



Knollwood School
(25-1440-050)
Grades Offered: 04-08
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

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	Monmouth
District	Fair Haven School District
Principal Name	Ms. Amy Romano
Address	224 HANCE ROAD FAIR HAVEN, NJ 07704-3198
Phone Number	732-747-0320
Email Address	romanoa@fairhaven.edu
Website	https://knollwood.fairhaven.edu/
Twitter	https://twitter.com/KnollwoodPrin



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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
4	111	117	114
5	112	113	119
6	108	112	116
7	137	106	109
8	123	136	106
Total	591	584	564

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.2%	49.0%	45.9%
Male	51.8%	51.0%	54.1%
Economically Disadvantaged Students	0.3%	0.3%	1.2%
Students with Disabilities	15.2%	16.4%	17.2%
English Learners	0.0%	0.0%	0.4%
Homeless Students	0.0%	0.0%	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	93.7%	93.5%	94.5%
Hispanic	2.4%	2.6%	2.0%
Black or African American	0.5%	0.3%	0.4%
Asian	2.0%	1.4%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	1.2%	1.9%	1.8%

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	99.8%
Other Languages	0.2%



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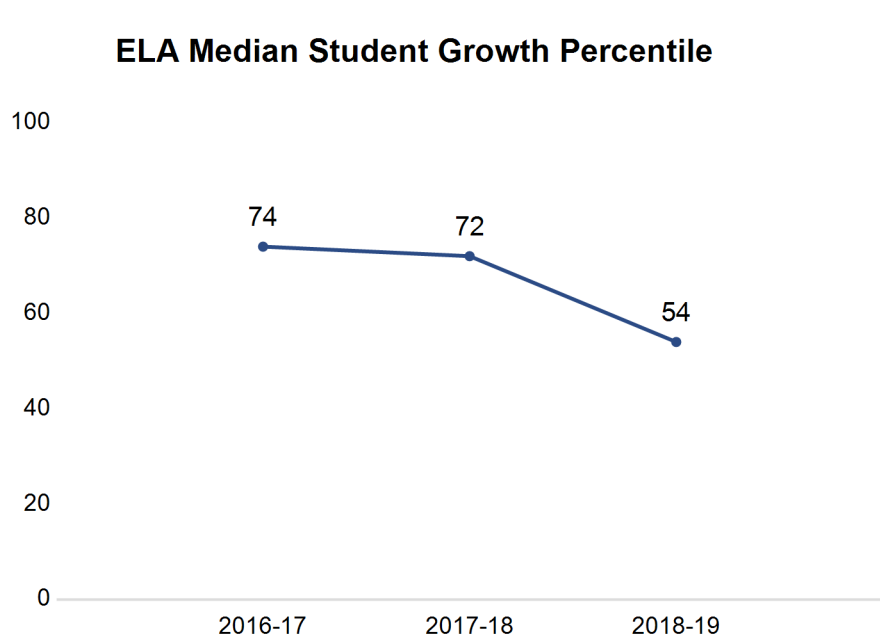
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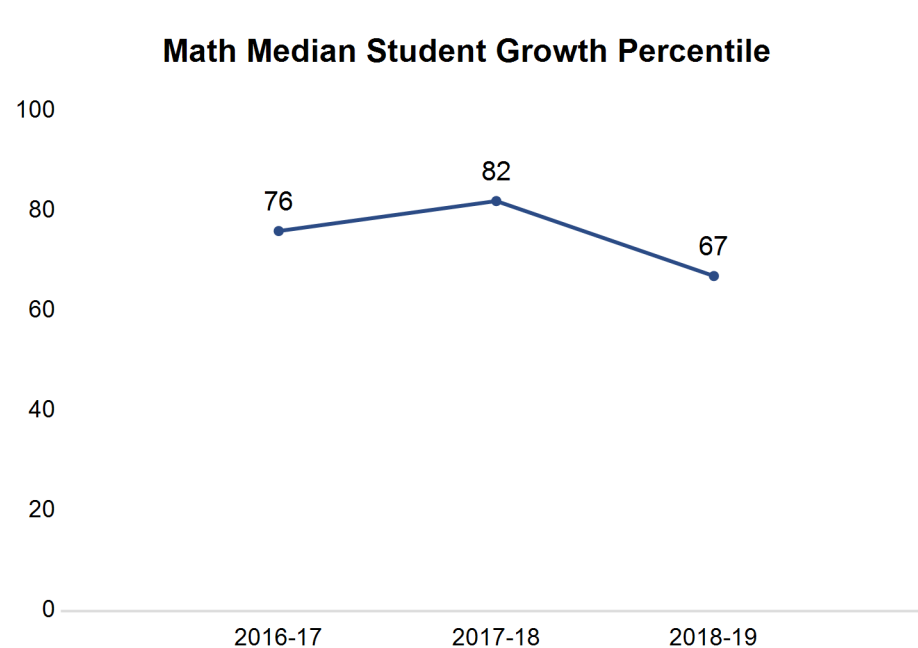
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	74	72	54	76	82	67
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds 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	54	50	Met Standard	67	67	50	Exceeds Standard
White	54	54	50	Met Standard	67	67	52	Exceeds Standard
Hispanic	*	*	49	**	*	*	47	**
Black or African American	N	N	45	**	N	N	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	53.5	53.5	53	N	72	72	50	N
Male	54	54	47	N	62	62	51	N
Economically Disadvantaged Students	N	N	48	**	N	N	46	**
Students with Disabilities	51	51	43	Met Standard	59.5	59.5	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	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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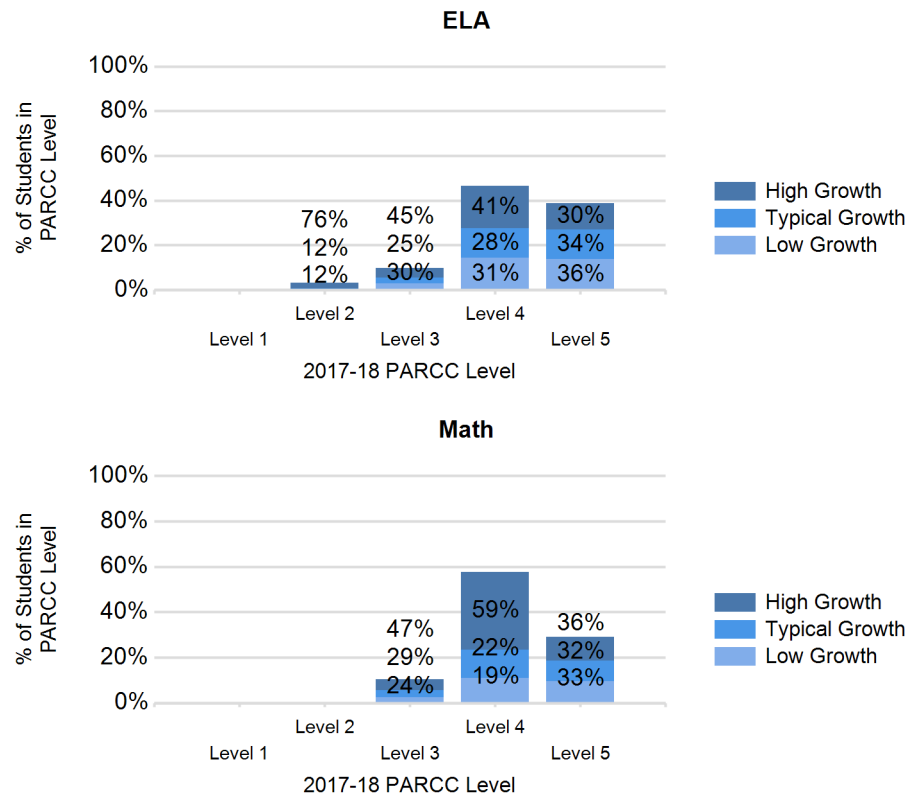
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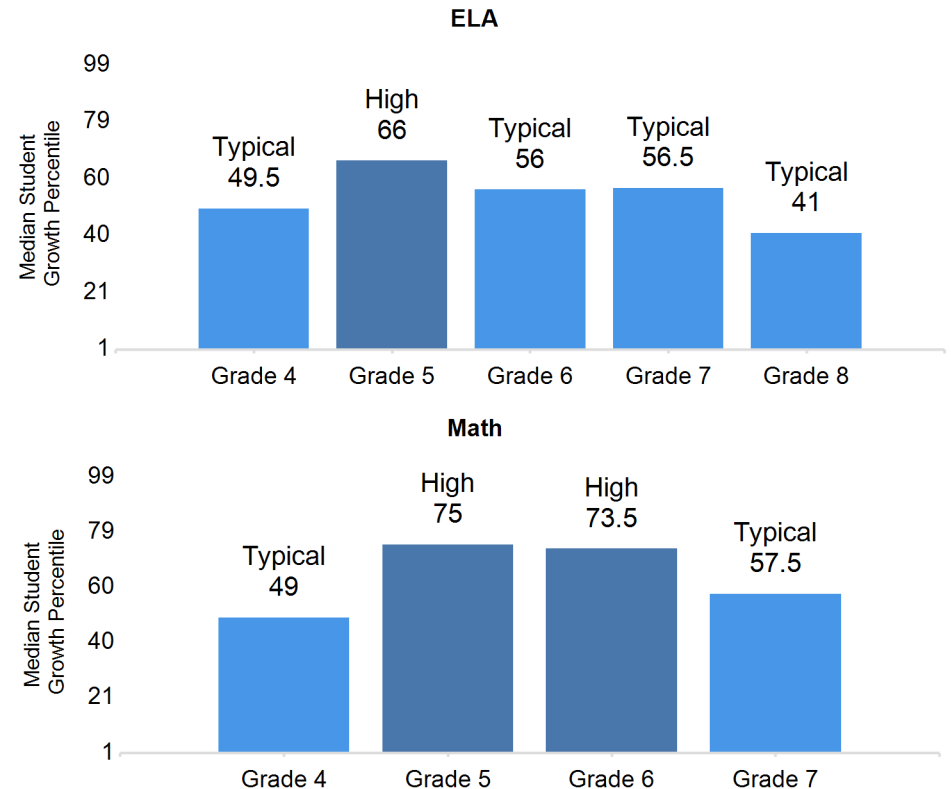
Student Growth by Performance Level

