



Branchburg Central Middle School
2016-2017
Grade Span 06-08

35-0510-020
 SOMERSET
 BRANCHBURG TWP
 220 BAIRD ROAD
 BRANCHBURG, NJ 08876-3784

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



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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	181	172	170
7	175	174	173
8	209	173	174
Ungraded	1	1	3
Total	566	520	520

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%	44%
Male	51%	52%	56%
Economically Disadvantaged Students	5%	4%	6%
Students with Disabilities	18%	18%	18%
English Learners	1%	0%	0%
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	80.2%
Asian	7.7%
Hispanic	7.1%
Black or African American	2.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.5%

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	97.9%
Spanish	1.0%
Other	1.2%



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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	468	92.8	68.60	66.50	54.90	66.9	62	Met Target
White	375	91.7	68.60	66.50	63.90	66.1	60.4	Met Target
Hispanic	30	97.3	63.40	57.70	39.80	63.4	50.6	Met Target
Black or African American	11	100.0	54.60	*	35.20	54.6	**	**
Asian, Native Hawaiian, or Pacific Islander	41	100.0	82.90	80.70	80.70	82.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	11	84.6	45.50	*	54.90	40.3	**	**
Female	209	94.3	77.10	72.80	62.20	76.4		
Male	259	91.6	61.80	60.80	48.10	59.5		
Economically Disadvantaged Students	25	93.7	48.00	38.80	36.20	*	N	N
Non-Economically Disadvantaged Students	443	92.7	69.70	68.10	65.80	*		
Students with Disabilities	80	90.7	26.30	23.20	20.50	25.1	17.8	Met Target
Students without Disabilities	388	93.2	77.30	74.20	61.90	75.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	765	765	752	*	*	22%	49%	20%	70%	54%
White	121	765	765	758	*	*	24%	52%	18%	70%	63%
Hispanic	13	754	754	740	*	*	*	*	*	77%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	787	787	776	0%	0%	*	*	*	87%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	11	758	758	753	0%	*	*	*	*	46%	56%
Female	71	772	772	758	*	*	21%	45%	30%	75%	61%
Male	91	760	760	746	*	*	23%	53%	13%	66%	46%
Economically Disadvantaged Students	11	744	744	737	*	*	*	*	*	55%	34%
Non-Economically Disadvantaged Students	151	767	767	761	*	*	*	*	*	71%	65%
Students with Disabilities	27	736	736	722	*	*	*	*	0%	33%	17%
Students without Disabilities	135	771	771	758	*	*	*	*	24%	77%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	162	765	765	753	*	*	22%	49%	20%	70%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	766	766	756	*	*	22%	35%	32%	67%	59%
White	125	766	766	764	*	*	22%	34%	34%	67%	69%
Hispanic	11	746	746	742	*	*	*	*	*	36%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	15	782	782	784	0%	*	*	*	*	87%	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	75	770	770	764	*	*	20%	39%	35%	73%	68%
Male	82	762	762	749	*	*	24%	32%	29%	61%	51%
Economically Disadvantaged Students	10	744	744	739	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	147	768	768	766	*	*	*	*	*	68%	70%
Students with Disabilities	27	731	731	719	*	*	37%	*	*	19%	19%
Students without Disabilities	130	773	773	763	*	*	19%	*	*	77%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	157	766	766	758	*	*	22%	35%	32%	67%	*
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	*	*	*	756	*	*	*	*	*	*	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
Schoolwide	165	767	767	757	*	*	22%	49%	19%	68%	59%
White	138	767	767	764	*	*	23%	50%	18%	68%	68%
Hispanic	12	756	756	742	*	*	*	*	*	58%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	781	781	786	0%	0%	*	*	*	82%	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	69	776	776	766	*	*	*	51%	*	81%	68%
Male	96	760	760	749	*	*	*	48%	*	58%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	31	737	737	718	*	*	48%	*	*	23%	18%
Students without Disabilities	134	773	773	764	*	*	16%	*	*	78%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	165	767	767	759	*	*	22%	49%	19%	68%	*
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%

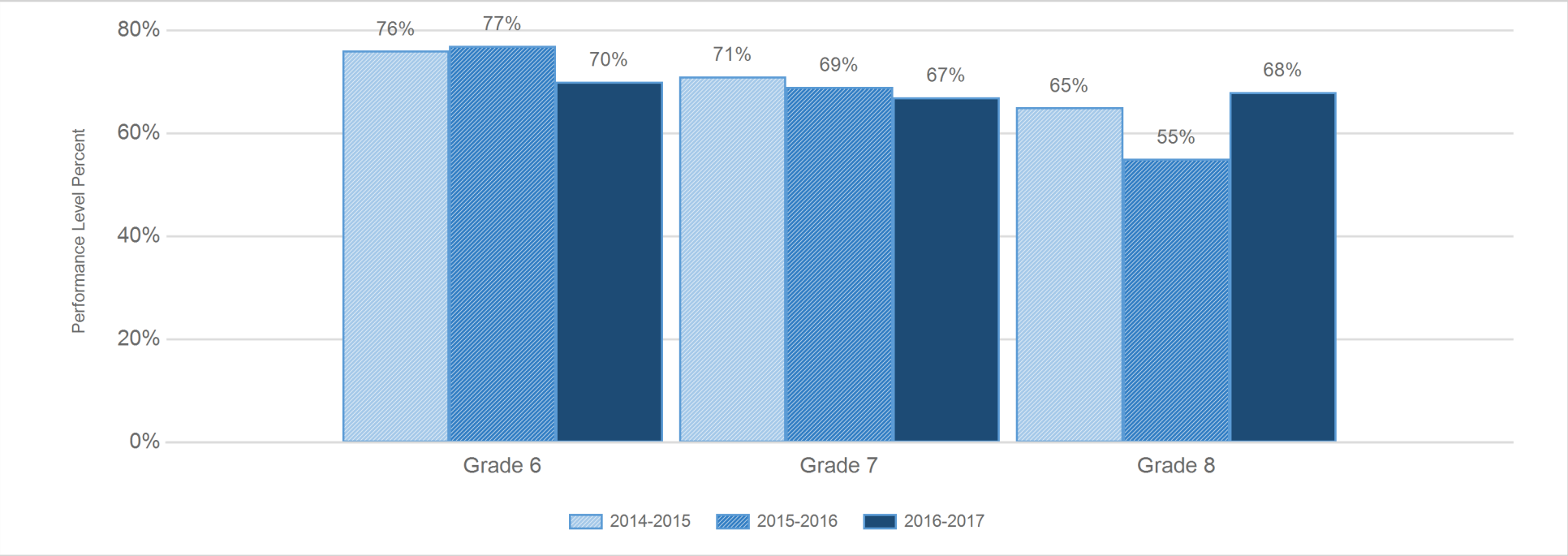


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English Language Arts/Literacy Assessment - Performance Trends

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





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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	469	93.0	63.90	65.30	43.50	62.5	55	Met Target
White	376	91.9	64.60	65.50	52.40	62.5	53.9	Met Target
Hispanic	30	97.3	46.70	47.50	27.60	46.7	40.7	Met Target
Black or African American	11	100.0	18.20	*	21.70	18.2	**	**
Asian, Native Hawaiian, or Pacific Islander	41	100.0	83.00	84.30	75.60	83	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	11	84.6	63.70	*	44.90	56.5	**	**
Female	209	94.3	60.80	63.80	44.10	60.2		
Male	260	91.9	66.50	66.70	42.90	64.4		
Economically Disadvantaged Students	25	93.7	36.00	30.60	25.10	*	N	N
Non-Economically Disadvantaged Students	444	92.9	65.60	67.20	54.30	*		
Students with Disabilities	81	91.8	27.20	27.40	16.50	26.3	15.5	Met Target
Students without Disabilities	388	93.2	71.60	72.10	48.80	70.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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.

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Schoolwide	161	760	760	743	*	*	24%	50%	17%	67%	44%
White	121	760	760	751	*	*	23%	50%	17%	67%	54%
Hispanic	13	749	749	731	0%	*	*	*	0%	62%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	14	771	771	771	0%	*	*	*	*	79%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	11	765	765	745	0%	*	*	*	*	64%	46%
Female	71	759	759	745	*	*	31%	48%	14%	62%	45%
Male	90	760	760	742	*	*	18%	51%	19%	70%	43%
Economically Disadvantaged Students	11	738	738	728	*	*	*	*	*	46%	24%
Non-Economically Disadvantaged Students	150	762	762	752	*	*	*	*	*	68%	56%
Students with Disabilities	27	738	738	717	*	*	*	37%	0%	37%	13%
Students without Disabilities	134	765	765	748	*	*	*	52%	20%	72%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	161	760	760	745	*	*	24%	50%	17%	67%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	129	744	744	741	*	13%	36%	43%	*	45%	40%
White	102	745	745	748	*	15%	37%	42%	*	44%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	12	759	759	764	*	*	*	92%	*	92%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	62	744	744	743	*	*	37%	47%	*	47%	41%
Male	67	744	744	740	*	*	36%	40%	*	43%	38%
Economically Disadvantaged Students	10	734	734	729	*	*	*	*	*	30%	22%
Non-Economically Disadvantaged Students	119	745	745	749	*	*	*	*	*	46%	50%
Students with Disabilities	26	721	721	716	*	*	*	*	*	15%	11%
Students without Disabilities	103	750	750	746	*	*	*	*	*	52%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	129	744	744	742	*	13%	36%	43%	*	45%	*
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**

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Schoolwide	75	744	744	728	*	*	33%	45%	0%	45%	28%
White	58	743	743	736	*	*	33%	47%	0%	47%	35%
Hispanic	10	747	747	721	*	*	*	*	0%	40%	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	31	744	744	730	*	*	39%	39%	0%	39%	30%
Male	44	744	744	725	*	*	30%	50%	0%	50%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	30	722	722	705	*	*	33%	*	*	17%	*
Students without Disabilities	45	758	758	734	*	*	33%	*	*	64%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	75	744	744	729	*	*	33%	45%	0%	45%	*
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	95	774	774	743	0%	*	11%	78%	*	86%	42%
White	82	771	771	751	0%	*	*	83%	*	87%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	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	40	765	765	744	0%	*	*	78%	*	80%	43%
Male	55	780	780	741	0%	*	*	78%	*	91%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	95	774	774	745	0%	*	11%	78%	*	86%	*
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
Schoolwide	25	770	770	734	*	*	*	88%	*	100%	30%
White	22	771	771	740	*	*	*	86%	*	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
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	11	772	772	735	0%	0%	0%	*	*	100%	31%
Male	14	768	768	733	0%	0%	0%	*	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	25	770	770	740	*	*	*	88%	*	100%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	25	770	770	735	*	*	*	88%	*	100%	*
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	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

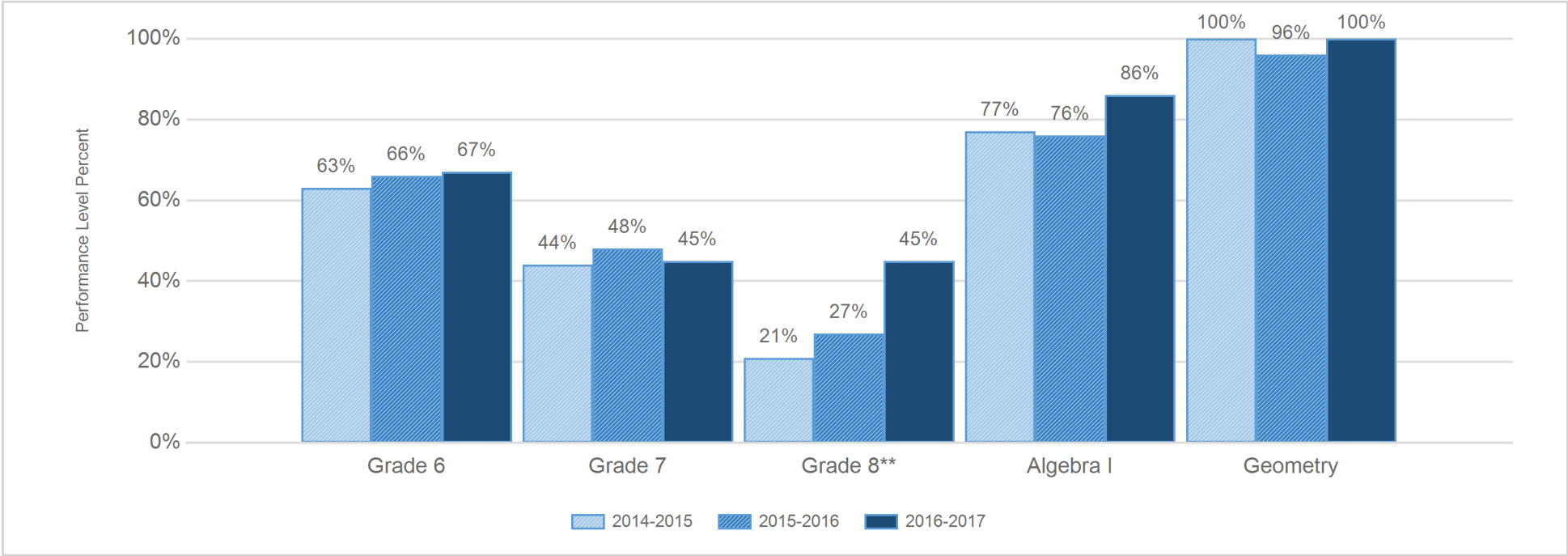


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Mathematics Assessment – Performance Trends

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	N	N	N
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.

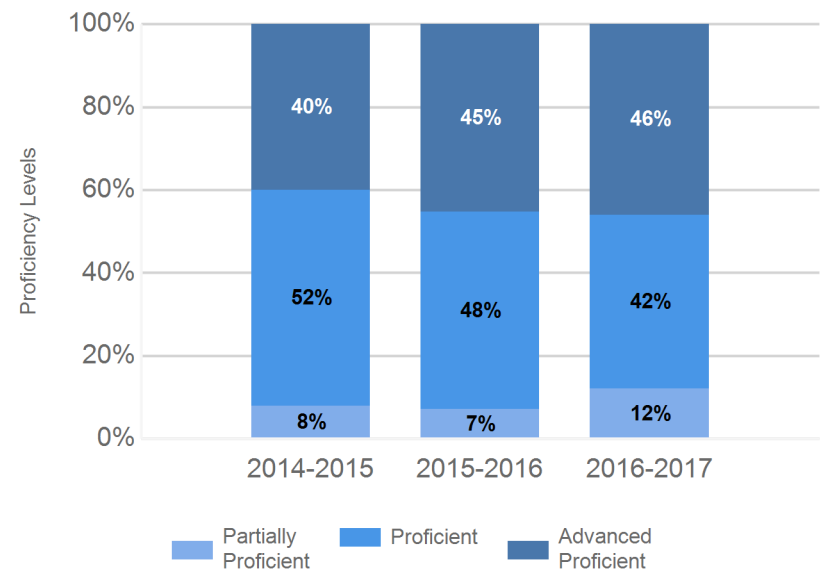
NJASK Science Assessment Performance: Grade 8

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	46%	42%	12%
White	48%	41%	11%
Hispanic	33%	50%	17%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	46%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	12%	38%	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	44.5	48	50	Met Target	49	54	50	Met Target
White	43	46	50	Met Target	45	53	52	Met Target
Hispanic	48	48	49	Met Target	40.5	47	47	**
Black or African American	20.5	35.5	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	66	68	60	Exceeds Target	51	57.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	58.5	53.5	51	**	*	*	52	**
Economically Disadvantaged	56.5	52.5	47	Met Target	23	39	46	**
Students with Disabilities	70	58.5	41	Exceeds Target	55	52.5	43	Met Target
English Learners	*	45.5	53	**	*	*	51	**

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



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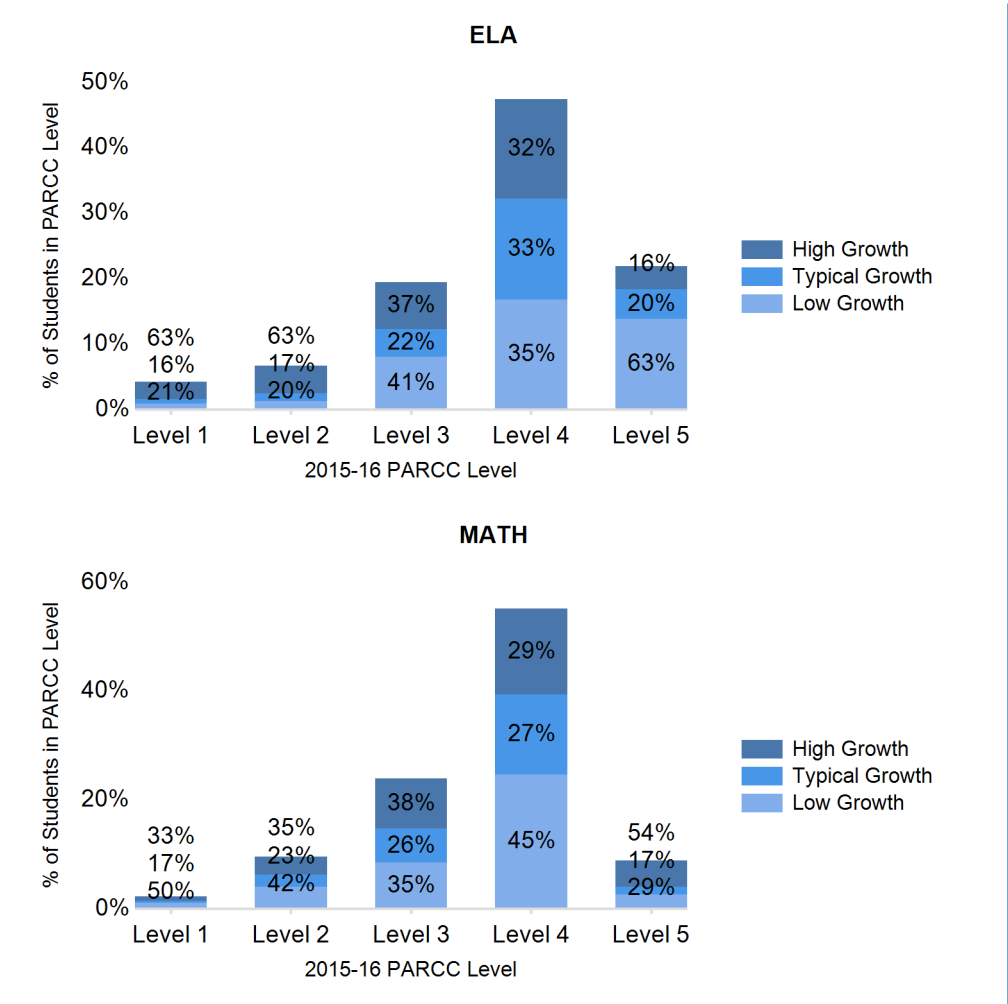
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

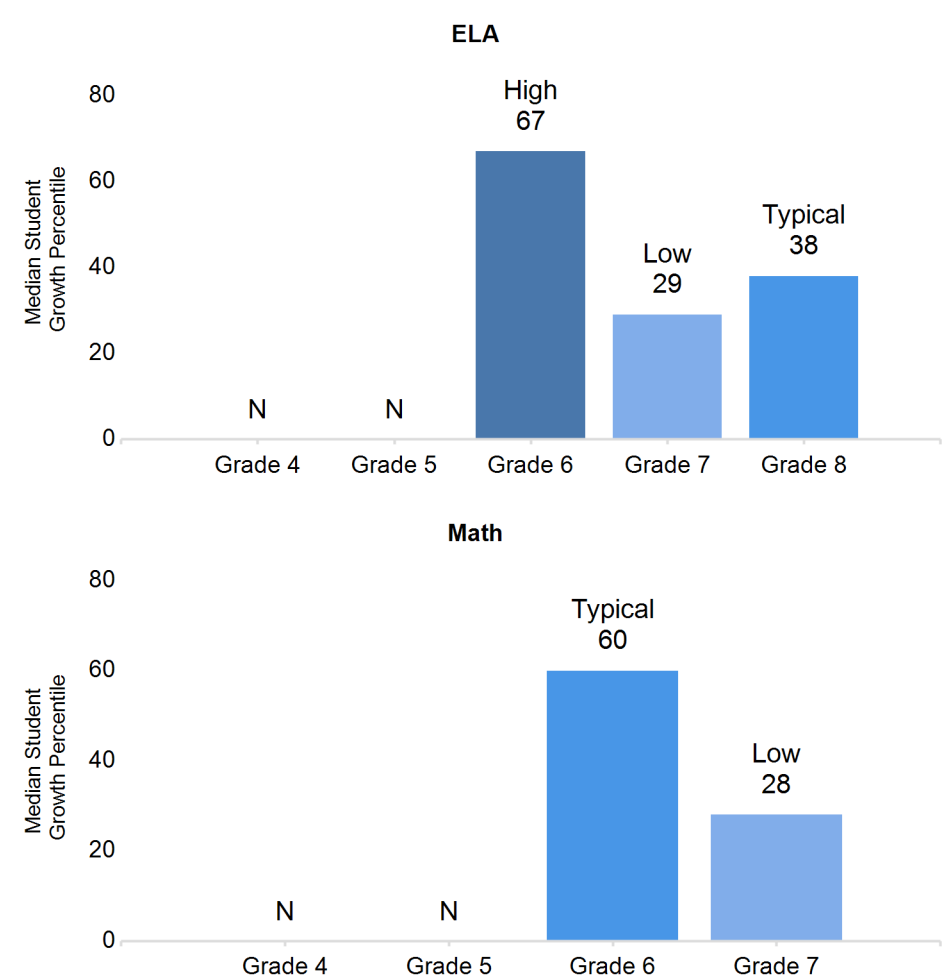
Student Growth by Performance Level

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	1	0	178
7	27	0	154
8	77	26	79
Schoolwide	105	26	411

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	172	173	0	0	0	0	0
7	93	63	0	0	0	0	0
8	91	66	0	0	0	0	0
Schoolwide	356	302	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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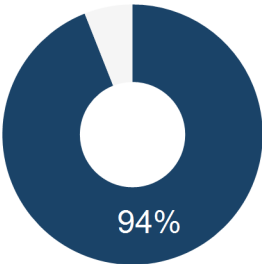
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Visual and Performing Arts – Course Participation

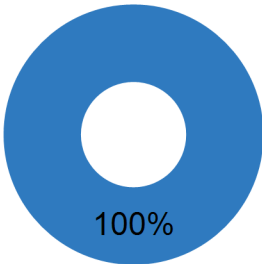
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

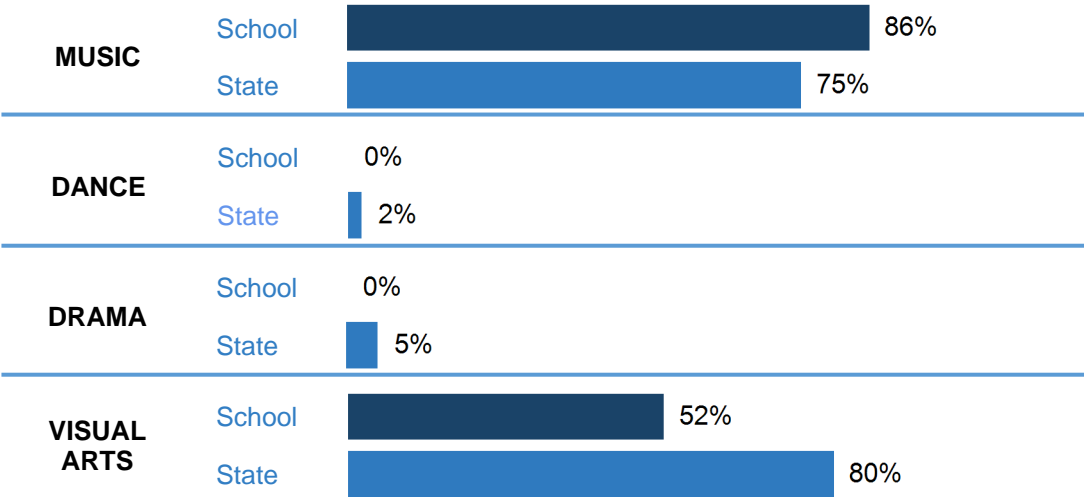


School



State

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

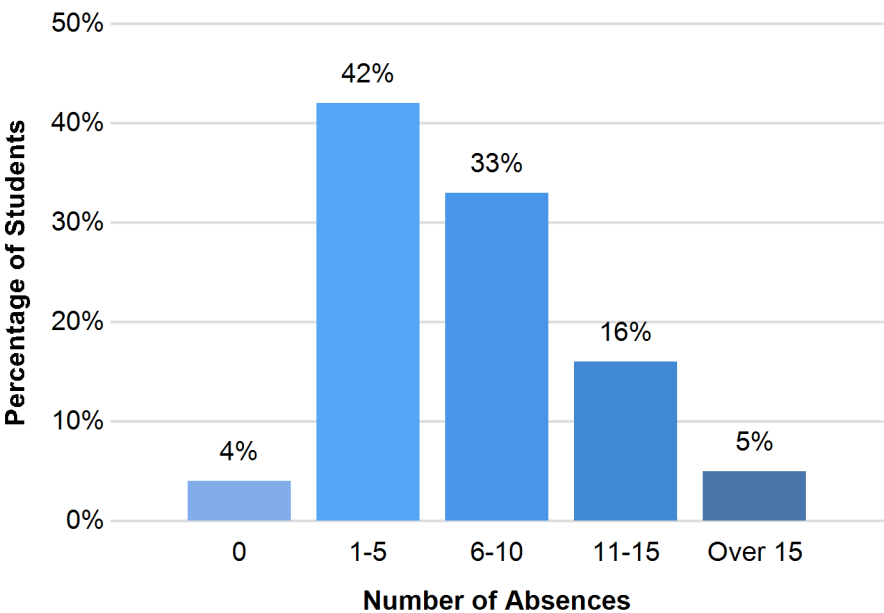
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.90	8.70	Met Target
White	1.90	8.70	Met Target
Hispanic	0	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.90	8.70	Met Target
Students with Disabilities	2.00	8.70	Met Target
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.



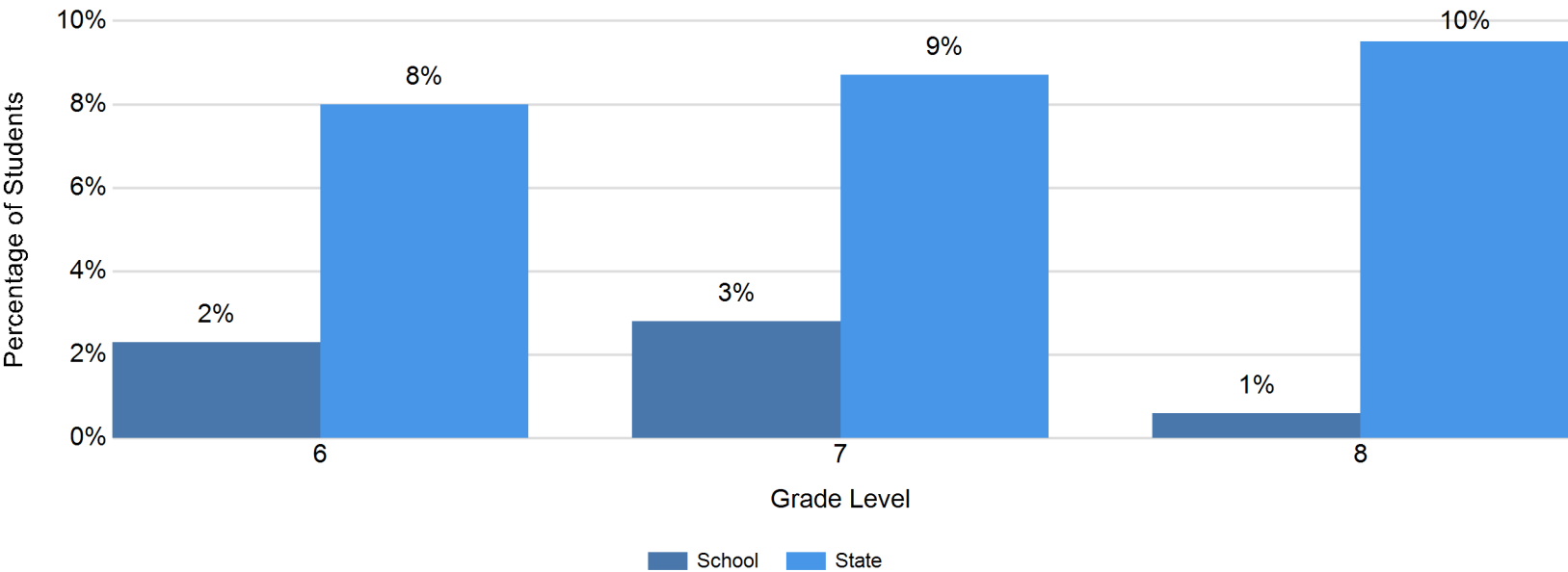


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Chronic Absenteeism by Grade

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	8:00AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.35

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	1.7%
Out-of-School Suspensions	0.2%
Any Suspension	1.7%

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	204.4 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)	\$334	\$16,897	\$17,231



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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	58	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	66%	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	10	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	60%	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	9:1
Administrators	173:1	147:1
Librarian/Media Specialists		489:1
Nurses		489:1
Counselors		734:1
Child Study Team		184:1



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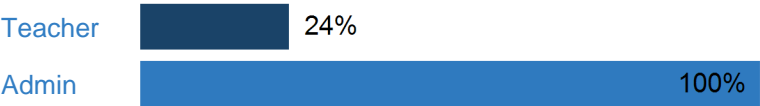
Teachers and Administrators - Level of Education

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	67%	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	95%



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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	65.3	17.5%
Mathematics Proficiency	70.0	17.5%
English Language Arts Growth	50.5	25.0%
Mathematics Growth	44.5	25.0%
Chronic Absenteeism	96.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.9
Summative Rating: Percentile rank of Summative Score		69.5
Requires Comprehensive Support: 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.



Branchburg Central Middle School

2016-2017

Grade Span 06-08

35-0510-020

SOMERSET

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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	61.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	46.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	74.2	11.9	No	Met Target	Met Target	Met Target	Met Target	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	55.9	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	76.8	11.9	No	N	N	Met Target	Met Target	**	No
Students with Disabilities	83.3	11.9	No	Met Target	Met Target	Met Target	Exceeds 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

Principal:	Mr. Barbosa	Email Address:	mbarbosa@branchburg.k12.nj.us
Address:	220 BAIRD ROAD BRANCHBURG, NJ 08876-3784	Website:	www.branchburg
Phone:	(908)526-1415		

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.

	Highlights: <ul style="list-style-type: none"> • Advisory Program for all students • Student Chromebooks ratio 1:1 • Enrichment Day: Students can sign up for a variety of programs that are offered by BCMS Staff.
	Mission, Vision, Theme: <p>BCMS has four focus areas. First, we seek to make learning authentic for students by utilizing technology, content-integration, and problem-based learning activities. Second, we ensure that each student has an adult advocate and student support through our Advisory program. Third, we seek to use high-quality assessments to understand the learning needs of all students. Finally, we maximize professional learning through the use of outside workshops, PLCs, and internal learning.</p>
	Awards, Recognition, Accomplishments: <p>Our school has been recognized for excellence in many areas. The music department (strings, band, choir) has consistently been recognized for its excellence. Similarly, our students rise to the top in visual arts in the county and state Teen Arts. Academically, our students have been finalists in local and state competitions such as the Spelling Bee, Geography Bee and the National History Day contest. Our varied athletics team have also been the recipients of championships.</p>







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School Narrative

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 Courses, Curriculum, Instruction:	<p>BCMS courses align with the State standards. Students are in heterogeneous groups for all classes with the exception of mathematics. Math classes range from Math 6 (6th grade) to Geometry (8th grade). Students are challenged in all content areas through use of one-to-one technology, differentiated instruction, and student choice. The school's GATE program provides classes for those identified and offers extension opportunities to all.</p>
 Sports and Athletics:	<p>Our goal is for all of our student to be involved with school outside of the classroom. Sports is an excellent way to be involved with the school community. Our Fall sports are soccer and cross country. Our Winter sports are wrestling, cheer, dance, basketball. Finally, our Spring sports are baseball, softball and lacrosse. Many of our scholar athletes excel on the field and in the classroom.</p>
 Clubs and Activities:	<p>There are myriad choices for students who are interested in extra curricular activities. For students interested in the Arts, we have art club, drama club, vocal and instrumental ensembles. Yearbook and newspaper club provide the school with important publications. Leadership opportunities can be found in Student Council and Peer Leadership. Students can explore their interests in Robotics, Science Club, Odyssey of the Mind, Math Counts and the Science Fair Competition.</p>
 Before and After School Programs:	<p>The local YMCA provides an afterschool program for those students who are interested. In addition, the school offers a Guided Study program which provides our students with time and space to completed school work in a structured environment.</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.

 Staff and Professional Learning:	<p>Staff have opportunities to attend local and state conferences focused on their subject matter or pedagogy. The district offers a range of professional development opportunities through after school workshops and inservice days. In addition, BCMS staff provide workshops to their colleagues and support each other as they apply what they learn in the classroom. There is time built into the schedule for teachers to meet as Professional Learning Communities, committees, and study groups.</p>
 Student Supports and Services:	<p>We have qualified special education staff in each grade level who collaborate with parents, teachers, and students to meet the needs of their students. The school's Child Study Team helps maintain a strong special education program for those students identified. The district has two ELL teachers that work in the three schools. All teachers at BCMS follow our school's pyramid of support, which outlines specific interventions to support the reluctant, weak and gifted learner.</p>
 Student Health and Wellness:	<p>The school has a full time nurse that is available to support staff and students. The nurse also arranges for certification in CPR, First Aid and Epi-pen administration. The school has two A.E.D.s stationed in the building and several portable ones to be used by our athletic teams. BCMS has a comprehensive Health and Physical Education program. Students take one quarter of Health and three quarters of Physical Education each year.</p>
 Parent and Community Involvement:	<p>The school enjoys a very supportive community. Our PTO supports the school through mini-grants, book fairs, food drives and other student events. The Branchburg Ed. Foundation funds grants for special purchases for the school. They have funded trips, new technology and assembly programs. The Branchburg Rotary honors an 8th student each month at a special breakfast. Parents have instant information about their children's progress through a parent portal and other electronic communications.</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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The facilities provide the foundation for our learning community. The building, which was renovated has six science labs, two gymnasiums, a large and versatile library, band room , choir room and two art studios. Students enjoy a large cafeteria , playing fields and a greenhouse located in the school's courtyard. The building is air conditioned and has wireless internet throughout. The district's Board office is also located in the building.</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.

<div>  <div>Other Information:</div> </div>	<p>Branchburg Central Middle School is a wonderful place for students to develop academically, socially and emotionally. Housed in a state-of-the-art facility, BCMS offers a rigorous curriculum based on the State Standards delivered by a highly talented and committed staff. The school encourages students to take full advantage of their middle school years as a time to explore interests, strengthen understandings and foster relationships. We offer an array of electives known as “encore subjects” that include technology, art and music. Students are able to participate in a wide variety of interscholastic sports, band, chorus and other extra-curricular activities. Each grade level and its staff are broken down into two teams. By dividing each grade level into teams, students and teachers interact more frequently and have more opportunities to develop relationships. The team approach also enhances communication with parents by providing opportunities for parents to attend meetings with all their child’s teachers. Team members also meet as Professional Learning Communities (PLCs) to clarify answers to three essential questions: 1) What do we want students to learn? 2) How will we know when they have learned it? and 3) What will the school do when they learn it or if they do not? BCMS enjoys strong support from the school community. The Parent Teacher Organization, Branchburg Education Foundation, Rotary Club, Branchburg Recreation Department and Branchburg Police Department are just a few of the community groups that support our students and staff through contributions and partnerships with the school. We are committed to making Branchburg Central Middle School the best school possible. We welcome your ideas, input and collaboration as we work to make the middle school years productive, enjoyable and rewarding.</p>
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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



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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
4	177	146	176
5	172	174	153
Ungraded	1	2	2
Total	350	322	331

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	46%	49%	51%
Male	54%	51%	50%
Economically Disadvantaged Students	6%	5%	5%
Students with Disabilities	19%	13%	15%
English Learners	0%	1%	2%
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	75.5%
Asian	10.3%
Hispanic	7.3%
Black or African American	3.6%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	3.0%

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	95.2%
Spanish	1.5%
Other	3.3%



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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	295	95.1	69.50	66.50	54.90	69.5	69.3	Met Target
White	226	94.4	69.90	66.50	63.90	69.5	70.4	Met Target†
Hispanic	19	91.7	47.40	57.70	39.80	45	49	Met Target†
Black or African American	12	100.0	58.30	*	35.20	58.3	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	82.10	80.70	80.70	82.1	N	N
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	10	100.0	80.00	*	54.90	80	**	**
Female	147	95.2	72.10	72.80	62.20	72.1		
Male	148	95.1	66.90	60.80	48.10	66.9		
Economically Disadvantaged Students	14	93.7	35.70	38.80	36.20	35	**	**
Non-Economically Disadvantaged Students	281	95.2	71.10	68.10	65.80	71.1		
Students with Disabilities	40	90.0	20.00	23.20	20.50	18.7	34.8	Not Met
Students without Disabilities	255	96.1	77.20	74.20	61.90	77.2		
English Learners	11	100.0	36.40	52.20	25.20	36.4	**	**
Non-English Learners	284	95.0	70.80	66.90	57.40	70.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	165	760	760	753	6%	9%	15%	51%	19%	70%	56%
White	125	760	760	762	*	*	19%	49%	18%	67%	67%
Hispanic	11	731	731	740	*	*	0%	*	0%	55%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	19	782	782	777	0%	*	*	53%	*	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	83	763	763	758	*	*	13%	48%	24%	72%	61%
Male	82	757	757	749	*	*	17%	54%	13%	67%	51%
Economically Disadvantaged Students	10	733	733	737	*	*	*	*	0%	50%	36%
Non-Economically Disadvantaged Students	155	762	762	764	*	*	*	*	20%	71%	69%
Students with Disabilities	28	724	724	725	*	*	*	*	*	25%	25%
Students without Disabilities	137	768	768	759	*	*	*	*	*	79%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	763	763	756	*	*	19%	53%	17%	70%	59%
White	109	765	765	763	*	*	20%	55%	17%	73%	69%
Hispanic	11	740	740	743	*	*	*	*	*	46%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	769	769	779	*	*	*	*	*	80%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	74	769	769	761	*	*	19%	47%	*	73%	66%
Male	73	756	756	750	*	*	19%	59%	*	67%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	16	720	720	725	*	*	*	*	0%	13%	22%
Students without Disabilities	131	768	768	762	*	*	*	*	19%	77%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

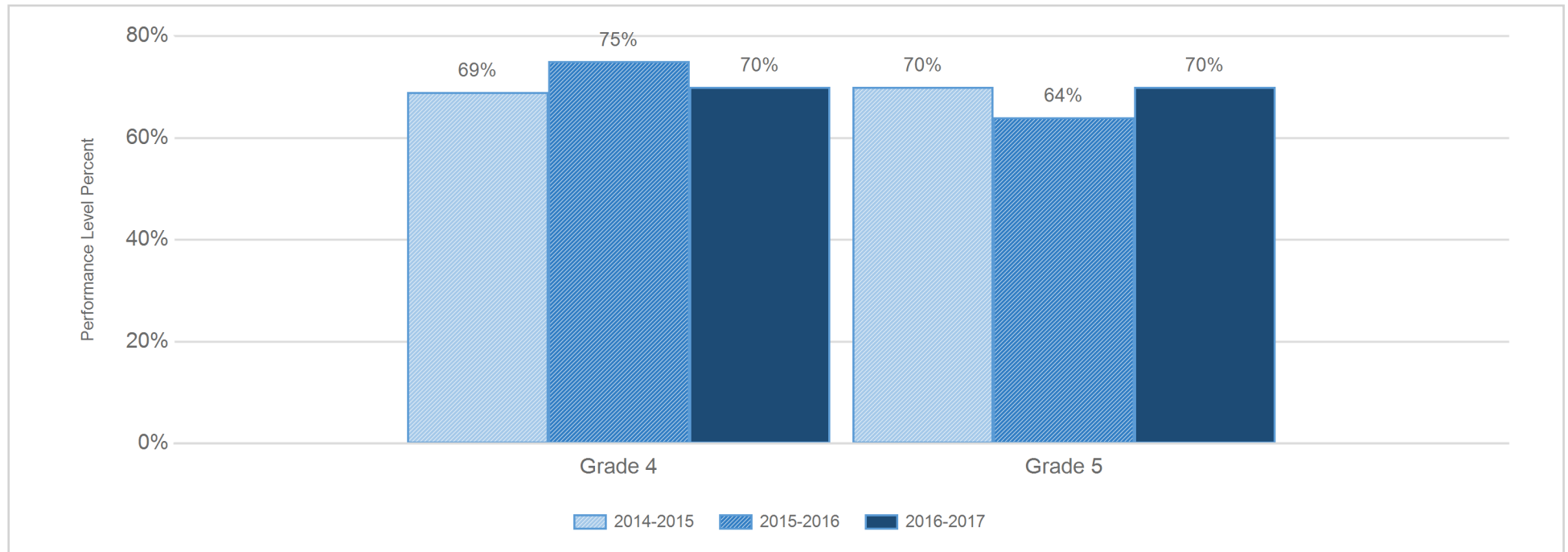


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English Language Arts/Literacy Assessment - Performance Trends

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	293	94.5	69.60	65.30	43.50	69.2	75.1	Not Met
White	224	93.6	70.10	65.50	52.40	69.2	76.4	Not Met
Hispanic	19	91.7	42.10	47.50	27.60	40	44	Met Target†
Black or African American	12	100.0	58.30	*	21.70	58.3	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	85.70	84.30	75.60	85.7	N	N
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	10	100.0	80.00	*	44.90	80	**	**
Female	146	94.6	67.80	63.80	44.10	67.7		
Male	147	94.5	71.40	66.70	42.90	70.9		
Economically Disadvantaged Students	14	93.7	28.60	30.60	25.10	*	**	**
Non-Economically Disadvantaged Students	279	94.6	71.70	67.20	54.30	*		
Students with Disabilities	40	90.0	25.00	27.40	16.50	23.4	39.9	Not Met
Students without Disabilities	253	95.4	76.70	72.10	48.80	76.7		
English Learners	11	100.0	36.40	52.20	23.30	36.4	**	**
Non-English Learners	282	94.3	70.90	65.60	45.20	70.5		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	762	762	747	*	*	20%	49%	18%	67%	47%
White	123	761	761	755	*	*	22%	50%	16%	66%	59%
Hispanic	11	732	732	734	*	*	*	*	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	19	786	786	774	0%	0%	*	53%	*	95%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	82	759	759	747	*	*	22%	51%	13%	65%	47%
Male	81	764	764	747	*	*	19%	46%	24%	69%	48%
Economically Disadvantaged Students	10	733	733	732	*	*	*	*	0%	40%	27%
Non-Economically Disadvantaged Students	153	764	764	757	*	*	*	*	20%	69%	61%
Students with Disabilities	28	727	727	724	*	*	36%	*	*	25%	22%
Students without Disabilities	135	769	769	751	*	*	17%	*	*	76%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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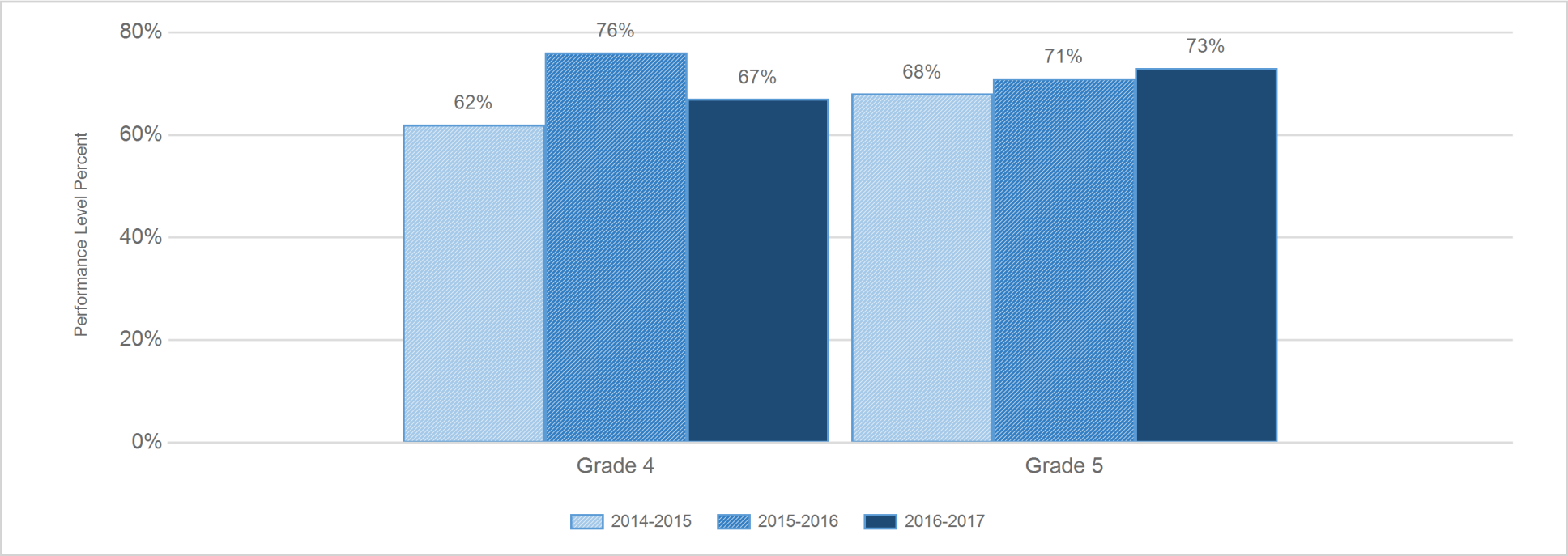
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	764	764	747	*	*	18%	55%	18%	73%	46%
White	109	767	767	754	*	*	20%	55%	19%	74%	57%
Hispanic	11	739	739	735	*	*	*	*	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	16	766	766	774	0%	*	*	63%	*	81%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	75	763	763	747	*	*	19%	55%	17%	72%	47%
Male	73	766	766	746	*	*	16%	55%	19%	74%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	16	722	722	725	*	*	*	*	*	19%	19%
Students without Disabilities	132	770	770	751	*	*	*	*	*	80%	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
4	N	N
5	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
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.

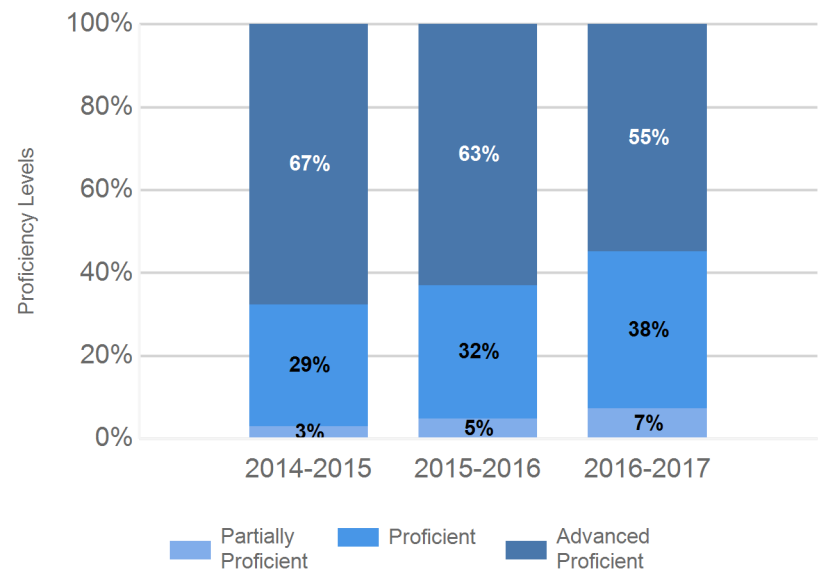
NJASK Science Assessment Performance: Grade 4

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	55%	38%	7%
White	56%	36%	8%
Hispanic	31%	54%	15%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	74%	26%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	18%	64%	18%
Students with Disabilities	16%	61%	23%
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	50	48	50	Met Target	59	54	50	Met Target
White	48.5	46	50	Met Target	59.5	53	52	Met Target
Hispanic	42.5	48	49	**	47	47	47	**
Black or African American	47.5	35.5	45	**	38	*	43	**
Asian, Native Hawaiian, or Pacific Islander	68.5	68	60	Exceeds Target	70	57.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	53.5	53.5	51	**	65.5	*	52	**
Economically Disadvantaged	51.5	52.5	47	**	67.5	39	46	**
Students with Disabilities	34	58.5	41	Not Met	47	52.5	43	Met Target
English Learners	*	45.5	53	**	80	*	51	**

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



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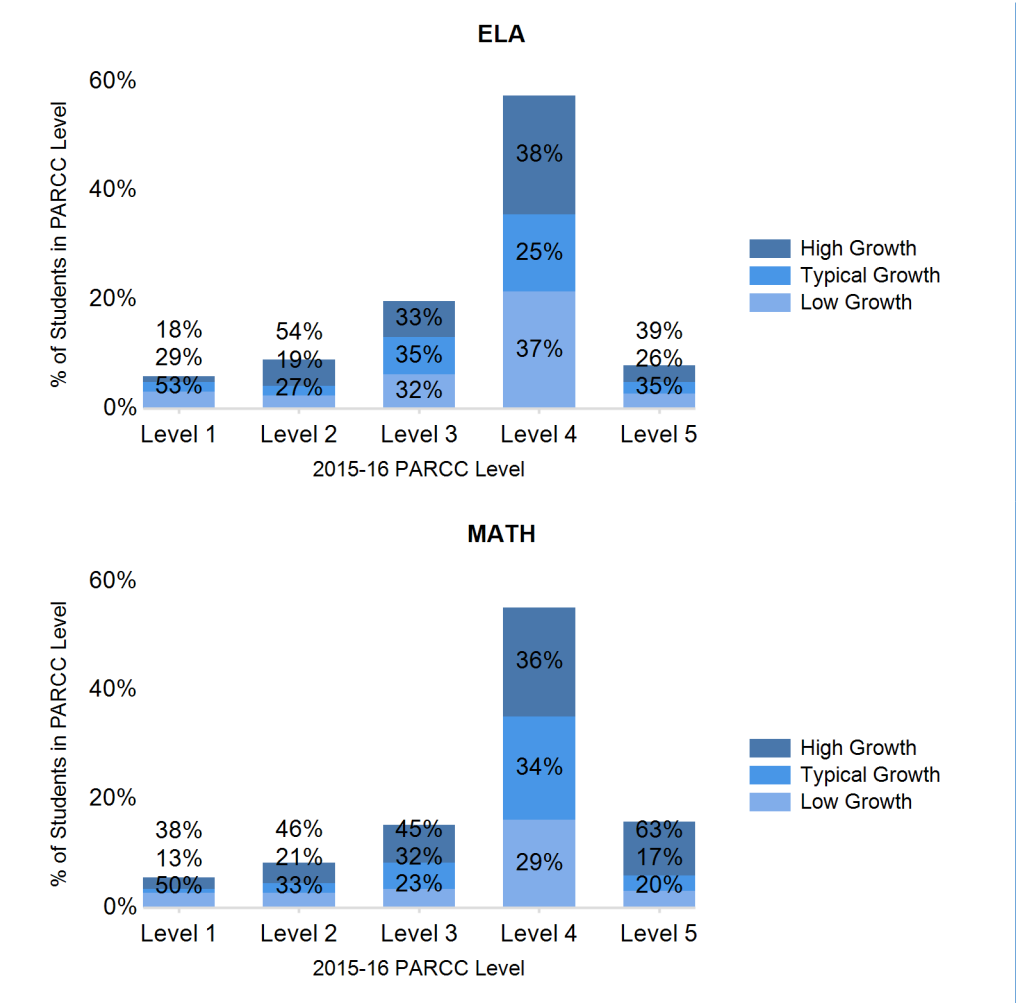
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

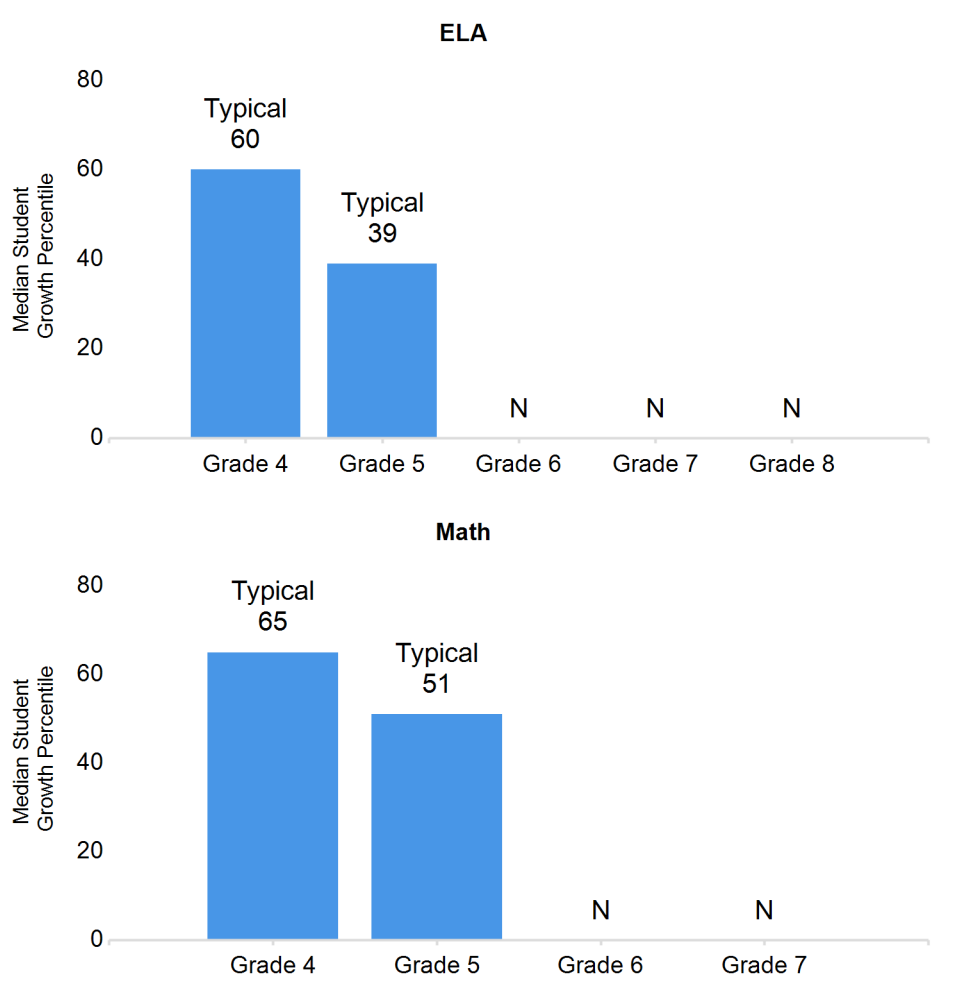
Student Growth by Performance Level

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

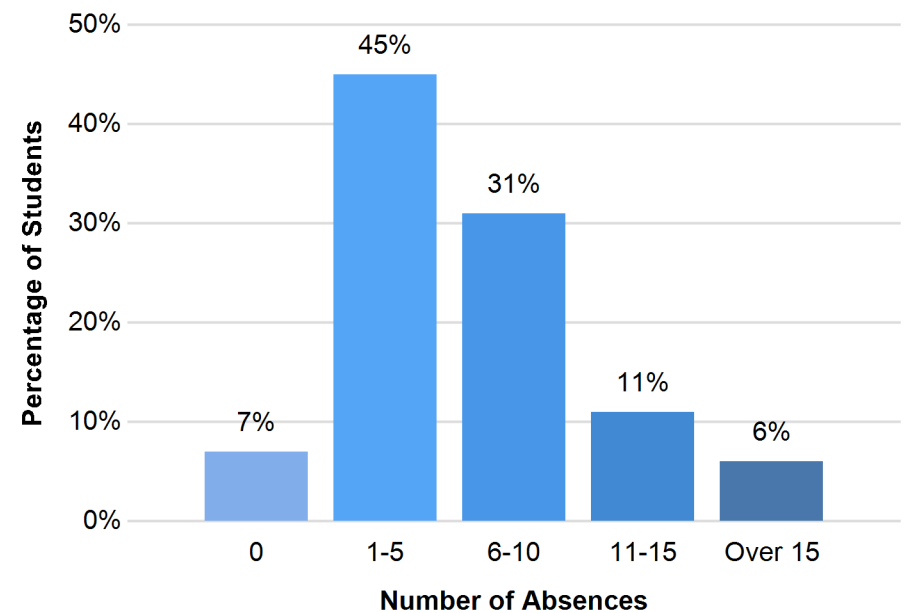
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	7.00	Met Target
White	4.00	7.00	Met Target
Hispanic	4.20	7.00	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.90	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	4.20	7.00	Met Target
English Learners	N	**	**

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

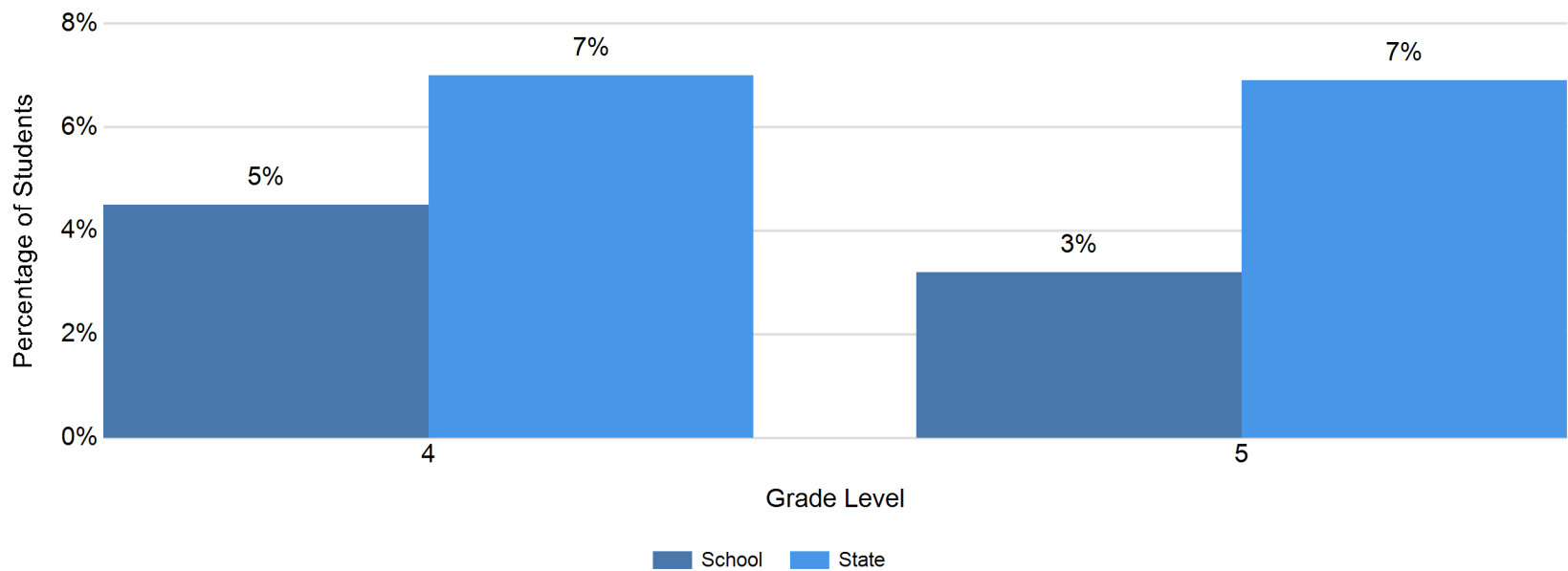
Days Absent

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	8:10AM
Typical End Time	3:10PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.0%
Any Suspension	0.0%

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	204.4 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)	\$334	\$16,897	\$17,231



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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	12.8	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	80%	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	10	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	60%	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	9:1
Administrators	331:1	147:1
Librarian/Media Specialists		489:1
Nurses		489:1
Counselors		734:1
Child Study Team		184:1



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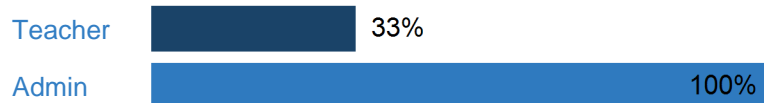
Teachers and Administrators - Level of Education

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	67%	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	95%



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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	60.9	17.5%
Mathematics Proficiency	76.8	17.5%
English Language Arts Growth	47.2	25.0%
Mathematics Growth	76.1	25.0%
Chronic Absenteeism	81.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.1
Summative Rating: Percentile rank of Summative Score		76.1
Requires Comprehensive Support: 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	67.1	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	64.2	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	67.6	11.9	No	N	N	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	54.9	11.9	No	Not Met	Not Met	Met Target	Not Met	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

Principal:	Mr. Altmire	Email Address:	faltmire@branchburg.k12.nj.us
Address:	136 CEDAR GROVE RD BRANCHBURG, NJ 08876	Website:	http://www.branchburg.k12.nj.us
Phone:	(908)722-2400	Facebook:	https://facebook.com/BranchburgSchools
		Twitter:	https://twitter.com/hashtag/bravoburg




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.

 Highlights:	<ul style="list-style-type: none"> • Stony Brook School serves upper elementary level students in the fourth and fifth grade. • Language arts and mathematics programs utilize a workshop model of instruction. • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks
 Mission, Vision, Theme:	<p>Stony Brook School is dedicated to educating the whole child. The staff recognizes that each student is an individual with their own unique strengths and characteristics. Academically the goal is to challenge each student to reach their full potential and learn at their individual pace. Differentiation of instruction is an ongoing priority. Socially we want students to feel comfortable and excited about their learning environment.</p>
 Awards, Recognition, Accomplishments:	<p>Staff: Magic 98.3- Teacher Who Makes Magic recipients NJ State Senate & General Assembly Proclamation Commending SBS Memorial Day Program Students: AENJ Student Artist Winner-Featured on Calendar Conserve Wildlife Foundation Art & Essay Contest: 1st Place Somerset County Winner NJ State Senate Proclamation-Turrets Syndrome Awareness Day Mathematics League Contest-4th grade achieved Top 10 %</p>

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>The curriculum is aligned with the New Jersey Student Learning Standards and designed to assist all students in becoming successful 21st century learners. For language arts and math, the classroom structure that is used is the workshop model. This model uses a mini lesson, small group instruction, conferencing, and sharing to differentiate and meet the needs of all learners. This method allows for flexible grouping so that students are best matched with what they need for that lesson.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>5th Grade School Musical Girls on the Run Fall Athletic Intramurals Spring Athletic Intramurals Music Program: Instrumental Music Program Strings Program Vocal Music Program-Chorus Art Program: (Held during recess) Art Club Clubs: 4th & 5th Grade - Chess 4th & 5th Grade - Leadership Council 5th Grade - Online-Newspaper-The Paw Print 4th & 5th Grade: (not currently running but available) Lego Building Club Photography Club Comics Club</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Stony Brook School has a before and after school program for students. This program is provided by an outside organization, The Jointure. Parents have the option to drop off their children in the morning or pick them up later after school depending on their schedule. Students are closely supervised and may do homework, play or attend special activities depending upon the schedule and personal needs. There is a fee associated with this program.</p>







Stony Brook School
2016-2017
Grade Span 04-05

35-0510-060
SOMERSET
BRANCHBURG TWP
136 CEDAR GROVE RD
BRANCHBURG, NJ 08876

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.

 Staff and Professional Learning:	<p>The Branchburg Township School District recognizes the fact that teachers' professional growth and learning is extremely important to the success of staff and students. Staff are encouraged to attend outside workshops and conferences to improve and support their professional knowledge and development. The district also provides many in-district and school workshops and trainings to ensure professional growth and consistency.</p>
 Student Supports and Services:	<p>One of the systems that we provide as a way to support struggling students is Intervention and Referral Services (I&RS). The I&RS Committee works with the teachers to develop an action plan with measurable goals to best support the students. There is an initial meeting with the parent to review the action plan and a follow up meeting after eight weeks. The strategies are reviewed to ensure that the child is improving, and the action plan is revised, as needed.</p>
 Student Health and Wellness:	<p>Our school district realizes the importance of health and wellness for the students. All students receive multiple classes of physical education during a cycle period as well as a recess period every day. Nutrition and healthy habits are also reinforced in the classroom as well as the cafeteria program for lunch. The mind and body are equally important for the development of children.</p>
 Parent and Community Involvement:	<p>We strive to have open communication with parents to work together as a team to provide the students with the best educational experience. We use several ways to provide information to the parents and community including newsletters, e-mails, social media, and conferences. There are several events throughout the year that include parents and community members including the Memorial Day Commemoration, Family Fun Night, and Fundraisers.</p>





Stony Brook School
2016-2017
Grade Span 04-05

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<div> Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Our school completes a climate survey on a yearly basis. The survey results are analyzed and used to make changes that will improve and impact the overall climate of the school. Areas of focus are identified from the survey and then an action plan is developed and implemented to address the targeted areas. This information is shared with the staff and a representation of the community stake holders</p>
<div> Facilities:</div>	<p>Stony Brook School is located in a residential area of the town. It is in a quiet neighborhood with a large playground area for students to exercise and play during recess times. The facilities are up to date with air conditioning throughout the building. There have been recent updates to the front entrance of school for both functionality and appearance.</p>




Stony Brook School
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Grade Span 04-05

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School Narrative

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<div>Other Information:</div>	<p>At Stony Brook, we have a program called G.E.L. G.E.L. stands for guidance, enrichment, and leadership. During this period, students are participating in a variety of activities including lessons, service learning activities, and cross curricular projects. There are proactive lessons to support social and emotional learning and promote independence. Students are taught how to develop social skills to be better communicators and verbalize their feelings. In order to improve the school climate, students learn about positive conflict resolution strategies. Students are given opportunities to demonstrate their leadership and critical thinking skills.</p>
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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



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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	23	19	20
KG	126	120	149
1	159	131	125
2	174	160	133
3	142	176	163
Ungraded	24	14	27
Total	648	620	617

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	50%	53%	51%
Male	50%	47%	49%
Economically Disadvantaged Students	6%	7%	6%
Students with Disabilities	12%	13%	14%
English Learners	2%	4%	4%
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	73.3%
Asian	14.9%
Hispanic	6.6%
Black or African American	2.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

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	30	19	20
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	119	120	149

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	92.4%
Spanish	1.8%
Tamil	1.0%
Chinese	1.0%
Other	4.0%



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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	151	98.2	54.30	66.50	54.90	54.3	54.6	Met Target†
White	115	98.4	53.00	66.50	63.90	53	54	Met Target†
Hispanic	10	100.0	60.00	57.70	39.80	60	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	93.7	71.40	80.70	80.70	69.9	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	81	98.9	63.00	72.80	62.20	63		
Male	70	97.4	44.30	60.80	48.10	44.3		
Economically Disadvantaged Students	10	100.0	20.00	38.80	36.20	20	**	**
Non-Economically Disadvantaged Students	141	98.1	56.80	68.10	65.80	56.8		
Students with Disabilities	18	95.0	16.70	23.20	20.50	16.7	N	N
Students without Disabilities	133	98.6	59.40	74.20	61.90	59.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	751	751	749	*	16%	21%	52%	*	55%	50%
White	122	751	751	759	*	16%	23%	52%	*	54%	61%
Hispanic	11	747	747	734	*	*	*	*	0%	55%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	770	770	775	0%	*	*	*	*	73%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	86	759	759	754	*	14%	20%	59%	*	63%	55%
Male	75	743	743	745	*	19%	23%	43%	*	47%	46%
Economically Disadvantaged Students	10	719	719	731	*	*	*	*	*	20%	31%
Non-Economically Disadvantaged Students	151	753	753	762	*	*	*	*	*	58%	63%
Students with Disabilities	19	718	718	720	*	*	*	*	*	16%	24%
Students without Disabilities	142	756	756	755	*	*	*	*	*	61%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	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%

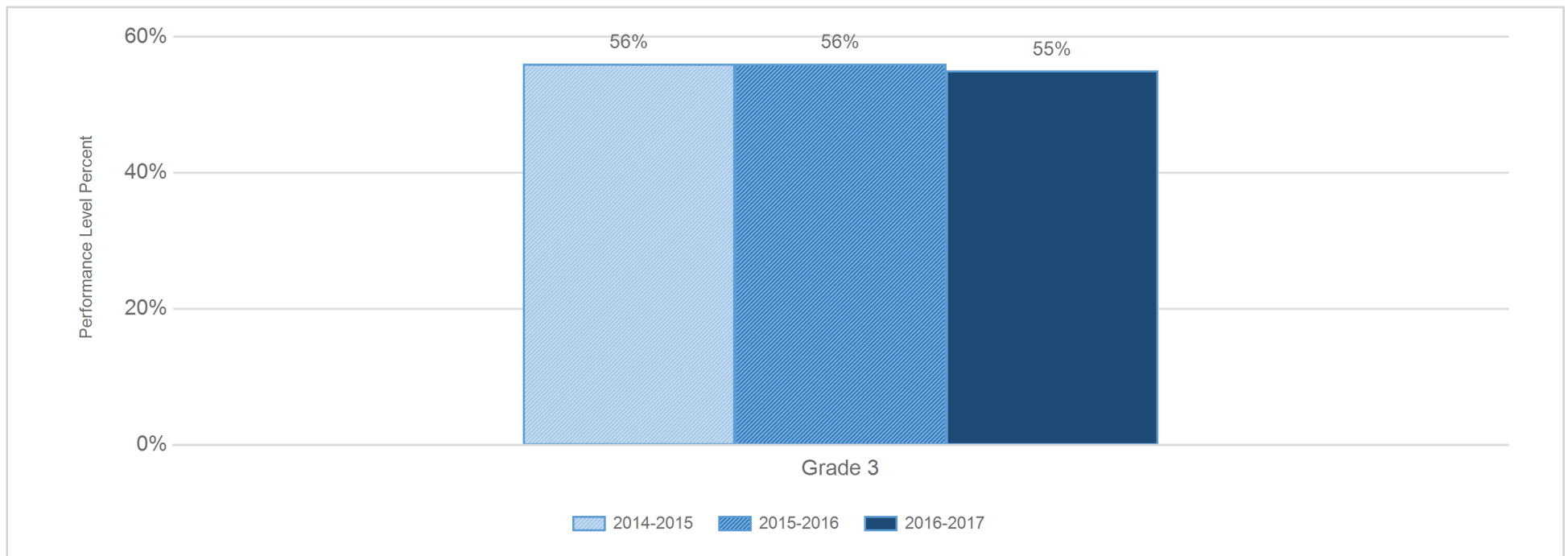


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English Language Arts/Literacy Assessment - Performance Trends

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	151	98.2	60.90	65.30	43.50	60.9	64	Met Target†
White	115	98.4	59.10	65.50	52.40	59.1	63.1	Met Target†
Hispanic	10	100.0	60.00	47.50	27.60	60	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	93.7	85.70	84.30	75.60	84	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	81	98.9	64.20	63.80	44.10	64.2		
Male	70	97.4	57.10	66.70	42.90	57.1		
Economically Disadvantaged Students	10	100.0	20.00	30.60	25.10	20	**	**
Non-Economically Disadvantaged Students	141	98.1	63.80	67.20	54.30	63.8		
Students with Disabilities	18	95.0	33.40	27.40	16.50	33.4	N	N
Students without Disabilities	133	98.6	64.60	72.10	48.80	64.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	755	755	751	*	*	24%	46%	15%	61%	53%
White	122	754	754	759	*	*	23%	47%	13%	60%	63%
Hispanic	12	751	751	738	0%	*	*	*	*	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	776	776	779	0%	0%	*	*	*	87%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	86	758	758	751	*	*	22%	51%	14%	65%	52%
Male	76	752	752	751	*	*	25%	41%	16%	57%	53%
Economically Disadvantaged Students	10	718	718	736	*	*	*	*	0%	20%	34%
Non-Economically Disadvantaged Students	152	758	758	761	*	*	*	*	16%	64%	65%
Students with Disabilities	19	725	725	729	*	*	*	*	*	32%	29%
Students without Disabilities	143	759	759	755	*	*	*	*	*	65%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	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%

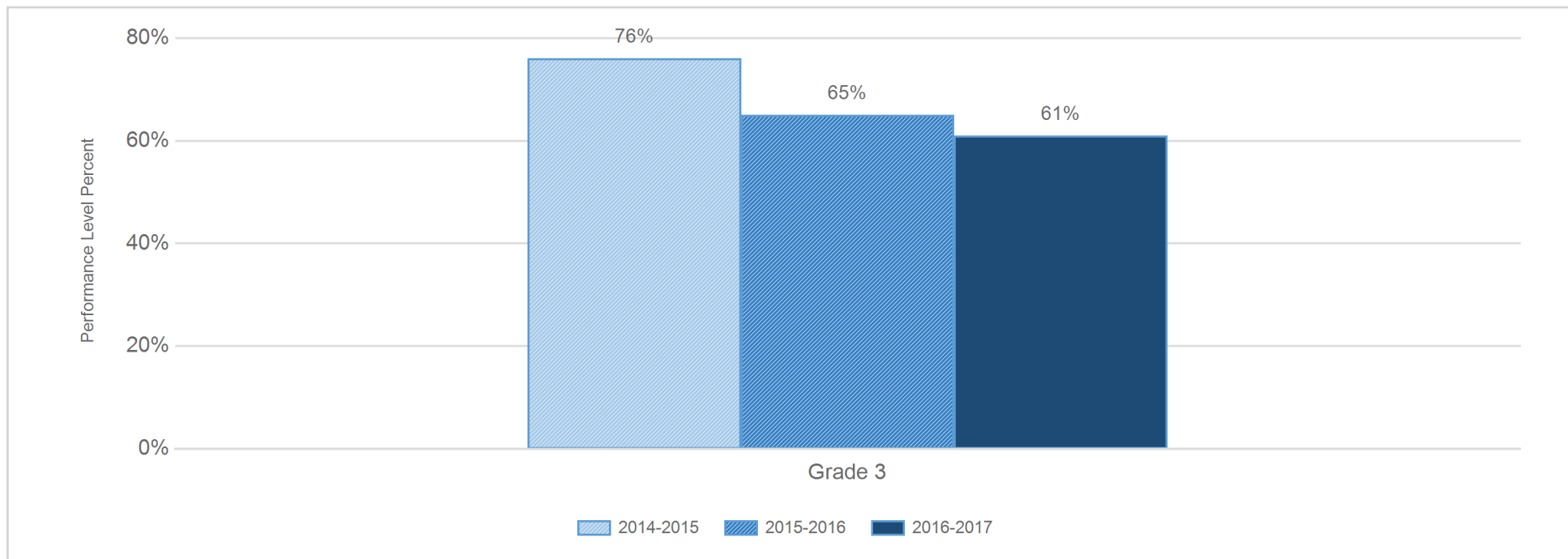


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Mathematics Assessment – Performance Trends

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	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	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

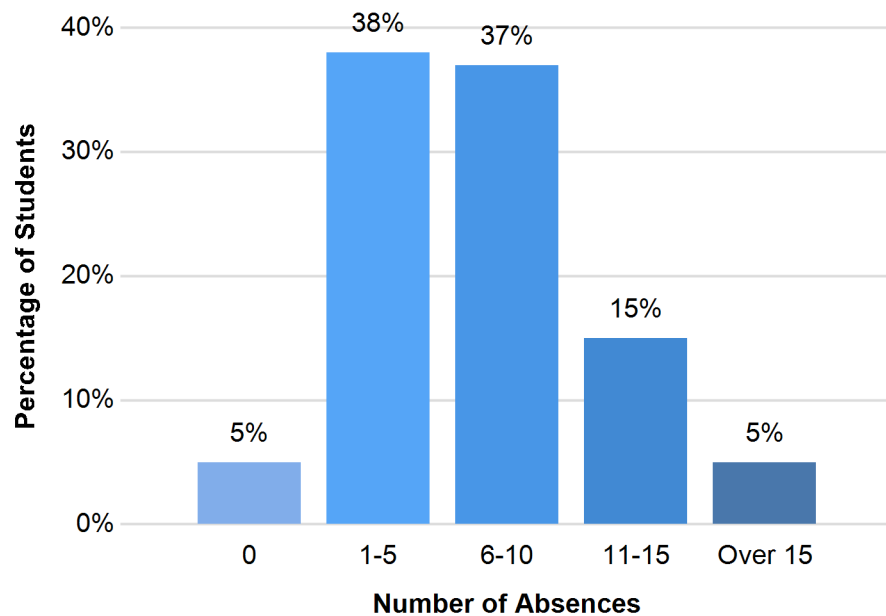
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.20	9.10	Met Target
White	1.20	9.10	Met Target
Hispanic	7.90	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.10	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.10	9.10	Met Target
Students with Disabilities	4.40	9.10	Met Target
English Learners	9.50	9.10	Not Met

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

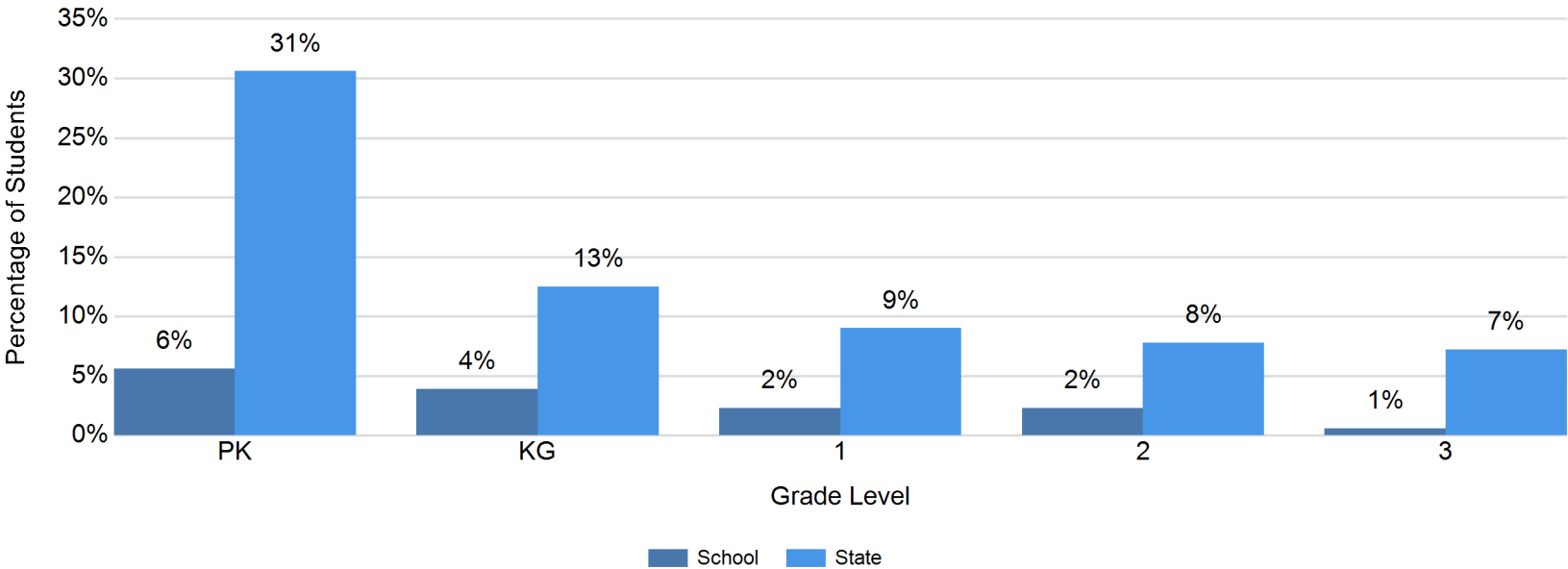
Days Absent

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	8:50AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 50 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.0%
Any Suspension	0.0%

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	1.2:1	204.4 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)	\$334	\$16,897	\$17,231



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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	60	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	75%	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	10	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	60%	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	9:1
Administrators	309:1	147:1
Librarian/Media Specialists		489:1
Nurses		489:1
Counselors		734:1
Child Study Team		184:1



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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	67%	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	95%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Shober	Email Address:	dshober@branchburg.k12.nj.us
Address:	470 WHITON ROAD NESHANIC STATION, NJ 08853	Website:	http://branchburgwes.ss16.sharpschool.com/
Phone:	(908)371-0842	Twitter:	https://twitter.com/Whitonprincipal




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.

 Highlights:	<ul style="list-style-type: none"> • Curriculum includes differentiated instruction using reading, writing, and mathematics workshop model • Technology is used daily: 2nd & 3rd grade students are 1:1 w/Chromebooks and K & 1st grade have classroom sets of iPads • Responsive Classroom is used in all classrooms to support student emotional and social growth and well-being
 Mission, Vision, Theme:	<p>Our mission at Whiton is to ensure that all students get the support they need to be successful learners, make social and emotional gains, and enjoy school. Our school theme embraces the belief that “We are all pieces of the puzzle” and we can all be different and still belong. We work with our students to appreciate others’ difference and embrace our similarities.</p>
 Awards, Recognition, Accomplishments:	<p>During the 2016-17 school year, Ms. O’Neill was named the NJ Educator of the Year through the Masons and Ms. Patente was honored as a New Jersey Exemplary Elementary Educator.</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>Our students participate in the reading, writing, and math workshop model. This allows for differentiation for students based on their level while also allowing teachers to work with small groups of students. We have a Gifted and Talented program for students who qualify in grades 1-3. We offer instructional support programs for students who are below benchmark in K-3rd grade. All grades are implementing problem-based learning experiences to allow students to make connections to the real-world.</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>Our school works closely with our community to provide students with opportunities such as Kidding Around Yoga, Drama Kids International, Girls on the Run, On the Court, Girl Scouts and Boy Scouts. During the school day, third grade students can volunteer to be part of our Community Service Organization or What's Up Whiton?, our news media program.</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>Our before and after school care is offered by Jointure. The program is for students in kindergarten through third grade.</div>







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 Staff and Professional Learning:	<p>Two times during a 6-day cycle, our teachers have opportunities to meet as professional learning communities and grade level teams. Literacy and STEM coaches support our work to continually enhance our professional learning to increase student success. Our school is currently focused on problem-based learning experiences and integrating Responsive Classroom into our daily habits.</p>
 Student Supports and Services:	<p>Both our regular education students, supported through our instructional support program, and English Language Learners receive a combination of push-in and pull-out services depending on need. Students with disabilities receive small group instruction in conjunction with in-class resource services. Any student who is experiencing difficulties with learning, behavior or health concerns is eligible for an Intervention and Referral Services program.</p>
 Student Health and Wellness:	<p>Students participate in recess daily for 30 minutes and physical education classes for 40 minutes during each six day cycle. Students receive lessons to promote the health and wellness of their bodies during their regular homeroom instruction.</p>
 Parent and Community Involvement:	<p>Whiton Elementary School is supported through our PTO which provides ongoing support for our programs throughout the school year. Together, the school and PTO provide students with the annual book fair, as well as grade level family night events offered throughout the year, and parent volunteers to support the smooth operation of the school, such as lunch and copy volunteers. Parents have access to Genesis which allows them to track student progress for each trimester.</p>

School Narrative

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 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</div> <div>Teachers were administered a school climate survey to help administration make decisions most beneficial to the students and staff. The survey was completed once in the middle of the school year.</div>
 <div>Facilities:</div>	<div>Whiton Elementary School was built in 1997 and as student population increased, an addition was later added to the building. Our building is positioned so that wooded areas are on three of the four sides and we are located in a quiet neighborhood. The school has air conditioning which allows for instruction to be uninterrupted during the hot fall and spring days. This year our computer lab was transformed to allow for wireless devices and flexible and choice seating for all students.</div>



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Other Information:

Whiton Elementary School provides students with a well-rounded educational experience where students are able to regularly participate in art, physical education, music, technology, library, and Spanish. For our youngest learners, we offer a half-day integrated pre-school program and students are provided with transportation. Entrance for regular education students into our pre-school program is done through a lottery system, typically during November/December for the upcoming school year. Our students in grades K-3 are divided into homerooms and spend the majority of instructional time is delivered by their homeroom teachers. For students in grades 1-3, classes switch for science and social studies instruction and each grade has incorporated Response to Intervention (RTI) time to allow for students to receive identified support. All of our classrooms are provided with technology to include SmartBoards, document cameras, and student devices (iPads for K and 1st grade and individual Chromebooks for 2nd and 3rd grade students). Our staff is working hard to ensure that all parents have access to happenings in the classroom using social media, such as Twitter, email and other electronic ways to keep parents informed. Parents are also regularly invited into classrooms to support students in centers, join in reading or writing celebrations, and to celebrate students' birthdays. Whiton is a special place for students!