NJ SCHOOL PERFORMANCE REPORT

Warren G. Harding Elementary School
(39-2420-050)
Grades Offered: PK-06
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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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Union
District	Kenilworth School District
Principal Name	Ms. Kathleen Murphy
Address	426 Boulevard Kenilworth, NJ 07033-1529
Phone Number	908-276-5936
Email Address	kathleen_murphy@kenilworthschools.com
Website	http://harding.kenilworthschools.com/

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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	45	45	36
KG	85	94	88
1	80	86	89
2	88	94	86
3	106	83	95
4	91	109	80
5	100	92	120
6	90	101	94
Total	685	704	688

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	45.3%	45.7%	46.7%
Male	54.7%	54.3%	53.3%
Economically Disadvantaged Students	21.0%	20.5%	19.3%
Students with Disabilities	17.8%	16.3%	16.3%
English Learners	8.9%	6.8%	6.5%
Homeless Students	N	0.6%	0.3%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	N	0.3%	0.3%
Migrant Students	N	N	N

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	62.3%	58.8%	58.7%
Hispanic	27.4%	29.0%	30.2%
Black or African American	2.8%	3.1%	2.5%
Asian	4.7%	5.5%	5.4%
Native Hawaiian or Pacific Islander	0.3%	0.4%	0.3%
American Indian or Alaska Native	N	N	N
Two or More Races	2.5%	3.1%	2.9%

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	36	42	29
PK - Full Day	9	3	7
KG - Half Day	N	N	N
KG - Full Day	85	94	88

Enrollment by Home Language

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

Home Language	% of Students
English	66.9%
Spanish	16.6%
Portuguese	8.6%
Italian	1.7%
Polish	1.5%
Other Languages	4.8%

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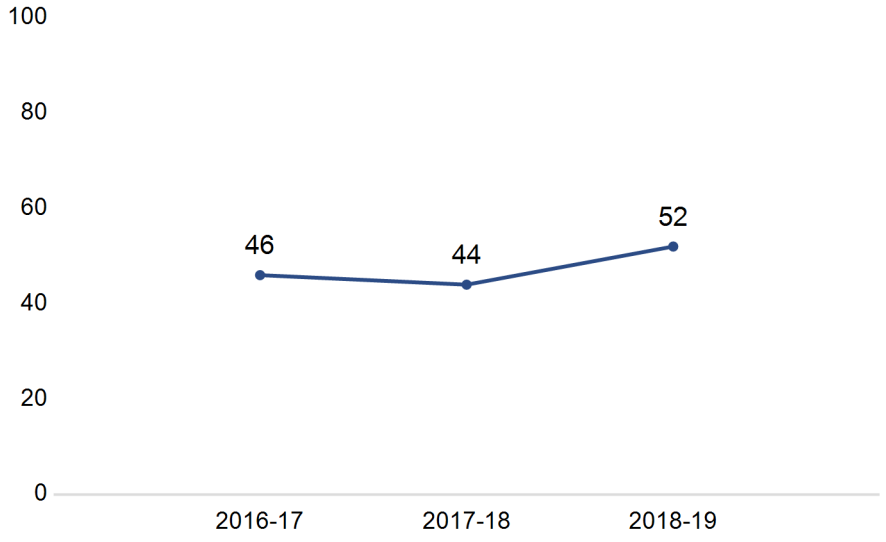
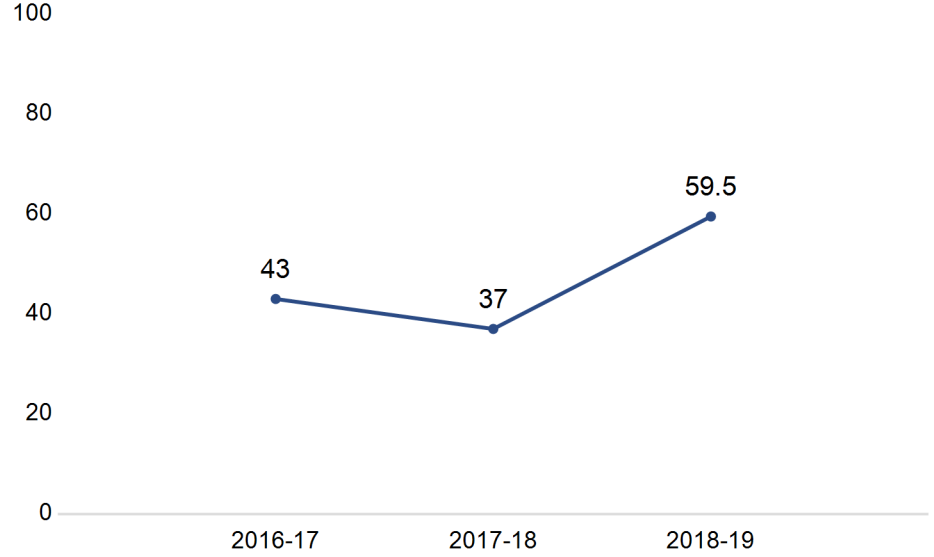
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	44	52	43	37	59.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	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	52	43	50	Met Standard	59.5	50	50	Met Standard
White	53.5	43	50	Met Standard	62.5	53	52	Exceeds Standard
Hispanic	42	42	49	Met Standard	57.5	48	47	Met Standard
Black or African American	*	36.5	45	**	*	16.5	43	**
Asian, Native Hawaiian, or Pacific Islander	55	52	59	**	61	56.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	55	50	53	N	57	47.5	50	N
Male	47	37	47	N	61	53	51	N
Economically Disadvantaged Students	50	44.5	48	Met Standard	52	42.5	46	Met Standard
Students with Disabilities	46	33.5	43	Met Standard	39	34	45	Not Met
English Learners	56	55	52	Met Standard	54.5	34	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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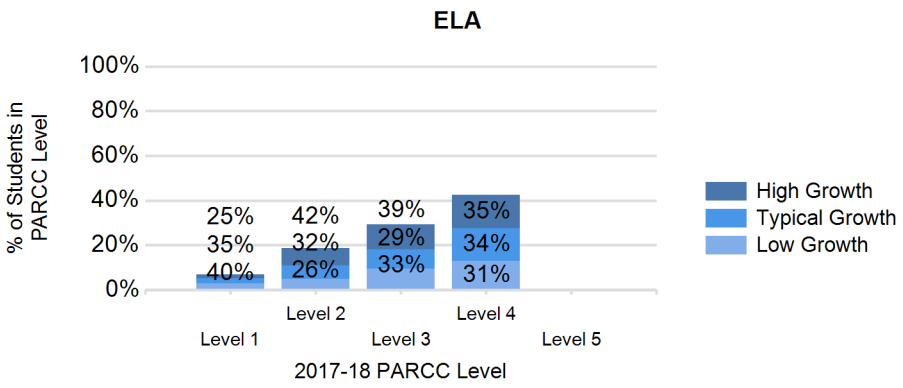
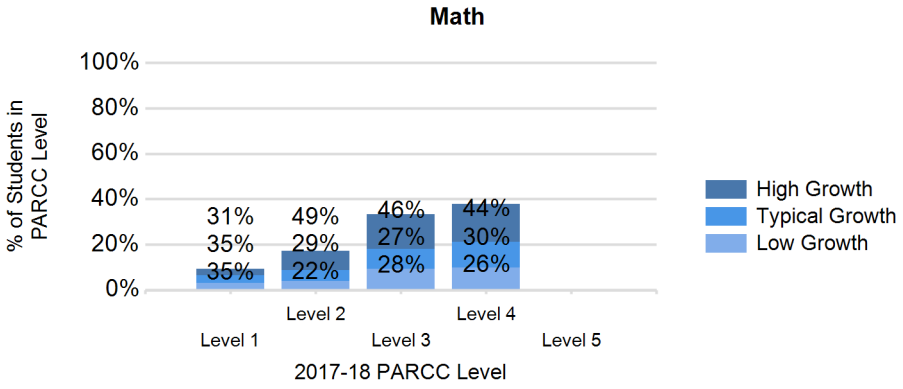
Student Growth by Performance Level

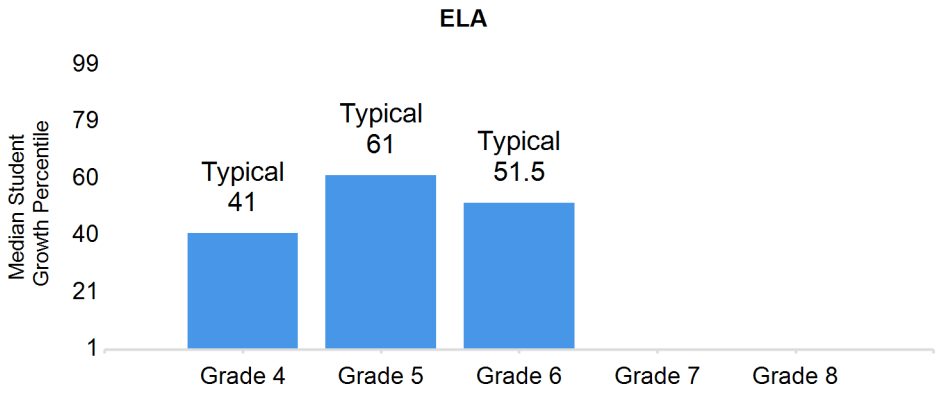
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

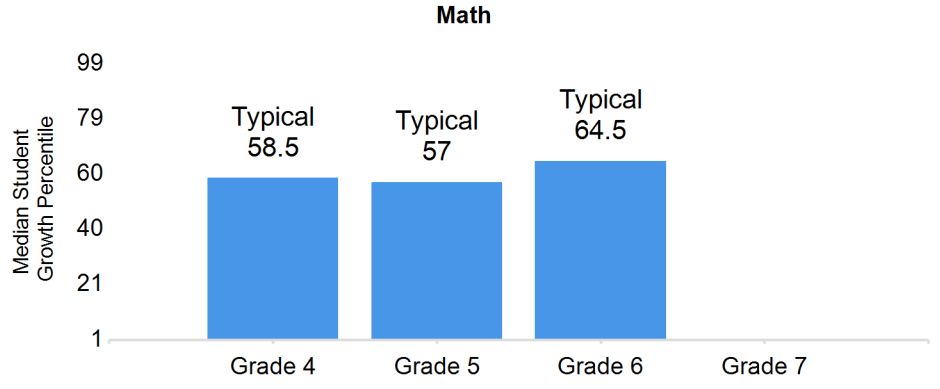




Student Growth by Grade

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





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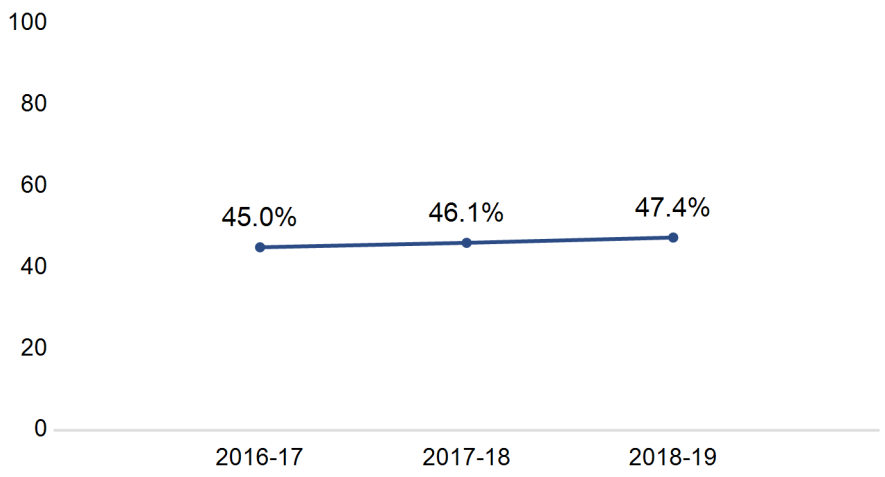
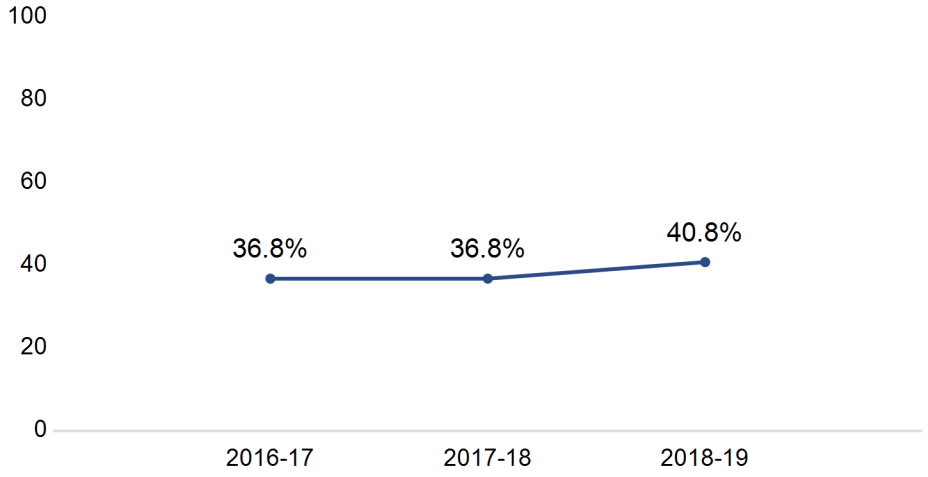
English Language Arts and Mathematics Performance Trends

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	98.7%	99.5%	100.0%	98.7%	99.5%	99.5%
Proficiency Rate for Federal Accountability	45.0%	46.1%	47.4%	36.8%	36.8%	40.8%
Annual Target	39.8%	41.9%	44.0%	37.8%	40.0%	42.3%
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	382	100.0	47.4	45.4	57.9	47.4	44	Met Target
White	231	100.0	51.9	44.8	66.9	51.9	46.7	Met Target
Hispanic	111	100.0	40.5	42.7	43.9	40.5	39	Met Target
Black or African American	12	100.0	33.3	56.3	38.5	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	38.9	61.5	82.9	38.9	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	50.0	*	64.4	50.0	**	**
Female	181	100.0	56.4	54.5	64.8	56.4		
Male	201	100.0	39.3	36.8	51.3	39.3		
Economically Disadvantaged Students	68	100.0	33.8	35.9	40.0	33.8	30.5	Met Target
Non-Economically Disadvantaged Students	314	100.0	50.3	47.8	67.9	50.3		
Students with Disabilities	54	100.0	14.8	*	22.7	14.8	17.1	Met Target†
Students without Disabilities	328	100.0	52.7	*	65.1	52.7		
English Learners	40	100.0	35.0	32.8	29.3	35.0	20.1	Met Target
Non-English Learners	342	100.0	48.8	46.4	60.6	48.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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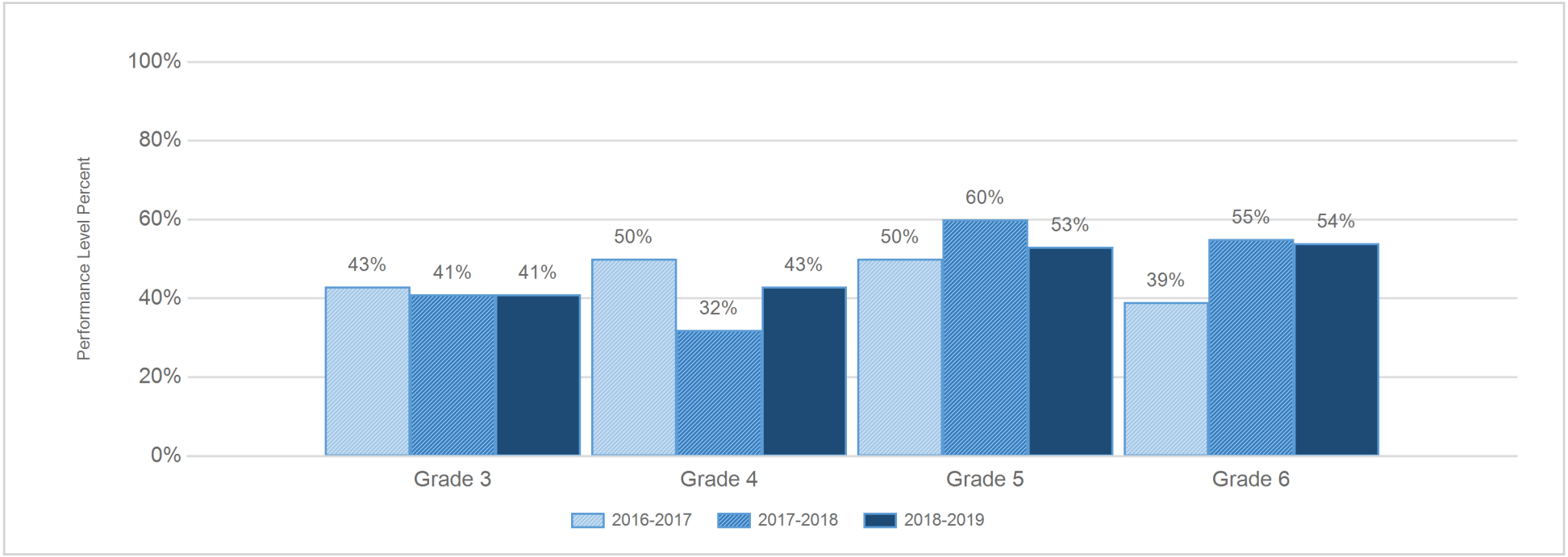
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 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	94	740	740	748	11%	18%	30%	*	*	41%	50%
White	54	744	744	757	*	*	31%	*	*	46%	60%
Hispanic	31	738	738	734	*	*	*	42%	0%	42%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	43	747	747	753	*	*	33%	*	*	47%	55%
Male	51	735	735	743	*	*	27%	*	*	37%	46%
Economically Disadvantaged Students	16	728	728	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	78	743	743	759	*	*	*	*	*	45%	61%
Students with Disabilities	14	730	730	719	*	*	*	*	*	36%	24%
Students without Disabilities	80	742	742	754	*	*	*	*	*	43%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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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	80	747	747	755	*	16%	35%	*	*	43%	57%
White	44	752	752	763	*	*	27%	*	*	50%	67%
Hispanic	25	738	738	743	*	*	44%	*	*	32%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	45	756	756	760	*	*	33%	*	*	51%	62%
Male	35	736	736	750	*	*	37%	*	*	31%	53%
Economically Disadvantaged Students	19	733	733	740	*	*	*	*	*	21%	40%
Non-Economically Disadvantaged Students	61	752	752	765	*	*	*	*	*	49%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	750	750	756	8%	12%	26%	*	*	53%	58%
White	72	751	751	764	*	*	25%	*	*	56%	68%
Hispanic	31	745	745	743	*	*	*	48%	0%	48%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	755	755	781	*	*	*	*	*	50%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	61	756	756	761	*	*	23%	*	*	62%	64%
Male	57	743	743	750	*	*	30%	*	*	44%	52%
Economically Disadvantaged Students	20	740	740	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	98	752	752	766	*	*	*	*	*	56%	69%
Students with Disabilities	19	716	716	724	*	*	*	*	*	11%	23%
Students without Disabilities	99	756	756	762	*	*	*	*	*	62%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Warren G. Harding Elementary School
(39-2420-050)
Grades Offered: PK-06
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 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	93	752	752	754	*	13%	31%	*	*	54%	56%
White	58	755	755	762	*	*	28%	*	*	59%	65%
Hispanic	26	746	746	743	*	*	46%	38%	0%	38%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	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	36	758	758	762	*	*	*	*	*	69%	64%
Male	57	749	749	748	*	*	*	*	*	44%	48%
Economically Disadvantaged Students	17	741	741	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	76	755	755	763	*	*	*	*	*	55%	67%
Students with Disabilities	10	724	724	722	*	*	*	*	*	20%	19%
Students without Disabilities	83	756	756	761	*	*	*	*	*	58%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Warren G. Harding Elementary School
(39-2420-050)
Grades Offered: PK-06
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	382	99.5	40.8	28.3	44.5	40.8	42.3	Met Target†
White	231	100.0	45.5	29.5	54.1	45.5	43.4	Met Target
Hispanic	111	98.3	32.4	23.3	28.8	32.4	37.3	Met Target†
Black or African American	12	100.0	25.0	27.9	23.0	25.0	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	38.9	42.1	76.5	38.9	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	50.0	*	53.3	50.0	**	**
Female	181	100.0	40.3	28.3	44.9	40.3		
Male	201	99.0	41.3	28.3	44.2	41.3		
Economically Disadvantaged Students	68	100.0	25.0	20.0	26.3	25.0	38.5	Not Met
Non-Economically Disadvantaged Students	314	99.4	44.3	30.3	54.9	44.3		
Students with Disabilities	54	100.0	11.1	*	17.4	11.1	27.3	Not Met
Students without Disabilities	328	99.4	45.7	*	50.0	45.7		
English Learners	40	95.5	17.5	18.3	25.0	17.5	20.1	Met Target†
Non-English Learners	342	100.0	43.6	29.0	46.5	43.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Warren G. Harding Elementary School
(39-2420-050)
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2018-2019

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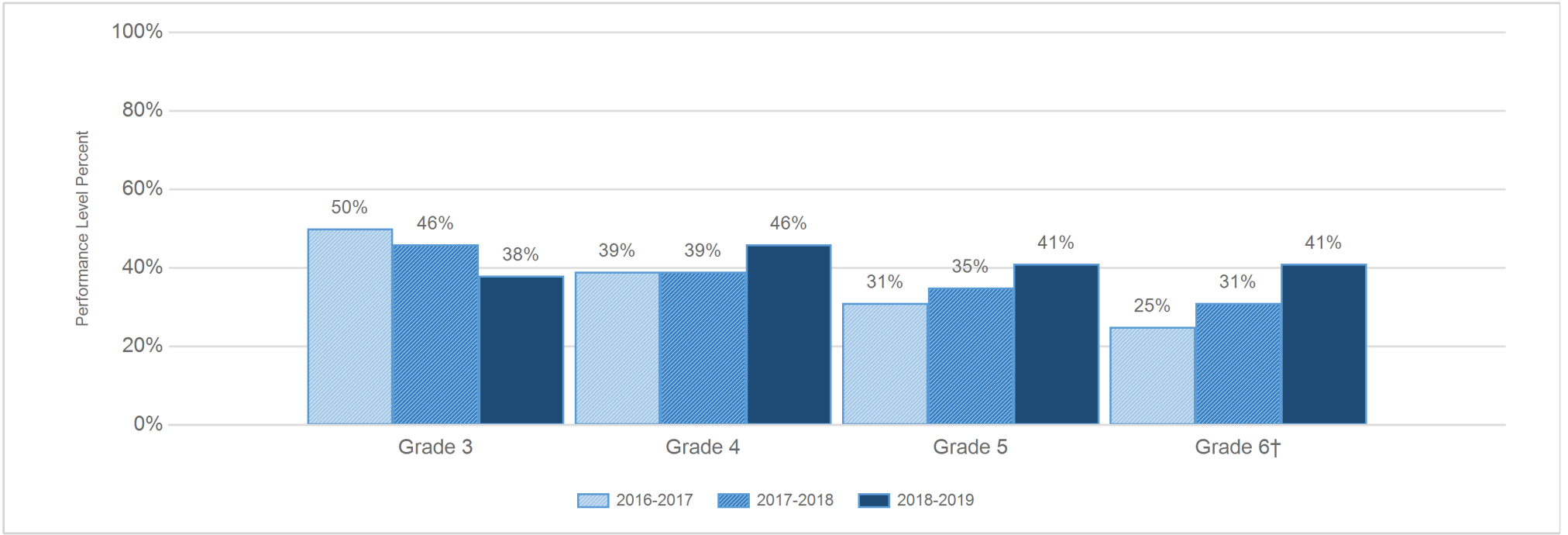
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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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	94	739	739	752	*	27%	29%	*	*	38%	55%
White	54	742	742	760	*	22%	28%	*	*	44%	66%
Hispanic	31	736	736	739	*	*	32%	32%	0%	32%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	743	743	751	*	*	23%	*	*	44%	54%
Male	51	735	735	752	*	*	33%	*	*	33%	56%
Economically Disadvantaged Students	16	727	727	737	*	*	*	*	*	13%	37%
Non-Economically Disadvantaged Students	78	741	741	761	*	*	*	*	*	44%	67%
Students with Disabilities	14	727	727	731	*	*	*	*	*	29%	31%
Students without Disabilities	80	741	741	756	*	*	*	*	*	40%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Warren G. Harding Elementary School
(39-2420-050)
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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	80	749	749	749	*	16%	34%	*	*	46%	51%
White	44	754	754	757	*	*	32%	*	*	55%	62%
Hispanic	25	740	740	737	*	*	40%	*	*	32%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	45	753	753	749	*	*	*	*	*	44%	50%
Male	35	743	743	749	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	19	739	739	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	61	752	752	759	*	*	*	*	*	52%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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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	118	740	740	747	9%	23%	27%	*	*	41%	47%
White	72	741	741	755	*	22%	29%	*	*	42%	58%
Hispanic	31	736	736	735	*	*	*	*	*	35%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	750	750	775	*	*	*	*	*	50%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	61	740	740	747	*	20%	30%	*	*	41%	47%
Male	57	740	740	747	*	26%	25%	*	*	40%	47%
Economically Disadvantaged Students	20	728	728	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	98	743	743	757	*	*	*	*	*	44%	59%
Students with Disabilities	19	706	706	725	*	*	*	*	*	*	19%
Students without Disabilities	99	747	747	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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(39-2420-050)
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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	93	740	740	741	*	23%	29%	*	*	41%	41%
White	58	745	745	749	*	17%	31%	*	*	48%	51%
Hispanic	26	731	731	729	*	*	*	*	*	27%	24%
Black or African American	*	*	*	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	36	740	740	742	*	*	36%	*	*	33%	42%
Male	57	740	740	740	*	*	25%	*	*	46%	40%
Economically Disadvantaged Students	17	730	730	726	*	*	*	*	*	29%	21%
Non-Economically Disadvantaged Students	76	743	743	750	*	*	*	*	*	43%	53%
Students with Disabilities	10	709	709	716	*	*	0%	*	*	10%	12%
Students without Disabilities	83	744	744	746	*	*	33%	*	*	45%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
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	29.0%	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	13	61.5%	38.5%
3-4	21	*	*
5 or more	*	*	*

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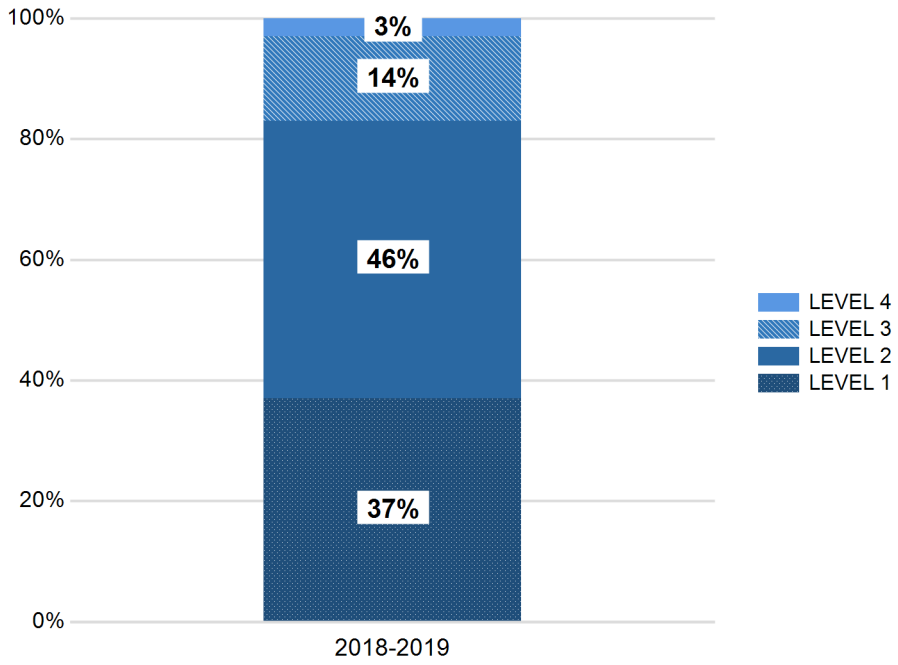
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	46	14	3
White	33	49	17	1
Hispanic	45	45	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	30	30	20	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	39	44	15	2
Male	35	47	14	4
Economically Disadvantaged Students	50	45	5	0
Non-Economically Disadvantaged Students	35	46	16	3
Students with Disabilities	79	21	0	0
Students without Disabilities	29	51	17	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

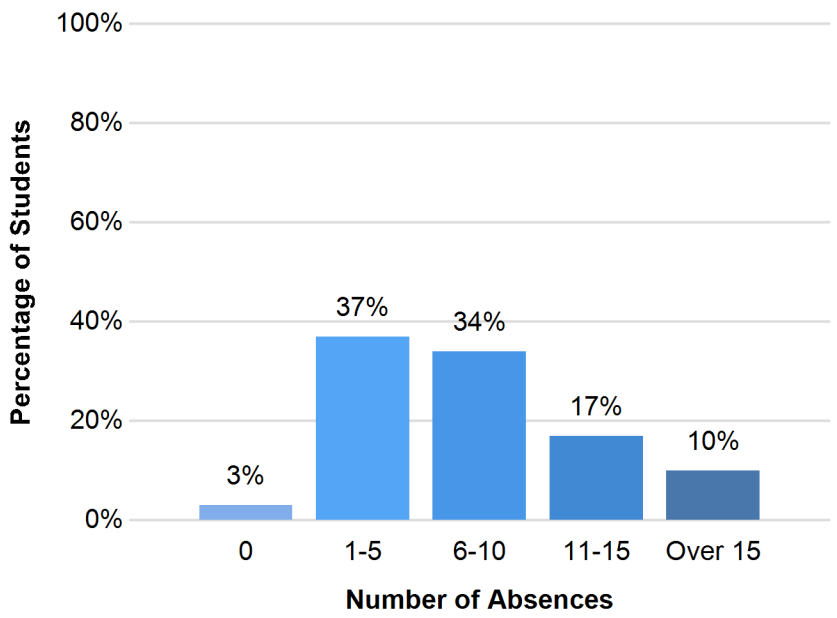
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	5.7	8.8	Met
White	20	5.2	8.8	Met
Hispanic	14	7.1	8.8	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	1	2.6	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	10.0	8.8	Not Met
Female	16	5.3		
Male	21	6.0		
Economically Disadvantaged Students	12	9.4	8.8	Not Met
Students with Disabilities	5	5.1	8.8	Met
English Learners	6	13.6	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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



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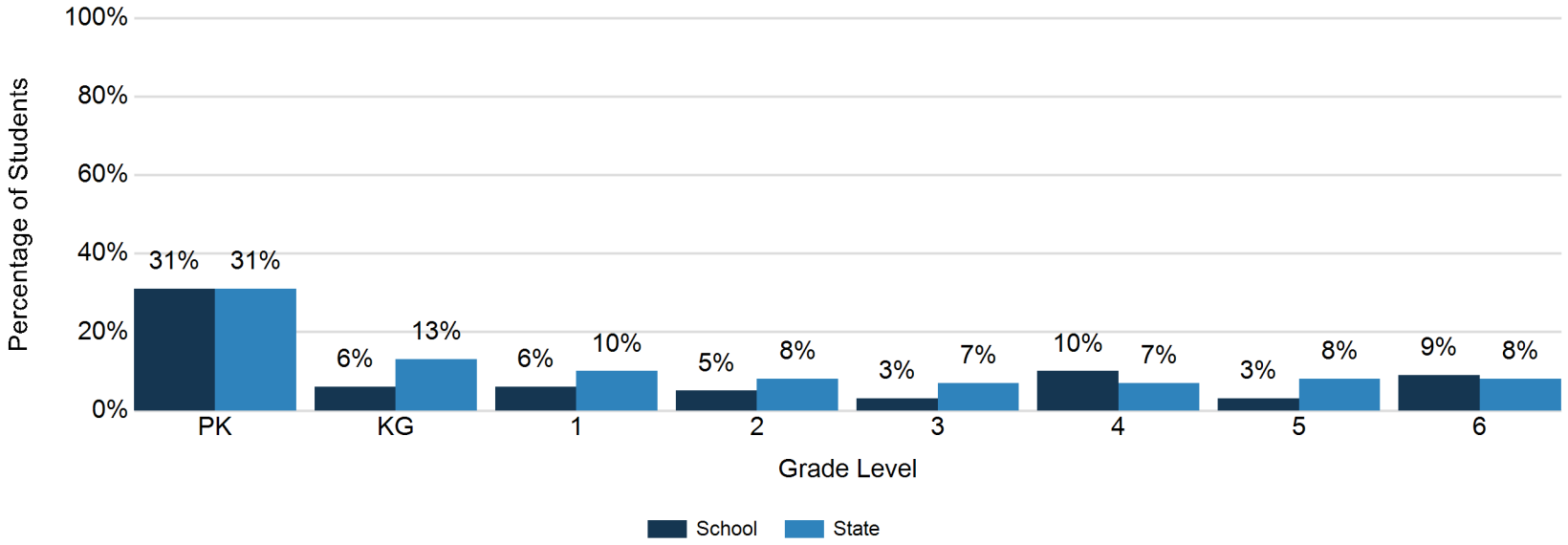
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

Warren G. Harding Elementary School
(39-2420-050)
Grades Offered: PK-06
2018-2019

Report Key:
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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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.87

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		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	14	2.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	14	2.0%
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	3:05 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 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	5.4:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	90.5%	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	11	9,530
Average years experience in public schools	22.6	16.0
Average years experience in district	9.0	12.0
Percentage of Administrators with 4 or more years experience in the district	54.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	98:1	129:1
Teachers to Administrators	9:1	12:1
Students to Librarians/Media Specialists		710:1
Students to Nurses		710:1
Students to Counselors		237:1
Students to Child Study Team Members		203:1

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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	46.7%	90.5%	57.1%	48.4%	77.1%	54.9%
Male	53.3%	9.5%	42.9%	51.6%	22.9%	45.1%
White	58.7%	95.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	30.2%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.4%	1.6%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%

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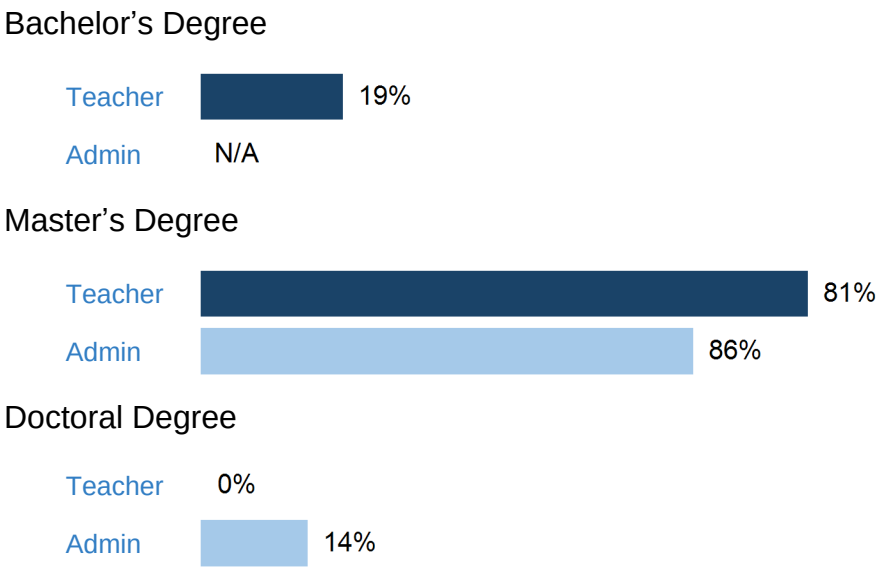
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.0%	46.1%	47.4%
Math Proficiency	36.8%	36.8%	40.8%
ELA Growth	46	44	52
Math Growth	43	37	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.5%	29.0%
Chronic Absenteeism	5.6%	6.3%	5.7%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Harding School provides students in Grades Pre-K-6 with comprehensive curricula inclusive of all content areas including the arts and physical education while supporting Special Ed. and G&T needs. Thi • We offer varied opportunities for students to shine in the area of performing arts inclusive of our winter and spring concerts as well as our annual Harding School spring play. • We offer a variety of clubs including STEM, Chess Club and Student Council.
Mission, Vision, Theme:	The mission of Harding Elementary School, a caring and nurturing Pre-K to Grade 6 elementary school, is to develop a strong academic and social foundation through the use of a wide variety of adaptable resources and developmentally appropriate instructional practices in partnership with parents.
Awards, Recognition, Accomplishments:	Our Before and After-Care Program was recognized in District Administrator, worthy of a District of Distinction status. Our Student Council has been recognized for charitable work for their fundraising efforts for Pennies for Patients as well as food drives. Many of our young musicians were given the honor of playing at County events, selected for their impressive skill level.

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Courses, Curriculum, Instruction:	Our Pre-K through 6 school encompasses curriculum inclusive of math, language arts, science, social studies, technology, physical education and the arts. Additional programs targeted to the needs of our students include ELL, special education, gifted and talented, and basic skills instruction.
Clubs and Activities:	Our school enjoys a remarkably high student involvement level in both our chorus and band. Students are also involved in Family Tools and Technology as well as Family Science and Family Math, both evening programs. Our students showcase their artwork through Artsonia and are involved in helping others through peer tutoring and peer mediation. Our Student Council is involved in various community events such as the Mitten Tree and varied kindness activities.

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Before and After School Programs:	The Before and After-Care Program provides child care and homework support for students in Grades K to 6. In the morning, students are greeted by staff and can engage in active play, board games and quiet activities, or catch up on homework. The After-Care program runs until 6:30. Students are escorted to the cafeteria for a snack, and after complete homework with the assistance of teachers and instructional aides. As students finish, they return for a choice of activities, and students who may need more time for homework can remain with a certified teacher to complete the work. Parents, students and teachers agree this makes a huge difference in students being prepared for school the next day as well as allowing for more family time. When homework is finished, students have a variety of options and can make use of the technology lab, outdoor play area, gymnasium and classrooms for arts and crafts projects and board games. Parents feel good knowing their children are happy in our care.
Staff and Professional Learning:	Our teachers are involved in ongoing Professional Development throughout the school year. Examples include Go Math training and most recently OG training. Teachers have also received ongoing training in Language Arts in the area of LLI kits as well as visits from a LA consultant focused on writing skills. Teachers and supervisors also use faculty meeting time for specific trainings.

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Student Supports and Services:	Harding School employs two ELL teachers to service students in Grades K-6. Comprehensive programs for students with disabilities are offered to provide the least restrictive environment and to be mainstreamed as often as possible with their peers. Co-teaching classrooms at every grade level support the inclusive environment. Speech teachers, occupational therapist, and a Child Study Team are also onsite. The Basic Skills program assists struggling learners in general education with routine support. Two full-time Guidance Counselors teach lessons in our classrooms across grade levels, and have outside programs to assist students in small groups or with individual concerns. The Multi-Tier System of Supports (MTSS) program assists teachers working with parents to refer students in need of additional assistance with strategies to meet academic success. The team meets to review interventions, develop a plan for new interventions, and track the progress of the student.
Student Health and Wellness:	Harding School offers a nutritious breakfast and lunch program for students in Grades K-6. Students engage in physical activities during physical education class and also on a daily basis during the recess period. The L.E.A.D. program is a staple of our 5th grade year as students work with our School Resource Officer on topics such as peer pressure and saying no to drugs and alcohol.
Parent and Community Involvement:	Community involvement thrives at Harding School. Student Council works with the Kenilworth Veterans Assoc. on projects such as our Thanksgiving Food Drive. Community members are invited in to share their knowledge and expertise with our students. The Harding School Band visits the Senior Center to perform for our senior citizens. The Kenilworth Rotary Club visits our school and provides new dictionaries for our third grade students. Students compete in academic contests and the L.E.A.D. Essay Contest. Students also participate in programs beyond the school such as the Four Centuries in a Weekend. The Harding School PTO is a great support to our teachers, students and families. A variety of PTO committees works each year in categories including, but not limited to, fundraising, Winter Wonderland, Room Parents and Teacher Appreciation. Parents are involved at all levels as class parents, room volunteers, mystery readers and event volunteers to name a few.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Our parents, students, and staff members are invited to share responses on their opinions to questions on various topics including school climate, academic performance and assessments, school safety, professional development, community involvement, visibility of administration, strategic planning, structure, and suggestions for improvement.
Facilities:	Harding School is a well-equipped facility that includes a gymnasium, auditorium, and a cafeteria which provides for an ease of use for daily programming. In addition, our school has a technology lab and a dedicated library/media center. Our building is a climate controlled space. There are ample grounds for play which include a soccer field, baseball field, playground equipment and plenty of room for recess and outdoor activities and lessons.
School Safety:	School safety is a primary concern at Harding School. The addition of a school safety officer has been a great add on to our school safety endeavors. All exits and entrances are secured, and visitors may only enter through the main door where they need to identify themselves to be buzzed in, then sign in and out. All staff wear staff ID tags, as well as all volunteers, substitute teachers and visitors. Regular drills keep us prepared in case of a real emergency.

NJ SCHOOL PERFORMANCE REPORT

Warren G. Harding Elementary School
(39-2420-050)
Grades Offered: PK-06
2018-2019

Report Key:
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N No Data is available to display
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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.

Technology and STEM:	Technology is always changing, and Harding School is keeping pace. This year we added a State of the Art STEAM room for grades K-6. Our students and staff have the use of a technology lab as well as computer carts housing Chromebooks. Our G & T teacher is leading our march toward an ever evolving STEAM program. Students are involved in coding, a STEAM Club after school, and are consistently training in technology as it advances. We also host Family Science and Family Math nights. Plans are in the works for an on-site Stem Lab next year.
Early Childhood Education:	Our Early Childhood Program includes a PSD class, an inclusive Pre-K class, as well as fifteen K-2 classrooms. We wrap around our students with varied programs including use of LLD kits and Touch math. Excellent growth occurs in our Grades Pre-K - 2 as we continue to use outstanding curricula and varied supports and researched based programs, such as GO Math, to help our youngest students reach their potential.

NJ SCHOOL PERFORMANCE REPORT

Warren G. Harding Elementary School
(39-2420-050)
Grades Offered: PK-06
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.

Other Information	Our Early Childhood Program is a focus for future growth. We do a stellar job with regarding to mainstreaming our special education students. For example, we have co-teaching classrooms at all grade levels. Our technology is ever growing with the addition of more laptop carts each year. Our goal is to regularly assess our needs and implement programs which help our students have the best education possible. The district curriculum and NJ Student Learning Standards continue to be the main thrust of the curricular activities at Harding School. A balanced language arts program is enthusiastically implemented in our classrooms. In addition to our reading series our students enjoy a core of "real" fiction and non-fiction books, which has stimulated an eagerness to read. Writing across the curriculum receives serious emphasis as students complete creative writing projects inclusive of stories, letters and poetry at varied grade levels. Primary teachers are using a balanced literacy program to supplement the basic reading materials. Selected fiction and non-fiction books complement the intermediate reading programs. Long term projects are a regular occurrence, which support our curricular goals and emphasize planning, writing, presentation and subject knowledge. These projects include those assigned by teachers as well as extra-curricular opportunities such as literature contests at the state and community level in which our students participate.

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
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:

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
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	Union
District	Kenilworth School District
Principal Name	Ms. Dana Chibbaro
Address	401 Monroe Avenue Kenilworth, NJ 07033
Phone Number	908-931-9696
Email Address	dana_chibbaro@kenilworthschools.com
Website	http://brearleyhigh.kenilworthschools.com/

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High 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
7	144	120	126
8	135	149	119
9	117	120	138
10	125	122	115
11	106	120	117
12	125	108	118
Total	752	739	733

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.8%	49.8%	49.8%
Male	49.2%	50.2%	50.2%
Economically Disadvantaged Students	27.1%	25.6%	21.4%
Students with Disabilities	13.9%	16.6%	16.2%
English Learners	1.3%	1.1%	1.1%
Homeless Students	0.1%	0.3%	0.3%
Students in Foster Care	0.5%	0.5%	0.3%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	N	N	N

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	56.0%	56.3%	57.4%
Hispanic	28.1%	27.9%	28.1%
Black or African American	11.2%	11.1%	9.5%
Asian	2.9%	3.3%	3.1%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.7%
American Indian or Alaska Native	0.3%	0.1%	0.1%
Two or More Races	0.9%	0.8%	1.1%

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	733	716	711
Shared Time Students	37	43	43
Full Time Equivalent	752	738	733

Enrollment by Home Language

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

Home Language	% of Students
English	81.4%
Spanish	11.0%
Portuguese	4.9%
Other Languages	2.7%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
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2018-2019

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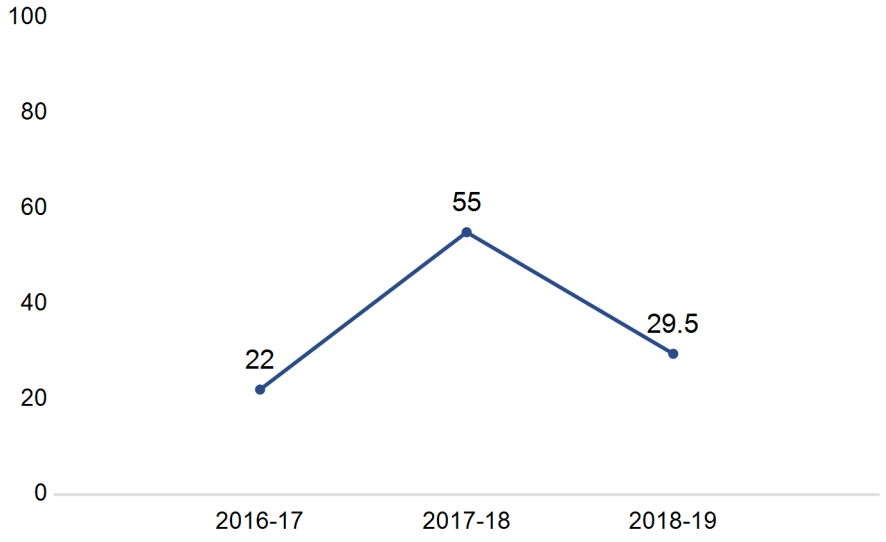
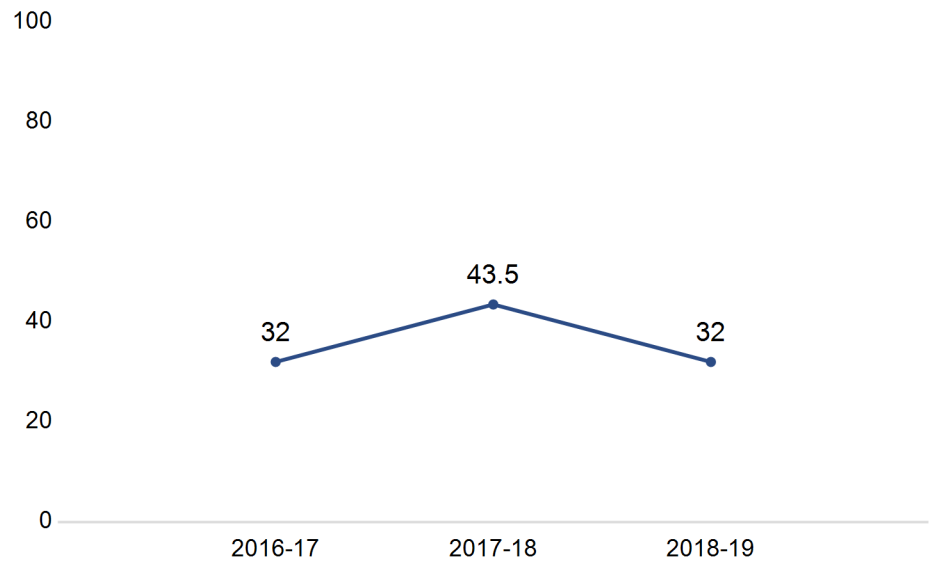
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	22	55	29.5	32	43.5	32
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	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	29.5	43	50	Not Met	32	50	50	Not Met
White	26.5	43	50	Not Met	38	53	52	Not Met
Hispanic	42	42	49	Met Standard	27	48	47	Not Met
Black or African American	31.5	36.5	45	**	*	16.5	43	**
Asian, Native Hawaiian, or Pacific Islander	31.5	52	59	**	*	56.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	37.5	50	53	N	34	47.5	50	N
Male	26	37	47	N	30	53	51	N
Economically Disadvantaged Students	39	44.5	48	Not Met	24	42.5	46	Not Met
Students with Disabilities	20	33.5	43	Not Met	31	34	45	**
English Learners	52.5	55	52	**	*	34	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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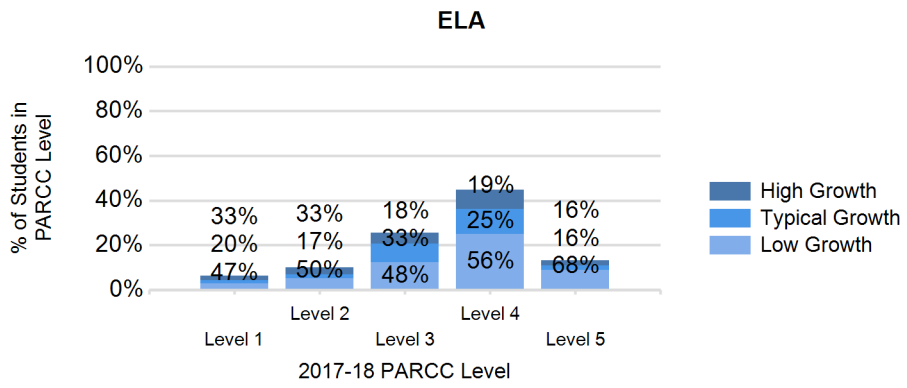
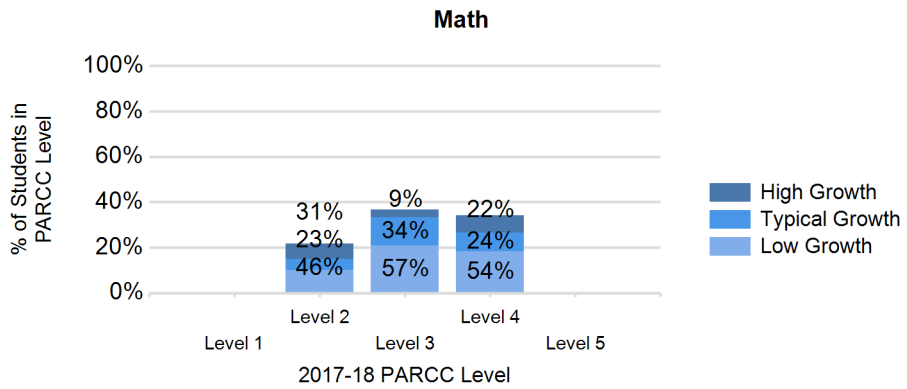
Student Growth by Performance Level

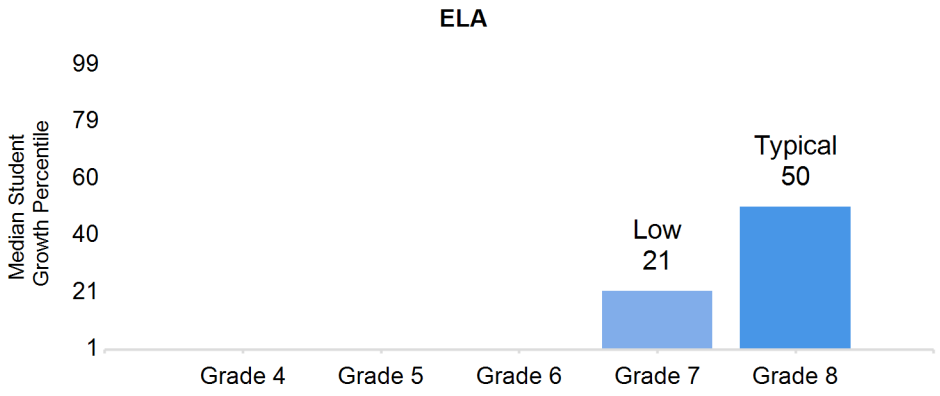
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

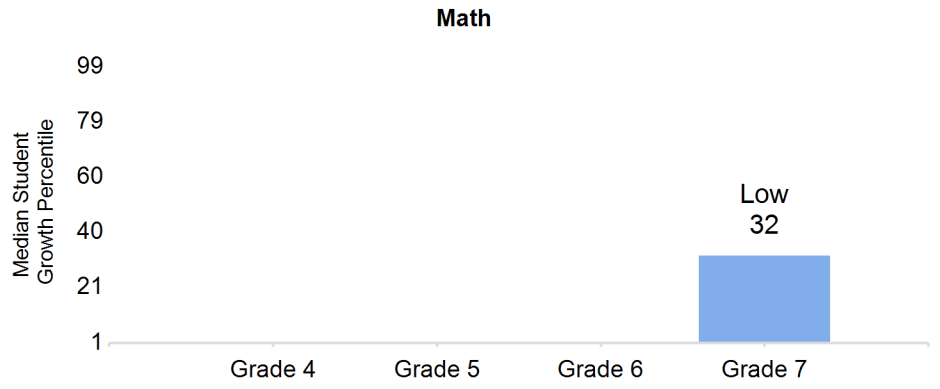




Student Growth by Grade

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





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David Brearley Middle/High School
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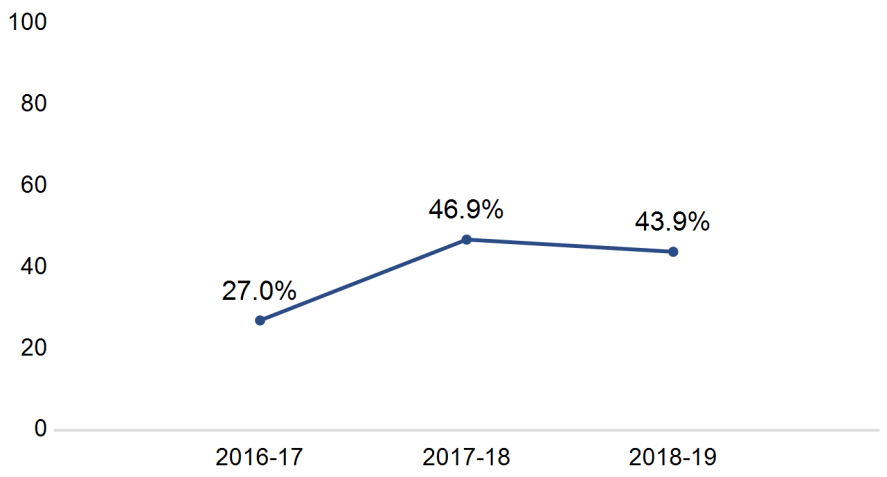
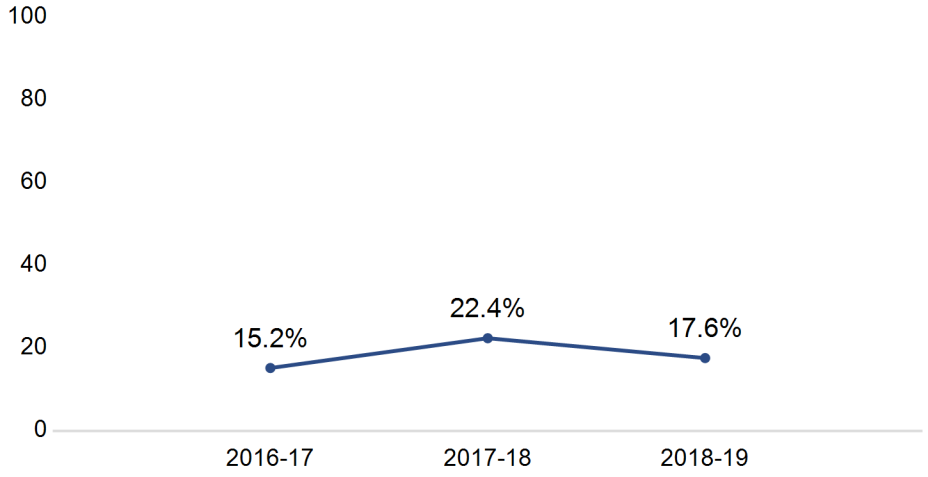
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	98.5%	97.4%	97.4%	98.4%	93.6%
Proficiency Rate for Federal Accountability	27.0%	46.9%	43.9%	15.2%	22.4%	17.6%
Annual Target	33.5%	36.0%	38.4%	19.0%	22.2%	25.4%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	485	97.4	43.9	45.4	57.9	43.9	38.4	Met Target
White	287	97.3	39.0	44.8	66.9	39.0	38.4	Met Target
Hispanic	135	97.2	44.4	42.7	43.9	44.4	36.8	Met Target
Black or African American	36	97.4	63.9	56.3	38.5	63.9	35	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	100.0	81.0	61.5	82.9	81.0	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	243	98.0	53.1	54.5	64.8	53.1		
Male	242	96.9	34.7	36.8	51.3	34.7		
Economically Disadvantaged Students	102	98.1	37.3	35.9	40.0	37.3	28.2	Met Target
Non-Economically Disadvantaged Students	383	97.2	45.7	47.8	67.9	45.7		
Students with Disabilities	83	94.4	*	*	22.7	*	15.6	Not Met
Students without Disabilities	402	98.1	*	*	65.1	*		
English Learners	21	100.0	28.6	32.8	29.3	28.6	29.4	Met Target†
Non-English Learners	464	97.3	44.6	46.4	60.6	44.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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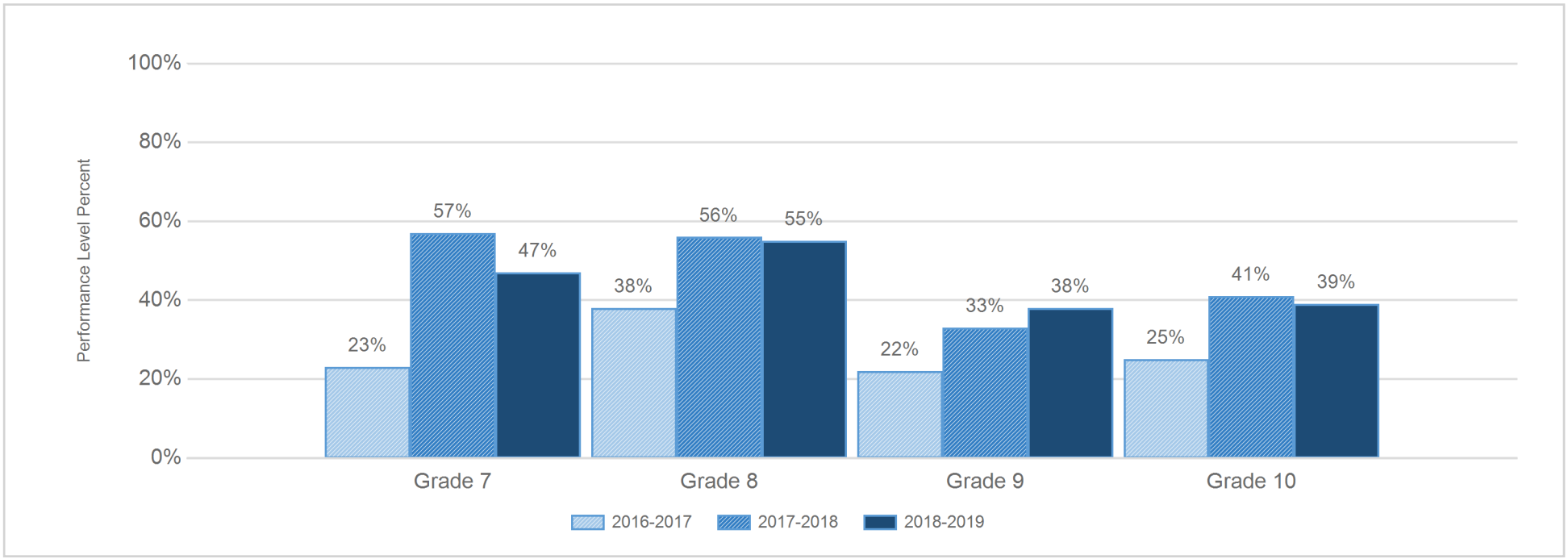
English Language Arts Assessment - Performance Trends

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 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	123	742	742	761	11%	15%	27%	*	*	47%	63%
White	78	739	739	769	14%	17%	28%	*	*	41%	72%
Hispanic	29	743	743	747	*	*	*	*	*	48%	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	*	*	*	768	*	*	*	*	*	*	68%
Female	56	754	754	769	*	*	27%	*	*	63%	71%
Male	67	732	732	753	*	*	27%	*	*	34%	55%
Economically Disadvantaged Students	24	730	730	743	*	*	*	*	*	29%	45%
Non-Economically Disadvantaged Students	99	745	745	771	*	*	*	*	*	52%	73%
Students with Disabilities	20	699	699	720	*	*	*	*	*	*	22%
Students without Disabilities	103	751	751	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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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	115	755	755	762	*	*	29%	43%	12%	55%	63%
White	64	748	748	770	*	*	34%	*	*	45%	72%
Hispanic	33	759	759	747	*	*	*	*	*	64%	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	54	763	763	771	*	*	24%	*	*	65%	71%
Male	61	747	747	753	*	*	33%	*	*	46%	55%
Economically Disadvantaged Students	24	746	746	743	*	*	42%	*	*	46%	45%
Non-Economically Disadvantaged Students	91	757	757	772	*	*	25%	*	*	57%	72%
Students with Disabilities	18	717	717	721	*	*	*	*	*	17%	22%
Students without Disabilities	97	762	762	770	*	*	*	*	*	62%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 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	138	736	736	753	14%	27%	22%	30%	8%	38%	56%
White	77	737	737	762	13%	30%	19%	*	*	38%	65%
Hispanic	46	734	734	737	*	*	33%	*	*	33%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	76	739	739	760	*	28%	20%	*	*	43%	63%
Male	62	732	732	746	*	26%	24%	*	*	31%	49%
Economically Disadvantaged Students	29	740	740	734	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	109	735	735	762	*	*	*	*	*	38%	65%
Students with Disabilities	21	710	710	717	*	*	*	*	*	*	17%
Students without Disabilities	117	741	741	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
2018-2019

Report Key:
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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	114	733	733	757	25%	11%	25%	*	*	39%	58%
White	68	732	732	767	24%	*	29%	*	*	34%	67%
Hispanic	30	730	730	738	*	*	*	*	*	40%	43%
Black or African American	11	743	743	733	*	0%	*	*	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	57	738	738	766	23%	*	18%	*	*	47%	66%
Male	57	728	728	749	28%	*	32%	*	*	30%	51%
Economically Disadvantaged Students	29	729	729	735	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	85	734	734	767	*	*	*	*	*	39%	67%
Students with Disabilities	23	679	679	711	*	*	*	*	*	*	19%
Students without Disabilities	91	747	747	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
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	460	93.6	17.8	28.3	44.5	17.6	25.4	Not Met
White	274	93.9	16.1	29.5	54.1	15.9	24.1	Not Met
Hispanic	129	93.0	15.5	23.3	28.8	15.1	28.1	Not Met
Black or African American	31	91.7	29.0	27.9	23.0	28.7	16.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	20	95.2	45.0	42.1	76.5	45.0	58.2	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	226	92.7	18.6	28.3	44.9	18.2		
Male	234	94.5	17.1	28.3	44.2	17.0		
Economically Disadvantaged Students	97	92.7	16.5	20.0	26.3	*	18.7	Met Target†
Non-Economically Disadvantaged Students	363	93.8	18.2	30.3	54.9	*		
Students with Disabilities	80	93.1	*	*	17.4	*	13.3	Not Met
Students without Disabilities	380	93.7	*	*	50.0	*		
English Learners	20	95.2	20.0	18.3	25.0	20.0	16.5	Met Target
Non-English Learners	440	93.5	17.7	29.0	46.5	17.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
2018-2019

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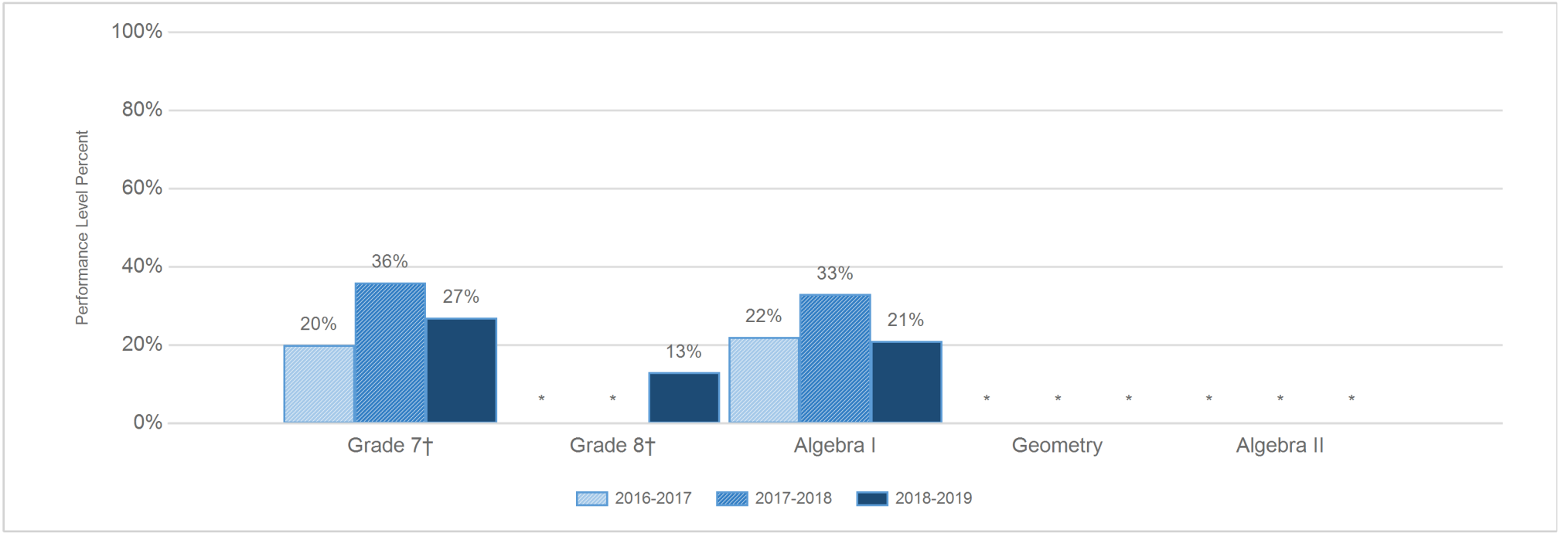
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
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	123	737	737	744	*	28%	40%	*	*	27%	42%
White	77	736	736	751	*	23%	43%	*	*	25%	53%
Hispanic	30	733	733	733	0%	40%	37%	*	*	23%	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	*	*	*	749	*	*	*	*	*	*	51%
Female	55	739	739	744	*	*	38%	*	*	33%	42%
Male	68	735	735	743	*	*	41%	*	*	22%	42%
Economically Disadvantaged Students	23	727	727	731	*	43%	*	*	*	13%	24%
Non-Economically Disadvantaged Students	100	739	739	751	*	24%	*	*	*	30%	53%
Students with Disabilities	20	708	708	718	*	*	*	*	*	*	13%
Students without Disabilities	103	742	742	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
2018-2019

Report Key:
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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	78	718	718	728	24%	29%	33%	13%	0%	13%	29%
White	43	713	713	737	*	*	*	*	*	*	38%
Hispanic	25	726	726	722	*	*	*	*	*	24%	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	36	723	723	731	*	33%	36%	*	*	14%	31%
Male	42	714	714	726	*	26%	31%	*	*	12%	27%
Economically Disadvantaged Students	20	721	721	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	58	717	717	735	*	*	*	*	*	*	36%
Students with Disabilities	17	699	699	707	*	*	*	*	*	*	10%
Students without Disabilities	61	723	723	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
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.

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	729	729	744	14%	34%	31%	*	*	21%	42%
White	74	731	731	752	*	32%	36%	*	*	20%	53%
Hispanic	42	723	723	728	*	36%	29%	*	*	14%	24%
Black or African American	10	730	730	725	*	*	*	*	*	30%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	66	726	726	745	*	33%	29%	*	*	20%	44%
Male	67	733	733	743	*	34%	33%	*	*	22%	41%
Economically Disadvantaged Students	25	723	723	727	*	40%	*	*	*	16%	23%
Non-Economically Disadvantaged Students	108	731	731	752	*	32%	*	*	*	22%	52%
Students with Disabilities	21	705	705	717	*	*	*	*	*	*	12%
Students without Disabilities	112	734	734	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
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.

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	119	720	720	737	*	*	*	*	*	*	35%
White	69	721	721	743	14%	35%	39%	*	*	12%	43%
Hispanic	34	714	714	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	64	722	722	738	*	*	*	*	*	*	36%
Male	55	717	717	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	31	720	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	88	720	720	743	*	*	*	*	*	*	43%
Students with Disabilities	21	701	701	712	*	*	*	*	*	*	*
Students without Disabilities	98	724	724	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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	12	724	724	755	*	*	*	*	*	*	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	12	724	724	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	12	724	724	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
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
7	*	*
8	N	N
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
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2018-2019

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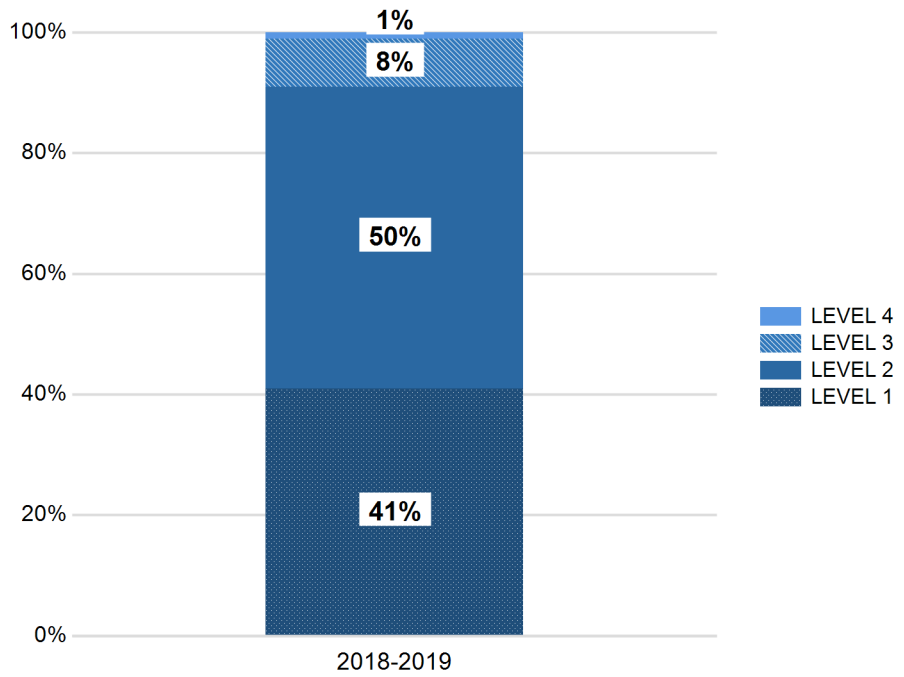
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 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	41	50	8	1
White	42	52	5	2
Hispanic	48	42	9	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	39	56	6	0
Male	44	45	10	2
Economically Disadvantaged Students	44	56	0	0
Non-Economically Disadvantaged Students	41	48	10	1
Students with Disabilities	80	20	0	0
Students without Disabilities	36	54	9	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

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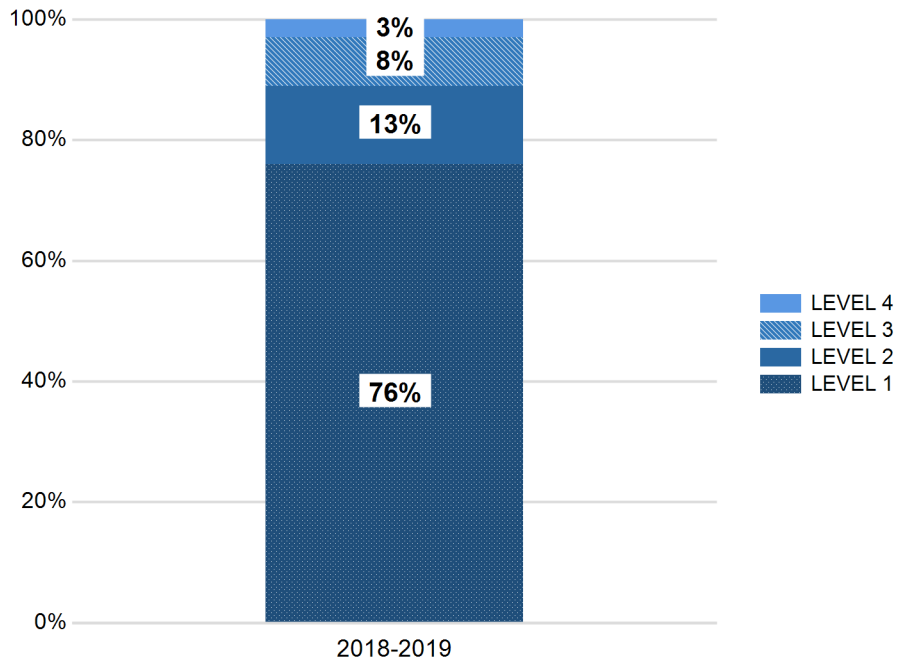
NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	13	8	3
White	74	12	9	5
Hispanic	83	12	5	0
Black or African American	65	18	18	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	79	11	10	0
Male	71	16	7	5
Economically Disadvantaged Students	83	4	8	4
Non-Economically Disadvantaged Students	74	16	8	2
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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	17.9%	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	436	476	Grade 10: 430 Grade 11: 460	53%	61%
PSAT 10/NMSQT - Math	423	477	Grade 10: 480 Grade 11: 510	21%	43%
SAT - Reading and Writing	501	539	480	58%	70%
SAT - Math	487	541	530	34%	53%
ACT - Reading	22	25	22	48%	66%
ACT - English	19	24	18	62%	81%
ACT - Math	19	24	22	29%	65%
ACT - Science	19	24	23	19%	57%

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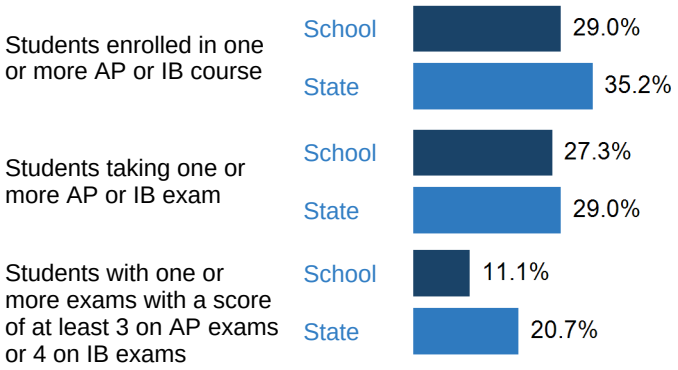
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

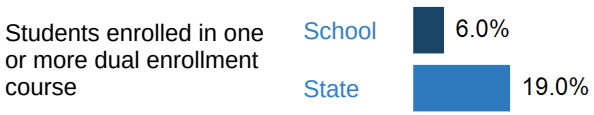
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	17
AP Calculus AB	20	20
AP Calculus BC	8	7
AP Computer Science A	3	1
AP English Language and Composition	16	14
AP English Literature and Composition	14	14
AP Environmental Science	12	12
AP Physics 1	1	0
AP Physics C	1	0
AP Psychology	22	18
AP Spanish Language	6	6
AP Studio Art—Two-Demensional	2	1
AP U.S. History	41	20
AP World History	22	20
Total Exams taken		150
Exams with scores of at least 3 on AP exams or 4 on IB exams		43

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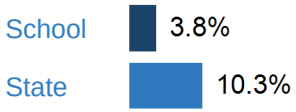
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

Career and Technical Education Participation

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

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

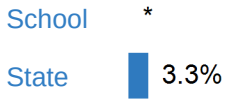
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	3.8%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	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	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	*	*	*
Human Services	17	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	43	13	13

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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
7	0	0	0	0	0	0	129
8	39	0	0	0	0	0	82
9	111	31	0	0	0	0	0
10	11	96	1	5	0	1	19
11	2	17	48	17	12	4	47
12	0	1	7	10	17	15	67
Total	163	145	56	32	29	20	344
Enrolled in AP/IB Course					28	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	139	0	0	0	1	0
10	23	102	1	5	0	0
11	8	14	0	31	88	3
12	6	1	25	35	6	9
Total	176	117	26	71	95	12
Enrolled in AP/IB Course	18	0		12	2	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	19	0	0	0	122
10	0	111	0	31	22	32
11	20	18	0	25	9	88
12	2	5	0	26	8	44
Total	22	153	0	82	39	286
Enrolled in AP/IB Course	22	41	0	22		0
Enrolled in Dual Enrollment Course	0	0	0	14	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
7	53	0	128	0	0	0	0
8	118	0	0	0	0	0	0
9	98	0	34	0	0	0	0
10	31	0	21	0	0	0	0
11	23	0	7	0	0	0	1
12	12	0	3	0	0	1	0
Total	335	0	193	0	0	1	1
Enrolled in AP/IB Course	6	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	18	0	20	0	0	0	0

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	2	0	0	0	0	0
10	25	0	0	0	0	0
11	12	0	0	0	0	0
12	14	0	0	0	0	0
Total	53	0	0	0	0	0
Enrolled in AP/IB Course	3		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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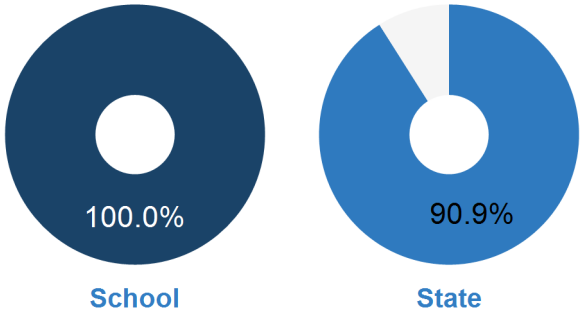
Visual and Performing Arts – Course Participation

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

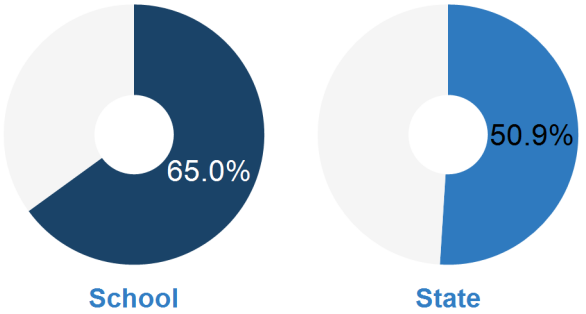
Grades 6-8:

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

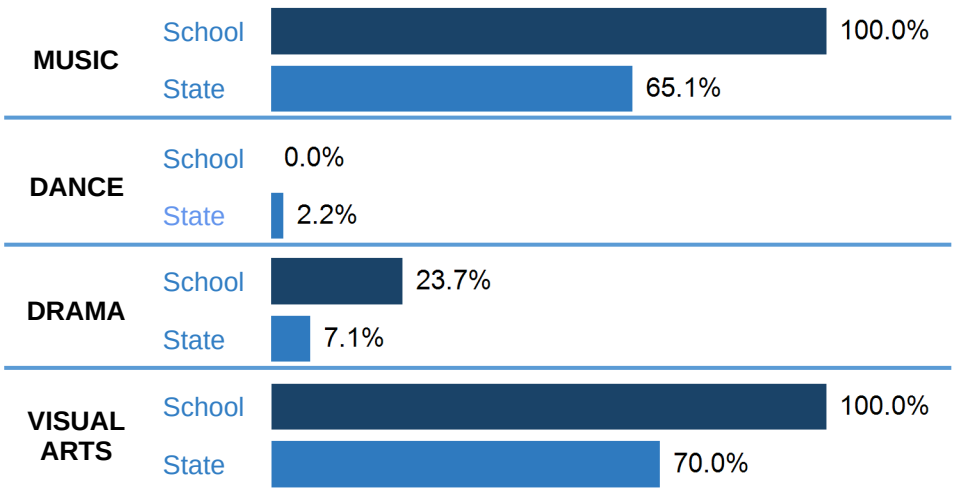


Grades 9-12:

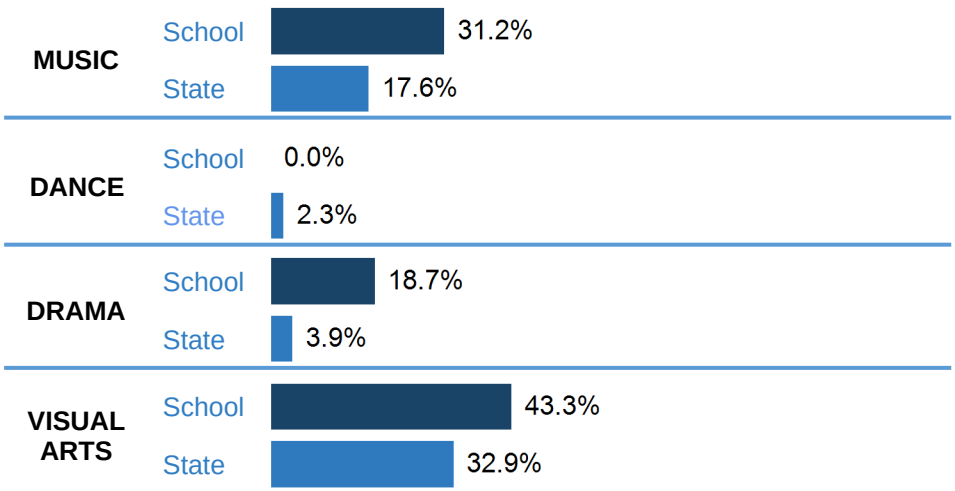
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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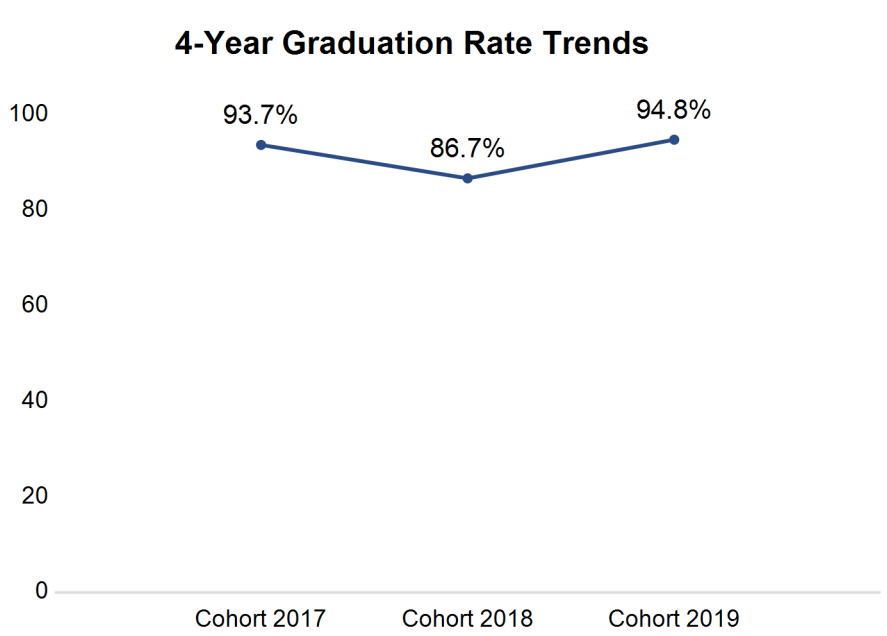
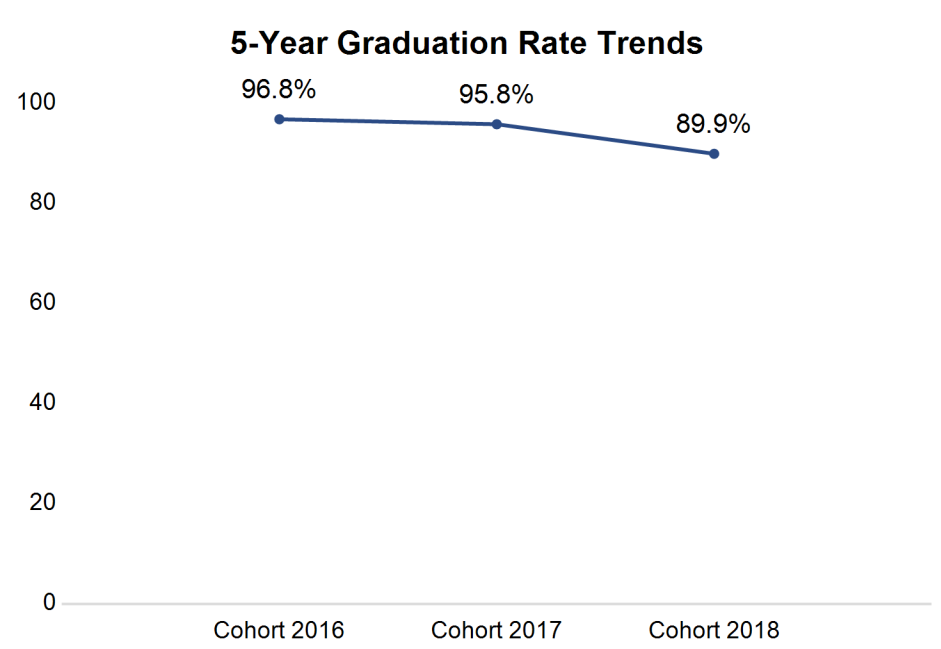
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.7%	86.7%	94.8%	96.8%	95.8%	89.9%
Annual Target	93.9%	94.0%		N	N	
Met Annual Target?	Not Met	Not Met		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
2018-2019

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

Graduation 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	94.8%	90.6%	89.9%	92.5%	86.7%	94.0%	Not Met	95.8%	N	Met Goal
White	97.5%	94.9%	86.8%	95.9%	85.3%	94.9%	Not Met	95.1%	N	Met Goal
Hispanic	90.3%	84.5%	91.2%	87.3%	85.7%	93.0%	Not Met	94.4%	96.0%	Not Met
Black or African American	92.9%	83.3%	*	87.1%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	98.5%	92.8%	87.5%	94.4%	83.3%			94.7%		
Male	91.2%	88.5%	91.5%	90.8%	88.9%			97.0%		
Economically Disadvantaged Students	89.2%	84.0%	86.5%	87.3%	81.6%	93.2%	Not Met	91.4%	96.0%	Not Met
Students with Disabilities	84.6%	79.2%	87.5%	83.8%	87.5%	**	**	90.5%	78.2%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	61.4%	48.0%
Substitute Competency Test	26.8%	33.9%
Portfolio Appeals Process	0.8%	4.7%
Alternate Requirements specified in IEP	11.0%	13.4%
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	1.4%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.4%	1.1%

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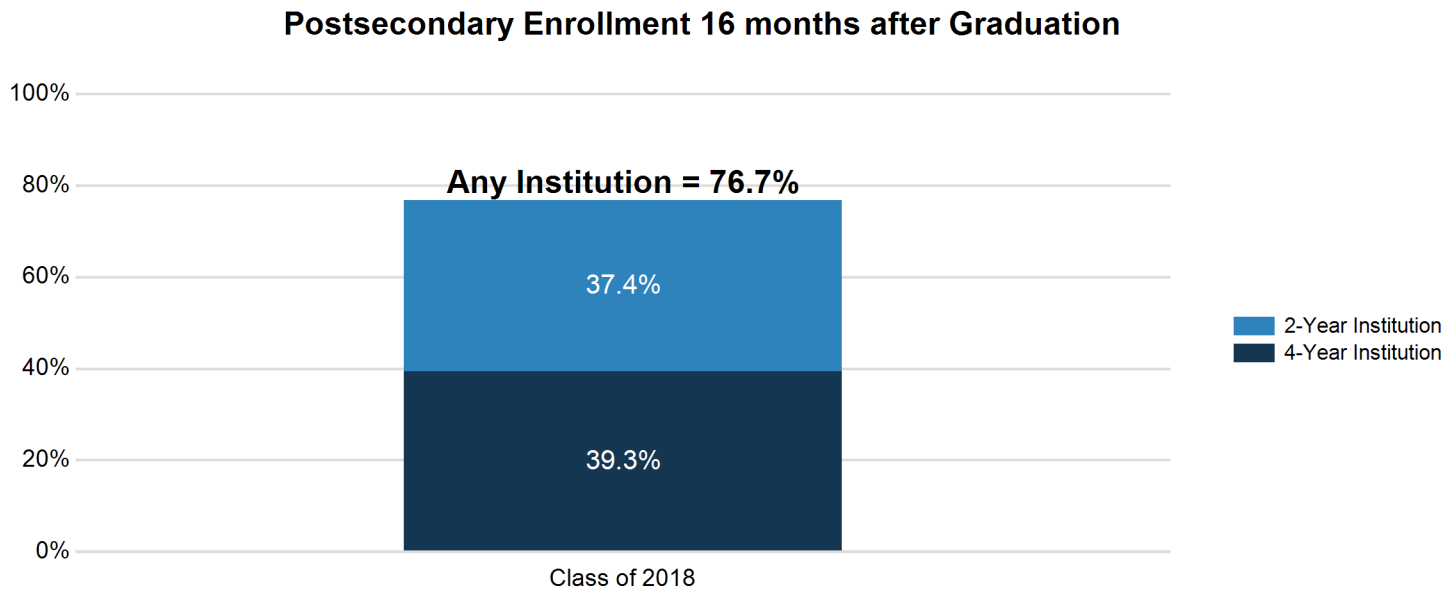
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	37.4%
% Enrolled in 4-Year Institution	39.3%
% Enrolled in Any Postsecondary Institution	76.6%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	69.5%	41.6%	58.4%
White	64.2%	42.3%	57.7%
Hispanic	73.1%	52.6%	47.4%
Black or African American	78.6%	36.4%	63.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	58.3%	50%	50%
Students with Disabilities	34.6%	55.6%	44.4%
English Learners	N	N	N

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	76.6%	48.8%	51.2%	84.1%	15.9%	87.8%	12.2%
White	74.1%	48.8%	51.2%	81.4%	18.6%	88.4%	11.6%
Hispanic	71.9%	47.8%	52.2%	87%	13%	95.7%	4.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	82.8%	54.2%	45.8%	91.7%	8.3%	95.8%	4.2%
Students with Disabilities	44.4%	50%	50%	87.5%	12.5%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*

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

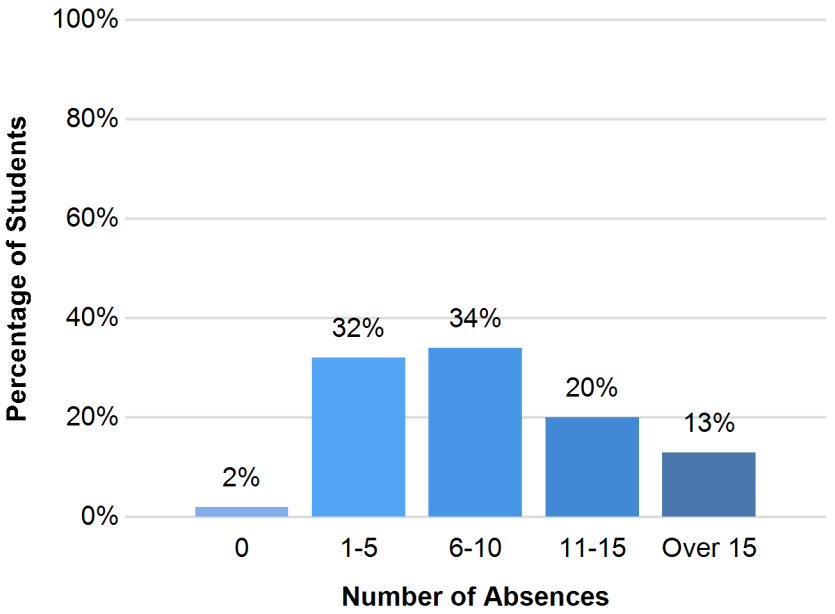
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	55	7.1	12.6	Met
White	37	8.4	12.6	Met
Hispanic	12	5.5	12.6	Met
Black or African American	3	4.2	12.6	Met
Asian, Native Hawaiian, or Pacific	3	10.3	12.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	29	7.5		
Male	26	6.8		
Economically Disadvantaged Students	13	8.0	12.6	Met
Students with Disabilities	18	12.6	12.6	Met
English Learners	*	*	**	**
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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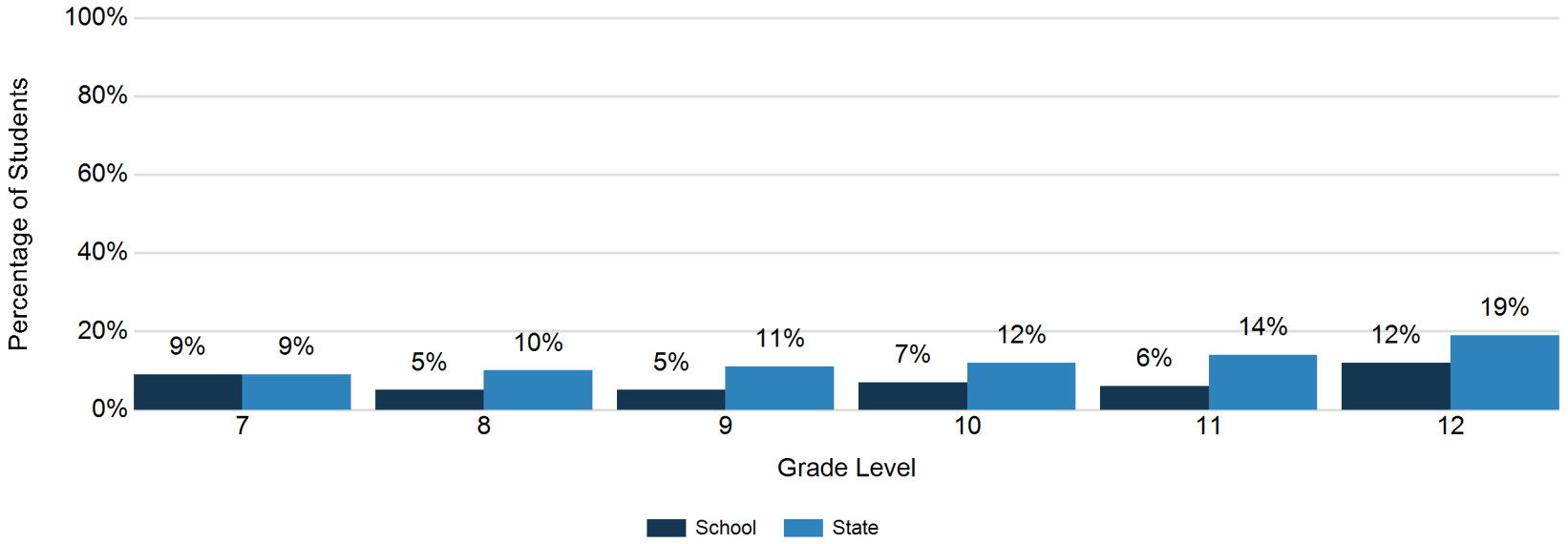
Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	2
Substances	11
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	4.64

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	10	10
No Identified Nature	15		15

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	54	7.4%
Any Suspension	54	7.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
422

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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	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 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	1.3:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	11.2	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	11	9,530
Average years experience in public schools	22.6	16.0
Average years experience in district	9.0	12.0
Percentage of Administrators with 4 or more years experience in the district	54.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	183:1	129:1
Teachers to Administrators	16:1	12:1
Students to Librarians/Media Specialists		710:1
Students to Nurses		710:1
Students to Counselors		237:1
Students to Child Study Team Members		203:1

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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%	58.5%	75.0%	48.4%	77.1%	54.9%
Male	50.2%	41.5%	25.0%	51.6%	22.9%	45.1%
White	57.4%	92.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	28.1%	4.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.5%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	1.5%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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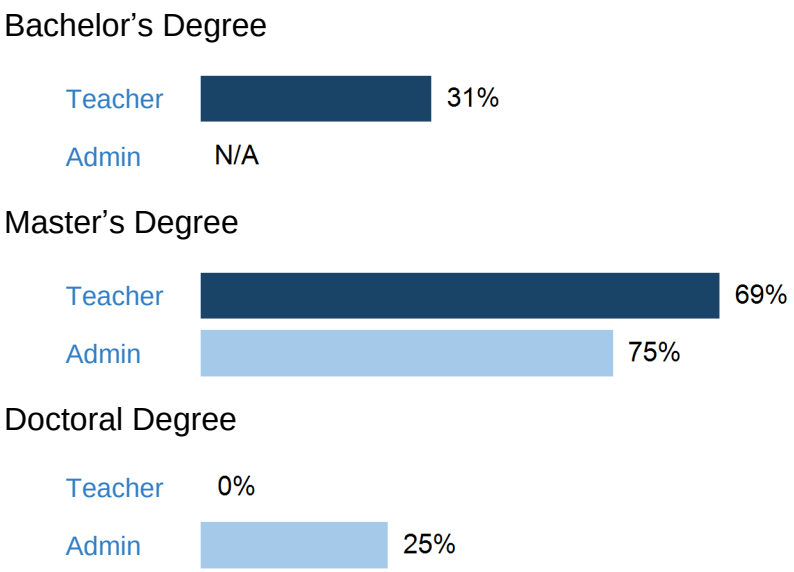
Teachers and Administrators - Level of Education

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.



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	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	96.0%

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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.

NJ SCHOOL PERFORMANCE REPORT

David Brearley Middle/High School
(39-2420-010)
Grades Offered: 07-12
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	27.0%	46.9%	43.9%
Math Proficiency	15.2%	22.4%	17.6%
ELA Growth	22	55	30
Math Growth	32	44	32
4-Year Graduation Rate†	93.7%	86.7%	94.8%
5-Year Graduation Rate†	96.8%	95.8%	89.9%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.5%	11.0%	7.1%

† 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.

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Goal	Not Met	Not Met	**	Met	No
White	Met Target	Not Met	Not Met	Met Goal	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target	Not Met	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	**	Met Target	Not Met	**	n/a	Met	No
English Learners	Met Target†	Met Target	**	**	**	**	**	**	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:	• The Kenilworth Scholars' Academy provides a highly rigorous academic program for students in Grades 7-12. • David Brearley works to promote diversity by being a NJ Choice school for students looking for a rigorous setting. Additionally, the school is implementing SEL programming to promote inclusiveness. • Thanks to a very comprehensive and rich program of studies, all learner's needs are addressed.
Mission, Vision, Theme:	The Kenilworth Public Schools, the center of a small, supportive community, is dedicated to creating adaptable lifelong learners who are capable of making critical and informed decisions as responsible citizens. Together, we set high expectations for student achievement according to individual goals as external standards. Our curriculum, instructional program, services and resources evolve and adapt to an ever changing world.
Awards, Recognition, Accomplishments:	David Brearley is a progressive middle high school located in Union County, NJ. According to Niche, David Brearley was ranked as fifth safest high school in the state of New Jersey. Also, while being one of the most diverse high schools in the state, over 80% of its graduates of the class of 2017 went on to two or four year colleges and universities.

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Courses, Curriculum, Instruction:	David Brearley offers a comprehensive curriculum which includes a multitude of advanced placement and virtual high school courses, dual credit courses with our partner in union county college, as well as a world-class young scholars academy aimed at student entrance into our nation's most competitive universities.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) Male and female student athletes at David Bradley have the opportunity to participate in multiple sports activities throughout three seasons of the school year. David Brearley prides itself on the number of students who participate in sports. Sports are successful and each year, most of Brearley's sports teams compete for sectional and state titles.
Clubs and Activities:	Students at David Brearley participate in many clubs and activities to provide service projects for school and community: National Honor Society, Junior National Honor Society, Peer Leadership, Marching Band, Choir, Theater, Forensics Team, STEM Club, Yearbook, School Newspaper, Student Council, Bears That Care, Literary Magazine, Race Matters Alliance.

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Before and After School Programs:	The ACE program allows the students to take approved online courses that are self-paced and adapted to their skill needs and level. The program runs after the standard school day and provides an alternative environment for students to thrive.
Staff and Professional Learning:	The school has a differentiated professional development model which targets the needs of our students. Teachers have opportunities to grow in both internal and external professional development activities.

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Student Supports and Services:	ELL, CST, Peer Tutoring, MTSS programs service and provide support to the students of David Brearley.
Student Health and Wellness:	In addition to providing Physical Education and Health Classes as well as Drivers Education, staff work to ensure students have a safe, engaging, and supportive learning environment. Additionally, students in middle school receive instruction in social emotional learning.
Parent and Community Involvement:	Parents and community members support the Parent Teacher Organization (PTO) and Special Education Parents Advisory Group (SEPAG).

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Parents, students, and staff are invited to share their opinions on various topics including school climate, academic performance and assessments, school safety, professional development, community involvement, visibility of administration, strategic planning, structure, and suggestions for improvement.
School Safety:	A full-time School Resource Officer (SRO) and Class 3 SLEO are employed by the district and are on site at all times.

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Technology and STEM:	Students in grades 7 and 8 are offered a STEM elective and high school students may join the STEM club.

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Other Information	There are many opportunities for students to participate in the arts. Art and Music classes are offered during the school day and extend to after school clubs and activities.

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How to use this report:

- **Learn more** about this district 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 for this district.
- 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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District Contact Information

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

Type	Contact Information
County	Union
District	Kenilworth School District
Superintendent Name	Mr. Kyle Arlington
Address	426 Boulevard Kenilworth, NJ 07033
Phone Number	908-276-1644 x1513
Email Address	Kyle_Arlington@kenilworthschools.com
Website	http://www.kenilworthschools.com
Facebook	https://www.facebook.com/KenilworthBOE
Twitter	https://twitter.com/KenilworthSuper

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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
David Brearley Middle/High School	07-12
Warren G. Harding Elementary School	PK-06

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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 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	45	45	36
KG	85	94	88
1	80	86	89
2	88	94	86
3	106	83	95
4	91	109	80
5	100	92	120
6	90	101	94
7	144	120	126
8	135	149	119
9	117	120	138
10	125	122	115
11	106	120	117
12	125	108	118
Total	1,437	1,443	1,421

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.2%	47.8%	48.3%
Male	51.8%	52.2%	51.7%
Economically Disadvantaged Students	24.2%	23.1%	20.4%
Students with Disabilities	15.8%	16.5%	16.2%
English Learners	4.9%	3.9%	3.7%
Homeless Students	0.1%	0.4%	0.3%
Students in Foster Care	0.3%	0.3%	0.2%
Military-Connected Students	0.1%	0.2%	0.2%
Migrant Students	N	N	N

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	59.0%	57.5%	58.0%
Hispanic	27.8%	28.4%	29.1%
Black or African American	7.2%	7.2%	6.1%
Asian	3.8%	4.4%	4.2%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.5%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.7%	1.9%	2.0%

Enrollment Trends by Full/ Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	36	42	29
PK - Full Day	9	3	7
KG - Half Day	N	N	N
KG - Full Day	85	94	88

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,418	1,420	1,399
Shared Time Students	37	43	43
Full Time Equivalent	1,437	1,442	1,421

Enrollment by Home Language

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

Home Language	% of Students
English	74.4%
Spanish	13.7%
Portuguese	6.7%
Other Languages	5.2%

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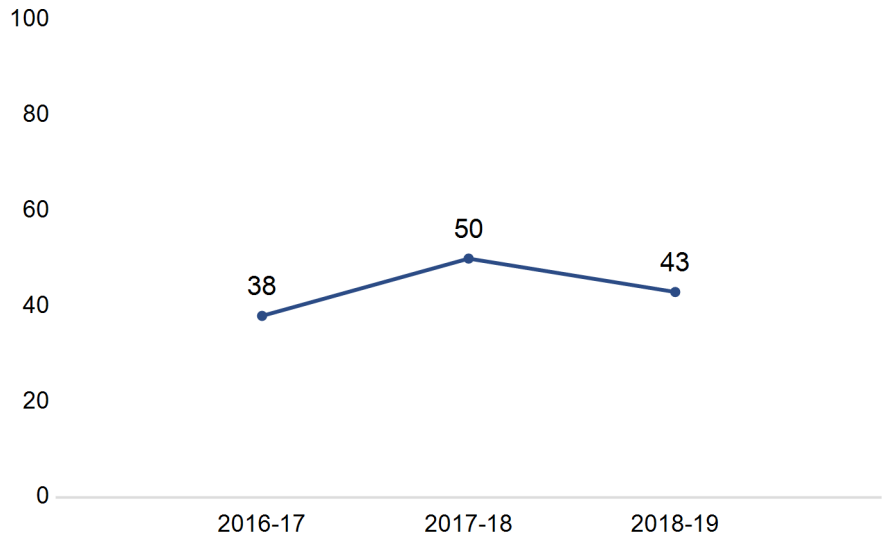
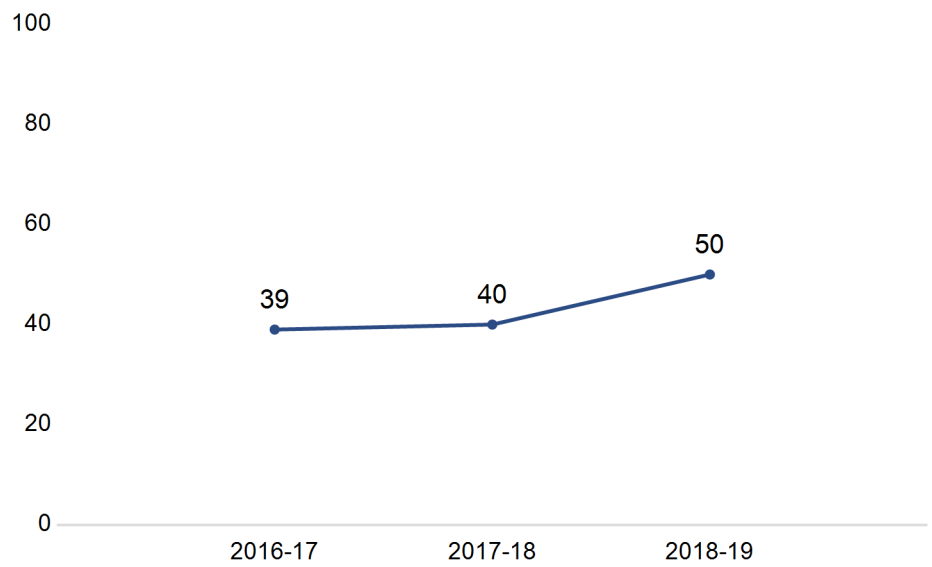
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38	50	43	39	40	50
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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 state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	43	50	Met Standard	50	50	Met Standard
White	43	50	Met Standard	53	52	Met Standard
Hispanic	42	49	Met Standard	48	47	Met Standard
Black or African American	36.5	45	Not Met	16.5	43	**
Asian, Native Hawaiian, or Pacific Islander	52	59	Met Standard	56.5	60	Met Standard
American Indian or Alaska Native	N	56	**	N	51.5	**
Two or More Races	*	49	**	*	52	**
Female	50	53	N	47.5	50	N
Male	37	47	N	53	51	N
Economically Disadvantaged	44.5	48	Met Standard	42.5	46	Met Standard
Students with Disabilities	33.5	43	Not Met	34	45	Not Met
English Learners	55	52	Met Standard	34	50	Not Met
Homeless Students	*	43	N	*	44	N
Students in Foster Care	N	42	N	N	44	N
Military-Connected Students	N	49	N	N	51	N
Migrant Students	N	47	N	N	51	N

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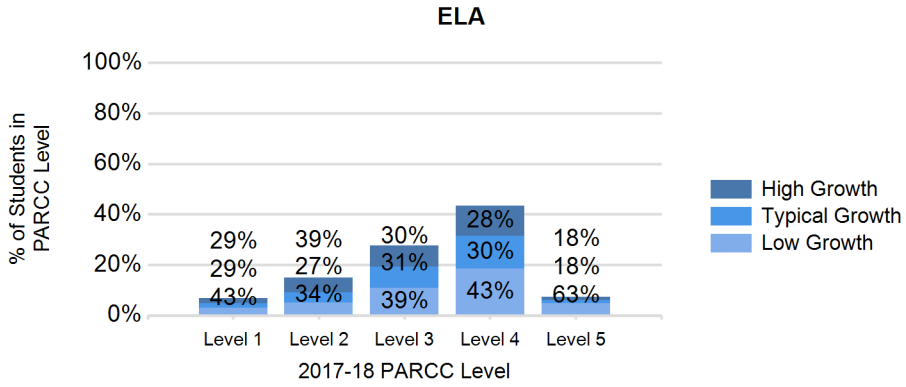
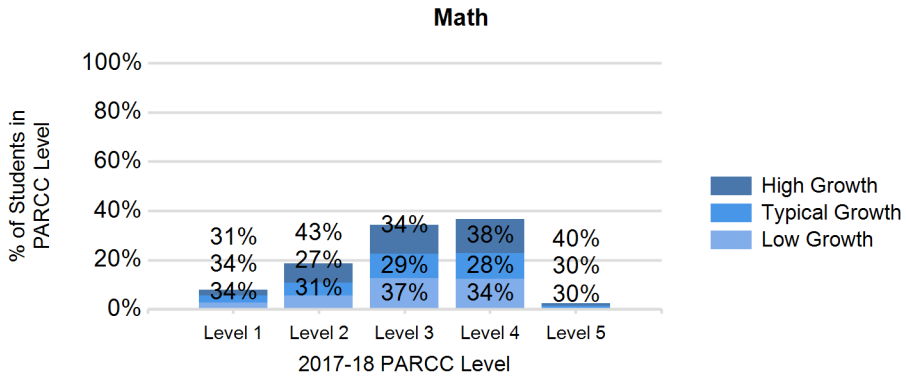
Student Growth by Performance Level

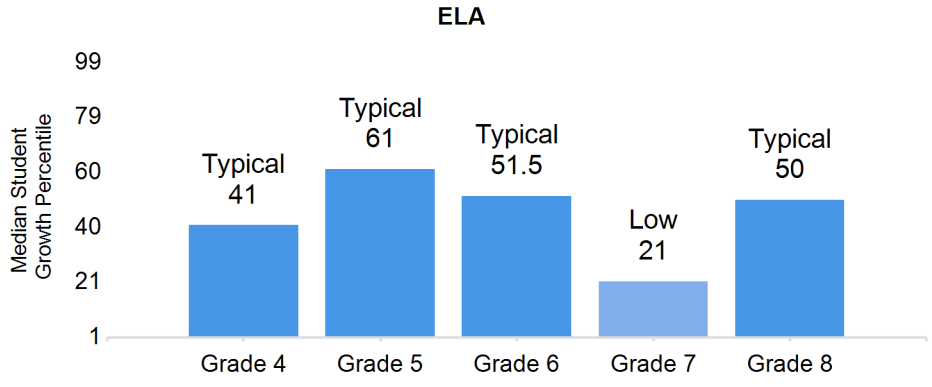
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

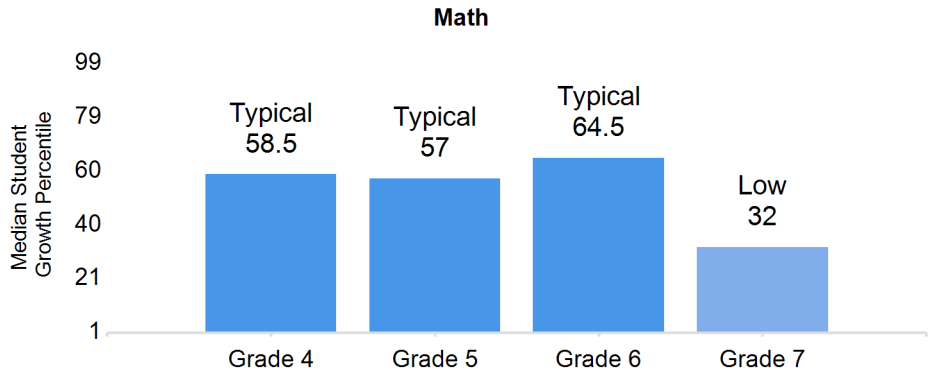




Student Growth by Grade

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





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2018-2019

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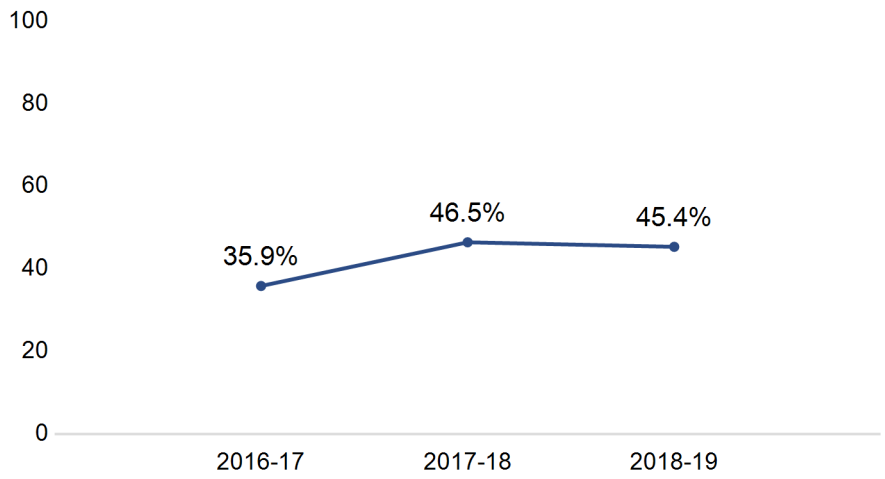
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

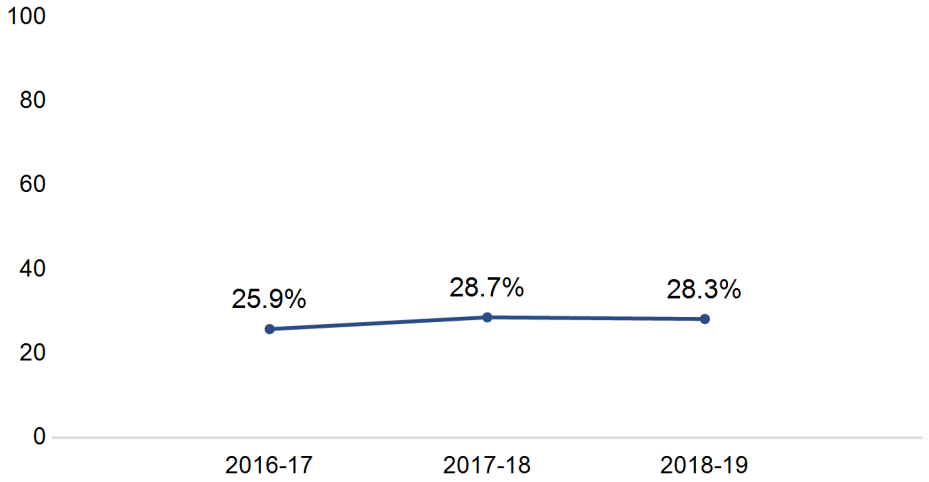
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	98.9%	98.5%	98.0%	98.9%	96.2%
Proficiency Rate for Federal Accountability	35.9%	46.5%	45.4%	25.9%	28.7%	28.3%
Annual Target	36.7%	39.0%	41.2%	28.1%	30.9%	33.6%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

Report Key:
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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	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
Districtwide	867	98.5	45.4	57.9	45.4	41.2	Met Target
White	518	98.5	44.8	66.9	44.8	42.6	Met Target
Hispanic	246	98.4	42.7	43.9	42.7	37.8	Met Target
Black or African American	48	98.1	56.3	38.5	56.3	36.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	61.5	82.9	61.5	49.4	Met Target
American Indian or Alaska Native	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	64.4	*	**	**
Female	424	98.9	54.5	64.8	54.5		
Male	443	98.3	36.8	51.3	36.8		
Economically Disadvantaged Students	170	98.9	35.9	40.0	35.9	29.2	Met Target
Non-Economically Disadvantaged Students	697	98.5	47.8	67.9	47.8		
Students with Disabilities	137	96.6	*	22.7	*	16.3	Not Met
Students without Disabilities	730	98.9	*	65.1	*		
English Learners	61	100.0	32.8	29.3	32.8	18.5	Met Target
Non-English Learners	806	98.4	46.4	60.6	46.4		
Homeless Students	*	*	*	29.1	*		
Students In Foster Care	N	N	N	27.6	N		
Military-Connected Students	N	N	N	57.8	N		
Migrant Students	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

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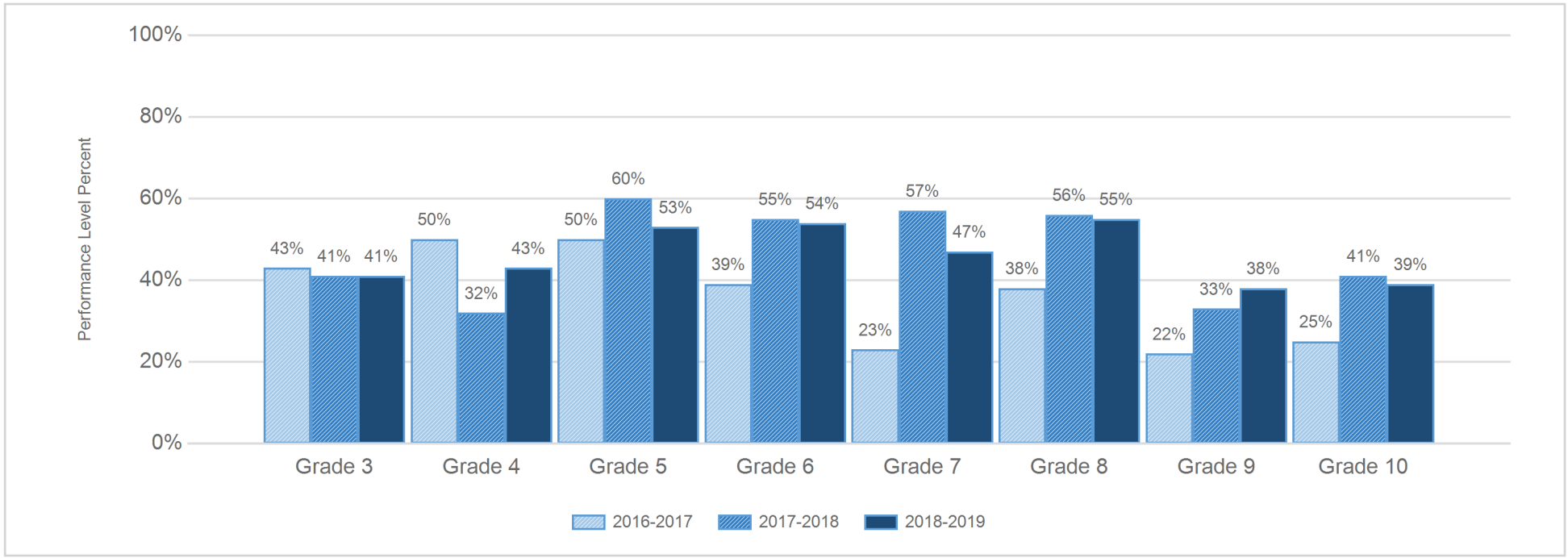
English Language Arts Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	94	740	748	11%	18%	30%	*	*	41%	50%
White	54	744	757	*	*	31%	*	*	46%	60%
Hispanic	31	738	734	*	*	*	42%	0%	42%	36%
Black or African American	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	*	*	*	*	*	*	58%
Female	43	747	753	*	*	33%	*	*	47%	55%
Male	51	735	743	*	*	27%	*	*	37%	46%
Economically Disadvantaged Students	16	728	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	78	743	759	*	*	*	*	*	45%	61%
Students with Disabilities	14	730	719	*	*	*	*	*	36%	24%
Students without Disabilities	80	742	754	*	*	*	*	*	43%	56%
English Learners	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	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	752	N	N	N	N	N	N	55%
Migrant Students	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

Report Key:
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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	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
Districtwide	80	747	755	*	16%	35%	*	*	43%	57%
White	44	752	763	*	*	27%	*	*	50%	67%
Hispanic	25	738	743	*	*	44%	*	*	32%	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	762	*	*	*	*	*	*	64%
Female	45	756	760	*	*	33%	*	*	51%	62%
Male	35	736	750	*	*	37%	*	*	31%	53%
Economically Disadvantaged Students	19	733	740	*	*	*	*	*	21%	40%
Non-Economically Disadvantaged Students	61	752	765	*	*	*	*	*	49%	69%
Students with Disabilities	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	118	750	756	8%	12%	26%	*	*	53%	58%
White	72	751	764	*	*	25%	*	*	56%	68%
Hispanic	31	745	743	*	*	*	48%	0%	48%	44%
Black or African American	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	755	781	*	*	*	*	*	50%	83%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	762	*	*	*	*	*	*	65%
Female	61	756	761	*	*	23%	*	*	62%	64%
Male	57	743	750	*	*	30%	*	*	44%	52%
Economically Disadvantaged Students	20	740	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	98	752	766	*	*	*	*	*	56%	69%
Students with Disabilities	19	716	724	*	*	*	*	*	11%	23%
Students without Disabilities	99	756	762	*	*	*	*	*	62%	65%
English Learners	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
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	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
Districtwide	93	752	754	*	13%	31%	*	*	54%	56%
White	58	755	762	*	*	28%	*	*	59%	65%
Hispanic	26	746	743	*	*	46%	38%	0%	38%	43%
Black or African American	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	760	*	*	*	*	*	*	64%
Female	36	758	762	*	*	*	*	*	69%	64%
Male	57	749	748	*	*	*	*	*	44%	48%
Economically Disadvantaged Students	17	741	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	76	755	763	*	*	*	*	*	55%	67%
Students with Disabilities	10	724	722	*	*	*	*	*	20%	19%
Students without Disabilities	83	756	761	*	*	*	*	*	58%	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	753	N	N	N	N	N	N	54%
Migrant Students	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
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	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
Districtwide	123	742	761	11%	15%	27%	*	*	47%	63%
White	78	739	769	14%	17%	28%	*	*	41%	72%
Hispanic	29	743	747	*	*	*	*	*	48%	50%
Black or African American	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	768	*	*	*	*	*	*	68%
Female	56	754	769	*	*	27%	*	*	63%	71%
Male	67	732	753	*	*	27%	*	*	34%	55%
Economically Disadvantaged Students	24	730	743	*	*	*	*	*	29%	45%
Non-Economically Disadvantaged Students	99	745	771	*	*	*	*	*	52%	73%
Students with Disabilities	20	699	720	*	*	*	*	*	*	22%
Students without Disabilities	103	751	769	*	*	*	*	*	*	71%
English Learners	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

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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	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
Districtwide	115	755	762	*	*	29%	43%	12%	55%	63%
White	64	748	770	*	*	34%	*	*	45%	72%
Hispanic	33	759	747	*	*	*	*	*	64%	49%
Black or African American	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	769	N	N	N	N	N	N	69%
Female	54	763	771	*	*	24%	*	*	65%	71%
Male	61	747	753	*	*	33%	*	*	46%	55%
Economically Disadvantaged Students	24	746	743	*	*	42%	*	*	46%	45%
Non-Economically Disadvantaged Students	91	757	772	*	*	25%	*	*	57%	72%
Students with Disabilities	18	717	721	*	*	*	*	*	17%	22%
Students without Disabilities	97	762	770	*	*	*	*	*	62%	71%
English Learners	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
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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	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
Districtwide	138	736	753	14%	27%	22%	30%	8%	38%	56%
White	77	737	762	13%	30%	19%	*	*	38%	65%
Hispanic	46	734	737	*	*	33%	*	*	33%	40%
Black or African American	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	761	*	*	*	*	*	*	63%
Female	76	739	760	*	28%	20%	*	*	43%	63%
Male	62	732	746	*	26%	24%	*	*	31%	49%
Economically Disadvantaged Students	29	740	734	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	109	735	762	*	*	*	*	*	38%	65%
Students with Disabilities	21	710	717	*	*	*	*	*	*	17%
Students without Disabilities	117	741	760	*	*	*	*	*	*	63%
English Learners	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-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	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
Districtwide	114	733	757	25%	11%	25%	*	*	39%	58%
White	68	732	767	24%	*	29%	*	*	34%	67%
Hispanic	30	730	738	*	*	*	*	*	40%	43%
Black or African American	11	743	733	*	0%	*	*	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	766	N	N	N	N	N	N	65%
Female	57	738	766	23%	*	18%	*	*	47%	66%
Male	57	728	749	28%	*	32%	*	*	30%	51%
Economically Disadvantaged Students	29	729	735	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	85	734	767	*	*	*	*	*	39%	67%
Students with Disabilities	23	679	711	*	*	*	*	*	*	19%
Students without Disabilities	91	747	765	*	*	*	*	*	*	65%
English Learners	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

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

Mathematics Assessment - 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	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
Districtwide	842	96.2	28.3	44.5	28.3	33.6	Not Met
White	505	96.6	29.5	54.1	29.5	33.8	Not Met
Hispanic	240	95.3	23.3	28.8	23.3	32.1	Not Met
Black or African American	43	94.0	27.9	23.0	27.9	23.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	38	97.6	42.1	76.5	42.1	52.8	Met Target†
American Indian or Alaska Native	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	53.3	*	**	**
Female	407	95.8	28.3	44.9	28.3		
Male	435	96.5	28.3	44.2	28.3		
Economically Disadvantaged Students	165	95.6	20.0	26.3	20.0	27.3	Not Met
Non-Economically Disadvantaged Students	677	96.3	30.3	54.9	30.3		
Students with Disabilities	134	95.8	*	17.4	*	20.2	Not Met
Students without Disabilities	708	96.3	*	50.0	*		
English Learners	60	95.4	18.3	25.0	18.3	21.8	Met Target†
Non-English Learners	782	96.2	29.0	46.5	29.0		
Homeless Students	*	*	*	17.1	*		
Students In Foster Care	N	N	N	17.1	N		
Military-Connected Students	N	N	N	46.4	N		
Migrant Students	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

Report Key:
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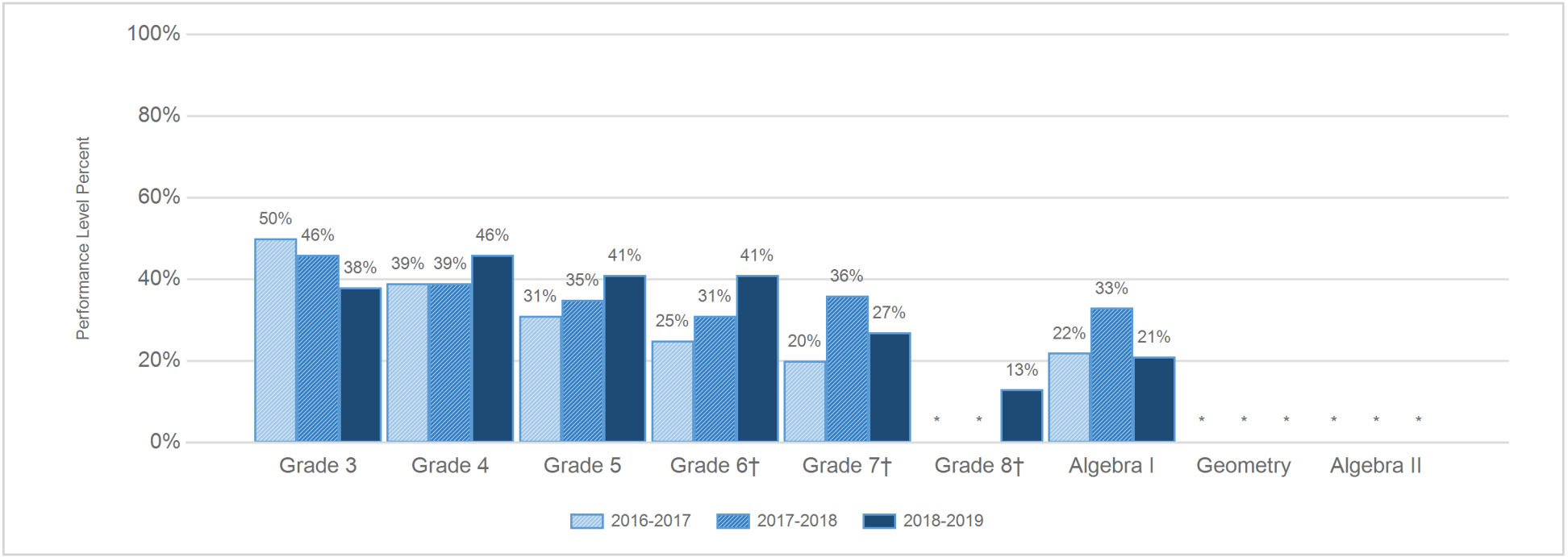
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	94	739	752	*	27%	29%	*	*	38%	55%
White	54	742	760	*	22%	28%	*	*	44%	66%
Hispanic	31	736	739	*	*	32%	32%	0%	32%	40%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	*	*	*	*	*	*	62%
Female	43	743	751	*	*	23%	*	*	44%	54%
Male	51	735	752	*	*	33%	*	*	33%	56%
Economically Disadvantaged Students	16	727	737	*	*	*	*	*	13%	37%
Non-Economically Disadvantaged Students	78	741	761	*	*	*	*	*	44%	67%
Students with Disabilities	14	727	731	*	*	*	*	*	29%	31%
Students without Disabilities	80	741	756	*	*	*	*	*	40%	60%
English Learners	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	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	754	N	N	N	N	N	N	56%
Migrant Students	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
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 - 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	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
Districtwide	80	749	749	*	16%	34%	*	*	46%	51%
White	44	754	757	*	*	32%	*	*	55%	62%
Hispanic	25	740	737	*	*	40%	*	*	32%	36%
Black or African American	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	754	*	*	*	*	*	*	58%
Female	45	753	749	*	*	*	*	*	44%	50%
Male	35	743	749	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	19	739	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	61	752	759	*	*	*	*	*	52%	63%
Students with Disabilities	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	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	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	118	740	747	9%	23%	27%	*	*	41%	47%
White	72	741	755	*	22%	29%	*	*	42%	58%
Hispanic	31	736	735	*	*	*	*	*	35%	30%
Black or African American	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	750	775	*	*	*	*	*	50%	80%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	61	740	747	*	20%	30%	*	*	41%	47%
Male	57	740	747	*	26%	25%	*	*	40%	47%
Economically Disadvantaged Students	20	728	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	98	743	757	*	*	*	*	*	44%	59%
Students with Disabilities	19	706	725	*	*	*	*	*	*	19%
Students without Disabilities	99	747	752	*	*	*	*	*	*	52%
English Learners	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
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	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
Districtwide	93	740	741	*	23%	29%	*	*	41%	41%
White	58	745	749	*	17%	31%	*	*	48%	51%
Hispanic	26	731	729	*	*	*	*	*	27%	24%
Black or African American	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	747	*	*	*	*	*	*	48%
Female	36	740	742	*	*	36%	*	*	33%	42%
Male	57	740	740	*	*	25%	*	*	46%	40%
Economically Disadvantaged Students	17	730	726	*	*	*	*	*	29%	21%
Non-Economically Disadvantaged Students	76	743	750	*	*	*	*	*	43%	53%
Students with Disabilities	10	709	716	*	*	0%	*	*	10%	12%
Students without Disabilities	83	744	746	*	*	33%	*	*	45%	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	742	N	N	N	N	N	N	43%
Migrant Students	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
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	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
Districtwide	123	737	744	*	28%	40%	*	*	27%	42%
White	77	736	751	*	23%	43%	*	*	25%	53%
Hispanic	30	733	733	0%	40%	37%	*	*	23%	26%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	55	739	744	*	*	38%	*	*	33%	42%
Male	68	735	743	*	*	41%	*	*	22%	42%
Economically Disadvantaged Students	23	727	731	*	43%	*	*	*	13%	24%
Non-Economically Disadvantaged Students	100	739	751	*	24%	*	*	*	30%	53%
Students with Disabilities	20	708	718	*	*	*	*	*	*	13%
Students without Disabilities	103	742	749	*	*	*	*	*	*	48%
English Learners	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
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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	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
Districtwide	78	718	728	24%	29%	33%	13%	0%	13%	29%
White	43	713	737	*	*	*	*	*	*	38%
Hispanic	25	726	722	*	*	*	*	*	24%	22%
Black or African American	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	730	N	N	N	N	N	N	31%
Female	36	723	731	*	33%	36%	*	*	14%	31%
Male	42	714	726	*	26%	31%	*	*	12%	27%
Economically Disadvantaged Students	20	721	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	58	717	735	*	*	*	*	*	*	36%
Students with Disabilities	17	699	707	*	*	*	*	*	*	10%
Students without Disabilities	61	723	734	*	*	*	*	*	*	35%
English Learners	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	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
Districtwide	133	729	744	14%	34%	31%	*	*	21%	42%
White	74	731	752	*	32%	36%	*	*	20%	53%
Hispanic	42	723	728	*	36%	29%	*	*	14%	24%
Black or African American	10	730	725	*	*	*	*	*	30%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	752	*	*	*	*	*	*	51%
Female	66	726	745	*	33%	29%	*	*	20%	44%
Male	67	733	743	*	34%	33%	*	*	22%	41%
Economically Disadvantaged Students	25	723	727	*	40%	*	*	*	16%	23%
Non-Economically Disadvantaged Students	108	731	752	*	32%	*	*	*	22%	52%
Students with Disabilities	21	705	717	*	*	*	*	*	*	12%
Students without Disabilities	112	734	748	*	*	*	*	*	*	47%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
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2018-2019

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

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.

Student Group	Valid Scores	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
Districtwide	119	720	737	*	*	*	*	*	*	35%
White	69	721	743	14%	35%	39%	*	*	12%	43%
Hispanic	34	714	724	*	*	*	*	*	*	17%
Black or African American	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	745	*	*	*	*	*	*	46%
Female	64	722	738	*	*	*	*	*	*	36%
Male	55	717	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	31	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	88	720	743	*	*	*	*	*	*	43%
Students with Disabilities	21	701	712	*	*	*	*	*	*	*
Students without Disabilities	98	724	741	*	*	*	*	*	*	*
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
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2018-2019

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N No Data is available to display
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Mathematics Assessment - Performance by 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.

Student Group	Valid Scores	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
Districtwide	12	724	755	*	*	*	*	*	*	58%
White	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	761	N	N	N	N	N	N	65%
Female	*	*	752	*	*	*	*	*	*	55%
Male	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	12	724	756	*	*	*	*	*	*	60%
English Learners	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	12	724	755	*	*	*	*	*	*	59%
Homeless Students	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	*	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N
7	*	*
8	N	N
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Districtwide/English Learners	31.4%	51.9%	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	18	66.7%	33.3%
3-4	23	*	*
5 or more	*	*	*

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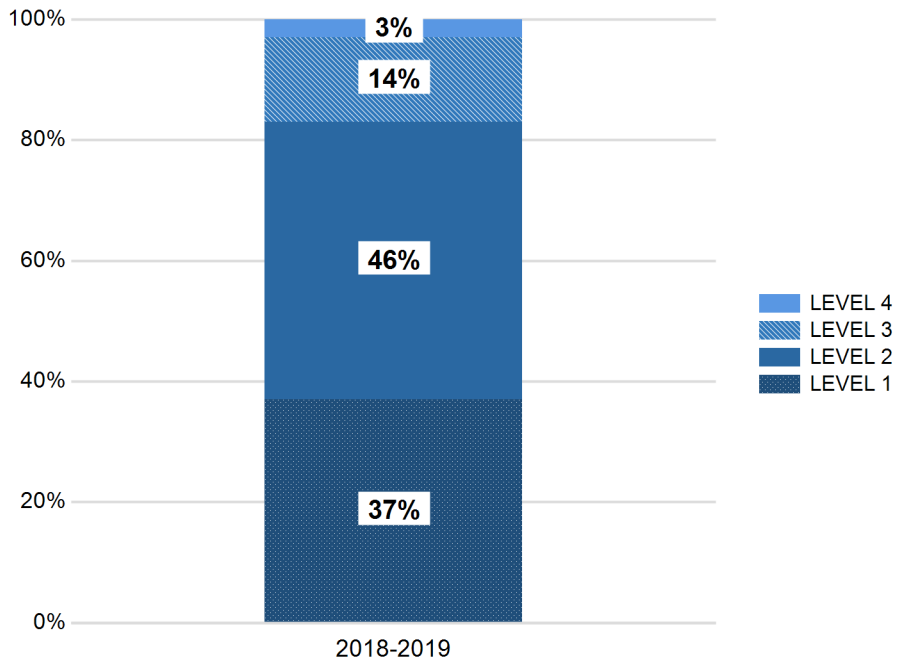
NJSLA Science Assessment: Grade 5 Summary

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
Districtwide	37	46	14	3
White	33	49	17	1
Hispanic	45	45	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	30	30	20	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	39	44	15	2
Male	35	47	14	4
Economically Disadvantaged Students	50	45	5	0
Non-Economically Disadvantaged Students	35	46	16	3
Students with Disabilities	79	21	0	0
Students without Disabilities	29	51	17	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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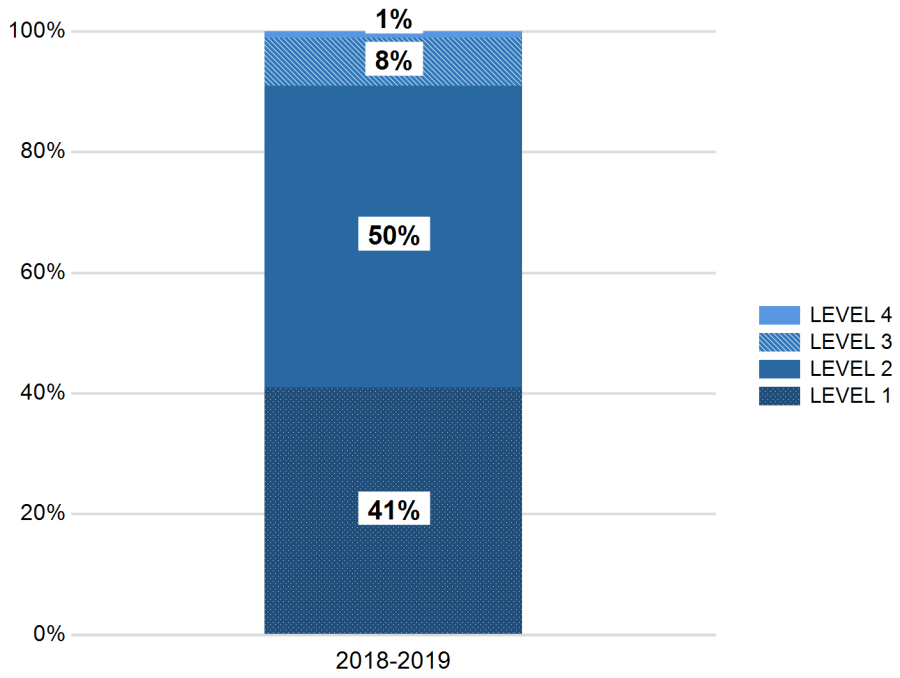
NJSLA Science Assessment: Grade 8 Summary

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
Districtwide	41	50	8	1
White	42	52	5	2
Hispanic	48	42	9	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	39	56	6	0
Male	44	45	10	2
Economically Disadvantaged Students	44	56	0	0
Non-Economically Disadvantaged Students	41	48	10	1
Students with Disabilities	80	20	0	0
Students without Disabilities	36	54	9	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

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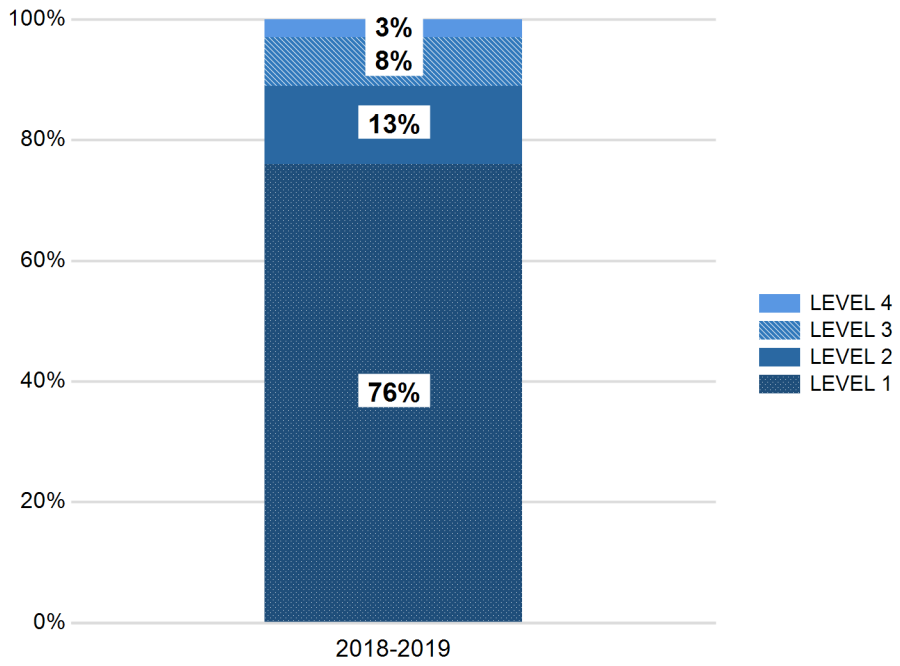
NJSLA Science Assessment: Grade 11 Summary

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
Districtwide	76	13	8	3
White	74	12	9	5
Hispanic	83	12	5	0
Black or African American	65	18	18	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	79	11	10	0
Male	71	16	7	5
Economically Disadvantaged Students	83	4	8	4
Non-Economically Disadvantaged Students	74	16	8	2
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

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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	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	17.9%	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	District Average Score	State Average Score	College Readiness Benchmarks	District - Students scores at or above Benchmark	State - Students scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	436	476	Grade 10: 430 Grade 11: 460	53%	61%
PSAT 10/NMSQT - Math	423	477	Grade 10: 480 Grade 11: 510	21%	43%
SAT - Reading and Writing	501	539	480	58%	70%
SAT - Math	487	541	530	34%	53%
ACT - Reading	22	25	22	48%	66%
ACT - English	19	24	18	62%	81%
ACT - Math	19	24	22	29%	65%
ACT - Science	19	24	23	19%	57%

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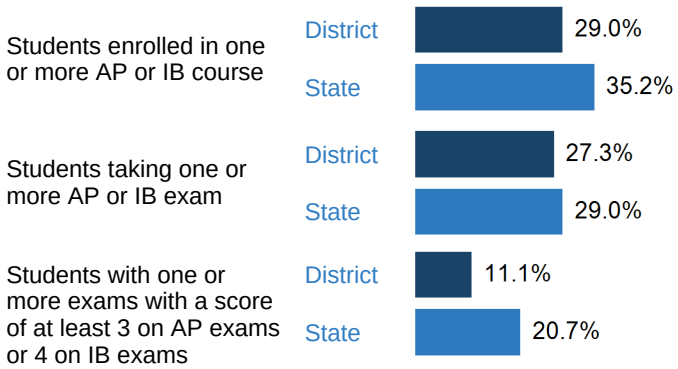
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	17
AP Calculus AB	20	20
AP Calculus BC	8	7
AP Computer Science A	3	1
AP English Language and Composition	16	14
AP English Literature and Composition	14	14
AP Environmental Science	12	12
AP Physics 1	1	0
AP Physics C	1	0
AP Psychology	22	18
AP Spanish Language	6	6
AP Studio Art—Two-Demensional	2	1
AP U.S. History	41	20
AP World History	22	20
Total Exams taken		150
Exams with scores of at least 3 on AP exams or 4 on IB exams		43

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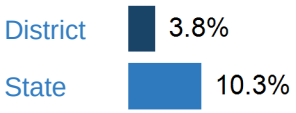
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

Career and Technical Education Participation

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

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

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



Structured Learning Experiences Participation

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

Structured Learning Experiences

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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	*	3.8%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	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	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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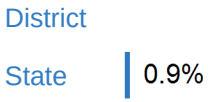
Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total Credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	*	*	*
Human Services	17	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	43	13	13

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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
6	0	0	0	0	0	0	97
7	0	0	0	0	0	0	129
8	39	0	0	0	0	0	82
9	111	31	0	0	0	0	0
10	11	96	1	5	0	1	19
11	2	17	48	17	12	4	47
12	0	1	7	10	17	15	67
Total	163	145	56	32	29	20	441
Enrolled in AP/IB Course					28	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	139	0	0	0	1	0
10	23	102	1	5	0	0
11	8	14	0	31	88	3
12	6	1	25	35	6	9
Total	176	117	26	71	95	12
Enrolled in AP/IB Course	18	0		12	2	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	19	0	0	0	122
10	0	111	0	31	22	32
11	20	18	0	25	9	88
12	2	5	0	26	8	44
Total	22	153	0	82	39	286
Enrolled in AP/IB Course	22	41	0	22		0
Enrolled in Dual Enrollment Course	0	0	0	14	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
6	96	0	0	0	0	0	0
7	53	0	128	0	0	0	0
8	118	0	0	0	0	0	0
9	98	0	34	0	0	0	0
10	31	0	21	0	0	0	0
11	23	0	7	0	0	0	1
12	12	0	3	0	0	1	0
Total	431	0	193	0	0	1	1
Enrolled in AP/IB Course	6	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	18	0	20	0	0	0	0

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	2	0	0	0	0	0
10	25	0	0	0	0	0
11	12	0	0	0	0	0
12	14	0	0	0	0	0
Total	53	0	0	0	0	0
Enrolled in AP/IB Course	3		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
2018-2019

Report Key:
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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

NJ SCHOOL PERFORMANCE REPORT

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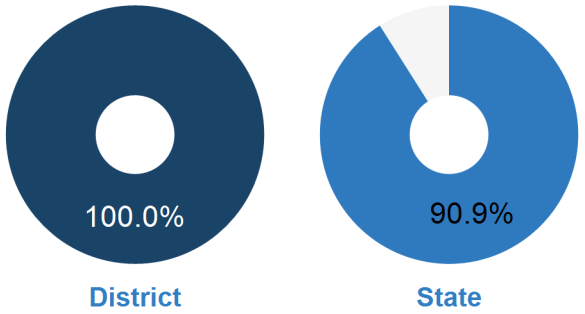
Visual and Performing Arts – Course Participation

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

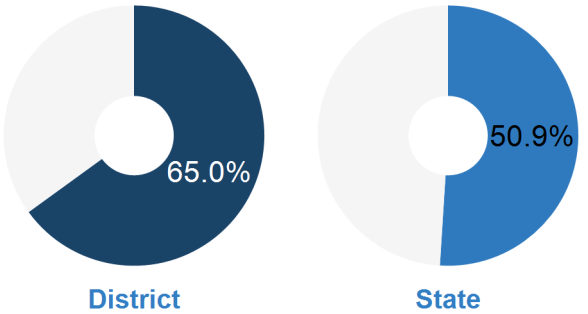
Grades 6-8:

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

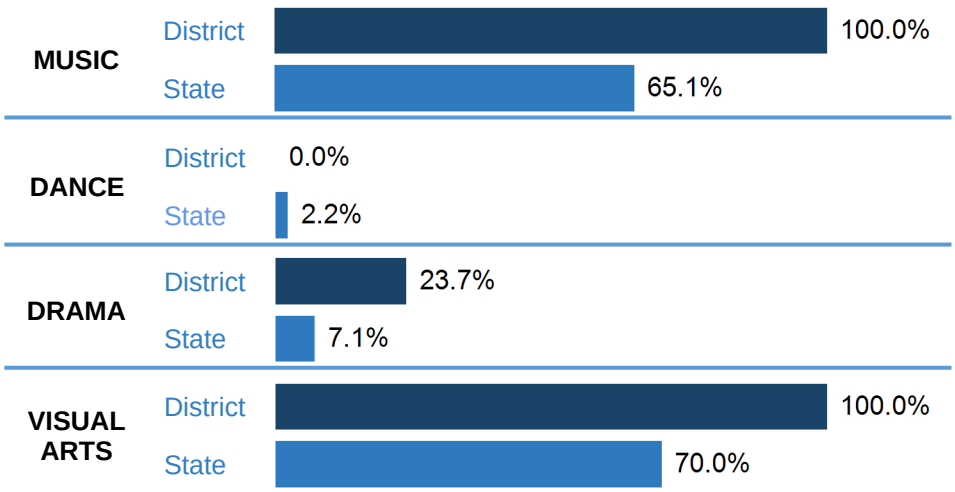


Grades 9-12:

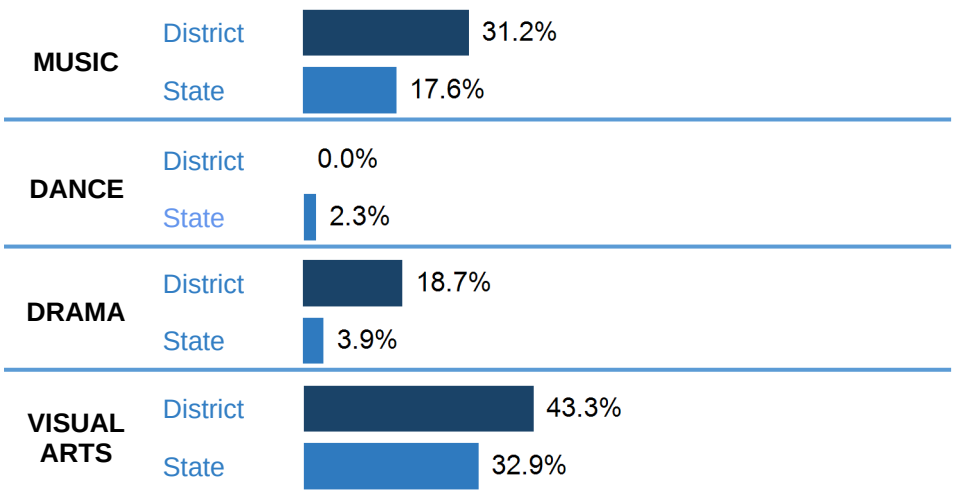
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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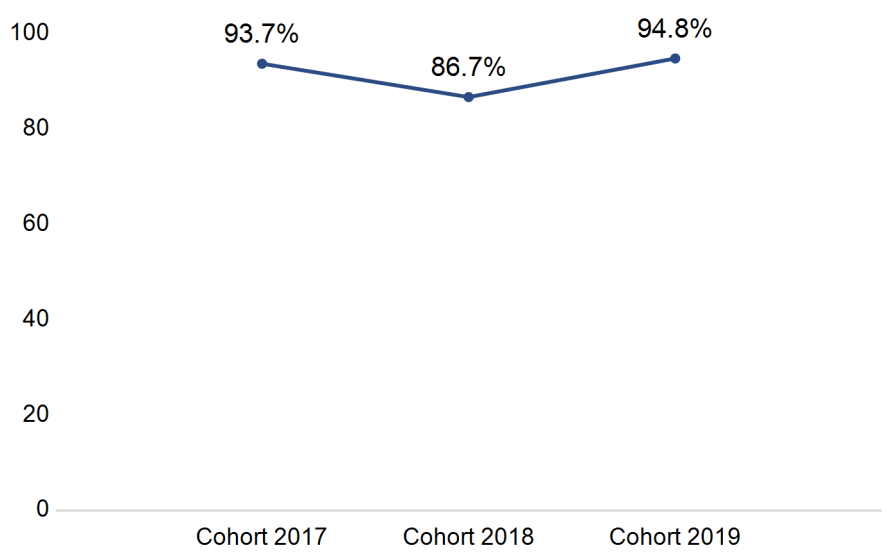
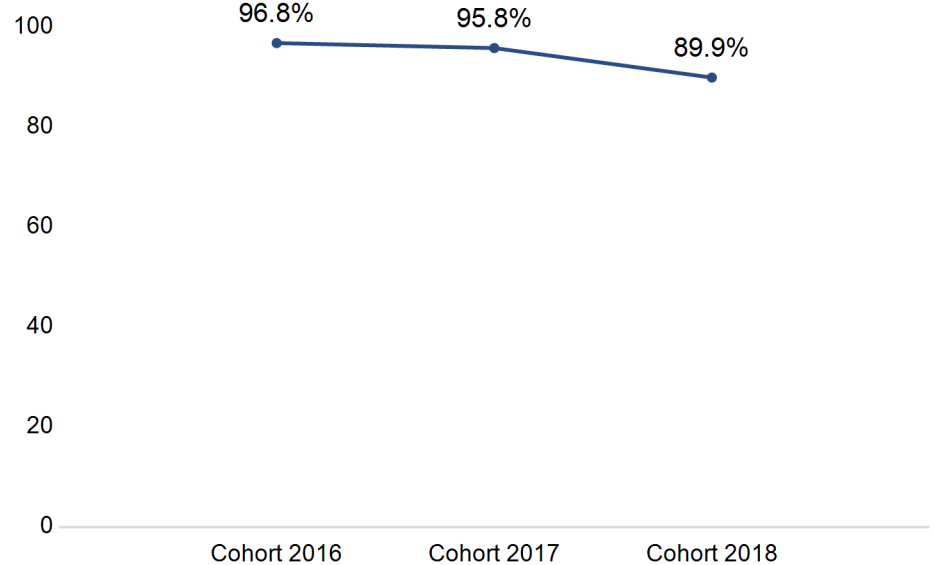
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.7%	86.7%	94.8%	96.8%	95.8%	89.9%
Annual Target	93.9%	94.0%		N	N	
Target Met?	Not Met	Not Met		Met Goal	Met Goal	
Statewide: Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	District - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	District - 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
Districtwide	94.8%	90.6%	89.9%	92.5%	86.7%	94.0%	Not Met	95.8%	N	Met Goal
White	97.5%	94.9%	86.8%	95.9%	85.3%	94.9%	Not Met	95.1%	N	Met Goal
Hispanic	90.3%	84.5%	91.2%	87.3%	85.7%	93.0%	Not Met	94.4%	96.0%	Not Met
Black or African American	92.9%	83.3%	*	87.1%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	98.5%	92.8%	87.5%	94.4%	83.3%			94.7%		
Male	91.2%	88.5%	91.5%	90.8%	88.9%			97.0%		
Economically Disadvantaged Students	89.2%	84.0%	86.5%	87.3%	81.6%	93.2%	Not Met	91.4%	96.0%	Not Met
Students with Disabilities	84.6%	79.2%	87.5%	83.8%	87.5%	**	**	90.5%	78.2%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	61.4%	48.0%
Substitute Competency Test	26.8%	33.9%
Portfolio Appeals Process	0.8%	4.7%
Alternate Requirements specified in IEP	11.0%	13.4%
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	District Rate	State Rate
2018-2019	1.4%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.4%	1.1%

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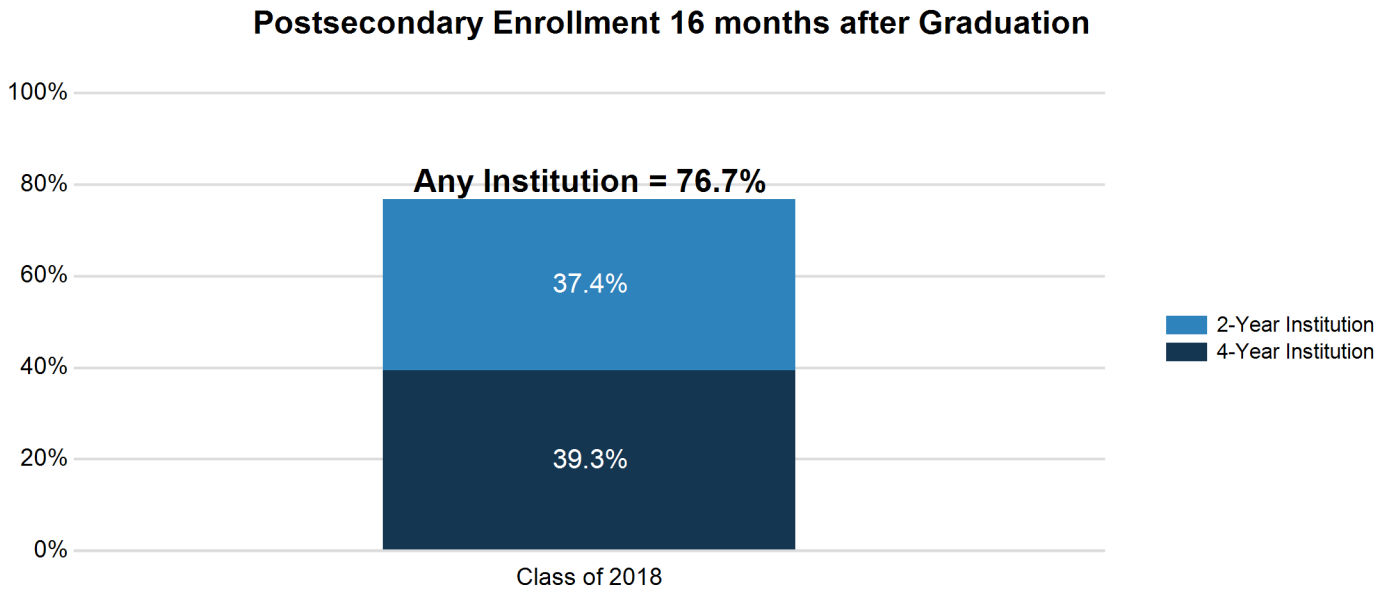
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	37.4%
% Enrolled in 4-Year Institution	39.3%
% Enrolled in Any Postsecondary Institution	76.6%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Districtwide	69.5%	41.6%	58.4%
White	64.2%	42.3%	57.7%
Hispanic	73.1%	52.6%	47.4%
Black or African American	78.6%	36.4%	63.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	58.3%	50%	50%
Students with Disabilities	34.6%	55.6%	44.4%
English Learners	N	N	N

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%
Districtwide	76.6%	48.8%	51.2%	84.1%	15.9%	87.8%	12.2%
White	74.1%	48.8%	51.2%	81.4%	18.6%	88.4%	11.6%
Hispanic	71.9%	47.8%	52.2%	87%	13%	95.7%	4.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	82.8%	54.2%	45.8%	91.7%	8.3%	95.8%	4.2%
Students with Disabilities	44.4%	50%	50%	87.5%	12.5%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*

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

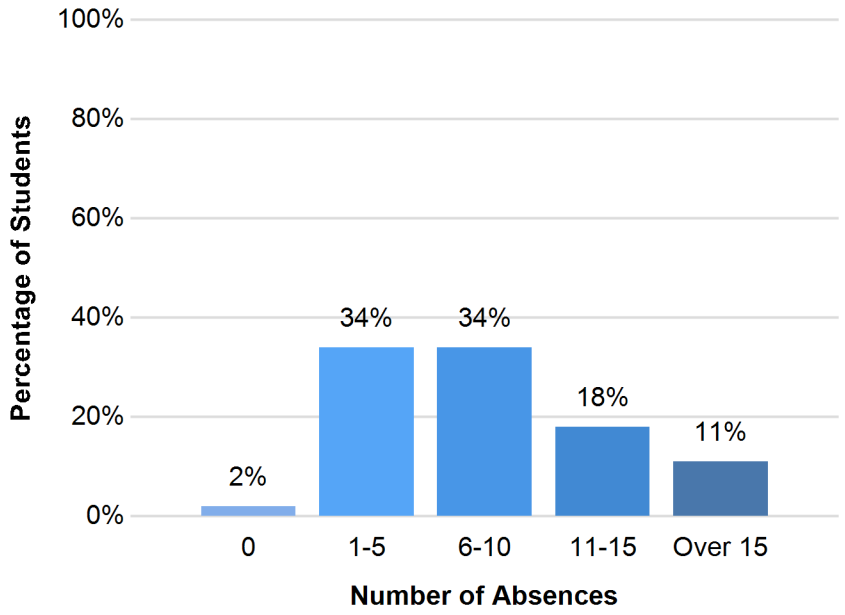
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Districtwide	92	6.5	10.6	Met
White	57	6.9	10.6	Met
Hispanic	26	6.3	10.6	Met
Black or African American	3	3.4	10.6	Met
Asian, Native Hawaiian, or Pacific	4	6.0	10.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	10.6	Met
Female	45	6.5		
Male	47	6.4		
Economically Disadvantaged Students	25	8.7	10.6	Met
Students with Disabilities	23	9.5	10.6	Met
English Learners	6	11.5	10.6	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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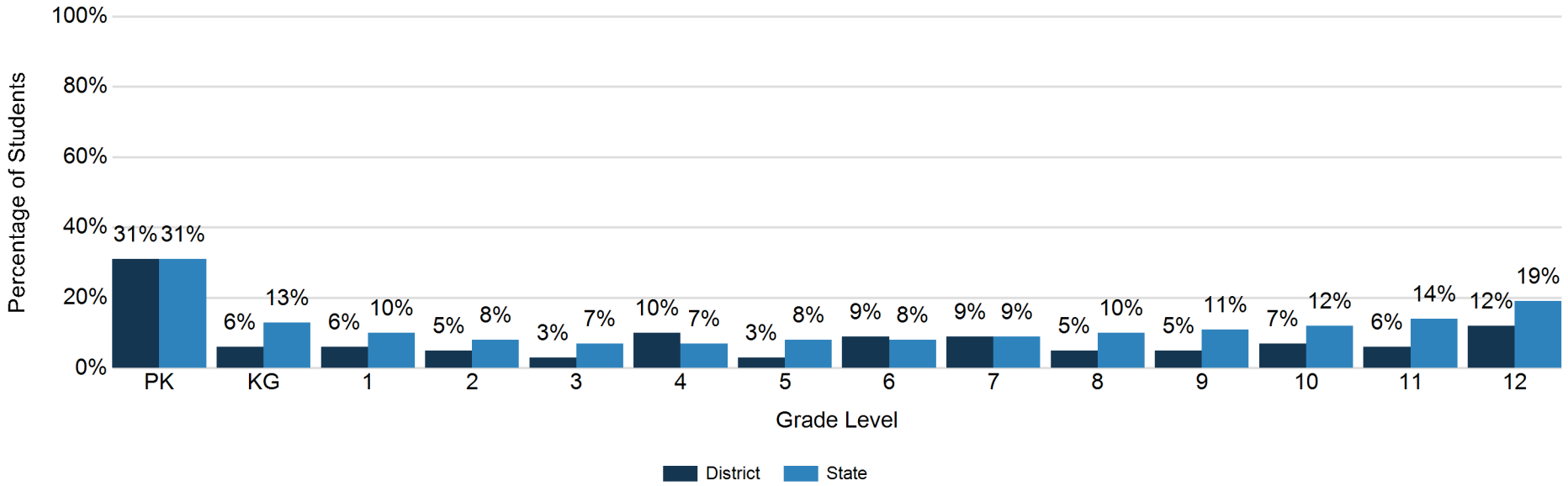
Chronic Absenteeism by Grade

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	11
Weapons	1
Vandalism	2
Substances	11
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	2.82

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Proteced Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	10	10
No Identified Nature	16		16

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	14	1.0%
Out-of-School	54	3.8%
Any Suspension	68	4.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
422

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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 district 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 District	Teachers in State
Total Number of teachers	127	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	85.0%	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	11	9,530
Average years experience in public schools	22.6	16.0
Average years experience in district	9.0	12.0
Percentage of Administrators with 4 or more years experience in the district	54.5%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	129:1
Teachers to Administators	12:1
Students to Librarian/Media Specialists	710:1
Students to Nurses	710:1
Students to Counselors	237:1
Students to Child Study Team Members	203:1

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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 District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.3%	74.0%	63.6%	48.4%	77.1%	54.9%
Male	51.7%	26.0%	36.4%	51.6%	22.9%	45.1%
White	58.0%	93.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	29.1%	3.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.1%	0.8%	0.0%	15.0%	6.6%	13.9%
Asian	4.2%	0.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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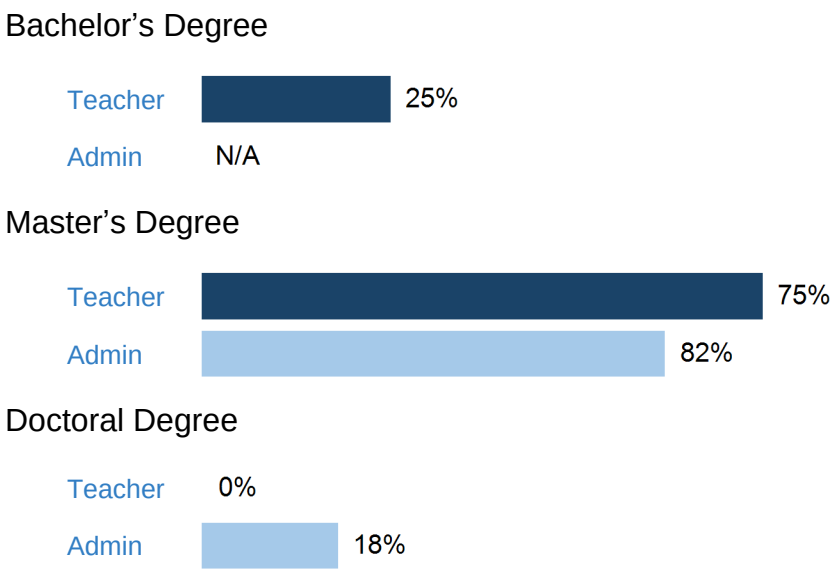
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	90.9%	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	96.0%

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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.

NJ SCHOOL PERFORMANCE REPORT

Kenilworth School District
(39-2420)
Grades Offered: PK-12
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.

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support 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.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.9%	46.5%	45.4%
Math Proficiency	25.9%	28.7%	28.3%
ELA Growth	38	50	43
Math Growth	39	40	50
4-Year Graduation Rate†	93.7%	86.7%	94.8%
5-Year Graduation Rate†	96.8%	95.8%	89.9%
Progress toward English Language Proficiency		62.2%	31.4%
Chronic Absenteeism	8.9%	8.8%	6.5%

† 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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Accountability Summary by Student Group

This table shows whether student groups in the district met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a district 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 district. For more details on accountability targets, see these accountability resources.

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Not Met	Not Met	Met Goal	Met Standard	Met Standard	Not Met	Met
White	Met Target	Not Met	Not Met	Met Goal	Met Standard	Met Standard	n/a	Met
Hispanic	Met Target	Not Met	Not Met	Not Met	Met Standard	Met Standard	n/a	Met
Black or African American	Met Target	Met Target	**	**	Not Met	**	n/a	Met
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	**	**	Met Standard	Met Standard	n/a	Met
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	**	**	**	**	**	**	n/a	Met
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Not Met	Met Standard	Met Standard	n/a	Met
Students with Disabilities	Not Met	Not Met	**	Met Target	Not Met	Not Met	n/a	Met
English Learners	Met Target	Met Target†	**	**	Met Standard	Not Met	Not Met	Not Met

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

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District 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 Kenilworth District will be an outstanding school district in which all students exhibit high standards of achievement and critical thinking skills, and are socially responsible, contributing members of their community. Kenilworth Public Schools are dedicated to creating adaptable lifelong learners who are capable of making critical and informed decisions as responsible citizens. Together, we set high expectations for student achievement according to individual goals.

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Student Supports and Services:	Kenilworth Public Schools recognize the demands of the 21st century. Both Harding and David Brearley Schools utilize a whole child approach by ensuring that all children are safe, healthy, engaged, and supported all while being challenged. Teachers work collaboratively to write and align rigorous curricula and identify the best practice teaching strategies possible to support our students. Students are encouraged to dream big in our schools.
Parent and Community Involvement:	District Goals: We will personalize our curriculum, instruction and assessment to meet the needs of our diverse population. We will be accountable for operating a safe, efficient, and effective school district. We will develop and strengthen our relationships with community stakeholders through effective communication and collaboration. We will foster a culture of high expectations by delivering a rigorous and outstanding 21st century education to our students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Parents, students, and staff are invited to share their opinions on various topics including school climate, academic performance and assessments, school safety, technology, communication, professional development, community involvement, visibility of administration, strategic planning, structure, and suggestions for improvement.