



Dr. Gerald H. Woehr Elementary School  
2016-2017  
Grade Span 02-05

29-4190-050  
OCEAN  
PLUMSTED TWP  
44 N MAIN ST  
NEW EGYPT, NJ 08533-1316

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
2	96	88	81
3	92	98	91
4	89	89	97
5	97	89	89
Ungraded	3	4	4
Total	377	368	362

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%	48%	50%
Male	52%	52%	50%
Economically Disadvantaged Students	24%	21%	17%
Students with Disabilities	13%	15%	18%
English Learners	5%	4%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
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
White	87.3%
Hispanic	9.9%
Black or African American	1.7%
Asian	1.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

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	90.6%
Spanish	7.7%
Other	1.8%



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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	266	98.9	65.10	63.20	54.90	65.1	60	Met Target
White	232	99.2	67.30	65.40	63.90	67.3	63.1	Met Target
Hispanic	24	100.0	41.70	40.30	39.80	41.7	33.3	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	138	99.3	68.80	71.30	62.20	68.8		
Male	128	98.5	60.90	55.70	48.10	60.9		
Economically Disadvantaged Students	47	100.0	40.40	41.00	36.20	40.4	39.4	Met Target
Non-Economically Disadvantaged Students	219	98.7	70.30	67.90	65.80	70.3		
Students with Disabilities	46	97.9	15.20	13.40	20.50	15.2	21.3	Met Target†
Students without Disabilities	220	99.1	75.40	74.70	61.90	75.4		
English Learners	16	100.0	37.60	25.00	25.20	37.6	**	**
Non-English Learners	250	98.9	66.80	64.50	57.40	66.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
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
<b>Schoolwide</b>	91	763	763	749	11%	*	14%	60%	*	69%	50%
White	78	763	763	759	*	*	17%	62%	*	69%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	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	44	772	772	754	*	*	*	66%	*	80%	55%
Male	47	754	754	745	*	*	*	55%	*	60%	46%
Economically Disadvantaged Students	13	744	744	731	*	*	*	*	*	46%	31%
Non-Economically Disadvantaged Students	78	766	766	762	*	*	*	*	*	73%	63%
Students with Disabilities	14	698	698	720	*	*	*	*	*	*	24%
Students without Disabilities	77	775	775	755	*	*	*	*	*	*	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	95	759	759	753	*	*	26%	37%	19%	56%	56%
White	76	762	762	762	*	*	26%	37%	22%	59%	67%
Hispanic	15	741	741	740	0%	*	*	*	0%	33%	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	*	*	*	755	*	*	*	*	*	*	56%
Female	48	762	762	758	*	*	29%	27%	*	52%	61%
Male	47	755	755	749	*	*	23%	47%	*	60%	51%
Economically Disadvantaged Students	20	736	736	737	*	*	*	*	0%	30%	36%
Non-Economically Disadvantaged Students	75	765	765	764	*	*	*	*	24%	63%	69%
Students with Disabilities	12	720	720	725	*	*	*	*	0%	17%	25%
Students without Disabilities	83	764	764	759	*	*	*	*	22%	61%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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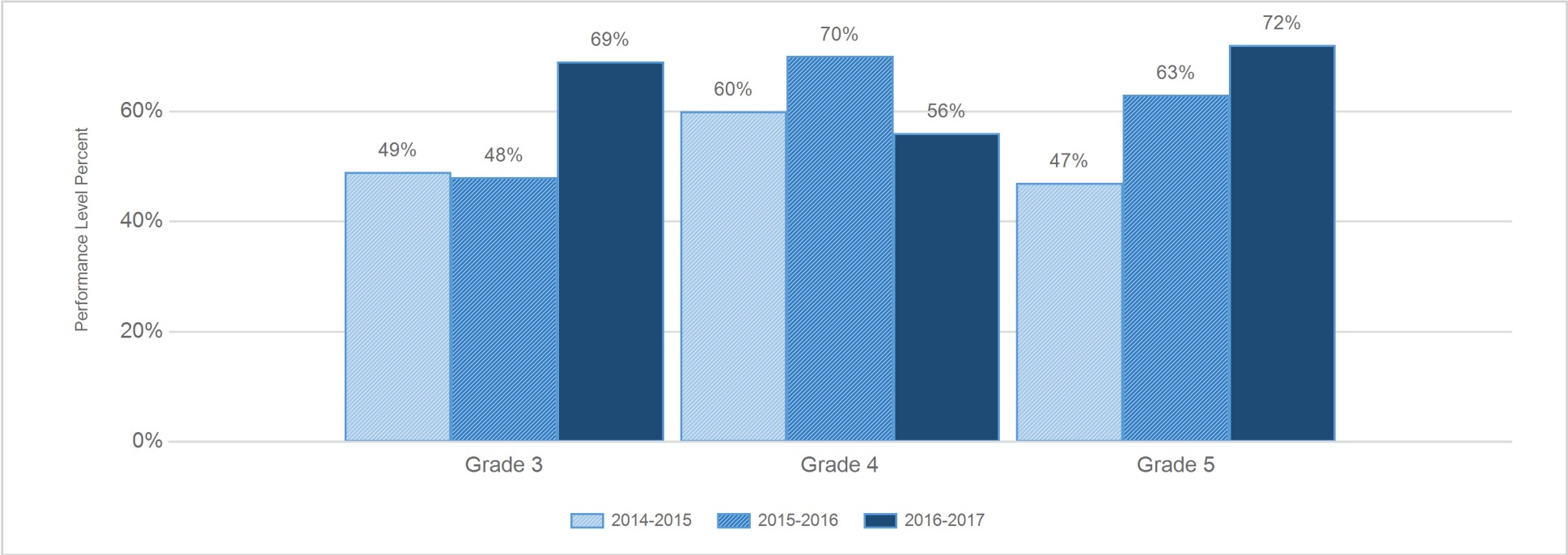
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	88	770	770	756	*	*	18%	50%	22%	72%	59%
White	82	771	771	763	*	*	17%	50%	23%	73%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	51	772	772	761	0%	*	*	51%	*	77%	66%
Male	37	766	766	750	0%	*	*	49%	*	65%	53%
Economically Disadvantaged Students	13	762	762	740	*	*	*	*	0%	62%	40%
Non-Economically Disadvantaged Students	75	771	771	765	*	*	*	*	25%	73%	71%
Students with Disabilities	18	739	739	725	0%	*	*	*	0%	28%	22%
Students without Disabilities	70	777	777	762	0%	*	*	*	27%	83%	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%

# 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	266	98.9	63.90	48.30	43.50	63.9	60	Met Target
White	232	99.2	67.20	50.70	52.40	67.2	63.1	Met Target
Hispanic	24	100.0	29.20	22.60	27.60	29.2	29.6	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	138	99.3	61.60	48.90	44.10	61.6		
Male	128	98.5	66.40	47.70	42.90	66.4		
Economically Disadvantaged Students	47	100.0	38.30	28.50	25.10	38.3	36.8	Met Target
Non-Economically Disadvantaged Students	219	98.7	69.40	52.50	54.30	69.4		
Students with Disabilities	46	97.9	13.10	*	16.50	13.1	10.6	Met Target
Students without Disabilities	220	99.1	74.50	*	48.80	74.5		
English Learners	16	100.0	25.10	21.50	23.30	25.1	**	**
Non-English Learners	250	98.9	66.40	49.30	45.20	66.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

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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>	91	763	763	751	*	*	13%	55%	18%	73%	53%
White	78	764	764	759	*	*	15%	55%	18%	73%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	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	44	767	767	751	*	*	*	57%	*	77%	52%
Male	47	759	759	751	*	*	*	53%	*	68%	53%
Economically Disadvantaged Students	13	746	746	736	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	78	766	766	761	*	*	*	*	*	76%	65%
Students with Disabilities	14	707	707	729	*	*	*	*	*	*	29%
Students without Disabilities	77	774	774	755	*	*	*	*	*	*	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%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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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>	95	753	753	747	*	11%	27%	51%	*	59%	47%
White	76	758	758	755	*	*	28%	54%	*	65%	59%
Hispanic	15	731	731	734	*	*	*	*	0%	27%	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	*	*	*	747	*	*	*	*	*	*	48%
Female	48	751	751	747	*	*	31%	44%	*	52%	47%
Male	47	756	756	747	*	*	23%	57%	*	66%	48%
Economically Disadvantaged Students	20	735	735	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	75	758	758	757	*	*	*	*	*	67%	61%
Students with Disabilities	12	720	720	724	*	*	*	*	*	17%	22%
Students without Disabilities	83	758	758	751	*	*	*	*	*	65%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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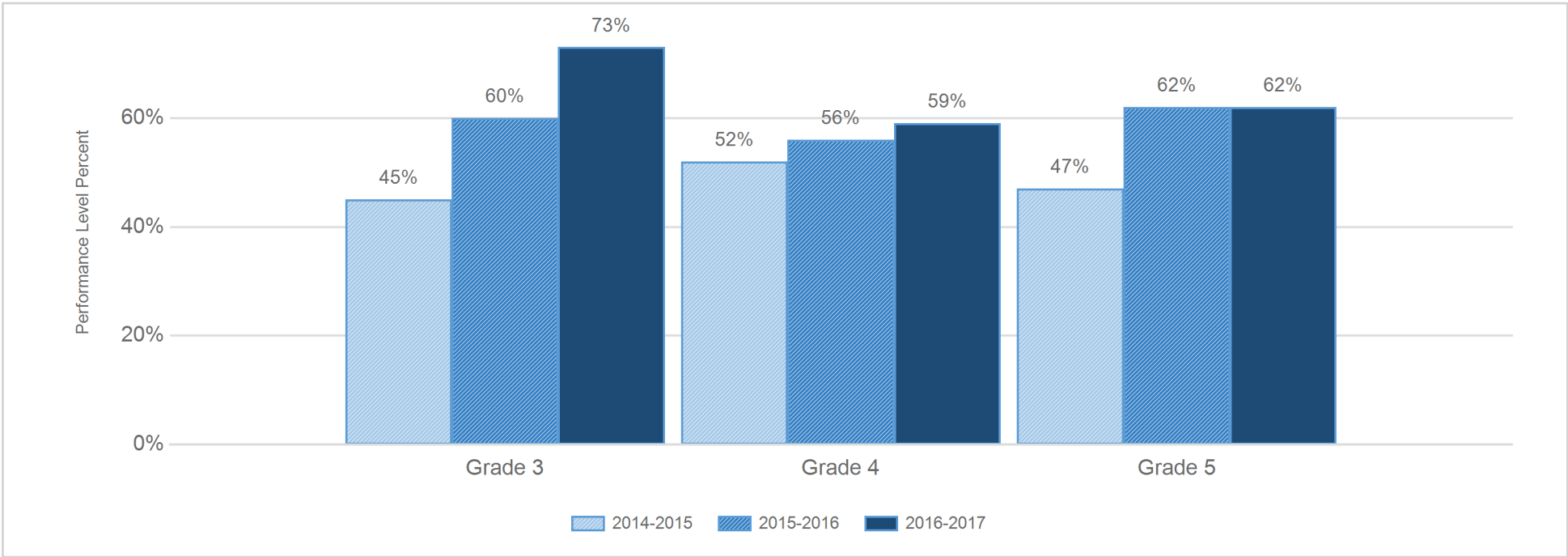
**Mathematics Assessment - Performance by Grade: Grade 5**

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<b>Schoolwide</b>	89	758	758	747	*	*	28%	49%	12%	62%	46%
White	82	760	760	754	*	*	29%	51%	13%	65%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	52	756	756	747	*	*	*	48%	*	60%	47%
Male	37	759	759	746	*	*	*	51%	*	65%	46%
Economically Disadvantaged Students	13	743	743	732	*	*	*	*	0%	46%	27%
Non-Economically Disadvantaged Students	76	760	760	756	*	*	*	*	15%	65%	59%
Students with Disabilities	18	735	735	725	*	*	56%	*	*	22%	19%
Students without Disabilities	71	763	763	751	*	*	21%	*	*	72%	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%

### Mathematics Assessment – Performance Trends

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





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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	*	*
4	*	*
5	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	N	N	N
3	*	*	*
4	*	*	*
5+	*	*	*



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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.

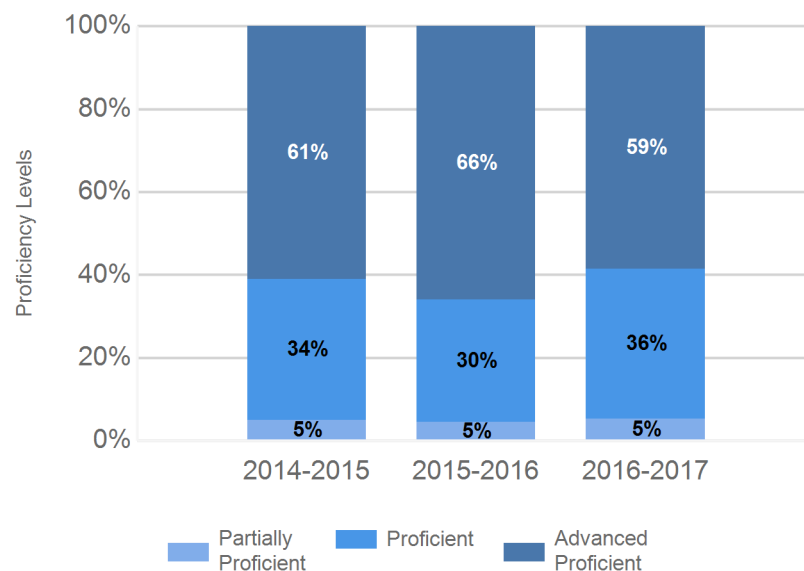
### NJASK Science Assessment Performance: Grade 4

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	59%	36%	5%
White	67%	28%	5%
Hispanic	*	71%	7%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	19%	62%	19%
Students with Disabilities	17%	50%	33%
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.





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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	56	47	50	Met Target	64	55	50	Exceeds Target
White	56	45	50	Met Target	67	57	52	Exceeds Target
Hispanic	51	50	49	**	41	51	47	**
Black or African American	*	*	45	**	*	*	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	48	39.5	47	Met Target	62	53	46	Exceeds Target
Students with Disabilities	53	38	41	Met Target	58	42	43	Met Target
English Learners	58	*	53	**	37	*	51	**

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





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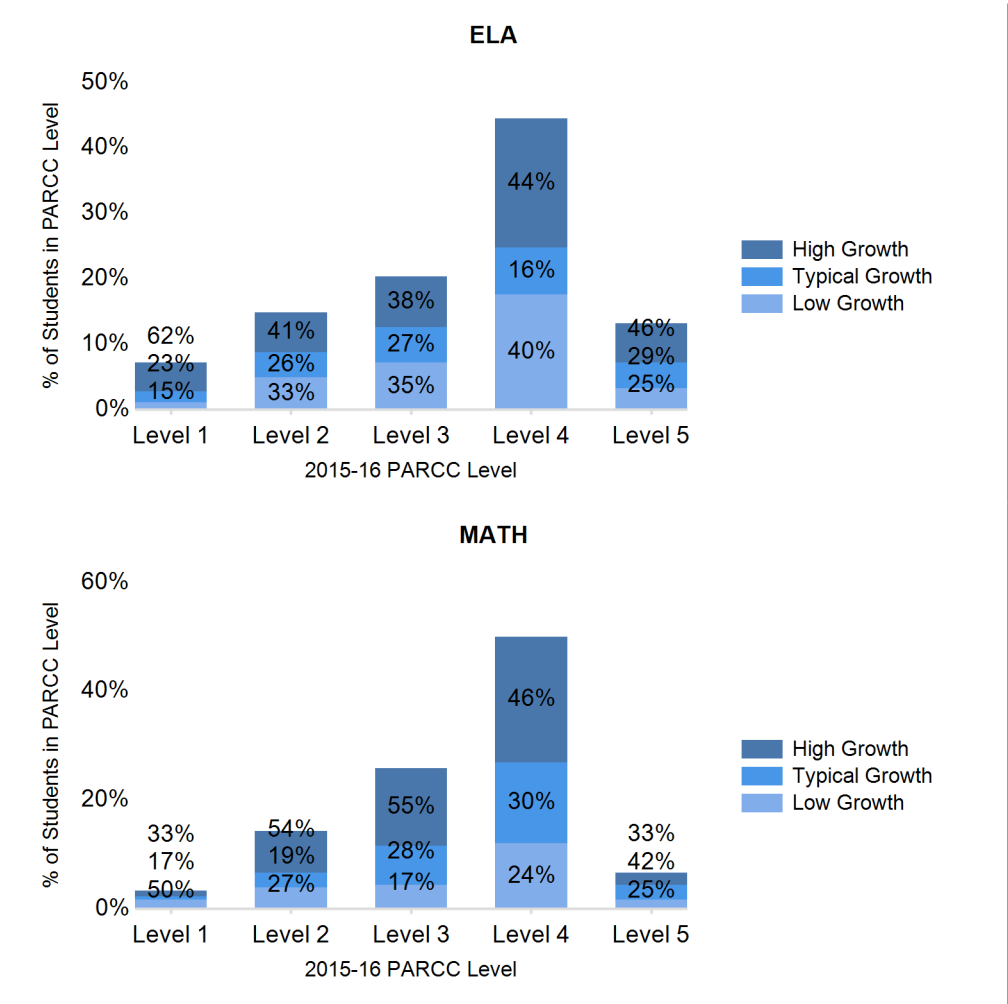
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

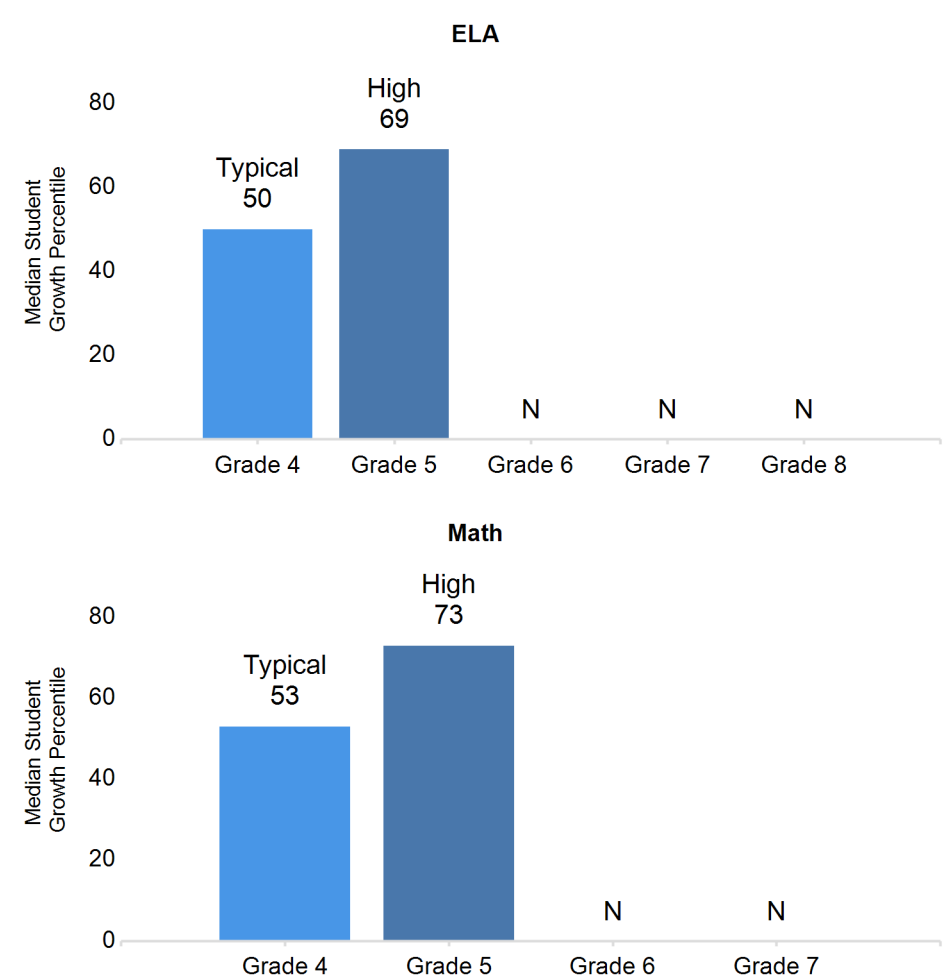
Student Growth by Performance Level

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.





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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

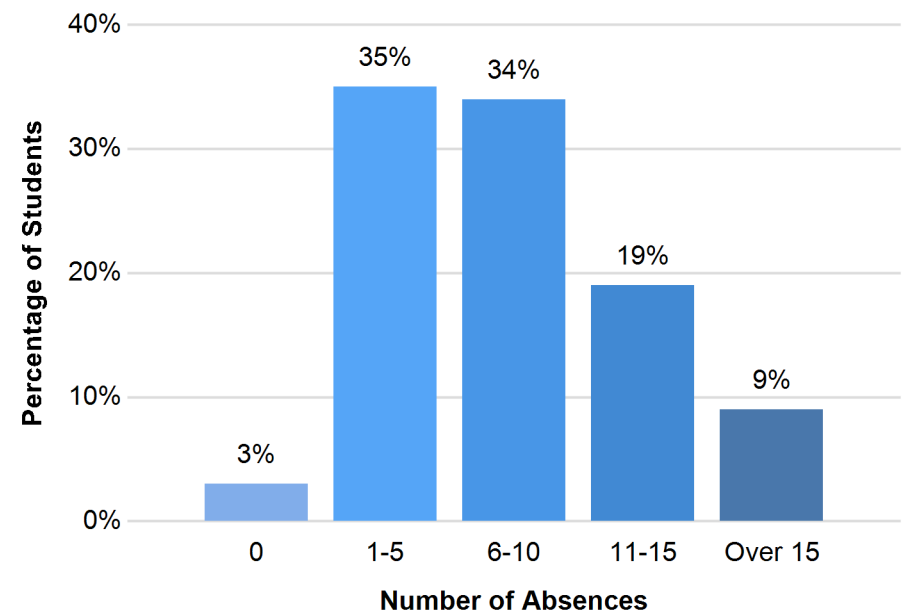
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	7.20	Met Target
White	7.60	7.20	Not Met
Hispanic	2.90	7.20	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.10	7.20	Not Met
Students with Disabilities	10.80	7.20	Not Met
English Learners	N	**	**

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

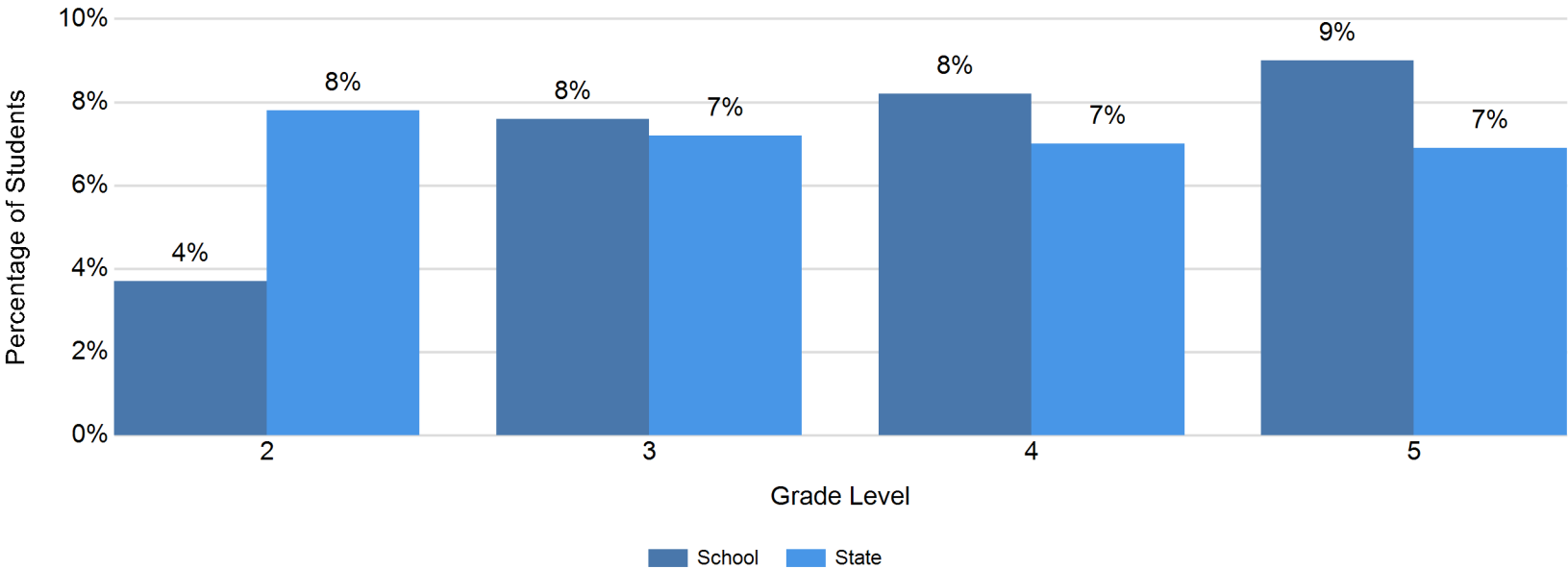
### Days Absent

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.



### 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.





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### 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	8:45AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 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	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.83

### 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	0.3%
Out-of-School Suspensions	0.6%
Any Suspension	0.8%

### 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



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### 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	362.6 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)	\$429	\$15,076	\$15,505



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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	45	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	73%	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	14	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	43%	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	8:1	10:1
Administrators	60:1	99:1
Librarian/Media Specialists		1379:1
Nurses		345:1
Counselors		230:1
Child Study Team		197:1



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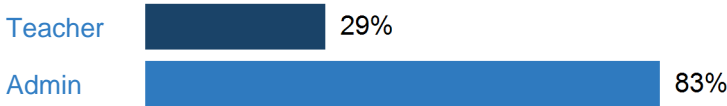
Teachers and Administrators - Level of Education

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.

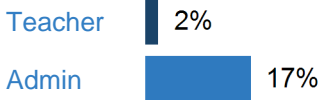
Bachelor's Degree



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	86%	89%
2015-16 Administrators: Same district 2016-17	58%	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%



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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	52.8	17.5%
Mathematics Proficiency	65.3	17.5%
English Language Arts Growth	69.6	25.0%
Mathematics Growth	89.5	25.0%
Chronic Absenteeism	48.9	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		67.8
<b>Summative Rating:</b> Percentile rank of Summative Score		76.9
<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.





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### 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	67.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	66.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	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	65.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	64.4	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	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.



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School General Info

<b>Principal:</b>	Mr. Therien	<b>Email Address:</b>	<a href="mailto:therienw@newegypt.us">therienw@newegypt.us</a>
<b>Address:</b>	44 N MAIN ST NEW EGYPT, NJ 08533-1316	<b>Website:</b>	<a href="http://www.newegypt.us">www.newegypt.us</a>
<b>Phone:</b>	(609)758-6800	<b>Facebook:</b>	<a href="https://facebook.com/Plumsted-Township-School-District-133997333332428/">https://facebook.com/Plumsted-Township-School-District-133997333332428/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/NE_ESWarriors">https://twitter.com/NE_ESWarriors</a>




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 includes: My Math, Foundations, Reader's and Writer's Workshop techniques, Reading Wonders, Mystery Science</li> <li>• Technology infused throughout the day. 1:1 Chromebook program in grades 2-5, Achieve 3000, Read 180, K-1 utilize i-Pads</li> <li>• Award winning band, chorus, drama production. Grade 5 enrichment students advanced to DI Global Finals in 2017</li> </ul>
 <b>Mission, Vision, Theme:</b>	Mission The Plumsted Township School District shall inspire all students to realize their personal potential. A rich and challenging learning environment, in partnership with the community, will develop critical thinkers, lifelong learners and productive citizens in an emerging global society. Vision Unleashing Unlimited Opportunities...Empowering One Warrior At A Time.
 <b>Awards, Recognition, Accomplishments:</b>	Concert Band - Great Adventure Music Festival 2017 Award for Excellence Chorus - performs at numerous public events such as Trenton Thunder baseball, NE Rec Softball, NEHS Football games Enrichment - reached DI Global Finals in 2017 School awarded over \$25,000 in grants past two years to bring artists in residence to district and other programs Featured on T.V. show Classroom Closeup 2016-2018 for innovative programs

## 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.

 <div>Courses, Curriculum, Instruction:</div>	<p>Dr. Gerald H. Woehr Elementary School deploys a newly aligned English Language Arts (ELA) and science curricula.ELA focuses on the authentic integration of reading, writing, speaking and listening as a means to best make connections for students and build schema from which students increase new learning.At every grade level Science Curricula has a focus on exploration, data collection and problem solving which is supporting Mystery Science, a hands-on Next Generation science curricular resource.</p>
 <div>Clubs and Activities:</div>	<p>School Band, Chorus, Drama, Enrichment competitions, many after school activities open to all students through community education such as floor hockey, kickball, fitness camp, arts programs, and science programs.</p>
 <div>Before and After School Programs:</div>	<p>New Egypt Extended Day program provides before and after care. Program is open on many days when school is not in session and on district planned early dismissal days. The program is staffed by school employees. After School Academic Achievers program offers supplemental grade level instruction to students who qualify in the area of English Language Arts and Mathematics.</p>







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**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>Staff and Professional Learning:</b>	<p>Teachers are focused on targeted professional learning related to Writer's Workshop and conferring with students, Next Generation Science Standards and the newly developed curricula. Additionally, there is a strong focus on data collection and analysis. Teachers supporting struggling readers have been trained in Leveled Literacy Intervention and deploying the methodologies and using the related data to target instruction and accelerate growth.</p>
 <b>Student Supports and Services:</b>	<p>Multi-level tiered system of supports are utilized for students. These include an I&amp;RS team, 504 accommodations and both pull-out and push-in basic skills instruction. Services for students with IEPs range from full-day In-Class Resource to Replacement classes and Self-contained classes. Related services include speech/language therapy, occupational therapy, physical therapy, counseling and adaptive PE. ESL/Bilingual education multiple models exist that follow the WIDA standards.</p>
 <b>Student Health and Wellness:</b>	<p>Breakfast is served daily and available to all students. The menu contains nutritional information for each item. Students receive 150 minutes of PE/Health each week along with organized play at recess held daily. Various fitness programs are offered immediately after school. Grade level field day and Olympics are held at the end of the school year. During the summer months, students can participate in Warrior Day Camp.</p>
 <b>Parent and Community Involvement:</b>	<p>Students at DGHWES benefit from tremendous support from our PTO. The PTO funds class trips for every class, Harvest Festival, pumpkin picking, ice cream social, end of year picnics and many other activities. The school also holds various parent and community meetings such as SEPAG, ESL/ELL, a night with Foundations and an informative dinner held in conjunction with the local Municipal Alliance Commission. Various student/family nights are held such as Make a Book Night and Night with the Arts.</p>



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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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

Stakeholders were polled last year at the beginning of the year on various aspects of school life, including school climate, programs, student satisfaction, employee topics, and many other topics. Survey was disseminated through our website and through correspondence home. Results were tallied and shared throughout the district and throughout community groups to analyze and make adjustments. A district strategic planning team evolved following the results.



Facilities:

The Dr. Gerald H. Woehr Elementary School has undergone several additions and alterations over the years. Currently serving grades K-5, the building contains a multipurpose room which serves as a fully functioning cafeteria, a separate gymnasium, library, related services, CST offices, dedicated rooms for Art, World Language and Music in addition to ample classroom space. The entire building is climate controlled. Grounds consist of a football field and new playground and basketball play areas.



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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:

DGHWES is a child-centered environment, which is designed to meet the academic, social, emotional and developmental needs of every student. Our mission is to create a safe, friendly and inclusive environment where all children can be successful learners. Further, that our school community will be committed to providing opportunities for all members to develop higher expectations for themselves and each other in the areas of academics and character. We are committed to establishing a collaborative community of learners that support each other and strive to achieve their personal best. Our success as a learning community is due in part to the tremendous commitment of our parents, an active PTO and community members who participate as volunteers for a variety of programs. These invested adults reach out to our students with various resources and knowledge, which have a direct and positive impact on our school. Our multi-faceted enrichment and foreign language programs provide opportunities for students in kindergarten to fifth grade to further expand their educational experience through the use of higher order thinking and extended learning opportunities. Our students utilize a one a one-to-one laptop program featuring Chromebooks for all students in grades two through five. In kindergarten and first grade students draw from multiple iPad carts which are used to reinforce and enhance instruction. Our classrooms also house interactive televisions, Smartboards, Mimeo and Promethean Boards to help engage students in daily lessons and activities. Teaching children to care about each other, their school and their community is also an integral part of our social curriculum. We have incorporated character education in this process helping children to understand the importance of caring for themselves and each other. This unique focus inevitably assists children in their efforts to be successful in the academic areas as well as developing a sense of pride in all that they do.




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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
9	131	127	117
10	134	127	122
11	124	111	107
12	106	107	120
Ungraded	8	7	8
Total	502	479	474

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	44%	48%	48%
Male	56%	52%	52%
Economically Disadvantaged Students	18%	18%	15%
Students with Disabilities	14%	15%	17%
English Learners	2%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
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
White	89.4%
Hispanic	8.1%
Black or African American	1.8%
Asian	0.4%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	444
Shared Time Students	58
Full Time Equivalent	473

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	94.9%
Spanish	4.1%
Other	0.9%



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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	235	97.6	62.50	63.20	54.90	62.5	61.2	Met Target
White	210	97.3	63.80	65.40	63.90	63.8	63.3	Met Target
Hispanic	20	100.0	50.00	40.30	39.80	50	42	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	118	96.0	70.40	71.30	62.20	70.4		
Male	117	99.2	54.70	55.70	48.10	54.7		
Economically Disadvantaged Students	43	97.8	44.20	41.00	36.20	44.2	48	Met Target†
Non-Economically Disadvantaged Students	192	97.5	66.70	67.90	65.80	66.7		
Students with Disabilities	46	95.9	10.90	13.40	20.50	10.9	15.4	Met Target†
Students without Disabilities	189	98.0	75.20	74.70	61.90	75.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
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 9**

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>	116	751	751	749	*	22%	15%	45%	*	56%	52%
White	107	751	751	757	*	22%	*	46%	*	58%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	N	N	N	730	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	62	760	760	756	*	*	*	50%	*	66%	60%
Male	54	740	740	741	*	*	*	39%	*	44%	43%
Economically Disadvantaged Students	21	741	741	731	*	*	*	*	0%	38%	32%
Non-Economically Disadvantaged Students	95	753	753	758	*	*	*	*	14%	60%	62%
Students with Disabilities	22	708	708	714	*	*	*	*	*	*	13%
Students without Disabilities	94	761	761	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	116	751	751	752	*	22%	15%	45%	*	56%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	119	760	760	743	*	*	16%	44%	23%	66%	46%
White	102	761	761	749	*	*	14%	43%	25%	68%	52%
Hispanic	13	759	759	728	0%	*	*	*	*	62%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	58	770	770	752	*	*	*	43%	29%	72%	54%
Male	61	752	752	734	*	*	*	44%	16%	61%	39%
Economically Disadvantaged Students	20	737	737	726	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	99	765	765	751	*	*	*	*	*	72%	54%
Students with Disabilities	21	705	705	704	*	*	*	*	*	*	12%
Students without Disabilities	98	772	772	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	119	760	760	745	*	*	16%	44%	23%	66%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\*

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	107	739	739	736	*	*	30%	33%	*	38%	38%
White	95	741	741	738	*	16%	30%	35%	*	41%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	47	751	751	744	*	*	38%	34%	*	45%	46%
Male	60	729	729	729	*	*	23%	32%	*	33%	31%
Economically Disadvantaged Students	10	724	724	729	*	*	*	0%	*	10%	32%
Non-Economically Disadvantaged Students	97	740	740	740	*	*	*	36%	*	41%	42%
Students with Disabilities	19	702	702	709	*	*	*	*	*	*	12%
Students without Disabilities	88	746	746	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	107	739	739	737	*	*	30%	33%	*	38%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

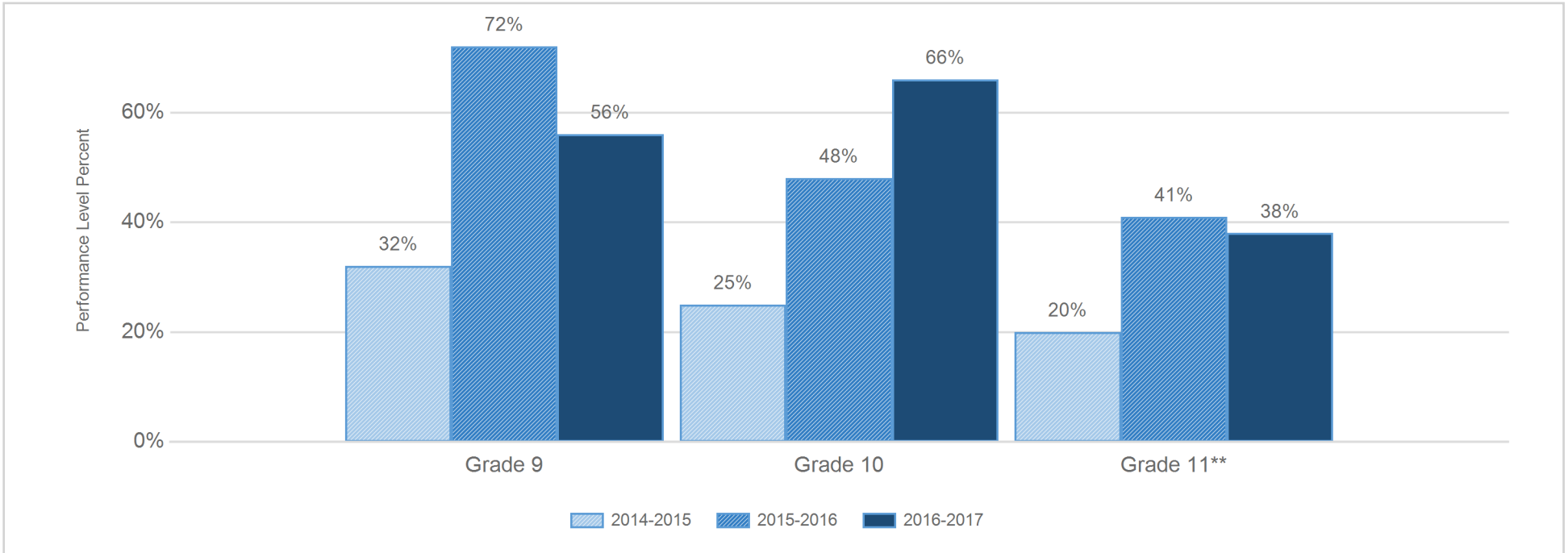


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English Language Arts/Literacy Assessment - Performance Trends

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



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS exam and their performance may not be reflected in the results.



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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	231	97.1	28.10	48.30	43.50	28.1	39.1	Not Met
White	207	96.8	30.40	50.70	52.40	30.4	40.9	Not Met
Hispanic	20	100.0	10.00	22.60	27.60	10	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	50.00	44.90	N	**	**
Female	114	95.1	28.90	48.90	44.10	28.9		
Male	117	99.2	27.40	47.70	42.90	27.4		
Economically Disadvantaged Students	41	95.6	14.60	28.50	25.10	14.6	35.1	Not Met
Non-Economically Disadvantaged Students	190	97.5	31.10	52.50	54.30	31.1		
Students with Disabilities	44	93.7	*	*	16.50	*	21.2	Not Met
Students without Disabilities	187	97.9	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
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.



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**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>	97	721	734	743	22%	31%	37%	10%	0%	10%	42%
White	88	721	735	751	21%	34%	35%	*	*	10%	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	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	44	725	736	744	*	*	*	*	*	*	43%
Male	53	718	733	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	24	719	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	73	722	*	751	*	*	*	*	*	*	52%
Students with Disabilities	30	708	708	714	*	*	*	*	*	*	10%
Students without Disabilities	67	727	741	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	97	721	734	745	22%	31%	37%	10%	0%	10%	*
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	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%





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**Mathematics Assessment - Performance by Test: Geometry**

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>	112	736	736	734	*	19%	50%	27%	*	27%	30%
White	92	738	738	740	*	16%	48%	32%	*	32%	38%
Hispanic	17	724	724	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	62	736	736	735	*	18%	48%	27%	*	27%	31%
Male	50	736	736	733	*	20%	52%	26%	*	26%	30%
Economically Disadvantaged Students	18	730	730	721	*	*	*	*	*	11%	13%
Non-Economically Disadvantaged Students	94	737	737	740	*	*	*	*	*	30%	39%
Students with Disabilities	19	718	718	711	*	*	*	*	*	*	*
Students without Disabilities	93	740	740	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	112	736	736	735	*	19%	50%	27%	*	27%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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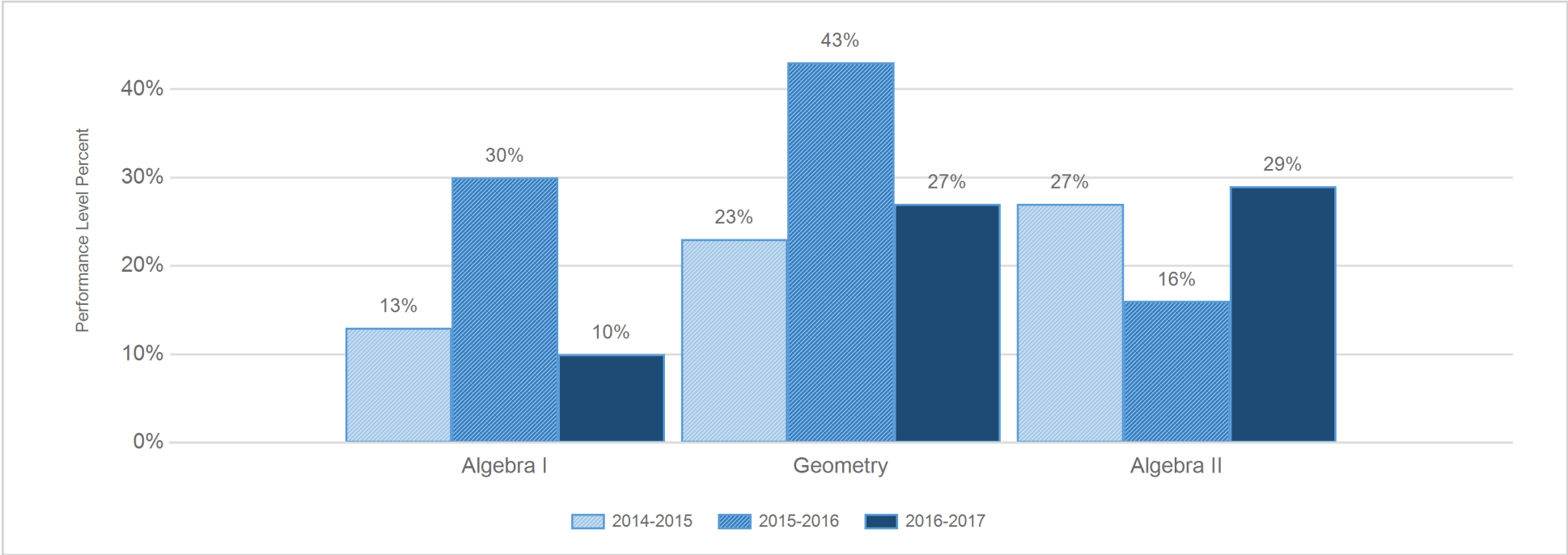
**Mathematics Assessment - Performance by Test: Algebra II**

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>	85	727	727	725	17%	33%	21%	29%	0%	29%	28%
White	81	728	728	731	16%	32%	21%	31%	0%	31%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	40	726	726	725	*	33%	*	28%	0%	28%	27%
Male	45	728	728	725	*	33%	*	31%	0%	31%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

### Mathematics Assessment – Performance Trends

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





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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
9	N	N
10	N	N
11	*	*

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	N	N	N
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

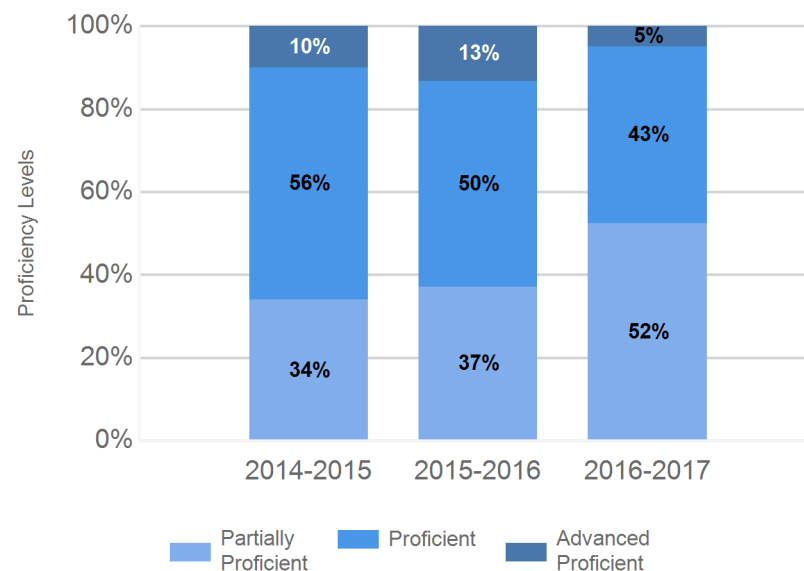
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	5%	43%	52%
White	7%	45%	48%
Hispanic	N	*	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	N	47%	53%
Students with Disabilities	N	18%	82%
English Learners	N	N	N

**Biology Assessment - Proficiency Trends**

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	99.6%	70.0%
Percentage of students taking the ACT	39.3%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	486	481	Varies By Grade	72%	67%
PSAT - Math	478	483	Varies By Grade	49%	49%
SAT - Reading and Writing	540	551	480	82%	77%
SAT - Math	537	552	530	54%	58%
ACT - Reading	22	24	22	60%	65%
ACT - English	21	24	18	64%	79%
ACT - Math	22	24	22	40%	65%
ACT - Science	22	23	23	38%	54%



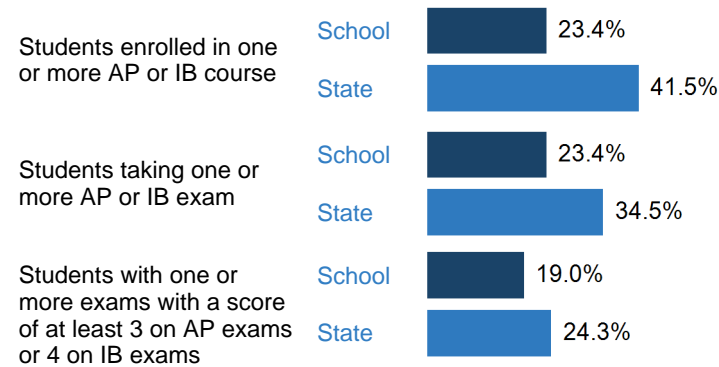
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

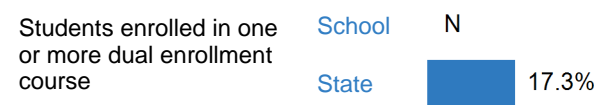
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	10
AP Calculus AB	5	5
AP Chemistry	5	5
AP English Language and Composition	23	23
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Physics 1	0	9
AP Physics B	9	0
AP Statistics	11	11
AP Studio Art—Two-Dimensional	4	4
AP U.S. Government and Politics	7	6
AP U.S. History	18	18
Total Exams Taken		93
Exams with scores of at least 3 on AP exams or 4 on IB exams		71



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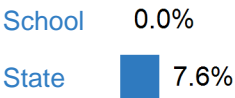
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

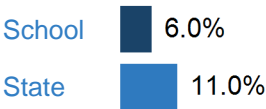
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in 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 displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

\*\*Students may earn credentials in more than one Career Cluster





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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](#). English course participation is not included because students are required to take four years of English in high school.

**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. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	79	38	1	0	0	0	35
10	19	65	38	0	1	0	2
11	3	16	55	0	1	9	38
12	0	8	29	0	11	50	16
Schoolwide	101	127	123	0	13	59	91
Enrolled in AP/IB Course					5	11	0

**Science - Course Participation**

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	116	2
10	70	41	0	1	5	10
11	9	33	0	15	24	38
12	7	10	0	18	9	59
Schoolwide	86	84	0	34	154	109
Enrolled in AP/IB Course	9	5		0	9	0



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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](#). English course participation is not included because students are required to take four years of English in high school.

### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	117	0	0	0	3	33
10	4	122	0	0	4	27
11	3	108	0	0	11	36
12	1	10	1	0	31	36
Schoolwide	125	240	1	0	49	132
Enrolled in AP/IB Course	0	18	0	0	0	7

### 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 rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	77	21	0	19	0	0	0
10	71	12	0	25	0	0	0
11	40	24	0	13	0	0	0
12	20	14	0	4	0	0	0
Schoolwide	208	71	0	61	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	54	35	0	15	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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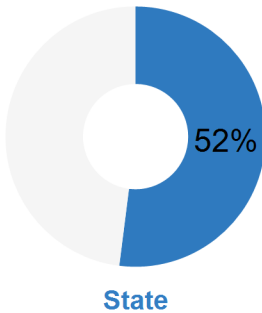
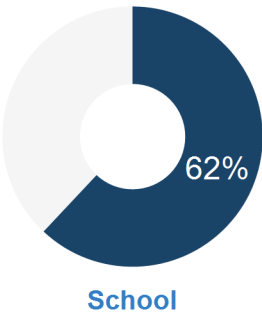
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Visual and Performing Arts – Course Participation

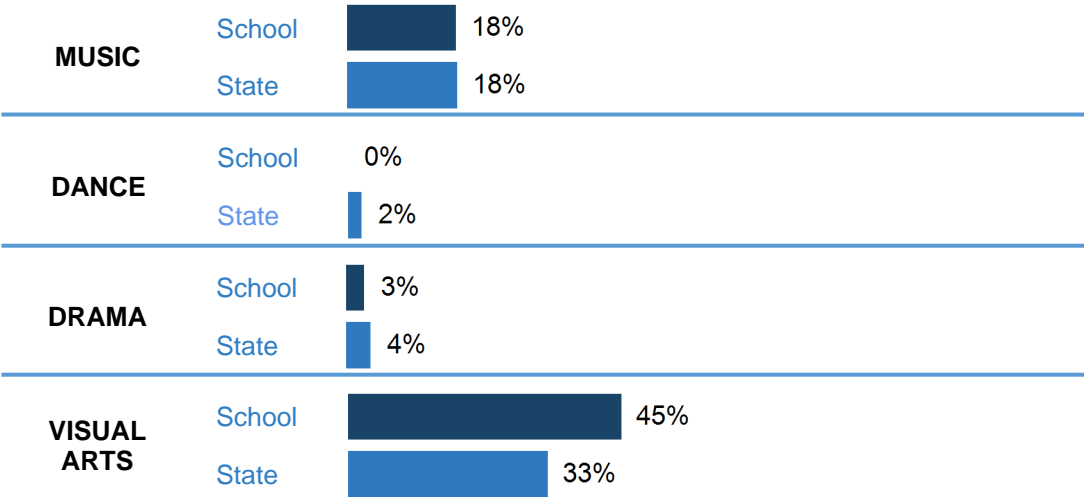
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

### Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.5%	90.5%	91.9%	91.8%	93.4%	95.0%	Not Met	92.9%	94.8%	Not Met
White	94.8%	94.5%	93.4%	95.1%	95.1%	N	Met Goal	*	95.0%	Not Met
Hispanic	100.0%	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	N	N	N
Asian, Native Hawaiian or Pacific Islander	N	96.6%	*	97.5%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	91.7%	83.9%	73.9%	85.6%	78.3%	N	N	73.3%	**	**
Students with Disabilities	72.2%	78.8%	74.1%	82.1%	86.2%	N	N	77.8%	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

### Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	95.5%	-
2016	93.4%	91.9%
2015	96.5%	92.9%

### Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.8%	1.1%
2015-2016	0.7%	1.1%
2014-2015	1%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	74.5%	50.6%	49.4%
White	76.8%	50.7%	49.3%
Hispanic	*	*	*
Black or African American	*	0%	*
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	50%	66.7%	33.3%
Students with Disabilities	40%	100%	0%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.3%	42.7%	57.3%	74.2%	25.8%	67.4%	32.6%
White	87.2%	41.5%	58.5%	74.4%	25.6%	64.6%	35.4%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	71.4%	50%	50%	70%	30%	70%	30%
Students with Disabilities	50%	60%	40%	80%	20%	100%	0%
English Learners	N	N	N	N	N	N	N



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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

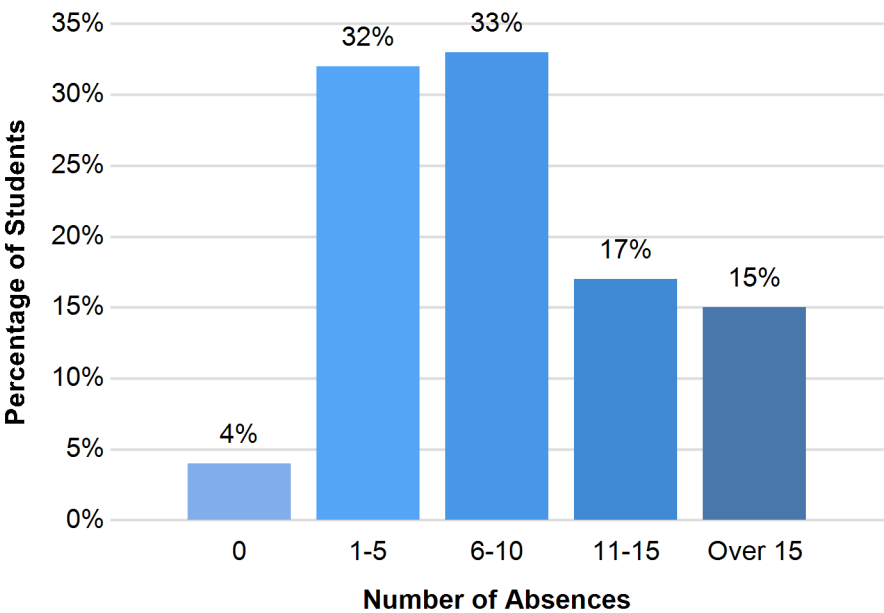
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.50	14.30	Met Target
White	10.90	14.30	Met Target
Hispanic	14.00	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	22.40	14.30	Not Met
Students with Disabilities	23.90	14.30	Not Met
English Learners	N	**	**

\*\* 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.



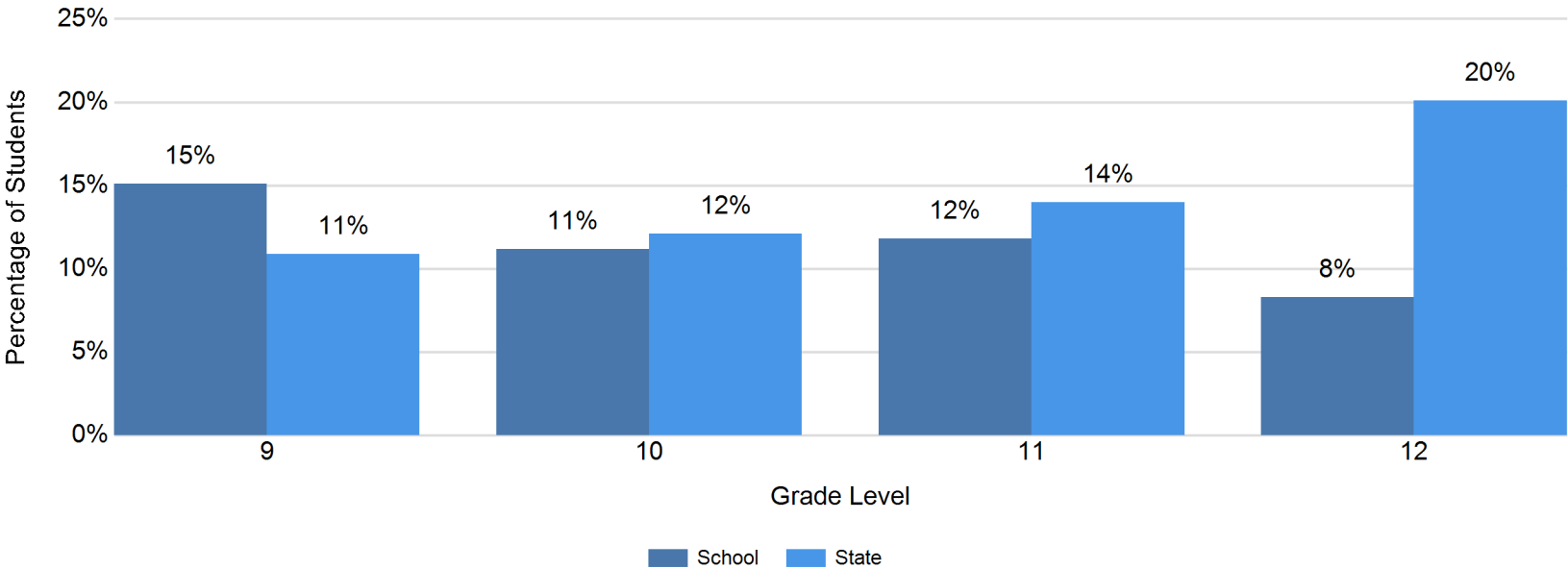


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Chronic Absenteeism by Grade

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.





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### 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	7:00AM
Typical End Time	2:00PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 28 Mins.
Shared Time - Instructional Time	2 Hrs. 27 Mins.

### 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	4
Vandalism	1
Weapons	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	3.17

### 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	1.5%
Out-of-School Suspensions	7.4%
Any Suspension	8.9%

### 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





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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	362.6 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)	\$429	\$15,076	\$15,505



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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	46	120,724
Average years experience in public schools	10.0	11.8
Average years experience in district	7.0	10.5
Teachers in district for 4 or more years	61%	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	14	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	43%	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	53:1	99:1
Librarian/Media Specialists		1379:1
Nurses		345:1
Counselors		230:1
Child Study Team		197:1



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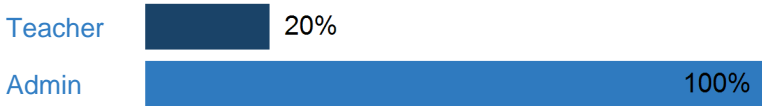
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	58%	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%



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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	73.1	17.5%
Mathematics Proficiency	42.0	17.5%
Graduation - 4-Year	43.4	25.0%
Graduation - 5-Year	28.0	25.0%
Chronic Absenteeism	44.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.7
Summative Rating: Percentile rank of Summative Score		43.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		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.



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**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	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	44.7	6.2	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
White	44.8	6.2	No	Met Target	Not Met	Met Target	Met Goal	Not Met	No
Hispanic	**	**	No	Met Target	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	N	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	N	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	44.3	6.2	No	Met Target†	Not Met	Not Met	N	**	No
Students with Disabilities	50.2	6.2	No	Met Target†	Not Met	Not Met	N	**	No
English Learners	**	**	No	**	**	**	N	**	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.



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### School General Info

<b>Principal:</b>	Mr. Mendes	<b>Email Address:</b>	<a href="mailto:mosleyg@newegypt.us">mosleyg@newegypt.us</a>
<b>Address:</b>	117 EVERGREEN ROAD NEW EGYPT, NJ 08533-1316	<b>Website:</b>	<a href="http://www.newegypt.us">www.newegypt.us</a>
<b>Phone:</b>	(609)758-6800	<b>Facebook:</b>	<a href="https://facebook.com/Plumsted-Township-School-District-133997333332428/">https://facebook.com/Plumsted-Township-School-District-133997333332428/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/NE_HSWarriors">https://twitter.com/NE_HSWarriors</a>

### 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>• New Egypt High School offers 4 Academic Academies in the areas of Engineering, Business, Education and Law/Justice</li> <li>• New Egypt High School offers over 25 clubs/activities and 18 interscholastic sports</li> <li>• All New Egypt High School students receive a MacBook Air laptop as technology is infused throughout all curriculum</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Mission: The Plumsted Township School District shall inspire all students to realize their personal potential. A rich and challenging learning environment, in partnership with the community, will develop critical thinkers, lifelong learners and productive citizens in an emerging global society. Vision: Unleashing Unlimited Opportunities...Empowering One Warrior At A Time.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>In January of 2017, New Egypt High School was ranked the #16 high school in Ocean and Monmouth County by the radio station WOBN 92.3. The New Egypt High School band won 1st place at the High Notes Festival.</p>



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## School Narrative

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### Courses, Curriculum, Instruction:

Curriculum aligned to NJSLS and NGSS. 11 AP Classes offered in house, 13 AP Classes online. 19 honors level courses offered. Dual enrollment offered at two county colleges. 4 Academic Academies. 9th grade curriculum has a Personalized Learning Platform. Online textbook in Science. Textbooks and open sources used throughout curriculum. Homework help/academic assistance offered after-school.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Swimming (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)

New Egypt High School offers over 25 clubs/activities and 18 different interscholastic sports. In 2016-2017 84% of the student body participated in either a club/activity or sport. New Egypt High School has had Varsity Sports since 2001-2002 and participates in the Burlington County Scholastic League. During those 15 years, NEHS has won 6 Overall State Championships; 18 State Sectional or District Championships and 73 Division Championships.



### Clubs and Activities:

New Egypt High School offers Band, Choir, FBLA, Yearbook Club, College Club, Newspaper Club, National Honor Society, Student Council, Model Congress, Spanish Club, French Club, Volleyball Club, Book Club, Art Club, Interact Club, Peer Leaders, Environmental Club, Flag/Rifle and Twirling, Fishing and Archery Club, Anime Club, Business Club, Teacher's Club, Engineering Club, Law and Justice Club, Video and Photography Club, Culinary Club, Musical, Surf and Ski Club, Weight Room.



### Before and After School Programs:

Before and after school academic support for all students. After school the NEHS has a weight room and open gym program that is run by staff members. This program gives the students that are not currently engaged in sports an opportunity to stay involved at school.








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>New Egypt High School is dedicated to differentiated, personalized instruction. The staff has focused on using data to design personalized instructional plans for each of their students. Teachers meet in professional learning communities every month to discuss data, curriculum, differentiation, personalization. Teachers have time 4 days a week to collaborate and plan together. The staff is also focused on using technology to enhance instruction as each student is given a MacBook Air laptop.</p>
 <b>Postsecondary Information:</b>	<p>83% of the Class of 2017 is attending postsecondary education. Our students use the Naviance College and Career Readiness curriculum/tool to make decisions about college, scholarships and career opportunities. 10th and 11th grade students are given the PSAT. Students can take an SAT prep course. Students accepted to: MIT, Cornell, Villanova, Fordham, Johns Hopkins, Boston College, Harvard, Princeton, Northeastern. Trips to college fairs. College planning and financial aid nights.</p>
 <b>Student Supports and Services:</b>	<p>Multi-level tiered system of supports. I&amp;RS action plans and 504's provides at-risk students accommodations. After-school academic assistance is available. Special ed. &amp; related services students have a multitude of placements available; ICR, Replacement, Self-contained. A 12+ program provides life skills instruction, academics and work experiences. Related services: speech/lang. therapy, occupational and physical therapy, counseling, adaptive PE. ESL/Bilingual program follows WIDA.</p>
 <b>Student Health and Wellness:</b>	<p>All students are enrolled in physical education courses, each year, as part of their schedule. Students are also enrolled in health education as part of their schedule that teaches about health and wellness. The school offers a breakfast program that is available to all students before the school day begins. Positive psychology and mindfulness are part of the program to encourage emotional health and wellness among students, parents and staff.</p>
 <b>Parent and Community Involvement:</b>	<p>Parents are able to join the PTO and Booster Club organizations. Parents have the opportunity to join one of the many district committees to improve all aspects of the school. Parent meetings to disseminate information are a constant. The high school has 40 twitter accounts to inform parents along with a Facebook page and website. We partner with community business and organizations to provide our seniors internships/shadowing opportunities. Parent Portals to view student academic progress.</p>







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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>An anonymous survey was given to parents, students, teachers and administrators about school climate and culture. The survey results were reported to the public through the Superintendent and BOE. The results were reported to the staff through a faculty meeting. The survey has been given once and will be given again. It showed a culture and climate improving, morale increasing amongst students and staff.</p>
<div>Facilities:</div>	<p>New Egypt High School is an air-conditioned building erected in 1995. There are about 50 acres of athletic fields and courts behind the school. There is a 600 seat gymnasium along with a 500 seat performance center. The building has a newly constructed, state of the art Engineering lab. The school has a student center that has multiple seating areas, charging stations and mass media. The building is powered by solar energy.</p>



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School Narrative

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Other Information:

The 1:1 MacBook program encompasses today’s college and career readiness skills while making education fun and engaging. About 500 students in grades 9-12 matriculate in an AB block schedule. NEHS offers 13 AP classes. 77% scored a 3 or better on the AP Test. 19 honors courses are offered. NEHS offers courses online or courses at County Colleges. 83% of graduates pursue a post-secondary education at colleges or universities, community colleges or vocational/technical schools. Graduates have gained acceptance to: The United States Naval Academy, The United States Air Force Academy, Cornell U, Johns Hopkins U, Villanova, George Washington, the University of Penn, Princeton, Columbia, the Massachusetts Institute of Technology. NEHS offers over 25 clubs/activities. 84% of the student body participated in a sport/club/activity. 18 varsity sports have won 6 Overall State Championships, 19 State Sectional or District Championships, and 73 Division Championships. Fine and performing arts are also highly valued at New Egypt. The drama club’s annual production is always well attended. The choir and marching band are other essential parts of the fine arts department. Summer academic programs and sports camps are offered to students. New Egypt High School holds dear many of the traditions it has had since its inception while embracing technology and innovative pedagogical practices that will produce solid citizens and lifelong learners equipped with the skills to compete and thrive in a 21st Century, global society.




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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
6	125	95	88
7	128	120	98
8	147	129	119
Ungraded	3	4	3
Total	403	348	308

### 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%	47%	43%
Male	51%	53%	58%
Economically Disadvantaged Students	23%	19%	17%
Students with Disabilities	15%	18%	19%
English Learners	1%	2%	1%
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
White	88.3%
Hispanic	7.1%
Black or African American	3.6%
Asian	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### 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	94.2%
Spanish	4.9%
Other	0.9%



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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	286	98.7	61.90	63.20	54.90	61.9	67.3	Not Met
White	255	99.3	65.10	65.40	63.90	65.1	69.2	Met Target†
Hispanic	18	95.5	27.80	40.30	39.80	27.8	N	N
Black or African American	10	100.0	30.00	44.50	35.20	30	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	120	97.7	75.00	71.30	62.20	75		
Male	166	99.4	52.50	55.70	48.10	52.5		
Economically Disadvantaged Students	49	96.3	38.80	41.00	36.20	38.8	50.7	Not Met
Non-Economically Disadvantaged Students	237	99.2	66.70	67.90	65.80	66.7		
Students with Disabilities	57	95.1	14.00	13.40	20.50	14	15.9	Met Target†
Students without Disabilities	229	99.6	73.80	74.70	61.90	73.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
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 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
<b>Schoolwide</b>	89	751	751	752	*	17%	18%	45%	*	56%	54%
White	78	753	753	758	*	14%	15%	47%	*	60%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	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	34	763	763	758	*	*	*	50%	*	71%	61%
Male	55	744	744	746	*	*	*	42%	*	47%	46%
Economically Disadvantaged Students	24	735	735	737	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	65	757	757	761	*	*	*	*	*	65%	65%
Students with Disabilities	22	713	713	722	*	*	*	*	*	*	17%
Students without Disabilities	67	764	764	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	89	751	751	753	*	17%	18%	45%	*	56%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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
<b>Schoolwide</b>	98	760	760	756	*	*	20%	33%	30%	62%	59%
White	88	764	764	764	*	*	17%	34%	33%	67%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	46	767	767	764	*	*	*	30%	39%	70%	68%
Male	52	754	754	749	*	*	*	35%	21%	56%	51%
Economically Disadvantaged Students	16	738	738	739	*	*	*	*	0%	38%	40%
Non-Economically Disadvantaged Students	82	764	764	766	*	*	*	*	35%	67%	70%
Students with Disabilities	21	717	717	719	*	*	*	*	0%	24%	19%
Students without Disabilities	77	772	772	763	*	*	*	*	38%	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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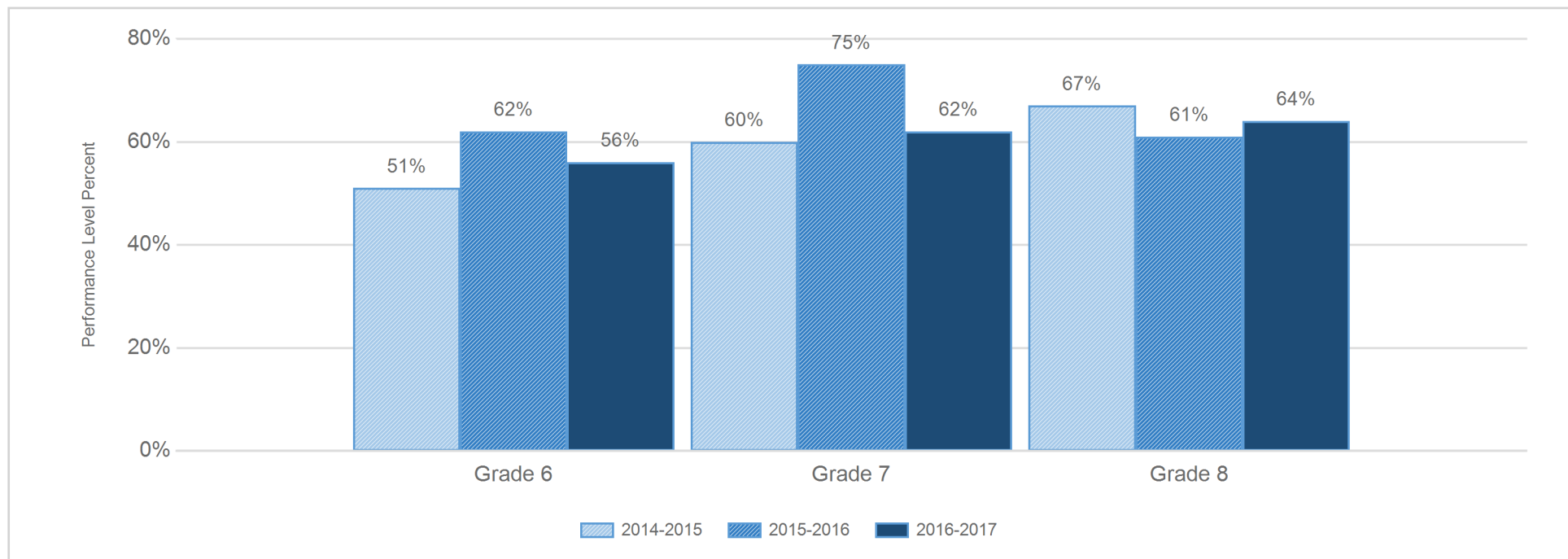
### English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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>	118	759	759	757	*	*	21%	47%	18%	64%	59%
White	105	760	760	764	*	*	22%	48%	18%	66%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	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	47	774	774	766	*	0%	*	53%	*	81%	68%
Male	71	750	750	749	*	16%	*	42%	*	54%	50%
Economically Disadvantaged Students	12	746	746	739	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	106	761	761	766	*	*	*	*	*	66%	69%
Students with Disabilities	15	710	710	718	*	*	*	*	*	*	18%
Students without Disabilities	103	766	766	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	118	759	759	759	*	*	21%	47%	18%	64%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	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	286	99.0	50.00	48.30	43.50	50	52.1	Met Target†
White	255	99.3	52.20	50.70	52.40	52.2	53.4	Met Target†
Hispanic	18	95.5	27.80	22.60	27.60	27.8	N	N
Black or African American	10	100.0	30.00	35.20	21.70	30	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	50.00	44.90	N	**	**
Female	120	98.5	53.30	48.90	44.10	53.3		
Male	166	99.4	47.60	47.70	42.90	47.6		
Economically Disadvantaged Students	49	96.3	30.60	28.50	25.10	30.6	36.2	Met Target†
Non-Economically Disadvantaged Students	237	99.6	54.00	52.50	54.30	54		
Students with Disabilities	57	96.7	*	*	16.50	*	15.9	Not Met
Students without Disabilities	229	99.6	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
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.



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### 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>	89	750	750	743	*	24%	21%	43%	*	51%	44%
White	78	752	752	751	*	22%	22%	45%	*	53%	54%
Hispanic	*	*	*	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	34	755	755	745	*	*	*	50%	*	59%	45%
Male	55	747	747	742	*	*	*	38%	*	46%	43%
Economically Disadvantaged Students	24	734	734	728	*	46%	*	*	*	33%	24%
Non-Economically Disadvantaged Students	65	756	756	752	*	15%	*	*	*	57%	56%
Students with Disabilities	22	713	713	717	*	*	*	*	*	*	13%
Students without Disabilities	67	763	763	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	89	750	750	745	*	24%	21%	43%	*	51%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	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.



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**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
<b>Schoolwide</b>	99	747	747	741	10%	10%	33%	34%	12%	47%	40%
White	88	751	751	748	*	*	32%	39%	14%	52%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	47	744	744	743	*	*	32%	32%	*	45%	41%
Male	52	750	750	740	*	*	35%	37%	*	48%	38%
Economically Disadvantaged Students	16	734	734	729	*	*	*	*	0%	25%	22%
Non-Economically Disadvantaged Students	83	750	750	749	*	*	*	*	15%	51%	50%
Students with Disabilities	22	713	713	716	*	*	*	*	0%	14%	11%
Students without Disabilities	77	757	757	746	*	*	*	*	16%	56%	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.



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### 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>	71	733	733	728	*	21%	27%	34%	*	35%	28%
White	61	732	732	736	18%	18%	31%	33%	0%	33%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	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	29	737	737	730	*	*	*	38%	*	38%	30%
Male	42	731	731	725	*	*	*	31%	*	33%	26%
Economically Disadvantaged Students	10	728	728	719	*	*	*	*	*	30%	19%
Non-Economically Disadvantaged Students	61	734	734	734	*	*	*	*	*	36%	34%
Students with Disabilities	15	710	710	705	*	*	*	*	*	13%	*
Students without Disabilities	56	740	740	734	*	*	*	*	*	41%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	71	733	733	729	*	21%	27%	34%	*	35%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	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.



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

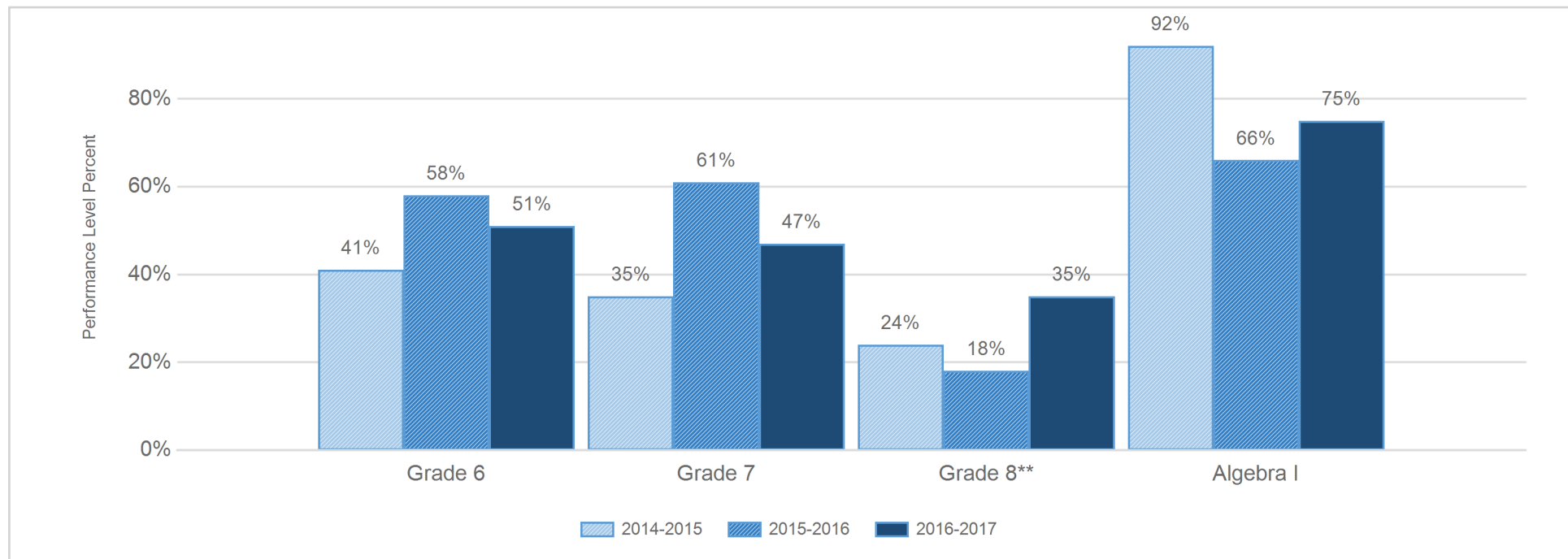
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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
Schoolwide	47	762	734	743	0%	*	*	70%	*	75%	42%
White	44	761	735	751	0%	*	*	73%	*	75%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	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	18	764	736	744	0%	*	*	72%	*	78%	43%
Male	29	760	733	741	0%	*	*	69%	*	72%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	47	762	741	747	0%	*	*	70%	*	75%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	47	762	734	745	0%	*	*	70%	*	75%	*
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.





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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
6	N	N
7	*	*
8	*	*

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	N	N	N
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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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.

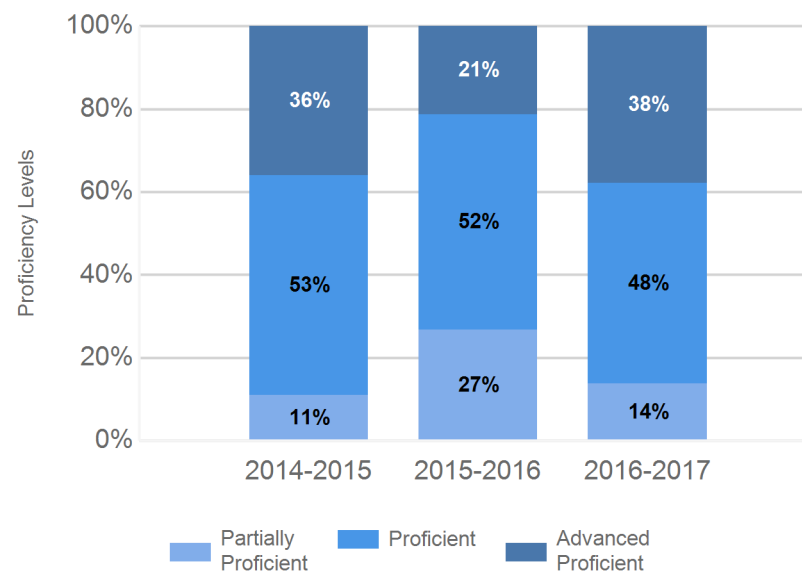
### NJASK Science Assessment Performance: Grade 8

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	38%	48%	14%
White	*	47%	*
Hispanic	N	*	*
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	13%	67%	20%
Students with Disabilities	N	50%	50%
English Learners	N	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.





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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	42	47	50	Met Target	49	55	50	Met Target
White	40	45	50	Met Target	48	57	52	Met Target
Hispanic	48.5	50	49	**	55	51	47	**
Black or African American	*	*	45	**	*	*	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	N	N	N	N	N	N	N	N
Economically Disadvantaged	33	39.5	47	Not Met	51	53	46	Met Target
Students with Disabilities	37	38	41	Not Met	36	42	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



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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:

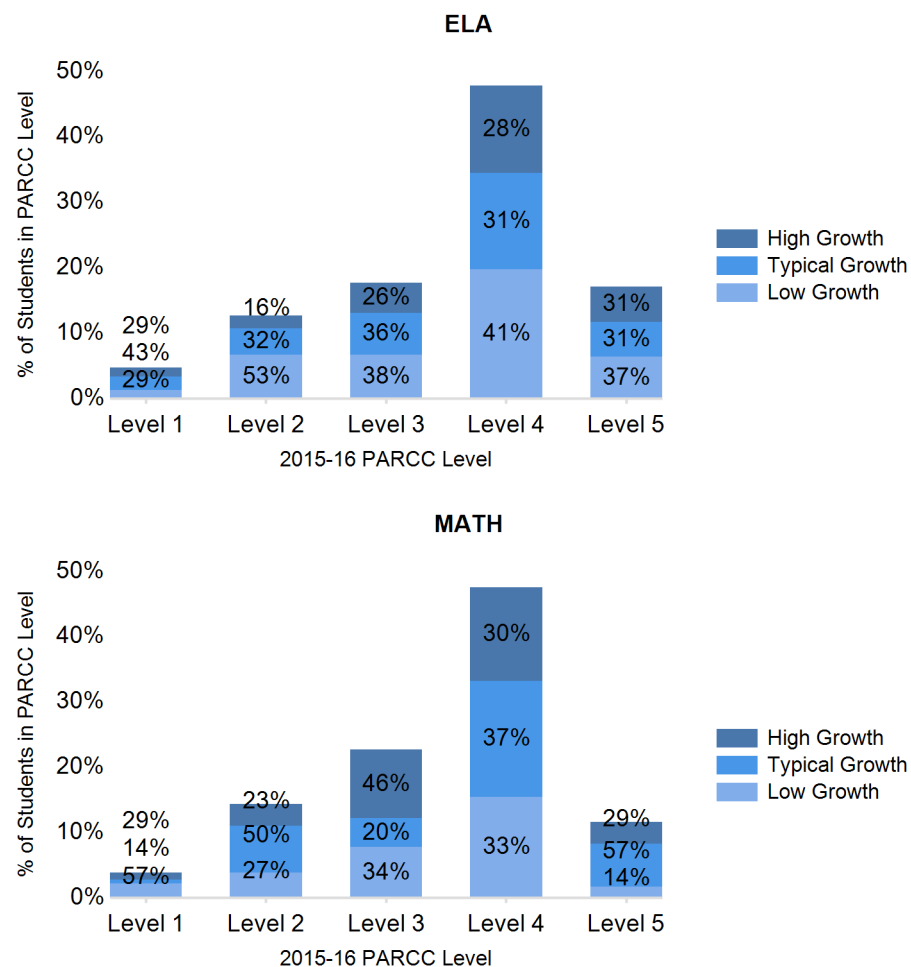
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

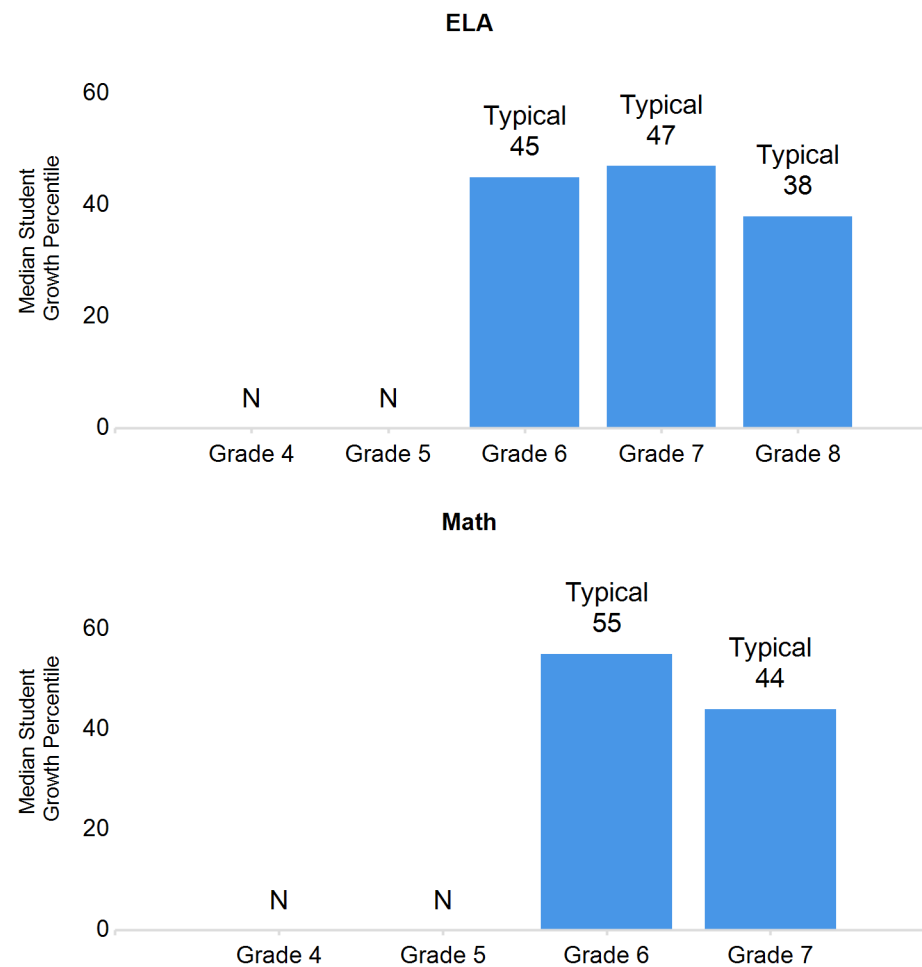
### Student Growth by Performance Level

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.





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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	89
7	0	0	100
8	47	0	72
Schoolwide	47	0	261

### 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	67	12	0	0	0	0	0
7	80	14	0	0	0	0	0
8	88	21	0	0	0	0	0
Schoolwide	235	47	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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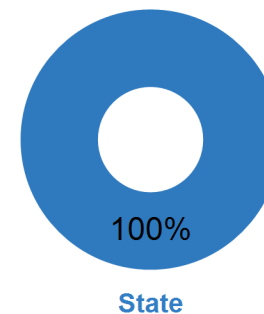
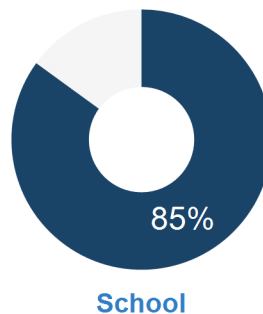
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### Visual and Performing Arts – Course Participation

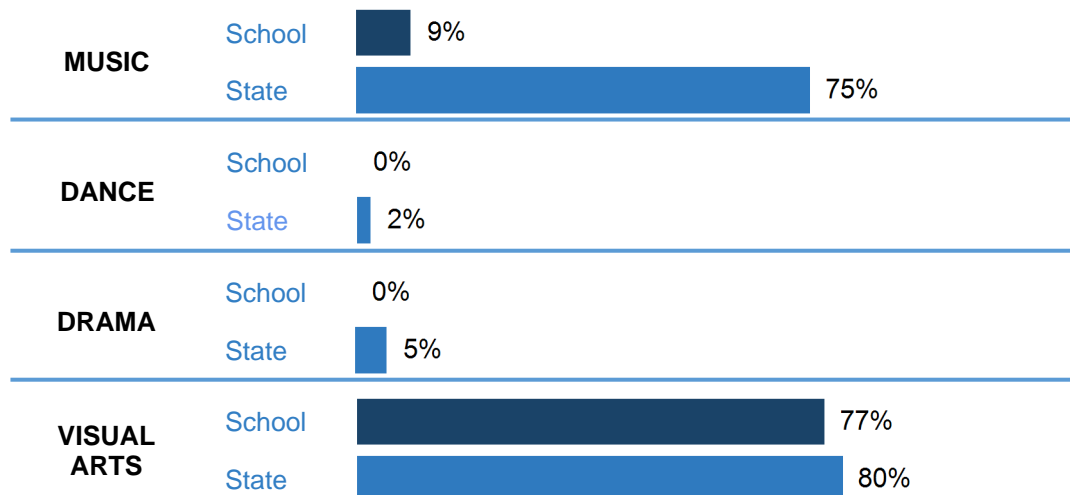
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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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

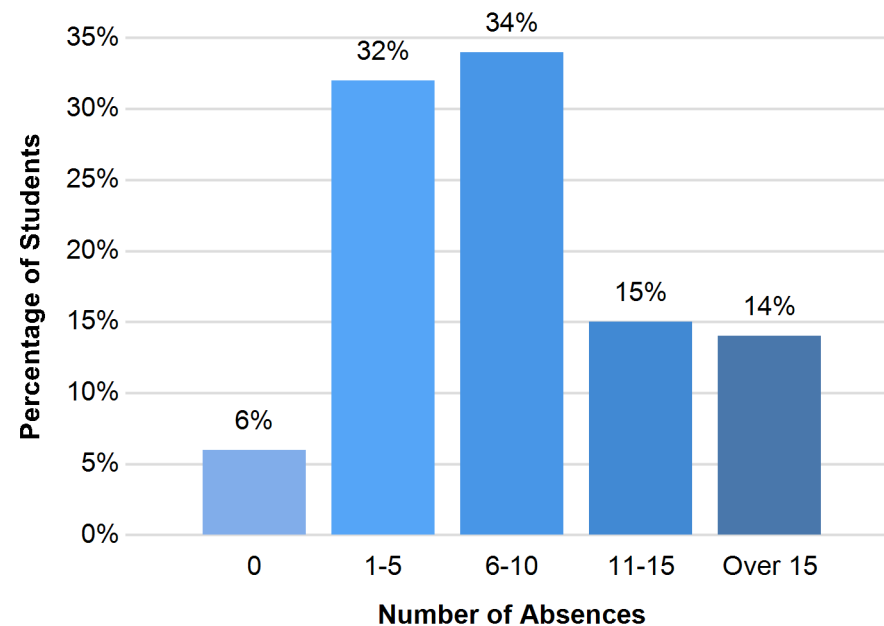
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.00	8.70	Not Met
White	11.00	8.70	Not Met
Hispanic	0	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.60	8.70	Not Met
Students with Disabilities	14.80	8.70	Not Met
English Learners	N	**	**

\*\* 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.



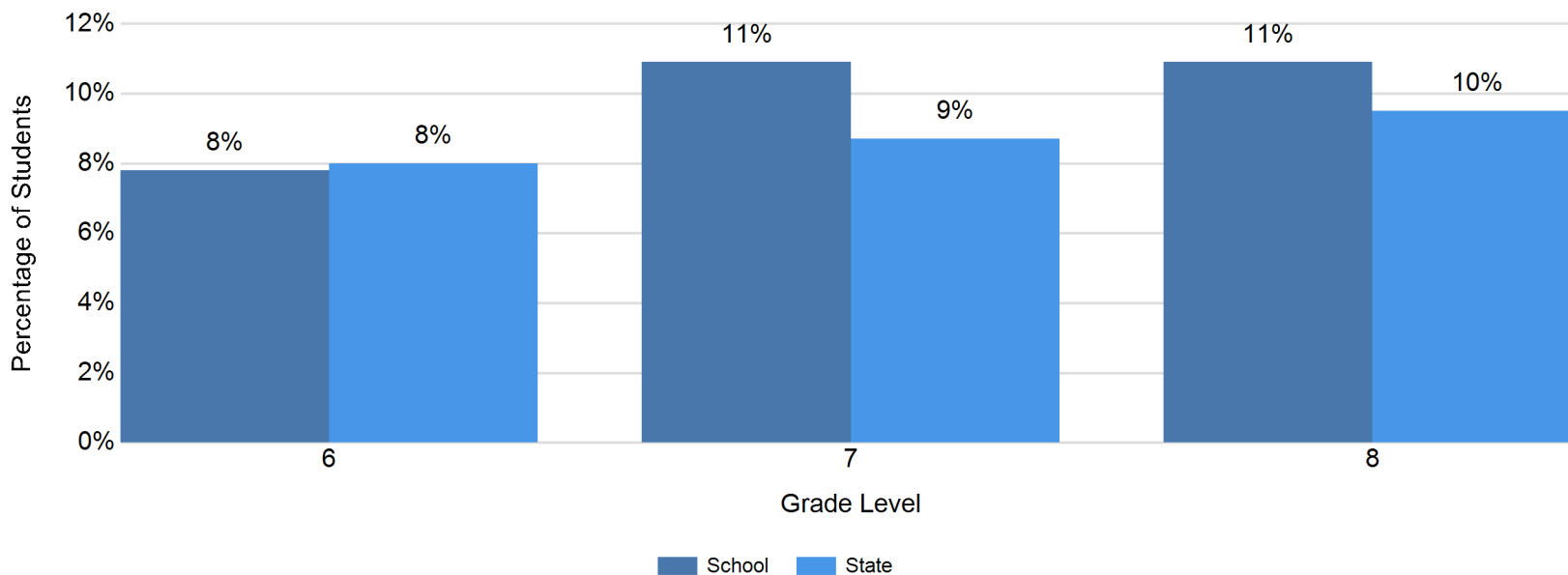


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### Chronic Absenteeism by Grade

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.







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### 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	7:55AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 13 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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	3.25

### 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	6.8%
Out-of-School Suspensions	6.5%
Any Suspension	11.4%

### 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



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### 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	1.0:1	362.6 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)	\$429	\$15,076	\$15,505



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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	40	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	78%	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	14	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	43%	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	8:1	10:1
Administrators	34:1	99:1
Librarian/Media Specialists		1379:1
Nurses		345:1
Counselors		230:1
Child Study Team		197:1



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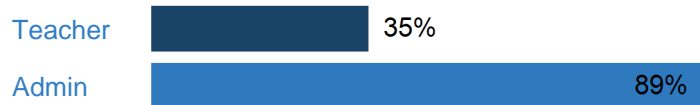
### Teachers and Administrators - Level of Education

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.

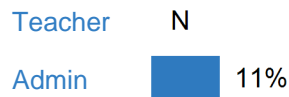
#### Bachelor's Degree



#### 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	86%	89%
2015-16 Administrators: Same district 2016-17	58%	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	96%



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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	44.5	17.5%
Mathematics Proficiency	43.9	17.5%
English Language Arts Growth	15.6	25.0%
Mathematics Growth	43.6	25.0%
Chronic Absenteeism	27.8	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		34.4
<b>Summative Rating:</b> Percentile rank of Summative Score		25.5
<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.



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## 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	34.4	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
White	30.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	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	40.6	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	31.3	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	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.



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### School General Info

<b>Principal:</b>	Mr. DeMarco	<b>Email Address:</b>	<a href="mailto:demarcor@newegypt.us">demarcor@newegypt.us</a>
<b>Address:</b>	115 EVERGREEN ROAD NEW EGYPT, NJ 08533-1316	<b>Website:</b>	<a href="https://www.newegypt.us">https://www.newegypt.us</a>
<b>Phone:</b>	(609)758-6800	<b>Facebook:</b>	<a href="https://facebook.com/Plumsted-Township-School-District-133997333332428/">https://facebook.com/Plumsted-Township-School-District-133997333332428/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/NE_MSWarriors">https://twitter.com/NE_MSWarriors</a>

### 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>• Our one to one technology initiative has placed a Chromebook in the hands of each student.</li> <li>• Our STEAM program allows students to take engineering, coding, media, art, and programming courses in related arts.</li> <li>• Extracurriculars such as band, chorus, drama, sports, student council and other activities are a point of pride.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Mission: The Plumsted Township School District shall inspire all students to realize their personal potential. A rich and challenging learning environment, in partnership with the community, will develop critical thinkers, lifelong learners and productive citizens in an emerging global society. Vision: Unleashing Unlimited Opportunities...Empowering One Warrior At A Time.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Annual teacher of the year recognition program. Lexus Eco Challenge, Marsville Planetary Challenge, the annual Academic Bowl and other events are recognized as successful programs that allow students to show their talents and abilities in various ways. Students of the Month are recognized monthly. 'World of Difference' students are recognized weekly.</p>







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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>Courses, Curriculum, Instruction:</b>	<p>Introduction to Programming, Digital Media and Gateway to Engineering are part of New Egypt Middle School's new STEAM courses. These courses provide opportunities for all students to be creative and explore content while authentically integrating math and science, as they test out methods to bring their ideas to reality. English Language Arts courses are focusing on student choice in reading and Writer's Workshop to engage students in literacy in a way that is personalized and meaningful.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Field Hockey (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls)</p> <p>Feature multiple sports for all grade levels and ability levels. Fully staffed with two coaches to provide proper instruction and safety. Full time sports athletic trainer assists with the student-athletes. Coaches utilize social media for communication to parents and community related to sports programs.</p>
 <b>Clubs and Activities:</b>	<p>Marsville Planetary Challenge, Lexus Eco Challenge, Band, Chorus, annual 8th grade camping trip, 8th grade picnic, 8th grade promotion, Academic Bowl, student council, school dances monthly, host the music High Note Festival, drama productions, Heroes and Cool Kids, Peer Leadership, 5th Grade Orientation, Walk a thon, Fundraising events, Disability Awareness training day.</p>
 <b>Before and After School Programs:</b>	<p>Afterschool Academic Assistance program offers students in need a highly qualified teacher in language arts and math 3 days a week for 1 hour for the full year. Academic Achievers program begins in January and gives students help in basic skills. Breakfast is served daily to students. All programs serve all grade levels, grades 6 to 8.</p>










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**2016-2017**  
**Grade Span 06-08**

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### 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>Staff and Professional Learning:</b>	<p>Staff engage in Professional Learning Communities, weekly team meetings, monthly faculty meetings, outside professional learning on varied topics including writing, language arts, math, research based pedagogy and best practice, vertical and horizontal articulation, and an open professional environment that allows teachers to turnkey professional concepts to their colleagues.</p>
 <b>Postsecondary Information:</b>	<p>Guidance counselors work with Naviance software to gauge students on interest inventories and goal setting for HS and college. Counselors work with District Transition Liaison to set postsecondary goals. Transition Liaison and counselors give students lessons on goal setting. Programs are offered to fall in line with colleges and careers and aligned to HS. PARCC assessments administered and analyzed for college and career readiness.</p>
 <b>Student Supports and Services:</b>	<p>Tiered system of supports for students. Active I&amp;RS team that utilizes uses data. Basic Skills Program. After-school assistance programs. Full-day ICR to Replacement or Self-contained classes. Related services such as speech/language therapy, OT, PT, counseling, and adaptive PE. ESL/Bilingual education follow WIDA standards. At least one period of ESL instruction per day. Teachers trained in Sheltered English Instruction.</p>
 <b>Student Health and Wellness:</b>	<p>Full time school nurse runs the overall health and wellness program. School nurse promotes overall good health in nursing program. Breakfast program offered. Outsourced food services adheres to federal guidelines in daily lunch service. Outside lunch/recess is offered daily to students. PE classes engage students in physical activity regularly. Friday clubs give students added activity opportunities.</p>
 <b>Parent and Community Involvement:</b>	<p>Active parent/teacher organization. Active special education advocacy network called SPARK. Genesis parent portal utilized for grades, schedules, and attendance. Multiple community events that invite parents and family members into the school, including Breakfast of Champions and American Education Week. Multiple social media accounts dedicated to communication with families. Active school and district websites utilizing e-alerts.</p>



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### School Narrative

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#### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

Stakeholders were polled last year at the beginning of the year on various aspects of school life, including school climate, programs, student satisfaction, employee topics, and many other topics. Survey was disseminated through our website and through correspondence home. Results were tallied and shared throughout the district and throughout community groups to analyze and make adjustments. A district strategic planning team evolved following the results.



#### Facilities:

New Egypt Middle School opened in 1998. It features a cutting edge engineering lab, 3 science labs, open hallways with ornate furniture for student use, air conditioning and heating in every room, a library equipped with technology and a computerized library database, a TV studio to air morning news, a gymnasium, music/chorus room, and a cafeteria with kitchen to serve students lunch and breakfast. Outside courtyard allows students to enjoy outside lunch in a safe environment.



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School Narrative

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Other Information:

New Egypt Middle School adheres to the middle school model, which creates an atmosphere of a “Community of Learners.” Students in grades six through eight meet with a team of teachers and work in the areas of English Language Arts, Mathematics, Science and Social Studies. In addition, students at the middle school are enrolled in related arts courses including; Physical and Health Education, Art, World Language, Band, Media and Technology. A newly implemented STEAM program exposing all students to learning opportunities that will strengthen critical thinking and problem solving skills essential for the fast growing and highly demanding careers of the future. These courses include; Computer Programming, Digital Media and Gateway to Engineering. Our programs and our school culture reflect our dedication to the “middle school philosophy” by maintaining high academic standards while insuring that the social and emotional needs of students are met. We are committed to cultivating 21st Century Skills in our students by infusing technology into all content areas. Through the use of our one-to-one student Chromebook initiative, interactive whiteboards, iPads, laptops and a fully-equipped STEAM lab, instructional pedagogy has been enhanced and student learning opportunities have been expanded. Peer leadership, anti-bullying programs, individual, and group counseling are all offered as a part of New Egypt Middle School’s array of support services. These programs, among others, provide students and their families with proactive opportunities to function successfully in school, at home and in the community. New Egypt Middle School has a proven record of successfully meeting high standards through diverse programs and services. Through a coherent staff development initiative our staff will continue to be trained in various strategies and instructional techniques in an effort to address the needs of all students.



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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	41	46	69
KG	71	83	67
1	89	76	85
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	10	9	15
Total	211	214	236

### 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	42	33	39
PK - Full Day	2	13	30
KG - Half Day	66	0	0
KG - Full Day	1	83	67

### 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	48%	51%	53%
Male	52%	50%	48%
Economically Disadvantaged Students	16%	15%	15%
Students with Disabilities	9%	13%	18%
English Learners	2%	4%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			2%
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
White	90.7%
Hispanic	6.4%
Black or African American	1.7%
Asian	0.8%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### 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	94.1%
Spanish	4.2%
Other	1.6%



# New Egypt Primary School 2016-2017

## Grade Span PK-01

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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

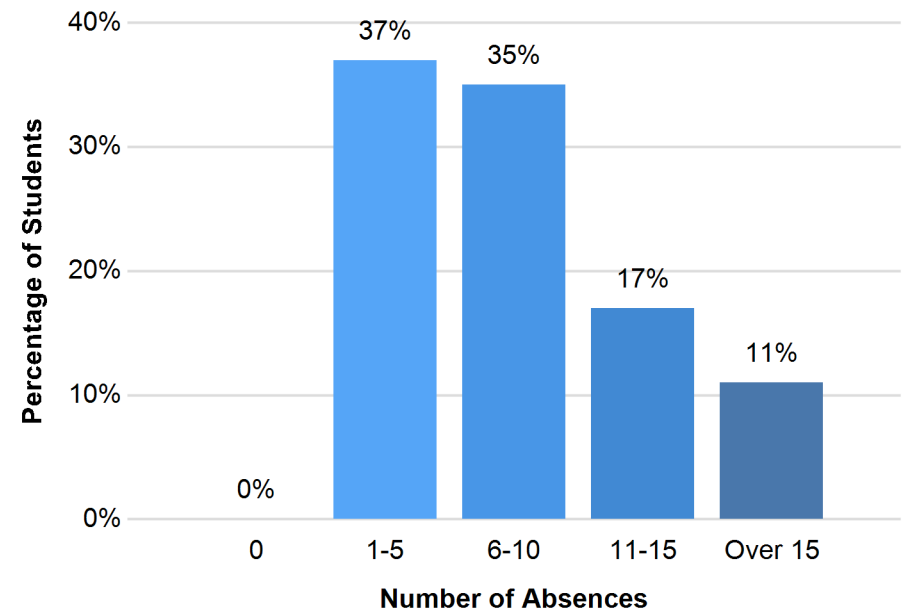
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	10.80	Met Target
White	9.50	10.80	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.80	10.80	Not Met
Students with Disabilities	N	**	**
English Learners	N	**	**

\*\* 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.





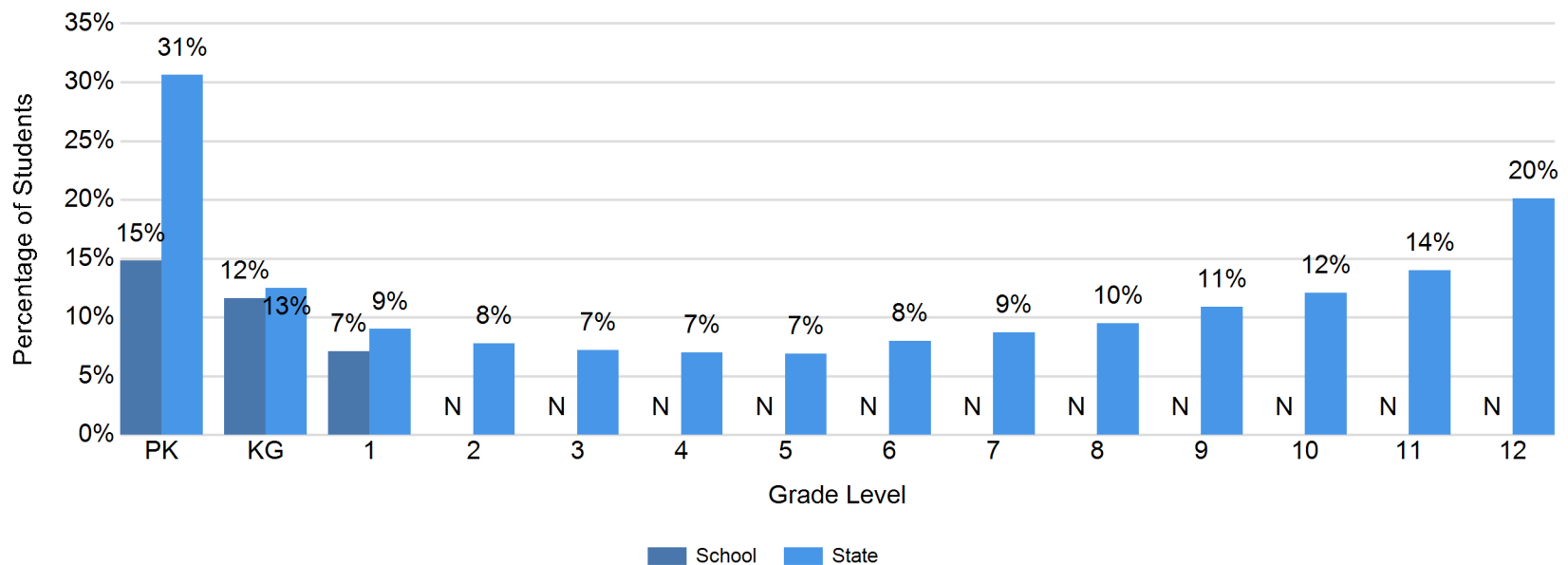
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### Chronic Absenteeism by Grade

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.







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### 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	8:35AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 40 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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.42

### 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	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

### 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



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### 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)	\$429	\$15,076	\$15,505



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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	27	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	82%	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	14	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	43%	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	9:1	10:1
Administrators	39:1	99:1
Librarian/Media Specialists		1379:1
Nurses		345:1
Counselors		230:1
Child Study Team		197:1

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

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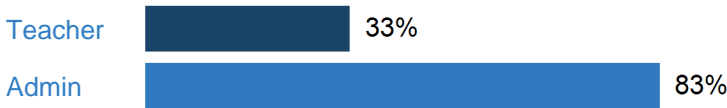
### Teachers and Administrators - Level of Education

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.

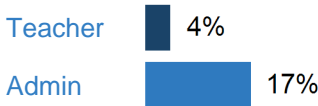
#### Bachelor's Degree



#### 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	86%	89%
2015-16 Administrators: Same district 2016-17	58%	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	96%



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### School General Info

<b>Principal:</b>	Mrs. Caldes	<b>Email Address:</b>	<a href="mailto:caldesa@newegypt.us">caldesa@newegypt.us</a>
<b>Address:</b>	131 EVERGREEN ROAD NEW EGYPT, NJ 08533	<b>Website:</b>	<a href="http://www.newegypt.us">www.newegypt.us</a>
<b>Phone:</b>	(609)758-6800	<b>Facebook:</b>	<a href="https://facebook.com/Plumsted-Township-School-District-133997333332428/">https://facebook.com/Plumsted-Township-School-District-133997333332428/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@newegyptprimary">https://twitter.com/@newegyptprimary</a>

### 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>• New Egypt Primary School utilizes NJ DOE approved Creative Curriculum</li> <li>• Foundations is used to support understanding of letter sounds and formation.</li> <li>• Exploratory, play-based, multidisciplinary STEAM activities are introduced to our preschoolers daily.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Mission Statement: The Plumsted Township School District shall inspire all students to realize their personal potential. A rich and challenging learning environment, in partnership with the community, will develop critical thinkers, lifelong learners and productive citizens in an emerging global society. Vision Statement: Unleashing Unlimited Opportunities...Empowering One Warrior At A Time.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>New Egypt Primary School's art teacher was awarded The Holocaust Educator of the Year Award from the Holocaust Commission in May of 2017 and was awarded The NJ Art Educator Award the same year from the Young Audiences of NJ/Easter PA.</p>



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#### Courses, Curriculum, Instruction:

New Egypt Primary School uses the State approved Creative Curriculum and is planning to upgrade to the GOLD version this year. It is a comprehensive, research based curriculum that supports teachers in making creative, thoughtful and data-based decisions to ensure the education of the whole child. Our pre-k & K Applied Behavior Analysis (ABA) program offers specialized learning to students with specialized needs.



#### Before and After School Programs:

New Egypt Extended Day (NEED) Program is New Egypt Primary School's before and after school care program available to preschoolers from 3 - 5 years old.







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 <p><b>Staff and Professional Learning:</b></p>	<p>The staff at New Egypt Primary School will learn to administer and analyze the DIAL 4 (Developmental Indicators for the Assessment of Learning) pre-k screening tool to gain insight into each student in terms of the following areas: Motor area, Language, Concepts, Self-help Development and Social Development. Additionally, teacher will be introduced to the updated Creative Curriculum and its data collection tool.</p>
 <p><b>Student Supports and Services:</b></p>	<p>New Egypt Primary School utilizes a multi-level tiered system of supports for our students. Students found to be eligible for special education and/or related services have a multitude of placements available, ranging from full-day In-Class Resource to Replacement or Self-contained classes. Special education students may also receive related services such as speech/language therapy, occupational and/or physical therapy, counseling and adaptive PE, as determined by the IEP team.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students of New Egypt Primary School are engaged in various play activities that encourage gross and fine motor development throughout the school day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>New Egypt Primary School has a very supportive Parent Teacher Organization (PTO). Events sponsored by the PTO include; Pumpkin picking patch, holiday shop, various age appropriate assemblies, book fair, roller skating night for families and McDonald's Family Night. Other parent/community events offered include our Firefighter Luncheon/Visit during fire prevention week and Read Across America Day. Parent Portal excess is available to all preschool parents through Genesis.</p>



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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

School Climate Survey was administered during the 2016-2017 school year. Results were reviewed and analyzed while developing the district's Strategic Plan implemented this year.



### Facilities:

New Egypt Primary School was open in 2004. The building consists of 20 instructional classrooms, 12 of which are equipped with student bathrooms. In addition, it has two professional main offices with a conference room, faculty room, nurse's office, art room, library, computer lab, cafeteria and an all purpose room/gymnasium with a stage. Special features include age/size appropriate bathrooms located in the center hallway. The entire building is air-conditioned.





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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:

New Egypt Primary School has been uniquely designed to meet the needs of a diverse set of young preschool learners ranging from 3-5 years old. Our full day preschool program houses classrooms composed of communities of learners with a range of abilities and gifts. Learning and instruction is individualized as children progress and grow. Teachers utilize NJ Department of Education approved Creative Curriculum, enabling preschoolers to develop confidence, creativity and lifelong critical thinking skills. All academic programs are based on the NJ Student Learning Standards. Literacy, mathematics, science and social studies are integrated with character education and civic awareness in the students' daily schedules. The use of educational technology and teaching our students 21 century skills are critical components of our school day. Our full day students are engaged in STEAM (Science, Technology, Engineering, Art and Mathematics) activities that are interactive, fun and age appropriate. New Egypt Primary School offers an Integrated Preschool Program that services children with special needs with typically developing children, together in one classroom. In our inclusive classrooms, children who have a wide range of abilities thrive through a program that supports their participation in a collection of early childhood settings and experiences, with appropriate modifications and accommodations. New Egypt Primary School's Self-Contained Preschool Program serves children who require highly structured classroom settings with a low student/staff ratio and is based on individual needs determined by the CST. Our ABA (Applied Behavioral Analysis) Program services children with individual needs. New Egypt Primary School recognizes and celebrates the uniqueness of each student while understanding the