




Mildred Magowan Elementary School
2016-2017
Grade Span PK-04

05-1280-050
BURLINGTON
EDGEWATER PARK TWP
405 CHERRIX AVENUE
EDGEWATER PARK, NJ 08010

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



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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	40	43	45
KG	91	91	92
1	92	88	92
2	97	96	80
3	78	101	100
4	83	84	103
Ungraded	41	25	37
Total	522	528	549

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	45%	48%	44%
Male	55%	52%	56%
Economically Disadvantaged Students	47%	55%	57%
Students with Disabilities	18%	21%	21%
English Learners	8%	11%	15%
Homeless Students			4%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	33.7%
Hispanic	32.4%
Black or African American	24.8%
Asian	2.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.6%

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	42	43	45
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	96	91	92

Enrollment by Home Language

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

Home Language	% of Students
English	68.1%
Spanish	14.9%
Turkish	6.9%
Portuguese	6.6%
Other	3.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	184	97.5	29.40	38.90	54.90	29.4	37.2	Not Met
White	64	98.5	32.90	43.10	63.90	32.9	41	Met Target†
Hispanic	54	100.0	27.80	34.40	39.80	27.8	35.1	Met Target†
Black or African American	50	93.1	26.00	37.40	35.20	25.8	33.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	11	100.0	27.30	37.00	54.90	27.3	**	**
Female	84	97.8	36.90	47.50	62.20	36.9		
Male	100	97.4	23.00	30.70	48.10	23		
Economically Disadvantaged Students	95	95.5	21.10	32.50	36.20	21.1	31.9	Not Met
Non-Economically Disadvantaged Students	89	100.0	38.20	44.80	65.80	38.2		
Students with Disabilities	43	97.9	23.30	*	20.50	23.3	18	Met Target
Students without Disabilities	141	97.4	31.20	*	61.90	31.2		
English Learners	37	100.0	10.80	14.50	25.20	10.8	N	N
Non-English Learners	147	97.0	34.00	42.90	57.40	34		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	731	731	749	20%	32%	16%	33%	0%	33%	50%
White	35	728	728	759	*	31%	*	31%	0%	31%	61%
Hispanic	27	729	729	734	*	*	*	*	0%	30%	35%
Black or African American	28	732	732	731	*	46%	*	36%	0%	36%	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	42	737	737	754	*	*	*	43%	*	43%	55%
Male	55	726	726	745	*	*	*	26%	*	26%	46%
Economically Disadvantaged Students	53	726	726	731	*	26%	*	28%	0%	28%	31%
Non-Economically Disadvantaged Students	44	736	736	762	*	39%	*	39%	0%	39%	63%
Students with Disabilities	21	722	722	720	*	*	*	*	0%	29%	24%
Students without Disabilities	76	733	733	755	*	*	*	*	0%	34%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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	99	734	734	753	*	19%	39%	23%	*	27%	56%
White	28	742	742	762	*	*	39%	36%	*	39%	67%
Hispanic	35	733	733	740	*	*	43%	*	*	29%	40%
Black or African American	26	725	725	737	*	*	*	*	*	15%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	43	741	741	758	*	*	49%	23%	*	30%	61%
Male	56	728	728	749	*	*	32%	23%	*	25%	51%
Economically Disadvantaged Students	51	729	729	737	*	*	49%	*	*	16%	36%
Non-Economically Disadvantaged Students	48	738	738	764	*	*	29%	*	*	40%	69%
Students with Disabilities	24	714	714	725	*	*	*	*	*	17%	25%
Students without Disabilities	75	740	740	759	*	*	*	*	*	31%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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

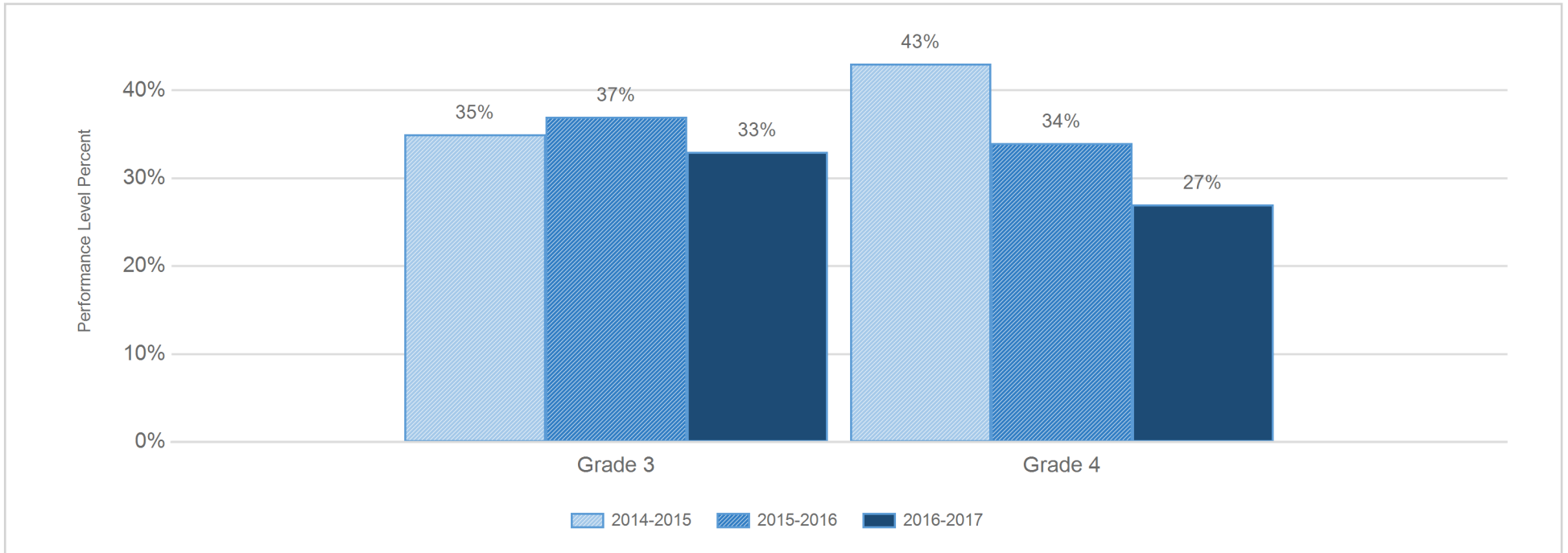


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English Language Arts/Literacy Assessment - Performance Trends

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	189	97.6	37.00	39.90	43.50	37	49	Not Met
White	65	98.5	38.50	50.20	52.40	38.5	50.7	Not Met
Hispanic	58	100.0	39.60	33.40	27.60	39.6	53.3	Not Met
Black or African American	50	93.1	30.00	28.20	21.70	29.8	41.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	11	100.0	36.40	44.40	44.90	36.4	**	**
Female	85	97.8	43.50	40.90	44.10	43.5		
Male	104	97.5	31.70	38.90	42.90	31.7		
Economically Disadvantaged Students	100	95.7	26.00	30.80	25.10	26	43.1	Not Met
Non-Economically Disadvantaged Students	89	100.0	49.40	48.40	54.30	49.4		
Students with Disabilities	43	97.9	18.60	15.80	16.50	18.6	29.2	Not Met
Students without Disabilities	146	97.5	42.40	45.60	48.80	42.4		
English Learners	42	100.0	26.20	22.70	23.30	26.2	N	N
Non-English Learners	147	97.0	40.10	43.00	45.20	40.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	737	737	751	*	25%	32%	33%	*	36%	53%
White	36	741	741	759	*	*	36%	33%	*	39%	63%
Hispanic	30	730	730	738	*	*	33%	*	0%	27%	37%
Black or African American	28	736	736	733	*	36%	*	*	*	32%	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	42	742	742	751	*	*	29%	36%	*	43%	52%
Male	59	734	734	751	*	*	34%	31%	*	31%	53%
Economically Disadvantaged Students	57	729	729	736	*	*	33%	25%	*	25%	34%
Non-Economically Disadvantaged Students	44	748	748	761	*	*	30%	43%	*	50%	65%
Students with Disabilities	21	732	732	729	*	*	*	*	*	29%	29%
Students without Disabilities	80	739	739	755	*	*	*	*	*	38%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	741	741	747	*	16%	38%	37%	*	39%	47%
White	29	743	743	755	*	*	48%	38%	0%	38%	59%
Hispanic	36	742	742	734	*	*	*	44%	*	47%	30%
Black or African American	26	738	738	729	*	*	*	*	0%	35%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	45	744	744	747	*	*	40%	40%	*	40%	47%
Male	56	739	739	747	*	*	36%	34%	*	38%	48%
Economically Disadvantaged Students	53	737	737	732	*	*	42%	26%	*	28%	27%
Non-Economically Disadvantaged Students	48	747	747	757	*	*	33%	48%	*	50%	61%
Students with Disabilities	24	719	719	724	*	*	*	*	*	*	22%
Students without Disabilities	77	749	749	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

