



Asbury Park School District
(25-0100)
Grades Offered: PK-12
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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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:

Empty box for 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	Monmouth
District	Asbury Park School District
Superintendent Name	Mrs. Sancha Gray
Address	910 4th Ave Asbury Park, NJ 07712
Phone Number	732 776-2606 x2416
Email Address	grays@asburypark.k12.nj.us
Website	https://www.asburypark.k12.nj.us/
Facebook	https://www.facebook.com/asburyparkschools/
Twitter	https://twitter.com/Asbury_ParkSD



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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
Asbury Park High School	09-12
Barack Obama Elementary School	PK-05
Bradley Elementary School	PK-05
Dr. Martin Luther King Middle School	06-08
Thurgood Marshall Elementary School	PK-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	334	428	381
KG	185	156	132
1	172	159	144
2	174	159	144
3	175	167	147
4	149	164	152
5	165	117	125
6	112	125	102
7	108	120	110
8	123	118	116
9	102	144	117
10	84	106	131
11	74	76	77
12	4	77	73
Total	1,961	2,116	1,951

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	47.3%	48.8%	48.2%
Male	52.7%	51.2%	51.8%
Economically Disadvantaged Students	64.2%	50.0%	52.8%
Students with Disabilities	19.6%	17.1%	16.8%
English Learners	8.8%	9.9%	9.7%
Homeless Students	1.0%	2.5%	3.6%
Students in Foster Care	0.4%	0.6%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.2%	0.4%

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	2.2%	2.1%	2.8%
Hispanic	41.4%	41.8%	42.7%
Black or African American	55.9%	55.7%	54.2%
Asian	0.2%	0.2%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.2%

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	334	428	381
KG - Half Day	0	0	0
KG - Full Day	185	156	132

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	1,952	2,106	1,942
Shared Time Students	18	20	17
Full Time Equivalent	1,961	2,116	1,951

Enrollment by Home Language

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

Home Language	% of Students
English	70.1%
Spanish	23.5%
Haitian	5.6%
Other Languages	0.8%

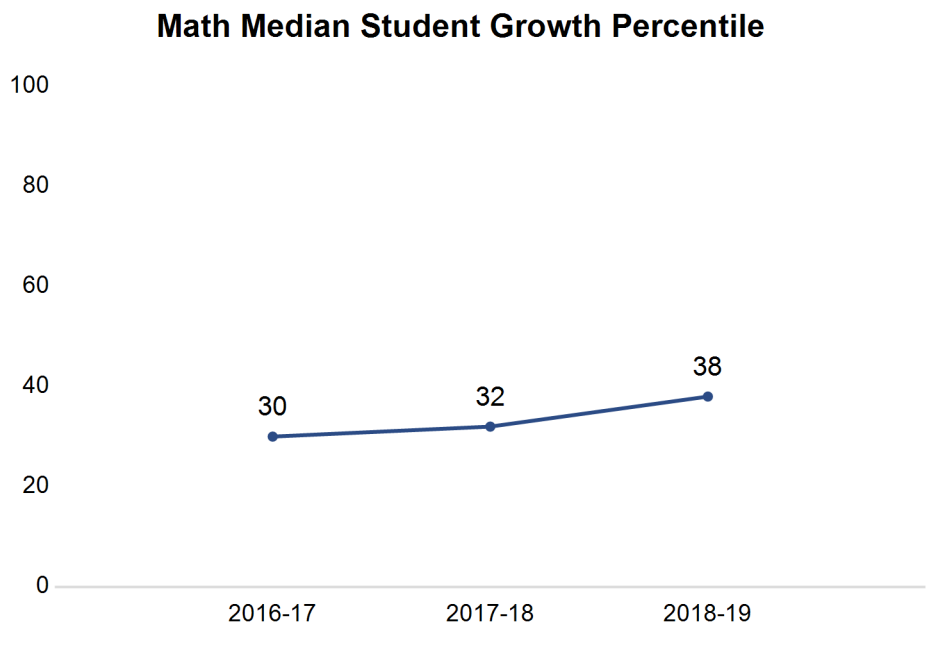
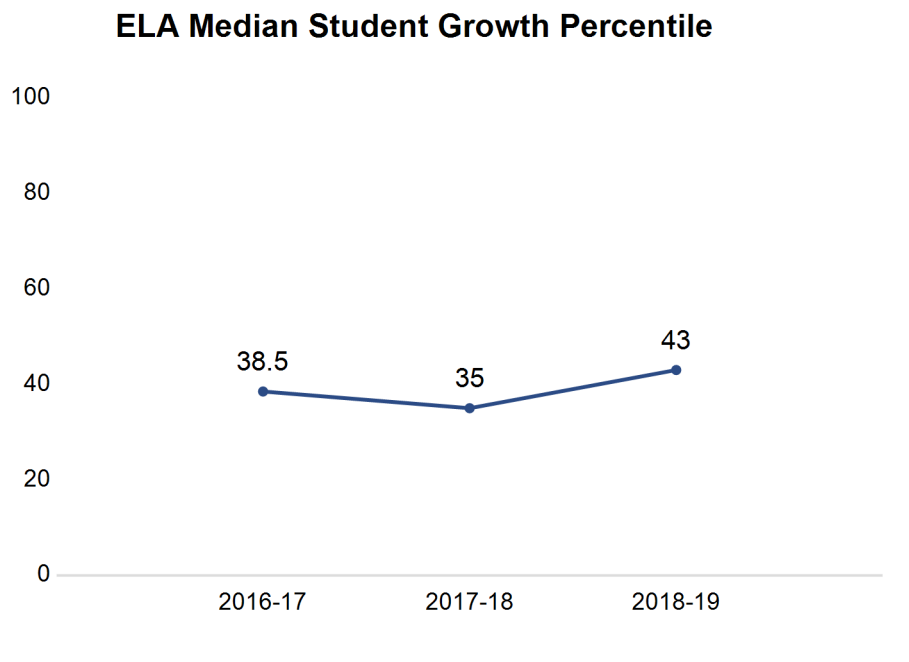


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38.5	35	43	30	32	38
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	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	43	50	Met Standard	38	50	Not Met
White	36	50	**	39.5	52	**
Hispanic	43	49	Met Standard	43	47	Met Standard
Black or African American	45	45	Met Standard	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	59	**	N	60	**
American Indian or Alaska Native	N	56	**	N	51.5	**
Two or More Races	*	49	**	*	52	**
Female	45	53	N	37	50	N
Male	39	47	N	39	51	N
Economically Disadvantaged	45	48	Met Standard	43	46	Met Standard
Students with Disabilities	33	43	Not Met	33	45	Not Met
English Learners	42	52	Met Standard	41	50	Met Standard
Homeless Students	35.5	43	N	19	44	N
Students in Foster Care	*	42	N	N	44	N
Military-Connected Students	N	49	N	N	51	N
Migrant Students	N	47	N	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

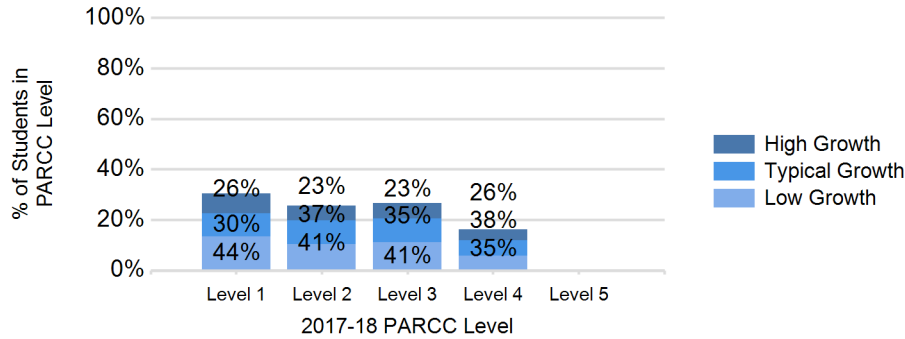
High Growth: Greater than 65

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](#).

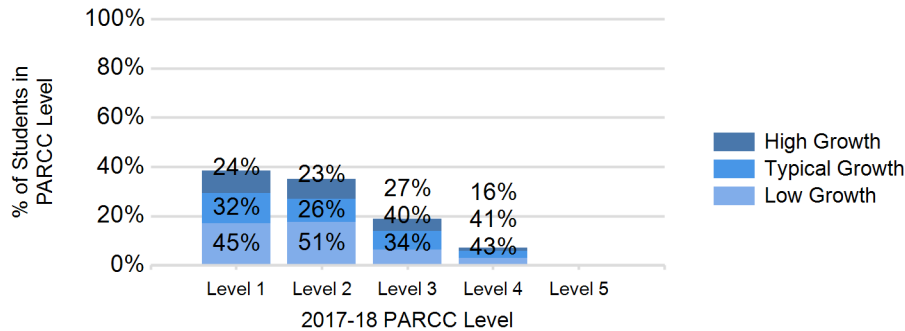
Student Growth by Performance Level

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.

ELA



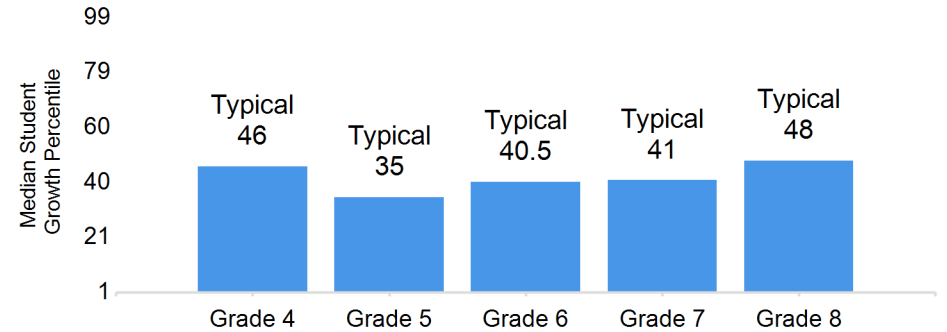
Math



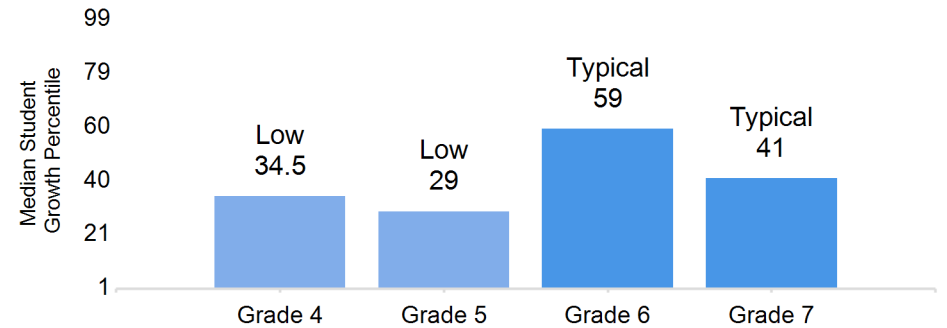
Student Growth by Grade

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

ELA



Math





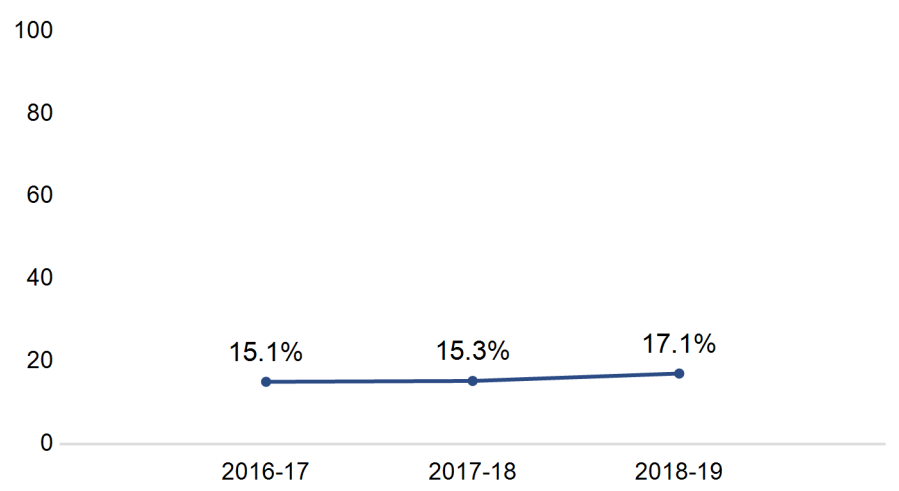
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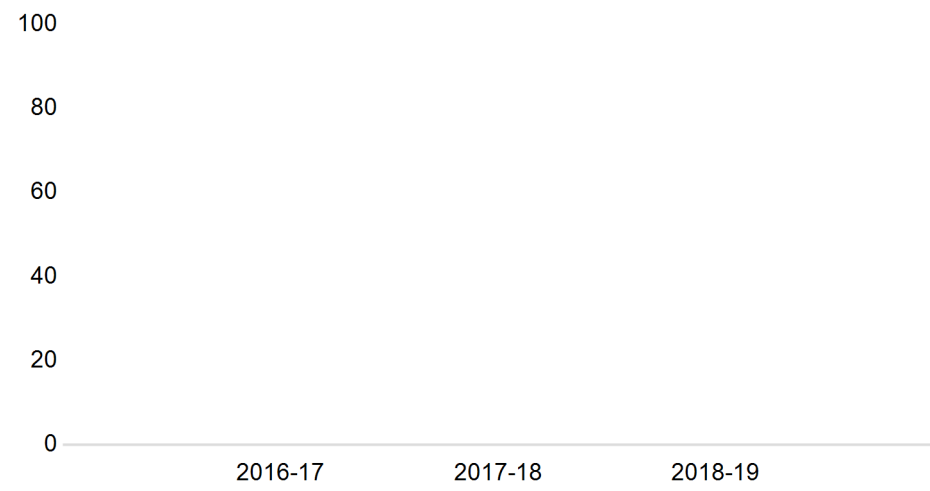
English Language Arts and Mathematics Performance Trends

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	96.4%	98.0%	95.4%	96.4%	97.2%	97.0%
Proficiency Rate for Federal Accountability	15.1%	15.3%	17.1%	*	*	*
Annual Target	15.1%	18.5%	21.9%	9.4%	13.1%	16.8%
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	967	95.4	17.1	57.9	17.1	21.9	Not Met
White	*	*	*	66.9	*	N	N
Hispanic	445	95.4	22.5	43.9	22.5	25.1	Met Target†
Black or African American	498	95.1	*	38.5	12.4	19.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	82.9	N	**	**
American Indian or Alaska Native	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	64.4	*	**	**
Female	453	94.2	*	64.8	22.1		
Male	514	96.4	*	51.3	12.5		
Economically Disadvantaged Students	638	96.0	*	40.0	*	22.2	Not Met
Non-Economically Disadvantaged Students	329	94.1	*	67.9	*		
Students with Disabilities	190	92.2	*	22.7	*	12.8	Not Met
Students without Disabilities	777	96.2	*	65.1	*		
English Learners	155	97.5	12.3	29.3	12.3	18.8	Not Met
Non-English Learners	812	95.0	18.0	60.6	18.0		
Homeless Students	27	100.0	14.8	29.1	14.8		
Students In Foster Care	*	*	*	27.6	*		
Military-Connected Students	N	N	N	57.8	N		
Migrant Students	*	*	*	30.4	*		

† Target was met within a confidence interval.

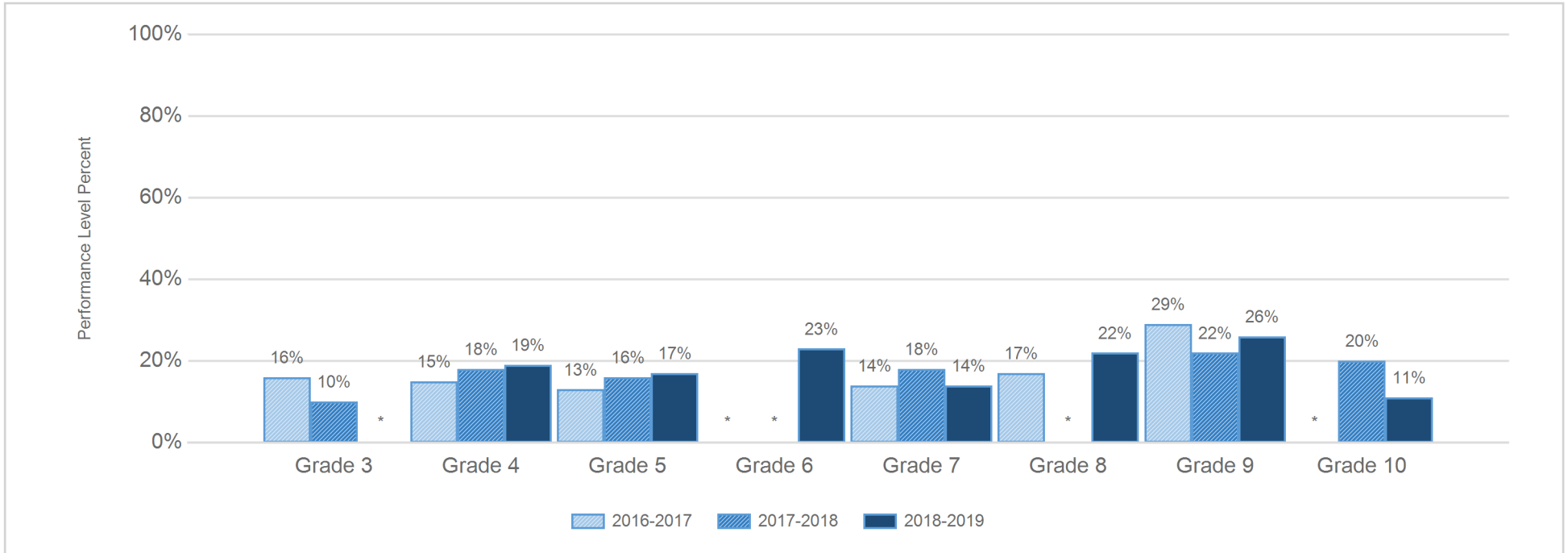


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English Language Arts Assessment - Performance Trends

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	144	701	748	*	*	*	*	*	*	50%
White	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	734	*	*	*	*	*	*	36%
Black or African American	83	702	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	756	N	N	N	N	N	N	58%
Female	65	703	753	*	*	*	*	*	*	55%
Male	79	700	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	720	N	N	N	N	N	N	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	177	721	755	29%	28%	24%	*	*	19%	57%
White	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	743	31%	22%	22%	*	*	25%	44%
Black or African American	81	718	739	27%	35%	26%	*	*	12%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	762	*	*	*	*	*	*	64%
Female	88	725	760	25%	30%	23%	*	*	23%	62%
Male	89	717	750	33%	27%	25%	*	*	16%	53%
Economically Disadvantaged Students	114	723	740	25%	32%	22%	*	*	21%	40%
Non-Economically Disadvantaged Students	63	717	765	35%	22%	27%	*	*	16%	69%
Students with Disabilities	26	687	725	*	*	*	*	*	*	25%
Students without Disabilities	151	727	761	*	*	*	*	*	*	64%
English Learners	26	707	720	46%	*	*	*	*	12%	17%
Non-English Learners	151	724	758	26%	*	*	*	*	21%	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	148	722	756	20%	37%	26%	17%	0%	17%	58%
White	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	743	20%	28%	24%	27%	0%	27%	44%
Black or African American	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	762	*	*	*	*	*	*	65%
Female	74	724	761	20%	34%	27%	19%	0%	19%	64%
Male	74	720	750	20%	41%	24%	15%	0%	15%	52%
Economically Disadvantaged Students	*	*	740	*	33%	27%	*	*	18%	39%
Non-Economically Disadvantaged Students	*	*	766	*	45%	22%	*	*	14%	69%
Students with Disabilities	23	701	724	*	*	*	*	*	*	23%
Students without Disabilities	125	726	762	*	*	*	*	*	*	65%
English Learners	21	713	713	*	*	*	*	*	14%	11%
Non-English Learners	127	723	758	*	*	*	*	*	17%	60%
Homeless Students	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	723	N	N	N	N	N	N	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	103	720	754	32%	24%	20%	*	*	23%	56%
White	*	*	762	*	*	*	*	*	*	65%
Hispanic	*	*	743	*	*	*	*	*	*	43%
Black or African American	52	715	738	38%	25%	*	*	*	21%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	760	N	N	N	N	N	N	64%
Female	42	729	762	24%	24%	26%	*	*	26%	64%
Male	61	714	748	38%	25%	16%	*	*	21%	48%
Economically Disadvantaged Students	60	726	740	23%	*	18%	*	*	30%	39%
Non-Economically Disadvantaged Students	43	711	763	44%	*	23%	*	*	14%	67%
Students with Disabilities	21	687	722	*	*	*	*	*	*	19%
Students without Disabilities	82	728	761	*	*	*	*	*	*	64%
English Learners	12	693	710	*	*	*	*	*	*	*
Non-English Learners	91	723	756	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	721	N	N	N	N	N	N	25%



Asbury Park School District
(25-0100)
Grades Offered: PK-12
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
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- † This indicates a table specific note, see note below table

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	112	716	761	34%	23%	29%	*	*	14%	63%
White	*	*	769	*	*	*	*	*	*	72%
Hispanic	57	717	747	30%	21%	33%	*	*	16%	50%
Black or African American	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	768	N	N	N	N	N	N	68%
Female	44	722	769	25%	25%	32%	*	*	18%	71%
Male	68	711	753	40%	22%	26%	*	*	12%	55%
Economically Disadvantaged Students	70	709	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	42	726	771	*	*	*	*	*	*	73%
Students with Disabilities	27	684	720	*	*	*	*	*	*	22%
Students without Disabilities	85	726	769	*	*	*	*	*	*	71%
English Learners	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	728	N	N	N	N	N	N	31%



Asbury Park School District
(25-0100)
Grades Offered: PK-12
2018-2019

Report Key:

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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	114	718	762	37%	22%	19%	*	*	22%	63%
White	*	*	770	*	*	*	*	*	*	72%
Hispanic	*	*	747	*	*	*	*	*	*	49%
Black or African American	70	714	741	43%	21%	19%	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	769	N	N	N	N	N	N	69%
Female	61	729	771	*	*	*	*	*	*	71%
Male	53	705	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	78	716	743	40%	*	*	*	*	21%	45%
Non-Economically Disadvantaged Students	36	722	772	31%	*	*	*	*	25%	72%
Students with Disabilities	25	689	721	*	*	*	*	*	*	22%
Students without Disabilities	89	726	770	*	*	*	*	*	*	71%
English Learners	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	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	N	N	718	N	N	N	N	N	N	27%



Asbury Park School District
(25-0100)
Grades Offered: PK-12
2018-2019

Report Key:

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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	106	724	753	27%	17%	29%	*	*	26%	56%
White	*	*	762	*	*	*	*	*	*	65%
Hispanic	48	729	737	21%	*	31%	*	*	31%	40%
Black or African American	55	720	732	33%	18%	27%	22%	0%	22%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	761	*	*	*	*	*	*	63%
Female	52	732	760	*	*	33%	*	*	35%	63%
Male	54	717	746	*	*	26%	*	*	19%	49%
Economically Disadvantaged Students	80	728	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	26	712	762	*	*	*	*	*	*	65%
Students with Disabilities	18	703	717	*	*	*	*	*	*	17%
Students without Disabilities	88	729	760	*	*	*	*	*	*	63%
English Learners	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	755	N	N	N	N	N	N	56%
Migrant Students	*	*	715	*	*	*	*	*	*	23%



Asbury Park School District
(25-0100)
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2018-2019

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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	95	702	757	48%	23%	18%	11%	0%	11%	58%
White	*	*	767	*	*	*	*	*	*	67%
Hispanic	*	*	738	*	*	*	*	*	*	43%
Black or African American	55	694	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	792	N	N	N	N	N	N	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	45	712	766	*	*	*	*	*	*	66%
Male	50	693	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	69	699	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	26	711	767	*	*	*	*	*	*	67%
Students with Disabilities	17	685	711	*	*	*	*	*	*	19%
Students without Disabilities	78	706	765	*	*	*	*	*	*	65%
English Learners	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	710	*	*	*	*	*	*	10%



Asbury Park School District
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2018-2019

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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	992	97.0	*	44.5	*	16.8	Not Met
White	*	*	*	54.1	*	N	N
Hispanic	462	98.4	12.1	28.8	12.1	18.8	Not Met
Black or African American	508	95.8	*	23.0	*	15.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	76.5	N	**	**
American Indian or Alaska Native	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	53.3	*	**	**
Female	466	97.4	*	44.9	*		
Male	526	96.7	*	44.2	*		
Economically Disadvantaged Students	613	96.7	*	26.3	*	16.9	Not Met
Non-Economically Disadvantaged Students	379	97.5	*	54.9	*		
Students with Disabilities	199	96.3	*	17.4	*	12.3	Not Met
Students without Disabilities	793	97.2	*	50.0	*		
English Learners	164	97.8	*	25.0	*	16.4	Not Met
Non-English Learners	828	96.9	*	46.5	*		
Homeless Students	25	86.5	*	17.1	*		
Students In Foster Care	*	*	*	17.1	*		
Military-Connected Students	N	N	N	46.4	N		
Migrant Students	*	*	*	23.3	*		

† Target was met within a confidence interval.

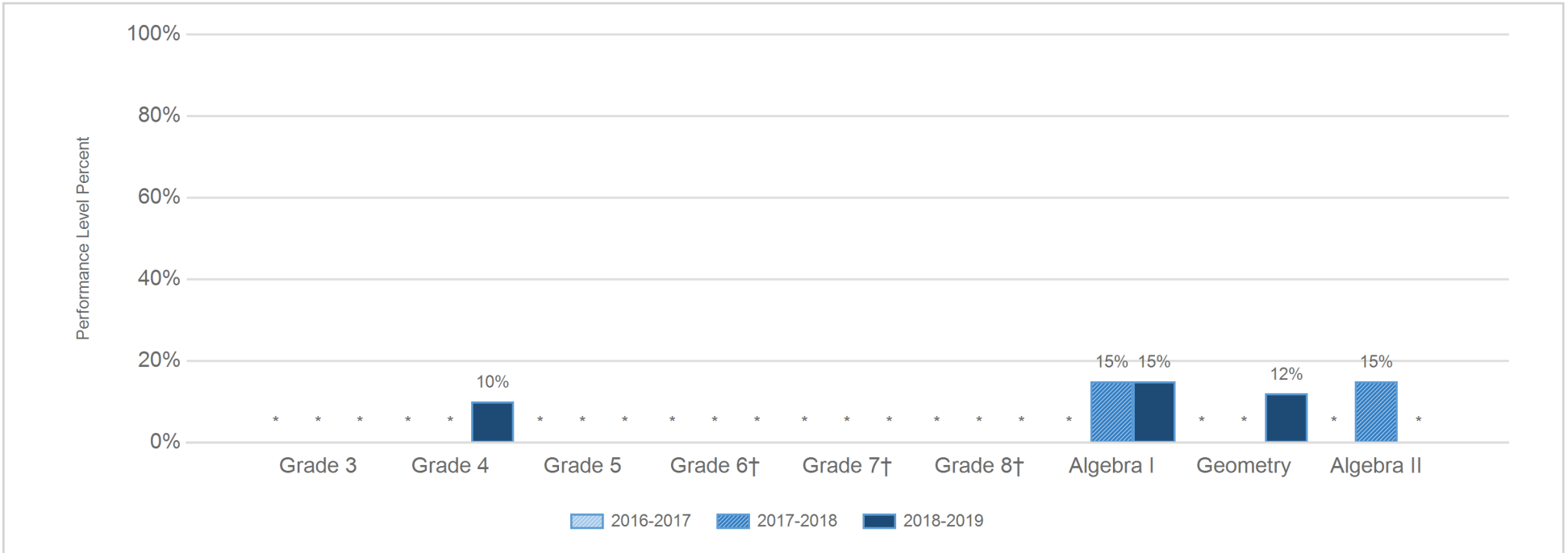


Asbury Park School District
(25-0100)
Grades Offered: PK-12
2018-2019

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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.



Asbury Park School District
(25-0100)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	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	145	700	752	*	*	*	*	*	*	55%
White	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	739	*	*	*	*	*	*	40%
Black or African American	83	700	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	758	N	N	N	N	N	N	62%
Female	66	698	751	*	*	*	*	*	*	54%
Male	79	701	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	728	N	N	N	N	N	N	28%



Asbury Park School District
(25-0100)
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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	177	707	749	48%	23%	19%	10%	0%	10%	51%
White	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	737	42%	21%	22%	15%	0%	15%	36%
Black or African American	80	701	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	754	*	*	*	*	*	*	58%
Female	86	707	749	*	*	*	*	*	*	50%
Male	91	706	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	115	709	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	62	703	759	*	*	*	*	*	*	63%
Students with Disabilities	26	689	726	*	*	*	*	*	*	25%
Students without Disabilities	151	710	754	*	*	*	*	*	*	56%
English Learners	27	705	722	*	*	*	*	*	*	18%
Non-English Learners	150	707	751	*	*	*	*	*	*	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	N	N	717	N	N	N	N	N	N	16%



Asbury Park School District
(25-0100)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	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	150	710	747	*	*	*	*	*	*	47%
White	*	*	755	*	*	*	*	*	*	58%
Hispanic	*	*	735	26%	36%	25%	*	*	13%	30%
Black or African American	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	75	708	747	*	*	*	*	*	*	47%
Male	75	712	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	23	703	725	*	*	*	*	*	*	19%
Students without Disabilities	127	711	752	*	*	*	*	*	*	52%
English Learners	22	710	718	*	*	*	*	*	*	12%
Non-English Learners	128	710	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	716	N	N	N	N	N	N	17%



Asbury Park School District
(25-0100)
Grades Offered: PK-12
2018-2019

Report Key:

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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	104	710	741	*	*	*	*	*	*	41%
White	*	*	749	*	*	*	*	*	*	51%
Hispanic	*	*	729	*	*	*	*	*	*	24%
Black or African American	52	704	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	747	N	N	N	N	N	N	48%
Female	43	713	742	*	*	*	*	*	*	42%
Male	61	709	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	61	714	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	43	705	750	*	*	*	*	*	*	53%
Students with Disabilities	21	681	716	*	*	*	*	*	*	12%
Students without Disabilities	83	718	746	*	*	*	*	*	*	46%
English Learners	13	700	709	*	*	*	*	*	*	*
Non-English Learners	91	712	743	*	*	*	*	*	*	*
Homeless Students	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	717	N	N	N	N	N	N	20%



Asbury Park School District
(25-0100)
Grades Offered: PK-12
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	114	709	744	*	*	*	*	*	*	42%
White	*	*	751	*	*	*	*	*	*	53%
Hispanic	58	712	733	*	*	*	*	*	*	26%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	749	N	N	N	N	N	N	51%
Female	45	707	744	*	*	*	*	*	*	42%
Male	69	711	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	72	706	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	42	714	751	*	*	*	*	*	*	53%
Students with Disabilities	27	697	718	*	*	*	*	*	*	13%
Students without Disabilities	87	713	749	*	*	*	*	*	*	48%
English Learners	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	717	N	N	N	N	N	N	12%



Asbury Park School District
(25-0100)
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	114	692	728	*	*	*	*	*	*	29%
White	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	722	*	*	*	*	*	*	22%
Black or African American	67	688	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	730	N	N	N	N	N	N	31%
Female	59	695	731	*	*	*	*	*	*	31%
Male	55	688	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	78	689	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	36	697	735	*	*	*	*	*	*	36%
Students with Disabilities	24	671	707	*	*	*	*	*	*	10%
Students without Disabilities	90	697	734	*	*	*	*	*	*	35%
English Learners	12	689	706	*	*	*	*	*	*	10%
Non-English Learners	102	692	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	N	N	701	N	N	N	N	N	N	16%



Asbury Park School District
(25-0100)
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	110	721	744	16%	45%	24%	*	*	15%	42%
White	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	728	*	*	*	*	*	*	24%
Black or African American	58	718	725	21%	48%	*	*	*	17%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	N	N	N	N	N	N	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	56	725	745	*	45%	25%	*	*	20%	44%
Male	54	717	743	*	44%	22%	*	*	11%	41%
Economically Disadvantaged Students	52	722	727	*	35%	29%	*	*	17%	23%
Non-Economically Disadvantaged Students	58	720	752	*	53%	19%	*	*	14%	52%
Students with Disabilities	20	715	717	*	*	*	*	*	*	12%
Students without Disabilities	90	722	748	*	*	*	*	*	*	47%
English Learners	13	716	710	*	*	*	*	*	*	*
Non-English Learners	97	722	745	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	744	N	N	N	N	N	N	43%
Migrant Students	*	*	707	*	*	*	*	*	*	12%



Asbury Park School District
(25-0100)
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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	110	717	737	24%	45%	20%	*	*	12%	35%
White	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	724	*	*	*	*	*	*	17%
Black or African American	62	713	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	N	N	N	N	N	N	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	51	719	738	*	*	*	*	*	*	36%
Male	59	714	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	67	718	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	43	714	743	*	*	*	*	*	*	43%
Students with Disabilities	24	708	712	*	*	*	*	*	*	*
Students without Disabilities	86	719	741	*	*	*	*	*	*	*
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
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%



Asbury Park School District
(25-0100)
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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	*	*	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	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	717	N	N	N	N	N	N	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	*



Asbury Park School District
(25-0100)
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2018-2019

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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.

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.

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Districtwide/English Learners	27.8%	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	79	*	*
3-4	55	*	*
5 or more	44	86.4%	13.6%



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2018-2019

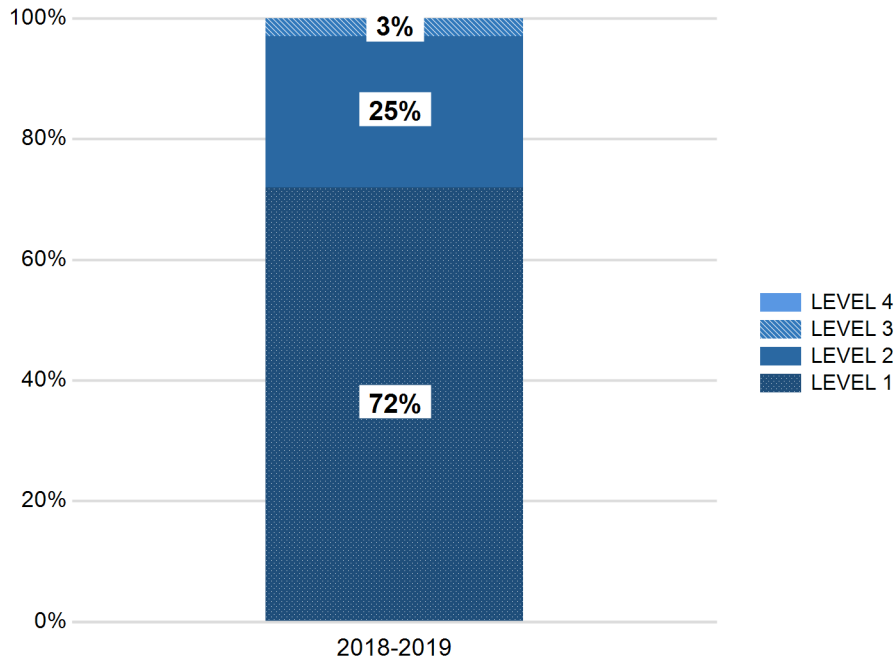
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	72	25	3	0
White	*	*	*	*
Hispanic	63	32	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	74	24	2	0
Male	70	25	5	0
Economically Disadvantaged Students	73	25	3	0
Non-Economically Disadvantaged Students	71	24	4	0
Students with Disabilities	89	11	0	0
Students without Disabilities	69	27	4	0
English Learners	88	13	0	0
Non-English Learners	70	27	4	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



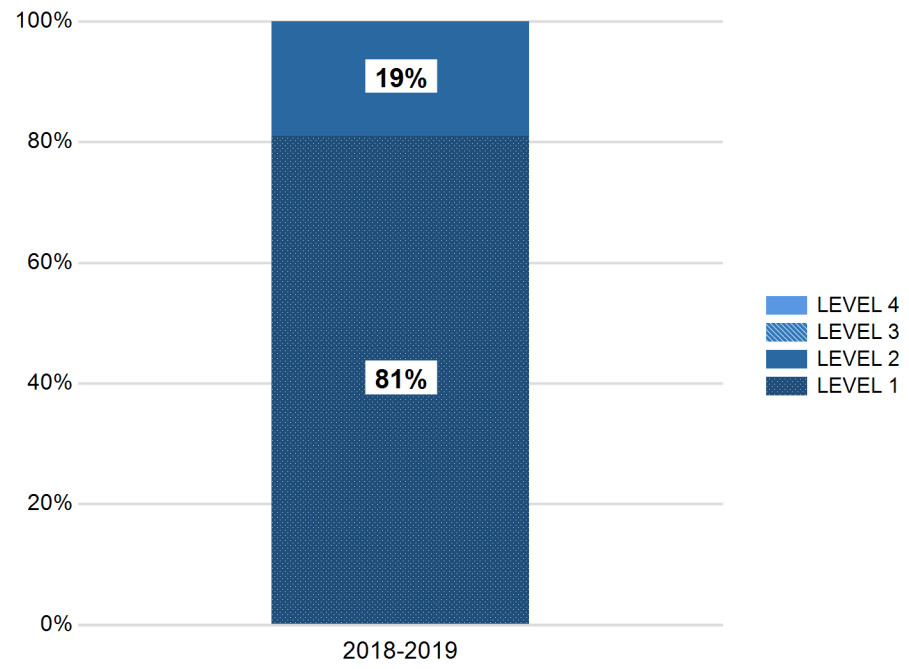
Asbury Park School District
(25-0100)
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NJSLA Science Assessment: Grade 8 Summary

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	81	19	0	0
White	*	*	*	*
Hispanic	73	27	0	0
Black or African American	85	15	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	79	21	0	0
Male	83	17	0	0
Economically Disadvantaged Students	84	16	0	0
Non-Economically Disadvantaged Students	75	25	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



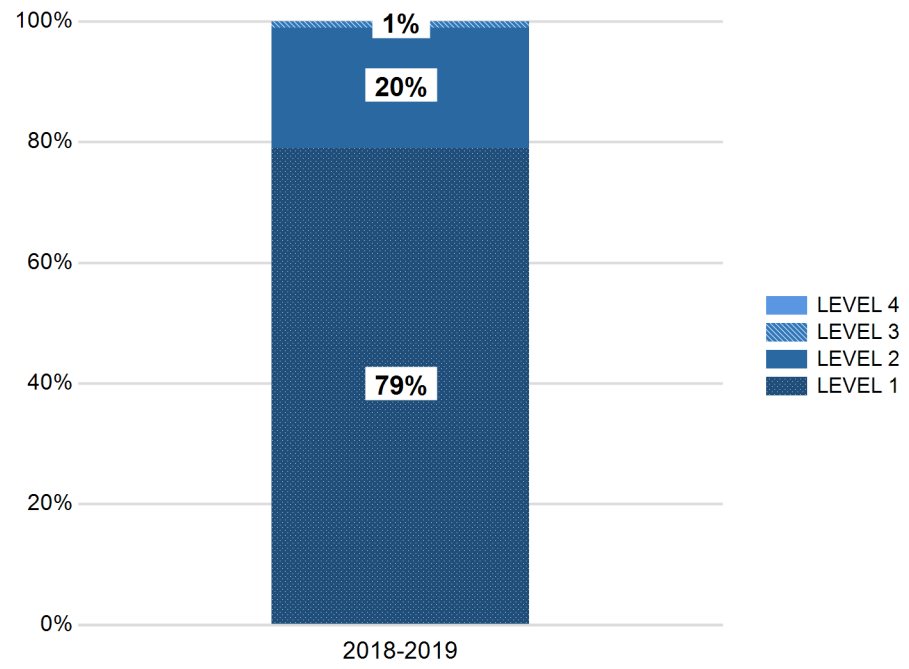
Asbury Park School District
(25-0100)
Grades Offered: PK-12
2018-2019

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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	79	20	1	0
White	*	*	*	*
Hispanic	78	19	3	0
Black or African American	80	20	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	71	26	3	0
Male	86	14	0	0
Economically Disadvantaged Students	83	16	1	0
Non-Economically Disadvantaged Students	58	42	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	N	N	N	N
Migrant Students	*	*	*	*



Asbury Park School District
 (25-0100)
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 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	71.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	75.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	380	476	Grade 10: 430 Grade 11: 460	19%	61%
PSAT 10/NMSQT - Math	375	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	401	539	480	*	70%
SAT - Math	376	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



Asbury Park School District
(25-0100)
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2018-2019

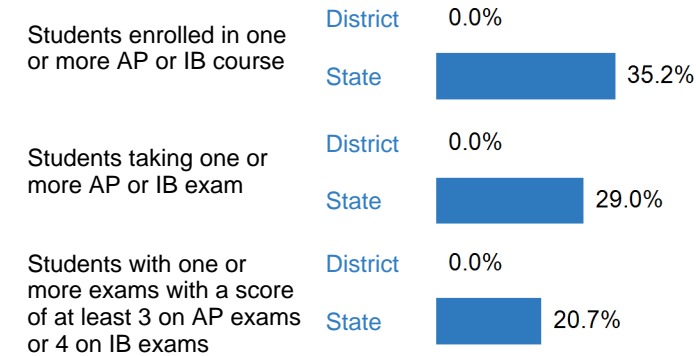
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



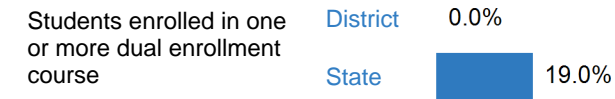
AP/ IB Courses Offered

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
Total Exams taken		0

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.





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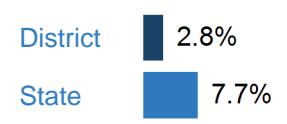
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

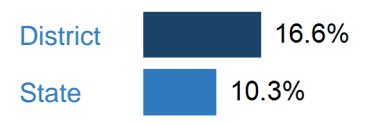
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

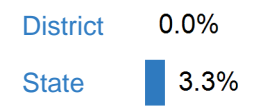
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





Asbury Park School District
 (25-0100)
 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	2.8%	16.6%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	18.0%	10.3%	11.3%
Black or African American	*	15.5%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	*	18.4%	7.3%	10.6%
Male	*	14.9%	8.0%	10.1%
Economically Disadvantaged Students	*	18.2%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*



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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
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Health Science	54		
Hospitality & Tourism	*		
Human Services	*	*	*
Marketing	*		
Science, Technology, Engineering & Mathematics	16		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	84	*	*



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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	115
7	0	0	0	0	0	0	131
8	0	0	0	0	0	0	126
9	65	6	0	0	0	0	3
10	6	111	24	0	0	0	14
11	2	9	50	0	0	0	14
12	1	3	16	0	5	0	3
Total	74	129	90	0	5	0	406
Enrolled in AP/IB Course					0	0	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	15	0	0	70	0	0
10	88	25	0	21	0	2
11	16	7	0	14	0	8
12	6	22	0	7	0	12
Total	125	54	0	112	0	22
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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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	0	8	0	0	0	96
10	0	25	0	0	0	25
11	0	28	0	0	0	27
12	0	47	0	0	0	0
Total	0	108	0	0	0	148
Enrolled in AP/IB Course	0	0	0	0		0
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	2	0	0	0	0	0	0
7	16	0	0	0	0	0	0
8	44	0	0	0	0	0	0
9	6	26	0	0	0	23	0
10	14	19	0	0	0	20	0
11	5	8	0	0	0	0	0
12	10	27	0	0	0	0	0
Total	97	80	0	0	0	43	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	43	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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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	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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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
Total	0



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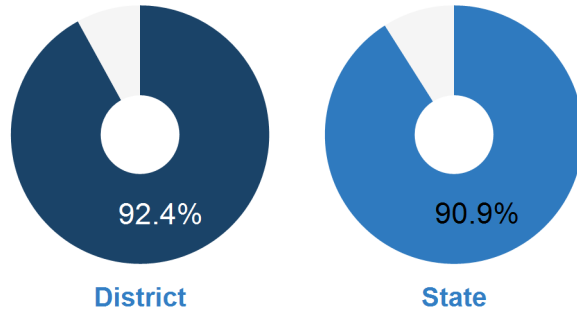
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Visual and Performing Arts – Course Participation

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.

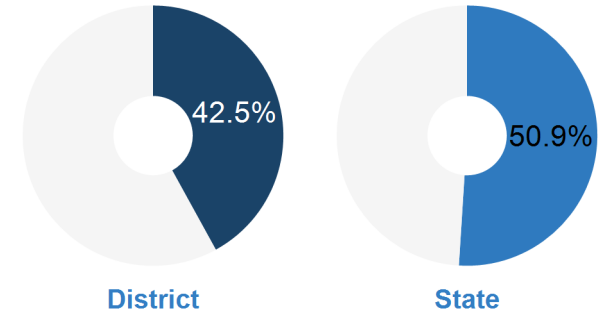
Grades 6-8:

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

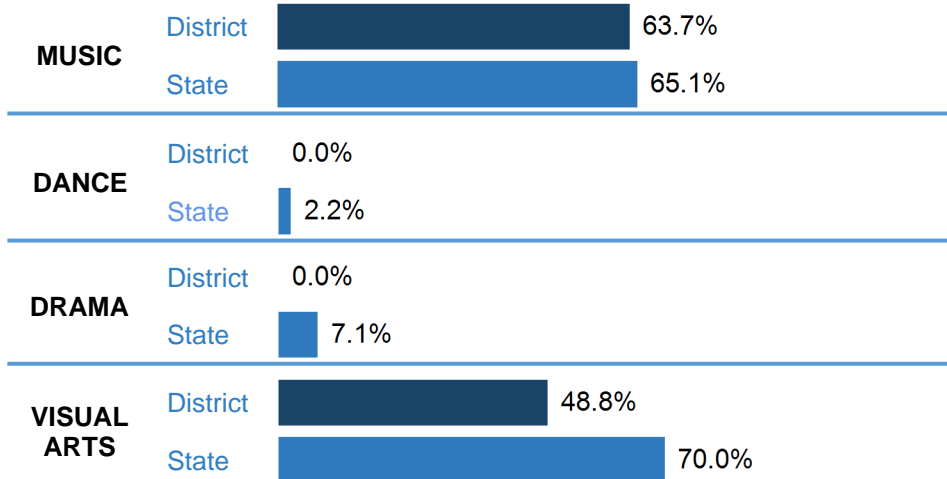


Grades 9-12:

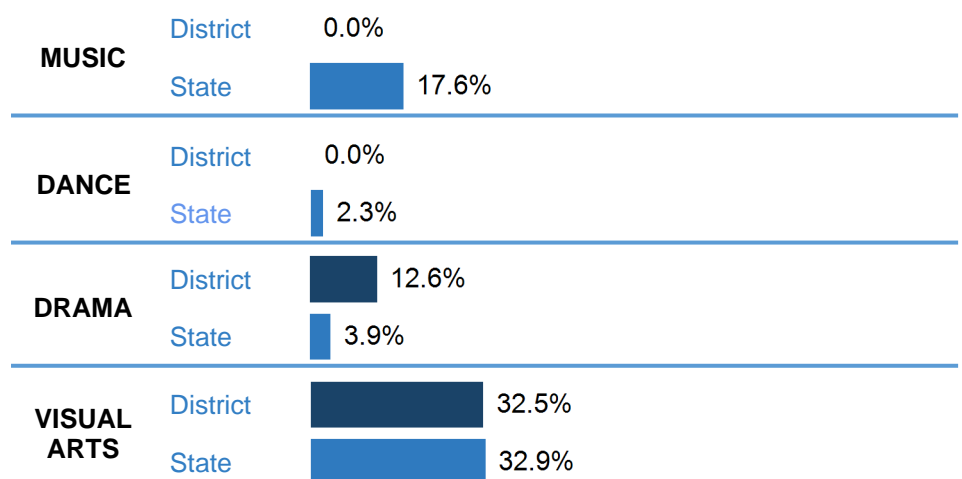
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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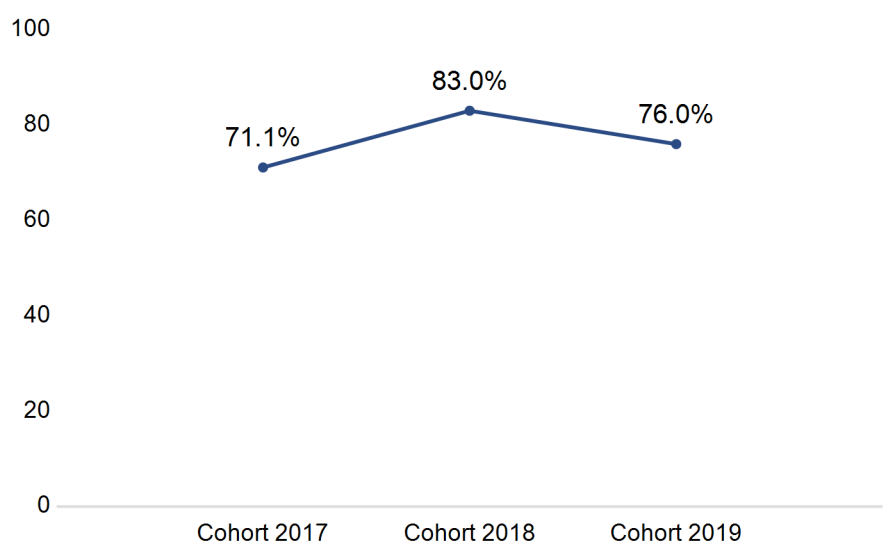
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information and additional data can be found on the [NJDOE Graduation Rate page](#).

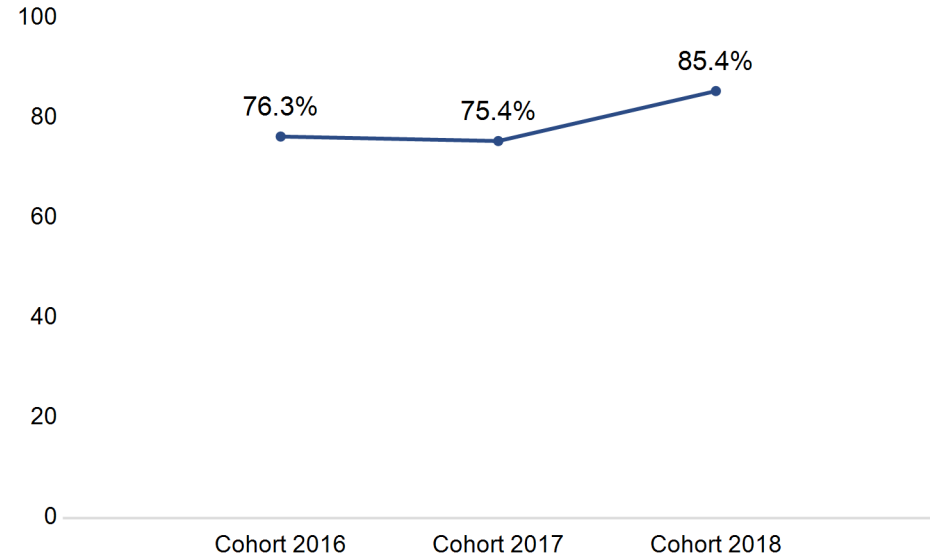
Graduation Rate Trends and Progress

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	71.1%	83.0%	76.0%	76.3%	75.4%	85.4%
Annual Target	68.9%	70.4%		64.2%	66.0%	
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	76.0%	90.6%	85.4%	92.5%	83.0%	70.4%	Met Target	75.4%	66.0%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	60.7%	84.5%	*	87.3%	*	64.7%	Met Target	*	54.3%	Met Target
Black or African American	82.8%	83.3%	91.8%	87.1%	88.1%	71.3%	Met Target	69.3%	68.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	69.8%	92.8%	94.7%	94.4%	92.1%			72.3%		
Male	81.1%	88.5%	79.3%	90.8%	76.8%			79.6%		
Economically Disadvantaged Students	81.9%	84.0%	89.0%	87.3%	84.9%	66.8%	Met Target	77.4%	61.0%	Met Target
Students with Disabilities	66.7%	79.2%	75.0%	83.8%	57.1%	57.2%	Not Met	65.5%	62.7%	Met Target
English Learners	*	75.4%	88.9%	80.1%	88.9%	**	**	92.9%	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	*	85.0%	*			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	26.0%	12.3%
Substitute Competency Test	20.5%	15.1%
Portfolio Appeals Process	27.4%	46.6%
Alternate Requirements specified in IEP	26.0%	26.0%
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	3.3%	1.2%
2017-2018	3.5%	1.2%
2016-2017	1.9%	1.1%



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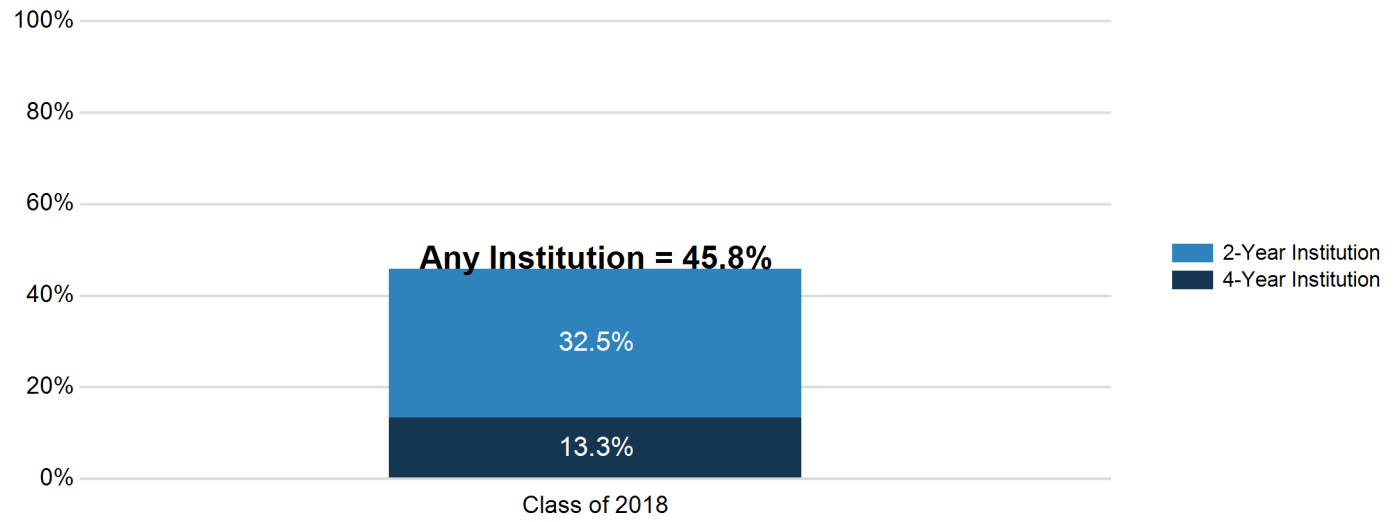
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	32.5%
% Enrolled in 4-Year Institution	13.3%
% Enrolled in Any Postsecondary Institution	45.8%



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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.

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
Statewide	72%	28.7%	71.3%
Districtwide	25.9%	66.7%	33.3%
White	*	*	*
Hispanic	*	*	*
Black or African American	21.7%	53.8%	46.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22.5%	55.6%	44.4%
Students with Disabilities	10.3%	66.7%	33.3%
English Learners	18.2%	100%	0%

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	45.8%	71.1%	28.9%	86.8%	13.2%	94.7%	5.3%
White	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Black or African American	49.1%	69.2%	30.8%	88.5%	11.5%	96.2%	3.8%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
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	56.3%	66.7%	33.3%	83.3%	16.7%	88.9%	11.1%
Students with Disabilities	31.3%	100%	0%	100%	0%	100%	0%
English Learners	40%	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.

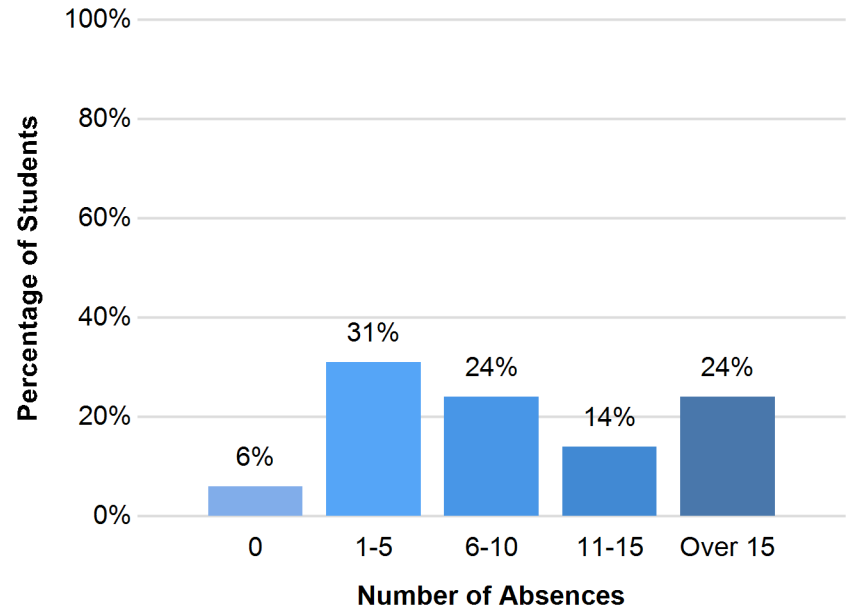
Chronic Absenteeism

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	358	22.3	10.6	Not Met
White	*	*	10.6	Not Met
Hispanic	102	15.2	10.6	Not Met
Black or African American	250	28.0	10.6	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	155	20.3		
Male	203	24.1		
Economically Disadvantaged Students	209	24.6	10.6	Not Met
Students with Disabilities	93	28.2	10.6	Not Met
English Learners	29	15.5	10.6	Not Met
Homeless Students	22	37.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
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.





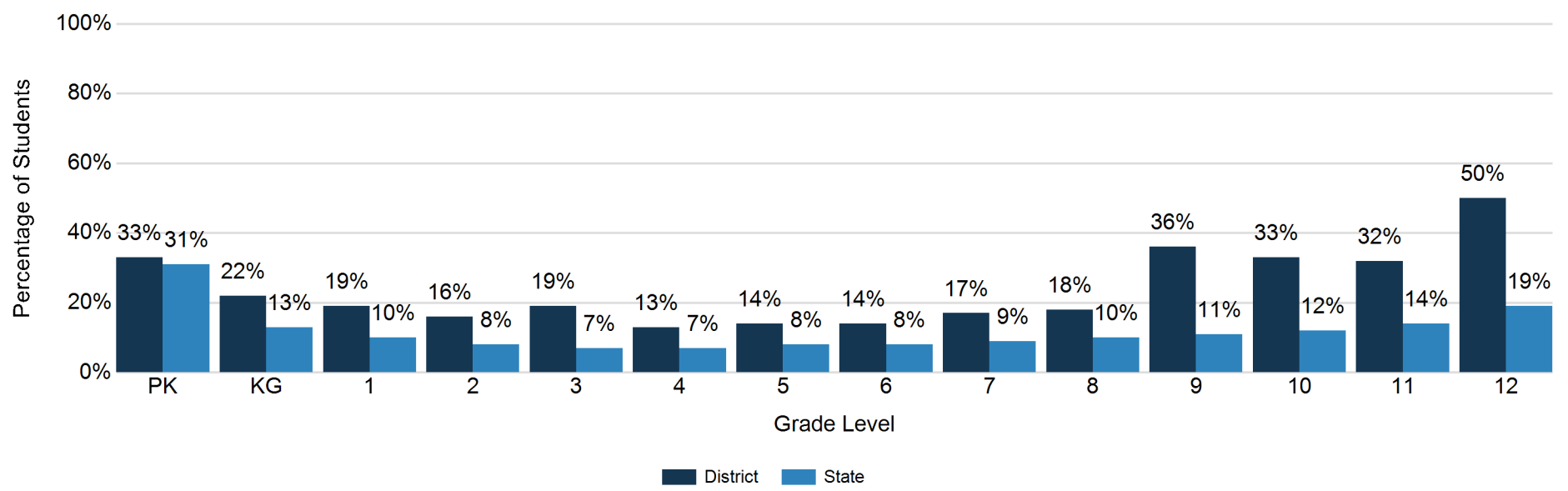
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Chronic Absenteeism by Grade

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	36
Weapons	4
Vandalism	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	2.87

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	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	5	5
No Identified Nature	7		7

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	100	5.1%
Out-of-School Suspensions	88	4.5%
Any Suspension	162	8.3%
Removal to other education program	12	0.6%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
550



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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 in 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	218	118,214
Average years experience in public schools	17.1	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	85.3%	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	23	9,530
Average years experience in public schools	22.2	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	91.3%	76.9%

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	9:1
Students to Administrators	85:1
Teachers to Administrators	9:1
Students to Librarian/Media Specialists	975:1
Students to Nurses	325:1
Students to Counselors	279:1
Students to Child Study Team Members	130:1



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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	48.2%	77.5%	60.9%	48.4%	77.1%	54.9%
Male	51.8%	22.5%	39.1%	51.6%	22.9%	45.1%
White	2.8%	65.6%	30.4%	42.4%	83.6%	77.4%
Hispanic	42.7%	5.0%	13.0%	29.9%	7.3%	7.2%
Black or African American	54.2%	28.0%	56.5%	15.0%	6.6%	13.9%
Asian	0.1%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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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.

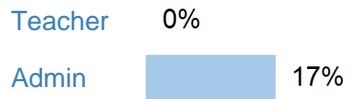
Bachelor's Degree



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	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	80.8%	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	90.8%



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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
25	Monmouth	0100	Asbury Park School District	010	Asbury Park High School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Students with Disabilities;
25	Monmouth	0100	Asbury Park School District	020	Barack Obama Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2022	Hispanic; Black or African American; Economically Disadvantaged;
25	Monmouth	0100	Asbury Park School District	040	Bradley Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged;
25	Monmouth	0100	Asbury Park School District	070	Dr. Martin Luther King Middle School	Comprehensive Support and Improvement	Overall Low Performing	2022	Students with Disabilities;
25	Monmouth	0100	Asbury Park School District	100	Thurgood Marshall Elementary School	Comprehensive Support and Improvement	Overall Low Performing	2021	Hispanic; Black or African American; Economically Disadvantaged; Students with Disabilities;



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- 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](#).

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	15.1%	15.3%	17.1%
Math Proficiency	*	*	*
ELA Growth	38	35	43
Math Growth	30	32	38
4-Year Graduation Rate†	71.1%	83.0%	76.0%
5-Year Graduation Rate†	76.3%	75.4%	85.4%
Progress toward English Language Proficiency		40.0%	27.8%
Chronic Absenteeism	N	21.3%	22.3%

† 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	Met Standard	Not Met	Not Met	Not Met
White	N	N	**	**	**	**	n/a	Not Met
Hispanic	Met Target†	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 Target	Met Standard	Not Met	n/a	Not Met
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	**
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	**	**	**	**	**	**	n/a	**
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	n/a	Not Met
English Learners	Not Met	Not Met	**	**	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.

 Highlights:	<ul style="list-style-type: none"> Model School 2018 & 2019 Innovative District 2016, 2017, 2018, 2019 Innovative & Transformational Leadership Network District 2018
 Mission, Vision, Theme:	<p>Asbury Park School District provides all students with a comprehensive and progressive education where everyone possesses the skills and character to succeed in a diverse, evolving global society.</p>
 Awards, Recognition, Accomplishments:	<p>Innovative District 2016, 2017, 2018, 2019 Innovative & Transformational Leadership Network District 2018</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>All NJ required coursework abiding the NJSLs as well as Law & Public Safety, Allied Health & Engineering Curriculum</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls)</p> <p>We offer a variety of sports for boys and girls as well as having an active band.</p>
 <p>Clubs and Activities:</p>	<p>Sigma Beta Club, Lakehouse Music Academy, Prevention First, Step Up, S.U.S.H.I Program, Oaida International, Nike, Boys and Girls Club, Disney Musical Program</p>






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 <p>Before and After School Programs:</p>	<p>TLAA is a STEAM enrichment after-school program serving students grades 3-8 and STEAAM is a STEAM enrichment after-school program that includes athletics serving grades K-2. Students are offered snack, homework help, enrichment class periods and dinner all before they go home. The students have an array of field trips and other enrichment opportunities. This community based program brings vendors to connect with families during school hours. All after-school professionals are certified professionals who care deeply about providing an enriching after-School experience as possible.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff engage in daily, weekly and monthly professional development activities that range from common planning forums to out of district workshops, these keep staff up to date on best practices and allow staff to engage in new innovative practices that will help propel our district forward.</p>
 <p>Postsecondary Information:</p>	<p>The Asbury Park School District has multiple opportunities to prepare students for post-secondary experiences. The Dream Academy, College Promise, and the Dream Scholars provide an entry point for students. Students enrolled in the Dream Academy earn both a high school diploma, and an Associates degree upon graduation. Additionally, students are offered College and Technical Education in the district's four academies which provide employment certification.</p>






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 <p>Student Supports and Services:</p>	<p>We “provide all students, a comprehensive and progressive education where everyone possesses the skills and character to succeed in a diverse, evolving global society.” All students can learn. We offer an array of special programming. For students with disabilities we provide provisions, supports and modifications within in the general education environment. Our ESL/Bilingual student programs provide vocabulary and grammatical structures needed for academic and social language acquisition. APSD also has a comprehensive wellness program.</p>
 <p>Student Health and Wellness:</p>	<p>We have daily routines and rituals in each of our schools to ensure social emotional wellness. APSD also offer yoga in all schools in addition to the Physical Education curriculum. We offer breakfast, lunch and dinner.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent Involvement the Asbury Park School District offers their families opportunities to grow and better their education. Offering ESL classes twice a week, computer classes once a week throughout the school year, this is one of many collaborations we have established with the Asbury Park community agencies. Offer support in many areas for our families with monthly parent meetings and family events where everyone in our community comes together to support our students. Also, offering the opportunity to not only our families but the community to join our councils and the rich discussions in our district regarding ways to help us deliver the best quality programs to support our students educational experience. For the convenience of our families all of the different services and supports are available at the Asbury Park Dorothy McNish Parent Center with the exception of district wide events which depending of their magnitude they take place at our school buildings and/or community venue</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We Surveys</p>
 <p>Facilities:</p>	<p>Another part of Building a Brighter Future for our District has also included our facilities. The District maintains and is consistently improving our facilities which range in age from 1912 to 1996. Two of the newest elementary schools are fully air conditioned and recently the High School has been upgraded to include a more energy efficient heating system and installed air conditioning to the classrooms and offices. In keeping with the District's goals and initiatives the facilities team has moved to "green" cleaning and all repairs are made with "sustainability" as a priority. This approach has enabled the District to see a 20% reduction in electrical and natural gas usage. Students, staff and the community have all been instrumental in making our facilities inviting for all.</p>
 <p>School Safety:</p>	<p>School safety is defined by the Office of Security and Safety (OSS) as the emotional and physical safety in school that are related directly to the academic performance by students as it relates to activities where students are safe from violence, bullying, gang activities, drug use or sales, terrorist attacks, fire, armed intruders, late parents, sexual assault, harassment, and other threats to the student and/or the overall school district. We conclude that fire emergency and fire security training is key for students and staff alike. We further conclude that security is everyone's business and everyone's responsibility and that the first step is to conduct a security risk assessment of the school district and to assist building principals in establishing school safety committees that meet monthly.</p>





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 <p align="center">Technology and STEM:</p>	<p>Students are being introduced to integrative practices of STEAM throughout their day. In core subject areas, students have the opportunity to utilize various digital tools, robotics and materials to learn important standards and produce artifacts in a creative way of their choosing that document their learning. STEAM is also being conducted in special areas like Music, Art and Media Arts. There are also labs that are dedicated to this work</p>
 <p align="center">Early Childhood Education:</p>	<p>The District offers a 5-star rated preschool program for our community. Families have the choice to choose between preschool classrooms in our three in-district elementary schools or at one of our four private provider partners. All preschool classes follow a full-day schedule adhering to state guidelines. Hours of operation slightly fluctuate dependent on classroom location, but generally fall between 7:55 to 2:20. Class sizes maximize at 15 students and provide learners with at least one full-time classroom teacher and one full-time classroom paraprofessional. The Preschool Program is funded through primarily PEA allotment, with some IDEA funding for our preschool special education population. Currently the preschool program operates through 27 classrooms, which allocates 12 in-district classrooms and 15 consortium classrooms.</p>




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 <p>Other Information</p>	<p>Asbury Park's school day has been structured around Responsive Classroom and our Mindfulness initiatives. The day begins with mindfulness which is structured into the academic schedule throughout the day. . There are Interactive white boards and desktop computers in all of the classes and students also have access to lap tops, chromebooks and ipads. These devices are used to extend instruction and students are exposed to a multitude of digital tools to enhance learning opportunities. STEAM ideals have also been integrated into each school and are allowing students to create in a meaningful way and produce artifacts using digital media.! All of our elementary schools service 3 and 4 year olds. We also partner with 4 consortium schools.</p>
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