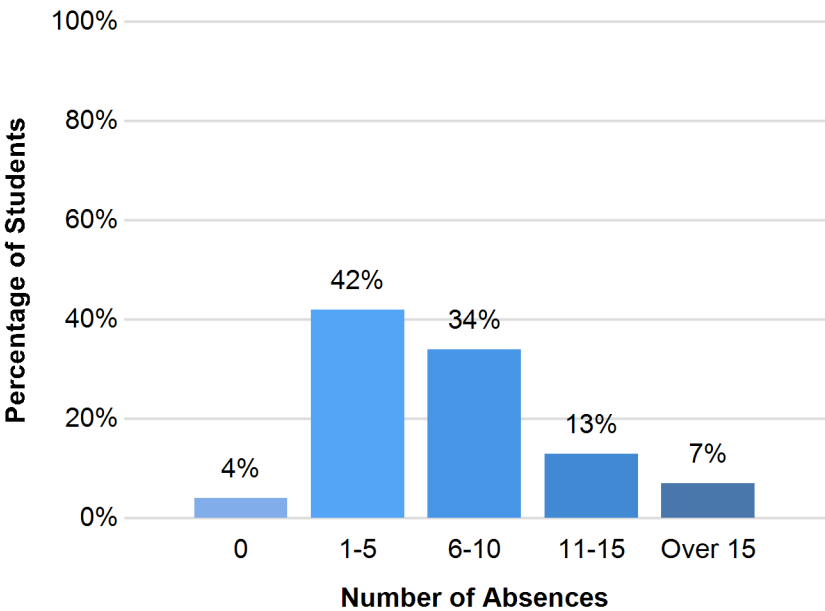
Chronic Absenteeism

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	22	4.6	8.9	Met
White	12	4.9	8.9	Met
Hispanic	1	5.3	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	8	4.2	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	13	5.7		
Male	9	3.6		
Economically Disadvantaged Students	3	8.1	8.9	Met
Students with Disabilities	3	4.8	8.9	Met
English Learners	1	9.1	**	**
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.





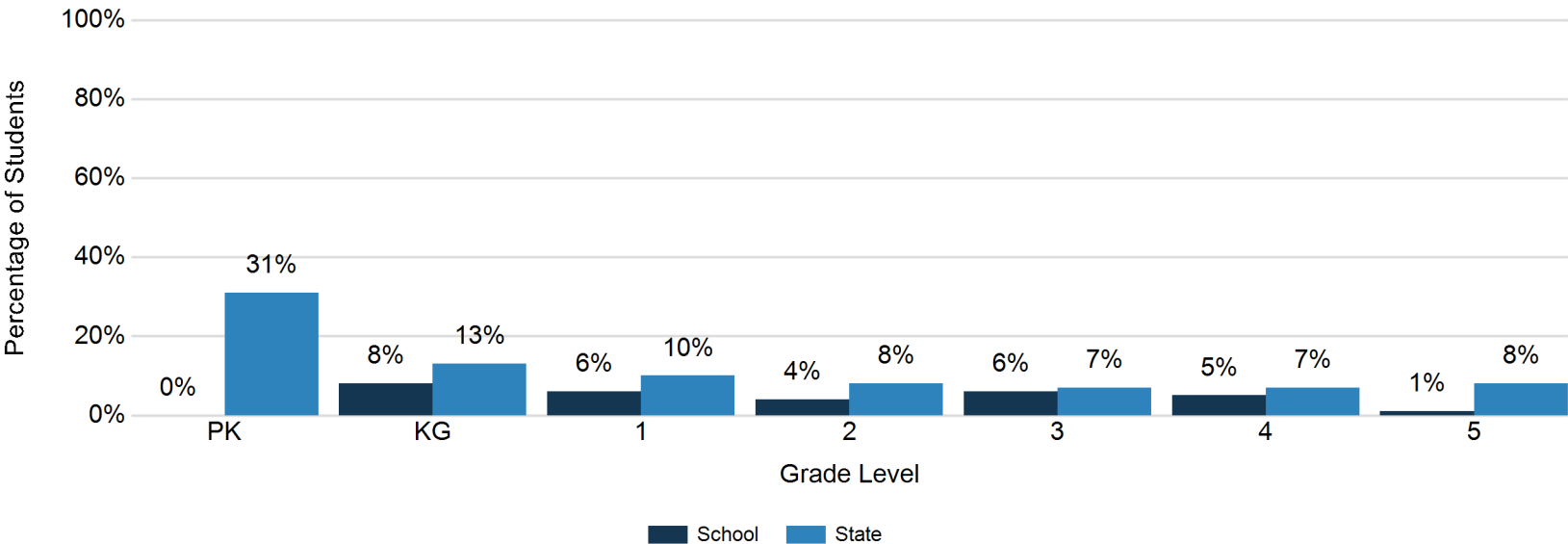
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Chronic Absenteeism by Grade

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





Warnsdorfer 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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 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	1.4:1



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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	38	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	71.1%	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	46	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	13.0	12.0
Percentage of Administrators with 4 or more years experience in the district	82.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	456:1	181:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		378:1
Students to Child Study Team Members		193:1



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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	89.5%	0.0%	48.4%	77.1%	54.9%
Male	51.1%	10.5%	100.0%	51.6%	22.9%	45.1%
White	50.4%	97.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.1%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	41.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 - 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	88.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.1%	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	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.



Warnsdorfer Elementary School
(23-1170-138)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

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

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

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	78.4%	80.6%	76.7%
Math Proficiency	82.8%	82.2%	82.0%
ELA Growth	59	56	54
Math Growth	57	54	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.7%	4.4%	4.6%

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



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

- Curriculum includes: Everyday Math, Foundations, Reader's & Writer's Workshop & Next Generation Science Standards.
- Warnsdorfer School Clubs: Chorus, Band, S.A.V.E, Video Newsmaker, Yearbook, Early Act, Safety Patrol and Student Council.
- Students participate in programs related to Anti-Bullying Prevention, Fire Safety and building a respectful community



Mission, Vision, Theme:

Our mission is to help children grow to their fullest potential emotionally, intellectually, physically, and socially in a safe, caring environment. In 2018-19 Warnsdorfer Elementary School celebrated its 50th anniversary highlighted by our school theme, "Future Ready at 50!" Through classroom and school-wide positive behavior initiatives, students are recognized for upholding the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.



Awards, Recognition, Accomplishments:

Warnsdorfer School is a Blue Ribbon Elementary School and a National School of Excellence.



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 Courses, Curriculum, Instruction:	The instructional program is characterized by a strong emphasis on literacy and math skills along with carefully integrated courses in health, science and social studies. Rich curricula in music, visual arts, technology, physical education, media, and world language enhance the academic program. Research-based best practices are used to differentiate instruction to meet the needs of all learners. Our students consistently demonstrate their skills on both formative and summative assessments.
 Clubs and Activities:	Students have the opportunity to participate in activities that extend their learning in music, leadership, and community service. Through the clubs and activities offered at our school, students can pursue their interests and develop a greater love of learning. Extra-curricular activities at Warnsdorfer School include: Chorus, Coding Club, Early Act Club, Safety Patrol, S.A.V.E. (Students Against Violating the Environment) Club, Safety Patrol, Student Council, and Video Newsmakers. Music students also have an opportunity to participate in all district band, chorus and orchestra activities.



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 Before and After School Programs:	Fee-based Before and After School care programs are offered. The programs are managed by the Out of School Time Coordinator.
 Staff and Professional Learning:	Staff Development opportunities are provided in a variety of manners throughout the school year via After-School Professional Development (PD) sessions, Professional Learning Communities, house meetings and building-based PD. The PD offerings are vast; aligned to both district, school and individual professional growth goals. Additionally, personalized learning is offered through content specific hybrid courses and over 100 summer staff development workshops offered in-house.



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 Student Supports and Services:	Character education is woven into every day school life. Our supportive school environment is dedicated to all students being safe, responsible, respectful and kind. Supports and specialized programs offered to students include Short-Term Supportive Counseling, Superflex Program, Second Step Program, Intervention and Referral Services, Speech, Gifted and Talented, Physical and Occupational Therapy. A full-time Student Assistance Specialist serves as the Anti-Bullying Specialist.
 Student Health and Wellness:	Warnsdorfer School has daily Breakfast and Lunch Programs. Students participate in Physical Education twice a week and have recess daily. Students also receive Health instruction in the classroom weekly which focuses on health, well-being, and positive peer relations.
 Parent and Community Involvement:	From robust websites to an active social media presence, the district is committed to effective communication with our community. Weekly communication about community events and our school-based Virtual Backpacks keep families informed. Our partnership with the EB Education Foundation enhances and enriches teaching and learning. PTAs host numerous events throughout the year to involve families in school life. Parent University sessions provide an opportunity to learn about current initiatives.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers Warnsdorfer School staff participate in a climate survey that is given at the beginning and end of the school year. Student involvement in clubs, after school activities and class events are also used as data to evaluate school climate. Evening school community events have very high attendance rates.
 Facilities:	Constructed in 1968, Warnsdorfer School is a 55,708 square-foot facility on 25.5 acres. Facility improvements completed over the last several years include a new main entrance enhancing building security; a storage addition; new walkways providing safe, ADA-accessibility and a new HVAC system providing air- conditioning throughout the facility. Additional improvements are in the planning stage for this school. As with most District facilities, the school is highly used by the community.