



Montgomery High School
2016-2017
Grade Span 09-12

35-3320-030
 SOMERSET
 MONTGOMERY TWP
 1016 ROUTE 601
 SKILLMAN, NJ 08558-1799

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	409	421	408
10	412	402	410
11	431	402	404
12	434	430	399
Ungraded	27	27	26
Total	1712	1682	1647

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	52%
Male	50%	50%	48%
Economically Disadvantaged Students	4%	4%	4%
Students with Disabilities	11%	11%	11%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	50.4%
Asian	41.0%
Hispanic	4.6%
Black or African American	3.3%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.5%

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	1642
Shared Time Students	6
Full Time Equivalent	1645

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	85.3%
Chinese	3.6%
Telugu	1.8%
Spanish	1.5%
Tamil	1.0%
Other	6.9%



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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	761	97.5	82.20	78.10	54.90	82.2	80	Met Goal
White	378	96.9	76.70	71.00	63.90	76.7	80	Met Target†
Hispanic	29	89.5	44.80	47.20	39.80	42.8	57.6	Met Target†
Black or African American	23	92.6	60.80	51.30	35.20	60.8	65.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	328	99.7	93.60	90.20	80.70	93.6	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	383	97.2	86.10	83.90	62.20	86.1		
Male	378	97.8	78.30	72.80	48.10	78.3		
Economically Disadvantaged Students	31	92.1	41.90	37.70	36.20	41.9	57.7	Not Met
Non-Economically Disadvantaged Students	730	97.7	84.00	80.20	65.80	84		
Students with Disabilities	80	92.1	37.60	30.60	20.50	36.3	34.5	Met Target
Students without Disabilities	681	98.1	87.60	86.20	61.90	87.6		
English Learners	19	100.0	63.10	55.30	25.20	63.1	N	N
Non-English Learners	742	97.4	82.80	79.10	57.40	82.8		
Homeless Students	N	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 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	405	777	777	749	*	*	12%	52%	33%	85%	52%
White	194	770	770	757	*	*	18%	60%	20%	79%	62%
Hispanic	15	751	751	733	*	*	*	*	*	47%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	182	789	789	777	*	*	*	43%	51%	94%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	215	780	780	756	*	*	10%	54%	34%	88%	60%
Male	190	774	774	741	*	*	14%	50%	32%	81%	43%
Economically Disadvantaged Students	16	762	762	731	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	389	778	778	758	*	*	*	*	*	86%	62%
Students with Disabilities	37	746	746	714	*	*	49%	43%	0%	43%	13%
Students without Disabilities	368	781	781	754	*	*	8%	53%	36%	89%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	407	777	777	743	3%	6%	12%	46%	33%	79%	46%
White	204	769	769	749	*	*	16%	53%	22%	75%	52%
Hispanic	19	734	734	728	*	*	*	*	*	37%	34%
Black or African American	15	755	755	725	*	*	*	*	*	47%	31%
Asian, Native Hawaiian, or Pacific Islander	168	795	795	774	*	*	*	41%	52%	93%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	199	784	784	752	*	*	11%	44%	40%	83%	54%
Male	208	771	771	734	*	*	13%	48%	27%	76%	39%
Economically Disadvantaged Students	17	741	741	726	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	390	779	779	751	*	*	*	*	*	81%	54%
Students with Disabilities	43	731	731	704	*	*	28%	33%	*	35%	12%
Students without Disabilities	364	783	783	749	*	*	10%	48%	*	85%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	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**

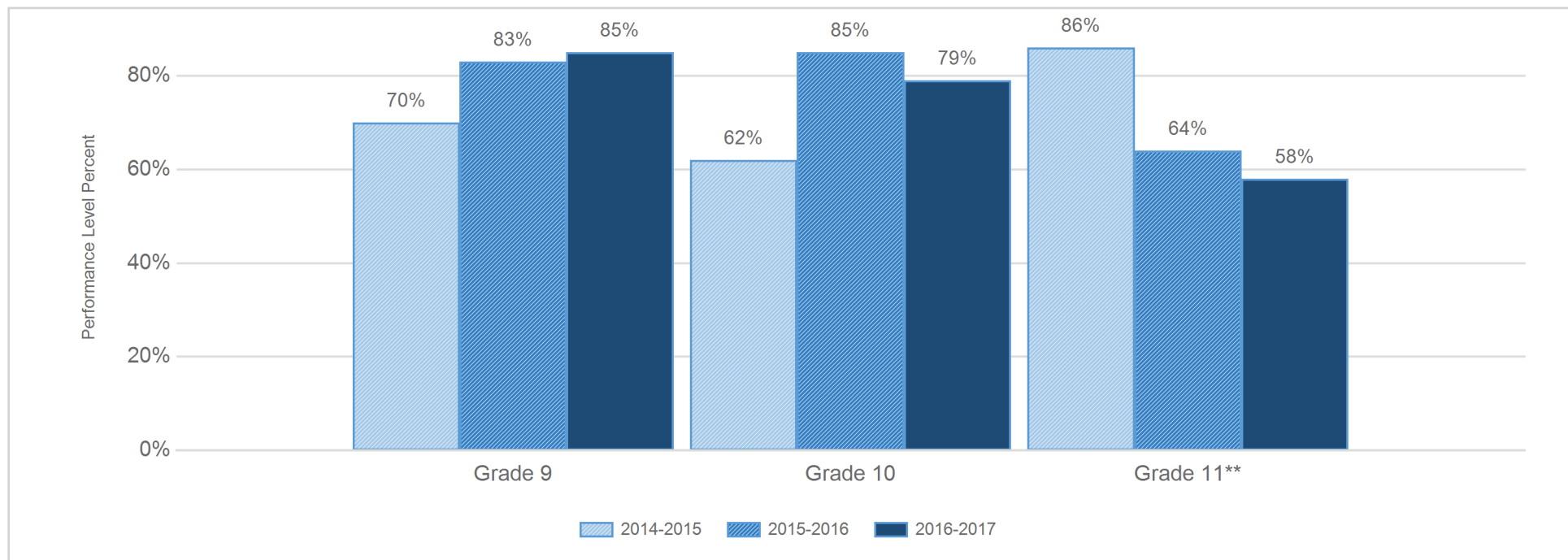
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	332	756	756	736	9%	10%	23%	39%	19%	58%	38%
White	179	751	751	738	11%	11%	26%	37%	16%	53%	40%
Hispanic	23	738	738	731	*	*	*	*	*	39%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	119	766	766	756	*	*	18%	44%	27%	71%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	169	762	762	744	*	*	25%	38%	24%	62%	46%
Male	163	749	749	729	*	*	20%	41%	14%	55%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	38	728	728	709	32%	*	29%	*	*	29%	12%
Students without Disabilities	294	759	759	741	6%	*	22%	*	*	62%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	572	95.2	68.00	74.00	43.50	68	68.2	Met Target†
White	330	94.1	65.20	64.90	52.40	64.5	65.2	Met Target†
Hispanic	29	94.4	37.90	46.40	27.60	37.3	36.6	Met Target
Black or African American	21	92.0	19.00	39.00	21.70	18.3	16.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	188	97.6	83.00	89.20	75.60	83	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	298	92.9	69.20	75.20	44.10	67.3		
Male	274	98.0	66.80	72.90	42.90	66.8		
Economically Disadvantaged Students	29	91.9	31.00	36.80	25.10	29.6	44.8	Not Met
Non-Economically Disadvantaged Students	543	95.4	69.90	76.00	54.30	69.9		
Students with Disabilities	75	86.5	17.30	26.80	16.50	15.7	29.9	Not Met
Students without Disabilities	497	96.6	75.70	82.50	48.80	75.7		
English Learners	14	95.5	50.00	60.00	23.30	50	N	N
Non-English Learners	558	95.2	68.50	74.60	45.20	68.5		
Homeless Students	N	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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† 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	130	745	769	743	10%	*	40%	40%	*	42%	42%
White	82	747	*	751	*	*	42%	44%	*	45%	52%
Hispanic	15	720	*	728	*	*	*	*	0%	20%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	25	752	783	774	*	*	*	44%	*	52%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	62	751	*	744	*	*	40%	47%	*	48%	43%
Male	68	739	*	741	*	*	40%	34%	*	37%	40%
Economically Disadvantaged Students	11	723	*	727	*	*	*	*	*	18%	23%
Non-Economically Disadvantaged Students	119	746	*	751	*	*	*	*	*	45%	52%
Students with Disabilities	38	724	734	714	*	*	47%	*	*	13%	10%
Students without Disabilities	92	753	773	747	*	*	37%	*	*	54%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	228	753	763	734	*	9%	29%	55%	*	62%	30%
White	154	755	*	740	0%	7%	27%	59%	7%	66%	38%
Hispanic	18	735	*	722	*	*	*	*	0%	33%	14%
Black or African American	12	735	735	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	43	761	775	758	0%	*	23%	61%	*	72%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	130	753	762	735	*	*	30%	57%	*	63%	31%
Male	98	753	765	733	*	*	27%	52%	*	60%	30%
Economically Disadvantaged Students	12	730	*	721	*	*	*	*	*	25%	13%
Non-Economically Disadvantaged Students	216	755	*	740	*	*	*	*	*	64%	39%
Students with Disabilities	37	725	*	711	*	*	41%	*	0%	11%	*
Students without Disabilities	191	759	*	738	*	*	26%	*	8%	72%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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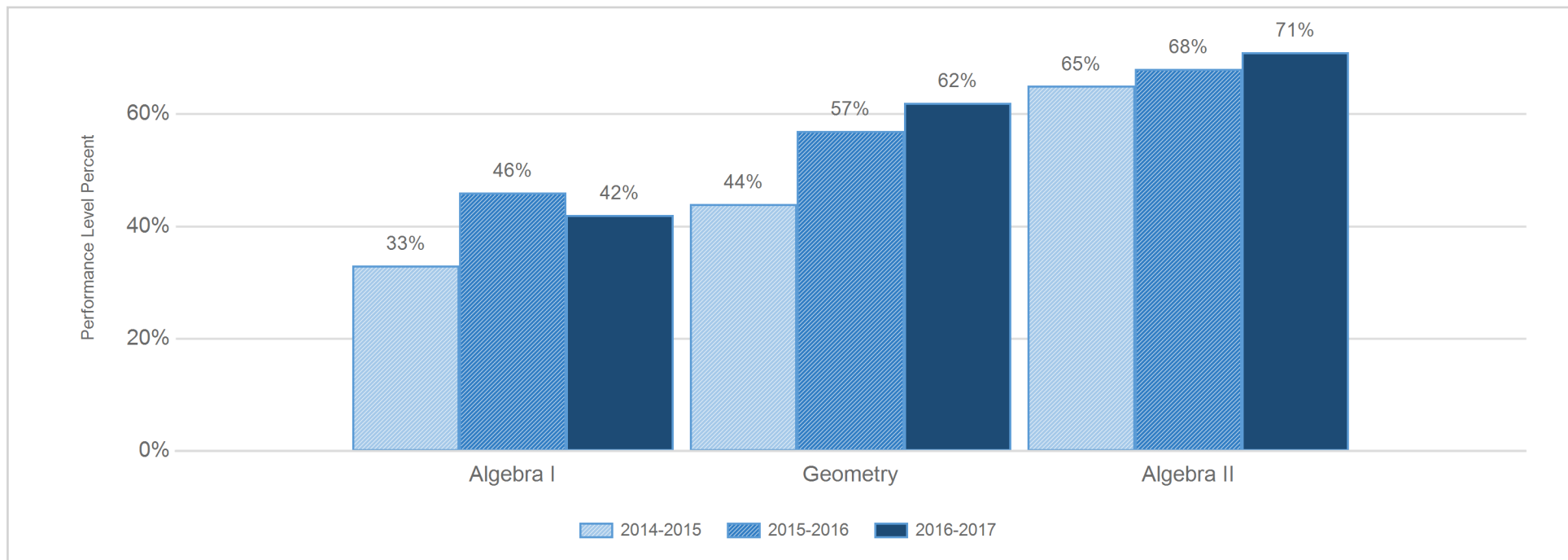
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	334	766	769	725	8%	8%	13%	58%	14%	71%	28%
White	155	757	*	731	8%	10%	17%	57%	7%	64%	33%
Hispanic	13	720	720	710	*	*	*	*	0%	23%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	151	785	789	761	*	*	8%	64%	23%	87%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	175	766	*	725	8%	9%	13%	58%	12%	70%	27%
Male	159	767	*	725	8%	7%	13%	57%	15%	72%	29%
Economically Disadvantaged Students	16	742	742	708	*	*	*	*	*	31%	13%
Non-Economically Disadvantaged Students	318	768	770	733	*	*	*	*	*	73%	35%
Students with Disabilities	29	719	719	692	41%	*	*	*	0%	21%	*
Students without Disabilities	305	771	773	729	5%	*	*	*	15%	76%	*
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	*	*	*	710	*	*	*	*	*	*	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	N	N	N
5+	N	N	N



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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.

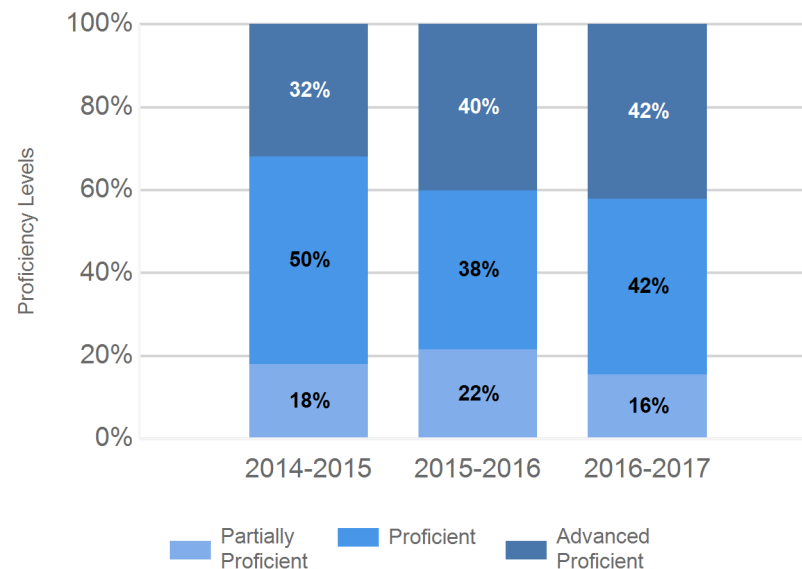
Biology Assessment - Performance

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	42%	42%	16%
White	30%	54%	16%
Hispanic	20%	25%	55%
Black or African American	*	58%	*
Asian, Native Hawaiian, or Pacific Islander	61%	31%	8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	N	N	N
Students with Disabilities	3%	30%	67%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	63.5%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	48.9%	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	600	481	Varies By Grade	96%	67%
PSAT - Math	631	483	Varies By Grade	92%	49%
SAT - Reading and Writing	657	551	480	97%	77%
SAT - Math	674	552	530	94%	58%
ACT - Reading	28	24	22	86%	65%
ACT - English	28	24	18	95%	79%
ACT - Math	29	24	22	91%	65%
ACT - Science	27	23	23	78%	54%



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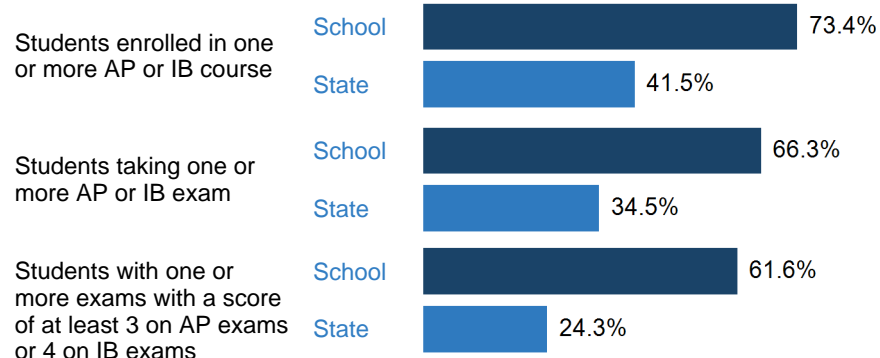
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

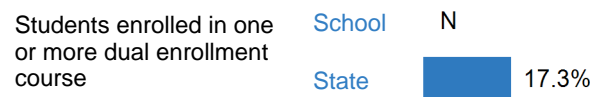
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	60
AP Biology	150	121
AP Calculus AB	107	96
AP Calculus BC	59	57
AP Chemistry	86	75
AP Chinese Language and Culture	0	24
AP Computer Science A	65	48
AP English Language and Composition	66	64
AP English Literature and Composition	48	34
AP Environmental Science	118	62
AP French Language and Culture	29	18
AP German Language and Culture	25	18
AP Human Geography	0	13
AP Macroeconomics	152	128
AP Microeconomics	0	130
AP Music Theory	0	3
AP Physics 1	0	4
AP Physics C	66	0
AP Physics C: Electricity and Magnetism	0	38
AP Physics C: Mechanics	0	49



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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	0	49
AP Spanish Language	47	38
AP Statistics	120	96
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Dimensional	16	4
AP U.S. Government and Politics	42	29
AP U.S. History	128	80
Total Exams Taken		1339
Exams with scores of at least 3 on AP exams or 4 on IB exams		1237



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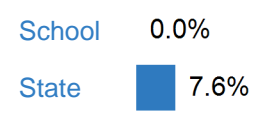
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

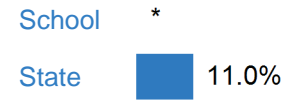
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

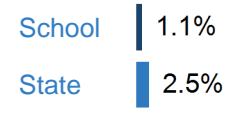
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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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	123	145	139	19	0	0	16
10	22	90	149	143	20	2	9
11	8	6	76	132	132	28	56
12	2	1	11	39	144	172	100
Schoolwide	155	242	375	333	296	202	181
Enrolled in AP/IB Course					164	120	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	6	4	0	0	411	0
10	5	414	0	0	11	0
11	370	20	0	9	20	6
12	52	9	0	212	56	42
Schoolwide	433	447	0	221	498	48
Enrolled in AP/IB Course	150	86		118	66	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	414	7	0	0	0	0
10	8	419	0	0	0	0
11	6	402	62	28	22	41
12	1	62	90	77	60	149
Schoolwide	429	890	152	105	82	190
Enrolled in AP/IB Course	0	128	152	0	0	42

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	207	87	0	53	47	0	0
10	224	85	0	40	52	1	0
11	208	60	0	23	32	16	0
12	70	34	0	21	27	3	0
Schoolwide	709	266	0	137	158	20	0
Enrolled in AP/IB Course	47	29	0	0	25	0	0
Enrolled in Level 3 or Higher	371	128	0	38	70	20	0
Earned Seal of Biliteracy	*	*	0	0	0	*	0



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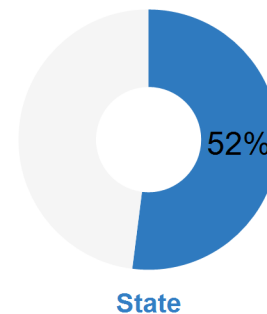
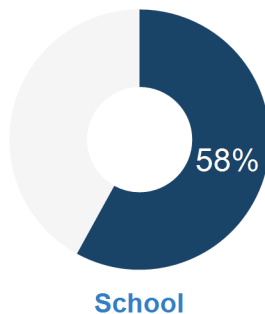
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Visual and Performing Arts – Course Participation

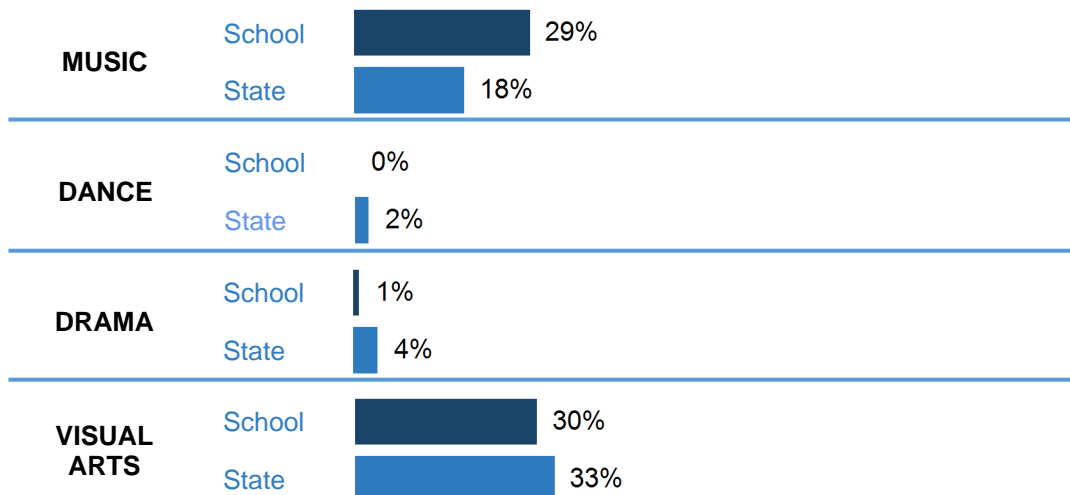
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.6%	90.5%	97.7%	91.8%	97.1%	N	Met Goal	97.1%	N	Met Goal
White	97.4%	94.5%	97.2%	95.1%	97.2%	N	Met Goal	98.2%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	93.8%	83.4%	100.0%	85.3%	91.7%	**	**	84.6%	**	**
Asian, Native Hawaiian or Pacific Islander	99.4%	96.6%	98.8%	97.5%	98.1%	N	Met Goal	96.7%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	82.4%	83.9%	100.0%	85.6%	86.7%	**	**	*	**	**
Students with Disabilities	88.0%	78.8%	86.4%	82.1%	84.1%	88.2%	Not Met	87.8%	76.5%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.6%	-
2016	97.1%	97.7%
2015	95.5%	97.1%

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%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.1%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	88.2%	4.3%	95.7%
White	90.7%	4.1%	95.9%
Hispanic	*	*	*
Black or African American	78.6%	18.2%	81.8%
Asian, Native Hawaiian, or Pacific Islander	89%	2.2%	97.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	58.3%	14.3%	85.7%
Students with Disabilities	66.7%	26.9%	73.1%
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	90%	6.2%	93.8%	57.9%	42.1%	34.6%	65.5%
White	88.9%	6.5%	93.5%	56.9%	43.1%	31.5%	68.5%
Hispanic	84.6%	36.4%	63.6%	63.6%	36.4%	45.5%	54.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.1%	3.5%	96.5%	59.7%	40.3%	36.1%	63.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.3%	7.7%	92.3%	76.9%	23.1%	69.2%	30.8%
Students with Disabilities	81.6%	25.8%	74.2%	58.1%	41.9%	38.7%	61.3%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

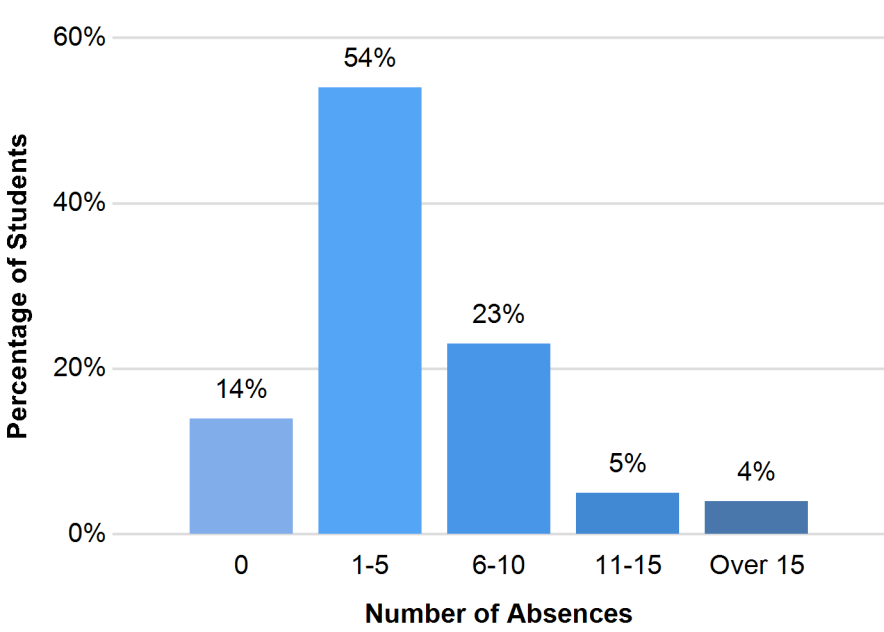
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	14.30	Met Target
White	3.30	14.30	Met Target
Hispanic	13.60	14.30	Met Target
Black or African American	6.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.40	14.30	Met Target
Students with Disabilities	14.10	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.



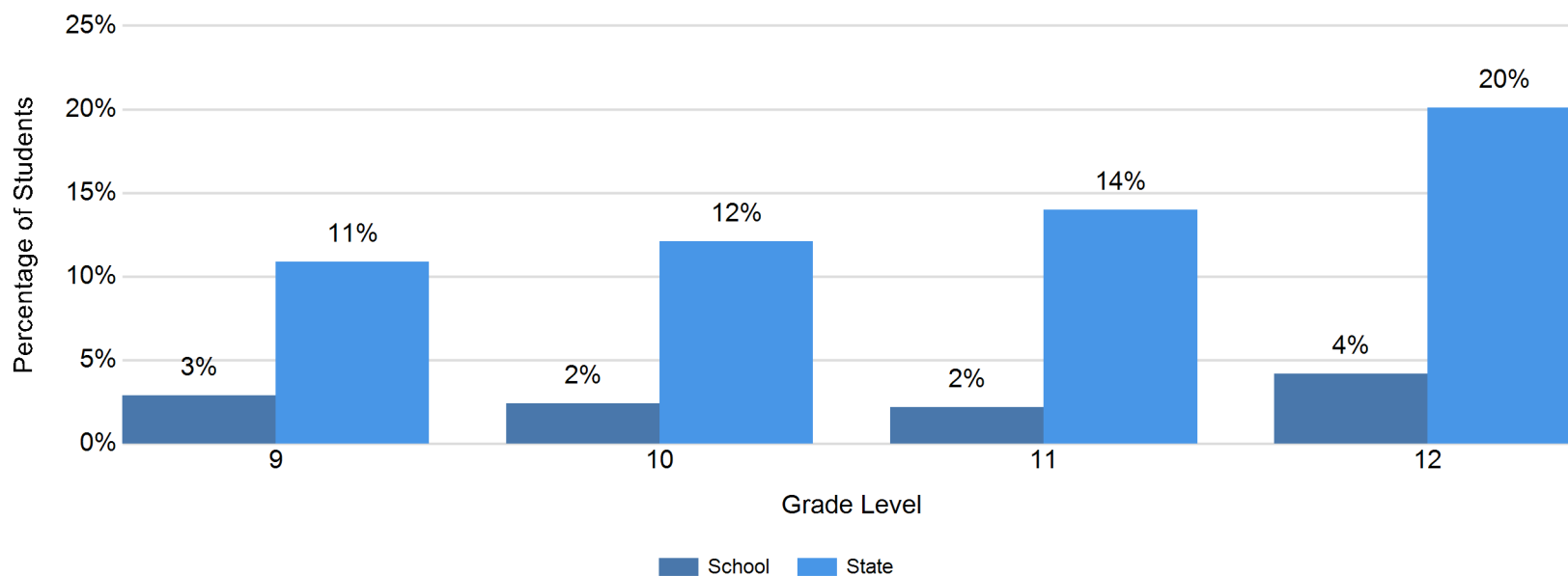


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Chronic Absenteeism by Grade

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	7:20AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	3 Hrs. 0 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	0
Vandalism	4
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.61

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	1.0%
Out-of-School Suspensions	1.3%
Any Suspension	2.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	104.2 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)	\$224	\$14,219	\$14,443



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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	126	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	79%	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	35	9,506
Average years experience in public schools	11.7	15.9
Average years experience in district	8.8	11.6
Administrators in district for 4 or more years	66%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	165:1	137:1
Librarian/Media Specialists		959:1
Nurses		800:1
Counselors		300:1
Child Study Team		228:1



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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.

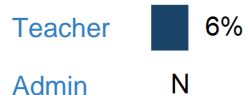
Bachelor's Degree



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	88%	89%
2015-16 Administrators: Same district 2016-17	92%	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	93.8	17.5%
Mathematics Proficiency	93.0	17.5%
Graduation - 4-Year	66.8	25.0%
Graduation - 5-Year	61.6	25.0%
Chronic Absenteeism	87.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		77.9
Summative Rating: Percentile rank of Summative Score		87.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	77.9	6.2	No	Met Goal	Met Target†	Met Target	Met Goal	Met Goal	No
White	83.5	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Black or African American	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	65.4	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	Not Met	Met Target	**	**	No
Students with Disabilities	72.9	6.2	No	Met Target	Not Met	Met Target	Not Met	Met Target	No
English Learners	**	**	No	N	N	**	**	**	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. Popadiuk	Email Address:	ppopadiuk@mtsd.us
Address:	1016 ROUTE 601 SKILLMAN, NJ 08558-1799	Website:	https://www.mtsd.k12.nj.us/Page/591
Phone:	(609)466-7602		

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"> • Our AB Block Schedule supports our extremely vigorous academic course offerings and our Social Emotional Learning • Offers 30 varsity sports and over 58 co-curricular clubs and activities. • Technology is a part of every day, with students utilizing our BYOD program.
 Mission, Vision, Theme:	<p>Montgomery High School is an academically challenging and supportive community that provides innovative educational, extra-curricular, and social opportunities that encourage responsible citizenship and life-long learning.</p>
 Awards, Recognition, Accomplishments:	<p>The students of Montgomery High School continue to be among the highest achieving students in the state. Our students rank among the top of their peers in SAT and Advanced Placement Tests. The Class of 2017 mean SAT score of 1320 was 260 points above the national mean. Our AP test scores were equally impressive; 44% of the 1337 AP tests taken achieved a top score of 5 and 93% earned a 3 or higher. Additionally, MHS had 17 finalists and 41 commended students in the 2017 National Merit Program.</p>



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Courses, Curriculum, Instruction:

The Program of Studies offers 21 Advanced Placement Courses. We offer AP courses in English, Calculus, Biology, Chemistry, Physics, Environmental Science, Computer Science, Statistics, US History, American Government, Economics, French, German, Spanish, Studio Art, and Art History. MHS also offers 28 Honors and accelerated courses as well as a vast array of challenging academic electives. All students are required to take a study hall to support SEL growth.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

Our student athletes are high achieving in and out the classroom. In 2017, MHS won Division Championships in Boys Soccer, Girls Fencing, Baseball, Softball, Boys Lacrosse, and Boys Tennis; County Championships in Boys Cross Country, Boys Winter Track and Field, Girls Fencing, Boys Tennis; Sectional Championships in Softball, Boys Lacrosse, Boys Tennis, and Boys Golf; and State Titles in Boys Lacrosse and Boys Tennis. We also won the Tournament of Champions in Boys Tennis.



Clubs and Activities:

MHS students are successful in balancing a rigorous academic schedule with activities outside the classroom, including participation in over 58 co-curricular offerings. These include award winning curricular and co-curricular performing arts programs highlighted by highly acclaimed bands, orchestras and choral groups; academic clubs including Robotics, Mock Trial and Science Olympiad Teams; service organizations recognized for their community contributions as well as 30 varsity sports.



Before and After School Programs:

MHS offers regular after school help for all students, which occurs after school, but before all extra-curricular activities begin. In addition to our athletics and abundant extracurricular offerings, MHS offers an SAT prep program that is free to all MHS 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.

 Staff and Professional Learning:	<p>It is our belief that Collaborative Learning Teams are instrumental in both bettering instructional practices and increasing student learning. All teachers at Montgomery High School participate in CLTs. Through the use of CLTs, teachers are provided with opportunities to collaborate, assess, and hone their practice. Additionally, teachers participate in six staff-in-service days where professional development is tailored to continue to support the growth of our educational professionals.</p>
 Postsecondary Information:	<p>Montgomery High School offers an extremely challenging scholastic environment and consistently produces some of the highest achieving learners in New Jersey. Ninety-one percent of the graduating class of 2017 are continuing their education at four-year colleges.</p>
 Student Supports and Services:	<p>MHS has seven school counselors, one student assistance counselor, and a child study team that is made up of two social workers, a school psychologist, and a learning disabilities teacher consultant (LDTC). To aid our struggling students, we have an Intervention and Referral Services (I&RS) team, ESL program, after school tutoring, and our Effective School Solutions (ESS) program that offers greater higher level of counseling services for those students in need.</p>
 Student Health and Wellness:	<p>At MHS, we believe in the development of the whole child. The development of Social and Emotional Learning skills are as important as the development of the cognitive learning skills typically taught in schools. Our SEL target areas are the fundamental skills needed for life-long learning, including how to deal with oneself, others and relationships, work in an effective manner, manage their emotions, resolve conflicts in a civil manner, and make responsible decisions.</p>
 Parent and Community Involvement:	<p>At MHS, we have a very active Parent Teacher Student Association (PTSA) and Special Education Parent Teacher Association (SEPTA). Additionally, we have many booster clubs that contribute to the overall student experience in athletics and extra-curriculars, the Montgomery Township Education Fund (MTEF) which funds projects that support Montgomery's students, and many community partnerships.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	MHS was built in 2005 and offers students a technologically advanced setting for learning. The building has a modern television and radio studio, science labs, studio classrooms that supports photo, ceramics, and the arts, a culinary lab classroom, a state of the art performing arts center and music suit, as well as classrooms that support the industrial arts. Athletically, MHS has 2 gyms, a swimming pool, 6 tennis courts, weight room, trainers room, various grass fields, and a turf stadium.
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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>MHS is very proud of the special education department's program which is designed to enable students with mild to moderate cognitive disabilities to acquire academic and career readiness skills. MHS also participates in a Unified Physical Education Program and supports our students in a variety of Special Olympic athletic events.</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
5	352	392	348
6	389	374	414
Ungraded	6	13	12
Total	747	779	774

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	47%
Male	51%	53%	53%
Economically Disadvantaged Students	4%	5%	5%
Students with Disabilities	11%	14%	15%
English Learners	1%	2%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	50.3%
White	41.1%
Hispanic	5.4%
Black or African American	1.9%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	0.9%

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	70.0%
Chinese	8.0%
Telugu	4.9%
Hindi	3.0%
Spanish	2.3%
Other	11.4%



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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	692	98.1	78.90	78.10	54.90	78.9	76.3	Met Target
White	301	96.9	70.10	71.00	63.90	70.1	67.7	Met Target
Hispanic	36	97.6	55.60	47.20	39.80	55.6	54.4	Met Target
Black or African American	13	100.0	53.90	51.30	35.20	53.9	**	**
Asian, Native Hawaiian, or Pacific Islander	336	99.0	90.20	90.20	80.70	90.2	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	326	98.1	84.10	83.90	62.20	84.1		
Male	366	98.1	74.30	72.80	48.10	74.3		
Economically Disadvantaged Students	36	95.3	41.70	37.70	36.20	41.7	48.7	Met Target†
Non-Economically Disadvantaged Students	656	98.2	80.90	80.20	65.80	80.9		
Students with Disabilities	114	99.1	28.90	30.60	20.50	28.9	30.5	Met Target†
Students without Disabilities	578	97.9	88.70	86.20	61.90	88.7		
English Learners	28	74.4	67.90	55.30	25.20	67.9	N	N
Non-English Learners	664	99.3	79.40	79.10	57.40	79.4		
Homeless Students	N	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 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	338	779	779	756	*	*	9%	55%	28%	83%	59%
White	145	771	771	763	*	*	15%	58%	19%	77%	69%
Hispanic	20	761	761	743	*	*	*	60%	*	70%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	163	790	790	779	*	*	*	52%	39%	91%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	161	785	785	761	*	*	7%	53%	34%	87%	66%
Male	177	774	774	750	*	*	11%	57%	23%	80%	53%
Economically Disadvantaged Students	15	746	746	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	323	781	781	765	*	*	*	*	*	85%	71%
Students with Disabilities	49	737	737	725	*	*	25%	37%	*	37%	22%
Students without Disabilities	289	786	786	762	*	*	7%	59%	*	91%	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	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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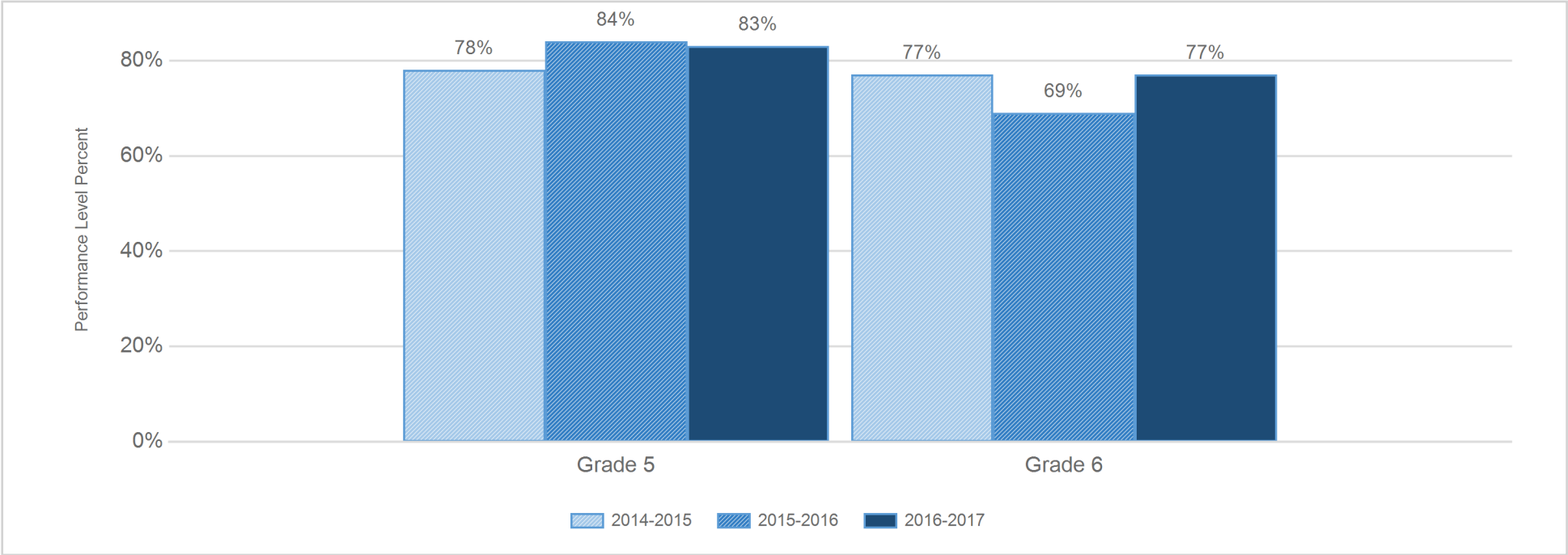
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	412	775	775	752	*	*	17%	45%	32%	77%	54%
White	163	763	763	758	*	*	26%	46%	18%	64%	63%
Hispanic	21	750	750	740	*	*	*	*	*	43%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	217	787	787	776	*	*	8%	46%	45%	91%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	192	782	782	758	*	*	13%	42%	40%	82%	61%
Male	220	768	768	746	*	*	20%	48%	24%	72%	46%
Economically Disadvantaged Students	19	750	750	737	*	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	393	776	776	761	*	*	*	*	*	79%	65%
Students with Disabilities	60	734	734	722	*	*	42%	25%	*	25%	17%
Students without Disabilities	352	782	782	758	*	*	13%	49%	*	86%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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	691	99.2	77.30	74.00	43.50	77.3	73.1	Met Target
White	300	98.4	67.30	64.90	52.40	67.3	60.8	Met Target
Hispanic	36	97.6	44.50	46.40	27.60	44.5	45.6	Met Target†
Black or African American	13	100.0	53.80	39.00	21.70	53.8	**	**
Asian, Native Hawaiian, or Pacific Islander	336	100.0	90.50	89.20	75.60	90.5	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	326	99.2	78.90	75.20	44.10	78.9		
Male	365	99.3	75.90	72.90	42.90	75.9		
Economically Disadvantaged Students	36	100.0	33.30	36.80	25.10	33.3	43.1	Met Target†
Non-Economically Disadvantaged Students	655	99.2	79.70	76.00	54.30	79.7		
Students with Disabilities	114	99.1	25.40	26.80	16.50	25.4	20.1	Met Target
Students without Disabilities	577	99.2	87.50	82.50	48.80	87.5		
English Learners	28	100.0	75.00	60.00	23.30	75	N	N
Non-English Learners	663	99.2	77.40	74.60	45.20	77.4		
Homeless Students	N	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		

** 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 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	345	771	771	747	*	*	16%	48%	29%	77%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	20	749	749	735	*	*	*	*	*	55%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	167	782	782	774	*	*	8%	49%	40%	89%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	164	769	769	747	*	*	16%	56%	24%	79%	47%
Male	181	773	773	746	*	*	16%	41%	34%	75%	46%
Economically Disadvantaged Students	17	744	744	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	328	772	772	756	*	*	*	*	*	79%	59%
Students with Disabilities	49	733	733	725	*	*	35%	22%	*	27%	19%
Students without Disabilities	296	777	777	751	*	*	13%	52%	*	86%	52%
English Learners	10	742	742	717	*	*	*	*	0%	30%	12%
Non-English Learners	335	772	772	748	*	*	*	*	30%	79%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

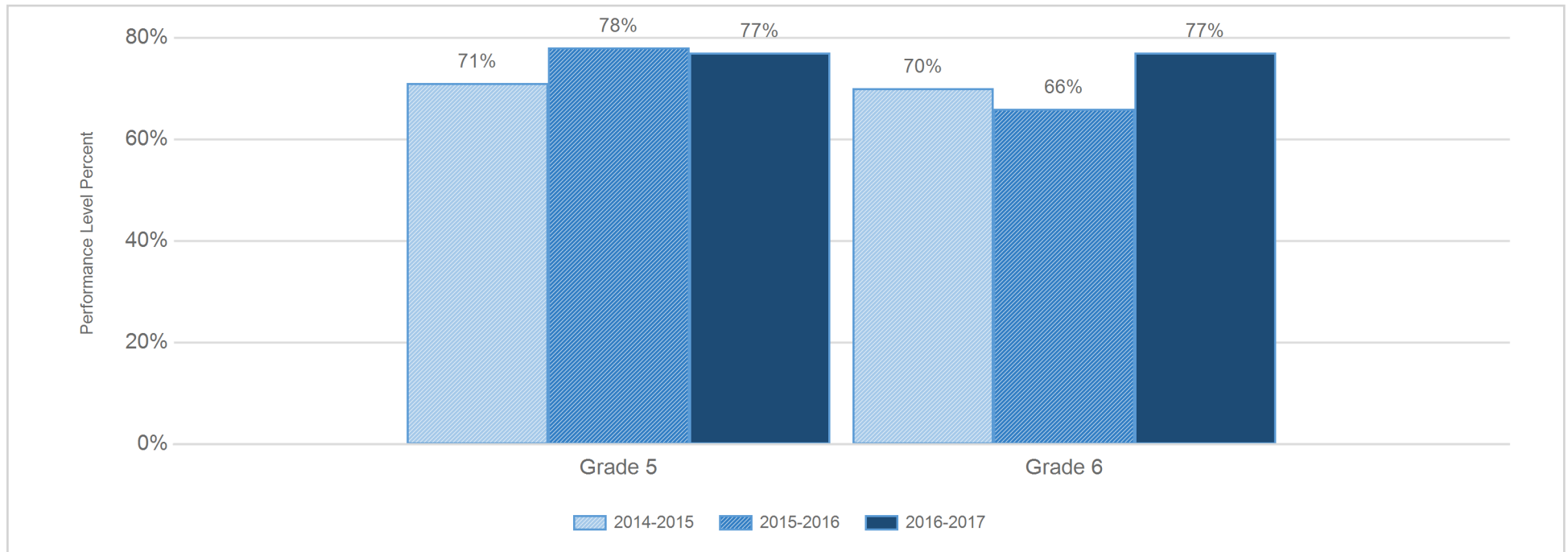
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	399	768	768	743	*	*	15%	51%	27%	77%	44%
White	164	757	757	751	*	*	23%	53%	12%	65%	54%
Hispanic	21	740	740	731	*	*	*	*	*	38%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	203	781	781	771	*	*	6%	50%	42%	93%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	186	769	769	745	*	*	13%	51%	28%	79%	45%
Male	213	768	768	742	*	*	16%	51%	25%	77%	43%
Economically Disadvantaged Students	19	743	743	728	*	*	*	*	*	37%	24%
Non-Economically Disadvantaged Students	380	769	769	752	*	*	*	*	*	80%	56%
Students with Disabilities	60	732	732	717	*	*	32%	23%	*	25%	13%
Students without Disabilities	339	775	775	748	*	*	12%	56%	*	87%	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.

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
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

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



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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	60	54	50	Exceeds Target	56	56	50	Met Target
White	58	51	50	Met Target	56	56	52	Met Target
Hispanic	52	44	49	Met Target	50	49	47	Met Target
Black or African American	*	32	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	64	60	60	Exceeds Target	56	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	51	46	47	Met Target	49	54.5	46	Met Target
Students with Disabilities	45	41	41	Met Target	58	56	43	Met Target
English Learners	66	65	53	Exceeds Target	75	*	51	Exceeds Target

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



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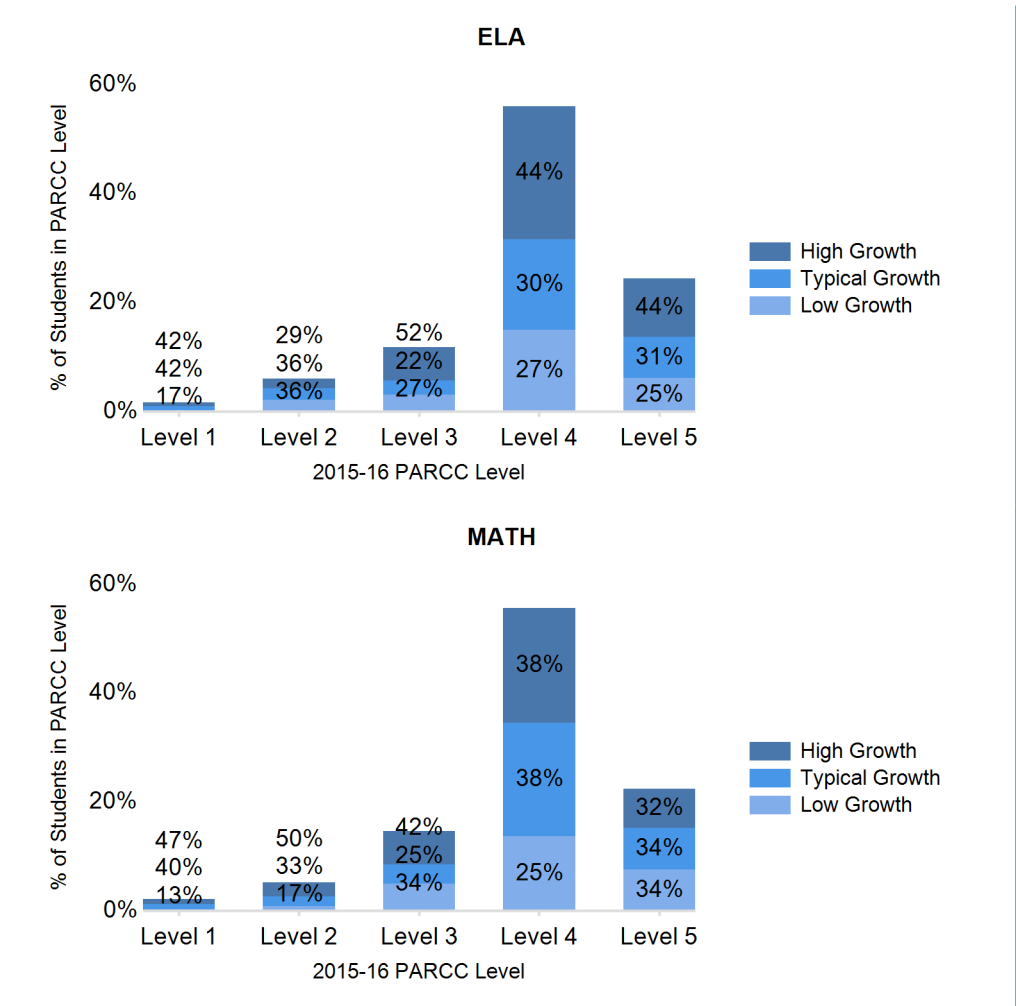
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

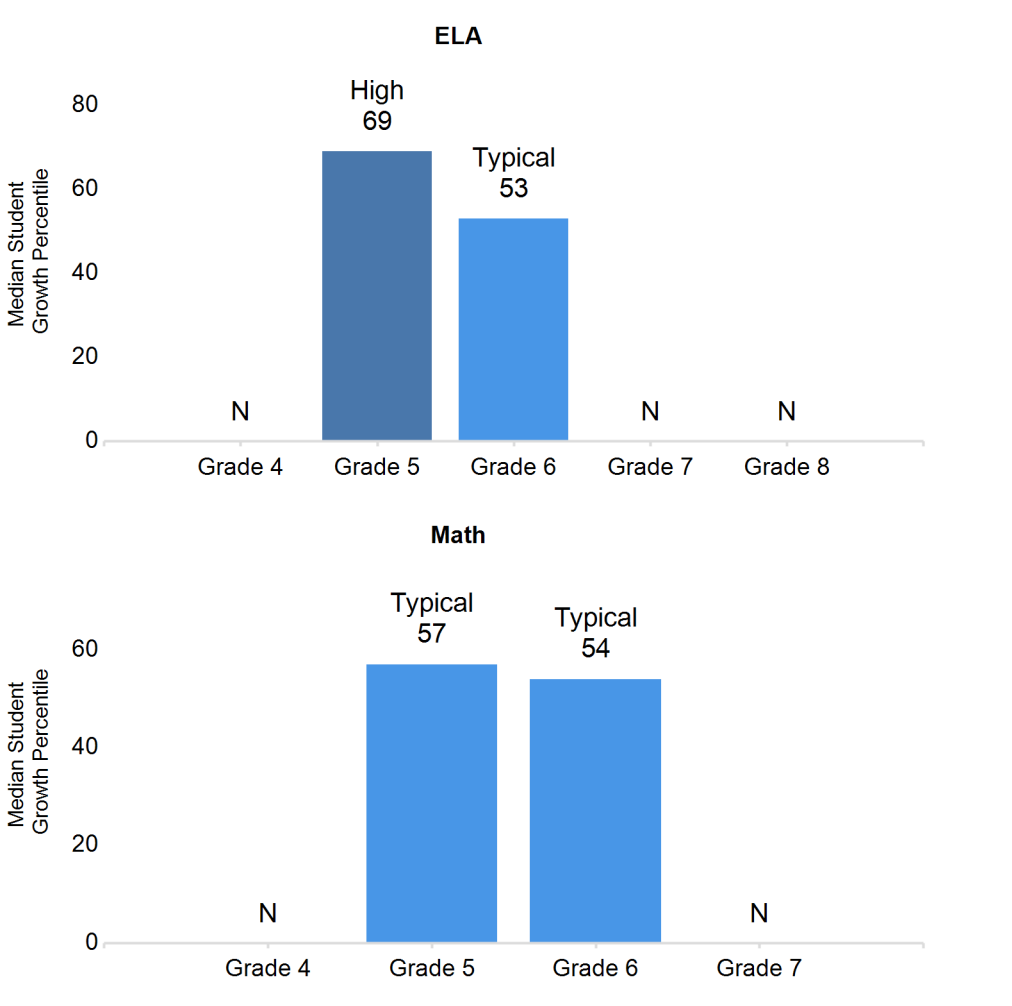
Student Growth by Performance Level

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

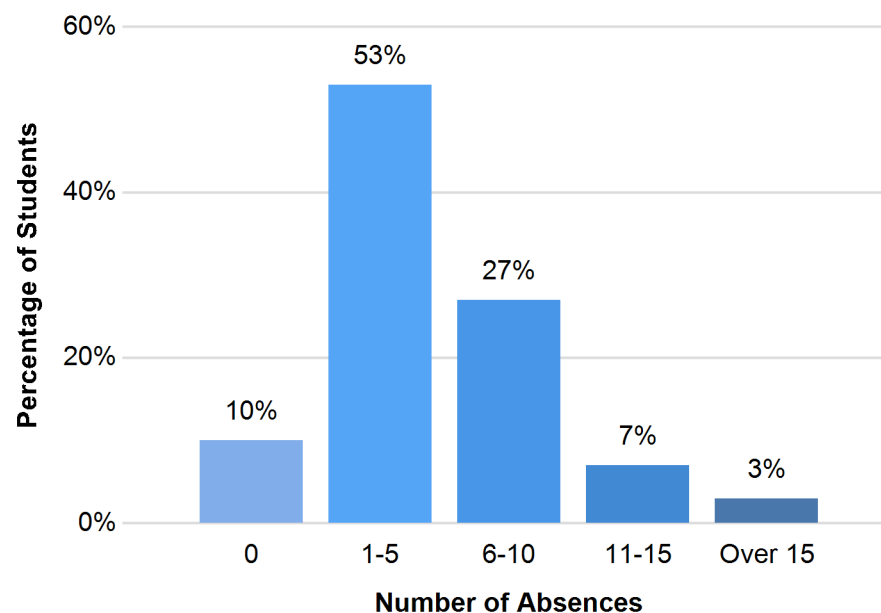
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.10	7.50	Met Target
White	3.10	7.50	Met Target
Hispanic	4.80	7.50	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.00	7.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.60	7.50	Met Target
Students with Disabilities	10.30	7.50	Not Met
English Learners	N	**	**

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

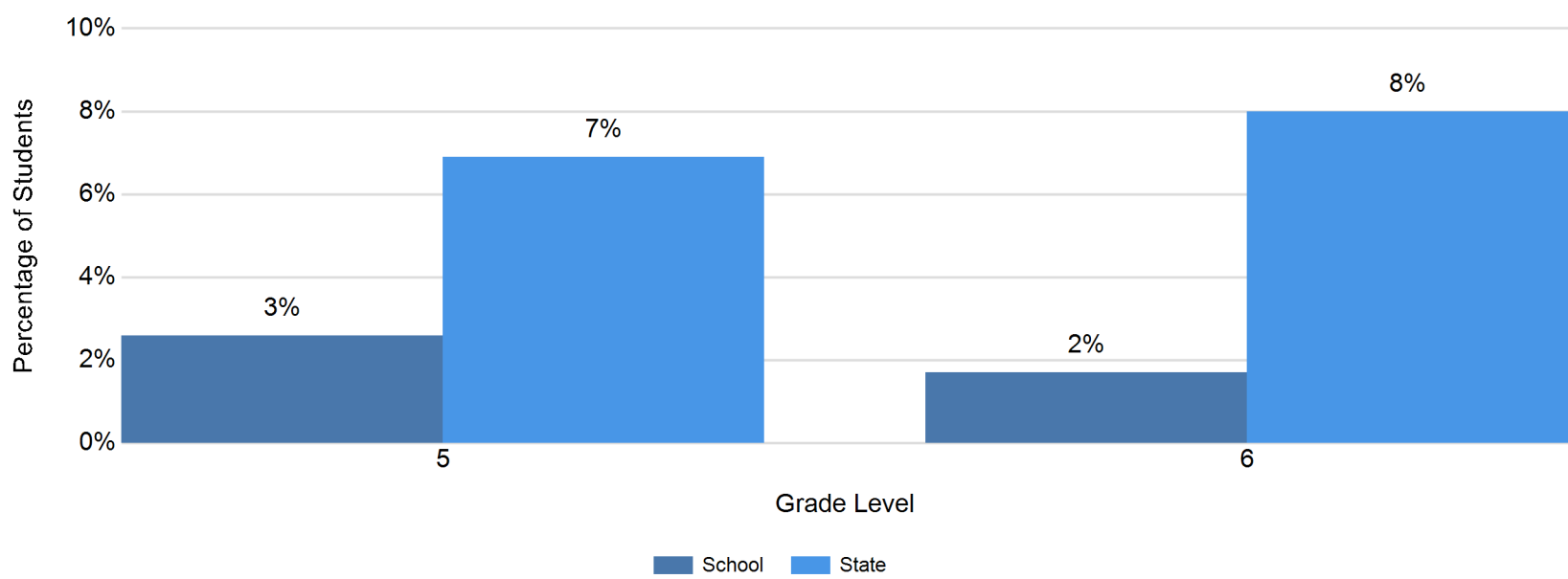
Days Absent

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



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	6 Hrs. 18 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.78

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	1.7%
Out-of-School Suspensions	0.5%
Any Suspension	2.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	1.1:1	104.2 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)	\$224	\$14,219	\$14,443



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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	77	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	70%	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	35	9,506
Average years experience in public schools	11.7	15.9
Average years experience in district	8.8	11.6
Administrators in district for 4 or more years	66%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	155:1	137:1
Librarian/Media Specialists		959:1
Nurses		800:1
Counselors		300:1
Child Study Team		228:1



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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.

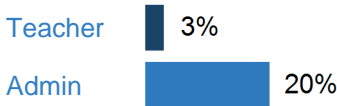
Bachelor's Degree



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	88%	89%
2015-16 Administrators: Same district 2016-17	92%	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	81.5	17.5%
Mathematics Proficiency	88.7	17.5%
English Language Arts Growth	77.6	25.0%
Mathematics Growth	70.5	25.0%
Chronic Absenteeism	89.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		80.2
Summative Rating: Percentile rank of Summative Score		90.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	80.2	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
White	70.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	68.8	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	64.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	66.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	70.2	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	93.8	11.9	No	N	N	**	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Richards	Email Address:	mrichards@mtsd.us
Address:	373 BURNT HILL ROAD SKILLMAN, NJ 08558	Website:	https://www.mtsd.k12.nj.us/Domain/700
Phone:	(609)466-7604		

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">• 90 minutes of Language Arts instruction every day• 95% of all students take a music elective; orchestra, band chorus, music workshop• Chrome books are 1:1 ratio in all Language Arts and Social Studies classes
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School Narrative

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



Other Information:

The mission of the Montgomery Middle School, Lower Campus, is to prepare each student to be a knowledgeable, responsible, and contributing member of the school, local and world communities. Our aim is to have our students function with self-esteem, integrity, and compassion. Montgomery Middle School, Lower Campus, aspires to enable learners to achieve worthy intellectual accomplishments, as reflected in their ability to transfer their learning with understanding to worthy tasks and their mature habits of mind. It is the intent of the middle school to provide students not only with high caliber academic programs, but also diversified and challenging elective offerings, exploratory opportunities, and cycle course experiences. Instruction is guided by fifth and sixth grade teams, which meet on a daily basis for planning and curriculum articulation. A close relationship exists between the Guidance and Special Services Departments in order to better serve the student body. There is an emphasis throughout the middle school on interdisciplinary teaching, integration of technology, and a child-centered approach to learning. It is the belief of the middle school staff that every child is an individual, each possessing his or her own unique learning style(s). The teachers, therefore, attempt to instruct through various techniques and strive to remain current in educational philosophies. The courses of study for Montgomery Middle School, Lower Campus, include the core subjects of language arts, mathematics, science, social studies, Spanish, and physical education. Cycle opportunities include: health, art, family and consumer sciences and industrial technology. Also offered are elective music courses of band, chorus, orchestra, and music workshop.




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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
7	393	411	386
8	420	403	419
Ungraded	7	7	11
Total	820	821	816

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%	50%	49%
Male	51%	50%	51%
Economically Disadvantaged Students	4%	4%	4%
Students with Disabilities	12%	11%	12%
English Learners	1%	2%	2%
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
Asian	46.1%
White	44.0%
Hispanic	5.1%
Black or African American	3.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.1%

Enrollment by Home Language

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

Home Language	% of Students
English	71.1%
Chinese	7.1%
Telugu	4.5%
Spanish	3.3%
Hindi	2.7%
Other	11.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	750	98.0	78.30	78.10	54.90	78.3	77.1	Met Target
White	337	96.7	70.60	71.00	63.90	70.6	66.7	Met Target
Hispanic	39	97.6	46.10	47.20	39.80	46.1	61.6	Not Met
Black or African American	30	100.0	36.70	51.30	35.20	36.7	54	Not Met
Asian, Native Hawaiian, or Pacific Islander	339	99.5	93.50	90.20	80.70	93.5	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	362	98.5	85.60	83.90	62.20	85.6		
Male	388	97.6	71.40	72.80	48.10	71.4		
Economically Disadvantaged Students	32	97.1	43.70	37.70	36.20	43.7	66.2	Not Met
Non-Economically Disadvantaged Students	718	98.1	79.80	80.20	65.80	79.8		
Students with Disabilities	100	97.1	24.00	30.60	20.50	24	25.1	Met Target†
Students without Disabilities	650	98.2	86.60	86.20	61.90	86.6		
English Learners	18	91.3	55.60	55.30	25.20	52.7	N	N
Non-English Learners	732	98.2	78.80	79.10	57.40	78.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	66.60	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	380	772	772	756	6%	6%	13%	36%	40%	76%	59%
White	174	758	758	764	9%	9%	18%	42%	23%	65%	69%
Hispanic	19	749	749	742	*	*	*	*	*	47%	44%
Black or African American	12	734	734	737	*	*	*	*	0%	25%	38%
Asian, Native Hawaiian, or Pacific Islander	171	791	791	784	*	*	*	32%	61%	93%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	183	781	781	764	*	*	10%	36%	48%	83%	68%
Male	197	763	763	749	*	*	16%	37%	32%	69%	51%
Economically Disadvantaged Students	15	749	749	739	*	0%	*	*	*	53%	40%
Non-Economically Disadvantaged Students	365	773	773	766	*	6%	*	*	*	76%	70%
Students with Disabilities	47	713	713	719	*	*	21%	*	*	13%	19%
Students without Disabilities	333	780	780	763	*	*	12%	*	*	84%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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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	417	780	780	757	2%	4%	12%	45%	37%	82%	59%
White	172	773	773	764	*	*	16%	49%	27%	76%	68%
Hispanic	21	747	747	742	*	*	*	*	*	43%	44%
Black or African American	19	745	745	738	*	*	*	*	*	53%	39%
Asian, Native Hawaiian, or Pacific Islander	201	794	794	786	*	*	6%	43%	50%	94%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	207	789	789	766	*	*	8%	45%	44%	88%	68%
Male	210	772	772	749	*	*	15%	46%	30%	75%	50%
Economically Disadvantaged Students	16	738	738	739	*	*	*	*	*	44%	40%
Non-Economically Disadvantaged Students	401	782	782	766	*	*	*	*	*	83%	69%
Students with Disabilities	52	734	734	718	*	*	25%	35%	*	37%	18%
Students without Disabilities	365	787	787	764	*	*	10%	47%	*	88%	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	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

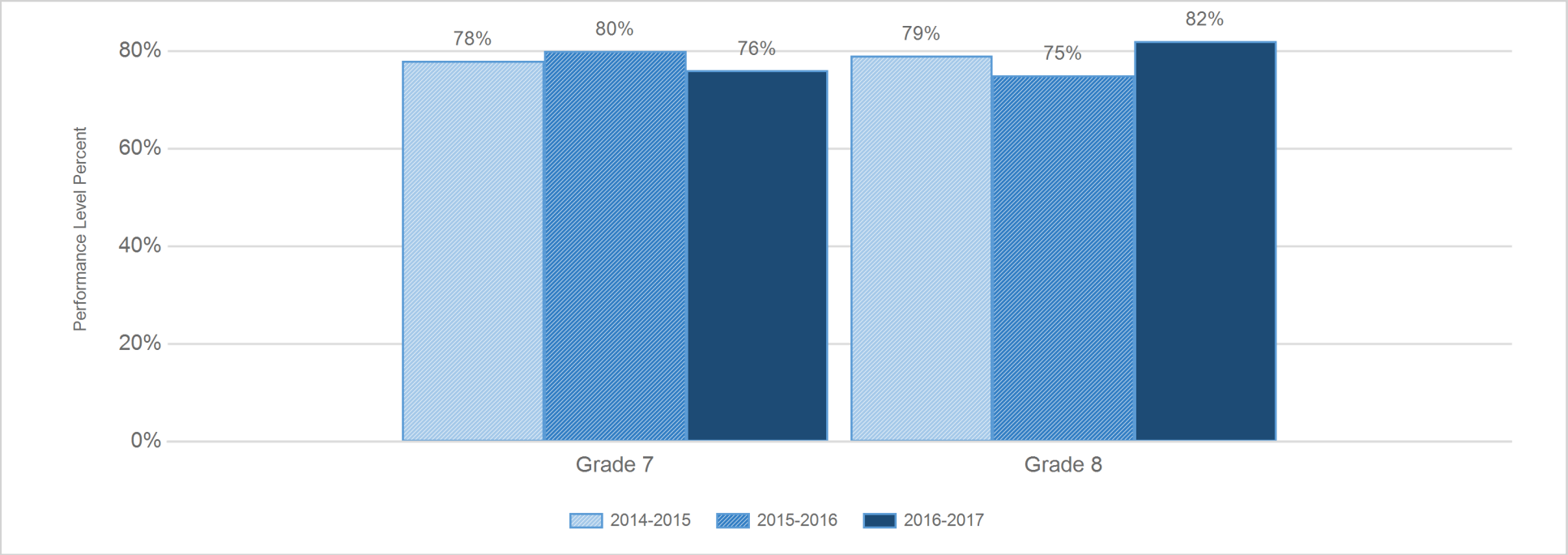


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	749	98.2	72.80	74.00	43.50	72.8	70.9	Met Target
White	338	97.2	60.90	64.90	52.40	60.9	60.5	Met Target
Hispanic	39	97.6	43.60	46.40	27.60	43.6	32.8	Met Target
Black or African American	29	96.9	34.50	39.00	21.70	34.5	22.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	338	99.5	91.80	89.20	75.60	91.8	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	362	98.7	74.60	75.20	44.10	74.6		
Male	387	97.6	71.10	72.90	42.90	71.1		
Economically Disadvantaged Students	32	97.1	37.50	36.80	25.10	37.5	43.3	Met Target†
Non-Economically Disadvantaged Students	717	98.2	74.40	76.00	54.30	74.4		
Students with Disabilities	99	97.1	24.20	26.80	16.50	24.2	22.1	Met Target
Students without Disabilities	650	98.3	80.20	82.50	48.80	80.2		
English Learners	18	96.3	38.90	60.00	23.30	38.9	N	N
Non-English Learners	731	98.2	73.60	74.60	45.20	73.6		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	66.60	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	750	750	741	*	12%	31%	49%	*	55%	40%
White	150	747	747	748	*	15%	39%	43%	*	45%	49%
Hispanic	19	732	732	730	*	*	*	*	0%	37%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	79	761	761	764	*	*	17%	66%	14%	80%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	122	751	751	743	*	11%	31%	50%	*	56%	41%
Male	140	750	750	740	*	13%	30%	49%	*	54%	38%
Economically Disadvantaged Students	15	738	738	729	*	*	*	*	*	33%	22%
Non-Economically Disadvantaged Students	247	751	751	749	*	*	*	*	*	56%	50%
Students with Disabilities	45	724	724	716	*	*	36%	*	0%	11%	11%
Students without Disabilities	217	756	756	746	*	*	30%	*	7%	64%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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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	101	738	738	728	15%	*	34%	37%	*	38%	28%
White	60	740	740	736	*	*	33%	42%	0%	42%	35%
Hispanic	13	728	728	721	*	*	*	*	0%	31%	21%
Black or African American	12	716	716	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	15	759	759	747	*	0%	*	*	*	53%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	43	739	739	730	*	*	37%	35%	*	37%	30%
Male	58	737	737	725	*	*	31%	38%	*	38%	26%
Economically Disadvantaged Students	12	722	722	719	*	*	*	*	*	25%	19%
Non-Economically Disadvantaged Students	89	740	740	734	*	*	*	*	*	39%	34%
Students with Disabilities	38	715	715	705	40%	*	*	*	*	18%	*
Students without Disabilities	63	752	752	734	0%	*	*	*	*	49%	*
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	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	288	777	769	743	*	*	10%	77%	12%	88%	42%
White	106	767	*	751	*	*	17%	76%	*	80%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	165	784	783	774	*	*	*	79%	16%	95%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	156	776	*	744	*	*	10%	79%	9%	88%	43%
Male	132	778	*	741	*	*	11%	74%	14%	89%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	13	763	734	714	*	*	*	77%	*	77%	10%
Students without Disabilities	275	777	773	747	*	*	*	77%	*	89%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	780	763	734	*	*	*	52%	46%	99%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	100	781	775	758	*	*	*	50%	48%	98%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	64	780	762	735	*	*	*	56%	44%	100%	31%
Male	70	781	765	733	*	*	*	49%	49%	97%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	134	780	*	735	*	*	*	52%	46%	99%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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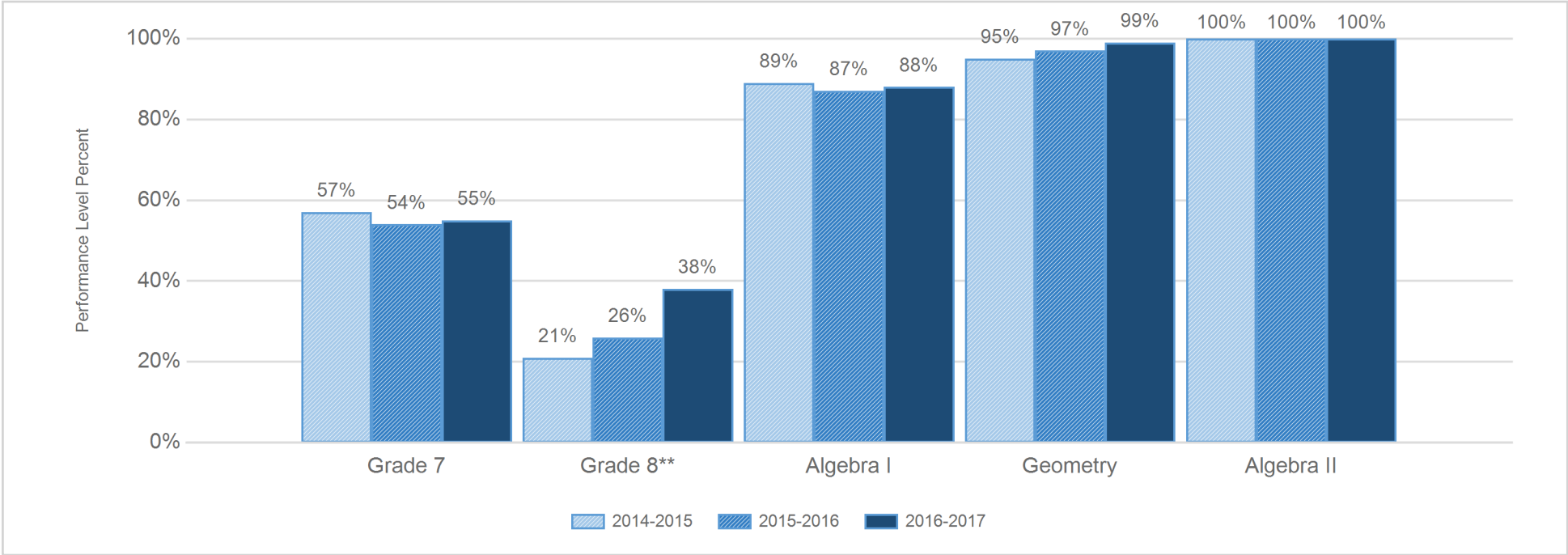
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	820	769	725	*	*	*	*	69%	100%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	15	822	789	761	*	*	*	*	73%	100%	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	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	16	820	770	733	*	*	*	*	69%	100%	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	16	820	773	729	*	*	*	*	69%	100%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	16	820	*	726	*	*	*	*	69%	100%	*
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.



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

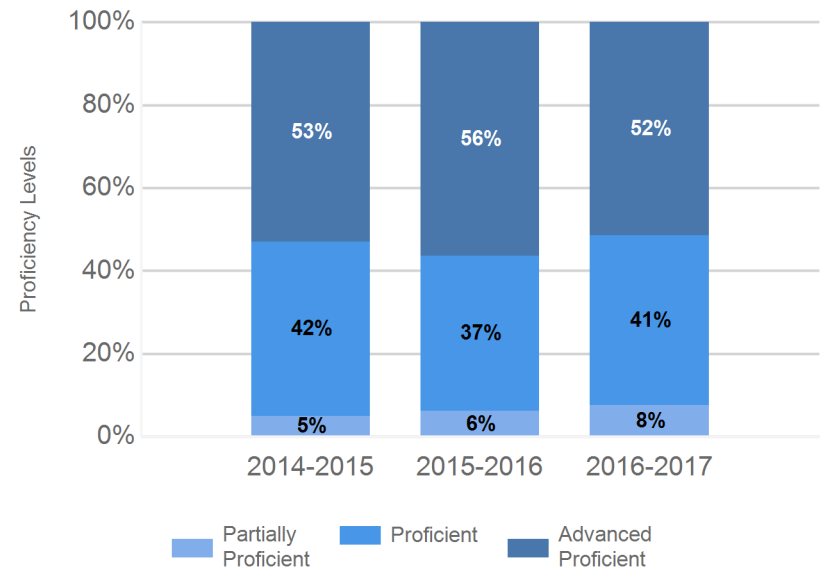
NJASK Science Assessment Performance: Grade 8

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	52%	41%	8%
White	42%	49%	9%
Hispanic	19%	52%	29%
Black or African American	*	72%	*
Asian, Native Hawaiian, or Pacific Islander	67%	30%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	29%	43%	29%
Students with Disabilities	15%	47%	38%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	54	50	Met Target	49	56	50	Met Target
White	44	51	50	Met Target	45.5	56	52	Met Target
Hispanic	37.5	44	49	Not Met	46	49	47	**
Black or African American	*	32	45	Not Met	51.5	47	43	**
Asian, Native Hawaiian, or Pacific Islander	52	60	60	Met Target	57	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	50	46	47	Met Target	51	54.5	46	**
Students with Disabilities	35	41	41	Not Met	39.5	56	43	Not Met
English Learners	52	65	53	**	*	*	51	**

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



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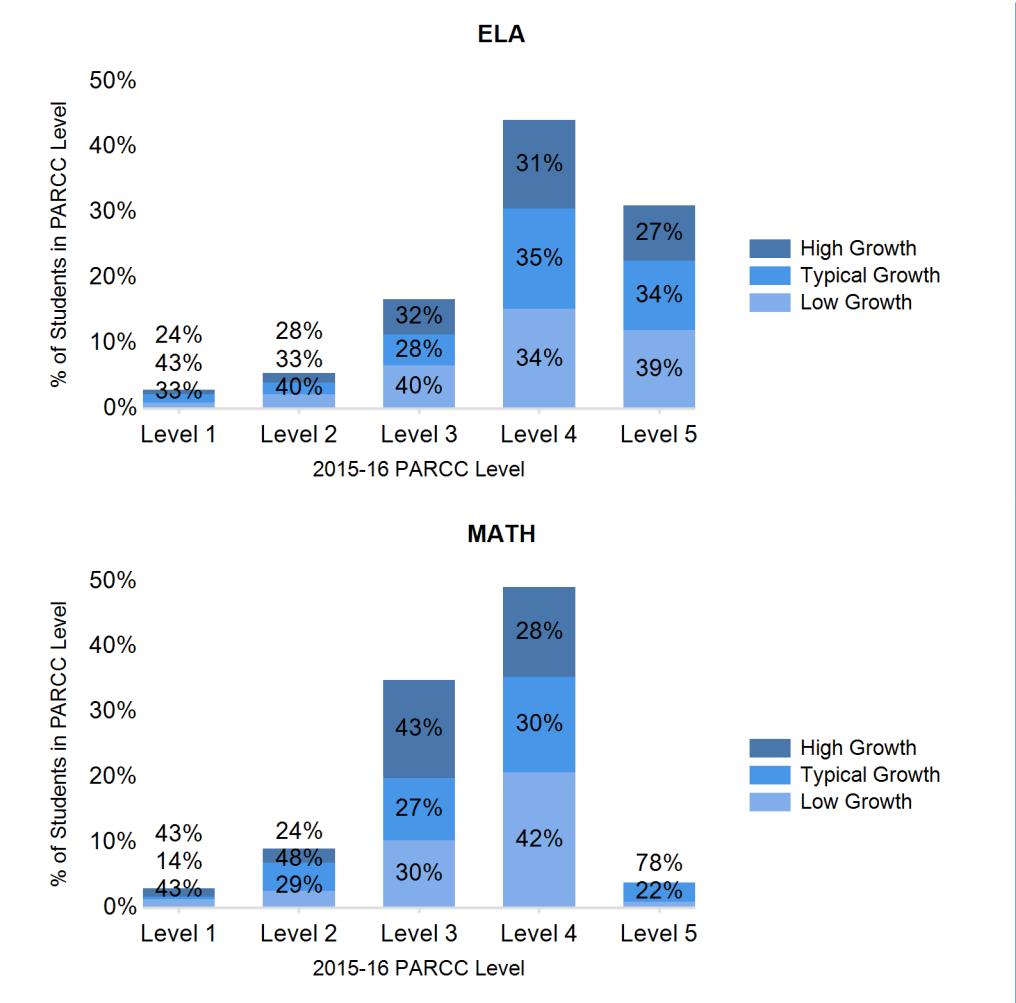
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

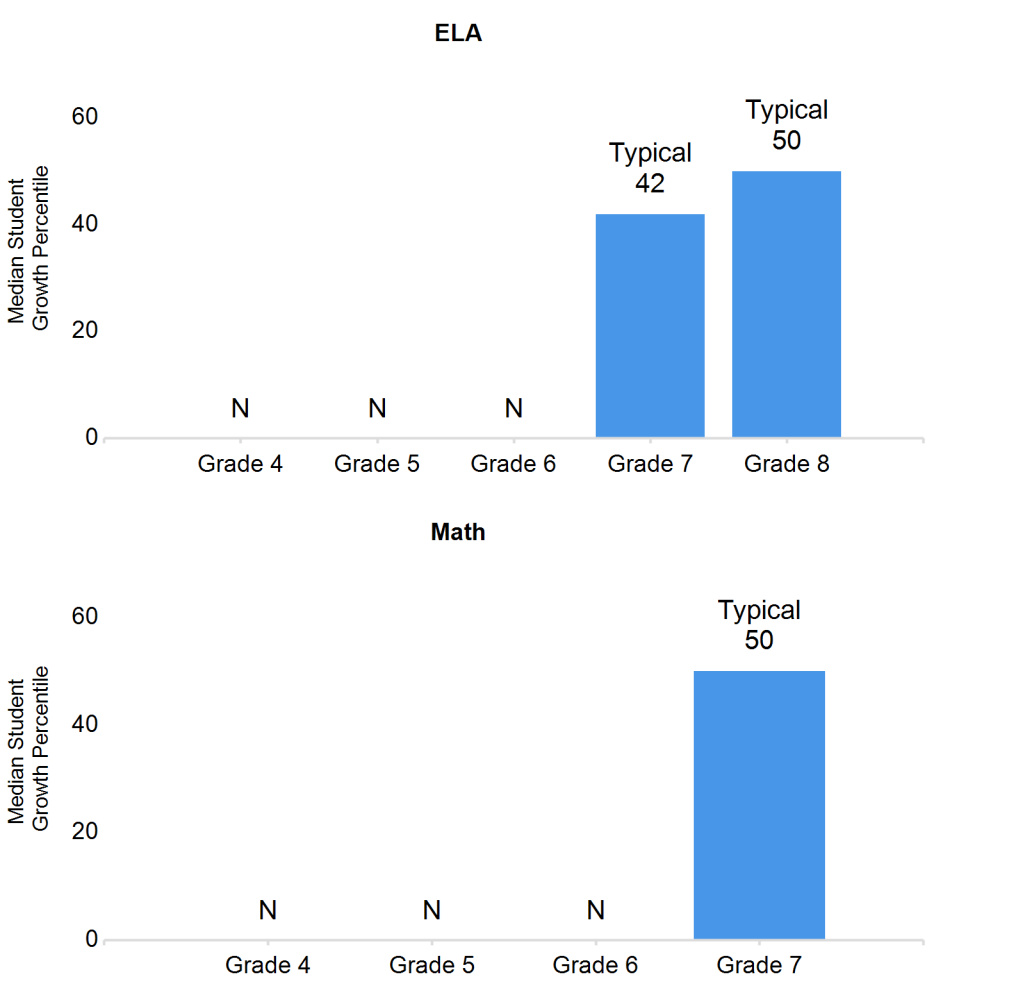
Student Growth by Performance Level

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
7	108	14	273
8	190	121	125
Schoolwide	298	135	398

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	162	125	0	0	50	0	0
8	197	99	0	0	74	0	0
Schoolwide	359	224	0	0	124	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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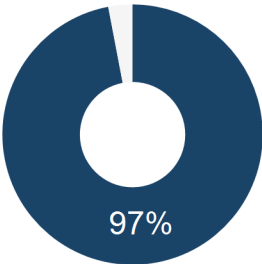
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Visual and Performing Arts – Course Participation

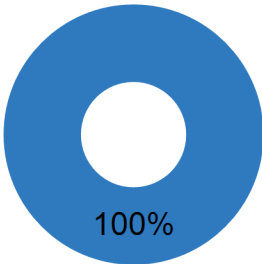
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

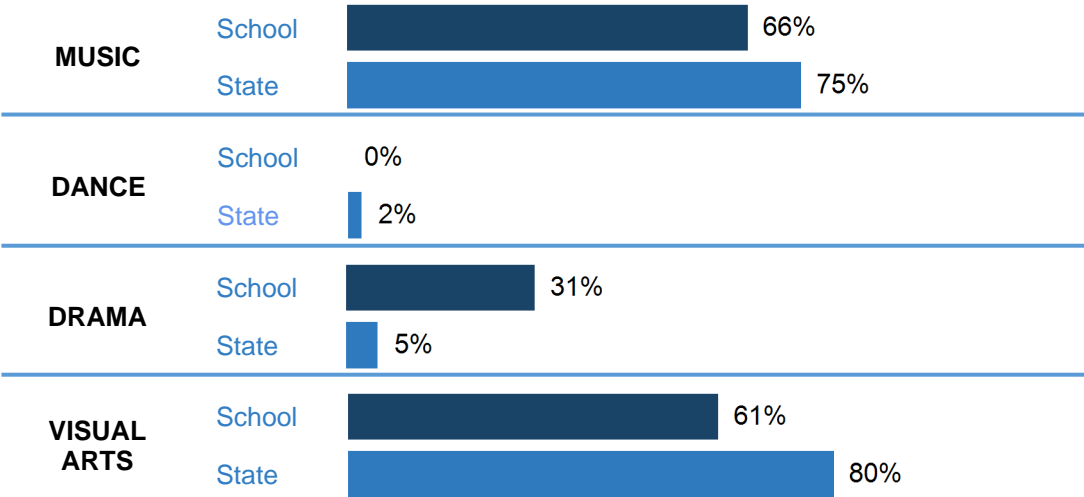


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

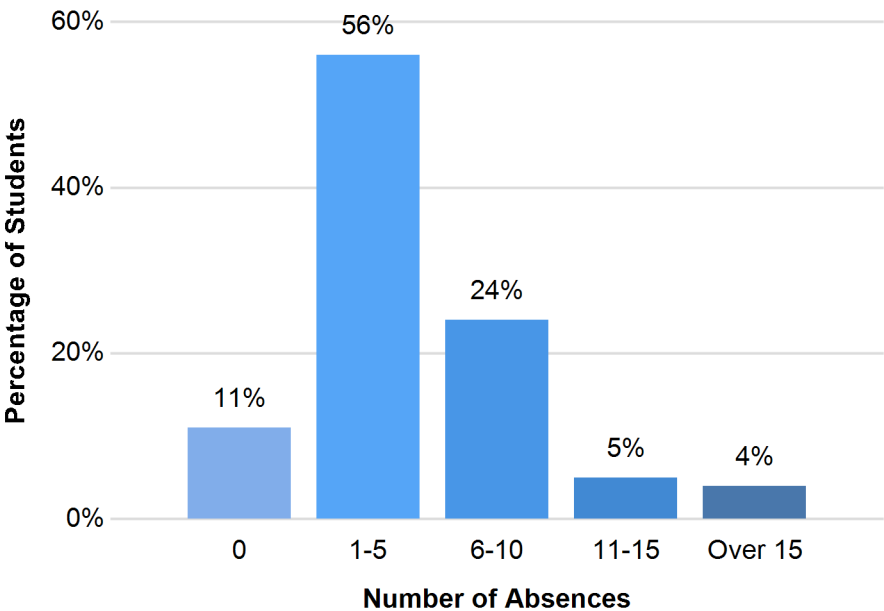
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.00	9.10	Met Target
White	3.90	9.10	Met Target
Hispanic	9.50	9.10	Not Met
Black or African American	6.30	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.10	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.10	9.10	Not Met
Students with Disabilities	7.70	9.10	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.



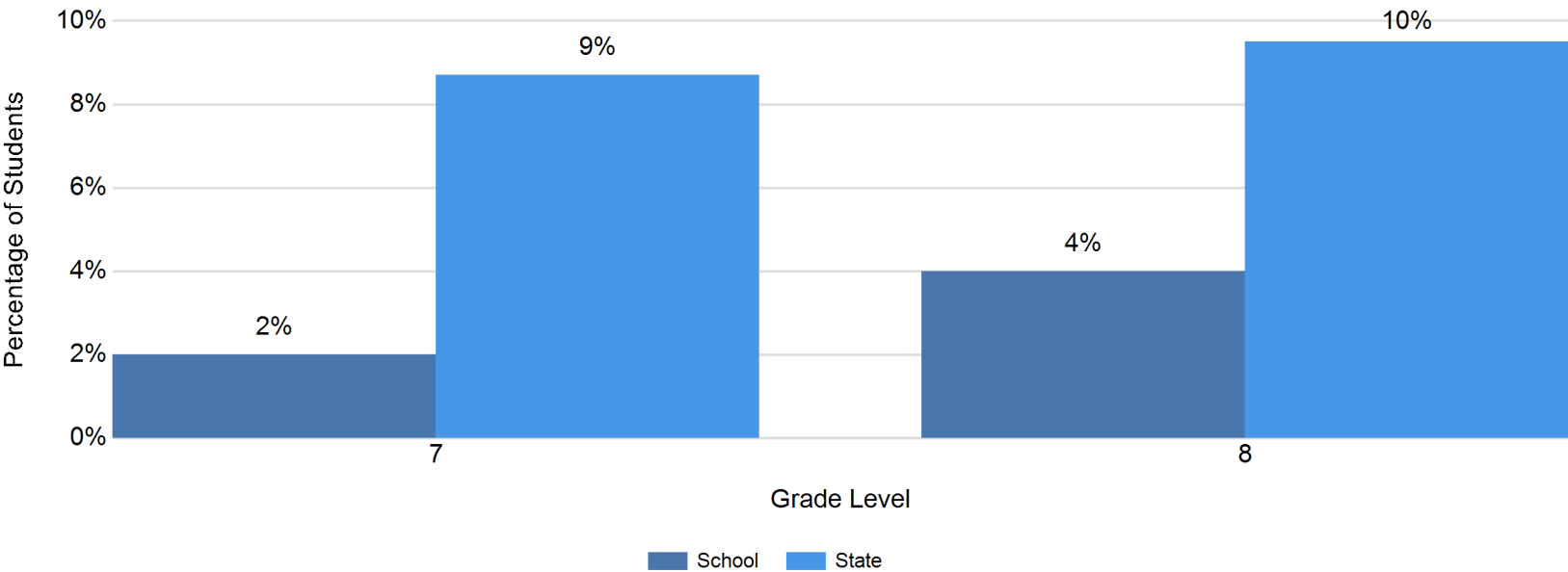


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Chronic Absenteeism by Grade

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.47

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	3.1%
Out-of-School Suspensions	0.6%
Any Suspension	3.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	104.2 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)	\$224	\$14,219	\$14,443



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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	77	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	69%	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	35	9,506
Average years experience in public schools	11.7	15.9
Average years experience in district	8.8	11.6
Administrators in district for 4 or more years	66%	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	12:1
Administrators	408:1	137:1
Librarian/Media Specialists		959:1
Nurses		800:1
Counselors		300:1
Child Study Team		228:1



Montgomery Upper Middle School
2016-2017
Grade Span 07-08

35-3320-070
SOMERSET
MONTGOMERY TWP
375 BURNT HILL ROAD
SKILLMAN, NJ 08558-9401

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	88%	89%
2015-16 Administrators: Same district 2016-17	92%	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%



Montgomery Upper Middle School
2016-2017
Grade Span 07-08

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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	76.4	17.5%
Mathematics Proficiency	80.9	17.5%
English Language Arts Growth	25.2	25.0%
Mathematics Growth	39.4	25.0%
Chronic Absenteeism	78.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.5
Summative Rating: Percentile rank of Summative Score		58.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	55.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	45.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	45.0	11.9	No	Not Met	Met Target	Not Met	Not Met	**	No
Black or African American	47.2	11.9	No	Not Met	Met Target	Met Target	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	58.0	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	64.0	11.9	No	Not Met	Met Target†	Not Met	Met Target	**	No
Students with Disabilities	49.7	11.9	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
English Learners	**	**	No	N	N	**	**	**	No

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† Target was met within a confidence interval.



Montgomery Upper Middle School
2016-2017
Grade Span 07-08

35-3320-070
 SOMERSET
 MONTGOMERY TWP
 375 BURNT HILL ROAD
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School General Info

Principal:	Mr. Delgado	Email Address:	cdelgado@mtsd.us
Address:	375 BURNT HILL ROAD SKILLMAN, NJ 08558-9401	Website:	https://www.mtsd.k12.nj.us/Domain/285
Phone:	(609)466-7603	Twitter:	https://twitter.com/ppal_delgado

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:

- Standardized test scores rank among the highest in the state
- Offers over 30 extracurricular activities including sports and clubs
- We emphasize important balance between academics and social emotional learning



Montgomery Upper Middle School
2016-2017
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35-3320-070
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School Narrative

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Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)



Montgomery Upper Middle School
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School Narrative

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Other Information:

The mission of the Montgomery Middle School is to prepare each student to be a knowledgeable, responsible, and contributing member of the school, local, and world communities. Our aim is to have our students function with self-esteem, integrity, and compassion. To meet our goals, we have built an environment of trust and collaboration where teachers work as much with their colleagues as they do with their students. Collaborative teams of teachers meet daily to common plan, analyze student data, share best practices and discuss student supports. Montgomery Upper Middle School is comprehensive in content and developmental in structure. It is the intent of the middle school to provide students not only with high caliber academic programs, but also diversified elective offerings and co-curricular experiences. The courses of study for Montgomery Upper Middle School include the core subjects of language arts literacy, mathematics, science, social studies, world languages (French, German, Spanish), physical education and health. Elective opportunities include: studio, digital art, computer applications/web design, mass media, active citizenship, college & career readiness, broadcast journalism, theater art, robotics, industrial arts, engineering, entrepreneurship, and music (band, chorus and orchestra). Co-curricular offerings include a full array of athletic teams as well as service and academic clubs.



Orchard Hill Elementary School
2016-2017


Grade Span PK-02

35-3320-080
SOMERSET
MONTGOMERY TWP
244 ORCHARD ROAD
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- Questions about the reports? Contact us at reportcard@doe.nj.gov



Orchard Hill Elementary School

2016-2017

Grade Span PK-02

35-3320-080
SOMERSET
MONTGOMERY TWP
244 ORCHARD ROAD
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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.

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	43	43	66
KG	247	212	234
1	257	289	258
2	268	294	319
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	9	43	28
Total	824	881	905

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	42	43	49
PK - Full Day	6	0	17
KG - Half Day	246	211	229
KG - Full Day	6	1	5

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	47%
Male	54%	54%	53%
Economically Disadvantaged Students	4%	4%	2%
Students with Disabilities	14%	16%	15%
English Learners	4%	6%	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
Asian	53.1%
White	36.0%
Hispanic	4.9%
Black or African American	1.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	4.1%

Enrollment by Home Language

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

Home Language	% of Students
English	63.5%
Chinese	9.1%
Telugu	5.5%
Hindi	5.1%
Spanish	2.2%
Other	14.5%



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

Chronic Absenteeism

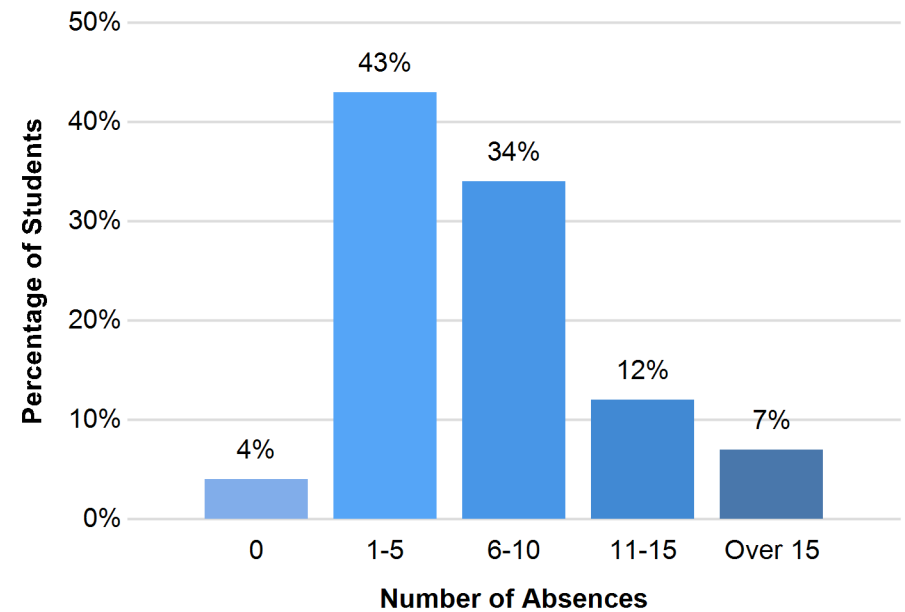
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.10	9.80	Met Target
White	2.30	9.80	Met Target
Hispanic	7.50	9.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.50	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	9.80	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	5.20	9.80	Met Target
English Learners	0	9.80	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.





Orchard Hill Elementary School

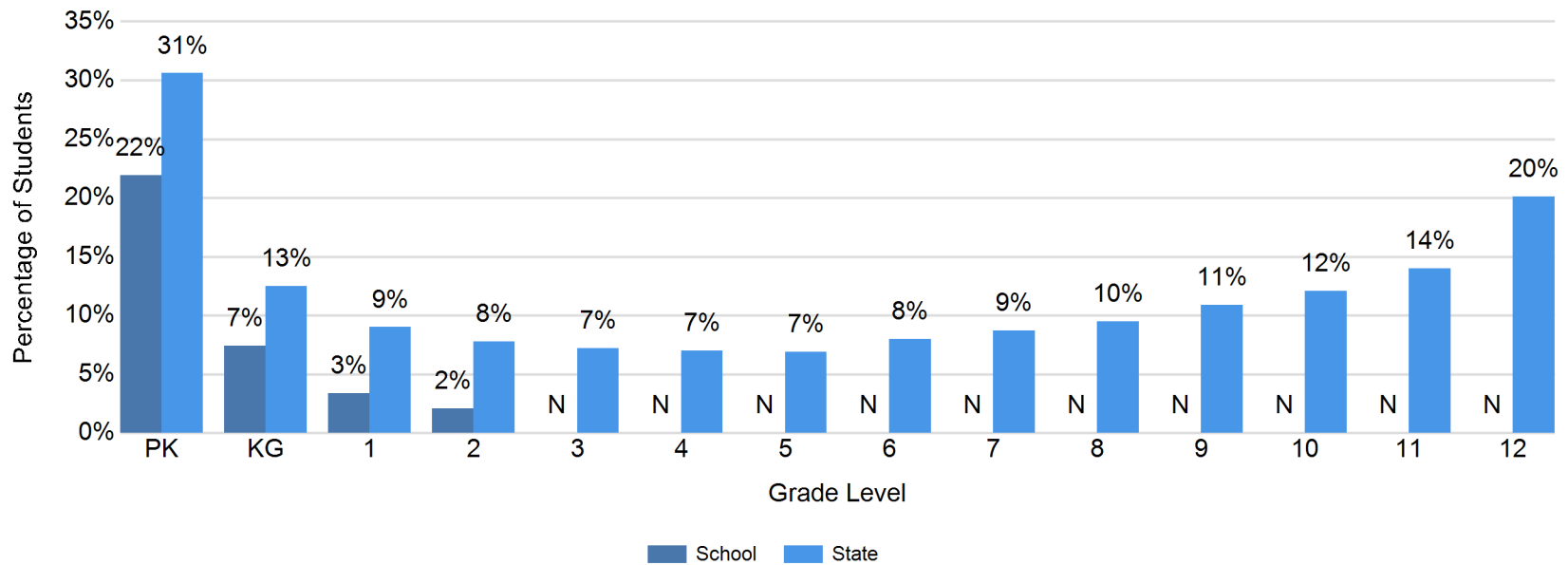
2016-2017

Grade Span PK-02

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MONTGOMERY TWP
244 ORCHARD ROAD
SKILLMAN, NJ 08558

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.





Orchard Hill Elementary School
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School Day

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

Category	School
Typical Start Time	9:30AM
Typical End Time	3:50PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 20 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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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)	\$224	\$14,219	\$14,443

Orchard Hill Elementary School
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Grade Span PK-02

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SOMERSET
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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

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Category	Admin. in District	Admin. in State
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Orchard Hill Elementary School
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Grade Span PK-02

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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



Orchard Hill Elementary School
2016-2017

Grade Span PK-02

35-3320-080
 SOMERSET
 MONTGOMERY TWP
 244 ORCHARD ROAD
 SKILLMAN, NJ 08558

School General Info

Principal:	Mrs. Scotti	Email Address:	kscotti@mtsd.us
Address:	244 ORCHARD ROAD SKILLMAN, NJ 08558	Website:	http://www.mtsd.k12.nj.us/Domain/579
Phone:	(609)466-7605		

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:

- Social, emotional, and academic growth in a strong and safe school community promotes optimal student learning.
- Our workshop structure allows students to engage in authentic reading and writing with teachers serving as mentors.
- In mathematics and science students learn about the world around them through inquiry, discussion and investigation.



Orchard Hill Elementary School
2016-2017

Grade Span PK-02

35-3320-080
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Other Information:

Orchard Hill Elementary School is home to all students in preschool, kindergarten, first, and second grade. We are devoted to the needs of primary age children and learning experiences that will start all children on the path to achievement. The learning environment at Orchard Hill Elementary School is one that values discovery, parent input, and academic success. The teachers skillfully balance the social-emotional and academic needs of all students. Literacy, numeracy, inquiry and character education are the foundations of all learning at our school. Our differentiated approach to instruction includes large group, small group and individual conferring that promotes student growth in developmentally appropriate ways. Orchard Hill Elementary School students also experience enriching learning opportunities through related arts classes including music, technology, art, physical education, world language, and media.




Village Elementary School
2016-2017
Grade Span 03-04

35-3320-105
SOMERSET
MONTGOMERY TWP
100 MAIN BOULEVARD
SKILLMAN, NJ 08558

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Village Elementary School
2016-2017
Grade Span 03-04

35-3320-105
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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
3	284	302	324
4	351	333	321
Ungraded	13	14	12
Total	648	649	657

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%	47%	47%
Male	53%	53%	53%
Economically Disadvantaged Students	5%	5%	5%
Students with Disabilities	17%	16%	17%
English Learners	1%	3%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	50.1%
White	37.6%
Hispanic	6.7%
Black or African American	2.7%
Native Hawaiian or Pacific Islander	2.0%
American Indian or Alaska Native	0.2%
Two or More Races	0.8%

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	70.9%
Chinese	7.2%
Telugu	4.6%
Tamil	2.4%
Spanish	2.3%
Other	13.4%



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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	583	99.5	71.70	78.10	54.90	71.7	70.6	Met Target
White	227	99.2	63.00	71.00	63.90	63	59.4	Met Target
Hispanic	38	100.0	42.10	47.20	39.80	42.1	48.4	Met Target†
Black or African American	14	100.0	64.30	51.30	35.20	64.3	**	**
Asian, Native Hawaiian, or Pacific Islander	298	99.7	82.60	90.20	80.70	82.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	271	99.7	78.30	83.90	62.20	78.3		
Male	312	99.4	66.00	72.80	48.10	66		
Economically Disadvantaged Students	39	100.0	25.70	37.70	36.20	25.7	32.9	Met Target†
Non-Economically Disadvantaged Students	544	99.5	75.10	80.20	65.80	75.1		
Students with Disabilities	108	98.3	33.30	30.60	20.50	33.3	31.5	Met Target
Students without Disabilities	475	99.8	80.40	86.20	61.90	80.4		
English Learners	40	97.7	42.50	55.30	25.20	42.5	N	N
Non-English Learners	543	99.7	73.90	79.10	57.40	73.9		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	66.60	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	324	762	762	749	4%	10%	19%	61%	7%	68%	50%
White	125	756	756	759	*	13%	18%	61%	*	65%	61%
Hispanic	27	740	740	734	*	*	*	*	*	33%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	162	770	770	775	*	*	16%	67%	9%	77%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	154	769	769	754	*	*	18%	64%	*	73%	55%
Male	170	756	756	745	*	*	19%	58%	*	63%	46%
Economically Disadvantaged Students	17	711	711	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	307	765	765	762	*	*	*	*	*	*	63%
Students with Disabilities	60	729	729	720	*	*	20%	32%	0%	32%	24%
Students without Disabilities	264	769	769	755	*	*	18%	67%	9%	76%	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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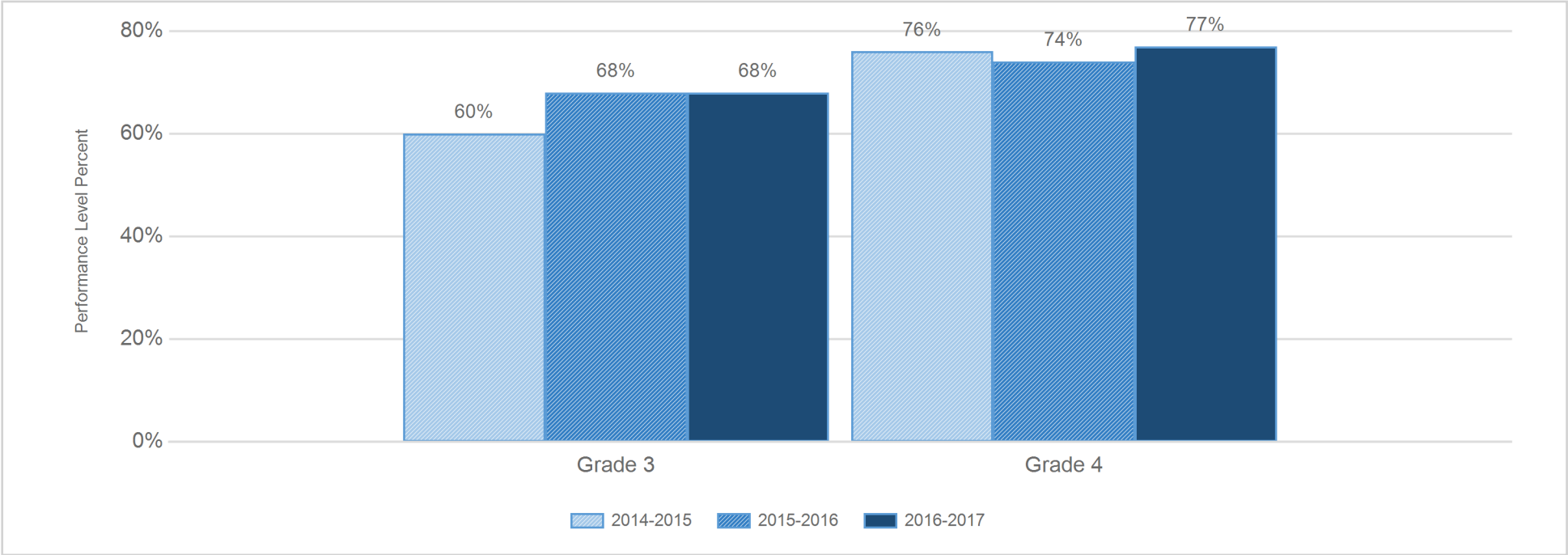
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	324	772	772	753	3%	6%	14%	48%	29%	77%	56%
White	118	762	762	762	*	*	21%	44%	20%	64%	67%
Hispanic	15	750	750	740	*	*	*	*	*	53%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	178	781	781	777	*	*	8%	51%	37%	88%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	152	776	776	758	*	*	12%	49%	32%	81%	61%
Male	172	767	767	749	*	*	16%	47%	26%	73%	51%
Economically Disadvantaged Students	17	737	737	737	*	*	*	*	*	41%	36%
Non-Economically Disadvantaged Students	307	774	774	764	*	*	*	*	*	79%	69%
Students with Disabilities	45	738	738	725	*	*	*	27%	*	38%	25%
Students without Disabilities	279	777	777	759	*	*	*	52%	*	83%	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%

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	582	99.5	77.50	74.00	43.50	77.5	76.4	Met Target
White	227	99.2	67.40	64.90	52.40	67.4	64	Met Target
Hispanic	38	100.0	57.90	46.40	27.60	57.9	61	Met Target†
Black or African American	14	100.0	64.30	39.00	21.70	64.3	**	**
Asian, Native Hawaiian, or Pacific Islander	297	99.7	88.50	89.20	75.60	88.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	271	100.0	78.20	75.20	44.10	78.2		
Male	311	99.2	76.80	72.90	42.90	76.8		
Economically Disadvantaged Students	39	100.0	43.60	36.80	25.10	43.6	53.6	Met Target†
Non-Economically Disadvantaged Students	543	99.5	80.00	76.00	54.30	80		
Students with Disabilities	107	97.4	37.40	26.80	16.50	37.4	31.5	Met Target
Students without Disabilities	475	100.0	86.50	82.50	48.80	86.5		
English Learners	40	100.0	62.50	60.00	23.30	62.5	N	N
Non-English Learners	542	99.5	78.60	74.60	45.20	78.6		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	66.60	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† 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	327	773	773	751	*	*	14%	48%	31%	78%	53%
White	126	763	763	759	*	*	19%	48%	21%	68%	63%
Hispanic	27	750	750	738	*	*	*	52%	*	59%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	164	785	785	779	*	*	7%	48%	42%	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	156	774	774	751	*	*	14%	55%	26%	81%	52%
Male	171	773	773	751	*	*	14%	41%	35%	75%	53%
Economically Disadvantaged Students	17	723	723	736	*	*	*	*	0%	35%	34%
Non-Economically Disadvantaged Students	310	776	776	761	*	*	*	*	32%	81%	65%
Students with Disabilities	60	736	736	729	*	*	25%	27%	*	37%	29%
Students without Disabilities	267	781	781	755	*	*	11%	52%	*	88%	57%
English Learners	12	766	766	724	*	*	*	*	*	67%	21%
Non-English Learners	315	773	773	753	*	*	*	*	*	79%	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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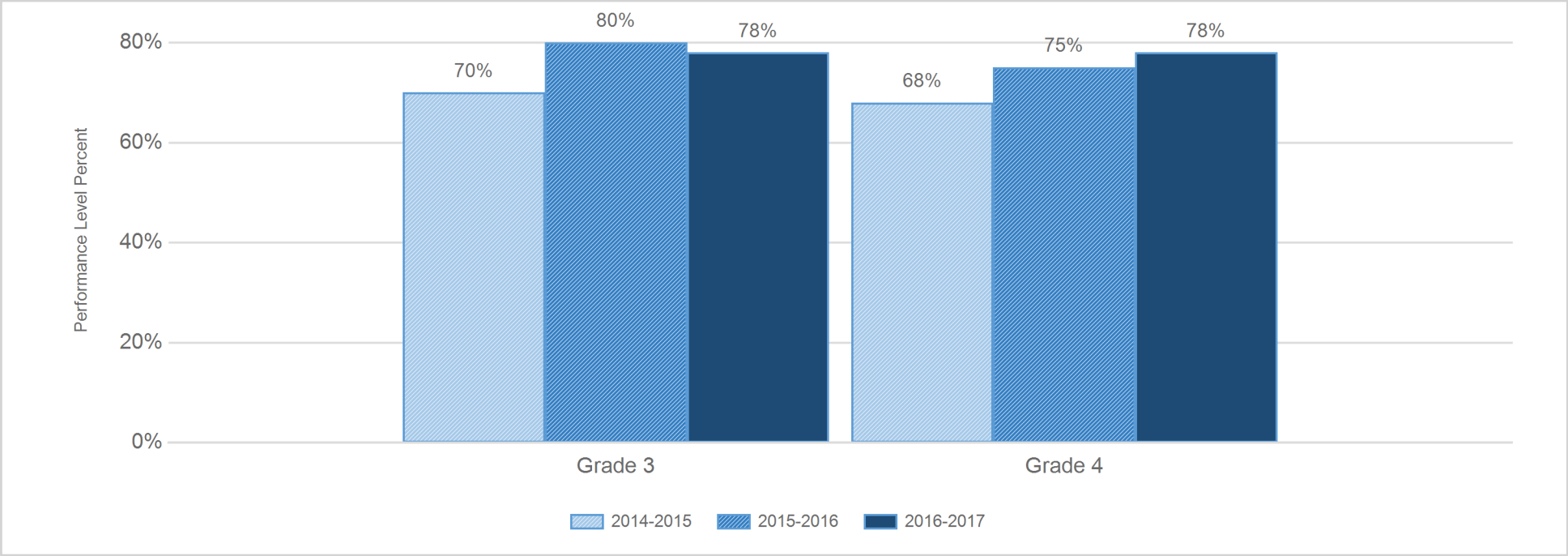
Mathematics Assessment - Performance by Grade: Grade 4

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	327	772	772	747	*	*	14%	57%	21%	78%	47%
White	118	762	762	755	*	*	19%	57%	12%	69%	59%
Hispanic	16	756	756	734	*	*	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	180	780	780	774	*	*	8%	58%	29%	88%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	154	770	770	747	*	*	20%	54%	20%	73%	47%
Male	173	773	773	747	*	*	9%	60%	23%	82%	48%
Economically Disadvantaged Students	17	750	750	732	*	*	*	*	*	53%	27%
Non-Economically Disadvantaged Students	310	773	773	757	*	*	*	*	*	79%	61%
Students with Disabilities	44	743	743	724	*	*	23%	34%	*	41%	22%
Students without Disabilities	283	776	776	751	*	*	13%	60%	*	84%	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%

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	*	*
4	*	*

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+	N	N	N



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

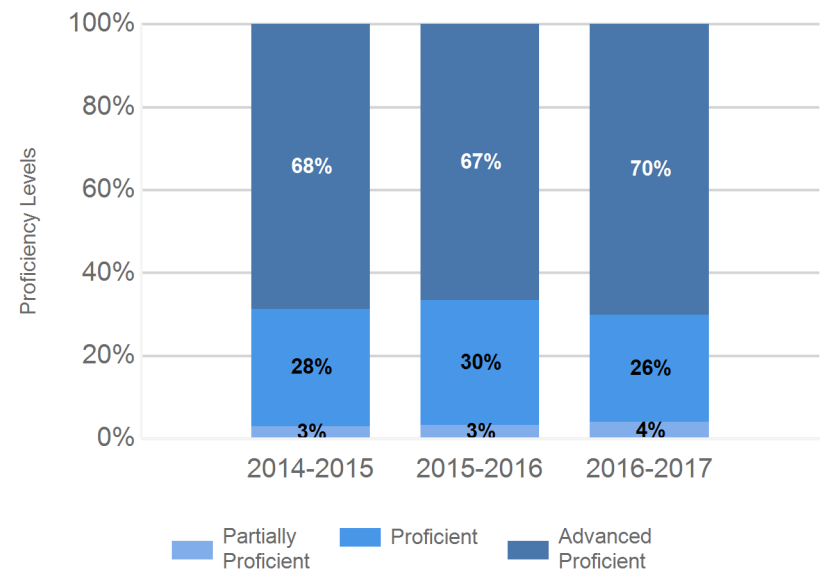
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	70%	26%	4%
White	68%	25%	7%
Hispanic	44%	50%	6%
Black or African American	30%	*	10%
Asian, Native Hawaiian, or Pacific Islander	76%	22%	2%
American Indian or Alaska Native	*	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	40%	47%	13%
Students with Disabilities	37%	43%	20%
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	64	54	50	Exceeds Target	62	56	50	Exceeds Target
White	61	51	50	Exceeds Target	60	56	52	Exceeds Target
Hispanic	46	44	49	**	48.5	49	47	**
Black or African American	*	32	45	**	*	47	43	**
Asian, Native Hawaiian, or Pacific Islander	69	60	60	Exceeds Target	65	58	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	26.5	46	47	**	62	54.5	46	**
Students with Disabilities	38	41	41	Not Met	53.5	56	43	Met Target
English Learners	75	65	53	**	72	*	51	**

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



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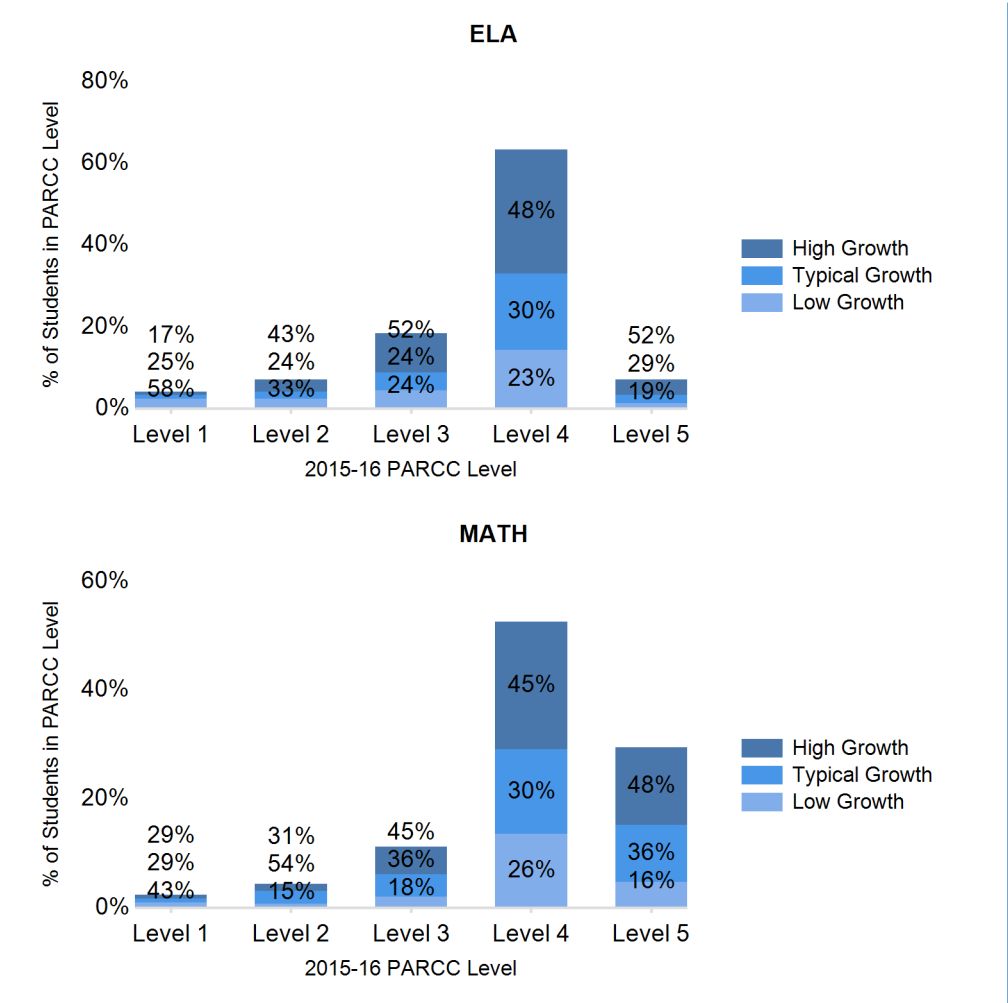
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

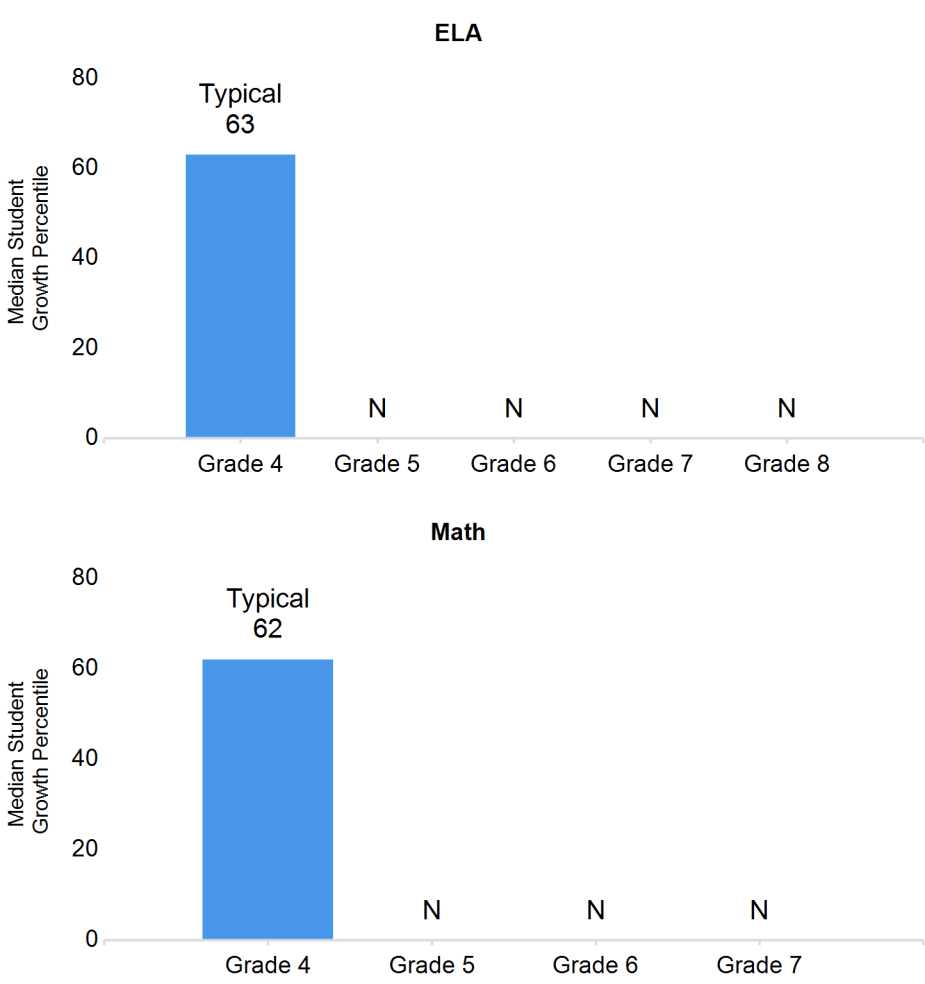
Student Growth by Performance Level

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

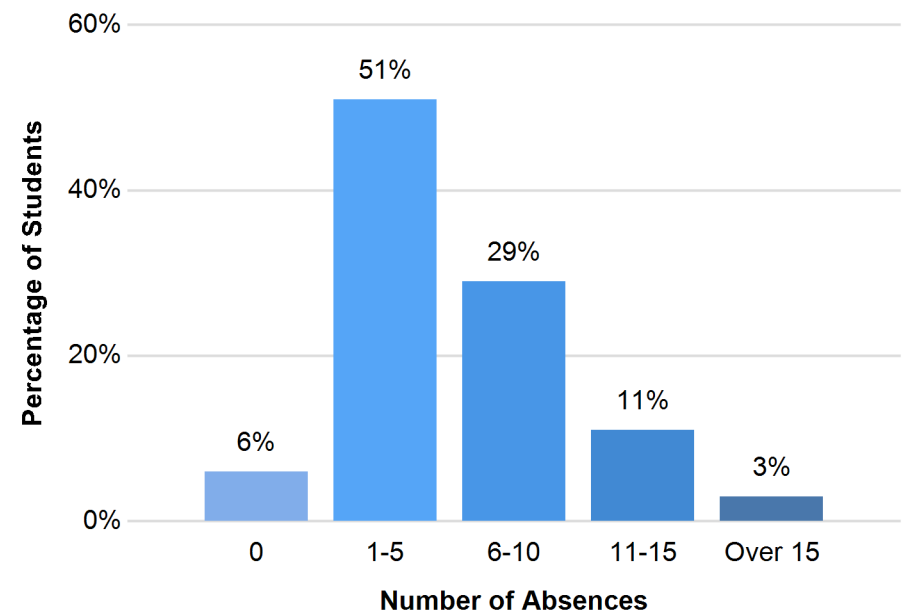
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.80	7.10	Met Target
White	1.20	7.10	Met Target
Hispanic	4.50	7.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.10	7.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.90	7.10	Met Target
Students with Disabilities	2.60	7.10	Met Target
English Learners	4.80	7.10	Met Target

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

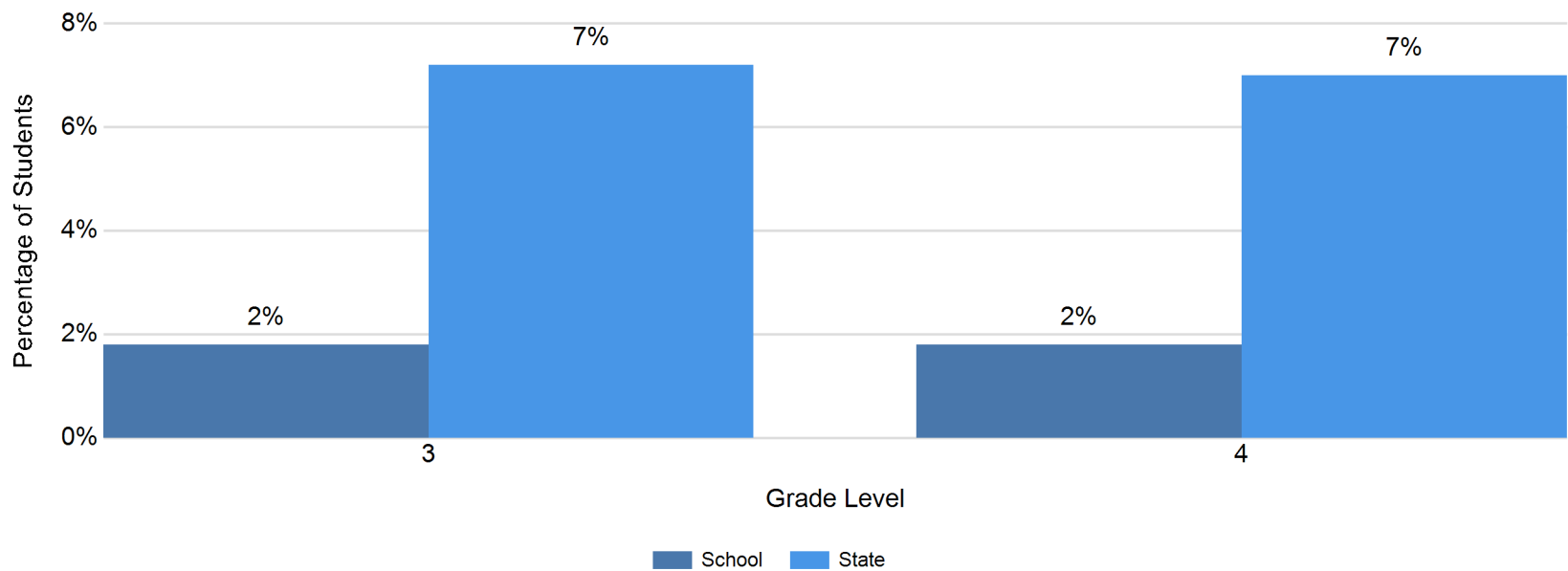
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:30AM
Typical End Time	3:50PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 25 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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.46

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	0.6%
Out-of-School Suspensions	0.2%
Any Suspension	0.8%

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	2.1:1	104.2 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)	\$224	\$14,219	\$14,443



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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	67	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,506
Average years experience in public schools	11.7	15.9
Average years experience in district	8.8	11.6
Administrators in district for 4 or more years	66%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	219:1	137:1
Librarian/Media Specialists		959:1
Nurses		800:1
Counselors		300:1
Child Study Team		228:1



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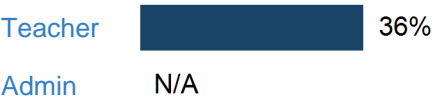
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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.

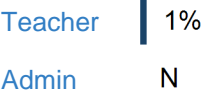
Bachelor's Degree



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	88%	89%
2015-16 Administrators: Same district 2016-17	92%	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	62.9	17.5%
Mathematics Proficiency	91.9	17.5%
English Language Arts Growth	82.3	25.0%
Mathematics Growth	80.5	25.0%
Chronic Absenteeism	94.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		82.0
Summative Rating: Percentile rank of Summative Score		92.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	82.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	74.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	68.2	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Students with Disabilities	72.7	11.9	No	Met Target	Met Target	Met Target	Not Met	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:	Ms. Lacy	Email Address:	slacy@mtsd.us
Address:	100 MAIN BOULEVARD SKILLMAN, NJ 08558	Website:	https://www.mtsd.k12.nj.us/Domain/415
Phone:	(609)466-7606	Twitter:	https://twitter.com/monty_ves

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>Highlights:</div>	<ul style="list-style-type: none">• Curriculum includes Reading/Writing Workshop, Math in Focus, Next Gen Science Standards and real-world applications• Students engage in well-integrated social-emotional learning programs including Responsive Classroom• VES is recognized for its student delivered, live morning news program and co-curricular music offerings
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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Other Information:

Village School, in partnership with parents and the greater community, delivers a rich, differentiated, standards-based program designed to develop life-long learners ready for a changing world. Our literacy curriculum provides an increased focus on non-fiction reading and writing, exposure to complex text and academic vocabulary, and the use of text evidence to support opinions verbally and in writing. Instruction is organized in a workshop structure in which students engage in authentic reading and writing while teachers serve as coaches, providing support to meet individual needs. Mathematics instruction focuses on building deep conceptual understanding along with procedural skills to support real-world application. Fact fluency and problem solving are important cornerstones of our program. Math units follow a concrete-pictorial-abstract learning progression to enhance understanding. Through our application based science curriculum, students practice science as they observe natural phenomena in the world around them. Lessons focus on informational facts and developing scientific reasoning through observation and applied reading strategies. Our social studies program introduces the world to students as they build a foundation for a global future. Students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society. Teachers and students routinely use a variety of technology tools and resources to enrich all areas of the program. Students participate in a broad range of related arts classes and fourth graders are active participants in our highly regarded co-curricular chorus, band and orchestra programs. Village School has an active and well-integrated social-emotional learning program which includes Responsive Classroom, pillars of character, counseling lessons and a variety of student leadership and community service opportunities that our entire community is proud of.