



Anthony V. Ceres Elementary School
(23-4090-070)
Grades Offered: KG-04
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Mr. Derrick Kyriacou
Address	445 STATE STREET PERTH AMBOY, NJ 08861-3534
Phone Number	732-376-6020
Email Address	derrkyriacou@paps.net
Website	https://www.paps.net/domain/14



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	162	139	145
1	153	144	137
2	165	156	124
3	135	113	123
4	132	119	112
Total	747	671	641

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	50.3%	47.7%	47.1%
Male	49.7%	52.3%	52.9%
Economically Disadvantaged Students	93.6%	94.0%	93.4%
Students with Disabilities	7.5%	8.9%	9.0%
English Learners	26.0%	31.9%	32.1%
Homeless Students	0.7%	0.1%	0.6%
Students in Foster Care	0.4%	0.4%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.4%	0.3%	0.3%
Hispanic	95.3%	95.7%	96.6%
Black or African American	3.7%	3.4%	2.5%
Asian	0.3%	0.3%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.3%	0.6%

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
KG - Half Day	0	0	0
KG - Full Day	162	139	145

Enrollment by Home Language

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

Home Language	% of Students
Spanish	75.4%
English	24.2%
Other Languages	0.5%



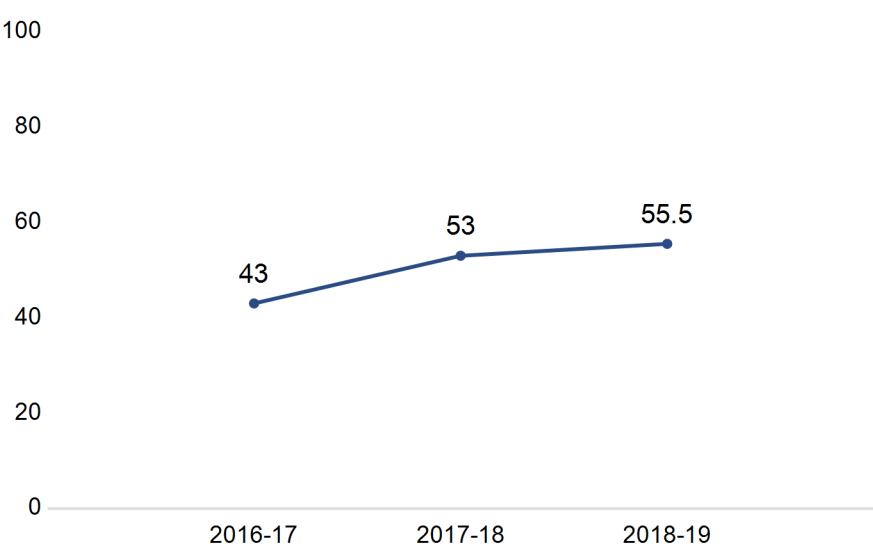
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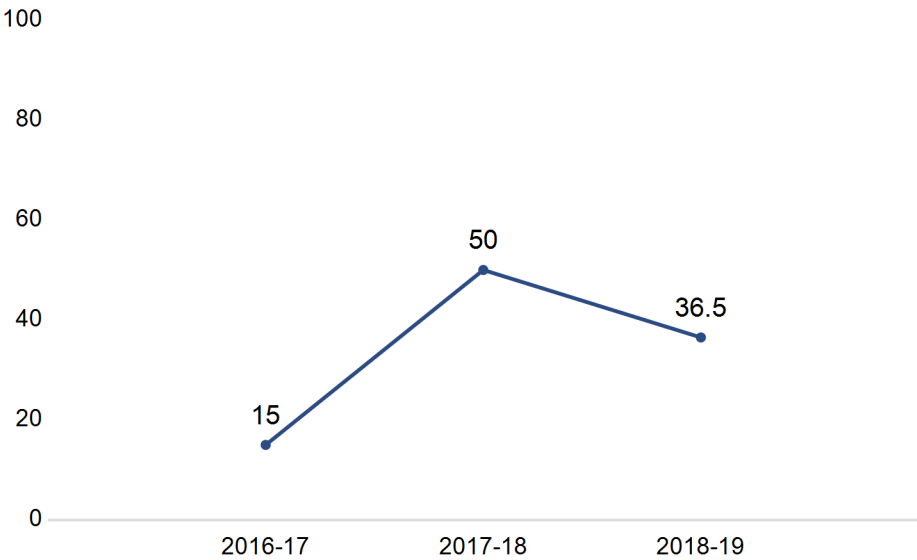
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	53	55.5	15	50	36.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55.5	44	50	Met Standard	36.5	43	50	Not Met
White	N	43	50	**	N	46	52	**
Hispanic	55.5	45	49	Met Standard	36.5	42	47	Not Met
Black or African American	*	40	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	N	54.5	59	**	N	62.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59	49	53	N	37	44	50	N
Male	50	39	47	N	36.5	42	51	N
Economically Disadvantaged Students	57	44	48	Met Standard	36	42	46	Not Met
Students with Disabilities	48	39	43	**	51	41	45	**
English Learners	48.5	50	52	Met Standard	36.5	43	50	Not Met
Homeless Students	*	50.5	43	N	*	44	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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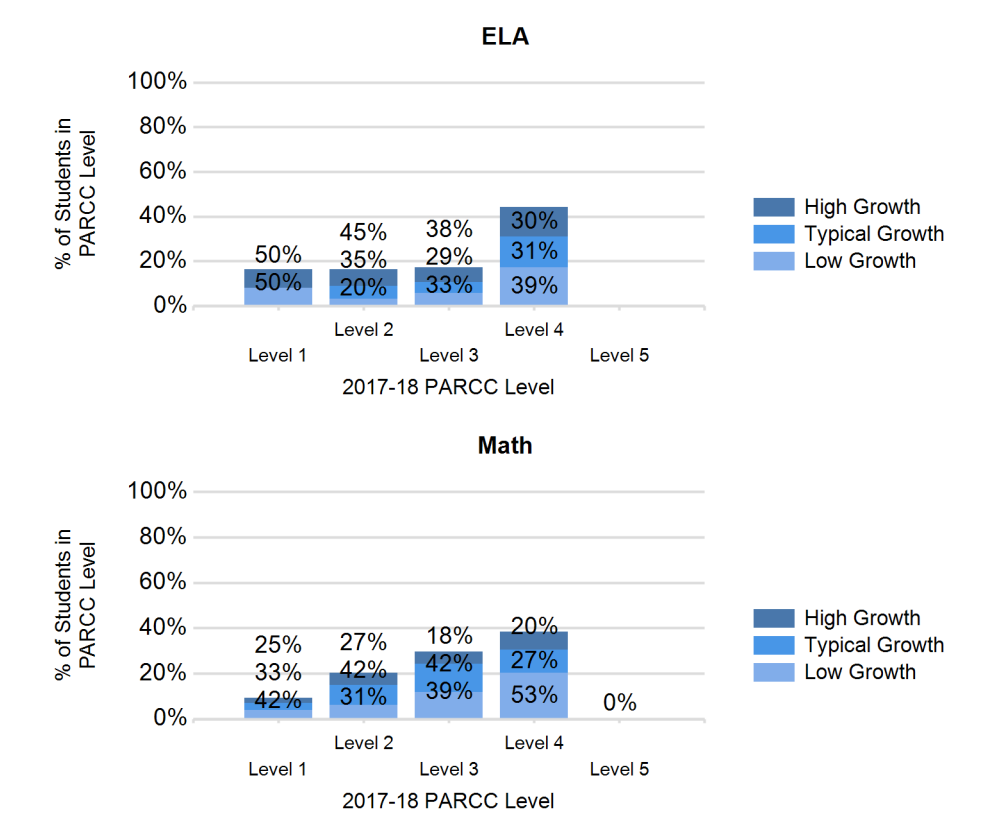
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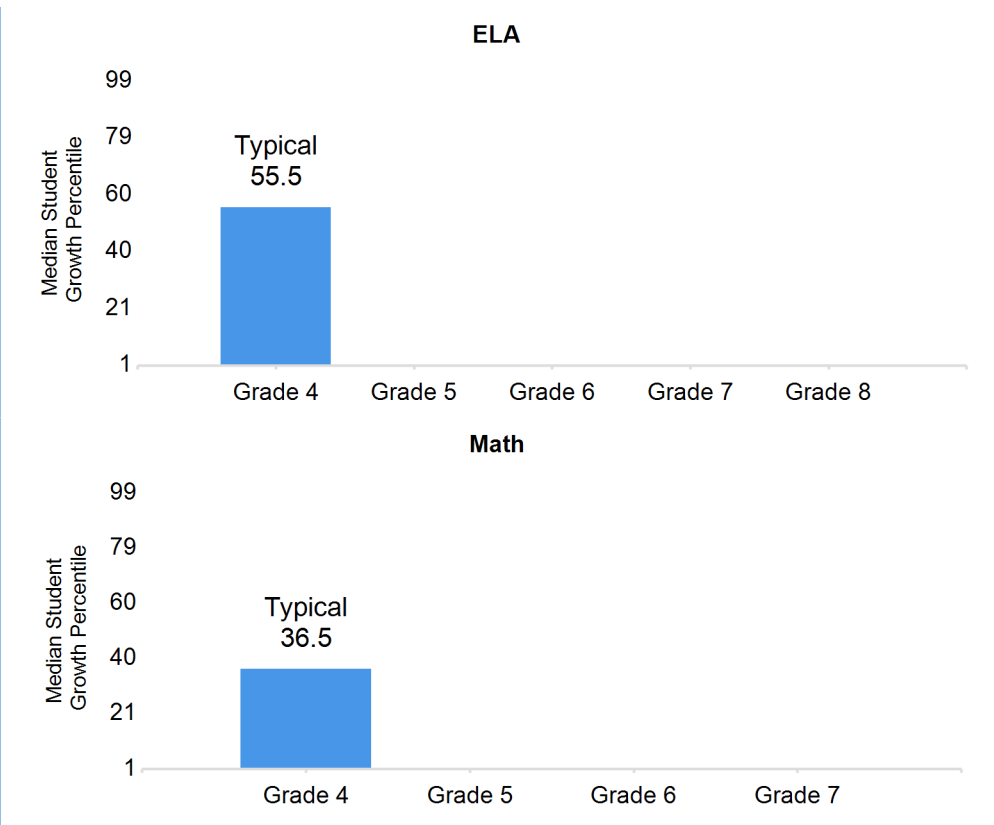
Student Growth by Performance Level

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



Student Growth by Grade

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



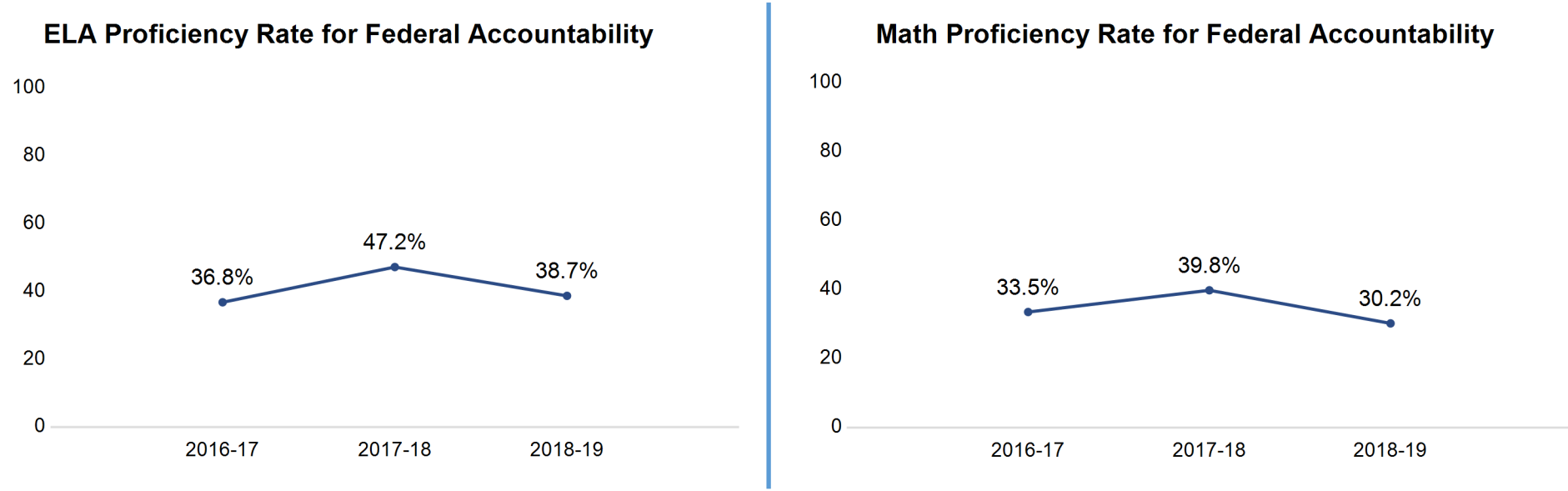


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	98.6%	100.0%	99.4%	98.6%	100.0%
Proficiency Rate for Federal Accountability	36.8%	47.2%	38.7%	33.5%	39.8%	30.2%
Annual Target	38.8%	40.9%	43.1%	43.5%	45.4%	47.4%
Met Annual Target?	Met Target†	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	284	100.0	38.7	41.8	57.9	38.7	43.1	Met Target†
White	*	*	*	53.3	66.9	*	**	**
Hispanic	276	100.0	39.5	41.4	43.9	39.5	42.1	Met Target†
Black or African American	*	*	*	41.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	81.8	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	144	100.0	44.4	48.6	64.8	44.4		
Male	140	100.0	32.9	35.2	51.3	32.9		
Economically Disadvantaged Students	269	100.0	39.8	39.7	40.0	39.8	41.2	Met Target†
Non-Economically Disadvantaged Students	15	100.0	20.0	58.1	67.9	20.0		
Students with Disabilities	37	100.0	*	12.5	22.7	*	18.6	Not Met
Students without Disabilities	247	100.0	*	45.7	65.1	*		
English Learners	140	100.0	32.1	*	29.3	32.1	40.3	Not Met
Non-English Learners	144	100.0	45.1	*	60.6	45.1		
Homeless Students	*	*	*	17.9	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



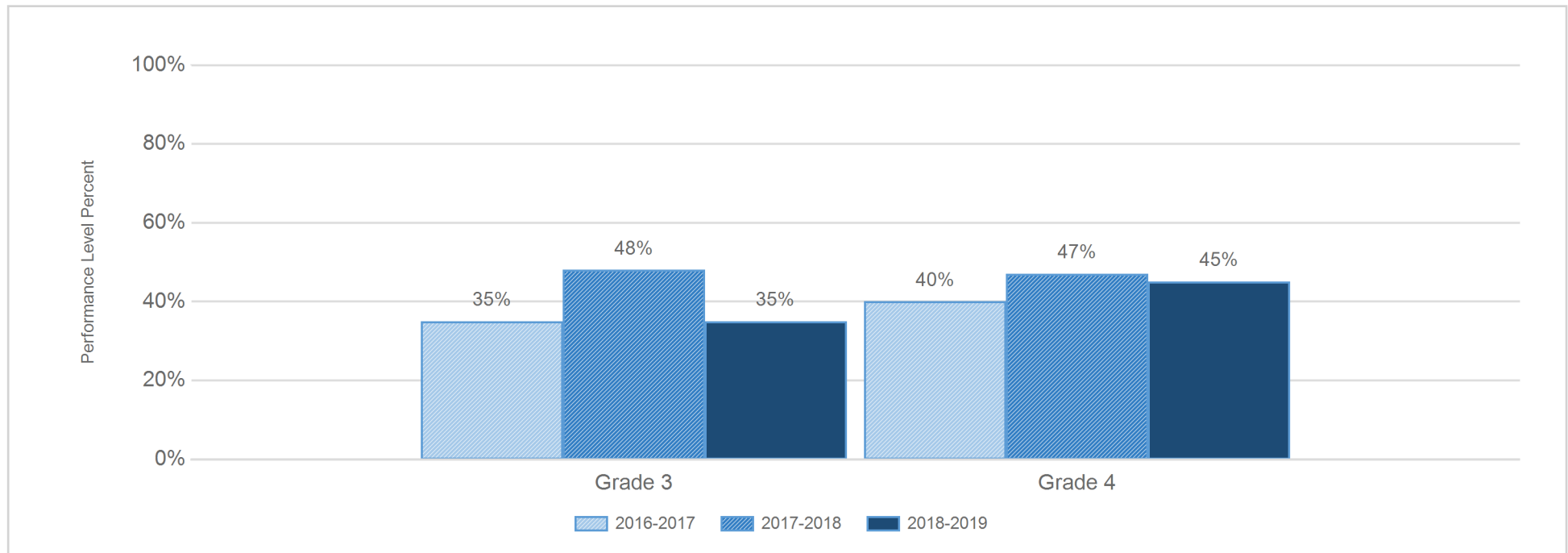
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	734	739	748	22%	12%	31%	*	*	35%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	143	734	*	734	22%	10%	31%	*	*	36%	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	78	739	742	753	18%	*	33%	*	*	40%	55%
Male	71	728	735	743	27%	*	28%	*	*	30%	46%
Economically Disadvantaged Students	*	*	738	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	15	704	*	719	*	*	*	*	*	*	24%
Students without Disabilities	134	737	*	754	*	*	*	*	*	*	56%
English Learners	54	722	718	713	35%	*	35%	*	*	22%	17%
Non-English Learners	95	740	747	751	15%	*	28%	*	*	42%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	133	744	751	755	13%	14%	28%	33%	12%	45%	57%
White	N	N	762	763	N	N	N	N	N	N	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	67	749	757	760	*	*	22%	*	*	51%	62%
Male	66	739	746	750	*	*	33%	*	*	39%	53%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	17	715	*	725	*	*	*	*	*	12%	25%
Students without Disabilities	116	749	*	761	*	*	*	*	*	50%	64%
English Learners	50	717	726	720	*	*	28%	*	*	16%	17%
Non-English Learners	83	761	760	758	*	*	28%	*	*	63%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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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.

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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	291	100.0	30.2	25.8	44.5	30.2	47.4	Not Met
White	*	*	*	45.2	54.1	*	**	**
Hispanic	283	100.0	30.0	25.2	28.8	30.0	47.7	Not Met
Black or African American	*	*	*	27.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	63.6	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	25.0	53.3	*	**	**
Female	148	100.0	31.1	26.1	44.9	31.1		
Male	143	100.0	29.4	25.6	44.2	29.4		
Economically Disadvantaged Students	276	100.0	30.4	24.4	26.3	30.4	47.4	Not Met
Non-Economically Disadvantaged Students	15	100.0	26.7	37.6	54.9	26.7		
Students with Disabilities	37	100.0	*	*	17.4	*	22.2	Not Met
Students without Disabilities	254	100.0	*	*	50.0	*		
English Learners	147	100.0	23.1	18.8	25.0	23.1	50.9	Not Met
Non-English Learners	144	100.0	37.5	28.7	46.5	37.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

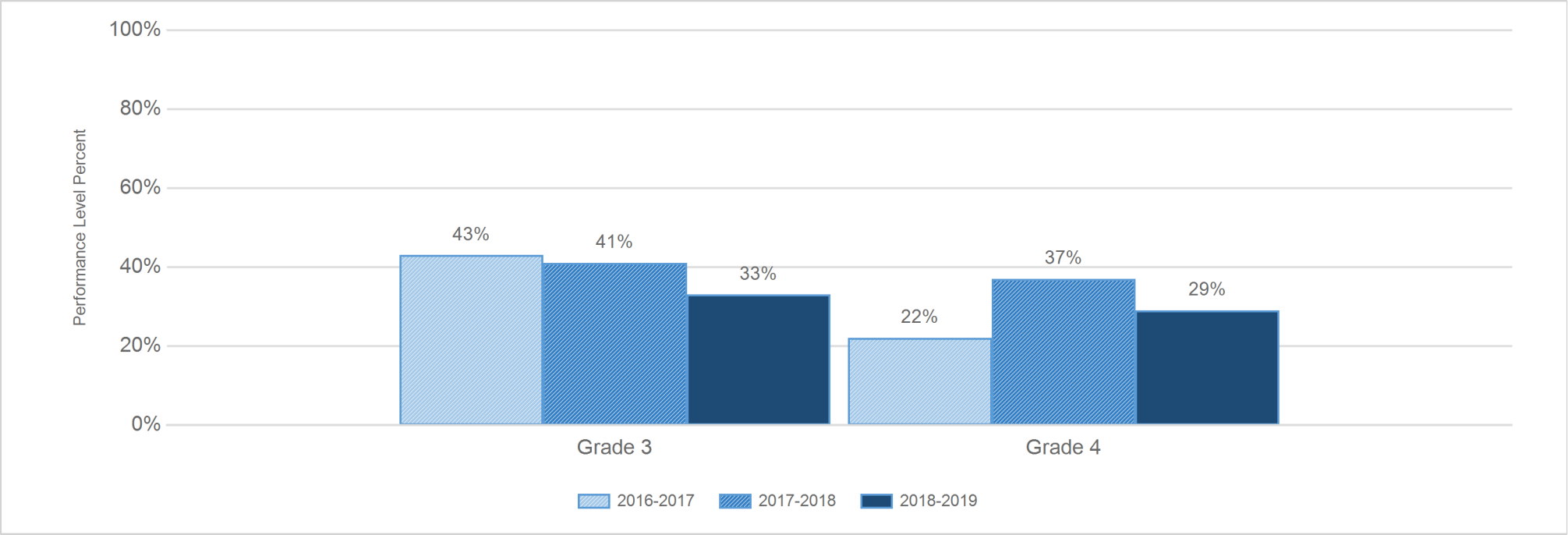


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	153	739	741	752	7%	25%	35%	*	*	33%	55%
White	*	*	748	760	*	*	*	*	*	*	66%
Hispanic	147	739	*	739	7%	25%	35%	*	*	33%	40%
Black or African American	*	*	748	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	81	738	740	751	*	27%	37%	*	*	31%	54%
Male	72	740	742	752	*	24%	33%	*	*	35%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	745	761	*	*	*	*	*	*	67%
Students with Disabilities	15	728	*	731	*	*	*	*	*	13%	31%
Students without Disabilities	138	740	*	756	*	*	*	*	*	35%	60%
English Learners	58	733	729	728	*	31%	36%	*	*	22%	26%
Non-English Learners	95	742	746	754	*	22%	35%	*	*	39%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Anthony V. Ceres Elementary School
(23-4090-070)
Grades Offered: KG-04
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	733	741	749	13%	24%	35%	*	*	29%	51%
White	N	N	750	757	N	N	N	N	N	N	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	68	733	742	749	*	*	32%	*	*	31%	50%
Male	68	734	740	749	*	*	37%	*	*	26%	52%
Economically Disadvantaged Students	*	*	740	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	747	759	*	*	*	*	*	*	63%
Students with Disabilities	17	714	*	726	*	*	*	*	*	*	25%
Students without Disabilities	119	736	*	754	*	*	*	*	*	*	56%
English Learners	53	723	724	722	*	36%	36%	*	*	11%	18%
Non-English Learners	83	740	747	751	*	17%	34%	*	*	40%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	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%



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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	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	44.8%	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	53	*	*
3-4	88	*	*
5 or more	60	81.7%	18.3%



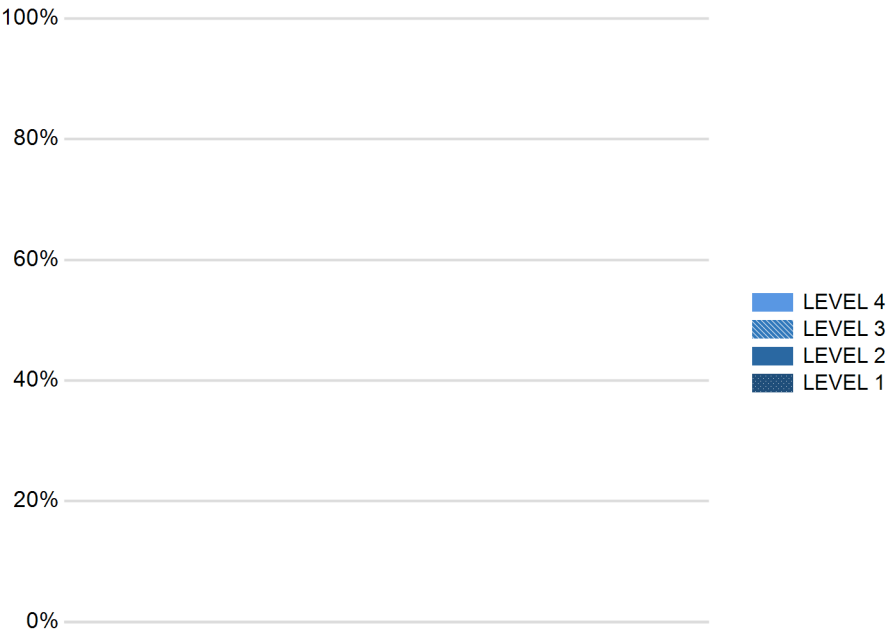
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

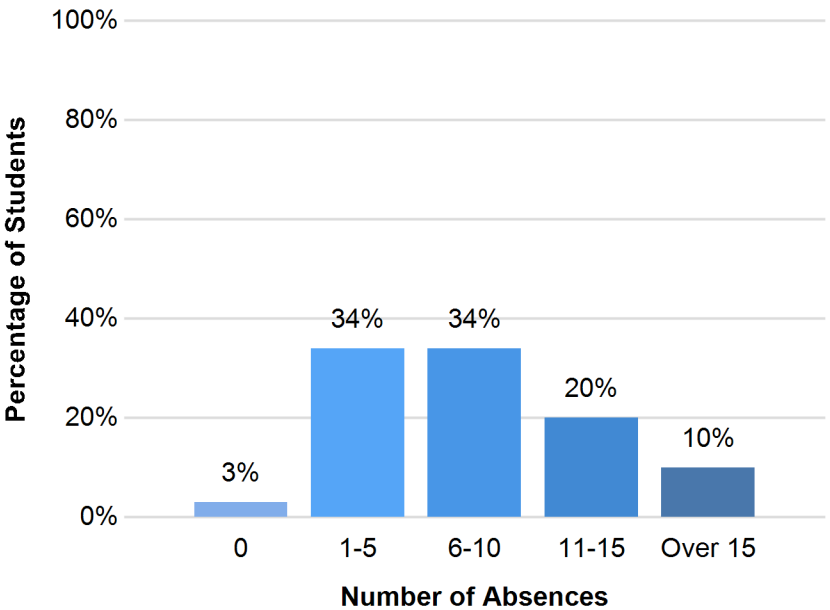
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	7.7	9.2	Met
White	*	*	**	**
Hispanic	53	7.2	9.2	Met
Black or African American	3	17.6	**	**
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	28	7.9		
Male	31	7.6		
Economically Disadvantaged Students	55	7.6	9.2	Met
Students with Disabilities	11	14.5	9.2	Not Met
English Learners	19	6.0	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





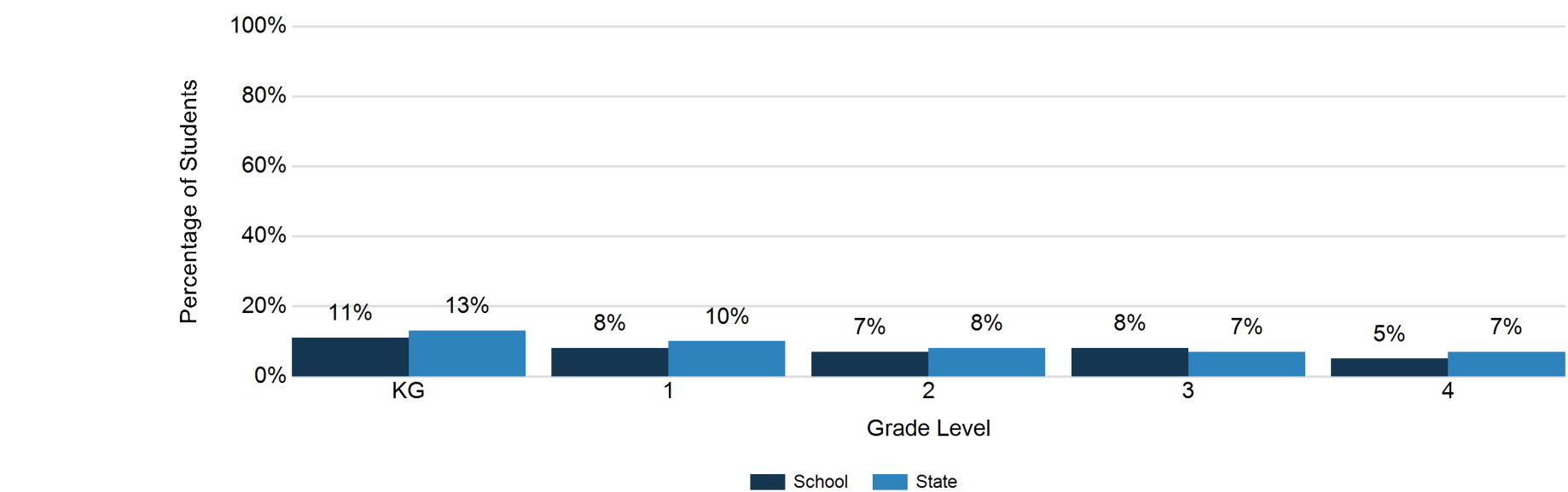
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 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	61	118,214
Average years experience in public schools	9.3	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	67.2%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	12:1
Students to Administrators	214:1	160:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



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Teachers: All classroom teachers
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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	47.1%	90.2%	33.3%	48.4%	77.1%	54.9%
Male	52.9%	9.8%	66.7%	51.6%	22.9%	45.1%
White	0.3%	67.2%	66.7%	42.4%	83.6%	77.4%
Hispanic	96.6%	29.5%	33.3%	29.9%	7.3%	7.2%
Black or African American	2.5%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

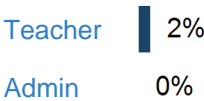
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.8%	47.2%	38.7%
Math Proficiency	33.5%	39.8%	30.2%
ELA Growth	43	53	56
Math Growth	15	50	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.9%	44.8%
Chronic Absenteeism	4.8%	2.5%	7.7%

† 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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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.



Anthony V. Ceres Elementary School
(23-4090-070)
Grades Offered: KG-04
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






Anthony V. Ceres Elementary School
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2018-2019

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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Our School serves approximately 575 students, grades K-4, and is located within an urban setting in Central New Jersey. A Responsive Classroom approach is used to create safe, joyful, and engaging classrooms that improve academic success. Professional Learning Communities allow our teachers to develop and refine the monitoring of student learning.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Vision: In our learning community, we inspire, empower, and support everyone, every day, in every way.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Our school continues to implement the New Jersey Department of Agriculture’s “Fresh Fruit & Vegetable Program” Grant to help all students understand the importance of healthy eating by sampling different New Jersey-grown fruits and vegetables while learning.</p>





Anthony V. Ceres Elementary School
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2018-2019

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 <div>Courses, Curriculum, Instruction:</div>	Students are offered curriculum in each of the four core subject areas including language arts, mathematics, science, and social studies. Additionally all students participate in physical education/health, art, music, library, and technology.
 <div>Clubs and Activities:</div>	Students are provided opportunities to join enrichment activities offered outside the school day including dance, music/band. TV Production, and Student Leadership.





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 <div>Before and After School Programs:</div>	We offer before and after-school programming to students in grades 1-4. Many of our teachers work with small groups of students whom may need additional academic assistance and motivation specifically tied to either reading and/or mathematics.
 <div>Staff and Professional Learning:</div>	Our teachers and staff work together to develop and refine the monitoring of student learning through Professional Learning Communities, peer observation, coaching sessions, data analysis, and professional development.






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School Narrative

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 <div>Student Supports and Services:</div>	<p>Our Student Support Team (i.e., school counselors, a behaviorist, and Child Study Team) works with classroom teachers to allow for a wrap-around approach to the support of students who demonstrate challenges with academics, behavior, and/or attendance.</p>
 <div>Student Health and Wellness:</div>	<p>Our nurses, school counselors, and physical education/health teachers work collaboratively to promote healthy lifestyles. Teachers and staff meet monthly to brainstorm ways to create an emotionally, physically, and socially safe school community.</p>
 <div>Parent and Community Involvement:</div>	<p>Parent and community involvement is promoted through our home-school liaison and PTO. Parents are provided family workshops and social events; positive connections through phone calls and social media blasts, and literacy/math events.</p>



Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Mr. Jose Santos
Address	630 Amboy Avenue Fords, NJ 08863
Phone Number	732-376-6200
Email Address	josesantos@paps.net
Website	https://www.paps.net/DLS
Facebook	http://m.facebook.com/DLSPerthAmboy
Twitter	http://twitter.com/AmboyDLS



Dual Language School

(23-4090-300)

Grades Offered: 02-06

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
2	0	91	109
3	0	87	83
4	0	92	89
5	0	90	80
6	0	0	85
Total	0	360	446

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	N	56.9%	56.7%
Male	N	43.1%	43.3%
Economically Disadvantaged Students	N	86.1%	87.4%
Students with Disabilities	N	0.8%	0.4%
English Learners	N	19.4%	19.3%
Homeless Students	N	0.3%	0.0%
Students in Foster Care	N	0.0%	0.0%
Military-Connected Students	N	0.0%	0.0%
Migrant Students	N	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	N	0.8%	0.7%
Hispanic	N	96.9%	96.9%
Black or African American	N	1.9%	1.8%
Asian	N	0.3%	0.7%
Native Hawaiian or Pacific Islander	N	0.0%	0.0%
American Indian or Alaska Native	N	0.0%	0.0%
Two or More Races	N	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	78.5%
English	20.9%
Other Languages	0.7%



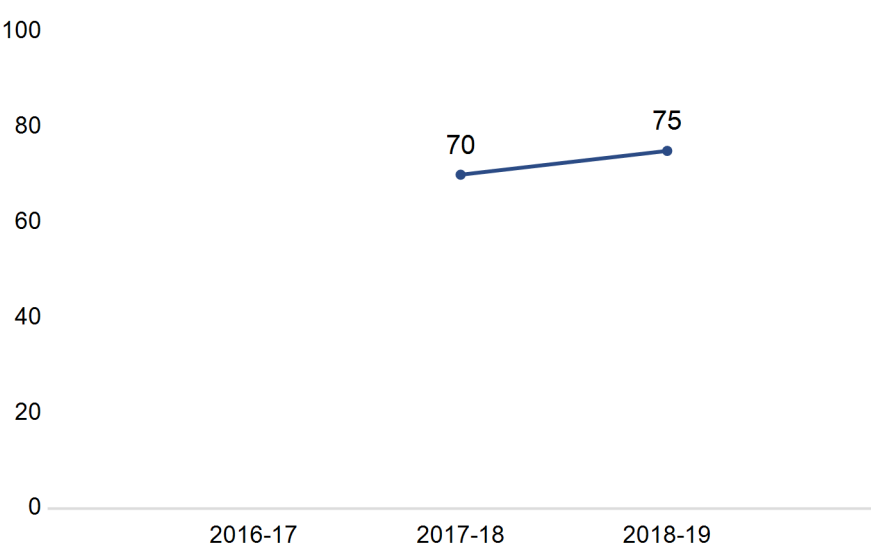
Dual Language School
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2018-2019

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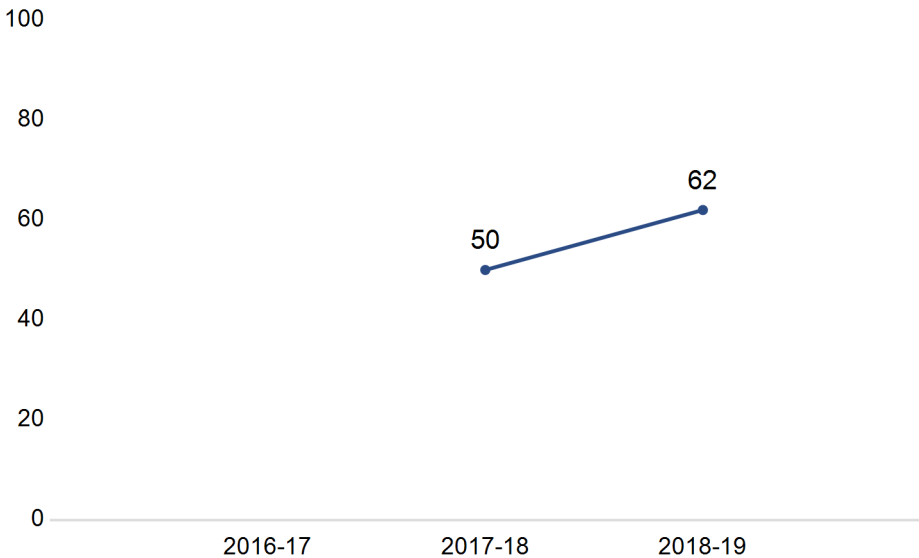
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	70	75	N	50	62
Met Standard (40-59.5)?	N	Exceeds Standard	Exceeds Standard	N	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	75	44	50	Exceeds Standard	62	43	50	Exceeds Standard
White	*	43	50	**	*	46	52	**
Hispanic	74	45	49	Exceeds Standard	62	42	47	Exceeds Standard
Black or African American	*	40	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54.5	59	**	*	62.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	80	49	53	N	63	44	50	N
Male	70	39	47	N	61	42	51	N
Economically Disadvantaged Students	73	44	48	Exceeds Standard	63	42	46	Exceeds Standard
Students with Disabilities	*	39	43	**	*	41	45	**
English Learners	77	50	52	Exceeds Standard	57	43	50	Met Standard
Homeless Students	N	50.5	43	N	N	44	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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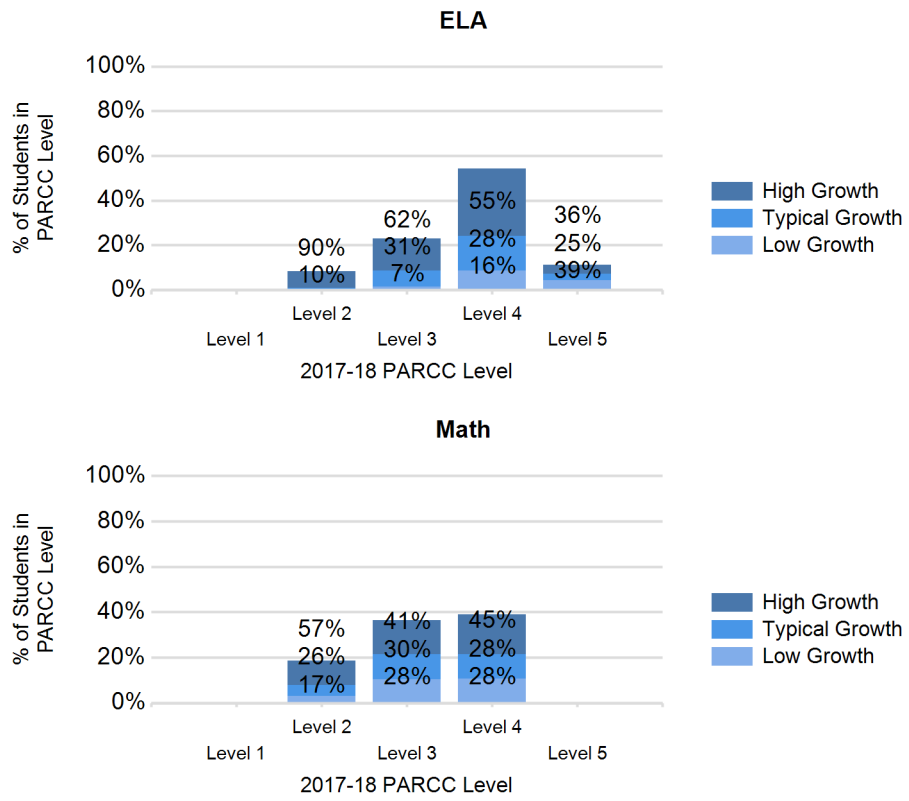
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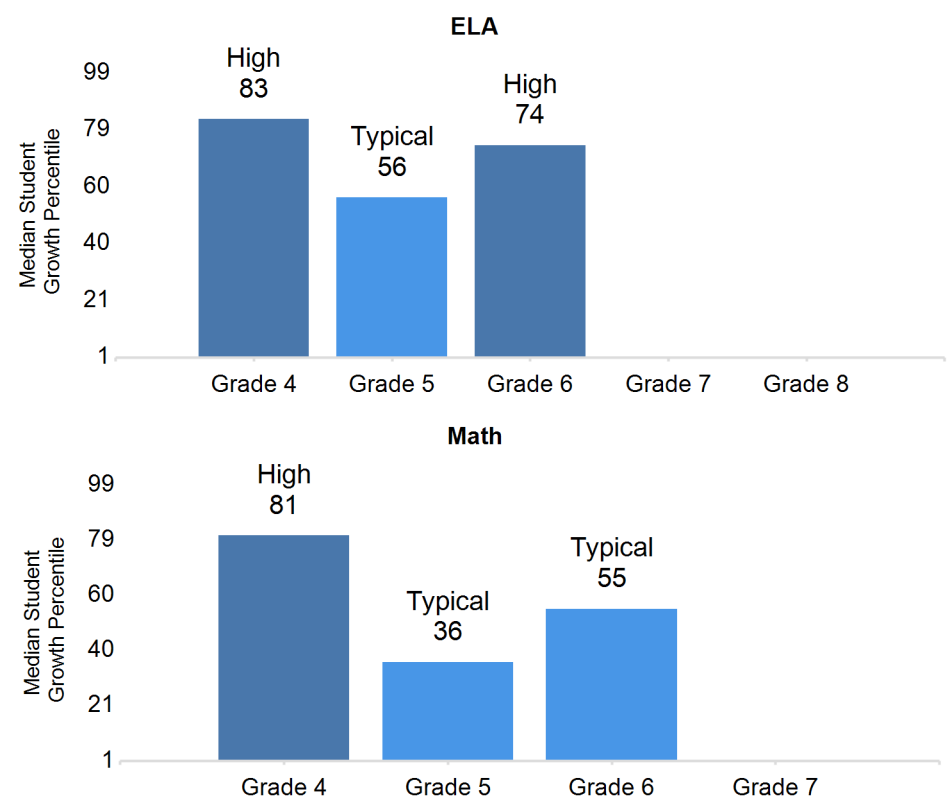
Student Growth by Performance Level

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



Student Growth by Grade

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



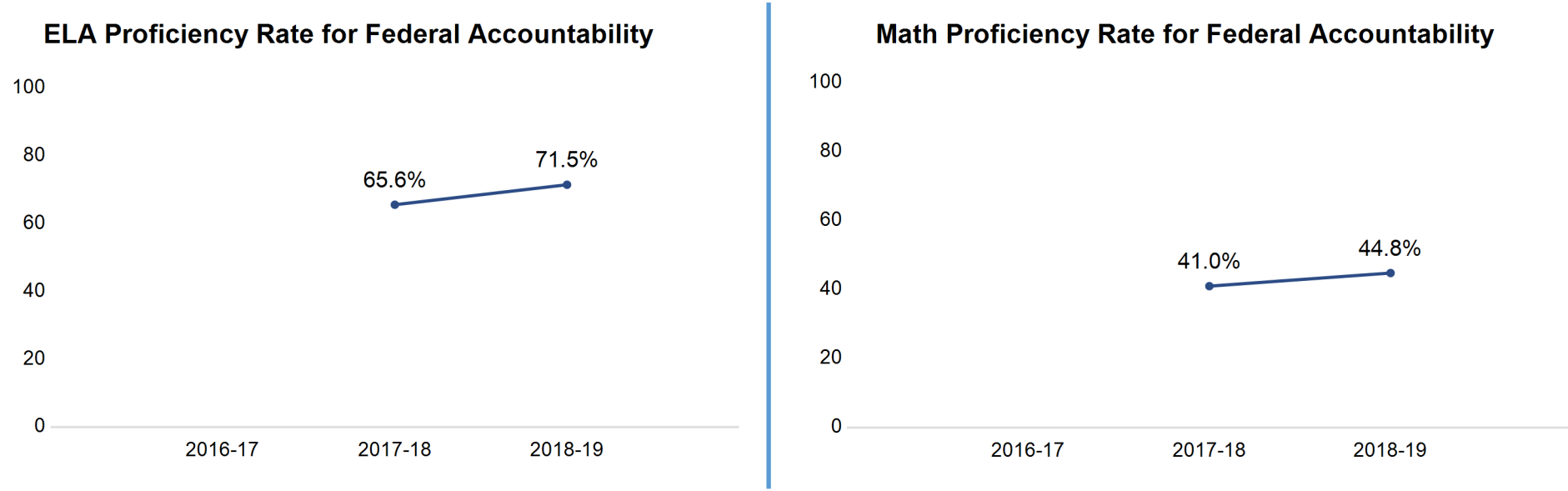


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	99.3%	100.0%	N	98.9%	100.0%
Proficiency Rate for Federal Accountability	N	65.6%	71.5%	N	41.0%	44.8%
Annual Target	N	N	66.3%	N	N	43.0%
Met Annual Target?		N	Met Target		N	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	337	100.0	71.5	41.8	57.9	71.5	66.3	Met Target
White	*	*	*	53.3	66.9	*	**	**
Hispanic	325	100.0	70.8	41.4	43.9	70.8	65.9	Met Target
Black or African American	*	*	*	41.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	192	100.0	75.0	48.6	64.8	75.0		
Male	145	100.0	66.9	35.2	51.3	66.9		
Economically Disadvantaged Students	286	100.0	68.9	39.7	40.0	68.9	62.7	Met Target
Non-Economically Disadvantaged Students	51	100.0	86.3	58.1	67.9	86.3		
Students with Disabilities	*	*	*	12.5	22.7	*	**	**
Students without Disabilities	*	*	*	45.7	65.1	*		
English Learners	160	100.0	65.0	*	29.3	65.0	28.2	Met Target
Non-English Learners	177	100.0	77.4	*	60.6	77.4		
Homeless Students	N	N	N	17.9	29.1	N		
Students In Foster Care	N	N	N	33.3	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

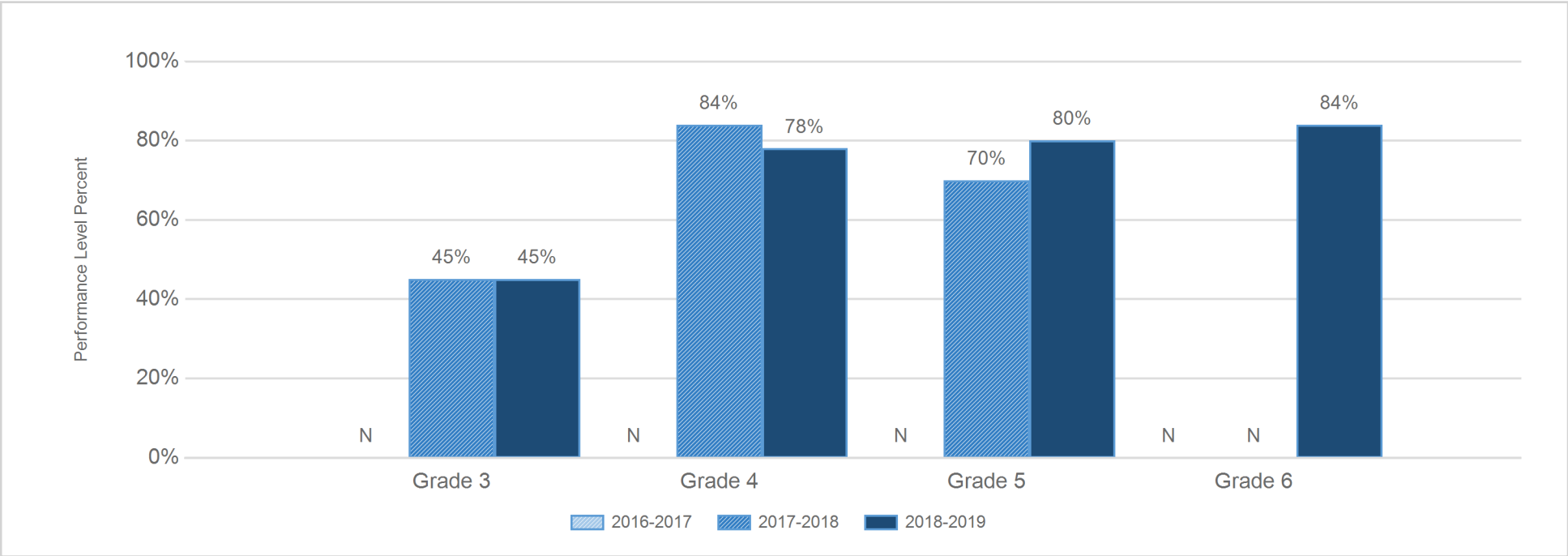


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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	747	739	748	*	17%	33%	*	*	45%	50%
White	N	N	749	757	N	N	N	N	N	N	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	51	750	742	753	*	*	*	*	*	49%	55%
Male	32	740	735	743	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	72	743	738	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	11	767	748	759	*	*	*	*	*	64%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	19	723	718	713	*	*	*	*	*	11%	17%
Non-English Learners	64	753	747	751	*	*	*	*	*	55%	54%
Homeless Students	N	N	711	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Dual Language School
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	774	751	755	0%	*	*	46%	31%	78%	57%
White	*	*	762	763	*	*	*	*	*	*	67%
Hispanic	84	773	*	743	0%	*	*	44%	32%	76%	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	43	781	757	760	0%	*	*	42%	40%	81%	62%
Male	46	767	746	750	0%	*	*	50%	24%	74%	53%
Economically Disadvantaged Students	74	772	750	740	0%	*	*	*	*	76%	40%
Non-Economically Disadvantaged Students	15	783	760	765	0%	*	*	*	*	87%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	30	752	726	720	0%	*	*	*	*	53%	17%
Non-English Learners	59	785	760	758	0%	*	*	*	*	90%	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	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

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

English Language Arts 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	80	771	741	756	*	*	15%	60%	20%	80%	58%
White	*	*	747	764	*	*	*	*	*	*	68%
Hispanic	78	771	741	743	*	*	14%	60%	21%	81%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	51	777	746	761	*	*	*	*	*	80%	64%
Male	29	760	735	750	*	*	*	*	*	79%	52%
Economically Disadvantaged Students	70	770	739	740	*	*	*	*	*	79%	39%
Non-Economically Disadvantaged Students	10	780	761	766	*	*	*	*	*	90%	69%
Students with Disabilities	N	N	708	724	N	N	N	N	N	N	23%
Students without Disabilities	80	771	745	762	*	*	15%	60%	20%	80%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	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%



Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

Report Key:
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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	85	774	736	754	0%	*	*	60%	24%	84%	56%
White	*	*	748	762	*	*	*	*	*	*	65%
Hispanic	83	774	736	743	0%	*	*	61%	22%	83%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	47	782	746	762	0%	*	*	*	*	91%	64%
Male	38	765	726	748	0%	*	*	*	*	74%	48%
Economically Disadvantaged Students	70	771	734	740	0%	*	*	*	*	80%	39%
Non-Economically Disadvantaged Students	15	791	757	763	0%	*	*	*	*	100%	67%
Students with Disabilities	N	N	703	722	N	N	N	N	N	N	19%
Students without Disabilities	85	774	741	761	0%	*	*	60%	24%	84%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	337	100.0	44.8	25.8	44.5	44.8	43	Met Target
White	*	*	*	45.2	54.1	*	**	**
Hispanic	325	100.0	44.9	25.2	28.8	44.9	43.4	Met Target
Black or African American	*	*	*	27.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	25.0	53.3	N	**	**
Female	192	100.0	47.4	26.1	44.9	47.4		
Male	145	100.0	41.4	25.6	44.2	41.4		
Economically Disadvantaged Students	286	100.0	44.1	24.4	26.3	44.1	40.5	Met Target
Non-Economically Disadvantaged Students	51	100.0	49.0	37.6	54.9	49.0		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	160	100.0	33.8	18.8	25.0	33.8	20.1	Met Target
Non-English Learners	177	100.0	54.8	28.7	46.5	54.8		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	27.3	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

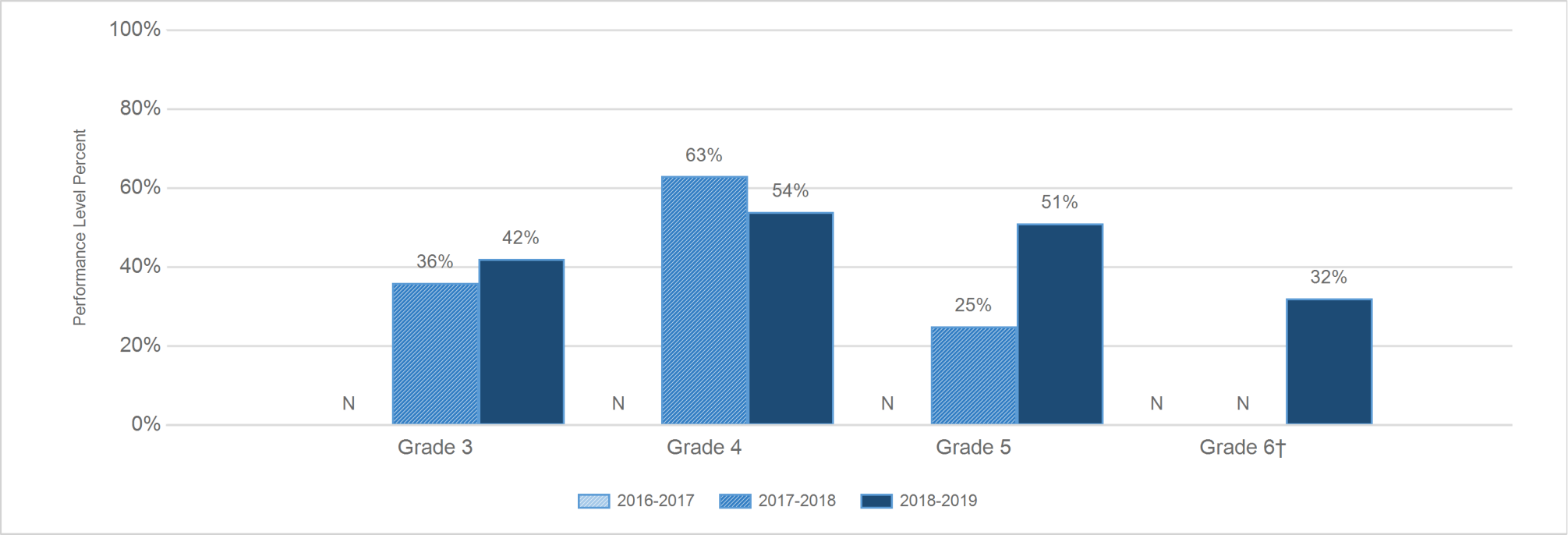


Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Dual Language School
(23-4090-300)
Grades Offered: 02-06
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	83	743	741	752	*	28%	27%	*	*	42%	55%
White	N	N	748	760	N	N	N	N	N	N	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	748	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	51	744	740	751	*	24%	*	*	*	43%	54%
Male	32	740	742	752	*	34%	*	*	*	41%	56%
Economically Disadvantaged Students	72	742	740	737	*	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	11	747	745	761	*	*	*	*	*	36%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	19	730	729	728	*	*	*	*	*	21%	26%
Non-English Learners	64	746	746	754	*	*	*	*	*	48%	58%
Homeless Students	N	N	716	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Dual Language School
(23-4090-300)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	754	741	749	0%	13%	33%	*	*	54%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	84	754	*	737	0%	14%	31%	*	*	55%	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	43	754	742	749	0%	*	30%	*	*	51%	50%
Male	46	754	740	749	0%	*	35%	*	*	57%	52%
Economically Disadvantaged Students	74	752	740	734	0%	16%	*	*	*	51%	32%
Non-Economically Disadvantaged Students	15	764	747	759	0%	0%	*	*	*	67%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	30	741	724	722	0%	*	40%	*	*	33%	18%
Non-English Learners	59	761	747	751	0%	*	29%	*	*	64%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Dual Language School
(23-4090-300)
Grades Offered: 02-06
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	80	748	728	747	*	14%	34%	*	*	51%	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	78	748	728	735	*	*	35%	*	*	53%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	51	749	728	747	*	*	31%	*	*	53%	47%
Male	29	745	729	747	*	*	38%	*	*	48%	47%
Economically Disadvantaged Students	70	746	726	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	10	760	746	757	*	*	*	*	*	60%	59%
Students with Disabilities	N	N	715	725	N	N	N	N	N	N	19%
Students without Disabilities	80	748	730	752	*	14%	34%	*	*	51%	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	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%



Dual Language School
(23-4090-300)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	738	721	741	*	26%	36%	*	*	32%	41%
White	*	*	741	749	*	*	*	*	*	*	51%
Hispanic	83	737	721	729	*	27%	35%	*	*	33%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	47	743	723	742	*	*	34%	*	*	43%	42%
Male	38	731	719	740	*	*	39%	*	*	18%	40%
Economically Disadvantaged Students	70	737	719	726	*	*	*	*	*	31%	21%
Non-Economically Disadvantaged Students	15	742	735	750	*	*	*	*	*	33%	53%
Students with Disabilities	N	N	702	716	N	N	N	N	N	N	12%
Students without Disabilities	85	738	723	746	*	26%	36%	*	*	32%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	32.1%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	77	80.5%	19.5%



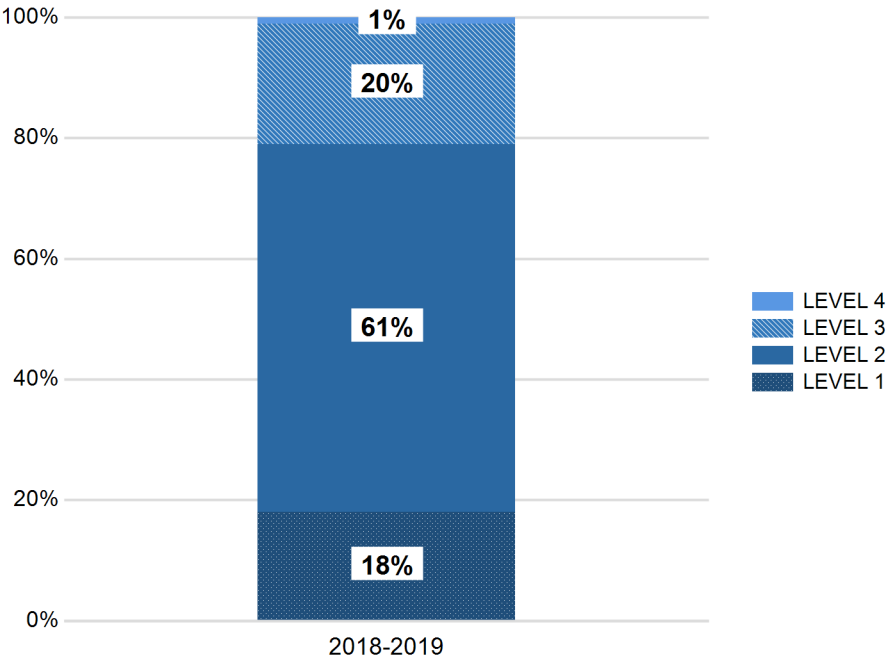
Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	18	61	20	1
White	*	*	*	*
Hispanic	17	62	21	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	57	22	2
Male	14	69	17	0
Economically Disadvantaged Students	19	63	17	1
Non-Economically Disadvantaged Students	10	50	40	0
Students with Disabilities	N	N	N	N
Students without Disabilities	18	61	20	1
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



Dual Language School
(23-4090-300)
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2018-2019

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

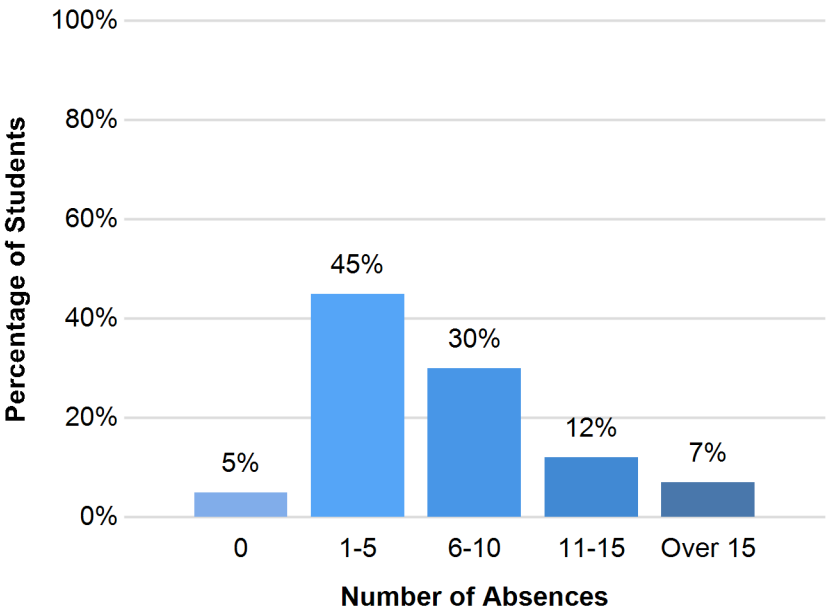
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	3.4	7.8	Met
White	*	*	**	**
Hispanic	14	3.2	7.8	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	8	3.2		
Male	7	3.6		
Economically Disadvantaged Students	12	3.1	7.8	Met
Students with Disabilities	*	*	**	**
English Learners	3	3.5	7.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





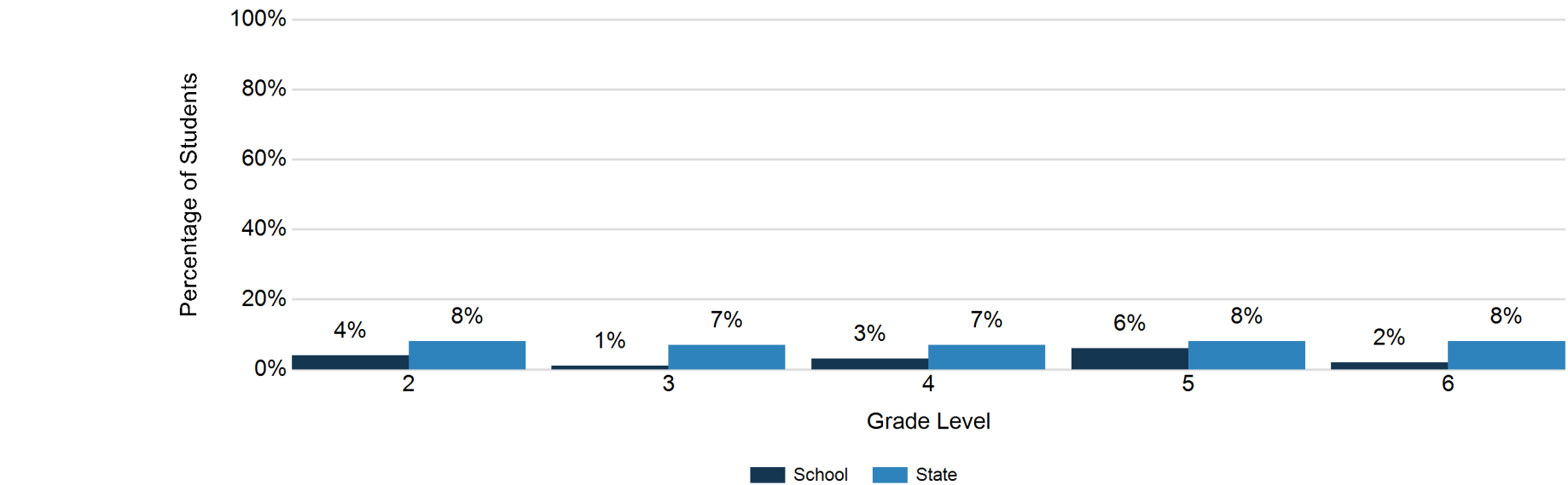
Dual Language School
(23-4090-300)
Grades Offered: 02-06
2018-2019

Report Key:
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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.





Dual Language School

(23-4090-300)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	11	2.5%
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
*



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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	4:00 PM
Length of School Day	8 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	118,214
Average years experience in public schools	9.5	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	76.9%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	17:1	12:1
Students to Administrators	223:1	160:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



Dual Language School
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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	56.7%	84.6%	50.0%	48.4%	77.1%	54.9%
Male	43.3%	15.4%	50.0%	51.6%	22.9%	45.1%
White	0.7%	38.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	96.9%	61.5%	100.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	65.6%	71.5%
Math Proficiency	N	41.0%	44.8%
ELA Growth	N	70	75
Math Growth	N	50	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		47.2%	32.1%
Chronic Absenteeism	N	1.4%	3.4%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Met Target†	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	Met	No

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



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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:

- Dual Language School is located in Edison, New Jersey and serves 419 students in grades 3 to 6.
- A Responsive Classroom approach is used to create safe, joyful, and engaging classrooms that improve academic success.
- Over 200 Dual Language students sang to a sold-out audience in American Young Voices with 8,000 other children at the Prudential Center in Newark, New Jersey.



Mission, Vision, Theme:

The mission of the Perth Amboy School District Dual Language School is to promote high quality academic achievement in both English and Spanish in an environment that embraces multiculturalism and strives for college and career readiness guided by a strong, standard-based curriculum. Our students will gain the bi-cognitive/bi-literacy knowledge and skills needed to work with global challenges, trends, and issues from teachers that will receive on-going, high quality professional development.



Awards, Recognition, Accomplishments:

Students art projects was displayed at the Perth Amboy Art Gallery and at the Barnes and Noble in Edison, NJ. Award recognition from American Heart Association " Hoops for Heart" New Jersey Top New School 1st Place Award.



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<div>A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath.</div> <div>Courses, Curriculum, Instruction:</div>	The curriculum at the Dual Language School is aligned with the New Jersey Student Learning Standards. The students learn the core subjects of Language Arts, Mathematics, Social Studies and Science in two languages (English and Spanish). Dual Language School provides the students with the after school program and with Gifted and Talented classes.
<div>A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other.</div> <div>Clubs and Activities:</div>	The school based activities that enhance the educational program included Heritage Day, Crazy Hat Day, PJ Day, Week of Respect and Week of the Young Child, Tea with your queen and donuts with dad ,swimming days, Great Kindness Challenge, Read Across America, National Physical Fitness and Sports, Career Day, Fun Day, Juvenile Diabetes Walk, Talent Show





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<div>Before and After School Programs:</div>	Dual Language School offers an P.M. tutoring program in which eligible students receive academic enrichment in the areas of reading and mathematics.
<div>Staff and Professional Learning:</div>	The staff participates in professional development through Professional Learning Communities where administrators, teachers, support staff, and other selected outside experts provide facilitated learning opportunities in order to improve the quality of classroom instruction and introduce practitioners to the practical applications of research-validated strategies.






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 <div>Student Supports and Services:</div>	<p>Our full-time guidance counselor coordinates the intervention and referral services (I&RS) for our students.</p>
 <div>Student Health and Wellness:</div>	<p>The Responsive Classroom approach is used daily for social and emotional learning to employ strategies and practices that emphasize positive social interaction. Our staff creates an atmosphere which promotes the development of a lifelong love of learning and the character skills essential for college and career readiness. Our school offers a morning breakfast program for all students.</p>
 <div>Parent and Community Involvement:</div>	<p>We strive to involve our families into the school community by having activities that involve students/parents/staff and is supported by an active Parent-Teacher Organization (PTO). Our ultimate goal is to promote the academic, personal, and social development of students in a safe, inclusive learning environment.</p>




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 <div>Climate Surveys:</div>	<p>Student Interest Survey- Whole School- Students were asked about the extracurricular activities they like to do in order to provide guidance as to what should take place during recess. The results were then used to implement activities during recess such as an art station, reading nook, board game station, STEM Station, etc. Community Survey- students were asked questions that helped determine the climate they feel in school. Students were asked questions such as: if they feel safe in their classroom, whether or not they can talk to their teachers and if they feel like their school is like a "family."</p>
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**Edmund Hmielecki Early Childhood Center**

(23-4090-080)

Grades Offered: PK-PK

2018-2019

Report Key:

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Notes from the New Jersey Department of Education:

**Edmund Hmielecki Early Childhood Center**

(23-4090-080)

Grades Offered: PK-PK

2018-2019

Report Key:

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N No Data is available to display

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Dr. Jeri Mast
Address	925 AMBOY AVENUE PERTH AMBOY, NJ 08861
Phone Number	732-376-5460
Email Address	geramast@paps.net
Website	https://www.paps.net/domain/18



Edmund Hmielecki Early Childhood Center

(23-4090-080)

Grades Offered: PK-PK

2018-2019

Report Key:

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	394	400	393
Total	394	400	393

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.5%	50.3%	51.1%
Male	47.5%	49.8%	48.9%
Economically Disadvantaged Students	82.7%	80.5%	81.7%
Students with Disabilities	3.6%	4.8%	7.6%
English Learners	38.6%	32.8%	34.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.0%	1.3%	1.3%
Hispanic	92.4%	95.0%	93.6%
Black or African American	5.1%	3.0%	3.8%
Asian	1.0%	0.5%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.3%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	394	400	393

Enrollment by Home Language

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

Home Language	% of Students
Spanish	62.3%
English	36.4%
Other Languages	1.3%



Edmund Hmieleski Early Childhood Center

(23-4090-080)

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2018-2019

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

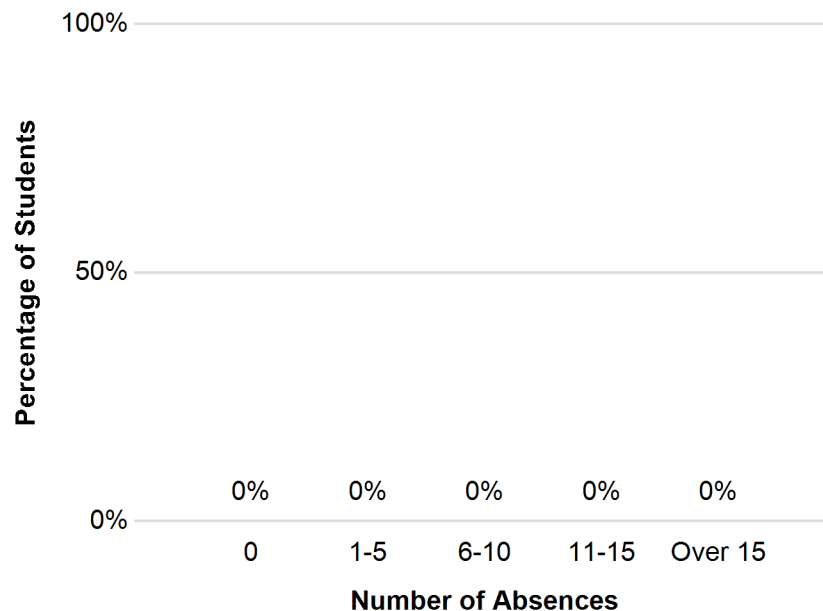
Chronic Absenteeism

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

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

Days Absent

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





Edmund Hmielecki Early Childhood Center

(23-4090-080)

Grades Offered: PK-PK

2018-2019

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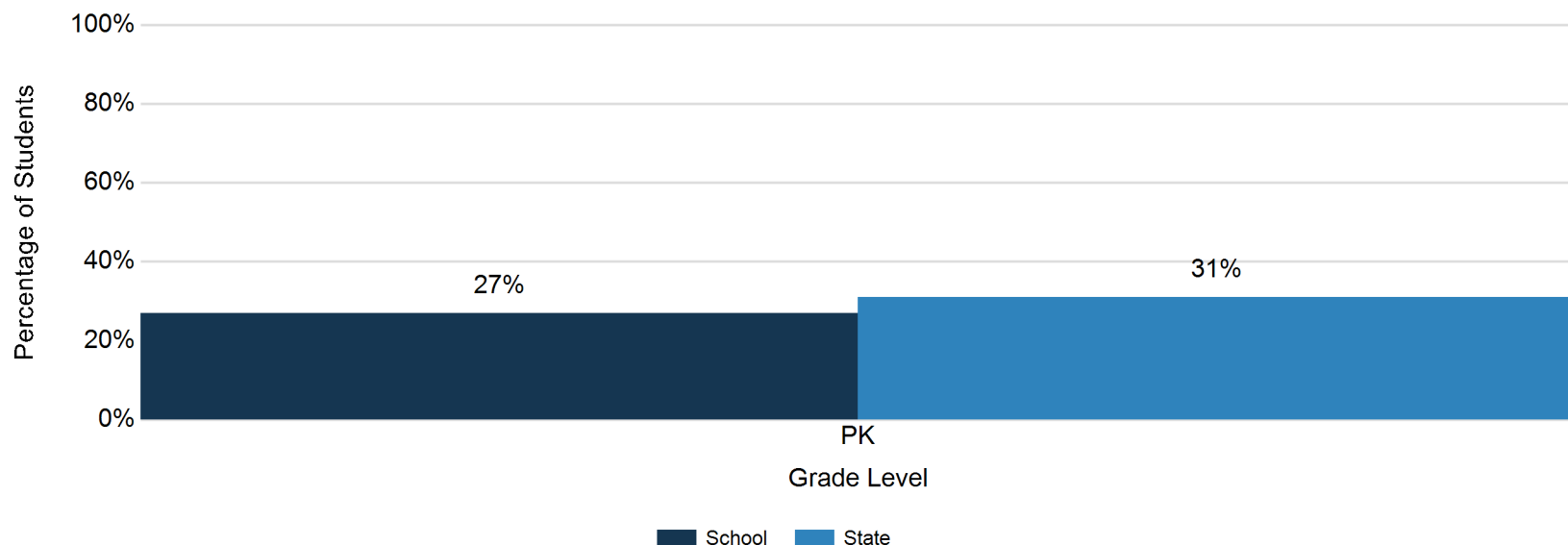
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Chronic Absenteeism by Grade

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





Edmund Hmieleski Early Childhood Center

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N

**Edmund Hmieleski Early Childhood Center**

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	9.1	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	13:1	12:1
Students to Administrators	393:1	160:1
Teachers to Administrators	31:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



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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	51.1%	96.8%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	3.2%	0.0%	51.6%	22.9%	45.1%
White	1.3%	58.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	93.6%	38.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.8%	3.2%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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School Narrative

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



Mission, Vision,
Theme:

We believe that every preschool child is entitled to a high quality early childhood educational program, providing a safe, supportive learning environment offering opportunities for social/emotional, cognitive, and language development.



Awards, Recognition,
Accomplishments:

The TPOT assessment grew from 97% to 99%. The ECERS 3 assessment ranged from 5.7 to 6.6 The TS Gold Developmental assessment growth scores indicated in English language skills 87% to 90%; in Math skills at 92%


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**Courses, Curriculum,
Instruction:**

Creative Curriculum is the core of our early childhood program. Attention is given to four developmental areas of learning: social/emotional, physical, cognitive, and language. Supportive materials provide hands-on discovery type approaches.


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**Staff and
Professional
Learning:**

The teachers were trained using refresher evaluation on Danielson model, refresher on TPOT, Google document technology training, and Social-emotional PBS work.



Edmund Hmielecki Early Childhood Center

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 <p>Student Supports and Services:</p>	<p>Master Teachers. PIRT Team and Special Education Staff</p>
 <p>Student Health and Wellness:</p>	<p>Vision, hearing, weight, and height screenings and academic screenings such as ESI-R and PreIPT, and The TS Gold Development Assessment.</p>
 <p>Parent and Community Involvement:</p>	<p>Octoberfest Days, Book Fairs, Parent Conferences, Student performances, Spaghetti Dinner/Dance, Week of the Young Child, and Land of Make Believe family Night.</p>



Edward J. Patten Elementary School
(23-4090-065)
Grades Offered: KG-04
2018-2019

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Edward J. Patten Elementary School
(23-4090-065)
Grades Offered: KG-04
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Ms. Lauren Marrocco
Address	500 CHARLES STREET PERTH AMBOY, NJ 08861
Phone Number	732-376-6050
Email Address	laurmarrocco@paps.net
Website	https://www.paps.net/Domain/12



Edward J. Patten Elementary School

(23-4090-065)

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2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	199	186	182
1	204	213	198
2	226	177	174
3	230	214	171
4	161	164	190
Total	1,020	954	915

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

Student Group	2016-17	2017-18	2018-19
Female	49.2%	48.5%	47.7%
Male	50.8%	51.5%	52.3%
Economically Disadvantaged Students	86.7%	86.9%	87.4%
Students with Disabilities	9.2%	10.0%	9.6%
English Learners	22.8%	26.8%	28.2%
Homeless Students	0.2%	0.0%	0.5%
Students in Foster Care	0.6%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.2%	1.8%	1.5%
Hispanic	86.6%	87.2%	88.1%
Black or African American	10.8%	10.0%	9.3%
Asian	0.8%	0.4%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.6%	0.8%

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
KG - Half Day	0	0	0
KG - Full Day	199	186	182

Enrollment by Home Language

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

Home Language	% of Students
Spanish	63.4%
English	35.5%
Other Languages	1.1%



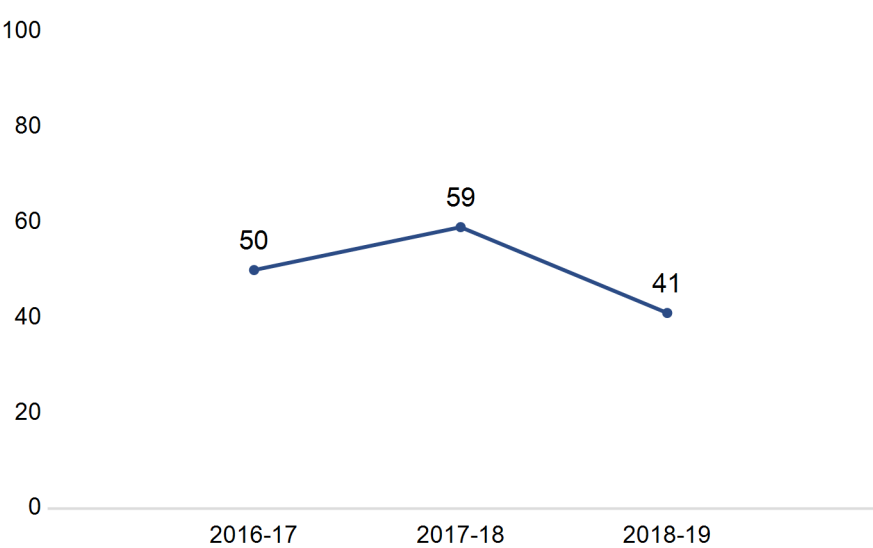
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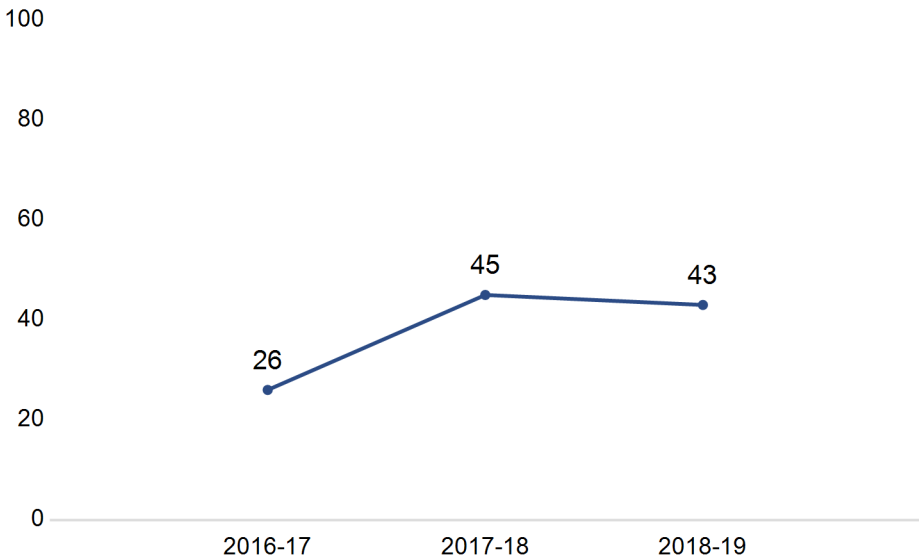
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	59	41	26	45	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Edward J. Patten Elementary School

(23-4090-065)

Grades Offered: KG-04

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	41	44	50	Met Standard	43	43	50	Met Standard
White	*	43	50	**	*	46	52	**
Hispanic	41	45	49	Met Standard	47	42	47	Met Standard
Black or African American	36.5	40	45	Not Met	29	48	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	54.5	59	**	N	62.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	43.5	49	53	N	43	44	50	N
Male	33	39	47	N	44.5	42	51	N
Economically Disadvantaged Students	40	44	48	Met Standard	44.5	42	46	Met Standard
Students with Disabilities	30	39	43	**	39	41	45	**
English Learners	51	50	52	Met Standard	51.5	43	50	Met Standard
Homeless Students	N	50.5	43	N	N	44	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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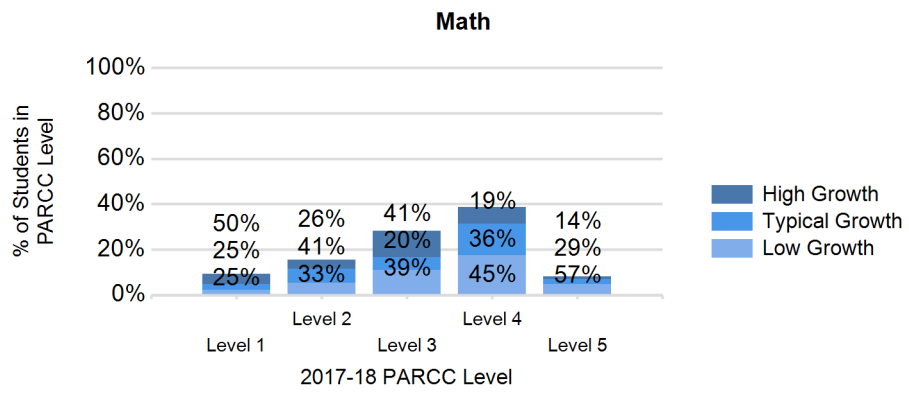
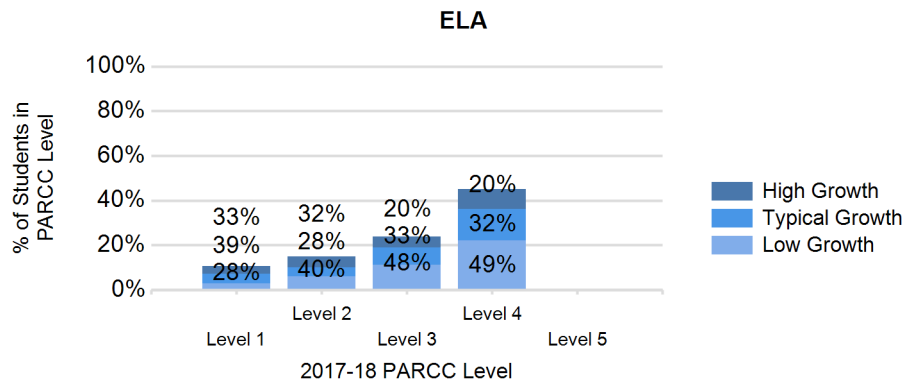
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

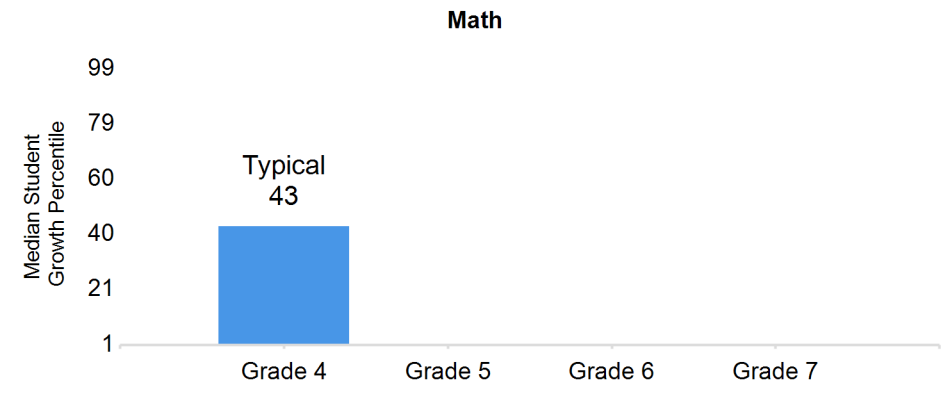
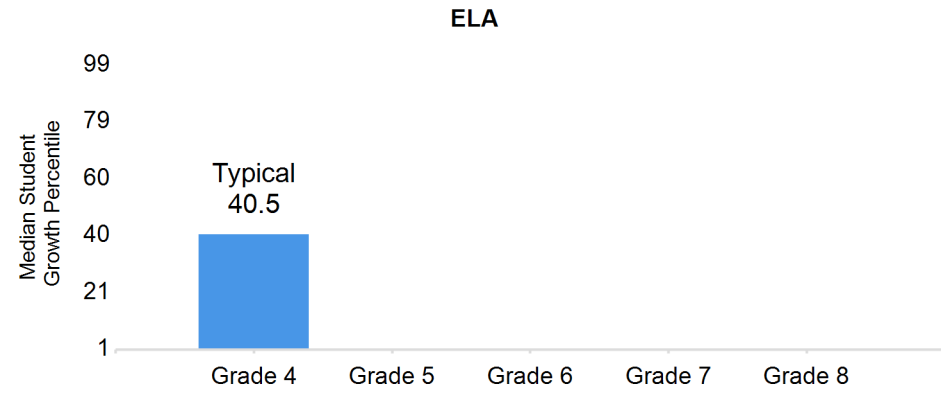
Student Growth by Performance Level

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.





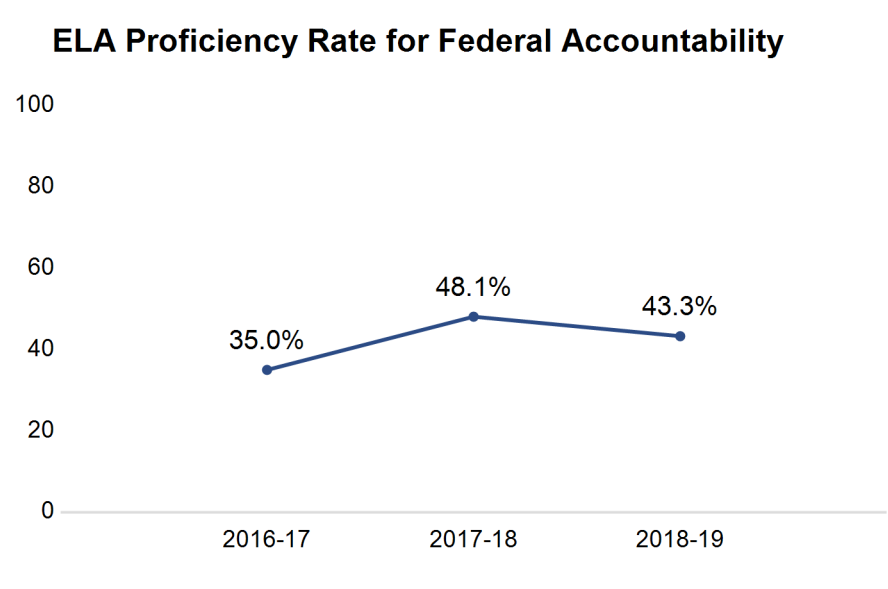
Edward J. Patten Elementary School
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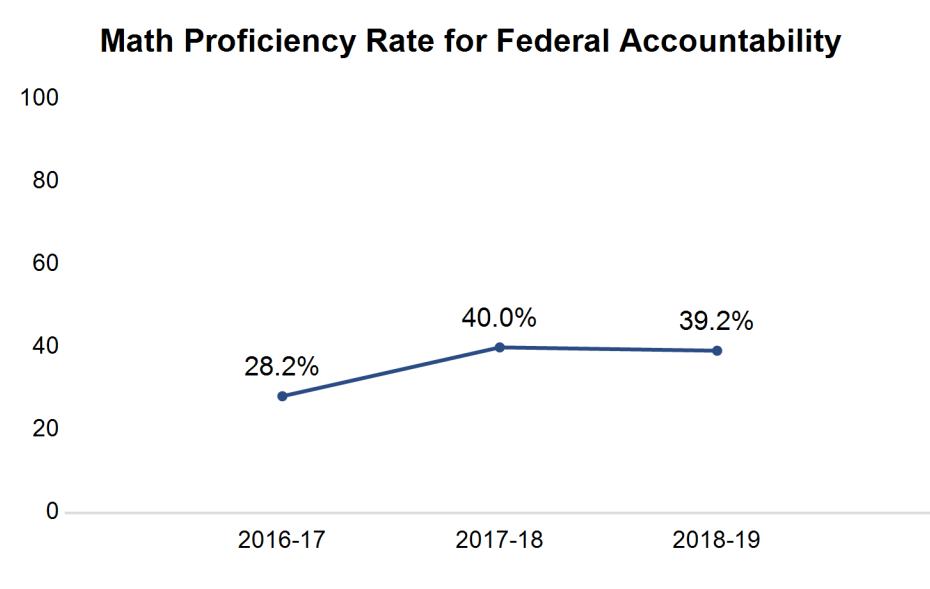
English Language Arts and Mathematics Performance Trends

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	99.4%	98.3%	99.2%	99.4%	98.3%	98.9%
Proficiency Rate for Federal Accountability	35.0%	48.1%	43.3%	28.2%	40.0%	39.2%
Annual Target	36.1%	38.4%	40.7%	34.4%	36.8%	39.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	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	353	99.2	43.3	41.8	57.9	43.3	40.7	Met Target
White	*	*	*	53.3	66.9	*	**	**
Hispanic	313	99.7	42.5	41.4	43.9	42.5	37.9	Met Target
Black or African American	33	94.6	51.5	41.9	38.5	51.1	50.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	172	99.4	48.8	48.6	64.8	48.8		
Male	181	98.9	38.1	35.2	51.3	38.1		
Economically Disadvantaged Students	299	99.3	40.8	39.7	40.0	40.8	37.9	Met Target
Non-Economically Disadvantaged Students	54	98.3	57.4	58.1	67.9	57.4		
Students with Disabilities	37	97.4	*	12.5	22.7	*	14.5	Not Met
Students without Disabilities	316	99.4	*	45.7	65.1	*		
English Learners	118	100.0	37.3	*	29.3	37.3	39	Met Target†
Non-English Learners	235	98.8	46.4	*	60.6	46.4		
Homeless Students	*	*	*	17.9	29.1	*		
Students In Foster Care	N	N	N	33.3	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

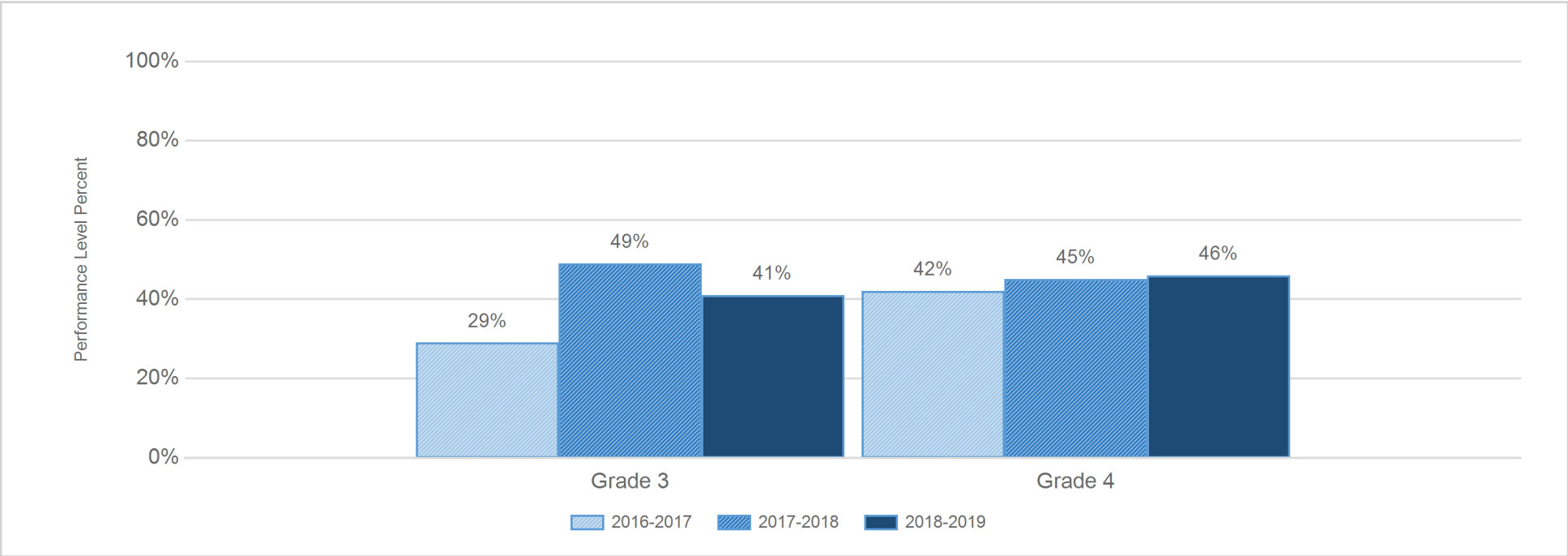


Edward J. Patten Elementary School
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2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	736	739	748	22%	16%	21%	*	*	41%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	164	734	*	734	23%	17%	20%	*	*	40%	36%
Black or African American	14	759	749	731	*	*	*	*	*	50%	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	92	739	742	753	18%	17%	20%	*	*	45%	55%
Male	91	734	735	743	25%	15%	22%	*	*	37%	46%
Economically Disadvantaged Students	158	735	738	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	25	744	748	759	*	*	*	*	*	36%	61%
Students with Disabilities	21	693	*	719	*	*	*	*	*	*	24%
Students without Disabilities	162	742	*	754	*	*	*	*	*	*	56%
English Learners	44	716	718	713	39%	*	*	*	*	27%	17%
Non-English Learners	139	743	747	751	17%	*	*	*	*	45%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	176	747	751	755	9%	15%	30%	36%	10%	46%	57%
White	*	*	762	763	*	*	*	*	*	*	67%
Hispanic	152	746	*	743	10%	15%	30%	36%	10%	45%	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	84	753	757	760	*	*	26%	*	*	55%	62%
Male	92	741	746	750	*	*	34%	*	*	38%	53%
Economically Disadvantaged Students	144	745	750	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	32	754	760	765	*	*	*	*	*	72%	69%
Students with Disabilities	16	701	*	725	*	*	*	*	*	*	25%
Students without Disabilities	160	751	*	761	*	*	*	*	*	*	64%
English Learners	34	726	726	720	*	*	*	*	*	26%	17%
Non-English Learners	142	751	760	758	*	*	*	*	*	51%	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	*	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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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	365	98.9	39.2	25.8	44.5	39.2	39.2	Met Target
White	*	*	*	45.2	54.1	*	**	**
Hispanic	324	99.4	38.0	25.2	28.8	38.0	36.4	Met Target
Black or African American	34	94.7	47.1	27.4	23.0	46.7	48.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	25.0	53.3	*	**	**
Female	176	98.9	40.9	26.1	44.9	40.9		
Male	189	99.0	37.6	25.6	44.2	37.6		
Economically Disadvantaged Students	311	99.1	38.3	24.4	26.3	38.3	36	Met Target
Non-Economically Disadvantaged Students	54	98.3	44.4	37.6	54.9	44.4		
Students with Disabilities	37	97.4	10.8	*	17.4	10.8	14.5	Met Target†
Students without Disabilities	328	99.1	42.4	*	50.0	42.4		
English Learners	131	100.0	33.6	18.8	25.0	33.6	46.8	Not Met
Non-English Learners	234	98.4	42.3	28.7	46.5	42.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	27.3	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

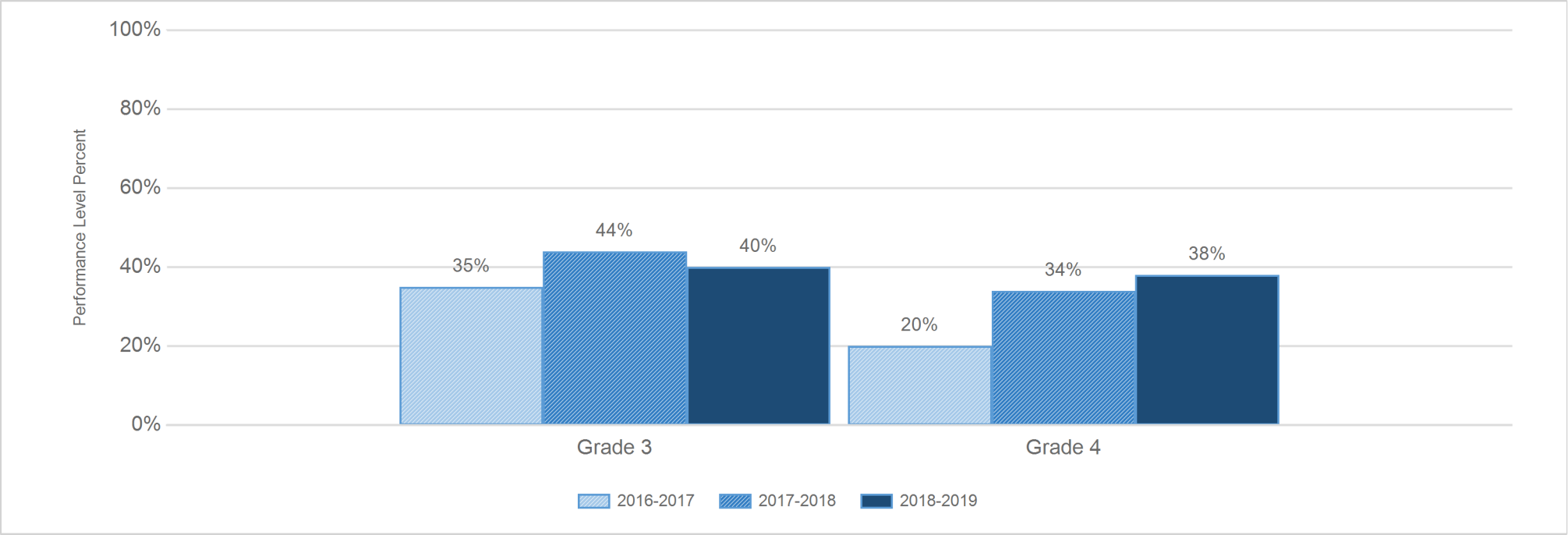


Edward J. Patten Elementary School
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2018-2019

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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.



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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	189	740	741	752	8%	24%	28%	*	*	40%	55%
White	*	*	748	760	*	*	*	*	*	*	66%
Hispanic	170	739	*	739	8%	25%	29%	*	*	38%	40%
Black or African American	14	754	748	735	*	*	*	*	*	64%	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	96	740	740	751	*	24%	26%	*	*	41%	54%
Male	93	741	742	752	*	24%	29%	*	*	40%	56%
Economically Disadvantaged Students	164	740	740	737	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	25	743	745	761	*	*	*	*	*	40%	67%
Students with Disabilities	21	721	*	731	*	52%	*	*	*	10%	31%
Students without Disabilities	168	743	*	756	*	20%	*	*	*	44%	60%
English Learners	51	728	729	728	*	35%	27%	*	*	24%	26%
Non-English Learners	138	745	746	754	*	20%	28%	*	*	46%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	739	741	749	12%	18%	32%	*	*	38%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	157	739	*	737	11%	20%	31%	*	*	38%	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	84	743	742	749	*	15%	33%	*	*	42%	50%
Male	98	736	740	749	*	20%	32%	*	*	35%	52%
Economically Disadvantaged Students	150	739	740	734	*	*	33%	*	*	36%	32%
Non-Economically Disadvantaged Students	32	740	747	759	*	*	31%	*	*	47%	63%
Students with Disabilities	16	708	*	726	*	*	*	*	*	13%	25%
Students without Disabilities	166	742	*	754	*	*	*	*	*	40%	56%
English Learners	40	725	724	722	*	38%	*	*	*	25%	18%
Non-English Learners	142	743	747	751	*	13%	*	*	*	42%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Edward J. Patten Elementary School

(23-4090-065)

Grades Offered: KG-04

2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

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

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	41.5%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	69	*	*
3-4	108	88.9%	11.1%
5 or more	71	*	*



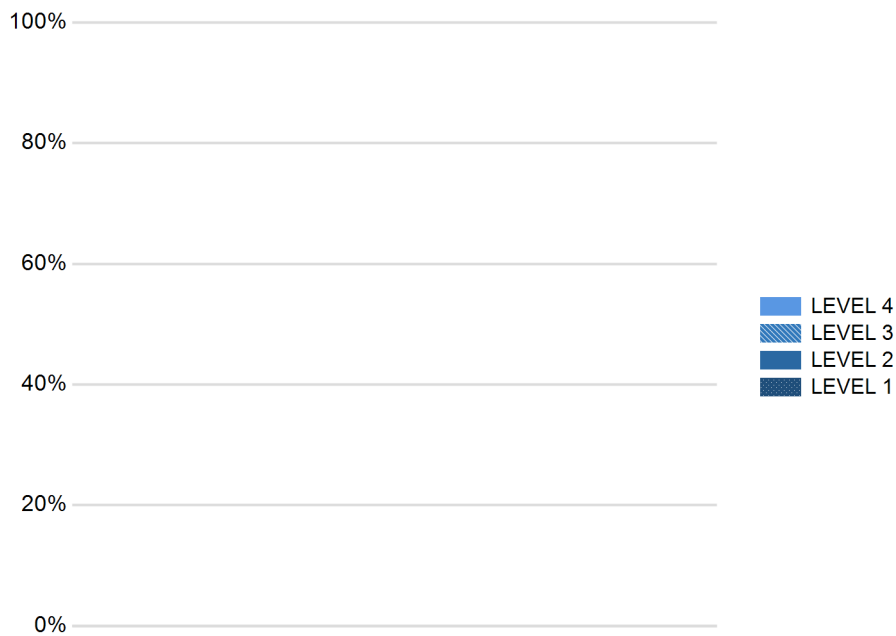
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Edward J. Patten Elementary School

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

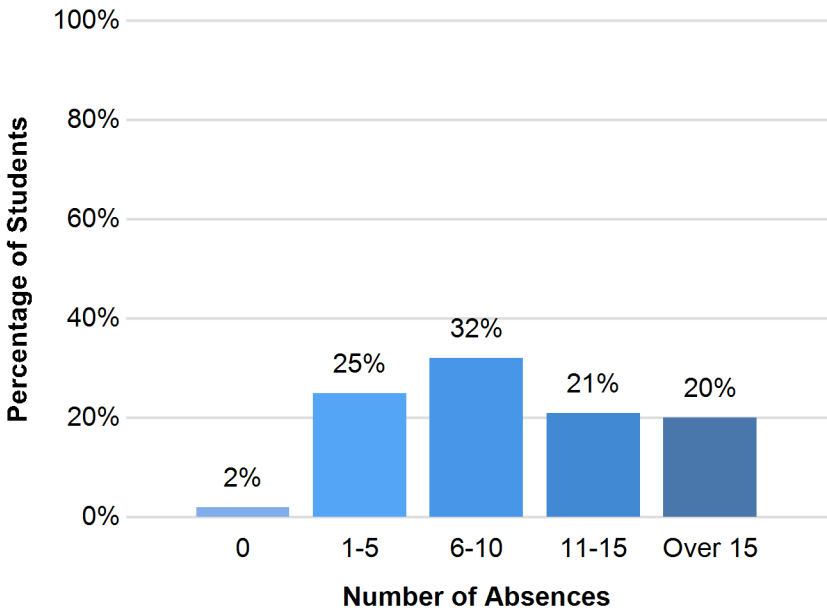
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	118	13.0	9.2	Not Met
White	2	13.3	**	**
Hispanic	98	12.3	9.2	Not Met
Black or African American	17	19.5	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	53	12.2		
Male	65	13.8		
Economically Disadvantaged Students	106	13.4	9.2	Not Met
Students with Disabilities	18	19.6	9.2	Not Met
English Learners	24	9.6	9.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





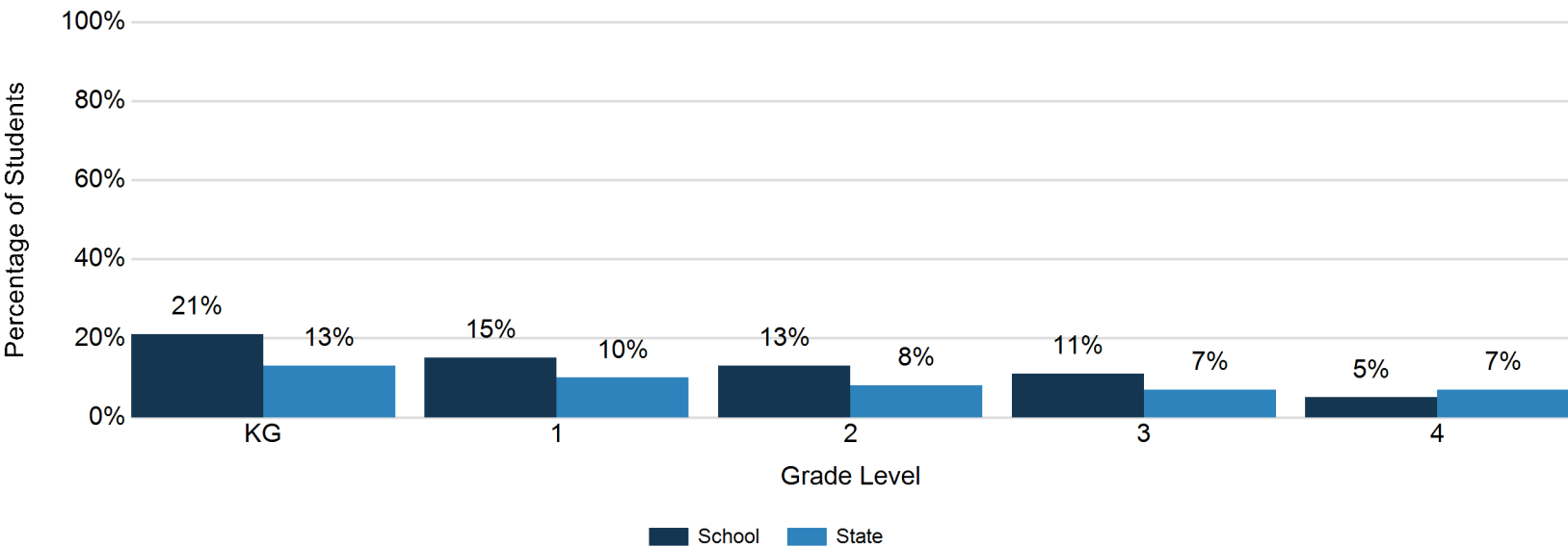
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Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.11

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 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	78	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	69.2%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	12:1
Students to Administrators	458:1	160:1
Teachers to Administrators	39:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



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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	47.7%	87.2%	0.0%	48.4%	77.1%	54.9%
Male	52.3%	12.8%	100.0%	51.6%	22.9%	45.1%
White	1.5%	59.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	88.1%	33.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	9.3%	6.4%	0.0%	15.0%	6.6%	13.9%
Asian	0.3%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	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.



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.0%	48.1%	43.3%
Math Proficiency	28.2%	40.0%	39.2%
ELA Growth	50	59	41
Math Growth	26	45	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.5%	41.5%
Chronic Absenteeism	7.3%	5.1%	13.0%

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



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

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





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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.

 <div>Highlights:</div>	<ul style="list-style-type: none"> • The Edward J. Patten Elementary School is a k-4 school with approximately 775 students located in Perth Amboy. • Our school offers a Saturday Morning Family School Program that addresses the educational and social needs of families. • A Responsive Classroom approach is used to create safe, joyful, and engaging classrooms that improve academic success.
 <div>Mission, Vision, Theme:</div>	<p>The Edward J. Patten Elementary School will instill the love of learning in all students. Together, we will foster in them the motivation to grow into productive members of a diverse, technology-rich global society.</p>




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<div><div>Courses, Curriculum, Instruction:</div></div>	<p>Each grade level has specified times throughout the school day to ensure that students are provided with a literacy model that includes daily whole-group instruction, Guided Reading, and targeted intervention within the classroom setting.</p>
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Edward J. Patten Elementary School

(23-4090-065)

Grades Offered: KG-04

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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School Narrative

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<div>  <div>Before and After School Programs:</div> </div>	<div>The school currently offers students opportunities to participate in before and after school programs. The academic programs are targeted for grade levels 3-4 and is structured to reach out to all students by offering academic support as needed.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>The school provides professional development activities derived from the needs of our students. Professional learning communities are in place for our teachers and administrators to learn, analyze data, and work together to improve student achievement.</div>



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	<p>Student Supports and Services:</p> <p>For our students who are English Language Learners (ELLs), the school offers a bilingual program. Our school provides intervention and referral services (I&RS) for our students.</p>
An icon depicting two blue hands shaking, symbolizing partnership or agreement.	<p>Parent and Community Involvement:</p> <p>Our school has developed a comprehensive design for addressing parental involvement. We believe that involvement is a key component to a successful school and offer many programs for parents such as our Kindergarten Academy, Parents as Partners, etc.</p>




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 <div>Technology and STEM:</div>	The Edward J. Patten Elementary School offers a STEM class as an elective.
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Edward J. Patten Elementary School
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School Narrative

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<div>Other Information</div>	<p>The Edward J. Patten Elementary School, through the commitment and willingness of all school staff to work together, are able to educate all of our children.</p>
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Herbert N. Richardson 21st Century School
(23-4090-130)
Grades Offered: KG-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Herbert N. Richardson 21st Century School**

(23-4090-130)

Grades Offered: KG-04

2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Mr. Ronald Anderson
Address	318 STOCKTON STREET PERTH AMBOY, NJ 08861-3910
Phone Number	732-376-6010
Email Address	ronlanderson@paps.net
Website	https://www.paps.net/Domain/15



Herbert N. Richardson 21st Century School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	144	160	120
1	191	175	183
2	186	194	119
3	155	142	168
4	154	127	146
Total	830	798	736

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	48.7%	47.9%	48.6%
Male	51.3%	52.1%	51.4%
Economically Disadvantaged Students	93.7%	93.5%	94.0%
Students with Disabilities	11.2%	10.9%	12.0%
English Learners	37.3%	47.6%	48.6%
Homeless Students	0.5%	0.3%	1.0%
Students in Foster Care	0.2%	0.1%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.2%	0.8%	0.7%
Hispanic	96.0%	96.6%	96.6%
Black or African American	1.9%	1.8%	1.8%
Asian	0.6%	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.1%	0.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	144	160	120

Enrollment by Home Language

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

Home Language	% of Students
Spanish	78.9%
English	20.8%
Other Languages	0.3%



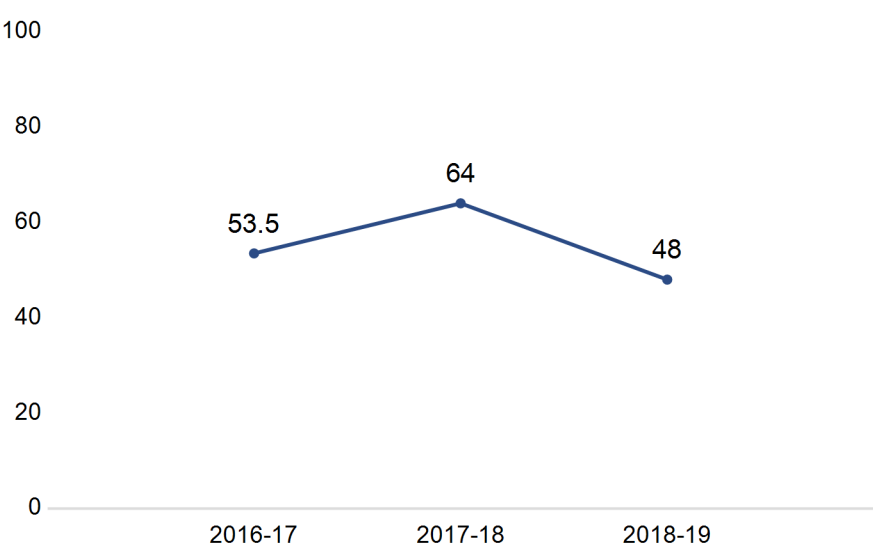
Herbert N. Richardson 21st Century School
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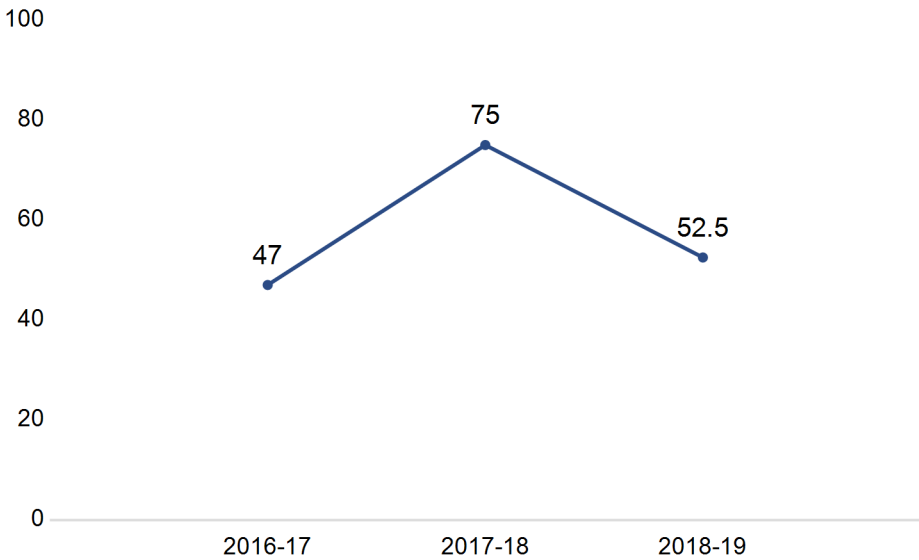
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53.5	64	48	47	75	52.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	44	50	Met Standard	52.5	43	50	Met Standard
White	*	43	50	**	*	46	52	**
Hispanic	47	45	49	Met Standard	51	42	47	Met Standard
Black or African American	*	40	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54.5	59	**	*	62.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	44.5	49	53	N	53	44	50	N
Male	54.5	39	47	N	52	42	51	N
Economically Disadvantaged Students	46	44	48	Met Standard	52	42	46	Met Standard
Students with Disabilities	40	39	43	**	42.5	41	45	**
English Learners	40	50	52	Met Standard	45	43	50	Met Standard
Homeless Students	*	50.5	43	N	*	44	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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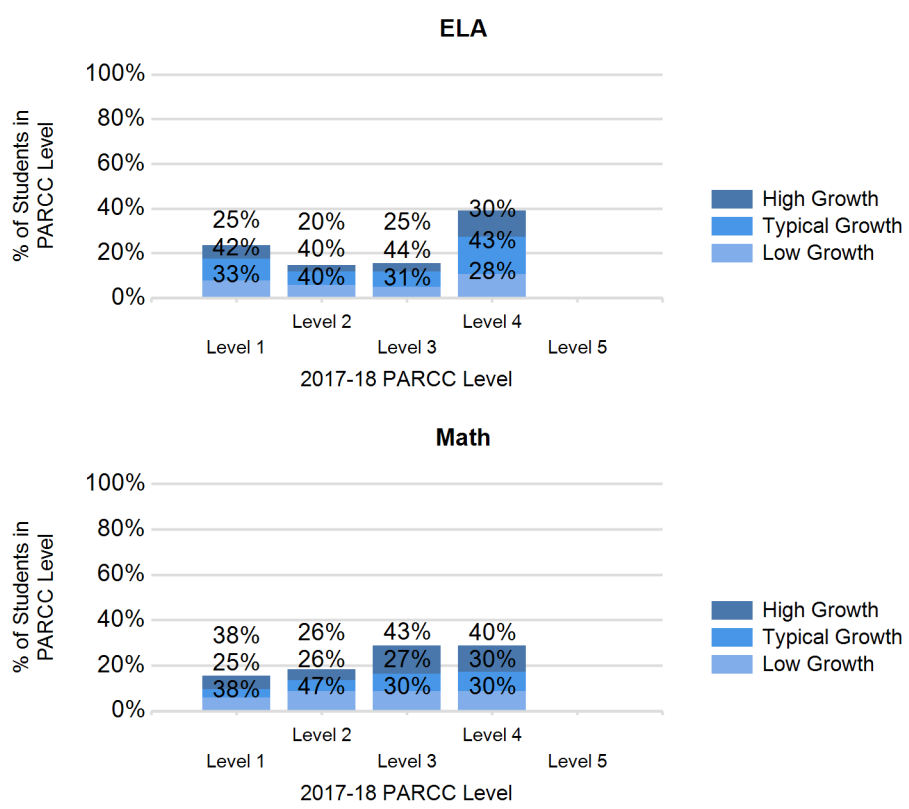
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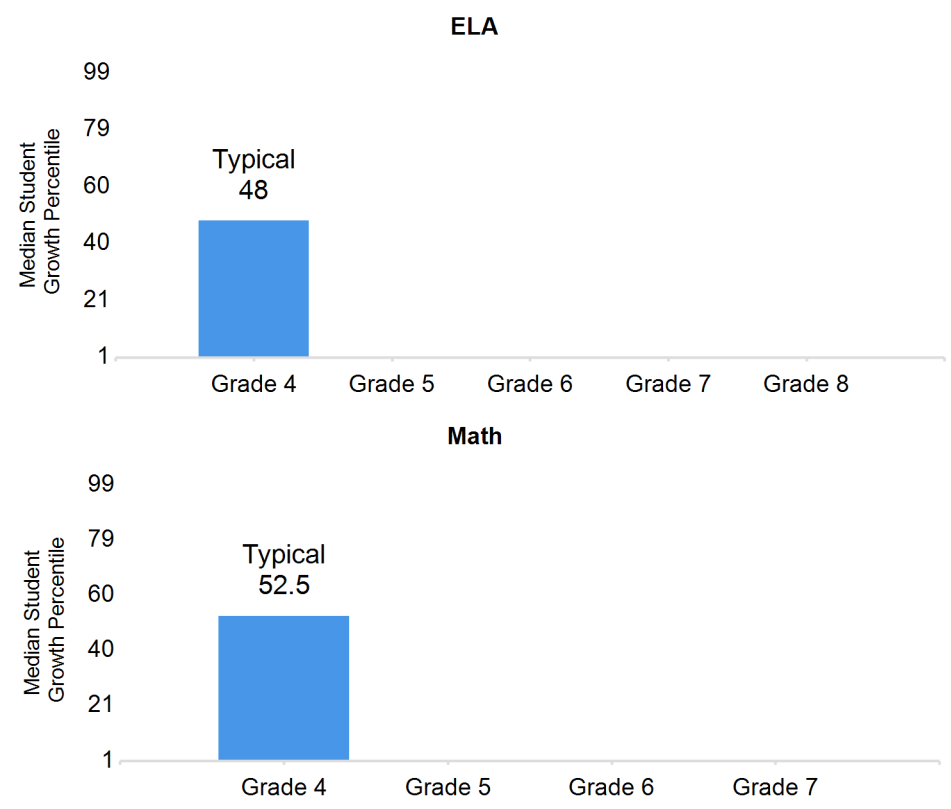
Student Growth by Performance Level

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



Student Growth by Grade

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





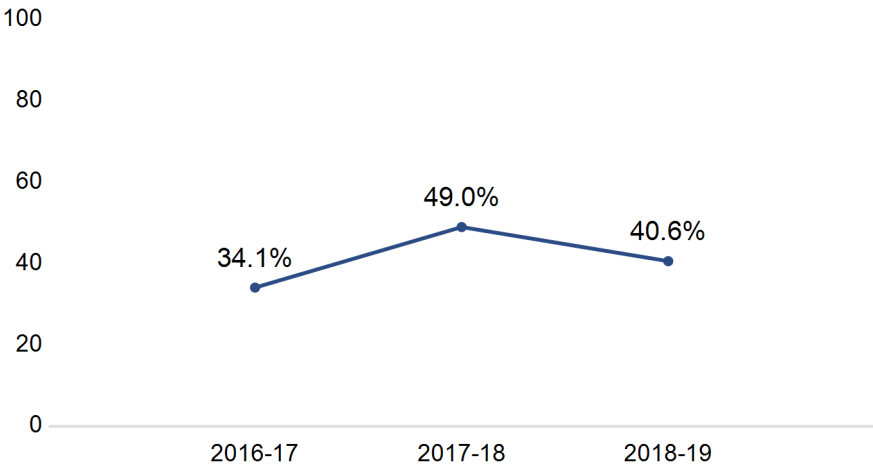
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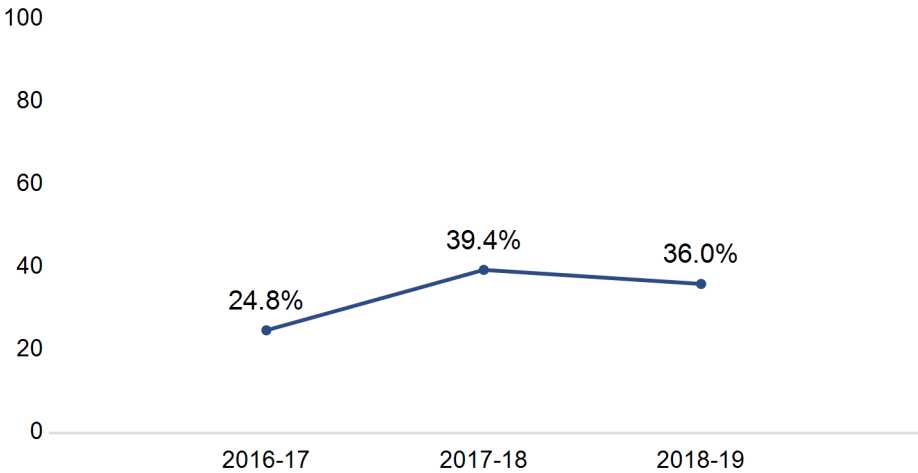
English Language Arts and Mathematics Performance Trends

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

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	99.7%	100.0%	100.0%	99.3%	99.6%	100.0%
Proficiency Rate for Federal Accountability	34.1%	49.0%	40.6%	24.8%	39.4%	36.0%
Annual Target	27.1%	29.9%	32.7%	27.8%	30.6%	33.3%
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	219	100.0	40.6	41.8	57.9	40.6	32.7	Met Target
White	*	*	*	53.3	66.9	*	**	**
Hispanic	207	100.0	39.6	41.4	43.9	39.6	31.7	Met Target
Black or African American	*	*	*	41.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	114	100.0	45.6	48.6	64.8	45.6		
Male	105	100.0	35.2	35.2	51.3	35.2		
Economically Disadvantaged Students	201	100.0	39.3	39.7	40.0	39.3	31	Met Target
Non-Economically Disadvantaged Students	18	100.0	55.6	58.1	67.9	55.6		
Students with Disabilities	39	100.0	*	12.5	22.7	*	19.9	Not Met
Students without Disabilities	180	100.0	*	45.7	65.1	*		
English Learners	100	100.0	27.0	*	29.3	27.0	32.2	Met Target†
Non-English Learners	119	100.0	52.1	*	60.6	52.1		
Homeless Students	*	*	*	17.9	29.1	*		
Students In Foster Care	N	N	N	33.3	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

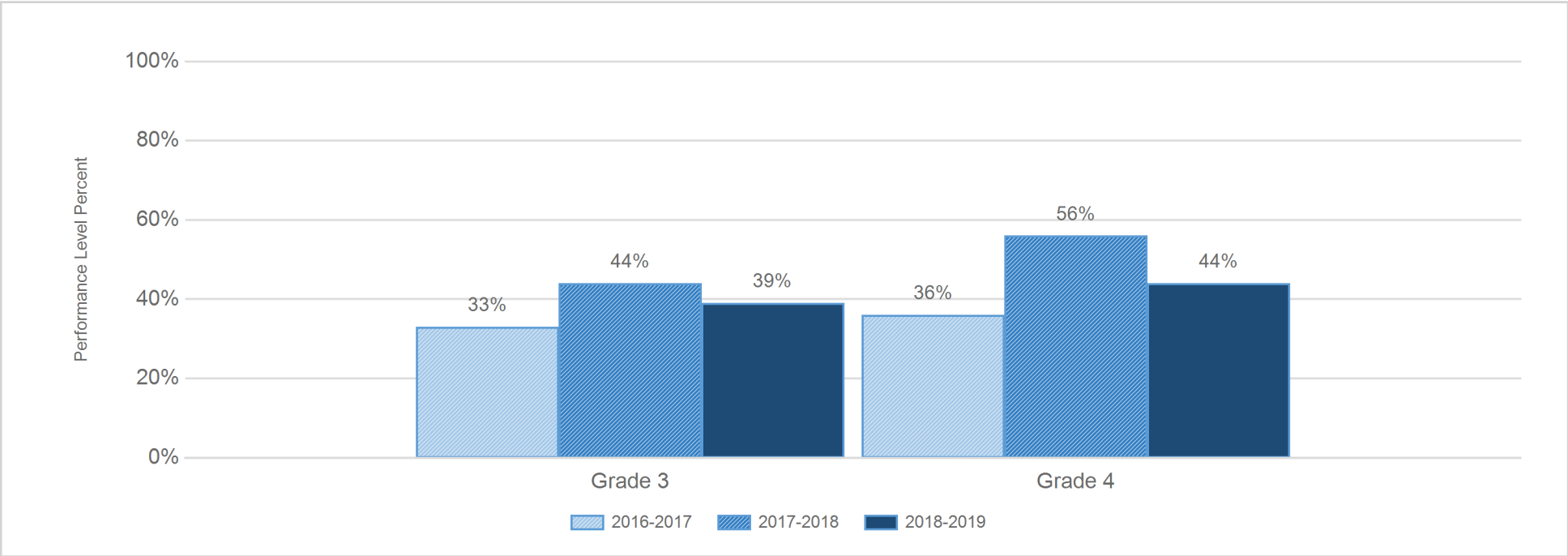


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	738	739	748	19%	16%	25%	*	*	39%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	98	737	*	734	19%	17%	27%	*	*	37%	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	64	741	742	753	*	*	25%	*	*	42%	55%
Male	40	733	735	743	*	*	25%	*	*	35%	46%
Economically Disadvantaged Students	*	*	738	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	748	759	*	*	*	*	*	*	61%
Students with Disabilities	11	695	*	719	*	*	*	*	*	*	24%
Students without Disabilities	93	743	*	754	*	*	*	*	*	*	56%
English Learners	37	723	718	713	*	*	*	*	*	30%	17%
Non-English Learners	67	746	747	751	*	*	*	*	*	45%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	106	744	751	755	16%	18%	22%	35%	9%	44%	57%
White	*	*	762	763	*	*	*	*	*	*	67%
Hispanic	102	744	*	743	17%	17%	23%	*	*	44%	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	45	750	757	760	*	*	22%	*	*	53%	62%
Male	61	740	746	750	*	*	21%	*	*	38%	53%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	18	702	*	725	*	*	*	*	*	*	25%
Students without Disabilities	88	753	*	761	*	*	*	*	*	*	64%
English Learners	29	714	726	720	*	*	*	*	*	17%	17%
Non-English Learners	77	756	760	758	*	*	*	*	*	55%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	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%



