



Beachwood Elementary School
2016-2017
Grade Span KG-05

29-5190-064
OCEAN
TOMS RIVER REGIONAL
901 BERKELEY AVENUE
BEACHWOOD, NJ 08722

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	64	84	76
1	94	73	79
2	100	88	77
3	93	105	85
4	89	89	108
5	94	90	91
Ungraded	34	17	16
Total	568	546	532

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	50%
Male	51%	51%	50%
Economically Disadvantaged Students	25%	24%	22%
Students with Disabilities	17%	12%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			2%
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	82.5%
Hispanic	9.6%
Black or African American	2.8%
Asian	1.3%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.2%
Two or More Races	3.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	64	0	0
KG - Full Day	0	84	76

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	97.4%
Spanish	1.1%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	268	92.4	49.30	53.80	54.90	48.1	51.2	Met Target†
White	220	92.3	51.30	57.40	63.90	50.2	52.6	Met Target†
Hispanic	29	96.8	37.90	38.50	39.80	37.9	42	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	129	92.5	54.30	62.00	62.20	53		
Male	139	92.4	44.60	46.10	48.10	43.5		
Economically Disadvantaged Students	65	90.8	35.40	36.80	36.20	*	39.6	Met Target†
Non-Economically Disadvantaged Students	203	93.0	53.60	59.90	65.80	*		
Students with Disabilities	46	94.1	19.60	*	20.50	19.3	23.2	Met Target†
Students without Disabilities	222	92.1	55.40	*	61.90	54		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	35.90	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	742	748	749	*	23%	26%	34%	*	40%	50%
White	71	743	752	759	*	24%	28%	34%	*	39%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	37	750	751	754	*	*	32%	32%	*	43%	55%
Male	49	736	744	745	*	*	20%	35%	*	37%	46%
Economically Disadvantaged Students	21	741	730	731	*	*	*	*	*	33%	31%
Non-Economically Disadvantaged Students	65	743	755	762	*	*	*	*	*	42%	63%
Students with Disabilities	15	710	*	720	*	*	*	*	*	*	24%
Students without Disabilities	71	749	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	86	742	748	752	*	23%	26%	34%	*	40%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	100	750	751	753	*	15%	30%	37%	*	50%	56%
White	74	754	755	762	*	*	27%	39%	16%	55%	67%
Hispanic	17	736	739	740	0%	*	*	*	0%	24%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	54	755	755	758	*	*	24%	39%	*	56%	61%
Male	46	745	747	749	*	*	37%	35%	*	44%	51%
Economically Disadvantaged Students	24	738	736	737	*	*	*	*	*	33%	36%
Non-Economically Disadvantaged Students	76	754	757	764	*	*	*	*	*	55%	69%
Students with Disabilities	13	721	722	725	*	*	*	*	0%	31%	25%
Students without Disabilities	87	755	756	759	*	*	*	*	15%	53%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	100	750	751	755	*	15%	30%	37%	*	50%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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	89	755	754	756	*	18%	26%	46%	*	55%	59%
White	80	756	757	763	*	15%	25%	51%	*	59%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	45	760	757	761	*	*	22%	49%	*	62%	66%
Male	44	750	750	750	*	*	30%	43%	*	48%	53%
Economically Disadvantaged Students	18	738	*	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	71	759	*	765	*	*	*	*	*	62%	71%
Students with Disabilities	14	730	726	725	*	*	*	*	*	*	22%
Students without Disabilities	75	760	759	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	89	755	754	757	*	18%	26%	46%	*	55%	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%

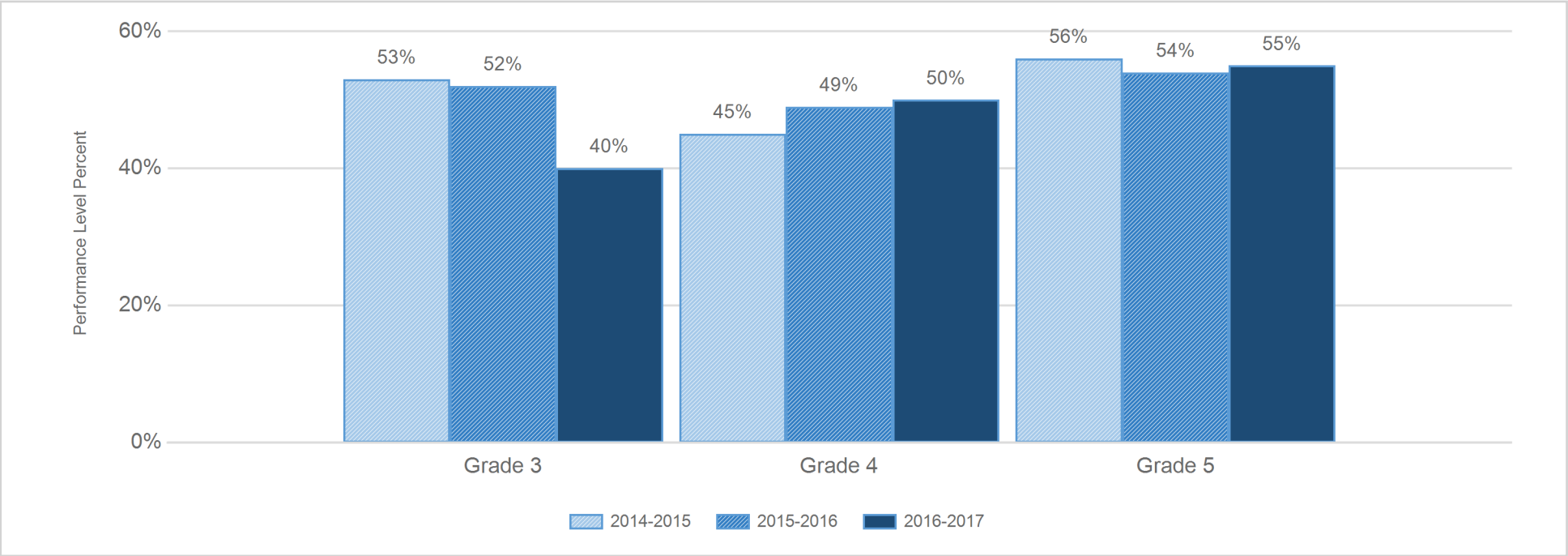


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English Language Arts/Literacy Assessment - Performance Trends

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	269	92.8	43.10	37.20	43.50	42.3	53.3	Not Met
White	220	92.3	43.70	40.30	52.40	42.6	54.2	Not Met
Hispanic	29	96.8	37.90	*	27.60	37.9	49.6	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	130	93.2	42.30	36.90	44.10	41.7		
Male	139	92.4	43.90	37.50	42.90	42.8		
Economically Disadvantaged Students	66	92.1	37.90	23.90	25.10	*	47	Met Target†
Non-Economically Disadvantaged Students	203	93.0	44.80	42.00	54.30	*		
Students with Disabilities	46	94.1	30.40	15.20	16.50	30.1	35.9	Met Target†
Students without Disabilities	223	92.5	45.70	41.40	48.80	44.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	12.10	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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	87	744	749	751	*	23%	32%	32%	*	39%	53%
White	71	745	753	759	*	23%	34%	32%	*	39%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	745	749	751	*	*	47%	32%	*	37%	52%
Male	49	742	750	751	*	*	20%	33%	*	41%	53%
Economically Disadvantaged Students	22	745	737	736	*	*	*	*	*	46%	34%
Non-Economically Disadvantaged Students	65	743	755	761	*	*	*	*	*	37%	65%
Students with Disabilities	15	727	*	729	*	*	*	*	*	20%	29%
Students without Disabilities	72	747	*	755	*	*	*	*	*	43%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	87	744	750	753	*	23%	32%	32%	*	39%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	100	746	747	747	*	20%	27%	44%	*	47%	47%
White	74	749	751	755	*	20%	24%	47%	*	51%	59%
Hispanic	17	742	737	734	0%	*	*	*	0%	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	54	748	747	747	*	*	24%	48%	*	50%	47%
Male	46	744	747	747	*	*	30%	39%	*	44%	48%
Economically Disadvantaged Students	24	732	734	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	76	750	753	757	*	*	*	*	*	53%	61%
Students with Disabilities	13	718	727	724	*	*	*	*	*	23%	22%
Students without Disabilities	87	750	751	751	*	*	*	*	*	51%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	100	746	747	749	*	20%	27%	44%	*	47%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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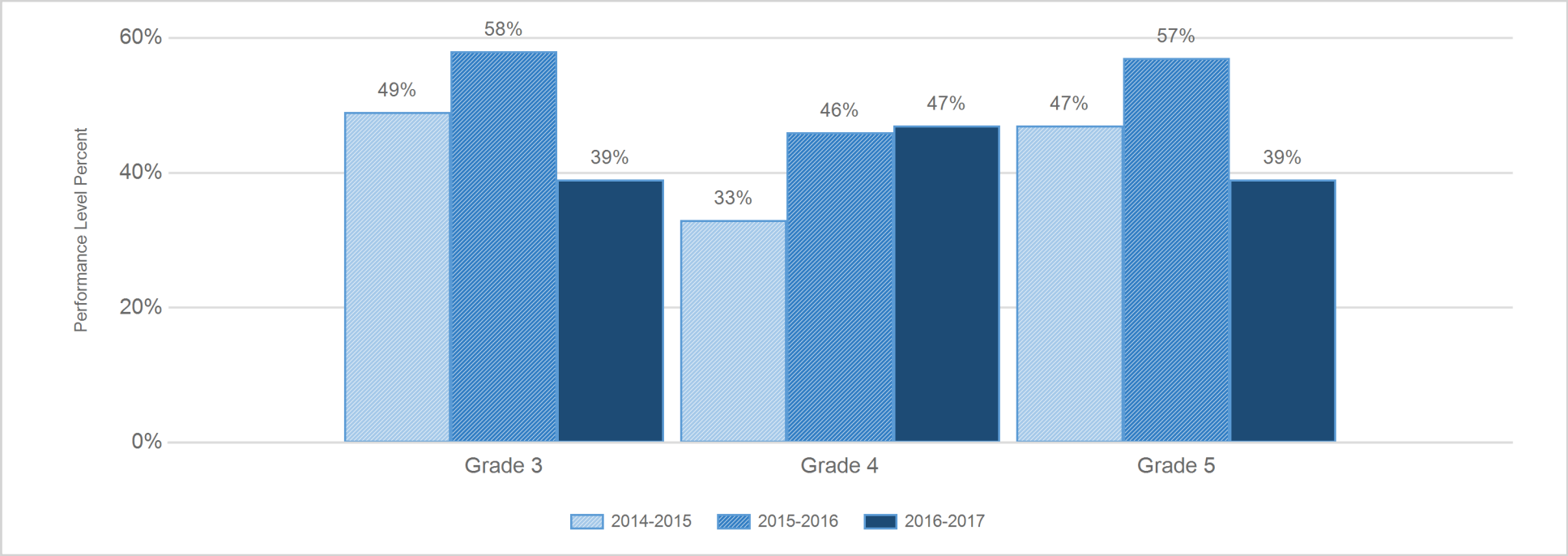
Mathematics Assessment - Performance by Grade: Grade 5

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

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Schoolwide	89	744	746	747	*	25%	34%	35%	*	39%	46%
White	80	745	748	754	*	21%	35%	36%	*	41%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	45	743	745	747	*	27%	38%	31%	*	36%	47%
Male	44	744	746	746	*	23%	30%	39%	*	43%	46%
Economically Disadvantaged Students	18	734	*	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	71	746	*	756	*	*	*	*	*	42%	59%
Students with Disabilities	14	738	726	725	*	*	*	*	*	36%	19%
Students without Disabilities	75	745	749	751	*	*	*	*	*	40%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	89	744	746	748	*	25%	34%	35%	*	39%	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

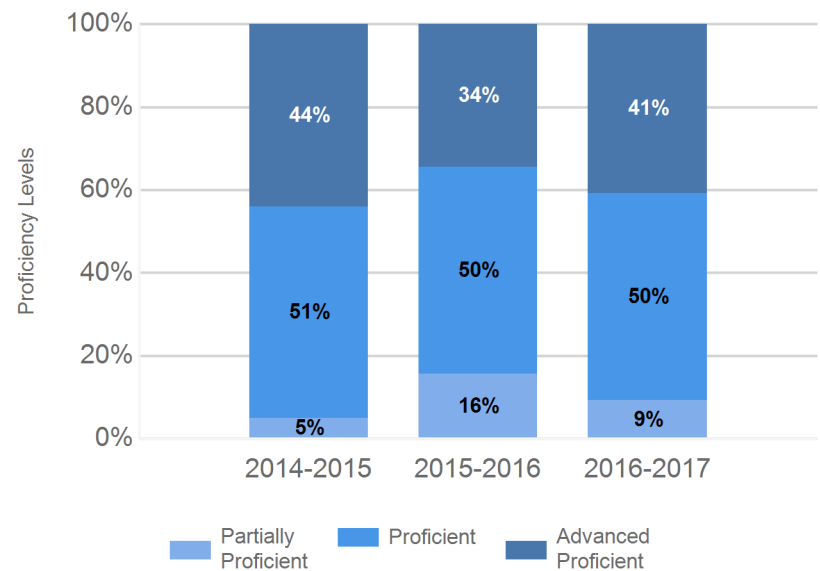
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	41%	50%	9%
White	44%	49%	7%
Hispanic	24%	59%	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	28%	52%	20%
Students with Disabilities	33%	53%	13%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44	47	50	Met Target	41	41	50	Met Target
White	44	47	50	Met Target	42.5	41	52	Met Target
Hispanic	24	44	49	**	42	41	47	**
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	41.5	43	47	Met Target	41	41	46	Met Target
Students with Disabilities	44	41.5	41	Met Target	45	37	43	Met Target
English Learners	*	42.5	53	**	*	36	51	**

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



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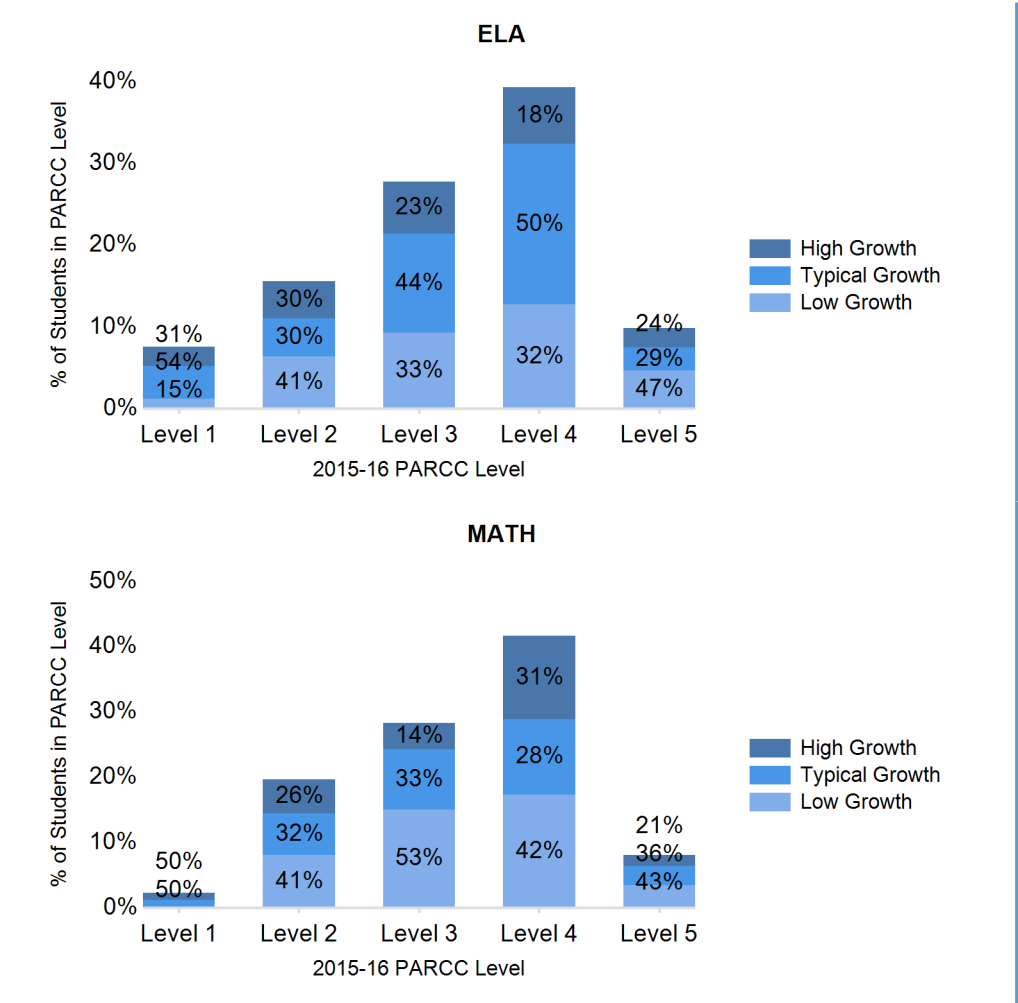
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

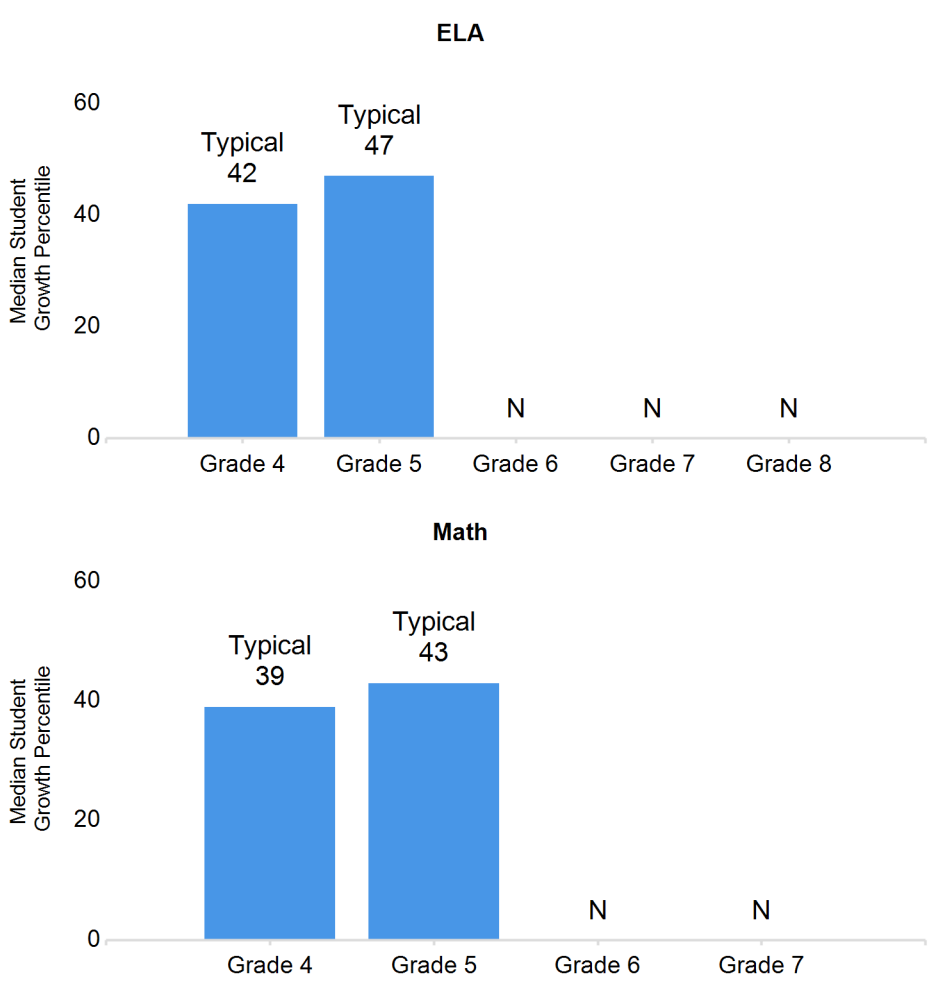
Student Growth by Performance Level

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

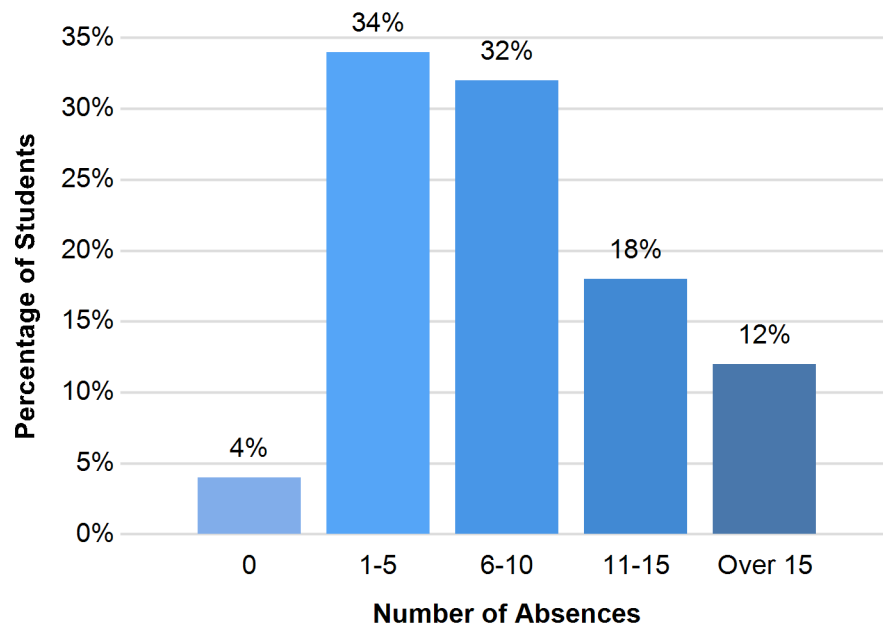
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	8.40	Met Target
White	6.80	8.40	Met Target
Hispanic	6.00	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.70	8.40	Not Met
Students with Disabilities	9.90	8.40	Not Met
English Learners	N	**	**

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

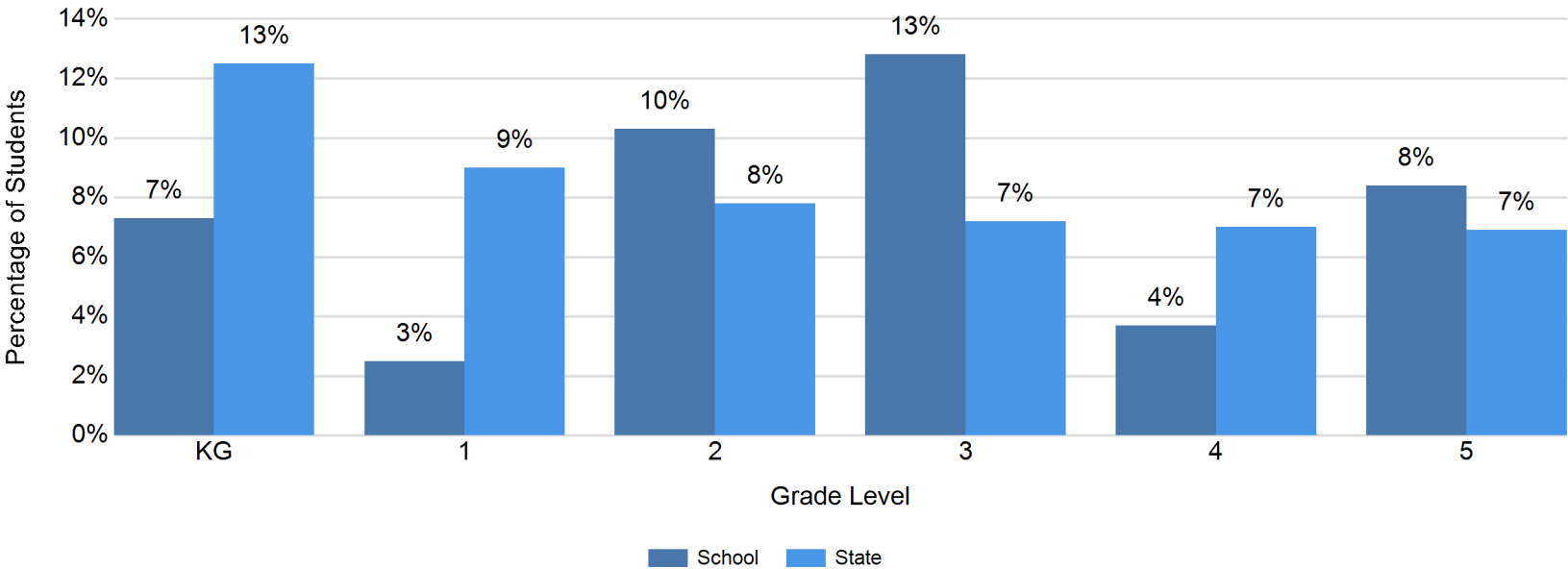
Days Absent

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



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	8:40AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	41	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	12.9	10.5
Teachers in district for 4 or more years	85%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	266:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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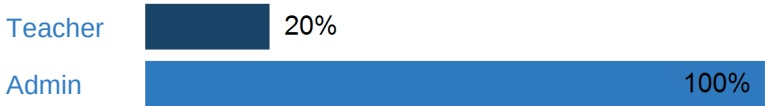
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	29.2	17.5%
Mathematics Proficiency	45.7	17.5%
English Language Arts Growth	27.7	25.0%
Mathematics Growth	24.3	25.0%
Chronic Absenteeism	52.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		33.9
Summative Rating: Percentile rank of Summative Score		24.2
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	33.9	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	23.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	45.5	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	59.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Muir	Email Address:	kmuir@trschoools.com
Address:	901 BERKELEY AVENUE BEACHWOOD, NJ 08722	Website:	www.trschools.com/beachwood
Phone:	(732)505-5820		

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:	• Implement Responsive Classroom best practices daily to develop students' social, emotional, and academic learning • Technology is part of each school day, with all classrooms having access to Chromebooks • Hands-on, inquiry-based science instruction following the NGSS
Mission, Vision, Theme:	At Beachwood Elementary, we have established an environment in which both students and staff are committed to learning. We are dedicated to ensuring the success of all of our students; therefore, the curriculum is tailored to meet the needs of each individual child in the school. Beachwood Elementary students enjoy a safe and positive learning environment that encourages both academic and social growth.
Awards, Recognition, Accomplishments:	Grant recipient from Grunin Foundation, Grant recipient from JCP&L

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.

 Courses, Curriculum, Instruction:	Our instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. In an effort to educate the whole child, our students have the opportunity to develop their musical, artistic, and technological skills. They actively engage in physical exercise and are encouraged to live a healthy lifestyle to keep a healthy body and a fit mind.
 Clubs and Activities:	Extracurricular activities include student council, peer tutoring, Bear Cubs program, and safety patrol. Students in grades four and five are invited to join the chorus and take instrument lessons to participate in the band or orchestra. Being part of the school play is a highlight activity for many third, fourth, and fifth graders. All classes are involved in the Bears Care Garden, a 5000 square foot vegetable garden that was built and is maintained by the students, staff and families.
 Before and After School Programs:	Y-Kids before- and after-care offered through the YMCA



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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:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.
 Student Supports and Services:	Students with Disabilities Services, Intervention and Referral Services, Reading Intervention Services, Peer Tutoring Services
 Student Health and Wellness:	Before-school breakfast program, Physical Education and Health classes, Daily recess time allotted for students
 Parent and Community Involvement:	Thanks to our active PTO, students are afforded opportunities for enrichment through assemblies and school programs that support our curriculum. Monthly family fun nights are offered free of charge to all students and include events such as Valentines Bingo and Family Fit Night. All parents have access to the Parent Portal to check students' attendance and grades.

School Narrative

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

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Beachwood Elementary utilizes the New Jersey Department of Education Climate Survey.
 Facilities:	Beachwood Elementary is nestled in the Jersey Shore community of Beachwood. The school was built in 1988 and home to approximately 530 students, grades K-5. Our full-day kindergarten program is supported by a classroom environment that promotes centers-based learning. There are multiple mobile computer labs in addition to a technology lab in the media center.



Cedar Grove Elementary School
2016-2017
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TOMS RIVER, NJ 08753-4399

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	25	15
KG	89	121	103
1	118	113	117
2	113	114	116
3	123	123	110
4	135	125	122
5	128	135	128
Ungraded	168	184	178
Total	874	940	889

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%	43%	44%
Male	54%	57%	56%
Economically Disadvantaged Students	24%	25%	23%
Students with Disabilities	27%	26%	28%
English Learners	3%	4%	4%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	78.5%
Hispanic	14.7%
Asian	2.5%
Black or African American	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.2%

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	0	0	1
PK - Full Day	0	25	14
KG - Half Day	91	0	0
KG - Full Day	0	121	103

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	90.6%
Spanish	6.9%
Other	2.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	360	97.9	54.40	53.80	54.90	54.4	57	Met Target†
White	306	98.4	55.60	57.40	63.90	55.6	59.3	Met Target†
Hispanic	37	100.0	37.80	38.50	39.80	37.8	27.8	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	87.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	173	97.8	57.20	62.00	62.20	57.2		
Male	187	98.0	51.80	46.10	48.10	51.8		
Economically Disadvantaged Students	70	95.9	35.80	36.80	36.20	35.8	39.7	Met Target†
Non-Economically Disadvantaged Students	290	98.4	59.00	59.90	65.80	59		
Students with Disabilities	56	95.2	25.00	*	20.50	25	21.7	Met Target
Students without Disabilities	304	98.4	59.90	*	61.90	59.9		
English Learners	11	100.0	*	23.10	25.20	*	**	**
Non-English Learners	349	97.8	*	54.30	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	111	746	748	749	*	16%	23%	47%	*	49%	50%
White	97	750	752	759	*	12%	25%	51%	*	53%	61%
Hispanic	11	720	733	734	*	*	*	*	0%	18%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	48	746	751	754	*	*	23%	46%	*	48%	55%
Male	63	746	744	745	*	*	24%	48%	*	49%	46%
Economically Disadvantaged Students	17	728	730	731	*	*	*	*	*	41%	31%
Non-Economically Disadvantaged Students	94	750	755	762	*	*	*	*	*	50%	63%
Students with Disabilities	20	732	*	720	*	*	*	*	*	30%	24%
Students without Disabilities	91	750	*	755	*	*	*	*	*	53%	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	*	*	*	721	*	*	*	*	*	*	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	127	748	751	753	*	13%	35%	35%	*	46%	56%
White	105	751	755	762	*	12%	35%	37%	*	49%	67%
Hispanic	15	729	739	740	*	*	*	*	*	20%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	67	755	755	758	*	*	34%	39%	*	54%	61%
Male	60	742	747	749	*	*	37%	32%	*	37%	51%
Economically Disadvantaged Students	25	728	736	737	*	*	*	*	*	20%	36%
Non-Economically Disadvantaged Students	102	754	757	764	*	*	*	*	*	52%	69%
Students with Disabilities	21	719	722	725	*	*	*	*	0%	14%	25%
Students without Disabilities	106	754	756	759	*	*	*	*	12%	52%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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	132	760	754	756	*	*	24%	55%	11%	66%	59%
White	111	760	757	763	*	*	26%	50%	14%	63%	69%
Hispanic	13	760	743	743	0%	*	*	77%	0%	77%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	62	763	757	761	*	*	23%	50%	*	66%	66%
Male	70	758	750	750	*	*	24%	59%	*	66%	53%
Economically Disadvantaged Students	24	743	*	740	*	*	*	46%	0%	46%	40%
Non-Economically Disadvantaged Students	108	764	*	765	*	*	*	57%	14%	70%	71%
Students with Disabilities	14	728	726	725	*	*	*	*	0%	14%	22%
Students without Disabilities	118	764	759	762	*	*	*	*	13%	72%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	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%

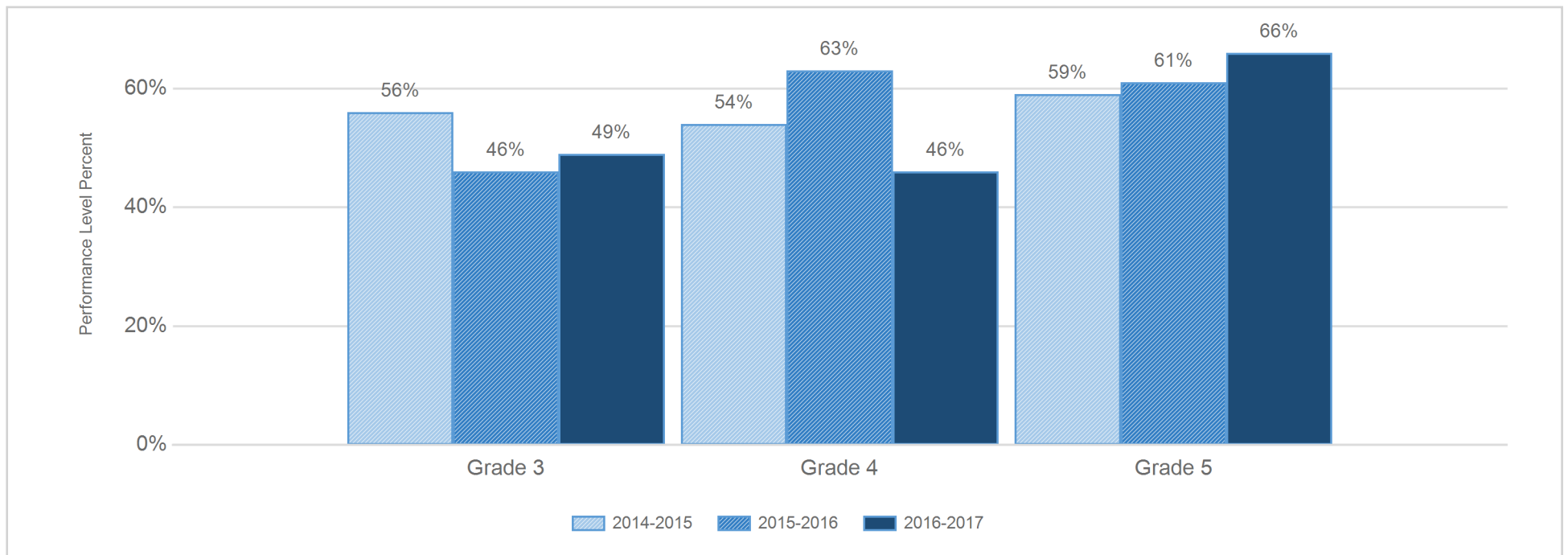


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English Language Arts/Literacy Assessment - Performance Trends

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	360	97.9	51.70	37.20	43.50	51.7	58.2	Not Met
White	306	98.4	53.30	40.30	52.40	53.3	60.9	Not Met
Hispanic	37	100.0	35.10	*	27.60	35.1	29.6	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	173	97.8	46.20	36.90	44.10	46.2		
Male	187	98.0	56.70	37.50	42.90	56.7		
Economically Disadvantaged Students	70	95.9	32.80	23.90	25.10	32.8	48.2	Not Met
Non-Economically Disadvantaged Students	290	98.4	56.20	42.00	54.30	56.2		
Students with Disabilities	56	95.2	23.20	15.20	16.50	23.2	27.6	Met Target†
Students without Disabilities	304	98.4	56.90	41.40	48.80	56.9		
English Learners	11	100.0	36.40	24.50	23.30	36.4	**	**
Non-English Learners	349	97.8	52.10	37.40	45.20	52.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	111	754	749	751	*	*	23%	42%	16%	59%	53%
White	97	757	753	759	*	*	21%	43%	19%	62%	63%
Hispanic	11	735	736	738	*	*	*	*	0%	36%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	48	751	749	751	*	*	25%	33%	*	50%	52%
Male	63	757	750	751	*	*	21%	49%	*	65%	53%
Economically Disadvantaged Students	17	740	737	736	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	94	757	755	761	*	*	*	*	*	63%	65%
Students with Disabilities	20	745	*	729	*	*	*	*	*	35%	29%
Students without Disabilities	91	756	*	755	*	*	*	*	*	64%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	127	749	747	747	*	21%	28%	38%	*	47%	47%
White	105	751	751	755	*	19%	28%	40%	*	50%	59%
Hispanic	15	732	737	734	0%	*	*	*	0%	20%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	67	751	747	747	*	*	34%	40%	*	48%	47%
Male	60	747	747	747	*	*	22%	35%	*	47%	48%
Economically Disadvantaged Students	25	733	734	732	*	40%	*	*	*	28%	27%
Non-Economically Disadvantaged Students	102	753	753	757	*	17%	*	*	*	52%	61%
Students with Disabilities	21	724	727	724	*	*	*	*	*	*	22%
Students without Disabilities	106	754	751	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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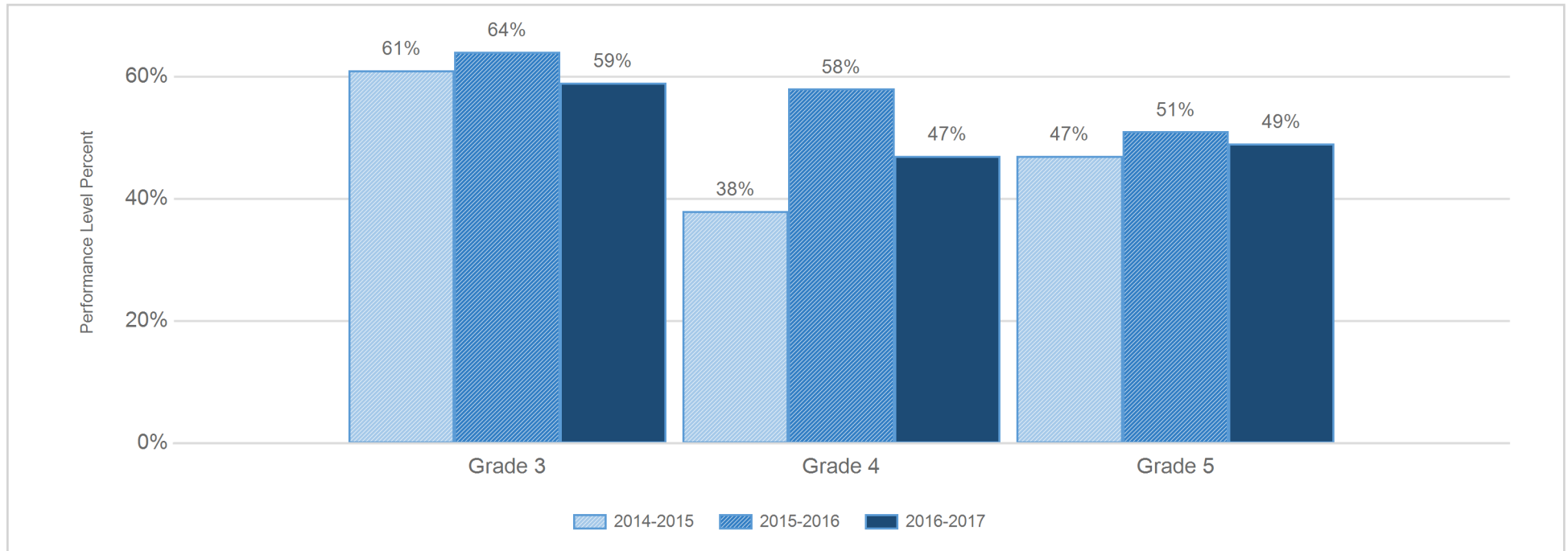
Mathematics Assessment - Performance by Grade: Grade 5

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	132	751	746	747	*	12%	36%	44%	*	49%	46%
White	111	750	748	754	*	13%	37%	42%	*	48%	57%
Hispanic	13	754	735	735	0%	*	*	*	0%	54%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	62	749	745	747	*	*	45%	32%	*	40%	47%
Male	70	752	746	746	*	*	29%	54%	*	57%	46%
Economically Disadvantaged Students	24	742	*	732	*	*	46%	*	*	33%	27%
Non-Economically Disadvantaged Students	108	752	*	756	*	*	34%	*	*	53%	59%
Students with Disabilities	14	732	726	725	*	*	*	*	*	14%	19%
Students without Disabilities	118	753	749	751	*	*	*	*	*	53%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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%

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	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	21	*	*
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.

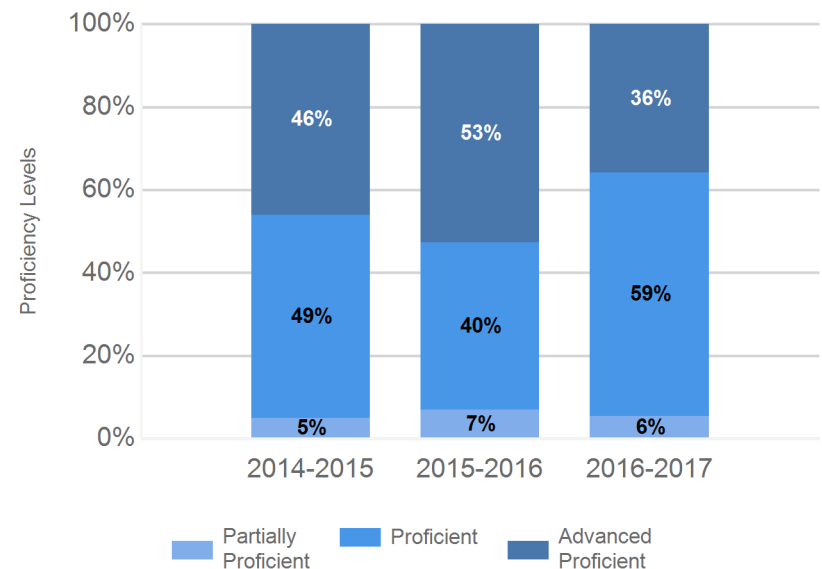
NJASK Science Assessment Performance: Grade 4

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	36%	59%	6%
White	38%	56%	6%
Hispanic	19%	75%	6%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	28%	56%	16%
Students with Disabilities	6%	65%	29%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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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	45	47	50	Met Target	46	41	50	Met Target
White	42.5	47	50	Met Target	44	41	52	Met Target
Hispanic	57	44	49	Met Target	57	41	47	Met Target
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	34.5	43	47	Not Met	49	41	46	Met Target
Students with Disabilities	52	41.5	41	Met Target	58.5	37	43	Met Target
English Learners	*	42.5	53	**	*	36	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

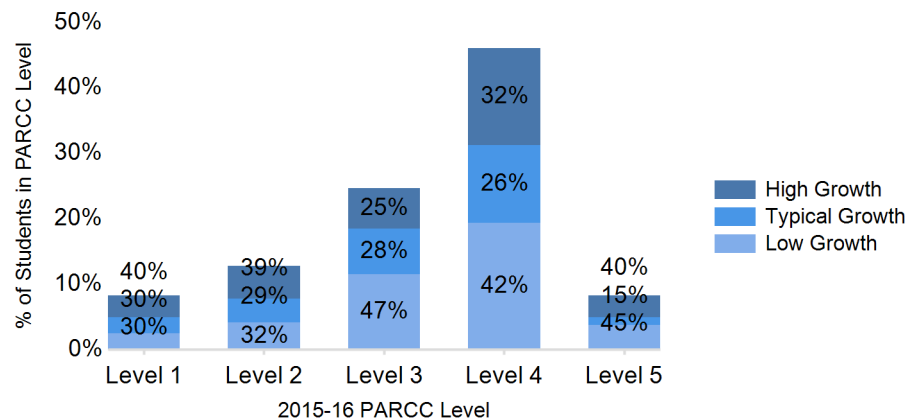
Typical Growth: Between 35 and 65

High Growth: Greater than 65

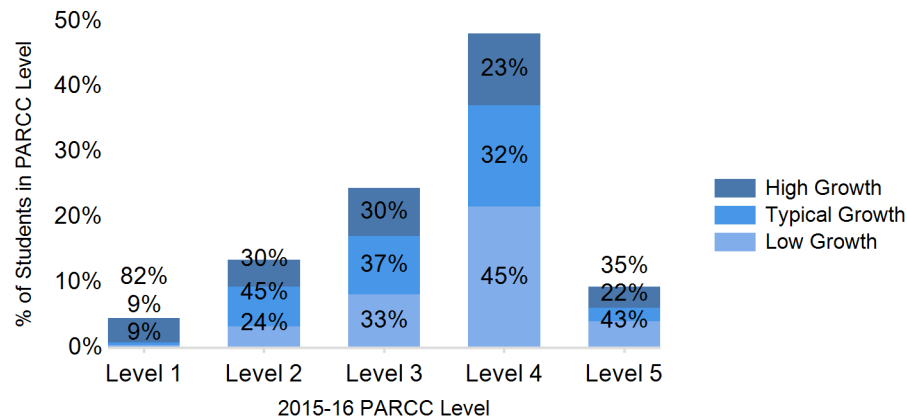
Student Growth by Performance Level

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.

ELA



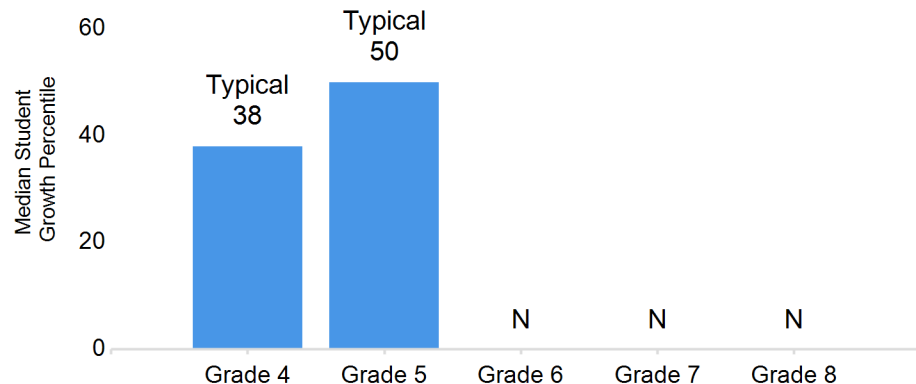
MATH



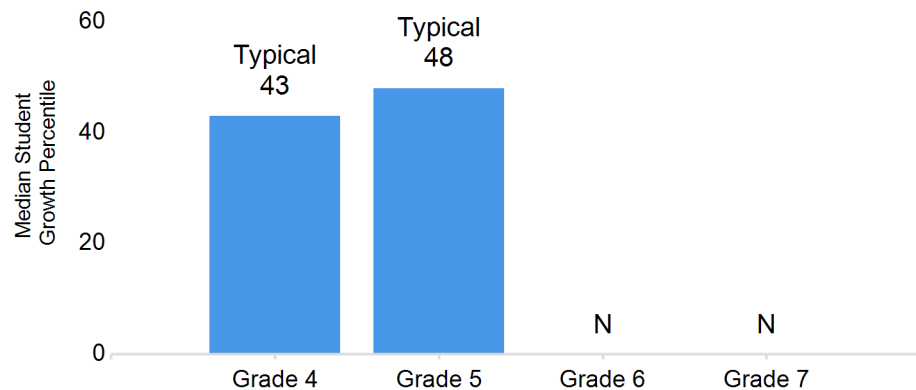
Student Growth by Grade

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

ELA



Math





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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

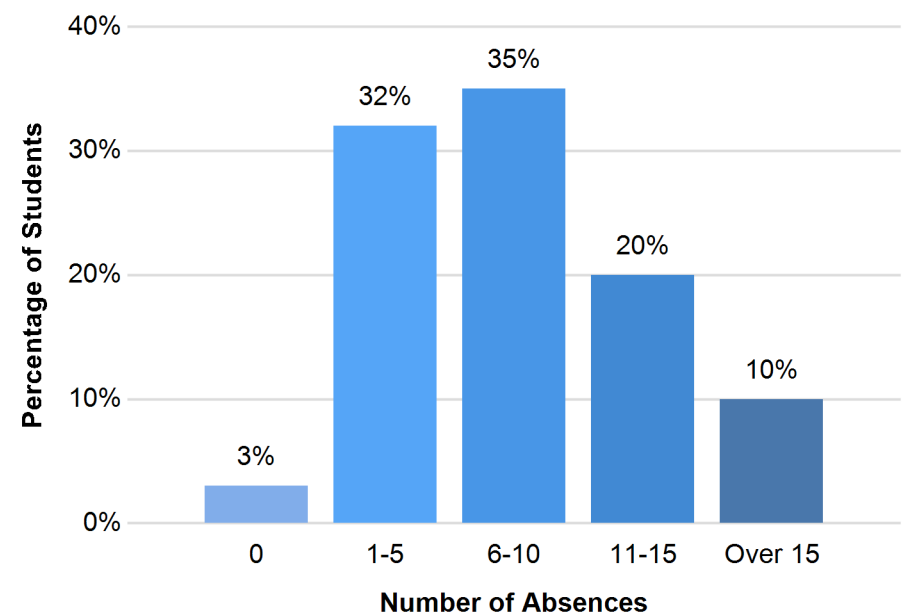
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	8.40	Met Target
White	6.90	8.40	Met Target
Hispanic	11.50	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.80	8.40	Not Met
Students with Disabilities	11.40	8.40	Not Met
English Learners	14.30	8.40	Not Met

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

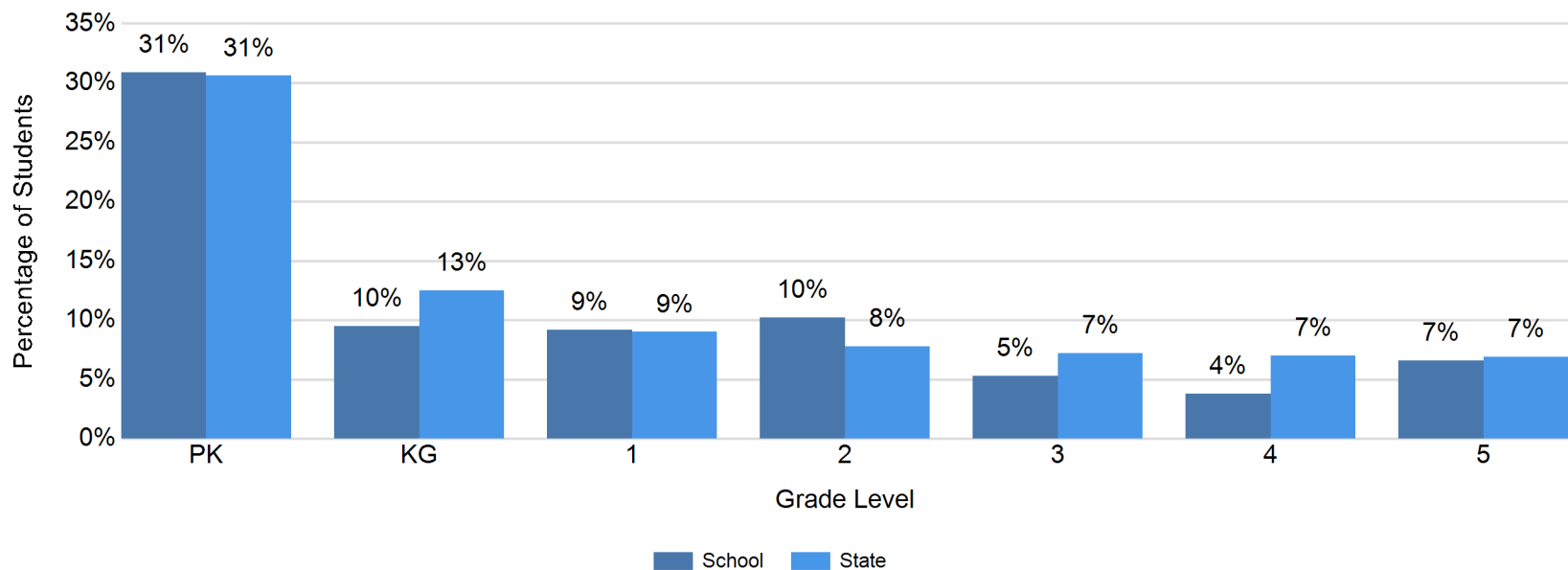
Days Absent

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



Chronic Absenteeism by Grade

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





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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	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.34

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	2.4:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	53	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	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	17:1	13:1
Administrators	445:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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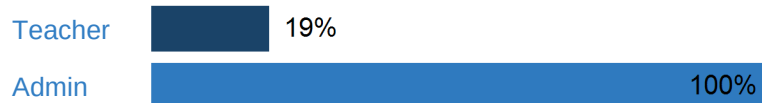
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	39.5	17.5%
Mathematics Proficiency	53.5	17.5%
English Language Arts Growth	36.4	25.0%
Mathematics Growth	48.7	25.0%
Chronic Absenteeism	34.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.7
Summative Rating: Percentile rank of Summative Score		38.2
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	42.7	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	28.5	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	61.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	42.2	11.9	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	72.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	Not Met	**	**	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. Ryan	Email Address:	jryan@trschoools.com
Address:	179 CEDAR GROVE ROAD TOMS RIVER, NJ 08753-4399	Website:	http://www.trschools.com/cedargrove/
Phone:	(732)505-5830		

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:	• Technology is part of every school day with all classes having access to chrome books. • Hands-on science instruction aligned to the NGSS. • Positive character traits are infused into lessons across the curriculum.
Mission, Vision, Theme:	The mission of Cedar Grove Elementary is to grow our students into respectful, curious and productive citizens. To achieve this mission we commit to: model and teach the elements of respect within an environment of civility, engage students in educational experiences grounded in best practice and high standards, engage peers and students in a collegial learning environment, and support families and the community in encouraging students to reach their full potential.
Awards, Recognition, Accomplishments:	For forty-six years the Cedar Grove Elementary School has devoted itself to working together with our community. One of our most essential facets of community involvement is the Cedar Grove Parent-Teacher Organization. We are fortunate to work in a supportive community with whom we share mutual goals of high academic achievement, good citizenship, healthful growth, and the appreciation of fine arts for our children. Grunin Grant recipient.



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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.

 Courses, Curriculum, Instruction:	The Common Core Standards establish high expectations for student learning. Our teachers work to implement the standards within their classrooms. Lessons emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that will enable our children to be successful in their daily lives and future careers
 Clubs and Activities:	Technology, Robotics, Yearbook and Omni Art Clubs, Safety Patrol, Band and Chorus.
 Before and After School Programs:	YMCA Y-Kids Program.



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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:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.
 Student Supports and Services:	Students attending Cedar Grove who require special educational services receive those services as delineated in their respective IEP's. They also have the opportunity to participate in a wide spectrum of programs offered at Cedar Grove. Related services provided for our special education students include: speech and language therapy, occupational therapy, physical therapy, medical services as provided by our school nurses, and counseling services provided by our guidance counselor.
 Student Health and Wellness:	Our school takes a proactive approach to teach our children the meaning of respect. Various school and classroom activities were developed to teach children how to resolve conflicts peacefully while understanding the developmental stage of the child. We are proud of our student centered learning environment. Through classroom discussion, morning announcements, and special assemblies, we help our children to be sensitive to the needs of others.
 Parent and Community Involvement:	We communicate regularly with our Cedar Grove community through our weekly email blast, e-boards, and web pages, to provide up-to-date information about school events, programs, student achievement, and the curriculum. An open dialogue between our school, the home, and community occurs during parent/teacher conferences, School Orientation Day, PTO Meetings, Visit the School Night, and special school wide and classroom events. GREAT and AIE programs are examples of community partnerships.



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School Narrative

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Climate Surveys:

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

Cedar Grove Elementary School utilizes a variety of surveys during the school year. The surveys are completed by parents, teachers, and students. The results are used to address educational ideas, school goals, teacher/parent feedback, and student needs of all parties involved. The data is useful and greatly appreciated. We strive to enhance every aspect of school life.



Facilities:

Cedar Grove Elementary School is one of twelve elementary schools which comprise the Toms River Regional School District. At Cedar Grove, we educate approximately 720 students in kindergarten through grade five with a professional and support staff of over 80 people. For forty-six years the Cedar Grove Elementary School has stood in our community.



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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:	Cedar Grove Elementary School recognizes that future academic success depends upon a solid foundation in reading. Our students benefit from systematic instruction in phonics and rich experiences with authentic literature to help them move confidently into the world of written language. Teachers collaborate to share ideas and create workshop model lessons in order to implement the language arts program most effectively. Our teacher’s efforts produce enthusiastic readers who respond to story selections of various genres through writing. Ongoing activities include older children working alongside younger children, completing cooperative writing projects that build skills and promote positive student relationships. Mathematics instruction emphasizes everyday applications, meaningful problem solving, reasoning, and mathematical communication. We focus on mathematical thinking and writing. We challenge our students to explain their responses and show how they arrive at their answers. Children must be able to think clearly, understand alternative processes, work cooperatively, and communicate ideas in mathematics, if they are to be successful in life and future careers.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	83	97	107
1	102	102	105
2	109	100	102
3	120	112	97
4	100	117	104
5	116	101	118
Ungraded	55	58	61
Total	685	687	694

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	37%	34%	33%
Students with Disabilities	18%	18%	23%
English Learners	0%	0%	0%
Homeless Students			1%
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	70.9%
Hispanic	17.7%
Black or African American	4.9%
Asian	2.3%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	84	0	0
KG - Full Day	0	97	107

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	94.5%
Spanish	4.5%
Other	0.8%



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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	333	97.3	51.30	53.80	54.90	51.3	45.7	Met Target
White	232	96.8	53.90	57.40	63.90	53.9	45.9	Met Target
Hispanic	67	98.6	43.30	38.50	39.80	43.3	45	Met Target†
Black or African American	13	100.0	38.50	35.80	35.20	38.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	87.50	53.70	N	**	**
Two or More Races	12	93.7	41.60	41.90	54.90	40.4	**	**
Female	164	96.1	54.80	62.00	62.20	54.8		
Male	169	98.4	47.90	46.10	48.10	47.9		
Economically Disadvantaged Students	108	99.1	44.50	36.80	36.20	44.5	38.6	Met Target
Non-Economically Disadvantaged Students	225	96.4	54.70	59.90	65.80	54.7		
Students with Disabilities	70	97.4	18.60	*	20.50	18.6	23.4	Met Target†
Students without Disabilities	263	97.2	60.10	*	61.90	60.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	35.90	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	109	742	748	749	*	17%	27%	38%	*	42%	50%
White	71	742	752	759	*	17%	27%	38%	*	42%	61%
Hispanic	24	737	733	734	*	*	*	*	*	38%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	51	749	751	754	*	*	24%	45%	*	49%	55%
Male	58	737	744	745	*	*	29%	31%	*	36%	46%
Economically Disadvantaged Students	38	726	730	731	*	*	*	*	*	29%	31%
Non-Economically Disadvantaged Students	71	751	755	762	*	*	*	*	*	49%	63%
Students with Disabilities	29	709	*	720	*	*	*	*	*	*	24%
Students without Disabilities	80	754	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	752	751	753	*	14%	30%	41%	*	53%	56%
White	75	756	755	762	*	*	28%	43%	16%	59%	67%
Hispanic	26	746	739	740	*	*	42%	*	*	39%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	59	759	755	758	*	*	27%	44%	*	61%	61%
Male	57	745	747	749	*	*	33%	37%	*	44%	51%
Economically Disadvantaged Students	34	746	736	737	*	*	38%	41%	*	44%	36%
Non-Economically Disadvantaged Students	82	754	757	764	*	*	27%	40%	*	56%	69%
Students with Disabilities	19	716	722	725	*	*	*	*	*	*	25%
Students without Disabilities	97	759	756	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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	122	753	754	756	*	9%	36%	51%	*	55%	59%
White	91	754	757	763	0%	*	33%	53%	*	57%	69%
Hispanic	19	752	743	743	0%	*	53%	*	*	42%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	58	755	757	761	0%	*	38%	48%	*	53%	66%
Male	64	751	750	750	0%	*	34%	53%	*	56%	53%
Economically Disadvantaged Students	33	752	*	740	0%	*	36%	49%	*	52%	40%
Non-Economically Disadvantaged Students	89	753	*	765	0%	*	36%	52%	*	56%	71%
Students with Disabilities	17	733	726	725	0%	*	*	*	*	24%	22%
Students without Disabilities	105	756	759	762	0%	*	*	*	*	60%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	122	753	754	757	*	9%	36%	51%	*	55%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

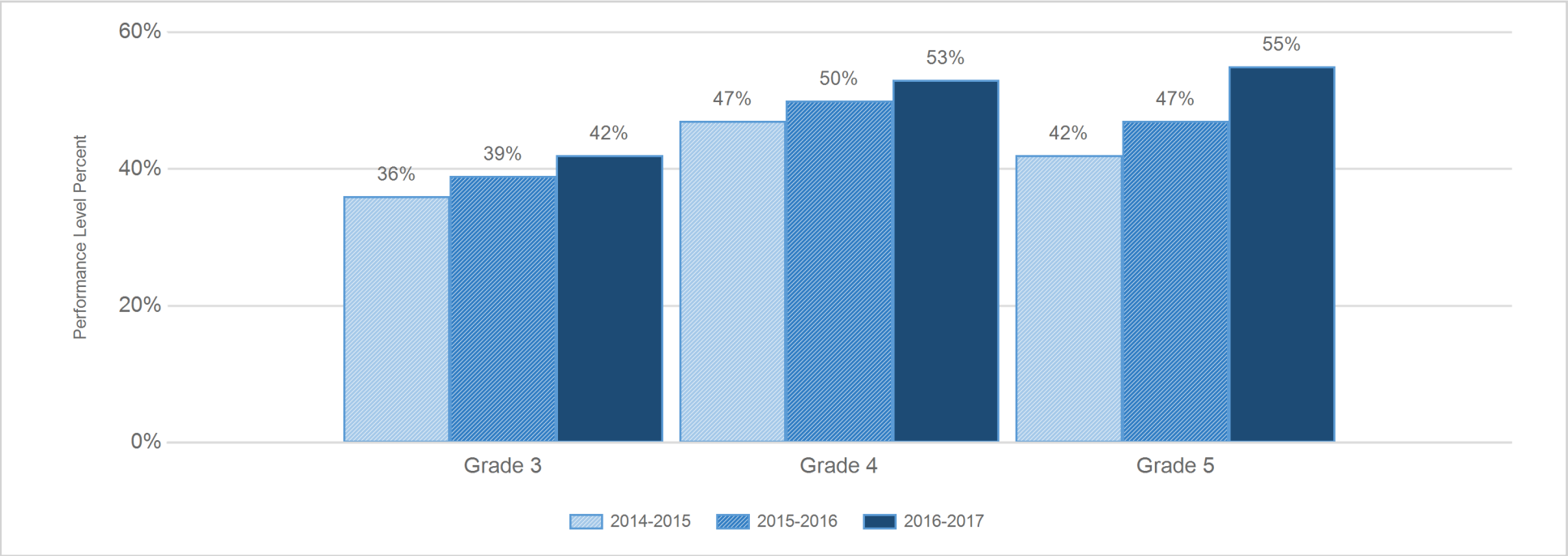


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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	333	97.3	42.90	37.20	43.50	42.9	48.2	Not Met
White	232	96.8	45.30	40.30	52.40	45.3	50.7	Met Target†
Hispanic	67	98.6	37.30	*	27.60	37.3	39.7	Met Target†
Black or African American	13	100.0	30.80	19.90	21.70	30.8	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	12	93.7	33.40	29.60	44.90	32.2	**	**
Female	164	96.1	40.80	36.90	44.10	40.8		
Male	169	98.4	45.00	37.50	42.90	45		
Economically Disadvantaged Students	108	99.1	36.10	23.90	25.10	36.1	41.5	Met Target†
Non-Economically Disadvantaged Students	225	96.4	46.20	42.00	54.30	46.2		
Students with Disabilities	70	97.4	30.00	15.20	16.50	30	30.9	Met Target†
Students without Disabilities	263	97.2	46.40	41.40	48.80	46.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	12.10	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	109	742	749	751	*	17%	39%	32%	*	38%	53%
White	71	741	753	759	*	16%	39%	34%	*	38%	63%
Hispanic	24	740	736	738	*	*	42%	*	*	33%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	51	746	749	751	*	*	29%	37%	*	45%	52%
Male	58	739	750	751	*	*	48%	28%	*	31%	53%
Economically Disadvantaged Students	38	737	737	736	*	*	37%	*	*	29%	34%
Non-Economically Disadvantaged Students	71	745	755	761	*	*	41%	*	*	42%	65%
Students with Disabilities	29	723	*	729	*	*	41%	*	*	14%	29%
Students without Disabilities	80	749	*	755	*	*	39%	*	*	46%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	747	747	747	*	22%	34%	39%	*	43%	47%
White	75	752	751	755	*	15%	35%	43%	*	49%	59%
Hispanic	26	742	737	734	0%	*	*	42%	0%	42%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	59	747	747	747	*	22%	39%	32%	*	39%	47%
Male	57	748	747	747	*	21%	28%	46%	*	47%	48%
Economically Disadvantaged Students	34	741	734	732	*	29%	41%	*	*	29%	27%
Non-Economically Disadvantaged Students	82	750	753	757	*	18%	31%	*	*	49%	61%
Students with Disabilities	19	728	727	724	*	*	*	*	*	26%	22%
Students without Disabilities	97	751	751	751	*	*	*	*	*	46%	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	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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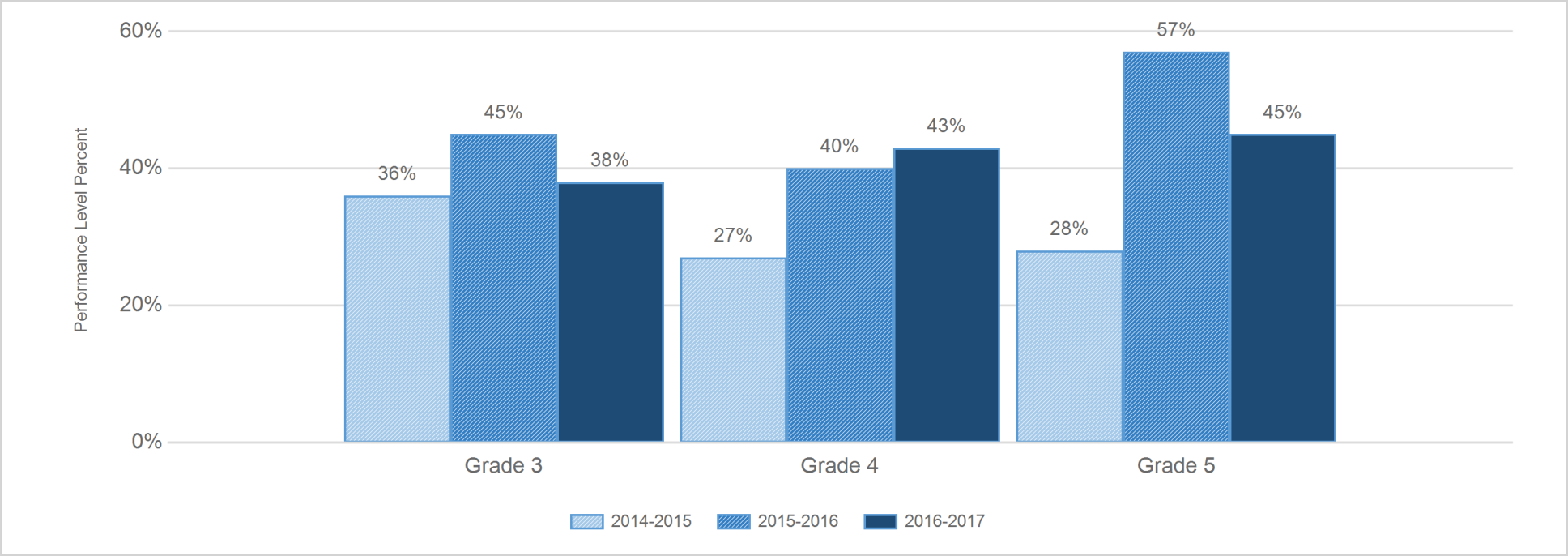
Mathematics Assessment - Performance by Grade: Grade 5

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	122	745	746	747	*	19%	35%	42%	*	45%	46%
White	91	746	748	754	*	19%	35%	43%	*	46%	57%
Hispanic	19	738	735	735	*	*	58%	*	0%	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	58	742	745	747	*	22%	38%	33%	*	38%	47%
Male	64	749	746	746	*	16%	33%	50%	*	52%	46%
Economically Disadvantaged Students	33	740	*	732	*	*	42%	39%	*	39%	27%
Non-Economically Disadvantaged Students	89	747	*	756	*	*	33%	43%	*	47%	59%
Students with Disabilities	17	738	726	725	*	*	*	*	*	35%	19%
Students without Disabilities	105	747	749	751	*	*	*	*	*	47%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	122	745	746	748	*	19%	35%	42%	*	45%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

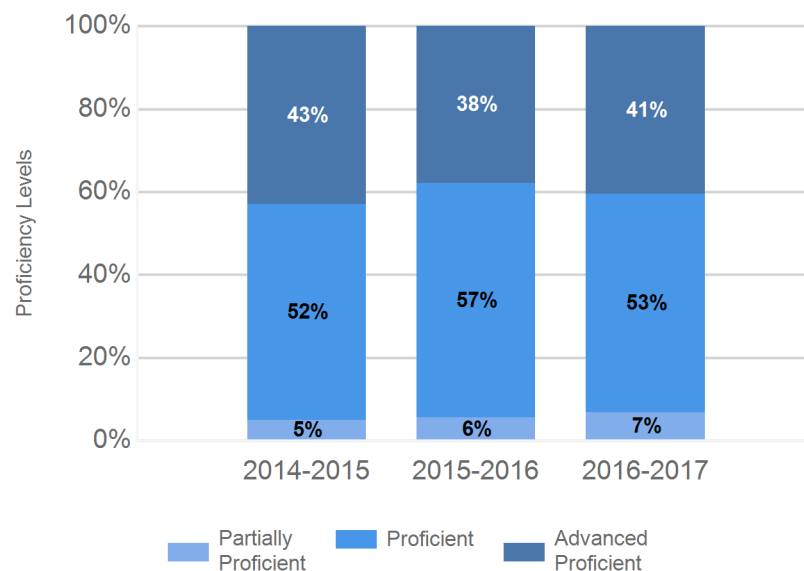
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	41%	53%	7%
White	49%	46%	5%
Hispanic	21%	75%	4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	26%	68%	7%
Students with Disabilities	26%	65%	9%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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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	48.5	47	50	Met Target	47	41	50	Met Target
White	52	47	50	Met Target	50	41	52	Met Target
Hispanic	43.5	44	49	Met Target	35.5	41	47	Not Met
Black or African American	49	46	45	**	45	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	44	43	47	Met Target	42	41	46	Met Target
Students with Disabilities	38.5	41.5	41	Not Met	35.5	37	43	Not Met
English Learners	*	42.5	53	**	*	36	51	**

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



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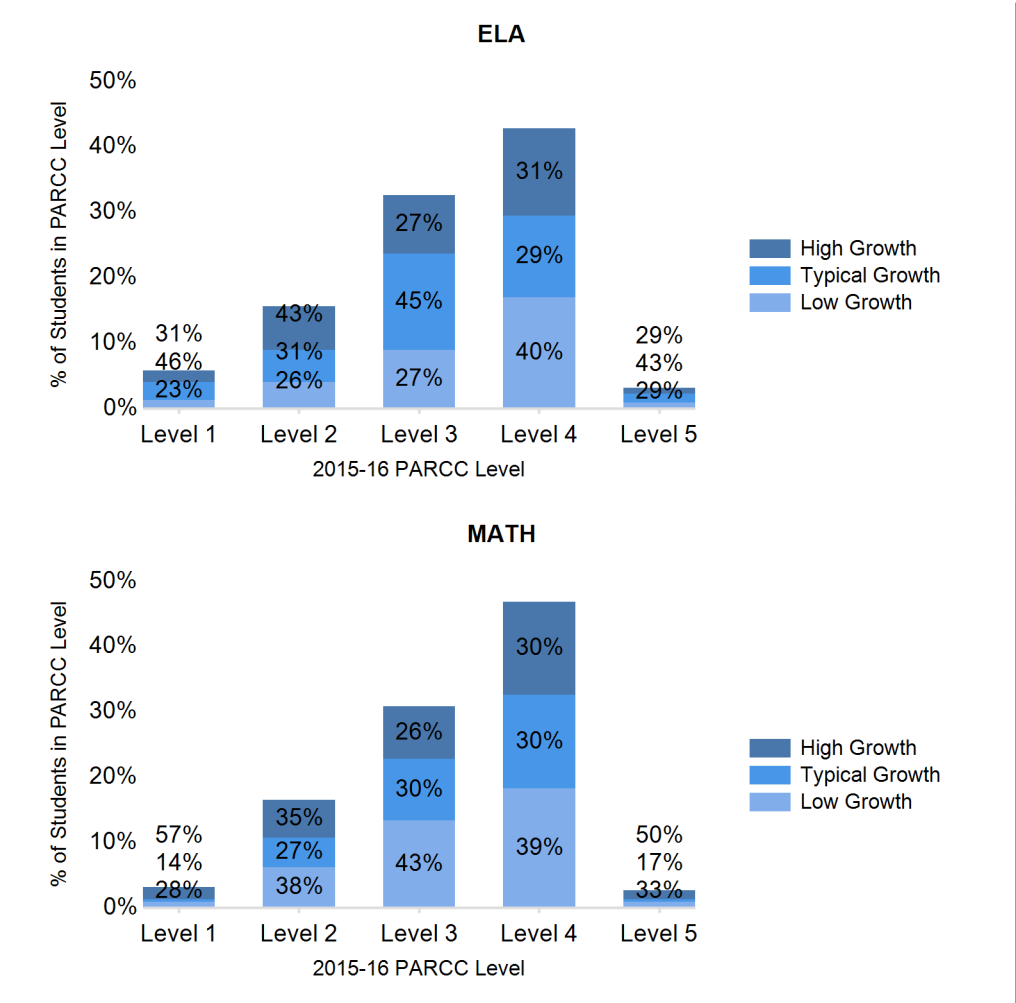
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

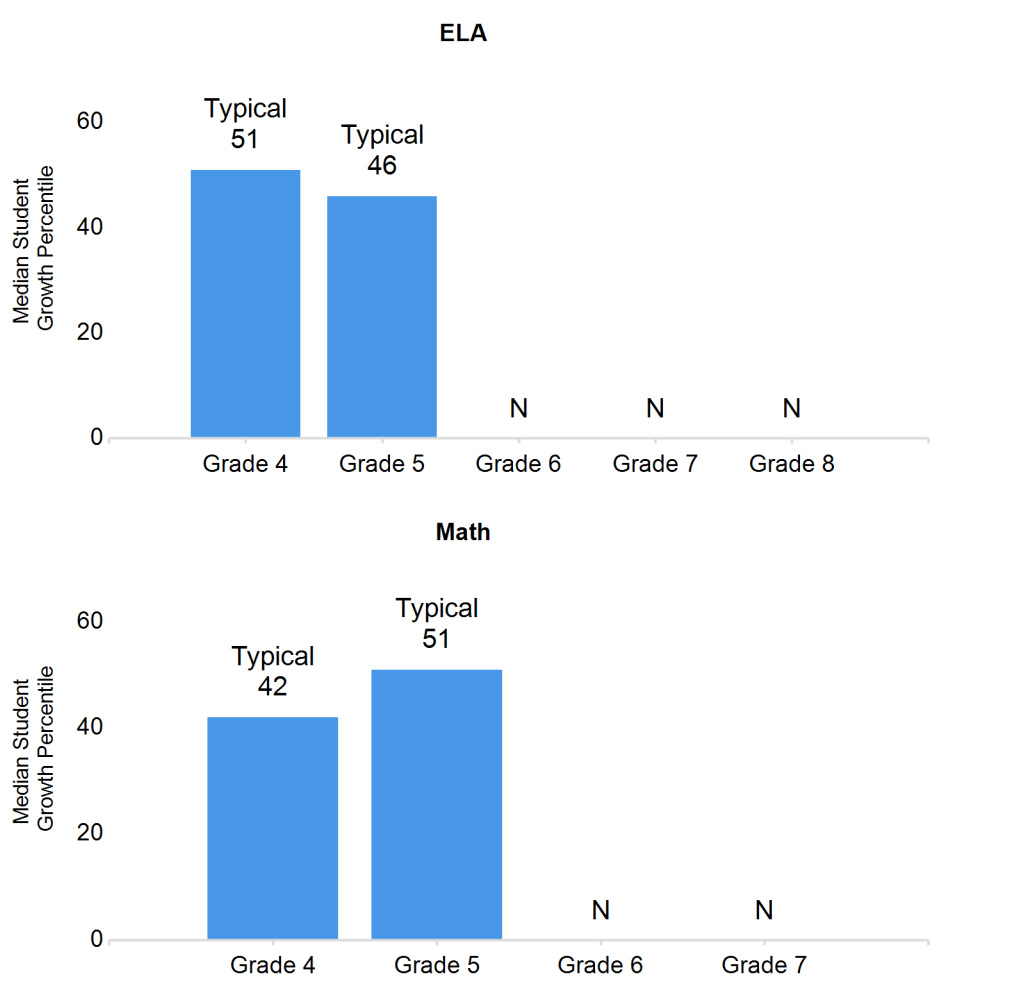
Student Growth by Performance Level

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

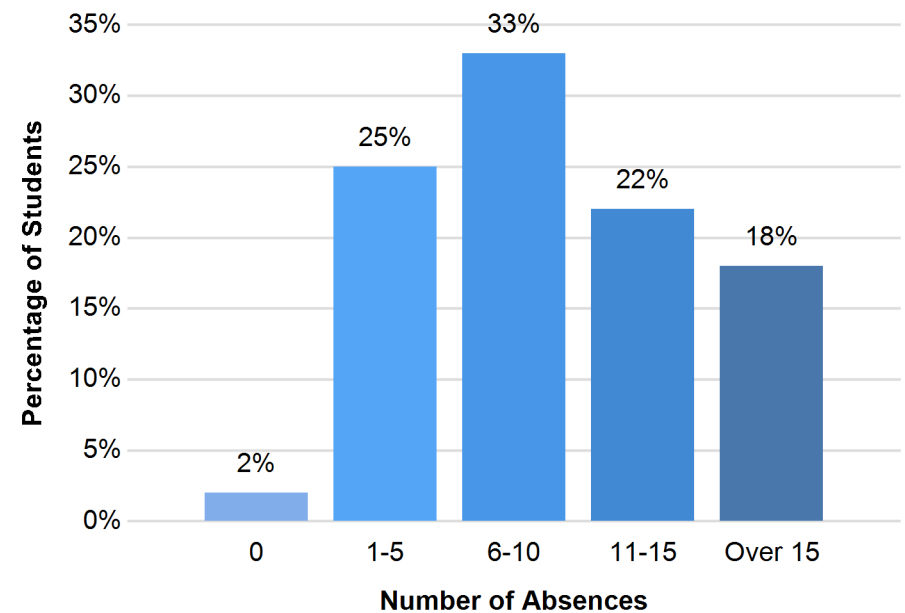
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.60	8.40	Not Met
White	11.90	8.40	Not Met
Hispanic	13.30	8.40	Not Met
Black or African American	27.30	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	20.70	8.40	Not Met
Economically Disadvantaged Students	19.90	8.40	Not Met
Students with Disabilities	19.00	8.40	Not Met
English Learners	N	**	**

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

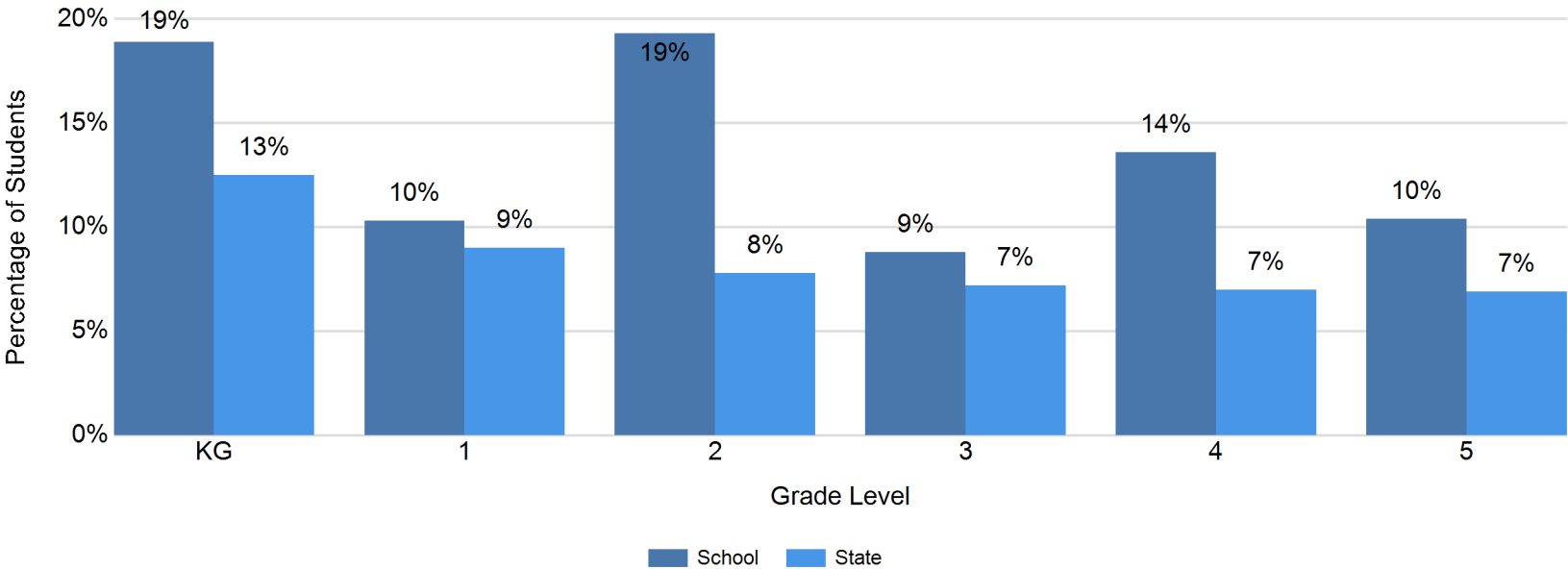
Days Absent

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



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	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 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	3
Vandalism	1
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.01

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	1.0%
Any Suspension	1.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.5:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	57	120,724
Average years experience in public schools	16.3	11.8
Average years experience in district	15.1	10.5
Teachers in district for 4 or more years	90%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	347:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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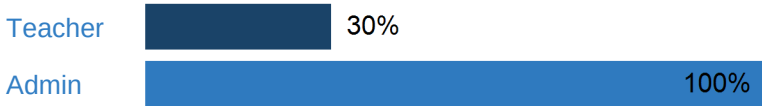
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	38.2	17.5%
Mathematics Proficiency	46.3	17.5%
English Language Arts Growth	40.2	25.0%
Mathematics Growth	30.7	25.0%
Chronic Absenteeism	10.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.1
Summative Rating: Percentile rank of Summative Score		24.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	34.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	35.6	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	45.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	41.5	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Gray	Email Address:	mgray@trschoools.com
Address:	725 VAUGHN AVENUE TOMS RIVER, NJ 08753	Website:	http://www.trschools.com/eastdover/
Phone:	(732)505-5840		

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:	• Students engage with technology on a daily basis through access to chromebooks. • Hands-on science instruction aligned to the NGSS. • Positive Behavioral Supports in School (PBSIS) is in place at East Dover.
Mission, Vision, Theme:	Mission: East Dover Elementary School is an educational community where a dedicated team of professionals inspire, challenge, and support students to become lifelong learners. Vision: At East Dover Elementary School, we strive to create diverse learning environments where our students and faculty are Respectful, Responsible, and Reflective.
Awards, Recognition, Accomplishments:	Last year East Dover was awarded the \$10,000.00 Model Classroom Grant from the Ocean First Foundation. The grant funds were used to create of our Model classroom. Students in grade K-5 will be using the classroom to explore robotics, the Engineering Design Process and STEM projects. The classroom will also provide a space for our schools Learning Language Disabled classed and Autistic classes to work so they can create, invent, tinker and refine their academic skills. Grunin Grant recipient.



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School Narrative

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 Courses, Curriculum, Instruction:	The Common Core Standards establish high expectations for student learning. Our teachers work to implement the standards within their classrooms. Lessons emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that will enable our children to be successful in their daily lives and future careers.
 Clubs and Activities:	Safety Patrol (grade 5). School Play-various student groups. Chorus and Band.
 Before and After School Programs:	YMCA Y-Kids program.



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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:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. Such opportunities include professional book clubs hosted before and after school. Professional Learning Communities, by grade level, are also scheduled monthly, providing opportunities for articulation.
 Student Supports and Services:	Students identified by the Child Study Team are eligible for speech, guidance, OT, PT, and alternate programs. The programs at East Dover are LLD, Autistic, In Class Resource, and Resource Pull Out. Students identified by teachers and that need additional support in mathematics and reading during the school year are eligible for Basic Skills and Title I services. Intervention and Referral Service also supports struggling learners by create specific plans to support the child in the classroom.
 Student Health and Wellness:	Students participate in Health Education classes provided from classroom teachers and the Health/Physical Education Teachers. Our school participates in the Free and Reduced lunch program and approximately 75 students eat breakfast on a daily basis. We pride ourselves in being an active school and we celebrate this on the 10th of every month with our T.E.N. 4 Life celebrations.
 Parent and Community Involvement:	East Dover PTO hosted many after-school events. Bingo Nights, Daddy / Daughter, and Mother/ Son nights were a tremendous success. Families came back to the school with their children and interacted with the teachers, administration and staff. East Dover PTO also supported many other events including Family Math and Family Technology night as well as Holiday Craft Night.

School Narrative

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

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The climate survey provided by the NJDOE is administered annually to students, teachers and parents. The survey data shows that student, teacher, and administrative support is on the rise as well as parental support. The largest jump was in the area of administrative support, which rose approximately 14 percentage points.
 Facilities:	East Dover Elementary School was established in 1954. It is one of twelve elementary schools in the Toms River Regional School District. At East Dover Elementary School, we educate approximately 700 students from Pre-Kindergarten through grade five with a professional and support staff of over 90 people. Recent renovations include total remodeling of Library/Makerspace and the creation of our outdoor learning center.



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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:	During the 2016-2017 school year, East Dover students continued the New Jersey Positive Behavior Support in Schools (NJ PBSIS) program that shapes the culture and climate in the school. Out Universal Team and faculty implement a tiered system of support for behavior and climate issues. The faculty focuses on supporting common expectations in the school and strives to be Respectful, Responsible, and Reflective. In doing this, we all can be GRRREAT!!!



Hooper Avenue Elementary School
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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



Hooper Avenue Elementary School
2016-2017
Grade Span KG-05

29-5190-075
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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	91	111	94
1	118	101	109
2	121	125	107
3	130	121	119
4	122	136	118
5	110	125	133
Ungraded	34	47	44
Total	726	766	724

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%	50%
Male	50%	50%	50%
Economically Disadvantaged Students	15%	14%	14%
Students with Disabilities	17%	16%	19%
English Learners	0%	0%	0%
Homeless Students			1%
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	87.0%
Hispanic	7.0%
Black or African American	1.5%
Asian	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	88	0	0
KG - Full Day	0	111	94

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	97.9%
Spanish	1.2%
Other	0.7%



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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	337	96.7	57.80	53.80	54.90	57.8	59	Met Target†
White	292	96.1	60.60	57.40	63.90	60.6	60.4	Met Target
Hispanic	26	100.0	42.30	38.50	39.80	42.3	35.6	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	87.50	53.70	N	**	**
Two or More Races	10	100.0	30.00	41.90	54.90	30	**	**
Female	159	96.5	64.80	62.00	62.20	64.8		
Male	178	96.8	51.70	46.10	48.10	51.7		
Economically Disadvantaged Students	57	100.0	33.30	36.80	36.20	33.3	38.4	Met Target†
Non-Economically Disadvantaged Students	280	96.0	62.90	59.90	65.80	62.9		
Students with Disabilities	61	95.4	23.00	*	20.50	23	38.2	Not Met
Students without Disabilities	276	96.9	65.50	*	61.90	65.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	106	749	748	749	*	18%	24%	47%	*	50%	50%
White	86	747	752	759	*	17%	22%	47%	*	50%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	52	748	751	754	*	*	25%	48%	*	50%	55%
Male	54	749	744	745	*	*	22%	46%	*	50%	46%
Economically Disadvantaged Students	15	734	730	731	*	*	*	*	*	33%	31%
Non-Economically Disadvantaged Students	91	751	755	762	*	*	*	*	*	53%	63%
Students with Disabilities	19	716	*	720	*	*	*	*	*	16%	24%
Students without Disabilities	87	756	*	755	*	*	*	*	*	58%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	106	749	748	752	*	18%	24%	47%	*	50%	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	118	754	751	753	*	12%	25%	49%	*	59%	56%
White	105	756	755	762	*	12%	23%	51%	*	62%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	54	758	755	758	*	*	22%	56%	*	65%	61%
Male	64	750	747	749	*	*	27%	44%	*	53%	51%
Economically Disadvantaged Students	21	738	736	737	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	97	757	757	764	*	*	*	*	*	63%	69%
Students with Disabilities	21	730	722	725	*	*	*	*	0%	24%	25%
Students without Disabilities	97	759	756	759	*	*	*	*	11%	66%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	118	754	751	755	*	12%	25%	49%	*	59%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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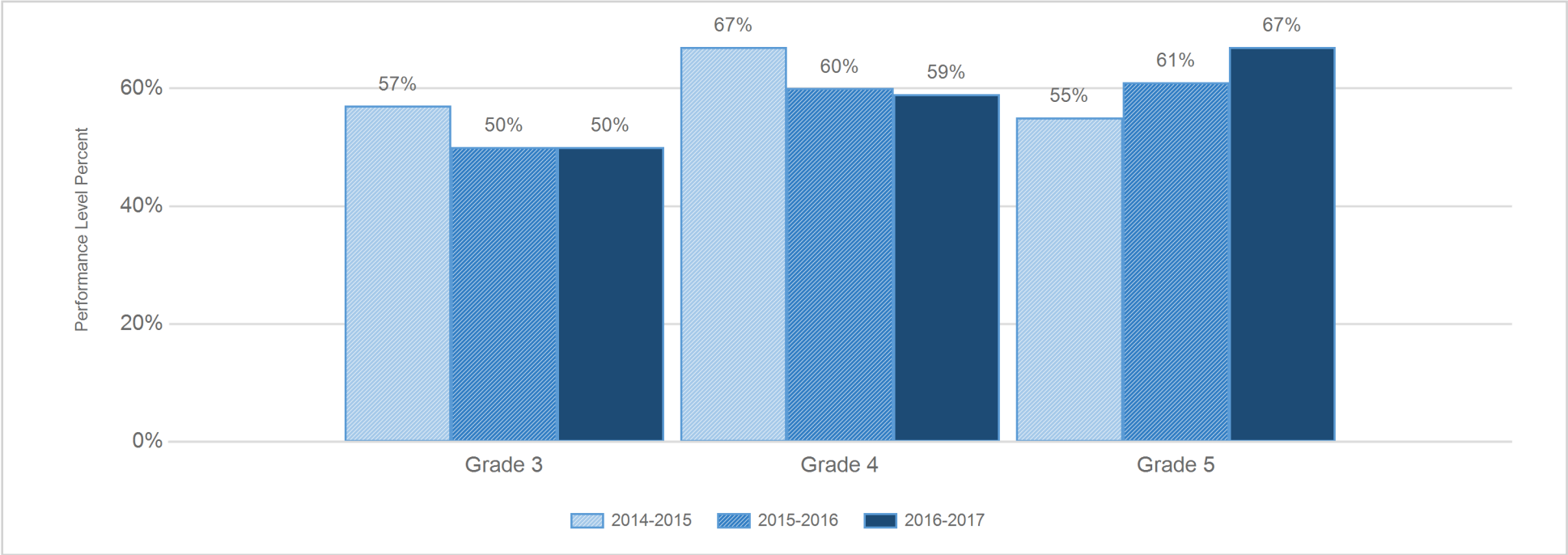
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	119	758	754	756	*	9%	20%	59%	*	67%	59%
White	102	760	757	763	*	*	20%	62%	*	71%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	59	764	757	761	*	*	*	73%	*	81%	66%
Male	60	752	750	750	*	*	*	45%	*	53%	53%
Economically Disadvantaged Students	18	736	*	740	*	*	*	*	0%	28%	40%
Non-Economically Disadvantaged Students	101	762	*	765	*	*	*	*	10%	74%	71%
Students with Disabilities	17	726	726	725	*	*	*	*	*	29%	22%
Students without Disabilities	102	763	759	762	*	*	*	*	*	74%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	119	758	754	757	*	9%	20%	59%	*	67%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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	337	96.7	49.00	37.20	43.50	49	58.2	Not Met
White	292	96.1	50.70	40.30	52.40	50.7	59	Not Met
Hispanic	26	100.0	30.70	*	27.60	30.7	39.6	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	10	100.0	40.00	29.60	44.90	40	**	**
Female	159	96.5	44.70	36.90	44.10	44.7		
Male	178	96.8	52.80	37.50	42.90	52.8		
Economically Disadvantaged Students	57	100.0	33.40	23.90	25.10	33.4	41.7	Met Target†
Non-Economically Disadvantaged Students	280	96.0	52.10	42.00	54.30	52.1		
Students with Disabilities	61	95.4	23.00	15.20	16.50	23	39.6	Not Met
Students without Disabilities	276	96.9	54.70	41.40	48.80	54.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	106	749	749	751	*	11%	39%	43%	*	48%	53%
White	86	749	753	759	*	13%	37%	42%	*	48%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	52	749	749	751	*	*	42%	42%	*	46%	52%
Male	54	749	750	751	*	*	35%	43%	*	50%	53%
Economically Disadvantaged Students	15	738	737	736	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	91	751	755	761	*	*	*	*	*	50%	65%
Students with Disabilities	19	730	*	729	*	*	*	*	*	16%	29%
Students without Disabilities	87	753	*	755	*	*	*	*	*	55%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	106	749	750	753	*	11%	39%	43%	*	48%	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	118	752	747	747	*	15%	30%	48%	*	52%	47%
White	105	754	751	755	*	13%	31%	50%	*	53%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	54	750	747	747	*	*	35%	50%	*	50%	47%
Male	64	754	747	747	*	*	25%	47%	*	53%	48%
Economically Disadvantaged Students	21	746	734	732	*	*	*	*	*	43%	27%
Non-Economically Disadvantaged Students	97	754	753	757	*	*	*	*	*	54%	61%
Students with Disabilities	21	742	727	724	*	*	*	*	*	33%	22%
Students without Disabilities	97	755	751	751	*	*	*	*	*	56%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	118	752	747	749	*	15%	30%	48%	*	52%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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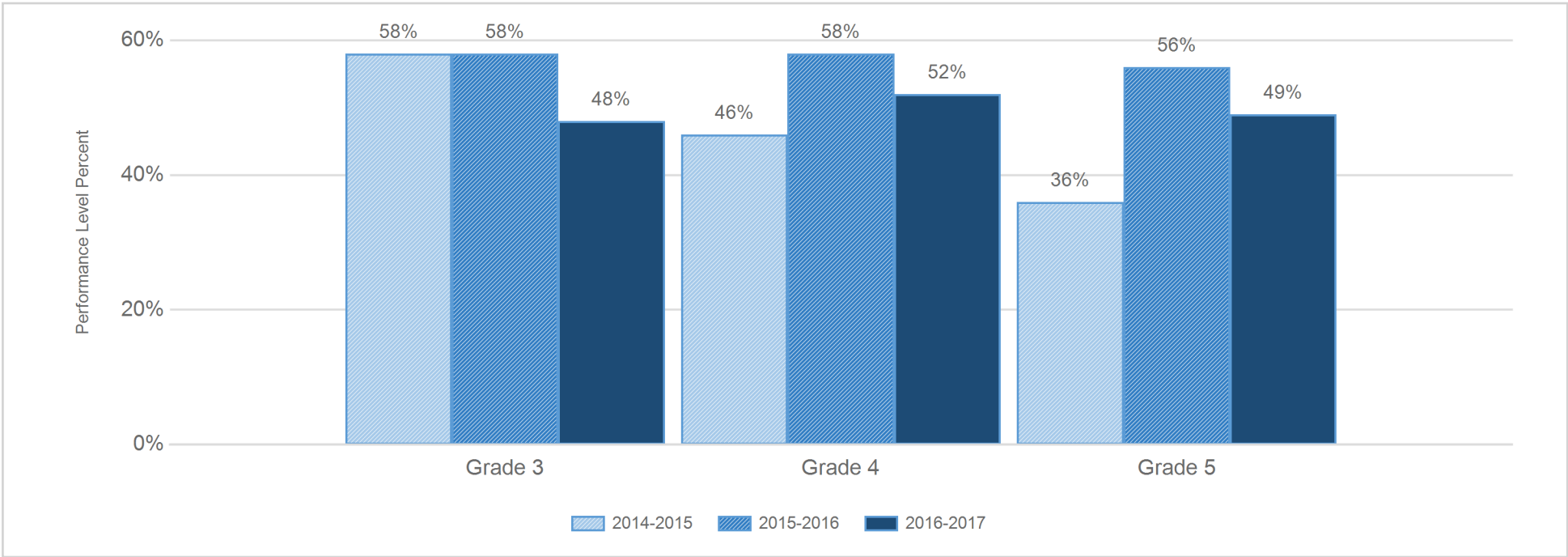
Mathematics Assessment - Performance by Grade: Grade 5

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	119	750	746	747	*	14%	36%	45%	*	49%	46%
White	102	752	748	754	*	12%	35%	48%	*	52%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	59	749	745	747	*	*	48%	41%	*	42%	47%
Male	60	751	746	746	*	*	25%	50%	*	55%	46%
Economically Disadvantaged Students	18	734	*	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	101	753	*	756	*	*	*	*	*	54%	59%
Students with Disabilities	17	730	726	725	*	*	*	*	*	24%	19%
Students without Disabilities	102	754	749	751	*	*	*	*	*	53%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	119	750	746	748	*	14%	36%	45%	*	49%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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	N	N
5	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

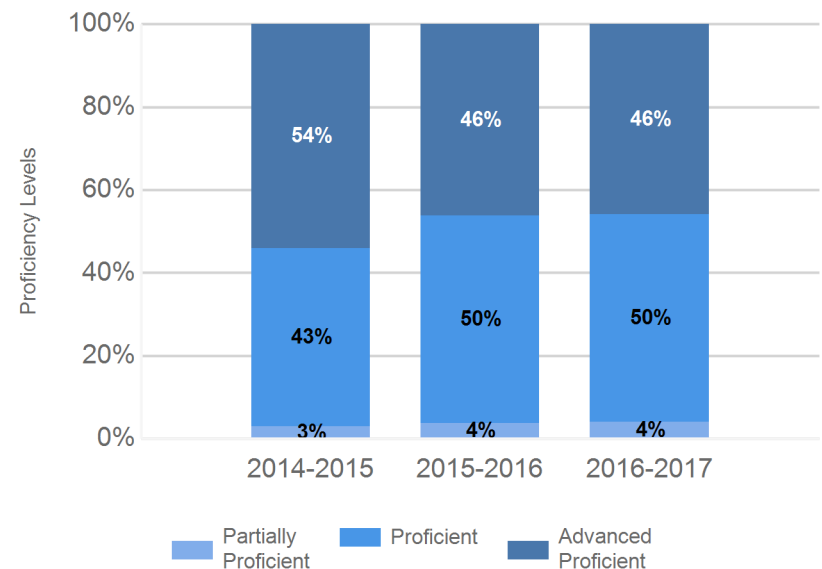
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	50%	4%
White	47%	49%	*
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	33%	56%	11%
Students with Disabilities	32%	63%	5%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45.5	47	50	Met Target	47.5	41	50	Met Target
White	44	47	50	Met Target	48	41	52	Met Target
Hispanic	52	44	49	**	34	41	47	**
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	40.5	43	47	Met Target	40	41	46	Met Target
Students with Disabilities	33	41.5	41	Not Met	57	37	43	Met Target
English Learners	*	42.5	53	**	*	36	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:

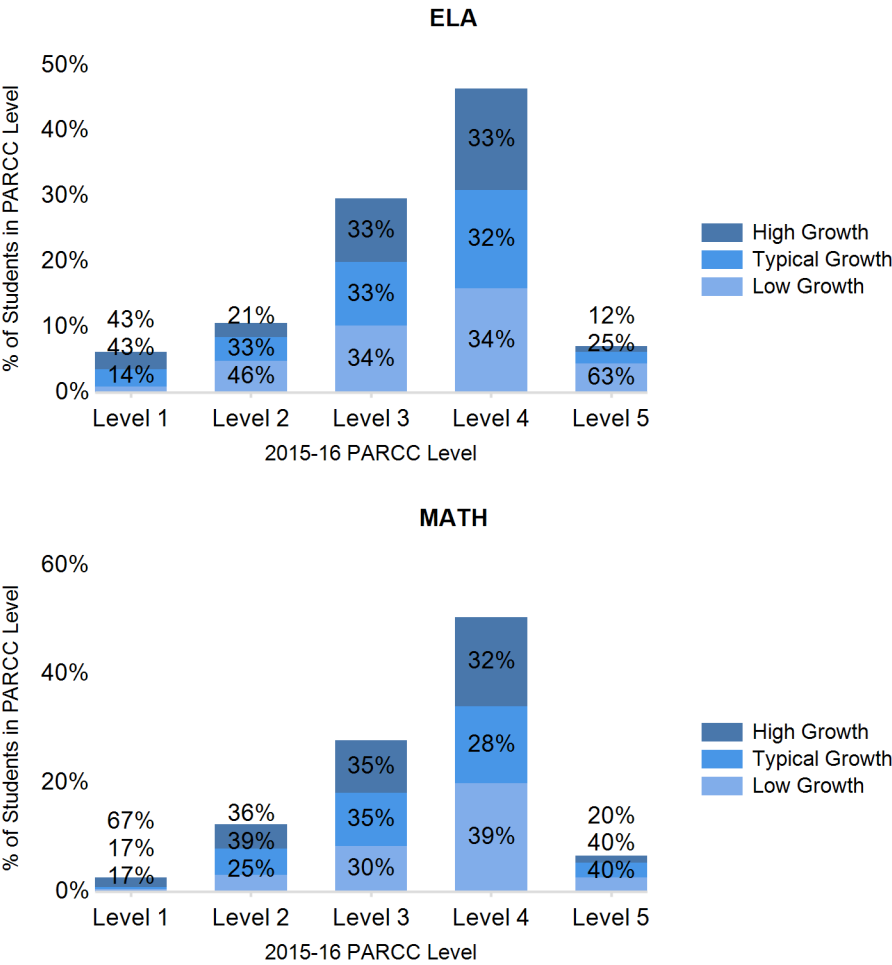
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

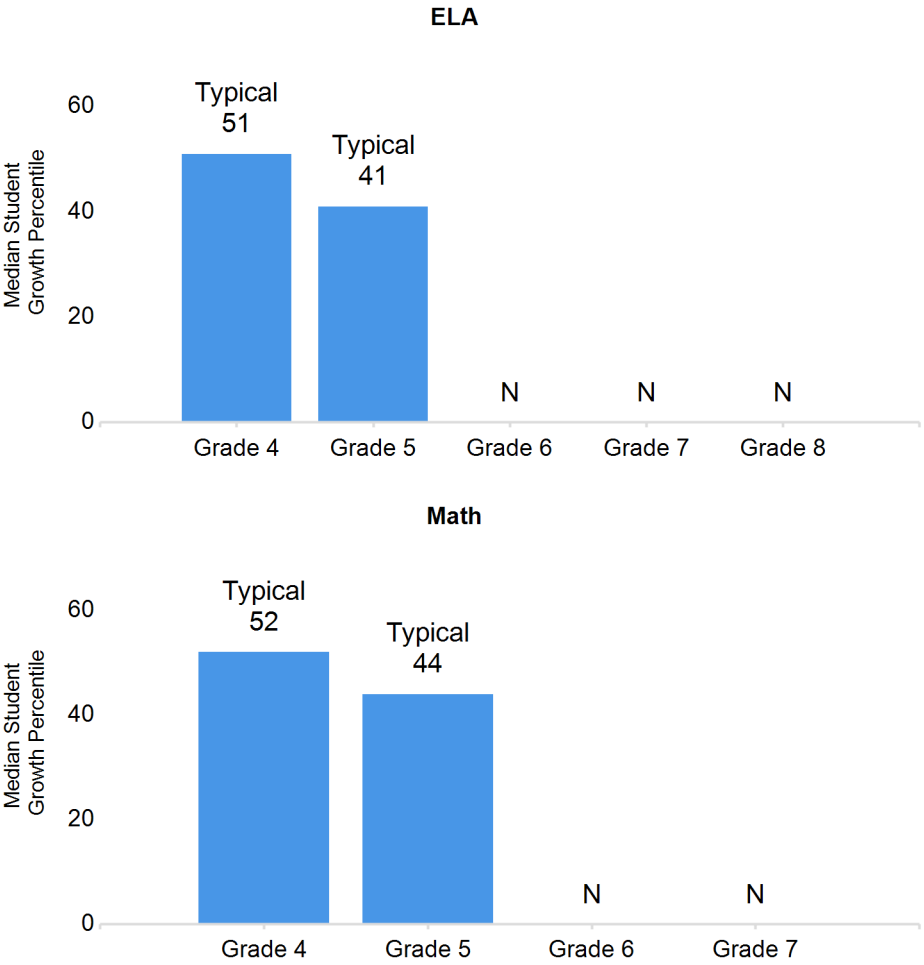
Student Growth by Performance Level

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

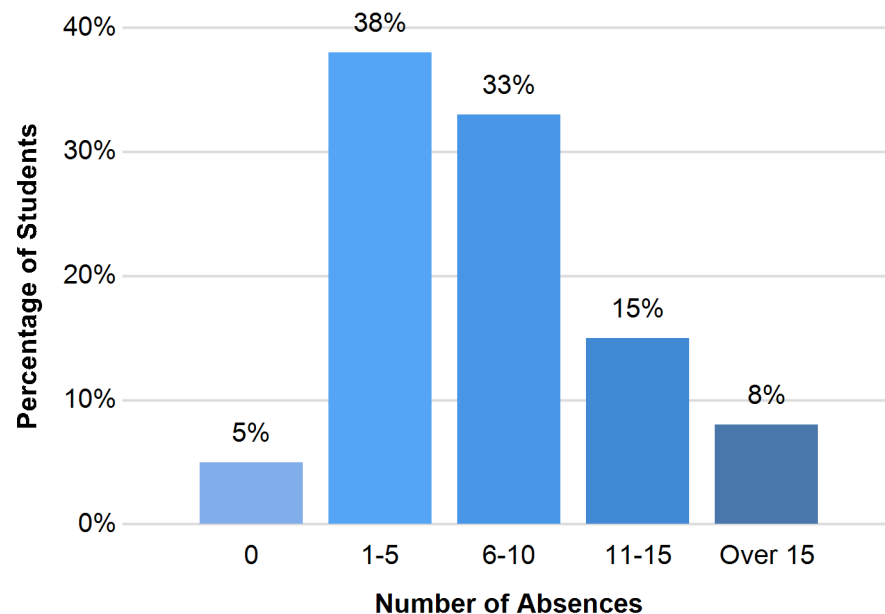
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.90	8.40	Met Target
White	6.00	8.40	Met Target
Hispanic	9.80	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	7.00	8.40	Met Target
Students with Disabilities	8.90	8.40	Not Met
English Learners	N	**	**

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

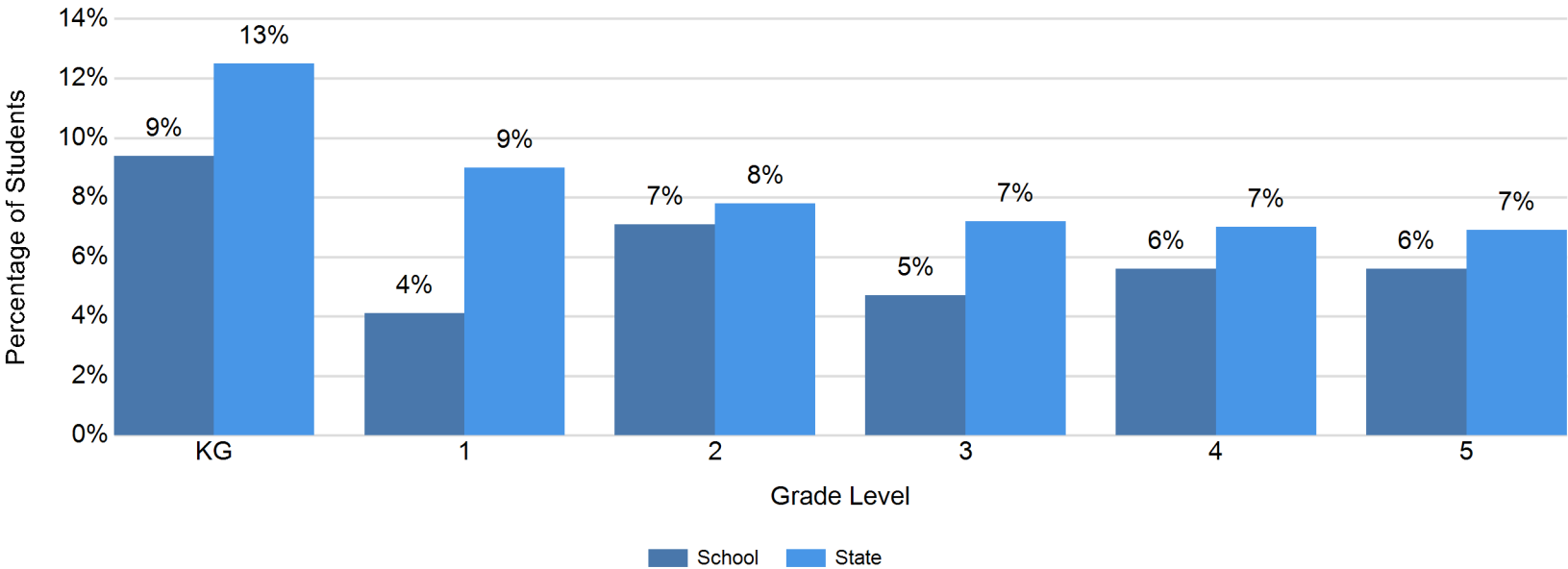
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	53	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	13.8	10.5
Teachers in district for 4 or more years	93%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	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	14:1	13:1
Administrators	362:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	44.1	17.5%
Mathematics Proficiency	49.0	17.5%
English Language Arts Growth	23.9	25.0%
Mathematics Growth	45.4	25.0%
Chronic Absenteeism	64.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.3
Summative Rating: Percentile rank of Summative Score		39.3
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	43.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	34.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	42.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	58.2	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Citta	Email Address:	mcitta@trschoools.com
Address:	1517 HOOPER AVENUE TOMS RIVER, NJ 08753	Website:	http://www.trschools.com/hooperave/
Phone:	(732)505-5850		

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:	• Supporting the whole child, Responsive Classroom is used to encourage students in strong communication skills. • Hooper prides itself on strong community partnerships. • Motivated students use our STEAM Lab to I.N.S.P.I.R.E the next generation of learners
Mission, Vision, Theme:	The staff, students, and parents of Hooper Avenue Elementary School are dedicated to the positive climate that exists among the school community. Sharing in our learning experiences everyday make Hooper Avenue Elementary School one to be proud of!
Awards, Recognition, Accomplishments:	The students at HAE are afforded the opportunity to participate in an abundance of activities . Our students participated in the County Math Contest, NY Math League Contest, and Young Author's Conf., and the HAE Spelling Bee. Students submit works of art to the County Library for display as well as on the website Artsonia, in which HAE is ranked 2nd in NJ. Students participate in a Food Drive and were honored by WJRZ radio. We are also a Grunin Grant recipient.



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School Narrative

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 Courses, Curriculum, Instruction:	The faculty of HAE continued to work to achieve high academic standards of excellence, promote social growth and encourage good citizenship in our students. Our program of study is consistent with the TRRSD's Curriculum Maps and the New Jersey State Standards. Lesson planning and implementation integrates comprehensive programs in Language Arts Literacy, Mathematics, Science, Social Studies, Technology, and Health/PE programs along with various enrichment and basic skills remediation programs.
 Clubs and Activities:	Hooper Avenue Elementary clubs include Chorus, Band, Orchestra, Drama, Art, Robotics, TV Production and the Principal's Advisory Committee.
 Before and After School Programs:	YMCA Y-Kids Program



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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:	Our staff members continued to participate in a variety of motivating technology, curriculum content, instructional strategies, and test-preparation workshops and in-services beginning in the summer months and continuing throughout the year to enhance their proficiency and knowledge in enriching the learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled weekly within the school day providing horizontal articulation and collaboration.
 Student Supports and Services:	HAE has and offers parents, students and staff access to: I&RS, Basic Skills, 504 Committees, Safety Team, CST, Speech, OT, PT, guidance and peer support groups.
 Student Health and Wellness:	HAE is an active member of the "Fuel up and Play 60 Team" focusing on healthy mind and body each and every day.
 Parent and Community Involvement:	Hooper students dedicate time and effort to recognize Veterans. On Veteran's Day, HAE hosts a large event that brings over 75 veterans into the classrooms. The students learn through dialogue and real life experiences the treasures of what it means to be an American. Additional opportunities exist throughout the year for school-home partnerships. Regular communication is maintained in various ways (principal email, school website, etc).



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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.

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Safety Team utilizes a school climate survey each and every year to address the concerns and success that happen in the halls of HAE. Together we collaborate to drive programs and curriculum into our school to help promote a positive environment.



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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.



Joseph A. Citta Elementary School
2016-2017
Grade Span KG-05

29-5190-067
OCEAN
TOMS RIVER REGIONAL
2050 LAKEWOOD ROAD
TOMS RIVER, NJ 08755

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	83	88	111
1	116	97	98
2	93	116	105
3	96	92	130
4	108	98	90
5	118	107	102
Ungraded	22	45	38
Total	636	643	674

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	54%	50%	48%
Male	46%	50%	52%
Economically Disadvantaged Students	32%	37%	38%
Students with Disabilities	10%	14%	15%
English Learners	5%	7%	7%
Homeless Students			1%
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	58.8%
Hispanic	19.0%
Asian	8.9%
Black or African American	8.3%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
Two or More Races	4.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	83	0	0
KG - Full Day	0	88	111

Enrollment by Home Language

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

Home Language	% of Students
English	83.5%
Spanish	8.5%
Vietnamese	2.1%
Chinese	1.0%
Urdu	1.0%
Other	3.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	299	99.4	59.50	53.80	54.90	59.5	50.6	Met Target
White	181	98.9	66.30	57.40	63.90	66.3	55.3	Met Target
Hispanic	48	100.0	52.10	38.50	39.80	52.1	44.5	Met Target
Black or African American	28	100.0	21.40	35.80	35.20	21.4	23.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	26	100.0	69.20	75.30	80.70	69.2	71.3	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	41.90	54.90	53.4	**	**
Female	150	100.0	62.60	62.00	62.20	62.6		
Male	149	98.8	56.40	46.10	48.10	56.4		
Economically Disadvantaged Students	111	100.0	38.70	36.80	36.20	38.7	35.6	Met Target
Non-Economically Disadvantaged Students	188	99.0	71.80	59.90	65.80	71.8		
Students with Disabilities	49	98.1	36.70	*	20.50	36.7	11.4	Met Target
Students without Disabilities	250	99.6	64.00	*	61.90	64		
English Learners	14	100.0	42.90	23.10	25.20	42.9	**	**
Non-English Learners	285	99.4	60.30	54.30	57.40	60.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	124	756	748	749	*	12%	27%	48%	*	56%	50%
White	74	760	752	759	*	*	24%	54%	*	62%	61%
Hispanic	19	741	733	734	*	*	*	*	*	42%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	64	762	751	754	*	*	30%	44%	*	58%	55%
Male	60	749	744	745	*	*	25%	52%	*	53%	46%
Economically Disadvantaged Students	47	738	730	731	*	*	36%	32%	*	34%	31%
Non-Economically Disadvantaged Students	77	767	755	762	*	*	22%	57%	*	69%	63%
Students with Disabilities	17	733	*	720	*	*	*	*	*	41%	24%
Students without Disabilities	107	759	*	755	*	*	*	*	*	58%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	96	752	751	753	*	12%	29%	46%	*	54%	56%
White	50	763	755	762	*	*	22%	58%	*	70%	67%
Hispanic	23	739	739	740	*	*	*	*	*	39%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	40	757	755	758	*	*	33%	45%	*	58%	61%
Male	56	748	747	749	*	*	27%	46%	*	52%	51%
Economically Disadvantaged Students	34	735	736	737	*	*	35%	35%	*	35%	36%
Non-Economically Disadvantaged Students	62	761	757	764	*	*	26%	52%	*	65%	69%
Students with Disabilities	17	728	722	725	*	*	*	*	*	29%	25%
Students without Disabilities	79	757	756	759	*	*	*	*	*	60%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	757	754	756	*	*	27%	57%	*	63%	59%
White	63	760	757	763	0%	*	24%	59%	*	67%	69%
Hispanic	15	753	743	743	0%	*	*	*	0%	53%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	771	770	779	0%	0%	*	85%	*	92%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	56	758	757	761	*	*	27%	57%	*	63%	66%
Male	47	755	750	750	*	*	28%	57%	*	64%	53%
Economically Disadvantaged Students	39	745	*	740	*	*	41%	44%	*	44%	40%
Non-Economically Disadvantaged Students	64	764	*	765	*	*	19%	66%	*	75%	71%
Students with Disabilities	14	734	726	725	*	*	*	*	*	36%	22%
Students without Disabilities	89	760	759	762	*	*	*	*	*	67%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	103	757	754	757	*	*	27%	57%	*	63%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	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%

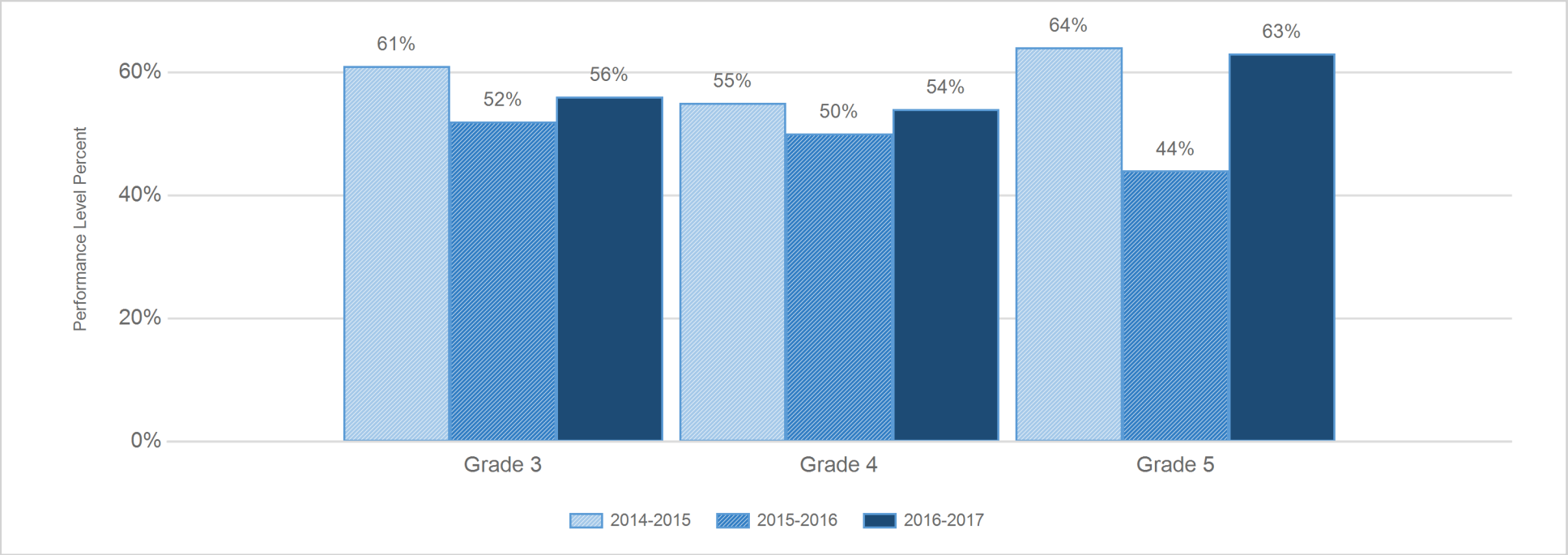


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English Language Arts/Literacy Assessment - Performance Trends

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	301	99.7	52.10	37.20	43.50	52.1	54	Met Target†
White	181	99.5	59.10	40.30	52.40	59.1	58.8	Met Target
Hispanic	49	100.0	32.60	*	27.60	32.6	37	Met Target†
Black or African American	28	100.0	14.30	19.90	21.70	14.3	26.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	100.0	77.80	61.00	75.60	77.8	79.2	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	29.60	44.90	53.4	**	**
Female	151	100.0	48.40	36.90	44.10	48.4		
Male	150	99.4	56.00	37.50	42.90	56		
Economically Disadvantaged Students	112	100.0	29.50	23.90	25.10	29.5	32.7	Met Target†
Non-Economically Disadvantaged Students	189	99.5	65.60	42.00	54.30	65.6		
Students with Disabilities	50	100.0	32.00	15.20	16.50	32	18.9	Met Target
Students without Disabilities	251	99.6	56.20	41.40	48.80	56.2		
English Learners	16	100.0	43.80	24.50	23.30	43.8	**	**
Non-English Learners	285	99.7	52.60	37.40	45.20	52.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	126	762	749	751	0%	10%	26%	47%	17%	64%	53%
White	74	764	753	759	*	*	22%	50%	18%	68%	63%
Hispanic	20	754	736	738	0%	*	*	*	*	45%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	65	762	749	751	*	*	26%	49%	17%	66%	52%
Male	61	761	750	751	*	*	26%	44%	16%	61%	53%
Economically Disadvantaged Students	47	750	737	736	*	*	45%	43%	*	43%	34%
Non-Economically Disadvantaged Students	79	769	755	761	*	*	15%	49%	*	76%	65%
Students with Disabilities	17	747	*	729	*	*	*	*	*	35%	29%
Students without Disabilities	109	764	*	755	*	*	*	*	*	68%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	95	747	747	747	*	20%	28%	41%	*	47%	47%
White	49	756	751	755	0%	*	33%	49%	*	57%	59%
Hispanic	23	738	737	734	*	*	*	*	*	35%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	40	744	747	747	*	*	43%	35%	*	40%	47%
Male	55	749	747	747	*	*	18%	46%	*	53%	48%
Economically Disadvantaged Students	34	729	734	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	61	757	753	757	*	*	*	*	*	61%	61%
Students with Disabilities	17	729	727	724	*	*	*	*	*	24%	22%
Students without Disabilities	78	751	751	751	*	*	*	*	*	53%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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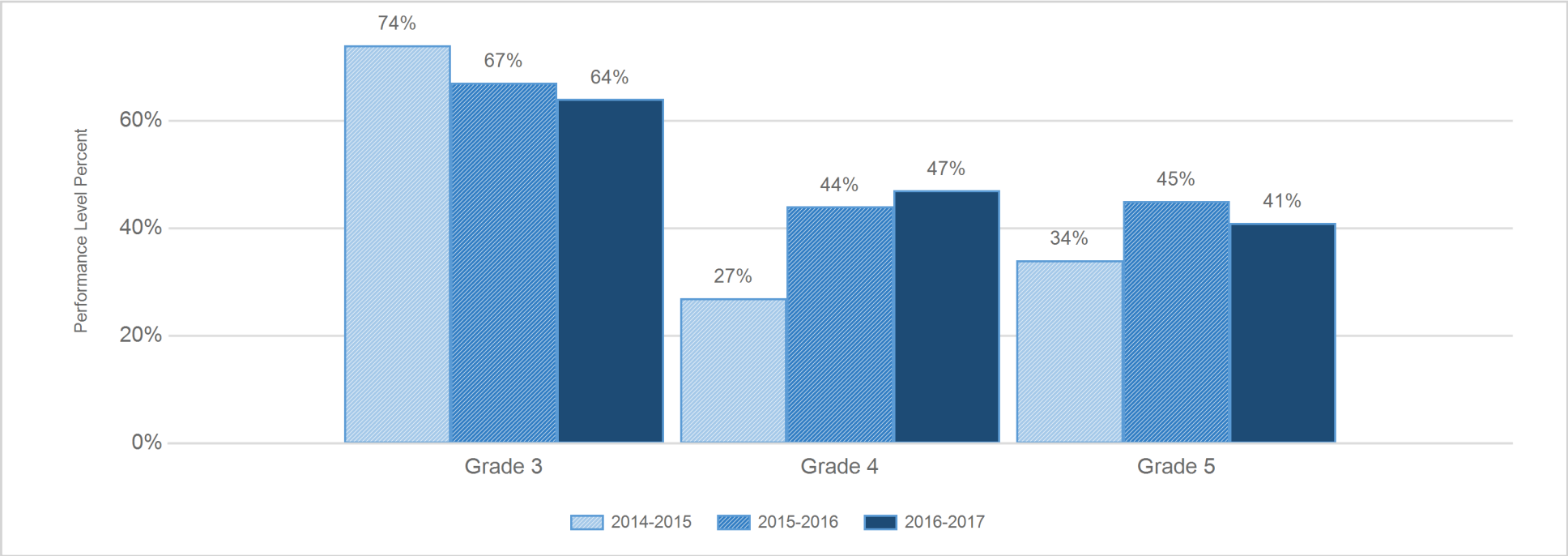
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	746	746	747	*	13%	41%	36%	*	41%	46%
White	63	749	748	754	*	*	40%	43%	*	46%	57%
Hispanic	15	730	735	735	*	*	*	*	0%	13%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	56	741	745	747	*	*	46%	29%	*	30%	47%
Male	47	753	746	746	*	*	34%	45%	*	53%	46%
Economically Disadvantaged Students	39	732	*	732	*	*	46%	*	*	18%	27%
Non-Economically Disadvantaged Students	64	755	*	756	*	*	38%	*	*	55%	59%
Students with Disabilities	14	733	726	725	*	*	*	*	*	29%	19%
Students without Disabilities	89	748	749	751	*	*	*	*	*	43%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	103	746	746	748	*	13%	41%	36%	*	41%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	22	81.8%	18.2%
2	12	*	*
3	*	*	*
4	*	*	*
5+	N	N	N

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



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

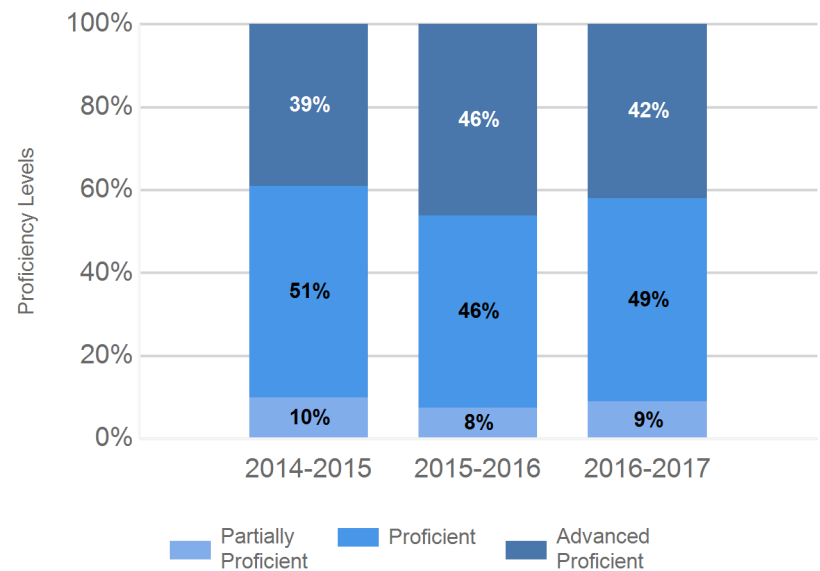
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	42%	49%	9%
White	52%	44%	4%
Hispanic	38%	52%	10%
Black or African American	18%	55%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	22%	68%	11%
Students with Disabilities	20%	50%	30%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44	47	50	Met Target	27.5	41	50	Not Met
White	39.5	47	50	Not Met	25	41	52	Not Met
Hispanic	46	44	49	Met Target	21	41	47	Not Met
Black or African American	52	46	45	**	31	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	46	43	47	Met Target	23.5	41	46	Not Met
Students with Disabilities	45.5	41.5	41	Met Target	41	37	43	Met Target
English Learners	*	42.5	53	**	*	36	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:

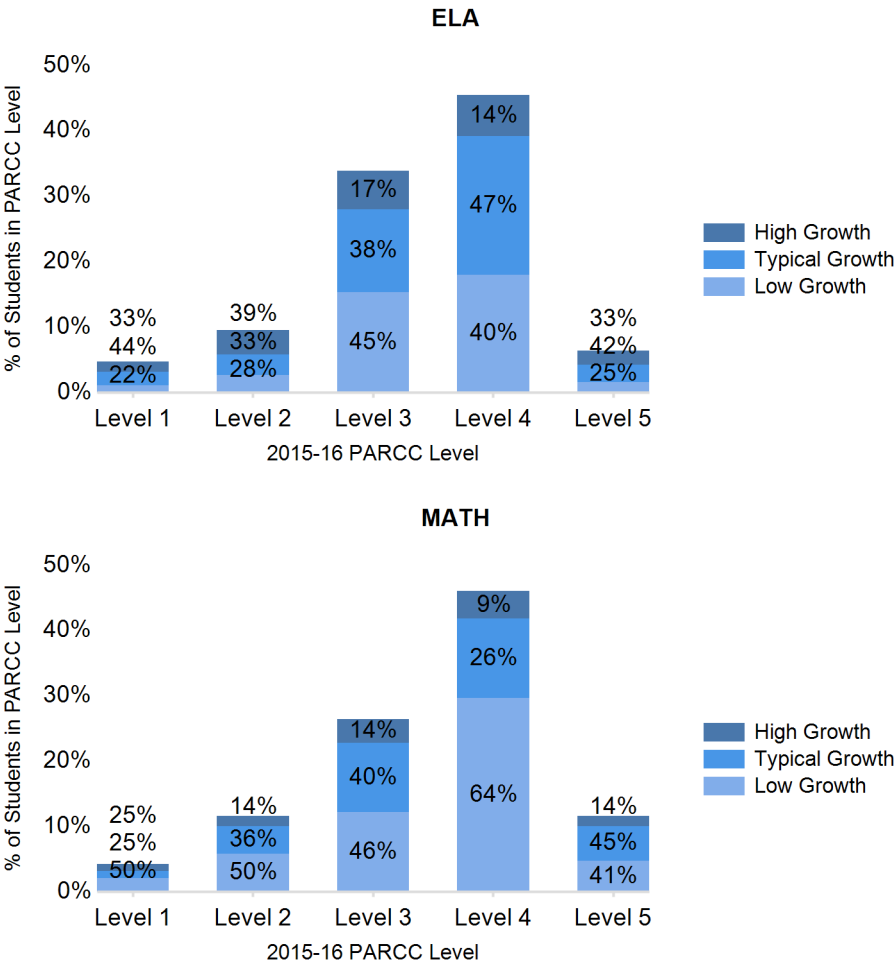
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

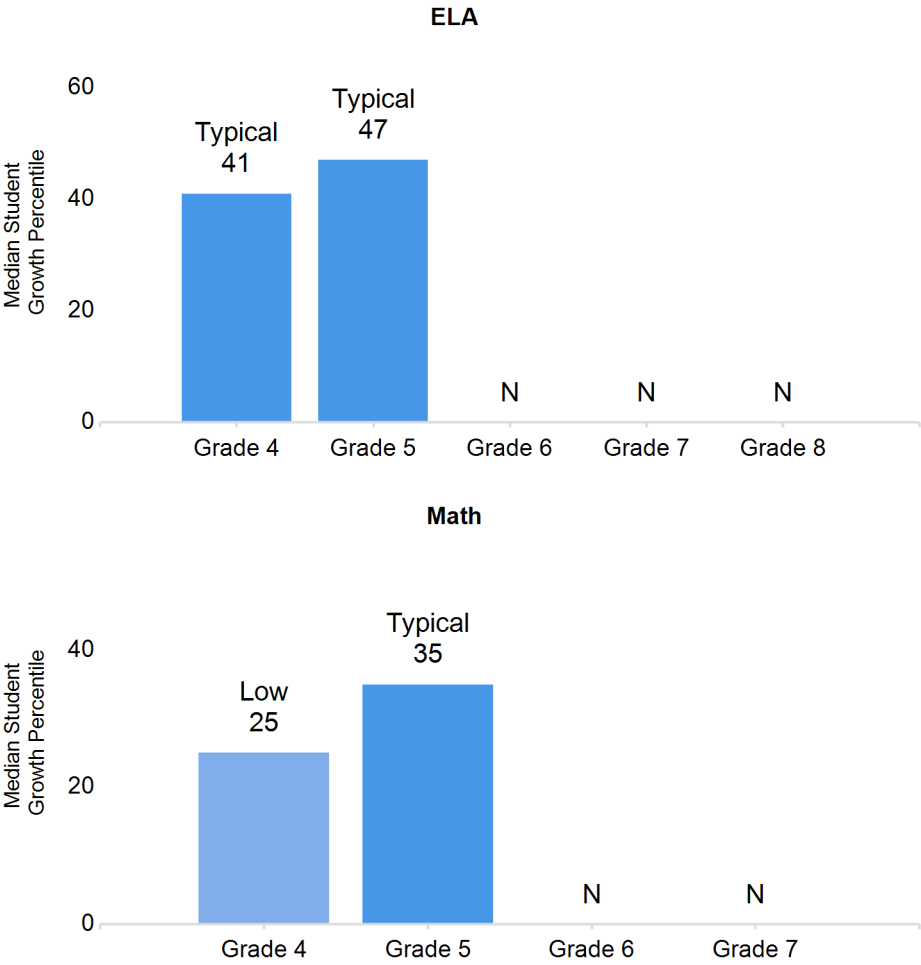
Student Growth by Performance Level

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

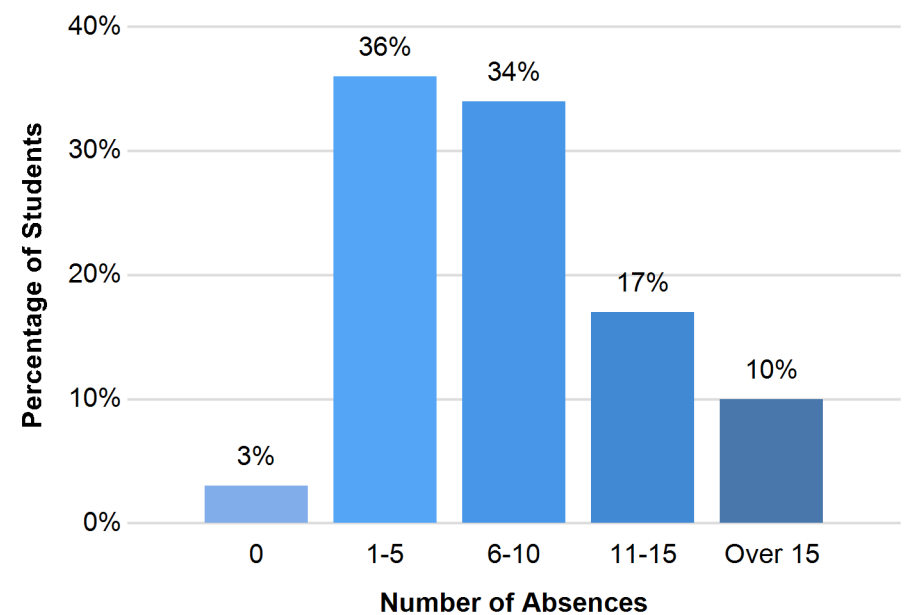
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.70	8.40	Met Target
White	6.80	8.40	Met Target
Hispanic	9.40	8.40	Not Met
Black or African American	5.40	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.10	8.40	Met Target
Economically Disadvantaged Students	7.50	8.40	Met Target
Students with Disabilities	8.90	8.40	Not Met
English Learners	2.10	8.40	Met Target

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

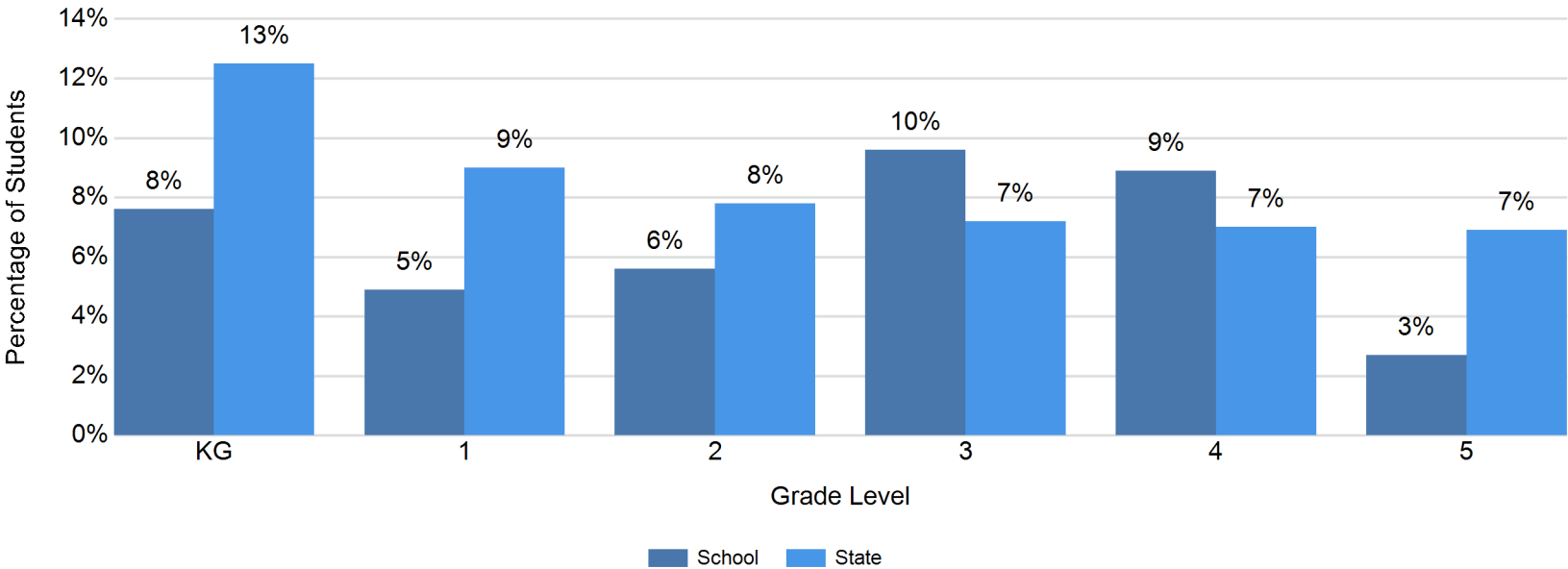
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.4:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	12.3	10.5
Teachers in district for 4 or more years	84%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	13:1
Administrators	674:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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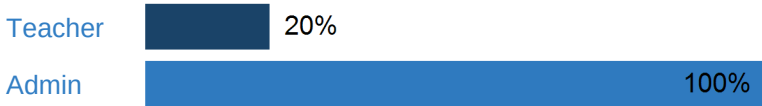
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	47.8	17.5%
Mathematics Proficiency	52.7	17.5%
English Language Arts Growth	29.0	25.0%
Mathematics Growth	2.7	25.0%
Chronic Absenteeism	59.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.4
Summative Rating: Percentile rank of Summative Score		25.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
White	28.3	11.9	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Hispanic	38.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	Met Target†	Not Met	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	42.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	65.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Azzolini	Email Address:	gazzolini@trschoools.com
Address:	2050 LAKEWOOD ROAD TOMS RIVER, NJ 08755	Website:	http://www.trschools.com/citta/
Phone:	(732)818-8550		

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:	• Progressive approach to learning continues with the creation of our STEAM Station/Maker Space • Use of technology to enhance instruction made accessible through various devices in every classroom. • PBSIS implemented as a strategy to promote positive relationships and collective responsibility across the school.
 Mission, Vision, Theme:	Joseph A. Citta Elementary School is a place where all students strive for excellence academically, socially and emotionally in a safe and supportive atmosphere. We work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential.
 Awards, Recognition, Accomplishments:	Joseph A. Citta Elementary was the recipient of a \$10,000 grant from the Jay and Linda Grunin foundation. Money was used to purchase items for our STEAM/Maker Space Lab. Citta was also accepted into the highly competitive NJ PBSIS Initiative for the 2017-18 school year.

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.

 Courses, Curriculum, Instruction:	Our instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. In an effort to educate the whole child, our students have the opportunity to develop their musical, artistic, and technological skills. They actively engage in physical exercise and are encouraged to live a healthy lifestyle to keep a fit body and a fit mind.
 Clubs and Activities:	Extracurricular activities include Safety Patrol for our fifth graders. Fourth and fifth graders are also invited to join the chorus and take instrumental lessons to participate in the band or orchestra.
 Before and After School Programs:	Y-Kids before and after-care offered through the YMCA



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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:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in turn enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled weekly, during the school day, providing for horizontal articulation and collaboration.
 Student Supports and Services:	Students with Disabilities Services, Speech, Occupational and Physical Therapy, Guidance, English Language Learners Services, Intervention and Referral Services, Reading Intervention Services, Behavioral Intervention Services, Basic Skills & Title 1 Services
 Student Health and Wellness:	Before-school breakfast program; Physical Education and Health classes; daily recess time allotted for students
 Parent and Community Involvement:	Local Nurses and Dentists educational visits, various P.T.O. events, programs offered by the Ocean County Sheriff's Department, the Ocean County Prosecutor's Office , Toms River Fire Department & Police Department, and ongoing partnerships with local colleges, universities and local high schools

School Narrative

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

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Joseph A. Citta Elementary School uses the New Jersey School Climate Survey to develop, foster, and maintain a positive school climate. Teachers and students are surveyed at our school. The survey is given once a year and the results are compared to previous year's data and used to improve our climate and culture. Survey data is used to form a variety of school-based goals and initiatives.
 Facilities:	Joseph A. Citta is the newest Elementary School of the 12 that comprise the Toms River School District. Our school, built in 1999, was equipped with the latest technology and structural advancements of that time.This year we began the process of transforming our technology lab into a S.T.E.A.M/Maker Space environment. The home of the Citta Seahawks is a one story K-5 air conditioned facility which educates approximately 640 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.



Other Information:

Our educators created TREATS, a community outreach program that meets twice a month with students in their neighborhood community centers. Our teachers facilitate a fun learning activity accompanied by a "treat" for families in need. Joseph A. Citta Elementary School continues to enjoy many extracurricular activities. Our Bingo Nights, Pep Rallies, Book Fairs, Festivals, Gifted and Talented Events, and Literacy Workshops, Father/Daughter and Mother/Son Dances provide a forum where families return to school to interact with their teachers, staff, and administration. Our Engineering Nights, Band and Chorus Concerts, Art Shows, and Earth Day Celebrations further promote our dedication to a complete educational, social, and civic minded experience. Parents receive a weekly email blast from the Principal, daily communication with the teachers through telephone, Class DOJO, and written correspondence. We also utilize a Parent Portal system for communication. Character education is taught daily at Joseph A. Citta Elementary and a monthly positive character trait, such as honesty, responsibility, kindness, respect, etc., is integrated into lessons and activities to promote and nurture these traits. Students who demonstrate these traits are recognized by their teachers and rewarded with certificates from the principal. In addition to this monthly Character Trait initiative, teachers may also nominate students for our monthly Super Citizen Award.



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	64	66	79
1	92	99	74
2	87	88	97
3	94	87	87
4	106	97	84
5	112	106	98
Ungraded	39	35	35
Total	594	578	554

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	46%
Male	52%	52%	54%
Economically Disadvantaged Students	17%	20%	20%
Students with Disabilities	16%	15%	17%
English Learners	0%	1%	1%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	70.4%
Hispanic	12.1%
Asian	9.6%
Black or African American	4.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	65	0	0
KG - Full Day	0	66	79

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	91.0%
Spanish	3.8%
Other	5.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	255	96.4	72.50	53.80	54.90	72.5	73.7	Met Target†
White	188	95.6	72.90	57.40	63.90	72.9	77.5	Met Target†
Hispanic	19	100.0	47.40	38.50	39.80	47.4	N	N
Black or African American	10	90.9	50.00	35.80	35.20	47.6	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	90.30	75.30	80.70	90.3	70.1	Met Goal
American Indian or Alaska Native	*	*	*	87.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	117	97.7	76.90	62.00	62.20	76.9		
Male	138	95.3	68.80	46.10	48.10	68.8		
Economically Disadvantaged Students	48	98.0	56.30	36.80	36.20	56.3	53.5	Met Target
Non-Economically Disadvantaged Students	207	96.1	76.30	59.90	65.80	76.3		
Students with Disabilities	44	90.2	40.90	*	20.50	38.6	50	Met Target†
Students without Disabilities	211	97.8	79.20	*	61.90	79.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	35.90	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	81	767	748	749	*	*	17%	59%	12%	72%	50%
White	58	768	752	759	*	*	21%	59%	*	71%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	780	763	775	*	0%	0%	*	*	91%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	33	776	751	754	*	*	*	61%	*	79%	55%
Male	48	762	744	745	*	*	*	58%	*	67%	46%
Economically Disadvantaged Students	15	746	730	731	*	*	*	*	*	60%	31%
Non-Economically Disadvantaged Students	66	772	755	762	*	*	*	*	*	74%	63%
Students with Disabilities	13	736	*	720	*	*	*	*	*	46%	24%
Students without Disabilities	68	773	*	755	*	*	*	*	*	77%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	81	767	748	752	*	*	17%	59%	12%	72%	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	89	767	751	753	*	*	17%	49%	24%	73%	56%
White	61	769	755	762	*	*	16%	54%	23%	77%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	10	783	768	777	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	47	769	755	758	*	*	*	53%	*	79%	61%
Male	42	766	747	749	*	*	*	45%	*	67%	51%
Economically Disadvantaged Students	16	749	736	737	*	*	*	*	0%	50%	36%
Non-Economically Disadvantaged Students	73	771	757	764	*	*	*	*	29%	78%	69%
Students with Disabilities	13	735	722	725	*	*	*	*	0%	31%	25%
Students without Disabilities	76	773	756	759	*	*	*	*	28%	80%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	89	767	751	755	*	*	17%	49%	24%	73%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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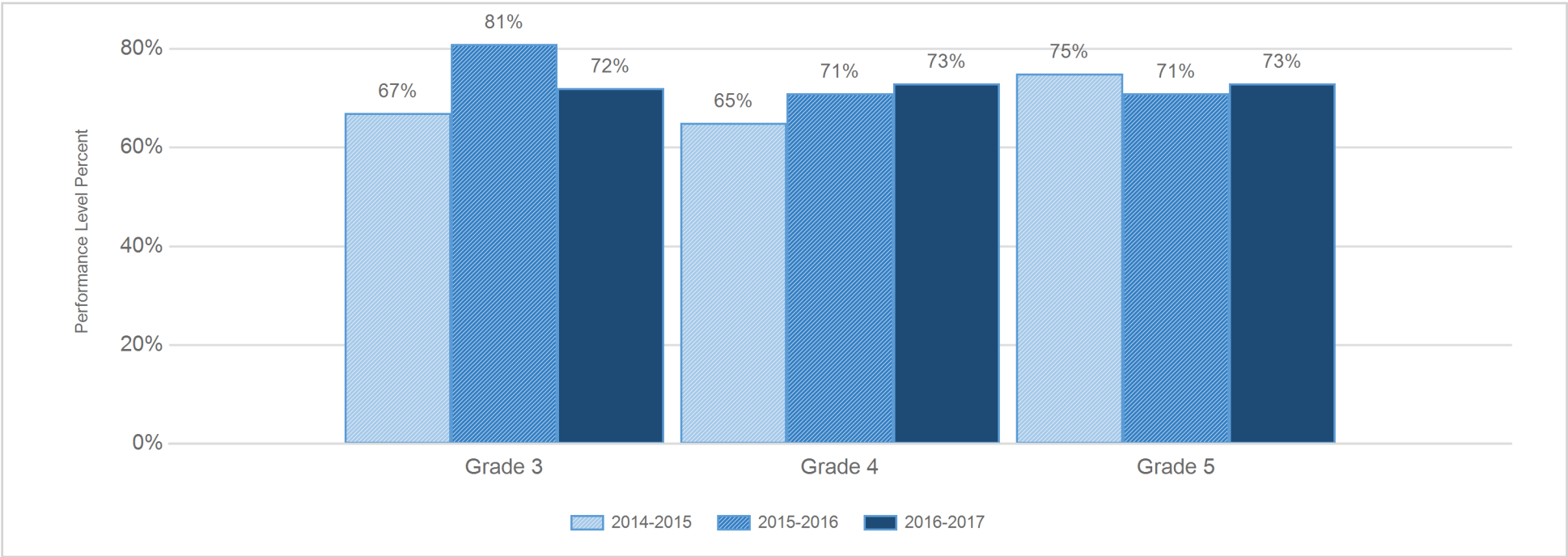
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	92	769	754	756	*	*	19%	57%	16%	73%	59%
White	72	766	757	763	*	*	18%	57%	14%	71%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	789	770	779	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	46	772	757	761	*	*	*	50%	*	74%	66%
Male	46	766	750	750	*	*	*	63%	*	72%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	12	737	726	725	*	*	*	*	0%	33%	22%
Students without Disabilities	80	773	759	762	*	*	*	*	19%	79%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	92	769	754	757	*	*	19%	57%	16%	73%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	256	96.8	69.60	37.20	43.50	69.6	72.8	Met Target†
White	189	96.1	70.30	40.30	52.40	70.3	73.5	Met Target†
Hispanic	19	100.0	47.40	*	27.60	47.4	N	N
Black or African American	10	90.9	50.00	19.90	21.70	47.6	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	80.60	61.00	75.60	80.6	80	Met Goal
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	117	97.7	70.10	36.90	44.10	70.1		
Male	139	96.0	69.10	37.50	42.90	69.1		
Economically Disadvantaged Students	48	98.0	56.30	23.90	25.10	56.3	53.5	Met Target
Non-Economically Disadvantaged Students	208	96.5	72.60	42.00	54.30	72.6		
Students with Disabilities	44	90.2	47.70	15.20	16.50	45	36	Met Target
Students without Disabilities	212	98.3	74.10	41.40	48.80	74.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	12.10	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	82	764	749	751	*	*	23%	46%	20%	66%	53%
White	59	765	753	759	*	*	27%	49%	17%	66%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	772	764	779	0%	*	0%	*	*	82%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	33	764	749	751	*	*	*	46%	*	64%	52%
Male	49	765	750	751	*	*	*	47%	*	67%	53%
Economically Disadvantaged Students	15	746	737	736	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	67	769	755	761	*	*	*	*	*	72%	65%
Students with Disabilities	13	753	*	729	*	*	*	*	*	46%	29%
Students without Disabilities	69	767	*	755	*	*	*	*	*	70%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	82	764	750	753	*	*	23%	46%	20%	66%	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	89	765	747	747	*	*	16%	61%	14%	74%	47%
White	61	767	751	755	*	*	*	69%	*	80%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	10	781	769	774	0%	0%	*	*	*	80%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	47	765	747	747	*	*	*	62%	*	72%	47%
Male	42	766	747	747	*	*	*	60%	*	76%	48%
Economically Disadvantaged Students	16	754	734	732	*	*	*	*	*	63%	27%
Non-Economically Disadvantaged Students	73	768	753	757	*	*	*	*	*	77%	61%
Students with Disabilities	13	746	727	724	*	*	*	*	*	62%	22%
Students without Disabilities	76	769	751	751	*	*	*	*	*	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	89	765	747	749	*	*	16%	61%	14%	74%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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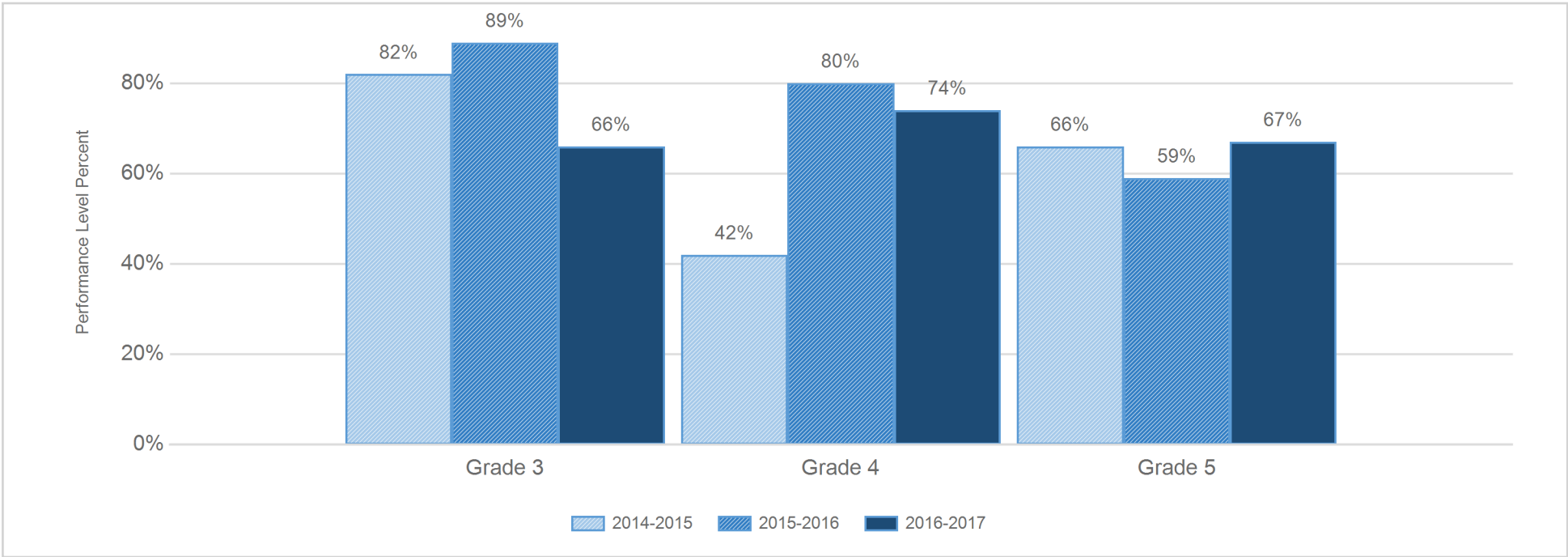
Mathematics Assessment - Performance by Grade: Grade 5

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	92	759	746	747	*	*	25%	59%	*	67%	46%
White	72	756	748	754	*	*	26%	57%	*	65%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	10	776	765	774	0%	0%	*	*	0%	90%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	762	745	747	*	*	*	59%	*	72%	47%
Male	46	756	746	746	*	*	*	59%	*	63%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	12	730	726	725	*	*	*	*	*	25%	19%
Students without Disabilities	80	763	749	751	*	*	*	*	*	74%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	92	759	746	748	*	*	25%	59%	*	67%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

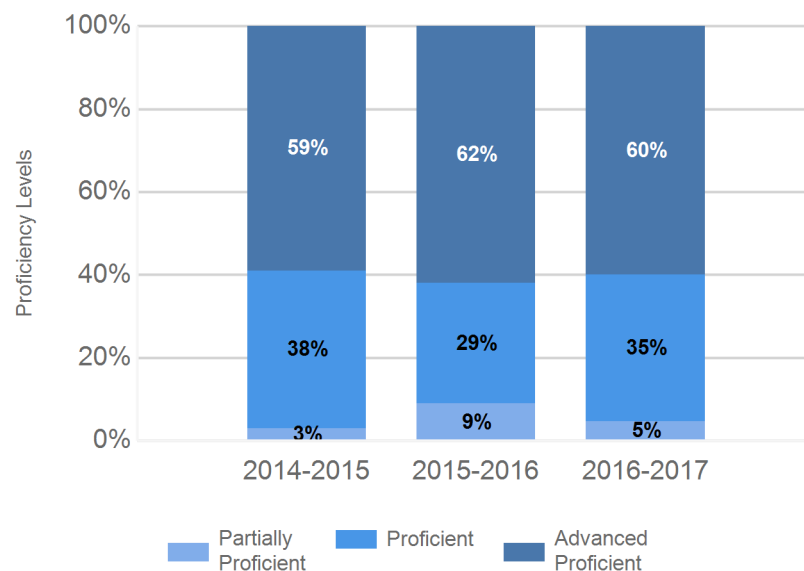
NJASK Science Assessment Performance: Grade 4

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	60%	35%	5%
White	69%	29%	*
Hispanic	20%	80%	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	60%	40%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	28%	56%	17%
Students with Disabilities	46%	36%	18%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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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	42	47	50	Met Target	42	41	50	Met Target
White	41.5	47	50	Met Target	44	41	52	Met Target
Hispanic	25	44	49	**	27	41	47	**
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	50.5	56	60	Met Target	42.5	49	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	36	43	47	Not Met	48.5	41	46	Met Target
Students with Disabilities	29.5	41.5	41	Not Met	52	37	43	Met Target
English Learners	*	42.5	53	**	*	36	51	**

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



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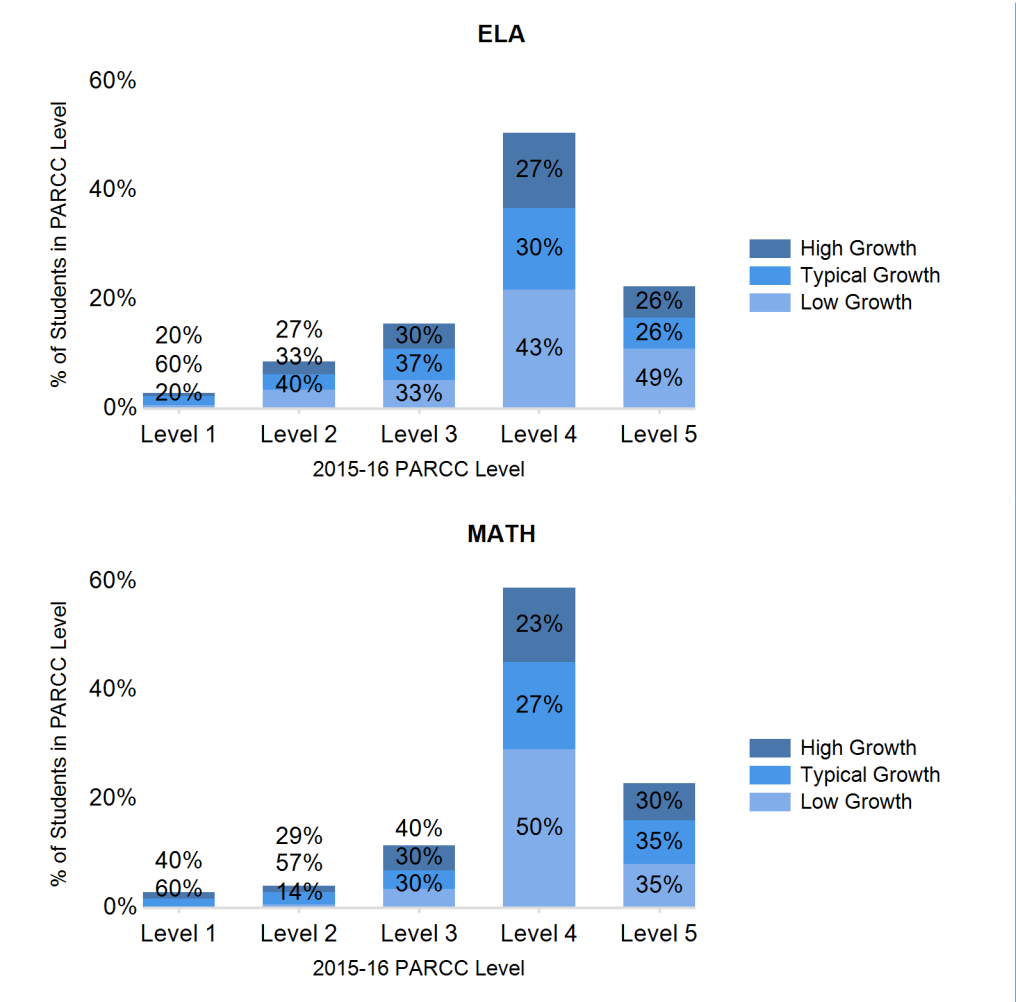
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

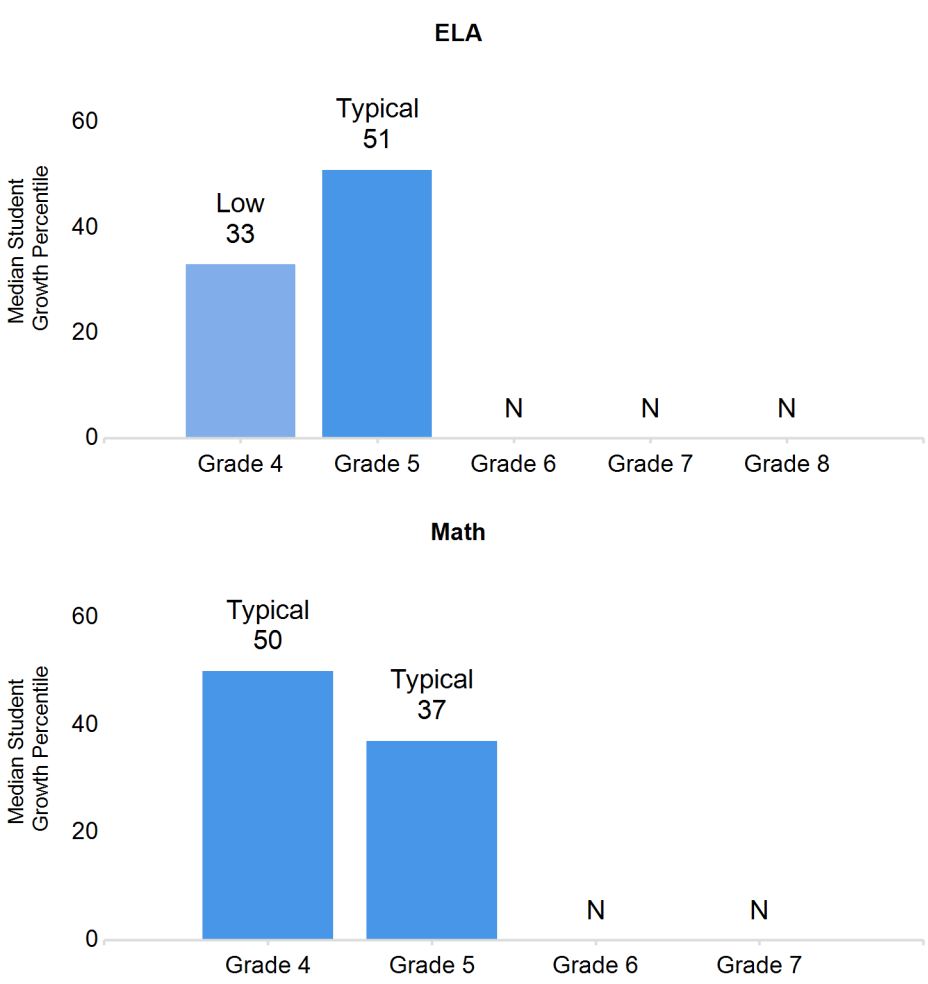
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

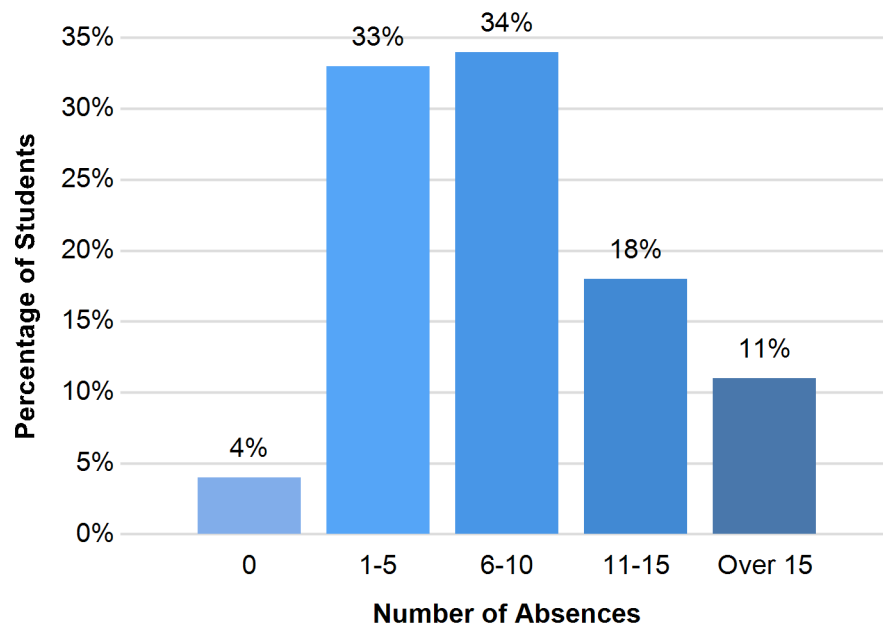
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	8.40	Met Target
White	7.10	8.40	Met Target
Hispanic	13.40	8.40	Not Met
Black or African American	12.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.40	8.40	Not Met
Students with Disabilities	16.20	8.40	Not Met
English Learners	N	**	**

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

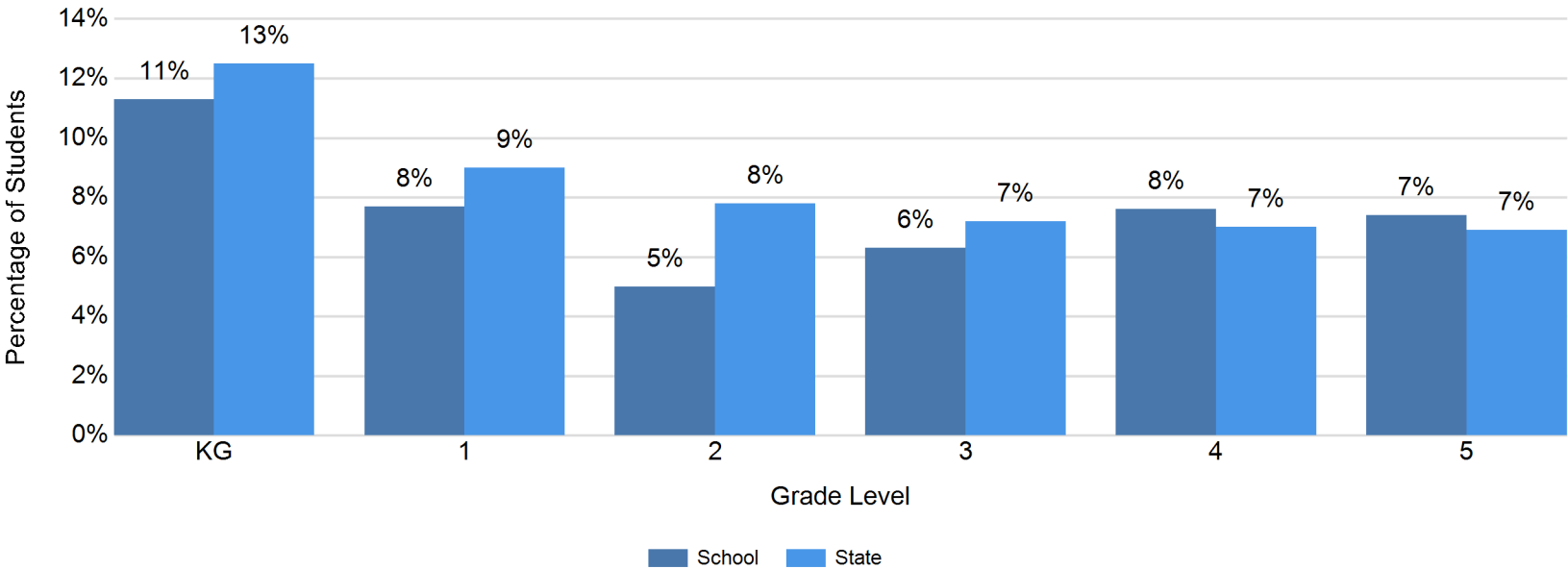
Days Absent

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



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	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	38	120,724
Average years experience in public schools	16.4	11.8
Average years experience in district	15.0	10.5
Teachers in district for 4 or more years	97%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	13:1
Administrators	277:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	94%



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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	76.5	17.5%
Mathematics Proficiency	87.2	17.5%
English Language Arts Growth	15.3	25.0%
Mathematics Growth	27.0	25.0%
Chronic Absenteeism	39.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.1
Summative Rating: Percentile rank of Summative Score		41.9
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	45.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	42.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	43.0	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	55.2	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	57.7	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. McGrath	Email Address:	cmcgrath@trschoools.com
Address:	1759 NEW HAMPSHIRE AVENUE TOMS RIVER, NJ 08753	Website:	http://www.trschools.com/northdover/
Phone:	(732)505-5860		

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:	• Technology is used to enhance instruction with increased access to multiple devices that enable collaboration. • Students participate daily in hands on science instruction aligned to the NGSS, with the opening of our STEAM Dream Lab. • Responsive Classroom is used to promote positive communication and relationship building.
Mission, Vision, Theme:	The mission of our school is to provide all students with a high quality education in a safe, nurturing environment that enables them to be contributing members of a productive, global society. The vision we embrace at North Dover Elementary School is to provide each student with challenging educational opportunities that meet or exceed rigorous academic standards by embracing critical thinking, analyzing information, and application in real world experiences.
Awards, Recognition, Accomplishments:	North Dover was thrilled to receive an Ocean First Classroom Grant , which was used to create our 'STEAM Dream Activity Lab! The lab has creative centers where students can explore, invent, discover, collaborate, and synthesize information in related to Science, Technology, Engineering, the Arts and Math! Collaboration with Rutgers, Stevens Institute and our PTO helped make this possible! We were also the recipient of a grant from the Jay and Linda Grunin Foundation.



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School Narrative

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 Courses, Curriculum, Instruction:	The New Jersey Student Learning Standards establish high expectations for students and are implemented daily in our classrooms. Lessons in all subject areas emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that prepare our children to be successful in future careers and daily life. Word study, real-world math skills, Science discovery and technology are a part of each student's daily experience.
 Clubs and Activities:	Fourth and fifth graders can participate in Chorus, Concert Band, and Orchestra. Group rehearsals and lessons occur during the school day. Students with an artistic yearn or flare can participate in Art Enrichment! Our Physical Education teachers encourage all students to participate in several district and community wide athletic events throughout the school year! Safety Patrol is also available for 5th grade students.
 Before and After School Programs:	Y-Kids is offered by the YMCA



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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:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, scheduled four times per month during the school day, provide grade level articulation and collaboration.
 Student Supports and Services:	For academic support, North Dover has an Intervention and Referral Service Committee which meets monthly to identify and develop a plan for struggling learners. Basic skills teachers provide in-class support for English-Language Arts and pull-out reinforcement for math using the Prodigy program on Chromebooks. Additional services available to our student population are Guidance, Child Study Team, and OT/PT services.
 Student Health and Wellness:	All students receive physical education once per week. Health class, including lessons on nutrition, is offered once per week in K-Gr2, and provided by the classroom teacher in Gr3-5. Character education topics are discussed daily during instructional lessons, morning meetings, and during real-time learning opportunities during the school day. Breakfast and lunch are offered daily as well as recess time for free play/exercise.
 Parent and Community Involvement:	A continual dialogue between our school, the home, and community occurs during parent/teacher conferences, School Orientation Day, Parent-Teacher Organization meetings, Back to School Night, and special classroom events. Our dedicated PTO has many successful fundraisers throughout the school year which provide fun family activities, 'wish list' items, and helping the less fortunate. We are very proud to have such strong community support with our school endeavors.

School Narrative

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



Climate Surveys:

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

The NJDOE School Climate Survey is distributed to school staff and select grade levels at least once per year. Results are used to identify our school community's strengths and needs. This information is carefully monitored to assist our school community's growth and success and is often used to inform school based goals and initiatives.



Facilities:

North Dover Elementary is 60 years young, encompassing two academic wings and Special Subject classrooms. Our state-of the art air-conditioned gym is not only the site for our Physical Education classes, but also a rental facility for many community clubs and organizations: basketball, twirling, YMCA. Hallways depict beautiful murals created by our Art Enrichment Club. Our outside play areas include jungle gyms, picnic areas, basketball court and a softball field.

