



Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Essex |
| District | Montclair Public School District |
| Principal Name | Mr. Patrick Krenn |
| Address | 14 GARDEN ST MONTCLAIR, NJ 07042-4116 |
| Phone Number | 973-509-4259 |
| Email Address | pkrenn@montclair.k12.nj.us |
| Website | https://watchung.montclair.k12.nj.us/ |
| Twitter | https://twitter.com/WatchungSchool2 |



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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| KG | 64 | 67 | 70 |
| 1 | 67 | 66 | 72 |
| 2 | 71 | 69 | 67 |
| 3 | 75 | 71 | 69 |
| 4 | 75 | 77 | 72 |
| 5 | 75 | 76 | 74 |
| Total | 427 | 426 | 424 |

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 | 43.8% | 42.5% | 44.6% |
| Male | 56.2% | 57.5% | 55.4% |
| Economically Disadvantaged Students | 6.1% | 8.2% | 9.4% |
| Students with Disabilities | 14.3% | 16.4% | 18.2% |
| English Learners | 0.0% | 0.0% | 0.0% |
| Homeless Students | 0.0% | 0.0% | 0.5% |
| Students in Foster Care | 0.0% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.2% | 0.0% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 56.7% | 56.1% | 54.7% |
| Hispanic | 11.7% | 12.0% | 13.0% |
| Black or African American | 19.0% | 16.9% | 16.3% |
| Asian | 7.3% | 8.2% | 7.3% |
| Native Hawaiian or Pacific Islander | 0.2% | 0.2% | 0.5% |
| American Indian or Alaska Native | 0.5% | 0.5% | 0.2% |
| Two or More Races | 4.7% | 6.1% | 8.0% |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 64 | 67 | 70 |

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 | 96.0% |
| Spanish | 1.7% |
| Other Languages | 2.4% |



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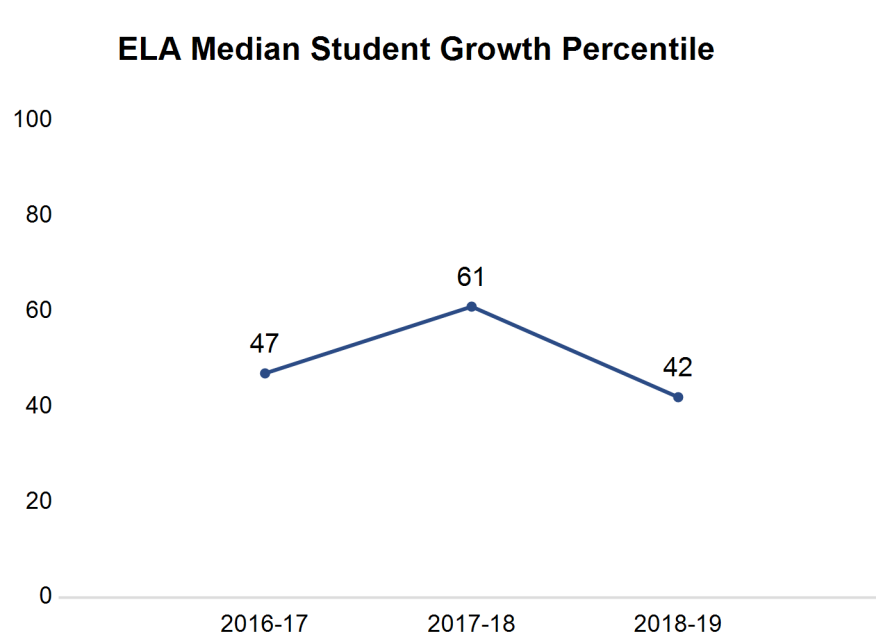
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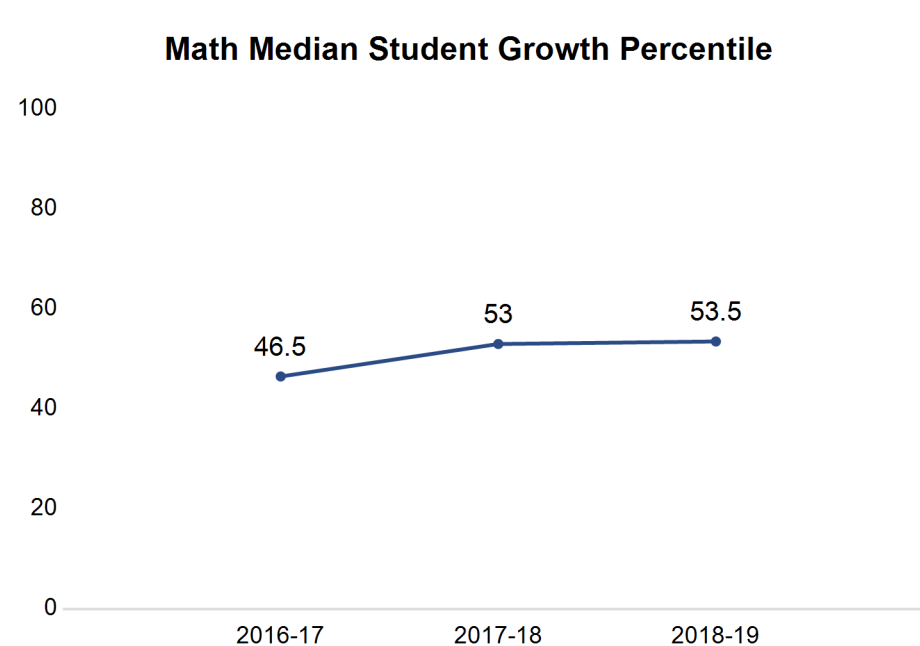
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|----------------|------------------|----------------|-----------------|-----------------|-----------------|
| Median Student Growth Percentile | 47 | 61 | 42 | 46.5 | 53 | 53.5 |
| Met Standard (40-59.5)? | Met Standard | Exceeds Standard | Met Standard | Met Standard | Met Standard | Met Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---|-----------------------|-------------------------|-----------------------------|------------------------------------|------------------------|--------------------------|------------------------------|-------------------------------------|
| Schoolwide | 42 | 48 | 50 | Met Standard | 53.5 | 53 | 50 | Met Standard |
| White | 35 | 50 | 50 | Not Met | 55.5 | 55 | 52 | Met Standard |
| Hispanic | 69 | 53 | 49 | ** | 58 | 58.5 | 47 | ** |
| Black or African American | 23 | 40 | 45 | Not Met | 41 | 43 | 43 | Met Standard |
| Asian, Native Hawaiian, or Pacific Islander | * | 47 | 59 | ** | * | 53 | 60 | ** |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | 32 | 50 | 49 | ** | 49.5 | 50 | 52 | ** |
| Female | 50.5 | 51 | 53 | N | 52.5 | 52 | 50 | N |
| Male | 33 | 44 | 47 | N | 54 | 54 | 51 | N |
| Economically Disadvantaged Students | 46 | 35 | 48 | ** | 41 | 40 | 46 | ** |
| Students with Disabilities | 43 | 47 | 43 | Met Standard | 47 | 46 | 45 | Met Standard |
| English Learners | N | 54 | 52 | ** | N | 66 | 50 | ** |
| Homeless Students | * | * | 43 | N | * | * | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | N | * | 49 | N | N | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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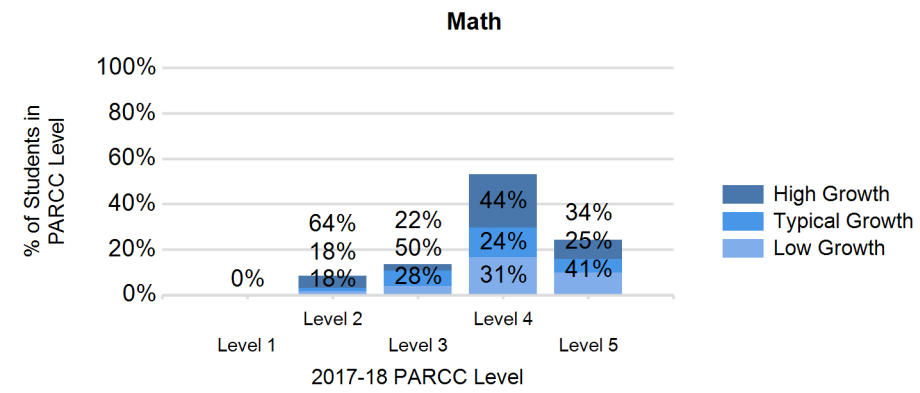
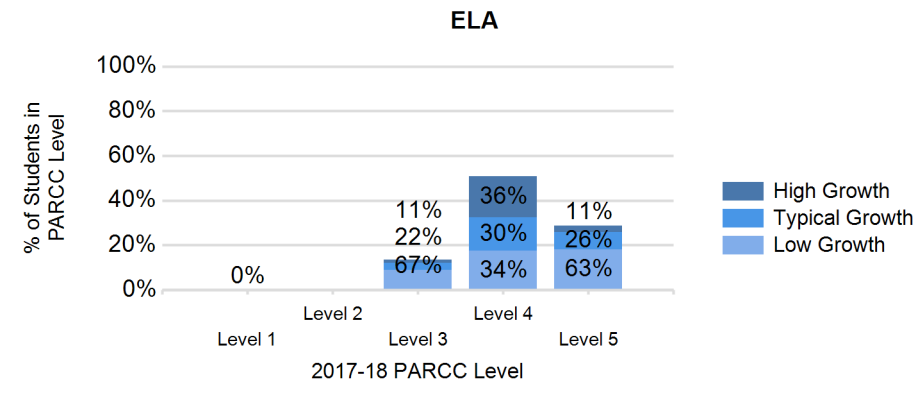
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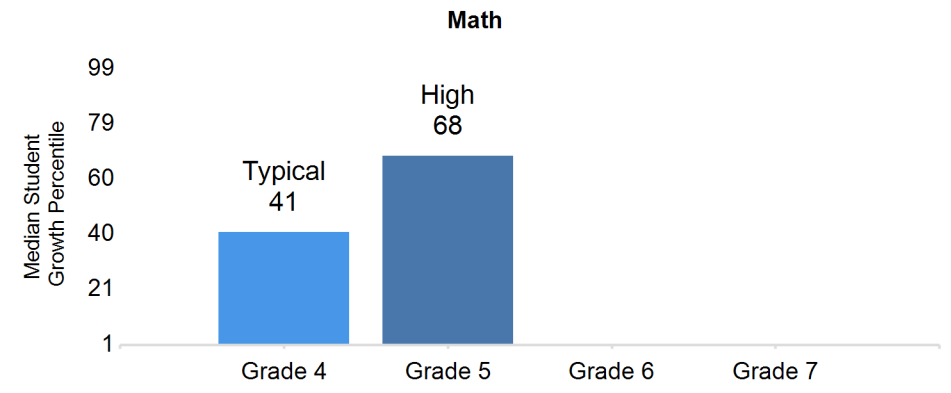
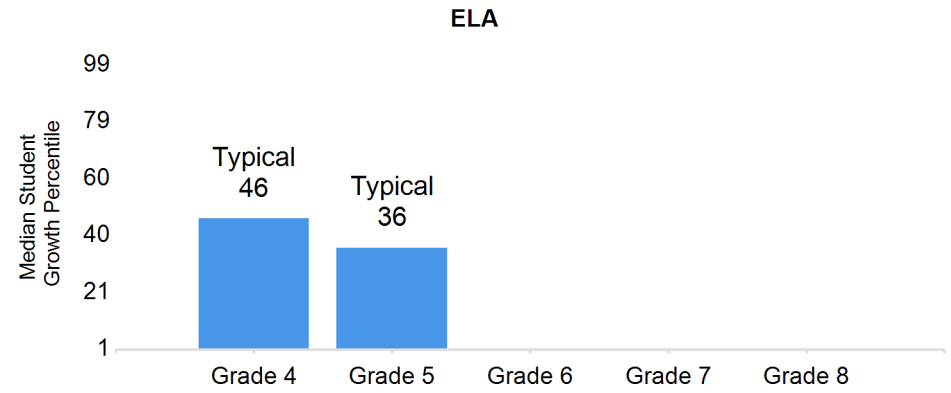
Student Growth by Performance Level

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



Student Growth by Grade

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





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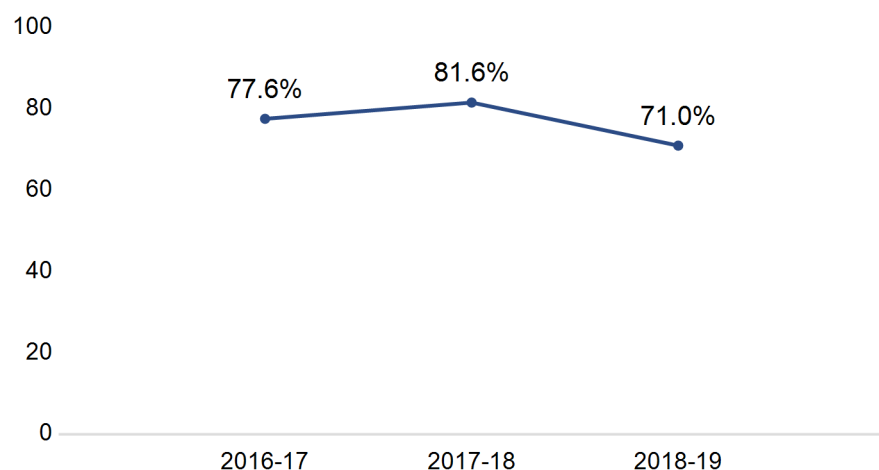
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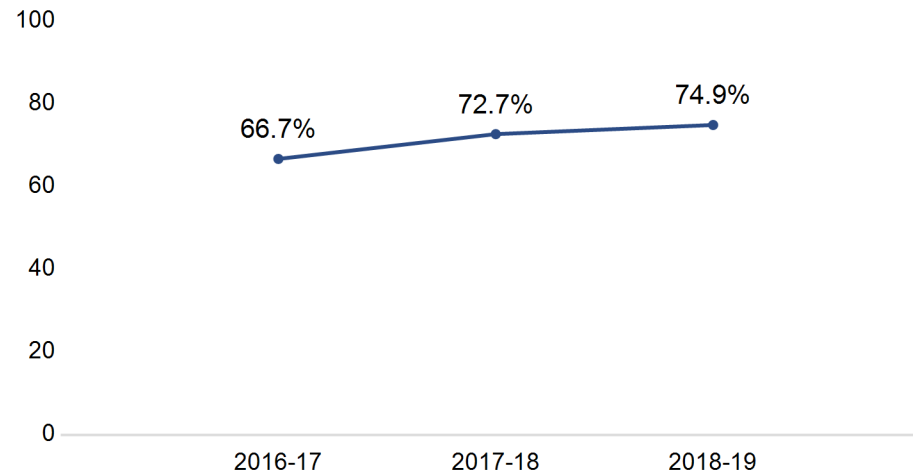
English Language Arts and Mathematics Performance Trends

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 | 94.2% | 92.9% | 95.4% | 92.9% | 92.9% | 95.4% |
| Proficiency Rate for Federal Accountability | 77.6% | 81.6% | 71.0% | 66.7% | 72.7% | 74.9% |
| Annual Target | 79.2% | 79.3% | 79.3% | 70.7% | 71.2% | 71.7% |
| Met Annual Target? | Met Target† | Met Goal | Not Met | Met Target† | Met Target | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 207 | 95.4 | 71.0 | 67.8 | 57.9 | 71.0 | 79.3 | Not Met |
| White | 111 | 94.9 | 79.3 | 79.2 | 66.9 | 79.3 | 80 | Met Target† |
| Hispanic | 26 | 100.0 | 73.1 | 58.2 | 43.9 | 73.1 | 72.2 | Met Target |
| Black or African American | 39 | 92.9 | 53.8 | 44.3 | 38.5 | 52.6 | 57.7 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 82.9 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | 17 | 100.0 | 58.8 | 74.4 | 64.4 | 58.8 | ** | ** |
| Female | 90 | 94.7 | 85.6 | 77.9 | 64.8 | 85.3 | | |
| Male | 117 | 95.9 | 59.8 | 58.3 | 51.3 | 59.8 | | |
| Economically Disadvantaged Students | 19 | 100.0 | 26.3 | 34.1 | 40.0 | 26.3 | ** | ** |
| Non-Economically Disadvantaged Students | 188 | 94.9 | 75.5 | 73.5 | 67.9 | 75.5 | | |
| Students with Disabilities | 44 | 91.7 | 25.0 | 32.4 | 22.7 | 24.6 | 40.5 | Not Met |
| Students without Disabilities | 163 | 96.4 | 83.4 | 75.3 | 65.1 | 83.4 | | |
| English Learners | N | N | N | 39.5 | 29.3 | N | ** | ** |
| Non-English Learners | 207 | 95.4 | 71.0 | 68.2 | 60.6 | 71.0 | | |
| Homeless Students | * | * | * | 13.3 | 29.1 | * | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | N | N | N | * | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



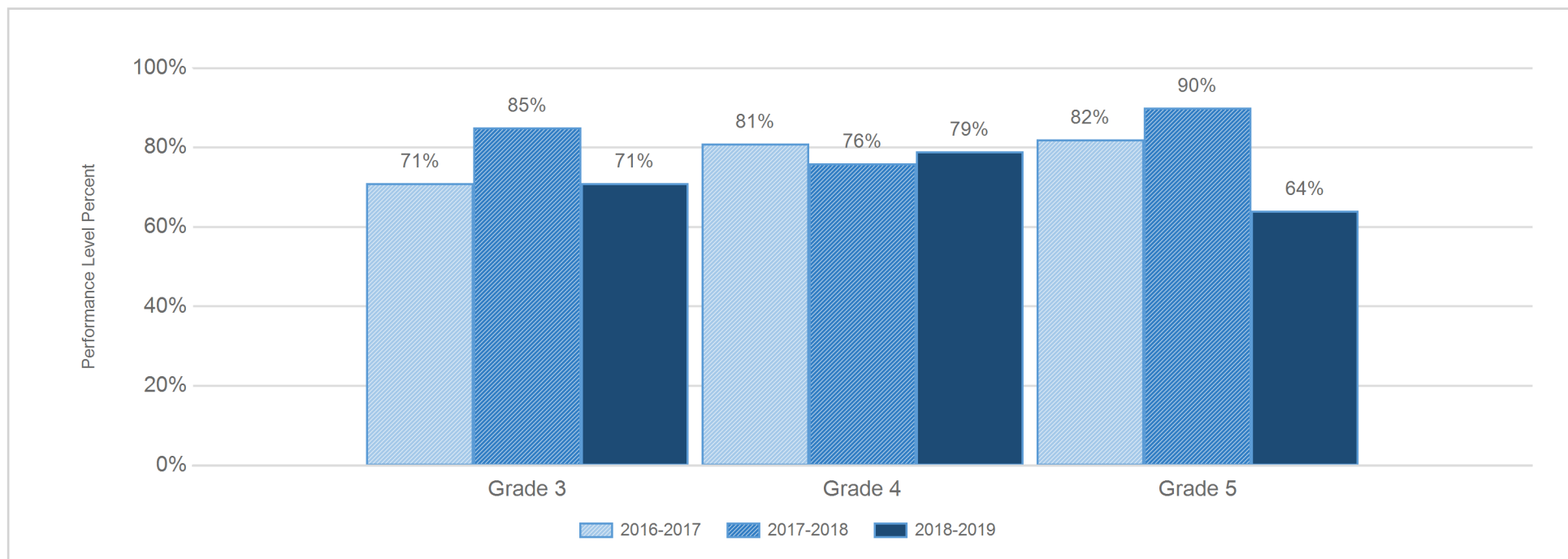
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 759 | 759 | 748 | * | * | 14% | * | * | 71% | 50% |
| White | 39 | 765 | 769 | 757 | * | * | * | * | * | 77% | 60% |
| Hispanic | * | * | 748 | 734 | * | * | * | * | * | * | 36% |
| Black or African American | 12 | 740 | 735 | 731 | * | * | * | * | * | 42% | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 778 | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | 760 | 756 | * | * | * | * | * | * | 58% |
| Female | 34 | 773 | 766 | 753 | * | * | * | * | * | 85% | 55% |
| Male | 35 | 746 | 753 | 743 | * | * | * | * | * | 57% | 46% |
| Economically Disadvantaged Students | * | * | 722 | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | 765 | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 15 | 724 | 725 | 719 | * | * | * | * | * | 33% | 24% |
| Students without Disabilities | 54 | 769 | 766 | 754 | * | * | * | * | * | 81% | 56% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 17% |
| Non-English Learners | 69 | 759 | * | 751 | * | * | 14% | * | * | 71% | 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 | N | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 66 | 772 | 763 | 755 | * | * | 17% | 50% | 29% | 79% | 57% |
| White | 29 | 778 | 774 | 763 | 0% | 0% | * | * | * | 90% | 67% |
| Hispanic | 10 | 777 | 755 | 743 | 0% | 0% | * | * | * | 80% | 44% |
| Black or African American | 15 | 764 | 743 | 739 | * | * | * | * | * | 67% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | 768 | 762 | * | * | * | * | * | * | 64% |
| Female | 30 | 783 | 770 | 760 | * | * | * | * | * | 93% | 62% |
| Male | 36 | 764 | 757 | 750 | * | * | * | * | * | 67% | 53% |
| Economically Disadvantaged Students | * | * | 731 | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | 769 | 765 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 11 | 738 | 731 | 725 | * | * | * | * | * | 27% | 25% |
| Students without Disabilities | 55 | 779 | 770 | 761 | * | * | * | * | * | 89% | 64% |
| English Learners | N | N | * | 720 | N | N | N | N | N | N | 17% |
| Non-English Learners | 66 | 772 | * | 758 | * | * | 17% | 50% | 29% | 79% | 60% |
| Homeless Students | N | N | * | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | * | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | * | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



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English Language Arts Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met / Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|--|---|
| Schoolwide | 70 | 763 | 765 | 756 | * | * | 26% | * | * | 64% | 58% |
| White | 42 | 767 | 772 | 764 | * | * | * | * | * | 74% | 68% |
| Hispanic | * | * | 766 | 743 | * | * | * | * | * | * | 44% |
| Black or African American | 11 | 751 | 750 | 739 | 0% | * | * | * | * | 55% | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 765 | 781 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | * | * | * | 753 | * | * | * | * | * | * | 52% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65% |
| Female | 26 | 769 | 771 | 761 | * | * | * | * | * | 77% | 64% |
| Male | 44 | 759 | 759 | 750 | * | * | * | * | * | 57% | 52% |
| Economically Disadvantaged Students | * | * | 738 | 740 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | 769 | 766 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 16 | 732 | 739 | 724 | * | * | * | * | * | 13% | 23% |
| Students without Disabilities | 54 | 772 | 771 | 762 | * | * | * | * | * | 80% | 65% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 11% |
| Non-English Learners | 70 | 763 | * | 758 | * | * | 26% | * | * | 64% | 60% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | * | 756 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26% |



Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 207 | 95.4 | 74.9 | 55.1 | 44.5 | 74.9 | 71.7 | Met Target |
| White | 111 | 94.9 | 80.2 | 68.0 | 54.1 | 80.2 | 78.9 | Met Goal |
| Hispanic | 26 | 100.0 | 73.1 | 46.8 | 28.8 | 73.1 | 72.2 | Met Target |
| Black or African American | 39 | 92.9 | 64.1 | * | 23.0 | 62.6 | 52 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 76.5 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | 17 | 100.0 | 70.6 | 59.7 | 53.3 | 70.6 | ** | ** |
| Female | 90 | 94.7 | 82.2 | 56.8 | 44.9 | 81.9 | | |
| Male | 117 | 95.9 | 69.2 | 53.5 | 44.2 | 69.2 | | |
| Economically Disadvantaged Students | 19 | 100.0 | 26.3 | 21.9 | 26.3 | 26.3 | ** | ** |
| Non-Economically Disadvantaged Students | 188 | 94.9 | 79.8 | 61.1 | 54.9 | 79.8 | | |
| Students with Disabilities | 44 | 91.7 | 38.6 | * | 17.4 | 38.0 | 32.3 | Met Target |
| Students without Disabilities | 163 | 96.4 | 84.7 | * | 50.0 | 84.7 | | |
| English Learners | N | N | N | 40.8 | 25.0 | N | ** | ** |
| Non-English Learners | 207 | 95.4 | 74.9 | 55.3 | 46.5 | 74.9 | | |
| Homeless Students | * | * | * | 13.3 | 17.1 | * | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | N | N | N | * | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



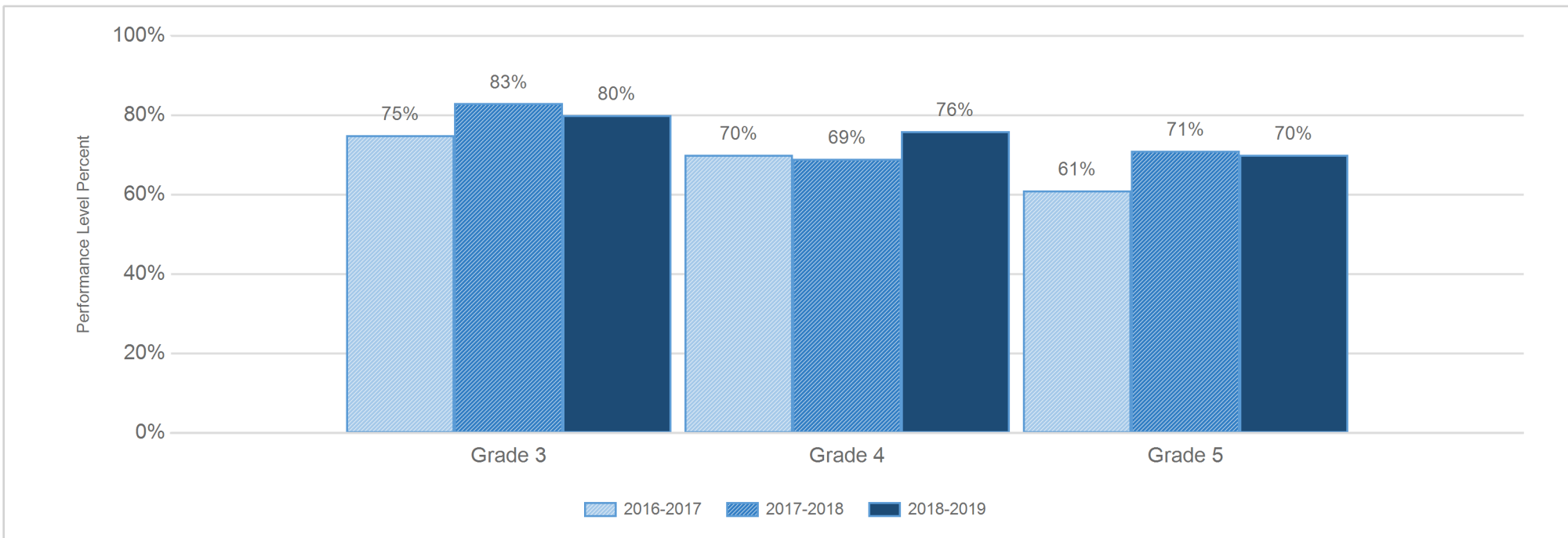
Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Watchung Elementary School
(13-3310-170)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 771 | 763 | 752 | * | * | 14% | 54% | 26% | 80% | 55% |
| White | 39 | 774 | 771 | 760 | * | 0% | * | 51% | 33% | 85% | 66% |
| Hispanic | * | * | 755 | 739 | * | * | * | * | * | * | 40% |
| Black or African American | 12 | 758 | 742 | 735 | * | 0% | * | * | * | 67% | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 777 | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | 767 | 758 | * | * | * | * | * | * | 62% |
| Female | 34 | 776 | 764 | 751 | * | * | * | * | * | 88% | 54% |
| Male | 35 | 765 | 763 | 752 | * | * | * | * | * | 71% | 56% |
| Economically Disadvantaged Students | * | * | 729 | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | 769 | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 15 | 746 | 739 | 731 | * | * | * | * | * | 53% | 31% |
| Students without Disabilities | 54 | 777 | 768 | 756 | * | * | * | * | * | 87% | 60% |
| English Learners | N | N | * | 728 | N | N | N | N | N | N | 26% |
| Non-English Learners | 69 | 771 | * | 754 | * | * | 14% | 54% | 26% | 80% | 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 | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 66 | 765 | 756 | 749 | * | * | 17% | * | * | 76% | 51% |
| White | 29 | 775 | 770 | 757 | 0% | 0% | * | * | * | 79% | 62% |
| Hispanic | 10 | 756 | 747 | 737 | 0% | * | * | * | * | 70% | 36% |
| Black or African American | 15 | 752 | 731 | 731 | * | * | * | * | * | 67% | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | 759 | 754 | * | * | * | * | * | * | 58% |
| Female | 30 | 767 | 754 | 749 | * | * | * | * | * | 87% | 50% |
| Male | 36 | 763 | 757 | 749 | * | * | * | * | * | 67% | 52% |
| Economically Disadvantaged Students | * | * | 726 | 734 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | 762 | 759 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 11 | 733 | 725 | 726 | * | * | * | * | * | 27% | 25% |
| Students without Disabilities | 55 | 771 | 763 | 754 | * | * | * | * | * | 85% | 56% |
| English Learners | N | N | * | 722 | N | N | N | N | N | N | 18% |
| Non-English Learners | 66 | 765 | * | 751 | * | * | 17% | * | * | 76% | 54% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | * | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



Watchung Elementary School
(13-3310-170)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 70 | 766 | 758 | 747 | 0% | * | 23% | * | * | 70% | 47% |
| White | 42 | 770 | 765 | 755 | 0% | * | * | 50% | 26% | 76% | 58% |
| Hispanic | * | * | 756 | 735 | * | * | * | * | * | * | 30% |
| Black or African American | 11 | 758 | 740 | 729 | 0% | * | * | * | * | 64% | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 770 | 775 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 42% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Female | 26 | 765 | 756 | 747 | 0% | * | * | * | * | 69% | 47% |
| Male | 44 | 766 | 759 | 747 | 0% | * | * | * | * | 70% | 47% |
| Economically Disadvantaged Students | * | * | 731 | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | 762 | 757 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 16 | 740 | 732 | 725 | 0% | * | * | * | * | 31% | 19% |
| Students without Disabilities | 54 | 773 | 763 | 752 | 0% | * | * | * | * | 81% | 52% |
| English Learners | N | N | * | 718 | N | N | N | N | N | N | 12% |
| Non-English Learners | 70 | 766 | * | 749 | 0% | * | 23% | * | * | 70% | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | * | 748 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | * | * |
| 5 | N | N |

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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(13-3310-170)
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2018-2019

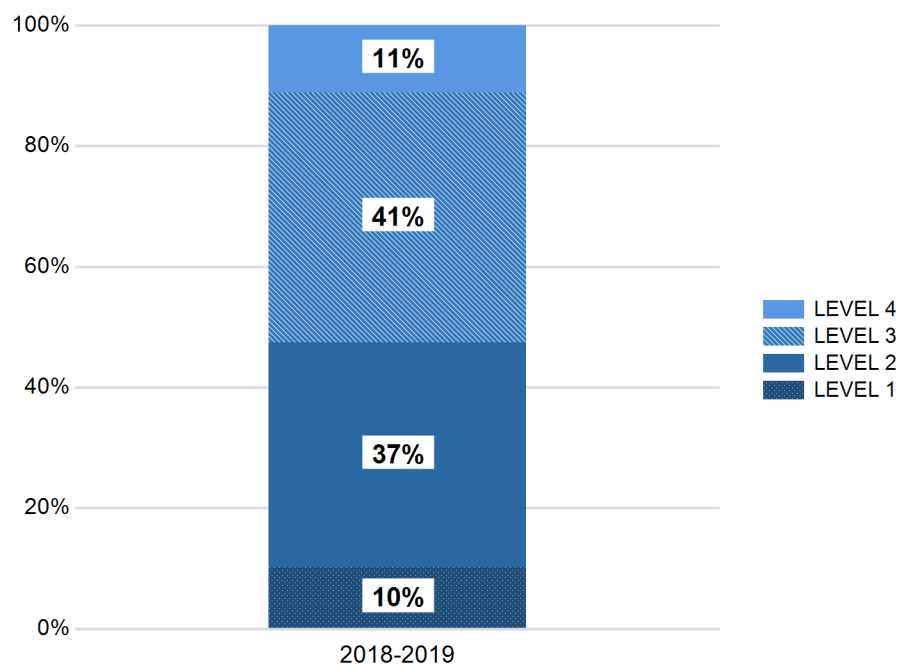
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 10 | 37 | 41 | 11 |
| White | 5 | 33 | 50 | 12 |
| Hispanic | * | * | * | * |
| Black or African American | 9 | 45 | 45 | 0 |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | * | * | * | * |
| Female | 8 | 38 | 38 | 15 |
| Male | 11 | 36 | 43 | 9 |
| Economically Disadvantaged Students | * | * | * | * |
| Non-Economically Disadvantaged Students | * | * | * | * |
| Students with Disabilities | 31 | 50 | 19 | 0 |
| Students without Disabilities | 4 | 33 | 48 | 15 |
| English Learners | N | N | N | N |
| Non-English Learners | 10 | 37 | 41 | 11 |
| Homeless Students | * | * | * | * |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



Watchung Elementary School

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

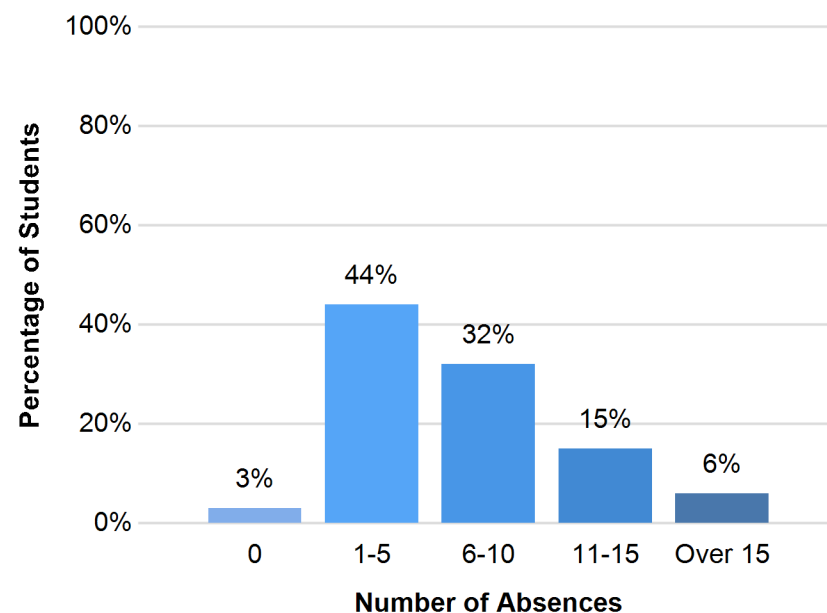
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide | 9 | 2.1 | 8.9 | Met |
| White | 5 | 2.1 | 8.9 | Met |
| Hispanic | 1 | 1.8 | 8.9 | Met |
| Black or African American | 2 | 2.9 | 8.9 | Met |
| Asian, Native Hawaiian, or Pacific | * | * | 8.9 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 1 | 2.9 | 8.9 | Met |
| Female | 3 | 1.6 | | |
| Male | 6 | 2.5 | | |
| Economically Disadvantaged Students | 2 | 5.0 | 8.9 | Met |
| Students with Disabilities | 5 | 6.3 | 8.9 | Met |
| English Learners | N | N | N | N |
| Homeless Students | * | * | | |
| 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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(13-3310-170)

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2018-2019

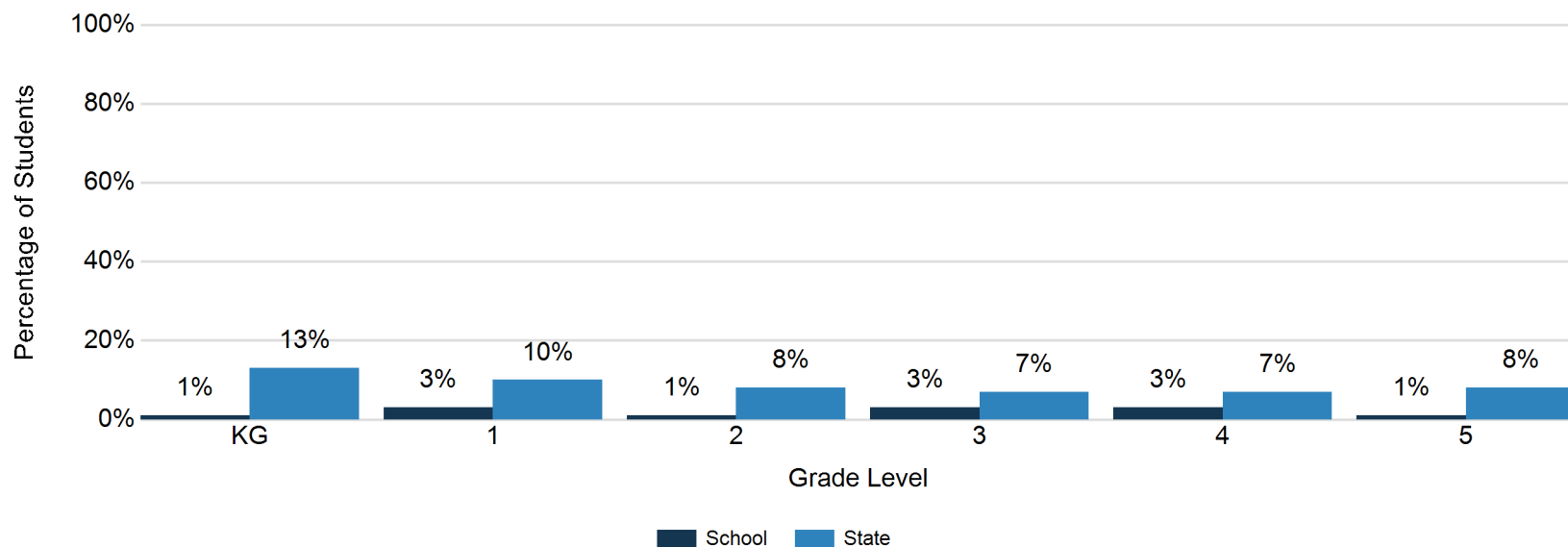
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Chronic Absenteeism by Grade

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





Watchung Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.47 |

Police Notifications

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

| Incident Type | Incidents Reported to Police |
|--|------------------------------|
| Violence | 0 |
| Weapons | 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 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 | 1 | 1 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 1 | 1 |
| 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 | 0 | 0.0% |
| Out-of-School Suspensions | * | * |
| Any Suspension | * | * |
| Removal to other education program | 0 | 0.0% |
| Expulsion | 0 | 0.0% |
| Arrest | 0 | 0.0% |

School Days Missed due to Out-of-School Suspensions

*



Watchung Elementary School

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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:50 AM |
| Typical End Time | 3:05 PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 25 Mins |
| Shared Time - Instructional Time | 5 Hrs. 25 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 34 | 118,214 |
| Average years experience in public schools | 15.6 | 12.1 |
| Average years experience in district | 13.5 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 84.8% | 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 | 33 | 9,530 |
| Average years experience in public schools | 15.0 | 16.0 |
| Average years experience in district | 11.5 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 62.5% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 12:1 | 12:1 |
| Students to Administrators | 424:1 | 201:1 |
| Teachers to Administrators | 34:1 | 17:1 |
| Students to Librarians/Media Specialists | | 1329:1 |
| Students to Nurses | | 511:1 |
| Students to Counselors | | 511:1 |
| Students to Child Study Team Members | | 148:1 |



Watchung Elementary School
(13-3310-170)
Grades Offered: KG-05
2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 44.6% | 88.2% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 55.4% | 11.8% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 54.7% | 70.6% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 13.0% | 5.9% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 16.3% | 14.7% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 7.3% | 5.9% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.2% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.5% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 8.0% | 2.9% | 0.0% | 2.1% | 0.2% | 0.2% |



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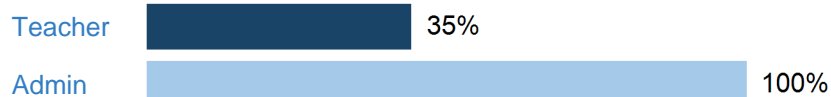
Teachers and Administrators - Level of Education

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.

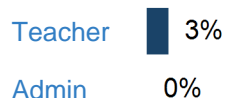
Bachelor's Degree



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 | 93.0% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 84.4% | 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 | 94.9% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 77.6% | 81.6% | 71.0% |
| Math Proficiency | 66.7% | 72.7% | 74.9% |
| ELA Growth | 47 | 61 | 42 |
| Math Growth | 46 | 53 | 54 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | N | N |
| Chronic Absenteeism | 5.6% | 4.5% | 2.1% |

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



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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- #17 Best Public Elementary School in Essex County 2019 Best Schools NICHE
- Technology is part of each school day for all students, with all 5th grade students utilizing 1:1 personal Chromebooks
- State of the Art STEAM Lab and Greenhouse used by all students in grades K-5



Mission, Vision, Theme:

Renaissance Middle School specializes in providing our students innovative tools and experiences necessary to make meaningful connections with their learning. It's not simply what we are teaching the students rather how we guide them to access the information and then apply it with purpose. Our mission is to inspire individuals to think critically, responsibly and empathetically. At the heart of Renaissance are the students and faculty who investigate ideas through interdisciplinary, thematic curriculum. We design our program through a restorative justice lens to support all dimensions of student growth: socially, emotionally and physically as well as intellectually, responsibly and empathetically. At the heart of Renaissance are students and faculty who investigate ideas through an interdisciplinary, thematic curriculum.



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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>ELA-Center for Collaborative Classroom Go Math /Science-FOSS Word Study-Wilson Foundations. FLEX classes-(ex. Robotics, Forensics, Broadcasting, Coding, 3D Printing, Hydroponics etc.) Over 50 additional courses offered for students to choose from based on their interests in STEAM aside from their basic instructional courses. Textbooks - Hardcopy and Online?</p> |
|  <p>Clubs and Activities:</p> | <p>Green Team, Drum Circle, School Play, Winter and Spring Concerts, MLK Celebration, African American History Celebration, Open Circle, Wake-Up Watchung Television Series, Neighborhood Block Parties(Character Education Program) Field Day, Science Fair, Science Summit, Science Bee.</p> |



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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>YMCA Before and After-Care, After School Enrichment-sponsored by the PTA.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Staff is engaged in Professional Learning on a consistent basis ranging from current topics being taught in our school to new and progressive concepts and ideas. Particular members of our staff are certified in various areas such as being Google Certified, Wilson Certified etc.</p> |



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Student Supports and Services:

Watchung is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS. This team is made up of a group of professionals who are knowledgeable of the student's in question and provides support in the general education environment



Student Health and Wellness:

Watchung is committed to providing students with a healthy environment both in body and mind. From our Health and Wellness Fair to classroom practices that encourage this lifestyle, staff and our parent community are committed to providing this environment.



Parent and Community Involvement:

Watchung has an involved parent community. From the PTA to our SAT, we work as a team to provided resources and experiences for our students. Parents and the community often come together with new ideas to help move our school in a progressive course.



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Facilities:

Watchung was built in 1900 with 3 additions throughout the years ending in 1927. The building has continued to keep its historical attributes while continuously becoming modern. The building houses an auditorium, gym, STEAM Lab, Greenhouse, Spanish Room, Collaborative Learning Lab, Art room, Cafeteria, Courtyard and various classrooms that range in an assortment of learning.



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Other Information

Our school currently houses four laptop carts of Mac Air books, 6 Chromebook carts, multiple tablets and handheld devices which are utilized daily by students. Students produce and star in a daily news broadcast each and every morning in our broadcast studio. Students also have the opportunity of choosing from an eclectic catalogue of courses to take once a week pertaining to STEAM. Courses such as robotics, coding, broadcasting, recording studio, virtual reality and more allow students to engage in real world hands on course work that is directly related to the world around them preparing them as a 21st century learner. Watchung School is broken up into three neighborhoods: Leadership, Responsibility and Integrity. Each Neighborhood consists of students from Kindergarten to 5th grade. The name of each Neighborhood was chosen to specifically correlate with our character-building program. Each Neighborhood teaches students what it means to take pride in being part of a community and taking ownership for their individual part of their community. On the last Friday of each month the Neighborhoods get together to join in a Neighborhood "Block Party". This is a time for students to engage in activities within and between the Neighborhoods. Students work together to learn about each other, develop leadership skills and formulate ways to give back to the Montclair community. Each neighborhood is also created to cycle students through specific courses throughout the year allowing for more time to engage in projects in the area of Related Arts. Art, Spanish and STEAM are considered Cycle courses that will engage students three times a week. This will allow the staff to create lessons that will drive the students to think deeper and create more. Physical Education, Music and Technology are a constant throughout the year where every student will participate in these Related Arts courses every week for every cycle.