New Jersey Department of Education 2021-22 ESSA Accountability Profile

Overview	Participation Rate	Acade	emic Achievement	Academic Progress	Graduation F	tate	School Quality	ELP
County Middlesex [23]			District Woodbridge Township S	School District [5850]		School Lynn Crest E	Elementary School [210]	

Annually, the New Jersey Department of Education (NJDOE) issues Accountability Profiles which enable schools and districts to review their progress toward achieving the intent of the ESSA law. Schools and districts can 1) reivew the data for accuracy; and 2) begin to identify areas of need. Data for specific indicators are compared to annual targets and standards, and are reported by student group to identify gaps. With the implementation of ESSA, these accountability profiles have been modified to provide additional data to analyze student performance and progress, and to meet ESSA accountability requirements.

Report Navigation: On the Overview page (first tab), select a County and District from the drop-down boxes above. These two selections provide a district level report in the table below that contain a summary of all the ESSA indicators. Please note the School drop-down box is set to "DISTRICT LEVEL [888]" for this district level report. To view a school level report, select a school from the School drop-down box. The data in the table below will update for the selected school. Use the navigation tabs on the top of the report to view specific indicator data - Participation Rate, Academic Achievement, etc., for either district or school level data.

IMPORTANT: After a specific school has been selected, the table must be reset to view a different district or county report. To reset, you can either 1) select DISTRICT LEVEL 888 in the School drop-down box, or 2) click the Reset icon below the table. On the Overview page, a new County and District can be selected.

Download a report: Select the download icon on the top right corner of the report. Next, select the **PDF** file format option. Next, set Page Size to **Tabloid** and Orientation to **Landscape**. These settings will download a properly formatted report.

Student Group	ELA Participation: Met Annual Target	Math Participation: Met Target	ELA Academic Achievement: Met A	Math Academic Achievement: Met An	ELA Academic Progress: Met Annua.	Math Academic Progress: Met Annua	4-year Graduation Rate: Met Annual Tar.	5-year Graduation Rate: Met Annual Tar	School Quality: Met State Average	ELP: Met Annual Target
All Students	Met Target	Met Target	Met Target	Met with CI	Exceeds Standard	Exceeds Standard			Met Target	
American Indian	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size			Below N-size	
Asian/Pacific Islander									Met Target	
Black or African American	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size			Below N-size	
Economically Disadvantaged	Met Target	Met Target	Met Target	Met Target	Exceeds Standard	Exceeds Standard			Met Target	
English Language Learners	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size				Below N-size
Hispanic	Below N-size		Below N-size	Below N-size	Below N-size	Below N-size				
Students with Disabilities	Met Target	Met Target	Met with CI	Met Target	Below N-size	Below N-size			Not Met	
Two or More Races	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size	Below N-size			Below N-size	
White		Met Target		Met with CI	Exceeds Standard	Met Target			Met Target	

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP			
Participation Rate									
23 Middlesex 5850 Woodbridge Township School District 210 Lynn Crest Elementary School									

Reauthorized ESEA requires States to factor participation into Academic Achievement Indicator. When measuring, calculating, and reporting proficiency rates, States are required to include either a denominator equal to 95% of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments.

to 95% of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments.

*For schools that fail to achieve 95% participation, the proficiency rate would be adjusted to account for 95% of students as required by 1111(c)(4)(E) of ESSA. Students enrolled in the school or district for less than one year are not included in these accountability measurements.

	Englis									
Student Group	Met(95%)	Students Enrolled #	Participation Rate	Time in School< Yr	7	-	ELA Doubisipation	ELA Participation Rate Graph	ELA Davisination Data Cuanh	ELA Dayticipation Data Cyanh
	Standard			Enrolled #	- 11	-	ELA Participatioi	ELA Participation Rate Graph	ELA Participation Rate Graph	ELA Participation Rate Graph
All Students	Met Target	130	99.2	0						
American Indian	Below N-size									
Asian/Pacific Islander	Met Target	45	100.0	0						
Black or African American	Below N-size									
Economically Disadvantaged	Met Target	24	100.0	0						
English Language Learners	Below N-size									
Hispanic	Below N-size									
Students with Disabilities	Met Target	21	95.2	0						
Two or More Races	Below N-size									
White	Met Target	55	100.0	0						
2. 1. 1.2	11 + (050)	Mathematics Students Enrolled #								
Student Group	Met (95%)	Students Enrolled #	Participation Rate	Time in School< Yr		M	Math Participatio	Math Participation Rate Graph	Math Participation Rate Graph	Math Participation Rate Graph
	standard			Enrolled #	_		watir a delpatio	macii i ai dicipation kate di apii	matir i ai ticipation kate di apri	Macin' articipation rate Graph
All Students	Met Target	135	99.3	0						
American Indian	Below N-size									
Asian/Pacific Islander	Met Target	45	100.0	0						
Black or African American	Below N-size									
Economically Disadvantaged	Met Target	24	100.0	0						
English Language Learners	Below N-size									
Hispanic	Met Target	22	100.0	0						
Students with Disabilities	Met Target	21	95.2	0						
Two or More Races	Below N-size									
White	Met Target	55	100.0	0			·			

Students Enrolled: The number of students in tested grades in each student group as reported by the district in the final NJSLA Fall/Spring and DLM summative files.

Non-tested rate: The percent of students in tested grades, as reported by the district in the final NJSLA Fall/Spring and DLM summative files that did not participate in the state assessment.

Time In School
Year Enrolled: The number of students in tested grades who have not attended the same school for at least half a year. The date of December 1st was set for determining partial attendance.

Met 95% Standard: Indicates whether at least 95% of students in the student group that are enrolled in tested grades as reported by the district in final NJSLA Fall/Spring and DLM summative files and being enrolled prior to December 1st who participated in the statewide assessment.

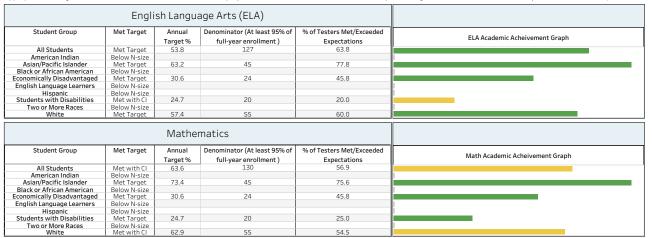
Below N-size: Minimun n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('Below N-size').

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
		F	Academic Achievement	:		

Academic achievement indicator measures student mastery of the New Jersey Student Learning Standards (NJSLS). This indicator informs the degree to which schools and school districts are successfully implementing appropriate strategies and interventions in ELA and mathematics to prepare their students to succeed in their chosen path after graduation. For more information, please refer to the Companion Guide

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5850 Woodbridge Township School District



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Below N-size

Met with CI

62.9

Denominator (at least 95 percent of full-year enrollment): If the school met the 95% standard, this denominator reflects the number of students in the group enrolled in tested grades less the number of students in the group designated as Time In School < Year. If the school did not meet the 95% standard, this number reflects 95% of students in the group enrolled in tested grades less the number of students in the group designated as Time In School < Year.

54.5

% of Testers Met/Exceeded Expectations: The percent of the student group enrolled in tested grades prior to December 1st that scored at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM. Annual Target: The percent of the student group that is expected to score at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM to ensure the school meets the long-term academic achievement goal of 80%.

Met Target: Indicates whether the percent of students in the student group who scored at either Level 4 or 5 on the NJSLA assessment or Level 3 or 4 on the DLM meets the annual target.

Below N-size: Minimun n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('Below N-size'). Where no baseline data exists decision appears as ('--'). Met with CI: Met Target with 90% Confidence Interval applied to Academic Achievement Indicator.

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP
			Academic Progress			

Academic progress indicates whether schools are successfully implementing strategies and interventions that foster individual students' academic growth, as measured by performance on statewide assessments relative to their performance on the prior year statewide assessment. This indicator is designed to enable schools to determine how much progress has been made from year to year. For more information, please refer to the Companion Guide

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5850 Woodbridge Township School District

En	glish Language Arts (EL		
Student Group	Met Target (>15), Exceeds (>85)	Academic Progress (Relative School Improvement Measure)	ELA Academic Progress Graph
All Students	Exceeds Standard	100.0	
American Indian Asian/Pacific Islander	Below N-size Exceeds Standard	100.0	
Black or African American	Below N-size		
Economically Disadvantaged	Exceeds Standard	100.0	
English Language Learners	Below N-size		
Hispanic	Below N-size		
Students with Disabilities	Below N-size		
Two or More Races Below N-size			
White	Exceeds Standard	97.0	

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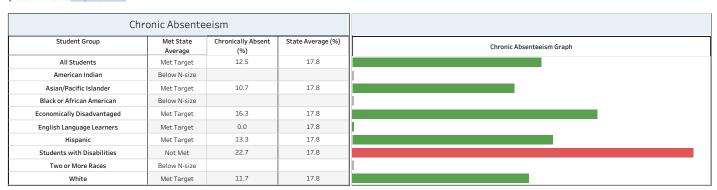
	Mathematics		
Student Group	Met Target (>15), Exceeds	Academic Progress (Relative School	
	(>85)	Improvement Measure)	Math Academic Progress Graph
All Students	Exceeds Standard	89.0	
American Indian	Below N-size		
Asian/Pacific Islander	Exceeds Standard	96.0	
Black or African American	Below N-size		
Economically Disadvantaged	Exceeds Standard	100.0	
English Language Learners	Below N-size		
Hispanic	Below N-size		
Students with Disabilities	Below N-size		
Two or More Races	Below N-size]
White	Met Target	75.0	

Academic Progress (Relative School Improvement Measure): The student group's percentile rank when comparing the group's relative improvement in average scale score from prior years to 2021-2022 when compared to schools with similar prior year performance. This Alternate Growth Measure replaces median Student Growth Percentile as the measure for academic progress for 2021-2022 only.

Met Target (>15), Exceeds (>85): Indicates whether the student group met the annual target (Relative School Improvement Measure >= 15 and <80) or exceeded the target (Relative School Improvement Measure ≥ 80). ..

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP			
School Quality									
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Chronic absenteeism provides important information about a school's culture and climate. The measure of chronic absenteeism is an indicator of whether students are regularly attending school. For more information, please refer to the Companion Guide.



Chronically Absent(%): The percent of K through 12 students who were absent for 10% or more of the days for which they were enrolled in the school (based on students enrolled at the end of the school year with at least 45 days in membership).

State Average(%): The statewide average of students enrolled in the grades represented in the school that were absent for 10% or more of the days for which they were enrolled.

Met State Average: Indicates whether the student group's rate of chronic absenteeism was below or above the state average for schools with the same grade configuration (e.g., for a school with grades 9 through 12, the chronic absenteeism rate would be compared to the average rate of all students across the state in grades 9 through 12). The designation of "Not Met" indicates the student group's rate was above the state average. A designation of "Met Target" indicates the student group's rate was at or below the state average.

Below N-size: Minimun n-size for all indicators is 20. Where n-size is less than 20 data is suppressed (blank) and decisions appear as ('Below N-size').

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP			
Graduation Rate (High School Only)									
23 Middlesex	5850 Woodbridge Township School District 210 Lynn Crest Elementary School								

The graduation rate of a school is an indicator of whether school districts are monitoring student progress toward graduation and implementing the necessary best practices and interventions to facilitate students' successful completion of high school within four and five years. For more information, please refer to the Companion Guide.

Graduation Rate (High School only	<i>y</i>)
Four-year Graduation Rate	
Five-year Graduation Rate	

Cohort 2021 Four-year Graduation Rate: The percentage of Cohort 2021 students in the group who graduated within four years of entering ninth grade, or by the end of the 2020-21 school year. Cohort 2021 students are students who entered ninth grade in the 2017-18 school year. Annual adjustments are made each year to account for transfers in and out.

Annual Target: The percentage of Cohort 2021 students in the group who were expected to graduate within four years in order to meet the long-term four-year graduation rate goal of 95%.

 $\textit{Met Target:} \ \ \text{Indicates whether the Cohort 2021 four-year graduation rate met the annual target}.$

Cohort 2020 Five-year Graduation Rate: The percentage of Cohort 2020 students in the group who graduated within five years of entering high school, or by the end of the 2020-21 school year. Cohort 2020 students are students who entered ninth grade in the 2016-2017 school year. Annual adjustments are made each year to account for transfers in and out.

Annual Target: The percentage of Cohort 2020 students in the group who were expected to graduate within five years in order to meet the long-term five-year graduation rate goal of 96%.

Met Target: Indicates whether the Cohort 2020 five-year graduation rate met the annual target.

Overview	Participation Rate	Academic Achievement	Academic Progress	Graduation Rate	School Quality	ELP		
English Language Progress to Proficiency (Schoolwide English Learners)								

210 Lynn Crest Elementary School

The Progress toward English language proficiency (ELP) calculation for a school is an indicator of whether schools are creating an environment in which an appropriate percent of their ELLs are progressing toward English language proficiency at the rate established by the NJDOE in the ESSA state plan. For more information, please refer to the Companion Guide.

5850 Woodbridge Township School District

English Language Progress to Proficiency (Schoolwide English Learners)				
Student Group	Met Target	Annual Target	ELP Growth(%)	ELP Graph
All Students	Below N-size			

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Progress Toward English Language Proficiency (ELP): The percent of English language learners (ELLs) in the school that demonstrated the expected amount of growth on the ACCESS for ELLs assessment. Students included are ELLs who have scored proficient (score of 4.5 or greater) in the first year of test administration or students who have an ACCESS for ELLs score for the 2021-22 school year and have a score in one or more prior year(s).

Annual Target: This is equivalent to the state average for the percent of ELLs in grades K through 12 who have scored proficient in the first year of test administration, and the percent of ELLs in grades K-12 who have two or more ACCESS for ELLs access that have demonstrated the expected amount of growth on the ACCESS for ELLs assessment.

Separate annual targets are derived for two groups of schools - those that contain no students above grade 5 and all other schools. As stated in the ESSA state plan, New Jersey will review, and, if appropriate, revise its baseline percentage, long-term goal, and interim targets as growth data from the updated ACCESS for ELLs assessment becomes available.

Met target: Indicates whether the percent of ELLs in grades K-12 that demonstrated the expected amount of growth on the ACCESS for ELLs meets or exceeds the annual target.

Exceeds Target: Indicates whether the percent of ELLs in grades K-12 that demonstrated the expected amount of growth on the ACCESS for ELLs exceeds the annual target by more than one standard deviation.