Herbert N. Richardson 21st Century School

(23-4090-130)

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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	225	100.0	36.0	25.8	44.5	36.0	33.3	Met Target
White	*	*	*	45.2	54.1	*	**	**
Hispanic	213	100.0	36.6	25.2	28.8	36.6	32.7	Met Target
Black or African American	*	*	*	27.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	25.0	53.3	N	**	**
Female	116	100.0	31.0	26.1	44.9	31.0		
Male	109	100.0	41.3	25.6	44.2	41.3		
Economically Disadvantaged Students	206	100.0	35.4	24.4	26.3	35.4	33	Met Target
Non-Economically Disadvantaged Students	19	100.0	42.1	37.6	54.9	42.1		
Students with Disabilities	38	100.0	*	*	17.4	*	16	Not Met
Students without Disabilities	187	100.0	*	*	50.0	*		
English Learners	106	100.0	23.6	18.8	25.0	23.6	27.8	Met Target†
Non-English Learners	119	100.0	47.1	28.7	46.5	47.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	27.3	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

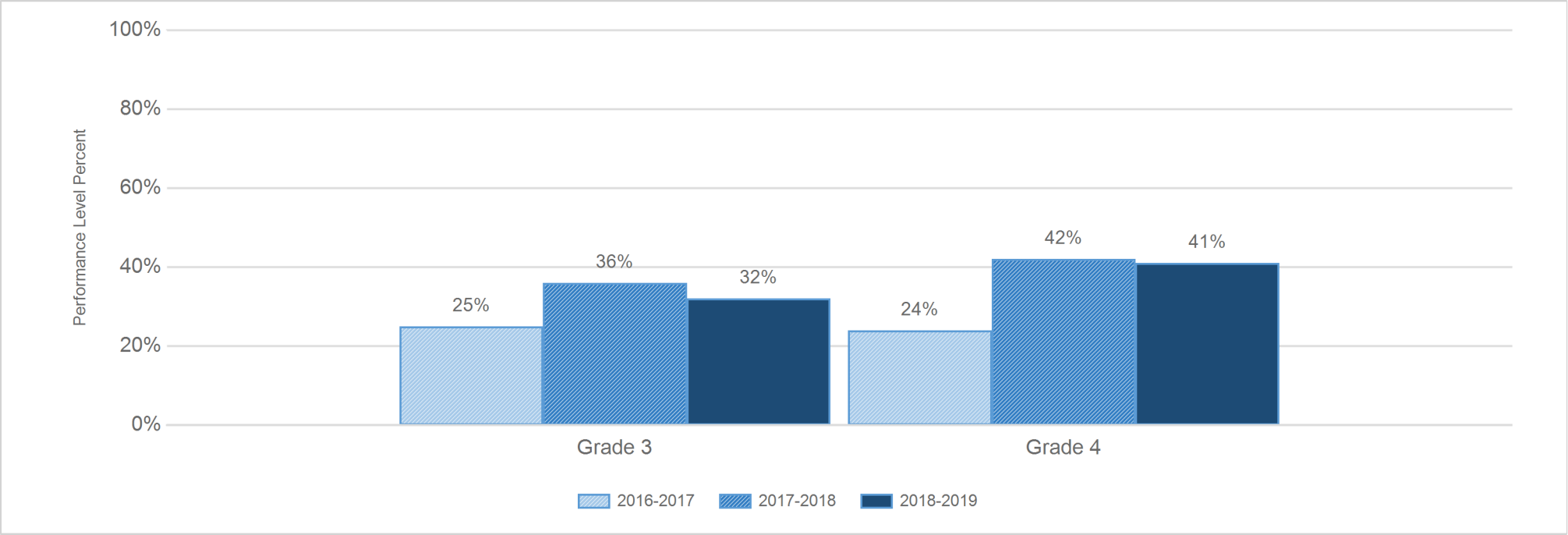


Herbert N. Richardson 21st Century School
(23-4090-130)
Grades Offered: KG-04
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Herbert N. Richardson 21st Century School
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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	111	736	741	752	12%	26%	31%	*	*	32%	55%
White	*	*	748	760	*	*	*	*	*	*	66%
Hispanic	105	736	*	739	11%	26%	31%	*	*	31%	40%
Black or African American	*	*	748	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	67	734	740	751	*	*	31%	*	*	27%	54%
Male	44	738	742	752	*	*	30%	*	*	39%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	745	761	*	*	*	*	*	*	67%
Students with Disabilities	11	713	*	731	*	*	*	*	*	*	31%
Students without Disabilities	100	738	*	756	*	*	*	*	*	*	60%
English Learners	44	729	729	728	*	25%	36%	*	*	23%	26%
Non-English Learners	67	740	746	754	*	27%	27%	*	*	37%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	111	737	741	749	22%	15%	22%	*	*	41%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	107	737	*	737	21%	16%	21%	*	*	42%	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	47	736	742	749	*	*	28%	*	*	38%	50%
Male	64	737	740	749	*	*	17%	*	*	44%	52%
Economically Disadvantaged Students	101	736	740	734	*	17%	*	*	*	40%	32%
Non-Economically Disadvantaged Students	10	747	747	759	*	0%	*	*	*	60%	63%
Students with Disabilities	18	704	*	726	*	*	*	*	*	*	25%
Students without Disabilities	93	743	*	754	*	*	*	*	*	*	56%
English Learners	34	709	724	722	*	*	*	*	*	*	18%
Non-English Learners	77	749	747	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	*	*

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	40.9%	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	119	*	*
3-4	123	*	*
5 or more	101	88.1%	11.9%



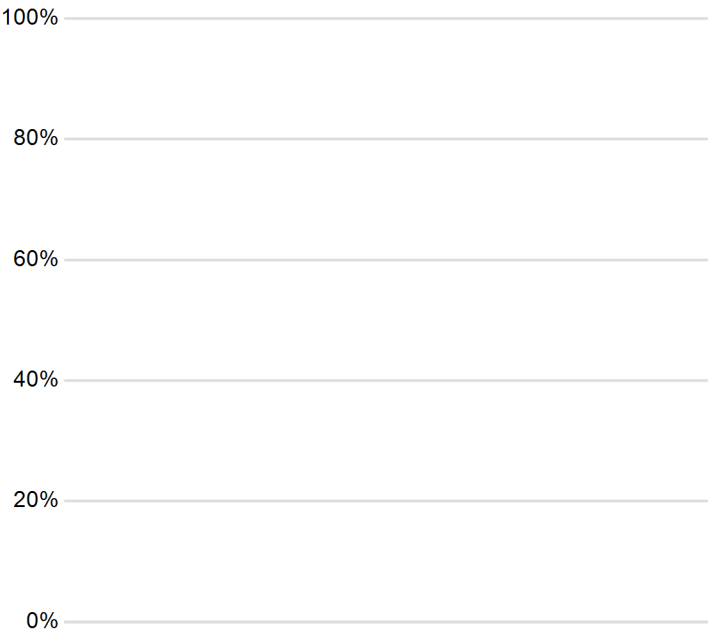
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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2018-2019

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

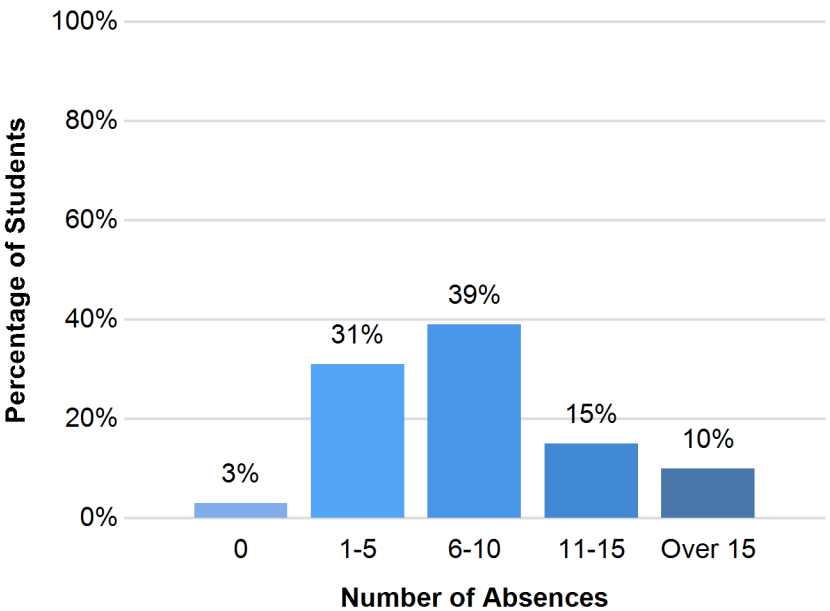
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	38	6.6	9.2	Met
White	*	*	**	**
Hispanic	35	6.3	9.2	Met
Black or African American	3	27.3	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	15	5.3		
Male	23	7.8		
Economically Disadvantaged Students	33	6.2	9.2	Met
Students with Disabilities	7	10.3	9.2	Not Met
English Learners	11	5.2	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





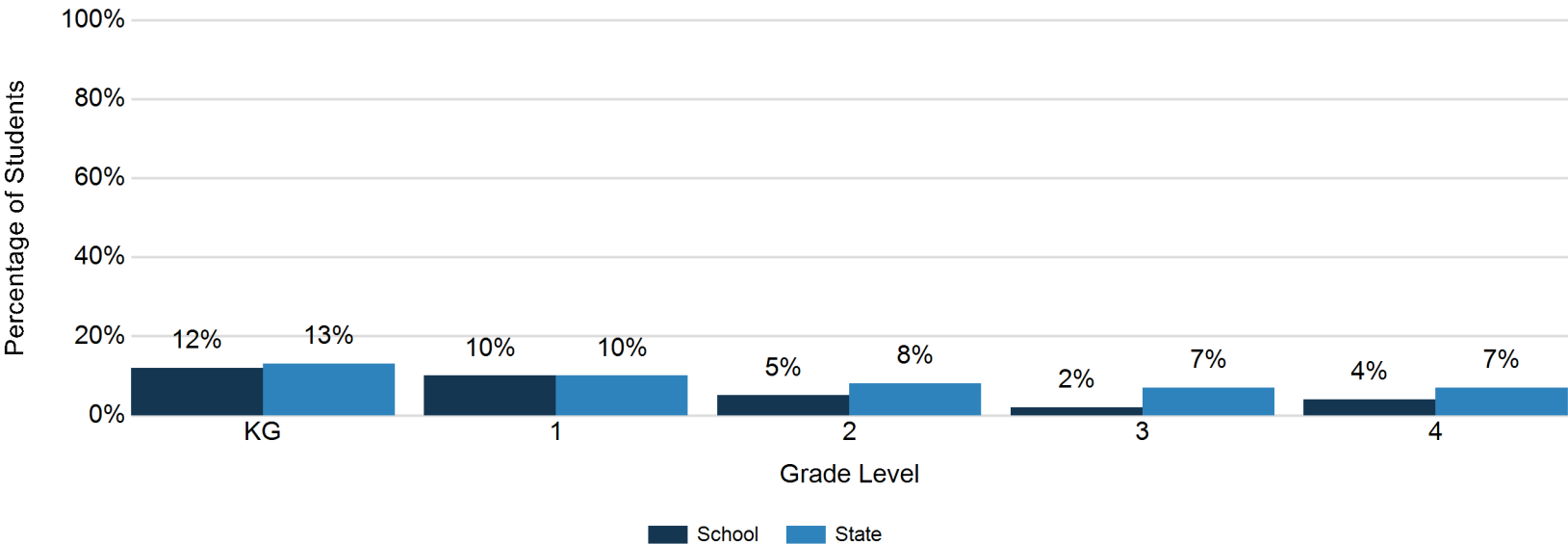
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Chronic Absenteeism by Grade

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





Herbert N. Richardson 21st Century School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.41

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	0	1
No Identified Nature	7		7

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 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	74	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	12:1
Students to Administrators	368:1	160:1
Teachers to Administrators	37:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



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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	48.6%	94.6%	0.0%	48.4%	77.1%	54.9%
Male	51.4%	5.4%	100.0%	51.6%	22.9%	45.1%
White	0.7%	64.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	96.6%	32.4%	50.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	1.4%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	1.4%	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	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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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.



Herbert N. Richardson 21st Century School

(23-4090-130)

Grades Offered: KG-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.1%	49.0%	40.6%
Math Proficiency	24.8%	39.4%	36.0%
ELA Growth	54	64	48
Math Growth	47	75	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		43.0%	40.9%
Chronic Absenteeism	4.2%	4.4%	6.6%

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



Herbert N. Richardson 21st Century School
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Grades Offered: KG-04
2018-2019

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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.



Herbert N. Richardson 21st Century School
(23-4090-130)
Grades Offered: KG-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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2018-2019

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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Our Dr. Herbert N. Richardson School is an elementary school serving approximately 620 children in Grades K-4. LLD students are provided ample opportunities to participate in many activities which include, but are not limited to, Silver Comet LLD Games, Ghoul's Night Out and others. Our school houses the district health clinic providing families with access to health care on evenings and weekends.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our goal is to have all stakeholders working together so all our students are performing at or above grade level in all core subjects so that they can attain a solid academic foundation enabling them to be fully prepared for middle school, high school and beyond.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>In 2018-2019 The Dr. Herbert N. Richardson School was recognized by Middlesex County for collecting 1,750 lbs. of food for the Middlesex County Food Drive. The school also received a Bronze Level Recognition Award from New Jersey Safe Routes to School.</p>




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<div><div>Courses, Curriculum, Instruction:</div></div>	<p>Our curriculum is aligned to the New Jersey Student Learning Standards and includes a Balanced Literacy and Math Block which features a three tiered instructional model allowing students to enhance their skills though whole group, small group and flexible group instruction which features explicit intervention. Science/Social Studies are also implemented on a bi-weekly basis.</p>
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 <div>Before and After School Programs:</div>	We currently have a Before/After School Program available to assist our students. Our students are serviced by certified personnel who are aware of our students" needs based on empirical student data.
 <div>Staff and Professional Learning:</div>	Professional Learning Communities (PLC) and Common Planning time is built into our schedules to allow our educators to grow their skillset by being exposed to Professional Development that is prepared and delivered by the members of the PLC, as well as outside providers.






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 <div>Student Supports and Services:</div>	<p>English Language Learners are supported via various Bilingual Education programs such as: Dual Language, Transitional, Sheltered Instruction, and English as a Second Language. Our full-time guidance counselors coordinate the intervention and referral services (I&RS) for our students. Students with disabilities are supported in inclusion classrooms, self-contained classrooms, and LLD Classrooms under the purview of our CST.</p>
 <div>Student Health and Wellness:</div>	<p>All our students are offered a free breakfast every day. Our students have Health/Physical Education classes for 150 minutes a week. Our school houses the district run clinic several days a week in the evenings and on Saturday Mornings, providing families with access to health care services such as vaccinations, physicals and other much needed medical resources. Our PE department facilitates the Fresh Fruit and Vegetable Program (students are provided with a fresh fruit and vegetable two days a week). The Responsive Classroom approach is used daily for social and emotional learning to employ strategies and practices that emphasize positive social interaction.</p>
 <div>Parent and Community Involvement:</div>	<p>Our school hosts monthly literacy and math workshops where students and parents are taught extensions of the lessons their children are learning during the day in the same manner they are taught and with the same materials, allowing parents to be active participants in their child's education. Our PTO ensures that our school community takes part in social events which serve as a complement to our school goals.</p>




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 <div>School Safety:</div>	<p>Our School Climate Team meets monthly to discuss enhancing school climate and creating an environment that is nurturing and caring. The school's student support team meets weekly to discuss tier three and behavioral/academic supports and interventions to help meet their social emotional learning needs.</p>
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 <div>Technology and STEM:</div>	<p>Our school houses a Maker-Space which is run by our media specialist and technology coordinator. Students are provided with opportunities to participate collaboratively in activities which require the use of 21st Century skills (coding, engineering, etc.). There is a one-to-one chromebook initiative in grades 1-4, and all kindergartens use I-Pads and Osmos through their daily station rotation.</p>
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Ignacio Cruz Early Childhood Center
(23-4090-075)
Grades Offered: PK-PK
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Ignacio Cruz Early Childhood Center
 (23-4090-075)
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 2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Mrs. Susan Roque
Address	601 CORTLANDT ST PERTH AMBOY, NJ 08861
Phone Number	732-376-6250
Email Address	SusaRoque@paps.net
Website	https://www.paps.net/Domain/17



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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	729	763	751
Total	729	763	751

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.8%	48.1%	49.9%
Male	54.2%	51.9%	50.1%
Economically Disadvantaged Students	85.3%	86.5%	90.5%
Students with Disabilities	10.0%	10.1%	11.7%
English Learners	33.1%	39.4%	46.7%
Homeless Students	0.0%	0.0%	0.5%
Students in Foster Care	0.3%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.2%	2.2%	1.1%
Hispanic	93.0%	91.6%	93.5%
Black or African American	4.1%	5.2%	4.8%
Asian	0.5%	0.4%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.5%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	729	763	751

Enrollment by Home Language

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

Home Language	% of Students
Spanish	65.9%
English	33.0%
Other Languages	1.1%



Ignacio Cruz Early Childhood Center

(23-4090-075)

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2018-2019

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

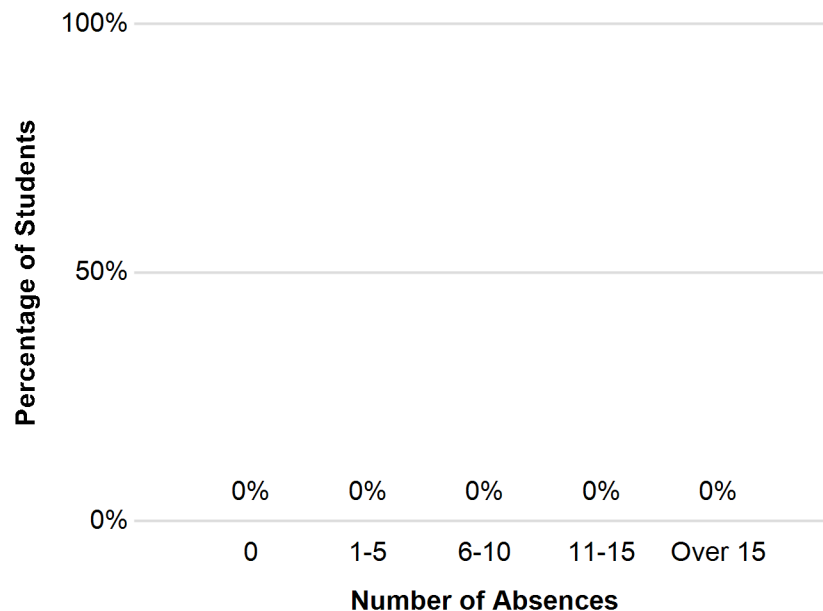
Chronic Absenteeism

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

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

Days Absent

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





Ignacio Cruz Early Childhood Center

(23-4090-075)

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2018-2019

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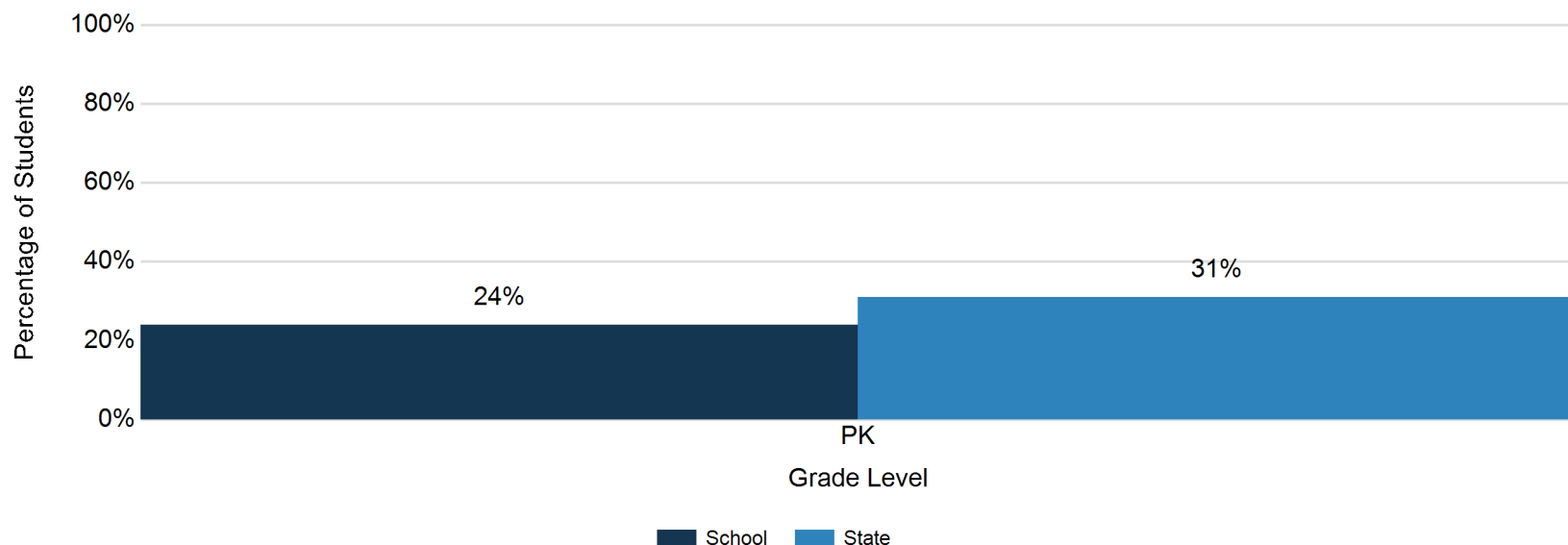
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Chronic Absenteeism by Grade

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





Ignacio Cruz Early Childhood Center

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N



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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	12:1
Students to Administrators	250:1	160:1
Teachers to Administrators	22:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



Ignacio Cruz Early Childhood Center
(23-4090-075)
Grades Offered: PK-PK
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	90.8%	100.0%	48.4%	77.1%	54.9%
Male	50.1%	9.2%	0.0%	51.6%	22.9%	45.1%
White	1.1%	70.8%	66.7%	42.4%	83.6%	77.4%
Hispanic	93.5%	27.7%	33.3%	29.9%	7.3%	7.2%
Black or African American	4.8%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	0.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	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.



Ignacio Cruz Early Childhood Center

(23-4090-075)

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2018-2019

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School Narrative

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



Mission, Vision,
Theme:

The Early Childhood schools believe that every preschool child is entitled to a high quality early childhood educational program, offering opportunities for social/emotional, physical, cognitive, and language development.



Awards, Recognition,
Accomplishments:

"Ignacio Cruz: Goal 1: to be able to solve social problems, 91% of the students met or exceeded this goal. Goal 2: to be able to understand language, 94% of the students met or exceeded this goal. Goal 3: to understand spacial relationships, 89% of students met or exceeded this goal. Goal 4: to identify and name letters, 86% of the students met or exceed this goal. School 7: Goal 1; to be able to solve social problems, 93% of the students met or exceeded this goal. Goal 2: to be able to understand language, 93% of the students met or exceeded this goal. Goal 3: to understand spacial relationships, 90% of students met or exceeded this goal. The ECERS 3 assessment results for Ignacio Cruz ranged from 5.9 to 6.3 and the ECERS 3 assessment results for School #7 ranged from 5.6 to 6.6. "



Ignacio Cruz Early Childhood Center

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School Narrative

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Courses, Curriculum, Instruction:

The Creative Curriculum framework rests upon research-based theory and developmentally appropriate practice to address students' social emotional, physical, cognitive, and language development.



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School Narrative

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Staff and Professional Learning:

Professional Development: Mandated PD, Refresher in Danielson Observation Framework, ECERS, Teaching Strategies Gold, Challenging Behaviors - Strategies for Young Children, Technology in the Classroom, SGO planning, TPOT, Classroom Management, School Safety, School Goals Lesson Sharing, Language support Strategies including Sheltered Instruction to assist EL's develop language and understanding and PreK to K transitioning.



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School Narrative

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Student Supports and Services:

PIRT (Preschool Intervention and Referral Team), Master Teachers, CST (Child Study Team), ESI-R Results to identify students and their needs.



Student Health and Wellness:

Preschool Screening: Hearing, Height & Weight, Vision. Dental screening upon request.



Parent and Community Involvement:

Parent Activities include: Evening family reading and craft nights, Student winter and holiday performance, family feasts, cultural luncheons, and Week of the Young Child activities. Learning Celebrations are often held at the conclusion of a study.



James J. Flynn Elementary School
(23-4090-145)
Grades Offered: KG-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



James J. Flynn Elementary School
(23-4090-145)
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Dr. Regina Postogna
Address	850 CHAMBERLAIN AVENUE PERTH AMBOY, NJ 08861-1705
Phone Number	732-376-6080
Email Address	regipostogna@paps.net
Website	https://www.paps.net/Domain/13



James J. Flynn Elementary School

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	180	159	167
1	176	169	169
2	177	126	140
3	181	154	132
4	190	182	148
Total	904	790	756

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%	49.5%	47.0%
Male	49.9%	50.5%	53.0%
Economically Disadvantaged Students	80.0%	80.9%	83.9%
Students with Disabilities	12.3%	10.5%	11.5%
English Learners	14.7%	15.1%	15.1%
Homeless Students	0.8%	0.3%	0.7%
Students in Foster Care	0.2%	0.1%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.5%	3.0%	2.8%
Hispanic	89.2%	88.6%	90.5%
Black or African American	6.2%	6.5%	5.4%
Asian	0.4%	1.1%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.8%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	180	159	167

Enrollment by Home Language

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

Home Language	% of Students
Spanish	52.4%
English	45.8%
Other Languages	1.9%



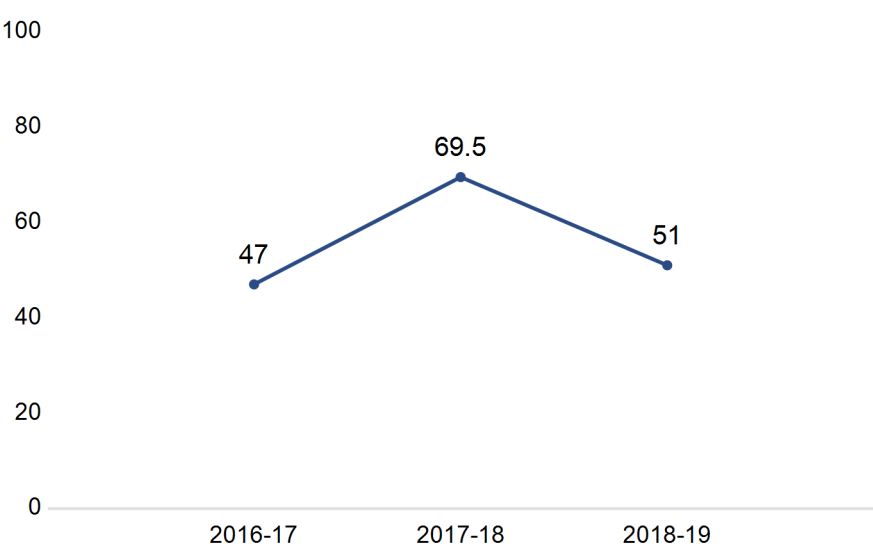
James J. Flynn Elementary School
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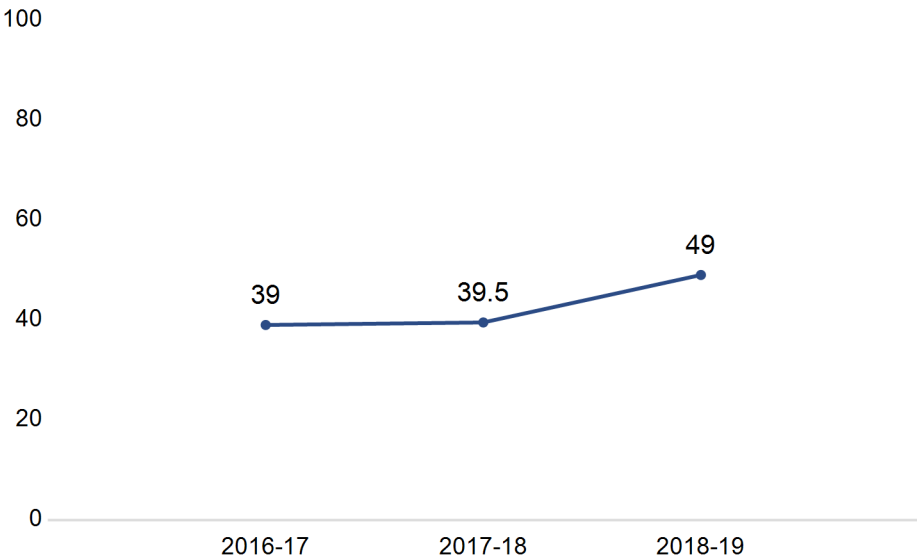
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	69.5	51	39	39.5	49
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	44	50	Met Standard	49	43	50	Met Standard
White	*	43	50	**	*	46	52	**
Hispanic	53	45	49	Met Standard	49	42	47	Met Standard
Black or African American	*	40	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54.5	59	**	*	62.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	45.5	49	53	N	50	44	50	N
Male	53.5	39	47	N	44	42	51	N
Economically Disadvantaged Students	48.5	44	48	Met Standard	47	42	46	Met Standard
Students with Disabilities	43.5	39	43	**	41.5	41	45	**
English Learners	57.5	50	52	Met Standard	36	43	50	Not Met
Homeless Students	N	50.5	43	N	N	44	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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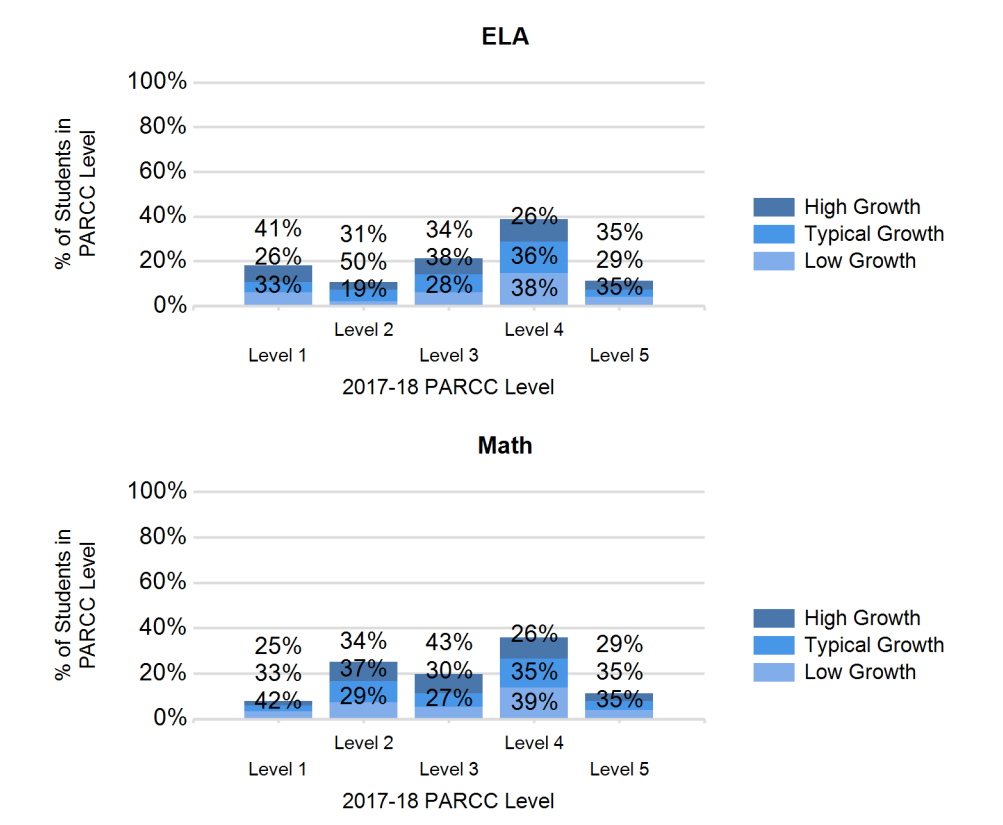
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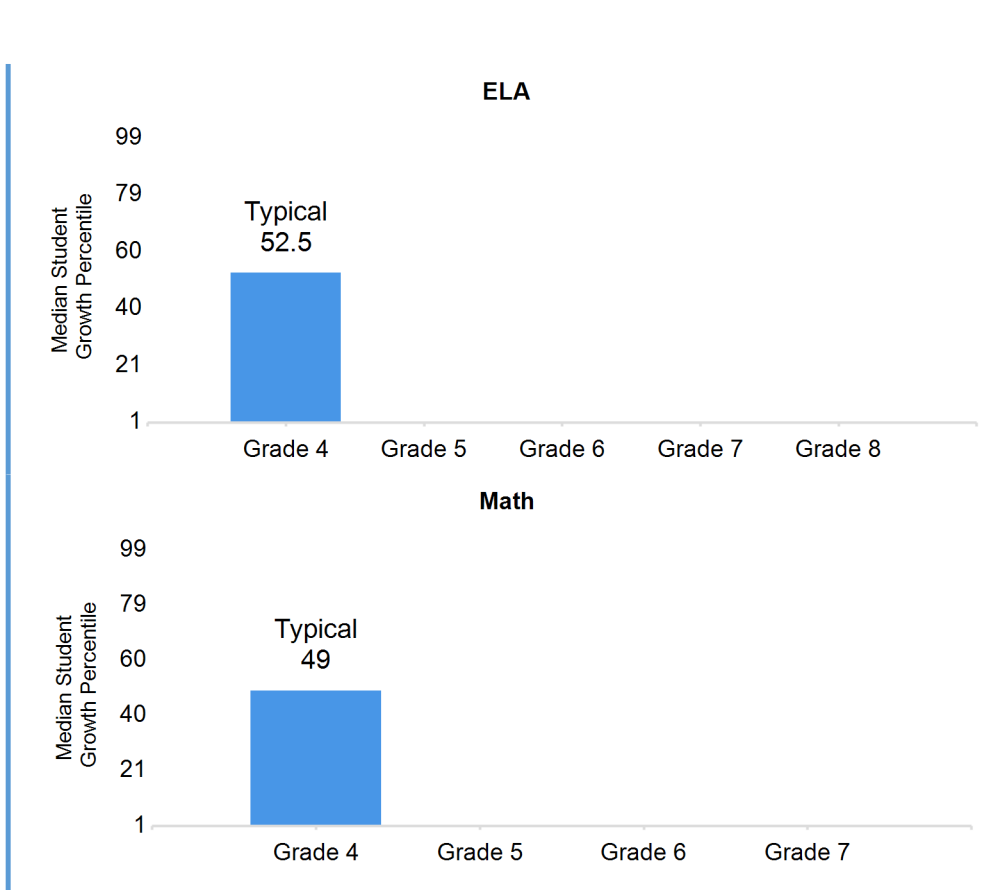
Student Growth by Performance Level

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.





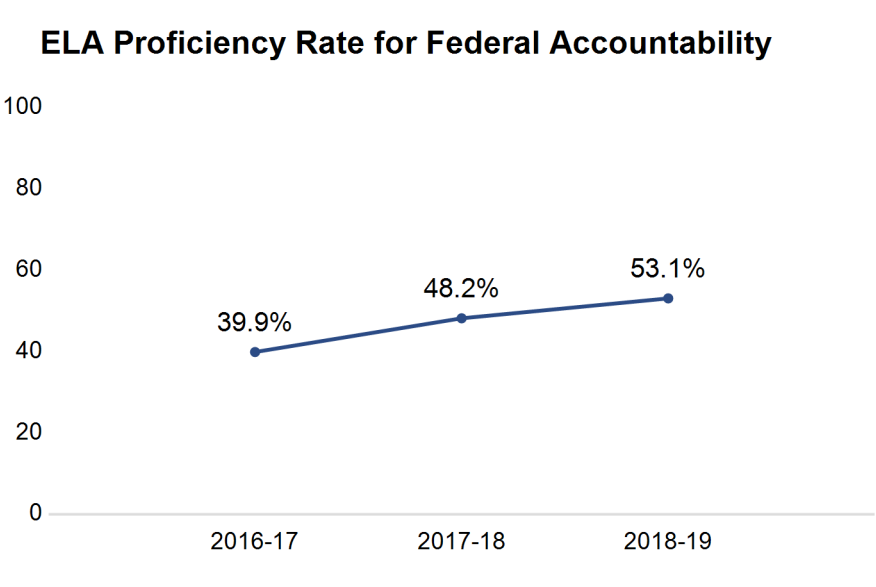
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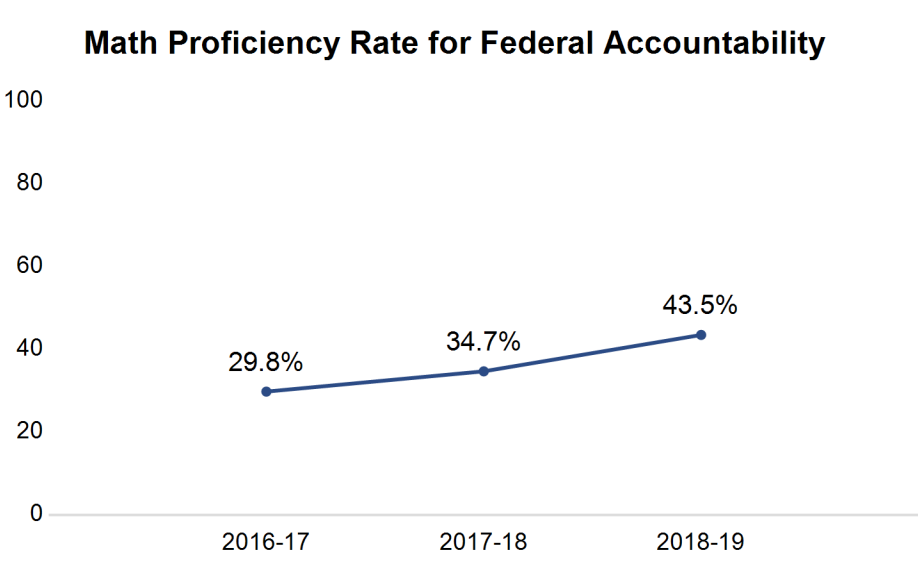
English Language Arts and Mathematics Performance Trends

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	99.0%	100.0%	99.3%	99.0%	99.7%	99.4%
Proficiency Rate for Federal Accountability	39.9%	48.2%	53.1%	29.8%	34.7%	43.5%
Annual Target	41.3%	43.4%	45.4%	38.1%	40.3%	42.5%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	294	99.3	53.1	41.8	57.9	53.1	45.4	Met Target
White	*	*	*	53.3	66.9	*	**	**
Hispanic	261	99.3	53.6	41.4	43.9	53.6	46.1	Met Target
Black or African American	19	100.0	42.1	41.9	38.5	42.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	33.3	64.4	N	**	**
Female	135	99.3	53.3	48.6	64.8	53.3		
Male	159	99.4	52.8	35.2	51.3	52.8		
Economically Disadvantaged Students	249	99.6	53.4	39.7	40.0	53.4	42.9	Met Target
Non-Economically Disadvantaged Students	45	97.8	51.1	58.1	67.9	51.1		
Students with Disabilities	41	100.0	22.0	12.5	22.7	22.0	22.6	Met Target†
Students without Disabilities	253	99.2	58.1	45.7	65.1	58.1		
English Learners	72	98.6	44.4	*	29.3	44.4	14.1	Met Target
Non-English Learners	222	99.6	55.9	*	60.6	55.9		
Homeless Students	N	N	N	17.9	29.1	N		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

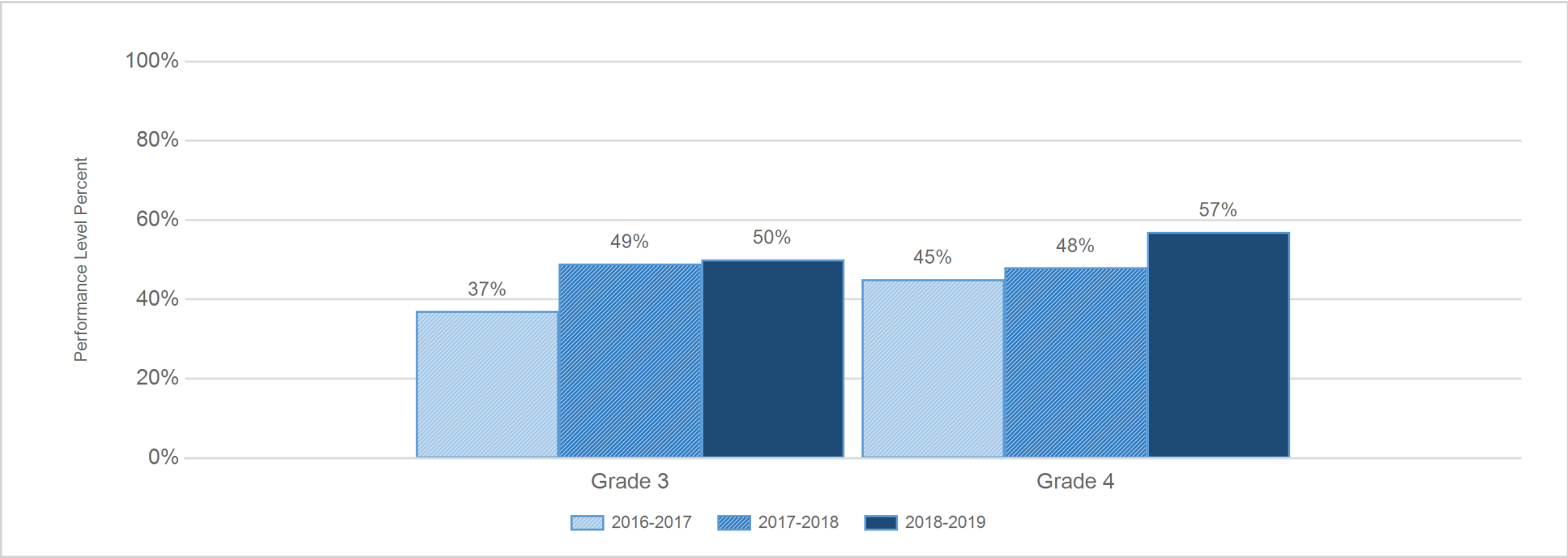


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	746	739	748	14%	13%	23%	*	*	50%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	115	744	*	734	16%	15%	20%	*	*	50%	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	55	747	742	753	*	*	20%	*	*	53%	55%
Male	75	745	735	743	*	*	25%	*	*	48%	46%
Economically Disadvantaged Students	112	746	738	731	*	*	*	*	*	51%	33%
Non-Economically Disadvantaged Students	18	746	748	759	*	*	*	*	*	44%	61%
Students with Disabilities	12	708	*	719	*	*	*	*	*	*	24%
Students without Disabilities	118	749	*	754	*	*	*	*	*	*	56%
English Learners	27	713	718	713	*	*	*	*	*	26%	17%
Non-English Learners	103	754	747	751	*	*	*	*	*	56%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



James J. Flynn Elementary School
(23-4090-145)
Grades Offered: KG-04
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	156	755	751	755	8%	12%	23%	40%	17%	57%	57%
White	*	*	762	763	*	*	*	*	*	*	67%
Hispanic	140	756	*	743	*	*	24%	42%	16%	59%	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	77	757	757	760	*	*	25%	34%	21%	55%	62%
Male	79	753	746	750	*	*	22%	47%	13%	59%	53%
Economically Disadvantaged Students	131	755	750	740	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	25	757	760	765	*	*	*	*	*	60%	69%
Students with Disabilities	15	714	*	725	*	*	*	*	*	20%	25%
Students without Disabilities	141	759	*	761	*	*	*	*	*	61%	64%
English Learners	25	733	726	720	*	*	*	*	*	32%	17%
Non-English Learners	131	759	760	758	*	*	*	*	*	62%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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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	301	99.4	43.5	25.8	44.5	43.5	42.5	Met Target
White	*	*	*	45.2	54.1	*	**	**
Hispanic	268	99.3	42.5	25.2	28.8	42.5	43.8	Met Target†
Black or African American	19	100.0	47.4	27.4	23.0	47.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	25.0	53.3	N	**	**
Female	139	99.3	41.7	26.1	44.9	41.7		
Male	162	99.4	45.1	25.6	44.2	45.1		
Economically Disadvantaged Students	256	99.6	42.2	24.4	26.3	42.2	40.3	Met Target
Non-Economically Disadvantaged Students	45	97.8	51.1	37.6	54.9	51.1		
Students with Disabilities	41	100.0	19.5	*	17.4	19.5	19.6	Met Target†
Students without Disabilities	260	99.3	47.3	*	50.0	47.3		
English Learners	79	98.8	32.9	18.8	25.0	32.9	19.7	Met Target
Non-English Learners	222	99.6	47.3	28.7	46.5	47.3		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

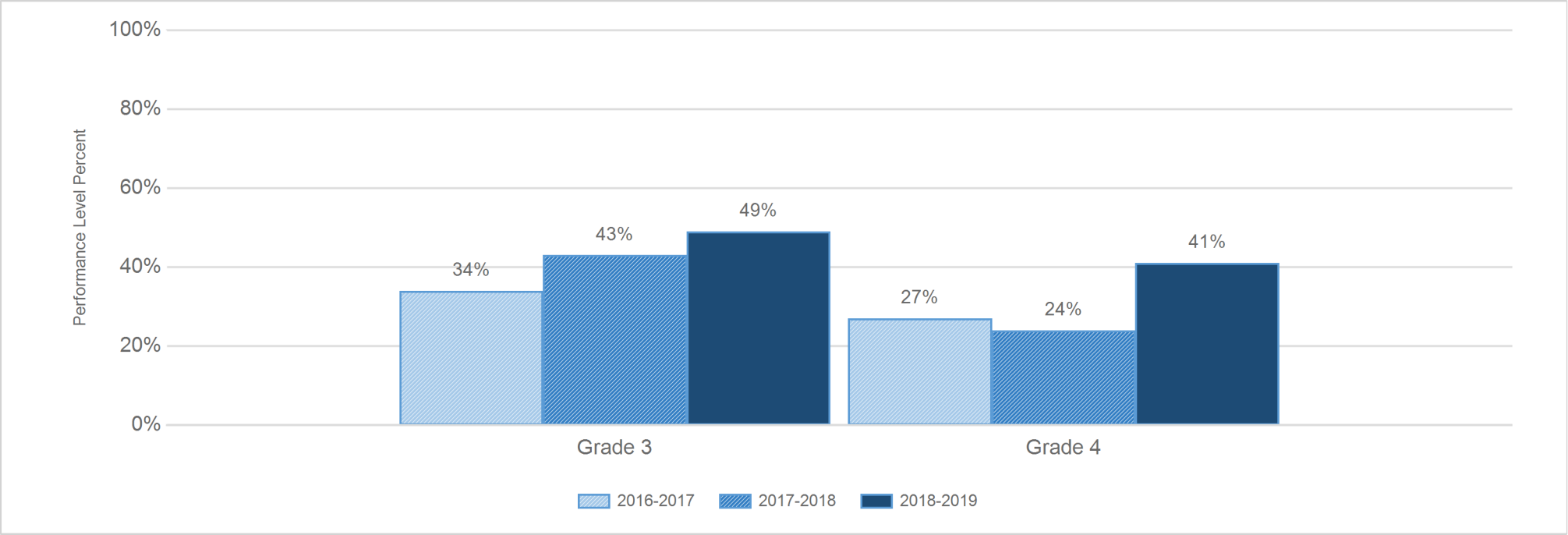


James J. Flynn Elementary School
(23-4090-145)
Grades Offered: KG-04
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	747	741	752	8%	20%	23%	39%	10%	49%	55%
White	*	*	748	760	*	*	*	*	*	*	66%
Hispanic	118	746	*	739	9%	22%	21%	37%	10%	47%	40%
Black or African American	*	*	748	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	57	744	740	751	*	21%	25%	*	*	44%	54%
Male	76	748	742	752	*	20%	21%	*	*	53%	56%
Economically Disadvantaged Students	115	746	740	737	10%	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	18	751	745	761	0%	*	*	*	*	61%	67%
Students with Disabilities	12	739	*	731	0%	*	*	*	*	33%	31%
Students without Disabilities	121	747	*	756	9%	*	*	*	*	50%	60%
English Learners	30	725	729	728	*	37%	*	*	*	27%	26%
Non-English Learners	103	753	746	754	*	16%	*	*	*	55%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	160	742	741	749	11%	19%	29%	*	*	41%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	144	743	*	737	10%	19%	30%	*	*	41%	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	79	742	742	749	*	20%	29%	*	*	41%	50%
Male	81	742	740	749	*	17%	28%	*	*	42%	52%
Economically Disadvantaged Students	135	741	740	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	25	750	747	759	*	*	*	*	*	48%	63%
Students with Disabilities	15	723	*	726	*	*	*	*	*	20%	25%
Students without Disabilities	145	744	*	754	*	*	*	*	*	43%	56%
English Learners	29	719	724	722	*	38%	*	*	*	14%	18%
Non-English Learners	131	747	747	751	*	15%	*	*	*	47%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	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%



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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	*	*

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	31.8%	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	21	*	*
3-4	56	*	*
5 or more	35	*	*



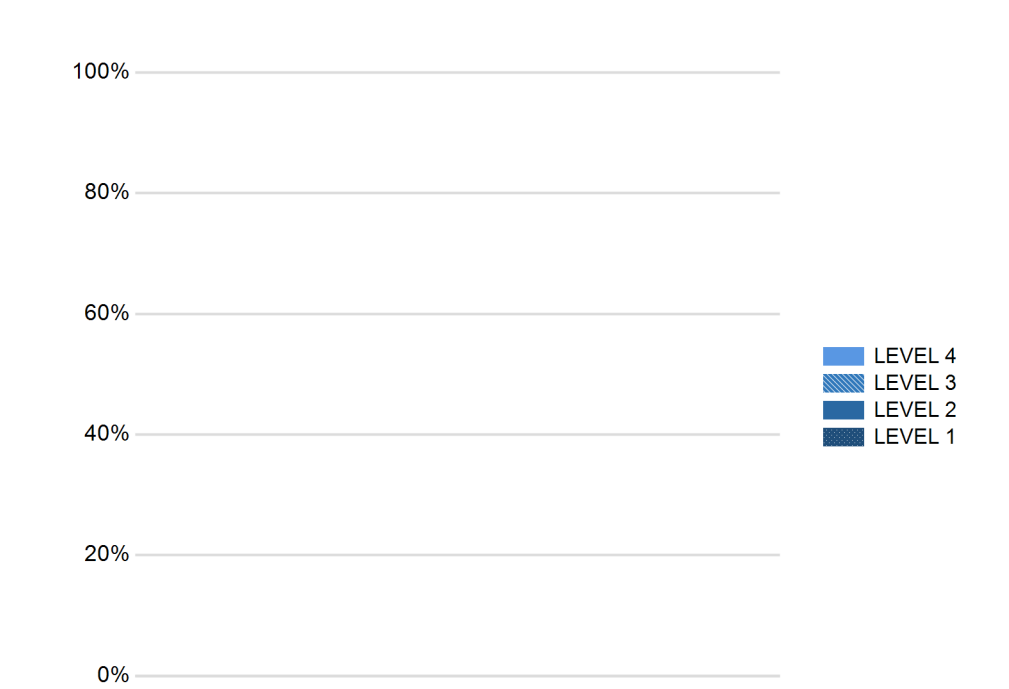
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

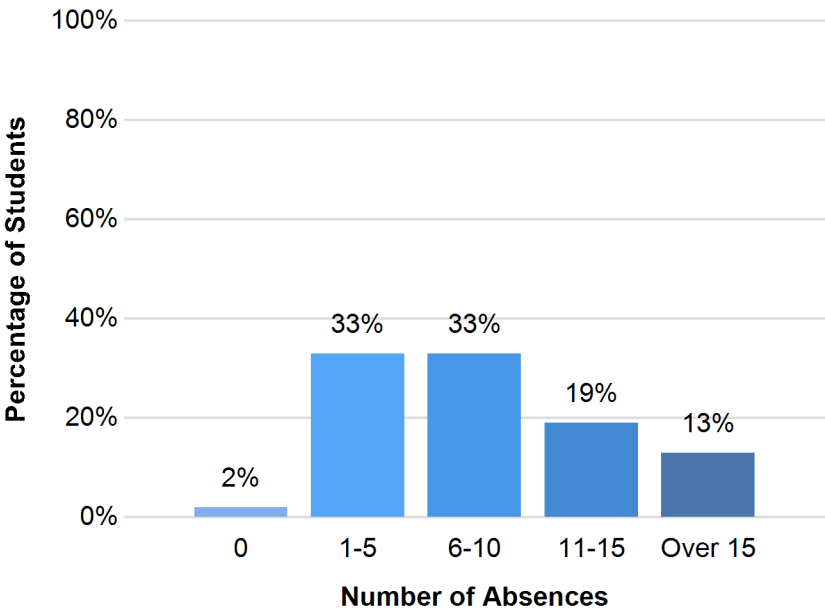
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	68	8.6	9.2	Met
White	2	10.0	9.2	Not Met
Hispanic	63	8.7	9.2	Met
Black or African American	3	7.5	9.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	30	8.2		
Male	38	9.0		
Economically Disadvantaged Students	60	9.0	9.2	Met
Students with Disabilities	17	19.1	9.2	Not Met
English Learners	12	7.9	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





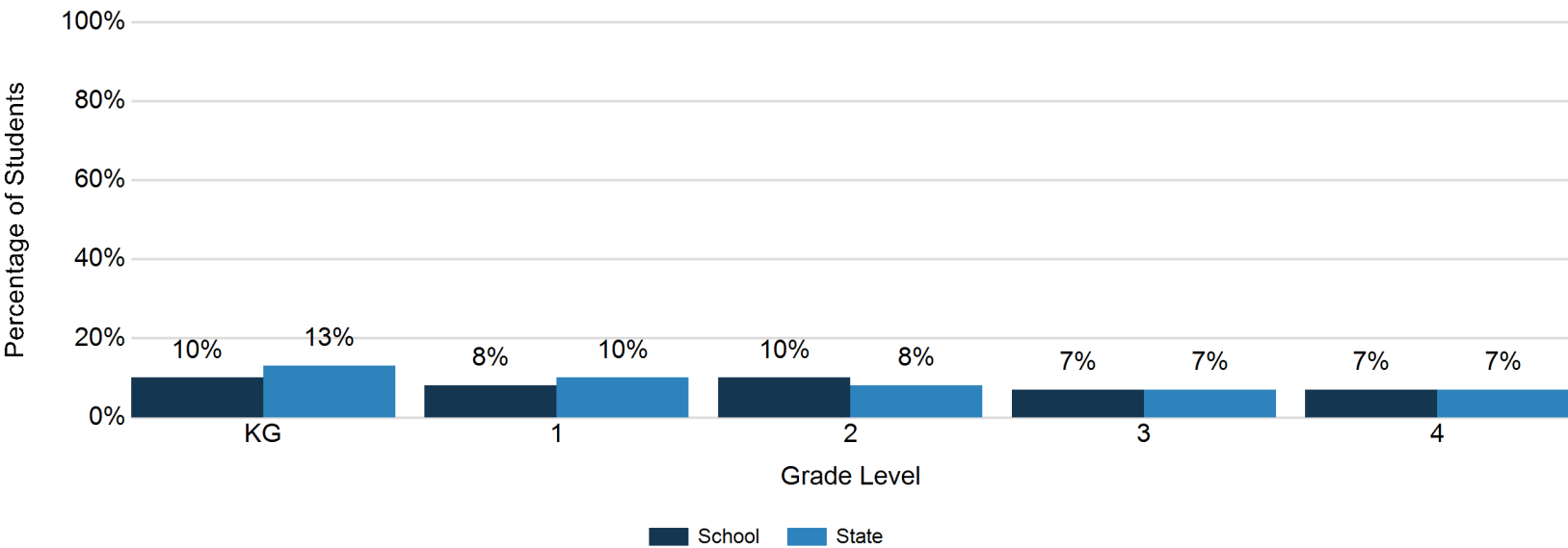
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Chronic Absenteeism by Grade

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





James J. Flynn Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.40

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 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	71	118,214
Average years experience in public schools	10.0	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	66.2%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	12:1
Students to Administrators	378:1	160:1
Teachers to Administrators	36:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



James J. Flynn Elementary School
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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	84.5%	100.0%	48.4%	77.1%	54.9%
Male	53.0%	15.5%	0.0%	51.6%	22.9%	45.1%
White	2.8%	67.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	90.5%	28.2%	100.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	1.4%	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	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



James J. Flynn Elementary School
(23-4090-145)
Grades Offered: KG-04
2018-2019

Report Key:
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N No Data is available to display
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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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.9%	48.2%	53.1%
Math Proficiency	29.8%	34.7%	43.5%
ELA Growth	47	70	51
Math Growth	39	40	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.1%	31.8%
Chronic Absenteeism	4.5%	10.1%	8.6%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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2018-2019

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School Narrative

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



Highlights:

- Our school serves approximately 625 students in grades K-4, and is located in the northeast section of Perth Amboy.
- Two 4th grade students received perfect scores on the 3rd grade LAL portion of the 2019 NJSLA. A Responsive Classroom approach is used to create safe, joyful, and engaging classrooms.
- Our school hosts evening family literacy/STEAM nights periodically throughout the school year to provide parents the opportunity to engage with their children's learning.



Mission, Vision, Theme:

Our School Mission Statement The James J. Flynn School staff, together with families and the community, will encourage, motivate, challenge, and empower each student to gain the knowledge, skills, and values to become responsible, well-rounded, sensitive, and self-respecting individuals in an ever-changing, diverse society.



Awards, Recognition, Accomplishments:

This past school year, 2018-2019 Ms. Kirsten Nota was selected as our Governor's Educator of the Year and Ms. Suzan Lopez was selected as our Governor's Educational Services Professional of the Year. The 2016-2017 County Teacher of the Year for Middlesex County was from James J. Flynn School.





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 <div>Courses, Curriculum, Instruction:</div>	<p>Our curriculum is aligned to the New Jersey Student Learning Standards (NJSLS). All grades have a balanced literacy and mathematics block with the integration of social studies and science that provides a three tiered model of instruction; whole-group instruction, guided practice, intervention and/or enrichment. Additional courses offered are: physical education/health, music, art, and library/media/technology skills.</p>
 <div>Clubs and Activities:</div>	<p>Our school offers a variety of activities. All of our students participate in the annual school Art Show held in the spring. Our before and after school enrichment programs for our third and fourth grade students are academic, chorus, or art. Students who join the school chorus participate in our end of year school play.</p>





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 <div>Before and After School Programs:</div>	The school currently offers students opportunities to participate in before and after school programs. The after school academic program is specifically designed for Grades 3 to 4 and is structured to reach our students who are at risk of not meeting grade level performance standards in reading and mathematics; our enrichment program includes Chorus and Art.
 <div>Staff and Professional Learning:</div>	The school provides professional development activities derived from the needs of our students. Professional learning communities (PLCs) are in place for our teachers and administrators to learn, analyze data, and work together to improve student achievement. Teachers have common planning time during the school day and professional development is incorporated into staff meetings that are held after school twice a month.






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 <div>Student Supports and Services:</div>	<p>For our students who are English Language Learners (ELLs) the school offers a bilingual program that includes ESL, and sheltered English instruction in kindergarten through fourth grade. Our school has 2 full-time guidance counselors and a non-traditional school psychologist who coordinate the student support team services (SST) of which the intervention and referral services, (I&RS) is a component. Our struggling students are provided with intervention services and our advanced students with enrichment opportunities.</p>
 <div>Student Health and Wellness:</div>	<p>The Responsive Classroom approach is used daily for social and emotional learning to employ strategies and practices that emphasize positive social interaction. Our staff creates an atmosphere which promotes the development of a lifelong love of learning and the character skills essential for college and career readiness. Our school offers a morning breakfast program for all students.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents and families are encouraged to be actively involved in their children's education. Student academic progress is shared with parents/guardians during conferences and presentations. Families have opportunities to participate in family literacy and family math nights along with special topic workshops that take place throughout the school year. Our home/school liaison works with the PTO to develop activities and provide resources to our families.</p>



Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Perth Amboy High School
 (23-4090-050)
 Grades Offered: 09-12
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Mr. Michael Heidelberg
Address	300 EAGLE AVE PERTH AMBOY, NJ 08861
Phone Number	732-376-6030
Email Address	michheidelberg@paps.net
Website	https://www.paps.net/Domain/9



Perth Amboy High School
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Grades Offered: 09-12
2018-2019

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

Enrollment Trends by Grade

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	659	667	661
10	543	573	621
11	515	510	572
12	411	472	471
Total	2,128	2,222	2,325

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	48.8%	48.4%	47.3%
Male	51.2%	51.6%	52.7%
Economically Disadvantaged Students	89.7%	89.2%	89.9%
Students with Disabilities	9.0%	9.4%	9.0%
English Learners	26.8%	29.8%	29.9%
Homeless Students	0.4%	0.3%	0.6%
Students in Foster Care	0.2%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.6%	1.5%	1.1%
Hispanic	92.8%	93.5%	94.3%
Black or African American	5.4%	4.7%	4.0%
Asian	0.1%	0.3%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,116	2,210	2,312
Shared Time Students	22	23	24
Full Time Equivalent	2,127	2,222	2,324

Enrollment by Home Language

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

Home Language	% of Students
Spanish	66.0%
English	33.3%
Other Languages	0.6%



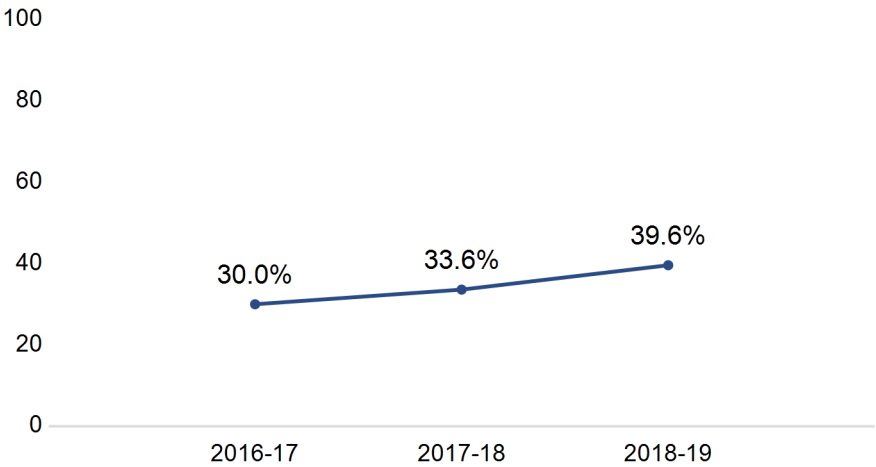
Perth Amboy High School
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2018-2019

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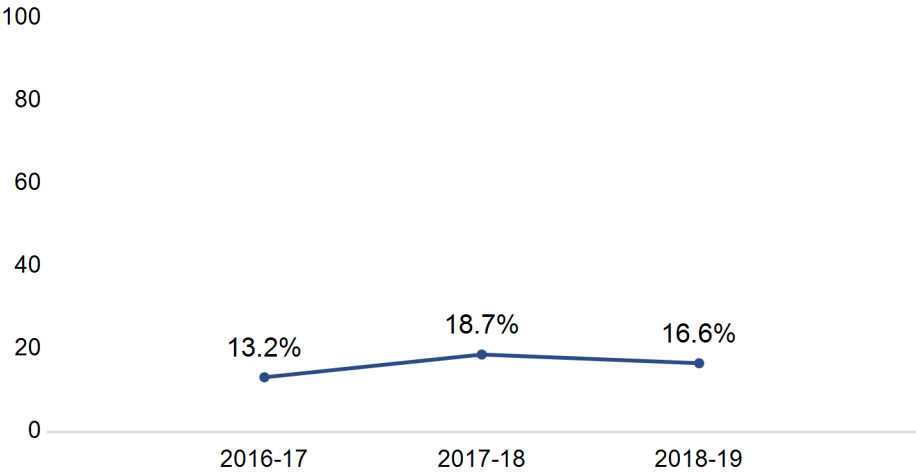
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.3%	96.9%	97.6%	95.7%	95.1%	96.6%
Proficiency Rate for Federal Accountability	30.0%	33.6%	39.6%	13.2%	18.7%	16.6%
Annual Target	30.6%	33.2%	35.8%	17.8%	21.1%	24.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	1058	97.6	39.6	41.8	57.9	39.6	35.8	Met Target
White	12	100.0	83.3	53.3	66.9	83.3	**	**
Hispanic	990	97.8	38.3	41.4	43.9	38.3	35.5	Met Target
Black or African American	48	96.2	45.8	41.9	38.5	45.8	26.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	497	98.2	47.5	48.6	64.8	47.5		
Male	561	97.1	32.6	35.2	51.3	32.6		
Economically Disadvantaged Students	923	98.0	36.7	39.7	40.0	36.7	35.2	Met Target
Non-Economically Disadvantaged Students	135	95.2	59.3	58.1	67.9	59.3		
Students with Disabilities	97	91.6	*	12.5	22.7	*	14.7	Not Met
Students without Disabilities	961	98.3	*	45.7	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	17.9	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

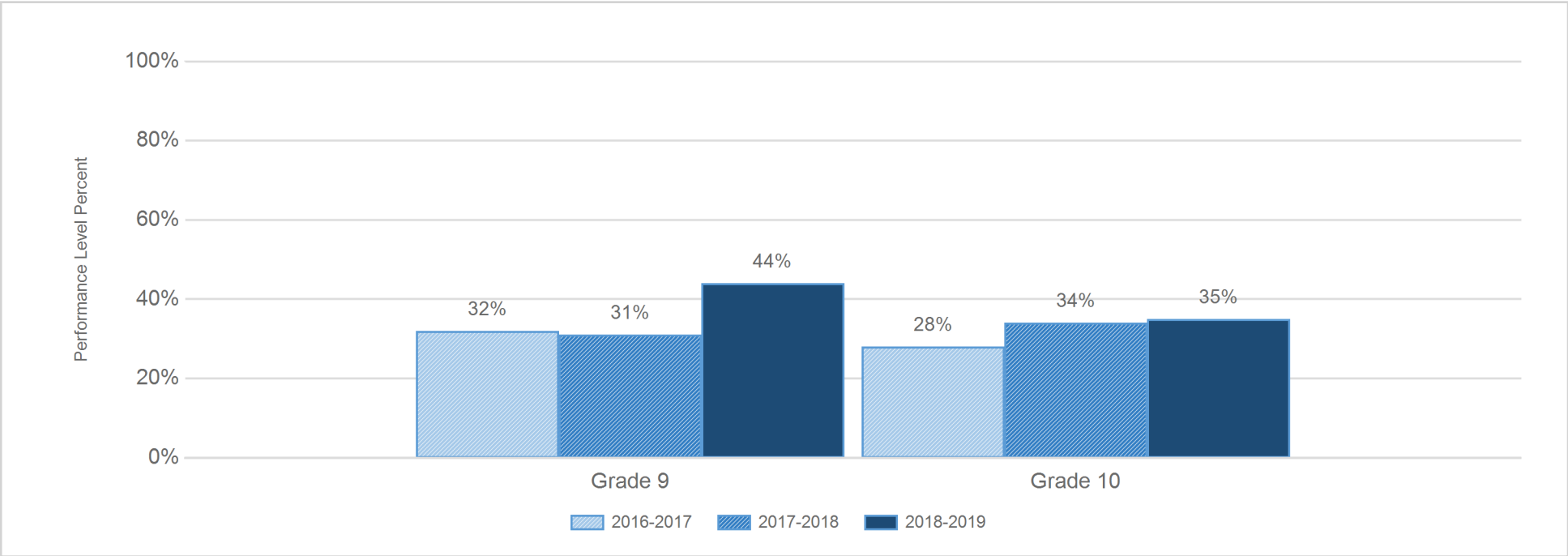


Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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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.





Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

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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	541	740	740	753	19%	15%	23%	32%	12%	44%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	509	739	739	737	19%	15%	23%	31%	12%	43%	40%
Black or African American	23	744	744	732	*	*	*	*	*	52%	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	N	N	N	761	N	N	N	N	N	N	63%
Female	242	748	748	760	15%	13%	20%	36%	17%	52%	63%
Male	299	734	734	746	22%	16%	25%	28%	9%	37%	49%
Economically Disadvantaged Students	481	737	737	734	*	*	*	31%	10%	41%	36%
Non-Economically Disadvantaged Students	60	763	763	762	*	*	*	33%	33%	67%	65%
Students with Disabilities	41	710	710	717	*	*	*	*	*	*	17%
Students without Disabilities	500	743	743	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	541	740	740	755	19%	15%	23%	32%	12%	44%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	520	725	725	757	36%	15%	14%	23%	12%	35%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	482	722	722	738	38%	14%	14%	23%	11%	34%	43%
Black or African American	27	738	738	733	*	*	*	*	*	41%	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	258	732	732	766	33%	12%	12%	28%	15%	43%	66%
Male	262	718	718	749	40%	18%	15%	18%	10%	28%	51%
Economically Disadvantaged Students	448	721	721	735	38%	*	*	21%	11%	32%	40%
Non-Economically Disadvantaged Students	72	748	748	767	24%	*	*	35%	22%	57%	67%
Students with Disabilities	45	679	679	711	*	*	*	*	*	*	19%
Students without Disabilities	475	729	729	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1071	96.6	16.6	25.8	44.5	16.6	24.3	Not Met
White	10	100.0	60.0	45.2	54.1	60.0	**	**
Hispanic	1006	96.6	15.8	25.2	28.8	15.8	24.7	Not Met
Black or African American	47	96.2	21.3	27.4	23.0	21.3	13.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	25.0	53.3	*	**	**
Female	501	97.2	17.6	26.1	44.9	17.6		
Male	570	96.0	15.8	25.6	44.2	15.8		
Economically Disadvantaged Students	935	96.9	15.0	24.4	26.3	15.0	24.7	Not Met
Non-Economically Disadvantaged Students	136	94.2	27.9	37.6	54.9	27.9		
Students with Disabilities	93	92.2	*	*	17.4	*	14.3	Not Met
Students without Disabilities	978	97.0	*	*	50.0	*		
English Learners	17	94.4	*	18.8	25.0	*	**	**
Non-English Learners	1054	96.6	*	28.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

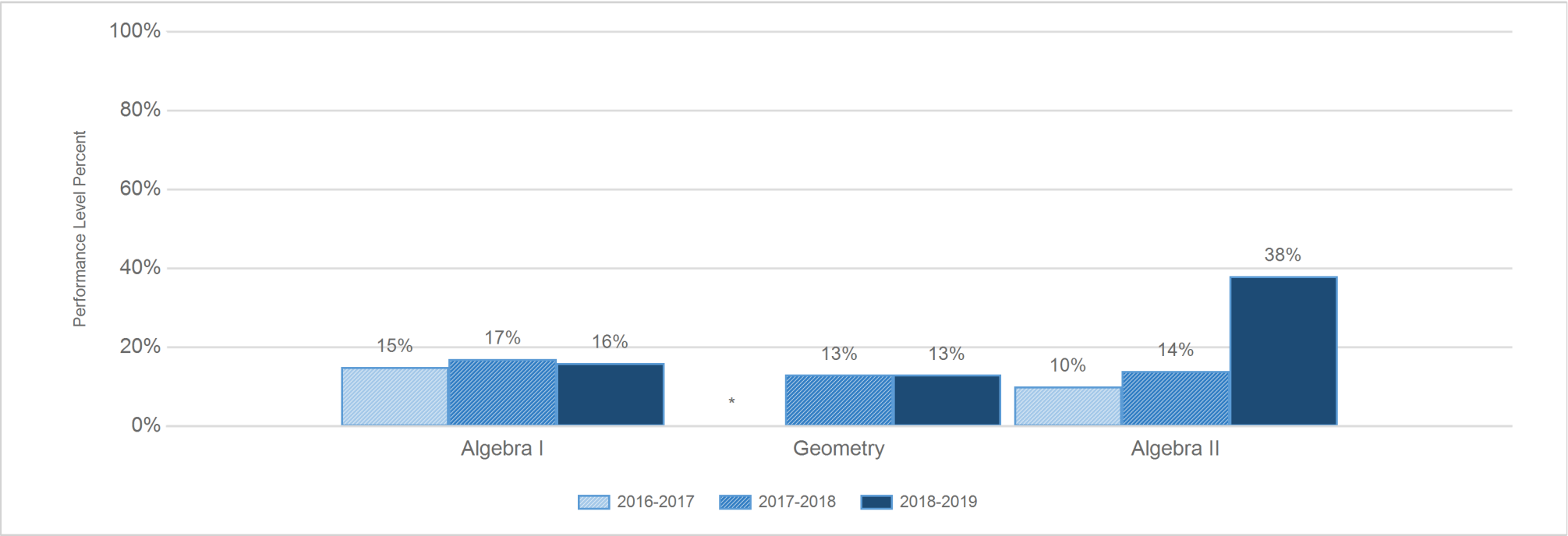


Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	663	722	726	744	18%	38%	29%	*	*	16%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	629	722	*	728	18%	38%	29%	*	*	15%	24%
Black or African American	26	727	731	725	*	*	*	*	*	27%	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	N	N	N	752	N	N	N	N	N	N	51%
Female	309	724	728	745	16%	38%	29%	*	*	17%	44%
Male	354	721	724	743	19%	38%	29%	*	*	14%	41%
Economically Disadvantaged Students	588	722	*	727	17%	40%	28%	*	*	14%	23%
Non-Economically Disadvantaged Students	75	728	*	752	21%	17%	35%	*	*	27%	52%
Students with Disabilities	49	706	706	717	*	*	*	*	*	*	12%
Students without Disabilities	614	724	727	748	*	*	*	*	*	*	47%
English Learners	13	731	731	710	*	*	*	*	*	*	*
Non-English Learners	650	722	726	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	370	717	717	737	25%	39%	23%	*	*	13%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	346	716	716	724	25%	39%	23%	*	*	12%	17%
Black or African American	18	711	711	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	N	N	N	745	N	N	N	N	N	N	46%
Female	172	716	716	738	26%	40%	20%	*	*	14%	36%
Male	198	717	717	736	24%	38%	25%	*	*	13%	34%
Economically Disadvantaged Students	316	714	714	722	*	41%	22%	*	*	10%	16%
Non-Economically Disadvantaged Students	54	731	731	743	*	26%	30%	*	*	31%	43%
Students with Disabilities	32	703	703	712	*	*	*	*	*	*	*
Students without Disabilities	338	718	718	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Perth Amboy High School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	726	726	755	28%	19%	16%	*	*	38%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	70	725	725	731	29%	19%	19%	*	*	34%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	40	722	722	752	28%	*	*	*	*	33%	55%
Male	40	730	730	758	28%	*	*	*	*	43%	62%
Economically Disadvantaged Students	69	728	728	729	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	11	711	711	761	*	*	*	*	*	27%	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	80	726	726	755	28%	19%	16%	*	*	38%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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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	12	12

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	16.1%	40.9%	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	267	*	*
3-4	251	*	*
5 or more	142	*	*



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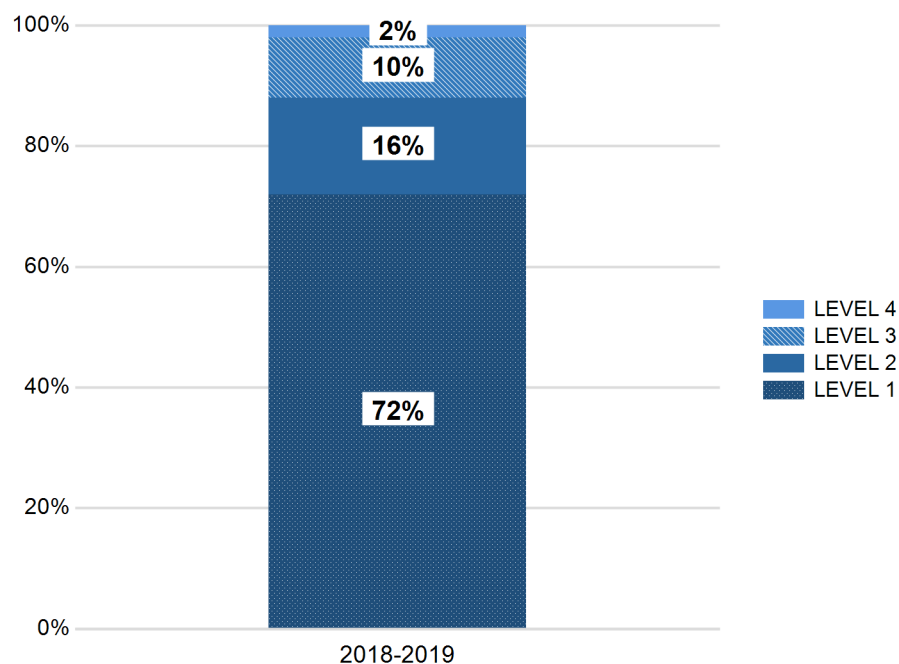
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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	72	16	10	2
White	*	*	*	*
Hispanic	73	16	9	2
Black or African American	41	24	35	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	72	18	8	2
Male	72	13	12	3
Economically Disadvantaged Students	79	13	6	2
Non-Economically Disadvantaged Students	48	25	24	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Perth Amboy High School
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2018-2019

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	75.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	89.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	7.0%	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	401	476	Grade 10: 430 Grade 11: 460	30%	61%
PSAT 10/NMSQT - Math	418	477	Grade 10: 480 Grade 11: 510	17%	43%
SAT - Reading and Writing	428	539	480	23%	70%
SAT - Math	444	541	530	19%	53%
ACT - Reading	19	25	22	30%	66%
ACT - English	17	24	18	36%	81%
ACT - Math	20	24	22	36%	65%
ACT - Science	19	24	23	24%	57%



Perth Amboy High School
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2018-2019

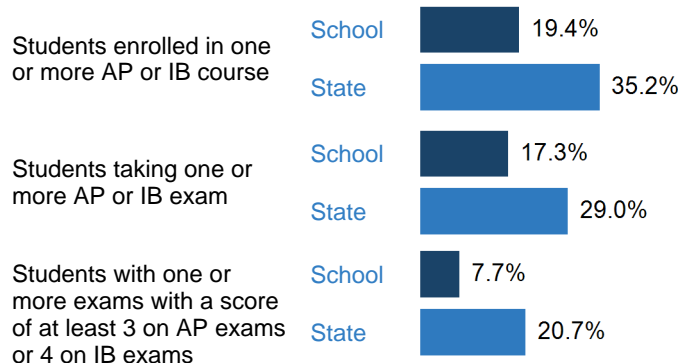
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

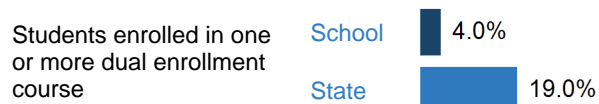
AP/IB Coursework – Participation and Performance

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	37	31
AP Calculus AB	23	22
AP Calculus BC	8	8
AP Chemistry	10	10
AP English Language and Composition	21	20
AP English Literature and Composition	42	38
AP Environmental Science	15	15
AP Music Theory	9	8
AP Psychology	21	19
AP Spanish Language	36	32
AP Studio Art—Drawing Portfolio	10	6
AP U.S. Government and Politics	12	11
AP U.S. History	31	30
AP World History	38	35
Total Exams taken		285
Exams with scores of at least 3 on AP exams or 4 on IB exams		113



Perth Amboy High School
(23-4090-050)
Grades Offered: 09-12
2018-2019

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

Career and Technical Education Participation

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

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



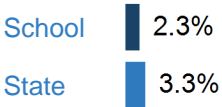
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





Perth Amboy High School
(23-4090-050)
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2018-2019

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



Perth Amboy High School
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2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Business Management & Administration	*		
Hospitality & Tourism	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	20	0	0



Perth Amboy High School
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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	514	54	36	0	0	0	374
10	77	435	71	15	3	0	205
11	10	112	405	29	35	3	61
12	1	40	110	47	34	32	154
Total	602	641	622	91	72	35	794
Enrolled in AP/IB Course					31	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	14	21	0	20	585	3
10	84	470	0	42	0	14
11	432	43	0	60	0	40
12	55	27	0	80	0	107
Total	585	561	0	202	585	164
Enrolled in AP/IB Course	37	10		15	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	12



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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	3	625	0	3	8	16
10	44	525	169	22	33	96
11	396	133	55	72	50	84
12	52	66	20	76	37	116
Total	495	1349	244	173	128	312
Enrolled in AP/IB Course	38	31	0	21		12
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	266	96	0	0	0	0	0
10	349	62	46	0	0	0	0
11	275	64	77	0	0	0	0
12	138	37	59	0	0	0	0
Total	1028	259	182	0	0	0	0
Enrolled in AP/IB Course	36	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	48	21	18	0	0	0	0



Perth Amboy High School
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 2018-2019

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	2	0	0	0	0	0
11	13	0	0	0	0	0
12	17	0	0	0	0	0
Total	32	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Perth Amboy High School

(23-4090-050)

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2018-2019

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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
French	*
Portuguese	*
Spanish	169
Total	171



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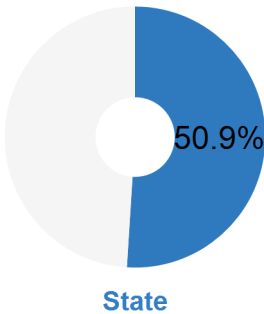
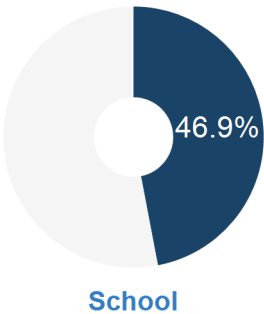
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Visual and Performing Arts – Course Participation

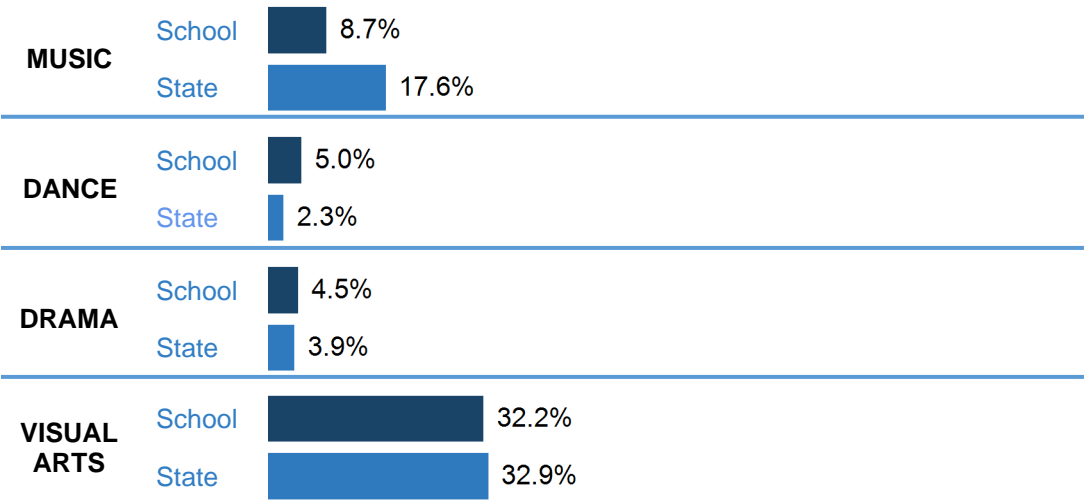
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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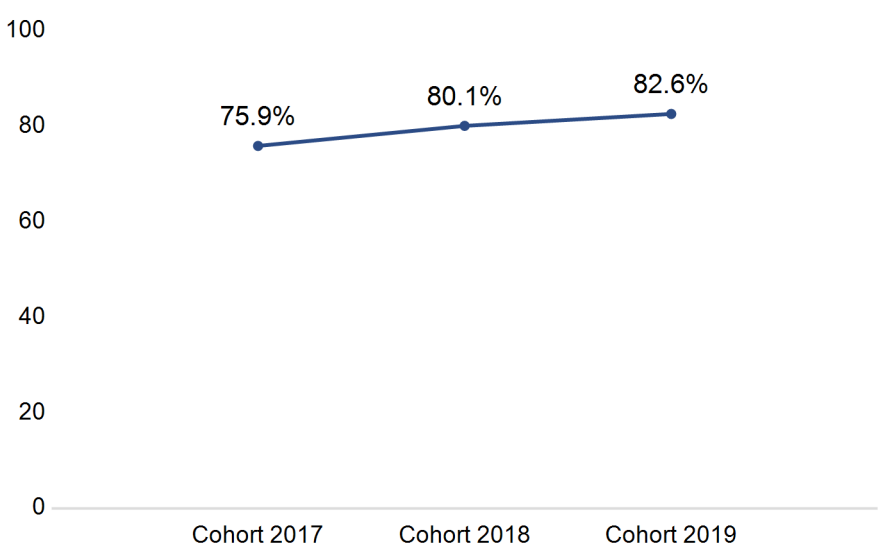
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

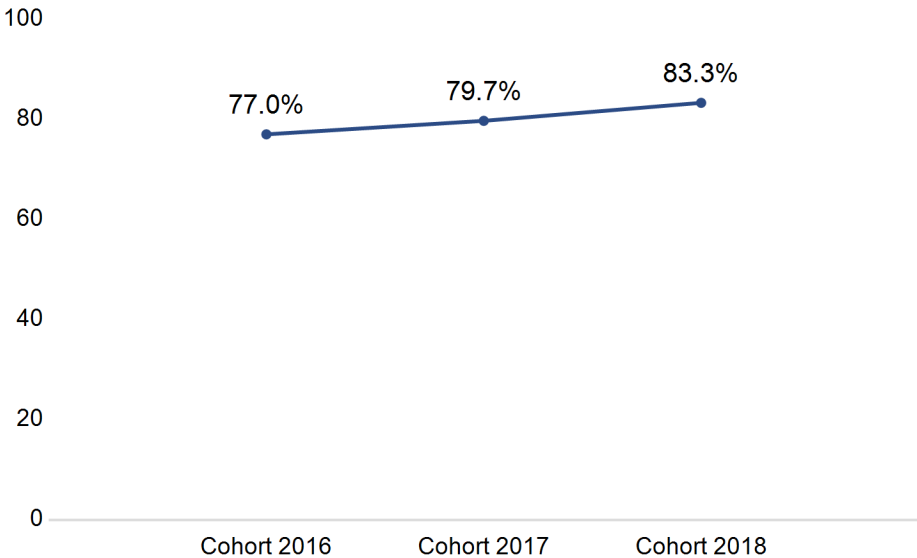
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	75.9%	80.1%	82.6%	77.0%	79.7%	83.3%
Annual Target	75.6%	76.6%		69.3%	70.8%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	82.6%	90.6%	83.3%	92.5%	80.1%	76.6%	Met Target	79.7%	70.8%	Met Target
White	*	94.9%	78.6%	95.9%	76.9%	**	**	*	**	**
Hispanic	83.6%	84.5%	83.2%	87.3%	79.9%	75.6%	Met Target	79.0%	70.8%	Met Target
Black or African American	56.0%	83.3%	89.2%	87.1%	86.5%	79.6%	Met Target	83.3%	73.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	N	96.9%	*	97.8%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	85.7%	92.8%	88.2%	94.4%	85.5%			84.5%		
Male	79.7%	88.5%	79.2%	90.8%	75.6%			74.8%		
Economically Disadvantaged Students	84.8%	84.0%	85.0%	87.3%	82.5%	77.0%	Met Target	79.9%	74.1%	Met Target
Students with Disabilities	72.3%	79.2%	64.4%	83.8%	62.7%	76.2%	Not Met	78.0%	63.6%	Met Target
English Learners	77.9%	75.4%	79.1%	80.1%	76.6%	69.8%	Met Target	75.0%	63.9%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			*		
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	49.3%	43.4%
Substitute Competency Test	13.7%	21.7%
Portfolio Appeals Process	31.3%	3.9%
Alternate Requirements specified in IEP	5.7%	31.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	2.8%	1.2%
2017-2018	2.8%	1.2%
2016-2017	3.4%	1.1%



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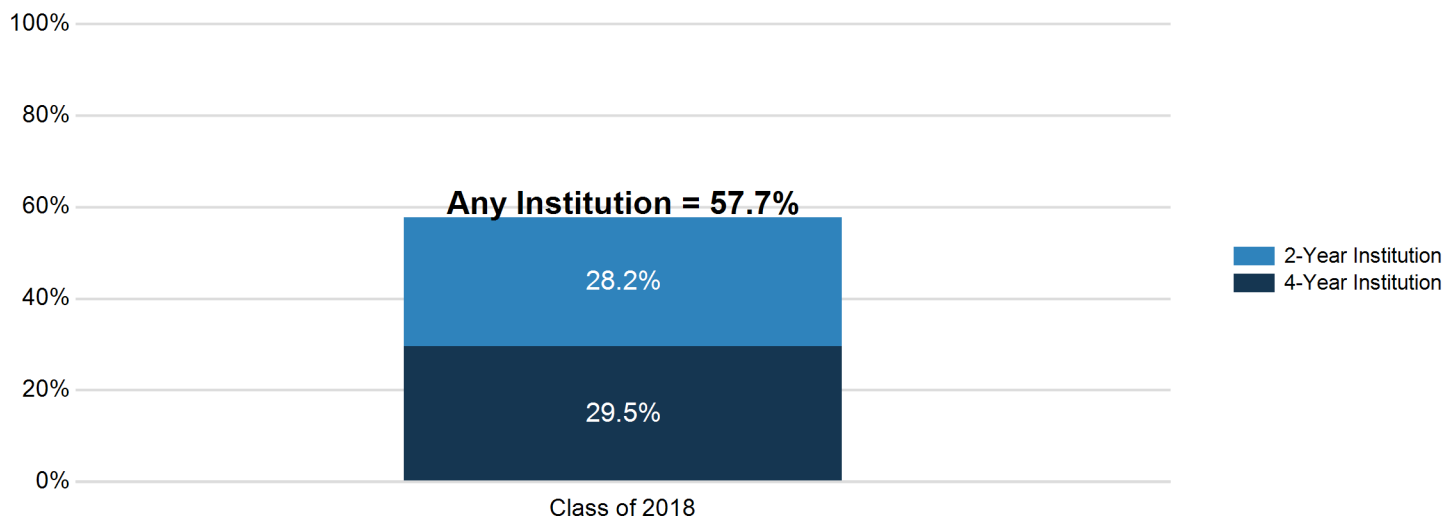
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	28.2%
% Enrolled in 4-Year Institution	29.5%
% Enrolled in Any Postsecondary Institution	57.7%



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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	43%	44.7%	55.3%
White	*	*	*
Hispanic	42.9%	45.8%	54.2%
Black or African American	46.7%	14.3%	85.7%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	42.9%	44.9%	55.1%
Students with Disabilities	12.8%	83.3%	16.7%
English Learners	29.4%	45.2%	54.8%

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	57.7%	48.8%	51.2%	83.2%	16.8%	89.9%	10.1%
White	72.7%	62.5%	37.5%	87.5%	12.5%	87.5%	12.5%
Hispanic	57.3%	49.8%	50.2%	85%	15%	92.1%	7.9%
Black or African American	57.1%	30%	70%	55%	45%	60%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.1%	48.3%	51.7%	83.1%	16.9%	90%	10%
Students with Disabilities	32.1%	70.6%	29.4%	76.5%	23.5%	76.5%	23.5%
English Learners	55.6%	40.6%	59.4%	87%	13%	97.1%	2.9%



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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.

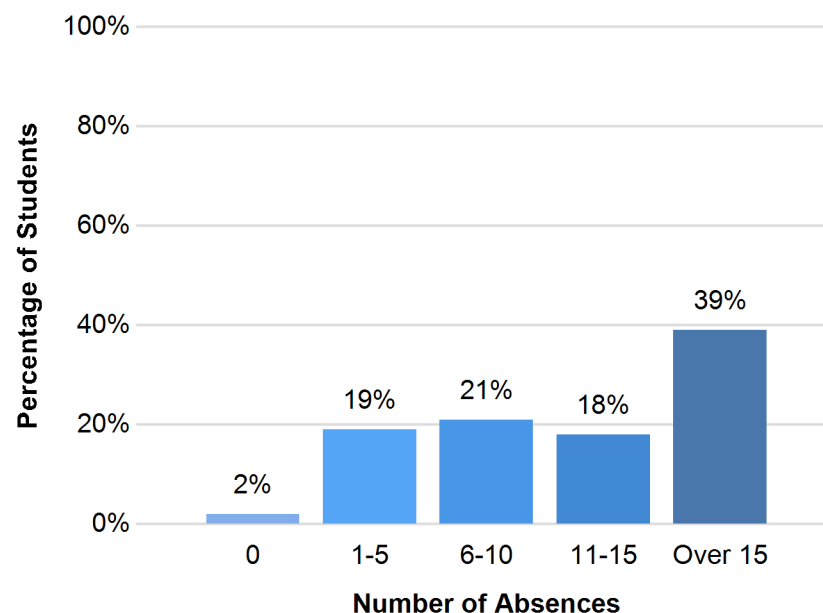
Chronic Absenteeism

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	760	32.3	14.2	Not Met
White	7	24.1	14.2	Not Met
Hispanic	720	32.5	14.2	Not Met
Black or African American	31	32.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	357	32.1		
Male	403	32.4		
Economically Disadvantaged Students	689	32.8	14.2	Not Met
Students with Disabilities	95	38.0	14.2	Not Met
English Learners	203	29.6	14.2	Not Met
Homeless Students	6	42.9		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





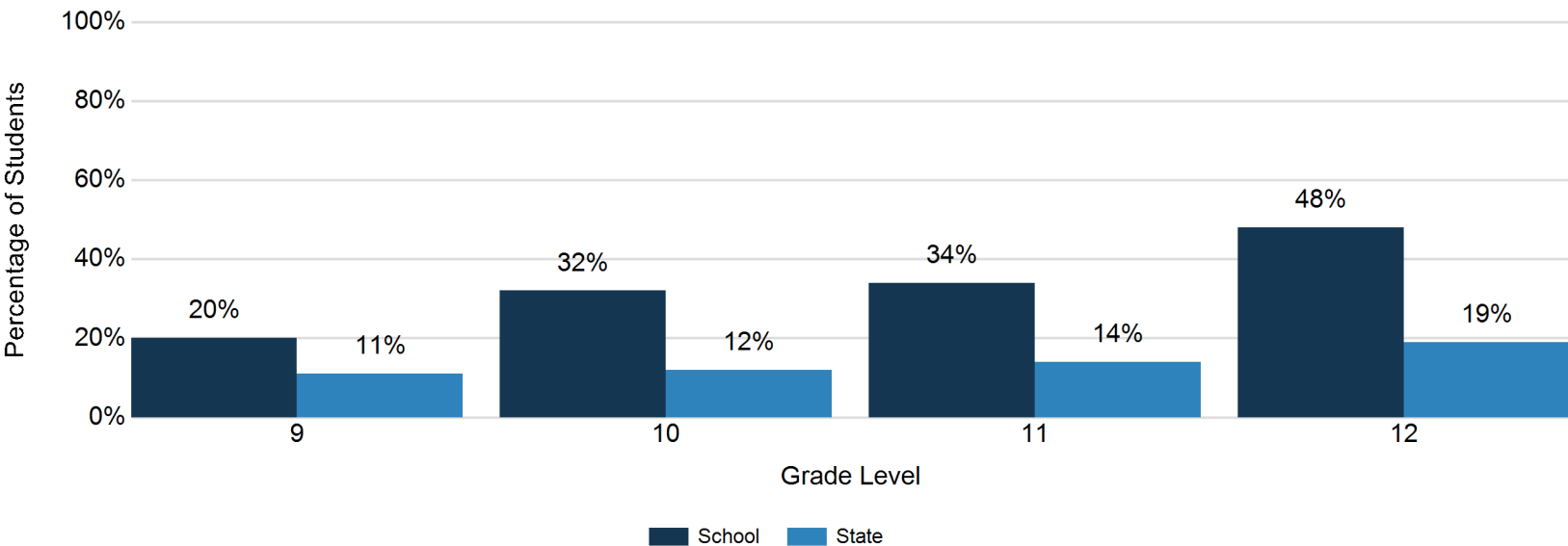
Perth Amboy High School
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 2018-2019

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

Chronic Absenteeism by Grade

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





Perth Amboy High School

(23-4090-050)

Grades Offered: 09-12

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	46
Weapons	3
Vandalism	2
Substances	12
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	63
Incidents Per 100 Students Enrolled	2.71

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	5
Weapons	3
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	15	0.6%
Out-of-School Suspensions	122	5.2%
Any Suspension	132	5.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
459



Perth Amboy High School
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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 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	201	118,214
Average years experience in public schools	7.9	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	62.2%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	12:1
Students to Administrators	166:1	160:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



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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	47.3%	60.7%	42.9%	48.4%	77.1%	54.9%
Male	52.7%	39.3%	57.1%	51.6%	22.9%	45.1%
White	1.1%	60.2%	35.7%	42.4%	83.6%	77.4%
Hispanic	94.3%	28.4%	35.7%	29.9%	7.3%	7.2%
Black or African American	4.0%	4.0%	28.6%	15.0%	6.6%	13.9%
Asian	0.4%	5.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.5%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.5%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

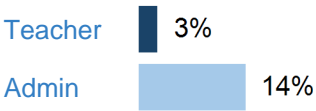
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	30.0%	33.6%	39.6%
Math Proficiency	13.2%	18.7%	16.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	75.9%	80.1%	82.6%
5-Year Graduation Rate†	77.0%	79.7%	83.3%
Progress toward English Language Proficiency		26.4%	16.1%
Chronic Absenteeism	27.6%	33.9%	32.3%

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



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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Perth Amboy High School is located in the historic "City by the Bay" educating over 2,300 students. There is a Communication Academy, Personalized Learning Academy and Freshman program. PAHS offers a rigorous academic program with over 28 Advanced Placement Course Offerings and Dual Enrollment options and maintains a strong focus on character development. Perth Amboy High Schools offers a Learning Center for 2 hours each afternoon that provides academic support in the core subject areas and enrichment opportunities for students.
 <p>Mission, Vision, Theme:</p>	<p>Perth Amboy High School is dedicated to becoming a model of secondary education in an urban setting. Its mission is to instill in its students good citizenship, civic responsibility, and a positive attitude toward learning, so they will become mature productive, functioning members of society. The school also seeks to create a challenging learning experience that encourages high expectations for all.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Perth Amboy High School was nationally recognized for "Promising Practices" in Character Education through its commitment to character development in the schools "Panther's Roar" program where students produce a daily morning show with important news for students, the Teen Prevention Education Program, leading the "Be the Change" student advocacy projects, and involvement in the "Heroes and Cool Kids" peer mentoring program. The school has also been recognized in the All American Film Festival for original films produced by students.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>Perth Amboy High School students work through a nine-period day that allows them to experience a variety of subjects. The school offers advanced placement classes while also offering progressive courses in such diverse studies as Automotive Sciences, Space Science, Computer Animation and Culinary Arts. The school also runs a thriving Naval Junior ROTC program that annually serves as many as 150 students.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Perth Amboy High School Athletics is governed under the NJSIAA and classified as a Group 5 North 1 as per student enrollment and location. Our athletic county conference is made up of all public/ private schools in the Middlesex County region.</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>We currently offer a number of clubs and Activities including: Art, Bible, Chess, Debate, Dream Team, Future Educators, Gay-Straight Alliance, Guitar, Helping Hands, Heroes & Cool Kids, Hispanic American, HOSA, Marching Band, Mathletes, Math Honor Society, NJROTC, NHS, Newspaper, Odyssey of the Mind, Panther"s Roar, Robotics, Honor Society, Show Choir, Student Council, Tri-M, Video Club</p>






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 <p>Before and After School Programs:</p>	<p>Perth Amboy High School offers its students unique opportunities for remediation and enrichment. It operates an Enrichment Center that is open Monday-Thursday, 3:10pm-5:40pm. It provides academic support in core areas of English, Mathematics, Science, and Social Studies. Teachers in this program provide students with help incorporating the fundamentals of academic research as needed.</p>
 <p>Staff and Professional Learning:</p>	<p>All certificated staff meet daily with their Professional Learning Communities. Staff has the opportunity to collaborate with colleagues to plan lessons, review student data, and share best practices. Staff also participates in monthly department meetings and five District Wide Professional development days for staff to focus on district wide initiatives.</p>
 <p>Postsecondary Information:</p>	<p>On average, seventy percent of PAHS graduates continue their education at two or four year colleges, with the remaining 30 percent going on to the workforce or military. Eligible students receive fee waivers to cover the costs of SAT, ACT and SAT subject tests as well as college application fees. A SAT prep class is offered to students at no cost. The school counseling program provides informative sessions to students and families on the college and financial aid application process.</p>






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 <p>Student Supports and Services:</p>	<p>Perth Amboy High School offers a variety of services for English Language Learners, Students with Disabilities and struggling students. The school offers ESL courses, Bilingual Core Classes, In Class Resource and Pull Out Resource Services. Additionally, students that struggle have the opportunity to attend the after school Learning Center for individualized support. The school also maintains a robust Guidance Department with 10 School Counselors and a Student Assistance Counselor.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in Physical Education Classes and Health classes throughout their 4 years of high school. Seniors have the opportunity to take the course, Teen Prevention Education, to serve as peer educators of important health issues to the school community.</p>
 <p>Parent and Community Involvement:</p>	<p>The school maintains an active PTO that meets monthly with parent, teacher, administration, and student representatives. The PTO helps promote the home-school connection and provides a forum for community involvement. There is a Parent Portal available through the school's Student Information System (Infinite Campus). Parents are provided training on accessing their child's information throughout the year.</p>



Robert N. Wilentz Elementary School
(23-4090-200)
Grades Offered: KG-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Robert N. Wilentz Elementary School
(23-4090-200)
Grades Offered: KG-04
2018-2019

Report Key:

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

School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Ms. Briony Carr-Clemente
Address	51 FIRST STREET PERTH AMBOY, NJ 08861
Phone Number	732-376-6070
Email Address	bcarrclemente@paps.net
Website	http://www.paps.net/Domain/16
Facebook	https://www.facebook.com/wilentzschool/
Twitter	https://twitter.com/wilentz



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	162	193	181
1	193	188	186
2	147	137	132
3	195	142	172
4	217	188	150
Total	914	848	821

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	49.8%	48.5%
Male	50.4%	50.2%	51.5%
Economically Disadvantaged Students	88.0%	90.3%	92.1%
Students with Disabilities	10.7%	9.7%	8.8%
English Learners	25.6%	30.4%	31.7%
Homeless Students	0.7%	0.4%	1.8%
Students in Foster Care	1.0%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.6%	1.3%	1.1%
Hispanic	92.1%	92.9%	93.7%
Black or African American	5.0%	4.5%	4.3%
Asian	0.7%	0.7%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.6%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	162	193	181

Enrollment by Home Language

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

Home Language	% of Students
Spanish	69.3%
English	30.0%
Other Languages	0.7%



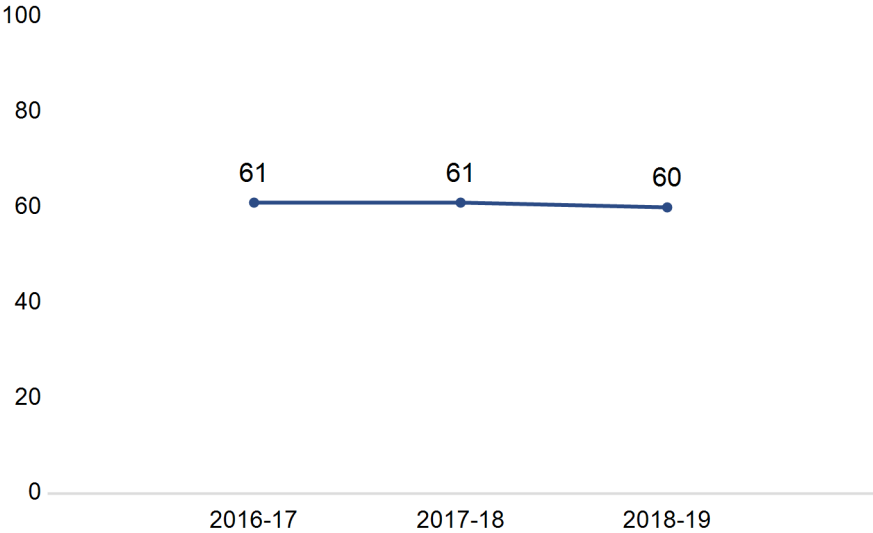
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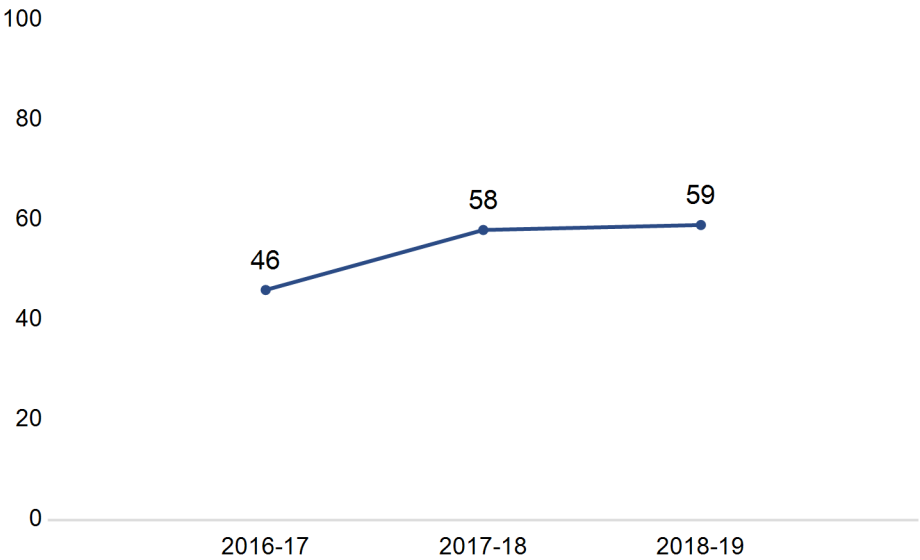
Student Growth Trends and Progress

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	61	61	60	46	58	59
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds 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	60	44	50	Exceeds Standard	59	43	50	Met Standard
White	*	43	50	**	*	46	52	**
Hispanic	58	45	49	Met Standard	58	42	47	Met Standard
Black or African American	*	40	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54.5	59	**	*	62.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	65	49	53	N	61	44	50	N
Male	49	39	47	N	54.5	42	51	N
Economically Disadvantaged Students	56	44	48	Met Standard	61	42	46	Exceeds Standard
Students with Disabilities	41	39	43	**	64	41	45	**
English Learners	60	50	52	Exceeds Standard	62	43	50	Exceeds Standard
Homeless Students	N	50.5	43	N	N	44	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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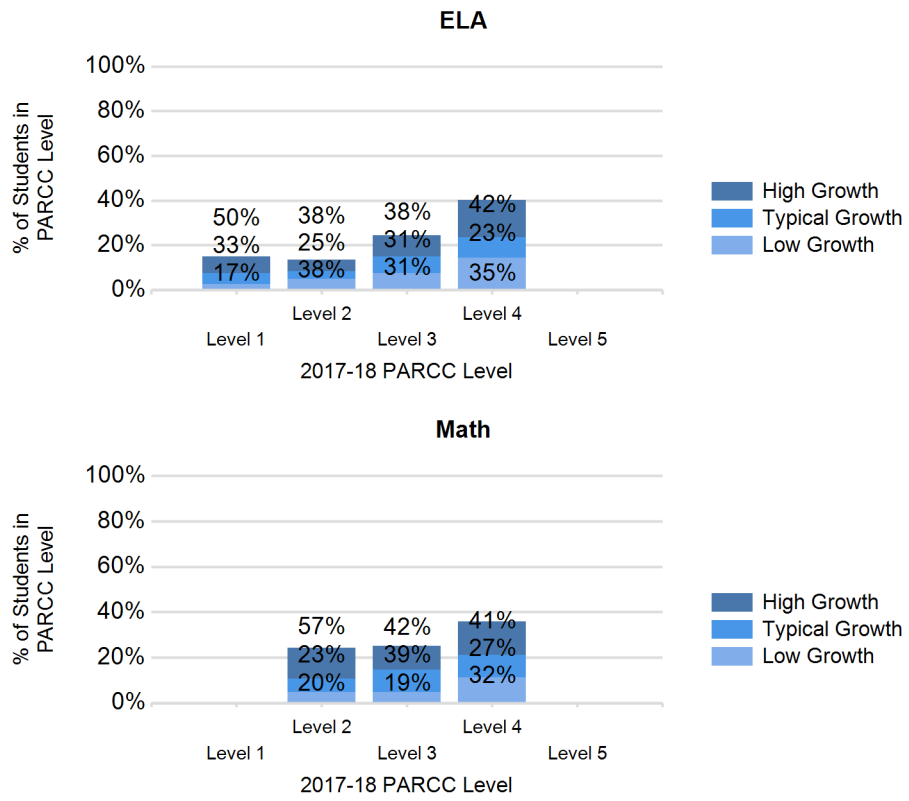
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

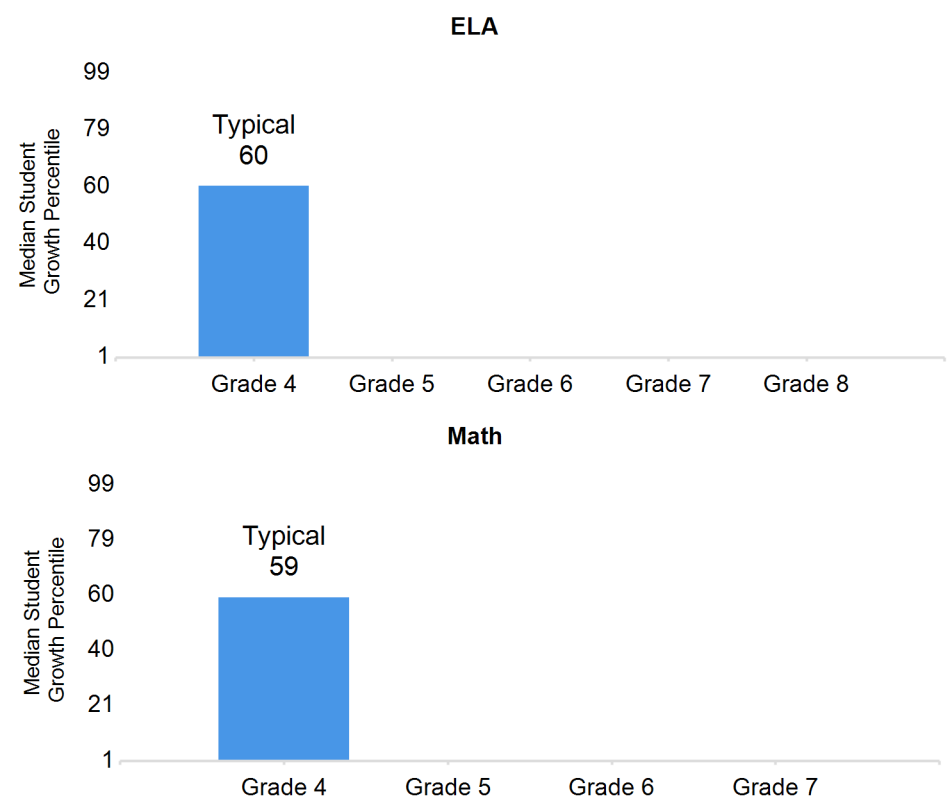
Student Growth by Performance Level

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



Student Growth by Grade

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



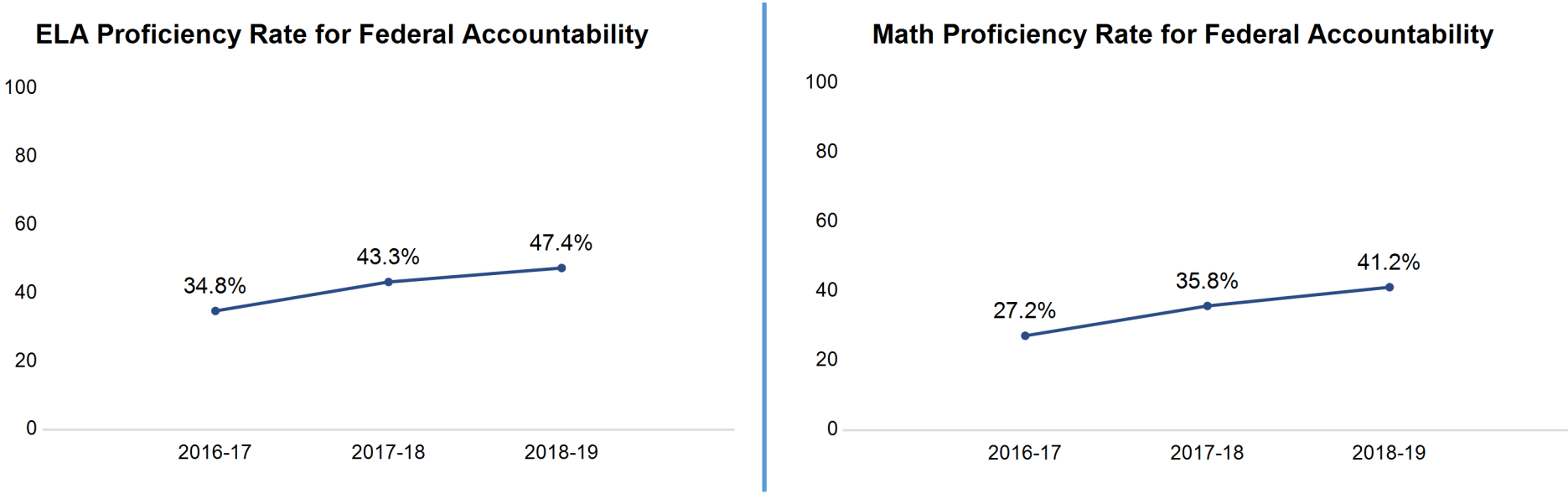


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	98.6%	99.7%	99.5%	99.0%	99.7%
Proficiency Rate for Federal Accountability	34.8%	43.3%	47.4%	27.2%	35.8%	41.2%
Annual Target	37.7%	39.9%	42.2%	36.6%	38.9%	41.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	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	285	99.7	47.4	41.8	57.9	47.4	42.2	Met Target
White	*	*	*	53.3	66.9	*	**	**
Hispanic	257	99.6	47.1	41.4	43.9	47.1	41.1	Met Target
Black or African American	17	100.0	35.3	41.9	38.5	35.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	139	100.0	55.4	48.6	64.8	55.4		
Male	146	99.3	39.7	35.2	51.3	39.7		
Economically Disadvantaged Students	262	99.6	45.4	39.7	40.0	45.4	39.1	Met Target
Non-Economically Disadvantaged Students	23	100.0	69.6	58.1	67.9	69.6		
Students with Disabilities	41	100.0	17.1	12.5	22.7	17.1	21.3	Met Target†
Students without Disabilities	244	99.6	52.5	45.7	65.1	52.5		
English Learners	106	100.0	30.2	*	29.3	30.2	51.4	Not Met
Non-English Learners	179	99.5	57.5	*	60.6	57.5		
Homeless Students	*	*	*	17.9	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

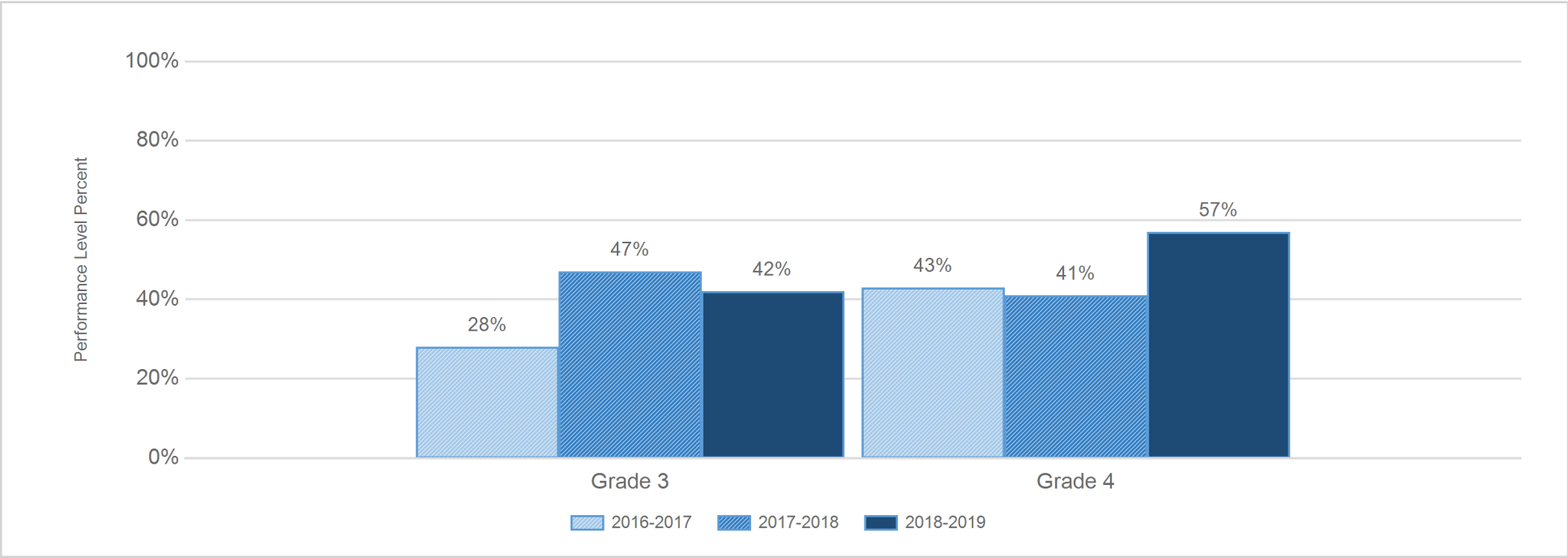


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	737	739	748	18%	14%	26%	*	*	42%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	139	737	*	734	19%	13%	25%	*	*	43%	36%
Black or African American	11	736	749	731	*	*	*	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	74	740	742	753	16%	*	19%	*	*	49%	55%
Male	79	733	735	743	20%	*	33%	*	*	35%	46%
Economically Disadvantaged Students	136	735	738	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	17	747	748	759	*	*	*	*	*	59%	61%
Students with Disabilities	18	721	*	719	*	*	*	*	*	33%	24%
Students without Disabilities	135	739	*	754	*	*	*	*	*	43%	56%
English Learners	49	713	718	713	37%	*	24%	*	*	20%	17%
Non-English Learners	104	748	747	751	10%	*	27%	*	*	52%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	752	751	755	11%	12%	20%	44%	13%	57%	57%
White	*	*	762	763	*	*	*	*	*	*	67%
Hispanic	113	750	*	743	12%	12%	19%	42%	13%	56%	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	65	759	757	760	*	*	22%	*	*	66%	62%
Male	62	744	746	750	*	*	18%	*	*	48%	53%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	13	705	*	725	*	*	*	*	*	*	25%
Students without Disabilities	114	757	*	761	*	*	*	*	*	*	64%
English Learners	32	722	726	720	*	*	*	*	*	22%	17%
Non-English Learners	95	762	760	758	*	*	*	*	*	69%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	296	99.7	41.2	25.8	44.5	41.2	41.2	Met Target
White	*	*	*	45.2	54.1	*	**	**
Hispanic	268	99.6	40.3	25.2	28.8	40.3	41.9	Met Target†
Black or African American	17	100.0	35.3	27.4	23.0	35.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	25.0	53.3	*	**	**
Female	144	100.0	41.0	26.1	44.9	41.0		
Male	152	99.4	41.4	25.6	44.2	41.4		
Economically Disadvantaged Students	273	99.6	40.3	24.4	26.3	40.3	37.7	Met Target
Non-Economically Disadvantaged Students	23	100.0	52.2	37.6	54.9	52.2		
Students with Disabilities	42	100.0	28.6	*	17.4	28.6	13.9	Met Target
Students without Disabilities	254	99.6	43.3	*	50.0	43.3		
English Learners	116	100.0	28.4	18.8	25.0	28.4	36.9	Not Met
Non-English Learners	180	99.5	49.4	28.7	46.5	49.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

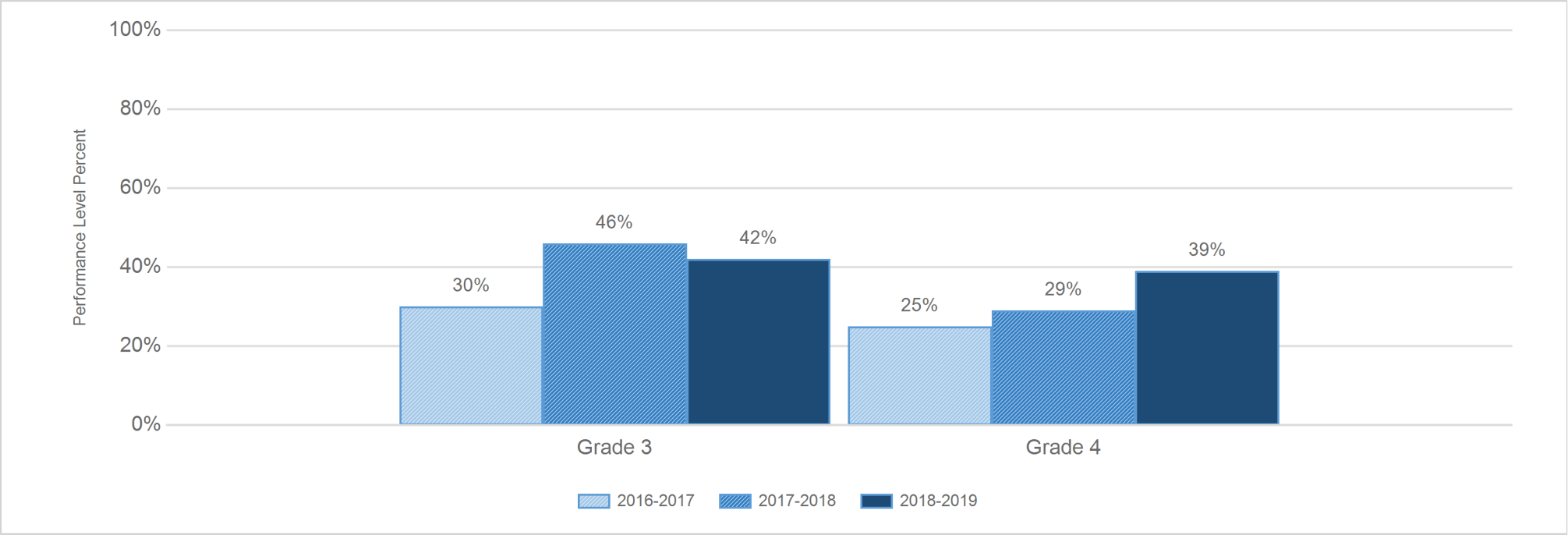


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	159	741	741	752	8%	19%	31%	*	*	42%	55%
White	*	*	748	760	*	*	*	*	*	*	66%
Hispanic	145	740	*	739	8%	18%	33%	*	*	41%	40%
Black or African American	11	741	748	735	0%	*	*	*	*	45%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	77	739	740	751	*	22%	30%	*	*	39%	54%
Male	82	742	742	752	*	16%	33%	*	*	45%	56%
Economically Disadvantaged Students	142	740	740	737	8%	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	17	748	745	761	0%	*	*	*	*	47%	67%
Students with Disabilities	18	745	*	731	0%	*	*	*	*	44%	31%
Students without Disabilities	141	740	*	756	9%	*	*	*	*	42%	60%
English Learners	55	728	729	728	*	27%	31%	*	*	24%	26%
Non-English Learners	104	748	746	754	*	14%	32%	*	*	52%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Robert N. Wilentz Elementary School
(23-4090-200)
Grades Offered: KG-04
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	135	743	741	749	13%	14%	34%	*	*	39%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	121	742	*	737	13%	15%	33%	*	*	39%	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	70	746	742	749	*	*	34%	*	*	43%	50%
Male	65	740	740	749	*	*	34%	*	*	35%	52%
Economically Disadvantaged Students	*	*	740	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	747	759	*	*	*	*	*	*	63%
Students with Disabilities	13	708	*	726	*	*	*	*	*	*	25%
Students without Disabilities	122	747	*	754	*	*	*	*	*	*	56%
English Learners	40	726	724	722	*	*	43%	*	*	18%	18%
Non-English Learners	95	750	747	751	*	*	31%	*	*	48%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	*	*

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	43.5%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	81	*	*
3-4	115	*	*
5 or more	57	*	*



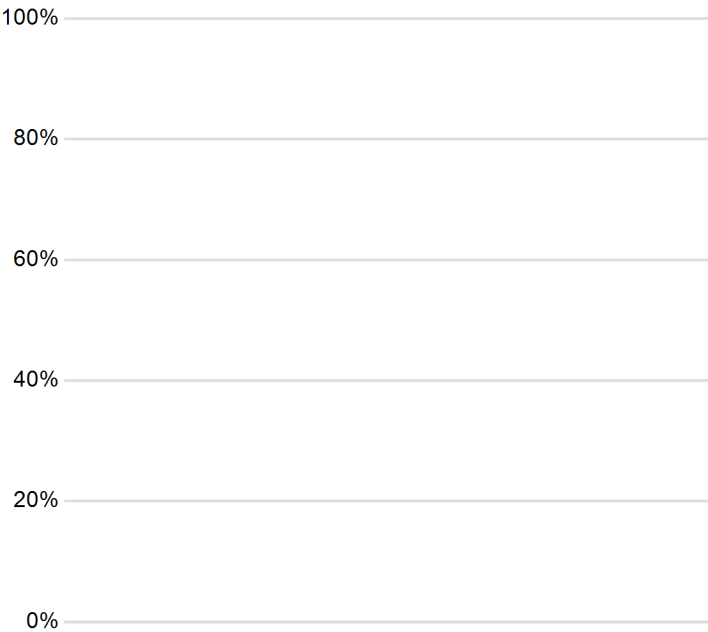
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Robert N. Wilentz Elementary School

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2018-2019

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

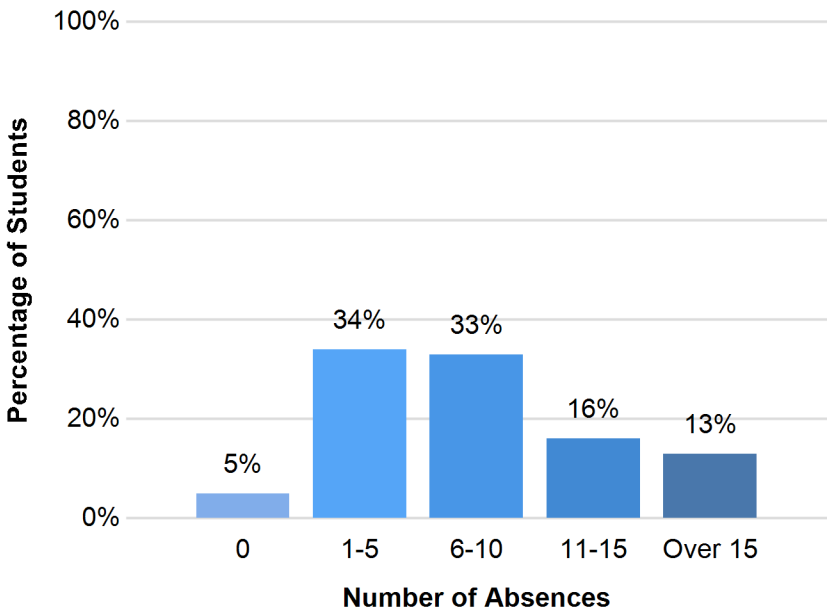
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	7.2	9.2	Met
White	*	*	**	**
Hispanic	50	6.5	9.2	Met
Black or African American	6	17.6	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	24	6.0		
Male	35	8.4		
Economically Disadvantaged Students	55	7.3	9.2	Met
Students with Disabilities	9	12.0	9.2	Not Met
English Learners	13	5.2	9.2	Met
Homeless Students	4	26.7		
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.





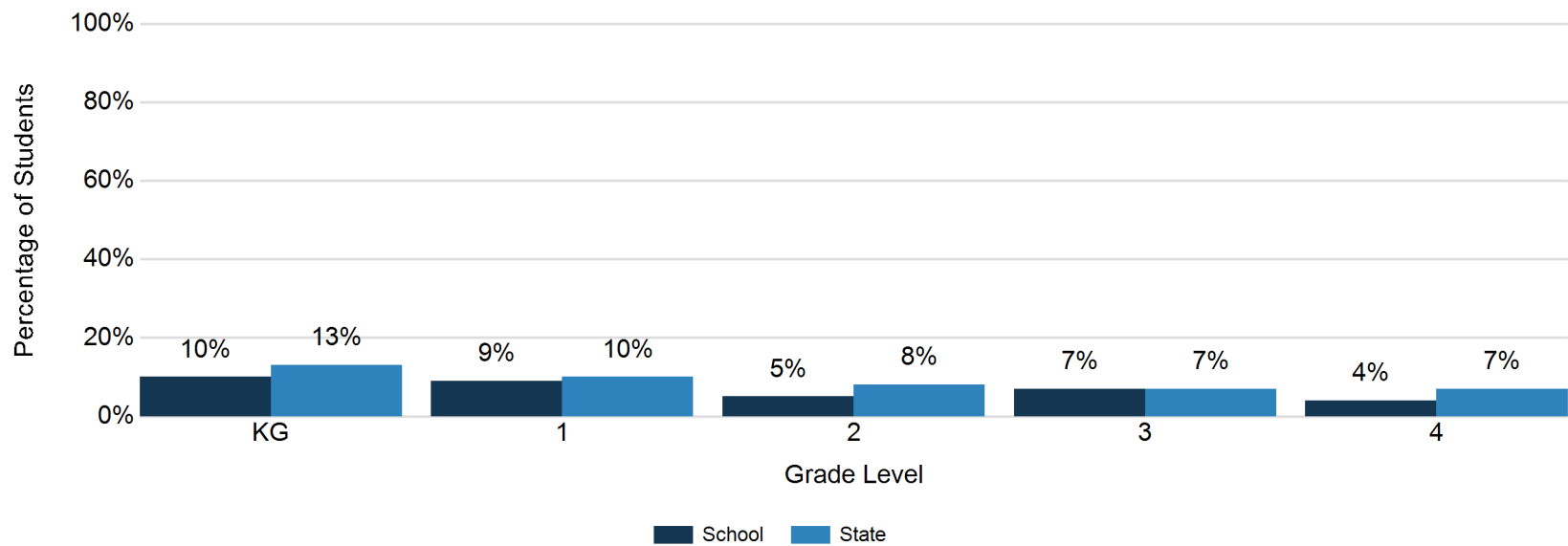
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Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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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	8:35 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 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	78	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.6%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	12:1
Students to Administrators	205:1	160:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



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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	48.5%	89.7%	75.0%	48.4%	77.1%	54.9%
Male	51.5%	10.3%	25.0%	51.6%	22.9%	45.1%
White	1.1%	69.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	93.7%	23.1%	50.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	6.4%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.8%	43.3%	47.4%
Math Proficiency	27.2%	35.8%	41.2%
ELA Growth	61	61	60
Math Growth	46	58	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.9%	43.5%
Chronic Absenteeism	2.2%	3.2%	7.2%

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



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

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






Robert N. Wilentz Elementary School
(23-4090-200)
Grades Offered: KG-04
2018-2019

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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> • The Robert N. Wilentz School is located on the sandy shores of the Raritan Bay and serves students in grades K to 4. • A Responsive Classroom approach is used to create safe, joyful, and engaging classrooms that improve academic success. • Our School hosts an annual Anti "Boo"lying Dance! Students and families danc the night away at this spooktacular event and participate in several fun, educational activities. Families participate in
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our vision is for students to grow through a comprehensive experience in all academic areas. Our mission is, “Laying the foundation for the future by inspiring academic ambition and supporting student achievement through collaboration, community involvement and strong character building.”</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>At Wilentz, we celebrate the Governor Educator of the Year, Donna Fox and Educator Professional, Meina Montalbano.</p>




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 <div>Courses, Curriculum, Instruction:</div>	We offer an extensive range of other diverse programs which include ESL, Bilingual Education, Dual Language Program, Gifted and Talented in the third and fourth grade Computer Assisted Instruction, Intervention and Special Education classes which include In Class Resource, Pull-Out Resource and Self Contained. Additionally, before and after school programs are available for our children.
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 <div>Before and After School Programs:</div>	<p>The Robert N. Wilentz Elementary School offers an AM and PM tutoring program in which eligible students receive academic support in the areas of reading and mathematics. We offer enrichment classes in our AM and PM program as well.</p>
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 <div>Student Health and Wellness:</div>	<p>The school has two full time registered nurses available to the students and staff during the day. Our health office provides a variety of information to our student body and their families. Each year they conduct a flu vaccination clinic for our faculty and support personnel. We are also actively involved in the Fresh Fruit and Vegetable Program. The Fresh Fruit and Vegetable Program is made possible from a grant from the NJ Department of Agriculture, Division of Food & Nutrition. This grant makes it possible for our students to receive a fresh fruit or vegetable twice a week for the entire school year, for FREE. The objective of this program is to introduce our students to a variety of fruits and vegetables.</p>
 <div>Parent and Community Involvement:</div>	<p>A parent portal is available where parents can monitor their child's academic progress, homework, view teacher comments and check on their child's attendance. Each grade level from K-4 participates in annual assemblies where they present to their parents, school, and community. Our families and children participate in our Anti- Bullying Dance, Covered Dish Community Event, Candyland Winter Dance, Kinder Smart Program, Family Literacy Classes and PTO.</p>




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 <div>Technology and STEM:</div>	Wilentz hosted the district-wide Digital Learning Day, where families and students participated in STEM tasks and activities. In the summer, Wilentz hosts a STEAM camp for students, grades 3-8.
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Robert N. Wilentz Elementary School**

(23-4090-200)

Grades Offered: KG-04

2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Ms. Briony Carr-Clemente
Address	51 FIRST STREET PERTH AMBOY, NJ 08861
Phone Number	732-376-6070
Email Address	bcarrclemente@paps.net
Website	http://www.paps.net/Domain/16
Facebook	https://www.facebook.com/wilentzschool/
Twitter	https://twitter.com/wilentz



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	162	193	181
1	193	188	186
2	147	137	132
3	195	142	172
4	217	188	150
Total	914	848	821

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	49.8%	48.5%
Male	50.4%	50.2%	51.5%
Economically Disadvantaged Students	88.0%	90.3%	92.1%
Students with Disabilities	10.7%	9.7%	8.8%
English Learners	25.6%	30.4%	31.7%
Homeless Students	0.7%	0.4%	1.8%
Students in Foster Care	1.0%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.6%	1.3%	1.1%
Hispanic	92.1%	92.9%	93.7%
Black or African American	5.0%	4.5%	4.3%
Asian	0.7%	0.7%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.6%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	162	193	181

Enrollment by Home Language

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

Home Language	% of Students
Spanish	69.3%
English	30.0%
Other Languages	0.7%



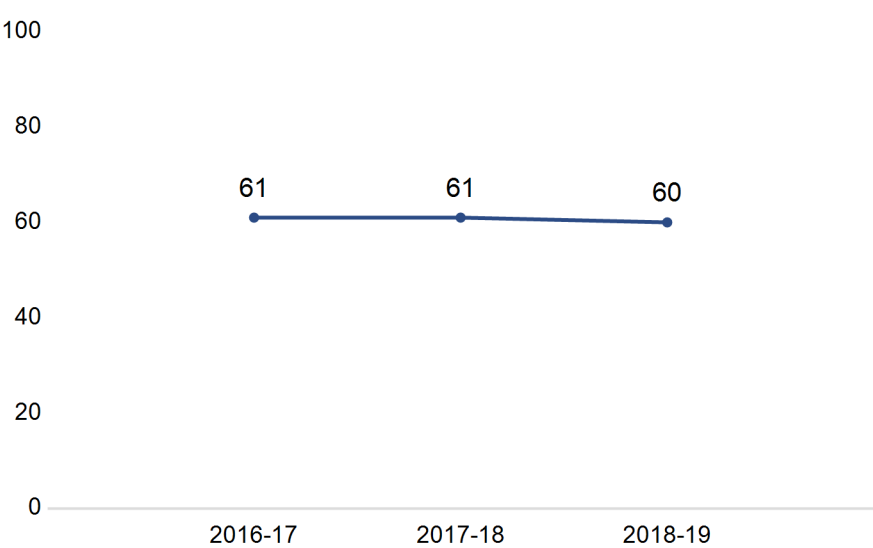
Robert N. Wilentz Elementary School
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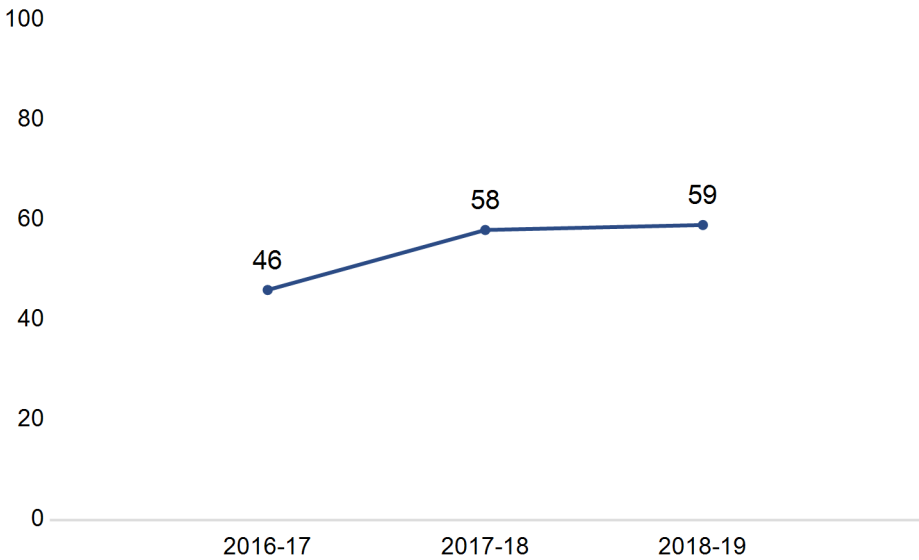
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	61	60	46	58	59
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds 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	60	44	50	Exceeds Standard	59	43	50	Met Standard
White	*	43	50	**	*	46	52	**
Hispanic	58	45	49	Met Standard	58	42	47	Met Standard
Black or African American	*	40	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	54.5	59	**	*	62.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	65	49	53	N	61	44	50	N
Male	49	39	47	N	54.5	42	51	N
Economically Disadvantaged Students	56	44	48	Met Standard	61	42	46	Exceeds Standard
Students with Disabilities	41	39	43	**	64	41	45	**
English Learners	60	50	52	Exceeds Standard	62	43	50	Exceeds Standard
Homeless Students	N	50.5	43	N	N	44	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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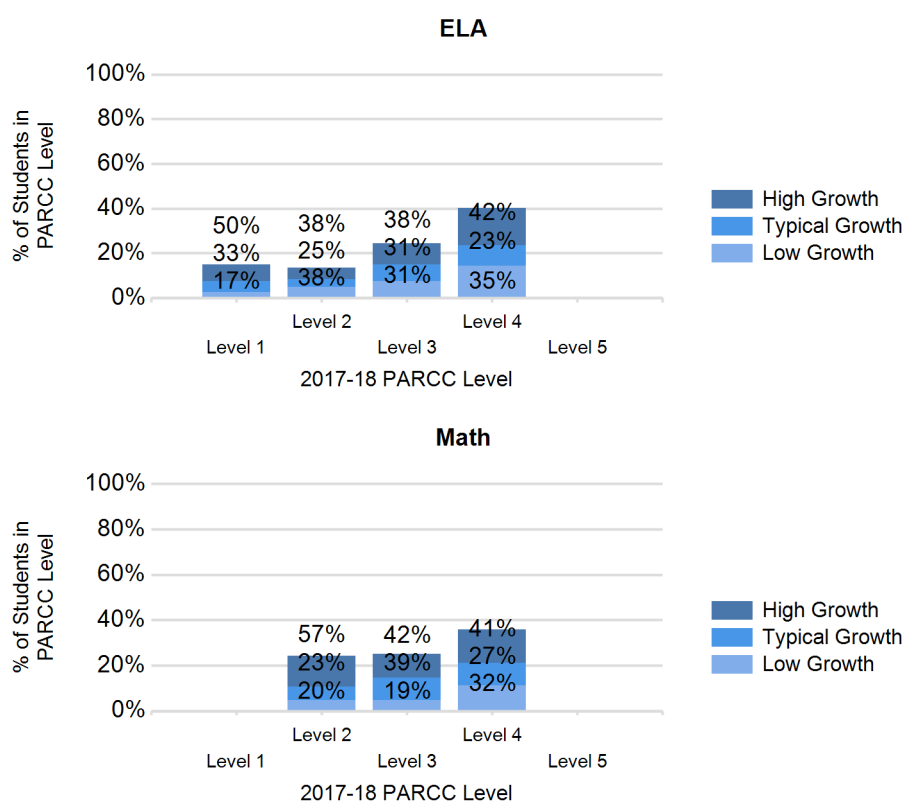
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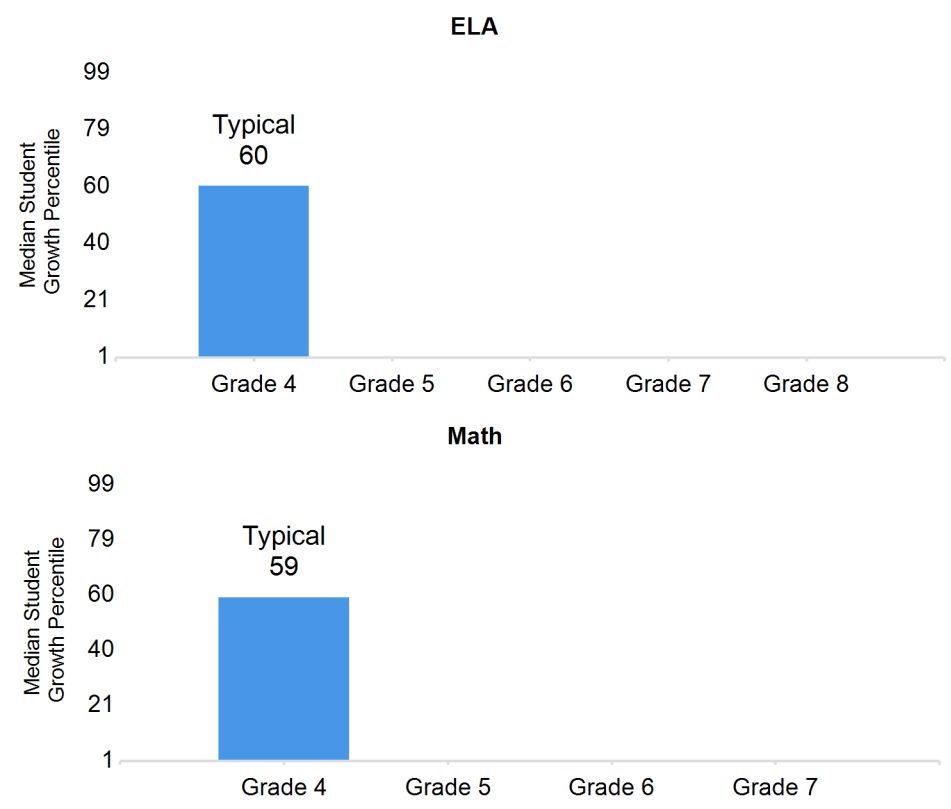
Student Growth by Performance Level

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



Student Growth by Grade

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



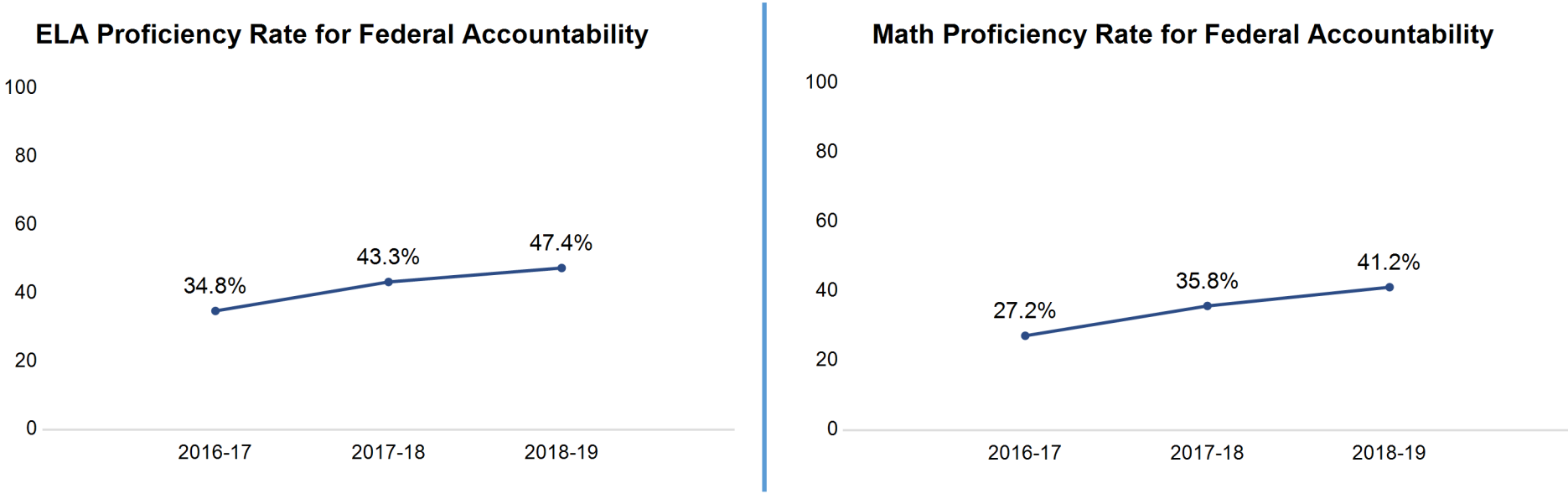


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	98.6%	99.7%	99.5%	99.0%	99.7%
Proficiency Rate for Federal Accountability	34.8%	43.3%	47.4%	27.2%	35.8%	41.2%
Annual Target	37.7%	39.9%	42.2%	36.6%	38.9%	41.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	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	285	99.7	47.4	41.8	57.9	47.4	42.2	Met Target
White	*	*	*	53.3	66.9	*	**	**
Hispanic	257	99.6	47.1	41.4	43.9	47.1	41.1	Met Target
Black or African American	17	100.0	35.3	41.9	38.5	35.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	139	100.0	55.4	48.6	64.8	55.4		
Male	146	99.3	39.7	35.2	51.3	39.7		
Economically Disadvantaged Students	262	99.6	45.4	39.7	40.0	45.4	39.1	Met Target
Non-Economically Disadvantaged Students	23	100.0	69.6	58.1	67.9	69.6		
Students with Disabilities	41	100.0	17.1	12.5	22.7	17.1	21.3	Met Target†
Students without Disabilities	244	99.6	52.5	45.7	65.1	52.5		
English Learners	106	100.0	30.2	*	29.3	30.2	51.4	Not Met
Non-English Learners	179	99.5	57.5	*	60.6	57.5		
Homeless Students	*	*	*	17.9	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

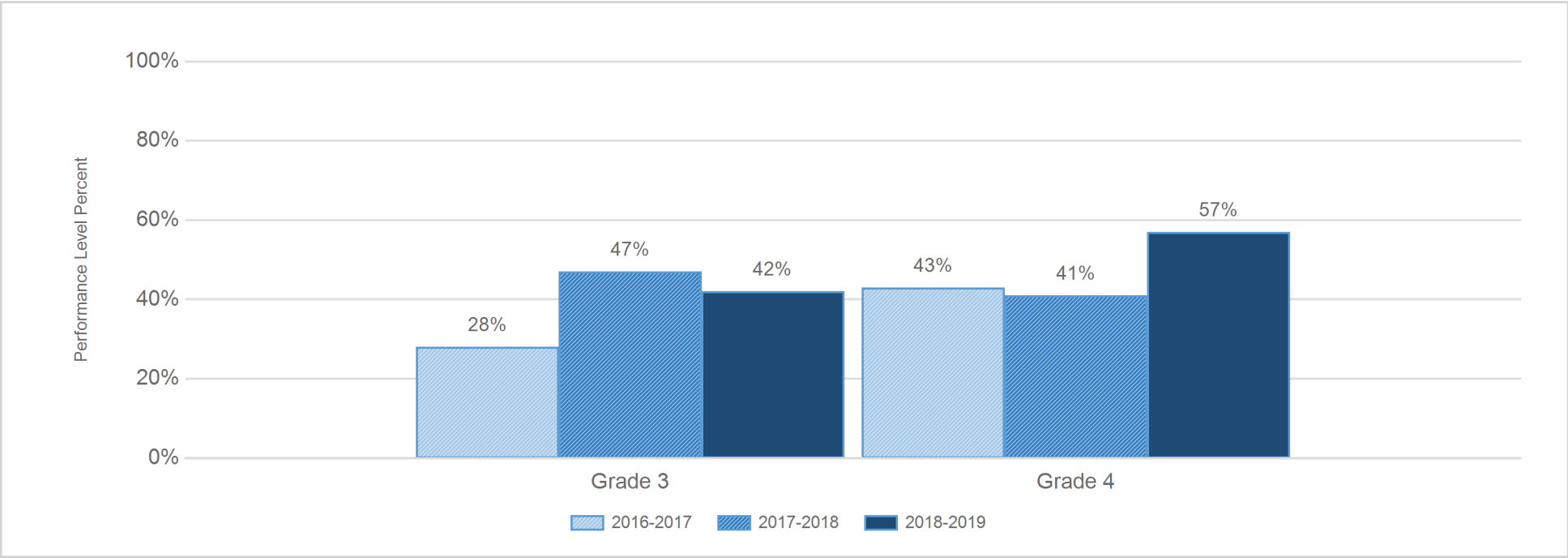


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	737	739	748	18%	14%	26%	*	*	42%	50%
White	*	*	749	757	*	*	*	*	*	*	60%
Hispanic	139	737	*	734	19%	13%	25%	*	*	43%	36%
Black or African American	11	736	749	731	*	*	*	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	74	740	742	753	16%	*	19%	*	*	49%	55%
Male	79	733	735	743	20%	*	33%	*	*	35%	46%
Economically Disadvantaged Students	136	735	738	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	17	747	748	759	*	*	*	*	*	59%	61%
Students with Disabilities	18	721	*	719	*	*	*	*	*	33%	24%
Students without Disabilities	135	739	*	754	*	*	*	*	*	43%	56%
English Learners	49	713	718	713	37%	*	24%	*	*	20%	17%
Non-English Learners	104	748	747	751	10%	*	27%	*	*	52%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	752	751	755	11%	12%	20%	44%	13%	57%	57%
White	*	*	762	763	*	*	*	*	*	*	67%
Hispanic	113	750	*	743	12%	12%	19%	42%	13%	56%	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	65	759	757	760	*	*	22%	*	*	66%	62%
Male	62	744	746	750	*	*	18%	*	*	48%	53%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	13	705	*	725	*	*	*	*	*	*	25%
Students without Disabilities	114	757	*	761	*	*	*	*	*	*	64%
English Learners	32	722	726	720	*	*	*	*	*	22%	17%
Non-English Learners	95	762	760	758	*	*	*	*	*	69%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Robert N. Wilentz Elementary School
(23-4090-200)
Grades Offered: KG-04
2018-2019

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

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	296	99.7	41.2	25.8	44.5	41.2	41.2	Met Target
White	*	*	*	45.2	54.1	*	**	**
Hispanic	268	99.6	40.3	25.2	28.8	40.3	41.9	Met Target†
Black or African American	17	100.0	35.3	27.4	23.0	35.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	25.0	53.3	*	**	**
Female	144	100.0	41.0	26.1	44.9	41.0		
Male	152	99.4	41.4	25.6	44.2	41.4		
Economically Disadvantaged Students	273	99.6	40.3	24.4	26.3	40.3	37.7	Met Target
Non-Economically Disadvantaged Students	23	100.0	52.2	37.6	54.9	52.2		
Students with Disabilities	42	100.0	28.6	*	17.4	28.6	13.9	Met Target
Students without Disabilities	254	99.6	43.3	*	50.0	43.3		
English Learners	116	100.0	28.4	18.8	25.0	28.4	36.9	Not Met
Non-English Learners	180	99.5	49.4	28.7	46.5	49.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

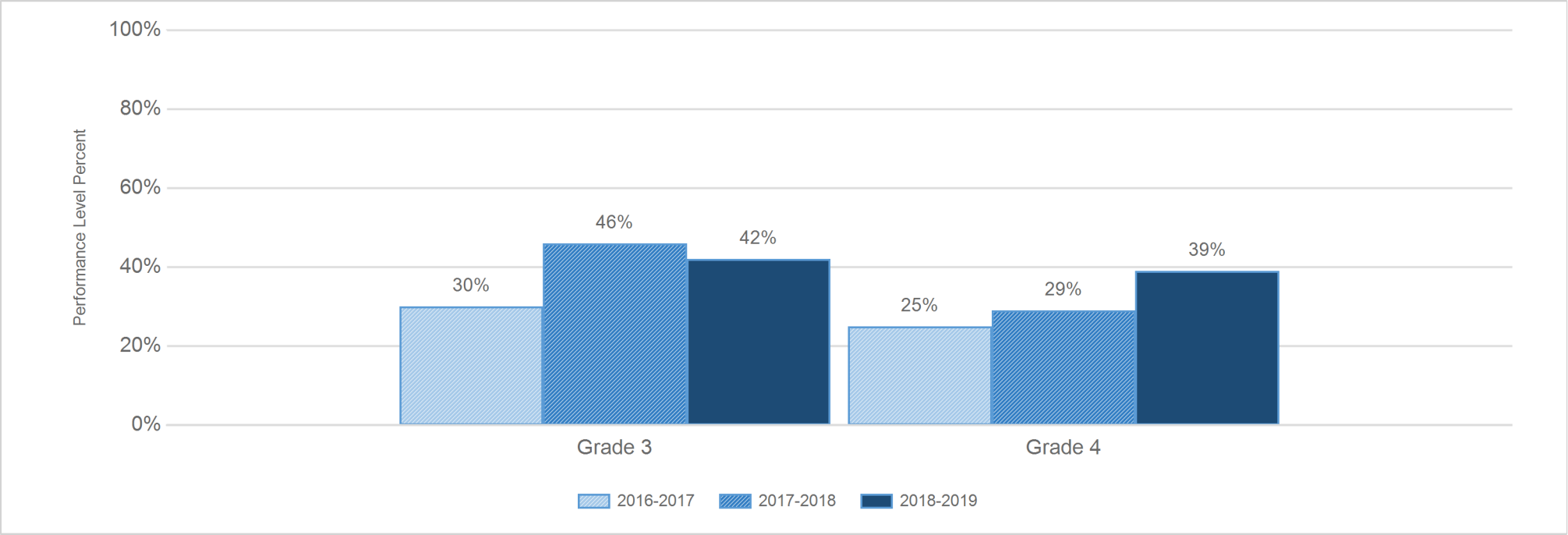


Robert N. Wilentz Elementary School
(23-4090-200)
Grades Offered: KG-04
2018-2019

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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.



Robert N. Wilentz Elementary School
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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	159	741	741	752	8%	19%	31%	*	*	42%	55%
White	*	*	748	760	*	*	*	*	*	*	66%
Hispanic	145	740	*	739	8%	18%	33%	*	*	41%	40%
Black or African American	11	741	748	735	0%	*	*	*	*	45%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	77	739	740	751	*	22%	30%	*	*	39%	54%
Male	82	742	742	752	*	16%	33%	*	*	45%	56%
Economically Disadvantaged Students	142	740	740	737	8%	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	17	748	745	761	0%	*	*	*	*	47%	67%
Students with Disabilities	18	745	*	731	0%	*	*	*	*	44%	31%
Students without Disabilities	141	740	*	756	9%	*	*	*	*	42%	60%
English Learners	55	728	729	728	*	27%	31%	*	*	24%	26%
Non-English Learners	104	748	746	754	*	14%	32%	*	*	52%	58%
Homeless Students	*	*	716	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	135	743	741	749	13%	14%	34%	*	*	39%	51%
White	*	*	750	757	*	*	*	*	*	*	62%
Hispanic	121	742	*	737	13%	15%	33%	*	*	39%	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	70	746	742	749	*	*	34%	*	*	43%	50%
Male	65	740	740	749	*	*	34%	*	*	35%	52%
Economically Disadvantaged Students	*	*	740	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	747	759	*	*	*	*	*	*	63%
Students with Disabilities	13	708	*	726	*	*	*	*	*	*	25%
Students without Disabilities	122	747	*	754	*	*	*	*	*	*	56%
English Learners	40	726	724	722	*	*	43%	*	*	18%	18%
Non-English Learners	95	750	747	751	*	*	31%	*	*	48%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	*	*

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	43.5%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	81	*	*
3-4	115	*	*
5 or more	57	*	*



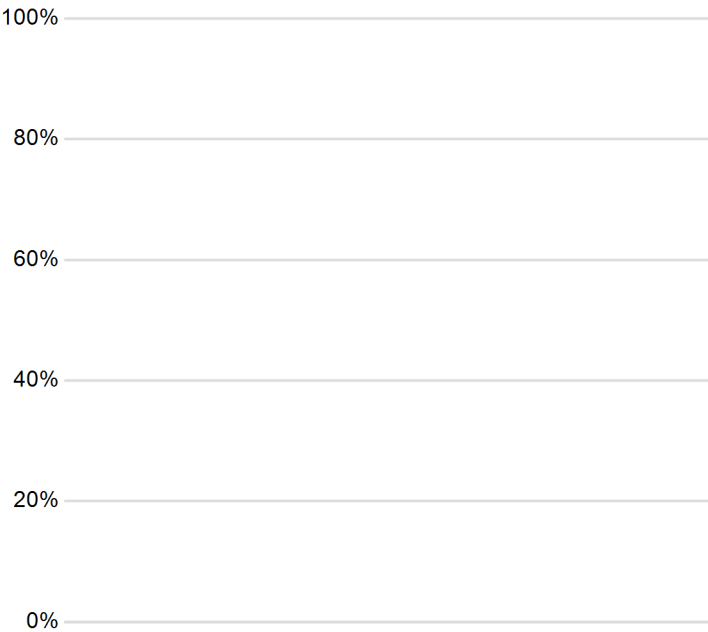
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

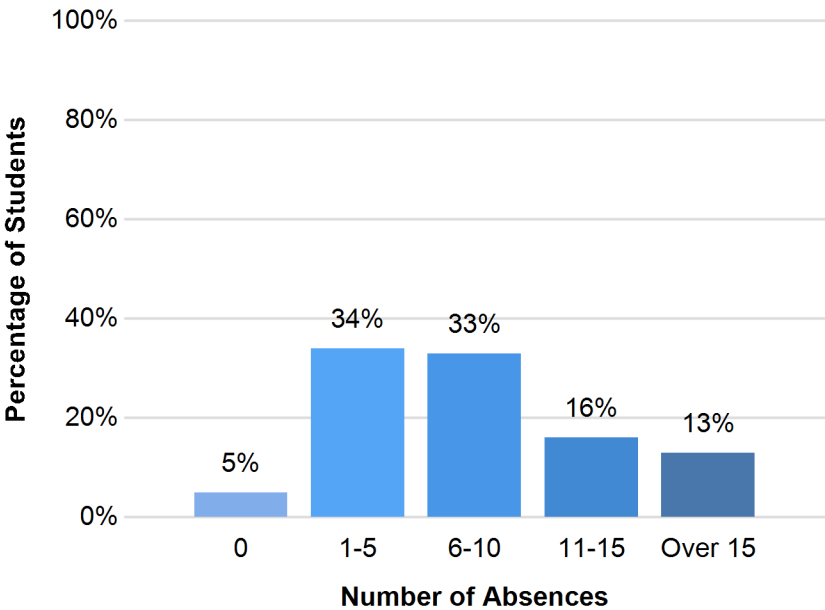
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	7.2	9.2	Met
White	*	*	**	**
Hispanic	50	6.5	9.2	Met
Black or African American	6	17.6	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	24	6.0		
Male	35	8.4		
Economically Disadvantaged Students	55	7.3	9.2	Met
Students with Disabilities	9	12.0	9.2	Not Met
English Learners	13	5.2	9.2	Met
Homeless Students	4	26.7		
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.





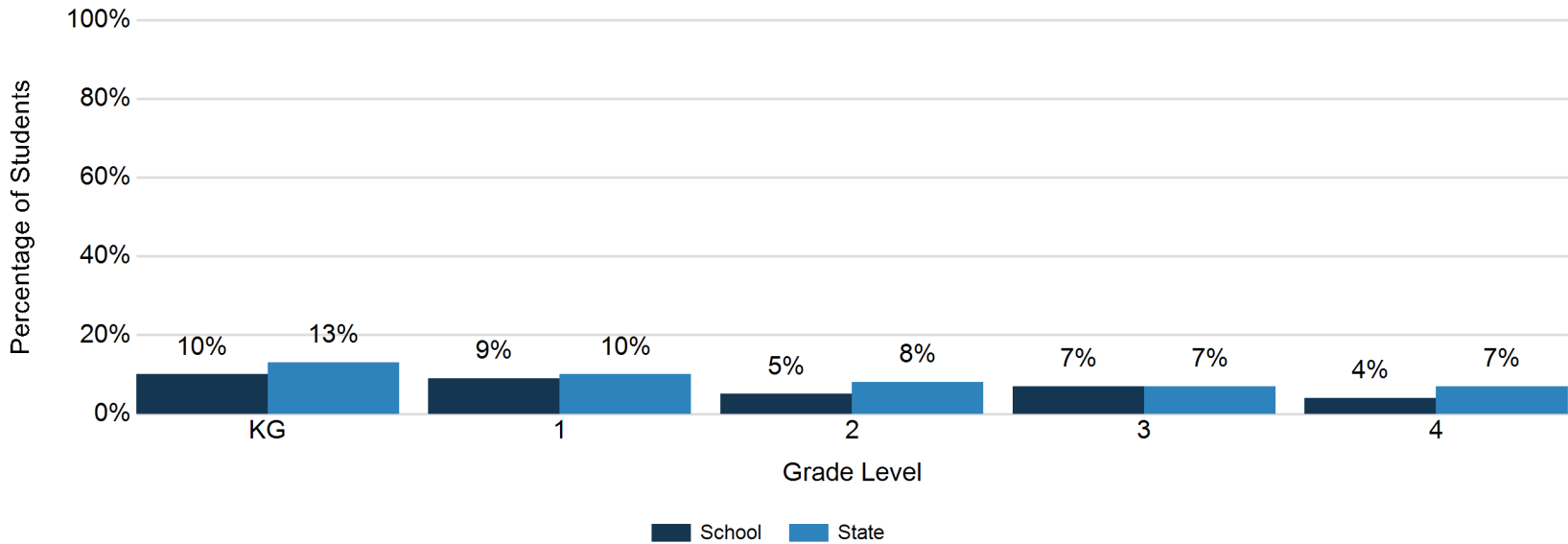
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Chronic Absenteeism by Grade

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





Robert N. Wilentz Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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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	8:35 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 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	78	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.6%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	12:1
Students to Administrators	205:1	160:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



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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	48.5%	89.7%	75.0%	48.4%	77.1%	54.9%
Male	51.5%	10.3%	25.0%	51.6%	22.9%	45.1%
White	1.1%	69.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	93.7%	23.1%	50.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	6.4%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



Robert N. Wilentz Elementary School
(23-4090-200)
Grades Offered: KG-04
2018-2019

Report Key:

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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.



Robert N. Wilentz Elementary School
(23-4090-200)
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2018-2019

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

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

ESSA Accountability Status

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

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

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



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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.8%	43.3%	47.4%
Math Proficiency	27.2%	35.8%	41.2%
ELA Growth	61	61	60
Math Growth	46	58	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.9%	43.5%
Chronic Absenteeism	2.2%	3.2%	7.2%

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



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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> The Robert N. Wilentz School is located on the sandy shores of the Raritan Bay and serves students in grades K to 4. A Responsive Classroom approach is used to create safe, joyful, and engaging classrooms that improve academic success. Our School hosts an annual Anti "Boo"llying Dance! Students and families danc the night away at this spooktacular event and participate in several fun, educational activities. Families participate in
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our vision is for students to grow through a comprehensive experience in all academic areas. Our mission is, “Laying the foundation for the future by inspiring academic ambition and supporting student achievement through collaboration, community involvement and strong character building.”</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>At Wilentz, we celebrate the Governor Educator of the Year, Donna Fox and Educator Professional, Meina Montalbano.</p>



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<div>A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath.</div> <div>Courses, Curriculum, Instruction:</div>	We offer an extensive range of other diverse programs which include ESL, Bilingual Education, Dual Language Program, Gifted and Talented in the third and fourth grade Computer Assisted Instruction, Intervention and Special Education classes which include In Class Resource, Pull-Out Resource and Self Contained. Additionally, before and after school programs are available for our children.
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 <div>Before and After School Programs:</div>	<p>The Robert N. Wilentz Elementary School offers an AM and PM tutoring program in which eligible students receive academic support in the areas of reading and mathematics. We offer enrichment classes in our AM and PM program as well.</p>
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 <div>Student Health and Wellness:</div>	<p>The school has two full time registered nurses available to the students and staff during the day. Our health office provides a variety of information to our student body and their families. Each year they conduct a flu vaccination clinic for our faculty and support personnel. We are also actively involved in the Fresh Fruit and Vegetable Program. The Fresh Fruit and Vegetable Program is made possible from a grant from the NJ Department of Agriculture, Division of Food & Nutrition. This grant makes it possible for our students to receive a fresh fruit or vegetable twice a week for the entire school year, for FREE. The objective of this program is to introduce our students to a variety of fruits and vegetables.</p>
 <div>Parent and Community Involvement:</div>	<p>A parent portal is available where parents can monitor their child's academic progress, homework, view teacher comments and check on their child's attendance. Each grade level from K-4 participates in annual assemblies where they present to their parents, school, and community. Our families and children participate in our Anti- Bullying Dance, Covered Dish Community Event, Candyland Winter Dance, Kinder Smart Program, Family Literacy Classes and PTO.</p>




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 <div>Technology and STEM:</div>	Wilentz hosted the district-wide Digital Learning Day, where families and students participated in STEM tasks and activities. In the summer, Wilentz hosts a STEAM camp for students, grades 3-8.
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William C. McGinnis Middle School
(23-4090-140)
Grades Offered: 05-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



William C. McGinnis Middle School
(23-4090-140)
Grades Offered: 05-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Perth Amboy Public School District
Principal Name	Mr. David Loniewski
Address	271 STATE STREET PERTH AMBOY, NJ 08861-4347
Phone Number	732-376-6040
Email Address	daviloniewski
Website	https://www.paps.net/Domain/10



William C. McGinnis Middle School

(23-4090-140)

Grades Offered: 05-08

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
5	396	381	347
6	399	419	396
7	399	356	371
8	343	367	365
Total	1,537	1,523	1,479

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

Student Group	2016-17	2017-18	2018-19
Female	47.6%	48.4%	49.8%
Male	52.4%	51.6%	50.2%
Economically Disadvantaged Students	92.7%	92.4%	93.6%
Students with Disabilities	9.3%	10.0%	12.1%
English Learners	18.3%	22.0%	24.9%
Homeless Students	0.7%	0.3%	0.9%
Students in Foster Care	0.3%	0.3%	0.1%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.7%	0.7%	0.4%
Hispanic	95.1%	95.5%	96.2%
Black or African American	3.6%	3.2%	2.8%
Asian	0.5%	0.5%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.2%	0.1%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	77.1%
English	22.3%
Other Languages	0.6%



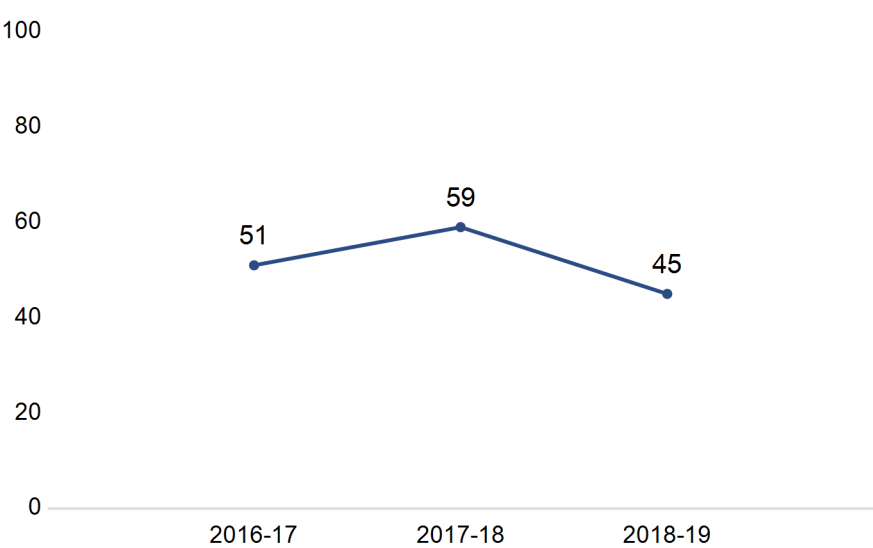
William C. McGinnis Middle School
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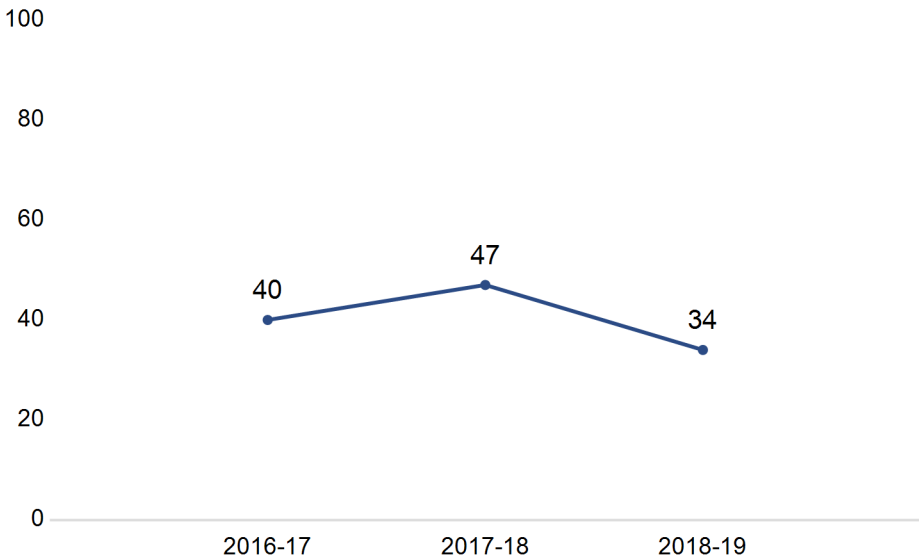
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	59	45	40	47	34
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	44	50	Met Standard	34	43	50	Not Met
White	*	43	50	**	*	46	52	**
Hispanic	45	45	49	Met Standard	33	42	47	Not Met
Black or African American	43.5	40	45	Met Standard	49	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	54.5	59	**	*	62.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	52	49	53	N	35	44	50	N
Male	37	39	47	N	33	42	51	N
Economically Disadvantaged Students	45	44	48	Met Standard	34.5	42	46	Not Met
Students with Disabilities	40.5	39	43	Met Standard	33	41	45	Not Met
English Learners	49	50	52	Met Standard	35	43	50	Not Met
Homeless Students	33	50.5	43	N	*	44	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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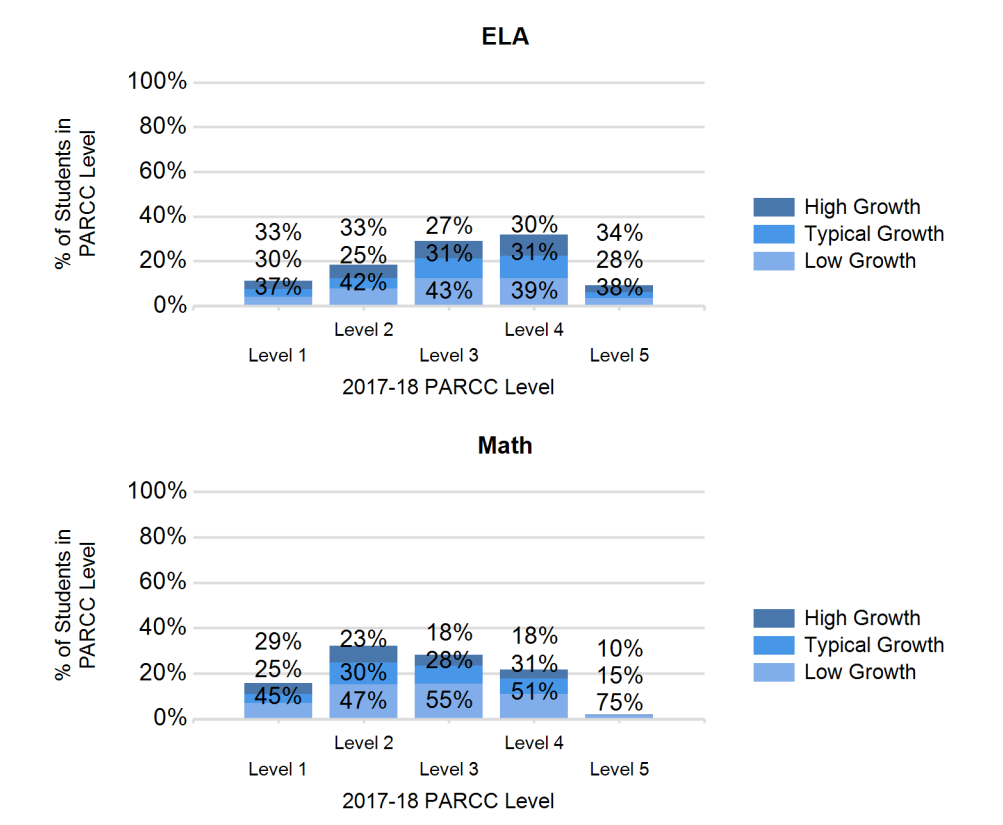
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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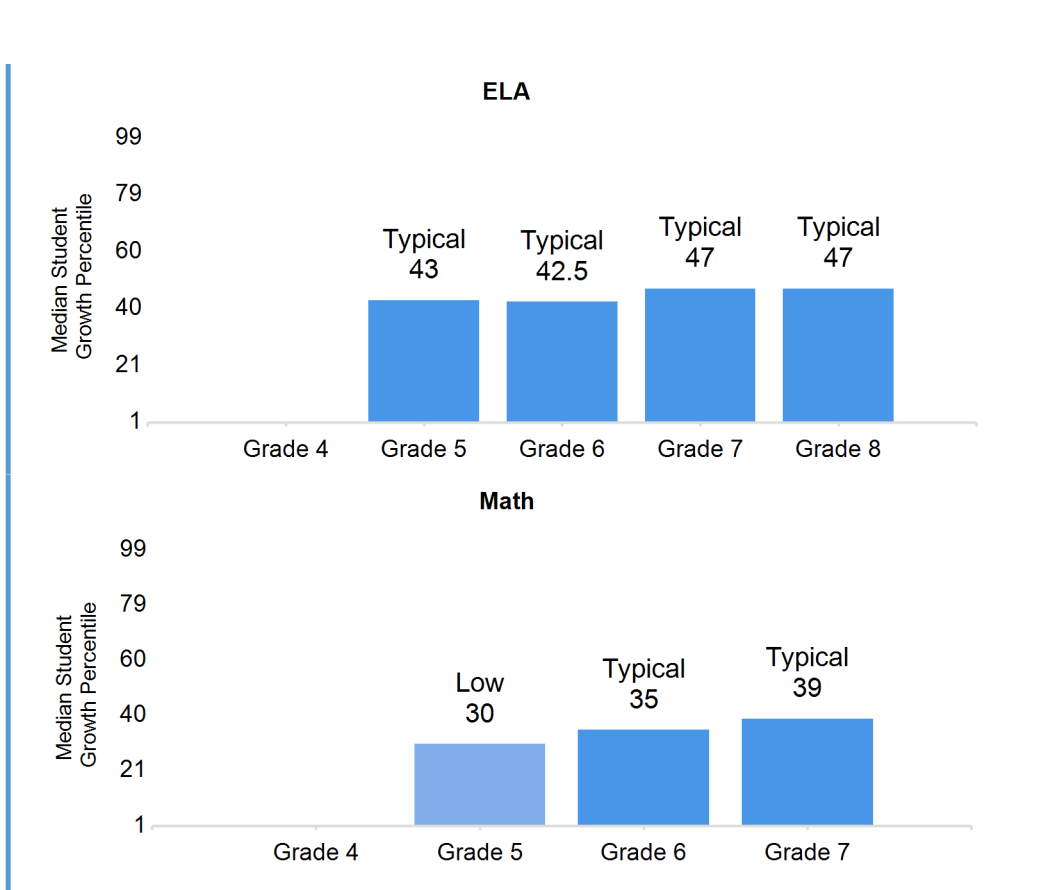
Student Growth by Performance Level

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



Student Growth by Grade

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



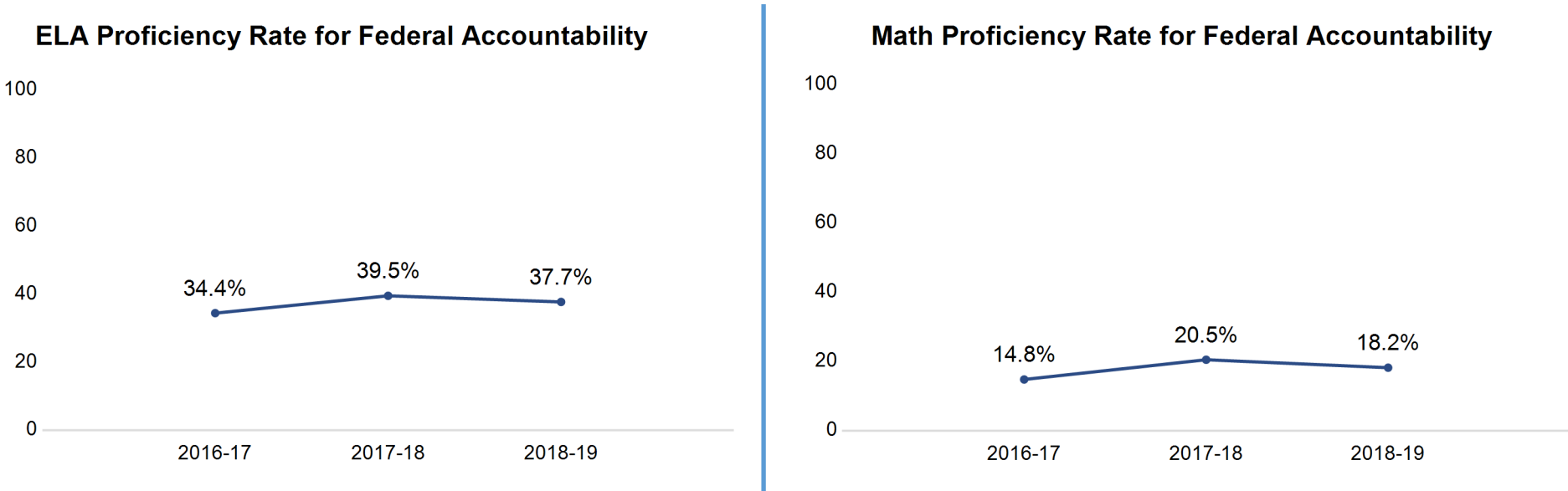


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.8%	99.2%	98.4%	98.5%	99.2%
Proficiency Rate for Federal Accountability	34.4%	39.5%	37.7%	14.8%	20.5%	18.2%
Annual Target	33.1%	35.5%	38.0%	19.4%	22.6%	25.8%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



William C. McGinnis Middle School
(23-4090-140)
Grades Offered: 05-08
2018-2019

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

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	1414	99.2	37.7	41.8	57.9	37.7	38	Met Target†
White	*	*	*	53.3	66.9	*	**	**
Hispanic	1355	99.3	37.3	41.4	43.9	37.3	37.6	Met Target†
Black or African American	43	97.8	44.2	41.9	38.5	44.2	41.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	33.3	64.4	*	**	**
Female	707	99.2	45.0	48.6	64.8	45.0		
Male	707	99.3	30.4	35.2	51.3	30.4		
Economically Disadvantaged Students	1308	99.2	36.0	39.7	40.0	36.0	37.4	Met Target†
Non-Economically Disadvantaged Students	106	100.0	58.5	58.1	67.9	58.5		
Students with Disabilities	179	98.9	13.4	12.5	22.7	13.4	22.5	Not Met
Students without Disabilities	1235	99.3	41.2	45.7	65.1	41.2		
English Learners	537	99.4	21.6	*	29.3	21.6	31.9	Not Met
Non-English Learners	877	99.1	47.5	*	60.6	47.5		
Homeless Students	12	100.0	*	17.9	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

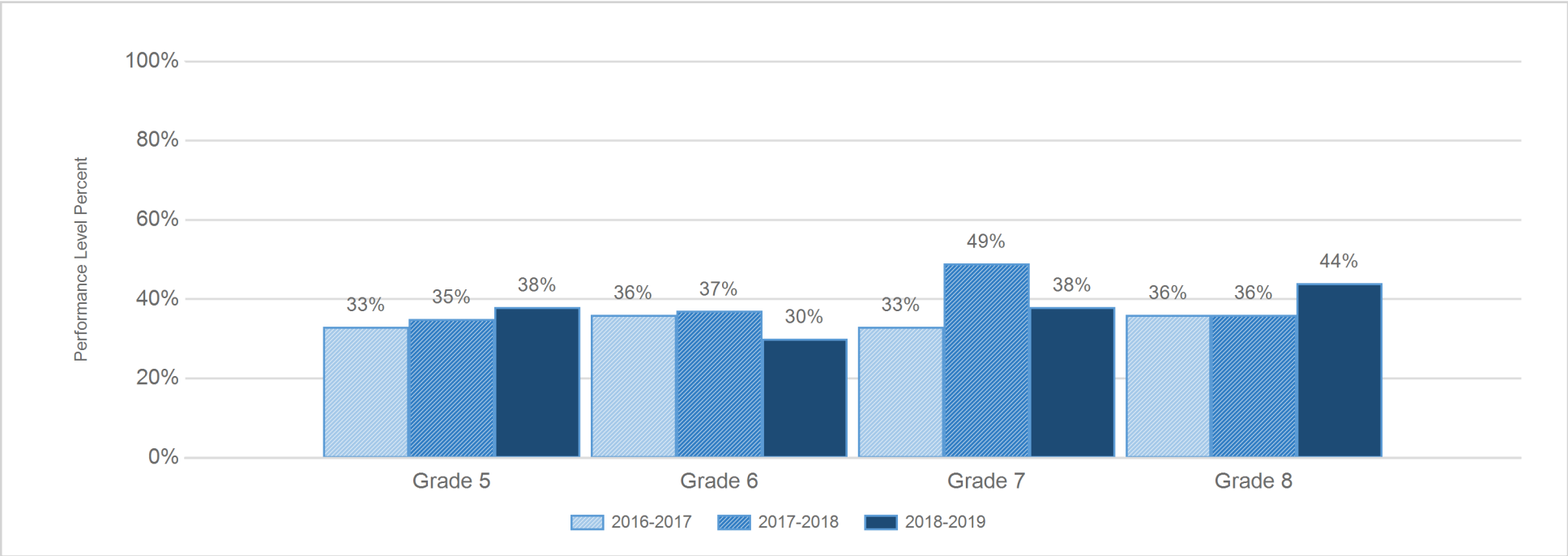


William C. McGinnis Middle School
(23-4090-140)
Grades Offered: 05-08
2018-2019

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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.





William C. McGinnis Middle School
 (23-4090-140)
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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	338	736	741	756	22%	19%	21%	33%	6%	38%	58%
White	*	*	747	764	*	*	*	*	*	*	68%
Hispanic	322	735	741	743	23%	19%	20%	33%	6%	39%	44%
Black or African American	11	742	*	739	*	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	161	738	746	761	19%	18%	23%	*	*	40%	64%
Male	177	734	735	750	24%	19%	19%	*	*	37%	52%
Economically Disadvantaged Students	313	734	739	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	25	751	761	766	*	*	*	*	*	64%	69%
Students with Disabilities	49	707	708	724	49%	22%	*	*	*	10%	23%
Students without Disabilities	289	741	745	762	17%	18%	*	*	*	43%	65%
English Learners	83	707	*	713	49%	25%	14%	*	*	11%	11%
Non-English Learners	255	745	*	758	13%	16%	23%	*	*	47%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	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%



William C. McGinnis Middle School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	365	732	736	754	19%	25%	26%	24%	6%	30%	56%
White	*	*	748	762	*	*	*	*	*	*	65%
Hispanic	349	731	736	743	19%	25%	26%	24%	6%	30%	43%
Black or African American	11	730	*	738	*	*	*	*	*	27%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	191	740	746	762	12%	20%	28%	*	*	40%	64%
Male	174	723	726	748	26%	30%	24%	*	*	19%	48%
Economically Disadvantaged Students	338	730	734	740	*	*	25%	*	*	29%	39%
Non-Economically Disadvantaged Students	27	752	757	763	*	*	37%	*	*	48%	67%
Students with Disabilities	41	709	703	722	*	*	*	*	*	*	19%
Students without Disabilities	324	735	741	761	*	*	*	*	*	*	64%
English Learners	79	698	*	710	*	*	*	*	*	*	*
Non-English Learners	286	741	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



William C. McGinnis Middle School
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	343	739	739	761	18%	18%	25%	26%	12%	38%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	334	739	739	747	18%	18%	25%	26%	12%	38%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	179	745	746	769	13%	16%	25%	32%	13%	46%	71%
Male	164	732	732	753	23%	20%	26%	20%	11%	30%	55%
Economically Disadvantaged Students	323	738	738	743	*	*	*	*	*	38%	45%
Non-Economically Disadvantaged Students	20	752	756	771	*	*	*	*	*	50%	73%
Students with Disabilities	27	707	709	720	*	*	*	*	*	*	22%
Students without Disabilities	316	742	742	769	*	*	*	*	*	*	71%
English Learners	73	708	703	706	45%	29%	14%	*	*	12%	12%
Non-English Learners	270	747	747	763	11%	15%	29%	*	*	46%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	333	744	740	762	17%	12%	26%	31%	14%	44%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	319	743	740	747	18%	13%	27%	30%	13%	43%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	169	756	751	771	8%	9%	27%	36%	20%	56%	71%
Male	164	731	729	753	27%	15%	25%	25%	8%	33%	55%
Economically Disadvantaged Students	304	742	738	743	*	13%	*	*	*	42%	45%
Non-Economically Disadvantaged Students	29	766	757	772	*	0%	*	*	*	69%	72%
Students with Disabilities	24	704	698	721	*	*	*	*	*	*	22%
Students without Disabilities	309	747	744	770	*	*	*	*	*	*	71%
English Learners	72	715	713	708	35%	25%	22%	18%	0%	18%	12%
Non-English Learners	261	752	746	764	13%	8%	27%	34%	18%	52%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



William C. McGinnis Middle School

(23-4090-140)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1459	99.2	18.2	25.8	44.5	18.2	25.8	Not Met
White	*	*	*	45.2	54.1	*	**	**
Hispanic	1400	99.2	17.8	25.2	28.8	17.8	25.5	Not Met
Black or African American	43	97.8	18.6	27.4	23.0	18.6	26.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	25.0	53.3	*	**	**
Female	725	99.2	17.8	26.1	44.9	17.8		
Male	734	99.2	18.7	25.6	44.2	18.7		
Economically Disadvantaged Students	1353	99.2	16.9	24.4	26.3	16.9	25.1	Not Met
Non-Economically Disadvantaged Students	106	99.1	34.9	37.6	54.9	34.9		
Students with Disabilities	179	98.4	*	*	17.4	*	21.9	Not Met
Students without Disabilities	1280	99.3	*	*	50.0	*		
English Learners	582	99.5	*	18.8	25.0	*	20.2	Not Met
Non-English Learners	877	99.0	*	28.7	46.5	*		
Homeless Students	12	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

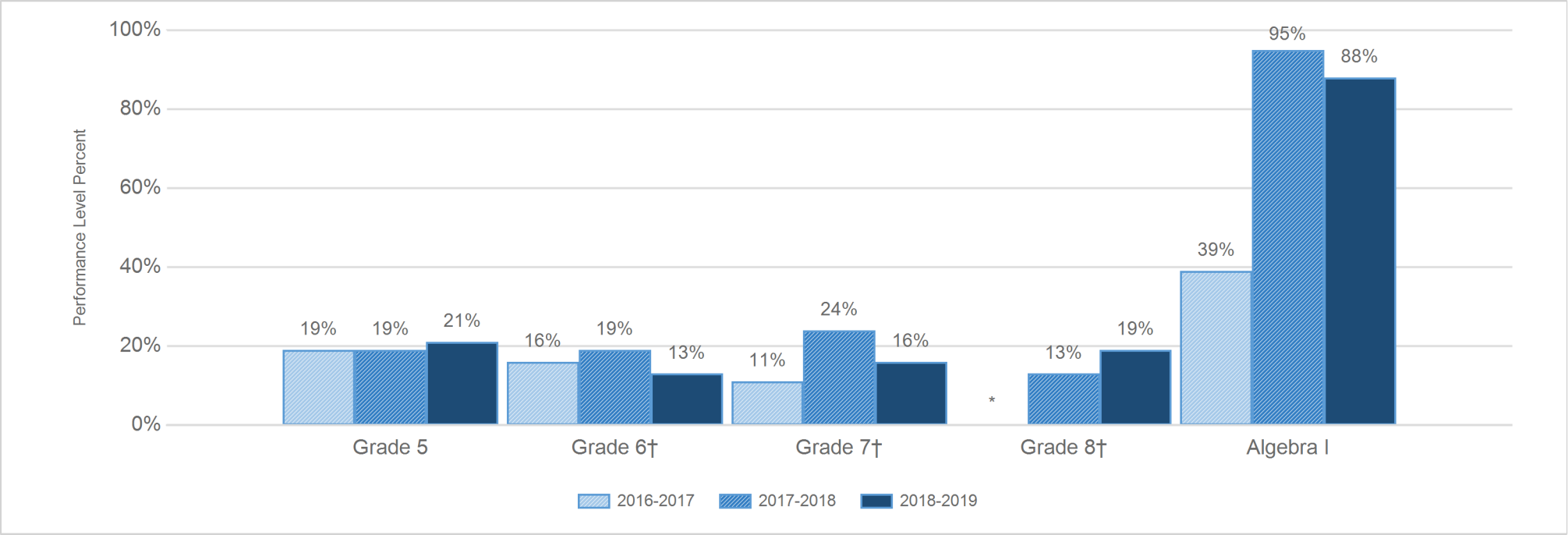


William C. McGinnis Middle School
(23-4090-140)
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Mathematics Assessment – Performance Trends

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.



William C. McGinnis Middle School
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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	356	724	728	747	21%	34%	24%	*	*	21%	47%
White	*	*	733	755	*	*	*	*	*	*	58%
Hispanic	340	723	728	735	21%	34%	25%	*	*	20%	30%
Black or African American	11	728	*	729	*	*	*	*	*	27%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	169	720	728	747	26%	33%	27%	*	*	15%	47%
Male	187	727	729	747	16%	36%	22%	*	*	26%	47%
Economically Disadvantaged Students	331	722	726	732	*	*	*	*	*	19%	27%
Non-Economically Disadvantaged Students	25	742	746	757	*	*	*	*	*	44%	59%
Students with Disabilities	49	712	715	725	*	*	*	*	*	*	19%
Students without Disabilities	307	726	730	752	*	*	*	*	*	*	52%
English Learners	101	707	*	718	*	*	*	*	*	*	12%
Non-English Learners	255	730	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	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%



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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	385	717	721	741	24%	43%	20%	*	*	13%	41%
White	*	*	741	749	*	*	*	*	*	*	51%
Hispanic	369	717	721	729	24%	44%	19%	*	*	12%	24%
Black or African American	11	709	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	201	717	723	742	20%	46%	21%	*	*	12%	42%
Male	184	716	719	740	29%	40%	18%	*	*	13%	40%
Economically Disadvantaged Students	357	716	719	726	*	*	*	*	*	11%	21%
Non-Economically Disadvantaged Students	28	728	735	750	*	*	*	*	*	36%	53%
Students with Disabilities	41	701	702	716	*	*	*	*	*	*	12%
Students without Disabilities	344	719	723	746	*	*	*	*	*	*	46%
English Learners	94	707	*	709	*	*	*	*	*	*	*
Non-English Learners	291	720	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	362	724	725	744	15%	40%	30%	*	*	16%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	353	724	725	733	15%	40%	30%	*	*	15%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	183	726	726	744	13%	37%	31%	*	*	19%	42%
Male	179	722	724	743	16%	43%	28%	*	*	13%	42%
Economically Disadvantaged Students	342	724	725	731	*	*	*	*	*	15%	24%
Non-Economically Disadvantaged Students	20	730	734	751	*	*	*	*	*	25%	53%
Students with Disabilities	27	705	706	718	*	*	*	*	*	*	13%
Students without Disabilities	335	726	727	749	*	*	*	*	*	*	48%
English Learners	89	712	710	716	*	*	*	*	*	*	10%
Non-English Learners	273	728	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



William C. McGinnis Middle School
(23-4090-140)
Grades Offered: 05-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	318	718	720	728	33%	29%	20%	*	*	19%	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	306	718	720	722	32%	29%	20%	*	*	18%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	159	717	720	731	34%	26%	20%	*	*	19%	31%
Male	159	719	720	726	31%	31%	20%	*	*	18%	27%
Economically Disadvantaged Students	296	717	719	719	*	*	*	*	*	19%	20%
Non-Economically Disadvantaged Students	22	725	727	735	*	*	*	*	*	18%	36%
Students with Disabilities	24	706	696	707	*	*	*	*	*	*	10%
Students without Disabilities	294	719	722	734	*	*	*	*	*	*	35%
English Learners	82	696	704	706	*	*	*	*	*	*	10%
Non-English Learners	236	725	724	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	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	25	770	726	744	0%	0%	*	*	*	88%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	731	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	728	745	*	*	*	*	*	*	44%
Male	*	*	724	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	25	770	727	748	0%	0%	*	*	*	88%	47%
English Learners	N	N	731	710	N	N	N	N	N	N	*
Non-English Learners	25	770	726	745	0%	0%	*	*	*	88%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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
5	*	*
6	*	*
7	10	10
8	11	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	26.3%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	126	*	*
3-4	140	*	*
5 or more	102	89.2%	10.8%



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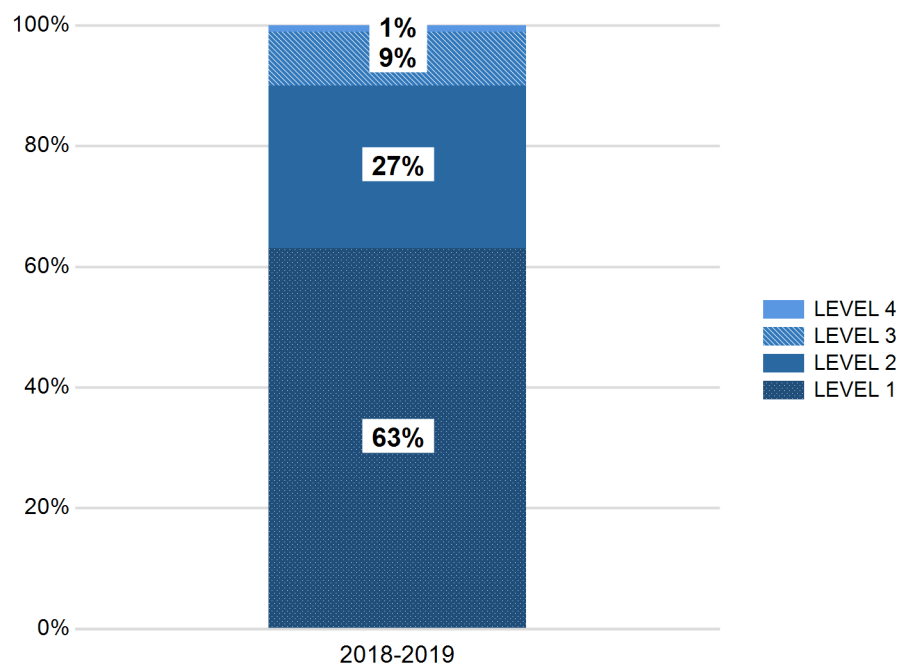
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	27	9	1
White	*	*	*	*
Hispanic	63	28	8	1
Black or African American	64	18	18	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	67	26	5	2
Male	58	29	12	1
Economically Disadvantaged Students	64	26	8	2
Non-Economically Disadvantaged Students	38	42	19	0
Students with Disabilities	88	13	0	0
Students without Disabilities	59	30	10	2
English Learners	84	14	2	0
Non-English Learners	54	33	11	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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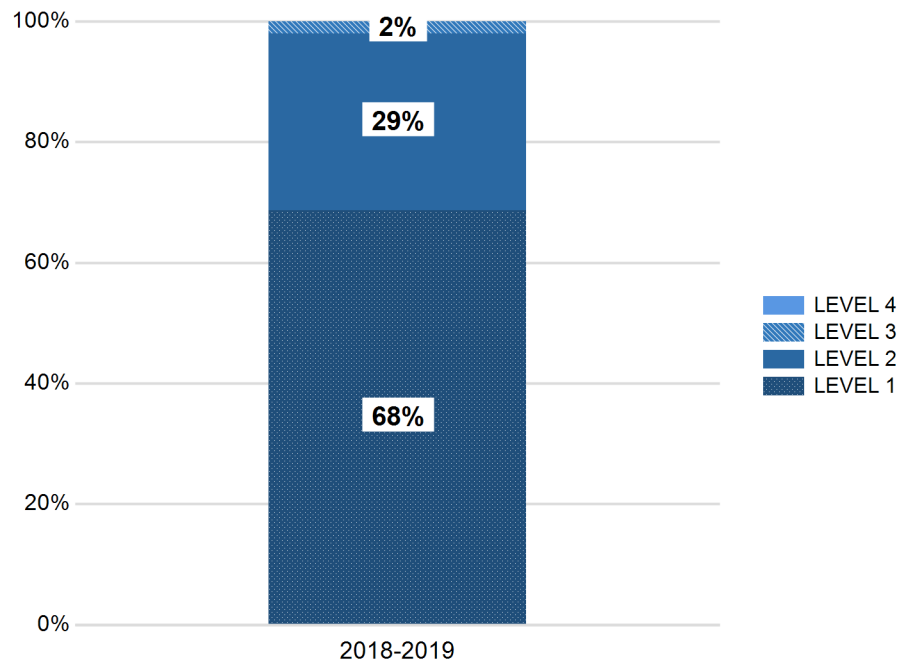
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NJSLA Science Assessment: Grade 8 Summary

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	68	29	2	0
White	N	N	N	N
Hispanic	69	28	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	67	31	2	0
Male	70	28	2	1
Economically Disadvantaged Students	71	28	2	0
Non-Economically Disadvantaged Students	47	47	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	89	11	0	0
Non-English Learners	62	35	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	391
7	0	0	371
8	0	0	363
Total	0	0	1125

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	142	0	0	0	0	0	0
7	154	0	0	0	0	0	0
8	149	0	0	0	0	0	0
Total	445	0	0	0	0	0	0



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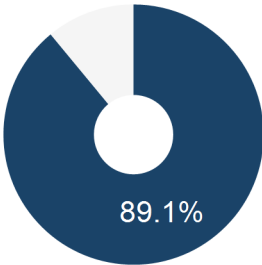
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Visual and Performing Arts – Course Participation

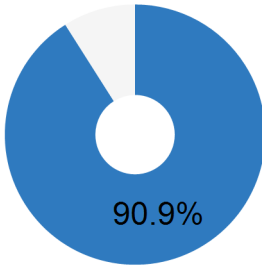
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

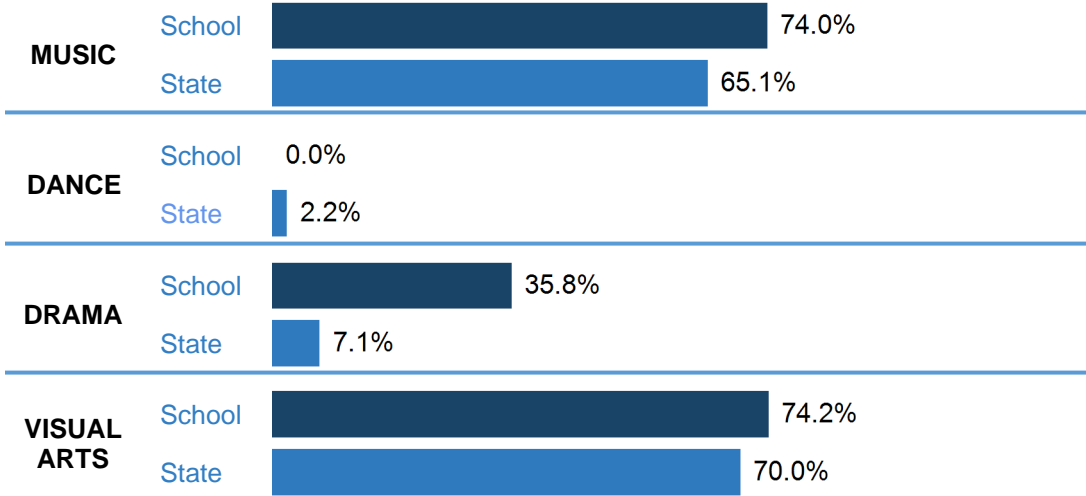


School



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.

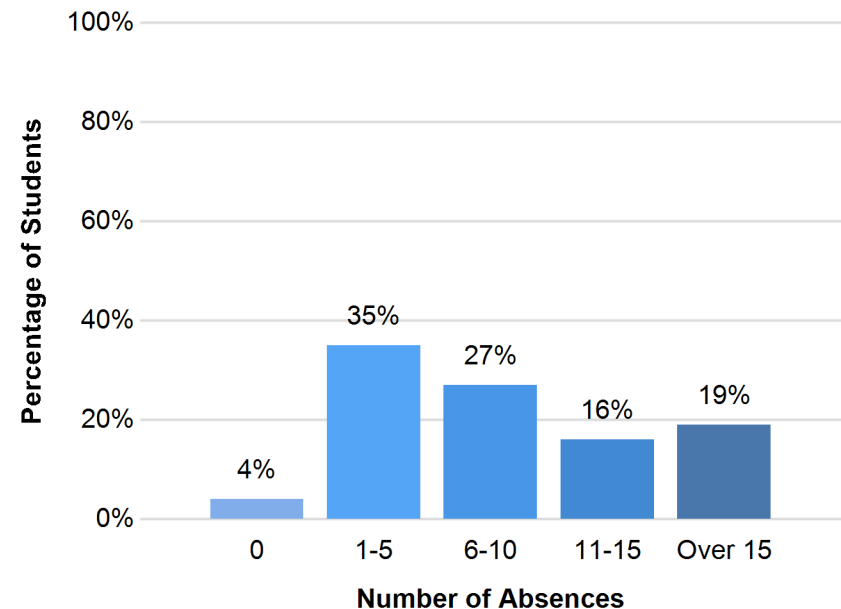
Chronic Absenteeism

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	203	13.5	8.7	Not Met
White	*	*	**	**
Hispanic	193	13.4	8.7	Not Met
Black or African American	10	22.2	8.7	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	94	12.6		
Male	109	14.4		
Economically Disadvantaged Students	187	13.3	8.7	Not Met
Students with Disabilities	34	18.8	8.7	Not Met
English Learners	33	8.5	8.7	Met
Homeless Students	6	50.0		
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.





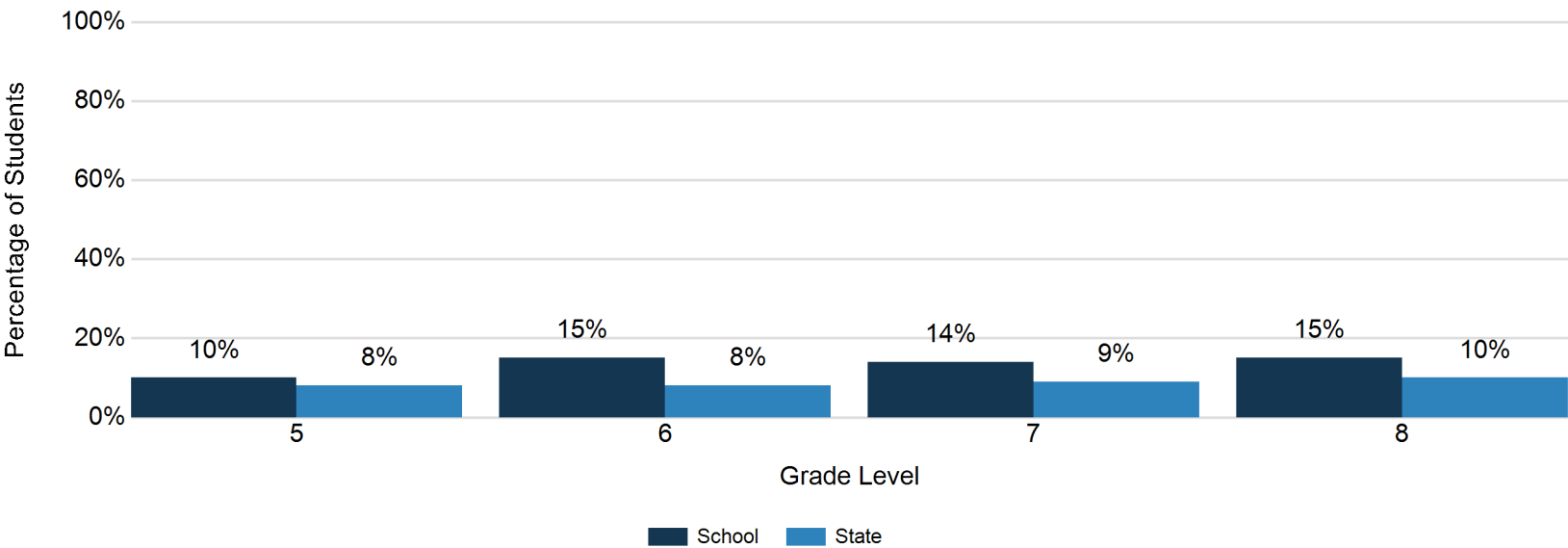
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Chronic Absenteeism by Grade

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	56
Weapons	5
Vandalism	4
Substances	4
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	75
Incidents Per 100 Students Enrolled	5.07

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	7	6	13
No Identified Nature	2		2

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	5
Weapons	5
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	40	2.7%
Out-of-School Suspensions	106	7.2%
Any Suspension	129	8.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
500

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(23-4090-140)

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 14 Mins
Shared Time - Instructional Time	6 Hrs. 14 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	114	118,214
Average years experience in public schools	8.6	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	64.9%	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	69	9,530
Average years experience in public schools	11.6	16.0
Average years experience in district	11.6	12.0
Percentage of Administrators with 4 or more years experience in the district	60.9%	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	13:1	12:1
Students to Administrators	211:1	160:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		3678:1
Students to Nurses		424:1
Students to Counselors		325:1
Students to Child Study Team Members		251:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	72.8%	71.4%	48.4%	77.1%	54.9%
Male	50.2%	27.2%	28.6%	51.6%	22.9%	45.1%
White	0.4%	62.3%	71.4%	42.4%	83.6%	77.4%
Hispanic	96.2%	30.7%	28.6%	29.9%	7.3%	7.2%
Black or African American	2.8%	4.4%	0.0%	15.0%	6.6%	13.9%
Asian	0.4%	2.6%	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	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



William C. McGinnis Middle School
(23-4090-140)
Grades Offered: 05-08
2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.8%	90.5%
2017-18 Administrators: Same district 2018-19	86.8%	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	96.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.4%	39.5%	37.7%
Math Proficiency	14.8%	20.5%	18.2%
ELA Growth	51	59	45
Math Growth	40	47	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		28.7%	26.3%
Chronic Absenteeism	4.0%	6.7%	13.5%

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



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

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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](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Our school is a state of the art facility comprised of two historic buildings that serve 1500 fifth thru eighth graders offering the highest standard in content instruction. Our School Wide House Model focuses on Positive Behaviors and celebrates good behaviors and relationships in our school. The school provides opportunities for the students to earn incentive prizes and acknowledge good attendance in our monthly and quarterly events.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The William C McGinnis Middle School Staff, with the continued cooperation of parents, will help students develop an appreciation for excellence, education and leadership.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>District recognized as a Light House District. McGinnis school was removed from Focus Status. School Wide Positive Behavior Program, New Jersey Junior Honor Society, Placements for Cheerleading and Dance, County Middle School Wrestling Champions</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>English Language Arts- Novel Based 3 Tier Model, Writers Workshop, Readers Workshop Pilor, RTI, Reading Intervention, Math-Glencoe Math, Aleks, Math Intervention-i Ready, Science , Social Studies- Electives- TV Production, Theater, Music, Instrumental Music, Art, Technology, AVID</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls)</p> <p>We offer a variety of co-curricular activities including sports and clubs. Interscholastic sports include girls and boys soccer, wrestling, girls and boys basketball, girls cheerleading, softball, and baseball.</p>
 <div>Clubs and Activities:</div>	<p>Band, Flag Twirling, Cadet Program, 8th Grade Council, Student Government, Chorus, School Newsletter, Big Brother and Big Sisters, TV Production, Play and Musical, Art Club, Junior Honor Society, Yearbook Club</p>





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<div>  <div> Before and After School Programs: </div> </div>	Before and After School Academic Program, PARCC Prep Afterschool Program, YMCA After School Program
<div>  <div> Staff and Professional Learning: </div> </div>	SGO, Lesson Planning, Data, Intervention, Team Teaching, Danielson Teaching Frameworks



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An icon depicting a blue silhouette of a person with a sunburst above their head, and two blue arrows pointing upwards from the person's feet.	Student Supports and Services: ELL Supports-Afterschool and Intervention Programs, ESL
An icon showing a blue outline of an apple with a single green leaf, and a solid blue heart positioned to the right of the apple.	Student Health and Wellness: Breakfast program, Counseling, Girl Club
An icon showing two blue hands shaking, symbolizing partnership or agreement.	Parent and Community Involvement: Parent Nights, House Parent Club