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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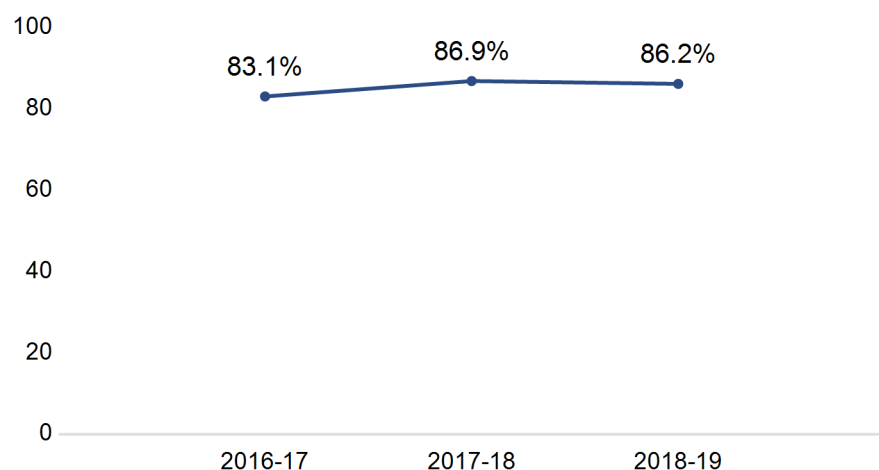
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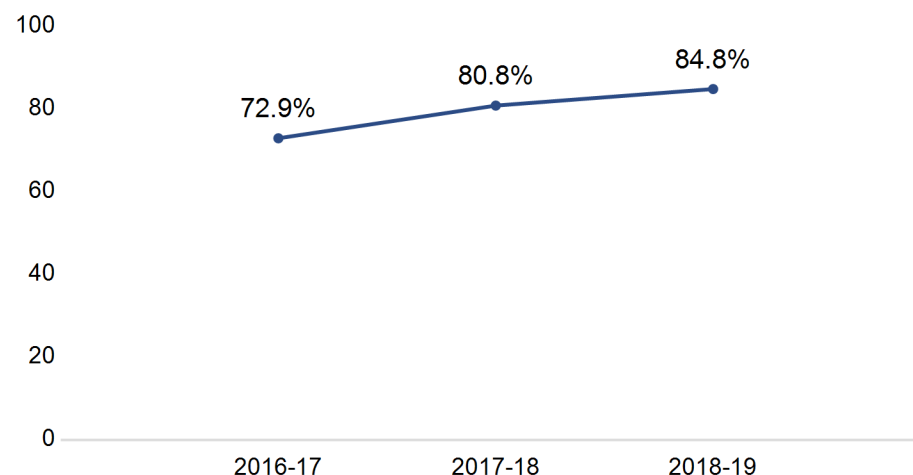
English Language Arts and Mathematics Performance Trends

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.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	98.8%	99.1%	98.1%	98.8%	99.3%
Proficiency Rate for Federal Accountability	83.1%	86.9%	86.2%	72.9%	80.8%	84.8%
Annual Target	67.5%	68.1%	68.8%	63.1%	64.0%	64.9%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	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	559	99.1	86.2	85.4	57.9	86.2	68.8	Met Goal
White	539	99.1	86.5	*	66.9	86.5	69.3	Met Goal
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	256	99.2	92.6	92.1	64.8	92.6		
Male	303	99.0	80.9	79.8	51.3	80.9		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	93	96.9	57.0	56.0	22.7	57.0	32.5	Met Target
Students without Disabilities	466	99.6	92.1	91.6	65.1	92.1		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	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.

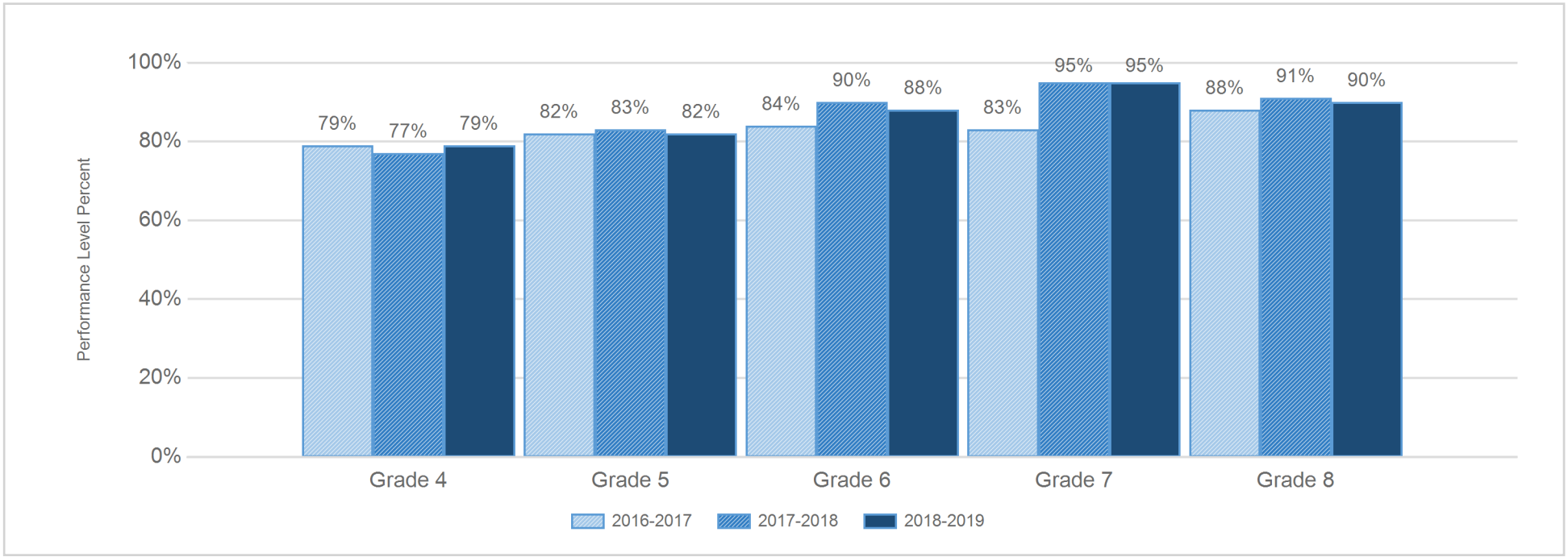


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English Language Arts Assessment - Performance Trends

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 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	112	775	775	755	*	*	14%	50%	29%	79%	57%
White	107	776	776	763	*	*	15%	50%	30%	80%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	45	784	784	760	*	*	*	*	*	84%	62%
Male	67	770	770	750	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	112	775	775	765	*	*	14%	50%	29%	79%	69%
Students with Disabilities	15	737	737	725	*	*	*	*	*	27%	25%
Students without Disabilities	97	781	781	761	*	*	*	*	*	88%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	112	775	775	758	*	*	14%	50%	29%	79%	60%
Homeless Students	N	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	116	780	780	756	*	*	12%	50%	32%	82%	58%
White	111	780	780	764	*	*	13%	48%	33%	81%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	55	787	787	761	*	*	*	44%	40%	84%	64%
Male	61	773	773	750	*	*	*	56%	25%	80%	52%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	116	780	780	766	*	*	12%	50%	32%	82%	69%
Students with Disabilities	21	757	757	724	*	*	*	*	*	62%	23%
Students without Disabilities	95	785	785	762	*	*	*	*	*	86%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	116	780	780	758	*	*	12%	50%	32%	82%	60%
Homeless Students	N	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	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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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	109	780	780	754	*	*	*	55%	33%	88%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	N	N	N	743	N	N	N	N	N	N	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	55	790	790	762	*	*	*	*	*	96%	64%
Male	54	769	769	748	*	*	*	*	*	80%	48%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	109	780	780	763	*	*	*	55%	33%	88%	67%
Students with Disabilities	13	743	743	722	*	*	*	*	*	46%	19%
Students without Disabilities	96	785	785	761	*	*	*	*	*	94%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	109	780	780	756	*	*	*	55%	33%	88%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	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	106	788	788	761	0%	*	*	37%	58%	95%	63%
White	103	789	789	769	0%	*	*	37%	59%	96%	72%
Hispanic	N	N	N	747	N	N	N	N	N	N	50%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	46	793	793	769	0%	*	*	28%	72%	100%	71%
Male	60	785	785	753	0%	*	*	43%	48%	92%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	106	788	788	771	0%	*	*	37%	58%	95%	73%
Students with Disabilities	14	767	767	720	0%	*	*	*	*	79%	22%
Students without Disabilities	92	792	792	769	0%	*	*	*	*	98%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	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%



Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

Report Key:

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

English Language Arts Assessment - Performance 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	105	789	789	762	*	*	*	46%	45%	90%	63%
White	100	788	788	770	*	*	*	47%	44%	91%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	52	800	800	771	*	*	*	*	*	98%	71%
Male	53	777	777	753	*	*	*	*	*	83%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	105	789	789	772	*	*	*	46%	45%	90%	72%
Students with Disabilities	17	759	759	721	*	*	*	*	*	65%	22%
Students without Disabilities	88	794	794	770	*	*	*	*	*	95%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	105	789	789	764	*	*	*	46%	45%	90%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	560	99.3	84.8	85.8	44.5	84.8	64.9	Met Goal
White	540	99.3	85.0	*	54.1	85.0	65.6	Met Goal
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	256	99.2	87.9	88.9	44.9	87.9		
Male	304	99.4	82.2	83.1	44.2	82.2		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	93	96.9	53.8	56.9	17.4	53.8	33.6	Met Target
Students without Disabilities	467	99.8	91.0	91.8	50.0	91.0		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	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.



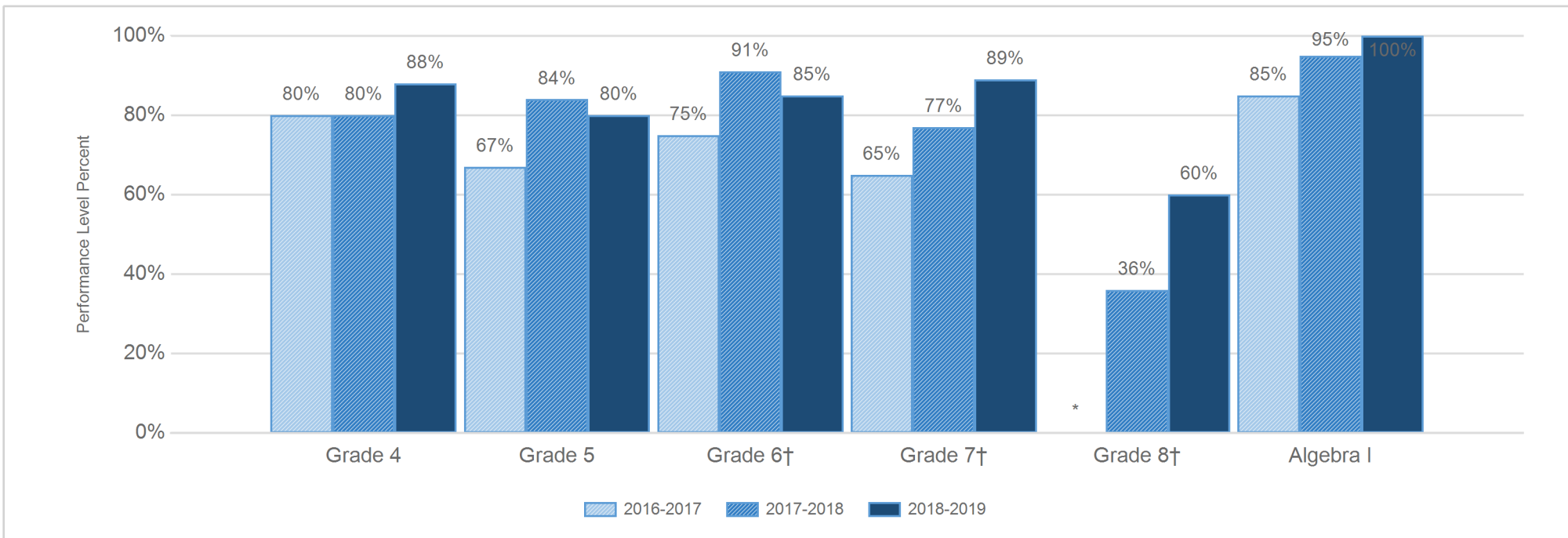
Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Knollwood School
(25-1440-050)
Grades Offered: 04-08
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	112	776	776	749	0%	*	*	65%	22%	88%	51%
White	107	777	777	757	0%	*	*	66%	22%	89%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	45	777	777	749	0%	*	*	69%	24%	93%	50%
Male	67	776	776	749	0%	*	*	63%	21%	84%	52%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	112	776	776	759	0%	*	*	65%	22%	88%	63%
Students with Disabilities	15	749	749	726	0%	*	*	*	*	53%	25%
Students without Disabilities	97	780	780	754	0%	*	*	*	*	93%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	112	776	776	751	0%	*	*	65%	22%	88%	54%
Homeless Students	N	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%



Knollwood School
(25-1440-050)
Grades Offered: 04-08
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	116	775	775	747	0%	*	*	47%	34%	80%	47%
White	111	776	776	755	0%	*	*	47%	33%	80%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	55	778	778	747	0%	*	*	47%	35%	82%	47%
Male	61	773	773	747	0%	*	*	46%	33%	79%	47%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	116	775	775	757	0%	*	*	47%	34%	80%	59%
Students with Disabilities	21	757	757	725	0%	*	*	*	*	52%	19%
Students without Disabilities	95	779	779	752	0%	*	*	*	*	86%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	116	775	775	749	0%	*	*	47%	34%	80%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	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%



Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	770	770	741	0%	*	*	60%	25%	85%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	N	N	N	729	N	N	N	N	N	N	24%
Black or African American	N	N	N	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	55	777	777	742	0%	*	*	*	*	93%	42%
Male	55	764	764	740	0%	*	*	*	*	76%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	110	770	770	750	0%	*	*	60%	25%	85%	53%
Students with Disabilities	13	738	738	716	0%	*	*	*	*	38%	12%
Students without Disabilities	97	775	775	746	0%	*	*	*	*	91%	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	110	770	770	743	0%	*	*	60%	25%	85%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	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%



Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	774	774	744	0%	*	*	61%	27%	89%	42%
White	103	774	774	751	0%	*	*	63%	26%	89%	53%
Hispanic	N	N	N	733	N	N	N	N	N	N	26%
Black or African American	N	N	N	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	46	771	771	744	0%	*	*	61%	24%	85%	42%
Male	60	777	777	743	0%	*	*	62%	30%	92%	42%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	106	774	774	751	0%	*	*	61%	27%	89%	53%
Students with Disabilities	14	757	757	718	0%	*	*	*	*	64%	13%
Students without Disabilities	92	777	777	749	0%	*	*	*	*	92%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	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%



Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

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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	30	748	748	728	*	*	*	*	*	60%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	14	749	749	731	*	*	*	*	*	57%	31%
Male	16	747	747	726	*	*	*	*	*	63%	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	30	748	748	735	*	*	*	*	*	60%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	30	748	748	730	*	*	*	*	*	60%	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%



Knollwood School
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Grades Offered: 04-08
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	75	791	791	744	0%	0%	0%	79%	21%	100%	42%
White	71	791	791	752	0%	0%	0%	80%	20%	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	38	794	794	745	0%	0%	0%	*	*	100%	44%
Male	37	788	788	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	75	791	791	752	0%	0%	0%	79%	21%	100%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	75	791	791	745	0%	0%	0%	79%	21%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	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%



Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† 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



Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

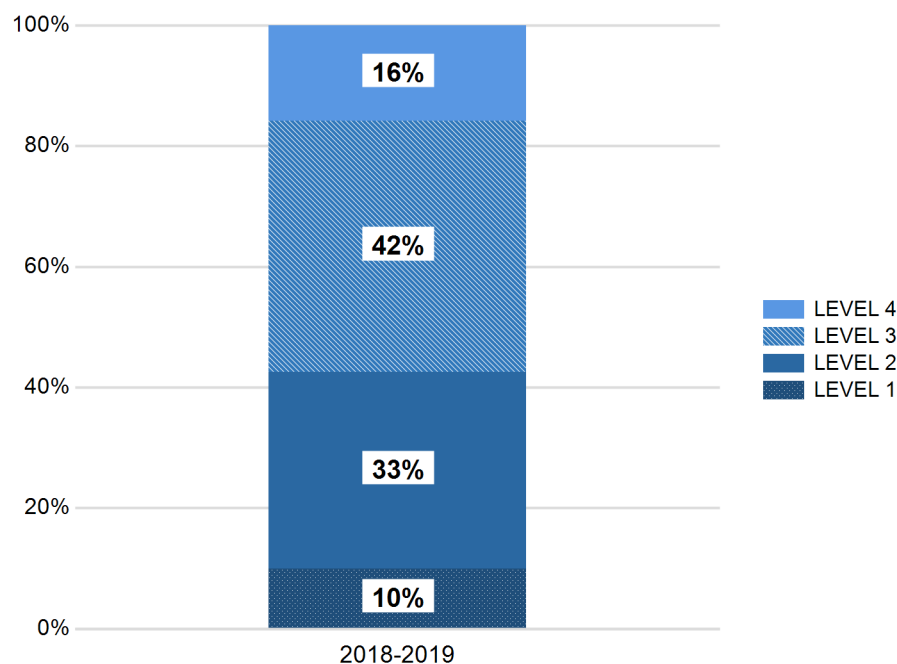
Report Key:

- * Data is not displayed in order to protect student privacy
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- N No Data is available to display
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	10	33	42	16
White	9	32	43	16
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	5	35	47	13
Male	13	32	37	18
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	10	33	42	16
Students with Disabilities	24	33	29	14
Students without Disabilities	6	33	45	16
English Learners	N	N	N	N
Non-English Learners	10	33	42	16
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



Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

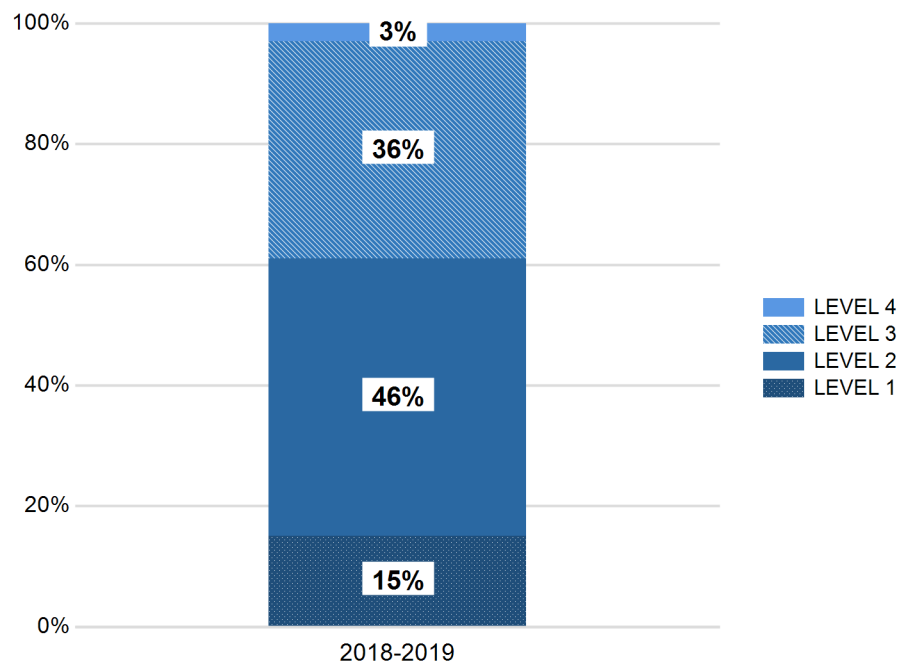
Report Key:

- * Data is not displayed in order to protect student privacy
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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	15	46	36	3
White	15	46	35	3
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	15	40	38	6
Male	15	52	33	0
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	15	46	36	3
Students with Disabilities	31	50	19	0
Students without Disabilities	13	45	39	3
English Learners	N	N	N	N
Non-English Learners	15	46	36	3
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



Knollwood School
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2018-2019

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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	113
7	108	0	0
8	78	0	28
Total	186	0	141

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	68	38	0	0	0	0	0
7	75	25	0	0	0	0	0
8	79	26	0	0	0	0	0
Total	222	89	0	0	0	0	0



Knollwood School
 (25-1440-050)
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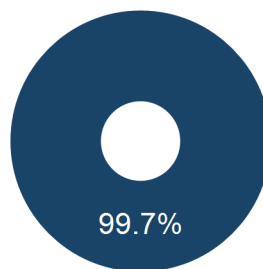
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Visual and Performing Arts – Course Participation

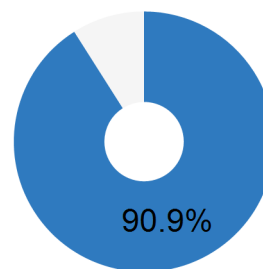
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

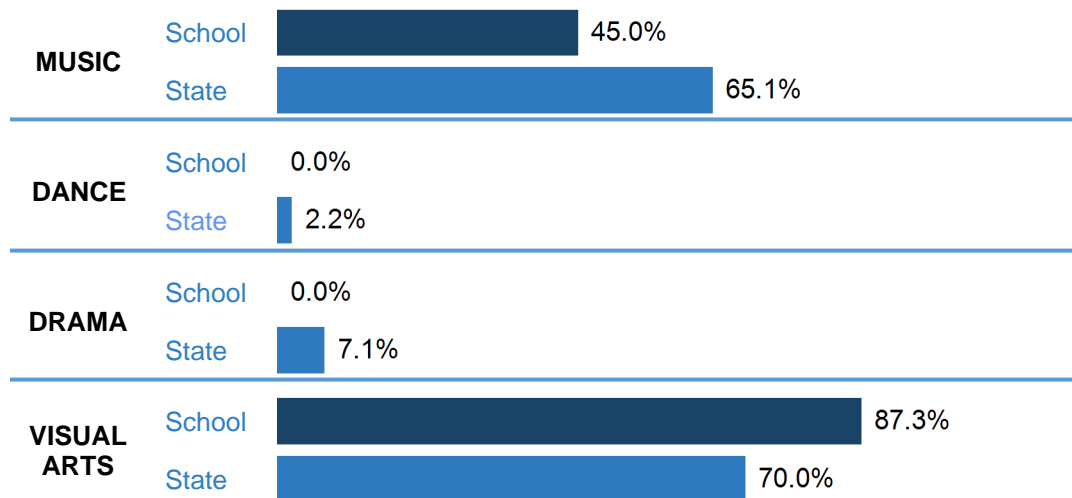


School



State

Students enrolled in one or more classes by discipline:





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

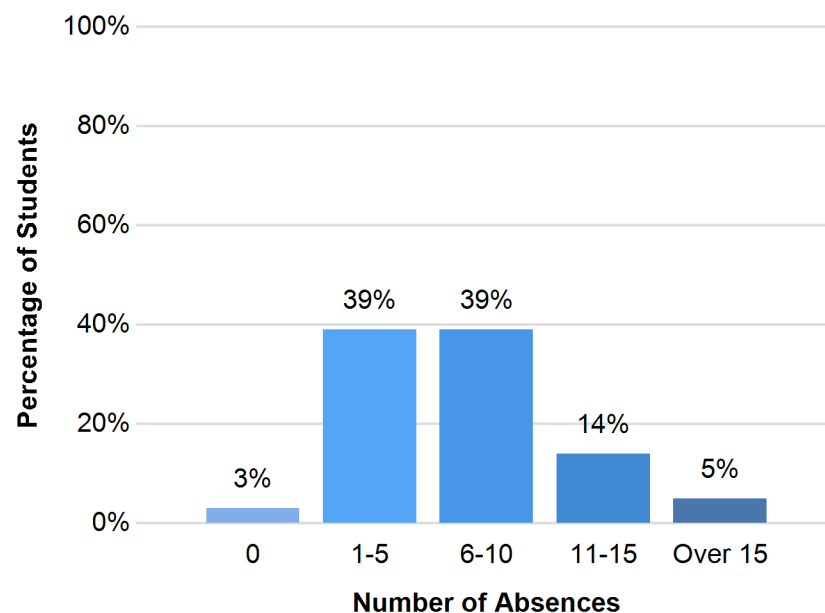
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	3.0	8.5	Met
White	16	3.0	8.5	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	7	2.7		
Male	10	3.3		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	4	4.1	8.5	Met
English Learners	*	*	**	**
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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 Grades Offered: 04-08
 2018-2019

