



Joseph E. Soehl Middle School

2016-2017

Grade Span 06-08

39-2660-070

UNION

LINDEN CITY

300 E HENRY ST

LINDEN, NJ 07036-5320

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	191	177	204
7	184	188	185
8	219	179	175
Ungraded	36	26	22
Total	630	570	586

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	51%	49%
Male	52%	49%	51%
Economically Disadvantaged Students	73%	65%	60%
Students with Disabilities	19%	21%	20%
English Learners	5%	4%	6%
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
Hispanic	43.7%
Black or African American	38.6%
White	15.2%
Asian	0.9%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	1.4%

Enrollment by Home Language

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

Home Language	% of Students
English	57.5%
Spanish	24.2%
Haitian	5.3%
Portuguese	3.8%
Polish	3.4%
<i>Other</i>	6.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	547	99.3	47.30	47.40	54.90	47.3	39.9	Met Target
White	81	97.7	63.00	*	63.90	63	64.4	Met Target†
Hispanic	240	99.2	50.90	46.90	39.80	50.9	39.2	Met Target
Black or African American	211	100.0	36.00	39.90	35.20	36	30.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	269	99.0	58.40	56.60	62.20	58.4		
Male	278	99.7	36.70	38.80	48.10	36.7		
Economically Disadvantaged Students	313	99.4	43.70	42.80	36.20	43.7	35.4	Met Target
Non-Economically Disadvantaged Students	234	99.2	52.10	52.40	65.80	52.1		
Students with Disabilities	123	99.2	14.60	11.80	20.50	14.6	13.3	Met Target
Students without Disabilities	424	99.3	56.80	55.70	61.90	56.8		
English Learners	41	95.5	26.80	30.30	25.20	26.8	15.9	Met Target
Non-English Learners	506	99.6	49.00	48.70	57.40	49		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	209	741	741	752	*	23%	36%	32%	*	36%	54%
White	33	749	752	758	0%	*	33%	39%	*	46%	63%
Hispanic	85	743	739	740	*	14%	40%	34%	*	39%	38%
Black or African American	86	736	733	736	*	31%	36%	27%	*	28%	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	*	*	*	753	*	*	*	*	*	*	56%
Female	100	745	748	758	*	17%	39%	37%	*	41%	61%
Male	109	737	733	746	*	28%	34%	28%	*	31%	46%
Economically Disadvantaged Students	131	740	738	737	*	25%	37%	29%	*	33%	34%
Non-Economically Disadvantaged Students	78	744	744	761	*	19%	35%	37%	*	41%	65%
Students with Disabilities	42	724	716	722	*	50%	26%	*	*	17%	17%
Students without Disabilities	167	746	746	758	*	16%	39%	*	*	41%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	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	188	750	745	756	7%	12%	31%	34%	15%	50%	59%
White	26	772	760	764	*	*	*	39%	*	73%	69%
Hispanic	86	750	744	742	*	16%	27%	38%	*	52%	44%
Black or African American	69	740	735	737	*	*	41%	30%	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	89	759	757	764	*	*	27%	44%	19%	63%	68%
Male	99	742	735	749	*	*	34%	25%	12%	37%	51%
Economically Disadvantaged Students	104	747	740	739	*	*	36%	34%	*	45%	40%
Non-Economically Disadvantaged Students	84	754	751	766	*	*	25%	35%	*	55%	70%
Students with Disabilities	43	723	717	719	*	*	35%	*	*	14%	19%
Students without Disabilities	145	758	752	763	*	*	30%	*	*	60%	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	*	*	*	727	*	*	*	*	*	*	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	178	751	750	757	9%	13%	24%	45%	9%	54%	59%
White	25	765	762	764	*	*	*	56%	*	72%	68%
Hispanic	76	753	751	742	*	*	20%	50%	*	59%	44%
Black or African American	73	741	740	738	*	19%	32%	34%	*	40%	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	94	760	760	766	*	*	19%	53%	*	67%	68%
Male	84	740	740	749	*	*	30%	36%	*	39%	50%
Economically Disadvantaged Students	94	749	745	739	*	14%	23%	45%	*	52%	40%
Non-Economically Disadvantaged Students	84	753	754	766	*	12%	25%	45%	*	56%	69%
Students with Disabilities	35	719	710	718	*	*	31%	*	*	11%	18%
Students without Disabilities	143	758	758	764	*	*	22%	*	*	64%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

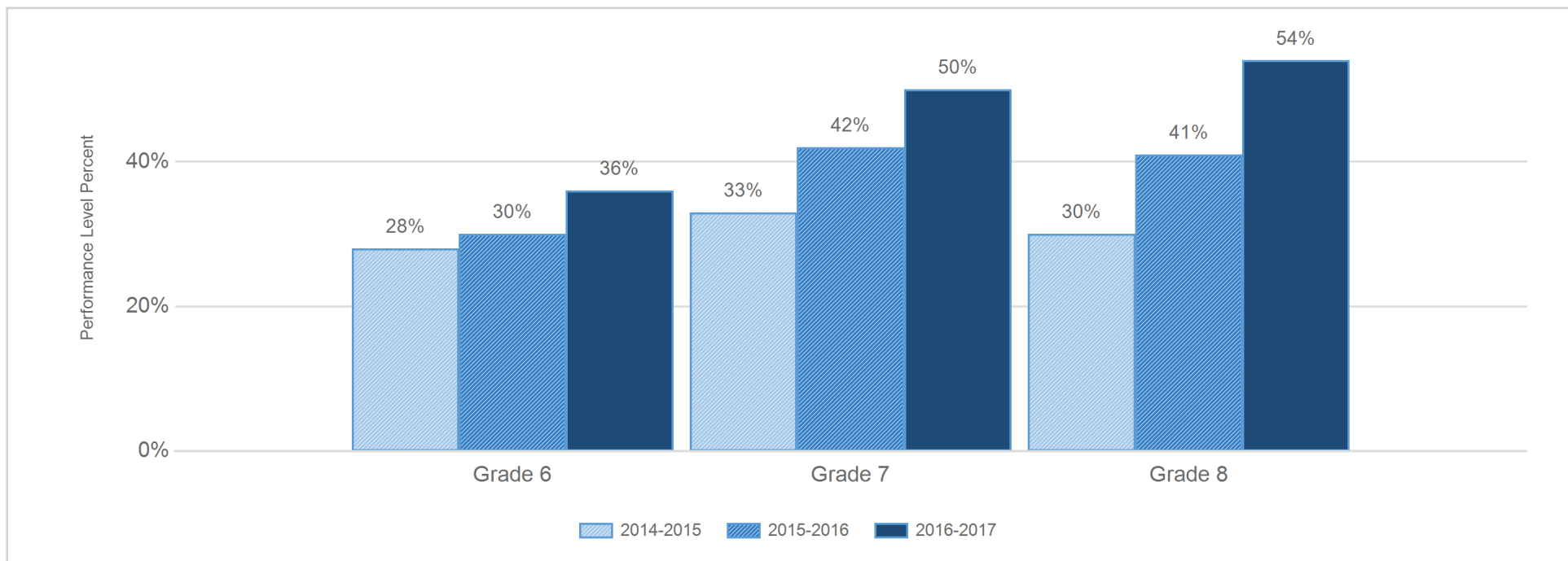


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English Language Arts/Literacy Assessment - Performance Trends

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	549	99.2	21.70	25.40	43.50	21.7	27.4	Not Met
White	81	97.8	43.20	*	52.40	43.2	51.1	Met Target†
Hispanic	242	99.2	21.90	*	27.60	21.9	27.4	Not Met
Black or African American	211	99.6	11.90	*	21.70	11.9	17.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	268	99.0	20.50	*	44.10	20.5		
Male	281	99.3	22.80	*	42.90	22.8		
Economically Disadvantaged Students	313	99.1	18.90	*	25.10	18.9	24.1	Not Met
Non-Economically Disadvantaged Students	236	99.2	25.40	*	54.30	25.4		
Students with Disabilities	122	99.2	*	*	16.50	*	6.4	Not Met
Students without Disabilities	427	99.2	*	*	48.80	*		
English Learners	44	96.6	*	19.00	23.30	*	15.9	Not Met
Non-English Learners	505	99.4	*	25.90	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 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	211	724	726	743	16%	38%	29%	*	*	16%	44%
White	34	736	737	751	*	35%	*	*	*	29%	54%
Hispanic	86	728	725	731	*	37%	41%	13%	*	14%	27%
Black or African American	86	715	716	724	27%	43%	19%	12%	0%	12%	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	*	*	*	745	*	*	*	*	*	*	46%
Female	100	726	730	745	17%	32%	34%	*	*	17%	45%
Male	111	723	721	742	15%	44%	25%	*	*	15%	43%
Economically Disadvantaged Students	132	723	723	728	*	36%	32%	*	*	14%	24%
Non-Economically Disadvantaged Students	79	727	729	752	*	42%	25%	*	*	20%	56%
Students with Disabilities	43	709	703	717	*	*	*	*	*	*	13%
Students without Disabilities	168	728	730	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	195	731	729	741	*	35%	32%	24%	*	25%	40%
White	28	748	741	748	*	*	*	57%	0%	57%	49%
Hispanic	89	733	729	730	*	30%	39%	26%	*	26%	23%
Black or African American	71	720	719	726	*	52%	24%	*	*	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	93	732	732	743	*	34%	38%	23%	*	24%	41%
Male	102	729	726	740	*	36%	28%	26%	*	27%	38%
Economically Disadvantaged Students	108	728	725	729	*	41%	31%	19%	*	20%	22%
Non-Economically Disadvantaged Students	87	733	733	749	*	29%	35%	30%	*	31%	50%
Students with Disabilities	43	714	709	716	*	*	*	*	*	*	11%
Students without Disabilities	152	735	734	746	*	*	*	*	*	*	45%
English Learners	13	710	*	712	*	*	*	*	*	*	*
Non-English Learners	182	732	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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**

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Schoolwide	73	702	700	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	32	702	701	721	*	*	*	*	*	*	21%
Black or African American	36	702	698	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	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	32	699	698	730	*	*	*	*	*	*	30%
Male	41	705	701	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	36	702	701	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	37	703	698	734	*	*	*	*	*	*	34%
Students with Disabilities	34	698	695	705	*	*	*	*	*	*	*
Students without Disabilities	39	706	703	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.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	740	723	743	*	19%	42%	34%	*	34%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	46	742	726	728	*	*	44%	37%	0%	37%	24%
Black or African American	39	732	713	724	*	28%	41%	*	0%	21%	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	63	740	726	744	*	*	46%	30%	*	30%	43%
Male	47	740	721	741	*	*	36%	38%	*	38%	40%
Economically Disadvantaged Students	61	735	720	727	*	*	36%	30%	*	30%	23%
Non-Economically Disadvantaged Students	49	746	727	751	*	*	49%	39%	*	39%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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%

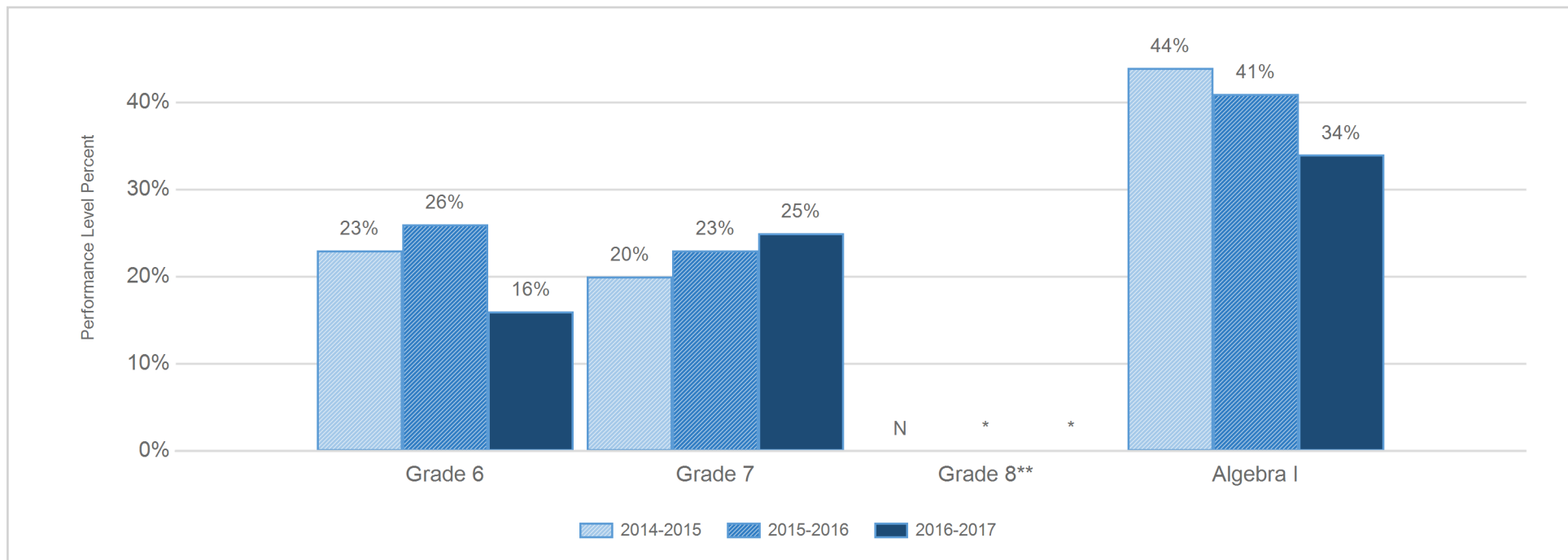


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
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	14	*	*
2	10	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

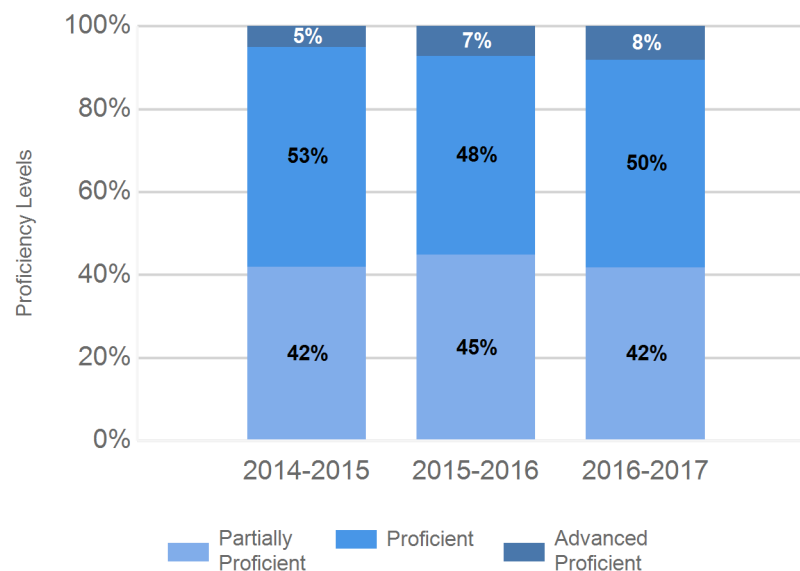
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	8%	50%	42%
White	*	68%	12%
Hispanic	8%	54%	39%
Black or African American	4%	39%	57%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	6%	45%	49%
Students with Disabilities	N	31%	69%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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This section 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	60	55	50	Exceeds Target	36	46	50	Not Met
White	66	*	50	Exceeds Target	39	*	52	Not Met
Hispanic	62	*	49	Exceeds Target	34	*	47	Not Met
Black or African American	56.5	52	45	Met Target	36	40	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	62.5	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	62	54	47	Exceeds Target	35	45	46	Not Met
Students with Disabilities	56	43	41	Met Target	46	42	43	Met Target
English Learners	58	61	53	Met Target	33	54	51	Not Met

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



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

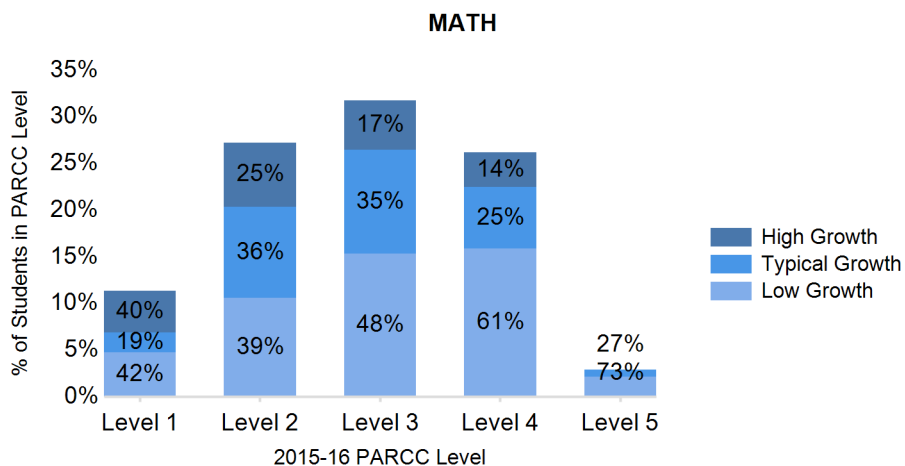
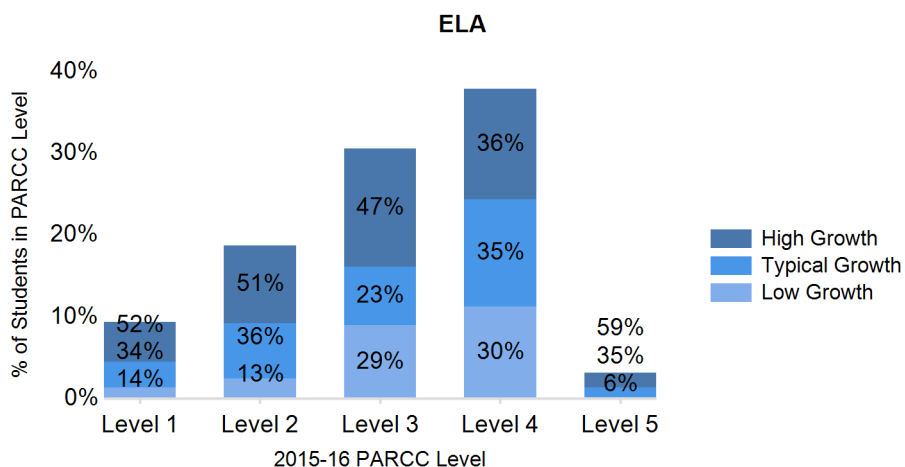
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

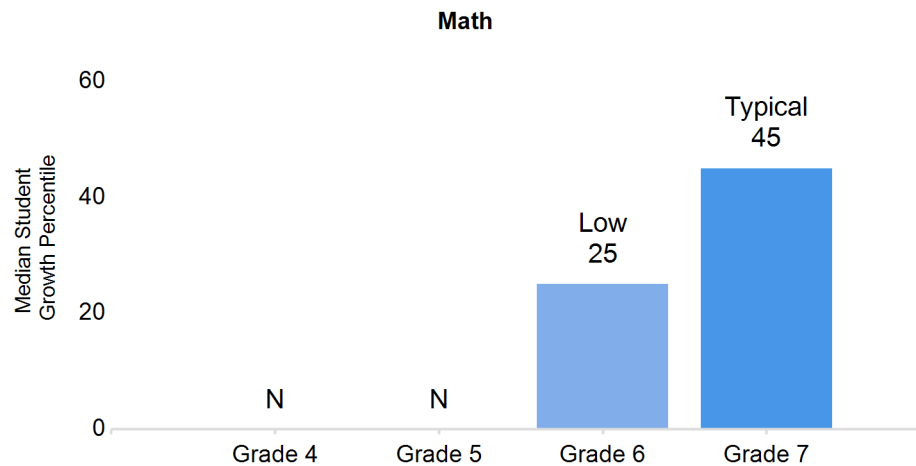
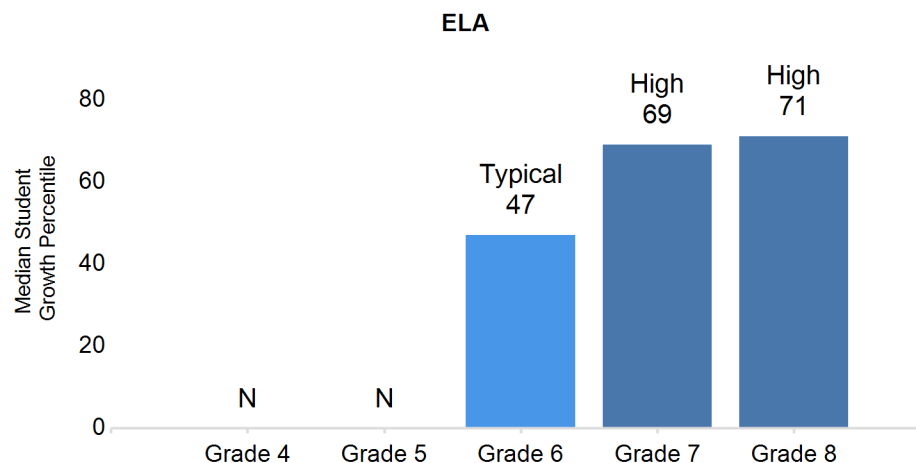
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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	190
7	1	0	202
8	120	0	82
Schoolwide	121	0	474

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	0	0	0	0	0	0	225
7	0	0	0	0	0	0	201
8	0	0	0	0	0	0	185
Schoolwide	0	0	0	0	0	0	611
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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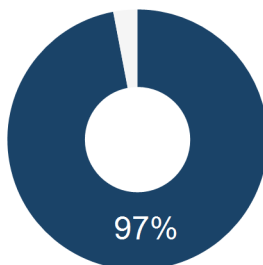
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Visual and Performing Arts – Course Participation

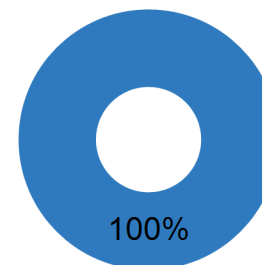
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

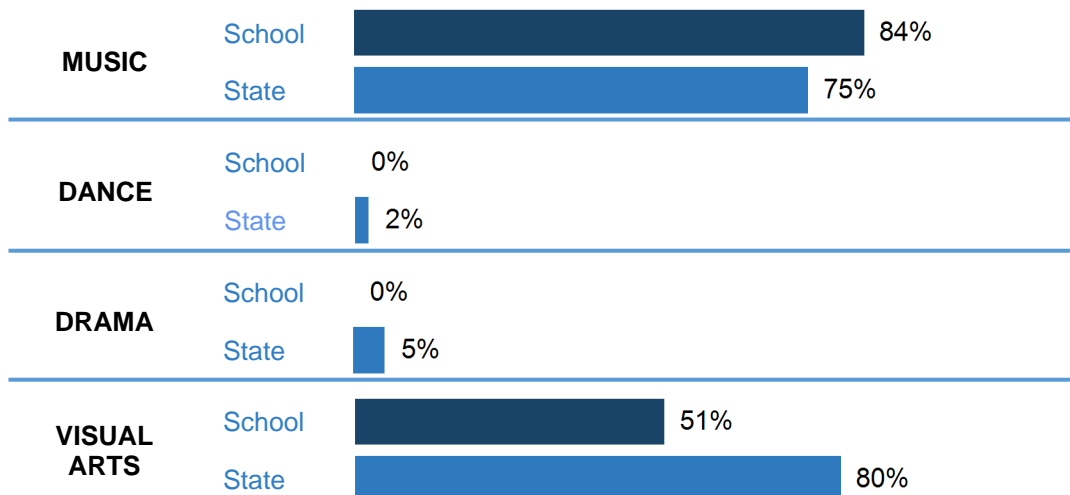


School



State

Students enrolled in one or more classes by discipline:





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

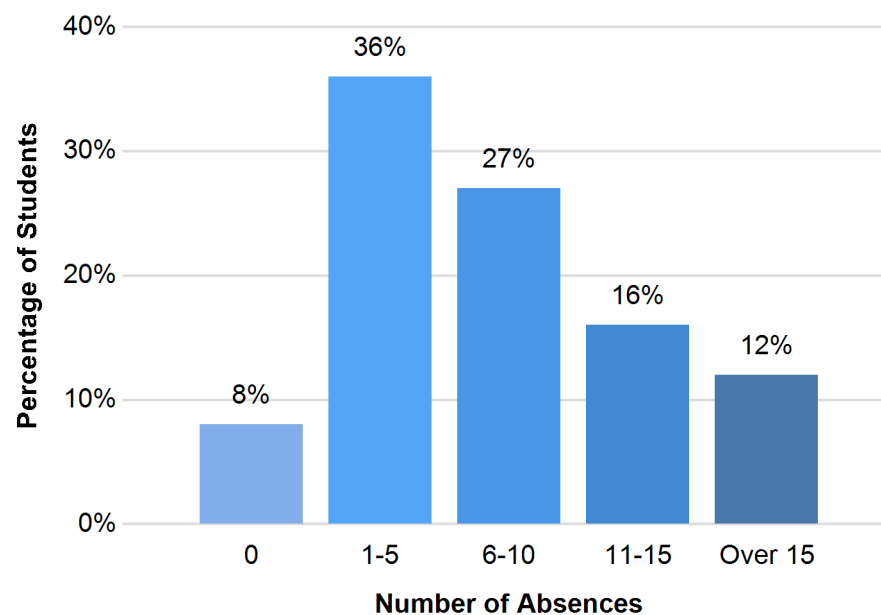
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.20	8.70	Not Met
White	11.20	8.70	Not Met
Hispanic	9.30	8.70	Not Met
Black or African American	9.00	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	8.70	8.70	Met Target
Students with Disabilities	16.80	8.70	Not Met
English Learners	6.30	8.70	Met Target

Days Absent

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



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

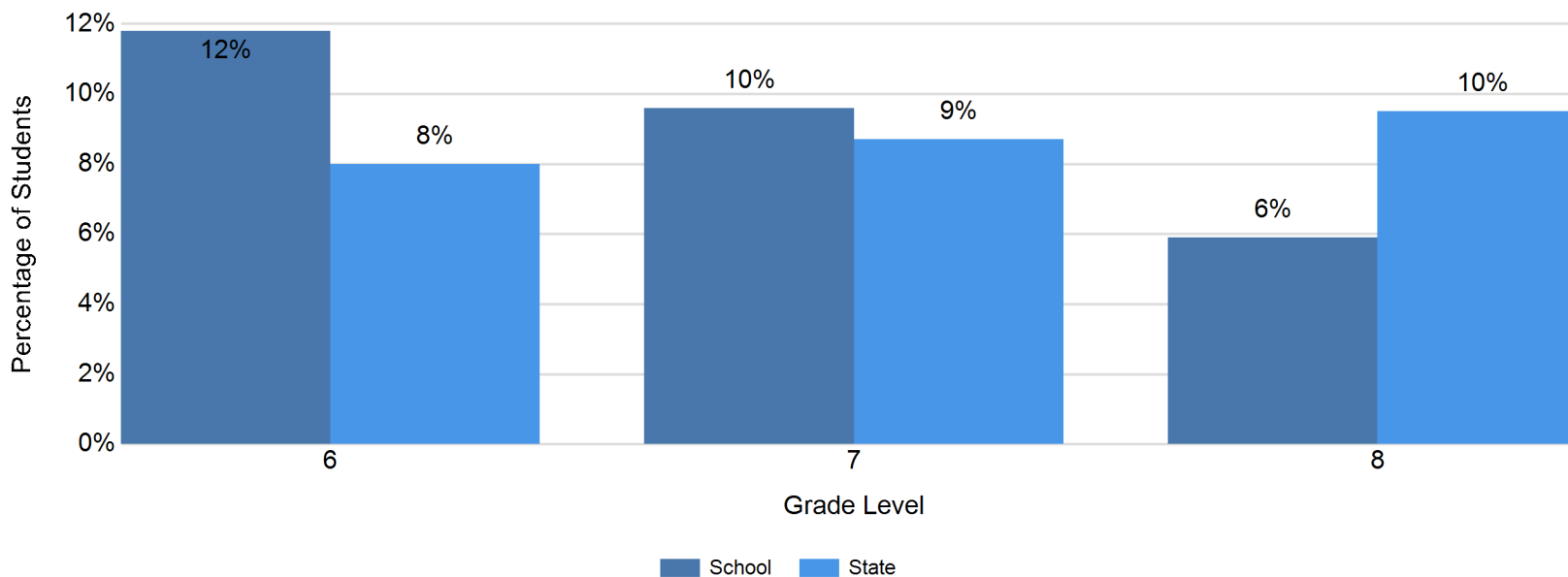


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:45PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.68

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	26.8%
Out-of-School Suspensions	4.3%
Any Suspension	31.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	80%	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	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	195:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	37.3	17.5%
Mathematics Proficiency	11.5	17.5%
English Language Arts Growth	85.9	25.0%
Mathematics Growth	12.6	25.0%
Chronic Absenteeism	32.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.1
Summative Rating: Percentile rank of Summative Score		30.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.1	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Not Met	No
White	38.6	11.9	No	Met Target†	Met Target†	Not Met	Exceeds Target	Not Met	No
Hispanic	47.4	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Not Met	No
Black or African American	49.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	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	52.0	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Not Met	No
Students with Disabilities	48.2	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
English Learners	38.9	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



Joseph E. Soehl Middle School
 2016-2017
 Grade Span 06-08




39-2660-070
 UNION
 LINDEN CITY
 300 E HENRY ST
 LINDEN, NJ 07036-5320

School General Info

Principal:	Mr. Molinaro	Email Address:	rmolinaro@lindenps.org
Address:	300 E HENRY ST LINDEN, NJ 07036-5320	Website:	www.linden.k12.nj.us/schools/soehl/
Phone:	(908)486-0550	Facebook:	https://www.facebook.com/lindenpublicschools.soehl/
		Twitter:	https://twitter.com/SoehlLPS

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is part of each school day with all students and teachers utilizing 1:1 Macbook Air laptops • Soehl Middle School offers 17 different after school clubs that meet up to 35 hours per school year • 21st Century Learning Community After School Program
 <p>Mission, Vision, Theme:</p>	<p>Mission - Promote and value learning as an ongoing, active, collaborative process with dynamic dialogue by teachers, students, staff, administration, parents, and the school community to improve the quality of learning and life within the school. Vision - Develop leader learners, who forever more, pursue understanding of the natural world, social world, and cultural world, with the intent towards civic duty for humankind.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>21st Century Learning Community received the IDEA Supplemental Grant Award, Apple Certified Teachers (various staff members), NJ Governors' Teacher Recognition Award, Teachers Who Make Magic Award, National Junior Honor Society (students)</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>The language arts curriculum focuses on the improvement of reading strategies and writing skills . Our social studies program (Discovery Education) consists of World History, Geography and American History. The science inquiry-based curriculum for each grade is composed of an intense unit of study in each of the three strands of science. The math curriculum is inclusive of Go Math at the 6th grade level and EnVision for Pre-Alg and Alg for grades 7 and 8.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys)</p> <p>Joseph E. Soehl Middle School has successfully merged all sports teams with its sister middle school, Myles J. McManus.</p>
 <p>Clubs and Activities:</p>	<p>Academic Competition, Alliance Club, Art Club, Chinese Club, Debate Club, Diversity Club, Drumline, Friends Beyond Borders, Italian Club, Math Club, Mentoring Middle School Females, National Junior Honor Society, Peer Mentoring, School of Rock, Spanish Club, Student/Board of Education Committee, and Yearbook Committee.</p>
 <p>Before and After School Programs:</p>	<p>Soehl Middle School houses the 21st Century Learning Community after school program which is coordinated by one of our Vice-Principals. This program serves students in grades 6-8 (ages 10-13).</p>







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 <p>Staff and Professional Learning:</p>	<p>Teachers and administrators compose the Instructional Leadership Team, the School Leadership Team, and the School Improvement Panel. Each provide collaborative opportunities to help meet the needs of each individual student. The Instructional Leadership Team provides professional development to the entire staff, specifically in the area of data analysis and data-driven instruction .</p>
 <p>Student Supports and Services:</p>	<p>Various supports and services are in place for our English language learners and students with disabilities. We offer after school tutoring for our Title I students. In addition to two full time social workers, we provide Intervention and Referral Services designed to assist students who are experiencing learning, behavior, and/or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Students are afforded nutritional meals for both breakfast and lunch and also through a nutrition program embedded in the 21st Century Learning Community. Physical Education curriculum and a PE/recreation program embedded in the 21st Century Learning Community also provides our students with time for physical activity throughout the day.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents and community are involved in our school through the Parent Teacher Association, Genesis Parent Portal, Blackboard Connect, Twitter, School Website, Back to School Night, Grade 6 Orientation, Academic Challenge Nights, Talent Show, Winter/Spring Concerts, Parent Night (21st Century Learning Community).</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The School Leadership Team, in conjunction with the school social worker and School Climate Team, designed a school climate survey for students, parents and staff. Results were generated and shared with the School Climate Team and entire faculty.</p>
 <p>Facilities:</p>	<p>Original building - 1926-1927, Recent renovations - boys/girls gymnasium locker rooms, Special rooms to highlight - media center, art room, and technology rooms.</p>



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Core classes (1 hour each) - Electives (45 minutes each) - Lunch (30 minutes), Team Time Planning (45 minutes), Monthly drills (Fire/Security), Year Four of Technology 1:1 with students and teachers - Smart Board technology in classrooms, Genesis Parent Portal, School Safety Team meets once per month.



Other Information:



Linden High School

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	419	397	437
10	453	411	368
11	407	410	405
12	419	373	427
Ungraded	50	20	11
Total	1748	1611	1648

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	58%	53%	51%
Students with Disabilities	14%	14%	14%
English Learners	4%	3%	5%
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
Black or African American	39.5%
Hispanic	38.6%
White	18.1%
Asian	2.5%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.1%
Two or More Races	0.9%

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	1619
Shared Time Students	55
Full Time Equivalent	1647

Enrollment by Home Language

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

Home Language	% of Students
English	57.9%
Spanish	23.8%
Haitian	6.5%
Portuguese	4.0%
Polish	3.6%
Other	4.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	757	97.6	45.40	47.40	54.90	45.4	46.4	Met Target†
White	116	97.6	52.60	*	63.90	52.6	61.3	Not Met
Hispanic	304	98.5	45.10	46.90	39.80	45.1	46.8	Met Target†
Black or African American	302	96.7	41.40	39.90	35.20	41.4	36.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	96.6	55.50	64.30	80.70	55.5	N	N
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	348	98.2	55.20	56.60	62.20	55.2		
Male	409	97.1	36.90	38.80	48.10	36.9		
Economically Disadvantaged Students	387	96.9	43.20	42.80	36.20	43.2	41.6	Met Target
Non-Economically Disadvantaged Students	370	98.3	47.60	52.40	65.80	47.6		
Students with Disabilities	132	95.8	*	11.80	20.50	*	8.2	Met Target
Students without Disabilities	625	97.9	*	55.70	61.90	*		
English Learners	49	96.9	18.30	30.30	25.20	18.3	23.7	Met Target†
Non-English Learners	708	97.6	47.20	48.70	57.40	47.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	430	740	740	749	14%	16%	30%	34%	7%	41%	52%
White	66	747	747	757	*	*	30%	35%	*	47%	62%
Hispanic	172	741	741	733	14%	15%	31%	34%	6%	40%	35%
Black or African American	173	736	736	730	*	18%	30%	34%	*	38%	30%
Asian, Native Hawaiian, or Pacific Islander	16	753	753	777	*	*	*	*	*	63%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	185	752	752	756	*	15%	29%	42%	*	52%	60%
Male	245	732	732	741	*	16%	31%	28%	*	32%	43%
Economically Disadvantaged Students	206	738	738	731	15%	18%	29%	33%	6%	39%	32%
Non-Economically Disadvantaged Students	224	742	742	758	13%	14%	30%	35%	8%	43%	62%
Students with Disabilities	74	703	703	714	*	*	*	*	*	*	13%
Students without Disabilities	356	748	748	754	*	*	*	*	*	*	58%
English Learners	25	709	709	690	*	*	*	*	*	*	*
Non-English Learners	405	742	742	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	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	371	743	743	743	17%	14%	21%	38%	11%	48%	46%
White	57	753	753	749	*	*	21%	37%	19%	56%	52%
Hispanic	150	745	745	728	11%	17%	22%	42%	7%	49%	34%
Black or African American	147	736	736	725	26%	10%	21%	33%	10%	43%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	185	749	749	752	14%	13%	18%	40%	15%	55%	54%
Male	186	736	736	734	21%	14%	24%	35%	6%	41%	39%
Economically Disadvantaged Students	199	740	740	726	19%	17%	19%	38%	9%	46%	32%
Non-Economically Disadvantaged Students	172	746	746	751	16%	10%	24%	37%	13%	50%	54%
Students with Disabilities	59	706	706	704	42%	27%	19%	*	*	12%	12%
Students without Disabilities	312	750	750	749	13%	11%	22%	*	*	55%	52%
English Learners	23	675	675	681	*	*	*	*	*	*	*
Non-English Learners	348	747	747	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	401	747	747	736	11%	16%	25%	40%	9%	49%	38%
White	84	756	756	738	*	12%	17%	55%	*	66%	40%
Hispanic	152	750	750	731	8%	14%	30%	39%	10%	49%	34%
Black or African American	153	739	739	728	15%	20%	26%	32%	7%	39%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	201	754	754	744	7%	14%	21%	46%	12%	58%	46%
Male	200	740	740	729	15%	18%	28%	34%	6%	40%	31%
Economically Disadvantaged Students	186	744	744	729	10%	17%	29%	36%	8%	44%	32%
Non-Economically Disadvantaged Students	215	749	749	740	11%	15%	21%	44%	10%	54%	42%
Students with Disabilities	52	712	712	709	42%	23%	21%	*	*	14%	12%
Students without Disabilities	349	752	752	741	6%	15%	25%	*	*	54%	43%
English Learners	24	713	713	699	*	*	*	*	*	*	*
Non-English Learners	377	749	749	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

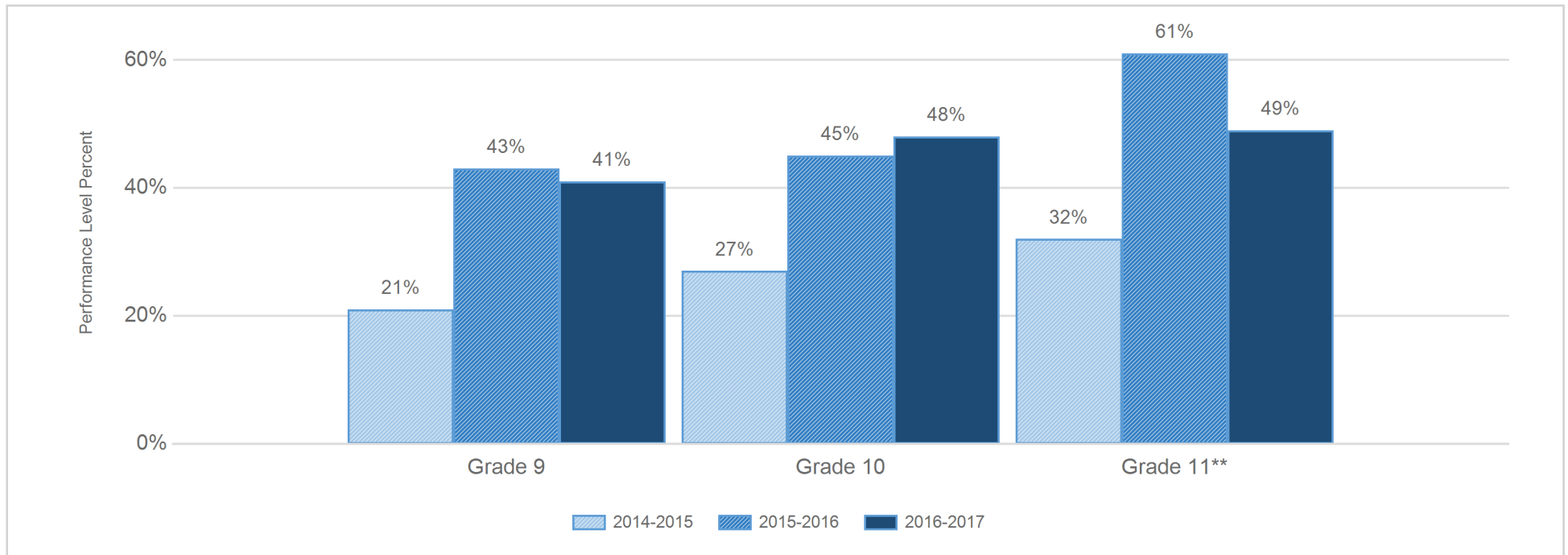


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	755	96.9	*	25.40	43.50	*	10.4	Not Met
White	114	97.6	12.30	*	52.40	12.3	14.2	Met Target†
Hispanic	302	97.6	*	*	27.60	*	9.9	Not Met
Black or African American	304	95.9	*	*	21.70	*	8.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	96.6	14.80	44.50	75.60	14.8	N	N
American Indian or Alaska Native	*	*	*	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	349	97.6	*	*	44.10	*		
Male	406	96.2	*	*	42.90	*		
Economically Disadvantaged Students	391	97.6	*	*	25.10	*	8.8	Not Met
Non-Economically Disadvantaged Students	364	96.1	*	*	54.30	*		
Students with Disabilities	123	90.6	*	*	16.50	*	5.6	Not Met
Students without Disabilities	632	98.1	*	*	48.80	*		
English Learners	49	96.9	*	19.00	23.30	*	N	N
Non-English Learners	706	96.9	*	25.90	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	707	723	743	*	*	*	*	*	*	42%
White	23	706	*	751	*	*	*	*	*	*	52%
Hispanic	85	713	726	728	*	*	*	*	*	*	24%
Black or African American	92	703	713	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	78	706	726	744	*	*	*	*	*	*	43%
Male	129	707	721	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	106	705	720	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	101	709	727	751	*	*	*	*	*	*	52%
Students with Disabilities	66	700	*	714	*	*	*	*	*	*	10%
Students without Disabilities	141	710	*	747	*	*	*	*	*	*	47%
English Learners	24	716	715	708	*	*	*	*	*	*	*
Non-English Learners	183	706	724	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%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	464	720	720	734	*	*	*	*	*	*	30%
White	75	722	722	740	*	*	*	*	*	*	38%
Hispanic	179	722	722	722	*	*	*	*	*	*	14%
Black or African American	190	716	716	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	730	730	758	*	*	*	*	0%	12%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	223	721	721	735	*	*	*	*	*	*	31%
Male	241	718	718	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	232	720	720	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	232	719	719	740	*	*	*	*	*	*	39%
Students with Disabilities	61	704	704	711	*	*	*	*	*	*	*
Students without Disabilities	403	722	722	738	*	*	*	*	*	*	*
English Learners	29	712	712	710	*	*	*	*	*	*	*
Non-English Learners	435	720	720	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	708	708	725	*	*	*	*	*	*	28%
White	52	716	716	731	25%	44%	*	*	0%	14%	33%
Hispanic	122	707	707	710	*	*	*	*	*	*	14%
Black or African American	114	704	704	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	157	708	708	725	*	*	*	*	*	*	27%
Male	144	708	708	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	152	710	710	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	149	706	706	733	*	*	*	*	*	*	35%
Students with Disabilities	10	688	688	692	*	*	*	*	*	*	*
Students without Disabilities	291	709	709	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%

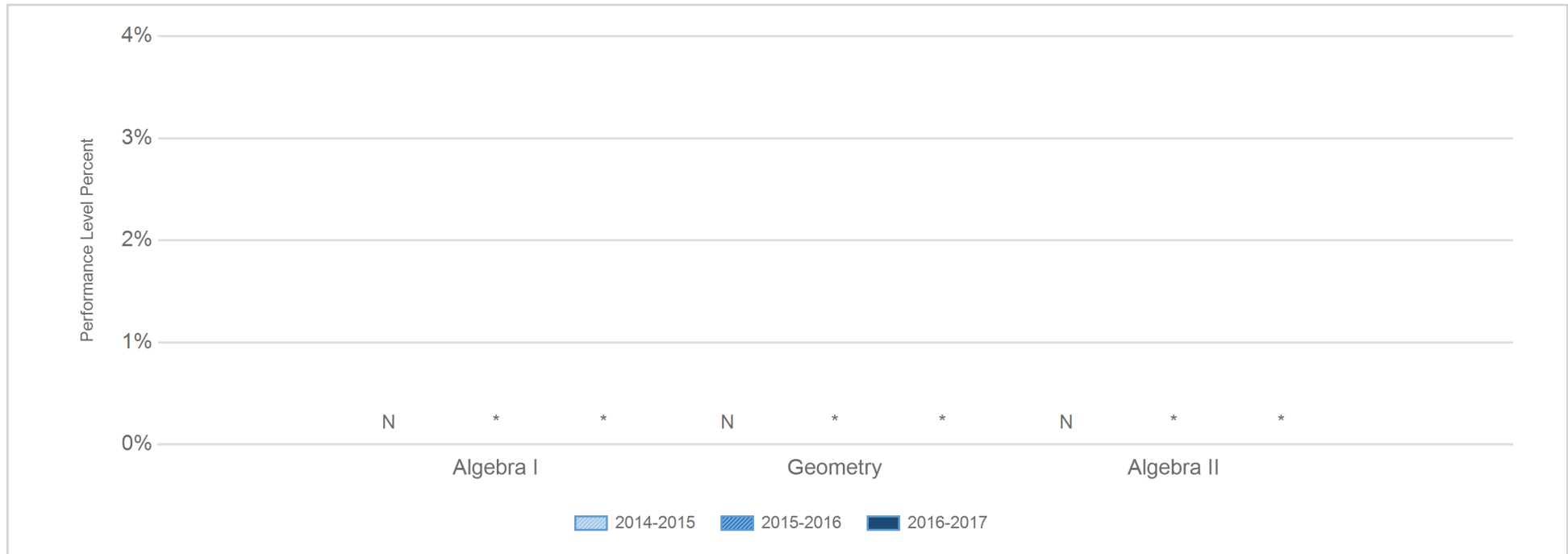


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	30	*	*
2	23	87%	13%
3	11	*	*
4	*	*	*
5+	*	*	*



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

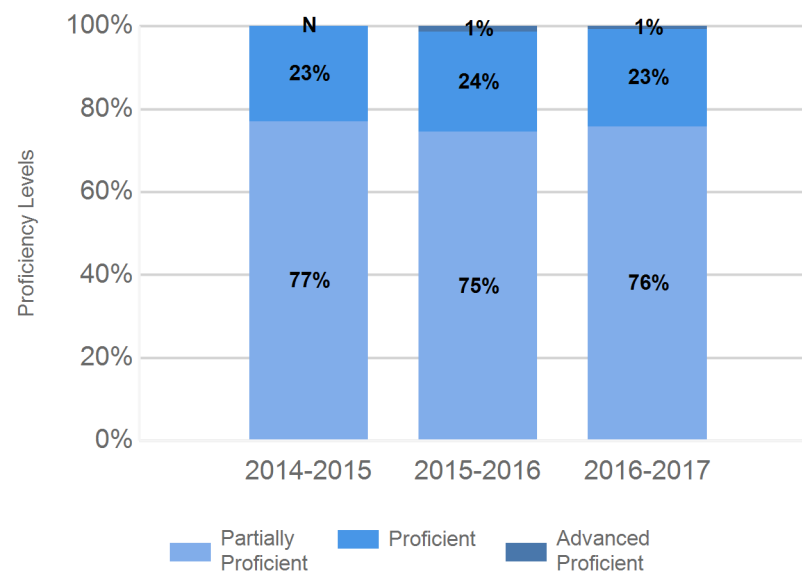
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	23%	76%
White	N	34%	66%
Hispanic	N	22%	78%
Black or African American	2%	18%	80%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	2%	22%	77%
Students with Disabilities	N	*	*
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section 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	96.7%	89.4%
Percentage of students taking the SAT	98.9%	70.0%
Percentage of students taking the ACT	9.1%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	427	481	Varies By Grade	43%	67%
PSAT - Math	426	483	Varies By Grade	18%	49%
SAT - Reading and Writing	503	551	480	62%	77%
SAT - Math	493	552	530	32%	58%
ACT - Reading	21	24	22	36%	65%
ACT - English	19	24	18	51%	79%
ACT - Math	20	24	22	31%	65%
ACT - Science	20	23	23	31%	54%



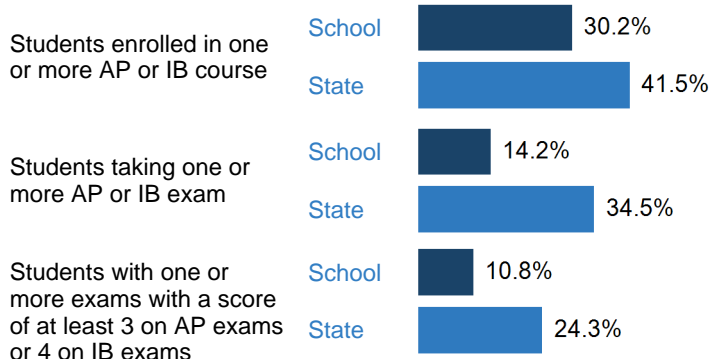
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

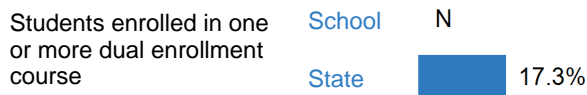
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Italian Language and Culture	0	3
AP U.S. History	0	4
IB Art/Design	8	4
IB Biology	83	35
IB Business and Management	11	8
IB Chemistry	38	17
IB Design Technology	0	14
IB Environmental Science	13	11
IB History	139	65
IB Language A (English)	181	88
IB Language B—Chinese	12	3
IB Language B—French	23	9
IB Language B—German	11	3
IB Language B—Italian	21	7
IB Language B—Spanish	61	22
IB Mathematical Studies	74	41
IB Mathematics	81	28
IB Physics	21	15
IB Psychology	18	17
IB Theory of Knowledge	43	41



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		435
Exams with scores of at least 3 on AP exams or 4 on IB exams		168



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

Career and Technical Education Participation

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

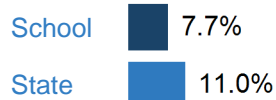
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

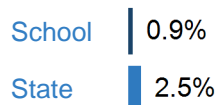
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	11	
Total number of credentials earned in all clusters		11

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	218	247	1	0	0	0	2
10	15	217	85	1	0	0	91
11	2	31	158	106	0	2	243
12	4	10	65	72	63	9	142
Schoolwide	239	505	309	179	63	11	478
Enrolled in AP/IB Course					0	0	150

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	459	3	0	6	0	0
10	42	335	2	14	0	11
11	56	74	7	21	22	282
12	42	30	7	51	55	177
Schoolwide	599	442	16	92	77	470
Enrolled in AP/IB Course	83	38		13	21	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	452	18	36	0	0	0
10	27	355	38	2	0	0
11	77	346	34	5	13	51
12	74	98	43	143	31	76
Schoolwide	630	817	151	150	44	127
Enrolled in AP/IB Course	139	0	0	18	0	43

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	207	79	72	0	22	39	7
10	199	46	42	0	19	27	0
11	124	54	31	0	17	14	6
12	65	23	21	0	18	4	9
Schoolwide	595	202	166	0	76	84	22
Enrolled in AP/IB Course	61	23	21	0	11	12	0
Enrolled in Level 3 or Higher	130	53	20	0	18	12	5
Earned Seal of Biliteracy	13	0	*	0	*	0	*



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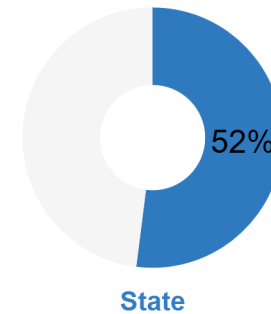
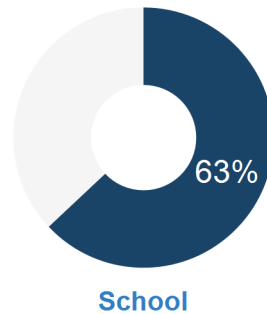
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Visual and Performing Arts – Course Participation

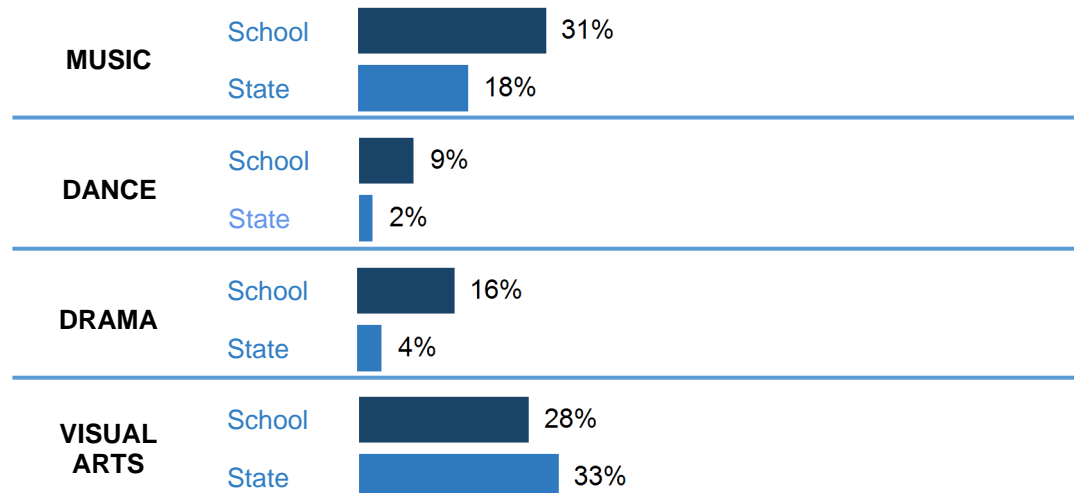
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	85.6%	90.5%	92.3%	91.8%	88.6%	88.8%	Not Met	91.2%	92.9%	Not Met
White	92.5%	94.5%	90.9%	95.1%	89.7%	88.8%	Met Target	91.7%	94.3%	Not Met
Hispanic	83.7%	84.3%	96.6%	86.3%	90.5%	89.9%	Met Target	91.2%	89.9%	Met Target
Black or African American	*	83.4%	89.0%	85.3%	85.8%	86.7%	Not Met	*	94.7%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	*	97.5%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	84.6%	83.9%	92.6%	85.6%	86.7%	87.4%	Not Met	91.7%	90.6%	Met Target
Students with Disabilities	64.4%	78.8%	81.6%	82.1%	79.0%	81.2%	Not Met	83.0%	88.5%	Not Met
English Learners	70.8%	76.1%	75.0%	79.7%	72.4%	93.2%	Not Met	93.1%	75.0%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	85.6%	-
2016	88.6%	92.3%
2015	88.5%	91.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	1.7%	1.1%
2015-2016	1.4%	1.1%
2014-2015	0.9%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	65.7%	46.3%	53.7%
White	64.1%	44.1%	55.9%
Hispanic	64.7%	56.7%	43.3%
Black or African American	66.9%	39.8%	60.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	65.9%	45.6%	54.4%
Students with Disabilities	38.9%	78.6%	21.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	75.1%	58.9%	41.1%	80.6%	19.4%	87.8%	12.2%
White	80%	57.7%	42.3%	80.8%	19.2%	94.2%	5.8%
Hispanic	73.3%	68.2%	31.8%	87.5%	12.5%	90.9%	9.1%
Black or African American	72.9%	51.8%	48.2%	73.6%	26.4%	80.9%	19.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	77.3%	58.1%	41.9%	80.6%	19.4%	88.8%	11.3%
Students with Disabilities	43.2%	68.4%	31.6%	84.2%	15.8%	84.2%	15.8%
English Learners	*	*	*	*	*	*	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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.

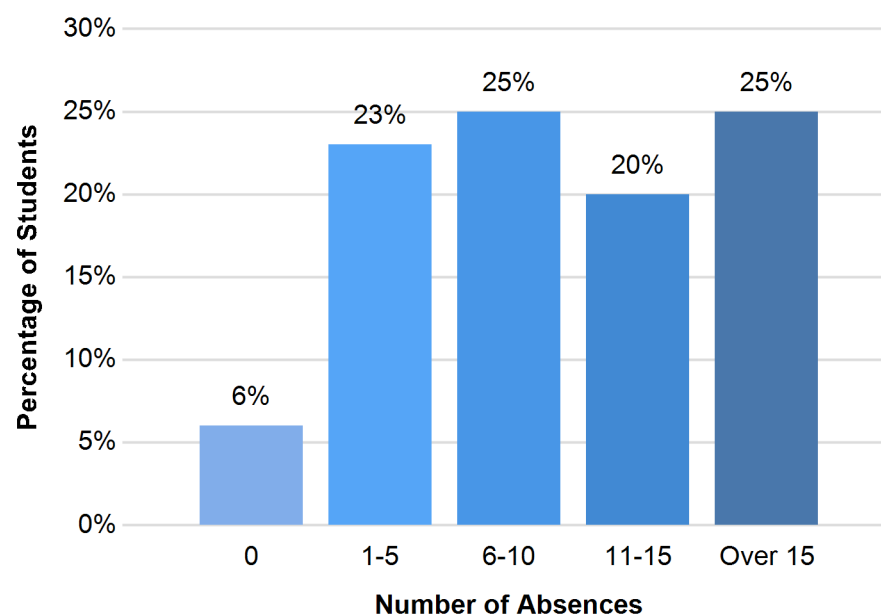
Chronic Absenteeism

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	19.60	14.30	Not Met
White	19.20	14.30	Not Met
Hispanic	20.60	14.30	Not Met
Black or African American	19.50	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	10.60	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.80	14.30	Not Met
Students with Disabilities	29.90	14.30	Not Met
English Learners	10.80	14.30	Met Target

Days Absent

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



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

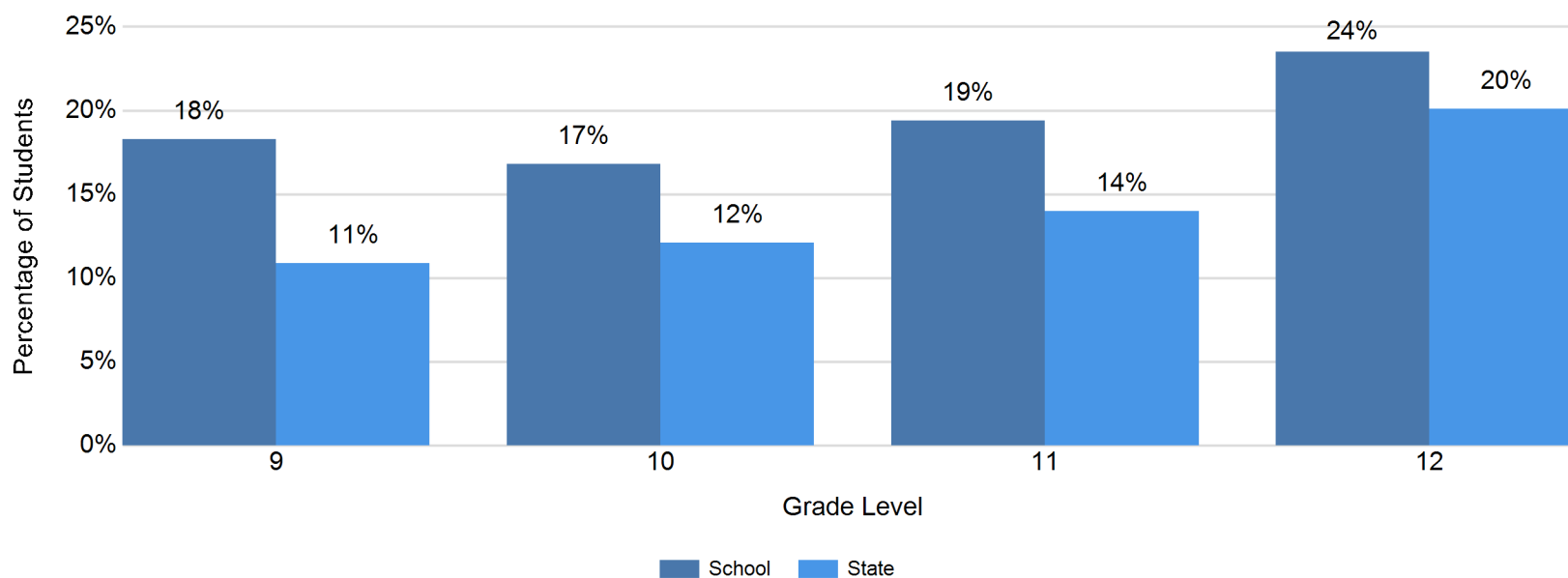


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:45PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 9 Mins.
Shared Time - Instructional Time	3 Hrs. 55 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	21
Vandalism	3
Weapons	2
Substances	18
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	2.73

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	34.4%
Out-of-School Suspensions	3.4%
Any Suspension	37.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	140	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	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	11:1
Administrators	235:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

Teachers and Administrators - Level of Education

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

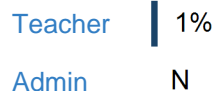
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	49.0	17.5%
Mathematics Proficiency	8.4	17.5%
Graduation - 4-Year	29.6	25.0%
Graduation - 5-Year	37.0	25.0%
Chronic Absenteeism	26.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		30.7
Summative Rating: Percentile rank of Summative Score		23.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	30.7	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
White	20.8	6.2	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	47.3	6.2	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Black or African American	48.8	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	52.6	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	29.9	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
English Learners	69.7	6.2	No	Met Target†	N	Met Target	Not Met	Met Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Horre	Email Address:	yhorre@lindenps.org
Address:	121 W ST GEORGE AVE LINDEN, NJ 07036-3960	Website:	http://www.linden.k12.nj.us/schools/lhs/
Phone:	(908)486-5432	Facebook:	https://www.facebook.com/lindenpublicschools.lhs/
		Twitter:	https://twitter.com/LHSHorre

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Students can earn internationally recognized IB Diplomas through the International Baccalaureate Diploma Program. • Technology is integrated into every class through our technology 1:1 program. • Our ESL program is recognized as a Model Program by the New Jersey Department of Education.
 <p>Mission, Vision, Theme:</p>	<p>Our school's mission is to provide a safe and secure learning environment conducive to our uniquely diverse community of learners. All students are encouraged to become lifelong learners, develop a healthy self-image and strive for excellence in academic and vocational skills in order to maximize their potential. Our goal is to ensure that all of our students graduate from high school with the academic and personal preparedness necessary to become productive members of our society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>LHS is proud to offer the prestigious International Baccalaureate Diploma Program. This program allows students the opportunity to earn college credit in several academic areas as well as to participate in community service. LHS graduates numerous students with IB Diplomas annually. Our ROTC is a regular recipient of the Distinguished Unit award. One of our high school teachers was named the 2017 Union County Teacher of the Year and a NJ State Teacher of the Year finalist.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Our educational program provides students with over 171 different courses in 11 academic areas. We offer a strong comprehensive program. LHS promotes the academic growth of students in the areas of STEM. Specialized curriculums are also available in Graphic Design, Computer Aided Drafting, Cosmetology, Engineering, Business, and Electronics. Additionally, programs allow our students to work in partnership with private sector companies and gain experience in business.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>Linden offers the chance to compete in 21 interscholastic varsity sports, led by an experienced and dedicated coaching staff. Competing in the extremely challenging Group IV classification, Linden has won State Championships in Football, Basketball, Soccer, Baseball, Track, and Bowling. Participation in these and other extracurricular activities teach our students lessons that are not typically found within the academic curriculum.</p>
 <p>Clubs and Activities:</p>	<p>Linden High School strives to engage as many students as possible in clubs and activities. As a result, LHS offers over 50 extra-curricular activities that appeal to a wide variety of student's interests. Our comprehensive program is designed to provide an opportunity for our students to enhance their learning and development beyond the required elective courses. Student activities support the goal of teaching students to be responsible members of our community.</p>
 <p>Before and After School Programs:</p>	<p>Our Media Center offers extended hours on designated school days and provides students with targeted programs on various topics. Previous sessions have included promoting positive citizenship and leadership. Students often meet to work on group projects, study and work on pertinent topics.</p>








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 <p>Staff and Professional Learning:</p>	<p>Instructional leadership teams meet monthly for in-depth training regarding data analysis, student performance and teacher instruction. All teachers work regularly within professional learning communities to expand ILT, school and personal instructional goals.</p>
 <p>Postsecondary Information:</p>	<p>82.4% of our students are accepted into college upon graduation. 7% of students enter the workforce immediately after graduation, 3% enter the military, 7.6% begin post-secondary certifications, which also includes the continuation of vocational education and apprenticeships.</p>
 <p>Student Supports and Services:</p>	<p>Our ESL program has been recognized as a Model Program by the New Jersey Department of Education. ESL teachers deliver instruction under the High Intensity Model. Our mainstream teachers are trained in Sheltered Instruction strategies. LHS's Alternative Program provides a non-traditional approach to education. Its purpose is to create a supportive environment conducive to learning for students who find it a challenge to function in a standard high school setting.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast and lunch is provided by Pomptonian Food Service. Their menus are designed to provide nutritious meals which are aligned with the Dietary Guidelines for Americans. LHS provides on-going mental health services through individual and group counseling, as well as prevention programs provided by our student services department. On site nursing staff address students' emergent and on-going medical needs.</p>
 <p>Parent and Community Involvement:</p>	<p>Linden High School has an active PTA with 100% teacher membership. Community service is an integral component to many of the clubs and student groups at LHS. Notably, NJROTC, NHS, IB, and Student Council maintain community service as a principal component. Our Learn and Serve program is active within the community, working with many of our elementary schools, as well as volunteering with such organizations as the Cerebral Palsy League and First Children of Fanwood.</p>



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Facilities:

Linden High School is comprised of three primary buildings: a main building and two academy buildings. Our auditorium was renovated in 2014; our gymnasium was renovated in 2015. We have classrooms that support specialized curriculum including Graphic Design, Cosmetology and Dance. In 2017, a fully equipped Peloton spin classroom was added and is located just outside of the gymnasium. A third offsite building houses LHS's Alternative Program.



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School Narrative

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Other Information:

Linden High School is proud to offer the prestigious International Baccalaureate Diploma Program. This program allows students the opportunity to earn college credit in several academic areas as well as to participate in community service. Our English as a Second Language (ESL) program has been recognized as a Model Program by the New Jersey Department of Education. Our World Language Program offers instruction in Chinese, French, German, Italian, Russian and Spanish. Exchange programs to China, France, Italy, Germany, and Spain provide our students with full cultural immersion. Linden High School was proud to serve as a pilot district for the Seal of Biliteracy, now fully adopted by the state. Specialized curriculums are also available in Graphic Design, Computer Aided Drafting, Cosmetology, Engineering, Business, and Electronics. Linden High School's Alternative Program offers an off-site non-traditional approach to education. The TOP Program assists students transitioning back from out of district placement. Our school's Fine and Performing Arts program offers students the opportunity to participate in Art, Dance, Music, and Drama. Our renowned New Jersey Naval ROTC program instills leadership qualities in its cadets, creating a model for others to follow.. The cultural diversity of our community is reflected in the achievements of our students. We are a school where students are encouraged to challenge themselves, reach their maximum potential, and develop into life long learner.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	1	0	2
KG	40	34	40
1	51	44	34
2	33	47	42
3	43	36	49
4	38	44	37
5	40	39	47
6	46	43	40
7	31	45	41
8	40	32	44
Ungraded	9	10	11
Total	372	374	387

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	52%	48%	48%
Male	48%	52%	52%
Economically Disadvantaged Students	19%	21%	18%
Students with Disabilities	16%	21%	20%
English Learners	1%	1%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	78.3%
Hispanic	18.3%
Black or African American	1.3%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	2	0	2
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	41	34	40

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	94.3%
Spanish	2.8%
Polish	1.3%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	243	100.0	59.30	59.30	54.90	59.3	58.2	Met Target
White	190	100.0	61.50	61.50	63.90	61.5	60.8	Met Target
Hispanic	47	100.0	51.10	51.10	39.80	51.1	46.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	122	100.0	69.60	69.60	62.20	69.6		
Male	121	100.0	48.80	48.80	48.10	48.8		
Economically Disadvantaged Students	41	100.0	39.00	39.00	36.20	39	44	Met Target†
Non-Economically Disadvantaged Students	202	100.0	63.40	63.40	65.80	63.4		
Students with Disabilities	52	100.0	15.40	15.40	20.50	15.4	18.3	Met Target†
Students without Disabilities	191	100.0	71.30	71.30	61.90	71.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	49	748	748	749	*	*	39%	41%	*	43%	50%
White	32	747	747	759	*	*	34%	47%	0%	47%	61%
Hispanic	15	752	752	734	0%	*	*	*	*	40%	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	*	*	*	751	*	*	*	*	*	*	52%
Female	21	755	755	754	*	*	*	*	*	57%	55%
Male	28	743	743	745	*	*	*	*	*	32%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	49	748	748	752	*	*	39%	41%	*	43%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	768	768	753	*	*	*	51%	27%	78%	56%
White	27	771	771	762	0%	*	*	56%	*	82%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	19	760	760	758	*	*	*	*	*	79%	61%
Male	18	775	775	749	*	*	*	*	*	78%	51%
Economically Disadvantaged Students	10	755	755	737	*	*	*	0%	*	50%	36%
Non-Economically Disadvantaged Students	27	772	772	764	*	*	*	70%	*	89%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	37	768	768	755	*	*	*	51%	27%	78%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	744	744	756	*	*	32%	43%	*	45%	59%
White	39	747	747	763	*	*	28%	49%	*	51%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	23	757	757	761	*	*	*	*	*	61%	66%
Male	24	731	731	750	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	14	720	720	725	*	*	*	*	*	*	22%
Students without Disabilities	33	754	754	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	47	744	744	757	*	*	32%	43%	*	45%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	762	762	752	0%	*	*	63%	*	75%	54%
White	31	762	762	758	0%	*	*	58%	*	71%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	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	26	763	763	758	0%	*	*	*	*	77%	61%
Male	14	759	759	746	0%	*	*	*	*	71%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	40	762	762	753	0%	*	*	63%	*	75%	*
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	40	763	763	756	0%	*	*	45%	25%	70%	59%
White	31	764	764	764	0%	*	*	48%	*	74%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	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	21	769	769	764	0%	*	*	*	*	86%	68%
Male	19	756	756	749	0%	*	*	*	*	53%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	40	763	763	758	0%	*	*	45%	25%	70%	*
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	44	750	750	757	*	*	25%	39%	*	50%	59%
White	35	749	749	764	*	*	*	37%	*	49%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	22	762	762	766	*	*	*	*	*	59%	68%
Male	22	738	738	749	*	*	*	*	*	41%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	11	713	713	718	*	*	*	*	*	*	18%
Students without Disabilities	33	762	762	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	44	750	750	759	*	*	25%	39%	*	50%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

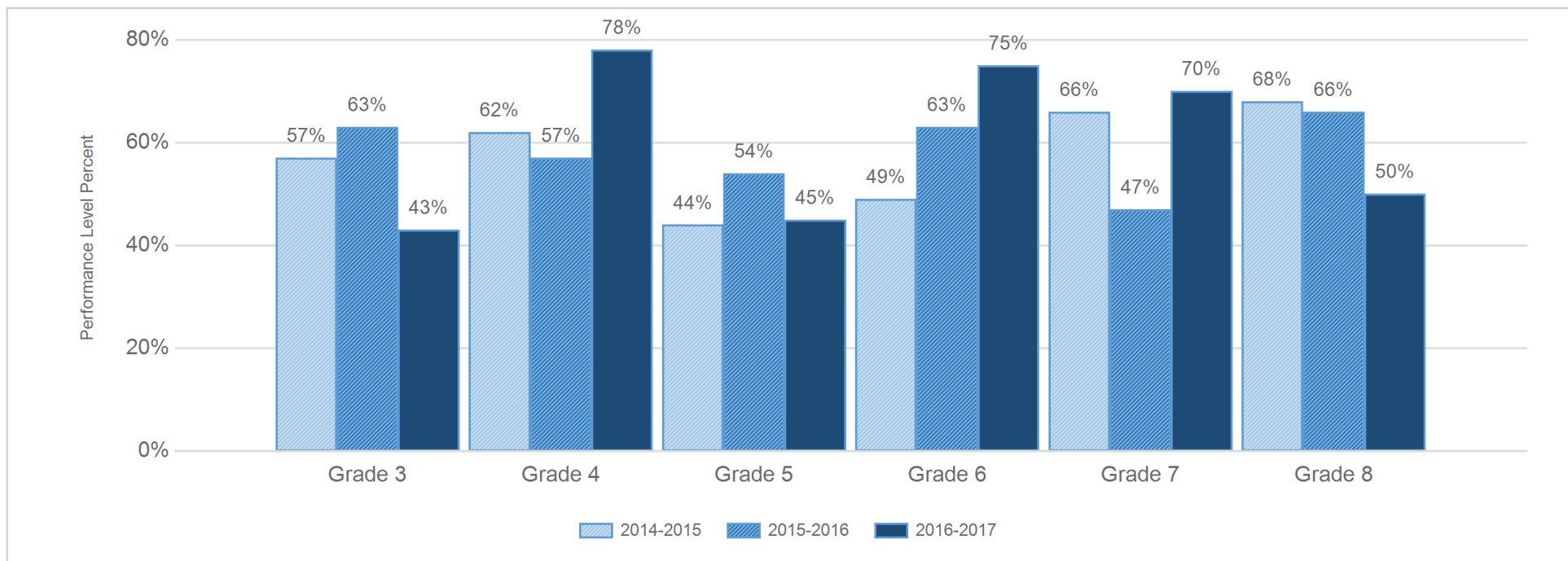


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	243	100.0	46.90	46.90	43.50	46.9	48	Met Target†
White	190	100.0	45.30	45.30	52.40	45.3	49.6	Met Target†
Hispanic	47	100.0	48.90	48.90	27.60	48.9	38.1	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	122	100.0	47.60	47.60	44.10	47.6		
Male	121	100.0	46.20	46.20	42.90	46.2		
Economically Disadvantaged Students	41	100.0	39.00	39.00	25.10	39	36.5	Met Target
Non-Economically Disadvantaged Students	202	100.0	48.60	48.60	54.30	48.6		
Students with Disabilities	52	100.0	13.40	13.40	16.50	13.4	7.6	Met Target
Students without Disabilities	191	100.0	56.10	56.10	48.80	56.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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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	49	755	755	751	*	*	27%	41%	*	55%	53%
White	32	755	755	759	*	*	*	44%	*	56%	63%
Hispanic	15	754	754	738	0%	*	*	*	*	53%	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	*	*	*	751	*	*	*	*	*	*	53%
Female	21	752	752	751	*	*	*	*	*	48%	52%
Male	28	757	757	751	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	49	755	755	753	*	*	27%	41%	*	55%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	752	752	747	*	*	*	54%	*	57%	47%
White	27	755	755	755	0%	*	*	59%	0%	59%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	19	748	748	747	*	*	*	*	*	58%	47%
Male	18	757	757	747	*	*	*	*	*	56%	48%
Economically Disadvantaged Students	10	749	749	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	27	754	754	757	*	*	*	*	*	59%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	37	752	752	749	*	*	*	54%	*	57%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	742	742	747	*	*	32%	43%	0%	43%	46%
White	39	745	745	754	*	*	31%	49%	0%	49%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	23	749	749	747	*	*	*	*	0%	61%	47%
Male	24	736	736	746	*	*	*	*	0%	25%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	14	718	718	725	*	*	*	*	*	*	19%
Students without Disabilities	33	753	753	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	47	742	742	748	*	*	32%	43%	0%	43%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	750	750	743	*	*	30%	48%	*	55%	44%
White	31	751	751	751	*	*	*	48%	*	58%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	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	26	748	748	745	*	*	*	*	*	54%	45%
Male	14	752	752	742	*	*	*	*	*	57%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	40	750	750	745	*	*	30%	48%	*	55%	*
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.

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	41	741	741	741	*	*	51%	32%	0%	32%	40%
White	31	740	740	748	*	*	55%	*	0%	26%	49%
Hispanic	10	746	746	730	0%	*	*	*	0%	50%	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	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	21	741	741	743	*	*	*	*	0%	29%	41%
Male	20	741	741	740	*	*	*	*	0%	35%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	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	24	696	696	728	*	*	*	*	*	*	28%
White	20	693	693	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	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	11	703	703	730	*	*	*	*	*	*	30%
Male	13	690	690	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	11	678	678	705	*	*	*	*	*	*	*
Students without Disabilities	13	711	711	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	24	696	696	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	757	757	743	0%	*	*	65%	0%	65%	42%
White	15	758	758	751	0%	*	*	*	0%	60%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	20	757	757	747	0%	*	*	65%	0%	65%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	20	757	757	745	0%	*	*	65%	0%	65%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

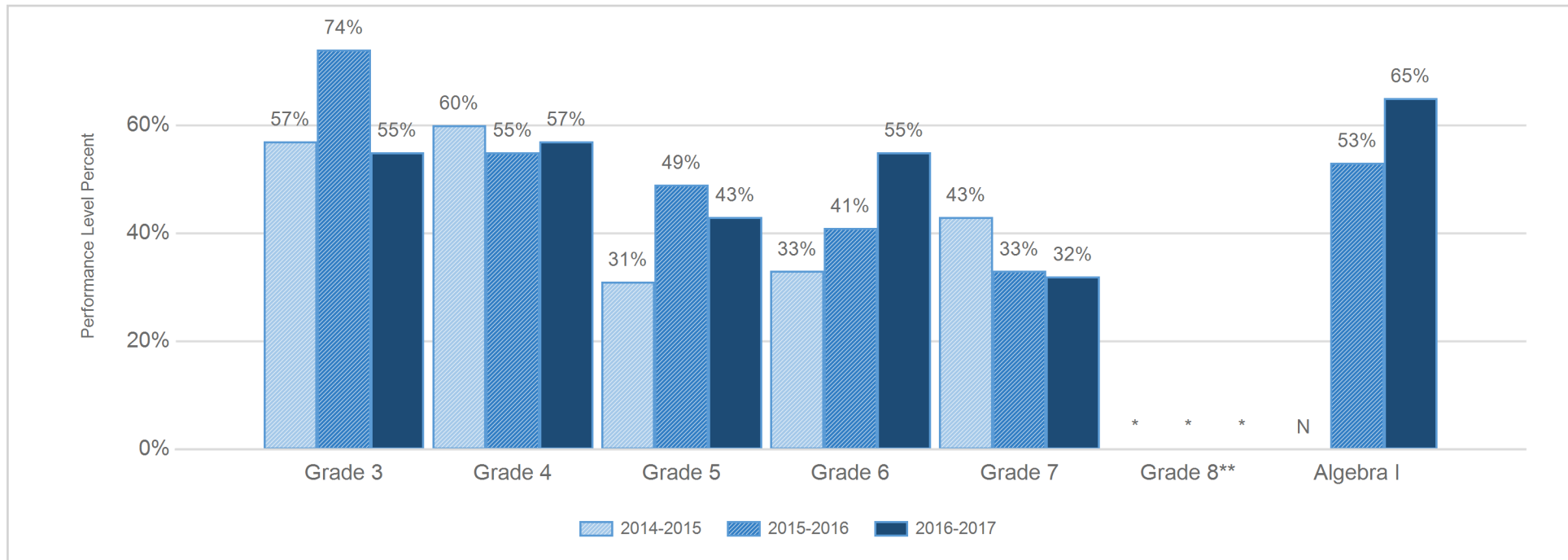


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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This section shows 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.

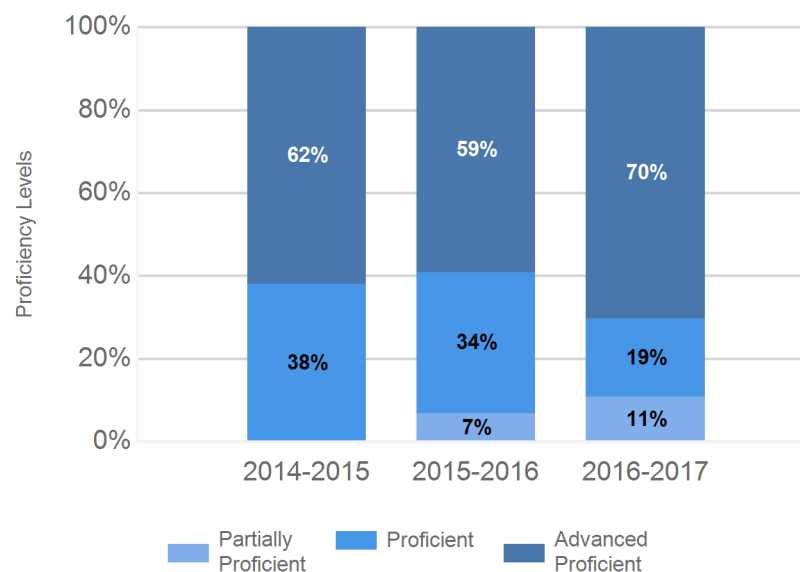
NJASK Science Assessment Performance: Grade 4

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	70%	19%	11%
White	82%	*	*
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	N	N
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section 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.

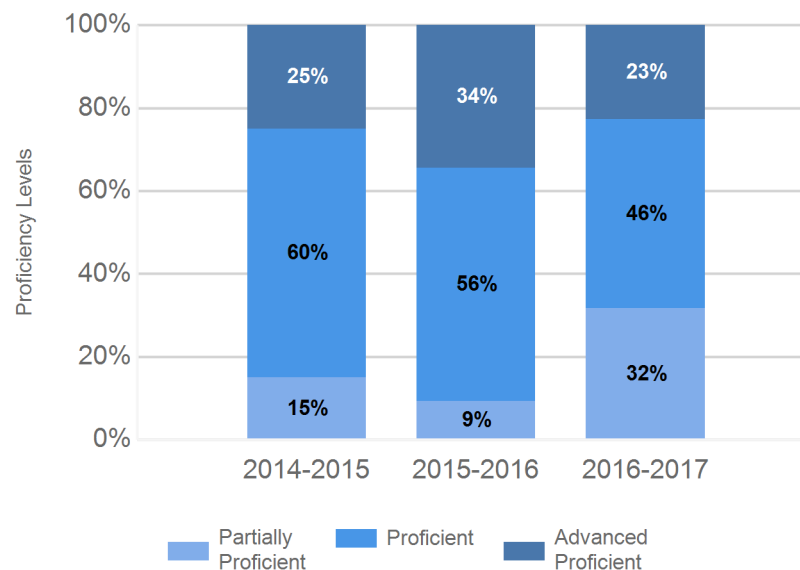
NJASK Science Assessment Performance: Grade 8

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	23%	46%	32%
White	23%	46%	31%
Hispanic	N	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	*
Students with Disabilities	9%	27%	64%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	55	50	Met Target	43	43	50	Met Target
White	57	57	50	Met Target	41.5	41.5	52	Met Target
Hispanic	42	42	49	Met Target	*	*	47	Met Target
Black or African American	*	*	45	**	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47.5	47.5	47	Met Target	51	51	46	Met Target
Students with Disabilities	39	39	41	Not Met	32	32	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



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

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

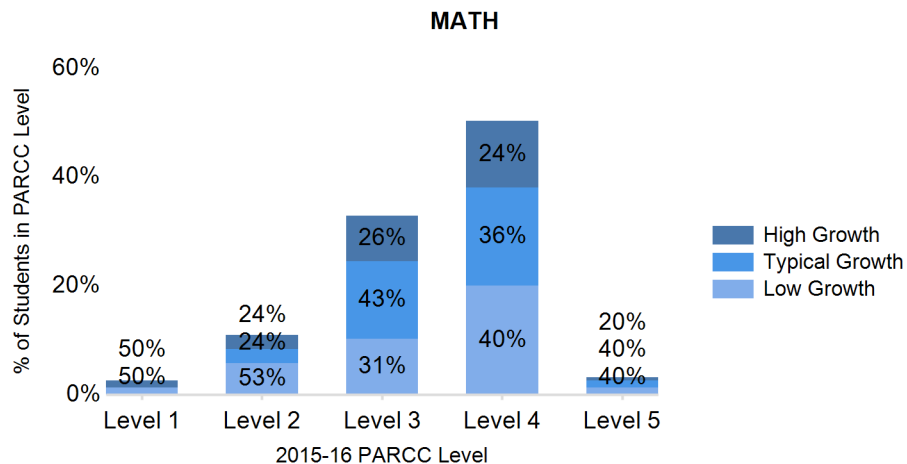
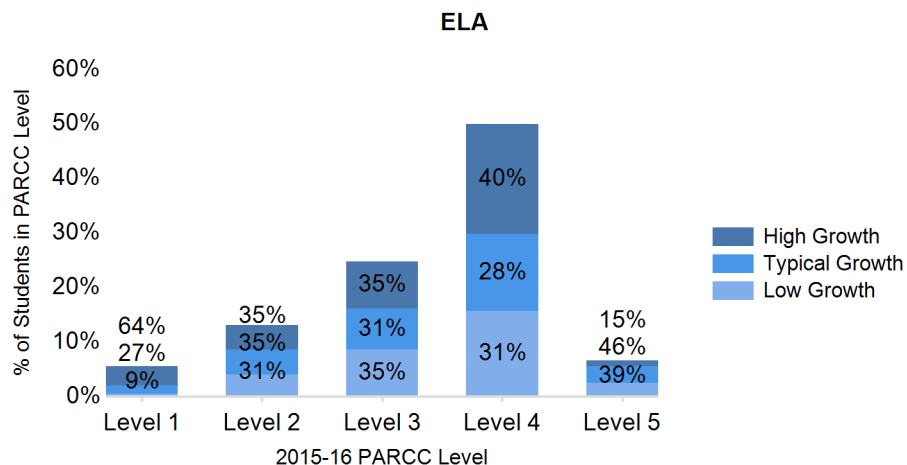
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

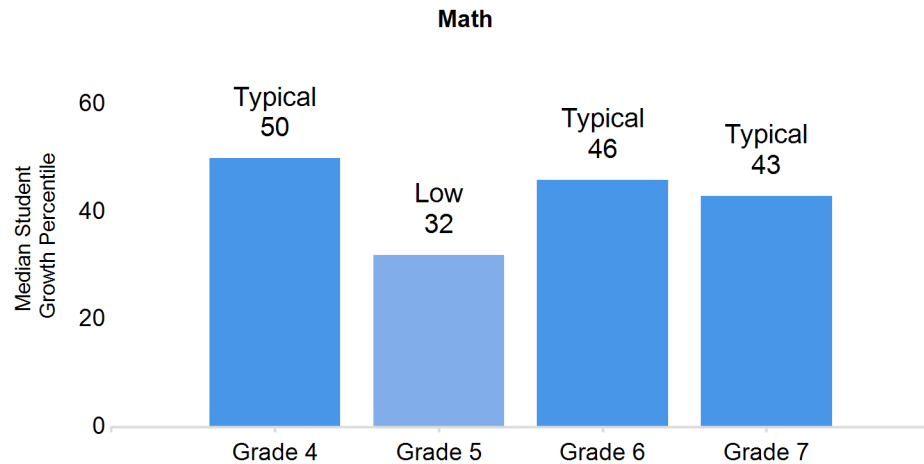
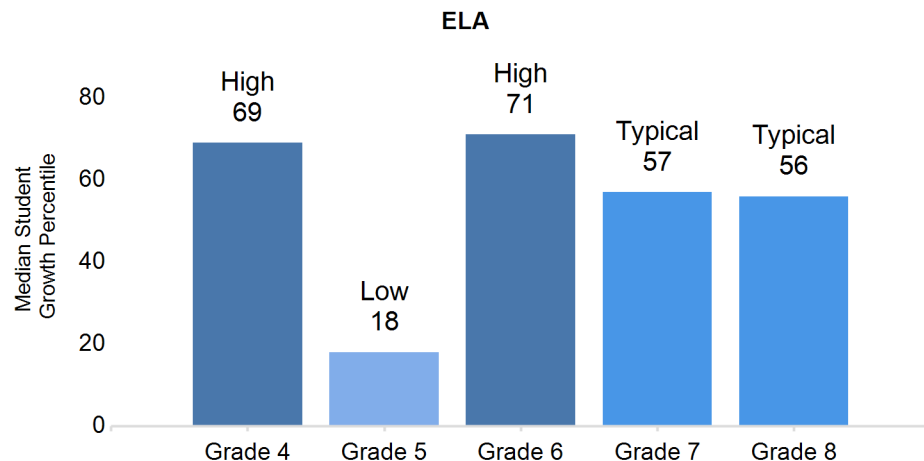
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	40
7	0	0	41
8	20	0	24
Schoolwide	20	0	105

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	40	0	0	0	0	0	0
7	41	0	0	0	0	0	0
8	44	0	0	0	0	0	0
Schoolwide	125	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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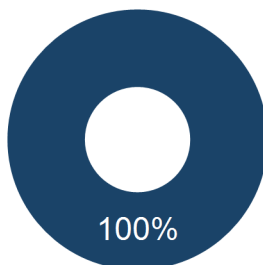
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Visual and Performing Arts – Course Participation

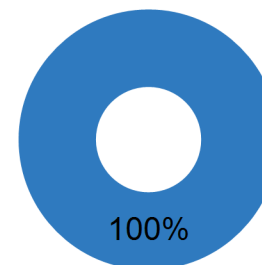
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

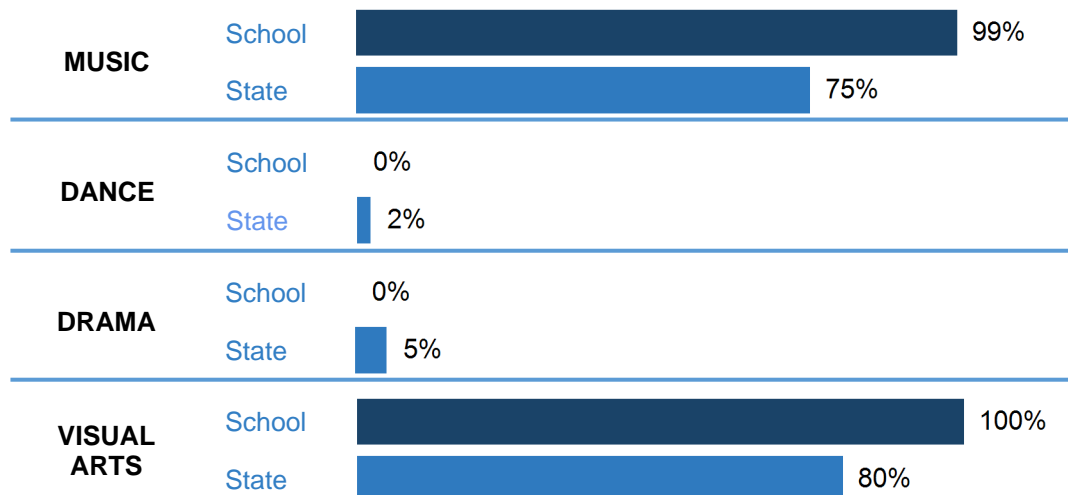


School



State

Students enrolled in one or more classes by discipline:





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

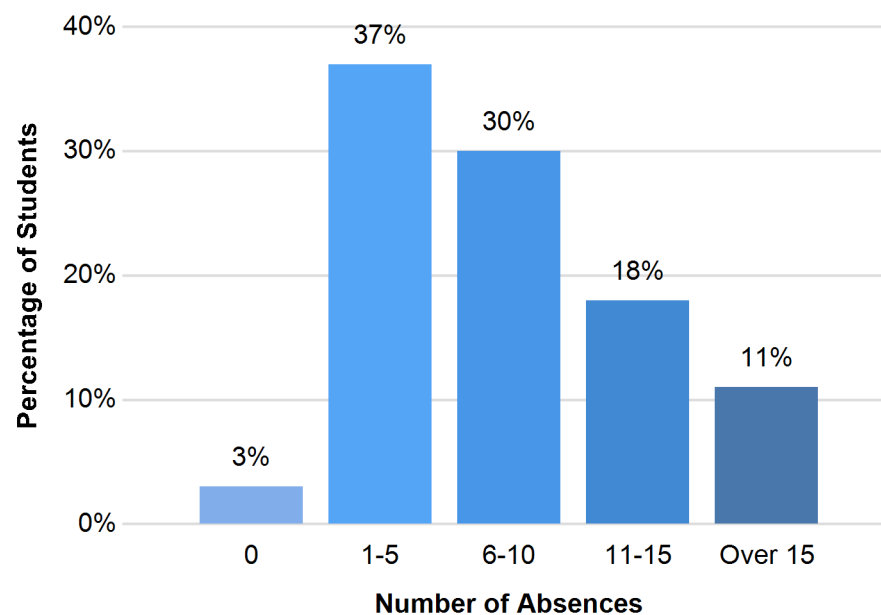
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	8.50	Met Target
White	6.40	8.50	Met Target
Hispanic	5.60	8.50	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.70	8.50	Not Met
Students with Disabilities	11.00	8.50	Not Met
English Learners	N	**	**

Days Absent

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



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

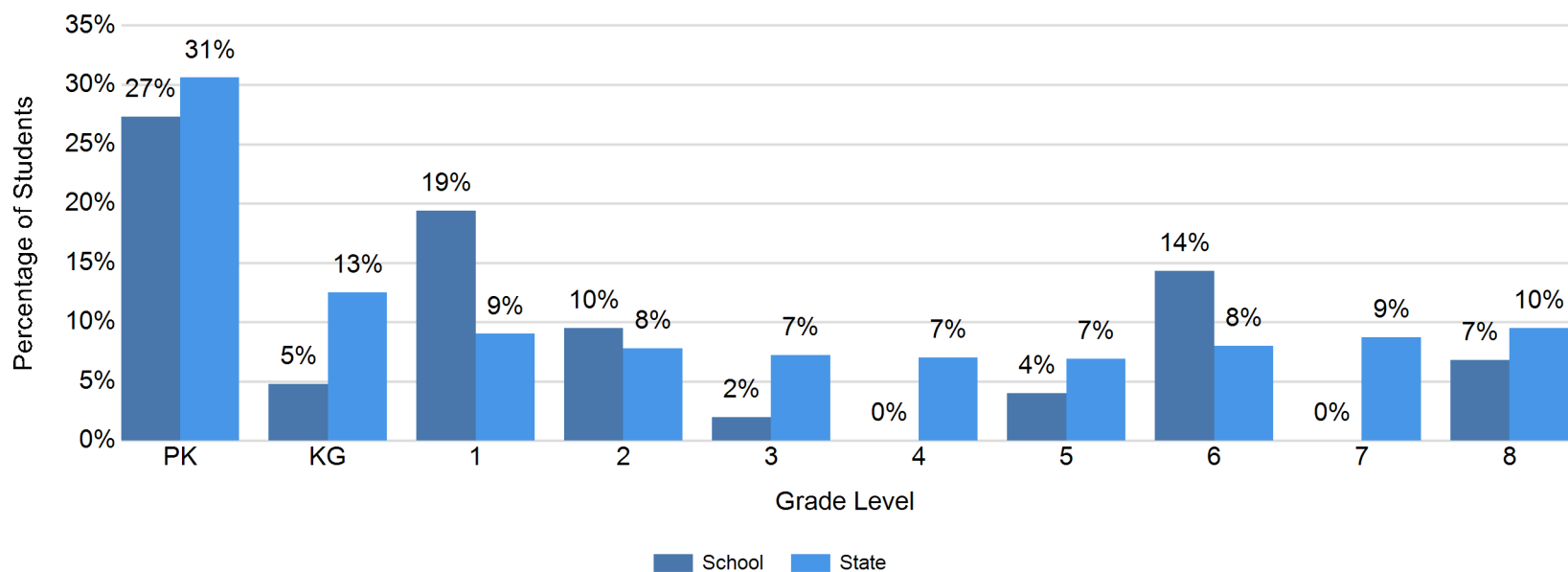


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:20AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 30 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.78

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.8%
Out-of-School Suspensions	1.0%
Any Suspension	1.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	90.4 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)	\$413	\$12,900	\$13,313



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	64%	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	3	9,506
Average years experience in public schools	17.5	15.9
Average years experience in district	14.5	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	129:1	129:1
Librarian/Media Specialists		N
Nurses		387:1
Counselors		N
Child Study Team		129:1



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

Teachers and Administrators - Level of Education

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

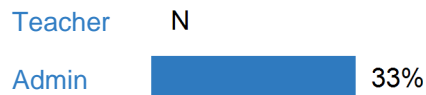
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	83%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	47.7	17.5%
Mathematics Proficiency	49.8	17.5%
English Language Arts Growth	55.9	25.0%
Mathematics Growth	31.6	25.0%
Chronic Absenteeism	47.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.0
Summative Rating: Percentile rank of Summative Score		43.4
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.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	46.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	39.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	63.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	55.8	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	37.0	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Quigley	Email Address:	tquigley@garwoodschoools.org
Address:	400 SECOND AVENUE GARWOOD, NJ 07027	Website:	www.garwoodschoools.org
Phone:	(908)789-0331		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Technology is part of all students school day with 1:1 chromebooks in the middle school • Lincoln Links School wide peer mentoring program • Students participate in various yearly community service projects
Mission, Vision, Theme:	The Garwood Board of Education believes that all children can learn and that Lincoln School must prepare pupils to be lifelong learners, good citizens, and involved community members. Through the use of the New Jersey Student Learning Standards and our commitment to excellence, Lincoln School, in partnership with the Garwood community, will support a positive and productive learning environment that will empower each child to reach their potential.
Awards, Recognition, Accomplishments:	New Jersey Youth and Government Conference, Westfield Area YMCA Health Bee, Union County Freeholders Arbor Day Poetry Contest, Red Ribbon Week, Union County Teen Arts Festival.







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 <p>Courses, Curriculum, Instruction:</p>	<p>The academic and instructional program is aligned to the NJ Learning Standards and teachers employ cross-curricular connections and integrate writing across content areas. After school homework help, electronic textbooks and teacher webpages are available to ensure success for all.</p>
 <p>Sports and Athletics:</p>	<p>Middle schools sports: soccer, field hockey, basketball, baseball and softball.</p>
 <p>Clubs and Activities:</p>	<p>Lincoln School offers the following clubs: Election Club, Pay it Forward Club, Backstage Crew Club, Chromebook Club and Glee Club.</p>
 <p>Before and After School Programs:</p>	<p>The Westfield Area YMCA rents the off-line Washington School from the district. The YMCA provides before and after care to all the Lincoln School students. The YMCA also provides pre-school to the community.</p>







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 <p>Staff and Professional Learning:</p>	<p>Differentiated Professional Learning Communities meet at least once per month to provide learning opportunities and support to staff and their students.</p>
 <p>Student Supports and Services:</p>	<p>The IR&S committee and the CORE team meet monthly to discuss academic and behavioral student concerns. Eligible students have an array of services to meet their needs Basic Skills, ELS, Gifted and Talented and Special Education programs are available to students.</p>
 <p>Student Health and Wellness:</p>	<p>Students at Lincoln School have recess everyday rain or shine! Physical education classes participates in the presidential physical fitness test and they learn the importance of staying physically fit and maintaining a healthy lifestyle. Students have a morning snack and breakfast is offered daily prior to the start of the school day.</p>
 <p>Parent and Community Involvement:</p>	<p>Lincoln School has an active PTA and EFG providing support, assemblies, grants and scholarships. Parent workshops and family nights are hosted yearly. The school website has teacher webpages and a link to the parent portal for grades 4-8.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>School surveys alternate each year between informal (discussions at PTA meetings and school sponsored events) and formal (pen and paper). The information is shared with our School safety Team and staff. Results are also communicated publicly at BOE meetings. Encouraged by the fact that students report that adults take action 90% (up from 75% two years ago) of the time when bullying occurs and that less than 10% of our students report seeing bullying every day.</p>
 <p>Facilities:</p>	<p>The completion of a new building and renovations to the existing building in 2006 brought Lincoln School into the 21st century. Handicap accessibility, air conditioning, technology and computer labs, WIFI, art room, gymnasium and public/school library are all part of our state of the art building.</p>



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School Narrative

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

The administration, staff, students, and parents of Lincoln School are extremely proud of the learning community that we have developed. With the belief that all children can learn, each constituent makes a serious commitment to our mission of preparing pupils for their role as productive citizens of the twenty-first century. The professional staff of Lincoln School is dedicated to providing authentic, quality learning experiences for all students. Each teacher is cognizant of the developmentally appropriate academic, emotional, physical and social needs that must be met in order to provide a high quality education. Garwood is the small town with a big heart and Lincoln school is an integral part of the community. The school has an excellent relationship with the Garwood Police and Fire Department. School Safety is our number one concern! These dedicated responders have developed meaningful relationships with our students and staff providing teaching and assemblies. Together Everyone Achieves More (T.E.A.M.) is the Lincoln School motto!



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	31	31	33
KG	54	49	48
1	52	57	55
2	64	54	53
3	53	58	53
4	42	59	54
5	50	51	69
Ungraded	98	85	84
Total	444	444	449

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	45%	43%
Male	55%	55%	57%
Economically Disadvantaged Students	59%	57%	60%
Students with Disabilities	31%	28%	29%
English Learners	7%	1%	1%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	40.5%
Black or African American	37.2%
White	17.4%
Asian	2.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.4%

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	30	31	33
KG - Half Day	0	0	0
KG - Full Day	53	49	48

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	70.6%
Spanish	18.0%
Polish	4.2%
Haitian	2.9%
Portuguese	1.3%
<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	195	96.7	44.60	47.40	54.90	44.6	37	Met Target
White	31	97.1	51.60	*	63.90	51.6	42.5	Met Target
Hispanic	67	94.7	43.30	46.90	39.80	42.9	37	Met Target
Black or African American	88	97.9	42.10	39.90	35.20	42.1	34	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	87	95.8	49.40	56.60	62.20	49.4		
Male	108	97.5	40.70	38.80	48.10	40.7		
Economically Disadvantaged Students	104	97.4	40.30	42.80	36.20	40.3	27.4	Met Target
Non-Economically Disadvantaged Students	91	95.9	49.50	52.40	65.80	49.5		
Students with Disabilities	63	97.0	*	11.80	20.50	*	9.4	Met Target†
Students without Disabilities	132	96.6	*	55.70	61.90	*		
English Learners	10	100.0	50.00	30.30	25.20	50	**	**
Non-English Learners	185	96.6	44.30	48.70	57.40	44.3		
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.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	742	744	749	18%	*	24%	41%	*	46%	50%
White	13	746	752	759	*	*	*	*	0%	46%	61%
Hispanic	16	745	*	734	*	*	*	*	*	44%	35%
Black or African American	31	736	739	731	*	*	*	45%	0%	45%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	758	750	754	*	*	*	52%	*	62%	55%
Male	34	728	738	745	*	*	*	32%	*	32%	46%
Economically Disadvantaged Students	33	749	738	731	*	*	*	46%	*	52%	31%
Non-Economically Disadvantaged Students	30	735	750	762	*	*	*	37%	*	40%	63%
Students with Disabilities	17	699	713	720	65%	*	*	*	*	12%	24%
Students without Disabilities	46	758	749	755	0%	*	*	*	*	59%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	741	748	753	18%	*	31%	36%	*	41%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	23	742	*	740	*	*	44%	*	*	39%	40%
Black or African American	27	737	741	737	*	*	*	*	*	37%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	28	748	752	758	*	*	*	*	*	43%	61%
Male	33	734	743	749	*	*	*	*	*	39%	51%
Economically Disadvantaged Students	32	732	744	737	*	*	*	*	*	25%	36%
Non-Economically Disadvantaged Students	29	750	752	764	*	*	*	*	*	59%	69%
Students with Disabilities	21	708	716	725	*	*	*	*	*	*	25%
Students without Disabilities	40	758	755	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	61	741	748	755	18%	*	31%	36%	*	41%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	738	750	756	*	18%	26%	43%	*	44%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	32	736	748	743	*	*	*	41%	*	44%	44%
Black or African American	35	740	747	740	*	*	34%	43%	0%	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	35	742	754	761	*	*	*	43%	*	43%	66%
Male	47	736	746	750	*	*	*	43%	*	45%	53%
Economically Disadvantaged Students	47	733	744	740	*	*	23%	36%	*	38%	40%
Non-Economically Disadvantaged Students	35	746	758	765	*	*	29%	51%	*	51%	71%
Students with Disabilities	25	705	715	725	*	*	*	*	*	*	22%
Students without Disabilities	57	753	759	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	82	738	751	757	*	18%	26%	43%	*	44%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

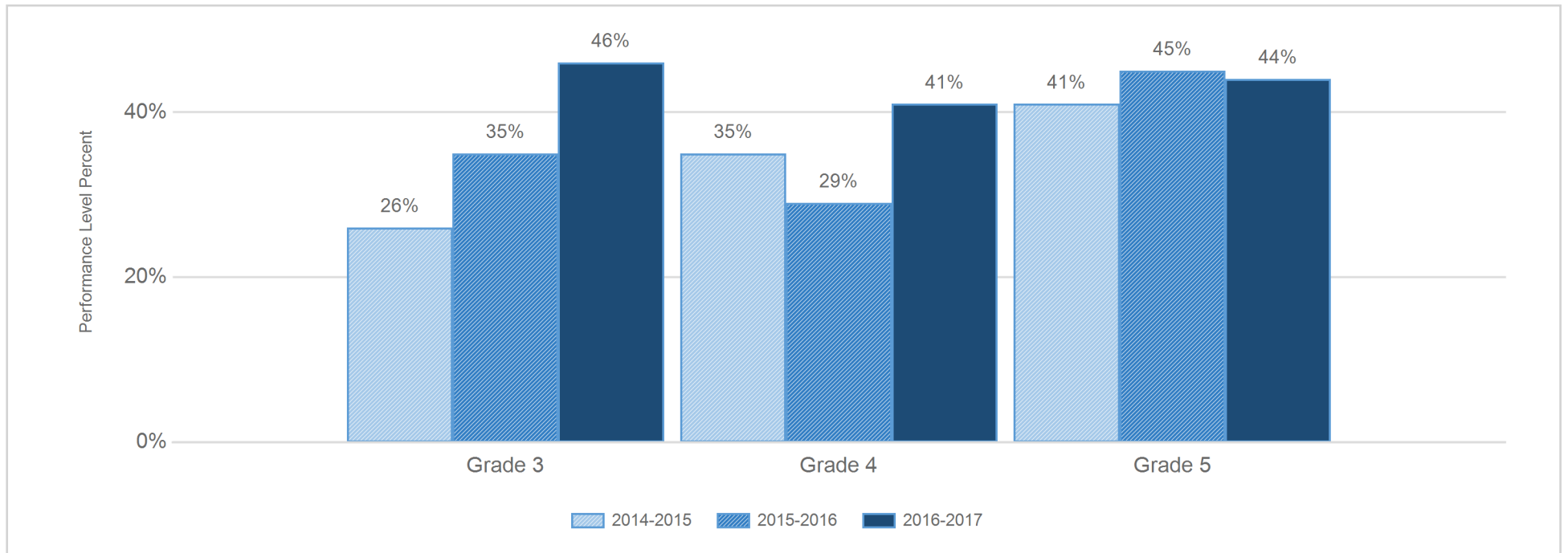


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	195	96.7	39.50	25.40	43.50	39.5	31.5	Met Target
White	31	97.1	61.30	*	52.40	61.3	34.8	Met Target
Hispanic	67	94.7	31.40	*	27.60	31.1	30.4	Met Target
Black or African American	88	97.9	35.30	*	21.70	35.3	30.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	87	95.8	43.70	*	44.10	43.7		
Male	108	97.5	36.10	*	42.90	36.1		
Economically Disadvantaged Students	104	97.4	34.60	*	25.10	34.6	26.4	Met Target
Non-Economically Disadvantaged Students	91	95.9	45.10	*	54.30	45.1		
Students with Disabilities	63	97.0	*	*	16.50	*	5.3	Met Target
Students without Disabilities	132	96.6	*	*	48.80	*		
English Learners	10	100.0	20.00	19.00	23.30	20	**	**
Non-English Learners	185	96.6	40.60	25.90	45.20	40.6		
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.



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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	63	742	742	751	16%	*	29%	43%	*	49%	53%
White	13	739	749	759	*	0%	*	*	0%	62%	63%
Hispanic	16	736	*	738	*	*	*	*	*	38%	37%
Black or African American	31	743	739	733	*	*	36%	39%	*	45%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	754	745	751	*	*	*	52%	*	62%	52%
Male	34	732	740	751	*	*	*	35%	*	38%	53%
Economically Disadvantaged Students	33	746	738	736	*	*	*	42%	*	49%	34%
Non-Economically Disadvantaged Students	30	739	747	761	*	*	*	43%	*	50%	65%
Students with Disabilities	17	708	718	729	*	*	*	*	*	18%	29%
Students without Disabilities	46	755	746	755	*	*	*	*	*	61%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	739	739	747	*	23%	25%	38%	*	41%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	23	742	*	734	*	*	*	*	*	44%	30%
Black or African American	27	734	730	729	*	*	*	*	0%	30%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	28	742	740	747	*	*	*	43%	*	46%	47%
Male	33	737	737	747	*	*	*	33%	*	36%	48%
Economically Disadvantaged Students	32	731	736	732	*	*	*	31%	*	31%	27%
Non-Economically Disadvantaged Students	29	748	743	757	*	*	*	45%	*	52%	61%
Students with Disabilities	21	711	716	724	*	*	*	*	*	*	22%
Students without Disabilities	40	754	744	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	61	739	740	749	*	23%	25%	38%	*	41%	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%

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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	82	727	740	747	20%	27%	26%	28%	0%	28%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	32	726	740	735	*	*	41%	*	0%	19%	30%
Black or African American	35	725	732	729	*	*	*	31%	0%	31%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	35	726	739	747	*	31%	*	*	*	23%	47%
Male	47	728	740	746	*	23%	*	*	*	32%	46%
Economically Disadvantaged Students	47	722	732	732	*	*	23%	23%	0%	23%	27%
Non-Economically Disadvantaged Students	35	734	749	756	*	*	29%	34%	0%	34%	59%
Students with Disabilities	25	700	713	725	*	*	*	*	*	*	19%
Students without Disabilities	57	739	746	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	82	727	740	748	20%	27%	26%	28%	0%	28%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

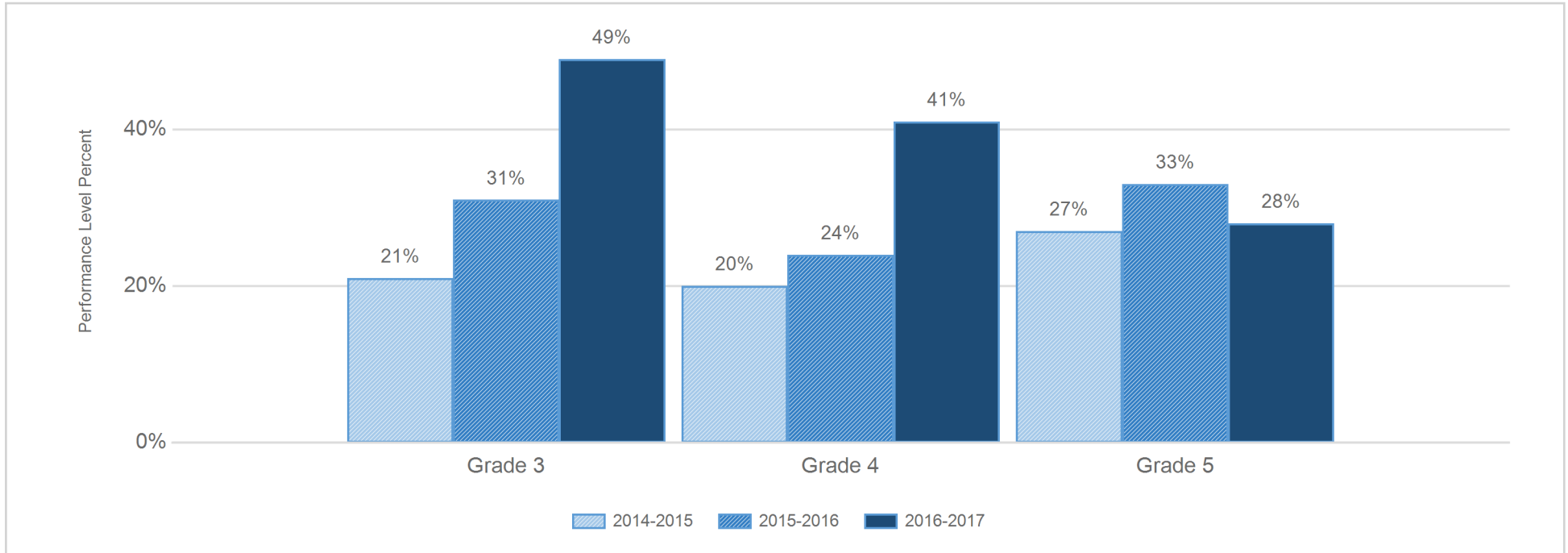


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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



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

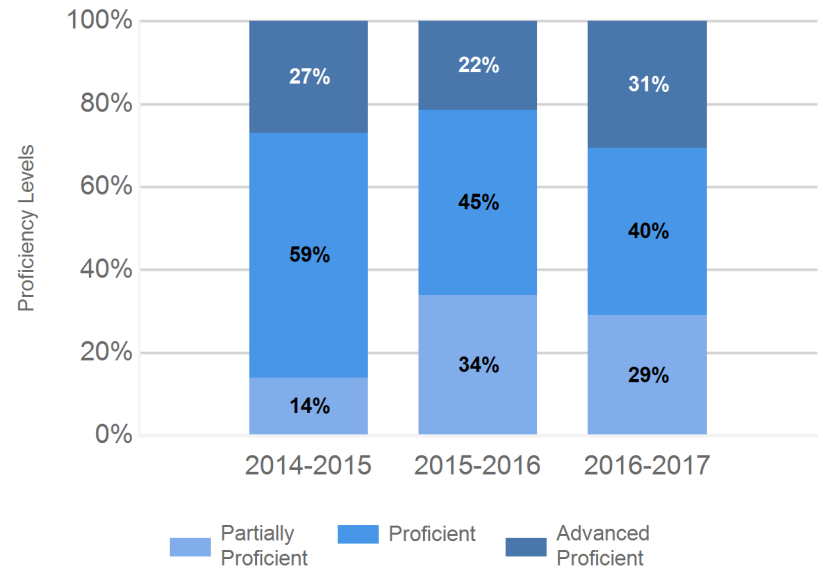
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	31%	40%	29%
White	*	*	*
Hispanic	29%	*	*
Black or African American	25%	32%	43%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	17%	47%	36%
Students with Disabilities	9%	36%	55%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	55	50	Met Target	56.5	46	50	Met Target
White	36	*	50	**	70	*	52	**
Hispanic	42	*	49	Met Target	61.5	*	47	Exceeds Target
Black or African American	48.5	52	45	Met Target	49	40	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	62.5	60	**	*	61	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	50	54	47	Met Target	53	45	46	Met Target
Students with Disabilities	36	43	41	Not Met	44	42	43	Met Target
English Learners	*	61	53	**	*	54	51	**

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



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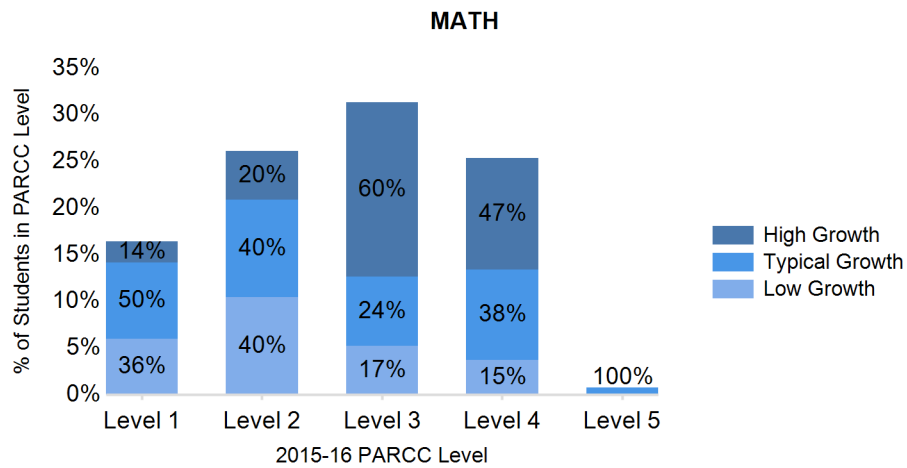
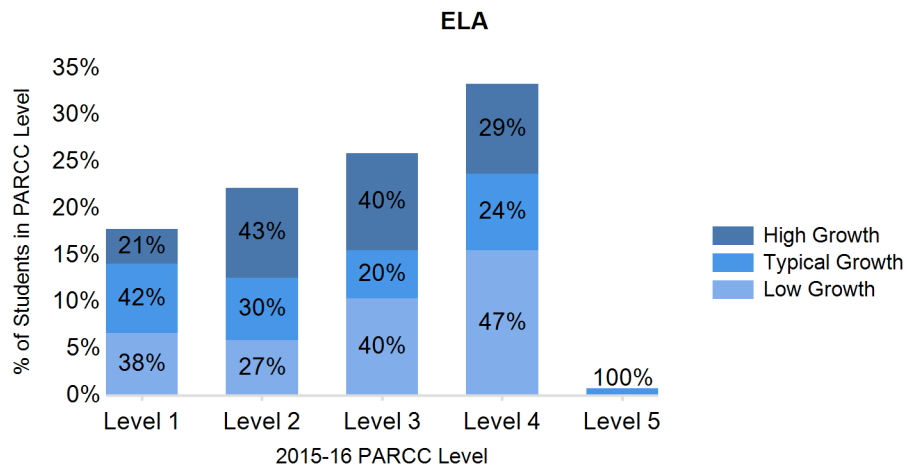
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

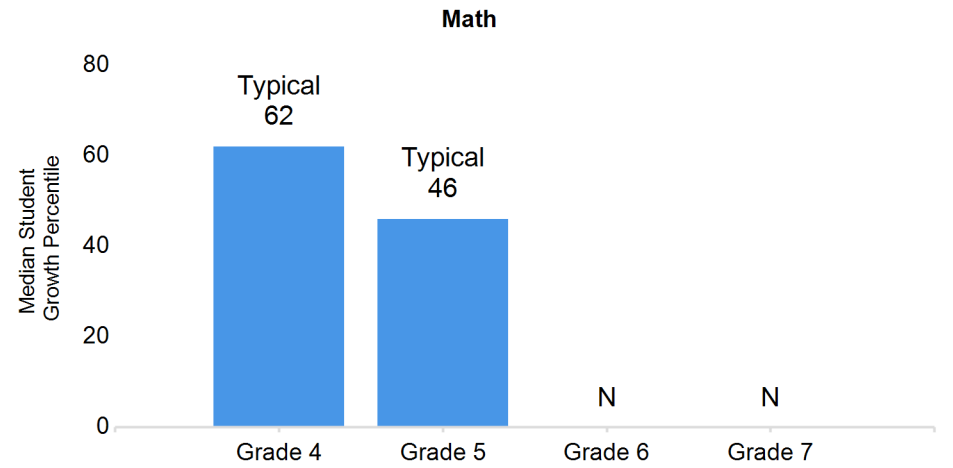
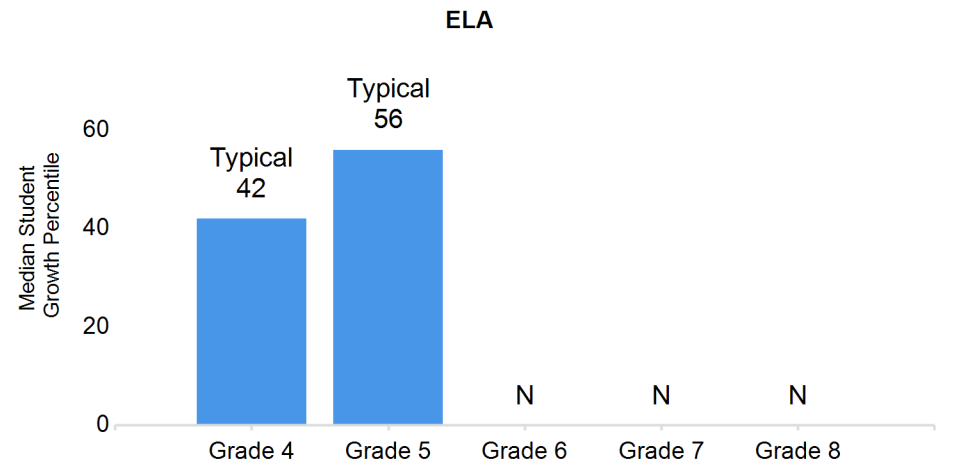
Student Growth by Performance Level

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



Student Growth by Grade

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





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

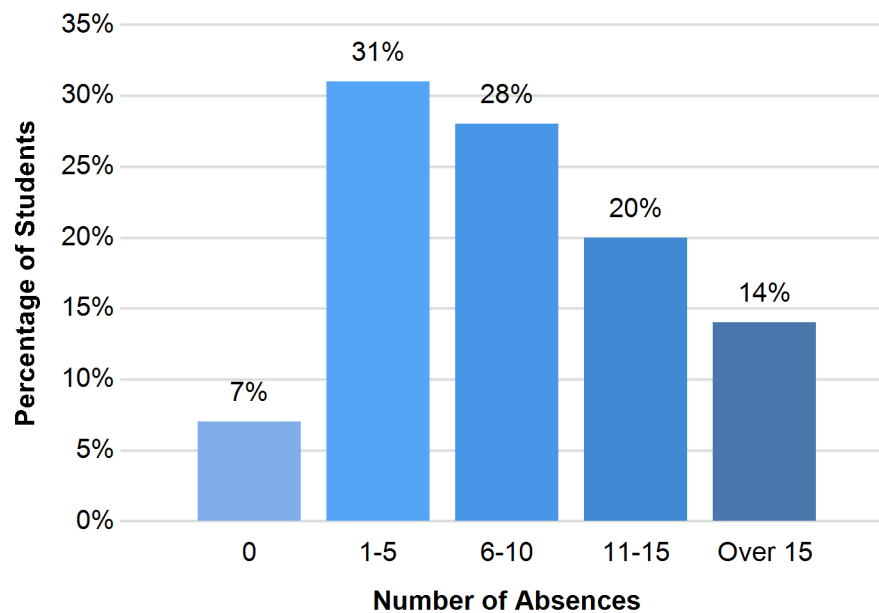
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.70	8.40	Not Met
White	5.60	8.40	Met Target
Hispanic	15.80	8.40	Not Met
Black or African American	8.00	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.90	8.40	Not Met
Students with Disabilities	11.50	8.40	Not Met
English Learners	N	**	**

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

Days Absent

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



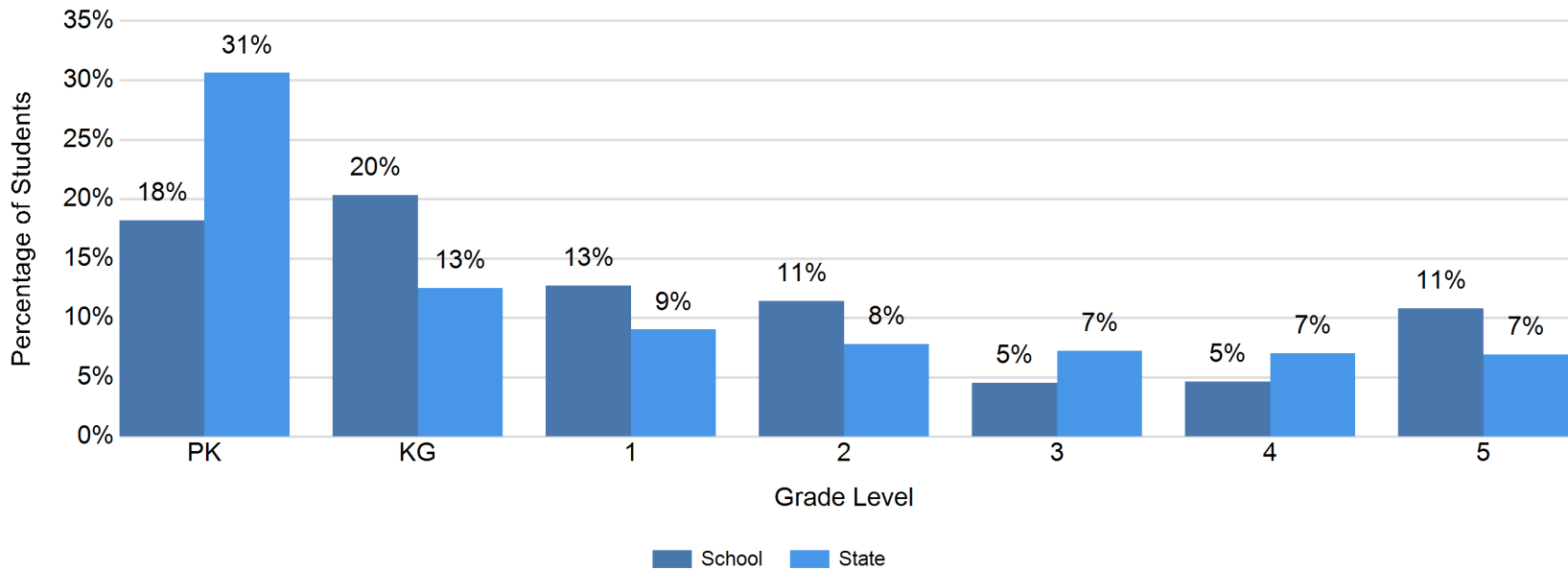


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.3%
Any Suspension	1.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	68%	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	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	449:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.9	17.5%
Mathematics Proficiency	42.7	17.5%
English Language Arts Growth	39.7	25.0%
Mathematics Growth	71.4	25.0%
Chronic Absenteeism	28.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.5
Summative Rating: Percentile rank of Summative Score		40.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	**	**	No	Met Target	Met Target	Met Target	**	**	No
Hispanic	48.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Black or African American	69.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	62.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	36.2	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Preston	Email Address:	dpreston@lindenps.org
Address:	728 NO WOOD AVE LINDEN, NJ 07036-4064	Website:	http://www.linden.k12.nj.us/schools/school1/
Phone:	(908)486-2668	Facebook:	https://www.facebook.com/lindenpublicschools.school1/
		Twitter:	https://twitter.com/LindenSchoolOne

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Recipient of the NJEA FAST Grant which provides educational activities for families. • Participant in the NJEA Priority Schools Initiative which provides professional development and classroom support. • School based Instructional Leadership Team - Teachers leading teachers with data.
 <p>Mission, Vision, Theme:</p>	<p>School One's mission is to provide a safe and secure environment which encourages each student to develop an appreciation for learning, a healthy self-image and a respect for others in our diverse society. School One will always strive for excellence. Students and teachers will come to school prepared. All students will put forth their best effort to succeed and all students, teachers and parents will work together to make our school the best it can be.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>School One's students are recognized for their accomplishments and talents through many venues such as, Student of the Month, Tiger Paw Recognition, PBSIS, All City Music & Art, Attendance, Presidential Award of Excellence and various academic awards. The staff is recognized for their dedication, impact, and service through the Governor Educator of the Year recognition, Teacher Appreciation Week, Educational Support Day and PBSIS Faculty Appreciation.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>School One students are instructed with numerous materials that support and exceed NJSLs. ELA and Mathematic programs offer depth of understanding through interactive lessons, research based instructional practices and differentiated resources. Blended learning experiences are created through the hands on approach in our science investigations as well as the inquiry based model within the social studies curriculum. Enrichment opportunities are provided through the Gifted and Talented program.</p>
 <p>Clubs and Activities:</p>	<p>School One considers itself an environment for learning, not only in terms of academia, but also in terms of social development within the community. Extra-curricular activities include: Kiwanis Kids, Major Math Club, Chorus, Instrumental Music, and a Buddy/Mentoring program. K-Kids teaches the students about community service and giving back through the collection of food, clothing and toys to aid the less fortunate.</p>
 <p>Before and After School Programs:</p>	<p>School One's Before and After Care program focuses on providing students with a positive approach to the day. The After Care program provides homework assistance, recreational and learning activities in a safe and nurturing environment. Programs are available to students in grades Pre-K through 5 and are staffed by district personnel. The district Coordinator of Special Projects oversees the registration, activities and staffing of the Before and After Care program.</p>







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 <p>Staff and Professional Learning:</p>	<p>The School One Instructional Leadership Team is committed to helping educators become data literate by analyzing assessments and using the results to set instructional outcomes. Teachers are engaged in common planning, professional learning communities, and data analysis meetings. Collegial conversations support student learning and achievement through best practices. On-going professional development is provided by the district and by the NJEA through our Priority Schools Initiative</p>
 <p>Student Supports and Services:</p>	<p>Students are unique individuals that come from diverse cultural and economic backgrounds. Our goal is to educate and challenge everyone according to their individual needs. To help meet the varying needs of our students, we provide: academic coaches, a reading specialist, Speech and Language specialist, self-contained, resource and in-class support programs, Title One services, ELL instruction, and an Intervention and Referral Service to provide strategies and support for struggling students.</p>
 <p>Student Health and Wellness:</p>	<p>School One values the impact that health and wellness has on young children. Physical education is given 2 times/week. Recess is every day. Breakfast and lunch are served adhering to federal nutritional guidelines. A full time school nurse provides the students with a safe and healthy school environment in which to learn and grow. A Health and Safety fair is held annually to promote awareness of resources within our community and to motivate our families to make positive health changes.</p>
 <p>Parent and Community Involvement:</p>	<p>School One values the home/school/community connection which supports parental involvement and encourages parents to take an active role in their child's education. The PTA is paramount in providing the students with extra-curricular activities. Through the FAST grant, additional family activities are provided such as: Under the Big Top, Chili Cook-Off, and Harvest Festival. The Mayor, fire and police departments are active participants. Twitter and Facebook showcase our events.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school climate survey is given at the beginning and end of the school year. All faculty/staff, parents/students are surveyed. The results showed that 89% of those responding perceived School One to be a safe school. All respondents reported that they believed they had some control over preventing bullying. 93% of those responding indicated a strong level of work engagement.</p>
 <p>Facilities:</p>	<p>The main building of School One is 102 years old with an addition of a third floor that was built 14 years ago. The Annex was previously home to the BOE. School One began with only 3rd, 4th, and 5th grade but five years ago it became a true neighborhood school, housing Pre-K through 5th grades. The Annex was turned into the early childhood wing housing two Pre-K and two Kindergarten classes.</p>



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Other Information:

School One's day is 6 hours and 35 minutes. The grade span is full day Pre-K through grade 5. Pre-K and Kindergarten employ the Tools of the Mind curriculum with inclusion of the Go Math program in Kindergarten. Our day begins with morning announcements and the reciting of the Pledge of Allegiance. The teachers/staff receive via e-mail "The Morning News" which has all the important information of the day. Each month a fire drill and a security drill are practiced. These are unannounced. After each drill, the Safety Team meets to de-brief. School One strives to become Future Ready and an Apple Distinguished school. I-Pads, Mac-Air books and Smart boards are in every classroom. A technology support cohort called the Vanguarders offer professional development and troubleshoots technological problems. Character education is important at School One. Beginning with the Week of Respect, students learn that bullying is not acceptable. Monthly PBSIS assemblies are hosted by each grade level. Students perform songs, skits, and dances for their peers. The prize wheel is a favorite. Students showing the monthly character trait get to come up and spin the wheel to receive a prize. School One supports student learning through our NJEA partnership with Priority Schools. Our teachers receive professional development by leaders in the field. A wide variety of communication vehicles are used, such as: e-mail, Blackboard Connect, memos, calendars, flyers, Classroom Dojo, and phone calls.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	47	46	28
KG	43	40	47
1	29	41	40
2	43	29	43
3	34	47	32
4	34	36	45
5	49	36	39
Ungraded	1	0	0
Total	280	275	274

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	54%	53%	53%
Male	46%	47%	47%
Economically Disadvantaged Students	21%	24%	26%
Students with Disabilities	8%	9%	12%
English Learners	12%	1%	0%
Homeless Students			0%
Students in Foster Care			2%
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	45.3%
Hispanic	35.8%
Black or African American	14.2%
Asian	3.3%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	1.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	47	46	28
KG - Half Day	0	0	0
KG - Full Day	41	40	47

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	73.7%
Spanish	11.3%
Polish	5.5%
Portuguese	4.0%
Haitian	1.1%
<i>Other</i>	4.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	115	100.0	56.50	47.40	54.90	56.5	45	Met Target
White	52	100.0	51.90	*	63.90	51.9	41.2	Met Target
Hispanic	40	100.0	60.00	46.90	39.80	60	46.8	Met Target
Black or African American	17	100.0	47.10	39.90	35.20	47.1	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	59	100.0	57.60	56.60	62.20	57.6		
Male	56	100.0	55.30	38.80	48.10	55.3		
Economically Disadvantaged Students	35	100.0	51.50	42.80	36.20	51.5	48.1	Met Target
Non-Economically Disadvantaged Students	80	100.0	58.80	52.40	65.80	58.8		
Students with Disabilities	21	100.0	19.00	11.80	20.50	19	N	N
Students without Disabilities	94	100.0	64.90	55.70	61.90	64.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	42.10	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	32	767	744	749	*	*	*	50%	*	69%	50%
White	14	765	752	759	*	*	*	*	*	64%	61%
Hispanic	10	761	*	734	0%	*	*	*	*	60%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	18	765	750	754	*	*	*	*	*	67%	55%
Male	14	770	738	745	*	*	*	*	*	71%	46%
Economically Disadvantaged Students	12	764	738	731	*	*	*	*	*	67%	31%
Non-Economically Disadvantaged Students	20	769	750	762	*	*	*	*	*	70%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	32	767	746	752	*	*	*	50%	*	69%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	747	748	753	*	*	37%	39%	*	48%	56%
White	23	745	751	762	*	*	*	*	*	44%	67%
Hispanic	13	745	*	740	*	0%	*	*	*	54%	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	N	N	N	755	N	N	N	N	N	N	56%
Female	22	745	752	758	*	*	*	*	*	50%	61%
Male	24	749	743	749	*	*	*	*	*	46%	51%
Economically Disadvantaged Students	14	744	744	737	*	*	*	*	*	43%	36%
Non-Economically Disadvantaged Students	32	749	752	764	*	*	*	*	*	50%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	46	747	748	755	*	*	37%	39%	*	48%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	753	750	756	0%	*	24%	56%	*	59%	59%
White	14	752	756	763	0%	*	*	*	0%	57%	69%
Hispanic	19	755	748	743	0%	*	*	63%	0%	63%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	21	758	754	761	0%	*	*	57%	*	62%	66%
Male	20	747	746	750	0%	*	*	55%	*	55%	53%
Economically Disadvantaged Students	10	743	744	740	0%	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	31	756	758	765	0%	*	*	*	*	61%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	41	753	751	757	0%	*	24%	56%	*	59%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

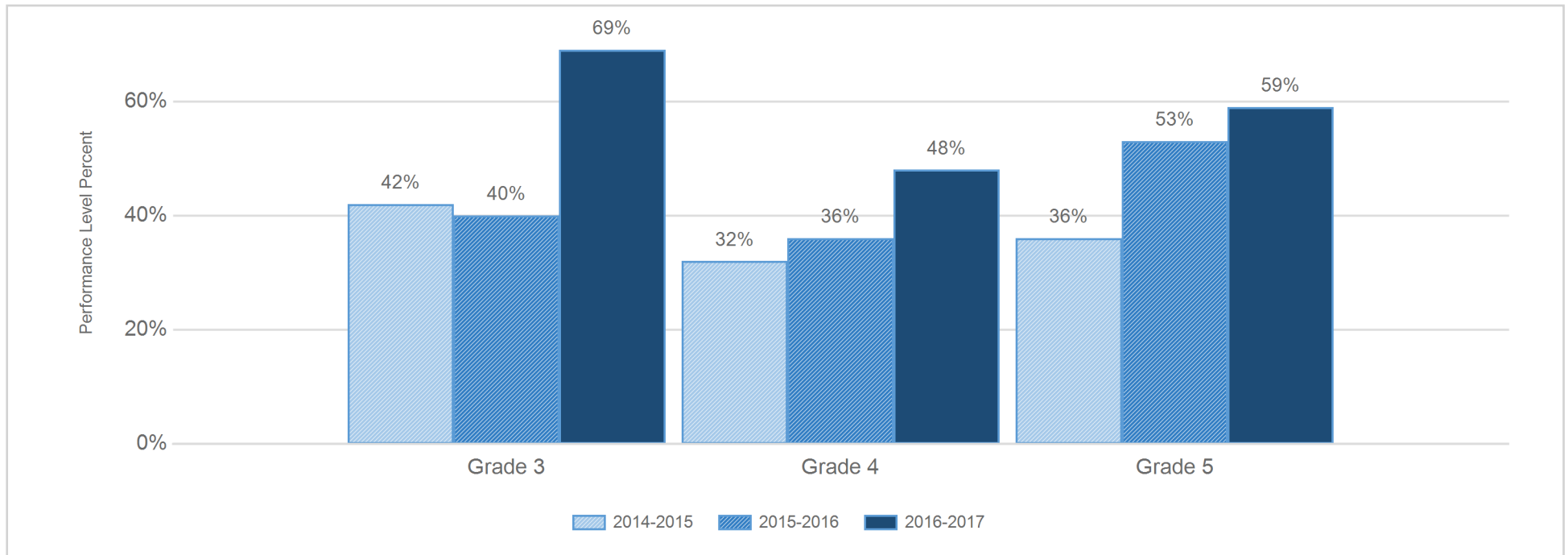


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	115	100.0	52.20	25.40	43.50	52.2	52	Met Target
White	52	100.0	50.00	*	52.40	50	44.9	Met Target
Hispanic	40	100.0	52.50	*	27.60	52.5	56.3	Met Target†
Black or African American	17	100.0	52.90	*	21.70	52.9	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	33.30	42.50	N	**	**
Two or More Races	*	*	*	35.40	44.90	N	**	**
Female	59	100.0	49.20	*	44.10	49.2		
Male	56	100.0	55.30	*	42.90	55.3		
Economically Disadvantaged Students	35	100.0	51.40	*	25.10	51.4	51.5	Met Target†
Non-Economically Disadvantaged Students	80	100.0	52.60	*	54.30	52.6		
Students with Disabilities	21	100.0	28.60	*	16.50	28.6	N	N
Students without Disabilities	94	100.0	57.50	*	48.80	57.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	10.50	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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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	32	761	742	751	*	0%	*	50%	*	69%	53%
White	14	756	749	759	*	0%	*	*	*	57%	63%
Hispanic	10	758	*	738	*	0%	*	*	*	70%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	18	759	745	751	*	0%	*	*	*	72%	52%
Male	14	762	740	751	*	0%	*	*	*	64%	53%
Economically Disadvantaged Students	12	756	738	736	*	0%	*	*	*	67%	34%
Non-Economically Disadvantaged Students	20	763	747	761	*	0%	*	*	*	70%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	32	761	744	753	*	0%	*	50%	*	69%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	746	739	747	*	*	35%	46%	*	48%	47%
White	23	743	743	755	0%	*	*	44%	0%	44%	59%
Hispanic	13	753	*	734	*	0%	*	*	*	62%	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	N	N	N	747	N	N	N	N	N	N	48%
Female	22	740	740	747	*	*	*	*	*	36%	47%
Male	24	751	737	747	*	*	*	*	*	58%	48%
Economically Disadvantaged Students	14	745	736	732	*	*	*	*	*	43%	27%
Non-Economically Disadvantaged Students	32	746	743	757	*	*	*	*	*	50%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	46	746	740	749	*	*	35%	46%	*	48%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	747	740	747	*	*	39%	44%	0%	44%	46%
White	14	751	748	754	*	*	*	*	0%	57%	57%
Hispanic	19	747	740	735	0%	*	53%	*	0%	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	N	N	N	747	N	N	N	N	N	N	47%
Female	21	749	739	747	*	*	*	*	0%	43%	47%
Male	20	745	740	746	*	*	*	*	0%	45%	46%
Economically Disadvantaged Students	10	735	732	732	*	*	*	*	0%	40%	27%
Non-Economically Disadvantaged Students	31	751	749	756	*	*	*	*	0%	45%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	41	747	740	748	*	*	39%	44%	0%	44%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

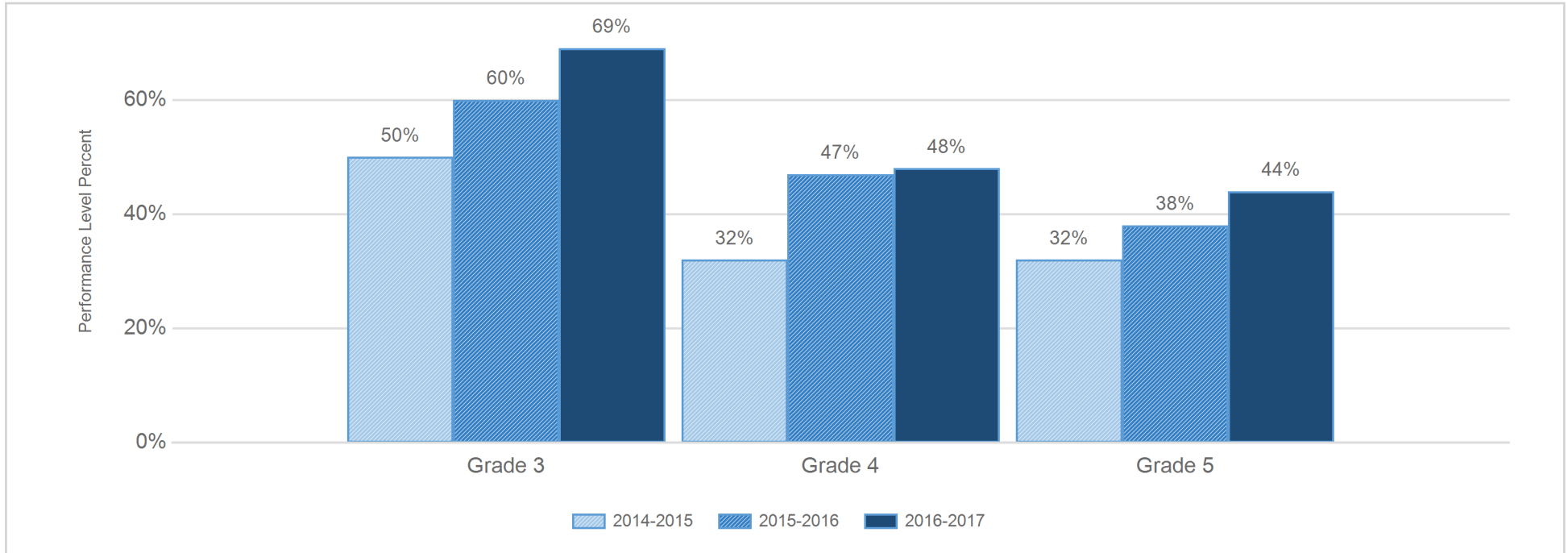


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

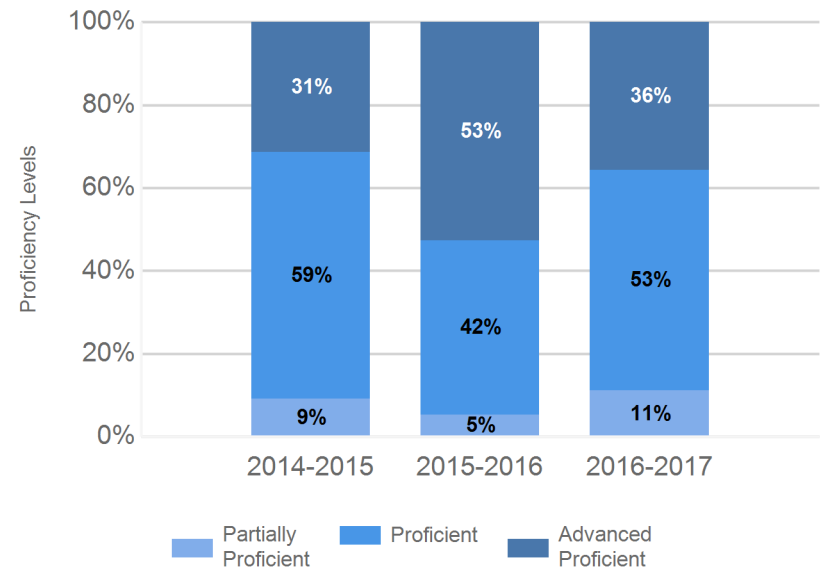
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	36%	53%	11%
White	35%	52%	13%
Hispanic	25%	58%	17%
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	46%	46%	8%
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40	55	50	Met Target	50	46	50	Met Target
White	49	*	50	Met Target	61	*	52	Exceeds Target
Hispanic	38	*	49	Not Met	48	*	47	Met Target
Black or African American	*	52	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62.5	60	**	*	61	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	28.5	54	47	Not Met	45.5	45	46	Met Target
Students with Disabilities	33.5	43	41	**	41	42	43	**
English Learners	*	61	53	**	*	54	51	**

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



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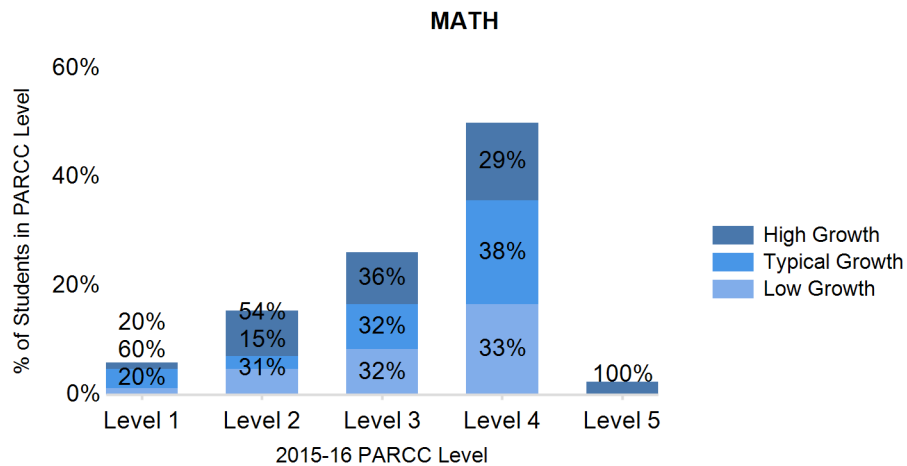
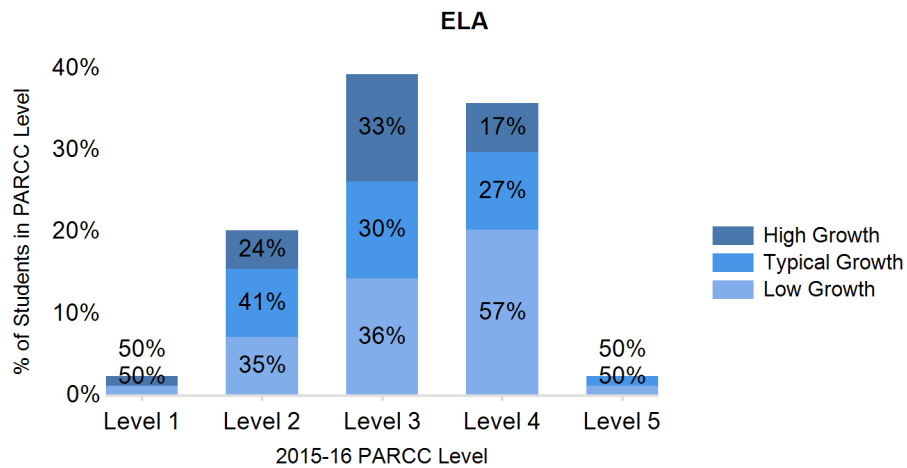
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

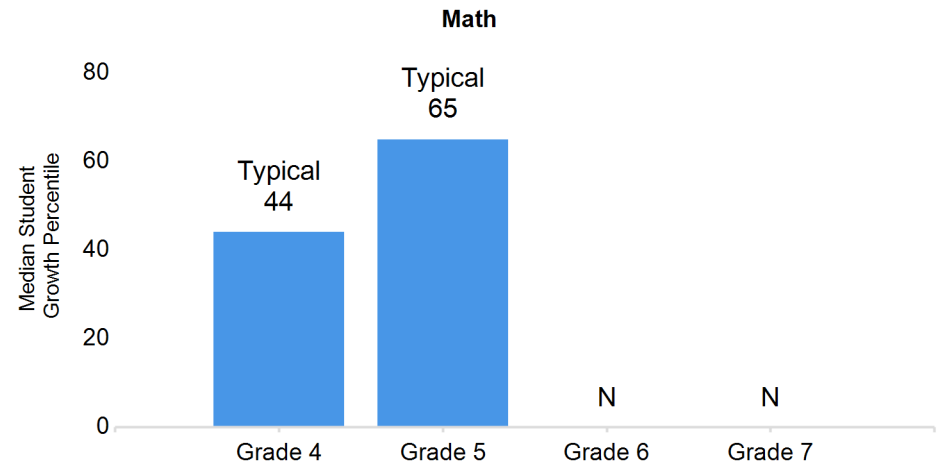
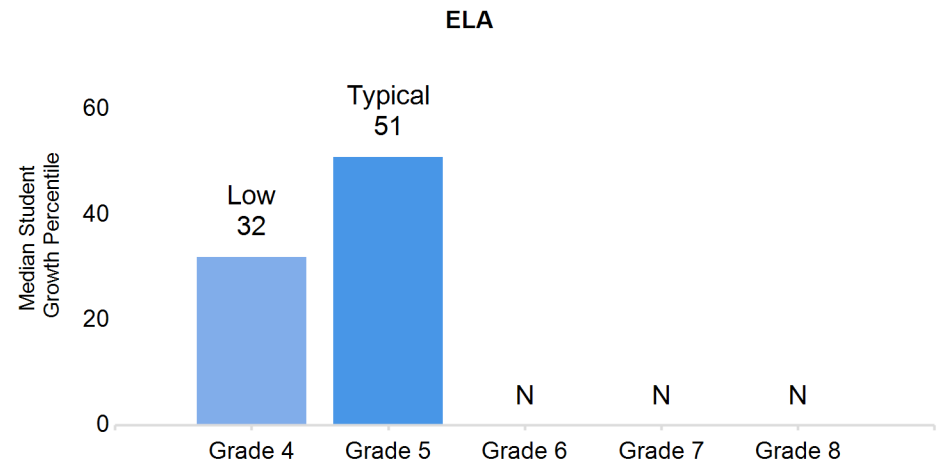
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

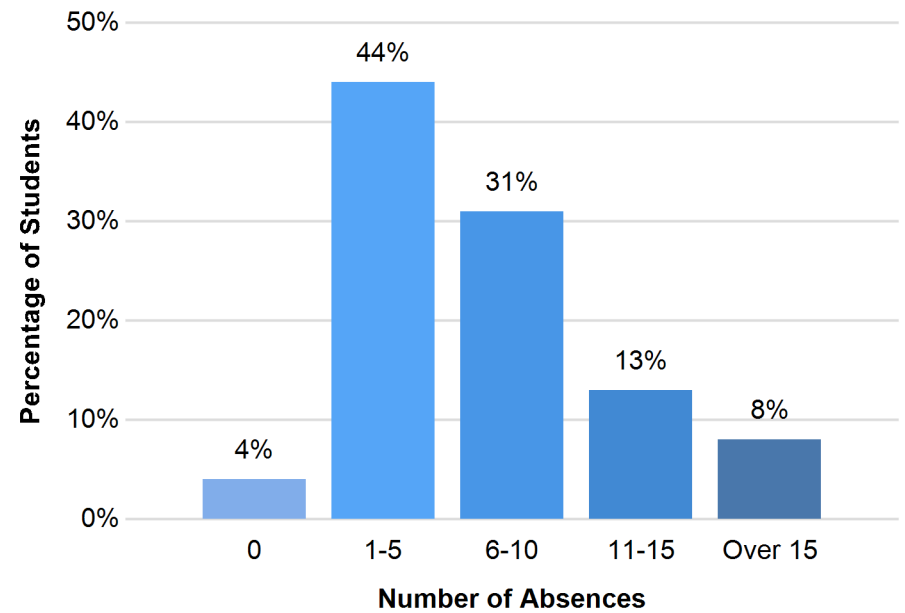
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	8.40	Met Target
White	7.60	8.40	Met Target
Hispanic	9.60	8.40	Not Met
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.50	8.40	Met Target
Students with Disabilities	14.30	8.40	Not Met
English Learners	N	**	**

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

Days Absent

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



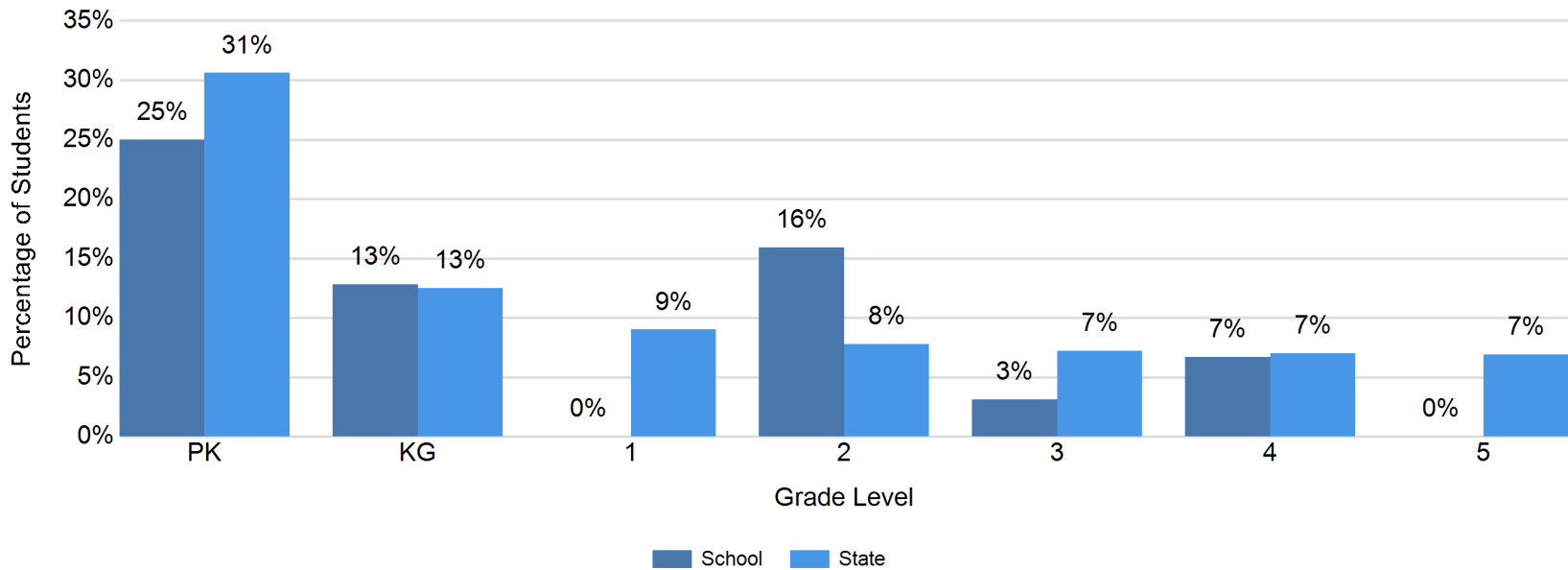


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 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	1.1%
Any Suspension	1.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	21	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	86%	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	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	137:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	50.9	17.5%
Mathematics Proficiency	70.7	17.5%
English Language Arts Growth	13.2	25.0%
Mathematics Growth	53.4	25.0%
Chronic Absenteeism	57.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.5
Summative Rating: Percentile rank of Summative Score		44.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	46.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	44.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	53.4	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	**	**	No	N	N	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	57.1	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Coglianese	Email Address:	scoglianese@lindenps.org
Address:	2801 HIGHLAND AVENUE LINDEN, NJ 07036	Website:	http://www.linden.k12.nj.us/schools/school10/
Phone:	(908)486-2043	Facebook:	https://www.facebook.com/lindenpublicschools.school10/
		Twitter:	https://twitter.com/HighlandersNo10

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"> • Every 3rd, 4th and 5th grade student has a laptop computer to enhance instruction • School-Based Instructional Leadership Team - Teachers Leading Teachers with Data • Host to family events which strive to include parents in the school community
Mission, Vision, Theme:	We are School 10! We are hard workers, we are good citizens, we are respectful to all, we are good listeners, we are team players. We are School 10!
Awards, Recognition, Accomplishments:	School No. 10 students are recognized for their accomplishments and talents through venues such as, All City Music and Art competition, Student of the Month, Principal for a Day, and Student Awards for Character Education and Academics. Faculty and staff are recognized for their impact, dedication and service through Governor Educator of the Year Program and Teacher appreciation week.






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>All curriculums are aligned with the NJ Student Learning Standards. ELA and Math programs offer depth of understanding through interactive lessons, research based instructional approaches and differentiated resources. Blended learning experiences are created through the hands-on approach in our science investigations as well as the inquiry based model within the Social Studies curriculum. Curriculum and instruction are supported enhanced by digital components such as electronic textbooks.</p>
 <p>Clubs and Activities:</p>	<p>School No. 10 considers itself an environment for learning, not only in terms of academia, but also in terms of a child's social development within their community. Enrichment opportunities are provided through Gifted and Talented programs. Extra curricula clubs and activities include Junior Achievement, Kiwanis Kids (K-Kids), Safety Patrol, Newspaper Club, Robotic Club, Student Vanguard, Chorus, and Instrumental music.</p>
 <p>Before and After School Programs:</p>	<p>School No. 10 provides a Before and After Care program for a fee. The Coordinator of Special Projects oversees the program. Our program is staffed by district personnel only. We provide academic support, enrichment, physical and recreational activities. Our goal is to provide a bridge from school to home for our students. The program focuses on enriching the student as a whole through various activities that enhance academic, social and emotional growth in a safe and nurturing environment.</p>







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 <p>Staff and Professional Learning:</p>	<p>School No. 10's Instructional Leadership Team monitors student achievement, school climate and instructional practices. Administrators and teachers are engaged in professional learning communities, grade level meetings, district in-service professional development, and common planning to share and collaborate on best practices to support student learning and achievement. Our Vanguard team provides technology support.</p>
 <p>Student Supports and Services:</p>	<p>Students with disabilities are supported with 504 plans, IEPs and Resource classes. Speech services, occupational or physical therapy is available to students with an identified need. Intervention and Referral Services are available and coordinated through the School Social Worker. To meet the varying academic and social needs of mainstreamed students may be identified academic support services, including tutoring.</p>
 <p>Student Health and Wellness:</p>	<p>School No. 10 students receive physical education two times a week. We have a full-time school nurse who completes health screenings and teaches lessons pertaining to pre-adolescence. Two hours of health instruction occurs weekly. Free and reduced breakfast and lunch served adhere to federal and nutritional guidelines and is offered to all students.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA supports academic and extracurricular programs through funding and volunteerism. Parent-teacher conferences, American Education Week activities, awards ceremonies, and special observances are open invitations for parent involvement. Partnerships include Conoco Phillips, local government and community services. Parents can access district and school websites, twitter and Facebook for more information.</p>



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School Narrative

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Facilities:

School No. 10 was built in 1957 and houses approximately 265 students. It is a single story building with easy access and a park on neighboring grounds.



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School Narrative

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Our school day is 6 hours and 35 minutes. The grade span is full-day Pre-K through grade 5. The Pre-K and Kindergarten levels employ the Tools of the Mind curriculum and include Go Math in Kindergarten. In Grades 1-5, weekly time allotments are Reading 450 minutes, Writing 250 minutes, Mathematics 355 minutes, Social Studies/Science 120 minutes each, Music and Art 30-45 minutes, World Language (Grades 1-5) 60 minutes, Physical education/Health 60 minutes each, and Recess/lunch 150 minutes. Students begin each day reciting our School No. 10 cheer. An unannounced fire drill and crisis drill is rehearsed each month. All classroom doors lock and staff have key fobs to enter the building. All students and teachers have technology access through Smart Boards, iPads and MacBook Aairs. CANVAS is currently the district online learning management system for use by teachers and students. A wide array of communication vehicles are used to communicate with all stakeholders. They include: brochures, flyers, Blackboard Connect (email and voicemail), outdoor message board, social media, the school website, ThinkCentral, Class Dojo, Remind.com text messaging service and individual emails and phone calls.



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	46	47	59
KG	76	90	88
1	78	85	91
2	67	81	90
3	87	73	79
4	84	80	74
5	62	83	83
Ungraded	82	108	87
Total	582	647	651

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	68%	62%	62%
Students with Disabilities	22%	24%	26%
English Learners	15%	12%	13%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	52.4%
Black or African American	26.9%
White	14.7%
Asian	3.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.3%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	45	47	59
KG - Half Day	0	0	0
KG - Full Day	78	90	88

Home Language	% of Students
English	52.1%
Spanish	35.6%
Portuguese	3.2%
Polish	1.5%
Urdu	1.4%
<i>Other</i>	6.7%



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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	225	99.6	57.80	47.40	54.90	57.8	55.9	Met Target
White	33	100.0	57.50	*	63.90	57.5	65.5	Met Target†
Hispanic	106	99.1	54.70	46.90	39.80	54.7	53.7	Met Target
Black or African American	70	100.0	58.60	39.90	35.20	58.6	49.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.00	64.30	80.70	70	**	**
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	109	99.1	61.50	56.60	62.20	61.5		
Male	116	100.0	54.30	38.80	48.10	54.3		
Economically Disadvantaged Students	137	99.3	52.50	42.80	36.20	52.5	51.8	Met Target
Non-Economically Disadvantaged Students	88	100.0	65.90	52.40	65.80	65.9		
Students with Disabilities	48	100.0	14.60	11.80	20.50	14.6	6.3	Met Target
Students without Disabilities	177	99.5	69.50	55.70	61.90	69.5		
English Learners	33	100.0	30.30	30.30	25.20	30.3	N	N
Non-English Learners	192	99.5	62.50	48.70	57.40	62.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	737	744	749	19%	19%	16%	47%	0%	47%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	40	727	*	734	25%	*	*	43%	0%	43%	35%
Black or African American	22	745	739	731	*	*	*	50%	0%	50%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	738	750	754	*	*	*	42%	0%	42%	55%
Male	39	736	738	745	*	*	*	51%	0%	51%	46%
Economically Disadvantaged Students	43	727	738	731	*	*	*	35%	*	35%	31%
Non-Economically Disadvantaged Students	32	750	750	762	*	*	*	63%	*	63%	63%
Students with Disabilities	11	705	713	720	*	*	*	*	*	*	24%
Students without Disabilities	64	742	749	755	*	*	*	*	*	*	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%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	760	748	753	*	*	*	52%	20%	71%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	37	764	*	740	*	*	*	43%	27%	70%	40%
Black or African American	25	756	741	737	*	*	*	60%	*	72%	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	38	767	752	758	*	*	*	50%	*	76%	61%
Male	39	753	743	749	*	*	*	54%	*	67%	51%
Economically Disadvantaged Students	56	760	744	737	*	*	*	50%	*	70%	36%
Non-Economically Disadvantaged Students	21	760	752	764	*	*	*	57%	*	76%	69%
Students with Disabilities	14	718	716	725	*	*	*	*	0%	21%	25%
Students without Disabilities	63	769	755	759	*	*	*	*	24%	83%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	750	750	756	*	*	23%	54%	*	58%	59%
White	15	752	756	763	*	*	*	*	0%	60%	69%
Hispanic	36	748	748	743	*	*	*	53%	*	58%	44%
Black or African American	27	749	747	740	*	*	*	48%	*	56%	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	42	755	754	761	*	*	*	60%	*	64%	66%
Male	42	745	746	750	*	*	*	48%	*	52%	53%
Economically Disadvantaged Students	46	746	744	740	*	*	*	50%	*	54%	40%
Non-Economically Disadvantaged Students	38	754	758	765	*	*	*	58%	*	63%	71%
Students with Disabilities	19	712	715	725	*	*	*	*	*	11%	22%
Students without Disabilities	65	761	759	762	*	*	*	*	*	72%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

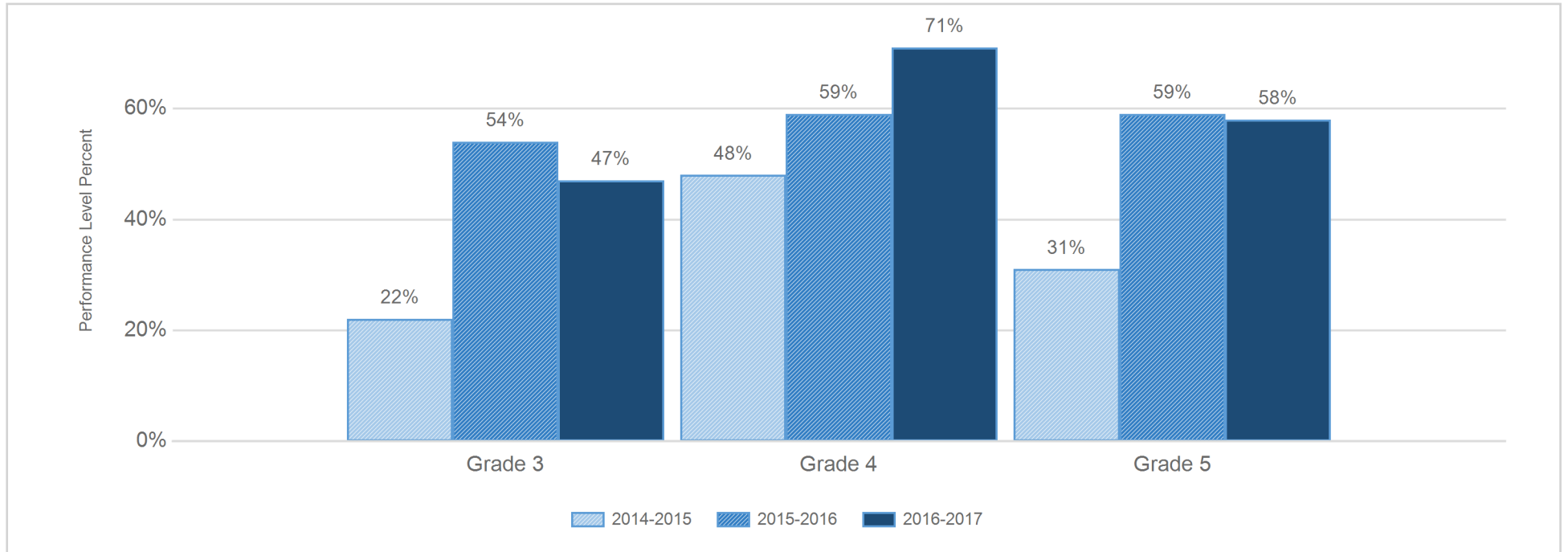


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	230	99.6	45.20	25.40	43.50	45.2	51.3	Not Met
White	33	100.0	51.50	*	52.40	51.5	62.7	Met Target†
Hispanic	111	99.2	48.60	*	27.60	48.6	52.8	Met Target†
Black or African American	70	100.0	34.30	*	21.70	34.3	36.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.00	44.50	75.60	60	**	**
American Indian or Alaska Native	*	*	*	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	112	99.2	42.90	*	44.10	42.9		
Male	118	100.0	47.50	*	42.90	47.5		
Economically Disadvantaged Students	138	99.4	42.70	*	25.10	42.7	47.5	Met Target†
Non-Economically Disadvantaged Students	92	100.0	48.90	*	54.30	48.9		
Students with Disabilities	48	100.0	*	*	16.50	*	8.7	Met Target†
Students without Disabilities	182	99.5	*	*	48.80	*		
English Learners	38	100.0	28.90	19.00	23.30	28.9	N	N
Non-English Learners	192	99.5	48.40	25.90	45.20	48.4		
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.



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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	77	736	742	751	*	26%	26%	33%	*	38%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	42	732	*	738	*	26%	26%	33%	*	36%	37%
Black or African American	22	738	739	733	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	734	745	751	*	*	*	31%	*	33%	52%
Male	41	738	740	751	*	*	*	34%	*	42%	53%
Economically Disadvantaged Students	44	736	738	736	*	*	*	34%	*	39%	34%
Non-Economically Disadvantaged Students	33	736	747	761	*	*	*	30%	*	36%	65%
Students with Disabilities	11	711	718	729	*	*	*	*	*	*	29%
Students without Disabilities	66	740	746	755	*	*	*	*	*	*	57%
English Learners	11	704	710	724	*	*	*	*	*	*	21%
Non-English Learners	66	741	744	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	752	739	747	*	13%	19%	56%	*	61%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	39	756	*	734	*	*	*	56%	*	64%	30%
Black or African American	25	746	730	729	*	*	*	56%	*	60%	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	39	753	740	747	*	*	*	59%	*	64%	47%
Male	40	751	737	747	*	*	*	53%	*	58%	48%
Economically Disadvantaged Students	57	753	736	732	*	*	*	56%	*	63%	27%
Non-Economically Disadvantaged Students	22	748	743	757	*	*	*	55%	*	55%	61%
Students with Disabilities	14	716	716	724	*	*	*	*	*	14%	22%
Students without Disabilities	65	760	744	751	*	*	*	*	*	71%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	742	740	747	*	21%	36%	33%	*	37%	46%
White	15	745	748	754	*	*	*	*	*	53%	57%
Hispanic	41	745	740	735	*	*	37%	39%	*	42%	30%
Black or African American	27	731	732	729	*	*	48%	*	*	15%	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	46	740	739	747	*	*	44%	24%	*	28%	47%
Male	43	744	740	746	*	*	28%	42%	*	47%	46%
Economically Disadvantaged Students	47	735	732	732	*	*	43%	21%	*	23%	27%
Non-Economically Disadvantaged Students	42	749	749	756	*	*	29%	45%	*	52%	59%
Students with Disabilities	19	718	713	725	*	*	*	*	*	11%	19%
Students without Disabilities	70	748	746	751	*	*	*	*	*	44%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

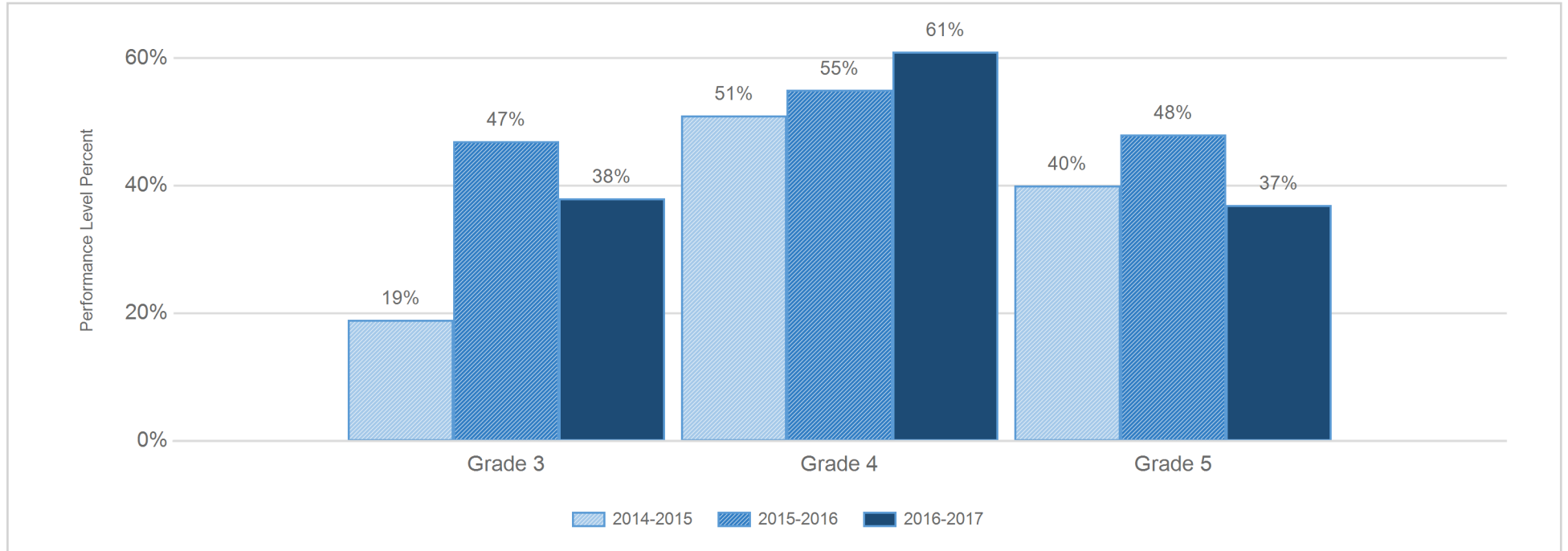


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	33	*	*
2	27	*	*
3	15	86.7%	13.3%
4	*	*	*
5+	*	*	*



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

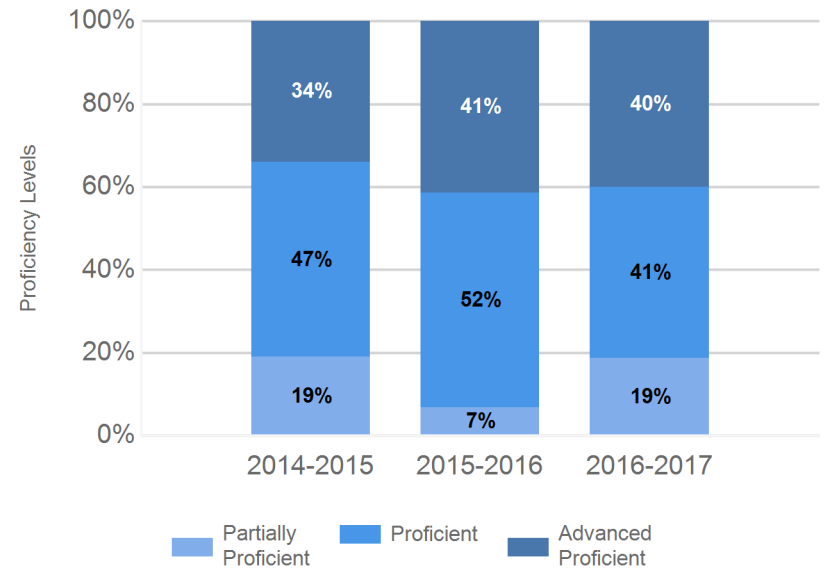
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	40%	41%	19%
White	36%	46%	18%
Hispanic	45%	34%	21%
Black or African American	31%	50%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	42%	42%	17%
Students with Disabilities	20%	33%	47%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55.5	55	50	Met Target	62	46	50	Exceeds Target
White	52	*	50	Met Target	46	*	52	Met Target
Hispanic	59	*	49	Met Target	71	*	47	Exceeds Target
Black or African American	61	52	45	Exceeds Target	53	40	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	62.5	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	59	54	47	Met Target	71	45	46	Exceeds Target
Students with Disabilities	23	43	41	Not Met	37.5	42	43	Not Met
English Learners	55	61	53	**	70	54	51	**

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



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

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

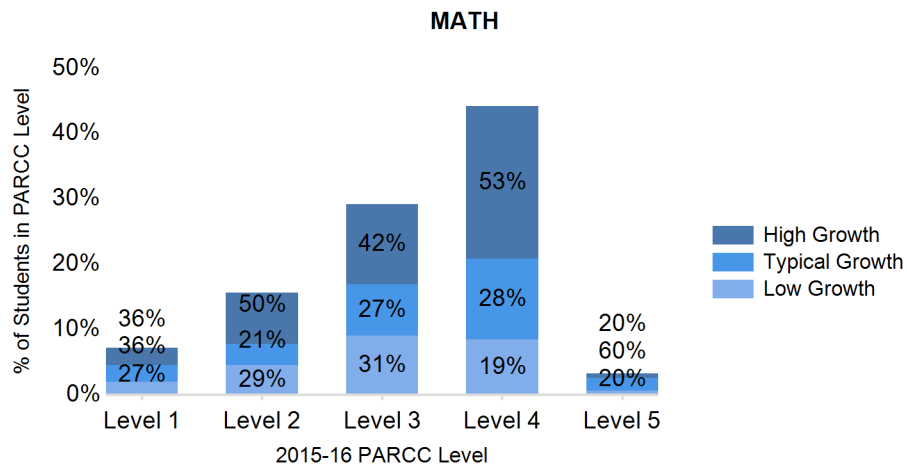
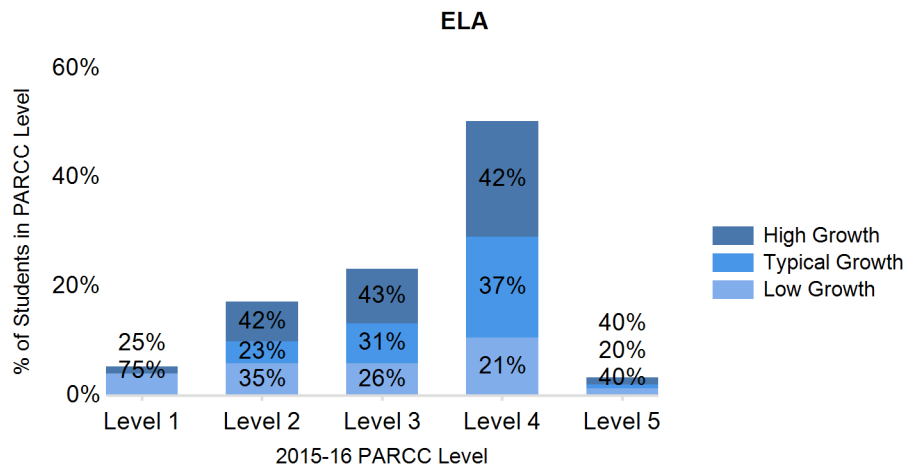
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

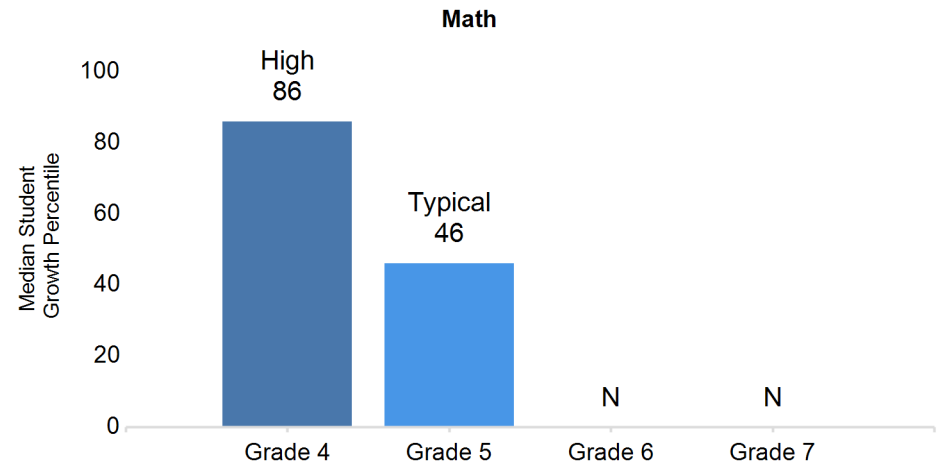
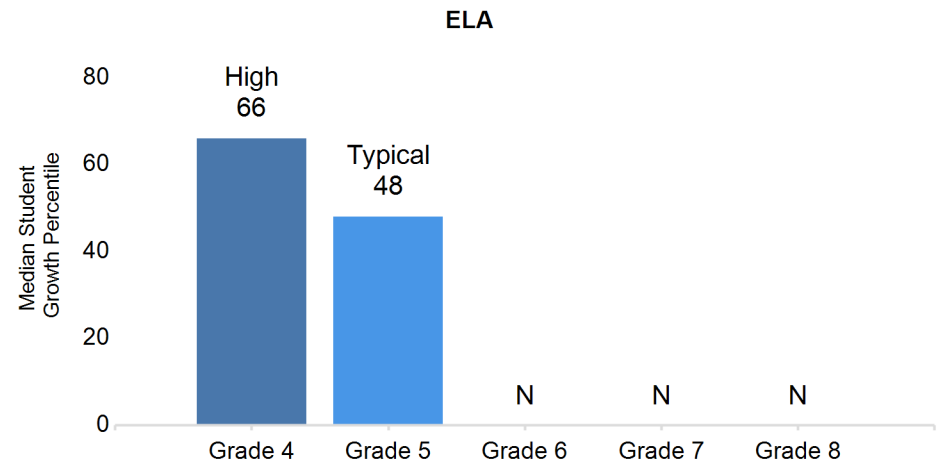
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

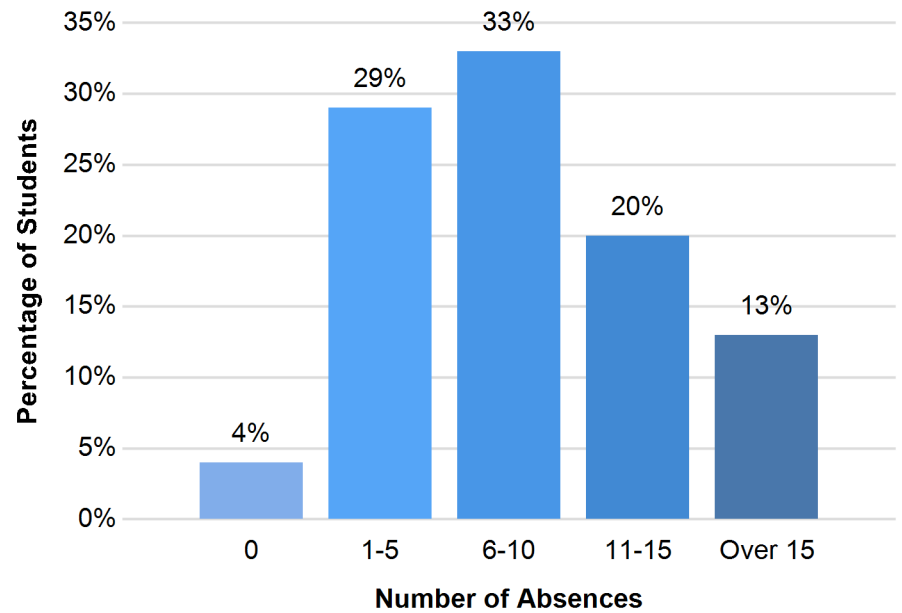
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	8.40	Not Met
White	14.10	8.40	Not Met
Hispanic	13.40	8.40	Not Met
Black or African American	5.70	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.40	8.40	Not Met
Students with Disabilities	10.50	8.40	Not Met
English Learners	15.00	8.40	Not Met

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

Days Absent

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



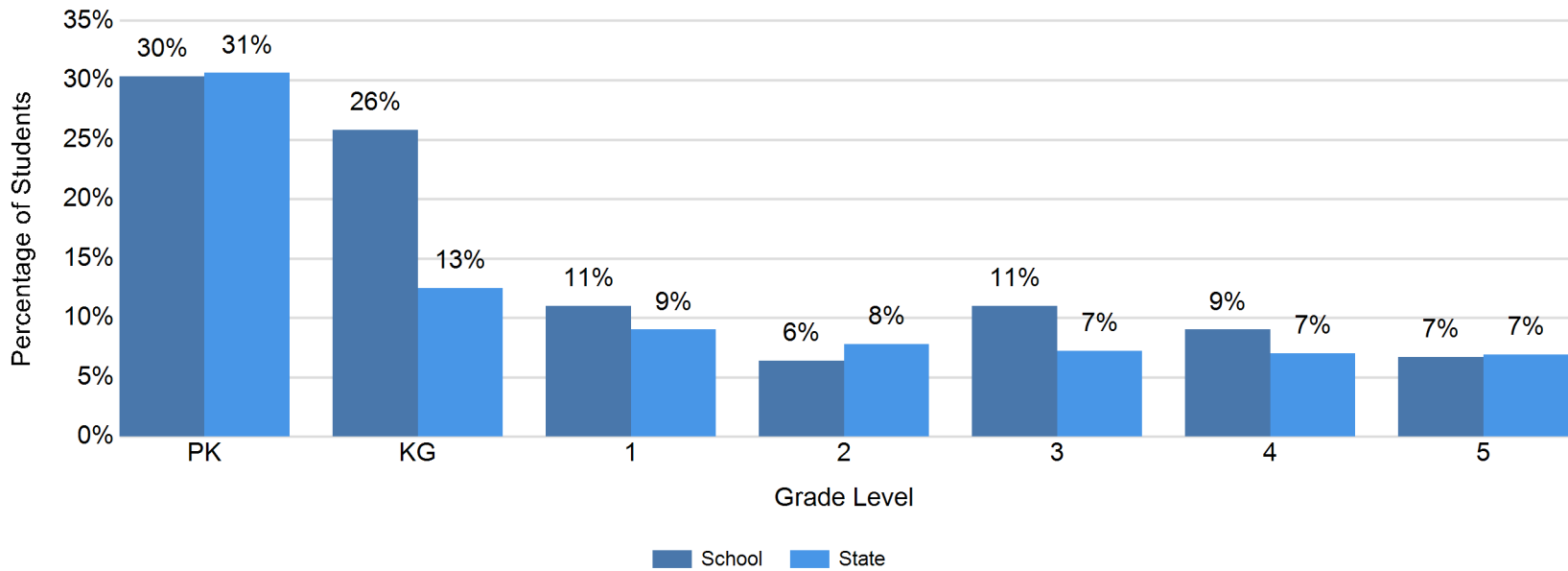


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 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)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.46

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.8%
Any Suspension	3.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	59	120,724
Average years experience in public schools	9.4	11.8
Average years experience in district	7.9	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	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	11:1
Administrators	217:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

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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	90%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	53.2	17.5%
Mathematics Proficiency	50.6	17.5%
English Language Arts Growth	66.3	25.0%
Mathematics Growth	82.1	25.0%
Chronic Absenteeism	20.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.3
Summative Rating: Percentile rank of Summative Score		63.4
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.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Exceeds Target	No
White	33.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	76.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Black or African American	85.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	81.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	27.7	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Perkins	Email Address:	aperkins@lindenps.org
Address:	1700 SOUTH WOOD AVENUE LINDEN, NJ 07036	Website:	http://www.linden.k12.nj.us/schools/school2/
Phone:	(908)862-3287	Facebook:	https://www.facebook.com/lindenpublicschools.school2/
		Twitter:	twitter.com/schno2lps

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Technology has been expanded to Grade 2 with the implementation of MacBook Airs in work stations. • Recipient of NJEA FAST grant and JA Biz Town - a two-pronged, innovative educational opportunity for 5th grade students. • Model Program by the NJ Department of Education for our ESL and Bilingual programs
Mission, Vision, Theme:	The Mission of School No. 2 is to promote diversity through a commitment to instructional excellence that allows each student to achieve his or her maximum potential in an engaging, inspiring and challenging learning environment. Our School Motto is: My Tiger R.O.A.R.S. When I am: Responsible for my behavior, Own my choices, Aim to be my best, Respect myself and others to be Safe at School No. 2.
Awards, Recognition, Accomplishments:	School No. 2 students are recognized for their accomplishments and talents through venues such as, All City Music and Art competition, Tiger Paw student of the month, Principal for a Day, School Wide talent show, Presidential Awards of Excellence, and Student Awards for Character Education and Academics. Faculty and staff are recognized for their impact, dedication and service through Governor Educator of the Year Program, Teacher appreciation week, and PBSIS SWAP Week reverse day.






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 <p>Courses, Curriculum, Instruction:</p>	<p>All curriculums are aligned with the NJ Student Learning Standards. ELA and Math programs offer depth of understanding through interactive lessons, research based instructional approaches and differentiated resources. Blended learning experiences are created through the hands-on approach in our science investigations as well as the inquiry based model within the Social Studies curriculum. Curriculum and instruction are supported enhanced by digital components such as electronic textbooks.</p>
 <p>Clubs and Activities:</p>	<p>School No. 2 considers itself an environment for learning, not only in terms of academia, but also in terms of a child's social development within their community. Enrichment opportunities are provided through Gifted and Talented programs. Extra-curricular clubs and activities include J-Biz, Junior Achievement, Kiwanis Kids (K-Kids), Safety Patrol, Public Speaking Club, Robotic Club, Student Vanguard, Art Club, Chorus, Instrumental music, Tiger Paw Student of the Month.</p>
 <p>Before and After School Programs:</p>	<p>School No. 2 provides Before and After Care programs for a fee. The Coordinator of Special Projects oversees the program. Our program is staffed by district personnel only. We provide academic support, enrichment, physical and recreational activities. Our goal is to provide a bridge from school to home for our students. The program focuses on enriching the student as a whole through various activities that enhance academic, social and emotional growth in a safe and nurturing environment.</p>







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 <p>Staff and Professional Learning:</p>	<p>School No. 2's Instructional Leadership Team monitors student achievement, school climate and instructional practices. Administration and teachers are engaged in professional learning communities, grade level meetings, district in-service professional development, and common planning to share and collaborate on best practices to support student learning and achievement. Our Vanguard team provides technology support. Our SciP members assist teachers in planning student growth objectives.</p>
 <p>Student Supports and Services:</p>	<p>Our ESL and Bilingual programs offer push in and pull out support services. Students with disabilities are supported with 504 plans, IEPs and Resource classes. Speech services and occupational or physical therapy is available to students with an identified need. Intervention and Referral Services are available and coordinated through the School Social Worker. To meet the varying academic and social needs of mainstreamed students may be identified academic support services, including tutoring.</p>
 <p>Student Health and Wellness:</p>	<p>School No. 2 students receive physical education two times a week and adaptive PE for our Autistic and Preschool disabled students. We have two full-time school nurses who complete health screenings and teach lessons pertaining to pre-adolescence. Two hours of Health instruction occurs weekly. The Dream Team, coordinated by the nurse, responds to in-school emergencies. Free and reduced breakfast and lunch served adhere to federal and nutritional guidelines and is offered to all students.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA supports academic and extra-curricular programs through funding and volunteerism. FAST activities, parent-teacher conferences, American Education Week activities, ESL Meet and Greet breakfast, Tiger Paw March, Technology coding, Awards Ceremony, and special observances are open invitations for parent involvement. Partnerships include Conoco Phillips, local government and community services. Parents can access district and school websites, twitter and Facebook for more information.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Three school climate surveys are given to parents, students, and school personnel. Most parents strongly agreed that students were encouraged at school and they were happy with their child's experience. Majority of students in grades 2 – 5 understand what harassment, intimidation and bullying is and feel safe at school. Majority of our school personnel support our PBSIS program and want it to continue. A need to strengthen cooperative relationships amongst students exists.</p>
 <p>Facilities:</p>	<p>School No. 2 is comprised of 4 buildings that house approximately 650 students. Building B, built in 1913, was our original building. Six years later in 1919, Building A, was built in front of building B. In 1967 building C was built behind building B. In 2012, our air-conditioned building D was built behind building C. This recent addition, also has an elevator to get to the 2nd floor. We have a large gymnasium, a Gross Motor room and Occupational Therapy room.</p>



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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.



Other Information:

School No. 2 is the Magnet school for our Spanish Bilingual students. These students receive Bilingual services in a part-time transitional program, where Spanish is used to help them grow academically while developing their social and academic English. All students whose primary language is other than English receive ESL services in a push-in and pull-out setting. We also have specialized classrooms offering unique learning opportunities for pre-school disabled students. Students with autism receive instruction using the Applied Behavior Analysis (ABA). Our school day is 6 hours and 35 minutes. The grade span is full-day Pre-K through grade 5. The Pre-K and Kindergarten employs the Tools of the Mind curriculum and includes Go Math in Kindergarten. In Grades 1-5, weekly time allotments are Reading 450 minutes, Writing 250 minutes, Mathematics 355 minutes, Social Studies/Science 120 minutes each, Music and Art 30-45 minutes, World Language (Grades 1-5) 60 minutes, Physical education/Health 60 minutes each, and Recess/lunch 150 minutes. Students begin each day reciting our PBSIS School Motto. An unannounced fire drill and crisis drill is rehearsed each month. All classroom doors lock and staff have key fobs to enter the building. All students and teachers have technology access through Smart Boards, iPads and MacBook Airs. CANVAS is currently the district online learning management system for use by teachers and students. A wide array of communication vehicles (translated in Spanish) are used to communicate with all stakeholders. They include: The Daily Reporter, Google docs., brochures, flyers, Blackboard Connect (email and voicemail), outdoor message board, social media, the school website, ThinkCentral, Class Dojo, Remind.com text messaging service and individual emails and phone calls. Listen for us on The Veterans Corner Radio Station, WRSU 88.7 fm. or watch student anti-bullying skits to teach younger grades about the harmful effects of bullying.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	46	42	44
KG	56	45	55
1	73	50	50
2	61	66	51
3	49	59	74
4	67	52	57
5	56	69	48
Ungraded	0	0	0
Total	408	383	379

Student Group	2014-15	2015-16	2016-17
Female	52%	51%	52%
Male	49%	49%	48%
Economically Disadvantaged Students	70%	72%	72%
Students with Disabilities	7%	7%	6%
English Learners	8%	1%	5%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	51.5%
Hispanic	39.6%
White	7.4%
Asian	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.1%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	47	42	44
KG - Half Day	0	0	0
KG - Full Day	55	45	55

Home Language	% of Students
English	67.5%
Spanish	21.6%
Haitian	7.1%
Portuguese	1.8%
<i>Other</i>	1.9%



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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	165	98.9	46.70	47.40	54.90	46.7	42	Met Target
White	13	100.0	53.90	*	63.90	53.9	**	**
Hispanic	64	98.5	53.20	46.90	39.80	53.2	41.7	Met Target
Black or African American	83	98.9	38.60	39.90	35.20	38.6	38.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	91	98.0	52.70	56.60	62.20	52.7		
Male	74	100.0	39.20	38.80	48.10	39.2		
Economically Disadvantaged Students	122	99.3	41.80	42.80	36.20	41.8	39.5	Met Target
Non-Economically Disadvantaged Students	43	97.9	60.50	52.40	65.80	60.5		
Students with Disabilities	16	100.0	*	11.80	20.50	*	**	**
Students without Disabilities	149	98.8	*	55.70	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	737	744	749	*	*	28%	36%	*	37%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	31	742	*	734	*	*	*	42%	0%	42%	35%
Black or African American	38	730	739	731	*	*	29%	29%	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	43	742	750	754	*	*	23%	*	*	44%	55%
Male	32	729	738	745	*	*	34%	*	*	28%	46%
Economically Disadvantaged Students	52	734	738	731	*	*	*	31%	*	33%	31%
Non-Economically Disadvantaged Students	23	743	750	762	*	*	*	48%	*	48%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	75	737	746	752	*	*	28%	36%	*	37%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	743	748	753	*	22%	33%	42%	*	44%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	15	757	*	740	0%	*	*	*	*	53%	40%
Black or African American	34	737	741	737	*	*	35%	38%	0%	38%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	33	749	752	758	*	*	*	*	*	55%	61%
Male	22	733	743	749	*	*	*	*	*	27%	51%
Economically Disadvantaged Students	44	740	744	737	*	*	*	*	*	39%	36%
Non-Economically Disadvantaged Students	11	752	752	764	*	*	*	*	*	64%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	752	750	756	*	*	33%	58%	0%	58%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	21	757	748	743	*	*	*	67%	*	67%	44%
Black or African American	20	747	747	740	*	*	*	*	0%	45%	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	22	751	754	761	*	*	*	59%	0%	59%	66%
Male	26	754	746	750	*	*	*	58%	0%	58%	53%
Economically Disadvantaged Students	36	749	744	740	*	*	*	50%	*	50%	40%
Non-Economically Disadvantaged Students	12	762	758	765	*	*	*	83%	*	83%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	48	752	751	757	*	*	33%	58%	0%	58%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

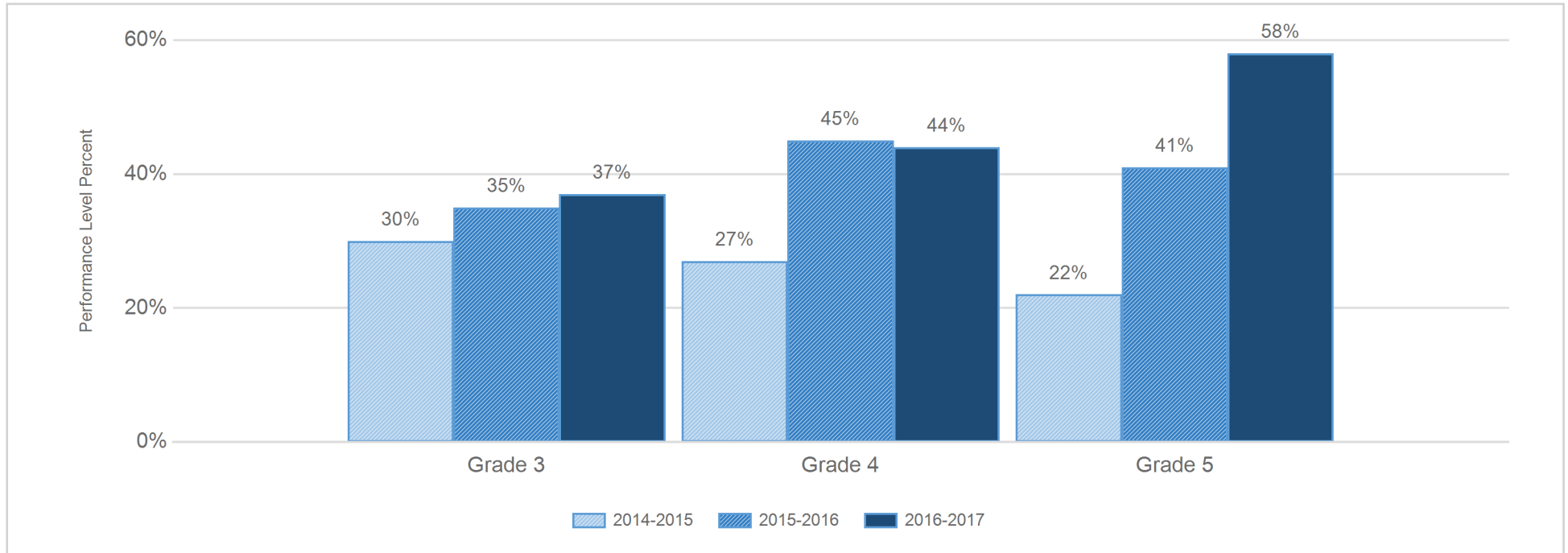


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	164	98.4	33.00	25.40	43.50	33	31.6	Met Target
White	13	100.0	30.80	*	52.40	30.8	**	**
Hispanic	63	97.1	42.90	*	27.60	42.9	33.4	Met Target
Black or African American	83	98.9	24.10	*	21.70	24.1	27.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	90	97.0	34.40	*	44.10	34.4		
Male	74	100.0	31.10	*	42.90	31.1		
Economically Disadvantaged Students	121	98.5	29.70	*	25.10	29.7	29.4	Met Target
Non-Economically Disadvantaged Students	43	97.9	41.90	*	54.30	41.9		
Students with Disabilities	16	100.0	*	*	16.50	*	**	**
Students without Disabilities	148	98.2	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	734	742	751	*	27%	29%	29%	*	33%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	30	740	*	738	*	*	*	40%	*	43%	37%
Black or African American	39	727	739	733	*	26%	36%	*	*	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	43	733	745	751	*	*	26%	*	*	37%	52%
Male	32	735	740	751	*	*	34%	*	*	28%	53%
Economically Disadvantaged Students	52	731	738	736	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	23	739	747	761	*	*	*	*	*	39%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	734	739	747	*	30%	32%	29%	*	29%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	16	744	*	734	*	*	*	*	0%	44%	30%
Black or African American	34	731	730	729	*	29%	41%	*	0%	21%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	33	740	740	747	*	*	*	*	0%	36%	47%
Male	23	725	737	747	*	*	*	*	0%	17%	48%
Economically Disadvantaged Students	45	733	736	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	11	737	743	757	*	*	*	*	*	36%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	743	740	747	*	22%	39%	29%	*	37%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	21	748	740	735	0%	*	57%	*	*	33%	30%
Black or African American	20	740	732	729	0%	*	*	*	*	40%	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	22	739	739	747	*	*	*	*	*	32%	47%
Male	27	747	740	746	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	37	739	732	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	12	755	749	756	*	*	*	*	*	58%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

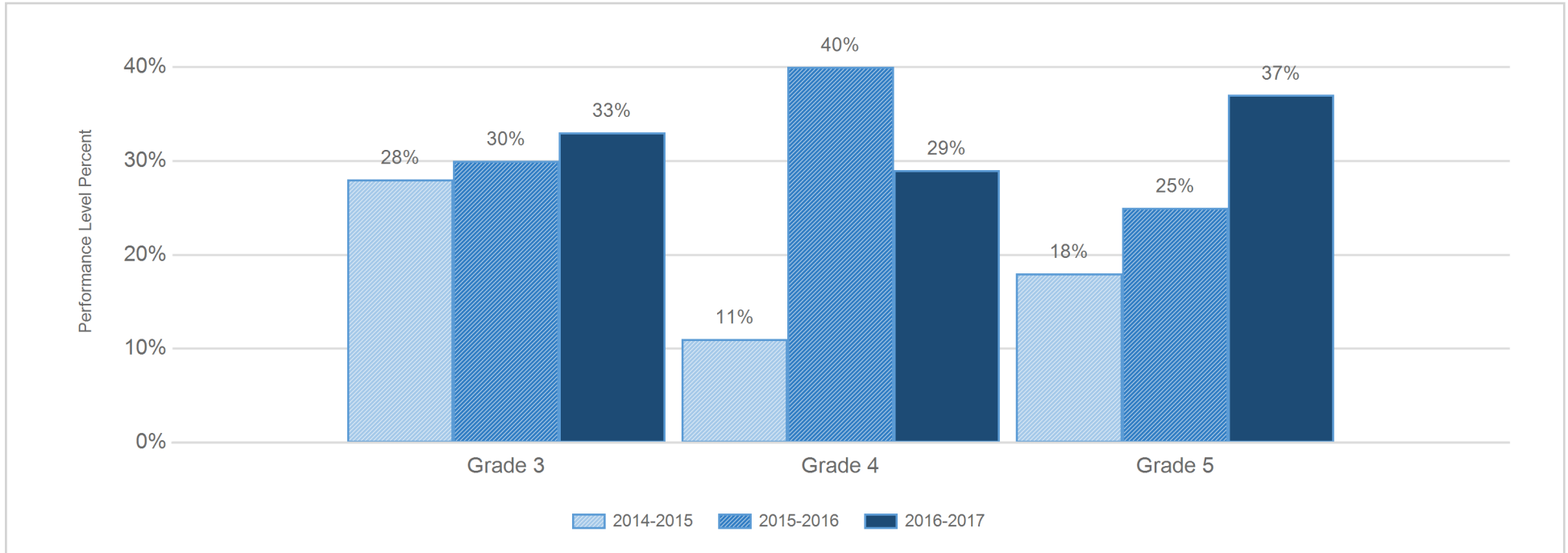


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

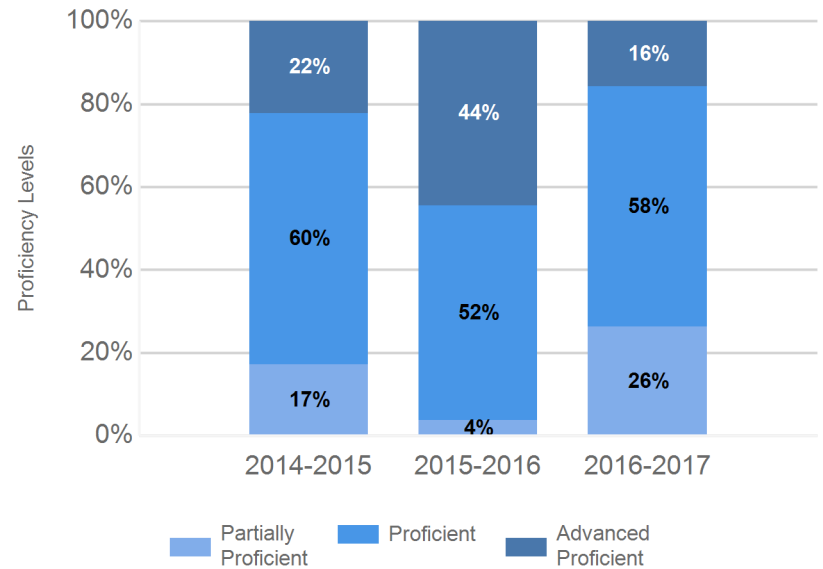
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	16%	58%	26%
White	N	*	*
Hispanic	25%	63%	13%
Black or African American	14%	57%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	18%	53%	29%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	55	50	Met Target	50	46	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	61	*	49	Exceeds Target	58.5	*	47	Met Target
Black or African American	48	52	45	Met Target	43.5	40	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	62.5	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	49	54	47	Met Target	46.5	45	46	Met Target
Students with Disabilities	38.5	43	41	**	30.5	42	43	**
English Learners	*	61	53	**	*	54	51	**

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



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

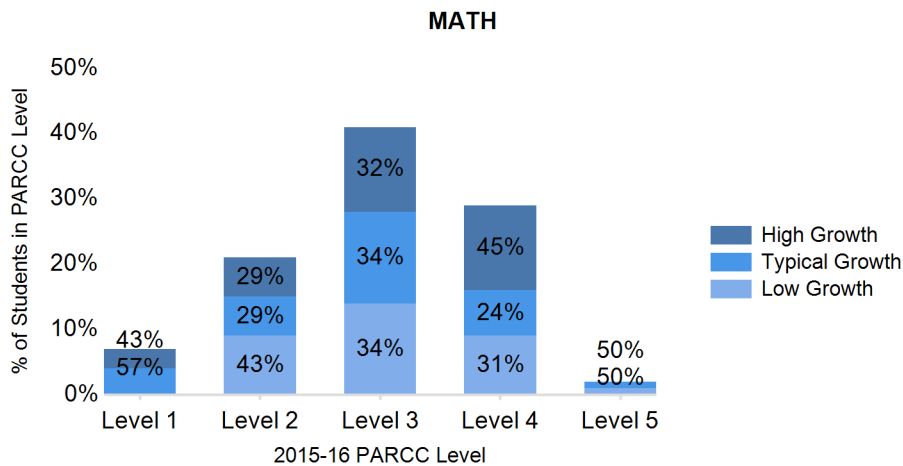
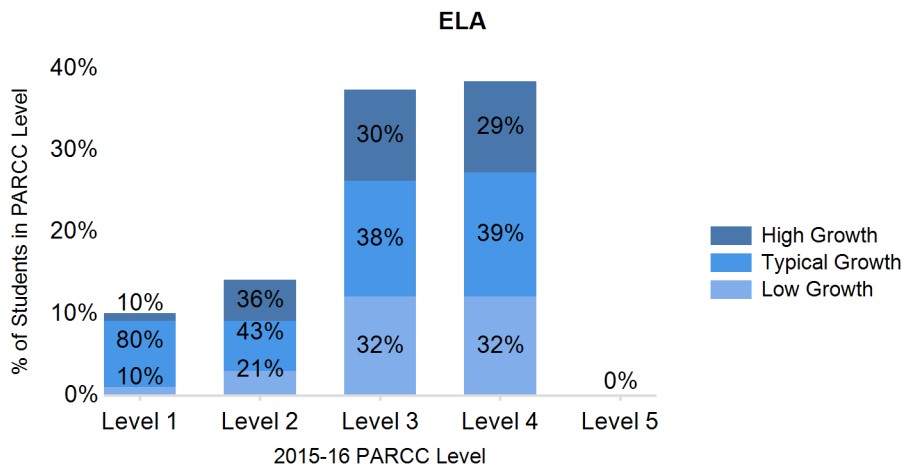
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

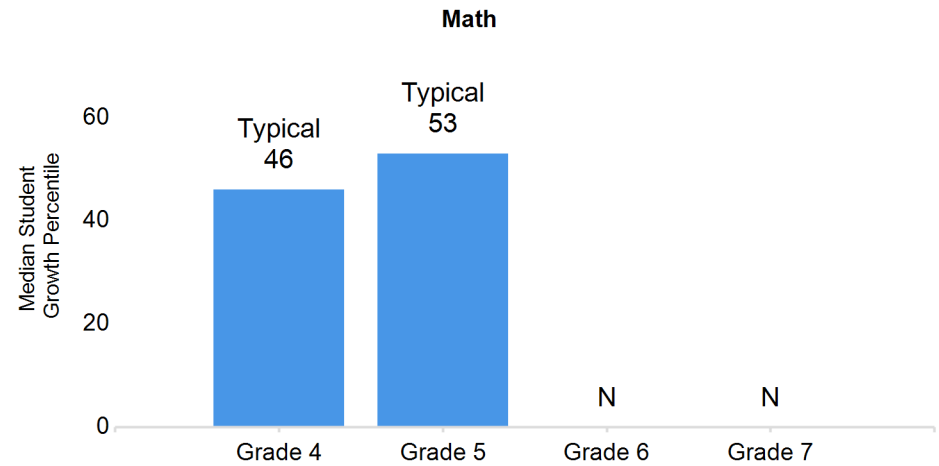
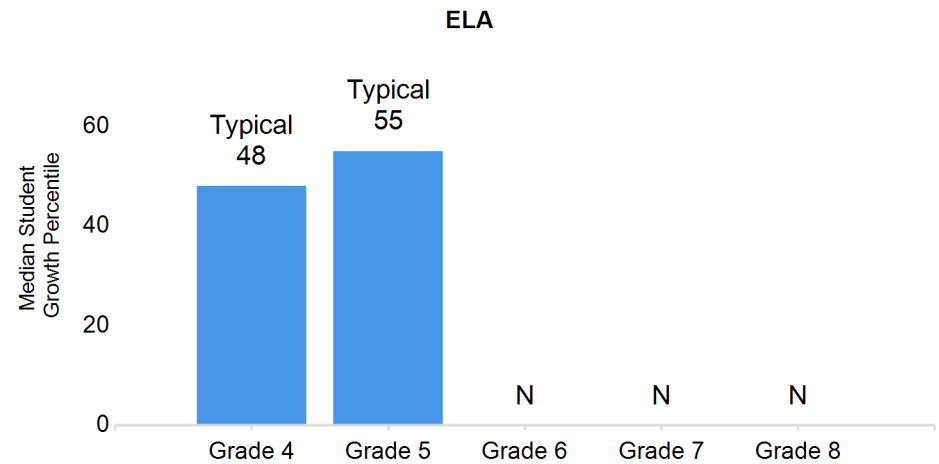
Student Growth by Performance Level

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



Student Growth by Grade

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





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

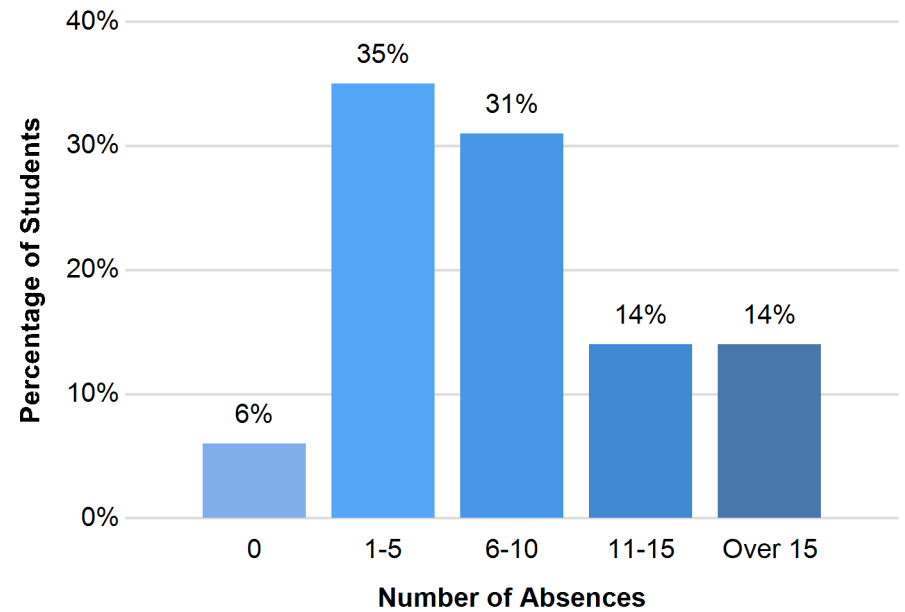
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.90	8.40	Not Met
White	16.00	8.40	Not Met
Hispanic	10.50	8.40	Not Met
Black or African American	12.20	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.50	8.40	Not Met
Students with Disabilities	13.60	8.40	Not Met
English Learners	5.00	8.40	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.



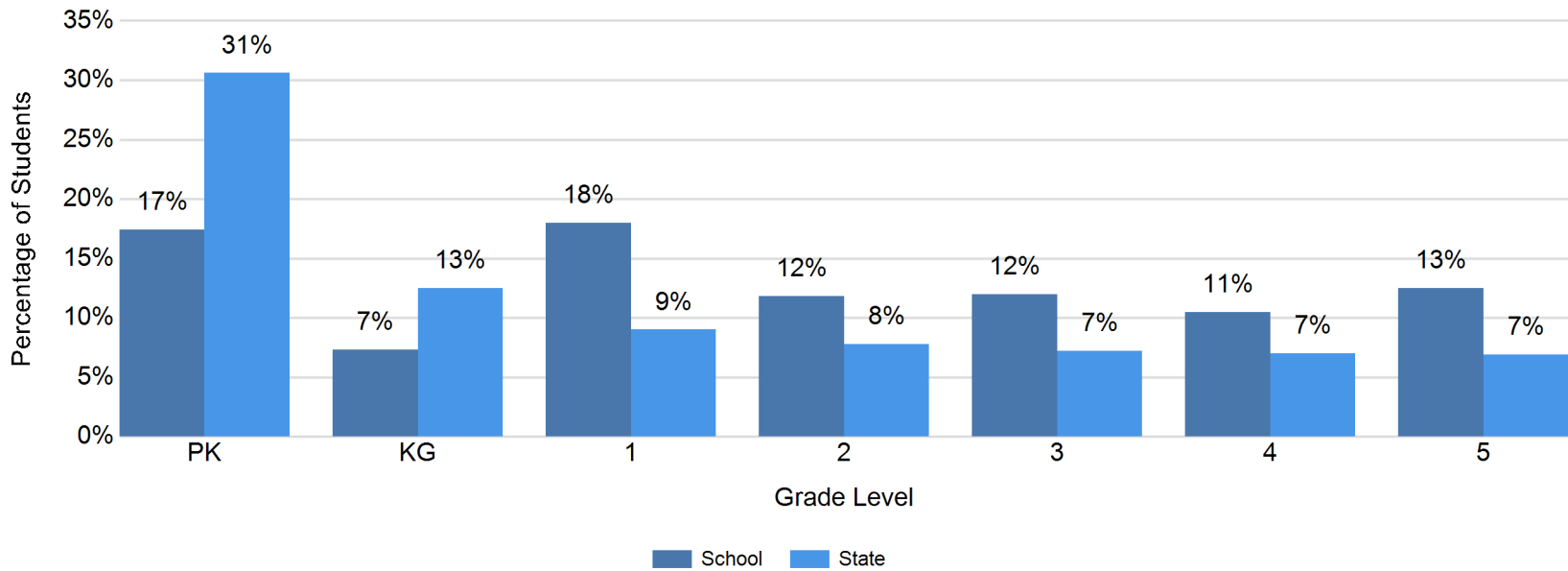


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.06

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	0.3%
Out-of-School Suspensions	0.8%
Any Suspension	1.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	10.0	10.5
Teachers in district for 4 or more years	70%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	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	14:1	11:1
Administrators	190:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

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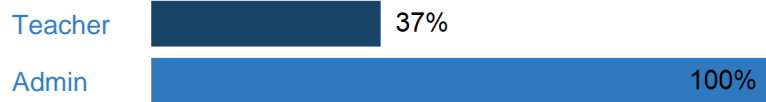
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	42.1	17.5%
Mathematics Proficiency	38.0	17.5%
English Language Arts Growth	60.6	25.0%
Mathematics Growth	55.2	25.0%
Chronic Absenteeism	20.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.0
Summative Rating: Percentile rank of Summative Score		43.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	46.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	Not Met	**	**	No
Hispanic	73.4	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Black or African American	55.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	52.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Cataline	Email Address:	acataline@lindenps.org
Address:	1602 DILL AVENUE LINDEN, NJ 07036	Website:	http://www.linden.k12.nj.us/schools/school4/
Phone:	(908)486-3286	Facebook:	https://www.facebook.com/lindenpublicschools.school4/
		Twitter:	https://www.twitter.com/LINDENnjES4

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology has been expanded to Grade 2 with the implementation of MacBook Airls in work stations. • Recipient of NJEA FAST grant and NJ Agricultural Society Gardening grant. • Continuation and expansion of school-based Fathers' Program.
 Mission, Vision, Theme:	To provide quality, data-driven instruction to a diverse student population and meet annual student growth percentiles within a safe, nurturing, supportive environment. To encourage and ensure quality and rigorous instruction.
 Awards, Recognition, Accomplishments:	School Four is entering its final phase of the NJ Agricultural Society's Gradening Grant, expanding to four 6x8 growing beds. A variety of herbs and vegetables are enjoyed by the School Four community. Programs sponsored by the FAST grant greatly enhanced parent involvement in the school. Students are recognized as Student of the Month throughout the school year. Academic awards such as the Presidetntial Award of Excellence is also bestowed upon deserving students.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Students are instructed with materials that exceed the NJSLS. ELA and Math programs offer depth of understanding through interactive lessons, research-based instructional practices, and differentiated resources. Blended learning experiences are created through a hands-on approach in our science as well as the inquiry-based model within the social studies curriculum. Enrichment opportunities are provided within the classroom as well as through a Gifted and Talented program.</p>
 <p>Clubs and Activities:</p>	<p>Students are afforded opportunities to participate in Kiwanis' K-Kids, the Music Department's Can Band, the Safety Patrol, and School Gardeners. Students in grades 3-5 have the opportunity to take Instrumental Music lessons and participate in Band, Chorus and Orchestra. Ensembles are often created, and an annual Student Talent Show is held. Additionally, there is a myriad of community service projects to aid the less fortunate.</p>
 <p>Before and After School Programs:</p>	<p>Our Before Care program focuses on providing students with a positive approach to the day. The After Care program provides academic support, enrichment, physical and recreational activities in a safe and nurturing environment. Programs are available to students from Pre-K to 5th grade. Program is staffed by district personnel with oversight by the Coordinator of Special Projects.</p>







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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>School Four's Instructional Leadership Team monitors student achievement, school climate and instructional practices. It is integral in coordinating Professional Learning Communities, in which school staff works together interdependently in collaborative teams with Instructional Coaches to achieve common goals for which they are mutually accountable. The School VanGuard provides technology support. School Four's SciP committee assists teachers in achieving instructional goals.</p>
 <p>Student Supports and Services:</p>	<p>Students with disabilities are supported with 504 plans, IEPs, and Resource classes. English Language Learners receive push-in and pull-out services from the ESL teacher. Mainstreamed students may be identified for Title One services, including tutoring. Intervention and Referral Services are available and coordinated through the School Social Worker.</p>
 <p>Student Health and Wellness:</p>	<p>A full-time school nurse addresses school health-related issues. She completes health screenings and teaches lessons pertaining to pre-adolescence. Two hours of Health instruction occurs weekly. Students participate in Physical Education supplemented by a 25 minute daily recess period. The Dream Team, coordinated by the nurse, responds to in-school emergencies. Free and reduced breakfast and lunch is offered to all students. Menus include nutritional values.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTO supports academic and extracurricular programs through funding and volunteerism. FAST activities, a Father's Program, parent-teacher conferences, a parent resource center, principals' teas, and special observances are open invitations for parent involvement. Partnerships include Conoco Phillips, the Linden Housing Authority, Kiwanis, local government and community services. Parents can access district and school websites, twitter and facebook for information and services.</p>





Number 4
2016-2017
Grade Span PK-05

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 UNION
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 1602 DILL AVENUE
 LINDEN, NJ 07036

School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Last June, a climate survey was distributed to students, staff and parents in order to establish goals for the 17-18 year. Most parents strongly agreed that students were encouraged at school and they were happy with their child's experience. Student surveys indicated the majority of students feel safe, and that teachers help them. Staff indicated a good understanding of HIB and that they enjoyed coming to work. A need to strengthen cooperative relationships amongst students exists.</p>
 <p>Facilities:</p>	<p>School Four (Dill Avenue) was built (1964) as an Annex to School Four (Cranford Avenue). The larger school was vacated and the current School Four housed K through 2. Grades 3-5 were divided and sent to other schools. In 1969 a renovation and addition was added. In 2002, School Four was enlarged to include a new early childhood wing and a large library called the Reading Room. A new gymnasium was added. Some classrooms are air conditioned, as is the newest wing, the gymnasium, and main office.</p>



Number 4
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School Narrative

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



Other Information:

School Four's school day is 6 hours and 35 minutes. The grade span is full-day Pre-K through grade 5. The Pre-K and Kindergarten employs the Tools of the Mind curriculum and includes Go Math in Kindergarten. In Grades 1-5, weekly time allotments are Reading 450 minutes, Writing 250 minutes, Mathematics 355 minutes, Social Studies 120 minutes, Science 120 minutes, Music and Art 30-45 minutes, World Language (Grades 1-5) 60 minutes, Physical education 60 minutes, Health 60 minutes, Recess 150 minutes, Lunch 150 minutes, plus Administrative/Flex Time (=6 hrs. 35 min.) Students begin each day reciting the Pledge of Allegiance and a motivational School Four Pledge. An unannounced fire drill and crisis drill is rehearsed each month. To date, all classroom doors lock and staff have key fobs to enter the building. All students and teachers have technology access through Smart Boards, iPads and MacAir Books. School Four strives to become Future Ready and an Apple Distinguished school. CANVAS is currently the district learning management system for use by teachers and students. A technology support corps called the VanGuard staff provides professional development and troubleshooting. Supporting character education and positive behavior, School Four continues to exhibit a high percentage of students adhering to a uniform code of dress. A wide array of communication vehicles are used to communicate with staff, students and parents/guardians. They include: The Daily Compass, memos, flyers, Blackboard Connect (email and voicemail), outdoor message board, social media, the school website, ThinkCentral, Class Dojo, and individual emails and phone calls.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	57	56	55
KG	35	46	41
1	47	31	47
2	52	45	31
3	38	49	43
4	53	38	54
5	47	48	39
Ungraded	0	0	0
Total	329	313	310

Student Group	2014-15	2015-16	2016-17
Female	44%	46%	48%
Male	56%	54%	52%
Economically Disadvantaged Students	66%	67%	67%
Students with Disabilities	9%	9%	11%
English Learners	3%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	73.2%
Hispanic	22.9%
White	2.6%
Asian	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.0%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	20	16	14
PK - Full Day	43	40	41
KG - Half Day	0	0	0
KG - Full Day	31	46	41

Home Language	% of Students
English	87.7%
Spanish	7.1%
Haitian	1.6%
Creoles and pidgins	1.0%
<i>Other</i>	2.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	125	98.6	44.80	47.40	54.90	44.8	46.1	Met Target†
White	*	*	*	*	63.90	N	**	**
Hispanic	33	97.1	60.60	46.90	39.80	60.6	57.5	Met Target
Black or African American	91	99.0	39.60	39.90	35.20	39.6	42	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.30	80.70	N	**	**
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	64	98.6	51.60	56.60	62.20	51.6		
Male	61	98.5	37.70	38.80	48.10	37.7		
Economically Disadvantaged Students	71	98.7	45.10	42.80	36.20	45.1	45.7	Met Target†
Non-Economically Disadvantaged Students	54	98.3	44.50	52.40	65.80	44.5		
Students with Disabilities	23	95.8	17.40	11.80	20.50	17.4	N	N
Students without Disabilities	102	99.1	51.00	55.70	61.90	51		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	42.10	26.40	N		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	744	744	749	*	*	26%	42%	*	44%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	32	740	739	731	*	*	*	34%	*	38%	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	22	749	750	754	*	*	*	*	*	46%	55%
Male	21	739	738	745	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	23	743	738	731	*	*	*	*	*	48%	31%
Non-Economically Disadvantaged Students	20	745	750	762	*	*	*	*	*	40%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	43	744	746	752	*	*	26%	42%	*	44%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	741	748	753	*	*	38%	42%	0%	42%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	14	752	*	740	0%	0%	*	*	0%	57%	40%
Black or African American	38	737	741	737	*	*	34%	37%	0%	37%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	29	742	752	758	*	*	*	41%	0%	41%	61%
Male	24	740	743	749	*	*	*	42%	0%	42%	51%
Economically Disadvantaged Students	29	740	744	737	*	*	35%	41%	*	41%	36%
Non-Economically Disadvantaged Students	24	742	752	764	*	*	42%	42%	*	42%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	53	741	748	755	*	*	38%	42%	0%	42%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	749	750	756	*	*	35%	50%	0%	50%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	31	748	747	740	*	*	36%	45%	0%	45%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	20	760	754	761	*	*	*	*	0%	65%	66%
Male	20	739	746	750	*	*	*	*	0%	35%	53%
Economically Disadvantaged Students	26	753	744	740	*	*	*	*	0%	54%	40%
Non-Economically Disadvantaged Students	14	743	758	765	*	*	*	*	0%	43%	71%
Students with Disabilities	11	734	715	725	*	*	*	*	0%	18%	22%
Students without Disabilities	29	755	759	762	*	*	*	*	0%	62%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	40	749	751	757	*	*	35%	50%	0%	50%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

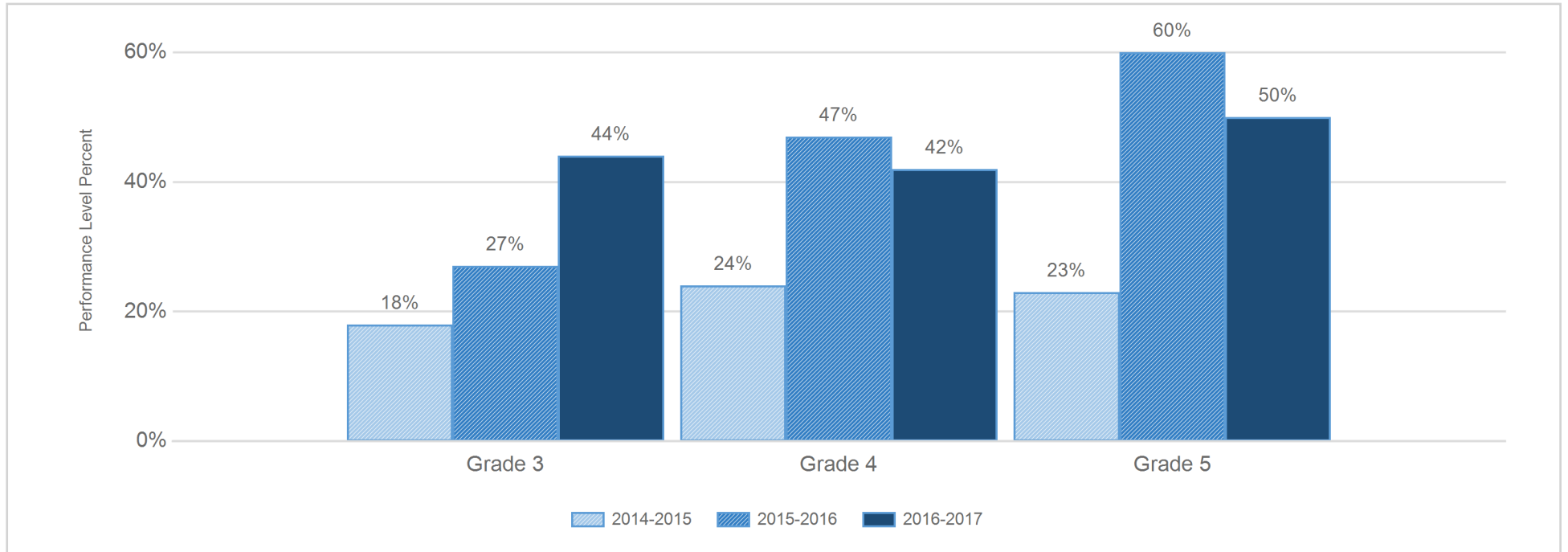


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	124	97.8	27.40	25.40	43.50	27.4	28.1	Met Target†
White	*	*	*	*	52.40	N	**	**
Hispanic	33	97.1	36.40	*	27.60	36.4	45.6	Met Target†
Black or African American	90	98.1	24.40	*	21.70	24.4	19.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	44.50	75.60	N	**	**
American Indian or Alaska Native	*	*	*	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	63	97.2	36.50	*	44.10	36.5		
Male	61	98.5	18.00	*	42.90	18		
Economically Disadvantaged Students	70	97.5	27.20	*	25.10	27.2	24.9	Met Target
Non-Economically Disadvantaged Students	54	98.3	27.80	*	54.30	27.8		
Students with Disabilities	22	91.7	18.20	*	16.50	17.5	N	N
Students without Disabilities	102	99.1	29.50	*	48.80	29.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	10.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	747	742	751	0%	*	40%	40%	*	44%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	32	747	739	733	0%	*	41%	38%	*	44%	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	22	750	745	751	0%	*	*	*	*	50%	52%
Male	21	743	740	751	0%	*	*	*	*	38%	53%
Economically Disadvantaged Students	23	748	738	736	0%	*	*	*	*	48%	34%
Non-Economically Disadvantaged Students	20	745	747	761	0%	*	*	*	*	40%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	43	747	744	753	0%	*	40%	40%	*	44%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	729	739	747	*	34%	34%	21%	*	21%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	14	743	*	734	0%	*	*	*	0%	43%	30%
Black or African American	38	724	730	729	*	40%	32%	*	0%	13%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	29	732	740	747	*	*	*	*	*	*	47%
Male	24	725	737	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	29	726	736	732	*	*	*	*	0%	21%	27%
Non-Economically Disadvantaged Students	24	731	743	757	*	*	*	*	0%	21%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	53	729	740	749	*	34%	34%	21%	*	21%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	732	740	747	*	31%	49%	*	*	15%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	30	733	732	729	*	*	47%	*	*	17%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	19	737	739	747	*	*	*	*	*	21%	47%
Male	20	728	740	746	*	*	*	*	*	10%	46%
Economically Disadvantaged Students	25	733	732	732	*	*	*	*	*	16%	27%
Non-Economically Disadvantaged Students	14	731	749	756	*	*	*	*	*	14%	59%
Students with Disabilities	10	727	713	725	*	*	*	*	*	10%	19%
Students without Disabilities	29	734	746	751	*	*	*	*	*	17%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	39	732	740	748	*	31%	49%	*	*	15%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

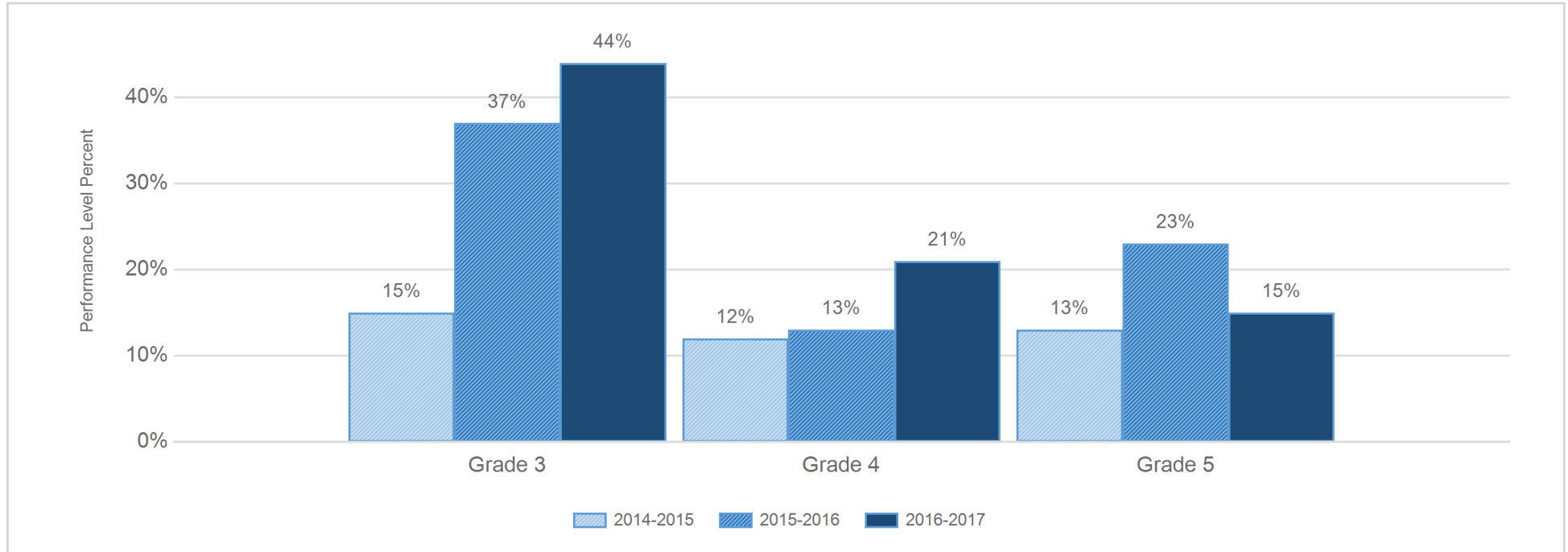


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

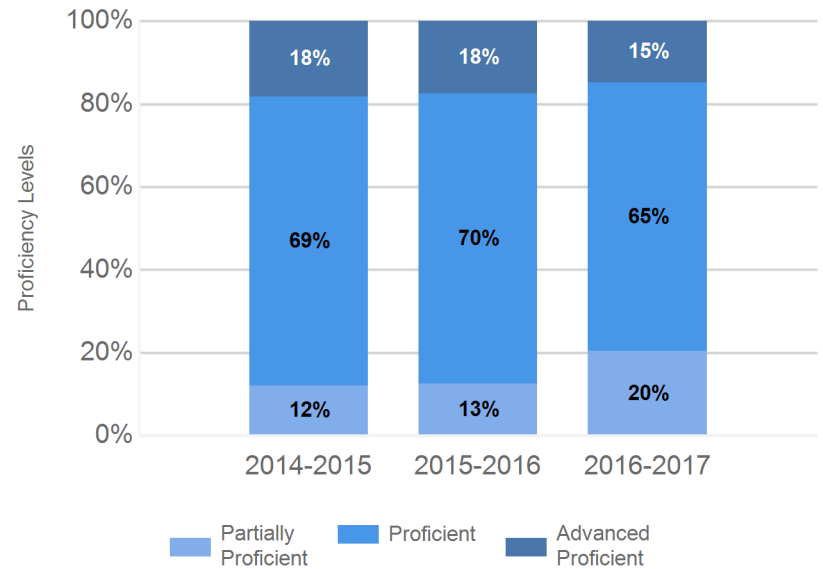
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	15%	65%	20%
White	N	N	N
Hispanic	50%	50%	N
Black or African American	3%	72%	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	12%	70%	18%
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	55	50	Met Target	30.5	46	50	Not Met
White	N	N	N	N	N	N	N	N
Hispanic	*	*	49	Met Target	*	*	47	Not Met
Black or African American	46	52	45	Met Target	31.5	40	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	35.5	54	47	Not Met	34	45	46	Not Met
Students with Disabilities	59	43	41	**	66	42	43	**
English Learners	*	61	53	**	*	54	51	**

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



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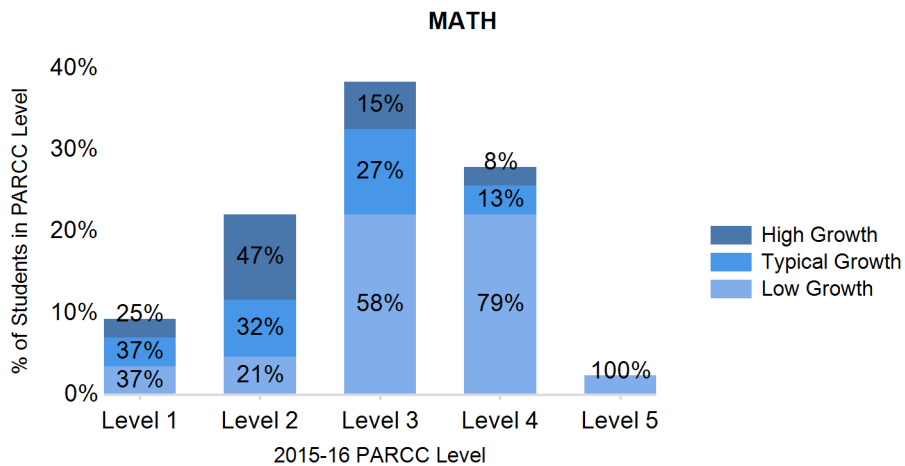
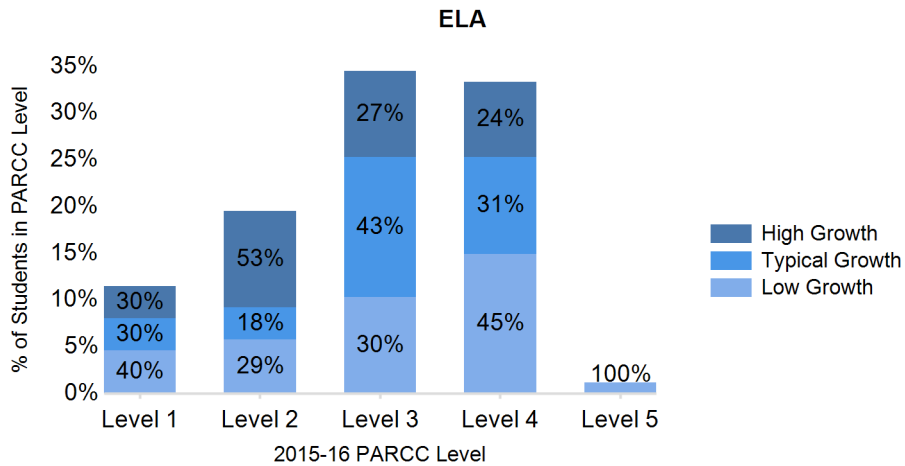
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

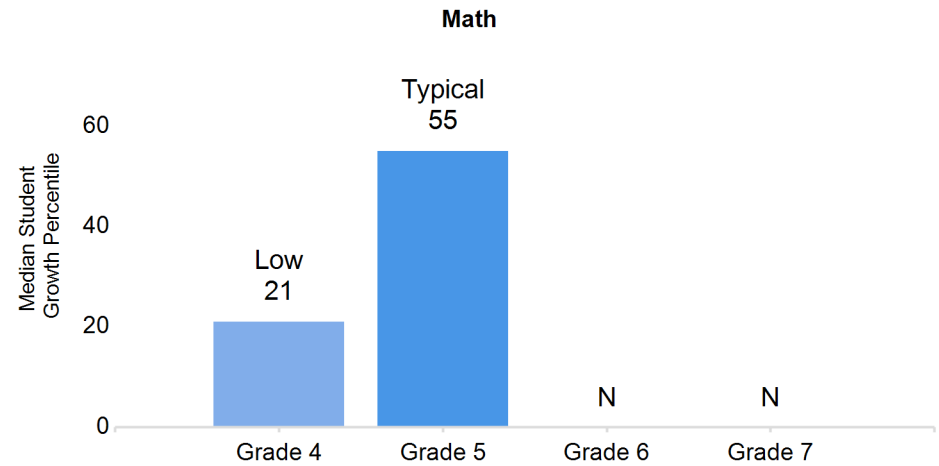
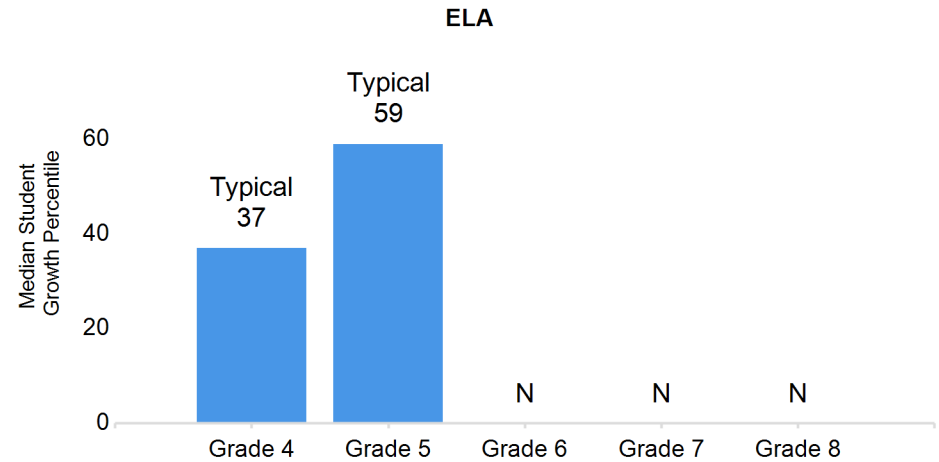
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

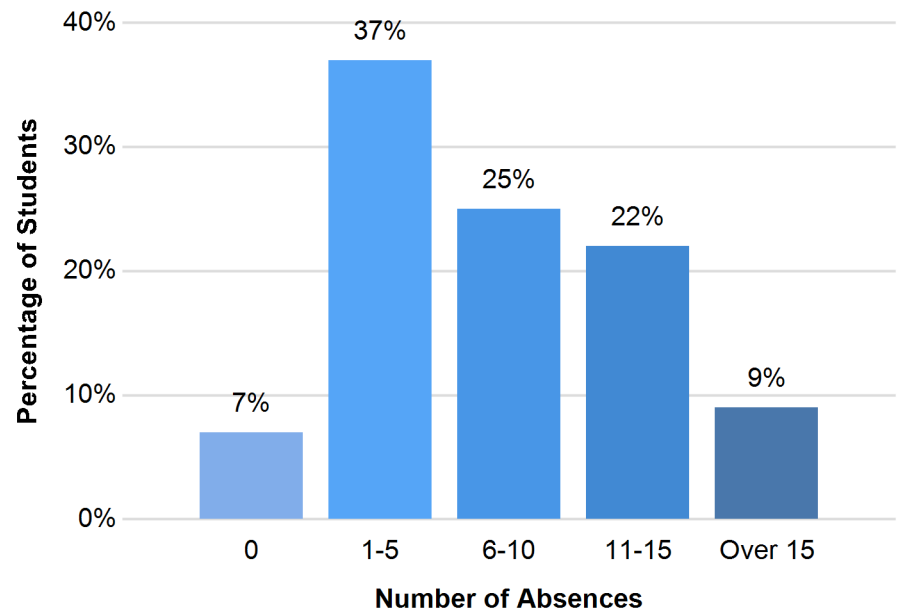
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	8.40	Met Target
White	N	**	**
Hispanic	16.70	8.40	Not Met
Black or African American	4.10	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.90	8.40	Met Target
Students with Disabilities	17.20	8.40	Not Met
English Learners	N	**	**

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

Days Absent

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



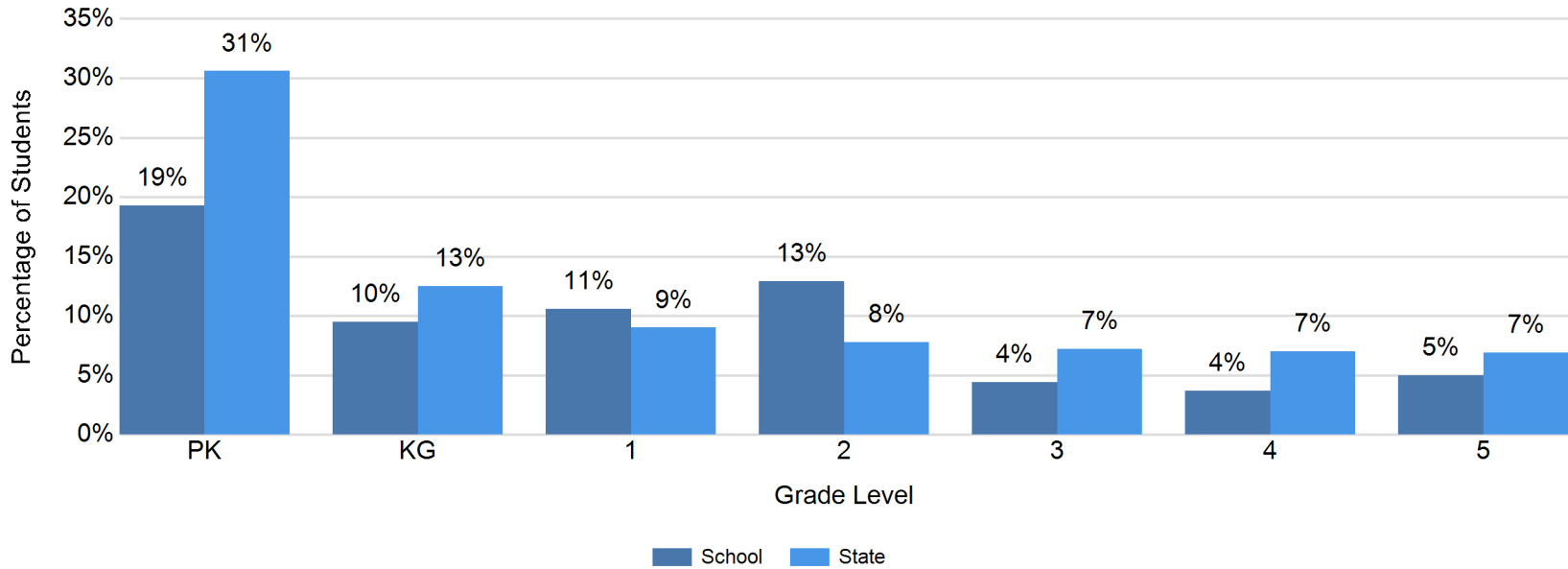


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.97

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	2.6%
Any Suspension	2.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	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	11:1
Administrators	310:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	40.2	17.5%
Mathematics Proficiency	28.7	17.5%
English Language Arts Growth	36.2	25.0%
Mathematics Growth	5.9	25.0%
Chronic Absenteeism	41.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		28.8
Summative Rating: Percentile rank of Summative Score		18.4
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.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	28.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	45.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	51.2	11.9	No	Met Target†	Met Target	Met Target	Met Target	Not Met	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	38.9	11.9	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Scamardella	Email Address:	lscamardella@lindenps.org
Address:	1014 BOWER STREET LINDEN, NJ 07036	Website:	http://www.linden.k12.nj.us/schools/school5/
Phone:	(908)486-2666	Facebook:	https://www.facebook.com/SchoolFiveLindenNJ/
		Twitter:	https://twitter.com/school_5_linden

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Participate in the NJEA Priority Schools Initiative - Provides quality professional development and classroom support. • Recipient of the NJEA FAST Grant - Builds academic skills through parental involvement. • Implementation and utilization of the Instructional Leadership Team - Fosters best practices and data analysis.
 <p>Mission, Vision, Theme:</p>	<p>School No. Five prides itself as being a community of learners. As a learning community, goals are set, values are instilled, and academic success is obtainable for everyone. School Number Five is also a community where being kind, being safe, and trying your best at all times is paramount.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>School No. 5 students are recognized for their many talents through venues such as the All City Music competition, Student of the Month assemblies, Star Student of the Week program, PBSIS performances, and the Attendance All Stars monthly celebration. Staff is recognized for their impact, dedication, and service through the Governor's Educator of the Year program, Teacher Appreciation Week, and Educational Support Staff day.</p>






Number 5
2016-2017
Grade Span PK-05

39-2660-120
UNION
LINDEN CITY
1014 BOWER STREET
LINDEN, NJ 07036

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Instruction is aligned with the New Jersey Student Learning Standards. ELA and Math programs offer depth of understanding through interactive lessons, research-based instructional approaches, and differentiated instructional resources. Blended learning experiences are created through the hands-on approach in our Science investigations as well as the inquiry-based model within the Social Studies program. Enrichment opportunities are provided through Gifted and Talented programs.</p>
 <p>Clubs and Activities:</p>	<p>School No. 5 considers itself an environment for learning - not only in terms of academia, but also in terms of a child's social development within their community. Extracurricular clubs and activities include: Kiwanis Kids Service Organization, Student Vanguard, Safety Patrol, Chorus, Instrumental Music, Junior Achievement, and participation in the Learn and Service project.</p>
 <p>Before and After School Programs:</p>	<p>School No. 5's Before and After Care program provides homework assistance, recreational and learning activities in a safe and nurturing environment. A monthly calendar listing the activities is provided to each family to keep them informed of what their children will be partaking in.</p>







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 <p>Staff and Professional Learning:</p>	<p>School No. 5 is committed to data literate educators possessing the knowledge and skills to assess, interpret, act on, and communicate data to support student achievement. Teachers are actively engaged in weekly common planning, monthly Professional Learning Communities, ongoing district professional development, frequent data analysis consultations, and grade level meetings where staff is able to share and collaborate on best practices through collegial conversations.</p>
 <p>Student Supports and Services:</p>	<p>Students are unique individuals that come from diverse cultural and economic backgrounds. Our goal is to educate and challenge everyone according to their individual needs. To help meet the varying needs of our students, we provide the following: Academic Coaches, a Reading Specialist, Speech and Language Specialists, Resource and In-Class Support programs, Title One services, and Intervention and Referral Services to provide strategies and support to struggling students.</p>
 <p>Student Health and Wellness:</p>	<p>School No. 5 values the impact that health and wellness has on young children. Physical education is embedded in the weekly schedule twice a week and recess is provided to students every day. Breakfast and lunch are served adhering to federal nutritional guidelines. Our full time nurse provides students with a safe and healthy environment to learn and grow. Health and safety talks are given by our nurse to the school community to motivate our families to make positive health changes.</p>
 <p>Parent and Community Involvement:</p>	<p>School No. 5 values the connection between home, school and community because it supports parental involvement and encourages parents to take an active role in their child's education. The PTA is paramount in providing our students with extracurricular activities. Through the FAST grant, parental activities such as The Harvest Festival and The Fairy Tale Ball were provided. The Police and Fire Departments along with the city's Mayor play an integral part of our school community.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>A school climate survey is given at the beginning and end of the year where all staff and parents are surveyed. The survey results show that 65% of those responding perceived School No. 5 to be a safe school. All respondents reported they believed that they had some control over preventing bullying. 79% of those responding indicated a strong level of work engagement between staff and families in addition to respect over individual differences.</p>
 <p>Facilities:</p>	<p>The main building of School No. 5 is 96 years old. The addition of the Annex was added in 1964. The back playground was renovated in 2015, and the inner courtyard for our youngest learners was constructed in 2011. School No. 5 has a fully operating library where students visit once a week. As a part of the district's Technology One-to-One initiative, students in grades two through five have MacBook Air computers located in their classrooms. Title One services provides its students with iPads.</p>



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School Narrative

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School No. 5's day is 6 hours and 35 minutes. The grade span is full day Pre-K 3 through grade 5. Both Pre-K and Kindergarten employ the Tools of the Mind Curriculum with Go Math integrated into Kindergarten. Our day begins with students delivering the morning announcements in both English and Spanish. Each month, School No. 5 partakes in a practice fire drill and security drill. Both drills are unannounced and a thorough debriefing by the School Safety Team occurs upon completion. School No. 5 strives to become a Future Ready School and an Apple Distinguished School. MacBooks, Smart Boards and iPads are found in almost every classroom and technology is integrated into instruction for all disciplines. Character Education is an extremely important component of our school community as we all strive to be upstanding citizens. School No. 5 supports the power of learning through our NJEA partnership with Priority Schools. Staff receive professional development and support by leaders demonstrating research-based best practices. School No. 5 communicates through Blackboard Connect, monthly calendars, flyers, Classroom Dojo, email and memos. School No. 5 truly makes you smile and warms your heart. It is a great place to be and a better place to learn.



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	47	37	45
KG	49	55	45
1	47	44	57
2	69	43	44
3	52	59	44
4	43	56	59
5	37	42	56
Ungraded	1	2	0
Total	345	338	350

Student Group	2014-15	2015-16	2016-17
Female	53%	51%	53%
Male	47%	49%	47%
Economically Disadvantaged Students	59%	59%	58%
Students with Disabilities	10%	14%	12%
English Learners	35%	17%	13%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	42.6%
Hispanic	30.9%
Black or African American	19.1%
Asian	4.9%
Native Hawaiian or Pacific Islander	0.9%
American Indian or Alaska Native	0.3%
<i>Two or More Races</i>	1.4%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	49	37	45
KG - Half Day	0	0	0
KG - Full Day	47	55	45

Home Language	% of Students
English	45.7%
Polish	20.6%
Spanish	16.0%
Arabic	3.7%
Slovak	2.6%
<i>Other</i>	11.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	149	100.0	45.00	47.40	54.90	45	39.3	Met Target
White	59	100.0	52.60	*	63.90	52.6	54.4	Met Target†
Hispanic	50	100.0	46.00	46.90	39.80	46	30.4	Met Target
Black or African American	28	100.0	32.20	39.90	35.20	32.2	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	76	100.0	51.30	56.60	62.20	51.3		
Male	73	100.0	38.30	38.80	48.10	38.3		
Economically Disadvantaged Students	81	100.0	35.80	42.80	36.20	35.8	34.2	Met Target
Non-Economically Disadvantaged Students	68	100.0	55.90	52.40	65.80	55.9		
Students with Disabilities	30	100.0	13.30	11.80	20.50	13.3	19.9	Met Target†
Students without Disabilities	119	100.0	52.90	55.70	61.90	52.9		
English Learners	35	100.0	34.30	30.30	25.20	34.3	28.8	Met Target
Non-English Learners	114	100.0	48.30	48.70	57.40	48.3		
Homeless Students	N	N	N	42.10	26.40	N		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	743	744	749	*	*	37%	37%	0%	37%	50%
White	26	751	752	759	0%	*	*	46%	0%	46%	61%
Hispanic	11	733	*	734	*	*	*	*	0%	27%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	24	744	750	754	*	*	*	*	0%	42%	55%
Male	19	741	738	745	*	*	*	*	0%	32%	46%
Economically Disadvantaged Students	19	738	738	731	*	*	*	*	0%	32%	31%
Non-Economically Disadvantaged Students	24	747	750	762	*	*	*	*	0%	42%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	748	748	753	*	17%	34%	37%	*	46%	56%
White	19	754	751	762	0%	*	*	*	*	53%	67%
Hispanic	28	748	*	740	*	*	36%	46%	*	50%	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	30	754	752	758	*	*	*	*	*	57%	61%
Male	29	742	743	749	*	*	*	*	*	35%	51%
Economically Disadvantaged Students	32	742	744	737	*	*	*	31%	*	34%	36%
Non-Economically Disadvantaged Students	27	756	752	764	*	*	*	44%	*	59%	69%
Students with Disabilities	13	727	716	725	*	*	*	*	*	23%	25%
Students without Disabilities	46	755	755	759	*	*	*	*	*	52%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	752	750	756	*	18%	26%	38%	*	49%	59%
White	17	758	756	763	*	*	*	*	*	59%	69%
Hispanic	16	752	748	743	*	*	*	*	*	50%	44%
Black or African American	16	749	747	740	*	*	*	*	*	44%	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	26	752	754	761	*	*	*	39%	*	50%	66%
Male	29	752	746	750	*	*	*	38%	*	48%	53%
Economically Disadvantaged Students	36	742	744	740	*	*	*	31%	*	36%	40%
Non-Economically Disadvantaged Students	19	770	758	765	*	*	*	53%	*	74%	71%
Students with Disabilities	12	713	715	725	*	*	*	*	*	*	22%
Students without Disabilities	43	763	759	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

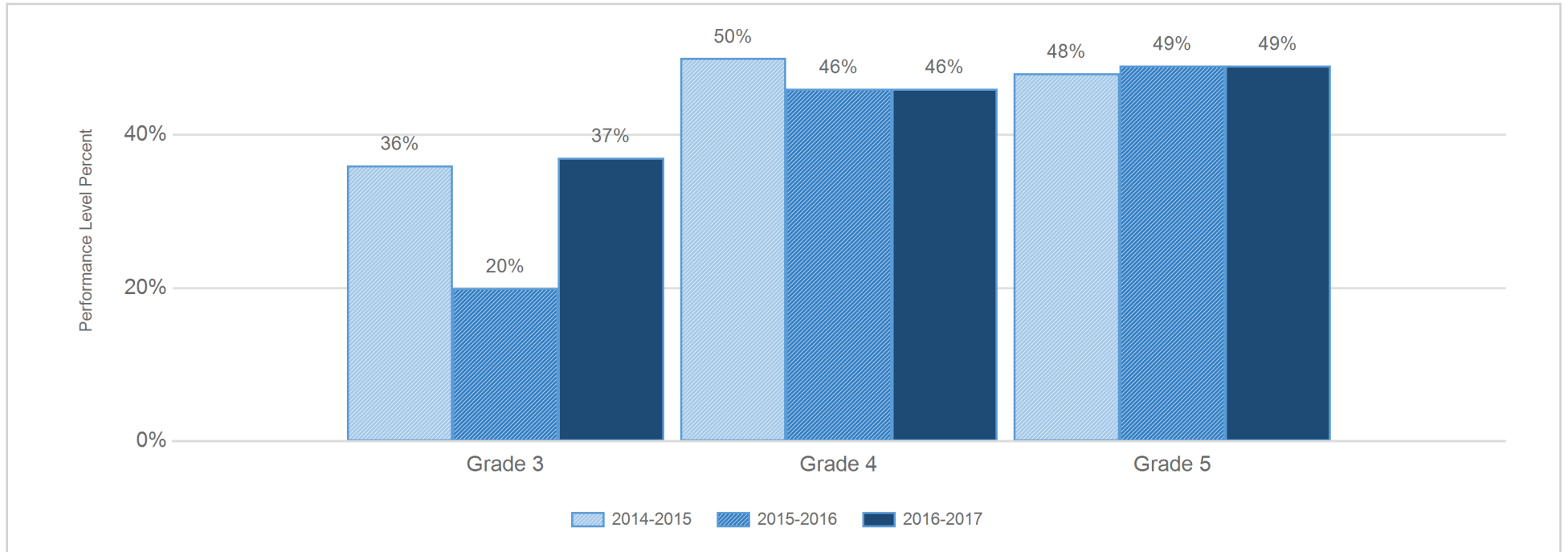


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English Language Arts/Literacy Assessment - Performance Trends

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	149	100.0	33.50	25.40	43.50	33.5	33.7	Met Target†
White	59	100.0	49.20	*	52.40	49.2	52.5	Met Target†
Hispanic	50	100.0	26.00	*	27.60	26	24.7	Met Target
Black or African American	28	100.0	14.30	*	21.70	14.3	18.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	76	100.0	34.20	*	44.10	34.2		
Male	73	100.0	32.80	*	42.90	32.8		
Economically Disadvantaged Students	81	100.0	24.70	*	25.10	24.7	23.9	Met Target
Non-Economically Disadvantaged Students	68	100.0	44.10	*	54.30	44.1		
Students with Disabilities	30	100.0	10.00	*	16.50	10	16.6	Met Target†
Students without Disabilities	119	100.0	39.50	*	48.80	39.5		
English Learners	35	100.0	25.70	19.00	23.30	25.7	28.8	Met Target†
Non-English Learners	114	100.0	35.90	25.90	45.20	35.9		
Homeless Students	N	N	N	10.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	742	742	751	*	*	36%	27%	*	38%	53%
White	27	748	749	759	*	*	*	*	*	52%	63%
Hispanic	11	738	*	738	*	*	*	*	0%	27%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	25	744	745	751	*	*	*	*	*	40%	52%
Male	20	740	740	751	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	21	733	738	736	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	24	750	747	761	*	*	*	*	*	38%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	736	739	747	*	32%	34%	29%	*	29%	47%
White	19	743	743	755	*	*	*	*	0%	42%	59%
Hispanic	28	737	*	734	*	*	46%	*	0%	21%	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	30	738	740	747	*	*	*	*	0%	33%	47%
Male	29	734	737	747	*	*	*	*	0%	24%	48%
Economically Disadvantaged Students	32	730	736	732	*	*	*	*	0%	19%	27%
Non-Economically Disadvantaged Students	27	744	743	757	*	*	*	*	0%	41%	61%
Students with Disabilities	13	719	716	724	*	*	*	*	0%	15%	22%
Students without Disabilities	46	741	744	751	*	*	*	*	0%	33%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	738	740	747	*	30%	21%	29%	*	38%	46%
White	18	748	748	754	*	*	*	*	*	50%	57%
Hispanic	16	739	740	735	*	*	*	*	*	44%	30%
Black or African American	16	730	732	729	*	*	*	*	0%	19%	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	26	736	739	747	*	*	*	*	*	35%	47%
Male	30	740	740	746	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	37	726	732	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	19	761	749	756	*	*	*	*	*	63%	59%
Students with Disabilities	12	700	713	725	*	*	*	*	*	*	19%
Students without Disabilities	44	749	746	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

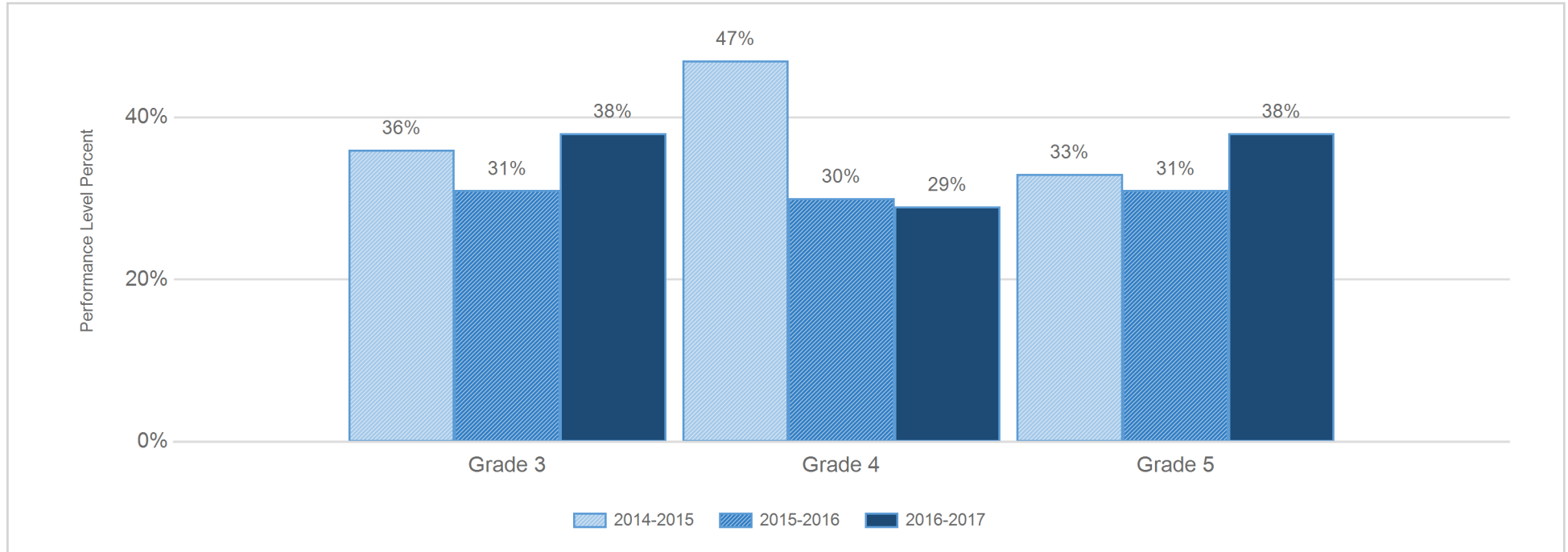


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	15	66.7%	33.3%
3	20	*	*
4	*	*	*
5+	*	*	*



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

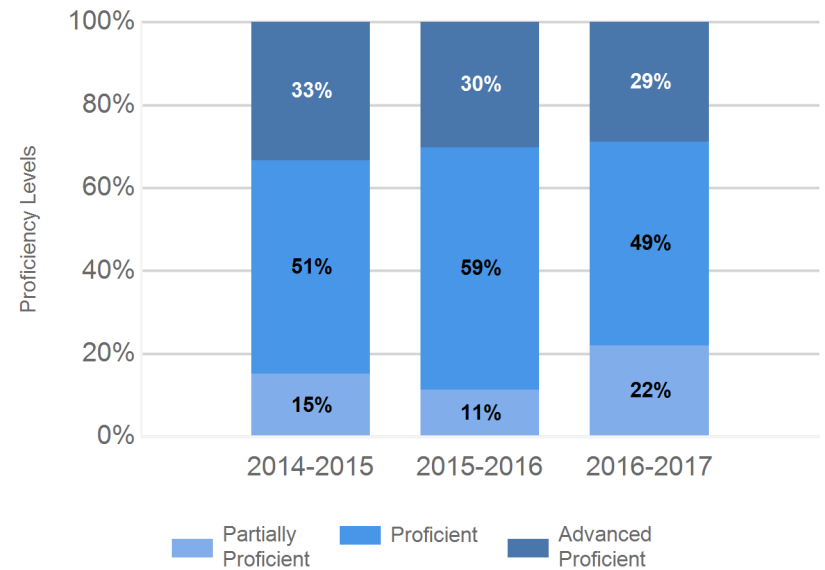
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	29%	49%	22%
White	*	53%	*
Hispanic	32%	43%	25%
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	24%	53%	24%
Students with Disabilities	17%	67%	17%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55.5	55	50	Met Target	51	46	50	Met Target
White	47.5	*	50	Met Target	60	*	52	Exceeds Target
Hispanic	65	*	49	Exceeds Target	57	*	47	Met Target
Black or African American	48	52	45	Met Target	36.5	40	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	62.5	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47.5	54	47	Met Target	51	45	46	Met Target
Students with Disabilities	36	43	41	Not Met	16	42	43	Not Met
English Learners	52	61	53	Met Target	61	54	51	Exceeds Target

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



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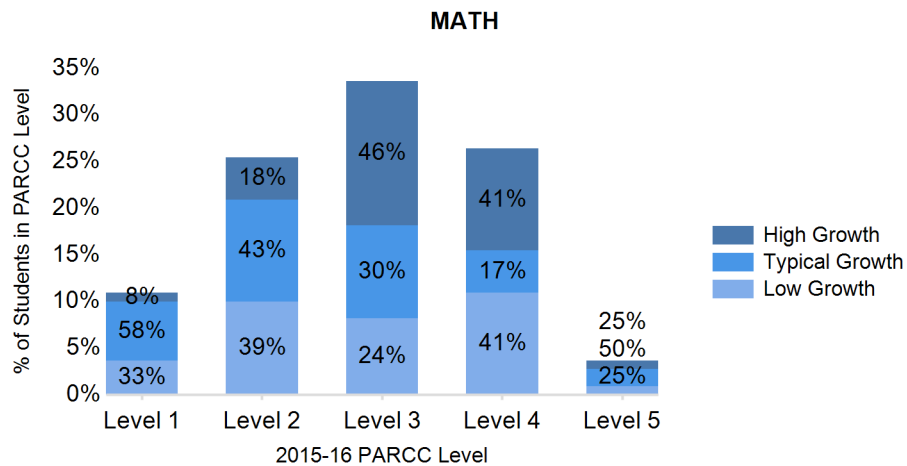
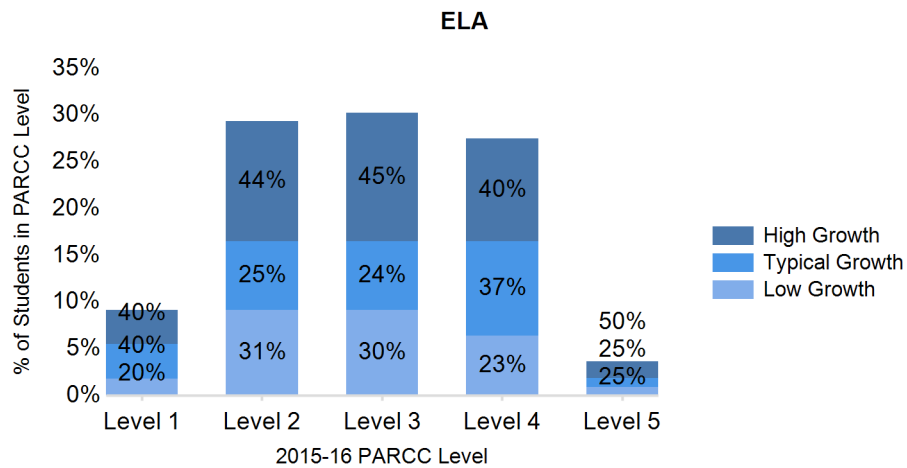
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

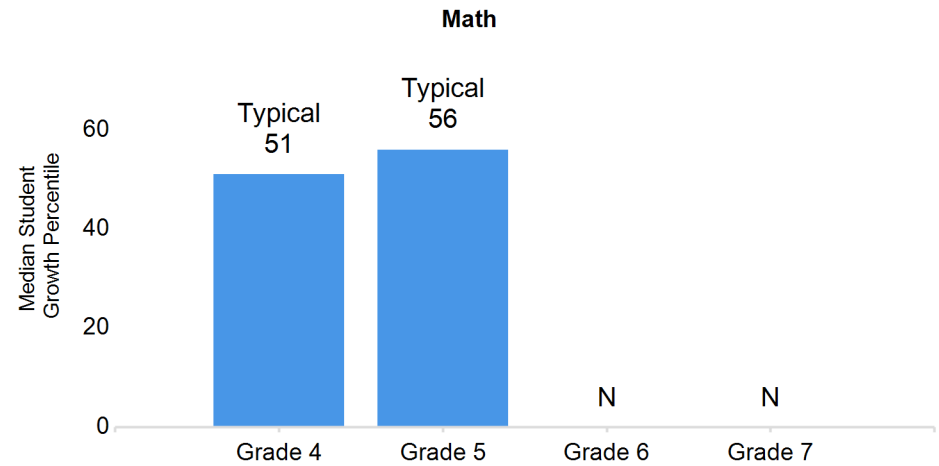
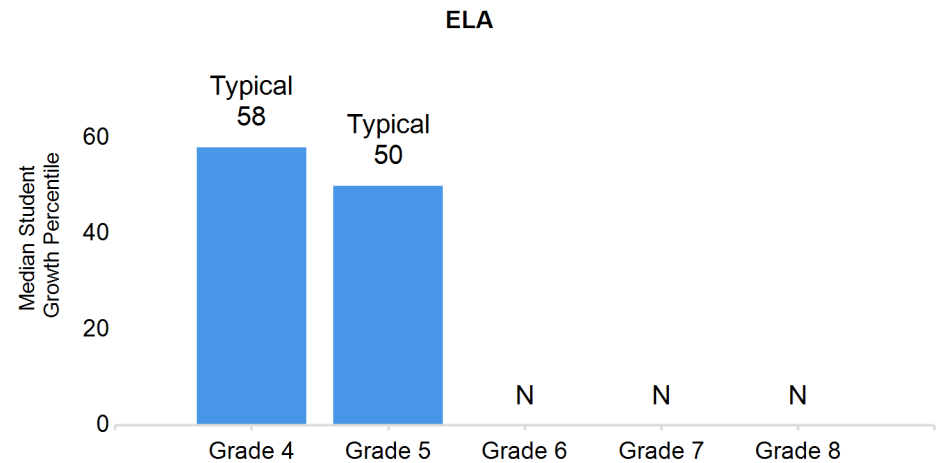
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

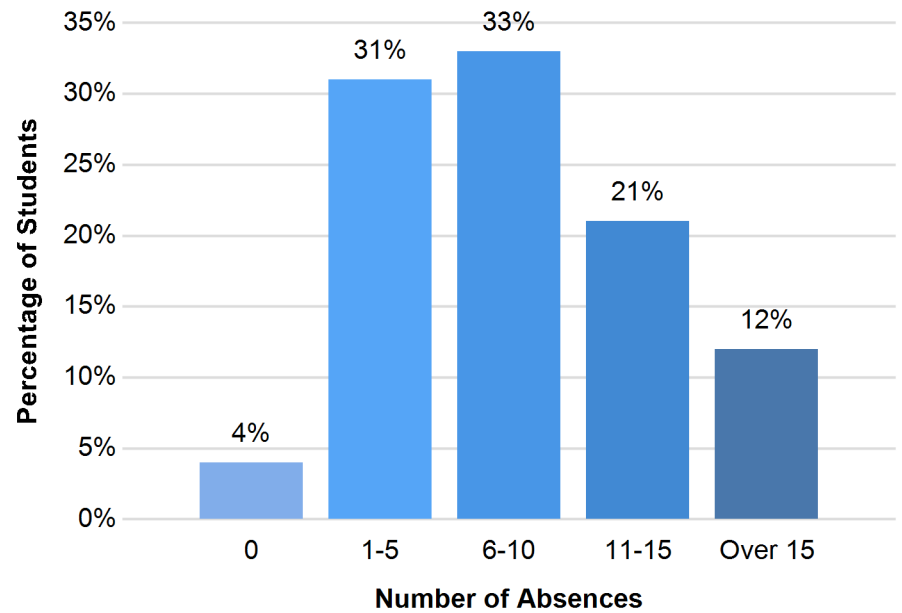
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.40	8.40	Not Met
White	5.40	8.40	Met Target
Hispanic	11.30	8.40	Not Met
Black or African American	10.20	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.60	8.40	Not Met
Students with Disabilities	11.10	8.40	Not Met
English Learners	14.00	8.40	Not Met

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

Days Absent

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



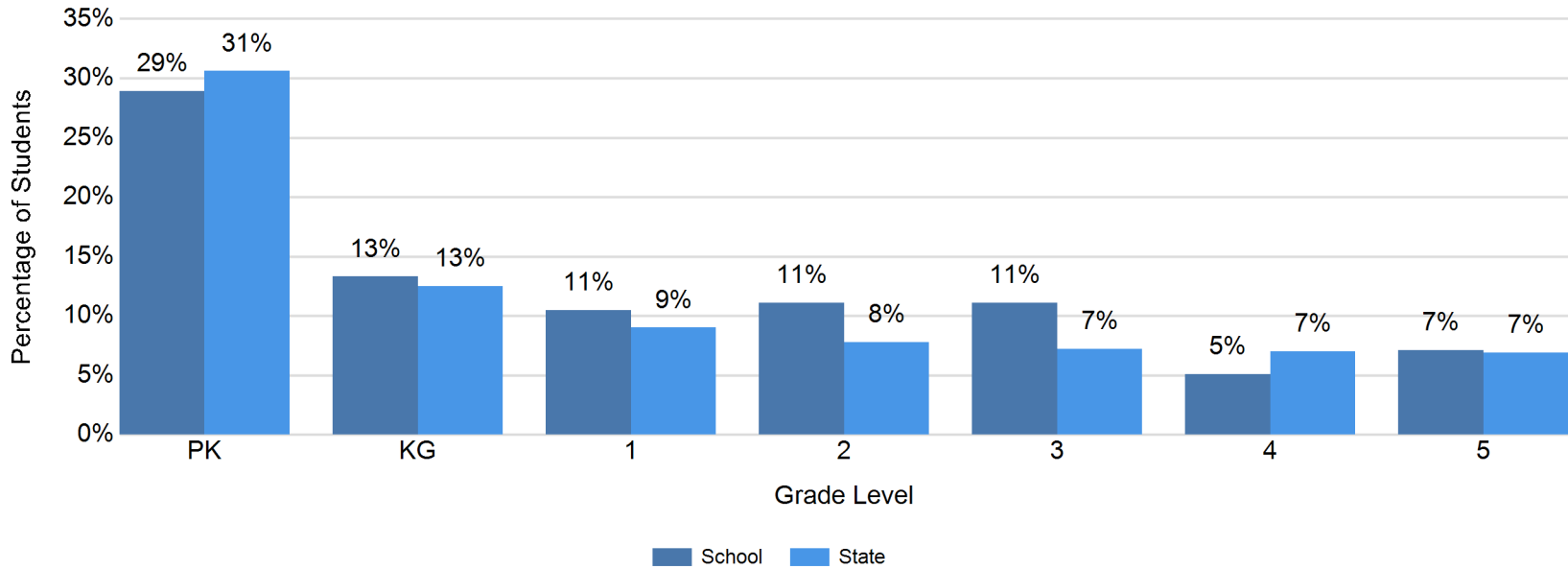


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.86

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	0.3%
Out-of-School Suspensions	1.1%
Any Suspension	1.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	2.6:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	28	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	79%	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	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	350:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	82%	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%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	30.4	17.5%
Mathematics Proficiency	26.1	17.5%
English Language Arts Growth	62.1	25.0%
Mathematics Growth	49.5	25.0%
Chronic Absenteeism	32.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.6
Summative Rating: Percentile rank of Summative Score		38.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	42.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	45.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	63.2	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Black or African American	42.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	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	51.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	26.9	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	55.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds 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.



Number 6
2016-2017
Grade Span PK-05




39-2660-130
 UNION
 LINDEN CITY
 19 EAST MORRIS AVE.
 LINDEN, NJ 07036

School General Info

Principal:	Mr. Mastriano	Email Address:	wmastriano@lindenps.org
Address:	19 EAST MORRIS AVE. LINDEN, NJ 07036	Website:	http://www.linden.k12.nj.us/schools/school6/
Phone:	(908)862-3003	Facebook:	https://www.facebook.com/lindenpublicschools.school6/
		Twitter:	https://twitter.com/Clicks4_Sch6

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The Leader in Me – A whole school transformation process that teaches 21st century leadership skills to students. • Apple Distinguished School Candidate • Recipient of the NJEA FAST grant - Builds academic skills through parental involvement.
 <p>Mission, Vision, Theme:</p>	<p>Our daily mission is that everyone at School No. 6 exhibits a key leadership characteristic, which is to set high standards of accountability for our personal and professional goals in and out of school. Our mission statement is: At School No. 6 Together we “LEAD” and, Lend a helping hand, Encourage excellence, Achieve through teamwork, Discover and embrace diversity.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>School Number 6 is recognized as an official Leader in Me School. Our students are recognized for their many talents through venues such as the All City Music competition, Star Student of the Month Walks, and The Leader in Me Assemblies. Staff is recognized for their impact, dedication, and service through the Governor's Educator of the Year program, Teacher Appreciation Week, and Educational Support Staff day.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>School No. 6 employs a Reading and Math Coach. Our coaches work with teachers by following a coaching model that benefits teachers and students through curriculum support. We have an Academic Support Teacher, through Title One, who provides additional support to our students in grades 2-4 and a Remedial Reading Teacher who offers support to 1st grade students. Both our ESL and BiLingual teachers offer support to students who qualify for their services to support language acquisition.</p>
 <p>Clubs and Activities:</p>	<p>School No. 6 engages in the Leader in Me program, which encourages students to find their voice and strengths. Extracurricular clubs and activities play a large role in the development of the whole student. Clubs and activities at School No. 6 include: Kiwanis Kids Service Organization, Student Vanguard, Safety Patrol, Helping Hands, Word of the Week Club, Chorus, Instrumental Music, Public Speaking, Camera Crew, Yearbook Club and participation in the Learn and Service project.</p>
 <p>Before and After School Programs:</p>	<p>School No. 6's Before and After Care program provides homework assistance, recreational and learning activities in a safe and nurturing environment. A monthly calendar listing the activities is provided to each family to keep them informed of what their children will be partaking in.</p>







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 <p>Staff and Professional Learning:</p>	<p>School No. 6 is committed to professional development and ensuring educators continue to strengthen their practice throughout their career. Teachers are actively engaged in weekly common planning, monthly Professional Learning Communities, ongoing district professional development, frequent data analysis consultations, and grade level meetings where staff is able to share and collaborate on best practices.</p>
 <p>Student Supports and Services:</p>	<p>At School No. 6, we believe student support services are important for the social, emotional and character development of our students. Our goal is to educate and challenge everyone according to their individual needs. At School No 6 we have; Academic Coaches, a Reading Specialist, Speech and Language Specialists, Resource and In-Class Support programs, Title One services, and our Social Worker who provides character education to all grade levels.</p>
 <p>Student Health and Wellness:</p>	<p>At School No. 6, we understand that healthy students are better prepared to learn and succeed in school. Physical education is twice a week and recess is provided to students every day. Breakfast and lunch are served adhering to federal nutritional guidelines. Our full-time nurse provides students with a safe and healthy environment to learn and grow. Health and safety talks are given by our nurse to the school community to motivate our families to make positive health changes.</p>
 <p>Parent and Community Involvement:</p>	<p>Family involvement is very strong at School No. 6. The staff works hard to create student led events that focus on curriculum related topics and social events that are aligned to the school's mission statement. We use surveys for topics like; school culture, academics and HIB. We gather meaningful opinions, comments, and feedback on how to improve. The School No. 6 Parent-Teacher Association is supportive and assists in coordinating many special activities throughout the year.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>Our School Climate Team understands measuring school climate is critical for improving the school climate because high quality school climate data allows us to understand the perceptions of the staff, and parents. At School No. 6, we conduct a climate survey at the beginning and end of the year. The surveys take place during fall and spring parent/teacher conference time. The survey results show that 80% of those responding are active participants in the culture and improvement of our school.</p>
 <p>Facilities:</p>	<p>The main building of School No. 6 is 94 years old. The Annex for the gymnasium was added in 1966 and the refurbishment of our bottom floor and elevator addition was constructed in 2009. School No. 6 has a fully operating library where students visit once per week. As part of our technology one-to-one initiative students in grades 3-5 have their own MacBook Air computers. The lower grades use Apple iPads.</p>



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School Narrative

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



Other Information:

School No. 6 is one of eight elementary schools in Linden, New Jersey. We are a Pre-Kindergarten through fifth grade elementary school with an enrollment of approximately 360 children and 20 classroom teachers. School No. 6 has a specialized staff in Music, Art, World Language, Physical Education, Basic Skills, ESL/Bilingual, and Special Education. Our school day starts at 8:00 am with breakfast. At 8:25 am students report to their homerooms and school dismisses at 3:00 pm. We communicate with our families through blackboard connect, survey monkey, social media and newsletters. Currently in the classrooms, we are working hard to establish a school culture of Leadership. We are entering our second year as a Leader in Me School. The Leader in Me is aligned with the "Seven Habits of Highly Effective People", by Stephen Covey. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment. School No. 6 is a big proponent of technology. With the district-wide Technology One-to-One initiative, technology is integrated into the daily routine and delivery of the curriculum. In addition to all students in grade 3-5, all certificated staff members have a MacBook Air to enhance the learning experience. Students in grades Pre-K – 2 have access to iPads. Our social studies curriculum is online which provides project based learning activities. The study of a World Language begins in grade 1. Students receive 60 minutes of Chinese instruction per week. This enhancement to our curriculum provides students with a deeper learning experience and allows students to make stronger cross-content and global connections. School No. 6 has a full day Pre-Kindergarten and Kindergarten program that follows the Tools of the Mind Curriculum. Students generate knowledge and meaning from interaction between their experiences and their ideas through role-playing.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	14	32	30
KG	45	37	46
1	43	43	43
2	41	46	47
3	51	40	49
4	38	49	40
5	55	39	49
Ungraded	1	22	23
Total	288	308	327

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	53%	50%	48%
Male	47%	50%	52%
Economically Disadvantaged Students	57%	50%	53%
Students with Disabilities	6%	14%	15%
English Learners	22%	12%	10%
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
Hispanic	49.2%
White	33.3%
Black or African American	11.3%
Asian	4.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.8%

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	15	32	30
KG - Half Day	0	0	0
KG - Full Day	43	37	46

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	59.0%
Spanish	20.8%
Polish	10.7%
Portuguese	1.8%
Arabic	1.2%
<i>Other</i>	6.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	142	99.3	52.20	47.40	54.90	52.2	36.1	Met Target
White	53	100.0	62.20	*	63.90	62.2	48.9	Met Target
Hispanic	69	98.7	44.90	46.90	39.80	44.9	26.5	Met Target
Black or African American	10	100.0	50.00	39.90	35.20	50	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	62	100.0	58.00	56.60	62.20	58		
Male	80	98.8	47.60	38.80	48.10	47.6		
Economically Disadvantaged Students	76	100.0	44.70	42.80	36.20	44.7	25.4	Met Target
Non-Economically Disadvantaged Students	66	98.6	60.60	52.40	65.80	60.6		
Students with Disabilities	28	100.0	28.60	11.80	20.50	28.6	14.7	Met Target
Students without Disabilities	114	99.2	57.90	55.70	61.90	57.9		
English Learners	27	100.0	37.00	30.30	25.20	37	N	N
Non-English Learners	115	99.2	55.60	48.70	57.40	55.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	748	744	749	*	*	28%	39%	*	45%	50%
White	17	757	752	759	0%	*	*	*	*	53%	61%
Hispanic	29	745	*	734	*	*	*	35%	*	41%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	24	759	750	754	*	*	*	*	*	58%	55%
Male	27	739	738	745	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	24	734	738	731	*	*	*	*	*	33%	31%
Non-Economically Disadvantaged Students	27	761	750	762	*	*	*	*	*	56%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	751	748	753	*	*	35%	33%	*	48%	56%
White	12	761	751	762	0%	*	*	*	*	67%	67%
Hispanic	21	747	*	740	*	*	*	*	*	43%	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	19	754	752	758	*	*	*	*	*	53%	61%
Male	21	749	743	749	*	*	*	*	*	43%	51%
Economically Disadvantaged Students	21	738	744	737	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	19	767	752	764	*	*	*	*	*	58%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	40	751	748	755	*	*	35%	33%	*	48%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	756	750	756	*	*	*	55%	*	64%	59%
White	23	761	756	763	*	*	*	61%	*	74%	69%
Hispanic	18	746	748	743	*	*	*	*	0%	50%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	22	765	754	761	*	*	*	55%	*	68%	66%
Male	25	749	746	750	*	*	*	56%	*	60%	53%
Economically Disadvantaged Students	27	747	744	740	*	*	*	59%	*	59%	40%
Non-Economically Disadvantaged Students	20	769	758	765	*	*	*	50%	*	70%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

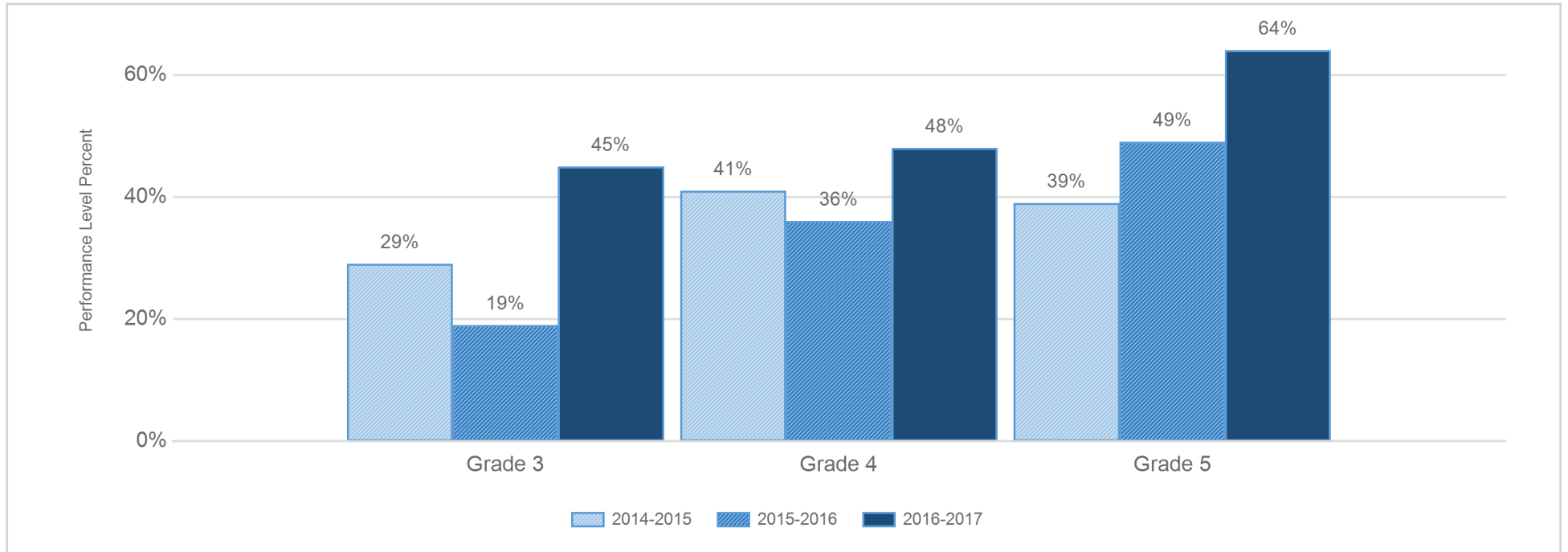


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English Language Arts/Literacy Assessment - Performance Trends

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	143	99.3	39.90	25.40	43.50	39.9	36.9	Met Target
White	53	100.0	54.70	*	52.40	54.7	54.1	Met Target
Hispanic	69	98.7	28.90	*	27.60	28.9	23.3	Met Target
Black or African American	10	100.0	40.00	*	21.70	40	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	62	100.0	43.60	*	44.10	43.6		
Male	81	98.9	37.00	*	42.90	37		
Economically Disadvantaged Students	76	100.0	25.00	*	25.10	25	25.4	Met Target†
Non-Economically Disadvantaged Students	67	98.6	56.70	*	54.30	56.7		
Students with Disabilities	28	100.0	21.40	*	16.50	21.4	11.1	Met Target
Students without Disabilities	115	99.2	44.30	*	48.80	44.3		
English Learners	28	100.0	21.40	19.00	23.30	21.4	N	N
Non-English Learners	115	99.2	44.30	25.90	45.20	44.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	743	742	751	*	*	37%	29%	*	37%	53%
White	17	752	749	759	*	*	*	*	*	59%	63%
Hispanic	29	738	*	738	*	*	45%	*	*	24%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	24	746	745	751	*	*	*	*	*	38%	52%
Male	27	740	740	751	*	*	*	*	*	37%	53%
Economically Disadvantaged Students	24	728	738	736	*	*	*	*	*	17%	34%
Non-Economically Disadvantaged Students	27	756	747	761	*	*	*	*	*	56%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	734	739	747	*	42%	*	24%	*	29%	47%
White	12	742	743	755	0%	*	*	*	0%	50%	59%
Hispanic	22	735	*	734	*	*	*	*	*	18%	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	19	738	740	747	*	*	*	*	*	37%	47%
Male	22	731	737	747	*	*	*	*	*	23%	48%
Economically Disadvantaged Students	22	721	736	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	19	750	743	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	750	740	747	*	*	35%	40%	*	48%	46%
White	23	757	748	754	*	*	*	*	*	57%	57%
Hispanic	18	742	740	735	0%	*	*	*	0%	39%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	22	756	739	747	*	*	*	*	*	55%	47%
Male	26	746	740	746	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	27	741	732	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	21	762	749	756	*	*	*	*	*	62%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

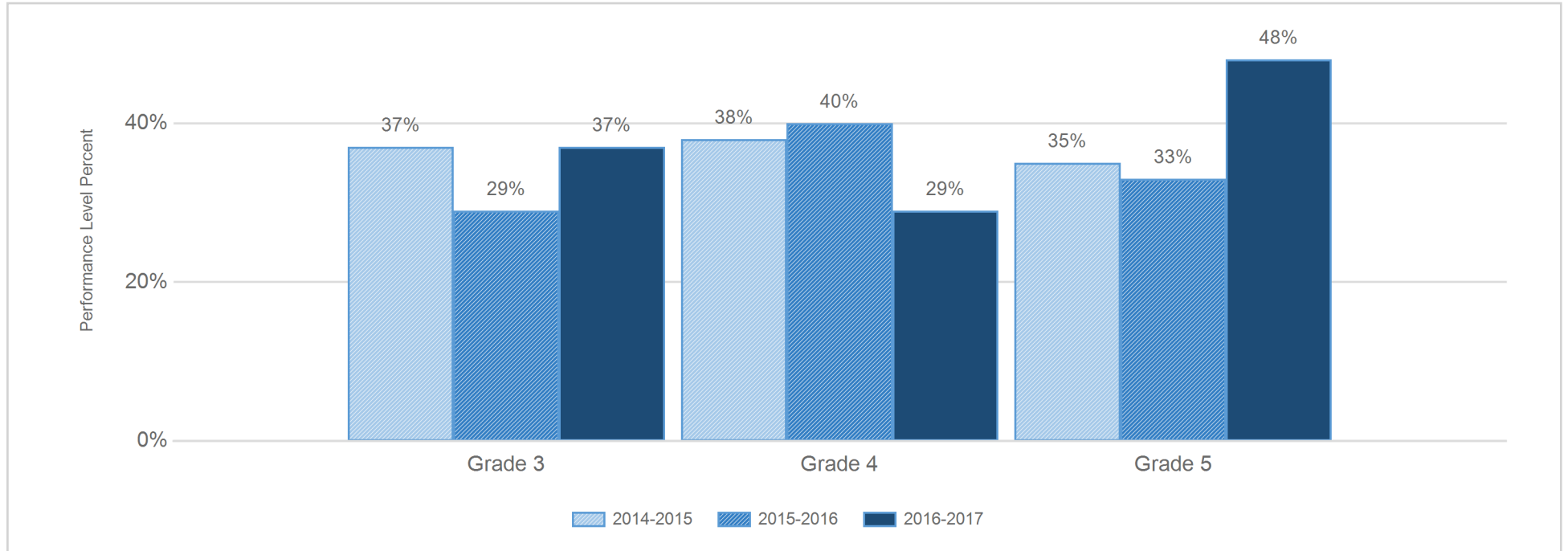


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	14	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

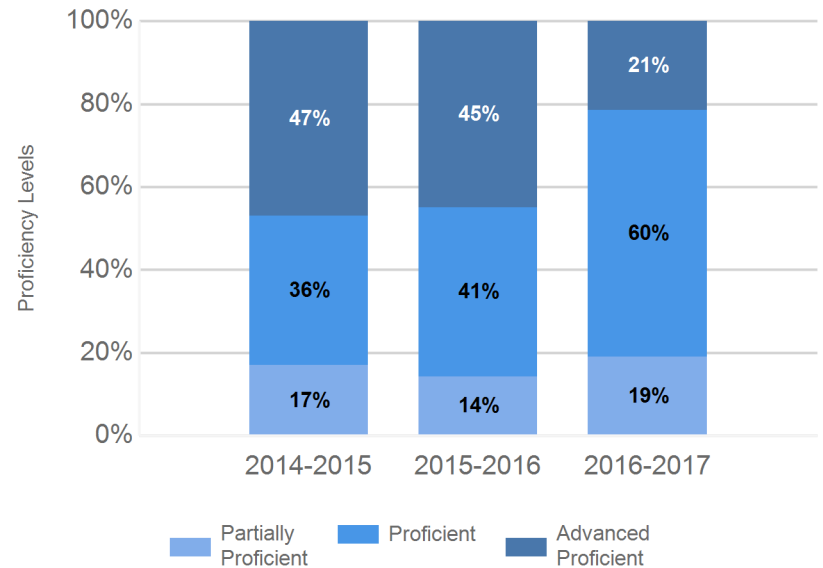
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	21%	60%	19%
White	42%	*	8%
Hispanic	9%	74%	17%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	4%	70%	26%
Students with Disabilities	N	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	72	55	50	Exceeds Target	66	46	50	Exceeds Target
White	74	*	50	Exceeds Target	72	*	52	Exceeds Target
Hispanic	66	*	49	Exceeds Target	66	*	47	Exceeds Target
Black or African American	*	52	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62.5	60	**	*	61	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	59	54	47	Met Target	61	45	46	Exceeds Target
Students with Disabilities	15	43	41	**	76	42	43	**
English Learners	86	61	53	**	73	54	51	**

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



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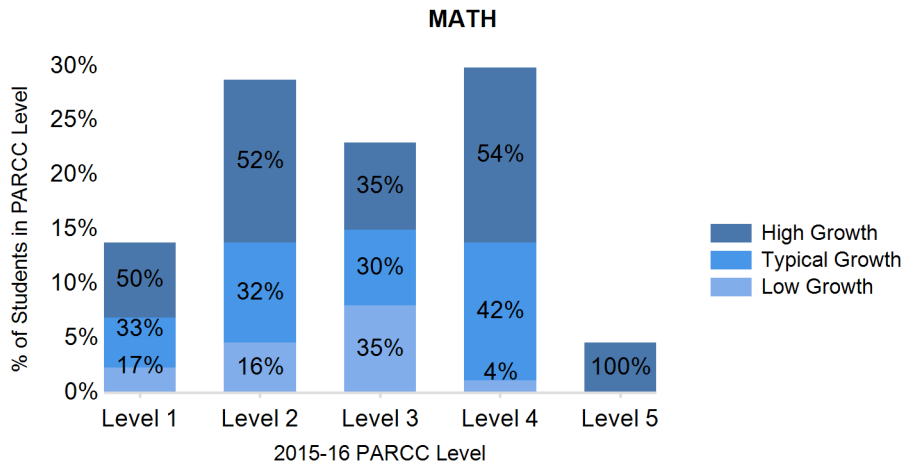
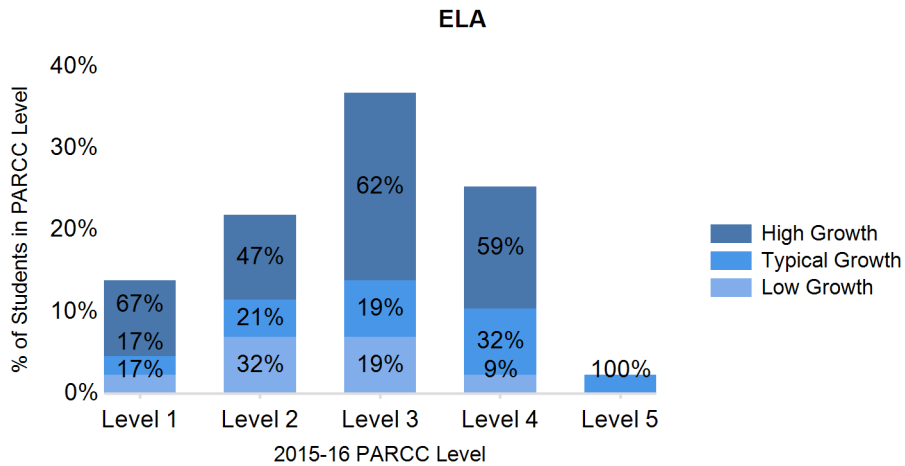
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

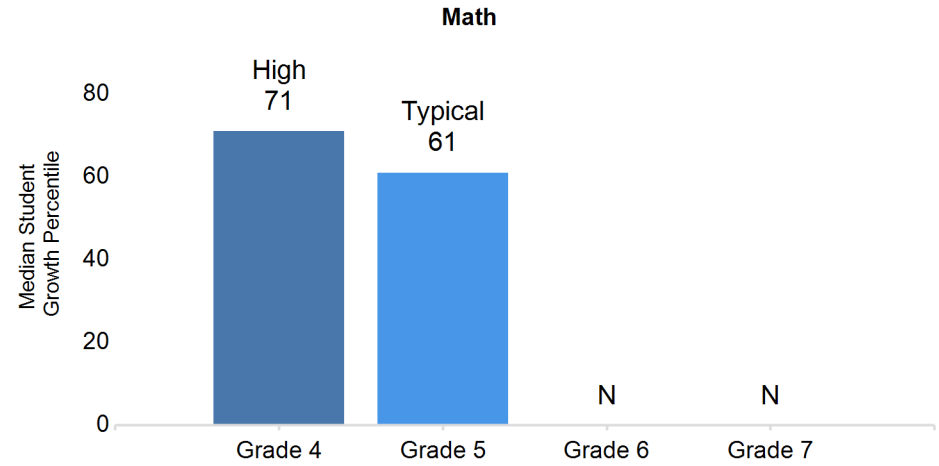
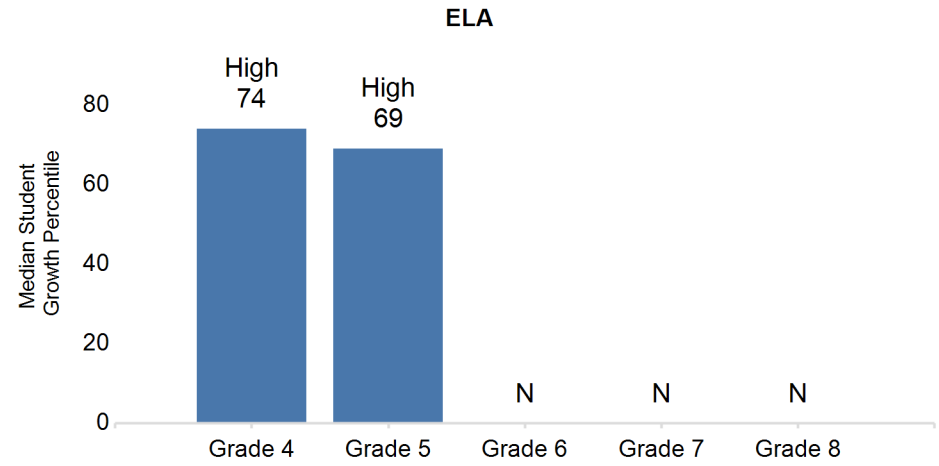
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

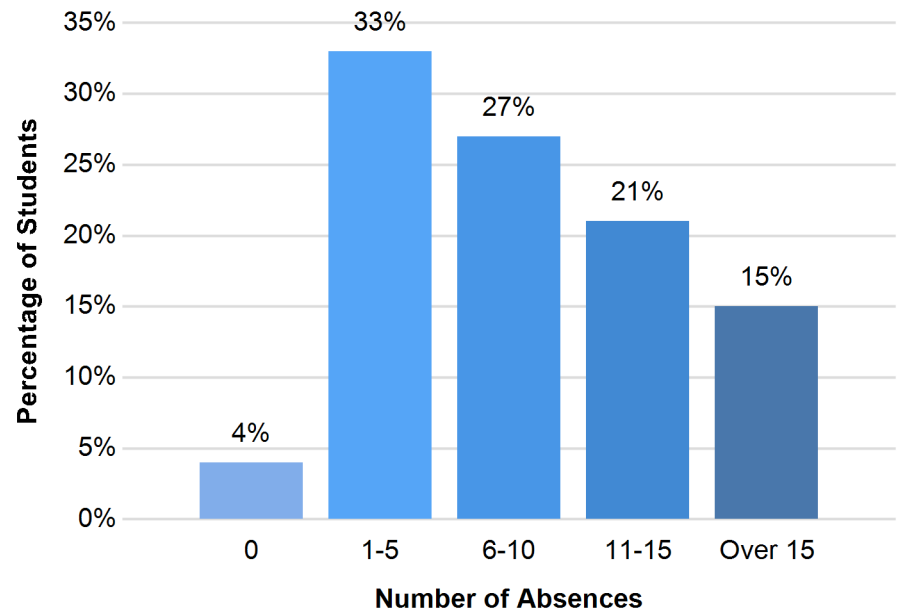
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.60	8.40	Not Met
White	12.10	8.40	Not Met
Hispanic	12.40	8.40	Not Met
Black or African American	8.10	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.00	8.40	Not Met
Students with Disabilities	15.70	8.40	Not Met
English Learners	9.40	8.40	Not Met

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

Days Absent

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



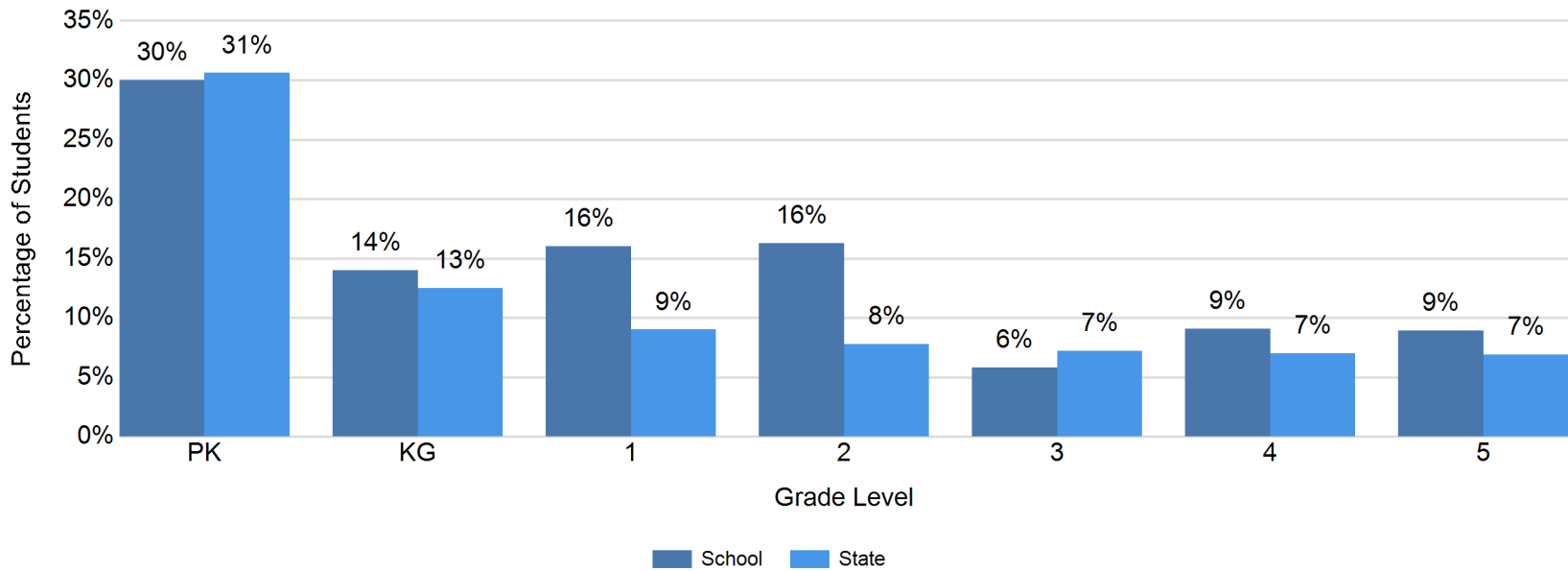


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 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	0.3%
Any Suspension	0.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	12.3	10.5
Teachers in district for 4 or more years	71%	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	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	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	14:1	11:1
Administrators	327:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	46.5	17.5%
Mathematics Proficiency	37.4	17.5%
English Language Arts Growth	96.9	25.0%
Mathematics Growth	92.6	25.0%
Chronic Absenteeism	21.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		65.3
Summative Rating: Percentile rank of Summative Score		74.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	65.3	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
White	64.7	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Hispanic	67.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	**	**	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	68.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Rodriguez	Email Address:	mrodriguez@lindenps.org
Address:	500 W BLANCKE ST LINDEN, NJ 07036-5058	Website:	http://www.linden.k12.nj.us/schools/school8/
Phone:	(908)862-4397	Facebook:	https://www.facebook.com/lindenpublicschools.school8/
		Twitter:	https://twitter.com/Sch8_IsGr8

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Students in 3rd-5th grade receive a MacBook Air. Students in 1st & 2nd grade have access to ipads in each classroom. • The PBSIS program is used as a school-wide means of sustaining a positive school climate and recognizing good behaviors. • Recipient of grant to host large scale family events which strive to include parents in the school community.
 <p>Mission, Vision, Theme:</p>	<p>School 8 fosters an environment where all students learn and develop the confidence needed to be successful members of society. Our students are recognized as unique individuals with talents and abilities that are shared with the school community. Through a strong partnership with parents, a rich and challenging curricular program, and a warm, positive learning atmosphere- the School Eight staff works to ensure all students achieve their maximum potential.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We are awaiting acceptance into the Apple Distinguished Schools program, an esteemed recognition for distinguished vision for teaching and learning coupled with technology. We have committed to participate in the NJ Future Ready Schools Certification Program, whose goal is to identify schools who envision, plan, implement, and assess continually with student learning as the focal point. School 8 has received an award two years consecutively at the district "Technology Academy Awards."</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>All curriculums are aligned with the New Jersey Student Learning Standards. ELA and Math programs offer depth of understanding through interactive lessons, research based instructional approaches, and differentiated resources. Blended learning experiences are created through the hands on approach in our science investigations as well as the inquiry based model within the social studies curriculum. Enrichment opportunities are provided through gifted and talented programs.</p>
 <p>Clubs and Activities:</p>	<p>School 8 considers itself an environment for learning, not only in terms of academia, but also in terms of a child's social development. Students in grades 3-5 have the opportunity to take instrumental music lessons and participate in band, orchestra, and chorus. Extra-curricular clubs and activities include: Kiwanis-Kids, a Service Organization, Safety Patrol, Student Vanguard, and an Art Club.</p>
 <p>Before and After School Programs:</p>	<p>School 8 hosts a Before and After Care program that parents can utilize to provide enrichment and care for their children for a fee. The Coordinator of Special Projects oversees the program and the program is staffed by district personnel only. The program is comprised of academic support, enrichment, as well as physical and recreational activities.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>The School 8 Instructional Leadership Team provides on-going professional development to support data literate educators. To that end, teachers are engaged in common planning, professional learning communities, and district in-service days, in which they share and collaborate on best practices to support student learning and achievement. The school Vanguard team provides technology support.</p>
 <p>Student Supports and Services:</p>	<p>School 8 is inclusive of English Language Learners and students with disabilities in various settings such as inclusion, pull-out resource and self-contained. To meet the varying academic and social needs of all learners School 8 offers support services such as remedial reading, academic support, I&RS, speech, OT/PT, district behaviorist, and academic coaches.</p>
 <p>Student Health and Wellness:</p>	<p>School breakfast and lunches served adhere to federal nutritional guidelines. A full-time school nurse fosters the personal development, health and growth of students strives to detect and help correct any health conditions, which prevent optimum learning and development. She performs vision and hearing tests as well as tuberculosis (as needed) and scoliosis (for students 10 years of age and up) screenings. Character education supports the whole child.</p>
 <p>Parent and Community Involvement:</p>	<p>We value a home and school connection, not only to support our students, but their families as well. The PTA is paramount in providing the students extra-curricular activities which support the development of the whole child. School 8 is active in the greater community through Junior Achievement sponsored by Conoco Phillips and events in which invite local dignitaries such as the mayor, councilman, and local businesses. Parents stay connected through social media, apps, and global emails.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school climate survey is distributed to students, parents, and staff. The results are used to drive school, personal and professional development goals for the coming school year. Survey questions address safety, environment, perceptions, and satisfaction of the physical plant, programs, communication, etc. 100% of parent respondents said their child feels safe at school; 80% said that their child’s academic performance has been positively affected by the staff at this school.</p>
 <p>Facilities:</p>	<p>Built in 1929, the school received a renovation in 2014 comprised of multi- purpose, small group instruction areas and early childhood classrooms. Other upgrades include energy efficient lighting, security cameras, a welcoming main office and nurse’s space. The new cafeteria and kitchen with modern updates is attached to a turf play area. Our library with comfortable seating, murals and décor adorning the halls and walls create a truly child friendly learning center.</p>



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Other Information:

Our early childhood program, Tools of the Mind, encompasses our youngest learners, Pre-Kindergarten (four years of age) and Kindergarten students. The central focus of this program is aimed at helping students develop cognitive and social-emotional self-regulation. In the “Tools” classrooms, self-regulated learning is embedded in all lessons. Teachers use strategies to promote dramatic make-believe play and instructional activities designed to teacher self-regulation and reflective thinking. In grades one through five the school day consists of English Language Arts (450 min. per week), Writing (250), Mathematics (355), Social Studies (120), Science (120) and Health (60). In addition: Lunch (150) and recess (150), Physical Education (60), Music and Art (30-45 each) and World Language-Chinese (60). Programs include: Houghton Mifflin Journeys (ELA), Houghton Mifflin Go Math! (Math), Pearson My World (SS), and FOSS Next Generation (Science). A Standards Based grading system is utilized to provide parents, teachers and students with more accurate information about students’ progress toward meeting the specific content standards. Curriculum and instruction are enhanced by components such as electronic textbooks and digital personalized and adaptive instruction. Every classroom is equipped with an interactive board and a document camera to support their instruction and differentiation efforts. Students actively use the internet and computer applications to conduct research and complete project based assignments, like creating imovies, power points, etc. School 8 students are recognized for their accomplishments and talents through venues such as the All City Music competition and Student of the Month, Presidential Award for Academic Excellence, and Perfect Attendance. Faculty & staff are recognized for their impact, dedication, and service through the “You Rock” weekly celebration and the Governor’s Educator of the Year Program.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	32	29	47
KG	47	60	46
1	54	47	63
2	55	52	45
3	46	57	47
4	69	43	53
5	56	73	42
Ungraded	2	1	0
Total	361	362	343

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	48%
Male	50%	52%	52%
Economically Disadvantaged Students	33%	37%	36%
Students with Disabilities	8%	9%	11%
English Learners	21%	14%	9%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	41.1%
Hispanic	27.1%
Black or African American	23.0%
Asian	3.8%
American Indian or Alaska Native	0.9%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	3.2%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	32	29	47
KG - Half Day	0	0	0
KG - Full Day	45	60	46

Home Language	% of Students
English	66.8%
Spanish	10.2%
Polish	7.6%
Arabic	4.4%
Haitian	4.1%
Other	7.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	124	93.5	54.10	47.40	54.90	53	48.6	Met Target
White	52	90.0	61.50	*	63.90	58.1	46	Met Target
Hispanic	31	91.9	45.20	46.90	39.80	43.4	46.8	Met Target†
Black or African American	29	100.0	51.70	39.90	35.20	51.7	48.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	52	91.8	59.70	56.60	62.20	57.2		
Male	72	94.9	50.00	38.80	48.10	49.8		
Economically Disadvantaged Students	41	95.7	46.30	42.80	36.20	*	36	Met Target
Non-Economically Disadvantaged Students	83	92.5	57.90	52.40	65.80	*		
Students with Disabilities	20	90.9	20.00	11.80	20.50	19.1	24.8	Met Target†
Students without Disabilities	104	94.0	60.60	55.70	61.90	59.7		
English Learners	18	100.0	33.30	30.30	25.20	33.3	**	**
Non-English Learners	106	92.6	57.60	48.70	57.40	56		
Homeless Students	N	N	N	42.10	26.40	N		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	753	744	749	*	*	38%	40%	*	49%	50%
White	16	748	752	759	*	*	*	*	*	50%	61%
Hispanic	17	760	*	734	*	*	*	*	*	47%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	19	762	750	754	*	*	*	*	*	58%	55%
Male	26	746	738	745	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	14	748	738	731	*	*	*	*	*	57%	31%
Non-Economically Disadvantaged Students	31	755	750	762	*	*	*	*	*	45%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	746	748	753	*	*	33%	44%	*	49%	56%
White	23	752	751	762	*	*	*	61%	*	65%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	22	751	752	758	*	*	*	*	*	59%	61%
Male	23	742	743	749	*	*	*	*	*	39%	51%
Economically Disadvantaged Students	14	739	744	737	*	*	*	*	*	36%	36%
Non-Economically Disadvantaged Students	31	749	752	764	*	*	*	*	*	55%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	759	750	756	*	*	*	50%	*	68%	59%
White	15	765	756	763	0%	*	*	*	*	73%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	13	754	747	740	0%	*	*	*	0%	69%	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	15	765	754	761	*	*	*	*	*	67%	66%
Male	25	756	746	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	16	744	744	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	24	769	758	765	*	*	*	*	*	79%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

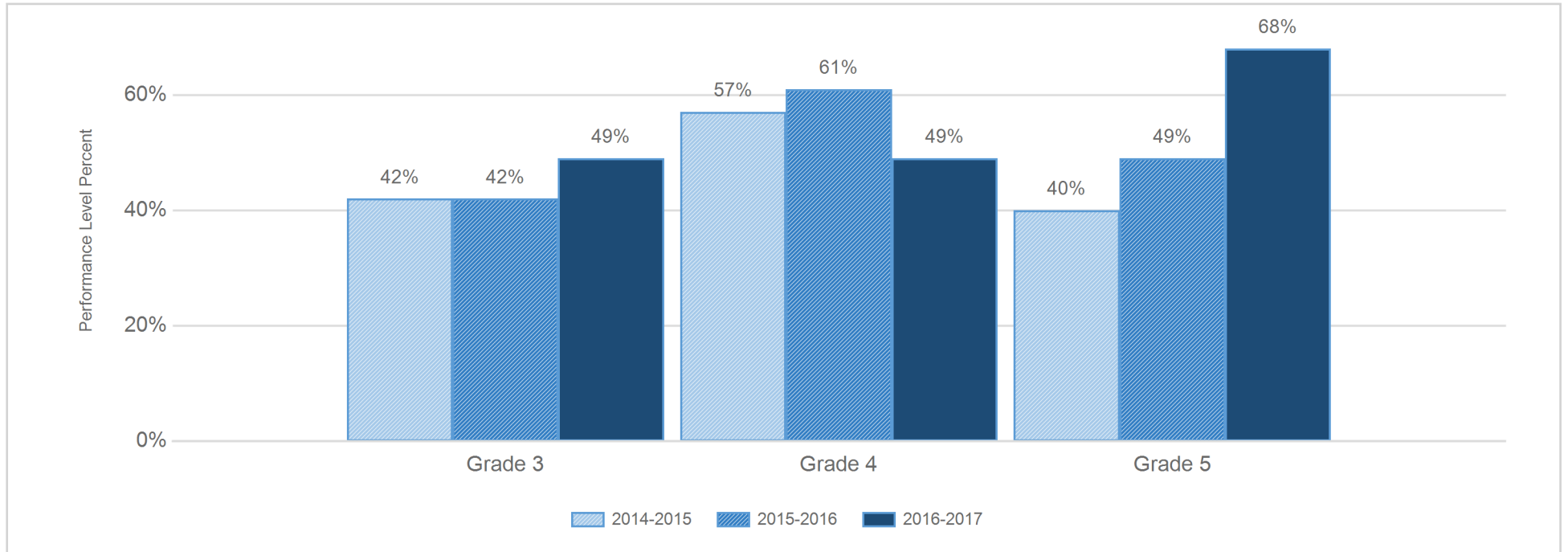


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English Language Arts/Literacy Assessment - Performance Trends

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	127	93.7	45.60	25.40	43.50	44.9	39.6	Met Target
White	52	90.0	53.90	*	52.40	50.8	41	Met Target
Hispanic	31	91.9	54.90	*	27.60	52.6	39.7	Met Target
Black or African American	32	100.0	21.90	*	21.70	21.9	27	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	33.30	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	54	92.1	40.80	*	44.10	39.2		
Male	73	95.0	49.30	*	42.90	49.3		
Economically Disadvantaged Students	42	95.7	40.50	*	25.10	*	27.8	Met Target
Non-Economically Disadvantaged Students	85	92.7	48.20	*	54.30	*		
Students with Disabilities	20	90.9	20.00	*	16.50	19.1	24.8	Met Target†
Students without Disabilities	107	94.2	50.50	*	48.80	49.8		
English Learners	21	100.0	28.60	19.00	23.30	28.6	34.5	Met Target†
Non-English Learners	106	92.6	49.10	25.90	45.20	47.7		
Homeless Students	N	N	N	10.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	751	742	751	*	*	24%	51%	*	60%	53%
White	16	751	749	759	*	0%	*	*	*	63%	63%
Hispanic	17	755	*	738	*	*	*	*	*	65%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	19	757	745	751	*	*	*	*	*	58%	52%
Male	26	746	740	751	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	14	749	738	736	*	*	*	*	*	64%	34%
Non-Economically Disadvantaged Students	31	751	747	761	*	*	*	*	*	58%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	733	739	747	*	25%	29%	33%	*	33%	47%
White	23	743	743	755	*	*	*	44%	0%	44%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	14	713	730	729	*	*	*	*	0%	14%	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	24	732	740	747	*	*	*	*	0%	29%	47%
Male	25	735	737	747	*	*	*	*	0%	36%	48%
Economically Disadvantaged Students	15	730	736	732	*	*	*	*	0%	33%	27%
Non-Economically Disadvantaged Students	34	735	743	757	*	*	*	*	0%	32%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	746	740	747	*	*	30%	45%	*	48%	46%
White	15	755	748	754	0%	*	*	*	*	67%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	15	741	739	747	*	*	*	*	*	47%	47%
Male	25	749	740	746	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	16	737	732	732	*	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	24	752	749	756	*	*	*	*	*	58%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

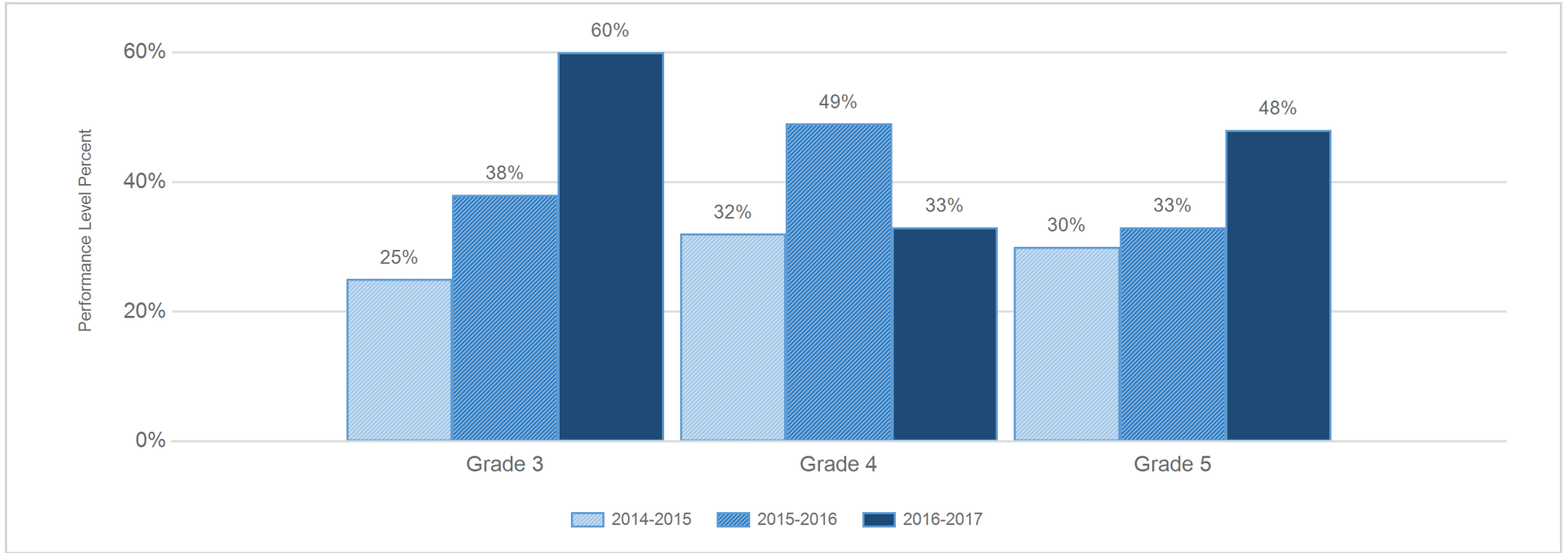


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	10	60%	40%
4	*	*	*
5+	*	*	*



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

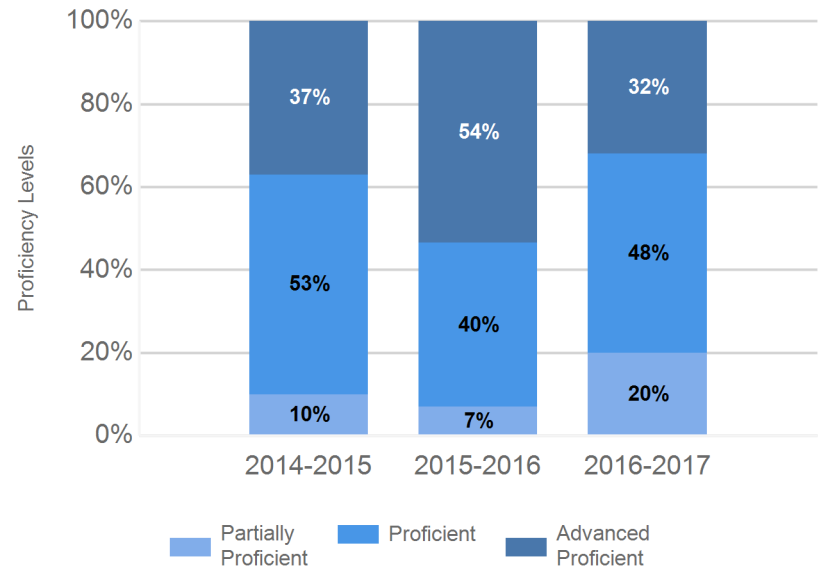
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	32%	48%	20%
White	46%	42%	13%
Hispanic	*	*	*
Black or African American	15%	39%	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	27%	53%	20%
Students with Disabilities	*	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	55	50	Met Target	47.5	46	50	Met Target
White	53	*	50	Met Target	47	*	52	Met Target
Hispanic	47	*	49	**	42	*	47	**
Black or African American	57	52	45	Met Target	52.5	40	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	62.5	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	61.5	54	47	Exceeds Target	51	45	46	Met Target
Students with Disabilities	39	43	41	**	42.5	42	43	**
English Learners	61	61	53	**	47	54	51	**

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



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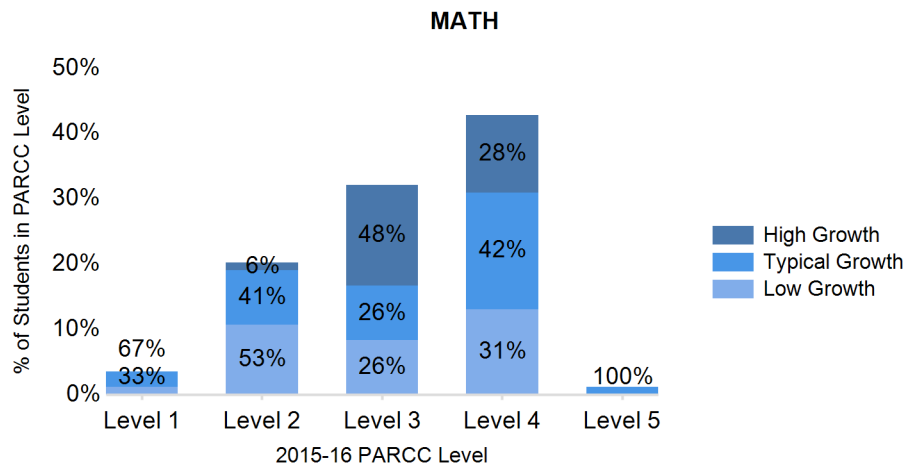
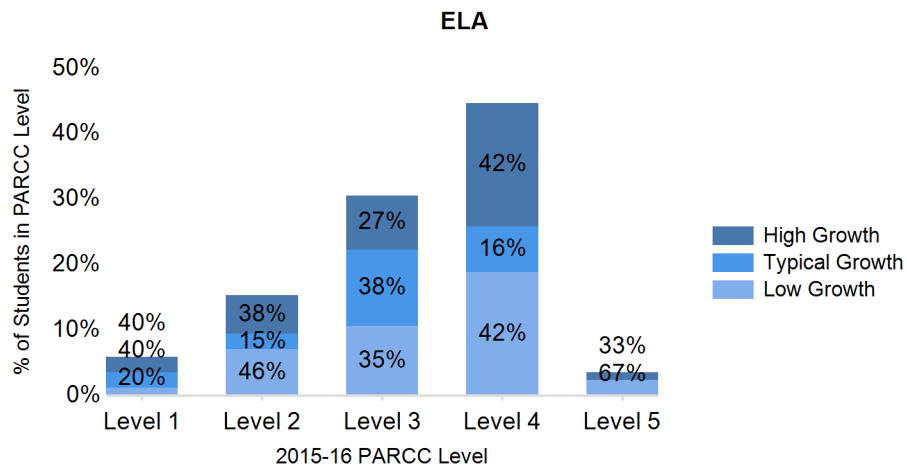
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

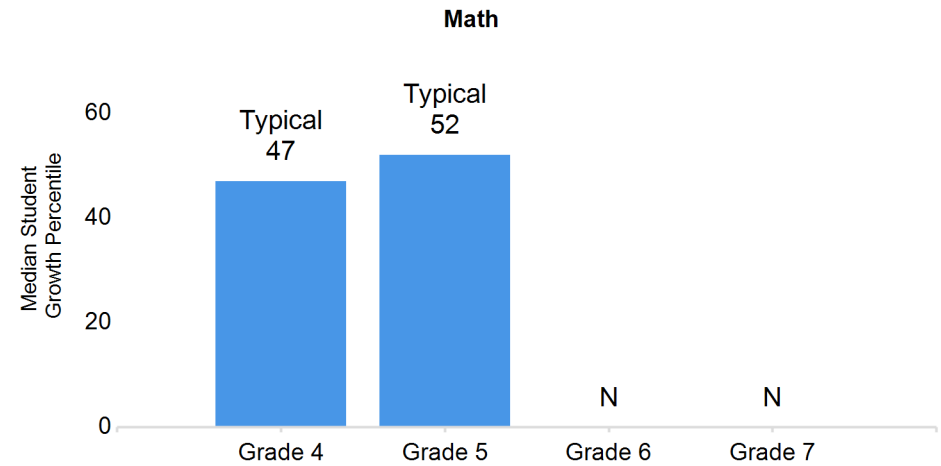
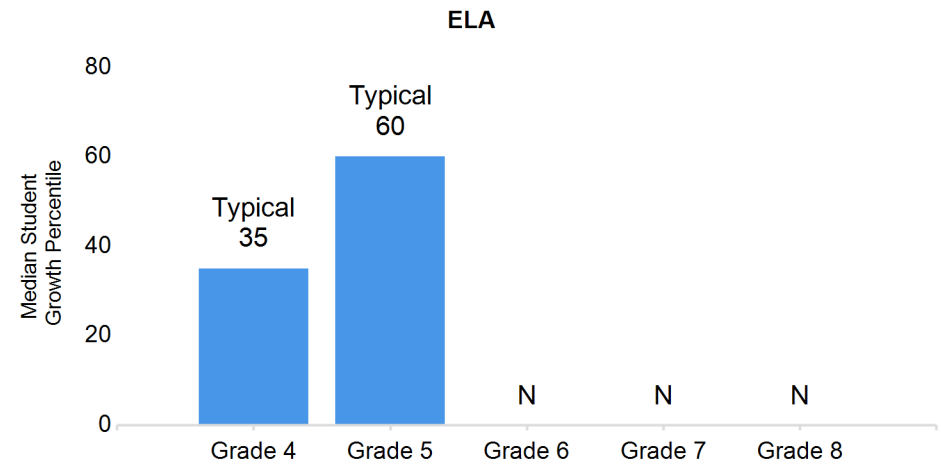
Student Growth by Performance Level

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



Student Growth by Grade

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





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

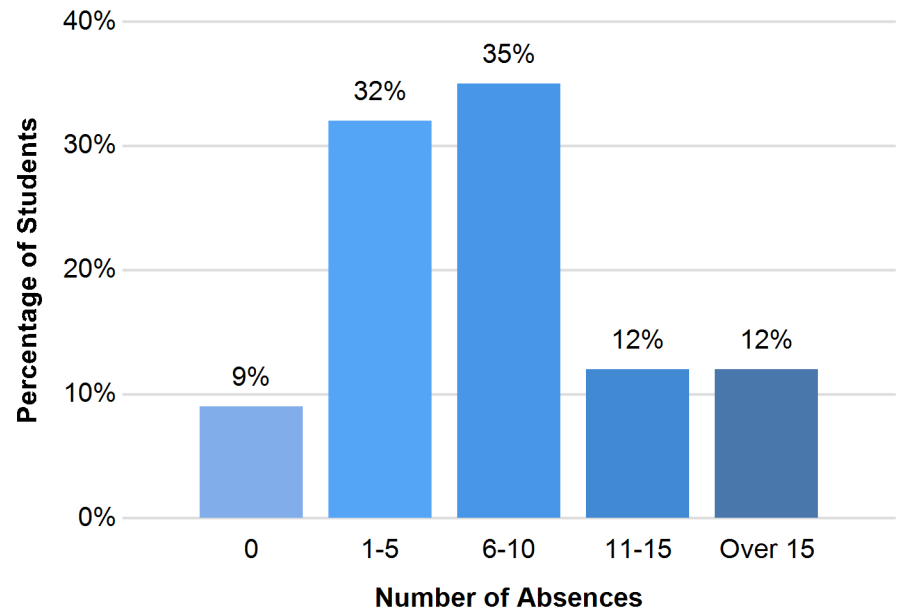
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.10	8.40	Not Met
White	8.90	8.40	Not Met
Hispanic	15.60	8.40	Not Met
Black or African American	5.80	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.60	8.40	Not Met
Students with Disabilities	22.00	8.40	Not Met
English Learners	9.70	8.40	Not Met

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

Days Absent

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



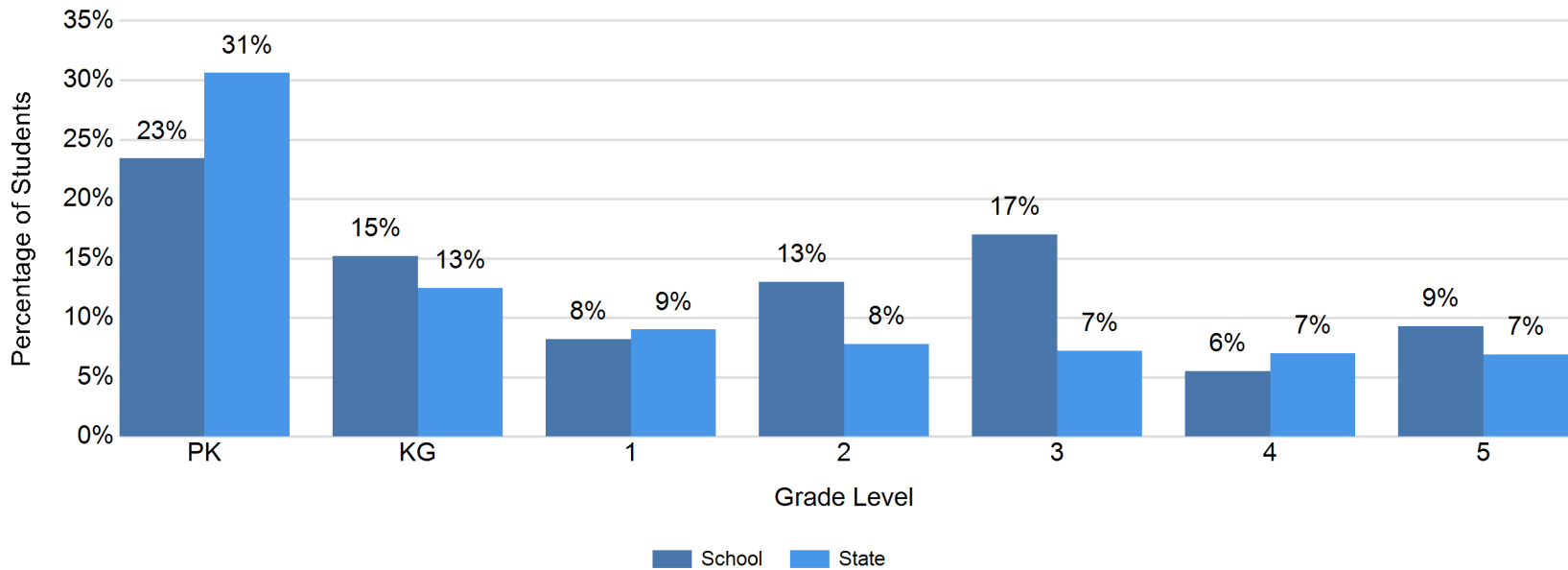


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 5 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	1.7%
Any Suspension	1.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.4:1	332.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$653	\$15,555	\$16,208



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	23	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	91%	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	39	9,506
Average years experience in public schools	20.9	15.9
Average years experience in district	19.0	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	11:1
Administrators	343:1	154:1
Librarian/Media Specialists		1504:1
Nurses		430:1
Counselors		547:1
Child Study Team		167:1



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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	82%	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	99%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	45.9	17.5%
Mathematics Proficiency	49.9	17.5%
English Language Arts Growth	67.7	25.0%
Mathematics Growth	49.0	25.0%
Chronic Absenteeism	22.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.3
Summative Rating: Percentile rank of Summative Score		48.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	49.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	37.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Black or African American	76.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	72.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	Met Target†	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Plummer	Email Address:	lplummer@lindenps.org
Address:	1401 DEERFIELD TERRACE LINDEN, NJ 07036	Website:	http://www.linden.k12.nj.us/schools/school9/
Phone:	(908)486-5164	Facebook:	https://www.facebook.com/lindenpublicschools.school9/
		Twitter:	https://twitter.com/LPSSchool9

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"> • Positive Behavior Support in Schools Program (PBSIS) • Recorder Karate Class - Students earn belts for learning new songs on the recorder • Every 3rd, 4th & 5th grade student has a laptop computer to enhance instruction.
 Mission, Vision, Theme:	Together, we learn in a safe and happy place, growing every day, each in our own way, respecting one another, striving always to do our best.
 Awards, Recognition, Accomplishments:	School No. 9's students are recognized through their accomplishments and talents by many venues, such as: Student of the Month, PBSIS, All City Music and Art, Attendance, and various academic awards. The staff is recognized for their dedication, impact, and service through the Governor Educator of the Year Program, Teacher Appreciation Week, Educational Support Day, and PBSIS faculty appreciation.






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 <p>Courses, Curriculum, Instruction:</p>	<p>School No. 9 students are instructed with numerous materials that support the NJSLs. ELA and Math programs offer depth of understanding through interactive lessons, research based instructional approaches and differentiated resources. Blended learning experiences are created through the hands on approach in our science investigations as well as the inquiry based model within the social studies curriculum. Enrichment opportunities are provided through the Gifted and Talented program.</p>
 <p>Clubs and Activities:</p>	<p>School No. 9 has an active K-Kids program that is sponsored by the Kiwanis Club of Linden. This is an organization of service that interfaces with the larger organization to provide support for the community in many areas such as fundraising, food pantry, Toys for Tots. Twice a year, the Kiwanis Club meets with the K-Kids.</p>
 <p>Before and After School Programs:</p>	<p>School No. 9's Before and After Care program provides homework assistance, recreational and learning activities in a safe and nurturing environment. A monthly calendar listing the activities is provided to each family to keep them informed of what their children will be partaking in.</p>







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 <p>Staff and Professional Learning:</p>	<p>Staff is provided professional development through the district Professional Development Resource Center (PDRC) as well as regular and routine out-of-district workshops and conferences. Teachers engage in common planning, professional learning communities, and district in-service days, in which they share and collaborate on best practices to support student learning and achievement. All faculty and staff are required to take the GCN state-mandated modules on an annual basis.</p>
 <p>Student Supports and Services:</p>	<p>We believe student support services are important for the social, emotional and character development of our students. Our goal is to educate and challenge everyone according to their individual needs. At School No. 9 we have; Academic Coaches, Speech and Language Specialists, Resource and In-Class Support programs, and our Social Worker who provides character education to all grade levels.</p>
 <p>Student Health and Wellness:</p>	<p>School breakfast and lunches served adhere to federal nutritional guidelines. A full-time school nurse fosters the personal development, health and growth of students strives to detect and help correct any health conditions, which prevent optimum learning and development. She performs vision and hearing tests as well as tuberculosis (as needed) and scoliosis (for students 10 years of age and up) screenings. Character education supports the whole child.</p>
 <p>Parent and Community Involvement:</p>	<p>School No. 9 boasts one of the most highly populated and active Parent-Teacher Associations (PTA) in the district. The fifth grade committee of the PTA assures a very expansive and progressive experience for the upper classpersons in our school. Every year, the fundraising allows for a class trip that includes a boat cruise around Manhattan Island. There is a fifth grade, cookout and dance, as well.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Parents, teachers and students are surveyed annually through Survey Monkey. Once completed, the results are reviewed by the school climate committee as well as the principal. The results of the survey are taken into consideration when arriving at programs, policies and procedures for the next year.</p>
 <p>Facilities:</p>	<p>School No. 9 opened its doors in September of 1957. All the water fountains and sinks were replaced over the summer of 2017 as well as all the plumbing. A new furnace was installed in the same summer. We have a library, a cafeteria, a gymnasium. Some rooms have air conditioning and the back of the school has a regulation sized field that the district uses for soccer and other athletic activities.</p>



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School No. 9 has a long and proud history of high standards and academic excellence. The school has served the children of Linden for over 50 years. We have pre-kindergarten through fifth grade facility with an enrollment of over 300 students and over 55 outstanding faculty and staff. Children are greeted each morning by a dedicated and caring team that work together to create a warm and nurturing environment for each and every child. At School No. 9, we are committed to offering our young children experiences that will help them develop emotionally, socially and academically. Emphasis is placed on cultivating the mind so that students become independent thinkers who work well with others. We believe that today's digital learners must have the tools available in the 21st century in order to succeed. We are proud to say that our classrooms have been and continue to be equipped with cutting-edge technology to enhance interactive instruction.



Other Information: