NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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:

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

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	Hudson
District	Guttenberg School District
Principal Name	Mr. Keith Petry
Address	301 69TH ST GUTTENBERG, NJ 07093-2411
Phone Number	201-861-3100
Email Address	kpetry@alkschool.org
Website	Https://www.Alkschool.org
Facebook	https://www.facebook.com/alkschool/
Twitter	https://www.twitter.com/@AnnaLKlein

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	40	48	59
KG	112	106	103
1	101	109	108
2	99	93	101
3	113	86	89
4	114	111	89
5	112	108	113
6	106	103	105
7	104	110	106
8	121	104	117
Total	1,022	978	990

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	49.1%	48.8%	48.4%
Male	50.9%	51.2%	51.6%
Economically Disadvantaged Students	79.9%	72.4%	69.2%
Students with Disabilities	9.4%	10.5%	10.7%
English Learners	16.2%	19.3%	22.0%
Homeless Students	0.0%	0.0%	0.1%
Students in Foster Care	0.5%	0.1%	0.0%
Military-Connected Students	0.1%	0.1%	0.0%
Migrant Students	4.3%	3.3%	2.5%

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	5.5%	5.3%	6.7%
Hispanic	91.9%	92.4%	90.4%
Black or African American	1.1%	0.8%	0.8%
Asian	1.5%	1.2%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.1%	0.2%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	40	48	59
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	112	106	103

Enrollment by Home Language

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

Home Language	% of Students
Spanish	70.1%
English	26.5%
Arabic	2.3%
Other Languages	1.1%

Anna L. Klein

(17-1850-050)

Grades Offered: PK-08

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile
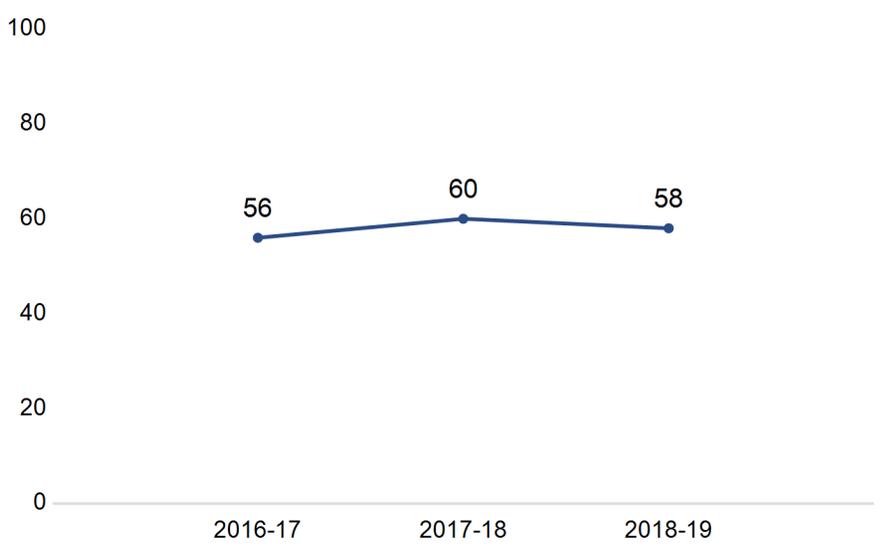
	2016-17	2017-18	2018-19
	56	60	58

Math Median Student Growth Percentile

	2016-17	2017-18	2018-19
	54	50	59
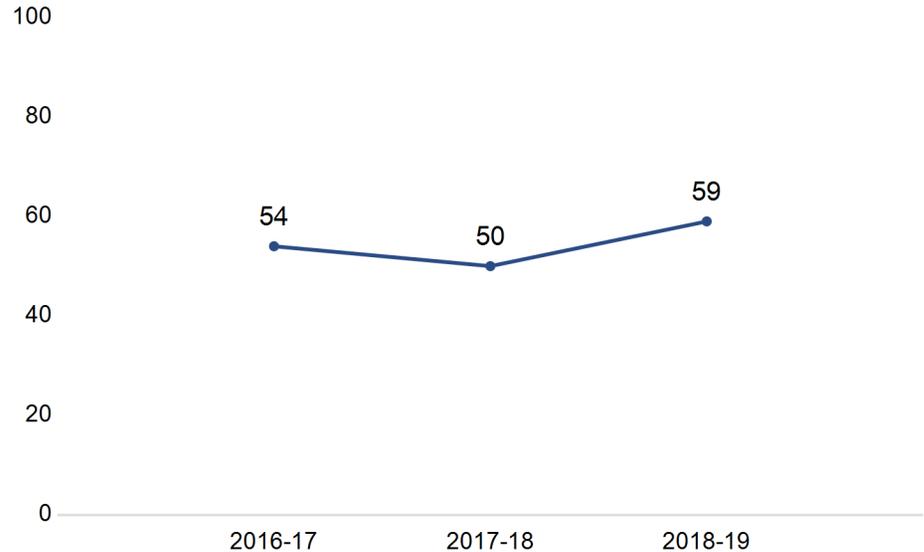
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	60	58	54	50	59
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-08
2018-2019

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	58	58	50	Met Standard	59	59	50	Met Standard
White	58.5	58.5	50	Met Standard	50.5	50.5	52	**
Hispanic	57.5	57.5	49	Met Standard	59	59	47	Met Standard
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	60	60	53	N	61.5	61.5	50	N
Male	55	55	47	N	54.5	54.5	51	N
Economically Disadvantaged Students	58	58	48	Met Standard	55	55	46	Met Standard
Students with Disabilities	47	47	43	Met Standard	54	54	45	Met Standard
English Learners	52	52	52	Met Standard	51	51	50	Met Standard
Homeless Students	*	*	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	76	76	47	N	*	*	51	N

