



Memorial School
2016-2017


Grade Span PK-02

31-5200-050
PASSAIC
TOTOWA BORO
294 TOTOWA ROAD
TOTOWA, NJ 07512-2661

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:

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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	58	66	62
KG	84	104	98
1	118	91	96
2	125	120	91
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	20	23	26
Total	405	404	373

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	36	28	22
PK - Full Day	23	38	40
KG - Half Day	0	0	0
KG - Full Day	84	104	98

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%	51%	49%
Male	53%	49%	51%
Economically Disadvantaged Students	23%	18%	19%
Students with Disabilities	11%	14%	18%
English Learners	4%	3%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.1%
Hispanic	25.2%
Asian	8.8%
Black or African American	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	86.6%
Spanish	5.9%
Arabic	2.1%
Bengali	1.6%
Other	3.8%



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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

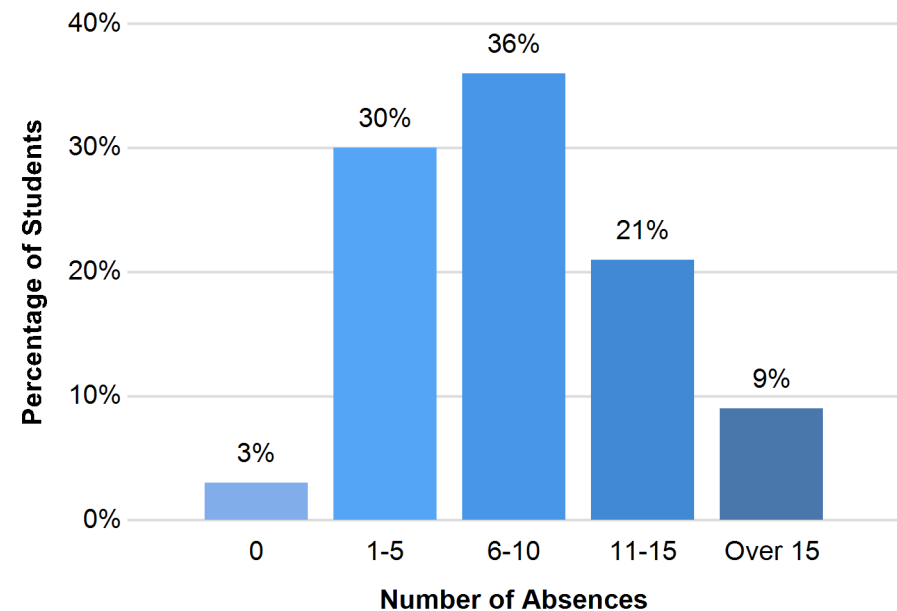
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	9.80	Met Target
White	4.40	9.80	Met Target
Hispanic	7.20	9.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.30	9.80	Met Target
Students with Disabilities	15.40	9.80	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.





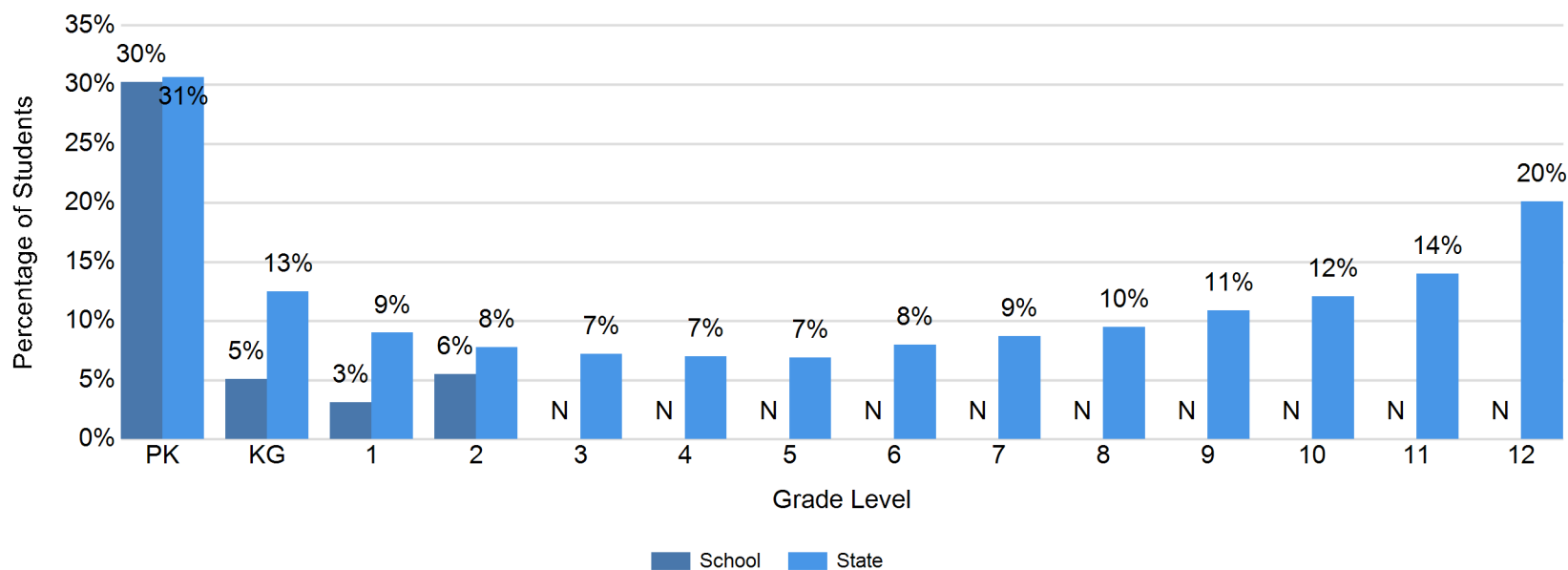
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Chronic Absenteeism by Grade

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	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 31 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.27

Student Expulsions

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

Category	Number of Students
Expulsions	0


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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$485	\$12,341	\$12,826

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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	25	120,724
Average years experience in public schools	6.5	11.8
Average years experience in district	6.5	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,506
Average years experience in public schools	5.0	15.9
Average years experience in district	5.0	11.6
Administrators in district for 4 or more years	38%	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	15:1	15:1
Administrators	124:1	132:1
Librarian/Media Specialists		1057:1
Nurses		529:1
Counselors		1057:1
Child Study Team		264:1

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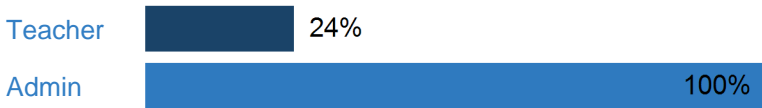
Teachers and Administrators - Level of Education

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	70%	89%
2015-16 Administrators: Same district 2016-17	44%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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School General Info

Principal:	Mr. Compel	Email Address:	totowacompel@yahoo.com
Address:	294 TOTOWA ROAD TOTOWA, NJ 07512-2661	Website:	http://totowa.k12.nj.us/
Phone:	(973)956-0010		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Memorial School offers a full day kindergarten program in an effort to provide maximum academic and social growth. • Memorial School has two computer labs with a total of 50 stations, computers in every classroom, and two iPad stations. • Students are recognized and celebrated for performing "Random Acts of Kindness".
 Mission, Vision, Theme:	<p>Memorial School and its' staff is dedicated to providing a comprehensive education, relative to the New Jersey Student Learning Standards, in the areas of academics, the visual and performing arts, athletics, social/emotional growth, and workplace readiness for success in life.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The school's curriculum is aligned with the New Jersey Student Learning Standards to uphold both rigor and relevance. District-wide assessments are ongoing, and assessment data is analyzed and used to drive instruction. The academic programs at Memorial School aim to address the needs and learning styles of all students, with the use of differentiation and a variety of methodologies. In addition, there are numerous programs available for students needing academic, social, or emotional support.</p>
 <p>Clubs and Activities:</p>	<p>The Totowa Education Foundation offers enrichment classes that are linked to academics and visual arts. Enrichment classes are offered after school and during the summer months. Programs such as Reading Incentive, the 100th Day Celebration and Random Acts of Kindness provide students with opportunities to enhance academic and personal skills acquired in the classroom.</p>
 <p>Before and After School Programs:</p>	<p>Kops 4 Kids is a child care program housed at Memorial School and operated by the Totowa Education Foundation. This before and after school child care program is tuition based. The morning session begins at 7:30 AM and continues to 9:00 AM. The evening session begins at 3:15 PM and continues until 6:00 PM.</p>







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 Staff and Professional Learning:	<p>Administrators and staff members host 15-minute Friday's professional development sessions. These sessions provide opportunities for the staff at Memorial School to collaborate and fosters an environment where teaching strategies and new ideas can be shared. Teachers and administrators also participate in a regional professional development program with three nearby districts.</p>
 Student Supports and Services:	<p>Memorial School offers services to English Language Learners and students with disabilities. An Intervention and Referral Services program also assists struggling students. Memorial School houses a preschool program that provides inclusion instruction for preschool students with disabilities. A guidance counselor is also available to students.</p>
 Student Health and Wellness:	<p>Students at Memorial School are offered regular physical education and health courses. Students go outside for recess on a daily basis, weather permitting. Memorial School offers a breakfast and lunch program run by Pomptonin Food Services.</p>
 Parent and Community Involvement:	<p>The Totowa PTO collaborates with administration and staff and provides activities and programs for students. The Totowa Public Library routinely visits Memorial School to increase students' exposure to literacy skills. During Safety Town Week, The Totowa Fire Department, First Aid Squad, Police Department and Passaic County Sheriff's Department arrive to demonstrate their equipment and explain how they serve the community.</p>



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Other Information:

Kindergarten Moving on Ceremony - The Moving on Ceremony is a combination of performed musical selections and student recognition highlighting the kindergarten experience. Winter/Spring Concerts - Students in first and second grades present musical performances for parents, family members, and friends. Students rehearse throughout the school year in preparation for these public performances. The "Little People Depot" – Memorial School has its own school store called "THE LITTLE PEOPLE DEPOT." In its first year, "The Little People Depot" was chosen for an award by the New Jersey School Boards Association. Reading Incentive - Students from each grade participate in the annual Reading Incentive program designed to encourage recreational reading. The program culminates in a celebration of Dr. Seuss' Birthday with educational activities.




Washington Park School
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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
3	102	126	118
4	83	107	128
5	128	86	105
6	125	133	84
7	107	123	127
8	114	113	122
Ungraded	12	3	0
Total	671	691	684

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	50%
Male	54%	53%	50%
Economically Disadvantaged Students	27%	22%	25%
Students with Disabilities	15%	13%	13%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	61.8%
Hispanic	24.9%
Asian	10.2%
Black or African American	2.5%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.1%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	83.8%
Spanish	7.5%
Arabic	2.3%
Bengali	2.3%
Italian	1.2%
Other	2.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	636	96.6	52.60	52.60	54.90	52.6	51.7	Met Target
White	394	95.5	53.50	53.50	63.90	53.5	52.5	Met Target
Hispanic	160	98.8	46.90	46.90	39.80	46.9	46.6	Met Target
Black or African American	15	88.2	53.30	53.30	35.20	49.4	**	**
Asian, Native Hawaiian, or Pacific Islander	66	100.0	62.10	62.10	80.70	62.1	61.9	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	316	97.1	61.10	61.10	62.20	61.1		
Male	320	96.2	44.40	44.40	48.10	44.4		
Economically Disadvantaged Students	167	96.3	40.70	40.70	36.20	40.7	40.1	Met Target
Non-Economically Disadvantaged Students	469	96.8	56.90	56.90	65.80	56.9		
Students with Disabilities	89	94.7	20.20	20.20	20.50	20.2	23.9	Met Target†
Students without Disabilities	547	97.0	58.00	58.00	61.90	58		
English Learners	22	100.0	22.70	22.70	25.20	22.7	N	N
Non-English Learners	614	96.5	53.70	53.70	57.40	53.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	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		

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† 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	113	750	750	749	*	*	35%	48%	*	50%	50%
White	70	750	750	759	*	*	36%	44%	*	47%	61%
Hispanic	30	744	744	734	*	*	40%	43%	0%	43%	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	N	N	N	751	N	N	N	N	N	N	52%
Female	66	757	757	754	*	*	36%	52%	*	55%	55%
Male	47	741	741	745	*	*	34%	43%	*	43%	46%
Economically Disadvantaged Students	31	738	738	731	*	*	45%	36%	*	36%	31%
Non-Economically Disadvantaged Students	82	755	755	762	*	*	32%	52%	*	55%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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TOTOWA, NJ 07512-2022

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	119	741	741	753	*	16%	31%	36%	*	41%	56%
White	63	741	741	762	*	19%	30%	37%	*	41%	67%
Hispanic	33	737	737	740	*	*	33%	30%	*	33%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	18	749	749	777	*	*	*	*	*	50%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	50	744	744	758	*	*	32%	40%	*	42%	61%
Male	69	740	740	749	*	*	30%	33%	*	41%	51%
Economically Disadvantaged Students	37	734	734	737	*	*	30%	38%	*	38%	36%
Non-Economically Disadvantaged Students	82	745	745	764	*	*	32%	35%	*	43%	69%
Students with Disabilities	16	702	702	725	*	*	0%	*	*	13%	25%
Students without Disabilities	103	748	748	759	*	*	36%	*	*	46%	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	100	743	743	756	*	18%	30%	44%	*	46%	59%
White	59	746	746	763	*	*	37%	42%	*	46%	69%
Hispanic	28	734	734	743	*	*	*	43%	0%	43%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	752	752	779	0%	*	*	*	0%	55%	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	47	752	752	761	*	*	30%	55%	*	57%	66%
Male	53	735	735	750	*	*	30%	34%	*	36%	53%
Economically Disadvantaged Students	25	727	727	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	75	749	749	765	*	*	*	*	*	51%	71%
Students with Disabilities	18	732	732	725	*	*	*	*	*	22%	22%
Students without Disabilities	82	746	746	762	*	*	*	*	*	51%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	100	743	743	757	*	18%	30%	44%	*	46%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	741	741	752	*	19%	30%	43%	*	44%	54%
White	53	745	745	758	*	*	32%	47%	*	49%	63%
Hispanic	20	728	728	740	*	*	*	*	0%	30%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	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	39	748	748	758	*	*	31%	49%	*	51%	61%
Male	42	734	734	746	*	*	29%	38%	*	38%	46%
Economically Disadvantaged Students	22	729	729	737	*	*	*	*	*	32%	34%
Non-Economically Disadvantaged Students	59	745	745	761	*	*	*	*	*	49%	65%
Students with Disabilities	13	718	718	722	*	*	*	*	*	31%	17%
Students without Disabilities	68	745	745	758	*	*	*	*	*	47%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	81	741	741	753	*	19%	30%	43%	*	44%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	759	759	756	*	*	22%	48%	19%	67%	59%
White	70	762	762	764	*	*	16%	54%	20%	74%	69%
Hispanic	34	757	757	742	0%	*	29%	44%	*	62%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	757	757	784	*	0%	*	*	*	54%	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	60	764	764	764	*	*	17%	48%	*	75%	68%
Male	59	754	754	749	*	*	27%	48%	*	59%	51%
Economically Disadvantaged Students	28	746	746	739	*	*	*	39%	*	50%	40%
Non-Economically Disadvantaged Students	91	763	763	766	*	*	*	51%	*	73%	70%
Students with Disabilities	10	738	738	719	*	*	*	0%	*	30%	19%
Students without Disabilities	109	761	761	763	*	*	*	52%	*	71%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	119	759	759	758	*	*	22%	48%	19%	67%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	757	757	757	11%	13%	11%	47%	19%	66%	59%
White	83	754	754	764	*	16%	*	43%	19%	63%	68%
Hispanic	21	758	758	742	*	*	*	62%	*	71%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	772	772	786	*	*	*	*	*	77%	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	66	771	771	766	*	*	*	49%	*	77%	68%
Male	54	740	740	749	*	*	*	44%	*	52%	50%
Economically Disadvantaged Students	27	757	757	739	*	*	*	59%	*	67%	40%
Non-Economically Disadvantaged Students	93	757	757	766	*	*	*	43%	*	66%	69%
Students with Disabilities	14	702	702	718	*	*	*	*	0%	14%	18%
Students without Disabilities	106	764	764	764	*	*	*	*	22%	73%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	120	757	757	759	11%	13%	11%	47%	19%	66%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



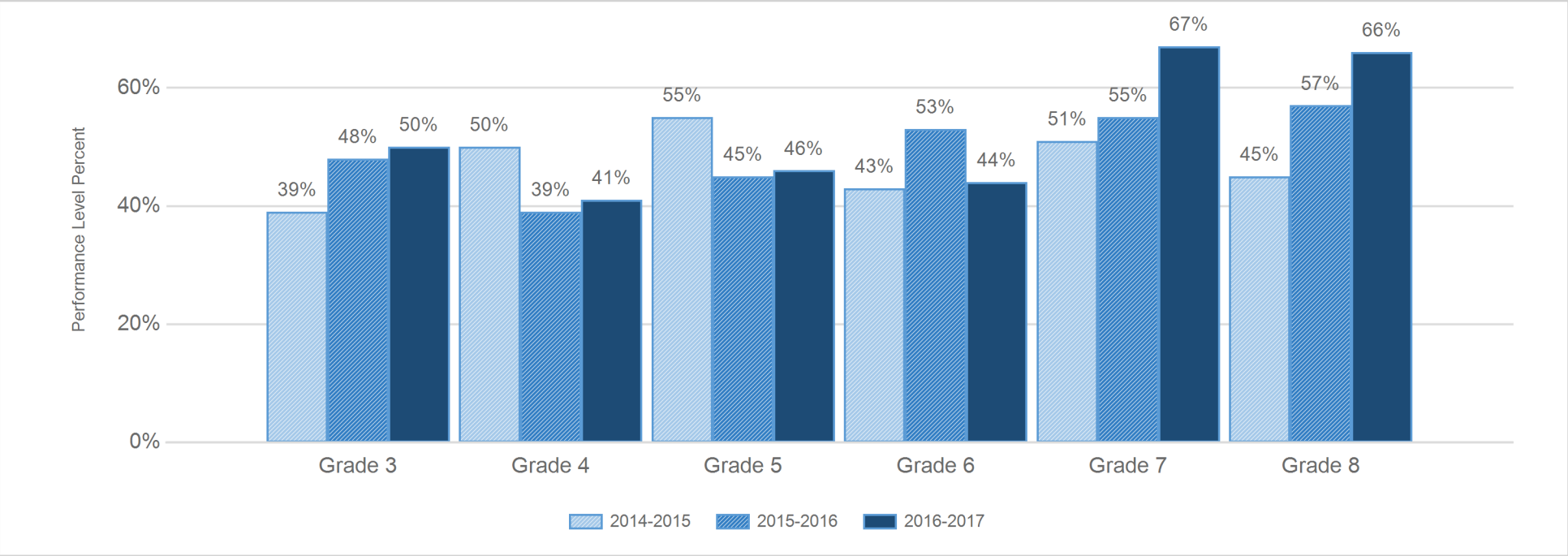
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	635	96.7	39.50	39.50	43.50	39.5	46.5	Not Met
White	394	95.5	41.40	41.40	52.40	41.4	48.8	Not Met
Hispanic	160	98.8	31.20	31.20	27.60	31.2	39.3	Not Met
Black or African American	15	88.2	26.70	26.70	21.70	24.7	**	**
Asian, Native Hawaiian, or Pacific Islander	65	100.0	52.30	52.30	75.60	52.3	52.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	315	97.1	41.20	41.20	44.10	41.2		
Male	320	96.3	37.80	37.80	42.90	37.8		
Economically Disadvantaged Students	166	96.3	26.50	26.50	25.10	26.5	34.8	Not Met
Non-Economically Disadvantaged Students	469	96.8	44.20	44.20	54.30	44.2		
Students with Disabilities	88	94.7	13.70	13.70	16.50	13.6	22.8	Not Met
Students without Disabilities	547	97.0	43.70	43.70	48.80	43.7		
English Learners	22	100.0	18.10	18.10	23.30	18.1	N	N
Non-English Learners	613	96.5	40.30	40.30	45.20	40.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	746	746	751	*	14%	35%	42%	*	45%	53%
White	70	744	744	759	*	17%	36%	40%	*	43%	63%
Hispanic	30	741	741	738	*	*	40%	40%	0%	40%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	774	774	779	0%	*	*	*	*	80%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	66	745	745	751	*	*	32%	44%	*	47%	52%
Male	47	747	747	751	*	*	40%	38%	*	43%	53%
Economically Disadvantaged Students	31	736	736	736	*	*	32%	32%	*	32%	34%
Non-Economically Disadvantaged Students	82	750	750	761	*	*	37%	45%	*	50%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	736	736	747	*	18%	37%	32%	*	33%	47%
White	63	736	736	755	*	16%	33%	37%	*	37%	59%
Hispanic	33	732	732	734	*	*	42%	*	*	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	18	742	742	774	*	*	*	*	0%	44%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	50	736	736	747	*	*	38%	34%	*	34%	47%
Male	69	736	736	747	*	*	36%	30%	*	32%	48%
Economically Disadvantaged Students	37	729	729	732	*	*	35%	27%	*	27%	27%
Non-Economically Disadvantaged Students	82	739	739	757	*	*	38%	34%	*	35%	61%
Students with Disabilities	16	702	702	724	*	*	*	*	*	*	22%
Students without Disabilities	103	741	741	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	732	732	747	*	30%	39%	18%	*	22%	46%
White	61	735	735	754	*	31%	44%	16%	*	21%	57%
Hispanic	28	722	722	735	*	*	*	*	0%	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	11	746	746	774	0%	*	*	*	*	27%	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	48	733	733	747	*	23%	42%	*	*	25%	47%
Male	54	731	731	746	*	37%	37%	*	*	19%	46%
Economically Disadvantaged Students	26	716	716	732	*	*	*	*	*	12%	27%
Non-Economically Disadvantaged Students	76	737	737	756	*	*	*	*	*	25%	59%
Students with Disabilities	18	727	727	725	*	61%	*	*	*	17%	19%
Students without Disabilities	84	733	733	751	*	24%	*	*	*	23%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	738	738	743	*	21%	27%	32%	*	38%	44%
White	53	744	744	751	*	*	30%	40%	*	47%	54%
Hispanic	20	721	721	731	*	*	*	*	0%	20%	27%
Black or African American	*	*	*	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	39	742	742	745	*	*	28%	33%	*	41%	45%
Male	42	734	734	742	*	*	26%	31%	*	36%	43%
Economically Disadvantaged Students	22	728	728	728	*	*	*	*	*	18%	24%
Non-Economically Disadvantaged Students	59	741	741	752	*	*	*	*	*	46%	56%
Students with Disabilities	13	717	717	717	*	*	*	*	*	23%	13%
Students without Disabilities	68	741	741	748	*	*	*	*	*	41%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	81	738	738	745	*	21%	27%	32%	*	38%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	748	748	741	*	15%	33%	32%	*	46%	40%
White	71	751	751	748	*	16%	27%	38%	*	52%	49%
Hispanic	34	746	746	730	*	*	44%	*	*	38%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	747	747	764	*	*	*	*	*	39%	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	61	745	745	743	*	*	46%	25%	*	34%	41%
Male	59	752	752	740	*	*	20%	39%	*	58%	38%
Economically Disadvantaged Students	29	733	733	729	*	*	48%	*	*	17%	22%
Non-Economically Disadvantaged Students	91	753	753	749	*	*	29%	*	*	55%	50%
Students with Disabilities	10	736	736	716	*	*	*	*	*	40%	11%
Students without Disabilities	110	750	750	746	*	*	*	*	*	46%	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
Schoolwide	88	731	731	728	21%	18%	32%	30%	0%	30%	28%
White	60	727	727	736	27%	17%	30%	27%	0%	27%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	49	743	743	730	*	*	37%	*	0%	39%	30%
Male	39	716	716	725	*	*	26%	*	0%	18%	26%
Economically Disadvantaged Students	22	736	736	719	*	*	*	*	0%	41%	19%
Non-Economically Disadvantaged Students	66	729	729	734	*	*	*	*	0%	26%	34%
Students with Disabilities	14	695	695	705	*	*	*	*	*	*	*
Students without Disabilities	74	738	738	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	88	731	731	729	21%	18%	32%	30%	0%	30%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	785	785	743	0%	0%	*	91%	*	97%	42%
White	23	783	783	751	*	*	*	96%	*	96%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	17	790	790	744	*	*	*	94%	*	100%	43%
Male	15	780	780	741	*	*	*	87%	*	93%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	32	785	785	747	0%	0%	*	91%	*	97%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	32	785	785	745	0%	0%	*	91%	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

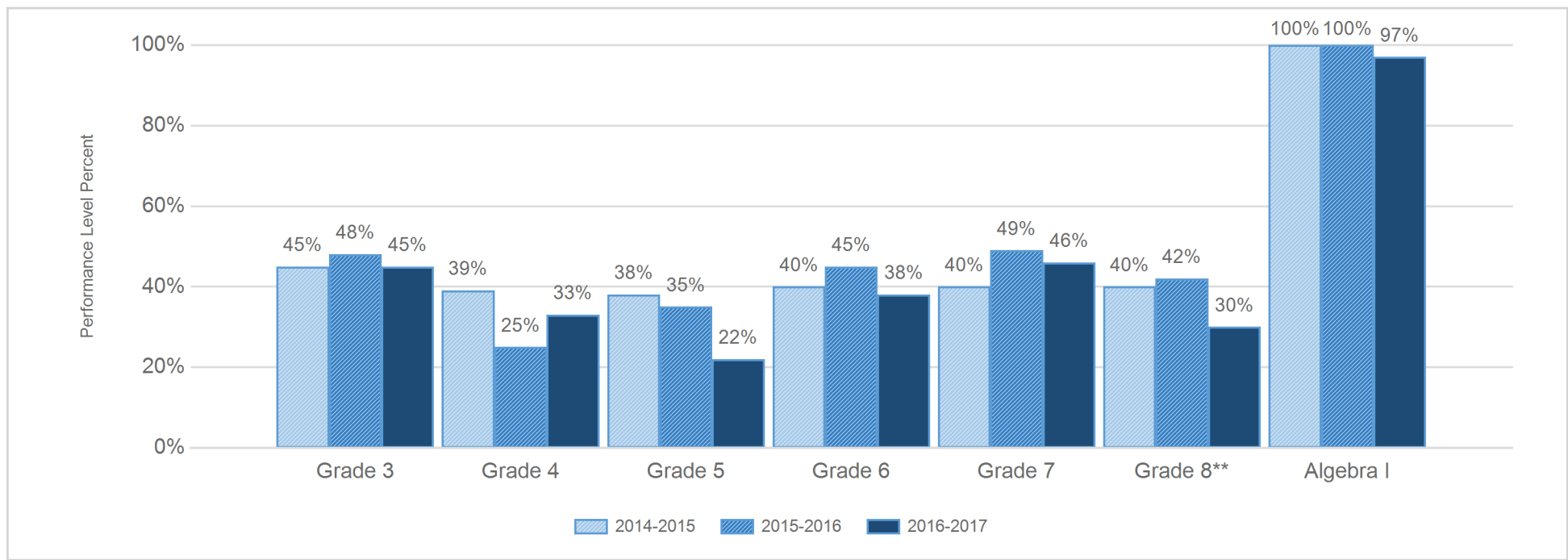


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

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

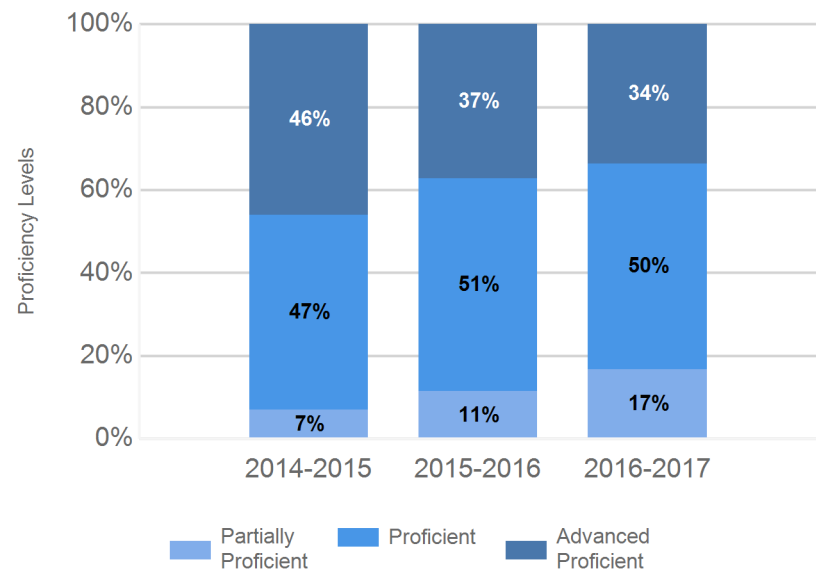
NJASK Science Assessment Performance: Grade 4

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	34%	50%	17%
White	36%	48%	16%
Hispanic	27%	53%	21%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	44%	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	28%	47%	25%
Students with Disabilities	11%	53%	37%
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 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.

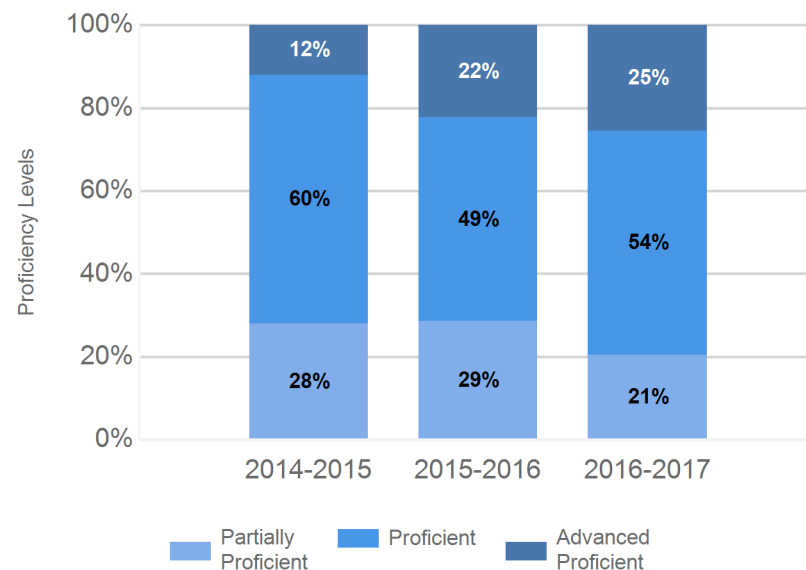
NJASK Science Assessment Performance: Grade 8

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	25%	54%	21%
White	27%	54%	19%
Hispanic	19%	48%	33%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	31%	*	15%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	27%	62%	12%
Students with Disabilities	N	20%	80%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	46	50	Met Target	50	50	50	Met Target
White	46	46	50	Met Target	54	54	52	Met Target
Hispanic	45.5	45.5	49	Met Target	44	44	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	41.5	41.5	60	Met Target	48.5	48.5	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	42	42	47	Met Target	37.5	37.5	46	Not Met
Students with Disabilities	36	36	41	Not Met	37	37	43	Not Met
English Learners	39	39	53	**	35	35	51	**

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



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

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

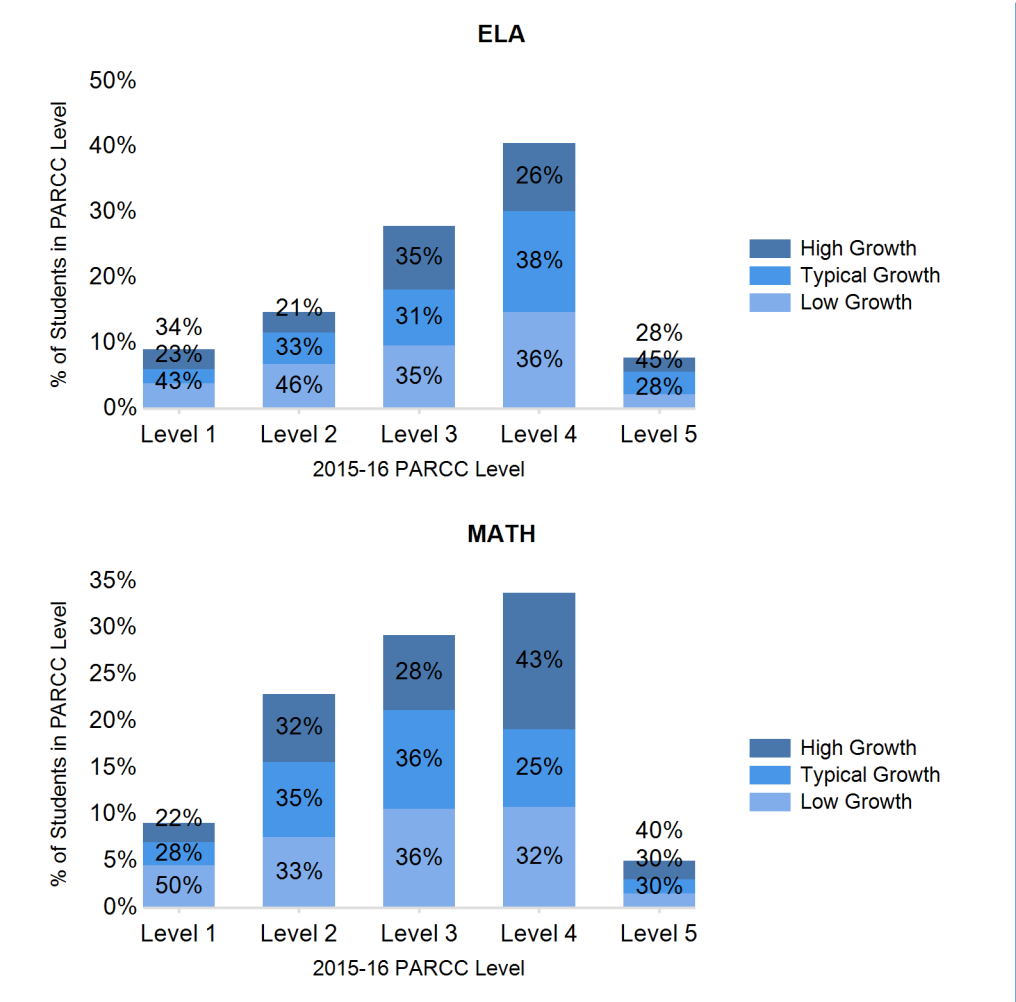
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

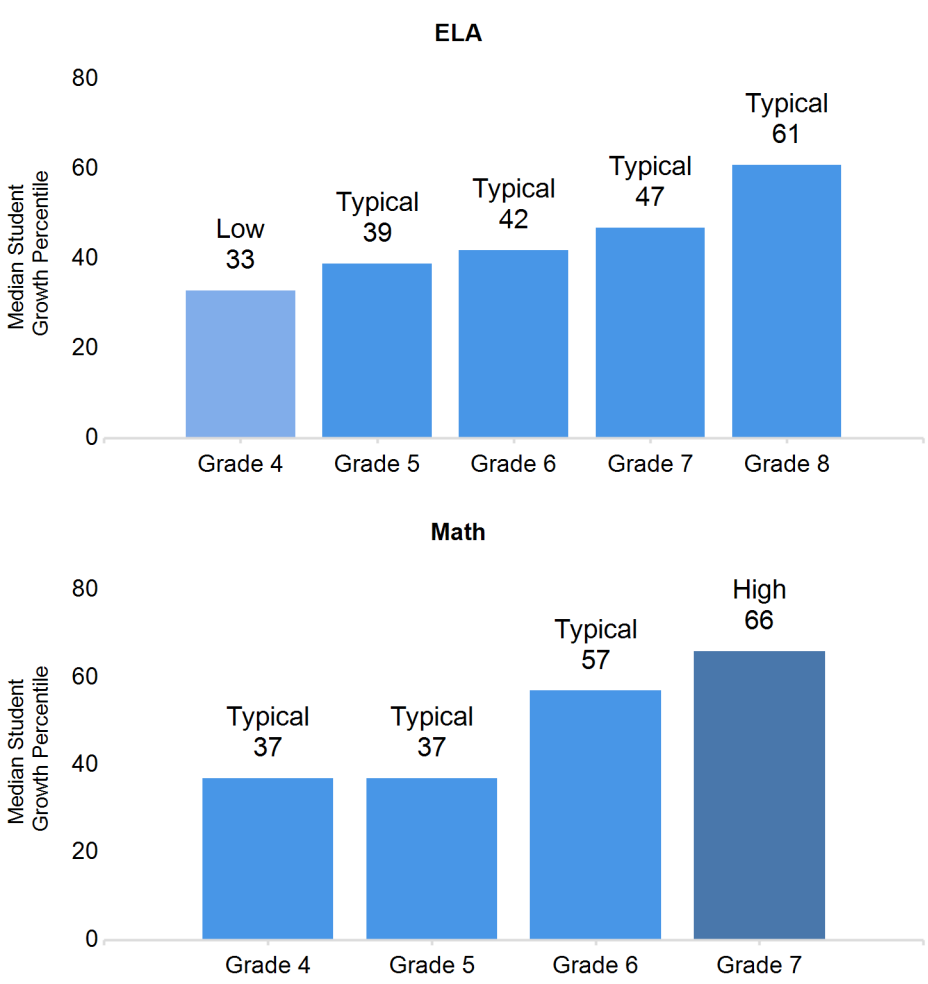
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	83
7	0	0	127
8	32	0	90
Schoolwide	32	0	300

World Languages - Course Participation

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

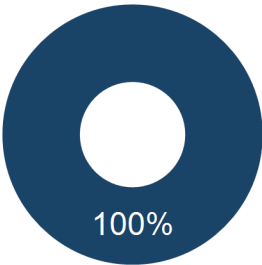
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	84
7	0	0	0	0	0	0	125
8	0	0	0	0	0	0	122
Schoolwide	0	0	0	0	0	0	331
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

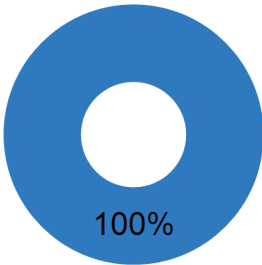
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

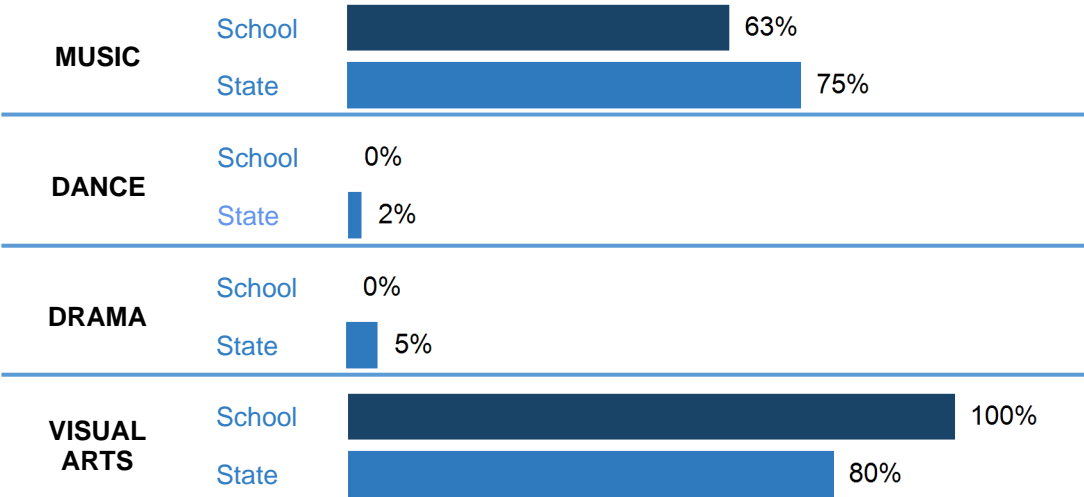


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

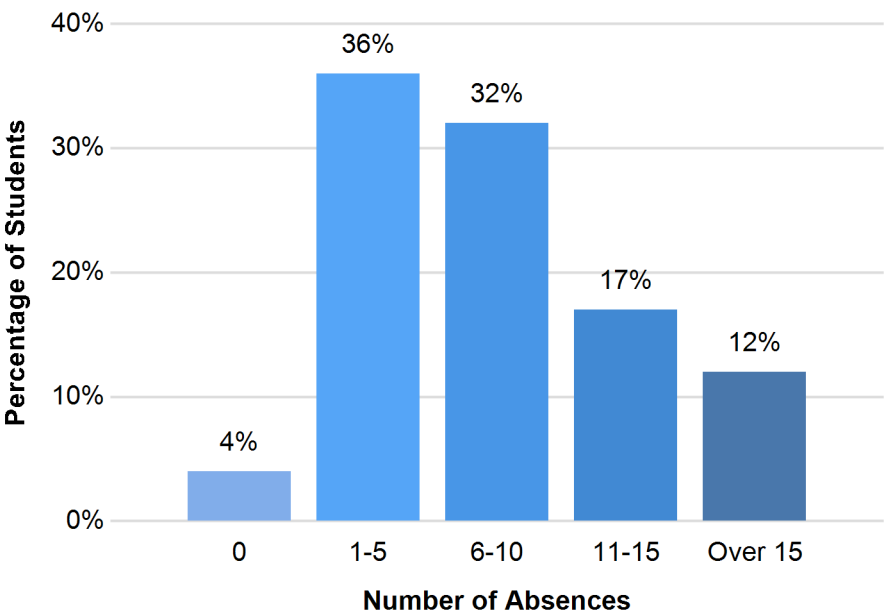
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	7.90	Not Met
White	9.00	7.90	Not Met
Hispanic	9.90	7.90	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.10	7.90	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.00	7.90	Not Met
Students with Disabilities	17.60	7.90	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.



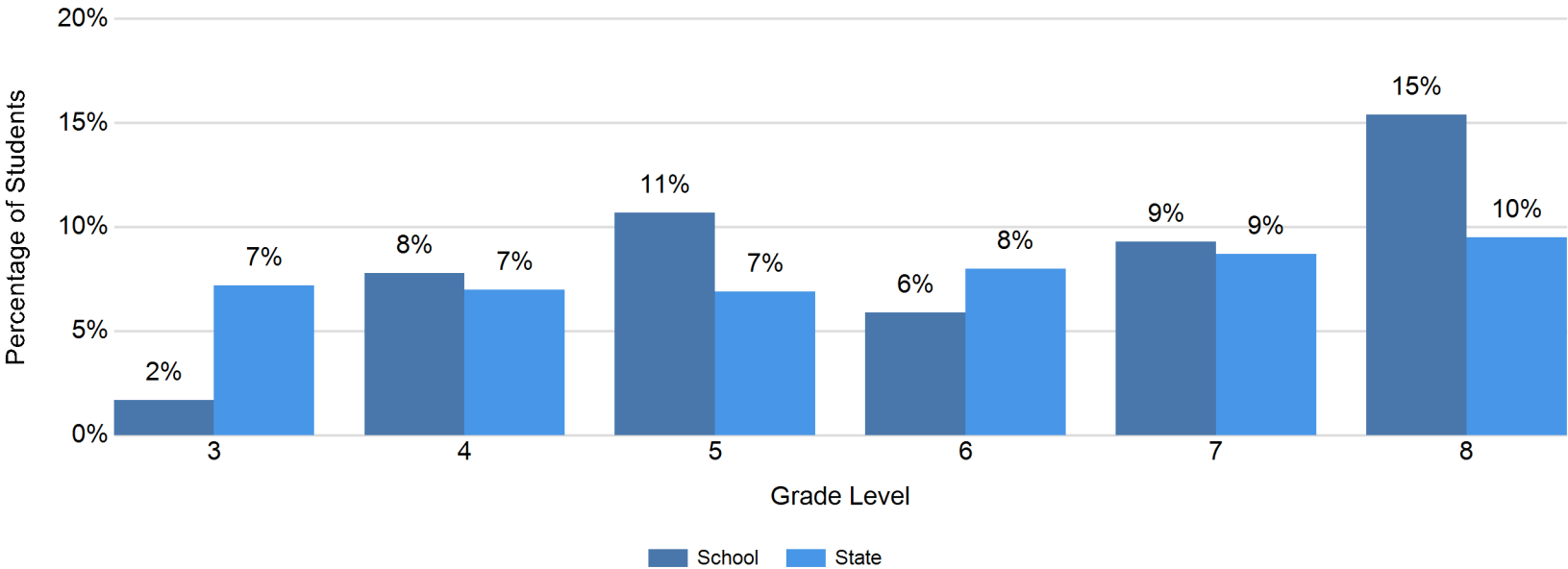


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Chronic Absenteeism by Grade

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	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

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	1.4:1	283.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$485	\$12,341	\$12,826



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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	46	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	13.0	10.5
Teachers in district for 4 or more years	85%	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	8	9,506
Average years experience in public schools	5.0	15.9
Average years experience in district	5.0	11.6
Administrators in district for 4 or more years	38%	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	15:1	15:1
Administrators	137:1	132:1
Librarian/Media Specialists		1057:1
Nurses		529:1
Counselors		1057:1
Child Study Team		264:1



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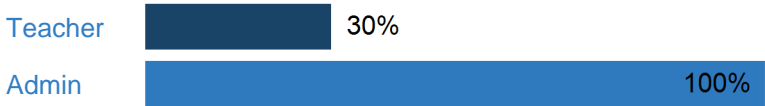
Teachers and Administrators - Level of Education

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	70%	89%
2015-16 Administrators: Same district 2016-17	44%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	35.3	17.5%
Mathematics Proficiency	28.5	17.5%
English Language Arts Growth	25.5	25.0%
Mathematics Growth	38.9	25.0%
Chronic Absenteeism	31.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		31.9
Summative Rating: Percentile rank of Summative Score		21.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	31.9	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	31.8	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Hispanic	43.9	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	13.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	36.8	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	35.3	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. O'Brien	Email Address:	totowaobrien@yahoo.com
Address:	10 CREWS STREET TOTOWA, NJ 07512-2022	Website:	http://totowa.k12.nj.us
Phone:	(973)956-0010		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Instruction is enhanced through technologies such as smart boards, laptops, and wi-fi access. • Project Unify Club: Empowers youth and educators to be leaders of change. • Extensive Performing Arts Programs that include live performances and a musical.
 Mission, Vision, Theme:	<p>Washington Park School and its' staff is dedicated to providing a comprehensive education, relative to the New Jersey Student Learning Standards, in the areas of academics, the visual and performing arts, athletics, social/emotional growth, and workplace readiness for success in life.</p>
 Awards, Recognition, Accomplishments:	<p>Student award winners in the Passaic County Poster Contest (2016). Knights of Columbus St. James Spelling Bee finalist (2016). Consecutive years placing in the Passaic County Math League Competition. Ninety six students (grades four through eight) received the Presidential Award for Academic Excellence in the 2016-2017 school year. In the 2016-2017 school year, 57% of students who took the SAT's received awards for achieving a score 510 or greater in the Math/Verbal exams.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Washington Park School provides advanced level classes in math/language arts (grades five through eight) and offers a gifted and talented program (grades three through eight). Students experience and create machines/ structures in our industrial arts program that incorporates science, technology, engineering, art, and math (STEAM). Washington Park School is in its second year of a partnership with the Totowa Public Library. The partnership aims to increase student's interests in literary.</p>
 <p>Clubs and Activities:</p>	<p>Student Council activities: student/faculty volleyball fundraiser, Senior Citizen Specialty Concerts, food drives for the needy, annual "Walk for a Cure" that raises money donated to the American Cancer Society, and the Titan Trading Center (school store). Washington Park School also offers the following: Project Unify, Yearbook, Totowa Broadcast News, STARS (art program), Band, Glee Club, Chorus, A Capella, Song Writing, School Musical, School Newspaper.</p>







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 <div>Staff and Professional Learning:</div>	"15 Minute Friday's" - Fifteen minute professional development presentations each week. These presentations meet the professional development needs of the staff and are lead by both teachers and administrators. "Professional Learning Communities" - Teachers are members of grade level professional learning communities and starting in the 2017/2018 school year, Washington Park School has a dedicated "Professional Learning Community Center" that is open for teachers to meet and collaborate.
 <div>Student Supports and Services:</div>	Washington Park School offers support services for our diverse population of learners that include, but not limited to English Language Learners and students with disabilities. Additionally, Washington Park utilizes Intervention and Referral Services (I&RS) to assist students who need support. All students also have access to Study Hall once a week where they can complete class work, work collaboratively with other students, and seek extra assistance from a certified teacher.
 <div>Student Health and Wellness:</div>	Washington Park School provides its students with breakfast and lunch that follows the National School Lunch Program.
 <div>Parent and Community Involvement:</div>	The Totowa Municipal Alliance has been a committed partner of the district in promoting substance abuse awareness in the community. Funding from this alliance has enhanced an already extensive curriculum with numerous classroom presentations and is integrated with the character education and guidance program.




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<div>  <div>Other Information:</div> </div>	<p>Washington D.C. Highlighted attractions include a trip to the Air and Space Museum, several monuments, the Lincoln Memorial, the Capitol building, the White House, and a cruise on the Potomac River. Seventh Grade Trip to Boston – As a first experience for many, this overnight two-day trip allows students to experience and visit actual sites that were crucial to the American Revolutionary War. Youth Week – This program provides eighth grade students with the opportunity to research and participate in the operation of municipal government and the Board of Education. The program involves community service activities that culminate in the trip to Washington, D.C. Career Awareness – This district-wide career education program provides an opportunity for students to share career choices through career inventories. A variety of careers are represented including the medical field, law enforcement, sales, legal services, transportation, skilled trades, and other professional fields. Eighth Grade Fashion Show – An evening in February at the Brownstone House provides an opportunity for our eighth grade students to model formal and casual wear clothing. Clothing is donated for the evening from various local businesses. Students model for parents, family members, and friends in a dinner setting with theme music. The eighth grade class raised over \$6,000 from this event. Monies help offset the cost of the Washington, D.C. trip and related eighth grade expenses for students. Nation’s Night – Students and parents gather for an evening of ethnic cuisine, music, and performances for this fourth grade event promoting “ethnic diversity.” On this night parents also have the opportunity to make donations to “Smile Train” - an international children’s charity with a sustainable approach to a single, solvable problem: cleft lip and palate.</p>
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