



William L Antheil Elementary School (21-1430-140)

2022-2023

County: Mercer
District: Ewing Township School District
339 Ewingville Road
Ewing, NJ 08638-1721

Principal: Mr. Clifford Harrison
[School Website](#)
609-538-9800



713
Total Students



PK-05
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

School Contact Information

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

Type	Contact Information
County	Mercer
District	Ewing Township School District
Principal Name	Mr. Clifford Harrison
Address	339 Ewingville Road, Ewing, NJ 08638-1721
Phone Number	609-538-9800
Email Address	charrison@ewingboe.org
Website	www.ewing.k12.nj.us/Domain/163
Twitter	https://twitter.com/TheEwingSchools

Demographics

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	2020-21	2021-22	2022-23
PK	21	22	45
KG	99	120	118
1	115	104	126
2	88	115	102
3	104	99	116
4	108	104	103
5	97	108	103
Total	632	672	713

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	50.0%	47.0%	47.0%
Male	50.0%	53.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	45.9%	33.6%	49.1%
Students with Disabilities	24.2%	21.6%	23.8%
English Learners	10.1%	10.7%	9.5%
Homeless Students	0.3%	0.7%	1.1%
Students in Foster Care	0.5%	0.6%	0.0%
Military-Connected Students	1.3%	1.6%	1.9%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2020-21	2021-22	2022-23
White	27.7%	25.0%	22.6%
Hispanic	22.8%	28.3%	30.1%
Black or African American	39.6%	37.3%	36.6%
Asian	6.5%	5.2%	5.9%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	3.3%	4.0%	4.7%

Demographics

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 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.

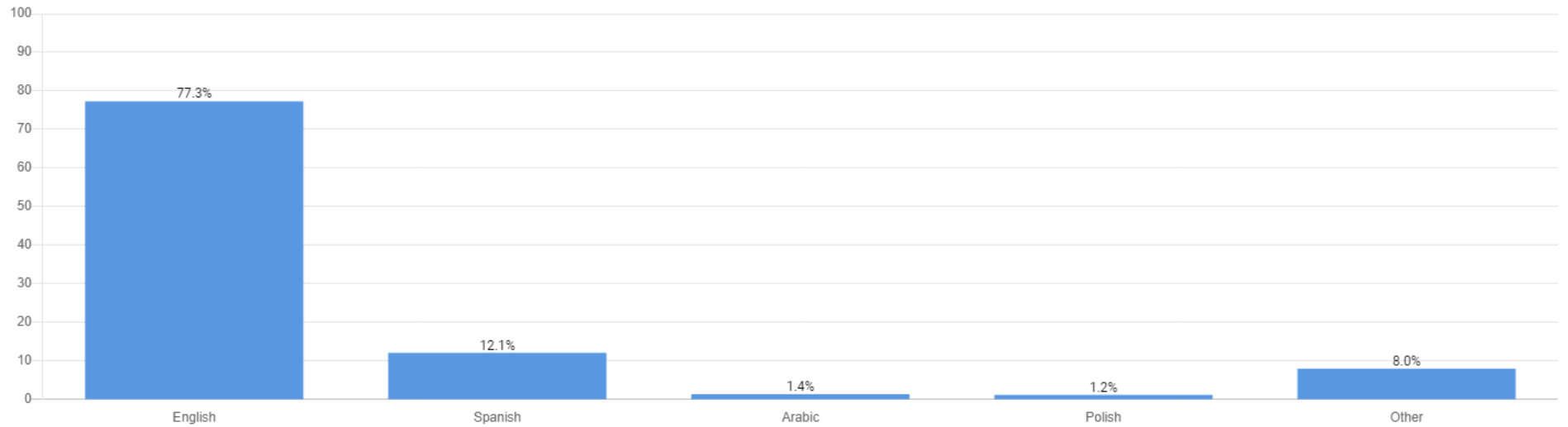
Grade	2020-21	2021-22	2022-23
PK - Half Day	0	11	24
PK - Full Day	21	11	21
KG - Half Day	0	0	0
KG - Full Day	99	120	118

Demographics

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 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. To see this data in a table, click the Table View option below the chart.



Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual 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. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			37			48
Met Standard (40-59.5)?			Not Met			Met Standard
Statewide: Median Student Growth Percentile			50			50

Report Key:

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

Student Growth

Student Growth

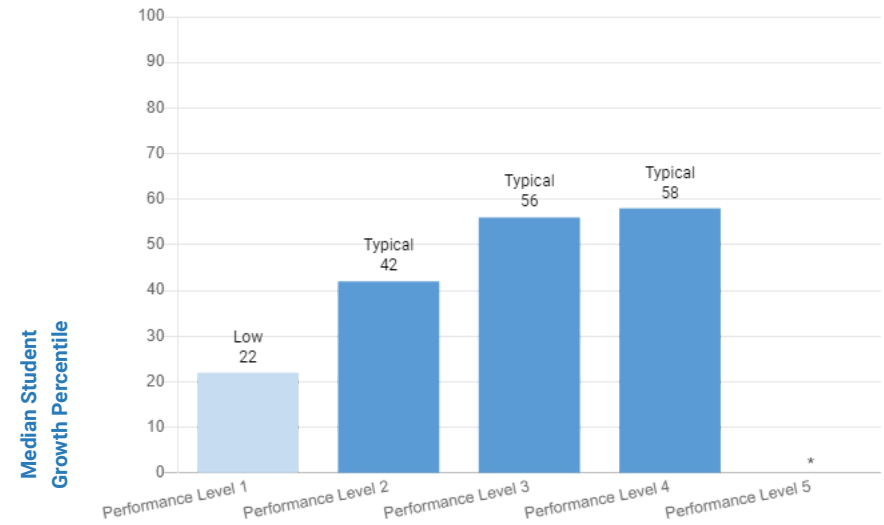
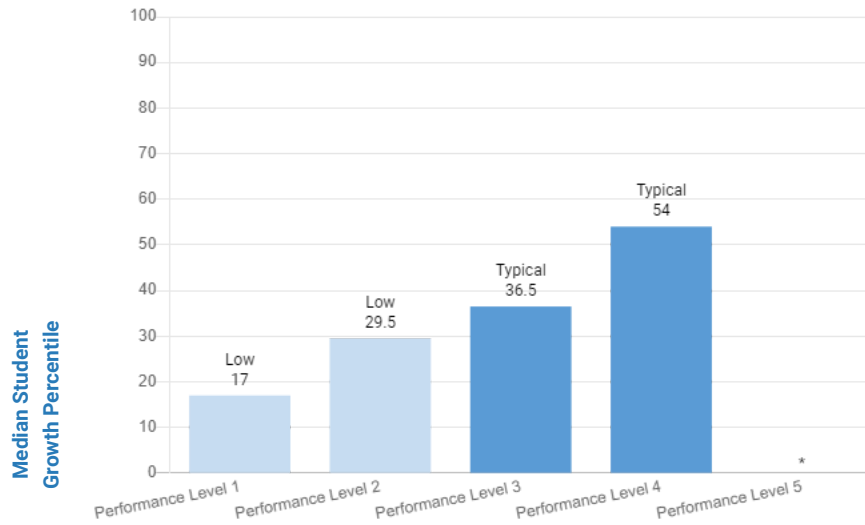
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

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	37	47	50	Not Met	48	48	50	Met Standard
White	37	45	51	Not Met	44	48.5	51	Met Standard
Hispanic	37.5	44	47	Not Met	43	47	47	Met Standard
Black or African American	36	49	45	Not Met	49	48	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	54	61	**
American Indian or Alaska Native	N	N	54	**	N	N	49	**
Two or More Races	*	46	52	**	*	48	51	**
Female	38	45	52		51	47	49	
Male	35	49.5	48		42	49	51	
Non-Binary/Undesignated Gender	N	*	46.5		N	*	62	
Economically Disadvantaged Students	38.5	45.5	46	Not Met	47.5	48	46	Met Standard
Students with Disabilities	54	42	40	Met Standard	35	40	42	Not Met
English Learners	38	43	47	Not Met	42	52.5	48	Met Standard
Homeless Students	*	39	42		*	58	42	
Students in Foster Care	N	*	42		N	*	44	
Military-Connected Students	*	51.5	50		*	46	49	
Migrant Students	N	N	36		N	N	43	

Student Growth

Student Growth by Performance Level

These graphs show the median Student Growth Percentile (mSGP) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

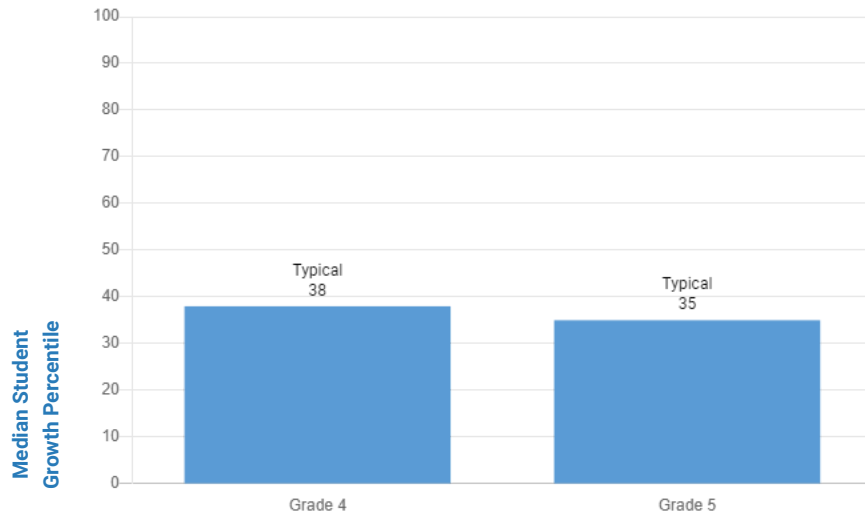


Student Growth

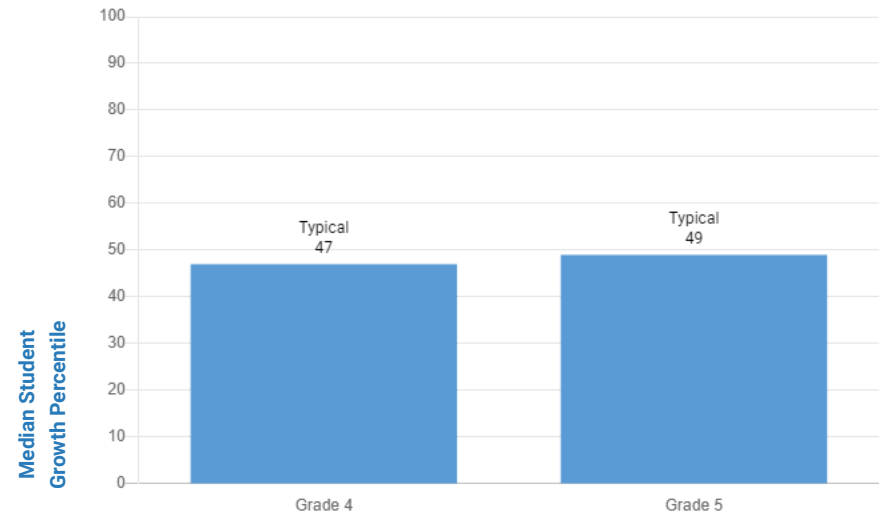
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

ELA



Math



Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

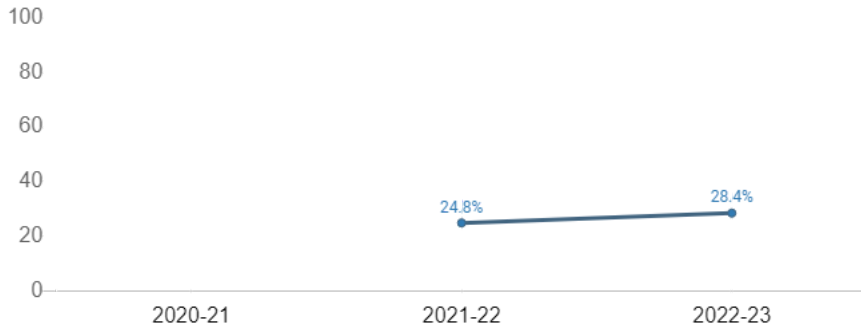
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

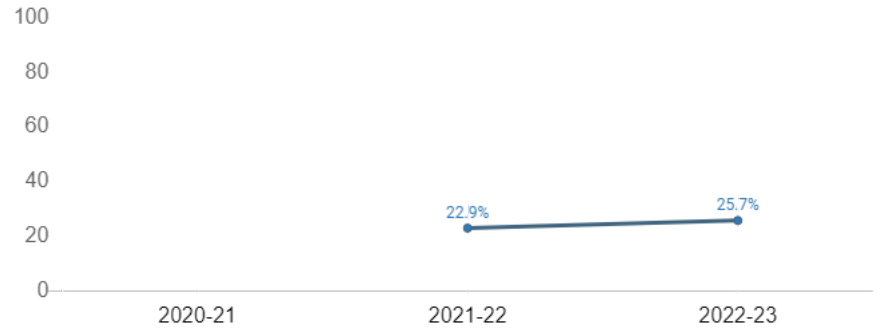
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who 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.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		99.4%	98.8%		99.4%	99.1%
Proficiency Rate for Federal Accountability		24.8%	28.4%		22.9%	25.7%
Annual Target		51.1%	52.9%		57.3%	58.7%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who 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 2032. 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	306	98.8%	28.4%	33%	51.3%	28.4%	52.9%	Not Met
White	80	98.8%	41.3%	46.8%	60.7%	41.3%	58.4%	Not Met
Hispanic	94	99%	26.6%	28.6%	37.3%	26.6%	50.6%	Not Met
Black or African American	108	99.1%	16.7%	26.6%	34%	16.7%	48%	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	93.7%	64.3%	56.7%	79.8%	62.9%	**	**
American Indian or Alaska Native	*	*	*	*	52.7%	*	**	**
Two or More Races	*	100%	20%	36.3%	58.2%	20%	**	**
Female	*	99.4%	30.3%	37%	56.8%	30.3%		
Male	*	98.2%	26.5%	29.2%	46%	26.5%		
Non-binary/undesignated gender	*	*	*	*	62.5%	*		
Economically Disadvantaged Students	152	98.7%	21.1%	23.9%	33.4%	21.1%	40.3%	Not Met
Non-Economically Disadvantaged Students	154	98.8%	35.7%	43%	61.3%	35.7%		
Students with Disabilities	71	100%	14.1%	13.4%	19.2%	14.1%	36.7%	Not Met
Students without Disabilities	235	98.4%	32.8%	39.3%	58.3%	32.8%		
English Learners	33	100%	24.2%	12.2%	23.9%	24.2%	30.4%	Met Target†
Non-English Learners	273	98.6%	28.9%	34.7%	54.7%	28.9%		
Homeless Students	*	*	*	12.5%	23.2%	*		
Students in Foster Care	*	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	50%	49.2%	*		
Migrant Students	*	*	*	*	15.9%	*		

† Target was met within a confidence interval.

Academic Achievement

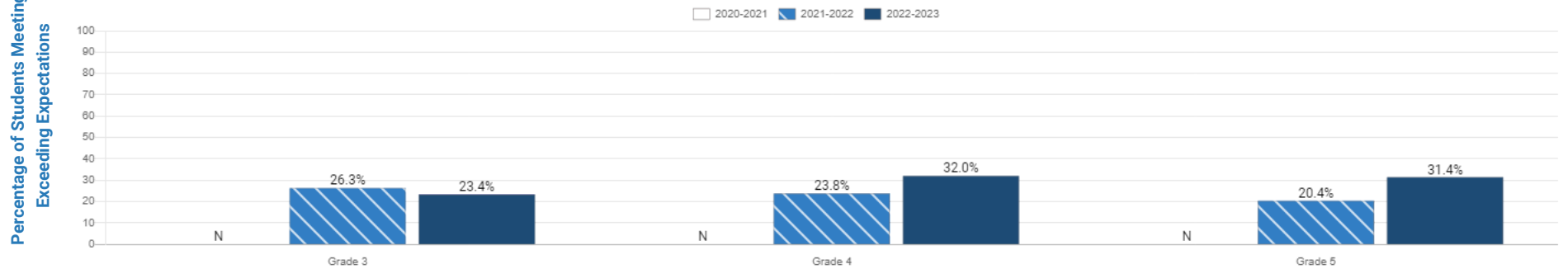
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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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	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	107	720	719	739	35%	16%	26%	22%	1%	23%	42%
White	30	737	736	749	17%	20%	27%	33%	3%	37%	51%
Hispanic	30	723	720	723	33%	10%	30%	27%	0%	27%	27%
Black or African American	39	705	709	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	69%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	*	709	749	*	*	*	*	*	*	51%
Female	*	725	723	744	30%	17%	28%	24%	2%	26%	47%
Male	*	715	716	734	40%	15%	25%	21%	0%	21%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	56	711	709	719	43%	14%	29%	14%	0%	14%	23%
Non-Economically Disadvantaged Students	51	729	731	751	25%	18%	24%	31%	2%	33%	53%
Students with Disabilities	26	694	699	709	*	*	*	*	*	*	18%
Students without Disabilities	81	728	726	745	26%	16%	30%	27%	1%	28%	47%
English Learners	*	*	706	703	*	*	*	*	*	*	12%
Non-English Learners	*	721	720	743	34%	15%	28%	22%	1%	23%	46%
Homeless Students	*	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	*	701	*	*	*	*	*	*	14%

Academic Achievement

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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	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	97	734	734	748	23%	19%	27%	28%	4%	32%	51%
White	22	749	749	758	5%	23%	27%	36%	9%	45%	62%
Hispanic	27	725	725	734	33%	19%	22%	26%	0%	26%	36%
Black or African American	40	731	731	733	25%	18%	30%	25%	3%	28%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	722	757	*	*	*	*	*	*	60%
Female	*	736	734	752	21%	17%	28%	30%	4%	34%	55%
Male	*	731	733	745	24%	20%	26%	26%	4%	30%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50	729	728	731	28%	18%	28%	22%	4%	26%	32%
Non-Economically Disadvantaged Students	47	738	740	759	17%	19%	26%	34%	4%	38%	63%
Students with Disabilities	15	705	712	720	*	*	*	*	*	*	22%
Students without Disabilities	82	739	739	755	16%	17%	30%	32%	5%	37%	58%
English Learners	10	705	708	712	60%	20%	10%	10%	0%	10%	14%
Non-English Learners	87	737	736	752	18%	18%	29%	30%	5%	34%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	*	697	*	*	*	*	*	*	15%

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Academic Achievement

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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	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	102	731	732	750	14%	33%	22%	31%	0%	31%	53%
White	27	741	738	759	11%	22%	22%	44%	0%	44%	64%
Hispanic	38	728	729	736	11%	42%	24%	24%	0%	24%	39%
Black or African American	28	723	730	733	21%	43%	11%	25%	0%	25%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	724	759	*	*	*	*	*	*	62%
Female	*	733	736	755	9%	36%	19%	36%	0%	36%	58%
Male	*	728	729	745	18%	31%	24%	27%	0%	27%	48%
Non-binary/undesignated gender	*	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	44	722	726	732	20%	39%	18%	23%	0%	23%	34%
Non-Economically Disadvantaged Students	58	738	738	761	9%	29%	24%	38%	0%	38%	65%
Students with Disabilities	19	714	709	720	32%	42%	5%	21%	0%	21%	20%
Students without Disabilities	83	735	737	756	10%	31%	25%	34%	0%	34%	60%
English Learners	12	713	708	707	*	*	*	*	*	*	*
Non-English Learners	90	733	734	754	14%	28%	22%	36%	0%	36%	57%
Homeless Students	*	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	*	717	*	*	*	*	*	*	29%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who 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 2032. 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	307	99.1%	25.7%	22.7%	38.2%	25.7%	58.7%	Not Met
White	80	98.8%	45%	40.6%	48.7%	45%	70.9%	Not Met
Hispanic	95	100%	20%	18.7%	22.2%	20%	61.3%	Not Met
Black or African American	108	99.1%	12%	15.1%	17.9%	12%	45.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	93.7%	64.3%	45%	73.1%	62.9%	**	**
American Indian or Alaska Native	*	*	*	*	40.1%	*	**	**
Two or More Races	*	100%	20%	18%	46.4%	20%	**	**
Female	*	99.4%	23.2%	19.9%	36.5%	23.2%		
Male	*	98.8%	28.3%	25.1%	39.9%	28.3%		
Non-binary/undesignated gender	*	*	*	*	36.8%	*		
Economically Disadvantaged Students	153	99.4%	19%	16.3%	19.5%	19%	49.5%	Not Met
Non-Economically Disadvantaged Students	154	98.8%	32.5%	29.9%	48.8%	32.5%		
Students with Disabilities	71	100%	14.1%	12.7%	15.7%	14.1%	40.3%	Not Met
Students without Disabilities	236	98.8%	29.2%	25.9%	43%	29.2%		
English Learners	33	100%	21.2%	12%	18.1%	21.2%	41.5%	Not Met
Non-English Learners	274	99%	26.3%	23.6%	41%	26.3%		
Homeless Students	*	*	*	<10%	11.9%	*		
Students in Foster Care	*	*	*	*	<10%	*		
Military-Connected Students	*	*	*	38.5%	37.3%	*		
Migrant Students	*	*	*	*	12.7%	*		

† Target was met within a confidence interval.

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

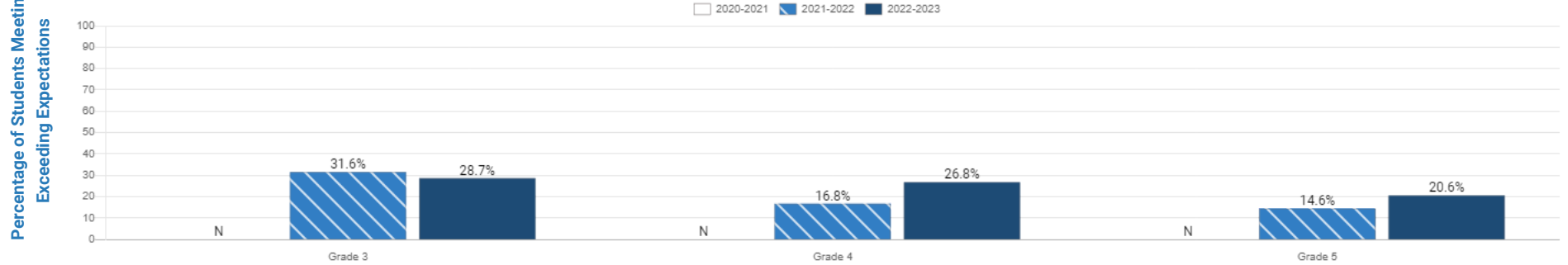
For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 and 2022-23 data for Geometry and Algebra II may not be comparable to data from 2018-19.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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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	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	108	729	730	745	20%	26%	25%	23%	6%	29%	46%
White	30	750	750	756	10%	7%	30%	43%	10%	53%	58%
Hispanic	31	725	729	731	19%	29%	26%	26%	0%	26%	29%
Black or African American	39	715	719	725	31%	33%	26%	5%	5%	10%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	*	724	753	*	*	*	*	*	*	53%
Female	*	732	729	743	13%	30%	30%	24%	4%	28%	44%
Male	*	727	731	747	28%	22%	20%	22%	7%	30%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	57	720	719	727	25%	30%	28%	18%	0%	18%	26%
Non-Economically Disadvantaged Students	51	740	742	756	16%	22%	22%	29%	12%	41%	58%
Students with Disabilities	26	719	720	724	19%	38%	31%	4%	8%	12%	24%
Students without Disabilities	82	733	734	750	21%	22%	23%	29%	5%	34%	50%
English Learners	*	*	721	721	*	*	*	*	*	*	20%
Non-English Learners	*	729	731	749	22%	25%	25%	23%	6%	29%	50%
Homeless Students	*	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	728	*	*	*	*	*	*	25%

Report Key:

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	97	732	732	743	11%	32%	30%	26%	1%	27%	44%
White	22	749	745	754	5%	14%	27%	50%	5%	55%	57%
Hispanic	27	725	728	729	19%	33%	33%	15%	0%	15%	27%
Black or African American	40	726	727	723	13%	40%	33%	15%	0%	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	49%
Two or More Races	*	*	730	751	*	*	*	*	*	*	54%
Female	*	730	728	741	9%	38%	32%	19%	2%	21%	42%
Male	*	735	737	745	14%	26%	28%	32%	0%	32%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	50	728	730	725	16%	30%	30%	24%	0%	24%	24%
Non-Economically Disadvantaged Students	47	737	735	754	6%	34%	30%	28%	2%	30%	57%
Students with Disabilities	15	707	713	720	*	*	*	*	*	*	21%
Students without Disabilities	82	737	737	748	6%	29%	34%	29%	1%	30%	49%
English Learners	10	716	718	716	20%	40%	30%	10%	0%	10%	14%
Non-English Learners	87	734	734	747	10%	31%	30%	28%	1%	29%	48%
Homeless Students	*	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	*	712	*	*	*	*	*	*	21%

Report Key:

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	102	727	727	740	16%	30%	33%	21%	0%	21%	40%
White	27	733	735	750	15%	19%	37%	30%	0%	30%	52%
Hispanic	38	723	725	726	18%	39%	26%	16%	0%	16%	23%
Black or African American	28	722	721	720	18%	32%	36%	14%	0%	14%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	745	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	727	749	*	*	*	*	*	*	50%
Female	*	725	725	739	17%	32%	30%	21%	0%	21%	38%
Male	*	729	728	741	14%	29%	37%	20%	0%	20%	42%
Non-binary/undesignated gender	*	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	44	718	720	723	25%	34%	30%	11%	0%	11%	19%
Non-Economically Disadvantaged Students	58	734	733	751	9%	28%	36%	28%	0%	28%	52%
Students with Disabilities	19	719	717	719	26%	42%	21%	11%	0%	11%	17%
Students without Disabilities	83	729	729	745	13%	28%	36%	23%	0%	23%	45%
English Learners	12	704	703	711	*	*	*	*	*	*	*
Non-English Learners	90	730	728	743	13%	27%	37%	23%	0%	23%	43%
Homeless Students	*	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	*	713	*	*	*	*	*	*	21%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 the most significant intellectual disabilities.

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

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Academic Achievement

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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 Assessment for English language proficiency and the percentage of students tested who 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.

For additional data showing both the number and percentage of students with an overall score of 4.5 or above, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	42	>90%	<10%
3-4	18	>90%	<10%
5 or more	*	*	*

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	Annual Target	Met Target?
Schoolwide/English Learners	50%	45.5%	Met Target

† Target was met within a confidence interval.

Academic Achievement

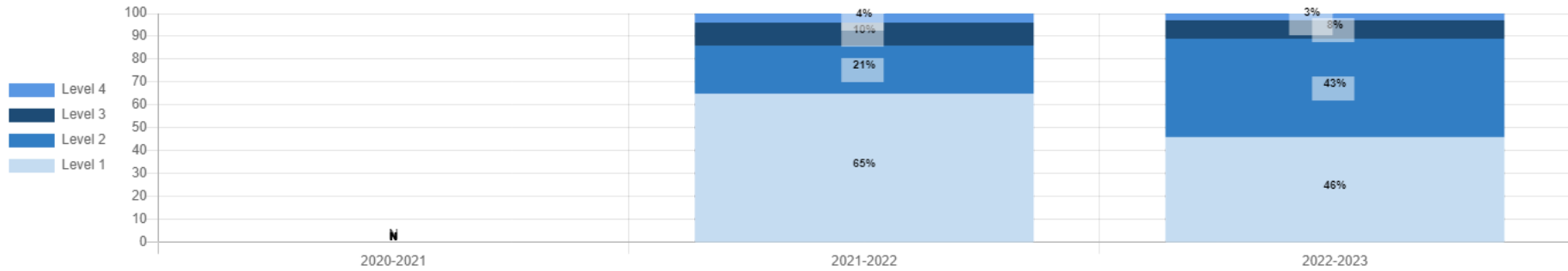
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5 Summary

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

Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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Academic Achievement

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 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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5

This table shows how students performed on the NJSLA Science assessment for the school year, 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	46%	43%	8%	3%
White	23%	58%	15%	4%
Hispanic	50%	39%	11%	0%
Black or African American	64%	32%	0%	4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	56%	38%	4%	2%
Male	35%	48%	13%	4%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	64%	33%	2%	0%
Non-Economically Disadvantaged Students	33%	50%	12%	5%
Students with Disabilities	61%	28%	11%	0%
Students without Disabilities	43%	46%	7%	4%
English Learners	82%	18%	0%	0%
Non-English Learners	42%	46%	9%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.



William L Antheil Elementary School
(21-1430-140)
2022-2023

Report Key:
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College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.



William L Antheil Elementary School
(21-1430-140)
2022-2023

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College and Career Readiness

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College and Career Readiness

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Computer Science – 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.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

Climate and Environment

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.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

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 state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows 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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	110	17.2%	16.6%	Not Met
White	24	15.0%	16.6%	Met
Hispanic	48	24.5%	16.6%	Not Met
Black or African American	26	12.0%	16.6%	Met
Asian, Native Hawaiian, or Pacific Islander	9	25.0%	16.6%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	10.0%	16.6%	Met
Female	*	15.3%		
Male	*	19.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	68	20.9%	16.6%	Not Met
Students with Disabilities	36	31.6%	16.6%	Not Met
English Learners	13	19.1%	16.6%	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	4	36.4%		
Migrant Students	*	*		

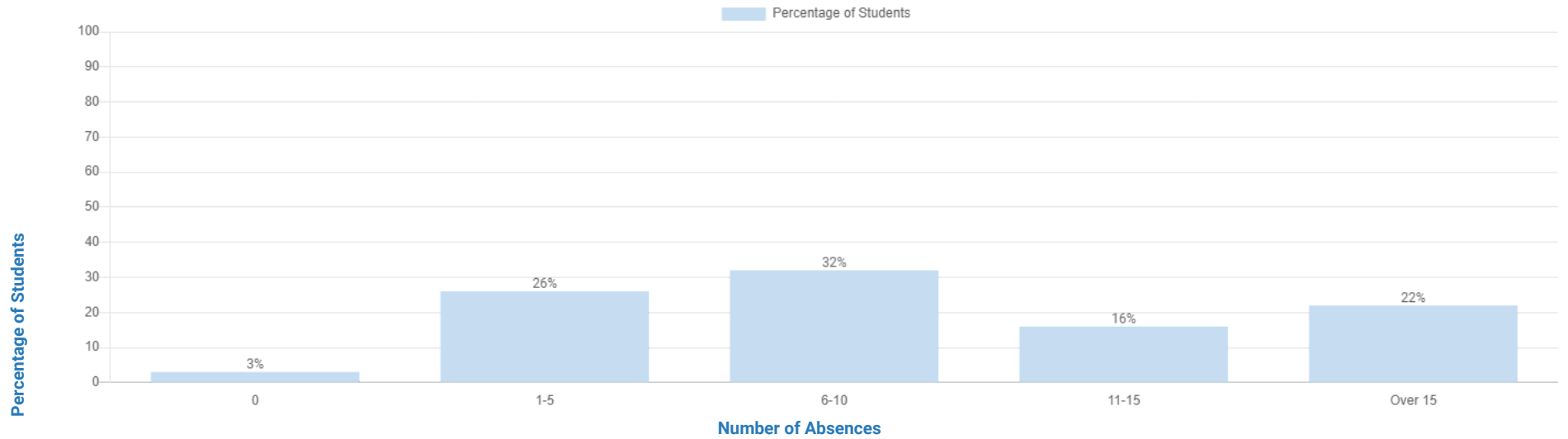
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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Days Absent

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



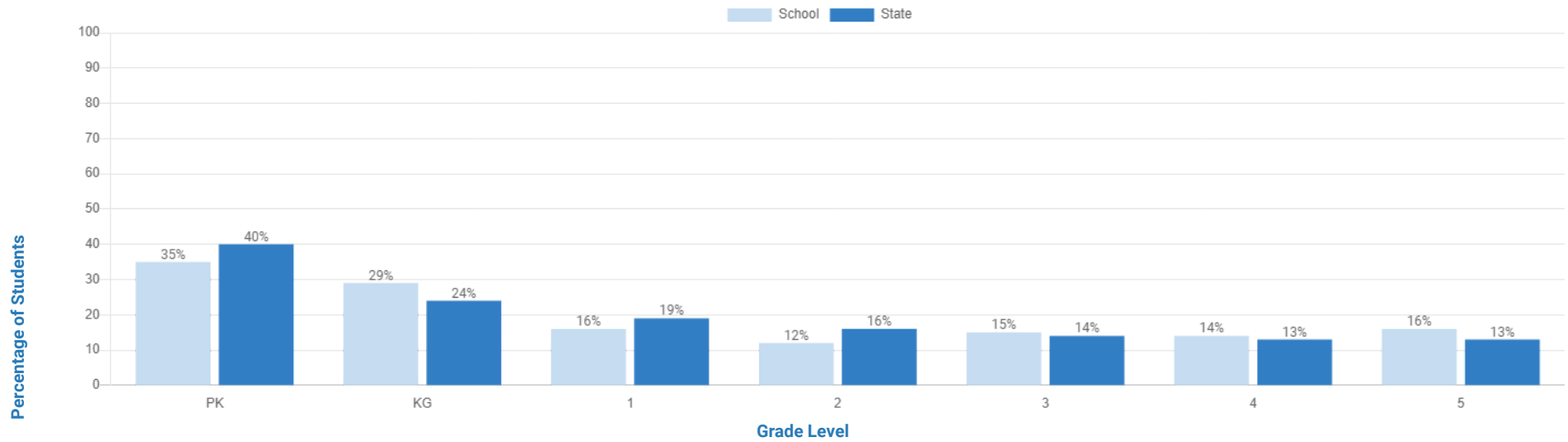
Climate and Environment

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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism by Grade

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



Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.55

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

Report Key:

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Climate and Environment

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Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the [NJDOE website](#).

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	9	1.2%	44
Out-of-School Suspensions	20	2.8%	
Any Suspension	26	3.6%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

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Climate and Environment

School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs. 40 Mins.
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2023, 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
2022-2023	1.1:1

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) can be found on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,882
Average years experience in public schools	11.7	12.5
Average years experience in district	10.2	11.3
Number of Teachers with 4 or more years experience in the district	49	88,415
Percentage of Teachers with 4 or more years experience in the district	76.6%	74.8%
Number of out-of-field teachers	1	2,811
Percentage of out-of-field teachers	1.6%	2.4%
Number of Teachers with Provisional Credentials	6	8,605
Percentage of Teachers with Provisional Credentials	9.4%	7.3%

Administrators – Experience

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

Category	Admin. in School	Admin. in State
Total Number of administrators	3	9,952
Average years experience in public schools	22.0	16.1
Average years experience in district	13.7	12.5
Number of Administrators with 4 or more years experience in the district	2	7,675
Percentage of Administrators with 4 or more years experience in the district	66.7%	77.9%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	64	336	118,882
Administrators	3	22	9,952
Librarians/Media Specialists	1	5	1,194
Nurses	1	5	2,960
School Counselors	2	14	4,519
Child Study Team Members	11	31	9,367
School Psychologists	3	10	2,166
School Social Workers	2	10	2,654
Student Assistance Coordinators	N	2	381
School Safety Specialists	N	3	694

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	242:1	157:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists †	727:1	692:1
Students to Nurses †	727:1	692:1
Students to Counselors †	364:1	247:1
Students to Child Study Team Members †,††	16:1	25:1
Students to School Psychologists †	242:1	346:1
Students to School Social Workers †	364:1	346:1
Students to Student Assistance Coordinators †	N	1730:1
Students to School Safety Specialists †	N	1154:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	90-95%	*	48.0%	77.0%	57.0%
Male	53.0%	5-10%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	22.6%	98.4%	100.0%	39.1%	82.2%	74.8%
Hispanic	30.1%	0.0%	0.0%	33.1%	8.3%	8.5%
Black or African American	36.6%	0.0%	0.0%	14.4%	6.3%	14.3%
Asian	5.9%	1.6%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	4.7%	0.0%	0.0%	2.9%	0.2%	0.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

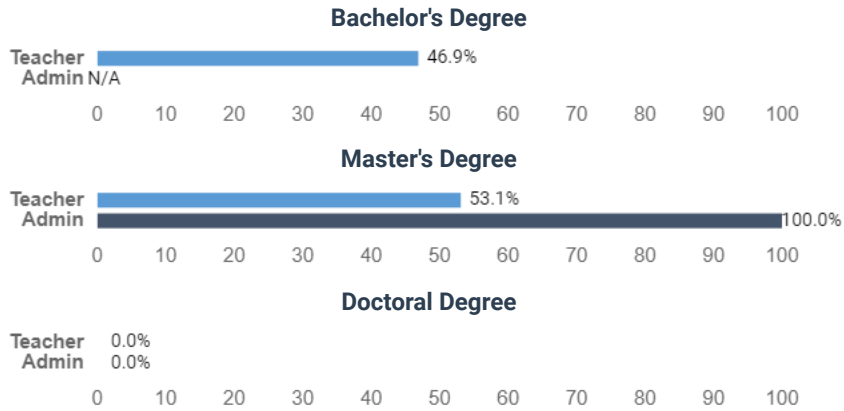
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

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Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	87.0%	88.4%
2021-22 Administrators: Same district 2022-23	95.5%	86.6%

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.
 - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the [NJDOE accountability page](#)

Important Note for 2022-23 Reports: The NJDOE received approval to make a one-time change to the identification timeline under the [COVID-19 State Plan Addendum](#). Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

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Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2024-25 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. For additional information, the [NJDOE Accountability page](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2024-25 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, Pacific Islander, Native Hawaiian	
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 Additional Targeted Support and Improvement.

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: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, this data reflects median student growth percentiles (mSGPs).** For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2022-23: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		24.8%	28.4%
Math Proficiency		22.9%	25.7%
ELA Growth		8	37
Math Growth		11	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.9%	50.0%
Chronic Absenteeism	9.7%	16.1%	17.2%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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Accountability

Accountability Indicator Scores and Summative Ratings - 2022-23 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. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Title I schools with a summative score in the bottom 5% of Title I schools or any school with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the [NJDOE Accountability page](#).

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	16.19	15.0%
Math Proficiency Indicator Score	26.49	15.0%
ELA Growth Indicator Score	15.47	20.0%
Math Growth Indicator Score	34.65	20.0%
4-Year Graduation Rate Indicator Score	N	N
5-Year Graduation Rate Indicator Score	N	N
Progress toward English Language Proficiency Indicator Score	76.25	20.0%
Chronic Absenteeism Indicator Score	35.39	10.0%
Summative Score	35.21	
Summative Rating	26.99	
Comprehensive Support: Overall Low Performing	No	
Comprehensive Support: Low Graduation Rate	No	

† Weights indicated by this symbol were adjusted due to data availability.

††A modified summative score was calculated using only available data.

Accountability

Accountability Summary by Student Group - 2022-23 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2022-23 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2021-22 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Not Met	Not Met	Not Met	Met Standard	N	N	Met Target	Not Met	No
White	34.84	11.64	No	Not Met	Not Met	Not Met	Met Standard	N	N		Met	No
Hispanic	20.07	11.64	No	Not Met	Not Met	Not Met	Met Standard	N	N		Not Met	No
Black or African American	26.75	11.64	No	Not Met	Not Met	Not Met	Met Standard	N	N		Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	N	N		Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	**	**	No	**	**	**	**	N	N		Met	No
Economically Disadvantaged Students	37.59	11.64	No	Not Met	Not Met	Not Met	Met Standard	N	N		Not Met	No
Students with Disabilities	44.72	11.64	No	Not Met	Not Met	Met Standard	Not Met	N	N		Not Met	No
English Learners	48.03	11.64	No	Met Target†	Not Met	Not Met	Met Standard	N	N	Met Target	Not Met	No

†Target was met within a confidence interval.

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Narrative

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Highlights:

- Promethean SMARTBoard technology is used to engage students when learning.
- Students in grades PreK- 5th utilize technology via Chromebook and iPad access.
- Curriculum includes Balanced Literacy, Foundations, Reveal Math, Next Generation Science Standards and Social Studies.



Mission, Vision, Theme:

Antheil will meet the academic, emotional, social, and physical needs of our diverse student population. We will implement research based best practices and differentiate instruction to meet the needs of all students. As lifelong learners, our students will be challenged academically to be critical thinkers, to work cooperatively, and to be technologically prepared to meet the demands of a constantly changing world.



Awards, Recognition, Accomplishments:

Antheil School Technology teacher awarded 2019 Technology and Engineering Teacher Excellence Award for NJ. The Teacher Excellence Award is one of the highest honors given to technology and engineering teachers and presented in recognition of outstanding contributions to the profession and students. Antheil School Technology teacher was also selected as a 21st Century Leadership Academy Fellow for the Class of 2020 and awarded the 2019 Epsilon Pi Tau Warner Graduate Research Award - Region 1. Christine Perkins, second grade teacher at Antheil School awarded 2019 Environmental Sustainability Education Award for work with The College of New Jersey students and Antheil Garden Club. Antheil School is a Certified Kindness School, NJ Sustainable NJ Schools Grant 2017 Awardee and 2017 Wildlife Federation and New Jersey Audubon Eco-Schools USA Bronze Awardee. Antheil School awarded 2013 JerseyCan Recognition for Top 10 Performance Gains.

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Courses, Curriculum, Instruction:

Our ELA instruction targets building strong foundation literacy skills such as phonics, phonological awareness and vocabulary to facilitate reading comprehension and writing. Daily students meet in reading or strategies groups. Math instruction fosters students' problem solving and reasoning skills. Our Science program provides a hands-on daily support and classes of provided for gifted learners in ELA and Math.



Clubs and Activities:

Antheil implements Positive Behavior Interventions and Support (PBIS) program which is a proactive approach for establishing the behavioral supports needed for all students to achieve social, emotional and academic success. During morning meeting, we focus on creating and sustaining a more positive school climate. Specific lessons, behavioral expectations and community building activities are taught and reinforced during this time.



Before and After School Programs:

Before and after school Extended Day Programs (EDP) is available for students in grades K-5, the after school program is facilitated by the Boys and Girls Club of Mercer County. During EDP, students engage in structured or free play and socialize with peers. After school reading and math assistance is provided to identified students in grades 2-5, and ESL support is offered to all K-5 English learners.

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Staff and Professional Learning:

Antheil teachers attend grade level meetings for ELA and Math once a month. These meetings are led by our Math and ELA Supervisors. Additionally, the district provides Professional Development opportunities four times per year and staff is encouraged to attend outside PD and turnkey it when they return to school.



Student Supports and Services:

Antheil's I&RS Committee is aligned to meet the needs of all. This collaborative team of educators and parents work closely together to provide action plans for students in need. Antheil's ESL program uses standards to determine group placement and differentiated instruction anchored in academic language. The building has a full time Child Study Team on site to support students.



Student Health and Wellness:

The Ewing Schools have implemented many programs that promote a positive school culture. For the past few years, the district has put in place a task force focused on the mental and emotional health of our students. Every student receives Physical Education regularly as a special area class. Daily, at recess, students are encouraged to play on the equipment, participate in a group sport on the field or in small group game on the black top. Breakfast is offered and daily over 30 students are served. Antheil School has a full service guidance program, which includes individual and group sessions and student lessons on character education, peer mediation, win-win guidelines and anti-bullying.

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Parent and Community Involvement:

Antheil School's Parent Teacher Organization (PTO) plans monthly student-centered activities and family nights to enhance both learning and community relationships. The school's web page, newsletters, and social media accounts, keep parents informed about what is happening in school. Likewise, the PTO actively aligns their projects with our students' academic needs.



Facilities:

Each Antheil student has their own technology device, a district issued Chromebook. Promethean or SMARTBoard technology is available in all classrooms. We have a computer lab that students visit as one of their specials, once within a six day cycle. Additionally, Antheil has a full gymnasium, auditorium, multi-purpose room and an art room. Our building is fully air-conditioned. We also have three playgrounds on site.



School Safety:

The District has placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Several district administrators along with School Security Coordinators have completed training by the DOE, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Eight of these adaptive experts on school security protocol and crisis management are based in each of the district school campuses. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems to provide real-time information to law enforcement.

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Technology and STEM:

STEM design and process is integrated into Science and Math lessons on a daily basis. The computer class infuses a variety of technology skills including the Google Suite, coding and a culminating technology project. The District hosts two evening events, Family Math Night and STEM Night each year for students in grades kindergarten through eight. The district is a "One to One" technology student device district.



Early Childhood Education:

The District offers an acclaimed Integrated Preschool Program with a fully certified staff. Preschoolers who have disabilities and are entitled to specially designed instruction and related services will continue to receive programming according to their Individualized Education Program. The Ewing School District Integrated Preschool Program at Antheil, Lore, and Parkway Elementary Schools serve both typically developing and special needs children, three to five years of age. Our special needs children are placed in the program through eligibility criteria outlined in the NJ Administrative Code. The program will immerse children in a variety of language related activities, art and music activities, pre-readiness activities and hands-on activities that promote academic and emotional growth.

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Other Information:

At Anheil Elementary School, teachers provide students with lessons that are engaging, standards-based, differentiated and data driven by integrating research-based best practices and strategies. By using the New Jersey Student Learning Standards (NJSLs) as our guide and data to drive explicit and systemic instruction, we carefully blend our instruction to be able to develop each student's potential academically, socially and emotionally.