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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

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

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

Student Growth by Performance Level

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

ELA

Math
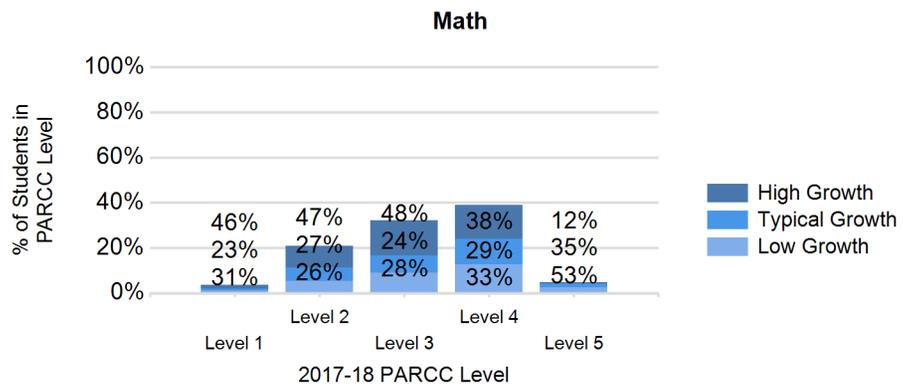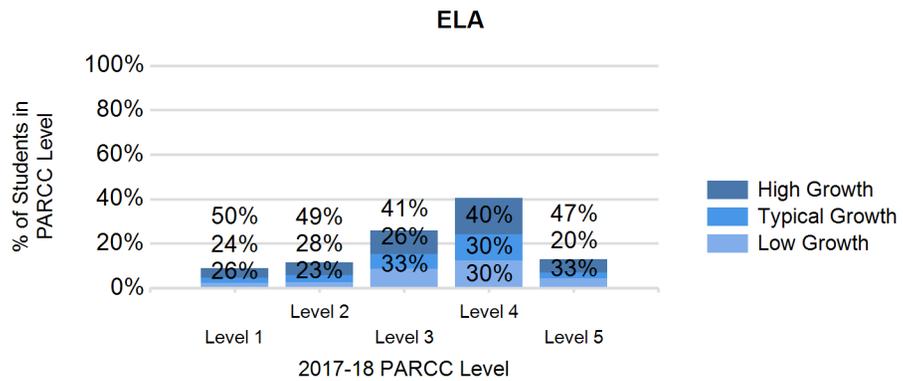
Student Growth by Grade

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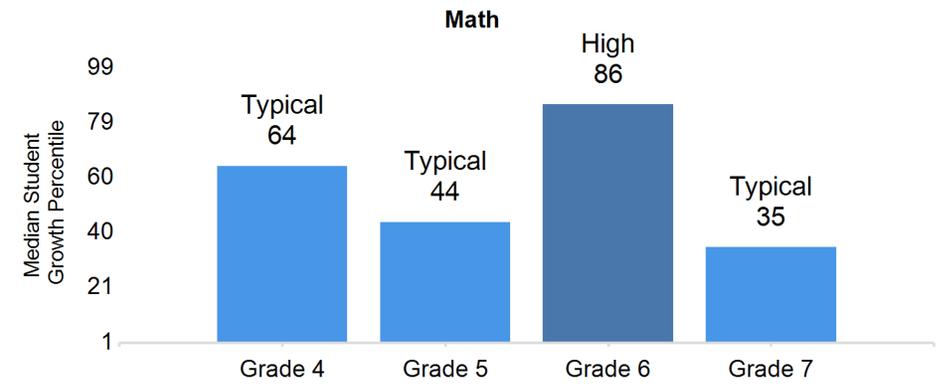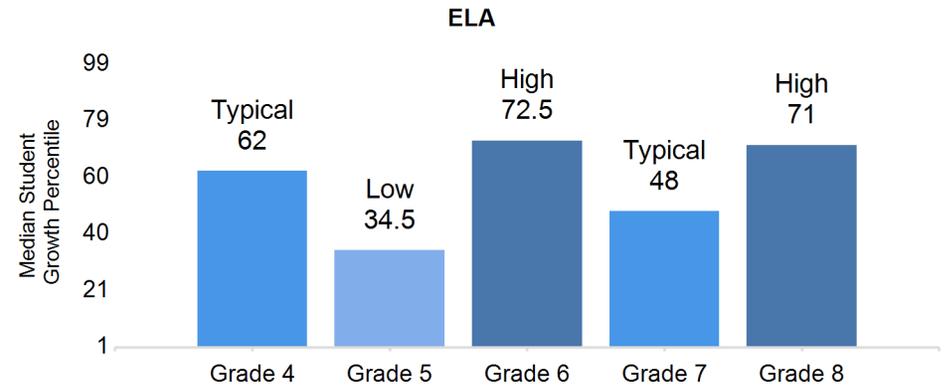
ELA

Math

6

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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 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
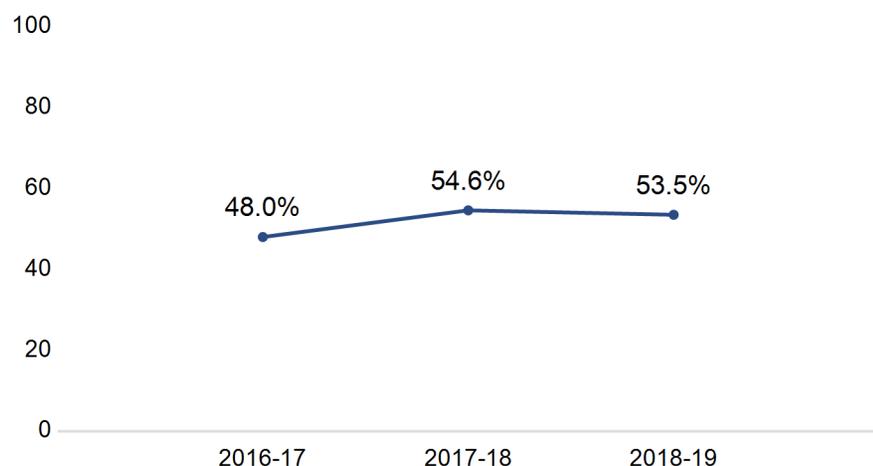
ELA line chart:
- 2016-17: 48.0%
- 2017-18: 54.6%
- 2018-19: 53.5%

Math Proficiency Rate for Federal Accountability

Math line chart:
- 2016-17: 33.2%
- 2017-18: 35.5%
- 2018-19: 39.2%
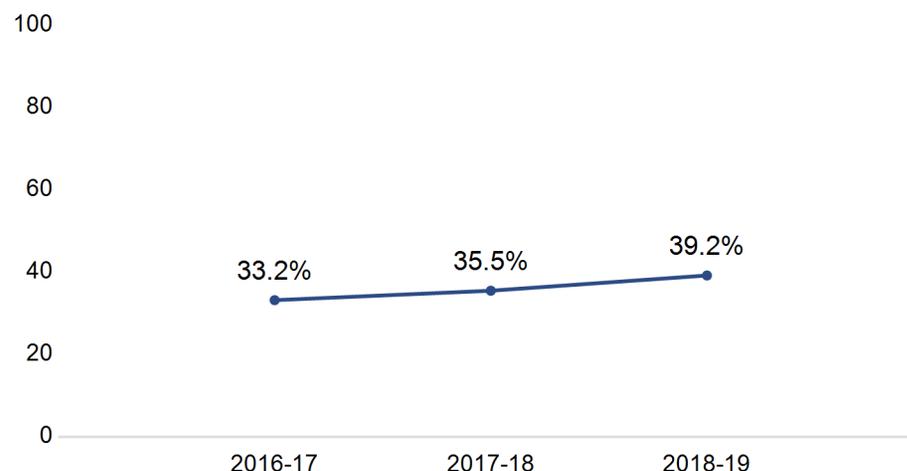
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	99.3%	98.4%	99.6%	99.5%	98.3%
Proficiency Rate for Federal Accountability	48.0%	54.6%	53.5%	33.2%	35.5%	39.2%
Annual Target	45.2%	47.1%	48.9%	34.6%	37.0%	39.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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 - 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	576	98.4	53.5	53.5	57.9	53.5	48.9	Met Target
White	32	100.0	59.4	59.4	66.9	59.4	42	Met Target
Hispanic	527	98.2	52.4	52.4	43.9	52.4	48.6	Met Target
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	N	N	N	N	64.4	N	**	**
Female	285	98.7	62.8	62.8	64.8	62.8		
Male	291	98.1	44.3	44.3	51.3	44.3		
Economically Disadvantaged Students	418	98.6	52.4	52.4	40.0	52.4	46.4	Met Target
Non-Economically Disadvantaged Students	158	97.7	56.3	56.3	67.9	56.3		
Students with Disabilities	70	96.1	18.6	18.6	22.7	18.6	17.2	Met Target
Students without Disabilities	506	98.7	58.3	58.3	65.1	58.3		
English Learners	129	99.2	31.8	31.8	29.3	31.8	28	Met Target
Non-English Learners	447	98.1	59.7	59.7	60.6	59.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	14	100.0	35.7	35.7	30.4	35.7		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-08
2018-2019

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

English Language Arts Assessment - Performance Trends

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

	2016-2017	2017-2018	2018-2019
Grade 3	38%	44%	35%
Grade 4	45%	59%	62%
Grade 5	50%	44%	43%
Grade 6	62%	56%	54%
Grade 7	59%	63%	53%
Grade 8	44%	62%	73%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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 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	89	734	734	748	19%	29%	17%	*	*	35%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	84	733	733	734	20%	29%	18%	*	*	33%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	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	41	741	741	753	*	29%	*	*	*	39%	55%
Male	48	728	728	743	*	29%	*	*	*	31%	46%
Economically Disadvantaged Students	68	730	730	731	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	21	747	747	759	*	*	*	*	*	48%	61%
Students with Disabilities	10	717	717	719	*	*	0%	*	*	10%	24%
Students without Disabilities	79	736	736	754	*	*	19%	*	*	38%	56%
English Learners	18	717	717	713	*	*	*	*	*	17%	17%
Non-English Learners	71	738	738	751	*	*	*	*	*	39%	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	*	*	*	727	*	*	*	*	*	*	24%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	758	758	755	*	*	25%	44%	18%	62%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	76	756	756	743	*	*	26%	43%	16%	59%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	47	760	760	760	*	*	*	*	*	68%	62%
Male	37	756	756	750	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	64	760	760	740	*	*	*	*	*	66%	40%
Non-Economically Disadvantaged Students	20	752	752	765	*	*	*	*	*	50%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	17	724	724	720	*	*	*	*	*	12%	17%
Non-English Learners	67	767	767	758	*	*	*	*	*	75%	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	*	*	*	718	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-08
2018-2019