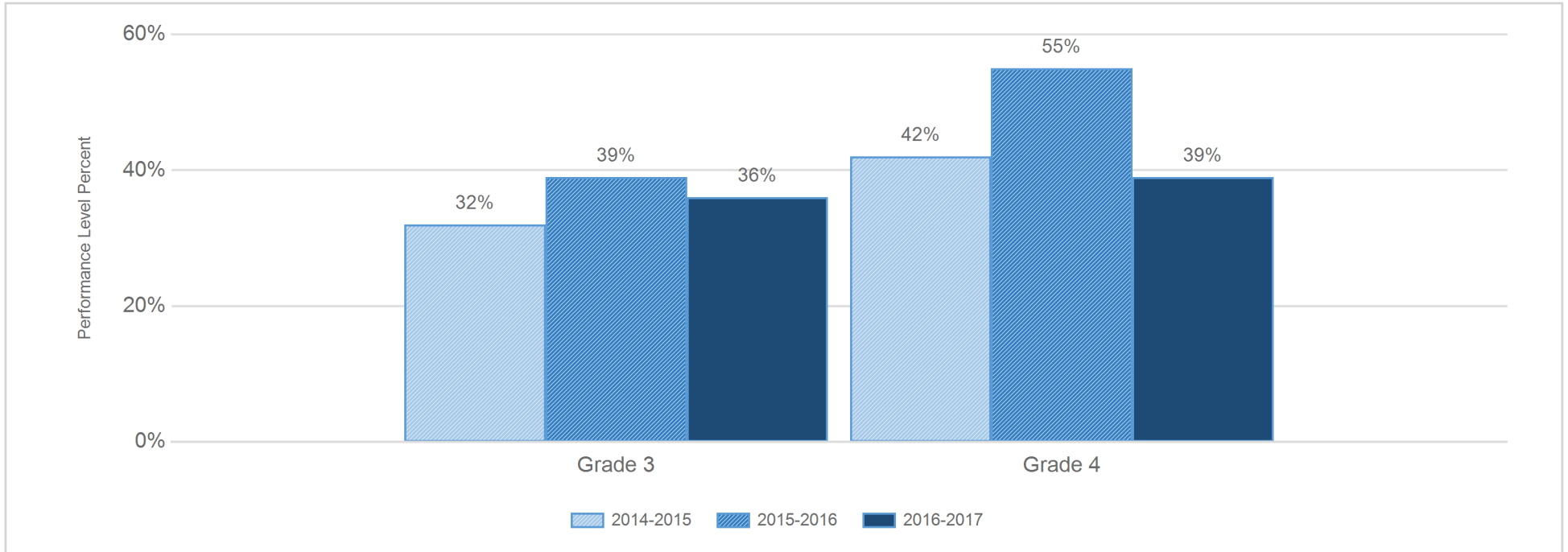


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

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	31	*	*
2	27	*	*
3	14	85.7%	14.3%
4	*	*	*
5+	*	*	*



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

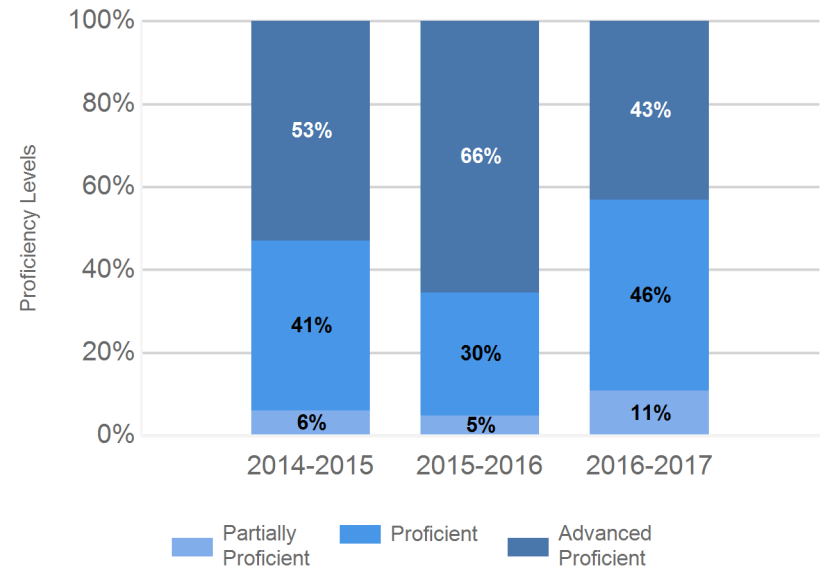
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	43%	46%	11%
White	57%	40%	3%
Hispanic	37%	51%	11%
Black or African American	37%	48%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	30%	59%	11%
Students with Disabilities	26%	57%	17%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	26	41	50	Not Met	58	47	50	Met Target
White	24	35	50	Not Met	42	41.5	52	Met Target
Hispanic	33	45	49	Not Met	64	52.5	47	Exceeds Target
Black or African American	21.5	47	45	Not Met	59	47.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	45	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	46	51	**	*	*	52	**
Economically Disadvantaged	22	42	47	Not Met	61	53	46	Exceeds Target
Students with Disabilities	24	35	41	Not Met	24	31	43	Not Met
English Learners	31	34	53	Not Met	53	40	51	Met Target

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



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Grade Span PK-04

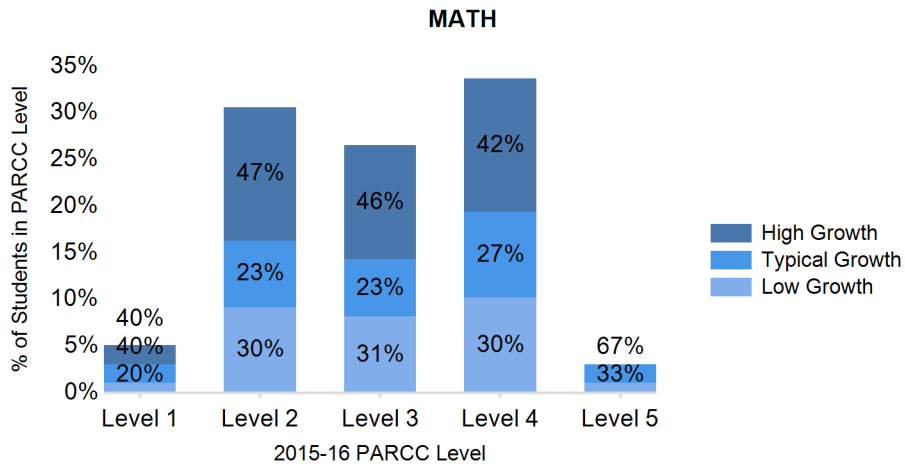
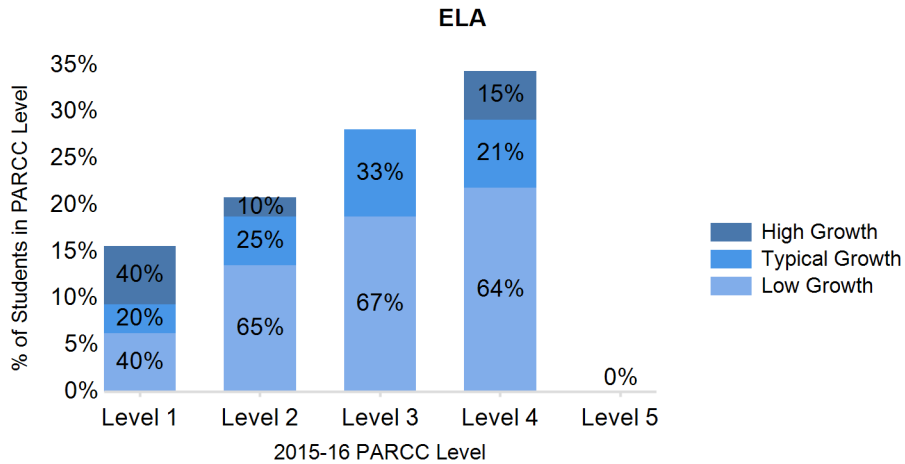
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

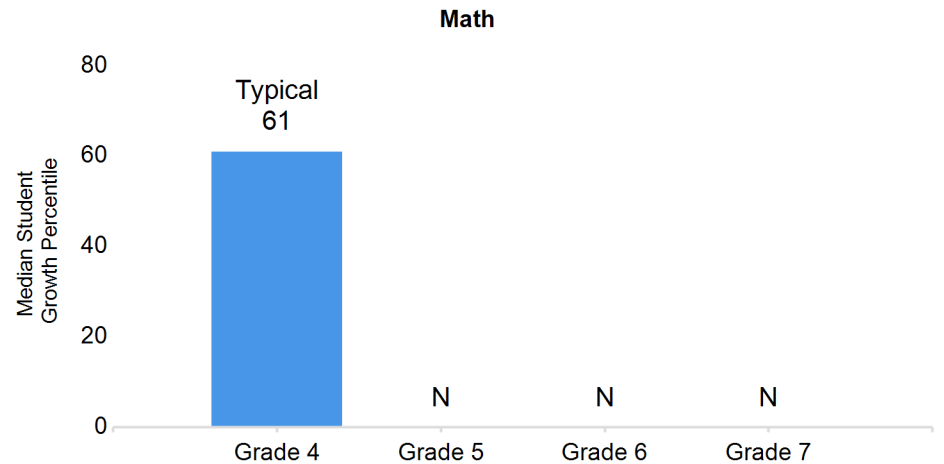
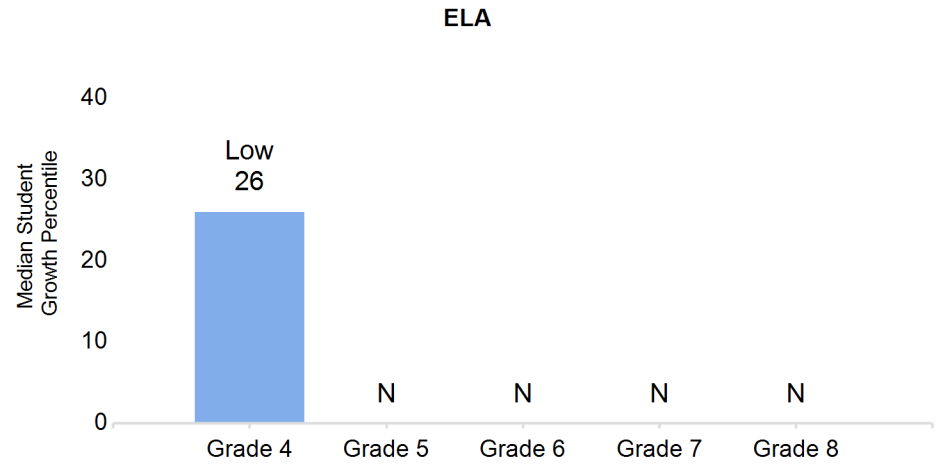
Student Growth by Performance Level

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.



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



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

Chronic Absenteeism

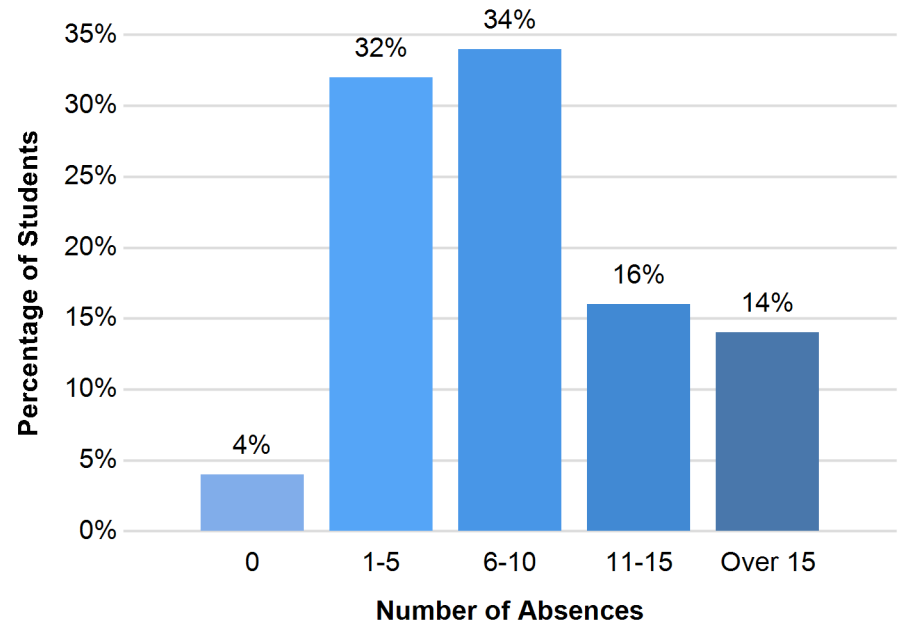
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.20	8.70	Not Met
White	11.40	8.70	Not Met
Hispanic	14.20	8.70	Not Met
Black or African American	5.70	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	18.80	8.70	Not Met
Economically Disadvantaged Students	14.20	8.70	Not Met
Students with Disabilities	14.40	8.70	Not Met
English Learners	9.30	8.70	Not Met

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

Days Absent

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



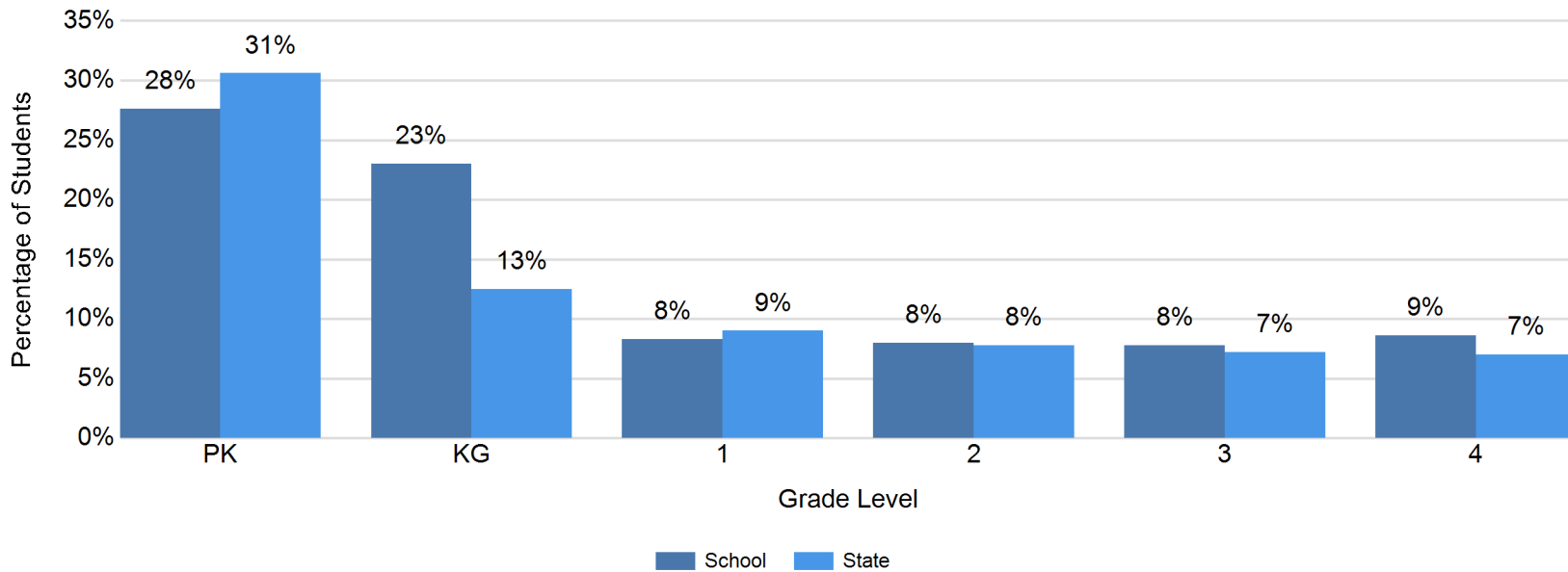


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 55 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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.73

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	230.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$792	\$13,149	\$13,941



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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	14.0	11.8
Average years experience in district	12.7	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	6	9,506
Average years experience in public schools	20.3	15.9
Average years experience in district	11.8	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	275:1	145:1
Librarian/Media Specialists		867:1
Nurses		434:1
Counselors		434:1
Child Study Team		434:1



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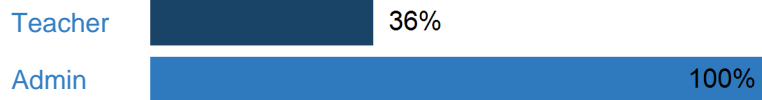
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	11.0	17.5%
Mathematics Proficiency	35.9	17.5%
English Language Arts Growth	1.0	25.0%
Mathematics Growth	69.3	25.0%
Chronic Absenteeism	20.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		28.9
Summative Rating: Percentile rank of Summative Score		18.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	28.9	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	9.2	11.9	Targeted	Met Target†	Not Met	Not Met	Not Met	Met Target	No
Hispanic	43.0	11.9	No	Met Target†	Not Met	Not Met	Not Met	Exceeds Target	No
Black or African American	52.6	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	36.3	11.9	No	Not Met	Not Met	Not Met	Not Met	Exceeds Target	No
Students with Disabilities	27.4	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
English Learners	32.7	11.9	No	N	N	Not Met	Not Met	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Marini	Email Address:	rmarini@edgewaterparksd.org
Address:	405 CHERRIX AVENUE EDGEWATER PARK, NJ 08010	Website:	http://magowan.edgewaterparksd.org/
Phone:	(609)877-1430		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes: Everyday Math, Reading & Writing Workshops, Next Generation Science Standards. • Jump Into Reading Challenge Champions in Burlington County • Character Education program unique to each grade level
 <p>Mission, Vision, Theme:</p>	<p>Magowan's school motto is "Together We Can", because together we know we can do great things. We developed school-wide expectations for all areas of the school. Expectations are formally taught the first two weeks of school. We developed a ticket system to recognize students for their positive choices.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Champions of the Jump Into Reading challenge sponsored by Assemblyman Singleton and Assemblyman Conaway. For two years in a row, Magowan students read more books than any other participating school in Burlington County. Several of our students were recognized as the top grade level reader.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Everyday Math, Reading & Writing Workshops, Next Generation Science Standards</p>
 <p>Clubs and Activities:</p>	<p>Magowan School offers a variety of clubs and activities for Kindergarten through Fourth grade students. Our clubs focus on physical activity, gardening, academics, drug prevention, The Arts and STEAM. Clubs and activities are an extension of the day. The instrumental band program has over 75% participation of our fourth grade students.</p>
 <p>Before and After School Programs:</p>	<p>Magowan's Latchkey program is so popular, there is a waiting list each year. We are open from 7:00-8:30 and 3:00-6:00. Children enjoy a snack time, homework time and plenty of age appropriate play.</p>







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 <p>Staff and Professional Learning:</p>	<p>For our staff, we offer job-embedded, continual professional development. We contract with multiple Math and Language Arts consultants. We also have many staff developments presented by teachers, administrators and other school staff. We have monthly Professional Learning Community meetings along with monthly internal grade level meetings/trainings. All meetings and trainings are centered around student achievement and continuous improvement.</p>
 <p>Student Supports and Services:</p>	<p>We have a strong English Language Learner program for our ELL learners. We have multi-level Special Education classes. We offer after school academic assistance, intervention and referral services and a lunch bunch program to discuss social issues. We are also involved in character education and classroom guidance.</p>
 <p>Student Health and Wellness:</p>	<p>Health is part of the curriculum. Our Breakfast Club serves over 100 students each morning. Many students participate in our Runner's Club.</p>
 <p>Parent and Community Involvement:</p>	<p>We have a very supportive Parent-Teacher Organization that helps us raise funds and also helps support the students at different activities during the year. The parents all have access to the student's Parent Portal. We also have a very close working relationship with our local police, fire and emergency service departments. We offer family nights throughout the year to support our ELL population.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>The Classroom Resilience Survey is given two times per year in grades 3 & 4. Students strongly feel that teachers are supporters of their academic and social needs. In addition, this survey has been used in our PBSIS and Growth Mindset initiatives and prevention of HIB incidents. Also, the school PBSIS team conducts a climate survey every other year. There was not a survey conducted during the 16-17 school year but there will be during the 17-18 school year.</p>
 <p>Facilities:</p>	<p>Over the last year, Magowan School has undergone a complete renovation. This includes security, HVAC, electrical, and plumbing upgrades. We now have a building that is entirely air conditioned.</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.

Magowan School is proud to offer a free four-year-old Pre-school program and a full-day Kindergarten program. We have a variety of Preschool Disabled classes for three and four-year old students and a full-day Intensive Support class.



Other Information:



Samuel M Ridgway Middle 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



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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
5	85	84	79
6	74	81	78
7	91	78	84
8	78	90	77
Ungraded	13	2	0
Total	341	335	318

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%	47%	51%
Male	54%	53%	49%
Economically Disadvantaged Students	39%	47%	51%
Students with Disabilities	15%	16%	15%
English Learners	3%	5%	4%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	38.1%
Black or African American	27.7%
Hispanic	27.4%
Asian	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	5.0%

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	73.3%
Spanish	11.0%
Turkish	7.2%
Portuguese	6.3%
<i>Other</i>	2.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	297	97.5	44.80	38.90	54.90	44.8	47.4	Met Target†
White	117	97.5	48.70	43.10	63.90	48.7	51.5	Met Target†
Hispanic	77	97.7	39.00	34.40	39.80	39	46.9	Met Target†
Black or African American	81	96.7	44.50	37.40	35.20	44.5	43.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	16	100.0	43.80	37.00	54.90	43.8	**	**
Female	150	95.8	53.40	47.50	62.20	53.4		
Male	147	99.4	36.10	30.70	48.10	36.1		
Economically Disadvantaged Students	136	96.1	40.50	32.50	36.20	40.5	40.2	Met Target
Non-Economically Disadvantaged Students	161	98.8	48.40	44.80	65.80	48.4		
Students with Disabilities	52	100.0	*	*	20.50	*	13.1	Met Target†
Students without Disabilities	245	97.0	*	*	61.90	*		
English Learners	32	97.1	18.80	14.50	25.20	18.8	N	N
Non-English Learners	265	97.6	48.00	42.90	57.40	48		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	744	744	756	*	18%	23%	49%	*	49%	59%
White	30	744	744	763	*	*	*	47%	0%	47%	69%
Hispanic	20	745	745	743	*	*	*	55%	0%	55%	44%
Black or African American	24	745	745	740	*	*	*	50%	0%	50%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	45	751	751	761	*	*	*	62%	0%	62%	66%
Male	32	734	734	750	*	*	*	31%	0%	31%	53%
Economically Disadvantaged Students	42	742	742	740	*	*	*	48%	0%	48%	40%
Non-Economically Disadvantaged Students	35	746	746	765	*	*	*	51%	0%	51%	71%
Students with Disabilities	13	727	727	725	*	*	*	*	*	31%	22%
Students without Disabilities	64	748	748	762	*	*	*	*	*	53%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	737	737	752	*	21%	39%	25%	*	29%	54%
White	25	737	737	758	*	*	40%	*	0%	32%	63%
Hispanic	19	735	735	740	*	*	*	*	*	21%	38%
Black or African American	23	735	735	736	*	*	*	*	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	31	743	743	758	*	*	36%	*	*	42%	61%
Male	44	733	733	746	*	*	41%	*	*	21%	46%
Economically Disadvantaged Students	31	731	731	737	*	*	45%	*	*	16%	34%
Non-Economically Disadvantaged Students	44	741	741	761	*	*	34%	*	*	39%	65%
Students with Disabilities	14	711	711	722	*	*	*	*	*	*	17%
Students without Disabilities	61	743	743	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	736	736	756	*	21%	25%	36%	*	42%	59%
White	31	745	745	764	*	*	*	45%	*	52%	69%
Hispanic	31	723	723	742	*	*	32%	*	*	26%	44%
Black or African American	16	744	744	737	*	*	*	*	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	43	735	735	764	*	*	*	37%	*	47%	68%
Male	38	737	737	749	*	*	*	34%	*	37%	51%
Economically Disadvantaged Students	36	733	733	739	*	*	*	36%	*	39%	40%
Non-Economically Disadvantaged Students	45	739	739	766	*	*	*	36%	*	44%	70%
Students with Disabilities	13	720	720	719	*	*	*	*	*	15%	19%
Students without Disabilities	68	739	739	763	*	*	*	*	*	47%	67%
English Learners	10	681	681	701	*	*	*	*	*	*	*
Non-English Learners	71	744	744	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	748	748	757	*	*	25%	44%	*	53%	59%
White	30	753	753	764	*	0%	*	53%	*	63%	68%
Hispanic	15	741	741	742	*	*	*	*	*	47%	44%
Black or African American	24	743	743	738	*	*	*	*	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	36	758	758	766	*	*	*	47%	*	58%	68%
Male	41	739	739	749	*	*	*	42%	*	49%	50%
Economically Disadvantaged Students	36	745	745	739	*	*	*	42%	*	50%	40%
Non-Economically Disadvantaged Students	41	751	751	766	*	*	*	46%	*	56%	69%
Students with Disabilities	11	693	693	718	*	*	*	*	*	*	18%
Students without Disabilities	66	757	757	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	77	748	748	759	*	*	25%	44%	*	53%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	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%

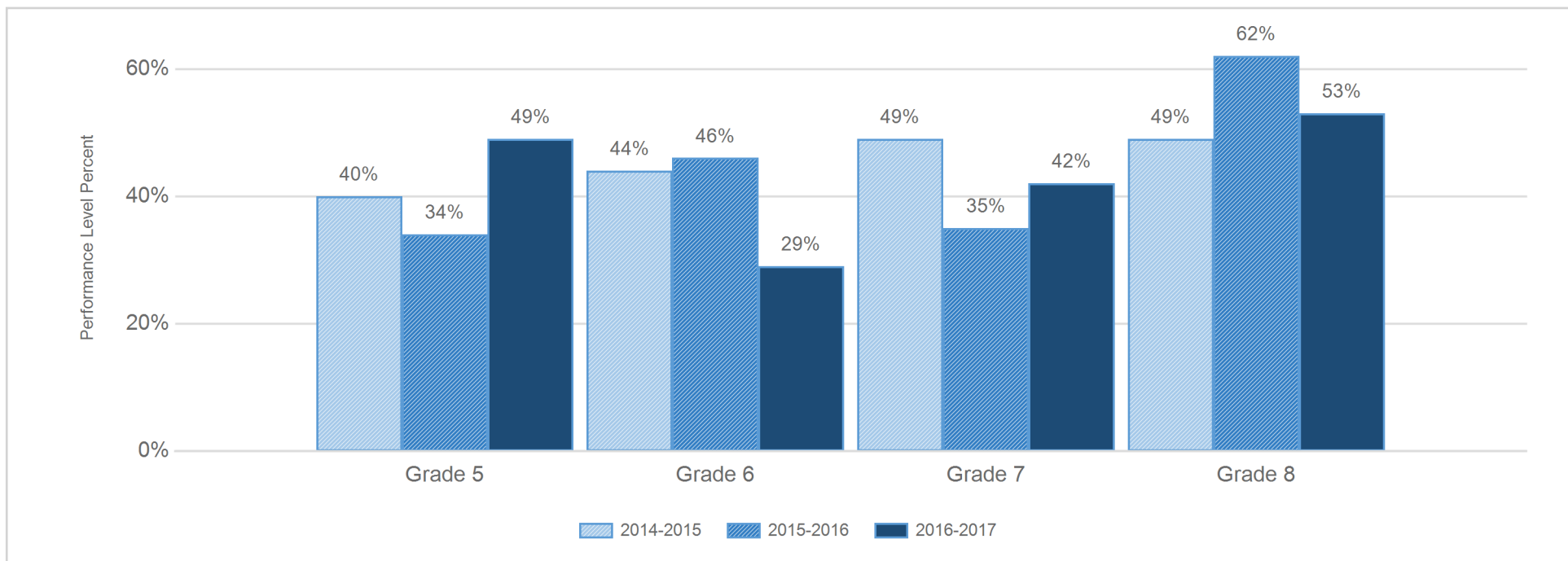


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English Language Arts/Literacy Assessment - Performance Trends

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	298	97.2	41.60	39.90	43.50	41.6	42.4	Met Target†
White	118	97.6	56.70	50.20	52.40	56.7	52.6	Met Target
Hispanic	77	97.7	28.60	33.40	27.60	28.6	35.6	Met Target†
Black or African American	81	95.6	27.10	28.20	21.70	27.1	34.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	16	100.0	50.00	44.40	44.90	50	**	**
Female	150	95.8	39.40	40.90	44.10	39.4		
Male	148	98.7	43.90	38.90	42.90	43.9		
Economically Disadvantaged Students	137	95.6	34.30	30.80	25.10	34.3	35	Met Target†
Non-Economically Disadvantaged Students	161	98.8	47.80	48.40	54.30	47.8		
Students with Disabilities	52	98.2	13.50	15.80	16.50	13.5	14.9	Met Target†
Students without Disabilities	246	97.0	47.60	45.60	48.80	47.6		
English Learners	33	97.4	18.20	22.70	23.30	18.2	N	N
Non-English Learners	265	97.2	44.50	43.00	45.20	44.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	745	745	747	*	14%	38%	39%	*	41%	46%
White	32	747	747	754	*	*	*	53%	0%	53%	57%
Hispanic	20	747	747	735	*	*	*	*	*	40%	30%
Black or African American	24	737	737	729	*	*	50%	*	0%	21%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	747	747	747	*	*	44%	39%	*	39%	47%
Male	33	742	742	746	*	*	30%	39%	*	42%	46%
Economically Disadvantaged Students	44	741	741	732	*	*	41%	32%	*	34%	27%
Non-Economically Disadvantaged Students	35	749	749	756	*	*	34%	49%	*	49%	59%
Students with Disabilities	13	731	731	725	*	*	*	*	*	39%	19%
Students without Disabilities	66	747	747	751	*	*	*	*	*	41%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	735	735	743	*	32%	24%	36%	*	37%	44%
White	25	747	747	751	0%	*	*	60%	0%	60%	54%
Hispanic	20	727	727	731	*	*	*	*	0%	10%	27%
Black or African American	23	726	726	724	*	*	*	*	*	26%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	31	738	738	745	*	36%	*	36%	*	39%	45%
Male	45	734	734	742	*	29%	*	36%	*	36%	43%
Economically Disadvantaged Students	32	730	730	728	*	38%	*	*	*	19%	24%
Non-Economically Disadvantaged Students	44	739	739	752	*	27%	*	*	*	50%	56%
Students with Disabilities	14	713	713	717	*	*	*	*	*	*	13%
Students without Disabilities	62	741	741	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	734	734	741	*	21%	35%	32%	*	33%	40%
White	31	745	745	748	0%	*	*	48%	*	52%	49%
Hispanic	31	721	721	730	*	*	39%	*	0%	19%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	43	728	728	743	*	*	28%	28%	*	30%	41%
Male	38	739	739	740	*	*	42%	37%	*	37%	38%
Economically Disadvantaged Students	36	728	728	729	*	*	33%	*	*	25%	22%
Non-Economically Disadvantaged Students	45	738	738	749	*	*	36%	*	*	40%	50%
Students with Disabilities	13	708	708	716	*	*	*	*	*	*	11%
Students without Disabilities	68	738	738	746	*	*	*	*	*	*	45%
English Learners	10	695	695	712	*	*	*	*	*	*	*
Non-English Learners	71	739	739	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	734	734	728	*	17%	33%	35%	*	35%	28%
White	19	737	737	736	*	*	*	*	0%	47%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	21	726	726	715	*	*	48%	*	0%	19%	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	29	739	739	730	*	*	*	35%	0%	35%	30%
Male	29	728	728	725	*	*	*	35%	0%	35%	26%
Economically Disadvantaged Students	31	732	732	719	*	*	*	*	0%	42%	19%
Non-Economically Disadvantaged Students	27	735	735	734	*	*	*	*	0%	26%	34%
Students with Disabilities	10	687	687	705	*	*	*	*	*	*	*
Students without Disabilities	48	743	743	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	58	734	734	729	*	17%	33%	35%	*	35%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	782	782	743	*	*	*	74%	*	100%	42%
White	11	788	788	751	0%	0%	0%	*	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	19	782	782	745	*	*	*	74%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

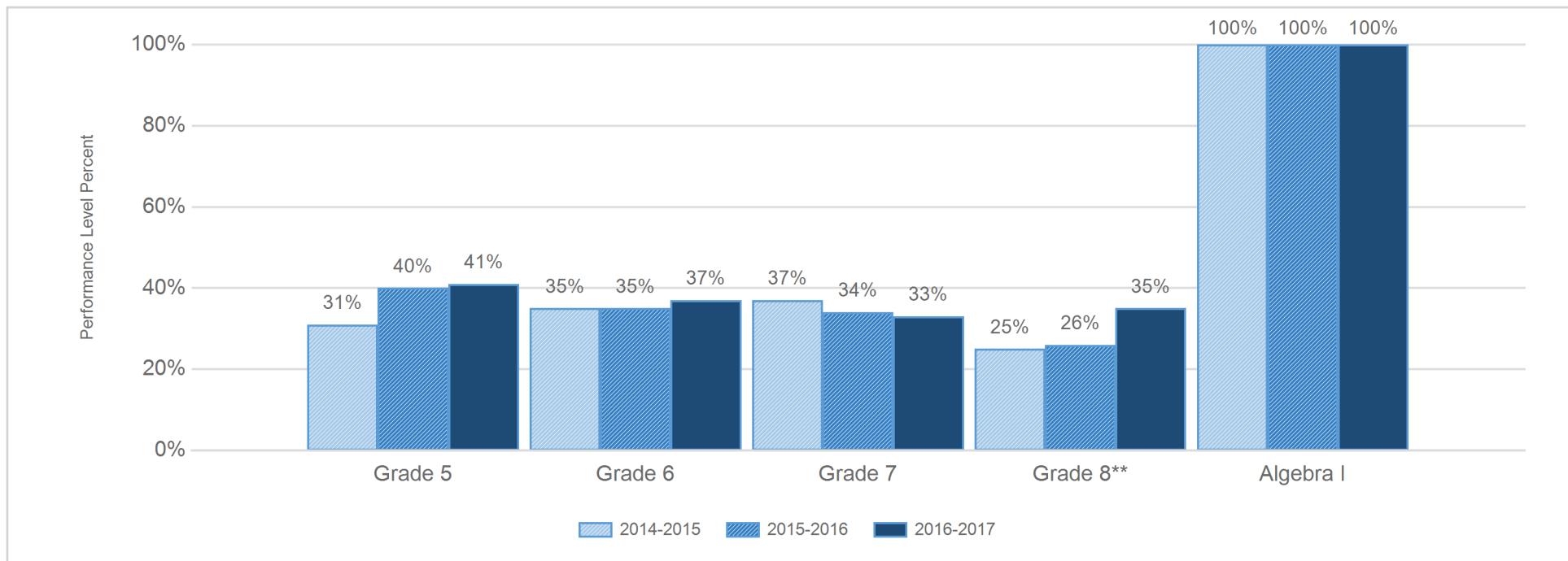


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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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.

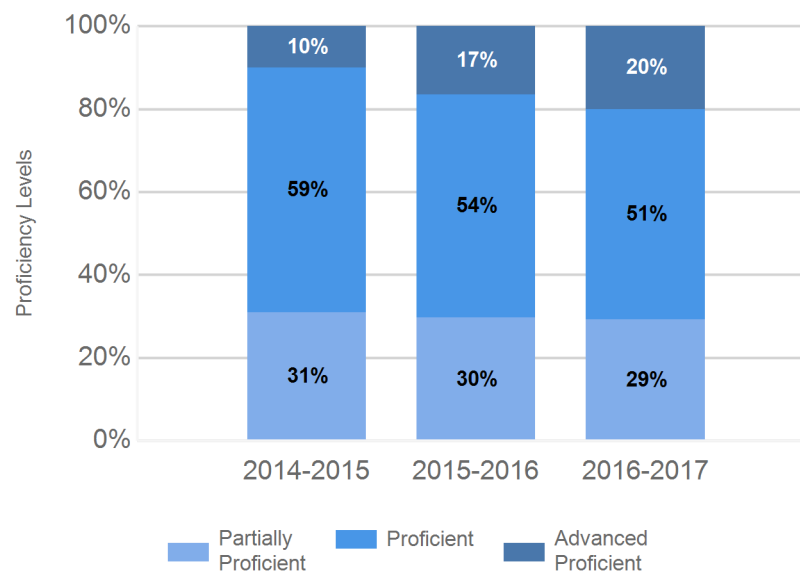
NJASK Science Assessment Performance: Grade 8

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	20%	51%	29%
White	30%	53%	17%
Hispanic	20%	40%	40%
Black or African American	4%	48%	48%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	15%	50%	35%
Students with Disabilities	10%	10%	80%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	41	50	Met Target	42	47	50	Met Target
White	37.5	35	50	Not Met	40	41.5	52	Met Target
Hispanic	45.5	45	49	Met Target	46	52.5	47	Met Target
Black or African American	51	47	45	Met Target	41	47.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	45	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	46	51	**	*	*	52	**
Economically Disadvantaged	47.5	42	47	Met Target	51	53	46	Met Target
Students with Disabilities	45.5	35	41	Met Target	34.5	31	43	Not Met
English Learners	35	34	53	Not Met	32	40	51	Not Met

** 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:

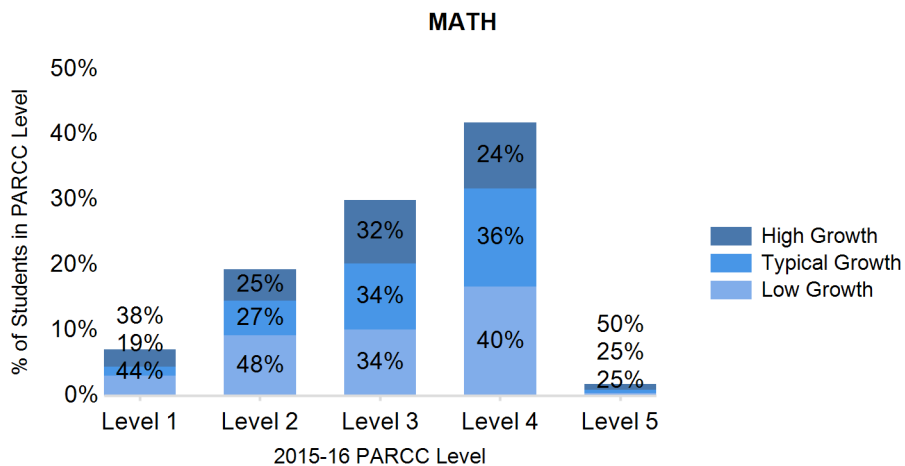
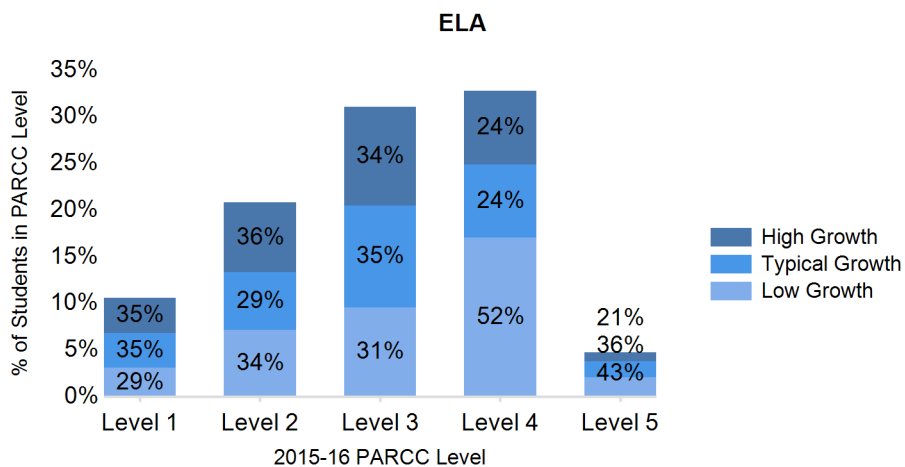
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

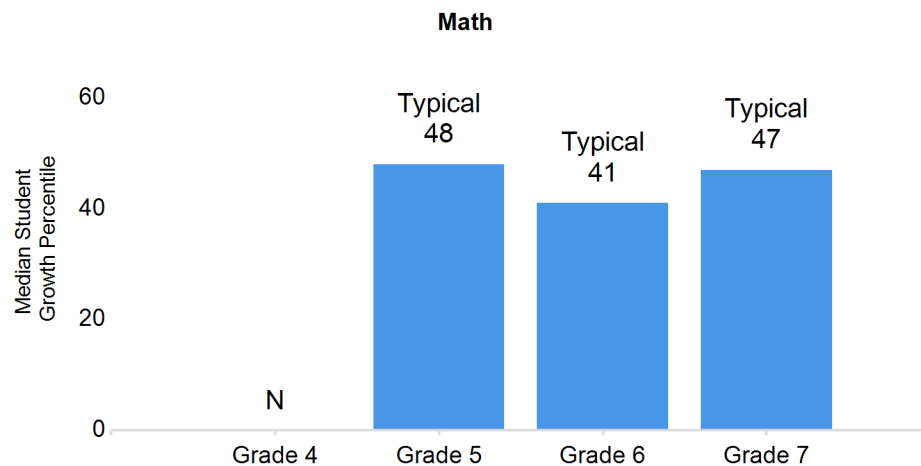
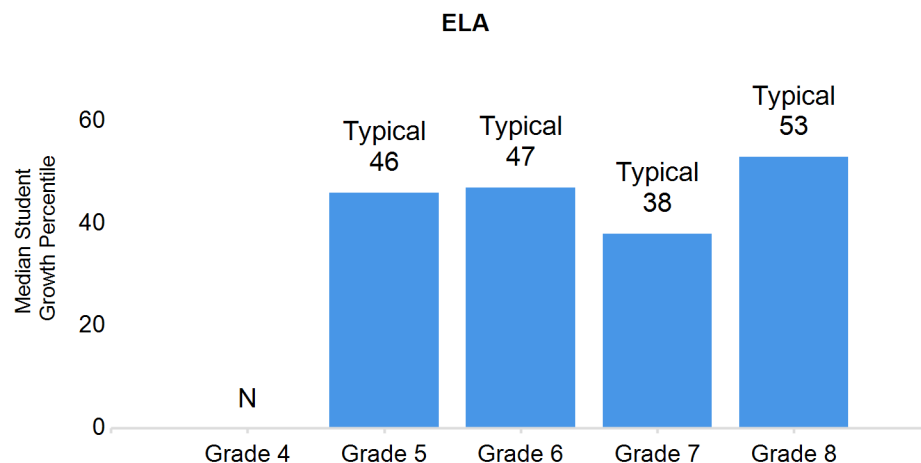
Student Growth by Performance Level

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.



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	77
7	0	0	84
8	19	0	57
Schoolwide	19	0	218

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Schoolwide	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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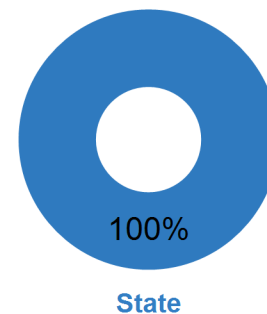
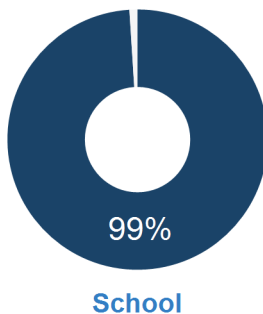
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Visual and Performing Arts – Course Participation

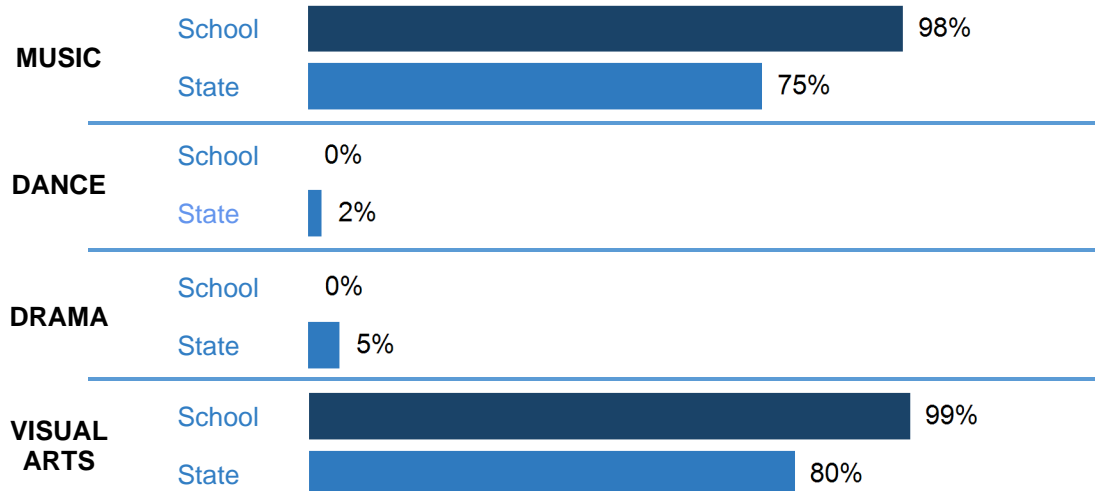
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

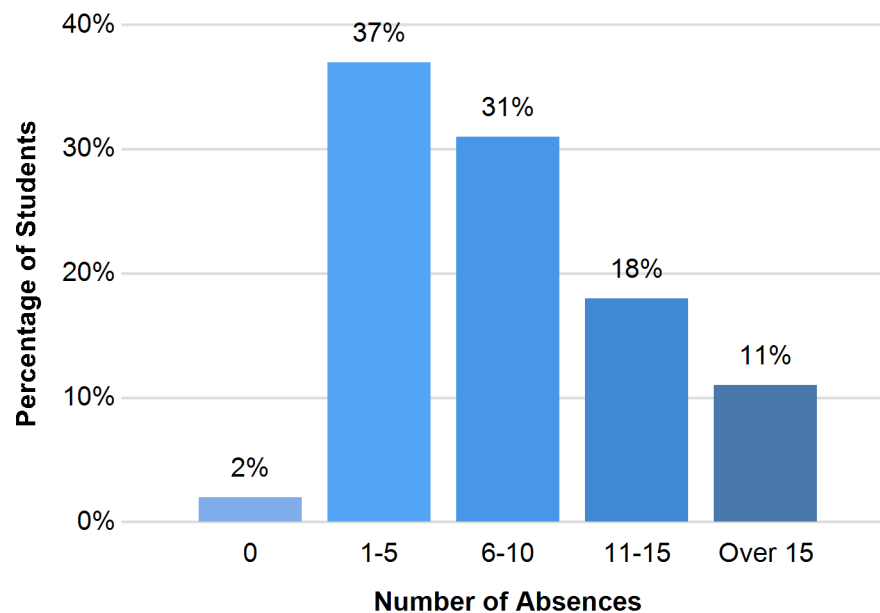
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.70	8.30	Not Met
White	12.20	8.30	Not Met
Hispanic	10.20	8.30	Not Met
Black or African American	6.80	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.00	8.30	Not Met
Students with Disabilities	11.30	8.30	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.





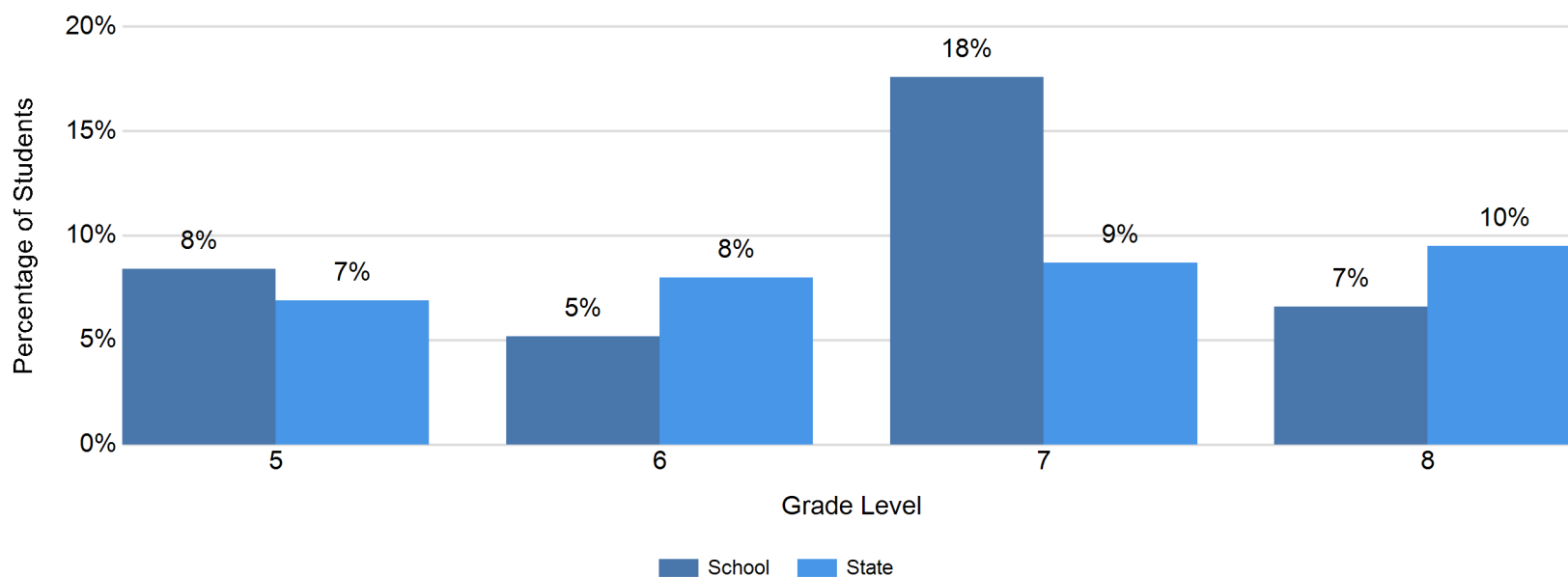
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Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	2
Weapons	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	3.14

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	4.1%
Out-of-School Suspensions	6.0%
Any Suspension	8.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	230.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$792	\$13,149	\$13,941



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	78%	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	6	9,506
Average years experience in public schools	20.3	15.9
Average years experience in district	11.8	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	318:1	145:1
Librarian/Media Specialists		867:1
Nurses		434:1
Counselors		434:1
Child Study Team		434:1



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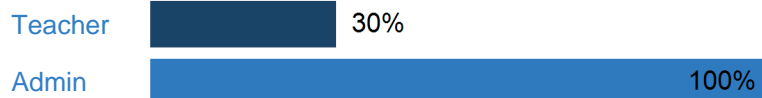
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.0	17.5%
Mathematics Proficiency	40.9	17.5%
English Language Arts Growth	32.2	25.0%
Mathematics Growth	23.9	25.0%
Chronic Absenteeism	27.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		30.2
Summative Rating: Percentile rank of Summative Score		19.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	30.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	18.1	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Hispanic	40.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	63.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	55.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	40.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	19.8	11.9	No	N	N	**	Not Met	Not Met	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Trampe	Email Address:	rtrampe@edgewaterparksd.org
Address:	300 DELANCO RD EDGEWATER PARK, NJ 08010	Website:	http://ridgway.edgewaterparksd.org/
Phone:	(609)871-3434		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Elected as Kean University-School of Humanities "Charitable Student Group of the Year" • Multi-Category Band, Jazz Band and Chorus awards at Regional competitions. • Boys baseball Division Conference Champions
 <p>Mission, Vision, Theme:</p>	<p>Vision Statement: A celebration of lifelong learning in a caring community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We were selected as Kean University-School of Humanities "Charitable Student Group of the Year". This group of 5th graders (about 80 students) raised over \$4,500 to benefit the Iron Giraffe Project. This project helps to bring clean water to the people of Sudan. This also means that Sudan girls do not have to walk for water and they will now be able to attend school for the first time.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>We have Enriched Language Arts and Math in grades 5-8. For the 8th grade math program, we are able to have the enriched students take a high school level Algebra 1 course. We utilize many technology-based resources. We also offer homework assistance daily during lunch with our Dean of Students. We follow an 8 period schedule during the day including 6 academic, 1 lunch and 1 special subject. We have many technology devices available to our students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Softball (Girls)</p> <p>Over the recent years, we have been very successful with our Basketball, Baseball and Softball programs. We also offer a variety of intramural activities and cheerleading.</p>
 <p>Clubs and Activities:</p>	<p>Student Council, National Junior Honor Society, Culture Club, School Newspaper, PBSIS Jr., STEM Club, Chess Club, Drama, Chorus, Jazz Band and Band.</p>
 <p>Before and After School Programs:</p>	<p>For students in grades 5-8, we offer a before-school and after-school latchkey program. The program is staffed with Edgewater Park Township School District employees.</p>







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 <p>Staff and Professional Learning:</p>	<p>For our staff, we offer job-embedded, continual professional development. We contract with multiple Math and Language Arts consultants. We also have many staff developments presented by teachers, administrators and other school staff. We have monthly Professional Learning Community meetings along with monthly internal grade level meetings/trainings. All meetings and trainings are centered around student achievement and continuous improvement.</p>
 <p>Student Supports and Services:</p>	<p>We have a strong English Language Learner program for our ELL learners. We have multi-level Special Education classes. We began a Multiple Disabled classroom this year for students in grades 5-7. We offer lunch-time tutoring, after school academic assistance, intervention and referral services and a lunch bunch program to discuss social issues. We are also involved in character education and classroom guidance.</p>
 <p>Student Health and Wellness:</p>	<p>We offer small group/individual counseling by our guidance department and our school psychologist. Free and reduced breakfast and lunch programs are offered. We still maintain recess for physical activity, and all of our students take physical education. Students take part yearly in nutrition lessons in our health classes.</p>
 <p>Parent and Community Involvement:</p>	<p>We have a very supportive Parent-Teacher Organization that helps us raise funds and also helps support the students at different activities during the year. The parents all have access to the student's Parent Portal. We also have a very close working relationship with our local police, fire and emergency service departments.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>The Classroom Resilience Survey authored by Dr. Beth Doll-University of Nebraska. This is given two times per year. Students strongly feel that teachers are supporters of their academic and social needs. In addition, this survey has been used in our PBSIS and Growth Mindset initiatives and prevention of HIB incidents.</p>
 <p>Facilities:</p>	<p>Ridgway Middle School was built in 1969. Over the last year, our school has undergone a complete renovation. This includes security, HVAC, electrical, plumbing upgrades, a new elevator and updating of our media center. We now have a building that is mostly air conditioned. An elevator and access ramp will now provide equal access to the building for all community members.</p>



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Samuel M. Ridgway Middle School is an exciting place to work and learn. our caring culture provides a safe learning environment for all students to learn, grow, and explore. The school provides an inclusive setting for Multiply Disabled students from other districts to be part of a caring and tolerant community. For three consecutive years, 100% of our Algebra 1 students have met or exceeded expectations on the PARCC assessment.



Other Information: