




Alexander Batcho Intermediate School
2016-2017
Grade Span 06-08

35-3000-065
SOMERSET
MANVILLE BORO
100 NORTH 13TH AVE
MANVILLE, NJ 08835

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	103	102	112
7	112	103	101
8	88	115	102
Ungraded	0	8	6
Total	303	328	321

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%	51%	48%
Male	52%	49%	52%
Economically Disadvantaged Students	48%	45%	46%
Students with Disabilities	20%	19%	22%
English Learners	3%	3%	3%
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	53.3%
Hispanic	36.8%
Black or African American	7.2%
Asian	2.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.3%

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	68.2%
Spanish	24.6%
Polish	3.1%
Slovak	1.2%
<i>Other</i>	2.7%



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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	304	100.0	53.30	49.10	54.90	53.3	51.5	Met Target
White	168	100.0	56.50	54.90	63.90	56.5	52.8	Met Target
Hispanic	106	100.0	49.10	43.40	39.80	49.1	52.7	Met Target†
Black or African American	22	100.0	45.50	32.80	35.20	45.5	31.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	139	100.0	63.30	55.40	62.20	63.3		
Male	165	100.0	44.90	43.10	48.10	44.9		
Economically Disadvantaged Students	127	100.0	45.60	39.30	36.20	45.6	48.2	Met Target†
Non-Economically Disadvantaged Students	177	100.0	58.70	57.20	65.80	58.7		
Students with Disabilities	68	100.0	13.30	*	20.50	13.3	18.6	Met Target†
Students without Disabilities	236	100.0	64.80	*	61.90	64.8		
English Learners	27	100.0	37.00	28.30	25.20	37	42	Met Target†
Non-English Learners	277	100.0	54.80	51.90	57.40	54.8		
Homeless Students	N	N	N	33.30	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	742	742	752	*	17%	37%	33%	*	39%	54%
White	60	745	745	758	*	18%	32%	37%	*	43%	63%
Hispanic	43	737	737	740	*	*	42%	28%	*	30%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	48	749	749	758	*	*	35%	38%	*	46%	61%
Male	66	738	738	746	*	*	38%	30%	*	33%	46%
Economically Disadvantaged Students	53	740	740	737	*	*	49%	28%	*	30%	34%
Non-Economically Disadvantaged Students	61	744	744	761	*	*	26%	38%	*	46%	65%
Students with Disabilities	29	713	713	722	*	*	*	*	*	*	17%
Students without Disabilities	85	752	752	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	114	742	742	753	*	17%	37%	33%	*	39%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	757	757	756	*	*	17%	50%	19%	69%	59%
White	51	759	759	764	*	*	20%	51%	20%	71%	69%
Hispanic	37	755	755	742	*	*	*	51%	*	70%	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	N	N	N	757	N	N	N	N	N	N	59%
Female	51	758	758	764	*	*	*	51%	*	75%	68%
Male	47	755	755	749	*	*	*	49%	*	64%	51%
Economically Disadvantaged Students	40	751	751	739	*	*	*	63%	*	70%	40%
Non-Economically Disadvantaged Students	58	760	760	766	*	*	*	41%	*	69%	70%
Students with Disabilities	20	725	725	719	*	*	*	*	*	30%	19%
Students without Disabilities	78	765	765	763	*	*	*	*	*	80%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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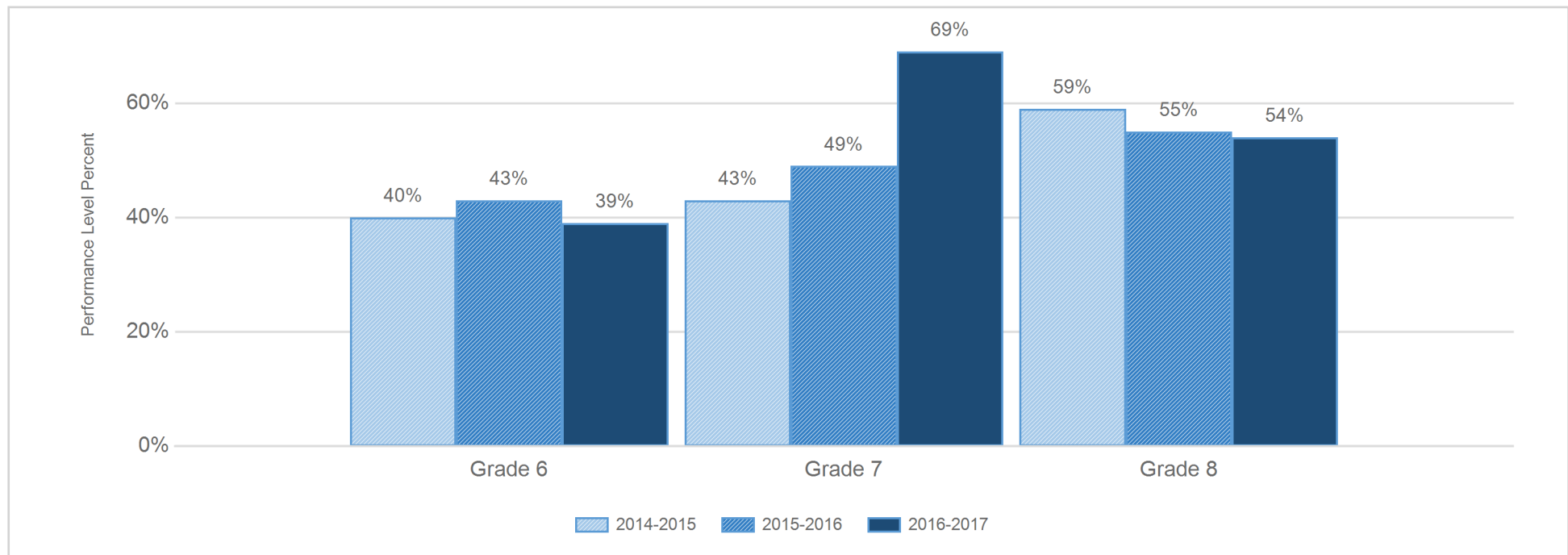
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	752	752	757	*	18%	24%	45%	*	54%	59%
White	57	754	754	764	*	19%	21%	46%	*	56%	68%
Hispanic	33	748	748	742	*	*	*	42%	*	49%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	49	762	762	766	*	*	22%	55%	*	67%	68%
Male	53	743	743	749	*	*	25%	36%	*	42%	50%
Economically Disadvantaged Students	38	741	741	739	*	*	26%	37%	*	40%	40%
Non-Economically Disadvantaged Students	64	758	758	766	*	*	22%	50%	*	63%	69%
Students with Disabilities	17	712	712	718	*	*	*	*	*	*	18%
Students without Disabilities	85	760	760	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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	305	100.0	40.00	37.50	43.50	40	41.4	Met Target†
White	168	100.0	44.60	44.20	52.40	44.6	46.3	Met Target†
Hispanic	107	100.0	34.60	29.90	27.60	34.6	36.8	Met Target†
Black or African American	22	100.0	22.70	22.40	21.70	22.7	26.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	140	100.0	43.60	38.10	44.10	43.6		
Male	165	100.0	37.00	36.80	42.90	37		
Economically Disadvantaged Students	127	100.0	33.10	29.90	25.10	33.1	32.5	Met Target
Non-Economically Disadvantaged Students	178	100.0	45.00	43.70	54.30	45		
Students with Disabilities	68	100.0	*	14.70	16.50	*	15.7	Not Met
Students without Disabilities	237	100.0	*	43.60	48.80	*		
English Learners	28	100.0	10.70	20.60	23.30	10.7	29.4	Not Met
Non-English Learners	277	100.0	43.00	39.90	45.20	43		
Homeless Students	N	N	N	33.30	16.40	N		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

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Schoolwide	114	744	744	743	*	23%	26%	35%	*	45%	44%
White	60	747	747	751	*	18%	27%	33%	*	47%	54%
Hispanic	43	740	740	731	*	28%	26%	37%	*	42%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	48	746	746	745	*	23%	21%	46%	*	52%	45%
Male	66	743	743	742	*	23%	30%	27%	*	39%	43%
Economically Disadvantaged Students	53	739	739	728	*	28%	26%	36%	*	40%	24%
Non-Economically Disadvantaged Students	61	749	749	752	*	18%	26%	34%	*	49%	56%
Students with Disabilities	29	715	715	717	*	*	*	*	*	*	13%
Students without Disabilities	85	754	754	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	114	744	744	745	*	23%	26%	35%	*	45%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

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Schoolwide	96	739	739	741	*	22%	40%	31%	*	33%	40%
White	48	742	742	748	*	21%	35%	35%	*	40%	49%
Hispanic	39	737	737	730	*	*	51%	28%	0%	28%	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	N	N	N	740	N	N	N	N	N	N	39%
Female	51	738	738	743	*	*	37%	33%	*	35%	41%
Male	45	740	740	740	*	*	42%	29%	*	31%	38%
Economically Disadvantaged Students	43	737	737	729	*	*	47%	28%	*	28%	22%
Non-Economically Disadvantaged Students	53	740	740	749	*	*	34%	34%	*	38%	50%
Students with Disabilities	20	714	714	716	*	*	*	*	*	*	11%
Students without Disabilities	76	746	746	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	726	726	728	*	36%	36%	16%	*	16%	28%
White	35	725	725	736	*	31%	43%	*	0%	11%	35%
Hispanic	26	727	727	721	*	39%	*	*	0%	19%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	33	730	730	730	*	33%	36%	*	0%	18%	30%
Male	37	723	723	725	*	38%	35%	*	0%	14%	26%
Economically Disadvantaged Students	33	729	729	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	37	724	724	734	*	*	*	*	*	*	34%
Students with Disabilities	17	710	710	705	*	*	*	*	*	*	*
Students without Disabilities	53	731	731	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	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.



Alexander Batcho Intermediate School
2016-2017

Grade Span 06-08

35-3000-065
SOMERSET
MANVILLE BORO
100 NORTH 13TH AVE
MANVILLE, NJ 08835

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	27	776	737	743	0%	0%	*	74%	*	89%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	12	771	728	744	0%	0%	*	83%	*	92%	43%
Male	15	779	744	741	0%	0%	*	67%	*	87%	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	27	776	741	747	0%	0%	*	74%	*	89%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	27	776	738	745	0%	0%	*	74%	*	89%	*
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%



Alexander Batcho Intermediate School
2016-2017

Grade Span 06-08

35-3000-065
SOMERSET
MANVILLE BORO
100 NORTH 13TH AVE
MANVILLE, NJ 08835

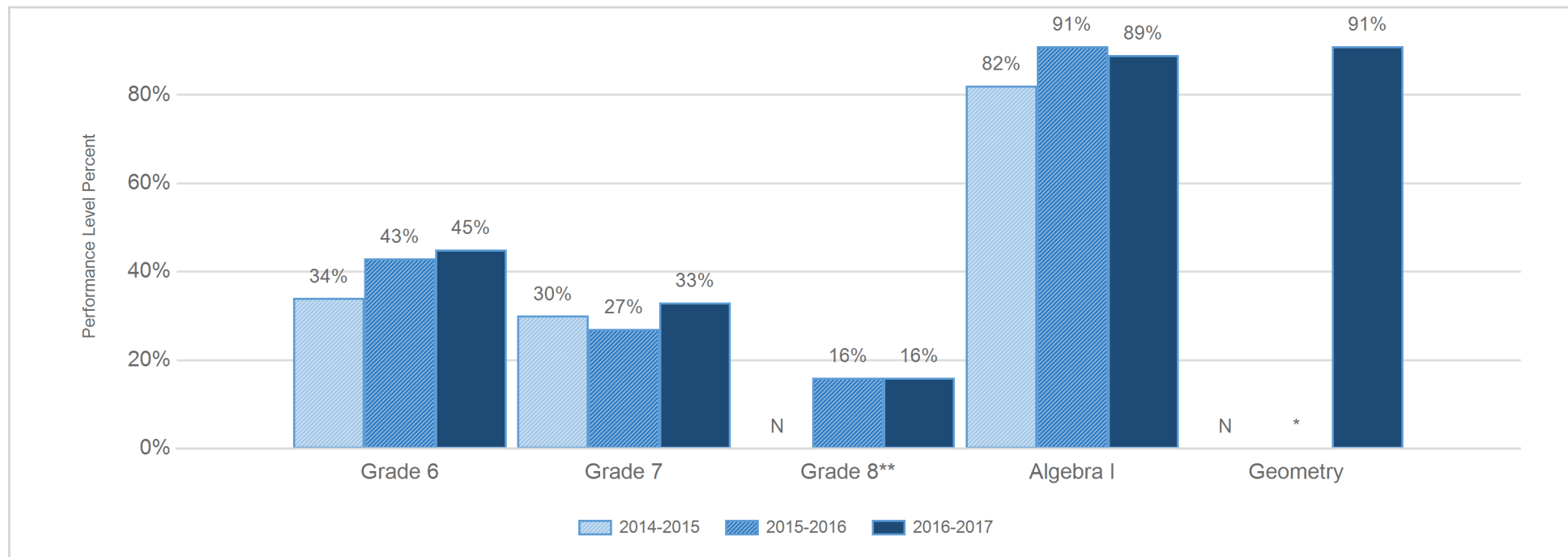
Mathematics Assessment - Performance by Test: Geometry

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	11	770	734	734	0%	0%	*	*	*	91%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	11	770	740	738	0%	0%	*	*	*	91%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	11	770	*	735	0%	0%	*	*	*	91%	*
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	*

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.



Alexander Batcho Intermediate School
2016-2017
Grade Span 06-08

35-3000-065
SOMERSET
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100 NORTH 13TH AVE
MANVILLE, NJ 08835

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	N	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



Alexander Batcho Intermediate School

2016-2017

Grade Span 06-08

35-3000-065

SOMERSET

MANVILLE BORO

100 NORTH 13TH AVE

MANVILLE, NJ 08835

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.

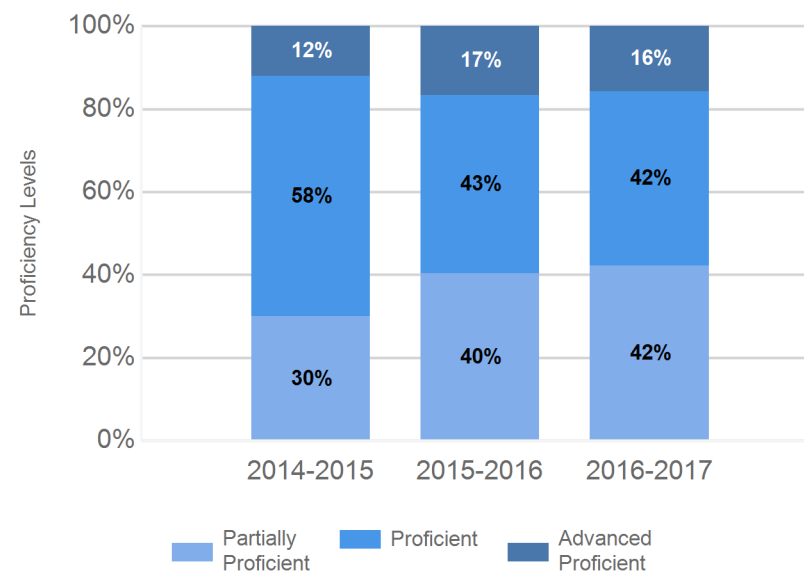
NJASK Science Assessment Performance: Grade 8

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	16%	42%	42%
White	23%	42%	35%
Hispanic	*	41%	53%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	2%	39%	59%
Students with Disabilities	N	33%	67%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





Alexander Batcho Intermediate School
2016-2017
Grade Span 06-08

35-3000-065
 SOMERSET
 MANVILLE BORO
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 MANVILLE, NJ 08835

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	45	50	Met Target	62.5	52	50	Exceeds Target
White	55	43	50	Met Target	59	51	52	Met Target
Hispanic	54	46	49	Met Target	64	53	47	Exceeds Target
Black or African American	*	*	45	Met Target	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	55.5	46	47	Met Target	69	55	46	Exceeds Target
Students with Disabilities	46	41	41	Met Target	43	42	43	Met Target
English Learners	50	48	53	Met Target	45	54	51	**

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



Alexander Batcho Intermediate School
2016-2017

Grade Span 06-08

35-3000-065
SOMERSET
MANVILLE BORO
100 NORTH 13TH AVE
MANVILLE, NJ 08835

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

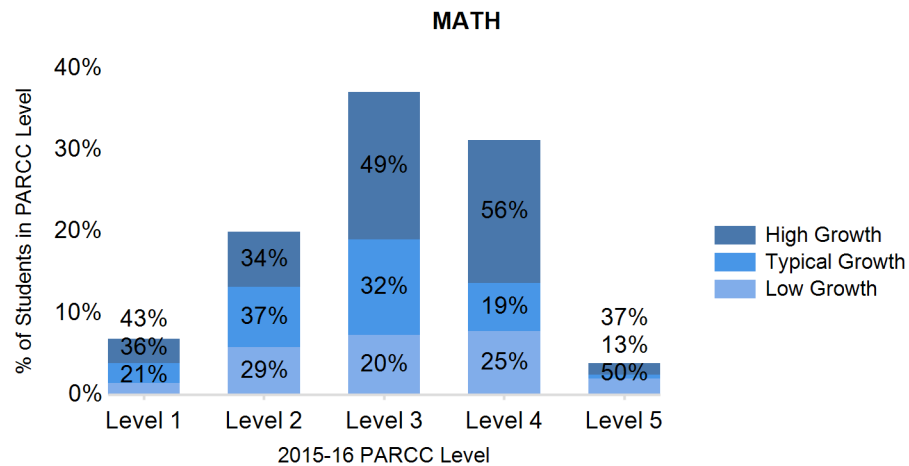
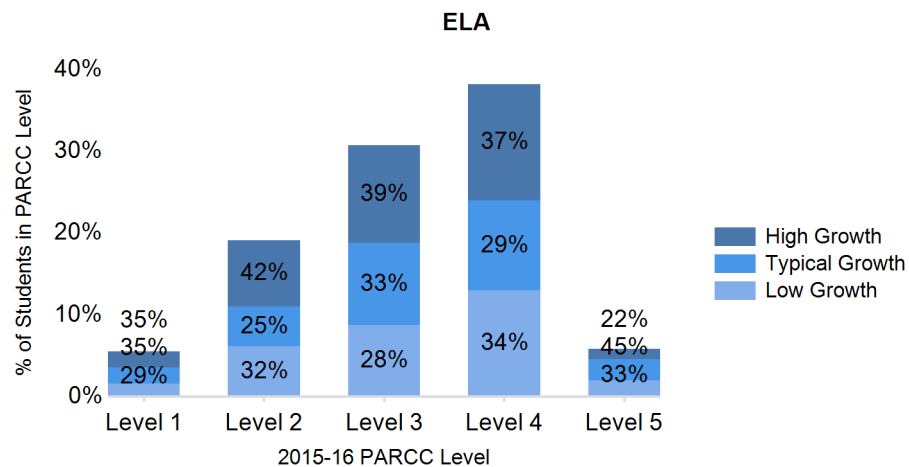
Low Growth: Less than 35

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High Growth: Greater than 65

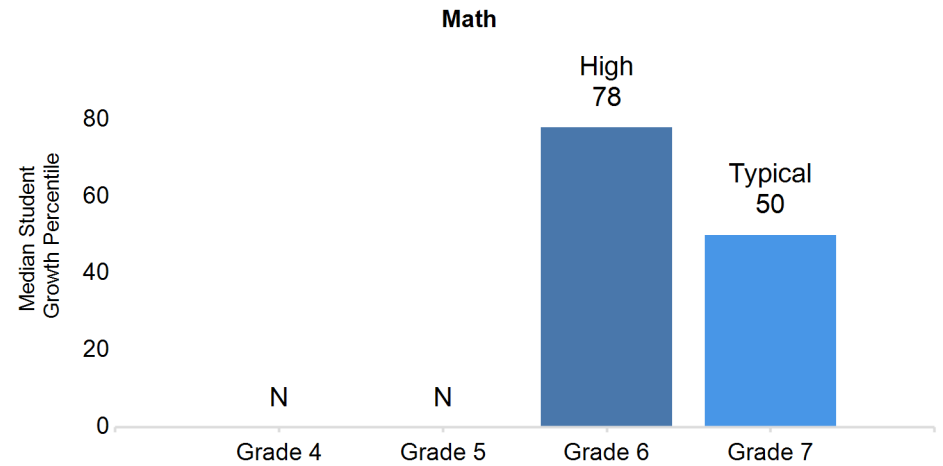
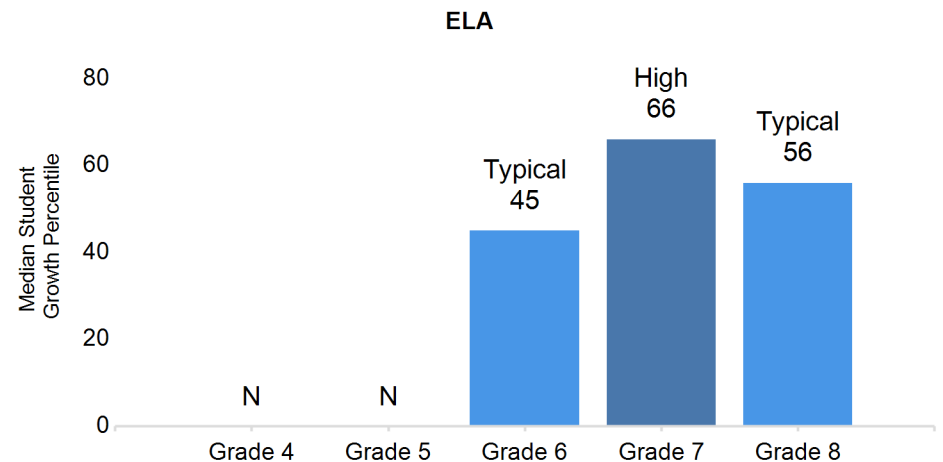
Student Growth by Performance Level

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.





Alexander Batcho Intermediate School
2016-2017
Grade Span 06-08

35-3000-065
SOMERSET
MANVILLE BORO
100 NORTH 13TH AVE
MANVILLE, NJ 08835

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	116
7	5	0	100
8	23	11	75
Schoolwide	28	11	291

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).

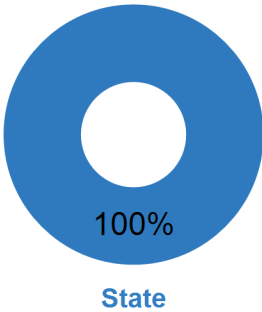
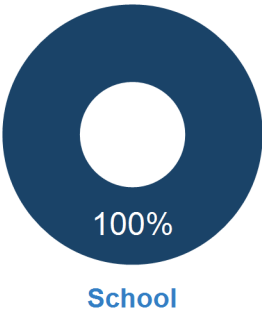
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	109	0	0	0	0	0	0
7	5	95	0	0	0	0	0
8	78	28	0	0	0	0	0
Schoolwide	192	123	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

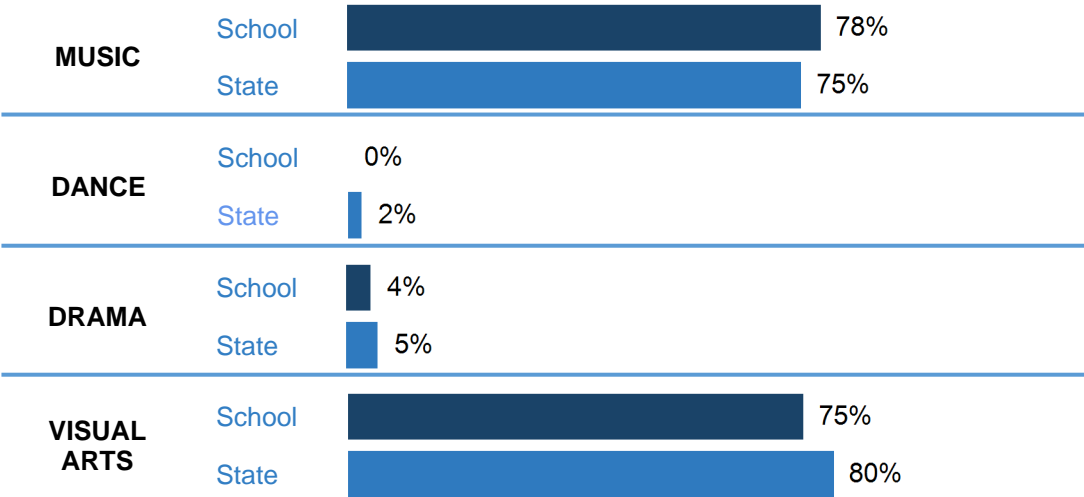
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Alexander Batcho Intermediate School
2016-2017
Grade Span 06-08

35-3000-065
SOMERSET
MANVILLE BORO
100 NORTH 13TH AVE
MANVILLE, NJ 08835

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

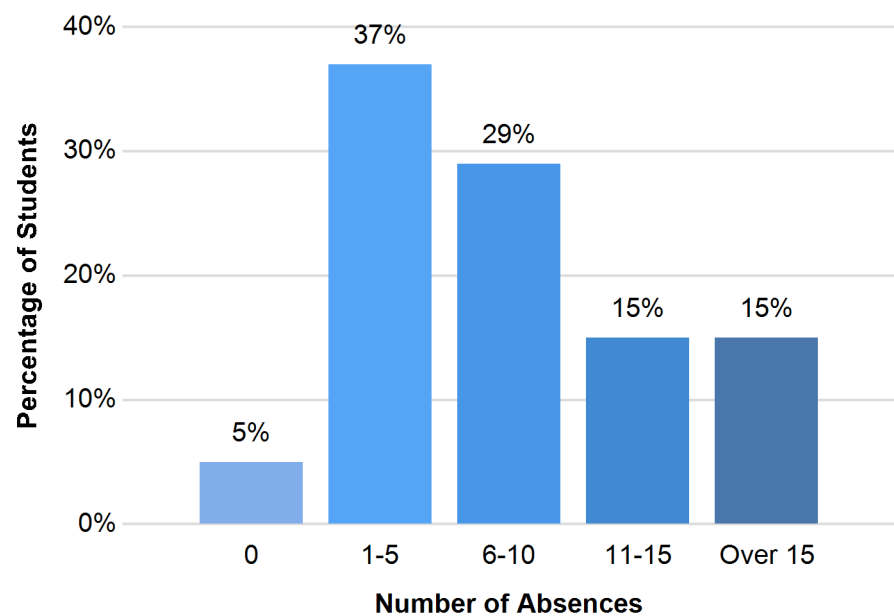
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	8.70	Not Met
White	12.60	8.70	Not Met
Hispanic	10.30	8.70	Not Met
Black or African American	13.00	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.60	8.70	Not Met
Students with Disabilities	14.90	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.





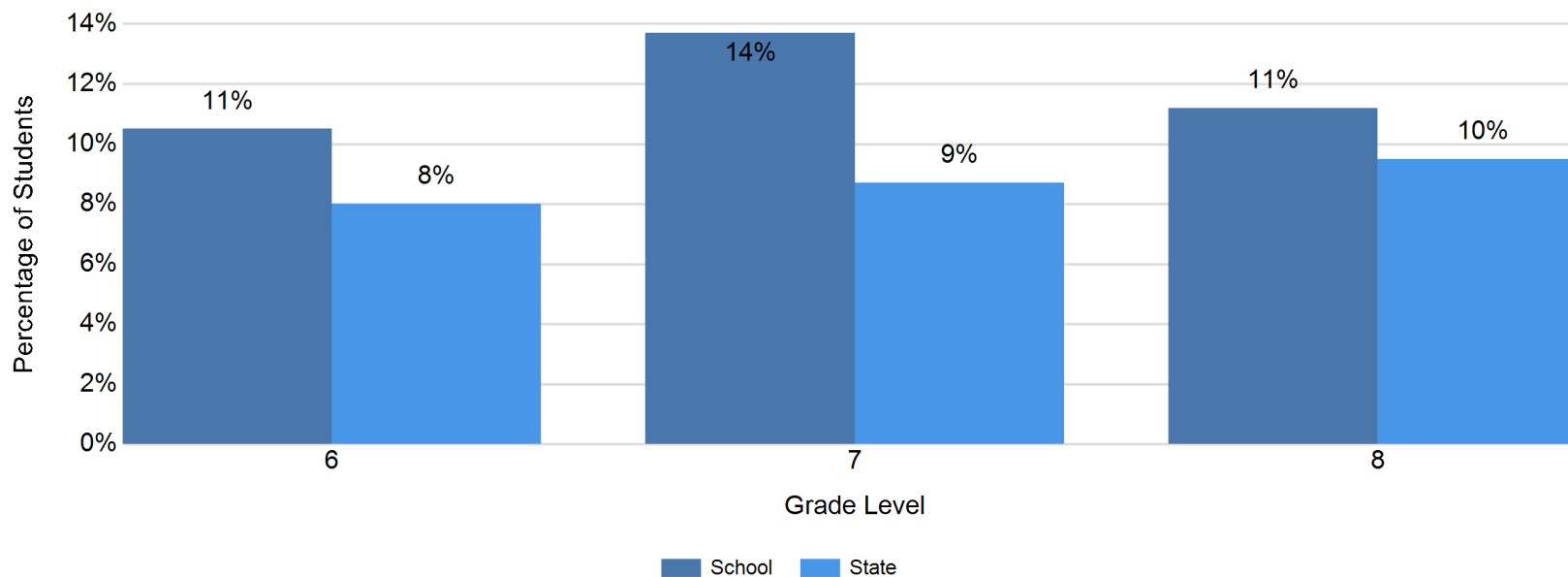
Alexander Batcho Intermediate School
2016-2017

Grade Span 06-08

35-3000-065
SOMERSET
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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.





Alexander Batcho Intermediate School

2016-2017

Grade Span 06-08

35-3000-065

SOMERSET

MANVILLE BORO

100 NORTH 13TH AVE

MANVILLE, NJ 08835

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	7:35AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 46 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.5%
Any Suspension	2.5%

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.62

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



Alexander Batcho Intermediate School

2016-2017

Grade Span 06-08

35-3000-065

SOMERSET

MANVILLE BORO

100 NORTH 13TH AVE

MANVILLE, NJ 08835

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	1.9:1	69.1 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$605	\$12,980	\$13,585



Alexander Batcho Intermediate School

2016-2017

Grade Span 06-08

35-3000-065

SOMERSET

MANVILLE BORO

100 NORTH 13TH AVE

MANVILLE, NJ 08835

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	28	120,724
Average years experience in public schools	8.0	11.8
Average years experience in district	7.6	10.5
Teachers in district for 4 or more years	61%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,506
Average years experience in public schools	13.7	15.9
Average years experience in district	13.7	11.6
Administrators in district for 4 or more years	70%	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	13:1
Administrators	107:1	145:1
Librarian/Media Specialists		724:1
Nurses		362:1
Counselors		290:1
Child Study Team		207:1



Alexander Batcho Intermediate School

2016-2017

Grade Span 06-08

35-3000-065

SOMERSET

MANVILLE BORO

100 NORTH 13TH AVE

MANVILLE, NJ 08835

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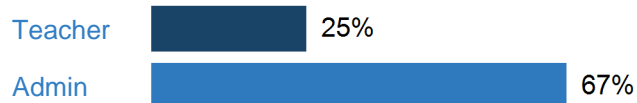
Teachers and Administrators - Level of Education

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

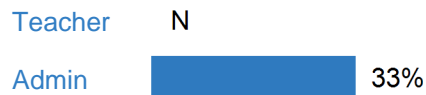
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	90%	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%



Alexander Batcho Intermediate School

2016-2017

Grade Span 06-08

35-3000-065

SOMERSET

MANVILLE BORO

100 NORTH 13TH AVE

MANVILLE, NJ 08835

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	45.0	17.5%
Mathematics Proficiency	34.3	17.5%
English Language Arts Growth	67.9	25.0%
Mathematics Growth	85.1	25.0%
Chronic Absenteeism	19.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.0
Summative Rating: Percentile rank of Summative Score		57.4
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.



Alexander Batcho Intermediate School
2016-2017
Grade Span 06-08

35-3000-065
SOMERSET
MANVILLE BORO
100 NORTH 13TH AVE
MANVILLE, NJ 08835

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	55.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
White	44.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	67.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
Black or African American	68.5	11.9	No	Met Target	Met Target†	Not Met	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	70.7	11.9	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	43.1	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	31.5	11.9	No	Met Target†	Not Met	**	Met Target	**	No

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

† Target was met within a confidence interval.



Alexander Batcho Intermediate School
2016-2017
Grade Span 06-08

35-3000-065
 SOMERSET
 MANVILLE BORO
 100 NORTH 13TH AVE
 MANVILLE, NJ 08835

School General Info

Principal:	Mr. Magliacano	Email Address:	mmagliacano@manvillesd.org
Address:	100 NORTH 13TH AVE MANVILLE, NJ 08835	Website:	https://www.manvilleschools.org/Domain/8
Phone:	(908)231-8521		

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.



**Mission, Vision,
Theme:**

The school culture is student-centered and works in conjunction with our staff's Professional Learning Communities to maintain an atmosphere conducive to the "whole child" by developing skills, attitudes and habits, which facilitate the acquisition of knowledge in a positive, safe and supportive environment. Each student is encouraged to recognize themselves as a contributing member of the school community and is respected as an individual.




Alexander Batcho Intermediate School
2016-2017
Grade Span 06-08

35-3000-065
SOMERSET
MANVILLE BORO
100 NORTH 13TH AVE
MANVILLE, NJ 08835

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>Clubs and Activities:</div>	Alexander Batcho Intermediate School offers several clubs to our students. Newspaper Club, Art Club, Drama, Yearbook along with an Environmental Club round out our extra-curricular offerings. Students compete within the county-wide Teen Arts program, academic along with vocal competitions.
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Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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.



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	94	91	110
10	96	89	93
11	92	89	92
12	101	79	90
Ungraded	1	9	4
Total	383	357	389

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%	47%
Male	51%	56%	53%
Economically Disadvantaged Students	46%	49%	48%
Students with Disabilities	18%	13%	17%
English Learners	4%	5%	6%
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	48.8%
Hispanic	40.5%
Black or African American	7.1%
Asian	3.1%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	0.3%

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	385
Shared Time Students	6
Full Time Equivalent	388

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	62.6%
Spanish	29.0%
Polish	4.4%
Other	4.3%



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	187	99.5	49.20	49.10	54.90	49.2	54.3	Met Target†
White	88	98.9	54.60	54.90	63.90	54.6	57.1	Met Target†
Hispanic	78	100.0	44.90	43.40	39.80	44.9	52.9	Met Target†
Black or African American	15	100.0	26.60	32.80	35.20	26.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	92	100.0	55.40	55.40	62.20	55.4		
Male	95	99.0	43.10	43.10	48.10	43.1		
Economically Disadvantaged Students	93	100.0	38.70	39.30	36.20	38.7	47.6	Not Met
Non-Economically Disadvantaged Students	94	99.0	59.60	57.20	65.80	59.6		
Students with Disabilities	34	100.0	*	*	20.50	*	13.1	Not Met
Students without Disabilities	153	99.4	*	*	61.90	*		
English Learners	24	100.0	12.50	28.30	25.20	12.5	N	N
Non-English Learners	163	99.4	54.60	51.90	57.40	54.6		
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.



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	111	737	737	749	*	17%	26%	37%	*	41%	52%
White	47	743	743	757	*	*	21%	43%	*	49%	62%
Hispanic	53	737	737	733	*	*	34%	38%	0%	38%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	55	739	739	756	*	*	24%	40%	*	44%	60%
Male	56	736	736	741	*	*	29%	34%	*	38%	43%
Economically Disadvantaged Students	57	735	735	731	*	*	30%	30%	*	33%	32%
Non-Economically Disadvantaged Students	54	740	740	758	*	*	22%	44%	*	48%	62%
Students with Disabilities	22	712	712	714	*	*	*	*	*	*	13%
Students without Disabilities	89	744	744	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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	*



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	92	751	751	743	22%	*	*	37%	22%	59%	46%
White	46	755	755	749	*	*	*	46%	*	63%	52%
Hispanic	35	742	742	728	29%	*	*	29%	*	49%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	47	757	757	752	*	*	*	45%	*	68%	54%
Male	45	744	744	734	*	*	*	29%	*	49%	39%
Economically Disadvantaged Students	45	735	735	726	*	*	*	29%	*	42%	32%
Non-Economically Disadvantaged Students	47	766	766	751	*	*	*	45%	*	75%	54%
Students with Disabilities	14	688	688	704	*	*	*	*	*	*	12%
Students without Disabilities	78	762	762	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Manville High School

2016-2017

Grade Span 09-12

35-3000-050

SOMERSET

MANVILLE BORO

1100 BROOKS BOULEVARD

MANVILLE, NJ 08835

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

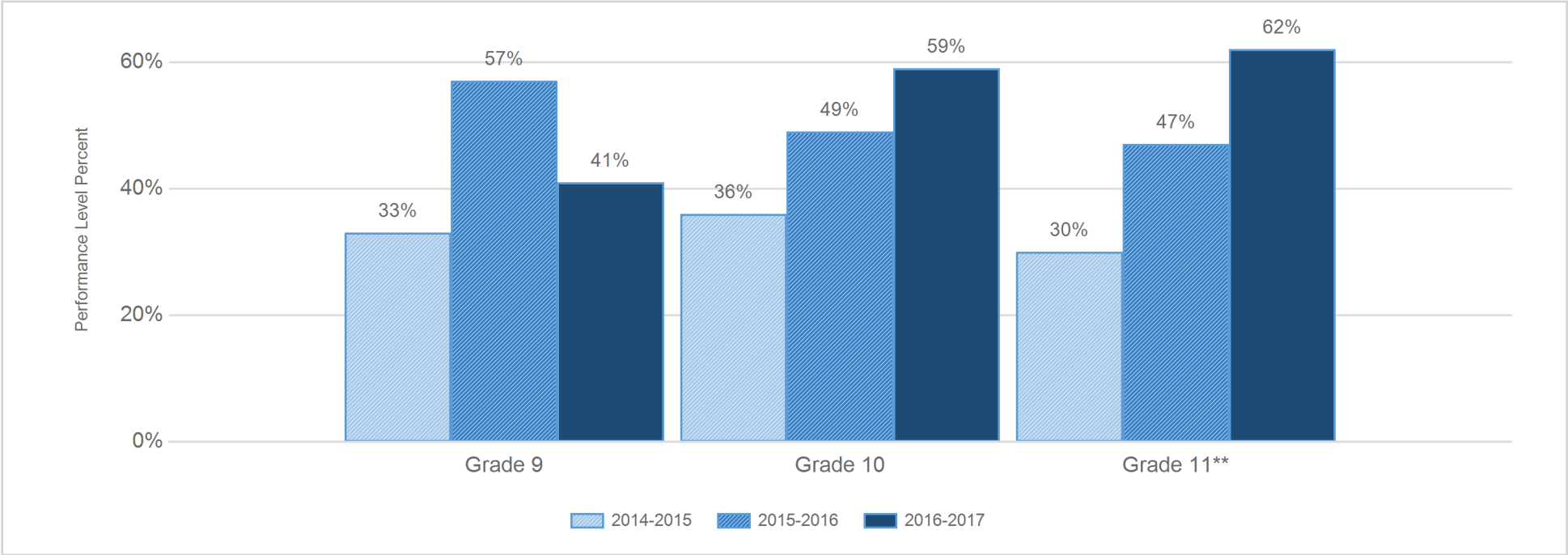
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	94	755	755	736	*	*	18%	45%	17%	62%	38%
White	46	760	760	738	*	*	*	50%	*	65%	40%
Hispanic	39	745	745	731	*	*	*	39%	*	56%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	41	769	769	744	*	*	*	49%	*	78%	46%
Male	53	744	744	729	*	*	*	42%	*	49%	31%
Economically Disadvantaged Students	44	749	749	729	*	*	*	41%	*	57%	32%
Non-Economically Disadvantaged Students	50	760	760	740	*	*	*	48%	*	66%	42%
Students with Disabilities	12	707	707	709	*	*	*	*	0%	17%	12%
Students without Disabilities	82	762	762	741	*	*	*	*	20%	68%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	182	99.5	25.80	37.50	43.50	25.8	27.2	Met Target†
White	86	100.0	27.90	44.20	52.40	27.9	32.2	Met Target†
Hispanic	78	100.0	23.10	29.90	27.60	23.1	19.4	Met Target
Black or African American	12	92.9	16.70	22.40	21.70	16.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	87	99.0	20.70	38.10	44.10	20.7		
Male	95	100.0	30.60	36.80	42.90	30.6		
Economically Disadvantaged Students	90	99.0	18.90	29.90	25.10	18.9	21	Met Target†
Non-Economically Disadvantaged Students	92	100.0	32.60	43.70	54.30	32.6		
Students with Disabilities	30	97.0	*	14.70	16.50	*	10.3	Not Met
Students without Disabilities	152	100.0	*	43.60	48.80	*		
English Learners	24	100.0	16.70	20.60	23.30	16.7	N	N
Non-English Learners	158	99.4	27.20	39.90	45.20	27.2		
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		

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

† Target was met within a confidence interval.



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	84	724	737	743	*	43%	36%	*	0%	11%	42%
White	31	725	*	751	*	45%	36%	*	0%	13%	52%
Hispanic	45	723	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	41	716	728	744	*	*	*	*	*	*	43%
Male	43	732	744	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	48	723	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	36	725	*	751	*	*	*	*	*	*	52%
Students with Disabilities	18	715	715	714	*	*	*	*	*	*	10%
Students without Disabilities	66	727	741	747	*	*	*	*	*	*	47%
English Learners	15	726	726	708	*	*	*	*	*	*	*
Non-English Learners	69	723	738	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	91	729	734	734	*	30%	39%	23%	*	23%	30%
White	46	734	*	740	*	28%	41%	28%	*	28%	38%
Hispanic	37	724	*	722	*	30%	35%	*	0%	19%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	46	731	*	735	*	26%	44%	24%	*	24%	31%
Male	45	727	*	733	*	33%	33%	22%	*	22%	30%
Economically Disadvantaged Students	46	726	*	721	*	28%	41%	*	*	20%	13%
Non-Economically Disadvantaged Students	45	733	*	740	*	31%	36%	*	*	27%	39%
Students with Disabilities	16	701	701	711	*	*	*	*	*	*	*
Students without Disabilities	75	736	740	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

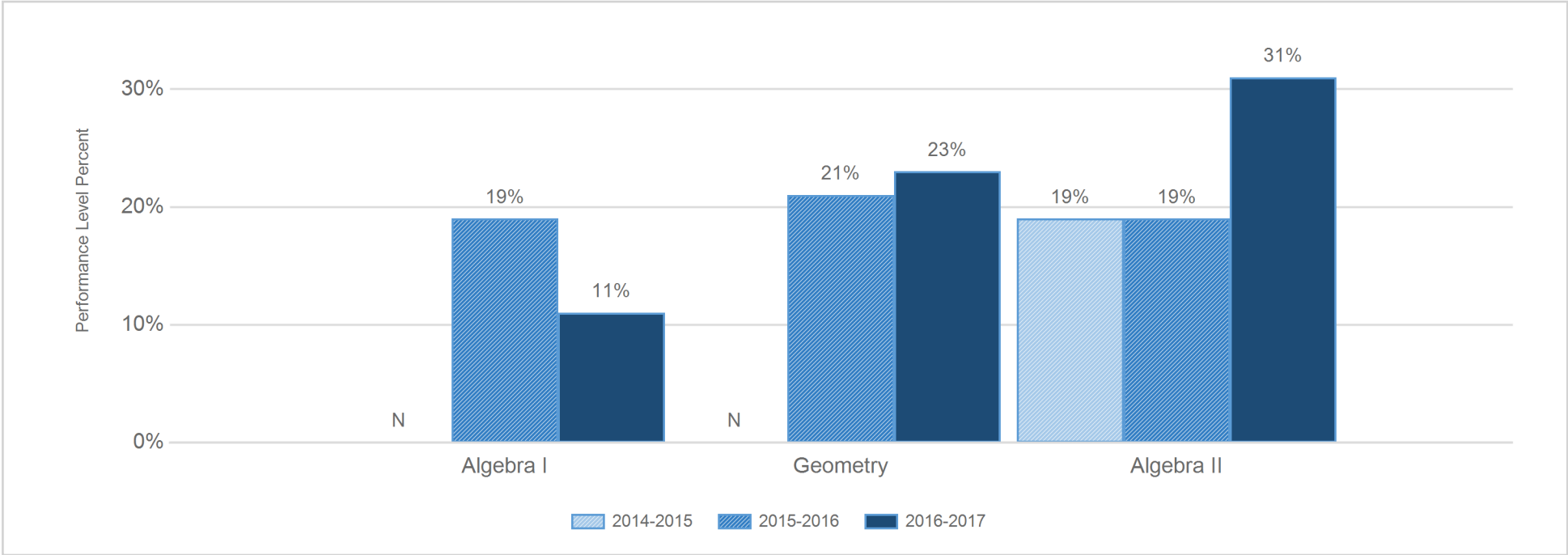
Mathematics Assessment - Performance by Test: Algebra II

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	75	728	728	725	21%	29%	*	29%	*	31%	28%
White	32	724	724	731	*	*	*	*	0%	28%	33%
Hispanic	33	727	727	710	*	39%	*	*	*	30%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	34	721	721	725	*	32%	*	*	*	24%	27%
Male	41	733	733	725	*	27%	*	*	*	37%	29%
Economically Disadvantaged Students	34	719	719	708	*	29%	*	*	*	21%	13%
Non-Economically Disadvantaged Students	41	735	735	733	*	29%	*	*	*	39%	35%
Students with Disabilities	10	689	689	692	*	*	*	*	*	*	*
Students without Disabilities	65	734	734	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





Manville High School
2016-2017

Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	11	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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.

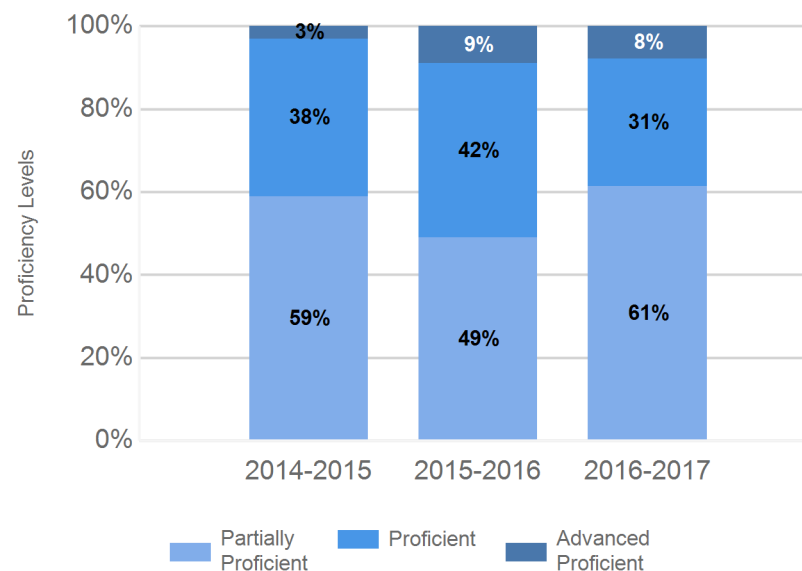
Biology Assessment - Performance

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	8%	31%	61%
White	9%	44%	47%
Hispanic	5%	25%	70%
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	3%	29%	68%
Students with Disabilities	N	*	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	44.6%	89.4%
Percentage of students taking the SAT	88.9%	70.0%
Percentage of students taking the ACT	*	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	453	481	Varies By Grade	67%	67%
PSAT - Math	466	483	Varies By Grade	55%	49%
SAT - Reading and Writing	555	551	480	78%	77%
SAT - Math	551	552	530	59%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



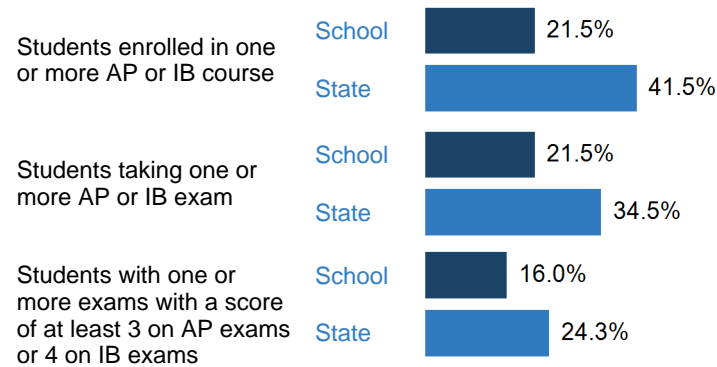
Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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.



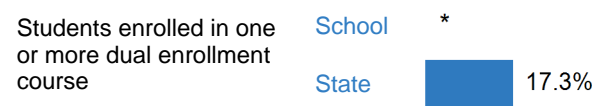
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	1	1
AP Biology	1	1
AP Calculus AB	4	3
AP English Literature and Composition	26	25
AP European History	13	13
AP U.S. History	12	13
Total Exams Taken		56
Exams with scores of at least 3 on AP exams or 4 on IB exams		40

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.





Manville High School
2016-2017
Grade Span 09-12

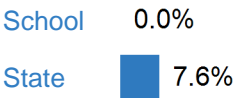
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MANVILLE, NJ 08835

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

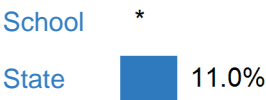
Career and Technical Education Participation

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

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



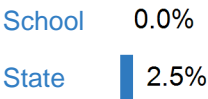
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



Manville High School
2016-2017

Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	79	31	3	0	0	0	1
10	9	52	31	2	0	0	1
11	4	9	43	35	1	16	1
12	0	5	8	9	19	24	21
Schoolwide	92	97	85	46	20	40	24
Enrolled in AP/IB Course					N	N	N

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	108	2	0	0	1	6
10	10	81	0	0	0	3
11	6	62	0	0	26	4
12	0	7	0	0	11	25
Schoolwide	124	152	0	0	38	38
Enrolled in AP/IB Course	N	N		N	N	N



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
 SOMERSET
 MANVILLE BORO
 1100 BROOKS BOULEVARD
 MANVILLE, NJ 08835

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	112	1	14	0	0	1
10	10	85	9	0	0	1
11	4	93	47	0	0	0
12	0	12	10	0	0	34
Schoolwide	126	191	80	0	0	36
Enrolled in AP/IB Course	0	12	0	0	0	13

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	65	15	0	0	0	0	10
10	48	17	0	0	0	0	4
11	41	12	0	0	0	0	3
12	19	10	0	0	0	0	7
Schoolwide	173	54	0	0	0	0	24
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	46	10	0	0	0	0	7
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Manville High School
2016-2017
Grade Span 09-12

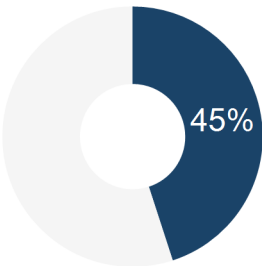
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Visual and Performing Arts – Course Participation

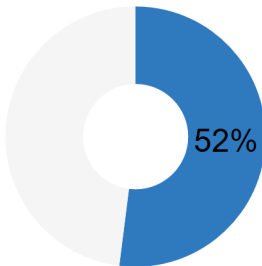
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

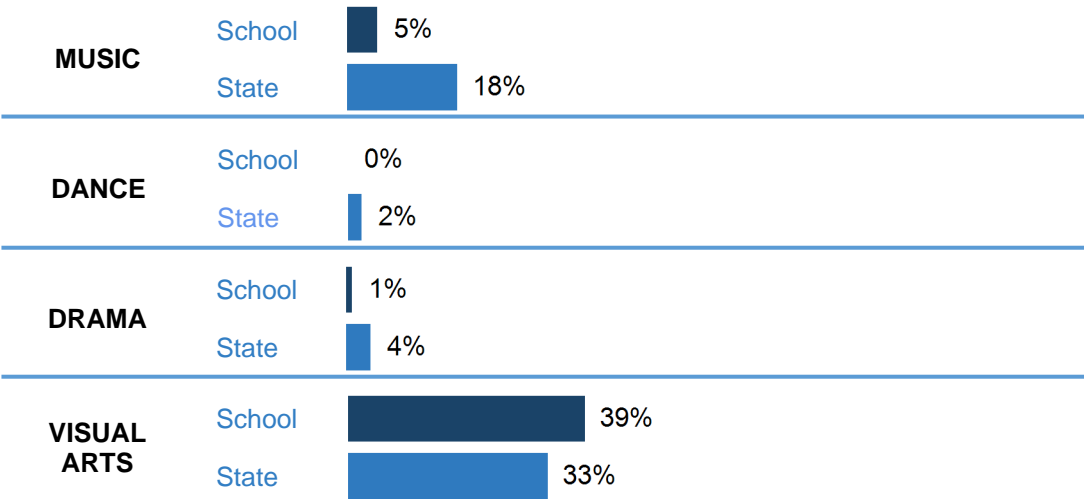


School



State

Students enrolled in one or more classes by discipline:





Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	90.8%	90.5%	93.5%	91.8%	89.2%	92.7%	Not Met	92.7%	94.4%	Not Met
White	90.9%	94.5%	94.4%	95.1%	94.4%	94.9%	Not Met	94.9%	94.3%	Met Target
Hispanic	94.1%	84.3%	93.3%	86.3%	90.0%	88.4%	Met Target	90.5%	96.0%	Not Met
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	87.2%	83.9%	84.2%	85.6%	79.5%	94.6%	Not Met	94.7%	93.9%	Met Target
Students with Disabilities	80.0%	78.8%	76.2%	82.1%	72.7%	95.0%	Not Met	95.5%	N	Met Goal
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	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	90.8%	-
2016	89.2%	93.5%
2015	92.6%	92.7%

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%	1.1%
2015-2016	0.9%	1.1%
2014-2015	1.6%	1.1%



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	74.1%	65.1%	34.9%
White	75%	63.9%	36.1%
Hispanic	70%	81%	19.1%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	72.7%	66.7%	33.3%
Students with Disabilities	53.9%	71.4%	28.6%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	73.4%	69%	31%	86.2%	13.8%	87.9%	12.1%
White	66.7%	68.8%	31.3%	81.3%	18.8%	90.6%	9.4%
Hispanic	84.6%	72.7%	27.3%	90.9%	9.1%	81.8%	18.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	67.6%	76%	24%	92%	8%	88%	12%
Students with Disabilities	N	N	N	N	N	N	N
English Learners	*	*	*	*	*	*	*



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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

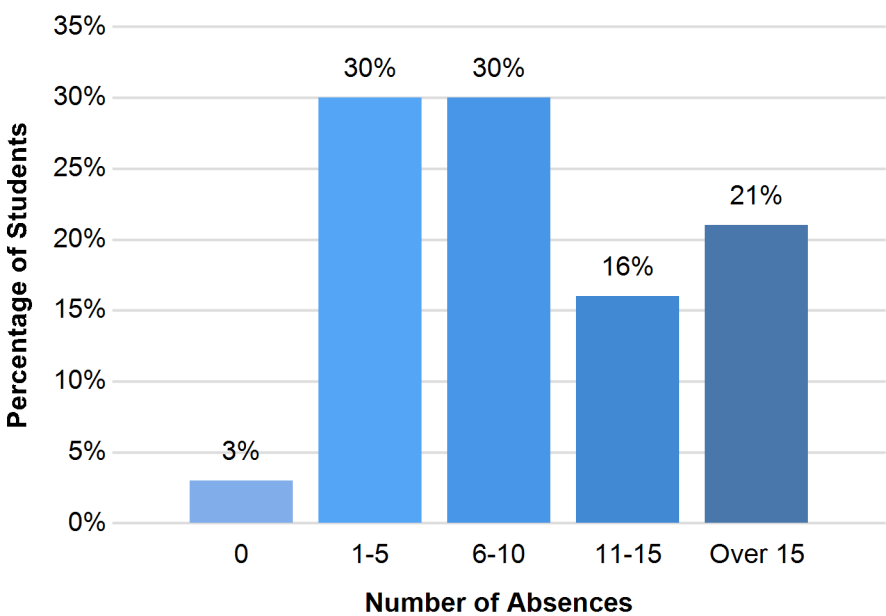
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.80	14.30	Not Met
White	14.60	14.30	Not Met
Hispanic	14.40	14.30	Not Met
Black or African American	25.00	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.90	14.30	Not Met
Students with Disabilities	27.30	14.30	Not Met
English Learners	8.00	14.30	Met Target

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

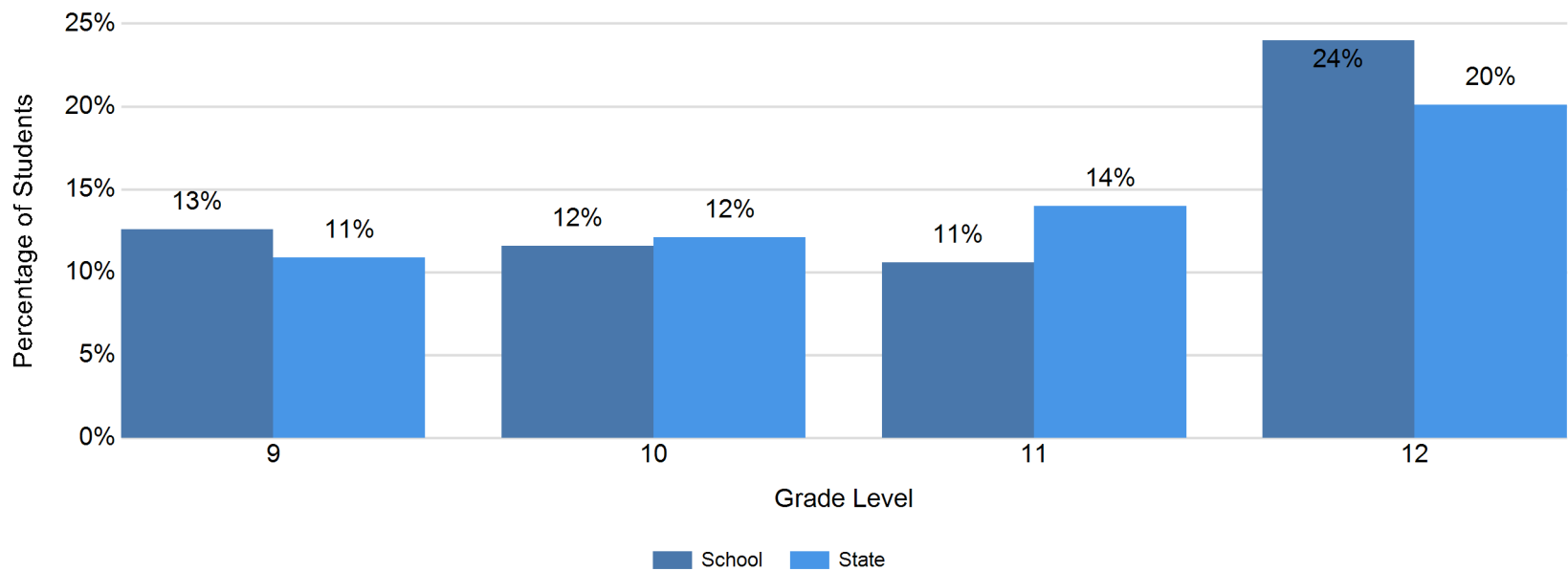
Days Absent

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.





Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	7:35AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 57 Mins.
Shared Time - Instructional Time	3 Hrs. 40 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	2
Vandalism	1
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	3.61

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	5.2%
Out-of-School Suspensions	5.7%
Any Suspension	10.8%

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



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	1.5:1	69.1 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$605	\$12,980	\$13,585



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	9.5	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,506
Average years experience in public schools	13.7	15.9
Average years experience in district	13.7	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	129:1	145:1
Librarian/Media Specialists		724:1
Nurses		362:1
Counselors		290:1
Child Study Team		207:1



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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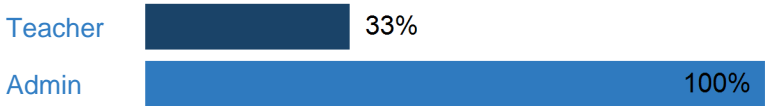
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	90%	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%



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	53.0	17.5%
Mathematics Proficiency	46.2	17.5%
Graduation - 4-Year	28.2	25.0%
Graduation - 5-Year	53.4	25.0%
Chronic Absenteeism	37.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.4
Summative Rating: Percentile rank of Summative Score		40.3
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.



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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	43.4	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
White	39.0	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Hispanic	60.9	6.2	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	59.3	6.2	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	38.3	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Goal	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
 SOMERSET
 MANVILLE BORO
 1100 BROOKS BOULEVARD
 MANVILLE, NJ 08835

School General Info

Principal:	Dr. Brunn	Email Address:	jbrunn@manvillesd.org
Address:	1100 BROOKS BOULEVARD MANVILLE, NJ 08835	Website:	https://www.manvilleschools.org/Domain/9
Phone:	(908)231-6806	Facebook:	https://www.facebook.com/manvillehs/
		Twitter:	https://twitter.com/manville_hs

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.



Mission, Vision, Theme:

Manville High School is a four-year public high school founded in 1957 that serves approximately 400 students in grades 9-12 from Manville Borough in Somerset County, NJ. We are a small, diverse, and close-knit community. We believe in digital literacy and 21st Century Learning and emphasize collaboration, research, and rigor in our daily practice. Our staff is involved in multiple facets of our program. We are able to comprehensively develop both their mind and character.



Manville High School
2016-2017
Grade Span 09-12

35-3000-050
SOMERSET
MANVILLE BORO
1100 BROOKS BOULEVARD
MANVILLE, NJ 08835

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A blue silhouette of a person in a running or jumping pose, with a small circle representing a head and a larger circle representing a body, suggesting movement and activity.	<p>Sports and Athletics:</p> <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Students at Manville High School have the opportunity to participate in an array of NJSIAA scholastic sports. These include thirteen boys and girls sports that participate in the Skyland Conference Mountain Division and NJSIAA Group 1 Central section. Most recently our Boys Cross Country team was Skyland Conference Mountain Division Champions in 2016, as well as section finalists in wrestling and qualifiers in football. For four consecutive years, we have earned the NJSIAA Sportsmanship Award.</p>
A blue icon of a megaphone with a musical note, symbolizing announcements, communication, and organized activities.	<p>Clubs and Activities:</p> <p>MHS offers many opportunities to practice civics, leadership, and service learning. Our selection of clubs provides students the ability to publish, debate, perform, and govern. Many are part of national organizations, but others are unique to us, addressing the divergent interests of our student body. These include Forensics, Future Business Leaders of America (FBLA), Key Club, National Honor Society, and Student Council. Other popular activities include Marching Band, Choir, and Drama Club.</p>



Roosevelt School
2016-2017


Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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



Roosevelt School
2016-2017
Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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.



Roosevelt School
2016-2017
Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	114	122	108
5	110	112	120
Ungraded	0	1	0
Total	224	235	228

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%	48%	54%
Male	53%	52%	46%
Economically Disadvantaged Students	48%	46%	46%
Students with Disabilities	23%	20%	20%
English Learners	1%	2%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.6%
Hispanic	37.7%
Black or African American	6.1%
Asian	2.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
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	69.3%
Spanish	25.9%
Polish	1.8%
Other	2.9%



Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	218	100.0	42.60	49.10	54.90	42.6	48.9	Not Met
White	118	100.0	47.40	54.90	63.90	47.4	51.1	Met Target†
Hispanic	80	100.0	38.80	43.40	39.80	38.8	45.6	Met Target†
Black or African American	13	100.0	23.10	32.80	35.20	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	117	100.0	44.50	55.40	62.20	44.5		
Male	101	100.0	40.60	43.10	48.10	40.6		
Economically Disadvantaged Students	92	100.0	31.50	39.30	36.20	31.5	41	Not Met
Non-Economically Disadvantaged Students	126	100.0	50.80	57.20	65.80	50.8		
Students with Disabilities	46	100.0	23.90	*	20.50	23.9	20.2	Met Target
Students without Disabilities	172	100.0	47.70	*	61.90	47.7		
English Learners	31	100.0	25.80	28.30	25.20	25.8	34.5	Met Target†
Non-English Learners	187	100.0	45.40	51.90	57.40	45.4		
Homeless Students	N	N	N	33.30	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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	N	N	N	749	N	N	N	N	N	N	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	N	N	N	754	N	N	N	N	N	N	55%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	752	N	N	N	N	N	N	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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	108	735	735	753	*	22%	36%	29%	*	32%	56%
White	55	736	736	762	*	18%	36%	31%	*	35%	67%
Hispanic	42	736	736	740	*	29%	31%	29%	*	33%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	60	735	735	758	*	*	33%	27%	*	32%	61%
Male	48	735	735	749	*	*	40%	31%	*	33%	51%
Economically Disadvantaged Students	41	728	728	737	*	24%	34%	*	*	24%	36%
Non-Economically Disadvantaged Students	67	740	740	764	*	21%	37%	*	*	37%	69%
Students with Disabilities	27	719	719	725	*	*	*	*	*	19%	25%
Students without Disabilities	81	741	741	759	*	*	*	*	*	37%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
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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	119	749	749	756	*	13%	28%	50%	*	52%	59%
White	66	753	753	763	*	*	29%	52%	*	56%	69%
Hispanic	42	744	744	743	*	*	29%	48%	0%	48%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	64	754	754	761	*	*	28%	53%	*	56%	66%
Male	55	743	743	750	*	*	27%	46%	*	47%	53%
Economically Disadvantaged Students	55	739	739	740	*	*	33%	36%	*	38%	40%
Non-Economically Disadvantaged Students	64	757	757	765	*	*	23%	61%	*	64%	71%
Students with Disabilities	21	731	731	725	*	*	*	*	*	29%	22%
Students without Disabilities	98	753	753	762	*	*	*	*	*	57%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



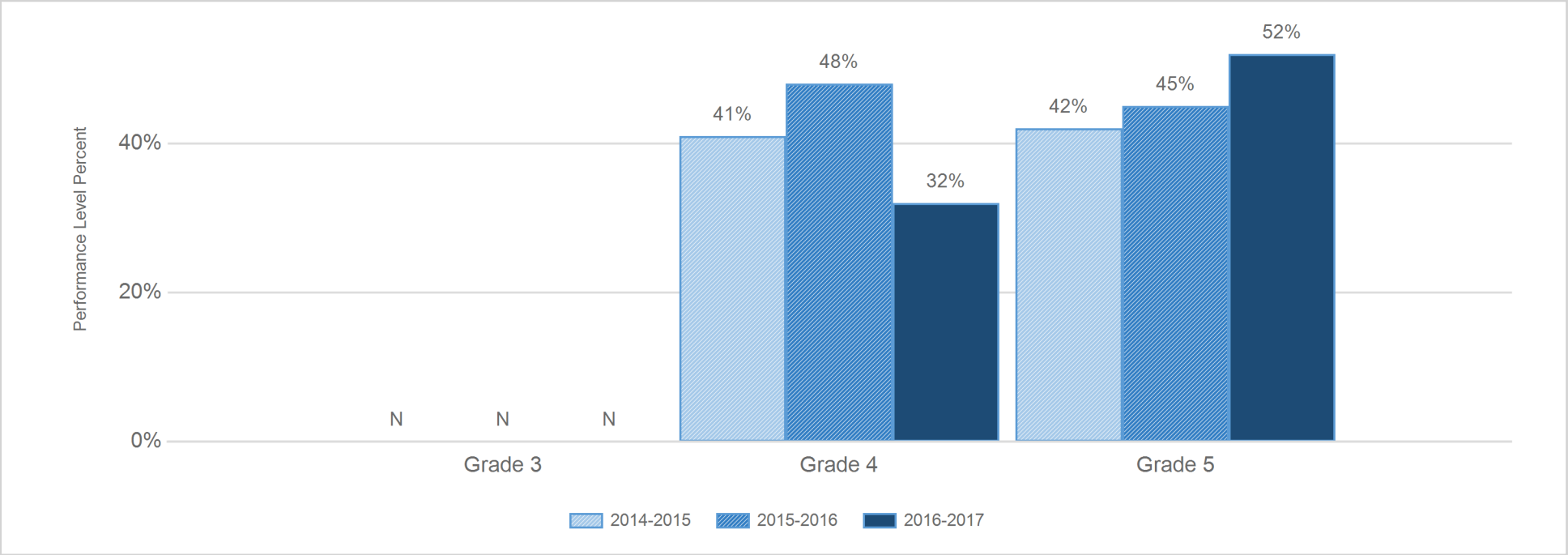
Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
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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.





Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	218	100.0	36.20	37.50	43.50	36.2	42	Not Met
White	118	100.0	44.90	44.20	52.40	44.9	51.1	Met Target†
Hispanic	80	100.0	25.10	29.90	27.60	25.1	30.1	Met Target†
Black or African American	13	100.0	15.40	22.40	21.70	15.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	117	100.0	35.90	38.10	44.10	35.9		
Male	101	100.0	36.70	36.80	42.90	36.7		
Economically Disadvantaged Students	92	100.0	26.10	29.90	25.10	26.1	29.4	Met Target†
Non-Economically Disadvantaged Students	126	100.0	43.70	43.70	54.30	43.7		
Students with Disabilities	46	100.0	28.30	14.70	16.50	28.3	24.9	Met Target
Students without Disabilities	172	100.0	38.40	43.60	48.80	38.4		
English Learners	31	100.0	29.00	20.60	23.30	29	21	Met Target
Non-English Learners	187	100.0	37.40	39.90	45.20	37.4		
Homeless Students	N	N	N	33.30	16.40	N		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**Roosevelt School
2016-2017**

Grade Span PK-05

**35-3000-080
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MANVILLE BORO
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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	N	N	N	751	N	N	N	N	N	N	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	N	N	N	751	N	N	N	N	N	N	52%
Male	N	N	N	751	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	N	N	N	753	N	N	N	N	N	N	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
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410 BROOKS BLVD
MANVILLE, NJ 08835

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	108	730	730	747	*	26%	33%	24%	*	25%	47%
White	55	731	731	755	*	24%	31%	27%	*	29%	59%
Hispanic	42	731	731	734	*	29%	41%	*	0%	19%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	60	727	727	747	*	27%	33%	23%	*	23%	47%
Male	48	734	734	747	*	25%	33%	25%	*	27%	48%
Economically Disadvantaged Students	41	724	724	732	*	32%	24%	*	*	22%	27%
Non-Economically Disadvantaged Students	67	734	734	757	*	22%	39%	*	*	27%	61%
Students with Disabilities	27	721	721	724	*	*	*	*	*	19%	22%
Students without Disabilities	81	734	734	751	*	*	*	*	*	27%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**Roosevelt School
2016-2017**

Grade Span PK-05

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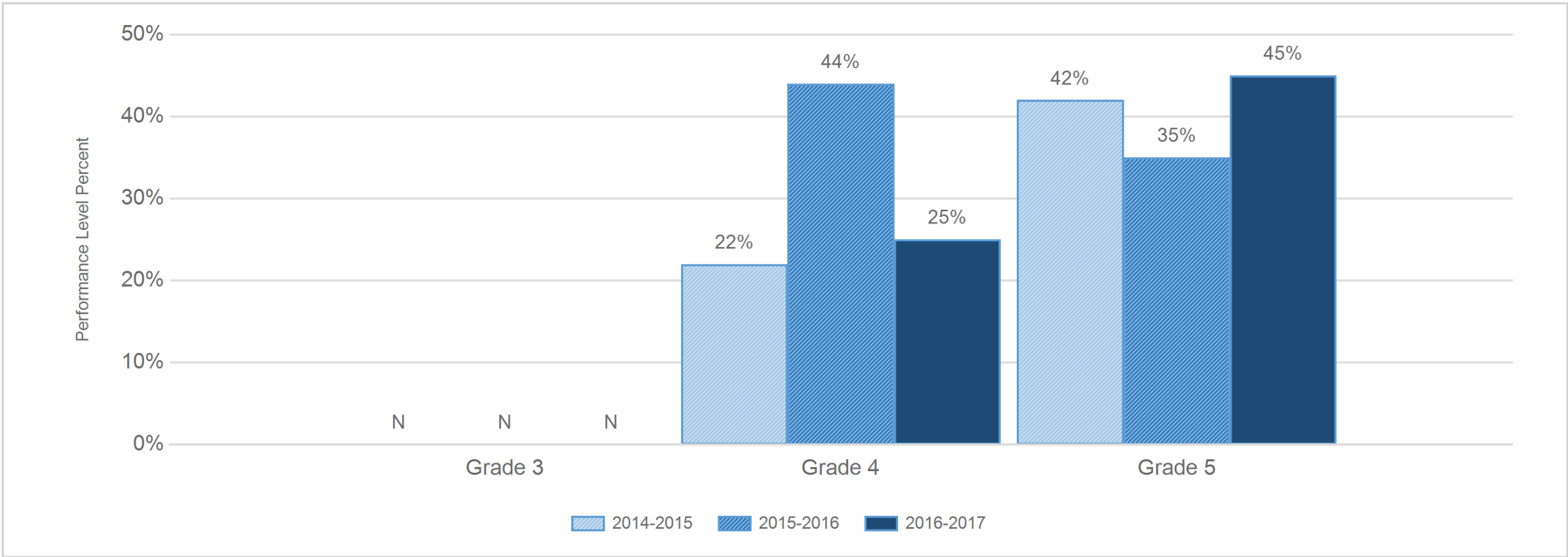
Mathematics Assessment - Performance by Grade: Grade 5

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	122	745	745	747	*	13%	36%	40%	*	45%	46%
White	67	751	751	754	*	*	31%	52%	*	57%	57%
Hispanic	44	738	738	735	*	*	43%	25%	*	32%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	65	747	747	747	*	*	37%	42%	*	46%	47%
Male	57	742	742	746	*	*	35%	39%	*	44%	46%
Economically Disadvantaged Students	57	735	735	732	*	*	32%	26%	*	32%	27%
Non-Economically Disadvantaged Students	65	754	754	756	*	*	40%	52%	*	57%	59%
Students with Disabilities	21	729	729	725	*	*	*	*	*	38%	19%
Students without Disabilities	101	748	748	751	*	*	*	*	*	47%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Roosevelt School
2016-2017
Grade Span PK-05

35-3000-080
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MANVILLE, NJ 08835

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.

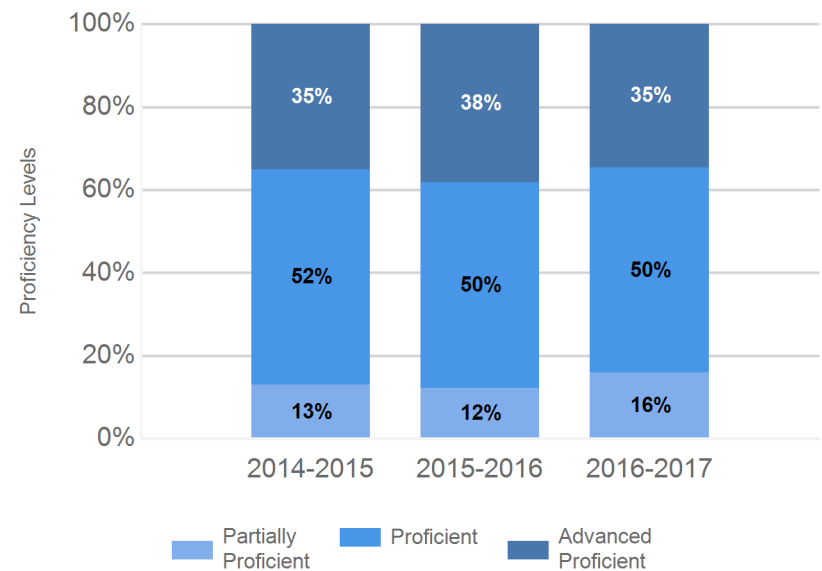
NJASK Science Assessment Performance: Grade 4

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	35%	50%	16%
White	37%	48%	15%
Hispanic	31%	48%	21%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	23%	54%	23%
Students with Disabilities	32%	52%	16%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
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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	31.5	45	50	Not Met	44	52	50	Met Target
White	28	43	50	Not Met	44	51	52	Met Target
Hispanic	41	46	49	Met Target	49.5	53	47	Met Target
Black or African American	57	*	45	**	39	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	36	46	47	Not Met	46	55	46	Met Target
Students with Disabilities	30	41	41	Not Met	41	42	43	Met Target
English Learners	47	48	53	Met Target	56	54	51	Met Target

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



Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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:

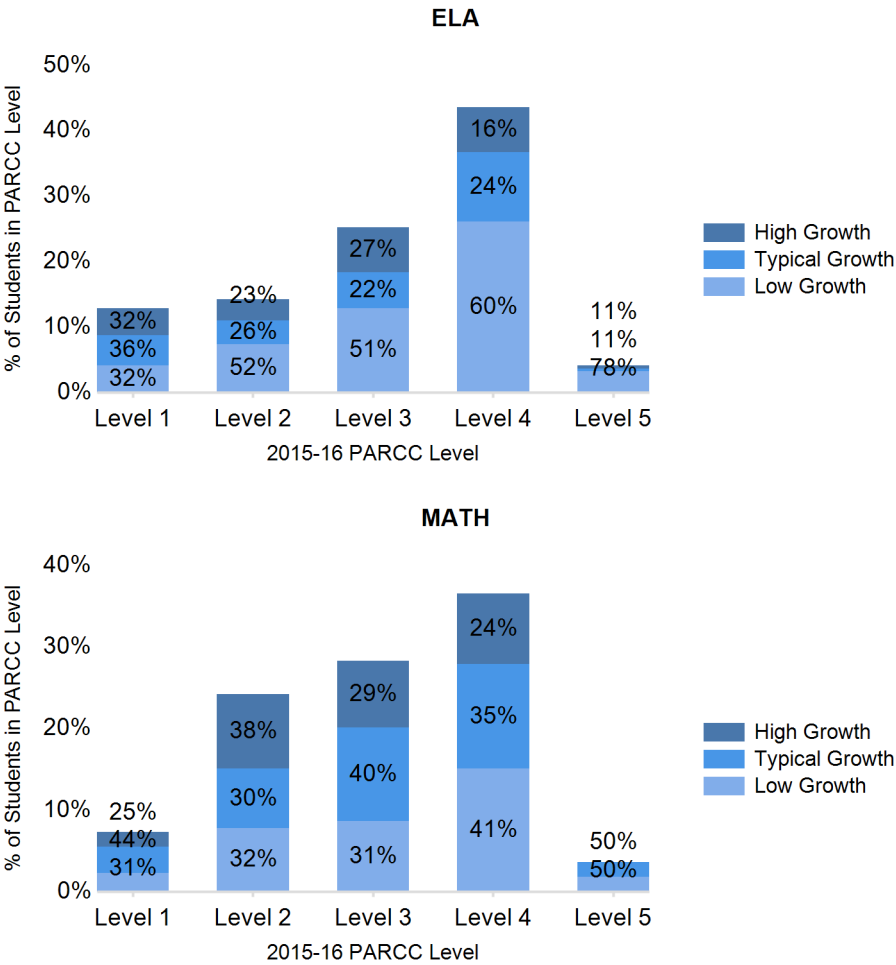
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

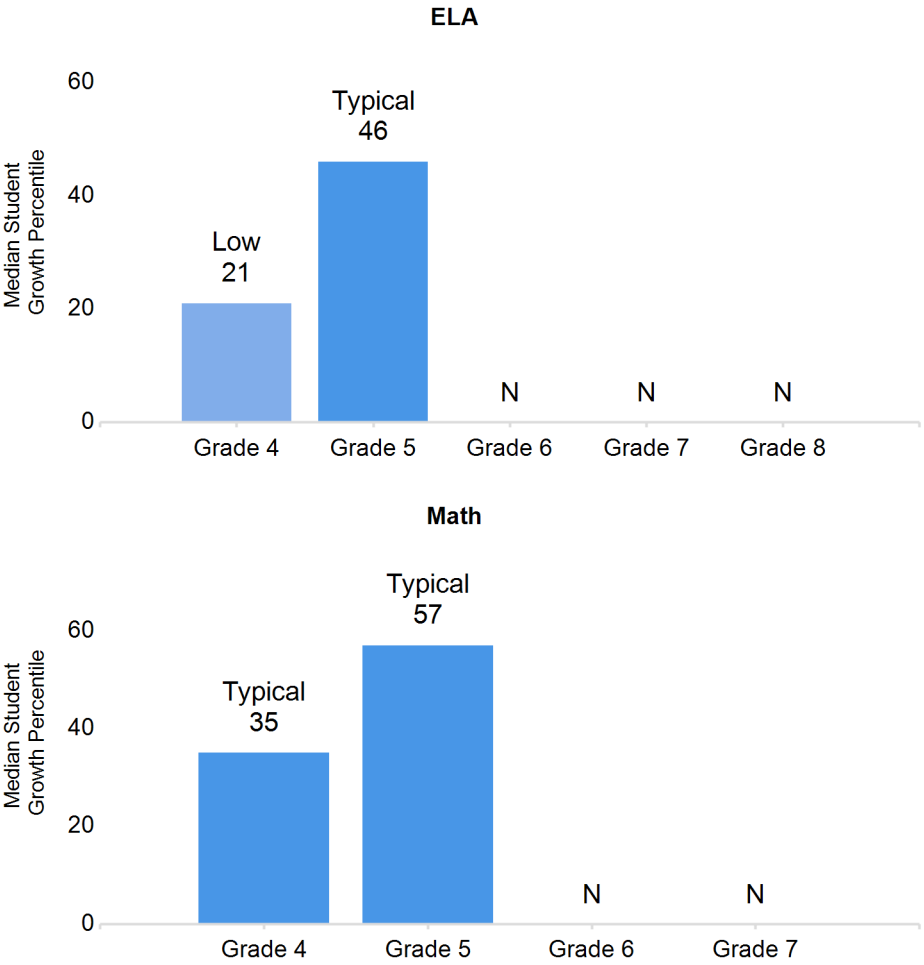
Student Growth by Performance Level

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.





Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

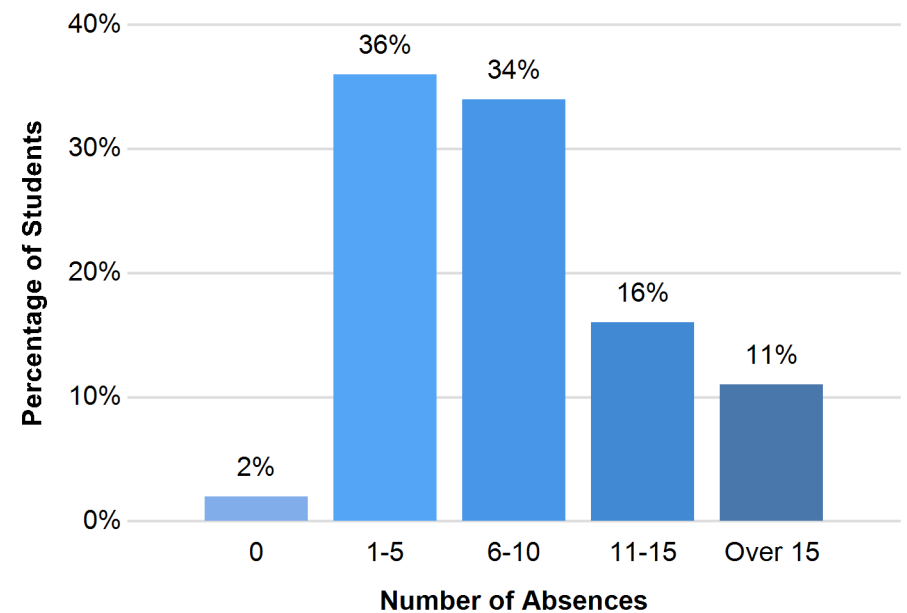
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	7.00	Not Met
White	8.40	7.00	Not Met
Hispanic	9.20	7.00	Not Met
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	14.30	7.00	Not Met
Students with Disabilities	10.60	7.00	Not Met
English Learners	N	**	**

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

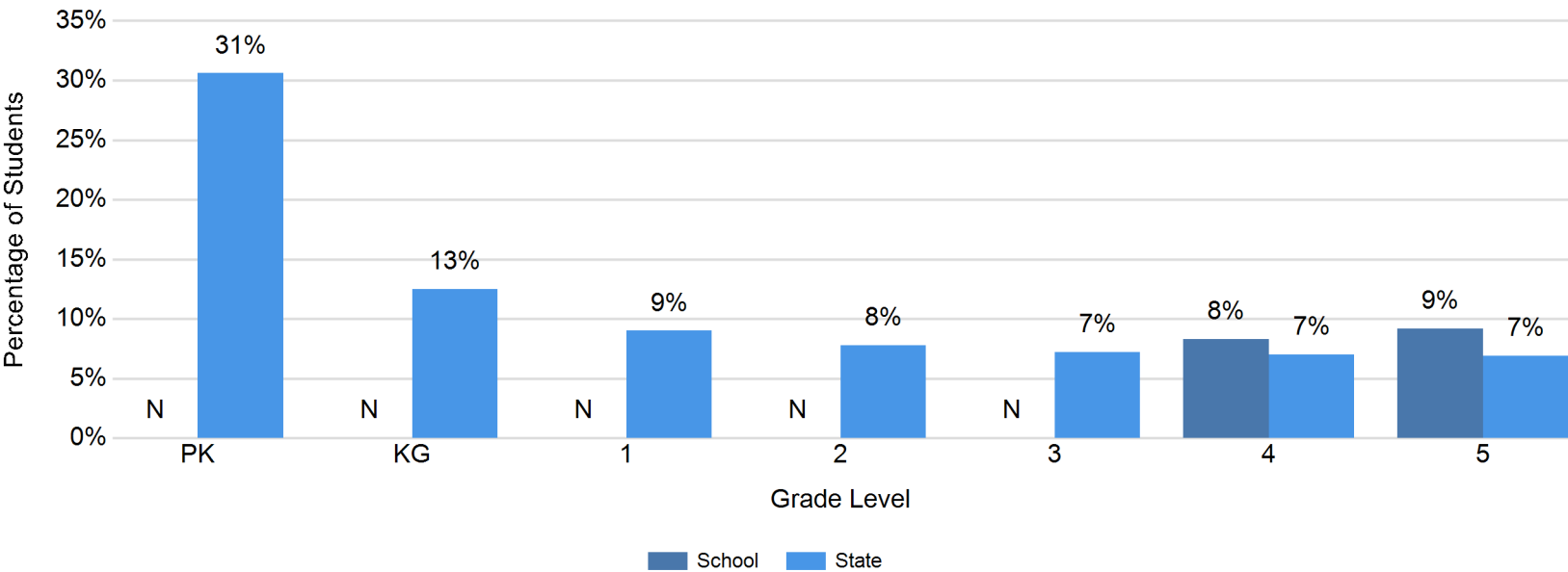
Days Absent

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.





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	7:35AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 35 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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	4.39

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.9%
Any Suspension	3.9%

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



Roosevelt School
2016-2017
Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	69.1 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$605	\$12,980	\$13,585



Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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	21	120,724
Average years experience in public schools	9.8	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	10	9,506
Average years experience in public schools	13.7	15.9
Average years experience in district	13.7	11.6
Administrators in district for 4 or more years	70%	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	13:1
Administrators	76:1	145:1
Librarian/Media Specialists		724:1
Nurses		362:1
Counselors		290:1
Child Study Team		207:1



Roosevelt School
2016-2017
Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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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.

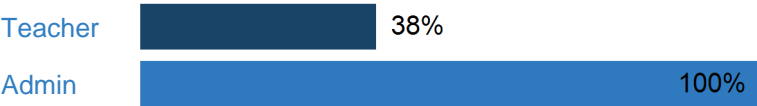
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	90%	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%



Roosevelt School
2016-2017
Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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	25.7	17.5%
Mathematics Proficiency	34.4	17.5%
English Language Arts Growth	5.3	25.0%
Mathematics Growth	35.8	25.0%
Chronic Absenteeism	33.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		25.8
Summative Rating: Percentile rank of Summative Score		14.7
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.



Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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	25.8	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	16.3	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Hispanic	39.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	33.0	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	46.1	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	53.0	11.9	No	Met Target†	Met Target	**	Met Target	Met Target	No

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

† Target was met within a confidence interval.



Roosevelt School
2016-2017
Grade Span PK-05



35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

School General Info

Principal:	Mr. Maroun	Email Address:	jmaroun@manvillesd.org
Address:	410 BROOKS BLVD MANVILLE, NJ 08835	Website:	https://www.manvilleschools.org/Domain/10
Phone:	(908)231-6809	Facebook:	https://www.facebook.com/Roosevelt-School-987326088079343/

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>Highlights:</div>	<ul style="list-style-type: none">• Launched a Positive Behavior Supports in School program, Roosevelt Road, which focuses on the 6 Pillars of Character Ed.• Staff members at Roosevelt participate in Instructional Rounds to improve classroom instruction and provide support.• Roosevelt School earned Silver Recognition for New Jersey Safe Routes to School Walk to School program.
 <div>Mission, Vision, Theme:</div>	<p>Roosevelt School focuses on providing a sustainable, positive, and proactive school environment that utilizes progressive philosophies to improve the lives of our students, staff, parents and community members. We are dedicated to educating, developing, and supporting responsible students focusing on problem solving in an effort to foster independence and a strong work ethic. Roosevelt School values the role of the community and the connection in supporting the child’s education.</p>





Roosevelt School
2016-2017

Grade Span PK-05

35-3000-080
SOMERSET
MANVILLE BORO
410 BROOKS BLVD
MANVILLE, NJ 08835

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>Clubs and Activities:</div>	<p>Roosevelt School offers a variety of clubs for the students to participate in after school including: Advanced Band, After School Language Art Support, Art Club, Beginner Band, Circle of Friends, English Language Learner Support, Homework Club, Sports Club, Student Council, Technology Club, and Yearbook Club. We pride ourselves on providing our community with a variety of activities including Walk to School Days, Roosevelt Road Celebrations, Socials, and Family Community Programs.</p>
 <div>Before and After School Programs:</div>	<p>The Manville Schools have partnered with the Piscataway Office of Community Education to offer After Care programs for children in grades 4 and 5 at Roosevelt School. The Piscataway and Manville Extended Day Programs offers After Care from the end of the school day until 6 p.m. District staff supervise with the assistance of qualified aides. Quiet homework and technology time is scheduled each day, along with a variety of enrichment and indoor/outdoor academic and physical activities.</p>




Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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.



Weston Elementary School
2016-2017

Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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	0	2	0
KG	111	109	106
1	139	106	115
2	102	134	107
3	130	110	130
Ungraded	21	34	53
Total	503	495	511

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%	47%	45%
Male	51%	53%	55%
Economically Disadvantaged Students	50%	50%	50%
Students with Disabilities	19%	25%	26%
English Learners	5%	9%	9%
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	47.0%
Hispanic	43.1%
Black or African American	7.4%
Asian	1.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	2	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	111	109	106

Enrollment by Home Language

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

Home Language	% of Students
English	70.3%
Spanish	24.3%
Polish	2.7%
Other	2.8%



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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	128	100.0	50.00	49.10	54.90	50	46	Met Target
White	65	100.0	64.60	54.90	63.90	64.6	53.4	Met Target
Hispanic	51	100.0	37.20	43.40	39.80	37.2	39	Met Target†
Black or African American	11	100.0	27.30	32.80	35.20	27.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.40	80.70	N	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	60	100.0	58.40	55.40	62.20	58.4		
Male	68	100.0	42.60	43.10	48.10	42.6		
Economically Disadvantaged Students	65	100.0	38.50	39.30	36.20	38.5	33.3	Met Target
Non-Economically Disadvantaged Students	63	100.0	61.90	57.20	65.80	61.9		
Students with Disabilities	33	100.0	18.20	*	20.50	18.2	34.4	Not Met
Students without Disabilities	95	100.0	61.10	*	61.90	61.1		
English Learners	17	100.0	41.20	28.30	25.20	41.2	**	**
Non-English Learners	111	100.0	51.30	51.90	57.40	51.3		
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.



Weston Elementary School
2016-2017

Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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	131	747	747	749	15%	15%	20%	40%	10%	50%	50%
White	64	760	760	759	*	*	16%	50%	16%	66%	61%
Hispanic	53	736	736	734	*	21%	23%	34%	*	38%	35%
Black or African American	13	726	726	731	*	*	*	*	*	23%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	61	758	758	754	*	*	18%	41%	*	57%	55%
Male	70	737	737	745	*	*	21%	39%	*	43%	46%
Economically Disadvantaged Students	65	737	737	731	*	*	*	32%	*	39%	31%
Non-Economically Disadvantaged Students	66	756	756	762	*	*	*	47%	*	61%	63%
Students with Disabilities	32	706	706	720	*	*	*	*	*	19%	24%
Students without Disabilities	99	760	760	755	*	*	*	*	*	60%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

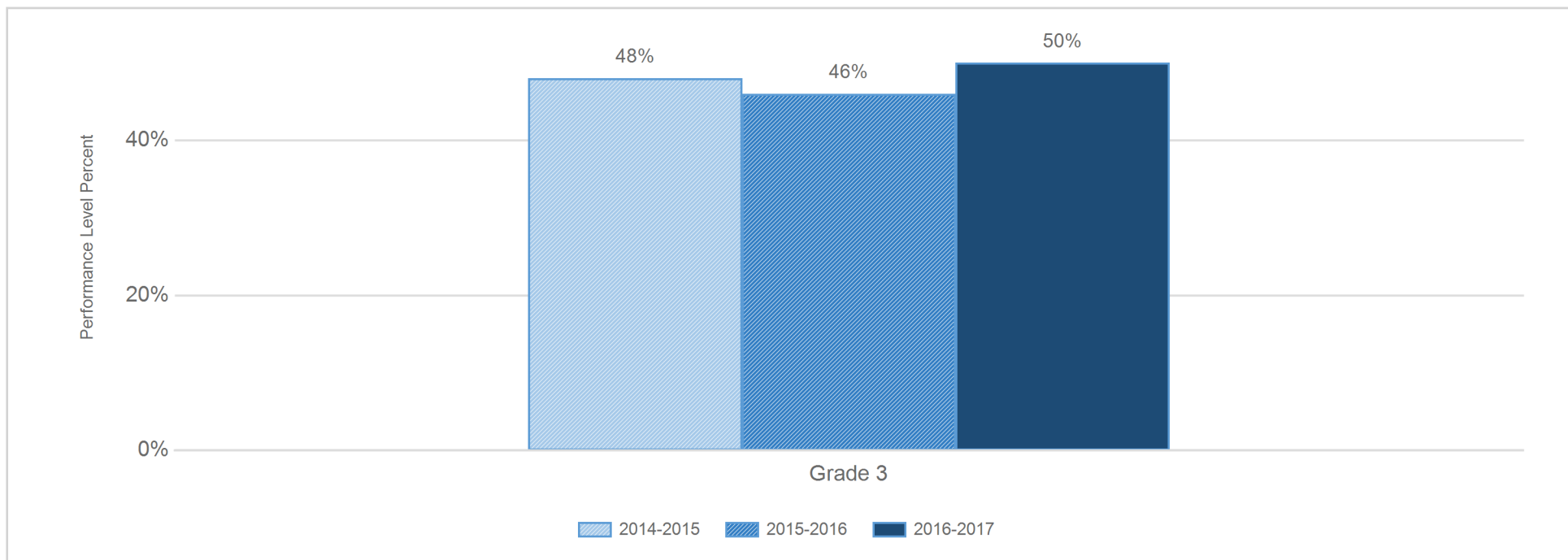


Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

English Language Arts/Literacy Assessment - Performance Trends

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





Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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	130	100.0	50.00	37.50	43.50	50	40	Met Target
White	65	100.0	63.10	44.20	52.40	63.1	45.8	Met Target
Hispanic	53	100.0	37.80	29.90	27.60	37.8	29	Met Target
Black or African American	11	100.0	36.40	22.40	21.70	36.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.20	75.60	N	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	62	100.0	54.90	38.10	44.10	54.9		
Male	68	100.0	45.60	36.80	42.90	45.6		
Economically Disadvantaged Students	66	100.0	43.90	29.90	25.10	43.9	23.5	Met Target
Non-Economically Disadvantaged Students	64	100.0	56.20	43.70	54.30	56.2		
Students with Disabilities	33	100.0	24.20	14.70	16.50	24.2	26.8	Met Target†
Students without Disabilities	97	100.0	58.70	43.60	48.80	58.7		
English Learners	19	100.0	26.30	20.60	23.30	26.3	N	N
Non-English Learners	111	100.0	54.00	39.90	45.20	54		
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		

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

† Target was met within a confidence interval.



Weston Elementary School
2016-2017

Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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	135	743	743	751	*	19%	22%	42%	*	48%	53%
White	65	751	751	759	*	*	17%	52%	*	63%	63%
Hispanic	56	737	737	738	*	25%	29%	32%	*	36%	37%
Black or African American	13	728	728	733	*	*	*	*	0%	31%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	63	747	747	751	*	*	21%	44%	*	54%	52%
Male	72	739	739	751	*	*	24%	39%	*	43%	53%
Economically Disadvantaged Students	67	738	738	736	*	22%	22%	40%	*	43%	34%
Non-Economically Disadvantaged Students	68	747	747	761	*	15%	22%	43%	*	53%	65%
Students with Disabilities	32	718	718	729	*	*	*	*	*	25%	29%
Students without Disabilities	103	751	751	755	*	*	*	*	*	55%	57%
English Learners	10	733	733	724	*	*	*	*	*	20%	21%
Non-English Learners	125	744	744	753	*	*	*	*	*	50%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

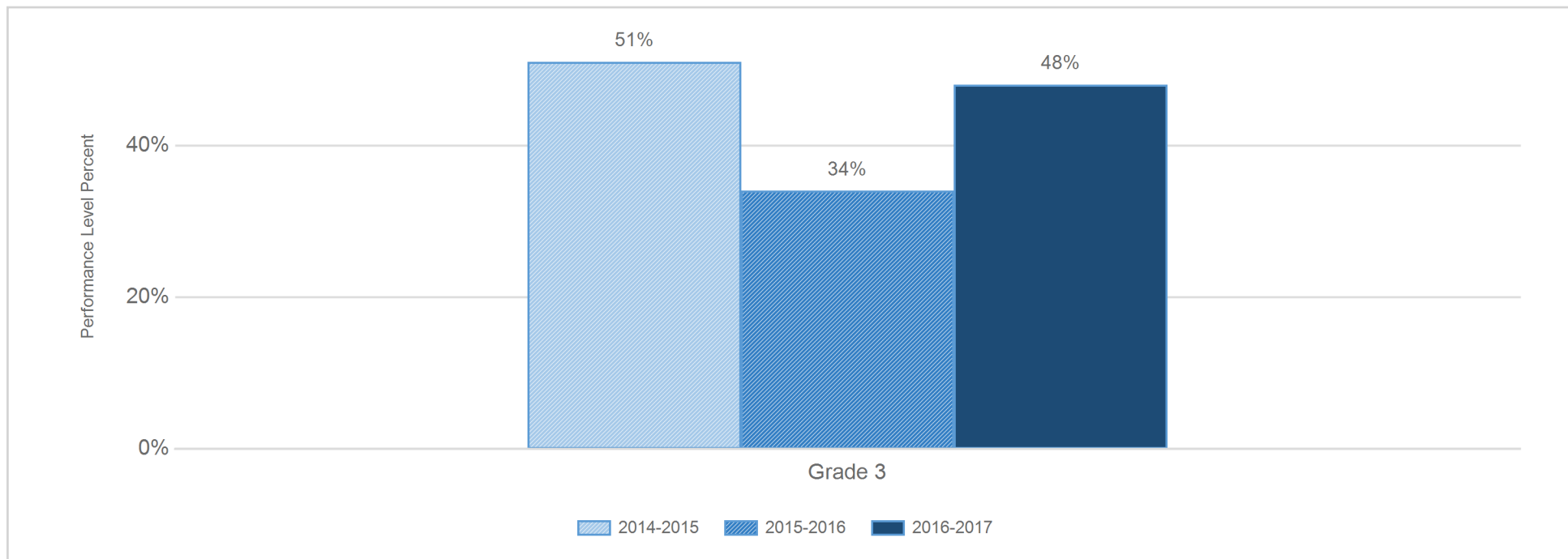


Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

Mathematics Assessment – Performance Trends

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





Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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	*	*

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	19	*	*
2	13	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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

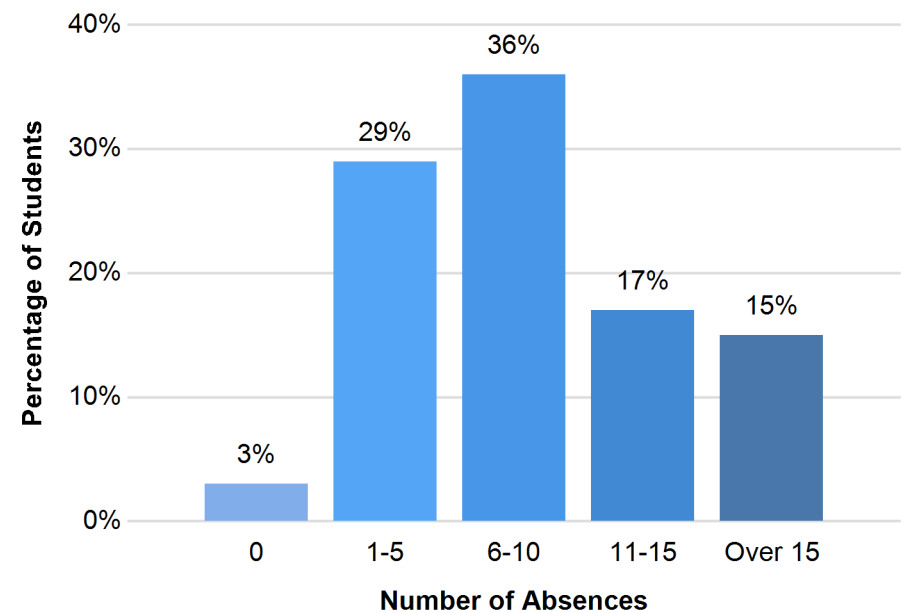
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.00	9.10	Not Met
White	11.00	9.10	Not Met
Hispanic	11.50	9.10	Not Met
Black or African American	11.40	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.60	9.10	Not Met
Students with Disabilities	15.50	9.10	Not Met
English Learners	21.30	9.10	Not Met

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

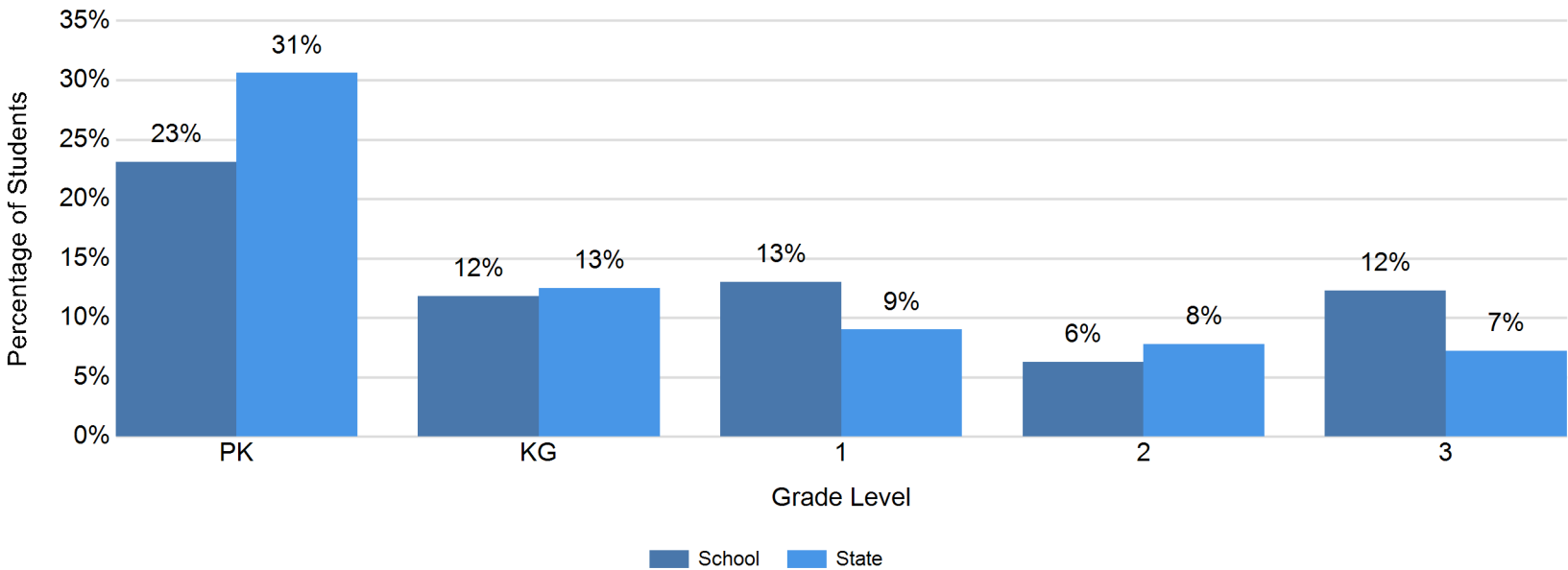
Days Absent

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



Chronic Absenteeism by Grade

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





Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
 SOMERSET
 MANVILLE BORO
 600 NEWARK AVE
 MANVILLE, NJ 08835

School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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	2.5:1	69.1 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$605	\$12,980	\$13,585



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
 SOMERSET
 MANVILLE BORO
 600 NEWARK AVE
 MANVILLE, NJ 08835

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	39	120,724
Average years experience in public schools	6.9	11.8
Average years experience in district	6.5	10.5
Teachers in district for 4 or more years	51%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,506
Average years experience in public schools	13.7	15.9
Average years experience in district	13.7	11.6
Administrators in district for 4 or more years	70%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	511:1	145:1
Librarian/Media Specialists		724:1
Nurses		362:1
Counselors		290:1
Child Study Team		207:1



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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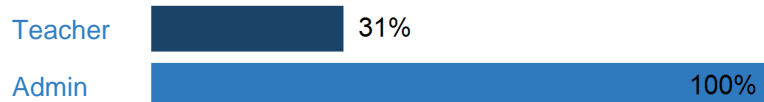
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	90%	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%



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

Accountability Indicator Scores and Summative Rating

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

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

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

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



Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

** 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.



Weston Elementary School
2016-2017
Grade Span PK-03



35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

School General Info

Principal:	Ms. Keiser	Email Address:	mkeiser@manvillesd.org
Address:	600 NEWARK AVE MANVILLE, NJ 08835	Website:	https://www.manvilleschools.org/Domain/11
Phone:	(908)231-8548	Twitter:	https://twitter.com/weston_school?lang=en

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"> • Weston School engages in a PBIS program, Weston Way, focusing on characteristics of respect, responsibility and safety. • Weston School is partnering in two Early Literacy Grants through NIEER and NJTSS to strengthen literacy best practices. • Weston School earned Silver Recognition for New Jersey Safe Routes to School Walk to School program in 2017.
 Mission, Vision, Theme:	<p>Weston School serves over 500 students in grades pre-k through three. Our school is a comprehensive educational community that has experienced sustainability with the teaching staff in an environment conducive to the individual needs of our children during these important early developmental years. Meeting the needs of all of the students is the focus of every staff member at Weston School. All students benefit from a three-tiered instructional model that supports differentiated instruction.</p>





Weston Elementary School
2016-2017
Grade Span PK-03

35-3000-090
SOMERSET
MANVILLE BORO
600 NEWARK AVE
MANVILLE, NJ 08835

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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>Clubs and Activities:</p>	<p>Weston School offers a variety of after school clubs and activities for our students including Lego Club, Literacy Club, Earthwatchers Club, and Circle of Friends.</p>
 <p>Before and After School Programs:</p>	<p>Weston School offers before and after school programs in an effort to meet our students' varying academic needs. Programs include a Before School Title 1 Literacy Intervention Program, an After School Math Intervention Program, and an After School ESL Program. Additionally, Title 1 Literacy Intervention and ESL are also offered as summer programs.</p>