



Donald A. Quarles Early Childhood Center
2016-2017


Grade Span PK-KG

03-1370-070
BERGEN
ENGLEWOOD CITY
186 DAVISON PLACE
ENGLEWOOD, NJ 07631

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.
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- **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.

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Other Resources:

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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	199	177	171
KG	202	204	188
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	53	104	93
Total	454	485	452

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	46%
Male	54%	52%	54%
Economically Disadvantaged Students	63%	61%	65%
Students with Disabilities	19%	25%	30%
English Learners	20%	17%	19%
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
Hispanic	54.9%
Black or African American	27.9%
White	12.2%
Asian	3.1%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	215	177	171
KG - Half Day	0	0	0
KG - Full Day	194	204	188

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	53.1%
Spanish	41.4%
Other	5.3%



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

Chronic Absenteeism

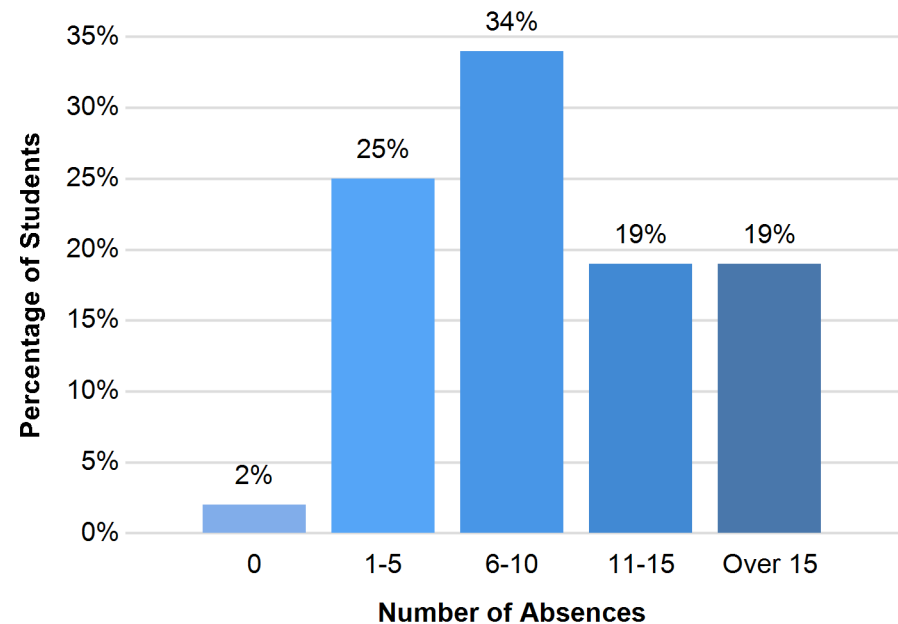
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.20	12.50	Not Met
White	12.90	12.50	Not Met
Hispanic	18.60	12.50	Not Met
Black or African American	10.30	12.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.90	12.50	Not Met
Students with Disabilities	20.80	12.50	Not Met
English Learners	18.40	12.50	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.





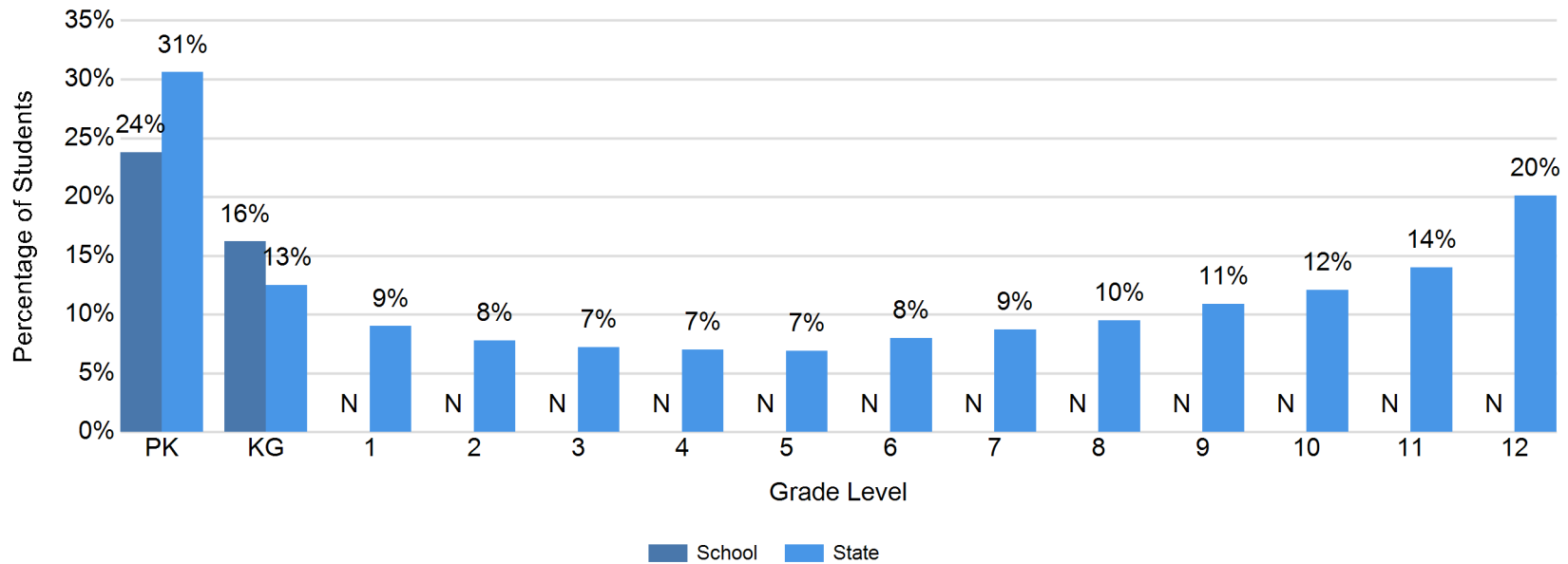
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Chronic Absenteeism by Grade

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	8:00AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.66

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	\$745	\$16,842	\$17,587



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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	48	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	10.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	226:1	125:1
Librarian/Media Specialists		N
Nurses		624:1
Counselors		390:1
Child Study Team		195:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	68%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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School General Info

Principal:	Mrs. Ng	Email Address:	ang@epsd.org
Address:	186 DAVISON PLACE ENGLEWOOD, NJ 07631	Website:	http://quarles.epsd.org/
Phone:	(201)862-6113		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Launching a literacy program to the community Footsteps2Brilliance • Equipping every classroom with a 3 in 1 Interactive Easel
 Mission, Vision, Theme:	Our mission is to ensure that every child reaches his/her full academic, social and emotional potential in an atmosphere of collaboration, mutual respect and trust.
 Awards, Recognition, Accomplishments:	Our school cafeteria received a certificate of excellence for food safety.



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**Courses, Curriculum,
Instruction:**

In Pre-Kindergarten, teachers follow the state approved Creative Curriculum with assessments conducted through Teaching Strategies Gold. In Kindergarten, teachers follow the Readers and Writers Workshop for literacy, Math in Focus for mathematics, and Science Dimensions for science.







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 <p>Staff and Professional Learning:</p>	<p>Our staff is given professional development to enhance curriculum. Weekly Monday meetings are held with administration and monthly 90 minute professional development trainings are provided. Teachers also meet weekly in their Professional Learning Communities (PLCs) for planning.</p>
 <p>Student Supports and Services:</p>	<p>We offer inclusion and self-contained settings for students with disabilities. For English Language Learners, we offer daily instruction in English as a Second Language. We also offer an award-winning Model Dual Language Program both grade levels. For students that are experiencing learning, behavior, and/or health difficulties, we have a Preschool Intervention Referral Team for pre-kindergarten and an Intervention and Referral Services team for kindergarten.</p>
 <p>Student Health and Wellness:</p>	<p>Our school offers breakfast and lunch. For those families that qualify, free or reduced breakfast and lunch is offered. Students receive daily recess time to encourage gross motor activity as well as weekly physical education classes.</p>
 <p>Parent and Community Involvement:</p>	<p>The Parent-Teacher Organization at Quarles works as a liaison for the community and conducts various fund-raising activities to help provide supplemental resources for our classrooms. Annually they host a Fall Book Fair and Spring Book Fair event that also entails Family Fun Nights in which students are invited to read with their parents. The PTO also coordinates a Halloween festivity as well as a holiday shop.</p>



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Facilities:

The nature-friendly campus of Quarles, architecturally “California-Style,” is surrounded by greenery. There are nine small buildings each with four classrooms. One of these buildings has eight classrooms. Each is equipped with air conditioning. There is a gymnasium, music room, art room, and media center. We also offer an outdoor science classroom that enhances instruction and allows children to learn about components in the environment through hands-on activities.



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Other Information:

Quarles school is home to thirty-one classrooms with thirty-nine highly qualified classroom teachers that work daily through strategies in differentiated instruction to address the diverse learning styles of students. Teachers focus on the cognitive and social development of every child through engaging lessons that promote academic fulfillment and a love of learning. The complete development of students is fostered in the school with classes in music, art, Spanish, Mandarin, and physical education. In addition to these related arts classes, both Pre-Kindergarten and Kindergarten students and families have access to an online literacy program Footsteps2Brilliance. The resource can be used with or without Wi-Fi using an electronic device such as a smart phone, tablet, computer, or lap top. Studies conducted by the Peabody Picture Vocabulary Test show that students gain 7 months of vocabulary acquisition in just 1 month by using Footsteps2Brilliance 15 minutes a day. To support this program all classrooms at Quarles are equipped with 3 in 1 Interactive Easels. To enroll their children for preschool and kindergarten, parents and guardians are asked to register new students at the Office of Registration located at Dwight Morrow High School. Preschoolers must be 4 years old before October 1st in order to enroll, and kindergarten students must be 5 years old before October 1st in order to enroll. The school day begins at 8AM and concludes at 2:15PM. Free busing is offered to all students to facilitate the commute to and from school. There is no uniform policy, however, it is encouraged that students dress in color khaki, navy, and white. Fire and security drills are conducted once a month, as well as two off-site evacuation drills to test evacuation plans and provide realistic training for staff and students.




Dr. John Grieco Elementary School
2016-2017
Grade Span 01-03

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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
1	194	171	193
2	190	178	177
3	177	195	194
Ungraded	33	64	51
Total	594	608	615

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	44%	41%	46%
Male	56%	59%	54%
Economically Disadvantaged Students	69%	70%	72%
Students with Disabilities	12%	16%	19%
English Learners	21%	17%	9%
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
Hispanic	50.1%
Black or African American	35.0%
White	10.1%
Asian	4.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	56.3%
Spanish	39.8%
Arabic	1.0%
Other	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	192	99.0	39.00	44.30	54.90	39	42.5	Met Target†
White	22	95.8	50.00	53.50	63.90	50	N	N
Hispanic	88	98.9	36.30	42.80	39.80	36.3	35.1	Met Target
Black or African American	76	100.0	36.80	38.80	35.20	36.8	44	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	78	98.9	46.20	53.70	62.20	46.2		
Male	114	99.2	34.20	36.40	48.10	34.2		
Economically Disadvantaged Students	131	99.3	34.40	37.70	36.20	34.4	40.6	Met Target†
Non-Economically Disadvantaged Students	61	98.6	49.20	55.90	65.80	49.2		
Students with Disabilities	34	100.0	*	*	20.50	*	23.6	Not Met
Students without Disabilities	158	98.8	*	*	61.90	*		
English Learners	41	97.6	43.90	37.50	25.20	43.9	27.8	Met Target
Non-English Learners	151	99.4	37.70	45.90	57.40	37.7		
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	202	739	739	749	*	14%	34%	38%	*	39%	50%
White	22	746	746	759	*	*	*	50%	0%	50%	61%
Hispanic	91	738	738	734	*	15%	34%	36%	*	37%	35%
Black or African American	83	737	737	731	*	17%	36%	34%	*	35%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	85	746	746	754	*	*	29%	46%	*	47%	55%
Male	117	734	734	745	*	*	38%	33%	*	33%	46%
Economically Disadvantaged Students	135	737	737	731	*	*	36%	34%	*	34%	31%
Non-Economically Disadvantaged Students	67	744	744	762	*	*	30%	46%	*	49%	63%
Students with Disabilities	33	705	705	720	*	*	*	*	*	*	24%
Students without Disabilities	169	746	746	755	*	*	*	*	*	*	55%
English Learners	11	750	750	709	*	*	*	*	*	36%	11%
Non-English Learners	191	739	739	752	*	*	*	*	*	39%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



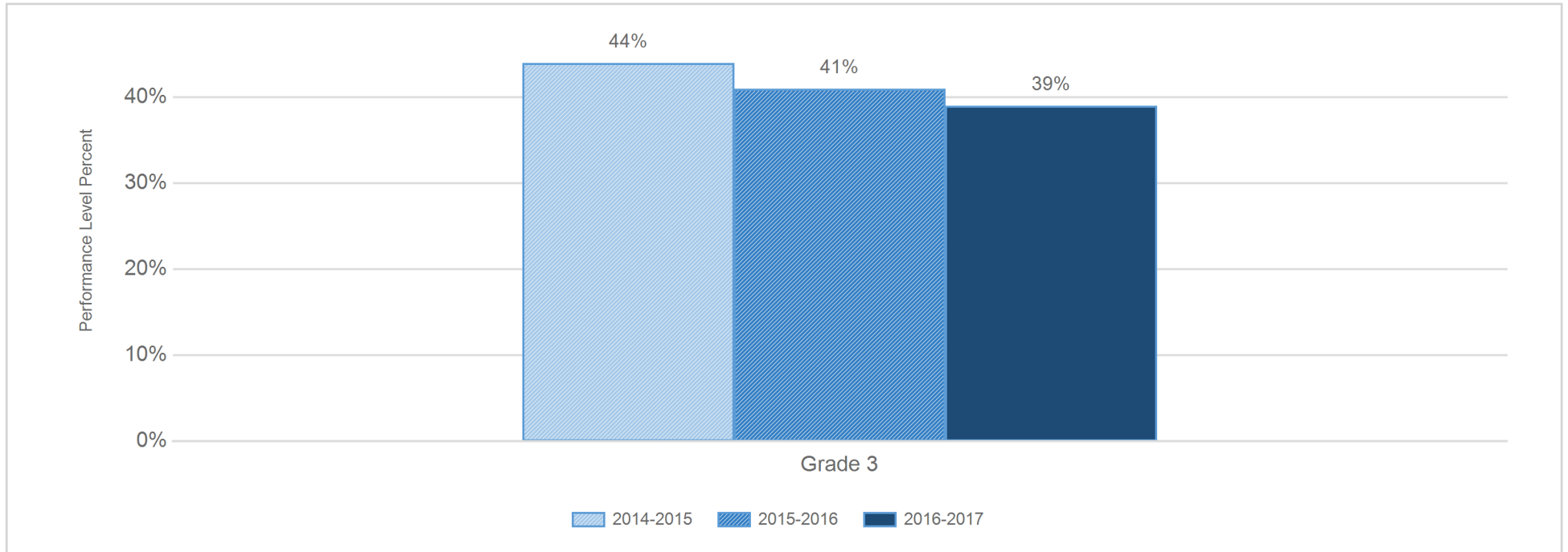
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English Language Arts/Literacy Assessment - Performance Trends

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	193	98.6	32.10	21.70	43.50	32.1	34.6	Met Target†
White	22	95.8	36.40	38.60	52.40	36.4	N	N
Hispanic	89	99.0	37.10	21.80	27.60	37.1	32.9	Met Target
Black or African American	76	98.8	26.30	*	21.70	26.3	27.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	78	98.9	33.40	21.50	44.10	33.4		
Male	115	98.4	31.30	21.90	42.90	31.3		
Economically Disadvantaged Students	133	98.6	25.60	*	25.10	25.6	34.3	Not Met
Non-Economically Disadvantaged Students	60	98.6	46.70	*	54.30	46.7		
Students with Disabilities	34	100.0	14.70	*	16.50	14.7	29.2	Not Met
Students without Disabilities	159	98.3	35.80	*	48.80	35.8		
English Learners	42	97.8	40.50	*	23.30	40.5	22	Met Target
Non-English Learners	151	98.8	29.80	*	45.20	29.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	206	736	736	751	*	23%	38%	31%	*	32%	53%
White	22	739	739	759	*	*	*	*	0%	36%	63%
Hispanic	95	738	738	738	*	24%	34%	36%	*	37%	37%
Black or African American	83	732	732	733	12%	23%	41%	24%	0%	24%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	88	737	737	751	*	22%	38%	32%	*	33%	52%
Male	118	735	735	751	*	24%	38%	31%	*	31%	53%
Economically Disadvantaged Students	138	734	734	736	*	22%	44%	25%	*	26%	34%
Non-Economically Disadvantaged Students	68	739	739	761	*	25%	27%	43%	*	43%	65%
Students with Disabilities	33	717	717	729	*	39%	*	*	*	15%	29%
Students without Disabilities	173	739	739	755	*	20%	*	*	*	35%	57%
English Learners	15	738	738	724	*	*	*	*	*	33%	21%
Non-English Learners	191	736	736	753	*	*	*	*	*	31%	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%



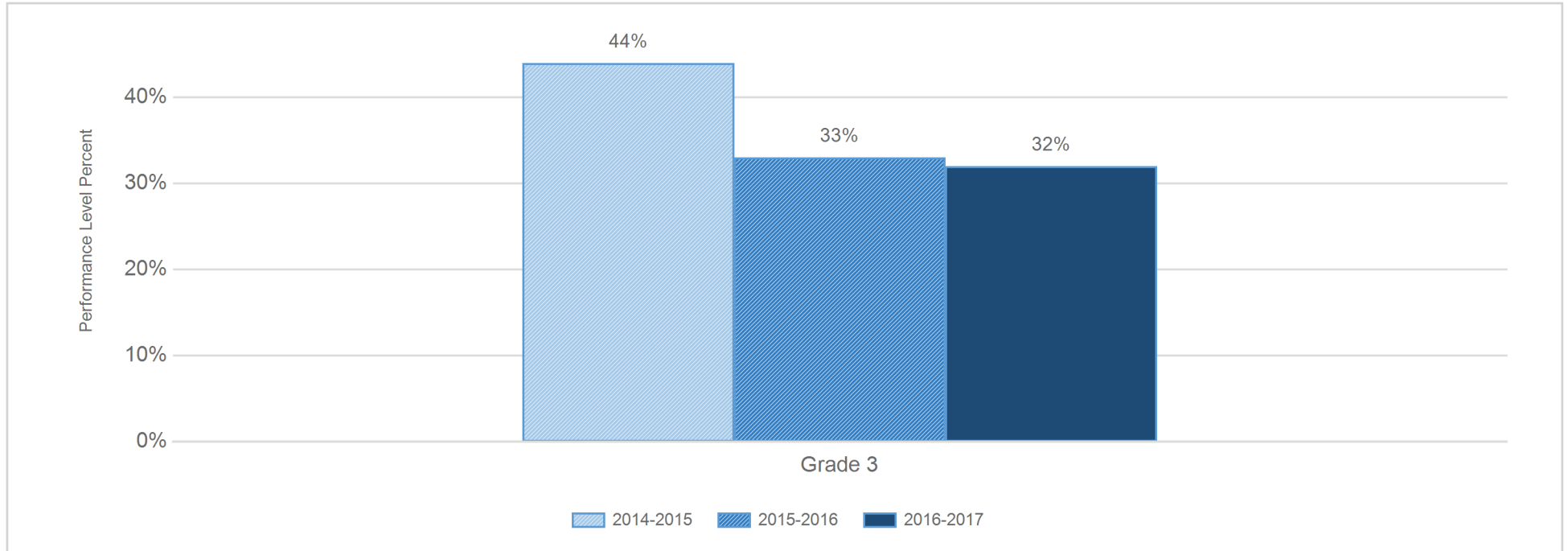
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	16	*	*
3	26	*	*
4	11	*	*
5+	*	*	*



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

Chronic Absenteeism

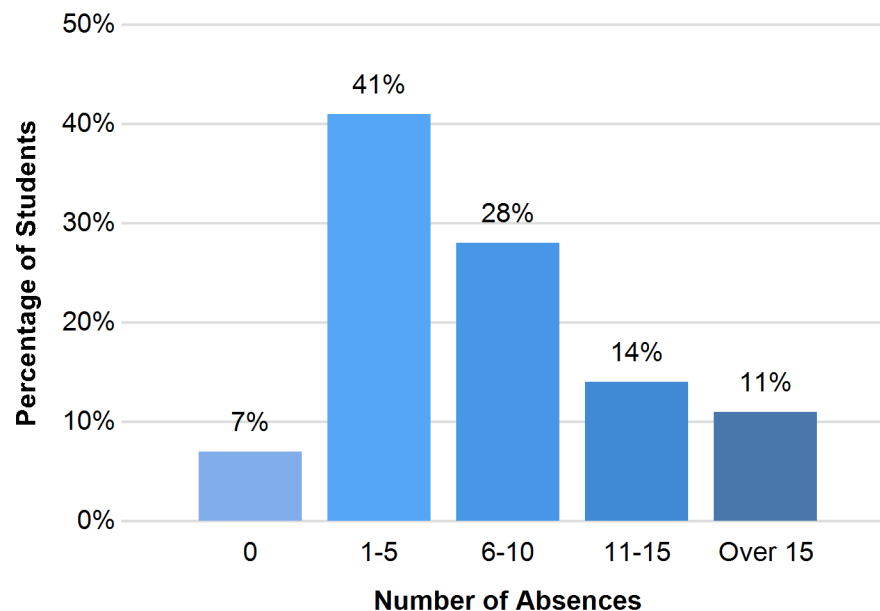
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.10	8.00	Not Met
White	6.00	8.00	Met Target
Hispanic	8.50	8.00	Not Met
Black or African American	8.30	8.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.70	8.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.50	8.00	Not Met
Students with Disabilities	10.10	8.00	Not Met
English Learners	7.70	8.00	Met Target

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

Days Absent

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





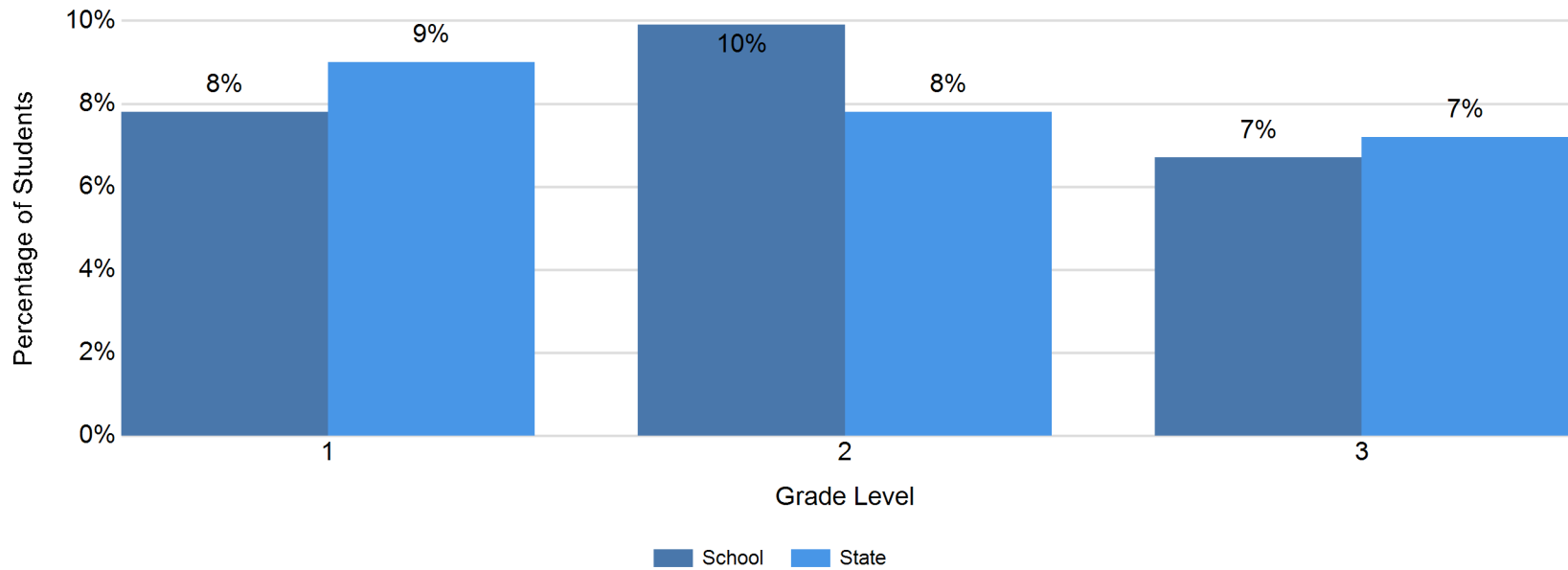
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.79

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$745	\$16,842	\$17,587



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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	48	120,724
Average years experience in public schools	8.4	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	10.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	154:1	125:1
Librarian/Media Specialists		N
Nurses		624:1
Counselors		390:1
Child Study Team		195:1



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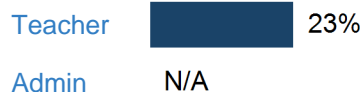
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but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

Teachers and Administrators - Level of Education

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

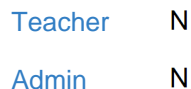
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	68%	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	93%



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Accountability Indicator Scores and Summative Rating

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

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

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

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



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Accountability Summary by Student Group

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

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

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Small-Bailey	Email Address:	dsmallbailey@epsd.org
Address:	50 DURIE AVE ENGLEWOOD, NJ 07631	Website:	http://grieco.epsd.org/home_page
Phone:	(201)862-6164		

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"> • PTO Sponsored Author, Paul O. Zelinsky who held several assemblies. • Held our 2nd Annual Math Bee • Grieco 1st Marker Space Event
 <p>Mission, Vision, Theme:</p>	<p>Dr. John Grieco Eementary School, wrhere our Mission is to provide challenging educational opportunities for all students is a promoter of Positive Behavior Support in School. We are know as the Grieco Super S.T.A.R.s: S-Successful, T-Team players, A-Always Respectful and R-Responsible. Our Motto, "I am somebody, I was somebody when I came, I will be a better somebody when I leave, I am strong, I am powerful and I deserve the education I get here!"</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Grieco's Dual Language Immersion Program has been on the forefront of dual language immersion performance with an enviable record of success for years. A program of choice, it has been awarded the NJ State Department of Education's World Languages Model Program Award for Excellence. Grieco School also has a Mandarin Chinese Immersion Program.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Grades One to three will be implementing the research-based balanced literacy program published by Houghton Mifflin Harcourt, entitled Journeys. The Lucy Calkins units of study are utilized for writing. College Reading and Writing Project. Orton-Gillingham is used to support those students in need. We utilize the Math in Focus is the curriculum we use which focuses on problem solving skills.</p>
 <p>Before and After School Programs:</p>	<p>The after school service is available from 3:00 PM -6:00 PM through Bergen Family Center. The program is housed at the Dr. John Grieco School for students in Pre-K-3.</p>







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

 <p>Staff and Professional Learning:</p>	<p>The District provides several PD days for staff members. Houghton Mifflin provides ongoing PD for staff for literacy/Math/Science/Social Studies. Professional Learning Communities are established in the building for grade level, Math and LAL.</p>
 <p>Student Supports and Services:</p>	<p>ESL services are provided for students. Students with disabilities are provided OT, PT, speech services, and have access to a full Child Study Team. Teachers provide Tutorial Services for struggling students. I&RS are also available to assist students having learning, behavioral or health issues.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast/Lunch program is available to students who meet the requirement. Free Dental and Eye sight screens are provided yearly. Physical Education is offered to all of our students. Students are also allowed recess during the lunch period. Center For Food action provides snack packs for students in need on the weekends.</p>
 <p>Parent and Community Involvement:</p>	<p>Grieco has a very active PTO who sponsored an Author's visit from Paul O. Zelinsky. The PTO provides the Book Fair for students each year. They also sponsor Movie/Sports night, dances and field day for students. The PTO also provides parent workshops during the course of the year (Immigration workshps, financial, etc.)</p>





**Dr. John Grieco Elementary School
2016-2017**

Grade Span 01-03

**03-1370-086
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School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>As part of the PBSIS program, it is recommended that surveys be administered. The survey was administered last year and the result of the survey indicated that parents/students were satisfied with the school community. Teachers indicated that Grieco is a safe community and we all work collobratively together to provide a quality education to our students.</p>
 <p>Facilities:</p>	<p>Grieco Elementary school was completed in 2008. Grieco is The three-story, air conditioned, state-of-the-art facility houses 48 classrooms, art and music rooms, faculty lounges, a library/media center, gymnasium and a colorful cafeteria that doubles as a multipurpose room. The school is the first new school to open in Englewood in more than 50 years.</p>



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School Narrative

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



Other Information:

At Grieco School, we believe that every student has the right to learn in a safe, supportive, respectful, and nurturing environment. Grieco School values diversity and provides an inclusive environment for all students. Additionally, we believe that the elementary years of schooling are vital in developing the skills, attitudes and understanding that foster a love of learning. Our newly adopted curriculum that's second to none, is aligned with the New Jersey Student Learning standards and provides students the rigor necessary to be successful in their academic growth. We are committed to providing a well-rounded education for all of our students as we begin at this early stage to prepare them for life beyond graduation from high school. We are data driven, and utilize a number of different assessments to ensure that students are making adequate progress in learning the concepts outlined by the state standards. We look to make adjustments and improvements in our pedagogy to ensure that students continue to learn, one way we've done that is by adopting the Edmentum program that will help student identify and follow their individual learning paths. Our staff, through the use of intense technology, professional development and the observation process, are consistently creating new ways to help our students succeed. They are part of the PBSIS team, developing social skills groups to help our students become caring and concerned citizens in our learning community. In conclusion, through educational, social, and emotional best practices, our students will develop the skills and attitudes necessary to reach their full potential. This will be attained through the integrated efforts of students, staff, parents, and community members working as a team in a caring and safe environment.




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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
4	179	177	198
5	170	181	183
6	191	182	185
Ungraded	11	13	20
Total	551	553	586

Student Group	2014-15	2015-16	2016-17
Female	45%	46%	46%
Male	55%	54%	54%
Economically Disadvantaged Students	65%	74%	76%
Students with Disabilities	12%	14%	15%
English Learners	11%	8%	9%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	51.9%
Black or African American	35.7%
White	7.5%
Asian	4.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.3%

Enrollment by Home Language

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

Home Language	% of Students
English	63.7%
Spanish	34.5%
<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	523	97.7	44.80	44.30	54.90	44.8	43.3	Met Target
White	39	91.1	48.70	53.50	63.90	47.6	N	N
Hispanic	262	98.6	46.20	42.80	39.80	46.2	45.8	Met Target
Black or African American	193	97.6	38.90	38.80	35.20	38.9	35.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	76.00	*	80.70	76	70.9	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	233	98.4	53.20	53.70	62.20	53.2		
Male	290	97.1	37.90	36.40	48.10	37.9		
Economically Disadvantaged Students	370	98.2	38.10	37.70	36.20	38.1	38.6	Met Target†
Non-Economically Disadvantaged Students	153	96.4	60.80	55.90	65.80	60.8		
Students with Disabilities	33	97.6	*	*	20.50	*	15.1	Met Target†
Students without Disabilities	490	97.7	*	*	61.90	*		
English Learners	105	98.1	44.80	37.50	25.20	44.8	35.6	Met Target
Non-English Learners	418	97.6	44.70	45.90	57.40	44.7		
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 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	743	743	753	9%	18%	33%	33%	7%	40%	56%
White	22	755	755	762	0%	*	*	*	*	50%	67%
Hispanic	93	737	737	740	*	23%	36%	29%	*	32%	40%
Black or African American	71	743	743	737	*	17%	30%	35%	*	42%	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	84	745	745	758	*	18%	29%	38%	*	46%	61%
Male	112	741	741	749	*	19%	36%	30%	*	36%	51%
Economically Disadvantaged Students	140	737	737	737	*	*	36%	26%	*	31%	36%
Non-Economically Disadvantaged Students	56	758	758	764	*	*	23%	50%	*	64%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	14	726	726	711	*	*	*	*	*	21%	10%
Non-English Learners	182	744	744	755	*	*	*	*	*	42%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	753	753	756	*	12%	28%	47%	*	56%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	87	753	753	743	*	12%	25%	52%	*	59%	44%
Black or African American	68	749	749	740	*	15%	29%	41%	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	85	760	760	761	*	*	26%	47%	*	62%	66%
Male	88	747	747	750	*	*	30%	47%	*	49%	53%
Economically Disadvantaged Students	124	748	748	740	*	17%	*	40%	*	47%	40%
Non-Economically Disadvantaged Students	49	765	765	765	*	0%	*	65%	*	78%	71%
Students with Disabilities	17	724	724	725	*	*	*	*	*	12%	22%
Students without Disabilities	156	756	756	762	*	*	*	*	*	60%	66%
English Learners	15	743	743	710	*	*	*	*	*	53%	12%
Non-English Learners	158	754	754	757	*	*	*	*	*	56%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance 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	177	743	743	752	*	25%	29%	36%	*	41%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	94	743	743	740	*	22%	23%	45%	*	47%	38%
Black or African American	64	740	740	736	*	31%	41%	19%	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	11	766	766	776	0%	0%	*	*	*	82%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	83	748	748	758	*	19%	27%	49%	*	52%	61%
Male	94	738	738	746	*	30%	32%	23%	*	31%	46%
Economically Disadvantaged Students	123	742	742	737	*	27%	28%	37%	*	41%	34%
Non-Economically Disadvantaged Students	54	745	745	761	*	20%	33%	32%	*	41%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	12	718	718	710	*	*	*	*	*	17%	*
Non-English Learners	165	744	744	753	*	*	*	*	*	42%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



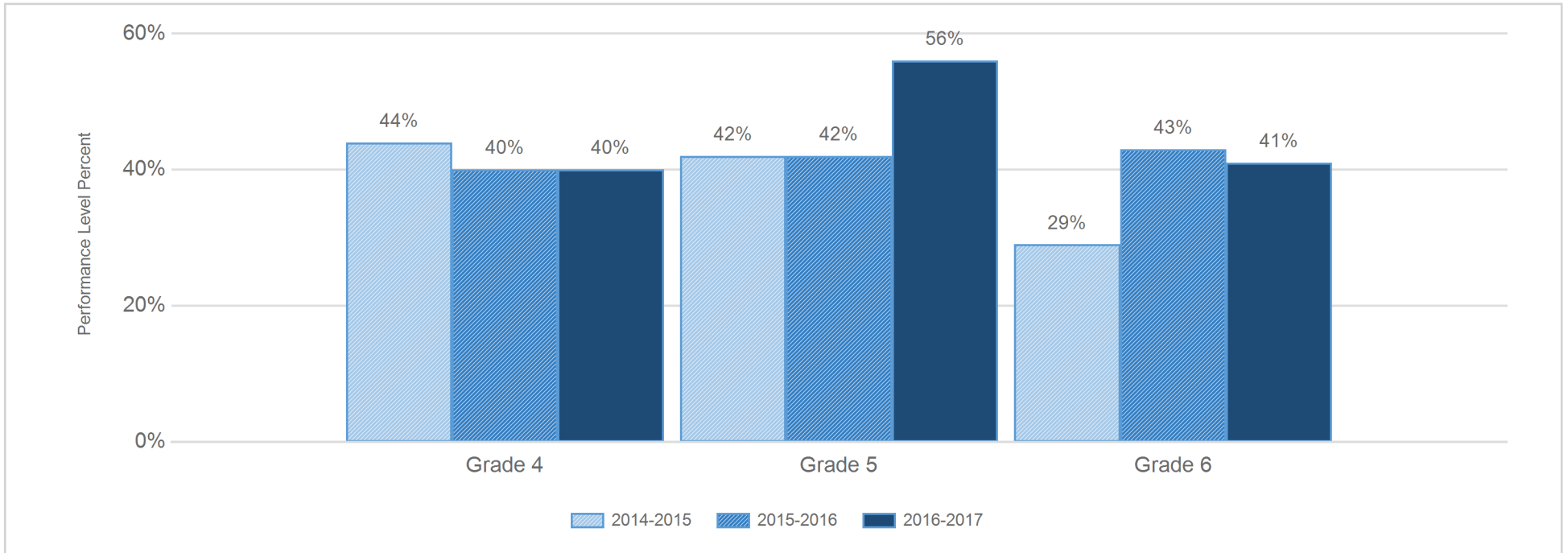
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English Language Arts/Literacy Assessment - Performance Trends

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	538	98.1	26.00	21.70	43.50	26	36	Not Met
White	39	91.1	41.00	38.60	52.40	40.1	N	N
Hispanic	277	99.3	26.40	21.80	27.60	26.4	38	Not Met
Black or African American	193	97.6	17.60	*	21.70	17.6	26.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	25	100.0	68.00	*	75.60	68	69.6	Met Target†
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	241	99.3	25.30	21.50	44.10	25.3		
Male	297	97.2	26.60	21.90	42.90	26.6		
Economically Disadvantaged Students	383	98.6	21.90	*	25.10	21.9	33.2	Not Met
Non-Economically Disadvantaged Students	155	97.1	36.10	*	54.30	36.1		
Students with Disabilities	33	100.0	*	*	16.50	*	16.3	Not Met
Students without Disabilities	505	98.0	*	*	48.80	*		
English Learners	120	100.0	20.00	*	23.30	20	25.6	Met Target†
Non-English Learners	418	97.6	27.80	*	45.20	27.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	210	732	732	747	*	27%	36%	27%	*	27%	47%
White	22	747	747	755	0%	*	46%	*	0%	41%	59%
Hispanic	106	727	727	734	16%	31%	28%	25%	0%	25%	30%
Black or African American	71	733	733	729	*	25%	45%	24%	*	24%	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	92	732	732	747	*	27%	38%	24%	*	24%	47%
Male	118	733	733	747	*	26%	34%	29%	*	30%	48%
Economically Disadvantaged Students	151	728	728	732	*	*	36%	21%	*	21%	27%
Non-Economically Disadvantaged Students	59	743	743	757	*	*	36%	41%	*	42%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	28	720	720	716	*	39%	*	*	*	18%	12%
Non-English Learners	182	734	734	749	*	25%	*	*	*	29%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	733	733	747	*	25%	42%	24%	*	25%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	97	731	731	735	10%	28%	39%	23%	0%	23%	30%
Black or African American	68	732	732	729	*	25%	49%	19%	*	19%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	92	734	734	747	*	21%	44%	25%	*	25%	47%
Male	91	733	733	746	*	29%	40%	22%	*	24%	46%
Economically Disadvantaged Students	133	729	729	732	*	*	39%	20%	*	20%	27%
Non-Economically Disadvantaged Students	50	745	745	756	*	*	48%	32%	*	36%	59%
Students with Disabilities	17	715	715	725	*	*	*	*	*	*	19%
Students without Disabilities	166	735	735	751	*	*	*	*	*	*	52%
English Learners	24	719	719	717	*	*	*	*	*	*	12%
Non-English Learners	159	736	736	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance 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	183	730	730	743	*	32%	31%	24%	*	26%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	99	732	732	731	*	26%	35%	25%	*	27%	27%
Black or African American	64	723	723	724	*	44%	28%	*	*	16%	20%
Asian, Native Hawaiian, or Pacific Islander	12	748	748	771	*	*	*	*	0%	75%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	86	731	731	745	*	31%	34%	24%	*	27%	45%
Male	97	728	728	742	*	32%	28%	23%	*	25%	43%
Economically Disadvantaged Students	128	730	730	728	*	28%	34%	23%	*	25%	24%
Non-Economically Disadvantaged Students	55	728	728	752	*	40%	24%	26%	*	27%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	18	715	715	710	*	*	*	*	*	11%	*
Non-English Learners	165	731	731	745	*	*	*	*	*	27%	*
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.



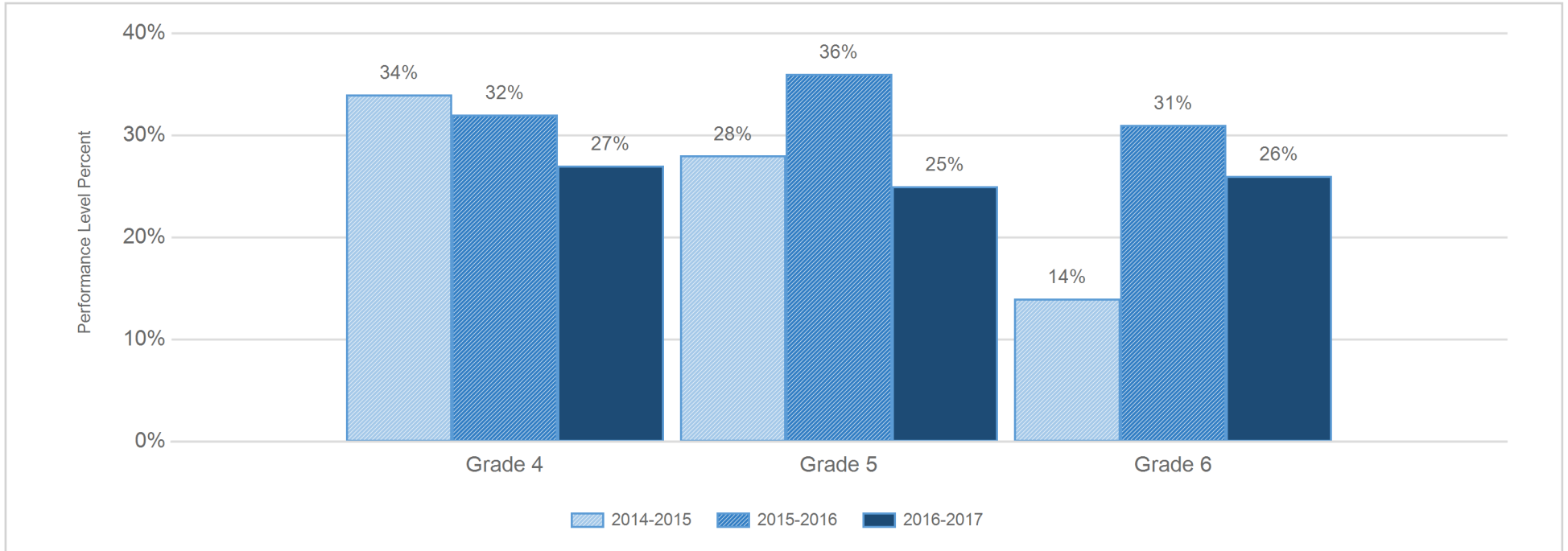
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Mathematics Assessment – Performance Trends

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
4	*	*
5	*	*
6	*	*

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	22	*	*
2	16	87.5%	12.5%
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.

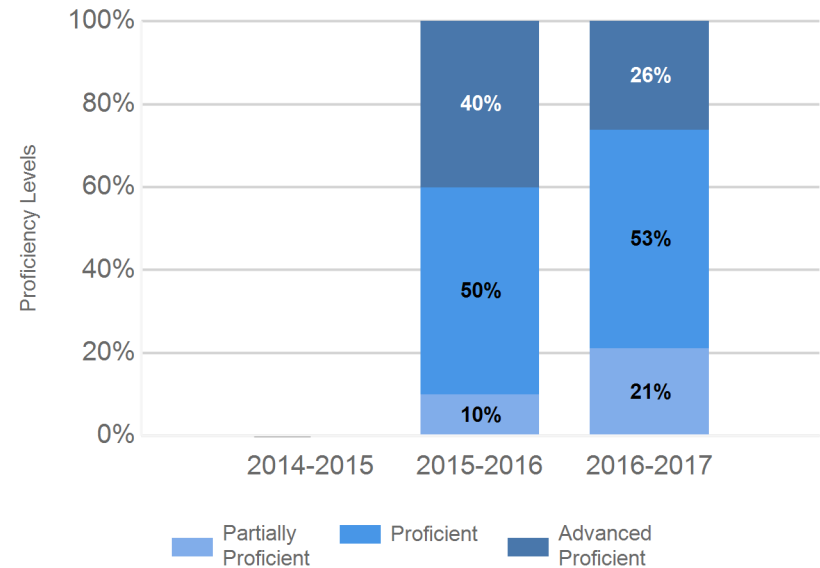
NJASK Science Assessment Performance: Grade 4

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	26%	53%	21%
White	36%	50%	14%
Hispanic	24%	55%	21%
Black or African American	23%	55%	23%
Asian, Native Hawaiian, or Pacific Islander	60%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	23%	56%	21%
Students with Disabilities	9%	38%	53%
English Learners	17%	38%	46%

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	45	43	50	Met Target	33	33	50	Not Met
White	48	*	50	Met Target	41	*	52	Met Target
Hispanic	47	42.5	49	Met Target	33.5	33	47	Not Met
Black or African American	44	44	45	Met Target	31	32	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	39	*	60	Not Met	17	*	59	Not Met
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	42	41	47	Met Target	32	31	46	Not Met
Students with Disabilities	35	30.5	41	Not Met	28	25	43	Not Met
English Learners	51.5	48.5	53	Met Target	35	32	51	Not Met

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



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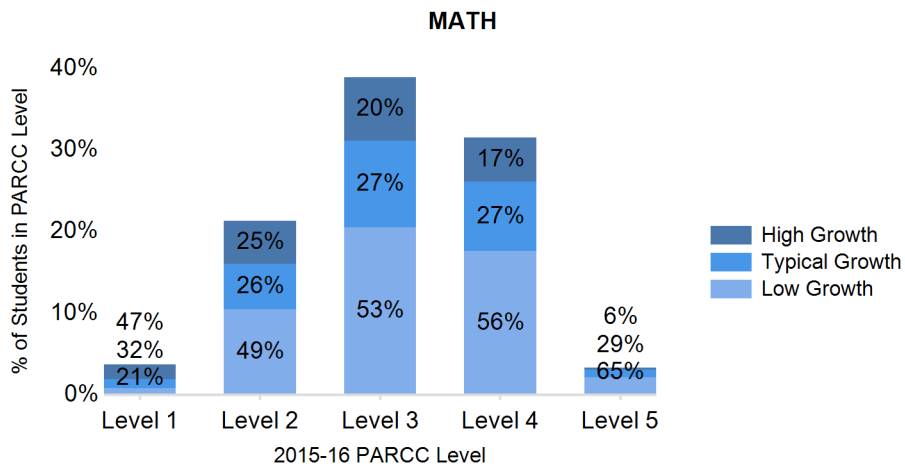
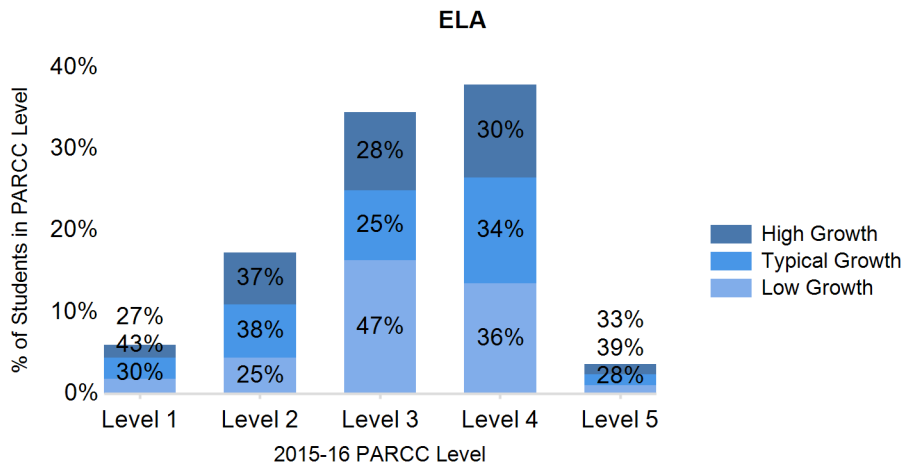
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

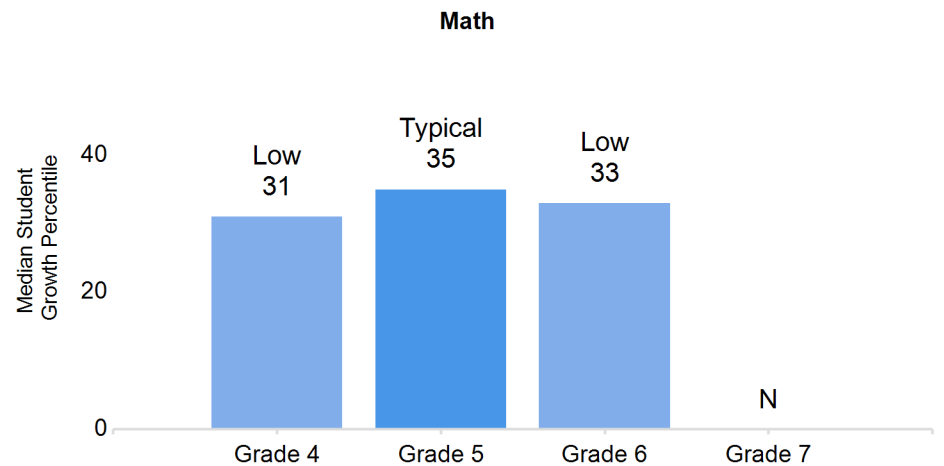
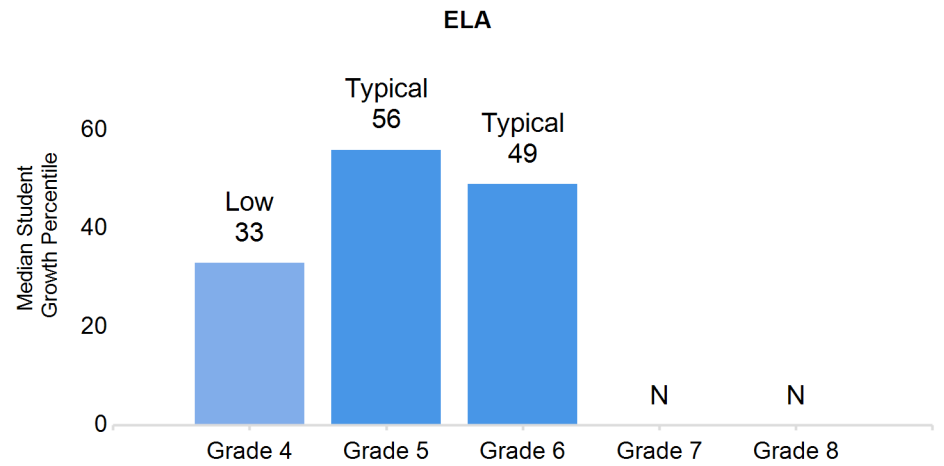
Student Growth by Performance Level

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

Chronic Absenteeism

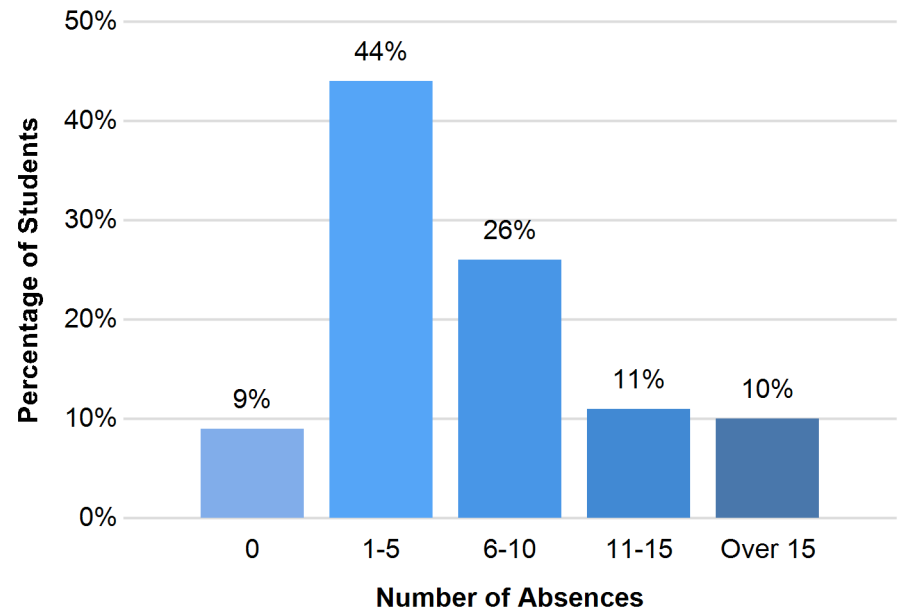
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	7.30	Met Target
White	4.40	7.30	Met Target
Hispanic	6.30	7.30	Met Target
Black or African American	7.50	7.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.40	7.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.70	7.30	Met Target
Students with Disabilities	12.10	7.30	Not Met
English Learners	7.70	7.30	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.





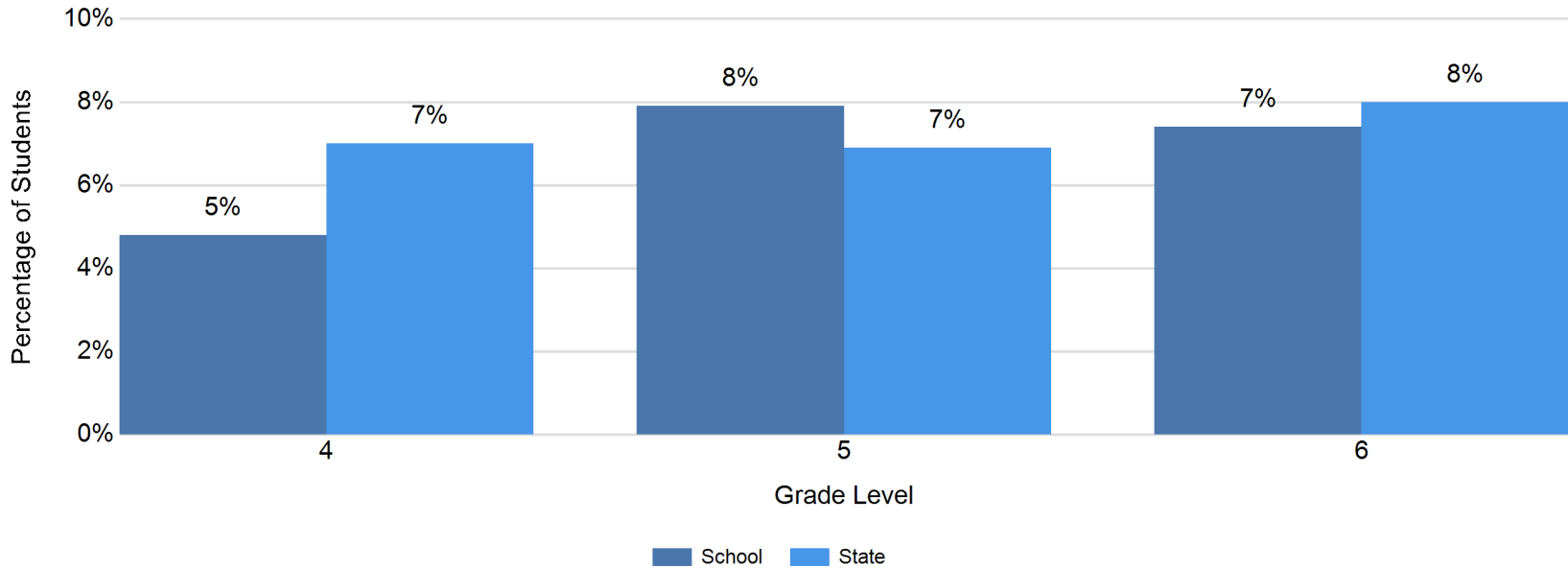
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Chronic Absenteeism by Grade

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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Vandalism	1
Weapons	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.41

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	3.9%
Out-of-School Suspensions	3.8%
Any Suspension	4.8%

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	3



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.9:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$745	\$16,842	\$17,587



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	10.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	293:1	125:1
Librarian/Media Specialists		N
Nurses		624:1
Counselors		390:1
Child Study Team		195:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	68%	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	93%



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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	31.5	17.5%
Mathematics Proficiency	15.8	17.5%
English Language Arts Growth	27.0	25.0%
Mathematics Growth	5.7	25.0%
Chronic Absenteeism	51.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.2
Summative Rating: Percentile rank of Summative Score		13.2
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	24.2	11.9	Targeted	Met Target	Not Met	Met Target	Met Target	Not Met	No
White	28.6	11.9	No	N	N	Met Target	Met Target	Met Target	No
Hispanic	39.7	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Black or African American	42.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	10.6	11.9	Targeted	Met Target	Met Target†	Not Met	Not Met	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	35.9	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	20.0	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	44.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Milla-Sanchez	Email Address:	csanchez@epsd.org
Address:	325 TENAFly RD ENGLEWOOD, NJ 07631-1742	Website:	http://cleveland.epsd.org/home_page
Phone:	(201)862-6155	Facebook:	https://www.facebook.com/pages/Dr-MccloudElementary-school/1507185429566030

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"> • Implementation of the newly adopted ELA, Math, Science and Social Studies curriculum. • Implementation of the Literacy-Journeys and Social Studies-World Civilizations instructional resources. • Instructional staff and administration utilize the CAR Model to plan grade level PLC meetings.
	<p>Mission, Vision, Theme:</p> <p>The Dr. Leroy McCloud Elementary School vision is to prepare our students to be lifelong learners and successful members of a global society. Our mission is to ensure high levels of student learning by creating a culture that embraces diversity and celebrates each student’s individual uniqueness, while at the same time supporting students’ academic, social and emotional growth. The McCloud staff works collaboratively to create a safe and friendly learning environment.</p>






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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>The district curriculum along with the adopted instructional programs (Math in Focus, Journeys, and World Civilizations) are utilized by teachers to plan and implement learning experiences that build critical thinking, problem solving and promote inquiry-based learning. Additionally, instruction is differentiated based on students' individual strengths and needs as identified through on-going assessments.</p>
 <p>Clubs and Activities:</p>	<p>The 2016-2017 school year was our second year offering students free choice to participate in various clubs during the lunch/recess period for each grade level. The Related Arts teachers planned and facilitated club opportunities that enriched student experiences, supported social-emotional growth, and promoted lifelong learning. Clubs offered: Book Club, Yoga Club, Chorus, Band, Latin Dance, and Competitive Sports Club.</p>
 <p>Before and After School Programs:</p>	<p>Students are offered before and after school programs that support academic growth. In the morning before the beginning of the school day the Media Center is open to allow students a quiet place for extra studying, research or homework help. The Extended Day Program, offered after school three times a week, supports students' literacy and math development. It also gives them exposure to PARCC-like reading, writing and math tasks.</p>






**Dr. Leroy McCloud Elementary School
2016-2017**

Grade Span 04-06

**03-1370-060
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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Grade-level teams meet in Professional Learning Communities to analyze data, identify learning strengths and needs of our students, and create an action plan to support the identified areas of concern and focus standards. Each grade-level team meets on a weekly basis with a focus on literacy and math instruction. Professional learning opportunities targeting the newly adopted instructional programs, Genesis, and Frontline programs were offered throughout the year.</p>
 <p>Student Supports and Services:</p>	<p>Our Bilingual/ESL program supports English Language Learners infusing second language acquisition strategies with the district curriculum and instructional resources. The Bilingual Program offers Spanish speaking students instruction in both English and Spanish to ensure a transfer of knowledge across both languages. The Special Education Program supports students individualized education plans in self-contained, resource rooms, and inclusion settings.</p>
 <p>Parent and Community Involvement:</p>	<p>The school PTO supports school instructional programs and plans events that promote a strong school community and parent relationship. The McCloud Staff works collaboratively planning and facilitating parent-student events that build a strong school community and the importance of working collaboratively to ensure our students success in and out of the classroom. Parent sessions focus on academic programs and the PARCC state assessment.</p>





**Dr. Leroy McCloud Elementary School
2016-2017**

Grade Span 04-06

**03-1370-060
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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>The school CAR Team created and administered a school climate survey in order to gain a better understanding of the needs of our school. The results were analyzed by the team and shared at PLC meetings. The survey is administered once a year and results are shared with staff. Parent surveys inform the school-level planning for parent workshops, family events, and topics of interest. All survey data is carefully analyzed and used when planning school events.</p>
 <p>Facilities:</p>	<p>Dr. Leroy McCloud Elementary School spreads over three stories with 47 classrooms, including a gymnasium, a media center, and a cafeteria. Columbine locks have been installed on the classroom doors so doors can be locked from the inside for our students' safety. All classroom doors are locked throughout the school day and security staff patrol our hallways. Additionally, cameras monitor the hallways and building exit doors.</p>



Dr. Leroy McCloud Elementary School
2016-2017

Grade Span 04-06

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School Narrative

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The school day begins at 8:25 AM and ends at 3:00 PM. The daily instructional schedule consists of seven periods and one period for lunch/recess. Students sit for a double period of reading and math instruction, one writing period, and alternating social studies and science period. At the beginning of the school day teachers facilitate a Morning Meeting embedding Responsive Classroom practices that support building a positive classroom environment. Related Arts classes immerse students in the arts, world language (Spanish or Mandarin), physical education/health, and college and career readiness practices. Classroom instruction is enhanced through various teacher planned learning trips that align with the district curriculum. The 6th grade students have an opportunity to build their leadership skills by joining the Student Leadership Council and the Yearbook Committee. Their role in planning schoolwide activities focusing on various topics that enhance the development of a global student are essential to promoting empathy and civic responsibility.



Other Information:



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2016-2017


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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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2016-2017

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Grade Span 09-12

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	272	266	279
10	279	266	255
11	262	259	265
12	258	255	260
Ungraded	18	18	24
Total	1089	1064	1083

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	36%	51%	55%
Students with Disabilities	9%	9%	9%
English Learners	5%	4%	4%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	38.3%
Black or African American	33.8%
Asian	17.1%
White	9.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	0.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1077
Shared Time Students	10
Full Time Equivalent	1082

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	68.0%
Spanish	26.1%
Korean	2.2%
Other	4.0%



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Grade Span 09-12

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	434	97.9	47.70	44.30	54.90	47.7	60.6	Not Met
White	38	100.0	65.80	53.50	63.90	65.8	80	Not Met
Hispanic	187	98.1	40.70	42.80	39.80	40.7	49.4	Not Met
Black or African American	160	96.1	40.00	38.80	35.20	40	48.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	99.1	85.70	*	80.70	85.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	209	97.5	59.30	53.70	62.20	59.3		
Male	225	98.3	36.90	36.40	48.10	36.9		
Economically Disadvantaged Students	234	98.1	40.60	37.70	36.20	40.6	50.2	Not Met
Non-Economically Disadvantaged Students	200	97.7	56.00	55.90	65.80	56		
Students with Disabilities	35	95.2	*	*	20.50	*	14.4	Not Met
Students without Disabilities	399	98.1	*	*	61.90	*		
English Learners	83	96.8	28.90	37.50	25.20	28.9	N	N
Non-English Learners	351	98.1	52.20	45.90	57.40	52.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	296	754	754	749	14%	7%	23%	36%	21%	56%	52%
White	25	766	766	757	0%	*	*	40%	*	64%	62%
Hispanic	113	739	739	733	22%	*	30%	37%	*	44%	35%
Black or African American	90	741	741	730	17%	*	28%	33%	*	40%	30%
Asian, Native Hawaiian, or Pacific Islander	62	795	795	777	*	*	*	34%	63%	97%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	144	762	762	756	*	*	17%	42%	25%	67%	60%
Male	152	748	748	741	*	*	28%	30%	16%	46%	43%
Economically Disadvantaged Students	137	736	736	731	*	*	31%	29%	7%	36%	32%
Non-Economically Disadvantaged Students	159	771	771	758	*	*	16%	42%	32%	74%	62%
Students with Disabilities	20	711	711	714	*	*	*	*	*	10%	13%
Students without Disabilities	276	758	758	754	*	*	*	*	*	60%	58%
English Learners	30	707	707	690	57%	*	*	*	0%	20%	*
Non-English Learners	266	760	760	752	9%	*	*	*	23%	61%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	750	750	743	17%	15%	15%	31%	22%	53%	46%
White	29	782	782	749	*	*	*	*	48%	76%	52%
Hispanic	97	737	737	728	21%	*	*	33%	*	42%	34%
Black or African American	82	734	734	725	23%	23%	*	29%	*	40%	31%
Asian, Native Hawaiian, or Pacific Islander	47	783	783	774	*	*	*	34%	49%	83%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	125	762	762	752	8%	12%	18%	35%	27%	62%	54%
Male	130	738	738	734	26%	19%	12%	28%	16%	44%	39%
Economically Disadvantaged Students	122	743	743	726	21%	16%	16%	30%	18%	48%	32%
Non-Economically Disadvantaged Students	133	755	755	751	14%	15%	14%	33%	25%	58%	54%
Students with Disabilities	19	694	694	704	*	*	*	*	*	*	12%
Students without Disabilities	236	754	754	749	*	*	*	*	*	*	52%
English Learners	26	698	698	681	62%	*	*	*	*	15%	*
Non-English Learners	229	755	755	745	12%	*	*	*	*	57%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	248	753	753	736	15%	11%	18%	33%	23%	56%	38%
White	27	781	781	738	*	0%	*	41%	48%	89%	40%
Hispanic	99	743	743	731	19%	*	28%	32%	*	46%	34%
Black or African American	79	738	738	728	18%	24%	*	33%	*	43%	30%
Asian, Native Hawaiian, or Pacific Islander	43	785	785	756	*	*	*	28%	56%	84%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	119	760	760	744	9%	9%	18%	37%	27%	64%	46%
Male	129	746	746	729	19%	13%	19%	29%	20%	49%	31%
Economically Disadvantaged Students	122	741	741	729	18%	12%	24%	34%	12%	47%	32%
Non-Economically Disadvantaged Students	126	764	764	740	11%	11%	13%	31%	34%	65%	42%
Students with Disabilities	18	700	700	709	61%	*	*	*	0%	17%	12%
Students without Disabilities	230	757	757	741	11%	*	*	*	25%	59%	43%
English Learners	19	717	717	699	*	*	*	*	*	21%	*
Non-English Learners	229	756	756	737	*	*	*	*	*	59%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



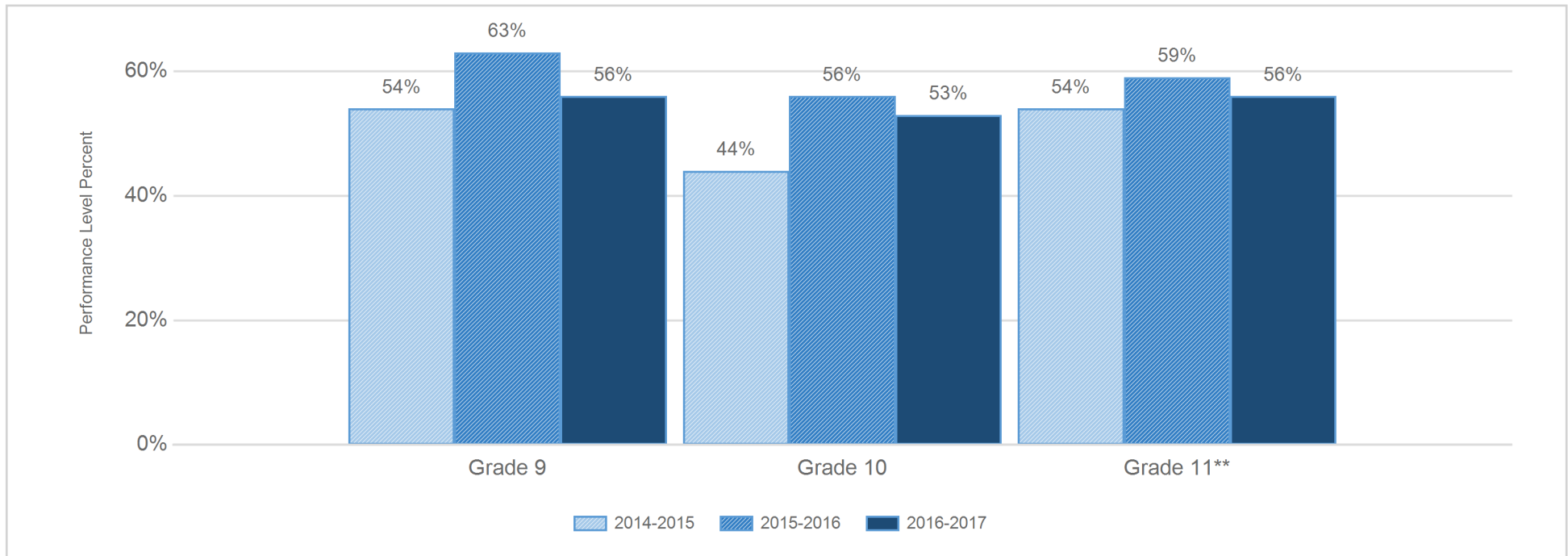
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English Language Arts/Literacy Assessment - Performance Trends

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



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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	409	96.5	15.10	21.70	43.50	15.1	28.3	Not Met
White	35	98.1	37.20	38.60	52.40	37.2	56.1	Not Met
Hispanic	187	98.6	12.30	21.80	27.60	12.3	19.6	Not Met
Black or African American	156	92.8	*	*	21.70	*	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	31	98.9	41.90	*	75.60	41.9	70.5	Not Met
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	195	95.9	14.30	21.50	44.10	14.3		
Male	214	97.1	15.90	21.90	42.90	15.9		
Economically Disadvantaged Students	229	95.9	*	*	25.10	*	18.6	Not Met
Non-Economically Disadvantaged Students	180	97.2	*	*	54.30	*		
Students with Disabilities	35	95.2	*	*	16.50	*	5.8	Not Met
Students without Disabilities	374	96.6	*	*	48.80	*		
English Learners	83	97.9	*	*	23.30	*	N	N
Non-English Learners	326	96.2	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	241	718	723	743	27%	31%	28%	14%	0%	14%	42%
White	13	722	*	751	*	*	*	*	0%	15%	52%
Hispanic	125	718	721	728	30%	30%	23%	18%	0%	18%	24%
Black or African American	98	717	723	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	107	719	724	744	28%	26%	34%	12%	0%	12%	43%
Male	134	718	722	741	27%	35%	23%	15%	0%	15%	40%
Economically Disadvantaged Students	142	716	719	727	26%	37%	25%	12%	0%	12%	23%
Non-Economically Disadvantaged Students	99	721	727	751	29%	22%	32%	16%	0%	16%	52%
Students with Disabilities	25	699	699	714	*	*	*	*	*	*	10%
Students without Disabilities	216	720	725	747	*	*	*	*	*	*	47%
English Learners	39	704	*	708	*	*	*	*	*	*	*
Non-English Learners	202	721	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Grade Span 09-12

Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	728	728	734	11%	35%	37%	18%	0%	18%	30%
White	21	742	742	740	*	*	52%	*	0%	38%	38%
Hispanic	84	721	721	722	*	*	*	*	*	*	14%
Black or African American	60	718	718	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	112	731	731	735	10%	30%	39%	21%	0%	21%	31%
Male	99	725	725	733	12%	40%	34%	13%	0%	13%	30%
Economically Disadvantaged Students	104	722	722	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	107	734	734	740	*	*	*	*	*	*	39%
Students with Disabilities	18	704	704	711	*	*	*	*	*	*	*
Students without Disabilities	193	730	730	738	*	*	*	*	*	*	*
English Learners	20	709	709	710	*	*	*	*	*	*	*
Non-English Learners	191	730	730	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	719	719	725	41%	21%	*	22%	*	25%	28%
White	26	735	735	731	*	*	*	39%	*	42%	33%
Hispanic	79	698	698	710	*	*	*	*	*	*	14%
Black or African American	66	702	702	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	47	768	768	761	*	*	*	60%	*	68%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	105	716	716	725	41%	23%	*	19%	*	20%	27%
Male	114	721	721	725	40%	19%	*	25%	*	29%	29%
Economically Disadvantaged Students	93	699	699	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	126	733	733	733	*	*	*	*	*	*	35%
Students with Disabilities	15	683	683	692	*	*	*	*	*	*	*
Students without Disabilities	204	721	721	729	*	*	*	*	*	*	*
English Learners	15	690	690	692	*	*	*	*	*	*	*
Non-English Learners	204	721	721	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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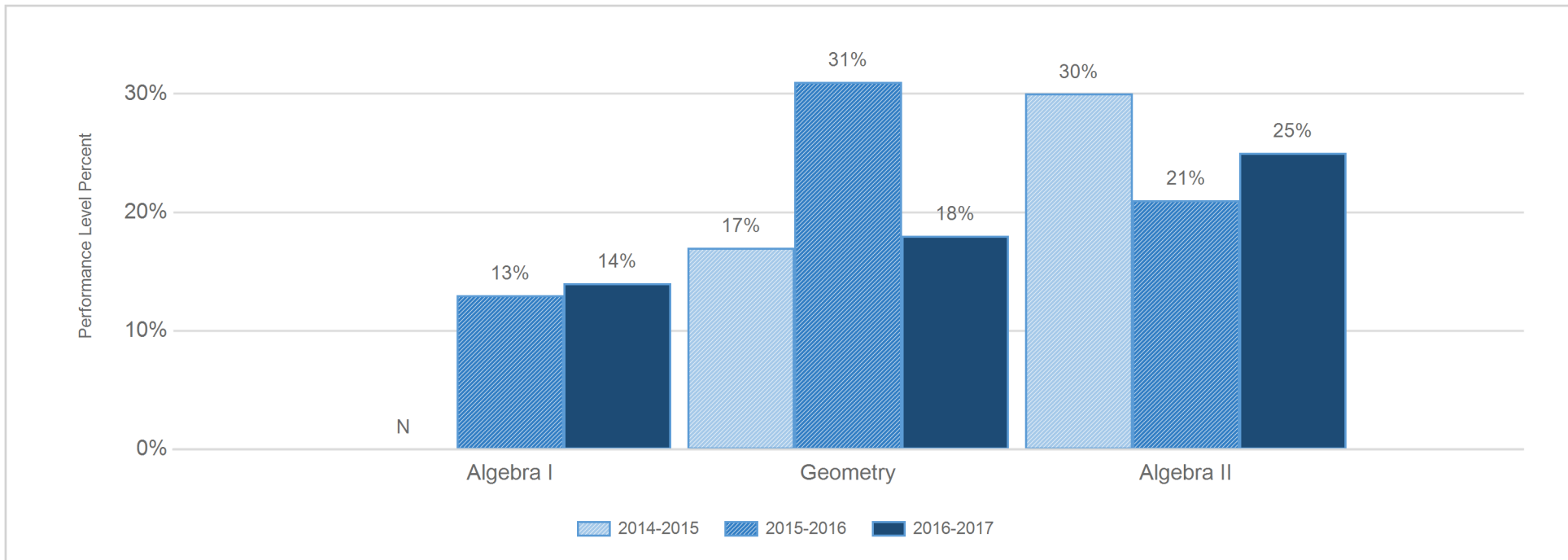


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	24	*	*
2	16	*	*
3	10	*	*
4	*	*	*
5+	23	78.3%	21.7%



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

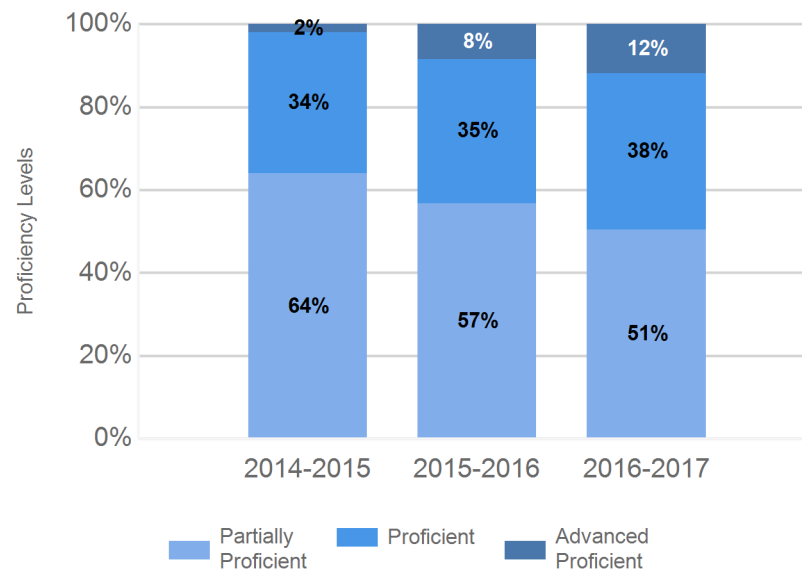
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	12%	38%	51%
White	7%	52%	41%
Hispanic	6%	28%	66%
Black or African American	2%	35%	62%
Asian, Native Hawaiian, or Pacific Islander	37%	58%	5%
American Indian or Alaska Native	N	N	N
Two or More Races	10%	14%	76%
Economically Disadvantaged Students	4%	29%	68%
Students with Disabilities	N	*	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	92.0%	89.4%
Percentage of students taking the SAT	90.9%	70.0%
Percentage of students taking the ACT	33.5%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	478	481	Varies By Grade	66%	67%
PSAT - Math	476	483	Varies By Grade	50%	49%
SAT - Reading and Writing	529	551	480	66%	77%
SAT - Math	523	552	530	47%	58%
ACT - Reading	22	24	22	55%	65%
ACT - English	22	24	18	70%	79%
ACT - Math	22	24	22	53%	65%
ACT - Science	21	23	23	44%	54%



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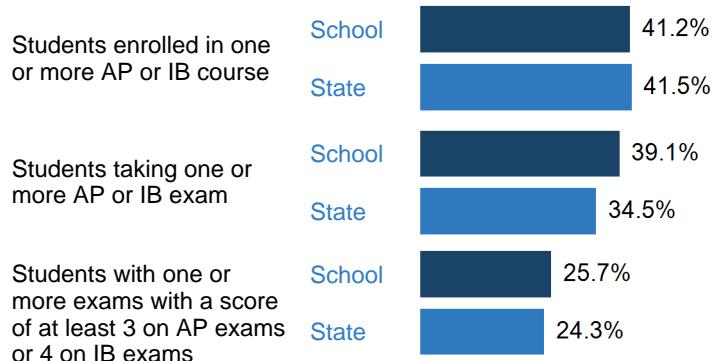
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

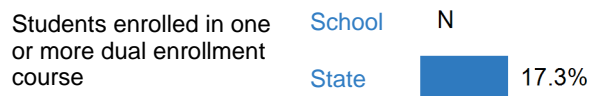
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	7
AP Biology	23	15
AP Calculus AB	29	18
AP Calculus BC	8	8
AP Chemistry	9	7
AP English Language and Composition	0	10
AP English Literature and Composition	9	9
AP Macroeconomics	6	5
AP Physics 1	0	31
AP Physics 2	21	19
AP Physics B	35	0
AP Physics C: Mechanics	12	12
AP Spanish Language	0	27
AP Spanish Literature	10	8
AP Statistics	64	62
AP U.S. Government and Politics	32	30
AP U.S. History	47	20
AP World History	0	15
Total Exams Taken		303
Exams with scores of at least 3 on AP exams or 4 on IB exams		172



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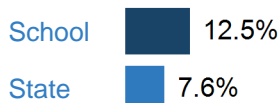
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

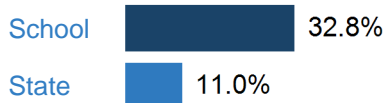
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Industry-Valued Credentials Earned

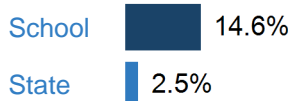
This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning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

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

Structured Learning Experiences Participation

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

Structured Learning Experiences



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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	226	78	27	0	0	0	30
10	42	180	74	21	0	0	5
11	11	17	147	60	39	12	21
12	4	11	25	88	51	71	19
Schoolwide	284	287	273	169	90	83	75
Enrolled in AP/IB Course					37	64	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	315	6	0	1	0	38
10	32	266	0	2	0	35
11	11	20	32	55	122	76
12	20	8	61	56	48	79
Schoolwide	378	300	93	114	170	228
Enrolled in AP/IB Course	23	9		0	67	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	8	318	0	0	0	37
10	10	278	0	0	3	29
11	237	39	4	0	1	55
12	35	67	2	11	69	20
Schoolwide	290	702	6	11	73	141
Enrolled in AP/IB Course	0	47	6	0	0	32

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	192	93	0	0	0	18	0
10	162	68	0	0	0	15	0
11	107	62	0	0	0	28	0
12	61	37	0	0	0	14	0
Schoolwide	522	260	0	0	0	75	0
Enrolled in AP/IB Course	10	0	0	0	0	0	0
Enrolled in Level 3 or Higher	136	57	0	0	0	36	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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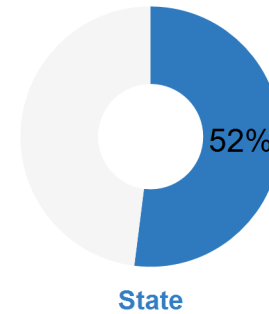
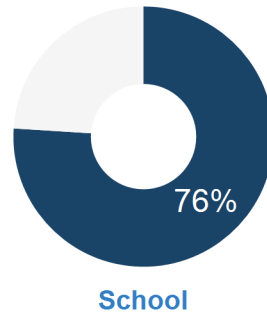
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Visual and Performing Arts – Course Participation

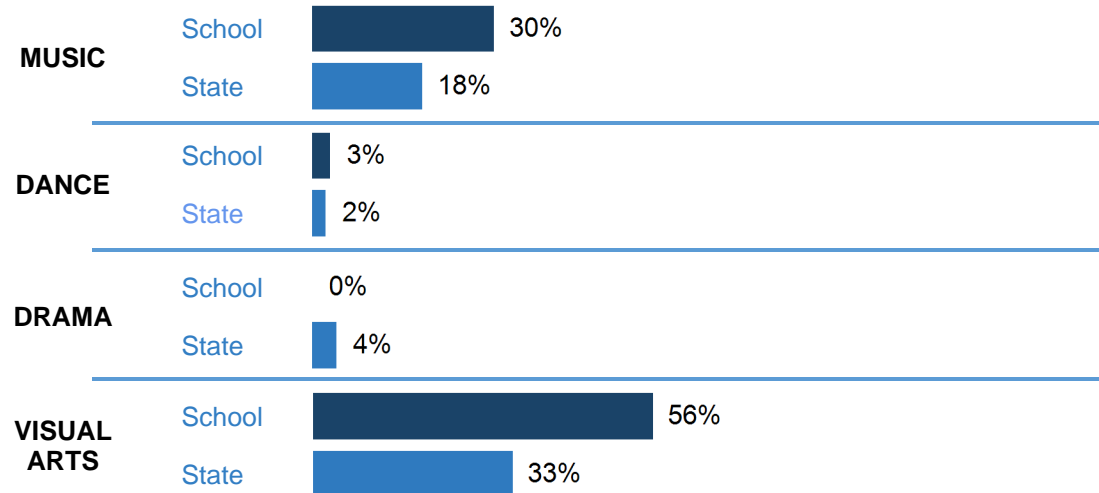
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	87.3%	90.5%	89.7%	91.8%	86.5%	82.6%	Met Target	87.4%	87.0%	Met Target
White	91.3%	94.5%	97.1%	95.1%	94.3%	93.2%	Met Target	93.1%	92.5%	Met Target
Hispanic	*	84.3%	81.8%	86.3%	80.2%	74.2%	Met Target	78.9%	79.3%	Not Met
Black or African American	85.5%	83.4%	90.2%	85.3%	84.1%	82.8%	Met Target	89.9%	86.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	84.4%	83.9%	85.5%	85.6%	81.2%	81.2%	Met Target	87.2%	82.9%	Met Target
Students with Disabilities	73.0%	78.8%	69.7%	82.1%	68.4%	74.1%	Not Met	84.6%	73.9%	Met Target
English Learners	84.2%	76.1%	81.3%	79.7%	75.0%	**	**	70.6%	**	**
Homeless Students	N	73.2%	N	74.4%	N	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	87.3%	-
2016	86.5%	89.7%
2015	82.0%	87.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	1.1%	1.1%
2015-2016	0%	1.1%
2014-2015	0.8%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	75.3%	22.4%	77.6%
White	77.8%	4.8%	95.2%
Hispanic	68%	31.8%	68.2%
Black or African American	78.1%	26.7%	73.3%
Asian, Native Hawaiian, or Pacific Islander	85.7%	3.3%	96.7%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	72.9%	31.4%	68.6%
Students with Disabilities	38.1%	75%	25%
English Learners	27.3%	100%	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	72%	35.7%	64.3%	68.1%	31.9%	67%	33%
White	87.5%	10.7%	89.3%	64.3%	35.7%	50%	50%
Hispanic	73.2%	53.3%	46.7%	80%	20%	83.3%	16.7%
Black or African American	67%	44.4%	55.6%	71.4%	28.6%	77.8%	22.2%
Asian, Native Hawaiian, or Pacific Islander	73.3%	9.1%	90.9%	45.5%	54.6%	33.3%	66.7%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.1%	47.1%	52.9%	72.9%	27.1%	82.4%	17.7%
Students with Disabilities	51.7%	80%	20%	80%	20%	80%	20%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

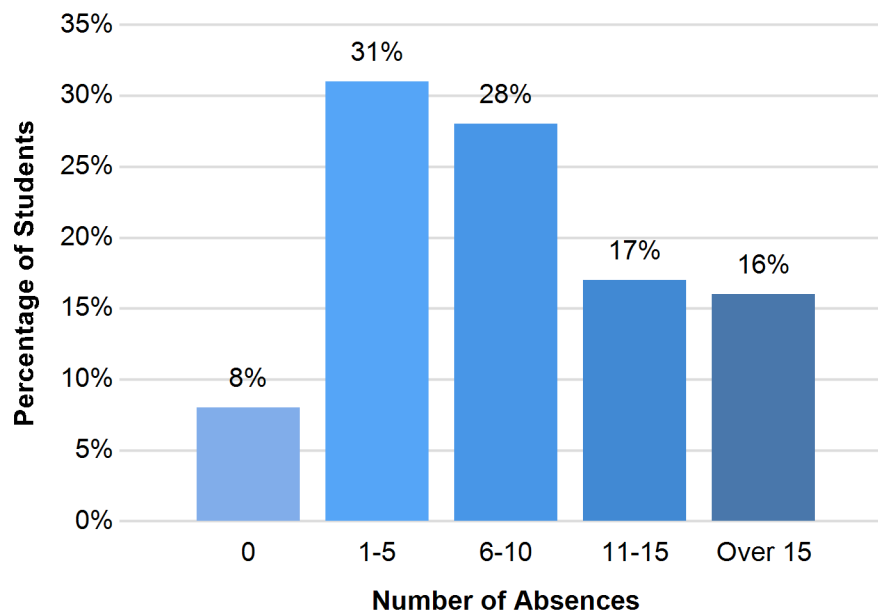
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.50	14.30	Met Target
White	10.90	14.30	Met Target
Hispanic	11.10	14.30	Met Target
Black or African American	19.40	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.80	14.30	Not Met
Students with Disabilities	15.70	14.30	Not Met
English Learners	15.20	14.30	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.





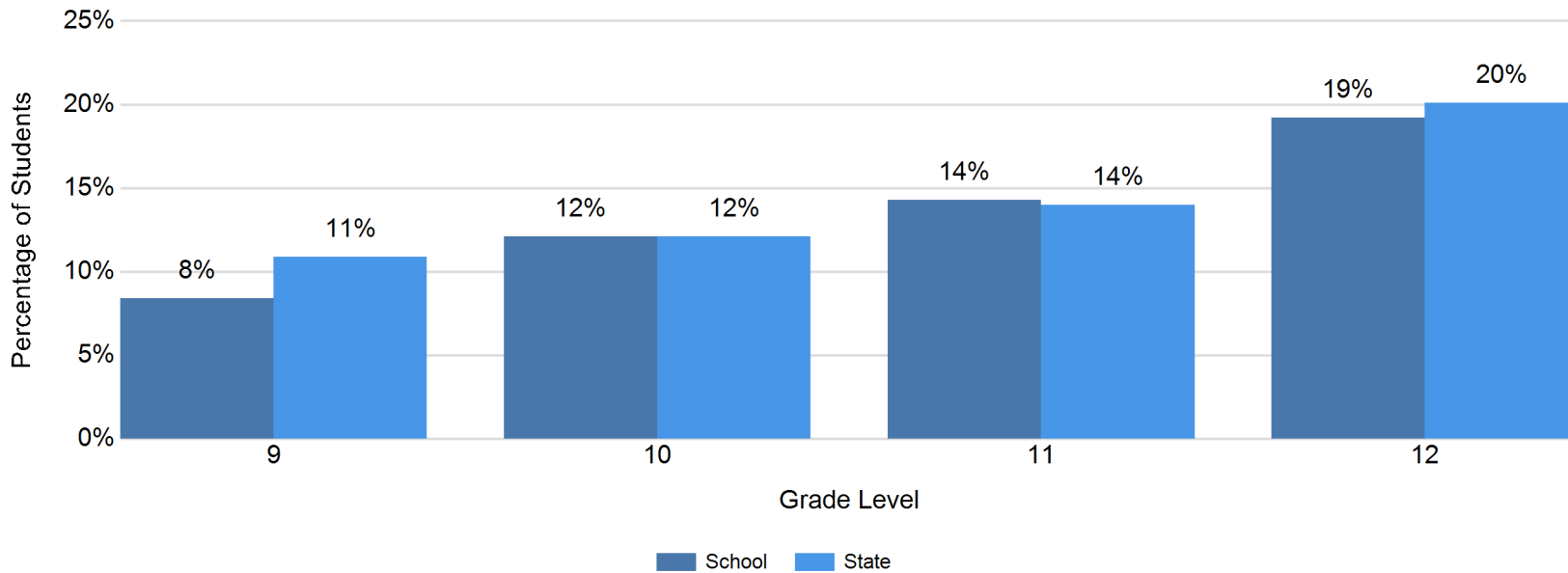
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Chronic Absenteeism by Grade

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	8:00AM
Typical End Time	3:50PM
Length of School Day	7 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Vandalism	9
Weapons	3
Substances	19
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	4.34

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	12.0%
Out-of-School Suspensions	10.4%
Any Suspension	22.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$745	\$16,842	\$17,587



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	94	120,724
Average years experience in public schools	9.3	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	66%	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	25	9,506
Average years experience in public schools	10.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	108:1	125:1
Librarian/Media Specialists		N
Nurses		624:1
Counselors		390:1
Child Study Team		195:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	68%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	59.8	17.5%
Mathematics Proficiency	25.1	17.5%
Graduation - 4-Year	24.2	25.0%
Graduation - 5-Year	22.6	25.0%
Chronic Absenteeism	44.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		33.3
Summative Rating: Percentile rank of Summative Score		27.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	33.3	6.2	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
White	47.5	6.2	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Hispanic	36.0	6.2	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Black or African American	48.2	6.2	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	61.2	6.2	No	Met Goal	Not Met	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	43.2	6.2	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	30.4	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Elbert	Email Address:	pelbert@epsd.org
Address:	274 KNICKERBOCKER RD ENGLEWOOD, NJ 07631-1534	Website:	www.epsd.org
Phone:	(201)862-6039		

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"> • A very diverse and progressive community of learners. • A newly developed curriculum for core subjects that targets critical learning standards. • An academy program that is rigorous and challenges students to think differently.
	<p>Mission, Vision, Theme:</p> <p>The mission of the Englewood Public School District is to provide educational excellence by creating a learning environment that empowers all students to achieve the New Jersey Student Learning Standards at all grade levels, to develop character and to master the academic and social skills necessary for success as individuals and as members of a global community. "</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Dwight Morrow High School offers an array of AP, Honors, and Dual Enrollment courses. Preparing students to be globally-minded citizens who have a passion for learning is a top priority for the district. In addition, ensuring students possess the 21st century skills needed to be successful in the workplace is also essential. An integration of technology, inquiry-based approaches, and quality collaboration results in rigorous curricula that positively influences student learning.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys & Girls), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)</p> <p>Dwight Morrow High School has a long-standing and proud tradition of athletic success. An exciting part of the athletic program is not only the focus on sportsmanship and personal reflection, but also on commitment to being a student athlete. Students have high expectations as athletes and are supported with meeting eligibility requirements and understanding the habits needed to maintain success in the classroom.</p>
 <p>Clubs and Activities:</p>	<p>Dwight Morrow High School offers a host of clubs and activities that attempt to engage students in unique collaborations while also having them discover their passions. Our programs enable students to learn beyond the classroom and establish relationships with people both within the school community and beyond.</p>
 <p>Before and After School Programs:</p>	<p>Dwight Morrow High School is committed to partnerships within the community. Successful community collaborations allow students to transcend traditional limitations to achieve high personal development. Some of the organizations we partner with include Bergen Family Center, the Urban League, the Englewood Library, Interact and the Rotary Club.</p>








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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Dwight Morrow High School is committed to high-quality professional learning. Annually professional development occurs at the beginning of the school. Weekly meetings cover topics such as teaching and learning, climate in the classroom, and ways to enhance student engagement. Dwight Morrow High School also engages in Professional Learning Communities with time dedicated to engaging in discourse about best practices.</p>
 <p>Postsecondary Information:</p>	<p>Dwight Morrow High School is committed to supporting students' postsecondary goals. The Guidance Department partners with various colleges and universities to offer a host of opportunities and resources to students. This includes daily college visits, setting up college tours, hosting instant decision days, and trips to college fairs. Students take the PSAT10 and PSAT/NMSQT. Students attend two-year schools, four-year universities, enter the workforce and/or the military upon graduation.</p>
 <p>Student Supports and Services:</p>	<p>Dwight Morrow High School has a very diverse population. This diversity is reflected in the needs of our individual students and families. A host of services includes classes and programs for English Language Learners, as well as technology, such as computer labs and carts which are used to differentiate learning and enhance student engagement.</p>
 <p>Student Health and Wellness:</p>	<p>Dwight Morrow High School already has a breakfast program and is taking the initiative to introduce programs that promote health beyond school. This includes partnerships with outside organizations to lead classes on healthy living, positive decision making, and other challenges that young adults face on a daily basis.</p>
 <p>Parent and Community Involvement:</p>	<p>Dwight Morrow High School has a strong PTO that is diverse and enthusiastic. They work collaboratively with a number of stakeholders in the community to provide critical information to parents. This includes hosting parent sessions on our student information system, college admissions support, financial aid and more. They are an essential part of the school community that works closely with the administration to influence student success.</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: Parents, Teachers</p> <p>Dwight Morrow High School administers various instruments to collect information from all stakeholders including parents, teachers, and students. The instruments include state-sponsored surveys as well as empirically-based surveys to better understand things such as faculty perception and morale.</p>
 <p>Facilities:</p>	<p>Dwight Morrow High School has a beautiful sprawling campus that is matched by none. The facility has two gymnasiums with floors that have been recently refinished, newly renovated guidance offices to increase student support, and buildings and grounds that are kept pristine.</p>



Janis E. Dismus 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
7	203	205	176
8	189	215	204
Ungraded	12	1	4
Total	404	421	384

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	46%
Male	51%	53%	54%
Economically Disadvantaged Students	61%	66%	74%
Students with Disabilities	13%	13%	13%
English Learners	7%	9%	15%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	46.1%
Hispanic	45.1%
White	4.7%
Asian	4.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	72.9%
Spanish	25.5%
<i>Other</i>	1.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	341	94.5	41.90	44.30	54.90	41.7	42.5	Met Target†
White	13	88.2	38.50	53.50	63.90	35	**	**
Hispanic	154	99.4	43.50	42.80	39.80	43.5	46.6	Met Target†
Black or African American	158	91.7	38.60	38.80	35.20	37.3	37.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	83.3	66.60	*	80.70	58.4	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	154	93.7	50.60	53.70	62.20	50.1		
Male	187	95.2	34.70	36.40	48.10	34.7		
Economically Disadvantaged Students	224	94.4	36.20	37.70	36.20	*	38.9	Met Target†
Non-Economically Disadvantaged Students	117	94.7	53.00	55.90	65.80	*		
Students with Disabilities	44	96.1	*	*	20.50	*	9.3	Not Met
Students without Disabilities	297	94.2	*	*	61.90	*		
English Learners	75	96.2	33.30	37.50	25.20	33.3	11.7	Met Target
Non-English Learners	266	94.0	44.30	45.90	57.40	43.8		
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 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	168	742	742	756	11%	19%	26%	33%	11%	44%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	79	742	742	742	*	17%	24%	37%	*	47%	44%
Black or African American	74	737	737	737	*	23%	30%	30%	*	37%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	75	752	752	764	*	*	23%	35%	*	55%	68%
Male	93	735	735	749	*	*	29%	31%	*	36%	51%
Economically Disadvantaged Students	114	738	738	739	*	*	30%	27%	*	36%	40%
Non-Economically Disadvantaged Students	54	753	753	766	*	*	19%	44%	*	61%	70%
Students with Disabilities	21	696	696	719	*	*	*	*	*	*	19%
Students without Disabilities	147	749	749	763	*	*	*	*	*	*	67%
English Learners	16	722	722	701	*	*	*	*	*	31%	*
Non-English Learners	152	745	745	758	*	*	*	*	*	45%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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 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	189	737	737	757	22%	15%	24%	33%	6%	39%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	84	731	731	742	31%	*	20%	32%	*	38%	44%
Black or African American	90	740	740	738	*	18%	28%	34%	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	88	742	742	766	16%	*	24%	39%	*	46%	68%
Male	101	732	732	749	27%	*	25%	28%	*	34%	50%
Economically Disadvantaged Students	122	730	730	739	25%	*	25%	30%	*	34%	40%
Non-Economically Disadvantaged Students	67	749	749	766	15%	*	22%	37%	*	49%	69%
Students with Disabilities	25	699	699	718	*	*	*	*	*	*	18%
Students without Disabilities	164	742	742	764	*	*	*	*	*	*	67%
English Learners	29	716	716	701	52%	*	*	*	*	28%	*
Non-English Learners	160	740	740	759	16%	*	*	*	*	41%	*
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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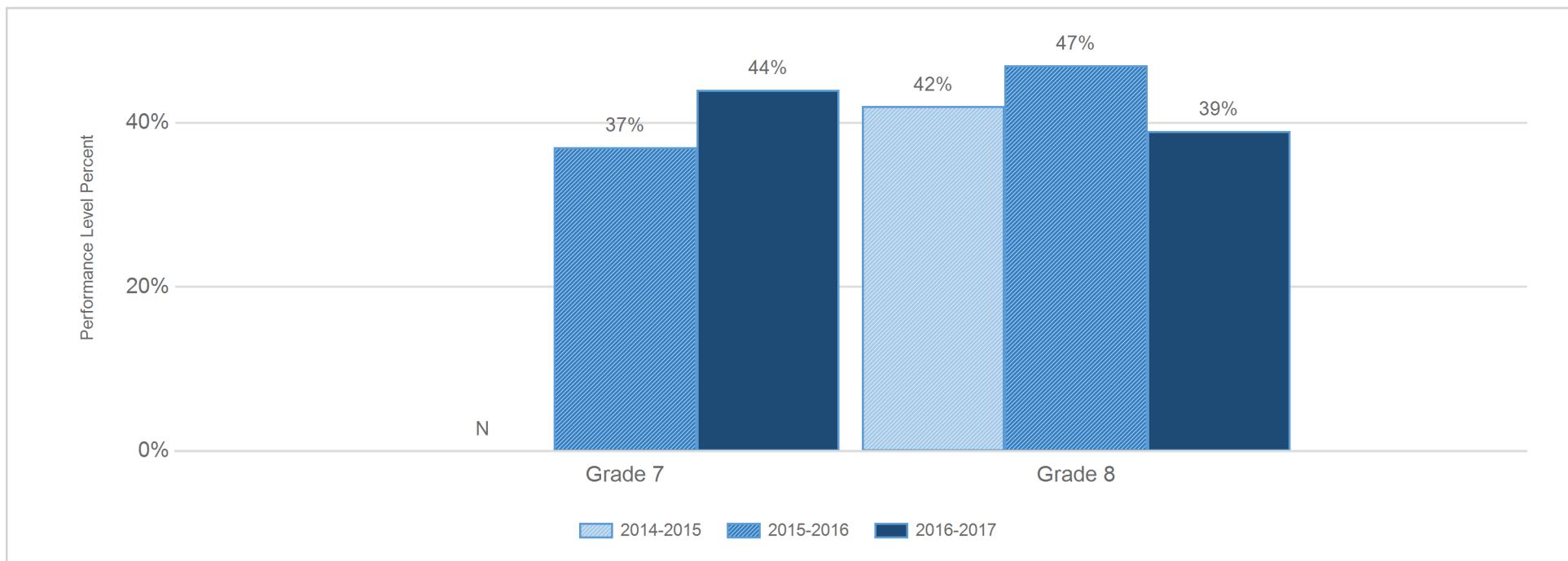


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English Language Arts/Literacy Assessment - Performance Trends

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	343	95.2	16.90	21.70	43.50	16.9	18.7	Met Target†
White	13	88.2	38.50	38.60	52.40	35	**	**
Hispanic	155	99.4	16.10	21.80	27.60	16.1	19.9	Met Target†
Black or African American	159	92.8	12.50	*	21.70	12.3	16.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	83.3	53.30	*	75.60	46.8	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	155	94.4	18.70	21.50	44.10	18.6		
Male	188	95.8	15.40	21.90	42.90	15.4		
Economically Disadvantaged Students	226	95.4	11.50	*	25.10	*	15.9	Not Met
Non-Economically Disadvantaged Students	117	94.7	27.40	*	54.30	*		
Students with Disabilities	43	96.0	*	*	16.50	*	N	N
Students without Disabilities	300	95.0	*	*	48.80	*		
English Learners	76	96.7	13.20	*	23.30	13.2	N	N
Non-English Learners	267	94.7	18.00	*	45.20	17.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	172	729	729	741	*	27%	42%	19%	*	20%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	83	730	730	730	*	24%	45%	23%	*	23%	23%
Black or African American	74	724	724	726	16%	30%	42%	*	*	12%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	77	730	730	743	*	27%	39%	22%	*	25%	41%
Male	95	727	727	740	*	26%	44%	17%	*	17%	38%
Economically Disadvantaged Students	117	727	727	729	*	30%	43%	14%	*	15%	22%
Non-Economically Disadvantaged Students	55	733	733	749	*	20%	40%	31%	*	31%	50%
Students with Disabilities	21	702	702	716	*	*	*	*	*	*	11%
Students without Disabilities	151	732	732	746	*	*	*	*	*	*	45%
English Learners	20	717	717	712	*	*	*	*	*	25%	*
Non-English Learners	152	730	730	742	*	*	*	*	*	20%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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	148	709	709	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	72	707	707	721	*	*	*	*	*	*	21%
Black or African American	66	709	709	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	64	709	709	730	*	*	*	*	*	*	30%
Male	84	709	709	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	106	708	708	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	42	712	712	734	*	*	*	*	*	*	34%
Students with Disabilities	25	700	700	705	*	*	*	*	*	*	*
Students without Disabilities	123	711	711	734	*	*	*	*	*	*	*
English Learners	31	701	701	703	*	*	*	*	*	*	*
Non-English Learners	117	711	711	729	*	*	*	*	*	*	*
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	51	745	723	743	0%	*	41%	39%	*	41%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	20	740	721	728	0%	*	50%	*	0%	25%	24%
Black or African American	26	746	723	724	0%	*	42%	39%	*	42%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	29	741	724	744	0%	*	*	*	*	31%	43%
Male	22	750	722	741	0%	*	*	*	*	55%	40%
Economically Disadvantaged Students	24	740	719	727	0%	*	46%	*	*	29%	23%
Non-Economically Disadvantaged Students	27	749	727	751	0%	*	37%	*	*	52%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	51	745	725	747	0%	*	41%	39%	*	41%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

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



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	725	N	N	N	N	N	N	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	N	N	N	725	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	729	N	N	N	N	N	N	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	N	N	N	726	N	N	N	N	N	N	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

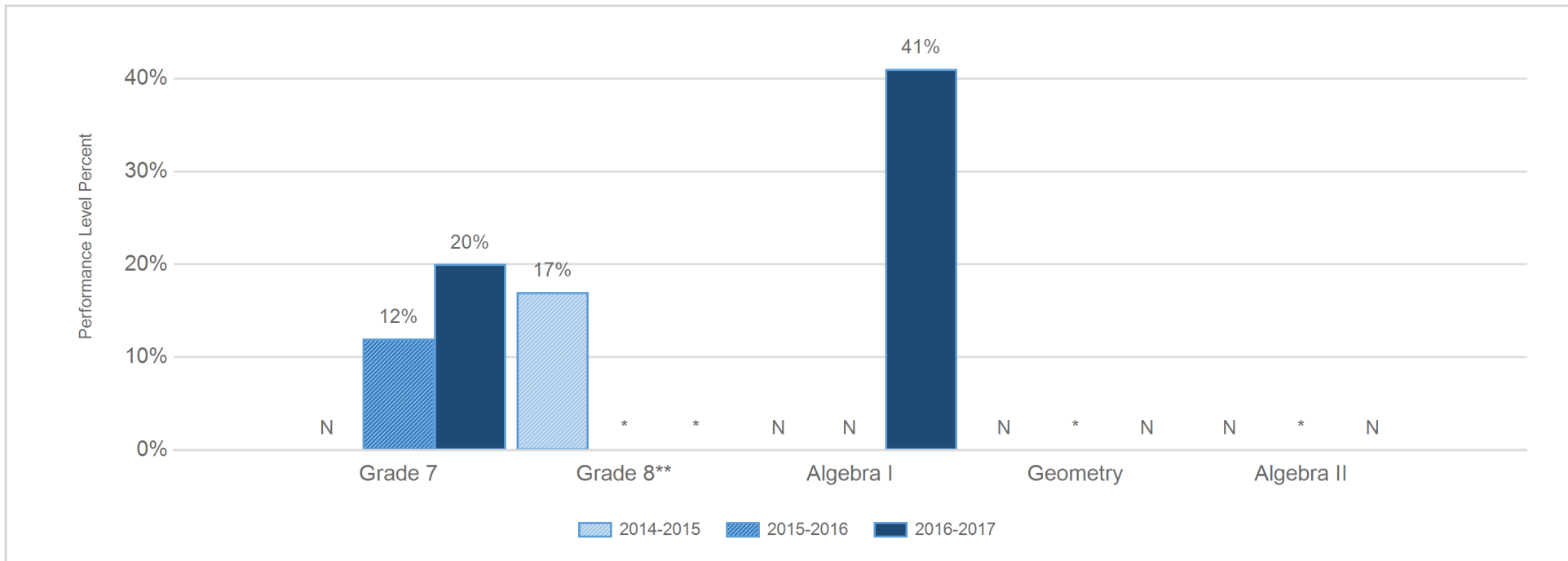


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Mathematics Assessment – Performance Trends

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



**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
7	*	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	10	*	*
4	*	*	*
5+	*	*	*



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

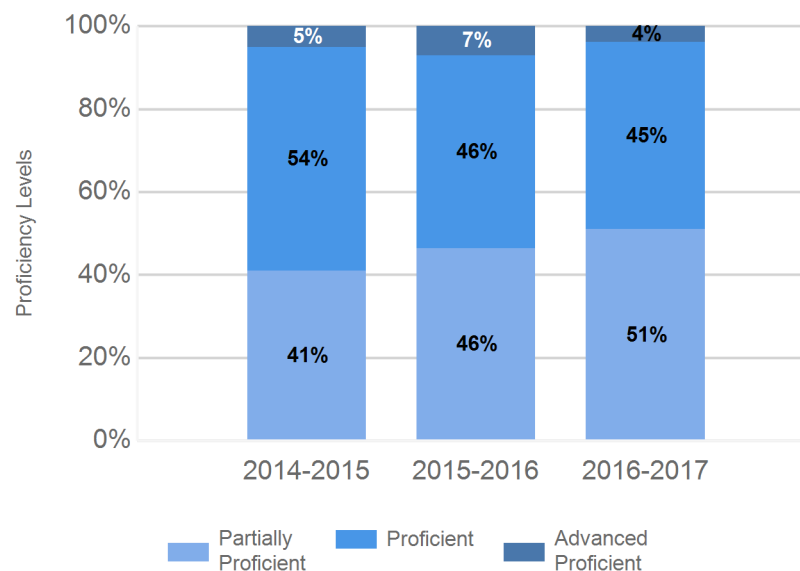
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	4%	45%	51%
White	20%	50%	*
Hispanic	3%	41%	56%
Black or African American	3%	47%	50%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	2%	45%	53%
Students with Disabilities	N	25%	75%
English Learners	3%	32%	65%

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	41	43	50	Met Target	32.5	33	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	38.5	42.5	49	Not Met	30	33	47	Not Met
Black or African American	43.5	44	45	Met Target	33	32	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	54	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	38.5	41	47	Not Met	29	31	46	Not Met
Students with Disabilities	26	30.5	41	Not Met	15.5	25	43	**
English Learners	40.5	48.5	53	Met Target	24	32	51	Not Met

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



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

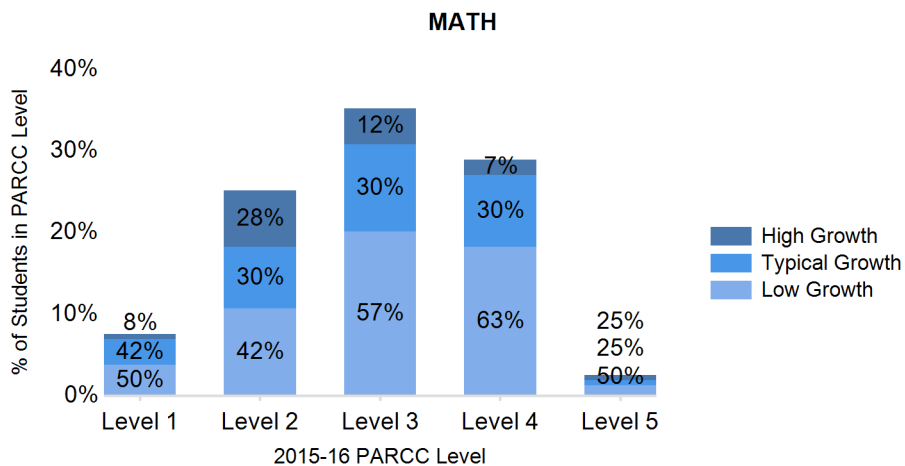
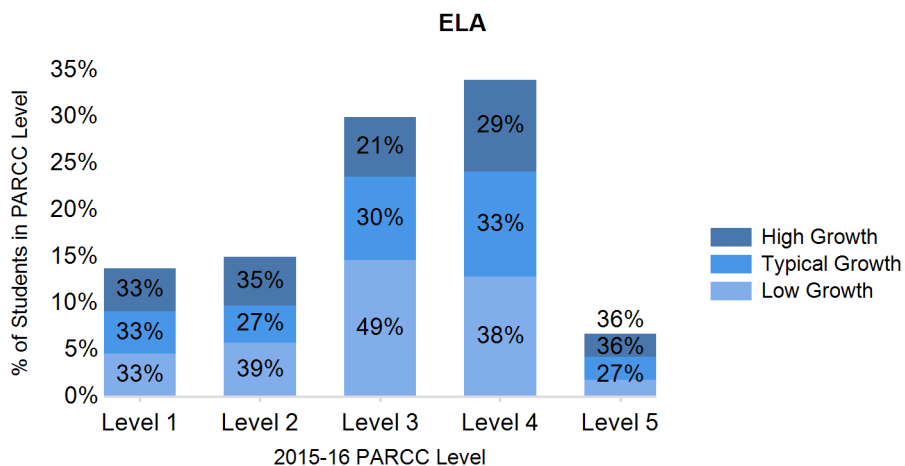
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

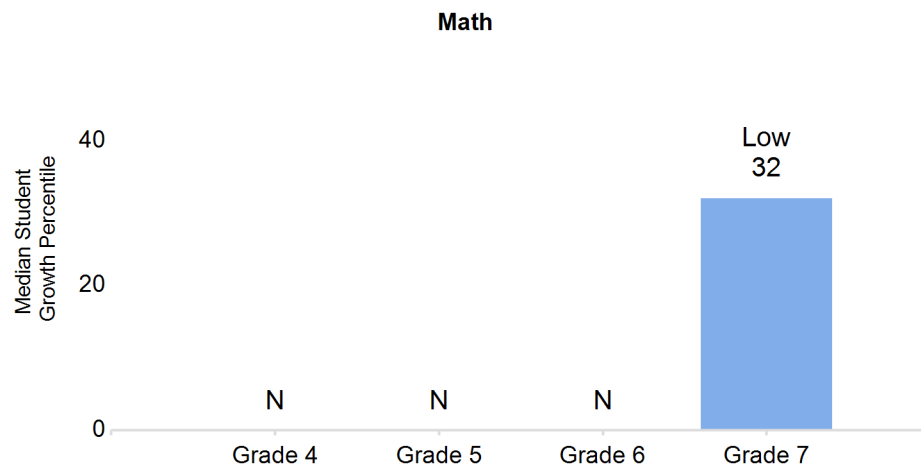
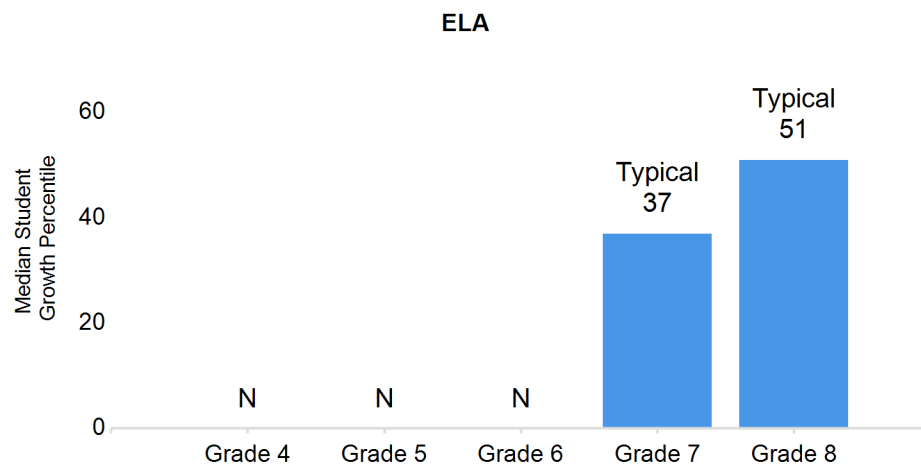
Student Growth by Performance Level

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



Student Growth by Grade

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



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
7	0	0	191
8	60	0	168
Schoolwide	60	0	359

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
7	103	0	0	0	0	0	13
8	130	0	0	0	0	0	9
Schoolwide	233	0	0	0	0	0	22
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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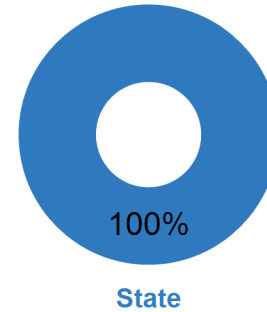
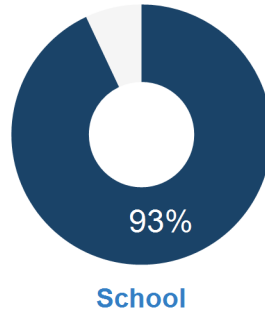
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Visual and Performing Arts – Course Participation

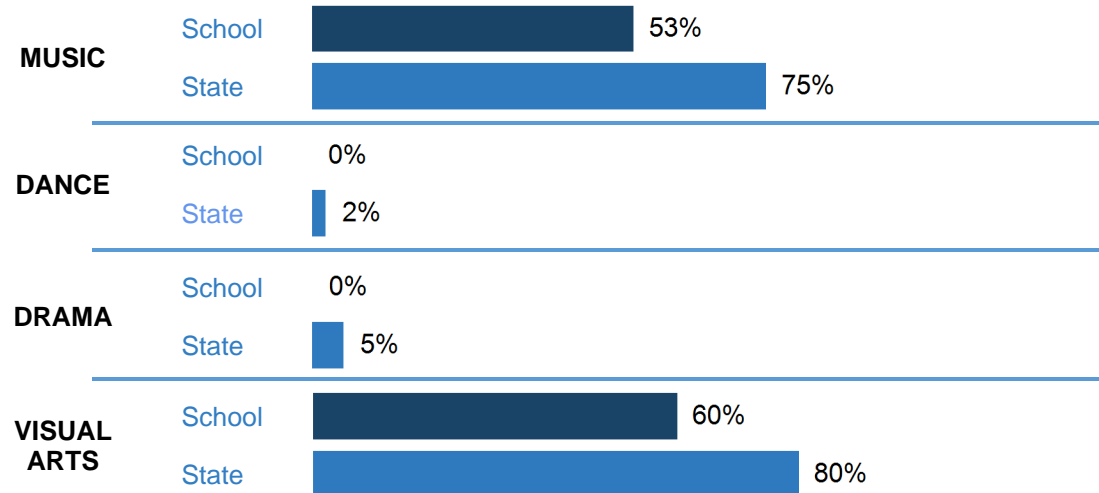
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

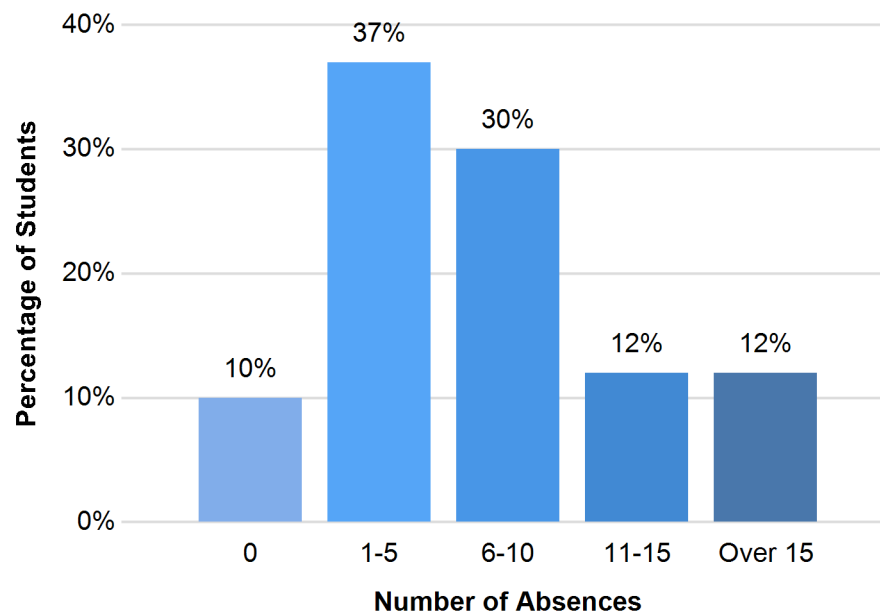
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	9.10	Met Target
White	14.30	9.10	Not Met
Hispanic	5.20	9.10	Met Target
Black or African American	7.90	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.30	9.10	Met Target
Students with Disabilities	16.10	9.10	Not Met
English Learners	7.10	9.10	Met Target

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

Days Absent

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



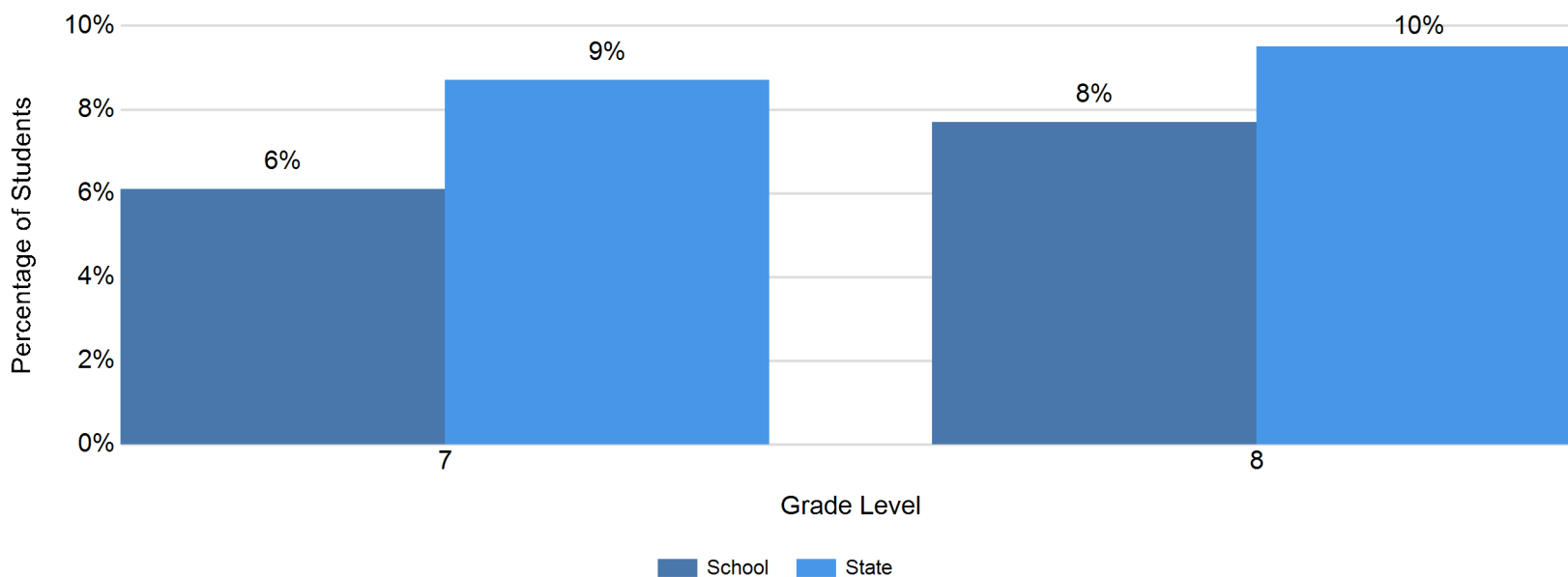


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	8.85

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	15.9%
Out-of-School Suspensions	11.2%
Any Suspension	27.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$745	\$16,842	\$17,587



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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	10.8	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	10.6	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	128:1	125:1
Librarian/Media Specialists		N
Nurses		624:1
Counselors		390:1
Child Study Team		195:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	68%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	26.9	17.5%
Mathematics Proficiency	7.7	17.5%
English Language Arts Growth	15.5	25.0%
Mathematics Growth	5.7	25.0%
Chronic Absenteeism	45.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		18.1
Summative Rating: Percentile rank of Summative Score		7.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	18.1	11.9	Targeted	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
White	**	**	No	**	**	Not Met	**	**	No
Hispanic	28.2	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	39.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	28.5	11.9	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Students with Disabilities	10.4	11.9	Targeted	Not Met	N	Not Met	Not Met	**	No
English Learners	28.7	11.9	No	Met Target	N	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Thomas	Email Address:	lthomas@epsd.org
Address:	325 TRYON AVENUE ENGLEWOOD, NJ 07631	Website:	JDMS.EPSD.ORG
Phone:	(201)862-6005	Facebook:	https://www.facebook.com/Janis-E-Dismus-Middle-School-451030478584288/
		Twitter:	https://twitter.com/TheJEDMS?lang=en

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The Gardening Club of Englewood and others have partnered with JDMS to create and maintain a school garden. • JDMS students outperformed DMHS students by 27% in the Met and Exceeded Expectation on the 2017 PARCC Assessment. • JDMS annually hosts a male and female conference for 8th graders with the support of over 100 community members.
 <p>Mission, Vision, Theme:</p>	<p>The culture and climate of the Janis E. Dismus Middle School is based on our four Core Values: Unconditional Love, Family, Academic Excellence and Community. These values drive our mission, vision and purpose: to create the next generation of critical thinkers and problem solvers. Our Core Values and Timeless Fundamentals create a firm foundation where we are able to successfully collaborate with the community, families and educators.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Principal Lamarr Thomas 2016 selected Honoree of the Bergen Family Center, JDMS is selected to be a pilot school for the Dept. of Ed Connected Action Roadmap, JDMS Admin Team selected to present at the 2016 Empower Conference in NJ, Carmen DeEsposito honored by the Englewood Gardening Club, JDMS chosen to receive donated funds from the DMHS Class of 1987 and Student Allam Amzad received a 2017 Academic Scholarship Award from NVE Bank.</p>







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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>All JDMS Faculty members participate in a content specific Professional Learning Community, where faculty work on creating Common Formative Assessments, lesson plans and analyze student data. JDMS also offers students a wide variety of electives to choose from that include: Spanish, Mandarin, band, music, art, PARCC Writing, etc. JDMS offers a wide variety of honors courses for students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Co-ed), Soccer (Boys & Girls), Softball (Girls)</p>
 <p>Clubs and Activities:</p>	<p>School Clubs: Yearbook Club, Student Council, National Junior Honor Society, Geek Club and Chess Club. School Programs: Hispanic Heritage Assembly, Patriots Day, Ball for a Cause Food Drive, Holiday Toy Drive, Coffee House Art Exhibition, African American Heritage Assembly, PARCC Rally, Rip the Runway Fashion Show, Grade Level Trips, Field Day and Wellness Day.</p>
 <p>Before and After School Programs:</p>	<p>Before and after school programs include the following: The Zone (after school programming for students provided by the Bergen Family Center), the 8th Grade Dinner Dance, Facing Forward / Girls Talk (Grade level evening conference and retreat for 8th grade students), Back to School & Valentine's Day Dances, Fundraiser Car Washes, PARCC Prep After School Tutorial Program and the 7th Grade Summer Bridge Program.</p>







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

 <p>Staff and Professional Learning:</p>	<p>The JDMS Staff participate in both grade level and content specific Professional Learning Communities (PLCs). The JDMS Staff have implemented the NJ Dept. of Ed. Connected Action Roadmap program to drive PLC conversations around student data analysis and instruction. Staff utilize the NJ DOE Blended Online Learning Modules to steer PLC's discussions as well as to serve as professional development training.</p>
 <p>Student Supports and Services:</p>	<p>Various support services are offered to the students of JDMS and their families. ELL students receive services from the EPSD Bilingual Office. The Child Study Team provides support services for all students with disabilities. The Assistant Principal, along with the district Supervisor over Intervention and Referrals, worked with parents, students and faculty members to review students recommended for Intervention and Referral Services meeting/action plan.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness are addressed in a variety of ways. Students are provided a healthy breakfast and lunch each day by the cafeteria services in accordance with state/federal standards. All JDMS students participate in Physical Education classes and a health class each year. In addition to a health and wellness curriculum, the JDMS sponsors two annual events focusing on promoting student health and wellness. These two events are Wellness Day and Field Day.</p>
 <p>Parent and Community Involvement:</p>	<p>The JDMS has created opportunities for parent and community involvement. The PTO held meetings and workshops for parents. Events such as Career Day, the JDMS Cook-Off, Facing Forward and Girls Talk allowed parents, guardians and community members to collaborate with students and staff to present workshop/activities to students. The JDMS has communicated updates, activities and alerts to parents via the Genesis Parent Portal, our school's Website, Twitter, Facebook Page and Instagram account.</p>



Janis E. Dismus Middle School
2016-2017
Grade Span 07-08

03-1370-076
BERGEN
ENGLEWOOD CITY
325 TRYON AVENUE
ENGLEWOOD, NJ 07631

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.



Facilities:

The JDMS Facility was built in the 1970s and features a Media Center, a Computer Lab, Choir Room, Garden, Green House, Science Labs, Art Room, Gym, Pond and Brook. The JDMS Facility is handicap accessible, with parking and an elevator conveniently located to the public. Our facility has both onsite parking as well as street parking. Our classrooms, especially the math and science classes, have been updated with Smart Boards. The entire JDMS campus has access to WiFi.



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Other Information:

The Janis E. Dismus Middle School is a community of learners and teachers, consisting of approximately 400 students and 50 faculty members. We house grades 7 and 8 in a nurturing/orderly environment which is intended to instill in students a lifelong commitment to learning, as well as prepare them for the rigors of high school. At JDMS we immerse students in classroom opportunities to reinforce literacy and numeracy across the curriculum. Through our testing cycle, we are able to consistently assess the progress of our students through Common Formative Assessments and the Exact Path assessment. Professional learning communities allow teachers to meet daily, to review student data, coordinate instruction and collaborate on lesson development/planning. Professional Learning Communities provide ongoing support for staff to increase their effectiveness in pedagogy, technology and subject area competency. Student schedules reflect a balanced course load with a focused concentration on core subjects, supported by technology through the latest technology in our computer labs, computer carts and software applications, which enrich learning opportunities. This technology is made available to all of the related arts teachers such as Music and Art. All students are supported through an unyielding commitment of all staff members to ensure that they are prepared to succeed in high school. Our Honors Program is designed to challenge students who have demonstrated high academic performance in their standardized tests and are among the top ten percent of the students in their grade. Our academic related arts classes, Education 101, Mandarin and Spanish challenge students to become outstanding students by providing them with rigorous engagement and strategies that will allow them to optimize their academic potential. Our honors coursework and our academic related arts courses are intended to prepare our students to be successful in highly competitive high schools and colleges.