NJ SCHOOL PERFORMANCE REPORT

Ewing High School
(21-1430-050)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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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:

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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	Mercer
District	Ewing Township School District
Principal Name	Mr. Edward Chmiel
Address	900 PARKWAY AVE EWING, NJ 08618-2308
Phone Number	609-538-9800
Email Address	echmiel@ewingboe.org
Website	https://www.ewing.k12.nj.us
Twitter	https://twitter.com/TheEwingSchools

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	276	302	249
10	287	264	305
11	235	264	235
12	273	240	264
Total	1,071	1,070	1,053

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%	47.7%	48.4%
Male	51.8%	52.3%	51.6%
Economically Disadvantaged Students	40.0%	39.5%	42.1%
Students with Disabilities	18.0%	19.6%	19.7%
English Learners	2.5%	2.0%	2.5%
Homeless Students	0.9%	1.1%	1.4%
Students in Foster Care	0.6%	0.7%	0.8%
Military-Connected Students	0.3%	0.7%	0.7%
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	29.5%	29.1%	26.9%
Hispanic	14.0%	15.1%	17.2%
Black or African American	49.8%	49.0%	49.1%
Asian	3.9%	4.2%	4.2%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.8%	2.5%	2.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,031	1,036	1,019
Shared Time Students	79	66	66
Full Time Equivalent	1,071	1,069	1,052

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	86.5%
Spanish	7.3%
Polish	1.3%
Creoles and pidgins, English	1.3%
Other Languages	3.6%

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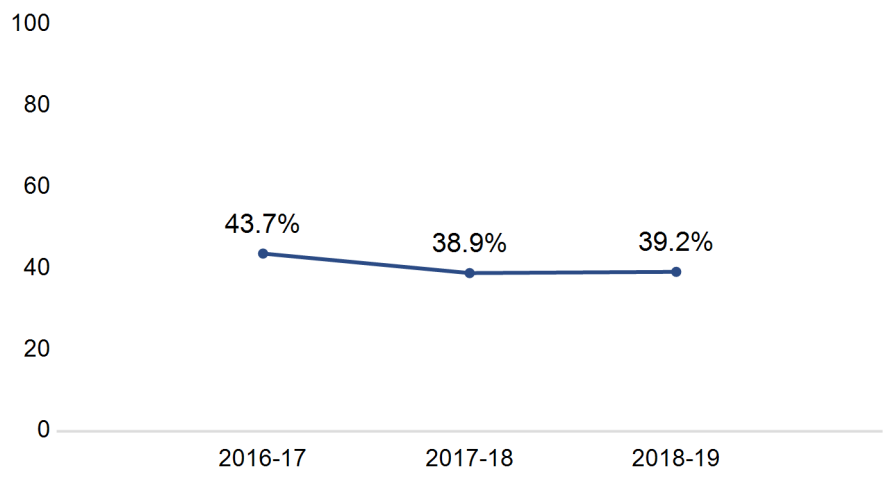
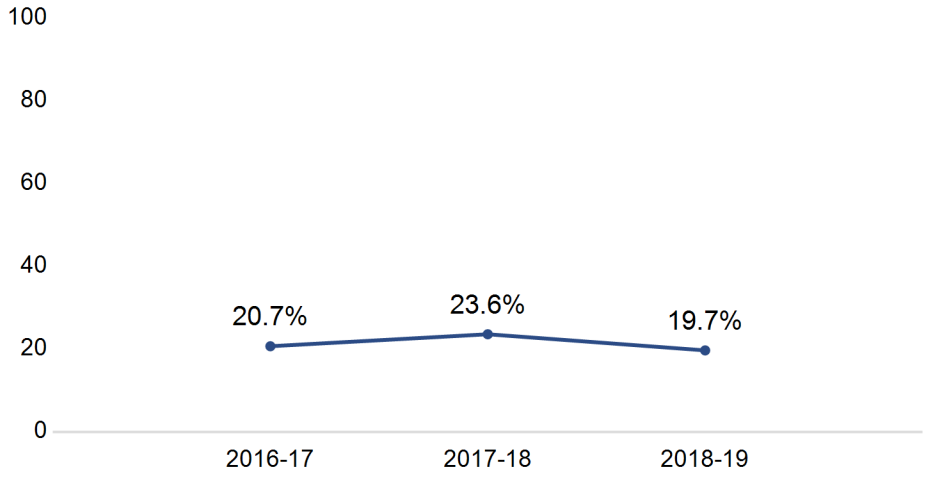
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	98.5%	98.5%	96.1%	98.1%	97.7%
Proficiency Rate for Federal Accountability	43.7%	38.9%	39.2%	20.7%	23.6%	19.7%
Annual Target	33.8%	36.3%	38.7%	16.4%	19.8%	23.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	508	98.5	39.2	42.2	57.9	39.2	38.7	Met Target
White	134	97.9	56.7	54.5	66.9	56.7	46.8	Met Target
Hispanic	98	97.1	28.6	35.6	43.9	28.6	33.2	Met Target†
Black or African American	244	99.6	31.1	36.1	38.5	31.1	31.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	100.0	76.2	65.2	82.9	76.2	72.4	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	91.7	27.3	*	64.4	26.3	**	**
Female	242	98.0	46.7	50.5	64.8	46.7		
Male	266	98.9	32.3	34.8	51.3	32.3		
Economically Disadvantaged Students	215	98.7	28.8	30.9	40.0	28.8	31.9	Met Target†
Non-Economically Disadvantaged Students	293	98.4	46.8	51.9	67.9	46.8		
Students with Disabilities	107	96.6	18.7	17.2	22.7	18.7	20.9	Met Target†
Students without Disabilities	401	99.0	44.6	49.5	65.1	44.6		
English Learners	17	100.0	11.8	*	29.3	11.8	**	**
Non-English Learners	491	98.4	40.1	*	60.6	40.1		
Homeless Students	*	*	*	27.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	47.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

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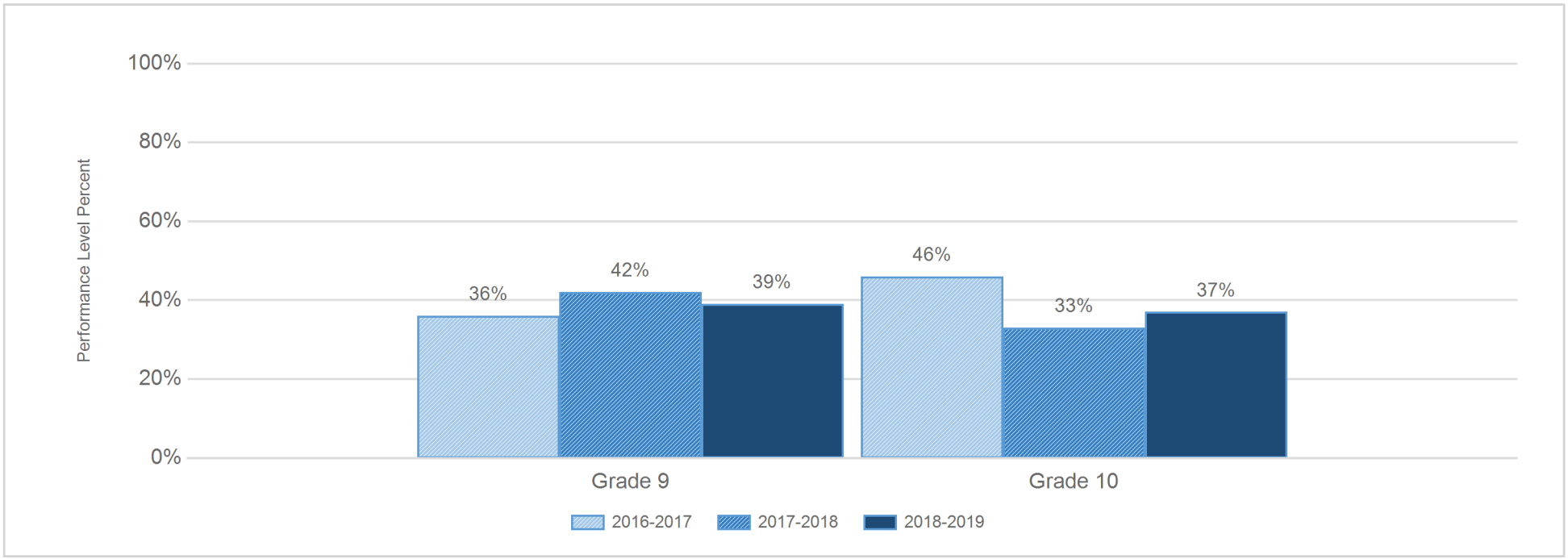
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	243	741	741	753	13%	14%	33%	33%	6%	39%	56%
White	60	756	756	762	*	*	28%	*	*	58%	65%
Hispanic	47	734	734	737	21%	*	43%	*	*	26%	40%
Black or African American	123	734	734	732	15%	20%	33%	*	*	32%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	112	749	749	760	10%	12%	28%	*	*	51%	63%
Male	131	734	734	746	16%	17%	38%	*	*	29%	49%
Economically Disadvantaged Students	108	732	732	734	18%	19%	36%	*	*	28%	36%
Non-Economically Disadvantaged Students	135	748	748	762	10%	11%	31%	*	*	48%	65%
Students with Disabilities	54	717	717	717	31%	24%	30%	*	*	15%	17%
Students without Disabilities	189	748	748	760	8%	12%	34%	*	*	46%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	270	736	736	757	22%	20%	21%	26%	10%	37%	58%
White	76	756	756	767	*	*	24%	34%	20%	54%	67%
Hispanic	53	728	728	738	19%	30%	21%	*	*	30%	43%
Black or African American	123	723	723	733	33%	20%	20%	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	131	743	743	766	18%	20%	21%	*	*	41%	66%
Male	139	729	729	749	25%	20%	22%	*	*	32%	51%
Economically Disadvantaged Students	109	729	729	735	28%	22%	23%	*	*	28%	40%
Non-Economically Disadvantaged Students	161	741	741	767	18%	19%	20%	*	*	43%	67%
Students with Disabilities	50	701	701	711	*	*	*	*	*	*	19%
Students without Disabilities	220	744	744	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	537	97.7	19.7	34.1	44.5	19.7	23.1	Not Met
White	133	96.5	36.8	51.6	54.1	36.8	26.5	Met Target
Hispanic	105	98.2	15.2	28.1	28.8	15.2	22.5	Not Met
Black or African American	265	98.2	11.3	24.0	23.0	11.3	19.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	100.0	*	62.2	76.5	*	59.4	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	92.3	*	*	53.3	*	**	**
Female	260	98.1	20.8	35.6	44.9	20.8		
Male	277	97.3	18.8	32.7	44.2	18.8		
Economically Disadvantaged Students	234	97.5	11.1	24.3	26.3	11.1	19.8	Not Met
Non-Economically Disadvantaged Students	303	97.8	26.4	42.5	54.9	26.4		
Students with Disabilities	113	94.4	*	*	17.4	*	16.3	Not Met
Students without Disabilities	424	98.6	*	*	50.0	*		
English Learners	23	100.0	13.0	33.6	25.0	13.0	8.6	Met Target
Non-English Learners	514	97.6	20.0	34.1	46.5	20.0		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	36.8	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

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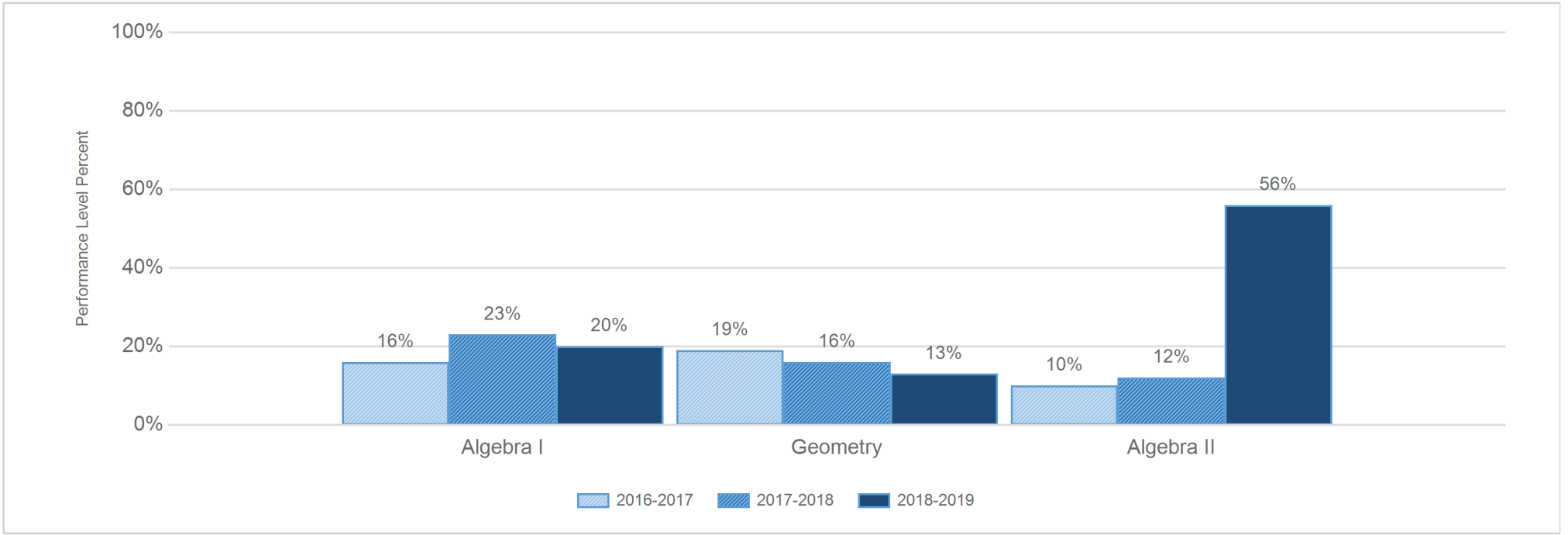
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	210	726	735	744	12%	42%	25%	*	*	20%	42%
White	42	744	759	752	*	*	45%	*	*	33%	53%
Hispanic	41	718	*	728	*	56%	*	*	*	10%	24%
Black or African American	119	723	*	725	15%	45%	20%	19%	0%	19%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	90	726	738	745	14%	39%	26%	*	*	21%	44%
Male	120	727	733	743	11%	44%	25%	*	*	20%	41%
Economically Disadvantaged Students	101	720	*	727	15%	50%	22%	*	*	13%	23%
Non-Economically Disadvantaged Students	109	733	*	752	10%	34%	28%	*	*	28%	52%
Students with Disabilities	56	711	*	717	*	*	*	*	*	*	12%
Students without Disabilities	154	732	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	721	721	737	19%	37%	31%	*	*	13%	35%
White	68	733	733	743	15%	19%	35%	*	*	31%	43%
Hispanic	61	725	725	724	*	44%	30%	*	*	16%	17%
Black or African American	135	712	712	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	142	720	720	738	18%	39%	30%	*	*	13%	36%
Male	141	722	722	736	20%	35%	32%	*	*	13%	34%
Economically Disadvantaged Students	119	715	715	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	164	725	725	743	*	*	*	*	*	*	43%
Students with Disabilities	51	700	700	712	*	*	*	*	*	*	*
Students without Disabilities	232	726	726	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Ewing High School
(21-1430-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	751	751	755	*	*	27%	*	*	56%	58%
White	25	761	761	758	0%	*	*	*	*	64%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	11	713	713	725	*	*	*	*	*	27%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	28	755	755	752	*	*	*	*	*	61%	55%
Male	20	745	745	758	*	*	*	*	*	50%	62%
Economically Disadvantaged Students	14	736	736	729	*	*	*	*	*	43%	32%
Non-Economically Disadvantaged Students	34	758	758	761	*	*	*	*	*	62%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	48	751	751	755	*	*	27%	*	*	56%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	0.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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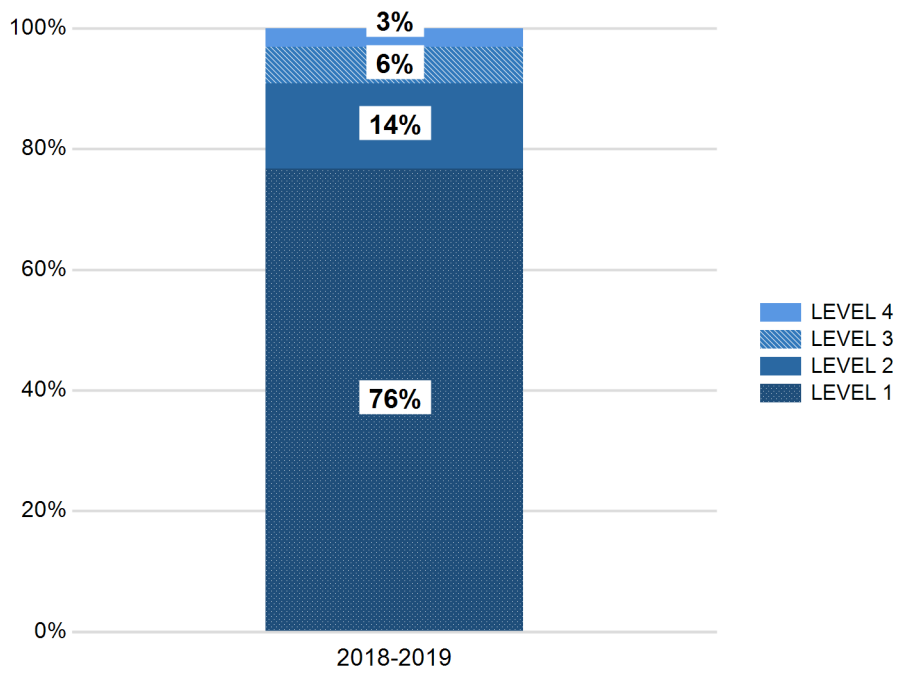
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	14	6	3
White	51	29	15	5
Hispanic	*	*	*	*
Black or African American	89	9	0	2
Asian, Native Hawaiian, or Pacific Islander	30	10	40	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	68	20	9	3
Male	85	8	4	3
Economically Disadvantaged Students	84	10	5	1
Non-Economically Disadvantaged Students	71	17	8	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	96.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	69.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.5%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	438	476	Grade 10: 430 Grade 11: 460	48%	61%
PSAT 10/NMSQT - Math	448	477	Grade 10: 480 Grade 11: 510	31%	43%
SAT - Reading and Writing	499	539	480	58%	70%
SAT - Math	493	541	530	32%	53%
ACT - Reading	21	25	22	44%	66%
ACT - English	19	24	18	56%	81%
ACT - Math	20	24	22	40%	65%
ACT - Science	20	24	23	24%	57%

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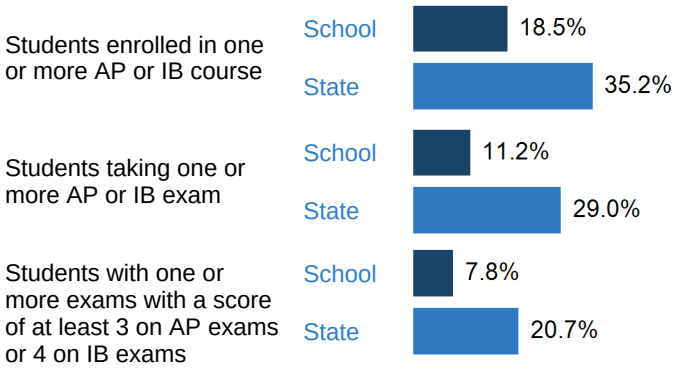
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

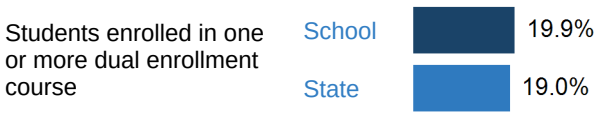
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	4	4
AP Calculus AB	17	5
AP Calculus BC	8	5
AP Computer Science A	11	2
AP English Language and Composition	38	30
AP English Literature and Composition	21	7
AP Environmental Science	9	6
AP European History	4	4
AP Human Geography	12	9
AP Statistics	5	1
AP Studio Art—Drawing Portfolio	4	2
AP Studio Art—Three-Demensional	0	2
AP U.S. History	23	16
Total Exams taken		93
Exams with scores of at least 3 on AP exams or 4 on IB exams		67

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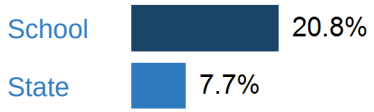
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

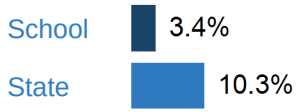
Career and Technical Education Participation

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

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



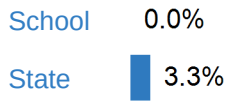
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	20.8%	3.4%	7.7%	10.3%
White	19.4%	3.9%	6.1%	9.6%
Hispanic	21.5%	*	10.3%	11.3%
Black or African American	20.9%	3.3%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	18.6%	2.3%	7.3%	10.6%
Male	22.9%	4.4%	8.0%	10.1%
Economically Disadvantaged Students	20.3%	3.3%	10.4%	11.8%
Students with Disabilities	21.7%	6.5%	6.6%	9.2%
English Learners	*	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*	12	12
Arts, AV Technology & Communications	*		
Business Management & Administration	231		
Health Science	*	*	*
Hospitality & Tourism	*		
Human Services	*	*	*
Manufacturing	*		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	13		
Total (All Clusters)	279	17	17

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	189	54	1	0	0	0	14
10	9	235	54	4	0	0	14
11	2	27	163	51	7	2	11
12	0	3	35	27	16	21	35
Total	200	319	253	82	23	23	74
Enrolled in AP/IB Course					17	5	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	14	0	238	1	1	4
10	253	11	40	10	0	6
11	39	94	18	97	18	12
12	36	23	14	76	45	41
Total	342	128	310	184	64	63
Enrolled in AP/IB Course	4	0		9	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	232	10	0	1	0	8
10	11	276	0	14	1	28
11	7	215	0	13	5	26
12	2	40	0	26	15	45
Total	252	541	0	54	21	107
Enrolled in AP/IB Course	0	23	0	0		16
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	95	30	7	0	0	0	0
10	130	51	25	0	0	0	0
11	42	22	2	0	0	0	0
12	14	20	4	0	0	0	0
Total	281	123	38	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	44	32	0	0	0	0	0

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	1	0	0	0	0	0
10	2	0	0	3	0	0
11	9	0	0	3	0	0
12	8	0	0	7	0	0
Total	20	0	0	13	0	0
Enrolled in AP/IB Course	11		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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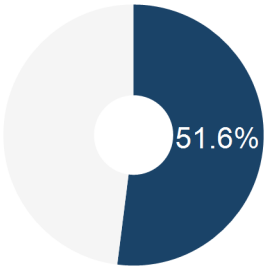
Visual and Performing Arts – Course Participation

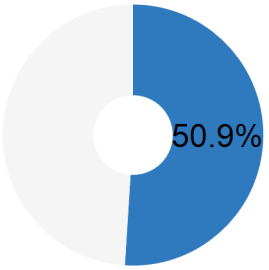
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

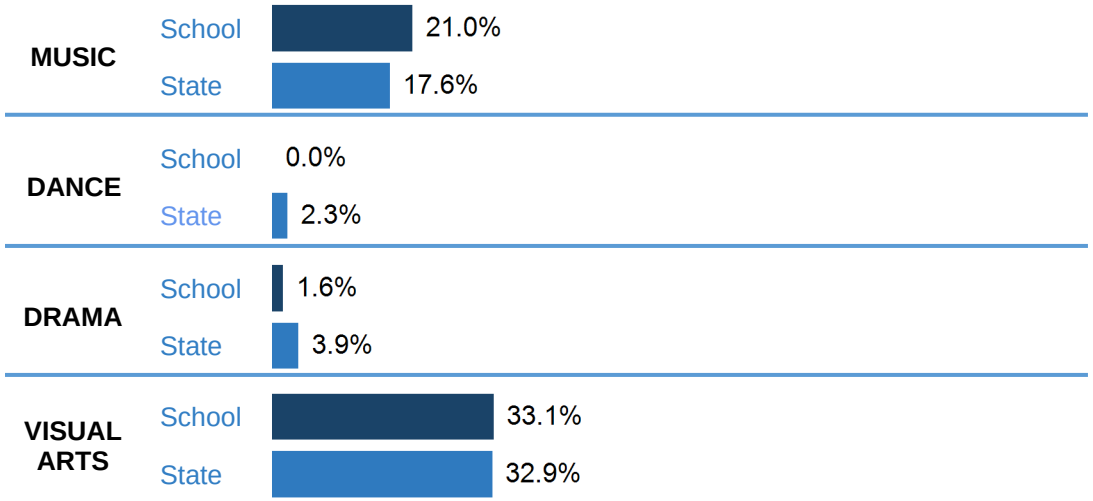


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Ewing High School
(21-1430-050)
Grades Offered: 09-12
2018-2019

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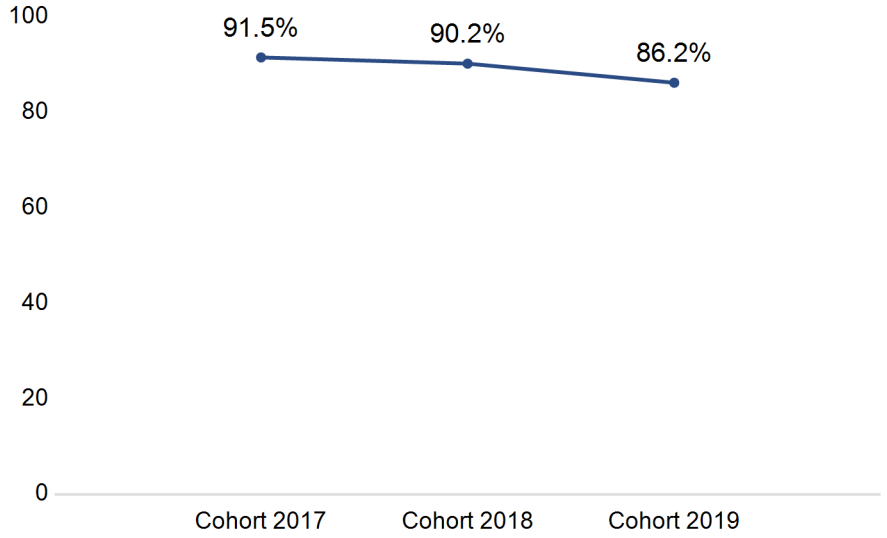
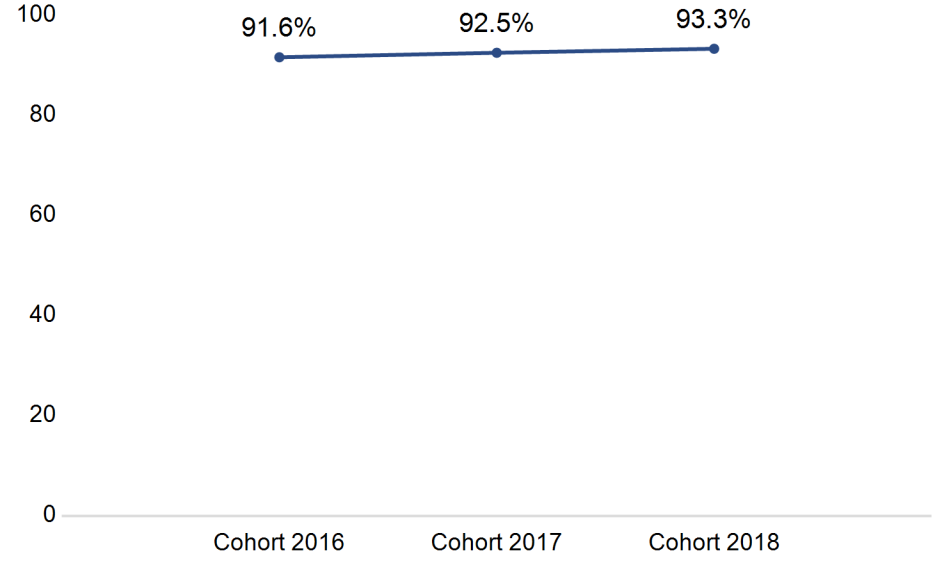
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	91.5%	90.2%	86.2%	91.6%	92.5%	93.3%
Annual Target	90.1%	90.4%		94.3%	94.4%	
Met Annual Target?	Met Target	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	86.2%	90.6%	93.3%	92.5%	90.2%	90.4%	Not Met	92.5%	94.4%	Not Met
White	89.4%	94.9%	93.1%	95.9%	90.0%	91.3%	Not Met	96.7%	N	Met Goal
Hispanic	78.9%	84.5%	93.8%	87.3%	87.5%	89.5%	Not Met	88.1%	91.7%	Not Met
Black or African American	85.9%	83.3%	92.4%	87.1%	90.3%	89.9%	Met Target	92.0%	94.5%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	90.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	83.3%	**	**
Female	89.4%	92.8%	95.3%	94.4%	93.8%			94.7%		
Male	83.6%	88.5%	91.6%	90.8%	87.3%			90.4%		
Economically Disadvantaged Students	84.3%	84.0%	90.5%	87.3%	84.9%	85.2%	Not Met	90.0%	92.9%	Not Met
Students with Disabilities	79.7%	79.2%	87.7%	83.8%	86.2%	79.9%	Met Target	80.6%	89.6%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	100.0%	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	63.7%	55.9%
Substitute Competency Test	24.2%	24.6%
Portfolio Appeals Process	2.3%	8.6%
Alternate Requirements specified in IEP	9.8%	10.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.6%	1.2%
2017-2018	0.6%	1.2%
2016-2017	0.4%	1.1%

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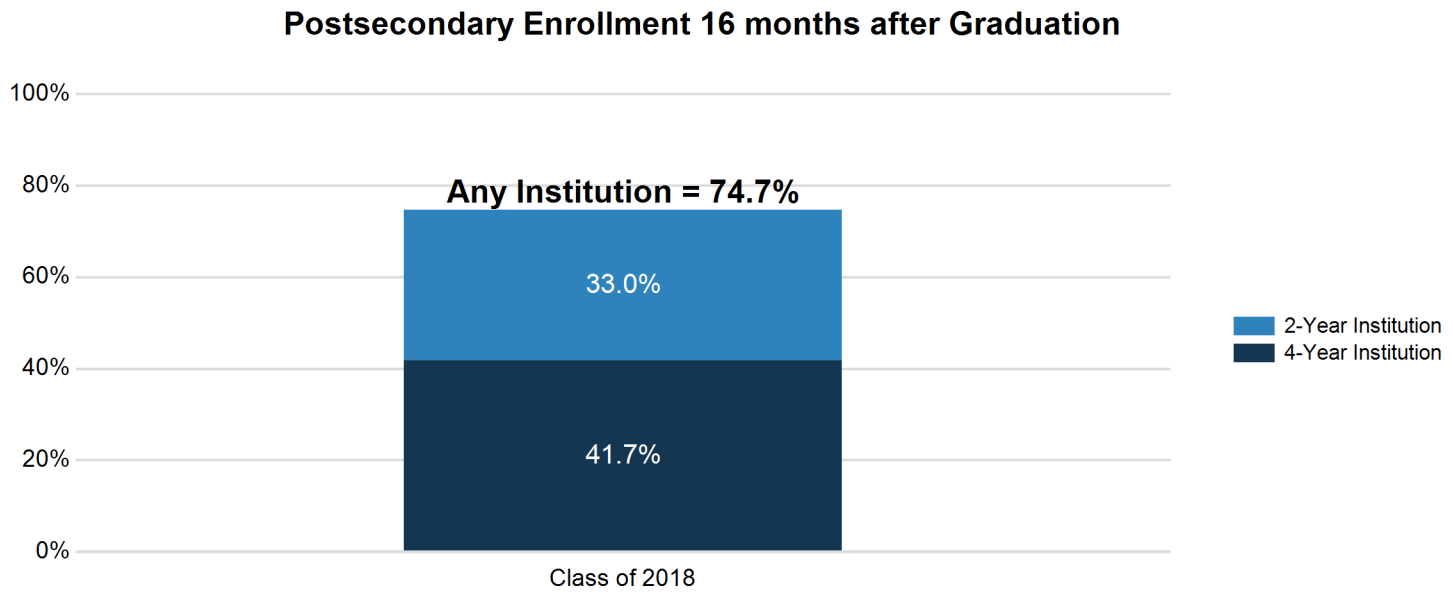
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.0%
% Enrolled in 4-Year Institution	41.7%
% Enrolled in Any Postsecondary Institution	74.6%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	65.9%	47.7%	52.3%
White	72%	54.2%	45.8%
Hispanic	63.6%	66.7%	33.3%
Black or African American	61.4%	38.3%	61.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	60.4%	42.2%	57.8%
Students with Disabilities	40%	60%	40%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	74.6%	44.2%	55.8%	76.6%	23.4%	68%	32%
White	76.7%	39.4%	60.6%	81.8%	18.2%	65.2%	34.8%
Hispanic	67.9%	57.9%	42.1%	73.7%	26.3%	73.7%	26.3%
Black or African American	73.1%	45.3%	54.7%	73.7%	26.3%	68.4%	31.6%
Asian, Native Hawaiian, or Pacific Islander	91.7%	45.5%	54.5%	90.9%	9.1%	72.7%	27.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.9%	46.2%	53.8%	75.4%	24.6%	67.7%	32.3%
Students with Disabilities	46.9%	78.3%	21.7%	95.7%	4.3%	82.6%	17.4%
English Learners	*	*	*	*	*	*	*

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

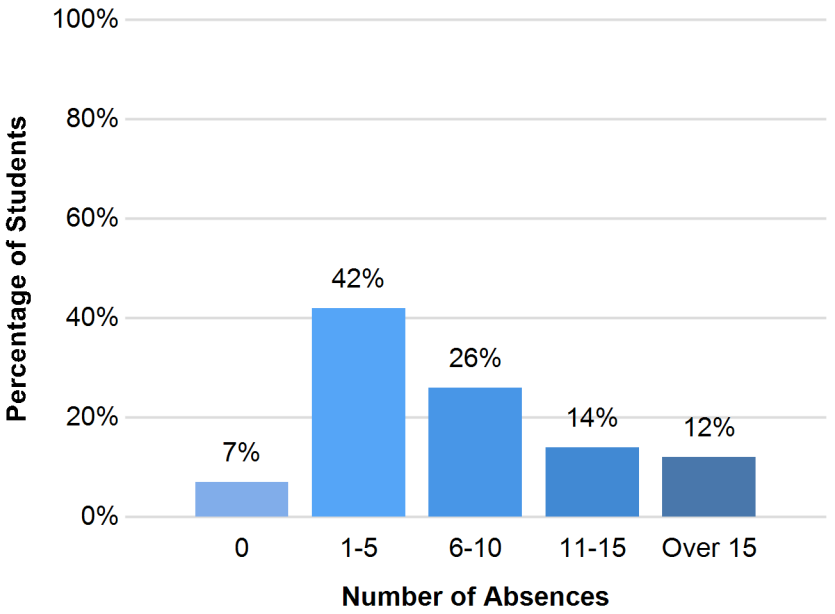
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	120	10.8	14.2	Met
White	39	13.0	14.2	Met
Hispanic	18	9.3	14.2	Met
Black or African American	56	10.3	14.2	Met
Asian, Native Hawaiian, or Pacific	1	2.3	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	21.4	14.2	Not Met
Female	56	10.6		
Male	64	11.0		
Economically Disadvantaged Students	59	13.0	14.2	Met
Students with Disabilities	33	13.4	14.2	Met
English Learners	3	12.0	14.2	Met
Homeless Students	2	12.5		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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



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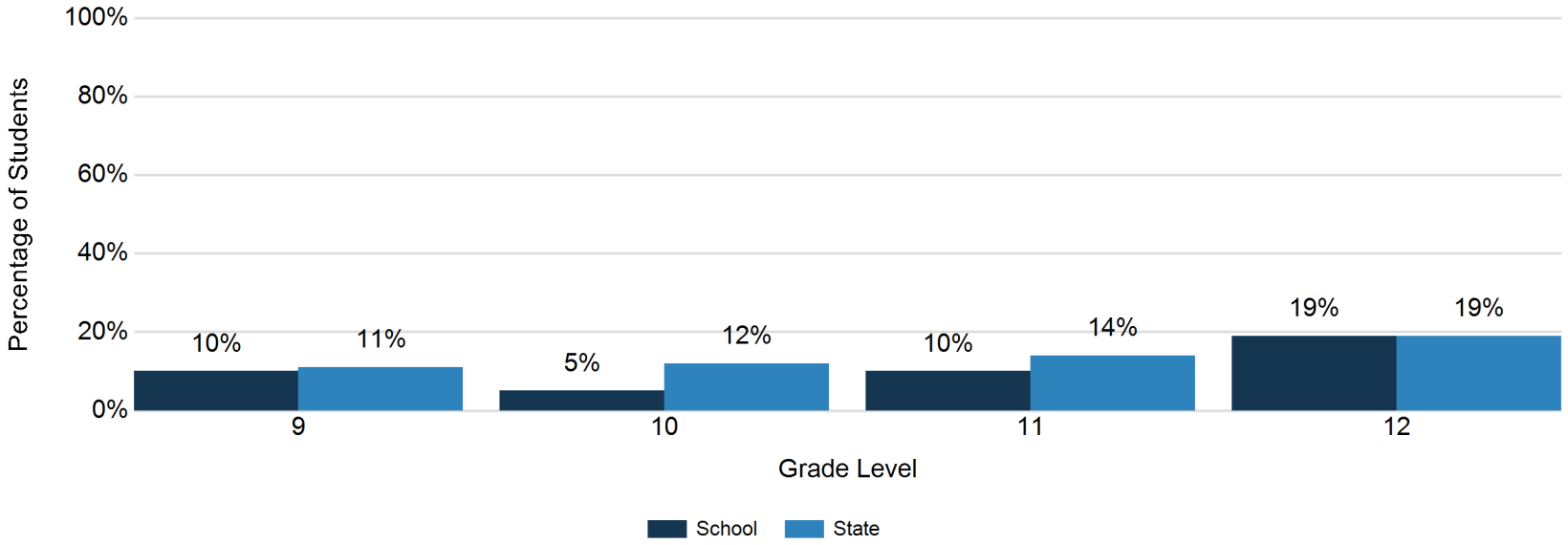
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	3
Vandalism	0
Substances	15
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.47

Police Notifications

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

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

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	5	5
No Identified Nature	8		8

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	151	14.4%
Out-of-School Suspensions	76	7.2%
Any Suspension	181	17.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
302

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 51 Mins
Shared Time - Instructional Time	5 Hrs. 51 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	99	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	76.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,530
Average years experience in public schools	22.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	90.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	175:1	157:1
Teachers to Administrators	17:1	16:1
Students to Librarians/Media Specialists		575:1
Students to Nurses		863:1
Students to Counselors		288:1
Students to Child Study Team Members		182:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	64.6%	50.0%	48.4%	77.1%	54.9%
Male	51.6%	35.4%	50.0%	51.6%	22.9%	45.1%
White	26.9%	88.9%	83.3%	42.4%	83.6%	77.4%
Hispanic	17.2%	6.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	49.1%	4.0%	16.7%	15.0%	6.6%	13.9%
Asian	4.2%	1.0%	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	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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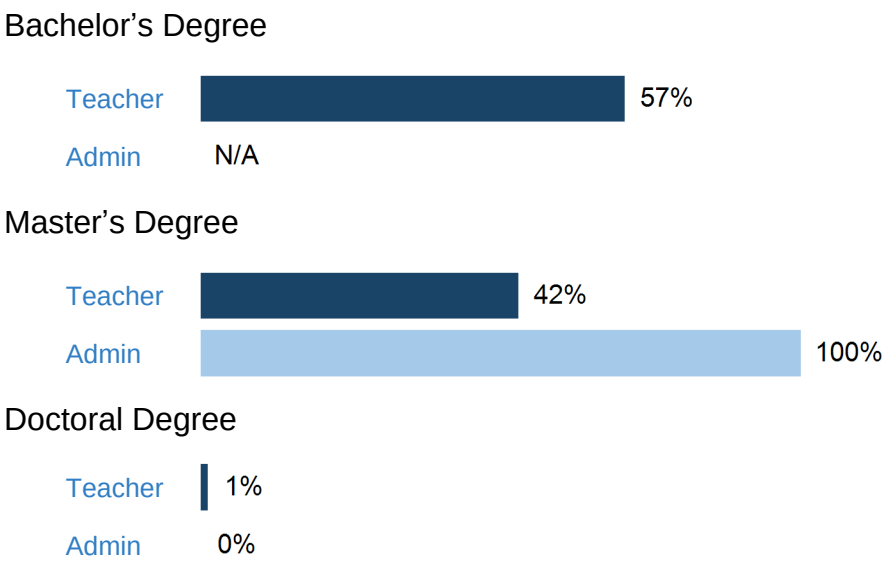
Teachers and Administrators - Level of Education

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.



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	87.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	96.8%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

NJ SCHOOL PERFORMANCE REPORT

Ewing High School
(21-1430-050)
Grades Offered: 09-12
2018-2019

Report Key:
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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.7%	38.9%	39.2%
Math Proficiency	20.7%	23.6%	19.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.5%	90.2%	86.2%
5-Year Graduation Rate†	91.6%	92.5%	93.3%
Progress toward English Language Proficiency		29.4%	0.0%
Chronic Absenteeism	9.6%	10.0%	10.8%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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:	• Ewing High School was honored for two consecutive years for increasing scores and access on AP courses. • The Ewing High School Robotics Team was the 2018 FIRST Mid Atlantic District Champions and qualified to complete in the World Championship Event in Detroit, Michigan. • BCSL Bowling Open Team Champions 2019, EHS Athletic Trainer Received Gatorade National Secondary School Athleti Trainer Award February 2019
Mission, Vision, Theme:	The mission of the Ewing Public School District is to develop the academic, intellectual, creative, emotional, social, moral and physical aspects of its diverse student population. This will be achieved with the cooperation of student, faculty, home and community members. Through various opportunities and experiences students will maximize their potential to be responsible, life-long learners in a dynamic global society.
Awards, Recognition, Accomplishments:	We are proud of both academic and athletic accomplishments of our students: EHS Thespian Troupe Qualified for Nationals 2019 & 2017 in Nebraska, EHS Unified Basketball Team 2019 NJSIAA State Champions, 2018 Boys and Girls Basketball CVC Patriot Division Champions, 2018 Varsity Girls Basketball NJSIAA Central Jersey Group 3 Champions & State, 2019 Girls Open Bowling BCSL Champions, 2018 Robotics Team FIRST Mid Atlantic Champions and qualified to compete in the World Championship Event in Detroit, Michigan, 2016 Robotics Team Industrial Safety Award, Consumer Bowl Team 2019 2nd Place Place County Consumer Bowl Academic Competition and 3rd Place 2018, 2nd Place 2016, 2018 Odyssey of the Mind 1st Place Winner Coastal Plains Regional Tournament, 2018 Odyssey of the Mind 2nd Place NJ State Winner and World Tournament Qualifier, International Business Practice Firm Class Won Gold at 2017 Virtual International Trade Show Competition in New York City

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Courses, Curriculum, Instruction:	Ewing High School offers 18 Advanced Placement Courses & 34 Honors Courses. College prep, honors and AP courses prepare students for college and careers including S.T.E.M., art, music, world language options: Ceramics, Band, Orchestra, Intro to Computer Science, CISCO and Web Design. AP Courses: Calculus AB & BC, English Literature/Composition, English Language/Composition, European History, US History, Environmental Science, Biology, US Government & Politics, Studio Art, Statistics, Human Geography and Computer Science A. Dual enrollment is available at local colleges: The College of New Jersey, Mercer Community College, Rider University and Princeton University.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) 2019 BCSL Open Bowling Champions, 2018 Boys Basketball team was CVC Patriot Division Champions, 2018 Girls Basketball CVC Patriot Division Champions, 2018 Varsity Girls Basketball NJSIAA Central Jersey Group 3 Champions & State Finalist, Girls Bowling BCSL Open Girls Champions
Clubs and Activities:	Anime, Art Club, Black Student Alliance, Cheerleading, Coffee for the Soul, Common Ground, Consumer Bowl, Culinary Club, Debate Team, Drama Club, Environmental Club, Film Club, Frescoes, GSA, Glee Club, Handbell, Key Club, Marching Band, Mastersingers, Math Club, National Honor Society, Newspaper, Odyssey of the Mind, One Simple Wish, Peer Leadership, Project Unify, Rotary, Interact, Robotics, SADD, School Show, Spanish/Italian Club, Sports Medicine, Student Council, Yearbook

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Before and After School Programs:	Our ESL high school students receive additional homework support in our after school program provided by the district. Algebra I Essential students receive after-school tutoring and support. Our Media Center is open Tuesdays and Thursdays after school for all students.
Staff and Professional Learning:	Each department engages in professional learning to promote critical thinking, problem solving skills and the infusion of technology as an instructional tool. All teachers focus on written communication in their content area. Science teachers focus on engineering practices as part of the Next Generation Science Standards, Math teachers focus on problem based learning and cooperative learning strategies. Social Studies teachers focus on learning from a historical prospective.
Postsecondary Information:	The Ewing High School 2018 graduating class had 86% who planned for high education, 50% planned to enter four year colleges or universities, 36% planned to attend two year colleges, 3% planned to enter into military services, 5% planned on entering the work force and 6% of the students were undecided.

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Student Supports and Services:	Our Senior Peer Leaders mentor and teach freshman about making positive choices while in high school. The ESL program supports student's learning to speak English. Our IR&S committee provides assistance to staff supporting students experiencing academic challenges. After school help is available for English and Math courses. Five school counselors/SAC and Child Study Team are available. Our ASSYST program provides social and emotional and counseling support programs to students.
Student Health and Wellness:	The Ewing Schools have implemented many programs that promote a positive school culture. Included among these are ASSYST, Peer Leadership, and Student Assistance Counselors. For the past year, the district has put into place a task force focused on the mental and emotional health of our students.Students learn the value of physical fitness through our after school Life Fitness Program which is open to all students.A healthy breakfast is provided from 7:15AM-7:45AM during the Breakfast Program.
Parent and Community Involvement:	We have many active parent groups that support our various student activities: TEMPO (music program), Football Boosters, Post-Prom Parents, Class parents, etc. We use Genesis as our student information system where parents can access student grades, attendance, progress reports and required forms for submission to the district.

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Facilities:	The cornerstone of Ewing High was placed on December 6th of 1950. The first graduating class was in 1954. Additions and renovations were made in 1991, 1994, and 2002. We have a new Media Center, Science Wing, and Business/Art Wing with fully upgraded climate control system. Our football stadium was renovated in Fall 2018 with new bleachers, track, and turf athletic field.
School Safety:	The Ewing Schools have placed a priority on establishing a learning environment that is safe, secure, positive and harmonious.Two district administrators, Superintendent Michael Nitti and Supervisor David Hauserman, have completed training by the Department of Education, Homeland Security and FEMA to become certified School Safety Specialists.The position of School Security Coordinator was first implemented by the Board in 2013. Five of these adaptive experts on school security protocol and crisis management are based in each of the district's school campuses and assist the administrative team in all matters pertaining to school security.The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems that can be a powerful tool to provide real-time information to law enforcement, fire and emergency medical service personnel as a crisis or emergency situation is occurring.

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Technology and STEM:	EHS STEM (Science, Technology, Engineering, Mathematics) CAREER PATHWAYS: Biomedical & Environmental Science Engineering, Computer Science Information Technology, Industrial/Aerospace/Transportation Tech Digitized Manufacturing. Recommended Courses: Biology, Chemistry, Environmental Science, Physics I, CISCO, Robotics, Introduction to Web Design, Introduction to Computer Science, Engineering Design with 3D Printing. Advanced Electives: Anatomy & Physiology, Biology AP, Chemistry AP, Environmental Science AP, Forensics, Genetics, Calculus AB/BC AP, Computer Science A AP, Statistics AP, Calculus, Physics II

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Other Information	Ewing High School is a comprehensive 9th-12th school on a 4x4, intensive block schedule. Our enrollment is approximately 1124 students and 160 staff members. Academically, Ewing High School operates on an intensive block schedule which allows students the opportunity to take eight 5-credit courses (40 credits) a year; four classes during each semester. Each instructional block is 87 minutes in length, with in an average teacher-student ratio of 1:16. Included in the 160 credit graduation requirement are four courses in English, four courses in science, four courses of physical education/health, three courses in social studies, three courses in math, and one course in a world language (French, Spanish or Italian), all of which are offered over several ability levels. Additional requirements include one course in visual and performing arts, one course in career/consumer education, ne course in financial literacy and a choice from an additional 10 elective courses. Over 225 courses are available for students at all levels of ability. We offer an ever-expanding Senior Experience Program which allows students the option of dual enrollment at local colleges and universities, completing an internship at a local business, school or government organization, or participating in a supervised work experience during their senior year. Ewing High School already has several computer labs in the building and has expanded its infusion of technology as an instructional tool, supported by the building-provided public access Wi-Fi and Chromebook carts. Teachers used technology to enhance student learning. Our students celebrate and embrace our diversity.

NJ SCHOOL PERFORMANCE REPORT

Francis Lore Elementary School
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How to use this report:

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

Navigating through the reports:

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

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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	Mercer
District	Ewing Township School District
Principal Name	Mrs. Kelly Kawalek
Address	13 WESTWOOD DRIVE EWING, NJ 08628-1912
Phone Number	609-538-9800
Email Address	kkawalek@ewingboe.org
Website	https://www.ewing.k12.nj.us
Twitter	https://twitter.com/TheEwingSchools

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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	25	23	22
KG	88	83	79
1	97	92	89
2	92	101	89
3	99	95	98
4	94	93	98
5	113	98	92
Total	608	585	567

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%	50.8%	48.3%
Male	51.8%	49.2%	51.7%
Economically Disadvantaged Students	36.2%	38.1%	39.5%
Students with Disabilities	15.1%	15.7%	15.9%
English Learners	5.6%	4.8%	3.9%
Homeless Students	2.1%	2.6%	1.9%
Students in Foster Care	0.3%	0.3%	0.2%
Military-Connected Students	0.2%	0.3%	0.7%
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	40.0%	35.0%	32.1%
Hispanic	12.5%	13.0%	15.9%
Black or African American	38.0%	42.7%	43.0%
Asian	5.1%	5.0%	4.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.4%	4.3%	4.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	25	23	22
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	88	83	79

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	86.4%
Spanish	5.6%
Polish	1.1%
Other Languages	6.9%

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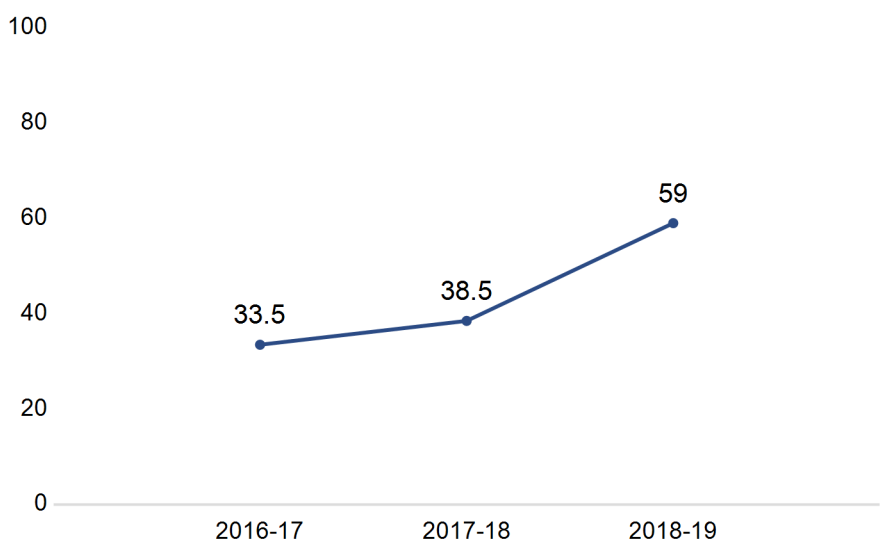
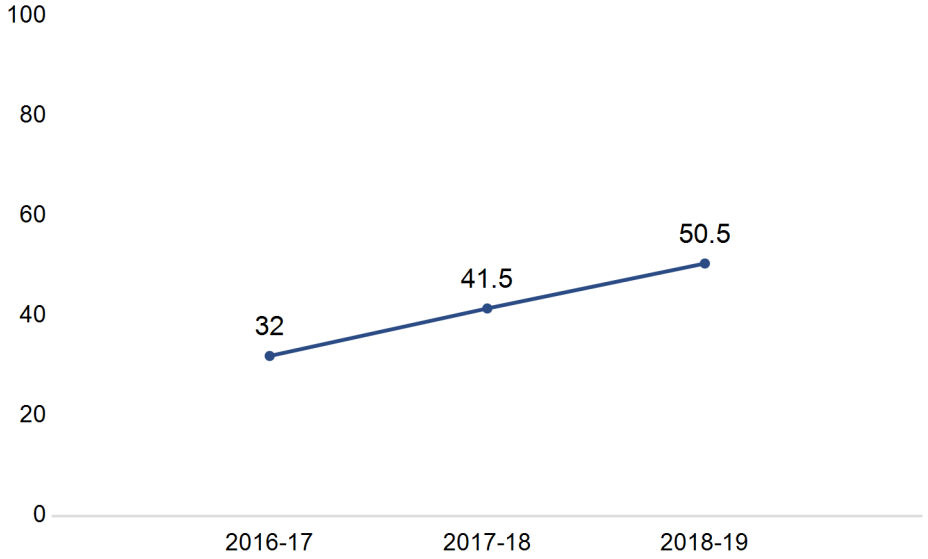
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	33.5	38.5	59	32	41.5	50.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	43	50	Met Standard	50.5	50	50	Met Standard
White	64.5	48	50	Exceeds Standard	51.5	56	52	Met Standard
Hispanic	58	41	49	Met Standard	40	48	47	Met Standard
Black or African American	58.5	41	45	Met Standard	44.5	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	49	59	**	*	60	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	47.5	49	**	*	56	52	**
Female	67.5	47	53	N	41	49	50	N
Male	49	41	47	N	52	51	51	N
Economically Disadvantaged Students	61	41	48	Exceeds Standard	46	49	46	Met Standard
Students with Disabilities	50	43	43	Met Standard	54.5	51	45	Met Standard
English Learners	*	47.5	52	**	*	40	50	**
Homeless Students	*	24	43	N	*	50	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Francis Lore Elementary School
(21-1430-105)
Grades Offered: PK-05
2018-2019

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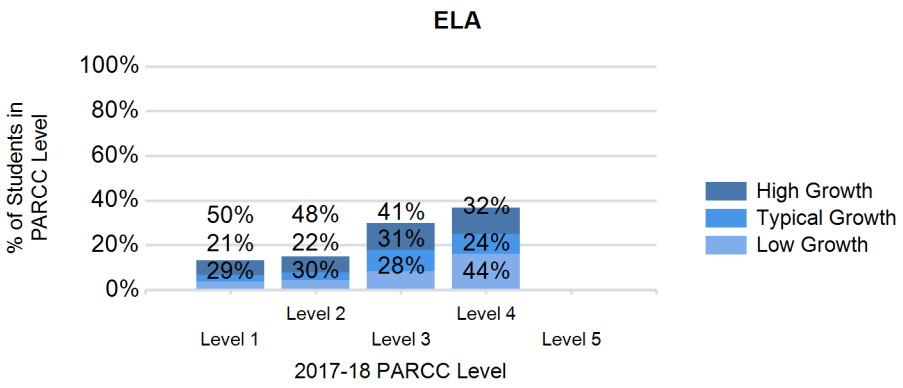
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

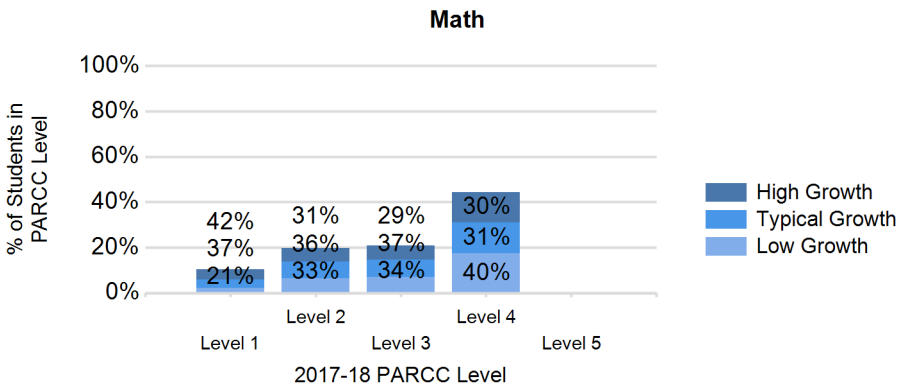
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

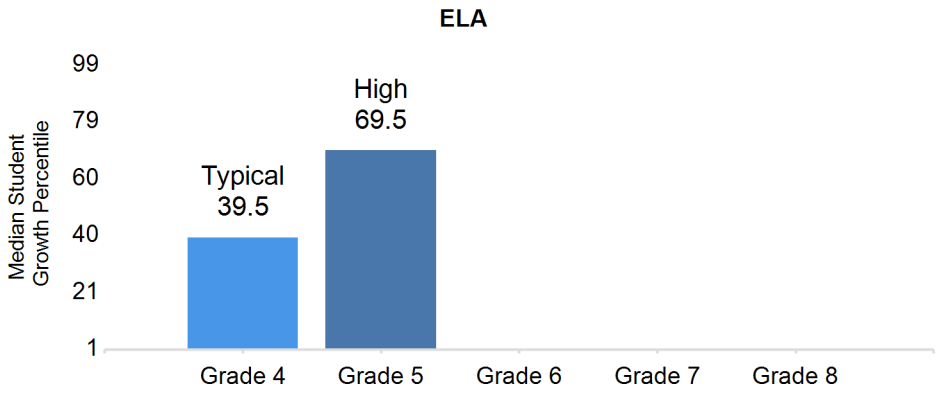
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

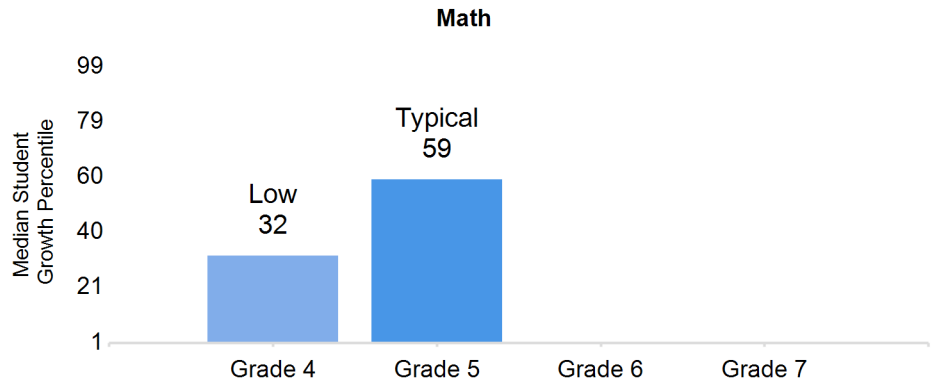




Student Growth by Grade

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





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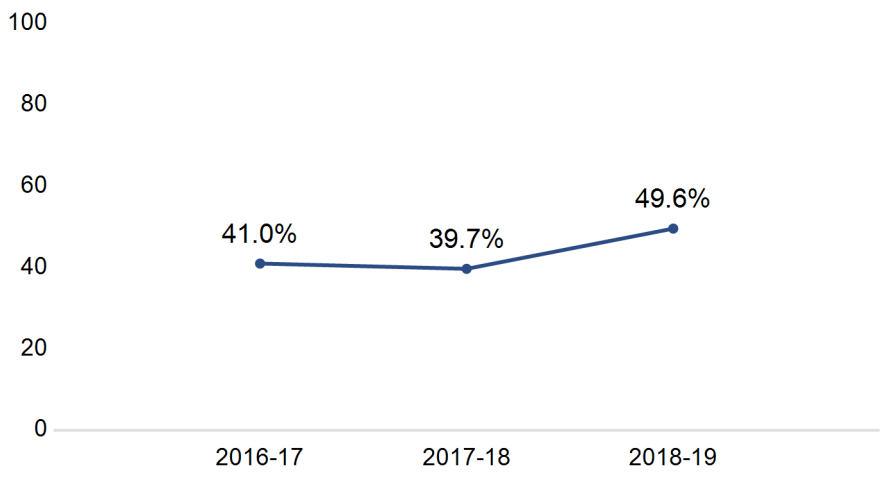
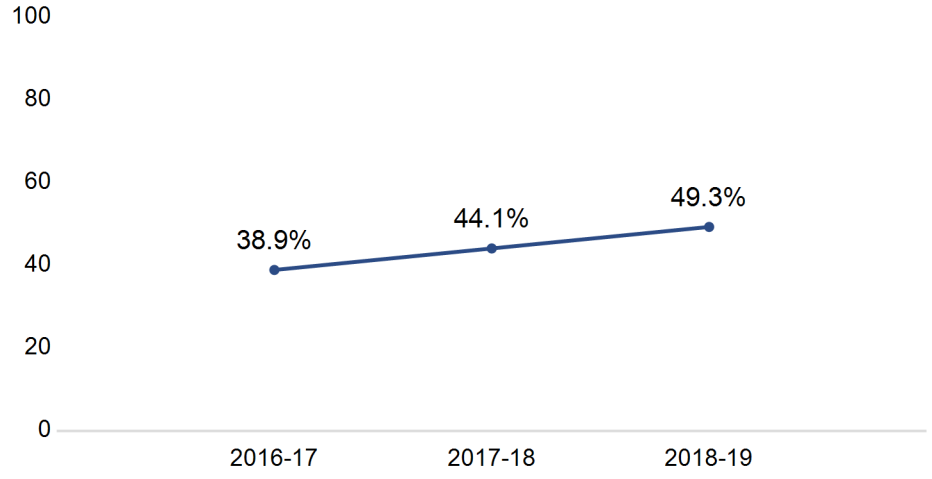
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	96.9%	98.0%	97.0%	96.9%	98.0%
Proficiency Rate for Federal Accountability	41.0%	39.7%	49.6%	38.9%	44.1%	49.3%
Annual Target	42.3%	44.3%	46.3%	41.5%	43.5%	45.6%
Met Annual Target?	Met Target†	Met Target†	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	280	98.0	49.6	42.2	57.9	49.6	46.3	Met Target
White	91	98.9	63.7	54.5	66.9	63.7	55.9	Met Target
Hispanic	40	91.5	40.0	35.6	43.9	38.3	23.1	Met Target
Black or African American	130	99.3	41.5	36.1	38.5	41.5	40.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	134	97.9	59.0	50.5	64.8	59.0		
Male	146	98.1	41.1	34.8	51.3	41.1		
Economically Disadvantaged Students	113	98.4	38.1	30.9	40.0	38.1	39.1	Met Target†
Non-Economically Disadvantaged Students	167	97.7	57.5	51.9	67.9	57.5		
Students with Disabilities	57	95.2	26.3	17.2	22.7	26.3	29.6	Met Target†
Students without Disabilities	223	98.7	55.6	49.5	65.1	55.6		
English Learners	18	94.7	38.9	*	29.3	38.7	**	**
Non-English Learners	262	98.2	50.4	*	60.6	50.4		
Homeless Students	*	*	*	27.6	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	47.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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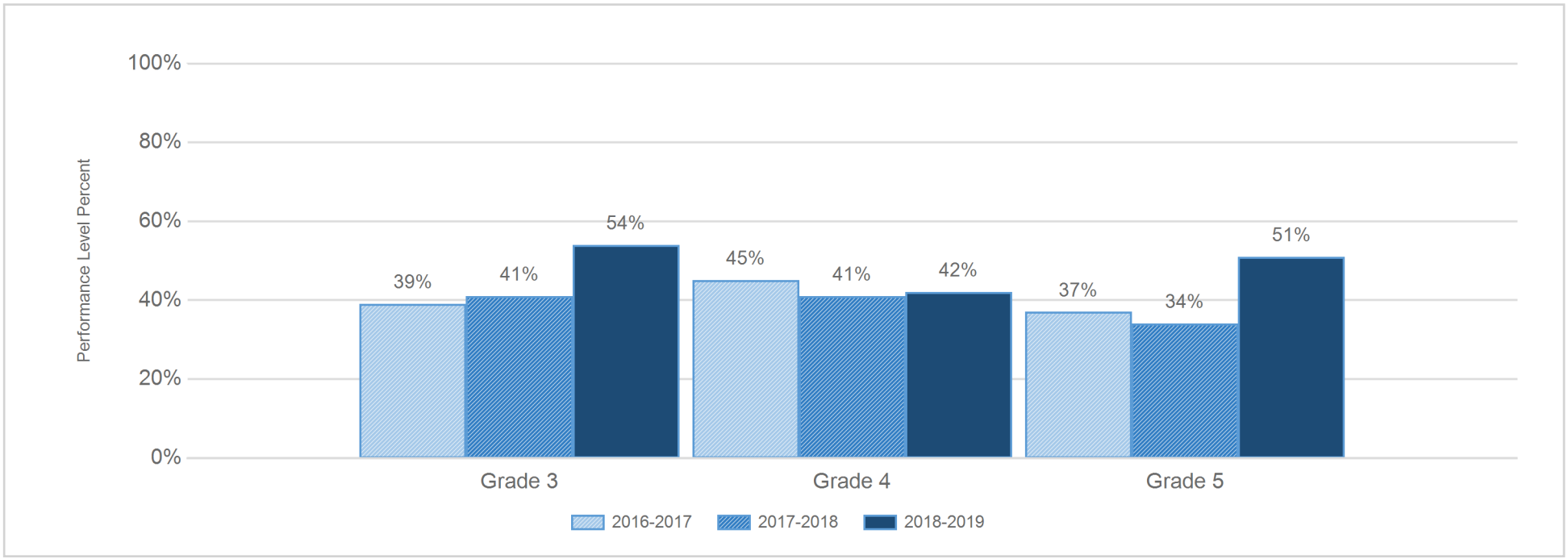
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	749	736	748	13%	*	25%	*	*	54%	50%
White	26	754	*	757	*	*	*	*	*	65%	60%
Hispanic	18	749	723	734	*	*	*	*	*	44%	36%
Black or African American	47	748	735	731	*	*	26%	*	*	53%	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	*	*	*	756	*	*	*	*	*	*	58%
Female	45	755	743	753	*	*	*	*	*	62%	55%
Male	51	743	729	743	*	*	*	*	*	47%	46%
Economically Disadvantaged Students	45	738	726	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	51	758	746	759	*	*	*	*	*	69%	61%
Students with Disabilities	18	719	700	719	*	*	*	*	*	28%	24%
Students without Disabilities	78	756	744	754	*	*	*	*	*	60%	56%
English Learners	*	*	705	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	739	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	742	745	755	13%	11%	34%	*	*	42%	57%
White	33	761	759	763	*	*	30%	*	*	61%	67%
Hispanic	17	737	742	743	*	*	*	*	*	29%	44%
Black or African American	43	728	737	739	23%	*	33%	*	*	28%	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	48	751	751	760	*	*	40%	*	*	48%	62%
Male	48	734	740	750	*	*	29%	*	*	35%	53%
Economically Disadvantaged Students	39	729	734	740	*	*	36%	*	*	28%	40%
Non-Economically Disadvantaged Students	57	751	757	765	*	*	33%	*	*	51%	69%
Students with Disabilities	19	735	729	725	*	*	*	*	*	37%	25%
Students without Disabilities	77	744	750	761	*	*	*	*	*	43%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	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	96	751	745	756	*	18%	28%	*	*	51%	58%
White	32	764	756	764	0%	0%	34%	*	*	66%	68%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	45	741	737	739	*	33%	*	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	747	762	*	*	*	*	*	*	65%
Female	45	764	754	761	*	*	27%	*	*	67%	64%
Male	51	740	736	750	*	*	29%	*	*	37%	52%
Economically Disadvantaged Students	35	742	734	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	61	756	754	766	*	*	*	*	*	54%	69%
Students with Disabilities	20	721	713	724	*	*	*	*	*	15%	23%
Students without Disabilities	76	759	753	762	*	*	*	*	*	61%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	96	751	*	758	*	18%	28%	*	*	51%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	282	98.0	49.3	34.1	44.5	49.3	45.6	Met Target
White	92	98.9	72.8	51.6	54.1	72.8	56.7	Met Target
Hispanic	40	91.5	40.0	28.1	28.8	38.3	26.8	Met Target
Black or African American	131	99.3	32.1	24.0	23.0	32.1	37.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	136	97.9	53.7	35.6	44.9	53.7		
Male	146	98.1	45.2	32.7	44.2	45.2		
Economically Disadvantaged Students	115	98.4	32.2	24.3	26.3	32.2	37.3	Met Target†
Non-Economically Disadvantaged Students	167	97.7	61.1	42.5	54.9	61.1		
Students with Disabilities	57	95.2	22.8	*	17.4	22.8	31	Met Target†
Students without Disabilities	225	98.7	56.0	*	50.0	56.0		
English Learners	20	95.2	50.0	33.6	25.0	50.0	N	N
Non-English Learners	262	98.2	49.2	34.1	46.5	49.2		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	36.8	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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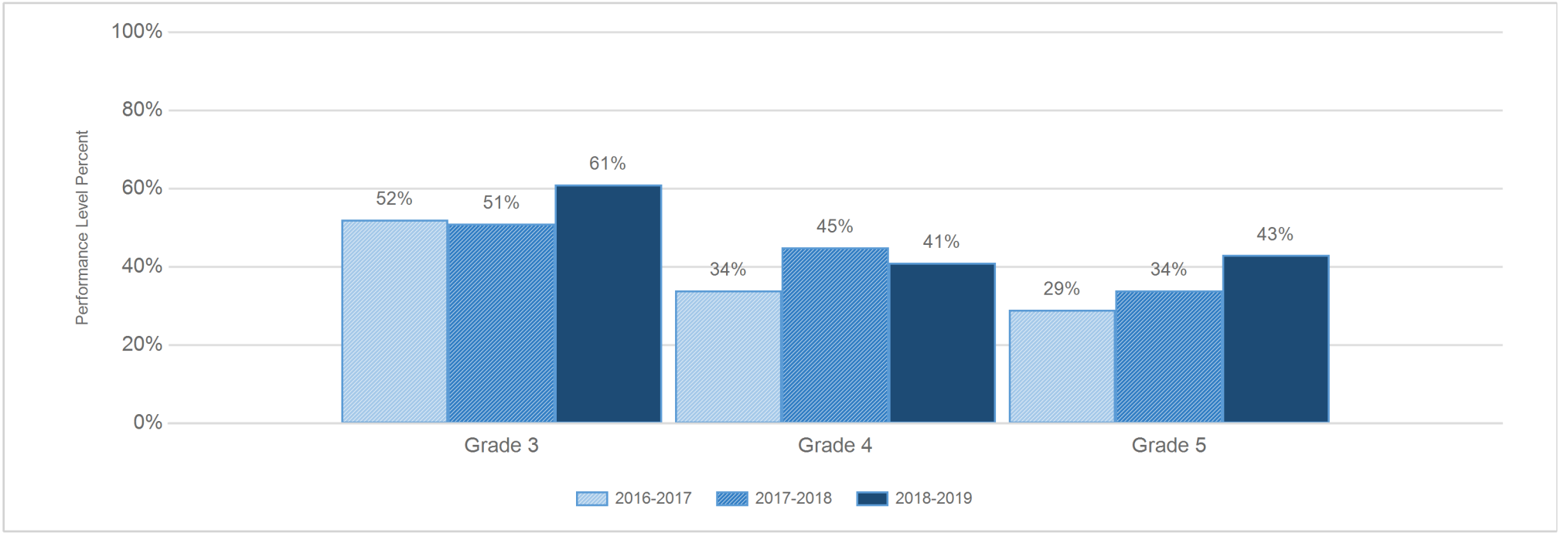
Mathematics Assessment – Performance Trends

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	97	751	747	752	*	*	21%	*	*	61%	55%
White	26	759	*	760	*	*	*	*	*	73%	66%
Hispanic	18	750	736	739	*	*	*	67%	0%	67%	40%
Black or African American	48	744	743	735	*	*	33%	*	*	48%	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	*	*	*	758	*	*	*	*	*	*	62%
Female	46	753	750	751	*	*	*	*	*	65%	54%
Male	51	748	744	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	46	737	739	737	*	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	51	763	755	761	*	*	*	*	*	76%	67%
Students with Disabilities	18	727	721	731	*	*	*	*	*	33%	31%
Students without Disabilities	79	756	753	756	*	*	*	*	*	67%	60%
English Learners	*	*	726	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Francis Lore Elementary School
(21-1430-105)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	740	740	749	*	23%	29%	*	*	41%	51%
White	34	759	754	757	0%	*	*	*	*	71%	62%
Hispanic	17	733	737	737	0%	*	*	*	*	18%	36%
Black or African American	43	725	732	731	*	30%	30%	*	*	23%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	49	743	741	749	*	*	27%	*	*	47%	50%
Male	48	737	740	749	*	*	31%	*	*	35%	52%
Economically Disadvantaged Students	40	726	732	734	*	*	35%	*	*	18%	32%
Non-Economically Disadvantaged Students	57	750	749	759	*	*	25%	*	*	58%	63%
Students with Disabilities	19	732	729	726	*	*	*	*	*	32%	25%
Students without Disabilities	78	742	743	754	*	*	*	*	*	44%	56%
English Learners	*	*	713	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	743	740	747	*	28%	26%	*	*	43%	47%
White	32	760	755	755	0%	*	*	*	*	75%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	45	730	731	729	*	44%	29%	*	*	20%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	746	753	*	*	*	*	*	*	55%
Female	45	748	743	747	*	24%	29%	*	*	47%	47%
Male	51	739	738	747	*	31%	24%	*	*	39%	47%
Economically Disadvantaged Students	35	735	732	732	*	43%	*	*	*	31%	27%
Non-Economically Disadvantaged Students	61	748	747	757	*	20%	*	*	*	49%	59%
Students with Disabilities	20	721	722	725	*	*	*	*	*	*	19%
Students without Disabilities	76	749	745	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	96	743	*	749	*	28%	26%	*	*	43%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	81.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	71.4%	28.6%
3-4	*	*	*
5 or more	N	N	N

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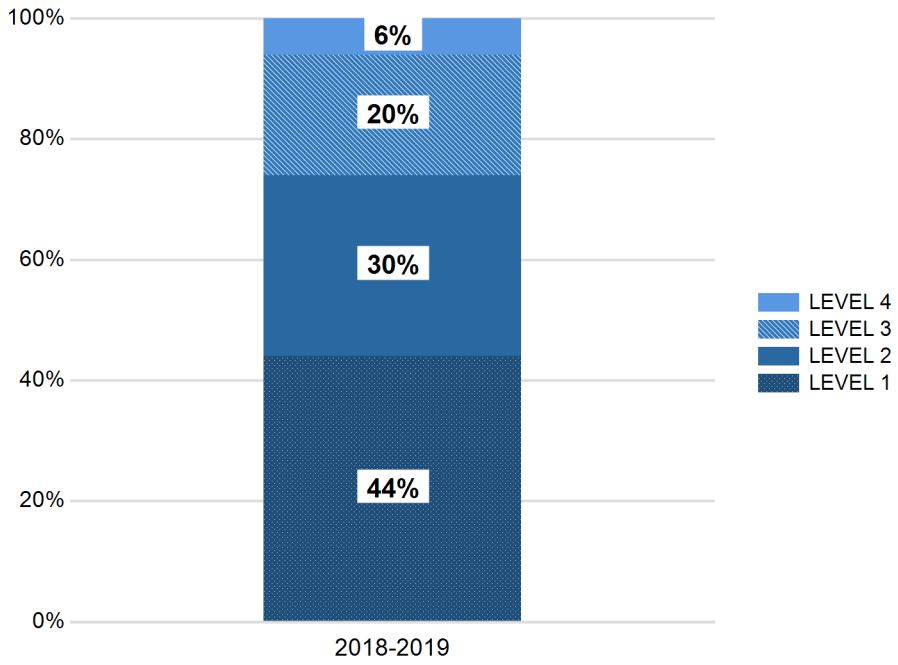
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	44	30	20	6
White	22	34	34	9
Hispanic	50	40	10	0
Black or African American	64	23	9	5
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	39	30	22	9
Male	49	29	18	4
Economically Disadvantaged Students	54	30	11	5
Non-Economically Disadvantaged Students	38	30	25	7
Students with Disabilities	76	24	0	0
Students without Disabilities	36	32	25	8
English Learners	N	N	N	N
Non-English Learners	44	30	20	6
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

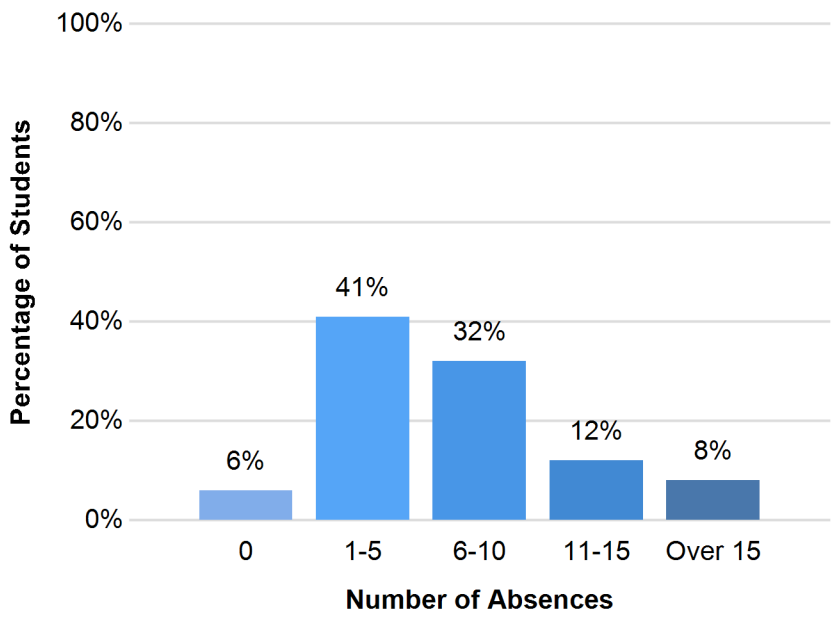
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	35	6.2	8.9	Met
White	12	6.7	8.9	Met
Hispanic	2	2.2	8.9	Met
Black or African American	15	6.1	8.9	Met
Asian, Native Hawaiian, or Pacific	1	4.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	17.9	8.9	Not Met
Female	18	6.7		
Male	17	5.8		
Economically Disadvantaged Students	14	6.3	8.9	Met
Students with Disabilities	12	11.4	8.9	Not Met
English Learners	1	5.0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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



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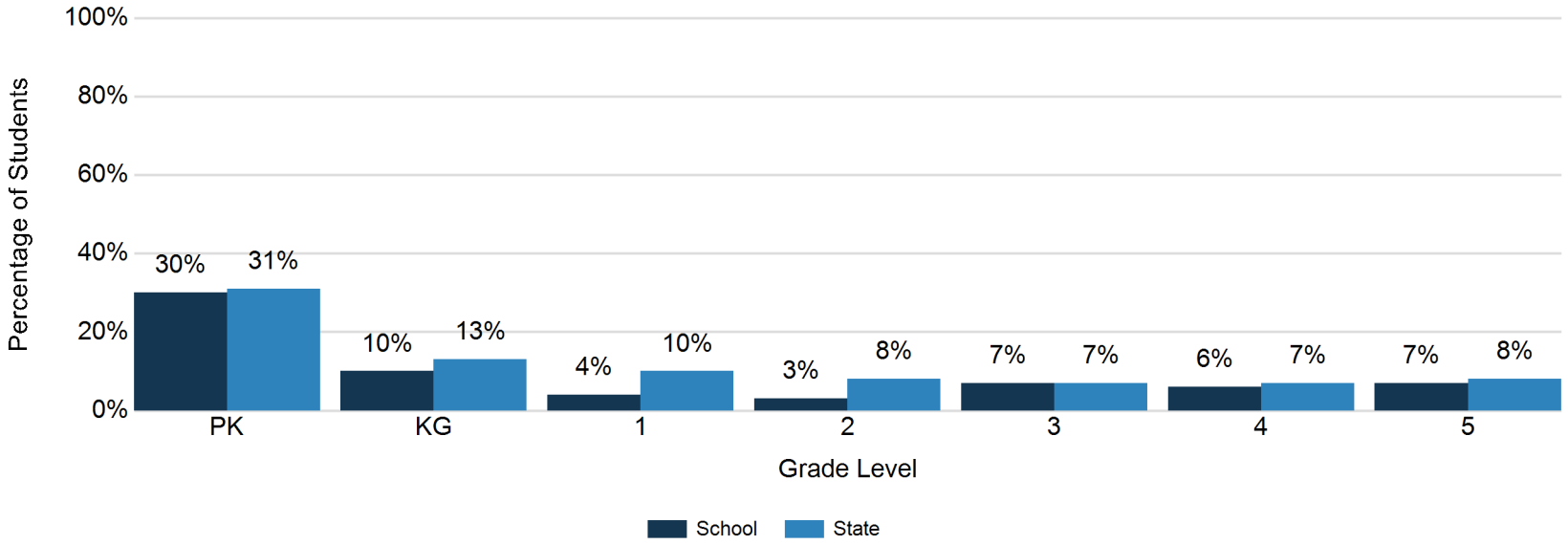
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.23

Police Notifications

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

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

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	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	4	4
No Identified Nature	7		7

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	24	4.2%
Out-of-School Suspensions	15	2.6%
Any Suspension	28	4.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
44

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	46	118,214
Average years experience in public schools	15.1	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	82.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,530
Average years experience in public schools	22.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	90.9%	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	10:1
Students to Administrators	284:1	157:1
Teachers to Administrators	23:1	16:1
Students to Librarians/Media Specialists		575:1
Students to Nurses		863:1
Students to Counselors		288:1
Students to Child Study Team Members		182:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	89.1%	50.0%	48.4%	77.1%	54.9%
Male	51.7%	10.9%	50.0%	51.6%	22.9%	45.1%
White	32.1%	91.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.9%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	43.0%	6.5%	0.0%	15.0%	6.6%	13.9%
Asian	4.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - 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

Teacher 0%

Admin 0%

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	87.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	96.8%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Francis Lore Elementary School
(21-1430-105)
Grades Offered: PK-05
2018-2019

Report Key:
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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 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	41.0%	39.7%	49.6%
Math Proficiency	38.9%	44.1%	49.3%
ELA Growth	34	38	59
Math Growth	32	42	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.5%	81.3%
Chronic Absenteeism	4.4%	4.8%	6.2%

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Curriculum includes Balanced Literacy, Investigations Math, Next Generation Science, STEAM, and Social Studies • Technology is used daily and includes Interactive Whiteboards, iPads, laptops and Chromebooks. • Character Education is a focus through our Unity and Linking programs based on PBIS and Responsive Classroom models.
Mission, Vision, Theme:	Lore Elementary School is a Preschool - Grade 5 school committed to providing a strong academic foundation in an atmosphere where cooperative and collaborative efforts bring about the genuine understanding and respect for all. Lore School is dedicated to identifying and addressing the educational needs of its students and providing them the opportunity to reach their maximum potential.
Awards, Recognition, Accomplishments:	2010 National School of Character - Teachers work together as professionals-and with parents and community members as partners-to positively shape the social, emotional, and character development of the young people entrusted to them each day. Students...feel safe, respected, and connected to those around them, allowing them to thrive academically and socially and be motivated to give back to their communities. (character.org)

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Courses, Curriculum, Instruction:	All curriculum prepare students for College and Careers: English/Language Arts - Balanced Literacy and reading/writing workshop; Math - standards-based learning with Investigations as the primary resource; Science - learning and hands-on exploration aligned to Next Generation Standards; Social Studies - reading, writing, and thinking aligned to New Jersey Standards. ESL instruction aligned to WIDA Standards. ACE/AIM classes for gifted learners. Approximately 30 minutes of homework assigned nightly.
Clubs and Activities:	Lore students are invited to participate in Student Council, which gives a voice to students and increases positive student interactions, Helping Hands, where members organize and distribute food bags to families in our school community, and Safety Patrol, where fifth grade students work with teachers to keep Lore's hallways and buses safe. Lore's Odyssey of the Mind team members look forward to competition each year, having won Division I - 2nd place in 2011 and 1st place in 2012.

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Before and After School Programs:	Before and after school Extended Day Programs (EDP) is available for students in grades K-5. During EDP, students are supervised by certified teachers and can work on homework, receive additional support in all academic areas, engage in structured or free play, and socialize with classmates. After school reading and math assistance is provided to identified students in grades 3-5, and ESL support is offered to all K-5 English learners.
Staff and Professional Learning:	All new teachers attend a New Teacher Academy and participate in the district Mentoring Program. Teachers and administrators participate in four Professional Development days each year and are invited to participate in professional book study groups. Content-area supervisors facilitate monthly grade level meetings to support teaching and learning, and instructional coaches support teachers through job-embedded PD. Teachers are encouraged to attend PD outside the district and turnkey concepts as well.

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Student Supports and Services:	English Language Learners (ELLs) meet with Lore's ESL teacher daily and receive support through a mainstream model. Students with disabilities are also appropriately mainstreamed and are supported by a building-based Child Study Team. Students who struggle in reading and/or math receive small group support with Early Intervention Specialists; after school and summer support programs are also offered. The school I&RS team meets bi-monthly to ensure the proper supports are in place for all students.
Student Health and Wellness:	The Ewing Schools have implemented many programs that promote a positive school culture. For the past year, the district has put in place a task force focused on the mental and emotional health of our students.All students participate in physical education (PE) classes; students also engage in recess daily. Lore's PE teachers facilitate other activities including Kids Challenge, Hoops for Heart, and Laps for Life, which encourage fitness and promote philanthropy. Pedometers are used to help students understand the importance of activity. After school clubs such as Fitness Club and Yoga are offered as well. The Breakfast Program is offered to all students.
Parent and Community Involvement:	The Lore Parent Association (LPA) is very active within the school community. Through events such as the Fall Festival and Spring Carnival, the LPA is able to secure revenue for classroom presentations, school assemblies, and field trips. Community volunteers including STARS (Seniors Teaching and Reinforcing Students) are welcomed into Lore's classrooms and library. Lore students and teachers also collaborate with future teachers from local colleges and universities.

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Facilities:	Lore Elementary School opened its doors in 1963. The original one story building was expanded in 1994, adding six classrooms, art, music, and computer rooms, a nurse's suite, a large library, and double gymnasium with a retractable wall. In 2001, eight additional classrooms, new lavatories, and small group instruction rooms were added; the entire school was refurbished with new windows, exterior walls, and air conditioning as well. Three courtyards serve as outdoor learning areas.
School Safety:	The Ewing Schools have placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Two district administrators, Superintendent Michael Nitti and Supervisor David Hauserman, have completed training by the Department of Education, Homeland Security and FEMA to become certified School Safety Specialists.The position of School Security Coordinator was first implemented by the Board in 2013. Five of these adaptive experts on school security protocol and crisis management are based in each of the district's school campuses and assist the administrative team in all matters pertaining to school security.The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems that can be a powerful tool to provide real-time information to law enforcement, fire, and emergency medical service personnel as a crisis or emergency situation is occurring.

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Technology and STEM:	STEM design and process is integrated into Science lessons on a daily basis.The computer class infuses a variety of technology skills including the Google Suite, coding and a culminating technology project.The District hosts two evening events, Family Math Night and STEM Night each year for students in grades kindergarten through eight.
Early Childhood Education:	The Ewing Public Schools offers an acclaimed Integrated Preschool Program with a fully certified staff.

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Other Information	Lore School's core curriculum was designed to align with the New Jersey Student Learning Standards. The Language Arts program includes reading/writing workshop, with an emphasis on phonics, comprehension and text-based writing. The math program develops mathematical thinkers through a variety of activities that provide opportunities for students to apply problem-solving strategies. In science, students learn through hands-on experiences, with an emphasis on the Engineering Design Process. The social studies curriculum integrates texts and materials which emphasizes history, geography, and citizenship and prepares students to be active citizens in our democratic society. The art and musical education programs promote aesthetic awareness and creativity. Health and physical education classes stress the importance of proper diet and physical fitness, as well as the hazards of alcohol, drugs, and tobacco. In computers, students are taught digital literacy, internet safety and awareness, and keyboarding. In library special, students are actively involved in reading and project-based learning. Art, vocal and instrumental music stimulate an appreciation of musical and artistic talents. Other services such as speech, occupational and physical therapy, gifted math, Academic Class Enrichment, ESL services, child study team support, and other related special educational programs are offered to broaden each child's horizon and meet individual needs.Responsive Classroom (RC) is a teaching approach in which the social and academic curricula are merged. These strategies help to create a sense of belonging where children truly care about themselves and each other. Through the use of both RC and PBIS, our school and teachers build a strong sense of community where students feel connected, are willing to help, care for others, and actively participate in all activities and events.

NJ SCHOOL PERFORMANCE REPORT

Gilmore J Fisher Middle School
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Grades Offered: 06-08
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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:

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Gilmore J Fisher Middle School
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School Contact Information

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

Type	Contact Information
County	Mercer
District	Ewing Township School District
Principal Name	Dr. Maggy Hanna
Address	1325 LOWER FERRY ROAD EWING, NJ 08618-1409
Phone Number	609-538-9800
Email Address	mhanna@ewingboe.org
Website	https://www.ewing.k12.nj.us
Twitter	https://twitter.com/TheEwingSchools

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	217	278	268
7	240	230	274
8	292	240	230
Total	749	748	772

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.6%	45.9%	47.0%
Male	53.4%	54.1%	53.0%
Economically Disadvantaged Students	47.5%	45.9%	47.9%
Students with Disabilities	22.8%	23.5%	23.6%
English Learners	1.7%	2.8%	2.2%
Homeless Students	0.5%	2.0%	1.4%
Students in Foster Care	0.1%	0.3%	0.4%
Military-Connected Students	0.1%	0.7%	0.9%
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	28.4%	26.2%	26.0%
Hispanic	18.7%	19.1%	19.3%
Black or African American	46.2%	47.6%	46.4%
Asian	3.5%	4.3%	4.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	2.9%	2.7%	4.0%

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	85.4%
Spanish	8.2%
Creoles and pidgins, English	1.7%
Other Languages	4.8%

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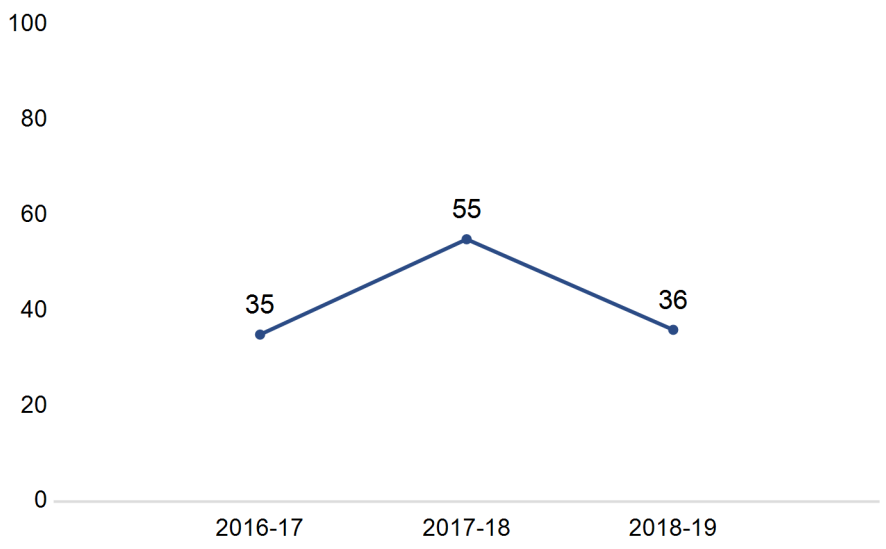
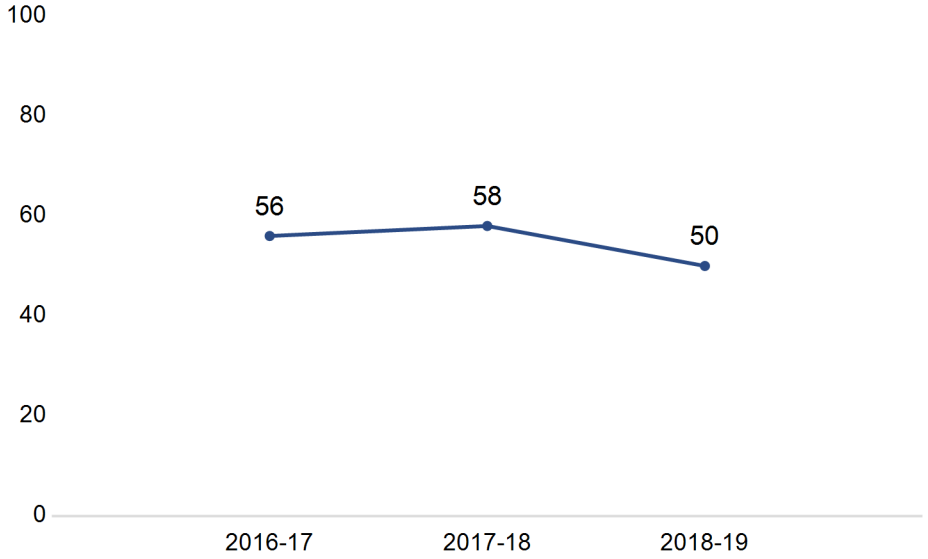
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	55	36	56	58	50
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	36	43	50	Not Met	50	50	50	Met Standard
White	38	48	50	Not Met	60.5	56	52	Exceeds Standard
Hispanic	34	41	49	Not Met	47	48	47	Met Standard
Black or African American	36	41	45	Not Met	48	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	47	49	59	Met Standard	70	60	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	28	47.5	49	Not Met	51	56	52	Met Standard
Female	38	47	53	N	53	49	50	N
Male	35	41	47	N	49	51	51	N
Economically Disadvantaged Students	35.5	41	48	Not Met	49	49	46	Met Standard
Students with Disabilities	37	43	43	Not Met	40	51	45	Met Standard
English Learners	50	47.5	52	Met Standard	37	40	50	Not Met
Homeless Students	*	24	43	N	*	50	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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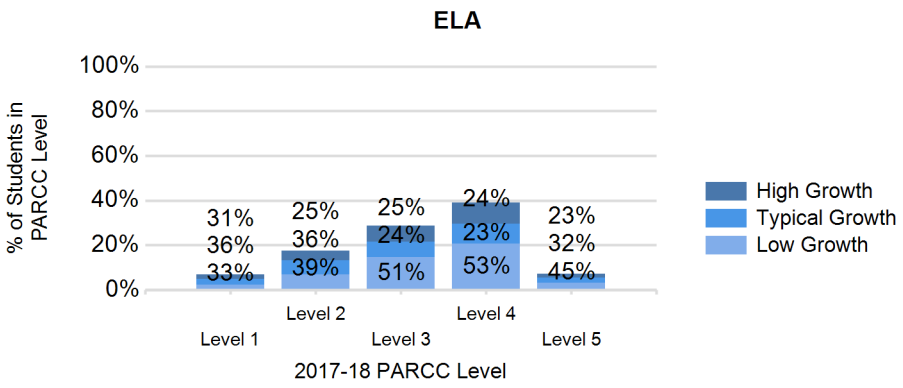
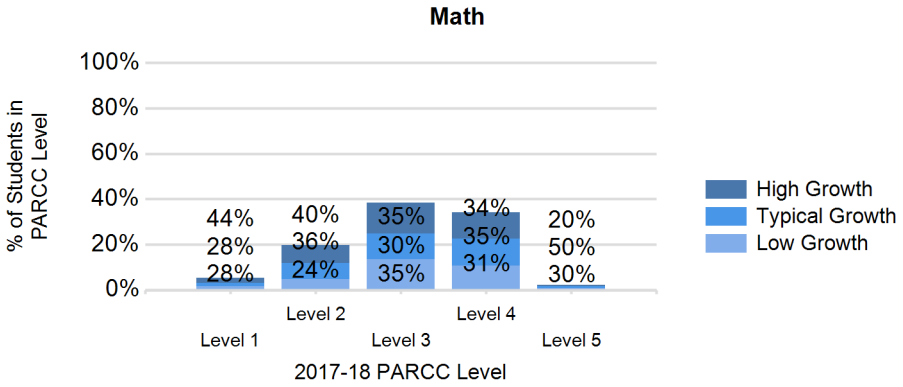
Student Growth by Performance Level

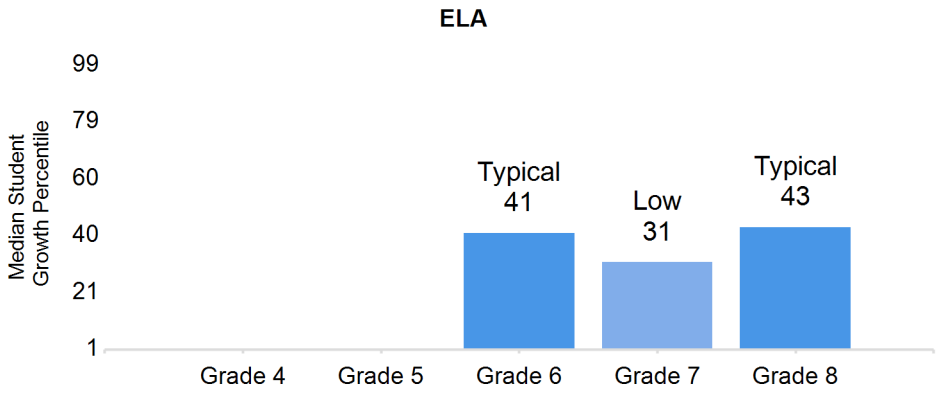
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

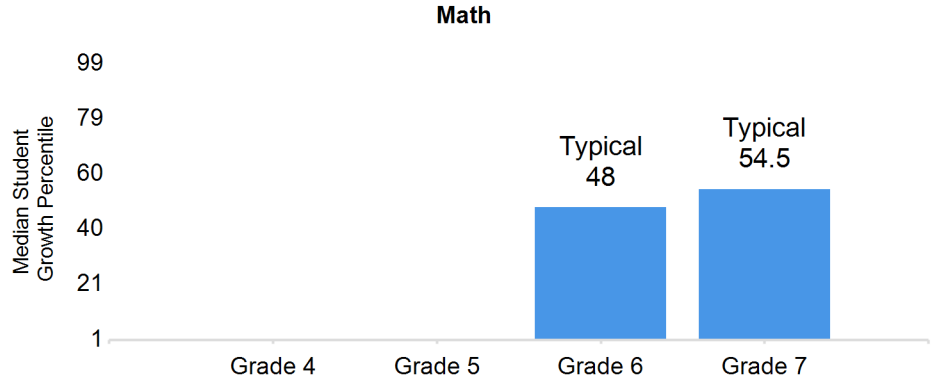




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

Gilmore J Fisher Middle School
(21-1430-060)
Grades Offered: 06-08
2018-2019

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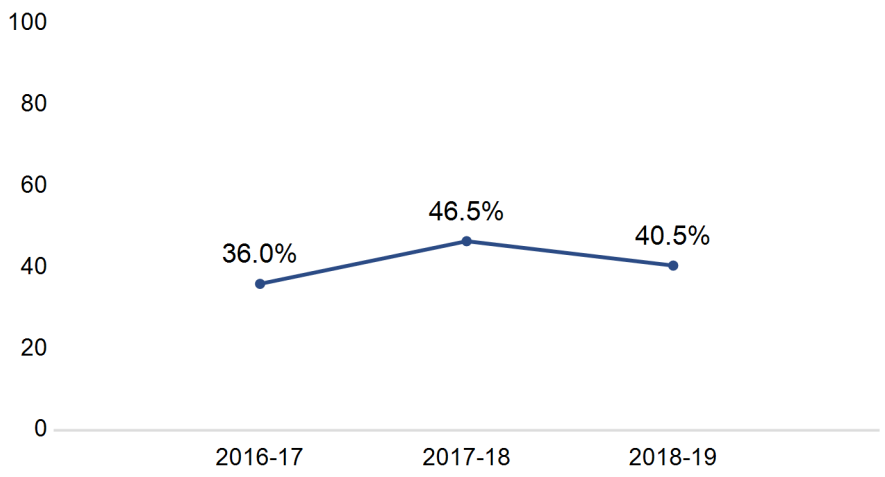
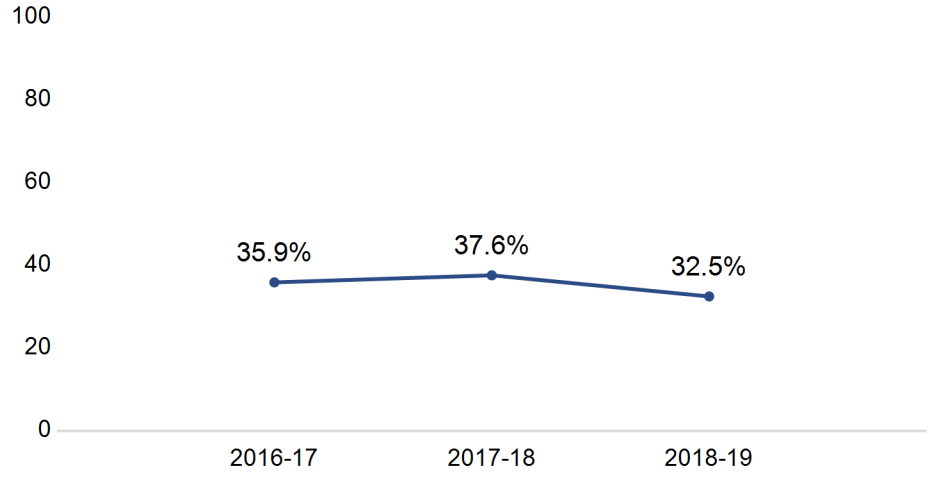
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.0%	94.1%	89.6%	95.3%	94.1%	91.0%
Proficiency Rate for Federal Accountability	36.0%	46.5%	40.5%	35.9%	37.6%	32.5%
Annual Target	42.6%	44.5%	46.5%	39.1%	41.3%	43.5%
Met Annual Target?	Not Met	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	685	89.6	42.8	42.2	57.9	40.5	46.5	Not Met
White	182	90.1	51.6	54.5	66.9	49.0	64.1	Not Met
Hispanic	133	90.1	39.1	35.6	43.9	37.2	41.5	Met Target†
Black or African American	313	88.6	37.7	36.1	38.5	35.4	34.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	32	100.0	65.6	65.2	82.9	65.6	67.2	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	25	83.9	32.0	*	64.4	29.0	34.4	Met Target†
Female	311	88.7	52.1	50.5	64.8	49.0		
Male	374	90.4	35.0	34.8	51.3	33.4		
Economically Disadvantaged Students	316	88.8	32.0	30.9	40.0	*	34.7	Not Met
Non-Economically Disadvantaged Students	369	90.3	52.0	51.9	67.9	*		
Students with Disabilities	167	86.5	12.6	17.2	22.7	11.5	27.1	Not Met
Students without Disabilities	518	90.6	52.5	49.5	65.1	50.4		
English Learners	49	98.0	28.6	*	29.3	28.6	32.2	Met Target†
Non-English Learners	636	89.0	43.9	*	60.6	41.3		
Homeless Students	*	*	*	27.6	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	47.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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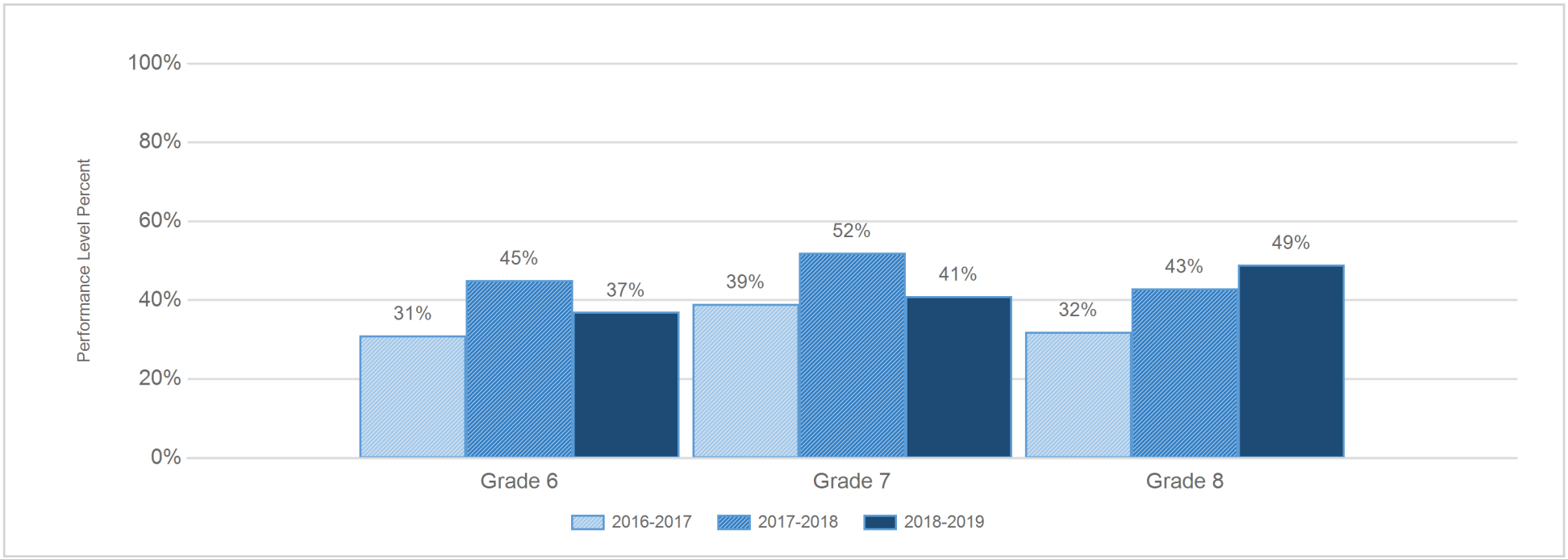
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	739	739	754	10%	22%	31%	*	*	37%	56%
White	67	746	746	762	*	16%	33%	*	*	46%	65%
Hispanic	49	741	741	743	*	24%	20%	*	*	45%	43%
Black or African American	109	732	732	738	14%	26%	35%	*	*	26%	36%
Asian, Native Hawaiian, or Pacific Islander	13	762	762	780	0%	*	*	*	*	62%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	14	740	740	760	*	*	*	*	*	36%	64%
Female	125	745	745	762	*	20%	32%	*	*	45%	64%
Male	127	734	734	748	*	24%	30%	*	*	30%	48%
Economically Disadvantaged Students	120	734	734	740	12%	26%	35%	*	*	28%	39%
Non-Economically Disadvantaged Students	132	744	744	763	8%	19%	27%	*	*	46%	67%
Students with Disabilities	52	716	716	722	25%	40%	25%	*	*	10%	19%
Students without Disabilities	200	745	745	761	6%	18%	33%	*	*	45%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	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	237	741	741	761	11%	21%	27%	28%	13%	41%	63%
White	52	747	747	769	*	*	29%	*	*	44%	72%
Hispanic	44	734	734	747	*	27%	23%	*	*	36%	50%
Black or African American	120	739	739	741	13%	21%	27%	28%	11%	39%	43%
Asian, Native Hawaiian, or Pacific Islander	11	765	765	790	0%	*	*	*	*	73%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	10	734	734	768	*	*	*	*	*	20%	68%
Female	106	752	752	769	*	*	33%	33%	17%	50%	71%
Male	131	732	732	753	*	*	22%	24%	9%	33%	55%
Economically Disadvantaged Students	112	733	733	743	*	22%	29%	*	*	33%	45%
Non-Economically Disadvantaged Students	125	748	748	771	*	20%	26%	*	*	47%	73%
Students with Disabilities	46	710	710	720	*	*	*	*	*	*	22%
Students without Disabilities	191	748	748	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	746	746	762	15%	16%	19%	37%	12%	49%	63%
White	59	764	764	770	*	*	24%	44%	19%	63%	72%
Hispanic	40	733	733	747	30%	*	*	*	*	38%	49%
Black or African American	91	738	738	741	18%	22%	16%	*	*	44%	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	*	*	*	769	*	*	*	*	*	*	69%
Female	86	761	761	771	*	17%	*	47%	17%	64%	71%
Male	115	734	734	753	*	16%	*	30%	9%	38%	55%
Economically Disadvantaged Students	85	731	731	743	20%	24%	22%	*	*	34%	45%
Non-Economically Disadvantaged Students	116	756	756	772	11%	11%	17%	*	*	60%	72%
Students with Disabilities	59	713	713	721	32%	34%	22%	*	*	12%	22%
Students without Disabilities	142	759	759	770	8%	9%	18%	*	*	65%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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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	696	91.0	33.8	34.1	44.5	32.5	43.5	Not Met
White	185	91.6	50.8	51.6	54.1	49.0	60	Not Met
Hispanic	134	90.8	26.1	28.1	28.8	25.0	37.8	Not Met
Black or African American	319	90.2	24.1	24.0	23.0	23.1	31.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	32	100.0	56.3	62.2	76.5	56.3	71.8	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	26	87.1	42.3	*	53.3	39.8	26.9	Met Target
Female	315	89.8	35.9	35.6	44.9	34.1		
Male	381	92.0	32.0	32.7	44.2	31.1		
Economically Disadvantaged Students	321	90.1	24.3	24.3	26.3	*	31.3	Not Met
Non-Economically Disadvantaged Students	375	91.7	41.9	42.5	54.9	*		
Students with Disabilities	169	87.5	11.8	*	17.4	10.9	20.4	Not Met
Students without Disabilities	527	92.2	40.8	*	50.0	39.8		
English Learners	49	98.0	28.6	33.6	25.0	28.6	15.8	Met Target
Non-English Learners	647	90.5	34.2	34.1	46.5	32.7		
Homeless Students	11	100.0	*	20.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	36.8	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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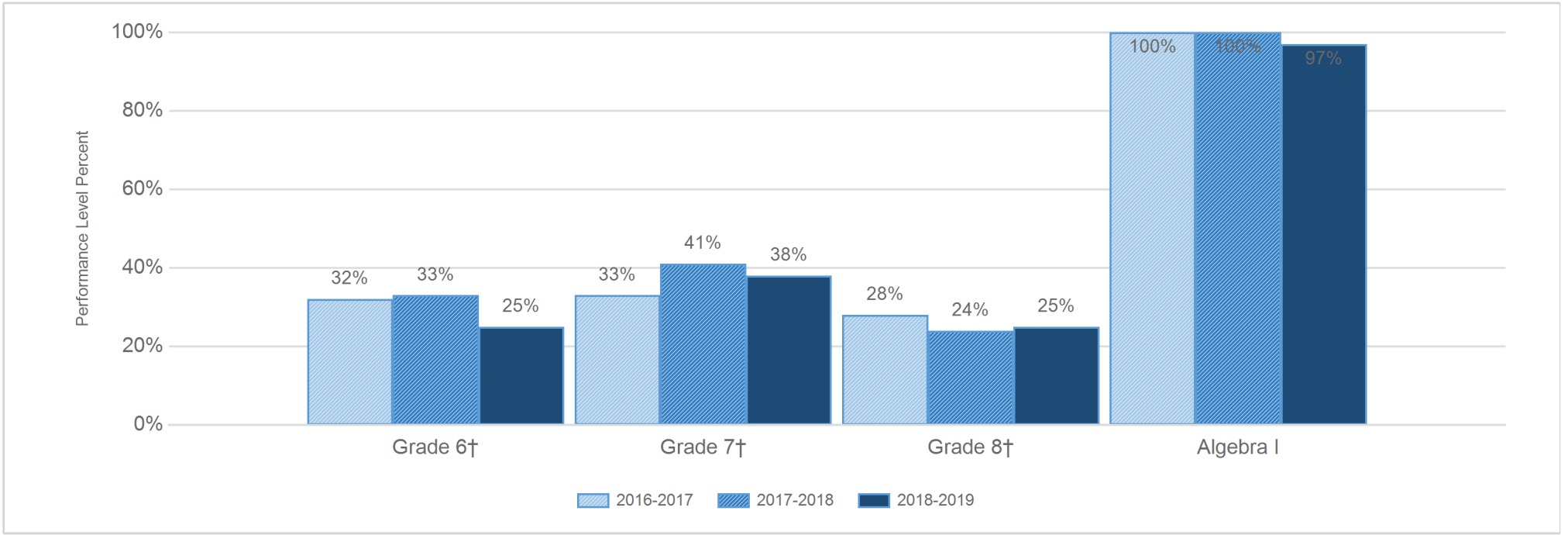
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	733	733	741	9%	31%	35%	*	*	25%	41%
White	67	739	739	749	*	21%	40%	*	*	33%	51%
Hispanic	49	734	734	729	*	31%	37%	*	*	24%	24%
Black or African American	109	726	726	722	13%	39%	29%	*	*	19%	19%
Asian, Native Hawaiian, or Pacific Islander	13	747	747	769	0%	*	*	*	*	38%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	14	735	735	747	0%	*	*	*	*	29%	48%
Female	125	733	733	742	*	32%	34%	*	*	27%	42%
Male	127	732	732	740	*	30%	35%	*	*	24%	40%
Economically Disadvantaged Students	120	728	728	726	*	38%	33%	*	*	19%	21%
Non-Economically Disadvantaged Students	132	737	737	750	*	25%	37%	*	*	31%	53%
Students with Disabilities	52	714	714	716	*	*	*	*	*	*	12%
Students without Disabilities	200	737	737	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	239	740	740	744	8%	21%	33%	33%	5%	38%	42%
White	53	754	754	751	*	*	23%	*	*	62%	53%
Hispanic	45	734	734	733	*	*	27%	33%	0%	33%	26%
Black or African American	120	733	733	727	10%	23%	43%	*	*	24%	21%
Asian, Native Hawaiian, or Pacific Islander	11	760	760	768	0%	*	*	*	*	73%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	10	746	746	749	0%	*	*	*	*	50%	51%
Female	107	741	741	744	*	15%	40%	*	*	38%	42%
Male	132	739	739	743	*	25%	28%	*	*	37%	42%
Economically Disadvantaged Students	113	731	731	731	*	26%	38%	*	*	25%	24%
Non-Economically Disadvantaged Students	126	748	748	751	*	16%	29%	*	*	49%	53%
Students with Disabilities	46	718	718	718	*	30%	30%	*	*	13%	13%
Students without Disabilities	193	745	745	749	*	18%	34%	*	*	44%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Gilmore J Fisher Middle School
(21-1430-060)
Grades Offered: 06-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	181	730	730	728	20%	17%	38%	*	*	25%	29%
White	42	744	744	737	*	*	38%	*	*	45%	38%
Hispanic	40	725	725	722	25%	*	43%	*	*	15%	22%
Black or African American	90	723	723	714	26%	21%	34%	19%	0%	19%	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	*	*	*	730	*	*	*	*	*	*	31%
Female	71	733	733	731	15%	17%	42%	*	*	25%	31%
Male	110	727	727	726	23%	17%	35%	*	*	25%	27%
Economically Disadvantaged Students	83	722	722	719	30%	14%	35%	*	*	20%	20%
Non-Economically Disadvantaged Students	98	736	736	735	11%	19%	40%	*	*	30%	36%
Students with Disabilities	60	706	706	707	*	23%	18%	*	*	10%	10%
Students without Disabilities	121	741	741	734	*	14%	47%	*	*	33%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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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	30	795	735	744	0%	0%	*	*	*	97%	42%
White	19	793	759	752	0%	0%	*	*	*	95%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	19	796	738	745	0%	0%	*	*	*	100%	44%
Male	11	795	733	743	0%	0%	*	*	*	91%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	30	795	*	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	10	10
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	18.8%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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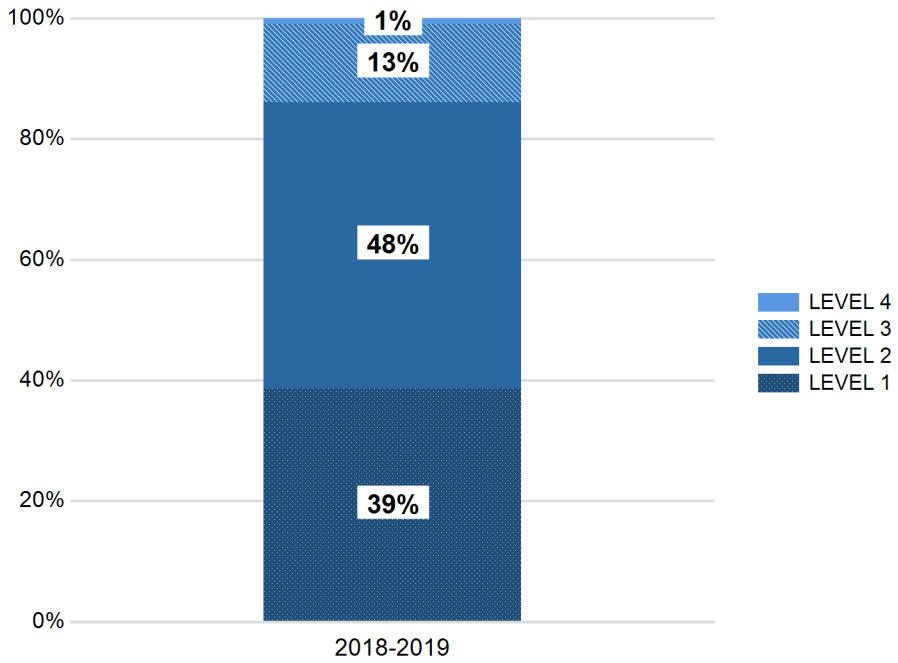
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	39	48	13	1
White	21	53	26	0
Hispanic	48	48	5	0
Black or African American	49	41	10	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	54	14	0
Male	44	43	12	1
Economically Disadvantaged Students	51	43	5	1
Non-Economically Disadvantaged Students	29	51	20	0
Students with Disabilities	71	26	3	0
Students without Disabilities	26	56	17	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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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	269
7	0	0	283
8	32	0	202
Total	32	0	754

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	194	70	0	0	0	0	0
7	171	101	0	0	0	0	0
8	64	33	46	0	0	0	76
Total	429	204	46	0	0	0	76

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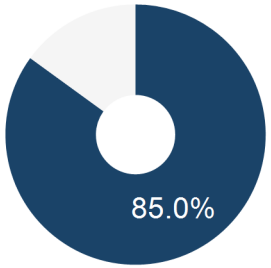
Visual and Performing Arts – Course Participation

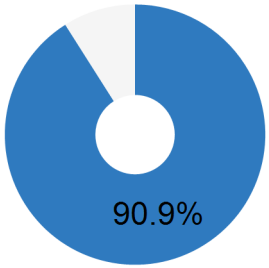
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

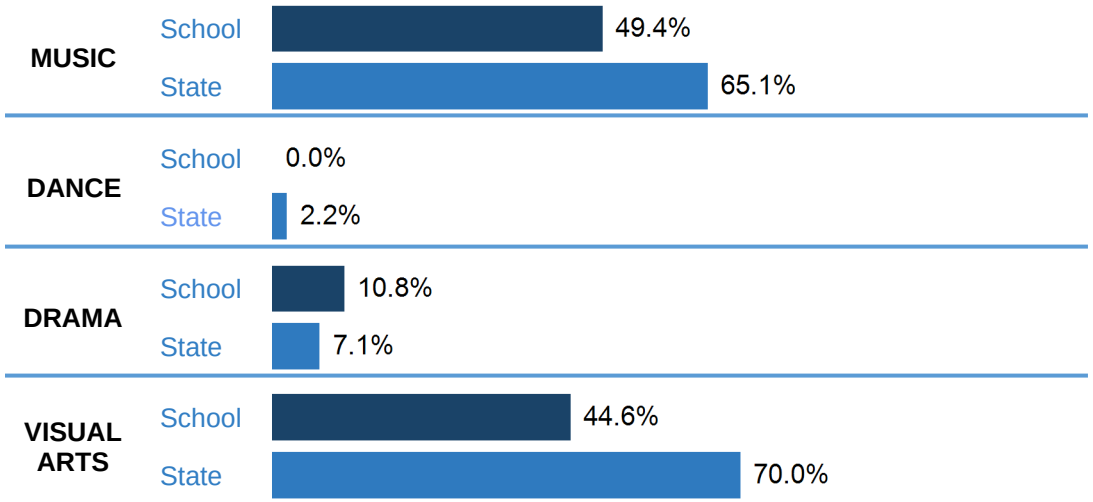


School



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.

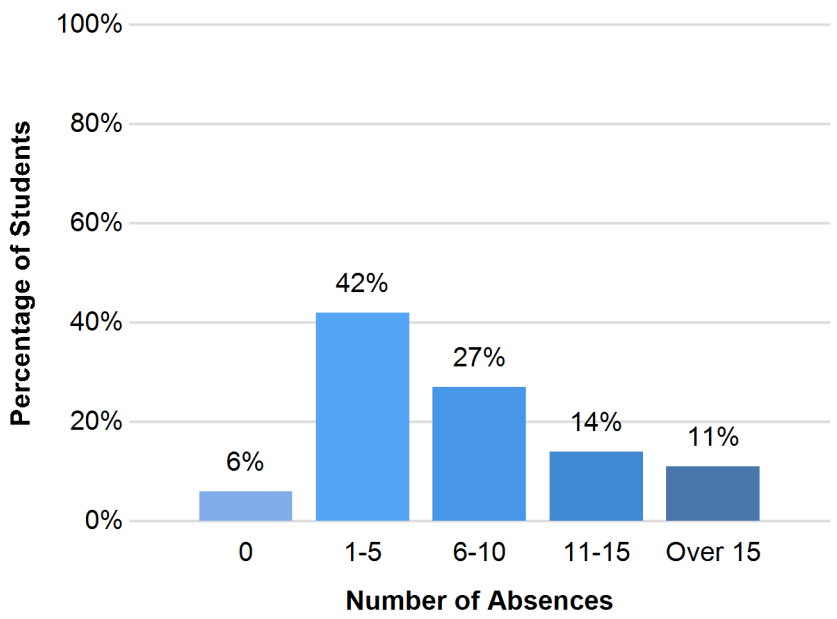
Chronic Absenteeism

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	64	8.2	9.1	Met
White	17	8.5	9.1	Met
Hispanic	11	7.3	9.1	Met
Black or African American	28	7.7	9.1	Met
Asian, Native Hawaiian, or Pacific	2	6.1	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	18.8	9.1	Not Met
Female	28	7.8		
Male	36	8.5		
Economically Disadvantaged Students	39	10.6	9.1	Not Met
Students with Disabilities	24	12.1	9.1	Not Met
English Learners	1	5.9	**	**
Homeless Students	4	33.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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



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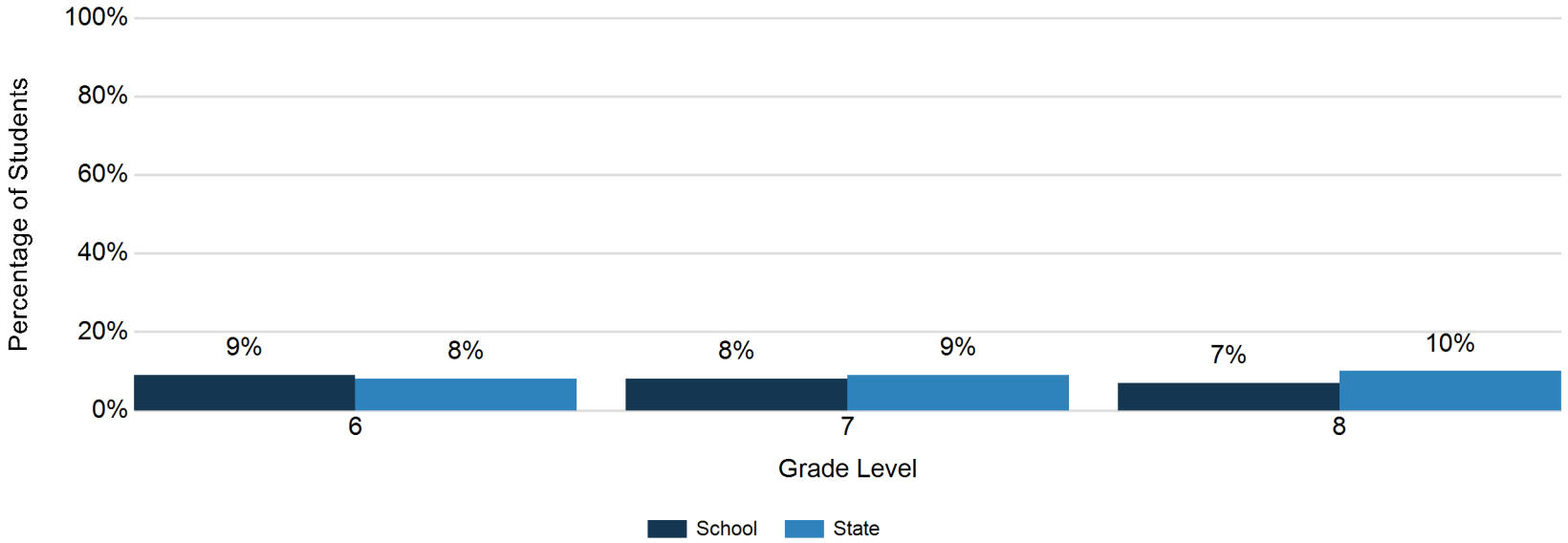
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.46

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	5	5
No Identified Nature	8		8

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	166	21.5%
Out-of-School Suspensions	106	13.7%
Any Suspension	207	26.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
512

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	5 Hrs. 44 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.5:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	93	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	67.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,530
Average years experience in public schools	22.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	90.9%	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	8:1	10:1
Students to Administrators	154:1	157:1
Teachers to Administrators	19:1	16:1
Students to Librarians/Media Specialists		575:1
Students to Nurses		863:1
Students to Counselors		288:1
Students to Child Study Team Members		182:1

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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	47.0%	79.6%	40.0%	48.4%	77.1%	54.9%
Male	53.0%	20.4%	60.0%	51.6%	22.9%	45.1%
White	26.0%	78.5%	60.0%	42.4%	83.6%	77.4%
Hispanic	19.3%	8.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	46.4%	11.8%	20.0%	15.0%	6.6%	13.9%
Asian	4.1%	1.1%	20.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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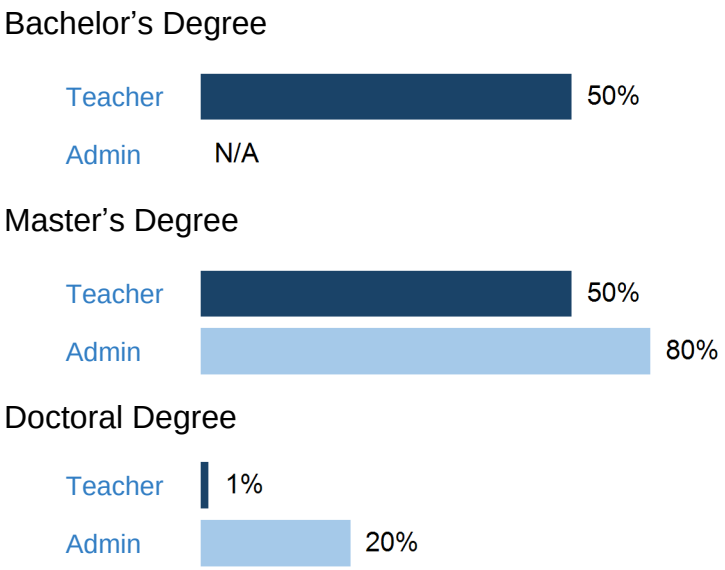
Teachers and Administrators - Level of Education

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



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	87.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	96.9%

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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.

NJ SCHOOL PERFORMANCE REPORT

Gilmore J Fisher Middle School
(21-1430-060)
Grades Offered: 06-08
2018-2019

Report Key:
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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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2018-2019

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.0%	46.5%	40.5%
Math Proficiency	35.9%	37.6%	32.5%
ELA Growth	35	55	36
Math Growth	56	58	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		25.0%	18.8%
Chronic Absenteeism	9.9%	7.9%	8.2%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• All curricula are rigorous and aligned with New Jersey Student Learning Standards and Common Core State Standards. • There are over 50 Enrichment courses offered including Introduction to Engineering and Robotics Engineering. • Fisher Middle School offers over 27 extracurricular and athletic activities.
Mission, Vision, Theme:	Our mission at Fisher Middle School is to promote the academic, social, emotional, and physical development of the unique middle level learner. We provide rigorous curriculum that integrates the New Jersey Student Learning Standards in order to make every student college and career ready. In order to promote the socio-emotional development of our students we use a Positive Behavior Support System which focuses on the concept of S.O.A.R. (Safety, Ownership, Achievement, and Respect)
Awards, Recognition, Accomplishments:	2019 Boys Spring Track Team was undefeated for the 8th consecutive season with many record-breaking highlights. 2019 Fisher Middle School Odyssey of the Mind Team qualified for Odyssey of the Mind World Finals in Michigan place 14th out of 86 teams worldwide. The 2019 Fisher Boys and Girls Basketball team won the 2019 Mercer County Tournament Championship for county middle schools.

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Courses, Curriculum, Instruction:	Fisher Middle School is a learning community comprised of more than 800 students in grades, 6, 7, and 8 with over 100 certified staff members who are organized into six interdisciplinary teams, and one Enrichment and Physical Education team. Courses include English/Language Arts, Mathematics, Science, Social Studies, World Languages, Art, Vocal and Instrumental Music, Healthy Living, Computer Technology, and Health and Physical Education. Fisher Middle School also offers a Gifted and Talented program at all grade levels.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Consistent with meeting the needs of the whole child, Fisher Middle School has 11 athletic teams in order to engage the students on an extracurricular level. Athletics are offered every season students are enrolled in school so that students can play multiple sports.
Clubs and Activities:	Fisher Middle School offers about 17 extracurricular clubs to all students. There is a wide range of extracurricular activities; some focus on developing academics further such as Odyssey of the Mind; other focus on community service programs such as the Intergenerational Club; a few on developing student leadership such as Student Council. Other clubs cultivate student creativity such as the Drama Club, which allows students to perform in the annual play or musical and Fisher Middle School Stage Band for our student musicians.

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Before and After School Programs:	Fisher Middle School has formed partnerships with various institutions of higher learning and local businesses. Each year, Fisher collaborates on a variety of levels with The College of New Jersey and Rider University. Fisher also works closely with the Credit Union of New Jersey as they sponsor 'Smart Kids Rule in Ewing' which is a program that recognizes student achievement.
Staff and Professional Learning:	Fisher Middle School engages staff members in various types of professional development throughout the year. The district offers four full days of professional development for all staff members, along with department, team, and faculty meetings with the same focus of improving teaching and learning for all students. Additionally, staff members are allowed to select their own professional development based on their own needs and interests for at least one professional day.

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Student Supports and Services:	Fisher uses a Response to Intervention approach to support student learning. A co-teaching approach serves as the second tier of intervention and small group targeted instruction is a Tier III intervention. The building supports the district's inclusive philosophy practice for Special Education, English as a Second Language (ESL) and academic support services. Fisher also has a 'Failure is Not an Option' program, where identified students receive extended instruction after school.
Student Health and Wellness:	Student health and wellness is part of the culture at Fisher Middle School. For students' physical and health and wellness, we offer Physical Education daily for students, as well as a balanced breakfast and lunch program. For students' socio-emotional health, we utilize a Positive Behavior Support System and an array of counseling services. We also implement the concept of "Mindfulness" throughout our school day.The Ewing Schools have implemented many programs that promote a positive school culture and this year Fisher has its own designated Student Assistance Counselor. For the past year, the district has put in place a task force focused on the mental health and emotional health of our students.
Parent and Community Involvement:	Fisher is supported by the extremely active Fisher Parents Association. Additionally, the school and district hold informational programs for parents, such The Role of Parenting in Reducing the Achievement Gap. Parents are encouraged to take advantage of the support systems at Fisher Middle School. This includes the agenda book to touch base with teachers, as well as the district and school web pages which provides the opportunity for parents to be informed and become involved.

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Facilities:	Fisher Middle School is a two story building that features two gymnasiums, two cafeterias, a garden, and central air conditioning; as well as being Wi-Fi enabled. Additionally, Fisher Middle School has an updated auditorium that seats over three hundred people and two classrooms dedicated to Orchestra, Band and Vocal instruction.
School Safety:	The Ewing Schools have placed a priority on establishing a learning environment that is safe, secure, positive and harmonious.Two district administrators, Superintendent Michael Nitti and Supervisor David Hauserman, have completed training by the Department of Education, Homeland Security, and FEMA to become certified School Safety Specialists.The position of School Security Coordinator was first implemented by the Board in 2013. Five of these adaptive experts on school security protocol and crisis management are based in each of the district's school campuses and assist the administrative team in all matters pertaining to school security.The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems that can be a powerful tool to provide real-time information to law enforcement, fire, and emergency medical service personnel as a crisis or emergency situation is occurring.

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Technology and STEM:	Fisher Middle School offers the following enrichment courses related to STEM: Musical Technology, Digital Citizenship, Exploring Technology: Intro to Engineering, Computer Science Unplugged I, Robotics Engineering, Introduction to Computer Applications: Google Apps, Computer Science Unplugged II, Graphic Design, Introduction to Computer Animation, Exploring Technology: Invention & Innovations.The technology instructional building focus for Fisher Middle School has been SAM-R for the 2017-18 school year. Fisher received more than 8 new SMARTBoards this year, along with 7 brand new Chromebook carts of 25 each. In order to maximize on these new resources, Fisher Middle School concentrated on not only implementing the use of this new technology in classrooms but on how to really modify and redefine instruction through technology.

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Other Information	With our belief in the power of reinforcement, Fisher has Students of the Month and Academic Award assemblies supported by a school-wide Positive Behavior Support program. Each of these programs recognizes students for outstanding accomplishments in school life. Other noteworthy endeavors include our Parent Conference Program, our Summer Reading Program, and two book fairs each year. We can be proud of what we achieve at Fisher Middle School, but our achievements are not due to complacency and satisfaction with the status quo. On the contrary, the program is effective because all of the stakeholders have a common goal - to do what is best for students - and we are always looking for innovative ways to attain that goal.

NJ SCHOOL PERFORMANCE REPORT

Parkway Elementary School
(21-1430-130)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

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Parkway Elementary School
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School Contact Information

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

Type	Contact Information
County	Mercer
District	Ewing Township School District
Principal Name	Mrs. Nicole Harris
Address	446 PARKWAY AVENUE EWING, NJ 08618-2605
Phone Number	609-538-9800
Email Address	nharris@ewingboe.org
Website	https://www.ewing.k12.nj.us
Twitter	https://www.ewing.k12.nj.us

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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	12	18	13
KG	64	65	54
1	66	64	59
2	69	71	66
3	77	74	74
4	54	73	64
5	73	56	71
Total	415	421	401

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.1%	47.3%	47.9%
Male	49.9%	52.7%	52.1%
Economically Disadvantaged Students	59.5%	56.3%	59.1%
Students with Disabilities	20.5%	19.5%	20.0%
English Learners	8.0%	7.6%	8.2%
Homeless Students	0.5%	1.4%	1.7%
Students in Foster Care	1.4%	0.2%	0.5%
Military-Connected Students	0.0%	0.5%	0.7%
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	16.9%	17.3%	16.5%
Hispanic	15.2%	15.7%	17.2%
Black or African American	58.3%	56.3%	57.1%
Asian	2.7%	3.3%	3.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	7.0%	7.4%	6.2%

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	12	18	13
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	64	65	54

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	80.5%
Spanish	9.7%
Creoles and pidgins, English	2.0%
Haitian	1.2%
Creoles and pidgins	1.0%
Other Languages	5.5%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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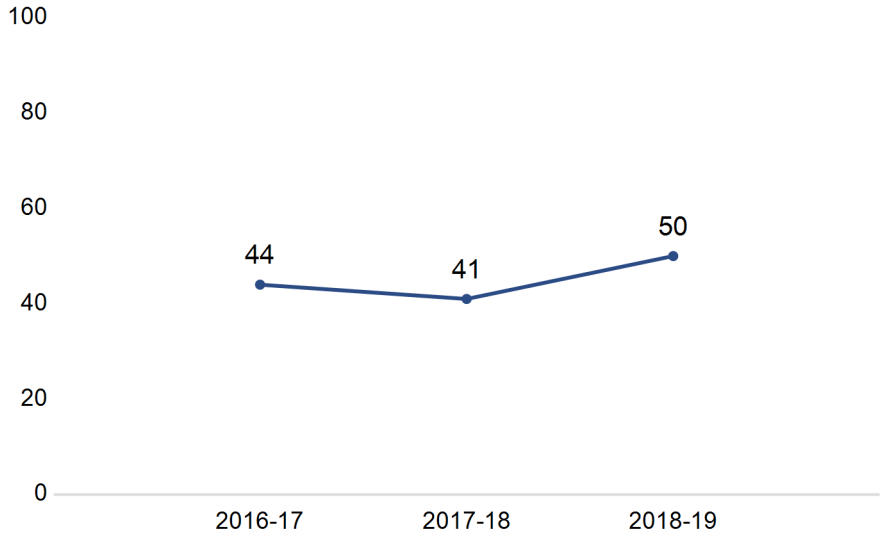
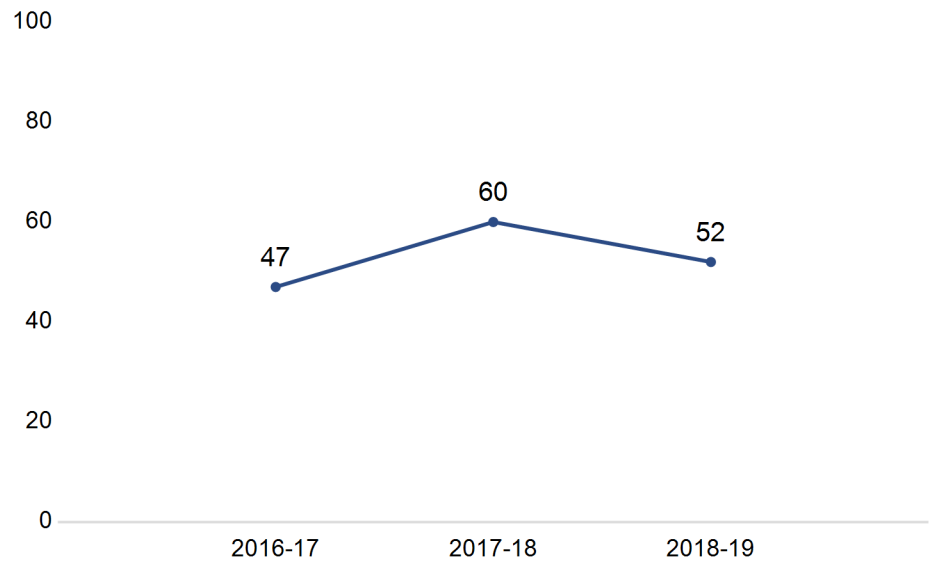
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	41	50	47	60	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	43	50	Met Standard	52	50	50	Met Standard
White	71	48	50	Exceeds Standard	47	56	52	Met Standard
Hispanic	43	41	49	Met Standard	56.5	48	47	Met Standard
Black or African American	42	41	45	Met Standard	52	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	49	59	**	*	60	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	47.5	49	**	*	56	52	**
Female	56	47	53	N	48	49	50	N
Male	41	41	47	N	56.5	51	51	N
Economically Disadvantaged Students	45	41	48	Met Standard	49	49	46	Met Standard
Students with Disabilities	35	43	43	**	52	51	45	**
English Learners	68	47.5	52	**	71	40	50	**
Homeless Students	*	24	43	N	*	50	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Parkway Elementary School
(21-1430-130)
Grades Offered: PK-05
2018-2019

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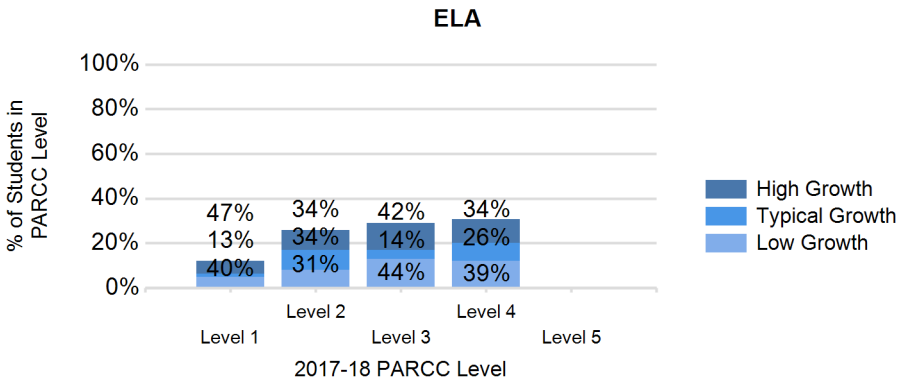
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

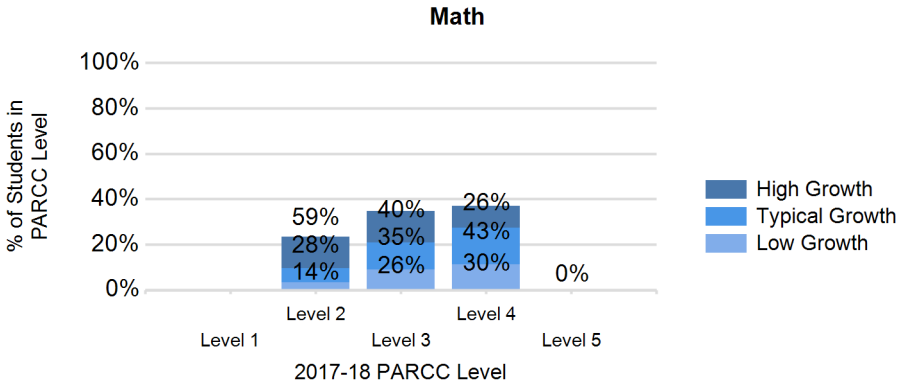
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

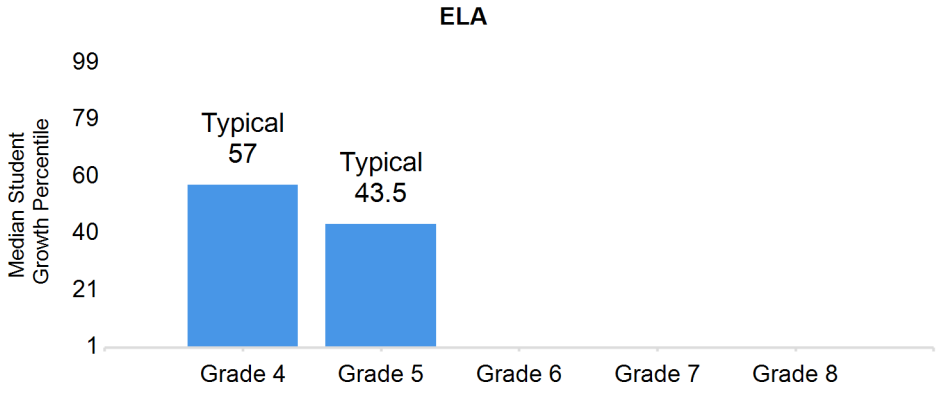
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

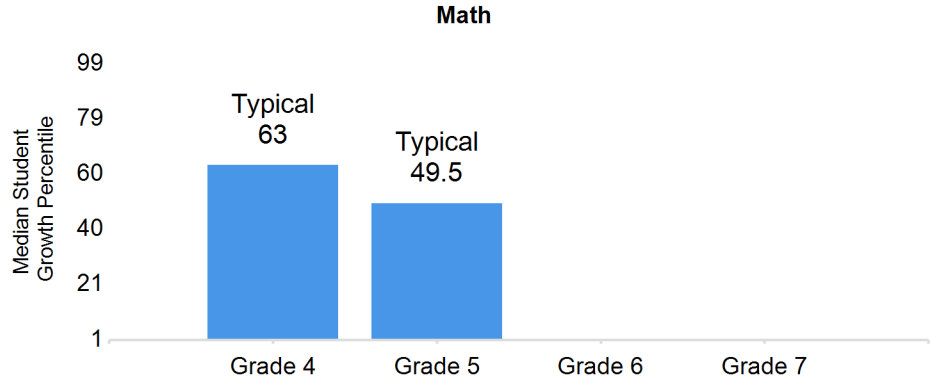




Student Growth by Grade

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





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Parkway Elementary School
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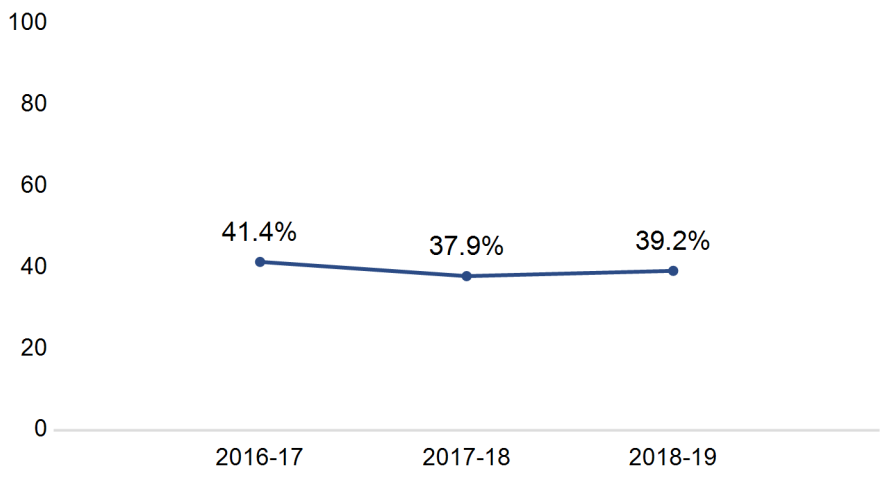
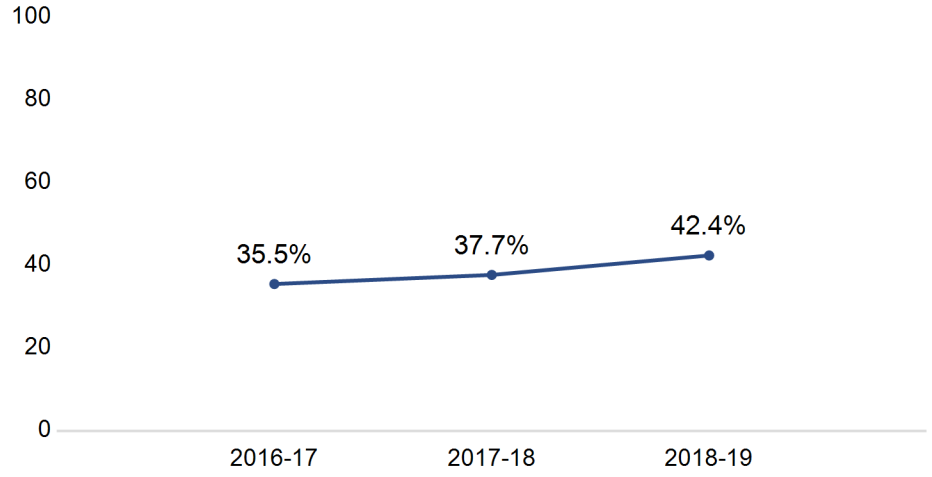
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	90.9%	98.6%	96.1%	91.0%	98.6%
Proficiency Rate for Federal Accountability	41.4%	37.9%	39.2%	35.5%	37.7%	42.4%
Annual Target	39.1%	41.3%	43.5%	38.6%	40.8%	42.9%
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.

NJ SCHOOL PERFORMANCE REPORT

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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	204	98.6	39.2	42.2	57.9	39.2	43.5	Met Target†
White	37	97.5	54.1	54.5	66.9	54.1	53.1	Met Target
Hispanic	36	100.0	27.8	35.6	43.9	27.8	40.3	Not Met
Black or African American	117	98.4	34.2	36.1	38.5	34.2	39.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	104	100.0	44.2	50.5	64.8	44.2		
Male	100	97.2	34.0	34.8	51.3	34.0		
Economically Disadvantaged Students	131	98.6	29.0	30.9	40.0	29.0	36.3	Not Met
Non-Economically Disadvantaged Students	73	98.7	57.5	51.9	67.9	57.5		
Students with Disabilities	46	96.0	13.0	17.2	22.7	13.0	23.8	Not Met
Students without Disabilities	158	99.4	46.8	49.5	65.1	46.8		
English Learners	24	100.0	33.3	*	29.3	33.3	N	N
Non-English Learners	180	98.4	40.0	*	60.6	40.0		
Homeless Students	*	*	*	27.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	47.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Parkway Elementary School
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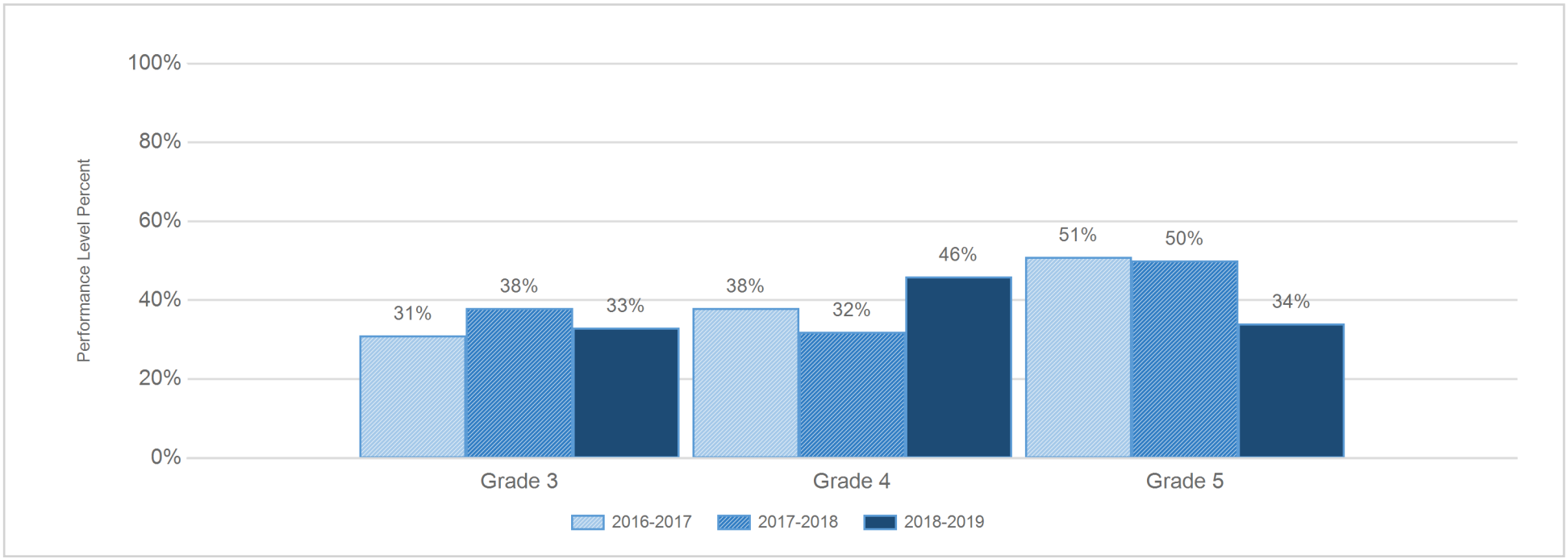
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	731	736	748	*	*	28%	33%	0%	33%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	15	707	723	734	*	*	*	*	*	20%	36%
Black or African American	41	729	735	731	*	*	32%	29%	0%	29%	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	*	*	*	756	*	*	*	*	*	*	58%
Female	39	737	743	753	*	*	*	31%	0%	31%	55%
Male	33	724	729	743	*	*	*	36%	0%	36%	46%
Economically Disadvantaged Students	45	723	726	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	27	743	746	759	*	*	*	*	*	44%	61%
Students with Disabilities	15	682	700	719	*	*	*	*	*	*	24%
Students without Disabilities	57	744	744	754	*	*	*	*	*	*	56%
English Learners	*	*	705	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	739	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	744	745	755	*	19%	24%	*	*	46%	57%
White	16	757	759	763	*	*	*	69%	0%	69%	67%
Hispanic	14	733	742	743	*	*	*	*	*	29%	44%
Black or African American	35	743	737	739	*	*	*	*	*	43%	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	33	746	751	760	*	*	*	*	*	48%	62%
Male	34	742	740	750	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	48	736	734	740	*	*	*	*	*	31%	40%
Non-Economically Disadvantaged Students	19	765	757	765	*	*	*	*	*	84%	69%
Students with Disabilities	12	726	729	725	*	*	*	*	*	33%	25%
Students without Disabilities	55	748	750	761	*	*	*	*	*	49%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	737	745	756	*	24%	34%	*	*	34%	58%
White	14	745	756	764	0%	*	*	*	*	36%	68%
Hispanic	*	*	743	743	*	*	*	*	*	*	44%
Black or African American	42	732	737	739	*	*	33%	29%	0%	29%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	747	762	*	*	*	*	*	*	65%
Female	35	749	754	761	*	*	29%	*	*	51%	64%
Male	33	725	736	750	*	*	39%	*	*	15%	52%
Economically Disadvantaged Students	40	731	734	740	*	*	*	*	*	23%	39%
Non-Economically Disadvantaged Students	28	746	754	766	*	*	*	*	*	50%	69%
Students with Disabilities	14	699	713	724	*	*	*	*	*	*	23%
Students without Disabilities	54	747	753	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	68	737	*	758	*	24%	34%	*	*	34%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	205	98.6	42.4	34.1	44.5	42.4	42.9	Met Target†
White	37	97.5	48.6	51.6	54.1	48.6	41.3	Met Target
Hispanic	37	100.0	45.9	28.1	28.8	45.9	48	Met Target†
Black or African American	117	98.4	35.0	24.0	23.0	35.0	39.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	104	100.0	44.2	35.6	44.9	44.2		
Male	101	97.3	40.6	32.7	44.2	40.6		
Economically Disadvantaged Students	132	98.6	36.4	24.3	26.3	36.4	34.5	Met Target
Non-Economically Disadvantaged Students	73	98.8	53.4	42.5	54.9	53.4		
Students with Disabilities	46	96.0	17.4	*	17.4	17.4	19.1	Met Target†
Students without Disabilities	159	99.4	49.7	*	50.0	49.7		
English Learners	25	100.0	48.0	33.6	25.0	48.0	56.3	Met Target†
Non-English Learners	180	98.4	41.7	34.1	46.5	41.7		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	36.8	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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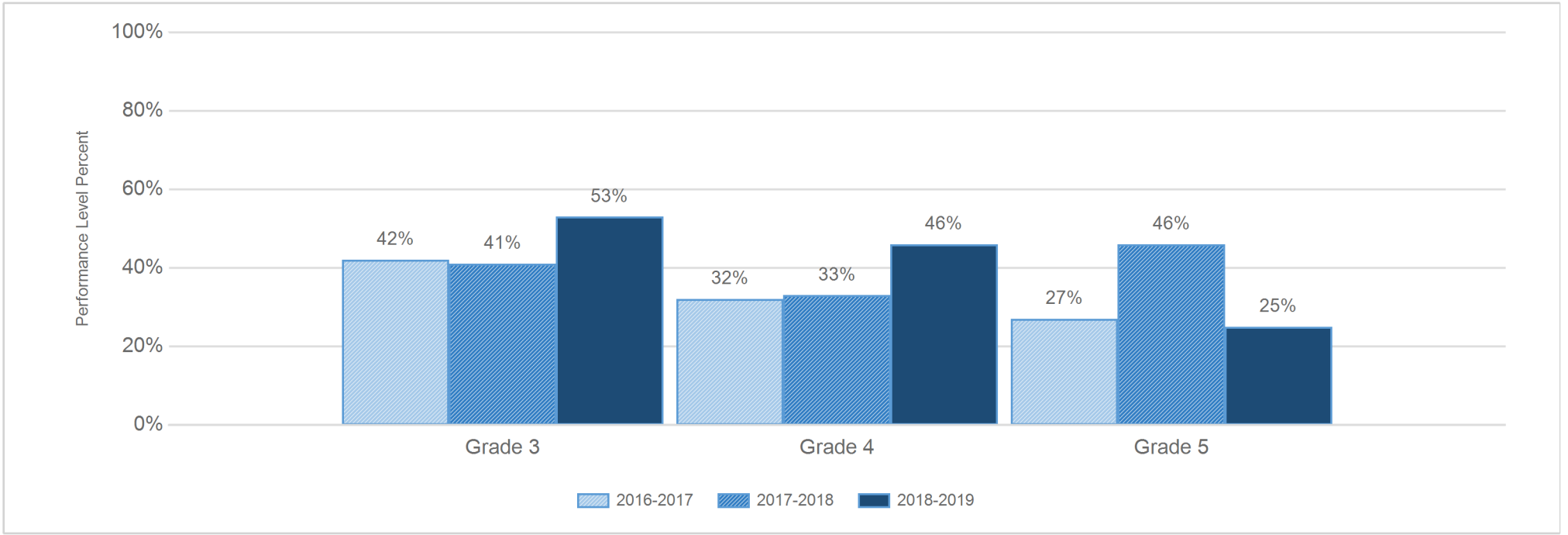
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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	73	748	747	752	*	16%	22%	*	*	53%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	16	732	736	739	*	*	*	*	*	44%	40%
Black or African American	41	745	743	735	*	*	34%	*	*	44%	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	*	*	*	758	*	*	*	*	*	*	62%
Female	39	753	750	751	*	*	*	*	*	56%	54%
Male	34	742	744	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	45	743	739	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	28	756	755	761	*	*	*	*	*	64%	67%
Students with Disabilities	15	721	721	731	*	*	*	*	*	13%	31%
Students without Disabilities	58	755	753	756	*	*	*	*	*	64%	60%
English Learners	*	*	726	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	744	740	749	*	*	37%	*	*	46%	51%
White	16	753	754	757	0%	*	*	*	*	63%	62%
Hispanic	14	740	737	737	*	0%	*	*	*	36%	36%
Black or African American	35	742	732	731	*	*	37%	43%	0%	43%	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	33	740	741	749	*	*	39%	*	*	39%	50%
Male	34	749	740	749	*	*	35%	*	*	53%	52%
Economically Disadvantaged Students	48	740	732	734	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	19	755	749	759	*	*	*	*	*	58%	63%
Students with Disabilities	12	728	729	726	*	*	*	*	*	33%	25%
Students without Disabilities	55	748	743	754	*	*	*	*	*	49%	56%
English Learners	*	*	713	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Parkway Elementary School
(21-1430-130)
Grades Offered: PK-05
2018-2019

Report Key:
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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	72	735	740	747	*	26%	39%	*	*	25%	47%
White	14	748	755	755	0%	*	*	*	*	29%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	43	730	731	729	*	35%	37%	*	*	19%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	746	753	*	*	*	*	*	*	55%
Female	36	739	743	747	*	*	36%	*	*	33%	47%
Male	36	730	738	747	*	*	42%	*	*	17%	47%
Economically Disadvantaged Students	41	730	732	732	*	*	34%	*	*	17%	27%
Non-Economically Disadvantaged Students	31	741	747	757	*	*	45%	*	*	35%	59%
Students with Disabilities	14	720	722	725	*	*	*	*	*	*	19%
Students without Disabilities	58	738	745	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	59.1%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	80.0%	20.0%
3-4	10	*	*
5 or more	*	*	*

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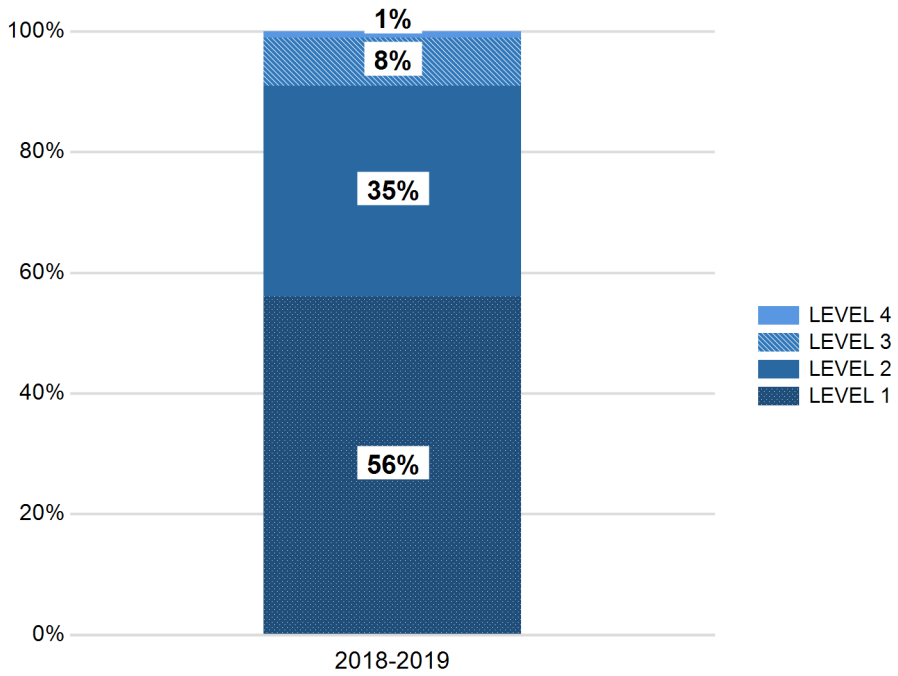
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	35	8	1
White	43	50	7	0
Hispanic	*	*	*	*
Black or African American	63	30	5	2
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	53	36	11	0
Male	58	33	6	3
Economically Disadvantaged Students	63	32	5	0
Non-Economically Disadvantaged Students	45	39	13	3
Students with Disabilities	79	21	0	0
Students without Disabilities	50	38	10	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

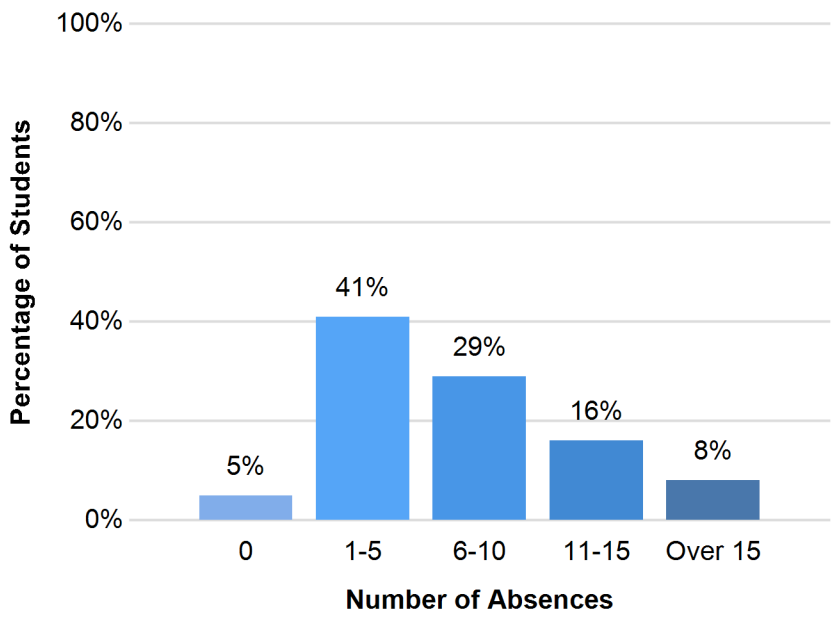
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	5.0	8.9	Met
White	6	9.1	8.9	Not Met
Hispanic	5	7.8	8.9	Met
Black or African American	8	3.4	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.2	8.9	Met
Female	8	4.3		
Male	12	5.6		
Economically Disadvantaged Students	15	6.2	8.9	Met
Students with Disabilities	5	5.4	8.9	Met
English Learners	3	9.7	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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



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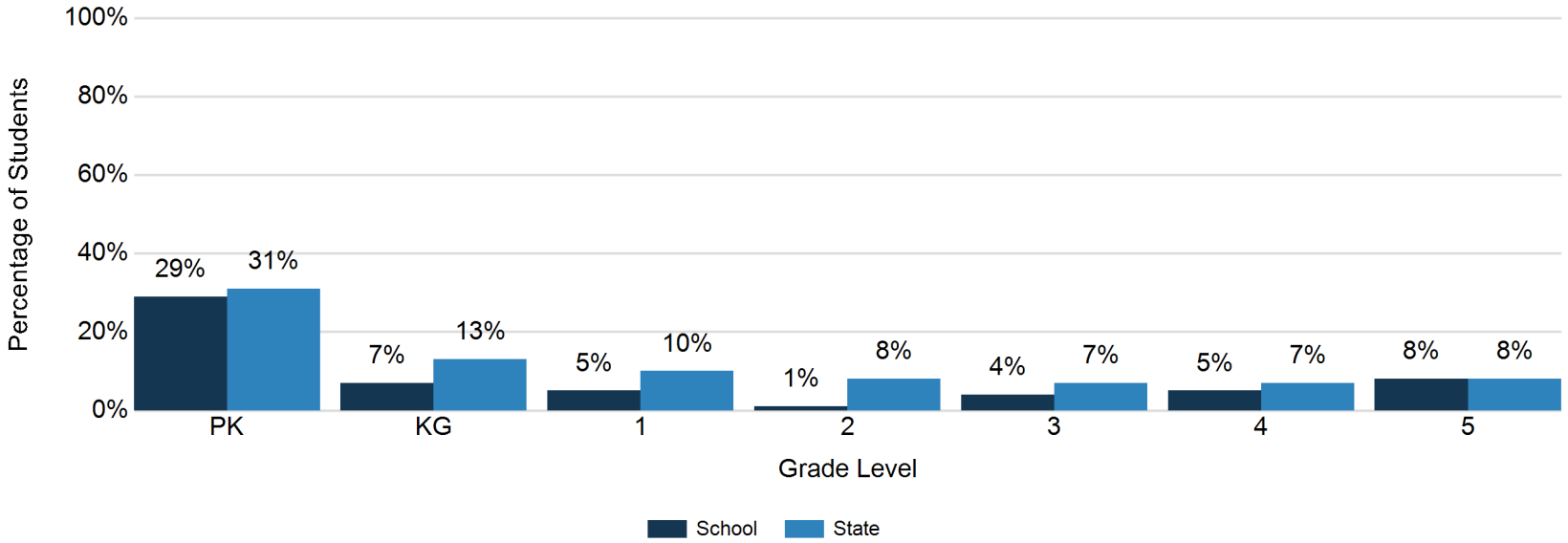
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.24

Police Notifications

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

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

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	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	9	9
No Identified Nature	3		3

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	20	5.0%
Out-of-School Suspensions	21	5.2%
Any Suspension	31	7.7%
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
46

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	41	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	82.9%	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	22	9,530
Average years experience in public schools	22.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	90.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	201:1	157:1
Teachers to Administrators	21:1	16:1
Students to Librarians/Media Specialists		575:1
Students to Nurses		863:1
Students to Counselors		288:1
Students to Child Study Team Members		182:1

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	87.8%	50.0%	48.4%	77.1%	54.9%
Male	52.1%	12.2%	50.0%	51.6%	22.9%	45.1%
White	16.5%	82.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	17.2%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	57.1%	9.8%	50.0%	15.0%	6.6%	13.9%
Asian	3.0%	4.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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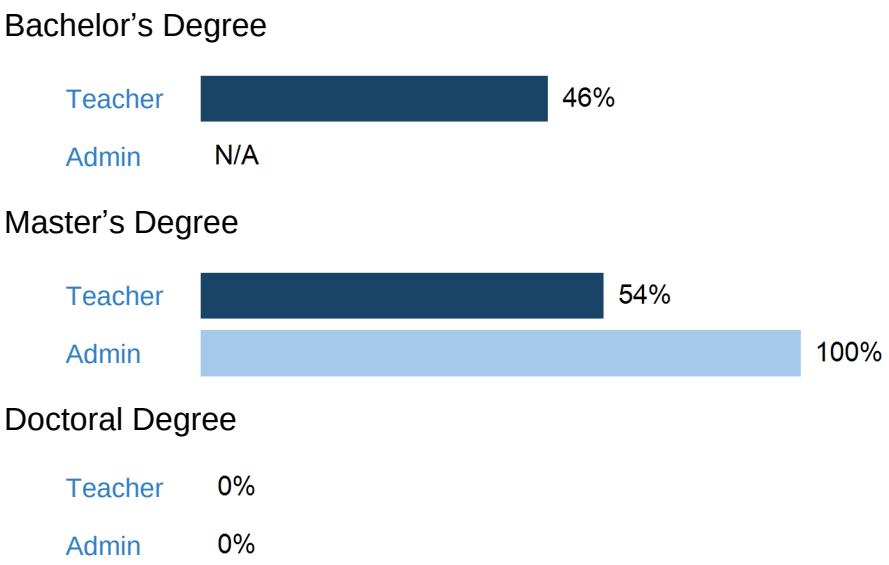
Teachers and Administrators - Level of Education

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



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	87.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	96.1%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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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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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	41.4%	37.9%	39.2%
Math Proficiency	35.5%	37.7%	42.4%
ELA Growth	44	41	50
Math Growth	47	60	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		73.9%	59.1%
Chronic Absenteeism	4.5%	5.7%	5.0%

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

NJ SCHOOL PERFORMANCE REPORT

Parkway Elementary School
(21-1430-130)
Grades Offered: PK-05
2018-2019

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Parkway School's yearly Martin Luther King, Jr. (MLK) community service project received Promising Practice Character Award in 2016. • Our approach to instruction includes Balanced Literacy in English/Language Arts, Investigations Math, Next Generation Science Standards and Social Studies. • Technology is a part of every school day with the use of Chromebooks, laptops, SMARTBoards and document cameras.
Mission, Vision, Theme:	At Parkway Elementary School, a home to 402 students and 65 staff members, we work as a team with our parents/guardians to instill a positive outlook in our students and to build a sense of respect, readiness, responsibility, resourcefulness and cooperation to help students become productive citizens in today's society. We take pride in striving for excellence and engaging our students in active learning. At Parkway, staff members are committed and dedicated to promoting the success of every child.
Awards, Recognition, Accomplishments:	In 2016 Parkway Elementary School was awarded a Promising Practice Award from the organization Character.org for a project named, "Dr. Martin Luther King, Jr. Day of Service". This has become a yearly school-wide project where every grade level is involved in an activity to benefit the Trenton Area Soup Kitchen. Student decorated brown bags are filled with student-made lunches which accompany toiletry kits distributed to clients of the soup kitchen on a specified date.

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Courses, Curriculum, Instruction:	The curricula and rigor for the academic subjects of math, reading, writing, science and social studies are all aligned to current state standards. Specifically we use guided reading and guided writing to teach grade level ELA skills and a constructivist approach to math skills. In Grades 3-5, students are eligible to enter our Gifted and Talented Program. Our G&T program offers replacement math class which meets daily and an enrichment language arts-based program that meets twice weekly.
Clubs and Activities:	At Parkway School we offer students in grades 3-5 an opportunity to try-out for and participate as team members of an Odyssey of the Mind team. In grades 2-3 students are able to sign-up for the community service club Jr. Paws and when in 4th and 5th grade those same students may serve on the Jr. Paws Advisory Board.

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Before and After School Programs:	After school we offer READ 180, an online reading program, to targeted 3rd-5th grade students. The program is run by certified teachers. We also offer a homework club for ESL and other recommended students in grades 2nd-5th. This club is supervised by certified teachers and further staffed with local college students as tutors. All of our varied School-wide Title 1 funded afterschool clubs have been very well received and attended by the Parkway student and parent community.
Staff and Professional Learning:	Professional Development is offered district-wide using four school calendar days. Teachers also receive curriculum updates and trainings within administrator run, monthly, grade level meetings. Cooperatively teachers are able to facilitate and participate in professional book clubs and professional learning communities. Teachers are expected to turnkey train other teachers the skills learned at an outside professional workshop.

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Student Supports and Services:	The needs of our special education students are facilitated by certified special education teachers and a full-time social worker, school psychologist and speech and language therapist. ESL students receive pull-out language acquisition services from a full-time and part-time ESL teacher. Students who demonstrate a need to be addressed are reviewed by the I&RS committee where a plan is developed with interventions and strategies developed to achieve student specific goals.
Student Health and Wellness:	The Ewing Schools have implemented many programs that promote a positive school culture. For the past year, the district has put in place a task force focused on the mental and emotional health of our students. Every student receives Physical Education regularly as a special area class. Daily, at recess, students are encouraged to play on the equipment, participate in a group sport on the field or in small group game on the black top. Hot breakfast is offered and daily over 100 students are served. Parkway School has a full service guidance program, which includes individual and group sessions and student lessons on character education, peer mediation, win-win guidelines and anti-bullying.
Parent and Community Involvement:	Our PTA sponsors a variety of school-wide programs and events, including the annual family pancake breakfast, enrichment materials, fundraising, family social events and the book fairs. As a School-wide Title 1 school we offer programs such as Family Bingo Night and Parent/Child book clubs and Family Yoga activities to foster positive family interactions. Every winter we partner with the Trenton Area Soup Kitchen to make bagged breakfasts, lunches and toiletry bags to donate to their clients.

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Facilities:	At Parkway School our students enjoy special area subjects in a content specific art room, computer lab, vocal music room, physical education in a regulation gym, a library and an instrumental music room. In the center of our school structure is a courtyard used by teachers as an outdoor classroom which houses an award winning garden that has been recognized by The National Wildlife Preservation as a Certified Schoolyard Habitat Site.
School Safety:	The Ewing Schools have placed a priority on establishing a learning environment that is safe, secure, positive and harmonious.Two district administrators, Superintendent Michael Nitti and Supervisor David Hauserman, have completed training by the Department of Education, Homeland Security and FEMA to become certified School Safety Specialists.The position of School Security Coordinator was first implemented by the Board in 2013. Five of these adaptive experts on school security protocol and crisis management are based in each of the district's school campuses and assist the administrative team in all matters pertaining to school security.The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems that can be a powerful tool to provide real-time information to law enforcement, fire, and emergency medical service personnel as a crisis or emergency situation is occurring.

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Technology and STEM:	STEM design and process is integrated into Science lessons on a daily basis.The computer class infuses a variety of technology skills including the Google Suite, coding and a culminating technology project.With the use of laptop computers, iPads, Chromebooks, SMARTBoards, SMARTeasels, SMART panels and document cameras the Parkway School teachers work to integrate technology into their lesson plans daily.The District hosts two evening events, Family Math Night and a STEM Night each year for students in grades kindergarten through eight.
Early Childhood Education:	The Ewing Public Schools offers an acclaimed Integrated Preschool Program with fully certified staff.

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Other Information	We believe a child-centered environment helps children meet their needs and aspirations and empowers them to be successful. We believe education is fostered through partnerships which accomplish positive goals. All students receive instruction in art, music, physical education, library and computers. Our Parkway Panther Book Club, Safety Patrol, Odyssey of the Mind, Jr. Paws, and the ELL Homework Club are all enrichment activities facilitated and organized by Parkway staff to offer additional opportunities for students to explore their special interests and talents and to strengthen their academic foundations. Our Wee Deliver postal program, which is sponsored by the U.S. Postal Service, encourages correct letter writing procedures and enriches literacy. Students are able to write letters to anyone at Parkway School.With the use of laptop computers, iPads, Chromebooks, SMARTBoards, SMARTeasels, SMART panels and document cameras the Parkway School teachers work to integrate technology into their lesson plans daily.We continually encourage our students to be 'Paws-itive' Parkway Panthers. We remind students daily to work toward and embrace the 4RCs of Parkway School (to be ready, responsible, resourceful, respectful and cooperative). This, along with the tenets of Responsive Classroom, has caused the climate of the school to be fully intertwined with positive attitudes and good behavioral choices. This year we have introduced a daily Mindfulness Moment into our daily announcements as a way to help student begin the day centered and ready to learn.The students and staff of Parkway have a strong commitment to community service on a local and global level and participate in projects monthly.

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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:

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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	Mercer
District	Ewing Township School District
Principal Name	Mr. Charles Welsh
Address	339 EWINGVILLE ROAD EWING, NJ 08638-1721
Phone Number	609-538-9800
Email Address	cwelsh@ewingboe.org
Website	https://www.ewing.k12.nj.us
Twitter	https://twitter.com/TheEwingSchools

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	55	55	46
KG	110	104	95
1	106	102	103
2	103	97	102
3	106	109	103
4	122	108	108
5	96	122	102
Total	698	697	659

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.3%	47.5%	48.9%
Male	53.7%	52.5%	51.1%
Economically Disadvantaged Students	43.3%	40.6%	42.3%
Students with Disabilities	23.9%	25.3%	25.2%
English Learners	7.3%	4.9%	6.2%
Homeless Students	0.7%	0.6%	1.4%
Students in Foster Care	1.6%	0.4%	0.8%
Military-Connected Students	0.0%	0.6%	0.9%
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	30.2%	32.1%	29.7%
Hispanic	18.6%	17.9%	18.7%
Black or African American	40.4%	38.9%	40.5%
Asian	7.7%	8.2%	7.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.2%
Two or More Races	2.9%	2.7%	3.0%

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	34	34	28
PK - Full Day	21	21	18
KG - Half Day	0	0	0
KG - Full Day	110	104	95

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	82.7%
Spanish	8.2%
Polish	2.3%
Urdu	1.5%
Other Languages	5.3%

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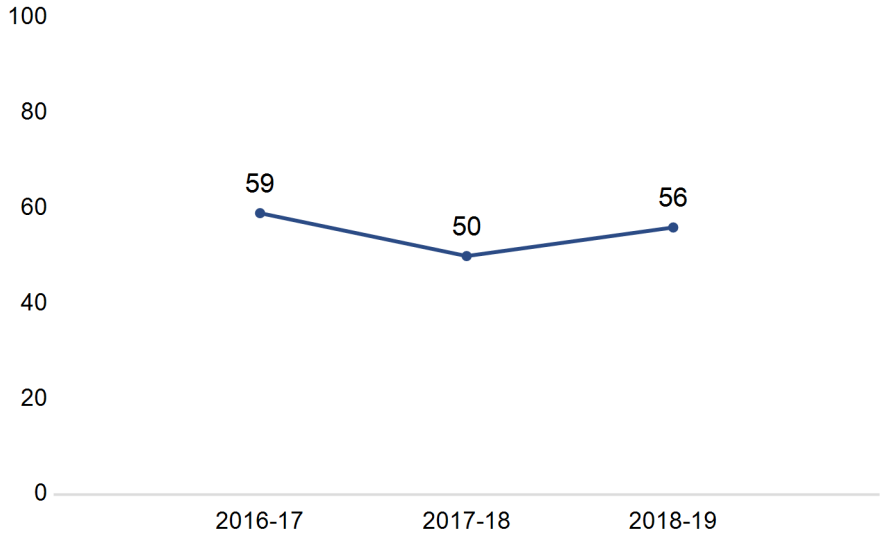
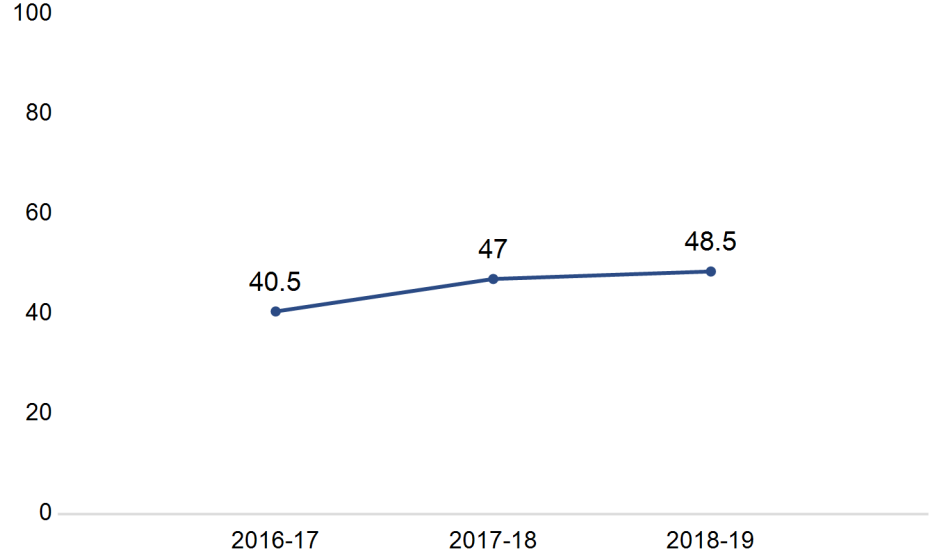
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	50	56	40.5	47	48.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56	43	50	Met Standard	48.5	50	50	Met Standard
White	56	48	50	Met Standard	50	56	52	Met Standard
Hispanic	61	41	49	Exceeds Standard	53	48	47	Met Standard
Black or African American	57	41	45	Met Standard	50	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	35.5	49	59	**	37	60	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	47.5	49	**	*	56	52	**
Female	53.5	47	53	N	47	49	50	N
Male	60	41	47	N	50.5	51	51	N
Economically Disadvantaged Students	45.5	41	48	Met Standard	50	49	46	Met Standard
Students with Disabilities	57.5	43	43	Met Standard	61	51	45	Exceeds Standard
English Learners	22.5	47.5	52	**	28	40	50	**
Homeless Students	*	24	43	N	*	50	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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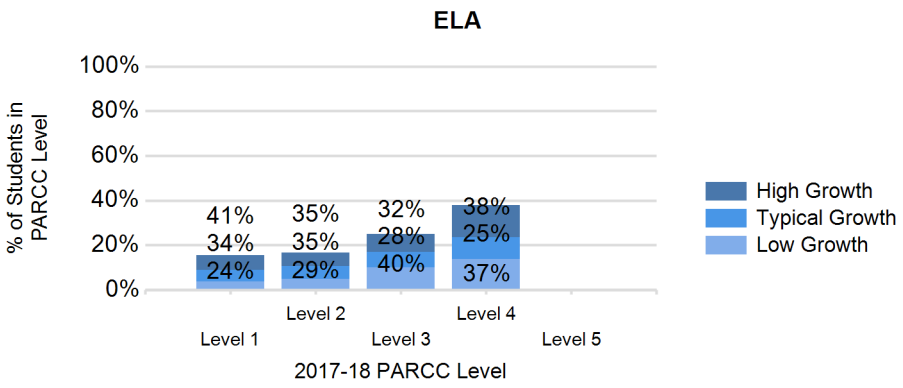
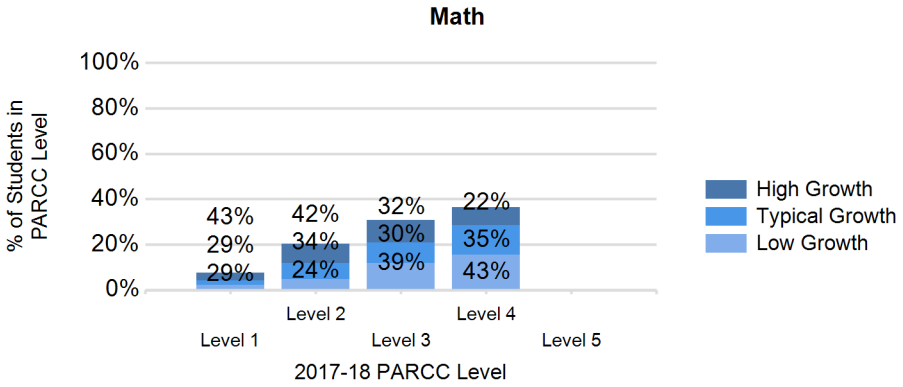
Student Growth by Performance Level

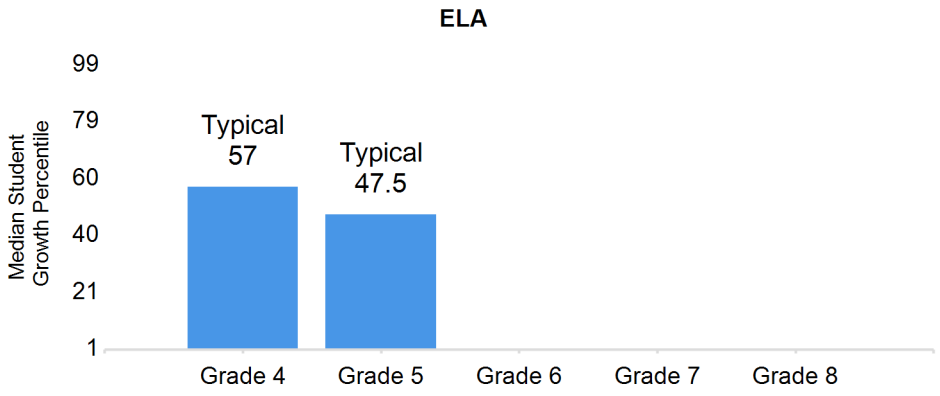
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

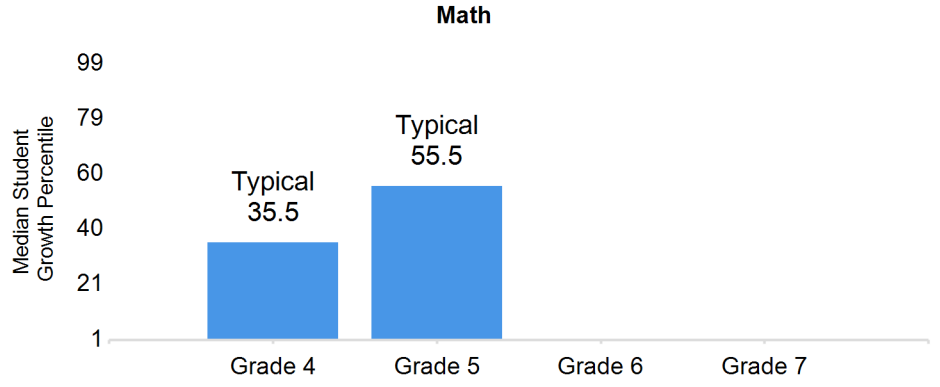




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

William L Antheil Elementary School
(21-1430-140)
Grades Offered: PK-05
2018-2019

Report Key:
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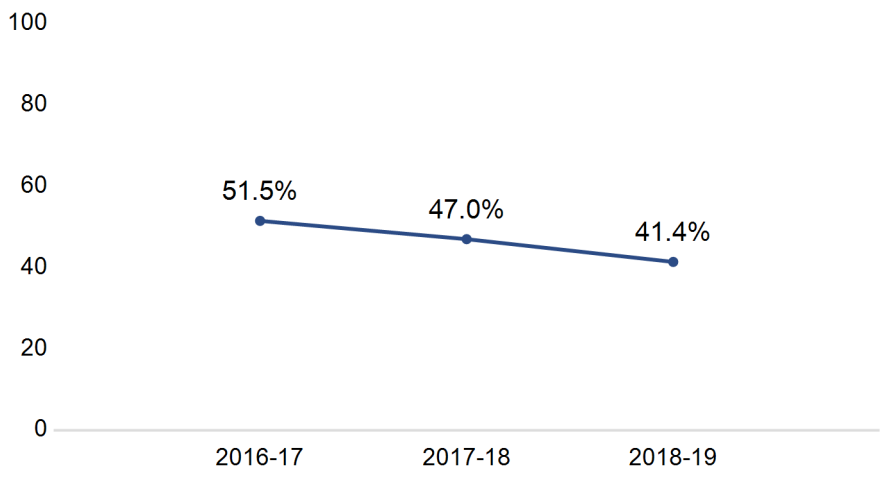
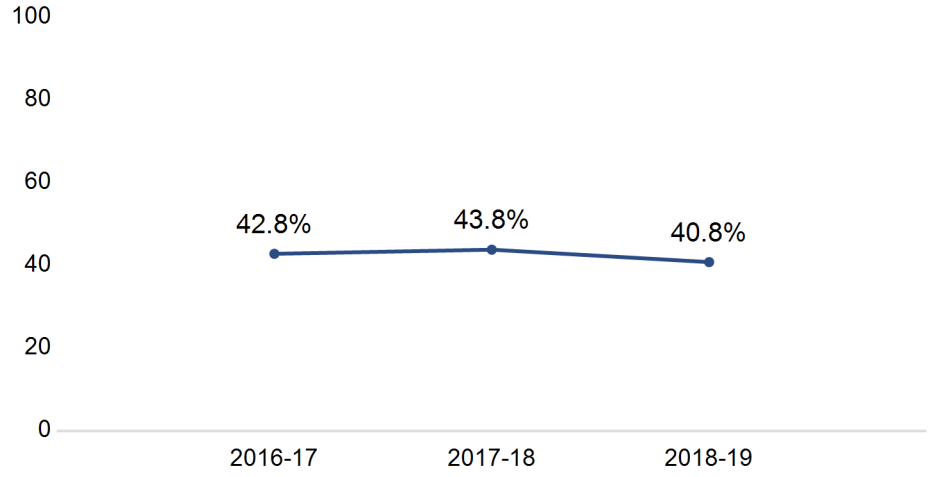
English Language Arts and Mathematics Performance Trends

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	99.1%	98.6%	98.7%	99.1%	98.0%	98.7%
Proficiency Rate for Federal Accountability	51.5%	47.0%	41.4%	42.8%	43.8%	40.8%
Annual Target	45.7%	47.5%	49.3%	53.0%	54.4%	55.9%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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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	290	98.7	41.4	42.2	57.9	41.4	49.3	Not Met
White	75	98.7	46.7	54.5	66.9	46.7	55.5	Met Target†
Hispanic	58	100.0	41.4	35.6	43.9	41.4	46.7	Met Target†
Black or African American	125	97.8	37.6	36.1	38.5	37.6	43.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	24	100.0	54.2	65.2	82.9	54.2	71	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	139	98.6	50.4	50.5	64.8	50.4		
Male	151	98.7	33.1	34.8	51.3	33.1		
Economically Disadvantaged Students	126	98.5	27.0	30.9	40.0	27.0	35	Not Met
Non-Economically Disadvantaged Students	164	98.8	52.4	51.9	67.9	52.4		
Students with Disabilities	65	95.9	21.5	17.2	22.7	21.5	30.9	Not Met
Students without Disabilities	225	99.6	47.1	49.5	65.1	47.1		
English Learners	24	100.0	*	*	29.3	*	24.6	Not Met
Non-English Learners	266	98.6	*	*	60.6	*		
Homeless Students	*	*	*	27.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	47.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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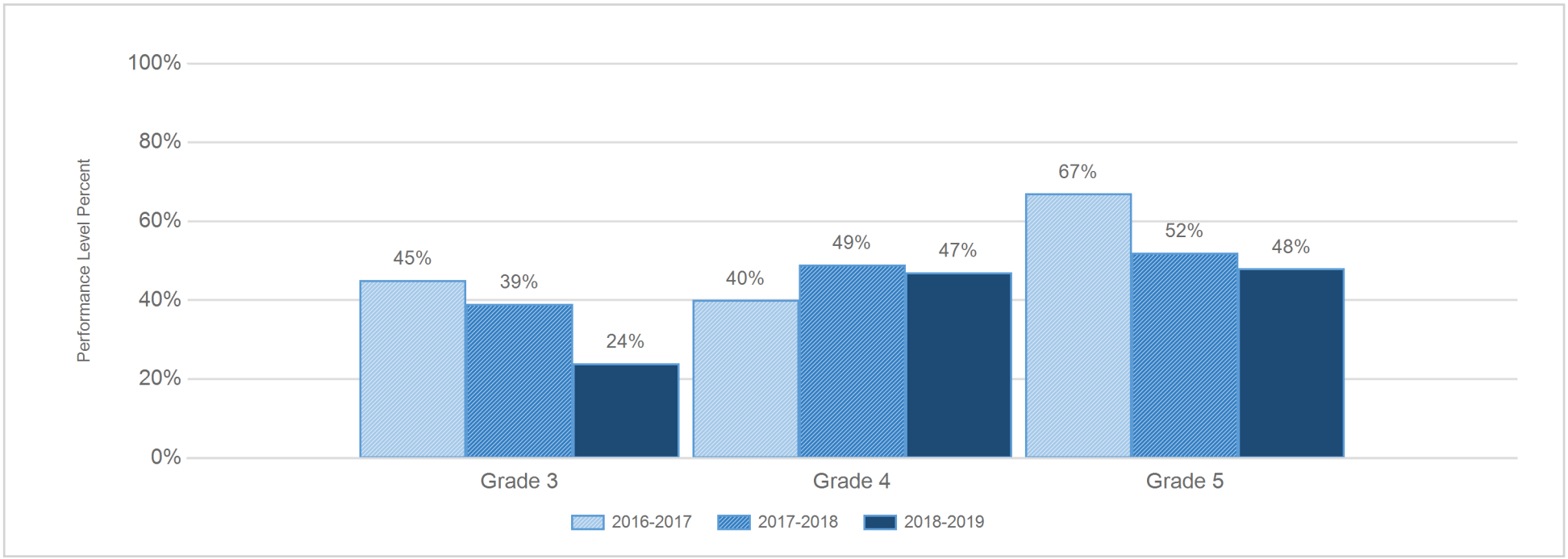
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

William L Antheil Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	727	736	748	24%	25%	27%	*	*	24%	50%
White	24	735	*	757	*	*	*	*	*	29%	60%
Hispanic	19	712	723	734	*	*	*	*	*	16%	36%
Black or African American	43	727	735	731	26%	26%	28%	*	*	21%	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	*	*	*	756	*	*	*	*	*	*	58%
Female	45	738	743	753	*	24%	27%	*	*	33%	55%
Male	51	718	729	743	*	25%	27%	*	*	16%	46%
Economically Disadvantaged Students	43	717	726	731	*	33%	*	*	*	14%	33%
Non-Economically Disadvantaged Students	53	735	746	759	*	19%	*	*	*	32%	61%
Students with Disabilities	15	696	700	719	*	*	*	*	*	*	24%
Students without Disabilities	81	733	744	754	*	*	*	*	*	*	56%
English Learners	10	705	705	713	*	*	*	*	*	*	17%
Non-English Learners	86	730	739	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	749	745	755	*	24%	25%	*	*	47%	57%
White	23	757	759	763	*	*	*	*	*	61%	67%
Hispanic	23	752	742	743	*	*	*	*	*	52%	44%
Black or African American	43	742	737	739	*	35%	23%	*	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	48	754	751	760	*	*	25%	*	*	56%	62%
Male	54	744	740	750	*	*	26%	*	*	39%	53%
Economically Disadvantaged Students	45	736	734	740	*	29%	33%	*	*	29%	40%
Non-Economically Disadvantaged Students	57	759	757	765	*	19%	19%	*	*	61%	69%
Students with Disabilities	24	725	729	725	*	42%	*	*	*	13%	25%
Students without Disabilities	78	756	750	761	*	18%	*	*	*	58%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	744	745	756	15%	15%	22%	*	*	48%	58%
White	24	753	756	764	*	*	*	*	*	50%	68%
Hispanic	16	739	743	743	*	*	*	*	*	50%	44%
Black or African American	45	739	737	739	*	*	*	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	747	762	*	*	*	*	*	*	65%
Female	48	748	754	761	*	*	*	*	*	58%	64%
Male	44	739	736	750	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	40	729	734	740	*	*	*	*	*	30%	39%
Non-Economically Disadvantaged Students	52	755	754	766	*	*	*	*	*	62%	69%
Students with Disabilities	20	714	713	724	*	*	*	*	*	20%	23%
Students without Disabilities	72	752	753	762	*	*	*	*	*	56%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	292	98.7	40.8	34.1	44.5	40.8	55.9	Not Met
White	76	98.7	55.3	51.6	54.1	55.3	69.7	Not Met
Hispanic	58	100.0	36.2	28.1	28.8	36.2	58.8	Not Met
Black or African American	126	97.8	31.7	24.0	23.0	31.7	41.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	24	100.0	66.7	62.2	76.5	66.7	71	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	139	98.6	38.8	35.6	44.9	38.8		
Male	153	98.8	42.5	32.7	44.2	42.5		
Economically Disadvantaged Students	127	98.5	29.1	24.3	26.3	29.1	45.4	Not Met
Non-Economically Disadvantaged Students	165	98.8	49.7	42.5	54.9	49.7		
Students with Disabilities	65	95.9	20.0	*	17.4	20.0	35	Not Met
Students without Disabilities	227	99.6	46.7	*	50.0	46.7		
English Learners	26	100.0	34.6	33.6	25.0	34.6	37	Met Target†
Non-English Learners	266	98.6	41.4	34.1	46.5	41.4		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	36.8	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

William L Antheil Elementary School
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2018-2019

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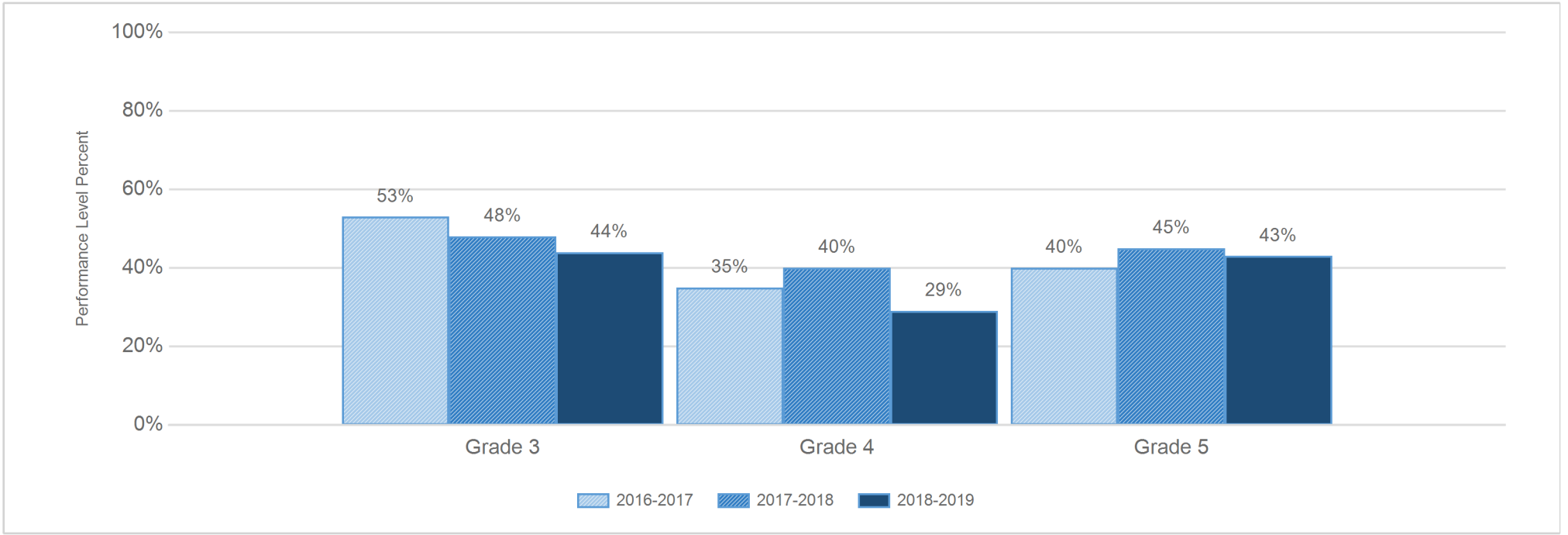
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	743	747	752	10%	17%	29%	*	*	44%	55%
White	24	754	*	760	*	*	*	*	*	63%	66%
Hispanic	20	728	736	739	*	*	*	*	*	30%	40%
Black or African American	44	739	743	735	*	*	41%	32%	0%	32%	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	*	*	*	758	*	*	*	*	*	*	62%
Female	46	745	750	751	*	*	30%	*	*	41%	54%
Male	52	741	744	752	*	*	27%	*	*	46%	56%
Economically Disadvantaged Students	44	736	739	737	*	*	32%	*	*	36%	37%
Non-Economically Disadvantaged Students	54	748	755	761	*	*	26%	*	*	50%	67%
Students with Disabilities	16	714	721	731	*	*	*	*	*	13%	31%
Students without Disabilities	82	748	753	756	*	*	*	*	*	50%	60%
English Learners	11	722	726	728	*	*	*	*	*	36%	26%
Non-English Learners	87	745	749	754	*	*	*	*	*	45%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	738	740	749	*	*	42%	29%	0%	29%	51%
White	24	748	754	757	0%	*	46%	*	*	42%	62%
Hispanic	23	739	737	737	*	*	*	*	*	30%	36%
Black or African American	43	731	732	731	*	37%	35%	*	*	23%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	48	739	741	749	*	*	42%	29%	0%	29%	50%
Male	55	738	740	749	*	*	42%	29%	0%	29%	52%
Economically Disadvantaged Students	45	729	732	734	*	38%	38%	*	*	18%	32%
Non-Economically Disadvantaged Students	58	745	749	759	*	17%	45%	*	*	38%	63%
Students with Disabilities	24	727	729	726	*	*	*	*	*	*	25%
Students without Disabilities	79	742	743	754	*	*	*	*	*	*	56%
English Learners	*	*	713	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	742	740	747	*	19%	29%	*	*	43%	47%
White	24	754	755	755	*	*	*	*	*	58%	58%
Hispanic	16	742	737	735	*	*	*	*	*	44%	30%
Black or African American	46	734	731	729	*	*	35%	33%	0%	33%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	746	753	*	*	*	*	*	*	55%
Female	48	742	743	747	*	*	31%	*	*	44%	47%
Male	45	741	738	747	*	*	27%	*	*	42%	47%
Economically Disadvantaged Students	41	731	732	732	*	*	34%	*	*	27%	27%
Non-Economically Disadvantaged Students	52	750	747	757	*	*	25%	*	*	56%	59%
Students with Disabilities	20	724	722	725	*	*	*	*	*	15%	19%
Students without Disabilities	73	747	745	752	*	*	*	*	*	51%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

William L Antheil Elementary School
(21-1430-140)
Grades Offered: PK-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	30.3%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	*	*
3-4	14	*	*
5 or more	*	*	*

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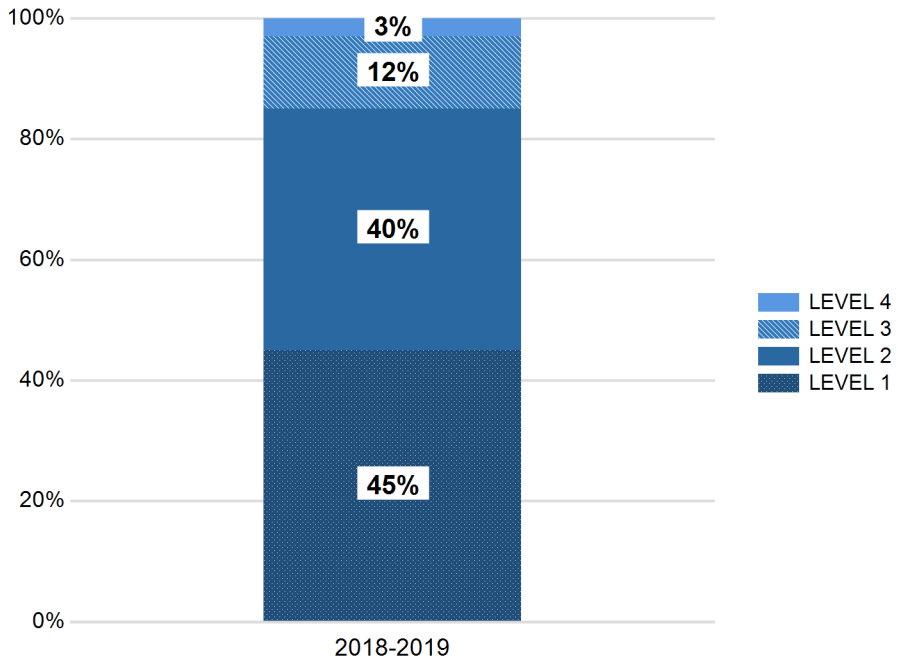
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	40	12	3
White	38	42	13	8
Hispanic	50	44	0	6
Black or African American	49	38	13	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	43	49	8	0
Male	47	31	16	7
Economically Disadvantaged Students	68	24	7	0
Non-Economically Disadvantaged Students	26	53	15	6
Students with Disabilities	81	19	0	0
Students without Disabilities	34	47	15	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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

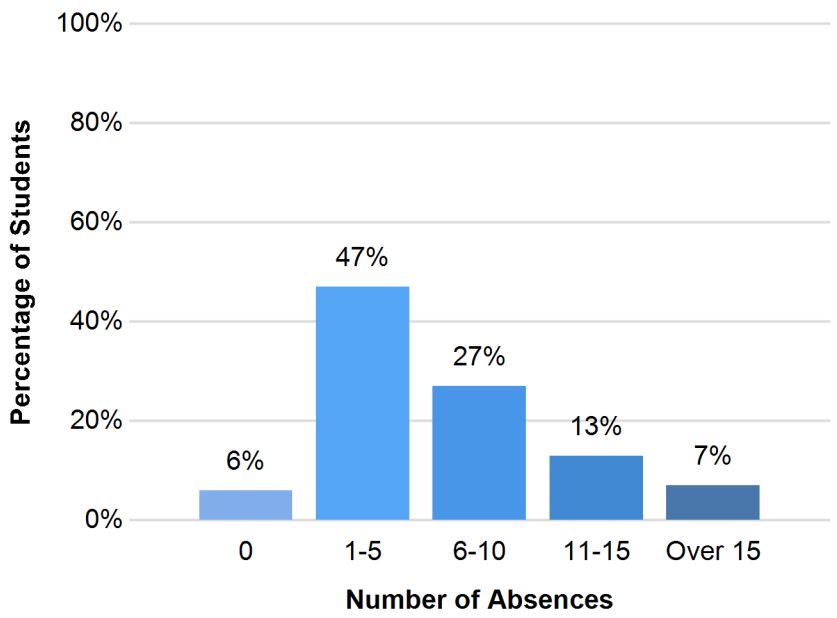
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	28	4.7	8.9	Met
White	4	2.2	8.9	Met
Hispanic	10	9.2	8.9	Not Met
Black or African American	11	4.6	8.9	Met
Asian, Native Hawaiian, or Pacific	2	4.4	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	12	4.0		
Male	16	5.5		
Economically Disadvantaged Students	17	6.7	8.9	Met
Students with Disabilities	9	7.9	8.9	Met
English Learners	0	0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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



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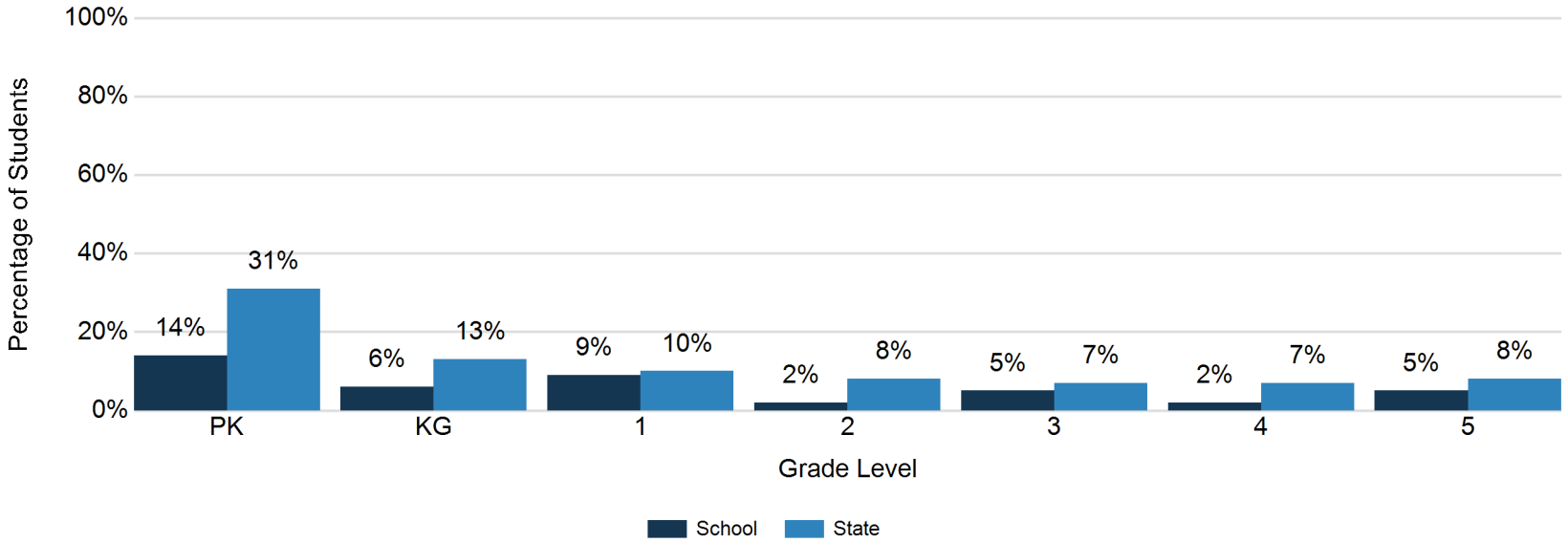
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.52

Police Notifications

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

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

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	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	3	3
Disability	0	0	0
Other	0	5	5
No Identified Nature	13		13

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	28	4.2%
Out-of-School Suspensions	36	5.5%
Any Suspension	50	7.6%
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
70

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	66	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	68.2%	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	22	9,530
Average years experience in public schools	22.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	90.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	330:1	157:1
Teachers to Administrators	33:1	16:1
Students to Librarians/Media Specialists		575:1
Students to Nurses		863:1
Students to Counselors		288:1
Students to Child Study Team Members		182:1

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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 and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	51.1%	9.1%	0.0%	51.6%	22.9%	45.1%
White	29.7%	95.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	18.7%	0.0%	50.0%	29.9%	7.3%	7.2%
Black or African American	40.5%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	7.9%	3.0%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	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

Teacher 0%

Admin 0%

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	87.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	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	96.4%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.5%	47.0%	41.4%
Math Proficiency	42.8%	43.8%	40.8%
ELA Growth	59	50	56
Math Growth	40	47	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.4%	30.3%
Chronic Absenteeism	5.8%	5.4%	4.7%

† 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.

NJ SCHOOL PERFORMANCE REPORT

William L Antheil Elementary School
(21-1430-140)
Grades Offered: PK-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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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:	• SMARTBoard technology is used to engage students when learning. • Students in grades 3-5 utilize technology via Chromebook access. • Curriculum includes Balanced Literacy, Investigations Math, Next Generation Science Standards and Social Studies.
Mission, Vision, Theme:	Antheil will meet the academic, emotional, social, and physical needs of our diverse student population. We will implement research based best practices and differentiate instruction to meet the needs of all students. As lifelong learners, our students will be challenged academically to be critical thinkers, to work cooperatively, and to be technologically prepared to meet the demands of a constantly changing world.
Awards, Recognition, Accomplishments:	Antheil Elementary JerseyCan Recognition for Top Performance Gains, Certified Kindness School Award, NJ Sustainable NJ Schools Grant 2017 Award

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Courses, Curriculum, Instruction:	Our ELA instruction targets building strong foundation literacy skills such as phonics, vocabulary to facilitate reading comprehension and writing. Daily students meet in reading or strategies groups. Math instruction fosters students' problem solving and reasoning skills. Our Science program provides a hands-on daily support and classes of provided for gifted learners in ELA and Math.
Clubs and Activities:	Antheil implements Positive Behavior Interventions and Support (PBIS) program which is a proactive approach for establishing the behavioral supports needed for all students to achieve social, emotional and academic success. During morning meeting, we focus on creating and sustaining a more positive school climate. Specific lessons, behavioral expectations and community building activities are taught and reinforced during this time.

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Before and After School Programs:	Antheil's Bricks 4 Kidz program introduces Preschool-Grade 5 students to engineering, architecture and scientific principles. This is a hands-on class where students build machines, buildings, vehicles and other motorized models out of LEGO Bricks using one of a kind model plans by Bricks 4 Kidz. Odyssey of the Mind is an international creative problem-solving program that engages students in their learning by allowing their knowledge and ideas to come to life in an exciting, productive environment.
Staff and Professional Learning:	Antheil teachers attend grade level meetings for ELA and Math once a month. These meetings are led by our Math and ELA Supervisor as well as our Math Coach. Additionally, the district provides Professional Development opportunities four times per year and staff is encouraged to attend outside PD and turnkey it when they return to school.

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Student Supports and Services:	Antheil's I&RS Committee is aligned to meet the needs of all. This collaborative team of educators and parents work closely together to provide action plans for students in need. Antheil's ESL program uses standards to determine group placement and differentiated instruction anchored in academic language. The building has a full time Child Study Team on site to support students.
Student Health and Wellness:	The Ewing Schools have implemented many programs that promote a positive school culture. For the past year, the district has put in place a task force focused on the mental and emotional health of our students.Antheil offers a breakfast program prior to the start of school and all snacks purchased for K-5 students follow strict guidelines. Kindergarten teachers offer dental health where a presenter from Mercer Child Dentistry comes in for a week to meet with classes and review how to properly brush teeth as well as why it is so important to brush nightly. Physical Education is offered K-5. Health is incorporated with in the Physical Education setting.
Parent and Community Involvement:	Antheil School's Parent Teacher Organization (PTO) plans monthly student-centered activities and family nights to enhance both learning and community relationships. The school's web page and newsletters keep parents informed about what is happening in school. Likewise, the PTO actively aligns their projects with our students' academic needs.

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Climate Surveys:	Antheil surveys the community after each Antheil Parent Teacher Organization event held at the school. We then take this data to continuously improve upon the activities created for our student body and their families.
Facilities:	SMARTBoard technology is available in all classrooms. We have two full computer labs that students visit as one of their specials, once within a six day cycle. Additionally, Antheil has a full gymnasium, auditorium, multi-purpose room and two art rooms. Our building is fully air-conditioned. We also have three playgrounds on site.
School Safety:	The Ewing Schools have placed a priority on establishing a learning environment that is safe, secure, positive and harmonious.Two district administrators, Superintendent Michael Nitti and Supervisor David Hauserman, have completed training by the Department of Education, Homeland Security and FEMA to become certified School Safety Specialists.The position of School Security Coordinator was first implemented by the Board in 2013. Five of these adaptive experts on school security protocol and crisis management are based in each of the district's school campuses and assist the administrative team in all matters pertaining to school security.The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems that can be a powerful tool to provide real-time information to law enforcement, fire, and emergency medical service personnel as a crisis or emergency situation is occurring.

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Technology and STEM:	STEM design and process is integrated into Science lessons on a daily basis.The computer class infuses a variety of technology skills including the Google Suite, coding and a culminating technology project.The District hosts two evening events, Family Math Night and STEM Night each year for students in grades kindergarten through eight.Antheil Hands on Science with a Dash of Math Night: The annual event draws hundreds of Ewing students, parents, and staff with a passion for science and math. Aside from staff members and parents, some outside groups that volunteer to come run experiments for the night are TCNJ's Student Chemists Association, Physics Club, and the Tri-Beta Biology Club. Princeton University's Molecular Biology Group and Rider University's Men and Women's Soccer teams also worked with students to show them how cool science and math can be.
Early Childhood Education:	The Ewing Public Schools offers an acclaimed Integrated Preschool Program with a fully certified staff.

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Other Information	The Antheil staff is truly invested in providing a complete educational environment for the school community, staying late and coming in early for before and after school committees and activities. Antheil is very proud of its enthusiastic and highly-motivated staff, working together to maintain a productive atmosphere for academic excellence. They are dedicated staff that continuously looks for strategies and instructional methodology to better meet the needs of each and every child.