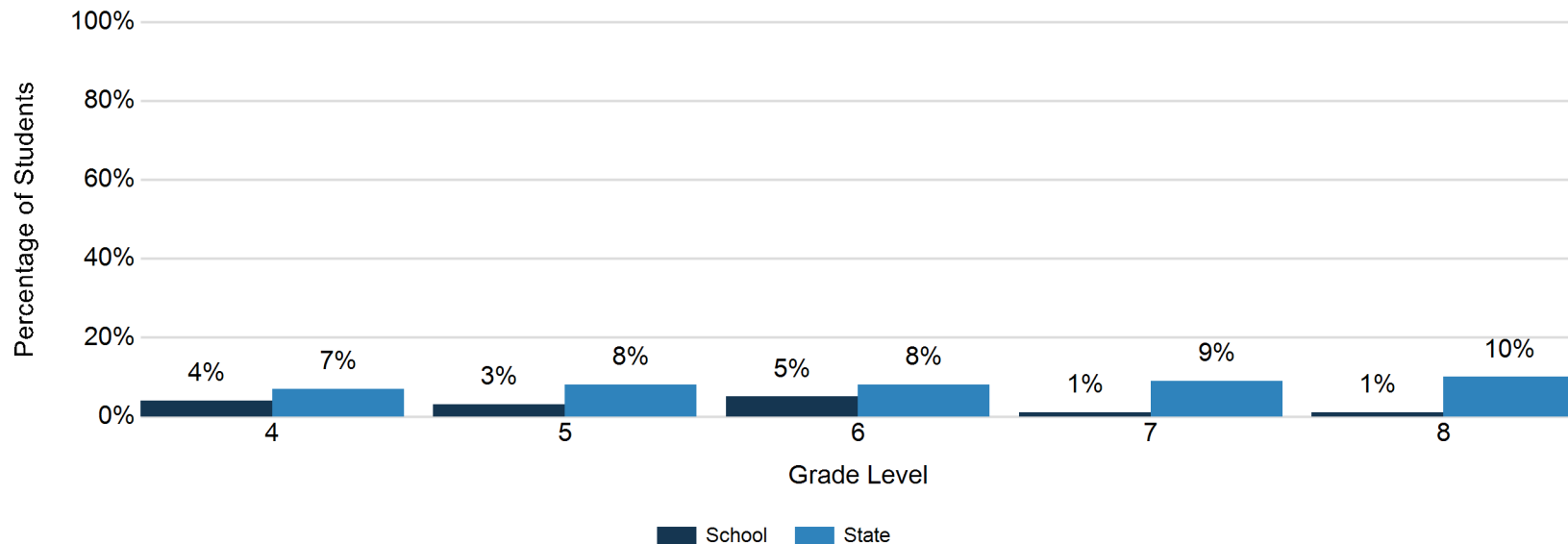
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.53

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

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)	1
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	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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	58	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	62.1%	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	7	9,530
Average years experience in public schools	17.3	16.0
Average years experience in district	4.0	12.0
Percentage of Administrators with 4 or more years experience in the district	14.3%	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	11:1
Students to Administrators	282:1	138:1
Teachers to Administrators	29:1	13:1
Students to Librarians/Media Specialists		484:1
Students to Nurses		484:1
Students to Counselors		967:1
Students to Child Study Team Members		242:1



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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	45.9%	72.4%	100.0%	48.4%	77.1%	54.9%
Male	54.1%	27.6%	0.0%	51.6%	22.9%	45.1%
White	94.5%	98.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	2.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	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%	1.7%	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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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	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	57.1%	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.



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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	83.1%	86.9%	86.2%
Math Proficiency	72.9%	80.8%	84.8%
ELA Growth	74	72	54
Math Growth	76	82	67
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	4.1%	2.2%	3.0%

† 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	Met Goal	Met Goal	Met Standard	Exceeds Standard	N	Met	No
White	Met Goal	Met Goal	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	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target	Met Standard	Met Standard	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).



Knollwood School
(25-1440-050)
Grades Offered: 04-08
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:

- Fair Haven Innovates student-run businesses are closing a manufactory contract w/Barnes and Noble.
- Knollwood is 1:1 with Chromebooks.
- We have further expanded offerings for Middle School Math Pathways & Honors World Language classes to our students in the 8th Grade.



Mission, Vision, Theme:

The Fair Haven School District's mission statements reads, "The mission of the Fair Haven School District is to provide a strong academic foundation and to educate, challenge, and inspire students to reach their full potential." Fair Haven is a walking district although most of our students ride their bikes to and from Knollwood School.



Awards, Recognition, Accomplishments:

The Fair Haven World Language department has been recognized as a NJ World Language Model Program in Grades 4th thru 8th in the past. Student Council Members have been awarded for their Veteran's Day celebrations by the NJASC. Our Orchestra participated in CJMEA Elementary Honors Orchestra and have performed at various workshops. 6th-8th jazz combo & big band musicians received advanced ratings at the Monmouth County Teen Arts Festival. Fair Haven Innovates was in the finals for University of Pennsylvania's Reimagining Education Award. We feature an award winning Stock Market Club and Debate Team.






Knollwood School
(25-1440-050)
Grades Offered: 04-08
2018-2019

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Students are instructed in Math, ELA, Social Studies, Science and World Language, specifically French, Spanish & our 8th Grade students have the ability to take Chinese at RFHRHS. Special Areas are PE, Health, Music, Art & Innovation Lab. 7th graders are given the opportunity to take either 7th Grade Math or 7th Grade Advanced Math and our 8th graders can take either 8th Grade Math, Algebra or Advanced Algebra. We now feature Honors ELA courses for 8th graders as well. Also new are Honors World Language courses in the 8th Grade for French & Spanish.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls)</p> <p>Knollwood School offers 6th - 8th Grade student-athletes an athletic program of 9 competitive interscholastic sports teams as well as a Tennis Club and Basketball Club. In addition, Running Club is offered to all students in 4th-8th Grade.</p>
 <p>Clubs and Activities:</p>	<p>Knollwood School has a wide variety of extra-curricular activities to enhance the school day. These offerings including Jazz Band, Glee Club, Orchestra, Peer Leaders, Stock Market Club, Debate Team Literary Magazine Club, a dynamic drama program for fourth through eighth grade students and many more. 6th - 8th Grade Students have the opportunity to volunteer for the Be A Good Neighbor (BAGN) program, which is to assist senior citizens with snow removal.</p>





Knollwood School
(25-1440-050)
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School Narrative

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 <p>Before and After School Programs:</p>	<p>Knollwood School offers many before and afterschool extracurricular opportunities from the school level. Also, in partnership with the YMCA, an after school program is offered to provide students with the opportunity to develop social, literacy, reading, and writing skills. It also helps to enhance the student's creativity as well as their appreciation of physical activity.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff members have been provided professional development in our new Math programs, our new teacher evaluation system, Charlotte Danielson, & iReady which provides reliable growth measures & instruction for students. All of our teachers participate regularly in weekly PLC meetings to discuss student needs, curriculum, & assessment data. Teachers meet in grade levels & in their content specific areas in order to meet grade level expectations & to collaborate as a department in the middle school. We have also begun to emphasize PD in the area of wellness to ensure the whole child is supported and nurtured in our school district.</p>






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School Narrative

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 <p>Student Supports and Services:</p>	<p>ELL students receive support services individually & are assessed each year to monitor their progress. Students w/ IEP's receive services in class, pull out, resource room or self-contained programs. Typically developing students struggling academically are offered peer tutoring during their lunch/recess time and/or extra help w/ subject specific teachers before & after school. Students struggling w/ behavioral or social/emotional difficulties are offered small group or individual counseling.</p>
 <p>Student Health and Wellness:</p>	<p>Incorporating mindfulness techniques and practice into the school day promotes health and wellness for our students and can translate into their own independent practice in order for them to regulate their emotions. We have received positive feedback from staff and students and will continue this practice. Students also learn and discuss the dimensions of wellness and receive the Lifelines and More Than Sad programs during their health classes, which address social/emotional learning. We have worked closely with our sister districts to ensure a collaborative and meaningful approach to this critical matter.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA is extremely involved at Knollwood School. Our parents volunteer regularly in our building and are committed to our 4th and 5th Grades as Class Moms. The PTA provides our students with assemblies through their Cultural Arts Committee, organizes Book Fairs, the annual Art Show and Arts Integration Program. Our administration hosts frequent "Coffee Chats" for the parents and the community regarding curriculum, NJSLA data, and information about our new programs at Knollwood School.</p>




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 <p style="font-size: 1.2em; margin-top: 10px;">Facilities:</p>	<p>All buildings have A/C & are well kept. Our Innovation Lab is a shared space with the Media Center which allows for our students to be enriched in College and Career Readiness standards as a Special Area.</p>
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Other Information

Fair Haven Innovates is Fair Haven school district's 21st century life, innovation, and technology program. We use social entrepreneurship to help students learn the skills they'll need to be successful when they grow up. Students sell products and solve problems as they run real businesses that turn a real profit. Students use a percentage of the profits to give back to their community through their student-run charity FH Gives.



Viola L Sickles School
(25-1440-060)
Grades Offered: PK-03
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:



Viola L Sickles School
(25-1440-060)
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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	Monmouth
District	Fair Haven School District
Principal Name	Mrs. Cheryl Cuddihy
Address	25 WILLOW STREET FAIR HAVEN, NJ 07704-3599
Phone Number	732-741-6151
Email Address	cuddihyc@fairhaven.edu
Website	https://sickles.fairhaven.edu/
Twitter	https://twitter.com/SchwartzSickles



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	24	27	32
KG	71	71	72
1	107	88	91
2	110	110	99
3	117	110	109
Total	429	406	403

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	45.2%	44.1%	47.6%
Male	54.8%	55.9%	52.4%
Economically Disadvantaged Students	0.5%	0.5%	0.2%
Students with Disabilities	15.6%	16.7%	19.4%
English Learners	0.5%	0.2%	0.0%
Homeless Students	0.0%	0.0%	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	93.2%	94.1%	95.8%
Hispanic	3.5%	3.4%	2.0%
Black or African American	0.2%	0.0%	0.0%
Asian	0.9%	0.7%	1.2%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	1.2%	1.0%

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	24	27	32
PK - Full Day	0	0	0
KG - Half Day	70	71	72
KG - Full Day	1	0	0

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	99.3%
Other Languages	0.7%



Viola L Sickles School
(25-1440-060)
Grades Offered: PK-03
2018-2019

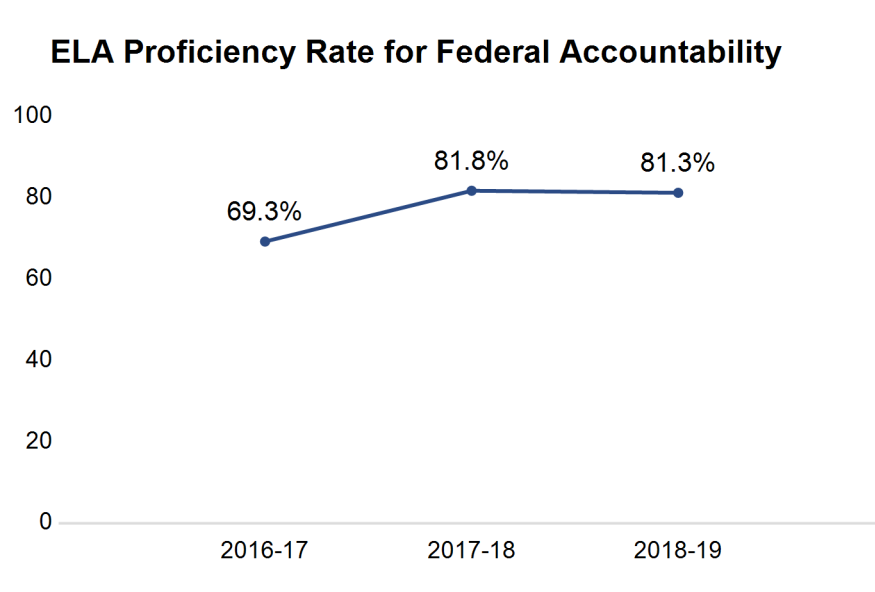
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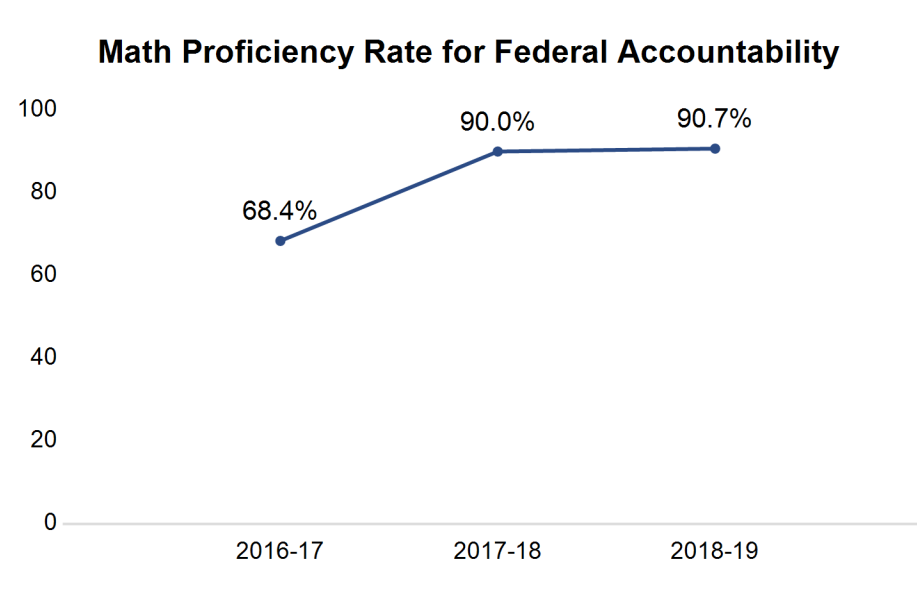
English Language Arts and Mathematics Performance Trends

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	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	69.3%	81.8%	81.3%	68.4%	90.0%	90.7%
Annual Target	69.7%	70.3%	70.8%	73.3%	73.6%	74.0%
Met Annual Target?	Met Target†	Met Goal	Met Goal	Met Target†	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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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	107	100.0	81.3	85.4	57.9	81.3	70.8	Met Goal
White	*	*	*	*	66.9	*	71.4	Met Goal
Hispanic	N	N	N	*	43.9	N	**	**
Black or African American	N	N	N	*	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	49	100.0	89.8	92.1	64.8	89.8		
Male	58	100.0	74.1	79.8	51.3	74.1		
Economically Disadvantaged Students	N	N	N	*	40.0	N	**	**
Non-Economically Disadvantaged Students	107	100.0	81.3	*	67.9	81.3		
Students with Disabilities	23	100.0	52.2	56.0	22.7	52.2	26	Met Target
Students without Disabilities	84	100.0	89.3	91.6	65.1	89.3		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	107	100.0	81.3	*	60.6	81.3		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	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.



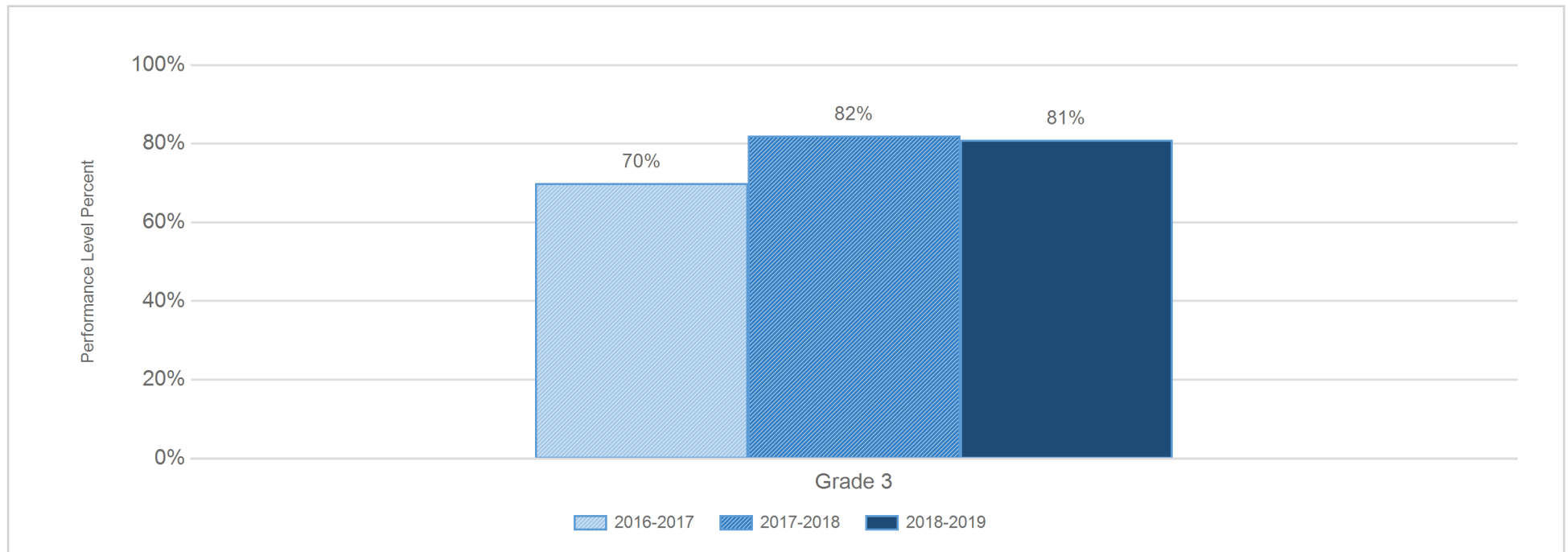
Viola L Sickles School
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	108	777	777	748	*	*	14%	66%	16%	81%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	N	N	N	734	N	N	N	N	N	N	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	49	786	786	753	*	*	*	*	*	90%	55%
Male	59	771	771	743	*	*	*	*	*	75%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	108	777	777	759	*	*	14%	66%	16%	81%	61%
Students with Disabilities	24	756	756	719	*	*	*	*	*	54%	24%
Students without Disabilities	84	784	784	754	*	*	*	*	*	89%	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	108	777	777	751	*	*	14%	66%	16%	81%	54%
Homeless Students	N	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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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	107	100.0	90.7	85.8	44.5	90.7	74	Met Goal
White	*	*	*	*	54.1	*	75.6	Met Goal
Hispanic	N	N	N	*	28.8	N	**	**
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	49	100.0	93.9	88.9	44.9	93.9		
Male	58	100.0	87.9	83.1	44.2	87.9		
Economically Disadvantaged Students	N	N	N	*	26.3	N	**	**
Non-Economically Disadvantaged Students	107	100.0	90.7	*	54.9	90.7		
Students with Disabilities	23	100.0	69.6	56.9	17.4	69.6	35	Met Target
Students without Disabilities	84	100.0	96.4	91.8	50.0	96.4		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	107	100.0	90.7	*	46.5	90.7		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	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.



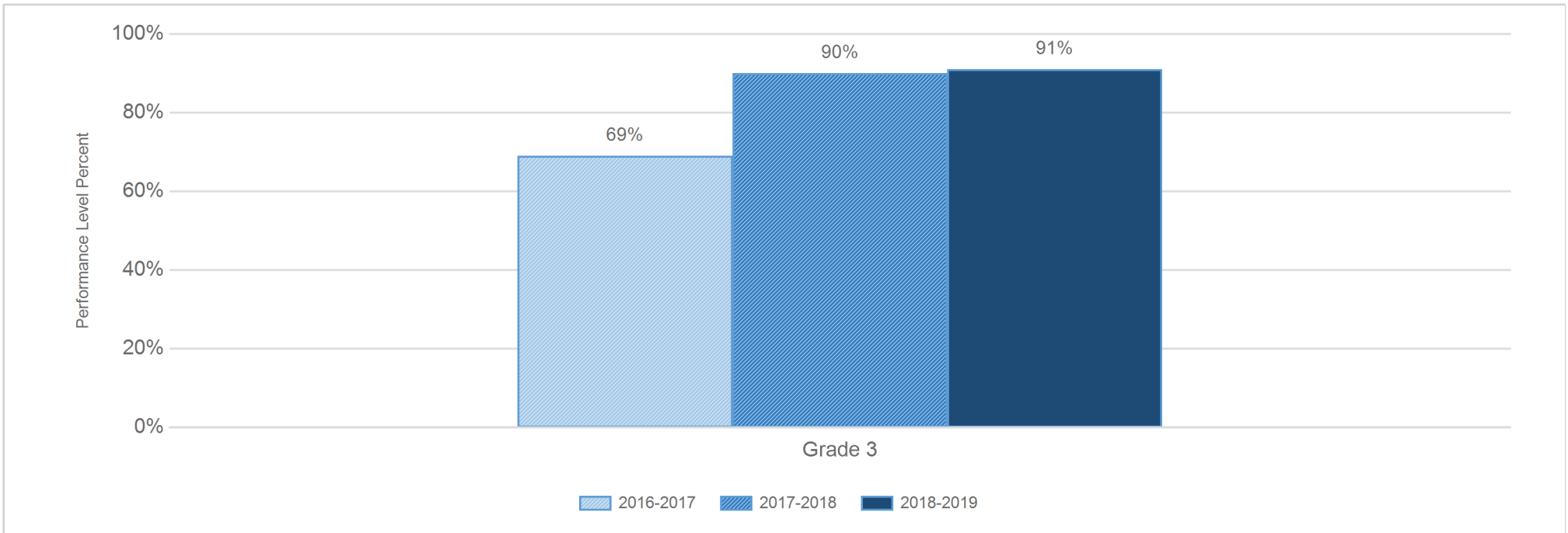
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Mathematics Assessment – Performance Trends

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	108	782	782	752	0%	*	*	54%	37%	91%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	N	N	N	739	N	N	N	N	N	N	40%
Black or African American	N	N	N	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	49	779	779	751	0%	*	*	*	*	94%	54%
Male	59	783	783	752	0%	*	*	*	*	88%	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	108	782	782	761	0%	*	*	54%	37%	91%	67%
Students with Disabilities	24	762	762	731	0%	*	*	*	*	71%	31%
Students without Disabilities	84	787	787	756	0%	*	*	*	*	96%	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	108	782	782	754	0%	*	*	54%	37%	91%	58%
Homeless Students	N	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%



Viola L Sickles School
(25-1440-060)
Grades Offered: PK-03
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N

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	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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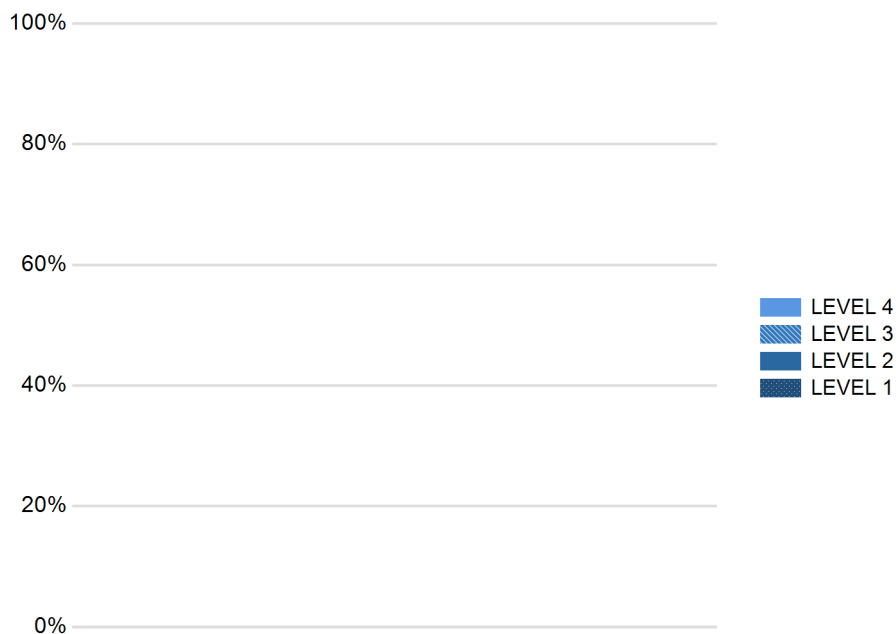
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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



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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.

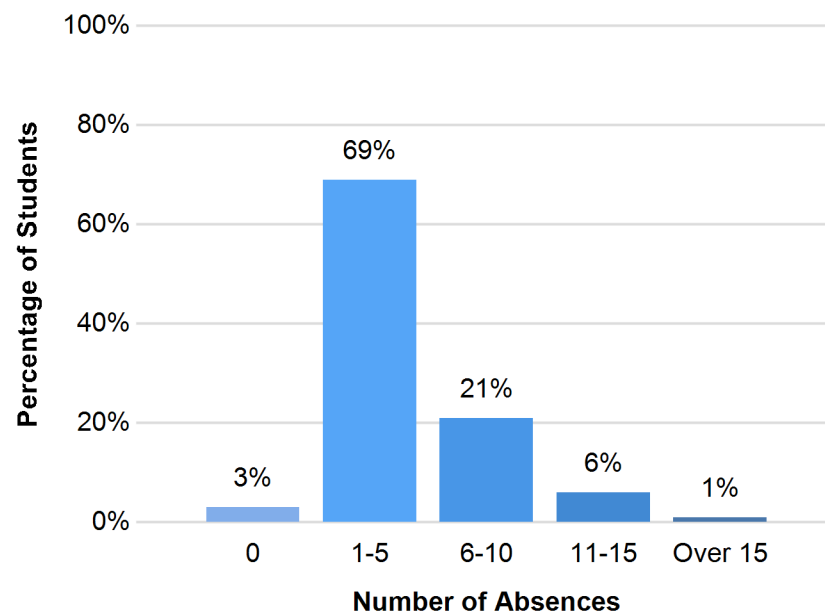
Chronic Absenteeism

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	2	0.5	9.6	Met
White	2	0.6	9.6	Met
Hispanic	*	*	**	**
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	1.1		
Male	0	0		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	0	0	9.6	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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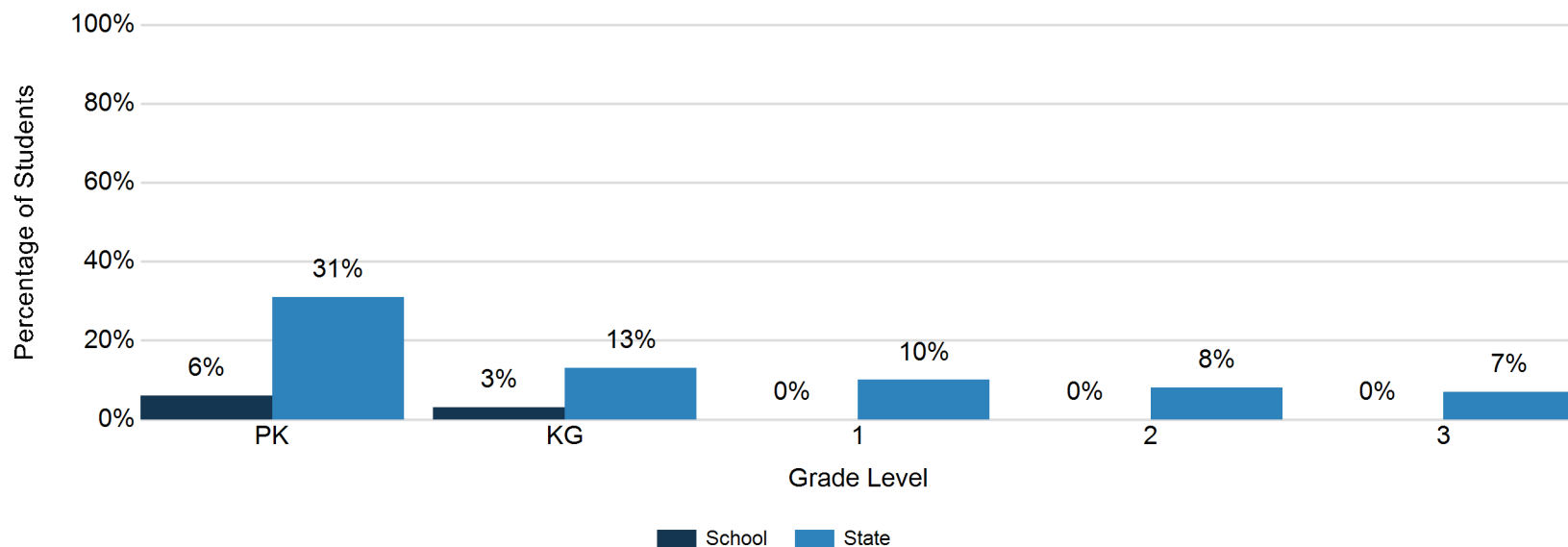
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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	36	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	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	7	9,530
Average years experience in public schools	17.3	16.0
Average years experience in district	4.0	12.0
Percentage of Administrators with 4 or more years experience in the district	14.3%	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	11:1
Students to Administrators	202:1	138:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		484:1
Students to Nurses		484:1
Students to Counselors		967:1
Students to Child Study Team Members		242:1



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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	47.6%	94.4%	100.0%	48.4%	77.1%	54.9%
Male	52.4%	5.6%	0.0%	51.6%	22.9%	45.1%
White	95.8%	97.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	2.0%	2.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	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	1.0%	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.

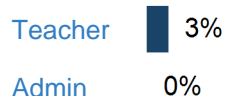
Bachelor's Degree



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	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	57.1%	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	97.7%



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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	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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	69.3%	81.8%	81.3%
Math Proficiency	68.4%	90.0%	90.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	0.0%	0.0%	0.5%

† 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 Goal	**	**	N	Met	No
White	Met Goal	Met Goal	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target	**	**	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).



Viola L Sickles School
(25-1440-060)
Grades Offered: PK-03
2018-2019

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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Highlights:

- Comprehensive ELA initiatives-Fundations, Fountas & Pinnell Benchmarking, TCRWP, Words Their Way & New Classroom Libraries
- Innovative Arts Integration Focus - Partners in Education w/ Kennedy Center, Count Basie Theatre, & Red Bank Schools
- Design Thinking through Sickles Studios - a Makerspace Documenting the Stories of Children's Thinking



Mission, Vision, Theme:

The mission of the Fair Haven School District is to provide a strong academic foundation and to educate, challenge, and inspire students to reach their full potential. Approximately 430 children from preschool to third grade attend the Viola L. Sickles School, in the small northern Monmouth County community of Fair Haven. Our mission is to educate children & foster life-long learning by recognizing individual needs, developing academic, physical, social & emotional well-being & promoting artistic expression. Enthusiastic, knowledgeable & caring teachers ensure that this mission is evident in our students' learning experiences.



Awards, Recognition, Accomplishments:

We feel very privileged to be part of The Kennedy Center's Partners in Education program. Joining with the Count Basie Theatre and Red Bank Borough Schools, we have created comprehensive programming to integrate the arts in all subject areas. Teachers are invited to attend different professional development workshops and teaching artists visit our school to showcase and model best practices in artistic techniques, as well as connections to literacy, mathematics and social studies.



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Courses, Curriculum, Instruction:

Our classrooms are filled with a variety of books organized into inviting classroom libraries. Children eagerly curl up & read each day as teachers use this time to individually confer with them or instruct small groups. Daily mini-lessons through the TCRWP model are taught about various reading strategies to improve decoding & comprehension skills and are further supported by a balanced literacy approach. Teachers monitor student selection of "just right" books as children grow in their ability to sustain independent reading for longer periods of time.



Clubs and Activities:

Each year our club offerings change based on student interests and staff schedules. This year our teachers offer Friday Enrichment Modules during which third grade students may participate in art lessons, media explorations, conversational Spanish, and even garage band. Other examples include Sports Intramurals, the Environmental Club, and the DIY Knitting Club.



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Staff and Professional Learning:

The seventh principle of Responsive Classroom states: "How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community." Our staff leverages their professional relationships to collaboratively create a unified vision for our school. Staff works together in Think Tanks weekly professional learning communities to improve school climate, analyze student data, create programming, and research new ideas.






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 <p>Student Supports and Services:</p>	<p>With a Response to Intervention (RtI) Tiered System, our school's academic interventionists and school psychologist help our staff members address and cultivate academic and social-emotional well-being for our students. We also offer co-teaching classrooms with both a general education and special education teacher to help meet the needs of each learner. Our ABA program facilitates both mainstream and self-contained experiences as well.</p>
 <p>Student Health and Wellness:</p>	<p>Daily Responsive Classroom's Morning Meetings to help foster community & respect. "It's OK to be Different" based workshops: "Be A Buddy not a Bully" to build values & social skills of friendship & tolerance-"Understanding Disabilities" to cultivate deeper appreciation for people with visual, auditory & ambulatory differences-"Respect for Different Learners" to examine Learning Disabilities, ADHD, Developmental Disabilities & Autism-investigate concepts of diversity through the "Celebrating Cultures". Sickles School has branded their version of the culmination of all of these approaches to "Kindness Matters" for the upcoming School Year.</p>
 <p>Parent and Community Involvement:</p>	<p>We are so grateful for the incredible experiences our PTA supports throughout the year. Funds raised at different events go directly to benefit students' curricular enrichment. Our PTA provides professional development for staff, artists-in-residence, assemblies, author visits, book fairs, & so much more. In addition, we have the support of the Fair Haven Education Foundation, Friends of Different Learners, & Footlights to help create programming, garner resources, & build a sense of community.</p>



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Facilities:

The Fair Haven School district designed and implemented a makerspace to further develop Sickles School's capacity to increase student-driven learning. Our makerspace, Sickles Studios, is quickly evolving into a learning environment where students can create, innovate and educate. Example of projects include: Bricks 4 Kidz Lego engineering modules; Coding sessions via Code.org; Arts integrated digital storytelling with the Count Basie Theatre; and gardening through Project Pollinator.



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Other Information

All curricula are now aligned to the New Jersey Student Learning Standards to provide a robust and rigorous path for our students. Kindergarten and first grade students use the Investigations3 to help support their learning, while students in second and third grade access the enVisionmath2.0 program to help build number sense and mathematical thinking. Our district has made great strides in providing access to all our students and teachers. All students in grades K-3 are assigned individual Gmail accounts and use these accounts to login to Chromebooks for various explorations, research, publishing, gaming and collaborative learning experiences. Students work together on Google Drive to create projects and teachers collaborate on digital unit plans. Our school shifted to 1:1 Chromebooks for Grades 2 & 3 with all students using Chromebooks during media instruction. All K-1 classes have access to iPads and students utilize the apps to support learning in all content areas. Students have access to RAZ Kids, Pearson Realize, Newsela, WeVideo and other online subscriptions to enhance instruction and learning. Teachers are tweeting #FHLeads class happenings and leveraging their Twitter accounts to increase family engagement. Website design continues to evolve through Weebly and Google Classroom in order to enhance student motivation, family connectedness, and public awareness of our school community's accomplishments. Students can be seen actively learning with QR codes, digital photography, iMovie and Kahoot! Mindfulness activities are part of our regular school day in Grades 1-3. As students transition from the excitement of recess back into their afternoon of learning, teachers will lead various exercises and routines to help children self-regulate their minds, bodies, and emotions. In collaboration with our school psychologist and occupational/physical therapists, we have created a toolbox for teachers to easily access and implement.