



South Amboy Elementary  
2016-2017  
Grade Span PK-05

23-4830-060  
MIDDLESEX  
SOUTH AMBOY CITY  
249 JOHN STREET  
SOUTH AMBOY, NJ 08879-1741

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	36	27	35
KG	89	85	77
1	90	85	80
2	82	78	81
3	82	84	89
4	64	84	80
5	73	64	78
Ungraded	56	37	21
Total	572	544	541

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	48%
Male	53%	50%	52%
Economically Disadvantaged Students	47%	46%	41%
Students with Disabilities	21%	21%	16%
English Learners	2%	3%	3%
Homeless Students			0%
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	54.7%
Hispanic	27.9%
Black or African American	11.3%
Asian	5.5%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	37	27	35
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	86	85	77

Enrollment by Home Language

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

Home Language	% of Students
English	88.0%
Spanish	7.8%
Arabic	1.1%
Other	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	233	92.1	60.10	40.00	54.90	58.2	44.9	Met Target
White	133	91.4	62.40	41.50	63.90	59.9	44.8	Met Target
Hispanic	58	91.4	62.00	36.30	39.80	60.1	53	Met Target
Black or African American	24	92.9	37.50	33.40	35.20	36.4	19.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.60	*	80.70	70.6	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	109	92.7	68.80	46.40	62.20	67.5		
Male	124	91.7	52.40	34.40	48.10	50.3		
Economically Disadvantaged Students	88	86.8	51.10	35.30	36.20	46.4	46.5	Met Target†
Non-Economically Disadvantaged Students	145	95.7	65.50	42.80	65.80	65.5		
Students with Disabilities	49	92.9	24.40	*	20.50	23.8	24.3	Met Target†
Students without Disabilities	184	91.9	69.50	*	61.90	67.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	748	748	749	13%	*	21%	49%	*	55%	50%
White	45	748	748	759	*	*	*	47%	*	53%	61%
Hispanic	27	748	748	734	*	*	*	56%	*	59%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	34	752	752	754	*	*	*	59%	*	65%	55%
Male	52	745	745	745	*	*	*	42%	*	48%	46%
Economically Disadvantaged Students	36	733	733	731	*	*	*	36%	*	36%	31%
Non-Economically Disadvantaged Students	50	758	758	762	*	*	*	58%	*	68%	63%
Students with Disabilities	16	714	714	720	*	*	*	*	*	25%	24%
Students without Disabilities	70	755	755	755	*	*	*	*	*	61%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance 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	79	759	759	753	*	*	18%	44%	20%	65%	56%
White	45	765	765	762	*	*	*	49%	24%	73%	67%
Hispanic	13	753	753	740	*	*	*	*	*	54%	40%
Black or African American	16	745	745	737	*	*	*	*	*	50%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	41	763	763	758	*	*	*	46%	*	68%	61%
Male	38	754	754	749	*	*	*	42%	*	61%	51%
Economically Disadvantaged Students	27	752	752	737	*	*	*	48%	*	52%	36%
Non-Economically Disadvantaged Students	52	762	762	764	*	*	*	42%	*	71%	69%
Students with Disabilities	17	742	742	725	*	*	*	*	*	41%	25%
Students without Disabilities	62	763	763	759	*	*	*	*	*	71%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	758	758	756	*	*	21%	57%	*	65%	59%
White	46	757	757	763	*	*	22%	54%	*	63%	69%
Hispanic	24	756	756	743	*	*	*	71%	0%	71%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	38	767	767	761	*	*	*	66%	*	76%	66%
Male	39	750	750	750	*	*	*	49%	*	54%	53%
Economically Disadvantaged Students	25	762	762	740	*	*	*	68%	*	76%	40%
Non-Economically Disadvantaged Students	52	756	756	765	*	*	*	52%	*	60%	71%
Students with Disabilities	15	724	724	725	*	*	*	*	*	*	22%
Students without Disabilities	62	766	766	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

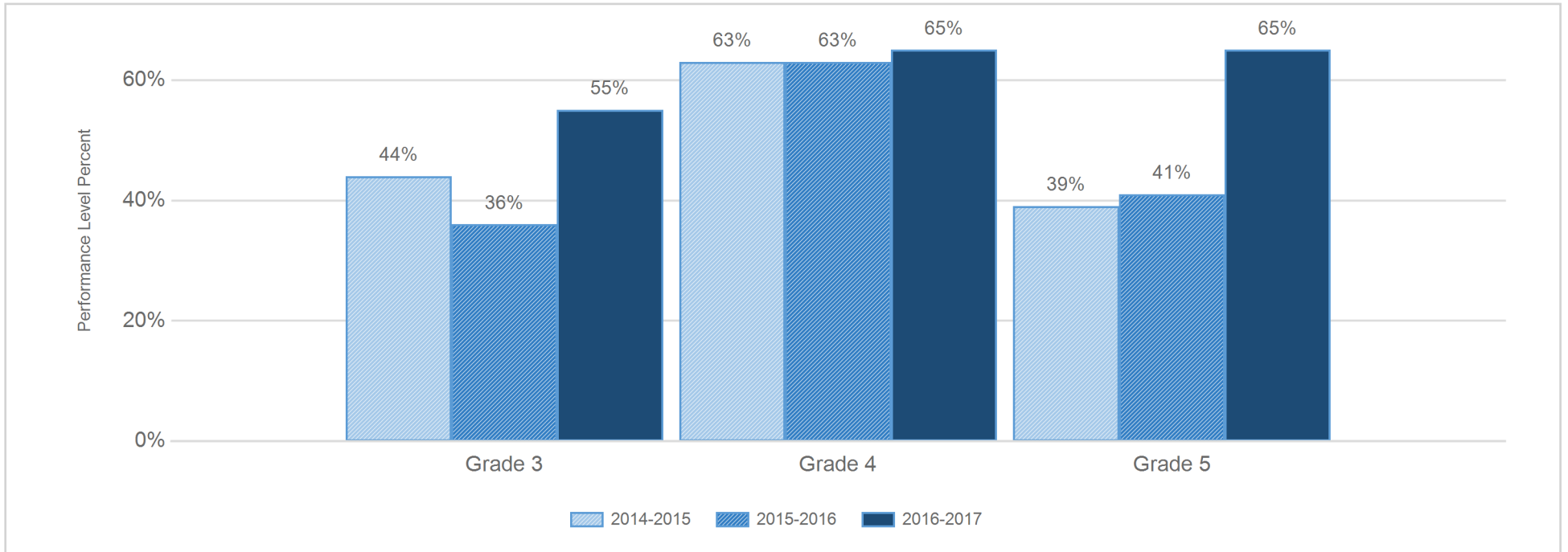


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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Mathematics Assessment - Participation and Performance

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Schoolwide	233	92.2	47.60	29.90	43.50	46.2	42	Met Target
White	133	91.4	48.10	31.60	52.40	46.1	41.6	Met Target
Hispanic	58	91.4	48.30	25.70	27.60	46.8	37.3	Met Target
Black or African American	24	92.9	25.00	*	21.70	24.3	35.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.60	*	75.60	70.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	109	92.7	48.70	28.80	44.10	47.7		
Male	124	91.7	46.80	30.90	42.90	44.9		
Economically Disadvantaged Students	88	86.8	39.80	23.30	25.10	36.1	42.3	Met Target†
Non-Economically Disadvantaged Students	145	95.7	52.40	33.70	54.30	52.4		
Students with Disabilities	49	92.9	18.40	*	16.50	17.9	25.8	Met Target†
Students without Disabilities	184	92.0	55.50	*	48.80	53.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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<b>Schoolwide</b>	87	753	753	751	*	16%	24%	46%	*	55%	53%
White	45	755	755	759	*	*	27%	44%	*	56%	63%
Hispanic	27	752	752	738	0%	*	*	52%	*	56%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	34	753	753	751	*	*	*	53%	*	59%	52%
Male	53	753	753	751	*	*	*	42%	*	53%	53%
Economically Disadvantaged Students	36	743	743	736	*	*	31%	33%	*	39%	34%
Non-Economically Disadvantaged Students	51	760	760	761	*	*	20%	55%	*	67%	65%
Students with Disabilities	16	732	732	729	*	*	*	*	*	25%	29%
Students without Disabilities	71	758	758	755	*	*	*	*	*	62%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	80	744	744	747	*	20%	30%	41%	*	44%	47%
White	46	746	746	755	*	*	26%	48%	*	50%	59%
Hispanic	13	742	742	734	0%	*	*	*	0%	31%	30%
Black or African American	16	735	735	729	*	*	*	*	0%	31%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	42	744	744	747	*	*	*	33%	*	36%	47%
Male	38	744	744	747	*	*	*	50%	*	53%	48%
Economically Disadvantaged Students	27	737	737	732	*	*	*	37%	*	37%	27%
Non-Economically Disadvantaged Students	53	748	748	757	*	*	*	43%	*	47%	61%
Students with Disabilities	17	734	734	724	*	*	*	*	*	24%	22%
Students without Disabilities	63	747	747	751	*	*	*	*	*	49%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

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Schoolwide	77	744	744	747	*	*	35%	42%	*	46%	46%
White	46	742	742	754	*	*	39%	39%	*	41%	57%
Hispanic	24	746	746	735	*	*	*	46%	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	38	749	749	747	*	*	34%	50%	*	53%	47%
Male	39	739	739	746	*	*	36%	33%	*	39%	46%
Economically Disadvantaged Students	25	746	746	732	*	*	*	44%	*	48%	27%
Non-Economically Disadvantaged Students	52	743	743	756	*	*	*	40%	*	44%	59%
Students with Disabilities	15	715	715	725	*	*	*	*	*	*	19%
Students without Disabilities	62	751	751	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

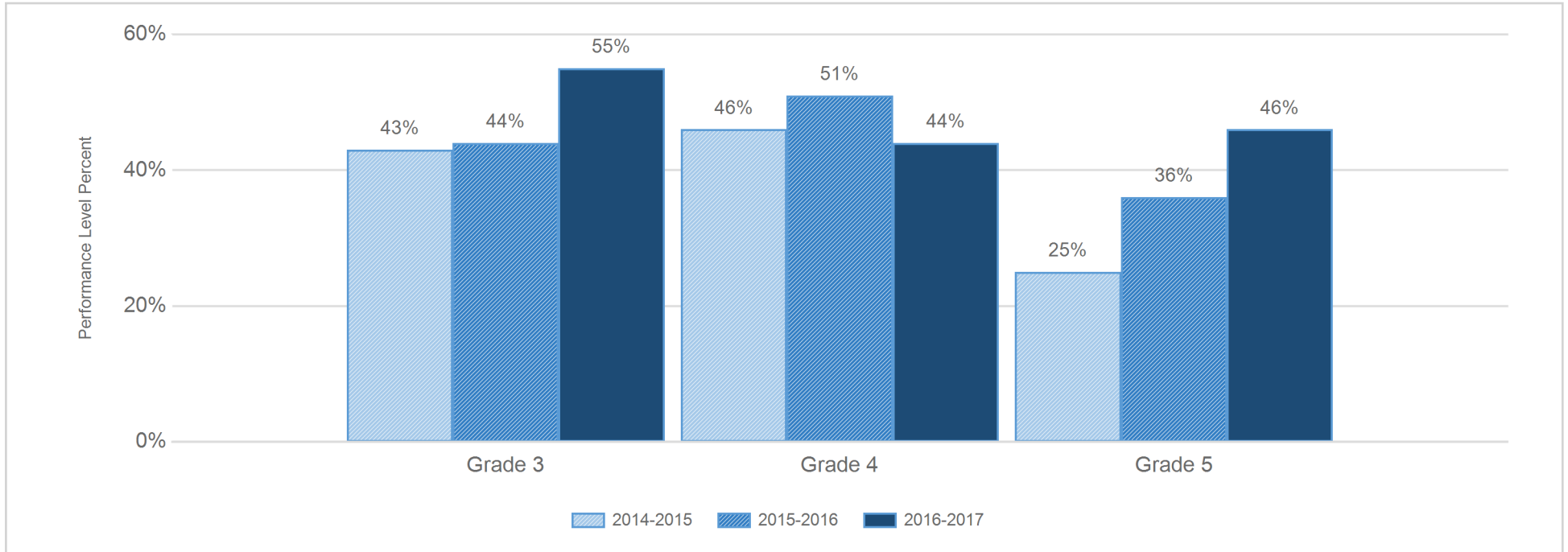


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

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

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

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



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

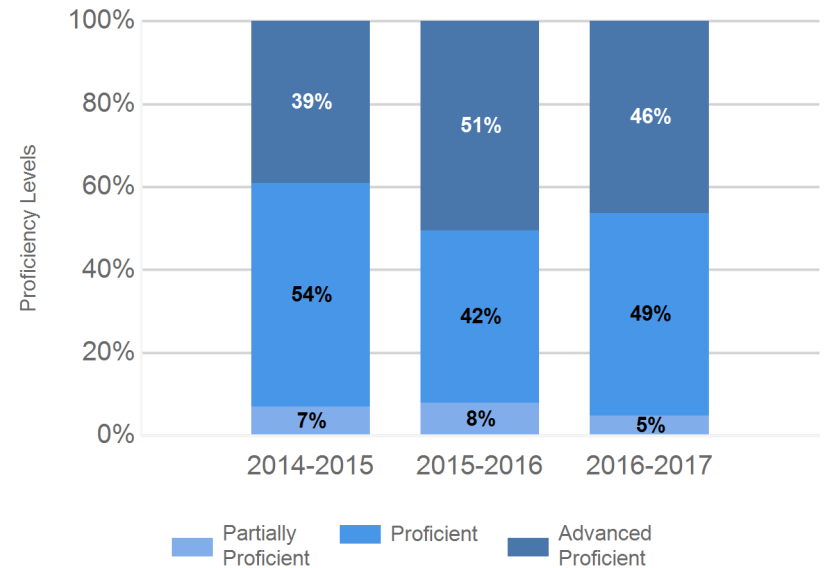
**NJASK Science Assessment Performance: Grade 4**

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	46%	49%	5%
White	51%	47%	2%
Hispanic	*	*	N
Black or African American	38%	44%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	36%	61%	3%
Students with Disabilities	56%	44%	N
English Learners	N	*	*

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

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	38	50	Exceeds Target	52	37	50	Met Target
White	63	36	50	Exceeds Target	52	35.5	52	Met Target
Hispanic	51.5	38	49	Met Target	56	40	47	Met Target
Black or African American	*	42	45	**	*	22.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	44	60	**	*	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	64.5	37	47	Exceeds Target	50	33.5	46	Met Target
Students with Disabilities	45	27.5	41	Met Target	32	23	43	Not Met
English Learners	*	48.5	53	**	*	46	51	**

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



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

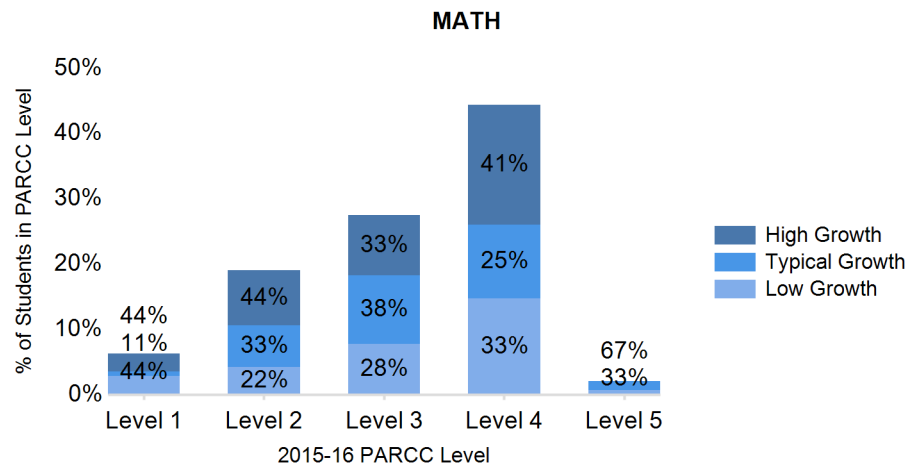
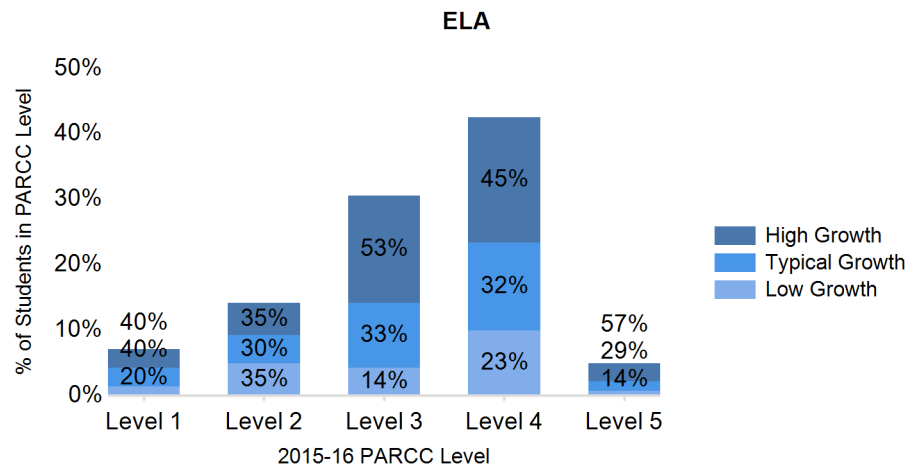
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

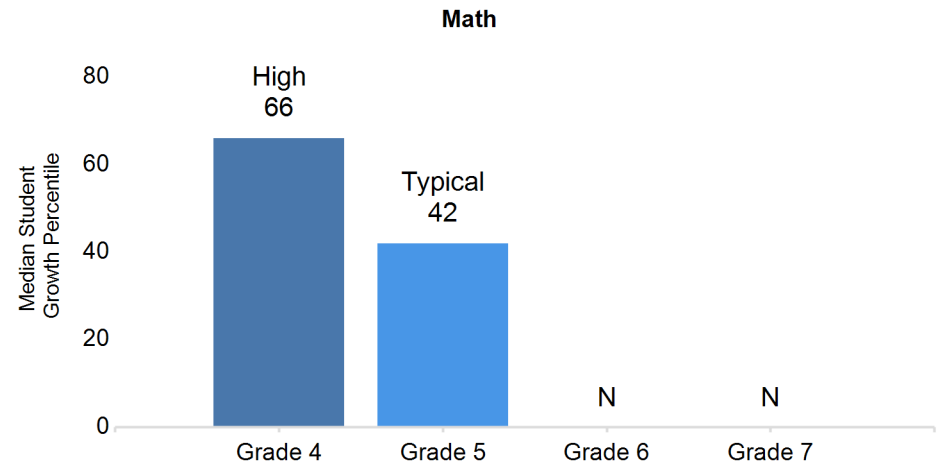
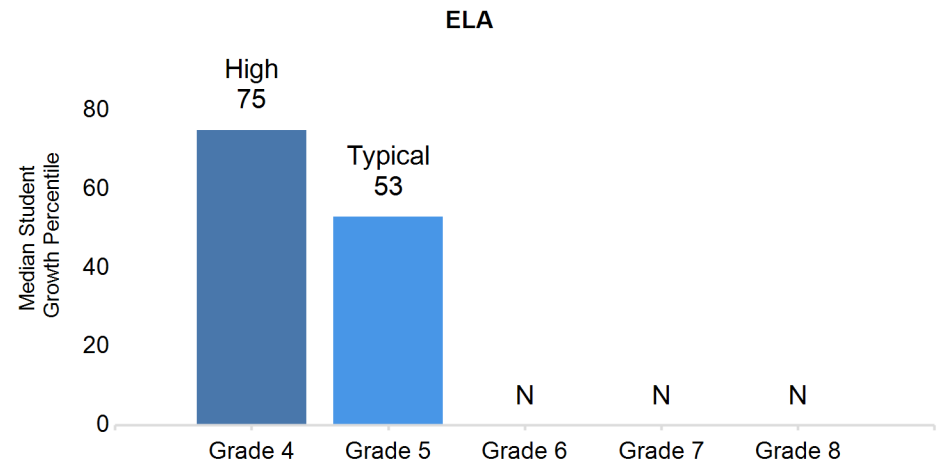
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

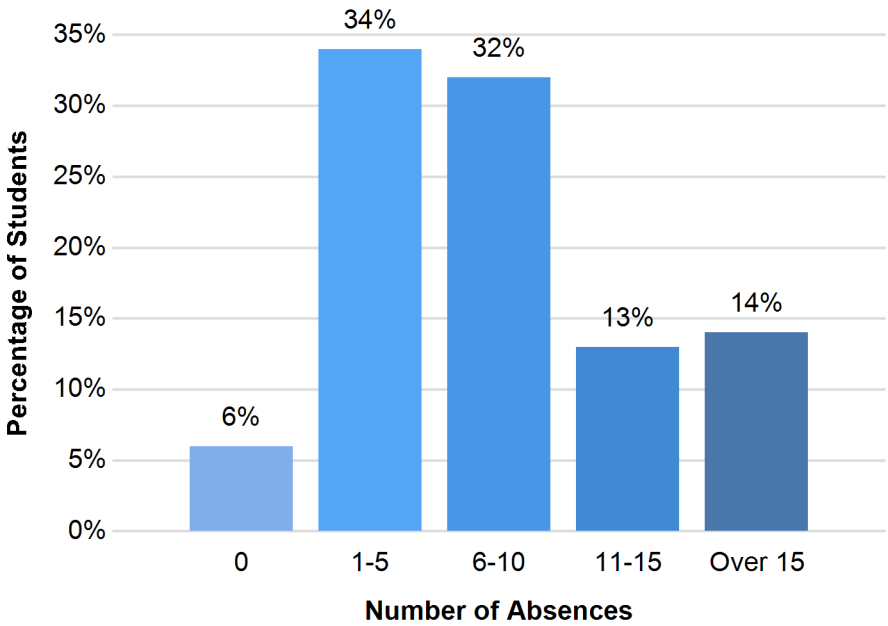
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.30	8.40	Not Met
White	11.30	8.40	Not Met
Hispanic	11.80	8.40	Not Met
Black or African American	12.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.70	8.40	Not Met
Students with Disabilities	9.80	8.40	Not Met
English Learners	N	**	**

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

**Days Absent**

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



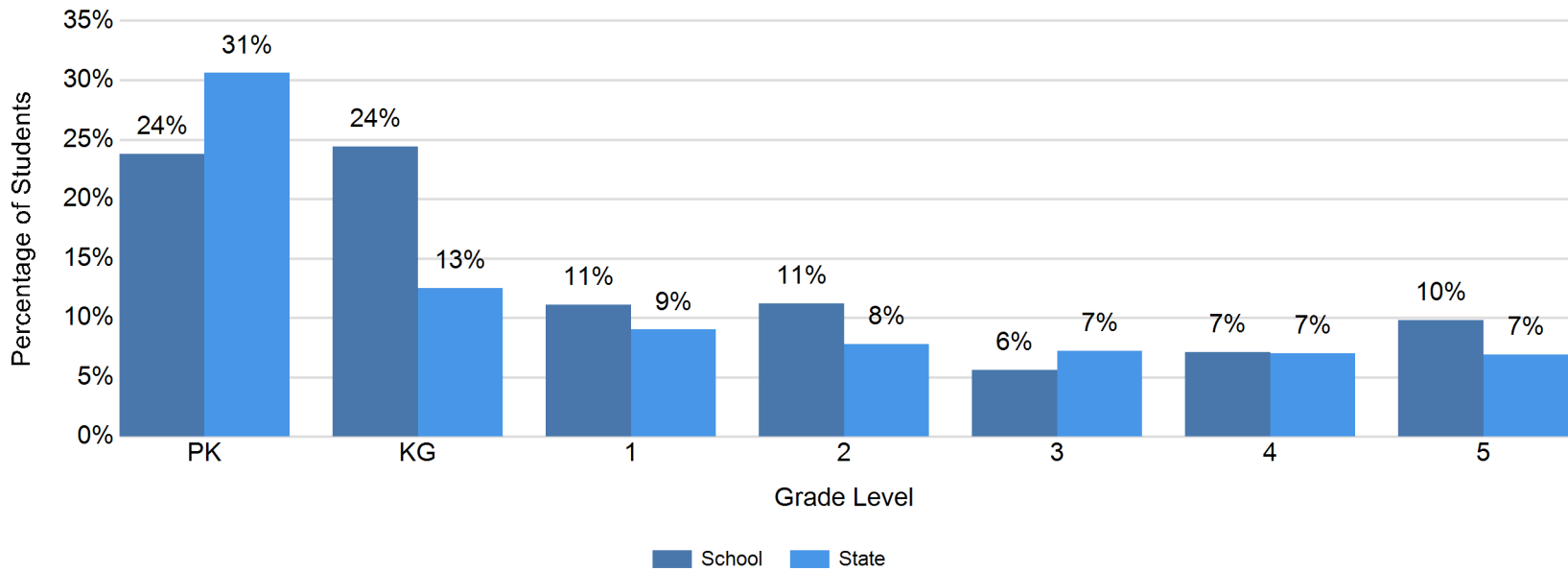


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Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 18 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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.22

### 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	3.3%
Any Suspension	3.3%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.5:1	951.0 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$746	\$12,554	\$13,300



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	120,724
Average years experience in public schools	16.0	11.8
Average years experience in district	14.6	10.5
Teachers in district for 4 or more years	93%	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	7	9,506
Average years experience in public schools	16.0	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	271:1	150:1
Librarian/Media Specialists		1052:1
Nurses		526:1
Counselors		351:1
Child Study Team		263:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	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	96%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	51.9	17.5%
Mathematics Proficiency	48.5	17.5%
English Language Arts Growth	85.7	25.0%
Mathematics Growth	52.2	25.0%
Chronic Absenteeism	20.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		55.1
<b>Summative Rating:</b> Percentile rank of Summative Score		57.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	55.1	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
White	46.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	67.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	67.8	11.9	No	Met Target†	Met Target†	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	48.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Dunphy	<b>Email Address:</b>	<a href="mailto:sdunphy@sapublicschools.com">sdunphy@sapublicschools.com</a>
<b>Address:</b>	249 JOHN STREET SOUTH AMBOY, NJ 08879-1741	<b>Website:</b>	<a href="http://www.sapublicschools.com">http://www.sapublicschools.com</a>
<b>Phone:</b>	(732)525-2118	<b>Facebook:</b>	<a href="http://www.facebook.com/pages/South-Amboy-NJ/South-Amboy-Public-Schools/">http://www.facebook.com/pages/South-Amboy-NJ/South-Amboy-Public-Schools/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/SAES08879">https://twitter.com/SAES08879</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes balanced literacy approach to Language arts and Social Studies</li> <li>• South Amboy Elementary School uses Everyday Math Curriculum</li> <li>• Grades 4 and 5 are departmentalized for Science/Math and Language Arts/Social Studies</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>South Amboy Elementary School and its outstanding educational programs achieve positive results for students with increasingly diverse and complex learning needs, and through the use of these programs we consistently surpass state of New Jersey averages on standardized tests. These efforts involve strategies that unite special education, basic skills, other support programs, and general education to better serve our students and their families.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The South Amboy Elementary School takes a humanities approach to our Language Arts curriculum and our Social Studies program. We use a balanced literacy program that is data driven in order to individualize the education for our students. We have been using the Everyday Math program for many years and have yielded great success with this program. Our science program is aligned to the NGSS, and we take a project based learning approach to incorporate the standards into our curriculum.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We offer a number of clubs for our 4th and 5th graders. These clubs include: Student Government, Band, Chorus, RAK (Random Acts of Kindness), Intramural Basketball and Volleyball. We also offer a homework club for grades 3-5 to offer some extra assistance after school for students.</p>
 <p><b>Before and After School Programs:</b></p>	<p>We have initiated an intensive academic skills program for our grades 1 and 2 students after school. In addition, we utilize the Reading Plus program after-school for our grades 3, 4, and 5 students in need of academic support.</p>






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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Staff members plan and attend in-service workshops and obtain ongoing professional development to ensure continuous improvement in the knowledge and skills they employ to educate our students. The South Amboy School district is embracing a data driven approach, and our faculty and staff are analyzing data in order to form a more individualized educational plan for each and every one of our students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The South Amboy Elementary School offers a breakfast program for all our students. We promote healthy living in our Physical Education classes, and our recess time during lunches. We also take a proactive approach to anti-bullying by having monthly classroom meetings following the Olweus Anti-Bullying Curriculum.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are essential and equal partners in their children's education. Our open houses, Family Literacy Nights, and Family Math Nights provide unique opportunities to help our parents become active in their child's life while having fun with learning. The South Amboy PTO and the South Amboy Elementary School have a tremendous partnership that allows our students to grow through assemblies and donations to the school from the PTO.</p>




**South Amboy Elementary  
2016-2017  
Grade Span PK-05**

23-4830-060  
MIDDLESEX  
SOUTH AMBOY CITY  
249 JOHN STREET  
SOUTH AMBOY, NJ 08879-1741

**School Narrative**

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

 <p>Facilities:</p>	<p>The South Amboy Elementary School had major renovations 3 years ago, where we had central air conditioning installed at the school, along with energy efficient utilities. We have implemented a research/media room where classes can sit in whole group or small groups in order to perform research based activities on Chromebooks.</p>
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South Amboy Elementary  
2016-2017

Grade Span PK-05

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School Narrative

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



Other Information:

The South Amboy Elementary School prides itself on many aspects including: A Sense of Community: The sharing, participation, and fellowship that comes from a common vision, problem-solving teams and committees, paraprofessionals as partners, parents as partners, and teachers as partners, students as problem solvers, community members as volunteers, and a wide variety of services for students to help our children develop self-worth, pride in accomplishment, and mutual respect; Leadership: The administrative team is actively involved and shares responsibility with the entire school staff to plan and carry out strategies to make the school successful; High Standards: All students meet high levels of educational outcomes and performance that are appropriate to their needs. Levels of achievement, instructional content, and delivery of instruction all reflect students' individual needs; Collaboration and Cooperation: We encourage students and staff members to support each other through peer tutoring, cooperative learning, interdisciplinary teams, and teacher- student assistance teams (Response to Intervention), as well as other collaborative arrangements; Character Education: Staff members, in conjunction with parents, empower students to become competent and responsible members of their school and community by encouraging the development of ethics and values, integrity, self-esteem, social and civic responsibility, and an appreciation and respect for diversity. Our OLWEUS anti-bullying initiative is a nationally recognized model. Students and staff address current issues monthly during our classroom anti-bullying sessions. Our school is also becoming more active on Social Media with our Instagram Account and Twitter Account both named @SAES08879.



**South Amboy Middle/High School**  
2016-2017


**Grade Span 06-12**

23-4830-030  
MIDDLESEX  
SOUTH AMBOY CITY  
200 GOVERNOR HAROLD G. HOFFMAN  
SOUTH AMBOY, NJ 08879

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

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

#### **Navigating through the reports:**

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

#### **Other Resources:**

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



**South Amboy Middle/High School  
2016-2017**

**Grade Span 06-12**

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SOUTH AMBOY, NJ 08879**

### 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.



**South Amboy Middle/High School  
2016-2017**

**Grade Span 06-12**

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	59	67	69
7	71	64	71
8	60	65	62
9	80	62	59
10	63	72	64
11	45	61	71
12	64	50	58
Ungraded	67	52	57
<b>Total</b>	<b>509</b>	<b>493</b>	<b>511</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	45%	48%
Male	53%	55%	52%
Economically Disadvantaged Students	42%	42%	39%
Students with Disabilities	15%	16%	20%
English Learners	2%	2%	2%
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	59.5%
Hispanic	28.2%
Black or African American	9.0%
Asian	3.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.0%

### Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	505
Shared Time Students	11
Full Time Equivalent	511

### 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	82.0%
Spanish	11.9%
Polish	2.5%
<i>Other</i>	3.6%



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Grade Span 06-12

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	322	92.8	25.50	40.00	54.90	24.8	30.4	Not Met
White	197	92.6	27.40	41.50	63.90	26.8	30.9	Met Target†
Hispanic	88	91.7	19.30	36.30	39.80	18.4	21.6	Met Target†
Black or African American	27	94.3	29.60	33.40	35.20	29	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	152	91.3	30.30	46.40	62.20	29		
Male	170	94.2	21.20	34.40	48.10	20.9		
Economically Disadvantaged Students	116	89.5	23.30	35.30	36.20	*	24.9	Met Target†
Non-Economically Disadvantaged Students	206	94.8	26.70	42.80	65.80	*		
Students with Disabilities	74	92.0	*	*	20.50	*	9.4	Met Target†
Students without Disabilities	248	93.0	*	*	61.90	*		
English Learners	11	100.0	*	*	25.20	*	**	**
Non-English Learners	311	92.5	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**SOUTH AMBOY, NJ 08879**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	729	729	752	20%	*	37%	23%	*	24%	54%
White	48	727	727	758	25%	*	38%	*	*	19%	63%
Hispanic	14	736	736	740	*	*	*	*	0%	36%	38%
Black or African American	12	721	721	736	*	*	*	*	0%	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	40	735	735	758	*	*	30%	*	*	35%	61%
Male	39	722	722	746	*	*	44%	*	*	13%	46%
Economically Disadvantaged Students	29	728	728	737	*	*	41%	*	*	28%	34%
Non-Economically Disadvantaged Students	50	730	730	761	*	*	34%	*	*	22%	65%
Students with Disabilities	22	702	702	722	*	*	*	*	*	*	17%
Students without Disabilities	57	739	739	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	79	729	729	753	20%	*	37%	23%	*	24%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	731	731	756	*	27%	26%	27%	*	31%	59%
White	48	735	735	764	*	27%	25%	29%	*	35%	69%
Hispanic	22	724	724	742	*	*	*	*	0%	18%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	33	742	742	764	*	*	*	30%	*	39%	68%
Male	41	723	723	749	*	*	*	24%	*	24%	51%
Economically Disadvantaged Students	27	723	723	739	*	*	*	*	*	22%	40%
Non-Economically Disadvantaged Students	47	736	736	766	*	*	*	*	*	36%	70%
Students with Disabilities	19	718	718	719	*	*	*	*	*	16%	19%
Students without Disabilities	55	736	736	763	*	*	*	*	*	36%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	74	731	731	758	*	27%	26%	27%	*	31%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	61	729	729	757	*	30%	34%	23%	*	23%	59%
White	33	730	730	764	*	33%	36%	*	0%	21%	68%
Hispanic	18	717	717	742	*	*	*	*	0%	17%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	26	725	725	766	*	*	*	*	0%	19%	68%
Male	35	732	732	749	*	*	*	*	0%	26%	50%
Economically Disadvantaged Students	23	718	718	739	*	*	*	*	*	13%	40%
Non-Economically Disadvantaged Students	38	735	735	766	*	*	*	*	*	29%	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	61	729	729	759	*	30%	34%	23%	*	23%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	63	724	724	749	29%	*	27%	22%	*	24%	52%
White	30	730	730	757	*	*	40%	*	0%	27%	62%
Hispanic	25	719	719	733	40%	*	*	*	0%	24%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	36	729	729	756	*	*	*	*	*	28%	60%
Male	27	718	718	741	*	*	*	*	*	19%	43%
Economically Disadvantaged Students	27	715	715	731	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	36	732	732	758	*	*	*	*	*	31%	62%
Students with Disabilities	13	699	699	714	*	*	*	*	*	*	13%
Students without Disabilities	50	731	731	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	63	724	724	752	29%	*	27%	22%	*	24%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	66	712	712	743	44%	17%	*	24%	*	26%	46%
White	40	722	722	749	35%	*	*	33%	*	35%	52%
Hispanic	19	698	698	728	58%	*	*	*	0%	11%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	32	720	720	752	31%	*	*	*	*	28%	54%
Male	34	705	705	734	56%	*	*	*	*	24%	39%
Economically Disadvantaged Students	19	714	714	726	*	*	*	*	*	32%	32%
Non-Economically Disadvantaged Students	47	712	712	751	*	*	*	*	*	23%	54%
Students with Disabilities	15	694	694	704	*	*	*	*	*	*	12%
Students without Disabilities	51	718	718	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	61	733	733	736	21%	18%	*	41%	*	44%	38%
White	36	737	737	738	*	*	*	39%	*	44%	40%
Hispanic	18	721	721	731	*	*	0%	*	0%	39%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	27	739	739	744	*	*	*	52%	*	56%	46%
Male	34	728	728	729	*	*	*	32%	*	35%	31%
Economically Disadvantaged Students	24	731	731	729	*	*	*	46%	*	46%	32%
Non-Economically Disadvantaged Students	37	734	734	740	*	*	*	38%	*	43%	42%
Students with Disabilities	11	710	710	709	*	*	*	*	*	*	12%
Students without Disabilities	50	738	738	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

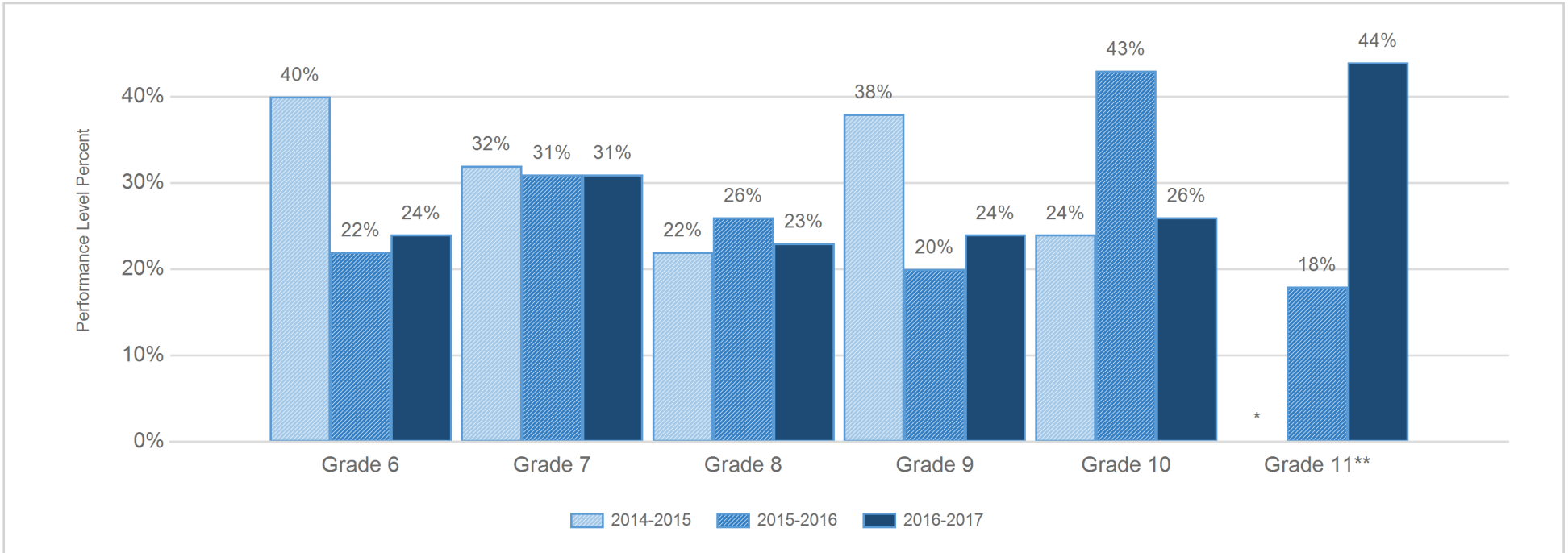


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**English Language Arts/Literacy Assessment - Performance Trends**

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



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCELS 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	322	92.6	17.10	29.90	43.50	16.6	24.5	Not Met
White	196	92.2	20.40	31.60	52.40	19.9	26.3	Not Met
Hispanic	90	92.0	11.10	25.70	27.60	10.6	18.4	Not Met
Black or African American	26	94.1	*	*	21.70	*	14.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	151	90.8	14.60	28.80	44.10	13.8		
Male	171	94.3	19.30	30.90	42.90	19.1		
Economically Disadvantaged Students	114	89.6	10.50	23.30	25.10	*	18.8	Not Met
Non-Economically Disadvantaged Students	208	94.4	20.70	33.70	54.30	*		
Students with Disabilities	72	90.9	*	*	16.50	*	8.4	Not Met
Students without Disabilities	250	93.1	*	*	48.80	*		
English Learners	11	100.0	18.20	*	23.30	18.2	**	**
Non-English Learners	311	92.3	17.00	*	45.20	16.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	80	724	724	743	26%	18%	36%	20%	0%	20%	44%
White	48	722	722	751	27%	21%	33%	*	*	19%	54%
Hispanic	15	728	728	731	*	*	*	*	0%	27%	27%
Black or African American	12	719	719	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	40	729	729	745	*	*	40%	*	0%	20%	45%
Male	40	718	718	742	*	*	33%	*	0%	20%	43%
Economically Disadvantaged Students	30	721	721	728	*	*	37%	*	*	17%	24%
Non-Economically Disadvantaged Students	50	725	725	752	*	*	36%	*	*	22%	56%
Students with Disabilities	22	695	695	717	*	*	*	*	*	*	13%
Students without Disabilities	58	734	734	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	76	727	727	741	*	32%	36%	17%	*	18%	40%
White	48	732	732	748	*	27%	40%	21%	*	23%	49%
Hispanic	24	716	716	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	34	728	728	743	*	32%	32%	*	*	21%	41%
Male	42	726	726	740	*	31%	38%	*	*	17%	38%
Economically Disadvantaged Students	29	718	718	729	*	41%	*	*	*	10%	22%
Non-Economically Disadvantaged Students	47	732	732	749	*	26%	*	*	*	23%	50%
Students with Disabilities	20	713	713	716	*	*	*	*	*	10%	11%
Students without Disabilities	56	732	732	746	*	*	*	*	*	21%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	48	713	713	728	33%	25%	31%	*	*	10%	28%
White	25	714	714	736	*	*	*	*	*	*	35%
Hispanic	16	707	707	721	*	*	*	*	0%	19%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	23	708	708	730	*	*	*	*	*	*	30%
Male	25	718	718	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	22	708	708	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	26	718	718	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	48	713	713	729	33%	25%	31%	*	*	10%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	721	721	743	26%	30%	27%	16%	0%	16%	42%
White	36	728	728	751	*	*	31%	*	0%	22%	52%
Hispanic	25	712	712	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	35	714	714	744	*	*	*	*	*	*	43%
Male	38	728	728	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	25	709	709	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	48	728	728	751	*	*	*	*	*	*	52%
Students with Disabilities	20	700	700	714	*	*	*	*	*	*	10%
Students without Disabilities	53	729	729	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	73	721	721	745	26%	30%	27%	16%	0%	16%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	63	720	720	734	18%	43%	24%	*	*	16%	30%
White	34	728	728	740	*	41%	*	*	*	27%	38%
Hispanic	23	715	715	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	31	725	725	735	*	39%	*	*	*	13%	31%
Male	32	716	716	733	*	47%	*	*	*	19%	30%
Economically Disadvantaged Students	16	718	718	721	*	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	47	721	721	740	*	*	*	*	*	17%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	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
<b>Schoolwide</b>	57	713	713	725	37%	30%	21%	*	*	12%	28%
White	40	720	720	731	30%	28%	25%	*	*	18%	33%
Hispanic	15	695	695	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	27	716	716	725	*	*	*	*	*	*	27%
Male	30	711	711	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	24	709	709	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	33	716	716	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



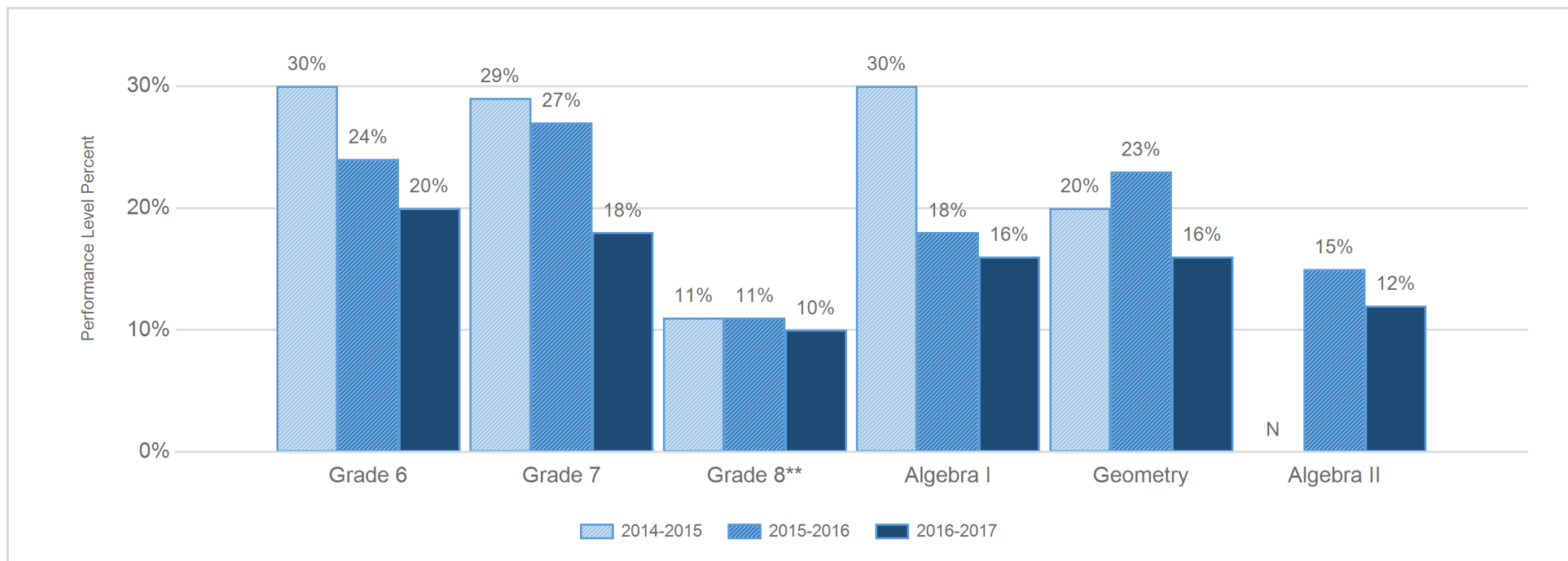
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**Mathematics Assessment – Performance Trends**

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



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



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**Alternate Assessments - Participation**

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

**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.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
8	N	N
9	N	N
10	N	N
11	*	*

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

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



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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.

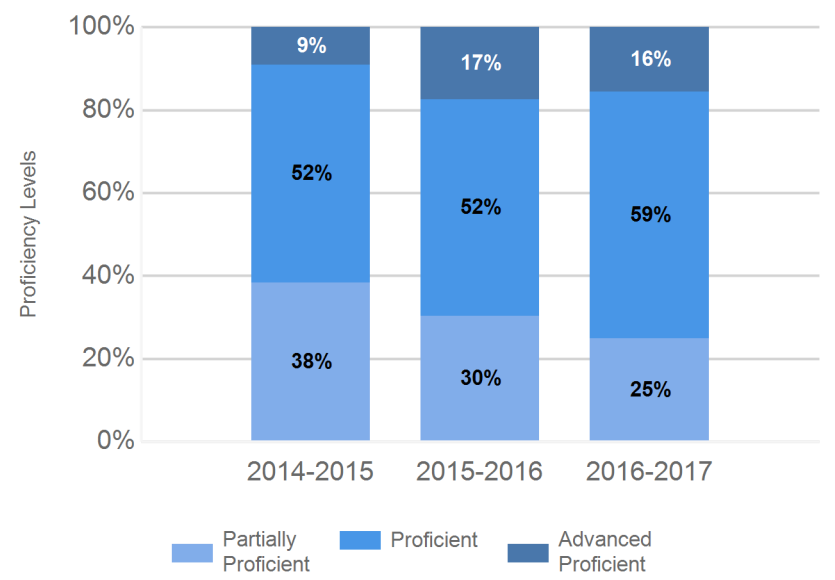
**NJASK Science Assessment Performance: Grade 8**

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	16%	59%	25%
White	15%	65%	21%
Hispanic	11%	53%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	12%	52%	36%
Students with Disabilities	*	*	*
English Learners	N	N	N

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

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



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This section 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.

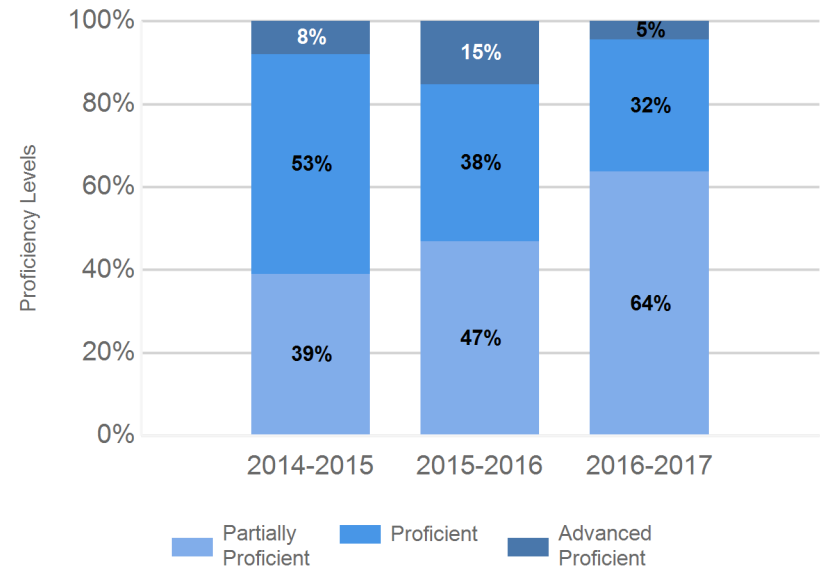
**Biology Assessment - Performance**

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	5%	32%	64%
White	*	43%	52%
Hispanic	N	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	4%	28%	68%
Students with Disabilities	N	*	*
English Learners	N	N	*

**Biology Assessment - Proficiency Trends**

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





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This section 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	23	38	50	Not Met	22	37	50	Not Met
White	22	36	50	Not Met	22	35.5	52	Not Met
Hispanic	23.5	38	49	Not Met	28.5	40	47	Not Met
Black or African American	*	42	45	**	*	22.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	44	60	**	*	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	22	37	47	Not Met	25	33.5	46	Not Met
Students with Disabilities	17	27.5	41	Not Met	21	23	43	Not Met
English Learners	*	48.5	53	**	*	46	51	**

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



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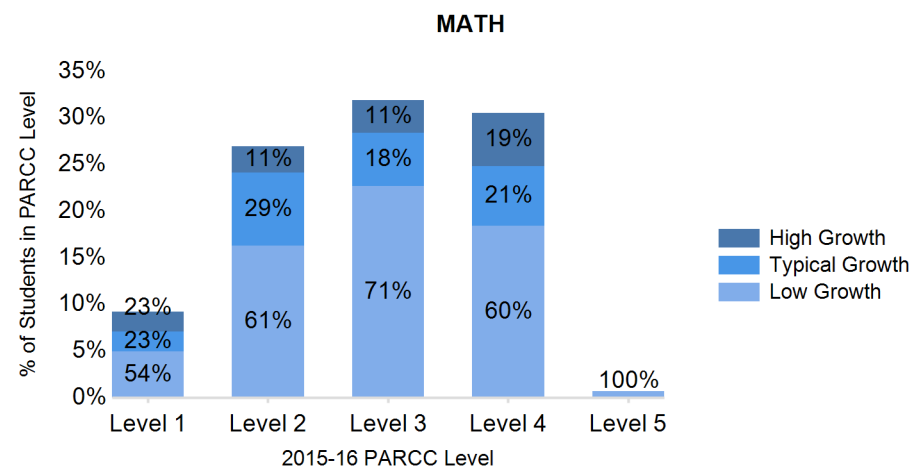
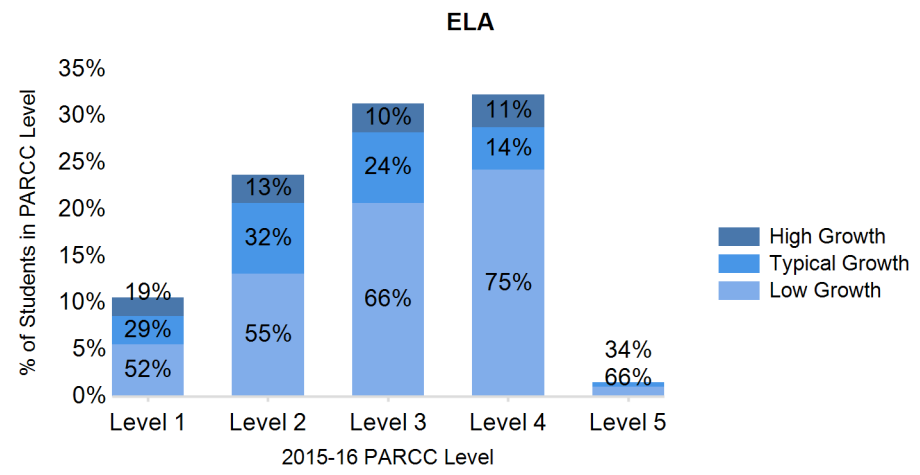
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

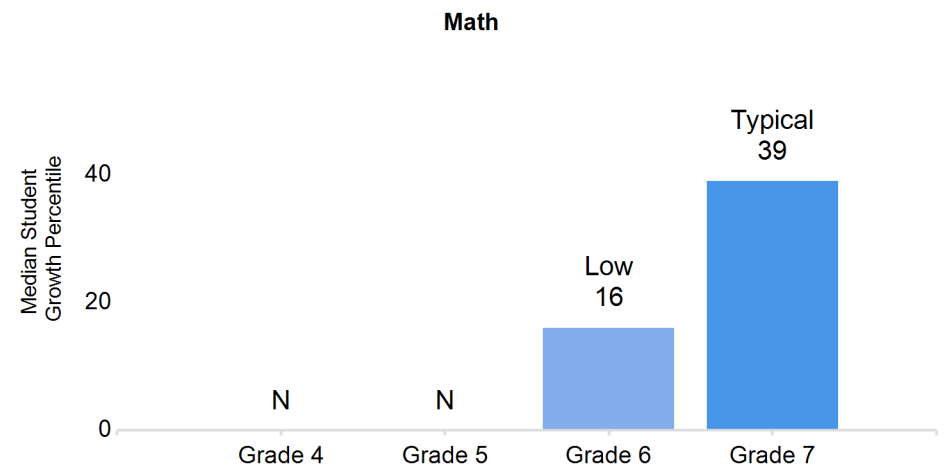
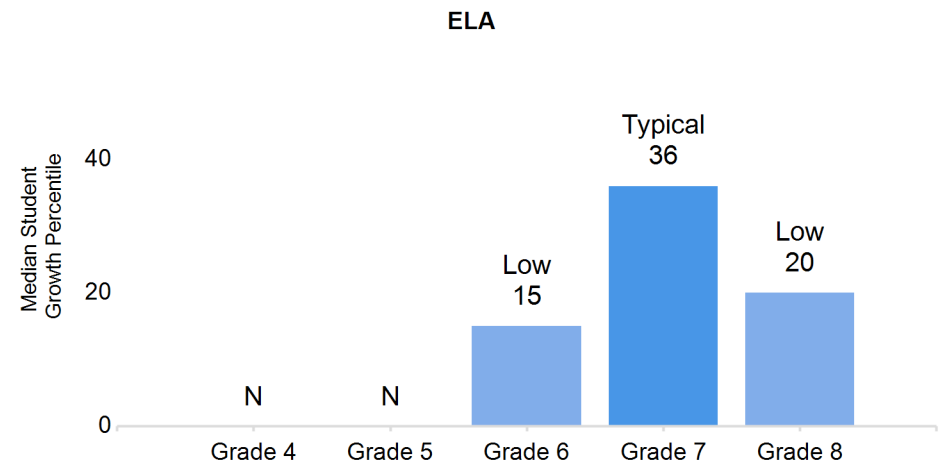
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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This section 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	58.5%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	*	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	442	481	Varies By Grade	53%	67%
PSAT - Math	440	483	Varies By Grade	33%	49%
SAT - Reading and Writing	522	551	480	72%	77%
SAT - Math	545	552	530	69%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



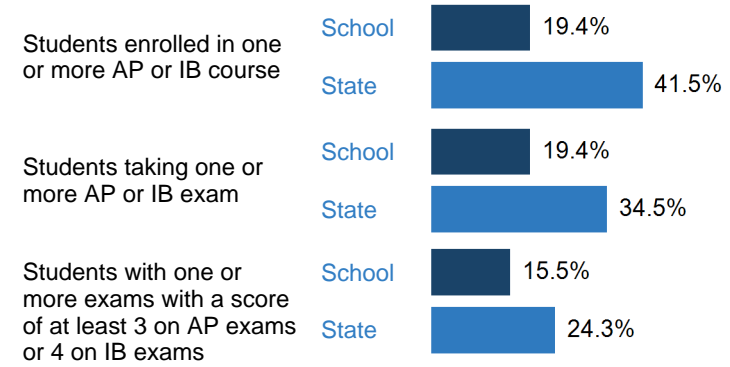
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

**AP/IB Coursework – Participation and Performance**

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



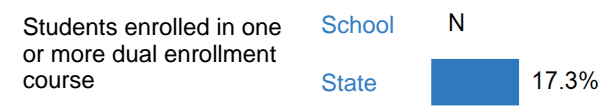
**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP English Language and Composition	24	24
AP U.S. History	20	20
Total Exams Taken		44
Exams with scores of at least 3 on AP exams or 4 on IB exams		36

**Dual Enrollment Coursework - Participation**

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





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

**Career and Technical Education Participation**

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

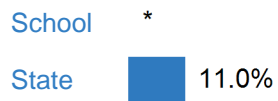
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

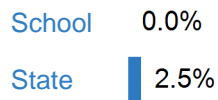
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



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

**Mathematics - Course Participation**

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	88
7	0	0	0	0	0	0	83
8	14	0	0	0	0	0	58
9	58	13	0	0	0	0	5
10	9	48	13	0	0	0	6
11	2	9	49	20	0	0	14
12	2	3	8	10	17	0	42
Schoolwide	85	73	70	30	17	0	296
Enrolled in AP/IB Course					N	N	N

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**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	1	0	0	0	69	2
10	65	1	0	0	1	5
11	4	29	0	17	34	15
12	3	15	0	24	9	19
Schoolwide	73	45	0	41	113	41
Enrolled in AP/IB Course	N	N		N	N	N



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

**Social Studies and History - Course Participation**

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	66	6	0	0	0	0
10	0	70	0	0	0	3
11	0	76	0	0	0	11
12	0	33	0	0	0	20
Schoolwide	66	185	0	0	0	34
Enrolled in AP/IB Course	0	20	0	0	0	0



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**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
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	72	0	0	0	0	0	0
9	65	0	0	0	0	0	0
10	58	0	0	0	0	0	0
11	30	0	0	0	0	0	0
12	20	0	0	0	0	0	0
Schoolwide	245	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	100	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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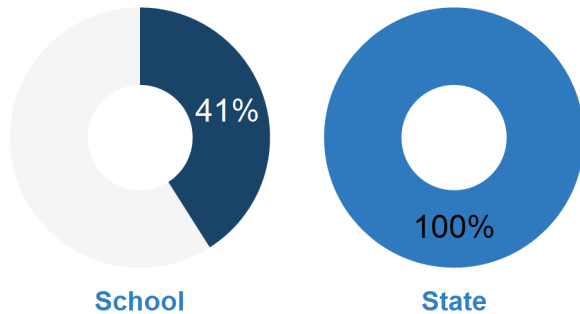
Grade Span 06-12

**Visual and Performing Arts – Course Participation**

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

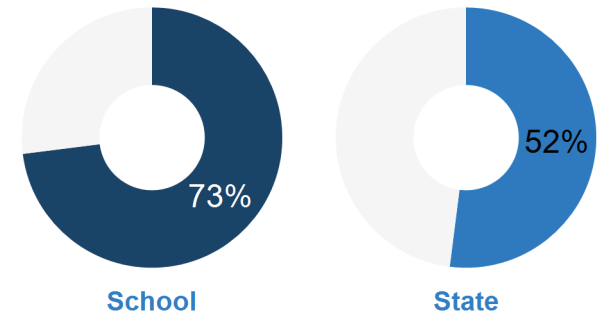
**Grades 6-8:**

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

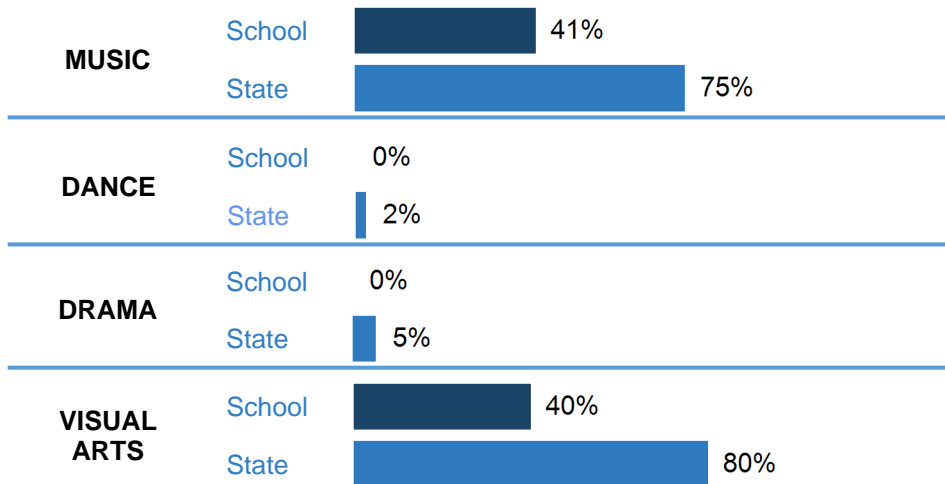


**Grades 9-12:**

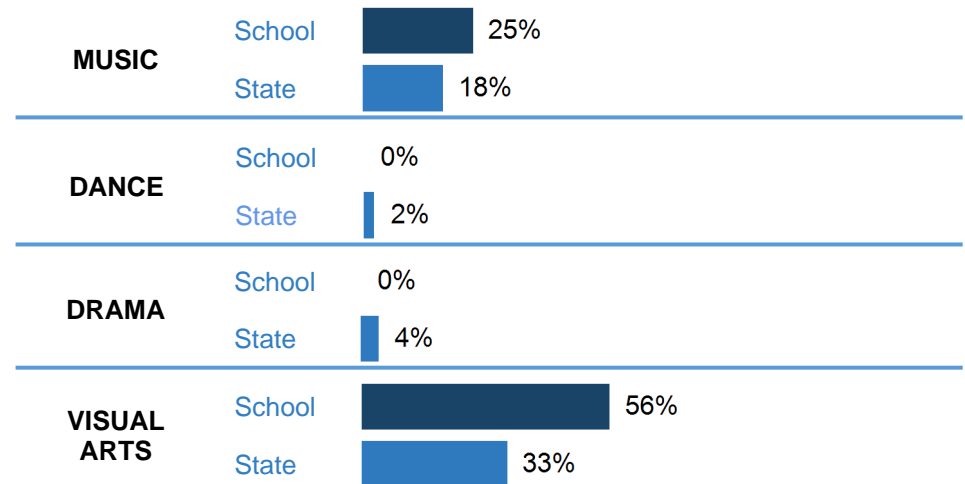
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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

**Graduation Rates**

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	88.0%	90.5%	90.1%	91.8%	85.9%	85.7%	Met Target	86.6%	91.6%	Not Met
White	93.5%	94.5%	90.4%	95.1%	84.6%	83.3%	Met Target	84.6%	90.2%	Not Met
Hispanic	79.2%	84.3%	90.0%	86.3%	90.0%	**	**	90.5%	N	N
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	N	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	89.3%	83.9%	89.3%	85.6%	86.2%	83.4%	Met Target	82.8%	88.6%	Not Met
Students with Disabilities	58.8%	78.8%	88.9%	82.1%	82.4%	**	**	*	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

**Graduation Rate Trends**

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

Class of	4-Year Rate	5-Year Rate
2017	88.0%	-
2016	85.9%	90.1%
2015	85.2%	86.6%

**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	N	N
2015-2016	N	N
2014-2015	N	N

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



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

**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	66.7%	50%	50%
White	66.7%	42.9%	57.1%
Hispanic	*	*	*
Black or African American	*	*	0%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	60%	77.8%	22.2%
Students with Disabilities	*	*	*
English Learners	*	*	0%

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	55.2%	59.4%	40.6%	71.9%	28.1%	78.1%	21.9%
White	47.7%	61.9%	38.1%	71.4%	28.6%	81%	19.1%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	58.3%	71.4%	28.6%	78.6%	21.4%	78.6%	21.4%
Students with Disabilities	45.5%	100%	0%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*



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

**Chronic Absenteeism**

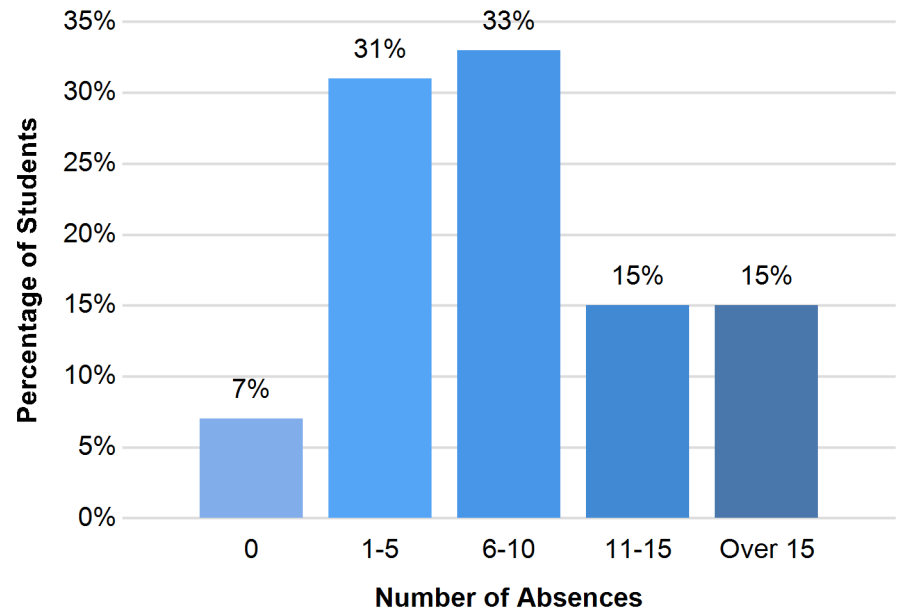
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.80	11.90	Not Met
White	11.70	11.90	Met Target
Hispanic	10.50	11.90	Met Target
Black or African American	31.90	11.90	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.30	11.90	Not Met
Students with Disabilities	17.60	11.90	Not Met
English Learners	N	**	**

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

**Days Absent**

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



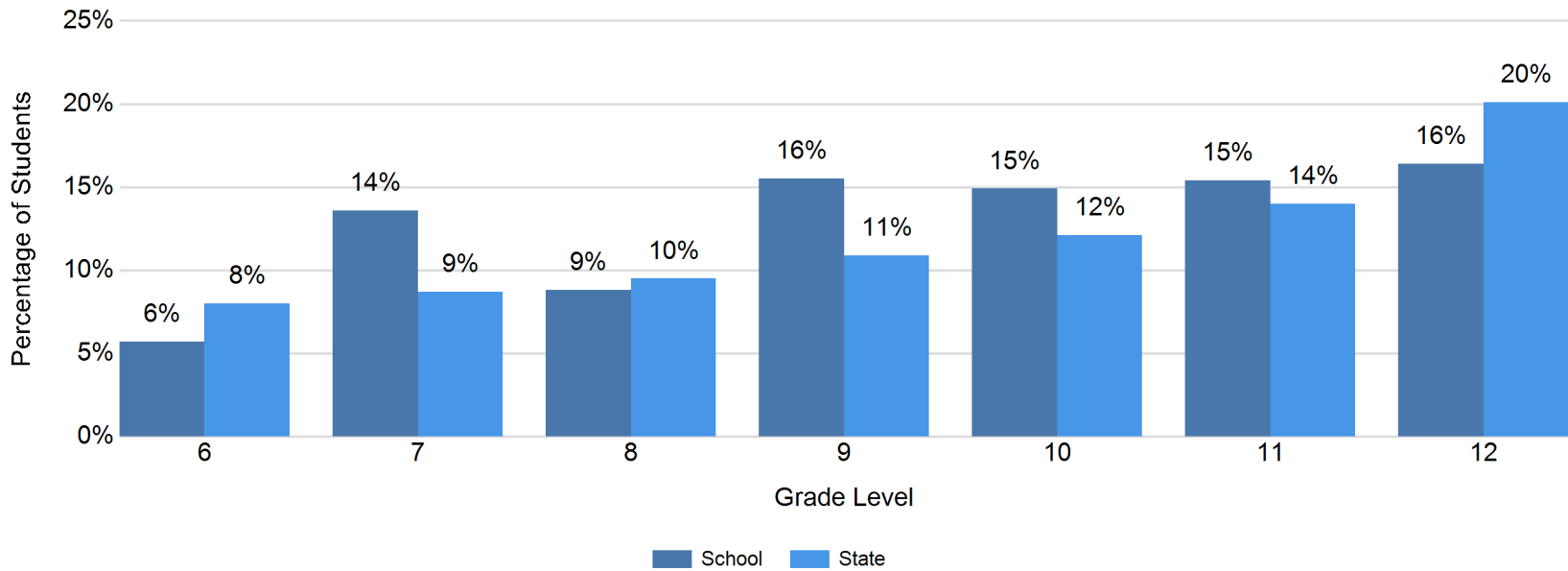


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 12 Mins.
Shared Time - Instructional Time	3 Hrs. 7 Mins.

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

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

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.33

**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	6.8%
Out-of-School Suspensions	5.7%
Any Suspension	12.5%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	951.0 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$746	\$12,554	\$13,300



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	77%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,506
Average years experience in public schools	16.0	15.9
Average years experience in district	9.3	11.6
Administrators in district for 4 or more years	71%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	255:1	150:1
Librarian/Media Specialists		1052:1
Nurses		526:1
Counselors		351:1
Child Study Team		263:1



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

**Teachers and Administrators - Level of Education**

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

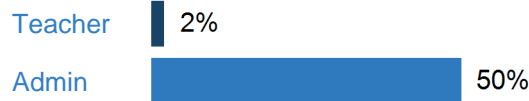
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	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	96%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	4.3	12.5%
Mathematics Proficiency	12.8	12.5%
Graduation - 4-Year	6.4	15.0%
Graduation - 5-Year	8.9	15.0%
English Language Arts Growth	4.3	15.0%
Mathematics Growth	11.4	15.0%
Chronic Absenteeism	40.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		12.8
<b>Summative Rating:</b> Percentile rank of Summative Score		0.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		Comprehensive
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	12.8	19.6	Targeted	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met	No
White	11.7	19.6	Targeted	Met Target†	Not Met	Met Target	Met Target	Not Met	Not Met	Not Met	No
Hispanic	25.7	19.6	No	Met Target†	Not Met	Met Target	**	N	Not Met	Not Met	No
Black or African American	**	**	No	Met Target	Met Target†	Not Met	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	N	N	**	**	No
Economically Disadvantaged Students	15.2	19.6	Targeted	Met Target†	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	9.0	11.9	Targeted	Met Target†	Not Met	Not Met	**	**	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.



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**School General Info**

<b>Principal:</b>	Dr. McCabe	<b>Email Address:</b>	<a href="mailto:pmccabe@sapublicschools.com">pmccabe@sapublicschools.com</a>
<b>Address:</b>	200 GOVERNOR HAROLD G HOFFMAN SOUTH AMBOY, NJ 08879	<b>Website:</b>	<a href="http://www.sapublicschools.com">http://www.sapublicschools.com</a>
<b>Phone:</b>	(732)316-7669	<b>Facebook:</b>	<a href="http://www.facebook.com/pages/South-Amboy-NJ/South-Amboy-Public-Schools/">http://www.facebook.com/pages/South-Amboy-NJ/South-Amboy-Public-Schools/</a>
		<b>Twitter:</b>	<a href="http://twitter.com/sapublicschools">http://twitter.com/sapublicschools</a>

**School Narrative**

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Science League finished in top 10% statewide. Individual student in overall top 10%</li> <li>• Recipient of Lowe's Toolbox for Education Grant</li> <li>• State Championship in Cross Country and Track</li> </ul>
 <b>Mission, Vision, Theme:</b>	South Amboy Middle/High School offers a wide variety of academic, athletic, and art programs to students in grades 6-12. It is our belief that we must educate our students in as many ways as possible. Athletic and art programs, as well as academics, are viewed as integral in order to educate students and prepare them for a productive and rewarding place in the community. We are committed to educating the future citizens of a global community.
 <b>Awards, Recognition, Accomplishments:</b>	We are proud of all of our students and view everyone of them as future model citizens in our community. Cross country and track programs with state championships, our science students reaching great heights at the state level as well as our professional dedication to a data driven approach to learning hints at the great things going on within our walls. We are especially proud of our commitment to student safety as our Robert Wood Johnson trained Safety Ambassadors instruct our younger grades.







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A rigorous curriculum offers courses for students with varying abilities and interests. Our offerings include Advanced Placement classes, honors classes, career education, fine arts, and special education programs to ensure each child's educational needs are met. We have moved forward with the adoption of a new science textbook, in line with the next generation science standards with online textbook becoming more available and accessible to our students.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls)</p> <p>Middle School soccer, basketball, baseball, and softball will all compete against local public and private middle schools throughout Middlesex county. We will have a cheer team in both schools. High School soccer, cross country, tennis, basketball, winter and spring track, baseball, and softball all participate in the Greater Middlesex Conference and the NJSIAA Group 1. GMC Gold Division Champs in Girls basketball and softball.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our school offers a variety of clubs and activities including: Student Council, National Honor Society, National Junior Honor Society, National Art Honor Society, Theater, Intramural Volleyball, Intramural Soccer and Intramural Hockey, Chorus, Band, Gay Straight Alliance, History Club, Debate Club and the Science League.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Our National Honor Society students offer before and after-school tutoring to other students.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>Our staff has focused professional development opportunities in addressing how to effectively use data to design instruction, assessments, and interventions; increasing student academic participation through interdisciplinary work; and increasing academic rigor, and project/performance based learning.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Eighty-four percent of our graduating seniors went on to college after high school; Seven percent went to the military and four percent to full time employment. Our graduates, all sixty-seven, besides receiving scholarships to various colleges/universities, also had 32 local scholarships providing over \$32,000.00 directly to them for their post secondary plans.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our school offers ELL services and a full range of special educational offerings ensuring the least restrictive environment for all of our students. We also offer guidance services, counseling, Student Assistance Counseling, Intervention and Referral Services, peer tutoring, as well as before and after school academic assistance. All the services support the learning and emotional growth of our students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our school offers a breakfast program as well as a nutritious lunch. We have reduced and free meal offerings. Our students also have a physical education/Heath class each day of the school week. Our program provides for a multitude of activities such as: volleyball, ultimate freebie, aerobic conditioning, soccer, football, lacrosse, basketball, handball, CPR training and driver's ed.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school has: an active PTO, parent portal, parent focus group, parent/teacher conferences, Back-to-School Night, Open House, Athletic Senior Night, NHS tutoring, Financial Aid Night, college planning for juniors and seniors, and a 120 hour community service requirement for high school graduation.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>This year, our school engaged in the the New Jersey School Climate Survey. This was completed by parents, students and staff. The results are being used by administration and our teaching staff to enhance our academic and culture/climate, as necessary.</p>
 <p>Facilities:</p>	<p>Our building, located in a beautiful section of town by the waterfront, is 21 years old and in great condition. There is a media center, four science labs, three computer labs, a large gymnasium, a theater, two art rooms, and air conditioning throughout the building. Our school is also connected to the public library allowing easy access for our students.</p>



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Our school follows the team approach towards educating children. The team includes the parents, school, and the child. Working together, we can achieve greater heights. Communication via the parent portal, website, Principal's Page, social media links, automated calls and Principal's email notifications all serve to keep our community linked and informed. At the Middle/High School we have a great deal of which to be proud. Our staff works diligently in meeting the needs of all of our students, as well as the expectations of the community. Our goal is to reach every student in every class so that their potential can be realized. It is through our children that our hopes for a bright future will be realized, and we are pleased that teachers, students, and parents continue to work and learn as a collaborative team in our professional learning community.



Other Information: