




Belmar Elementary  
2016-2017  
Grade Span PK-08

25-0270-020  
MONMOUTH  
BELMAR BORO  
1101 MAIN STREET  
BELMAR, NJ 07719-2727

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	33	29	33
KG	58	62	43
1	49	57	56
2	63	45	52
3	51	65	49
4	39	55	62
5	55	50	57
6	49	63	47
7	52	53	62
8	41	54	52
Ungraded	43	23	26
Total	533	556	539

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	50%
Male	51%	51%	50%
Economically Disadvantaged Students	62%	58%	57%
Students with Disabilities	17%	21%	19%
English Learners	14%	15%	9%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	47.3%
White	42.7%
Black or African American	4.8%
Asian	2.0%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	2.6%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	21	0	0
PK - Full Day	15	29	33
KG - Half Day	0	0	0
KG - Full Day	58	62	43

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	57.1%
Spanish	41.0%
Other	1.9%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	323	100.0	51.10	51.10	54.90	51.1	51.3	Met Target†
White	136	100.0	69.10	69.10	63.90	69.1	65.8	Met Target
Hispanic	154	100.0	35.70	35.70	39.80	35.7	34.4	Met Target
Black or African American	17	100.0	35.30	35.30	35.20	35.3	N	N
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.80	72.80	80.70	72.8	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	158	100.0	61.40	61.40	62.20	61.4		
Male	165	100.0	41.20	41.20	48.10	41.2		
Economically Disadvantaged Students	184	100.0	38.60	38.60	36.20	38.6	37.1	Met Target
Non-Economically Disadvantaged Students	139	100.0	67.60	67.60	65.80	67.6		
Students with Disabilities	76	100.0	18.40	18.40	20.50	18.4	15.7	Met Target
Students without Disabilities	247	100.0	61.10	61.10	61.90	61.1		
English Learners	54	100.0	27.80	27.80	25.20	27.8	8	Met Target
Non-English Learners	269	100.0	55.70	55.70	57.40	55.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	747	747	749	*	22%	24%	32%	*	44%	50%
White	15	760	760	759	0%	*	*	*	*	60%	61%
Hispanic	27	742	742	734	*	*	*	*	*	37%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	747	747	754	*	*	*	*	*	46%	55%
Male	22	747	747	745	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	36	741	741	731	*	*	*	*	*	39%	31%
Non-Economically Disadvantaged Students	14	763	763	762	*	*	*	*	*	57%	63%
Students with Disabilities	10	730	730	720	*	*	0%	*	*	40%	24%
Students without Disabilities	40	751	751	755	*	*	30%	*	*	45%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	747	747	753	*	*	34%	30%	*	43%	56%
White	29	765	765	762	*	*	*	41%	*	66%	67%
Hispanic	32	732	732	740	*	*	41%	*	*	25%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	37	755	755	758	*	*	32%	*	*	51%	61%
Male	30	737	737	749	*	*	37%	*	*	33%	51%
Economically Disadvantaged Students	37	735	735	737	*	*	*	27%	*	32%	36%
Non-Economically Disadvantaged Students	30	762	762	764	*	*	*	33%	*	57%	69%
Students with Disabilities	13	703	703	725	*	*	*	*	*	*	25%
Students without Disabilities	54	758	758	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	751	751	756	*	*	20%	48%	*	56%	59%
White	27	767	767	763	0%	*	*	67%	*	74%	69%
Hispanic	28	736	736	743	*	*	*	*	*	36%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	28	761	761	761	*	*	*	64%	*	71%	66%
Male	33	742	742	750	*	*	*	33%	*	42%	53%
Economically Disadvantaged Students	35	738	738	740	*	*	*	29%	*	37%	40%
Non-Economically Disadvantaged Students	26	768	768	765	*	*	*	73%	*	81%	71%
Students with Disabilities	16	710	710	725	*	*	*	*	*	*	22%
Students without Disabilities	45	765	765	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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2016-2017

Grade Span PK-08

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	749	749	752	*	*	33%	33%	*	47%	54%
White	19	767	767	758	0%	*	*	*	*	74%	63%
Hispanic	23	734	734	740	*	*	*	*	0%	30%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	29	751	751	758	*	*	*	*	*	52%	61%
Male	20	746	746	746	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	29	737	737	737	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	20	767	767	761	*	*	*	*	*	70%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%





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Grade Span PK-08

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1101 MAIN STREET

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	760	760	756	*	*	20%	38%	30%	67%	59%
White	31	773	773	764	*	*	*	42%	42%	84%	69%
Hispanic	28	744	744	742	*	*	*	39%	*	50%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	25	777	777	764	*	*	*	40%	*	88%	68%
Male	39	749	749	749	*	*	*	36%	*	54%	51%
Economically Disadvantaged Students	29	748	748	739	*	*	*	38%	*	52%	40%
Non-Economically Disadvantaged Students	35	770	770	766	*	*	*	37%	*	80%	70%
Students with Disabilities	16	739	739	719	*	*	*	*	0%	50%	19%
Students without Disabilities	48	767	767	763	*	*	*	*	40%	73%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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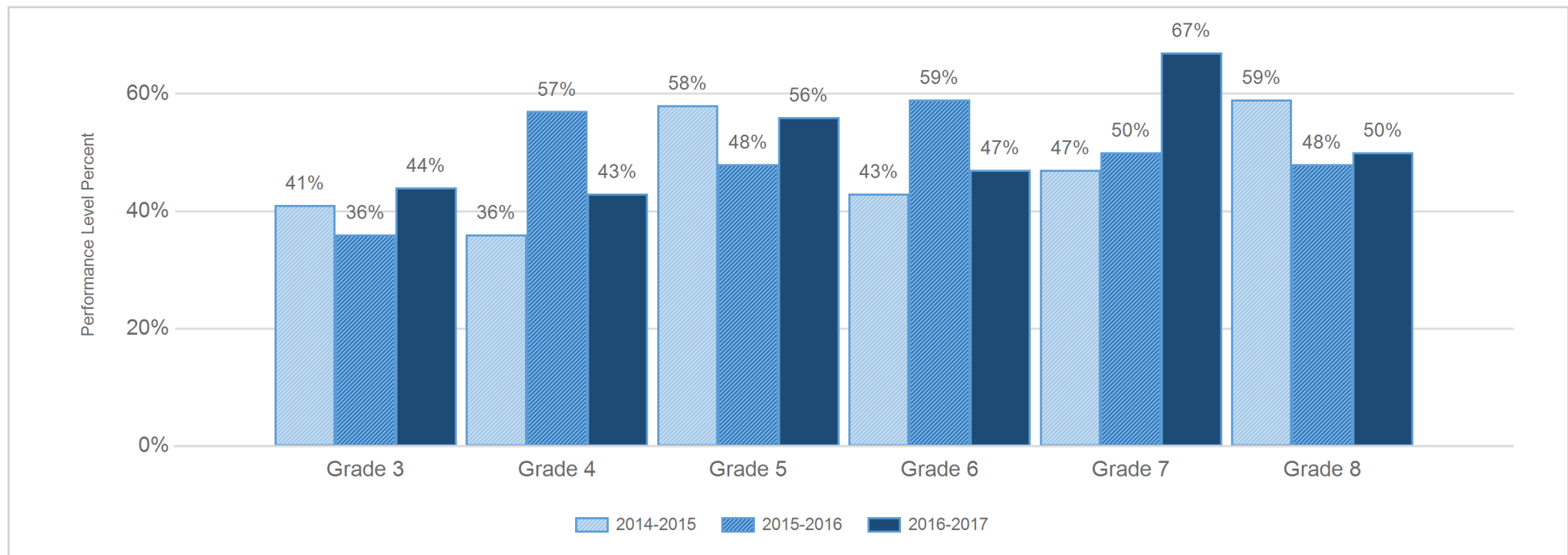
**English Language Arts/Literacy Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	56	752	752	757	*	*	29%	38%	*	50%	59%
White	31	758	758	764	*	*	*	39%	*	55%	68%
Hispanic	20	743	743	742	*	*	*	*	*	40%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	27	764	764	766	*	*	*	*	*	67%	68%
Male	29	740	740	749	*	*	*	*	*	35%	50%
Economically Disadvantaged Students	26	749	749	739	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	30	754	754	766	*	*	*	*	*	53%	69%
Students with Disabilities	11	704	704	718	*	*	*	*	*	*	18%
Students without Disabilities	45	763	763	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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## Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	323	100.0	33.20	33.20	43.50	33.2	33.5	Met Target†
White	136	100.0	52.90	52.90	52.40	52.9	49.9	Met Target
Hispanic	154	100.0	13.60	13.60	27.60	13.6	17.3	Met Target†
Black or African American	17	100.0	23.50	23.50	21.70	23.5	N	N
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.80	81.80	75.60	81.8	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	158	100.0	35.40	35.40	44.10	35.4		
Male	165	100.0	30.90	30.90	42.90	30.9		
Economically Disadvantaged Students	184	100.0	17.40	17.40	25.10	17.4	16.9	Met Target
Non-Economically Disadvantaged Students	139	100.0	54.00	54.00	54.30	54		
Students with Disabilities	76	100.0	*	*	16.50	*	9.9	Not Met
Students without Disabilities	247	100.0	*	*	48.80	*		
English Learners	54	100.0	13.00	13.00	23.30	13	N	N
Non-English Learners	269	100.0	37.10	37.10	45.20	37.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**

**25-0270-020**  
**MONMOUTH**  
**BELMAR BORO**  
**1101 MAIN STREET**  
**BELMAR, NJ 07719-2727**

### Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	51	736	736	751	*	22%	29%	26%	*	33%	53%
White	15	753	753	759	*	*	*	*	*	60%	63%
Hispanic	28	726	726	738	*	*	39%	*	0%	18%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	28	734	734	751	*	*	*	*	*	29%	52%
Male	23	738	738	751	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	36	726	726	736	*	*	*	*	*	19%	34%
Non-Economically Disadvantaged Students	15	759	759	761	*	*	*	*	*	67%	65%
Students with Disabilities	10	711	711	729	*	*	*	*	*	30%	29%
Students without Disabilities	41	742	742	755	*	*	*	*	*	34%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	735	735	747	*	25%	36%	24%	*	28%	47%
White	29	749	749	755	*	*	41%	38%	*	45%	59%
Hispanic	32	722	722	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	37	737	737	747	*	*	32%	*	*	32%	47%
Male	30	733	733	747	*	*	40%	*	*	23%	48%
Economically Disadvantaged Students	37	726	726	732	*	*	32%	*	*	22%	27%
Non-Economically Disadvantaged Students	30	747	747	757	*	*	40%	*	*	37%	61%
Students with Disabilities	13	701	701	724	*	*	*	*	*	*	22%
Students without Disabilities	54	744	744	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Belmar Elementary  
2016-2017

Grade Span PK-08

25-0270-020  
MONMOUTH  
BELMAR BORO  
1101 MAIN STREET  
BELMAR, NJ 07719-2727

## Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	739	739	747	*	21%	31%	36%	*	38%	46%
White	27	754	754	754	0%	*	*	63%	*	67%	57%
Hispanic	28	725	725	735	*	*	43%	*	0%	11%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	28	744	744	747	*	*	*	36%	*	39%	47%
Male	33	735	735	746	*	*	*	36%	*	36%	46%
Economically Disadvantaged Students	35	729	729	732	*	*	*	*	*	17%	27%
Non-Economically Disadvantaged Students	26	753	753	756	*	*	*	*	*	65%	59%
Students with Disabilities	16	711	711	725	*	*	*	*	*	*	19%
Students without Disabilities	45	749	749	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**

**25-0270-020**  
**MONMOUTH**  
**BELMAR BORO**  
**1101 MAIN STREET**  
**BELMAR, NJ 07719-2727**

**Mathematics Assessment - Performance by Grade: Grade 6\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	735	735	743	*	24%	36%	28%	*	28%	44%
White	19	750	750	751	0%	*	*	58%	0%	58%	54%
Hispanic	24	721	721	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	30	732	732	745	*	*	*	*	0%	20%	45%
Male	20	738	738	742	*	*	*	*	0%	40%	43%
Economically Disadvantaged Students	30	725	725	728	*	*	*	*	0%	10%	24%
Non-Economically Disadvantaged Students	20	749	749	752	*	*	*	*	0%	55%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

Mathematics Assessment - Performance by Grade: Grade 7\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	736	736	741	*	25%	27%	41%	*	41%	40%
White	31	746	746	748	*	*	32%	55%	0%	55%	49%
Hispanic	28	724	724	730	*	39%	*	*	0%	21%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	25	744	744	743	*	*	*	56%	*	56%	41%
Male	39	731	731	740	*	*	*	31%	*	31%	38%
Economically Disadvantaged Students	29	726	726	729	*	*	*	*	0%	21%	22%
Non-Economically Disadvantaged Students	35	745	745	749	*	*	*	*	0%	57%	50%
Students with Disabilities	16	713	713	716	*	*	*	*	*	*	11%
Students without Disabilities	48	744	744	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**

**25-0270-020**  
**MONMOUTH**  
**BELMAR BORO**  
**1101 MAIN STREET**  
**BELMAR, NJ 07719-2727**

**Mathematics Assessment - Performance by Grade: Grade 8\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	31	718	718	728	*	*	*	*	*	*	28%
White	12	720	720	736	*	*	*	*	0%	17%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	14	722	722	730	*	*	*	*	*	*	30%
Male	17	715	715	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	21	722	722	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	10	709	709	734	*	*	*	*	*	*	34%
Students with Disabilities	10	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	21	725	725	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**

**25-0270-020**  
**MONMOUTH**  
**BELMAR BORO**  
**1101 MAIN STREET**  
**BELMAR, NJ 07719-2727**

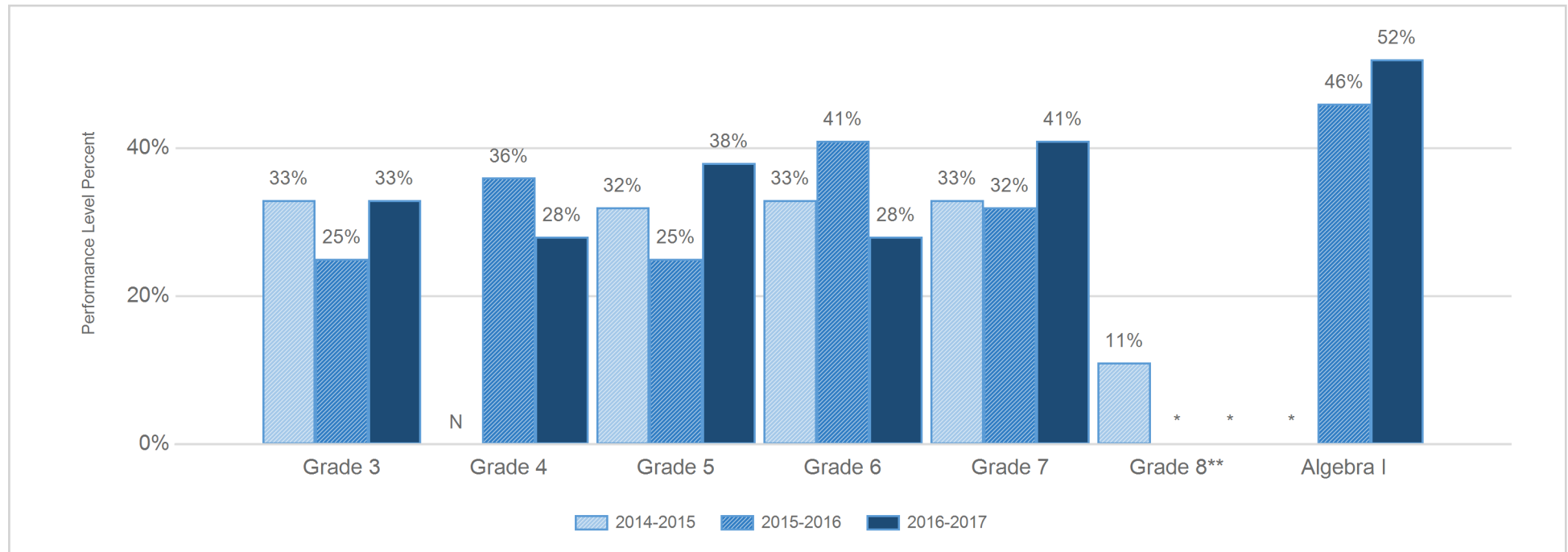
**Mathematics Assessment - Performance by Test: Algebra I**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	25	753	753	743	0%	*	*	52%	0%	52%	42%
White	19	752	752	751	0%	*	*	53%	0%	53%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	13	763	763	744	0%	*	*	*	0%	69%	43%
Male	12	742	742	741	0%	*	*	*	0%	33%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	25	753	753	745	0%	*	*	52%	0%	52%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Belmar Elementary  
2016-2017  
  
Grade Span PK-08

25-0270-020  
MONMOUTH  
BELMAR BORO  
1101 MAIN STREET  
BELMAR, NJ 07719-2727

Alternate Assessments - Participation

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

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

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. The table also shows 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
1	*	*	*
2	*	*	*
3	12	*	*
4	10	*	*
5+	*	*	*



Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

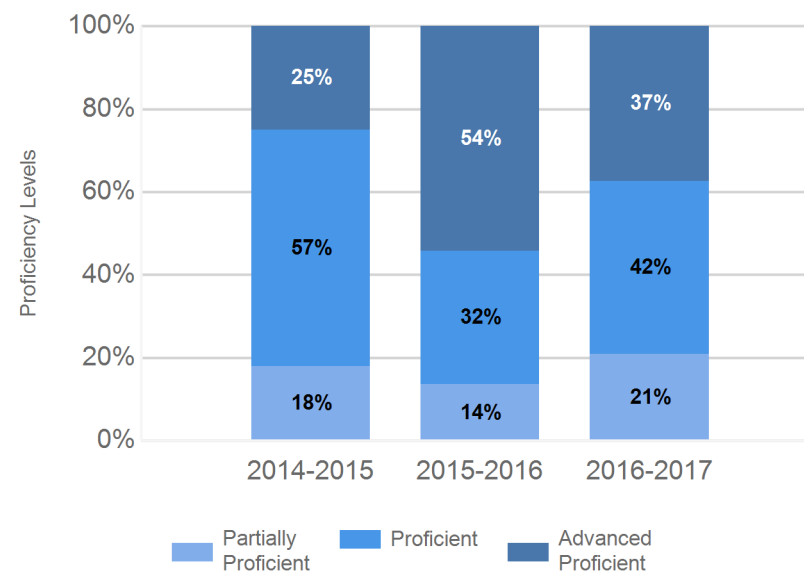
### NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	37%	42%	21%
White	57%	*	*
Hispanic	18%	52%	30%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	27%	43%	30%
Students with Disabilities	N	31%	69%
English Learners	*	N	N

### NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Belmar Elementary  
2016-2017  
  
Grade Span PK-08

25-0270-020  
MONMOUTH  
BELMAR BORO  
1101 MAIN STREET  
BELMAR, NJ 07719-2727

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

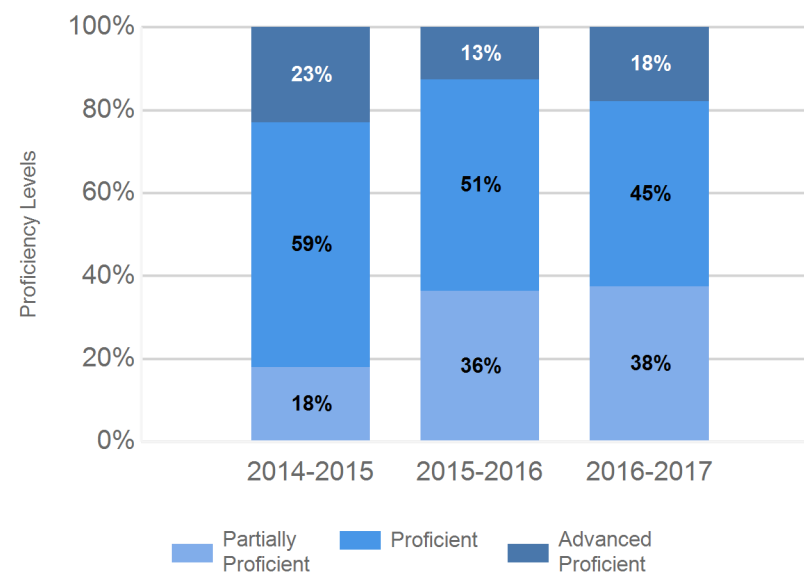
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	18%	45%	38%
White	23%	52%	26%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	8%	32%	60%
Students with Disabilities	N	27%	73%
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Belmar Elementary  
2016-2017  
  
Grade Span PK-08

25-0270-020  
MONMOUTH  
BELMAR BORO  
1101 MAIN STREET  
BELMAR, NJ 07719-2727

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43.5	43.5	50	Met Target	50	50	50	Met Target
White	46	46	50	Met Target	53.5	53.5	52	Met Target
Hispanic	44	44	49	Met Target	46	46	47	Met Target
Black or African American	28	28	45	**	62	62	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43	43	47	Met Target	48	48	46	Met Target
Students with Disabilities	40	40	41	Met Target	36	36	43	Not Met
English Learners	42.5	42.5	53	Met Target	34	34	51	Not Met

\*\* ESSA accountability targets are only included if data is available for at least 20 students.





Belmar Elementary  
2016-2017

Grade Span PK-08

25-0270-020  
MONMOUTH  
BELMAR BORO  
1101 MAIN STREET  
BELMAR, NJ 07719-2727

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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

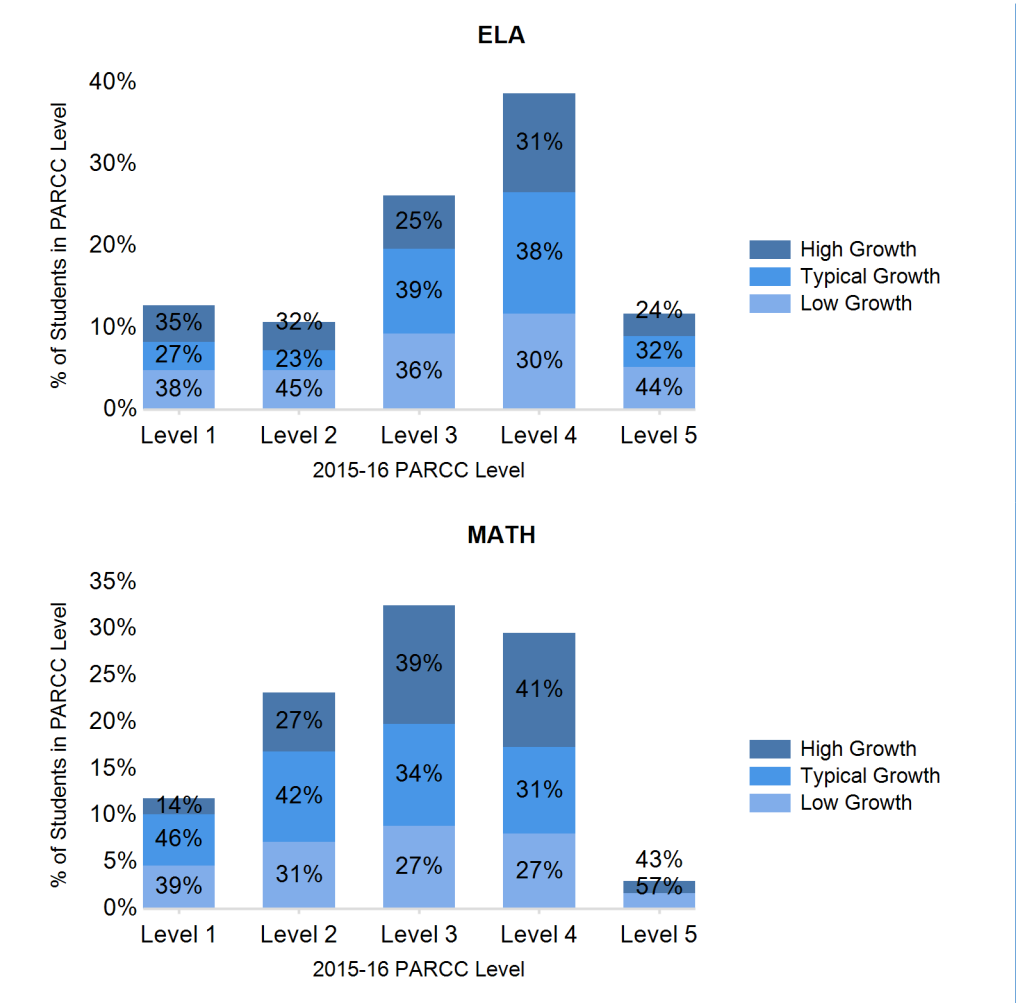
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

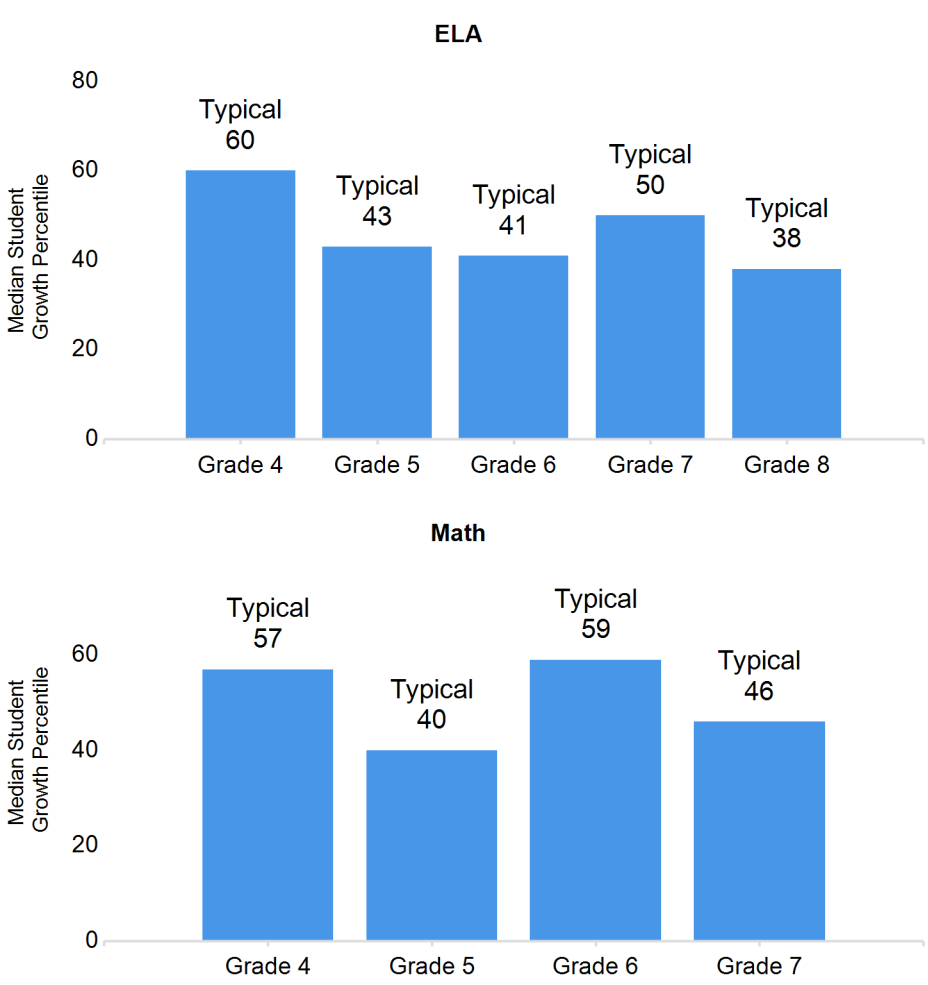
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	51
7	0	0	67
8	25	0	30
Schoolwide	25	0	148

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

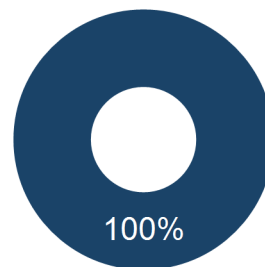
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	51	0	0	0	0	0	0
7	66	0	0	0	0	0	0
8	55	0	0	0	0	0	0
Schoolwide	172	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

## Visual and Performing Arts – Course Participation

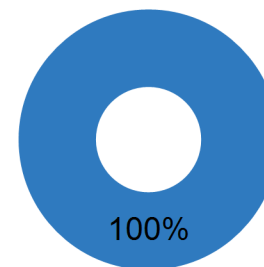
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

### Grades 6-8:

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

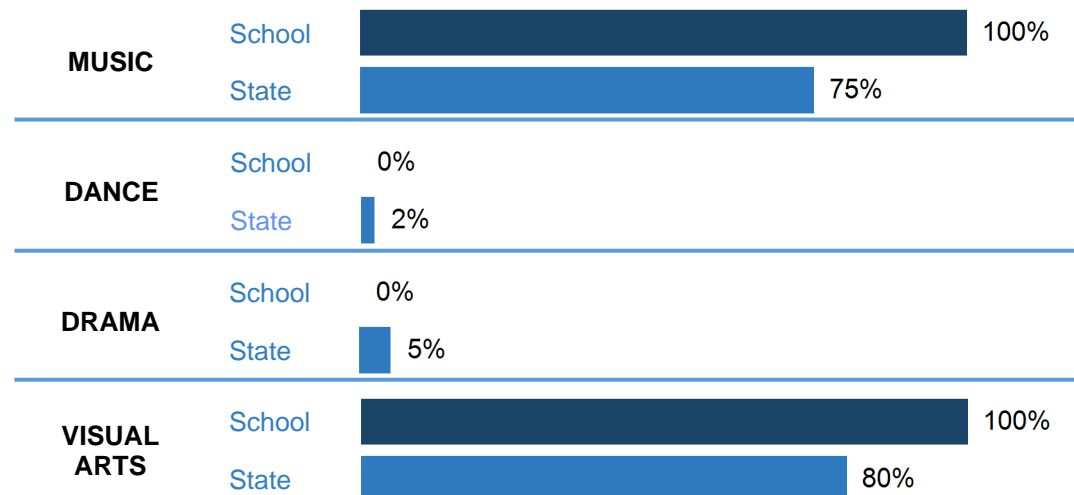


School



State

Students enrolled in one or more classes by discipline:





Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

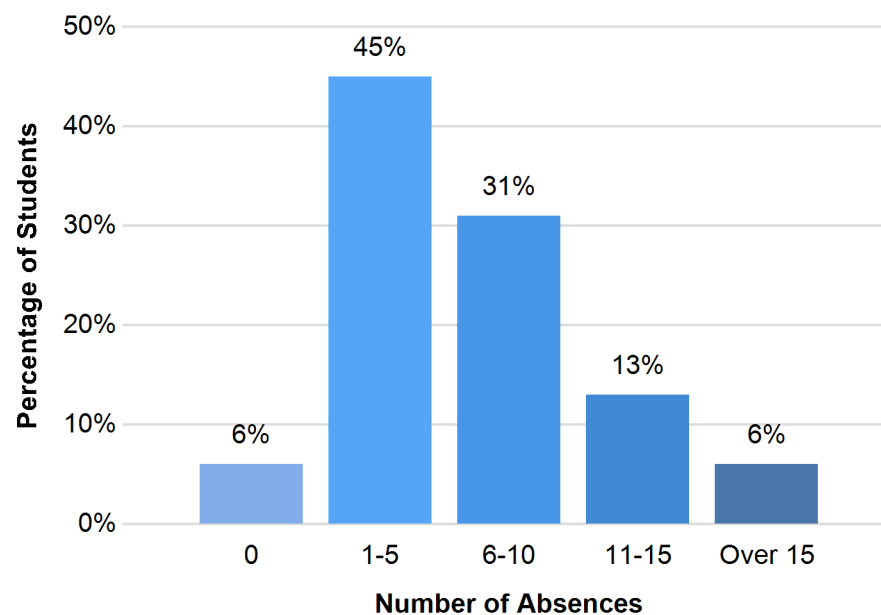
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	8.50	Met Target
White	5.00	8.50	Met Target
Hispanic	2.10	8.50	Met Target
Black or African American	0	8.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.40	8.50	Met Target
Students with Disabilities	4.00	8.50	Met Target
English Learners	0	8.50	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



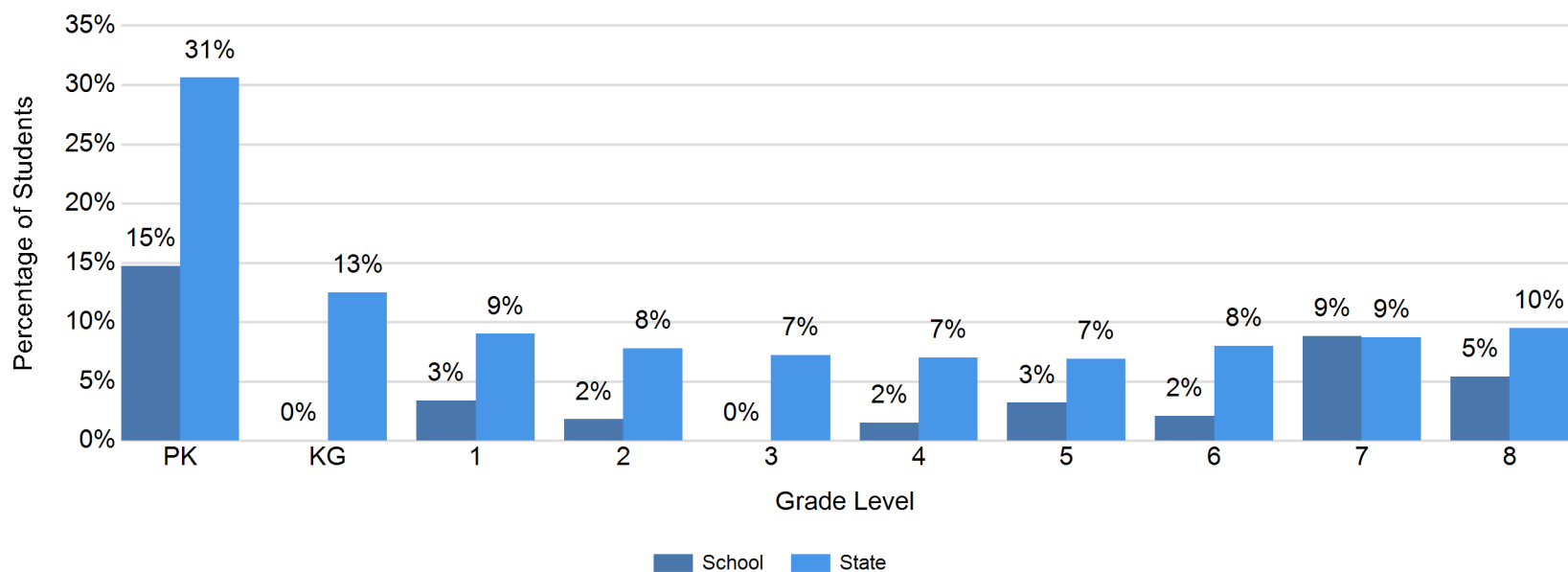


Belmar Elementary  
2016-2017  
Grade Span PK-08

25-0270-020  
MONMOUTH  
BELMAR BORO  
1101 MAIN STREET  
BELMAR, NJ 07719-2727

### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**

25-0270-020  
 MONMOUTH  
 BELMAR BORO  
 1101 MAIN STREET  
 BELMAR, NJ 07719-2727

### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.11

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.6%
Out-of-School Suspensions	1.5%
Any Suspension	3.2%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	556.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,141	\$14,055	\$15,196



Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent**: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

## Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	77%	74%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	4	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	100%	74%

## Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	270:1	135:1
Librarian/Media Specialists		539:1
Nurses		539:1
Counselors		539:1
Child Study Team		180:1





Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

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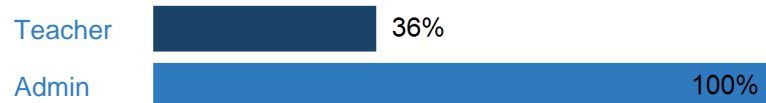
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	80%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Belmar Elementary  
2016-2017  
Grade Span PK-08

25-0270-020  
MONMOUTH  
BELMAR BORO  
1101 MAIN STREET  
BELMAR, NJ 07719-2727

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	39.0	17.5%
Mathematics Proficiency	22.0	17.5%
English Language Arts Growth	25.0	25.0%
Mathematics Growth	42.4	25.0%
Chronic Absenteeism	94.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		41.6
<b>Summative Rating:</b> Percentile rank of Summative Score		36.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Belmar Elementary

2016-2017

Grade Span PK-08

25-0270-020

MONMOUTH

BELMAR BORO

1101 MAIN STREET

BELMAR, NJ 07719-2727

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	48.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	40.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	42.4	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
English Learners	37.0	11.9	No	Met Target	N	Met Target	Met Target	Not Met	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**



**25-0270-020**  
**MONMOUTH**  
**BELMAR BORO**  
**1101 MAIN STREET**  
**BELMAR, NJ 07719-2727**

### School General Info

<b>Principal:</b>	Mrs. Hannah	<b>Email Address:</b>	<a href="mailto:hannah@belmar.k12nj.us">hannah@belmar.k12nj.us</a>
<b>Address:</b>	1101 MAIN STREET BELMAR, NJ 07719-2727	<b>Website:</b>	<a href="https://belmar.k12.nj.us">https://belmar.k12.nj.us</a>
<b>Phone:</b>	(732)681-2388		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum is driven by NJ Learning Standards and NextGen Science Standards</li> <li>• Technology is part of each school day, with students in grades 2-8 utilizing 1:1 chromebooks</li> <li>• We offer a variety of co-curricular and extracurricular activities</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Mission Statement: United*Inspired*Prepared*Soaring to Excellence Vision Statement: To unite parents, teachers and the community to challenge and inspire each of our students to embrace learning and strive for excellence, while preparing students to be responsible, productive, compassionate citizens.</p>






**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**

**25-0270-020**  
**MONMOUTH**  
**BELMAR BORO**  
**1101 MAIN STREET**  
**BELMAR, NJ 07719-2727**

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 <b>Courses, Curriculum, Instruction:</b>	<p>The school prides itself on its rigorous, comprehensive instructional program driven by the New Jersey Student Learning Standards in English Language Arts and Math, Next Generation Science Standards for Science, and the NJ Core Curriculum Content Standards for all other subject areas and related arts.</p>
 <b>Sports and Athletics:</b>	<p>We offer athletics including Boys and Girls Soccer, Boys and Girls Cross Country, Boys and Girls Basketball, Wrestling, Cheerleading, Softball, Baseball</p>
 <b>Clubs and Activities:</b>	<p>We offer students additional opportunities to participate in a rich variety of co-curricular and extracurricular activities, including Peer Leaders, Band, Chorus, Youth Government, Environmental Club, Drama, Lip Sync, Literary Magazine Club, and Community Service Club.</p>



**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**

**25-0270-020**  
**MONMOUTH**  
**BELMAR BORO**  
**1101 MAIN STREET**  
**BELMAR, NJ 07719-2727**

## School Narrative

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



### Student Supports and Services:

Student Supports and Services include: English Language Learners push in and pull out programs, Intervention and Referral Services (I&RS) to assist students who are experiencing learning, behavior or health difficulties, Targeted Intervention Program (TIP) to assist students with learning difficulties in Math and ELA, small group Math and small group Wilson Foundations, Wilson Reading Program is offered to assist students with learning difficulties in literacy.



### Parent and Community Involvement:

The strength of this district lies in a resourceful and responsive staff that works in partnership with students, parents, and community organizations, including an active PTO, to meet the needs of all of our children to create a 21st century environment of learning that promotes inspiration, motivation, exploration, and innovation. Our mission statement, clarifies the common understanding all of our stakeholders have in planning for the vibrant future of our school and students.



**Belmar Elementary**  
**2016-2017**  
**Grade Span PK-08**

**25-0270-020**  
**MONMOUTH**  
**BELMAR BORO**  
**1101 MAIN STREET**  
**BELMAR, NJ 07719-2727**

## School Narrative

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



Other Information:

Beginning in the 2013-14 school year, the district’s robust technology plan initiated a 1:1 Chromebook investment for students in grades 2-8 and continues into the 2017 -18 school year. Teachers have the benefit of being trained in Google Apps for Education by our on-site technology coordinators who are Google-certified teachers/trainers. Our range of instructional programs meet the diverse needs of our student population. The common thread that unifies all of our services and programs is the commitment of this district to assist every student to achieve success, paying particular attention to disparities between subgroups, and to provide early interventions for those students who are at risk of not reaching their full potential. TIP (Targeted Intervention Program) is facilitated through Title I funds for students identified as “at risk for literacy” in grades K-3 through Wilson Foundations, a systematic phonics programs that provide students with a foundation for reading and spelling success. Our SAM (Students Achieving More) G&T program challenges students identified as gifted in grades 4-8 through a hybrid instructional plan of high-interest topics and trips designed to enhance and enrich the curriculum. The district has embraced the STEM and Maker Movement by incorporating an emphasis on interdisciplinary lessons grounded in the engineering design process, as well as offering a collaborative Maker Fest each spring to challenge students in grades 5-8 to think deeply about global issues and develop innovative solutions to address these concerns.