




Chester M. Stephens Elementary School
2016-2017
Grade Span KG-05

27-3450-050
MORRIS
MOUNT OLIVE TWP
99 SUNSET DRIVE
BUDD LAKE, NJ 07828

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
KG	95	93	113
1	114	109	109
2	108	120	120
3	116	119	118
4	116	117	121
5	106	121	123
Ungraded	25	7	4
Total	680	686	708

Student Group	2014-15	2015-16	2016-17
Female	49%	53%	52%
Male	51%	48%	48%
Economically Disadvantaged Students	15%	17%	16%
Students with Disabilities	20%	18%	17%
English Learners	3%	4%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	53.5%
Asian	17.8%
Hispanic	17.5%
Black or African American	7.3%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	3.7%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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.

Grade	2014-15	2015-16	2016-17
KG - Half Day	100	93	113
KG - Full Day	0	0	0

Home Language	% of Students
English	77.0%
Spanish	6.4%
Telugu	2.4%
Gujarati	1.8%
Polish	1.7%
Other	10.3%



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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	360	100.0	71.40	80.40	54.90	71.4	71.5	Met Target†
White	186	100.0	70.40	81.60	63.90	70.4	70.6	Met Target†
Hispanic	64	100.0	65.70	72.50	39.80	65.7	63.2	Met Target
Black or African American	31	100.0	61.30	68.80	35.20	61.3	61.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	69	100.0	85.50	90.20	80.70	85.5	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	10	100.0	60.00	69.70	54.90	60	**	**
Female	187	100.0	70.60	84.60	62.20	70.6		
Male	173	100.0	72.30	76.10	48.10	72.3		
Economically Disadvantaged Students	72	100.0	58.30	64.40	36.20	58.3	57.9	Met Target
Non-Economically Disadvantaged Students	288	100.0	74.60	83.20	65.80	74.6		
Students with Disabilities	64	100.0	32.90	41.20	20.50	32.9	45.4	Not Met
Students without Disabilities	296	100.0	79.70	88.00	61.90	79.7		
English Learners	18	100.0	61.10	*	25.20	61.1	**	**
Non-English Learners	342	100.0	72.00	*	57.40	72		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	764	772	749	*	*	24%	56%	10%	66%	50%
White	57	762	774	759	*	*	25%	56%	*	65%	61%
Hispanic	22	762	760	734	*	*	*	50%	*	59%	35%
Black or African American	12	757	772	731	*	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	20	775	781	775	0%	0%	*	70%	*	80%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	65	760	771	754	*	*	25%	54%	*	62%	55%
Male	48	769	773	745	*	*	23%	58%	*	71%	46%
Economically Disadvantaged Students	18	745	752	731	*	*	*	*	*	39%	31%
Non-Economically Disadvantaged Students	95	768	775	762	*	*	*	*	*	71%	63%
Students with Disabilities	14	735	*	720	*	*	*	*	0%	21%	24%
Students without Disabilities	99	768	*	755	*	*	*	*	11%	72%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	113	764	773	752	*	*	24%	56%	10%	66%	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	118	769	771	753	*	*	18%	44%	28%	72%	56%
White	62	768	770	762	*	*	*	45%	27%	73%	67%
Hispanic	22	764	765	740	*	0%	*	50%	*	73%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	21	786	788	777	0%	*	*	*	*	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	58	774	776	758	*	*	*	43%	35%	78%	61%
Male	60	764	766	749	*	*	*	45%	22%	67%	51%
Economically Disadvantaged Students	23	764	761	737	*	*	*	52%	*	70%	36%
Non-Economically Disadvantaged Students	95	770	773	764	*	*	*	42%	*	73%	69%
Students with Disabilities	18	736	*	725	*	*	*	*	*	39%	25%
Students without Disabilities	100	774	*	759	*	*	*	*	*	78%	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	116	772	774	756	*	*	15%	57%	21%	78%	59%
White	60	768	774	763	*	*	*	63%	*	75%	69%
Hispanic	17	758	764	743	*	*	*	*	*	59%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	26	793	785	779	*	*	*	50%	46%	96%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	61	776	778	761	*	*	*	49%	*	77%	66%
Male	55	769	769	750	*	*	*	66%	*	78%	53%
Economically Disadvantaged Students	19	757	762	740	*	*	*	58%	*	63%	40%
Non-Economically Disadvantaged Students	97	775	777	765	*	*	*	57%	*	80%	71%
Students with Disabilities	19	725	736	725	*	*	*	*	0%	16%	22%
Students without Disabilities	97	782	782	762	*	*	*	*	25%	90%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	116	772	774	757	*	*	15%	57%	21%	78%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

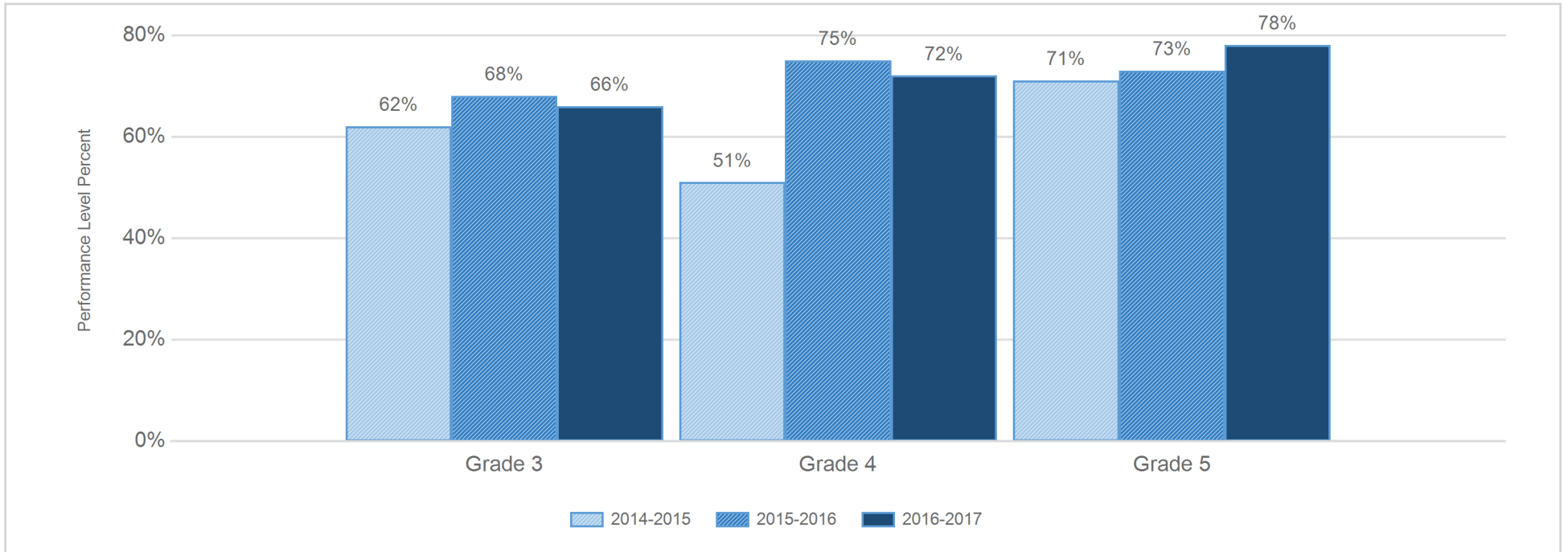


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	361	100.0	58.50	60.70	43.50	58.5	61.2	Met Target†
White	186	100.0	54.90	61.00	52.40	54.9	58.3	Met Target†
Hispanic	65	100.0	53.90	50.00	27.60	53.9	51.5	Met Target
Black or African American	31	100.0	35.50	41.00	21.70	35.5	49.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	69	100.0	85.50	82.50	75.60	85.5	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	10	100.0	40.00	54.60	44.90	40	**	**
Female	188	100.0	58.50	60.10	44.10	58.5		
Male	173	100.0	58.40	61.50	42.90	58.4		
Economically Disadvantaged Students	73	100.0	41.10	41.90	25.10	41.1	45.1	Met Target†
Non-Economically Disadvantaged Students	288	100.0	62.80	64.20	54.30	62.8		
Students with Disabilities	65	100.0	27.70	23.90	16.50	27.7	33.6	Met Target†
Students without Disabilities	296	100.0	65.20	67.60	48.80	65.2		
English Learners	19	100.0	68.40	*	23.30	68.4	**	**
Non-English Learners	342	100.0	57.90	*	45.20	57.9		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	75.00	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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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	114	760	766	751	*	*	30%	48%	16%	64%	53%
White	57	761	767	759	0%	*	33%	49%	*	63%	63%
Hispanic	23	749	*	738	*	0%	44%	44%	*	48%	37%
Black or African American	12	751	764	733	*	*	*	*	*	58%	32%
Asian, Native Hawaiian, or Pacific Islander	20	777	782	779	0%	0%	*	55%	*	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	66	755	763	751	*	*	30%	55%	*	64%	52%
Male	48	767	770	751	*	*	29%	40%	*	65%	53%
Economically Disadvantaged Students	18	748	754	736	*	*	*	*	*	39%	34%
Non-Economically Disadvantaged Students	96	763	768	761	*	*	*	*	*	69%	65%
Students with Disabilities	15	736	*	729	*	*	*	*	*	27%	29%
Students without Disabilities	99	764	*	755	*	*	*	*	*	70%	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	118	753	758	747	*	13%	28%	50%	*	56%	47%
White	62	751	758	755	*	16%	26%	48%	*	53%	59%
Hispanic	22	750	751	734	*	*	*	59%	*	64%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	21	766	775	774	0%	*	*	62%	*	76%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	58	754	756	747	*	*	24%	55%	*	62%	47%
Male	60	751	759	747	*	*	32%	45%	*	50%	48%
Economically Disadvantaged Students	23	745	746	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	95	754	760	757	*	*	*	*	*	59%	61%
Students with Disabilities	18	726	*	724	*	*	*	*	*	22%	22%
Students without Disabilities	100	757	*	751	*	*	*	*	*	62%	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	115	755	757	747	*	10%	30%	46%	*	56%	46%
White	59	750	756	754	*	*	37%	42%	*	48%	57%
Hispanic	17	745	749	735	0%	*	*	*	*	47%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	26	778	777	774	0%	0%	*	65%	*	92%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	60	750	754	747	*	*	32%	47%	*	52%	47%
Male	55	759	760	746	*	*	27%	46%	*	60%	46%
Economically Disadvantaged Students	19	735	746	732	*	*	*	*	0%	32%	27%
Non-Economically Disadvantaged Students	96	758	760	756	*	*	*	*	12%	60%	59%
Students with Disabilities	18	719	730	725	*	*	*	*	0%	11%	19%
Students without Disabilities	97	761	763	751	*	*	*	*	11%	64%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	115	755	758	748	*	10%	30%	46%	*	56%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%

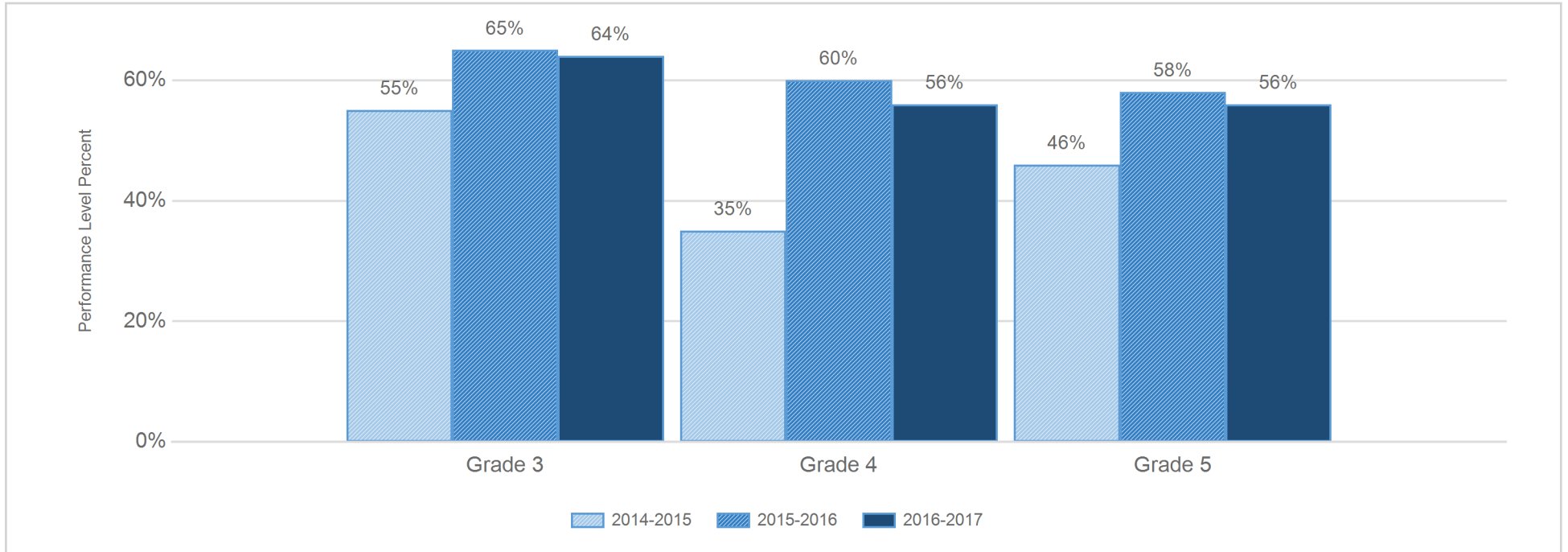


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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	14	85.7%	14.3%
2	*	*	*
3	*	*	*
4	N	N	N
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.

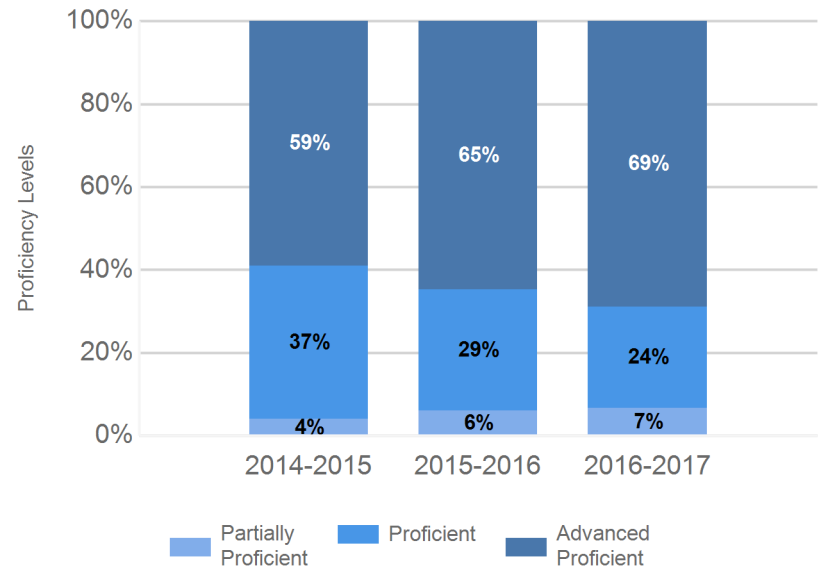
NJASK Science Assessment Performance: Grade 4

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	69%	24%	7%
White	70%	23%	8%
Hispanic	63%	37%	N
Black or African American	64%	21%	14%
Asian, Native Hawaiian, or Pacific Islander	75%	20%	5%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	64%	36%	N
Students with Disabilities	37%	32%	32%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	64	50	Met Target	47.5	53	50	Met Target
White	55	63	50	Met Target	47	53	52	Met Target
Hispanic	45	63	49	Met Target	46	47	47	Met Target
Black or African American	*	56	45	**	*	50	43	**
Asian, Native Hawaiian, or Pacific Islander	70	72	60	Exceeds Target	51.5	59	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	37	62	47	Not Met	45	52	46	Met Target
Students with Disabilities	38	48	41	Not Met	37	40	43	Not Met
English Learners	56.5	62	53	**	66	64	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:

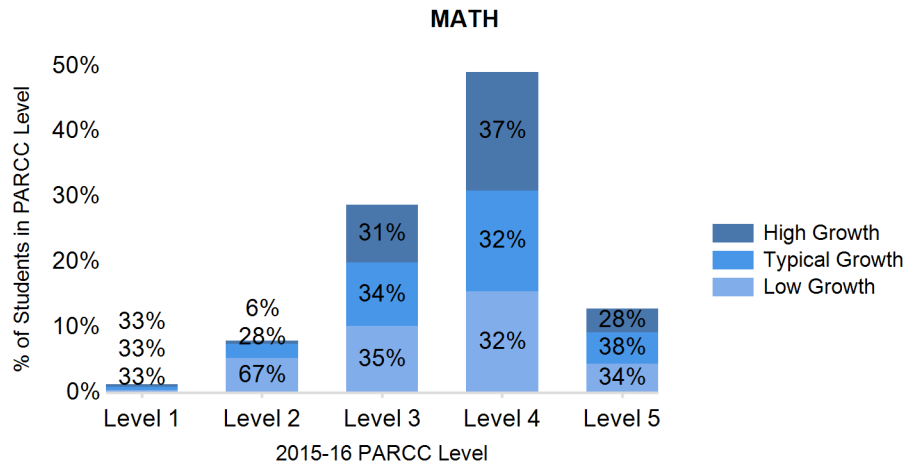
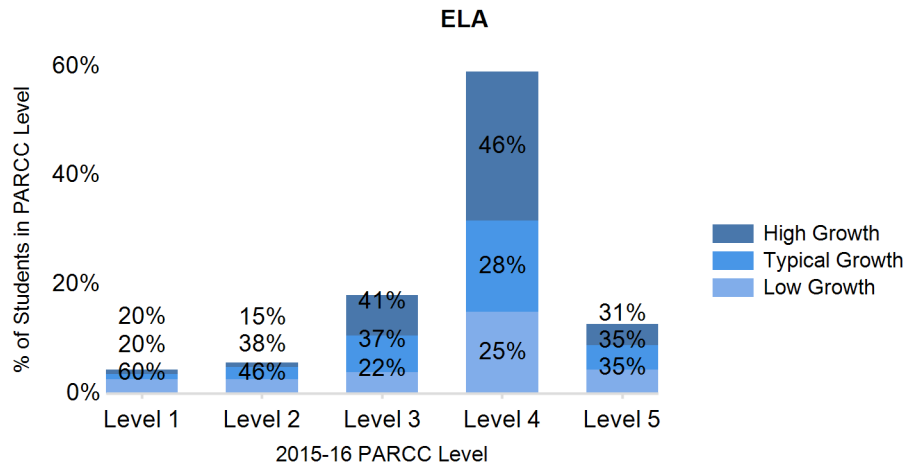
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

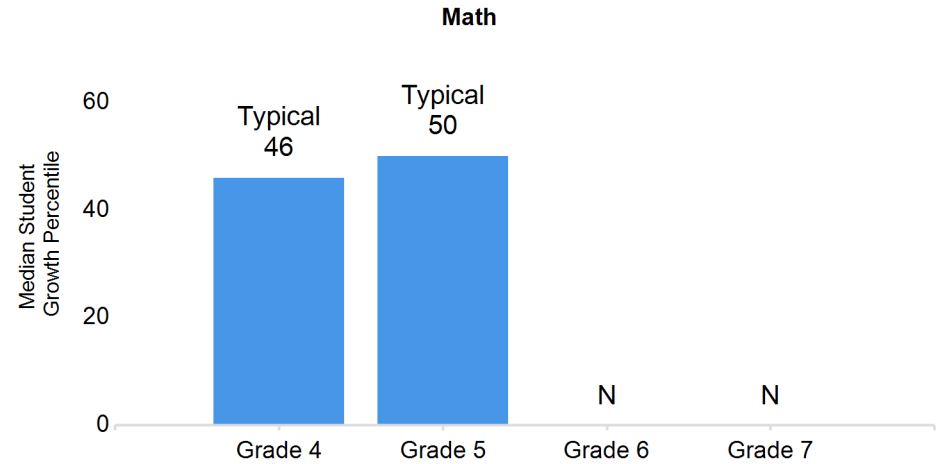
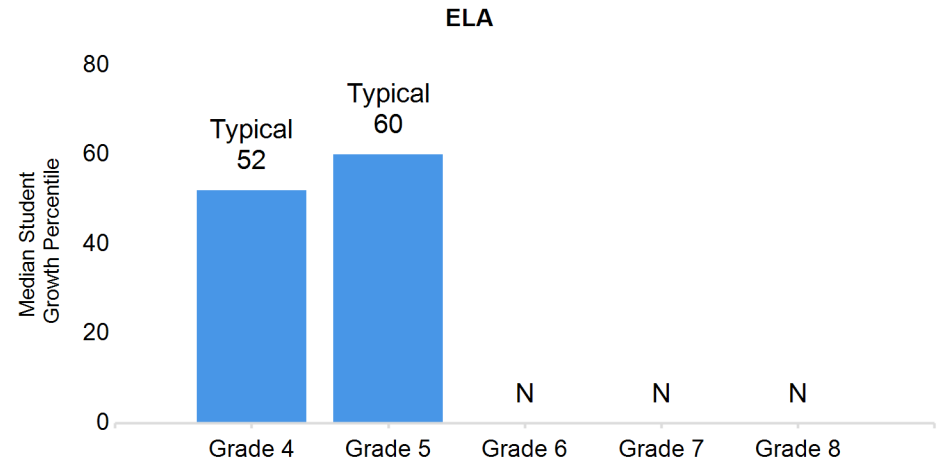
Student Growth by Performance Level

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 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

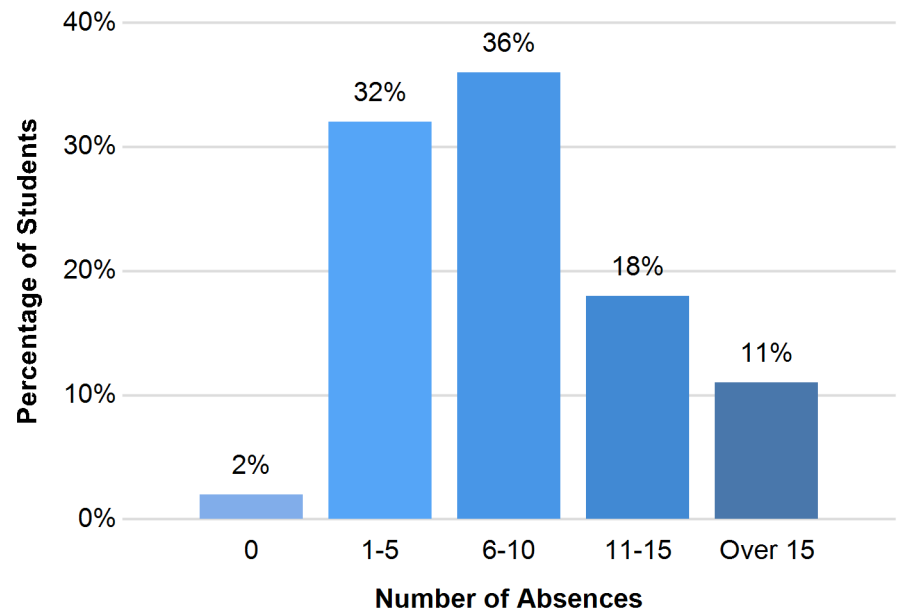
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	8.40	Met Target
White	5.10	8.40	Met Target
Hispanic	11.60	8.40	Not Met
Black or African American	3.80	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.80	8.40	Met Target
Economically Disadvantaged Students	10.00	8.40	Not Met
Students with Disabilities	10.00	8.40	Not Met
English Learners	16.00	8.40	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.



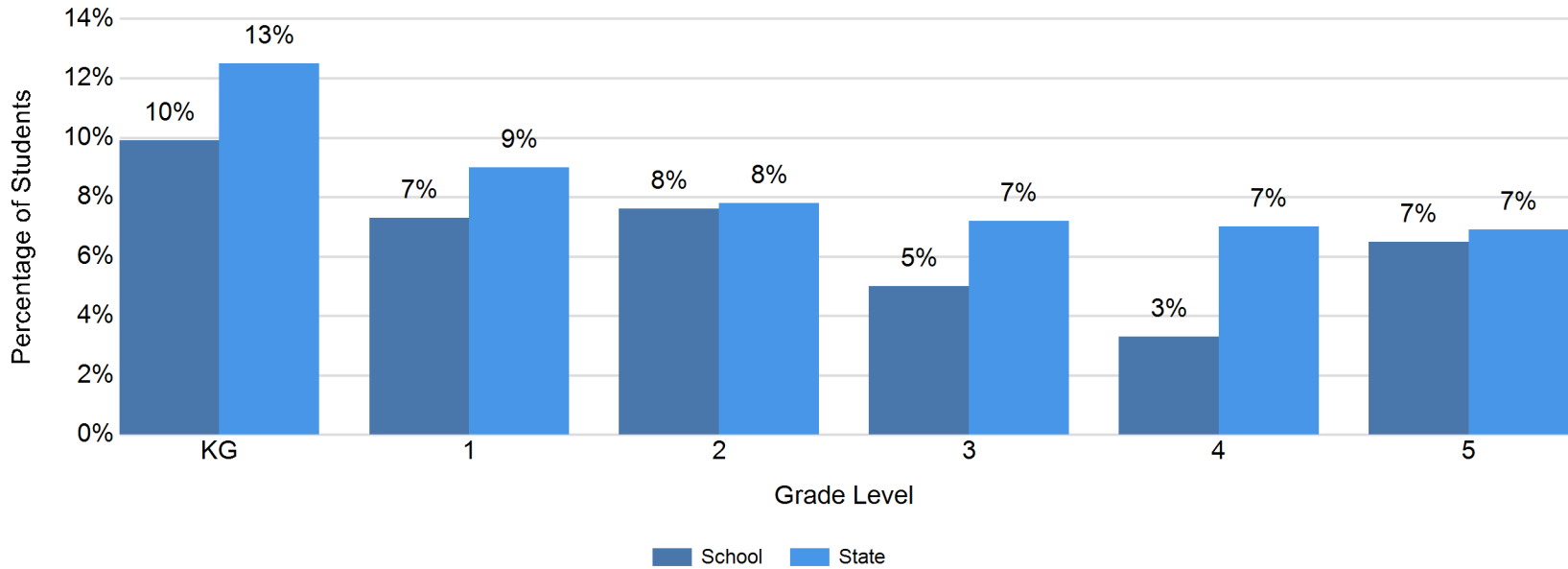


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Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	3:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.14

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	0.1%
Any Suspension	0.1%

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	1.1:1	216.2 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)	\$318	\$14,642	\$14,960



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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	47	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	81%	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	26	9,506
Average years experience in public schools	10.5	15.9
Average years experience in district	10.5	11.6
Administrators in district for 4 or more years	81%	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	15:1	13:1
Administrators	708:1	178:1
Librarian/Media Specialists		925:1
Nurses		661:1
Counselors		356:1
Child Study Team		231:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	78.3	17.5%
Mathematics Proficiency	69.5	17.5%
English Language Arts Growth	60.1	25.0%
Mathematics Growth	36.0	25.0%
Chronic Absenteeism	44.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.5
Summative Rating: Percentile rank of Summative Score		60.2
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	56.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	52.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	56.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	50.4	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	55.0	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	52.4	11.9	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	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. Moore	Email Address:	kmoore@mtoliveboe.org
Address:	99 SUNSET DRIVE BUDD LAKE, NJ 07828	Website:	http://www.mtoliveboe.org/cms/
Phone:	(973)691-4002		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The CMS competitive chess team students placed in the top-5 at NJ state elementary championships. • Microteaching Initiative used videotaped lessons to share best practices in PLC's. • Platoon teaching in grades 4 and 5 exceeded expected academic performance on PARCC assessments.
 <p>Mission, Vision, Theme:</p>	<p>Chester M. Stephens Elementary: The road to success starts at CMS. Our mission is to educate the whole child; academically, socially, and emotionally.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Chester M. Stephens micro-teaching Initiative was featured in the spring edition of the 2017 NJPSA Educational Viewpoints magazine. The same microteaching initiative was accepted for presentation at the Summer 2017 Visible Learning International Conference. CMS instructional supervisor and reading specialist presented microteaching to an international audience in San Francisco.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>John Hattie's Visible Learning initiative is in its third year at Chester M. Stephens elementary school. Faculty began learning about effect sizes, learning intentions, microteaching, learning teams, formative assesement, mindsets, and many other facets of making learning visible in the classrooms. What I Need (WIN) time was added into the daily schedule providing students with either remedial time or curriculum enhancements for advanced students.</p>
 <p>Clubs and Activities:</p>	<p>Chester M. Stephens Elementary offers a competitive chess team that competes at the elementary state championships each year. A new addition will be the First Lego League Junior club, offered to 6-10 years olds in both the Fall and Spring semester. TREPS, the Young Entrepenuers program for 5th grade is entering its 4th year is one of the most attended events of the school year.</p>
 <p>Before and After School Programs:</p>	<p>Bridge Builders (K-5 ESL family outreach), STARS (after school basic skills instruction), Gifted and Talented Art, Chorus, Before-school Band, AspireAcademic Enrichment program for grades 3-5.</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.

 <p>Staff and Professional Learning:</p>	<p>Faculty professional learning goal: Visible Learning: Our focus for the current year is establishing Success Criteria and then providing effective Feedback in all classrooms. CMS has already completed over 8 hours of professional development in this area and will be using the Visible Learning for Teachers text as the basis for continued PD. We have targeted a goal of 4 hours per month for teacher training in this area.</p>
 <p>Student Supports and Services:</p>	<p>BSI Reading and Math (basic skills instruction during school day- push-in and pull-out services provided) Sizzle program, (during school day basic skills services for students not qualifying for BSI but are on the watch list) , AIMSWeb (progress monitoring tool for tracking the success of academic interventions), RTI (response to intervention), Stars after-school program (multi-disciplinary targeted instruction).</p>
 <p>Student Health and Wellness:</p>	<p>Vision screening for 2nd and 4th grade. Grade level meetings monthly to discuss character trait of the month. Newly formed before and after school fitness club for all students run by PE teachers and guidance counselor. LEAD program for 5th grade- Law Enforcement Against Drugs. 4th and 5th grade Health and Hygiene Awareness program focused on changes during puberty.</p>
 <p>Parent and Community Involvement:</p>	<p>Chester M. Stephens Elementary School Community Association: Our parent fundraising organization that provides resources to the school such as cultural arts assembly programs, student supplies, and teacher grant opportunities.</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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>2017 boasted the highest parent approval ratings for Chester M. Stephens elementary in the last 7 years. 86% of parents agree that the school programs are the very best they can be. This percentage was the highest in the entire school district for the 2017 parent survey. In 10 out of a total of 12 categories, parents gave CMS the highest approval rating in the district. The remaining 2 categories, CMS came in second.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	362	384	384
10	362	355	376
11	352	338	346
12	338	338	340
Ungraded	44	3	12
Total	1458	1418	1458

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	12%	13%	12%
Students with Disabilities	17%	13%	14%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	69.1%
Hispanic	13.4%
Asian	10.1%
Black or African American	5.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
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	1444
Shared Time Students	27
Full Time Equivalent	1458

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	81.0%
Spanish	7.5%
Telugu	1.1%
Other	10.4%



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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	726	98.7	83.80	80.40	54.90	83.8	76.8	Met Goal
White	513	98.7	84.80	81.60	63.90	84.8	79.8	Met Goal
Hispanic	83	97.6	73.50	72.50	39.80	73.5	61.4	Met Target
Black or African American	37	100.0	64.80	68.80	35.20	64.8	61	Met Target
Asian, Native Hawaiian, or Pacific Islander	83	98.8	96.40	90.20	80.70	96.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	363	98.1	89.00	84.60	62.20	89		
Male	363	99.2	78.50	76.10	48.10	78.5		
Economically Disadvantaged Students	105	98.1	64.80	64.40	36.20	64.8	54.7	Met Target
Non-Economically Disadvantaged Students	621	98.7	87.00	83.20	65.80	87		
Students with Disabilities	89	96.8	43.80	41.20	20.50	43.8	30.5	Met Target
Students without Disabilities	637	98.9	89.40	88.00	61.90	89.4		
English Learners	13	100.0	38.50	*	25.20	38.5	**	**
Non-English Learners	713	98.6	84.50	*	57.40	84.5		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	369	778	778	749	3%	4%	9%	46%	39%	84%	52%
White	249	778	778	757	*	*	10%	45%	39%	84%	62%
Hispanic	45	766	766	733	*	*	*	51%	24%	76%	35%
Black or African American	17	754	754	730	*	0%	*	59%	*	71%	30%
Asian, Native Hawaiian, or Pacific Islander	50	793	793	777	*	*	*	40%	58%	98%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	183	786	786	756	*	*	9%	37%	51%	88%	60%
Male	186	770	770	741	*	*	10%	54%	26%	80%	43%
Economically Disadvantaged Students	56	758	758	731	*	*	21%	46%	18%	64%	32%
Non-Economically Disadvantaged Students	313	781	781	758	*	*	7%	45%	42%	88%	62%
Students with Disabilities	51	743	743	714	*	*	33%	43%	*	45%	13%
Students without Disabilities	318	783	783	754	*	*	5%	46%	*	90%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
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	363	780	780	743	*	*	9%	48%	35%	84%	46%
White	270	779	779	749	*	*	8%	54%	32%	86%	52%
Hispanic	38	774	774	728	0%	*	*	40%	32%	71%	34%
Black or African American	20	765	765	725	*	*	*	*	*	60%	31%
Asian, Native Hawaiian, or Pacific Islander	33	808	808	774	0%	0%	*	*	70%	94%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	183	786	786	752	*	*	8%	50%	40%	90%	54%
Male	180	774	774	734	*	*	11%	46%	31%	77%	39%
Economically Disadvantaged Students	50	761	761	726	*	*	*	46%	*	64%	32%
Non-Economically Disadvantaged Students	313	783	783	751	*	*	*	49%	*	87%	54%
Students with Disabilities	40	742	742	704	*	*	25%	38%	*	43%	12%
Students without Disabilities	323	785	785	749	*	*	7%	50%	*	89%	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	*	*	*	710	*	*	*	*	*	*	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	344	783	783	736	*	*	8%	39%	46%	85%	38%
White	238	784	784	738	*	*	8%	40%	46%	86%	40%
Hispanic	53	775	775	731	*	*	*	42%	40%	81%	34%
Black or African American	20	776	776	728	*	*	0%	*	*	85%	30%
Asian, Native Hawaiian, or Pacific Islander	28	800	800	756	0%	*	*	*	64%	89%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	151	791	791	744	*	*	*	32%	57%	89%	46%
Male	193	777	777	729	*	*	*	44%	38%	82%	31%
Economically Disadvantaged Students	45	767	767	729	*	*	*	38%	31%	69%	32%
Non-Economically Disadvantaged Students	299	785	785	740	*	*	*	39%	49%	87%	42%
Students with Disabilities	47	735	735	709	*	*	23%	23%	*	32%	12%
Students without Disabilities	297	791	791	741	*	*	5%	41%	*	93%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

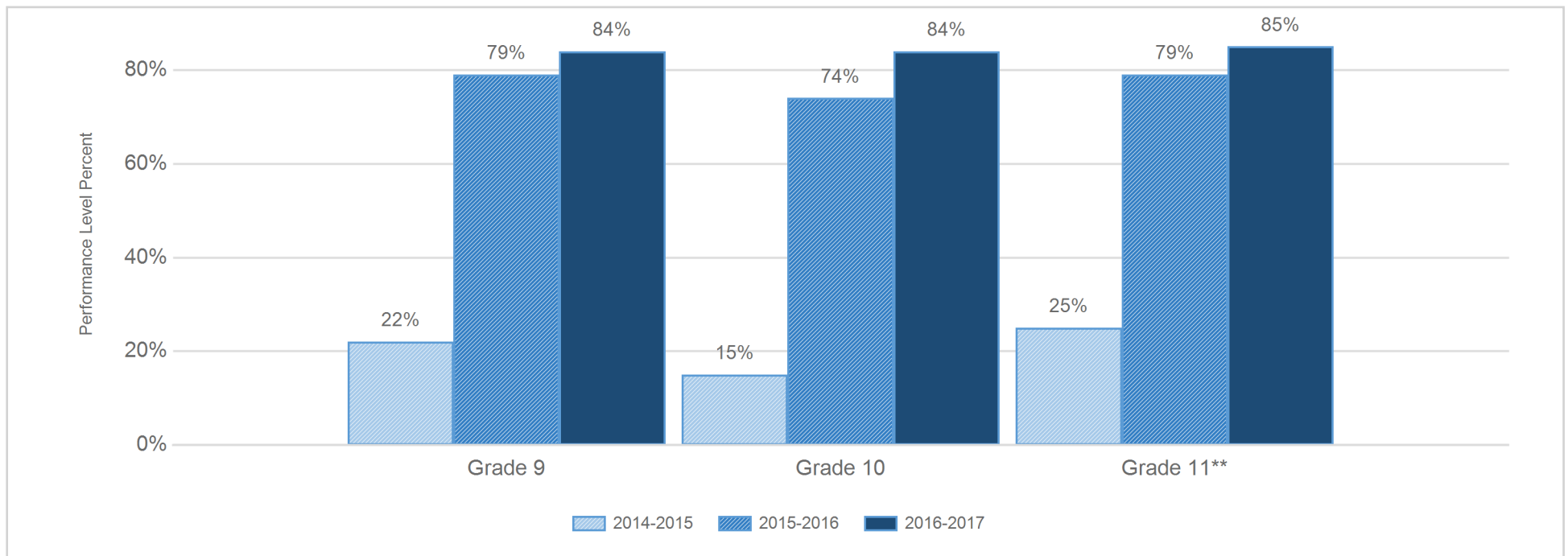


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	663	98.1	53.60	60.70	43.50	53.6	55.3	Met Target†
White	475	98.0	53.90	61.00	52.40	53.9	58	Not Met
Hispanic	76	97.4	40.80	50.00	27.60	40.8	40.9	Met Target†
Black or African American	33	100.0	36.40	41.00	21.70	36.4	32.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	98.6	72.50	82.50	75.60	72.5	73.9	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	337	98.3	51.40	60.10	44.10	51.4		
Male	326	97.9	55.80	61.50	42.90	55.8		
Economically Disadvantaged Students	98	96.1	34.70	41.90	25.10	34.7	35.6	Met Target†
Non-Economically Disadvantaged Students	565	98.4	56.80	64.20	54.30	56.8		
Students with Disabilities	63	94.0	17.50	23.90	16.50	17.3	19.6	Met Target†
Students without Disabilities	600	98.5	57.40	67.60	48.80	57.4		
English Learners	10	100.0	20.00	*	23.30	20	**	**
Non-English Learners	653	98.1	54.00	*	45.20	54		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	75.00	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	181	734	758	743	10%	30%	33%	28%	0%	28%	42%
White	124	735	755	751	10%	27%	35%	28%	0%	28%	52%
Hispanic	24	730	753	728	*	42%	*	*	0%	21%	24%
Black or African American	18	725	743	724	*	*	*	*	0%	22%	19%
Asian, Native Hawaiian, or Pacific Islander	11	743	*	774	*	*	*	*	0%	36%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	81	732	757	744	*	28%	38%	22%	*	22%	43%
Male	100	736	758	741	*	31%	28%	32%	*	32%	40%
Economically Disadvantaged Students	49	729	740	727	*	31%	35%	*	0%	18%	23%
Non-Economically Disadvantaged Students	132	736	761	751	*	30%	32%	*	0%	31%	52%
Students with Disabilities	51	723	*	714	*	45%	24%	*	0%	16%	10%
Students without Disabilities	130	738	*	747	*	24%	36%	*	0%	32%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	328	748	748	734	*	13%	36%	47%	*	50%	30%
White	218	749	749	740	*	12%	34%	49%	*	52%	38%
Hispanic	54	742	742	722	0%	*	48%	32%	*	35%	14%
Black or African American	12	732	732	719	*	*	*	*	0%	17%	*
Asian, Native Hawaiian, or Pacific Islander	37	758	758	758	0%	*	27%	62%	*	68%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	167	750	750	735	*	11%	37%	49%	*	53%	31%
Male	161	746	746	733	*	16%	35%	45%	*	47%	30%
Economically Disadvantaged Students	49	739	739	721	*	20%	43%	33%	*	33%	13%
Non-Economically Disadvantaged Students	279	750	750	740	*	12%	34%	49%	*	53%	39%
Students with Disabilities	30	721	721	711	*	*	*	*	*	*	*
Students without Disabilities	298	751	751	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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	310	751	751	725	7%	15%	25%	48%	5%	53%	28%
White	236	751	751	731	*	16%	27%	48%	*	51%	33%
Hispanic	30	741	741	710	*	*	*	40%	0%	40%	14%
Black or African American	15	728	728	703	*	*	*	*	0%	47%	*
Asian, Native Hawaiian, or Pacific Islander	26	780	780	761	0%	*	*	62%	*	85%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	162	747	747	725	*	16%	29%	45%	*	48%	27%
Male	148	755	755	725	*	14%	20%	51%	*	59%	29%
Economically Disadvantaged Students	33	739	739	708	*	*	*	42%	0%	42%	13%
Non-Economically Disadvantaged Students	277	752	752	733	*	*	*	49%	5%	54%	35%
Students with Disabilities	15	705	705	692	*	*	*	*	0%	13%	*
Students without Disabilities	295	753	753	729	*	*	*	*	5%	55%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

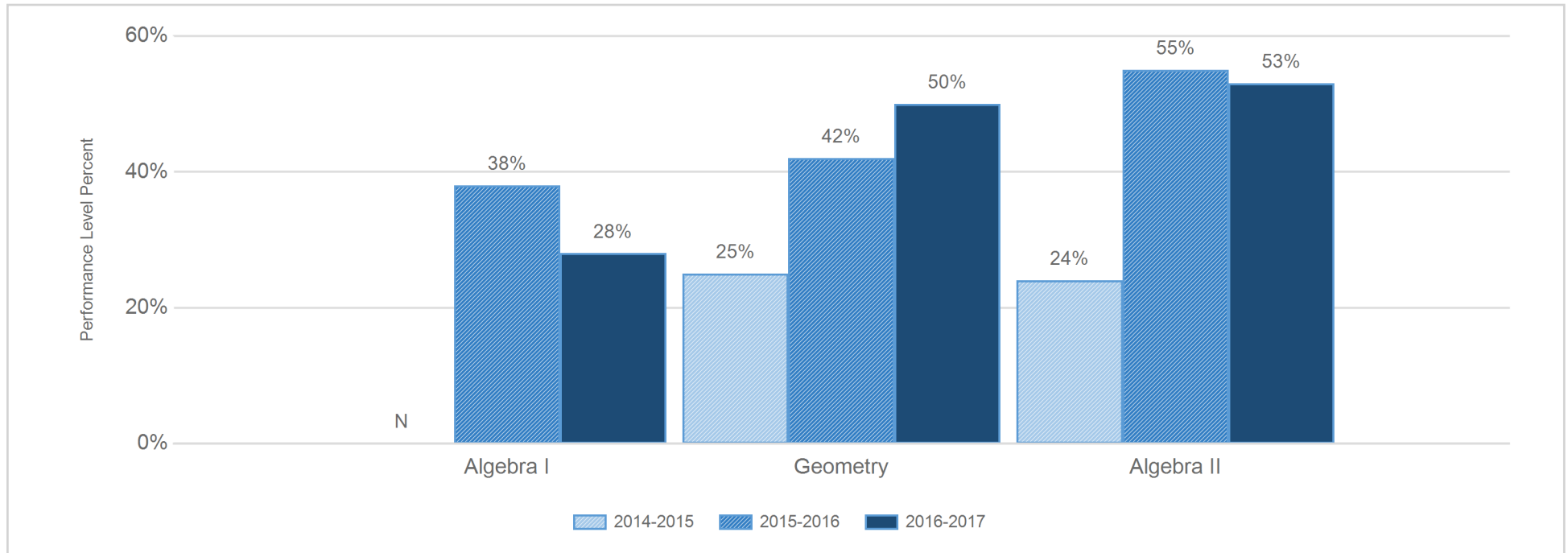


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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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.

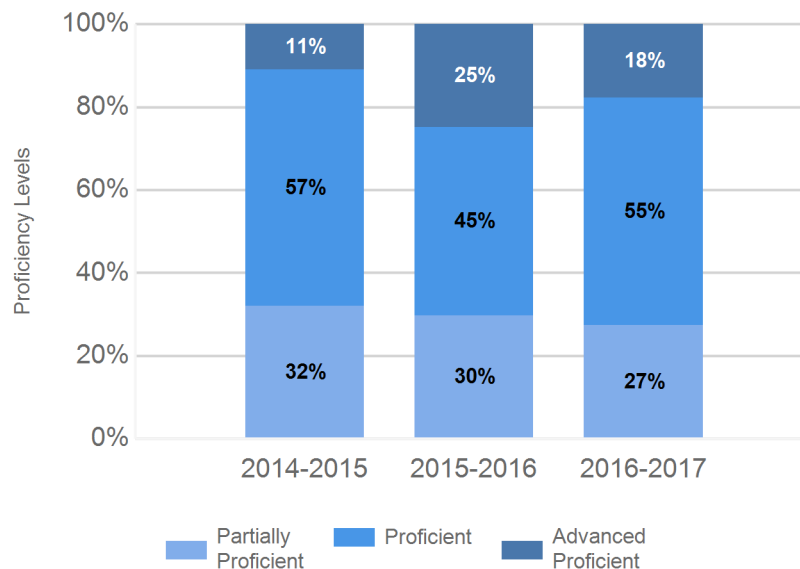
Biology Assessment - Performance

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	18%	55%	27%
White	20%	54%	26%
Hispanic	7%	58%	36%
Black or African American	6%	*	*
Asian, Native Hawaiian, or Pacific Islander	26%	61%	13%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	5%	46%	49%
Students with Disabilities	2%	12%	86%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	78.4%	89.4%
Percentage of students taking the SAT	90.4%	70.0%
Percentage of students taking the ACT	32.4%	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	522	481	Varies By Grade	87%	67%
PSAT - Math	533	483	Varies By Grade	74%	49%
SAT - Reading and Writing	571	551	480	89%	77%
SAT - Math	591	552	530	76%	58%
ACT - Reading	25	24	22	71%	65%
ACT - English	25	24	18	91%	79%
ACT - Math	26	24	22	80%	65%
ACT - Science	24	23	23	62%	54%



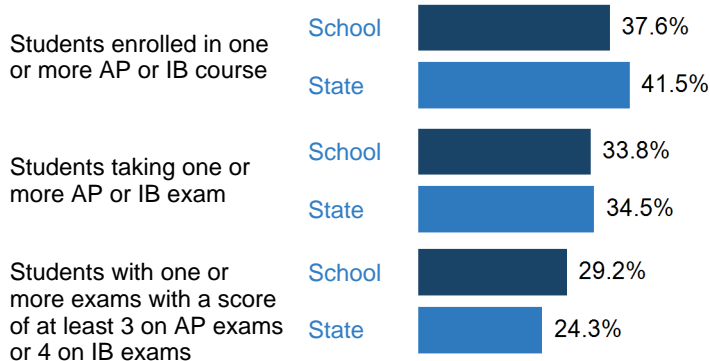
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

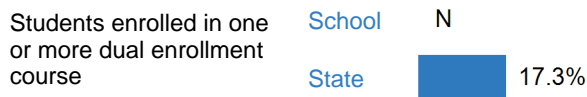
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	41	37
AP Calculus AB	44	52
AP Calculus BC	17	21
AP Chemistry	38	36
AP Computer Science A	12	10
AP English Language and Composition	35	37
AP English Literature and Composition	28	21
AP Environmental Science	47	5
AP European History	23	15
AP French Language and Culture	0	9
AP Macroeconomics	14	7
AP Microeconomics	13	10
AP Music Theory	3	4
AP Physics 1	0	7
AP Physics B	19	0
AP Physics C	7	0
AP Physics C: Mechanics	0	7
AP Psychology	0	1
AP Research	8	7



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AP/IB Course	Students Enrolled	Students Tested
AP Seminar	13	13
AP Spanish Language	0	6
AP Statistics	17	5
AP Studio Art—Drawing Portfolio	0	5
AP Studio Art—Two-Dimensional	8	6
AP U.S. Government and Politics	15	11
AP U.S. History	65	62
AP World History	28	26
Total Exams Taken		421
Exams with scores of at least 3 on AP exams or 4 on IB exams		353



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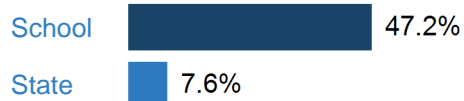
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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

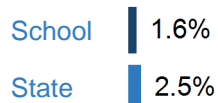
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Architecture & Construction	*	*
Human Services	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	12	
Total number of credentials earned in all clusters		12

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	120	211	16	0	0	0	61
10	60	92	201	22	2	0	5
11	2	57	93	74	17	0	118
12	0	1	26	1	107	29	62
Schoolwide	182	361	336	97	126	29	246
Enrolled in AP/IB Course					61	17	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	9	10	0	0	366	1
10	46	364	0	2	5	7
11	298	34	0	9	17	22
12	112	7	0	36	27	93
Schoolwide	465	415	0	47	415	123
Enrolled in AP/IB Course	41	38		47	26	0



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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	367	10	0	0	0	13
10	13	366	0	1	2	29
11	4	334	4	36	10	63
12	11	24	10	71	38	112
Schoolwide	395	734	14	108	50	217
Enrolled in AP/IB Course	28	65	14	0	0	36

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	233	73	44	0	0	0	0
10	225	61	55	0	0	0	0
11	81	39	43	0	0	0	0
12	12	9	10	0	0	0	0
Schoolwide	551	182	152	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	184	88	26	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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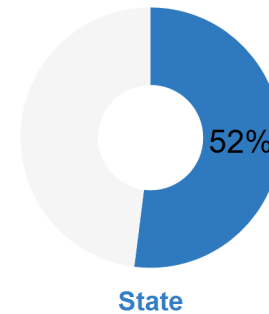
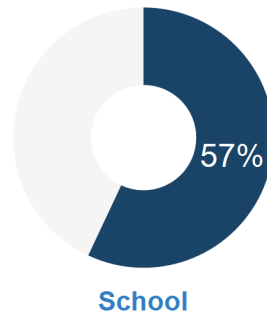
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Visual and Performing Arts – Course Participation

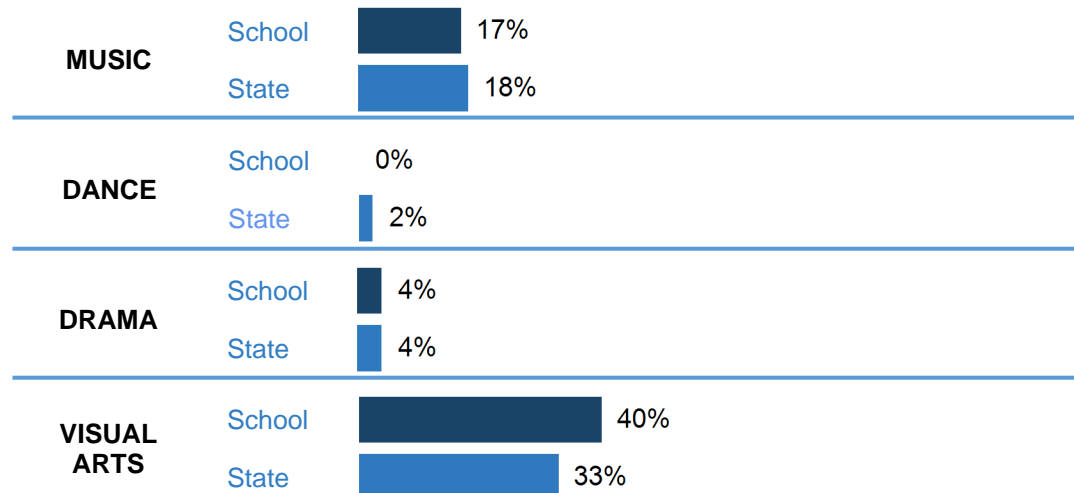
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.2%	90.5%	94.5%	91.8%	93.7%	92.0%	Met Target	93.4%	92.7%	Met Target
White	93.4%	94.5%	93.8%	95.1%	92.9%	90.8%	Met Target	92.5%	93.4%	Not Met
Hispanic	95.7%	84.3%	91.1%	86.3%	91.1%	89.2%	Met Target	*	85.9%	Met Target
Black or African American	*	83.4%	97.1%	85.3%	94.1%	95.0%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	97.4%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	95.7%	83.9%	87.3%	85.6%	85.5%	86.6%	Not Met	90.9%	82.1%	Met Target
Students with Disabilities	84.2%	78.8%	87.7%	82.1%	83.3%	76.0%	Met Target	80.7%	82.4%	Not Met
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	94.2%	-
2016	93.7%	94.5%
2015	91.8%	93.4%

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	0.7%	1.1%
2015-2016	0.6%	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.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	81.1%	32.6%	67.4%
White	80.9%	30.2%	69.8%
Hispanic	68.1%	56.3%	43.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	89.2%	18.2%	81.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	81.3%	53.9%	46.2%
Students with Disabilities	40%	83.3%	16.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85.5%	29.2%	70.8%	70.8%	29.2%	56.3%	43.7%
White	87.9%	27%	73%	67.7%	32.3%	54%	46%
Hispanic	71.4%	66.7%	33.3%	90%	10%	76.7%	23.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	94.4%	11.8%	88.2%	73.5%	23.5%	58.8%	41.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	66.7%	66.7%	33.3%	83.3%	16.7%	70.8%	29.2%
Students with Disabilities	61%	76%	24%	80%	20%	84%	16%
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

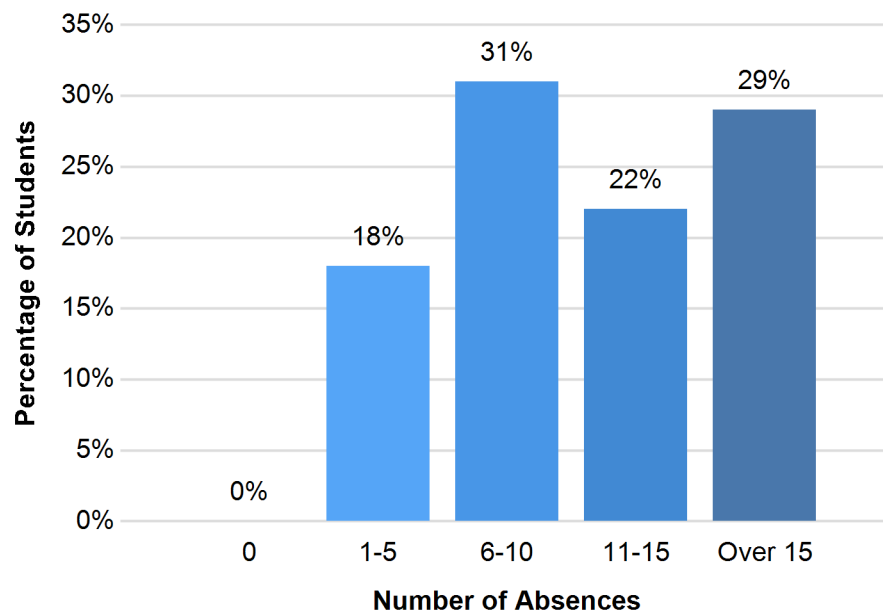
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	20.00	14.30	Not Met
White	20.30	14.30	Not Met
Hispanic	24.60	14.30	Not Met
Black or African American	14.00	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	14.50	14.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	30.00	14.30	Not Met
Economically Disadvantaged Students	27.90	14.30	Not Met
Students with Disabilities	28.80	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



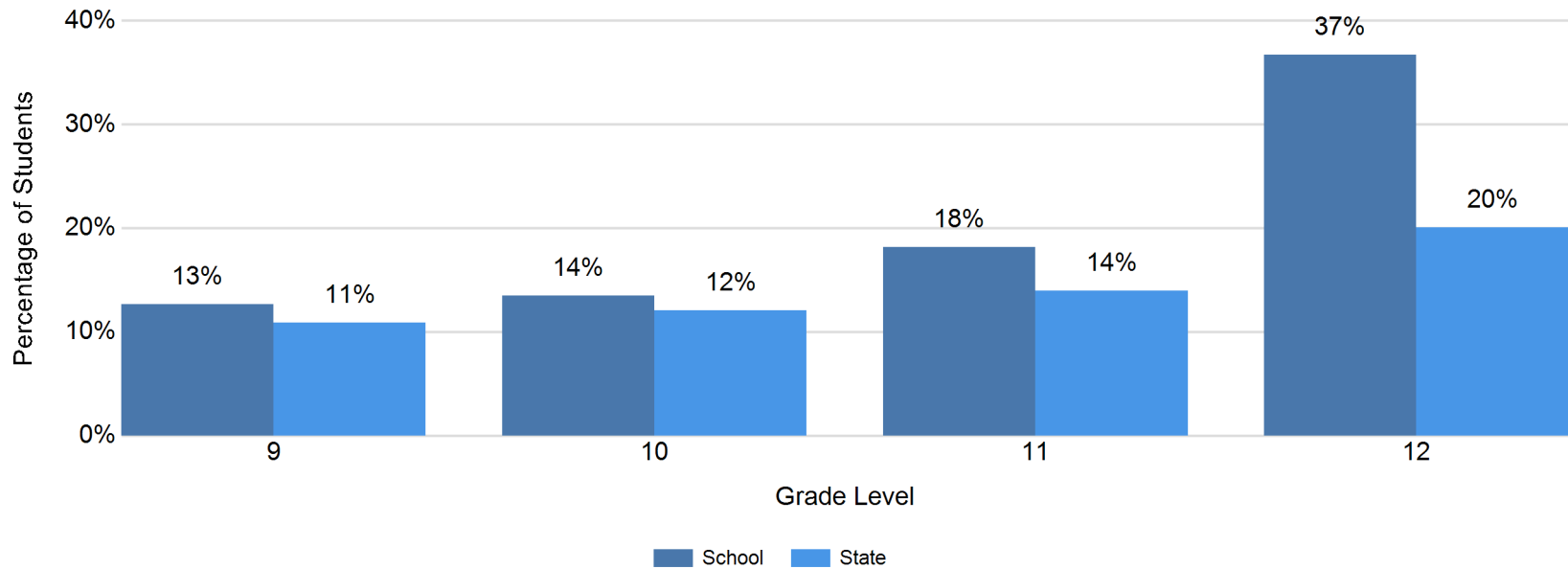


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:15AM
Typical End Time	2:20PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 13 Mins.
Shared Time - Instructional Time	3 Hrs. 14 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Vandalism	4
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	1.85

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	0.8%
Out-of-School Suspensions	1.6%
Any Suspension	2.4%

Student Expulsions

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

Category	Number of Students
Expulsions	1



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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	216.2 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)	\$318	\$14,642	\$14,960



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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	116	120,724
Average years experience in public schools	9.3	11.8
Average years experience in district	9.3	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	10.5	15.9
Average years experience in district	10.5	11.6
Administrators in district for 4 or more years	81%	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	13:1
Administrators	243:1	178:1
Librarian/Media Specialists		925:1
Nurses		661:1
Counselors		356:1
Child Study Team		231:1



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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 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	89%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	94.9	17.5%
Mathematics Proficiency	88.2	17.5%
Graduation - 4-Year	52.7	25.0%
Graduation - 5-Year	48.0	25.0%
Chronic Absenteeism	17.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.8
Summative Rating: Percentile rank of Summative Score		62.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	59.8	6.2	No	Met Goal	Met Target†	Not Met	Met Target	Met Target	No
White	47.7	6.2	No	Met Goal	Not Met	Not Met	Met Target	Not Met	No
Hispanic	65.5	6.2	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	86.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	70.9	6.2	No	Met Goal	Met Target†	Not Met	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	63.5	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	58.7	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Stansberry	Email Address:	kstansberry@mtoliveboe.org
Address:	18 COREY ROAD FLANDERS, NJ 07836	Website:	http://www.mtoliveboe.org/mohs/
Phone:	(973)927-2208		

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.

<p>Highlights:</p>	<ul style="list-style-type: none"> • 1:1 student to technology ratio • New Roofed Bleachers in stadium • New outdoor Bubble Facility
<p>Mission, Vision, Theme:</p>	<p>Mount Olive High School, recognized as a New Jersey Monthly Top 100 School, is a dynamic learning community committed to excellence in every one of its educational pursuits. We have indoctrinated and put into practice a “First We Will Be Best, Then We Will Be First” attitude that has positively impacted our school culture and climate.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Eighty-five percent of our 2017 graduates are currently pursuing two and four-year college educational opportunities. Fourteen students were recognized as Commended Students through the National Merit Scholarship Program. One member of the Class of 2017 was recognized as a National Merit Scholarship finalist. The class of 2017 will receive more than two million dollars in financial assistance. Mount Olive area sponsors alone awarded over \$55,000 in scholarships to our seniors.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum at Mount Olive High School is one of the best in New Jersey. Students can take part in Project Acceleration through Seton Hall University. Our rigorous and challenging curriculum prepares our students for educational pursuits beyond high school. Computer application, robotics, television production, computer graphics, and computer aided drafting are just a few examples of the technological capabilities available at Mount Olive High School.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Numerous graduates were named to All-Conference, All-County, and All-State in various sports. We won 5 conference championships; A Morris County Championship and State Sectional Championship in Volleyball. 20 of our 21 Athletic programs qualified for state tournaments. Several graduates received athletic scholarships to continue their athletic careers on the collegiate level.</p>
 <p>Clubs and Activities:</p>	<p>The Mount Olive Robotics Team is an annual finalist in St. Louis. The FBLA and DECA programs produced individual and team champions. We have one of the finest marching bands and music programs in the state, having several individual performers named to the All-State Band and Chorus each year. Our art program is recognized as the best in the state. Student Council and Class Council play integral roles in improving our high school climate and culture.</p>
 <p>Before and After School Programs:</p>	<p>Many of our student associations are very community-oriented. Volunteering throughout the community, conducting fundraisers for charitable organizations, and providing services to various causes is a reflection of the cohesive relationship established between township and school.</p>








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 <p>Staff and Professional Learning:</p>	<p>A highly qualified staff of educators will continue to be attracted to Mount Olive High School. Our faculty is committed to professional development that will increase student achievement, expose students to the endless bounds of technology, and provide depth and quality of curricular delivery and varied instructional strategies. Our faculty takes advantage of and seeks opportunities to grow professionally by enrolling in graduate courses, workshops, and in-service day programs.</p>
 <p>Postsecondary Information:</p>	<p>85% percent of the graduates will be pursuing post-secondary education, with 55% attending four-year colleges and universities. 24 graduates will enter the work force, while 10 graduates from this class will serve our nation as members of the Armed Forces. 5 students were recognized as National Merit Commended Students. In addition, 1 student received a National Merit Special Scholarship Award.</p>
 <p>Student Supports and Services:</p>	<p>To ensure all students have met and succeeded in State mandated graduation requirements, MOHS has designed and implemented three courses to assist struggling learners with said achievements: Achievement Center, Literacy Lab, and Math Lab.</p>
 <p>Student Health and Wellness:</p>	<p>A key focal point has been the implementation of character development practices that emphasize not only the importance of mastery of Reading, Writing and Mathematics, but also the elements of Respect and Responsibility. We continuously raise the bar as it pertains to our educational programs, curricular offerings, student performance and staff development. We take a great deal of pride in the variety, quality and magnitude of the experiences we provide to our students.</p>
 <p>Parent and Community Involvement:</p>	<p>A fundamental component of our success has been the development of a solid, open, and productive home-school partnership. Our inclusion of all stakeholders in the educational process has enabled us to garner the necessary support to enact our academic and facilities initiatives.</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.



Facilities:

Beautiful 23 Acre Scenic Campus with 10 athletic fields, 2 indoor gymnasiums, 3 Strength and Conditioning Rooms, and 1500 seat Performing Arts Center, Industry Standard Television Production Studio, Marauder Innovation Learning Lab (Maker Space), Professional Grade Recording Studio/Multipurpose Room, State-of-the Art Robotics Lab, Wood Shop, new roofed bleachers and bubble facility.



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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
6	384	329	358
7	385	394	346
8	401	388	409
Ungraded	41	12	19
Total	1211	1123	1132

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	52%	51%	51%
Economically Disadvantaged Students	12%	13%	13%
Students with Disabilities	18%	18%	17%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	62.9%
Hispanic	15.0%
Asian	12.2%
Black or African American	7.0%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.8%

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	79.2%
Spanish	7.8%
Urdu	1.2%
Tamil	1.1%
Hindi	1.1%
<i>Other</i>	10.3%



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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	1098	99.7	81.90	80.40	54.90	81.9	79.2	Met Goal
White	695	99.7	82.70	81.60	63.90	82.7	80	Met Goal
Hispanic	160	99.4	78.20	72.50	39.80	78.2	71.4	Met Target
Black or African American	75	100.0	66.60	68.80	35.20	66.6	62.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	137	100.0	91.20	90.20	80.70	91.2	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	31	100.0	77.40	69.70	54.90	77.4	80	N
Female	543	99.8	88.00	84.60	62.20	88		
Male	555	99.6	75.90	76.10	48.10	75.9		
Economically Disadvantaged Students	154	98.7	67.50	64.40	36.20	67.5	58.5	Met Target
Non-Economically Disadvantaged Students	944	99.9	84.20	83.20	65.80	84.2		
Students with Disabilities	184	98.9	38.10	41.20	20.50	38.1	38.2	Met Target†
Students without Disabilities	914	99.9	90.70	88.00	61.90	90.7		
English Learners	17	100.0	41.10	*	25.20	41.1	**	**
Non-English Learners	1081	99.7	82.50	*	57.40	82.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	355	772	772	752	*	*	10%	59%	23%	82%	54%
White	230	772	772	758	*	*	11%	61%	21%	83%	63%
Hispanic	54	768	768	740	*	*	*	57%	22%	80%	38%
Black or African American	20	753	753	736	*	*	*	*	*	55%	32%
Asian, Native Hawaiian, or Pacific Islander	45	781	781	776	0%	*	*	53%	36%	89%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	180	777	777	758	*	*	10%	59%	27%	86%	61%
Male	175	767	767	746	*	*	11%	58%	19%	78%	46%
Economically Disadvantaged Students	45	762	762	737	*	*	*	62%	*	73%	34%
Non-Economically Disadvantaged Students	310	773	773	761	*	*	*	58%	*	83%	65%
Students with Disabilities	52	731	731	722	*	*	37%	23%	*	23%	17%
Students without Disabilities	303	779	779	758	*	*	6%	65%	*	92%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	784	784	756	*	*	11%	31%	54%	84%	59%
White	205	784	784	764	*	*	6%	36%	53%	89%	69%
Hispanic	54	777	777	742	*	*	19%	32%	43%	74%	44%
Black or African American	22	772	772	737	0%	*	*	*	46%	64%	38%
Asian, Native Hawaiian, or Pacific Islander	46	804	804	784	0%	0%	*	*	80%	94%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	168	795	795	764	*	*	*	24%	69%	93%	68%
Male	170	774	774	749	*	*	*	37%	39%	76%	51%
Economically Disadvantaged Students	47	761	761	739	*	*	28%	47%	*	64%	40%
Non-Economically Disadvantaged Students	291	788	788	766	*	*	8%	28%	*	88%	70%
Students with Disabilities	52	744	744	719	*	*	31%	37%	*	44%	19%
Students without Disabilities	286	792	792	763	*	*	7%	30%	*	92%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	398	782	782	757	*	*	13%	39%	43%	82%	59%
White	255	780	780	764	*	*	14%	40%	40%	80%	68%
Hispanic	51	778	778	742	*	*	*	43%	37%	80%	44%
Black or African American	32	772	772	738	0%	*	*	44%	31%	75%	39%
Asian, Native Hawaiian, or Pacific Islander	46	806	806	786	*	*	*	24%	70%	94%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	14	783	783	758	0%	0%	*	*	*	86%	60%
Female	192	791	791	766	*	*	9%	37%	52%	89%	68%
Male	206	775	775	749	*	*	16%	40%	35%	75%	50%
Economically Disadvantaged Students	51	766	766	739	*	*	*	49%	26%	75%	40%
Non-Economically Disadvantaged Students	347	785	785	766	*	*	*	37%	46%	83%	69%
Students with Disabilities	68	744	744	718	*	*	34%	43%	*	46%	18%
Students without Disabilities	330	790	790	764	*	*	8%	38%	*	89%	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	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%



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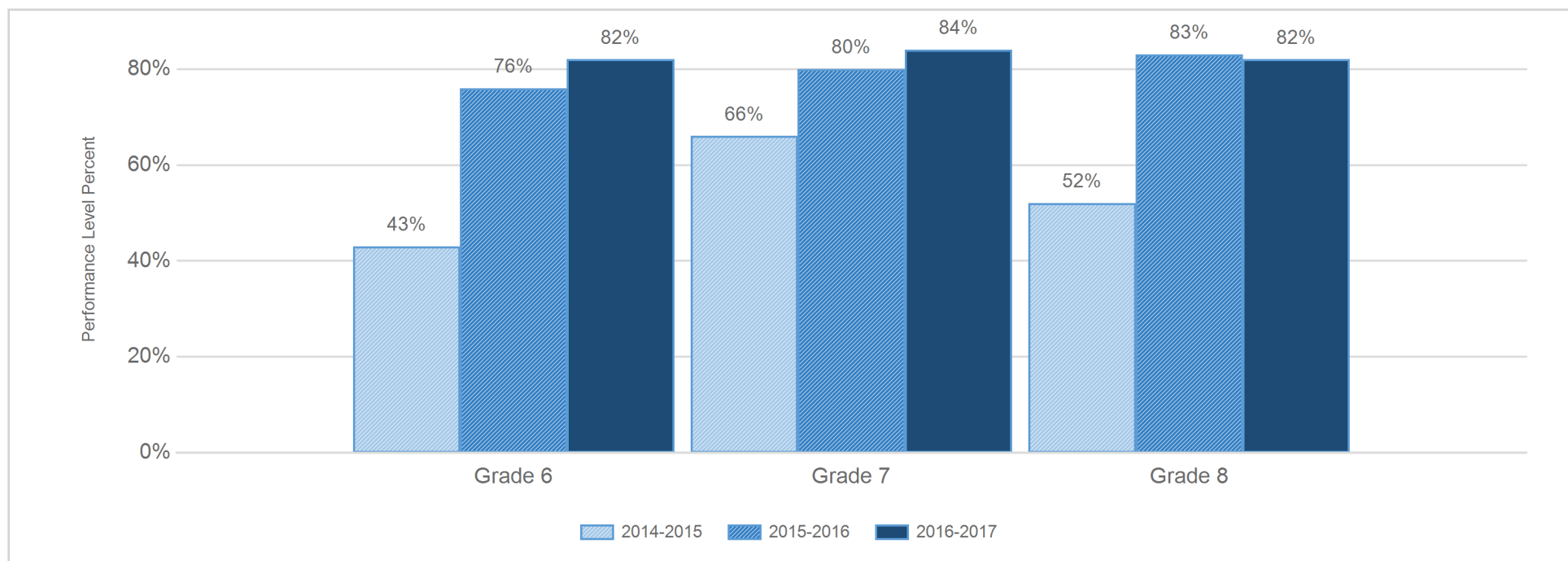
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1100	99.5	62.60	60.70	43.50	62.6	62	Met Target
White	693	99.4	63.50	61.00	52.40	63.5	61	Met Target
Hispanic	162	99.4	49.40	50.00	27.60	49.4	48.2	Met Target
Black or African American	77	100.0	41.60	41.00	21.70	41.6	46.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	137	100.0	86.10	82.50	75.60	86.1	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	31	100.0	61.30	54.60	44.90	61.3	61.7	N
Female	546	99.8	65.20	60.10	44.10	65.2		
Male	554	99.3	60.10	61.50	42.90	60.1		
Economically Disadvantaged Students	150	98.7	39.30	41.90	25.10	39.3	38.8	Met Target
Non-Economically Disadvantaged Students	950	99.7	66.30	64.20	54.30	66.3		
Students with Disabilities	182	98.9	15.30	23.90	16.50	15.3	18.9	Met Target†
Students without Disabilities	918	99.7	72.00	67.60	48.80	72		
English Learners	22	95.8	27.30	*	23.30	27.3	N	N
Non-English Learners	1078	99.6	63.40	*	45.20	63.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	357	757	757	743	6%	6%	25%	46%	17%	62%	44%
White	231	759	759	751	6%	6%	24%	47%	17%	64%	54%
Hispanic	55	747	747	731	*	*	33%	44%	*	51%	27%
Black or African American	20	738	738	724	*	*	*	*	*	40%	20%
Asian, Native Hawaiian, or Pacific Islander	45	770	770	771	*	*	24%	47%	27%	73%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	182	758	758	745	*	*	28%	46%	16%	62%	45%
Male	175	757	757	742	*	*	23%	45%	17%	62%	43%
Economically Disadvantaged Students	45	742	742	728	*	*	33%	40%	*	44%	24%
Non-Economically Disadvantaged Students	312	759	759	752	*	*	24%	47%	*	65%	56%
Students with Disabilities	52	718	718	717	*	*	27%	*	*	14%	13%
Students without Disabilities	305	764	764	748	*	*	25%	*	*	71%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	339	757	757	741	*	*	25%	54%	10%	64%	40%
White	205	757	757	748	*	*	21%	59%	9%	68%	49%
Hispanic	55	748	748	730	*	*	44%	42%	*	44%	23%
Black or African American	22	745	745	726	*	*	46%	*	*	36%	19%
Asian, Native Hawaiian, or Pacific Islander	46	775	775	764	0%	*	*	63%	28%	91%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	11	745	745	740	*	*	*	*	*	27%	39%
Female	169	761	761	743	*	*	22%	60%	11%	71%	41%
Male	170	752	752	740	*	*	29%	47%	10%	57%	38%
Economically Disadvantaged Students	47	735	735	729	*	*	49%	21%	*	23%	22%
Non-Economically Disadvantaged Students	292	760	760	749	*	*	22%	59%	*	71%	50%
Students with Disabilities	52	727	727	716	*	*	35%	*	*	19%	11%
Students without Disabilities	287	762	762	746	*	*	24%	*	*	72%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	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	164	728	728	728	16%	24%	34%	26%	0%	26%	28%
White	102	730	730	736	11%	28%	37%	25%	0%	25%	35%
Hispanic	29	724	724	721	*	*	35%	*	0%	24%	21%
Black or African American	23	720	720	715	*	*	*	*	0%	26%	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	*	*	*	726	*	*	*	*	*	*	28%
Female	80	729	729	730	13%	25%	33%	30%	0%	30%	30%
Male	84	726	726	725	19%	23%	36%	23%	0%	23%	26%
Economically Disadvantaged Students	30	721	721	719	*	*	*	37%	0%	37%	19%
Non-Economically Disadvantaged Students	134	729	729	734	*	*	*	24%	0%	24%	34%
Students with Disabilities	62	712	712	705	*	*	*	*	*	*	*
Students without Disabilities	102	737	737	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	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	235	776	758	743	*	*	9%	81%	9%	90%	42%
White	151	772	755	751	*	*	11%	80%	7%	87%	52%
Hispanic	22	777	753	728	0%	0%	*	91%	*	96%	24%
Black or African American	11	772	743	724	0%	0%	*	*	*	91%	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	114	775	757	744	0%	*	*	81%	9%	90%	43%
Male	121	777	758	741	0%	*	*	81%	10%	91%	40%
Economically Disadvantaged Students	21	765	740	727	*	*	*	86%	0%	86%	23%
Non-Economically Disadvantaged Students	214	777	761	751	*	*	*	80%	10%	91%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	*	*	*	715	*	*	*	*	*	*	21%

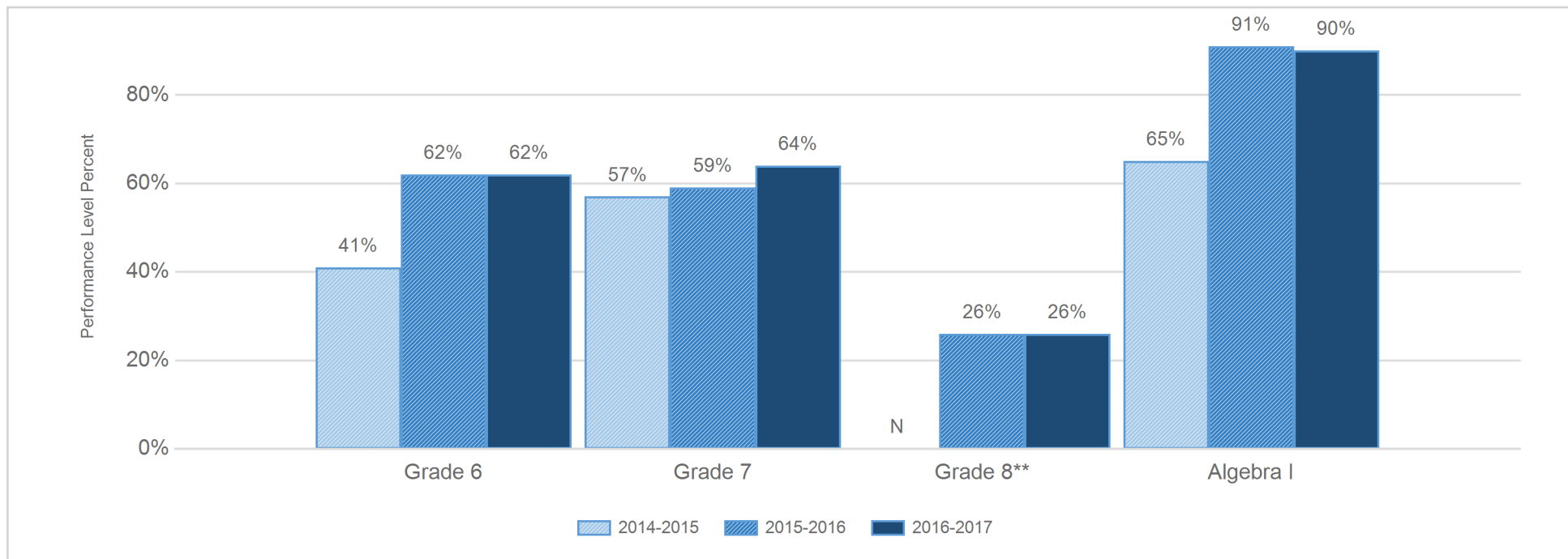


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

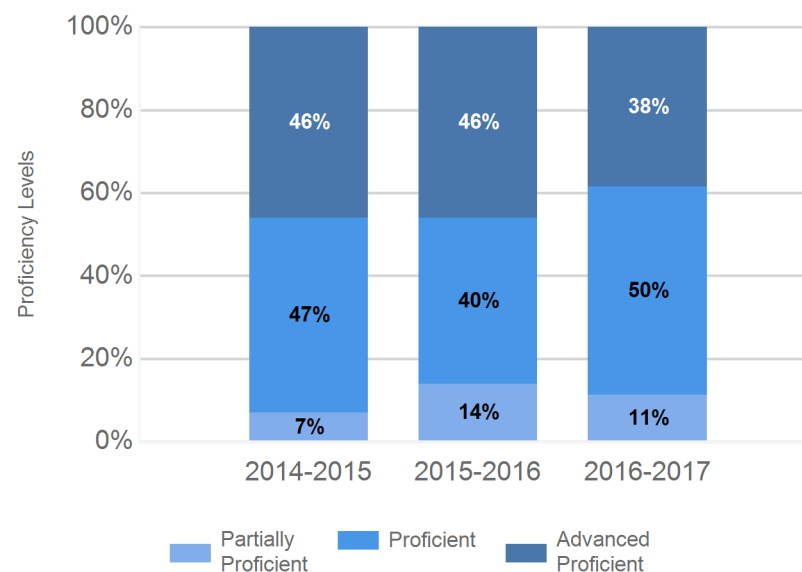
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	38%	50%	11%
White	37%	54%	9%
Hispanic	28%	50%	22%
Black or African American	27%	49%	24%
Asian, Native Hawaiian, or Pacific Islander	65%	33%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	36%	55%	9%
Economically Disadvantaged Students	21%	61%	18%
Students with Disabilities	8%	57%	35%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	71	64	50	Exceeds Target	59	53	50	Met Target
White	70	63	50	Exceeds Target	59.5	53	52	Met Target
Hispanic	70	63	49	Exceeds Target	53.5	47	47	Met Target
Black or African American	59	56	45	Met Target	54	50	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	77	72	60	Exceeds Target	65.5	59	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	63	*	51	Exceeds Target	59	*	52	**
Economically Disadvantaged	74	62	47	Exceeds Target	58.5	52	46	Met Target
Students with Disabilities	58	48	41	Met Target	41	40	43	Met Target
English Learners	73	62	53	**	69	64	51	**

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



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

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

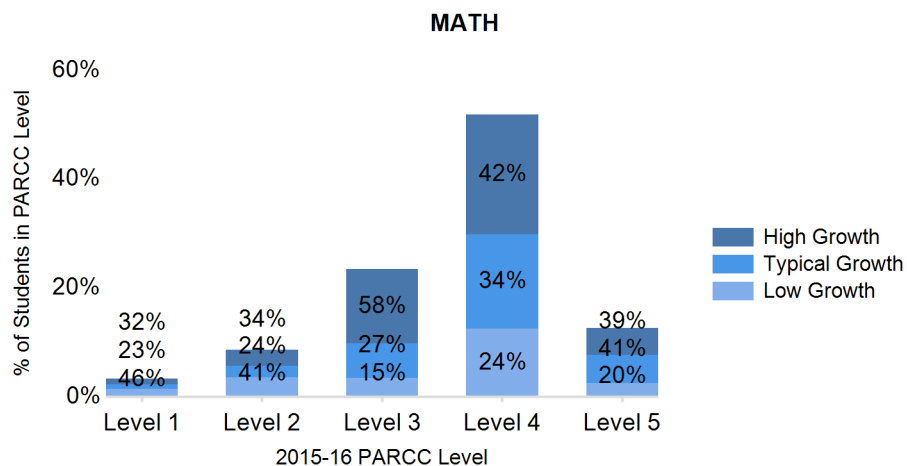
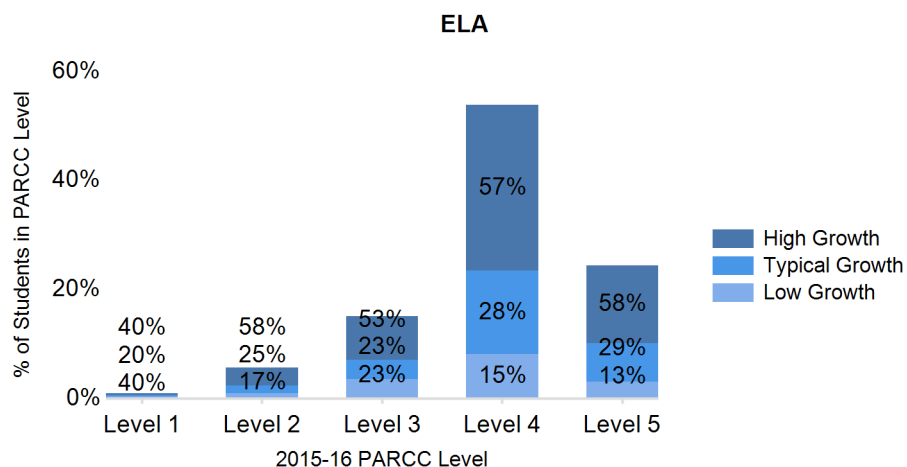
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

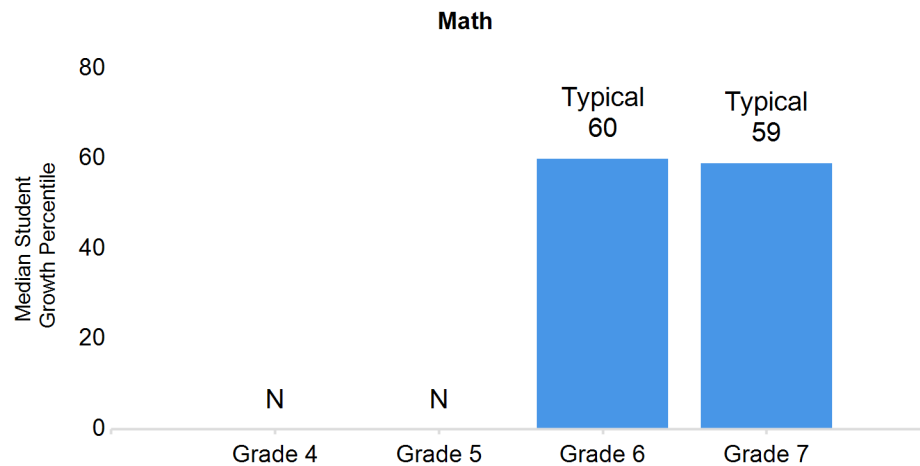
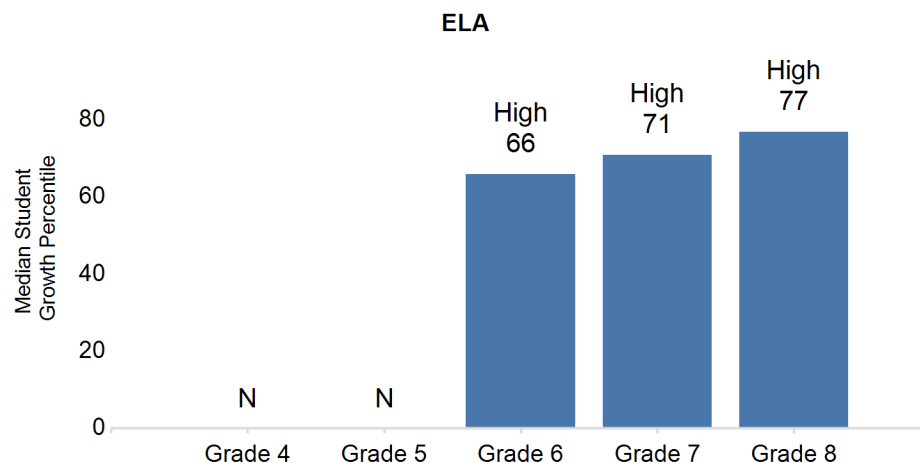
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	364
7	0	0	350
8	238	0	210
Schoolwide	238	0	924

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	289	288	0	0	0	0	0
8	133	124	0	0	0	0	0
Schoolwide	422	412	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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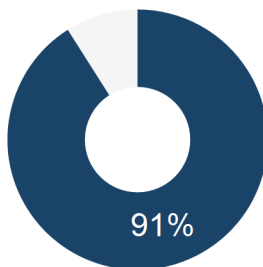
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Visual and Performing Arts – Course Participation

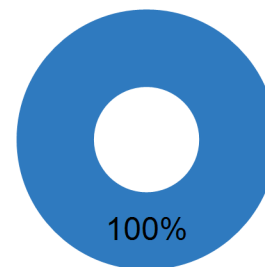
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

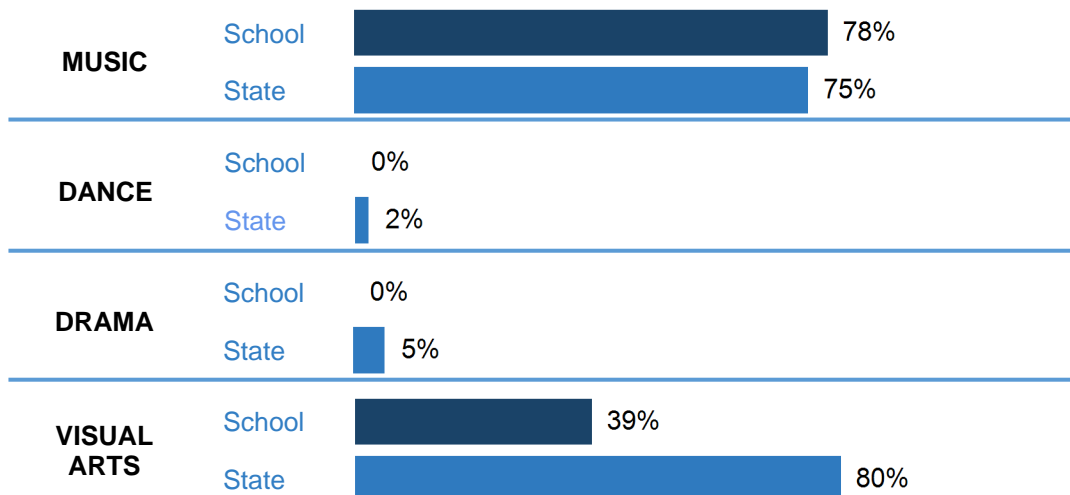


School



State

Students enrolled in one or more classes by discipline:





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

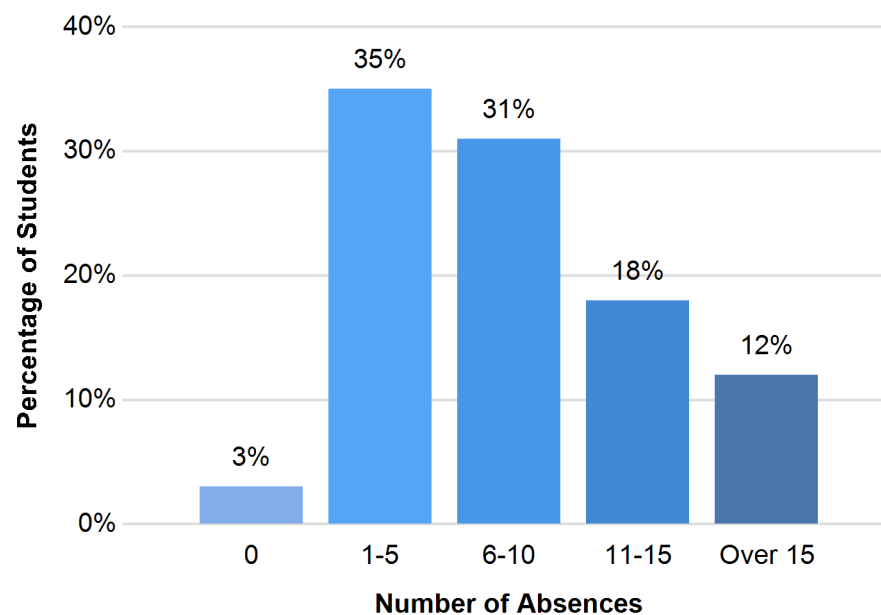
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.30	8.70	Met Target
White	10.50	8.70	Not Met
Hispanic	8.90	8.70	Not Met
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	6.30	8.70	Met Target
Economically Disadvantaged Students	10.60	8.70	Not Met
Students with Disabilities	14.40	8.70	Not Met
English Learners	N	**	**

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.



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



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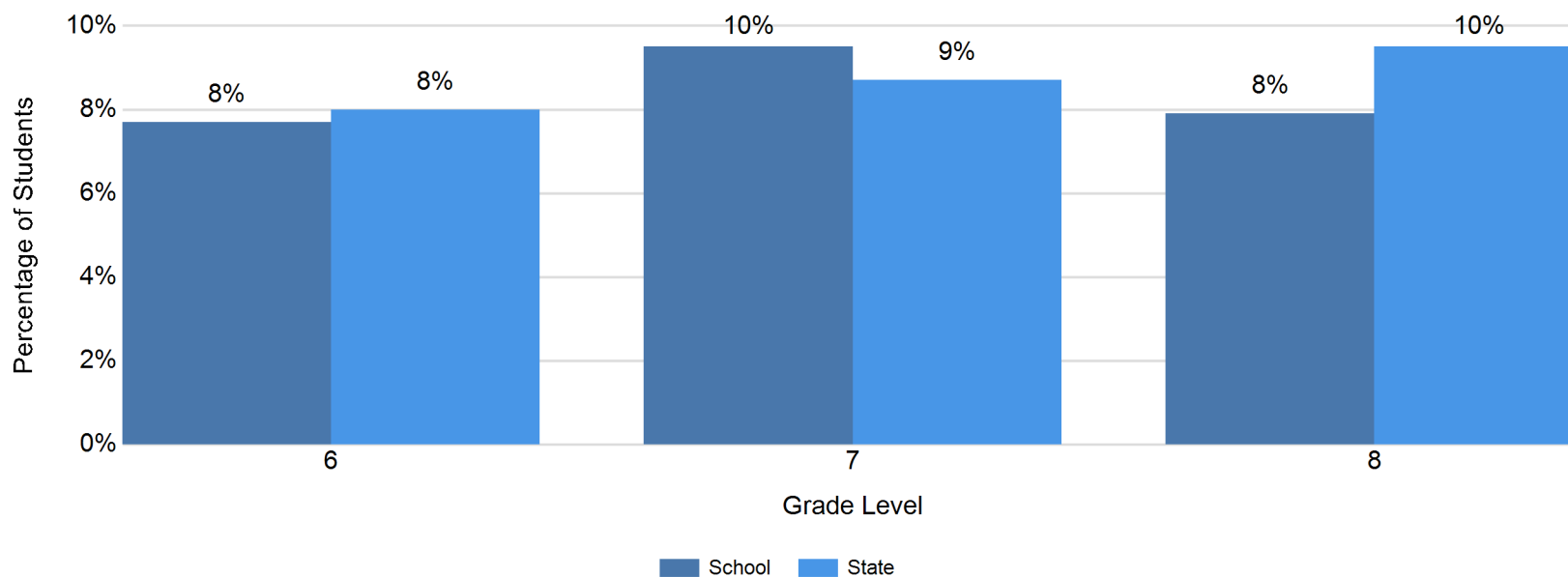
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 40 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	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	24
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.39

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	0.6%
Any Suspension	2.5%

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	216.2 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)	\$318	\$14,642	\$14,960



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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	95	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	10.5	15.9
Average years experience in district	10.5	11.6
Administrators in district for 4 or more years	81%	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	13:1
Administrators	283:1	178:1
Librarian/Media Specialists		925:1
Nurses		661:1
Counselors		356:1
Child Study Team		231:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	93.1	17.5%
Mathematics Proficiency	71.1	17.5%
English Language Arts Growth	96.8	25.0%
Mathematics Growth	75.5	25.0%
Chronic Absenteeism	43.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		78.3
Summative Rating: Percentile rank of Summative Score		88.6
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	78.3	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
White	72.5	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	80.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Black or African American	90.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	78.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	71.3	11.9	No	N	N	Met Target	Exceeds Target	**	No
Economically Disadvantaged Students	85.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	62.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Breton	Email Address:	sbreton@mtoliveboe.org
Address:	160 WOLFE ROAD BUDD LAKE, NJ 07828	Website:	http://www.mtoliveboe.org/moms/
Phone:	(973)691-4006		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Comprehensive Robotics, STEAM and virtual reality programming. • Award winning chorus, orchestra, band and theater programs. • Multifaceted academic programs to meet the needs of all student learners.
 <p>Mission, Vision, Theme:</p>	<p>The community of Mount Olive Middle School is committed to excellence and thinking in the classroom. We promote a physically and emotionally safe environment for learning. We promote individual initiative and responsibility for life long learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our state of the art facility has earned the distinction of being named a "Benchmark School" by the Business Coalition for Educational Excellence, as well as a top ten school in Morris County. We outperform schools of similar size and comparable student populations on the state PARCC assessments. Students in Mount Olive Middle School are among the highest achieving students from comparable districts state wide.</p>



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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The program of study includes mathematics, algebra, language arts, science, social studies, health/physical education, French, Spanish art, general music, band, chorus, orchestra, Synergistic technology, family and consumer science, industrial art technology, computer graphics, mastery skills, environmental science, information processing, 21st Century Skills, CAD, decision analysis, character education, Science Olympiad and robotics.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)</p> <p>Full intrascholastic athletic programs as well as intramural programs for student participation at all athletic levels.</p>
 <p>Clubs and Activities:</p>	<p>There is something for everyone at Mount Olive Middle School. Students who enjoy playing sports for fun, to exercise, or to learn a new sport can come out for intramurals. Extracurricular activities include computers, community links, dance, debate, drama, golf, math, National Junior Honor Society, art, robotics, student council, theater technology and yearbook. Instructional support is available through a school-wide peer tutoring program and homework club.</p>
 <p>Before and After School Programs:</p>	<p>Homework Club, MOMS Academy, Open Library.</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.

 <p>Staff and Professional Learning:</p>	<p>Mount Olive Middle School takes pride in the many accomplishments of its staff and students. All of our teachers participate in a rigorous, ongoing program of professional development. Many faculty members pursue graduate and post graduate degrees in their areas of expertise.</p>
 <p>Student Supports and Services:</p>	<p>Students benefit from the services of three guidance counselors, a nurse, a Student Assistance Counselor, a Student Resource Officer, a reading specialist and a full-time Child Study Team. Individual and small group counseling are provided to address crisis situations, family issues and developmental needs. In addition, students participate in a school-wide Advisory program, leadership initiatives, community service, and character education.</p>
 <p>Student Health and Wellness:</p>	<p>Nursing, OT, PT Services, Sensory Room and Mindfulness Center to address student's emotional, social needs in the context of the school.</p>
 <p>Parent and Community Involvement:</p>	<p>Mount Olive Middle School enjoys the support of an active Parent Teacher Association that is dedicated to enriching our students' social and educational experience. The PTA plans and presents family fun nights, book fairs, student socials and parent programs. Fundraising activities support a comprehensive cultural enrichment program, teacher grants, student scholarships, special assemblies, and the purchase of student planners.</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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>A district school survey is given every year to all families and staff. Results are shared and goals are created to continuously improve school climate for students, families and staff.</p>
 <p>Facilities:</p>	<p>Since its opening in January 2001, the District's middle school students have prospered in this completely modern facility, which boasts wireless Internet, a Maker Space, a turf field for competitive sporting events, a comprehensive security system, spacious hallways with full size lockers and a six-hundred-fifty seat auditorium with an LED screen for innovation.</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.

Instructional spaces include state-of-the-art science labs and art. The gifted and talented program provides enriching and challenging opportunities for students in the areas that address the academics and music. Additional supplemental programs include English as a Second Language, multi-sensory reading, basic skills, speech/language therapy, occupational therapy, and a full continuum of special education programs and services. Each year, the academic program is enhanced by field trips, assembly programs, the eighth grade trip to Washington DC, and Wolfe Run Day, a school-wide field day. Our rooms, music rooms, a greenhouse, computer labs and a computer graphics lab, Synergistic Technology lab, media center, MakerSpace, CAD (Computer Assisted Drafting) room, a Family Consumer Science room, gymnasiums, and mainstream and special education classrooms.



Other Information:




Mountain View Elementary School
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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
PK	0	8	11
KG	63	62	54
1	90	68	61
2	63	83	71
3	74	61	84
4	89	75	61
5	70	89	77
Ungraded	41	49	43
Total	490	495	462

Student Group	2014-15	2015-16	2016-17
Female	52%	51%	50%
Male	48%	49%	50%
Economically Disadvantaged Students	12%	12%	9%
Students with Disabilities	24%	23%	23%
English Learners	3%	4%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	64.3%
Hispanic	13.0%
Asian	12.6%
Black or African American	6.1%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	3.7%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	2	8	11
PK - Full Day	0	0	0
KG - Half Day	63	62	54
KG - Full Day	0	0	0

Home Language	% of Students
English	86.1%
Spanish	4.5%
Hindi	1.7%
<i>Other</i>	7.1%



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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	218	100.0	78.00	80.40	54.90	78	73.3	Met Target
White	144	100.0	79.80	81.60	63.90	79.8	72.5	Met Target
Hispanic	29	100.0	58.60	72.50	39.80	58.6	69.6	Met Target†
Black or African American	11	100.0	72.70	68.80	35.20	72.7	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	92.90	90.20	80.70	92.9	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	113	100.0	80.50	84.60	62.20	80.5		
Male	105	100.0	75.20	76.10	48.10	75.2		
Economically Disadvantaged Students	25	100.0	60.00	64.40	36.20	60	45.8	Met Target
Non-Economically Disadvantaged Students	193	100.0	80.30	83.20	65.80	80.3		
Students with Disabilities	33	100.0	39.40	41.20	20.50	39.4	35.6	Met Target
Students without Disabilities	185	100.0	84.90	88.00	61.90	84.9		
English Learners	10	100.0	60.00	*	25.20	60	**	**
Non-English Learners	208	100.0	78.80	*	57.40	78.8		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	80.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	782	772	749	*	*	16%	55%	24%	80%	50%
White	52	786	774	759	0%	*	*	56%	27%	83%	61%
Hispanic	12	764	760	734	0%	*	*	*	*	58%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	796	781	775	0%	*	0%	*	*	91%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	46	779	771	754	0%	*	*	48%	*	74%	55%
Male	37	786	773	745	0%	*	*	65%	*	87%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	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	*	*	*	750	*	*	*	*	*	*	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	60	770	771	753	*	*	18%	45%	28%	73%	56%
White	41	769	770	762	*	*	*	42%	29%	71%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	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	28	779	776	758	*	*	*	43%	*	82%	61%
Male	32	763	766	749	*	*	*	47%	*	66%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	60	770	*	755	*	*	18%	45%	28%	73%	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	75	767	774	756	*	*	*	73%	*	80%	59%
White	51	769	774	763	*	*	*	78%	*	84%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	39	771	778	761	*	*	*	85%	*	87%	66%
Male	36	764	769	750	*	*	*	61%	*	72%	53%
Economically Disadvantaged Students	12	756	762	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	63	770	777	765	*	*	*	*	*	84%	71%
Students with Disabilities	15	734	736	725	*	*	*	*	*	40%	22%
Students without Disabilities	60	776	782	762	*	*	*	*	*	90%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

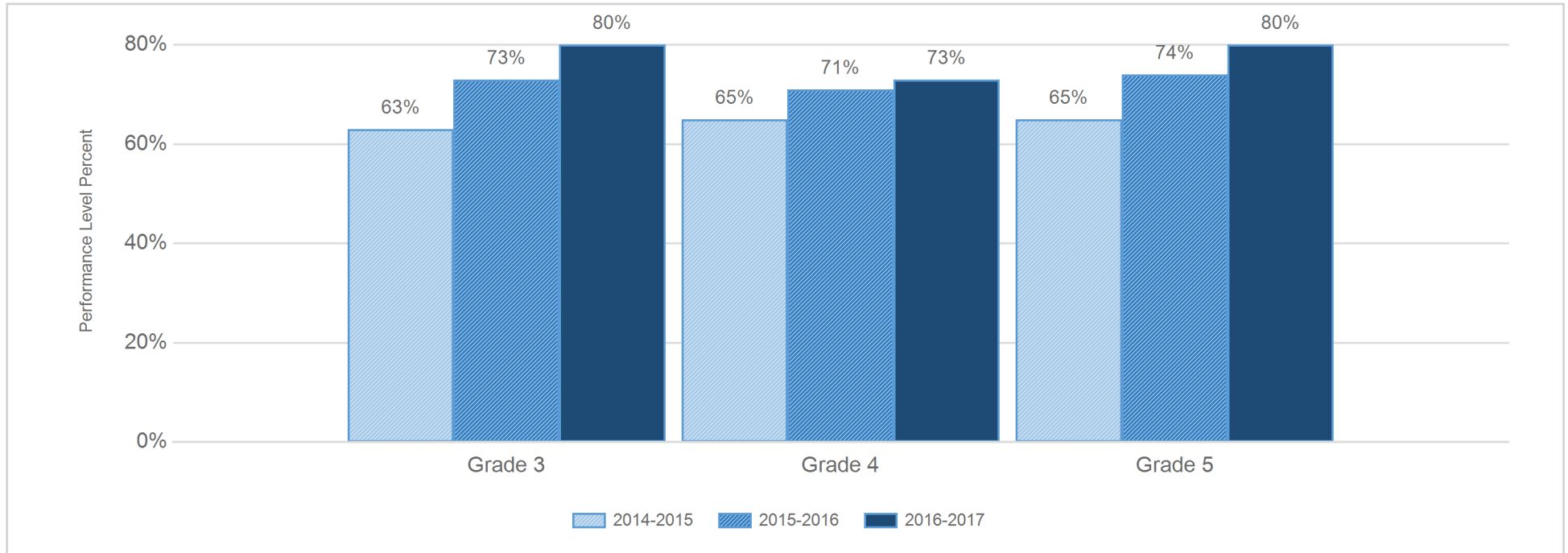


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	218	99.5	63.30	60.70	43.50	63.3	63.3	Met Target
White	144	99.3	66.70	61.00	52.40	66.7	65.1	Met Target
Hispanic	29	100.0	41.30	50.00	27.60	41.3	49.9	Met Target†
Black or African American	11	100.0	27.30	41.00	21.70	27.3	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	85.70	82.50	75.60	85.7	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	113	100.0	59.30	60.10	44.10	59.3		
Male	105	99.1	67.60	61.50	42.90	67.6		
Economically Disadvantaged Students	25	100.0	48.00	41.90	25.10	48	30.6	Met Target
Non-Economically Disadvantaged Students	193	99.5	65.30	64.20	54.30	65.3		
Students with Disabilities	33	100.0	21.20	23.90	16.50	21.2	26.6	Met Target†
Students without Disabilities	185	99.5	70.80	67.60	48.80	70.8		
English Learners	10	100.0	60.00	*	23.30	60	**	**
Non-English Learners	208	99.5	63.40	*	45.20	63.4		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	60.00	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	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	83	769	766	751	*	*	18%	46%	25%	71%	53%
White	52	769	767	759	*	*	*	52%	23%	75%	63%
Hispanic	12	756	*	738	0%	*	*	*	*	58%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	799	782	779	*	0%	0%	*	*	91%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	46	767	763	751	*	*	*	46%	22%	67%	52%
Male	37	771	770	751	*	*	*	46%	30%	76%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	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	*	*	*	750	*	*	*	*	*	*	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	60	763	758	747	*	*	22%	58%	*	70%	47%
White	41	762	758	755	0%	*	*	66%	*	73%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	28	763	756	747	*	*	*	57%	*	68%	47%
Male	32	763	759	747	*	*	*	59%	*	72%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	60	763	758	749	*	*	22%	58%	*	70%	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	75	752	757	747	*	*	36%	44%	*	49%	46%
White	51	751	756	754	*	*	31%	49%	*	53%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	39	751	754	747	*	*	44%	39%	*	44%	47%
Male	36	753	760	746	*	*	28%	50%	*	56%	46%
Economically Disadvantaged Students	12	747	746	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	63	753	760	756	*	*	*	*	*	49%	59%
Students with Disabilities	15	727	730	725	*	*	*	*	*	13%	19%
Students without Disabilities	60	758	763	751	*	*	*	*	*	58%	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%

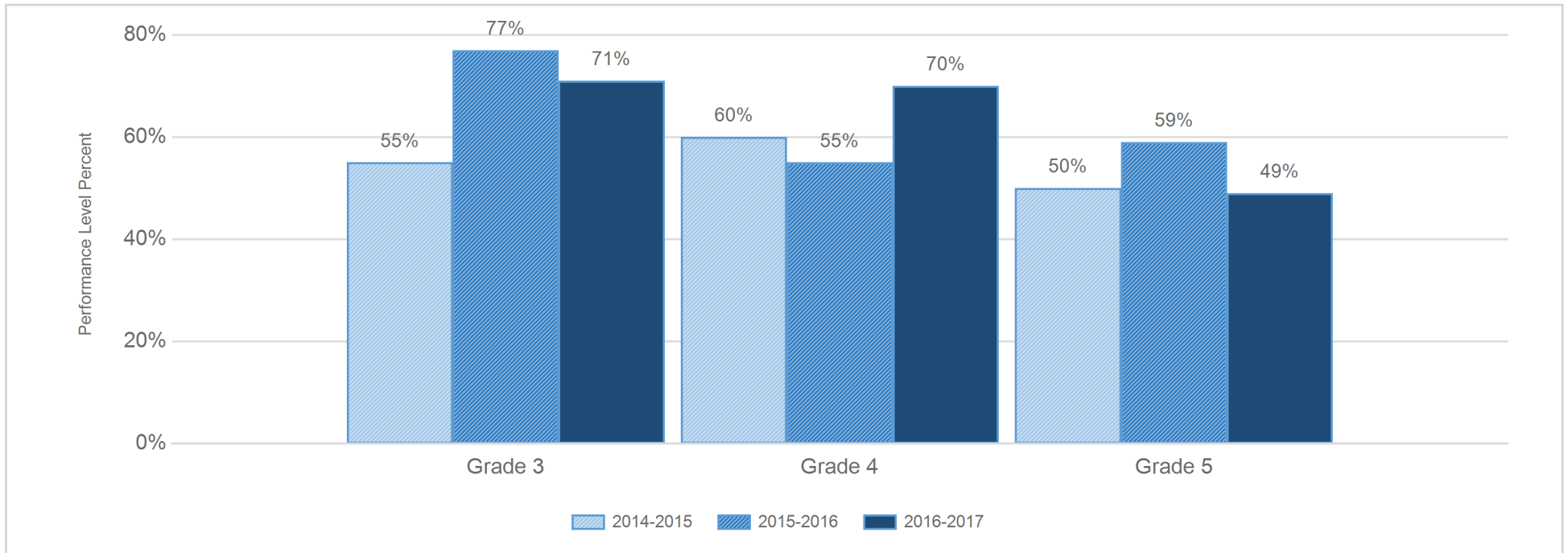


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Proficiency Test - Participation and Performance

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

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



**Mountain View Elementary School
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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.

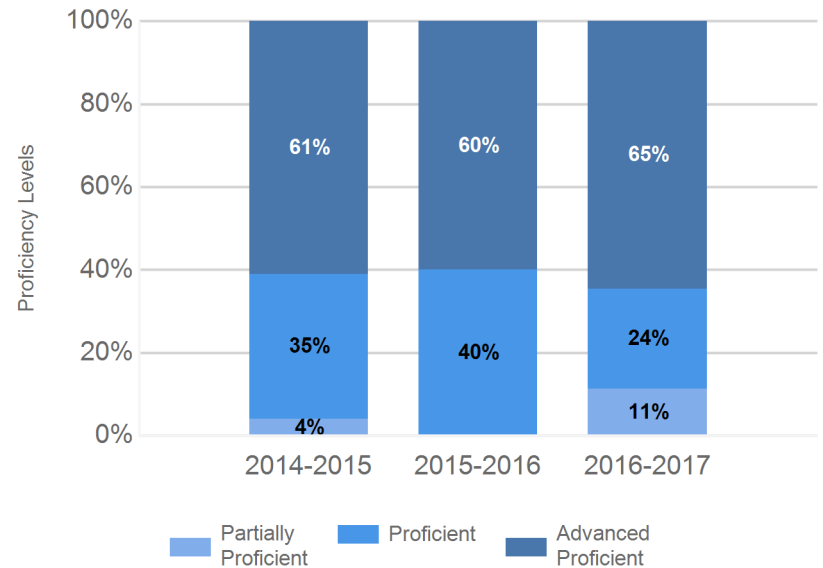
NJASK Science Assessment Performance: Grade 4

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	65%	24%	11%
White	N	N	*
Hispanic	N	N	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	67%	25%	8%
Economically Disadvantaged Students	N	N	*
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	64	50	Met Target	45	53	50	Met Target
White	49	63	50	Met Target	46	53	52	Met Target
Hispanic	38	63	49	**	26	47	47	**
Black or African American	*	56	45	**	*	50	43	**
Asian, Native Hawaiian, or Pacific Islander	53	72	60	**	69	59	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	50	62	47	**	62	52	46	**
Students with Disabilities	37	48	41	Not Met	55	40	43	Met Target
English Learners	*	62	53	**	*	64	51	**

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



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Grade Span PK-05

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

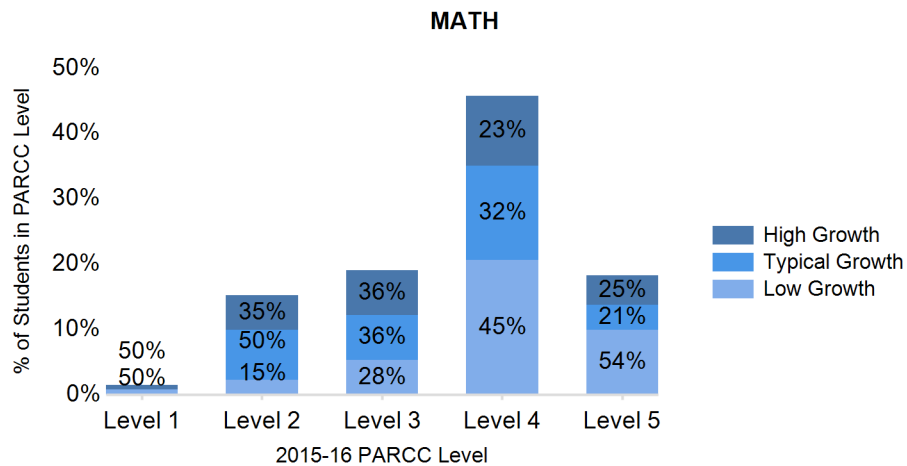
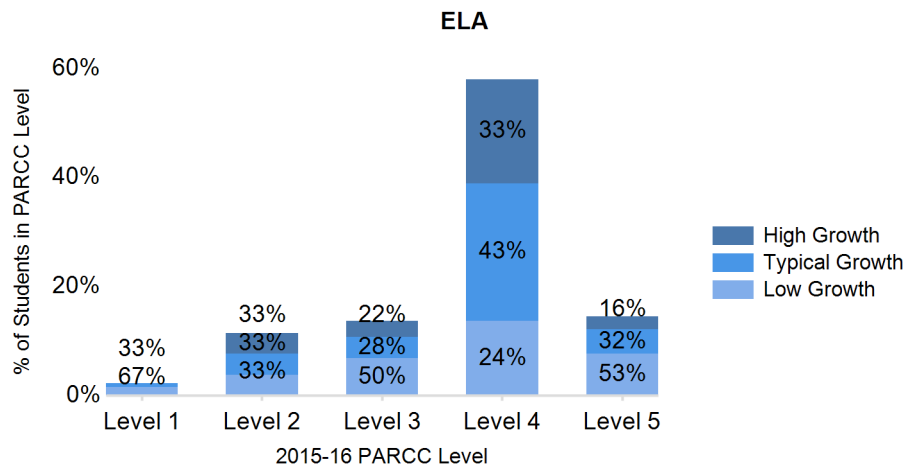
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

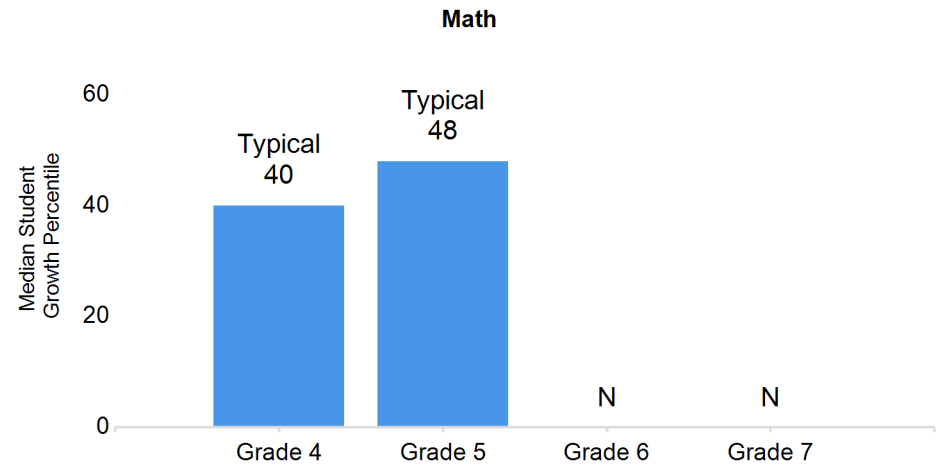
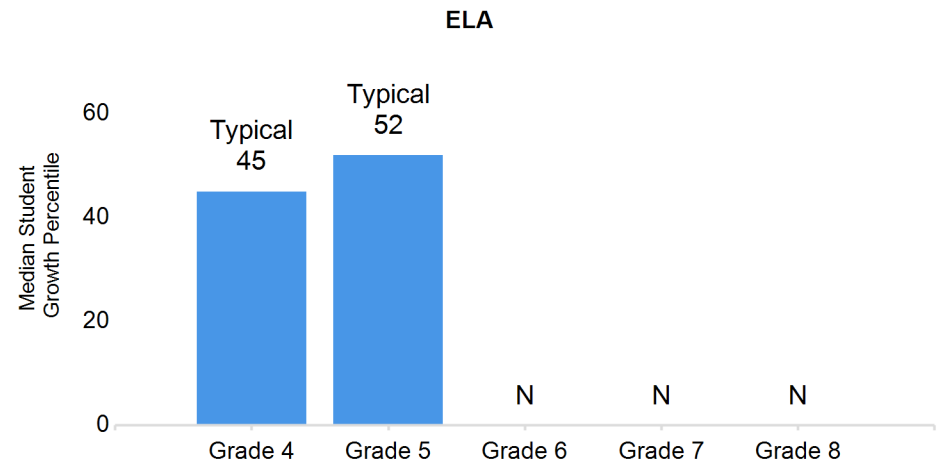
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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

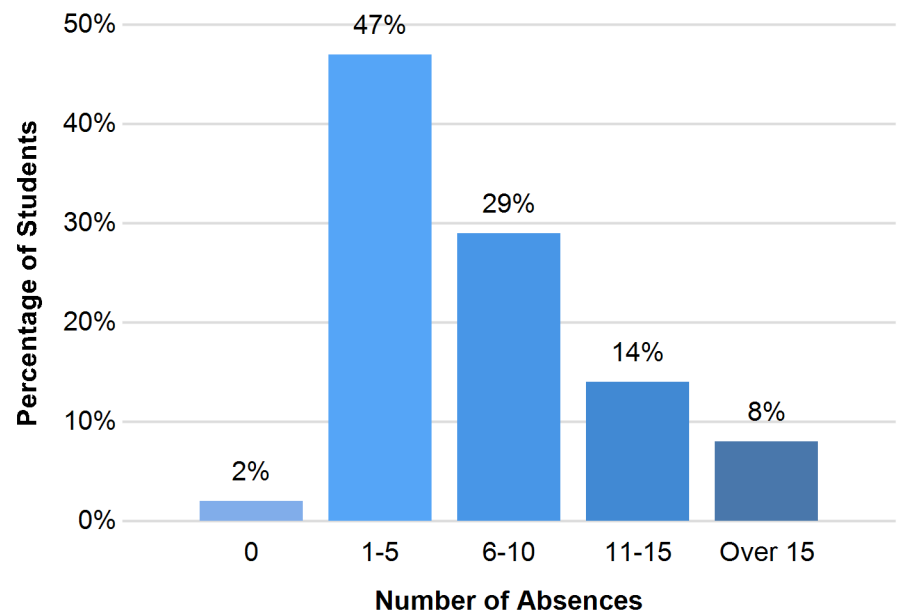
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.40	8.40	Met Target
White	3.70	8.40	Met Target
Hispanic	9.60	8.40	Not Met
Black or African American	9.10	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.10	8.40	Not Met
Students with Disabilities	11.90	8.40	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.



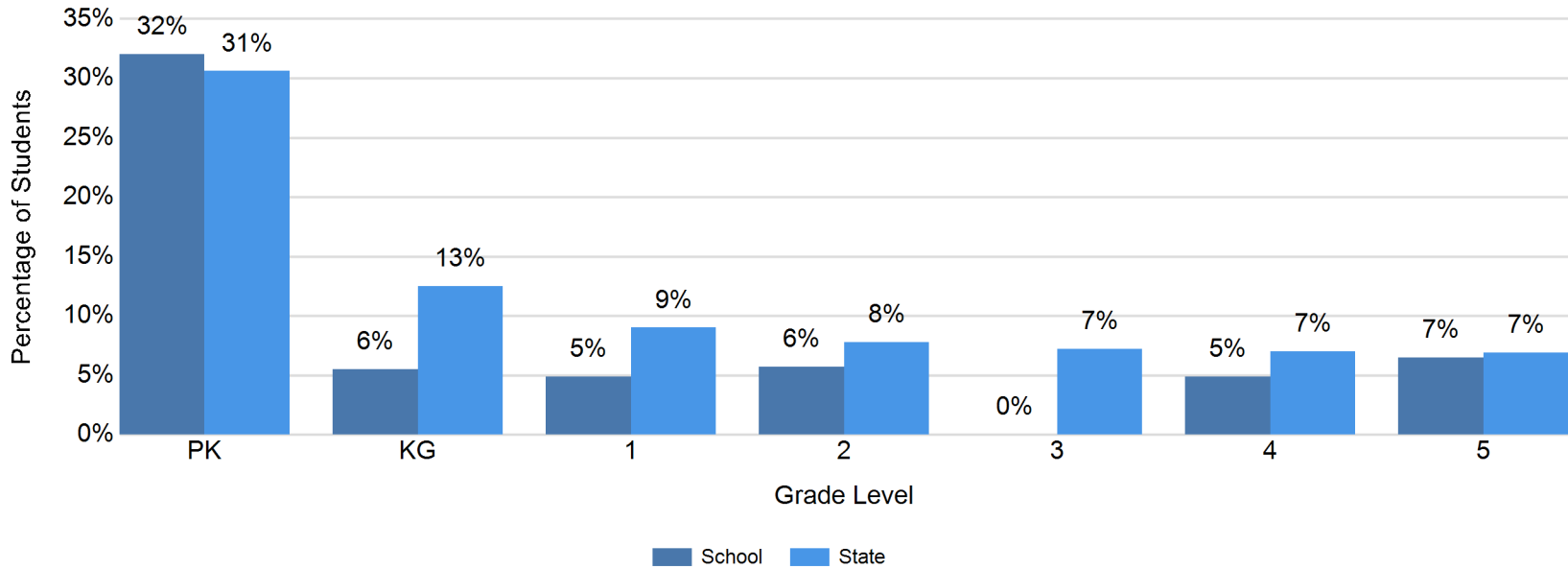


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Chronic Absenteeism by Grade

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	8:30AM
Typical End Time	3:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	216.2 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)	\$318	\$14,642	\$14,960



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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	36	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	83%	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	26	9,506
Average years experience in public schools	10.5	15.9
Average years experience in district	10.5	11.6
Administrators in district for 4 or more years	81%	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	13:1
Administrators	231:1	178:1
Librarian/Media Specialists		925:1
Nurses		661:1
Counselors		356:1
Child Study Team		231:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	86.3	17.5%
Mathematics Proficiency	73.6	17.5%
English Language Arts Growth	39.5	25.0%
Mathematics Growth	44.1	25.0%
Chronic Absenteeism	60.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.0
Summative Rating: Percentile rank of Summative Score		62.8
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	58.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	57.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	Not Met	**	**	No
Students with Disabilities	62.0	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Mountain View Elementary School
 2016-2017
 Grade Span PK-05




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 118 CLOVER HILL DRIVE
 FLANDERS, NJ 07836

School General Info

Principal:	Dr. Fischel	Email Address:	ffischel@mtoliveboe.org
Address:	118 CLOVER HILL DRIVE FLANDERS, NJ 07836	Website:	http://www.mtoliveboe.org/mvs/
Phone:	(973)927-2201		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Top ten finish at National Level on First in Math on-line competition. • FPTA co-funded a new recess playground with state of the art equipment focused on the elimination of bullying. • 79th percentile on the 2017 PARCC
 <p>Mission, Vision, Theme:</p>	<p>Mt. View School is the site of a student-centered environment that seeks to challenge its students to become independent thinkers and learners. We provide a safe, nurturing learning environment and an exceptional educational experience for all students. In Mount Olive Schools, at Mountain View We want to get kids thinking!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In First in Math on line competition: Mountain View is the #1 school in the state of NJ and the #2 School in the United States. Mountain View hosted a Community-wide STEAM night in 2016-17 that involved the MO National Science Honors students from MOHS. 100% of Mountain View students in Grades 1-5 developed and shared a Powerpoint Portfolio in a Conference with their Parents. Mountain View's Show Choir is highly recognized.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Mount Olive Township School District has developed an integrated learning curriculum that promotes critical thinking, collaboration and innovation. Special programs are developed to identify and support students across the learning spectrum. Our educational programs offer opportunities and activities designed to address students' needs, while extending and enriching their strengths and individual learning preferences.</p>
 <p>Before and After School Programs:</p>	<p>Project STARS, Gifted and Talented Art</p>





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 <p>Staff and Professional Learning:</p>	<p>Visible Learning Book Study Club. Mountain View staff presented at International Conference. Strong use of GCN on line</p>
 <p>Parent and Community Involvement:</p>	<p>Only Elementary in Mount Olive Township School District that is a member of National PTA. Co-funded Playground project (Phase 1 of 3) to reduce bullying referrals. Fall Festival, multiple Parent Nights, Holiday Bazar for kids, Strong commitment by Administration with SchoolWay communications to parents. PowerSchool is in use for all parents of students in grades 2-5.</p>



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Climate Surveys:

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

School climate is always described as positive at MV.



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Musical for 5th grade Students provides a capstone experience for Mountain View students. School Safety Patrol help provide a secure environment for students and are consistently and frequently used as tour guides for our state of the art Library; there is no finer facility in NJ. Technology use by students is enhanced by our 1:1 ratio for students. Mountain View students actively participate in a rigorous curriculum that incorporates standards and benchmarks for all grade levels. Systematic assessment programs are in place to help monitor learning to promote continuous growth for all students. Teachers and support staff are highly qualified, and employ proven and effective instructional methods. They seek to make learning challenging and differentiate instruction to address all learners. Classrooms emphasize skills like caring, respect, team work and responsibility. Character education, which is an omnipresent aspect of our curriculum, enables the children to acquire an understanding and respect for their differences and similarities and to celebrate diversity. Mountain View hosts the District's Pre-School Program. Each day, our Schoolway communications and Honeywell are used to communicate school news and accomplishments. Our Website is outstanding. Our District Bulletin Consistently wins NSPRA awards--it's terrific!



Other Information:




Sandshore Rd. Elementary School
2016-2017
Grade Span KG-05

27-3450-065
MORRIS
MOUNT OLIVE TWP
498 SANDSHORE ROAD
BUDD LAKE, NJ 07828

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



Sandshore Rd. Elementary School
2016-2017
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27-3450-065
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498 SANDSHORE ROAD
BUDD LAKE, NJ 07828

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.



Sandshore Rd. Elementary School
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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
KG	55	54	63
1	55	71	66
2	67	61	73
3	57	62	72
4	66	63	62
5	67	68	71
Ungraded	5	4	5
Total	372	383	412

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%	52%	50%
Male	50%	48%	50%
Economically Disadvantaged Students	10%	8%	9%
Students with Disabilities	20%	18%	18%
English Learners	4%	5%	4%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	65.3%
Asian	16.0%
Hispanic	9.0%
Black or African American	6.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.9%

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
KG - Half Day	60	54	63
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	78.9%
Spanish	4.9%
Telugu	2.7%
Urdu	1.5%
Tamil	1.5%
Other	10.4%



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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	204	100.0	75.00	80.40	54.90	75	76.6	Met Target†
White	136	100.0	75.00	81.60	63.90	75	77.6	Met Target†
Hispanic	19	100.0	73.70	72.50	39.80	73.7	**	**
Black or African American	12	100.0	66.70	68.80	35.20	66.7	**	**
Asian, Native Hawaiian, or Pacific Islander	34	100.0	79.40	90.20	80.70	79.4	80	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	104	100.0	78.90	84.60	62.20	78.9		
Male	100	100.0	71.00	76.10	48.10	71		
Economically Disadvantaged Students	20	100.0	60.00	64.40	36.20	60	N	N
Non-Economically Disadvantaged Students	184	100.0	76.60	83.20	65.80	76.6		
Students with Disabilities	46	100.0	45.60	41.20	20.50	45.6	42	Met Target
Students without Disabilities	158	100.0	83.60	88.00	61.90	83.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	769	772	749	*	*	22%	59%	*	71%	50%
White	41	770	774	759	0%	*	24%	66%	*	73%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	34	771	771	754	*	*	*	59%	*	74%	55%
Male	34	767	773	745	*	*	*	59%	*	68%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	12	746	*	720	*	*	*	*	*	50%	24%
Students without Disabilities	56	774	*	755	*	*	*	*	*	75%	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	*	*	*	721	*	*	*	*	*	*	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	62	768	771	753	*	*	*	52%	23%	74%	56%
White	48	765	770	762	*	*	*	46%	23%	69%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	32	770	776	758	*	*	*	47%	*	75%	61%
Male	30	766	766	749	*	*	*	57%	*	73%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	17	746	*	725	*	*	*	*	*	53%	25%
Students without Disabilities	45	776	*	759	*	*	*	*	*	82%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	62	768	*	755	*	*	*	52%	23%	74%	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	71	778	774	756	*	*	*	58%	25%	83%	59%
White	45	780	774	763	*	0%	*	64%	22%	87%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	36	789	778	761	*	*	*	56%	*	92%	66%
Male	35	767	769	750	*	*	*	60%	*	74%	53%
Economically Disadvantaged Students	10	757	762	740	*	*	*	*	0%	70%	40%
Non-Economically Disadvantaged Students	61	782	777	765	*	*	*	*	30%	85%	71%
Students with Disabilities	14	740	736	725	*	*	*	*	0%	43%	22%
Students without Disabilities	57	788	782	762	*	*	*	*	32%	93%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	71	778	774	757	*	*	*	58%	25%	83%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

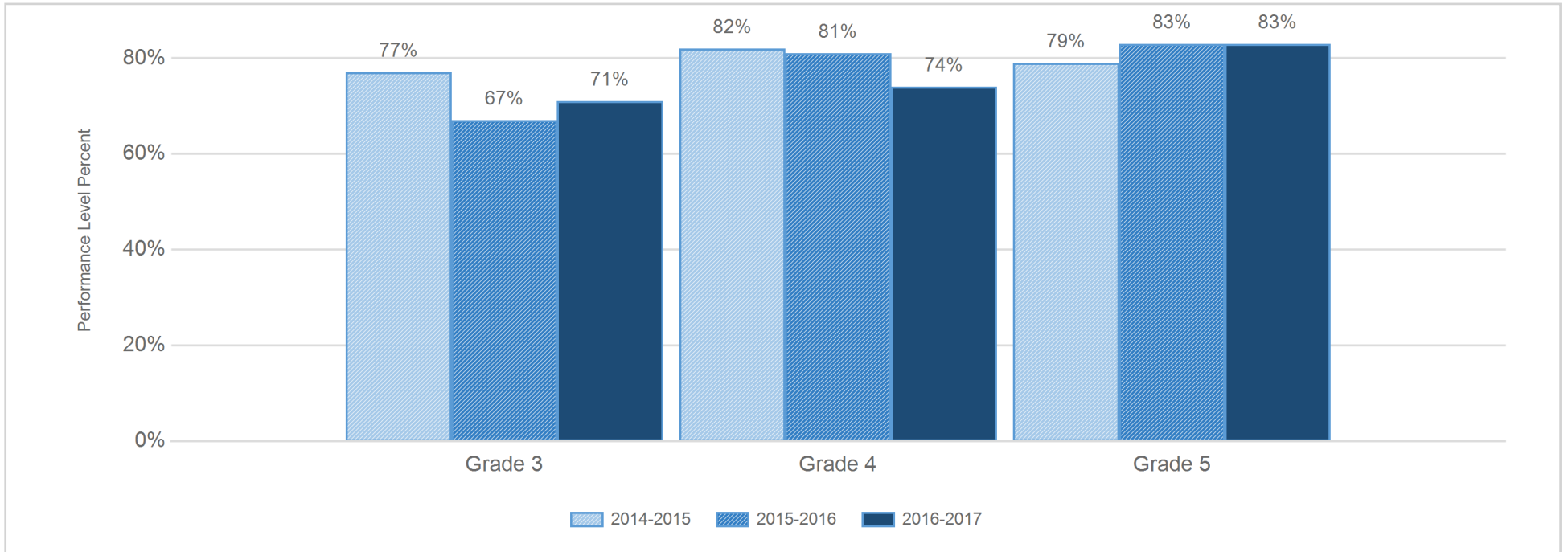


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	203	100.0	65.50	60.70	43.50	65.5	71.2	Not Met
White	136	100.0	64.70	61.00	52.40	64.7	69.4	Met Target†
Hispanic	19	100.0	63.20	50.00	27.60	63.2	**	**
Black or African American	11	100.0	36.40	41.00	21.70	36.4	**	**
Asian, Native Hawaiian, or Pacific Islander	34	100.0	82.40	82.50	75.60	82.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	104	100.0	60.60	60.10	44.10	60.6		
Male	99	100.0	70.70	61.50	42.90	70.7		
Economically Disadvantaged Students	20	100.0	45.00	41.90	25.10	45	N	N
Non-Economically Disadvantaged Students	183	100.0	67.70	64.20	54.30	67.7		
Students with Disabilities	46	100.0	32.60	23.90	16.50	32.6	37.8	Met Target†
Students without Disabilities	157	100.0	75.20	67.60	48.80	75.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	75.00	39.90	N		
Migrant Students	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	68	771	766	751	*	*	16%	57%	22%	79%	53%
White	41	771	767	759	*	0%	*	61%	*	83%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	34	765	763	751	*	*	*	47%	*	68%	52%
Male	34	777	770	751	*	*	*	68%	*	91%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	12	762	*	729	*	*	*	*	*	67%	29%
Students without Disabilities	56	773	*	755	*	*	*	*	*	82%	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	*	*	*	727	*	*	*	*	*	*	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	62	759	758	747	*	*	27%	53%	*	63%	47%
White	48	757	758	755	*	*	25%	54%	*	63%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	32	750	756	747	*	*	*	56%	*	56%	47%
Male	30	768	759	747	*	*	*	50%	*	70%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	17	738	*	724	*	*	*	*	*	35%	22%
Students without Disabilities	45	767	*	751	*	*	*	*	*	73%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	62	759	758	749	*	*	27%	53%	*	63%	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	70	758	757	747	0%	*	36%	46%	*	57%	46%
White	45	757	756	754	0%	*	42%	44%	*	53%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	36	758	754	747	*	*	39%	56%	*	61%	47%
Male	34	759	760	746	*	*	32%	35%	*	53%	46%
Economically Disadvantaged Students	10	746	746	732	0%	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	60	761	760	756	0%	*	*	*	*	60%	59%
Students with Disabilities	14	731	730	725	*	*	*	*	*	*	19%
Students without Disabilities	56	765	763	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	70	758	758	748	0%	*	36%	46%	*	57%	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%

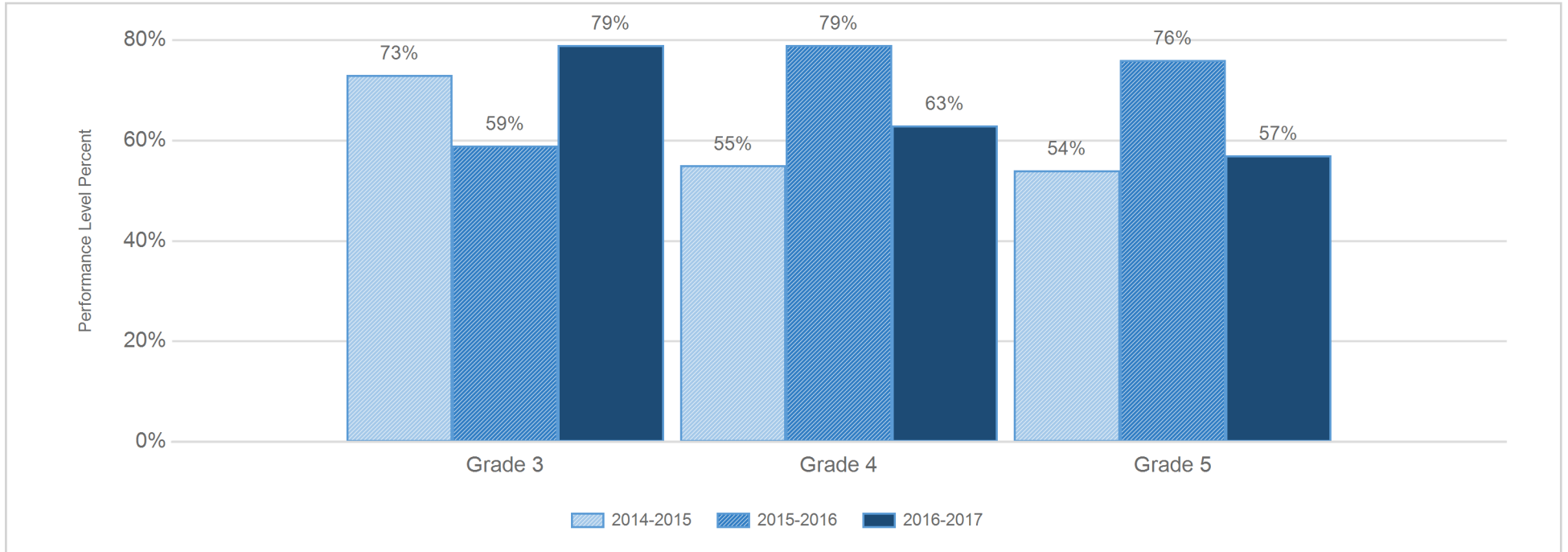


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

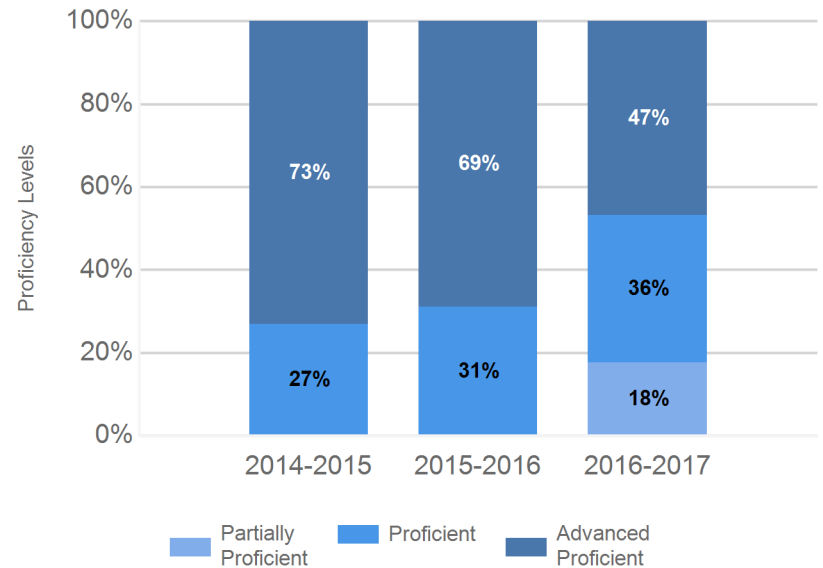
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	47%	36%	18%
White	44%	36%	*
Hispanic	*	*	N
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	8%	42%	50%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	64	50	Met Target	40	53	50	Met Target
White	55	63	50	Met Target	40	53	52	Met Target
Hispanic	66	63	49	**	45	47	47	**
Black or African American	*	56	45	**	*	50	43	**
Asian, Native Hawaiian, or Pacific Islander	43	72	60	**	37	59	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	70.5	62	47	**	50	52	46	**
Students with Disabilities	39	48	41	Not Met	23	40	43	Not Met
English Learners	*	62	53	**	*	64	51	**

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



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

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

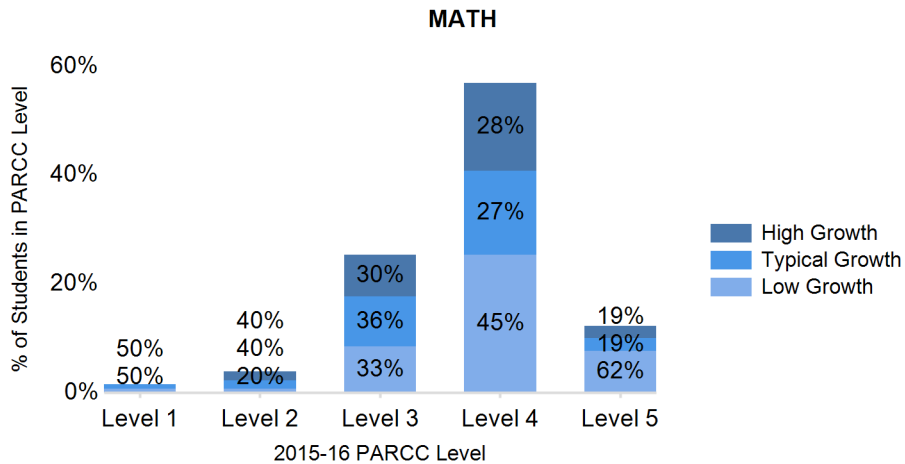
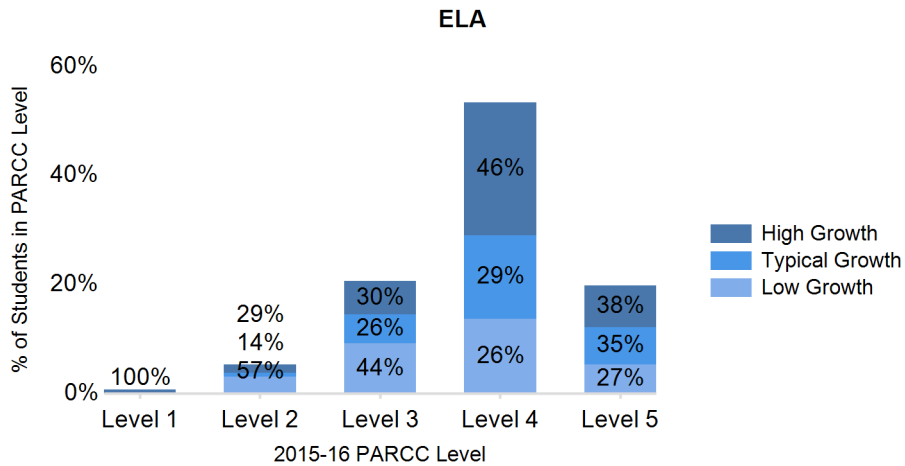
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

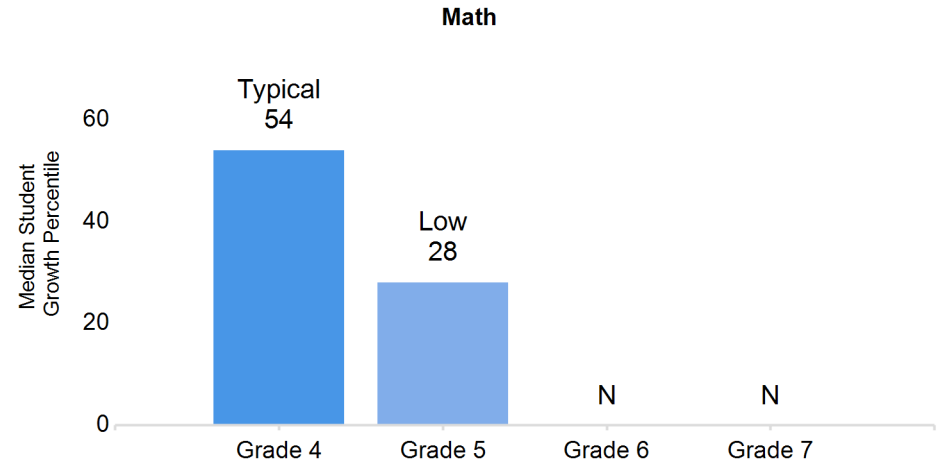
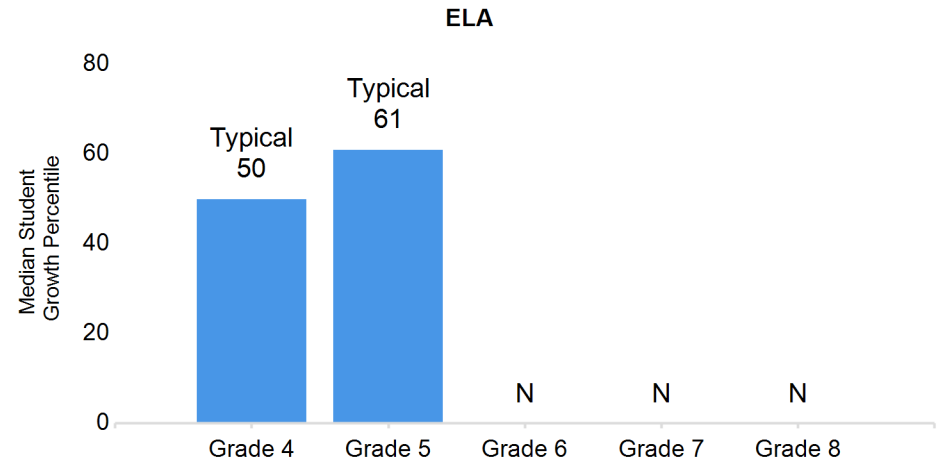
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

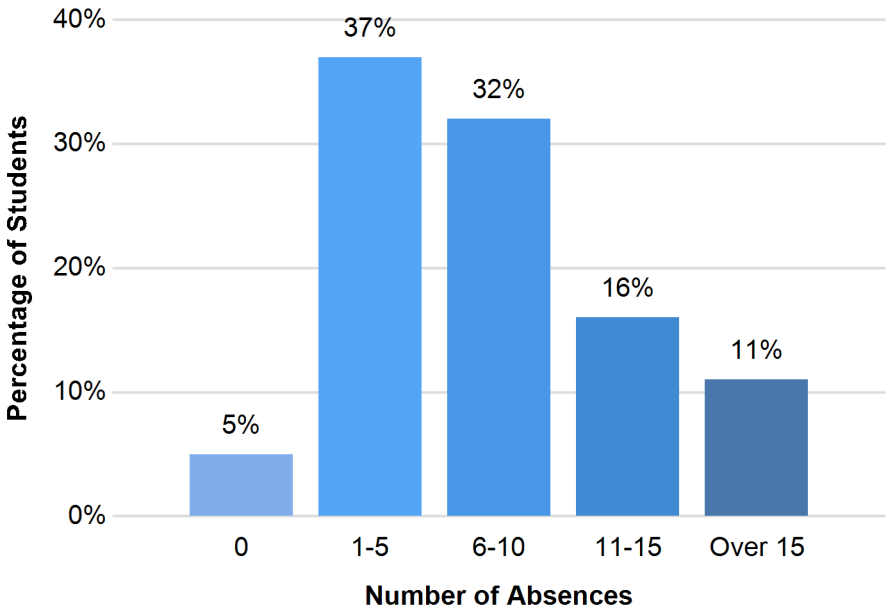
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	8.40	Met Target
White	7.50	8.40	Met Target
Hispanic	5.40	8.40	Met Target
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	9.10	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.90	8.40	Not Met
Students with Disabilities	9.60	8.40	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.



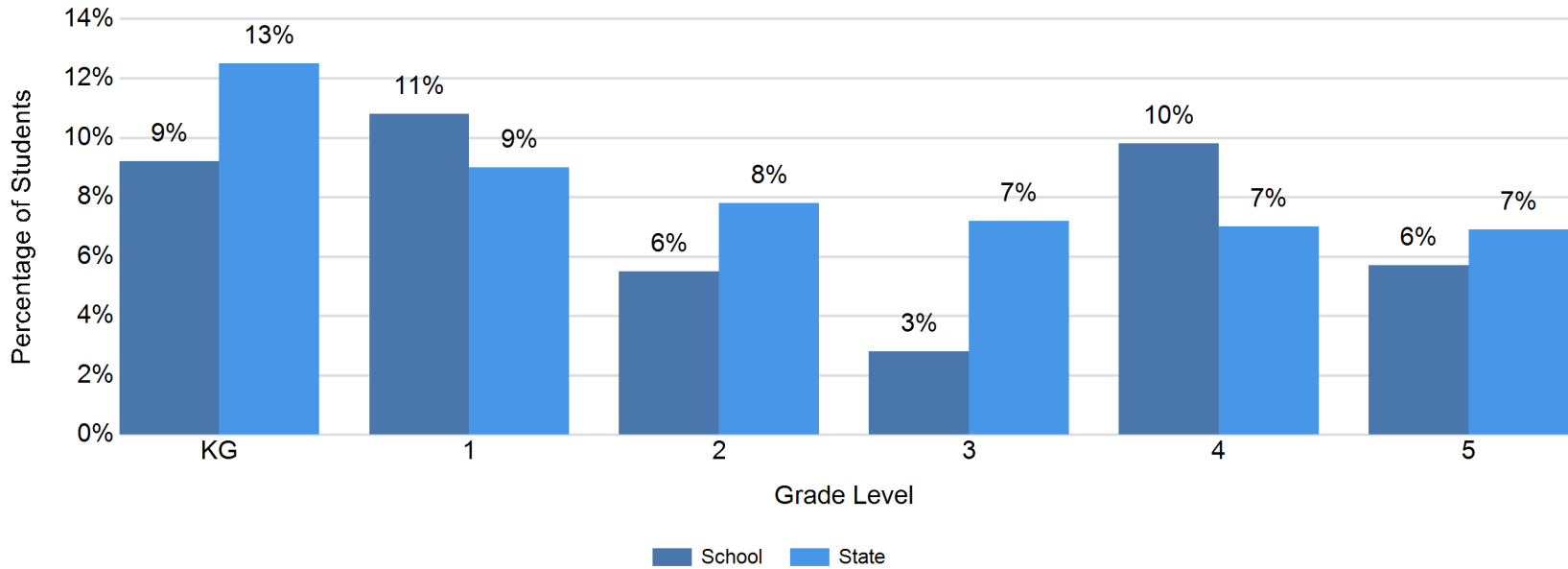


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Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	3:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	216.2 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)	\$318	\$14,642	\$14,960



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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	31	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	12.4	10.5
Teachers in district for 4 or more years	87%	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	26	9,506
Average years experience in public schools	10.5	15.9
Average years experience in district	10.5	11.6
Administrators in district for 4 or more years	81%	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	13:1
Administrators	412:1	178:1
Librarian/Media Specialists		925:1
Nurses		661:1
Counselors		356:1
Child Study Team		231:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	81.0	17.5%
Mathematics Proficiency	77.3	17.5%
English Language Arts Growth	58.5	25.0%
Mathematics Growth	10.4	25.0%
Chronic Absenteeism	45.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.8
Summative Rating: Percentile rank of Summative Score		52.6
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	51.8	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	49.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Goal	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	51.3	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Musarra	Email Address:	nmusarra@mtoliveboe.org
Address:	498 SANDSHORE ROAD BUDD LAKE, NJ 07828	Website:	http://www.mtoliveboe.org/ss/
Phone:	(973)691-4003		

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.

<p>Highlights:</p>	<ul style="list-style-type: none"> • We are a Visible Learning School that focuses on high impact strategies to influence students' learning. • Sandshore School offers Cross Curricular Programs outside of the school day to support student learning. • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks / Laptops in Grades 2-5.
<p>Mission, Vision, Theme:</p>	<p>Sandshore School is the site of a student-centered environment that seeks to challenge its students to become independent thinkers and learners. We provide a safe, nurturing learning environment and an exceptional educational experience for all students. In Mount Olive Schools, Children are our first priority.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Sandshore placed in the 81st percentile according to SchoolDigger.com</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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Our district has developed an integrated learning curriculum that promotes critical thinking, collaboration and innovation. Special programs are developed to identify and support students across the learning spectrum. Our educational programs offer opportunities and activities designed to address students' needs, while extending and enriching their strengths and individual learning preferences.</p>
 <p>Clubs and Activities:</p>	<p>Special club and extra-curricular activities offered include Our Sandshore Digital Dish, Virtual Book Club, Fitness Club, Gifted and Talented, MOPD LEAD Program and Safety Patrol.</p>
 <p>Before and After School Programs:</p>	<p>Special programs offered before and after school include the Sizzle Reading Program, First in Math Club, and the STARS Afterschool Program.</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.

 <p>Staff and Professional Learning:</p>	<p>Our district has committed to the implementation of "Visible Learning", John Hattie's research-based self-regulation initiative. Teachers are trained on Professional Development Days, and have opportunities to attend Professional Development offered by the district throughout the year. In addition, grade levels meet and collaborate once a week in Professional Learning Communities.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive supports and services from a Certified ESL teacher. Students with disabilities receive supports and services as per their IEP. Students that are struggling in the areas of ELA and Math receive intervention services provided by our Basic Skills ELA and Math Instructors.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents participate actively with staff in SHSP (Sandshore Home and School Partnership) activities and provide a wide variety of educational programs throughout the school year.</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.

Students at Sandshore School actively participate in a rigorous curriculum that incorporates standards and benchmarks for all grade levels. Systematic assessment programs are in place to help monitor learning to promote continuous growth for all students. Sandshore School is home to an extraordinary instructional team. Teachers and support staff are highly qualified, and employ proven and effective instructional methods. They seek to make learning challenging and differentiate instruction to address all learners. Classrooms are run as "communities" that emphasize pro-social skills like caring, respect, team work and responsibility. Character education, which is integrated into all aspects of our curriculum, enables the children to acquire an understanding and respect for their differences and similarities and to celebrate diversity. All of these professionals work in conjunction with staff and parents to assure that each child achieves to his/her fullest potential.



Other Information:




Tinc Rd. Elementary School
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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
KG	70	58	66
1	75	79	66
2	79	76	82
3	78	76	74
4	68	74	76
5	81	69	79
Ungraded	9	5	10
Total	460	437	453

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	48%
Male	54%	53%	52%
Economically Disadvantaged Students	25%	22%	22%
Students with Disabilities	14%	19%	20%
English Learners	3%	6%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	62.5%
Hispanic	15.2%
Asian	8.8%
Black or African American	8.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.1%

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
KG - Half Day	69	58	66
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	70.4%
Spanish	13.5%
Polish	1.8%
Arabic	1.8%
Urdu	1.5%
Other	10.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	220	97.8	83.20	80.40	54.90	83.2	80	Met Goal
White	137	97.2	86.90	81.60	63.90	86.9	80	Met Goal
Hispanic	37	100.0	67.60	72.50	39.80	67.6	77.6	Met Target†
Black or African American	20	100.0	95.00	68.80	35.20	95	N	N
Asian, Native Hawaiian, or Pacific Islander	17	100.0	88.20	90.20	80.70	88.2	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	105	99.1	85.70	84.60	62.20	85.7		
Male	115	96.6	80.90	76.10	48.10	80.9		
Economically Disadvantaged Students	60	100.0	66.70	64.40	36.20	66.7	74.4	Met Target†
Non-Economically Disadvantaged Students	160	97.0	89.40	83.20	65.80	89.4		
Students with Disabilities	49	98.0	57.20	41.20	20.50	57.2	48	Met Target
Students without Disabilities	171	97.7	90.60	88.00	61.90	90.6		
English Learners	15	100.0	60.00	*	25.20	60	**	**
Non-English Learners	205	97.6	84.90	*	57.40	84.9		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	776	772	749	*	*	16%	54%	21%	75%	50%
White	45	778	774	759	*	*	*	58%	22%	80%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	780	771	754	*	*	*	54%	*	80%	55%
Male	36	772	773	745	*	*	*	53%	*	69%	46%
Economically Disadvantaged Students	19	755	752	731	*	*	*	*	*	53%	31%
Non-Economically Disadvantaged Students	52	783	775	762	*	*	*	*	*	83%	63%
Students with Disabilities	20	759	*	720	*	*	*	*	*	55%	24%
Students without Disabilities	51	782	*	755	*	*	*	*	*	82%	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	*	*	*	721	*	*	*	*	*	*	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	75	777	771	753	0%	*	*	56%	29%	85%	56%
White	44	780	770	762	0%	*	*	57%	34%	91%	67%
Hispanic	15	767	765	740	0%	0%	*	*	*	67%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	33	783	776	758	*	*	*	46%	*	88%	61%
Male	42	773	766	749	*	*	*	64%	*	83%	51%
Economically Disadvantaged Students	20	763	761	737	*	*	*	*	*	60%	36%
Non-Economically Disadvantaged Students	55	783	773	764	*	*	*	*	*	95%	69%
Students with Disabilities	17	760	*	725	*	*	*	*	*	59%	25%
Students without Disabilities	58	783	*	759	*	*	*	*	*	93%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	75	777	*	755	0%	*	*	56%	29%	85%	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	74	778	774	756	0%	*	*	68%	22%	89%	59%
White	48	780	774	763	0%	*	*	65%	25%	90%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	37	780	778	761	0%	*	*	65%	*	89%	66%
Male	37	777	769	750	0%	*	*	70%	*	89%	53%
Economically Disadvantaged Students	21	773	762	740	0%	*	*	81%	*	86%	40%
Non-Economically Disadvantaged Students	53	781	777	765	0%	*	*	62%	*	91%	71%
Students with Disabilities	12	750	736	725	*	*	*	*	0%	58%	22%
Students without Disabilities	62	784	782	762	*	*	*	*	26%	95%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

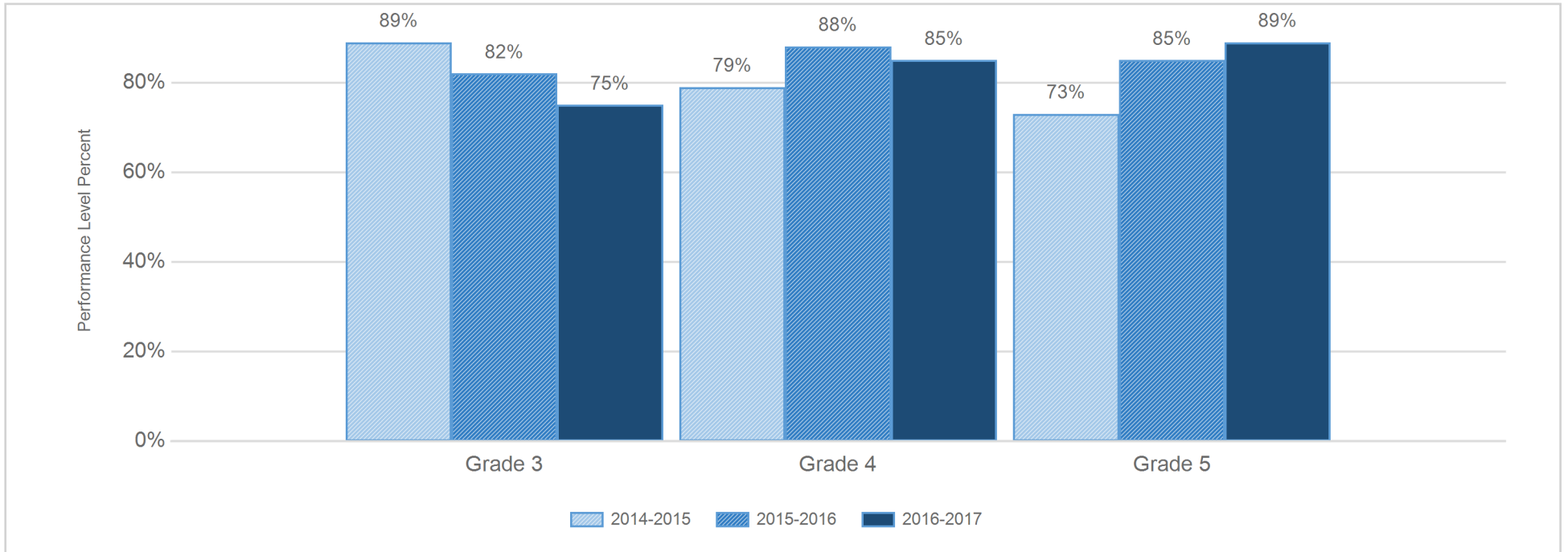


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	227	97.4	69.60	60.70	43.50	69.6	77.9	Not Met
White	140	96.6	70.70	61.00	52.40	70.7	80	Not Met
Hispanic	39	100.0	64.10	50.00	27.60	64.1	69.6	Met Target†
Black or African American	20	100.0	65.00	41.00	21.70	65	N	N
Asian, Native Hawaiian, or Pacific Islander	19	100.0	79.00	82.50	75.60	79	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	109	98.2	64.20	60.10	44.10	64.2		
Male	118	96.7	74.60	61.50	42.90	74.6		
Economically Disadvantaged Students	62	100.0	56.50	41.90	25.10	56.5	59.3	Met Target†
Non-Economically Disadvantaged Students	165	96.5	74.60	64.20	54.30	74.6		
Students with Disabilities	49	96.1	53.10	23.90	16.50	53.1	43.4	Met Target
Students without Disabilities	178	97.8	74.20	67.60	48.80	74.2		
English Learners	22	100.0	36.40	*	23.30	36.4	N	N
Non-English Learners	205	97.2	73.20	*	45.20	73.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	75.00	39.90	N		
Migrant Students	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	74	767	766	751	*	*	19%	50%	22%	72%	53%
White	45	767	767	759	*	*	*	53%	*	71%	63%
Hispanic	11	752	*	738	*	*	*	*	*	55%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	770	763	751	*	*	*	42%	*	69%	52%
Male	38	764	770	751	*	*	*	58%	*	74%	53%
Economically Disadvantaged Students	20	758	754	736	*	*	*	55%	*	65%	34%
Non-Economically Disadvantaged Students	54	771	768	761	*	*	*	48%	*	74%	65%
Students with Disabilities	20	748	*	729	*	*	*	50%	*	55%	29%
Students without Disabilities	54	774	*	755	*	*	*	50%	*	78%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	76	761	758	747	0%	*	25%	61%	*	67%	47%
White	45	764	758	755	0%	*	29%	60%	*	67%	59%
Hispanic	15	753	751	734	0%	*	*	67%	0%	67%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	34	759	756	747	0%	*	*	59%	*	65%	47%
Male	42	763	759	747	0%	*	*	62%	*	69%	48%
Economically Disadvantaged Students	20	748	746	732	0%	*	*	50%	*	50%	27%
Non-Economically Disadvantaged Students	56	766	760	757	0%	*	*	64%	*	73%	61%
Students with Disabilities	17	755	*	724	0%	*	*	*	*	59%	22%
Students without Disabilities	59	763	*	751	0%	*	*	*	*	70%	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	77	766	757	747	*	*	21%	55%	16%	70%	46%
White	50	768	756	754	*	*	*	56%	*	74%	57%
Hispanic	13	767	749	735	0%	0%	*	*	*	69%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	39	761	754	747	*	*	*	46%	*	59%	47%
Male	38	771	760	746	*	*	*	63%	*	82%	46%
Economically Disadvantaged Students	22	755	746	732	*	*	*	46%	*	55%	27%
Non-Economically Disadvantaged Students	55	770	760	756	*	*	*	58%	*	76%	59%
Students with Disabilities	12	748	730	725	*	*	*	*	*	42%	19%
Students without Disabilities	65	769	763	751	*	*	*	*	*	75%	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%

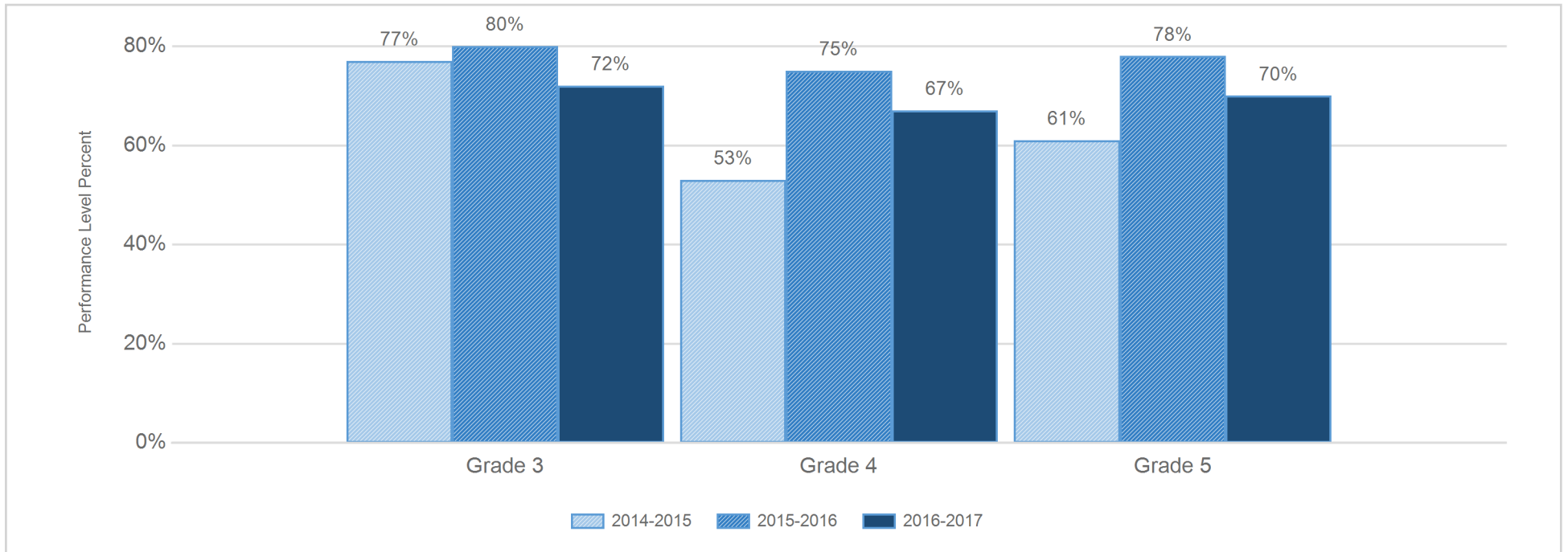


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	20	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

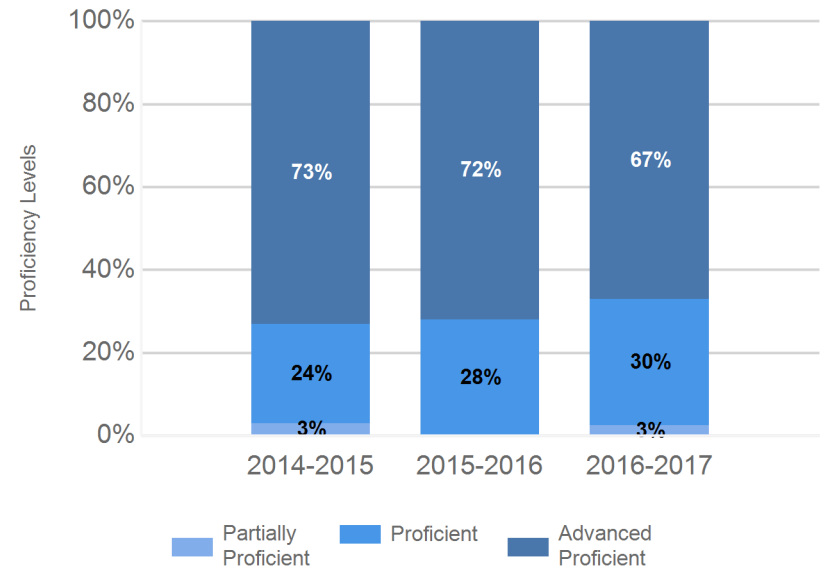
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	67%	30%	3%
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	67%	30%	3%
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43.5	64	50	Met Target	40	53	50	Met Target
White	40	63	50	Met Target	40	53	52	Met Target
Hispanic	49.5	63	49	Met Target	46	47	47	Met Target
Black or African American	57	56	45	**	33	50	43	**
Asian, Native Hawaiian, or Pacific Islander	42.5	72	60	**	19	59	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	51	62	47	Met Target	46.5	52	46	Met Target
Students with Disabilities	40	48	41	Met Target	46	40	43	Met Target
English Learners	*	62	53	**	46	64	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:

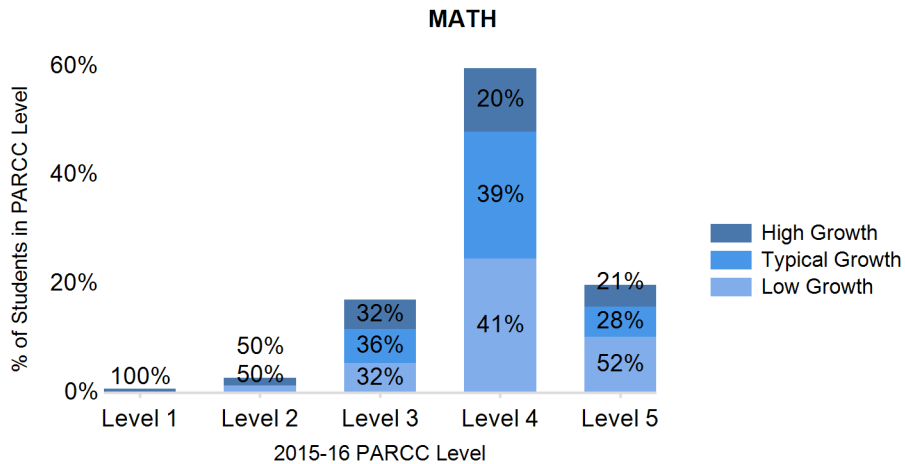
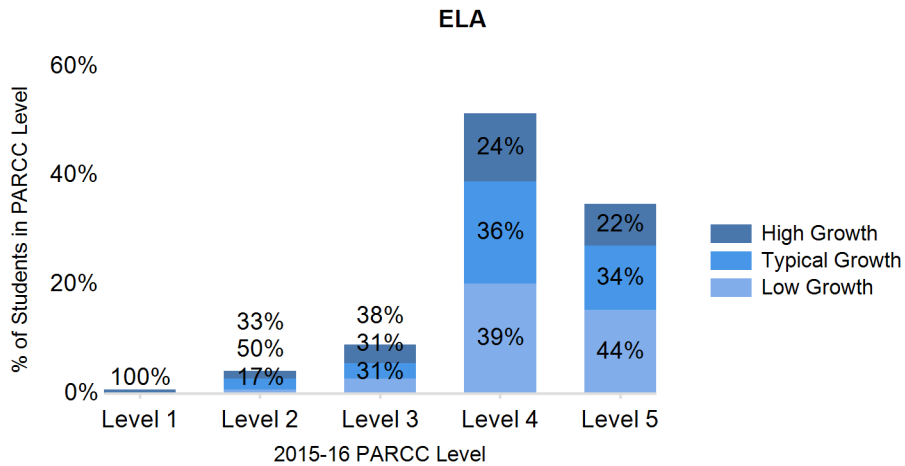
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

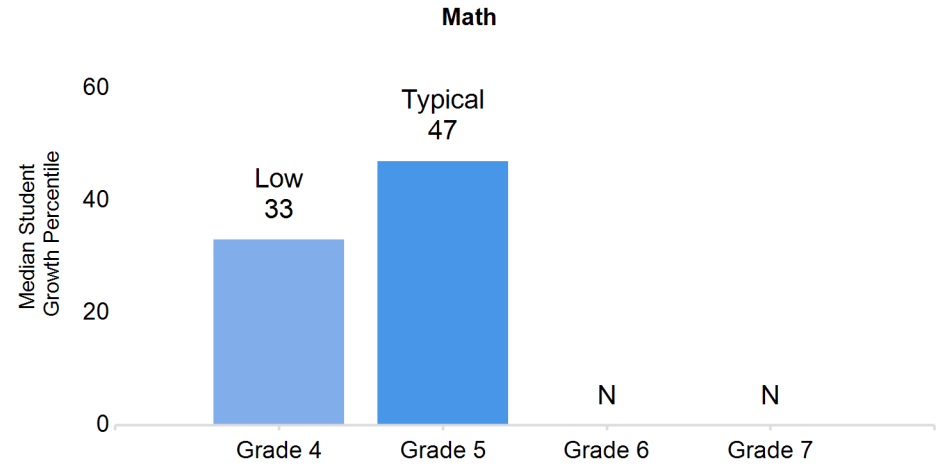
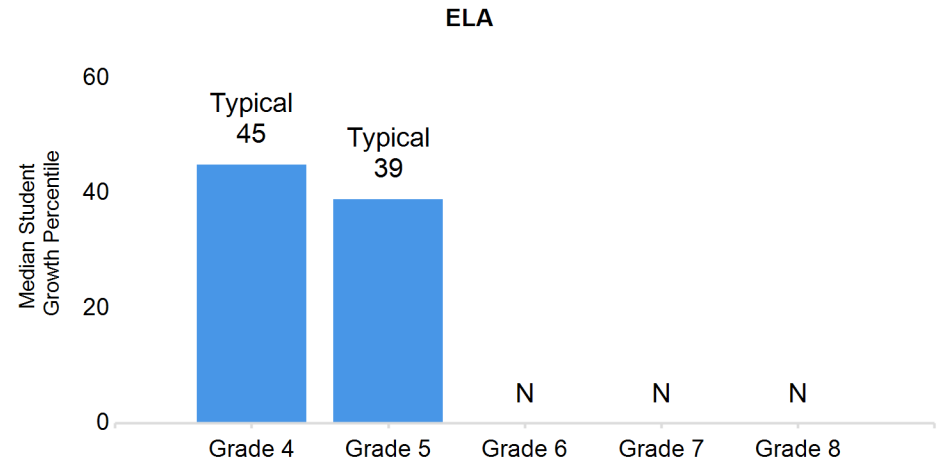
Student Growth by Performance Level

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 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

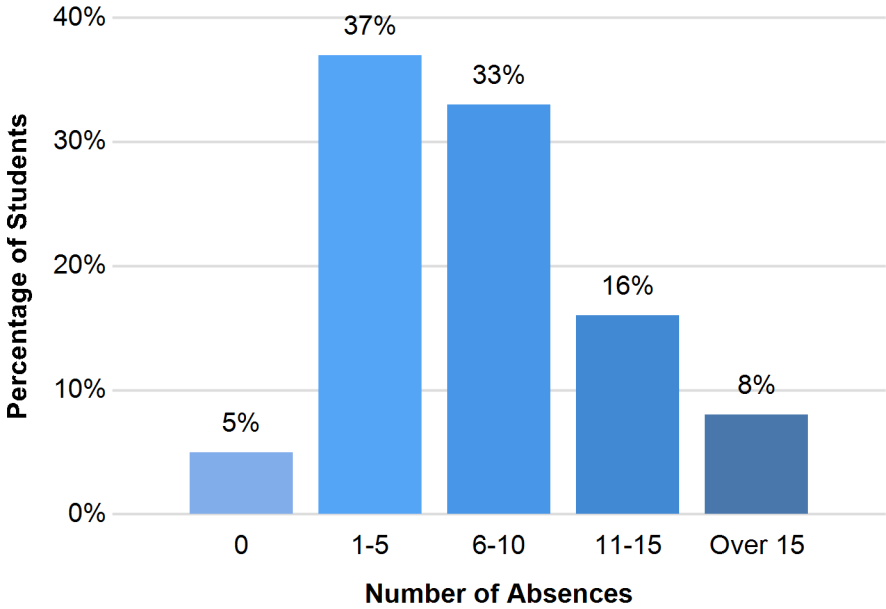
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.60	8.40	Met Target
White	4.30	8.40	Met Target
Hispanic	5.80	8.40	Met Target
Black or African American	2.80	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	12.80	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	8.70	8.40	Not Met
Economically Disadvantaged Students	10.40	8.40	Not Met
Students with Disabilities	6.70	8.40	Met Target
English Learners	14.30	8.40	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.



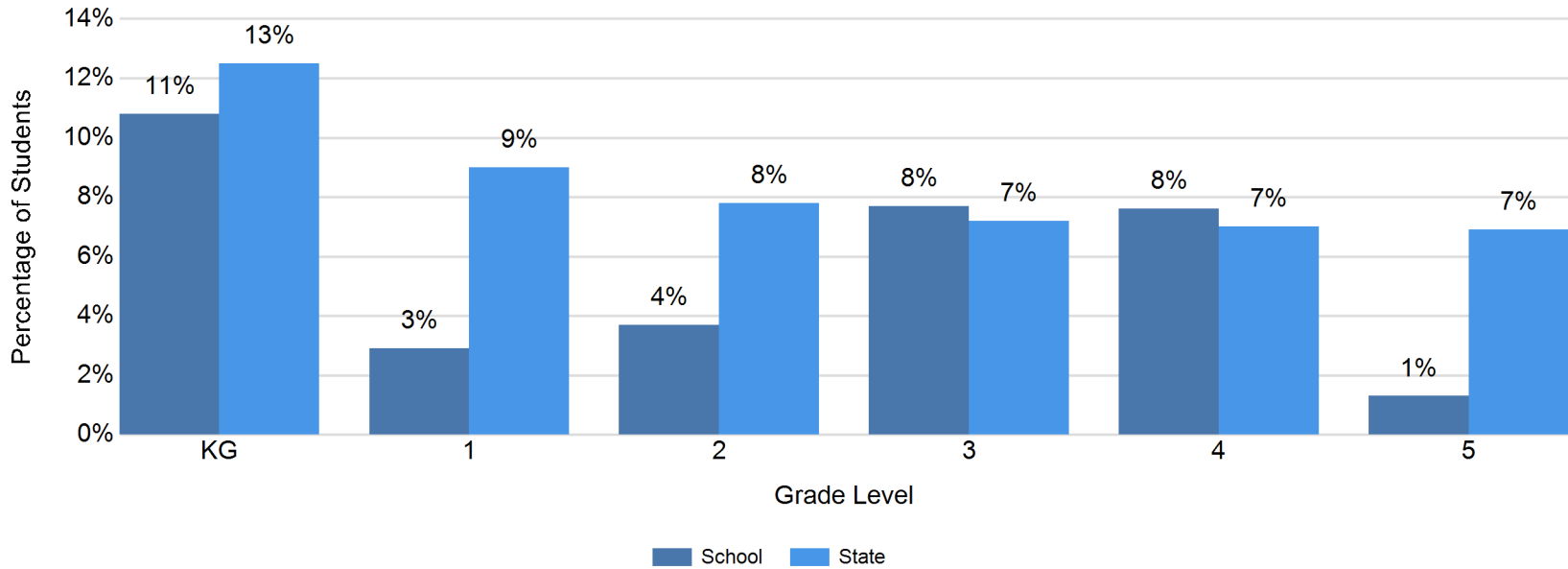


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Chronic Absenteeism by Grade

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	8:30AM
Typical End Time	3:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 15 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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.66

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	216.2 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)	\$318	\$14,642	\$14,960



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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	36	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	10.5	15.9
Average years experience in district	10.5	11.6
Administrators in district for 4 or more years	81%	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	13:1
Administrators	151:1	178:1
Librarian/Media Specialists		925:1
Nurses		661:1
Counselors		356:1
Child Study Team		231:1



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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.

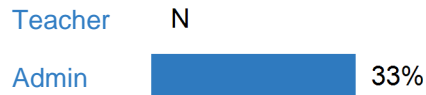
Bachelor's Degree



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	89%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	98.3	17.5%
Mathematics Proficiency	93.1	17.5%
English Language Arts Growth	29.9	25.0%
Mathematics Growth	25.5	25.0%
Chronic Absenteeism	48.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		54.5
Summative Rating: Percentile rank of Summative Score		56.8
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	54.5	11.9	No	Met Goal	Not Met	Met Target	Met Target	Met Target	No
White	49.1	11.9	No	Met Goal	Not Met	Met Target	Met Target	Met Target	No
Hispanic	68.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	70.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	72.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	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. Lipson	Email Address:	rfair@mtoliveboe.org
Address:	24 TINC ROAD FLANDERS, NJ 07836	Website:	http://www.mtoliveboe.org/trs/
Phone:	(973)927-2203		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Tinc Road is a Visible Learning School that produces amazingly high student performers • Tinc Road is in the top 5% of all Elementary Schools in NJ • Tinc Road has 1:1 computers/laptops for all students in Grades 2-5
 <p>Mission, Vision, Theme:</p>	<p>At Tinc Road, everyone focuses on learning. Our number one priority is to make our students' experiences successful and positive by providing a safe and nurturing environment for them to grow socially and academically. Our goals as Tinc Road educators are to understand children, care for them, appreciate them and value their unique traits, and help guide their learning. We take great pride in developing the whole child by successfully implementing programs that meet each of their needs.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Tinc Road was named NJ's 10th best school in First in Math, the Math Game website that challenges students with grade-specific math problems.</p>





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 <p>Clubs and Activities:</p>	<p>Tinc Road has many clubs and activities that help promote the whole child. Our local Mount Olive Township Police Dept. comes in to teach our students to live safe, healthy, drug-free lives through the L.E.A.D. program (Law Enforcement Against Drugs). Students that meet a specific criteria are invited to be part of Aspire, our Gifted & Talented after-school program. Students can also participate in the Mighty Milers, a running program where they set running and/or walking goals for incentives.</p>
 <p>Before and After School Programs:</p>	<p>The After School STARS program aims to remediate skill deficits through targeted skill instruction and computer programs. The After School All-Stars teaches students skills for individual and team sports, as well as promotes an awareness of nutrition, team-building, friendship and communication. 3rd, 4th, and 5th grade girls can participate in Girls on the Run, an after-school program that encourages positive emotional, social, mental, and physical development.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Our district has implemented Visible Learning, based on John Hattie's extensive research. Teachers become evaluators of their own teaching and see learning through the eyes of students. Our school is a community of learners, where teachers continuously learn and reflect on their practice. Tinc Road teachers collaborate in weekly grade-level PLCs designed to analyze student data, then construct and modify meaningful and challenging lessons.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive support from our school's ESL teacher, as well as participate in our after-school Building Bridges Program. Our I&RS team meets to identify students not on grade level and provide them with appropriate remediations. Interventions may include our school's Sizzle or Basic Skills program, a Child Study Team referral for additional evaluations, or Magellan, a highly structured program focused on individualized instruction and behavior modification.</p>
 <p>Student Health and Wellness:</p>	<p>Tinc Road encourages students to make healthy choices every day. We participate in Operation Gratitude, an initiative that reduces the amount of Halloween candy students have in their homes by donating it to troops overseas. A local Dietician speaks to our students several times about the impacts of sugar in our bodies, and a local Dentist comes to talk about dental health to our 1st graders. 3rd gr students learn about healthy shopping and take a trip to Shop Rite to "buy" a cart of food.</p>
 <p>Parent and Community Involvement:</p>	<p>Tinc Road has a very active Parent-Teacher Organization. Good communication is essential in establishing a positive relationship between the school and the home. Monthly PTO meetings and weekly electronic newsletters are aimed at keeping parents informed of school and community events. Classrooms have room parents to help organize holiday parties and chaperone field trips. Our annual Fall Festival brings the community together with games and attractions for the whole family.</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.

Character Education is an extremely important element of our instruction here at Tinc Road. Creating a school culture where children feel safe and accepted is critically important to everyone who works here. By focusing on good Character Education and establishing a climate where everyone is accepted, where everyone has a voice, and where everyone is treated fairly with kindness and respect, we can hopefully prevent negative behaviors and reinforce positive ones. A character trait is designated for each month of the year, and students participate in activities that remind them of what it is like to be respectful and positive citizens in our community.



Other Information: