



**Eric S. Smith Middle School**  
**2016-2017**

**Grade Span 06-08**

03-4310-055  
BERGEN  
RAMSEY BORO  
2 MONROE STREET  
RAMSEY, NJ 07446-1411

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



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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	236	261	240
7	241	239	263
8	266	241	241
Ungraded	8	9	11
<b>Total</b>	<b>751</b>	<b>750</b>	<b>755</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	47%	47%	49%
Male	53%	53%	51%
Economically Disadvantaged Students	5%	4%	5%
Students with Disabilities	13%	12%	11%
English Learners	0%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	80.0%
Asian	10.2%
Hispanic	6.4%
Black or African American	0.8%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.5%

### 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	93.6%
Spanish	2.1%
Korean	1.1%
<i>Other</i>	2.9%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	714	97.6	81.80	79.00	54.90	81.8	76.6	Met Goal
White	576	97.4	83.00	81.20	63.90	83	76	Met Goal
Hispanic	44	97.9	61.30	51.20	39.80	61.3	60.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	69	100.0	89.90	87.00	80.70	89.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	19	95.0	78.90	87.10	54.90	78.9	N	N
Female	356	98.4	88.80	86.20	62.20	88.8		
Male	358	96.9	74.80	72.40	48.10	74.8		
Economically Disadvantaged Students	33	97.4	30.30	33.80	36.20	30.3	38.5	Met Target†
Non-Economically Disadvantaged Students	681	97.7	84.30	81.70	65.80	84.3		
Students with Disabilities	90	93.0	38.90	37.20	20.50	37.9	29	Met Target
Students without Disabilities	624	98.3	88.00	85.10	61.90	88		
English Learners	10	100.0	20.00	24.30	25.20	20	**	**
Non-English Learners	704	97.6	82.70	80.30	57.40	82.7		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	237	771	771	752	*	*	18%	47%	30%	77%	54%
White	185	770	770	758	*	*	19%	50%	28%	78%	63%
Hispanic	21	764	764	740	0%	*	*	*	*	57%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	792	792	776	0%	0%	*	*	62%	95%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	120	779	779	758	*	*	15%	41%	41%	82%	61%
Male	117	763	763	746	*	*	21%	53%	20%	73%	46%
Economically Disadvantaged Students	13	738	738	737	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	224	773	773	761	*	*	*	*	*	80%	65%
Students with Disabilities	25	733	733	722	*	*	48%	*	*	24%	17%
Students without Disabilities	212	775	775	758	*	*	14%	*	*	84%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	237	771	771	753	*	*	18%	47%	30%	77%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	261	782	782	756	*	*	12%	38%	48%	87%	59%
White	204	780	780	764	*	*	12%	41%	46%	87%	69%
Hispanic	12	775	775	742	0%	0%	*	*	*	83%	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	35	794	794	784	0%	*	*	*	69%	91%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	127	791	791	764	*	*	*	33%	62%	95%	68%
Male	134	773	773	749	*	*	*	43%	35%	78%	51%
Economically Disadvantaged Students	11	757	757	739	*	*	*	*	*	64%	40%
Non-Economically Disadvantaged Students	250	783	783	766	*	*	*	*	*	88%	70%
Students with Disabilities	29	754	754	719	*	*	35%	*	*	52%	19%
Students without Disabilities	232	785	785	763	*	*	9%	*	*	91%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	241	776	776	757	*	*	12%	50%	32%	82%	59%
White	201	778	778	764	*	*	10%	52%	32%	85%	68%
Hispanic	13	763	763	742	*	*	*	*	*	62%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	772	772	786	*	*	*	*	*	71%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	120	785	785	766	*	*	*	49%	40%	89%	68%
Male	121	767	767	749	*	*	*	51%	23%	74%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	34	740	740	718	*	*	29%	32%	*	41%	18%
Students without Disabilities	207	782	782	764	*	*	9%	53%	*	88%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

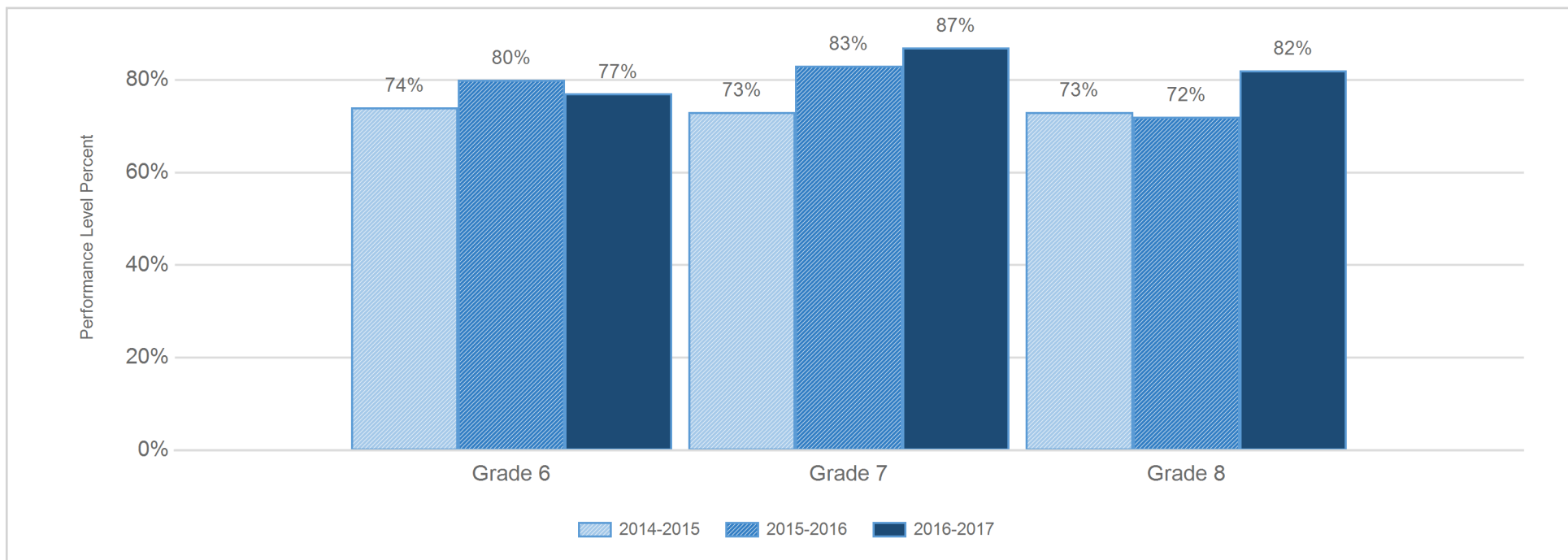


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**English Language Arts/Literacy Assessment - Performance Trends**

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	712	97.1	61.50	64.10	43.50	61.5	61.5	Met Target
White	573	96.7	60.10	64.80	52.40	60.1	60.1	Met Target
Hispanic	45	100.0	44.40	39.70	27.60	44.4	45	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	69	98.7	84.10	81.30	75.60	84.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	19	95.0	78.90	80.70	44.90	78.9	N	N
Female	355	97.6	66.20	68.50	44.10	66.2		
Male	357	96.6	56.80	60.30	42.90	56.8		
Economically Disadvantaged Students	32	94.7	28.20	26.50	25.10	28.2	28.1	Met Target
Non-Economically Disadvantaged Students	680	97.2	63.10	66.30	54.30	63.1		
Students with Disabilities	89	92.9	12.30	14.40	16.50	12.1	19.2	Not Met
Students without Disabilities	623	97.7	68.50	71.20	48.80	68.5		
English Learners	10	80.0	20.00	27.80	23.30	20	**	**
Non-English Learners	702	97.5	62.10	65.00	45.20	62.1		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

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<b>Schoolwide</b>	238	754	754	743	5%	11%	26%	45%	13%	58%	44%
White	185	754	754	751	*	*	29%	46%	11%	57%	54%
Hispanic	22	738	738	731	*	*	*	*	*	41%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	21	776	776	771	0%	0%	*	57%	*	91%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	120	756	756	745	*	*	20%	47%	*	63%	45%
Male	118	752	752	742	*	*	31%	43%	*	53%	43%
Economically Disadvantaged Students	13	718	718	728	*	*	*	*	*	15%	24%
Non-Economically Disadvantaged Students	225	756	756	752	*	*	*	*	*	61%	56%
Students with Disabilities	25	722	722	717	*	*	*	*	0%	12%	13%
Students without Disabilities	213	757	757	748	*	*	*	*	15%	64%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	238	754	754	745	5%	11%	26%	45%	13%	58%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

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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>	258	755	755	741	*	*	28%	47%	12%	59%	40%
White	202	754	754	748	*	10%	32%	47%	*	56%	49%
Hispanic	13	740	740	730	*	*	*	*	*	31%	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	33	771	771	764	*	*	*	55%	*	82%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	126	755	755	743	*	*	23%	52%	12%	64%	41%
Male	132	756	756	740	*	*	33%	42%	13%	55%	38%
Economically Disadvantaged Students	12	737	737	729	*	*	*	*	0%	42%	22%
Non-Economically Disadvantaged Students	246	756	756	749	*	*	*	*	13%	60%	50%
Students with Disabilities	29	731	731	716	*	*	41%	*	*	17%	11%
Students without Disabilities	229	758	758	746	*	*	27%	*	*	65%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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<b>Schoolwide</b>	125	741	741	728	*	14%	31%	42%	*	43%	28%
White	108	743	743	736	10%	13%	32%	45%	0%	45%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	59	745	745	730	*	*	31%	48%	*	48%	30%
Male	66	739	739	725	*	*	32%	38%	*	39%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	32	714	714	705	*	*	*	*	*	*	*
Students without Disabilities	93	751	751	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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### Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	116	789	760	743	*	*	*	68%	24%	92%	42%
White	*	*	*	751	*	*	*	*	*	*	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	15	794	*	774	0%	0%	*	67%	*	93%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	61	790	762	744	*	*	*	72%	23%	95%	43%
Male	55	789	759	741	*	*	*	64%	26%	89%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

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

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

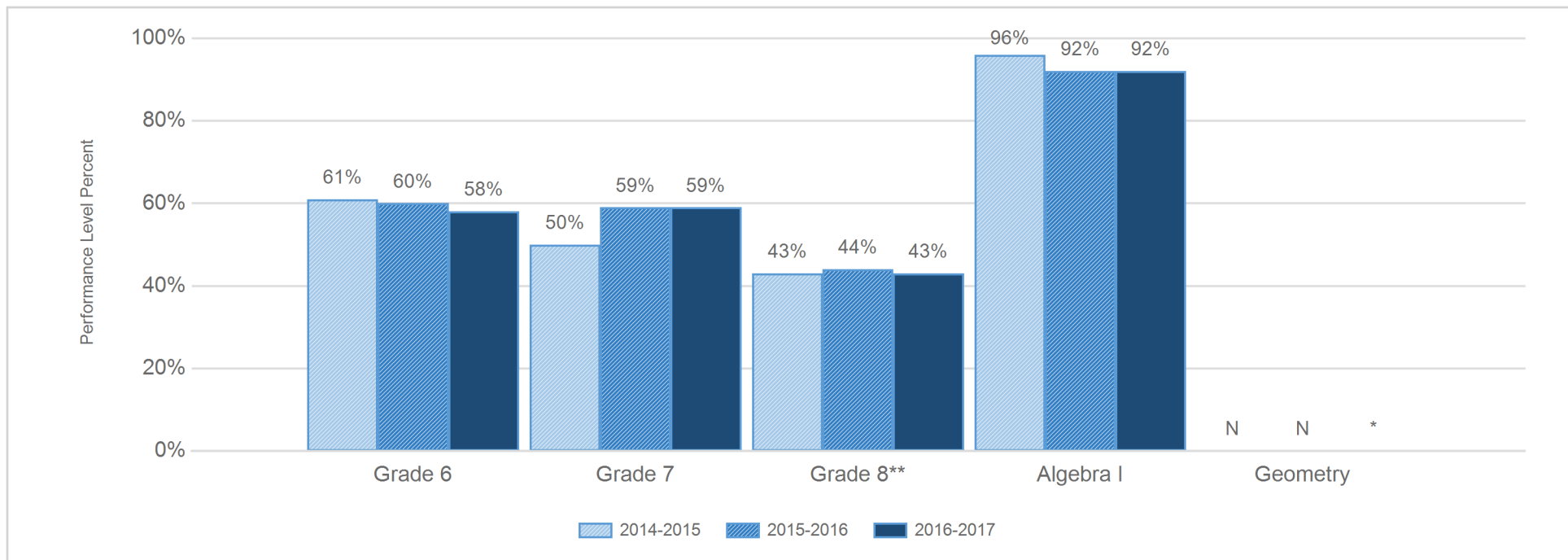


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Mathematics Assessment – Performance Trends

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



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



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### Alternate Assessments - Participation

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

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

### English Language Proficiency Test - Participation and Performance

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

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

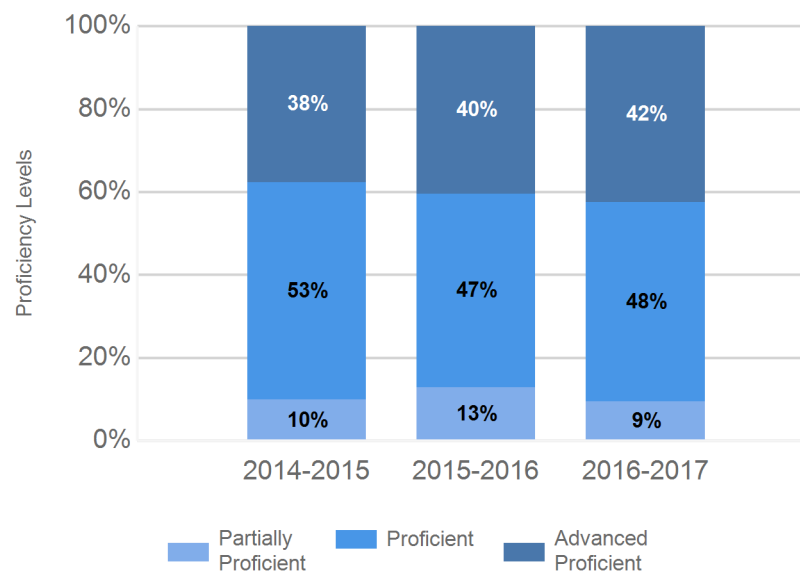
### NJASK Science Assessment Performance: Grade 8

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	42%	48%	9%
White	44%	48%	8%
Hispanic	*	*	8%
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	25%	65%	10%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	12%	52%	36%
English Learners	N	*	*

### NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	52	50	Met Target	37	48	50	Not Met
White	45	52	50	Met Target	37	48	52	Not Met
Hispanic	46	49	49	Met Target	22.5	47.5	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	48	52	60	Met Target	45.5	58	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	47	*	51	**	41.5	*	52	**
Economically Disadvantaged	44.5	45.5	47	Met Target	21	28	46	Not Met
Students with Disabilities	45	47	41	Met Target	36	40	43	Not Met
English Learners	18.5	41.5	53	**	*	*	51	**

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



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

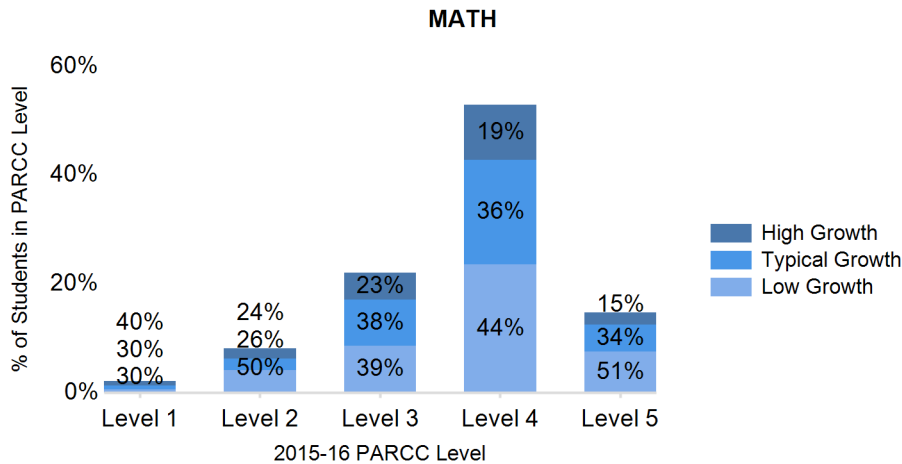
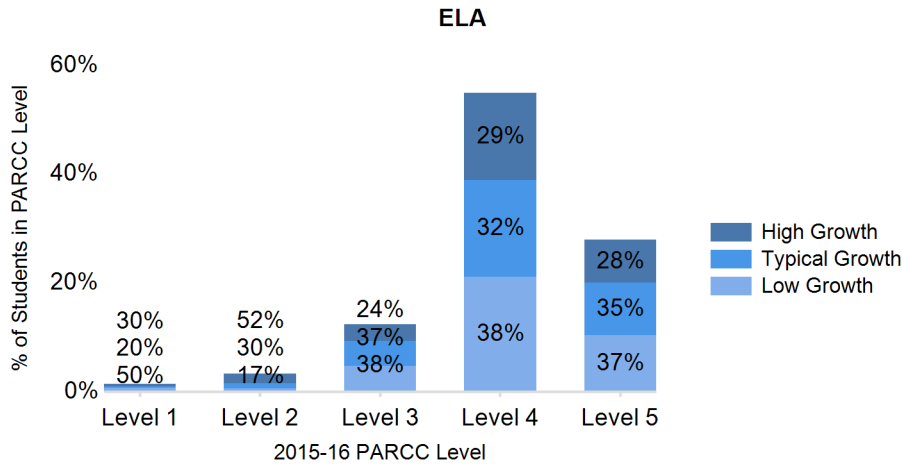
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

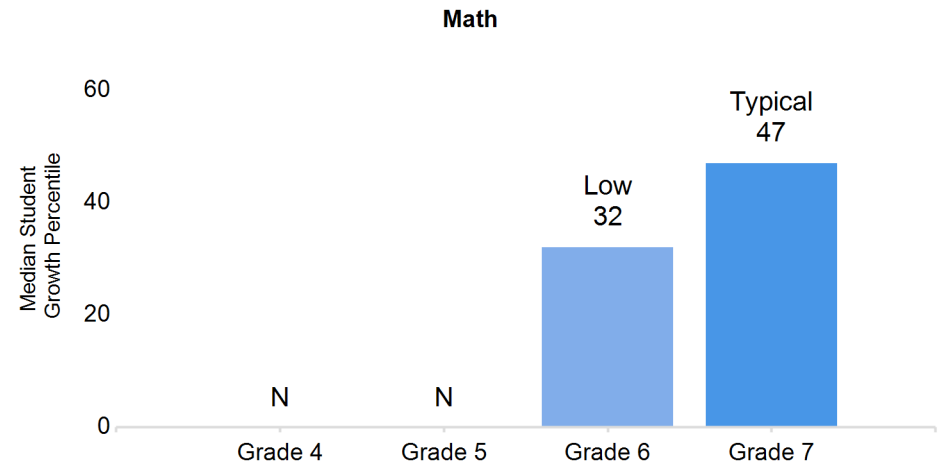
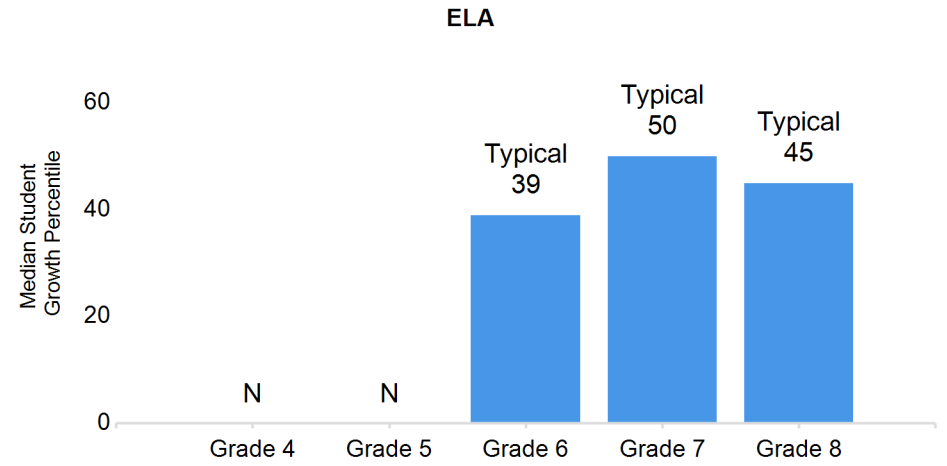
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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



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This section shows 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	244
7	1	0	263
8	115	0	132
Schoolwide	116	0	639

### 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	124	107	0	0	0	0	0
7	131	124	0	0	0	0	0
8	124	108	0	0	0	0	0
Schoolwide	379	339	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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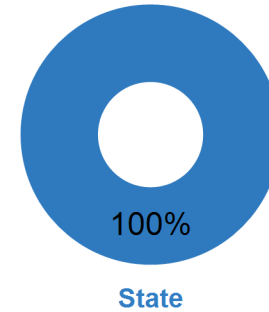
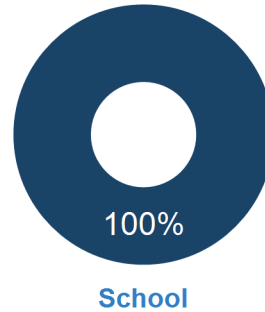
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Visual and Performing Arts – Course Participation

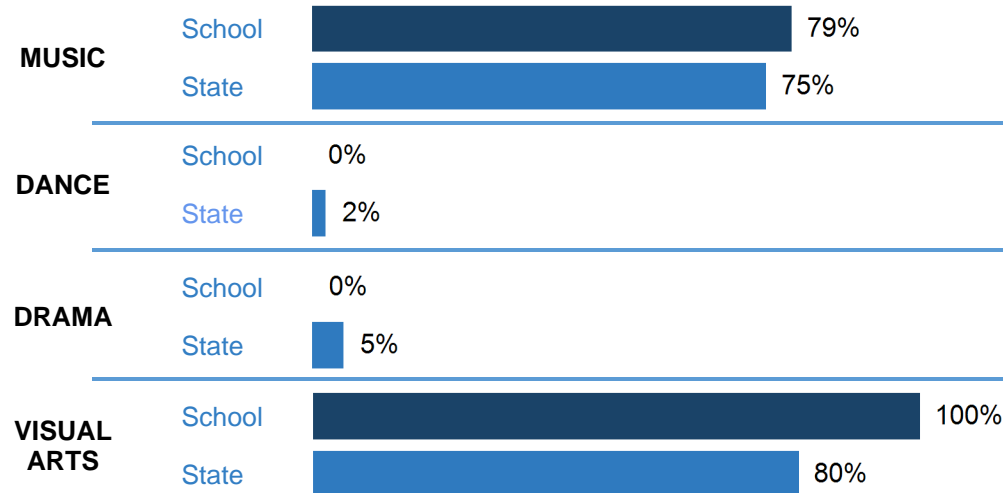
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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



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**

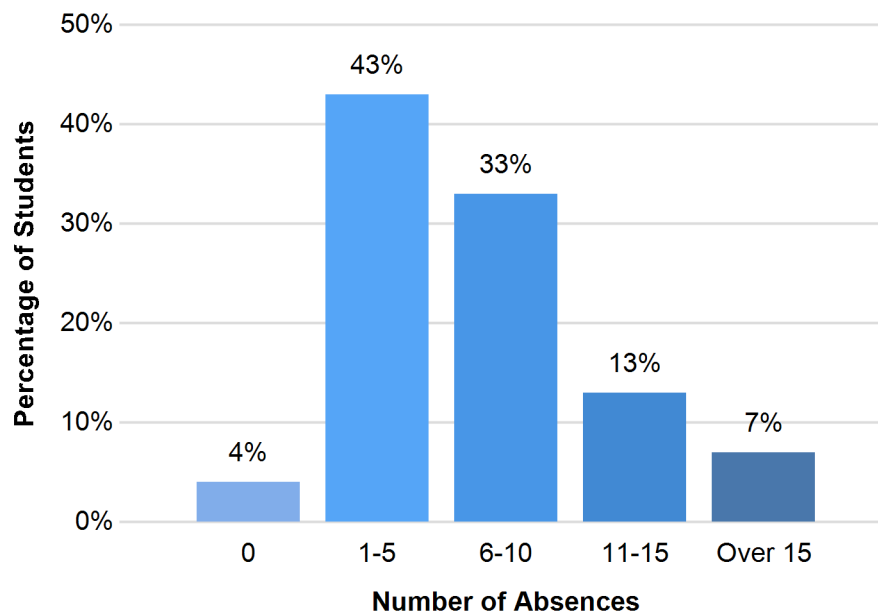
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.40	8.70	Met Target
White	3.80	8.70	Met Target
Hispanic	2.00	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0	8.70	Met Target
Students with Disabilities	5.30	8.70	Met Target
English Learners	N	**	**

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

**Days Absent**

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



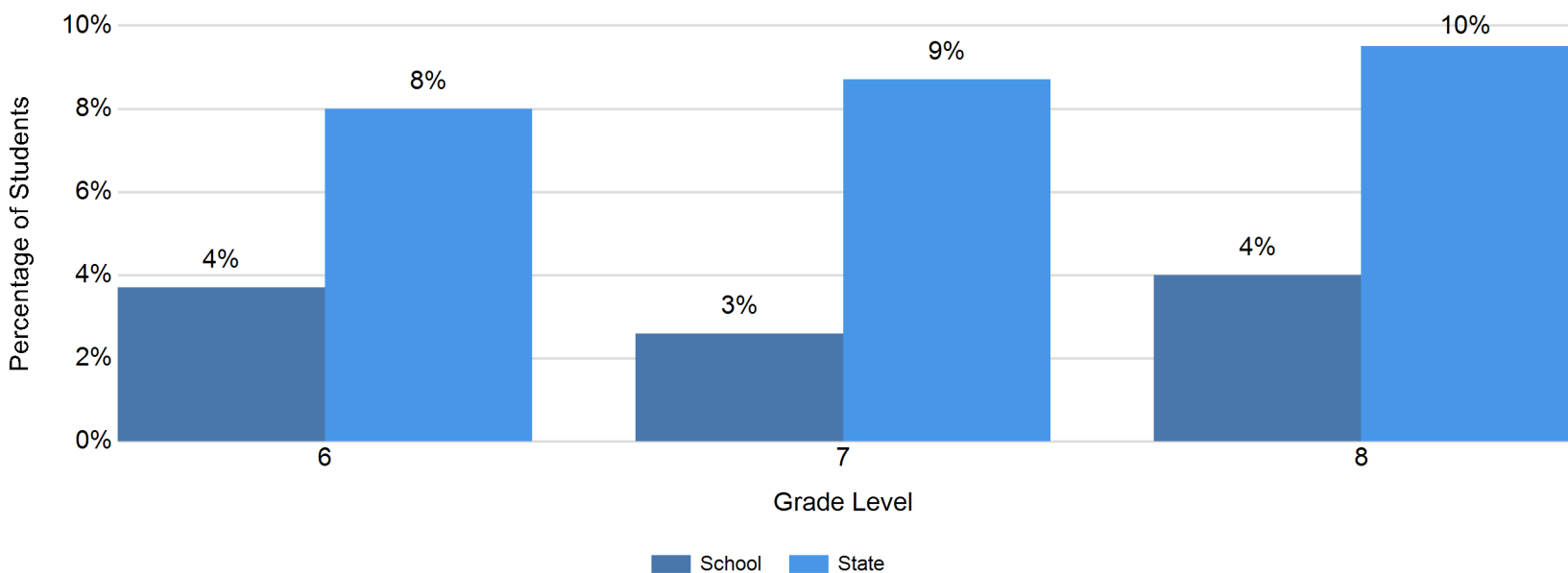


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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.53

### 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	1.3%
Out-of-School Suspensions	0.0%
Any Suspension	1.3%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	358.6 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$319	\$16,970	\$17,289



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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	73	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	8.1	10.5
Teachers in district for 4 or more years	73%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	18.9	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	55%	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	10:1
Administrators	378:1	139:1
Librarian/Media Specialists		697:1
Nurses		558:1
Counselors		310:1
Child Study Team		215:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	84.3	17.5%
Mathematics Proficiency	66.9	17.5%
English Language Arts Growth	29.2	25.0%
Mathematics Growth	7.4	25.0%
Chronic Absenteeism	91.8	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		49.4
<b>Summative Rating:</b> Percentile rank of Summative Score		49.1
<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	49.4	11.9	No	Met Goal	Met Target	Met Target	Met Target	Not Met	No
White	46.9	11.9	No	Met Goal	Met Target	Met Target	Met Target	Not Met	No
Hispanic	53.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	41.5	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	**	**	**	No
Economically Disadvantaged Students	38.6	11.9	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
Students with Disabilities	56.7	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Herre	<b>Email Address:</b>	<a href="mailto:aherre@ramsey.k12.nj.us">aherre@ramsey.k12.nj.us</a>
<b>Address:</b>	2 MONROE STREET RAMSEY, NJ 07446-1411	<b>Website:</b>	<a href="https://www.ramsey.k12.nj.us/smith">https://www.ramsey.k12.nj.us/smith</a>
<b>Phone:</b>	(201)785-2313	<b>Twitter:</b>	<a href="https://twitter.com/RSDsmithschool">https://twitter.com/RSDsmithschool</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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Award-winning concert band and performing chorus</li> <li>• Strong Character Education program along with multiple extracurricular clubs &amp; sports programs</li> <li>• Educate the whole child with caring staff members</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>Eric S. Smith Middle School focuses on helping students transition from an elementary form of education to what they will be expected to manage at the high school level and beyond. Attention is given to both academics and social emotional development to ensure students build their capacity to be independent learners, as well responsible citizens. Smith provides a strong support system that fosters academic, social, and personal growth at a time when students are developing rapidly.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Smith School has been recognized by the New Jersey Department of Education as one of New Jersey’s most outstanding middle schools and has received the prestigious Star School Award and Best Practices Award.</p>







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School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Balanced Literacy and the development of new exploratory courses, such as wilderness survival, coding, multi-media, robotics, and others, are just some of the many examples of how we are constantly improving upon an already strong academic program at Smith. Balanced Literacy builds off the success of this approach at the district's K-5 schools and is support by an instructional coach. Visit <a href="https://sites.google.com/ramsey.k12.nj.us/ericssmithmiddleschool">https://sites.google.com/ramsey.k12.nj.us/ericssmithmiddleschool</a> for more information..</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Track and Field - Spring (Boys &amp; Girls), Volleyball (Girls), Wrestling (Co-ed)</p>
 <p><b>Clubs and Activities:</b></p>	<p>Smith has a strong program in character education that fosters respect, responsibility, and caring for others. This includes many club offerings where students can explore their interests and develop healthy social relationships outside the classroom. A comprehensive anti-bullying and cyber bullying initiative, a very active community service program, a strong student government and a peer leadership program contribute to a positive and supportive school atmosphere.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Academic Support is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance and teacher recommendation. Additionally, Smith offers an After School Academic Support period for students to collaborate on projects, complete homework, and to do research.</p>







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### School Narrative

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Staff participates in a variety of Professional Development opportunities throughout the year ranging from PLCs (professional learning communities), residencies in balanced literacy and math, and interactive opportunities in our labsite classrooms alongside coaches and consultants across disciplines. Opportunities for PD also offered by teachers in their own classrooms with peer observers on topics such as technology integration, student-centered learning and differentiated instruction.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Intervention and Referral Services Committee reviews requests from teachers/parents for assistance with students who are experiencing difficulty in school. Should further assistance be required, the CST provides diagnostic and consultative services to pupils who are identified in need of special education. The ELL program serves children in the school who speak different languages. Academic Support provides in the areas of reading and mathematics.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health &amp; wellness is an important facet of the school experience. Health lessons are incorporated into Physical Education. Ramsey's Stigma-Free initiative hopes to raise awareness of the disease of mental illness, provide an effective way to reduce the stigma associated with the disease and encourage those who are affected to feel supported.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Smith School has an active PTO which involves many parents and works in conjunction with the administration and teachers to sponsor both academic and social programs such as Teen Canteen, Ski Club, authors' visits, and book fairs.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>A school climate survey is distributed to parents yearly as an opportunity to gather input and feedback from all school stakeholders. The survey data is used to ensure that as a school we are meeting the varied needs of our learners, providing a learning environment that is safe, inviting and conducive to learning.</p>
 <p>Facilities:</p>	<p>Eric S. Smith school houses multiple classrooms, science labs, a tech room, wood shop, and robotics spaces. A full gymnasium, cafeteria, art room, culinary arts center, enrichment room, computer lab, media center, and coaching corner are also contained at Smith. All Smith students benefit from the building and technological resources.</p>



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

The quality of student work has improved significantly over the years at Smith, as students have been held accountable to higher academic standards. The middle school has also taken the lead in fostering “21st century skills,” with an emphasis on adaptive problem-solving, critical thinking, complex decision-making, and innovation. A one-to-one iPad initiative was implemented at all grade levels to encourage greater engagement with a 21st century learning platform. A strong program in character education fosters respect, responsibility, and caring for others; this includes many club offerings where students can explore their interests and develop healthy social relationships outside the classroom. A comprehensive anti-bullying and cyber bullying initiative, a very active community service program, a strong student government and a peer leadership program contribute to a positive and supportive school atmosphere.



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



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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
4	198	198	199
5	238	202	199
Ungraded	8	7	15
<b>Total</b>	<b>444</b>	<b>407</b>	<b>413</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	48%	50%	48%
Male	52%	50%	53%
Economically Disadvantaged Students	3%	6%	6%
Students with Disabilities	12%	11%	13%
English Learners	1%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	77.7%
Asian	9.9%
Hispanic	9.2%
Black or African American	1.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	1.7%

**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	89.1%
Spanish	4.8%
Korean	1.9%
Polish	1.0%
<i>Other</i>	2.8%



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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	398	99.0	84.90	79.00	54.90	84.9	80	Met Goal
White	309	98.8	89.60	81.20	63.90	89.6	80	Met Goal
Hispanic	38	100.0	55.20	51.20	39.80	55.2	80	Not Met
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	80.00	87.00	80.70	80	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	189	99.5	90.50	86.20	62.20	90.5		
Male	209	98.6	79.90	72.40	48.10	79.9		
Economically Disadvantaged Students	23	100.0	39.10	33.80	36.20	39.1	60.1	Not Met
Non-Economically Disadvantaged Students	375	99.0	87.70	81.70	65.80	87.7		
Students with Disabilities	45	100.0	51.10	37.20	20.50	51.1	48.5	Met Target
Students without Disabilities	353	98.9	89.20	85.10	61.90	89.2		
English Learners	16	100.0	25.00	24.30	25.20	25	**	**
Non-English Learners	382	99.0	87.40	80.30	57.40	87.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	207	775	775	753	*	*	9%	55%	30%	84%	56%
White	160	778	778	762	*	*	8%	59%	30%	89%	67%
Hispanic	19	743	743	740	*	*	*	*	*	42%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	22	774	774	777	0%	0%	*	64%	*	86%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	93	783	783	758	*	*	*	47%	42%	89%	61%
Male	114	768	768	749	*	*	*	61%	19%	80%	51%
Economically Disadvantaged Students	12	733	733	737	*	*	*	*	0%	25%	36%
Non-Economically Disadvantaged Students	195	777	777	764	*	*	*	*	31%	88%	69%
Students with Disabilities	26	738	738	725	*	*	*	50%	0%	50%	25%
Students without Disabilities	181	780	780	759	*	*	*	55%	34%	89%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	201	781	781	756	*	*	11%	57%	29%	86%	59%
White	157	784	784	763	*	*	8%	59%	31%	90%	69%
Hispanic	18	776	776	743	*	0%	*	*	*	72%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	775	775	779	*	0%	*	53%	*	74%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	102	787	787	761	*	*	*	58%	33%	91%	66%
Male	99	776	776	750	*	*	*	57%	24%	81%	53%
Economically Disadvantaged Students	11	759	759	740	*	*	*	*	*	64%	40%
Non-Economically Disadvantaged Students	190	783	783	765	*	*	*	*	*	87%	71%
Students with Disabilities	21	745	745	725	*	*	*	57%	0%	57%	22%
Students without Disabilities	180	786	786	762	*	*	*	57%	32%	89%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

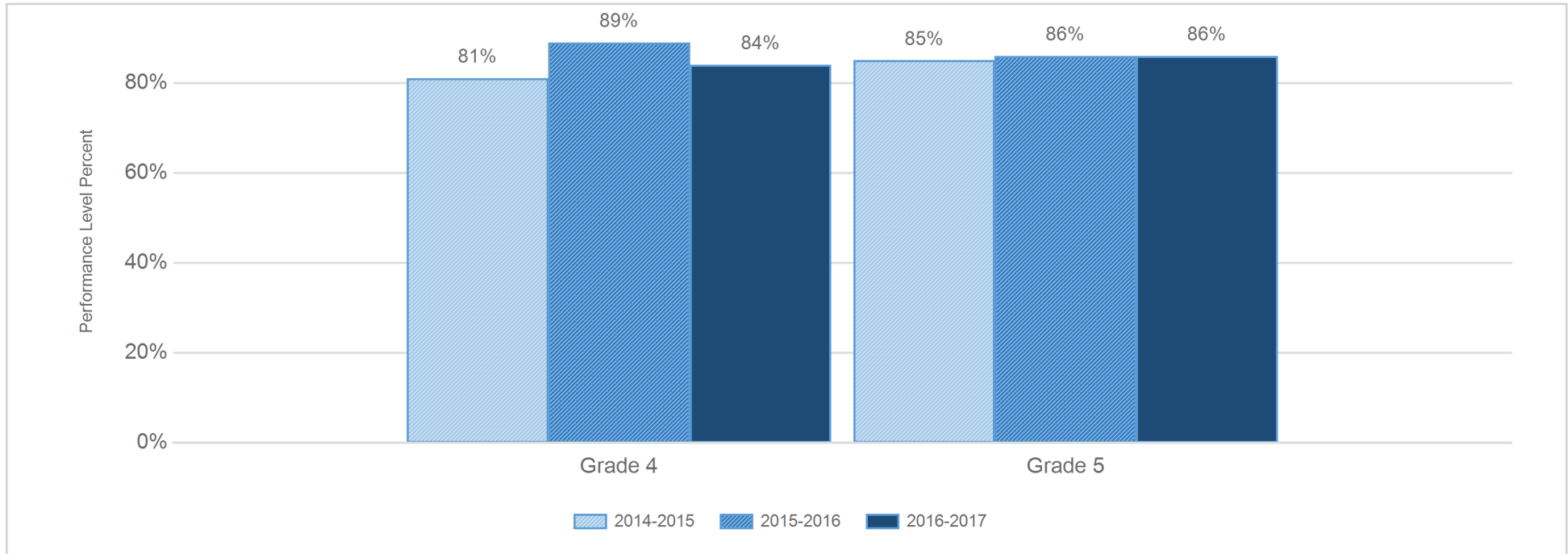


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**English Language Arts/Literacy Assessment - Performance Trends**

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	398	99.0	73.30	64.10	43.50	73.3	70.6	Met Target
White	309	98.8	76.00	64.80	52.40	76	72.8	Met Target
Hispanic	38	100.0	47.40	39.70	27.60	47.4	58	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	85.00	81.30	75.60	85	75.2	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	189	99.5	76.20	68.50	44.10	76.2		
Male	209	98.6	70.80	60.30	42.90	70.8		
Economically Disadvantaged Students	23	100.0	26.00	26.50	25.10	26	29.9	Met Target†
Non-Economically Disadvantaged Students	375	99.0	76.30	66.30	54.30	76.3		
Students with Disabilities	45	100.0	22.20	14.40	16.50	22.2	36.3	Not Met
Students without Disabilities	353	98.9	79.90	71.20	48.80	79.9		
English Learners	16	100.0	31.30	27.80	23.30	31.3	**	**
Non-English Learners	382	99.0	75.10	65.00	45.20	75.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 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>	207	766	766	747	*	*	15%	61%	15%	76%	47%
White	160	769	769	755	*	*	16%	64%	15%	79%	59%
Hispanic	19	738	738	734	*	*	*	*	*	42%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	22	768	768	774	0%	*	*	77%	*	86%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	93	767	767	747	*	*	15%	70%	12%	82%	47%
Male	114	766	766	747	*	*	14%	54%	18%	72%	48%
Economically Disadvantaged Students	12	729	729	732	*	*	*	*	0%	25%	27%
Non-Economically Disadvantaged Students	195	769	769	757	*	*	*	*	16%	80%	61%
Students with Disabilities	26	727	727	724	*	*	*	*	0%	23%	22%
Students without Disabilities	181	772	772	751	*	*	*	*	17%	84%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	203	764	764	747	*	*	22%	48%	21%	69%	46%
White	158	766	766	754	*	*	20%	51%	22%	72%	57%
Hispanic	19	755	755	735	*	0%	*	*	*	53%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	19	773	773	774	0%	*	*	63%	*	84%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	102	763	763	747	*	*	25%	51%	19%	70%	47%
Male	101	765	765	746	*	*	19%	46%	23%	68%	46%
Economically Disadvantaged Students	12	732	732	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	191	767	767	756	*	*	*	*	*	72%	59%
Students with Disabilities	21	735	735	725	*	*	*	*	*	19%	19%
Students without Disabilities	182	768	768	751	*	*	*	*	*	75%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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

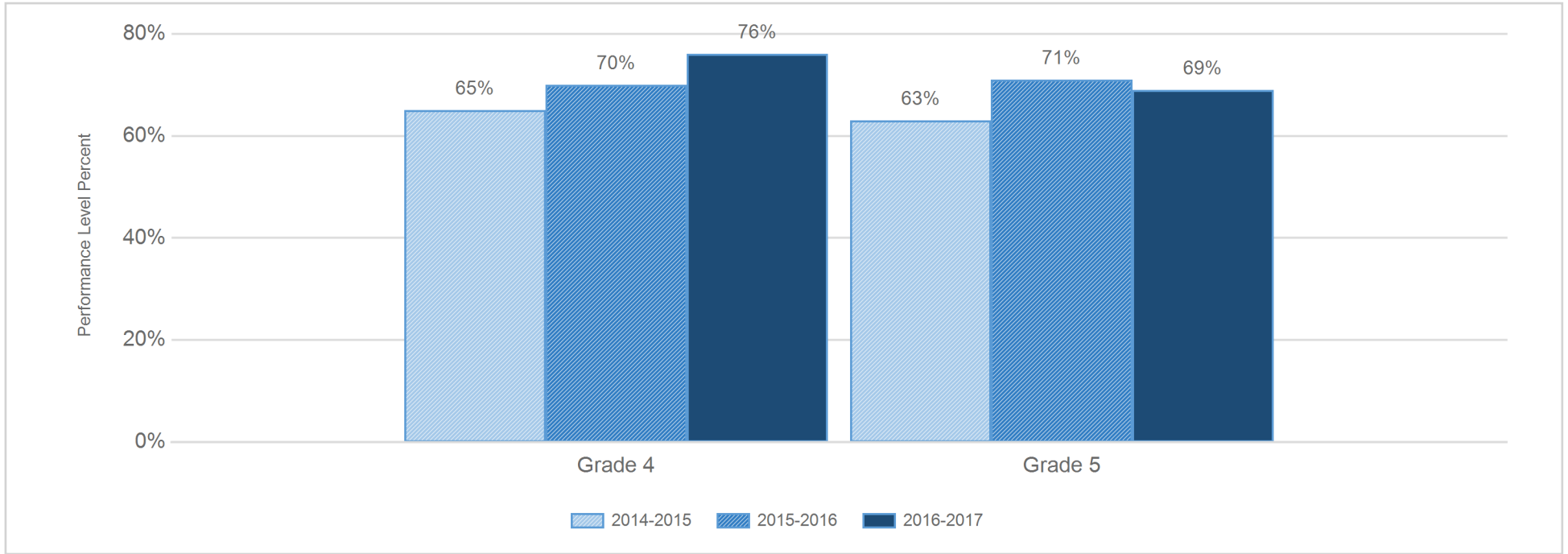


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**Mathematics Assessment – Performance Trends**

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
4	N	N
5	*	*

**English Language Proficiency Test - Participation and Performance**

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

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

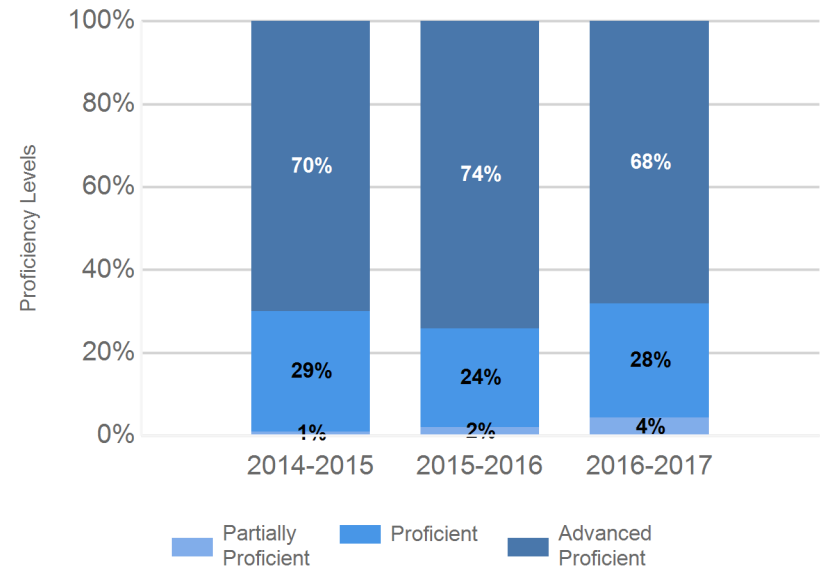
**NJASK Science Assessment Performance: Grade 4**

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	68%	28%	4%
White	71%	27%	2%
Hispanic	*	*	26%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	63%	33%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	25%	58%	17%
Students with Disabilities	33%	40%	27%
English Learners	N	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	52	50	Exceeds Target	64	48	50	Exceeds Target
White	63	52	50	Exceeds Target	64	48	52	Exceeds Target
Hispanic	59.5	49	49	Met Target	59	47.5	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	66	52	60	Exceeds Target	70.5	58	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	58.5	45.5	47	Met Target	32.5	28	46	Not Met
Students with Disabilities	52	47	41	Met Target	47	40	43	Met Target
English Learners	67.5	41.5	53	**	71	*	51	**

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



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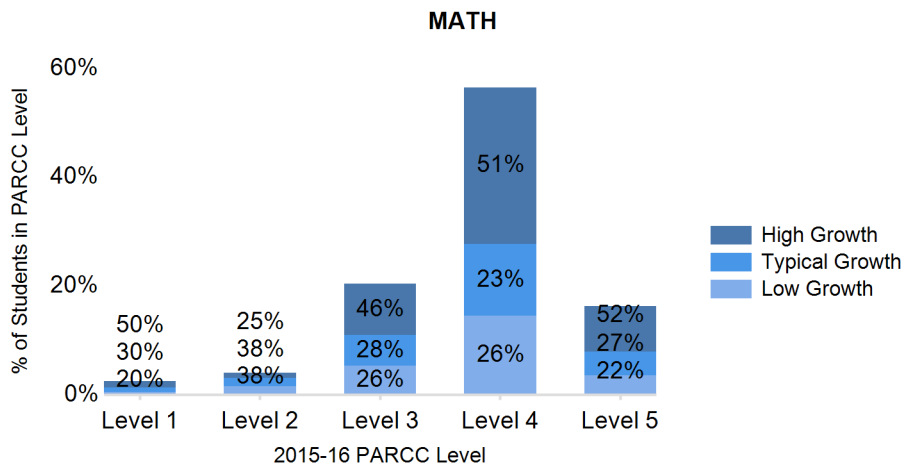
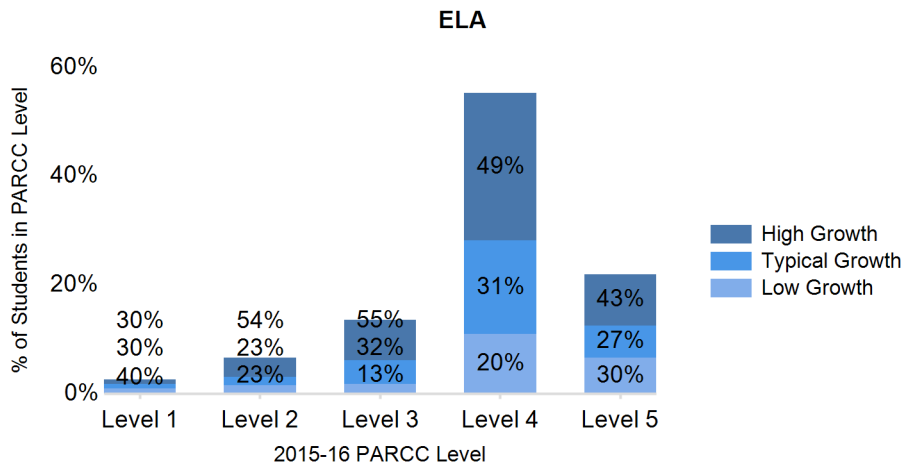
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

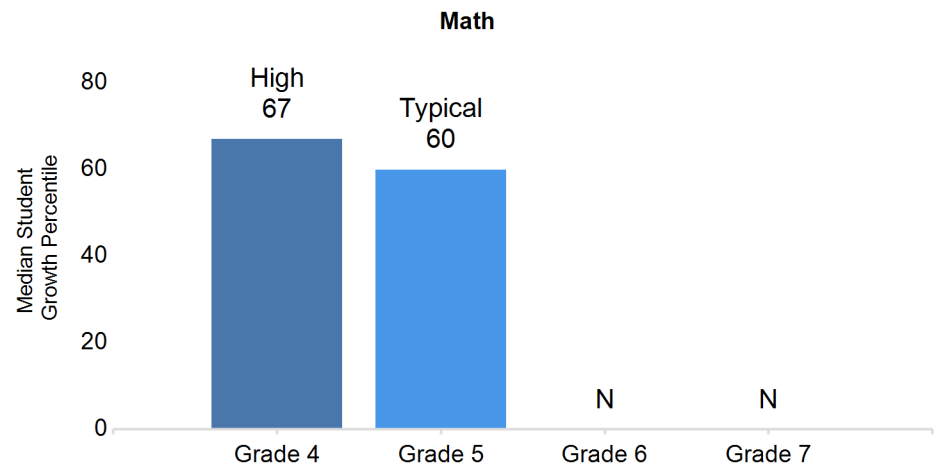
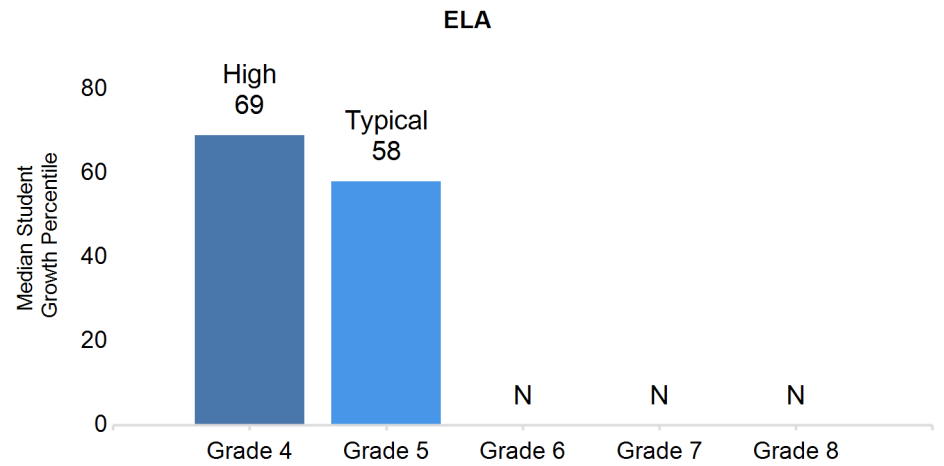
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

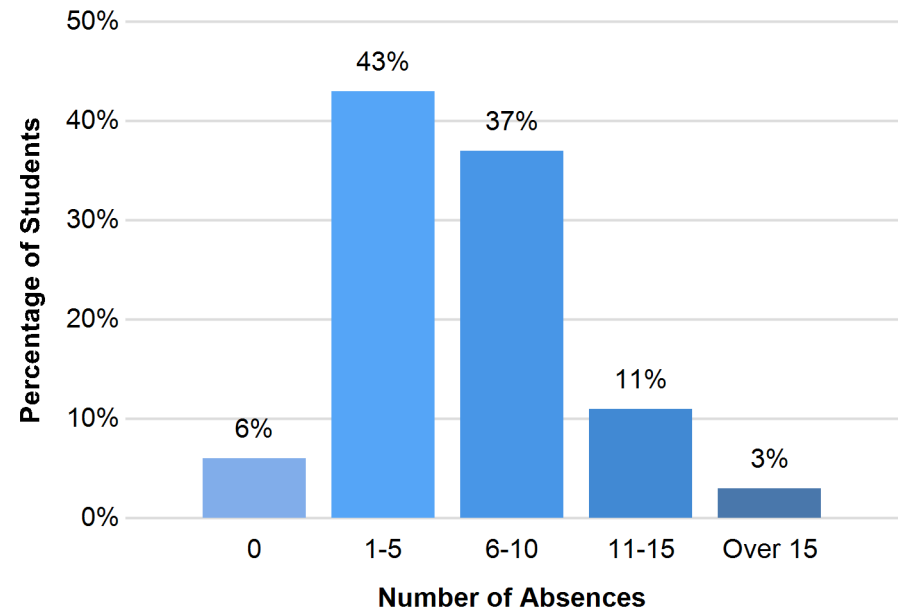
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.70	7.00	Met Target
White	1.90	7.00	Met Target
Hispanic	2.60	7.00	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0	7.00	Met Target
Students with Disabilities	3.80	7.00	Met Target
English Learners	N	**	**

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

**Days Absent**

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



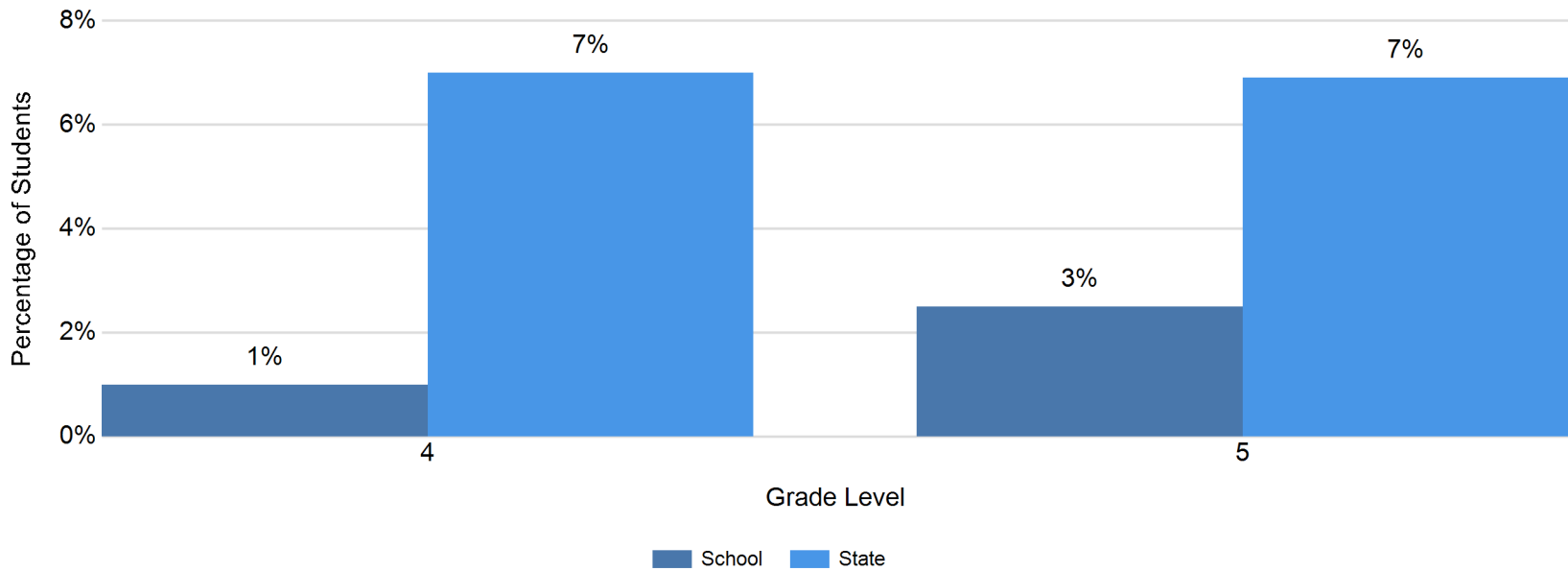


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	8:35AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

**Student Suspension Rate**

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

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

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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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	358.6 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$319	\$16,970	\$17,289



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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	42	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	71%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	18.9	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	55%	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	10:1
Administrators	207:1	139:1
Librarian/Media Specialists		697:1
Nurses		558:1
Counselors		310:1
Child Study Team		215:1



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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	87.9	17.5%
Mathematics Proficiency	79.7	17.5%
English Language Arts Growth	87.1	25.0%
Mathematics Growth	79.9	25.0%
Chronic Absenteeism	98.2	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		85.8
<b>Summative Rating:</b> Percentile rank of Summative Score		95.8
<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	85.8	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	90.0	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	83.6	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	70.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	55.9	11.9	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	77.3	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**John Y Dater Elementary School**  
**2016-2017**  
**Grade Span 04-05**




03-4310-060  
 BERGEN  
 RAMSEY BORO  
 35 SCHOOL STREET  
 RAMSEY, NJ 07446-1833

School General Info

<b>Principal:</b>	Mr. Matteo	<b>Email Address:</b>	<a href="mailto:amatteo@ramsey.k12.nj.us">amatteo@ramsey.k12.nj.us</a>
<b>Address:</b>	35 SCHOOL STREET RAMSEY, NJ 07446-1833	<b>Website:</b>	<a href="https://www.ramsey.k12.nj.us/dater">https://www.ramsey.k12.nj.us/dater</a>
<b>Phone:</b>	(201)785-2325	<b>Twitter:</b>	<a href="https://twitter.com/thedaterschool">https://twitter.com/thedaterschool</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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes integrated Humanities Units and Conceptual Math and Science Units</li> <li>• Strong Character Education program, expert, caring staff members and multiple extracurricular clubs</li> <li>• Emphasis on student centered learning, technology integration, and supporting all student needs</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of the John Y. Dater School is to provide each student with an upper elementary school educational experience that bridges the gap between the district’s primary schools and the middle school. Our school motto, “Work Hard and Be Kinder than is Necessary” is the guiding principle of our school. Building upon this foundation, Dater School places an equal emphasis on Character, Content, and Skills.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Our priorities and initiatives include: 21st Century Learning, an integrated curriculum supported by teacher learning, co-teaching, a standards-based report card, technology integration, the education of the whole child, and school-community partnerships. Students utilize iPads and Chromebooks to enhance and personalize their learning through individual research projects and writing pieces.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We use Balanced Literacy for the teaching of reading and writing through the workshop model and integrate reading and writing with the grade-level Social Studies curriculum. In Grade 4 the curriculum topics include: Economics, Colonial America, Native Americans, The American Revolution, and Government. In Grade 5 the curriculum focuses on the Ancient World. The mathematics/science teacher guides the students through both conceptual mathematics and science.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Dater School offers multiple clubs and activities each year including: The Dater School Musical, Chorus, Flag Football, Art Club, Yoga, School Safety Patrol, LEAD and Dater Dateline. These clubs allow the Dater Students an opportunity to explore areas of personal interest and participate in the school community.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Dater School has Academic Support that is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance and teacher recommendation.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>The dedicated staff of Dater School work with staff developers and the district’s instructional coaches in the areas of Balanced Literacy, Mathematics, and Technology. The teachers show evidence of professional growth through participation in district-developed workshops, continued attendance of out-of-district workshops, the completion of graduate courses, participation in Professional Learning Communities and serving on various District committees.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Dater School provides support, as necessary, through enrichment, speech, basic skills instruction, a special needs program, and ESL. Our Academic Support Program provides extra support for students needing assistance in the areas of mathematics, reading and writing. We offer a range of services to meet student needs including self contained classrooms, resource rooms, co-teaching classrooms, and general education classrooms.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students also benefit from a strong social-emotional curriculum and character education program centered on the RULER approach and the 6 Pillars of Character, respectively. The RULER curriculum and the pillars are taught during weekly lessons by the homeroom teacher and monthly lessons conducted by the school’s guidance counselor. They are also reinforced and celebrated at our monthly Spirit Day assemblies.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>One of Dater’s greatest assets is the tremendous level of support provided for our students by the PTO (Parent-Teacher Organization) and the extended community. The PTO generously seeks to enrich the lives of students both in and out of the classroom. Allowing parents to share in their children’s educational experience is an enriching and positive part of a child’s academic growth. The Ramsey Public Education Foundation supports Dater School programs yearly.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>A survey that speaks to the needs of the school is completed annually. Parents are all encouraged to participate. Results are compiled and analyzed by the school principal. Measures are put in place in response to parent feedback within the following school year.</p>
 <p>Facilities:</p>	<p>Dater School was built in 2006. The building houses a full gymnasium, cafeteria, art room, enrichment room, computer lab, media center, and coaching corner. All Dater Students benefit from the building and technological resources.</p>



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School Narrative

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

Dater School places a heavy emphasis on 21st Century Skills. These habits of mind, which are emphasized across the curriculum, include collaboration, problem solving, critical thinking, research, and the use of logic and evidence. In the classrooms, students are engaged in activities that build critical thinking and evaluative skills in an atmosphere that recognizes and appreciates student strengths. These are skills consistent with the mission of all of Ramsey’s schools and with the goals of our district’s 21st Century Learning Initiative. Dater School's standards-based report card highlights the most important skills students should learn in each subject at a particular grade level. In our elementary school learning environment, students receive marks that report student progress toward meeting content and performance standards three times a year. Our standards-based report card allows parents to see how their child is progressing toward a particular standard and gives teachers a better tool for documenting a learner’s progress. Proficiency levels are determined by multiple assessments, student work samples, and teacher observations. All of the information will be used to determine how the student is progressing toward the end-of-year standards.



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



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Grade Span PK-03

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	27	24
KG	95	80	85
1	83	86	80
2	101	82	88
3	83	103	84
Ungraded	23	28	25
Total	385	406	386

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	45%	44%
Male	54%	55%	57%
Economically Disadvantaged Students	5%	4%	5%
Students with Disabilities	9%	14%	14%
English Learners	3%	3%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	79.8%
Hispanic	9.3%
Asian	7.3%
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	26	27	24
PK - Full Day	2	0	0
KG - Half Day	95	80	85
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	93.8%
Spanish	3.9%
Other	2.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	80	98.8	65.10	79.00	54.90	65.1	68.9	Met Target†
White	69	98.6	65.20	81.20	63.90	65.2	71.5	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	36	100.0	69.50	86.20	62.20	69.5		
Male	44	98.0	61.40	72.40	48.10	61.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	760	763	749	*	*	23%	61%	*	64%	50%
White	70	760	765	759	*	*	23%	61%	*	66%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	765	768	754	*	*	*	64%	*	69%	55%
Male	48	756	758	745	*	*	*	58%	*	60%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

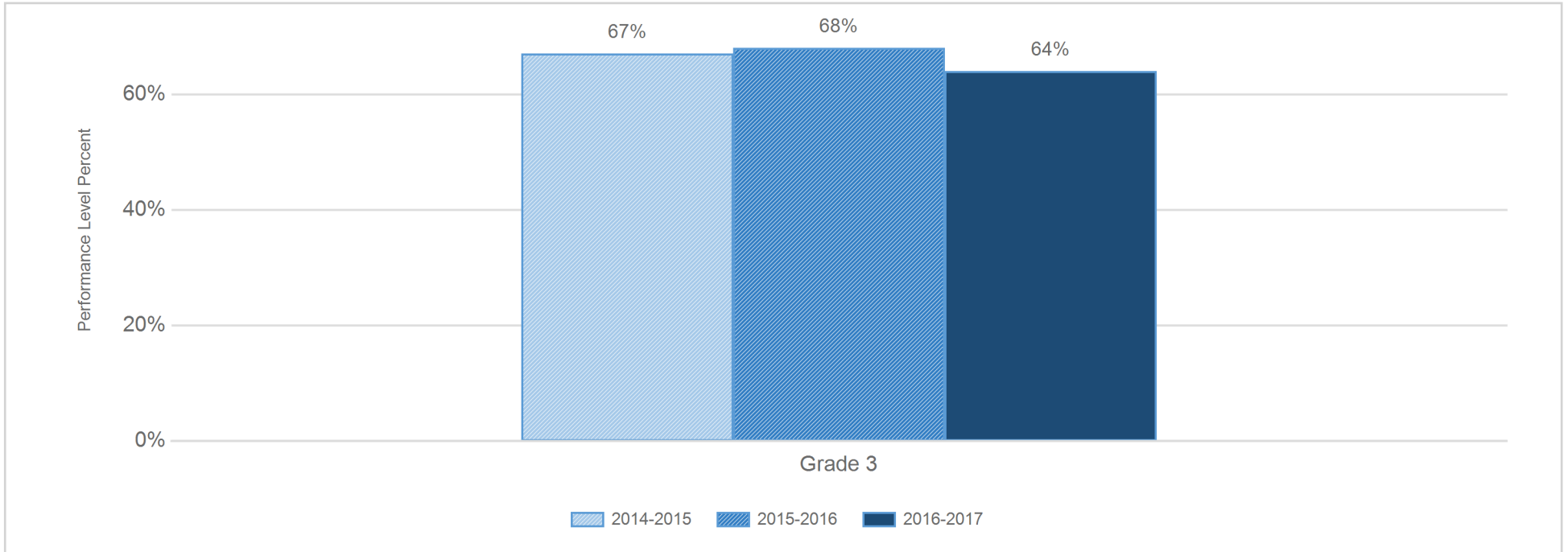


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English Language Arts/Literacy Assessment - Performance Trends

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	80	98.9	67.50	64.10	43.50	67.5	67	Met Target
White	69	98.6	69.60	64.80	52.40	69.6	68.1	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	36	100.0	72.20	68.50	44.10	72.2		
Male	44	98.0	63.60	60.30	42.90	63.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	763	765	751	*	*	22%	51%	17%	67%	53%
White	70	765	766	759	*	*	20%	54%	17%	71%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	764	766	751	*	*	*	53%	*	72%	52%
Male	49	762	763	751	*	*	*	49%	*	63%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



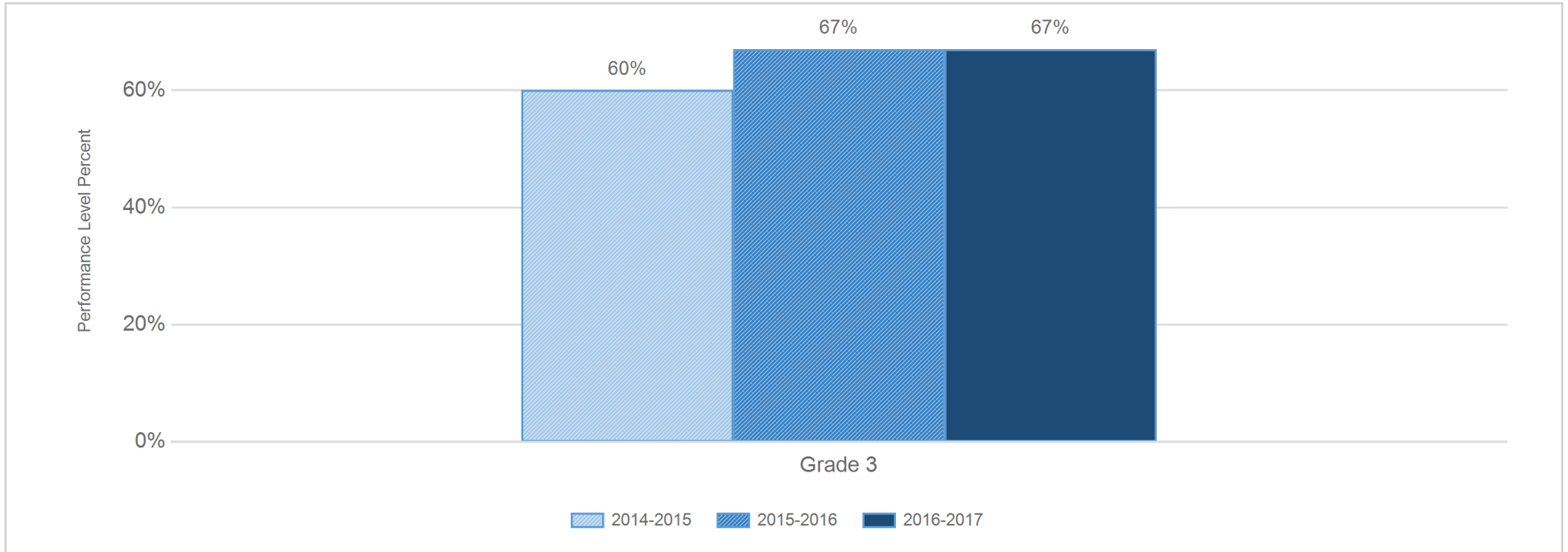
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Mathematics Assessment – Performance Trends

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	*	*

English Language Proficiency Test - Participation and Performance

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

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



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**2016-2017**  
**Grade Span PK-03**

**03-4310-070**  
**BERGEN**  
**RAMSEY BORO**  
**10 HUBBARD LANE**  
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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

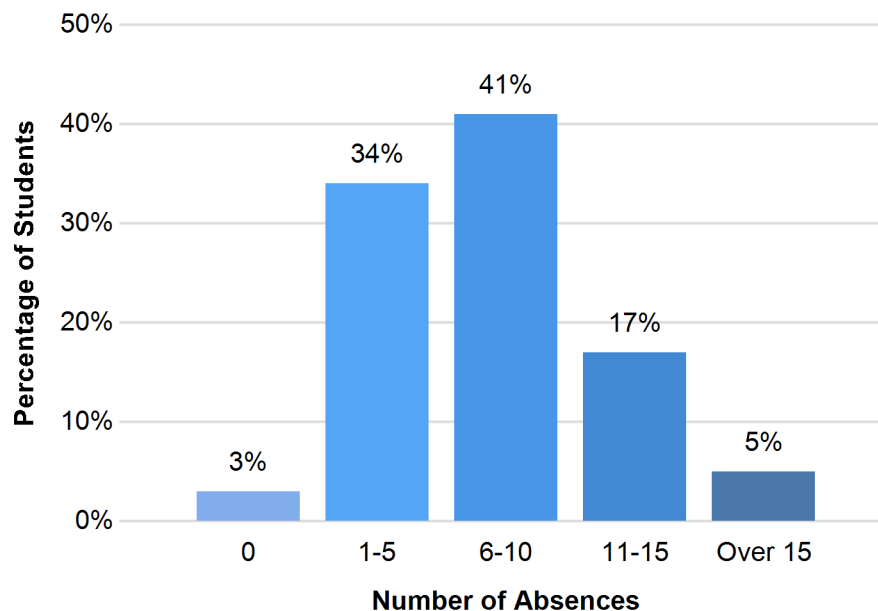
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.20	9.10	Met Target
White	1.50	9.10	Met Target
Hispanic	0	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	0	9.10	Met Target
English Learners	N	**	**

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

Days Absent

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





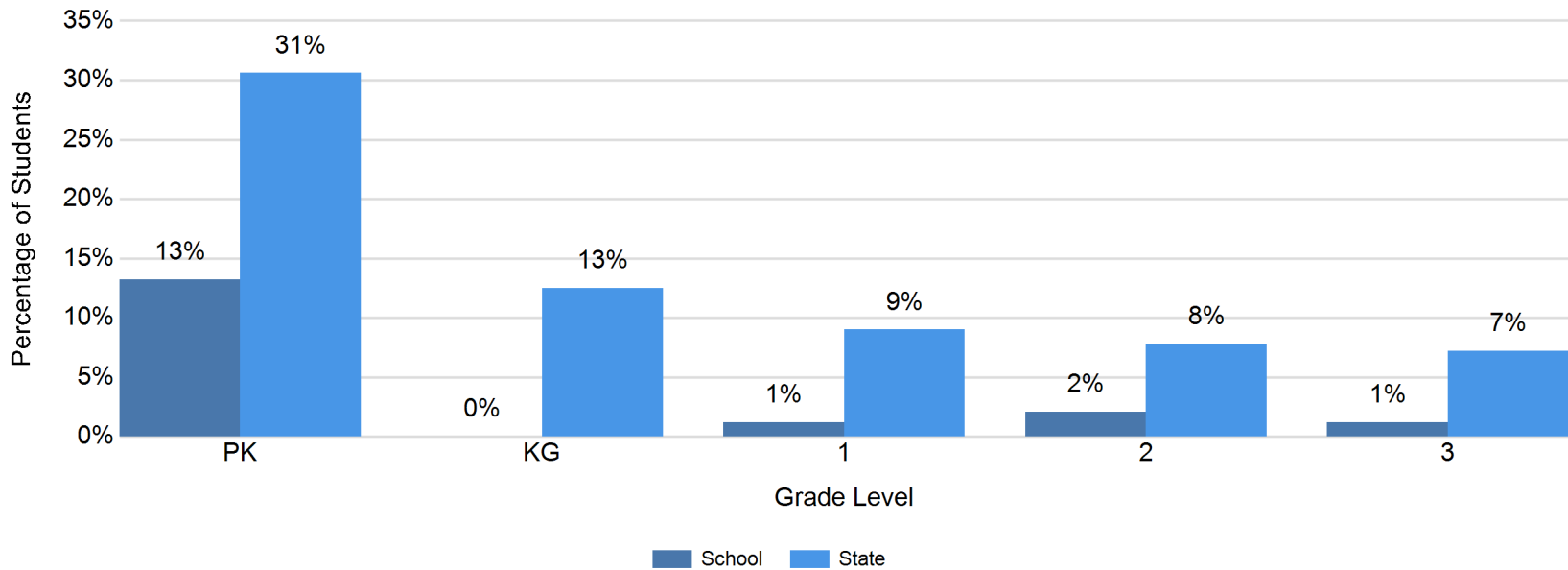
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 25 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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.55

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	1.1:1	358.6 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$319	\$16,970	\$17,289



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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	38	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	76%	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	20	9,506
Average years experience in public schools	18.9	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	55%	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	10:1
Administrators	386:1	139:1
Librarian/Media Specialists		697:1
Nurses		558:1
Counselors		310:1
Child Study Team		215:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

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

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

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



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

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Pina	<b>Email Address:</b>	<a href="mailto:kpina@ramsey.k12.nj.us">kpina@ramsey.k12.nj.us</a>
<b>Address:</b>	10 HUBBARD LANE RAMSEY, NJ 07446-2202	<b>Website:</b>	<a href="https://www.ramsey.k12.nj.us/hubbard">https://www.ramsey.k12.nj.us/hubbard</a>
<b>Phone:</b>	(201)785-2301	<b>Twitter:</b>	<a href="https://twitter.com/hubbard_school">https://twitter.com/hubbard_school</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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Readers &amp; Writers Workshop, Conceptual Mathematics, Technology Integration across content areas, NGSS</li> <li>• Health &amp; Wellness through intentional play, access to the outdoors, instruction in yoga &amp; mindfulness</li> <li>• 2012 Blue Ribbon School of Excellence</li> </ul>
 <b>Mission, Vision, Theme:</b>	The mission of Hubbard School is to provide our students the tools that are necessary for success in life. These include strong academic content, cooperative learning experiences, technological knowledge, problem solving skills, and real world connections. Hubbard School promotes life long learning by encouraging independence and critical-thinking. Our goal is to support enthusiastic learning by addressing the needs of all students as they work to reach their full potential.
 <b>Awards, Recognition, Accomplishments:</b>	Mary A. Hubbard is a National Blue Ribbon School (2012), participates in the Governor's Educator and Service Professional of the Year recognition program annually. Our outstanding Kindergarten program was recognized and accredited by the National Association for the Education of Young Children (NAEYC).



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#### Courses, Curriculum, Instruction:

Students benefit from a balanced curriculum in the areas of language arts, mathematics, social studies, science and engineering, art, music and physical education. Each curriculum area is based on the New Jersey Core Content Standards and the New Jersey State Learning Standards. District goals focus on teaching children to think critically, communicate effectively, collaborate well, be creative and use their knowledge to solve complex problems to face challenges yet to be defined.







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff participates in a variety of Professional Development opportunities throughout the year including book studies, residencies and visits to labsite classrooms in balanced literacy and math with consultants &amp; coaches. Opportunities for PD is also offered by teachers in their own classrooms with peer observers across content areas.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Intervention &amp; Referral Services Team reviews requests for assistance with students experiencing in any area. A Child Study Team provides diagnostic and consultative services to pupils identified in need of special education in order to succeed in the school program. The ESL program serves children in the school who speak different languages and celebrates multicultural aspects of the student population. Academic Support provides support for students in need of assistance in literacy/math.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health &amp; wellness is an important facet of the school experience. Health lessons are incorporated into Physical Education. Yoga and mindfulness exercises are integrated into the school day to support the need for “brain breaks,” movement &amp; to give students tools for coping with stress. The “Get Kids Moving Committee” supports Walk to School Wednesday &amp; adds activities &amp; games to recess to further support movement &amp; play. Healthy foods for celebrations are always encouraged.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTO sponsors many educational cultural assembly programs for the students each year. They sponsor fine arts programs throughout the year with the “Meet the Masters” program, the Hubbard Fine Arts Day, and the yearly author visit. The PTO has purchased extra equipment for Hubbard School including iPads, Smart Boards, Light Speed Sound Systems, wireless laptop computers and playground equipment. Parents also volunteer for classroom projects, library/media center assistants &amp; at all events.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>A survey that speaks to the needs of the school is completed annually. Parents are all encouraged to participate. Results are compiled and analyzed by the school principal. Measures are put in place in response to parent feedback within the following school year.</p>
 <p>Facilities:</p>	<p>The media center is complete with engaging texts, interactive whiteboard, iPads and computer lab equipped with desktops. A Maker Space is evolving with access to STEM products and “tinker” materials. Classrooms support a preschool disabilities class, extended day Pre-K, ESL, Transitional Kindergarten, half day Kindergarten and grades one through three. Classrooms have SMART boards and iPads. Smaller classrooms for Academic Support and related service providers are accessible to all.</p>



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School Narrative

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The Hubbard School students enjoy being taught by specialists in the areas of Music, Art, Library, Enrichment and Physical Education. The Enrichment teacher works directly with all students in grades Kindergarten through grade three focusing on engineering and problem based learning units. In addition, the Ramsey Education Foundation also supports varied programs and resources that enrich our existing curriculum and provide for authentic learning experiences. The Ramsey Community is very important to the success of Hubbard School. The Ramsey Public Education Foundation helps to support the Ramsey schools. This year the Education Foundation purchased Virtual Reality glasses to help support & enhance our educational program. Hubbard also welcomes community volunteers throughout the year. The Ramsey Fire Department visits for Fire Safety Week, and the Ramsey Police Department provides the Officer Phil safety assembly. Hubbard School is a caring, joyful learning environment. A supportive network of teachers, parents, administrators, and community members encourage student effort and growth. All members of the school community share a sense of collective responsibility for student success through collaboration and communication.



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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**Grade Span 09-12**

**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	193	229	202
10	206	197	228
11	223	213	193
12	226	223	212
Ungraded	8	12	12
Total	856	874	847

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	47%
Male	50%	51%	53%
Economically Disadvantaged Students	4%	6%	6%
Students with Disabilities	14%	14%	11%
English Learners	0%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	81.5%
Hispanic	9.1%
Asian	7.2%
Black or African American	0.7%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.3%

**Enrollment Trends by Full and Shared Time**

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	847
Shared Time Students	0
Full Time Equivalent	847

**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	92.3%
Spanish	4.5%
Korean	1.1%
Other	2.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	268	64.1	67.60	79.00	54.90	45.5	40.7	Met Target
White	215	63.2	70.20	81.20	63.90	46.5	40.2	Met Target
Hispanic	31	74.5	32.30	51.20	39.80	27	20.6	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	66.7	94.40	87.00	80.70	64	61.6	Met Target
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	108	59.6	77.70	86.20	62.20	47.8		
Male	160	67.6	60.60	72.40	48.10	43.6		
Economically Disadvantaged Students	21	80.0	19.00	33.80	36.20	*	30.1	Not Met
Non-Economically Disadvantaged Students	247	62.9	71.60	81.70	65.80	*		
Students with Disabilities	44	80.3	22.80	37.20	20.50	19.4	16.7	Met Target
Students without Disabilities	224	61.5	76.30	85.10	61.90	49.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	204	768	768	749	*	*	17%	43%	28%	72%	52%
White	163	771	771	757	*	*	17%	44%	30%	74%	62%
Hispanic	24	740	740	733	*	*	*	*	*	42%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	13	776	776	777	*	0%	0%	*	*	92%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	89	777	777	756	*	*	*	39%	42%	81%	60%
Male	115	761	761	741	*	*	*	46%	18%	64%	43%
Economically Disadvantaged Students	15	722	722	731	*	*	*	*	0%	20%	32%
Non-Economically Disadvantaged Students	189	771	771	758	*	*	*	*	31%	76%	62%
Students with Disabilities	23	729	729	714	*	*	*	*	0%	17%	13%
Students without Disabilities	181	773	773	754	*	*	*	*	32%	79%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	76	751	751	743	*	13%	25%	43%	*	54%	46%
White	58	756	756	749	*	*	29%	47%	*	57%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	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	26	764	764	752	*	*	*	46%	*	65%	54%
Male	50	745	745	734	*	*	*	42%	*	48%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	24	731	731	704	*	*	*	*	*	33%	12%
Students without Disabilities	52	761	761	749	*	*	*	*	*	64%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	30	719	719	736	37%	*	*	*	*	27%	38%
White	20	728	728	738	*	*	*	*	*	30%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	*	*	*	744	*	*	*	*	*	*	46%
Male	*	*	*	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	12	714	714	709	*	*	*	*	*	17%	12%
Students without Disabilities	18	723	723	741	*	*	*	*	*	33%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

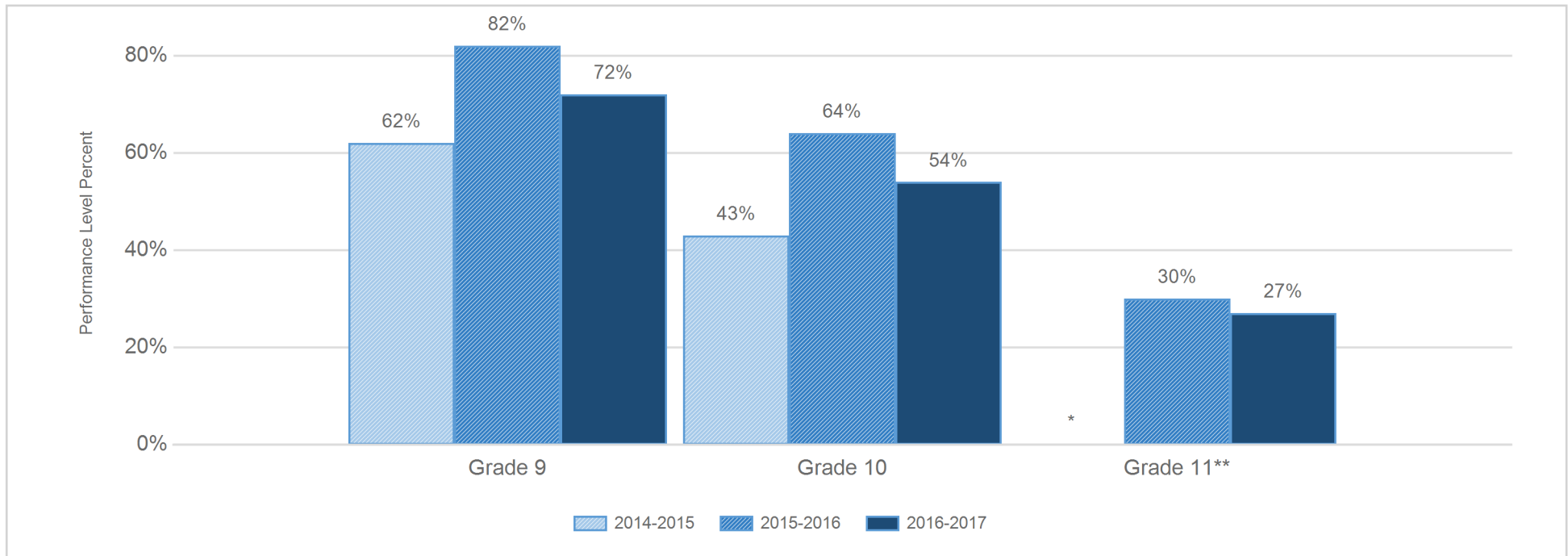


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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



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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	254	62.6	52.00	64.10	43.50	33.8	31.9	Met Target
White	204	61.1	55.40	64.80	52.40	35.4	30.7	Met Target
Hispanic	28	76.1	21.40	39.70	27.60	16.6	17	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	66.7	55.60	81.30	75.60	37.6	54	Not Met
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	103	58.4	54.40	68.50	44.10	32.4		
Male	151	65.8	50.30	60.30	42.90	34.8		
Economically Disadvantaged Students	19	85.7	15.80	26.50	25.10	*	N	N
Non-Economically Disadvantaged Students	235	61.0	54.90	66.30	54.30	*		
Students with Disabilities	37	75.0	*	14.40	16.50	*	6.1	Not Met
Students without Disabilities	217	60.7	*	71.20	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	139	736	760	743	*	22%	23%	40%	*	40%	42%
White	102	741	*	751	11%	18%	25%	47%	0%	47%	52%
Hispanic	29	715	*	728	*	38%	*	*	0%	14%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	59	733	762	744	*	20%	17%	41%	*	41%	43%
Male	80	738	759	741	*	24%	28%	39%	*	40%	40%
Economically Disadvantaged Students	19	710	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	120	740	*	751	*	*	*	*	*	*	52%
Students with Disabilities	23	716	*	714	*	*	*	*	*	*	10%
Students without Disabilities	116	740	*	747	*	*	*	*	*	*	47%
English Learners	10	684	*	708	*	*	*	*	*	*	*
Non-English Learners	129	740	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	738	739	734	*	27%	31%	37%	*	37%	30%
White	55	738	*	740	*	27%	33%	35%	*	35%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	22	740	*	735	*	*	*	46%	*	46%	31%
Male	46	737	*	733	*	*	*	33%	*	33%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	23	723	723	711	*	*	*	*	*	*	*
Students without Disabilities	45	745	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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
Schoolwide	91	757	757	725	*	*	21%	62%	*	64%	28%
White	73	760	760	731	*	*	18%	66%	*	69%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	11	757	757	761	0%	*	*	*	0%	55%	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	40	759	759	725	*	*	*	65%	*	65%	27%
Male	51	754	754	725	*	*	*	59%	*	63%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	91	757	757	726	*	*	21%	62%	*	64%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

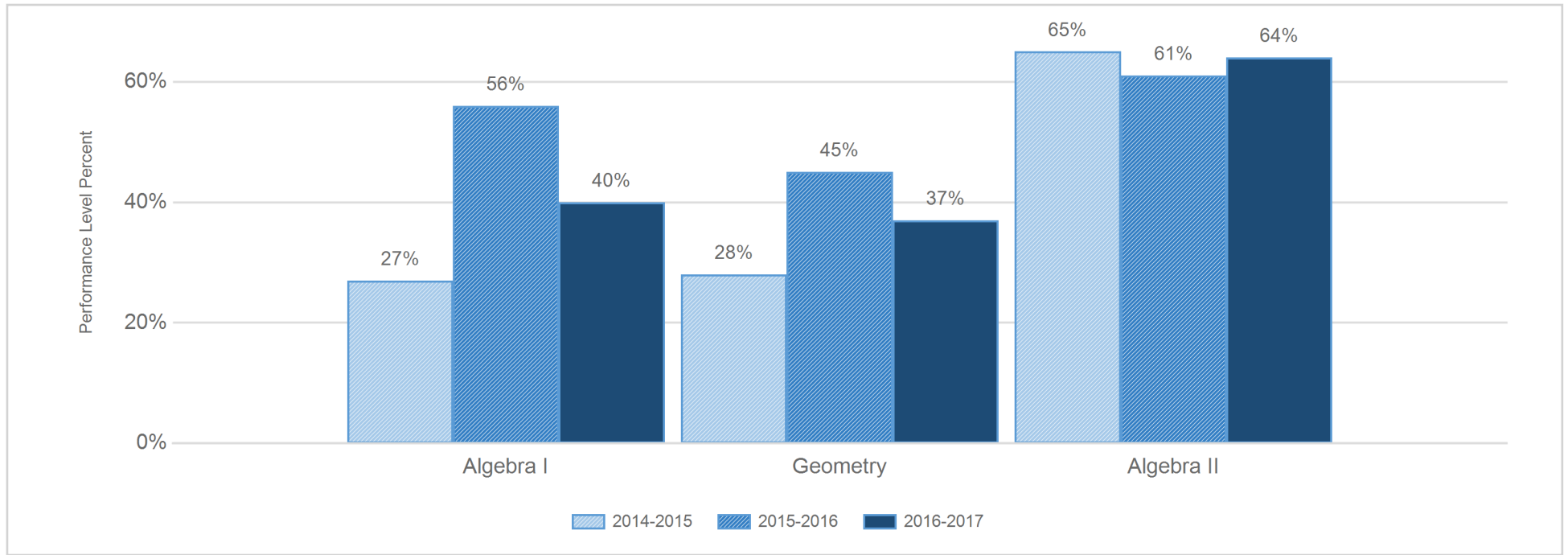


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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

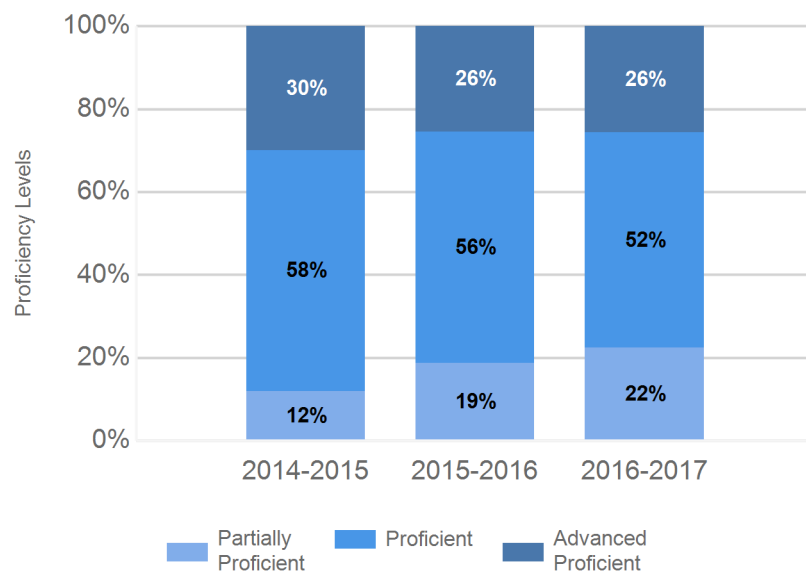
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	26%	52%	22%
White	29%	53%	18%
Hispanic	4%	37%	59%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	N	47%	53%
Students with Disabilities	8%	42%	50%
English Learners	N	N	*

**Biology Assessment - Proficiency Trends**

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





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

**PSAT/SAT/ACT - Participation**

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	92.6%	89.4%
Percentage of students taking the SAT	95.3%	70.0%
Percentage of students taking the ACT	63.7%	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	539	481	Varies By Grade	87%	67%
PSAT - Math	524	483	Varies By Grade	66%	49%
SAT - Reading and Writing	609	551	480	95%	77%
SAT - Math	599	552	530	80%	58%
ACT - Reading	26	24	22	79%	65%
ACT - English	26	24	18	94%	79%
ACT - Math	25	24	22	73%	65%
ACT - Science	25	23	23	67%	54%



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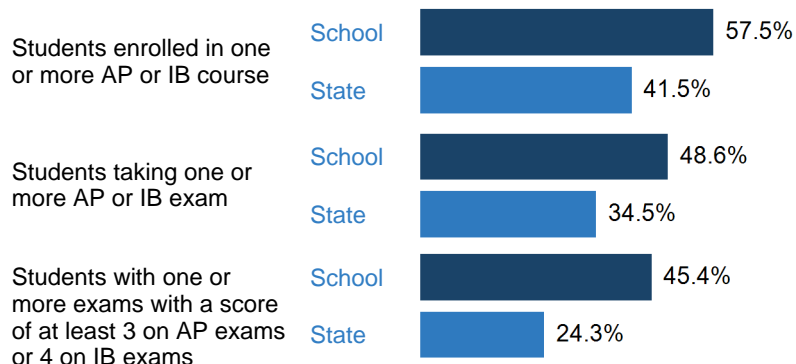
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



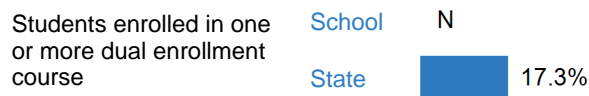
AP/ IB Courses Offered

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	7	7
AP Calculus AB	21	22
AP Calculus BC	9	8
AP Chemistry	14	8
AP Computer Science A	0	1
AP Computer Science Principles	40	21
AP English Language and Composition	71	67
AP English Literature and Composition	66	29
AP Environmental Science	18	15
AP French Language and Culture	14	13
AP German Language and Culture	0	3
AP Human Geography	68	49
AP Latin (Virgil Catullus and Horace)	0	4
AP Macroeconomics	19	16
AP Music Theory	6	3
AP Physics 1	28	26
AP Physics 2	12	1
AP Spanish Language	26	24
AP Statistics	41	22
AP Studio Art—Drawing Portfolio	0	1

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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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	17	16
AP U.S. History	48	49
Total Exams Taken		405
Exams with scores of at least 3 on AP exams or 4 on IB exams		357



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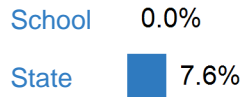
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**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.

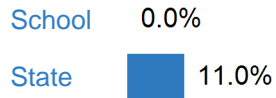
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

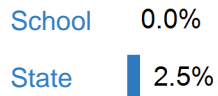
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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	131	1	70	0	0	0	1
10	21	206	7	0	0	0	2
11	2	13	93	82	2	8	3
12	1	0	14	106	75	33	7
Schoolwide	155	220	184	188	77	41	13
Enrolled in AP/IB Course					30	41	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	52	0	0	149	0	1
10	170	53	0	5	1	0
11	10	132	0	3	49	1
12	45	19	0	19	74	17
Schoolwide	277	204	0	176	124	19
Enrolled in AP/IB Course	7	14		18	40	0



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### 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	196	7	0	0	0	0
10	0	229	10	0	0	20
11	1	192	3	29	3	18
12	2	7	14	38	52	103
Schoolwide	199	435	27	67	55	141
Enrolled in AP/IB Course	0	48	19	0	0	83

### 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	86	97	0	10	1	8	0
10	114	61	0	20	21	15	0
11	74	50	0	20	3	9	0
12	37	14	0	13	1	7	2
Schoolwide	311	222	0	63	26	39	2
Enrolled in AP/IB Course	26	14	0	0	0	0	0
Enrolled in Level 3 or Higher	137	99	0	20	17	13	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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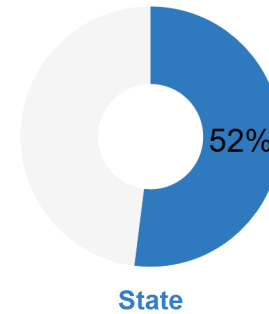
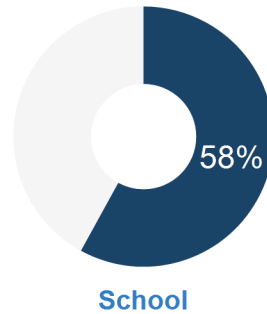
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Visual and Performing Arts – Course Participation

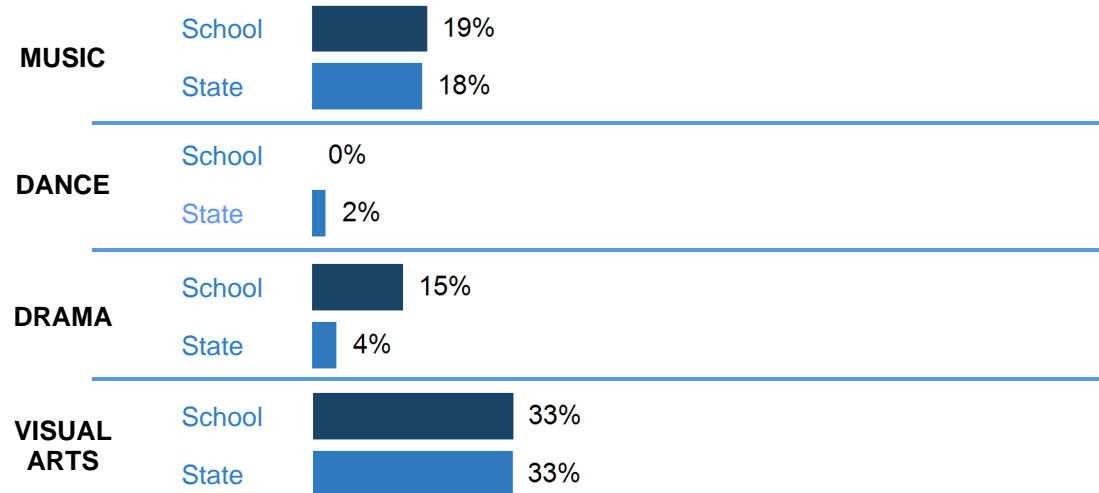
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	95.9%	90.5%	98.7%	91.8%	98.7%	N	Met Goal	97.8%	N	Met Goal
White	97.8%	94.5%	98.5%	95.1%	98.5%	N	Met Goal	98.0%	N	Met Goal
Hispanic	82.4%	84.3%	100.0%	86.3%	100.0%	**	**	93.3%	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	88.2%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	**	**
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	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	88.9%	78.8%	94.6%	82.1%	94.6%	88.4%	Met Target	88.1%	94.1%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

**Graduation Rate Trends**

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

Class of	4-Year Rate	5-Year Rate
2017	95.9%	-
2016	98.7%	98.7%
2015	97.8%	97.8%

**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	0.1%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0%	1.1%

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



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

**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.7%	4.4%	95.6%
White	85.8%	4%	96%
Hispanic	85.7%	16.7%	83.3%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	76.2%	18.8%	81.3%
English Learners	0%	0%	0%

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85.9%	6.4%	93.7%	58.2%	41.8%	25.4%	74.6%
White	86.7%	5.9%	94.1%	56.8%	43.2%	22.5%	77.5%
Hispanic	80%	25%	75%	87.5%	12.5%	62.5%	37.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	84.6%	0%	100%	63.6%	36.4%	45.5%	54.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	81.8%	14.8%	85.2%	66.7%	33.3%	44.4%	55.6%
English Learners	N	N	N	N	N	N	N



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

**Chronic Absenteeism**

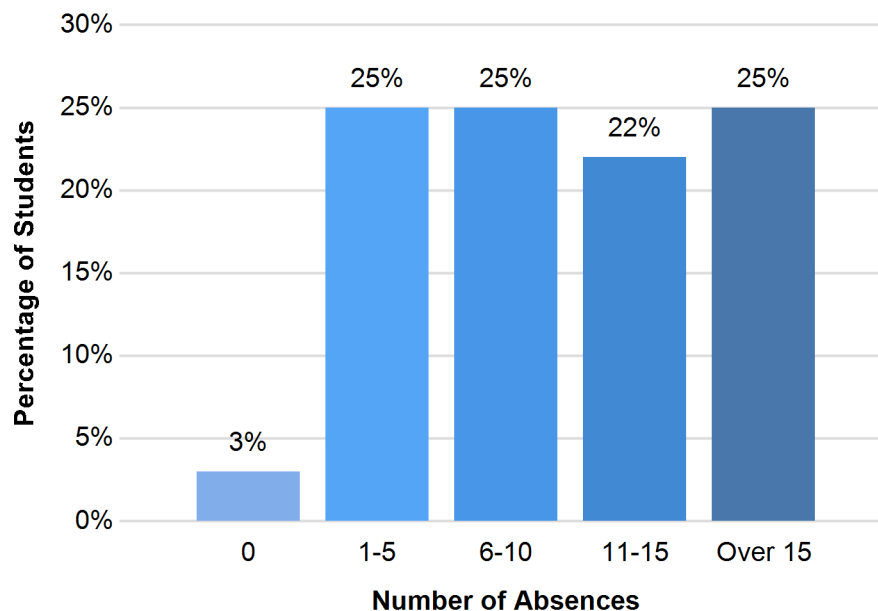
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.50	14.30	Not Met
White	16.60	14.30	Not Met
Hispanic	21.80	14.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	10.60	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	25.00	14.30	Not Met
Students with Disabilities	17.50	14.30	Not Met
English Learners	N	**	**

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

**Days Absent**

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





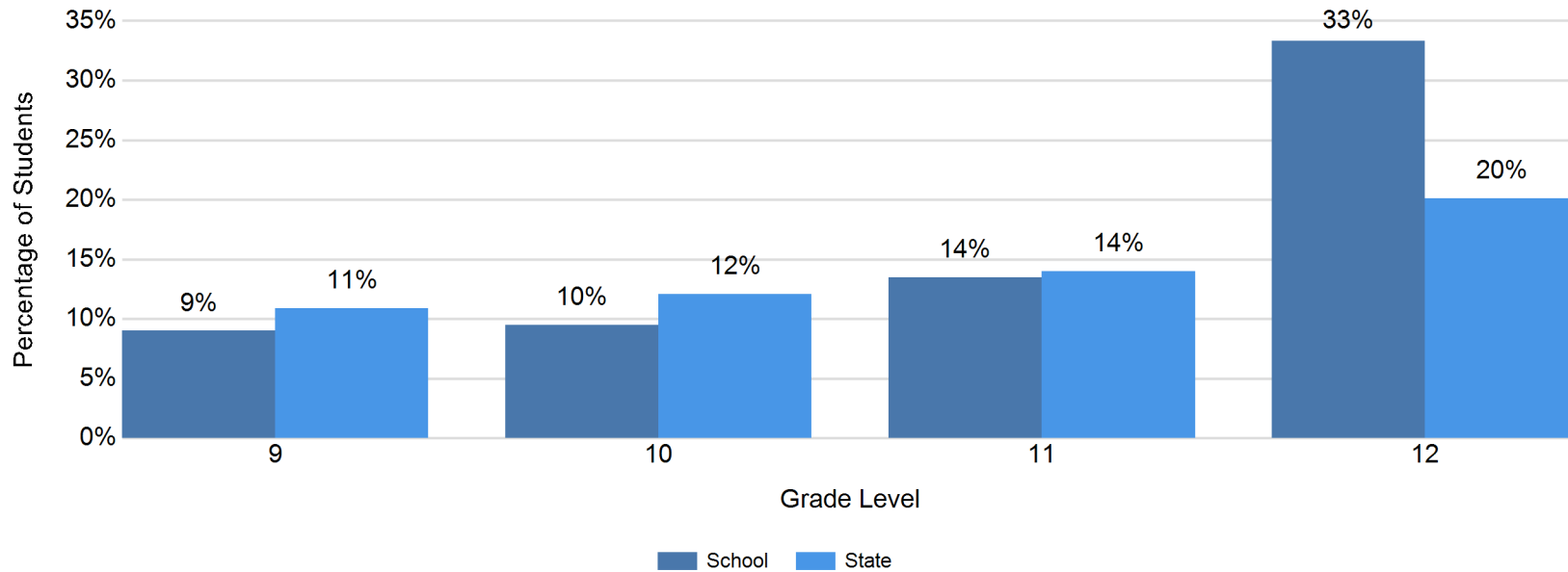
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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 23 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.18

**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	1.5%
Out-of-School Suspensions	1.1%
Any Suspension	2.6%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	358.6 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$319	\$16,970	\$17,289



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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	94	120,724
Average years experience in public schools	13.8	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	82%	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	20	9,506
Average years experience in public schools	18.9	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	55%	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	9:1	10:1
Administrators	61:1	139:1
Librarian/Media Specialists		697:1
Nurses		558:1
Counselors		310:1
Child Study Team		215:1



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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.

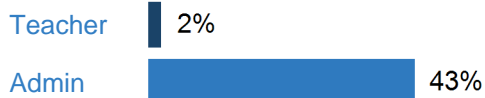
**Bachelor's Degree**



**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	91%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	39.9	17.5%
Mathematics Proficiency	47.9	17.5%
Graduation - 4-Year	90.7	25.0%
Graduation - 5-Year	74.3	25.0%
Chronic Absenteeism	28.8	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		60.9
<b>Summative Rating:</b> Percentile rank of Summative Score		63.7
<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	60.9	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
White	59.7	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Not Met	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	N	Not Met	**	**	No
Students with Disabilities	65.9	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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**School General Info**

<b>Principal:</b>	Dr. Thumm	<b>Email Address:</b>	<a href="mailto:mthumm@ramsey.k12.nj.us">mthumm@ramsey.k12.nj.us</a>
<b>Address:</b>	256 E MAIN STREET RAMSEY, NJ 07446-1927	<b>Website:</b>	<a href="https://www.ramsey.k12.nj.us/rhs">https://www.ramsey.k12.nj.us/rhs</a>
<b>Phone:</b>	(201)785-2300	<b>Twitter:</b>	<a href="https://twitter.com/RamseyHSNJ">https://twitter.com/RamseyHSNJ</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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Student-driven projects where students transfer knowledge to solve open-ended complex problems are emphasized.</li> <li>• Over 70% of the Ramsey student body are involved in the 27 athletic programs and cheerleading.</li> <li>• Accomplished instrumental and vocal music programs have performed from Carnegie Hall, NY to parades in Rome, Italy.</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>The mission of Ramsey Public Schools is to develop successful individuals who will possess the knowledge, skills and values necessary to become independent self-fulfilled persons in a complex global society and to raise the level of expectations for all students through a challenging academic and co-curricular program conducted in a caring and intellectually stimulating environment.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>In 2015, RHS boasted a United States Presidential Scholar, 1 of only 120 students in the country. In 2016, Ramsey High School earned a place on the AP District Honor Roll. There were 40 AP Scholars, 16 AP Scholars with Honor, and 26 AP Scholars with Distinction and 2 National AP Scholars in the Class of 2017. During the last few years, our graduates have been accepted to some of the most prestigious and competitive colleges in the nation.</p>







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School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The curriculum is challenging and student-focused. We strive to advance 21st Century learning, and we continue to prepare students for success as they enter college, the military and the workplace. To that end, we offer a Design Thinking course that follows Stanford University’s Institute of Design model. Our partnership with Virtual High School, Bergen Community College, Ramapo College, and Syracuse University enables our students to access additional learning opportunities.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Co-ed), Golf (Boys &amp; Girls), Ice Hockey (Co-ed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Co-ed)</p> <p>Over 70% of the Ramsey student body are involved in the 27 athletic programs and cheerleading. We have 27 athletic offerings with 62 varsity and sub-varsity teams. The 2017 teams have played for The Cure, Breast Cancer Awareness, Toy Drive for Hackensack Children’s Hospital, Clothing drive for hurricane victims of Texas and Florida, Autism Awareness, and Servicemen and women. Ramsey is a place of athletic pride and great community support.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Ramsey High School offers over 45 co-curricular programs, including drama and art, academic competitions and clubs, literary publications, and an extensive peer leadership program.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The staff members of RHS are an exemplary group of professionals who dedicate themselves to providing outstanding educational programs and opportunities to meet the needs of the ever-changing student population. Eight staff members made the commitment to prepare over 90 Ramsey High School students to face the challenges of the new global environment by partnering with World Challenge Inc. In July of 2017, 6 groups traveled to Bolivia to perform service and to participate in cultural exchanges.</p>








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School Narrative

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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff participates in a variety of Professional Development opportunities throughout the year ranging from professional book study groups, residencies in balanced literacy and math, and interactive opportunities in our labsite classrooms alongside coaches and consultants across disciplines. Opportunities for PD also offered by teachers in their own classrooms with peer observers on topics such as technology integration, student-centered learning and differentiated instruction.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Over 95 percent of last year's seniors enrolled in college, with more than 87 percent of them entering four-year colleges.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Intervention and Referral Services Committee reviews requests from teachers/parents for assistance with students who are experiencing difficulty in school. Should further assistance be required, the CST provides diagnostic and consultative services to pupils who are identified in need of special education. The ELL program serves children in the school who speak different languages. Academic Support provides in the areas of reading and mathematics.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health &amp; wellness is an important facet of the school experience. Health lessons are incorporated into Physical Education. Ramsey's Stigma-Free initiative hopes to raise awareness of the disease of mental illness, provide an effective way to reduce the stigma associated with the disease and encourage those who are affected to feel supported.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>RHS enjoys strong community support that leads to opportunities for our students to transfer what they have learned to meaningful endeavors. Last year, our student-led Ramsey Relay for Life event raised over \$150,000.00 to support the American Cancer Society. Community involvement is an integral part of our high school culture and several support groups are involved in volunteer efforts at our high school. These support groups provide innovative programs, student scholarships, and moral support.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>A school climate survey is distributed to parents yearly as an opportunity to gather input and feedback from all school stakeholders. The survey data is used to ensure that as a school we are meeting the varied needs of our learners, providing a learning environment that is safe, inviting and conducive to learning.</p>
 <p>Facilities:</p>	<p>RHS was originally constructed in 1936. We have maintained a classic feel with significant and ongoing facility upgrades. In addition to modern classrooms, RHS boasts state of the art science labs, AutoCAD facility, photo and digital video rooms, wood and auto shops, and a robotics space. Two full gymnasiums, two lighted turf fields, cafeteria, art rooms, culinary arts center, Design Thinking space, two computer labs, theater, writing center, media center, and music rooms are also part of RHS.</p>



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School Narrative

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

At Ramsey High School, we are committed to consistently providing students with the skills and knowledge they need to be successful, with an emphasis on academic achievement and social/emotional growth. RHS offers courses at every ability level, including a wide variety of advanced placement and honors classes. An extensive range of elective courses are available to all students, and every effort is made to design programs that meet the individual needs of each of our students. The building administration and guidance department work collaboratively to implement a program of study that provides our students with the necessary education and background to pursue their individual goals and successfully take their place in the world after high school. We expect our graduates to be able to solve complex, subject-based, and multidisciplinary problems by collaborating, thinking critically, being creative, and by maximizing the use of available technology. Our one to one i-Pad initiative coupled with our extende



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



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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	27	29	20
KG	96	80	93
1	80	99	76
2	99	84	101
3	109	99	80
Ungraded	8	8	17
Total	419	399	387

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	50%
Male	50%	51%	50%
Economically Disadvantaged Students	7%	8%	10%
Students with Disabilities	9%	13%	14%
English Learners	4%	5%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	74.9%
Hispanic	13.2%
Asian	10.1%
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.3%

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	32	29	20
PK - Full Day	0	0	0
KG - Half Day	90	80	93
KG - Full Day	0	0	0

**Enrollment by Home Language**

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

Home Language	% of Students
English	88.4%
Spanish	7.2%
Korean	1.8%
Other	2.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	77	97.6	76.60	79.00	54.90	76.6	64.6	Met Target
White	63	98.6	77.80	81.20	63.90	77.8	67.8	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	N	N	N	30.00	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	43	97.9	81.40	86.20	62.20	81.4		
Male	34	97.3	70.60	72.40	48.10	70.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	80	767	763	749	0%	*	16%	70%	*	78%	50%
White	67	769	765	759	0%	*	15%	70%	*	79%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	46	770	768	754	0%	*	*	74%	*	83%	55%
Male	34	761	758	745	0%	*	*	65%	*	71%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	80	767	*	752	0%	*	16%	70%	*	78%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



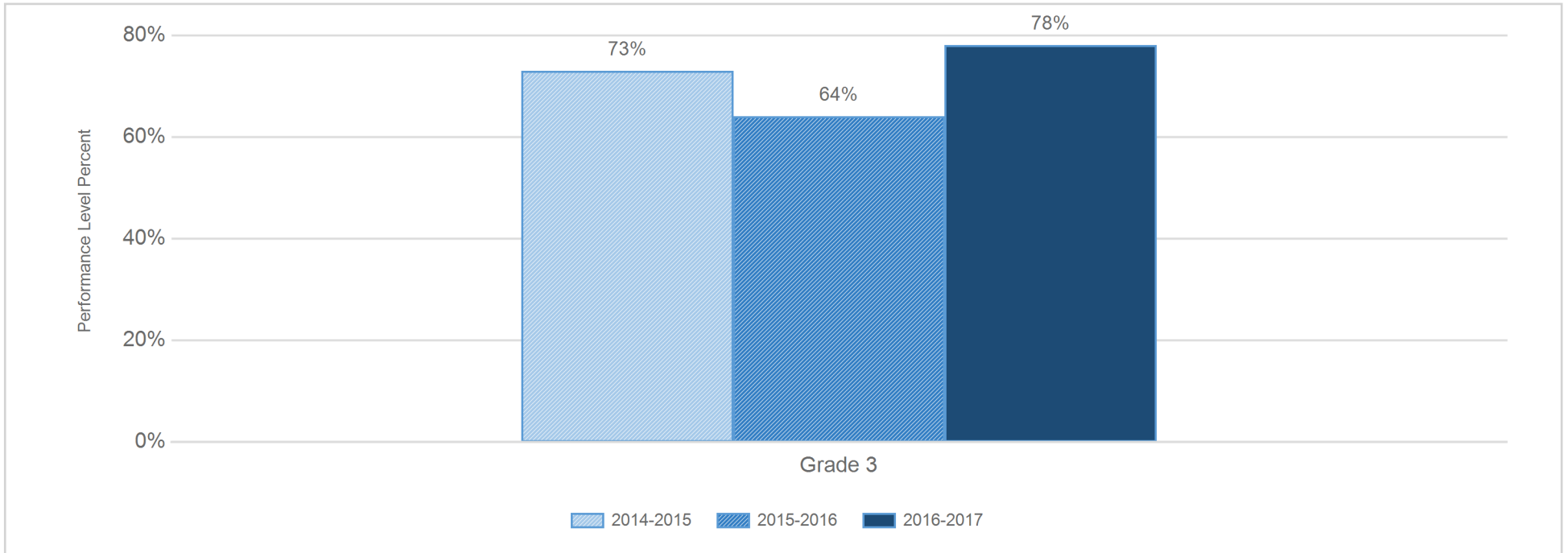
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**English Language Arts/Literacy Assessment - Performance Trends**

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	77	97.6	77.90	64.10	43.50	77.9	80	Met Target†
White	63	98.6	77.80	64.80	52.40	77.8	80	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	N	N	N	10.00	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	43	97.9	83.70	68.50	44.10	83.7		
Male	34	97.3	70.50	60.30	42.90	70.5		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	767	765	751	*	*	16%	61%	17%	78%	53%
White	67	767	766	759	*	*	18%	60%	18%	78%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	47	768	766	751	*	*	*	64%	*	81%	52%
Male	34	765	763	751	*	*	*	56%	*	74%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

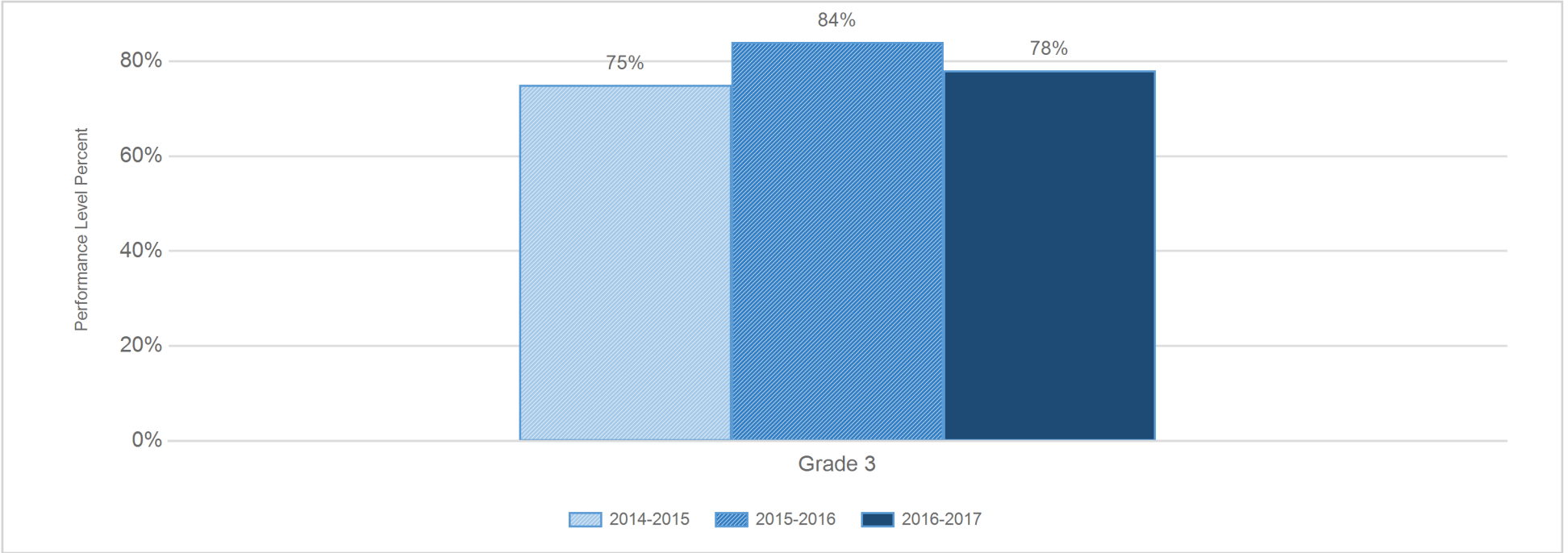


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**Mathematics Assessment – Performance Trends**

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	*	*

**English Language Proficiency Test - Participation and Performance**

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

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



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

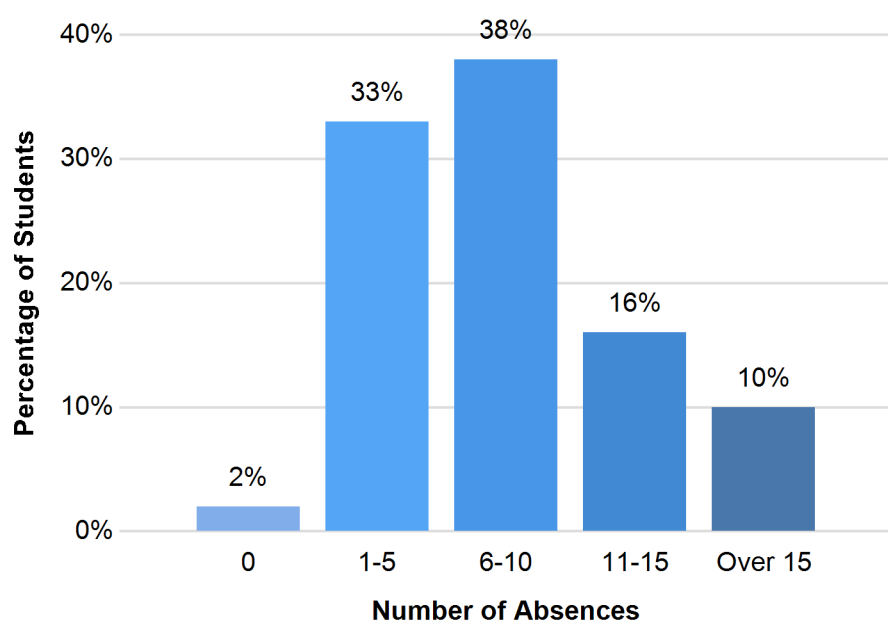
**Chronic Absenteeism**

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

**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.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.70	9.10	Met Target
White	5.40	9.10	Met Target
Hispanic	8.20	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.10	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.50	9.10	Not Met
Students with Disabilities	7.80	9.10	Met Target
English Learners	10.00	9.10	Not Met



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



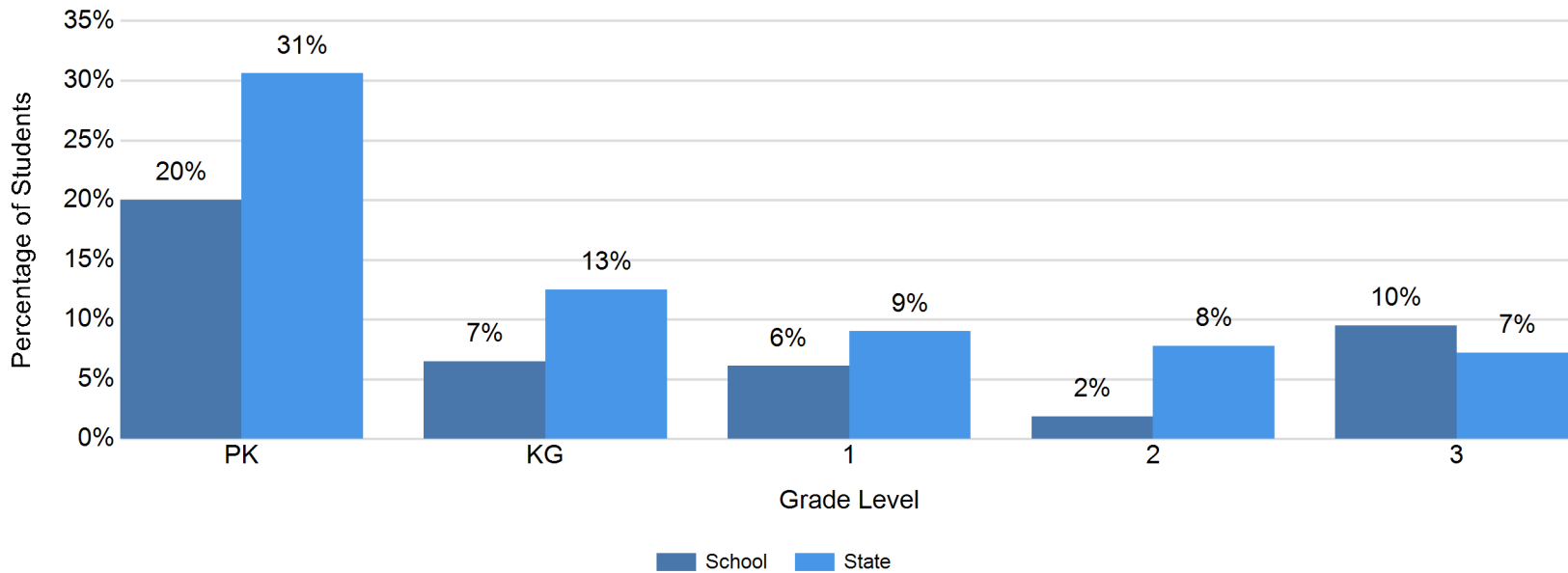
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**Chronic Absenteeism by Grade**

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**

**Violence, Vandalism, HIB, and Substance Offenses**

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.

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.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

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

**Student Suspension Rate**

**Student Expulsions**

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.

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.

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

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	358.6 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$319	\$16,970	\$17,289



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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	35	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	74%	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	20	9,506
Average years experience in public schools	18.9	15.9
Average years experience in district	8.7	11.6
Administrators in district for 4 or more years	55%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	10:1
Administrators	387:1	139:1
Librarian/Media Specialists		697:1
Nurses		558:1
Counselors		310:1
Child Study Team		215:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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**Accountability Indicator Scores and Summative Rating**

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

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

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

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



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

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Aliano	<b>Email Address:</b>	<a href="mailto:galiano@ramsey.k12.nj.us">galiano@ramsey.k12.nj.us</a>
<b>Address:</b>	200 ISLAND AVENUE RAMSEY, NJ 07446-1566	<b>Website:</b>	<a href="https://www.ramsey.k12.nj.us/Tisdale">https://www.ramsey.k12.nj.us/Tisdale</a>
<b>Phone:</b>	(201)785-2336	<b>Twitter:</b>	<a href="https://twitter.com/tisdaleschool">https://twitter.com/tisdaleschool</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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Identified by the New Jersey Department of Education as a High Performing Rewards School for the 2014-2015 school year</li> <li>• Two of the teachers were recognized as Exemplary Elementary Educators in the years 2015-16 and 2016-17.</li> <li>• Had two staff members receive Governor's Educator and Service Professional of the Year recognition for 2016-2017</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of the school is to promote academic excellence in a caring environment where independence and a sense of responsibility are developed. Focusing on the whole child, teachers develop appropriate activities that address the academic, social, and emotional needs of each student. Teachers strive to build on successful, authentic learning experiences for every child on a daily basis.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Tisdale School was identified by the New Jersey Department of Education as a High Performing Rewards School for the 2014-2015 school year. In addition, two teachers were recognized as Exemplary Elementary Educators in the years 15-16 and 16-17. We also participate yearly in the Governor's Educator and Service Professional of the Year program and had two staff members earn this title in the 16-17 school year.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum consists of reading, language arts, mathematics, health, social studies, science, technology, art, music, enrichment, library and physical education. Goals focus on teaching children to think, communicate effectively, work well with others, be creative, and to use their knowledge to solve complex problems. Classroom experiences are designed to ensure that students develop the necessary skills and strategies to become lifelong learners and face the challenges of the next century.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Winter Clubs are offered through our PTO, are parent led and provide opportunities for students to engage in extracurricular activities in addition to their school day. Some clubs offered include Book Club, Scrapbooking, Legos, Art, Fashion, and Photography.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Academic Support is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance and teacher recommendation.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff participates in a variety of Professional Development opportunities throughout the year ranging from professional book study groups, residencies in balanced literacy and math, and interactive opportunities in our labsite classrooms alongside coaches and consultants across disciplines. Opportunities for PD also offered by teachers in their own classrooms with peer observers on topics such as technology integration, student-centered learning and differentiated instruction.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Intervention and Referral Services Committee reviews requests from teachers/parents for assistance with students who are experiencing difficulty in school. Should further assistance be required, the CST provides diagnostic and consultative services to pupils who are identified in need of special education. The ELL program serves children in the school who speak different languages. Academic Support provides in the areas of reading and mathematics.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students enjoy recess daily and PE classes two times a week. A character education committee coordinates school assemblies that focus on taking care of ourselves, our school and our community. Banana Splits is a program offered to students who have suffered a loss or challenge in their lives ranging from divorce to family illness. Our school support staff also provides in school counseling on an as needed basis to students who qualify.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are an integral part of our school. They volunteer and provide funds for a variety of activities. They volunteer in the library, classroom reading, and participate in PTO projects. Family Sing and the Grandfriend's Tea serve as symbols of the school's belief in the importance of families and a positive school community. Parents serve as mentors in the student run school store and presenters in the Meet the Masters, art appreciation program.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>A school climate survey is distributed to parents yearly as an opportunity to gather input and feedback from all school stakeholders. The survey data is used to ensure that as a school we are meeting the varied needs of our learners, providing a learning environment that is safe, inviting and conducive to learning.</p>
 <p>Facilities:</p>	<p>The school was built in 1952, completed its first addition in 1961, a second addition in 1998, and a third addition in the spring of 2003. The school contains 30 classrooms, a cafeteria, gymnasium, health/main office, science lab, courtyard, and several smaller teaching areas for support classes. The media center, completed in the spring of 1998, houses a wealth of books, a large instructional area which includes a SMART Board with Apple TV, iPads, and a lab equipped with desktop computers.</p>



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Each classroom is also equipped with several networked computers that have direct access to the Internet. All of our classrooms are furnished with SMART Boards equipped with Air Play, and technology is utilized to enhance teaching and learning at all grade levels using a variety of software, laptops, and iPads. A section of the media center is also starting to evolve into a Maker Space with access for children to “tinker” with a plethora of materials. Tisdale School is an exciting learning community. The students have the opportunity to participate and become involved with visiting authors, illustrators, scientists, musicians, and dancers through assembly programs. Children have performed on stage, conducted research, solved complex mathematical problems, studied a variety of topics, and discovered the joy of reading and writing. They have learned the importance of helping others through various community service projects throughout the school year such as the food and coat drive. Students are also expo



Other Information: