NJ SCHOOL PERFORMANCE REPORT

East Newark School District
(17-1200)
Grades Offered: PK-08
2018-2019

Report Key:
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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	Hudson
District	East Newark School District
Superintendent Name	Dr. Richard Corbett
Address	501-11 North Third Street East Newark, NJ 07029
Phone Number	973-481-6803
Email Address	rcorbett@eastnewarkschool.org
Website	http://www.eastnewarkschool.org
Twitter	http://www.twitter.com/eastnewarkcsa

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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
East Newark Public School	PK-08

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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	19	23	30
KG	29	18	9
1	29	29	14
2	22	27	25
3	22	20	28
4	36	21	23
5	32	27	19
6	24	35	27
7	29	28	34
8	32	29	27
Total	274	257	236

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	44.2%	46.7%	45.8%
Male	55.8%	53.3%	54.2%
Economically Disadvantaged Students	75.2%	64.2%	73.3%
Students with Disabilities	15.0%	12.8%	13.6%
English Learners	20.8%	2.3%	19.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.7%	0.0%	0.0%
Migrant Students	0.4%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.6%	8.9%	6.8%
Hispanic	86.9%	88.3%	92.4%
Black or African American	1.5%	2.3%	0.4%
Asian	0.7%	0.4%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.4%

Enrollment Trends by Full/ Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	19	23	30
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	29	18	9

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	89.0%
Spanish	8.9%
Portuguese	1.7%
Other Languages	0.4%

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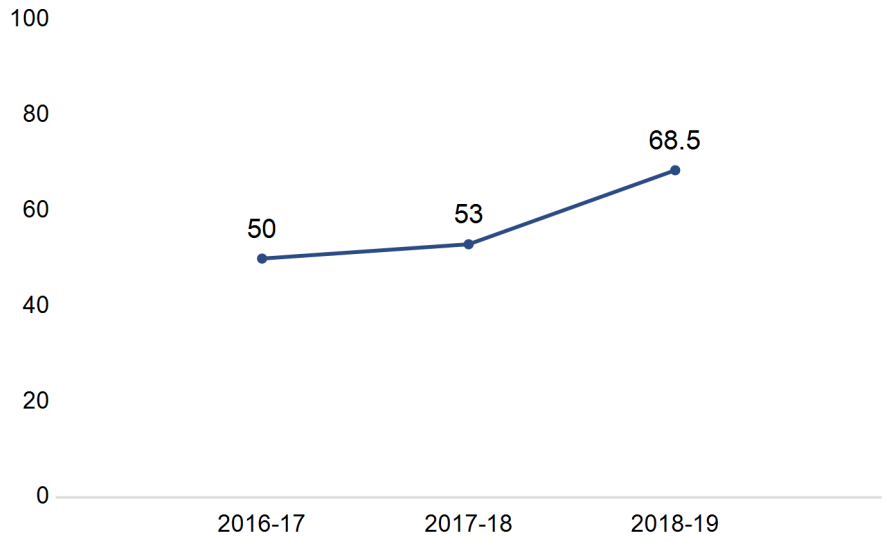
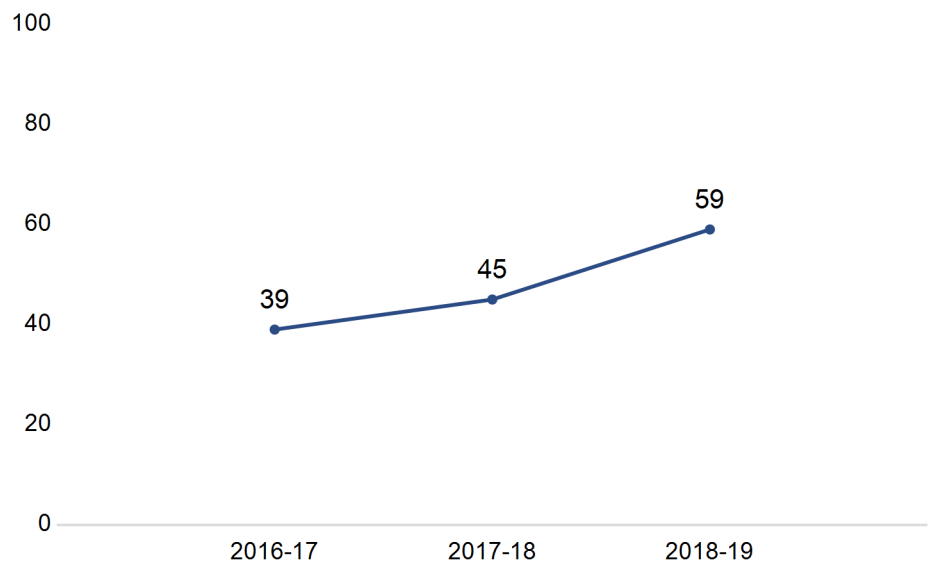
Student Growth Trends and Progress

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	50	53	68.5	39	45	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds 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	68.5	50	Exceeds Standard	59	50	Met Standard
White	73	50	**	*	52	**
Hispanic	68	49	Exceeds Standard	55	47	Met Standard
Black or African American	N	45	**	N	43	**
Asian, Native Hawaiian, or Pacific Islander	N	59	**	N	60	**
American Indian or Alaska Native	N	56	**	N	51.5	**
Two or More Races	N	49	**	N	52	**
Female	71	53	N	65	50	N
Male	66	47	N	55	51	N
Economically Disadvantaged	68.5	48	Exceeds Standard	59	46	Met Standard
Students with Disabilities	47.5	43	**	*	45	**
English Learners	90	52	**	78	50	**
Homeless Students	N	43	N	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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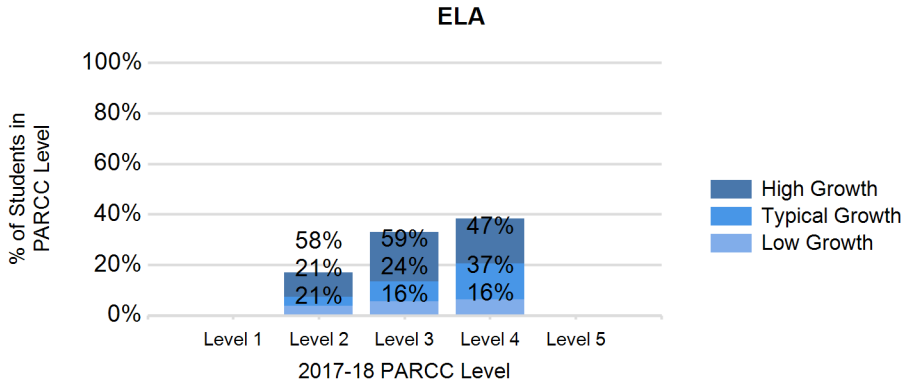
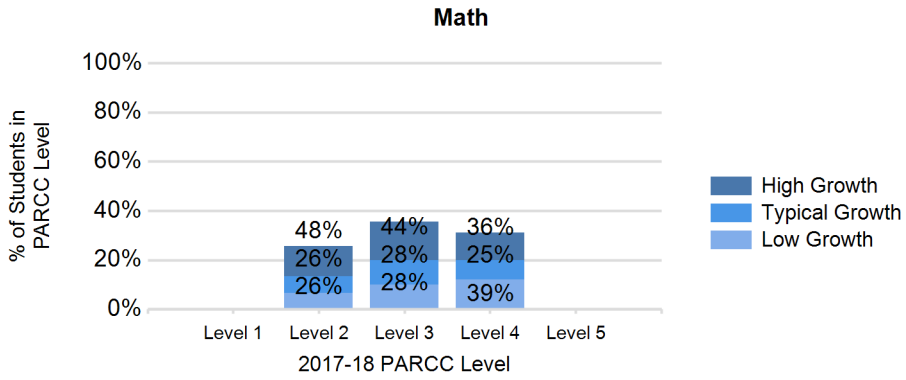
Student Growth by Performance Level

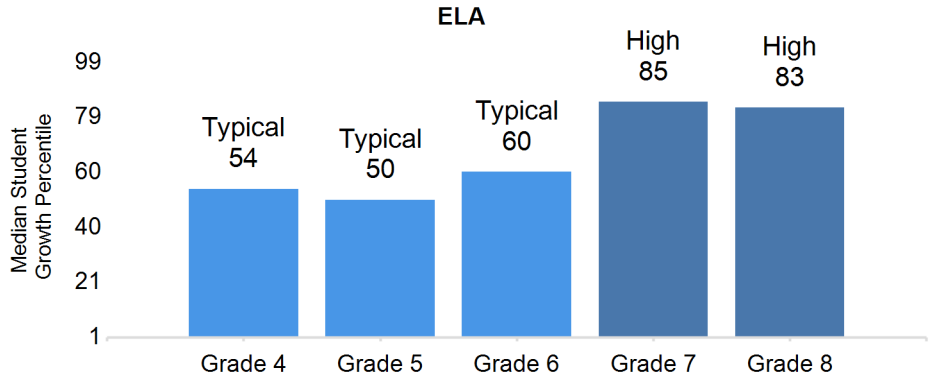
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

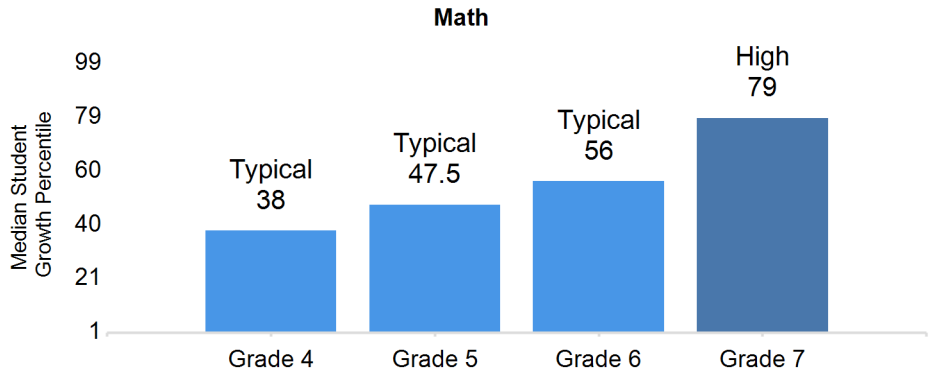




Student Growth by Grade

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





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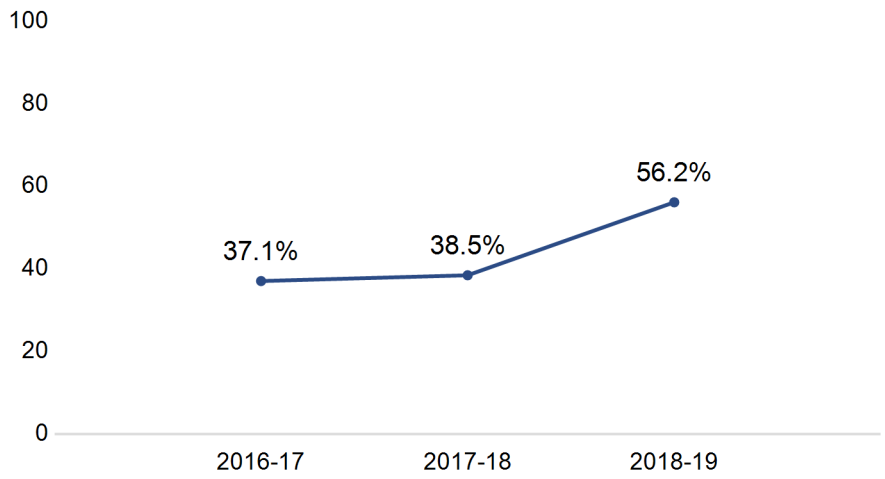
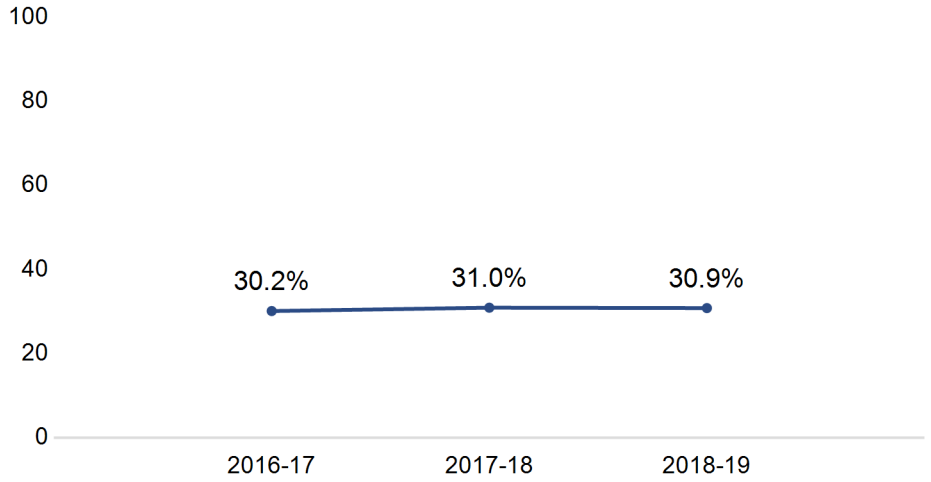
English Language Arts and Mathematics Performance Trends

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	98.8%	99.4%	98.0%	99.4%	99.4%	98.1%
Proficiency Rate for Federal Accountability	37.1%	38.5%	56.2%	30.2%	31.0%	30.9%
Annual Target	34.5%	36.9%	39.3%	35.6%	38.0%	40.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	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	146	98.0	56.2	57.9	56.2	39.3	Met Target
White	13	100.0	76.9	66.9	76.9	**	**
Hispanic	133	97.9	54.1	43.9	54.1	39.5	Met Target
Black or African American	N	N	N	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	64.4	N	**	**
Female	64	98.5	62.5	64.8	62.5		
Male	82	97.7	51.2	51.3	51.2		
Economically Disadvantaged Students	120	99.2	55.0	40.0	*	36.6	Met Target
Non-Economically Disadvantaged Students	26	93.1	61.5	67.9	*		
Students with Disabilities	20	100.0	10.0	22.7	10.0	16.1	Met Target†
Students without Disabilities	126	97.7	63.5	65.1	63.5		
English Learners	27	93.1	33.3	29.3	32.1	N	N
Non-English Learners	119	99.2	61.3	60.6	61.3		
Homeless Students	N	N	N	29.1	N		
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		

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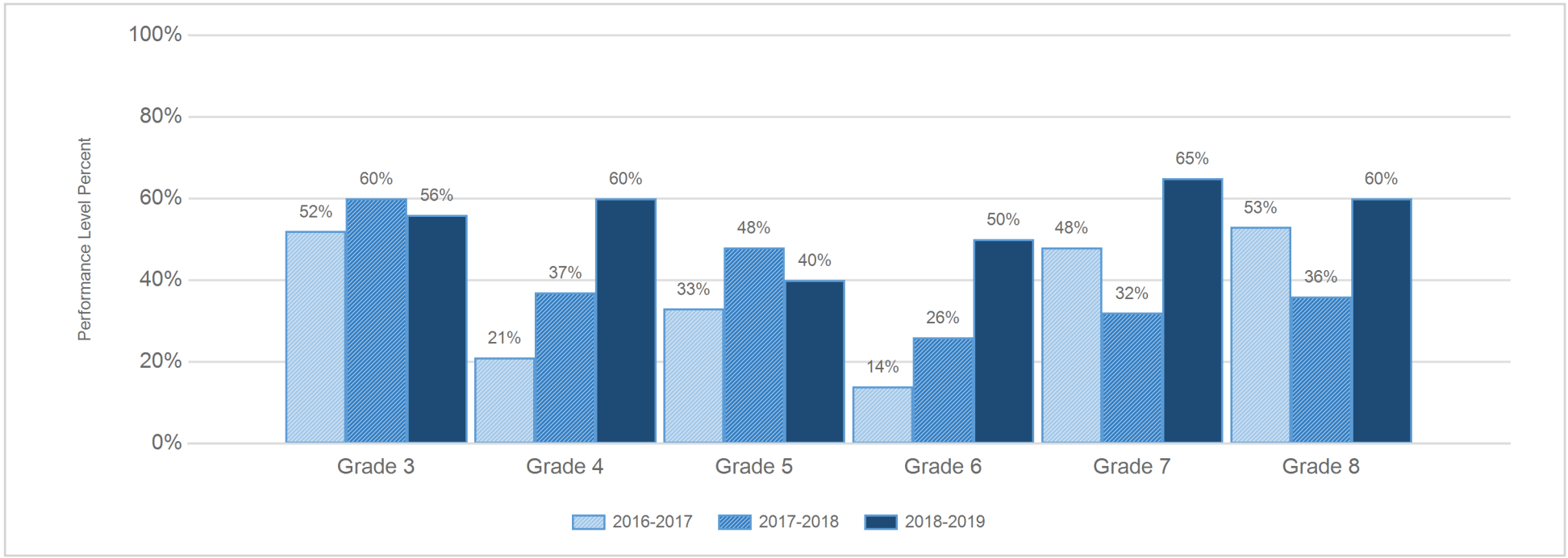
English Language Arts Assessment - Performance Trends

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	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	27	743	748	*	*	*	56%	0%	56%	50%
White	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	734	*	*	*	*	*	*	36%
Black or African American	N	N	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	756	N	N	N	N	N	N	58%
Female	12	748	753	*	*	*	*	*	58%	55%
Male	15	738	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	754	*	*	*	*	*	*	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%

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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	20	761	755	0%	*	*	*	*	60%	57%
White	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	762	N	N	N	N	N	N	64%
Female	*	*	760	*	*	*	*	*	*	62%
Male	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	20	761	761	0%	*	*	*	*	60%	64%
English Learners	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	20	761	758	0%	*	*	*	*	60%	60%
Homeless Students	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	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	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	20	742	756	0%	*	*	*	*	40%	58%
White	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	762	N	N	N	N	N	N	65%
Female	10	742	761	0%	*	*	*	*	40%	64%
Male	10	742	750	0%	*	*	*	*	40%	52%
Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	762	*	*	*	*	*	*	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

East Newark School District
(17-1200)
Grades Offered: PK-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	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	24	753	754	*	*	42%	*	*	50%	56%
White	N	N	762	N	N	N	N	N	N	65%
Hispanic	24	753	743	*	*	42%	*	*	50%	43%
Black or African American	N	N	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	760	N	N	N	N	N	N	64%
Female	*	*	762	*	*	*	*	*	*	64%
Male	*	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	761	*	*	*	*	*	*	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%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	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	34	767	761	*	*	*	32%	32%	65%	63%
White	*	*	769	*	*	*	*	*	*	72%
Hispanic	*	*	747	*	*	*	*	*	*	50%
Black or African American	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	768	N	N	N	N	N	N	68%
Female	18	772	769	*	*	*	*	*	72%	71%
Male	16	761	753	*	*	*	*	*	56%	55%
Economically Disadvantaged Students	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	769	*	*	*	*	*	*	71%
English Learners	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	729	N	N	N	N	N	N	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%

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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	25	750	762	*	*	*	*	*	60%	63%
White	*	*	770	*	*	*	*	*	*	72%
Hispanic	*	*	747	*	*	*	*	*	*	49%
Black or African American	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	N	N	N	N	N	N	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	*	*	771	*	*	*	*	*	*	71%
Male	*	*	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	770	*	*	*	*	*	*	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%

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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	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	152	98.1	30.9	44.5	30.9	40.3	Not Met
White	13	100.0	53.8	54.1	53.8	**	**
Hispanic	139	98.0	28.8	28.8	28.8	40.7	Not Met
Black or African American	N	N	N	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	76.5	N	**	**
American Indian or Alaska Native	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	53.3	N	**	**
Female	66	98.6	30.3	44.9	30.3		
Male	86	97.8	31.4	44.2	31.4		
Economically Disadvantaged Students	124	99.2	33.1	26.3	*	38.5	Met Target†
Non-Economically Disadvantaged Students	28	93.5	21.4	54.9	*		
Students with Disabilities	20	100.0	*	17.4	*	11.6	Not Met
Students without Disabilities	132	97.9	*	50.0	*		
English Learners	33	94.4	21.2	25.0	21.2	24.4	Met Target†
Non-English Learners	119	99.2	33.6	46.5	33.6		
Homeless Students	N	N	N	17.1	N		
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.

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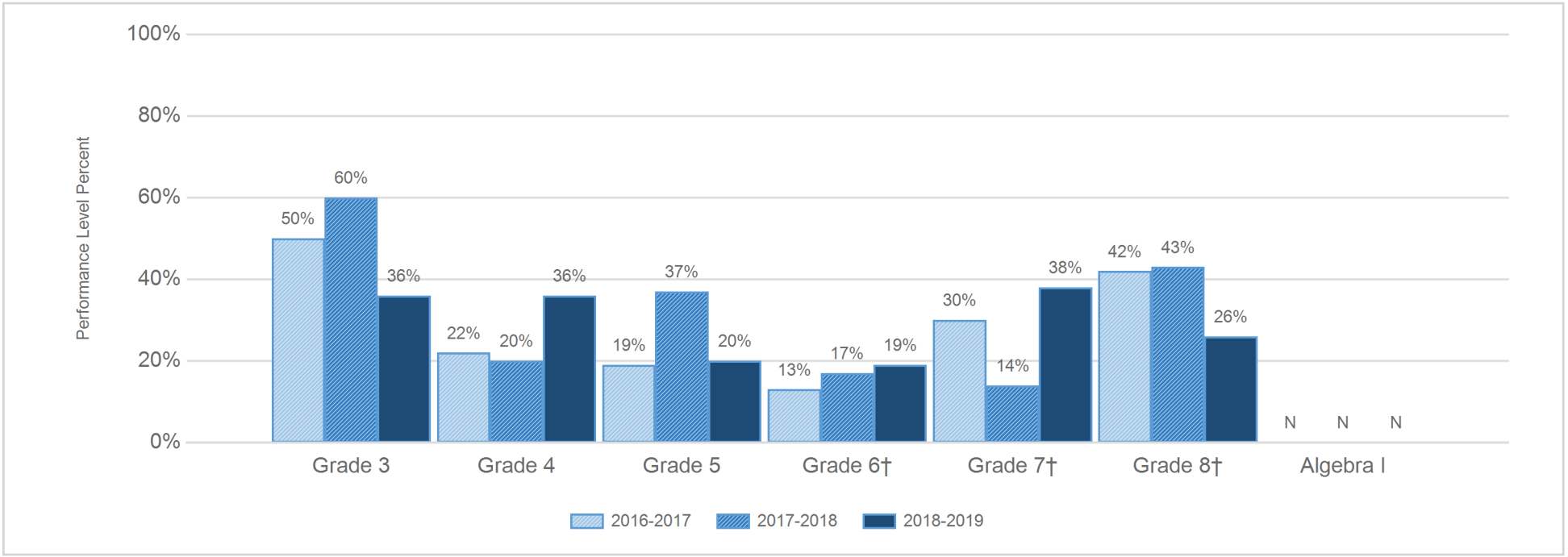
Mathematics Assessment – Performance Trends

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.



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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	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	28	738	752	*	*	36%	*	*	36%	55%
White	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	739	*	*	*	*	*	*	40%
Black or African American	N	N	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	758	N	N	N	N	N	N	62%
Female	12	746	751	*	*	*	*	*	50%	54%
Male	16	732	752	*	*	*	*	*	25%	56%
Economically Disadvantaged Students	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	756	*	*	*	*	*	*	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%

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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	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	22	740	749	*	*	*	*	*	36%	51%
White	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	737	*	*	*	*	*	*	36%
Black or African American	N	N	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	754	N	N	N	N	N	N	58%
Female	10	737	749	*	*	*	*	*	30%	50%
Male	12	743	749	*	*	*	*	*	42%	52%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	N	N	726	N	N	N	N	N	N	25%
Students without Disabilities	22	740	754	*	*	*	*	*	36%	56%
English Learners	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	717	N	N	N	N	N	N	16%

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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	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	20	734	747	0%	*	*	*	*	20%	47%
White	*	*	755	*	*	*	*	*	*	58%
Hispanic	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	753	N	N	N	N	N	N	55%
Female	10	727	747	0%	*	*	*	*	20%	47%
Male	10	741	747	0%	*	*	*	*	20%	47%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	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%

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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	26	731	741	*	*	42%	*	*	19%	41%
White	N	N	749	N	N	N	N	N	N	51%
Hispanic	26	731	729	*	*	42%	*	*	19%	24%
Black or African American	N	N	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	747	N	N	N	N	N	N	48%
Female	*	*	742	*	*	*	*	*	*	42%
Male	*	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	746	*	*	*	*	*	*	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%

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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	34	738	744	*	*	29%	38%	0%	38%	42%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	*	*	733	*	*	*	*	*	*	26%
Black or African American	N	N	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	749	N	N	N	N	N	N	51%
Female	18	731	744	*	*	*	*	*	17%	42%
Male	16	745	743	*	*	*	*	*	63%	42%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	749	*	*	*	*	*	*	48%
English Learners	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	721	N	N	N	N	N	N	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%

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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	27	728	728	*	*	*	*	*	26%	29%
White	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	N	N	N	N	N	N	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	10	734	731	*	*	*	*	*	40%	31%
Male	17	725	726	*	*	*	*	*	18%	27%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	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

East Newark School District
(17-1200)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	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	N	N	744	N	N	N	N	N	N	42%
White	N	N	752	N	N	N	N	N	N	53%
Hispanic	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	752	N	N	N	N	N	N	51%
Female	N	N	745	N	N	N	N	N	N	44%
Male	N	N	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	748	N	N	N	N	N	N	47%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	745	N	N	N	N	N	N	*
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%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	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?
Districtwide/English Learners	45.8%	51.9%	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	14	85.7%	14.3%
3-4	16	*	*
5 or more	*	*	*

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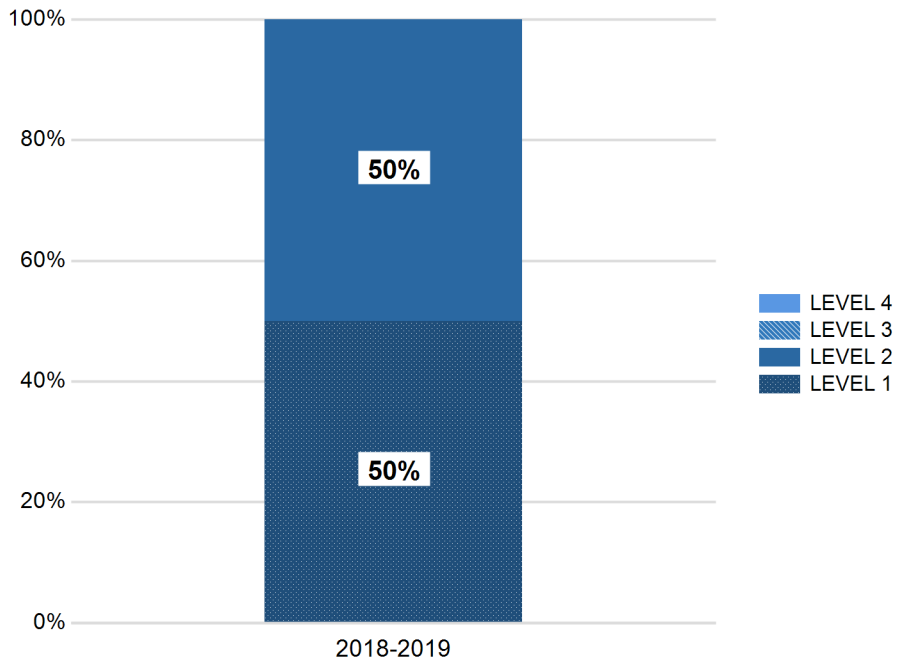
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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
Districtwide	50	50	0	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	50	0	0
Male	50	50	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	50	50	0	0
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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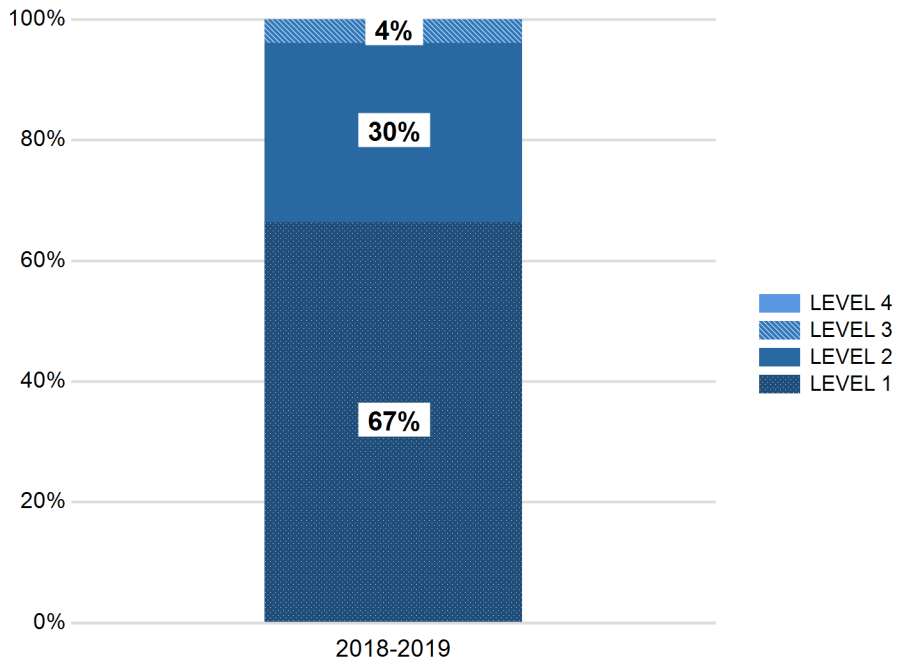
NJSLA Science Assessment: Grade 8 Summary

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	67	30	4	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	30	10	0
Male	71	29	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	67	30	4	0
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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	29
7	0	0	36
8	0	0	27
Total	0	0	92

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	28	0	0	0	0	0	0
7	37	0	0	0	0	0	0
8	27	0	0	0	0	0	0
Total	92	0	0	0	0	0	0

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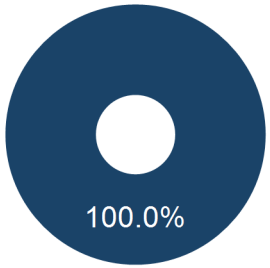
Visual and Performing Arts – Course Participation

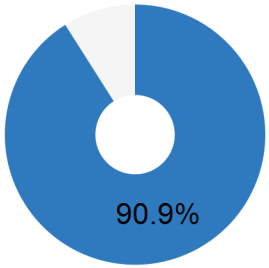
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

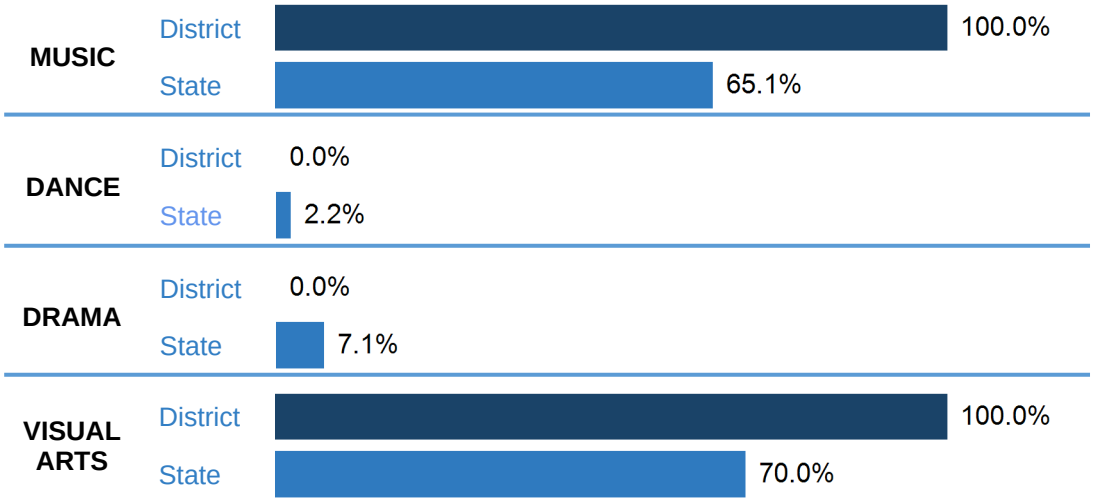


District



State

Students enrolled in one or more classes by discipline:



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

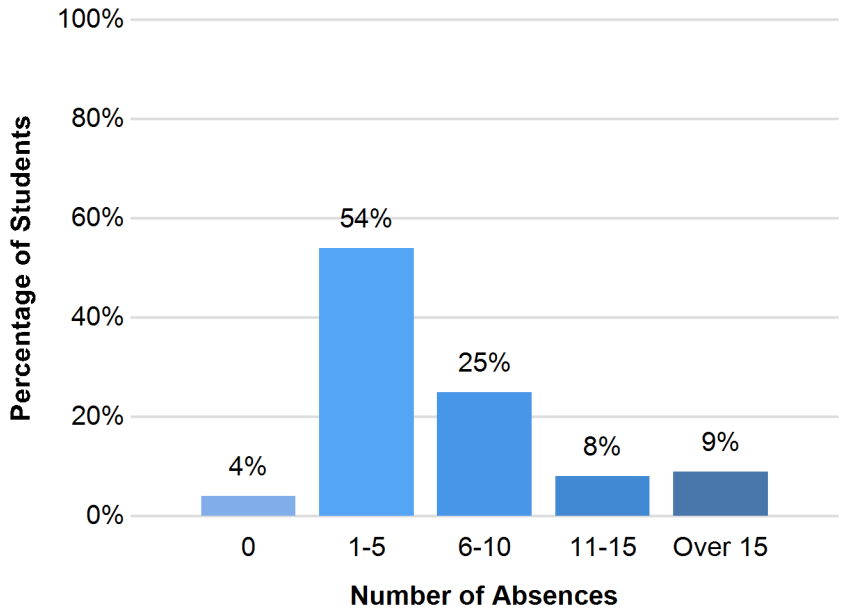
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Districtwide	16	7.6	9.0	Met
White	1	5.3	**	**
Hispanic	15	7.9	9.0	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	5.3		
Male	11	9.5		
Economically Disadvantaged Students	12	7.0	9.0	Met
Students with Disabilities	6	15.4	9.0	Not Met
English Learners	5	11.6	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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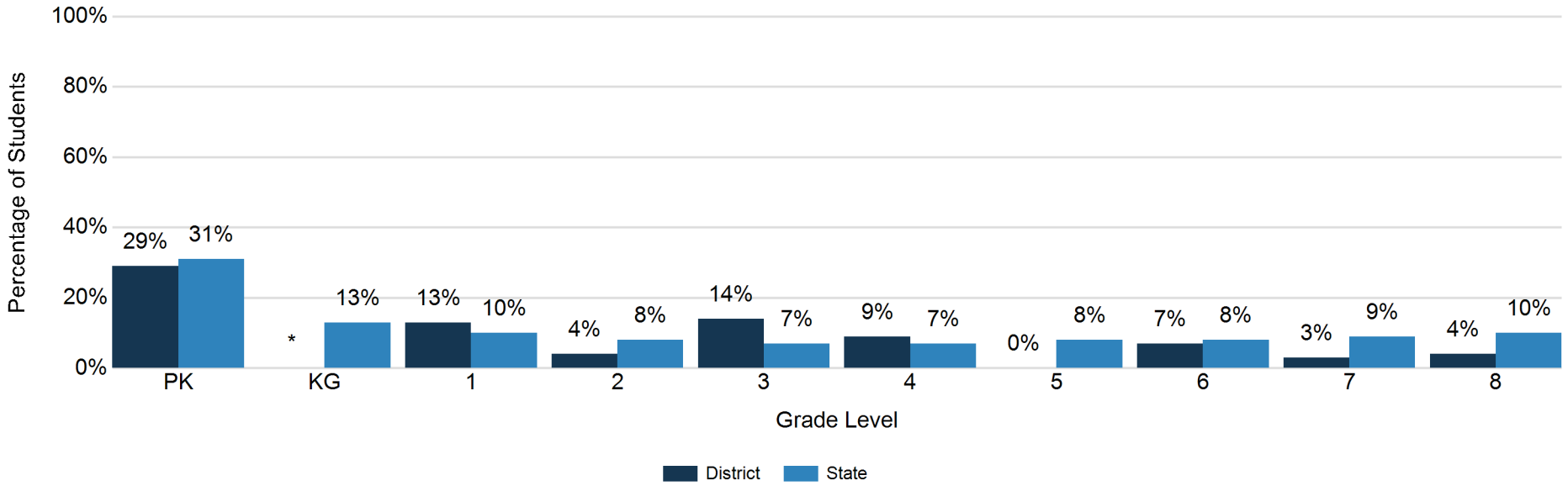
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.27

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Proteced 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	3	3
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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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	17	118,214
Average years experience in public schools	8.4	12.1
Average years experience in district	5.7	10.8
Percentage of Teachers with 4 or more years experience in the district	58.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	1	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	14.0	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	14:1
Students to Administrators	236:1
Teachers to Administators	17:1
Students to Librarian/Media Specialists	N
Students to Nurses	236:1
Students to Counselors	N
Students to Child Study Team Members	118:1

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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	45.8%	76.5%	100.0%	48.4%	77.1%	54.9%
Male	54.2%	23.5%	0.0%	51.6%	22.9%	45.1%
White	6.8%	58.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	92.4%	35.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.4%	5.9%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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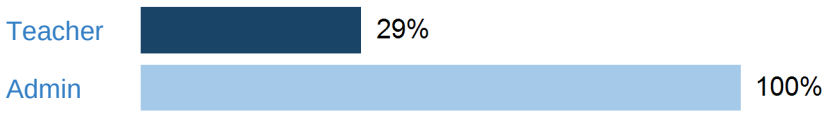
Teachers and Administrators - Level of Education

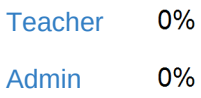
This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2018-19	94.3%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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.

NJ SCHOOL PERFORMANCE REPORT

East Newark School District
(17-1200)
Grades Offered: PK-08
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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.1%	38.5%	56.2%
Math Proficiency	30.2%	31.0%	30.9%
ELA Growth	50	53	68
Math Growth	39	45	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		42.9%	45.8%
Chronic Absenteeism	9.6%	26.6%	7.6%

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

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Accountability Summary by Student Group - 2018-19 School Year

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?	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	N	Exceeds Standard	Met Standard	Met Target†	Met
White	**	**	N	**	**	n/a	**
Hispanic	Met Target	Not Met	N	Exceeds Standard	Met Standard	n/a	Met
Black or African American	**	**	N	**	**	n/a	**
Asian, Native Hawaiian, or Pacific Islander	**	**	N	**	**	n/a	**
American Indian or Alaska Native	**	**	N	**	**	n/a	**
Two or More Races	**	**	N	**	**	n/a	**
Economically Disadvantaged Students	Met Target	Met Target†	N	Exceeds Standard	Met Standard	n/a	Met
Students with Disabilities	Met Target†	Not Met	N	**	**	n/a	Not Met
English Learners	N	Met Target†	N	**	**	Met Target†	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 East Newark School District's mission is to provide every child with an educational foundation which will serve to achieve the NJ New Jersey Student Learning Standards so that he/she will be able to reach their potential. To accomplish this, the Board of Education will provide the support necessary so that staff and students can: Work copperatively in a safe, supportive and challenging learning environment, Practice good citizenship and foster respect and understanding in a multicultural society, Fully integrate technology into the educational programs, Use problem solving strategies in oral, written, and practical situations, Continue to support the developmentof the professional and paraprofessional staff.

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District Narrative

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Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Volleyball (Coed)

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Student Supports and Services:	District provides an ESL teacher for English Language Learners. District provides services for students with disabilities. Morning and after school remediation is provided for students who are struggling academically. District provides I&RS team for students who are having difficulties.

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District Narrative

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Early Childhood Education:	District provides a Pre-K 3-4 program. There are two sessions (AM and PM), each two hours and forty minutes. The program is currently funded by state and local funds.