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	110	743	743	756	11%	15%	32%	*	*	43%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	100	742	742	743	12%	14%	32%	*	*	42%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	N	N	N	762	N	N	N	N	N	N	65%
Female	57	747	747	761	*	*	30%	*	*	51%	64%
Male	53	738	738	750	*	*	34%	*	*	34%	52%
Economically Disadvantaged Students	78	742	742	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	32	745	745	766	*	*	*	*	*	47%	69%
Students with Disabilities	12	714	714	724	*	*	*	*	*	*	23%
Students without Disabilities	98	747	747	762	*	*	*	*	*	*	65%
English Learners	14	701	701	713	*	*	*	*	*	*	11%
Non-English Learners	96	749	749	758	*	*	*	*	*	*	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	*	*	*	723	*	*	*	*	*	*	26%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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 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	101	752	752	754	*	*	32%	44%	11%	54%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	91	751	751	743	*	*	32%	43%	11%	54%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	49	758	758	762	*	*	24%	*	*	61%	64%
Male	52	746	746	748	*	*	38%	*	*	48%	48%
Economically Disadvantaged Students	68	752	752	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	33	753	753	763	*	*	*	*	*	58%	67%
Students with Disabilities	10	753	753	722	*	*	*	*	*	50%	19%
Students without Disabilities	91	752	752	761	*	*	*	*	*	55%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
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	*	*	*	721	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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 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	101	758	758	761	10%	10%	27%	27%	27%	53%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	95	758	758	747	*	*	27%	25%	27%	53%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	49	772	772	769	*	*	*	*	*	69%	71%
Male	52	745	745	753	*	*	*	*	*	38%	55%
Economically Disadvantaged Students	74	756	756	743	*	*	*	*	*	51%	45%
Non-Economically Disadvantaged Students	27	763	763	771	*	*	*	*	*	59%	73%
Students with Disabilities	12	718	718	720	*	*	*	*	*	*	22%
Students without Disabilities	89	763	763	769	*	*	*	*	*	*	71%
English Learners	15	714	714	706	*	*	*	*	*	13%	12%
Non-English Learners	86	766	766	763	*	*	*	*	*	60%	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	*	*	*	728	*	*	*	*	*	*	31%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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	107	768	768	762	*	*	14%	43%	30%	73%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	96	769	769	747	*	*	16%	43%	29%	72%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	53	776	776	771	*	*	*	47%	34%	81%	71%
Male	54	761	761	753	*	*	*	39%	26%	65%	55%
Economically Disadvantaged Students	76	770	770	743	*	*	*	*	*	71%	45%
Non-Economically Disadvantaged Students	31	765	765	772	*	*	*	*	*	77%	72%
Students with Disabilities	13	721	721	721	*	*	*	*	*	31%	22%
Students without Disabilities	94	775	775	770	*	*	*	*	*	79%	71%
English Learners	10	732	732	708	*	*	*	*	*	30%	12%
Non-English Learners	97	772	772	764	*	*	*	*	*	77%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-08

2018-2019

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	581	98.3	39.2	39.2	44.5	39.2	39.4	Met Target†
White	32	100.0	40.6	40.6	54.1	40.6	41.2	Met Target†
Hispanic	532	98.1	38.3	38.3	28.8	38.3	38.7	Met Target†
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	N	N	N	N	53.3	N	**	**
Female	289	98.4	44.3	44.3	44.9	44.3		
Male	292	98.1	34.2	34.2	44.2	34.2		
Economically Disadvantaged Students	422	98.7	37.2	37.2	26.3	37.2	38.3	Met Target†
Non-Economically Disadvantaged Students	159	97.2	44.7	44.7	54.9	44.7		
Students with Disabilities	70	96.1	12.9	12.9	17.4	12.9	17.2	Met Target†
Students without Disabilities	511	98.6	42.9	42.9	50.0	42.9		
English Learners	135	98.6	28.9	28.9	25.0	28.9	30.6	Met Target†
Non-English Learners	446	98.2	42.4	42.4	46.5	42.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	14	100.0	42.9	42.9	23.3	42.9		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

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.

	2016-2017	2017-2018	2018-2019
Grade 3	38%	44%	46%
Grade 4	37%	32%	45%
Grade 5	43%	41%	31%
Grade 6†	39%	54%	50%
Grade 7†	22%	24%	38%
Grade 8†	15%	17%	23%
Algebra I	*	*	*
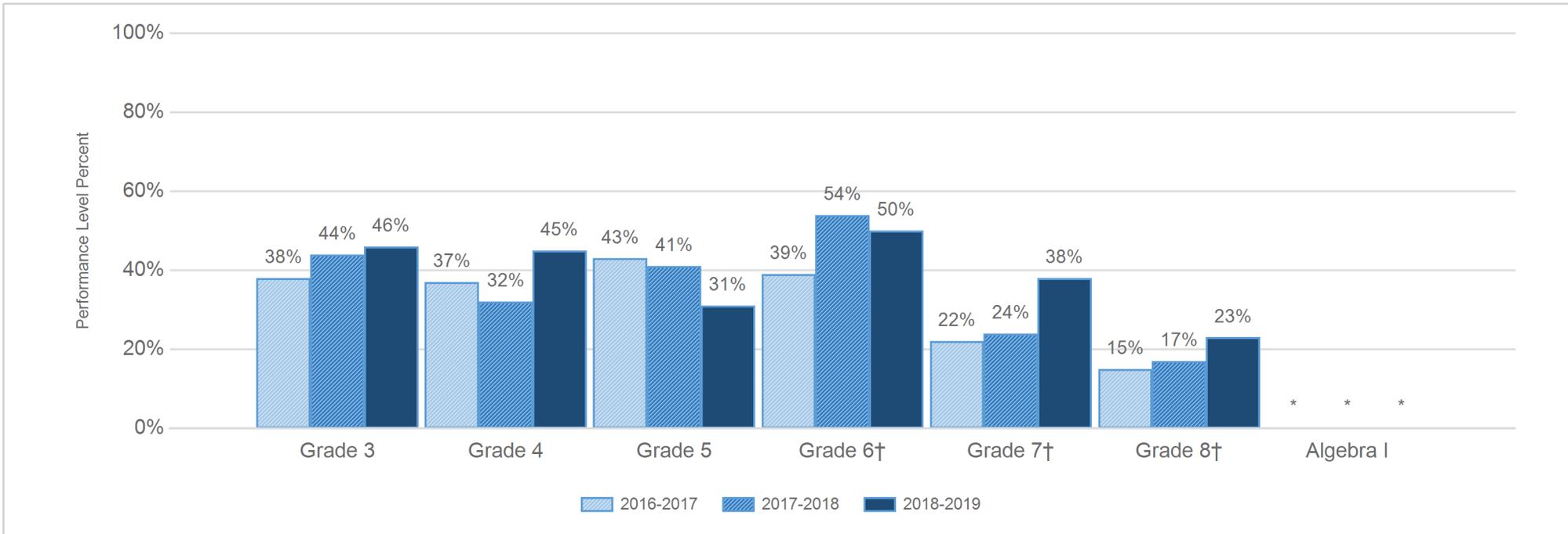
† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

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	90	743	743	752	*	22%	26%	*	*	46%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	85	742	742	739	*	24%	25%	*	*	45%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	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	42	746	746	751	*	*	26%	*	*	45%	54%
Male	48	740	740	752	*	*	25%	*	*	46%	56%
Economically Disadvantaged Students	69	743	743	737	*	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	21	744	744	761	*	*	*	*	*	52%	67%
Students with Disabilities	10	730	730	731	*	*	*	*	*	30%	31%
Students without Disabilities	80	745	745	756	*	*	*	*	*	48%	60%
English Learners	19	742	742	728	*	*	*	*	*	42%	26%
Non-English Learners	71	743	743	754	*	*	*	*	*	46%	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	*	*	*	728	*	*	*	*	*	*	28%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	86	746	746	749	*	14%	36%	*	*	45%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	78	745	745	737	*	14%	38%	*	*	42%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	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	N	N	N	754	N	N	N	N	N	N	58%
Female	48	746	746	749	*	*	31%	*	*	50%	50%
Male	38	747	747	749	*	*	42%	*	*	39%	52%
Economically Disadvantaged Students	65	748	748	734	*	*	32%	*	*	49%	32%
Non-Economically Disadvantaged Students	21	743	743	759	*	*	48%	*	*	33%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	19	727	727	722	*	*	*	*	*	16%	18%
Non-English Learners	67	752	752	751	*	*	*	*	*	54%	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	*	*	*	717	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	112	733	733	747	12%	27%	30%	*	*	31%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	102	732	732	735	13%	27%	30%	*	*	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	N	N	N	753	N	N	N	N	N	N	55%
Female	57	737	737	747	*	*	39%	*	*	33%	47%
Male	55	730	730	747	*	*	22%	*	*	29%	47%
Economically Disadvantaged Students	79	732	732	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	33	735	735	757	*	*	*	*	*	42%	59%
Students with Disabilities	12	708	708	725	*	*	*	*	*	*	19%
Students without Disabilities	100	736	736	752	*	*	*	*	*	*	52%
English Learners	14	710	710	718	*	*	*	*	*	*	12%
Non-English Learners	98	737	737	749	*	*	*	*	*	*	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	*	*	*	716	*	*	*	*	*	*	17%

20

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	103	752	752	741	*	*	34%	*	*	50%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	93	751	751	729	*	12%	31%	*	*	52%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	51	754	754	742	*	*	27%	*	*	57%	42%
Male	52	751	751	740	*	*	40%	*	*	44%	40%
Economically Disadvantaged Students	70	750	750	726	*	*	33%	*	*	50%	21%
Non-Economically Disadvantaged Students	33	756	756	750	*	*	36%	*	*	52%	53%
Students with Disabilities	10	737	737	716	*	*	*	*	*	10%	12%
Students without Disabilities	93	754	754	746	*	*	*	*	*	55%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
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	*	*	*	717	*	*	*	*	*	*	20%

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	103	739	739	744	*	27%	26%	*	*	38%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	97	739	739	733	*	27%	27%	*	*	37%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	50	745	745	744	*	24%	20%	*	*	50%	42%
Male	53	733	733	743	*	30%	32%	*	*	26%	42%
Economically Disadvantaged Students	76	737	737	731	*	*	*	*	*	36%	24%
Non-Economically Disadvantaged Students	27	743	743	751	*	*	*	*	*	44%	53%
Students with Disabilities	12	703	703	718	*	*	*	*	*	*	13%
Students without Disabilities	91	744	744	749	*	*	*	*	*	*	48%
English Learners	16	718	718	716	*	63%	*	*	*	19%	10%
Non-English Learners	87	743	743	745	*	21%	*	*	*	41%	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	*	*	*	717	*	*	*	*	*	*	12%

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	111	728	728	728	22%	19%	36%	*	*	23%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	100	727	727	722	23%	19%	37%	*	*	21%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	55	729	729	731	*	*	38%	*	*	24%	31%
Male	56	727	727	726	*	*	34%	*	*	23%	27%
Economically Disadvantaged Students	80	728	728	719	*	*	36%	*	*	21%	20%
Non-Economically Disadvantaged Students	31	729	729	735	*	*	35%	*	*	29%	36%
Students with Disabilities	13	708	708	707	*	*	*	*	*	*	10%
Students without Disabilities	98	731	731	734	*	*	*	*	*	*	35%
English Learners	13	699	699	706	*	*	*	*	*	*	10%
Non-English Learners	98	732	732	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	*	*	*	744	*	*	*	*	*	*	42%
White	N	N	N	752	N	N	N	N	N	N	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	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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%

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
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	52.7%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	116	*	*
3-4	48	72.9%	27.1%
5 or more	26	*	*

Anna L. Klein

(17-1850-050)

Grades Offered: PK-08

2018-2019

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.
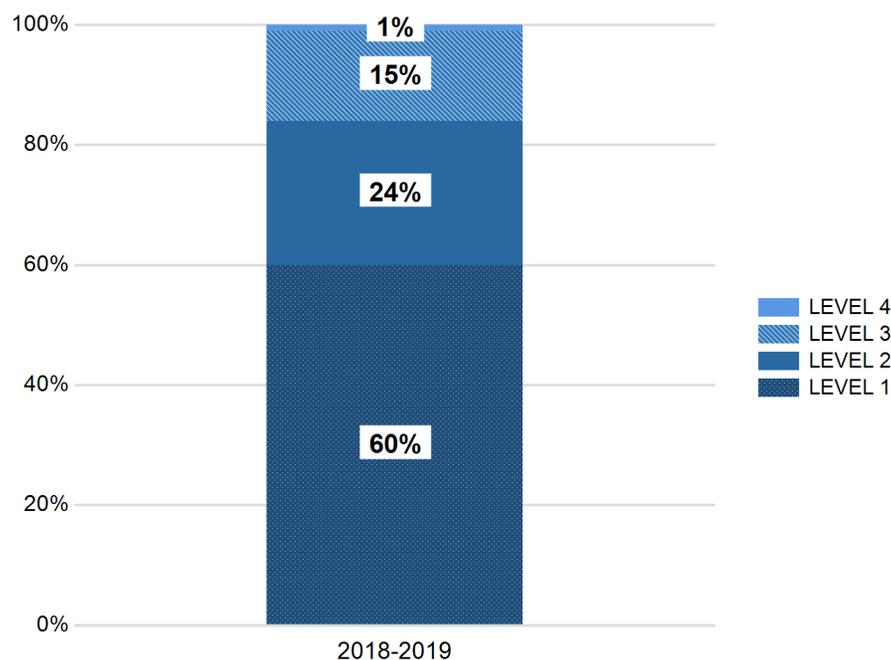
NJSLA Science Assessment: Grade 5

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	60	24	15	1
White	*	*	*	*
Hispanic	61	25	14	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	30	11	2
Male	62	18	20	0
Economically Disadvantaged Students	62	25	13	0
Non-Economically Disadvantaged Students	56	22	19	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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.

Chart: 2018-2019 — Level 4: 1%, Level 3: 7%, Level 2: 45%, Level 1: 47%
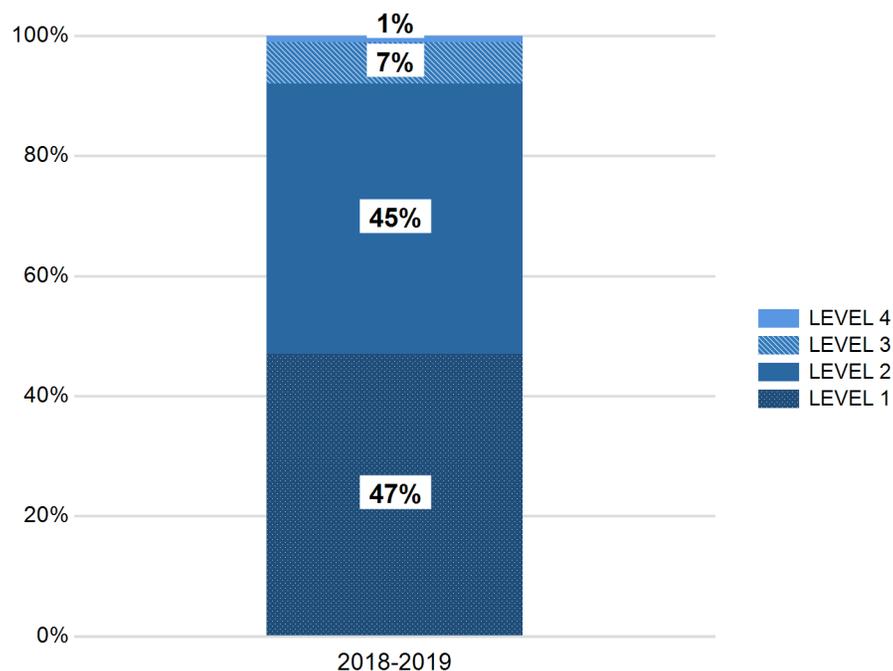
NJSLA Science Assessment: Grade 8

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	47	45	7	1
White	*	*	*	*
Hispanic	48	44	8	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	47	47	7	0
Male	48	43	7	2
Economically Disadvantaged Students	44	47	8	1
Non-Economically Disadvantaged Students	55	39	5	0
Students with Disabilities	69	31	0	0
Students without Disabilities	45	47	8	1
English Learners	84	16	0	0
Non-English Learners	40	51	8	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

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	111
7	0	0	108
8	0	0	116
Total	0	0	335

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	109	0	0	0	0	0	0
7	105	0	0	0	0	0	0
8	120	0	0	0	0	0	0
Total	334	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-08
2018-2019

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

3.4%

School

90.9%
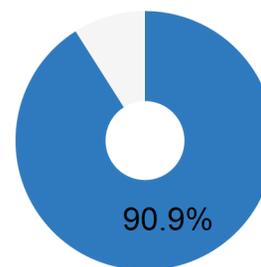
State

Students enrolled in one or more classes by discipline:
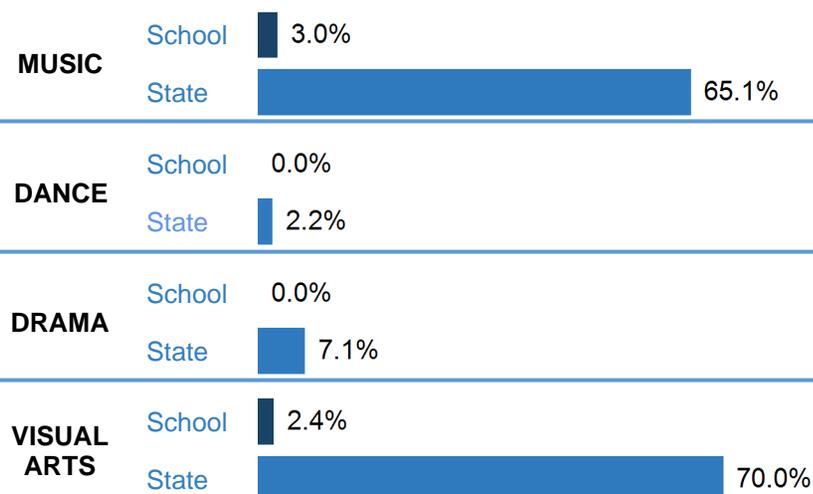
MUSIC
- School 3.0%
- State 65.1%

DANCE
- School 0.0%
- State 2.2%

DRAMA
- School 0.0%
- State 7.1%

VISUAL ARTS
- School 2.4%
- State 70.0%

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	89	9.6	9.0	Not Met
White	5	7.9	9.0	Met
Hispanic	82	9.8	9.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	36	7.9		
Male	53	11.2		
Economically Disadvantaged Students	60	9.0	9.0	Met
Students with Disabilities	13	14.4	9.0	Not Met
English Learners	16	8.3	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	0	0		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 4%
- 1-5: 36%
- 6-10: 31%
- 11-15: 17%
- Over 15: 12%

Anna L. Klein

(17-1850-050)

Grades Offered: PK-08

2018-2019

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 by Grade

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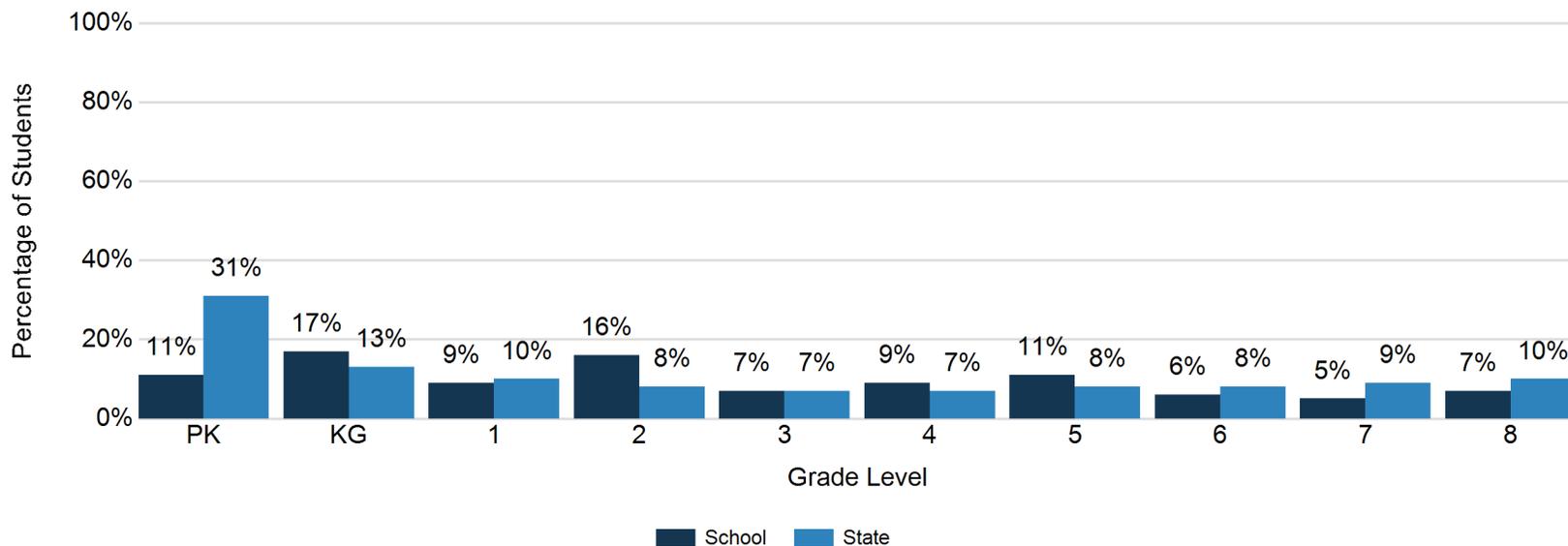
NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	3
Weapons	1
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.42

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	1	1
Ancestry	0	2	2
Gender	0	1	1
Sexual Orientation	0	5	5
Disability	0	1	1
Other	0	5	5
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	1.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
91

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

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	8:20 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 49 Mins
Shared Time - Instructional Time	6 Hrs. 49 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

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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	84	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	7.6	10.8
Percentage of Teachers with 4 or more years experience in the district	51.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	24.8	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	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	12:1	12:1
Students to Administrators	165:1	165:1
Teachers to Administrators	14:1	14:1
Students to Librarians/Media Specialists		N
Students to Nurses		990:1
Students to Counselors		495:1
Students to Child Study Team Members		248:1

Anna L. Klein
(17-1850-050)
Grades Offered: PK-08
2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	82.1%	100.0%	48.4%	77.1%	54.9%
Male	51.6%	17.9%	0.0%	51.6%	22.9%	45.1%
White	6.7%	63.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	90.4%	34.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	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	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 69%
Admin — N/A

Master's Degree

Teacher — 31%
Admin — 83%

Doctoral Degree
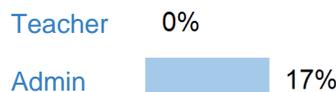
Teacher — 0%
Admin — 17%

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	N	90.5%
2017-18 Administrators: Same district 2018-19	N	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	100.0%

Anna L. Klein
(17-1850-050)
Grades Offered: PK-08
2018-2019

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.

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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.

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.0%	54.6%	53.5%
Math Proficiency	33.2%	35.5%	39.2%
ELA Growth	56	60	58
Math Growth	54	50	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		64.2%	52.7%
Chronic Absenteeism	8.8%	10.8%	9.6%

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

Anna L. Klein
(17-1850-050)
Grades Offered: PK-08
2018-2019

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

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

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

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

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

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target	Met Target†	Met Standard	**	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	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	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Met	No

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

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

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:	• * 1:1 chrome books in grades 2-8 * STEAM program with full lab in grades 5-8 * STEAM projects/challenges in grades K-4 * Digital Learning Lab * Genius Hour in grades 5-8 • * Promoting the Arts through musical theory
Mission, Vision, Theme:	We value education and foster independence, motivation and confidence in a safe environment that is nurturing and positive, with involvement from all community members. Vision: "Our students learn today so they can lead tomorrow"
Awards, Recognition, Accomplishments:	Certificate of Recognition for significantly increasing student achievement

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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.

Courses, Curriculum, Instruction:	Honors classes in grades 7-8, STEAM program, art, music, ELA, Math in Focus K-4, GOMath! in grades 5-8, Reader's and Writer's Workshop model in K-5, NGSS aligned with curriculum, social studies to include NJ Holocaust Commission model curriculum for Holocaust and Amistad education, character education, math games, digital literacy, and comic books.
Sports and Athletics:	Sports Offered: Cheerleading (Boys & Girls), Track and Field - Spring (Boys & Girls) Basketball girls and boys, cheerleading, and spring track and field.
Clubs and Activities:	Art Club, Drama Club, Journalism Club, Jr. National Honor Society, Chess Club, Literature Magazine, Creative Writing Club, Chorus, Safety Patrol Club, Yearbook Club, Comic Book Club, Debate Club, holiday concerts, Student Council, "This Is Us Club" for social and emotional health, and Special Education Social Club.

Anna L. Klein

(17-1850-050)

Grades Offered: PK-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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

Before and After School Programs:	TESOL, AIM HIGH, Bi-Lingual parent and student nightly programs, Write-On, On-Course, STEAM nights, and multi-cultural nights.
Staff and Professional Learning:	PLCs weekly, 3 full staff "in house" professional development days. Ongoing training throughout the school year: SIOP, Math Workshop Model, GOMath!, Reader"s and Writer"s Workshop, and "Fundations".

NJ SCHOOL PERFORMANCE REPORT

Anna L. Klein
(17-1850-050)
Grades Offered: PK-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

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.

Student Supports and Services:	RTI model of student supports, Achievement Specialists on every grade level, full time Behaviorist, and full time CST on site.
Student Health and Wellness:	In house therapist for "At-Risk" students, after school counseling program, Lunch Bunches student wellness and support groups, in house LCSW, after school support groups, breakfast program, PE and health programs and recess.
Parent and Community Involvement:	PTO Parent education events in the evenings Powerschool parent portal for all access, facebook information updated along with website daily Family Literacy, Math, and STEAM parent nights Remind App Class Dojo Twitter PRIDE parental assemblies promoting good citizenship and academic achievements

Anna L. Klein

(17-1850-050)

Grades Offered: PK-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

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers Survey was conducted 72 out of 95 staff members replied. Questions were asked such as: Do you feel supported by administration, supervisors, etc. What do you feel the overall climate has been like, are you happy in your job placement, etc.
Facilities:	New middle school addition, with 2 state of the art science labs, STEAM lab, and 12 additional classrooms, full size high school gymnasium complete with bleachers and a stage for performances. Modernization of existing building to include new flooring and lighting.
School Safety:	Plan in place, 2 security guards, 82 cameras, collaboration with local law enforcement, and LEAD- Law Enforcement Against Drugs.

Anna L. Klein

(17-1850-050)

Grades Offered: PK-08

2018-2019

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.

	Technology and STEM:	STEAM Lab, Digital Learning Lab, SMART Boards or Promethean Boards in every classroom, new sound system in the cafeteria with new projector technology, and mobile Promethean boards.
	Early Childhood Education:	Two half day Pre-K classes are offered for a total of 36 students, preschool disabled program for 3 and 4 year olds.