



Daniel Webster School
2016-2017


Grade Span PK-02

17-5580-070
HUDSON
WEEHAWKEN TWP
2700 PALISADE AVE
DANIEL WEBSTER SCHOOL
WEEHAWKEN, NJ 07086

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- **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:

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- 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.
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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](#)
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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	104	101	102
KG	117	123	104
1	108	118	115
2	96	100	105
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	2	0
Total	425	444	426

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	0	0	0
PK - Full Day	107	101	102
KG - Half Day	0	0	0
KG - Full Day	116	123	104

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	54%	54%	52%
Male	46%	46%	48%
Economically Disadvantaged Students	37%	36%	33%
Students with Disabilities	2%	5%	4%
English Learners	4%	9%	9%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	49.3%
White	32.4%
Asian	12.9%
Black or African American	1.9%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.1%

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	67.8%
Spanish	21.8%
Hindi	1.4%
Russian	1.2%
Chinese	1.2%
Other	6.3%

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

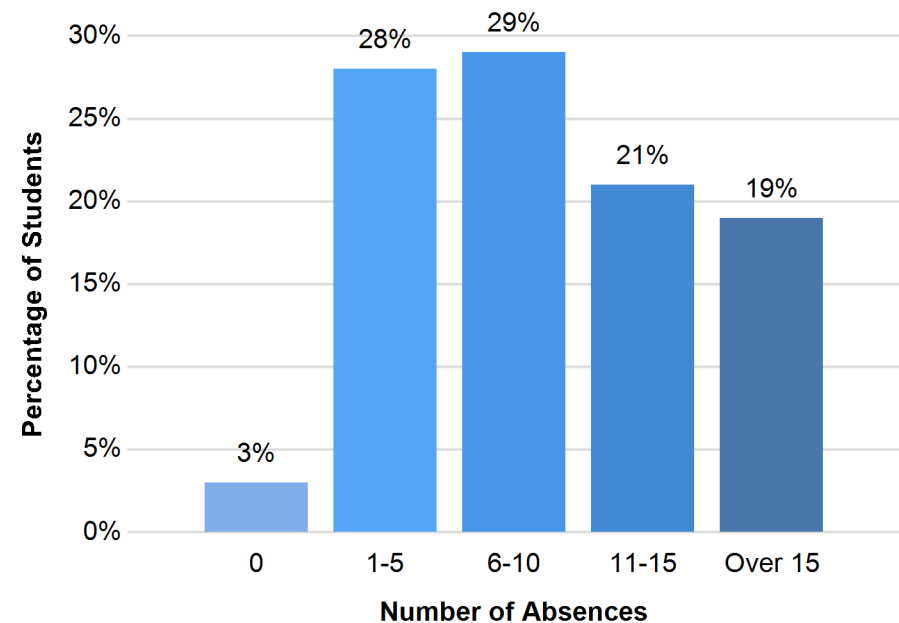
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.50	9.80	Not Met
White	10.10	9.80	Not Met
Hispanic	16.30	9.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.70	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.90	9.80	Not Met
Students with Disabilities	23.30	9.80	Not Met
English Learners	16.10	9.80	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.





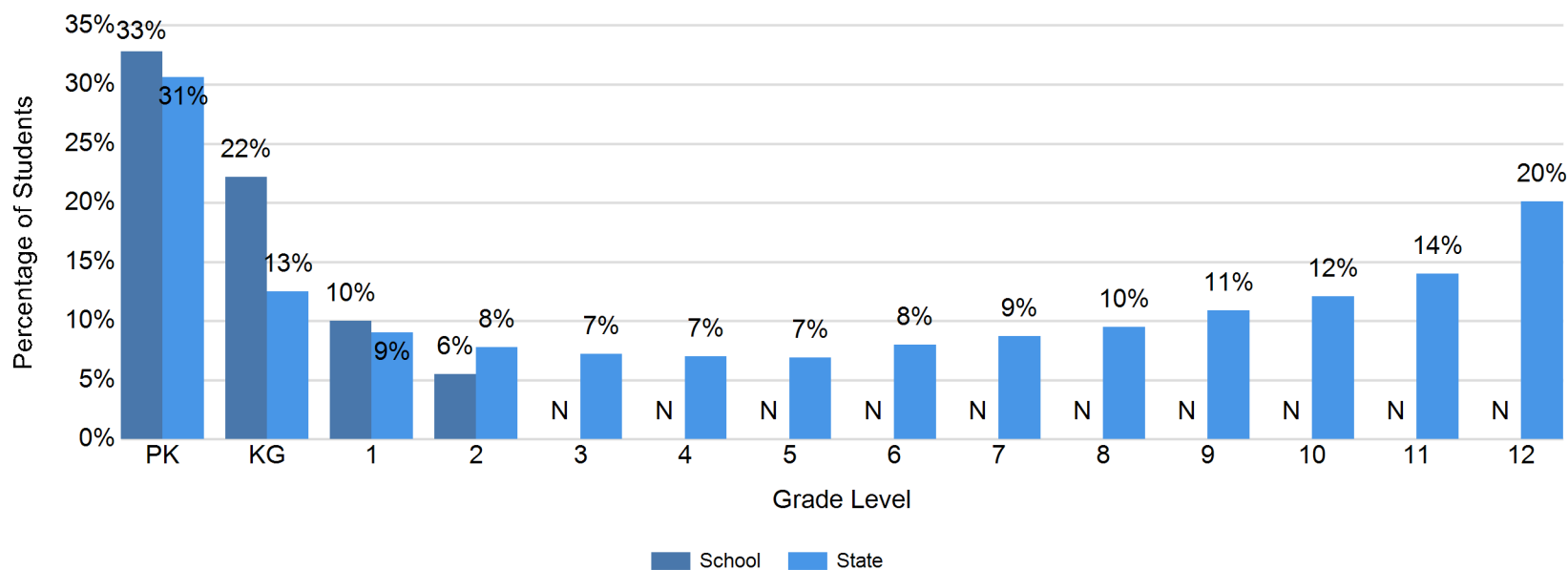
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Chronic Absenteeism by Grade

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	8:20AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 50 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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

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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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)	\$655	\$13,175	\$13,830



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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	33	120,724
Average years experience in public schools	14.8	11.8
Average years experience in district	14.3	10.5
Teachers in district for 4 or more years	70%	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	11	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	16.2	11.6
Administrators in district for 4 or more years	91%	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	13:1	12:1
Administrators	426:1	122:1
Librarian/Media Specialists		670:1
Nurses		446:1
Counselors		446:1
Child Study Team		268:1

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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	85%	89%
2015-16 Administrators: Same district 2016-17	78%	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	93%



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School General Info

Principal:	Mrs. Rudowsky	Email Address:	arudowsk@weehawken.k12.nj.us
Address:	2700 PALISADE AVE DANIEL WEBSTER SCHOOL WEEHAWKEN, NJ 07086	Website:	weehawkenschools.net
Phone:	(201)422-6150	Facebook:	facebook.com/weehawkentsd
		Twitter:	twitter.com/weehawkentsd

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"> • We are a NJ Future Ready School in a 1:1 iPad and Chromebook environment. • Our students are learning important math & literacy skills by engaging in relevant & rigorous learning activities. • Construction upgrades including a person retention vestibule and cameras have improved our security protocols.
 Mission, Vision, Theme:	<p>The Weehawken Township School District is a progressive, student-centered community of learners in pursuit of collective and individual excellence. To this end, we will implement systems and structures that ensure all students will achieve at their maximum academic potential, develop values that embrace civic responsibility, and hone skills to adapt to a dynamic global society.</p>
 Awards, Recognition, Accomplishments:	<p>2017 Future Ready School; 2017 International Center for Leadership in Education Innovative District; 2018 Niche.com Best Schools</p>



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Courses, Curriculum, Instruction:

Our standards-based curricula are available to parents through our website. Our teachers integrate project-based learning, service-learning experiences and collaborative learning with our blended learning tools to create engaging, relevant and rigorous learning experiences for all students.



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Facilities:

The intricate detail of our beautiful building has been maintained despite recent construction upgrades. We have a new security center complete with a person retention center, cameras, and other safety mechanisms.



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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
3	92	95	97
4	97	90	86
5	97	94	82
6	95	102	94
Ungraded	0	0	0
Total	381	381	359

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%	51%	53%
Male	50%	49%	47%
Economically Disadvantaged Students	47%	40%	36%
Students with Disabilities	8%	9%	9%
English Learners	5%	8%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	51.3%
White	34.3%
Asian	8.6%
Black or African American	4.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

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	71.6%
Spanish	20.9%
Chinese	1.4%
Urdu	1.1%
Other	5.3%



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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	357	95.5	64.10	57.00	54.90	64.1	64.8	Met Target†
White	123	94.6	80.50	73.10	63.90	80.1	73.5	Met Goal
Hispanic	183	95.3	49.70	46.40	39.80	49.7	53.8	Met Target†
Black or African American	14	100.0	71.40	55.50	35.20	71.4	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	77.50	80.40	80.70	77.5	80	Met Target†
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	181	94.3	68.00	62.30	62.20	67.4		
Male	176	96.7	60.20	51.60	48.10	60.2		
Economically Disadvantaged Students	140	95.9	40.70	41.70	36.20	40.7	48.9	Not Met
Non-Economically Disadvantaged Students	217	95.2	79.30	69.00	65.80	79.3		
Students with Disabilities	42	97.7	16.70	*	20.50	16.7	13.8	Met Target
Students without Disabilities	315	95.2	70.50	*	61.90	70.5		
English Learners	33	94.3	42.40	36.30	25.20	42	N	N
Non-English Learners	324	95.6	66.40	59.30	57.40	66.4		
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		

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† 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	98	753	753	749	*	14%	24%	53%	*	55%	50%
White	26	764	764	759	*	*	*	62%	*	65%	61%
Hispanic	54	743	743	734	*	20%	24%	46%	*	46%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	776	776	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	50	756	756	754	*	*	*	50%	*	52%	55%
Male	48	751	751	745	*	*	*	56%	*	58%	46%
Economically Disadvantaged Students	42	734	734	731	*	*	31%	33%	*	33%	31%
Non-Economically Disadvantaged Students	56	767	767	762	*	*	18%	68%	*	71%	63%
Students with Disabilities	11	711	711	720	*	*	0%	*	*	18%	24%
Students without Disabilities	87	758	758	755	*	*	26%	*	*	60%	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 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	83	765	765	753	*	*	28%	47%	22%	69%	56%
White	31	779	779	762	*	*	*	55%	36%	90%	67%
Hispanic	40	751	751	740	0%	*	48%	38%	*	45%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	40	768	768	758	0%	*	*	50%	*	75%	61%
Male	43	762	762	749	0%	*	*	44%	*	63%	51%
Economically Disadvantaged Students	32	750	750	737	0%	*	*	38%	*	44%	36%
Non-Economically Disadvantaged Students	51	774	774	764	0%	*	*	53%	*	84%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	756	756	756	*	13%	21%	53%	*	58%	59%
White	31	765	765	763	*	*	*	77%	0%	77%	69%
Hispanic	35	742	742	743	*	*	34%	37%	0%	37%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	784	784	779	0%	*	*	*	*	70%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	39	765	765	761	*	*	*	59%	*	69%	66%
Male	41	748	748	750	*	*	*	46%	*	46%	53%
Economically Disadvantaged Students	29	744	744	740	*	*	*	38%	*	38%	40%
Non-Economically Disadvantaged Students	51	763	763	765	*	*	*	61%	*	69%	71%
Students with Disabilities	11	706	706	725	*	*	*	*	*	*	22%
Students without Disabilities	69	764	764	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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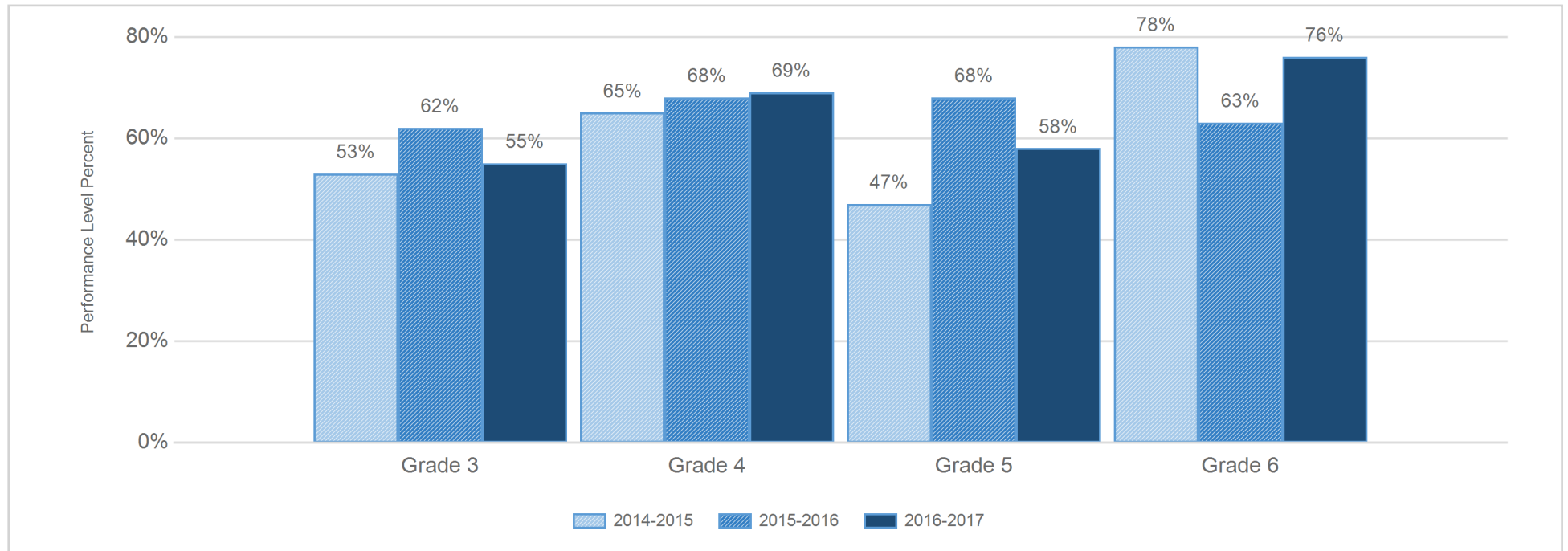
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	92	766	766	752	*	*	12%	54%	22%	76%	54%
White	34	772	772	758	0%	*	*	59%	*	85%	63%
Hispanic	51	760	760	740	*	*	*	51%	*	67%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	52	770	770	758	*	*	*	48%	*	77%	61%
Male	40	761	761	746	*	*	*	63%	*	75%	46%
Economically Disadvantaged Students	33	748	748	737	*	*	*	39%	*	49%	34%
Non-Economically Disadvantaged Students	59	777	777	761	*	*	*	63%	*	92%	65%
Students with Disabilities	10	713	713	722	*	*	*	0%	*	10%	17%
Students without Disabilities	82	773	773	758	*	*	*	61%	*	84%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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	360	95.5	50.00	38.00	43.50	50	50.1	Met Target†
White	123	94.6	65.80	56.60	52.40	65.6	64.1	Met Target
Hispanic	185	95.4	34.10	26.10	27.60	34.1	34.7	Met Target†
Black or African American	14	100.0	28.60	*	21.70	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	90.40	74.60	75.60	90.4	80	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	182	94.3	52.20	38.20	44.10	51.8		
Male	178	96.7	47.70	37.70	42.90	47.7		
Economically Disadvantaged Students	142	95.9	29.60	22.50	25.10	29.6	27	Met Target
Non-Economically Disadvantaged Students	218	95.2	63.30	50.10	54.30	63.3		
Students with Disabilities	42	97.7	23.80	*	16.50	23.8	16.2	Met Target
Students without Disabilities	318	95.2	53.40	*	48.80	53.4		
English Learners	36	94.7	36.10	26.20	23.30	36	N	N
Non-English Learners	324	95.6	51.50	39.40	45.20	51.5		
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 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	99	753	753	751	*	14%	23%	46%	*	59%	53%
White	26	764	764	759	*	*	*	54%	*	77%	63%
Hispanic	55	743	743	738	*	20%	31%	40%	*	44%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	782	782	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	51	754	754	751	*	*	*	45%	*	59%	52%
Male	48	753	753	751	*	*	*	46%	*	58%	53%
Economically Disadvantaged Students	43	740	740	736	*	*	*	35%	*	40%	34%
Non-Economically Disadvantaged Students	56	763	763	761	*	*	*	54%	*	73%	65%
Students with Disabilities	11	720	720	729	*	*	*	*	*	*	29%
Students without Disabilities	88	757	757	755	*	*	*	*	*	*	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 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	84	746	746	747	*	18%	29%	45%	*	49%	47%
White	31	760	760	755	0%	*	*	68%	*	74%	59%
Hispanic	40	732	732	734	*	33%	35%	25%	*	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	40	747	747	747	*	*	28%	58%	*	58%	47%
Male	44	745	745	747	*	*	30%	34%	*	41%	48%
Economically Disadvantaged Students	32	733	733	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	52	755	755	757	*	*	*	*	*	62%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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	81	743	743	747	*	22%	24%	38%	*	44%	46%
White	31	752	752	754	*	*	*	58%	*	61%	57%
Hispanic	36	729	729	735	*	36%	*	*	0%	22%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	10	773	773	774	0%	*	*	*	*	80%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	39	746	746	747	*	*	*	39%	*	46%	47%
Male	42	740	740	746	*	*	*	38%	*	43%	46%
Economically Disadvantaged Students	30	727	727	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	51	752	752	756	*	*	*	*	*	57%	59%
Students with Disabilities	11	720	720	725	*	*	*	*	*	*	19%
Students without Disabilities	70	747	747	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

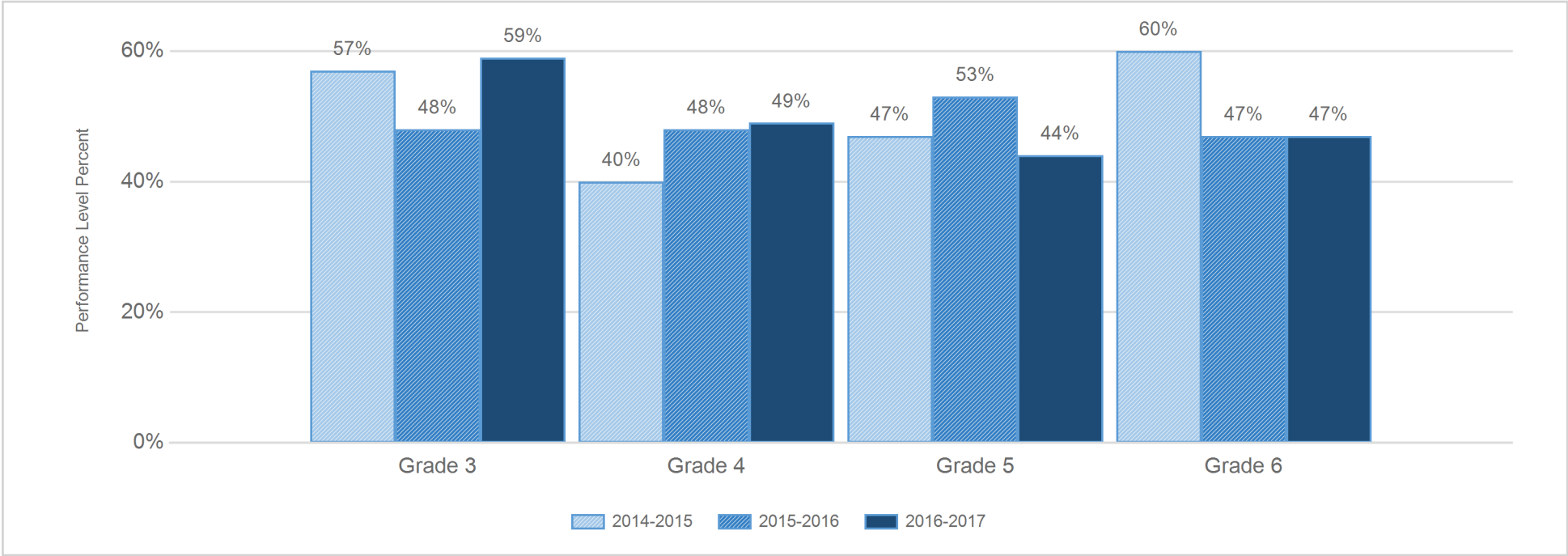
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	745	745	743	*	15%	32%	44%	*	47%	44%
White	34	750	750	751	0%	*	35%	50%	*	53%	54%
Hispanic	51	739	739	731	*	*	31%	37%	*	39%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	52	744	744	745	*	*	29%	44%	*	46%	45%
Male	40	746	746	742	*	*	35%	43%	*	48%	43%
Economically Disadvantaged Students	33	727	727	728	*	*	33%	*	*	21%	24%
Non-Economically Disadvantaged Students	59	755	755	752	*	*	31%	*	*	61%	56%
Students with Disabilities	10	706	706	717	*	*	*	*	*	*	13%
Students without Disabilities	82	750	750	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

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
3	N	N
4	*	*
5	*	*
6	*	*

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



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

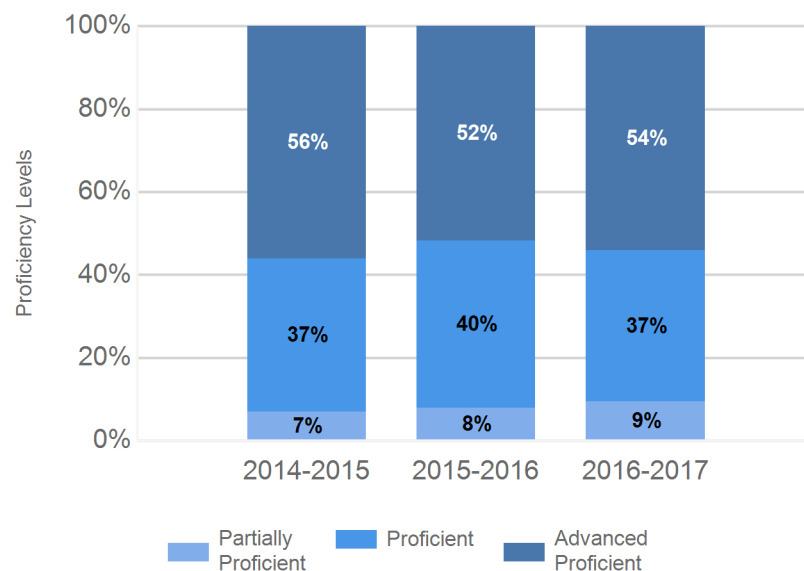
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	37%	9%
White	67%	30%	3%
Hispanic	40%	43%	18%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	80%	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	27%	56%	18%
Students with Disabilities	*	*	*
English Learners	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	47.5	42	50	Met Target	47	41	50	Met Target
White	51	45	50	Met Target	46	44	52	Met Target
Hispanic	43	37	49	Met Target	45.5	36.5	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	70	*	60	**	58	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	44	36	47	Met Target	43	36	46	Met Target
Students with Disabilities	32	34	41	Not Met	53	41	43	Met Target
English Learners	40	49	53	Met Target	57	45.5	51	Met Target

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



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

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

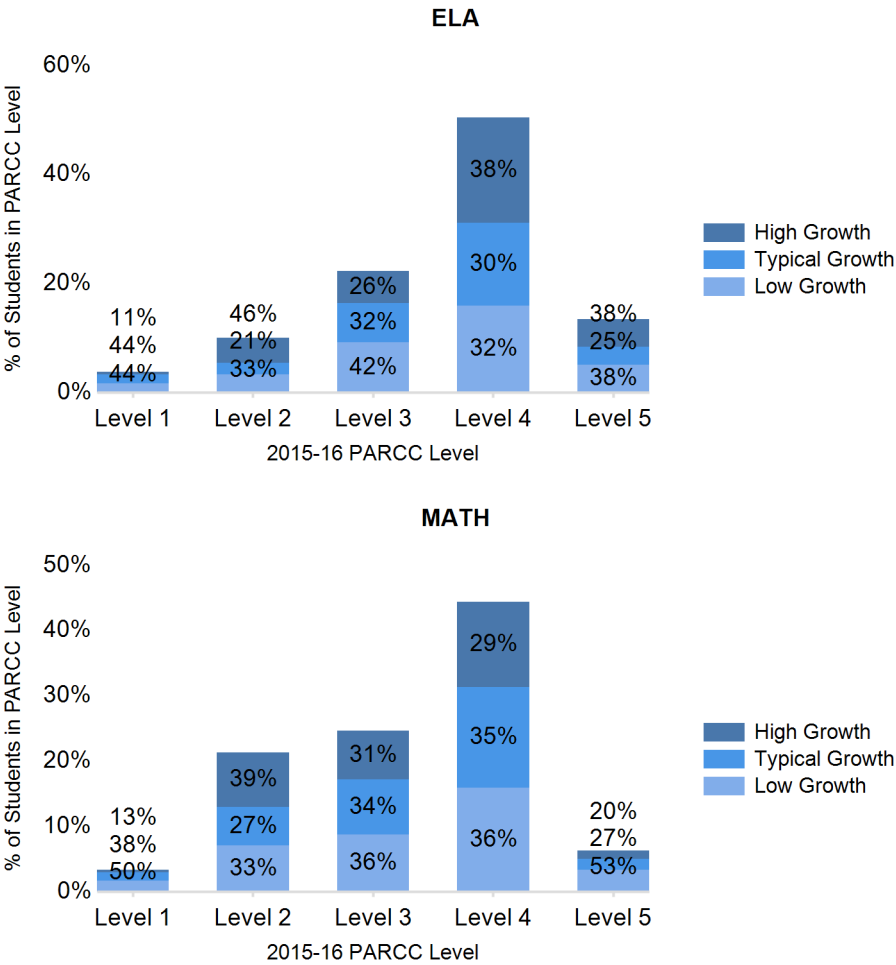
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

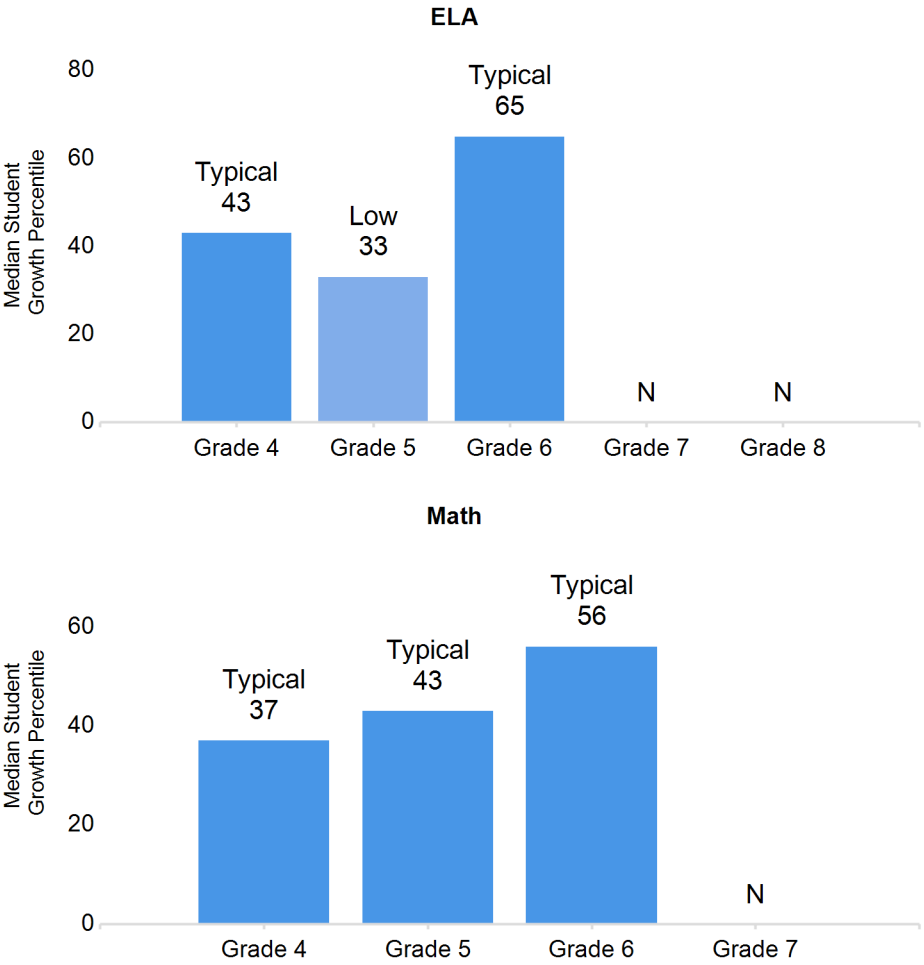
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

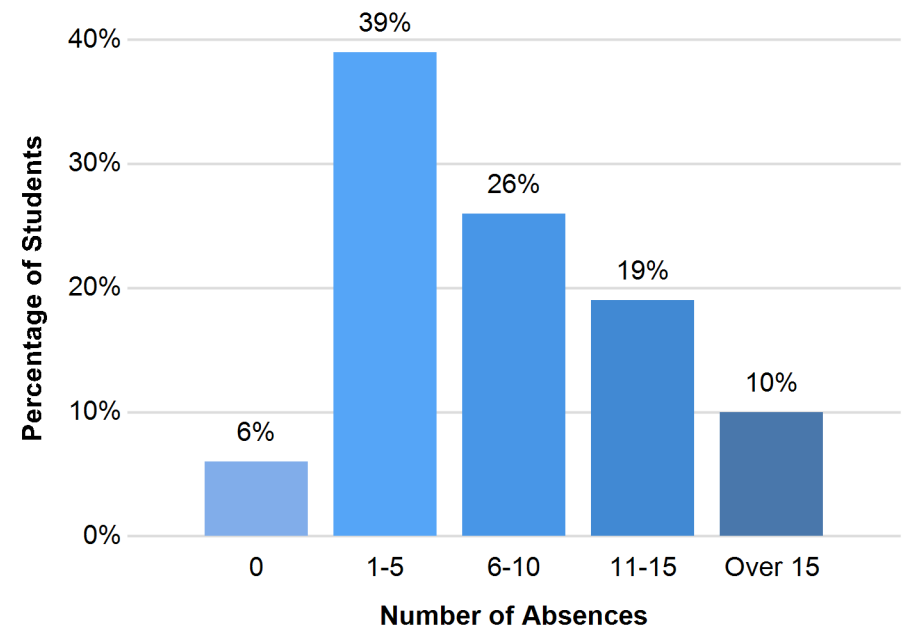
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	7.30	Met Target
White	9.80	7.30	Not Met
Hispanic	7.40	7.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.40	7.30	Not Met
Students with Disabilities	15.00	7.30	Not Met
English Learners	N	**	**

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

Days Absent

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



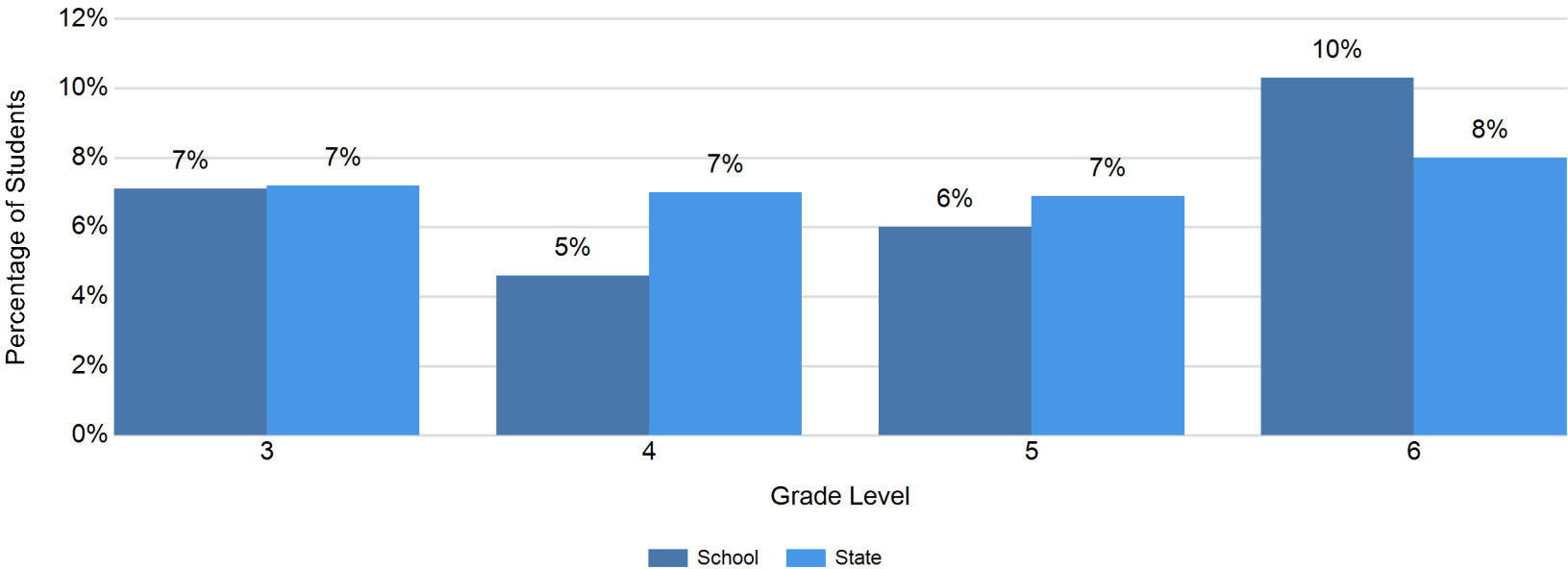


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

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

Category	School
Typical Start Time	8:20AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.67

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	2.2%
Any Suspension	2.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	149.4 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)	\$655	\$13,175	\$13,830



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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	34	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	59%	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	11	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	16.2	11.6
Administrators in district for 4 or more years	91%	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	11:1	12:1
Administrators	359:1	122:1
Librarian/Media Specialists		670:1
Nurses		446:1
Counselors		446:1
Child Study Team		268:1



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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 and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	78%	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	93%



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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	58.5	17.5%
Mathematics Proficiency	56.5	17.5%
English Language Arts Growth	30.7	25.0%
Mathematics Growth	44.4	25.0%
Chronic Absenteeism	46.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.8
Summative Rating: Percentile rank of Summative Score		43.1
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	45.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	50.6	11.9	No	Met Goal	Met Target	Not Met	Met Target	Met Target	No
Hispanic	48.5	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	46.2	11.9	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	48.6	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	57.1	11.9	No	N	N	**	Met Target	Met Target	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:	Mrs. Mera	Email Address:	smera@weehawken.k12.nj.us
Address:	1 LOUISA PLACE T. ROOSEVELT SCHOOL WEEHAWKEN, NJ 07086	Website:	weehawkenschools.net
Phone:	(201)422-6140	Facebook:	facebook.com/weehawkentsd
		Twitter:	twitter.com/weehawkentsd

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"> • We are a NJ Future Ready School in a 1:1 Chromebook environment. • Our students are learning important skills by engaging in relevant, rigorous and blended learning activities. • Construction upgrades including a person retention vestibule and cameras have improved our security protocols.
 Mission, Vision, Theme:	<p>The Weehawken Township School District is a progressive, student-centered community of learners in pursuit of collective and individual excellence. To this end, we will implement systems and structures that ensure all students will achieve at their maximum academic potential, develop values that embrace civic responsibility, and hone skills to adapt to a dynamic global society.</p>
 Awards, Recognition, Accomplishments:	<p>2017 Future Ready School; 2017 International Center for Leadership in Education Innovative District; 2018 Niche.com Best Schools</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>Courses, Curriculum, Instruction:</div>	Our standards-based curricula are available to parents through our website. Our teachers integrate project-based learning, service-learning experiences and collaborative learning with our blended learning tools to create engaging, relevant and rigorous learning experiences for all students.
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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 intricate detail of our beautiful building has been maintained despite recent construction upgrades. We have a new security center complete with a person retention center, cameras, and other safety mechanisms.</p>
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Weehawken High School
2016-2017


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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
7	100	105	100
8	97	94	102
9	86	101	99
10	86	69	101
11	73	94	59
12	78	79	93
Ungraded	0	0	0
Total	520	542	554

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	59%	53%	46%
Students with Disabilities	13%	14%	15%
English Learners	6%	8%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	68.4%
White	20.6%
Asian	5.1%
Black or African American	4.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	554
Shared Time Students	0
Full Time Equivalent	554

Enrollment by Home Language

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

Home Language	% of Students
English	57.4%
Spanish	39.0%
Chinese	1.4%
Other	2.4%



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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	395	97.8	50.40	57.00	54.90	50.4	57.8	Not Met
White	89	96.7	62.90	73.10	63.90	62.9	69.6	Met Target†
Hispanic	259	97.7	44.00	46.40	39.80	44	51.3	Not Met
Black or African American	22	100.0	45.50	55.50	35.20	45.5	N	N
Asian, Native Hawaiian, or Pacific Islander	20	100.0	85.00	80.40	80.70	85	76.4	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	193	98.0	57.00	62.30	62.20	57		
Male	202	97.6	44.10	51.60	48.10	44.1		
Economically Disadvantaged Students	193	98.0	42.50	41.70	36.20	42.5	48.6	Not Met
Non-Economically Disadvantaged Students	202	97.6	58.00	69.00	65.80	58		
Students with Disabilities	65	98.5	*	*	20.50	*	13.9	Not Met
Students without Disabilities	330	97.6	*	*	61.90	*		
English Learners	47	94.0	31.90	36.30	25.20	31.6	N	N
Non-English Learners	348	98.3	52.90	59.30	57.40	52.9		
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 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	99	750	750	756	12%	16%	21%	26%	24%	51%	59%
White	24	759	759	764	*	*	*	*	*	58%	69%
Hispanic	62	745	745	742	*	21%	23%	24%	*	44%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	47	755	755	764	*	*	21%	23%	30%	53%	68%
Male	52	745	745	749	*	*	21%	29%	19%	48%	51%
Economically Disadvantaged Students	50	733	733	739	*	*	*	24%	*	36%	40%
Non-Economically Disadvantaged Students	49	766	766	766	*	*	*	29%	*	65%	70%
Students with Disabilities	11	694	694	719	*	*	*	*	*	*	19%
Students without Disabilities	88	757	757	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	765	765	757	*	*	24%	46%	18%	64%	59%
White	29	775	775	764	0%	*	*	48%	*	72%	68%
Hispanic	60	757	757	742	*	*	27%	48%	*	58%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	52	771	771	766	*	*	25%	46%	*	69%	68%
Male	47	758	758	749	*	*	23%	45%	*	57%	50%
Economically Disadvantaged Students	45	756	756	739	*	*	31%	51%	*	56%	40%
Non-Economically Disadvantaged Students	54	772	772	766	*	*	19%	41%	*	70%	69%
Students with Disabilities	15	722	722	718	*	*	*	*	*	*	18%
Students without Disabilities	84	772	772	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
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 by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	743	743	749	18%	13%	23%	36%	11%	46%	52%
White	21	763	763	757	*	*	*	62%	*	76%	62%
Hispanic	65	736	736	733	23%	*	26%	26%	*	37%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	50	751	751	756	*	*	24%	38%	*	52%	60%
Male	45	734	734	741	*	*	22%	33%	*	40%	43%
Economically Disadvantaged Students	47	731	731	731	*	*	23%	30%	*	34%	32%
Non-Economically Disadvantaged Students	48	754	754	758	*	*	23%	42%	*	58%	62%
Students with Disabilities	18	704	704	714	*	*	*	*	0%	11%	13%
Students without Disabilities	77	752	752	754	*	*	*	*	13%	55%	58%
English Learners	10	708	708	690	*	*	0%	*	*	20%	*
Non-English Learners	85	747	747	752	*	*	26%	*	*	49%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	737	737	743	19%	22%	*	34%	*	42%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	71	732	732	728	24%	24%	*	32%	*	39%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	44	742	742	752	*	*	*	36%	*	52%	54%
Male	55	733	733	734	*	*	*	33%	*	35%	39%
Economically Disadvantaged Students	48	735	735	726	*	*	*	44%	*	48%	32%
Non-Economically Disadvantaged Students	51	738	738	751	*	*	*	26%	*	37%	54%
Students with Disabilities	18	707	707	704	*	*	*	*	*	*	12%
Students without Disabilities	81	744	744	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

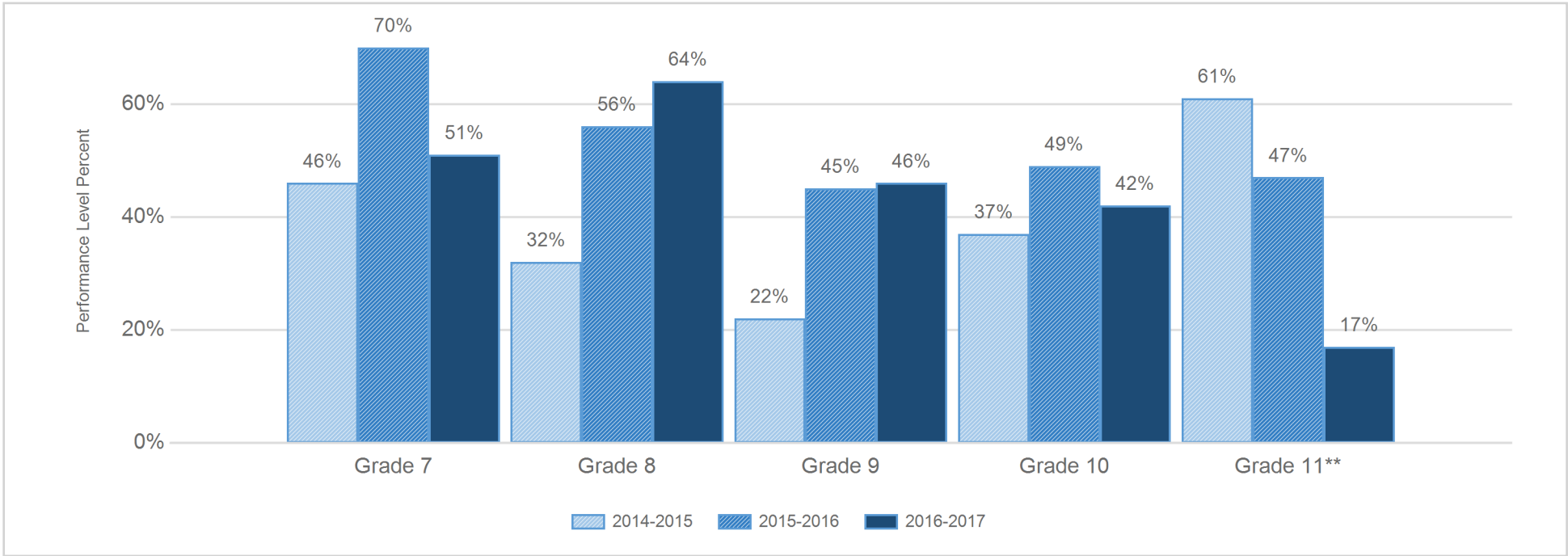
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	713	713	736	38%	*	24%	*	*	17%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	33	710	710	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	16	723	723	744	*	*	*	*	*	*	46%
Male	26	706	706	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	23	703	703	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	19	724	724	740	*	*	*	*	*	*	42%
Students with Disabilities	12	689	689	709	*	*	*	*	*	*	12%
Students without Disabilities	30	722	722	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	388	98.2	26.80	38.00	43.50	26.8	35	Not Met
White	89	96.7	43.80	56.60	52.40	43.8	44.5	Met Target†
Hispanic	252	98.4	20.20	26.10	27.60	20.2	28.5	Not Met
Black or African American	22	100.0	*	*	21.70	*	N	N
Asian, Native Hawaiian, or Pacific Islander	20	100.0	50.00	74.60	75.60	50	71.8	Not Met
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	189	98.4	24.90	38.20	44.10	24.9		
Male	199	98.0	28.60	37.70	42.90	28.6		
Economically Disadvantaged Students	187	98.9	17.10	22.50	25.10	17.1	26.1	Not Met
Non-Economically Disadvantaged Students	201	97.6	35.80	50.10	54.30	35.8		
Students with Disabilities	65	98.5	*	*	16.50	*	6	Met Target
Students without Disabilities	323	98.2	*	*	48.80	*		
English Learners	48	96.0	18.80	26.20	23.30	18.8	N	N
Non-English Learners	340	98.6	28.00	39.40	45.20	28		
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 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	733	733	741	*	26%	30%	25%	*	28%	40%
White	24	748	748	748	0%	*	*	46%	*	54%	49%
Hispanic	62	727	727	730	18%	29%	36%	18%	0%	18%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	47	734	734	743	*	32%	30%	21%	*	26%	41%
Male	52	732	732	740	*	21%	31%	29%	*	31%	38%
Economically Disadvantaged Students	50	721	721	729	*	30%	32%	*	*	12%	22%
Non-Economically Disadvantaged Students	49	744	744	749	*	22%	29%	*	*	45%	50%
Students with Disabilities	11	702	702	716	*	*	*	*	*	*	11%
Students without Disabilities	88	736	736	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	727	727	728	20%	30%	24%	26%	0%	26%	28%
White	16	736	736	736	*	*	*	*	0%	31%	35%
Hispanic	52	722	722	721	25%	31%	23%	21%	0%	21%	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	39	728	728	730	*	*	*	*	0%	21%	30%
Male	35	725	725	725	*	*	*	*	0%	31%	26%
Economically Disadvantaged Students	41	722	722	719	*	*	*	*	0%	22%	19%
Non-Economically Disadvantaged Students	33	733	733	734	*	*	*	*	0%	30%	34%
Students with Disabilities	15	712	712	705	*	*	*	*	*	13%	*
Students without Disabilities	59	731	731	734	*	*	*	*	*	29%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
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	111	734	734	743	*	33%	28%	31%	*	32%	42%
White	31	751	751	751	0%	*	*	55%	0%	55%	52%
Hispanic	70	726	726	728	*	40%	27%	21%	*	21%	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	*	*	*	741	*	*	*	*	*	*	41%
Female	57	734	734	744	*	35%	25%	30%	*	32%	43%
Male	54	735	735	741	*	32%	32%	32%	*	32%	40%
Economically Disadvantaged Students	47	724	724	727	*	40%	32%	*	*	15%	23%
Non-Economically Disadvantaged Students	64	742	742	751	*	28%	25%	*	*	44%	52%
Students with Disabilities	21	705	705	714	*	*	*	*	*	*	10%
Students without Disabilities	90	741	741	747	*	*	*	*	*	*	47%
English Learners	10	712	712	708	*	*	*	*	*	*	*
Non-English Learners	101	737	737	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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	94	724	724	734	12%	40%	35%	*	*	13%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	67	722	722	722	*	45%	33%	*	0%	12%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	43	724	724	735	*	*	*	*	*	*	31%
Male	51	724	724	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	46	722	722	721	*	44%	33%	*	*	11%	13%
Non-Economically Disadvantaged Students	48	726	726	740	*	38%	38%	*	*	15%	39%
Students with Disabilities	16	704	704	711	*	*	*	*	*	*	*
Students without Disabilities	78	728	728	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
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 by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	713	713	725	48%	*	*	21%	0%	21%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	32	710	710	710	50%	*	*	*	0%	22%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	18	719	719	725	*	*	*	*	0%	28%	27%
Male	30	709	709	725	*	*	*	*	0%	17%	29%
Economically Disadvantaged Students	24	709	709	708	54%	*	*	*	0%	21%	13%
Non-Economically Disadvantaged Students	24	716	716	733	42%	*	*	*	0%	21%	35%
Students with Disabilities	11	690	690	692	*	*	*	*	*	*	*
Students without Disabilities	37	719	719	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	48	713	713	726	48%	*	*	21%	0%	21%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

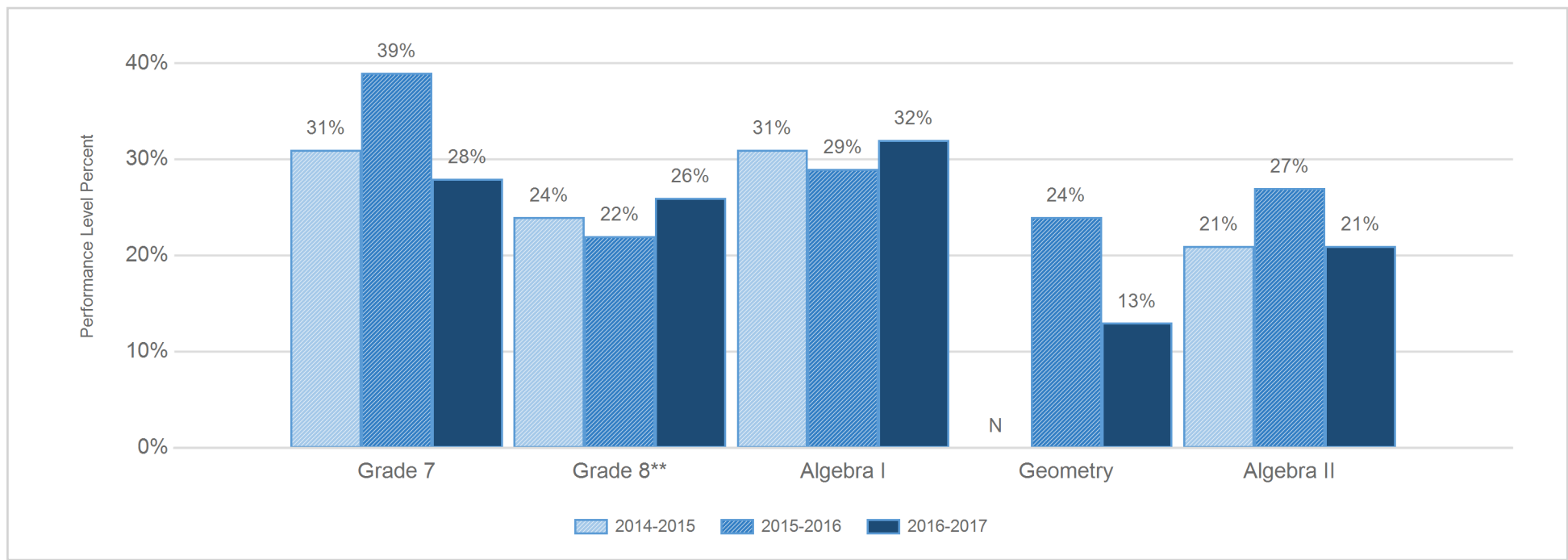


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Mathematics Assessment – Performance Trends

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
7	*	*
8	N	N
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

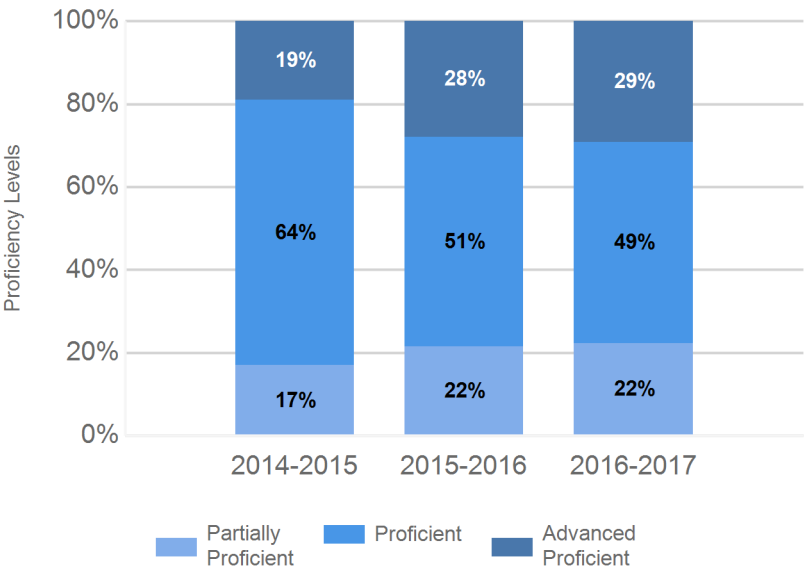
NJASK Science Assessment Performance: Grade 8

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	29%	49%	22%
White	*	49%	9%
Hispanic	21%	53%	26%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	15%	56%	30%
Students with Disabilities	N	38%	63%
English Learners	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 shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

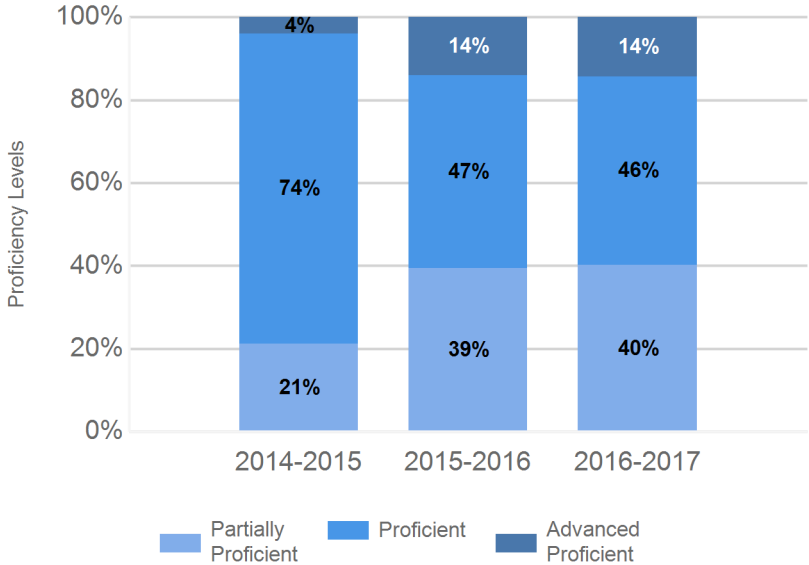
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	14%	46%	40%
White	*	44%	30%
Hispanic	9%	46%	46%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	10%	47%	43%
Students with Disabilities	N	21%	79%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section 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	32	42	50	Not Met	24	41	50	Not Met
White	30	45	50	Not Met	38.5	44	52	Not Met
Hispanic	29	37	49	Not Met	18	36.5	47	Not Met
Black or African American	31	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	31	36	47	Not Met	17.5	36	46	Not Met
Students with Disabilities	36	34	41	Not Met	17	41	43	**
English Learners	53	49	53	**	26	45.5	51	**

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



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

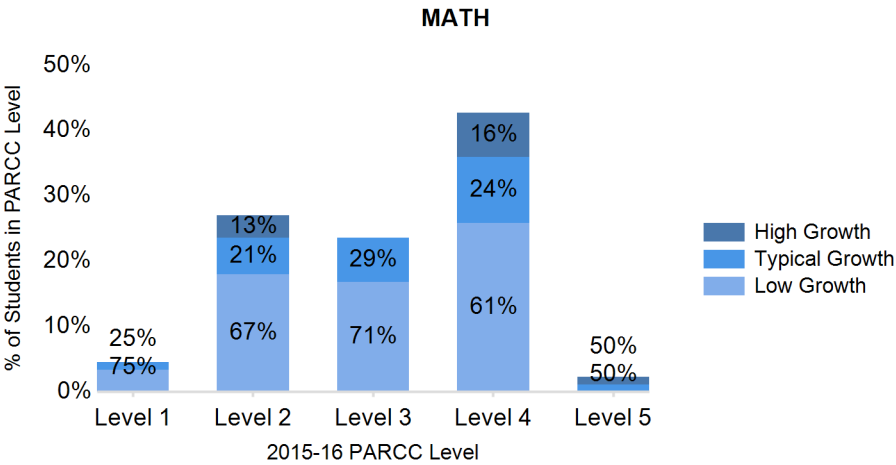
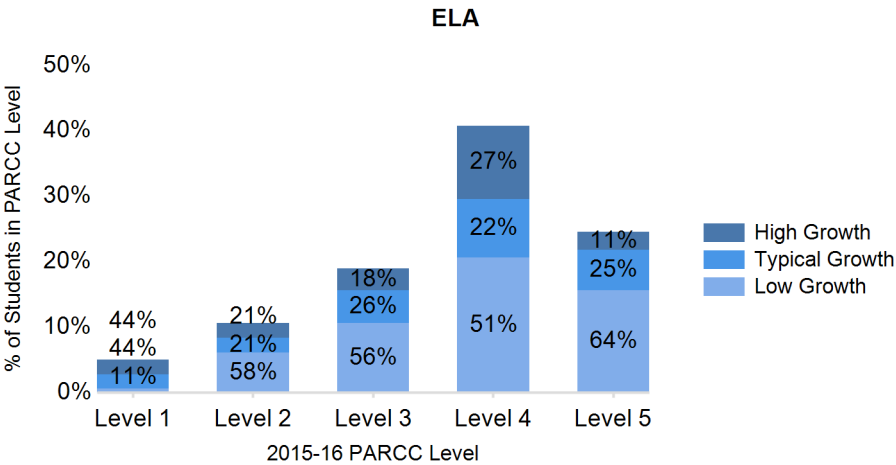
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

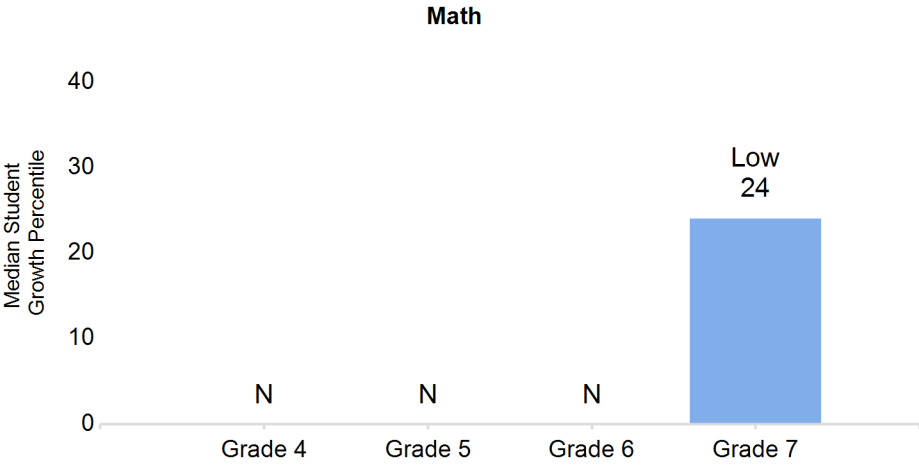
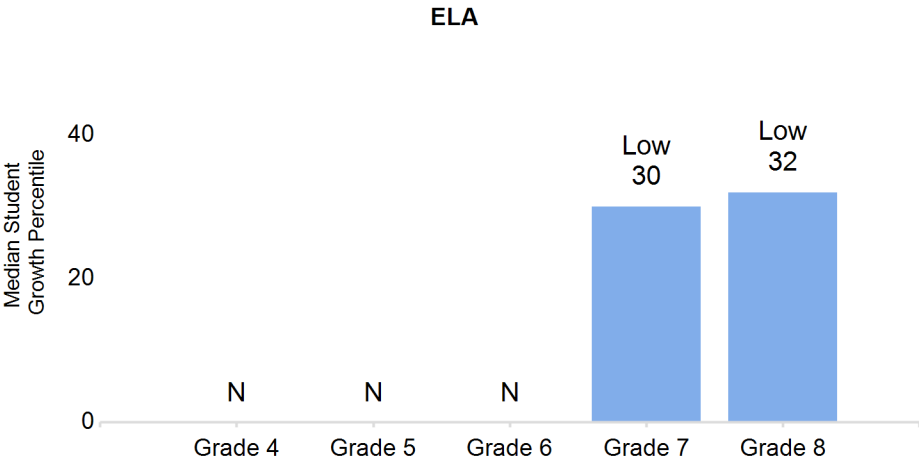
Student Growth by Performance Level

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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	66.7%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	471	481	Varies By Grade	59%	67%
PSAT - Math	446	483	Varies By Grade	29%	49%
SAT - Reading and Writing	542	551	480	73%	77%
SAT - Math	525	552	530	51%	58%
ACT - Reading	20	24	22	37%	65%
ACT - English	19	24	18	53%	79%
ACT - Math	20	24	22	24%	65%
ACT - Science	20	23	23	26%	54%



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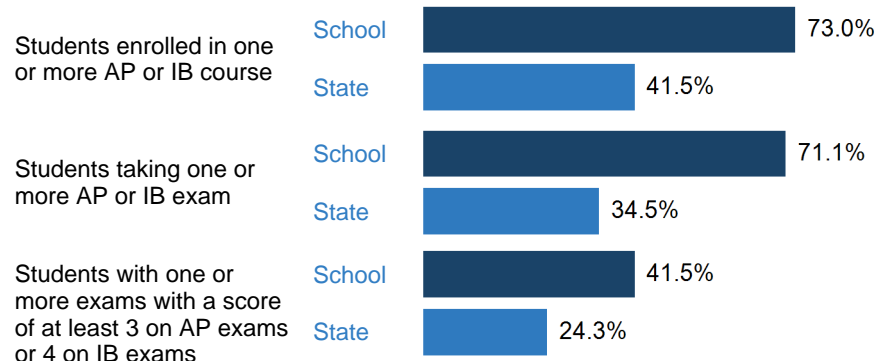
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

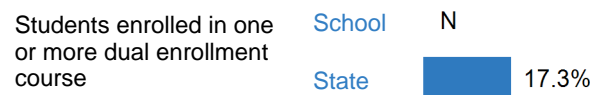
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	2	2
AP Biology	14	14
AP Calculus AB	16	16
AP Chemistry	0	9
AP Computer Science Principles	11	10
AP English Language and Composition	21	21
AP English Literature and Composition	11	12
AP Environmental Science	3	3
AP French Language and Culture	3	3
AP German Language and Culture	0	1
AP Human Geography	1	1
AP Macroeconomics	23	22
AP Microeconomics	0	23
AP Music Theory	3	2
AP Physics 1	0	2
AP Psychology	0	3
AP Seminar	15	15
AP Spanish Language	19	19
AP Statistics	19	17
AP Studio Art—Two-Dimensional	9	7



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	0	1
AP U.S. History	10	10
AP World History	17	17
Total Exams Taken		230
Exams with scores of at least 3 on AP exams or 4 on IB exams		108



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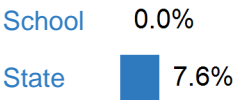
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

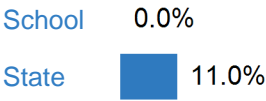
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

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



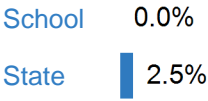
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	102
8	25	1	0	0	0	0	77
9	80	13	0	0	0	0	1
10	8	78	21	0	0	0	0
11	1	13	35	16	0	2	0
12	0	3	16	4	16	17	0
Schoolwide	114	108	72	20	16	19	180
Enrolled in AP/IB Course					16	19	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	23	0	0	0	0	78
10	86	12	0	0	0	6
11	10	29	0	1	0	20
12	10	7	0	2	0	29
Schoolwide	129	48	0	3	0	133
Enrolled in AP/IB Course	14	0		3	0	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	100	1	0	0	0	4
10	8	95	0	0	0	1
11	3	60	3	0	3	7
12	1	15	20	0	11	25
Schoolwide	112	171	23	0	14	37
Enrolled in AP/IB Course	17	10	23	0	0	1

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

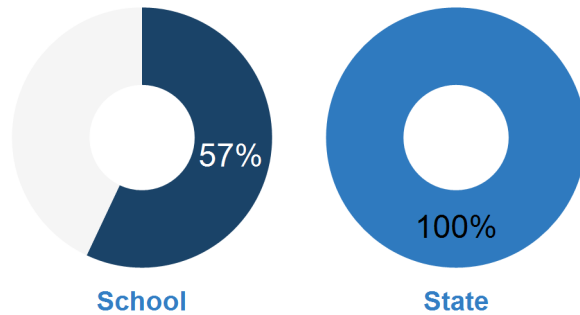
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	76	2	0	0	0	0	20
8	17	79	0	0	0	0	0
9	69	9	0	0	0	0	1
10	74	14	0	0	0	0	0
11	21	6	0	0	0	0	0
12	18	2	0	0	0	0	0
Schoolwide	275	112	0	0	0	0	21
Enrolled in AP/IB Course	19	3	0	0	0	0	0
Enrolled in Level 3 or Higher	23	4	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

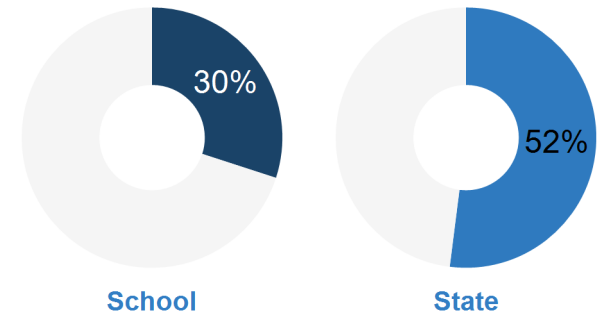
Grades 6-8:

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

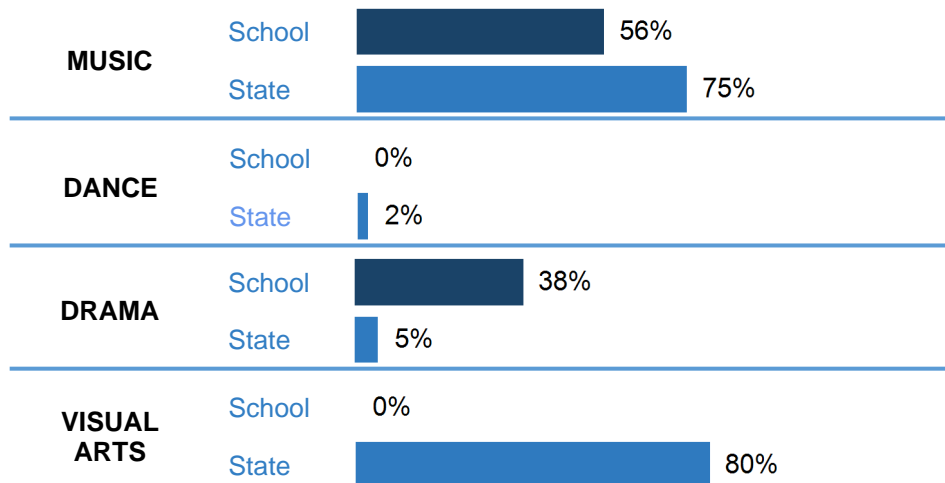


Grades 9-12:

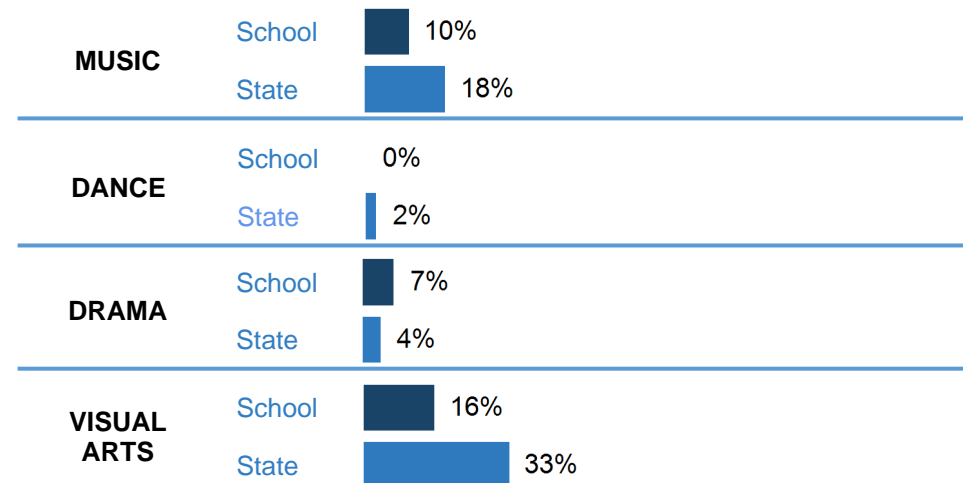
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.9%	90.5%	93.9%	91.8%	90.2%	85.7%	Met Target	90.2%	92.1%	Not Met
White	95.0%	94.5%	95.8%	95.1%	91.7%	89.2%	Met Target	100.0%	N	Met Goal
Hispanic	98.5%	84.3%	92.6%	86.3%	88.9%	82.6%	Met Target	84.9%	87.4%	Not Met
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	N	97.5%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	100.0%	83.9%	93.9%	85.6%	87.8%	78.8%	Met Target	81.4%	89.3%	Not Met
Students with Disabilities	90.9%	78.8%	93.3%	82.1%	80.0%	**	**	80.0%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.9%	-
2016	90.2%	93.9%
2015	85.2%	90.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.9%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	58.7%	38.9%	61.1%
White	55.6%	20%	80%
Hispanic	60.6%	47.5%	52.5%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	58.1%	44%	56%
Students with Disabilities	70%	57.1%	42.9%
English Learners	*	*	*

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	64.9%	25%	75%	70.8%	29.2%	77.1%	22.9%
White	75%	20%	80%	46.7%	53.3%	66.7%	33.3%
Hispanic	62%	29%	71%	80.7%	19.4%	80.7%	19.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	66.7%	26.7%	73.3%	76.7%	23.3%	93.3%	6.7%
Students with Disabilities	53.9%	71.4%	28.6%	85.7%	14.3%	85.7%	14.3%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

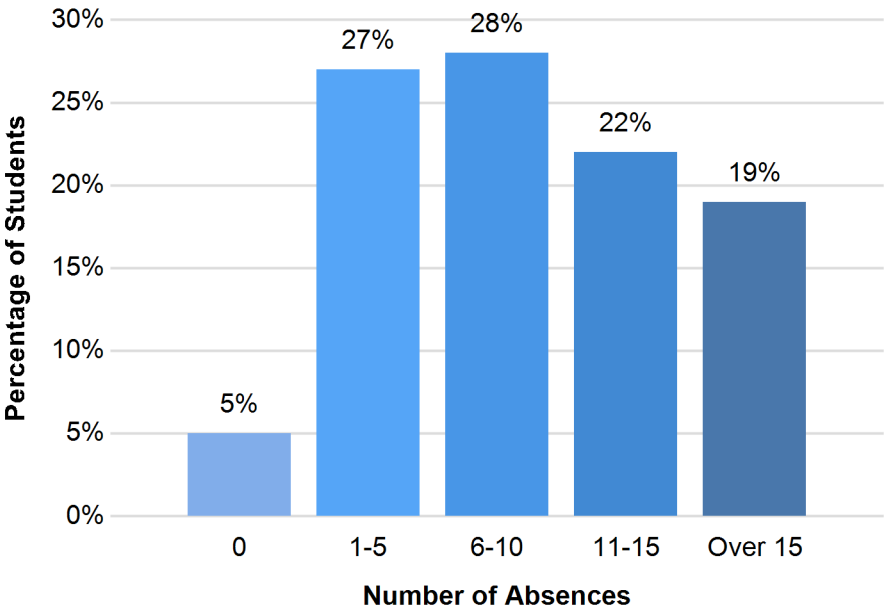
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.80	12.60	Not Met
White	9.40	12.60	Met Target
Hispanic	19.40	12.60	Not Met
Black or African American	3.60	12.60	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.90	12.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.40	12.60	Not Met
Students with Disabilities	19.80	12.60	Not Met
English Learners	16.10	12.60	Not Met

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

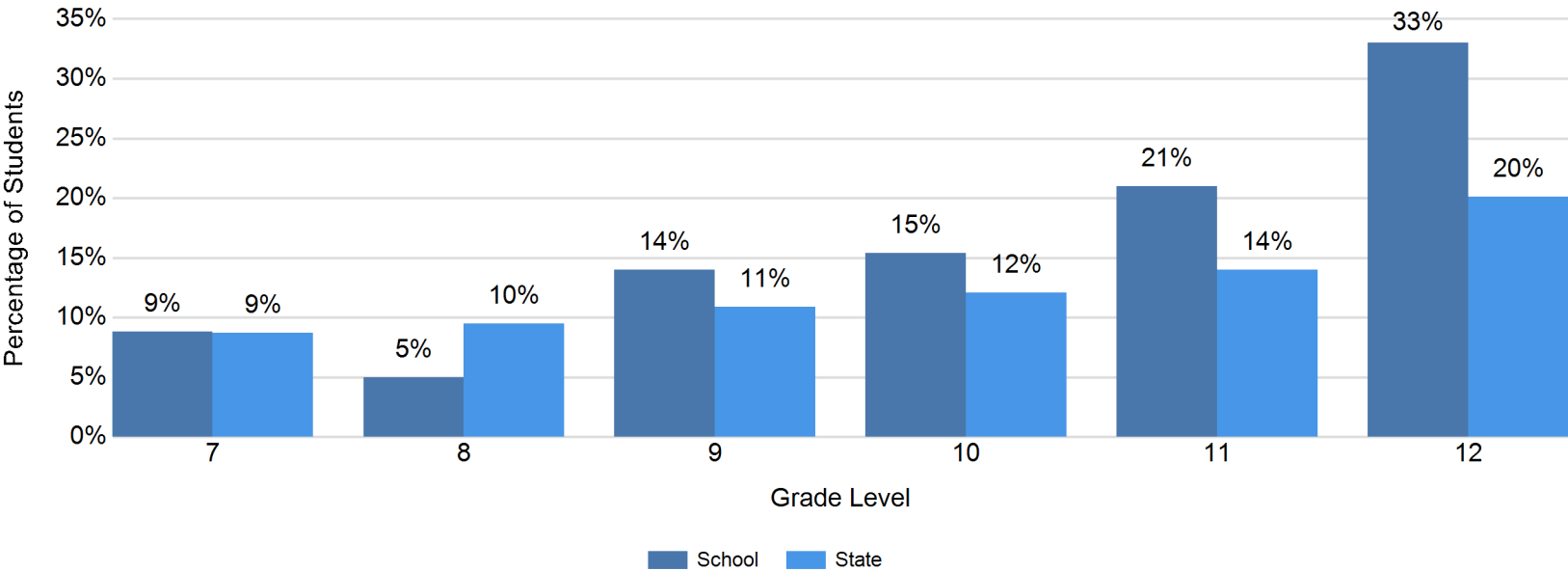
Days Absent

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	8:55AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 50 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	6
Vandalism	0
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.35

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	0.0%
Out-of-School Suspensions	3.8%
Any Suspension	3.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	149.4 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)	\$655	\$13,175	\$13,830



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	10.0	10.5
Teachers in district for 4 or more years	65%	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	11	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	16.2	11.6
Administrators in district for 4 or more years	91%	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	12:1	12:1
Administrators	139:1	122:1
Librarian/Media Specialists		670:1
Nurses		446:1
Counselors		446:1
Child Study Team		268:1



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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 and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	78%	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	94%



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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	59.6	12.5%
Mathematics Proficiency	51.1	12.5%
Graduation - 4-Year	23.4	15.0%
Graduation - 5-Year	17.8	15.0%
English Language Arts Growth	29.8	15.0%
Mathematics Growth	20.5	15.0%
Chronic Absenteeism	38.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		33.3
Summative Rating: Percentile rank of Summative Score		27.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	33.3	19.6	No	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met	No
White	58.8	19.6	No	Met Target†	Met Target†	Met Target	Met Target	Met Goal	Not Met	Not Met	No
Hispanic	19.8	19.6	No	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met	No
Black or African American	**	**	No	N	N	Met Target	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Not Met	Met Target	N	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	**	N	**	**	No
Economically Disadvantaged Students	26.9	19.6	No	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	21.3	11.9	No	Not Met	Met Target	Not Met	**	**	Not Met	**	No
English Learners	**	**	No	N	N	Not Met	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Colasurdo	Email Address:	acolasur@weehawken.k12.nj.us
Address:	53 LIBERTY PLACE WEEHAWKEN, NJ 07086	Website:	weehawkenschools.net
Phone:	(201)422-6130	Facebook:	facebook.com/weehawkentsd
		Twitter:	twitter.com/weehawkentsd

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"> • We are a NJ Future Ready School in a 1:1 Chromebook environment. • We have 17 Sports and 30 Clubs including an award winning Marching Band. • Construction upgrades include improvements to our STEAM & Art Departments, security, lockers, Media Center and Theater.
 Mission, Vision, Theme:	<p>The Weehawken Township School District is a progressive, student-centered community of learners in pursuit of collective and individual excellence. To this end, we will implement systems and structures that ensure all students will achieve at their maximum academic potential, develop values that embrace civic responsibility, and hone skills to adapt to a dynamic global society.</p>
 Awards, Recognition, Accomplishments:	<p>2017 Future Ready School; 2017 International Center for Leadership in Education Innovative District; 2017 Washington Post Most Challenging High Schools; 2018 Niche.com Best Schools</p>






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 Courses, Curriculum, Instruction:	<p>Our standards-based curricula are available to parents through our website. Our teachers integrate project-based learning, service-learning experiences and collaborative learning with our blended learning tools to create engaging, relevant and rigorous learning experiences for all students.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Co-ed), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Co-ed)</p>
 Clubs and Activities:	<p>Yearbook, Newspaper, Student Council, Peer Leadership, Chess Club, International Club, Robotics Club, Science Club, Young Science Achievers Program, Musical Theater & Drama Productions, Drama Club, Kid Witness News, Junior Math League, Junior National Honor Society, Academic Team, Math League, Marching Band, Jazz Band, Concert Band, Orchestra, National Honor Society, Mock Trial, Future Teachers of America, LGBT Alliance, Future Business Leaders Club, Black Student Union, Esports Club</p>




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 <div> Postsecondary Information: </div>	Of our Class of 2017 graduates, 98% pursued post-secondary educational opportunities and are attending colleges and universities all over New Jersey and the country. Our graduates are enrolled in Yale University, Georgia Tech, Babson College, Boston College, Columbia University, Stevens Institute of Technology and Boston University, to name a few.
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<div>  <div>Facilities:</div> </div>	<p>The intricate detail of our beautiful building has been maintained despite recent construction upgrades. We have a new security center complete with a person retention center, cameras, and other safety mechanisms. We have new lockers and benches where students can charge their computer or phone devices. Our Media Center and Auditorium upgrades will complement our STEAM Lab and Art Studio renovations. Climate control in every classroom and a hydroponics lab will complete this construction phase.</p>
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