NJ SCHOOL PERFORMANCE REPORT

Essex Fells School District (13-1400)

2021-2022

County: Essex

District: Essex Fells School District

📍 102 Hawthorne Road
Essex Fells, NJ 07021

👥 **256**
Total Students

Superintendent: Dr. Michelle Gadaleta

District Website

📞 973-226-0505

🏫 **PK-06**
Grades Offered

Notes from the New Jersey Department of Education:
Due to a data submission issue, the Staff Level of Education data may be inaccurate. Please contact the district for more information.

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 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (mSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. 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.

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 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

District Contact Information

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

Type	Contact Information
County	Essex
District	Essex Fells School District
Superintendent Name	Dr. Michelle Gadaleta
Address	102 Hawthorne Road, Essex Fells, NJ 07021
Phone Number	973-226-0505
Email Address	mvgadaleta@efsk-6.org
Website	www.efsk-6.org

Overview & Resources

Schools in this District

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

School Name	Grades Offered
Essex Fells Elementary School	PK-06

NJ SCHOOL PERFORMANCE REPORT

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

Demographics

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

Enrollment Trends by Grade

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

Grade	2019-20	2020-21	2021-22
PK	30	29	28
KG	26	33	31
1	30	26	38
2	33	29	28
3	28	31	30
4	41	30	31
5	38	39	31
6	31	34	39
Total	257	251	256

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	46.5%	45-50%	45-50%
Male	53.5%	50-55%	50-55%
Non-Binary/Undesignated Gender	<1%	≤5%	≤5%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	17.9%	20.7%	20.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	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	2019-20	2020-21	2021-22
White	82.9%	82.9%	79.7%
Hispanic	5.1%	4.0%	5.5%
Black or African American	2.3%	3.2%	3.1%
Asian	4.3%	4.8%	5.1%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	5.1%	4.8%	6.3%

Demographics

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

Enrollment Trends by 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	2019-20	2020-21	2021-22
PK - Half Day	30	29	28
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	26	33	31

Demographics

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

Enrollment 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.
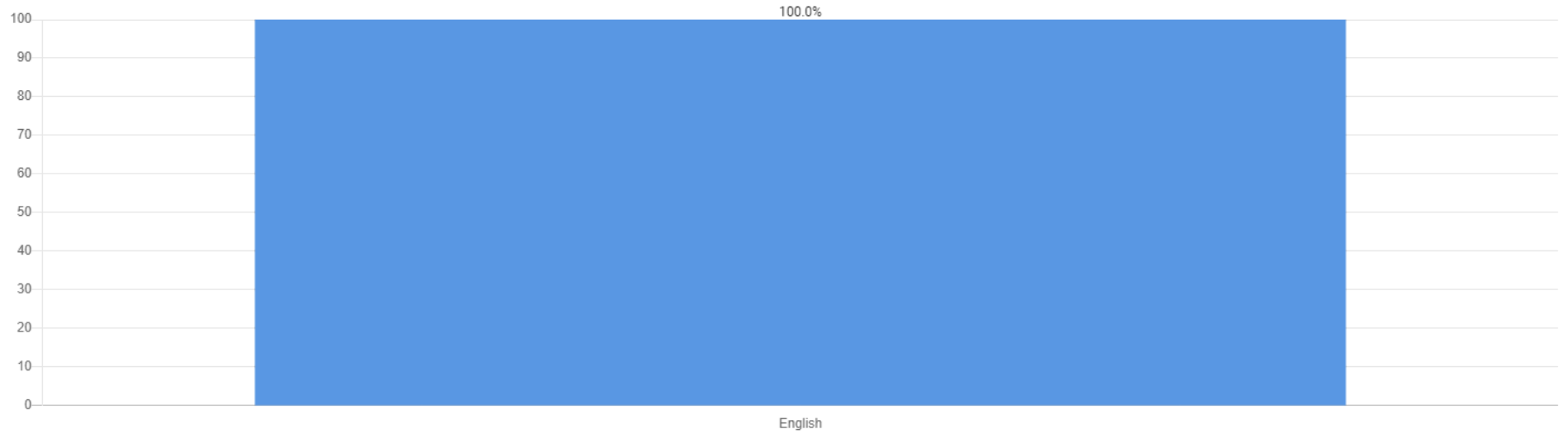
Student Growth

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).

Important Note for 2021-22 Reports: The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the COVID-19 State Plan Addendum, to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the NJDOE's Accountability page under 2022 Accountability Data.

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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.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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 that 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 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.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability

87.9%

Math Proficiency Rate for Federal Accountability

81.1%

Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			100.0%			100.0%
Proficiency Rate for Federal Accountability			87.9%			81.1%
Annual Target			80.0%			80.0%
Met Annual Target?			Met Goal			Met Goal
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† 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(ELA) 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 9. Students that 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 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 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	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	132	100%	87.9%	49%	87.9%	80%	Met Goal
White	101	100%	87.1%	58.2%	87.1%	80%	Met Goal
Hispanic	*	*	*	35%	*	**	**
Black or African American	*	*	*	30.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78%	*	**	**
American Indian or Alaska Native	*	*	*	48.7%	*	**	**
Two or More Races	11	100%	81.8%	55.4%	81.8%	**	**
Female	*	100%	88.6%	55.1%	88.6%		
Male	*	100%	87.1%	43.2%	87.1%		
Non-binary/undesignated gender	*	*	*	63.8%	*		
Economically Disadvantaged Students	*	*	*	30.9%	*	**	**
Non-Economically Disadvantaged Students	*	100%	87.9%	57.8%	87.9%		
Students with Disabilities	28	100%	60.7%	17.9%	60.7%	40%	Met Target
Students without Disabilities	104	100%	95.2%	55.7%	95.2%		
English Learners	*	*	*	21.9%	*	**	**
Non-English Learners	*	100%	87.9%	52%	87.9%		
Homeless Students	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	46%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.
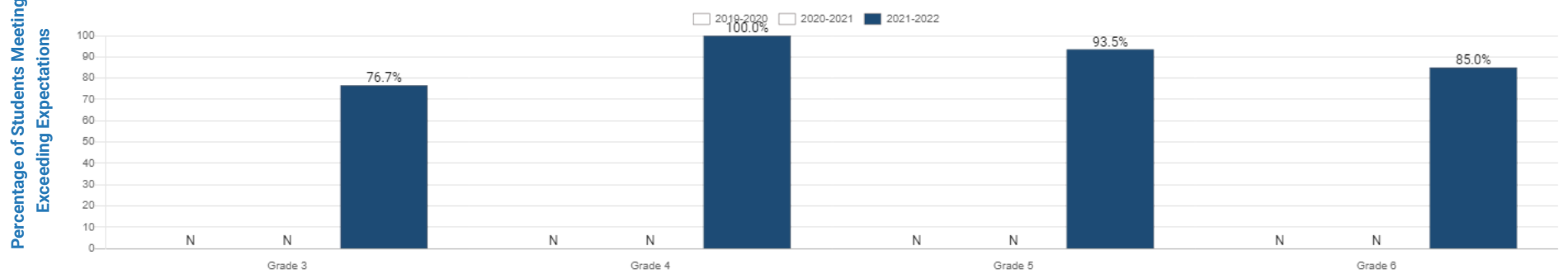
Academic Achievement

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

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

Legend: ☐ 2019-2020   ☐ 2020-2021   ■ 2021-2022

Grade	2021-2022
Grade 3	76.7%
Grade 4	100.0%
Grade 5	93.5%
Grade 6	85.0%

Y-axis: Percentage of Students Meeting/Exceeding Expectations

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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	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
Districtwide	30	770	740	0%	7%	17%	73%	3%	77%	42%
White	21	770	750	0%	5%	14%	81%	0%	81%	52%
Hispanic	*	*	724	*	*	*	*	*	*	28%
Black or African American	*	*	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	71%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	45%
Two or More Races	*	*	748	*	*	*	*	*	*	50%
Female	*	770	745	0%	11%	11%	72%	6%	78%	47%
Male	*	769	735	0%	0%	25%	75%	0%	75%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	720	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	770	751	0%	7%	17%	73%	3%	77%	52%
Students with Disabilities	*	*	709	*	*	*	*	*	*	17%
Students without Disabilities	*	777	746	0%	0%	12%	84%	4%	88%	47%
English Learners	*	*	704	*	*	*	*	*	*	13%
Non-English Learners	*	770	744	0%	7%	17%	73%	3%	77%	46%
Homeless Students	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	691	*	*	*	*	*	*	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	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
Districtwide	31	790	746	0%	0%	0%	45%	55%	100%	49%
White	23	785	756	0%	0%	0%	57%	43%	100%	60%
Hispanic	*	*	732	*	*	*	*	*	*	34%
Black or African American	*	*	729	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	756	*	*	*	*	*	*	59%
Female	*	803	750	0%	0%	0%	20%	80%	100%	53%
Male	*	779	742	0%	0%	0%	69%	31%	100%	46%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	728	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	790	756	0%	0%	0%	45%	55%	100%	60%
Students with Disabilities	*	*	717	*	*	*	*	*	*	21%
Students without Disabilities	*	792	752	0%	0%	0%	44%	56%	100%	55%
English Learners	*	*	713	*	*	*	*	*	*	15%
Non-English Learners	*	790	750	0%	0%	0%	45%	55%	100%	53%
Homeless Students	*	*	717	*	*	*	*	*	*	19%
Students in Foster Care	*	*	717	*	*	*	*	*	*	20%
Military-Connected Students	*	*	746	*	*	*	*	*	*	50%
Migrant Students	*	*	700	*	*	*	*	*	*	21%

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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	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
Districtwide	31	782	748	0%	0%	6%	68%	26%	94%	50%
White	26	783	757	0%	0%	8%	65%	27%	92%	60%
Hispanic	*	*	735	*	*	*	*	*	*	35%
Black or African American	*	*	731	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	57%
Female	*	784	753	0%	0%	13%	60%	27%	87%	55%
Male	*	781	743	0%	0%	0%	75%	25%	100%	45%
Non-binary/undesignated gender	*	*	767	*	*	*	*	*	*	70%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	782	757	0%	0%	6%	68%	26%	94%	60%
Students with Disabilities	*	*	718	*	*	*	*	*	*	19%
Students without Disabilities	*	787	754	0%	0%	4%	65%	30%	96%	56%
English Learners	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	782	751	0%	0%	6%	68%	26%	94%	53%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	722	*	*	*	*	*	*	17%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	684	*	*	*	*	*	*	*

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English Language Arts Assessment - Performance By Grade: Grade 6

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

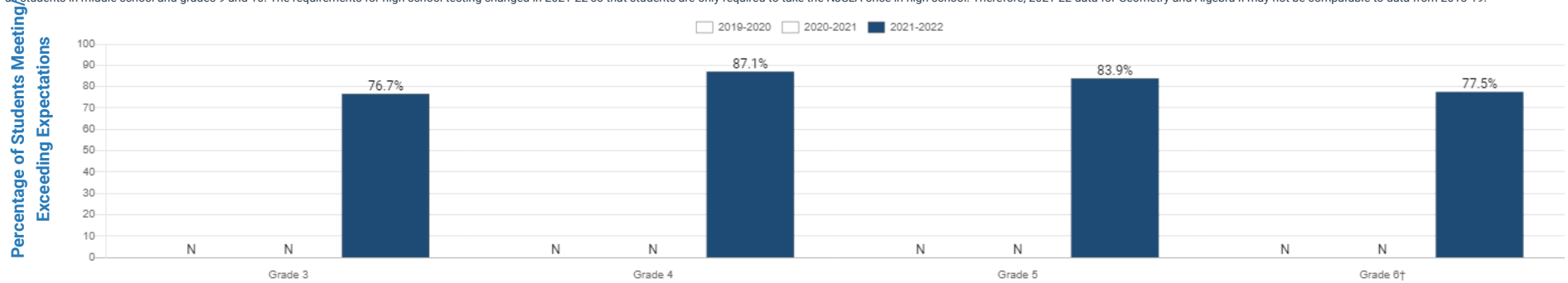| Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	40	770	746	0%	3%	13%	68%	18%	85%	48%
White	30	767	754	0%	3%	17%	67%	13%	80%	57%
Hispanic	*	*	734	*	*	*	*	*	*	34%
Black or African American	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	779	751	0%	0%	5%	62%	33%	95%	54%
Male	*	760	741	0%	5%	21%	74%	0%	74%	42%
Non-binary/undesignated gender	*	*	760	*	*	*	*	*	*	69%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	770	753	0%	3%	13%	68%	18%	85%	56%
Students with Disabilities	10	745	717	0%	10%	40%	50%	0%	50%	14%
Students without Disabilities	30	778	752	0%	0%	3%	73%	23%	97%	54%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	770	748	0%	3%	13%	68%	18%	85%	50%
Homeless Students	*	*	719	*	*	*	*	*	*	18%
Students in Foster Care	*	*	717	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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 assessments. 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 that 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 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 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	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	132	100%	81.1%	36%	81.1%	80%	Met Goal
White	101	100%	79.2%	46.2%	79.2%	80%	Met Target†
Hispanic	*	*	*	19.9%	*	**	**
Black or African American	*	*	*	15.7%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.3%	*	**	**
American Indian or Alaska Native	*	*	*	37.3%	*	**	**
Two or More Races	11	100%	81.8%	44.1%	81.8%	**	**
Female	*	100%	82.9%	34.5%	82.9%		
Male	*	100%	79%	37.4%	79%		
Non-binary/undesignated gender	*	*	*	35%	*		
Economically Disadvantaged Students	*	*	*	17.3%	*	**	**
Non-Economically Disadvantaged Students	*	100%	81.1%	45.2%	81.1%		
Students with Disabilities	28	100%	42.9%	14.7%	42.9%	28.3%	Met Target
Students without Disabilities	104	100%	91.3%	40.5%	91.3%		
English Learners	*	*	*	16%	*	**	**
Non-English Learners	*	100%	81.1%	38.4%	81.1%		
Homeless Students	*	*	*	<10%	*		
Students in Foster Care	*	*	*	10%	*		
Military-Connected Students	*	*	*	34.5%	*		
Migrant Students	*	*	*	<10%	*		

† 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.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. 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 data for Geometry and Algebra II may not be comparable to data from 2018-19.

Legend: ☐ 2019-2020 ☐ 2020-2021 ■ 2021-2022

	Grade 3	Grade 4	Grade 5	Grade 6†
2021-2022	76.7%	87.1%	83.9%	77.5%

Y-axis: Percentage of Students Meeting/Exceeding Expectations

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

NJ SCHOOL PERFORMANCE REPORT

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.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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 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	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
Districtwide	30	772	745	3%	0%	20%	53%	23%	77%	45%
White	21	773	756	0%	0%	19%	62%	19%	81%	59%
Hispanic	*	*	729	*	*	*	*	*	*	27%
Black or African American	*	*	723	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	752	*	*	*	*	*	*	53%
Female	*	764	743	6%	0%	22%	56%	17%	72%	43%
Male	*	784	747	0%	0%	17%	50%	33%	83%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	725	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	772	755	3%	0%	20%	53%	23%	77%	57%
Students with Disabilities	*	*	724	*	*	*	*	*	*	24%
Students without Disabilities	*	777	749	0%	0%	16%	56%	28%	84%	49%
English Learners	*	*	719	*	*	*	*	*	*	17%
Non-English Learners	*	772	748	3%	0%	20%	53%	23%	77%	49%
Homeless Students	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	714	*	*	*	*	*	*	24%

NJ SCHOOL PERFORMANCE REPORT

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.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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	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
Districtwide	31	772	740	0%	3%	10%	77%	10%	87%	39%
White	23	770	750	0%	4%	13%	74%	9%	83%	52%
Hispanic	*	*	725	*	*	*	*	*	*	21%
Black or African American	*	*	720	*	*	*	*	*	*	17%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	778	738	0%	0%	7%	73%	20%	93%	37%
Male	*	766	741	0%	6%	13%	81%	0%	81%	41%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	721	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	772	749	0%	3%	10%	77%	10%	87%	51%
Students with Disabilities	*	*	719	*	*	*	*	*	*	18%
Students without Disabilities	*	774	744	0%	0%	11%	78%	11%	89%	44%
English Learners	*	*	714	*	*	*	*	*	*	11%
Non-English Learners	*	772	743	0%	3%	10%	77%	10%	87%	43%
Homeless Students	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	742	*	*	*	*	*	*	40%
Migrant Students	*	*	711	*	*	*	*	*	*	*

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

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.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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	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
Districtwide	31	775	736	0%	0%	16%	58%	26%	84%	36%
White	26	776	746	0%	0%	15%	58%	27%	85%	47%
Hispanic	*	*	722	*	*	*	*	*	*	18%
Black or African American	*	*	716	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	38%
Two or More Races	*	*	744	*	*	*	*	*	*	45%
Female	*	773	736	0%	0%	13%	60%	27%	87%	34%
Male	*	778	737	0%	0%	19%	56%	25%	81%	38%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	718	*	*	*	*	*	*	15%
Non-Economically Disadvantaged Students	*	775	746	0%	0%	16%	58%	26%	84%	47%
Students with Disabilities	*	*	714	*	*	*	*	*	*	14%
Students without Disabilities	*	780	741	0%	0%	9%	57%	35%	91%	41%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	775	739	0%	0%	16%	58%	26%	84%	39%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	710	*	*	*	*	*	*	10%
Military-Connected Students	*	*	737	*	*	*	*	*	*	35%
Migrant Students	*	*	685	*	*	*	*	*	*	*

Essex Fells School District
(13-1400)
2021-2022

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

NJ SCHOOL PERFORMANCE REPORT

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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Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

Student Group	Valid Scores	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
Districtwide	40	764	733	3%	8%	13%	68%	10%	78%	31%
White	30	764	742	3%	7%	17%	60%	13%	73%	41%
Hispanic	*	*	720	*	*	*	*	*	*	15%
Black or African American	*	*	714	*	*	*	*	*	*	12%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	*	*	*	*	*	*	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	30%
Two or More Races	*	*	739	*	*	*	*	*	*	38%
Female	*	770	733	0%	0%	14%	76%	10%	86%	30%
Male	*	757	734	5%	16%	11%	58%	11%	68%	33%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	21%
Economically Disadvantaged Students	*	*	717	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	764	741	3%	8%	13%	68%	10%	78%	40%
Students with Disabilities	10	732	710	10%	30%	40%	20%	0%	20%	*
Students without Disabilities	30	774	738	0%	0%	3%	83%	13%	97%	36%
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	764	736	3%	8%	13%	68%	10%	78%	33%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	706	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	706	*	*	*	*	*	*	20%

Academic Achievement

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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 the most significant intellectual disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*

Academic Achievement

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Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. 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 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 4.5 or Above
0-2	N	N	N
3-4	N	N	N
5 or more	N	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	Annual Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation.

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 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 on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.
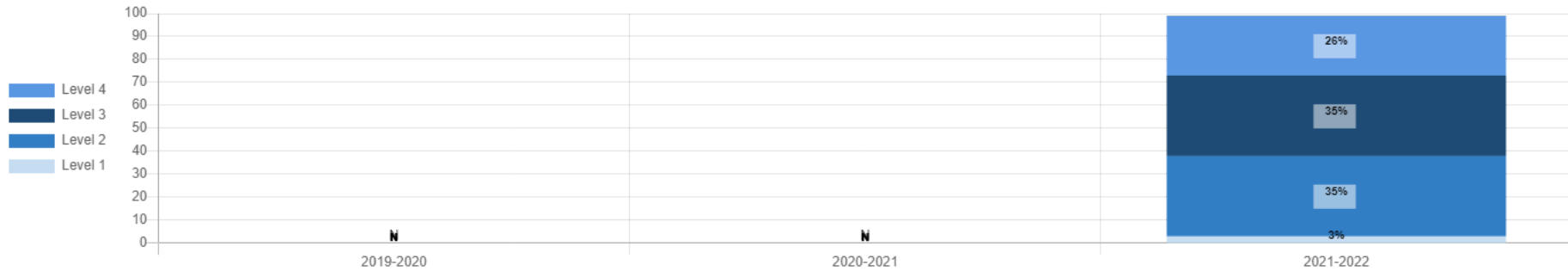
Legend	2019-2020	2020-2021	2021-2022
Level 4			26%
Level 3			35%
Level 2	N	N	35%
Level 1			3%

NJ SCHOOL PERFORMANCE REPORT

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 that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

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.

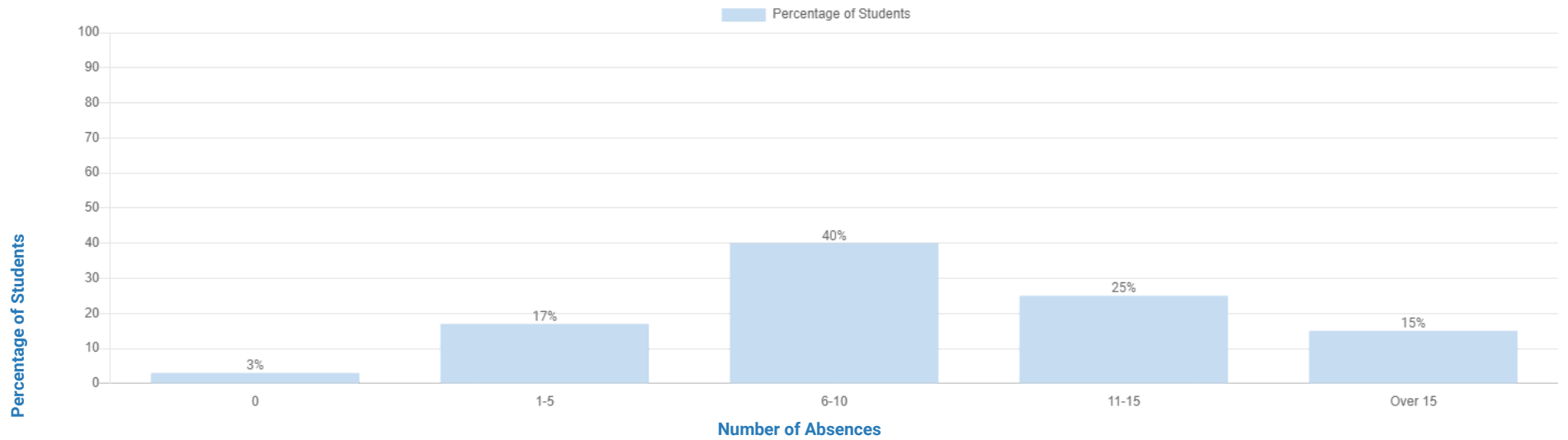| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	3%	35%	35%	26%
White	4%	31%	38%	27%
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	7%	40%	27%	27%
Male	0%	31%	44%	25%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	3%	35%	35%	26%
Students with Disabilities	*	*	*	*
Students without Disabilities	4%	35%	30%	30%
English Learners	*	*	*	*
Non-English Learners	3%	35%	35%	26%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

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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").

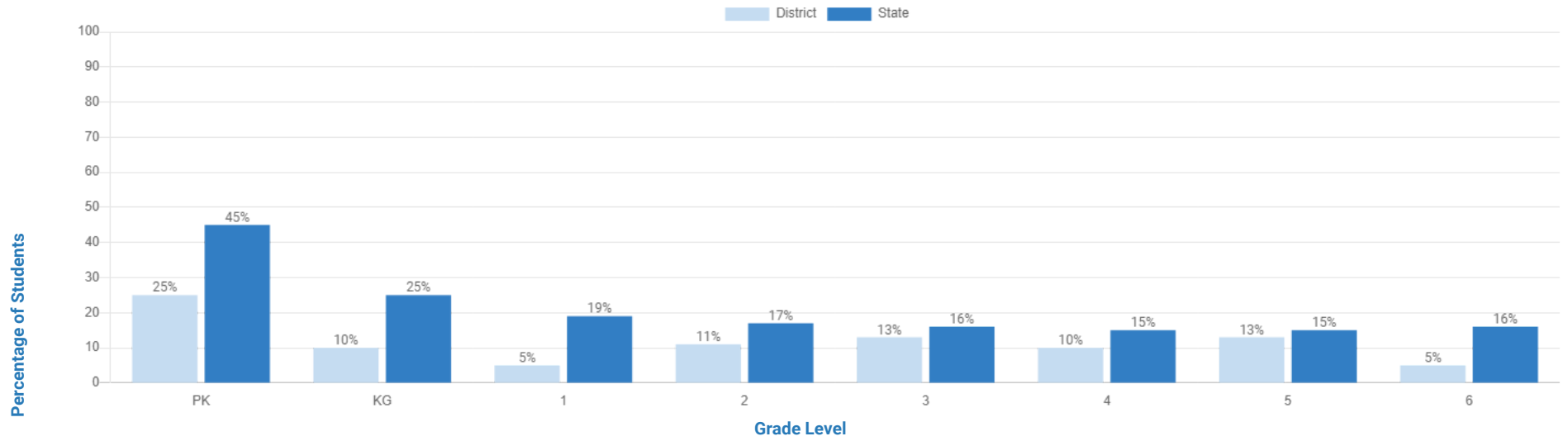| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	21	9.1%	17.5%	Met
White	19	10.3%	17.5%	Met
Hispanic	1	7.7%	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0.0%	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	7.1%	**	**
Female	*	8.6%		
Male	*	9.6%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	5	10.0%	17.5%	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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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 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three 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

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 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three 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 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from 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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	0	0.0%	N
Out-of-School Suspensions	0	0.0%	
Any Suspension	0	0.0%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

Climate and Environment

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. Additional reports about student access to technology and internet connectivity as of the end of the 2021-2022 school year 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, of if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in District	Teachers in State
Total Number of teachers	32	118,773
Average years experience in public schools	11.3	12.5
Average years experience in district	11.0	11.3
Percentage of Teachers with 4 or more years experience in the district	81.3%	76.0%
Number of out-of-field teachers	6	2,937

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	2	9,578
Average years experience in public schools	12.0	16.5
Average years experience in district	10.5	12.6
Percentage of Administrators with 4 or more years experience in the district	100.0%	78.8%

Staff Counts

This table shows the number of staff members assigned to the 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.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	32	118,773
Administrators	2	9,578
Librarians/Media Specialists	1	1,212
Nurses	1	2,911
School Counselors	N	4,324
Child Study Team Members	2	9,115
School Psychologists	N	2,159
School Social Workers	N	2,487
Student Assistance Coordinators	N	372
School Safety Specialists	1	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, of if the teacher has an expired certificate.

Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	District Ratio
Students to Teachers	8:1
Students to Administrators	128:1
Teachers to Administrators	16:1
Students to Librarians/Media Specialists †	256:1
Students to Nurses †	256:1
Students to Counselors †	N
Students to Child Study Team Members †,††	26:1
Students to School Psychologists †	N
Students to School Social Workers †	N
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	256:1

† 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 for 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. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	45-50%	>90%	*	48.0%	77.0%	56.0%
Male	50-55%	≤10%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤5%	≤10%	*	≤1%	≤1%	≤1%
White	79.7%	90.6%	100.0%	40.1%	82.6%	76.3%
Hispanic	5.5%	0.0%	0.0%	32.1%	8.1%	8.1%
Black or African American	3.1%	0.0%	0.0%	14.6%	6.5%	13.9%
Asian	5.1%	9.4%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	6.3%	0.0%	0.0%	2.7%	0.2%	0.3%

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, of if the teacher has an expired certificate.

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.

Bachelor's Degree

Teacher 53.1%
Admin N/A

Master's Degree

Teacher 46.9%
Admin 100.0%

Doctoral Degree
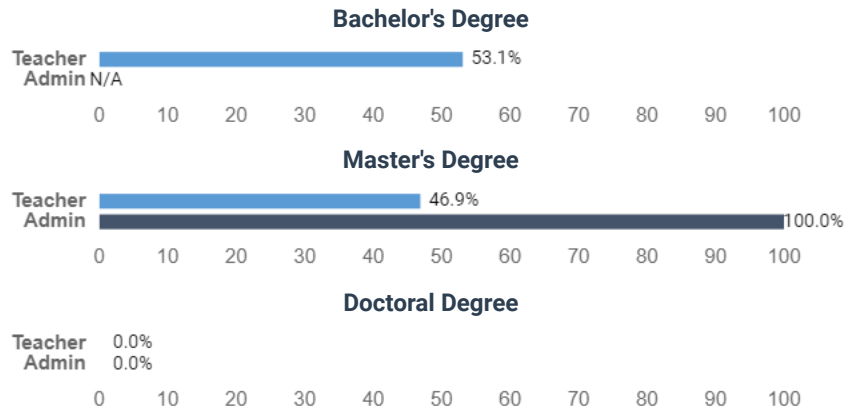
Teacher 0.0%
Admin 0.0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	85.7%	90.7%
2020-21 Administrators: Same district 2021-22	100.0%	87.4%

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.

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, of if the teacher has an expired certificate.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table or they may only be counted in their primary subject area. Additionally, in many elementary schools teachers are not assigned to specific subject areas, so teachers will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	11	*	*	*	90.9%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	90.9%	54.5%	45.5%	0.0%
English/Language Arts/Literacy	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
English Speakers or Other Languages	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Mathematics	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Science	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Social Studies/History	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
World Language	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Visual and Performing Arts	3	*	*	*	66.7%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Health/Physical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	5	*	*	*	80.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	60.0%	80.0%	20.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

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

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage 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 2021-22 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.

Essex Fells Boro	Federal	State & Local	Total	ADE**
District Level Central Expenditures		$3,397	$3,397	254.2
Essex Fells Elementary School	$1,021	$17,344	$18,365	254.2
-				

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:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - 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 NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - 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 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

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 will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2023-24 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 ESSA Accountability webpage 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.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2023-24 school year.

Accountability

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 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

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 that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: 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 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. 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 Acountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			87.9%
Math Proficiency			81.1%
ELA Growth			43
Math Growth			74
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency			
Chronic Absenteeism		5.3%	9.1%

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

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

Accountability

Accountability Summary by Student Group - 2021-22 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

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
Districtwide	Met Goal	Met Goal	Met Standard	Met Standard	N	N	N	Met
White	Met Goal	Met Target†	Met Standard	Met Standard	N	N		Met
Hispanic	**	**	**	**	N	N		**
Black or African American	**	**	**	**	N	N		**
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	N	N		**
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	**	**	**	**	N	N		**
Economically Disadvantaged Students	**	**	**	**	N	N		**
Students with Disabilities	Met Target	Met Target	Exceeds Standard	Exceeds Standard	N	N		Met
English Learners	**	**	**	**	N	N	N	**

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

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:

An EFS education includes: developing critical thinking & communication through written & spoken English; motivating academic abilities to build character & full potential; teaching children to value themselves, peers & teachers; establishing respect for & responsibility to the physical, social, & aesthetic world; nurturing love of country, American heritage & citizenship; communicating love of scholarship & life-long learning while insuring achievement of the NJSLS.

Awards, Recognition, Accomplishments:

2016 National Blue Ribbon Award Recipient, 2017 #1 PARCC Scores for NJ Elementary Schools, 2018 rank of #8 as Best Public Elementary School in NJ according to NICHE.

Courses, Curriculum, Instruction:

Full inclusion programming, one-to-one laptop usage in grades 2-6, STEAM classes K-6, weekly character education classes PreK-6.

Essex Fells School District

(13-1400)

2021-2022

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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Narrative

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Clubs and Activities:
TREP$, Stock Market Club, Book Club, Musical Theater, Art Club, Student Council, Chorus, Band, Orchestra, Broadcasting Club.

Before and After School Programs:
K-6 Enrichment offerings including classes for Science, Math, Arts & Crafts, Sports, Art, Music, Technology; Tiny Treasures Extended Service.

Staff and Professional Learning:
On-going and long-term PD opportunities for staff include: National Writing Project, Wilson Certification, Conquer Mathematics, curriculum development, CPR Certification and Social Emotional Learning, Reading instruction, Technology.

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Student Supports and Services:

EFS has an active I&RS/504 committee to identify, support, and monitor general education students in need of BSI, Speech, OT/PT, BCBA, Art Therapy, School Counseling, Enrichment, and classroom interventions to maximize learning. Our CST provides eligible students with Special Education supports within an inclusion team teaching model.

Student Health and Wellness:

PE classes, health classes, SEL classes, full-time Nurse, recess.

Parent and Community Involvement:

PTA and Educational Foundation members work closely with administration to provide opportunities to students and staff beyond the operating school budget. Some events include: school musical, variety show, afterschool enrichment, teacher wish lists, character education initiatives, cultural awareness, committee volunteers, and daily academic/operational support.

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Facilities: Roof replacement,Carpet replacement, Furniture upgrade, aesthetic improvements, walking track, technology infrastructure.

School Safety: Camera Surveillance, Positive working relationship with local Police Department and Fire Department.

Technology and STEM: STEAM teacher meets with P-6 classes weekly. Students and teachers work with technology coordinator to support the use of technology as daily learning tool.

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

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

A

Early Childhood Education:

Tuition Based Preschool Program serving residents with 3 and 4 year old's promoting kindergarten readiness skills.