



Allentown High School
2016-2017
Grade Span 09-12

25-5310-050
 MONMOUTH
 UPPER FREEHOLD REGIONAL
 27 HIGH STREET
 ALLENTOWN, NJ 08501-0278

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	308	311	284
10	325	310	317
11	308	312	320
12	302	289	320
Ungraded	23	17	3
Total	1265	1239	1244

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	53%	53%	51%
Male	47%	47%	49%
Economically Disadvantaged Students	10%	10%	10%
Students with Disabilities	16%	15%	17%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	84.9%
Black or African American	5.5%
Hispanic	5.1%
Asian	2.8%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.5%

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	1225
Shared Time Students	37
Full Time Equivalent	1244

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	99.1%
Other	1.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	552	98.5	62.30	64.70	54.90	62.3	60	Met Target
White	488	98.5	64.60	66.20	63.90	64.6	62.7	Met Target
Hispanic	19	95.8	26.30	35.40	39.80	26.3	N	N
Black or African American	26	100.0	42.30	*	35.20	42.3	44.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.60	*	80.70	84.6	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	278	98.4	67.30	71.70	62.20	67.3		
Male	274	98.7	57.30	57.70	48.10	57.3		
Economically Disadvantaged Students	39	95.5	43.60	40.00	36.20	43.6	41.9	Met Target
Non-Economically Disadvantaged Students	513	98.8	63.80	66.70	65.80	63.8		
Students with Disabilities	94	96.0	24.50	25.40	20.50	24.5	21.1	Met Target
Students without Disabilities	458	99.0	70.10	74.60	61.90	70.1		
English Learners	11	100.0	*	27.50	25.20	*	**	**
Non-English Learners	541	98.5	*	65.60	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	286	762	762	749	*	*	22%	48%	19%	67%	52%
White	265	763	763	757	*	*	21%	48%	20%	68%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	145	769	769	756	*	*	19%	51%	23%	75%	60%
Male	141	755	755	741	*	*	25%	45%	14%	59%	43%
Economically Disadvantaged Students	17	747	747	731	*	*	*	*	*	47%	32%
Non-Economically Disadvantaged Students	269	763	763	758	*	*	*	*	*	68%	62%
Students with Disabilities	47	730	730	714	*	*	36%	21%	*	21%	13%
Students without Disabilities	239	768	768	754	*	*	19%	53%	*	76%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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	313	757	757	743	10%	12%	19%	41%	19%	59%	46%
White	259	761	761	749	9%	11%	17%	42%	21%	63%	52%
Hispanic	16	740	740	728	*	*	*	*	*	25%	34%
Black or African American	24	733	733	725	*	*	*	*	*	38%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	156	763	763	752	8%	8%	21%	42%	21%	64%	54%
Male	157	752	752	734	12%	16%	17%	39%	17%	55%	39%
Economically Disadvantaged Students	23	740	740	726	*	*	*	*	*	44%	32%
Non-Economically Disadvantaged Students	290	759	759	751	*	*	*	*	*	61%	54%
Students with Disabilities	48	729	729	704	*	23%	31%	*	*	27%	12%
Students without Disabilities	265	762	762	749	*	10%	17%	*	*	65%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

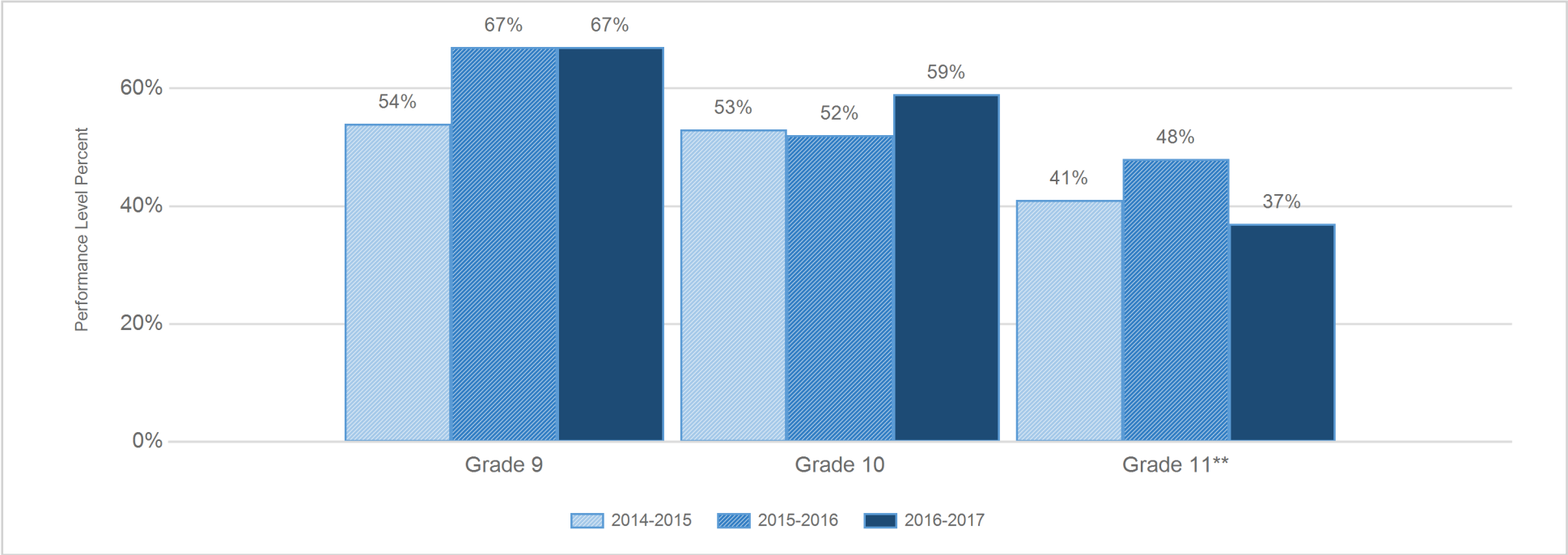
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	303	738	738	736	12%	22%	29%	32%	5%	37%	38%
White	259	740	740	738	13%	20%	27%	34%	6%	40%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	10	736	736	756	*	0%	*	*	0%	40%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	161	744	744	744	*	18%	30%	35%	*	43%	46%
Male	142	732	732	729	*	25%	28%	28%	*	31%	31%
Economically Disadvantaged Students	25	729	729	729	*	*	*	*	0%	24%	32%
Non-Economically Disadvantaged Students	278	739	739	740	*	*	*	*	6%	39%	42%
Students with Disabilities	48	713	713	709	31%	35%	*	*	0%	15%	12%
Students without Disabilities	255	743	743	741	8%	19%	*	*	6%	42%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/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	529	98.0	52.00	57.40	43.50	52	53.6	Met Target†
White	466	97.9	54.90	59.30	52.40	54.9	56.3	Met Target†
Hispanic	21	96.0	33.30	34.00	27.60	33.3	31.7	Met Target
Black or African American	26	100.0	15.40	*	21.70	15.4	19.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.30	*	75.60	58.3	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	264	97.6	52.30	57.00	44.10	52.3		
Male	265	98.3	51.70	57.70	42.90	51.7		
Economically Disadvantaged Students	37	95.1	29.70	28.70	25.10	29.7	34	Met Target†
Non-Economically Disadvantaged Students	492	98.2	53.60	59.60	54.30	53.6		
Students with Disabilities	90	93.9	22.20	18.90	16.50	21.9	22.4	Met Target†
Students without Disabilities	439	98.8	58.10	67.20	48.80	58.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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	228	739	747	743	8%	17%	41%	34%	0%	34%	42%
White	206	740	748	751	7%	17%	42%	35%	0%	35%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	109	743	750	744	*	13%	46%	37%	*	37%	43%
Male	119	735	744	741	*	21%	37%	31%	*	31%	40%
Economically Disadvantaged Students	15	731	*	727	*	*	*	*	0%	20%	23%
Non-Economically Disadvantaged Students	213	739	*	751	*	*	*	*	0%	35%	52%
Students with Disabilities	61	719	*	714	*	36%	23%	*	*	15%	10%
Students without Disabilities	167	746	*	747	*	10%	48%	*	*	41%	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	257	748	748	734	*	14%	34%	48%	*	51%	30%
White	211	751	751	740	*	13%	30%	53%	*	56%	38%
Hispanic	18	740	740	722	0%	*	*	*	0%	33%	14%
Black or African American	20	728	728	719	*	*	50%	*	0%	10%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	141	750	750	735	*	13%	34%	52%	*	53%	31%
Male	116	746	746	733	*	16%	34%	42%	*	47%	30%
Economically Disadvantaged Students	21	740	740	721	*	*	62%	*	*	29%	13%
Non-Economically Disadvantaged Students	236	749	749	740	*	*	31%	*	*	53%	39%
Students with Disabilities	37	726	726	711	*	43%	32%	*	*	16%	*
Students without Disabilities	220	752	752	738	*	10%	34%	*	*	56%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	257	748	748	735	*	14%	34%	48%	*	51%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	275	744	744	725	15%	*	27%	42%	*	44%	28%
White	241	745	745	731	14%	*	26%	43%	*	46%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	129	738	738	725	*	*	28%	36%	*	37%	27%
Male	146	749	749	725	*	*	25%	47%	*	51%	29%
Economically Disadvantaged Students	20	727	727	708	*	*	*	*	*	30%	13%
Non-Economically Disadvantaged Students	255	746	746	733	*	*	*	*	*	46%	35%
Students with Disabilities	31	726	726	692	*	*	*	*	*	23%	*
Students without Disabilities	244	747	747	729	*	*	*	*	*	47%	*
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%

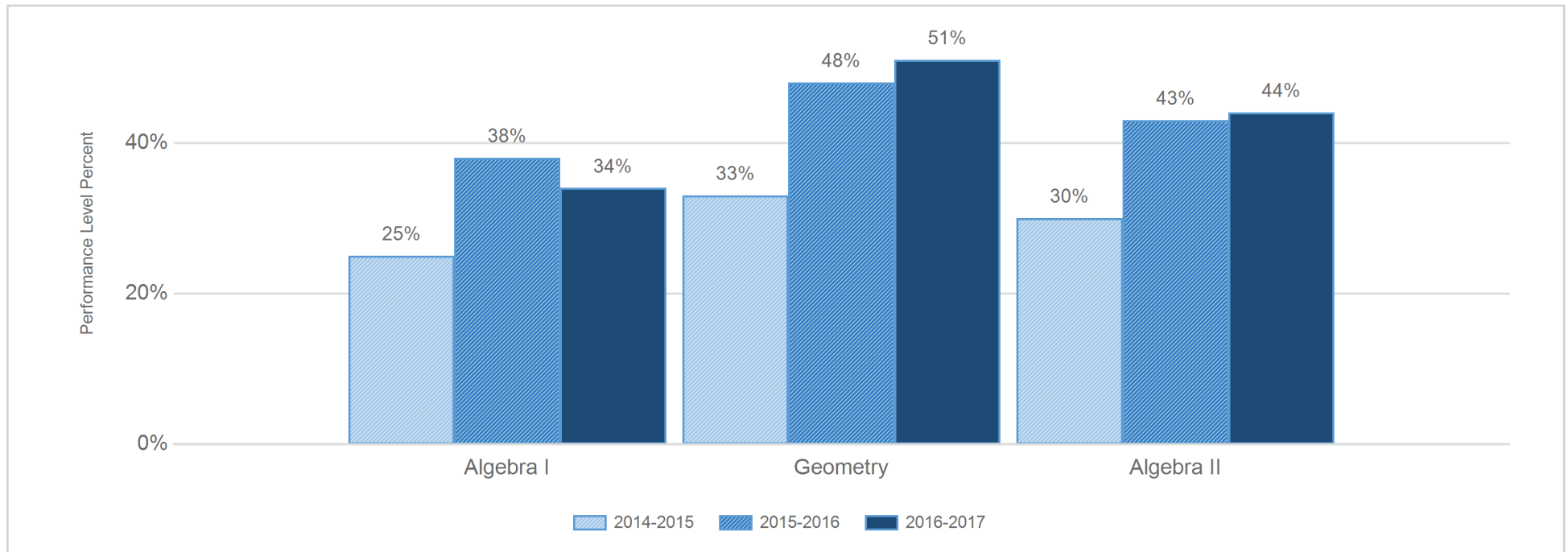


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Mathematics Assessment – Performance Trends

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



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

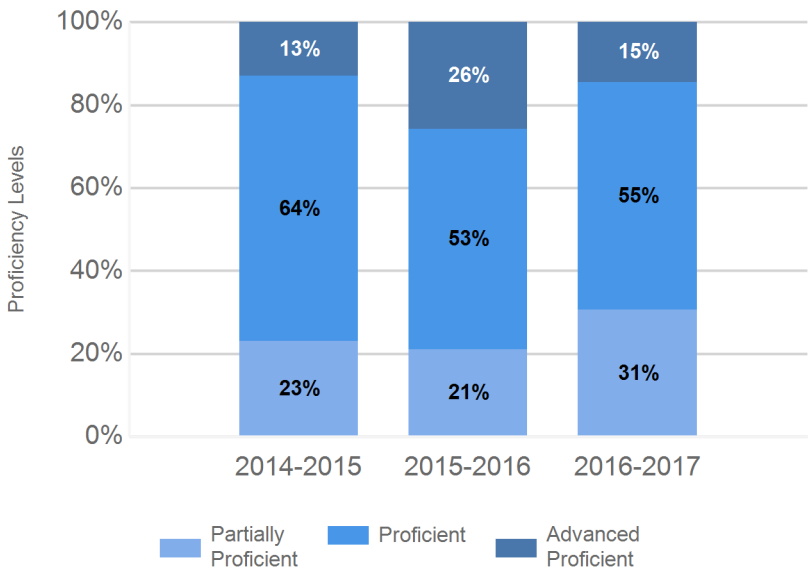
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	15%	55%	31%
White	16%	57%	27%
Hispanic	*	61%	33%
Black or African American	5%	30%	65%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	3%	52%	45%
Students with Disabilities	N	25%	75%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	59.1%	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	507	481	Varies By Grade	79%	67%
PSAT - Math	509	483	Varies By Grade	60%	49%
SAT - Reading and Writing	578	551	480	86%	77%
SAT - Math	585	552	530	71%	58%
ACT - Reading	23	24	22	64%	65%
ACT - English	23	24	18	81%	79%
ACT - Math	24	24	22	66%	65%
ACT - Science	23	23	23	47%	54%



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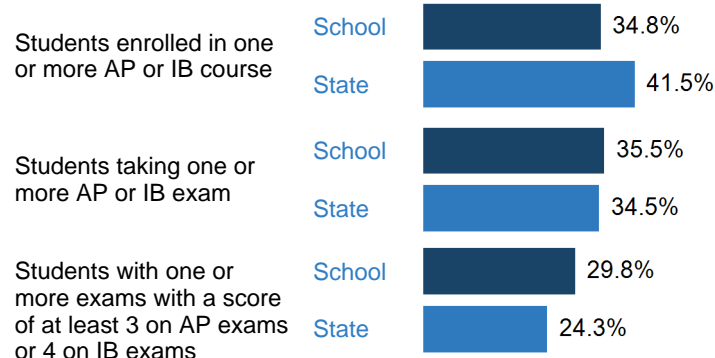
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

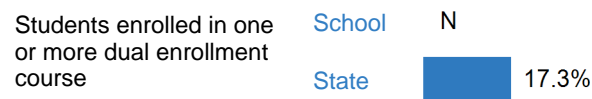
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	25	25
AP Calculus AB	58	55
AP Calculus BC	0	7
AP Chemistry	14	14
AP English Language and Composition	20	20
AP English Literature and Composition	5	5
AP Environmental Science	42	42
AP French Language and Culture	5	5
AP Human Geography	18	18
AP Macroeconomics	31	31
AP Microeconomics	0	2
AP Music Theory	1	1
AP Physics 1	0	19
AP Psychology	37	37
AP Spanish Language	16	16
AP Statistics	22	23
AP Studio Art—Two-Dimensional	6	5
AP U.S. Government and Politics	10	10
AP U.S. History	39	40
Exams with scores of at least 3 on AP exams or 4 on IB exams		309



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		375



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

Career and Technical Education Participation

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

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



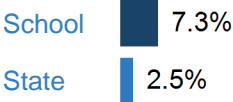
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	200	62	23	6	0	0	3
10	23	185	95	41	2	1	85
11	11	15	181	85	35	8	17
12	4	2	21	73	66	63	87
Schoolwide	238	264	320	205	103	72	192
Enrolled in AP/IB Course					58	22	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	165	0	0	0	0	94
10	125	181	0	2	0	5
11	18	104	0	91	45	63
12	15	16	0	73	44	81
Schoolwide	323	301	0	166	89	243
Enrolled in AP/IB Course	25	14		42	0	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	218	0	0	0	0	64
10	2	303	0	0	13	17
11	5	306	24	7	58	54
12	0	33	29	118	83	100
Schoolwide	225	642	53	125	154	235
Enrolled in AP/IB Course	0	39	31	37	0	27

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	112	27	57	39	0	0	0
10	165	41	49	35	0	0	0
11	34	6	16	4	0	0	0
12	12	12	6	3	0	0	0
Schoolwide	323	86	128	81	0	0	0
Enrolled in AP/IB Course	16	5	0	0	0	0	0
Enrolled in Level 3 or Higher	161	43	53	29	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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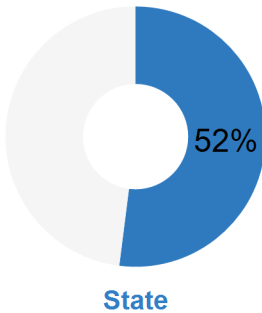
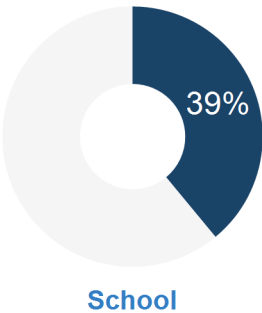
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Visual and Performing Arts – Course Participation

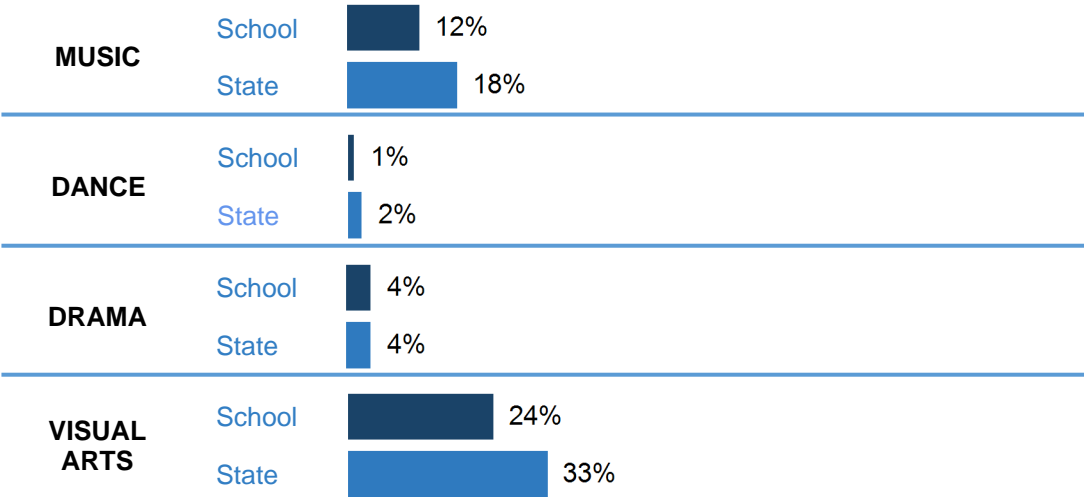
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	97.6%	90.5%	96.3%	91.8%	95.1%	N	Met Goal	97.0%	N	Met Goal
White	97.7%	94.5%	96.6%	95.1%	95.1%	N	Met Goal	97.2%	N	Met Goal
Hispanic	92.6%	84.3%	*	86.3%	*	**	**	90.0%	**	**
Black or African American	100.0%	83.4%	94.7%	85.3%	94.7%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	95.4%	83.9%	86.4%	85.6%	81.8%	84.5%	Not Met	96.0%	N	Met Goal
Students with Disabilities	88.1%	78.8%	86.5%	82.1%	79.3%	86.4%	Not Met	89.7%	93.4%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.6%	-
2016	95.1%	96.3%
2015	95.8%	97.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0%	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	83.4%	22.3%	77.7%
White	83.8%	19.8%	80.2%
Hispanic	78.3%	55.6%	44.4%
Black or African American	84.6%	22.7%	77.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	0%	*
Two or More Races	*	*	*
Economically Disadvantaged Students	84.2%	21.9%	78.1%
Students with Disabilities	71.8%	39.3%	60.7%
English Learners	*	*	0%

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	85.1%	20%	80%	70.8%	29.2%	48.8%	51.3%
White	84.5%	20.4%	79.6%	70.9%	29.1%	48.5%	51.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	84.6%	27.3%	72.7%	81.8%	18.2%	63.6%	36.4%
Asian, Native Hawaiian, or Pacific Islander	95%	21.1%	79%	79%	21.1%	57.9%	42.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.3%	30.8%	69.2%	69.2%	30.8%	53.9%	46.2%
Students with Disabilities	75%	55.6%	44.4%	81.5%	18.5%	77.8%	22.2%
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

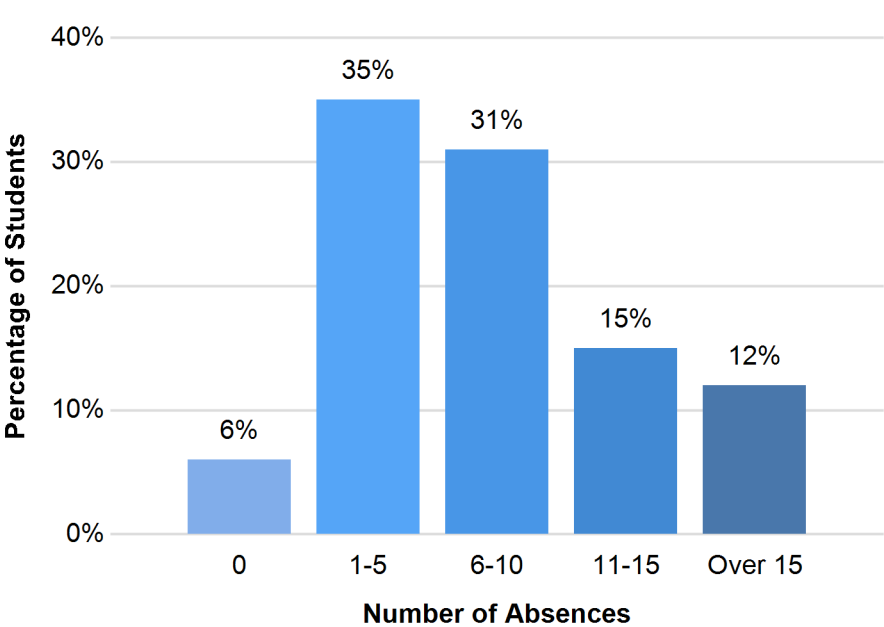
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.60	14.30	Met Target
White	9.00	14.30	Met Target
Hispanic	13.40	14.30	Met Target
Black or African American	15.50	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.20	14.30	Not Met
Students with Disabilities	19.70	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.



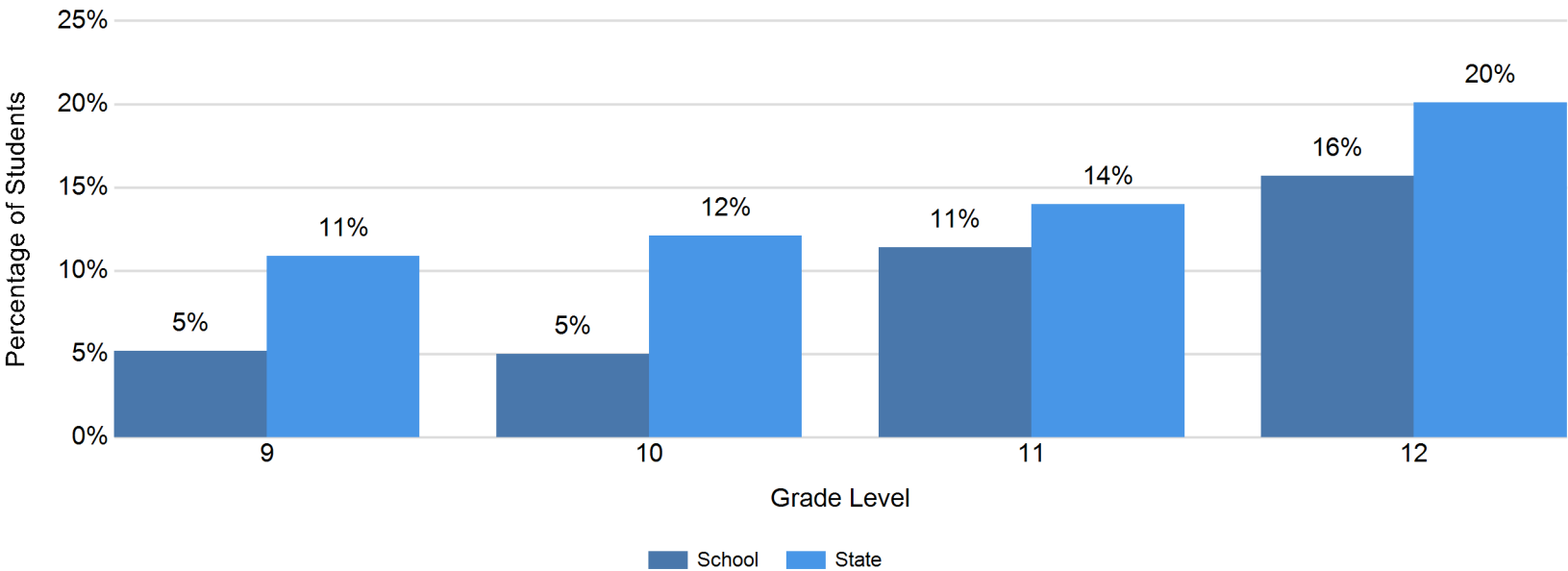


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Chronic Absenteeism by Grade

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	7:20AM
Typical End Time	2:00PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 40 Mins.
Shared Time - Instructional Time	3 Hrs. 20 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	10
Vandalism	2
Weapons	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	2.73

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	6.9%
Out-of-School Suspensions	3.0%
Any Suspension	7.6%

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	1.8:1	21.8 kbps	100 kbps	No	N	Fiber	N

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)	\$243	\$14,026	\$14,269



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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	98	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	72%	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	16	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	75%	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	11:1
Administrators	155:1	143:1
Librarian/Media Specialists		765:1
Nurses		1147:1
Counselors		287:1
Child Study Team		287:1



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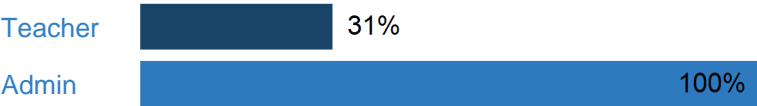
Teachers and Administrators - Level of Education

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

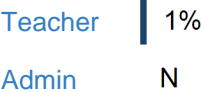
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	100%	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	73.9	17.5%
Mathematics Proficiency	85.9	17.5%
Graduation - 4-Year	51.0	25.0%
Graduation - 5-Year	76.6	25.0%
Chronic Absenteeism	57.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		68.5
Summative Rating: Percentile rank of Summative Score		70.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	68.5	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
White	65.7	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	N	Met Target	Met Target	**	**	No
Black or African American	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	Met Goal	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	66.8	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Goal	No
Students with Disabilities	66.8	6.2	No	Met Target	Met Target†	Not Met	Not Met	Not Met	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. Embley	Email Address:	embleyc@ufrsd.net
Address:	27 HIGH STREET ALLENTOWN, NJ 08501-0278	Website:	www.ufrsd.net
Phone:	(609)259-7292	Facebook:	www.facebook.com/ufrsd
		Twitter:	https://twitter.com/AsstSuperUFRSD

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Newsweek Magazine named AHS one of Top 500 High Schools in the US, #226. 83% of AP scores were a 3 or better. • This is our 9th year of offering random drug testing to provide students the power to SAY NO to drugs and alcohol use. • AHS graduating class of 2017 received over 8.5 million dollars in scholarship money; 93% of the class went to college.
 Mission, Vision, Theme:	<p>Our focus is on student learning. Students must be prepared for success in 21st century careers. Students graduate from AHS knowing how to think, problem-solve, innovate, and collaborate. We believe there is no single path to that end, but whatever paths our students choose must be steeped with rigor, relevance and relationships. Students are challenged to think critically and creatively in authentic learning experiences that connect them to adults who truly care.</p>
 Awards, Recognition, Accomplishments:	<p>The 1:1 Chromebook initiative includes all students. 83% of our AP scores were a 3 or better. AHS is recognized as an AP Honor Roll School, we are above the State and Nation in all standardized testing. We have a partnership with Princeton, TCNJ, Rutgers for students to take college courses for credit. Choice school for NJ, offering five competitive programs: Arts Academy, Tomorrow's Teachers, PLTW – Engineering Program, International Affairs and a nationally recognized agricultural program</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>AHS offers 29 honors and 22 AP courses as part of a comprehensive and diverse curriculum. Our Student Honor Code guides students to uphold the highest standards of integrity and scholarship. We are recognized for inclusive classrooms that support all students. Students can elect to attend vocational-technical schools for a full or partial day. Our Senior Practicum allows seniors to intern or job shadow for credit. We offer several summer enrichment/enhancement programs.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), 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), Wrestling (Boys)</p> <p>2016-2017 was the most successful athletic year in school history: 10 Colonial Valley Division Championships, 15 teams went to State playoffs, 5 coaches named Coach of the Year. We are home to five State Championship teams: Football, Girls Cross Country, Girls winter and spring track and Baseball. We provide a state of the art fitness center open to all staff and students. All sports programs participate in community service projects. Our teams consistently receive Sportsmanship awards.</p>
 <p>Clubs and Activities:</p>	<p>We have over 45 clubs and activities including ten Honor Societies. This is the 30th anniversary of our French Exchange program with our sister school in Northern France. We have G&T options including: Debate, Mock Trial, Fed Challenge, Academic Team, Math & Science League, FEA, Model UN. Our choir, bands and musical productions are award winning and showcase extraordinary talent. The FFA program is recognized on a State & National level. #1 Student Council in the State.</p>
 <p>Before and After School Programs:</p>	<p>AHS offers our students access to numerous after school opportunities: Math Lab, Language Lab, Writing Clinic, Homework Lab, all of which are staffed by certified teachers. We have honor society peer tutors available for every subject. Our library is open after school for student research. We have late buses to take students home after school so they can participate in activities and extra help.</p>








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School Narrative

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

 Staff and Professional Learning:	<p>AHS teachers take part in a summer reading initiative. They select one of five books to read and work across disciplines to present staff development at Faculty Meetings. We also have staff development on latest technology to use in the classrooms, Google Classroom workshops, and use of Chromebooks to enhance instruction. We provide all NJ required trainings to staff: HIB, Suicide Prevention, Janet's Law, Child Abuse, Dating Violence, and Drug Awareness Updates.</p>
 Postsecondary Information:	<p>AHS is proud of its 99% graduation rate and the fact that 93.5% of our Class of 2017 continued in higher education. Students have been admitted to the most competitive colleges in the country, including Princeton University Johns Hopkins and Georgetown, just to name a few. They received over 8.5 million dollars in scholarship money. One of our recent 2017 graduates was recently named by National Football Foundation as one of the top five student/athletes in the country.</p>
 Student Supports and Services:	<p>Our students have access to a full Intervention & Referral Services Team to assist with any academic, social, emotional or drug/alcohol related concern. We offer a full Child Study Team and a range of programs addressing the educational needs of students with disabilities. We have an ESL program and a Student Assistant Counselor. We are in full compliance with 504 and IEP regulations.</p>
 Student Health and Wellness:	<p>In addition to 22 AHS sports teams we also have an intramural volleyball club. Our students are participants on a cafeteria committee, President's Council, Character Education and Curriculum Council. We have a fully operated weight room and cardio room available to all students and staff. Students have the option to purchase breakfast and a healthy lunch and snacks throughout the day and after school. Students are required to participate in four years of physical education classes.</p>
 Parent and Community Involvement:	<p>A goal at AHS is to give back to the community that supports our school. Our Character Education committee works with members of the community to arrange services for senior citizens. We have an Educational Foundation, Parent Advisory Council, a strong Booster Club, and a parent volunteer program. We work together as a partner with parents and communicate with them through our school data base: Real Time, an Alert Now system, our school web page, Twitter and Remind.</p>





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Annually an exit interview is conducted with over 60 seniors representing AHS. Each focus group responds to questions relating to curriculum areas, the arts, school activities, technology, facilities, guidance services, athletics and sports, leadership opportunities, student voice, discipline, and school climate. The data collected is shared with the BOE and Administrative Council, and is used to guide program modifications and to promote school experiences that respond to student feedback.</p>
<div>Facilities:</div>	<p>There is an ongoing effort to restore older areas of the buildings and to maintain the new areas. All classrooms have been air conditioned, a Robotics Lab and Art Studio were created and a PLTW classroom reconfigured. Our long range plan includes refurbishing the sound, acoustics and lighting in our auditorium. Our students actively participate in the beautification of the campus, planting and maintaining our organic school garden.</p>



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School Narrative

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Other Information:

Allentown High School is distinguished by academic excellence, character education and community service. We foster an environment that promotes our students’ self-confidence as scholars and as important contributors to the local and global community. We strive to prepare all students for success in college and career. Our goals focus on teaching students to think, problem- solve, innovate and collaborate. As a comprehensive high school, we offer multiple paths to achieve these goals, each one characterized by rigor and relevance. We promote a learning community based on positive relations by surrounding students with positive role models and adults who care about them. Character, citizenship and academic excellence are the cornerstone of our program. To maintain integrity, we have a Student Honor Code which students are required to uphold. Annually we recognize the achievement of AP students by placing a picture of students who receive a 5 on an AP test. This year 99 students’ photos were featured in a special showcase. We also recognize the achievement and contributions of our graduates and staff with a Hall of Fame for Lifetime Achievement and Athletics. We create courses and programs to meet the ever-changing needs of our students to prepare them for the world after high school. We recently approved a new AP Computer Science course taught in the PLTW model, and next year we will offer American Sign Language. We offer independent study options that allow seniors to take courses beyond our regular course sequence, to take college courses, or to work with a mentor on special research projects.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	40	30	29
KG	73	78	74
1	92	89	92
2	100	91	96
3	99	109	104
4	118	104	120
Ungraded	2	11	6
Total	524	512	521

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	51%	51%	50%
Male	49%	49%	50%
Economically Disadvantaged Students	9%	10%	11%
Students with Disabilities	20%	21%	21%
English Learners	2%	3%	4%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	82.1%
Hispanic	8.1%
Asian	4.6%
Black or African American	3.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.9%

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
PK - Half Day	11	0	0
PK - Full Day	28	30	29
KG - Half Day	21	19	14
KG - Full Day	50	59	60

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	98.3%
Spanish	1.5%
Other	0.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	201	98.6	58.70	64.70	54.90	58.7	56.9	Met Target
White	170	98.4	59.40	66.20	63.90	59.4	57.2	Met Target
Hispanic	14	100.0	50.00	35.40	39.80	50	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	101	97.3	67.30	71.70	62.20	67.3		
Male	100	100.0	50.00	57.70	48.10	50		
Economically Disadvantaged Students	19	100.0	31.60	40.00	36.20	31.6	N	N
Non-Economically Disadvantaged Students	182	98.5	61.50	66.70	65.80	61.5		
Students with Disabilities	48	96.3	18.80	25.40	20.50	18.8	26.3	Met Target†
Students without Disabilities	153	99.4	71.30	74.60	61.90	71.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	758	758	749	*	*	24%	51%	*	60%	50%
White	80	757	757	759	*	*	26%	50%	*	59%	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	51	769	769	754	*	*	26%	53%	*	69%	55%
Male	49	747	747	745	*	*	22%	49%	*	51%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	22	716	716	720	*	*	*	*	*	14%	24%
Students without Disabilities	78	770	770	755	*	*	*	*	*	73%	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	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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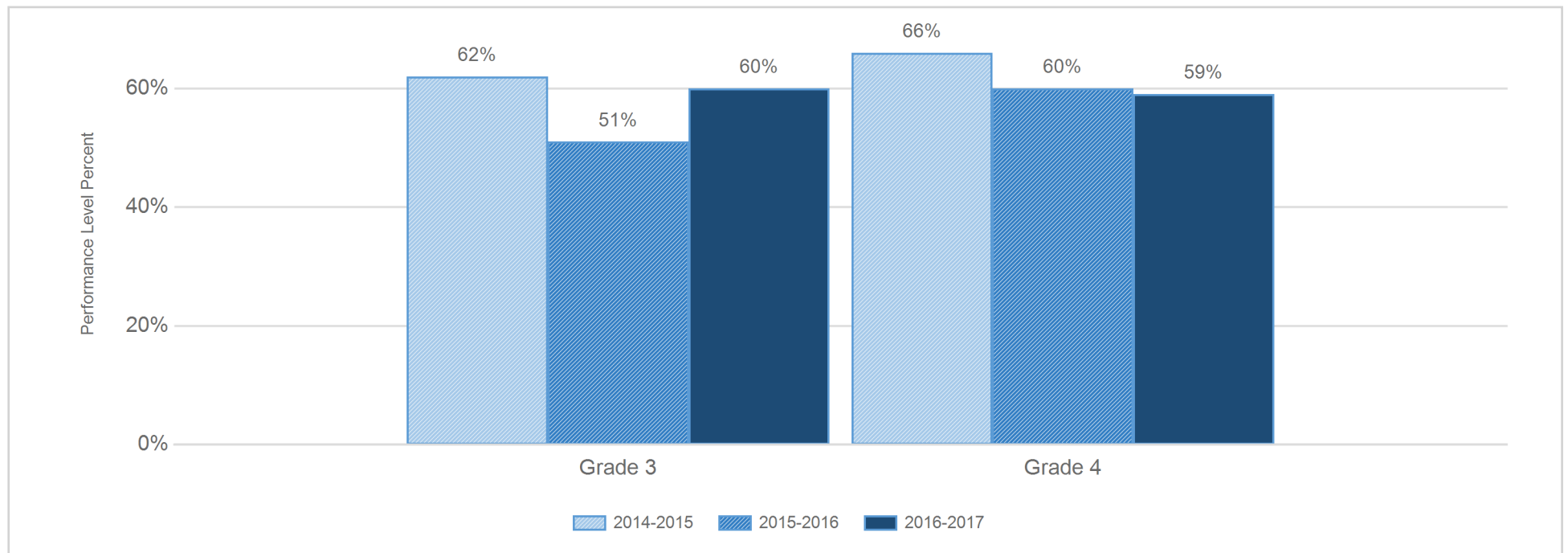
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	117	759	759	753	*	*	27%	40%	19%	59%	56%
White	101	759	759	762	*	*	27%	40%	20%	59%	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	57	764	764	758	*	*	21%	42%	*	67%	61%
Male	60	753	753	749	*	*	32%	38%	*	52%	51%
Economically Disadvantaged Students	10	744	744	737	*	*	*	*	*	40%	36%
Non-Economically Disadvantaged Students	107	760	760	764	*	*	*	*	*	61%	69%
Students with Disabilities	29	732	732	725	*	*	38%	*	*	24%	25%
Students without Disabilities	88	767	767	759	*	*	23%	*	*	71%	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%

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	99.1	59.10	57.40	43.50	59.1	65.4	Not Met
White	172	98.9	59.90	59.30	52.40	59.9	67	Not Met
Hispanic	14	100.0	35.70	34.00	27.60	35.7	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	102	98.2	61.80	57.00	44.10	61.8		
Male	101	100.0	56.40	57.70	42.90	56.4		
Economically Disadvantaged Students	18	100.0	27.80	28.70	25.10	27.8	N	N
Non-Economically Disadvantaged Students	185	99.0	62.10	59.60	54.30	62.1		
Students with Disabilities	49	98.2	10.20	18.90	16.50	10.2	35.1	Not Met
Students without Disabilities	154	99.4	74.70	67.20	48.80	74.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	765	765	751	*	12%	*	52%	22%	74%	53%
White	82	768	768	759	*	*	*	49%	27%	76%	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	52	765	765	751	*	*	*	65%	*	79%	52%
Male	51	766	766	751	*	*	*	37%	*	69%	53%
Economically Disadvantaged Students	10	730	730	736	*	*	*	*	0%	30%	34%
Non-Economically Disadvantaged Students	93	769	769	761	*	*	*	*	25%	79%	65%
Students with Disabilities	24	726	726	729	*	*	*	*	*	21%	29%
Students without Disabilities	79	777	777	755	*	*	*	*	*	90%	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	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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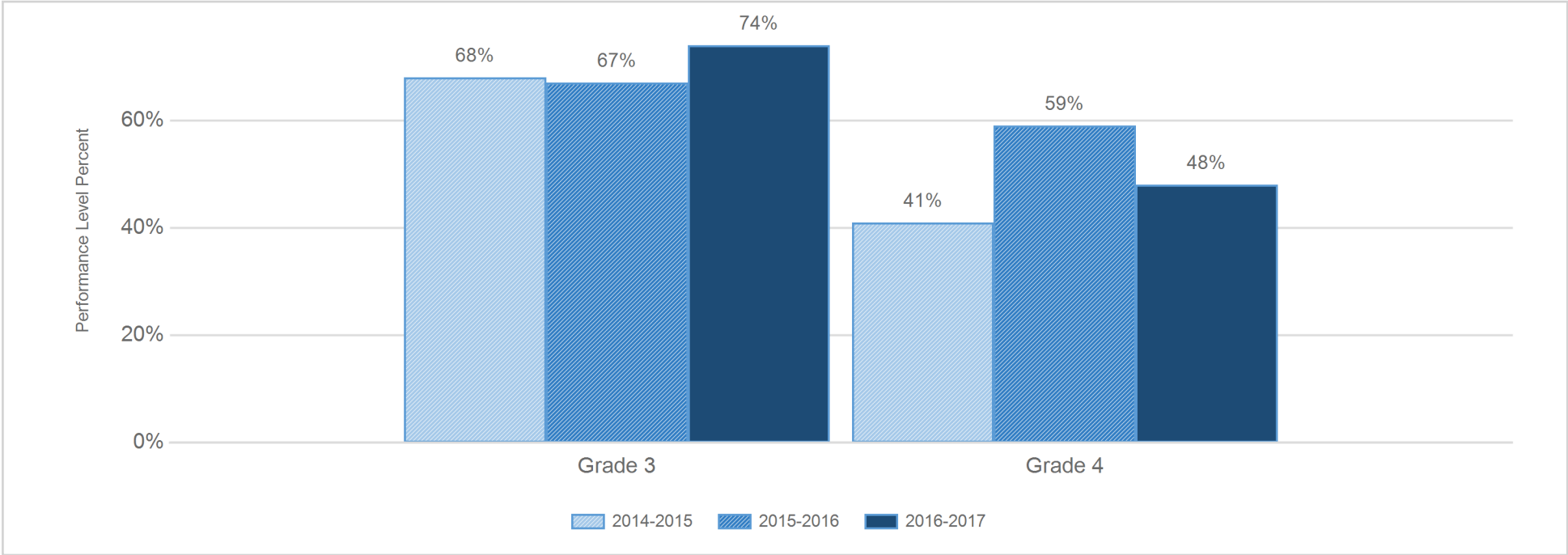
Mathematics Assessment - Performance by Grade: Grade 4

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	118	748	748	747	*	12%	31%	41%	*	48%	47%
White	102	750	750	755	*	13%	32%	39%	*	47%	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	58	749	749	747	*	*	29%	41%	*	48%	47%
Male	60	748	748	747	*	*	33%	40%	*	47%	48%
Economically Disadvantaged Students	11	729	729	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	107	750	750	757	*	*	*	*	*	51%	61%
Students with Disabilities	29	712	712	724	*	*	*	*	*	*	22%
Students without Disabilities	89	760	760	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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	*	*

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 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.

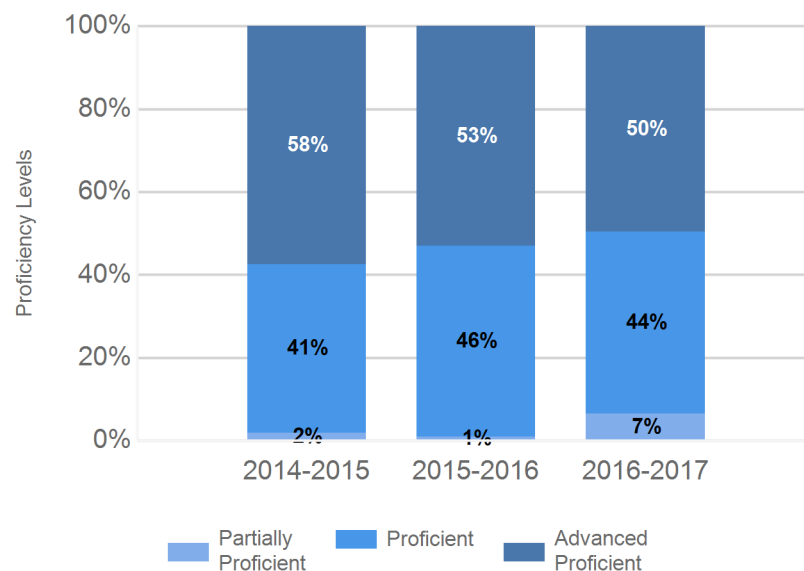
NJASK Science Assessment Performance: Grade 4

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	50%	44%	7%
White	50%	45%	*
Hispanic	*	*	*
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
Economically Disadvantaged Students	17%	58%	25%
Students with Disabilities	24%	55%	21%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48.5	46	50	Met Target	32	50	50	Not Met
White	48.5	46	50	Met Target	34	51	52	Not Met
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	32	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	31	36	47	**	20	29	46	**
Students with Disabilities	43	35	41	Met Target	18	39	43	Not Met
English Learners	*	46	53	**	*	45.5	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.

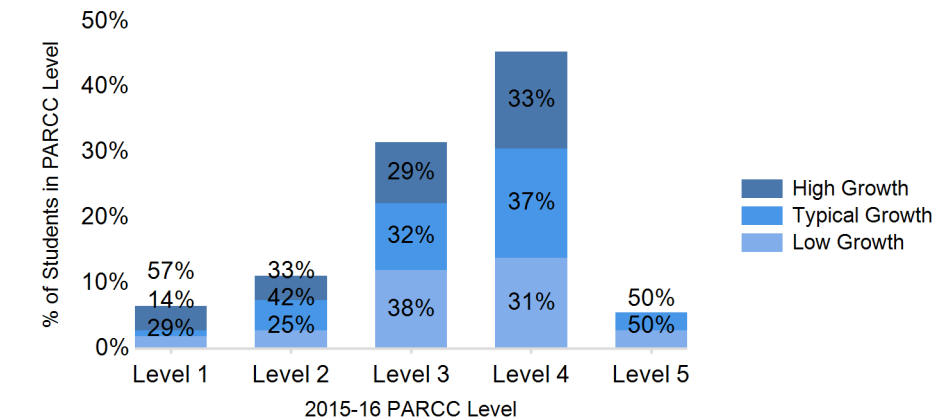
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

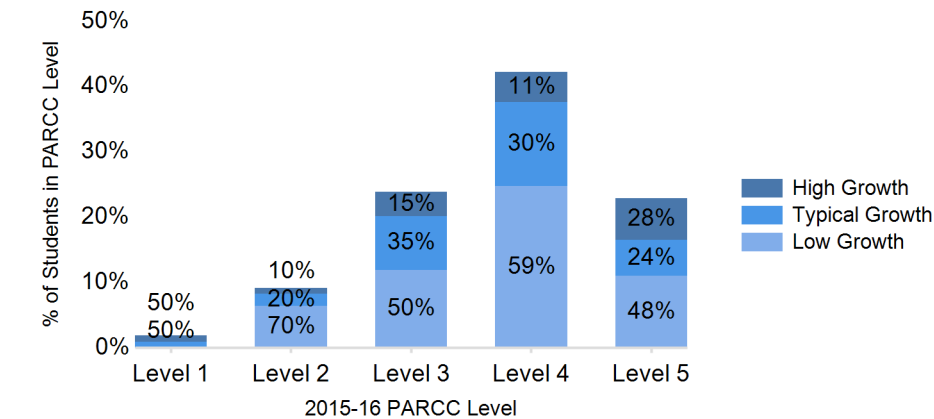
Student Growth by Performance Level

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.

ELA



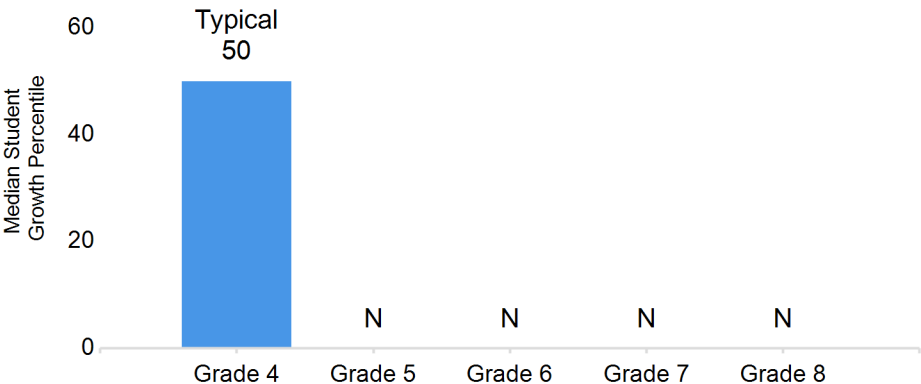
MATH



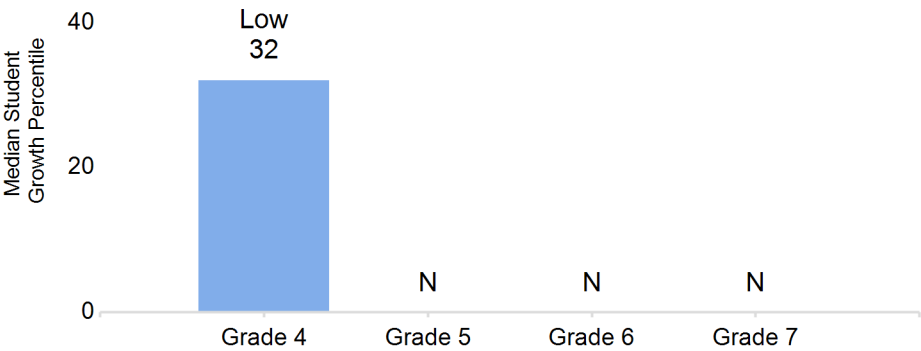
Student Growth by Grade

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

ELA



Math





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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

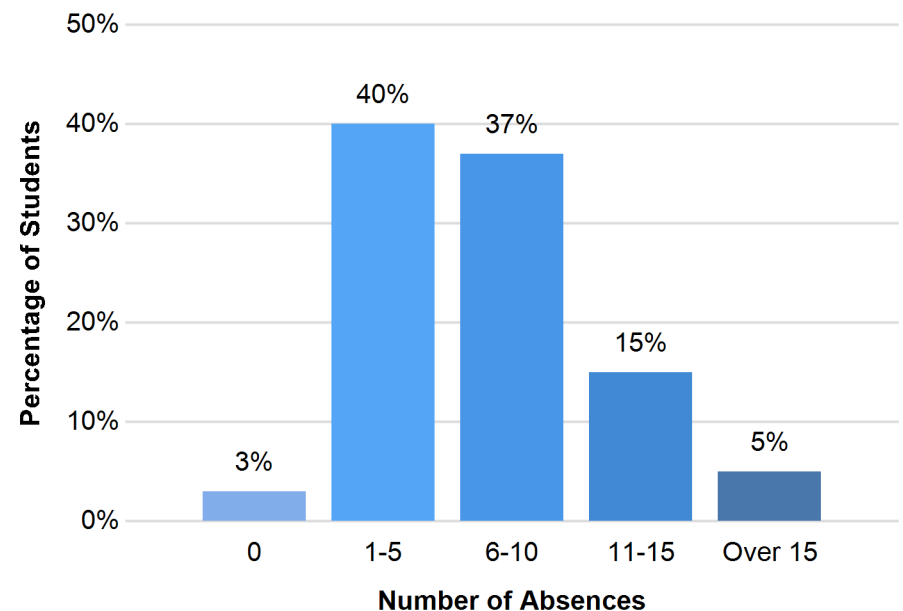
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.00	8.70	Met Target
White	4.00	8.70	Met Target
Hispanic	2.80	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.40	8.70	Not Met
Students with Disabilities	9.00	8.70	Not Met
English Learners	N	**	**

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

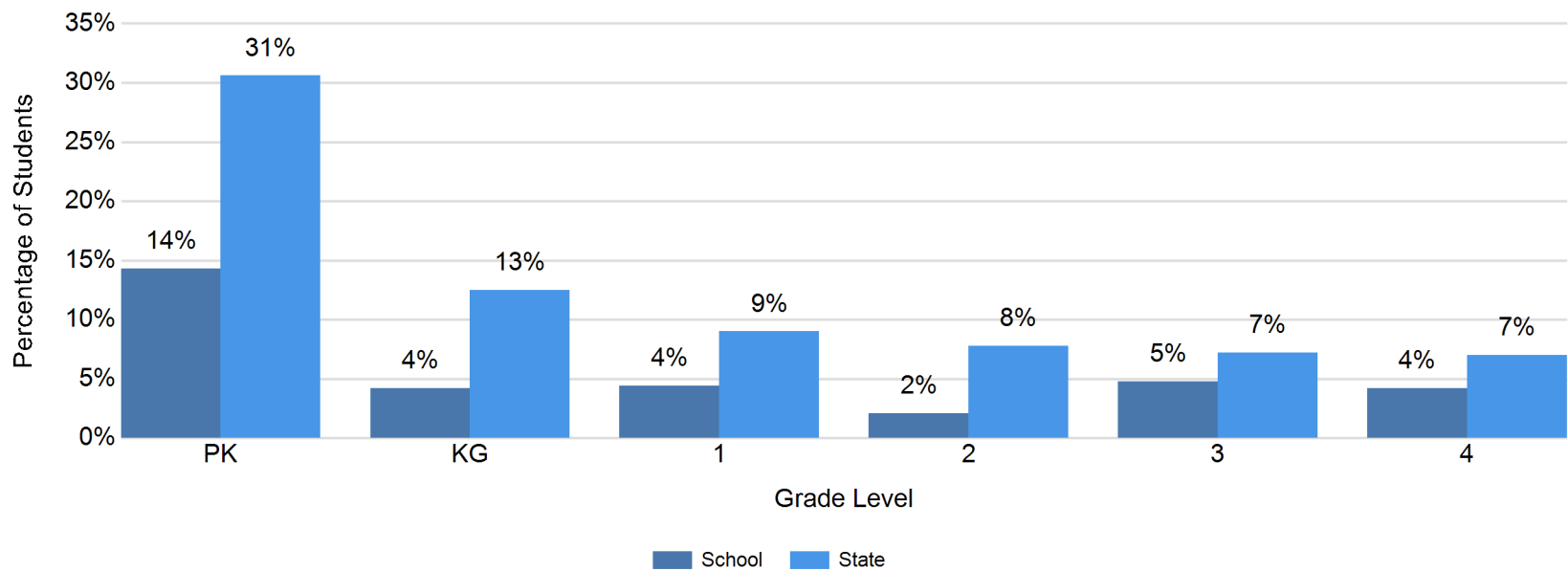
Days Absent

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



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	9:00AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.38

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	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	2.8:1	21.8 kbps	100 kbps	No	N	Fiber	N

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)	\$243	\$14,026	\$14,269



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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	54	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	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	16	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	87:1	143:1
Librarian/Media Specialists		765:1
Nurses		1147:1
Counselors		287:1
Child Study Team		287:1



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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.

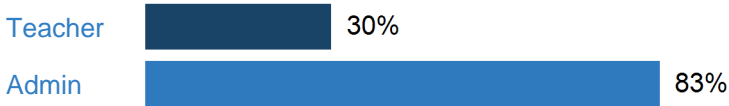
Teachers and Administrators - Level of Education

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	94%	89%
2015-16 Administrators: Same district 2016-17	100%	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	92%



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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	42.0	17.5%
Mathematics Proficiency	54.9	17.5%
English Language Arts Growth	43.4	25.0%
Mathematics Growth	3.4	25.0%
Chronic Absenteeism	71.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.5
Summative Rating: Percentile rank of Summative Score		33.2
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	39.5	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
White	38.4	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	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	37.6	11.9	No	Met Target†	Not Met	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:	Mrs. Huggins	Email Address:	huggink@ufrsd.net
Address:	27 HIGH STREET ALLENTOWN, NJ 08501-0278	Website:	www.ufrsd.net
Phone:	(609)259-7292	Facebook:	www.facebook.com/ufrsd
		Twitter:	https://twitter.com/AsstSuperUFRSD

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • NES is a caring and dynamic learning community consisting of approximately 515 Pre-K to Grd. 4 students and 90 staff. • NES offers Reader's/Writer's Workshop, hands on math instruction, and inquiry -based Science & Social Studies. • We offer STEAM Lab, CARES=Cooperation, Assertion, Responsibility, Empathy, Self-Control, Renzuli G&T model, Mindfulness
 Mission, Vision, Theme:	The Mission of NES is to create a learning climate in which all children feel safe, secure and able to reach their full potential as learners. We encourage our children to explore, take risks, and work together to build a foundation for all future learning. While on this journey, we celebrate every step students take toward becoming successful readers, effective communicators, thoughtful problem-solvers, and responsible, caring members of our school community.
 Awards, Recognition, Accomplishments:	We celebrate academic accomplishments and good deeds at NES. We incorporate Mindfulness and a caring approach to learning and growing. Soaring High Redbirds are selected monthly to recognize high performing Artists, Musicians, Readers, and Athletes. Our CARES initiative focuses on anti-bullying & efforts to inspire NES students to do their personal best. NES was Best in State in the past 3 yrs for Scholastic Reading Challenge. STEAM Lab and Maker Space activities are staples at NES.







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 Courses, Curriculum, Instruction:	<p>NES offers rigorous learning opportunities to challenge students throughout their K-4 school journey. Daily lessons integrate technology, reading, writing, math and science. Reader's/Writer's Workshop is used along with small group instruction and student conferring. Math best practices are implemented and Full Option Science Systems is used to teach activity based science. STEAM Lab & Maker Space activities are in place and NES is currently piloting iReady math diagnostic assessments.</p>
 Sports and Athletics:	<p>Through our physical education and wellness programs, students are actively involved in learning how to live a healthy, active life style. Our children participate in daily recess and NES offers a walking club and students participate in an annual Walk-a-Thon.</p>
 Clubs and Activities:	<p>NES offers students a number of leadership opportunities. Our 4th grade students may participate in one of the following clubs as part of our 4th Grade Future Leaders Program: Safety Patrol, Courtyard Clean-Up Crew, Green Birds, Student Ambassadors, Recess Sweepers, and Library Assistants. NES students hold annual food and clothing drives.</p>
 Before and After School Programs:	<p>Child care is provided for families by our Child Watch Program. Child Watch is offered in the morning from 6:00AM-8:40AM and after school beginning 3:40-6:00PM. NES also offers a homework club on Tuesdays, Wednesdays and Thursdays to assist students with study skills and homework.</p>







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School Narrative

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

 Staff and Professional Learning:	<p>NES staff participates in a number of professional development and training opportunities including: HIB training, I&RS Referral Process, Asthma/Allergies and Blood Borne Pathogens and AED. In addition, staff continues professional development training in Mindfulness, STEAM activities, Maker Space activities, books study-Teaching Reading in Small groups and The Reading Strategies Book. There is always a focus on technology/Google Apps for education.</p>
 Student Supports and Services:	<p>Our goal is to educate and support the whole child. There are numerous opportunities in place to challenge and help students experience success. Our I&RS and CST teams work tirelessly to support all learners. We offer a number of structured programs to assist students in need, such as: Leveled Literacy Intervention, Orton Gillingham Reading Instruction, iReady math supports and English Language Learners instruction.</p>
 Student Health and Wellness:	<p>Students receive daily physical education opportunities including P.E. classes and recess. Our health curriculum addresses important topics pertaining to outdoor activities and a healthy lifestyle. Our school nurse hosts walking clubs in the fall and spring with students in 3rd and 4th grades.</p>
 Parent and Community Involvement:	<p>NES has an outstanding PTA that supports our students, staff and parents. On a monthly basis PTA hosts family events to bring the school, families and the community together. Events include: Movie Night, Science Night Live, International Night, Scholastics Book Fair, Ice Cream Social, Scripps Spelling Bee, Bingo, 4thgrade social. In addition, our Education Foundation supports school initiatives by hosting community fundraising events.</p>

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students

A 3rd and 4th grade student survey has been finalized and will be implemented in the spring of 2018. This survey will ask our students to evaluate the effectiveness of our CARES/HIB program. We will also gather input from our students as to any suggestions they may have to improve our HIB program.



Facilities:

The NES original structure dates back to 1924. Ongoing efforts to restore our auditorium are currently in place. The PTA is in support of this project and the auditorium is a work in progress.



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School Narrative

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Other Information:

Newell Elementary School’s academic program is designed to educate the whole child and motivate students throughout their elementary school journey. Our goal is to offer students educational opportunities and experiences that enable them to apply their knowledge to real life applications. As our school mission statement affirms, encourage our students to explore, take risks, and work together to build a foundation for future learning. As often as possible, lessons integrate technology and other content areas so that students can appreciate the connection between multiple disciplines. There is a strong focus of character development for our student population as well as our staff. Through a variety of programs, NES demonstrates a commitment to character education. Many primary grade classes take part in “Morning Meeting”-adopted from the Responsive Classroom curriculum that promotes socialization and group problem solving. Our students receive instruction related to Conflict Resolution and when indicated, participate in the Peer Mediation process. Various activities such as the Walk-a-Thon and Random Acts of Kindness Month fill the calendar with character education opportunities for our children. Our Soaring High Redbirds Program, School Mission Statement, Core Beliefs and Newell School Song, help to reinforce our commitment to character. The safety and well-being of our students and staff is extremely important and is a high priority. A school safety monitor is in place on a daily basis, greeting and escorting visitors to our building, assisting with playground supervision and partnering with our School Resource Officer. NES holds monthly safety and security drills to ensure our staff and students practice routines and procedures to keep everyone safe.




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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
5	122	119	115
6	137	122	125
7	118	150	132
8	159	123	157
Ungraded	4	3	0
Total	540	517	529

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%	50%	51%
Male	50%	50%	50%
Economically Disadvantaged Students	7%	6%	7%
Students with Disabilities	21%	21%	21%
English Learners	0%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	89.2%
Asian	4.7%
Hispanic	3.2%
Black or African American	2.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.8%

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	97.9%
Other	2.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	479	96.6	69.90	64.70	54.90	69.9	69.1	Met Target
White	428	96.2	70.80	66.20	63.90	70.8	69.4	Met Target
Hispanic	15	100.0	33.30	35.40	39.80	33.3	**	**
Black or African American	11	100.0	54.60	*	35.20	54.6	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	83.40	*	80.70	83.4	N	N
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	238	95.5	78.60	71.70	62.20	78.6		
Male	241	97.7	61.50	57.70	48.10	61.5		
Economically Disadvantaged Students	32	100.0	40.70	40.00	36.20	40.7	60.3	Not Met
Non-Economically Disadvantaged Students	447	96.4	72.00	66.70	65.80	72		
Students with Disabilities	106	94.9	29.20	25.40	20.50	29.1	33.5	Met Target†
Students without Disabilities	373	97.1	81.50	74.60	61.90	81.5		
English Learners	12	100.0	50.00	27.50	25.20	50	**	**
Non-English Learners	467	96.5	70.50	65.60	57.40	70.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	111	752	752	756	*	*	34%	52%	*	55%	59%
White	93	751	751	763	*	*	33%	53%	*	55%	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	47	757	757	761	*	*	34%	53%	*	60%	66%
Male	64	749	749	750	*	*	34%	52%	*	52%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	26	730	730	725	*	*	50%	*	*	23%	22%
Students without Disabilities	85	759	759	762	*	*	29%	*	*	65%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	111	752	752	757	*	*	34%	52%	*	55%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	761	761	752	*	*	16%	59%	14%	72%	54%
White	106	761	761	758	*	*	13%	61%	14%	76%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	10	775	775	776	0%	0%	*	*	*	80%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	67	769	769	758	*	*	*	66%	*	84%	61%
Male	56	752	752	746	*	*	*	50%	*	59%	46%
Economically Disadvantaged Students	11	742	742	737	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	112	763	763	761	*	*	*	*	*	76%	65%
Students with Disabilities	28	730	730	722	*	*	*	*	0%	29%	17%
Students without Disabilities	95	770	770	758	*	*	*	*	18%	85%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	762	762	756	*	*	17%	48%	21%	69%	59%
White	114	761	761	764	*	*	18%	47%	21%	68%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	67	764	764	764	*	*	16%	48%	24%	72%	68%
Male	58	758	758	749	*	*	17%	48%	17%	66%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	24	727	727	719	*	*	*	*	0%	25%	19%
Students without Disabilities	101	770	770	763	*	*	*	*	26%	79%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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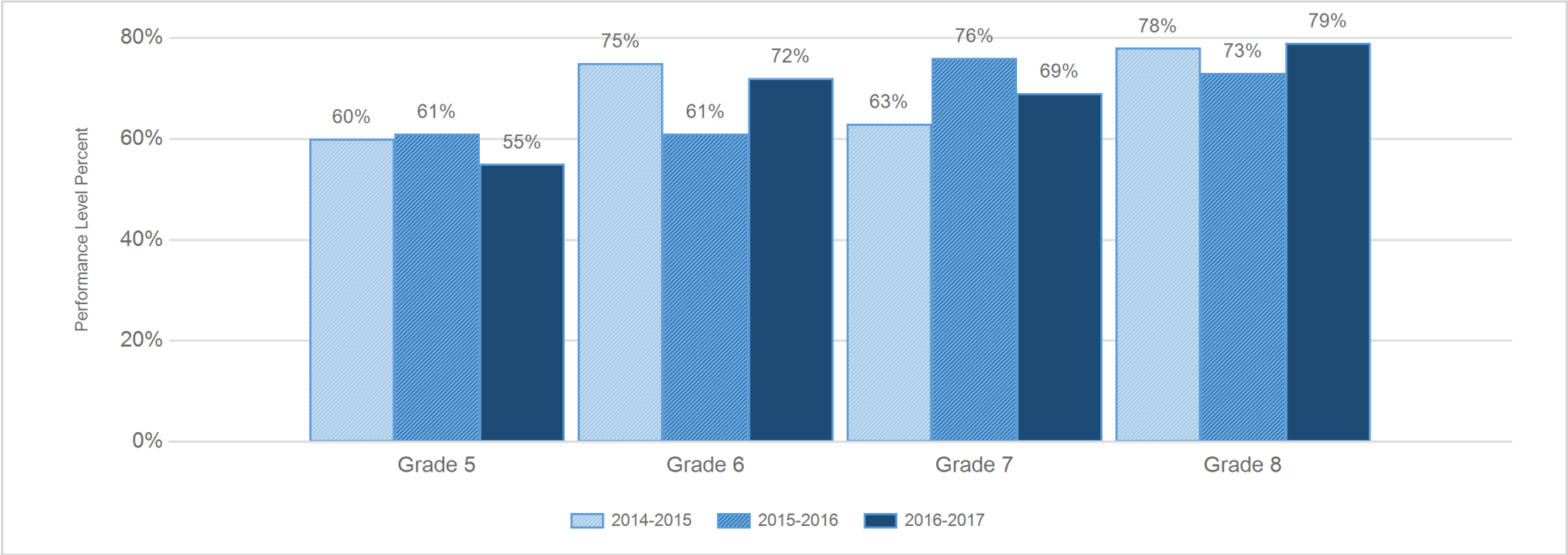
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	781	781	757	*	*	13%	38%	42%	79%	59%
White	136	782	782	764	*	*	15%	37%	43%	79%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	73	791	791	766	*	*	*	40%	52%	92%	68%
Male	76	771	771	749	*	*	*	36%	32%	67%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	31	742	742	718	*	*	*	32%	*	42%	18%
Students without Disabilities	118	791	791	764	*	*	*	39%	*	89%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	149	781	781	759	*	*	13%	38%	42%	79%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	483	97.9	62.50	57.40	43.50	62.5	54	Met Target
White	432	97.6	63.90	59.30	52.40	63.9	54	Met Target
Hispanic	15	100.0	33.30	34.00	27.60	33.3	**	**
Black or African American	11	100.0	36.40	*	21.70	36.4	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	72.20	*	75.60	72.2	N	N
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	241	97.4	60.20	57.00	44.10	60.2		
Male	242	98.5	64.90	57.70	42.90	64.9		
Economically Disadvantaged Students	32	100.0	28.20	28.70	25.10	28.2	35.6	Met Target†
Non-Economically Disadvantaged Students	451	97.8	65.00	59.60	54.30	65		
Students with Disabilities	110	99.1	20.00	18.90	16.50	20	24.1	Met Target†
Students without Disabilities	373	97.6	75.10	67.20	48.80	75.1		
English Learners	12	100.0	58.40	37.50	23.30	58.4	**	**
Non-English Learners	471	97.9	62.60	57.80	45.20	62.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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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	111	754	754	747	*	*	22%	51%	12%	62%	46%
White	93	756	756	754	*	*	22%	56%	*	66%	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	47	750	750	747	*	*	23%	43%	*	55%	47%
Male	64	757	757	746	*	*	20%	56%	*	67%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	26	726	726	725	*	*	*	*	0%	23%	19%
Students without Disabilities	85	763	763	751	*	*	*	*	15%	74%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	111	754	754	748	*	*	22%	51%	12%	62%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	752	752	743	*	11%	20%	53%	*	63%	44%
White	106	753	753	751	*	10%	21%	55%	*	64%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	10	761	761	771	0%	*	*	*	*	70%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	67	754	754	745	*	*	22%	51%	*	63%	45%
Male	56	749	749	742	*	*	18%	55%	*	63%	43%
Economically Disadvantaged Students	11	719	719	728	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	112	755	755	752	*	*	*	*	*	66%	56%
Students with Disabilities	28	717	717	717	*	*	*	*	0%	18%	13%
Students without Disabilities	95	762	762	748	*	*	*	*	13%	76%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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	125	749	749	741	*	11%	34%	46%	*	50%	40%
White	114	749	749	748	*	11%	35%	46%	*	50%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	68	746	746	743	*	*	37%	40%	*	44%	41%
Male	57	753	753	740	*	*	32%	54%	*	58%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	25	726	726	716	*	*	*	*	*	16%	11%
Students without Disabilities	100	755	755	746	*	*	*	*	*	59%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	747	747	728	13%	*	20%	55%	*	57%	28%
White	93	749	749	736	*	12%	20%	56%	*	58%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	50	748	748	730	*	*	*	58%	*	60%	30%
Male	54	747	747	725	*	*	*	52%	*	54%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	32	719	719	705	*	*	*	*	*	16%	*
Students without Disabilities	72	760	760	734	*	*	*	*	*	75%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	782	747	743	0%	0%	*	91%	*	98%	42%
White	50	780	748	751	0%	0%	*	94%	*	98%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	27	780	750	744	*	*	*	93%	*	100%	43%
Male	26	785	744	741	*	*	*	89%	*	96%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	53	782	*	745	0%	0%	*	91%	*	98%	*
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	N	N	N	734	N	N	N	N	N	N	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	735	N	N	N	N	N	N	31%
Male	N	N	N	733	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	735	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

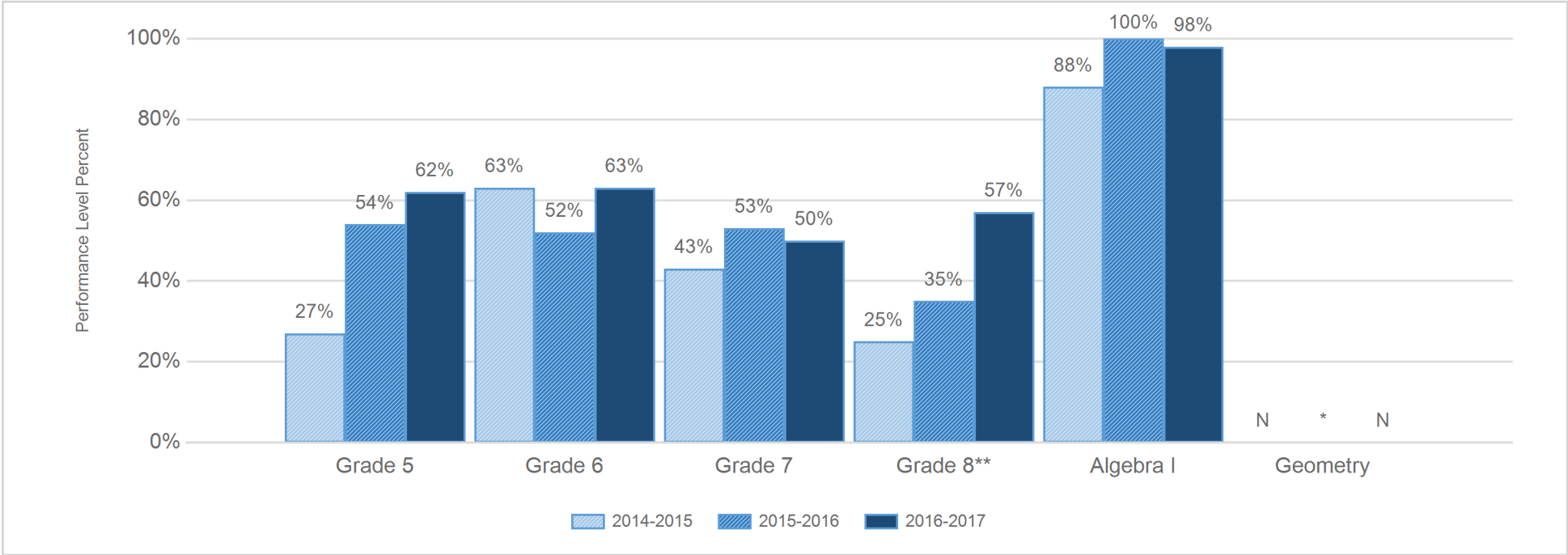


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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



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

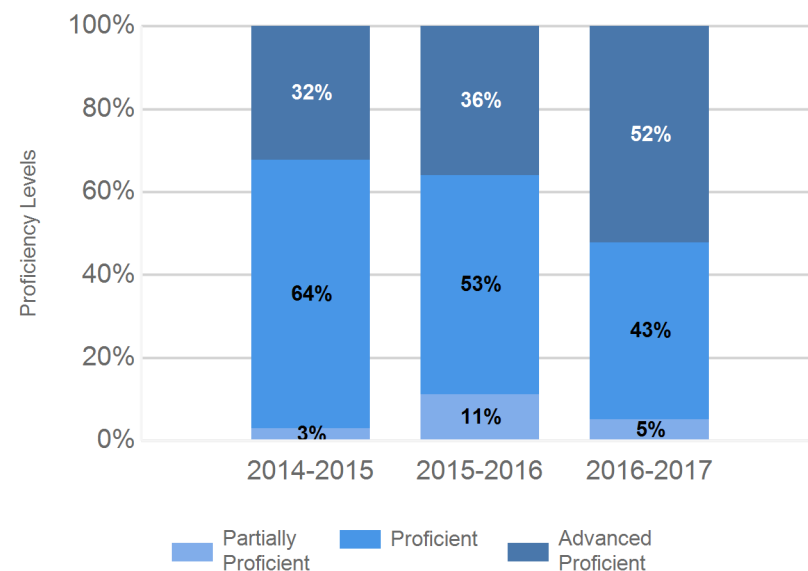
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	52%	43%	5%
White	53%	43%	*
Hispanic	*	*	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	21%	62%	18%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

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





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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	46	46	50	Met Target	56	50	50	Met Target
White	46	46	50	Met Target	56.5	51	52	Met Target
Hispanic	19	*	49	**	35.5	*	47	**
Black or African American	*	32	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	66.5	*	60	**	61	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	39	36	47	Not Met	47	29	46	Met Target
Students with Disabilities	32	35	41	Not Met	54	39	43	Met Target
English Learners	*	46	53	**	*	45.5	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:

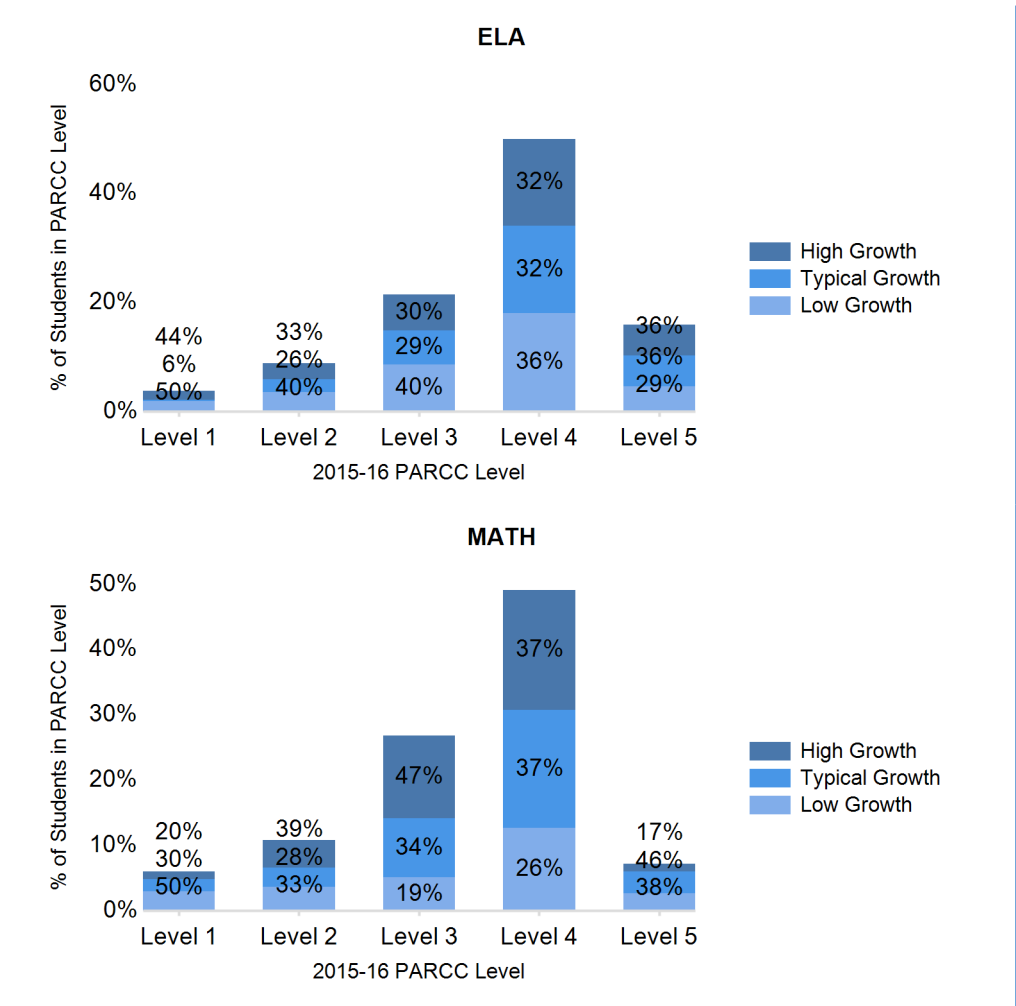
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

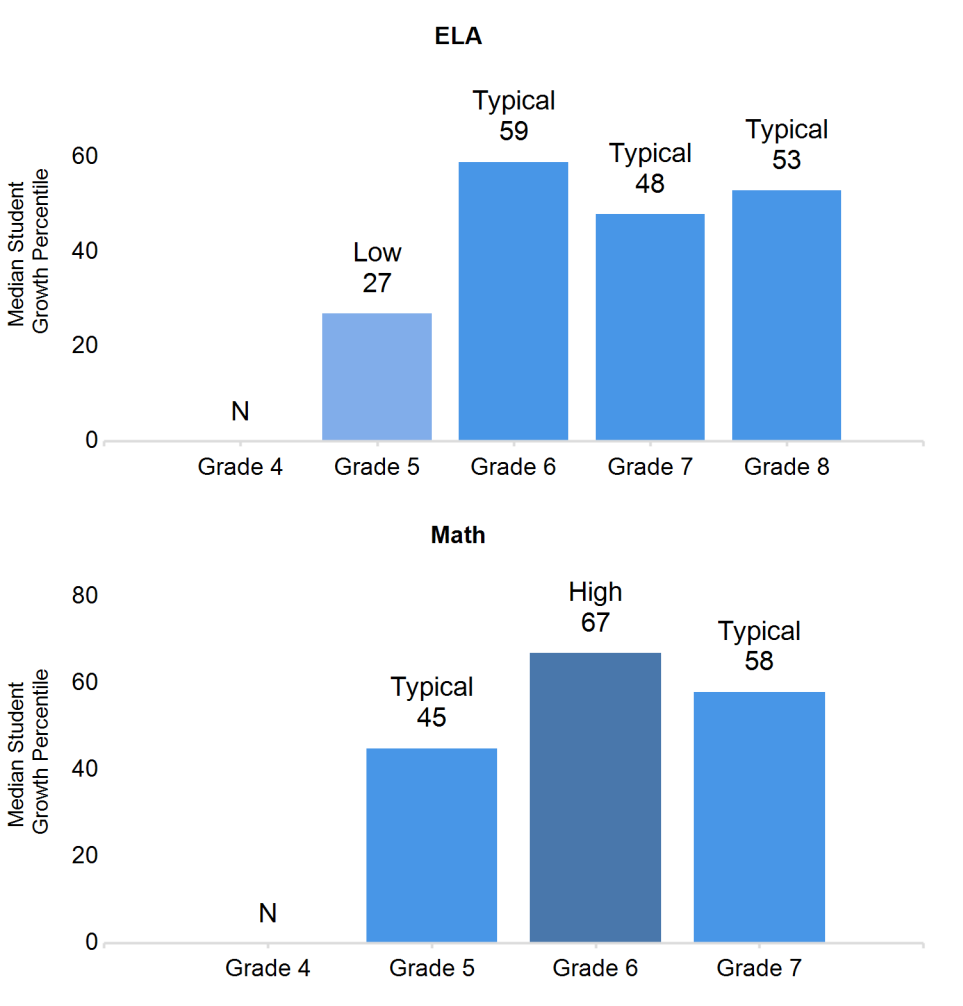
Student Growth by Performance Level

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	124
7	2	0	130
8	45	0	102
Schoolwide	47	0	356

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).

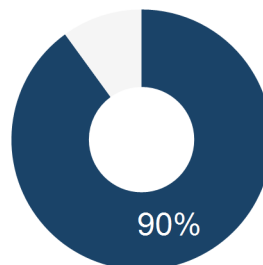
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	104	0	0	0	0	0	0
7	110	0	0	0	0	0	0
8	126	0	0	0	0	0	0
Schoolwide	340	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

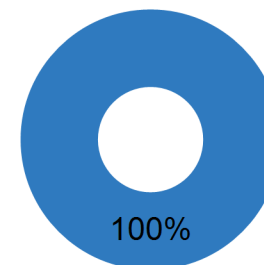
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

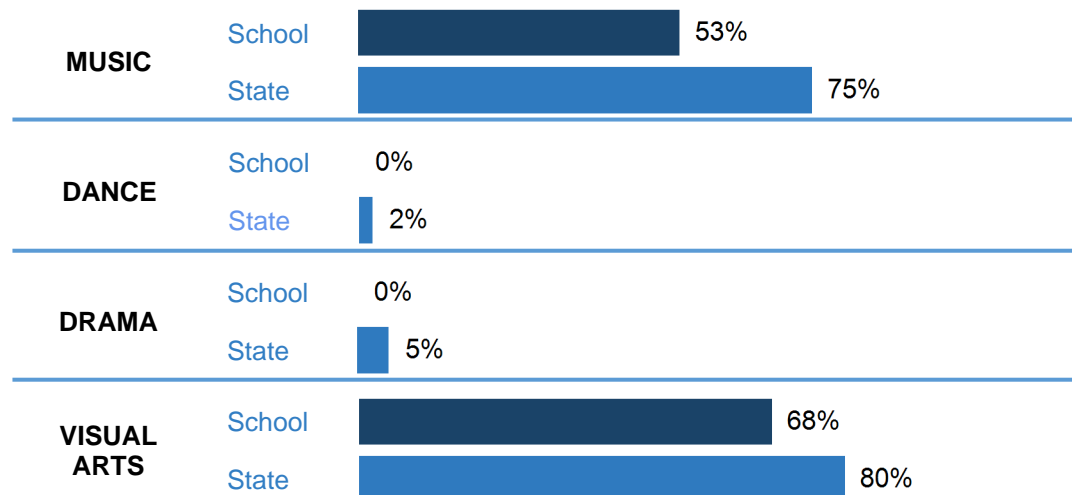


School



State

Students enrolled in one or more classes by discipline:





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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

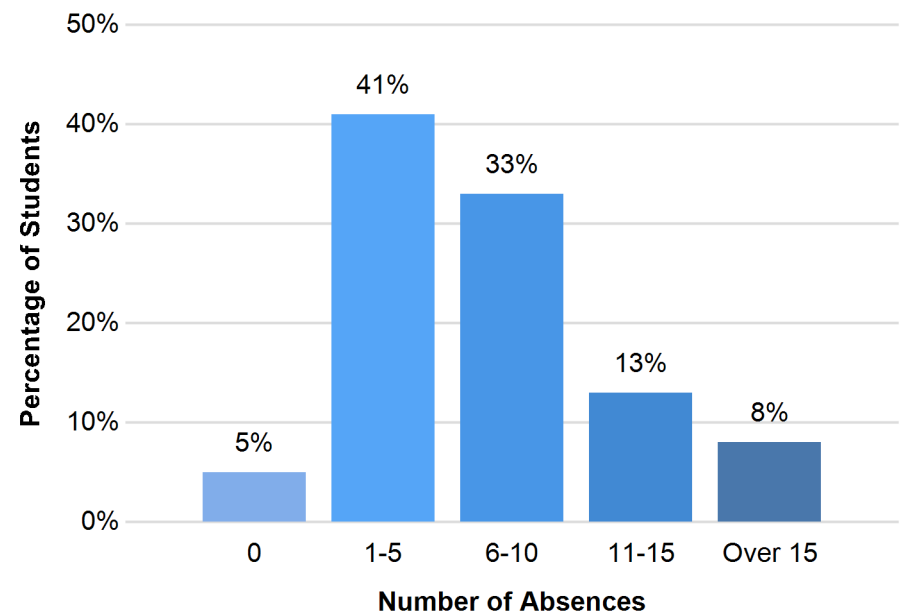
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	8.30	Met Target
White	4.90	8.30	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.40	8.30	Not Met
Students with Disabilities	7.80	8.30	Met Target
English Learners	N	**	**

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

Days Absent

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



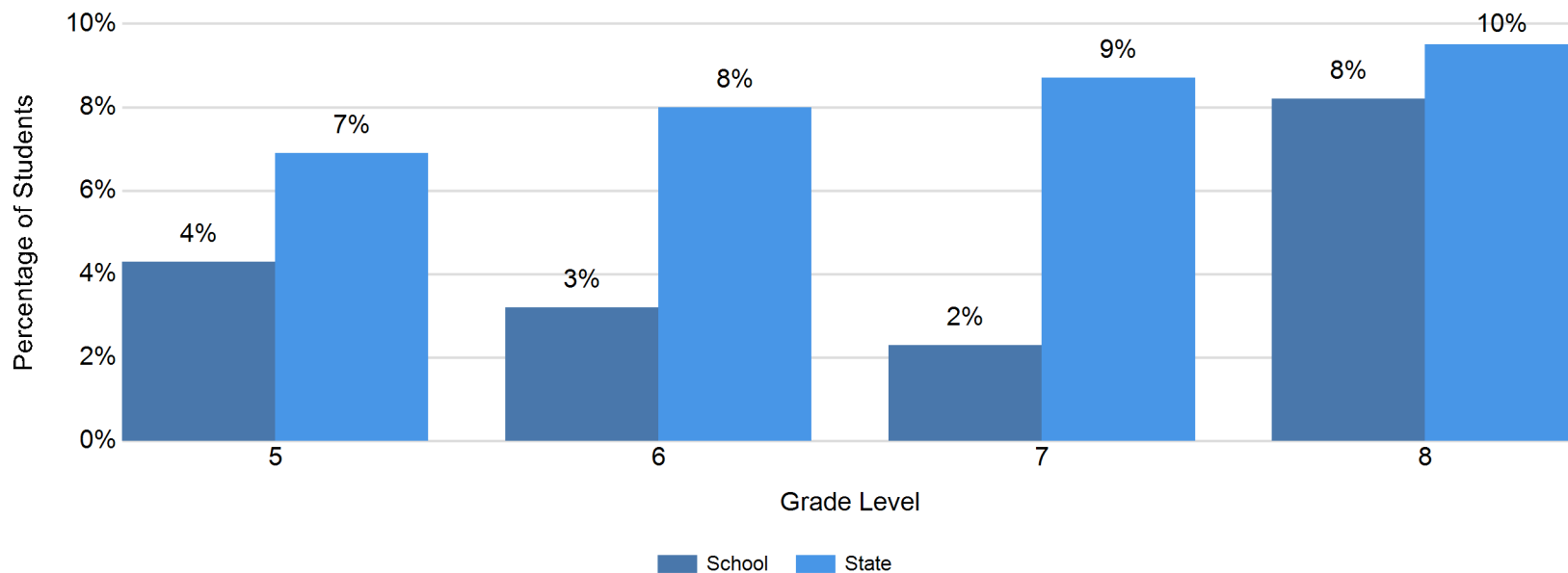


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 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	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.13

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	3.0%
Out-of-School Suspensions	0.2%
Any Suspension	3.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	21.8 kbps	100 kbps	No	N	Fiber	N

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)	\$243	\$14,026	\$14,269



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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	51	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	265:1	143:1
Librarian/Media Specialists		765:1
Nurses		1147:1
Counselors		287:1
Child Study Team		287:1



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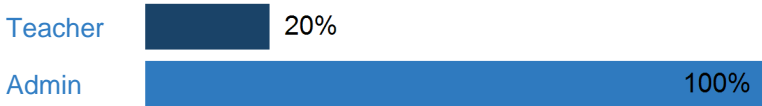
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	100%	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	92%



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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	66.1	17.5%
Mathematics Proficiency	61.3	17.5%
English Language Arts Growth	24.6	25.0%
Mathematics Growth	68.0	25.0%
Chronic Absenteeism	72.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.3
Summative Rating: Percentile rank of Summative Score		60.0
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	56.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	56.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	44.7	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	58.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Negro	Email Address:	negros@ufrsd.net
Address:	1252 YARDVILLE-AlLENTOWN ROAD AlLENTOWN, NJ 08501	Website:	www.ufrsd.net
Phone:	(609)259-7292	Facebook:	www.facebook.com/ufrsd
		Twitter:	https://twitter.com/AsstSuperUFRSD

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • SBMS helps students search for their "True North", seek their personal best and set high expectations for themselves. • LA Writing /Reading Workshop, math instruction based on broad-based skills, Sci and SS lessons apply inquiry/exploration • 1:1 in grades 5-8, hands on pre-engineering courses, Olweus research based HIB curriculum, G&T using Renzulli's model.
 Mission, Vision, Theme:	<p>Stone Bridge is a dynamic learning community. We are dedicated to providing quality education for students. We seek to attract high performing educators who love middle school education and encourage them to utilize innovative techniques and practices. We challenge our faculty and staff to set high expectations and encourage the involvement of parents in the education of our students. All subject area programs and curricula are consistent with the New Jersey Student Learning Standards.</p>
 Awards, Recognition, Accomplishments:	<p>We have implemented a 1:1 initiative in grades 6-8 and focus on 5th grade for the 2017 school year. We continue to provide students with hands on learning, with a focus on STEAM, with exploratories like Models and Designs, Applied Tech. and Intro. to Engineering. All courses were modified and meet the New Jersey Student Learning Standards. Our SUN program continues to support HIB regulation and provides our students with character development. Our Student Council was named 2nd in the state.</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.

 Courses, Curriculum, Instruction:	<p>With a block schedule in place, teachers and students can explore their content with more depth. Next Science Generation standards are in place in grades 6-8, and FOSS has been adopted for grade 5 for the 2017 school year. i-Ready has been adopted for our math basic skills classes and will serve as diagnostic testing for students in need. We continue to utilize the Writing /Reading Workshop in all LA classes. We begin to evaluate programs that will continue to support our math instruction.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Wrestling (Boys)</p> <p>Students in grades 6-8 can participate in cross country, field hockey, boys and girls soccer, wrestling, cheerleading, boys and girls basketball, softball, baseball and girls and boys lacrosse. Girls Basketball won the county Championship, Boys Soccer went undefeated 14-0, and Boys Lacrosse went undefeated 11-0.</p>
 Clubs and Activities:	<p>Students in grades 5-8 can participate in clubs such as Debate, True North News, Spring Musical, Peer Leaders, Math Counts, Jazz Band, Healthy Heart Club, American Sign Language Club, Yearbook and Choir. Our Student Council placed second in the State Charity after donating over \$8000 to foundations such as the Jimmy V Foundation, Bianca's Kids, Villages in Partnership and the Valpo Surf Project. In addition they collected enough food to feed over 30 families for the Thanksgiving holiday.</p>
 Before and After School Programs:	<p>Child Watch opportunities are available for students in grades 5 and 6. Comprehensive care is provided for students from 7:00 a.m. to 6:00 p.m. on a daily basis.</p>







Stonebridge Middle School
2016-2017
Grade Span 05-08

25-5310-070
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AlLENTOWN, NJ 08501

School Narrative

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

 <div>Staff and Professional Learning:</div>	Staff participates in state mandated training such as I&RS, Alcohol and Drug Prevention, Suicide and HIB training. In addition, training is provided for staff in the areas of Reading & Writing, Assessment, Technology and STEAM. All staff has also been trained in the use of Google Apps for Education as a means to support their daily instruction and inclusion of technology in all academic areas.
 <div>Student Supports and Services:</div>	Programs are in place to meet the needs of students who struggle or with special needs. Our CST team works diligently to identify the needs of students and plans for appropriate placement and services, such as ELL or occupation therapy, when needed. With the addition of i-Ready, teachers can use diagnostic testing to identify specific areas of weakness for those students in math. Multi-Sensory Reading and LLI continues to strengthen reading comprehension and phonetic awareness in students.
 <div>Student Health and Wellness:</div>	Our health curricula in grades 5-8 helps students to identify healthy options in their lives and allows them to make connections between their behavior and their personal success. With the support of our school nurse, students participate in Hands Only CPR training and can participate in a Healthy Heart Club. Our cafeteria staff also supports our students as they make healthy lifestyle and diet choices.
 <div>Parent and Community Involvement:</div>	Our health curricula in grades 5-8 helps students to identify healthy options in their lives and allows them to make connections between their behavior and their personal success. With the support of our school nurse, students participate in Hands Only CPR training and can participate in a Healthy Heart Club. Our cafeteria staff also supports our students as they make healthy lifestyle and diet choices.



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students

Approximately 85% of students at SBMS participate in completing an annual survey which focuses on evaluating the effectiveness of our HIB program. The data is then shared with students so that they have a better understanding of our mission and what changes us as a school community need to address. The survey is updated annually by the Anti Bullying Collation committee, and the results are utilized to plan for appropriate presentations, bullying prevention lessons and activities.



Facilities:

SBMS was built in 2009 with the support of the Board of Education, community members and Superintendent, Dr. Fitzpatrick. The theme of the building, True North, runs throughout and compasses, which face true north, can be found in various locations throughout. The building includes two computer labs, a Library Media Center, auditorium, full and auxiliary gymnasium. The building has thermal heating and cooling and classrooms include SMART Boards. All sports are played on campus.



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Other Information:

Stone Bridge Middle School offers Choice programs in math and the arts; students can participate in courses such as Advanced Level Mathematics, Theater, Instrumental and Vocal Music and Visual Arts in grades 5-8. We also offer elective courses such as Debate, Big History Project, Journalism, Digital and World Music, I-Search and Band for all students. We currently moved to a block schedule model as a means to address the need for more time to explore and dig deeper into skills and concepts in all content areas. We have an impressive Stand United Against Bullying program that helps to support character education and the Anti-Bullying Bill of Rights Act. Students and staff members participate in monthly meetings to discuss strategies related to bullying prevention. In addition to monthly meetings, we celebrate a school-wide kick off celebration as well as end of year celebration to call awareness to our program and the positive efforts of our students and staff. Our guidance counselors also plan for and organize activities that promote student success, like Peer Leaders, and that support events such as Week of Respect. Students are provided with opportunities to explore learning outside of the classroom as they participate in grade level, educational trips. Students travel to Philadelphia, Gettysburg, Stokes National Park and Washington D.C. to make connections to their learning. Each year, students perform in choir or band concerts that showcase their talent. In addition, our 6th, 7th and 8th grade students perform in two musicals that are shared with students, staff and community members. The climate and culture of SBMS is warm and inviting, and we do our best to ensure that all students feel safe and secure. We take part in monthly safety and security meetings and address the needs and concerns of all stakeholders. We work with our School Resource Officer to organize monthly safety drills as well as activities that help to support positive relationships.