




Lakeside School
2016-2017
Grade Span 06-08

31-4230-055
PASSAIC
POMPTON LAKES BORO
316 LAKESIDE AVENUE
POMPTON LAKES, NJ 07442-1299

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 6 | 122 | 135 | 93 |
| 7 | 126 | 118 | 137 |
| 8 | 111 | 119 | 122 |
| Ungraded | 2 | 3 | 3 |
| Total | 361 | 375 | 355 |

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 | 52% | 51% | 51% |
| Male | 49% | 49% | 49% |
| Economically Disadvantaged Students | 24% | 21% | 25% |
| Students with Disabilities | 19% | 20% | 20% |
| English Learners | 1% | 1% | 1% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 2% |
| 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 | 73.0% |
| Hispanic | 16.9% |
| Asian | 6.2% |
| Black or African American | 3.1% |
| Native Hawaiian or Pacific Islander | 0.8% |
| American Indian or Alaska Native | 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 | 80.0% |
| Spanish | 9.3% |
| Albanian | 5.1% |
| Arabic | 1.4% |
| Chinese | 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 | 351 | 98.3 | 68.40 | 68.20 | 54.90 | 68.4 | 68.1 | Met Target |
| White | 254 | 97.7 | 70.40 | 71.10 | 63.90 | 70.4 | 68.2 | Met Target |
| Hispanic | 59 | 100.0 | 54.30 | 52.30 | 39.80 | 54.3 | 58.2 | Met Target† |
| Black or African American | 11 | 100.0 | 63.70 | 59.40 | 35.20 | 63.7 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 100.0 | 88.00 | * | 80.70 | 88 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 175 | 96.7 | 74.90 | 75.70 | 62.20 | 74.9 | | |
| Male | 176 | 100.0 | 62.00 | 61.00 | 48.10 | 62 | | |
| Economically Disadvantaged Students | 85 | 98.8 | 63.50 | 58.70 | 36.20 | 63.5 | 57 | Met Target |
| Non-Economically Disadvantaged Students | 266 | 98.2 | 70.00 | 70.70 | 65.80 | 70 | | |
| Students with Disabilities | 74 | 97.4 | 24.40 | 25.50 | 20.50 | 24.4 | 25.9 | Met Target† |
| Students without Disabilities | 277 | 98.6 | 80.10 | 79.20 | 61.90 | 80.1 | | |
| English Learners | 12 | 100.0 | 41.70 | * | 25.20 | 41.7 | ** | ** |
| Non-English Learners | 339 | 98.3 | 69.30 | * | 57.40 | 69.3 | | |
| Homeless Students | N | N | N | * | 26.40 | N | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | * | * | * | * | 53.50 | * | | |
| 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 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 | 94 | 769 | 769 | 752 | * | * | 18% | 55% | 21% | 77% | 54% |
| White | 69 | 773 | 773 | 758 | * | * | 19% | 55% | 23% | 78% | 63% |
| Hispanic | 13 | 756 | 756 | 740 | 0% | * | * | * | * | 69% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 50 | 779 | 779 | 758 | * | * | * | 54% | * | 86% | 61% |
| Male | 44 | 757 | 757 | 746 | * | * | * | 57% | * | 66% | 46% |
| Economically Disadvantaged Students | 20 | 765 | 765 | 737 | * | * | * | 65% | * | 80% | 34% |
| Non-Economically Disadvantaged Students | 74 | 770 | 770 | 761 | * | * | * | 53% | * | 76% | 65% |
| Students with Disabilities | 17 | 738 | 738 | 722 | * | * | * | * | 0% | 41% | 17% |
| Students without Disabilities | 77 | 776 | 776 | 758 | * | * | * | * | 26% | 84% | 61% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 94 | 769 | 769 | 753 | * | * | 18% | 55% | 21% | 77% | * |
| 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 | * | * | * | 751 | * | * | * | * | * | * | 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 | 131 | 766 | 766 | 756 | * | * | 17% | 37% | 34% | 70% | 59% |
| White | 98 | 769 | 769 | 764 | * | * | 17% | 37% | 35% | 71% | 69% |
| Hispanic | 22 | 748 | 748 | 742 | * | * | * | * | * | 59% | 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 | 61 | 776 | 776 | 764 | * | * | * | 28% | 46% | 74% | 68% |
| Male | 70 | 758 | 758 | 749 | * | * | * | 44% | 23% | 67% | 51% |
| Economically Disadvantaged Students | 34 | 756 | 756 | 739 | * | * | * | 32% | 29% | 62% | 40% |
| Non-Economically Disadvantaged Students | 97 | 770 | 770 | 766 | * | * | * | 38% | 35% | 73% | 70% |
| Students with Disabilities | 27 | 724 | 724 | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 104 | 778 | 778 | 763 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | * | * | * | 756 | * | * | * | * | * | * | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



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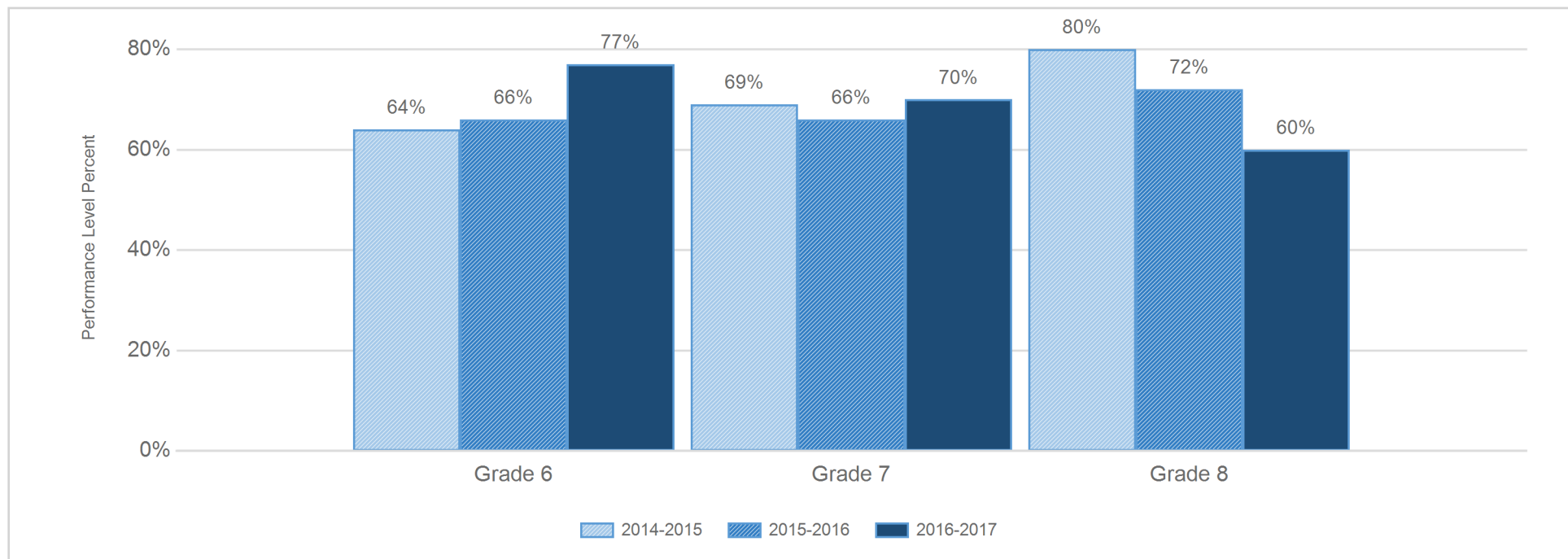
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 | 123 | 762 | 762 | 757 | 8% | 11% | 20% | 34% | 26% | 60% | 59% |
| White | 84 | 766 | 766 | 764 | * | * | 20% | 35% | 29% | 63% | 68% |
| Hispanic | 24 | 740 | 740 | 742 | * | * | * | * | * | 42% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 774 | 774 | 786 | * | 0% | * | * | * | 83% | 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 | 62 | 767 | 767 | 766 | * | * | 16% | 42% | 26% | 68% | 68% |
| Male | 61 | 756 | 756 | 749 | * | * | 25% | 26% | 26% | 53% | 50% |
| Economically Disadvantaged Students | 28 | 753 | 753 | 739 | * | * | * | * | * | 54% | 40% |
| Non-Economically Disadvantaged Students | 95 | 764 | 764 | 766 | * | * | * | * | * | 62% | 69% |
| Students with Disabilities | 27 | 725 | 725 | 718 | * | * | * | * | 0% | 26% | 18% |
| Students without Disabilities | 96 | 772 | 772 | 764 | * | * | * | * | 33% | 70% | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| 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 | * | * | * | 756 | * | * | * | * | * | * | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

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 | 352 | 98.3 | 44.30 | 54.40 | 43.50 | 44.3 | 44.6 | Met Target† |
| White | 255 | 97.7 | 47.00 | 57.10 | 52.40 | 47 | 45.1 | Met Target |
| Hispanic | 59 | 100.0 | 28.80 | 39.70 | 27.60 | 28.8 | 34 | Met Target† |
| Black or African American | 11 | 100.0 | 27.30 | 46.90 | 21.70 | 27.3 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 100.0 | 64.00 | * | 75.60 | 64 | 71.8 | Met Target† |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 176 | 96.7 | 46.60 | 56.30 | 44.10 | 46.6 | | |
| Male | 176 | 100.0 | 42.10 | 52.60 | 42.90 | 42.1 | | |
| Economically Disadvantaged Students | 86 | 98.9 | 36.10 | 45.00 | 25.10 | 36.1 | 37.3 | Met Target† |
| Non-Economically Disadvantaged Students | 266 | 98.2 | 47.00 | 56.90 | 54.30 | 47 | | |
| Students with Disabilities | 74 | 97.4 | * | 16.00 | 16.50 | * | 13 | Met Target† |
| Students without Disabilities | 278 | 98.6 | * | 64.10 | 48.80 | * | | |
| English Learners | 13 | 100.0 | 15.40 | * | 23.30 | 15.4 | ** | ** |
| Non-English Learners | 339 | 98.3 | 45.40 | * | 45.20 | 45.4 | | |
| Homeless Students | N | N | N | * | 16.40 | N | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | * | * | * | * | 39.90 | * | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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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 | 95 | 750 | 750 | 743 | * | 13% | 32% | 47% | * | 54% | 44% |
| White | 70 | 751 | 751 | 751 | * | * | 30% | 47% | * | 56% | 54% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | * | * | * | 744 | * | * | * | * | * | * | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 51 | 754 | 754 | 745 | * | * | 29% | 49% | * | 59% | 45% |
| Male | 44 | 745 | 745 | 742 | * | * | 34% | 46% | * | 48% | 43% |
| Economically Disadvantaged Students | 21 | 746 | 746 | 728 | * | * | * | * | * | 48% | 24% |
| Non-Economically Disadvantaged Students | 74 | 751 | 751 | 752 | * | * | * | * | * | 55% | 56% |
| Students with Disabilities | 17 | 724 | 724 | 717 | * | * | * | * | * | 12% | 13% |
| Students without Disabilities | 78 | 755 | 755 | 748 | * | * | * | * | * | 63% | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | * | * | * | 743 | * | * | * | * | * | * | 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 | 131 | 745 | 745 | 741 | * | 15% | 34% | 44% | * | 47% | 40% |
| White | 98 | 746 | 746 | 748 | * | 13% | 34% | 49% | * | 50% | 49% |
| Hispanic | 22 | 734 | 734 | 730 | * | * | * | * | 0% | 27% | 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 | 61 | 746 | 746 | 743 | * | * | 31% | 44% | * | 49% | 41% |
| Male | 70 | 744 | 744 | 740 | * | * | 37% | 44% | * | 44% | 38% |
| Economically Disadvantaged Students | 34 | 737 | 737 | 729 | * | * | 35% | 35% | * | 35% | 22% |
| Non-Economically Disadvantaged Students | 97 | 747 | 747 | 749 | * | * | 34% | 47% | * | 51% | 50% |
| Students with Disabilities | 27 | 716 | 716 | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 104 | 752 | 752 | 746 | * | * | * | * | * | * | 45% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | * | * | * | 743 | * | * | * | * | * | * | 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 | 77 | 720 | 720 | 728 | 23% | 25% | 42% | * | * | 10% | 28% |
| White | 48 | 720 | 720 | 736 | * | * | * | * | * | * | 35% |
| Hispanic | 23 | 720 | 720 | 721 | * | * | * | * | 0% | 22% | 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 | 38 | 721 | 721 | 730 | * | * | * | * | * | * | 30% |
| Male | 39 | 719 | 719 | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | 19 | 719 | 719 | 719 | * | * | * | * | * | 11% | 19% |
| Non-Economically Disadvantaged Students | 58 | 720 | 720 | 734 | * | * | * | * | * | 10% | 34% |
| Students with Disabilities | 25 | 698 | 698 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 52 | 730 | 730 | 734 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| 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 | * | * | * | 733 | * | * | * | * | * | * | 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 | 46 | 769 | 753 | 743 | 0% | * | * | 74% | * | 78% | 42% |
| White | 36 | 771 | 754 | 751 | 0% | * | * | 75% | * | 81% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | 24 | 764 | 756 | 744 | * | * | * | 63% | * | 71% | 43% |
| Male | 22 | 774 | 750 | 741 | * | * | * | 86% | * | 86% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | * | * | * | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | * | * | * | 747 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 46 | 769 | * | 745 | 0% | * | * | 74% | * | 78% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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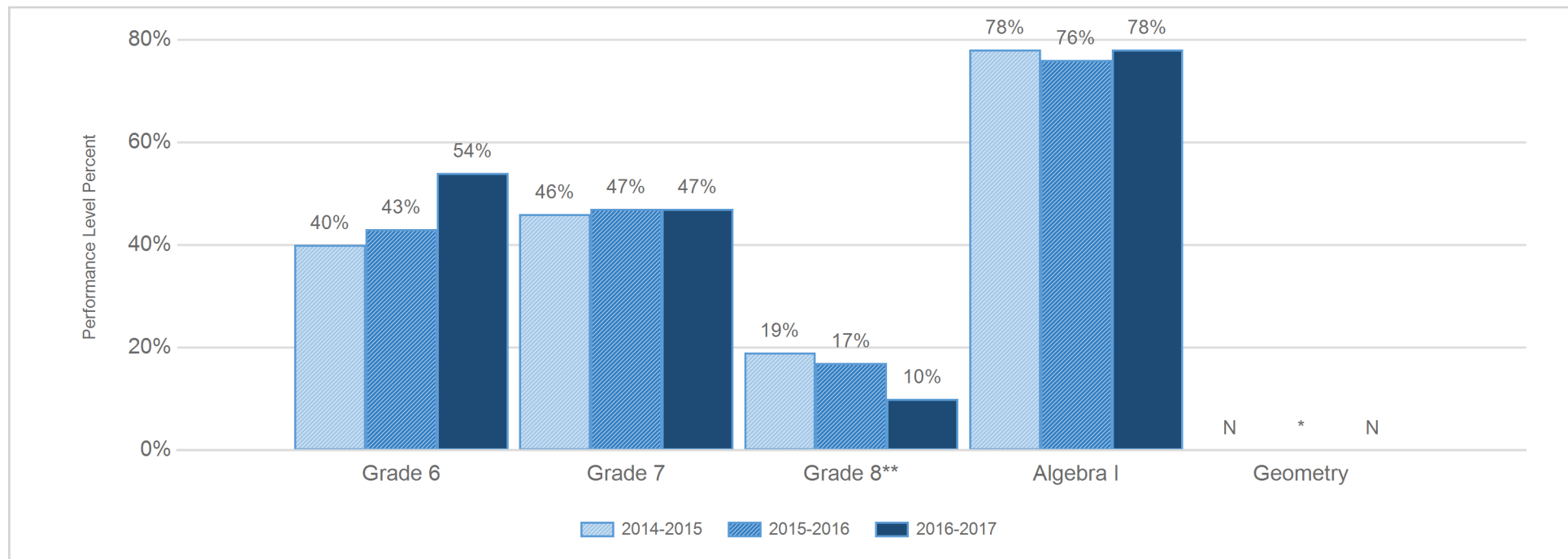
Mathematics Assessment - Performance by Test: Geometry

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

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

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 |
|-------|---------------------------|----------------------------|
| 6 | * | * |
| 7 | * | * |
| 8 | * | * |

English Language Proficiency Test - Participation and Performance

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

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

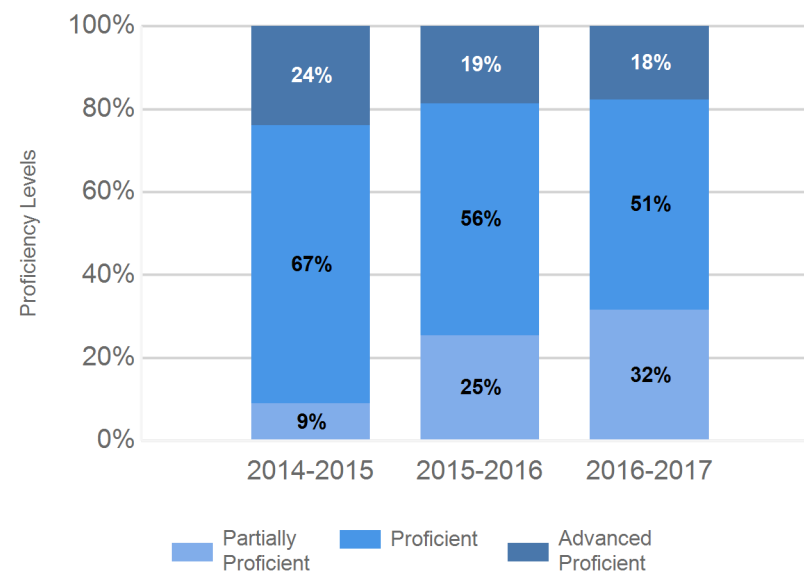
NJASK Science Assessment Performance: Grade 8

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 | 18% | 51% | 32% |
| White | 19% | 52% | 29% |
| Hispanic | 17% | 39% | 44% |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 17% | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 6% | 55% | 39% |
| Students with Disabilities | 4% | 25% | 71% |
| English Learners | 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 | 49 | 56 | 50 | Met Target | 42 | 51 | 50 | Met Target |
| White | 49 | 55.5 | 50 | Met Target | 41 | 48 | 52 | Met Target |
| Hispanic | 42 | 50 | 49 | Met Target | 44 | 49 | 47 | Met Target |
| Black or African American | * | 59.5 | 45 | ** | * | 66 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 67.5 | 75 | 60 | Exceeds Target | 51.5 | 65 | 59 | ** |
| American Indian or Alaska Native | * | * | 51 | ** | * | * | 51 | ** |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | 49 | 52 | 47 | Met Target | 44 | 48.5 | 46 | Met Target |
| Students with Disabilities | 41.5 | 47 | 41 | Met Target | 38.5 | 38 | 43 | Not Met |
| English Learners | * | 64 | 53 | ** | * | 58 | 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:

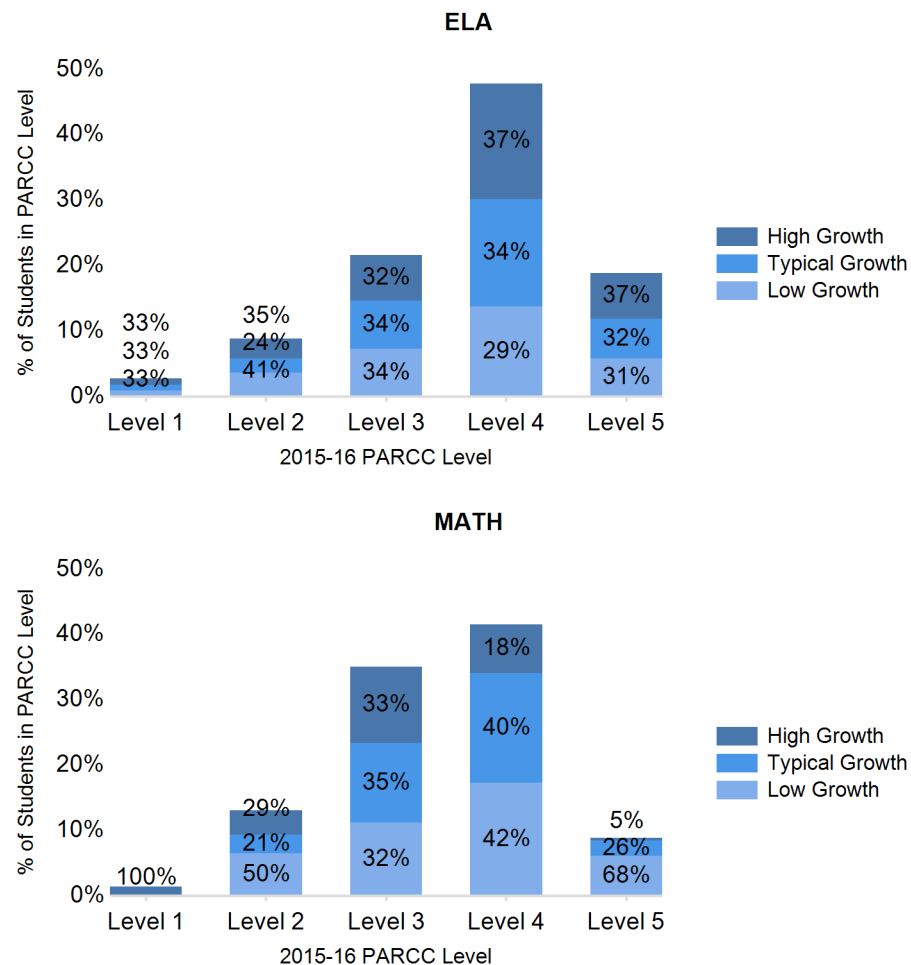
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

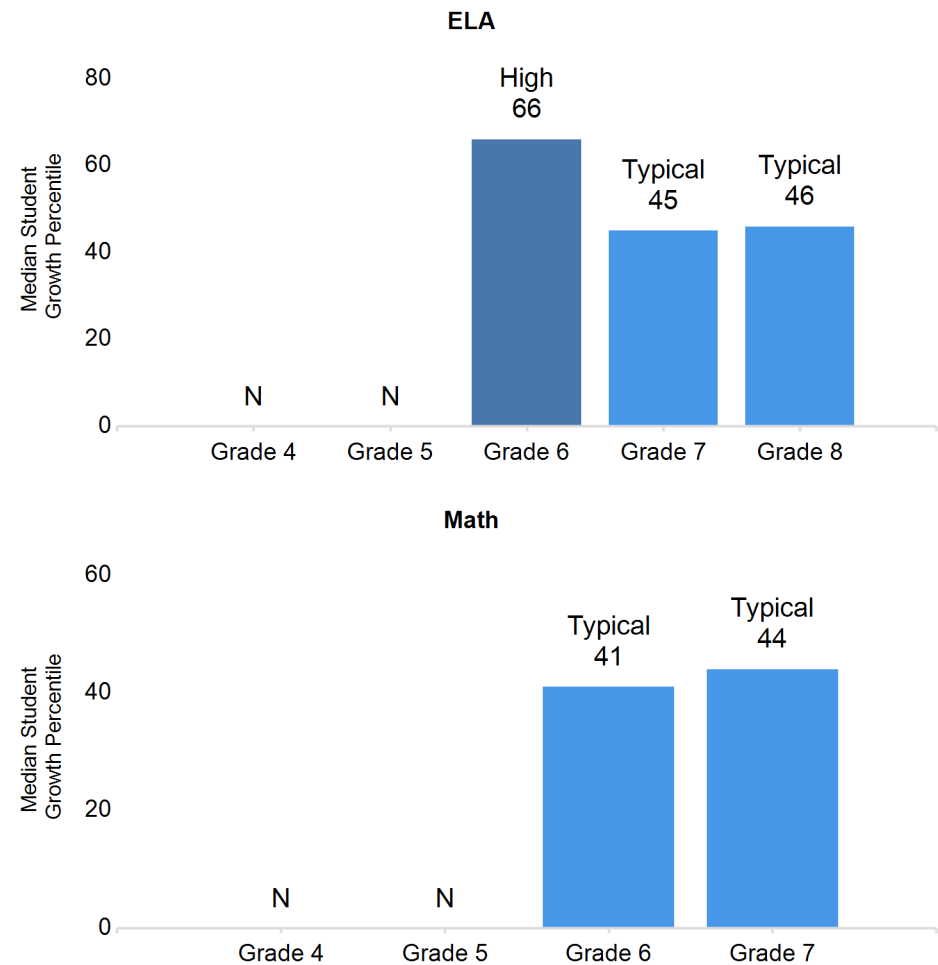
Student Growth by Performance Level

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 | 96 |
| 7 | 0 | 0 | 142 |
| 8 | 50 | 0 | 77 |
| Schoolwide | 50 | 0 | 315 |

World Languages - Course Participation

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

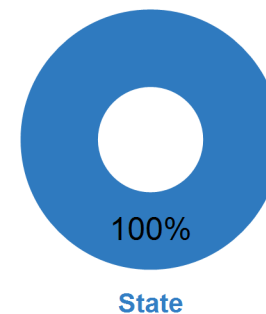
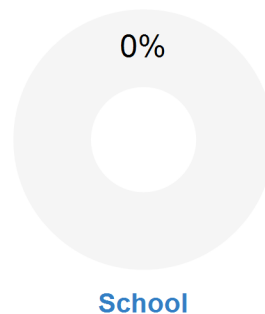
| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | N | N | N | N | N | N | N |
| 7 | N | N | N | N | N | N | N |
| 8 | 65 | 18 | 0 | 0 | 17 | 0 | 0 |
| Schoolwide | 65 | 18 | 0 | 0 | 17 | 0 | 0 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |

Visual and Performing Arts – Course Participation

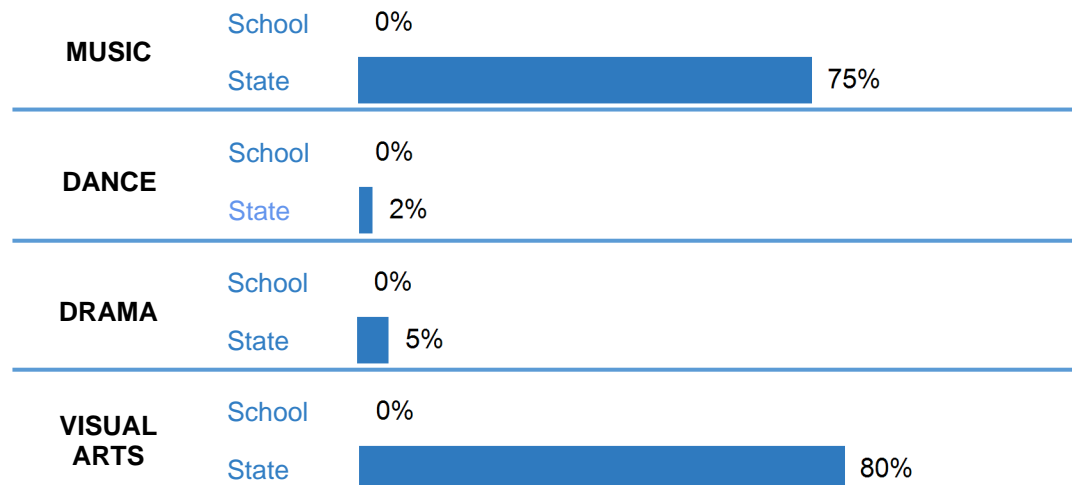
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



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

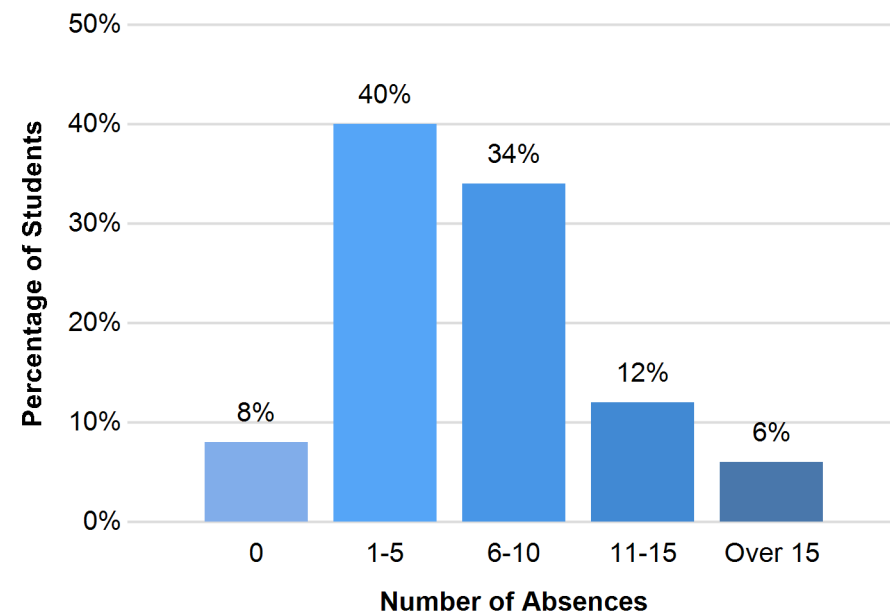
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 3.10 | 8.70 | Met Target |
| White | 3.40 | 8.70 | Met Target |
| Hispanic | 3.30 | 8.70 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 2.30 | 8.70 | Met Target |
| Students with Disabilities | 2.70 | 8.70 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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





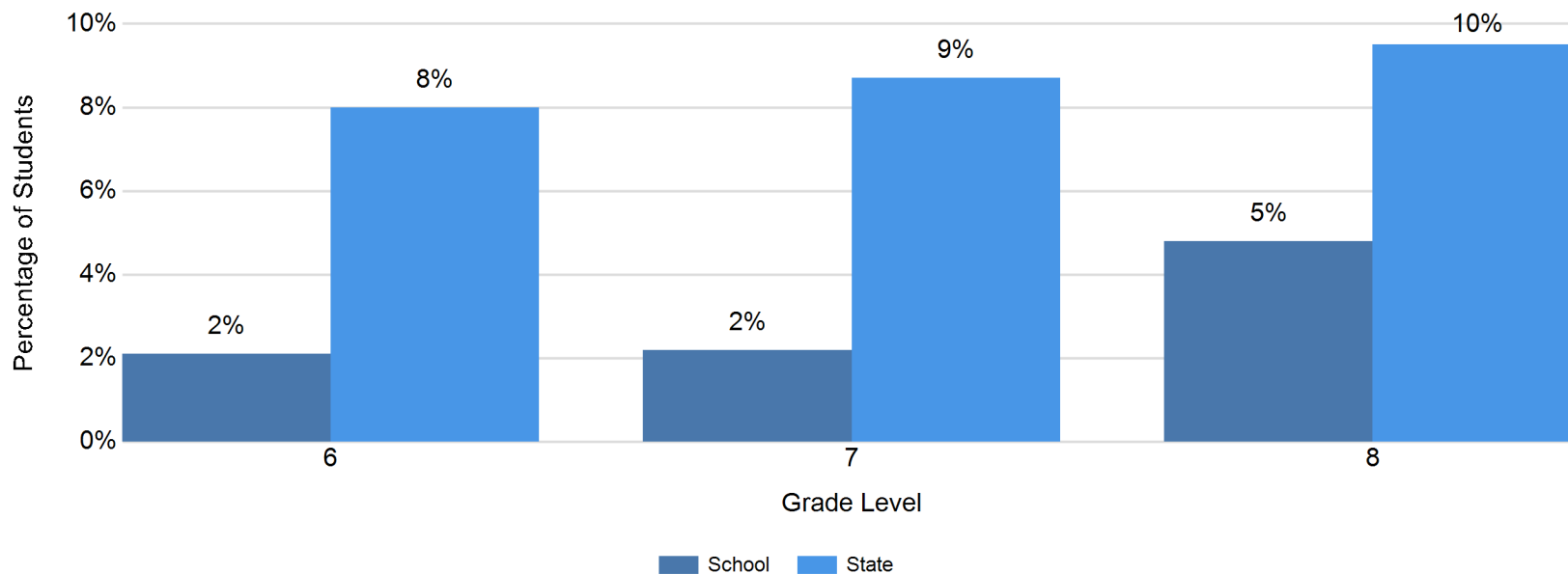
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Chronic Absenteeism by Grade

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 | 2:55PM |
| Length of School Day | 6 Hrs 45 Mins |
| Full Time - Instructional Time | 5 Hrs. 34 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 6 |
| Total Unique Incidents | 7 |
| Incidents Per 100 Students Enrolled | 1.97 |

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 | 2.3% |
| Out-of-School Suspensions | 3.1% |
| Any Suspension | 5.4% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1 | 595.2 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) | \$427 | \$16,663 | \$17,090 |



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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 | 36 | 120,724 |
| Average years experience in public schools | 14.5 | 11.8 |
| Average years experience in district | 11.6 | 10.5 |
| Teachers in district for 4 or more years | 83% | 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 | 17 | 9,506 |
| Average years experience in public schools | 23.4 | 15.9 |
| Average years experience in district | 17.1 | 11.6 |
| Administrators in district for 4 or more years | 88% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 10:1 | 11:1 |
| Administrators | 178:1 | 99:1 |
| Librarian/Media Specialists | | 560:1 |
| Nurses | | 420:1 |
| Counselors | | 336:1 |
| Child Study Team | | 280:1 |



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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 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 | 86% | 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 | 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 | 71.4 | 17.5% |
| Mathematics Proficiency | 37.2 | 17.5% |
| English Language Arts Growth | 46.7 | 25.0% |
| Mathematics Growth | 24.7 | 25.0% |
| Chronic Absenteeism | 93.6 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 50.9 |
| Summative Rating: Percentile rank of Summative Score | | 51.4 |
| 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 | 50.9 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| White | 42.7 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| Hispanic | 49.8 | 11.9 | No | Met Target† | Met Target† | Met Target | Met Target | Met Target | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 60.9 | 11.9 | No | Met Goal | Met Target† | Met Target | Exceeds Target | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 69.2 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| Students with Disabilities | 50.3 | 11.9 | No | Met Target† | Met Target† | Met Target | 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

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mr. Herninko | Email Address: | jake.herninko@plps.org |
| Address: | 316 LAKESIDE AVENUE POMPTON LAKES, NJ 07442-1299 | Website: | www.plps-k12.org |
| Phone: | (973)835-2221 | Twitter: | https://twitter.com/@Lakesidemiddle8 |

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"> • The integration of technology is a priority at Lakeside School. In 2017, all students received a 1:1 computer. • Lakeside School recognizes positive student behavior. Over 400 "Cardinal Commendations" were given to students. • As part of the practical arts rotation, students take courses in art, STEM, computer literacy and digital music. |
|  Mission, Vision, Theme: | <p>The mission of Lakeside Middle School is to help students bridge the gap between the self-contained skills structure of the elementary school and the departmentalized structure of the high school. We recognize that preadolescents are especially sensitive to instructional surroundings. We, therefore, provide an instructional approach which is caring, supportive and affirms the worth and potential of every student.</p> |
|  Awards, Recognition, Accomplishments: | <p>Lakeside School is proud of the many awards that have been earned by students and staff. Last year, students in the academically talented class won The Global Classroom Silver Award for outstanding web design in preserving heritage to promote peace. Our band and chorus students won the superior and excellent awards at the High Note music festival. Students won individual awards at the Morris County spelling bee, Creative Communications poetry contest, and the Patriot's Pen essay contest.</p> |






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School Narrative

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| | |
|---|---|
|  Courses, Curriculum, Instruction: | <p>The Lakeside curriculum offers students a variety of learning experiences and are fully aligned to the Core Standards. The practical arts rotation exposes students to courses in art, STEM, computer literacy, and digital music. The math dept. has implemented the Eureka Math series. The English dept. utilizes a blended literacy approach to writing that focuses on literary analysis and the narrative. Social studies and science teachers incorporate reading and writing as a part of the RST unit.</p> |
|  Clubs and Activities: | <p>Lakeside School boasts an active student council, quality yearbook and newspaper club, an excellent music and choral program, drop-in learning labs, a math tutoring and writing lab, and a number of after school clubs sponsored by the local municipal alliance council. Last year, Lakeside students enjoyed participating in clubs such as robotics, card collecting, chess, CPR, exercise, art, dance and latch hook. Lakeside continues to provide high quality extra-curricular activities for students.</p> |
|  Before and After School Programs: | <p>Lakeside School holds after school learning labs four days a week. The students have the opportunity to attend their grade level lab, math tutoring lab, or writing lab. The labs are available to students in the 6th, 7th, and 8th grades. The labs are an extension of the classroom where students receive additional instructional time to support their growth in all academic subjects.</p> |







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School Narrative

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| | |
|---|--|
|  Staff and Professional Learning: | <p>The Lakeside Staff participates in numerous professional trainings throughout the year. A recent focus has centered on the use of Google Drive and Google Classroom. The school technology coach has provided multiple trainings to all grade level teams. The mathematics department has participated in trainings with Great Minds and Conquer Math. The language arts department has attended numerous trainings with Engaged Instruction to focus on PARCC concepts centered on the various modes of writing.</p> |
|  Student Supports and Services: | <p>Lakeside School offers programming to Students with Disabilities and 504 plans who require an array of supports and/or special education programming to meet their academic, social, and/or vocational needs. The intervention and referral services committee helps students who are experiencing difficulties in the classroom. The committee is made up of special education teachers, child study team case managers and a middle school guidance counselor.</p> |
|  Student Health and Wellness: | <p>Lakeside school has a “before the bell” and “after the bell” breakfast program for all students to participate. Students can either enter the school building early to eat breakfast, or can grab a to-go breakfast to eat during the homeroom period. In addition to the regular physical education classes, students participate in a weekly fitness day; in which components of physical fitness (muscular strength and endurance, flexibility, and cardiovascular endurance) are nurtured and promoted.</p> |
|  Parent and Community Involvement: | <p>Lakeside School actively engages parents in the educational process. The Lakeside PTA meets on a monthly basis and works diligently to provide programs that strengthen, enhance and encourage the educational and social environment. Lakeside parents of special education students participate in the Special Education Parent Advisory Committee. Parents are kept informed through the use of the School Messenger system, the school Twitter account, school website and Parent Portal feature.</p> |



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

Lakeside School is committed to anti-bullying education. Each academic year, a school climate survey is administered to the 6th grade students. The survey helps administrators gather data to further improve school culture and anti-bullying programs. Additionally, the administration utilizes a needs assessment process to define areas of strength and areas in need of improvement. This need assessments process includes the use of staff, parent, and student surveys.



Facilities:

Lakeside school has a beautiful physical environment and this contributes to the overall success of the educational program. Recently, every hallway and stairwell in the building was painted. The student lockers received a fresh coat of "Cardinal red" paint. The all-purpose room has been completely updated. Improvements include new wall pads, baffles to improve sound, and a new scoreboard. Additionally, the computer labs were updated with new furniture and the school roof was replaced.




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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.

| | |
|---|--|
| <div>Other Information:</div> | <p>Lakeside School firmly believes that recognizing student achievement, effort, and good character is an integral aspect of adolescent development. To this end, Lakeside School offers a number of programs that recognize the accomplishments of the students. A school wide citizenship breakfast is held annually to recognize students who display excellent character throughout the year. In addition to the traditional High Honor Roll and Honor Roll, Lakeside has a Significant Improvement Roll which recognizes students' efforts to raise their grades. Each grade level team also recognizes academic achievement and work ethic through grade level student recognition programs. At Lakeside School, no child goes unnoticed and all students are celebrated for their value. Last year, every child in the graduating class received a Cardinal Commendation. The commendations highlight positive behaviors that were displayed at school. Students are more frequently called to the office for positive behaviors than discipline referrals.</p> |
|---|--|



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

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

Navigating through the reports:

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

Other Resources:

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

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



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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 |
|----------|---------|---------|---------|
| KG | 52 | 50 | 59 |
| 1 | 44 | 60 | 53 |
| 2 | 42 | 45 | 60 |
| 3 | 75 | 52 | 55 |
| 4 | 49 | 77 | 49 |
| 5 | 71 | 49 | 80 |
| Ungraded | 8 | 0 | 0 |
| Total | 341 | 333 | 356 |

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% | 51% |
| Male | 53% | 50% | 49% |
| Economically Disadvantaged Students | 19% | 22% | 26% |
| Students with Disabilities | 16% | 15% | 18% |
| English Learners | 4% | 6% | 7% |
| 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 | 63.8% |
| Hispanic | 25.8% |
| Asian | 6.5% |
| Black or African American | 2.8% |
| Native Hawaiian or Pacific Islander | 0.6% |
| American Indian or Alaska Native | 0.3% |
| Two or More Races | 0.3% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 51 | 50 | 59 |

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 | 78.7% |
| Spanish | 15.4% |
| Albanian | 2.0% |
| Arabic | 1.7% |
| Other | 2.4% |



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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 | 174 | 97.8 | 66.70 | 68.20 | 54.90 | 66.7 | 61.3 | Met Target |
| White | 104 | 98.1 | 73.00 | 71.10 | 63.90 | 73 | 71.6 | Met Target |
| Hispanic | 45 | 100.0 | 46.70 | 52.30 | 39.80 | 46.7 | 39 | Met Target |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 87.5 | 78.60 | * | 80.70 | 72.4 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 76 | 97.4 | 64.50 | 75.70 | 62.20 | 64.5 | | |
| Male | 98 | 98.0 | 68.30 | 61.00 | 48.10 | 68.3 | | |
| Economically Disadvantaged Students | 42 | 100.0 | 47.70 | 58.70 | 36.20 | 47.7 | 48.2 | Met Target† |
| Non-Economically Disadvantaged Students | 132 | 97.1 | 72.80 | 70.70 | 65.80 | 72.8 | | |
| Students with Disabilities | 34 | 100.0 | 29.40 | 25.50 | 20.50 | 29.4 | 37.3 | Met Target† |
| Students without Disabilities | 140 | 97.2 | 75.70 | 79.20 | 61.90 | 75.7 | | |
| English Learners | 25 | 100.0 | 44.00 | * | 25.20 | 44 | N | N |
| Non-English Learners | 149 | 97.4 | 70.40 | * | 57.40 | 70.4 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | 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 | 55 | 750 | 753 | 749 | * | 18% | 31% | 40% | * | 46% | 50% |
| White | 32 | 752 | 755 | 759 | * | * | * | 44% | * | 50% | 61% |
| Hispanic | 14 | 744 | * | 734 | * | * | * | * | 0% | 29% | 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 | 23 | 745 | 750 | 754 | * | * | * | * | * | 30% | 55% |
| Male | 32 | 753 | 755 | 745 | * | * | * | * | * | 56% | 46% |
| Economically Disadvantaged Students | 15 | 747 | * | 731 | * | * | * | * | * | 33% | 31% |
| Non-Economically Disadvantaged Students | 40 | 751 | * | 762 | * | * | * | * | * | 50% | 63% |
| Students with Disabilities | 16 | 728 | 729 | 720 | * | * | * | * | * | 19% | 24% |
| Students without Disabilities | 39 | 759 | 762 | 755 | * | * | * | * | * | 56% | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 55 | 750 | * | 752 | * | 18% | 31% | 40% | * | 46% | 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 | 47 | 755 | 758 | 753 | * | * | * | 49% | * | 64% | 56% |
| White | 31 | 766 | 765 | 762 | * | * | * | 61% | * | 77% | 67% |
| Hispanic | 10 | 717 | 736 | 740 | * | * | * | * | 0% | 10% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | * | * | * | 750 | * | * | * | * | * | * | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 26 | 763 | 762 | 758 | * | * | * | 50% | * | 69% | 61% |
| Male | 21 | 746 | 755 | 749 | * | * | * | 48% | * | 57% | 51% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Non-Economically Disadvantaged Students | * | * | * | 764 | * | * | * | * | * | * | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 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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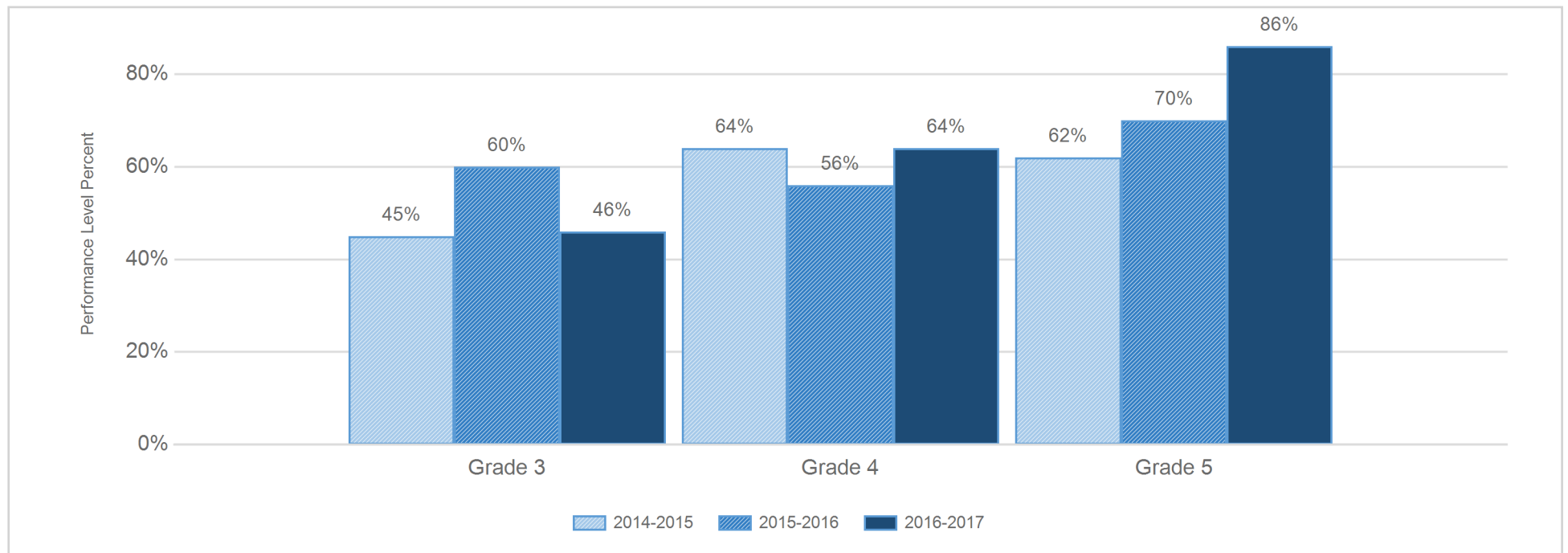
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 | 71 | 773 | 770 | 756 | * | 0% | * | 66% | 20% | 86% | 59% |
| White | 41 | 778 | 771 | 763 | * | * | * | 63% | 24% | 88% | 69% |
| Hispanic | 20 | 758 | * | 743 | * | 0% | * | 80% | 0% | 80% | 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 | 26 | 775 | 775 | 761 | * | 0% | * | 73% | * | 92% | 66% |
| Male | 45 | 773 | 766 | 750 | * | 0% | * | 62% | * | 82% | 53% |
| Economically Disadvantaged Students | 18 | 763 | 754 | 740 | * | * | * | 67% | * | 78% | 40% |
| Non-Economically Disadvantaged Students | 53 | 777 | 776 | 765 | * | * | * | 66% | * | 89% | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 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% |

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 | 176 | 97.8 | 60.80 | 54.40 | 43.50 | 60.8 | 63.3 | Met Target† |
| White | 104 | 98.2 | 66.40 | 57.10 | 52.40 | 66.4 | 67 | Met Target† |
| Hispanic | 46 | 100.0 | 45.60 | 39.70 | 27.60 | 45.6 | 47.9 | Met Target† |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 88.2 | 73.30 | * | 75.60 | 67.9 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 77 | 97.6 | 52.00 | 56.30 | 44.10 | 52 | | |
| Male | 99 | 98.0 | 67.70 | 52.60 | 42.90 | 67.7 | | |
| Economically Disadvantaged Students | 43 | 100.0 | 53.50 | 45.00 | 25.10 | 53.5 | 47.2 | Met Target |
| Non-Economically Disadvantaged Students | 133 | 97.2 | 63.10 | 56.90 | 54.30 | 63.1 | | |
| Students with Disabilities | 34 | 100.0 | 29.40 | 16.00 | 16.50 | 29.4 | 24 | Met Target |
| Students without Disabilities | 142 | 97.3 | 68.30 | 64.10 | 48.80 | 68.3 | | |
| English Learners | 27 | 100.0 | 44.40 | * | 23.30 | 44.4 | N | N |
| Non-English Learners | 149 | 97.4 | 63.70 | * | 45.20 | 63.7 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | 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 | 57 | 754 | 759 | 751 | * | * | 26% | 46% | * | 56% | 53% |
| White | 33 | 753 | 760 | 759 | * | * | * | 52% | * | 58% | 63% |
| Hispanic | 14 | 753 | * | 738 | * | * | * | * | * | 50% | 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 | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Female | 24 | 745 | 751 | 751 | * | * | * | * | * | 46% | 52% |
| Male | 33 | 761 | 766 | 751 | * | * | * | * | * | 64% | 53% |
| Economically Disadvantaged Students | 16 | 748 | * | 736 | * | * | * | * | * | 50% | 34% |
| Non-Economically Disadvantaged Students | 41 | 757 | * | 761 | * | * | * | * | * | 59% | 65% |
| Students with Disabilities | 16 | 745 | 749 | 729 | * | * | * | * | * | 44% | 29% |
| Students without Disabilities | 41 | 758 | 763 | 755 | * | * | * | * | * | 61% | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 49 | 750 | 751 | 747 | * | * | 27% | 41% | * | 49% | 47% |
| White | 31 | 763 | 760 | 755 | * | * | * | 52% | * | 65% | 59% |
| Hispanic | 12 | 717 | 728 | 734 | * | * | * | * | 0% | 17% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | * | * | * | 743 | * | * | * | * | * | * | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 28 | 749 | 749 | 747 | * | * | * | * | * | 39% | 47% |
| Male | 21 | 751 | 754 | 747 | * | * | * | * | * | 62% | 48% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 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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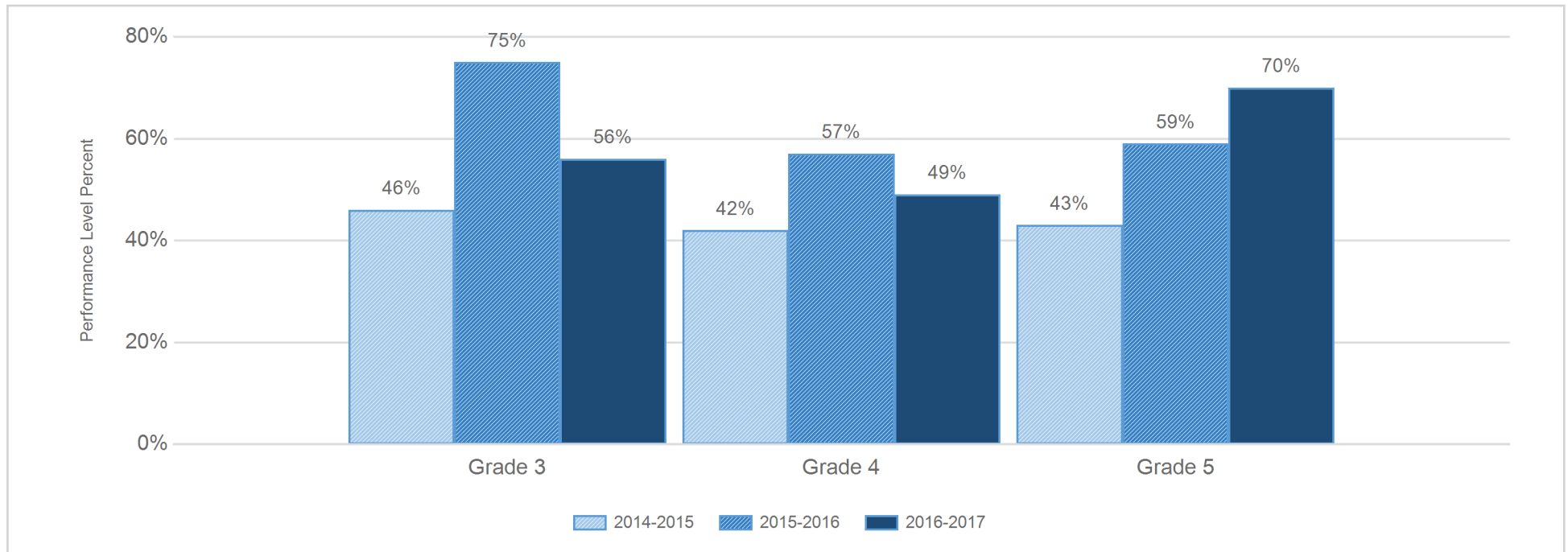
Mathematics Assessment - Performance by Grade: Grade 5

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 | 73 | 764 | 762 | 747 | * | * | 22% | 56% | 14% | 70% | 46% |
| White | 43 | 767 | 762 | 754 | * | * | * | 51% | * | 70% | 57% |
| Hispanic | 20 | 753 | * | 735 | 0% | * | * | 60% | 0% | 60% | 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 | 27 | 765 | 764 | 747 | * | * | * | 48% | * | 67% | 47% |
| Male | 46 | 763 | 761 | 746 | * | * | * | 61% | * | 72% | 46% |
| Economically Disadvantaged Students | 18 | 756 | 752 | 732 | * | * | * | 67% | 0% | 67% | 27% |
| Non-Economically Disadvantaged Students | 55 | 767 | 766 | 756 | * | * | * | 53% | 18% | 71% | 59% |
| Students with Disabilities | 10 | 740 | 728 | 725 | * | * | * | * | 0% | 30% | 19% |
| Students without Disabilities | 63 | 768 | 771 | 751 | * | * | * | * | 16% | 76% | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

Mathematics Assessment – Performance Trends

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





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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 | N | N |

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 | 12 | * | * |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | * | * | * |



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

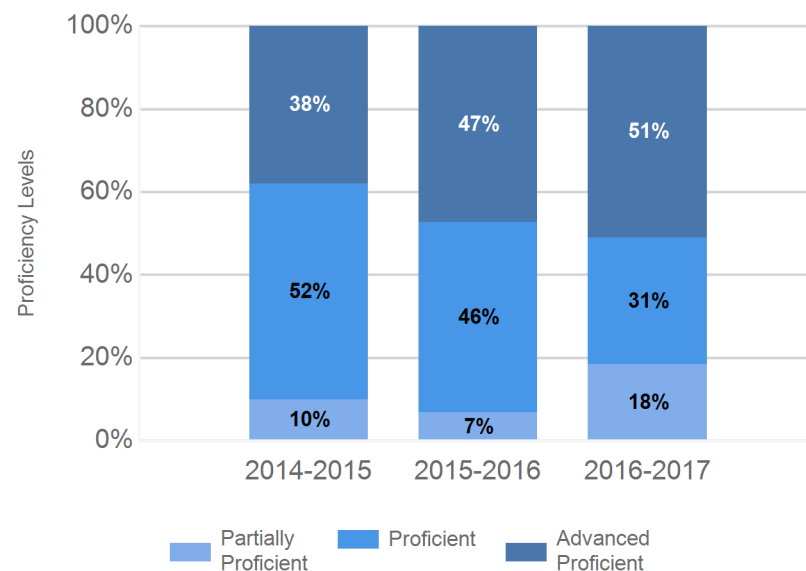
NJASK Science Assessment Performance: Grade 4

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 | 51% | 31% | 18% |
| White | 71% | 26% | 3% |
| Hispanic | 23% | 31% | * |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | N | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | * | * | * |
| Students with Disabilities | * | * | * |
| English Learners | * | * | * |

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 | 56 | 50 | Exceeds Target | 68 | 51 | 50 | Exceeds Target |
| White | 62 | 55.5 | 50 | Exceeds Target | 67.5 | 48 | 52 | Exceeds Target |
| Hispanic | 59 | 50 | 49 | Met Target | 58 | 49 | 47 | Met Target |
| Black or African American | * | 59.5 | 45 | ** | * | 66 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 75 | 60 | ** | * | 65 | 59 | ** |
| American Indian or Alaska Native | * | * | 51 | ** | * | * | 51 | ** |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 63 | 52 | 47 | Exceeds Target | 62.5 | 48.5 | 46 | Exceeds Target |
| Students with Disabilities | 68 | 47 | 41 | ** | 40.5 | 38 | 43 | ** |
| English Learners | 62 | 64 | 53 | ** | 58 | 58 | 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:

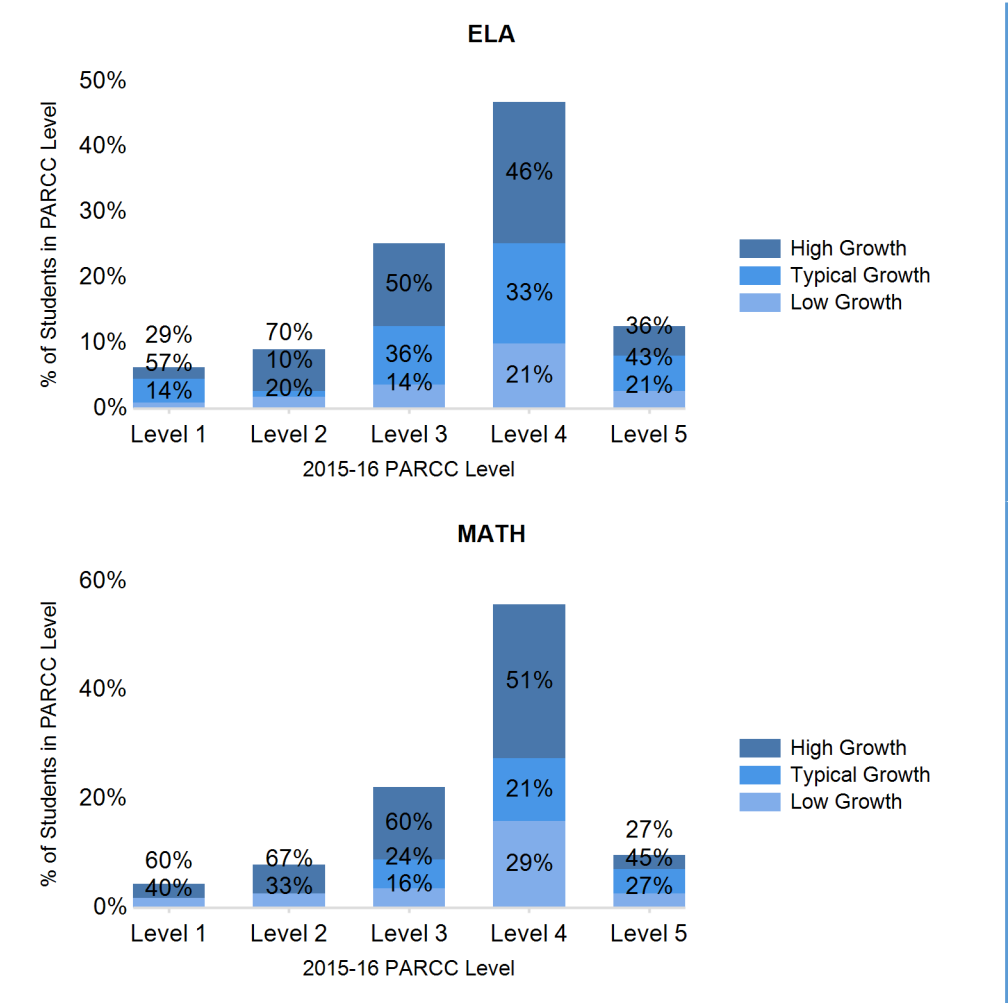
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

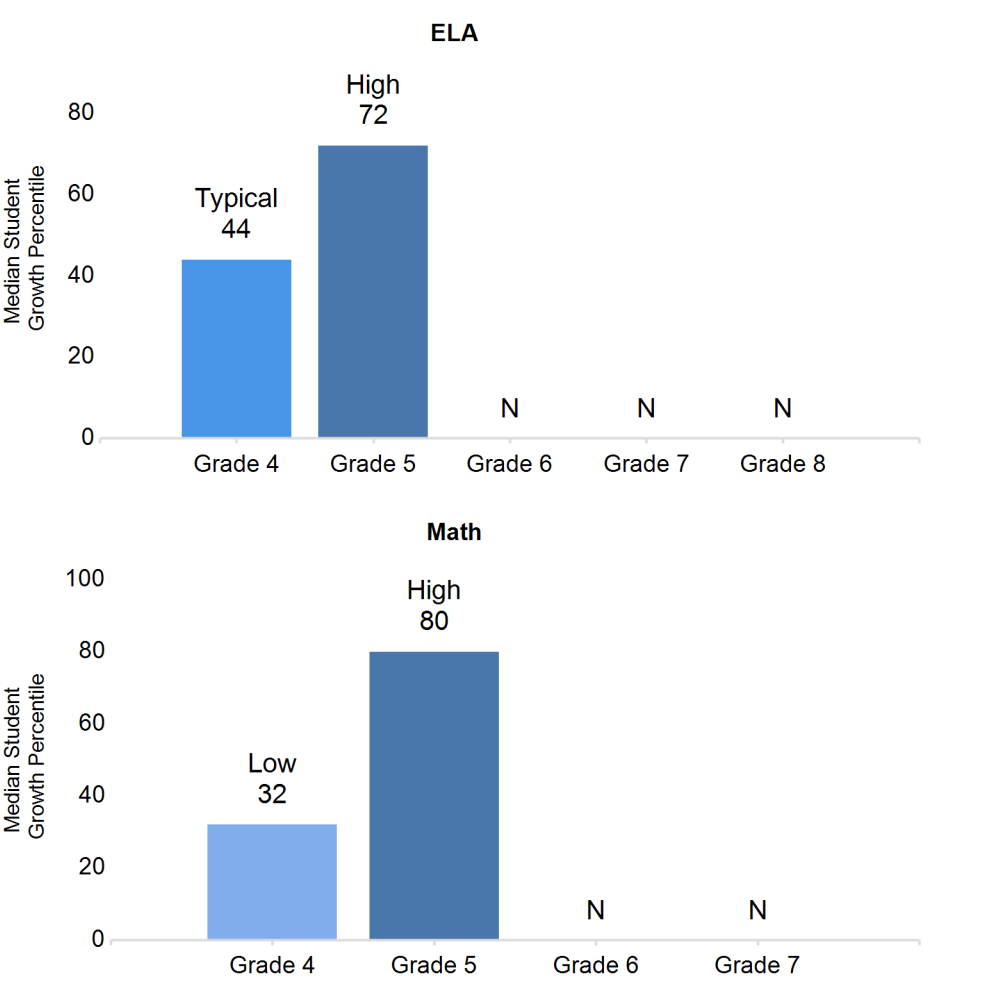
Student Growth by Performance Level

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 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

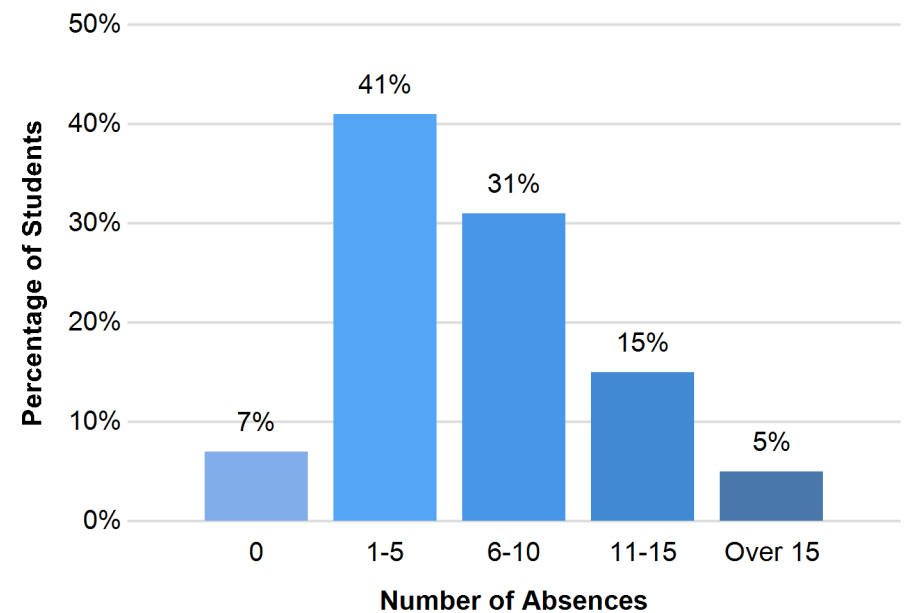
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 2.50 | 8.40 | Met Target |
| White | 2.20 | 8.40 | Met Target |
| Hispanic | 4.30 | 8.40 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 5.50 | 8.40 | Met Target |
| Students with Disabilities | 4.50 | 8.40 | Met Target |
| English Learners | 0 | 8.40 | Met Target |

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

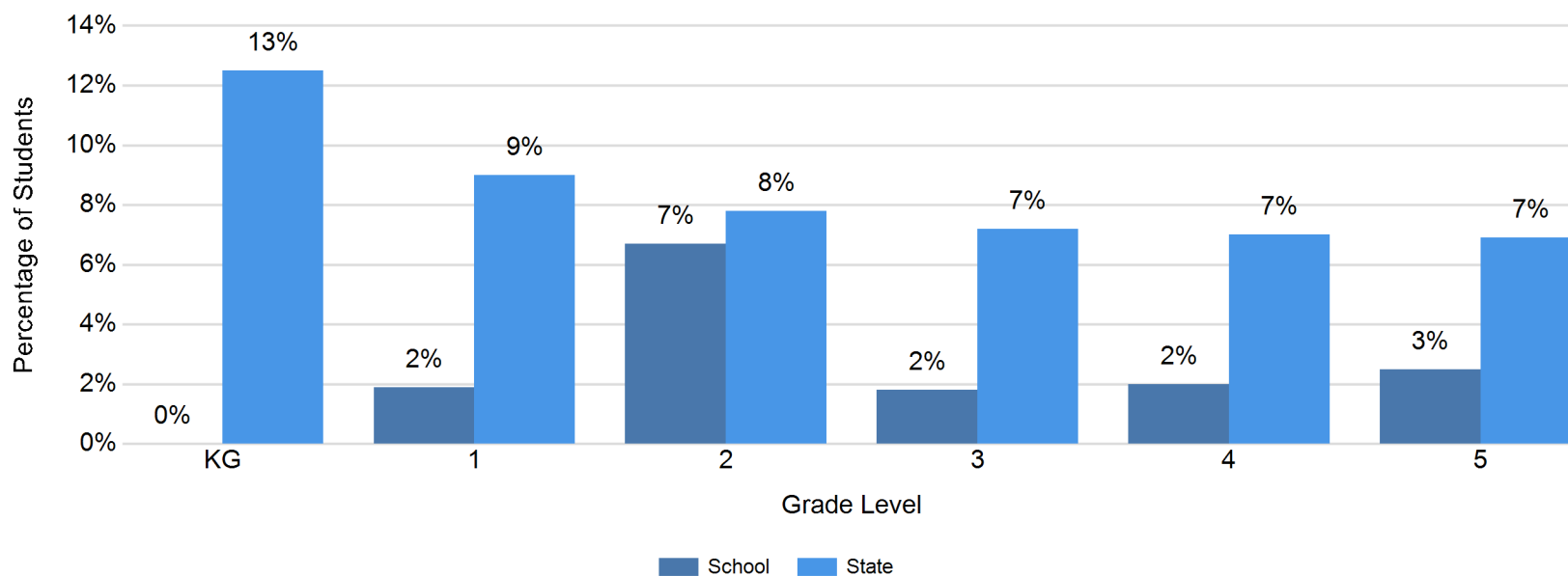
Days Absent

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



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 | 3:05PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs. 30 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 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 | 0.3% |
| Any Suspension | 0.3% |

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 | 1.2:1 | 595.2 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) | \$427 | \$16,663 | \$17,090 |



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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 | 32 | 120,724 |
| Average years experience in public schools | 14.7 | 11.8 |
| Average years experience in district | 12.1 | 10.5 |
| Teachers in district for 4 or more years | 88% | 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 | 17 | 9,506 |
| Average years experience in public schools | 23.4 | 15.9 |
| Average years experience in district | 17.1 | 11.6 |
| Administrators in district for 4 or more years | 88% | 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 | 11:1 | 11:1 |
| Administrators | 356:1 | 99:1 |
| Librarian/Media Specialists | | 560:1 |
| Nurses | | 420:1 |
| Counselors | | 336:1 |
| Child Study Team | | 280:1 |



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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 | 86% | 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 | 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 | 66.3 | 17.5% |
| Mathematics Proficiency | 76.7 | 17.5% |
| English Language Arts Growth | 89.4 | 25.0% |
| Mathematics Growth | 92.2 | 25.0% |
| Chronic Absenteeism | 94.4 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 84.6 |
| Summative Rating: Percentile rank of Summative Score | | 94.8 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 84.6 | 11.9 | No | Met Target† | Met Target† | Met Target | Exceeds Target | Exceeds Target | No |
| White | 82.5 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Exceeds Target | No |
| Hispanic | 77.5 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | 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 | 89.3 | 11.9 | No | Met Target† | Met Target | Met Target | Exceeds Target | Exceeds Target | No |
| Students with Disabilities | ** | ** | No | Met Target† | Met Target | Met Target | ** | ** | No |
| English Learners | ** | ** | No | N | N | Met Target | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Tardif | Email Address: | helen.tardif@plps.org |
| Address: | 35 LENOX AVENUE POMPTON LAKES, NJ 07442-1729 | Website: | www.plps-k12.org/domain/11 |
| Phone: | (973)839-3777 | Twitter: | https://twitter.com/lenoxschoolpl |

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"> • Curriculum includes Reader's/Writer's workshop, Next Gen Science Standards and Eureka math. • Technology is part of the school day as each classroom in grades 3-5 has a cart of chromebooks that is used daily. • Lenox provides opportunities for students to develop a love of learning in a positive environment. |
| Mission, Vision, Theme: | <p>The mission of Lenox Elementary School is to provide opportunities for students to achieve their personal best and develop a life-long love of learning in a safe and positive environment. We support an environment that develops responsibility, a respect for others, and an appreciation for diverse cultures. Parents will be welcomed and encouraged to actively participate as members of the learning community.</p> |
| Awards, Recognition, Accomplishments: | <p>Students consistently receive annual awards. Fifth grade individual achievement is acknowledged through the President's Academic Award Program, Citizenship and Presidential Physical Fitness Awards. Students participate in various contests through the community that raises awareness of environmental and civic issues and are recognized for their efforts. Our 4th graders receive recognition through the Celebrate NJ essay writing contest. The Rotary annually recognizes the most improved student.</p> |






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School Narrative

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>At Lenox we improve classroom instructional strategies through site-based professional development. We utilize Reader's and Writer's Workshop to help students develop a lifelong love of reading and writing. We also use Eureka math and Tenmarks to deliver mathematics instruction aligned with the NJ Student Learning Standards. This includes on line resources as well as a hands on approach to teaching mathematics.</p> |
|  <p>Clubs and Activities:</p> | <p>Lenox students participate in an annual art show. Students are recognized for their efforts as we participate in Valentines for Veterans, a state initiative to distribute Valentines to wounded soldiers. Our students' art work has been displayed at county level events and throughout the district and community. Students volunteer to assist with technology, morning announcements and as helpers during lunch.</p> |
|  <p>Before and After School Programs:</p> | <p>Lenox School offers Basic Skills instruction in Language Arts and math 3 times a week after school. This instruction is taught in small group settings by qualified teachers to students in grades 1-5 who are in need of extra support. ESL after school instruction occurs 2 times a week after school. Parents are invited to attend to learn how to assist their children to succeed in school.</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.

| | |
|---|--|
|  Staff and Professional Learning: | <p>At Lenox we continually update our classroom instruction through site-based professional development so that teachers can deliver a successful learning environment for all students. Reading and Writing Workshop focuses on instruction aligned with the NJ Student Learning Standards. Teachers attend workshop days focused on Language Arts and mathematics instruction aligned with NJSLS. Teachers attend workshops to learn instructional strategies based on Next Gen Science Standards.</p> |
|  Student Supports and Services: | <p>Lenox School supports Students with Disabilities and English Language Learners. Our school offers programs for Students with Disabilities, students with of 504 plans, as well as ELLs who may require supports and/or special education programming to meet their academic, social, and emotional needs. Intervention and Referral Services (I&RS) is an identified point of entry to identify students struggling with learning, behavior, or health difficulties.</p> |
|  Student Health and Wellness: | <p>Health and wellness are a priority at Lenox. All students have health classes each year covering topics as nutrition, exercise, dental health and disease prevention. The school works closely with the food service to provide nutritionally balanced breakfasts and lunches. Physical Education is provided twice a week and there is 30 minutes of recess daily. The Physical Education teacher organizes Problem Solving night and Action Day where students work together to complete physical activities.</p> |
|  Parent and Community Involvement: | <p>Lenox School is very fortunate to benefit from the support of an involved parent community. The PTA generously offers many special events and exciting opportunities for our students. Some of the PTA sponsored activities include a Pumpkin Sale, Halloween Dance, Movie Nights, Holiday Shop, Bingo, and Book Fair. Parents have access to a Parent Portal. There is English as a Second Language and Special Education Advisory committees held in the evening for parents to attend.</p> |

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers

Our School Safety Team discusses school climate at multiple meetings throughout the year. We determine what areas we need to focus on, and plan activities for our students to help further their character education. We also review any recurring patterns of negative behavior between students and pursue ways to break these patterns based on subject area, distinguishing characteristic, or location in which they are occurring.



Facilities:

All that enter Lenox comment on the warm atmosphere we have created.The building is kept up to date with on-going maintenance projects that occur regularly. Lenox School boasts an art room, a large media center, a gym and a computer lab. Last summer we installed new carpeting on our third floor. All three kindergarten rooms received new tables replacing desks. Water bottle drinking fountains were installed last year. Lenox School will be 100 years old in 2018.

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:

Lenox Elementary School is proud of our students, their accomplishments, and a staff who strive to offer developmentally appropriate curriculum. We are pleased to report that our students continue to thrive and achieve at Lenox Elementary School. Our academic program is based on NJ Student Learning Standards and on a sound and balanced approach that meets the needs of the whole child. We endeavor to meet students' needs academically, socially and emotionally to develop a lifelong love of learning. Lenox School is committed to infusing technology into our curriculum to improve instruction and student mastery. Our school has over 275 student devices including desktops, laptops, iPads and Chromebooks. Students in grades 3-5 use individual Chromebooks in the classroom daily. In addition to a sufficient number of student and classroom devices, we have an Instructional Technology Coach who is committed to working closely with our teachers to ensure that such devices are used most effectively to enhance and improve the learning process as well as the overall technology experience at Lenox School. Our computer teacher instructs students in grades K-2. Parents have access to the school website and parent portal where they can stay up to date with their child's progress and school information. We communicate with our parents and the community though our web site (plps-k12.org), a parent portal for grades, and a school messenger calling system. We e-mail information, including the monthly newsletter and menus, to parents as well as positing all important information on our web site. Lenox also has a presence on social media through Twitter. Our school hours are 8:25 AM to 3:05 PM with an hour for lunch/recess built into the school day.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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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 | 13 | 16 | 15 |
| KG | 57 | 37 | 38 |
| 1 | 36 | 51 | 37 |
| 2 | 45 | 41 | 60 |
| 3 | 62 | 51 | 38 |
| 4 | 44 | 60 | 50 |
| 5 | 65 | 44 | 64 |
| Ungraded | 17 | 25 | 25 |
| Total | 339 | 325 | 327 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 46% | 44% |
| Male | 51% | 54% | 56% |
| Economically Disadvantaged Students | 19% | 23% | 26% |
| Students with Disabilities | 24% | 29% | 32% |
| English Learners | 5% | 7% | 6% |
| 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 | 74.3% |
| Hispanic | 19.3% |
| Asian | 2.8% |
| Black or African American | 2.8% |
| Native Hawaiian or Pacific Islander | 0.9% |
| American Indian or Alaska Native | 0.0% |
| 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 | 14 | 12 | 15 |
| PK - Full Day | 0 | 4 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 57 | 37 | 38 |

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 | 83.2% |
| Spanish | 8.3% |
| Albanian | 5.2% |
| Arabic | 1.5% |
| Chinese | 1.2% |
| Other | 0.6% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 153 | 98.1 | 67.30 | 68.20 | 54.90 | 67.3 | 62 | Met Target |
| White | 117 | 97.5 | 71.80 | 71.10 | 63.90 | 71.8 | 62.7 | Met Target |
| Hispanic | 28 | 100.0 | 53.60 | 52.30 | 39.80 | 53.6 | 59.4 | Met Target† |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 80.70 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | 33.30 | 54.90 | N | ** | ** |
| Female | 76 | 98.7 | 71.10 | 75.70 | 62.20 | 71.1 | | |
| Male | 77 | 97.5 | 63.60 | 61.00 | 48.10 | 63.6 | | |
| Economically Disadvantaged Students | 38 | 97.5 | 60.50 | 58.70 | 36.20 | 60.5 | 53.4 | Met Target |
| Non-Economically Disadvantaged Students | 115 | 98.3 | 69.60 | 70.70 | 65.80 | 69.6 | | |
| Students with Disabilities | 44 | 95.7 | 25.00 | 25.50 | 20.50 | 25 | 27.2 | Met Target† |
| Students without Disabilities | 109 | 99.1 | 84.40 | 79.20 | 61.90 | 84.4 | | |
| English Learners | 10 | 100.0 | 50.00 | * | 25.20 | 50 | ** | ** |
| Non-English Learners | 143 | 98.0 | 68.50 | * | 57.40 | 68.5 | | |
| Homeless Students | N | N | N | * | 26.40 | N | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | 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 | 36 | 757 | 753 | 749 | * | * | * | 53% | * | 64% | 50% |
| White | 23 | 760 | 755 | 759 | * | * | * | 65% | * | 74% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 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 | 18 | 756 | 750 | 754 | * | * | * | * | * | 67% | 55% |
| Male | 18 | 759 | 755 | 745 | * | * | * | * | * | 61% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 10 | 731 | 729 | 720 | * | * | * | * | * | 40% | 24% |
| Students without Disabilities | 26 | 767 | 762 | 755 | * | * | * | * | * | 73% | 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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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 | 53 | 761 | 758 | 753 | * | * | 34% | 51% | * | 62% | 56% |
| White | 40 | 765 | 765 | 762 | 0% | * | 30% | 55% | * | 68% | 67% |
| Hispanic | 13 | 750 | 736 | 740 | * | 0% | * | * | * | 46% | 40% |
| Black or African American | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 777 | N | N | N | N | N | N | 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 | 26 | 761 | 762 | 758 | * | * | * | 46% | * | 62% | 61% |
| Male | 27 | 761 | 755 | 749 | * | * | * | 56% | * | 63% | 51% |
| Economically Disadvantaged Students | 12 | 757 | * | 737 | * | * | * | * | * | 58% | 36% |
| Non-Economically Disadvantaged Students | 41 | 763 | * | 764 | * | * | * | * | * | 63% | 69% |
| Students with Disabilities | 16 | 745 | * | 725 | * | * | * | * | * | 25% | 25% |
| Students without Disabilities | 37 | 768 | * | 759 | * | * | * | * | * | 78% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 53 | 761 | * | 755 | * | * | 34% | 51% | * | 62% | 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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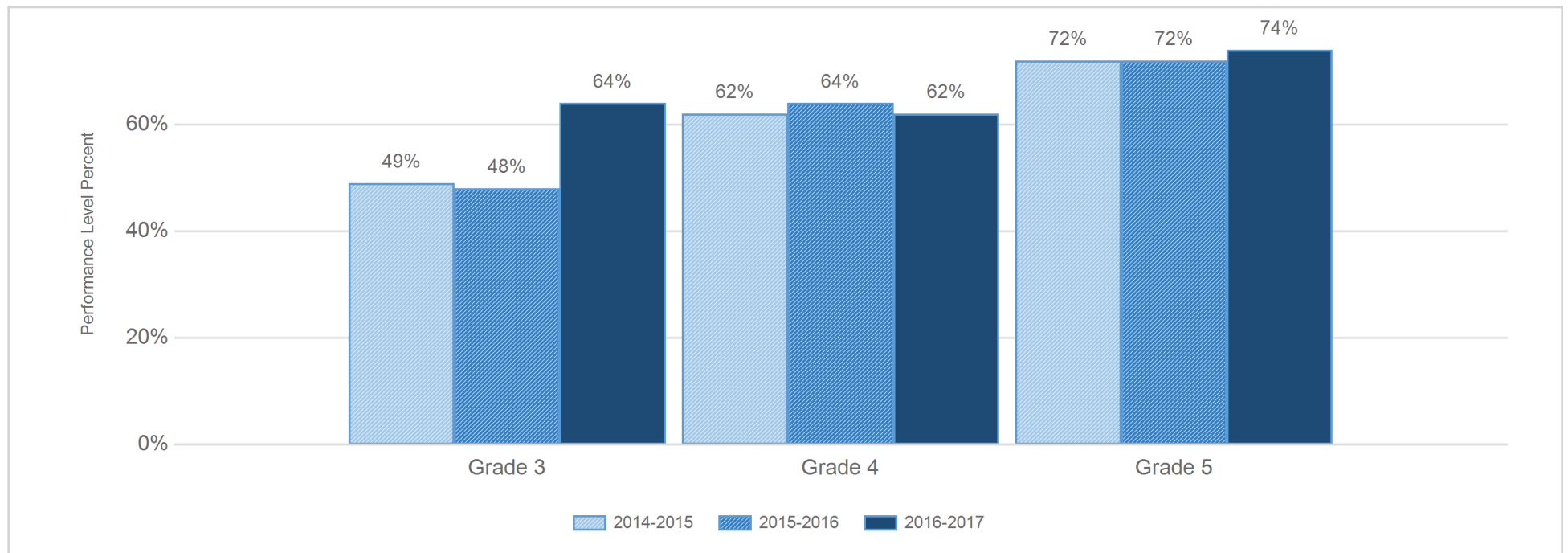
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 | 65 | 766 | 770 | 756 | * | * | * | 57% | 17% | 74% | 59% |
| White | 54 | 766 | 771 | 763 | * | * | * | 57% | * | 74% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 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 | 32 | 776 | 775 | 761 | * | * | * | 59% | * | 81% | 66% |
| Male | 33 | 757 | 766 | 750 | * | * | * | 55% | * | 67% | 53% |
| Economically Disadvantaged Students | 21 | 747 | 754 | 740 | * | * | * | 52% | * | 57% | 40% |
| Non-Economically Disadvantaged Students | 44 | 775 | 776 | 765 | * | * | * | 59% | * | 82% | 71% |
| Students with Disabilities | 18 | 724 | * | 725 | * | * | * | * | * | 17% | 22% |
| Students without Disabilities | 47 | 782 | * | 762 | * | * | * | * | * | 96% | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 65 | 766 | * | 757 | * | * | * | 57% | 17% | 74% | 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% |

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 | 154 | 98.1 | 63.60 | 54.40 | 43.50 | 63.6 | 64.3 | Met Target† |
| White | 118 | 97.5 | 65.20 | 57.10 | 52.40 | 65.2 | 66.6 | Met Target† |
| Hispanic | 28 | 100.0 | 53.50 | 39.70 | 27.60 | 53.5 | 51.5 | Met Target |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 75.60 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | * | 44.90 | N | ** | ** |
| Female | 77 | 98.7 | 63.60 | 56.30 | 44.10 | 63.6 | | |
| Male | 77 | 97.5 | 63.70 | 52.60 | 42.90 | 63.7 | | |
| Economically Disadvantaged Students | 39 | 97.6 | 56.50 | 45.00 | 25.10 | 56.5 | 54.4 | Met Target |
| Non-Economically Disadvantaged Students | 115 | 98.3 | 66.10 | 56.90 | 54.30 | 66.1 | | |
| Students with Disabilities | 44 | 95.7 | 27.30 | 16.00 | 16.50 | 27.3 | 31.9 | Met Target† |
| Students without Disabilities | 110 | 99.1 | 78.20 | 64.10 | 48.80 | 78.2 | | |
| English Learners | 11 | 100.0 | 45.50 | * | 23.30 | 45.5 | ** | ** |
| Non-English Learners | 143 | 98.0 | 65.10 | * | 45.20 | 65.1 | | |
| Homeless Students | N | N | N | * | 16.40 | N | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | 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 | 38 | 766 | 759 | 751 | * | * | * | 42% | 29% | 71% | 53% |
| White | 24 | 769 | 760 | 759 | * | * | * | * | * | 71% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 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 | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Female | 19 | 759 | 751 | 751 | * | * | * | * | * | 63% | 52% |
| Male | 19 | 773 | 766 | 751 | * | * | * | * | * | 79% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 10 | 757 | 749 | 729 | * | * | * | * | * | 60% | 29% |
| Students without Disabilities | 28 | 769 | 763 | 755 | * | * | * | * | * | 75% | 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 | 53 | 752 | 751 | 747 | * | * | 32% | 47% | * | 53% | 47% |
| White | 40 | 757 | 760 | 755 | * | * | 28% | 53% | * | 60% | 59% |
| Hispanic | 13 | 738 | 728 | 734 | * | * | * | * | 0% | 31% | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 25% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 774 | N | N | N | N | N | N | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 26 | 748 | 749 | 747 | * | * | * | 46% | * | 54% | 47% |
| Male | 27 | 756 | 754 | 747 | * | * | * | 48% | * | 52% | 48% |
| Economically Disadvantaged Students | 12 | 748 | * | 732 | * | * | * | * | * | 50% | 27% |
| Non-Economically Disadvantaged Students | 41 | 754 | * | 757 | * | * | * | * | * | 54% | 61% |
| Students with Disabilities | 16 | 735 | * | 724 | * | * | * | * | * | 25% | 22% |
| Students without Disabilities | 37 | 760 | * | 751 | * | * | * | * | * | 65% | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 53 | 752 | * | 749 | * | * | 32% | 47% | * | 53% | 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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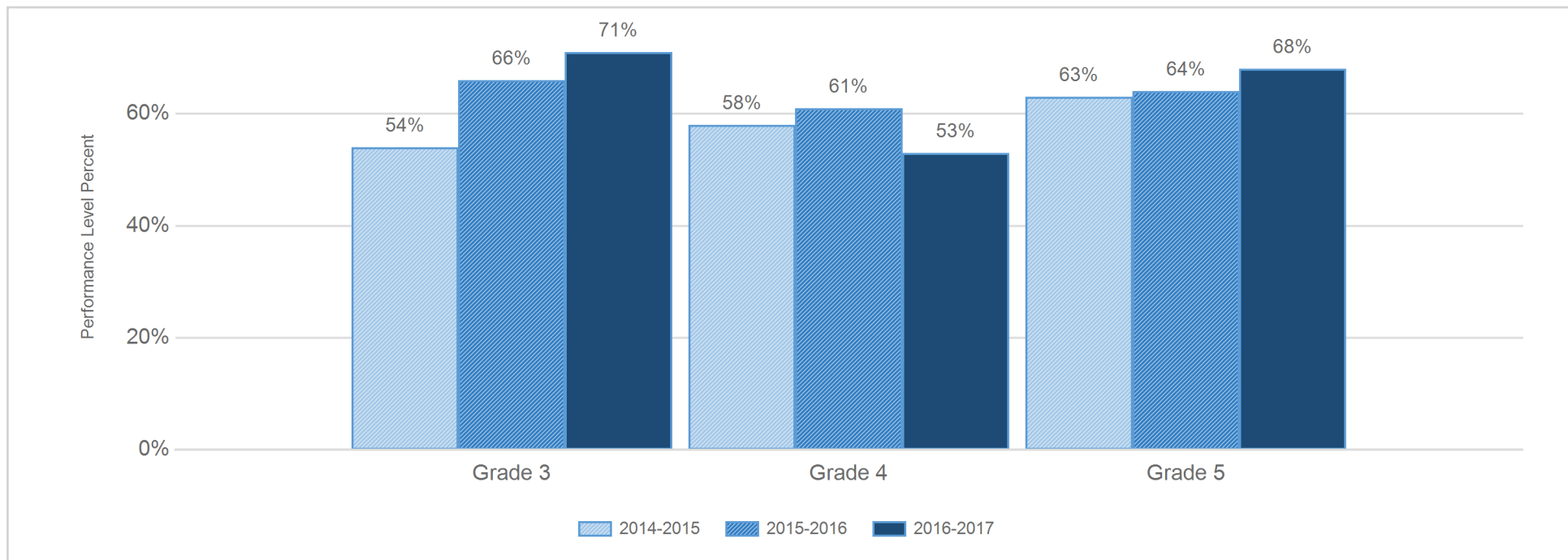
Mathematics Assessment - Performance by Grade: Grade 5

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 | 65 | 760 | 762 | 747 | * | * | 17% | 51% | 17% | 68% | 46% |
| White | 54 | 759 | 762 | 754 | * | * | 19% | 50% | * | 67% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 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 | 32 | 763 | 764 | 747 | * | * | * | 63% | * | 72% | 47% |
| Male | 33 | 757 | 761 | 746 | * | * | * | 39% | * | 64% | 46% |
| Economically Disadvantaged Students | 21 | 749 | 752 | 732 | * | * | * | 48% | * | 57% | 27% |
| Non-Economically Disadvantaged Students | 44 | 765 | 766 | 756 | * | * | * | 52% | * | 73% | 59% |
| Students with Disabilities | 18 | 722 | 728 | 725 | * | * | * | * | * | 11% | 19% |
| Students without Disabilities | 47 | 775 | 771 | 751 | * | * | * | * | * | 89% | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 65 | 760 | * | 748 | * | * | 17% | 51% | 17% | 68% | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

Mathematics Assessment – Performance Trends

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





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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 | N | N |
| 5 | N | N |

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 | * | * | * |
| 5+ | * | * | * |



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

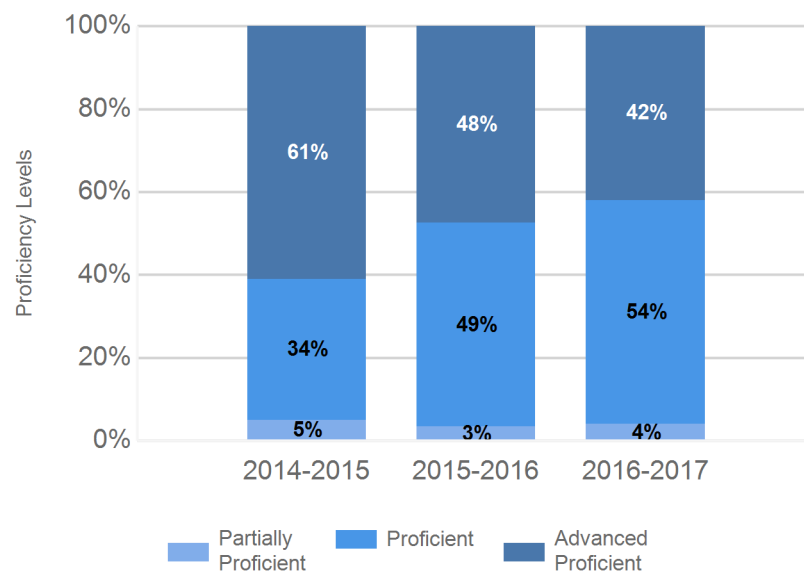
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 42% | 54% | 4% |
| White | 50% | 45% | 5% |
| Hispanic | 17% | 83% | N |
| Black or African American | N | N | N |
| 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 | 18% | 73% | 9% |
| Students with Disabilities | 36% | 64% | N |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 4

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





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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 | 63.5 | 56 | 50 | Exceeds Target | 57 | 51 | 50 | Met Target |
| White | 63.5 | 55.5 | 50 | Exceeds Target | 57.5 | 48 | 52 | Met Target |
| Hispanic | 65 | 50 | 49 | ** | 45 | 49 | 47 | ** |
| Black or African American | * | 59.5 | 45 | ** | * | 66 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 75 | 60 | ** | * | 65 | 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 | 51 | 52 | 47 | Met Target | 59 | 48.5 | 46 | Met Target |
| Students with Disabilities | 51 | 47 | 41 | Met Target | 33 | 38 | 43 | Not Met |
| English Learners | * | 64 | 53 | ** | * | 58 | 51 | ** |

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



Lincoln School
2016-2017

Grade Span PK-05

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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:

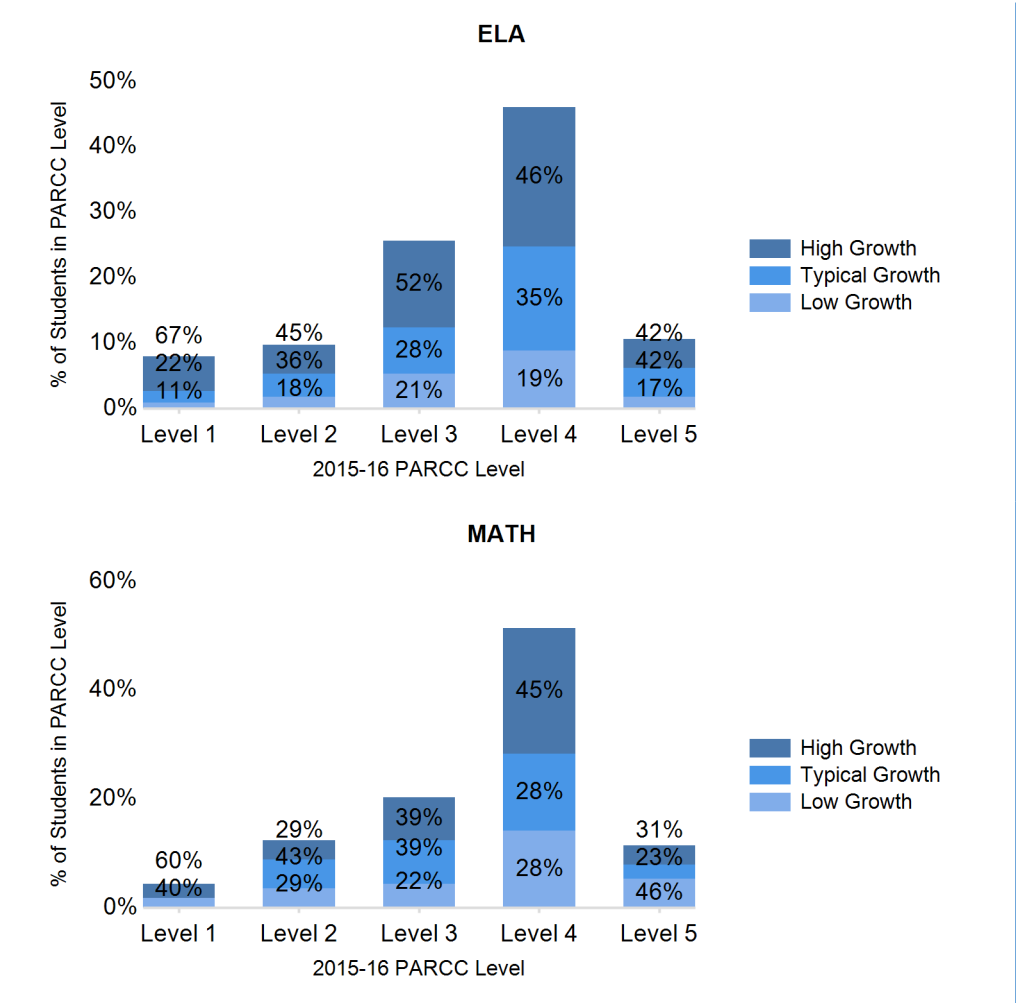
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

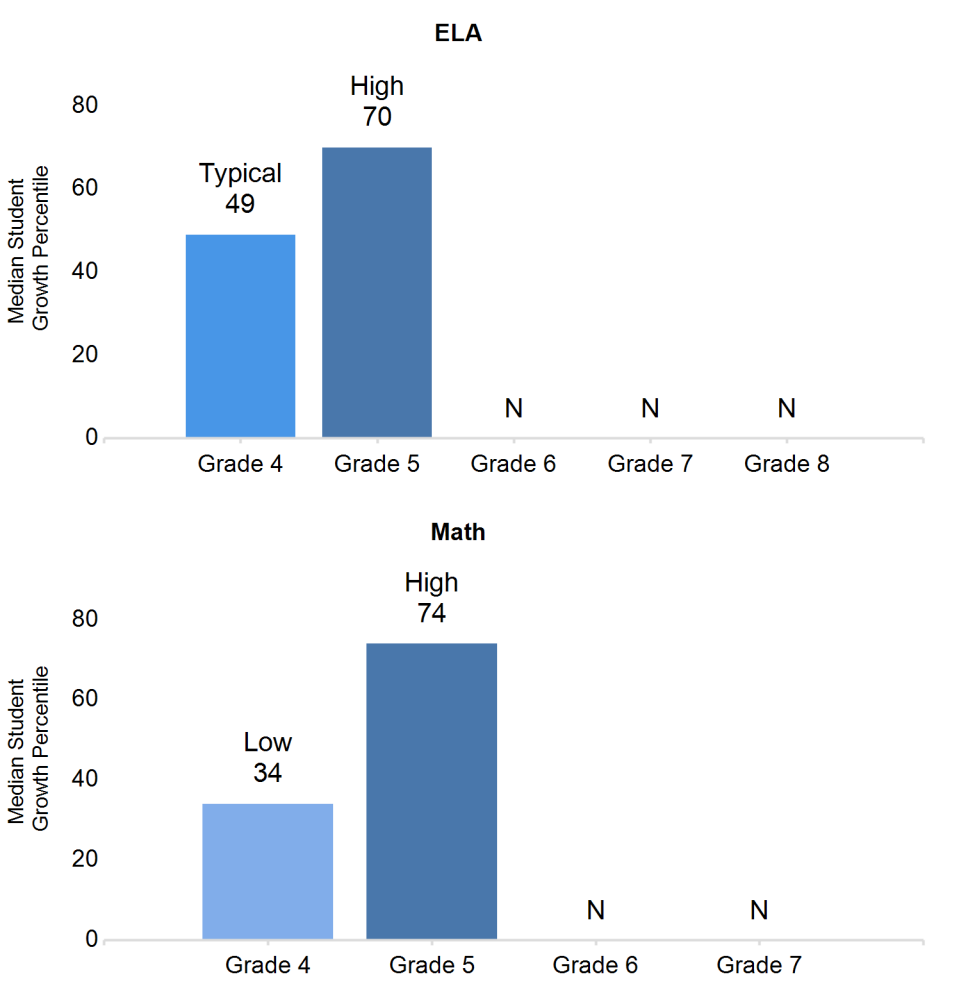
Student Growth by Performance Level

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 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

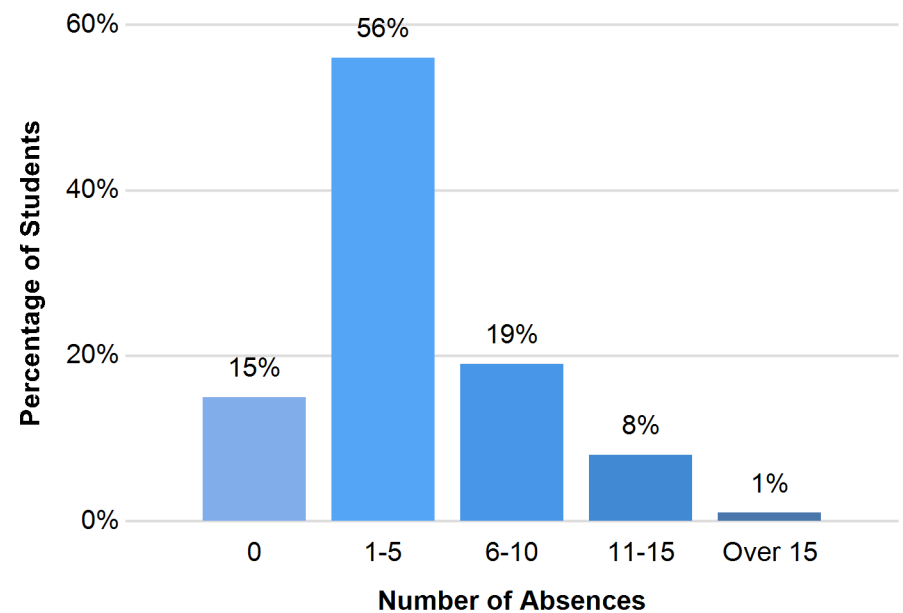
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 1.10 | 8.40 | Met Target |
| White | 0.50 | 8.40 | Met Target |
| Hispanic | 3.60 | 8.40 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 1.30 | 8.40 | Met Target |
| Students with Disabilities | 0 | 8.40 | Met Target |
| English Learners | N | ** | ** |

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

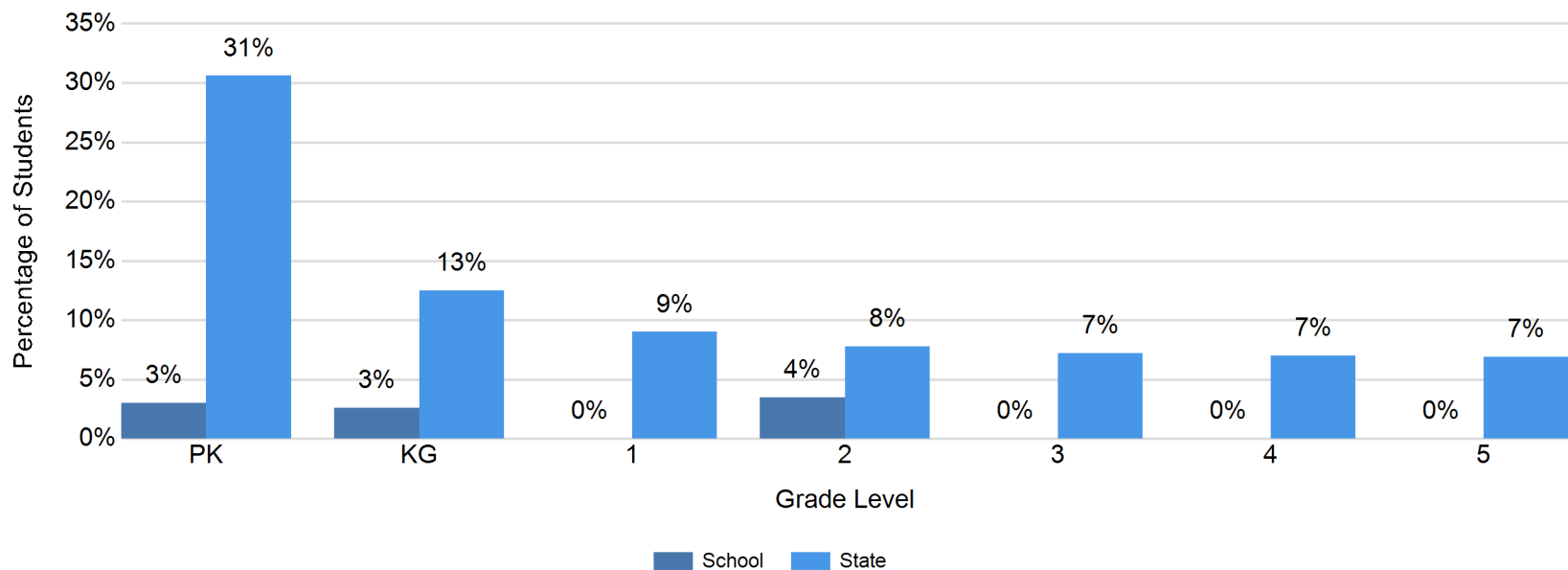
Days Absent

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



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 | 3:05PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 6 Hrs. 30 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 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 | 0.0% |
| Any Suspension | 0.0% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.2:1 | 595.2 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) | \$427 | \$16,663 | \$17,090 |



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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 | 28 | 120,724 |
| Average years experience in public schools | 11.3 | 11.8 |
| Average years experience in district | 10.0 | 10.5 |
| Teachers in district for 4 or more years | 86% | 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 | 17 | 9,506 |
| Average years experience in public schools | 23.4 | 15.9 |
| Average years experience in district | 17.1 | 11.6 |
| Administrators in district for 4 or more years | 88% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 12:1 | 11:1 |
| Administrators | 327:1 | 99:1 |
| Librarian/Media Specialists | | 560:1 |
| Nurses | | 420:1 |
| Counselors | | 336:1 |
| Child Study Team | | 280:1 |



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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 | 86% | 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 | 98% |



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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 | 69.8 | 17.5% |
| Mathematics Proficiency | 81.9 | 17.5% |
| English Language Arts Growth | 85.5 | 25.0% |
| Mathematics Growth | 65.8 | 25.0% |
| Chronic Absenteeism | 99.3 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 79.3 |
| Summative Rating: Percentile rank of Summative Score | | 89.8 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 79.3 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Met Target | No |
| White | 77.8 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Met Target | No |
| Hispanic | ** | ** | No | Met Target† | Met Target | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 85.9 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| Students with Disabilities | 63.5 | 11.9 | No | Met Target† | Met Target† | Met Target | 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.



Lincoln School
2016-2017
Grade Span PK-05




31-4230-070
 PASSAIC
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 40 MILL STREET
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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mr. Shadiack | Email Address: | louis.shadiack@plps.org |
| Address: | 40 MILL STREET POMPTON LAKES, NJ 07442-1490 | Website: | https://www.plps-K12.org |
| Phone: | (973)835-1910 | Twitter: | https://twitter.com/LincolnSchoolPL |

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"> • Curriculum includes Readers Workshop, Writers Workshop, Eurika Math and Next Gen Science Standards • Technology is an essential learning tool used by our student and teachers throughout each school day • Lincoln School's recognition programs are well received by our students, their families and our faculty |
|  Mission, Vision, Theme: | <p>We believe all of our children are special. They receive an education beyond the academics. Their needs are met in a safe and supportive environment. A sense of personal responsibility and feelings of self-worth are nurtured. All students are guided to become more creative and develop decision making skills. Their learning experiences promote good citizenship and community pride.</p> |
|  Awards, Recognition, Accomplishments: | <p>Recognitions and accomplishments are integrated into the positive and nurturing climate at Lincoln School. Our "Students of the Week" program is just one example of how we value our students' accomplishments. Awards and recognition are also synonymous with our students' enjoyment of a learning environment that supports their academic, emotional and social growth.</p> |





Lincoln School
2016-2017
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School Narrative

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| | |
|--|--|
|  Courses, Curriculum, Instruction: | In addition to a strong emphasis on Language Arts Literacy, Math, Science and Social Studies our students on a daily basis use class sets of Chromebooks (networked) that provide them with opportunities to explore beyond the classroom environment and enhance learning. Our students are also provided with rich programs in Music, Visual Arts, Technology, Physical Education, Health, Library and World Language. |
|  Before and After School Programs: | Before school programs include our School Breakfast Program offered every morning, Academically Talented Program offered two mornings per week, our Instrumental Music Program offered every morning per week and our Artistically Talented Program offered one morning per week. Our After School Basic Skills Instruction Program in both Language Arts Literacy and Mathematics provides students with additional support for forty-five minutes three days per week. |







Lincoln School
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.

| | |
|---|---|
|  Staff and Professional Learning: | <p>Our professional learning opportunities are aligned with students' learning, educators' development needs and improvement of our district's and schools' goals. We schedule professional development opportunities based on assisting all students in meeting Student Learning Standards. These opportunities include the work of collaborative teams of teachers, school administrative and educational services staff members who commit to working together to accomplish common goals.</p> |
|  Student Supports and Services: | <p>We support the expectations for our Students with Disabilities and English Language Learners and encourage them to expand their horizons and to continue to develop their personal strengths and interests to meet their goals. We offer programming to Students with Disabilities, 504 plans and ELL students who may require an array of supports and/or special education programming to meet their academic, social, and/or vocational needs.</p> |
|  Student Health and Wellness: | <p>Our school district promotes student health and wellness. We implement school health statutes, regulations, policies and practices that address the physical, social and emotional needs of our students. Services include providing screenings and referrals, administering medications, providing first aid, providing health counseling and education. It is paramount that our health services ensure that all students are healthy and attend school on a daily basis.</p> |
|  Parent and Community Involvement: | <p>Another point of pride is Lincoln School's PTA. Our school is very fortunate to have a very active and supportive Parent/Teacher Association. Through their outstanding efforts we benefit from their participation in school-wide based projects and funding for assemblies, field trips, family/community activities and special recognition programs for our students. The ongoing support of our PTA also provides funding for adding to the technology resources for our students' use.</p> |

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers

A comprehensive climate survey was conducted during the 2016-17 school year. This survey provided our school district with feedback from our staff, students, their families and the community regarding essential components of a positive climate for our students and staff. The survey was created by NJEA. We are very proud of the feedback from this survey and we continue to value the involvement of our students' parents and encourage supportive partnerships within our community.



Facilities:

All of our school district's facilities are well maintained and provide a safe environment for students and staff. Our district actively supports and implements statutes, regulations and practices that address facilities. Whether inside our buildings or on our schools' grounds a visitor immediate notices that our district recognizes the importance of a school environment that promotes learning, physical, social and the emotional development of our students.




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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.

| | |
|---|--|
| <div>Other Information:</div> | <p>Visitors to Lincoln School recognize and appreciate its pleasant learning atmosphere. Class plays, concerts, art exhibits, evening events for families and recognition programs are well attended and enjoyed. Our “Students of the Week” program, “Fifth Grade-Kindergarten Students” program, Reading Incentive program and Summer Reading program as just a few examples of our success-oriented, warm and caring atmosphere for everyone.</p> |
|---|--|




POMPTON LAKES HIGH SCHOOL
2016-2017
Grade Span 09-12

31-4230-050
PASSAIC
POMPTON LAKES BORO
44 LAKESIDE AVENUE
POMPTON LAKES, NJ 07442-1793

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

**POMPTON LAKES HIGH SCHOOL**

2016-2017

Grade Span 09-12

31-4230-050

PASSAIC

POMPTON LAKES BORO

44 LAKESIDE AVENUE

POMPTON LAKES, NJ 07442-1793

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.



POMPTON LAKES HIGH SCHOOL
2016-2017
Grade Span 09-12

31-4230-050
PASSAIC
POMPTON LAKES BORO
44 LAKESIDE AVENUE
POMPTON LAKES, NJ 07442-1793

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 167 | 141 | 146 |
| 10 | 192 | 165 | 141 |
| 11 | 156 | 185 | 169 |
| 12 | 146 | 152 | 185 |
| Ungraded | 0 | 0 | 1 |
| Total | 661 | 643 | 642 |

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% | 49% | 49% |
| Male | 53% | 52% | 51% |
| Economically Disadvantaged Students | 15% | 14% | 14% |
| Students with Disabilities | 12% | 12% | 15% |
| English Learners | 2% | 2% | 2% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 2% |
| 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 | 75.6% |
| Hispanic | 16.7% |
| Asian | 4.5% |
| Black or African American | 2.3% |
| Native Hawaiian or Pacific Islander | 0.8% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 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 | 638 |
| Shared Time Students | 8 |
| Full Time Equivalent | 642 |

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 | 84.3% |
| Spanish | 7.2% |
| Albanian | 5.5% |
| Arabic | 1.2% |
| Other | 2.0% |



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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 | 282 | 98.6 | 69.50 | 68.20 | 54.90 | 69.5 | 71.3 | Met Target† |
| White | 210 | 98.6 | 70.50 | 71.10 | 63.90 | 70.5 | 73.3 | Met Target† |
| Hispanic | 44 | 100.0 | 54.60 | 52.30 | 39.80 | 54.6 | 58.2 | Met Target† |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 100.0 | 100.00 | * | 80.70 | 100 | N | N |
| American Indian or Alaska Native | N | N | N | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 146 | 98.7 | 84.90 | 75.70 | 62.20 | 84.9 | | |
| Male | 136 | 98.6 | 53.00 | 61.00 | 48.10 | 53 | | |
| Economically Disadvantaged Students | 31 | 100.0 | 58.00 | 58.70 | 36.20 | 58 | 55.1 | Met Target |
| Non-Economically Disadvantaged Students | 251 | 98.4 | 70.90 | 70.70 | 65.80 | 70.9 | | |
| Students with Disabilities | 44 | 95.7 | 25.00 | 25.50 | 20.50 | 25 | 25.1 | Met Target† |
| Students without Disabilities | 238 | 99.2 | 77.70 | 79.20 | 61.90 | 77.7 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | 10 | 100.0 | 60.00 | * | 53.50 | 60 | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 144 | 761 | 761 | 749 | * | * | 22% | 45% | 23% | 68% | 52% |
| White | 110 | 763 | 763 | 757 | * | * | 21% | 46% | 24% | 70% | 62% |
| Hispanic | 23 | 750 | 750 | 733 | * | 0% | * | * | * | 52% | 35% |
| Black or African American | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 746 | * | * | * | * | * | * | 48% |
| Female | 74 | 775 | 775 | 756 | * | * | * | 43% | * | 85% | 60% |
| Male | 70 | 746 | 746 | 741 | * | * | * | 47% | * | 50% | 43% |
| Economically Disadvantaged Students | 16 | 753 | 753 | 731 | * | * | * | * | * | 56% | 32% |
| Non-Economically Disadvantaged Students | 128 | 762 | 762 | 758 | * | * | * | * | * | 70% | 62% |
| Students with Disabilities | 23 | 725 | 725 | 714 | * | * | * | * | 0% | 26% | 13% |
| Students without Disabilities | 121 | 768 | 768 | 754 | * | * | * | * | 27% | 76% | 58% |
| English Learners | * | * | * | 690 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 21% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 138 | 771 | 771 | 743 | * | * | 18% | 44% | 28% | 72% | 46% |
| White | 99 | 772 | 772 | 749 | * | * | 17% | 39% | 32% | 72% | 52% |
| Hispanic | 21 | 751 | 751 | 728 | * | * | * | 52% | * | 57% | 34% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 31% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 793 | 793 | 774 | 0% | 0% | 0% | * | * | 100% | 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 | 73 | 782 | 782 | 752 | * | * | * | 47% | 38% | 85% | 54% |
| Male | 65 | 758 | 758 | 734 | * | * | * | 40% | 17% | 57% | 39% |
| Economically Disadvantaged Students | 15 | 755 | 755 | 726 | * | * | * | * | * | 67% | 32% |
| Non-Economically Disadvantaged Students | 123 | 773 | 773 | 751 | * | * | * | * | * | 72% | 54% |
| Students with Disabilities | 21 | 731 | 731 | 704 | * | * | * | * | * | 29% | 12% |
| Students without Disabilities | 117 | 778 | 778 | 749 | * | * | * | * | * | 80% | 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 | * | * | * | 733 | * | * | * | * | * | * | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 166 | 743 | 743 | 736 | 11% | 19% | 25% | 38% | 7% | 45% | 38% |
| White | 130 | 743 | 743 | 738 | 12% | 19% | 23% | 39% | 8% | 46% | 40% |
| Hispanic | 27 | 739 | 739 | 731 | * | * | * | * | * | 41% | 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 | 76 | 745 | 745 | 744 | * | 22% | 22% | 42% | * | 47% | 46% |
| Male | 90 | 741 | 741 | 729 | * | 17% | 27% | 34% | * | 43% | 31% |
| Economically Disadvantaged Students | 27 | 739 | 739 | 729 | * | * | 44% | 37% | 0% | 37% | 32% |
| Non-Economically Disadvantaged Students | 139 | 743 | 743 | 740 | * | * | 21% | 38% | 9% | 47% | 42% |
| Students with Disabilities | 26 | 718 | 718 | 709 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 140 | 747 | 747 | 741 | * | * | * | * | * | * | 43% |
| English Learners | * | * | * | 699 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 737 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 24% |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | 19% |
| Military-Connected Students | N | N | N | 723 | N | N | N | N | N | N | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

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



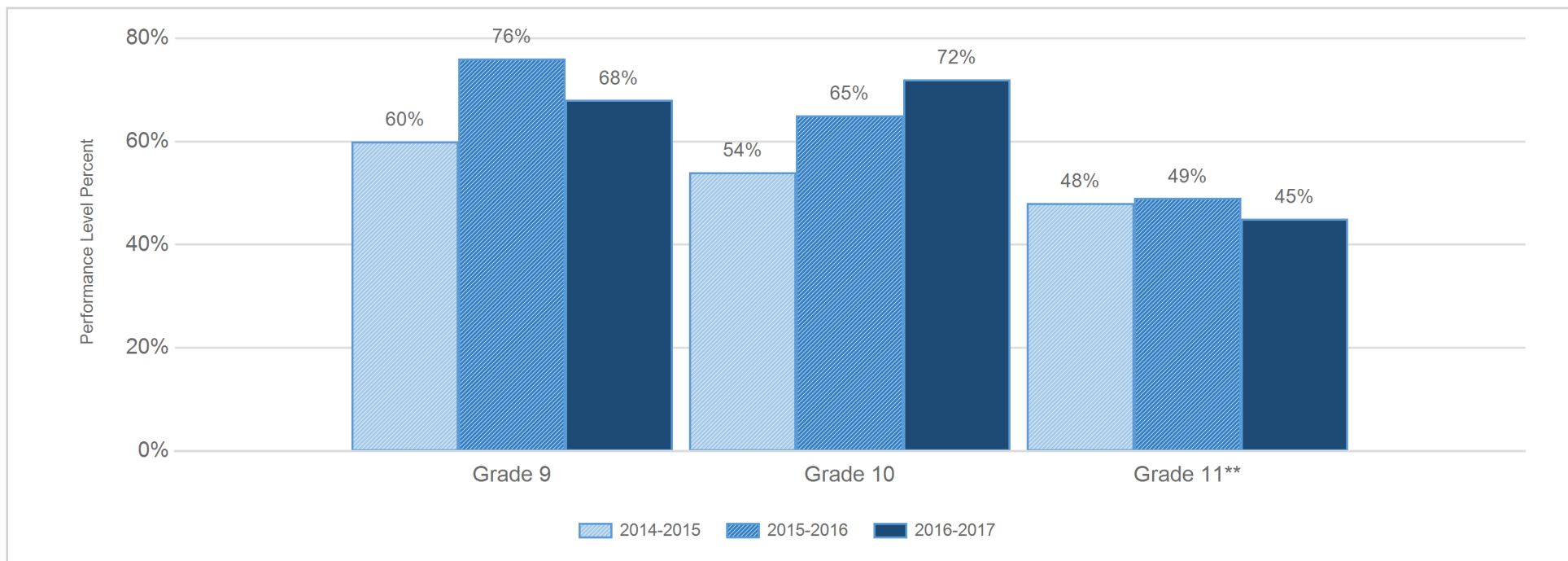
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English Language Arts/Literacy Assessment - Performance Trends

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 PARCC/CELS exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 281 | 98.6 | 58.00 | 54.40 | 43.50 | 58 | 55.1 | Met Target |
| White | 211 | 98.6 | 60.10 | 57.10 | 52.40 | 60.1 | 54.8 | Met Target |
| Hispanic | 43 | 100.0 | 39.50 | 39.70 | 27.60 | 39.5 | 46.7 | Met Target† |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 100.0 | 84.20 | * | 75.60 | 84.2 | N | N |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | N | ** | ** |
| Female | 146 | 98.7 | 66.40 | 56.30 | 44.10 | 66.4 | | |
| Male | 135 | 98.6 | 48.90 | 52.60 | 42.90 | 48.9 | | |
| Economically Disadvantaged Students | 32 | 100.0 | 43.70 | 45.00 | 25.10 | 43.7 | 39.4 | Met Target |
| Non-Economically Disadvantaged Students | 249 | 98.4 | 59.80 | 56.90 | 54.30 | 59.8 | | |
| Students with Disabilities | 42 | 93.5 | * | 16.00 | 16.50 | * | 12.5 | Met Target† |
| Students without Disabilities | 239 | 99.6 | * | 64.10 | 48.80 | * | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | 10 | 100.0 | 60.00 | * | 39.90 | 60 | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 94 | 745 | 753 | 743 | * | 18% | 30% | 45% | * | 46% | 42% |
| White | 68 | 745 | 754 | 751 | * | 16% | 28% | 46% | * | 47% | 52% |
| Hispanic | 20 | 741 | * | 728 | 0% | * | * | * | 0% | 35% | 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 | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | 41 | 751 | 756 | 744 | * | * | 29% | 54% | * | 56% | 43% |
| Male | 53 | 740 | 750 | 741 | * | * | 30% | 38% | * | 38% | 40% |
| Economically Disadvantaged Students | 14 | 739 | * | 727 | * | * | * | * | * | 29% | 23% |
| Non-Economically Disadvantaged Students | 80 | 746 | * | 751 | * | * | * | * | * | 49% | 52% |
| Students with Disabilities | 22 | 714 | * | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 72 | 754 | * | 747 | * | * | * | * | * | * | 47% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | * | * | * | 742 | * | * | * | * | * | * | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 141 | 747 | 747 | 734 | * | 15% | 21% | 53% | * | 57% | 30% |
| White | 107 | 747 | 747 | 740 | * | 15% | 18% | 59% | * | 62% | 38% |
| Hispanic | 21 | 735 | 735 | 722 | * | * | * | * | 0% | 33% | 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 | 79 | 751 | 751 | 735 | * | * | 20% | 61% | * | 66% | 31% |
| Male | 62 | 740 | 740 | 733 | * | * | 23% | 44% | * | 47% | 30% |
| Economically Disadvantaged Students | 14 | 737 | 737 | 721 | * | * | * | * | * | 43% | 13% |
| Non-Economically Disadvantaged Students | 127 | 748 | 748 | 740 | * | * | * | * | * | 59% | 39% |
| Students with Disabilities | 20 | 712 | 712 | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | 121 | 752 | 752 | 738 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 735 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | * | * | * | 727 | * | * | * | * | * | * | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |



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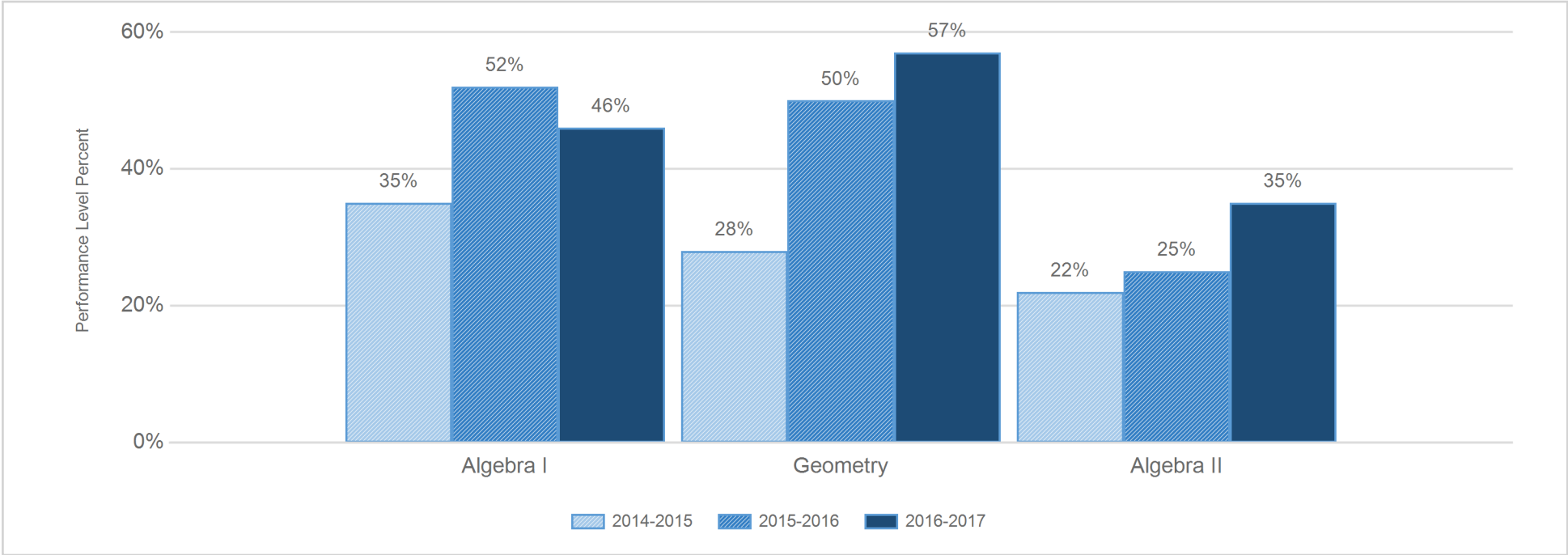
Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 161 | 731 | 731 | 725 | 22% | 25% | * | 34% | * | 35% | 28% |
| White | 125 | 732 | 732 | 731 | 24% | 21% | * | 34% | * | 36% | 33% |
| Hispanic | 22 | 721 | 721 | 710 | * | * | * | * | 0% | 23% | 14% |
| Black or African American | * | * | * | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 752 | 752 | 761 | 0% | * | * | * | 0% | 64% | 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 | 83 | 733 | 733 | 725 | 19% | 25% | * | 36% | * | 36% | 27% |
| Male | 78 | 730 | 730 | 725 | 26% | 24% | * | 32% | * | 35% | 29% |
| Economically Disadvantaged Students | 26 | 721 | 721 | 708 | * | * | * | * | * | 27% | 13% |
| Non-Economically Disadvantaged Students | 135 | 733 | 733 | 733 | * | * | * | * | * | 37% | 35% |
| Students with Disabilities | 26 | 695 | 695 | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | 135 | 738 | 738 | 729 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 692 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 726 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 702 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 692 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 710 | N | N | N | N | N | N | 14% |
| Migrant Students | N | N | N | 702 | N | N | N | N | N | N | 14% |

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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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.

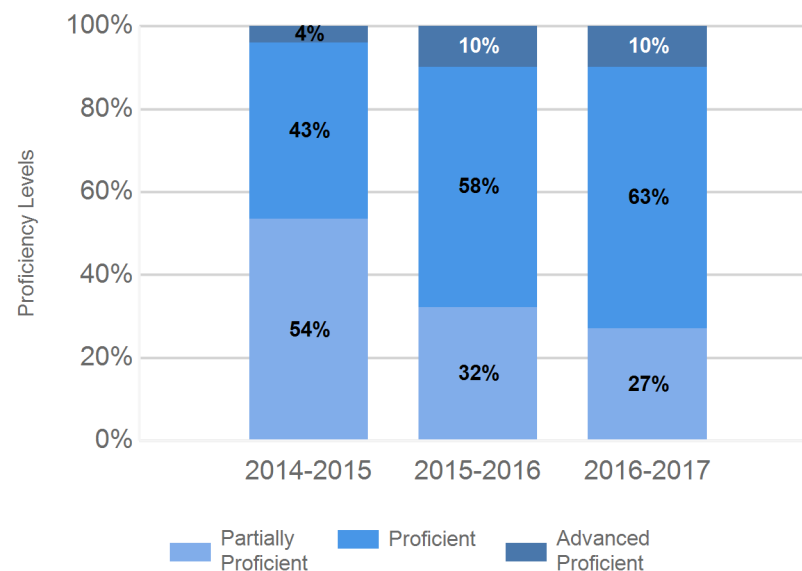
Biology Assessment - Performance

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 | 10% | 63% | 27% |
| White | 9% | 62% | 29% |
| Hispanic | 14% | 52% | * |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 9% | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 5% | 62% | 33% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | N |

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

| Test | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 100.0% | 89.4% |
| Percentage of students taking the SAT | 88.6% | 70.0% |
| Percentage of students taking the ACT | 18.4% | 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 | 492 | 481 | Varies By Grade | 74% | 67% |
| PSAT - Math | 489 | 483 | Varies By Grade | 56% | 49% |
| SAT - Reading and Writing | 546 | 551 | 480 | 78% | 77% |
| SAT - Math | 566 | 552 | 530 | 71% | 58% |
| ACT - Reading | 24 | 24 | 22 | 62% | 65% |
| ACT - English | 22 | 24 | 18 | 82% | 79% |
| ACT - Math | 22 | 24 | 22 | 68% | 65% |
| ACT - Science | 22 | 23 | 23 | 41% | 54% |



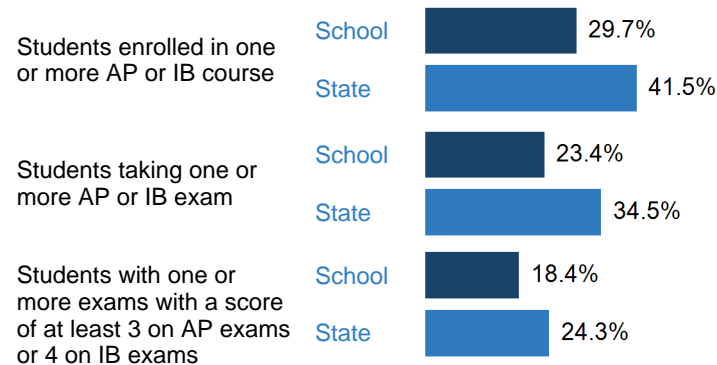
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

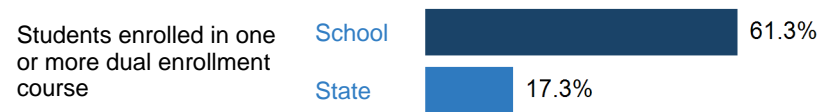
AP/IB Coursework – Participation and Performance

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.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Biology | 27 | 22 |
| AP Calculus AB | 22 | 20 |
| AP English Literature and Composition | 14 | 14 |
| AP Environmental Science | 14 | 7 |
| AP European History | 9 | 5 |
| AP Human Geography | 0 | 1 |
| AP Macroeconomics | 23 | 0 |
| AP Microeconomics | 0 | 20 |
| AP Physics 1 | 0 | 10 |
| AP Spanish Language | 17 | 7 |
| AP Statistics | 23 | 22 |
| AP Studio Art—Two-Dimensional | 15 | 4 |
| AP U.S. Government and Politics | 0 | 1 |
| AP U.S. History | 26 | 26 |
| Total Exams Taken | | 159 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 120 |



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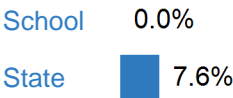
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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

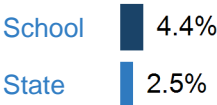
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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 |
|--|--|-----------------------------|
| Architecture & Construction | * | * |
| Total non-duplicated number of students** | * | |
| Total number of credentials earned in all clusters | | * |

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



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 94 | 49 | 1 | 0 | 0 | 0 | 2 |
| 10 | 1 | 88 | 53 | 1 | 0 | 0 | 0 |
| 11 | 0 | 5 | 108 | 55 | 0 | 1 | 122 |
| 12 | 0 | 0 | 13 | 105 | 52 | 22 | 0 |
| Schoolwide | 95 | 142 | 175 | 161 | 52 | 23 | 124 |
| Enrolled in AP/IB Course | | | | | 22 | 23 | 0 |

Science - Course Participation

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

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|--------------------------|---------|-----------|-------------------------|-----------------------|---------|---------------|
| 9 | 43 | 0 | 0 | 0 | 0 | 103 |
| 10 | 88 | 50 | 1 | 0 | 0 | 3 |
| 11 | 13 | 86 | 6 | 0 | 61 | 15 |
| 12 | 14 | 0 | 3 | 14 | 46 | 82 |
| Schoolwide | 158 | 136 | 10 | 14 | 107 | 203 |
| Enrolled in AP/IB Course | 27 | 0 | | 14 | 0 | 0 |



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

Social Studies and History - Course Participation

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

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|--------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 143 | 0 | 0 | 0 | 0 | 2 |
| 10 | 5 | 133 | 0 | 0 | 1 | 1 |
| 11 | 1 | 168 | 1 | 0 | 42 | 9 |
| 12 | 0 | 53 | 22 | 0 | 91 | 45 |
| Schoolwide | 149 | 354 | 23 | 0 | 134 | 57 |
| Enrolled in AP/IB Course | 0 | 26 | 23 | 0 | 0 | 9 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 104 | 15 | 0 | 0 | 12 | 0 | 0 |
| 10 | 98 | 15 | 0 | 0 | 14 | 0 | 0 |
| 11 | 100 | 12 | 0 | 0 | 13 | 0 | 0 |
| 12 | 24 | 1 | 0 | 0 | 0 | 0 | 0 |
| Schoolwide | 326 | 43 | 0 | 0 | 39 | 0 | 0 |
| Enrolled in AP/IB Course | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 172 | 28 | 0 | 0 | 27 | 0 | 0 |
| Earned Seal of Biliteracy | N | N | N | N | N | N | N |



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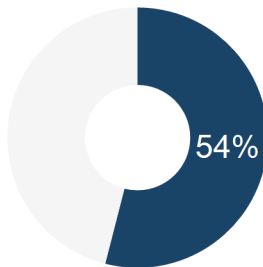
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Visual and Performing Arts – Course Participation

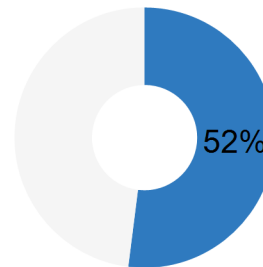
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

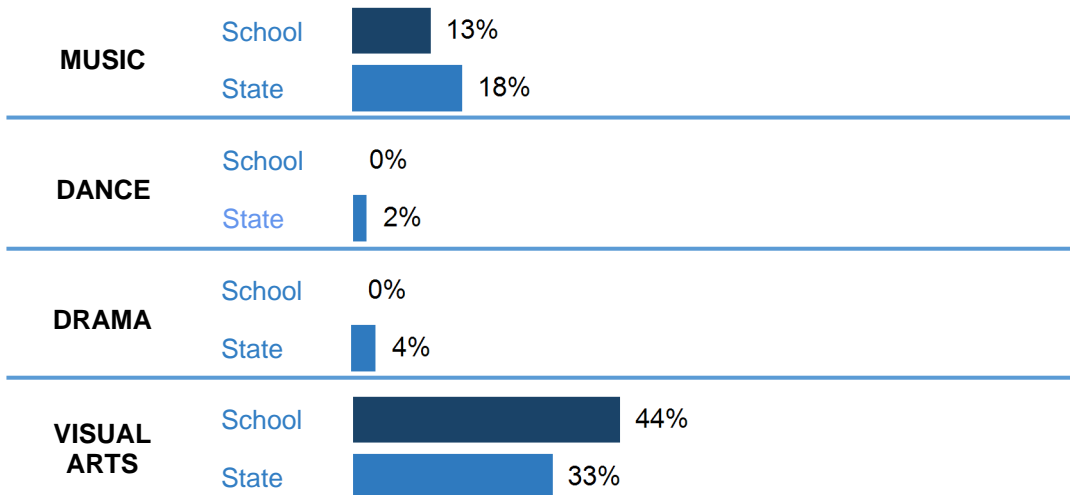


School



State

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 | 96.3% | 90.5% | 97.5% | 91.8% | 95.0% | N | Met Goal | 94.9% | 96.0% | Not Met |
| White | 96.7% | 94.5% | 98.4% | 95.1% | 97.6% | N | Met Goal | 95.3% | N | Met Goal |
| Hispanic | 93.1% | 84.3% | 96.0% | 86.3% | 84.0% | N | N | 89.5% | ** | ** |
| Black or African American | * | 83.4% | N | 85.3% | N | N | N | * | ** | ** |
| Asian, Native Hawaiian or Pacific Islander | * | 96.6% | * | 97.5% | * | ** | ** | * | ** | ** |
| American Indian or Alaska Native | N | 92.3% | * | 86.6% | * | ** | ** | N | N | N |
| Two or More Races | N | 91.9% | N | 93.7% | N | N | N | N | N | N |
| Economically Disadvantaged Students | 90.9% | 83.9% | 100.0% | 85.6% | 92.3% | 91.9% | Met Target | 92.0% | N | N |
| Students with Disabilities | 92.9% | 78.8% | 100.0% | 82.1% | 100.0% | ** | ** | 76.9% | 90.0% | Not Met |
| English Learners | * | 76.1% | * | 79.7% | * | ** | ** | * | ** | ** |
| Homeless Students | N | 73.2% | N | 74.4% | N | N | N | * | | |

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

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

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 96.3% | - |
| 2016 | 95.0% | 97.5% |
| 2015 | 94.8% | 94.9% |

Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017 | 0.5% | 1.1% |
| 2015-2016 | 0.5% | 1.1% |
| 2014-2015 | 0.2% | 1.1% |



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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 | 77.1% | 25.4% | 74.6% |
| White | 79.9% | 20.7% | 79.3% |
| Hispanic | 62.1% | 38.9% | 61.1% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 63.6% | 42.9% | 57.1% |
| Students with Disabilities | 76% | 68.4% | 31.6% |
| 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 | 81.5% | 23.6% | 76.4% | 76.4% | 23.6% | 81.3% | 18.7% |
| White | 81% | 23.5% | 76.5% | 75.5% | 24.5% | 80.6% | 19.4% |
| Hispanic | * | * | * | * | * | * | * |
| Black or African American | N | N | N | N | N | N | N |
| 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 | 71.4% | 30% | 70% | 80% | 20% | 90% | 10% |
| Students with Disabilities | 50% | 66.7% | 33.3% | 100% | 0% | 100% | 0% |
| English Learners | N | N | N | N | N | N | N |



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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

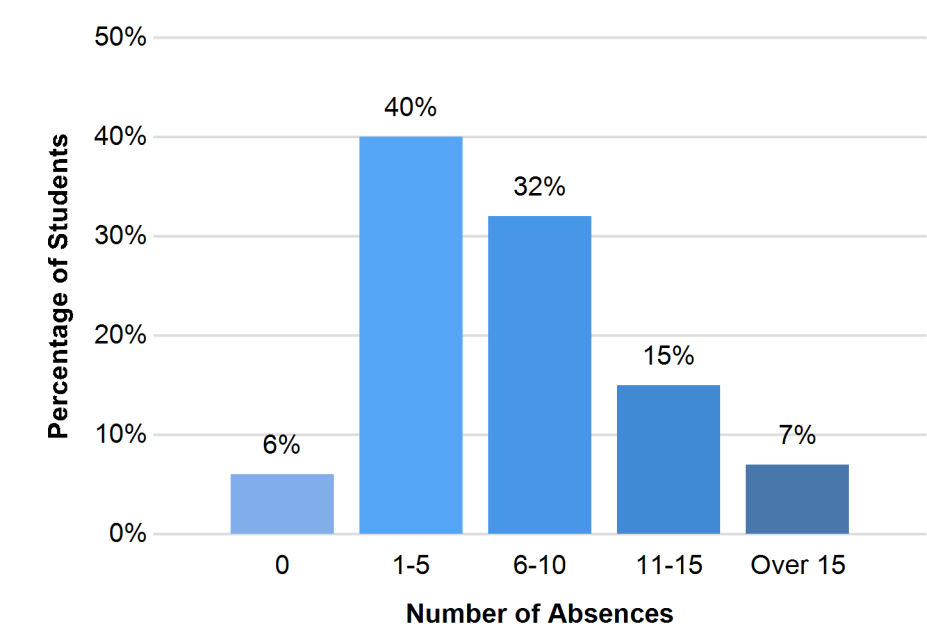
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.20 | 14.30 | Met Target |
| White | 4.00 | 14.30 | Met Target |
| Hispanic | 4.50 | 14.30 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 2.90 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 6.50 | 14.30 | Met Target |
| Students with Disabilities | 9.60 | 14.30 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



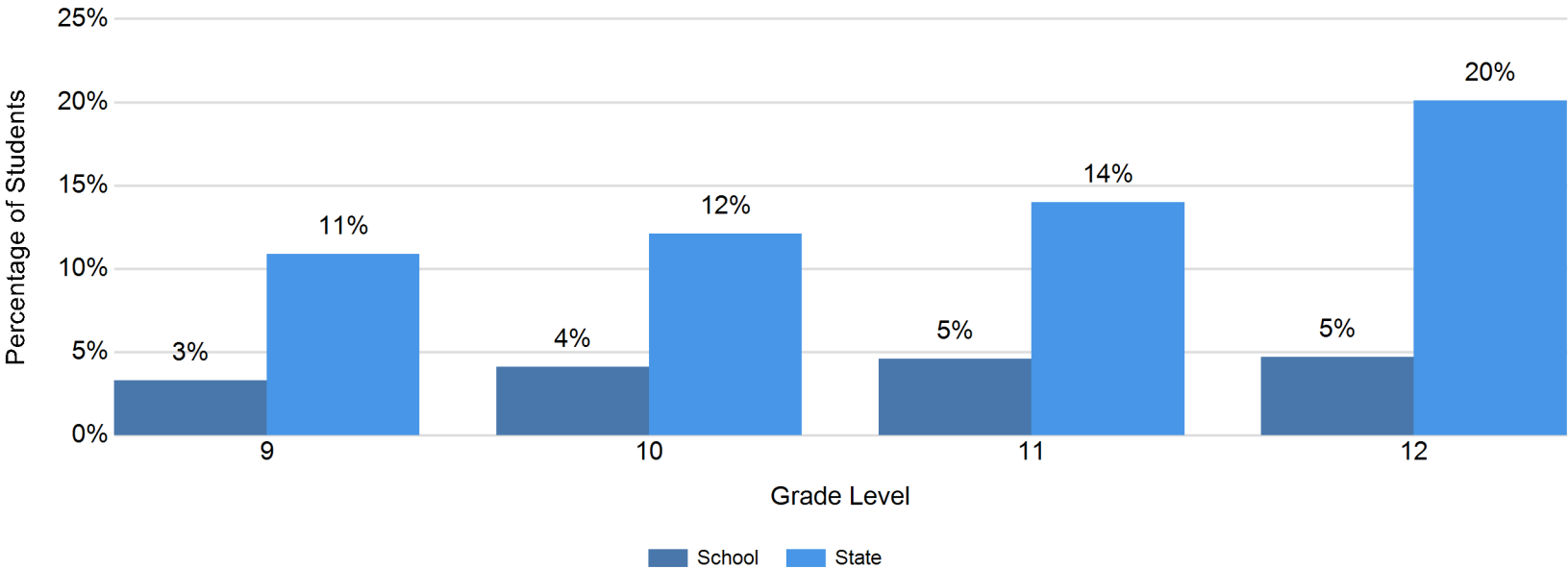


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:00AM |
| Typical End Time | 2:45PM |
| Length of School Day | 6 Hrs 45 Mins |
| Full Time - Instructional Time | 6 Hrs. 10 Mins. |
| Shared Time - Instructional Time | 3 Hrs. 30 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 | 1 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 2 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 3 |
| Incidents Per 100 Students Enrolled | 0.47 |

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 | 2.8% |
| Out-of-School Suspensions | 4.8% |
| Any Suspension | 4.8% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 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 | 595.2 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) | \$427 | \$16,663 | \$17,090 |



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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 | 57 | 120,724 |
| Average years experience in public schools | 14.4 | 11.8 |
| Average years experience in district | 12.1 | 10.5 |
| Teachers in district for 4 or more years | 83% | 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 | 17 | 9,506 |
| Average years experience in public schools | 23.4 | 15.9 |
| Average years experience in district | 17.1 | 11.6 |
| Administrators in district for 4 or more years | 88% | 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 | 11:1 | 11:1 |
| Administrators | 92:1 | 99:1 |
| Librarian/Media Specialists | | 560:1 |
| Nurses | | 420:1 |
| Counselors | | 336:1 |
| Child Study Team | | 280:1 |



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Teachers: All classroom teachers

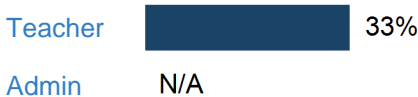
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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 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.

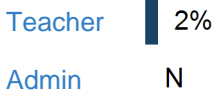
Bachelor's Degree



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 | 86% | 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 | 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 | 88.1 | 17.5% |
| Mathematics Proficiency | 89.6 | 17.5% |
| Graduation - 4-Year | 58.3 | 25.0% |
| Graduation - 5-Year | 42.7 | 25.0% |
| Chronic Absenteeism | 88.4 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 69.6 |
| Summative Rating: Percentile rank of Summative Score | | 72.4 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |
| Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67% | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide | 69.6 | 6.2 | No | Met Target† | Met Target | Met Target | Met Goal | Not Met | No |
| White | 73.5 | 6.2 | No | Met Target† | Met Target | Met Target | Met Goal | Met Goal | No |
| Hispanic | 69.8 | 6.2 | No | Met Target† | Met Target† | Met Target | N | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | N | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | N | N | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | N | No |
| Two or More Races | ** | ** | No | ** | ** | ** | N | N | No |
| Economically Disadvantaged Students | 84.1 | 6.2 | No | Met Target | Met Target | Met Target | Met Target | N | No |
| Students with Disabilities | 56.7 | 6.2 | No | Met Target† | Met Target† | 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

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Dr. Przybylinski | Email Address: | vincent.przybylinski@plps.org |
| Address: | 44 LAKESIDE AVENUE POMPTON LAKES, NJ 07442-1793 | Website: | https://www.plps-k12.org/pomptonlakeshs |
| Phone: | (973)835-7100 | Twitter: | https://twitter.com/PomptonLakesHS |

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"> • An expanding 1:1 technology initiative presently includes two grades in which students utilize HP ProBook 11 laptops. • Student performance on the PARCC, PSAT/NMSQT, SAT, and AP exams exceeds state and national averages. • New and exciting STEM opportunities include Computer Science as well as Robotics and Product Design. |
|  Mission, Vision, Theme: | <p>Our mission at PLHS is to prepare students to meet content and performance standards, to respect and adhere to high standards of conduct, and to value moral and ethical standards that contribute to the effective functioning of society. PLHS is a place where students acquire habits of mind that lead them to be life-long learners, where they learn to value themselves and their role in society, and where all stakeholders treat one another with respect and caring. Pride and tradition prevail.</p> |
|  Awards, Recognition, Accomplishments: | <p>At the end of the 2016-2017 academic year, the College Board recognized 15 AP Scholars, one AP Scholar with Honor, and five AP Scholars with Distinction from PLHS for their exceptional college-level achievement through AP courses and exams. Three members of the Class of 2017 and four members of the Class of 2018 have been recognized as National Merit Commended Scholars. Last year, one student made All-National Honor Concert Band and two students made North Jersey Region 1 Honor Band.</p> |







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| | |
|---|---|
|  Courses, Curriculum, Instruction: | <p>PLHS boasts a diverse and rigorous curriculum developed through student feedback, teacher and parent input, state standards, and its rich culture of continuous improvement. The curriculum offers an impressive 16 AP courses, 15 honors courses, 3 world languages, and myriad electives. Approximately 50% of students earn college credits prior to graduation through AP courses, Seton Hall University's Project Acceleration, and the Challenger Program affiliated with Passaic County Community College.</p> |
|  Sports and Athletics: | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Lacrosse (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>PLHS is proud to be a member of the highly competitive North Jersey Interscholastic Conference. More than 60% of students participate in one or more of the 22 male and female varsity sports programs available. During the past four years, PLHS sports teams have won a remarkable 9 league, 5 state, 3 county, and 2 district championships. PLHS is particularly proud of its exemplary record of sportsmanship. For decades, student-athletes have epitomized the "Pride, Hustle, Never Say Die" mantra.</p> |
|  Clubs and Activities: | <p>PLHS is pleased to offer 30 extracurricular activities, organizations, and societies, including student government, publications, service groups, and club sports. Thus, 90% of students are actively involved in at least one offering. The club and activity program includes an award-winning music program with a competitive marching band and a nationally recognized chapter of the Future Business Leaders of America. Recent additions include the Young Adult Book Club and Girls Lacrosse.</p> |
|  Before and After School Programs: | <p>PLHS teachers provide free evening SAT classes. In the spring, AP teachers provide free evening national exam prep sessions. The culinary arts program allows for advanced levels of food preparation outside the regular school day, while the Music Department offers choral and instrumental lessons before school. The Cooperative Employment/Internship program steers students toward meaningful after-school work. An outreach program helps limited-English speaking parents assimilate to life at PLHS.</p> |








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| | |
|---|---|
|  Staff and Professional Learning: | <p>PLHS provides faculty and staff members two full inservice days focused primarily on pedagogy, safety, regulations, and technology. Professional staffers also benefit from six two-hour curriculum days that they use to augment programs in collaborative settings. Professional learning communities meet as part of the regularly scheduled school day to formulate common lesson plans, activities, and assessments. Teachers and school leaders continue to pursue master's and doctoral degrees.</p> |
|  Postsecondary Information: | <p>Nearly 90% of graduates choose to attend college; others opt for the military, trade/technical school, and employment. PLHS hosts three premier evening events for parents—Preparing for Your Child's Future, College Planning Night, and Financial Aid Night. Instant Decision Day allows seniors to meet with college admissions officers and gain an acceptance on the spot. PLHS administers the PSAT free to all students in grades 9-11. The school uses the popular Naviance program for future planning.</p> |
|  Student Supports and Services: | <p>PLHS supports the development and expectations for students with disabilities and English language learners. The school offers an array of programming to meet academic, social, and/or vocational needs, including Intervention & Referral Services, general education/supported instruction, and resource special education instruction. Academic Support is also available with its own curriculum designed to help students develop the skills necessary to effectively manage their class assignments.</p> |
|  Student Health and Wellness: | <p>PLHS offers supports such as substance abuse counseling, a bereavement group, a family issues group, and a social issues group. PLHS also sponsors clubs that promote a healthy lifestyle, specifically the Health & Wellness Coalition, the Environmental Club, and the burgeoning Culinary Arts Club. Progressive in its approach to students' mental health and stress management, PLHS provides pre-AP and SAT meditation sessions as well as yoga, weight training, and fitness within the Phys. Ed. program.</p> |
|  Parent and Community Involvement: | <p>The active involvement of the PTA and booster clubs demonstrates the dedication of school community members. Families express their pride in the school and its traditions. Attendance at all events is remarkable. Furthermore, businesses, families, and organizations recognize student achievement in all areas. This verity is depicted by the generous annual contributions made toward the scholarship program. Other partnerships include the PL Prevention Coalition and PL Education Foundation.</p> |





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| | |
|---|---|
| <div></div> <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>PLHS employs multiple surveys to gain an understanding of its climate. In June, the school affords seniors and freshmen the opportunity to reflect upon their experiences via a set of poignant questions. PLHS also annually surveys its recent alumni regarding their preparation for college and the workforce. A faculty and staff survey provides vitally important feedback concerning working conditions at the school. Survey results are shared as appropriate; enhancements are made and communicated.</p> |
| <div></div> <div>Facilities:</div> | <p>For 85 years, the PLHS building has been the crown jewel of the community. Built in 1932 and expanded in 1961, PLHS has benefited from new heating, cooling, security, locker, and telephone systems within the past decade. Other notable enhancements: contemporary science rooms, modernized design (wood) shop and culinary arts room, newly equipped weight room, athletic training area, auditorium LED lighting, color LED marquee, energy-efficient lighting, and wired and wireless networks.</p> |



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Other Information:

Part of the #1 safest district in the state and #4 safest district in America as ranked by niche.com, PLHS serves both the boroughs of Pompton Lakes and Riverdale. PLHS also hosts some students from other neighboring towns through the state's Interdistrict Public School Choice Program as well as the school's reputable life skills program for students with autism and other disabilities. The close harmony among students, teachers, families, and school leaders provides a unique culture and a sense of community that are appreciated by all. Pride and tradition reign at PLHS, yet exciting changes abound. In keeping with a staunch philosophy of continuous quality improvement, we have bolstered the program of studies through the addition of several new courses in business, social studies, STEM, and world languages. We are also excited about the expansion of our cooperative employment-internship program and the addition of virtual course options for seniors. To assist students and families with future planning, we have incorporated the Naviance college and career readiness web-based program into our school counseling program. Driven to satisfy the needs and interests of each student, we have added the Youth Transitions to Work Stage Technician Apprenticeship Program to our list of effective college and career partnerships. Given a large voice in the evolution of our school, students are presently piloting several new clubs, including the Culinary Arts Club, Chess Club, and Music Honor Society. In concert with our flourishing fine arts program, students have added the Fine Arts Night/Showcase to our calendar of premier school events. Because of PLHS' unique culture and exemplary record of success, very few local parents enroll their children in non-public and vocational-technical institutions; instead, they choose to stay within the district. They recognize the great opportunities available at PLHS, the heart of a highly spirited community.