



Dunellen High School

2016-2017

Grade Span 09-12

23-1140-040

MIDDLESEX

DUNELLEN BORO

411 FIRST STREET

DUNELLEN, NJ 08812

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](mailto: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	90	98	101
10	80	87	89
11	71	85	88
12	87	68	79
Ungraded	4	4	6
Total	332	342	363

**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%	48%	45%
Male	54%	52%	55%
Economically Disadvantaged Students	44%	42%	44%
Students with Disabilities	9%	8%	9%
English Learners	3%	4%	8%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			6%

**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	42.7%
White	39.1%
Black or African American	12.1%
Asian	6.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

**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	363
Shared Time Students	0
Full Time Equivalent	363

**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	60.1%
Spanish	34.7%
Vietnamese	1.4%
Other	4.2%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	170	98.4	54.70	54.00	54.90	54.7	57.6	Met Target†
White	74	98.7	71.60	66.80	63.90	71.6	66.1	Met Target
Hispanic	67	98.7	40.30	44.10	39.80	40.3	46.4	Met Target†
Black or African American	18	95.2	33.30	39.10	35.20	33.3	N	N
Asian, Native Hawaiian, or Pacific Islander	11	100.0	63.60	70.30	80.70	63.6	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	80	97.7	63.80	63.10	62.20	63.8		
Male	90	99.0	46.70	45.50	48.10	46.7		
Economically Disadvantaged Students	65	97.4	43.10	42.70	36.20	43.1	51.5	Met Target†
Non-Economically Disadvantaged Students	105	99.1	61.90	62.40	65.80	61.9		
Students with Disabilities	19	90.5	15.80	*	20.50	15	N	N
Students without Disabilities	151	99.4	59.60	*	61.90	59.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	97	746	746	749	16%	*	23%	43%	*	53%	52%
White	38	756	756	757	*	*	*	53%	*	68%	62%
Hispanic	42	737	737	733	*	*	29%	38%	*	43%	35%
Black or African American	12	732	732	730	*	*	*	*	0%	25%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	42	753	753	756	*	*	24%	41%	*	57%	60%
Male	55	740	740	741	*	*	22%	46%	*	49%	43%
Economically Disadvantaged Students	46	735	735	731	*	*	22%	39%	*	44%	32%
Non-Economically Disadvantaged Students	51	756	756	758	*	*	24%	47%	*	61%	62%
Students with Disabilities	11	710	710	714	*	*	*	*	*	18%	13%
Students without Disabilities	86	750	750	754	*	*	*	*	*	57%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	*	*	*	705	*	*	*	*	*	*	*



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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
<b>Schoolwide</b>	90	749	749	743	18%	11%	19%	36%	17%	52%	46%
White	41	769	769	749	*	*	*	39%	29%	68%	52%
Hispanic	32	726	726	728	34%	*	*	*	*	34%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	43	768	768	752	*	*	*	42%	*	67%	54%
Male	47	731	731	734	*	*	*	30%	*	38%	39%
Economically Disadvantaged Students	28	735	735	726	*	*	*	*	*	43%	32%
Non-Economically Disadvantaged Students	62	755	755	751	*	*	*	*	*	57%	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	*	*	*	694	*	*	*	*	*	*	*



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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
<b>Schoolwide</b>	55	734	734	736	22%	*	24%	40%	*	42%	38%
White	18	737	737	738	*	*	*	*	0%	50%	40%
Hispanic	30	727	727	731	*	*	*	*	*	30%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	22	741	741	744	*	*	*	*	*	46%	46%
Male	33	730	730	729	*	*	*	*	*	39%	31%
Economically Disadvantaged Students	25	726	726	729	*	*	*	*	*	32%	32%
Non-Economically Disadvantaged Students	30	741	741	740	*	*	*	*	*	50%	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	26%

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

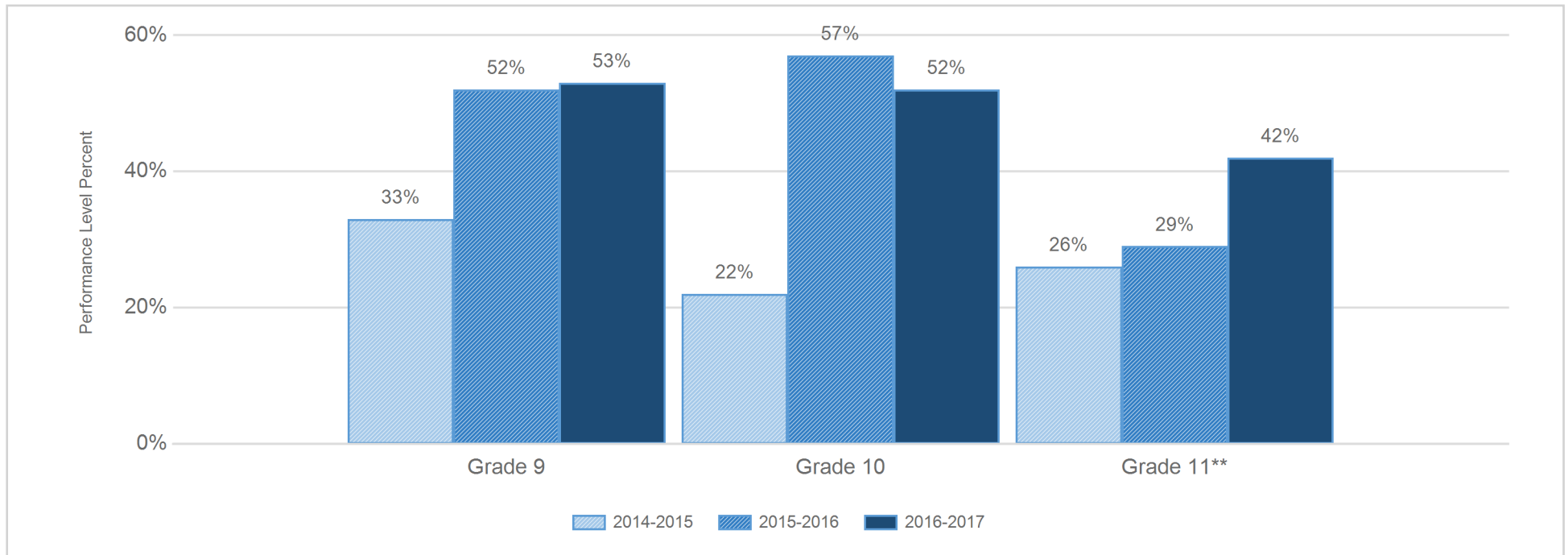


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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**Mathematics Assessment - Participation and Performance**

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	173	97.9	23.10	35.30	43.50	23.1	25.8	Met Target†
White	70	96.1	37.10	48.80	52.40	37.1	32.4	Met Target
Hispanic	73	98.8	13.70	25.90	27.60	13.7	18.6	Met Target†
Black or African American	19	100.0	*	*	21.70	*	N	N
Asian, Native Hawaiian, or Pacific Islander	11	100.0	27.30	53.90	75.60	27.3	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	82	97.8	20.70	34.40	44.10	20.7		
Male	91	98.1	25.30	36.00	42.90	25.3		
Economically Disadvantaged Students	66	94.9	12.10	22.50	25.10	12.1	20.9	Not Met
Non-Economically Disadvantaged Students	107	100.0	29.90	45.00	54.30	29.9		
Students with Disabilities	19	95.0	15.80	21.70	16.50	15.8	N	N
Students without Disabilities	154	98.3	24.00	36.90	48.80	24		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

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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
<b>Schoolwide</b>	81	728	738	743	14%	30%	40%	17%	0%	17%	42%
White	25	732	745	751	*	*	44%	*	0%	20%	52%
Hispanic	41	728	*	728	*	32%	39%	*	0%	17%	24%
Black or African American	12	719	719	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	31	722	735	744	*	*	*	*	*	*	43%
Male	50	732	740	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	42	728	*	727	*	33%	41%	*	0%	14%	23%
Non-Economically Disadvantaged Students	39	729	*	751	*	26%	39%	*	0%	21%	52%
Students with Disabilities	11	701	701	714	*	*	*	*	*	*	10%
Students without Disabilities	70	733	743	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	*	*	*	715	*	*	*	*	*	*	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
<b>Schoolwide</b>	89	725	725	734	*	46%	28%	17%	*	17%	30%
White	32	734	734	740	*	34%	*	34%	0%	34%	38%
Hispanic	39	716	716	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	731	731	758	0%	*	*	*	0%	30%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	46	732	732	735	*	33%	*	*	*	22%	31%
Male	43	718	718	733	*	61%	*	*	*	12%	30%
Economically Disadvantaged Students	32	717	717	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	57	730	730	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	*	*	*	704	*	*	*	*	*	*	*

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 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
<b>Schoolwide</b>	65	721	721	725	32%	22%	25%	22%	0%	22%	28%
White	34	728	728	731	*	*	*	29%	0%	29%	33%
Hispanic	23	714	714	710	*	*	*	*	0%	13%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	29	723	723	725	*	*	*	*	0%	21%	27%
Male	36	720	720	725	*	*	*	*	0%	22%	29%
Economically Disadvantaged Students	17	705	705	708	*	*	*	*	0%	12%	13%
Non-Economically Disadvantaged Students	48	727	727	733	*	*	*	*	0%	25%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%

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

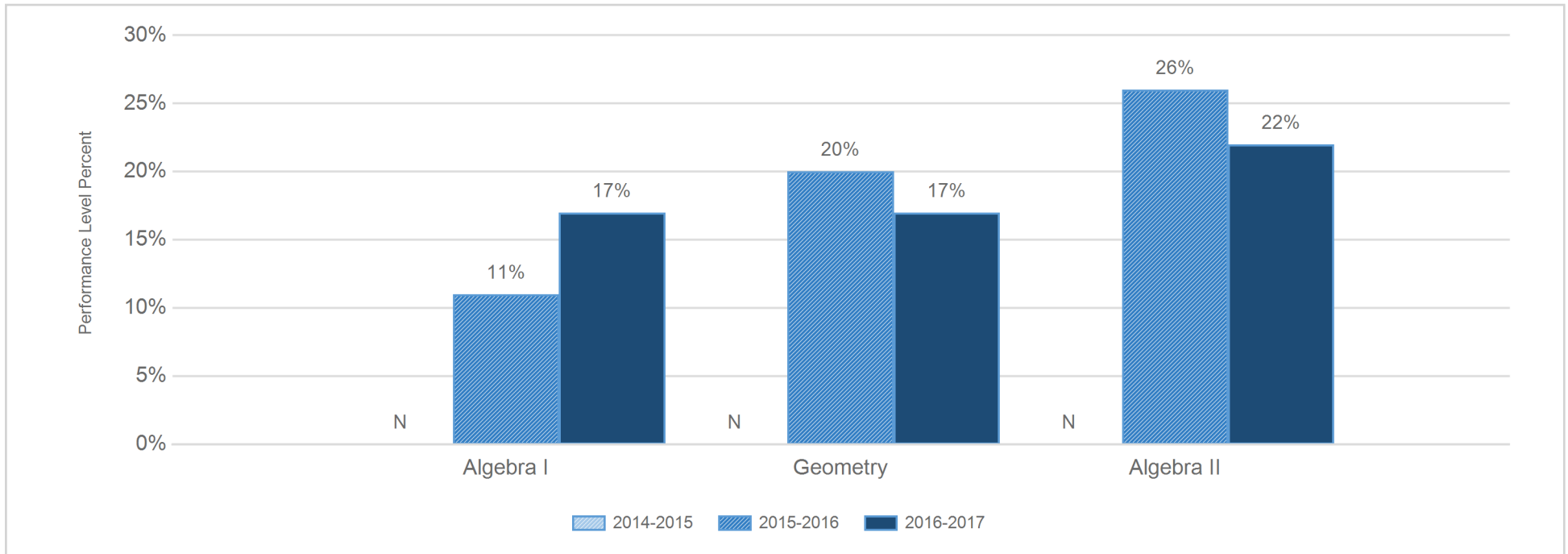


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**Mathematics Assessment – Performance Trends**

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	14	*	*
2	10	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

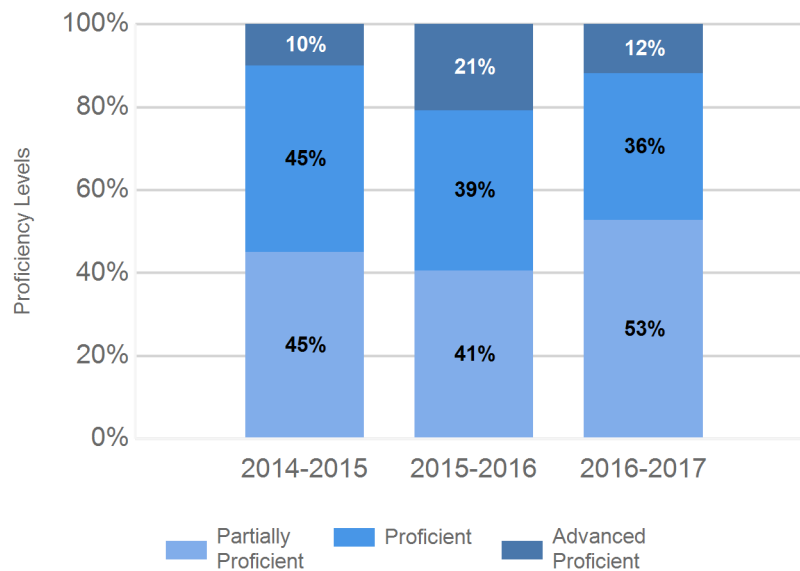
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	12%	36%	53%
White	*	36%	36%
Hispanic	N	34%	66%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	46%	54%
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	55.9%	89.4%
Percentage of students taking the SAT	82.3%	70.0%
Percentage of students taking the ACT	26.6%	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	495	481	Varies By Grade	70%	67%
PSAT - Math	493	483	Varies By Grade	44%	49%
SAT - Reading and Writing	554	551	480	85%	77%
SAT - Math	549	552	530	66%	58%
ACT - Reading	16	24	22	24%	65%
ACT - English	16	24	18	29%	79%
ACT - Math	19	24	22	24%	65%
ACT - Science	16	23	23	14%	54%



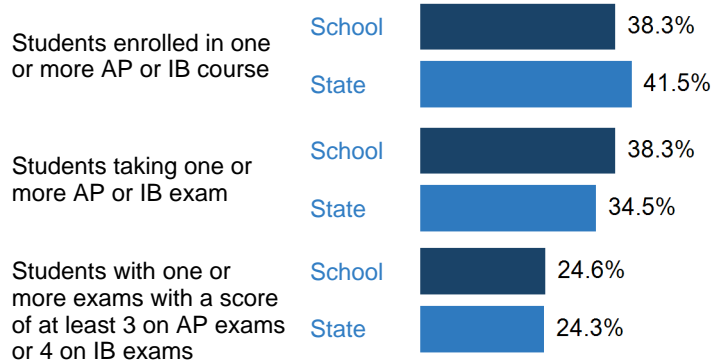
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



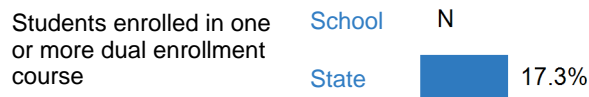
**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	15
AP Calculus AB	0	9
AP Calculus BC	0	1
AP English Language and Composition	28	29
AP English Literature and Composition	22	22
AP European History	6	5
AP Spanish Language	4	3
AP U.S. History	17	17
Total Exams Taken		101
Exams with scores of at least 3 on AP exams or 4 on IB exams		58

**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.





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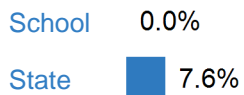
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

### 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.

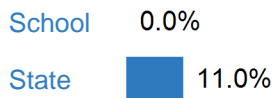
#### CTE Participants

(completed only one course in an approved CTE program)



#### CTE Concentrators

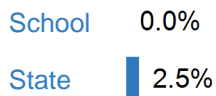
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



### 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
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	89	26	0	0	0	0	27
10	6	69	23	0	0	0	16
11	0	5	47	0	0	0	26
12	0	0	5	0	0	0	27
Schoolwide	95	100	75	0	0	0	96
Enrolled in AP/IB Course					N	N	N

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	28	0	0	81	0	0
10	68	27	0	2	0	0
11	17	66	0	1	5	0
12	4	8	0	1	24	0
Schoolwide	117	101	0	85	29	0
Enrolled in AP/IB Course	16	0		0	0	0



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

**Social Studies and History - Course Participation**

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	105	7	9	0	0	0
10	5	94	21	0	0	0
11	1	80	38	0	0	0
12	1	13	27	0	0	7
Schoolwide	112	194	95	0	0	7
Enrolled in AP/IB Course	0	17	0	0	0	6

**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	72	26	0	0	0	0	0
10	69	21	0	0	0	0	0
11	28	11	0	0	0	0	0
12	5	3	0	0	0	0	0
Schoolwide	174	61	0	0	0	0	0
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Level 3 or Higher	55	21	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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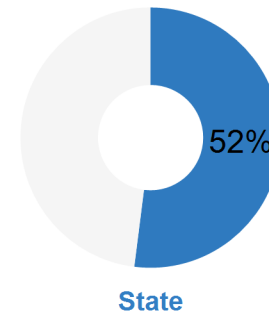
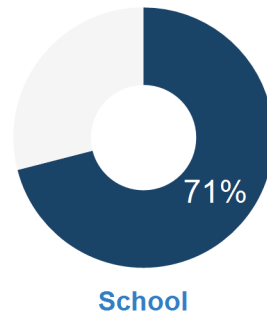
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### Visual and Performing Arts – Course Participation

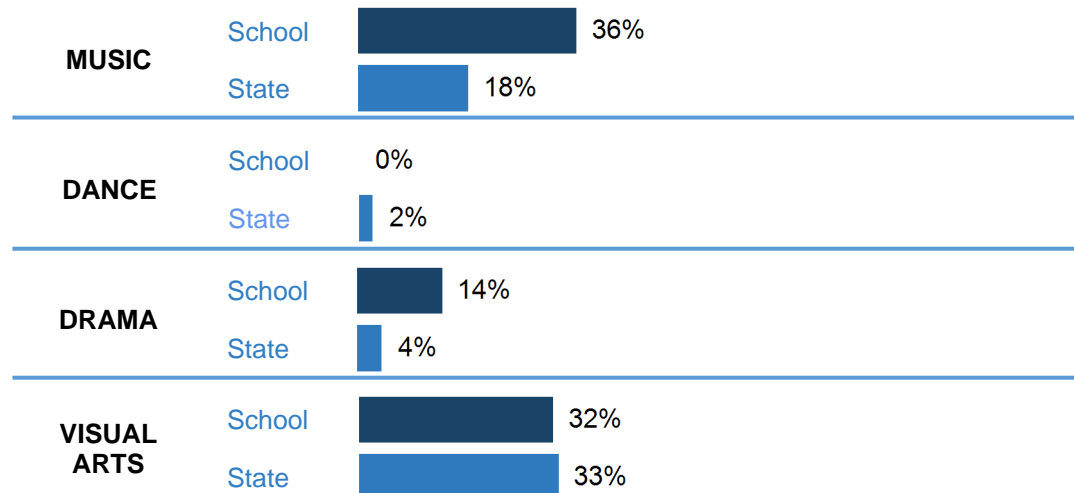
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

### Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	90.7%	90.5%	88.5%	91.8%	83.5%	90.9%	Not Met	93.8%	88.2%	Met Target
White	93.3%	94.5%	88.2%	95.1%	85.3%	95.0%	Not Met	97.7%	N	Met Goal
Hispanic	86.1%	84.3%	85.7%	86.3%	82.8%	84.5%	Not Met	87.1%	85.8%	Met Target
Black or African American	100.0%	83.4%	90.0%	85.3%	70.0%	**	**	93.8%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	89.5%	83.9%	84.9%	85.6%	76.5%	88.9%	Not Met	91.4%	91.2%	Met Target
Students with Disabilities	80.0%	78.8%	*	82.1%	*	**	**	73.3%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	*		

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

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	90.7%	-
2016	83.5%	88.5%
2015	90.7%	93.8%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	1.1%	1.1%
2015-2016	1.2%	1.1%
2014-2015	0.3%	1.1%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	68.8%	54.7%	45.3%
White	62.1%	33.3%	66.7%
Hispanic	79.4%	70.4%	29.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	0%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	68.4%	69.2%	30.8%
Students with Disabilities	*	*	0%
English Learners	*	*	0%

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	75.8%	50%	50%	84%	16%	70%	30%
White	76.7%	34.8%	65.2%	82.6%	17.4%	69.6%	30.4%
Hispanic	78.3%	83.3%	16.7%	100%	0%	83.3%	16.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	65.4%	64.7%	35.3%	94.1%	5.9%	70.6%	29.4%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



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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.

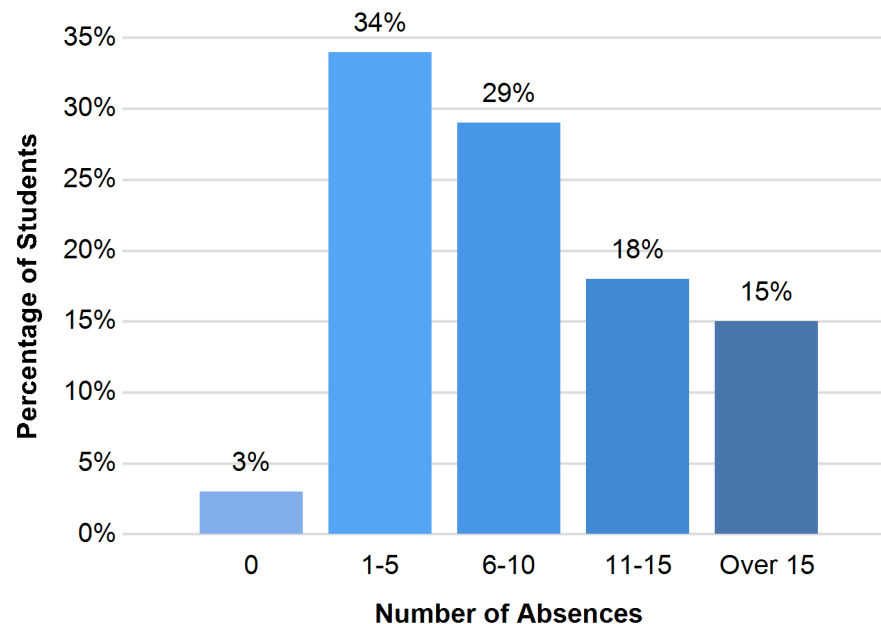
### Chronic Absenteeism

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	14.30	Met Target
White	12.50	14.30	Met Target
Hispanic	6.30	14.30	Met Target
Black or African American	9.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	9.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.30	14.30	Met Target
Students with Disabilities	22.50	14.30	Not Met
English Learners	14.30	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.

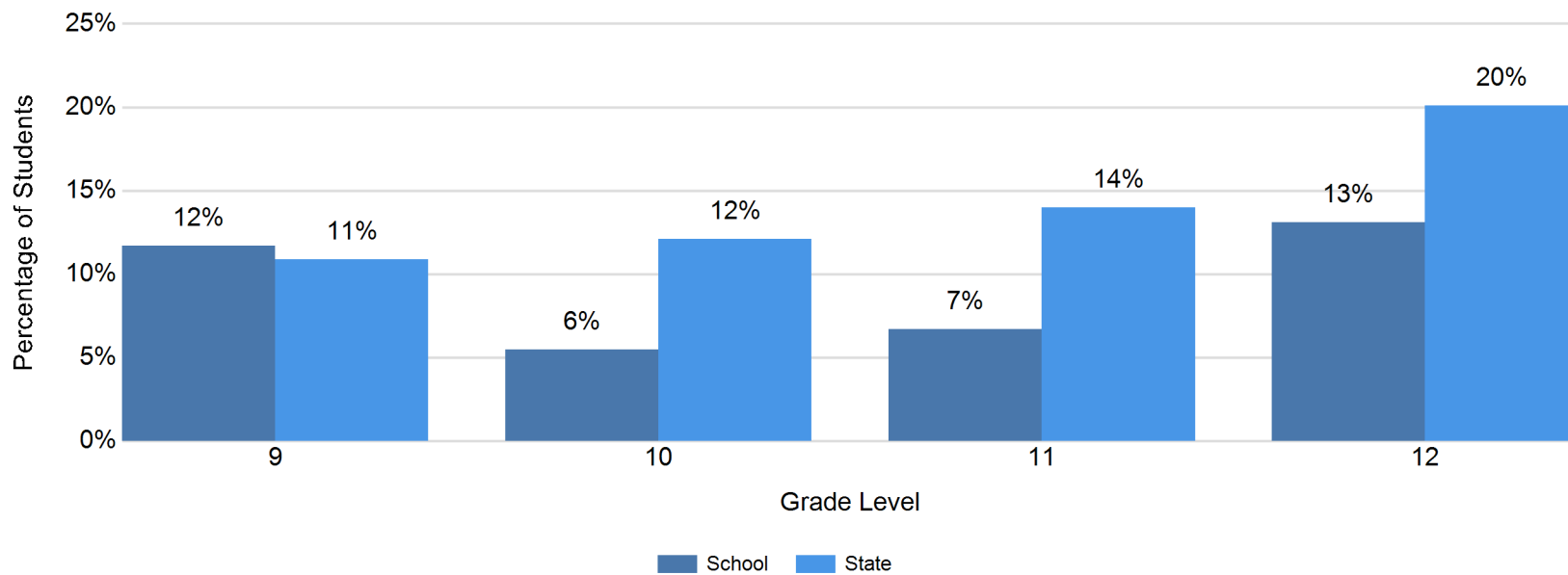


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### Chronic Absenteeism by Grade

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	7:40AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 59 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	6
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	2.20

### 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	2.8%
Any Suspension	2.8%

### 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	837.5 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$529	\$11,932	\$12,461



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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	37	120,724
Average years experience in public schools	8.6	11.8
Average years experience in district	8.1	10.5
Teachers in district for 4 or more years	62%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	80%	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	12:1
Administrators	91:1	119:1
Librarian/Media Specialists		1194:1
Nurses		597:1
Counselors		299:1
Child Study Team		398:1



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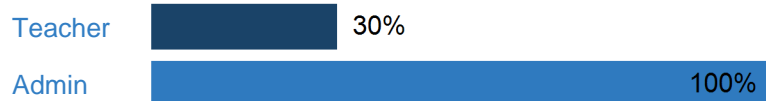
**Teachers and Administrators - Level of Education**

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	85%	89%
2015-16 Administrators: Same district 2016-17	70%	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	67.1	17.5%
Mathematics Proficiency	47.3	17.5%
Graduation - 4-Year	13.8	25.0%
Graduation - 5-Year	48.9	25.0%
Chronic Absenteeism	56.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		44.2
<b>Summative Rating:</b> Percentile rank of Summative Score		42.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 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	44.2	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
White	49.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	46.1	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	51.6	6.2	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Students with Disabilities	**	**	No	N	N	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

<b>Principal:</b>	Mr. Lynch	<b>Email Address:</b>	<a href="mailto:lynchp@dunellenschools.org">lynchp@dunellenschools.org</a>
<b>Address:</b>	411 FIRST STREET DUNELLEN, NJ 08812	<b>Website:</b>	<a href="http://www.dunellenschools.org">www.dunellenschools.org</a>
<b>Phone:</b>	(732)968-0885	<b>Twitter:</b>	<a href="https://twitter.com/DunellenHS">https://twitter.com/DunellenHS</a>

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"> <li>• Dunellen High School was cited as one of America's Most Challenging High Schools for 2017 by a Washington Post study.</li> <li>• Each student at Dunellen High School has been issued their own Chromebook for use in school and at home.</li> <li>• More than 80% of the student body participates in athletics, extra-curricular, or co-curricular activities.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>“Once a Destroyer, Always a Destroyer” is an adage embedded in the very heart and soul of Dunellen High School and a foundation for its proud community. This school, while small in size is rich in its long and storied history. While Dunellen celebrates the achievements of its past, we continue to look forward to the future in order to prepare a new generation of “Destroyers” to go out into the world and make their mark.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Dunellen High School was recognized as one of America's Most Challenging High Schools for 2017 by a Washington Post study. In addition, U.S. News and World Reports ranked Dunellen High School number 36 in a survey of high schools in the state of New Jersey. The publication also awarded Dunellen High School a silver medal in its College Readiness Index two years in a row.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The 360 students in grades 9-12 challenge themselves by taking ten honors courses and seven Advanced Placement courses. During the past year, nearly 40 percent of the students were enrolled in one or more Honors or AP classes. Dunellen High School continues to participate in a dual enrollment program at Middlesex County College. All students have access to Chromebooks in their classes and each room is equipped with an interactive whiteboard to enhance the educational experience.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Boys), Soccer (Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls)</p> <p>Athletics has always been an integral part of the high school experience at Dunellen. Our teams compete in 11 different sports on a variety of levels. Destroyer Pride continues to run strong as our athletic teams continued to excel. The Boys Tennis and the Boys Track and Field teams won their respective Division titles. Several Dunellen athletes were awarded all-state, all-conference, and all-area distinctions.</p>
 <p><b>Clubs and Activities:</b></p>	<p>In addition to its full academic program, we also offer a wide array of sports, clubs, extra-curricular, and co-curricular activities. More than 80% of the student body participated in these activities during the past year. The concert and jazz bands, choir and madrigal singers entertained audiences at their annual winter and spring concerts, while the drama department packed the house in the fall and spring with splendid performances of "Twelfth Night" and "The Addams Family."</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Dunellen maintains a priority of continuous and quality professional development for its staff to the success of all of its students. Much time and care goes into the planning on the building level to make the sessions rewarding and enriching for all involved.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Currently, approximately 85% of Dunellen graduates pursue post-secondary education at colleges or universities, community colleges, or vocational-technical schools. Many have been rewarded for their fine academic efforts by gaining acceptance to such prestigious schools as Cornell, Penn State, NYU, Vassar College, Rutgers, Seton Hall, TCNJ, Colgate, the University of Virginia, the University of Alabama, Syracuse University, the University of Oregon, and the University of Miami.</p>
 <p><b>Student Supports and Services:</b></p>	<p>We as a district continue to strive to meet the needs of all of our students. DHS has a full complement of programs that assist students with disabilities in the resource or mainstream setting. The ELL program continues to serve those students learning the English language and new to our community.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Dunellen uses Genesis as its student management system, allowing parents and students to monitor their academic progress throughout the year. The Dunellen PTO is an active member of the community and helps to serve the students and staff in whatever way they can. The Booster Club, Drama Parents, and Football Fan Club all look to enrich the experience of the Dunellen student and their respective programs.</p>



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Facilities:

Dunellen High School, built during the Great Depression continues to update and renovate the facilities. Energy-efficiency has been a priority to save money and Go Green. The building was recently air conditioned to improve the educational experience for the students.



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As our students reach a pivotal crossroads in their lives, Dunellen High School looks to the future in order to prepare the next generation of "Destroyers" to make their mark on the world. We continue to change with the times in order to meet the educational needs of the students and the community. This is no easy task in this rapidly changing world, but the teachers, administrators, staff, and BOE of Dunellen have accepted the challenge of preparing our students to be successful global citizens in the 21st century. With each passing graduating class of Dunellen High School, we hope that our students bring with them fond memories, a love of learning, and a desire to carry on the traditions and history of an institution that has existed for more than 80 years - and counting.



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](mailto: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	0	13	37
KG	70	77	84
1	86	68	81
2	92	85	67
3	86	94	83
4	80	81	97
5	87	79	86
Ungraded	19	27	23
<b>Total</b>	<b>520</b>	<b>524</b>	<b>558</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	49%	46%	46%
Male	51%	54%	55%
Economically Disadvantaged Students	48%	48%	49%
Students with Disabilities	12%	16%	16%
English Learners	7%	10%	12%
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	47.5%
White	33.0%
Black or African American	12.7%
Asian	6.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	0.0%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	9	13	37
KG - Half Day	0	0	0
KG - Full Day	67	77	84

**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	61.1%
Spanish	33.2%
Vietnamese	1.3%
<i>Other</i>	4.5%



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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	244	97.0	56.90	54.00	54.90	56.9	61.6	Met Target†
White	83	95.5	68.70	66.80	63.90	68.7	65.9	Met Target
Hispanic	126	97.1	48.50	44.10	39.80	48.5	54.8	Met Target†
Black or African American	22	100.0	50.00	39.10	35.20	50	62.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.90	70.30	80.70	76.9	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	120	98.4	67.50	63.10	62.20	67.5		
Male	124	95.6	46.80	45.50	48.10	46.8		
Economically Disadvantaged Students	121	97.0	47.90	42.70	36.20	47.9	52	Met Target†
Non-Economically Disadvantaged Students	123	96.9	65.90	62.40	65.80	65.9		
Students with Disabilities	31	91.4	35.50	*	20.50	34.1	28.8	Met Target
Students without Disabilities	213	97.8	60.10	*	61.90	60.1		
English Learners	36	100.0	22.20	*	25.20	22.2	21	Met Target
Non-English Learners	208	96.5	62.90	*	57.40	62.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	25.00	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	81	747	747	749	*	16%	30%	46%	*	47%	50%
White	29	762	762	759	0%	*	*	72%	*	76%	61%
Hispanic	40	737	737	734	*	*	40%	28%	0%	28%	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	41	750	750	754	*	*	29%	49%	*	51%	55%
Male	40	743	743	745	*	*	30%	43%	*	43%	46%
Economically Disadvantaged Students	43	743	743	731	*	*	*	37%	*	37%	31%
Non-Economically Disadvantaged Students	38	751	751	762	*	*	*	55%	*	58%	63%
Students with Disabilities	12	728	728	720	*	*	*	*	*	42%	24%
Students without Disabilities	69	750	750	755	*	*	*	*	*	48%	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	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	754	754	753	*	*	23%	35%	19%	54%	56%
White	26	759	759	762	*	*	*	*	*	50%	67%
Hispanic	52	750	750	740	*	19%	19%	42%	*	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	36	767	767	758	*	*	*	47%	*	72%	61%
Male	53	746	746	749	*	*	*	26%	*	42%	51%
Economically Disadvantaged Students	41	745	745	737	*	*	*	27%	*	42%	36%
Non-Economically Disadvantaged Students	48	763	763	764	*	*	*	42%	*	65%	69%
Students with Disabilities	10	723	723	725	*	*	*	*	0%	30%	25%
Students without Disabilities	79	758	758	759	*	*	*	*	22%	57%	62%
English Learners	11	716	716	711	*	*	*	*	*	*	10%
Non-English Learners	78	760	760	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
<b>Schoolwide</b>	85	764	764	756	*	*	20%	64%	*	71%	59%
White	29	768	768	763	0%	*	*	62%	*	76%	69%
Hispanic	40	758	758	743	*	*	28%	63%	*	65%	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	49	769	769	761	*	*	*	67%	*	78%	66%
Male	36	757	757	750	*	*	*	58%	*	61%	53%
Economically Disadvantaged Students	47	759	759	740	*	*	*	62%	*	68%	40%
Non-Economically Disadvantaged Students	38	769	769	765	*	*	*	66%	*	74%	71%
Students with Disabilities	10	741	741	725	*	*	*	*	*	40%	22%
Students without Disabilities	75	767	767	762	*	*	*	*	*	75%	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%

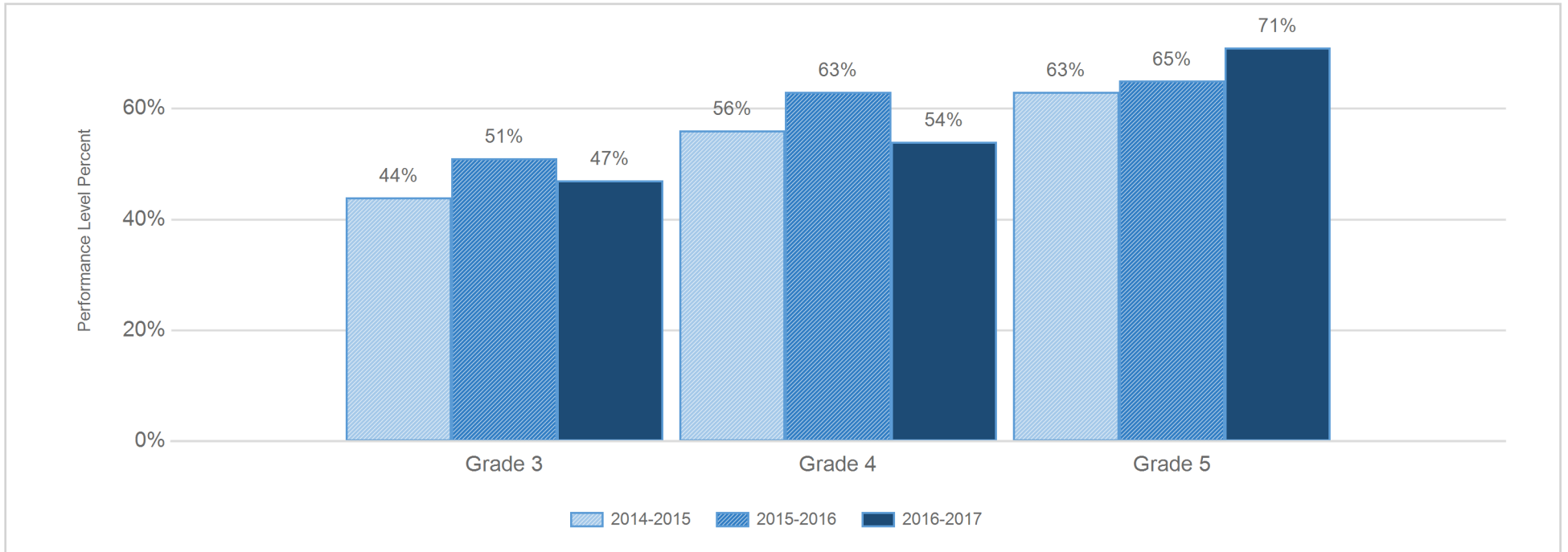


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**English Language Arts/Literacy Assessment - Performance Trends**

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	245	97.0	44.10	35.30	43.50	44.1	48.9	Met Target†
White	83	95.5	54.20	48.80	52.40	54.2	52.9	Met Target
Hispanic	127	97.2	37.80	25.90	27.60	37.8	45.2	Not Met
Black or African American	22	100.0	27.30	*	21.70	27.3	38.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.20	53.90	75.60	69.2	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	121	98.5	43.00	34.40	44.10	43		
Male	124	95.7	45.10	36.00	42.90	45.1		
Economically Disadvantaged Students	121	97.2	33.90	22.50	25.10	33.9	38.6	Met Target†
Non-Economically Disadvantaged Students	124	96.9	54.10	45.00	54.30	54.1		
Students with Disabilities	31	91.4	32.20	21.70	16.50	31	32.9	Met Target†
Students without Disabilities	214	97.9	45.80	36.90	48.80	45.8		
English Learners	37	100.0	18.90	*	23.30	18.9	17.6	Met Target
Non-English Learners	208	96.5	48.60	*	45.20	48.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	25.00	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	747	747	751	*	15%	35%	41%	*	45%	53%
White	29	757	757	759	*	*	35%	52%	*	59%	63%
Hispanic	41	744	744	738	*	*	24%	46%	0%	46%	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	42	744	744	751	*	*	36%	36%	*	41%	52%
Male	41	750	750	751	*	*	34%	46%	*	49%	53%
Economically Disadvantaged Students	45	744	744	736	*	*	40%	38%	*	38%	34%
Non-Economically Disadvantaged Students	38	750	750	761	*	*	29%	45%	*	53%	65%
Students with Disabilities	12	731	731	729	*	*	*	*	*	25%	29%
Students without Disabilities	71	749	749	755	*	*	*	*	*	48%	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	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	94	744	744	747	*	17%	34%	34%	*	40%	47%
White	26	752	752	755	*	*	*	*	*	46%	59%
Hispanic	57	738	738	734	*	21%	33%	32%	*	35%	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	39	745	745	747	*	*	36%	36%	*	41%	47%
Male	55	743	743	747	*	*	33%	33%	*	40%	48%
Economically Disadvantaged Students	44	738	738	732	*	*	34%	32%	*	34%	27%
Non-Economically Disadvantaged Students	50	749	749	757	*	*	34%	36%	*	46%	61%
Students with Disabilities	10	715	715	724	*	*	0%	*	*	40%	22%
Students without Disabilities	84	747	747	751	*	*	38%	*	*	41%	52%
English Learners	16	716	716	716	*	*	*	*	*	*	12%
Non-English Learners	78	749	749	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
<b>Schoolwide</b>	86	745	745	747	*	23%	33%	38%	*	43%	46%
White	29	753	753	754	0%	*	*	45%	*	55%	57%
Hispanic	41	738	738	735	*	24%	44%	29%	*	29%	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	50	746	746	747	*	*	34%	34%	*	42%	47%
Male	36	745	745	746	*	*	31%	44%	*	44%	46%
Economically Disadvantaged Students	48	738	738	732	*	*	*	25%	*	27%	27%
Non-Economically Disadvantaged Students	38	755	755	756	*	*	*	55%	*	63%	59%
Students with Disabilities	10	734	734	725	*	*	*	*	*	30%	19%
Students without Disabilities	76	747	747	751	*	*	*	*	*	45%	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%

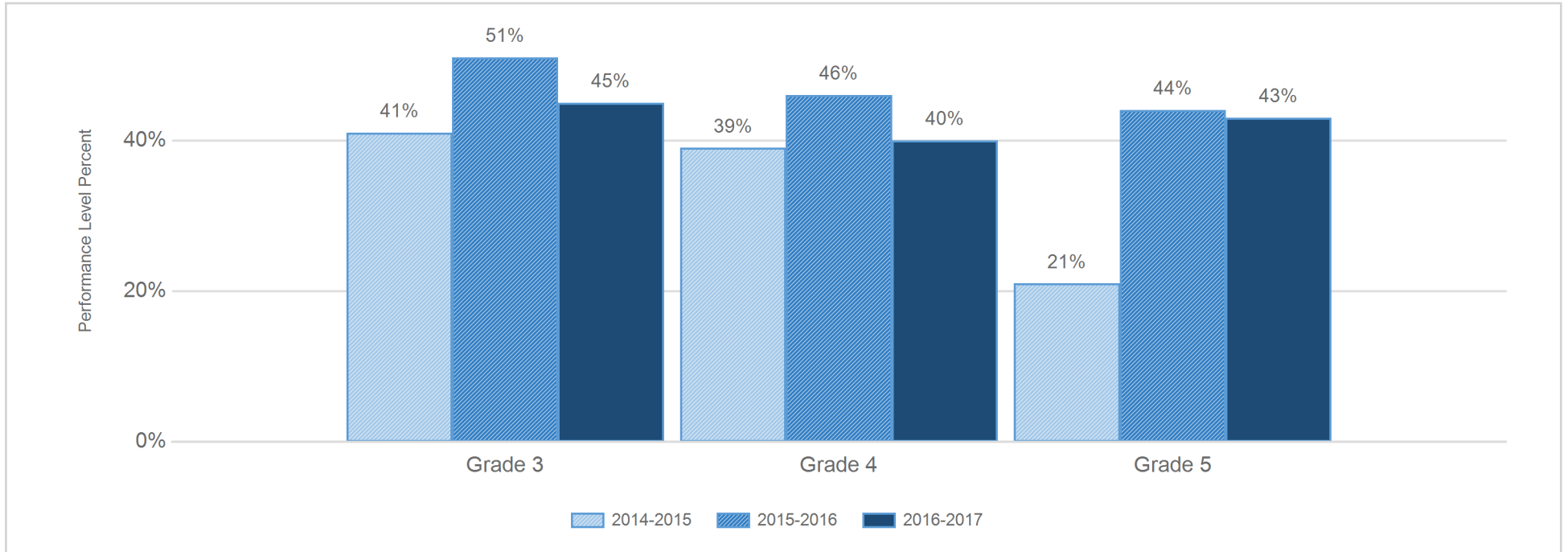


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**Mathematics Assessment – Performance Trends**

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	29	86.2%	13.8%
2	13	69.2%	30.8%
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.

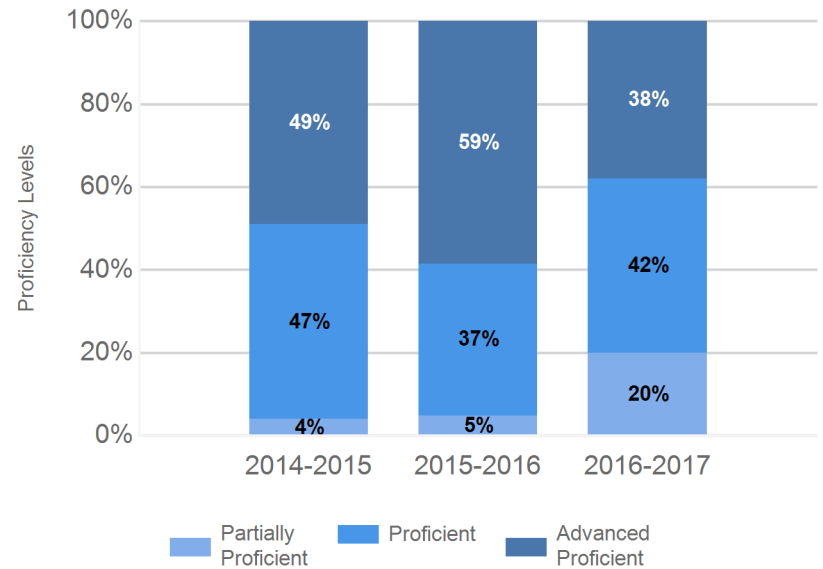
**NJASK Science Assessment Performance: Grade 4**

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	38%	42%	20%
White	55%	*	7%
Hispanic	25%	48%	27%
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	25%	47%	29%
Students with Disabilities	33%	33%	33%
English Learners	6%	38%	56%

**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	54	42	50	Met Target	43.5	50	50	Met Target
White	64	40	50	Exceeds Target	43.5	46	52	Met Target
Hispanic	53	43	49	Met Target	41	54	47	Met Target
Black or African American	42	39	45	**	47	*	43	**
Asian, Native Hawaiian, or Pacific Islander	42	41	60	**	43	*	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	46	40	47	Met Target	37	45.5	46	Not Met
Students with Disabilities	32	26	41	**	29	*	43	**
English Learners	54	51	53	Met Target	55	55	51	Met 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:

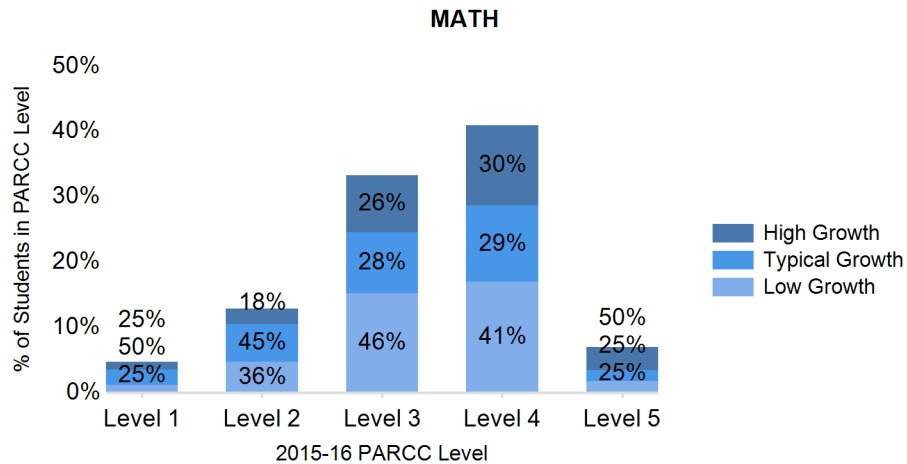
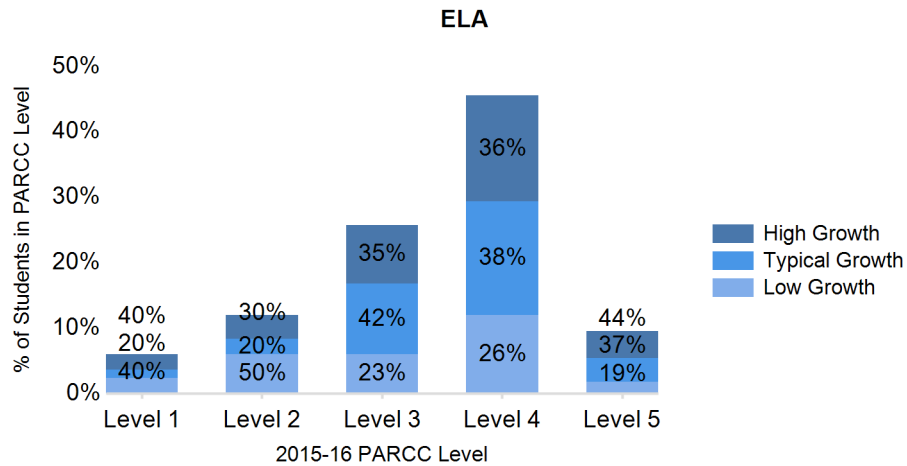
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

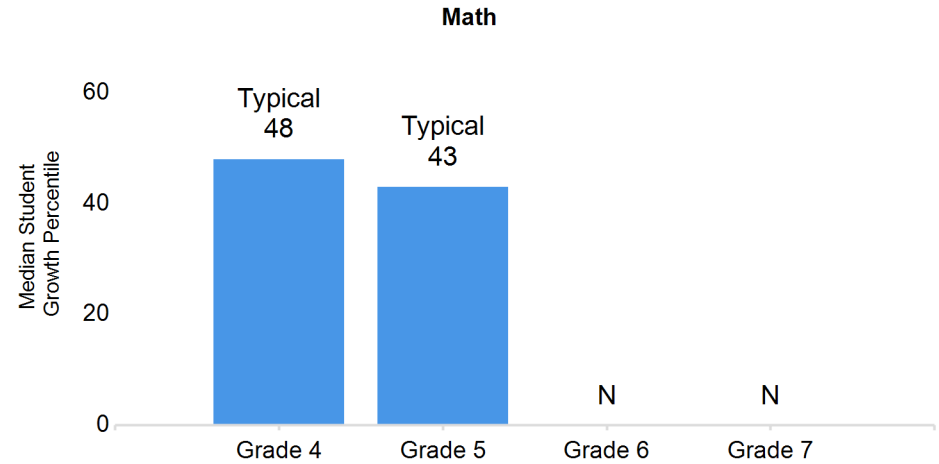
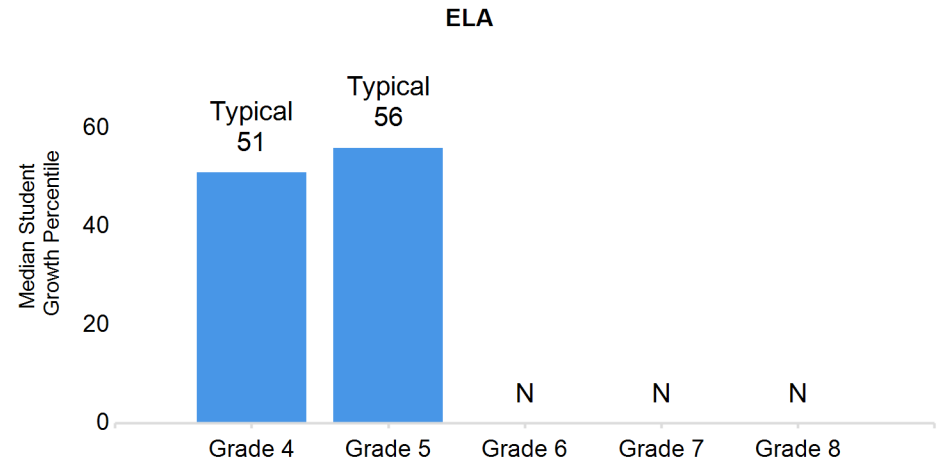
**Student Growth by Performance Level**

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**

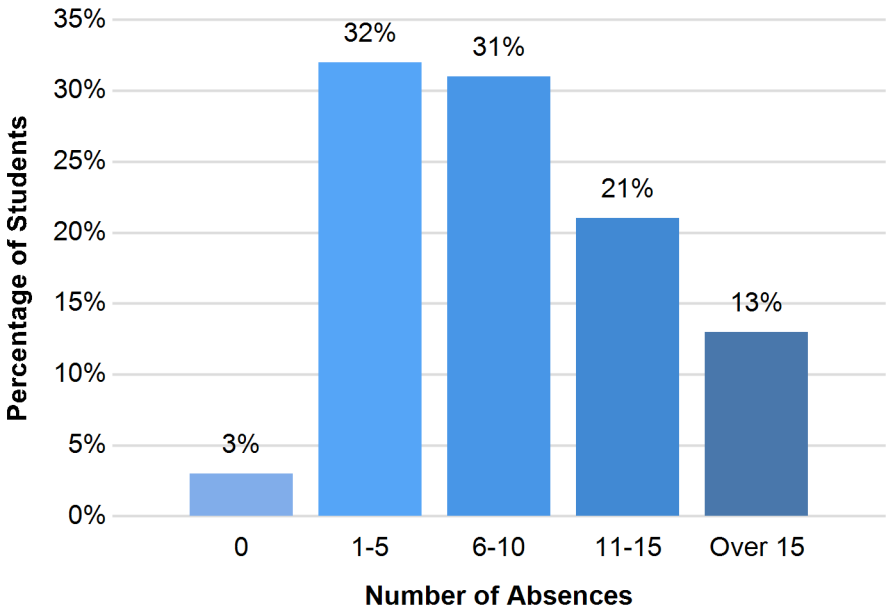
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	8.40	Met Target
White	8.10	8.40	Met Target
Hispanic	7.30	8.40	Met Target
Black or African American	6.80	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.60	8.40	Not Met
Students with Disabilities	12.10	8.40	Not Met
English Learners	1.70	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.



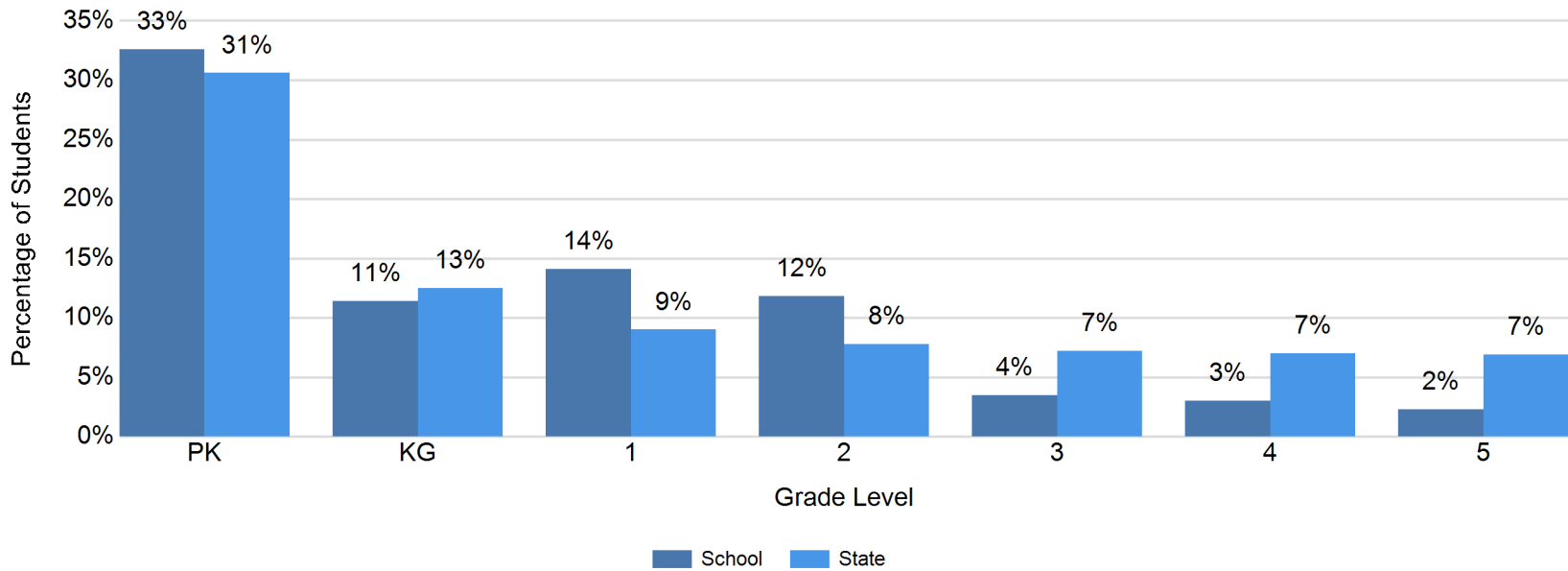


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**Chronic Absenteeism by Grade**

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	8:15AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 10 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)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.90

**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	0.5%
Any Suspension	0.5%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	837.5 kbps	100 kbps	Yes	N	Fiber	N

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$529	\$11,932	\$12,461



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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	45	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	10.5	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	10	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	80%	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	186:1	119:1
Librarian/Media Specialists		1194:1
Nurses		597:1
Counselors		299:1
Child Study Team		398:1



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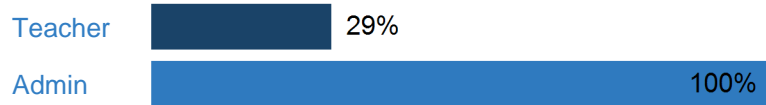
**Teachers and Administrators - Level of Education**

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	85%	89%
2015-16 Administrators: Same district 2016-17	70%	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	53.7	17.5%
Mathematics Proficiency	47.3	17.5%
English Language Arts Growth	64.1	25.0%
Mathematics Growth	26.8	25.0%
Chronic Absenteeism	52.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		48.3
<b>Summative Rating:</b> Percentile rank of Summative Score		47.1
<b>Requires Comprehensive Support:</b> 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	48.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	49.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	55.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	52.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	58.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Lubisco	<b>Email Address:</b>	<a href="mailto:lubiscog@dunellenschools.org">lubiscog@dunellenschools.org</a>
<b>Address:</b>	400 HIGH STREET DUNELLEN, NJ 08812	<b>Website:</b>	<a href="http://dunellenschools.org/dps/Faber/Faber%20Home/">http://dunellenschools.org/dps/Faber/Faber%20Home/</a>
<b>Phone:</b>	(732)968-5311	<b>Twitter:</b>	<a href="https://twitter.com/jpfaberschool?lang=en">https://twitter.com/jpfaberschool?lang=en</a>

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"> <li>• We are implementing the Rutgers University’s Boggs Center Positive Behavior Support In Schools (PBSIS) program.</li> <li>• Technology infused into every school day, with grades 3-5 utilizing 1:1 Chromebooks.</li> <li>• Wilson trained staff members identify and support students using multi-sensory approach to reading.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>To prepare our students to meet the academic, emotional, and social challenges of the future by providing them with the essential skills necessary to acquire a common body of knowledge and understanding in accordance with the NJSLs. To provide a safe, caring and stimulating learning environment where students respect themselves and others, share their talents with the wider community and recognize the need to pursue excellence in their lives.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We have been accepted into Rutgers University’s Boggs Center Positive Behavior Support In Schools (PBSIS) program. The framework of this program is specific to addressing the continuum of behavior, conduct, and climate needs within our school. With the guidance of an assigned Coach, the Faber School team is implementing an integrated system that encourages pro-social behaviors and provides teachers with an array of positive and proactive “Try First” strategies.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Faber School offers a comprehensive elementary curriculum. The district continued the implementation of the New Jersey Student Learning Standards (NJSLS) through the use of EnVisions Math, Reading Wonders, and Lucy Calkins Writer’s Workshop. These programs encourage children to think, read, and write critically. The instructional program also includes social studies, science, art, music, technology, physical education, library-media skills, health, family life, character education, and Spanish.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Faber School offers students musical activities that begins with the recorder in grade 3, the option to select an instrument in grades 4-5, and a before school choral group in grades 4-5. Our chess club ranks among the best in the state. The after school Newspaper Club provides students with an opportunity to develop an interest in writing. For students who have an interest in leadership and extracurricular activities, a Student Council, Safety Patrol and the Juggling Club are options.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Faber School continues to offer the “Extended Day After-School Program.” This program provided by the Dunellen Board of Education offers students with the opportunity to remain at school in a supervised setting until 6:00 p.m. and receive academic support as well as an opportunity to interact socially. Academic after school programs are also offered, where students receive help in reading, mathematics, and organizational skills.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Faber School is deeply committed to professional development with professional days embedded into the schedule. Teachers are encouraged to participate in outside workshops and turnkey their learning at monthly Edcamps. Our teachers collaborate as members of organizational committees charged with launching and managing school wide initiatives. The improvement of teacher pedagogy is essential so that our teachers can deliver the caliber of education that ensures that our students are successful.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Faber school houses several special education programs including one preschool disabled class, two preschool integrated classes, and two multiple disability classes. Our special education population is mainstreamed into classes as often as possible when appropriate. Students who have been identified as being in need of additional support and remediation are serviced through a Basic Skills Support program. Faber School offers an English as a Second Language Program to provide targeted support.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Intervention and Referral Services identify academic and emotional needs of students in order to develop action plans. An integrated and assertive anti-harassment, intimidation and bullying program has helped build a safe educational climate in which students can feel comfortable to learn and be themselves. Finally, a full time nurse is housed in the school to attend to the medical needs of the students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Faber School students are very fortunate to have a very involved and supportive PTO. Parents and teachers organize activities for the students creating an enriching environment for the entire school community. The activities and events take place before, during and after school.</p>





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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Multiple school climate surveys were conducted to support transparency and collaboration with the school community. The School Culture and Climate Committee conducted their yearly survey of students, parents, and teachers utilizing google forms. The Administrative team conducted periodic surveys of the students, parents, and teachers to monitor the progress of school initiatives. The results of the surveys communicated a safe student body, a supportive parental base, and a dedicated faculty.</p>
 <p><b>Facilities:</b></p>	<p>Faber School is a rectangle shaped building with an open courtyard in the middle. There have been recent renovations to the gymnasium, the 5th grade classrooms, and the library. Each room has central air conditioning or a window unit to alleviate discomfort during the fall and spring. The building supports the arts through a separate vocal music, instrumental music, and art room.</p>



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School Narrative

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Other Information:

The Pre-School program provides two settings to meet the needs of all learners. Both settings at Faber School provide instruction, utilizing the Tools of the Mind Curriculum with the goal of developing instructional techniques, that emphasizes both the development of underlying cognitive skills and the development of academic skills in core subjects. The pre-school self-contained setting provides individualized instruction for students with special needs. The inclusive program provides students with special needs and general education students the opportunity to learn together and from each other. The core of this program is to amplify development in young children. Each pre-school teacher and paraprofessional has undergone rigorous professional development to ensure the success of each student. The training will continue to ensure learning and development is ongoing and successful. Also several of our special education and regular education teachers have been trained in the Wilson Reading Program, which is a multi-sensory teaching approach to reading. Students who were identified as needing this multi-sensory approach to reading were able to work with these teachers in order for them to complete this year-long program successfully. These students showed much improvement in their phonics and phonemic awareness and will continue the program throughout the year.




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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](mailto: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	101	81	80
7	89	106	75
8	97	86	108
Ungraded	7	6	10
<b>Total</b>	<b>294</b>	<b>279</b>	<b>273</b>

### 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%	46%	46%
Male	54%	55%	54%
Economically Disadvantaged Students	41%	46%	46%
Students with Disabilities	11%	12%	10%
English Learners	2%	4%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			3%

### 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	45.1%
White	38.5%
Black or African American	10.6%
Asian	5.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

### Enrollment by Home Language

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

Home Language	% of Students
English	56.0%
Spanish	35.2%
Tagalog	1.5%
Arabic	1.5%
Vietnamese	1.1%
<i>Other</i>	4.8%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	244	95.5	50.40	54.00	54.90	50.4	54.5	Met Target†
White	99	95.2	61.60	66.80	63.90	61.6	64.3	Met Target†
Hispanic	108	97.4	41.60	44.10	39.80	41.6	49.7	Not Met
Black or African American	24	86.7	33.30	39.10	35.20	30.1	17.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.30	70.30	80.70	69.3	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	115	96.7	58.30	63.10	62.20	58.3		
Male	129	94.4	43.40	45.50	48.10	43		
Economically Disadvantaged Students	97	92.0	36.10	42.70	36.20	34.8	38.5	Met Target†
Non-Economically Disadvantaged Students	147	98.0	59.90	62.40	65.80	59.9		
Students with Disabilities	24	92.9	*	*	20.50	*	7.2	Met Target
Students without Disabilities	220	95.8	*	*	61.90	*		
English Learners	19	100.0	15.80	*	25.20	15.8	**	**
Non-English Learners	225	95.1	53.30	*	57.40	53.3		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	754	754	752	*	*	32%	37%	*	51%	54%
White	31	760	760	758	*	*	*	36%	*	58%	63%
Hispanic	32	750	750	740	*	*	31%	47%	*	50%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	39	756	756	758	*	*	*	31%	*	46%	61%
Male	36	752	752	746	*	*	*	44%	*	56%	46%
Economically Disadvantaged Students	30	742	742	737	*	*	40%	*	*	33%	34%
Non-Economically Disadvantaged Students	45	762	762	761	*	*	27%	*	*	62%	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	75	754	754	753	*	*	32%	37%	*	51%	*
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	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	752	752	756	*	*	27%	40%	16%	56%	59%
White	29	765	765	764	*	*	*	41%	*	72%	69%
Hispanic	28	742	742	742	*	*	36%	43%	0%	43%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	31	764	764	764	*	*	*	48%	*	74%	68%
Male	37	742	742	749	*	*	*	32%	*	41%	51%
Economically Disadvantaged Students	29	737	737	739	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	39	763	763	766	*	*	*	*	*	72%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	*	708	*	*	*	*	*	*	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
<b>Schoolwide</b>	109	746	746	757	16%	17%	22%	28%	17%	46%	59%
White	39	763	763	764	*	*	*	26%	31%	56%	68%
Hispanic	53	732	732	742	25%	*	23%	28%	*	36%	44%
Black or African American	11	731	731	738	*	*	*	*	*	36%	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	N	N	N	758	N	N	N	N	N	N	60%
Female	47	757	757	766	*	*	*	30%	*	57%	68%
Male	62	738	738	749	*	*	*	27%	*	37%	50%
Economically Disadvantaged Students	44	733	733	739	*	*	25%	36%	*	39%	40%
Non-Economically Disadvantaged Students	65	755	755	766	*	*	20%	23%	*	51%	69%
Students with Disabilities	17	695	695	718	*	*	*	*	*	*	18%
Students without Disabilities	92	756	756	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%

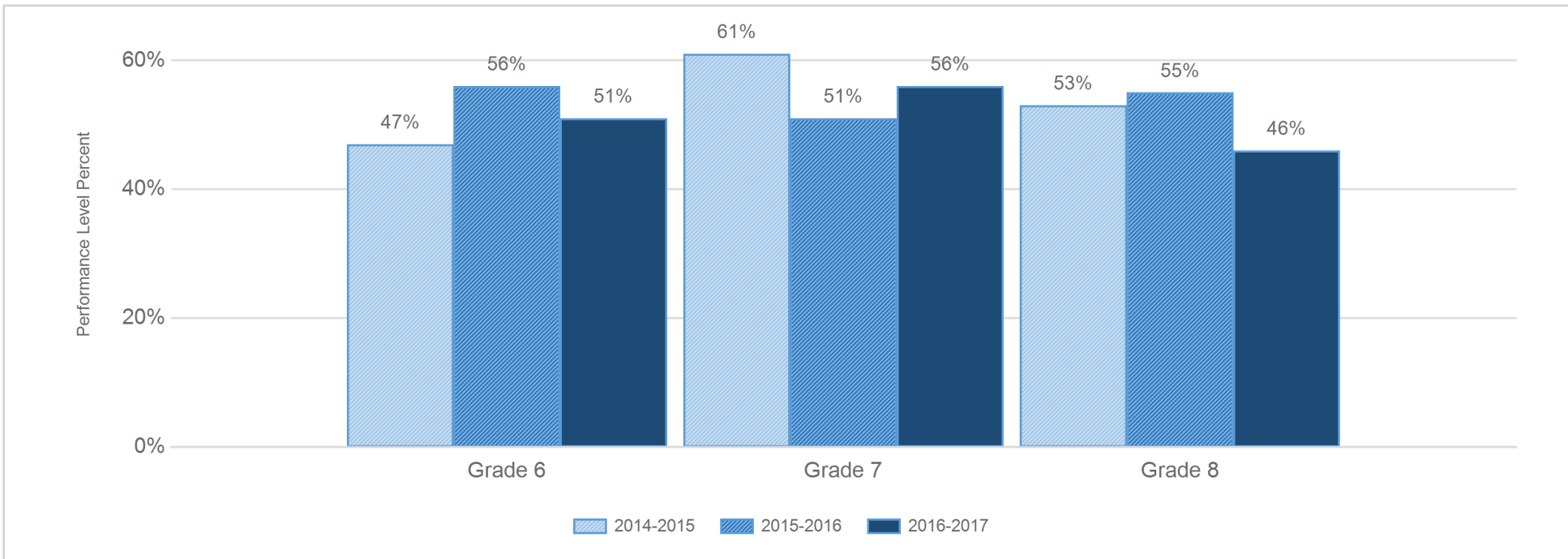


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**English Language Arts/Literacy Assessment - Performance Trends**

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	251	95.6	35.10	35.30	43.50	35.1	40.6	Not Met
White	99	95.2	52.50	48.80	52.40	52.5	49	Met Target
Hispanic	113	97.6	20.40	25.90	27.60	20.4	31.2	Not Met
Black or African American	24	86.7	16.70	*	21.70	15	24	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.00	53.90	75.60	60	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	119	96.9	35.30	34.40	44.10	35.3		
Male	132	94.6	34.90	36.00	42.90	34.6		
Economically Disadvantaged Students	102	92.5	15.70	22.50	25.10	15.2	30.5	Not Met
Non-Economically Disadvantaged Students	149	98.1	48.40	45.00	54.30	48.4		
Students with Disabilities	24	92.9	12.50	21.70	16.50	12.1	13.7	Met Target†
Students without Disabilities	227	96.0	37.40	36.90	48.80	37.4		
English Learners	26	100.0	15.40	*	23.30	15.4	N	N
Non-English Learners	225	95.1	37.30	*	45.20	37.3		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	741	741	743	*	22%	37%	30%	*	36%	44%
White	31	750	750	751	0%	*	*	39%	*	52%	54%
Hispanic	36	735	735	731	*	*	47%	*	*	25%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	43	739	739	745	*	*	44%	23%	*	28%	45%
Male	38	744	744	742	*	*	29%	37%	*	45%	43%
Economically Disadvantaged Students	34	732	732	728	*	*	41%	*	*	15%	24%
Non-Economically Disadvantaged Students	47	748	748	752	*	*	34%	*	*	51%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	746	746	741	*	*	49%	34%	*	39%	40%
White	29	753	753	748	*	*	*	52%	*	62%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	31	753	753	743	*	*	39%	*	*	55%	41%
Male	39	741	741	740	*	*	56%	*	*	26%	38%
Economically Disadvantaged Students	30	740	740	729	*	*	70%	*	*	17%	22%
Non-Economically Disadvantaged Students	40	751	751	749	*	*	33%	*	*	55%	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	*	*	*	708	*	*	*	*	*	*	*

\*\*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
<b>Schoolwide</b>	88	719	719	728	25%	31%	30%	15%	0%	15%	28%
White	25	727	727	736	*	40%	*	*	0%	24%	35%
Hispanic	49	713	713	721	*	*	*	*	*	*	21%
Black or African American	11	717	717	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	35	715	715	730	29%	31%	29%	*	*	11%	30%
Male	53	722	722	725	23%	30%	30%	*	*	17%	26%
Economically Disadvantaged Students	43	716	716	719	*	30%	26%	*	*	14%	19%
Non-Economically Disadvantaged Students	45	722	722	734	*	31%	33%	*	*	16%	34%
Students with Disabilities	17	686	686	705	*	*	*	*	*	*	*
Students without Disabilities	71	727	727	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	*	*	*	713	*	*	*	*	*	*	*

\*\*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
<b>Schoolwide</b>	23	773	738	743	0%	0%	*	83%	*	91%	42%
White	14	769	745	751	0%	0%	*	79%	*	86%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	13	767	735	744	0%	0%	*	*	*	85%	43%
Male	10	780	740	741	0%	0%	*	*	*	100%	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	23	773	743	747	0%	0%	*	83%	*	91%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	23	773	*	745	0%	0%	*	83%	*	91%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

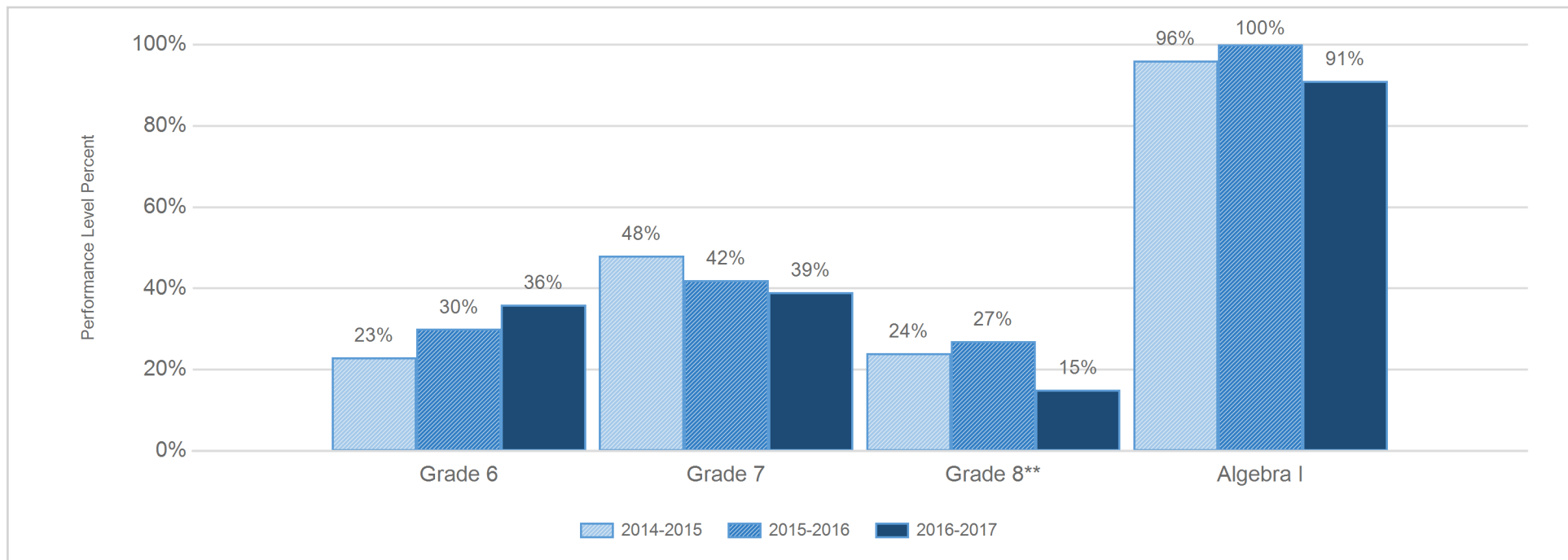


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**Mathematics Assessment – Performance Trends**

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



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



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## Alternate Assessments - Participation

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

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

## English Language Proficiency Test - Participation and Performance

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

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



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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.

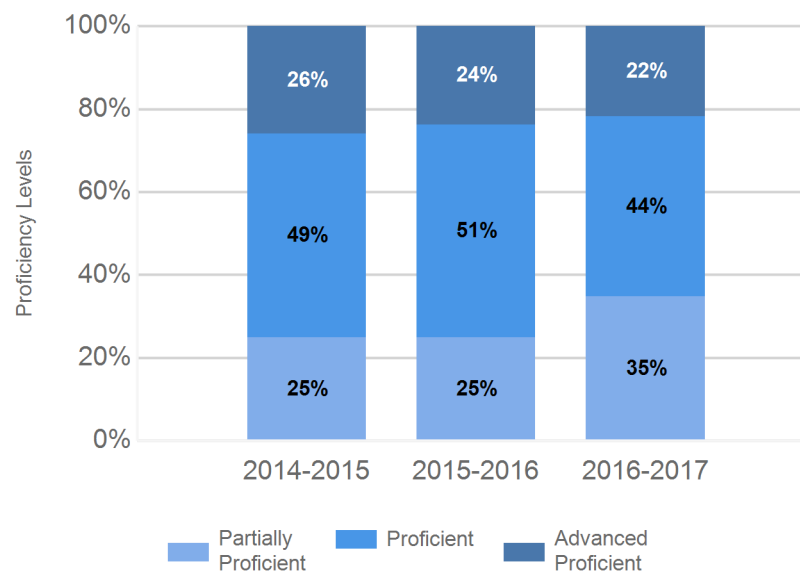
**NJASK Science Assessment Performance: Grade 8**

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	22%	44%	35%
White	*	52%	19%
Hispanic	18%	35%	47%
Black or African American	N	*	50%
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	13%	38%	49%
Students with Disabilities	N	22%	78%
English Learners	N	N	*

**NJASK Science Assessment Performance Trends: Grade 8**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	36	42	50	Not Met	56	50	50	Met Target
White	35	40	50	Not Met	52	46	52	Met Target
Hispanic	37	43	49	Not Met	62.5	54	47	Exceeds Target
Black or African American	37.5	39	45	Not Met	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	35	41	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	34	40	47	Not Met	50.5	45.5	46	Met Target
Students with Disabilities	25	26	41	Not Met	*	*	43	**
English Learners	45	51	53	**	67	55	51	**

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



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

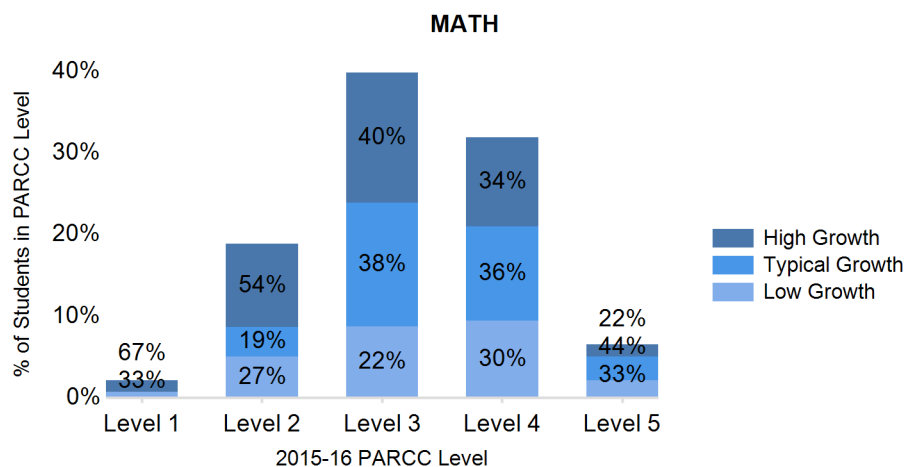
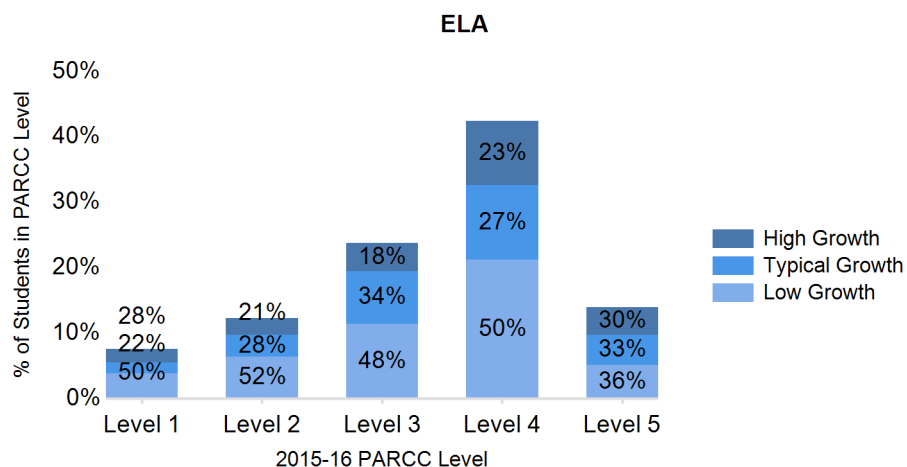
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

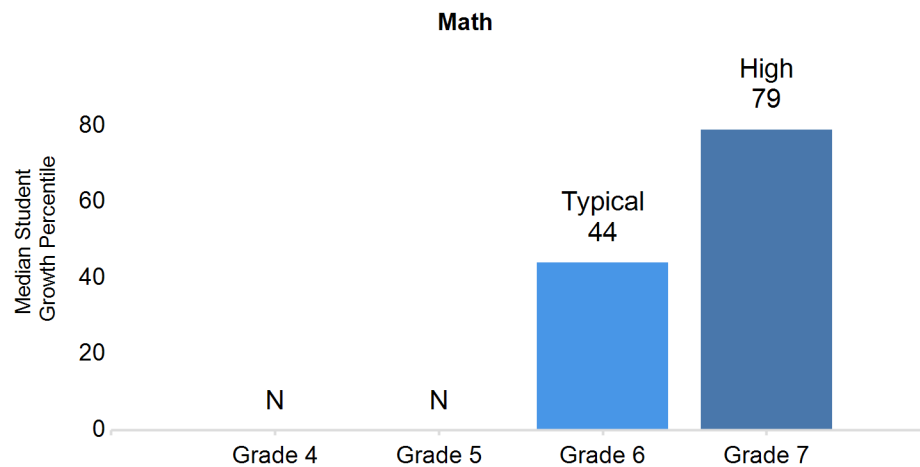
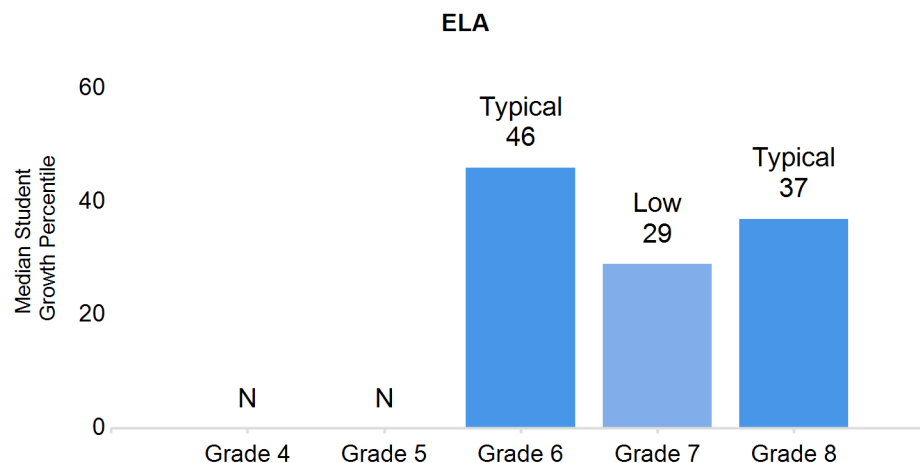
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows 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	86
7	0	0	83
8	24	0	92
Schoolwide	24	0	261

## 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	80	0	0	0	0	0	0
7	65	23	0	0	0	0	0
8	93	23	0	0	0	0	0
Schoolwide	238	46	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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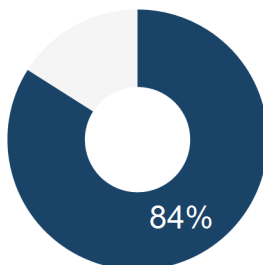
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### Visual and Performing Arts – Course Participation

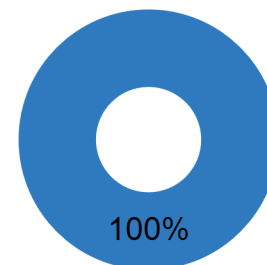
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

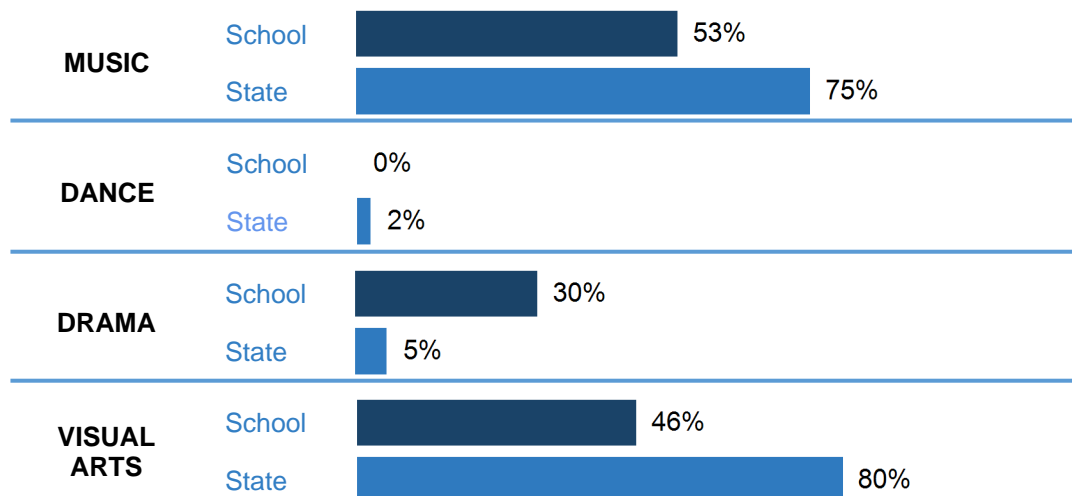


School



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**

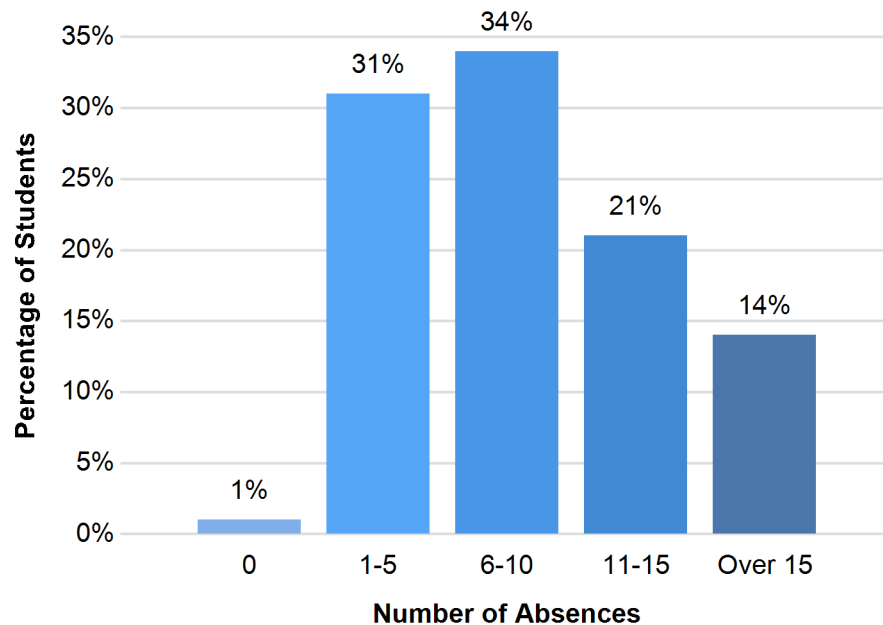
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	8.70	Met Target
White	9.70	8.70	Not Met
Hispanic	5.70	8.70	Met Target
Black or African American	10.30	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	8.00	8.70	Met Target
Students with Disabilities	11.10	8.70	Not Met
English Learners	N	**	**

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

**Days Absent**

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



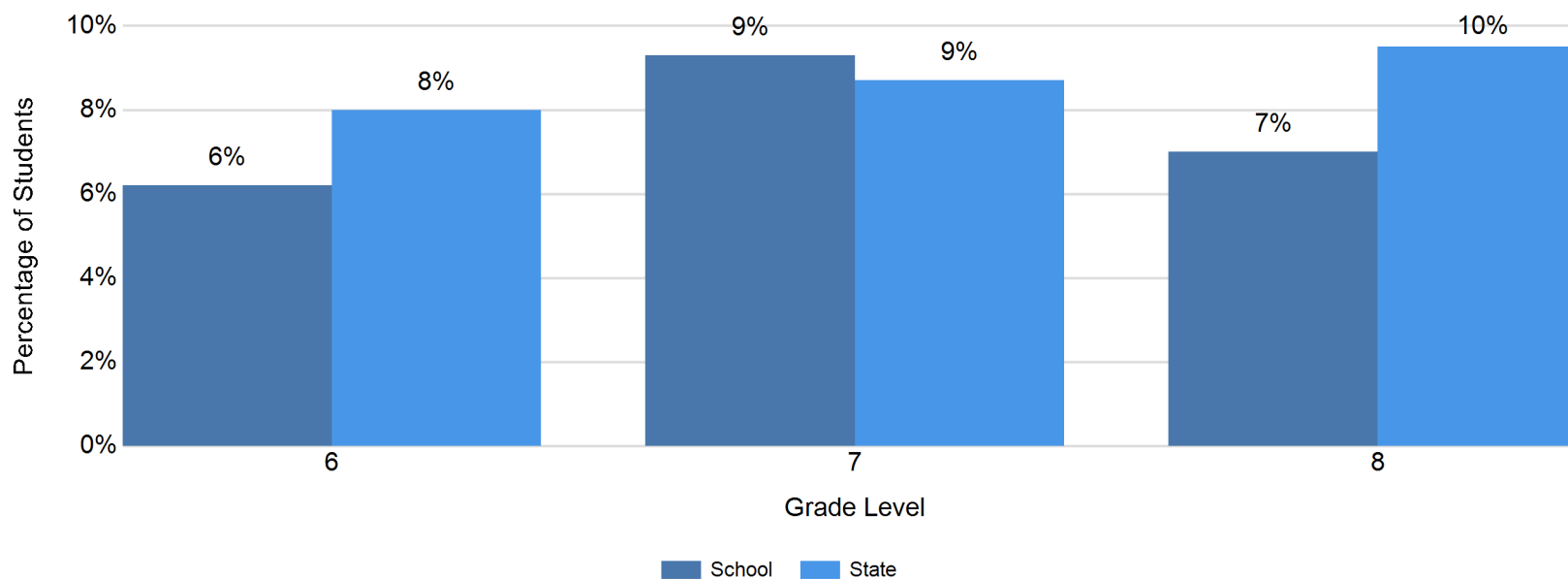


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### Chronic Absenteeism by Grade

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





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## School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 52 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	3
Incidents Per 100 Students Enrolled	1.10

## 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	1.2:1	837.5 kbps	100 kbps	Yes	N	Fiber	N

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$529	\$11,932	\$12,461



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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	37	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.7	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	10	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	80%	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	7:1	12:1
Administrators	137:1	119:1
Librarian/Media Specialists		1194:1
Nurses		597:1
Counselors		299:1
Child Study Team		398:1



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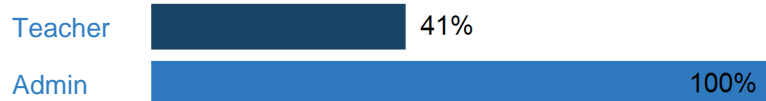
**Teachers and Administrators - Level of Education**

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	85%	89%
2015-16 Administrators: Same district 2016-17	70%	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	33.1	17.5%
Mathematics Proficiency	23.9	17.5%
English Language Arts Growth	7.2	25.0%
Mathematics Growth	70.0	25.0%
Chronic Absenteeism	46.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		36.3
<b>Summative Rating:</b> Percentile rank of Summative Score		28.0
<b>Requires Comprehensive Support:</b> 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	36.3	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
White	30.7	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Hispanic	47.9	11.9	No	Not Met	Not Met	Met Target	Not Met	Exceeds Target	No
Black or African American	33.8	11.9	No	Met Target	Met Target†	Not Met	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	38.0	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Students with Disabilities	23.3	11.9	No	Met Target	Met Target†	Not Met	Not Met	**	No
English Learners	**	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



**Lincoln Middle School**  
**2016-2017**  
**Grade Span 06-08**

23-1140-060  
 MIDDLESEX  
 DUNELLEN BORO  
 400 DUNELLEN AVENUE  
 DUNELLEN, NJ 08812

School General Info

<b>Principal:</b>	Mr. Altmire	<b>Email Address:</b>	<a href="mailto:altmirer@dunellenschools.org">altmirer@dunellenschools.org</a>
<b>Address:</b>	400 DUNELLEN AVENUE DUNELLEN, NJ 08812	<b>Website:</b>	<a href="http://www.dunellenschools.org">www.dunellenschools.org</a>
<b>Phone:</b>	(732)968-0885		

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"> <li>• Technology is a part of each school day, with all students having access to personal Chromebooks.</li> <li>• Cycle Classes are offered to capture student interest.</li> <li>• Offers five sports and various activities for students to get involved with after school.</li> </ul>
<p>Mission, Vision, Theme:</p>	<p>The mission of The Dunellen Public Schools is to prepare our students to meet the academic, emotional, and social challenges of the future by providing them with the essential skills.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Lincoln Middle School's team model continues to yield great results. All core teachers meet each day and share information regarding student academics, as well as behavioral issues.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Lincoln Middle School offers a comprehensive middle school curriculum consisting of core academic courses in science, language arts, mathematics and social studies, as well as cycle classes comprising music, art, drama, computers, career exploration, current events, library skills, astronomy, social skills and contemporary issues.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls)</p> <p>Students have the opportunity to participate in cross country, basketball, baseball, softball and track.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students at Lincoln Middle School have the opportunity to participate in a wide range of co-curricular activities, including Music, Drama, Spanish Club, Yearbook Committee and Student Council.</p>
 <p><b>Before and After School Programs:</b></p>	<p>A Basic Skills Math Program is offered to students after school.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>During in-service days, teachers completed training in the area of bullying, sexual harassment, and collaborative teaching. Teachers of all disciplines articulated with the elementary and high school teachers in order to further develop a seamless progression in their subject matter.</p>
 <p><b>Student Supports and Services:</b></p>	<p>A part time ELL Teacher works in the building and supports academic areas.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Health classes are offered to all students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>PTO is an active group within the school. A parent portal is available.</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>A school survey is completed annually.</p>
 <p>Facilities:</p>	<p>Lincoln Middle School was opened in 2006 and is in excellent condition.</p>



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Lincoln Middle School is an excellent school, which provides a safe environment that is conducive to student growth.



Other Information: