



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

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

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

Navigating through the reports:

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

Other Resources:

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

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

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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	276	297	275
10	283	261	304
11	302	269	265
12	270	286	268
Ungraded	5	16	6
Total	1135	1129	1118

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%	49%	50%
Male	51%	51%	50%
Economically Disadvantaged Students	15%	14%	16%
Students with Disabilities	12%	12%	13%
English Learners	2%	2%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.3%
Hispanic	18.8%
Asian	8.4%
Black or African American	7.7%
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	1093
Shared Time Students	47
Full Time Equivalent	1117

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	82.2%
Spanish	13.1%
Tagalog	1.3%
Other	3.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	232	86.1	50.50	47.70	54.90	39.6	58.6	Not Met
White	134	82.0	56.70	57.90	63.90	40.2	67.7	Not Met
Hispanic	54	92.4	35.20	38.90	39.80	31.7	29	Met Target
Black or African American	18	90.7	16.70	22.20	35.20	15	N	N
Asian, Native Hawaiian, or Pacific Islander	26	96.0	73.00	64.10	80.70	73	N	N
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	90	81.1	62.30	56.20	62.20	41.5		
Male	142	90.7	43.00	40.00	48.10	38		
Economically Disadvantaged Students	42	94.3	23.80	31.30	36.20	*	28.2	Met Target†
Non-Economically Disadvantaged Students	190	84.6	56.30	56.60	65.80	*		
Students with Disabilities	33	90.1	12.10	18.30	20.50	10	20.3	Not Met
Students without Disabilities	199	85.3	56.80	54.30	61.90	44.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	266	754	754	749	8%	14%	22%	38%	18%	56%	52%
White	167	762	762	757	*	*	22%	42%	20%	62%	62%
Hispanic	57	732	732	733	25%	*	25%	33%	*	39%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	21	773	773	777	*	*	*	*	*	67%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	137	765	765	756	*	*	18%	41%	27%	68%	60%
Male	129	742	742	741	*	*	26%	35%	8%	43%	43%
Economically Disadvantaged Students	39	730	730	731	*	*	36%	26%	*	28%	32%
Non-Economically Disadvantaged Students	227	758	758	758	*	*	19%	40%	*	60%	62%
Students with Disabilities	48	716	716	714	*	*	*	*	*	*	13%
Students without Disabilities	218	763	763	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	229	750	750	743	12%	15%	22%	35%	17%	51%	46%
White	129	759	759	749	*	*	21%	36%	23%	59%	52%
Hispanic	52	734	734	728	*	21%	23%	31%	*	37%	34%
Black or African American	20	718	718	725	*	*	*	*	*	15%	31%
Asian, Native Hawaiian, or Pacific Islander	27	765	765	774	*	*	*	52%	*	70%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	90	763	763	752	*	*	18%	36%	27%	62%	54%
Male	139	742	742	734	*	*	25%	34%	10%	44%	39%
Economically Disadvantaged Students	38	729	729	726	*	29%	32%	*	*	24%	32%
Non-Economically Disadvantaged Students	191	754	754	751	*	12%	20%	*	*	57%	54%
Students with Disabilities	29	707	707	704	38%	*	*	*	0%	10%	12%
Students without Disabilities	200	756	756	749	9%	*	*	*	19%	57%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	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**

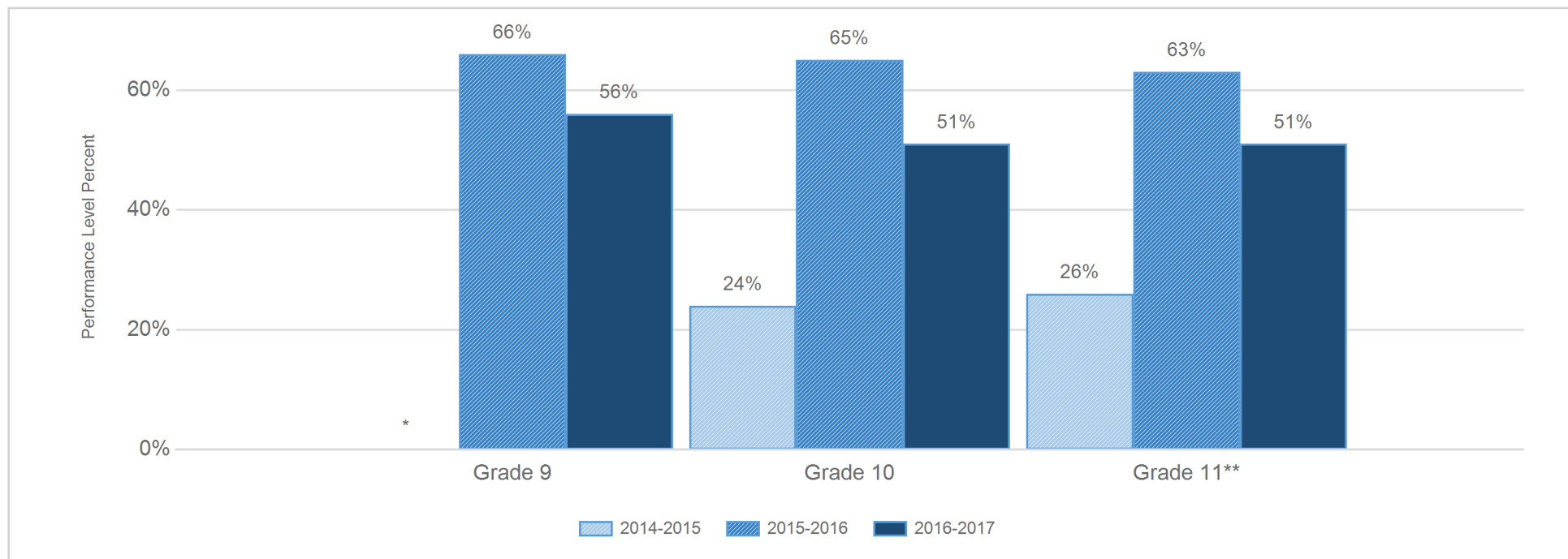
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	124	749	749	736	11%	13%	25%	38%	13%	51%	38%
White	77	758	758	738	*	*	25%	44%	16%	60%	40%
Hispanic	28	729	729	731	*	*	*	*	*	29%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	11	761	761	756	0%	*	*	*	*	55%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	60	753	753	744	*	*	32%	33%	*	48%	46%
Male	64	746	746	729	*	*	19%	42%	*	53%	31%
Economically Disadvantaged Students	25	723	723	729	*	*	*	*	0%	24%	32%
Non-Economically Disadvantaged Students	99	756	756	740	*	*	*	*	16%	58%	42%
Students with Disabilities	28	717	717	709	*	*	*	*	0%	11%	12%
Students without Disabilities	96	759	759	741	*	*	*	*	17%	63%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	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.

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	205	87.5	24.90	30.90	43.50	20.1	20.8	Met Target†
White	115	83.7	31.30	40.60	52.40	22.6	24.1	Met Target†
Hispanic	52	93.0	13.50	20.00	27.60	12.7	10.6	Met Target
Black or African American	21	91.1	*	*	21.70	*	N	N
Asian, Native Hawaiian, or Pacific Islander	17	97.6	35.30	55.40	75.60	35.3	N	N
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	75	83.4	25.30	31.10	44.10	17.4		
Male	130	91.1	24.60	30.70	42.90	22.2		
Economically Disadvantaged Students	46	93.5	*	*	25.10	*	12.1	Not Met
Non-Economically Disadvantaged Students	159	86.2	*	*	54.30	*		
Students with Disabilities	39	88.2	*	11.70	16.50	*	N	N
Students without Disabilities	166	87.3	*	35.40	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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	179	728	733	743	15%	31%	32%	22%	0%	22%	42%
White	88	736	*	751	*	24%	35%	32%	*	32%	52%
Hispanic	61	721	*	728	20%	38%	30%	*	*	13%	24%
Black or African American	18	719	*	724	*	*	*	*	0%	22%	19%
Asian, Native Hawaiian, or Pacific Islander	10	727	*	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	79	733	*	744	*	32%	35%	28%	*	28%	43%
Male	100	723	*	741	*	31%	29%	18%	*	18%	40%
Economically Disadvantaged Students	50	719	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	129	731	*	751	*	*	*	*	*	*	52%
Students with Disabilities	50	715	*	714	*	*	*	*	*	*	10%
Students without Disabilities	129	732	*	747	*	*	*	*	*	*	47%
English Learners	19	702	702	708	*	*	*	*	*	*	*
Non-English Learners	160	731	736	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	198	737	738	734	*	21%	40%	33%	*	33%	30%
White	115	744	*	740	*	14%	44%	40%	*	41%	38%
Hispanic	45	727	727	722	*	40%	36%	*	0%	20%	14%
Black or African American	18	712	712	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	748	*	758	0%	*	*	53%	0%	53%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	92	739	*	735	*	20%	40%	36%	*	37%	31%
Male	106	736	*	733	*	23%	41%	30%	*	30%	30%
Economically Disadvantaged Students	36	720	720	721	*	47%	31%	*	*	11%	13%
Non-Economically Disadvantaged Students	162	741	*	740	*	15%	43%	*	*	38%	39%
Students with Disabilities	23	722	722	711	*	*	*	*	*	*	*
Students without Disabilities	175	739	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	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	171	739	739	725	23%	*	18%	41%	*	46%	28%
White	111	747	747	731	14%	*	23%	48%	*	52%	33%
Hispanic	34	711	711	710	47%	*	*	*	0%	21%	14%
Black or African American	11	720	720	703	*	*	0%	*	0%	36%	*
Asian, Native Hawaiian, or Pacific Islander	15	760	760	761	*	0%	*	*	*	60%	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	82	741	741	725	21%	*	18%	40%	*	45%	27%
Male	89	738	738	725	26%	*	17%	42%	*	46%	29%
Economically Disadvantaged Students	23	698	698	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	148	745	745	733	*	*	*	*	*	*	35%
Students with Disabilities	24	693	693	692	*	*	*	*	*	*	*
Students without Disabilities	147	747	747	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

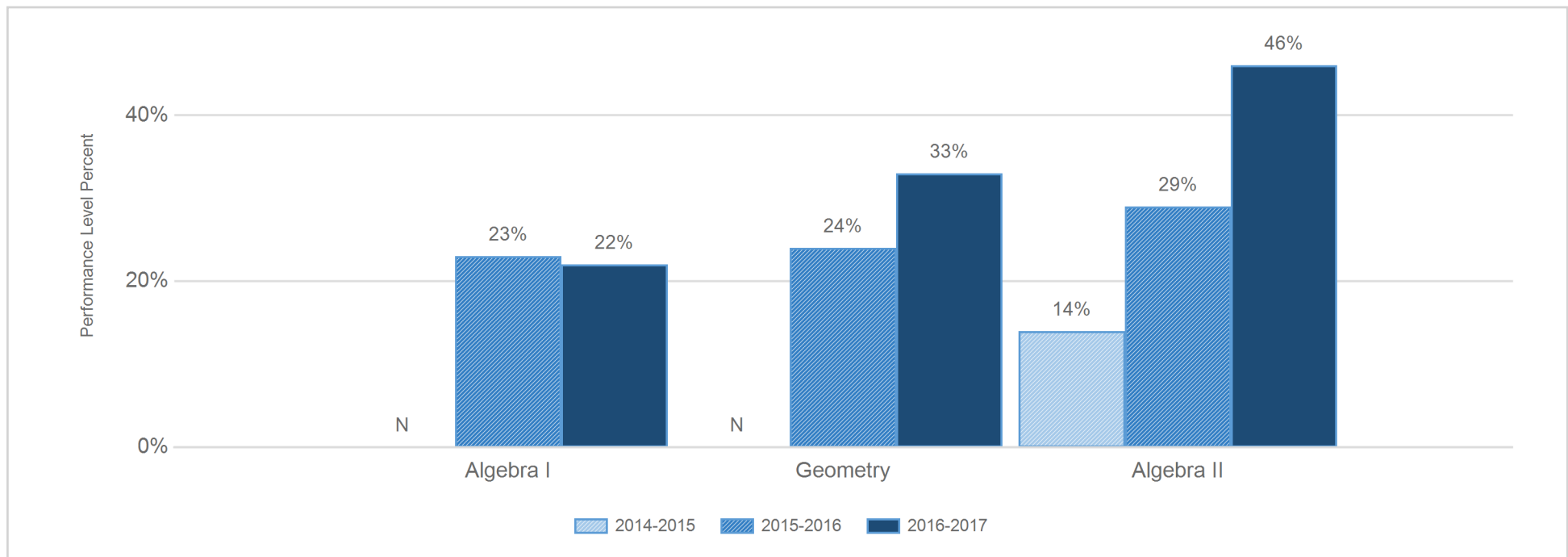


SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

Mathematics Assessment – Performance Trends

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





SOMERVILLE HIGH SCHOOL

2016-2017

Grade Span 09-12

35-4820-050

SOMERSET

SOMERVILLE BORO

222 DAVENPORT ST

SOMERVILLE, NJ 08876-1515

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	10	80%	20%
4	*	*	*
5+	N	N	N



SOMERVILLE HIGH SCHOOL

2016-2017

Grade Span 09-12

35-4820-050

SOMERSET

SOMERVILLE BORO

222 DAVENPORT ST

SOMERVILLE, NJ 08876-1515

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.

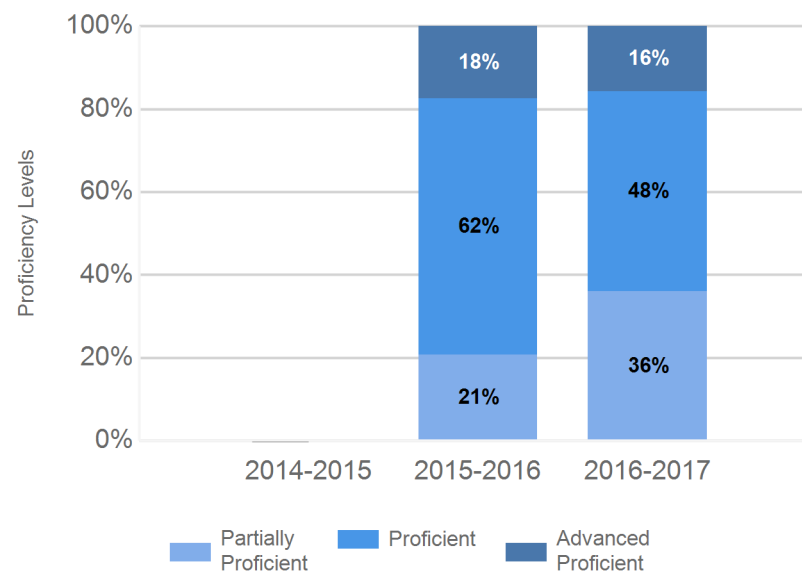
Biology Assessment - Performance

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	16%	48%	36%
White	20%	57%	23%
Hispanic	2%	39%	60%
Black or African American	8%	24%	68%
Asian, Native Hawaiian, or Pacific Islander	29%	38%	33%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	28%	72%
Students with Disabilities	2%	29%	69%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

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	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	19.8%	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	502	481	Varies By Grade	78%	67%
PSAT - Math	497	483	Varies By Grade	60%	49%
SAT - Reading and Writing	578	551	480	86%	77%
SAT - Math	579	552	530	69%	58%
ACT - Reading	24	24	22	66%	65%
ACT - English	24	24	18	83%	79%
ACT - Math	25	24	22	74%	65%
ACT - Science	24	23	23	64%	54%



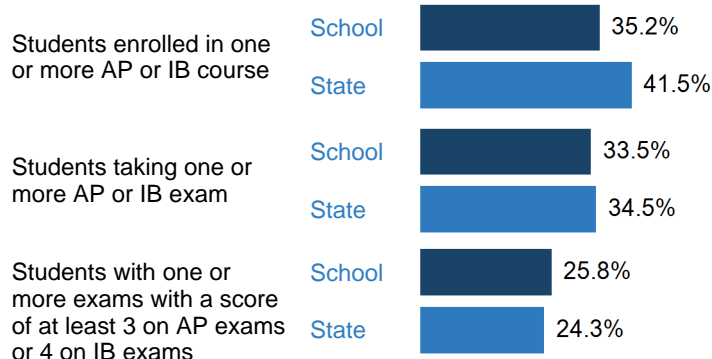
SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

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.

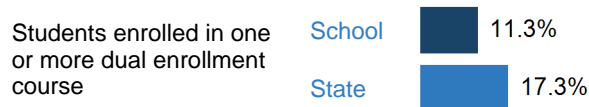
AP/IB Coursework – Participation and Performance

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 Biology	34	33
AP Calculus AB	42	41
AP Calculus BC	5	5
AP Chemistry	39	39
AP Chinese Language and Culture	0	1
AP Comparative Government and Politics	16	4
AP Computer Science A	14	14
AP English Literature and Composition	67	66
AP French Language and Culture	1	2
AP Japanese Language and Culture	0	1
AP Music Theory	8	6
AP Physics 1	36	36
AP Physics 2	25	22
AP Psychology	20	18
AP Spanish Language	0	7
AP Spanish Literature	0	1
AP Statistics	30	29
AP U.S. Government and Politics	0	14
AP U.S. History	16	14
Exams with scores of at least 3 on AP exams or 4 on IB exams		251



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		353



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

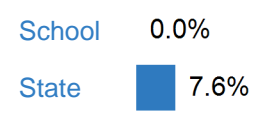
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

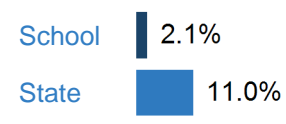
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

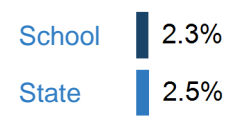
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
 SOMERSET
 SOMERVILLE BORO
 222 DAVENPORT ST
 SOMERVILLE, NJ 08876-1515

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	168	75	43	0	0	0	1
10	28	158	80	54	0	0	3
11	3	11	112	72	57	5	4
12	1	4	10	29	53	93	44
Schoolwide	200	248	245	155	110	98	52
Enrolled in AP/IB Course					47	30	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	271	4	0	0	0	0
10	14	300	0	0	4	0
11	9	46	3	0	237	5
12	29	8	5	0	36	95
Schoolwide	323	358	8	0	277	100
Enrolled in AP/IB Course	33	39		0	60	0



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
 SOMERSET
 SOMERVILLE BORO
 222 DAVENPORT ST
 SOMERVILLE, NJ 08876-1515

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	266	12	0	0	0	0
10	8	298	0	1	3	40
11	2	260	3	24	47	29
12	1	29	25	66	85	151
Schoolwide	277	599	28	91	135	220
Enrolled in AP/IB Course	0	16	0	20	0	16

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	177	6	0	0	0	0	0
10	218	3	0	0	0	0	0
11	117	2	0	0	0	0	0
12	12	1	0	0	0	0	0
Schoolwide	524	12	0	0	0	0	0
Enrolled in AP/IB Course	0	1	0	0	0	0	0
Enrolled in Level 3 or Higher	201	3	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

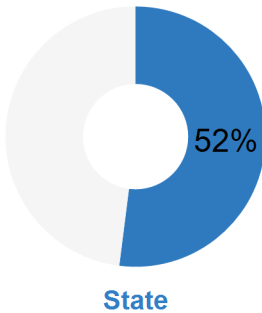
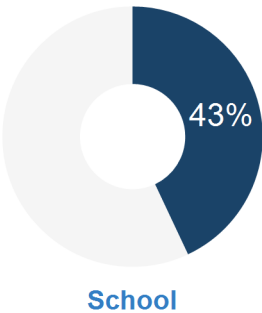
35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

Visual and Performing Arts – Course Participation

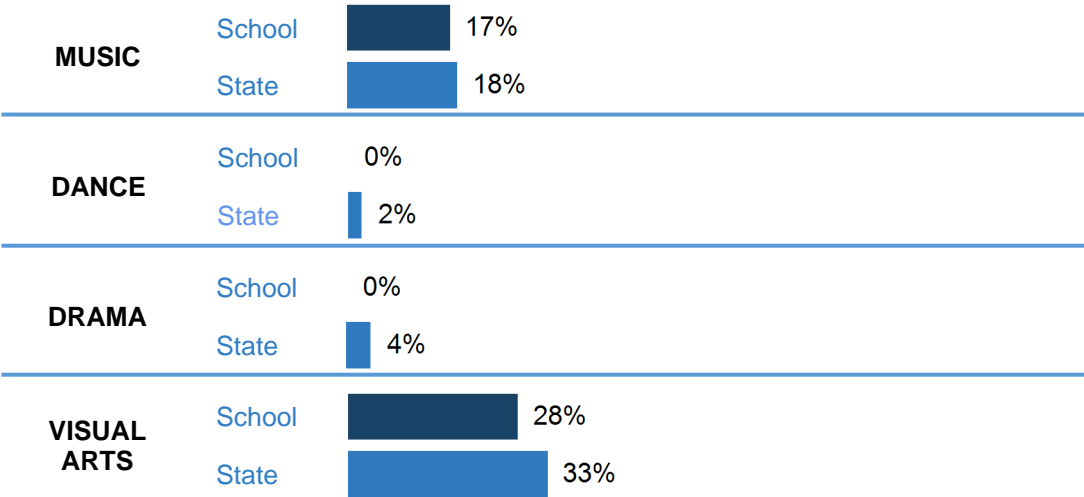
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

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	96.2%	90.5%	96.8%	91.8%	95.5%	N	Met Goal	90.5%	93.0%	Not Met
White	97.9%	94.5%	97.3%	95.1%	96.4%	N	Met Goal	96.2%	N	Met Goal
Hispanic	*	84.3%	97.4%	86.3%	95.0%	N	Met Goal	83.8%	85.5%	Not Met
Black or African American	96.6%	83.4%	*	85.3%	*	61.8%	Met Target	*	83.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	92.9%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	86.2%	95.8%	Not Met
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	87.9%	83.9%	93.2%	85.6%	91.1%	68.7%	Met Target	69.2%	79.5%	Not Met
Students with Disabilities	86.1%	78.8%	91.9%	82.1%	89.2%	68.8%	Met Target	72.9%	78.7%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.2%	-
2016	95.5%	96.8%
2015	89.4%	90.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.7%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.5%	1.1%

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



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

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	81.2%	33.5%	66.5%
White	83.4%	28.8%	71.2%
Hispanic	76.5%	53.9%	46.2%
Black or African American	69.2%	44.4%	55.6%
Asian, Native Hawaiian, or Pacific Islander	84.6%	31.8%	68.2%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	76.7%	73.9%	26.1%
Students with Disabilities	80%	75%	25%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	81.1%	36.6%	63.4%	71.1%	28.9%	56.9%	43.1%
White	82.9%	31.8%	68.2%	71.2%	28.8%	49.4%	50.6%
Hispanic	69.2%	63%	37%	70.4%	29.6%	77.8%	22.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.3%	28.6%	71.4%	71.4%	28.6%	76.2%	23.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.6%	84.2%	15.8%	84.2%	15.8%	89.5%	10.5%
Students with Disabilities	63%	76.5%	23.5%	88.2%	11.8%	76.5%	23.5%
English Learners	*	*	*	*	*	*	*



SOMERVILLE HIGH SCHOOL

2016-2017

Grade Span 09-12

35-4820-050

SOMERSET

SOMERVILLE BORO

222 DAVENPORT ST

SOMERVILLE, NJ 08876-1515

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

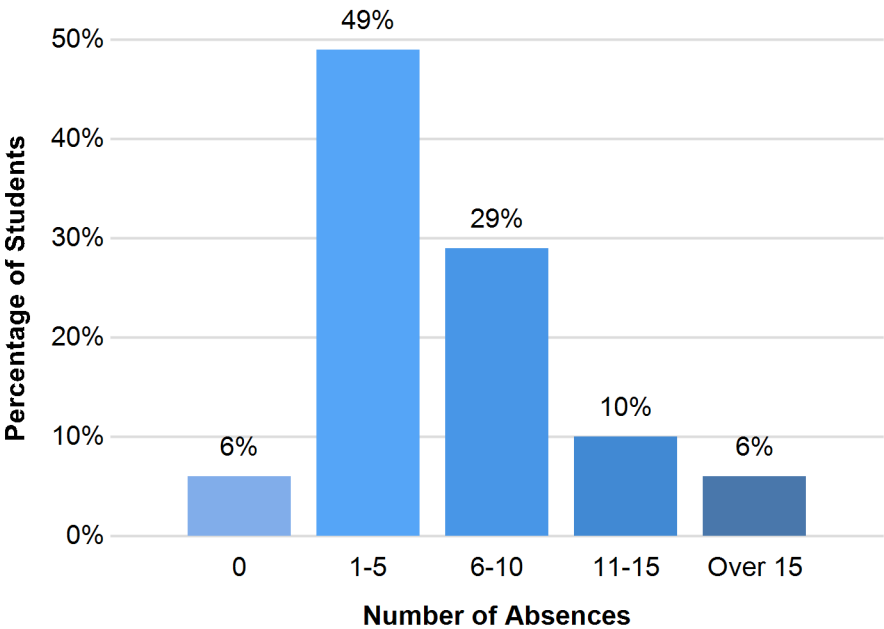
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	14.30	Met Target
White	4.10	14.30	Met Target
Hispanic	6.00	14.30	Met Target
Black or African American	8.60	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.60	14.30	Met Target
Students with Disabilities	10.40	14.30	Met Target
English Learners	9.40	14.30	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.



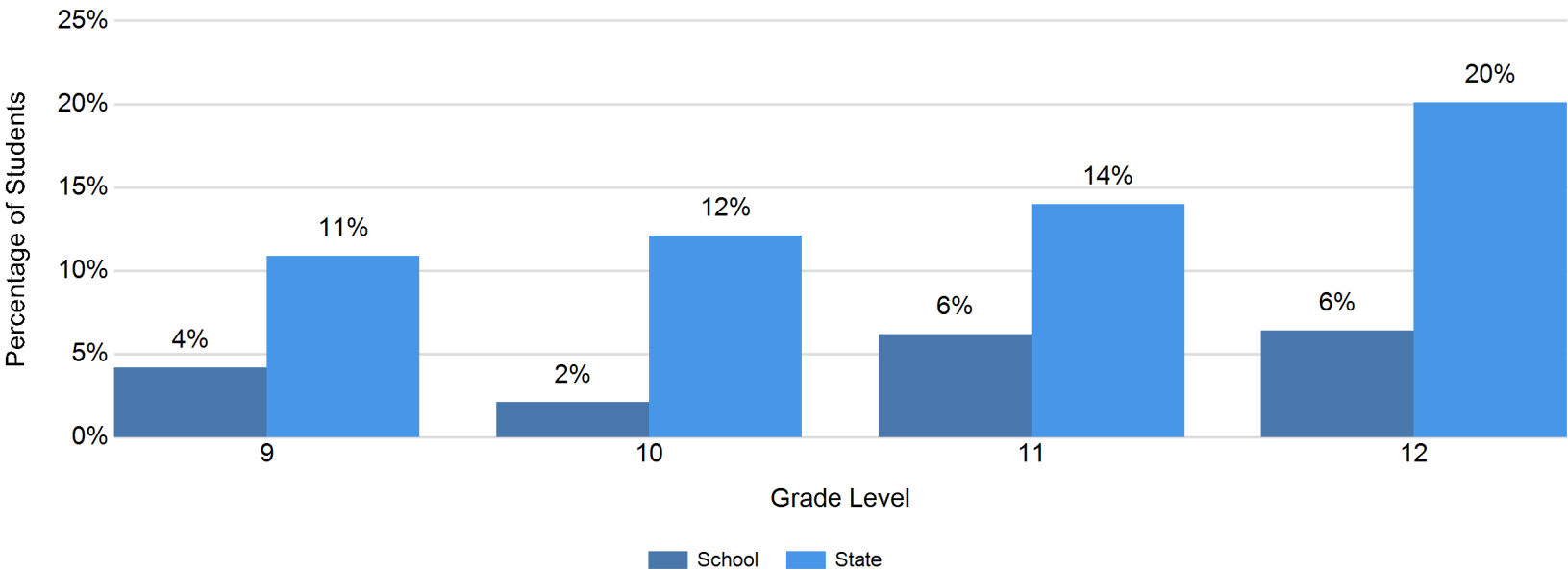


SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

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.





SOMERVILLE HIGH SCHOOL
2016-2017

Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

School Day

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

Category	School
Typical Start Time	7:35AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	4 Hrs. 32 Mins.

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	8.8%
Out-of-School Suspensions	2.9%
Any Suspension	10.1%

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	3
Weapons	0
Substances	15
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.33

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



SOMERVILLE HIGH SCHOOL

2016-2017

Grade Span 09-12

35-4820-050

SOMERSET

SOMERVILLE BORO

222 DAVENPORT ST

SOMERVILLE, NJ 08876-1515

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$476	\$14,092	\$14,568



SOMERVILLE HIGH SCHOOL

2016-2017

Grade Span 09-12

35-4820-050

SOMERSET

SOMERVILLE BORO

222 DAVENPORT ST

SOMERVILLE, NJ 08876-1515

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	93	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	72%	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	19	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	160:1	123:1
Librarian/Media Specialists		1169:1
Nurses		780:1
Counselors		334:1
Child Study Team		234:1



SOMERVILLE HIGH SCHOOL

2016-2017

Grade Span 09-12

35-4820-050

SOMERSET

SOMERVILLE BORO

222 DAVENPORT ST

SOMERVILLE, NJ 08876-1515

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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.

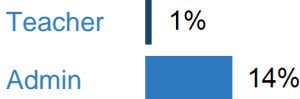
Bachelor's Degree



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	88%	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	100%



SOMERVILLE HIGH SCHOOL

2016-2017

Grade Span 09-12

35-4820-050

SOMERSET

SOMERVILLE BORO

222 DAVENPORT ST

SOMERVILLE, NJ 08876-1515

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	31.4	17.5%
Mathematics Proficiency	25.4	17.5%
Graduation - 4-Year	65.9	25.0%
Graduation - 5-Year	12.7	25.0%
Chronic Absenteeism	85.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.5
Summative Rating: Percentile rank of Summative Score		38.3
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.



SOMERVILLE HIGH SCHOOL

2016-2017

Grade Span 09-12

35-4820-050

SOMERSET

SOMERVILLE BORO

222 DAVENPORT ST

SOMERVILLE, NJ 08876-1515

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	42.5	6.2	No	Not Met	Met Target†	Met Target	Met Goal	Not Met	No
White	47.9	6.2	No	Not Met	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	51.9	6.2	No	Met Target	Met Target	Met Target	Met Goal	Not Met	No
Black or African American	32.5	6.2	No	N	N	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	41.3	6.2	No	N	N	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.5	6.2	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	47.0	6.2	No	Not Met	N	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12




35-4820-050
 SOMERSET
 SOMERVILLE BORO
 222 DAVENPORT ST
 SOMERVILLE, NJ 08876-1515

School General Info

Principal:	Mr. FOLEY	Email Address:	gfoley@somervilleschools.org
Address:	222 DAVENPORT ST SOMERVILLE, NJ 08876-1515	Website:	https://www.somervillenjk12.org/
Phone:	(908)218-4108	Facebook:	https://www.facebook.com/somervilleschools
		Twitter:	https://twitter.com/GFoleySHS

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"> • Learner-centered environment with an emphasis on preparing students for success in a 21st century global society. • 1:1 Chromebook initiative serves as an invaluable tool when engaging students in real world applications. • Partnerships with local community organizations & institutions provide a wide variety of academy opportunities.
 Mission, Vision, Theme:	Somerville Public Schools provide the highest quality education through an environment that promotes individual excellence for all students.
 Awards, Recognition, Accomplishments:	Big History:First District in NJ; Somerset County Teacher of the Year







SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
 SOMERSET
 SOMERVILLE BORO
 222 DAVENPORT ST
 SOMERVILLE, NJ 08876-1515

School Narrative

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 Courses, Curriculum, Instruction:	<p>Somerville High School students are offered a rigorous program of studies that include Advanced Placement, honors, college preparation, and elective courses in all content areas. We added more than 23 elective course offerings to our Program of Studies. Our Academy Programs are thriving in recent years as well. Teachers build on 21st century skills in the delivery of instruction and students gain an overall sense of awareness on the importance of being a socially responsible citizen.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p>
 Clubs and Activities:	<p>Somerville High School offers a variety of clubs and activities for all students. Examples include: Art Club, Academic Team, Amnesty International, Book Club, By Kids for Kids, Cinematography, Cultural Awareness Council, Drama Club, DNA Club, Environmental Club, French Club, Genesis, Key Club, Mock Trial, Model U.N., NHS, Peer Leadership, Photography Club, Ski & Snowboard Club, Spanish Club, Student Council, S.A.D.D, Robotics, T.V. Studio, The Muse, Valkyrie, and Yearbook.</p>
 Before and After School Programs:	<p>Somerville High School offers a variety of enrichment opportunities for our students before and after school. Some examples include: NHS, peer-mentorship, community service projects, participation in the Young Science Achiever Program with AT&T, and internship opportunities in local public relations group, LaRue Public Relations.</p>







SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
 SOMERSET
 SOMERVILLE BORO
 222 DAVENPORT ST
 SOMERVILLE, NJ 08876-1515

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.

 Staff and Professional Learning:	<p>Collaborative Professional Learning Academy(CPLA) provides opportunities for staff to share their best instructional knowledge and practice with colleagues, free of charge. CPLA is also opened to educators across NJ, free of charge to engage in educational dialogues in the summer. 3DPD is a password protected digital repository, that includes instructional practice videos, filmed and submitted by staff to be shared with their colleagues anytime, anywhere at their convenience.</p>
 Student Supports and Services:	<p>Somerville High School is dedicated to provide student support and services to meet the individual needs of our students. Representatives of Guidance & Counseling Services work with the student community to bring awareness to important issues such as distracted driving, safe dating habits, healthy peer-relationship, and conflict/resolution strategies. They also raise awareness of social issues such as acceptance & tolerance and schedule school spirit days and events to bring attention to them.</p>
 Student Health and Wellness:	<p>Somerville High School believes in prioritizing the health and wellness of all students. Share The Keys raises awareness for new drivers to prevent drunk and distracted driving. Green Dot club also provides numerous outreach programs to raise awareness of acceptance and build tolerance in the school community. Events such as Every 15 Minutes bring awareness of important issues of drinking and driving and its impact.</p>
 Parent and Community Involvement:	<p>The following examples of groups meet regularly and collaborate with the school community to provide the best educational experience for all of our students: PTO, SEPAG, and focus groups. Our programs are successful because of the commitment and input of our stakeholders. Parent community feedback is welcome through platforms such as Parent/Principal Hour or the Somerville High School Stakeholders Survey.</p>



SOMERVILLE HIGH SCHOOL
2016-2017
Grade Span 09-12

35-4820-050
SOMERSET
SOMERVILLE BORO
222 DAVENPORT ST
SOMERVILLE, NJ 08876-1515

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<div>An icon consisting of three stylized human figures in blue, standing side-by-side with their arms raised and hands joined in the center, symbolizing unity or teamwork.</div> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Results are shared on school webpages and administered throughout the school year. Stakeholders can complete the survey at their convenience. Survey results are used to gain insights to the areas of need, per school and formulate action plans to attend to the areas of need.</p>
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SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
 SOMERSET
 SOMERVILLE BORO
 51 WEST CLIFF STREET
 SOMERVILLE, NJ 08876-1903

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

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

Navigating through the reports:

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

Other Resources:

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



SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

Footnotes

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

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



SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	128	130	119
7	102	122	128
8	115	104	124
Ungraded	4	3	5
Total	349	359	376

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	52%
Male	52%	51%	48%
Economically Disadvantaged Students	44%	41%	43%
Students with Disabilities	16%	18%	17%
English Learners	3%	5%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	41.8%
White	38.0%
Black or African American	10.9%
Asian	8.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.1%

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	58.5%
Spanish	33.8%
Filipino	2.1%
Tagalog	1.6%
<i>Other</i>	4.2%



SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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	359	99.7	46.30	47.70	54.90	46.3	55.4	Not Met
White	141	99.3	61.70	57.90	63.90	61.7	69.9	Not Met
Hispanic	148	100.0	36.50	38.90	39.80	36.5	45.7	Not Met
Black or African American	37	100.0	16.20	22.20	35.20	16.2	34.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	100.0	59.20	64.10	80.70	59.2	N	N
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	185	100.0	58.40	56.20	62.20	58.4		
Male	174	99.4	33.30	40.00	48.10	33.3		
Economically Disadvantaged Students	145	100.0	33.80	31.30	36.20	33.8	38.9	Met Target†
Non-Economically Disadvantaged Students	214	99.6	54.70	56.60	65.80	54.7		
Students with Disabilities	62	98.5	11.30	18.30	20.50	11.3	17.3	Met Target†
Students without Disabilities	297	100.0	53.60	54.30	61.90	53.6		
English Learners	11	100.0	18.20	*	25.20	18.2	**	**
Non-English Learners	348	99.7	47.10	*	57.40	47.1		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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	117	748	748	752	*	17%	35%	38%	*	45%	54%
White	43	756	756	758	*	*	26%	51%	*	63%	63%
Hispanic	50	742	742	740	*	*	46%	32%	*	34%	38%
Black or African American	10	721	721	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	64	754	754	758	*	*	39%	41%	*	52%	61%
Male	53	742	742	746	*	*	30%	34%	*	38%	46%
Economically Disadvantaged Students	48	737	737	737	*	*	40%	25%	*	27%	34%
Non-Economically Disadvantaged Students	69	756	756	761	*	*	32%	46%	*	58%	65%
Students with Disabilities	15	719	719	722	*	*	*	*	*	*	17%
Students without Disabilities	102	753	753	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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	126	748	748	756	10%	14%	28%	35%	14%	49%	59%
White	55	758	758	764	*	*	27%	44%	18%	62%	69%
Hispanic	48	739	739	742	*	*	31%	27%	*	38%	44%
Black or African American	13	725	725	737	*	*	*	*	*	23%	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	63	764	764	764	*	*	27%	41%	*	67%	68%
Male	63	732	732	749	*	*	29%	29%	*	32%	51%
Economically Disadvantaged Students	48	738	738	739	*	*	33%	25%	*	35%	40%
Non-Economically Disadvantaged Students	78	754	754	766	*	*	24%	41%	*	58%	70%
Students with Disabilities	20	708	708	719	*	*	*	*	*	*	19%
Students without Disabilities	106	755	755	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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	123	748	748	757	*	15%	35%	35%	*	45%	59%
White	43	760	760	764	*	*	33%	40%	*	58%	68%
Hispanic	53	738	738	742	*	19%	38%	34%	*	36%	44%
Black or African American	15	732	732	738	*	*	*	*	*	27%	39%
Asian, Native Hawaiian, or Pacific Islander	12	767	767	786	0%	0%	*	*	*	58%	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	61	756	756	766	*	*	28%	43%	*	59%	68%
Male	62	739	739	749	*	*	42%	27%	*	31%	50%
Economically Disadvantaged Students	48	735	735	739	*	*	25%	35%	*	38%	40%
Non-Economically Disadvantaged Students	75	756	756	766	*	*	41%	35%	*	49%	69%
Students with Disabilities	22	717	717	718	*	*	*	*	*	*	18%
Students without Disabilities	101	754	754	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
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%



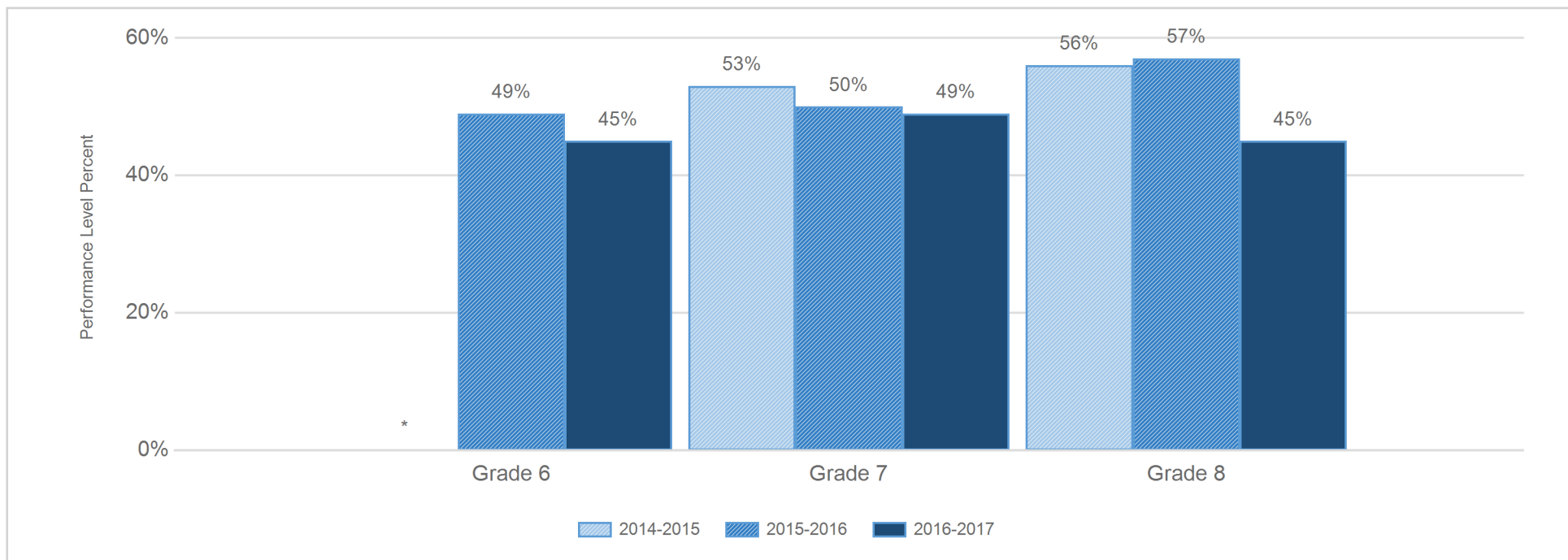
SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
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SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

English Language Arts/Literacy Assessment - Performance Trends

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





SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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	360	99.7	26.70	30.90	43.50	26.7	32.6	Not Met
White	141	99.3	39.70	40.60	52.40	39.7	43.1	Met Target†
Hispanic	149	100.0	17.50	20.00	27.60	17.5	23.5	Not Met
Black or African American	37	100.0	*	*	21.70	*	22.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	100.0	44.40	55.40	75.60	44.4	N	N
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	186	100.0	29.60	31.10	44.10	29.6		
Male	174	99.5	23.60	30.70	42.90	23.6		
Economically Disadvantaged Students	145	100.0	15.20	*	25.10	15.2	21.9	Not Met
Non-Economically Disadvantaged Students	215	99.6	34.40	*	54.30	34.4		
Students with Disabilities	62	98.5	*	11.70	16.50	*	6.2	Met Target†
Students without Disabilities	298	100.0	*	35.40	48.80	*		
English Learners	12	100.0	*	21.90	23.30	*	**	**
Non-English Learners	348	99.7	*	31.50	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**SOMERVILLE MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903**

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	118	738	738	743	*	24%	37%	28%	*	31%	44%
White	43	745	745	751	*	*	42%	37%	*	40%	54%
Hispanic	51	733	733	731	*	29%	37%	24%	*	24%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	760	760	771	*	*	*	*	*	70%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	65	741	741	745	*	25%	40%	26%	*	31%	45%
Male	53	735	735	742	*	23%	34%	30%	*	30%	43%
Economically Disadvantaged Students	48	729	729	728	*	31%	40%	*	*	19%	24%
Non-Economically Disadvantaged Students	70	745	745	752	*	19%	36%	*	*	39%	56%
Students with Disabilities	15	713	713	717	*	*	*	*	*	*	13%
Students without Disabilities	103	742	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	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.



SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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	115	732	732	741	*	21%	45%	22%	*	23%	40%
White	46	737	737	748	*	*	41%	35%	0%	35%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	13	719	719	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	57	737	737	743	*	*	53%	25%	*	26%	41%
Male	58	726	726	740	*	*	38%	19%	*	19%	38%
Economically Disadvantaged Students	45	721	721	729	*	24%	44%	*	*	11%	22%
Non-Economically Disadvantaged Students	70	738	738	749	*	19%	46%	*	*	30%	50%
Students with Disabilities	19	702	702	716	*	*	*	*	*	*	11%
Students without Disabilities	96	737	737	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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	109	714	714	728	35%	27%	28%	10%	0%	10%	28%
White	33	722	722	736	*	*	39%	*	0%	18%	35%
Hispanic	54	711	711	721	*	*	*	*	*	*	21%
Black or African American	14	702	702	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	52	714	714	730	*	*	*	*	*	*	30%
Male	57	714	714	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	49	711	711	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	60	717	717	734	*	*	*	*	*	*	34%
Students with Disabilities	22	696	696	705	*	*	*	*	*	*	*
Students without Disabilities	87	719	719	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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.



SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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	23	774	733	743	0%	0%	*	91%	*	96%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	23	774	736	745	0%	0%	*	91%	*	96%	*
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%



SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

Mathematics Assessment - Performance by Test: Geometry

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

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



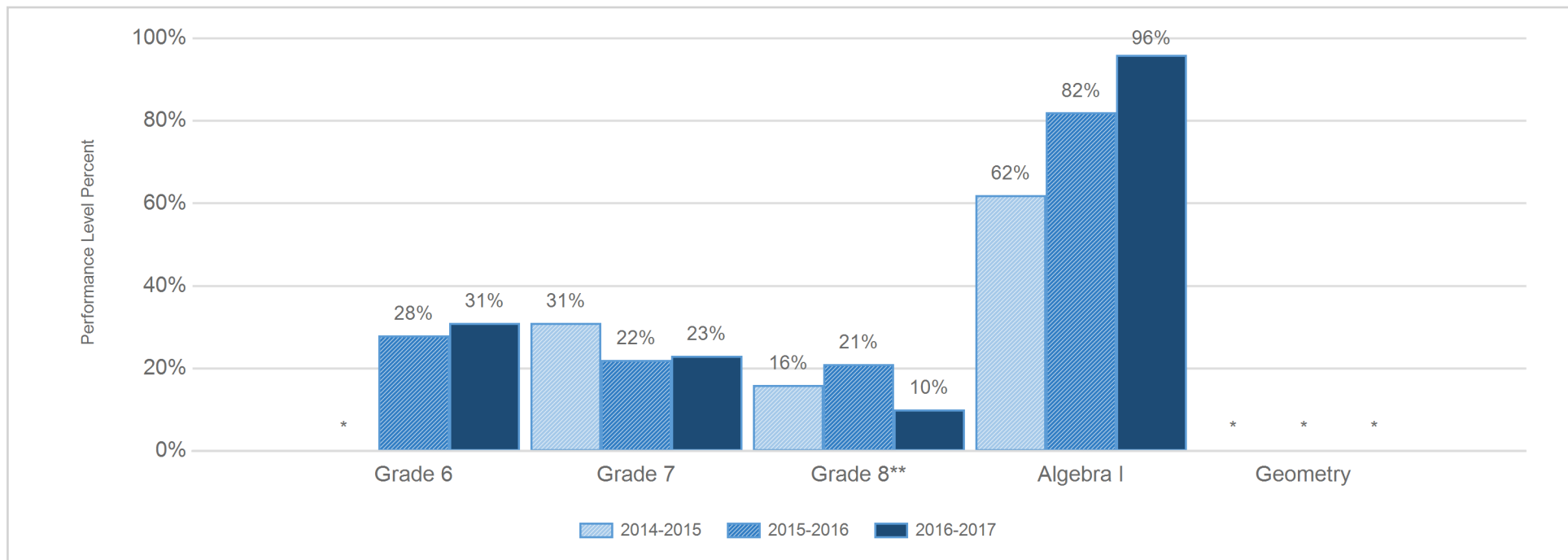
SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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.



SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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.

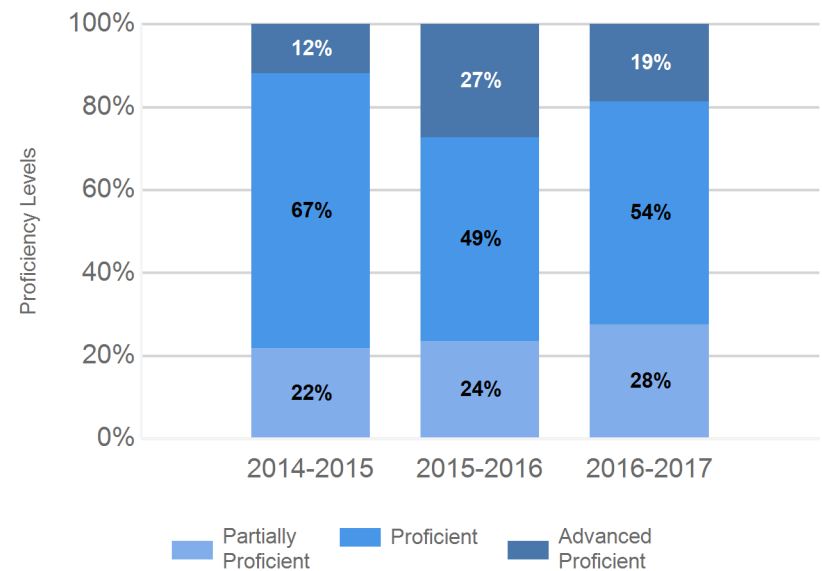
NJASK Science Assessment Performance: Grade 8

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	19%	54%	28%
White	33%	54%	14%
Hispanic	7%	61%	32%
Black or African American	7%	29%	64%
Asian, Native Hawaiian, or Pacific Islander	33%	50%	17%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	6%	56%	39%
Students with Disabilities	N	25%	75%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40	44	50	Met Target	44	46	50	Met Target
White	41	43	50	Met Target	44	47.5	52	Met Target
Hispanic	44	46	49	Met Target	42	46	47	Met Target
Black or African American	30	36.5	45	Not Met	33.5	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	Met Target	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43	45	47	Met Target	37	45	46	Not Met
Students with Disabilities	37	36	41	Not Met	22	36	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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:

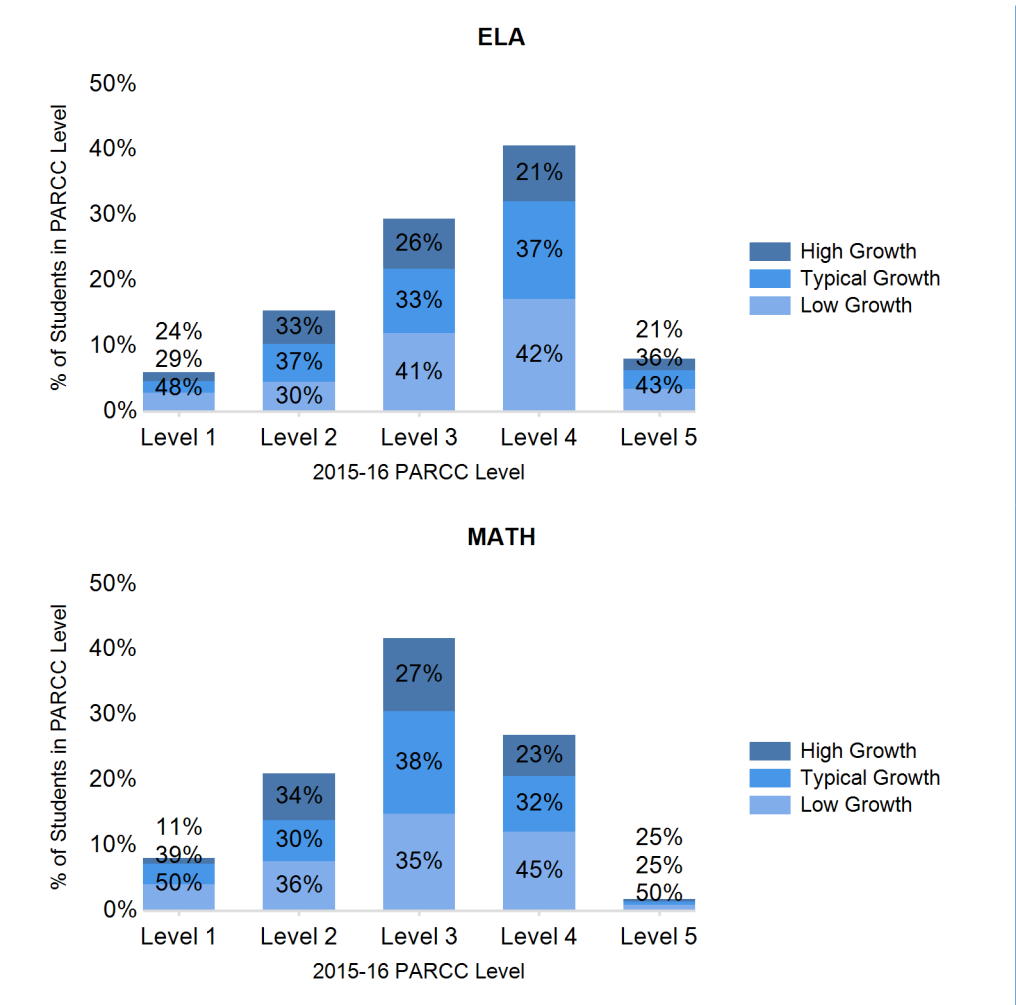
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

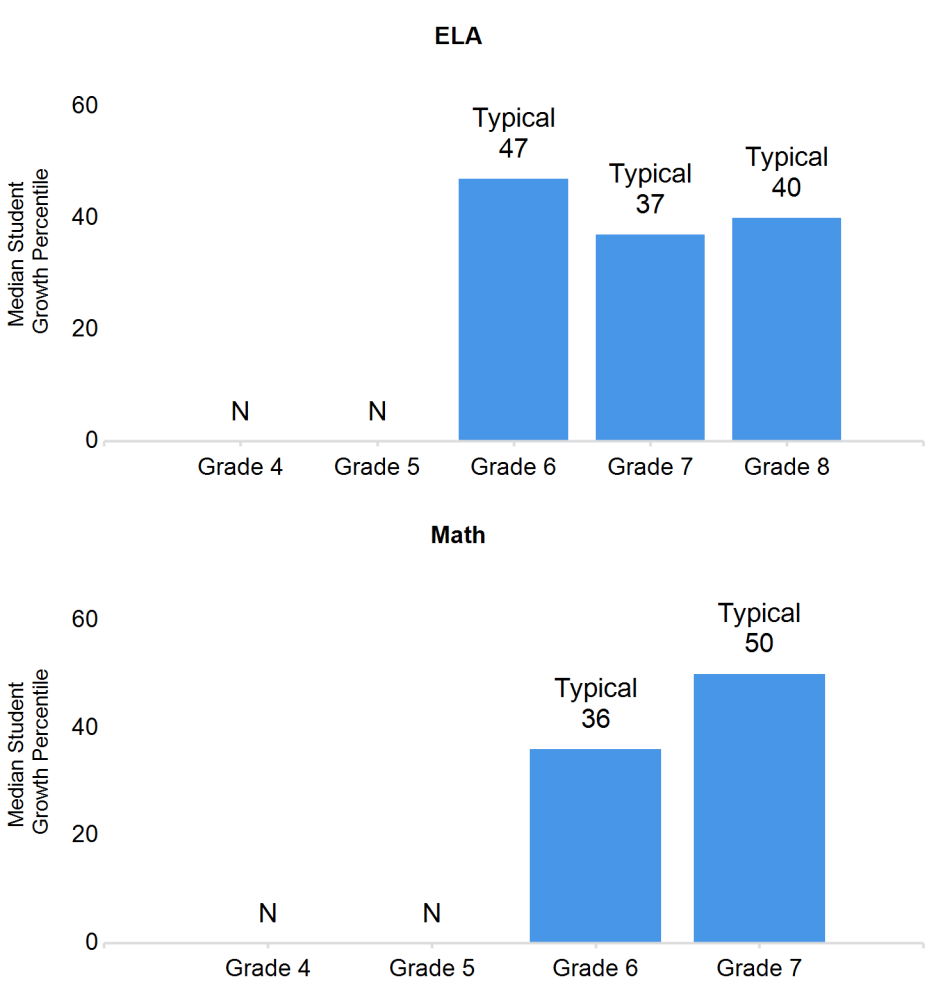
Student Growth by Performance Level

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.





SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	124
7	14	0	119
8	17	5	109
Schoolwide	31	5	352

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	123	0	0	0	0	0	0
7	126	0	0	0	0	0	0
8	128	0	0	0	0	0	0
Schoolwide	377	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

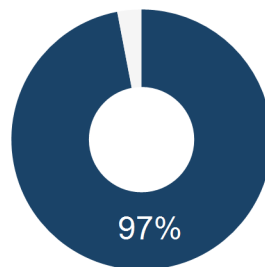
35-4820-055
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51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

Visual and Performing Arts – Course Participation

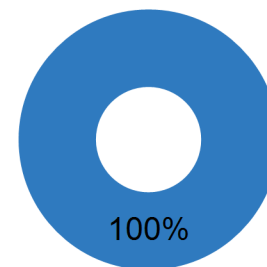
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

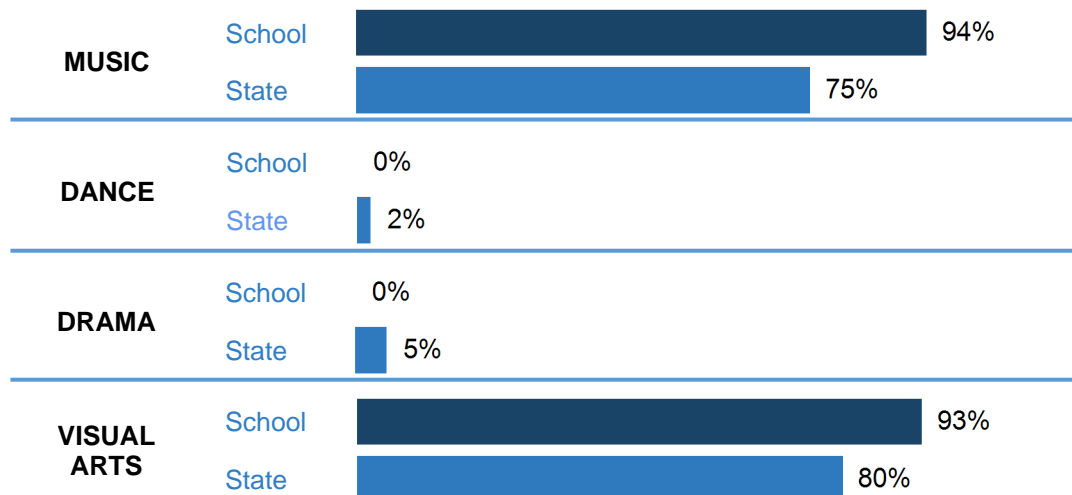


School



State

Students enrolled in one or more classes by discipline:





SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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

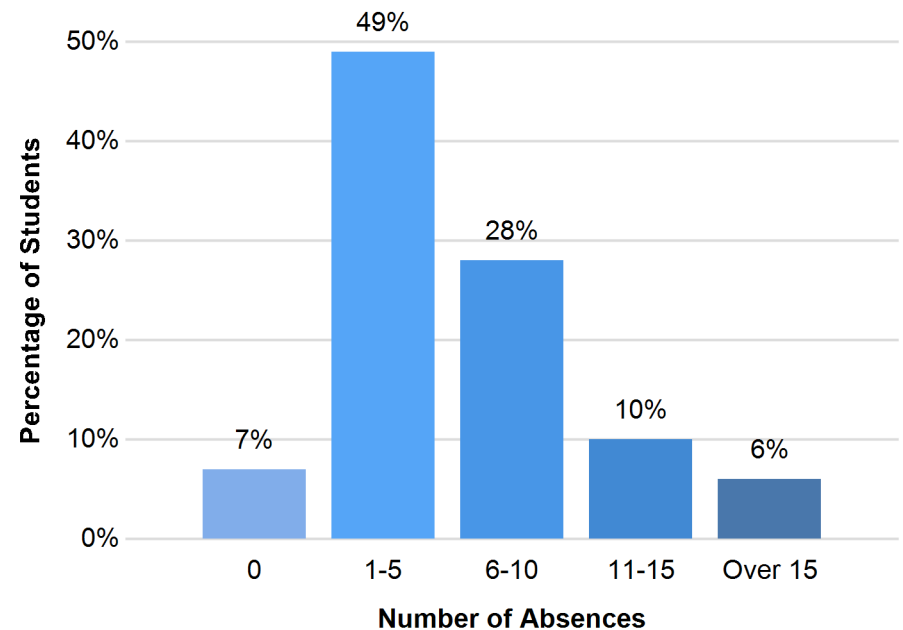
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.70	Met Target
White	7.50	8.70	Met Target
Hispanic	2.50	8.70	Met Target
Black or African American	12.50	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.20	8.70	Met Target
Students with Disabilities	7.60	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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





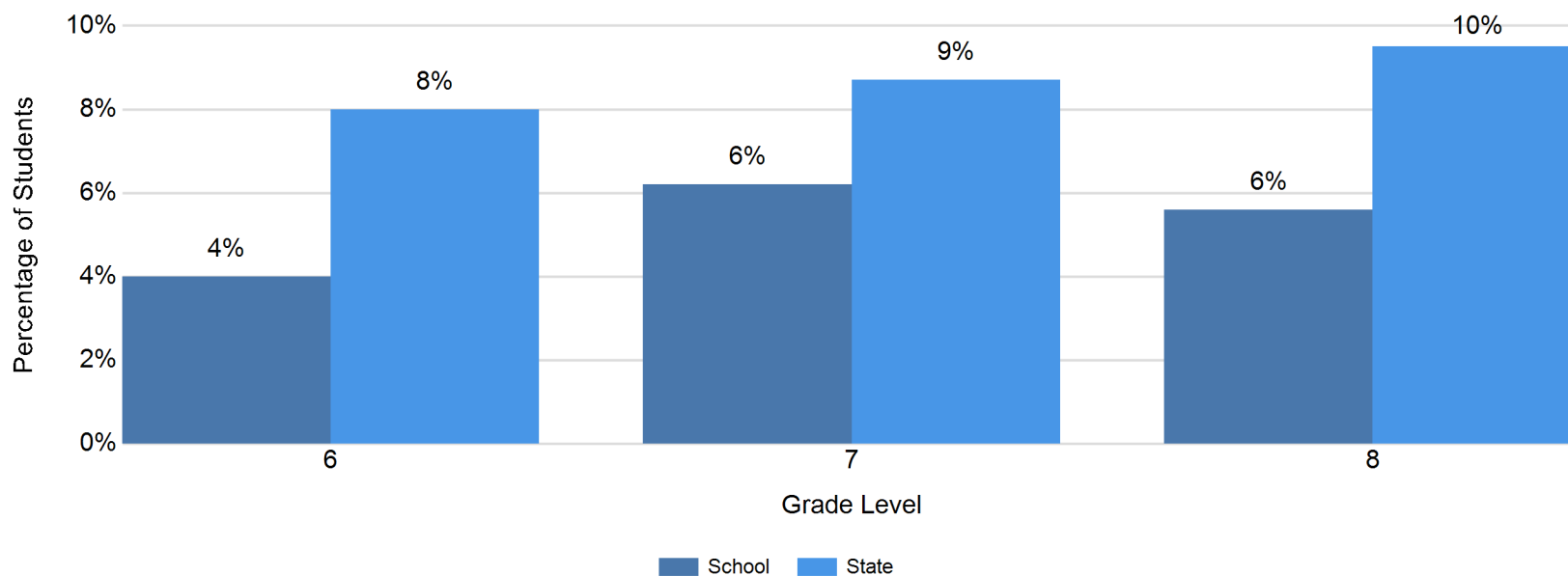
SOMERVILLE MIDDLE SCHOOL
2016-2017

Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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.





SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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	6 Hrs. 5 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Vandalism	1
Weapons	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	5.05

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.9%
Any Suspension	2.9%

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



SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$476	\$14,092	\$14,568



SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	120,724
Average years experience in public schools	8.8	11.8
Average years experience in district	7.8	10.5
Teachers in district for 4 or more years	60%	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	19	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	188:1	123:1
Librarian/Media Specialists		1169:1
Nurses		780:1
Counselors		334:1
Child Study Team		234:1



SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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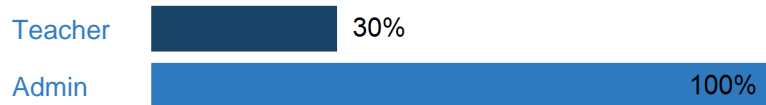
Teachers and Administrators - Level of Education

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	88%	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	100%



SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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	23.0	17.5%
Mathematics Proficiency	10.0	17.5%
English Language Arts Growth	14.4	25.0%
Mathematics Growth	20.2	25.0%
Chronic Absenteeism	69.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.9
Summative Rating: Percentile rank of Summative Score		13.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



SOMERVILLE MIDDLE SCHOOL

2016-2017

Grade Span 06-08

35-4820-055

SOMERSET

SOMERVILLE BORO

51 WEST CLIFF STREET

SOMERVILLE, NJ 08876-1903

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	24.9	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
White	24.3	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	38.5	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Black or African American	15.4	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
Asian, Native Hawaiian, or Pacific Islander	17.5	11.9	No	N	N	Met Target	Met Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	34.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	27.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08




35-4820-055
 SOMERSET
 SOMERVILLE BORO
 51 WEST CLIFF STREET
 SOMERVILLE, NJ 08876-1903

School General Info

Principal:	Ms. BOULEGERIS	Email Address:	gboulegeris@somervilleschools.org
Address:	51 WEST CLIFF STREET SOMERVILLE, NJ 08876-1903	Website:	https://www.somervillenjk12.org/
Phone:	(908)218-4107	Facebook:	https://www.facebook.com/somervilleschools
		Twitter:	https://twitter.com/gboulegeris?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.

 Highlights:	<ul style="list-style-type: none"> • Development of the whole child, emphasizing individual student's academic, personal, and social growth. • "1-to-1 device" learning environment. Each student is assigned a Chromebook that is utilized throughout the school day. • Maximizing students' academic potential while cultivating individual talents in the arts and technology.
 Mission, Vision, Theme:	<p>Somerville Public Schools provide the highest quality education through an environment that promotes individual excellence for all students.</p>
 Awards, Recognition, Accomplishments:	<p>Somerville Middle School continues to work together to inspire, through word and action, a spirit of community, sense of pride, respect for others, and a commitment to academic excellence. Its transitional program for incoming sixth grade students, Camp SMS, was recognized as a best practice by the New Jersey Department of Education in 2003. Somerville Middle School was recognized as a Title 1 School to Watch in 2009. We welcome you to experience SMS-SMS Spirit- Feel R Pride!</p>






SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
 SOMERSET
 SOMERVILLE BORO
 51 WEST CLIFF STREET
 SOMERVILLE, NJ 08876-1903

School Narrative

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 Courses, Curriculum, Instruction:	<p>Curriculum maps are designed and constructed by using the Understanding by Design framework, where NJSLs are prioritized and skills are taught through comprehensive lessons that are supported by ample resources. School community is organized in interdisciplinary grade level teams around the core areas of ELA, mathematics, science, and social studies. A team of exploratory teachers is also in place that consists of the PE/health, art, music, world language, STEAM, and media center.</p>
 Clubs and Activities:	<p>The school's focus is on developing the talents of the whole child, which includes maximizing their academic potential while cultivating individual talents in the arts and technology. We provide a wide array of exploratory classes in technology, STEAM, music, world language, and art the exploratory cycles allow students to experience an integrated learning experience through various areas of interest. Each student is given the opportunity to participate in instrumental and vocal music.</p>
 Before and After School Programs:	<p>G&T program promotes project-based learning experience that integrates academic areas. Daily Homework Club is available after school in the media center, where high school NHS members and teachers support and assist students. Activities include fall, winter, and spring athletics: cheerleading, Student Council, National Junior Honor Society, drama, school publications, and robotics. Somerville Middle School boasts of award-winning concert, jazz, and marching bands, as well as a performing chorus.</p>







SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
 SOMERSET
 SOMERVILLE BORO
 51 WEST CLIFF STREET
 SOMERVILLE, NJ 08876-1903

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.

 Staff and Professional Learning:	<p>Collaborative Professional Learning Academy(CPLA) provides opportunities for staff to share their best instructional knowledge and practice with colleagues, free of charge. CPLA is also opened to educators across NJ, free of charge to engage in educational dialogues in the summer. 3DPD is a password protected digital repository, that includes instructional practice videos, filmed and submitted by staff to be shared with their colleagues anytime, anywhere at their convenience.</p>
 Student Supports and Services:	<p>Somerville Middle School's focus is on the development of the whole child, emphasizing individual student's academic, personal, and social growth. The school's philosophy is based on the belief that students learn best in a supportive and nurturing environment. Individual students needing assistance for personal, academic, and social concerns are supported within a comprehensive guidance program that also includes staff-supported peer-mentoring and leadership programs.</p>
 Student Health and Wellness:	<p>Somerville Middle School believes in prioritizing the health and wellness of all students. Somerville Middle School continues to work together to inspire our students by exemplifying our values through word and action. We cultivate a strong spirit of community, pride, respect for others, and a commitment to academic excellence.</p>
 Parent and Community Involvement:	<p>Somerville Public Schools believes that parent and community involvement plays a critical role in our students' educational journey. The following examples of groups meet regularly and collaborate with the school community to provide the best educational experience for all of our students: PTO, SEPAG, and focus groups.</p>




SOMERVILLE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

35-4820-055
SOMERSET
SOMERVILLE BORO
51 WEST CLIFF STREET
SOMERVILLE, NJ 08876-1903

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.

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Results are shared on school webpages and administered throughout the school year. Stakeholders can complete the survey at their convenience. Survey results are used to gain insights to the areas of need, per school and formulate action plans to attend to the areas of need.</p>
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VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
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51 UNION AVENUE
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
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SOMERVILLE, NJ 08876

Footnotes

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

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



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	133	78	77
KG	98	129	115
1	131	130	123
2	145	123	119
3	130	129	123
4	118	128	120
5	130	120	125
Ungraded	28	38	44
Total	913	875	846

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	47%
Male	52%	52%	53%
Economically Disadvantaged Students	38%	39%	38%
Students with Disabilities	19%	19%	19%
English Learners	4%	7%	7%
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
White	35.1%
Hispanic	34.8%
Asian	14.1%
Black or African American	11.0%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	4.7%

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	87	78	75
PK - Full Day	3	0	2
KG - Half Day	0	0	0
KG - Full Day	149	129	115

Enrollment by Home Language

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

Home Language	% of Students
English	61.5%
Spanish	24.8%
Tamil	2.8%
Telugu	2.2%
Hindi	1.7%
Other	6.8%



VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	360	99.5	47.50	47.70	54.90	47.5	41.3	Met Target
White	126	100.0	54.80	57.90	63.90	54.8	50.1	Met Target
Hispanic	132	99.3	43.20	38.90	39.80	43.2	35.6	Met Target
Black or African American	44	97.9	29.50	22.20	35.20	29.5	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	61.50	64.10	80.70	61.5	64.1	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	19	100.0	42.10	*	54.90	42.1	N	N
Female	179	99.5	50.80	56.20	62.20	50.8		
Male	181	99.5	44.20	40.00	48.10	44.2		
Economically Disadvantaged Students	145	98.7	31.00	31.30	36.20	31	25.6	Met Target
Non-Economically Disadvantaged Students	215	100.0	58.60	56.60	65.80	58.6		
Students with Disabilities	79	100.0	26.60	18.30	20.50	26.6	26.9	Met Target†
Students without Disabilities	281	99.3	53.40	54.30	61.90	53.4		
English Learners	43	100.0	28.00	*	25.20	28	N	N
Non-English Learners	317	99.4	50.20	*	57.40	50.2		
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.



VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	120	745	745	749	*	21%	20%	45%	*	49%	50%
White	39	754	754	759	*	*	*	59%	*	64%	61%
Hispanic	36	732	732	734	*	33%	*	*	*	31%	35%
Black or African American	16	727	727	731	*	*	*	*	0%	25%	32%
Asian, Native Hawaiian, or Pacific Islander	22	759	759	775	0%	*	*	64%	*	68%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	60	749	749	754	*	22%	*	48%	*	55%	55%
Male	60	740	740	745	*	20%	*	42%	*	43%	46%
Economically Disadvantaged Students	46	724	724	731	*	30%	*	*	*	24%	31%
Non-Economically Disadvantaged Students	74	758	758	762	*	15%	*	*	*	65%	63%
Students with Disabilities	18	723	723	720	*	*	*	*	*	22%	24%
Students without Disabilities	102	749	749	755	*	*	*	*	*	54%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	124	742	742	753	8%	19%	35%	31%	8%	39%	56%
White	48	750	750	762	*	*	38%	35%	*	48%	67%
Hispanic	41	739	739	740	*	*	34%	27%	*	34%	40%
Black or African American	17	718	718	737	*	*	*	*	0%	18%	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	59	741	741	758	*	19%	41%	27%	*	36%	61%
Male	65	742	742	749	*	19%	29%	34%	*	42%	51%
Economically Disadvantaged Students	49	728	728	737	*	27%	35%	*	*	20%	36%
Non-Economically Disadvantaged Students	75	750	750	764	*	13%	35%	*	*	51%	69%
Students with Disabilities	31	728	728	725	*	*	32%	*	*	26%	25%
Students without Disabilities	93	746	746	759	*	*	36%	*	*	43%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	122	751	751	756	11%	12%	25%	43%	9%	53%	59%
White	39	757	757	763	*	*	26%	36%	*	54%	69%
Hispanic	56	746	746	743	*	*	27%	48%	*	52%	44%
Black or African American	14	734	734	740	*	*	*	*	0%	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	63	756	756	761	*	*	22%	49%	*	59%	66%
Male	59	745	745	750	*	*	27%	37%	*	46%	53%
Economically Disadvantaged Students	52	735	735	740	*	*	25%	40%	0%	40%	40%
Non-Economically Disadvantaged Students	70	762	762	765	*	*	24%	46%	16%	61%	71%
Students with Disabilities	24	721	721	725	*	*	*	*	*	17%	22%
Students without Disabilities	98	758	758	762	*	*	*	*	*	61%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

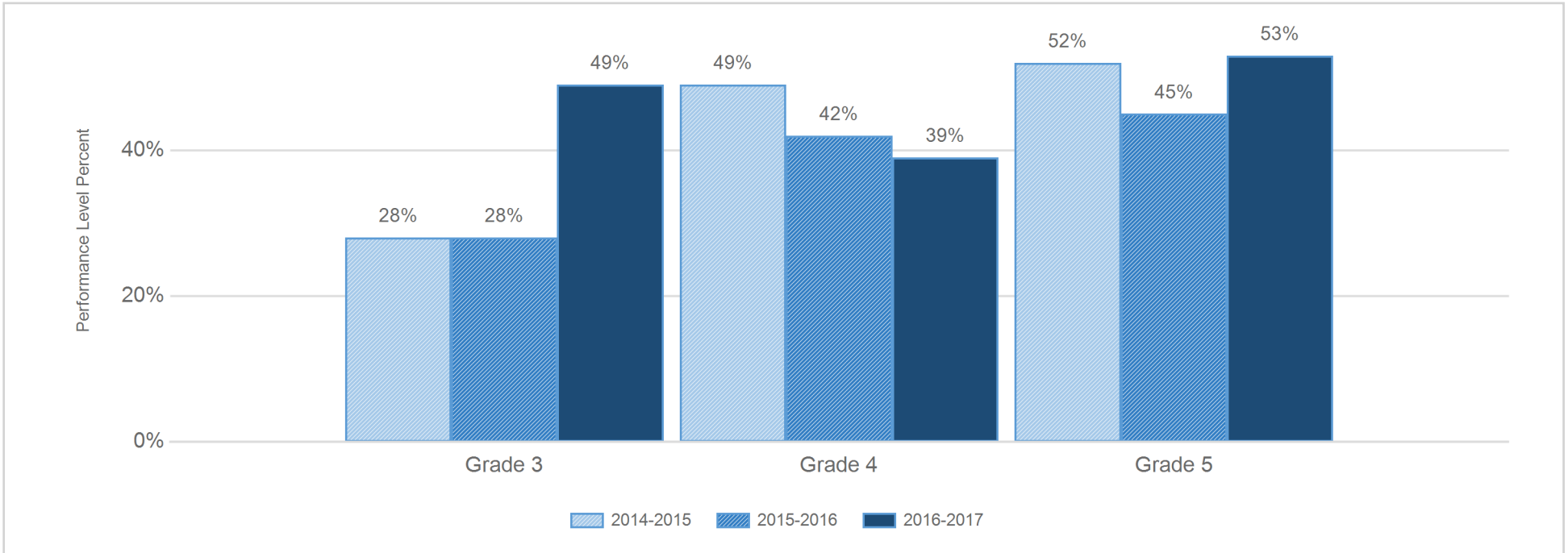


VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

English Language Arts/Literacy Assessment - Performance Trends

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





VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	362	99.5	38.40	30.90	43.50	38.4	40.7	Met Target†
White	126	100.0	50.00	40.60	52.40	50	50.1	Met Target†
Hispanic	134	99.3	25.40	20.00	27.60	25.4	34.2	Not Met
Black or African American	44	97.9	13.60	*	21.70	13.6	15.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	39	100.0	71.80	55.40	75.60	71.8	76.9	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	19	100.0	42.10	*	44.90	42.1	N	N
Female	180	99.5	35.00	31.10	44.10	35		
Male	182	99.5	41.80	30.70	42.90	41.8		
Economically Disadvantaged Students	147	98.7	20.40	*	25.10	20.4	24.9	Met Target†
Non-Economically Disadvantaged Students	215	100.0	50.70	*	54.30	50.7		
Students with Disabilities	79	100.0	21.60	11.70	16.50	21.6	32.6	Not Met
Students without Disabilities	283	99.3	43.10	35.40	48.80	43.1		
English Learners	45	100.0	28.90	21.90	23.30	28.9	N	N
Non-English Learners	317	99.4	39.80	31.50	45.20	39.8		
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.



VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	123	746	746	751	*	18%	29%	38%	*	46%	53%
White	39	757	757	759	*	*	*	49%	*	62%	63%
Hispanic	39	730	730	738	*	*	41%	*	*	23%	37%
Black or African American	16	732	732	733	*	*	*	*	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	22	765	765	779	0%	*	*	59%	*	77%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	62	746	746	751	*	19%	31%	32%	*	42%	52%
Male	61	747	747	751	*	16%	26%	44%	*	51%	53%
Economically Disadvantaged Students	49	727	727	736	*	*	31%	*	*	20%	34%
Non-Economically Disadvantaged Students	74	760	760	761	*	*	27%	*	*	64%	65%
Students with Disabilities	18	737	737	729	*	*	*	*	*	28%	29%
Students without Disabilities	105	748	748	755	*	*	*	*	*	50%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	125	738	738	747	*	22%	33%	34%	*	35%	47%
White	48	746	746	755	*	23%	29%	44%	*	46%	59%
Hispanic	42	733	733	734	*	24%	36%	26%	*	26%	30%
Black or African American	17	720	720	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	59	732	732	747	*	27%	36%	25%	*	25%	47%
Male	66	744	744	747	*	17%	30%	42%	*	44%	48%
Economically Disadvantaged Students	49	725	725	732	*	25%	35%	*	*	18%	27%
Non-Economically Disadvantaged Students	76	747	747	757	*	20%	32%	*	*	46%	61%
Students with Disabilities	31	725	725	724	*	*	36%	*	*	16%	22%
Students without Disabilities	94	743	743	751	*	*	32%	*	*	42%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

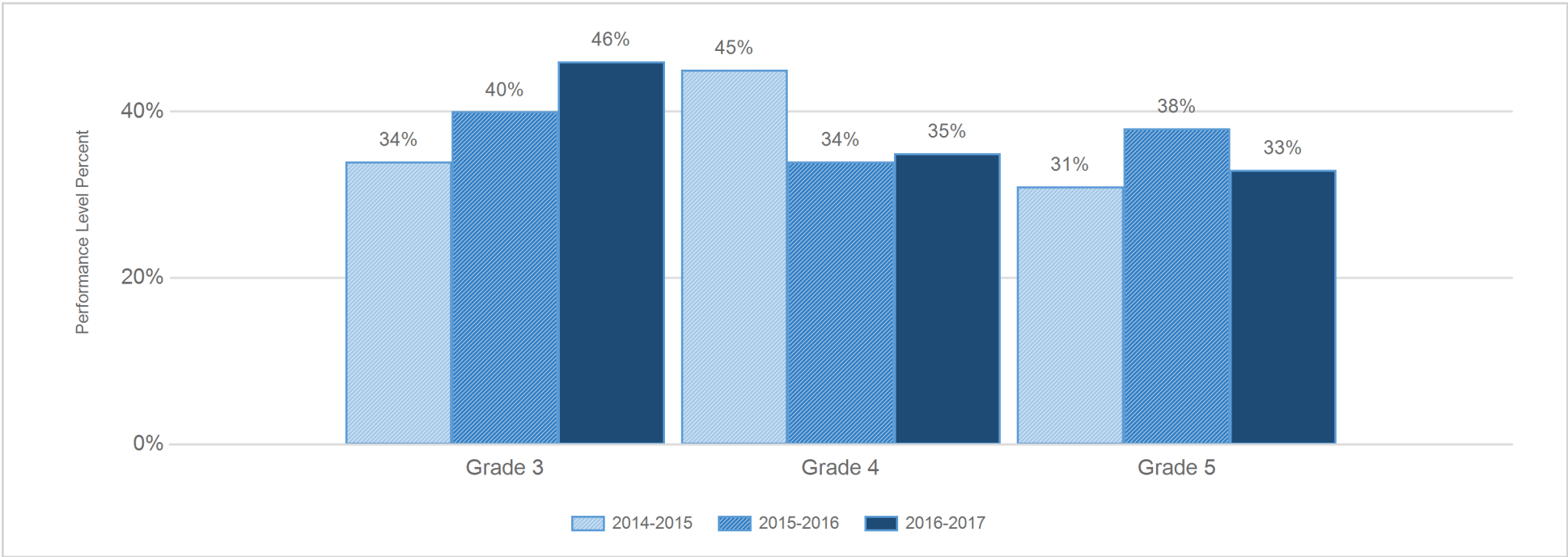
Mathematics Assessment - Performance by Grade: Grade 5

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	122	736	736	747	*	20%	36%	30%	*	33%	46%
White	39	743	743	754	*	*	28%	39%	*	44%	57%
Hispanic	56	733	733	735	*	23%	46%	23%	*	23%	30%
Black or African American	14	720	720	729	*	*	*	*	0%	21%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	63	737	737	747	*	21%	33%	35%	*	37%	47%
Male	59	736	736	746	*	19%	39%	25%	*	29%	46%
Economically Disadvantaged Students	52	727	727	732	*	25%	40%	19%	*	19%	27%
Non-Economically Disadvantaged Students	70	743	743	756	*	16%	33%	39%	*	43%	59%
Students with Disabilities	24	725	725	725	*	*	*	*	*	17%	19%
Students without Disabilities	98	739	739	751	*	*	*	*	*	37%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	19	89.5%	10.5%
2	12	83.3%	16.7%
3	*	*	*
4	*	*	*
5+	*	*	*

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



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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.

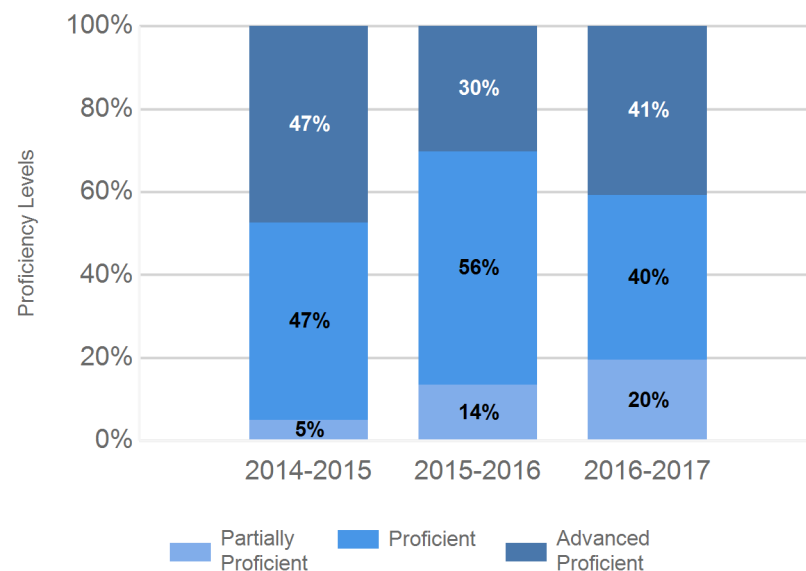
NJASK Science Assessment Performance: Grade 4

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	41%	40%	20%
White	57%	38%	4%
Hispanic	31%	43%	26%
Black or African American	13%	25%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	22%	38%	40%
Students with Disabilities	36%	16%	48%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	44	50	Met Target	50	46	50	Met Target
White	51	43	50	Met Target	48.5	47.5	52	Met Target
Hispanic	51	46	49	Met Target	54	46	47	Met Target
Black or African American	43	36.5	45	Met Target	41	39	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	71	*	60	**	60	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	74	*	51	**	32	*	52	**
Economically Disadvantaged	54	45	47	Met Target	54	45	46	Met Target
Students with Disabilities	33	36	41	Not Met	53	36	43	Met Target
English Learners	58	*	53	**	67.5	*	51	Exceeds Target

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



VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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:

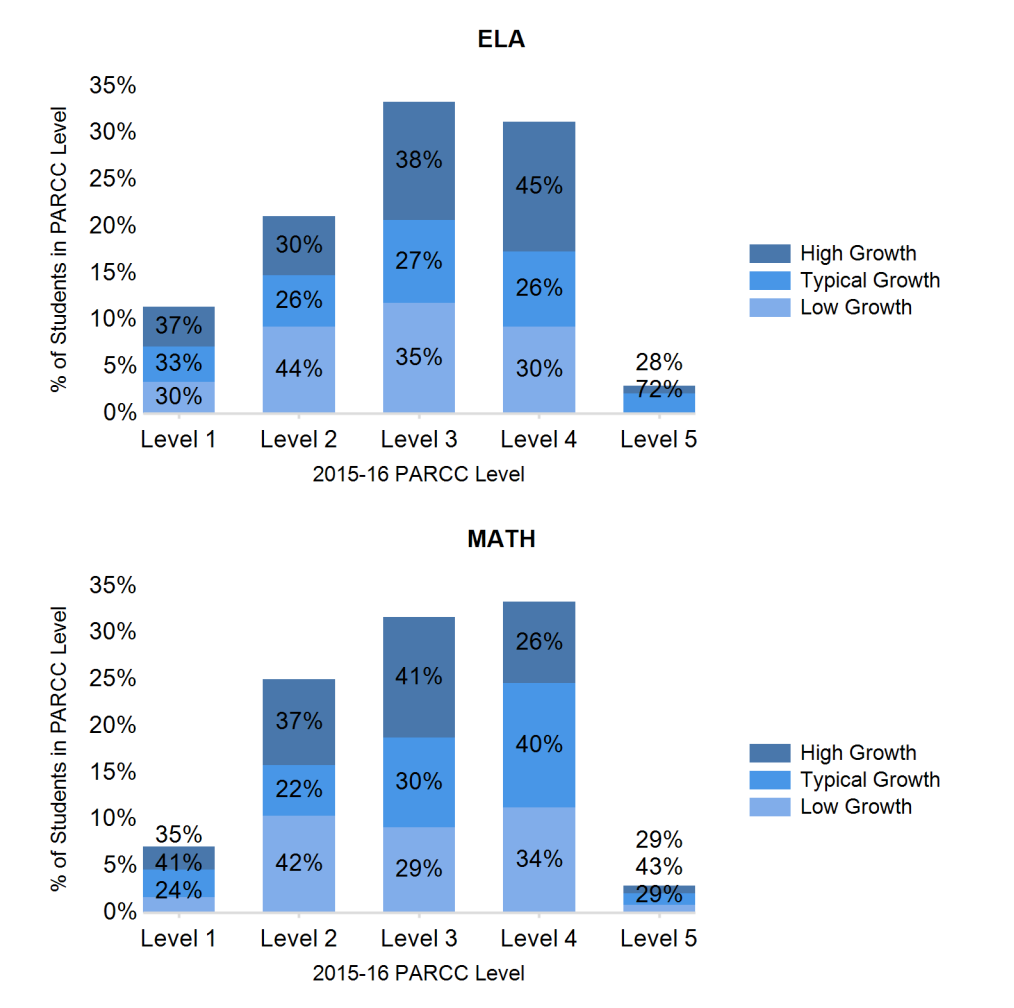
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

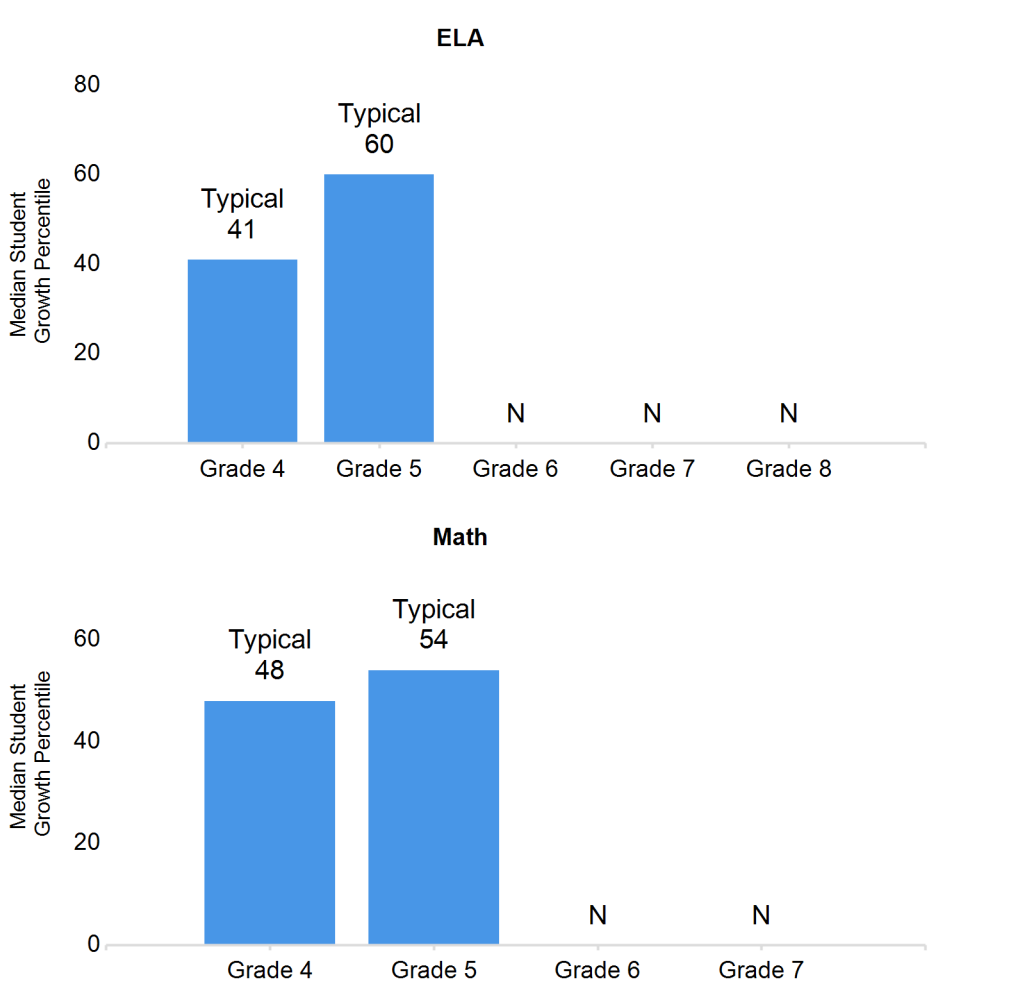
Student Growth by Performance Level

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.





VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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

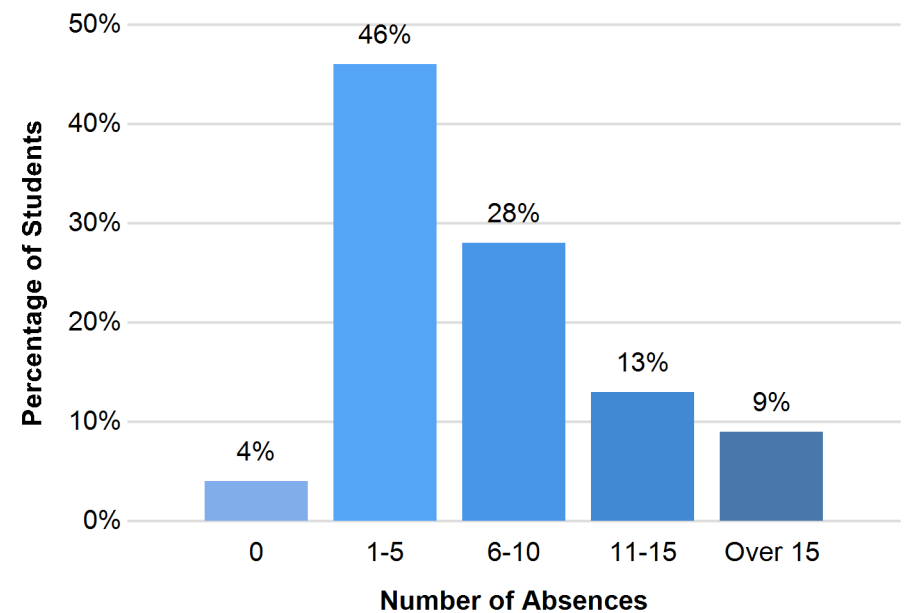
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	8.40	Met Target
White	2.90	8.40	Met Target
Hispanic	9.10	8.40	Not Met
Black or African American	6.70	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.60	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	14.30	8.40	Not Met
Economically Disadvantaged Students	9.50	8.40	Not Met
Students with Disabilities	6.30	8.40	Met Target
English Learners	9.30	8.40	Not Met

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

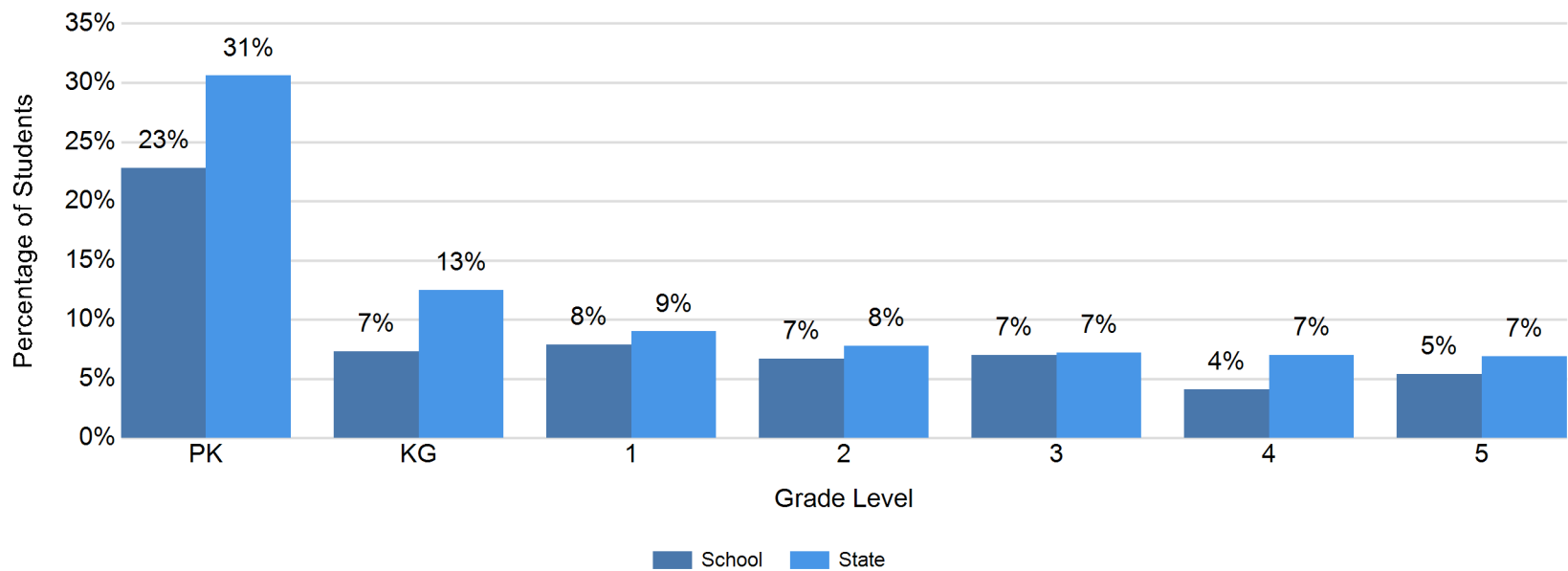
Days Absent

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



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.





VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.59

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	0.2%
Any Suspension	0.2%

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



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$476	\$14,092	\$14,568



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	71	120,724
Average years experience in public schools	8.1	11.8
Average years experience in district	7.8	10.5
Teachers in district for 4 or more years	61%	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	19	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	212:1	123:1
Librarian/Media Specialists		1169:1
Nurses		780:1
Counselors		334:1
Child Study Team		234:1



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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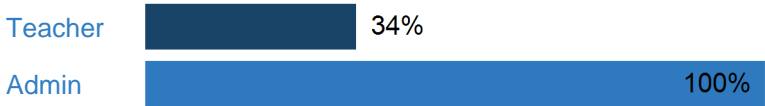
Teachers and Administrators - Level of Education

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.

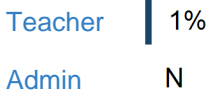
Bachelor's Degree



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	88%	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	100%



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.8	17.5%
Mathematics Proficiency	33.2	17.5%
English Language Arts Growth	49.8	25.0%
Mathematics Growth	57.8	25.0%
Chronic Absenteeism	50.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.3
Summative Rating: Percentile rank of Summative Score		42.2
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.



VAN DERVEER ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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	45.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	44.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	53.5	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Black or African American	42.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	55.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	59.5	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
English Learners	67.2	11.9	No	N	N	Not Met	**	Exceeds Target	No

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

† Target was met within a confidence interval.



VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
 SOMERSET
 SOMERVILLE BORO
 51 UNION AVENUE
 SOMERVILLE, NJ 08876

School General Info

Principal:	Ms. HAYNES	Email Address:	shaynes@somervilleschools.org
Address:	51 UNION AVENUE SOMERVILLE, NJ 08876	Website:	https://www.somervillenjk12.org/
Phone:	(908)218-4105	Facebook:	https://www.facebook.com/somervilleschools
		Twitter:	https://twitter.com/ville_sup




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"> • Recognize & celebrate the cultural,ethnic & academic diversities prevail through the programs, initiatives & lessons. • A comprehensive school-wide character education program is integrated into each facet of the instructional day • Community partners with numerous local corporations and businesses,local law enforcement,organizations&civic leaders.
Mission, Vision, Theme:	Somerville Public Schools provide the highest quality education through an environment that promotes individual excellence for all students.
Awards, Recognition, Accomplishments:	Healthy U Grant;Grow Healthy Grant;Applegate Farms Grant;Ridewise Award;2005 Innovation in Governance Award (for Walking Wednesday/Walking School Bus);1997- The All American Celebration Model Program and Art Project;Certificate of Participation in New Jersey's King Reads Program;First Tee Grant

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>All curriculum maps are co-developed as a result of collaboration between staff and administration. Curriculum maps are designed and constructed by using a Understanding by Design model, where NJSLS are prioritized and skills are taught through comprehensive lessons that are supported by ample resources.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Some examples: Art Club, Robotics Club, and Chorus. Assemblies, special guests and programs enhance and support our curriculum. Students serve as Safety Patrol monitors, Buddy Classmates and Student Council Senators to provide meaningful roles within the school community. Students are recognized for attaining personal academic goals through classroom-wide recognition, serve on the Keep Calm Force, and use the Control Center in the cafeteria.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Van Derveer School offers a variety of enrichment opportunities for our students before and after school. Some examples include: Gifted & Talented Program, Band, Robotic Club, Chorus, and other community-based programs that build characters and raises awareness of important issues and topics such as Girls-on-the-Run that builds empowerment of girls.</p>







VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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.

 Staff and Professional Learning:	<p>Collaborative Professional Learning Academy(CPLA) provides opportunities for staff to share their best instructional knowledge and practice with colleagues, free of charge. CPLA is also opened to educators across NJ, free of charge to engage in educational dialogues in the summer. 3DPD is a password protected digital repository, that includes instructional practice videos, filmed and submitted by staff to be shared with their colleagues anytime, anywhere at their convenience.</p>
 Student Supports and Services:	<p>A comprehensive school-wide character education program is integrated into each instructional day. Staff fosters the development of students as individuals. Our students are recognized for attaining personal academic goals through classroom-wide recognition, serve on the Keep Calm Force, and the Control Center in the cafeteria. The emphasis is placed on building social decision making skills which serves as a foundation for a positive school climate.</p>
 Student Health and Wellness:	<p>Van Derveer School believes in prioritizing the health and wellness of all students. In Van Derveer School, Music and Movement night raises awareness of keeping healthy and staying fit. Staff fosters the development of students as individuals. Our students are recognized for attaining personal academic goals through classroom-wide recognition, serve on the Keep Calm Force, and utilize the Control Center in the cafeteria, where students help students.</p>
 Parent and Community Involvement:	<p>Developing a partnership with the families of Van Derveer is a paramount focus. A variety of opportunities are established and available for parents/guardians to partner with the school community. Some of these include meeting with the school administrators during and after school hours and attending evening themed family nights where parents are shown support strategies while students engage in developmentally appropriate themed learning opportunities.</p>




VAN DERVEER ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

35-4820-090
SOMERSET
SOMERVILLE BORO
51 UNION AVENUE
SOMERVILLE, NJ 08876

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.

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Results are shared on school webpages and administered throughout the school year. Stakeholders can complete the survey at their convenience. Survey results are used to gain insights to the areas of need, per school and formulate action plans to attend to the areas of need.</p>
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