



ARTHUR P SCHALICK HIGH SCHOOL
2016-2017
Grade Span 09-12

33-4150-040
 SALEM
 PITTSBURGH TWP
 718 CENTERTON ROAD
 PITTSBURGH, NJ 08318-8901

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	154	126	125
10	151	150	132
11	127	131	146
12	112	115	138
Ungraded	17	3	3
Total	559	525	544

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	47%	44%	46%
Male	53%	56%	54%
Economically Disadvantaged Students	33%	29%	29%
Students with Disabilities	13%	14%	15%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.7%
Hispanic	12.4%
Black or African American	10.0%
Asian	1.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.7%

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	523
Shared Time Students	39
Full Time Equivalent	543

Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Spanish	1.8%
Other	0.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	248	97.6	40.70	51.60	54.90	40.7	44.5	Met Target†
White	180	97.3	42.80	54.60	63.90	42.8	47.9	Met Target†
Hispanic	27	100.0	33.30	42.10	39.80	33.3	41.8	Met Target†
Black or African American	29	100.0	27.60	26.20	35.20	27.6	24.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	50.00	80.70	N	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	12	92.3	58.40	56.30	54.90	56.4	**	**
Female	120	98.4	51.70	63.00	62.20	51.7		
Male	128	97.0	30.50	40.30	48.10	30.5		
Economically Disadvantaged Students	68	98.6	23.60	35.50	36.20	23.6	32.3	Not Met
Non-Economically Disadvantaged Students	180	97.3	47.20	59.50	65.80	47.2		
Students with Disabilities	42	89.4	*	*	20.50	*	7.6	Met Target†
Students without Disabilities	206	99.5	*	*	61.90	*		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	248	97.6	40.70	*	57.40	40.7		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
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	124	746	746	749	8%	15%	38%	30%	10%	40%	52%
White	90	751	751	757	*	17%	37%	33%	*	44%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	16	723	723	730	*	*	*	*	0%	19%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	62	753	753	756	*	*	42%	31%	*	45%	60%
Male	62	739	739	741	*	*	34%	29%	*	34%	43%
Economically Disadvantaged Students	36	730	730	731	*	*	50%	*	*	19%	32%
Non-Economically Disadvantaged Students	88	753	753	758	*	*	33%	*	*	48%	62%
Students with Disabilities	22	711	711	714	*	*	*	*	*	*	13%
Students without Disabilities	102	753	753	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	124	746	746	752	8%	15%	38%	30%	10%	40%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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	124	740	740	743	19%	15%	24%	32%	11%	42%	46%
White	90	738	738	749	19%	17%	23%	30%	11%	41%	52%
Hispanic	14	744	744	728	*	*	*	*	*	43%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	58	756	756	752	*	*	24%	43%	*	59%	54%
Male	66	725	725	734	*	*	24%	21%	*	27%	39%
Economically Disadvantaged Students	32	726	726	726	31%	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	92	744	744	751	15%	*	*	*	*	47%	54%
Students with Disabilities	20	698	698	704	*	*	*	*	*	*	12%
Students without Disabilities	104	748	748	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	124	740	740	745	19%	15%	24%	32%	11%	42%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	731	731	736	20%	*	34%	27%	*	30%	38%
White	81	733	733	738	19%	*	36%	28%	*	32%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	45	747	747	744	*	*	40%	38%	*	42%	46%
Male	60	719	719	729	*	*	30%	18%	*	20%	31%
Economically Disadvantaged Students	29	726	726	729	*	*	48%	*	*	17%	32%
Non-Economically Disadvantaged Students	76	733	733	740	*	*	29%	*	*	34%	42%
Students with Disabilities	14	694	694	709	*	*	*	*	*	*	12%
Students without Disabilities	91	737	737	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	105	731	731	737	20%	*	34%	27%	*	30%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

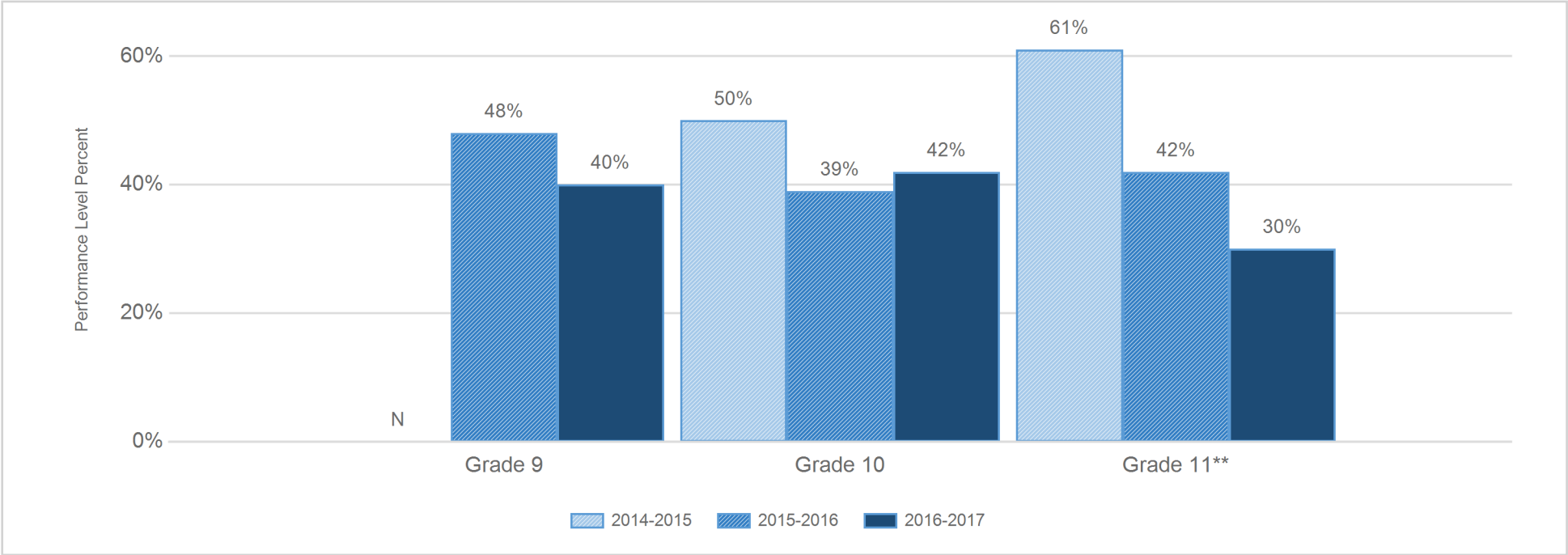


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English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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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	225	97.0	33.80	40.70	43.50	33.8	30.6	Met Target
White	166	96.5	35.50	42.70	52.40	35.5	31.6	Met Target
Hispanic	28	100.0	35.70	33.80	27.60	35.7	31	Met Target
Black or African American	23	100.0	17.40	*	21.70	17.4	13.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.00	75.60	N	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	107	98.2	41.10	43.00	44.10	41.1		
Male	118	95.9	27.10	38.40	42.90	27.1		
Economically Disadvantaged Students	61	100.0	16.40	26.40	25.10	16.4	22.6	Met Target†
Non-Economically Disadvantaged Students	164	95.9	40.20	47.60	54.30	40.2		
Students with Disabilities	29	93.5	*	*	16.50	*	6.8	Met Target†
Students without Disabilities	196	97.5	*	*	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	225	97.0	33.80	*	45.20	33.8		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
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	97	727	736	743	13%	36%	26%	25%	0%	25%	42%
White	68	729	739	751	*	34%	29%	24%	*	24%	52%
Hispanic	13	723	723	728	*	*	*	*	0%	31%	24%
Black or African American	14	720	*	724	*	*	*	*	0%	14%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	44	730	*	744	*	32%	27%	27%	*	27%	43%
Male	53	725	*	741	*	40%	25%	23%	*	23%	40%
Economically Disadvantaged Students	37	720	*	727	*	46%	*	*	*	14%	23%
Non-Economically Disadvantaged Students	60	732	*	751	*	30%	*	*	*	32%	52%
Students with Disabilities	25	703	703	714	*	*	*	*	*	*	10%
Students without Disabilities	72	736	745	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	97	727	736	745	13%	36%	26%	25%	0%	25%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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	107	730	730	734	*	38%	31%	23%	*	23%	30%
White	82	735	735	740	*	34%	32%	29%	*	29%	38%
Hispanic	11	716	716	722	*	*	*	*	*	*	14%
Black or African American	10	711	711	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	50	735	735	735	*	30%	36%	28%	*	28%	31%
Male	57	726	726	733	*	46%	26%	19%	*	19%	30%
Economically Disadvantaged Students	26	718	718	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	81	734	734	740	*	*	*	*	*	*	39%
Students with Disabilities	16	712	712	711	*	*	*	*	*	*	*
Students without Disabilities	91	734	734	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	107	730	730	735	*	38%	31%	23%	*	23%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	724	724	725	36%	17%	16%	32%	0%	32%	28%
White	56	726	726	731	32%	*	18%	34%	*	34%	33%
Hispanic	12	728	728	710	*	*	*	*	0%	42%	14%
Black or African American	11	710	710	703	*	*	*	*	0%	18%	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	40	733	733	725	28%	*	*	*	0%	45%	27%
Male	44	715	715	725	43%	*	*	*	0%	21%	29%
Economically Disadvantaged Students	22	710	710	708	50%	*	*	*	*	18%	13%
Non-Economically Disadvantaged Students	62	728	728	733	31%	*	*	*	*	37%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	84	724	724	726	36%	17%	16%	32%	0%	32%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
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%

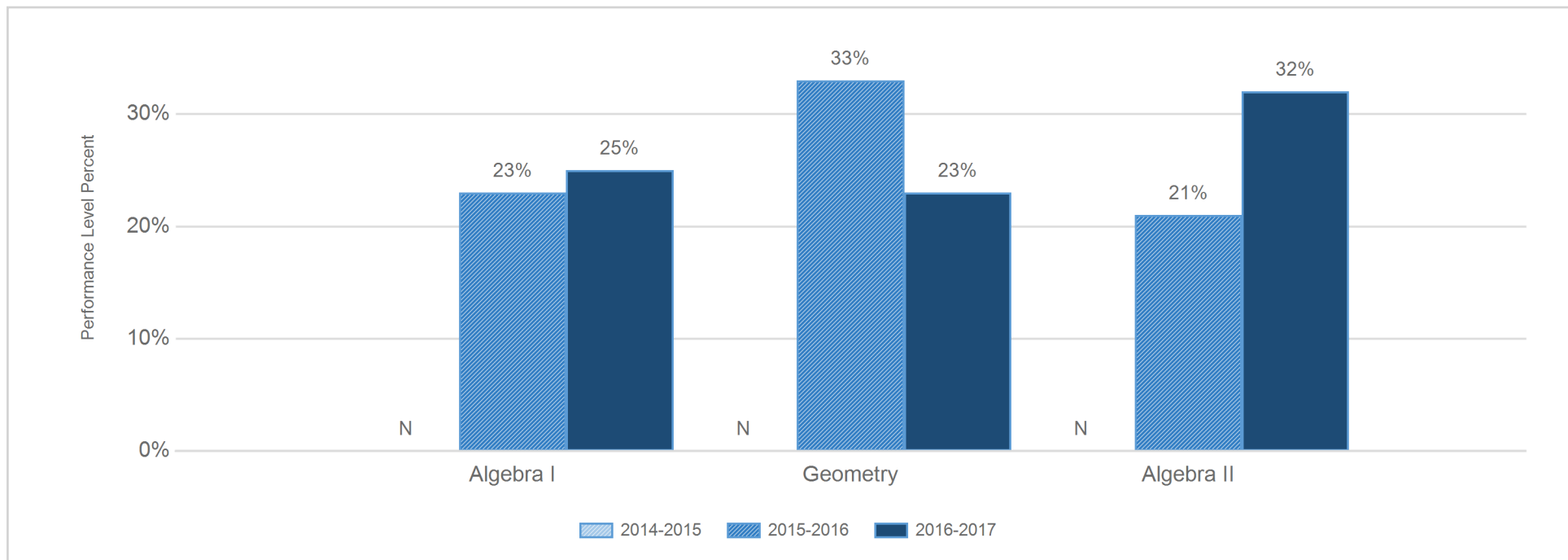


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Mathematics Assessment – Performance Trends

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	N	N

English Language Proficiency Test - Participation and Performance

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

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



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This section shows 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.

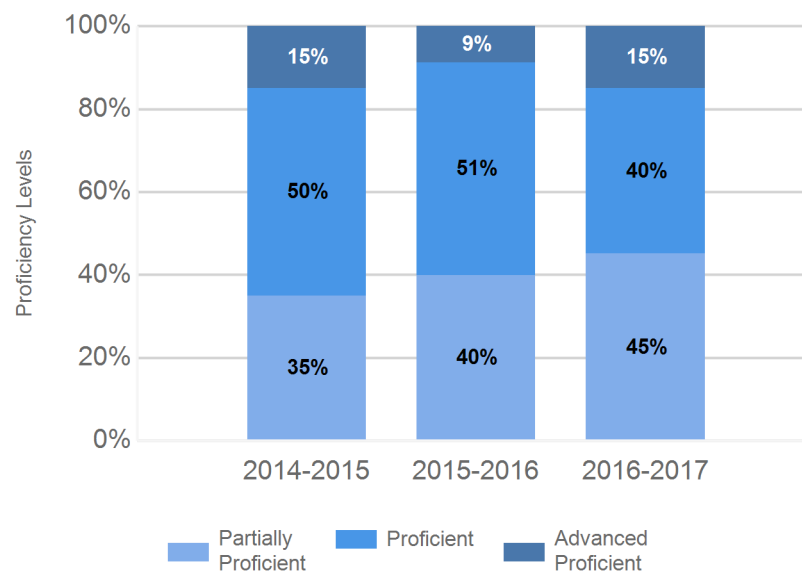
Biology Assessment - Performance

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%	40%	45%
White	18%	43%	39%
Hispanic	*	*	*
Black or African American	N	27%	73%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	5%	31%	64%
Students with Disabilities	N	14%	86%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	18.2%	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	488	481	Varies By Grade	70%	67%
PSAT - Math	462	483	Varies By Grade	35%	49%
SAT - Reading and Writing	559	551	480	82%	77%
SAT - Math	535	552	530	50%	58%
ACT - Reading	25	24	22	64%	65%
ACT - English	24	24	18	96%	79%
ACT - Math	24	24	22	68%	65%
ACT - Science	23	23	23	40%	54%



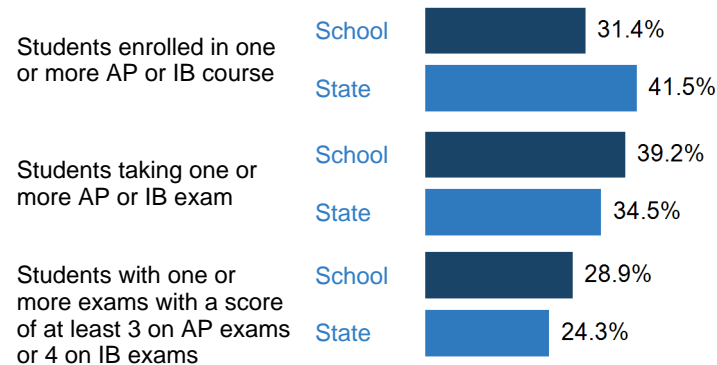
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

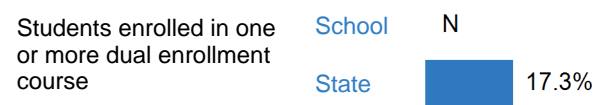
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	21
AP Calculus AB	12	13
AP Computer Science A	6	8
AP English Language and Composition	33	41
AP English Literature and Composition	23	24
AP Psychology	33	35
AP Statistics	20	22
AP Studio Art—Drawing Portfolio	0	9
AP Studio Art—Two-Dimensional	0	3
AP U.S. History	11	18
Total Exams Taken		194
Exams with scores of at least 3 on AP exams or 4 on IB exams		141



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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/>.

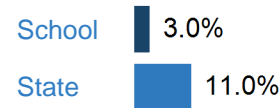
Career and Technical Education Participation

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)



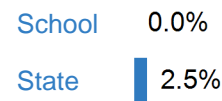
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	89	31	0	0	0	0	2
10	15	44	108	33	0	2	3
11	5	53	8	27	22	32	8
12	2	6	6	5	5	28	28
Schoolwide	111	134	122	65	27	62	41
Enrolled in AP/IB Course					12	20	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	19	0	4	1	0	101
10	86	31	14	3	1	3
11	5	72	9	41	20	28
12	19	7	13	5	12	57
Schoolwide	129	110	40	50	33	189
Enrolled in AP/IB Course	18	0		0	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	126	1	0	0	0	7
10	8	122	0	0	0	23
11	8	144	0	33	0	25
12	5	19	0	48	0	27
Schoolwide	147	286	0	81	0	82
Enrolled in AP/IB Course	0	11	0	33	0	0

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	54	9	0	0	24	0	0
10	81	14	0	0	19	0	0
11	63	3	0	0	14	0	0
12	30	7	0	0	11	0	0
Schoolwide	228	33	0	0	68	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	71	4	0	0	21	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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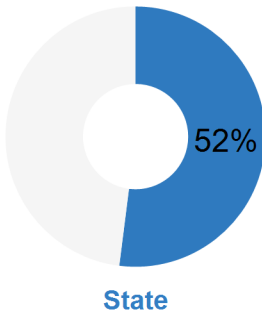
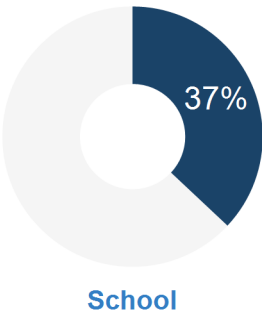
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Visual and Performing Arts – Course Participation

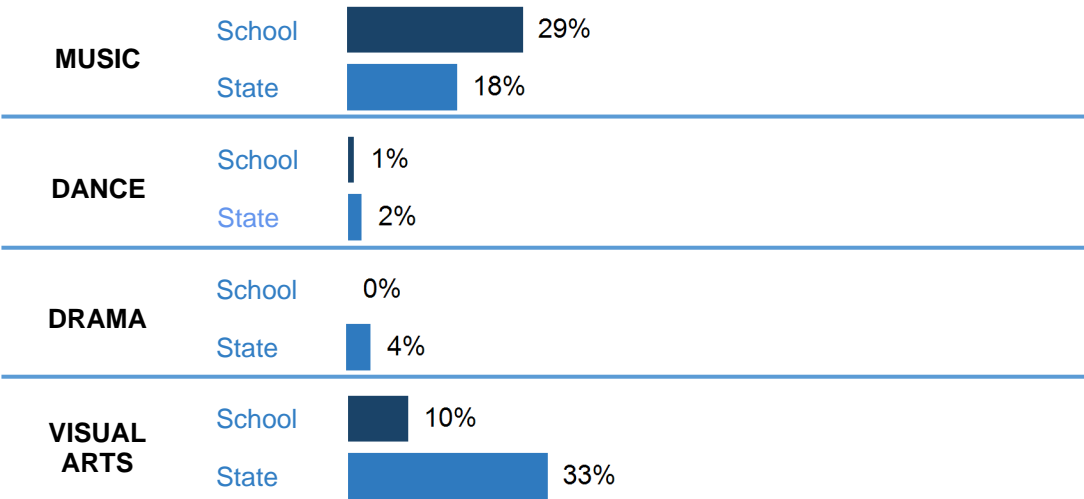
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.6%	90.5%	93.3%	91.8%	90.6%	94.2%	Not Met	95.0%	N	Met Goal
White	94.4%	94.5%	94.6%	95.1%	91.8%	93.9%	Not Met	94.7%	85.9%	Met Target
Hispanic	100.0%	84.3%	88.2%	86.3%	82.4%	**	**	100.0%	**	**
Black or African American	84.6%	83.4%	92.9%	85.3%	92.9%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	N	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	92.2%	83.9%	85.0%	85.6%	80.0%	90.7%	Not Met	92.9%	73.9%	Met Target
Students with Disabilities	89.5%	78.8%	92.0%	82.1%	80.0%	N	N	100.0%	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	*	73.2%	N	74.4%	N	N	N	*		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.6%	-
2016	90.6%	93.3%
2015	94.2%	95.0%

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	1.2%	1.1%
2015-2016	1.4%	1.1%
2014-2015	0.8%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	60.3%	41.8%	58.2%
White	59.6%	42.9%	57.1%
Hispanic	65%	53.9%	46.2%
Black or African American	45.5%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	48.7%	52.6%	47.4%
Students with Disabilities	20%	66.7%	33.3%
English Learners	N	N	N

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	73.9%	43.9%	56.1%	75.6%	24.4%	73.2%	26.8%
White	72.3%	43.3%	56.7%	75%	25%	70%	30%
Hispanic	58.3%	42.9%	57.1%	85.7%	14.3%	85.7%	14.3%
Black or African American	90.9%	30%	70%	60%	40%	70%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	58.3%	42.9%	57.1%	71.4%	28.6%	85.7%	14.3%
Students with Disabilities	25%	66.7%	33.3%	66.7%	33.3%	100%	0%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

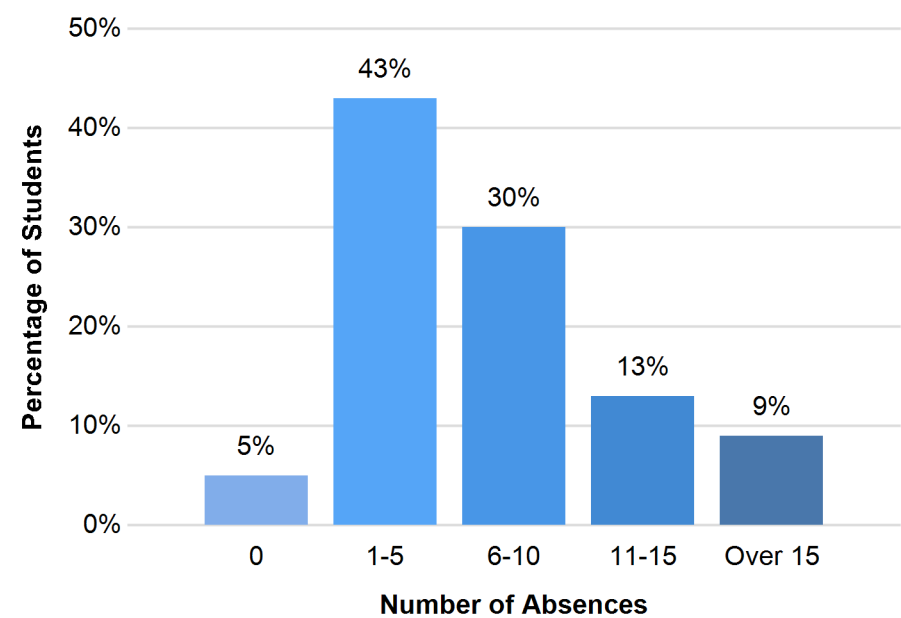
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	14.30	Met Target
White	6.40	14.30	Met Target
Hispanic	8.60	14.30	Met Target
Black or African American	9.10	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	14.30	Met Target
Economically Disadvantaged Students	9.50	14.30	Met Target
Students with Disabilities	11.20	14.30	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.



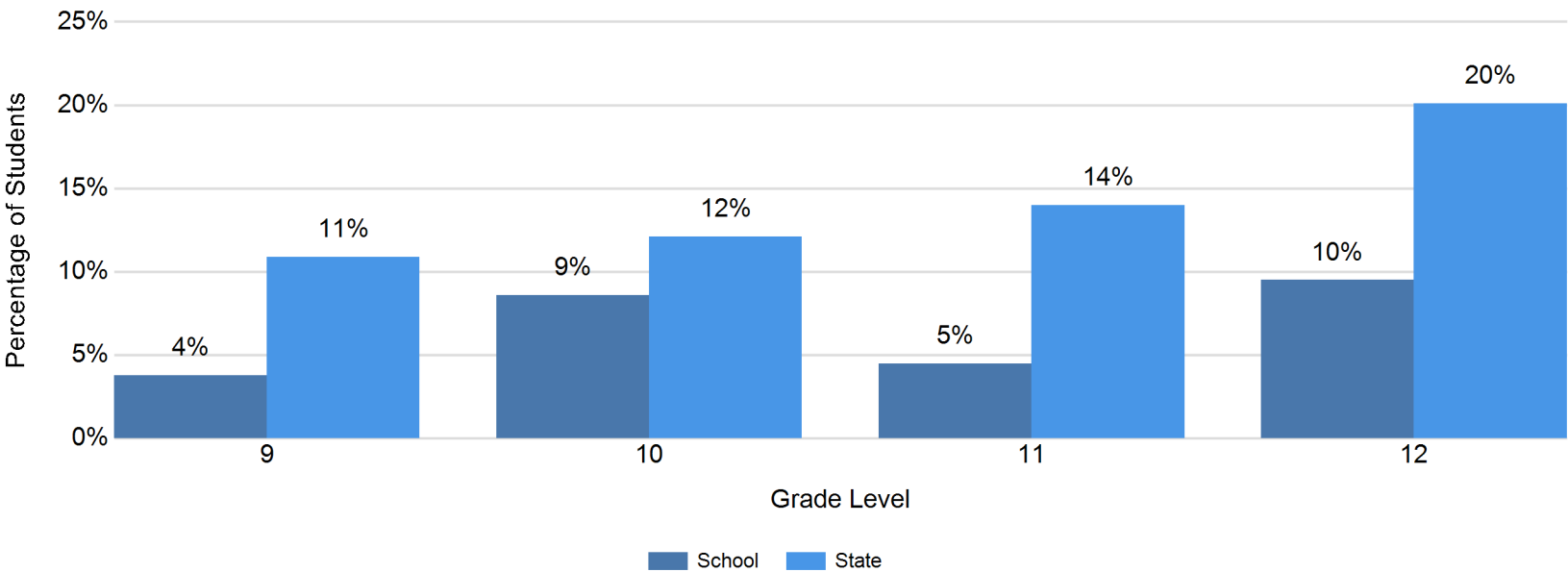


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Chronic Absenteeism by Grade

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	7:20AM
Typical End Time	2:00PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 18 Mins.
Shared Time - Instructional Time	3 Hrs. 0 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	3
Vandalism	3
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.47

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	12.5%
Out-of-School Suspensions	3.3%
Any Suspension	15.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	598.6 kbps	100 kbps	Yes	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)	\$536	\$13,765	\$14,301



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	47	120,724
Average years experience in public schools	15.6	11.8
Average years experience in district	14.3	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	19.0	15.9
Average years experience in district	12.5	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	136:1	104:1
Librarian/Media Specialists		835:1
Nurses		334:1
Counselors		278:1
Child Study Team		334:1



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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**:

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Teachers: All classroom teachers

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

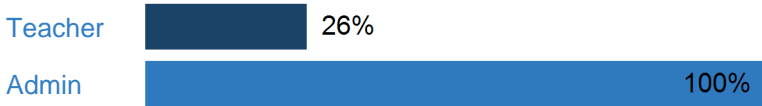
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	32.6	17.5%
Mathematics Proficiency	61.1	17.5%
Graduation - 4-Year	29.3	25.0%
Graduation - 5-Year	54.8	25.0%
Chronic Absenteeism	82.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.8
Summative Rating: Percentile rank of Summative Score		49.0
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	49.8	6.2	No	Met Target†	Met Target	Met Target	Not Met	Met Goal	No
White	40.4	6.2	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	51.5	6.2	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Students with Disabilities	39.9	6.2	No	Met Target†	Met Target†	Met Target	N	**	No
English Learners	**	**	No	**	**	**	N	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. DuBois Trembley	Email Address:	ydubois@pittsgrove.net
Address:	718 CENTERTON ROAD PITTSBURGH, NJ 08318-8901	Website:	http://schalick.pittsgrove.net
Phone:	(856)358-2054		

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"> • Named to the College Board's 7th Annual AP District Honor Roll • Host-site for the Award-winning Academy of Creative and Performing Arts: Visual Arts, Dance, & Theater • Offers 18 Varsity sports. Football Division Champions, 2016. Sectional Champs: Tennis '16, Indoor and Outdoor Track '17
 Mission, Vision, Theme:	<p>A. P. Schalick High School faculty and staff will provide a program designed to meet the changing needs of our students. It is our belief that the total school faculty must function in a partnership with students, parents, and the community to create and maintain an educational foundation that will prepare students for post-high school success. Our school community will strive for excellence with the expectation that each student demonstrate: Patience, Respect, Integrity, Diligence, Empathy.</p>
 Awards, Recognition, Accomplishments:	<p>Arthur P. Schalick High School earned recognition by the College Board in 2016 on their 7th Annual AP® District Honor Roll. The Honor Roll recognizes 433 school districts in the U.S. and Canada that have increased access to AP coursework, while maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Academic rigor, high expectations, and a commitment to excellence are embedded in our educational programs. Schalick offers comprehensive curricula that include instruction at advanced levels in English, U.S. and World History, Computer Science, Biology, Statistics, Psychology, Art, and Calculus. Students can study Spanish, French, and German. Our block schedule allows students to explore and excel in various areas, and allows students to take advantage of Option Two.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>Our athletic teams always strive to reach the championship level while upholding the highest ambitions of good sportsmanship. Consistently, our teams attain Divisional and Sectional Championships. Football were 2016 Division Champions. Girls Tennis won the SJ Group 1 Sectional Championship in 2016. Winter and Spring Track & Field Girls were Sectional Champions in '16-'17. In addition to the sports offered above, the school offers co-ed Cheer and Dance Teams.</p>
 <p>Clubs and Activities:</p>	<p>A majority of our students are active in both co-curricular and extra-curricular programs. Our PEP Band, Concert Band, and Jazz Band enjoy strong support from the community, and perform on many occasions throughout the year. Shows and performances in the Arts demonstrate the strong pre-professional level of our programs. There are many opportunities for student involvement, including the Academic Team, Mock Trial, and Student Council. Various clubs are offered.</p>






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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>The faculty members at Schalick High School are dedicated to professional growth and committed to student achievement. Professional Learning Communities and job-embedded professional development are just a few of the ways that staff members focus on best practices in pedagogy and student success.</p>
 <p>Postsecondary Information:</p>	<p>A.P. Schalick High School offers comprehensive programs for grades 9-12. Courses are selected on an individual basis incorporating preparation for post-high school study. In 2017, of 165 graduates, 42% enrolled in a 4-year college or university; 31% in a 2-year college; 13% in the workforce or trade, and 2% enlisted in the military. Our students are accepted to a wide range of competitive colleges and universities from coast to coast.</p>
 <p>Parent and Community Involvement:</p>	<p>Schalick High School is considered the heart of our community. We have a strong partnership with Salem Community College, thus providing our students with opportunities to earn college credits with our dual-credit program, and by taking college courses on our school campus. Articulation Agreements are held with Rowan University in the areas of Theater and Engineering. Our PTO and various Booster Clubs sponsor fundraisers and events to help support our programs.</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.



Other Information:

Unique to Schalick High School is the Salem County Arts Academy. The Arts Academy, a pre-professional high school program for students who exhibit an aptitude in a specific discipline, combines advanced instruction in the arts, alongside excellent academic instruction. The Academy is a joint venture with the Salem County Vocational Technical School District, and is housed at Schalick High School. Each year many students from the surrounding areas, as well as Schalick students, are accepted into the Academy Program. Our state-of-the-art facilities afford students the creative environment necessary for them to excel in Visual Arts, Dance, or Theater. Schalick recognizes that technology plays an integral role in our students' lives and, therefore, we are committed to providing advanced integration of technology into our educational programs. Apple computers, laptops, iPads, and Chromebooks are available for student and staff use throughout the building. Smart boards are utilized in every classroom. The labs in our Media classroom offer cutting-edge equipment for broadcasting and producing our Schalick Sunrise broadcast. Wireless Internet access is provided throughout the district. PowerSchool enables students and parents with outside access to student attendance and grades. Students utilize Naviance through our Guidance Department. Schalick's broad offerings in its curricula, athletic programs, and emphasis on the arts foster a family atmosphere and promote unity. The Schalick school community shares a commitment to quality education and to providing our students with a successful high school experience. We are committed to instilling in our students the characteristics of P.R.I.D.E. (Patience, Respect, Integrity, Diligence, and Empathy). What is difficult to represent in statistics and reports is the quality and character of our students. Our students carry themselves, "The Cougar Way."



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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

**ELMER ELEMENTARY SCHOOL****2016-2017****Grade Span 01-02****33-4150-080****SALEM****PITTSBURGH TWP****207 FRONT STREET****ELMER, NJ 08318****Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	0	1	0
1	114	99	113
2	98	124	99
3	0	0	0
Ungraded	6	3	0
Total	218	227	212

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	45%	46%
Male	51%	55%	54%
Economically Disadvantaged Students	38%	36%	36%
Students with Disabilities	13%	16%	17%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	76.4%
Hispanic	10.8%
Black or African American	6.6%
Asian	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	0	1	0

Enrollment by Home Language

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

Home Language	% of Students
English	98.1%
Spanish	1.4%
Other	0.5%

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

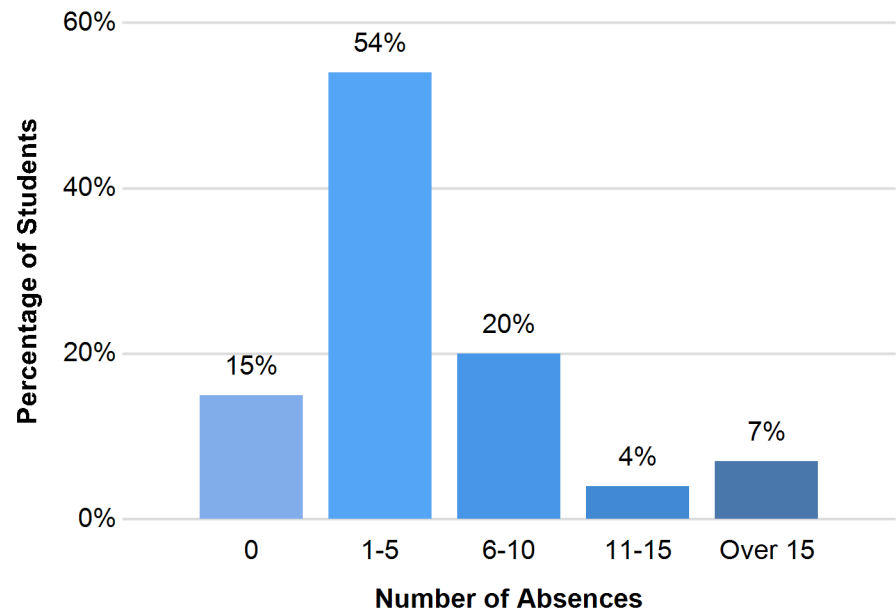
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	8.40	Met Target
White	3.10	8.40	Met Target
Hispanic	8.30	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.30	8.40	Not Met
Students with Disabilities	8.10	8.40	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.





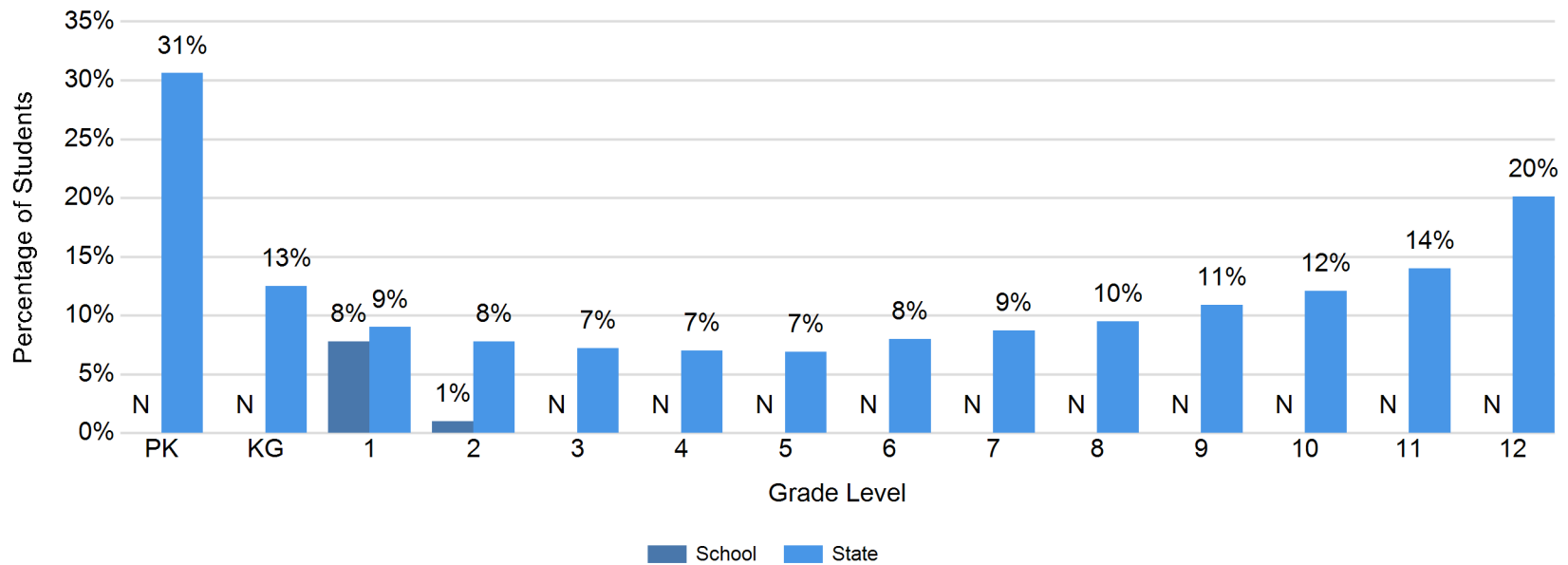
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Chronic Absenteeism by Grade

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	6 Hrs. 11 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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.42

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.4%
Any Suspension	1.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$536	\$13,765	\$14,301



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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	20	120,724
Average years experience in public schools	16.4	11.8
Average years experience in district	14.5	10.5
Teachers in district for 4 or more years	85%	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	19.0	15.9
Average years experience in district	12.5	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	212:1	104:1
Librarian/Media Specialists		835:1
Nurses		334:1
Counselors		278:1
Child Study Team		334:1

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

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

Teachers: All classroom teachers

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

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

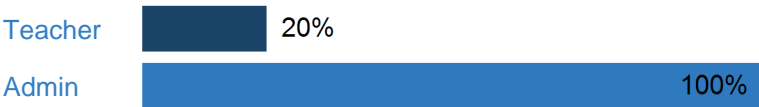
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



ELMER ELEMENTARY SCHOOL
2016-2017

Grade Span 01-02




33-4150-080
SALEM
PITTSBURGH TWP
207 FRONT STREET
ELMER, NJ 08318

School General Info

Principal:	Mr. Bruce	Email Address:	dbruce@pittsgrove.net
Address:	207 FRONT STREET ELMER, NJ 08318	Website:	http://elmer.pittsgrove.net
Phone:	(856)358-6761		

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"> • Various School Celebrations: Veterans Day Program, Mother's Day Tea, Donuts for Dad, Family Fun Nights • Dash Dot Robotics Club for our 1st and 2nd Grade Students • Title I After-School Program in Language Arts and Mathematics
 Mission, Vision, Theme:	<p>District Mission Statement: In partnership with the community, we promote the academic and personal growth of each student through rigorous programs that support lifelong learning.</p>
 Awards, Recognition, Accomplishments:	<p>One 1st grade and 2nd grade boy and girl are recognized each month at our Board of Education Meetings as Eagles of the Month. The students are recognized for showing P.R.I.D.E. (Patience, Respect, Integrity, Diligence, Empathy), which is our District's motto. Each year, our District participates in the Governor's Educator of the Year Program. Staff members are nominated and recognized for their commitment to the education profession.</p>






ELMER ELEMENTARY SCHOOL
2016-2017

Grade Span 01-02

33-4150-080
SALEM
PITTSBURGH TWP
207 FRONT STREET
ELMER, NJ 08318

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Elmer Elementary School uses Journeys as our Language Arts Program, and My Math as our Mathematics Program. Each classroom is equipped with an interactive display. Each classroom has five (5) iPads for student use. Students in 2nd grade have the opportunity for placement in the Enrichment Program.</p>
 <p>Clubs and Activities:</p>	<p>Elmer Elementary School offered a Dash Dot Robotics Club during the 2016-2017 school year. Students learned basic programming skills using the Dash Dot Robots and iPads.</p>
 <p>Before and After School Programs:</p>	<p>Elmer Elementary School offers a Title I Extended Day Program to its 1st and 2nd grade students. The program runs from October through May. Students who qualify for this program receive additional academic support and instruction in the areas of Language Arts Literacy and Mathematics.</p>







ELMER ELEMENTARY SCHOOL
2016-2017

Grade Span 01-02

33-4150-080
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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>Full- and half-day staff professional development (PD) days are built into the district calendar. Staff members are afforded opportunities to attend out-of-district PD workshops. Staff meetings are held twice a month, which allow for grade-level articulation. Staff are also afforded opportunities to discuss student needs and analyze student data during monthly Common Planning Time meetings. A common prep. period is incorporated into the schedule to foster professional collaboration.</p>
 Student Supports and Services:	<p>Cooperative efforts between teachers, parents, and additional, professional personnel are used to provide the most effective support to students in need of assistance. The school's Intervention and Referral Service (I&RS) provides additional support for children in need of academic, behavioral, or health-related assistance. Individual plans are developed to assist and support students. Special Education and 504 Plan services are provided to meet all needs.</p>
 Student Health and Wellness:	<p>Elmer Elementary School offers a breakfast program. Students participate in daily, directed play to promote physical activity in their day, as well as a Physical Education Special.</p>
 Parent and Community Involvement:	<p>Our community has an active Parent Teacher Organization (PTO), which assists in supplementing funds for field trips, field day activities, and much more. Our Pittsgrove Education Association (PEA) has written many Pride Grants to provide funds for school activities, including: Family Fun Nights, Coffee Clatches, Veterans Day Programs, and Back-to-School Nights, to name a few.</p>



ELMER ELEMENTARY SCHOOL
2016-2017

Grade Span 01-02

33-4150-080
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School Narrative

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



Other Information:

Elmer Elementary School houses students in Grades 1 and 2. The school offers special education classrooms with in-class support, as well as a Basic Skills Instruction (BSI) Program. The BSI Program is designed to provide students with additional academic support in reading and mathematics. We also offer a Title I after-school program for students that require extra support in reading, writing, and math instructional practice. Elmer Elementary School utilizes an intervention period, titled T.E.A.M. (Together Elmer Achieves More). This intervention period occurs twice a month, and allows for additional enrichment and remedial services for our students. All students receive instruction from specialists in the areas of: Art, Music, Physical Education, Foreign Language, Technology, and Library Science. This instruction is integrated with the academic areas, and provides enrichment for the students. Elmer Elementary School technology includes both classroom and shared resources. Each classroom is equipped with a teacher laptop, a modern, high definition, flat panel interactive display, and a set of five iPads. Students also have access to an iMac desktop computer lab, Dash Dot robots, and a shared Chromebook cart to extend their learning in the classroom. Elmer School offers many Literacy and Reading incentives throughout the year for both grade levels. One example is our "Author's Spotlight." We also hold themed Family Fun Nights that promote student, parent, and community involvement. Elmer Elementary School provides a wonderful environment for elementary students. The children make significant academic progress and social growth as they continue on their educational journeys. If you have any questions about the curriculum or the information contained in the School Performance Report, please contact Elmer Elementary School.



NORMA ELEMENTARY SCHOOL
2016-2017


Grade Span PK-KG

33-4150-050
SALEM
PITTSBURGH TWP
873 GERSHAL AVENUE
PITTSBURGH, NJ 08318

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



NORMA ELEMENTARY SCHOOL
2016-2017

Grade Span PK-KG

33-4150-050
SALEM
PITTSBORO TWP
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PITTSBORO, NJ 08318

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.



**NORMA ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-KG

33-4150-050
SALEM
PITTSBURGH TWP
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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	38	62	36
KG	105	101	120
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	11	9	15
Total	154	172	171

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	37	62	36
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	106	101	120

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	40%	48%	50%
Male	60%	52%	50%
Economically Disadvantaged Students	50%	42%	39%
Students with Disabilities	20%	17%	19%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	81.3%
Hispanic	9.4%
Black or African American	3.5%
American Indian or Alaska Native	0.6%
Asian	0.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	4.1%

Enrollment by Home Language

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

Home Language	% of Students
English	98.8%
Spanish	1.2%



NORMA ELEMENTARY SCHOOL
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Grade Span PK-KG

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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

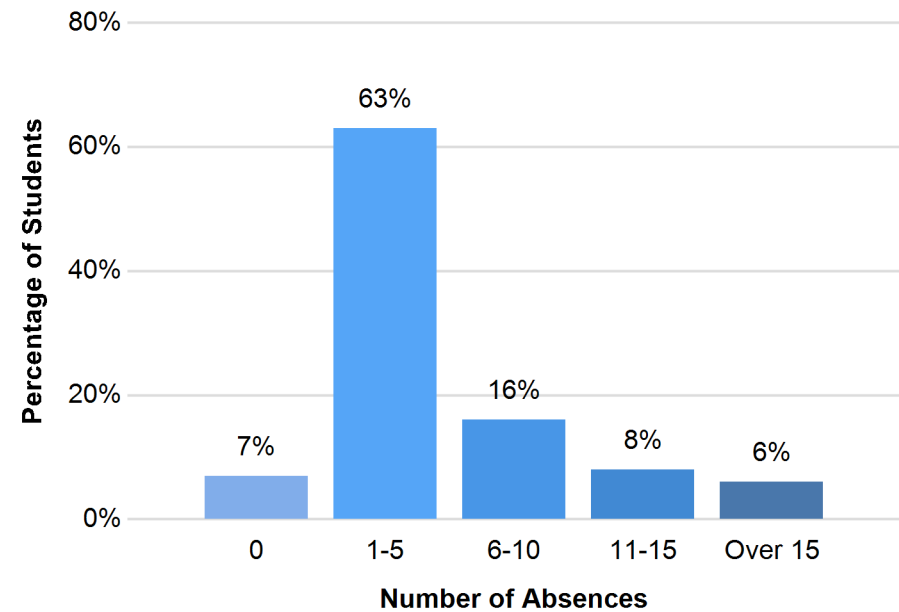
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	12.50	Met Target
White	4.00	12.50	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.60	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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





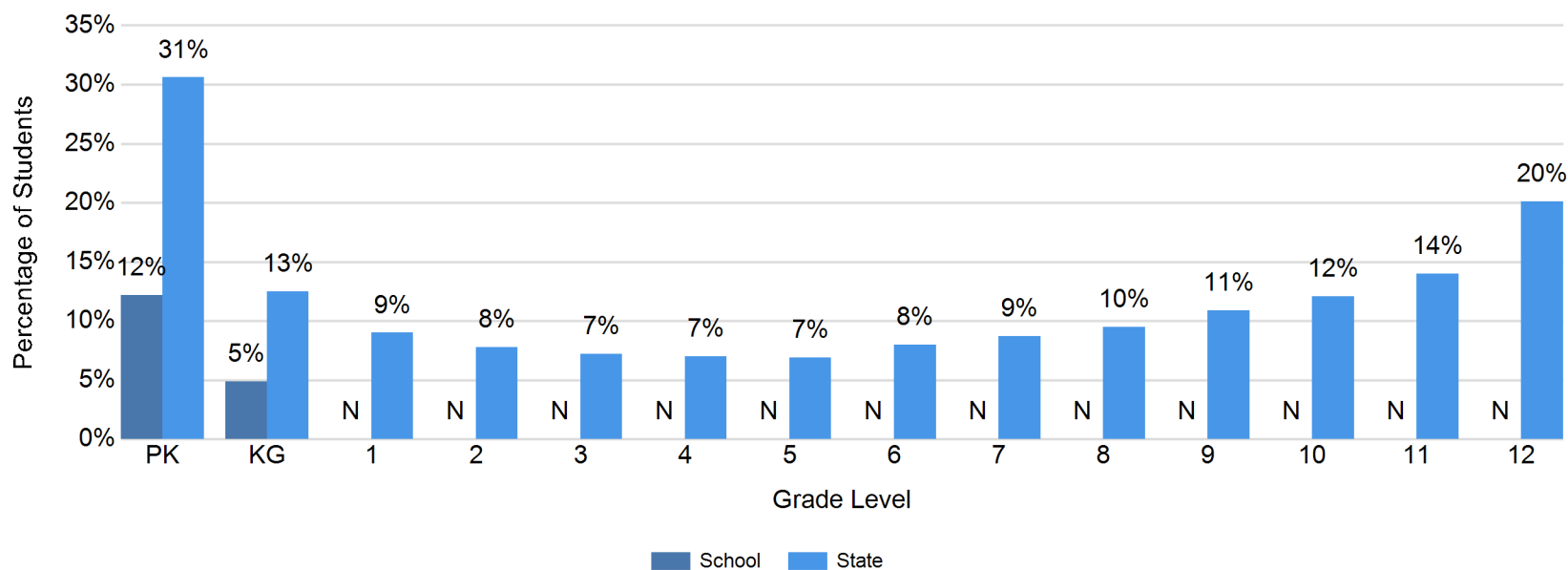
NORMA ELEMENTARY SCHOOL
2016-2017

Grade Span PK-KG

33-4150-050
SALEM
PITTSBORO TWP
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PITTSBORO, NJ 08318

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.





NORMA ELEMENTARY SCHOOL
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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	3:35PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 11 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



NORMA ELEMENTARY SCHOOL
2016-2017

Grade Span PK-KG

33-4150-050
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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$536	\$13,765	\$14,301



NORMA ELEMENTARY SCHOOL
2016-2017

Grade Span PK-KG

33-4150-050
SALEM
PITTSBURGH TWP
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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	10	120,724
Average years experience in public schools	5.8	11.8
Average years experience in district	4.9	10.5
Teachers in district for 4 or more years	50%	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	19.0	15.9
Average years experience in district	12.5	11.6
Administrators in district for 4 or more years	63%	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	17:1	12:1
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Librarian/Media Specialists		835:1
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Counselors		278:1
Child Study Team		334:1

NORMA ELEMENTARY SCHOOL 2016-2017

Grade Span PK-KG

33-4150-050
SALEM
PITTSBORO TWP
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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	89%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



NORMA ELEMENTARY SCHOOL
2016-2017

Grade Span PK-KG




33-4150-050
SALEM
PITTSBURGH TWP
873 GERSHAL AVENUE
PITTSBURGH, NJ 08318

School General Info

Principal:	Mr. Bruce	Email Address:	dbruce@pittsgrove.net
Address:	873 GERSHAL AVENUE PITTSBURGH, NJ 08318	Website:	http://norma.pittsgrove.net
Phone:	(856)358-3094		

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"> • Various School Celebrations: Thanksgiving Day Feast, Grandparents Day, Family Fun Nights • "We're Readers and We Know It": Reading Incentive Program for our Preschool and Kindergarten Students • Norma Elementary School Recognizes Students at its Board of Education Meetings for showing P.R.I.D.E.
 Mission, Vision, Theme:	<p>District Mission Statement: In partnership with the community, we promote the academic and personal growth of each student through rigorous programs that support lifelong learning.</p>
 Awards, Recognition, Accomplishments:	<p>Our Preschool and Kindergarten students are recognized each month at our Board of Education Meetings as Cubs of the Month. The students are recognized for showing P.R.I.D.E. (Patience, Respect, Integrity, Diligence, Empathy), which is our District's motto. Each year, our District participates in the Governor's Educator of the Year Program. Staff members are nominated and recognized for their commitment to the education profession.</p>



NORMA ELEMENTARY SCHOOL
2016-2017

Grade Span PK-KG

33-4150-050
SALEM
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School Narrative

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Courses, Curriculum, Instruction:

We continually challenge our students to grow academically at Norma Elementary School. To meet the academic needs of all students, we instituted a C.U.B. (Children Understand Better) time period for the Kindergarten students. Students visit with different teachers and practitioners every other week for 40-minutes, which provides them with additional time to work on improving skills or enriching areas of strength for educational success.







NORMA ELEMENTARY SCHOOL
2016-2017

Grade Span PK-KG

33-4150-050
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School Narrative

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 Staff and Professional Learning:	<p>Full- and half-day staff professional development (PD) days are built into the district calendar. Staff members are afforded opportunities to attend out-of-district PD workshops. Staff meetings are held twice a month, which allow for grade-level articulation. Staff are also afforded opportunities to discuss student needs and analyze student data during monthly Common Planning Time meetings. A common prep. period is incorporated into the schedule to foster professional collaboration.</p>
 Student Supports and Services:	<p>Cooperative efforts between teachers, parents, and additional, professional personnel are used to provide the most effective support to students in need of assistance. The school's Intervention and Referral Service (I&RS) provides additional support for children in need of academic, behavioral, or health-related assistance. Individual plans are developed to assist and support students. Special Education and 504 Plan services are provided to meet all needs.</p>
 Student Health and Wellness:	<p>Norma Elementary School offers a breakfast program. Students participate in daily, directed play to promote physical activity in their day, as well as a Physical Education Special.</p>
 Parent and Community Involvement:	<p>Our community has an active Parent Teacher Organization (PTO), which assists in supplementing funds for field trips, field day activities, and much more. The Pittsgrove Education Association (PEA) has written many Pride Grants to provide funds for school activities, including: Family Fun Nights, Coffee Clatches, and Back-to-School Nights, to name a few.</p>



NORMA ELEMENTARY SCHOOL
2016-2017

Grade Span PK-KG

33-4150-050
 SALEM
 PITTSBORO TWP
 873 GERSHALL AVENUE
 PITTSBORO, NJ 08318

School Narrative

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



Other Information:

Norma Elementary School's full-day Kindergarten Program allows students to focus a significant amount of time on instructional activities. The teachers integrate a variety of pedagogical methods and strategies into their daily lessons to meet the needs of each individual student. The Mathematics series and the Guided Reading strategies curriculum provide for continuity of instruction throughout the primary grades. We offer speech/language services and basic skills instruction to students who require additional instruction and support. All students receive instruction from specialists in the areas of: Art, Music, Physical Education, Foreign Language, Technology, and Library Science. This instruction is integrated with the academic areas, and provides enrichment for the students. The children are exposed to hands-on computer lab experience each day for much of the school year. Each classroom is equipped with interactive displays for sharing eBooks, age-appropriate web-based resources, and digital curriculum. In addition, a set of five iPads with protective cases and early childhood apps are available in each classroom. Norma Elementary School continues to offer Family Fun Nights and many other activities throughout the school year to foster student, parent, and community involvement. In addition, Literacy and Reading are promoted through our Reading Incentive Program. The staff and I are proud of Norma Elementary School. The children demonstrate significant academic progress and social growth as they begin their educational journeys. If you have any questions about Norma's curriculum or the information contained in the School Performance Report, please contact Norma Elementary School.



OLIVET ELEMENTARY SCHOOL
2016-2017
Grade Span 03-05

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	0	0	0
1	0	0	0
2	0	1	0
3	97	111	132
4	117	104	108
5	123	122	106
Ungraded	7	6	1
Total	344	344	347

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	56%	54%	48%
Male	44%	46%	52%
Economically Disadvantaged Students	35%	36%	36%
Students with Disabilities	16%	19%	19%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	80.4%
Hispanic	7.5%
Black or African American	4.9%
Asian	0.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.3%

PreK and K - Full Day and Half Day

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

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

Enrollment by Home Language

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

Home Language	% of Students
English	96.8%
Spanish	2.6%
Other	0.6%



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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	312	96.6	55.70	51.60	54.90	55.7	49	Met Target
White	254	95.8	59.80	54.60	63.90	59.8	52.3	Met Target
Hispanic	22	100.0	36.40	42.10	39.80	36.4	29.9	Met Target
Black or African American	13	100.0	23.10	26.20	35.20	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	20	100.0	45.00	56.30	54.90	45	N	N
Female	151	96.8	68.20	63.00	62.20	68.2		
Male	161	96.4	44.10	40.30	48.10	44.1		
Economically Disadvantaged Students	115	98.3	33.90	35.50	36.20	33.9	33.8	Met Target
Non-Economically Disadvantaged Students	197	95.6	68.60	59.50	65.80	68.6		
Students with Disabilities	61	93.8	11.50	*	20.50	11.3	7.5	Met Target
Students without Disabilities	251	97.3	66.60	*	61.90	66.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
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	118	754	754	749	9%	16%	19%	48%	9%	57%	50%
White	94	757	757	759	*	13%	18%	51%	*	61%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	52	762	762	754	*	*	*	56%	*	67%	55%
Male	66	747	747	745	*	*	*	42%	*	49%	46%
Economically Disadvantaged Students	36	728	728	731	*	*	*	*	*	25%	31%
Non-Economically Disadvantaged Students	82	765	765	762	*	*	*	*	*	71%	63%
Students with Disabilities	21	709	709	720	*	*	*	*	*	14%	24%
Students without Disabilities	97	764	764	755	*	*	*	*	*	66%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	118	754	754	752	9%	16%	19%	48%	9%	57%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	753	753	753	*	16%	25%	48%	*	57%	56%
White	80	756	756	762	*	15%	23%	51%	*	61%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	41	763	763	758	*	*	*	54%	*	71%	61%
Male	57	746	746	749	*	*	*	44%	*	47%	51%
Economically Disadvantaged Students	36	744	744	737	*	*	39%	28%	*	36%	36%
Non-Economically Disadvantaged Students	62	759	759	764	*	*	16%	60%	*	69%	69%
Students with Disabilities	17	730	730	725	*	*	*	*	*	24%	25%
Students without Disabilities	81	758	758	759	*	*	*	*	*	64%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	98	753	753	755	*	16%	25%	48%	*	57%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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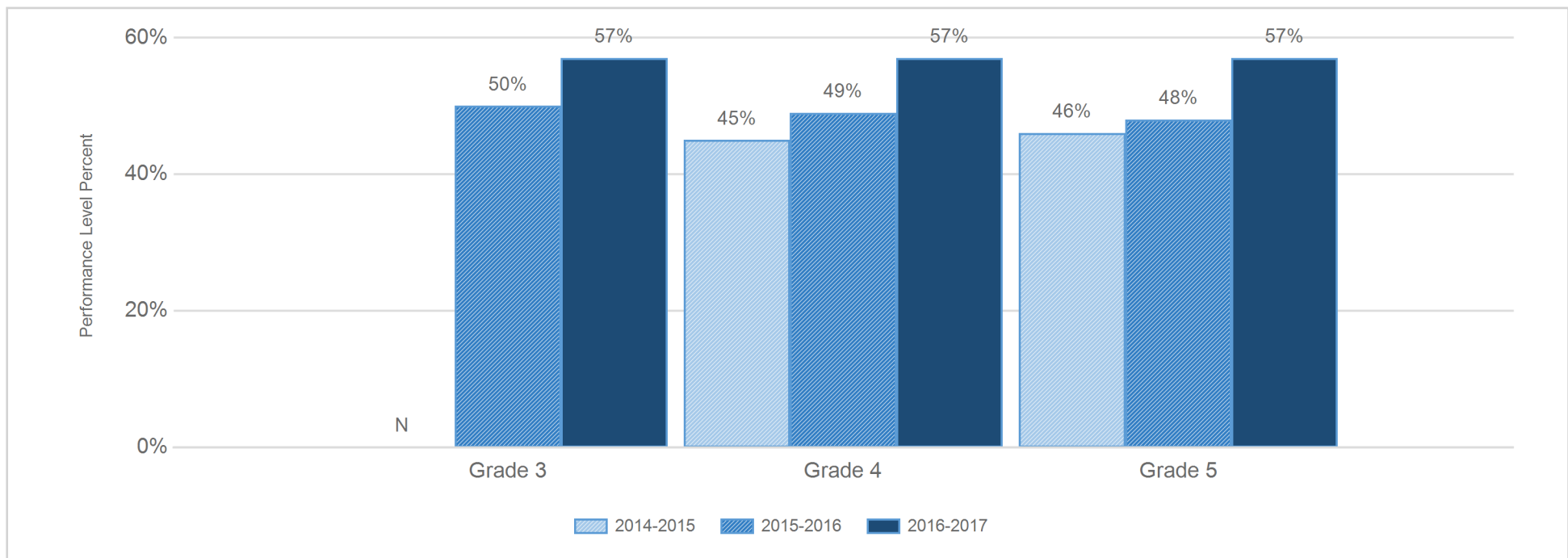
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	755	755	756	*	18%	22%	49%	*	57%	59%
White	76	759	759	763	*	15%	24%	51%	*	61%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	56	763	763	761	*	*	*	59%	*	70%	66%
Male	34	742	742	750	*	*	*	32%	*	35%	53%
Economically Disadvantaged Students	37	745	745	740	*	*	*	43%	*	46%	40%
Non-Economically Disadvantaged Students	53	762	762	765	*	*	*	53%	*	64%	71%
Students with Disabilities	17	718	718	725	*	*	*	*	*	*	22%
Students without Disabilities	73	764	764	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	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%

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	312	96.6	35.20	40.70	43.50	35.2	33	Met Target
White	254	95.8	38.50	42.70	52.40	38.5	34.9	Met Target
Hispanic	22	100.0	18.20	33.80	27.60	18.2	29.9	Met Target†
Black or African American	13	100.0	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	20	100.0	30.00	*	44.90	30	N	N
Female	151	96.8	35.10	43.00	44.10	35.1		
Male	161	96.4	35.40	38.40	42.90	35.4		
Economically Disadvantaged Students	115	98.3	16.60	26.40	25.10	16.6	19.7	Met Target†
Non-Economically Disadvantaged Students	197	95.6	46.20	47.60	54.30	46.2		
Students with Disabilities	61	93.8	11.50	*	16.50	11.3	11	Met Target
Students without Disabilities	251	97.3	41.10	*	48.80	41.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 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	118	743	743	751	*	17%	35%	36%	*	42%	53%
White	94	745	745	759	*	14%	32%	40%	*	47%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	52	744	744	751	*	*	42%	33%	*	39%	52%
Male	66	742	742	751	*	*	29%	38%	*	44%	53%
Economically Disadvantaged Students	36	721	721	736	*	*	31%	*	*	14%	34%
Non-Economically Disadvantaged Students	82	752	752	761	*	*	37%	*	*	54%	65%
Students with Disabilities	21	715	715	729	*	*	*	*	*	19%	29%
Students without Disabilities	97	749	749	755	*	*	*	*	*	46%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	118	743	743	753	*	17%	35%	36%	*	42%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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	98	744	744	747	*	19%	36%	38%	*	42%	47%
White	80	747	747	755	*	16%	39%	40%	*	44%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	41	744	744	747	*	*	39%	42%	*	44%	47%
Male	57	745	745	747	*	*	33%	35%	*	40%	48%
Economically Disadvantaged Students	36	734	734	732	*	*	31%	*	*	28%	27%
Non-Economically Disadvantaged Students	62	751	751	757	*	*	39%	*	*	50%	61%
Students with Disabilities	17	728	728	724	*	*	*	*	*	12%	22%
Students without Disabilities	81	748	748	751	*	*	*	*	*	48%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	98	744	744	749	*	19%	36%	38%	*	42%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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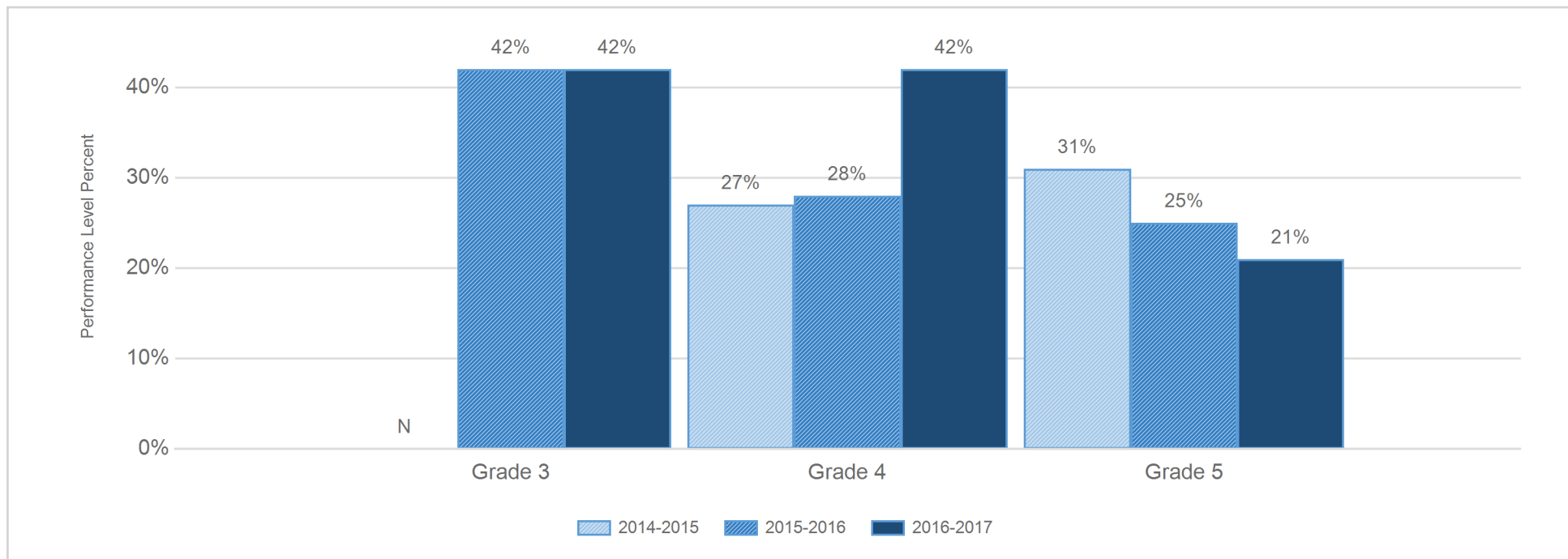
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	733	733	747	*	40%	36%	21%	*	21%	46%
White	76	734	734	754	*	37%	36%	24%	*	24%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	56	734	734	747	*	34%	34%	*	*	27%	47%
Male	34	730	730	746	*	50%	38%	*	*	12%	46%
Economically Disadvantaged Students	37	723	723	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	53	739	739	756	*	*	*	*	*	*	59%
Students with Disabilities	17	714	714	725	*	*	*	*	*	*	19%
Students without Disabilities	73	737	737	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

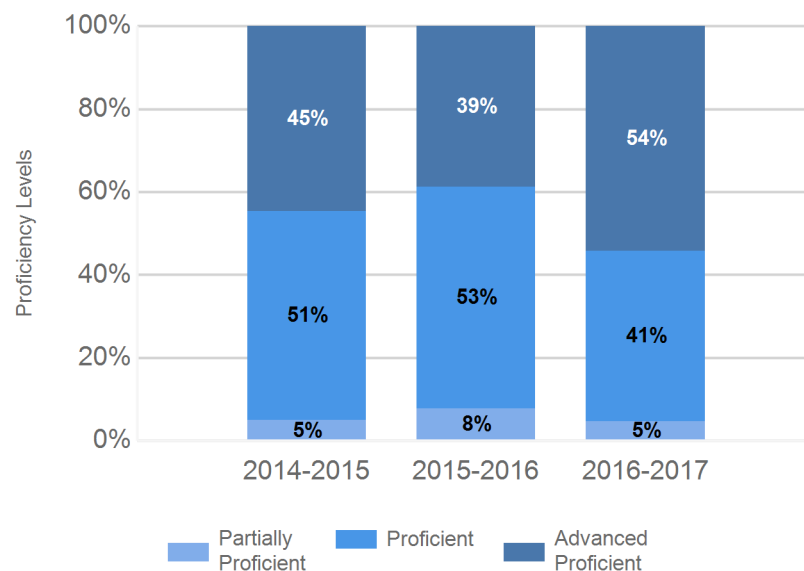
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	41%	5%
White	59%	36%	6%
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	60%	N
Economically Disadvantaged Students	45%	53%	3%
Students with Disabilities	50%	39%	11%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	56.5	50	Met Target	56	68	50	Met Target
White	60.5	58	50	Exceeds Target	57	70	52	Met Target
Hispanic	59.5	54	49	**	42	61	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	57.5	57	47	Met Target	50.5	63	46	Met Target
Students with Disabilities	52	48	41	Met Target	51	52.5	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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

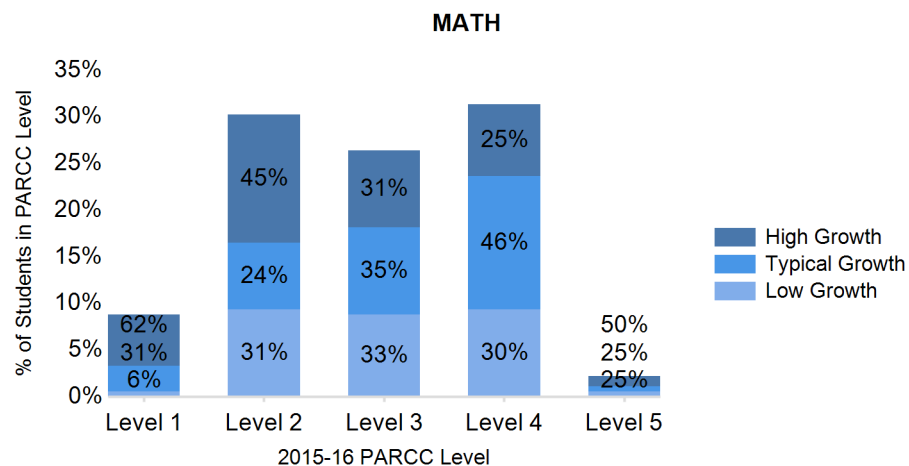
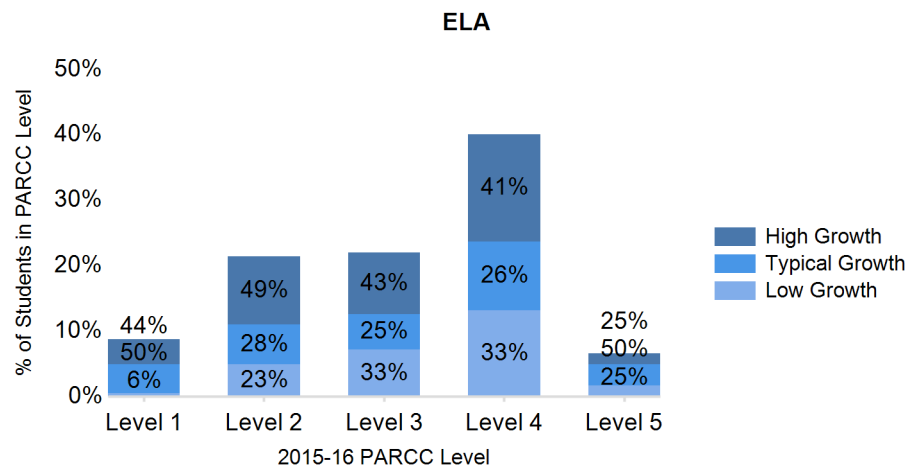
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

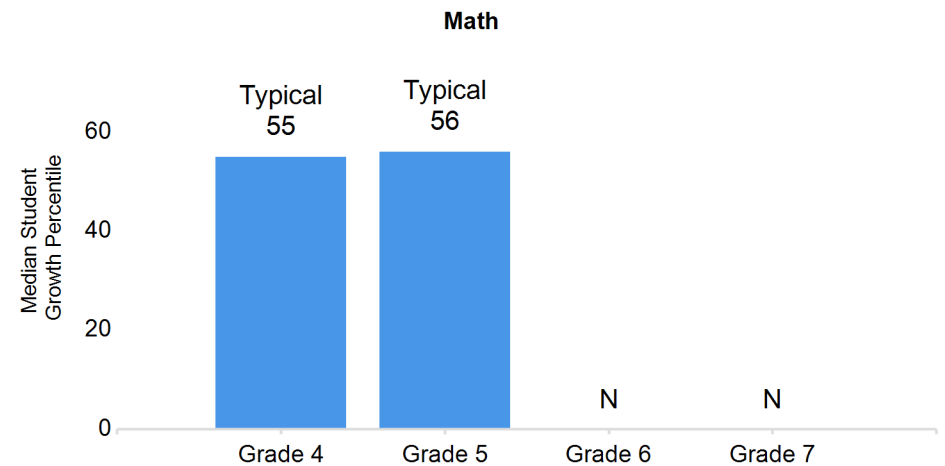
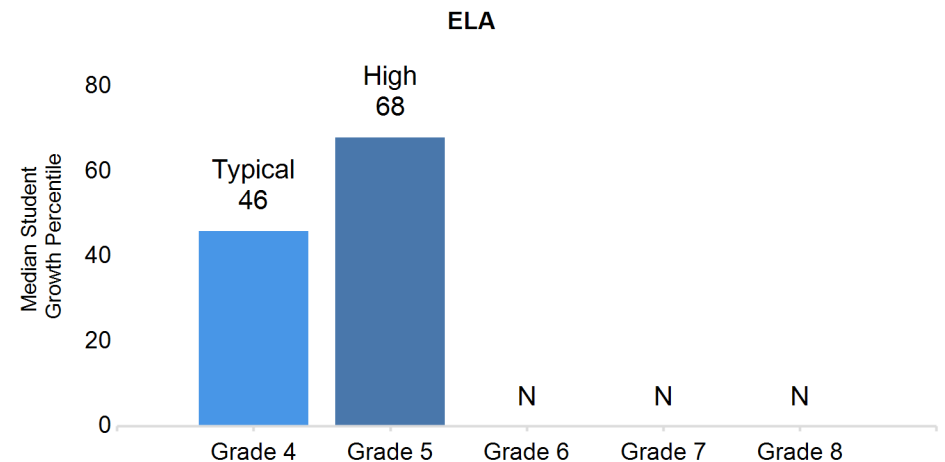
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

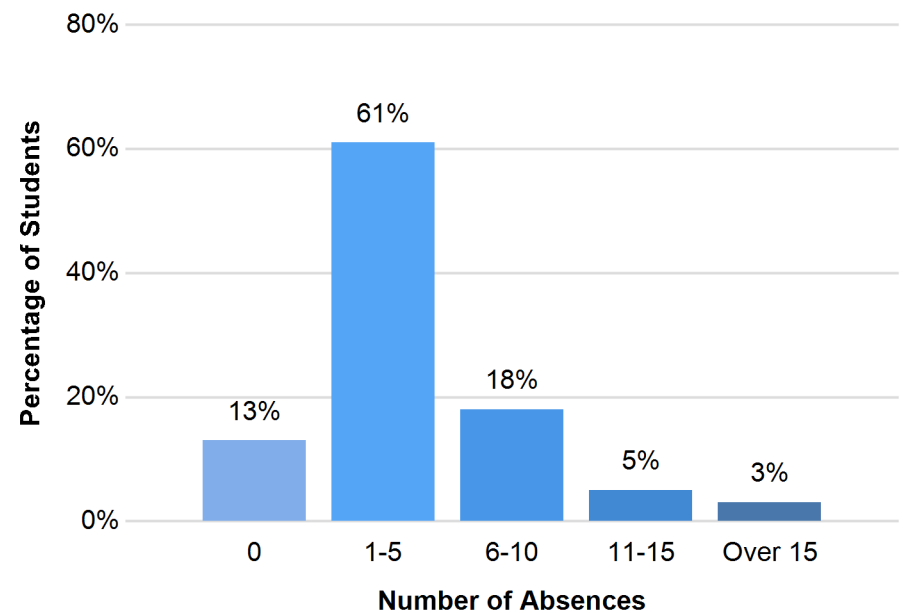
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.70	7.00	Met Target
White	1.80	7.00	Met Target
Hispanic	0	7.00	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	4.30	7.00	Met Target
Economically Disadvantaged Students	4.00	7.00	Met Target
Students with Disabilities	7.40	7.00	Not Met
English Learners	N	**	**

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

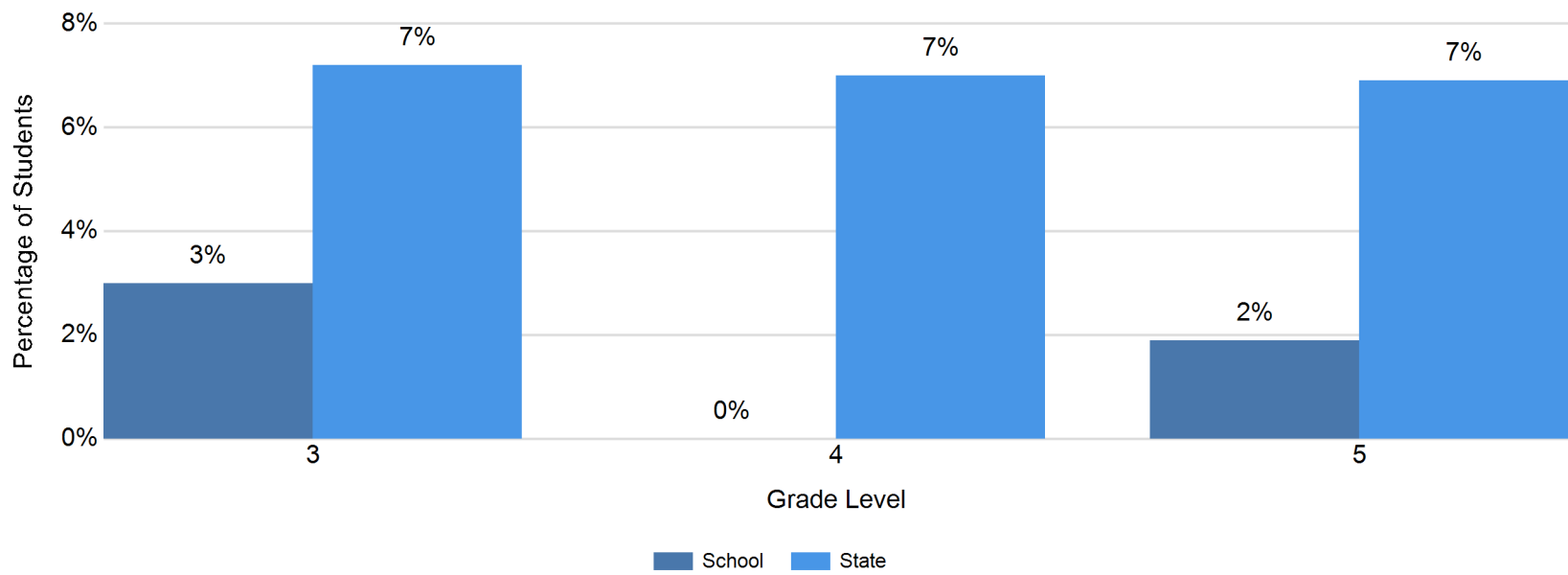
Days Absent

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	3:35PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 36 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.29

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	2.0%
Out-of-School Suspensions	1.2%
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	2.1:1	598.6 kbps	100 kbps	Yes	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)	\$536	\$13,765	\$14,301



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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	30	120,724
Average years experience in public schools	15.5	11.8
Average years experience in district	12.4	10.5
Teachers in district for 4 or more years	87%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,506
Average years experience in public schools	19.0	15.9
Average years experience in district	12.5	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	347:1	104:1
Librarian/Media Specialists		835:1
Nurses		334:1
Counselors		278:1
Child Study Team		334:1



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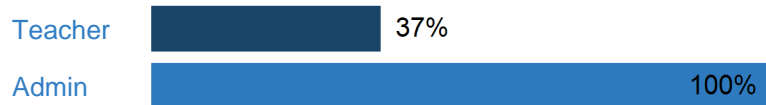
Teachers and Administrators - Level of Education

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

Teacher	N
Admin	N

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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	36.8	17.5%
Mathematics Proficiency	20.2	17.5%
English Language Arts Growth	79.0	25.0%
Mathematics Growth	68.8	25.0%
Chronic Absenteeism	95.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.3
Summative Rating: Percentile rank of Summative Score		68.2
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	61.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	59.3	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	59.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	61.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Monti	Email Address:	tmonti@pittsgrove.net
Address:	235 SHEEP PEN ROAD PITTSBURGH, NJ 08318-8901	Website:	http://olivet.pittsgrove.net
Phone:	(856)358-2081		

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"> • "One School, One Book" Program • The curriculum includes My Math and Reader's and Writer's Workshop. • Special Education inclusion classrooms and resource centers are available.
 Mission, Vision, Theme:	District Mission Statement: In partnership with the community, we promote the academic and personal growth of each student through rigorous programs that support lifelong learning. The District is committed to creating an environment where all students reach their highest level of academic, emotional, and social achievement. All members of the school community strive to create a safe environment where students will be able to develop into productive, global citizens.
 Awards, Recognition, Accomplishments:	Our students in grades 3-5 are recognized each month at our Board of Education Meetings as Owls of the Month. The students are recognized for showing P.R.I.D.E. (Patience, Respect, Integrity, Diligence, Empathy), which is our District's motto. Each year, our District participates in the Governor's Educator of the Year Program. Staff members are nominated and recognized for their commitment to the education profession.



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<div> <div> </div> <div> Courses, Curriculum, Instruction: </div> </div>	<p>Olivet Elementary School uses the My Math Program for Mathematics, and the Reader’s and Writer’s Workshop for Language Arts. Students in grades 3-5 have the opportunity for placement in Enrichment classes. Enrichment is offered through the Science and Social Studies classes, but both Mathematics and Language Arts are emphasized to provide a cross-curricular approach. Students that meet the criteria may also choose to take Enrichment Math in their 5th grade year.</p>
<div> <div> </div> <div> Clubs and Activities: </div> </div>	<p>Olivet Elementary School offers the following co-curricular activities: Art Club, Science Club, and Drama Club.</p>
<div> <div> </div> <div> Before and After School Programs: </div> </div>	<p>Olivet Elementary School offers a Title I Extended Day Program to students in grades 3-5. The program is offered in the mornings before school, and after school. Students who qualify receive additional academic support and instruction in the areas of Language Arts and Mathematics.</p>







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 Staff and Professional Learning:	<p>Full- and half-day staff professional development (PD) days are built into the district calendar. Staff members are afforded opportunities to attend out-of-district PD workshops. Teachers discuss student needs and analyze pertinent data during their Common Planning Time to make informed, instructional decisions for their students.</p>
 Student Supports and Services:	<p>Olivet School provides Special Education, as well as OT and PT services. We offer Basic Skills Instruction (BSI) in Mathematics and Language Arts. The Intervention and Referral Service (I&RS) and 504 Teams provide additional support for children in need of academic, behavioral, or health-related assistance. Individual plans are developed to assist and support students. Through Title I funding, additional Math and Language Arts instruction is provided to students both before and after school.</p>
 Student Health and Wellness:	<p>Olivet Elementary School provides breakfast for students, as well as healthy, low-fat lunch choices each day. Students participate in Physical Education class as one of their Specials, and also have directed play for 25-minutes daily.</p>
 Parent and Community Involvement:	<p>Our community has an active Parent Teacher Organization (PTO), which assists in supplementing funds for various school activities. Olivet Elementary School hosts Olivet Family Fun Nights to promote parent/community involvement. PowerSchool, the District's Student Information System, offers a Parent Portal where parents can monitor students' grades and their academic progress.</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Olivet Elementary School offers: a library/media center, computer lab, art room, music/band room, a separate cafeteria, and gymnasium/all-purpose room with stage. Olivet School is an air-conditioned building.</p>
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OLIVET ELEMENTARY SCHOOL
2016-2017
Grade Span 03-05

33-4150-060
SALEM
PITTSBURGH TWP
235 SHEEP PEN ROAD
PITTSBURGH, NJ 08318-8901

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>Other Information:</div>	<p>Olivet Elementary School technology includes both classroom and shared resources. Each classroom is equipped with a teacher laptop, and a modern, high definition, flat panel interactive display. Each grade has access to two Chromebook carts and a desktop computer lab. Olivet School provides intervention programs that include high school mentors. High school students are paired with Olivet students to assist with academic and/or social concerns. The staff and I are proud of Olivet Elementary School. The children demonstrate significant academic progress and social growth in our developmentally appropriate learning environment, as they prepare for the next grade level. The students receive a solid foundation upon which they can build. If you have any questions about our curriculum or the information contained in the School Performance Report, please contact Olivet Elementary School.</p>
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PITTSBURGH TOWNSHIP MIDDLE SCHOOL
2016-2017
Grade Span 06-08

33-4150-070
SALEM
PITTSBURGH TWP
1082 ALMOND ROAD
PITTSBURGH, NJ 08318

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



PITTSBGROVE TOWNSHIP MIDDLE SCHOOL
2016-2017
Grade Span 06-08

33-4150-070
SALEM
PITTSBGROVE TWP
1082 ALMOND ROAD
PITTSBGROVE, NJ 08318

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.



PITTSBURGH TOWNSHIP MIDDLE SCHOOL
2016-2017
Grade Span 06-08

33-4150-070
SALEM
PITTSBURGH TWP
1082 ALMOND ROAD
PITTSBURGH, NJ 08318

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	116	127	121
7	129	114	131
8	142	122	113
Ungraded	20	36	33
Total	407	399	398

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	47%	51%	53%
Male	53%	49%	47%
Economically Disadvantaged Students	37%	33%	33%
Students with Disabilities	19%	18%	19%
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	77.4%
Hispanic	8.3%
Black or African American	7.5%
Asian	2.0%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.3%

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	98.2%
Spanish	1.5%
Other	0.3%



PITTSBURGH TOWNSHIP MIDDLE SCHOOL

2016-2017

Grade Span 06-08

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PITTSBURGH, NJ 08318

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	349	95.1	55.60	51.60	54.90	55.6	49.8	Met Target
White	276	95.8	57.60	54.60	63.90	57.6	51.9	Met Target
Hispanic	27	90.0	55.60	42.10	39.80	52.6	39	Met Target
Black or African American	23	92.0	26.10	26.20	35.20	25.2	35.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	16	94.1	68.80	56.30	54.90	67.9	**	**
Female	182	94.3	66.00	63.00	62.20	65.4		
Male	167	96.0	44.30	40.30	48.10	44.3		
Economically Disadvantaged Students	116	92.8	44.00	35.50	36.20	42.9	40	Met Target
Non-Economically Disadvantaged Students	233	96.3	61.40	59.50	65.80	61.4		
Students with Disabilities	71	94.7	12.70	*	20.50	12.6	15.3	Met Target†
Students without Disabilities	278	95.2	66.50	*	61.90	66.5		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	349	95.1	55.60	*	57.40	55.6		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
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.



PITTSBURGH TOWNSHIP MIDDLE SCHOOL
2016-2017
Grade Span 06-08

33-4150-070
SALEM
PITTSBURGH TWP
1082 ALMOND ROAD
PITTSBURGH, NJ 08318

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	107	759	759	752	*	*	28%	37%	21%	58%	54%
White	87	761	761	758	*	*	29%	38%	21%	59%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	61	764	764	758	*	*	28%	41%	*	64%	61%
Male	46	753	753	746	*	*	28%	33%	*	50%	46%
Economically Disadvantaged Students	32	744	744	737	*	*	38%	31%	*	41%	34%
Non-Economically Disadvantaged Students	75	765	765	761	*	*	24%	40%	*	65%	65%
Students with Disabilities	18	723	723	722	*	*	*	*	*	*	17%
Students without Disabilities	89	766	766	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	107	759	759	753	*	*	28%	37%	21%	58%	*
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%



PITTSBURGH TOWNSHIP MIDDLE SCHOOL
2016-2017
Grade Span 06-08

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PITTSBURGH, NJ 08318

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	127	751	751	756	12%	14%	16%	39%	20%	58%	59%
White	103	753	753	764	12%	14%	17%	38%	20%	58%	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	61	764	764	764	*	*	16%	49%	25%	74%	68%
Male	66	740	740	749	*	*	15%	29%	15%	44%	51%
Economically Disadvantaged Students	44	747	747	739	*	*	*	36%	*	55%	40%
Non-Economically Disadvantaged Students	83	754	754	766	*	*	*	40%	*	60%	70%
Students with Disabilities	25	714	714	719	*	*	*	*	0%	20%	19%
Students without Disabilities	102	761	761	763	*	*	*	*	25%	68%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	127	751	751	758	12%	14%	16%	39%	20%	58%	*
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%



PITTSBGROVE TOWNSHIP MIDDLE SCHOOL
2016-2017
Grade Span 06-08

33-4150-070
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1082 ALMOND ROAD
PITTSBGROVE, NJ 08318

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	112	750	750	757	10%	13%	27%	38%	12%	50%	59%
White	83	753	753	764	*	*	22%	41%	15%	55%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	10	750	750	738	0%	*	*	*	*	20%	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	59	762	762	766	*	*	25%	46%	*	61%	68%
Male	53	738	738	749	*	*	28%	30%	*	38%	50%
Economically Disadvantaged Students	37	742	742	739	*	*	38%	27%	*	32%	40%
Non-Economically Disadvantaged Students	75	755	755	766	*	*	21%	44%	*	59%	69%
Students with Disabilities	25	707	707	718	*	*	*	*	*	*	18%
Students without Disabilities	87	763	763	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	112	750	750	759	10%	13%	27%	38%	12%	50%	*
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%

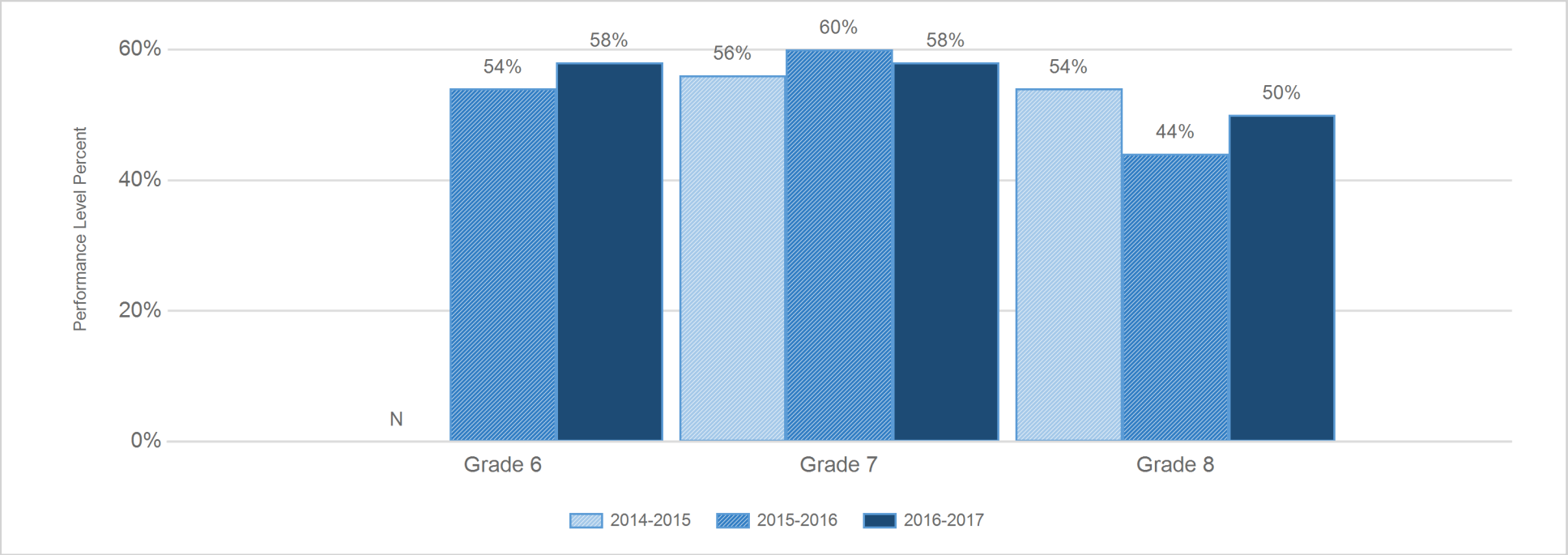


PITTSGROVE TOWNSHIP MIDDLE SCHOOL
2016-2017
Grade Span 06-08

33-4150-070
SALEM
PITTSGROVE TWP
1082 ALMOND ROAD
PITTSGROVE, NJ 08318

English Language Arts/Literacy Assessment - Performance Trends

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





PITTSBURGH TOWNSHIP MIDDLE SCHOOL

2016-2017

Grade Span 06-08

33-4150-070

SALEM

PITTSBURGH TWP

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PITTSBURGH, NJ 08318

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	349	95.1	49.90	40.70	43.50	49.9	37	Met Target
White	276	95.8	50.70	42.70	52.40	50.7	40.4	Met Target
Hispanic	27	90.0	44.40	33.80	27.60	42.1	21.5	Met Target
Black or African American	23	92.0	39.10	*	21.70	37.8	21.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	16	94.1	62.60	*	44.90	61.8	**	**
Female	182	94.3	50.50	43.00	44.10	50.2		
Male	167	96.0	49.10	38.40	42.90	49.1		
Economically Disadvantaged Students	116	92.8	41.40	26.40	25.10	40.4	25.6	Met Target
Non-Economically Disadvantaged Students	233	96.3	54.00	47.60	54.30	54		
Students with Disabilities	71	94.7	*	*	16.50	*	11	Met Target†
Students without Disabilities	278	95.2	*	*	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	349	95.1	49.90	*	45.20	49.9		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
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.



PITTSBURGH TOWNSHIP MIDDLE SCHOOL
2016-2017
Grade Span 06-08

33-4150-070
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PITTSBURGH TWP
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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	107	748	748	743	9%	12%	26%	43%	9%	52%	44%
White	87	748	748	751	*	13%	28%	41%	*	52%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	61	747	747	745	*	*	*	43%	*	49%	45%
Male	46	749	749	742	*	*	*	44%	*	57%	43%
Economically Disadvantaged Students	32	738	738	728	*	*	*	31%	*	41%	24%
Non-Economically Disadvantaged Students	75	752	752	752	*	*	*	48%	*	57%	56%
Students with Disabilities	18	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	89	756	756	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	107	748	748	745	9%	12%	26%	43%	9%	52%	*
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.



PITTSBURGH TOWNSHIP MIDDLE SCHOOL
2016-2017

Grade Span 06-08

33-4150-070
SALEM
PITTSBURGH TWP
1082 ALMOND ROAD
PITTSBURGH, NJ 08318

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	127	745	745	741	*	20%	30%	40%	*	45%	40%
White	103	746	746	748	*	18%	33%	40%	*	45%	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	61	747	747	743	*	21%	31%	39%	*	44%	41%
Male	66	742	742	740	*	18%	29%	41%	*	46%	38%
Economically Disadvantaged Students	44	740	740	729	*	27%	27%	41%	*	41%	22%
Non-Economically Disadvantaged Students	83	747	747	749	*	16%	31%	40%	*	47%	50%
Students with Disabilities	25	717	717	716	*	*	*	*	*	12%	11%
Students without Disabilities	102	752	752	746	*	*	*	*	*	53%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	127	745	745	742	*	20%	30%	40%	*	45%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	739	739	728	18%	12%	27%	44%	0%	44%	28%
White	67	739	739	736	16%	15%	22%	46%	0%	46%	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	48	747	747	730	*	*	29%	50%	*	50%	30%
Male	46	730	730	725	*	*	24%	37%	*	37%	26%
Economically Disadvantaged Students	34	735	735	719	*	*	32%	35%	*	35%	19%
Non-Economically Disadvantaged Students	60	741	741	734	*	*	23%	48%	*	48%	34%
Students with Disabilities	25	693	693	705	*	*	*	*	*	*	*
Students without Disabilities	69	755	755	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	94	739	739	729	18%	12%	27%	44%	0%	44%	*
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	18	783	736	743	*	*	*	89%	*	100%	42%
White	16	783	739	751	*	*	*	88%	*	100%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	18	783	745	747	*	*	*	89%	*	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	18	783	736	745	*	*	*	89%	*	100%	*
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%

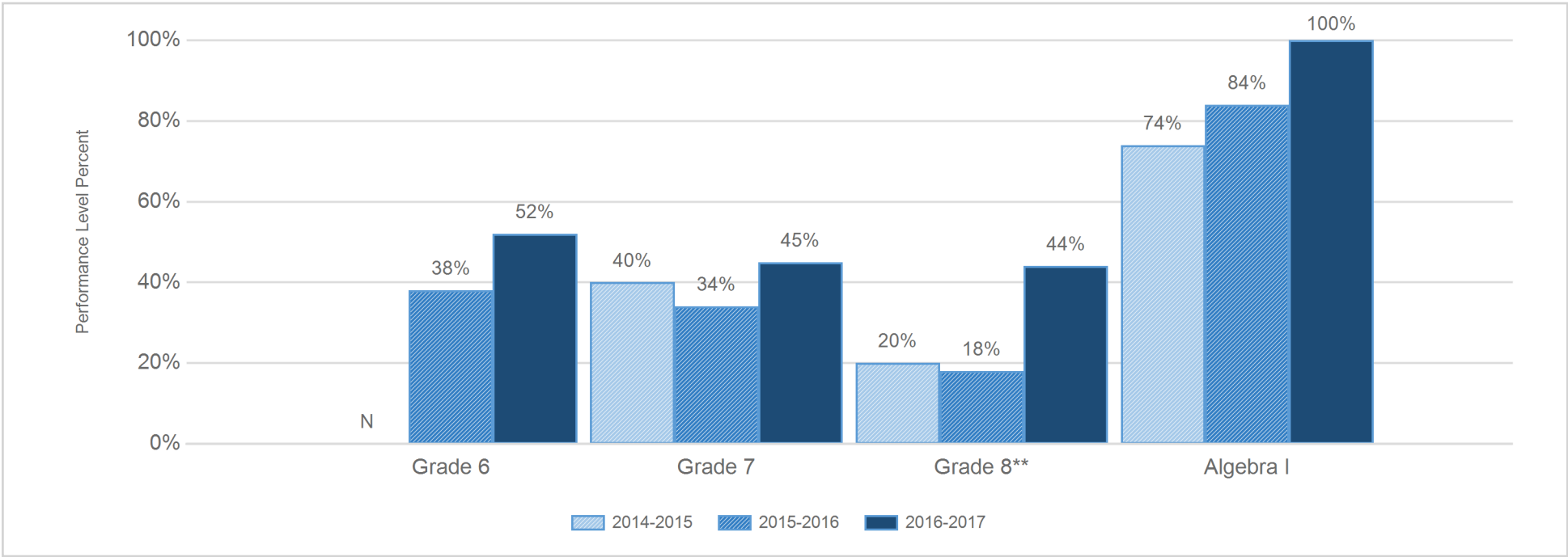


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

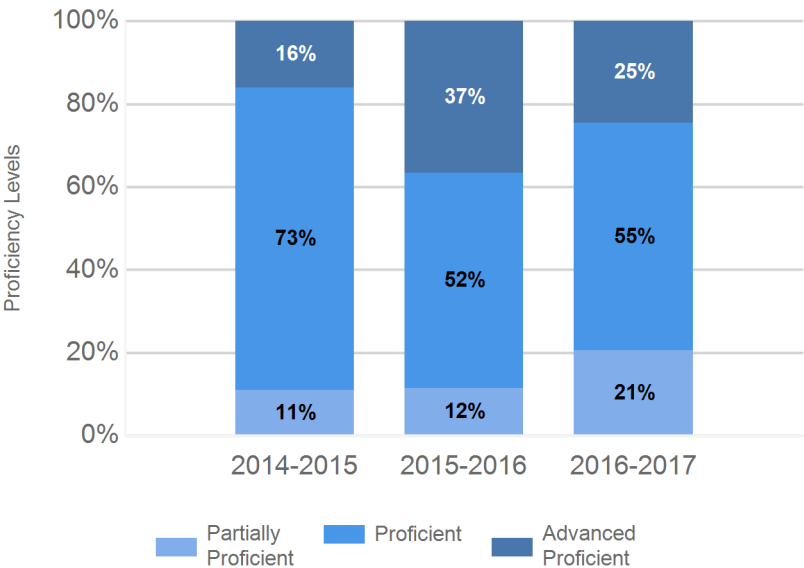
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	25%	55%	21%
White	30%	53%	16%
Hispanic	8%	58%	*
Black or African American	15%	39%	46%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	24%	49%	27%
Students with Disabilities	4%	52%	44%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	56.5	50	Met Target	78	68	50	Exceeds Target
White	57	58	50	Met Target	81	70	52	Exceeds Target
Hispanic	54	54	49	Met Target	64.5	61	47	**
Black or African American	44	*	45	Met Target	56	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	74	*	51	**	77	*	52	**
Economically Disadvantaged	53	57	47	Met Target	74	63	46	Exceeds Target
Students with Disabilities	42	48	41	Met Target	52.5	52.5	43	Met Target
English Learners	N	N	N	N	N	N	N	N

** 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:

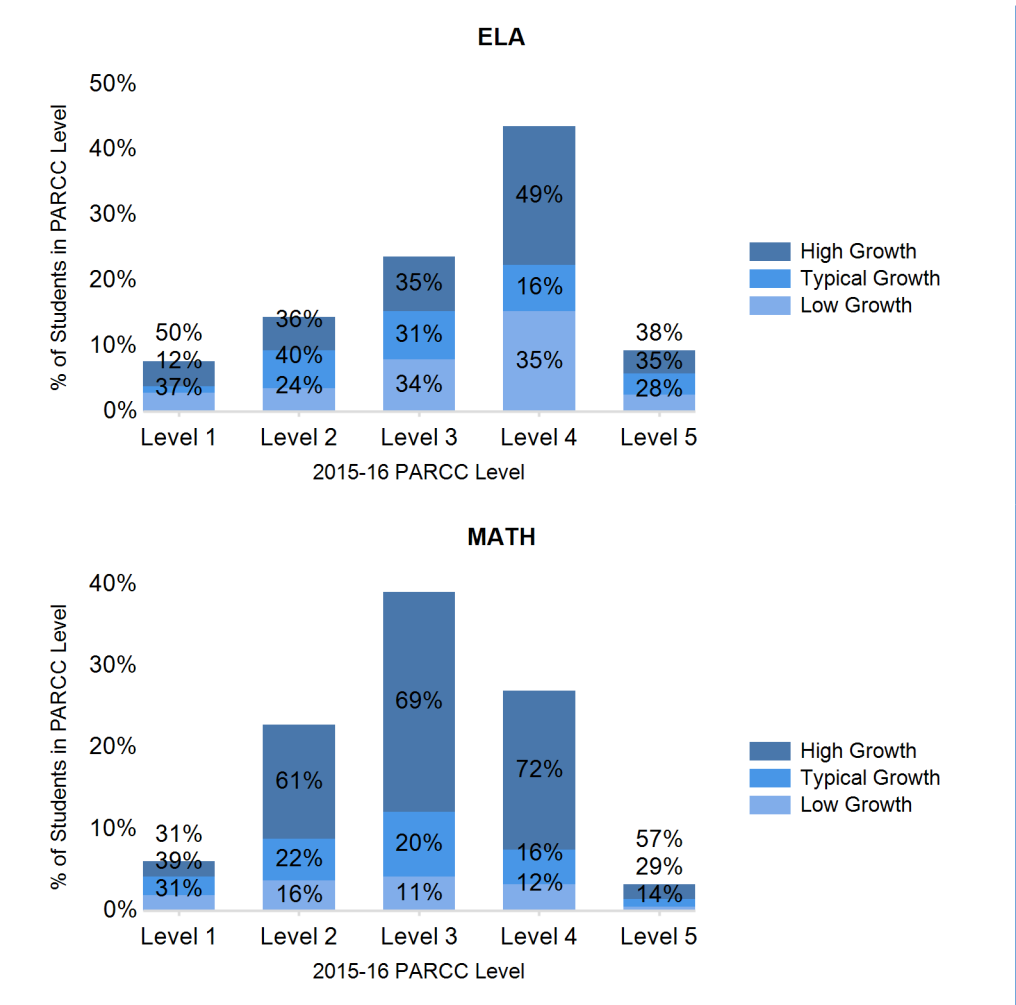
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

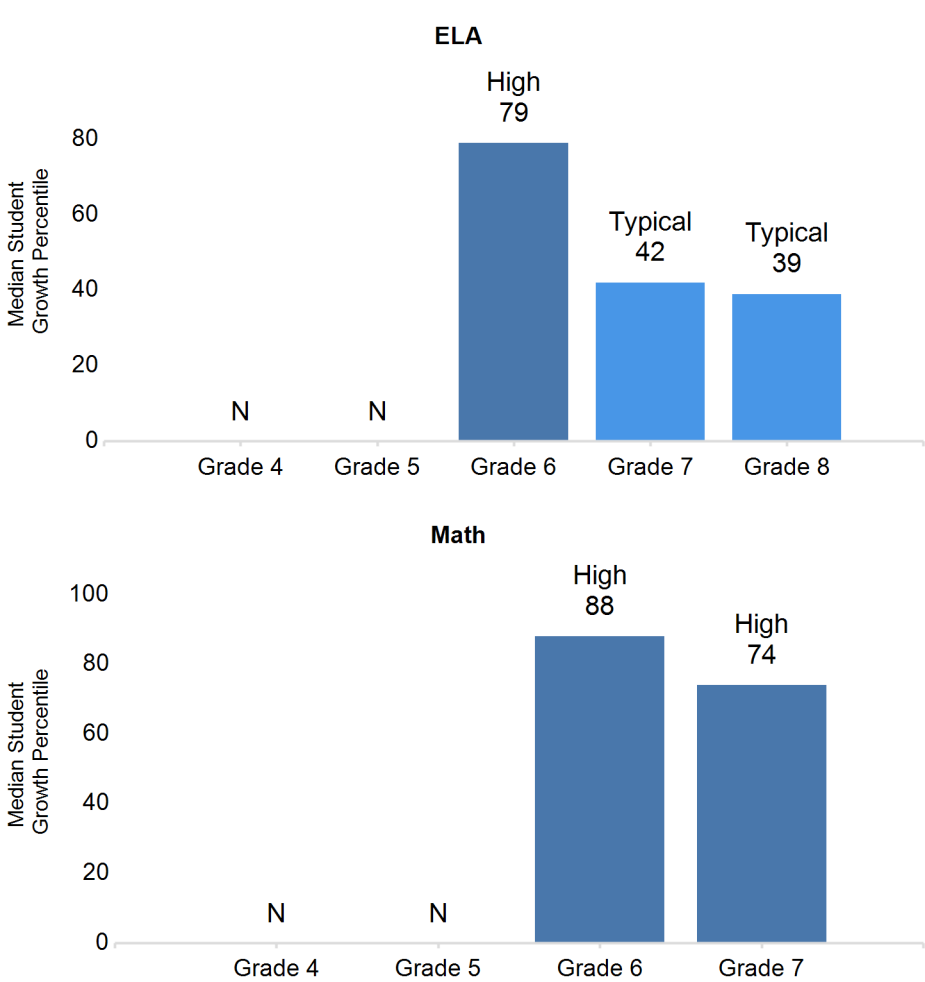
Student Growth by Performance Level

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	133
7	0	0	148
8	21	0	110
Schoolwide	21	0	391

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	126	0	0	0	0	0	2
7	142	0	0	0	0	0	143
8	126	0	0	0	0	0	0
Schoolwide	394	0	0	0	0	0	145
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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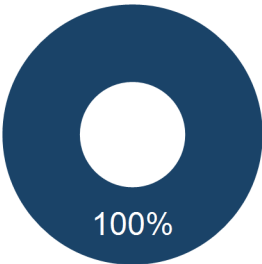
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Visual and Performing Arts – Course Participation

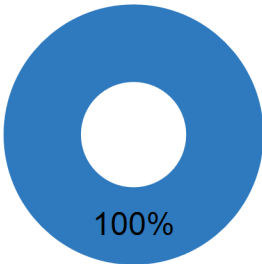
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

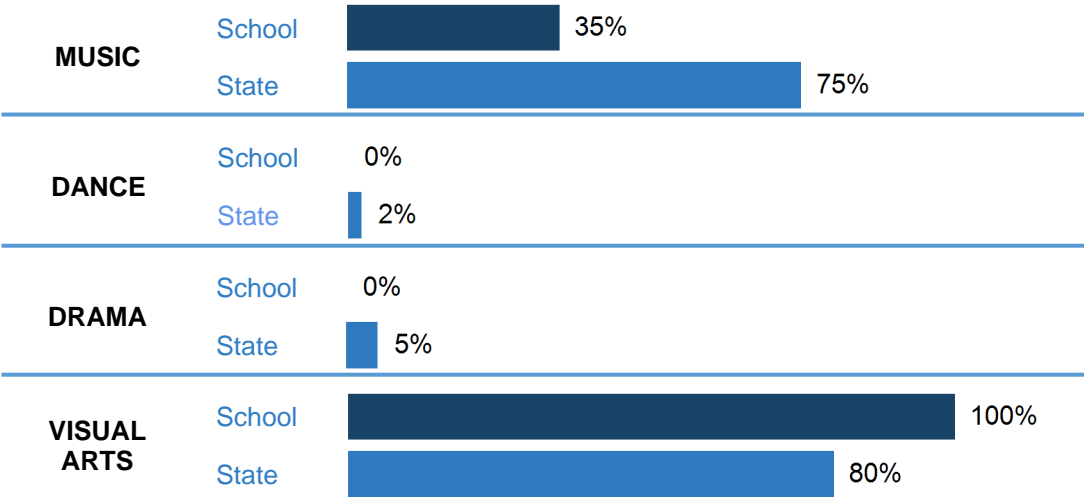


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

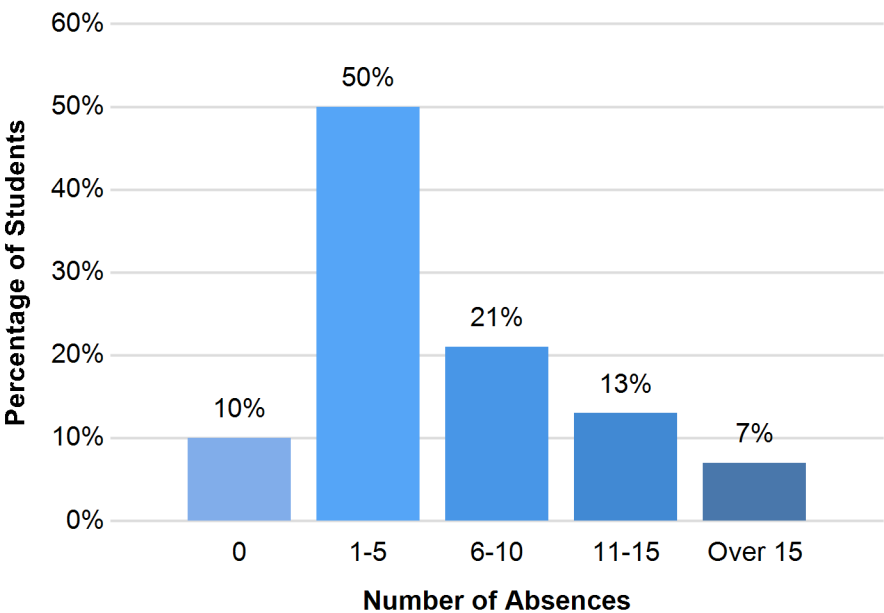
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	8.70	Met Target
White	4.50	8.70	Met Target
Hispanic	9.10	8.70	Not Met
Black or African American	3.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.10	8.70	Not Met
Students with Disabilities	10.40	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



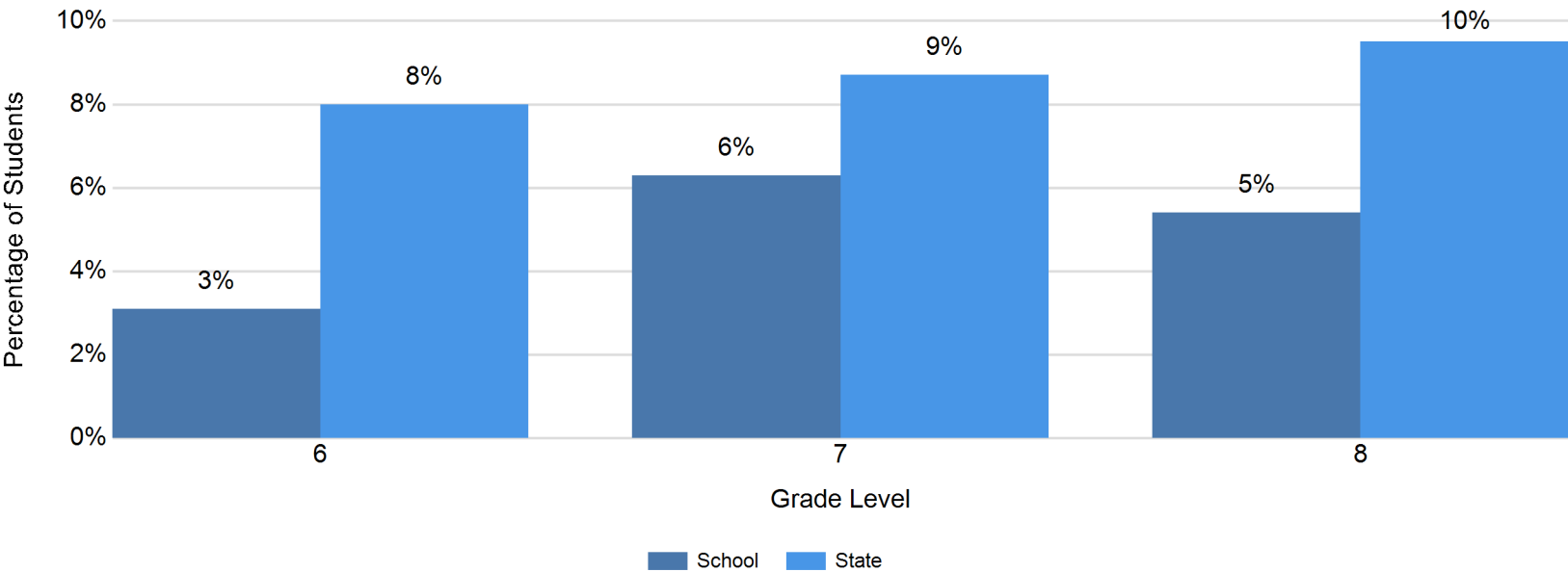


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 36 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	4
Vandalism	3
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	5.03

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	12.1%
Out-of-School Suspensions	3.8%
Any Suspension	13.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	598.6 kbps	100 kbps	Yes	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)	\$536	\$13,765	\$14,301



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	67%	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	19.0	15.9
Average years experience in district	12.5	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	199:1	104:1
Librarian/Media Specialists		835:1
Nurses		334:1
Counselors		278:1
Child Study Team		334:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.7	17.5%
Mathematics Proficiency	54.2	17.5%
English Language Arts Growth	65.5	25.0%
Mathematics Growth	98.6	25.0%
Chronic Absenteeism	65.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.6
Summative Rating: Percentile rank of Summative Score		76.7
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.



PITTSBURGH TOWNSHIP MIDDLE SCHOOL

2016-2017

Grade Span 06-08

33-4150-070

SALEM

PITTSBURGH TWP

1082 ALMOND ROAD

PITTSBURGH, NJ 08318

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	67.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	63.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	67.2	11.9	No	Met Target	Met Target	Not Met	Met Target	**	No
Black or African American	58.3	11.9	No	Met Target†	Met Target	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	74.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	50.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Ocasio-Jimenez	Email Address:	pocasio-jimenez@pittsgrove.net
Address:	1082 ALMOND ROAD PITTSBURGH, NJ 08318	Website:	http://ptms.pittsgrove.net
Phone:	(856)358-8529		

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"> • Technology is an integral part of each school day with Smart Boards in every classroom, and student Chromebooks. • We offer an innovative curriculum, including the expansion of STEM in our Exploratory classes. • 2016-17 Academic League Champions, grant awardee, PLTW partner, Renaissance Program, and National Junior Honor Society
 Mission, Vision, Theme:	<p>The Pittsburgh Township Middle School (PTMS) is committed to creating an environment where all students reach their highest level of academic potential using cutting-edge technology. We offer a program designed to meet the distinct physical, social, emotional, and intellectual needs of its students. To address these needs, the school community strives for excellence, with the expectation that each student demonstrate P.R.I.D.E.: Patience, Respect, Integrity, Diligence, and Empathy.</p>
 Awards, Recognition, Accomplishments:	<p>The Pittsburgh Township Middle School distributes student awards at the end of each marking period. In 2013-2014, PTMS placed first in the Academic League. In 2015-2016, the team placed 2nd. This school year (2016-2017), PTMS won 1st Place once again. Our students competed in the Salem County Science Fair. Six of our school's 12 junior scientists placed in their respective categories, while three qualified for the Delaware Valley Science Fair.</p>






PITTSBGROVE TOWNSHIP MIDDLE SCHOOL
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 Courses, Curriculum, Instruction:	PTMS has approximately 390 students in grades 6-8. Students receive 90-minutes of Language Arts Literacy and Math instruction, and 45-minutes of Science and Social Studies each day. Students receive daily instruction in Health/Physical Education, and attend four 45-day Exploratory classes. Accelerated classes are offered in Language Arts and Math, based upon a Board-approved placement criteria. Basic Skills Instruction and ICR classes provide additional academic support to our students.
 Clubs and Activities:	PTMS offers the following clubs, thanks to the financial support of the Salem County Youth Services Commission, the New Jersey Juvenile Justice Commission, and the Pittsgrove Township Board of Education: Drama Club, STEM/Future Engineers Club, Science Fair Club, Art Club, Chorus, Band, Yearbook Club, Homework Clubs for grades 6-8, Student Council, Academic League, and the Renaissance Program.
 Before and After School Programs:	The Title I Extended Day Program provides students with academic support in both Mathematics and Language Arts Literacy. This program is offered after school to assist students with their reading, writing, and math skills. The Mentoring Program is another program that has been highly successful by partnering high school students with middle school students.







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 Staff and Professional Learning:	<p>The PTMS staff utilizes Professional Learning Communities to collaborate; participate in team-based and job-embedded professional learning; analyze data; review current research; examine student work, and continually reflect upon best practices. The PTMS staff has worked diligently to revise areas of our curricula and create assessments for all core content classes. We have embraced technology, and continue to implement it in the classroom instruction.</p>
 Student Supports and Services:	<p>The Guidance Department offers counseling, peer mentoring, and small group sessions. Character Education provides students with the tools and knowledge to become model citizens. The staff offers opportunities for students to grow academically, socially, and emotionally. The Intervention and Referral Service Team offers additional support for students in need of academic, behavioral, or health-related assistance. ICR classes are available for core subjects in all grade levels.</p>
 Student Health and Wellness:	<p>Nutritional breakfasts and lunches are provided daily. Students can choose to go outside, or participate in an activity in the gymnasium with a teacher present at the end of the period. Students participate in Physical Education classes each day. In addition, they enjoy a schoolwide Wildcat activity in January, and Field Day in June. The Renaissance Program provides opportunities for students to earn activities and/or rewards.</p>
 Parent and Community Involvement:	<p>At PTMS, we encourage parent and family involvement. We strive for meaningful collaboration and partnership with parents/guardians and members of the community by emphasizing the importance of open communication. We utilize Remind, School Messenger, monthly parent newsletters, digital displays, Google calendar, and the PTMS website as forms of communication. We foster parent involvement through Back-to-School Nights and Parent/Teacher Conferences.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>PTMS was built in 1989, and was intended to house two grade levels—5th and 6th. In 2000, the building was expanded by adding two wings and other rooms to house two additional grade levels—7th and 8th. The school is air-conditioned. We have replaced classroom and hallway rugs with tiles, which is scheduled to be completed over the next few years. We take pride in our student murals, and will continue to focus on the beautification of our building.</p>
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Other Information:

The Pittsgrove Township Middle School (PTMS) is committed to achieving and maintaining a challenging and motivating learning environment where all members of the school community feel safe and supported. To meet the requirements of the New Jersey Student Learning Standards and in conjunction with the needs of our learning community, PTMS utilizes standards-based mathematics and balanced literacy programs. The PTMS schedule includes: 90-minute Math and Language Arts classes, 45-minute Science, Social Studies, and Physical Education/Health classes, 45-day Exploratory classes that encompass Art, Music, Spanish, Sustainable Energy and Engineering Design, and NAO Robotics. In addition, we partnered with Project Lead the Way (PLTW) to offer two STEM Exploratory classes: Flight and Space (Grade 6), and Medical Detectives (Grade 8). These collaborative, hands-on 21st Century courses are designed to provide students with enhanced technological experiences, and exposure to various STEM career pathways. All PTMS classrooms have been transformed into technology-driven, teaching and learning labs with Smart Boards in every classroom. These interactive devices enrich curriculum-based lesson planning and instructional delivery. We are close to a one-to-one Chromebook environment. PTMS students are provided with protected school G-Suite accounts that facilitate collaboration. Our staff enhance student learning through the use of Google Classroom, Drive, Forms, and more. In addition, PTMS has a shared desktop computer lab, Media Center computers and 3D printer, a PLTW computer lab, and NAO Robots in 7th grade. PTMS is working diligently to provide programs that broaden our students' experiences by using cutting-edge technology with supporting instructional activities. We are pleased to offer such wonderful programs at our middle school. We thank the parents, administration, Board of Education members, and community members for their ongoing support.