



Pleasantville Public School District
 (01-4180)
 Grades Offered: PK-12
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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District Contact Information

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

Type	Contact Information
County	Atlantic
District	Pleasantville Public School District
Superintendent Name	Mr. Dennis Anderson
Address	801 Mill Road Pleasantville, NJ 08232
Phone Number	609-383-6800 X 2506
Email Address	anderson.dennis@pps-nj.us



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Schools in this District

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

School Name	Grades Offered
Decatur Avenue Early Childhood Center	PK-PK
Leeds Avenue Elementary School	PK-05
North Main Street Elementary School	PK-05
Pleasantville High School	PK-12
Pleasantville Middle School	06-08
South Main Street Elementary School	PK-05
Washington Avenue Elementary School	KG-05



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	529	519	473
KG	317	280	278
1	265	294	284
2	295	254	291
3	268	295	260
4	260	257	292
5	272	256	257
6	245	277	246
7	241	234	285
8	254	261	237
9	188	192	231
10	195	184	189
11	179	207	167
12	199	169	186
Total	3,707	3,679	3,676

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.0%	48.3%	48.3%
Male	51.0%	51.7%	51.7%
Economically Disadvantaged Students	87.2%	80.3%	86.1%
Students with Disabilities	15.5%	16.2%	15.5%
English Learners	22.7%	23.9%	23.4%
Homeless Students	2.0%	0.6%	1.1%
Students in Foster Care	0.7%	0.6%	0.6%
Military-Connected Students	0.1%	0.2%	0.2%
Migrant Students	0.1%	0.1%	0.1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.2%	1.3%	1.4%
Hispanic	62.1%	64.0%	64.7%
Black or African American	34.3%	32.4%	31.5%
Asian	1.5%	1.4%	1.4%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.4%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.4%	0.3%	0.5%

Enrollment Trends by Full/ Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	529	519	473
KG - Half Day	0	0	0
KG - Full Day	317	280	278

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	3,707	3,679	3,676
Shared Time Students	0	0	0
Full Time Equivalent	3,707	3,679	3,676

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	54.9%
English	40.9%
Haitian	2.0%
Other Languages	2.2%



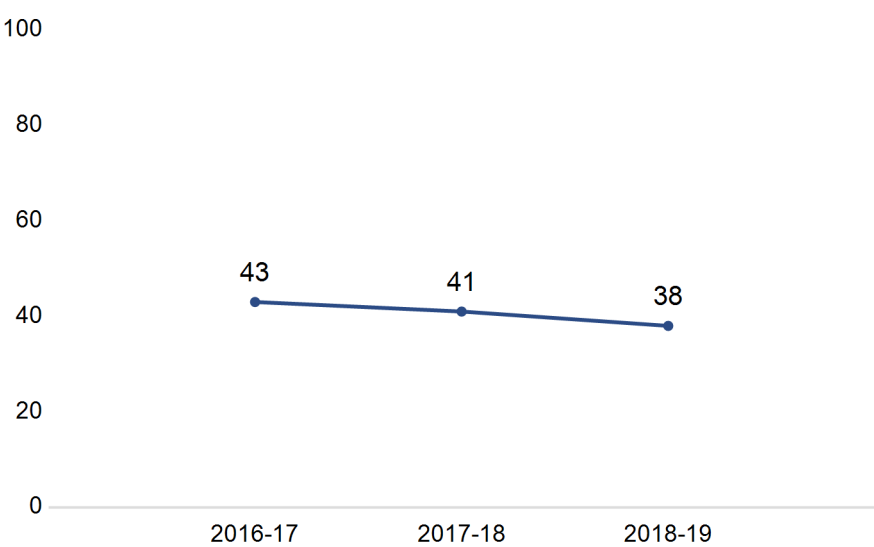
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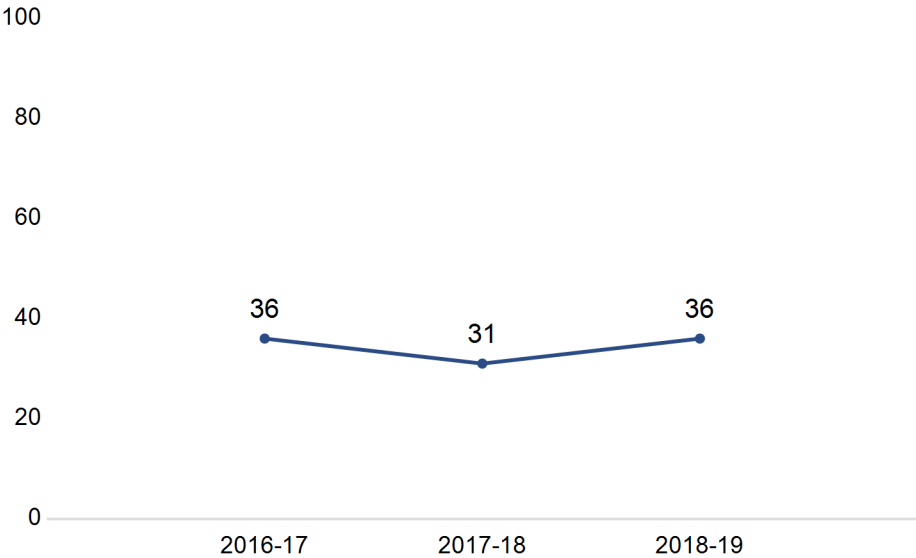
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	41	38	36	31	36
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years. A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students. More information and additional data can be found on the [NJDOE Student Growth page](#).

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	38	50	Not Met	36	50	Not Met
White	52.5	50	**	35	52	**
Hispanic	41	49	Met Standard	40	47	Met Standard
Black or African American	34.5	45	Not Met	30.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	37	59	Not Met	27	60	Not Met
American Indian or Alaska Native	N	56	**	N	51.5	**
Two or More Races	*	49	**	*	52	**
Female	43	53	N	40	50	N
Male	35	47	N	33	51	N
Economically Disadvantaged	38	48	Not Met	37.5	46	Not Met
Students with Disabilities	38.5	43	Not Met	39	45	Not Met
English Learners	46.5	52	Met Standard	49	50	Met Standard
Homeless Students	32	43	N	31	44	N
Students in Foster Care	*	42	N	*	44	N
Military-Connected Students	*	49	N	*	51	N
Migrant Students	*	47	N	*	51	N



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

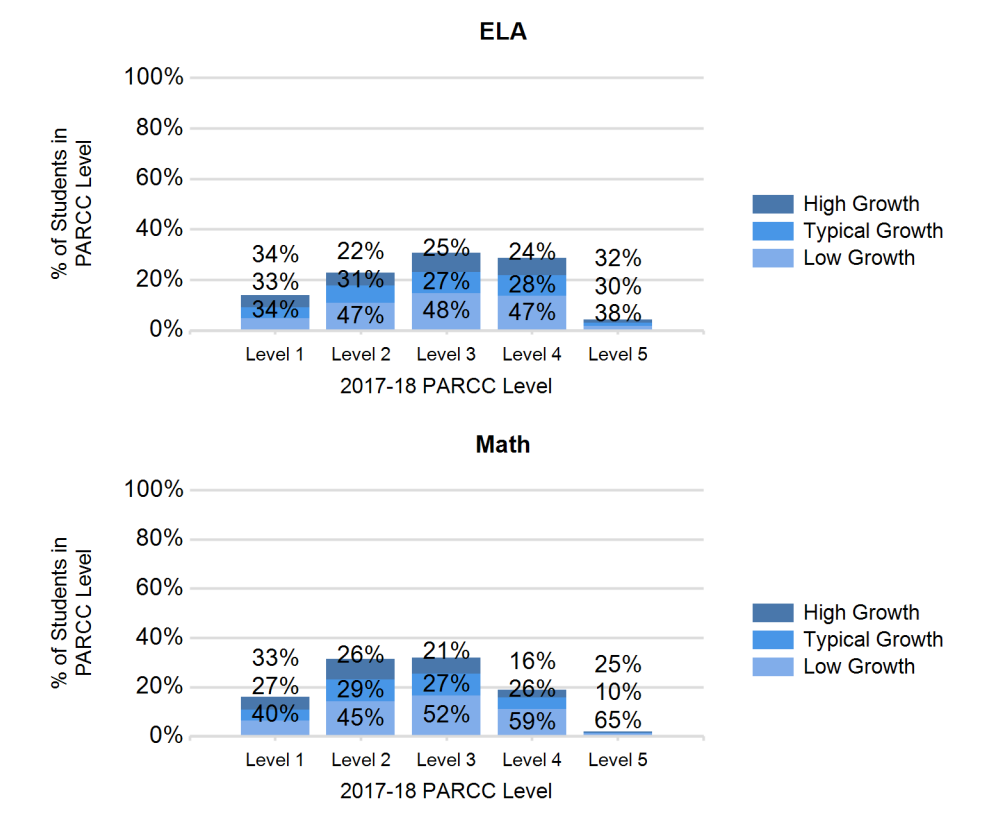
Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students. More information and additional data can be found on the [NJDOE Student Growth page](#).

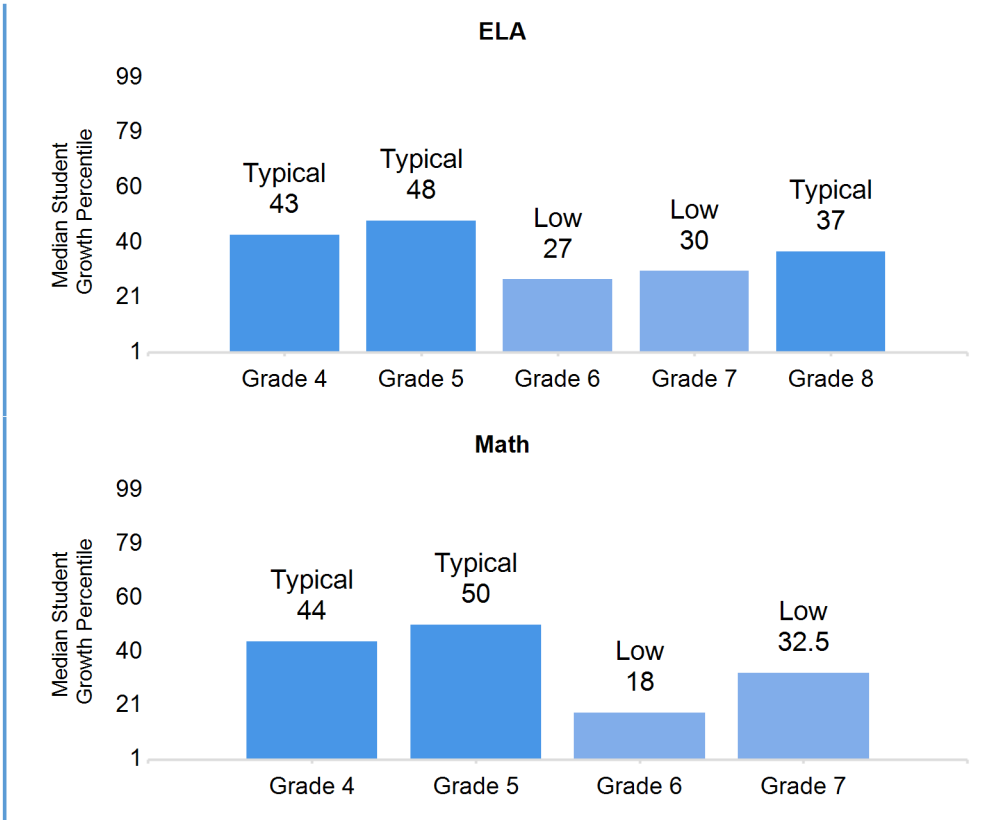
Student Growth by Performance Level

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



Student Growth by Grade

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





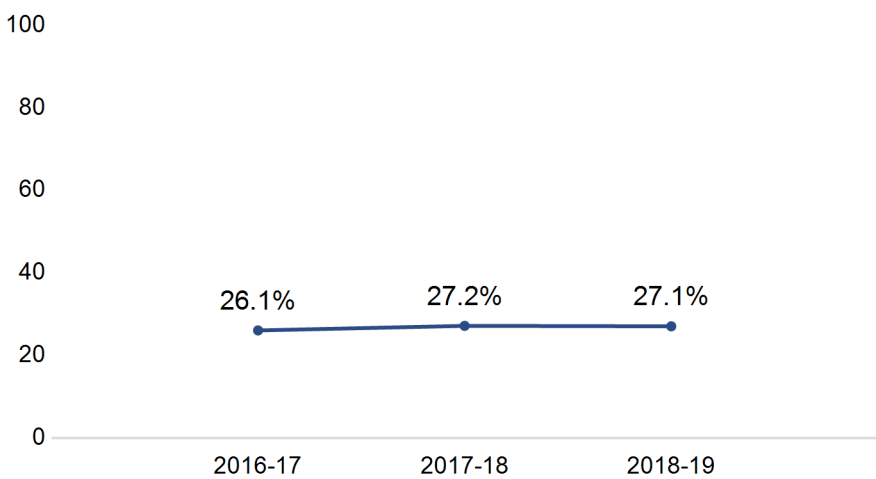
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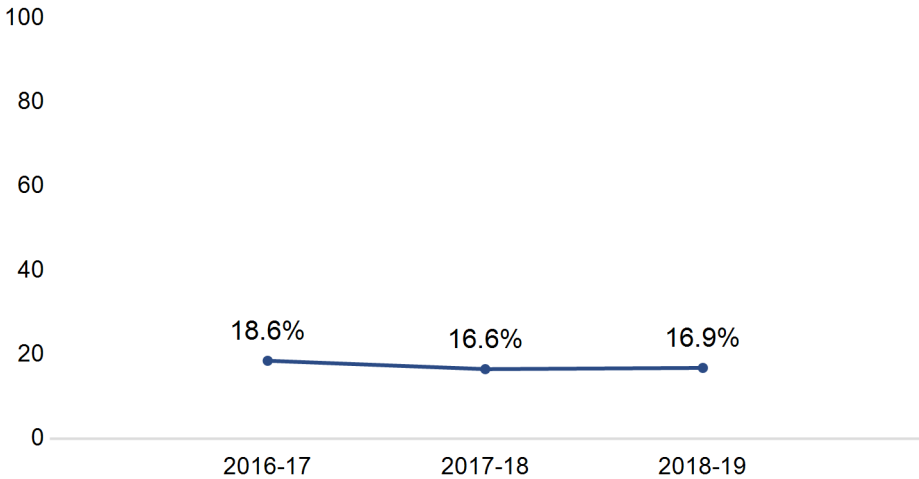
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	99.0%	98.2%	97.8%	99.3%	98.3%
Proficiency Rate for Federal Accountability	26.1%	27.2%	27.1%	18.6%	16.6%	16.9%
Annual Target	27.3%	30.1%	32.8%	22.5%	25.5%	28.6%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#). 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	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	1847	98.2	27.1	57.9	27.1	32.8	Not Met
White	*	*	*	66.9	*	N	N
Hispanic	1212	98.3	27.5	43.9	27.5	33.1	Not Met
Black or African American	571	98.1	24.9	38.5	24.9	31.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	36	100.0	38.9	82.9	38.9	54.5	Not Met
American Indian or Alaska Native	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	64.4	*	**	**
Female	893	98.7	32.3	64.8	32.3		
Male	954	97.6	22.2	51.3	22.2		
Economically Disadvantaged Students	1571	98.3	*	40.0	27.6	32.7	Not Met
Non-Economically Disadvantaged Students	276	97.7	*	67.9	23.9		
Students with Disabilities	337	95.9	*	22.7	*	17.4	Not Met
Students without Disabilities	1510	98.7	*	65.1	*		
English Learners	367	99.0	*	29.3	20.7	14	Met Target
Non-English Learners	1480	98.0	*	60.6	28.6		
Homeless Students	29	97.3	20.7	29.1	20.7		
Students In Foster Care	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.8	*		
Migrant Students	*	*	*	30.4	*		

† Target was met within a confidence interval.

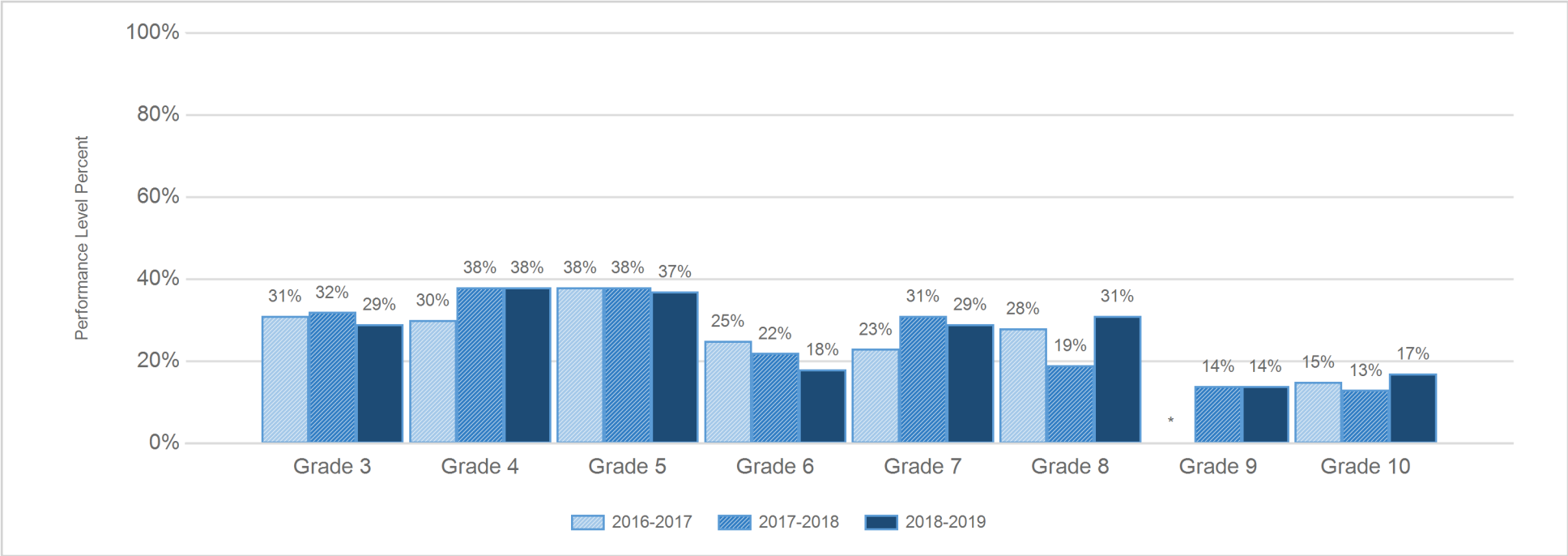


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	255	727	748	27%	19%	24%	*	*	29%	50%
White	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	734	27%	18%	24%	*	*	31%	36%
Black or African American	69	723	731	30%	22%	25%	*	*	23%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	*	*	*	*	*	*	58%
Female	123	732	753	24%	15%	25%	*	*	36%	55%
Male	132	722	743	30%	23%	23%	*	*	23%	46%
Economically Disadvantaged Students	235	725	731	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	20	740	759	*	*	*	*	*	35%	61%
Students with Disabilities	40	687	719	*	*	*	*	*	*	24%
Students without Disabilities	215	734	754	*	*	*	*	*	*	56%
English Learners	79	714	713	38%	22%	24%	*	*	16%	17%
Non-English Learners	176	732	751	23%	18%	24%	*	*	35%	54%
Homeless Students	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	279	740	755	12%	20%	31%	32%	6%	38%	57%
White	*	*	763	*	*	*	*	*	*	67%
Hispanic	184	740	743	11%	20%	32%	32%	7%	38%	44%
Black or African American	83	737	739	14%	22%	31%	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	762	*	*	*	*	*	*	64%
Female	137	744	760	8%	20%	29%	*	*	42%	62%
Male	142	736	750	15%	19%	32%	*	*	33%	53%
Economically Disadvantaged Students	256	739	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	23	753	765	*	*	*	*	*	61%	69%
Students with Disabilities	31	704	725	48%	*	*	*	*	13%	25%
Students without Disabilities	248	744	761	7%	*	*	*	*	41%	64%
English Learners	*	*	720	31%	27%	31%	*	*	12%	17%
Non-English Learners	*	*	758	7%	18%	31%	*	*	44%	60%
Homeless Students	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	252	739	756	10%	23%	29%	*	*	37%	58%
White	*	*	764	*	*	*	*	*	*	68%
Hispanic	170	737	743	11%	24%	32%	*	*	34%	44%
Black or African American	74	741	739	*	26%	*	42%	0%	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	762	N	N	N	N	N	N	65%
Female	132	742	761	*	26%	26%	*	*	42%	64%
Male	120	735	750	*	21%	33%	*	*	33%	52%
Economically Disadvantaged Students	227	738	740	*	*	*	*	*	37%	39%
Non-Economically Disadvantaged Students	25	741	766	*	*	*	*	*	36%	69%
Students with Disabilities	*	*	724	21%	46%	23%	*	*	11%	23%
Students without Disabilities	*	*	762	7%	17%	31%	*	*	45%	65%
English Learners	21	717	713	*	*	*	*	*	*	11%
Non-English Learners	231	741	758	*	*	*	*	*	*	60%
Homeless Students	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	62%
Migrant Students	*	*	723	*	*	*	*	*	*	26%



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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	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	233	725	754	19%	28%	34%	*	*	18%	56%
White	*	*	762	*	*	*	*	*	*	65%
Hispanic	144	728	743	17%	28%	34%	*	*	21%	43%
Black or African American	79	721	738	24%	27%	35%	14%	0%	14%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	760	*	*	*	*	*	*	64%
Female	118	731	762	13%	25%	42%	*	*	21%	64%
Male	115	720	748	26%	32%	27%	*	*	15%	48%
Economically Disadvantaged Students	194	724	740	*	27%	36%	*	*	16%	39%
Non-Economically Disadvantaged Students	39	729	763	*	33%	26%	*	*	28%	67%
Students with Disabilities	47	704	722	*	*	*	*	*	*	19%
Students without Disabilities	186	731	761	*	*	*	*	*	*	64%
English Learners	11	711	710	*	*	*	*	*	*	*
Non-English Learners	222	726	756	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	721	N	N	N	N	N	N	25%



Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

Report Key:

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- N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	264	727	761	25%	25%	21%	22%	8%	29%	63%
White	*	*	769	*	*	*	*	*	*	72%
Hispanic	170	730	747	19%	28%	22%	24%	6%	31%	50%
Black or African American	78	720	741	38%	19%	15%	*	*	27%	43%
Asian, Native Hawaiian, or Pacific Islander	11	738	790	*	*	*	*	*	27%	87%
American Indian or Alaska Native	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	768	*	*	*	*	*	*	68%
Female	125	736	769	15%	25%	26%	*	*	34%	71%
Male	139	718	753	35%	24%	17%	*	*	24%	55%
Economically Disadvantaged Students	229	727	743	*	*	20%	*	*	30%	45%
Non-Economically Disadvantaged Students	35	726	771	*	*	29%	*	*	23%	73%
Students with Disabilities	39	693	720	*	*	*	*	*	*	22%
Students without Disabilities	225	733	769	*	*	*	*	*	*	71%
English Learners	15	703	706	*	*	*	*	*	*	12%
Non-English Learners	249	728	763	*	*	*	*	*	*	65%
Homeless Students	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	758	N	N	N	N	N	N	56%
Migrant Students	*	*	728	*	*	*	*	*	*	31%



Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	224	731	762	24%	27%	19%	20%	11%	31%	63%
White	*	*	770	*	*	*	*	*	*	72%
Hispanic	137	732	747	22%	28%	20%	18%	12%	30%	49%
Black or African American	79	727	741	25%	27%	16%	*	*	32%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	769	*	*	*	*	*	*	69%
Female	118	742	771	11%	28%	19%	*	*	42%	71%
Male	106	718	753	38%	25%	18%	*	*	19%	55%
Economically Disadvantaged Students	186	732	743	*	25%	*	*	*	32%	45%
Non-Economically Disadvantaged Students	38	725	772	*	37%	*	*	*	26%	72%
Students with Disabilities	34	694	721	*	*	*	*	*	*	22%
Students without Disabilities	190	737	770	*	*	*	*	*	*	71%
English Learners	17	706	708	*	*	*	*	*	*	12%
Non-English Learners	207	733	764	*	*	*	*	*	*	65%
Homeless Students	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	718	*	*	*	*	*	*	27%



Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	226	715	753	35%	24%	27%	14%	0%	14%	56%
White	N	N	762	N	N	N	N	N	N	65%
Hispanic	151	716	737	34%	22%	27%	17%	0%	17%	40%
Black or African American	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	761	N	N	N	N	N	N	63%
Female	109	714	760	37%	22%	28%	14%	0%	14%	63%
Male	117	716	746	32%	26%	27%	14%	0%	14%	49%
Economically Disadvantaged Students	165	715	734	36%	24%	25%	*	*	15%	36%
Non-Economically Disadvantaged Students	61	716	762	31%	26%	33%	*	*	10%	65%
Students with Disabilities	44	689	717	*	*	*	*	*	*	17%
Students without Disabilities	182	721	760	*	*	*	*	*	*	63%
English Learners	26	686	693	*	*	*	*	*	*	*
Non-English Learners	200	719	755	*	*	*	*	*	*	*
Homeless Students	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	715	N	N	N	N	N	N	23%



Pleasantville Public School District
(01-4180)
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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	167	706	757	47%	18%	18%	*	*	17%	58%
White	*	*	767	*	*	*	*	*	*	67%
Hispanic	101	704	738	50%	18%	20%	*	*	13%	43%
Black or African American	60	709	733	43%	20%	*	*	*	22%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	766	N	N	N	N	N	N	65%
Female	70	713	766	39%	24%	17%	*	*	20%	66%
Male	97	701	749	54%	13%	19%	*	*	14%	51%
Economically Disadvantaged Students	121	708	735	45%	*	*	*	*	17%	40%
Non-Economically Disadvantaged Students	46	700	767	52%	*	*	*	*	15%	67%
Students with Disabilities	22	679	711	*	*	*	*	*	*	19%
Students without Disabilities	145	710	765	*	*	*	*	*	*	65%
English Learners	22	667	687	*	*	*	*	*	*	*
Non-English Learners	145	712	760	*	*	*	*	*	*	*
Homeless Students	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	710	N	N	N	N	N	N	10%



Pleasantville Public School District
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#). 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	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	1883	98.3	*	44.5	16.9	28.6	Not Met
White	*	*	*	54.1	*	N	N
Hispanic	1242	98.5	*	28.8	18.5	28.8	Not Met
Black or African American	577	98.2	13.0	23.0	13.0	27.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	36	100.0	22.2	76.5	22.2	63	Not Met
American Indian or Alaska Native	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	53.3	*	**	**
Female	912	98.6	17.5	44.9	17.5		
Male	971	98.1	16.3	44.2	16.3		
Economically Disadvantaged Students	1597	98.4	17.7	26.3	17.7	28.5	Not Met
Non-Economically Disadvantaged Students	286	97.8	12.2	54.9	12.2		
Students with Disabilities	344	96.7	*	17.4	*	17	Not Met
Students without Disabilities	1539	98.7	*	50.0	*		
English Learners	391	99.3	15.3	25.0	15.3	17.2	Met Target†
Non-English Learners	1492	98.1	17.3	46.5	17.3		
Homeless Students	30	97.4	10.0	17.1	10.0		
Students In Foster Care	*	*	*	17.1	*		
Military-Connected Students	*	*	*	46.4	*		
Migrant Students	*	*	*	23.3	*		

† Target was met within a confidence interval.

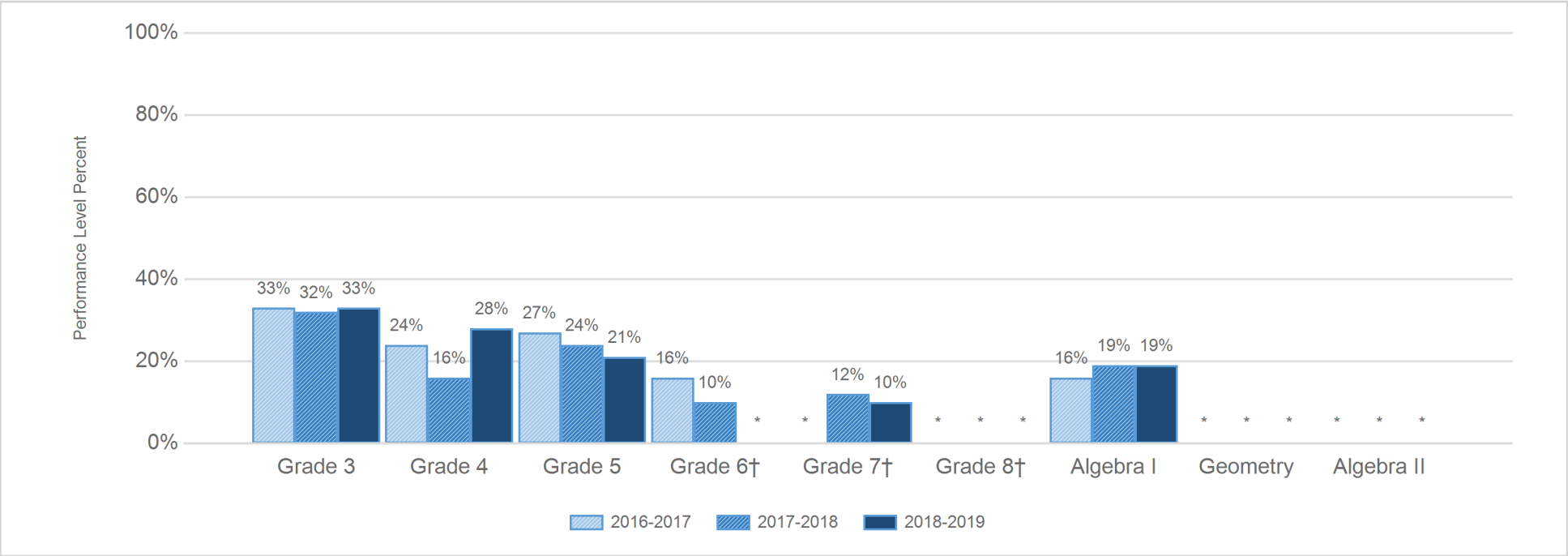


Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	260	731	752	22%	22%	23%	28%	5%	33%	55%
White	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	739	22%	22%	22%	28%	6%	34%	40%
Black or African American	68	728	735	21%	25%	25%	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	*	*	*	*	*	*	62%
Female	126	731	751	19%	24%	25%	*	*	32%	54%
Male	134	731	752	24%	20%	22%	*	*	34%	56%
Economically Disadvantaged Students	238	731	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	22	740	761	*	*	*	*	*	41%	67%
Students with Disabilities	41	702	731	*	*	*	*	*	*	31%
Students without Disabilities	219	737	756	*	*	*	*	*	*	60%
English Learners	84	721	728	29%	29%	21%	21%	0%	21%	26%
Non-English Learners	176	736	754	18%	19%	24%	31%	7%	39%	58%
Homeless Students	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	728	*	*	*	*	*	*	28%



Pleasantville Public School District
(01-4180)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	284	733	749	13%	22%	37%	*	*	28%	51%
White	*	*	757	*	*	*	*	*	*	62%
Hispanic	189	735	737	14%	18%	38%	*	*	30%	36%
Black or African American	83	729	731	*	30%	36%	*	*	23%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	754	*	*	*	*	*	*	58%
Female	141	733	749	13%	21%	38%	*	*	27%	50%
Male	143	733	749	13%	22%	36%	*	*	29%	52%
Economically Disadvantaged Students	259	733	734	*	*	37%	*	*	27%	32%
Non-Economically Disadvantaged Students	25	738	759	*	*	40%	*	*	32%	63%
Students with Disabilities	31	705	726	*	*	*	*	*	*	25%
Students without Disabilities	253	737	754	*	*	*	*	*	*	56%
English Learners	*	*	722	25%	32%	28%	*	*	16%	18%
Non-English Learners	*	*	751	11%	19%	39%	*	*	31%	54%
Homeless Students	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	56%
Migrant Students	*	*	717	*	*	*	*	*	*	16%



Pleasantville Public School District
(01-4180)
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	257	728	747	12%	36%	30%	*	*	21%	47%
White	*	*	755	*	*	*	*	*	*	58%
Hispanic	175	728	735	15%	34%	27%	*	*	23%	30%
Black or African American	74	728	729	*	42%	32%	*	*	19%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	753	N	N	N	N	N	N	55%
Female	135	729	747	13%	34%	31%	*	*	21%	47%
Male	122	727	747	11%	38%	30%	*	*	21%	47%
Economically Disadvantaged Students	232	728	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	25	731	757	*	*	*	*	*	28%	59%
Students with Disabilities	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	752	*	*	*	*	*	*	52%
English Learners	26	720	718	*	42%	*	*	*	12%	12%
Non-English Learners	231	729	749	*	35%	*	*	*	23%	49%
Homeless Students	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	748	N	N	N	N	N	N	50%
Migrant Students	*	*	716	*	*	*	*	*	*	17%



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Grades Offered: PK-12
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	238	710	741	*	*	*	*	*	*	41%
White	*	*	749	*	*	*	*	*	*	51%
Hispanic	149	713	729	29%	40%	21%	10%	0%	10%	24%
Black or African American	80	703	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	747	*	*	*	*	*	*	48%
Female	121	714	742	*	*	*	*	*	*	42%
Male	117	706	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	198	709	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	40	713	750	*	*	*	*	*	*	53%
Students with Disabilities	47	698	716	*	*	*	*	*	*	12%
Students without Disabilities	191	713	746	*	*	*	*	*	*	46%
English Learners	16	697	709	*	*	*	*	*	*	*
Non-English Learners	222	711	743	*	*	*	*	*	*	*
Homeless Students	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	717	N	N	N	N	N	N	20%



Pleasantville Public School District
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	270	719	744	17%	44%	29%	*	*	10%	42%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	178	722	733	13%	46%	30%	*	*	12%	26%
Black or African American	77	712	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	11	725	768	*	*	*	*	*	18%	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	129	718	744	*	*	*	*	*	*	42%
Male	141	720	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	232	720	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	38	716	751	*	*	*	*	*	*	53%
Students with Disabilities	41	704	718	*	*	*	*	*	*	13%
Students without Disabilities	229	722	749	*	*	*	*	*	*	48%
English Learners	22	709	716	*	*	*	*	*	*	10%
Non-English Learners	248	720	745	*	*	*	*	*	*	44%
Homeless Students	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	746	N	N	N	N	N	N	44%
Migrant Students	*	*	717	*	*	*	*	*	*	12%



Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	177	700	728	*	*	*	*	*	*	29%
White	*	*	737	*	*	*	*	*	*	38%
Hispanic	106	701	722	*	*	*	*	*	*	22%
Black or African American	66	697	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	730	*	*	*	*	*	*	31%
Female	85	705	731	*	*	*	*	*	*	31%
Male	92	694	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	143	701	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	34	692	735	*	*	*	*	*	*	36%
Students with Disabilities	34	690	707	*	*	*	*	*	*	10%
Students without Disabilities	143	702	734	*	*	*	*	*	*	35%
English Learners	19	690	706	*	*	*	*	*	*	10%
Non-English Learners	158	701	730	*	*	*	*	*	*	30%
Homeless Students	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	701	*	*	*	*	*	*	16%



Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	279	720	744	24%	43%	15%	*	*	19%	42%
White	*	*	752	*	*	*	*	*	*	53%
Hispanic	175	719	728	26%	38%	16%	*	*	19%	24%
Black or African American	*	*	725	20%	52%	13%	15%	0%	15%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	752	N	N	N	N	N	N	51%
Female	145	722	745	25%	36%	17%	*	*	23%	44%
Male	134	718	743	22%	51%	13%	*	*	14%	41%
Economically Disadvantaged Students	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	748	*	*	*	*	*	*	47%
English Learners	31	701	710	*	*	*	*	*	*	*
Non-English Learners	248	722	745	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	707	N	N	N	N	N	N	12%



Pleasantville Public School District
 (01-4180)
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 2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	165	708	737	*	*	*	*	*	*	35%
White	*	*	743	*	*	*	*	*	*	43%
Hispanic	108	708	724	*	*	*	*	*	*	17%
Black or African American	52	709	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	745	N	N	N	N	N	N	46%
Female	67	709	738	*	*	*	*	*	*	36%
Male	98	707	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	117	708	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	48	709	743	*	*	*	*	*	*	43%
Students with Disabilities	19	690	712	*	*	*	*	*	*	*
Students without Disabilities	146	710	741	*	*	*	*	*	*	*
English Learners	23	696	708	*	*	*	*	*	*	*
Non-English Learners	142	710	738	*	*	*	*	*	*	*
Homeless Students	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	711	N	N	N	N	N	N	19%



Pleasantville Public School District
 (01-4180)
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 2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	20	708	755	*	*	*	*	*	*	58%
White	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	761	N	N	N	N	N	N	65%
Female	*	*	752	*	*	*	*	*	*	55%
Male	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	*	N	N	N	N	N	N	*



Pleasantville Public School District
(01-4180)
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Districtwide/English Learners	32.8%	51.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	203	*	*
3-4	195	*	*
5 or more	180	87.8%	12.2%



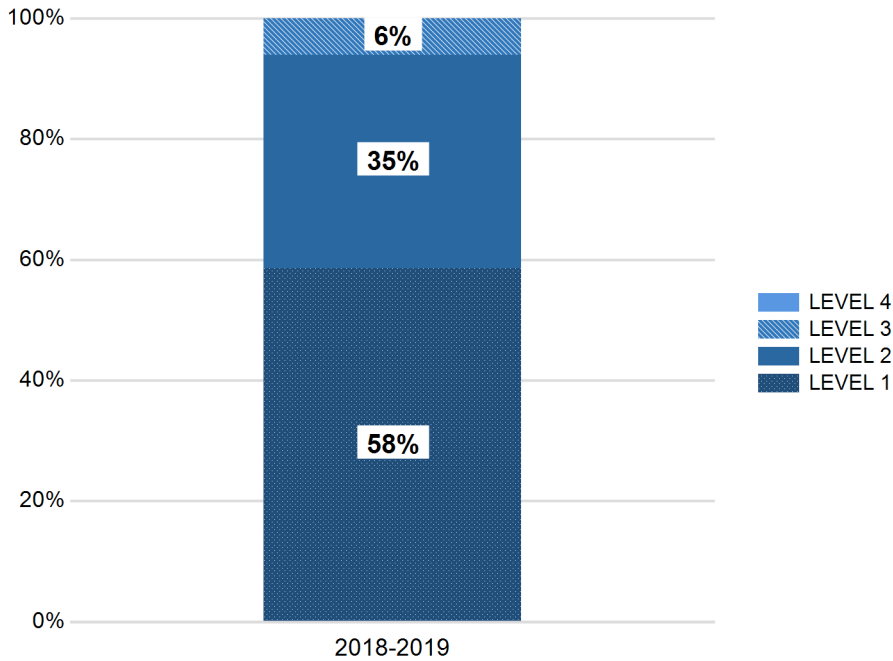
Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	58	35	6	0
White	*	*	*	*
Hispanic	59	35	6	1
Black or African American	61	34	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	61	33	6	1
Male	56	39	6	0
Economically Disadvantaged Students	61	33	6	0
Non-Economically Disadvantaged Students	38	63	0	0
Students with Disabilities	82	16	2	0
Students without Disabilities	52	41	7	1
English Learners	83	13	4	0
Non-English Learners	56	38	6	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



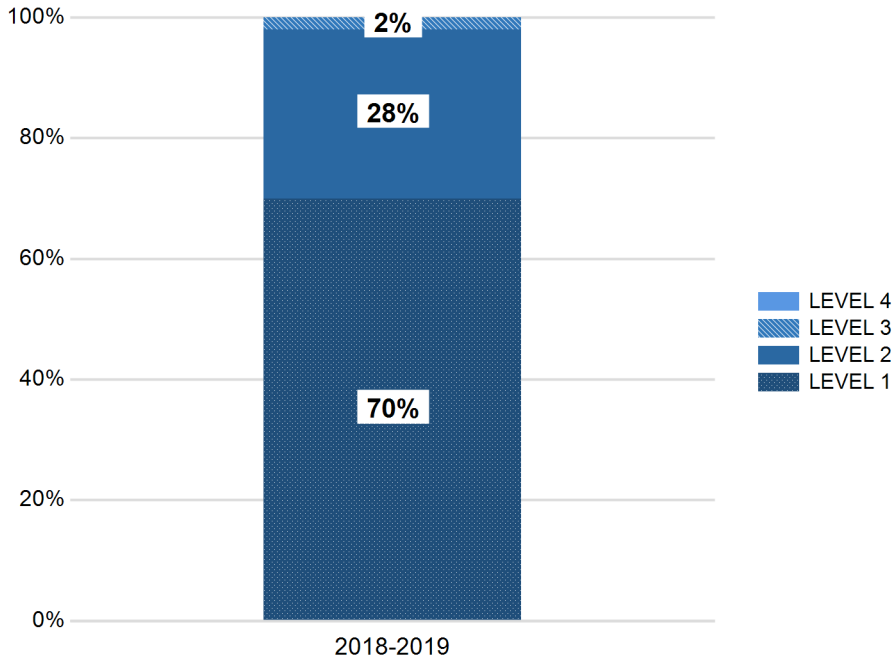
Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	70	28	2	0
White	*	*	*	*
Hispanic	69	28	4	0
Black or African American	71	29	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	65	32	3	0
Male	75	22	2	1
Economically Disadvantaged Students	66	31	3	1
Non-Economically Disadvantaged Students	88	12	0	0
Students with Disabilities	89	11	0	0
Students without Disabilities	66	31	3	1
English Learners	83	17	0	0
Non-English Learners	69	29	2	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



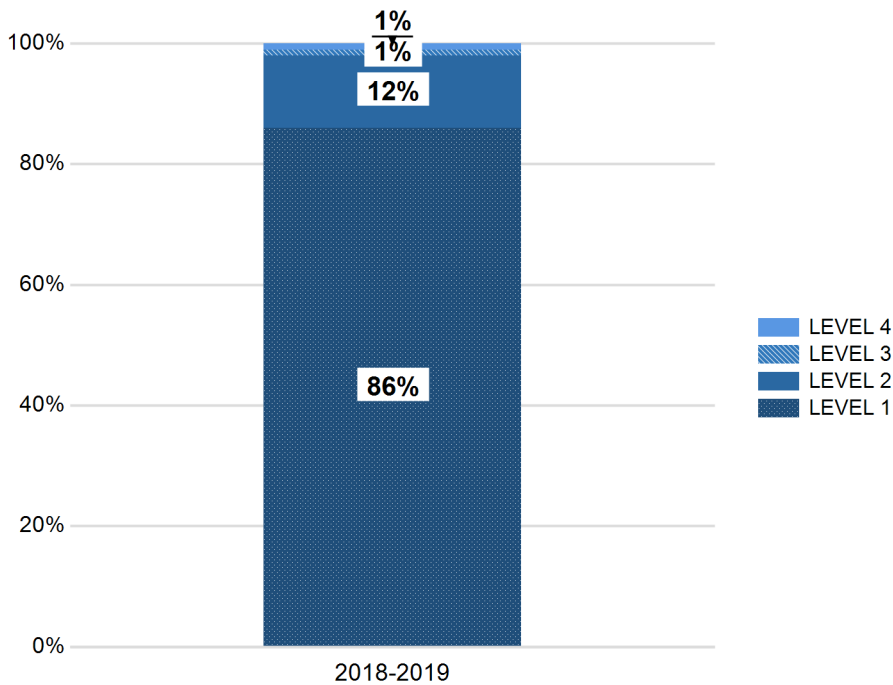
Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	86	12	1	1
White	N	N	N	N
Hispanic	84	15	1	0
Black or African American	89	9	0	2
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	86	12	1	0
Male	86	13	0	1
Economically Disadvantaged Students	85	13	1	1
Non-Economically Disadvantaged Students	90	10	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	89.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	40.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	7.0%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students scores at or above Benchmark	State - Students scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	376	476	Grade 10: 430 Grade 11: 460	16%	61%
PSAT 10/NMSQT - Math	376	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	451	539	480	32%	70%
SAT - Math	439	541	530	11%	53%
ACT - Reading	16	25	22	15%	66%
ACT - English	16	24	18	23%	81%
ACT - Math	17	24	22	*	65%
ACT - Science	17	24	23	15%	57%



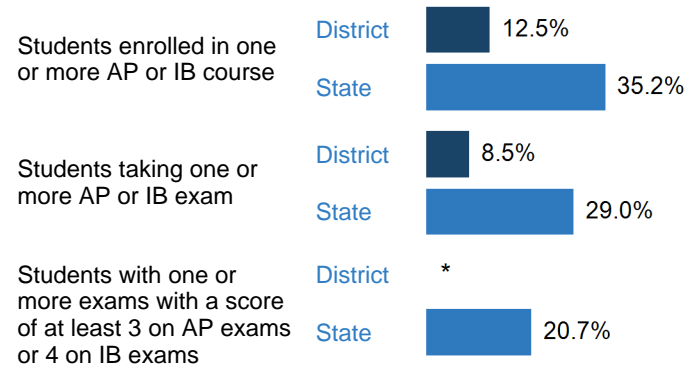
Pleasantville Public School District
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

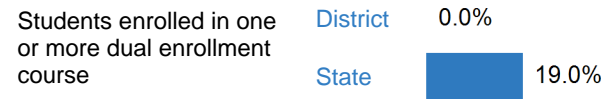
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	12	8
AP English Language and Composition	16	12
AP English Literature and Composition	16	12
AP Government	10	0
AP Statistics	13	4
AP U.S. Government and Politics	0	7
Total Exams taken		43
Exams with scores of at least 3 on AP exams or 4 on IB exams		*



Pleasantville Public School District
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2018-2019

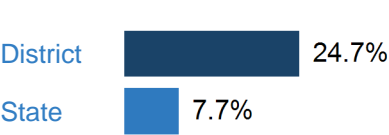
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



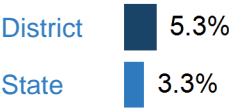
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

Report Key:

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	24.7%	*	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	25.1%	*	10.3%	11.3%
Black or African American	24.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	23.5%	*	7.3%	10.6%
Male	25.7%	*	8.0%	10.1%
Economically Disadvantaged Students	23.9%	*	10.4%	11.8%
Students with Disabilities	16.0%	0.0%	6.6%	9.2%
English Learners	25.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	*	*	10.4%	*



Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

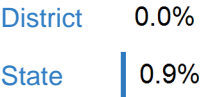
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total Credentials earned
Arts, AV Technology & Communications	192		
Total (All Clusters)	192	0	0



Pleasantville Public School District
(01-4180)
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2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	279
7	2	0	0	0	0	0	305
8	56	0	0	0	0	0	210
9	225	41	1	0	0	0	11
10	28	166	39	5	0	0	10
11	4	34	119	18	4	1	13
12	0	19	47	16	8	21	44
Total	315	260	206	39	12	22	872
Enrolled in AP/IB Course					12	13	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	7	0	0	0	193	3
10	138	22	0	0	32	15
11	48	122	0	0	10	20
12	13	71	0	0	20	62
Total	206	215	0	0	255	100
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Pleasantville Public School District
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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	227	6	52	0	0	0
10	24	146	44	0	0	0
11	9	175	73	0	0	3
12	31	72	75	0	0	7
Total	291	399	244	0	0	10
Enrolled in AP/IB Course	0	0	0	0		10
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	97	0	0	0	0	0	0
7	106	0	0	0	0	0	0
8	95	0	0	0	0	0	0
9	81	0	0	0	0	0	0
10	90	12	0	0	0	0	0
11	83	12	0	0	0	0	0
12	63	2	0	0	0	0	0
Total	615	26	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	53	0	0	0	0	0	0



Pleasantville Public School District
 (01-4180)
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 2018-2019

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	20	0	0	0	0	0
10	7	0	0	1	0	0
11	5	0	0	3	0	0
12	11	0	0	11	0	0
Total	43	0	0	15	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Pleasantville Public School District

(01-4180)

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Hindi	*
Spanish	30
Total	33



Pleasantville Public School District
(01-4180)
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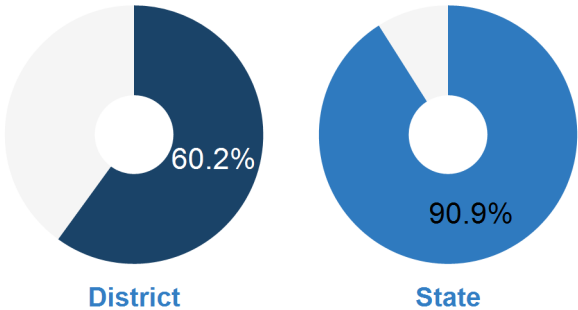
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Visual and Performing Arts – Course Participation

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

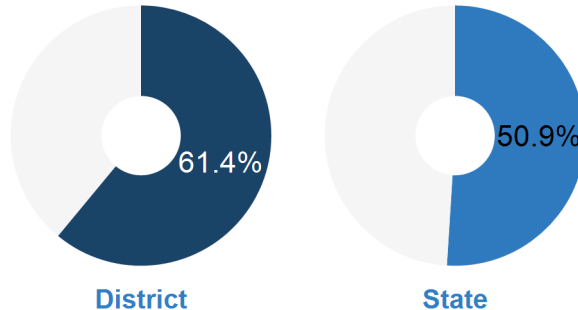
Grades 6-8:

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

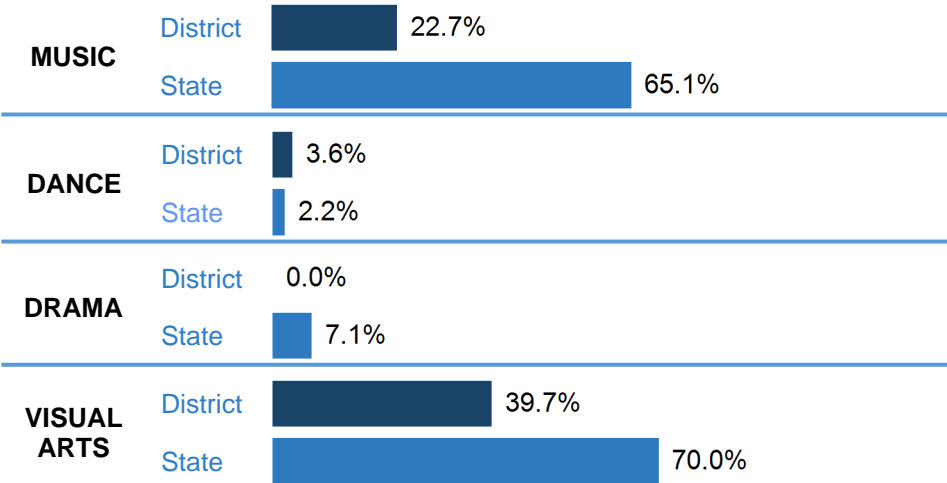


Grades 9-12:

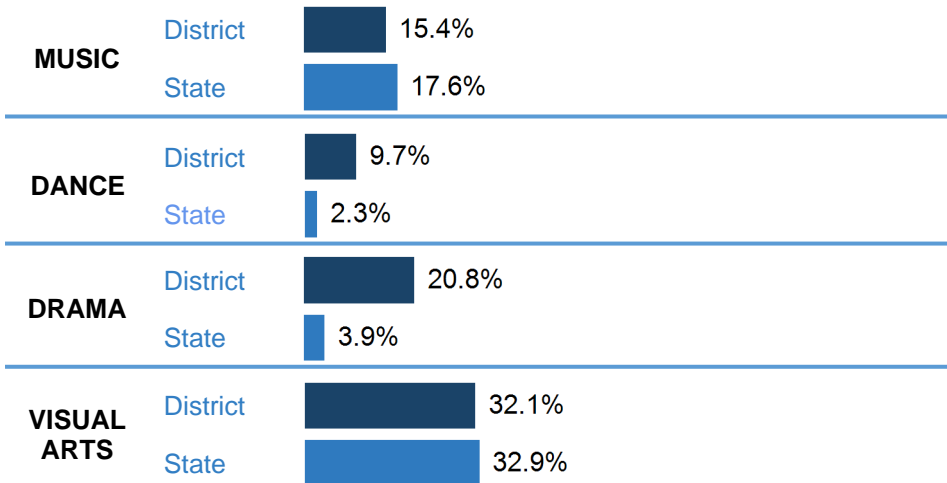
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

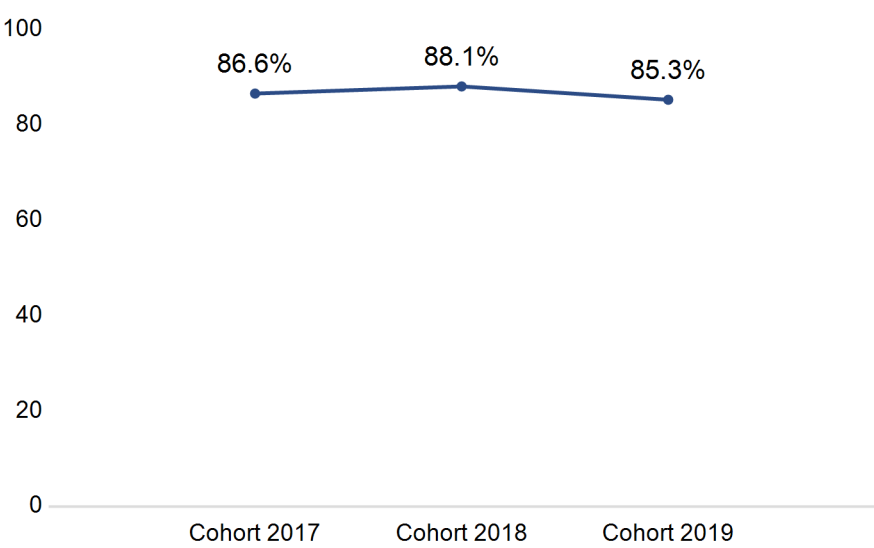
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information and additional data can be found on the [NJDOE Graduation Rate page](#).

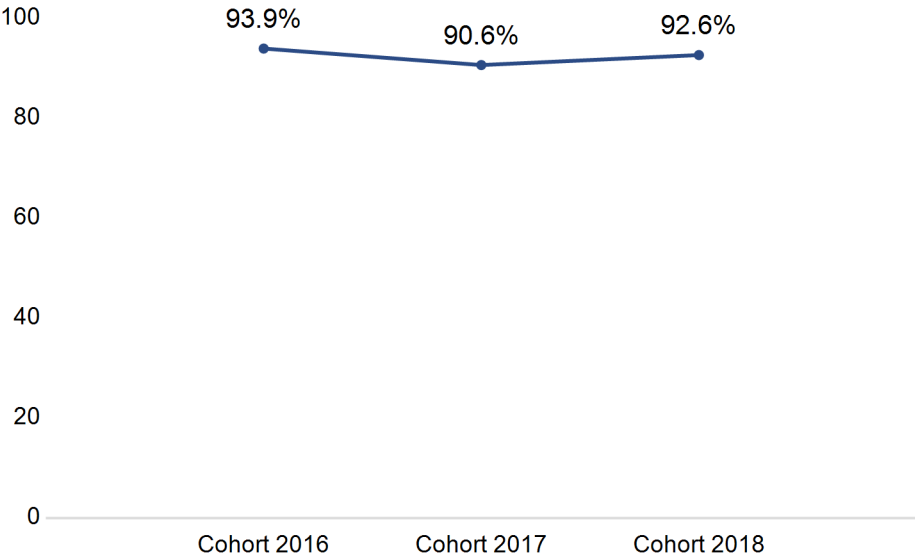
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	86.6%	88.1%	85.3%	93.9%	90.6%	92.6%
Annual Target	82.8%	83.4%		81.1%	81.9%	
Target Met?	Met Target	Met Target		Met Target	Met Target	
Statewide: Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows 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 these [accountability resources](#).

Student Group	District - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	District - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Districtwide	85.3%	90.6%	92.6%	92.5%	88.1%	83.4%	Met Target	90.6%	81.9%	Met Target
White	*	94.9%	N	95.9%	N	N	N	30.0%	**	**
Hispanic	88.7%	84.5%	93.8%	87.3%	92.1%	86.4%	Met Target	89.7%	80.2%	Met Target
Black or African American	81.8%	83.3%	90.1%	87.1%	81.3%	80.0%	Met Target	97.1%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	90.4%	92.8%	93.4%	94.4%	92.4%			91.0%		
Male	81.3%	88.5%	91.8%	90.8%	84.2%			90.2%		
Economically Disadvantaged Students	85.9%	84.0%	91.3%	87.3%	86.4%	84.3%	Met Target	91.1%	82.0%	Met Target
Students with Disabilities	76.3%	79.2%	84.6%	83.8%	69.0%	77.5%	Not Met	77.5%	79.6%	Not Met
English Learners	90.6%	75.4%	90.0%	80.1%	85.7%	92.8%	Not Met	86.7%	83.2%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	20.5%	15.1%
Substitute Competency Test	14.6%	15.7%
Portfolio Appeals Process	64.3%	68.1%
Alternate Requirements specified in IEP	0.5%	1.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	District Rate	State Rate
2018-2019	1.6%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.4%	1.1%



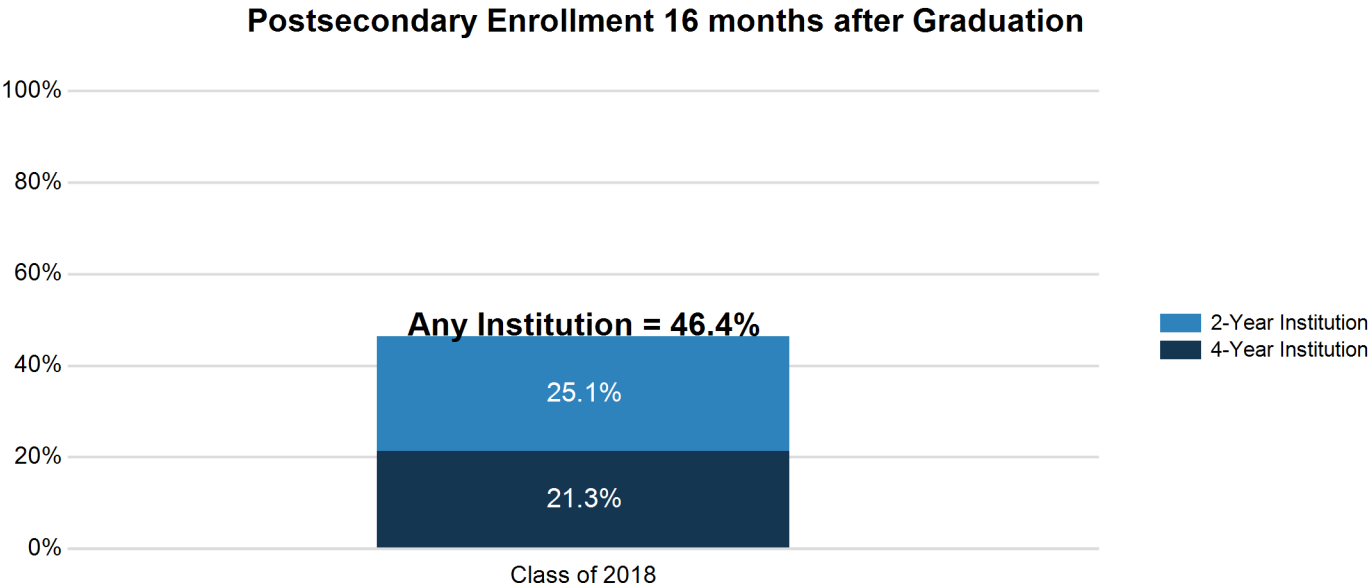
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	25.1%
% Enrolled in 4-Year Institution	21.3%
% Enrolled in Any Postsecondary Institution	46.4%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Districtwide	33.2%	59.7%	40.3%
White	*	*	*
Hispanic	28.4%	63.6%	36.4%
Black or African American	40.3%	55.6%	44.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	30.8%	62.5%	37.5%
Students with Disabilities	27.6%	75%	25%
English Learners	14.7%	100%	0%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Districtwide	46.4%	54.1%	45.9%	94.1%	5.9%	90.6%	9.4%
White	N	N	N	N	N	N	N
Hispanic	41.1%	69.6%	30.4%	97.8%	2.2%	89.1%	10.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	48.9%	54.7%	45.3%	93.8%	6.3%	95.3%	4.7%
Students with Disabilities	27.3%	33.3%	66.7%	100%	0%	83.3%	16.7%
English Learners	33.3%	100%	0%	100%	0%	100%	0%



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

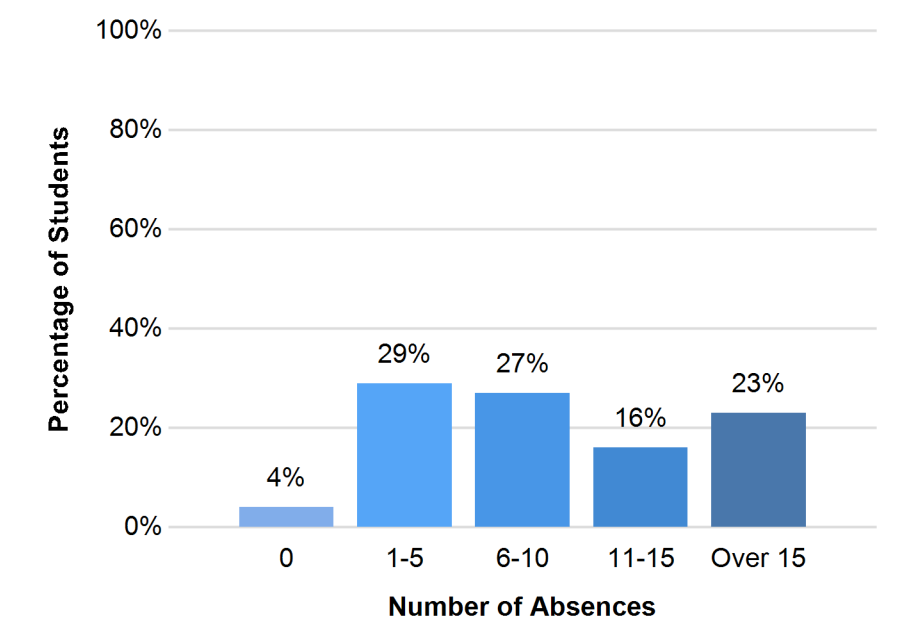
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Districtwide	682	21.2	10.6	Not Met
White	16	33.3	10.6	Not Met
Hispanic	414	19.8	10.6	Not Met
Black or African American	242	24.1	10.6	Not Met
Asian, Native Hawaiian, or Pacific	6	10.2	10.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	313	20.3		
Male	369	22.1		
Economically Disadvantaged Students	560	20.1	10.6	Not Met
Students with Disabilities	155	28.0	10.6	Not Met
English Learners	96	15.9	10.6	Not Met
Homeless Students	22	61.1		
Students in Foster Care	5	33.3		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





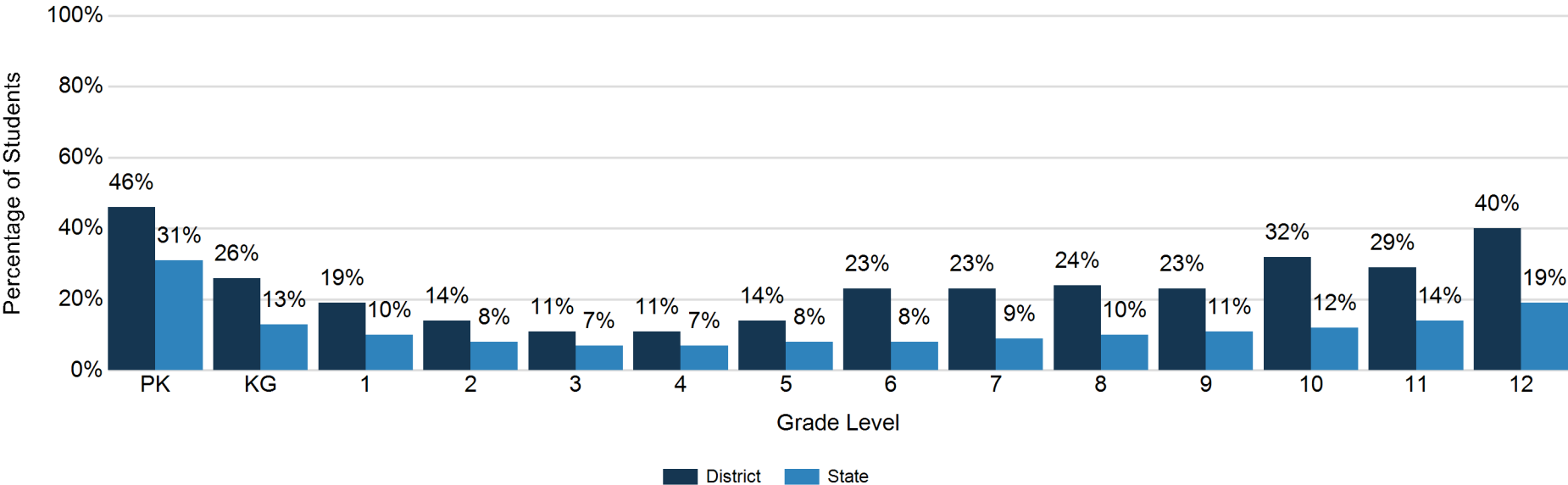
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available 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.

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	11
Weapons	10
Vandalism	4
Substances	47
Harassment, Intimidation, Bullying (HIB)	22
Total Unique Incidents	94
Incidents Per 100 Students Enrolled	2.56

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	3	0	3
Religion	0	0	0
Ancestry	0	0	0
Gender	1	3	4
Sexual Orientation	0	8	8
Disability	1	2	3
Other	1	10	11
No Identified Nature	70		70

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	7
Weapons	7
Vandalism	4
Substances	32
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	82	2.2%
Any Suspension	83	2.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
527



Pleasantville Public School District
(01-4180)
Grades Offered: PK-12
2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – 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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in District	Teachers in State
Total Number of teachers	314	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	83.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	12.5	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	136:1
Teachers to Administators	12:1
Students to Librarian/Media Specialists	735:1
Students to Nurses	525:1
Students to Counselors	460:1
Students to Child Study Team Members	204:1



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Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.3%	73.9%	70.4%	48.4%	77.1%	54.9%
Male	51.7%	26.1%	29.6%	51.6%	22.9%	45.1%
White	1.4%	58.3%	18.5%	42.4%	83.6%	77.4%
Hispanic	64.7%	8.6%	7.4%	29.9%	7.3%	7.2%
Black or African American	31.5%	30.6%	74.1%	15.0%	6.6%	13.9%
Asian	1.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	2.2%	0.0%	2.1%	0.2%	0.2%



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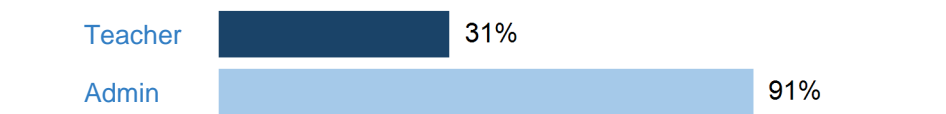
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.9%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	N



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. 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.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2020-21 School Year
01	Atlantic	4180	Pleasantville Public School District	055	Pleasantville Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Black or African American; Economically Disadvantaged;
01	Atlantic	4180	Pleasantville Public School District	085	North Main Street Elementary School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2021	Black or African American;



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	26.1%	27.2%	27.1%
Math Proficiency	18.6%	16.6%	16.9%
ELA Growth	43	41	38
Math Growth	36	31	36
4-Year Graduation Rate†	86.6%	88.1%	85.3%
5-Year Graduation Rate†	93.9%	90.6%	92.6%
Progress toward English Language Proficiency		45.3%	32.8%
Chronic Absenteeism	16.2%	17.7%	21.2%

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



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in the district met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the district. For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Not Met	Not Met	Met Target	Met Target	Not Met	Not Met	Not Met	Not Met
White	N	N	**	**	**	**	n/a	Not Met
Hispanic	Not Met	Not Met	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met
Black or African American	Not Met	Not Met	Met Target	Met Goal	Not Met	Not Met	n/a	Not Met
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	**	**	Not Met	Not Met	n/a	Met
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	**	**	**	**	**	**	n/a	**
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	Not Met	Not Met	n/a	Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	n/a	Not Met
English Learners	Met Target	Met Target†	Not Met	Met Target	Met Standard	Met Standard	Not Met	Not Met

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



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District Narrative

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

No narrative was submitted.