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:

North Dover Elementary celebrated its 60th Anniversary with a variety of activities! There was a time capsule uncovered on the grounds containing pertinent school and district information from 1956! Memorabilia was displayed throughout the school year and was placed back with current items during a reburial of a new capsule at the end of the school year. Faculty and student alumni were invited to an assembly to speak of their experiences and hear a presentation on the town from our local historian, Mark Mutter. Student celebrations included monthly 'Dress-up to the Decades' days along with learning the dances of that time. Students also researched highlights of each decade and presented information at a 'Time-Fair.' This was a truly great experience for our school community! We are fortunate to work in a supportive community with whom we share mutual goals of high academic achievement, good citizenship, healthful growth, and the appreciation of fine arts for our children. We communicate regularly with our North Dover community through our newsletter, handouts, and web pages to provide up-to-date information about school events, programs, student achievement, and the curriculum. Our families and school staff make a positive difference in the community by raising funds for charities and community organizations, such as, the American Heart Association, March of Dimes, "A Gift to Warm Your Heart" winter clothing collection, Ocean of Love fundraiser, and St. Jude's Children's Hospital programs. All of us at North Dover Elementary School are very proud of our students' efforts and appreciate the support of our community. Pirate's Gold.....Education is our Treasure



Pine Beach Elementary School
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101 PENNSYLVANIA AVENUE
PINE BEACH, NJ 08741

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.

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Pine Beach Elementary School
2016-2017
Grade Span KG-05

29-5190-090
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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	45	72	75
1	85	55	73
2	75	77	60
3	66	68	78
4	70	61	73
5	81	64	67
Ungraded	14	23	22
Total	436	420	448

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	51%
Male	52%	51%	49%
Economically Disadvantaged Students	36%	35%	32%
Students with Disabilities	11%	17%	17%
English Learners	4%	6%	6%
Homeless Students			1%
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	73.4%
Hispanic	19.0%
Black or African American	2.0%
Asian	1.8%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	49	0	0
KG - Full Day	0	72	75

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	85.7%
Spanish	12.3%
Other	1.8%



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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	190	100.0	42.60	53.80	54.90	42.6	40.2	Met Target
White	147	100.0	46.90	57.40	63.90	46.9	45.9	Met Target
Hispanic	32	100.0	25.00	38.50	39.80	25	20.2	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	87.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	95	100.0	42.10	62.00	62.20	42.1		
Male	95	100.0	43.20	46.10	48.10	43.2		
Economically Disadvantaged Students	56	100.0	23.20	36.80	36.20	23.2	23.1	Met Target
Non-Economically Disadvantaged Students	134	100.0	50.70	59.90	65.80	50.7		
Students with Disabilities	35	100.0	11.50	*	20.50	11.5	20.2	Met Target†
Students without Disabilities	155	100.0	49.70	*	61.90	49.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	30.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	745	748	749	*	*	39%	33%	*	39%	50%
White	54	750	752	759	*	*	35%	37%	*	44%	61%
Hispanic	11	725	733	734	*	*	*	*	0%	18%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	39	746	751	754	*	*	39%	28%	*	39%	55%
Male	30	744	744	745	*	*	40%	40%	*	40%	46%
Economically Disadvantaged Students	19	733	730	731	*	*	63%	*	*	16%	31%
Non-Economically Disadvantaged Students	50	750	755	762	*	*	30%	*	*	48%	63%
Students with Disabilities	13	714	*	720	*	*	*	*	*	*	24%
Students without Disabilities	56	753	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	69	745	748	752	*	*	39%	33%	*	39%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	742	751	753	*	20%	37%	40%	*	40%	56%
White	52	746	755	762	*	*	39%	46%	0%	46%	67%
Hispanic	13	735	739	740	0%	*	*	*	0%	23%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	743	755	758	*	*	44%	39%	*	39%	61%
Male	34	741	747	749	*	*	29%	41%	*	41%	51%
Economically Disadvantaged Students	18	732	736	737	*	*	*	*	*	22%	36%
Non-Economically Disadvantaged Students	52	746	757	764	*	*	*	*	*	46%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	70	742	751	755	*	20%	37%	40%	*	40%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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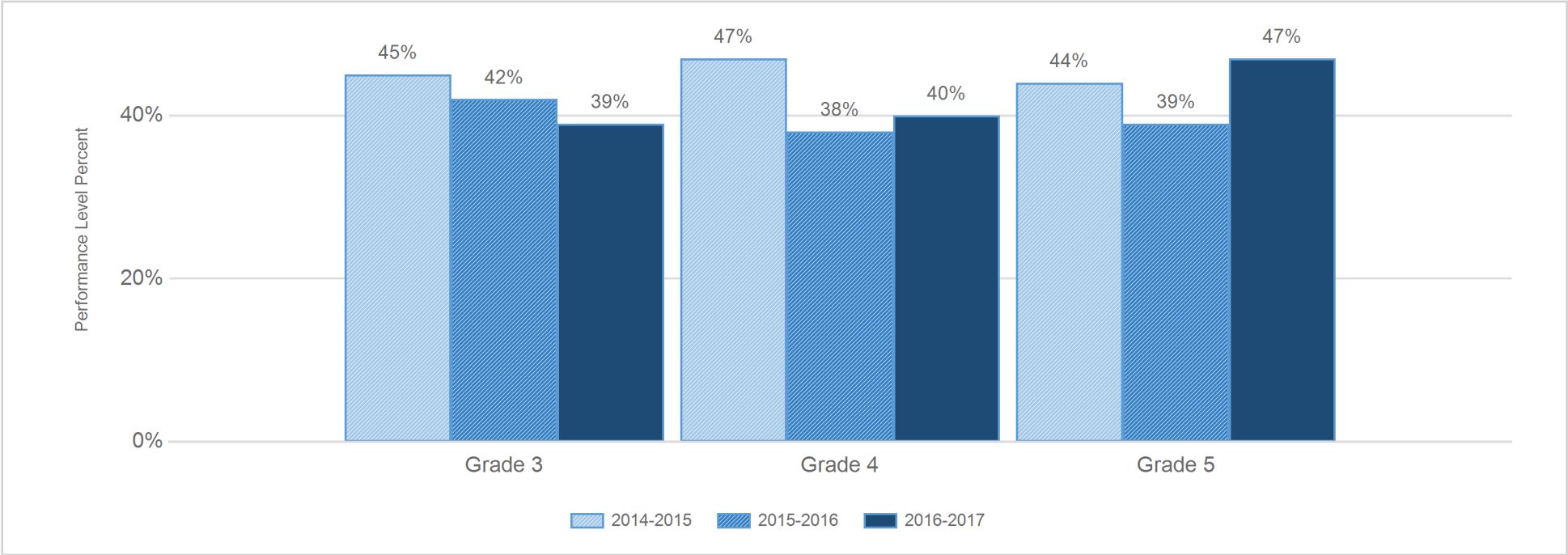
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	747	754	756	*	17%	30%	42%	*	47%	59%
White	48	749	757	763	*	*	29%	42%	*	48%	69%
Hispanic	12	736	743	743	*	*	*	*	0%	33%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	30	755	757	761	*	*	*	43%	*	53%	66%
Male	34	740	750	750	*	*	*	41%	*	41%	53%
Economically Disadvantaged Students	23	732	*	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	41	755	*	765	*	*	*	*	*	59%	71%
Students with Disabilities	12	722	726	725	*	*	*	*	*	17%	22%
Students without Disabilities	52	753	759	762	*	*	*	*	*	54%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	64	747	754	757	*	17%	30%	42%	*	47%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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	191	100.0	32.40	37.20	43.50	32.4	35.6	Met Target†
White	148	100.0	35.80	40.30	52.40	35.8	40.5	Met Target†
Hispanic	32	100.0	21.90	*	27.60	21.9	17.5	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	96	100.0	31.20	36.90	44.10	31.2		
Male	95	100.0	33.70	37.50	42.90	33.7		
Economically Disadvantaged Students	56	100.0	17.90	23.90	25.10	17.9	17.2	Met Target
Non-Economically Disadvantaged Students	135	100.0	38.50	42.00	54.30	38.5		
Students with Disabilities	35	100.0	11.50	15.20	16.50	11.5	20.2	Met Target†
Students without Disabilities	156	100.0	37.20	41.40	48.80	37.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	26.70	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	744	749	751	*	23%	29%	30%	*	41%	53%
White	54	748	753	759	*	20%	30%	32%	*	44%	63%
Hispanic	11	729	736	738	*	*	*	*	0%	27%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	742	749	751	*	*	*	*	*	36%	52%
Male	30	747	750	751	*	*	*	*	*	47%	53%
Economically Disadvantaged Students	19	735	737	736	*	*	53%	*	*	16%	34%
Non-Economically Disadvantaged Students	50	748	755	761	*	*	20%	*	*	50%	65%
Students with Disabilities	13	721	*	729	*	*	*	*	*	*	29%
Students without Disabilities	56	750	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	69	744	750	753	*	23%	29%	30%	*	41%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	731	747	747	16%	21%	39%	24%	0%	24%	47%
White	52	734	751	755	*	*	42%	27%	0%	27%	59%
Hispanic	13	726	737	734	*	*	*	*	0%	15%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	36	728	747	747	*	*	42%	*	0%	19%	47%
Male	34	735	747	747	*	*	35%	*	0%	29%	48%
Economically Disadvantaged Students	18	723	734	732	*	*	*	*	0%	11%	27%
Non-Economically Disadvantaged Students	52	734	753	757	*	*	*	*	0%	29%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	70	731	747	749	16%	21%	39%	24%	0%	24%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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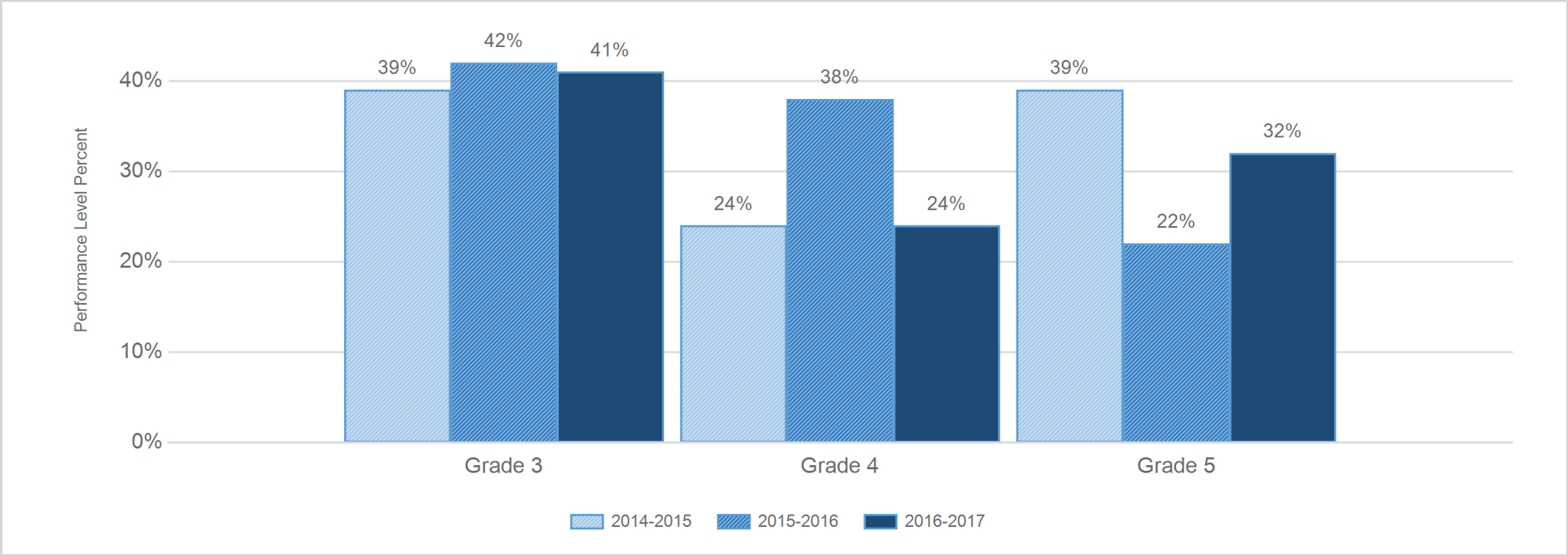
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	733	746	747	*	22%	31%	29%	*	32%	46%
White	49	731	748	754	*	22%	25%	31%	*	35%	57%
Hispanic	12	737	735	735	0%	*	*	*	0%	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	31	737	745	747	*	*	*	*	*	42%	47%
Male	34	729	746	746	*	*	*	*	*	24%	46%
Economically Disadvantaged Students	23	725	*	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	42	737	*	756	*	*	*	*	*	38%	59%
Students with Disabilities	12	712	726	725	*	*	*	*	*	*	19%
Students without Disabilities	53	738	749	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	65	733	746	748	*	22%	31%	29%	*	32%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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	*	*
5	N	N

English Language Proficiency Test - Participation and Performance

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

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

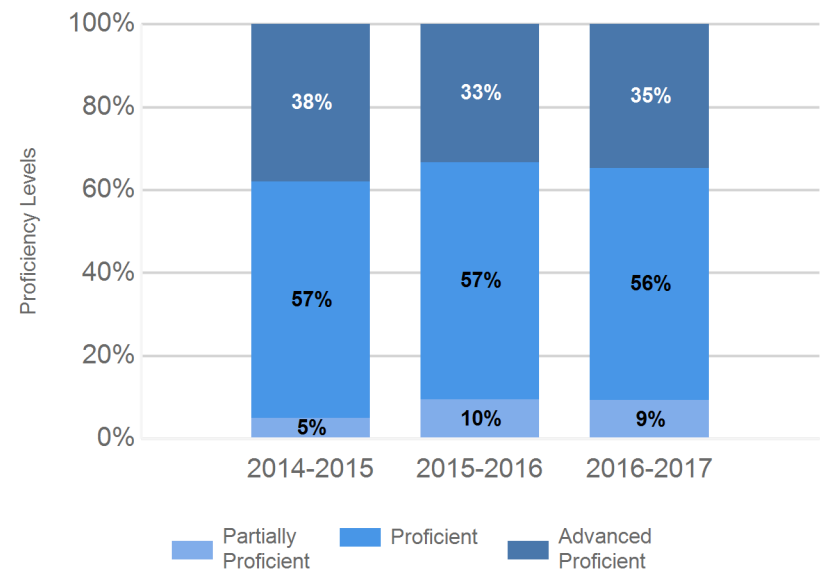
NJASK Science Assessment Performance: Grade 4

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	35%	56%	9%
White	40%	56%	4%
Hispanic	18%	59%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	15%	60%	25%
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	36	47	50	Not Met	33	41	50	Not Met
White	39	47	50	Not Met	33.5	41	52	Not Met
Hispanic	32	44	49	Not Met	30	41	47	Not Met
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	31	43	47	Not Met	44	41	46	Met Target
Students with Disabilities	27.5	41.5	41	**	25	37	43	**
English Learners	*	42.5	53	**	*	36	51	**

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



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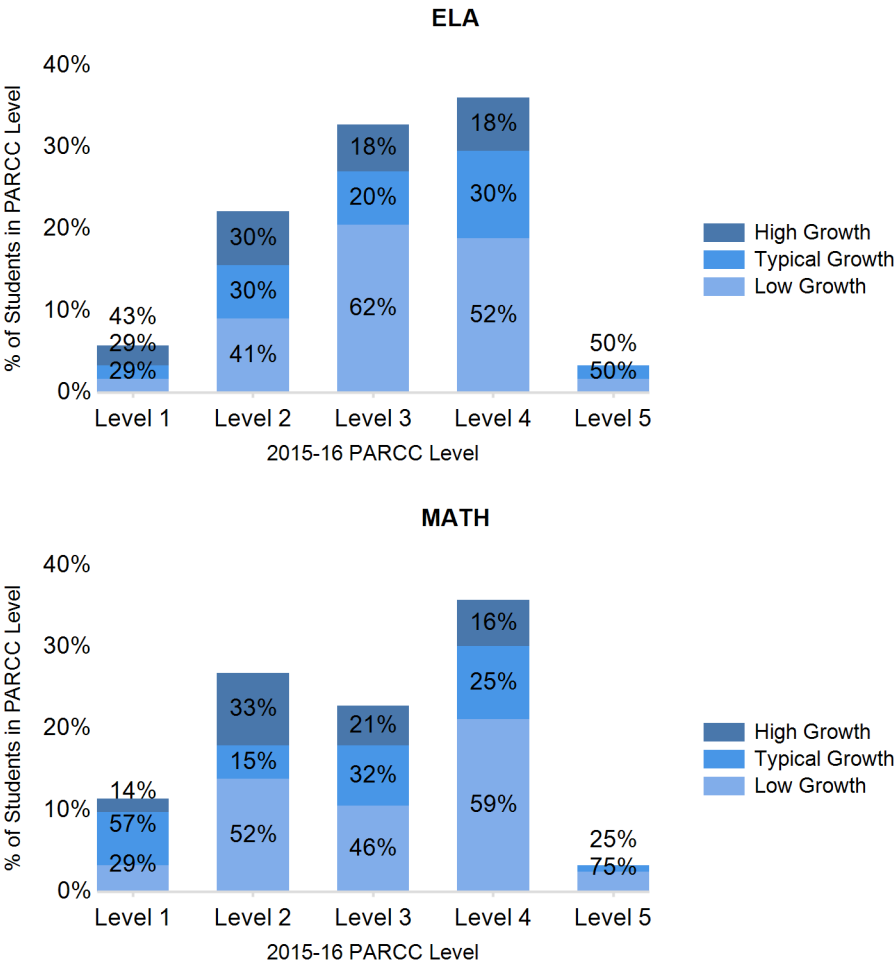
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

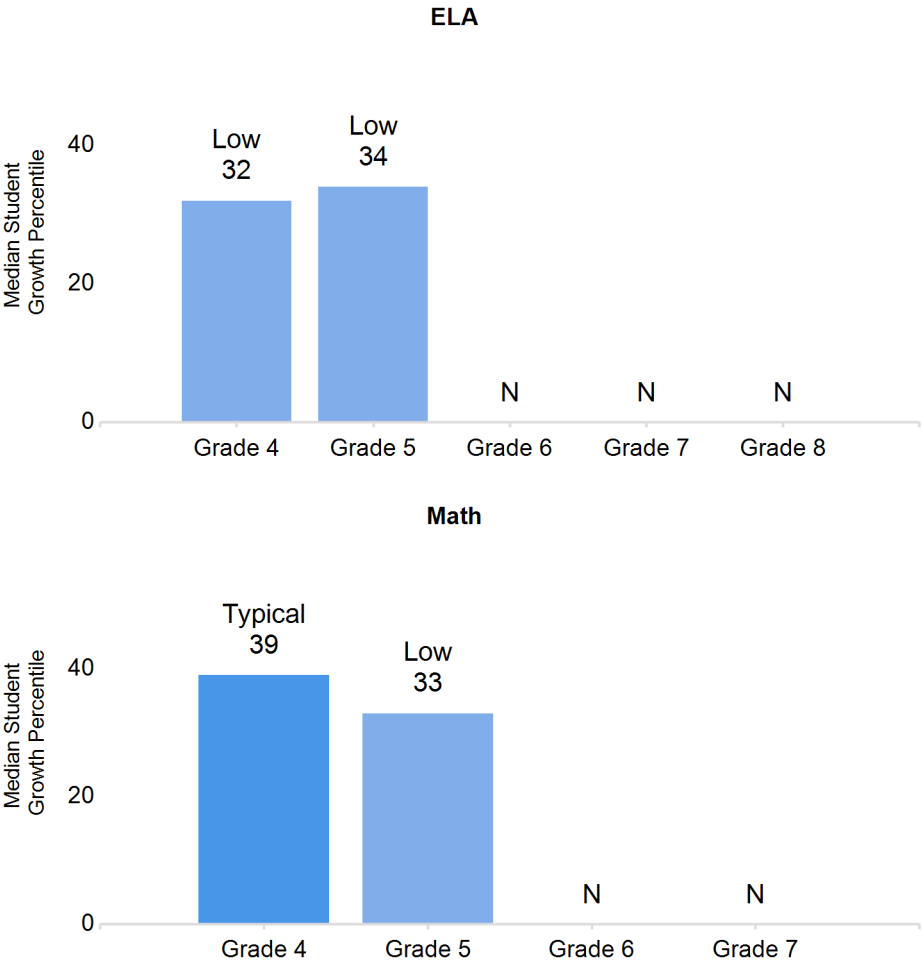
Student Growth by Performance Level

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

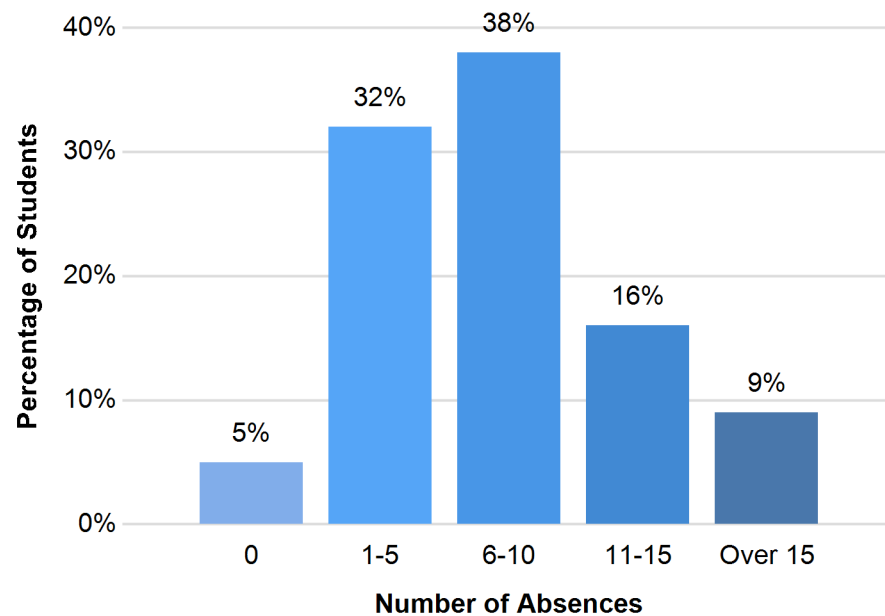
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	8.40	Met Target
White	7.30	8.40	Met Target
Hispanic	5.90	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.60	8.40	Not Met
Students with Disabilities	7.90	8.40	Met Target
English Learners	20.00	8.40	Not Met

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

Days Absent

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



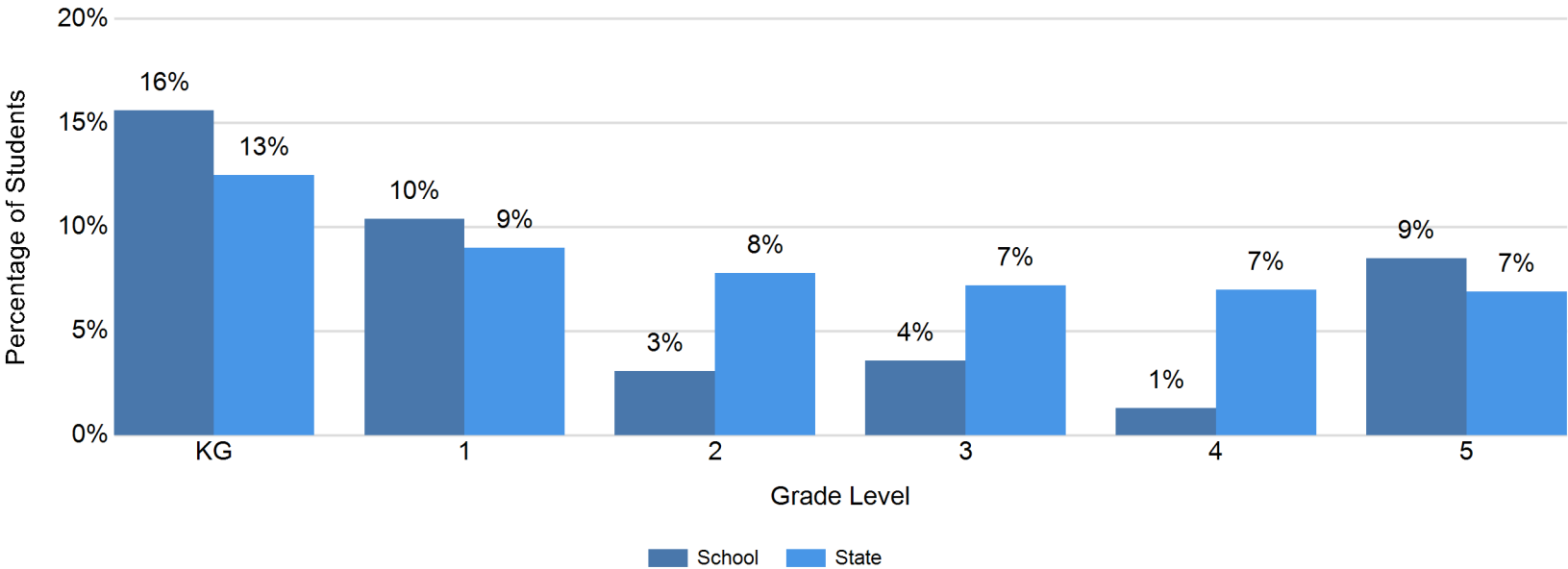


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Chronic Absenteeism by Grade

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	8:40AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.89

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	34	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	224:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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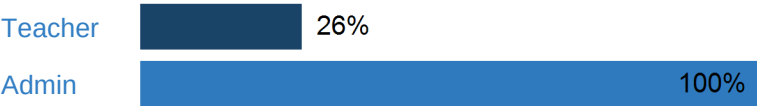
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	16.9	17.5%
Mathematics Proficiency	17.7	17.5%
English Language Arts Growth	5.9	25.0%
Mathematics Growth	7.7	25.0%
Chronic Absenteeism	37.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		15.1
Summative Rating: Percentile rank of Summative Score		5.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	15.1	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
White	12.8	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
Hispanic	20.0	11.9	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	25.0	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	Not Met	**	**	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. Tutzauer	Email Address:	tmoran@trschoools.com
Address:	101 PENNSYLVANIA AVENUE PINE BEACH, NJ 08741	Website:	http://www.trschools.com/pinebeach/
Phone:	(732)505-5870		

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:	• Students participate in daily hands-on science instruction aligned to the NGSS. • Technology is used to enhance student learning through access to a variety of devices in all classrooms. • Arts integration is used to support student learning.
Mission, Vision, Theme:	Pine Beach Elementary School is a place where all students will strive for excellence academically, socially and emotionally in a safe and supportive atmosphere. We work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential.
Awards, Recognition, Accomplishments:	Pine Beach Elementary was the recipient of the Principal's Challenge grant and was awarded \$10,000 from the Jay and Linda Grunin foundation. Money was used to purchase items for our Science program. We are also 1 of only 10 schools in the state of New Jersey to receive an Arts Integration grant for \$100,000 from the State of New Jersey. Funds were used to run a Title 1 summer program and purchase materials for the school that can benefit the entire student population.

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.

 Courses, Curriculum, Instruction:	Our instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. In an effort to educate the whole child, our students have the opportunity to develop their musical, artistic, and technological skills. They actively engage in physical exercise and are encouraged to live a healthy lifestyle to keep a fit body and a fit mind.
 Clubs and Activities:	Extracurricular activities include safety patrol for our fifth graders. Fourth and fifth graders are invited to join the chorus and take instrumental lessons to participate in the band or orchestra.
 Before and After School Programs:	Y-Kids before and after-care offered through the YMCA



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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:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. Before school workshops also offer an opportunity for staff to collaborate and enhance their knowledge in turn enriching the learning environment. PLCs, by grade level, are scheduled weekly, during the school day, providing for horizontal articulation and collaboration.
 Student Supports and Services:	Students with Disabilities Services, English Language Learners Services, Intervention and Referral Services, Reading Intervention Services, Behavioral Intervention Services, Basic Skills, and Title 1 Services
 Student Health and Wellness:	Before-school breakfast program, Physical Education and Health classes, Daily recess time allotted for students, and Classroom YOGA
 Parent and Community Involvement:	We work in conjunction with the following: Very active P.T.O., SEPAG (Special Education group), Pine Beach Municipal Alliance, The Ocean County Sheriff's Department, The Ocean County Prosecutor's Office, Pine Beach Fire Department, Beachwood and Pine Beach Police Department, local colleges and universities, and local high schools



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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.

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Pine Beach School uses the New Jersey School Climate Survey to develop, foster, and maintain a positive school climate. Teachers and students are surveyed at our school. The survey is given once a year and the results are compared to previous year's data and used to improve our climate and culture. Survey data is also used to inform a variety of school-based goals and initiatives.
 Facilities:	Pine Beach Elementary School is one of the 12 elementary schools that comprise the Toms River School District. Pine Beach Elementary school opened its doors in September, 1954. A tech lab was added in 1993.Our gym, cafeteria, media center, and 4 classrooms were added in 2001.Our school colors are Blue & White and our mascot is a Pine Beach Panther. Our school is made up of grades K-5, housing approximately 440 students and approximately 35 full-time teachers and 15 support staff members.



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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:	Pine Beach School and the community work closely together to provide experiences that enrich the lives of all children. Parents receive a weekly email blast from the Principal, a monthly calendar, daily communication with the teachers through telephone, Class DOJO, and written correspondence. We also utilize a Parent Portal system for communication. Many events are held during the school year to which parents are invited. A few are: Back to School Night, Book Fair, Halloween parade, classroom activities and parties, winter concert, spring concert, talent show, Veteran’s Day, Grandparent’s Day, Flag Day, Author’s Night, and many more. Character education is taught daily at Pine Beach Elementary and a monthly positive character trait, such as honesty, responsibility, kindness, respect, etc., is integrated into lessons and activities to promote and nurture these traits. Students who demonstrate these traits are recognized by their teachers and rewarded with certificates from the principal. In addition to this monthly Character Trait initiative, teachers may also nominate students for our I.D.O.L.s program, Character Trait of the Month award, Authors of the Month and S.T.A.R.s program.



Silver Bay Elementary School
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100 SILVER BAY ROAD
TOMS RIVER, NJ 08753

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



Silver Bay Elementary School
2016-2017
Grade Span PK-05

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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	25	23
KG	78	94	89
1	79	90	91
2	110	81	83
3	89	113	87
4	93	95	112
5	117	96	101
Ungraded	44	62	86
Total	610	656	672

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	47%
Male	52%	53%	53%
Economically Disadvantaged Students	27%	26%	23%
Students with Disabilities	15%	18%	23%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	83.0%
Hispanic	9.1%
Black or African American	2.7%
Asian	2.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	25	23
PK - Full Day	0	0	0
KG - Half Day	76	0	0
KG - Full Day	0	94	89

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	95.5%
Spanish	2.8%
Other	1.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	275	97.0	55.30	53.80	54.90	55.3	50.5	Met Target
White	230	97.2	56.50	57.40	63.90	56.5	49.7	Met Target
Hispanic	26	93.1	46.10	38.50	39.80	45.2	45.9	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	87.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	127	97.8	57.50	62.00	62.20	57.5		
Male	148	96.3	53.40	46.10	48.10	53.4		
Economically Disadvantaged Students	66	98.6	37.80	36.80	36.20	37.8	36.4	Met Target
Non-Economically Disadvantaged Students	209	96.6	60.80	59.90	65.80	60.8		
Students with Disabilities	42	97.9	14.30	*	20.50	14.3	16.3	Met Target†
Students without Disabilities	233	96.9	62.70	*	61.90	62.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	87	753	748	749	*	15%	28%	44%	*	51%	50%
White	74	755	752	759	*	14%	28%	46%	*	53%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	32	750	751	754	*	*	*	53%	*	56%	55%
Male	55	754	744	745	*	*	*	38%	*	47%	46%
Economically Disadvantaged Students	17	733	730	731	*	*	*	*	*	18%	31%
Non-Economically Disadvantaged Students	70	758	755	762	*	*	*	*	*	59%	63%
Students with Disabilities	14	713	*	720	*	*	*	*	*	14%	24%
Students without Disabilities	73	760	*	755	*	*	*	*	*	58%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	87	753	748	752	*	15%	28%	44%	*	51%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	103	752	751	753	*	11%	26%	47%	*	55%	56%
White	82	753	755	762	*	*	31%	43%	*	54%	67%
Hispanic	12	752	739	740	*	0%	*	*	0%	67%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	53	752	755	758	*	*	30%	43%	*	53%	61%
Male	50	753	747	749	*	*	22%	50%	*	58%	51%
Economically Disadvantaged Students	25	742	736	737	*	*	*	*	*	40%	36%
Non-Economically Disadvantaged Students	78	755	757	764	*	*	*	*	*	60%	69%
Students with Disabilities	14	717	722	725	*	*	*	*	*	14%	25%
Students without Disabilities	89	758	756	759	*	*	*	*	*	62%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	103	752	751	755	*	11%	26%	47%	*	55%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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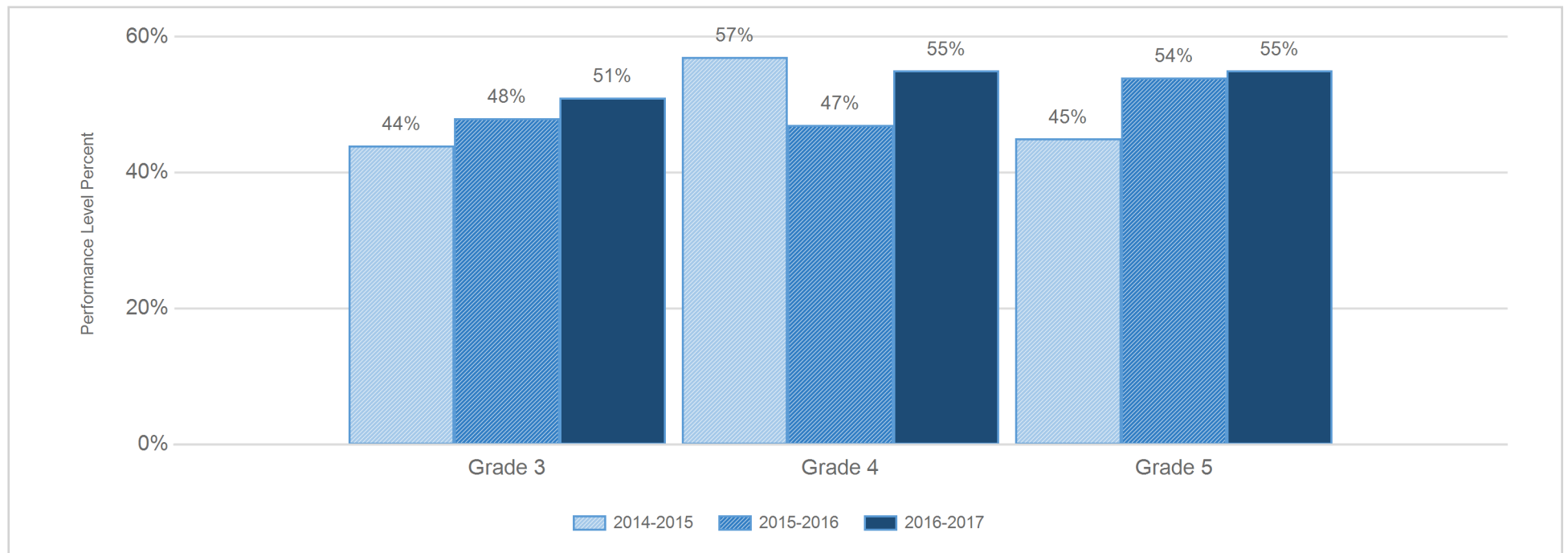
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	99	751	754	756	*	13%	30%	53%	*	55%	59%
White	87	753	757	763	*	12%	30%	55%	*	58%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	50	752	757	761	*	*	30%	50%	*	54%	66%
Male	49	750	750	750	*	*	31%	55%	*	55%	53%
Economically Disadvantaged Students	22	747	*	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	77	752	*	765	*	*	*	*	*	57%	71%
Students with Disabilities	14	712	726	725	*	*	*	*	*	*	22%
Students without Disabilities	85	757	759	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	99	751	754	757	*	13%	30%	53%	*	55%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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	275	97.0	57.80	37.20	43.50	57.8	56.3	Met Target
White	230	97.2	60.00	40.30	52.40	60	57.7	Met Target
Hispanic	26	93.1	42.30	*	27.60	41.4	36.3	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	127	97.8	55.90	36.90	44.10	55.9		
Male	148	96.3	59.50	37.50	42.90	59.5		
Economically Disadvantaged Students	66	98.6	45.40	23.90	25.10	45.4	46.3	Met Target†
Non-Economically Disadvantaged Students	209	96.6	61.70	42.00	54.30	61.7		
Students with Disabilities	42	97.9	16.70	15.20	16.50	16.7	25.5	Met Target†
Students without Disabilities	233	96.9	65.30	41.40	48.80	65.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	87	753	749	751	*	14%	17%	52%	*	62%	53%
White	74	756	753	759	*	14%	16%	53%	*	65%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	32	748	749	751	*	*	*	50%	*	53%	52%
Male	55	756	750	751	*	*	*	53%	*	67%	53%
Economically Disadvantaged Students	17	739	737	736	*	*	*	*	*	41%	34%
Non-Economically Disadvantaged Students	70	757	755	761	*	*	*	*	*	67%	65%
Students with Disabilities	14	716	*	729	*	*	*	*	*	29%	29%
Students without Disabilities	73	760	*	755	*	*	*	*	*	69%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	87	753	750	753	*	14%	17%	52%	*	62%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	103	752	747	747	*	18%	18%	56%	*	60%	47%
White	82	753	751	755	*	20%	15%	59%	*	62%	59%
Hispanic	12	751	737	734	*	0%	*	*	0%	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	749	747	747	*	*	*	53%	*	57%	47%
Male	50	756	747	747	*	*	*	60%	*	64%	48%
Economically Disadvantaged Students	25	745	734	732	*	*	*	48%	*	52%	27%
Non-Economically Disadvantaged Students	78	755	753	757	*	*	*	59%	*	63%	61%
Students with Disabilities	14	718	727	724	*	*	*	*	*	*	22%
Students without Disabilities	89	758	751	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	103	752	747	749	*	18%	18%	56%	*	60%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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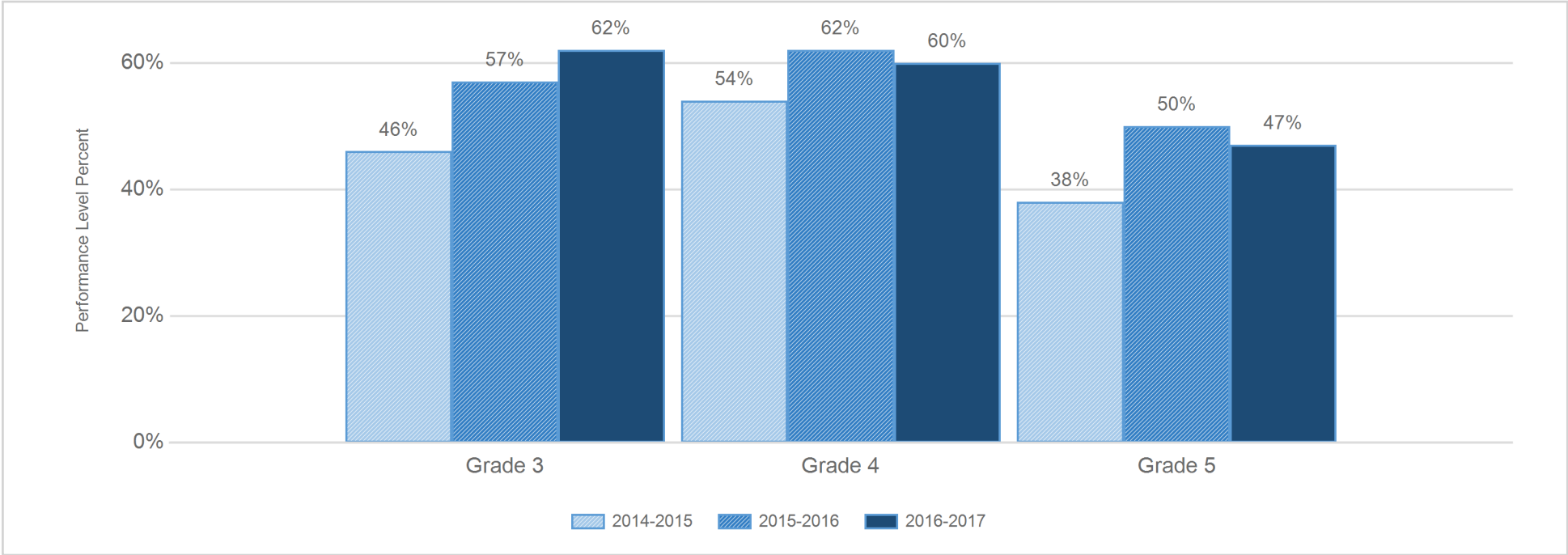
Mathematics Assessment - Performance by Grade: Grade 5

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	99	749	746	747	*	12%	38%	42%	*	47%	46%
White	87	751	748	754	*	*	41%	43%	*	47%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	50	747	745	747	*	*	36%	46%	*	48%	47%
Male	49	751	746	746	*	*	41%	39%	*	45%	46%
Economically Disadvantaged Students	22	749	*	732	*	*	46%	*	*	41%	27%
Non-Economically Disadvantaged Students	77	749	*	756	*	*	36%	*	*	48%	59%
Students with Disabilities	14	711	726	725	*	*	*	*	*	*	19%
Students without Disabilities	85	756	749	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	99	749	746	748	*	12%	38%	42%	*	47%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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	N	N
5	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

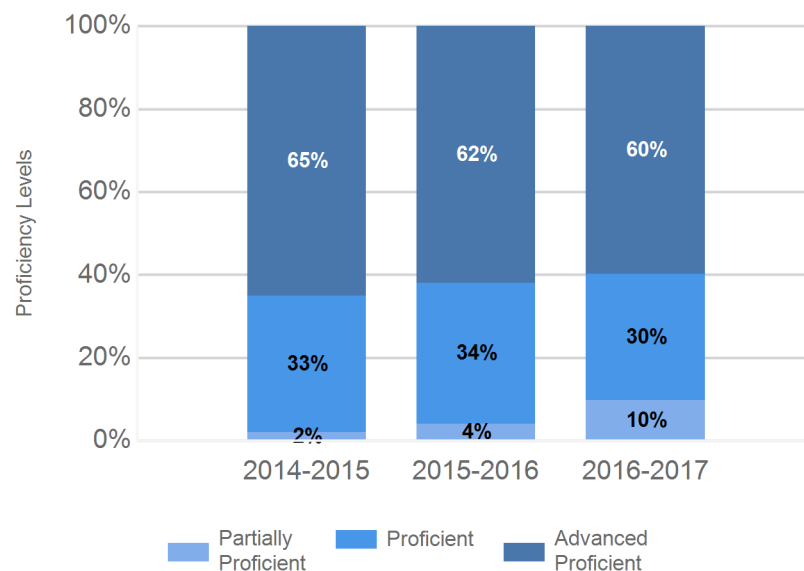
NJASK Science Assessment Performance: Grade 4

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	60%	30%	10%
White	59%	29%	*
Hispanic	73%	27%	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	50%	39%	11%
Students with Disabilities	50%	42%	8%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	47	50	Met Target	52	41	50	Met Target
White	45	47	50	Met Target	52	41	52	Met Target
Hispanic	36	44	49	**	53	41	47	**
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	36	43	47	Not Met	52	41	46	Met Target
Students with Disabilities	30	41.5	41	Not Met	53	37	43	Met Target
English Learners	*	42.5	53	**	*	36	51	**

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



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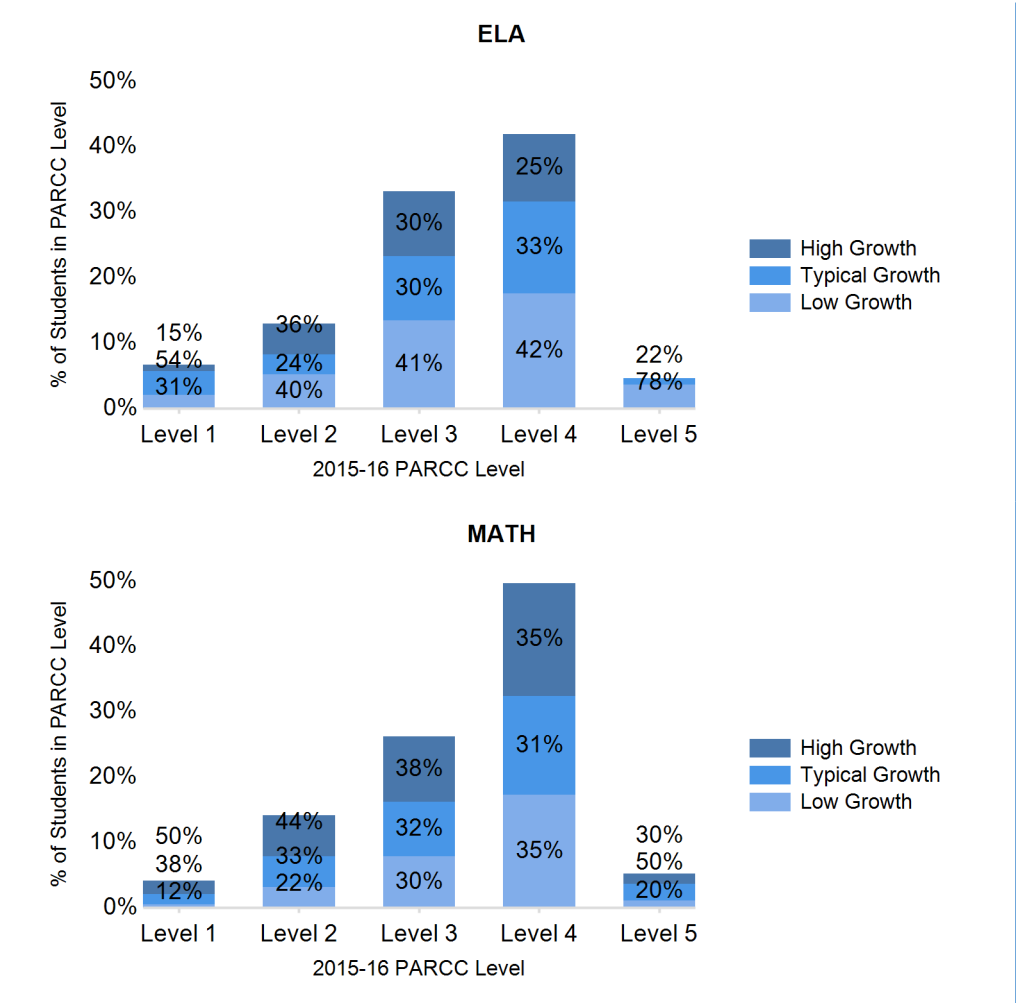
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

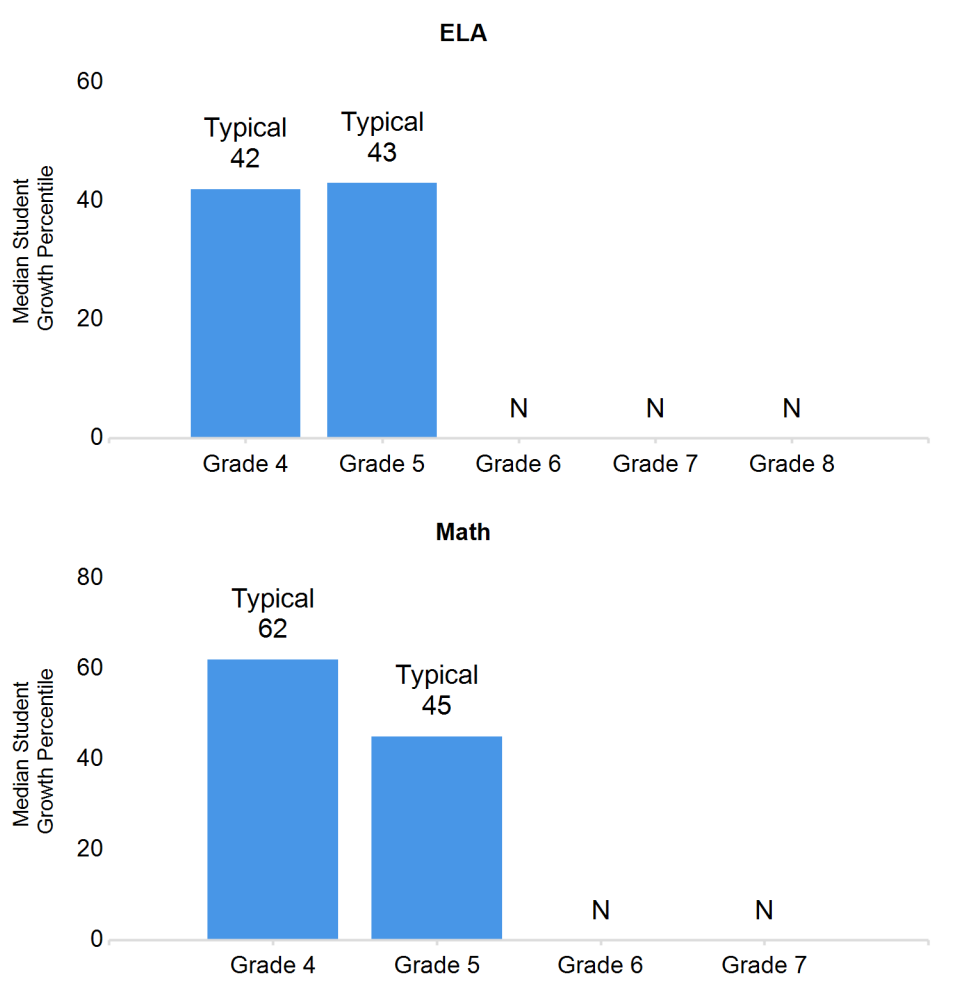
Student Growth by Performance Level

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

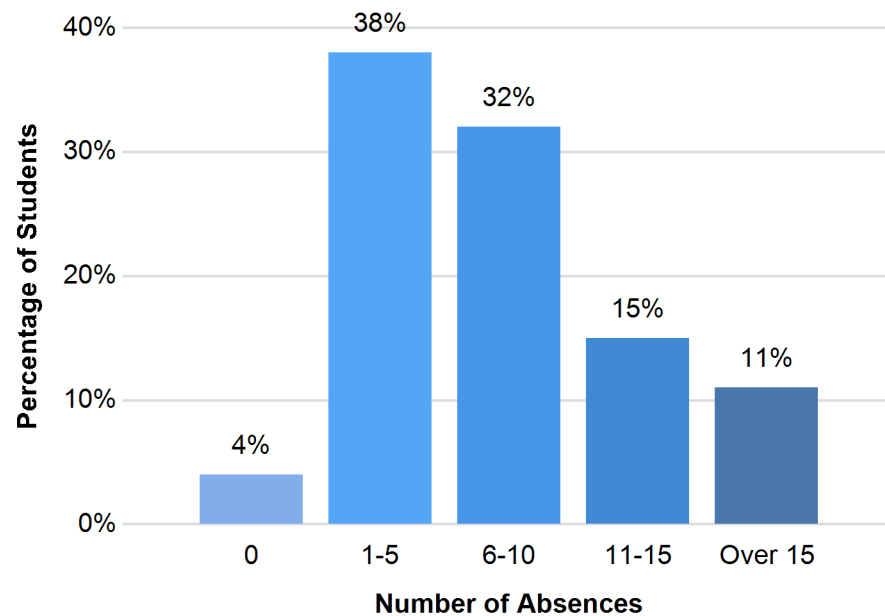
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.70	8.40	Not Met
White	7.70	8.40	Met Target
Hispanic	11.10	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.40	8.40	Not Met
Students with Disabilities	16.30	8.40	Not Met
English Learners	N	**	**

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

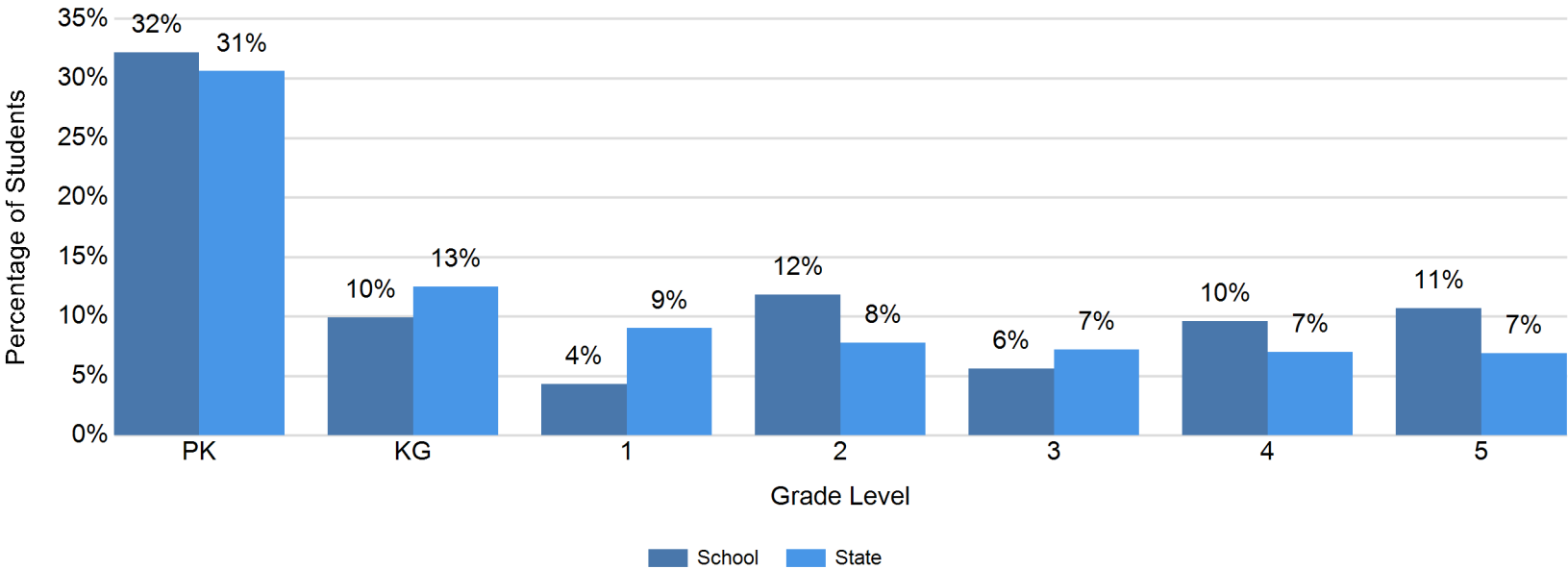
Days Absent

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



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	8:40AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 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)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.60

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	0.1%
Any Suspension	0.1%

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	2.3:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	49	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	84%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	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	14:1	13:1
Administrators	336:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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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

Teacher	N
Admin	N

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	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	40.0	17.5%
Mathematics Proficiency	64.8	17.5%
English Language Arts Growth	17.4	25.0%
Mathematics Growth	60.1	25.0%
Chronic Absenteeism	28.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.0
Summative Rating: Percentile rank of Summative Score		37.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	42.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	39.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48.8	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	42.5	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. DeVita	Email Address:	mdevita@trschoools.com
Address:	100 SILVER BAY ROAD TOMS RIVER, NJ 08753	Website:	www.trschools.com/silverbay
Phone:	(732)505-5880		

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:	• Technology has been infused across all content areas in each classroom. • Improved the school climate and culture by implementing PBSIS. • Partnership between school and home strengthened through various PTO-sponsored events.
Mission, Vision, Theme:	At Silver Bay, we embrace and develop the unique abilities of each student through compelling, creative learning experiences. We provide a safe and nurturing environment and instill a sense of pride and self-worth in each student. There's No Place Like Silver Bay!
Awards, Recognition, Accomplishments:	Silver Bay was fortunate to receive a \$10,000 STEAM grant from the Jay and Linda Grunin Foundation. The money was used to create a STEAM classroom that the teachers and students could use for discovery learning. Students use robotics and the engineer process during their exploration in the STEAM room.

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.

 Courses, Curriculum, Instruction:	The teachers implement the Common Core Standards which establish high expectations for student learning. The instruction the students receive emphasize higher level thinking skills that incorporate real world applications. These skills will allow the students to be college or career ready.
 Clubs and Activities:	There are opportunities for the students to participate in activities that go beyond the classroom instruction. These programs are provided through our Music, Technology, and Gifted and Talented programs. Safety patrol is offered to 5th grade students as well.
 Before and After School Programs:	Y-Kids Program offered by the YMCA.



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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:	The staff continues to participate and facilitate professional learning activities that allow them to grow as instructional leaders. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs.
 Student Supports and Services:	Student support services are available through the building wide intervention team, I&RS, and the Child Study Team. Teachers work collaboratively with parents to determine and apply strategies to promote student growth.
 Student Health and Wellness:	Silver Bay has implemented the Positive Behavior System in Schools to promote a safe and healthy educational environment. This program helps improve the whole child, mentally, physically, and emotionally.
 Parent and Community Involvement:	The PTO at Silver Bay works with school and community officials to support the educational goals that have been set for student success. They offer opportunities for parents to take an active role in their children's education with family nights. The community and school work together to provide educational opportunities beyond the classroom.

School Narrative

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



Climate Surveys:

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

The staff and students participate in an annual climate and culture survey that the administration analyzes to improve the school culture. The students have taken an active role in assisting the administration in redesigning our media center based on the results of the survey. Administration has taken an active role in improving staff morale and building climate based on these results.



Facilities:

Silver Bay Elementary is 44 years old. We are in the process of renovating our Media Center and turning it into a dual purpose area. The new media center will accommodate our diverse student population and allow our students to grow as engineers.

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:

Our language arts literacy curriculum in grades 3 through 5 is standards based, offering the children an opportunity to be exposed to rich literature and be given a platform to allow for discussion and independent practice related to the standard based skill being introduced. Teachers in grades 3 implemented the School wide reading program and Words Their Way language program. District created thematic reading units were created to support standards based instruction in the classroom. These programs support the workshop learning model that has become the focus of instruction in grade K-5. Teachers skillfully integrate language arts instruction throughout the content areas of math, science and social studies, with an emphasis on perfecting their listening, speaking, reading and writing skills. Teachers continued to implement writing workshop in their literacy block. All of our students were leveled using Fountas and Pinnell Leveling System, to provide our students with their independent and instructional level to help them with their selection of “just right” books. This process goes far in creating a lifelong love of reading and literature. Math and science curricula are designed to help students experience the richness and excitement of discovery, and help to develop scientific dispositions and habits of mind, including curiosity and heightened critical thinking skills. Children have enjoyed their hands-on experiences as they make discoveries in science using the NGSS. Students conduct engineering type experiments and learn about the engineering process.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	57	44	49
1	47	46	43
2	59	47	44
3	54	56	49
4	47	53	58
5	52	51	55
Ungraded	34	46	48
Total	350	343	346

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%	49%	47%
Male	50%	51%	53%
Economically Disadvantaged Students	66%	66%	62%
Students with Disabilities	15%	19%	23%
English Learners	0%	1%	0%
Homeless Students			1%
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	45.1%
Hispanic	34.7%
Black or African American	15.0%
Asian	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	54	44	49

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	85.0%
Spanish	14.2%
Other	0.9%



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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	160	95.6	30.70	53.80	54.90	30.7	25.4	Met Target
White	58	92.5	31.00	57.40	63.90	30.1	24.8	Met Target
Hispanic	65	95.9	29.20	38.50	39.80	29.2	28.3	Met Target
Black or African American	28	100.0	39.30	35.80	35.20	39.3	25.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	75.30	80.70	N	**	**
American Indian or Alaska Native	*	*	*	87.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	77	95.6	32.50	62.00	62.20	32.5		
Male	83	95.7	28.90	46.10	48.10	28.9		
Economically Disadvantaged Students	104	97.5	27.00	36.80	36.20	*	24.3	Met Target
Non-Economically Disadvantaged Students	56	92.1	37.50	59.90	65.80	*		
Students with Disabilities	32	94.6	21.90	*	20.50	21.7	17.2	Met Target
Students without Disabilities	128	95.9	32.90	*	61.90	32.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	30.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	716	748	749	35%	26%	*	24%	*	24%	50%
White	19	737	752	759	*	*	*	*	0%	37%	61%
Hispanic	19	704	733	734	*	*	*	*	0%	11%	35%
Black or African American	12	711	728	731	*	*	*	*	0%	33%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	718	751	754	*	*	*	*	0%	21%	55%
Male	26	714	744	745	*	*	*	*	0%	27%	46%
Economically Disadvantaged Students	39	715	730	731	*	*	*	*	0%	18%	31%
Non-Economically Disadvantaged Students	16	720	755	762	*	*	*	*	0%	38%	63%
Students with Disabilities	11	691	*	720	*	*	*	*	*	*	24%
Students without Disabilities	44	723	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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	54	734	751	753	*	22%	33%	26%	*	30%	56%
White	18	727	755	762	*	*	*	*	*	22%	67%
Hispanic	23	738	739	740	*	*	*	*	*	35%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	26	737	755	758	*	*	*	*	*	35%	61%
Male	28	732	747	749	*	*	*	*	*	25%	51%
Economically Disadvantaged Students	35	735	736	737	*	*	*	*	*	29%	36%
Non-Economically Disadvantaged Students	19	734	757	764	*	*	*	*	*	32%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	54	734	751	755	*	22%	33%	26%	*	30%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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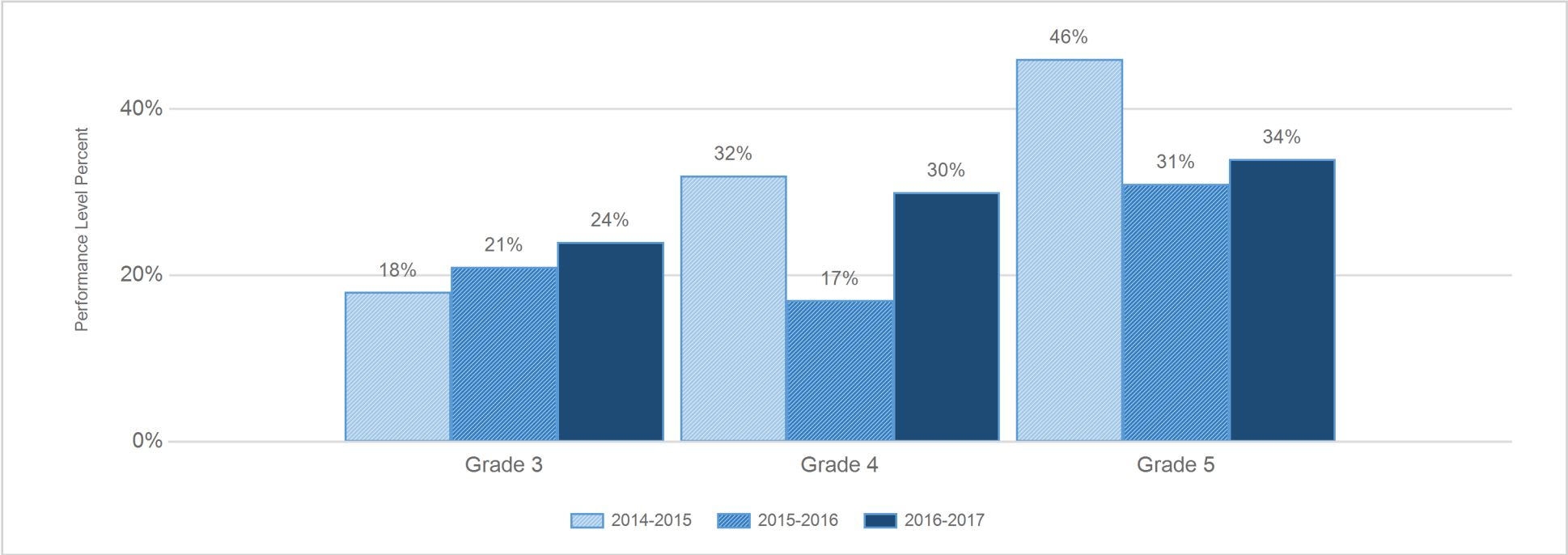
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	739	754	756	*	*	42%	34%	0%	34%	59%
White	24	738	757	763	*	*	42%	*	0%	38%	69%
Hispanic	25	740	743	743	*	*	48%	*	0%	28%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	32	744	757	761	*	*	38%	*	0%	44%	66%
Male	27	733	750	750	*	*	48%	*	0%	22%	53%
Economically Disadvantaged Students	36	737	*	740	*	*	*	28%	0%	28%	40%
Non-Economically Disadvantaged Students	23	741	*	765	*	*	*	44%	0%	44%	71%
Students with Disabilities	10	717	726	725	*	*	*	*	0%	30%	22%
Students without Disabilities	49	743	759	762	*	*	*	*	0%	35%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	59	739	754	757	*	*	42%	34%	0%	34%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	160	95.6	28.70	37.20	43.50	28.7	30	Met Target†
White	58	92.5	29.30	40.30	52.40	28.3	23.5	Met Target
Hispanic	65	95.9	32.30	*	27.60	32.3	36.9	Met Target†
Black or African American	28	100.0	28.50	19.90	21.70	28.5	38.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.00	75.60	N	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	77	95.6	27.30	36.90	44.10	27.3		
Male	83	95.7	30.10	37.50	42.90	30.1		
Economically Disadvantaged Students	104	97.5	29.80	23.90	25.10	*	27.9	Met Target
Non-Economically Disadvantaged Students	56	92.1	26.80	42.00	54.30	*		
Students with Disabilities	32	94.6	25.10	15.20	16.50	24.8	17.2	Met Target
Students without Disabilities	128	95.9	29.60	41.40	48.80	29.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	26.70	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	723	749	751	20%	27%	35%	*	*	18%	53%
White	19	739	753	759	0%	*	*	*	*	32%	63%
Hispanic	19	715	736	738	*	*	*	*	0%	11%	37%
Black or African American	12	714	732	733	*	*	*	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	725	749	751	*	*	*	*	*	21%	52%
Male	26	720	750	751	*	*	*	*	*	15%	53%
Economically Disadvantaged Students	39	722	737	736	*	*	*	*	*	18%	34%
Non-Economically Disadvantaged Students	16	724	755	761	*	*	*	*	*	19%	65%
Students with Disabilities	11	697	*	729	*	*	*	*	*	*	29%
Students without Disabilities	44	730	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	734	747	747	*	30%	32%	30%	*	30%	47%
White	18	731	751	755	*	*	*	*	0%	28%	59%
Hispanic	23	736	737	734	*	*	*	*	0%	30%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	26	732	747	747	*	*	*	*	0%	27%	47%
Male	28	736	747	747	*	*	*	*	0%	32%	48%
Economically Disadvantaged Students	35	730	734	732	*	*	*	*	0%	23%	27%
Non-Economically Disadvantaged Students	19	742	753	757	*	*	*	*	0%	42%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	54	734	747	749	*	30%	32%	30%	*	30%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	734	746	747	*	34%	31%	29%	*	29%	46%
White	24	732	748	754	*	*	*	*	0%	29%	57%
Hispanic	25	738	735	735	*	*	*	*	0%	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	32	737	745	747	*	*	*	*	0%	31%	47%
Male	27	730	746	746	*	*	*	*	0%	26%	46%
Economically Disadvantaged Students	36	734	*	732	*	*	*	*	0%	33%	27%
Non-Economically Disadvantaged Students	23	734	*	756	*	*	*	*	0%	22%	59%
Students with Disabilities	10	728	726	725	*	*	*	*	*	20%	19%
Students without Disabilities	49	735	749	751	*	*	*	*	*	31%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	59	734	746	748	*	34%	31%	29%	*	29%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

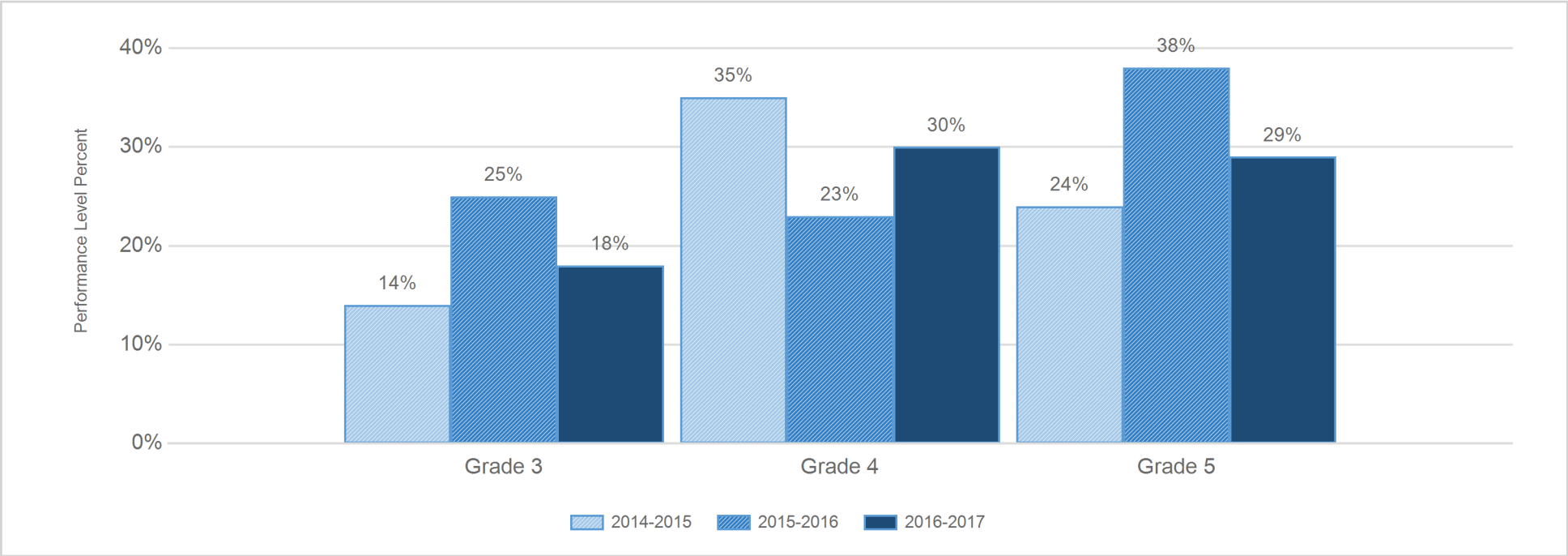


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

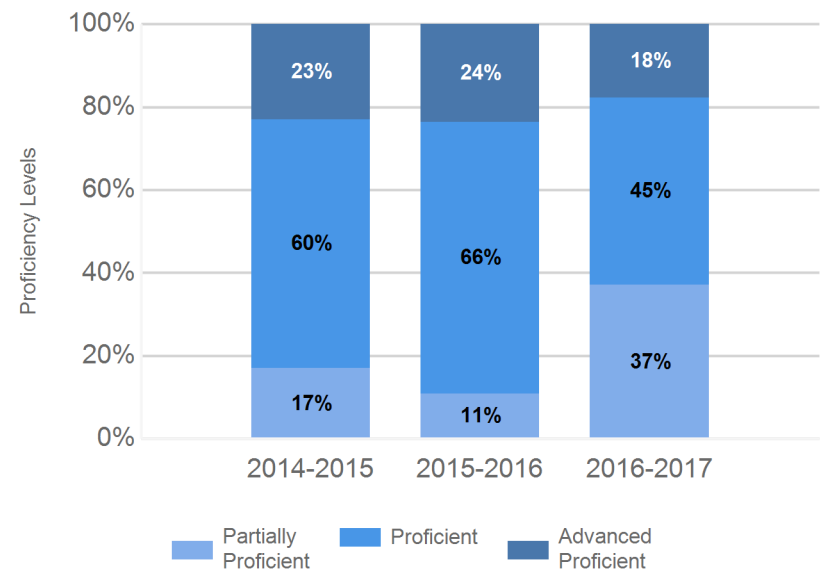
NJASK Science Assessment Performance: Grade 4

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	18%	45%	37%
White	13%	50%	38%
Hispanic	21%	46%	33%
Black or African American	27%	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	8%	47%	45%
Students with Disabilities	N	20%	80%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57.5	47	50	Met Target	61.5	41	50	Exceeds Target
White	64	47	50	Exceeds Target	61	41	52	Exceeds Target
Hispanic	53	44	49	Met Target	59.5	41	47	Met Target
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	53	43	47	Met Target	69	41	46	Exceeds Target
Students with Disabilities	58	41.5	41	**	61	37	43	**
English Learners	*	42.5	53	**	*	36	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:

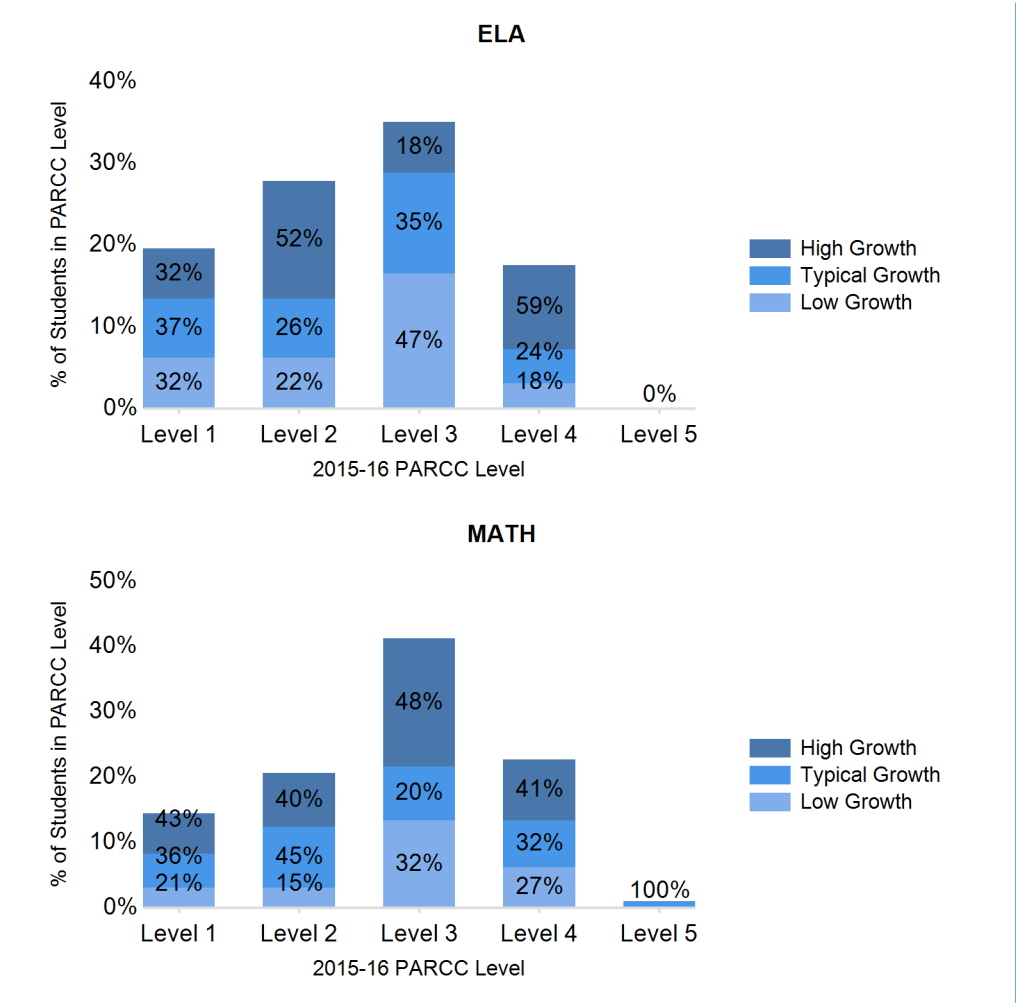
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

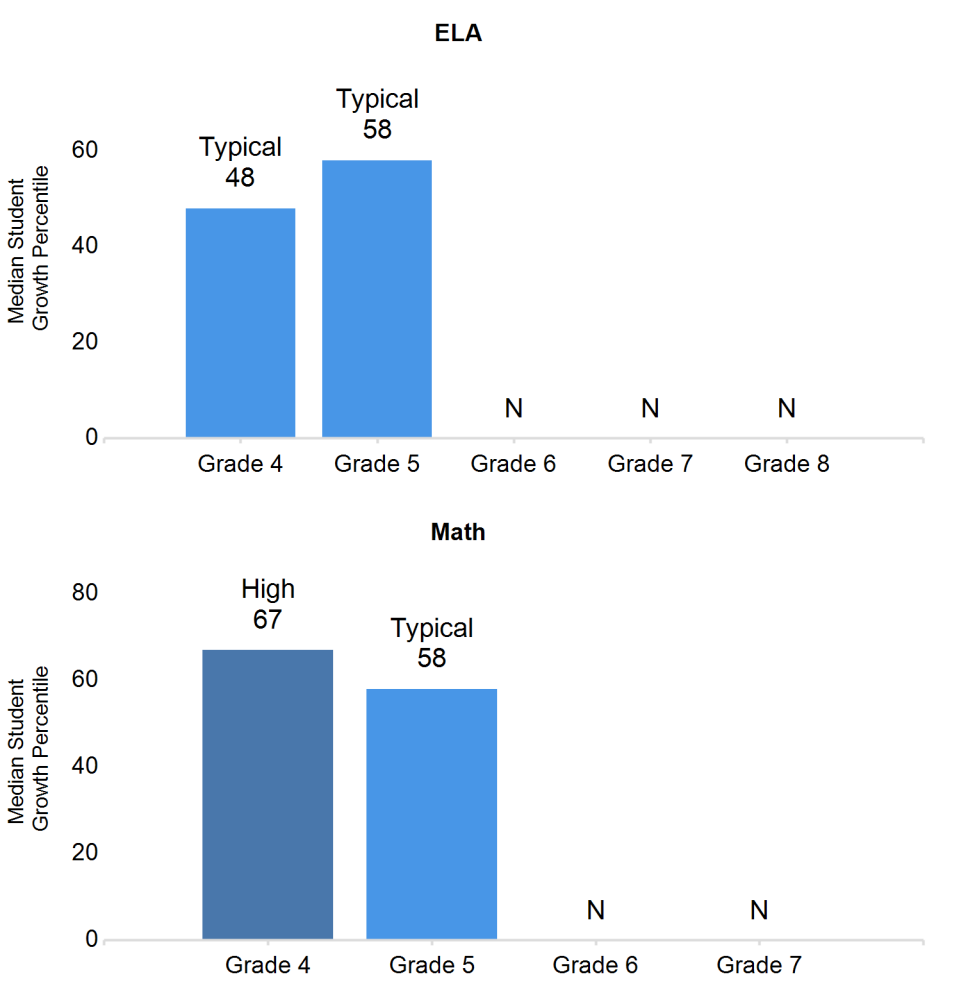
Student Growth by Performance Level

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

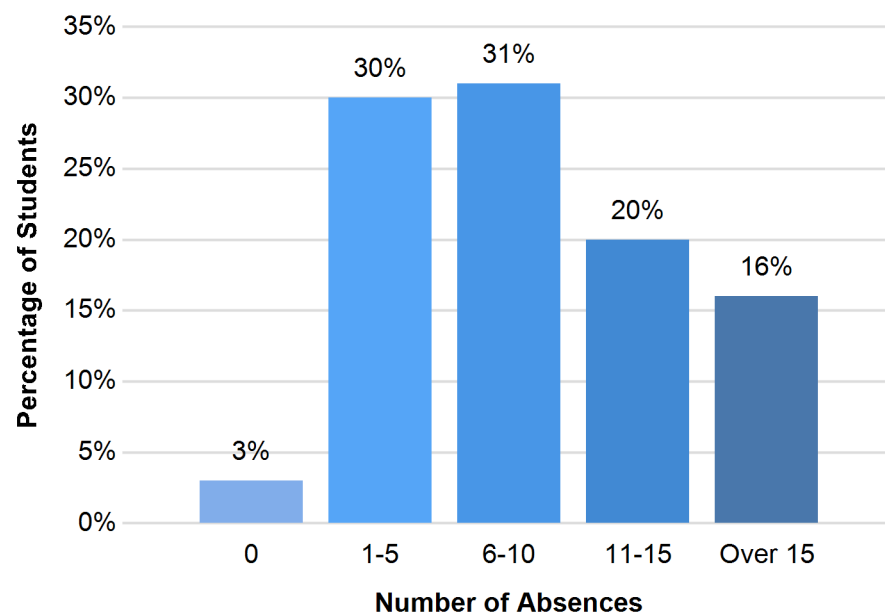
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.70	8.40	Not Met
White	7.40	8.40	Met Target
Hispanic	12.80	8.40	Not Met
Black or African American	15.40	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.90	8.40	Not Met
Students with Disabilities	18.90	8.40	Not Met
English Learners	N	**	**

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

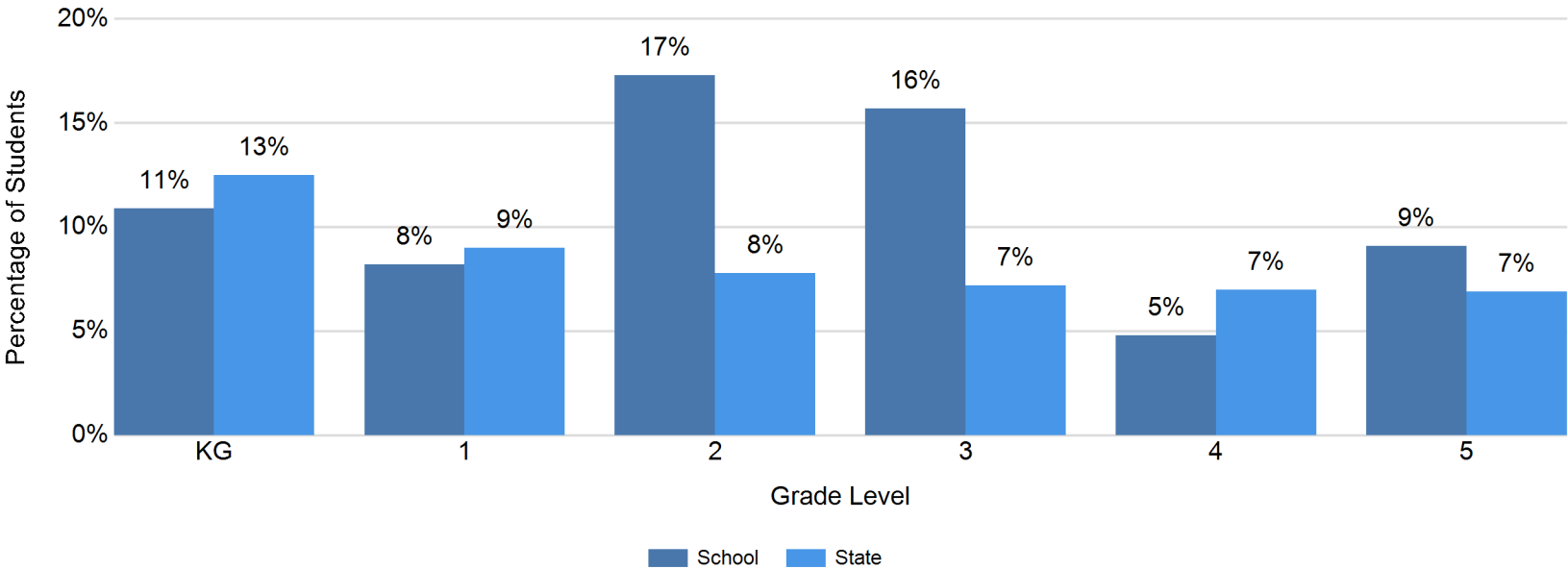
Days Absent

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



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	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.29

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	31	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	90%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	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	13:1
Administrators	173:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	12.7	17.5%
Mathematics Proficiency	26.0	17.5%
English Language Arts Growth	76.5	25.0%
Mathematics Growth	87.1	25.0%
Chronic Absenteeism	23.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.1
Summative Rating: Percentile rank of Summative Score		51.7
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	51.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
White	47.2	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	54.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	60.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Holzapfel	Email Address:	dholzapfel@trschoools.com
Address:	419 DOVER ROAD SOUTH TOMS RIVER, NJ 08757	Website:	www.trschools.com/southtr/
Phone:	(732)505-5890		

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:	• Multiple strategies to promote ongoing community engagement. • Arts Infusion partnership and with related strategy implementation. • Restorative practices implementation as a means to promote positive relationships and repair damages.
Mission, Vision, Theme:	With a heavy focus on relationship building, STRE uses a variety of strategies to facilitate effective communication among teachers and students. Our goal is to support STRE learners in growing into community centered and empowered problem solvers who have the courage to make the world a better place. A heavy emphasis is placed on community partnerships.
Awards, Recognition, Accomplishments:	Poschl Awards Ceremony- Students are recognized for academic as well as special area achievements. "Students of the Month" (K-2) are recognized at Town Hall by the Mayor and Council. STAR Students (3-5) are recognized quarterly and are honored with a PTO sponsored breakfast with the Mayor and Principal. Grunin Grant recipient. Count Basie Arts Infusion Grant recipient.



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School Narrative

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 Courses, Curriculum, Instruction:	The Common Core Standards establish high expectations for student learning. Our teachers work to implement the standards within their classrooms. Lessons emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that will enable our children to be successful in their daily lives and future careers.
 Clubs and Activities:	Safety Patrol (grade 5 students). Chorus and band. School-based Green Team. Science Fair.
 Before and After School Programs:	Our Title I Family Programs provide opportunities for students and families to learn together after school. For our K-2 students we offer Family Reading. Family Math is dedicated to our grade 3 students/families. For our grades 4-5 students we offer Family Tools and Technology. We also host YMCA programs before and after school.



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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:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.
 Student Supports and Services:	Our Local Basic Skills Program supports struggling students in both language arts and Math. Our Title I Basic Skills Program uses the LLI program to deliver intense reading/phonics instruction to those students most in need. In Special Education our grade 4/5 LLD classroom is supported through the Read 180 Program.
 Student Health and Wellness:	Through our Title I Program we are able to offer free breakfast to all students on a daily basis. These meals are eaten in the classrooms as students unpack and prepare for the day.
 Parent and Community Involvement:	Our School Plan includes having parents visit classrooms a minimum of two times per/year. The Mayor visits our school several times a year as well as recognizes "Students of the Month" at Town Hall. Our Staff and PTO host many community events. Our local police department teaches our fifth graders through the GREAT Program. Parents and our Board of Education representative worked with staff to create a school garden.

School Narrative

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

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Our school climate survey is analyzed by our SciP Team. The information gleaned is used in the creation of school and administrative goals.
 Facilities:	STRE's entire balcony, encompassing approximately 50% of the school was replaced. Extensive painting throughout the building has been ongoing. Our media center was completely renovated including new floor tile and bookshelf/desk/table design. This project was the result of hard work from our school SciP Team and district facilities department. Our Central Administrator Cabinet has always been and continues to support the needs of STRE.



Toms River High School East
2016-2017
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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
9	358	343	328
10	314	357	352
11	330	256	343
12	377	312	281
Ungraded	58	64	28
Total	1437	1332	1332

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%	50%
Male	51%	51%	50%
Economically Disadvantaged Students	22%	18%	18%
Students with Disabilities	14%	14%	14%
English Learners	0%	1%	0%
Homeless Students			1%
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	84.3%
Hispanic	8.8%
Asian	2.9%
Black or African American	2.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.1%

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	1294
Shared Time Students	74
Full Time Equivalent	1331

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	96.1%
Spanish	2.6%
Other	1.7%



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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	648	97.4	58.40	53.80	54.90	58.4	52.5	Met Target
White	553	97.3	59.90	57.40	63.90	59.9	53.8	Met Target
Hispanic	55	100.0	41.90	38.50	39.80	41.9	41	Met Target
Black or African American	13	87.5	38.50	35.80	35.20	37.6	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	75.00	75.30	80.70	75	71.8	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	326	96.8	68.10	62.00	62.20	68.1		
Male	322	98.0	48.50	46.10	48.10	48.5		
Economically Disadvantaged Students	127	95.6	32.20	36.80	36.20	32.2	34.8	Met Target†
Non-Economically Disadvantaged Students	521	97.8	64.70	59.90	65.80	64.7		
Students with Disabilities	98	98.1	16.30	*	20.50	16.3	13.1	Met Target
Students without Disabilities	550	97.3	65.80	*	61.90	65.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	30.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	330	754	748	749	5%	13%	23%	48%	12%	59%	52%
White	274	756	751	757	5%	10%	22%	50%	13%	63%	62%
Hispanic	33	743	737	733	*	*	30%	39%	*	42%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	163	763	756	756	*	*	18%	56%	16%	72%	60%
Male	167	746	742	741	*	*	27%	40%	8%	47%	43%
Economically Disadvantaged Students	66	734	735	731	*	*	35%	29%	*	30%	32%
Non-Economically Disadvantaged Students	264	759	752	758	*	*	20%	52%	*	67%	62%
Students with Disabilities	41	713	714	714	*	*	*	*	*	*	13%
Students without Disabilities	289	760	753	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	330	754	*	752	5%	13%	23%	48%	12%	59%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	331	752	746	743	9%	12%	22%	45%	13%	58%	46%
White	287	753	749	749	8%	13%	22%	45%	13%	58%	52%
Hispanic	24	739	735	728	*	*	*	*	*	42%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	11	769	764	774	0%	*	*	*	*	82%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	168	761	756	752	*	*	20%	49%	18%	67%	54%
Male	163	743	737	734	*	*	23%	41%	8%	49%	39%
Economically Disadvantaged Students	55	734	730	726	18%	*	31%	29%	*	36%	32%
Non-Economically Disadvantaged Students	276	756	750	751	7%	*	20%	48%	*	62%	54%
Students with Disabilities	50	717	704	704	38%	*	28%	20%	*	20%	12%
Students without Disabilities	281	759	753	749	4%	*	20%	49%	*	64%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	331	752	*	745	9%	12%	22%	45%	13%	58%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	741	741	736	15%	18%	25%	37%	6%	42%	38%
White	197	742	743	738	15%	16%	26%	37%	6%	43%	40%
Hispanic	20	743	734	731	*	*	*	*	*	40%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	97	749	748	744	*	14%	24%	42%	*	52%	46%
Male	136	736	736	729	*	21%	26%	32%	*	35%	31%
Economically Disadvantaged Students	41	734	729	729	24%	*	29%	29%	*	32%	32%
Non-Economically Disadvantaged Students	192	742	744	740	13%	*	24%	38%	*	44%	42%
Students with Disabilities	42	711	706	709	45%	*	24%	*	0%	14%	12%
Students without Disabilities	191	747	747	741	8%	*	25%	*	7%	48%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	233	741	*	737	15%	18%	25%	37%	6%	42%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



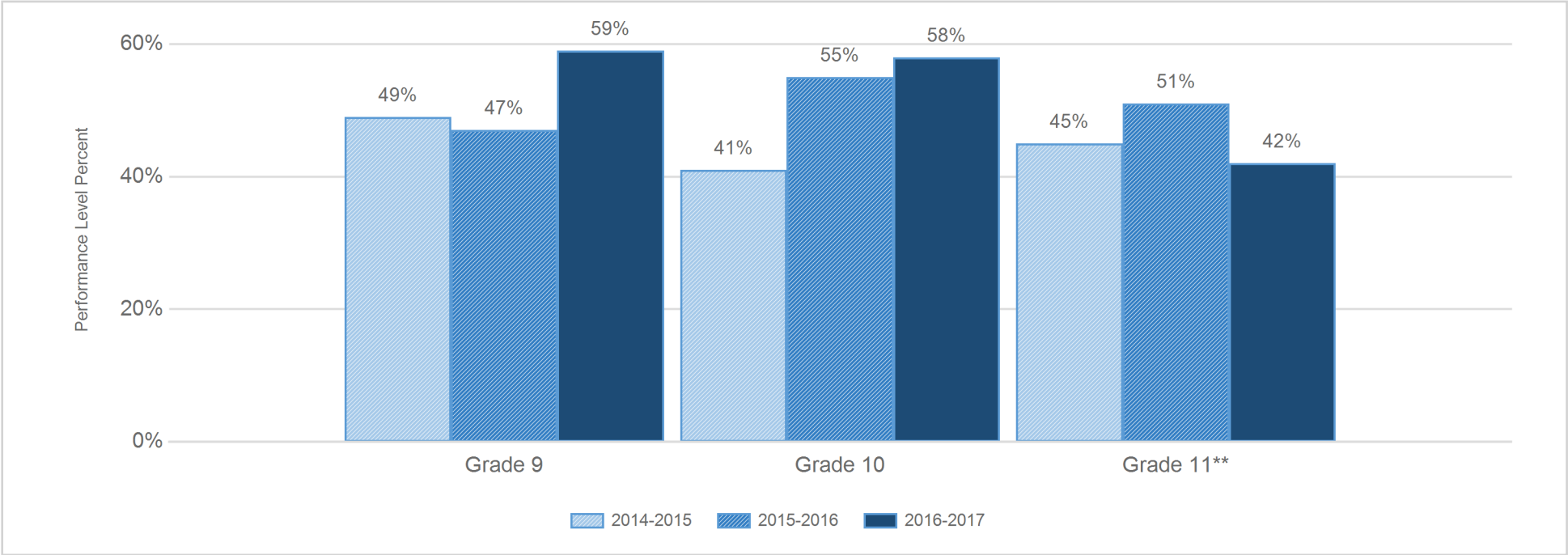
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	645	96.8	28.40	37.20	43.50	28.4	31	Met Target†
White	551	96.8	29.50	40.30	52.40	29.5	31.6	Met Target†
Hispanic	54	100.0	14.80	*	27.60	14.8	23.4	Not Met
Black or African American	13	82.4	23.10	19.90	21.70	21	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	30.00	61.00	75.60	30	44.8	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	325	96.3	27.10	36.90	44.10	27.1		
Male	320	97.4	29.70	37.50	42.90	29.7		
Economically Disadvantaged Students	126	93.7	12.70	23.90	25.10	12.6	18.7	Not Met
Non-Economically Disadvantaged Students	519	97.6	32.20	42.00	54.30	32.2		
Students with Disabilities	93	97.0	*	15.20	16.50	*	10.8	Not Met
Students without Disabilities	552	96.8	*	41.40	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	26.70	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by 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	266	729	736	743	12%	33%	32%	23%	0%	23%	42%
White	217	730	738	751	12%	31%	33%	24%	0%	24%	52%
Hispanic	31	719	723	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	128	731	738	744	*	37%	35%	23%	*	23%	43%
Male	138	726	735	741	*	30%	29%	23%	*	23%	40%
Economically Disadvantaged Students	64	717	725	727	28%	38%	19%	16%	0%	16%	23%
Non-Economically Disadvantaged Students	202	732	740	751	7%	32%	36%	25%	0%	25%	52%
Students with Disabilities	41	702	707	714	*	*	*	*	*	*	10%
Students without Disabilities	225	733	740	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	266	729	*	745	12%	33%	32%	23%	0%	23%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	329	733	732	734	*	28%	41%	23%	*	24%	30%
White	289	733	735	740	*	27%	41%	24%	*	25%	38%
Hispanic	23	731	722	722	*	*	*	*	0%	17%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	738	*	758	0%	*	*	*	0%	20%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	160	733	732	735	*	26%	45%	21%	*	22%	31%
Male	169	733	732	733	*	31%	37%	25%	*	26%	30%
Economically Disadvantaged Students	54	717	720	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	275	736	735	740	*	*	*	*	*	*	39%
Students with Disabilities	49	713	710	711	*	*	*	*	*	*	*
Students without Disabilities	280	736	735	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	329	733	*	735	*	28%	41%	23%	*	24%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
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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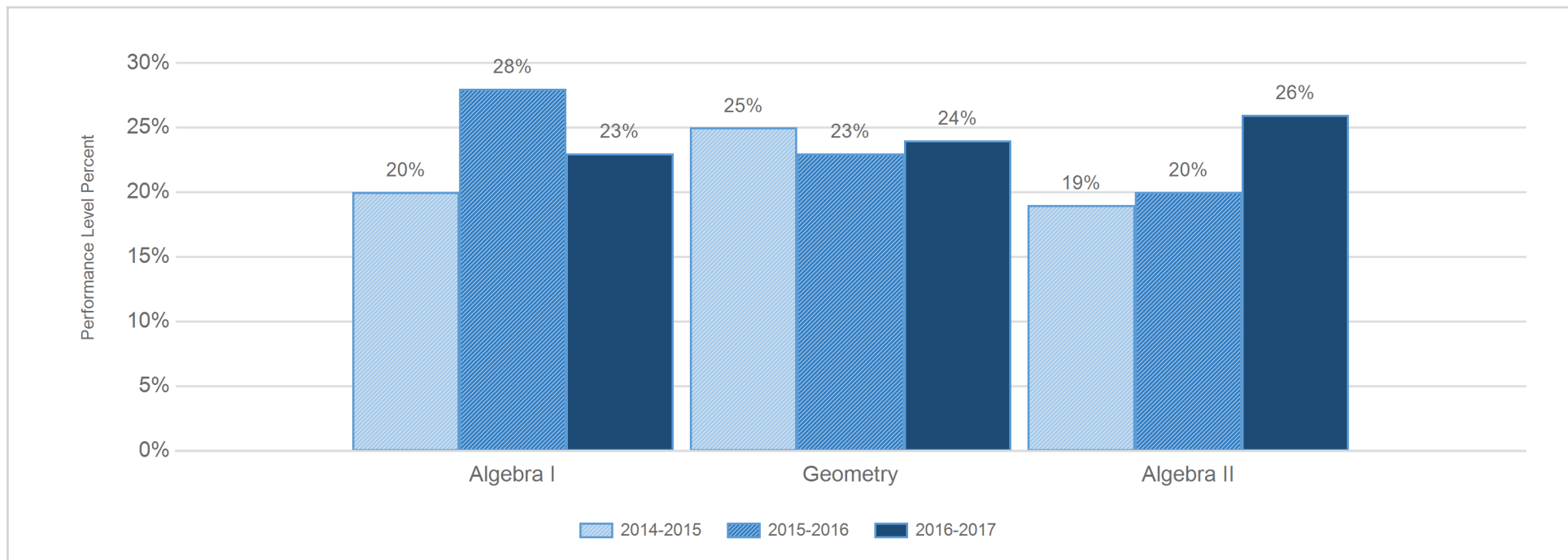
Mathematics Assessment - Performance by Test: Algebra II

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	315	723	722	725	30%	24%	19%	26%	0%	26%	28%
White	263	726	724	731	27%	24%	21%	28%	0%	28%	33%
Hispanic	28	709	713	710	46%	*	*	*	0%	14%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	160	724	722	725	28%	26%	21%	26%	0%	26%	27%
Male	155	723	722	725	33%	23%	17%	27%	0%	27%	29%
Economically Disadvantaged Students	51	710	710	708	41%	31%	*	*	0%	12%	13%
Non-Economically Disadvantaged Students	264	726	725	733	28%	23%	*	*	0%	29%	35%
Students with Disabilities	34	689	691	692	*	*	*	*	*	*	*
Students without Disabilities	281	728	726	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	315	723	*	726	30%	24%	19%	26%	0%	26%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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	10	*

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	N	N	N
2	N	N	N
3	N	N	N
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.

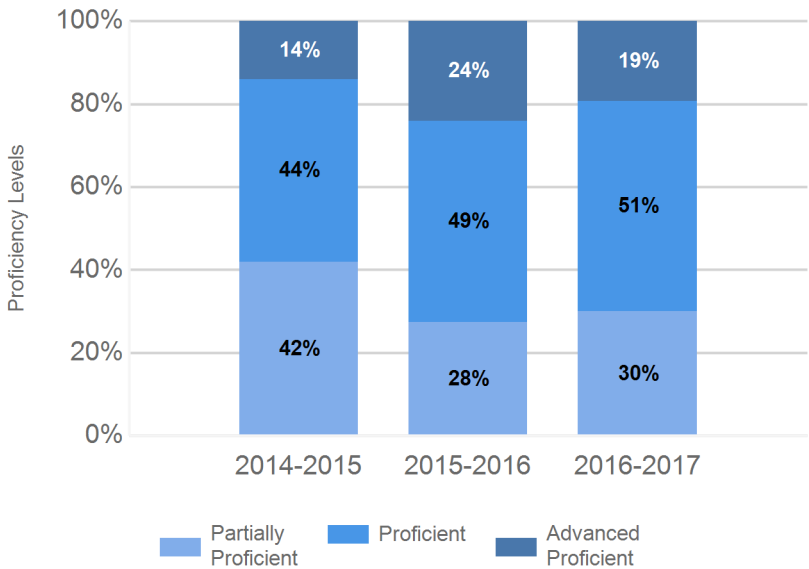
Biology Assessment - Performance

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	19%	51%	30%
White	20%	53%	28%
Hispanic	10%	45%	45%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	33%	*
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	N
Economically Disadvantaged Students	10%	41%	49%
Students with Disabilities	2%	30%	67%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	93.2%	89.4%
Percentage of students taking the SAT	81.3%	70.0%
Percentage of students taking the ACT	13.2%	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	482	481	Varies By Grade	66%	67%
PSAT - Math	476	483	Varies By Grade	43%	49%
SAT - Reading and Writing	551	551	480	85%	77%
SAT - Math	553	552	530	65%	58%
ACT - Reading	22	24	22	51%	65%
ACT - English	21	24	18	76%	79%
ACT - Math	23	24	22	57%	65%
ACT - Science	21	23	23	43%	54%



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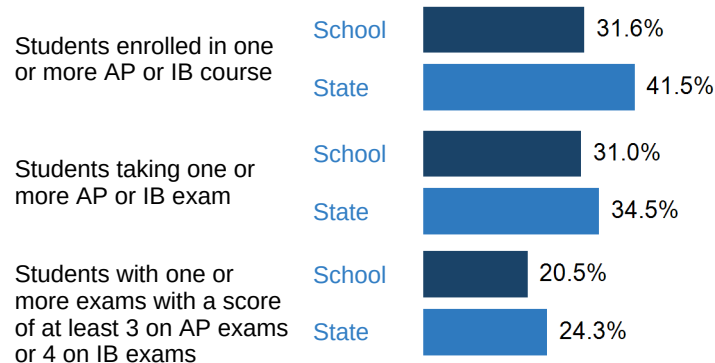
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

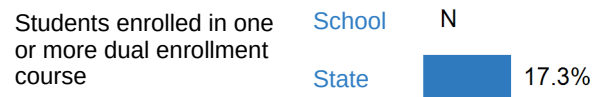
AP/IB Coursework – Participation and Performance

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 Biology	26	24
AP Calculus AB	21	14
AP Calculus BC	0	7
AP Chemistry	24	17
AP Computer Science A	3	3
AP English Language and Composition	99	98
AP English Literature and Composition	31	28
AP Environmental Science	22	19
AP Physics 1	0	7
AP Physics B	7	0
AP Statistics	8	8
AP Studio Art—Drawing Portfolio	3	2
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	48	47
AP U.S. History	72	72
Total Exams Taken		347
Exams with scores of at least 3 on AP exams or 4 on IB exams		225



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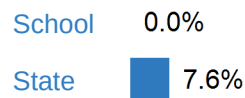
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

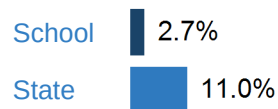
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

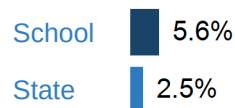
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	20	
Total number of credentials earned in all clusters		20

**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	266	72	3	0	0	0	7
10	22	287	76	0	0	0	9
11	4	15	279	68	0	4	12
12	1	6	41	129	37	19	38
Schoolwide	293	380	399	197	37	23	66
Enrolled in AP/IB Course					21	8	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	66	0	253	22	1	6
10	286	60	9	5	1	19
11	44	210	3	23	90	30
12	54	21	0	57	95	81
Schoolwide	450	291	265	107	187	136
Enrolled in AP/IB Course	26	24		22	7	0



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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	317	2	0	0	0	40
10	7	352	0	0	0	17
11	5	352	0	15	0	23
12	36	71	0	86	0	137
Schoolwide	365	777	0	101	0	217
Enrolled in AP/IB Course	0	72	0	0	0	48

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	275	14	0	0	22	0	0
10	290	15	0	0	32	0	0
11	197	11	0	0	12	0	0
12	12	4	0	0	4	0	0
Schoolwide	774	44	0	0	70	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	188	12	0	0	10	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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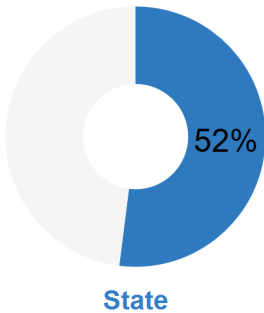
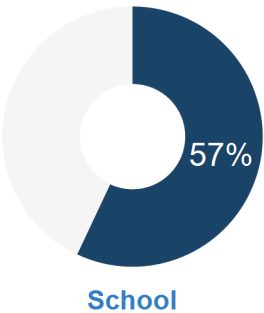
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Visual and Performing Arts – Course Participation

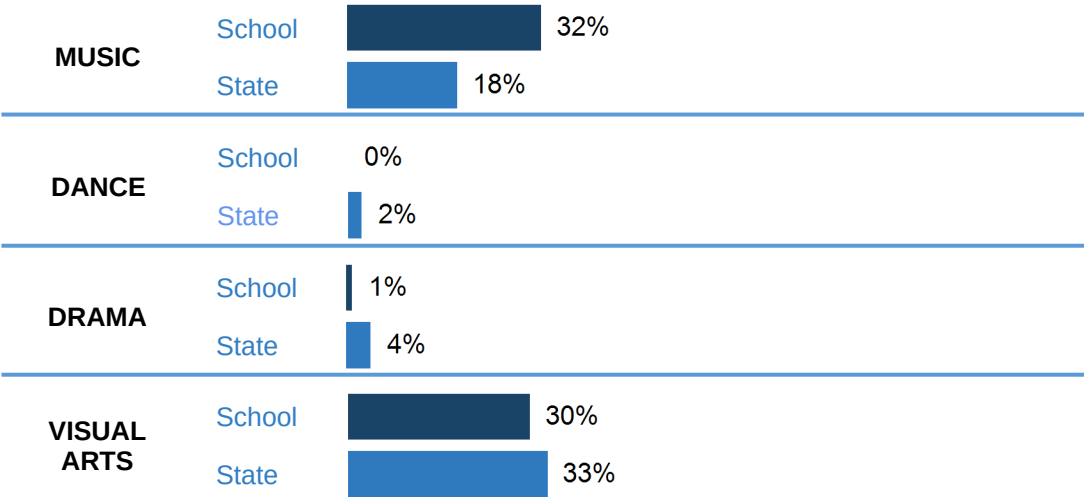
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	87.8%	90.5%	92.8%	91.8%	92.1%	94.0%	Not Met	93.0%	92.3%	Met Target
White	88.1%	94.5%	93.7%	95.1%	92.9%	94.5%	Not Met	93.2%	92.1%	Met Target
Hispanic	90.3%	84.3%	87.5%	86.3%	87.5%	92.7%	Not Met	92.9%	95.2%	Not Met
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	92.3%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	75.6%	83.9%	77.4%	85.6%	78.7%	89.2%	Not Met	84.5%	87.7%	Not Met
Students with Disabilities	60.3%	78.8%	85.7%	82.1%	80.8%	80.5%	Met Target	78.0%	81.9%	Not Met
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	92.9%	73.2%	*	74.4%	*	*	N	*		

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

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	87.8%	-
2016	92.1%	92.8%
2015	93.9%	93.0%

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	1.4%	1.1%
2015-2016	1.5%	1.1%
2014-2015	1.1%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	73.7%	55.7%	44.3%
White	76.2%	53.4%	46.6%
Hispanic	56.5%	76.9%	23.1%
Black or African American	*	*	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	59.4%	63.2%	36.8%
Students with Disabilities	41.2%	100%	0%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	80.6%	60.9%	39.1%	83.8%	16.2%	78.7%	21.3%
White	81%	58.7%	41.3%	82.1%	17.9%	76.6%	23.4%
Hispanic	75%	100%	0%	100%	0%	93.3%	6.7%
Black or African American	83.3%	60%	40%	80%	20%	90%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.7%	81.3%	18.8%	87.5%	12.5%	87.5%	12.5%
Students with Disabilities	58.3%	92.9%	7.1%	92.9%	7.1%	100%	0%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

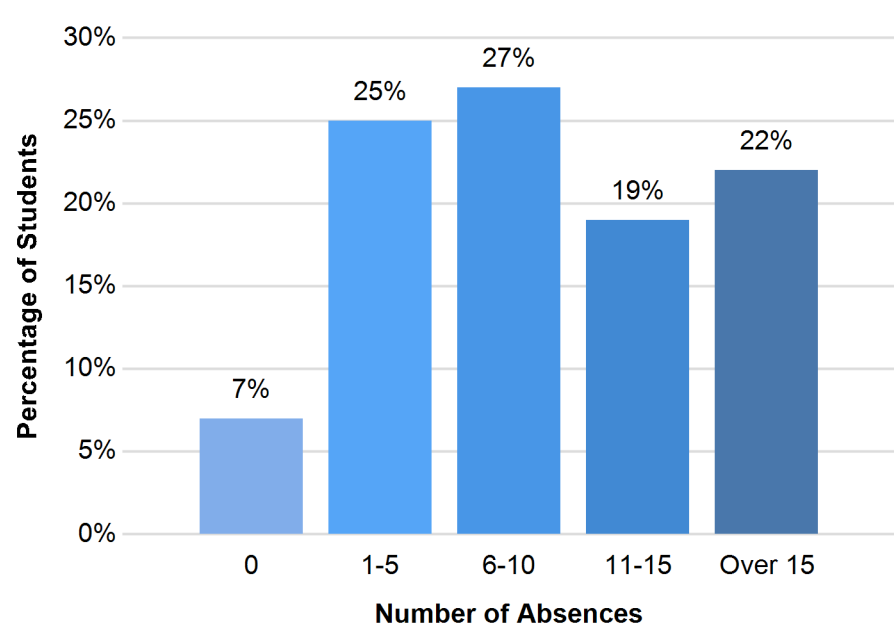
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.50	14.30	Not Met
White	16.90	14.30	Not Met
Hispanic	15.60	14.30	Not Met
Black or African American	43.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	10.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	30.60	14.30	Not Met
Students with Disabilities	24.50	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



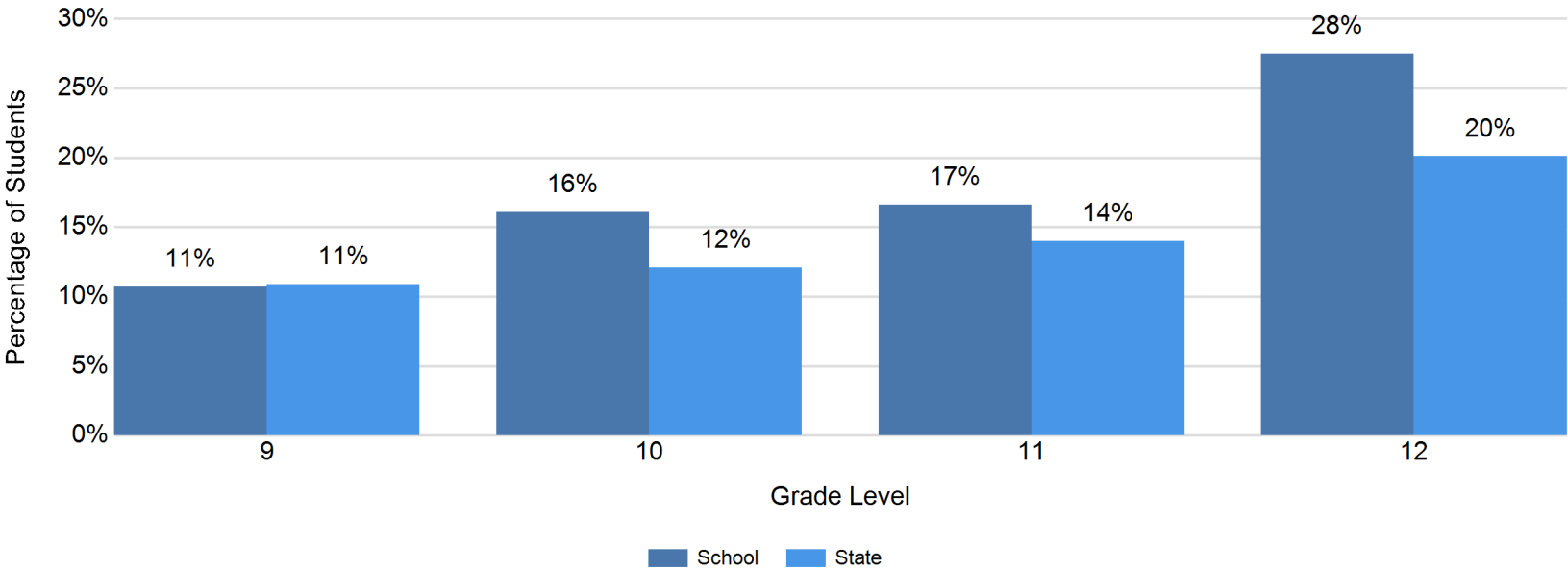


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:15AM
Typical End Time	1:35PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	2 Hrs. 9 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	24
Vandalism	4
Weapons	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	53
Incidents Per 100 Students Enrolled	3.98

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	7.3%
Any Suspension	7.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	115	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	84%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	121:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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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.

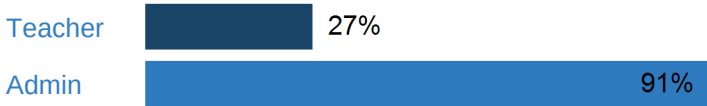
Teachers and Administrators - Level of Education

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.

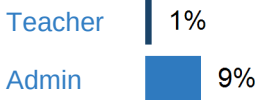
Bachelor's Degree



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	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	66.0	17.5%
Mathematics Proficiency	38.3	17.5%
Graduation - 4-Year	34.7	25.0%
Graduation - 5-Year	33.6	25.0%
Chronic Absenteeism	21.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.5
Summative Rating: Percentile rank of Summative Score		33.5
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	38.5	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
White	36.2	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Hispanic	54.0	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	31.1	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	41.8	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Thomas	Email Address:	pthomas@trschoools.com
Address:	1225 RAIDER WAY TOMS RIVER, NJ 08753	Website:	www.trschools.com/hseast
Phone:	(732)505-5665	Facebook:	https://www.facebook.com/tomsriverhseast
		Twitter:	https://www.twitter.com/tomsriverhseast

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:	• This year our school was named as a National and State School of Character • Implementation of STEAM academy focusing on BioMedicine, Engineering and Environmental Sustainability • Mentoring program that has resulted in increased attendance, positive school culture and better behavior expectations
 Mission, Vision, Theme:	Vision: Every Toms River East student will achieve personal success and will become a responsible and productive citizen. Mission: Toms River East is dedicated to working with the school community to provide a safe educational environment where students are stimulated to become lifelong learners, equipped with the knowledge and analytical, communication, and interpersonal skills to meet the demands of college and/or careers as informed citizens in a globally competitive market.
 Awards, Recognition, Accomplishments:	Toms River High School East was recognized as a National and State School of Character by Character.org joining only 83 total schools across the country. We also received the Spirit Award from a local radio station recognizing our student's passionate and polite school spirit during sporting events.



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School Narrative

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 Courses, Curriculum, Instruction:	East integrates the NJ State Core Curriculum Content Standards and Common Core State Standards. A shared-time vocational program in five county vocational schools allows students access to a program of 30 courses. Our Community Action and Cooperative Learning Programs affords students non-conventional classroom learning through a service-related internship or work experience. We also partner with Ocean County College for students to earn credit through dual enrollment in the Jump Start Program.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Co-ed), Golf (Boys & Girls), Gymnastics (Co-ed), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Skiing (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed) With 32 interscholastic athletic teams at three levels we provide students endless opportunities to round out their outstanding high school experience. Why are these opportunities important to us? Studies have shown that people who played competitive sports in high school demonstrate more confidence, leadership and self-respect. Student athletes manifest stronger peer relationships, better attachment with adults, higher self-esteem, a closer sense of family and participate more in volunteerism.
 Clubs and Activities:	Academic Challenge, Art Club, Character Club, Chess Club, Color Guard, Computer Science Club, Dance Crew, Theatre, Fishing Club, French Club, FBLA, German Club, Habitat for Humanity, History Club, Key Club, Math League, Medical Club, Military Club, Art Honor Society, National Honor Society, Peer Leadership, Photography Club, Environmental Club, Robotics Club, Rocket Club, Senior Class Advisors, Ski Club, Spanish Club, Spanish NHS, Student Council, T.E.A.M.
 Before and After School Programs:	The Writing Center is offered to students seeking assistance in written assignments after school. It is staffed by our Advanced Placement senior English students with an English teacher advisor.



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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:	All staff members participate in professional development at a minimum of twenty hours per year but many do much more. Staff members may attend local, regional or national conferences as well as participate in committees, workshops and panels both in and out of the district. Our district regularly plans PD days for staff members either full or half days during the school year. Teachers get together by department and class regularly to openly share ideas and best practices.
 Postsecondary Information:	Of the 293 graduating seniors of the class of 2017, 73% went on to post secondary education. We also had 9 students enter the military while others were moving into the work force right away. We offer for parents a Financial Aid night as well as a college information night, multiple college fairs and individual meetings with students. We offer an SAT lunch program to help students prepare as well as the PSAT which is offered for free to all sophomore and juniors.
 Student Supports and Services:	Based on the needs of the individual student, programs range from mainstreamed to self-contained life skills. Students are able to combine program offerings to meet the least restrictive environment. Our non-classified students receive additional support through 504 plans, IR&S and the mentoring program. Additional help with assignments can be found in the media center after school with our National Honor Society student tutors.
 Student Health and Wellness:	We participate in the Free/Reduced Federal Lunch program and breakfast is offered each morning. We have a comprehensive physical education program for all students with state of the art facilities. Our nurses do a screening of each student each year including height, weight and blood pressure. Hearing and Vision screening are offered every other year. As per state graduation requirements, every student is required to pass a physical education course each year consisting of gym class and health.
 Parent and Community Involvement:	We encourage positive communication through orientation programs such as Visit the School Night, information sessions, and other focus groups. We have a PTO that meets monthly. A parent portal updated daily is available to check grades and progress reports. We also have a community outreach program that connects with local businesses to provide opportunities to our students including jobs and training. Through this program businesses have also provided funding for programs within the school.



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Climate Surveys:

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

The school climate survey we use is provided by the district and data is collected yearly. The data from this survey is used by our administration team as well as our teacher, parent and student committees to gauge and improve the climate for the staff and students and to to drive professional development opportunities.



Facilities:

Our air conditioned building was originally constructed in 1979 and has been continuously updated. Our media center contains 2 computers labs with 65 computers. There are two additional computer labs with 30 computers each in the building. 17 carts of 30 Chromebooks each are available to any class. The school also has a technology lab, a Makerspace with multiple workstations and a 3D printer and a television studio. Our grounds include multiple grass and turf fields and 2 weight rooms.



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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:	8 periods make up our school day starting at 7:15AM and ending at 1:35PM. Programs, sports and activities are provided before and after school. Our modern media center includes two computer labs with 65 computers total. There are also 2 other computer labs available with 30 computers each. 17 carts full of Chromebooks with 30 Chromebooks each are available to any class. We put out a Principal's Newsletter each week which is published on the website and emailed to each parent/guardian. We also utilize social media, Facebook and Twitter, in order to engage stakeholders, keep families informed and tell our story. Most importantly, the philosophy at High School East is not about simply teaching the subject matter. Our teachers focus their planning and daily lessons to educate the total student. We expect our graduates to be successful, caring and productive citizens. A motivated faculty, the support of the Board of Education and the Office of the Superintendent are key factors that will keep the students of Toms River High School East ready to meet the challenges of 21st century America and take advantage of global opportunity.



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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
9	524	485	509
10	584	523	510
11	520	508	505
12	527	470	558
Ungraded	119	103	37
Total	2273	2089	2119

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	47%
Male	52%	52%	53%
Economically Disadvantaged Students	24%	21%	21%
Students with Disabilities	13%	12%	14%
English Learners	1%	1%	2%
Homeless Students			1%
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	72.7%
Hispanic	13.1%
Asian	7.3%
Black or African American	5.5%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
Two or More Races	1.1%

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	2047
Shared Time Students	143
Full Time Equivalent	2119

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	90.8%
Spanish	5.2%
Other	3.4%



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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	930	96.1	49.50	53.80	54.90	49.5	56.8	Not Met
White	661	96.1	50.70	57.40	63.90	50.7	58.5	Not Met
Hispanic	143	96.4	42.00	38.50	39.80	42	42	Met Target
Black or African American	51	91.8	29.50	35.80	35.20	28.7	32.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	64	98.6	71.90	75.30	80.70	71.9	76.8	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	41.90	54.90	50	**	**
Female	429	95.7	60.20	62.00	62.20	60.2		
Male	501	96.5	40.50	46.10	48.10	40.5		
Economically Disadvantaged Students	220	94.4	35.40	36.80	36.20	35.2	42.1	Not Met
Non-Economically Disadvantaged Students	710	96.7	54.00	59.90	65.80	54		
Students with Disabilities	134	88.5	14.20	*	20.50	13.2	17.2	Met Target†
Students without Disabilities	796	97.5	55.60	*	61.90	55.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	501	747	748	749	10%	12%	27%	44%	8%	52%	52%
White	348	748	751	757	9%	12%	25%	47%	7%	54%	62%
Hispanic	87	740	737	733	15%	*	38%	32%	*	37%	35%
Black or African American	27	730	*	730	*	*	*	*	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	34	768	765	777	*	*	*	50%	*	77%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	236	754	756	756	7%	6%	27%	49%	11%	61%	60%
Male	265	741	742	741	13%	17%	26%	39%	4%	43%	43%
Economically Disadvantaged Students	114	736	735	731	*	18%	30%	34%	*	38%	32%
Non-Economically Disadvantaged Students	387	751	752	758	*	10%	26%	47%	*	56%	62%
Students with Disabilities	69	717	714	714	35%	22%	33%	*	*	10%	13%
Students without Disabilities	432	752	753	754	6%	10%	26%	*	*	58%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	478	745	746	743	14%	16%	21%	38%	10%	48%	46%
White	335	746	749	749	13%	16%	22%	39%	10%	49%	52%
Hispanic	74	738	735	728	*	18%	19%	43%	*	47%	34%
Black or African American	26	719	*	725	*	*	*	*	0%	19%	31%
Asian, Native Hawaiian, or Pacific Islander	36	765	764	774	*	*	*	39%	28%	67%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	223	756	756	752	8%	12%	22%	42%	17%	58%	54%
Male	255	734	737	734	19%	20%	21%	35%	4%	40%	39%
Economically Disadvantaged Students	112	731	730	726	*	22%	24%	31%	*	34%	32%
Non-Economically Disadvantaged Students	366	749	750	751	*	15%	21%	40%	*	53%	54%
Students with Disabilities	60	698	704	704	55%	25%	*	*	0%	10%	12%
Students without Disabilities	418	751	753	749	8%	15%	*	*	12%	54%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	425	746	741	736	11%	16%	24%	41%	9%	50%	38%
White	309	747	743	738	11%	14%	23%	44%	9%	53%	40%
Hispanic	52	731	734	731	*	25%	27%	27%	*	31%	34%
Black or African American	18	733	*	728	*	*	*	*	0%	44%	30%
Asian, Native Hawaiian, or Pacific Islander	37	761	761	756	*	*	27%	46%	*	60%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	201	752	748	744	9%	12%	22%	48%	10%	57%	46%
Male	224	740	736	729	13%	19%	25%	36%	8%	43%	31%
Economically Disadvantaged Students	72	732	729	729	*	26%	24%	28%	*	33%	32%
Non-Economically Disadvantaged Students	353	749	744	740	*	13%	24%	44%	*	53%	42%
Students with Disabilities	42	709	706	709	*	*	*	*	*	*	12%
Students without Disabilities	383	750	747	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

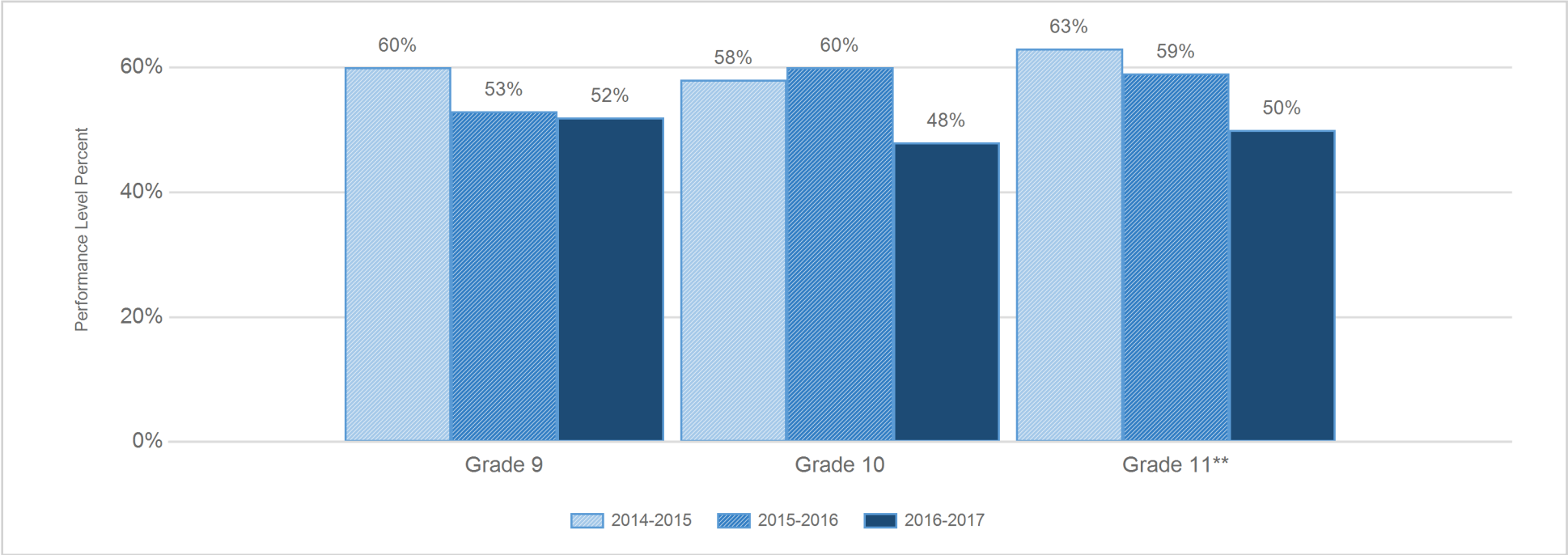


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	925	96.6	30.20	37.20	43.50	30.2	35.7	Not Met
White	659	96.2	32.20	40.30	52.40	32.2	36.8	Not Met
Hispanic	144	97.0	17.40	*	27.60	17.4	22.1	Met Target†
Black or African American	52	95.1	11.50	19.90	21.70	11.5	7.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	59	100.0	54.30	61.00	75.60	54.3	60.7	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	29.60	44.90	40	**	**
Female	429	96.7	31.50	36.90	44.10	31.5		
Male	496	96.5	29.00	37.50	42.90	29		
Economically Disadvantaged Students	223	95.6	21.50	23.90	25.10	21.5	25.3	Met Target†
Non-Economically Disadvantaged Students	702	96.9	32.90	42.00	54.30	32.9		
Students with Disabilities	138	89.9	*	15.20	16.50	*	13.3	Not Met
Students without Disabilities	787	97.8	*	41.40	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by 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	422	728	736	743	*	28%	36%	20%	*	20%	42%
White	277	728	738	751	17%	26%	35%	22%	0%	22%	52%
Hispanic	94	725	723	728	15%	32%	40%	13%	0%	13%	24%
Black or African American	26	719	721	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	20	753	769	774	0%	*	*	*	*	50%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	192	731	738	744	*	28%	39%	21%	*	21%	43%
Male	230	726	735	741	*	29%	34%	19%	*	19%	40%
Economically Disadvantaged Students	116	725	725	727	19%	34%	28%	*	*	19%	23%
Non-Economically Disadvantaged Students	306	729	740	751	14%	27%	39%	*	*	21%	52%
Students with Disabilities	70	706	707	714	*	*	*	*	*	*	10%
Students without Disabilities	352	733	740	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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	448	733	732	734	*	28%	36%	28%	*	28%	30%
White	329	736	735	740	*	25%	39%	31%	*	31%	38%
Hispanic	61	724	722	722	16%	36%	33%	*	*	15%	14%
Black or African American	28	716	*	719	*	57%	*	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	22	739	*	758	*	*	*	*	0%	41%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	207	733	732	735	*	27%	36%	29%	*	29%	31%
Male	241	732	732	733	*	30%	37%	27%	*	27%	30%
Economically Disadvantaged Students	103	723	720	721	*	40%	30%	15%	*	15%	13%
Non-Economically Disadvantaged Students	345	736	735	740	*	25%	38%	32%	*	32%	39%
Students with Disabilities	62	710	710	711	*	*	*	*	*	*	*
Students without Disabilities	386	737	735	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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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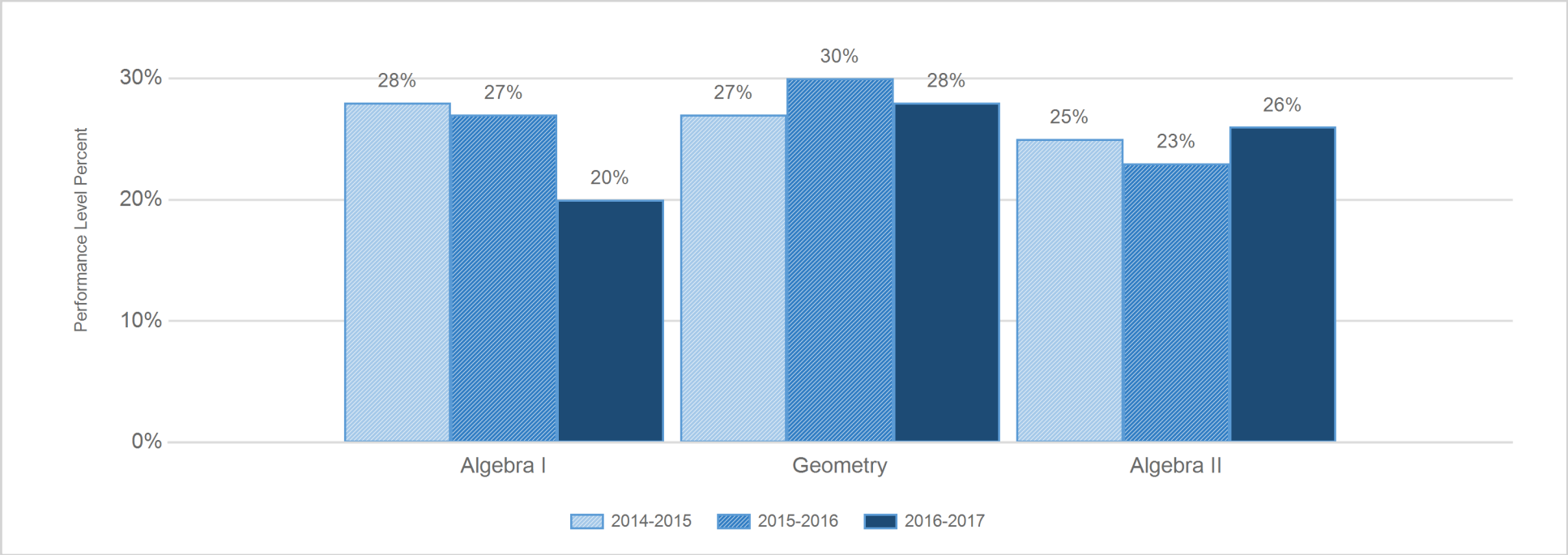
Mathematics Assessment - Performance by Test: Algebra II

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	447	725	722	725	26%	*	25%	25%	*	26%	28%
White	317	726	724	731	*	*	26%	25%	*	26%	33%
Hispanic	54	716	713	710	37%	30%	*	*	0%	17%	14%
Black or African American	19	700	*	703	58%	*	*	*	0%	16%	*
Asian, Native Hawaiian, or Pacific Islander	51	742	*	761	*	*	29%	35%	*	39%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	216	725	722	725	25%	25%	*	*	*	24%	27%
Male	231	726	722	725	27%	23%	*	*	*	27%	29%
Economically Disadvantaged Students	79	714	710	708	*	22%	17%	18%	*	18%	13%
Non-Economically Disadvantaged Students	368	728	725	733	*	24%	26%	26%	*	27%	35%
Students with Disabilities	37	700	691	692	*	*	*	*	*	*	*
Students without Disabilities	410	728	726	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	11	12

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	66.7%	33.3%
2	*	*	*
3	10	*	*
4	*	*	*
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.

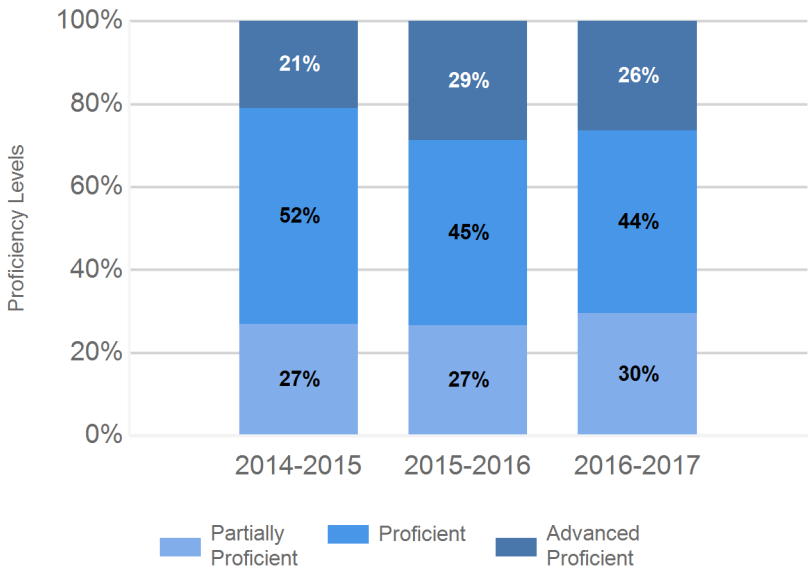
Biology Assessment - Performance

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	26%	44%	30%
White	27%	47%	27%
Hispanic	21%	47%	32%
Black or African American	*	*	66%
Asian, Native Hawaiian, or Pacific Islander	53%	31%	17%
American Indian or Alaska Native	N	N	*
Two or More Races	*	*	*
Economically Disadvantaged Students	16%	39%	45%
Students with Disabilities	9%	12%	79%
English Learners	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	99.4%	89.4%
Percentage of students taking the SAT	95.1%	70.0%
Percentage of students taking the ACT	23.5%	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	489	481	Varies By Grade	70%	67%
PSAT - Math	484	483	Varies By Grade	47%	49%
SAT - Reading and Writing	560	551	480	86%	77%
SAT - Math	577	552	530	72%	58%
ACT - Reading	23	24	22	60%	65%
ACT - English	23	24	18	82%	79%
ACT - Math	24	24	22	65%	65%
ACT - Science	23	23	23	57%	54%



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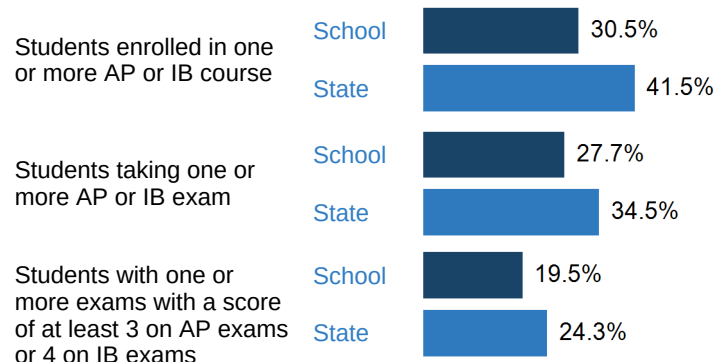
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

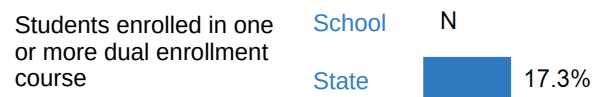
AP/IB Coursework – Participation and Performance

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 Biology	29	29
AP Calculus AB	70	51
AP Calculus BC	0	5
AP Chemistry	60	56
AP Computer Science A	37	36
AP English Language and Composition	85	80
AP English Literature and Composition	60	48
AP Environmental Science	32	31
AP Physics 1	0	13
AP Physics 2	0	12
AP Physics B	16	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	8
AP Spanish Language	0	1
AP Statistics	57	57
AP Studio Art—Drawing Portfolio	4	3
AP U.S. Government and Politics	78	71
AP U.S. History	132	118
Total Exams Taken		626
Exams with scores of at least 3 on AP exams or 4 on IB exams		431



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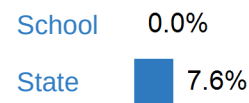
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

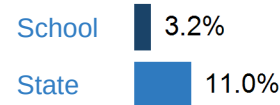
Career and Technical Education Participation

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)



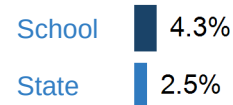
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	13	13
Total non-duplicated number of students**	25	
Total number of credentials earned in all clusters		25

**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	417	104	18	0	0	0	11
10	36	381	113	16	0	0	8
11	6	29	413	100	11	2	9
12	4	8	35	252	83	129	78
Schoolwide	463	522	579	368	94	131	106
Enrolled in AP/IB Course					70	57	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	101	0	397	29	0	10
10	413	104	17	1	4	8
11	45	298	6	11	179	43
12	103	72	1	91	177	112
Schoolwide	662	474	421	132	360	173
Enrolled in AP/IB Course	29	60		32	16	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	496	1	0	0	0	45
10	23	514	0	0	0	9
11	21	537	0	18	0	36
12	222	92	0	116	0	195
Schoolwide	762	1144	0	134	0	285
Enrolled in AP/IB Course	0	132	0	0	0	78

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	377	68	0	0	28	0	0
10	399	51	0	0	34	0	0
11	302	40	0	0	25	0	0
12	61	23	0	0	14	0	0
Schoolwide	1139	182	0	0	101	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	333	55	0	0	28	0	0
Earned Seal of Biliteracy	11	*	*	0	0	*	*



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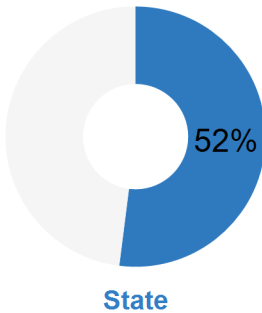
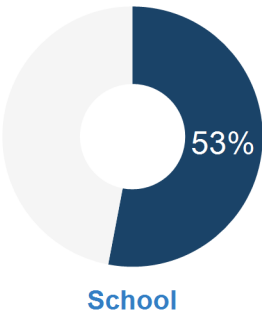
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Visual and Performing Arts – Course Participation

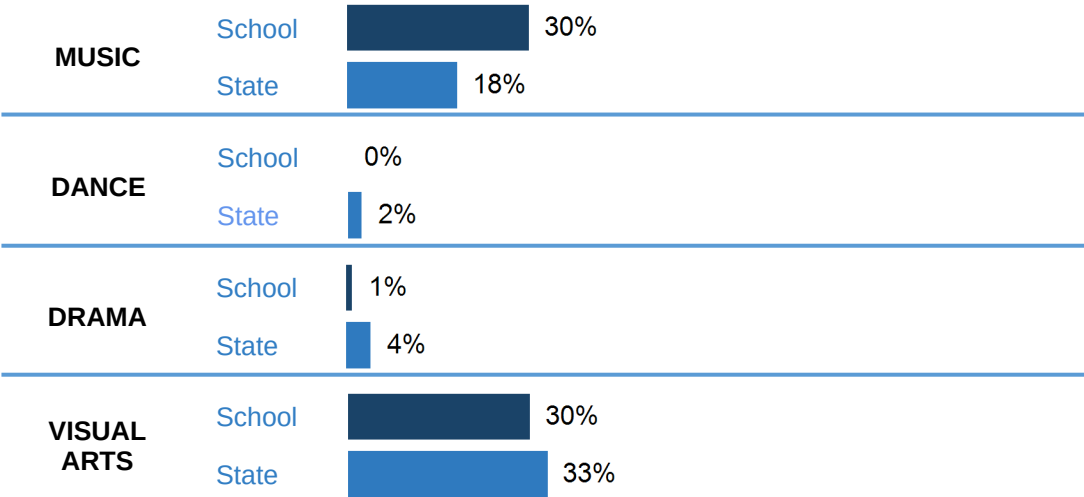
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	93.6%	90.5%	94.0%	91.8%	92.6%	91.2%	Met Target	90.4%	93.5%	Not Met
White	94.7%	94.5%	95.1%	95.1%	94.2%	92.2%	Met Target	91.3%	93.3%	Not Met
Hispanic	85.5%	84.3%	91.5%	86.3%	86.7%	85.2%	Met Target	84.5%	89.9%	Not Met
Black or African American	*	83.4%	79.4%	85.3%	78.8%	82.5%	Not Met	83.7%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	96.1%	97.5%	96.2%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	84.3%	83.9%	87.4%	85.6%	85.2%	82.4%	Met Target	80.8%	87.9%	Not Met
Students with Disabilities	80.7%	78.8%	85.9%	82.1%	79.7%	74.1%	Met Target	78.1%	76.4%	Met Target
English Learners	93.3%	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	100.0%	73.2%	N	74.4%	*	*	N	*		

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

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	93.6%	-
2016	92.6%	94.0%
2015	91.0%	90.4%

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	1.2%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.9%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

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
Statewide	71.1%	29.5%	70.5%
Schoolwide	78.7%	43%	57%
White	81.5%	42.1%	57.9%
Hispanic	52.3%	65.2%	34.8%
Black or African American	54.6%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	97.4%	35.1%	64.9%
American Indian or Alaska Native	N	N	N
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	61.1%	63.6%	36.4%
Students with Disabilities	58.5%	74.2%	25.8%
English Learners	50%	100%	0%

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	80.5%	49.7%	50.3%	79.7%	20.3%	72.1%	27.9%
White	83.8%	48.2%	51.8%	78.9%	21.1%	70.2%	29.8%
Hispanic	71.4%	80%	20%	93.3%	6.7%	90%	10%
Black or African American	61.1%	54.6%	45.5%	100%	0%	63.6%	36.4%
Asian, Native Hawaiian, or Pacific Islander	71.4%	34.3%	65.7%	68.6%	31.4%	77.1%	22.9%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72%	59.3%	40.7%	77.8%	22.2%	85.2%	14.8%
Students with Disabilities	66.7%	79.2%	20.8%	91.7%	8.3%	91.7%	8.3%
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

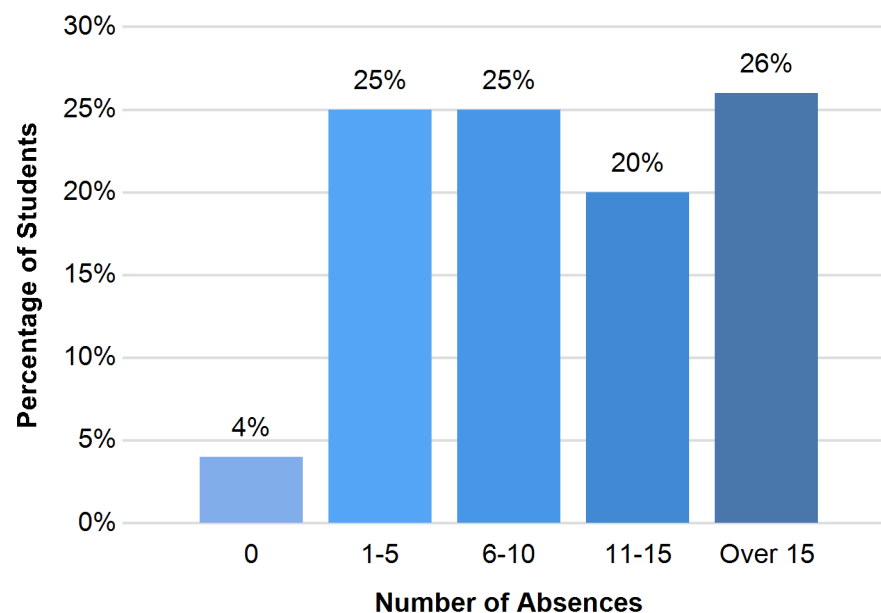
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	21.00	14.30	Not Met
White	22.00	14.30	Not Met
Hispanic	23.40	14.30	Not Met
Black or African American	23.40	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	24.00	14.30	Not Met
Economically Disadvantaged Students	31.20	14.30	Not Met
Students with Disabilities	23.80	14.30	Not Met
English Learners	19.40	14.30	Not Met

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

Days Absent

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



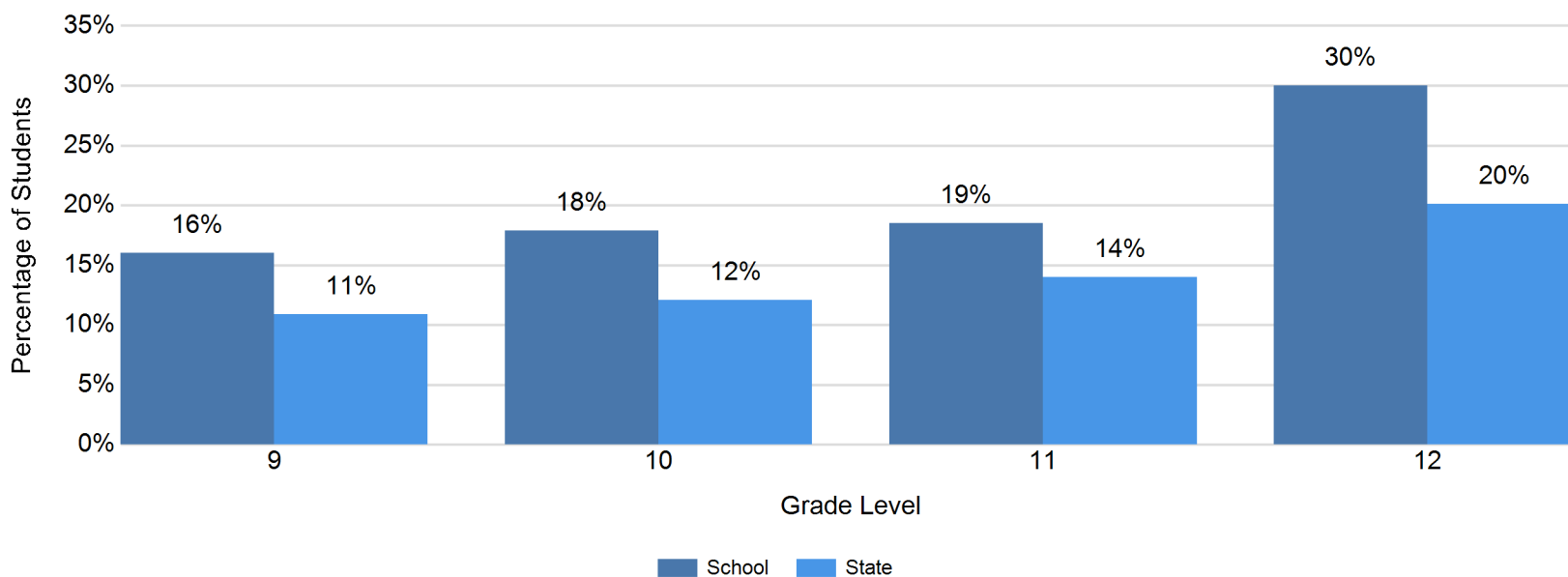


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Chronic Absenteeism by Grade

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	7:15AM
Typical End Time	1:35PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	2 Hrs. 9 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	35
Vandalism	7
Weapons	3
Substances	20
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	79
Incidents Per 100 Students Enrolled	3.73

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	6.8%
Any Suspension	6.8%

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	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	158	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	424:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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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.

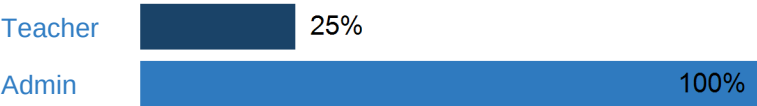
Teachers and Administrators - Level of Education

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.

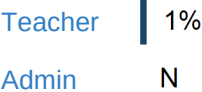
Bachelor's Degree



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	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	54.1	17.5%
Mathematics Proficiency	53.5	17.5%
Graduation - 4-Year	37.5	25.0%
Graduation - 5-Year	23.7	25.0%
Chronic Absenteeism	20.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.1
Summative Rating: Percentile rank of Summative Score		31.8
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	37.1	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
White	30.9	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Hispanic	41.9	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	36.4	6.2	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	49.3	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	40.8	6.2	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	43.3	6.2	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	Not Met	**	**	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. Keller	Email Address:	ekeller@trschoools.com
Address:	1245 OLD FREEHOLD ROAD TOMS RIVER, NJ 08753-1304	Website:	http://www.trschools.com/hsnorth/
Phone:	(732)505-5702	Twitter:	https://twitter.com/@mariner_maniacs

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:	• US News and World Report Silver Medal Winner for excellence. • Art Academy/Fall 2017; Visual, Digital and Performing Arts • Freshman Academy; aide in supporting freshman transition to high school.
 Mission, Vision, Theme:	Toms River High School North, the largest of eighteen schools in the TRRS district, educates over 2,219 students each day. We are a pupil-orientated high school. The school provides a safe environment where abilities are cultivated, interests are developed, intellects are challenged and characteristics of students are enriched through academic and extra-curricular programs. By encouraging each student to fully immerse themselves in school life they grow academically, socially and emotionally.
 Awards, Recognition, Accomplishments:	The class of 2017 has distinguished themselves as AP Scholars by College Board; over 87% scored over "3" and nearly 25% of those taking the AP test received a perfect "5". Numerous HSN students are selected each year to participate in such prestigious events as NJ Governor's School, All State Band, Orchestra and Chorus and NJ Art Educator's exhibits. US News and World Report has awarded us a "Silver Medal" for excellence in all aspects of student life.



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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.



Courses, Curriculum, Instruction:

TRHSN integrates the NJ State Core Curriculum Content Standards and Common Core State Standards. A shared-time vocational program in five county vocational schools allows students access to a program of 30 courses. Our Community Action and Cooperative Learning Programs affords students non-conventional classroom learning through a service-related internship or work experience. We also partner with Ocean County College for students to earn credit through dual enrollment in the Jump Start Program.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Co-ed), 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 (Boys & Girls), Wrestling (Co-ed)

With 32 interscholastic athletic teams at three levels we provide students endless opportunities to round out their outstanding high school experience. Through these enrichment experiences, each child further develops the "hidden curriculum" of teamwork, responsibility and hard work to accomplish goals. Our female athletes had an outstanding year with Class A South Championships in Cross County, Tennis and Golf. Our football team also won this coveted title.



Clubs and Activities:

Our Student Services Center, an integral component of our prior Middle States' accreditation, oversees each of our extra-curricular activities through a central, one-stop approach. With over 30 interest-specific offerings, along with Performing Arts and Student Government, complement the development of the entire child and provide a complete high school experience. Many of our clubs are community service oriented which enable the students to become a part of the Toms River community as a whole.



Before and After School Programs:

The Writing Center is offered to students seeking assistance in written assignments after school. It is staffed by our Advanced Placement senior English students with an English teacher advisor.



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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:	All teaching staff members participate in professional development, a minimum of twenty hours per year. Staff members may attend local, regional or national conferences as well as participate in committees, workshops and panels both in and out of the district. The district of Toms River Regional Schools regularly plans PD days for staff members either full or half days during the school year.
 Postsecondary Information:	Of the 609 graduating seniors of the class of 2017, 79% went on to post secondary education. Some colleges both in and out of state were Lehigh, Yale, Elon and Rutgers. We offer for parents a Financial Aide night as well as a college information night, college fair and individual meetings with students. We offer an SAT lunch program to help students prepare as well as the PSAT which is offered for free to all sophomore and juniors.
 Student Supports and Services:	Based on the needs of the individual student, programs range from mainstreamed to self-contained life skills. Students are able to combine program offerings to meet the least restrictive environment. Our non-classified students receive additional support through 504 plans, IR&S and the mentoring program. Additional help with assignments can be found in the media center after school with our National Honor Society student tutors.
 Student Health and Wellness:	TRHSN participates in the Free/Reduced Federal Lunch program and breakfast is offered each morning. Our nurses do a screening of each student each year including height, weight and blood pressure. Hearing and Vision screening are offered every other year. As per state graduation requirements, every student is required to pass a physical education course each year consisting of gym class and health.
 Parent and Community Involvement:	Parents and guardians play a vital role in supporting our mission and in the success of each child. We encourage positive communication through orientation programs such as Visit the School Night, "Coffee with the Principal", curriculum meetings, guidance information sessions, and other individual focus groups. Through these meetings and parent conferences, we include parents in their child's educational process. We realize the support of parents is crucial to each child's success.



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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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The school survey we use is provided by NJDOE. The data from this survey is used by our administration as well as our school climate committee to drive professional development and to also gauge and improve the climate of the staff and students. Students are given the opportunity to complete this survey during class time. Staff is done during professional development days.
Facilities:	Our main facility was built in 1969. The newest addition is an entire 2-story wing of classrooms which also houses our media center including two computer labs was completed in 2002. Included in this addition was the 5000 seating capacity Arena. This arena is used for all district events including many outside venues such as concerts and home shows. The arena is also used by our physical education classes during the day.



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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:

Toms River High School North, the home of the Mariners, strives to provide students the necessary skills and opportunities to make their journey through life a success. We hope our four years with students at Toms River High School North afford an excellent education, a strong foundation for a productive future and great memories. We make every effort to meet the changing needs of our students each day. Through dedication and hard work we are able to help our students grow into fine citizens and prepared to meet any challenge and contribute positively to our Toms River community and beyond.



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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
9	308	336	343
10	331	311	355
11	311	297	284
12	331	266	314
Ungraded	57	47	0
Total	1337	1257	1296

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%	48%
Male	51%	50%	52%
Economically Disadvantaged Students	27%	24%	23%
Students with Disabilities	14%	11%	10%
English Learners	1%	1%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	74.5%
Hispanic	12.7%
Black or African American	7.8%
Asian	2.7%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.2%

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	1246
Shared Time Students	97
Full Time Equivalent	1295

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	95.0%
Spanish	3.5%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	652	98.8	44.30	53.80	54.90	44.3	36.3	Met Target
White	483	98.4	51.30	57.40	63.90	51.3	39.5	Met Target
Hispanic	90	100.0	22.20	38.50	39.80	22.2	23	Met Target†
Black or African American	43	100.0	28.00	35.80	35.20	28	19.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	44.50	75.30	80.70	44.5	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	41.90	54.90	*	**	**
Female	311	98.8	53.40	62.00	62.20	53.4		
Male	341	98.9	36.10	46.10	48.10	36.1		
Economically Disadvantaged Students	148	98.1	28.40	36.80	36.20	28.4	26.8	Met Target
Non-Economically Disadvantaged Students	504	99.1	49.00	59.90	65.80	49		
Students with Disabilities	77	97.6	*	*	20.50	*	10.8	Not Met
Students without Disabilities	575	99.0	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	30.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	345	745	748	749	9%	15%	30%	40%	6%	46%	52%
White	259	749	751	757	7%	14%	26%	47%	7%	54%	62%
Hispanic	48	729	737	733	*	23%	33%	23%	*	25%	35%
Black or African American	19	737	*	730	*	*	*	*	*	32%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	11	727	730	746	*	*	*	*	*	*	48%
Female	157	750	756	756	6%	9%	31%	47%	6%	54%	60%
Male	188	740	742	741	11%	20%	29%	35%	6%	40%	43%
Economically Disadvantaged Students	83	736	735	731	*	18%	36%	30%	*	33%	32%
Non-Economically Disadvantaged Students	262	747	752	758	*	14%	28%	44%	*	51%	62%
Students with Disabilities	36	708	714	714	*	*	*	*	*	*	13%
Students without Disabilities	309	749	753	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	345	745	*	752	9%	15%	30%	40%	6%	46%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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	342	742	746	743	14%	20%	24%	34%	9%	43%	46%
White	246	748	749	749	11%	14%	25%	39%	11%	50%	52%
Hispanic	49	728	735	728	*	33%	25%	22%	*	25%	34%
Black or African American	29	720	*	725	*	38%	*	*	*	21%	31%
Asian, Native Hawaiian, or Pacific Islander	11	759	764	774	0%	*	*	*	*	64%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	172	750	756	752	11%	12%	23%	43%	11%	54%	54%
Male	170	734	737	734	17%	27%	25%	25%	7%	32%	39%
Economically Disadvantaged Students	72	724	730	726	*	31%	25%	22%	*	24%	32%
Non-Economically Disadvantaged Students	270	747	750	751	*	17%	24%	37%	*	48%	54%
Students with Disabilities	46	699	704	704	*	*	*	*	*	*	12%
Students without Disabilities	296	749	753	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	342	742	*	745	14%	20%	24%	34%	9%	43%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	734	741	736	*	21%	31%	30%	*	33%	38%
White	175	735	743	738	*	19%	29%	31%	*	36%	40%
Hispanic	28	734	734	731	*	*	46%	*	0%	25%	34%
Black or African American	30	720	*	728	*	37%	*	*	0%	17%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	107	742	748	744	*	*	30%	40%	*	43%	46%
Male	142	728	736	729	*	*	32%	23%	*	26%	31%
Economically Disadvantaged Students	53	722	729	729	*	28%	*	*	*	25%	32%
Non-Economically Disadvantaged Students	196	737	744	740	*	18%	*	*	*	36%	42%
Students with Disabilities	40	699	706	709	*	*	*	*	*	*	12%
Students without Disabilities	209	740	747	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	249	734	*	737	*	21%	31%	30%	*	33%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

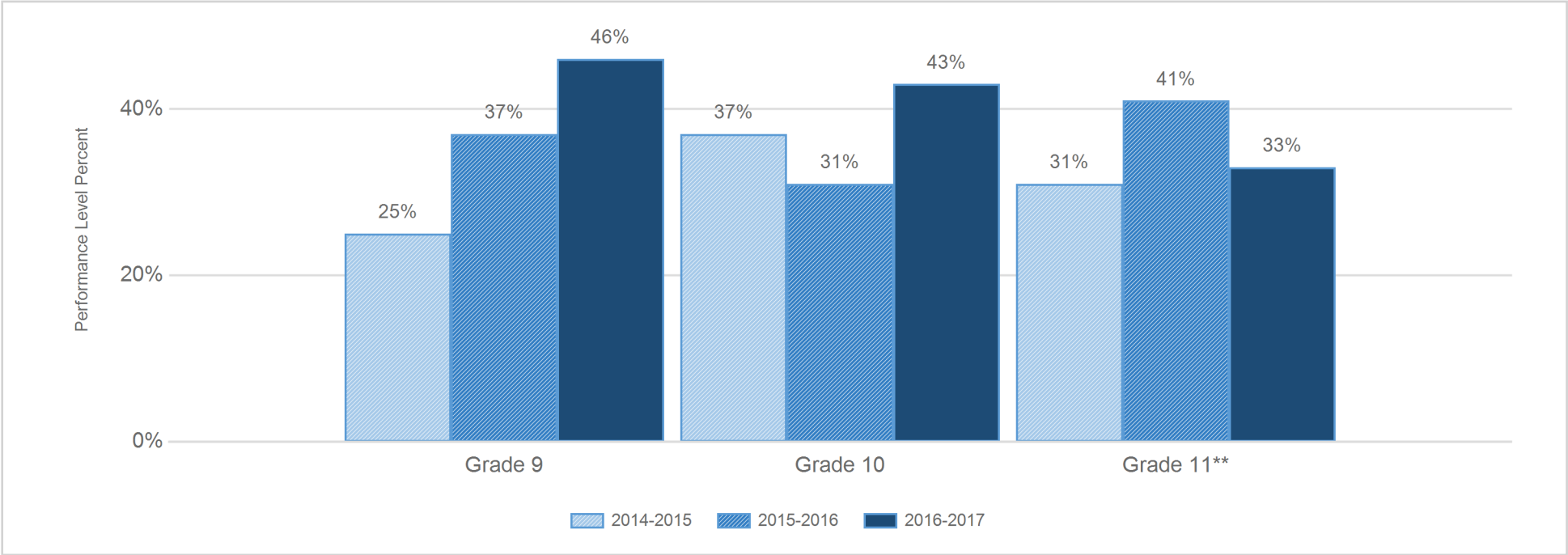


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	659	98.9	23.40	37.20	43.50	23.4	18.9	Met Target
White	484	98.6	27.30	40.30	52.40	27.3	20.8	Met Target
Hispanic	93	99.0	*	*	27.60	*	10	Met Target†
Black or African American	45	100.0	13.30	19.90	21.70	13.3	10	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.00	75.60	38.9	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	29.60	44.90	*	N	N
Female	315	98.5	22.90	36.90	44.10	22.9		
Male	344	99.2	23.80	37.50	42.90	23.8		
Economically Disadvantaged Students	153	98.2	11.80	23.90	25.10	11.8	8.4	Met Target
Non-Economically Disadvantaged Students	506	99.1	26.90	42.00	54.30	26.9		
Students with Disabilities	75	100.0	*	15.20	16.50	*	7	Not Met
Students without Disabilities	584	98.7	*	41.40	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	26.70	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by 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	724	736	743	20%	31%	35%	14%	0%	14%	42%
White	204	727	738	751	16%	30%	38%	16%	0%	16%	52%
Hispanic	47	714	723	728	*	*	*	*	*	*	24%
Black or African American	19	716	721	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	12	707	724	741	*	*	*	*	*	*	41%
Female	128	723	738	744	21%	33%	35%	11%	0%	11%	43%
Male	160	725	735	741	19%	29%	36%	16%	0%	16%	40%
Economically Disadvantaged Students	80	719	725	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	208	726	740	751	*	*	*	*	*	*	52%
Students with Disabilities	38	706	707	714	*	*	*	*	*	*	10%
Students without Disabilities	250	727	740	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	288	724	*	745	20%	31%	35%	14%	0%	14%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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	325	729	732	734	*	32%	36%	22%	*	22%	30%
White	237	734	735	740	*	26%	41%	27%	*	27%	38%
Hispanic	48	715	722	722	*	*	*	*	*	*	14%
Black or African American	27	713	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	164	729	732	735	*	32%	38%	21%	*	21%	31%
Male	161	729	732	733	*	32%	35%	22%	*	23%	30%
Economically Disadvantaged Students	76	720	720	721	*	49%	28%	*	*	12%	13%
Non-Economically Disadvantaged Students	249	732	735	740	*	27%	39%	*	*	25%	39%
Students with Disabilities	47	706	710	711	*	*	*	*	*	*	*
Students without Disabilities	278	733	735	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	325	729	*	735	*	32%	36%	22%	*	22%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
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	314	716	722	725	37%	24%	19%	20%	0%	20%	28%
White	228	719	724	731	34%	23%	23%	20%	0%	20%	33%
Hispanic	29	710	713	710	48%	*	*	*	0%	17%	14%
Black or African American	32	701	*	703	53%	*	*	*	0%	13%	*
Asian, Native Hawaiian, or Pacific Islander	15	729	*	761	*	*	*	*	0%	40%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	145	717	722	725	35%	24%	21%	20%	0%	20%	27%
Male	169	716	722	725	40%	23%	18%	20%	0%	20%	29%
Economically Disadvantaged Students	54	705	710	708	48%	26%	*	*	0%	13%	13%
Non-Economically Disadvantaged Students	260	719	725	733	35%	23%	*	*	0%	21%	35%
Students with Disabilities	32	683	691	692	*	*	*	*	*	*	*
Students without Disabilities	282	720	726	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	314	716	*	726	37%	24%	19%	20%	0%	20%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

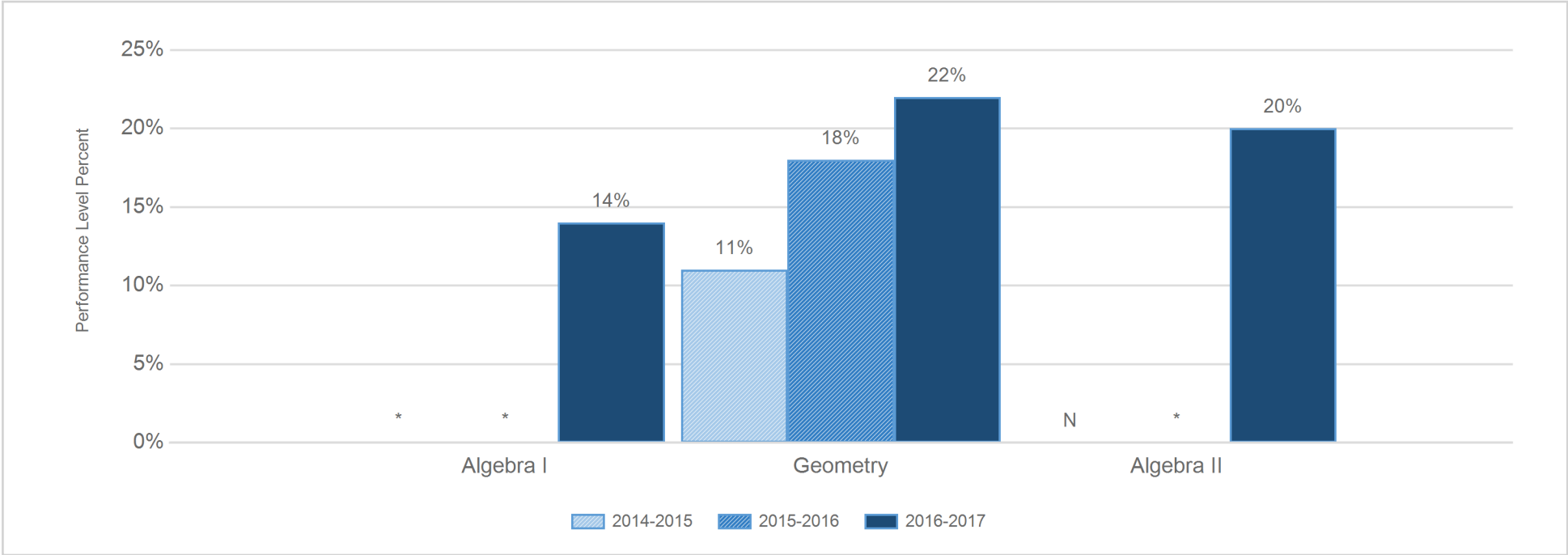


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Mathematics Assessment – Performance Trends

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





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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	N	N

English Language Proficiency Test - Participation and Performance

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

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

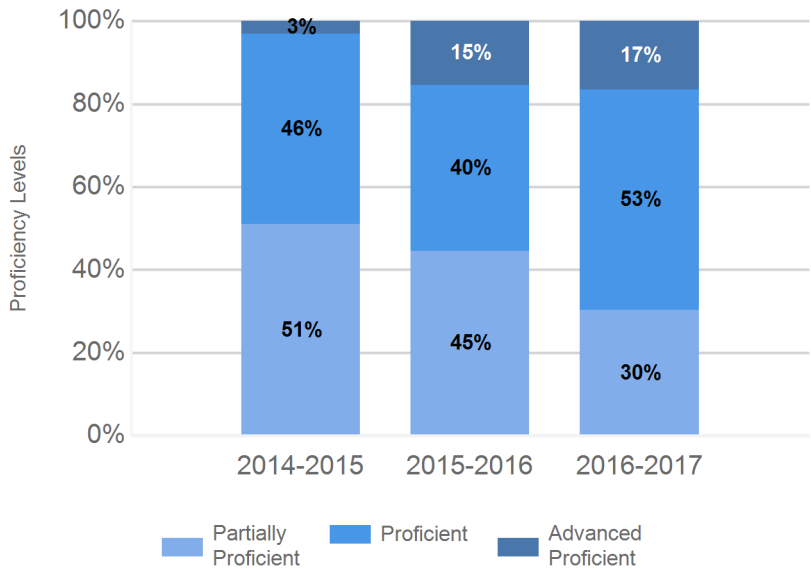
Biology Assessment - Performance

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	17%	53%	30%
White	20%	55%	25%
Hispanic	2%	57%	41%
Black or African American	*	27%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	8%	45%	46%
Students with Disabilities	2%	13%	85%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	82.0%	70.0%
Percentage of students taking the ACT	15.0%	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	468	481	Varies By Grade	60%	67%
PSAT - Math	454	483	Varies By Grade	33%	49%
SAT - Reading and Writing	553	551	480	83%	77%
SAT - Math	550	552	530	63%	58%
ACT - Reading	23	24	22	53%	65%
ACT - English	22	24	18	79%	79%
ACT - Math	22	24	22	60%	65%
ACT - Science	22	23	23	36%	54%



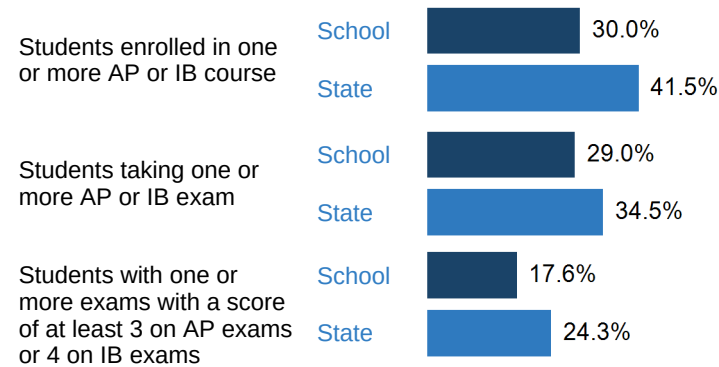
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

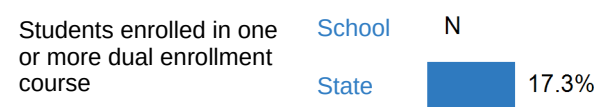
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	21	21
AP Calculus AB	42	42
AP Chemistry	14	13
AP Computer Science A	11	10
AP English Language and Composition	55	53
AP English Literature and Composition	56	52
AP Environmental Science	68	62
AP German Language and Culture	0	3
AP Physics 1	0	7
AP Physics B	7	0
AP Statistics	18	14
AP Studio Art—Drawing Portfolio	1	0
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	13	13
AP U.S. History	31	29
Total Exams Taken		320
Exams with scores of at least 3 on AP exams or 4 on IB exams		181



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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/>.

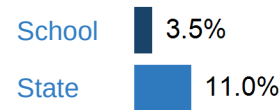
Career and Technical Education Participation

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)



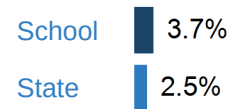
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	15	
Total number of credentials earned in all clusters		15

**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	287	74	0	0	0	0	0
10	26	287	89	0	0	0	0
11	4	10	251	58	0	7	1
12	0	6	30	134	52	42	26
Schoolwide	317	377	370	192	52	49	27
Enrolled in AP/IB Course					42	18	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	79	0	266	17	0	1
10	287	64	16	7	2	11
11	18	176	1	27	72	31
12	28	20	2	96	69	52
Schoolwide	412	260	285	147	143	95
Enrolled in AP/IB Course	21	14		68	7	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	344	0	0	0	0	26
10	1	352	0	0	0	28
11	3	319	0	4	0	34
12	16	88	0	49	0	105
Schoolwide	364	759	0	53	0	193
Enrolled in AP/IB Course	0	31	0	0	0	13

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	219	67	0	0	52	0	0
10	263	46	0	0	26	0	0
11	134	35	0	0	20	0	0
12	51	28	0	0	17	0	0
Schoolwide	667	176	0	0	115	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	140	52	0	0	28	0	0
Earned Seal of Biliteracy	*	0	0	0	*	0	0



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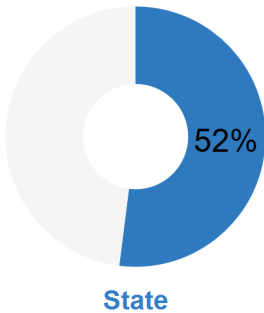
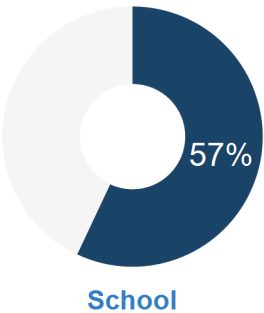
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Visual and Performing Arts – Course Participation

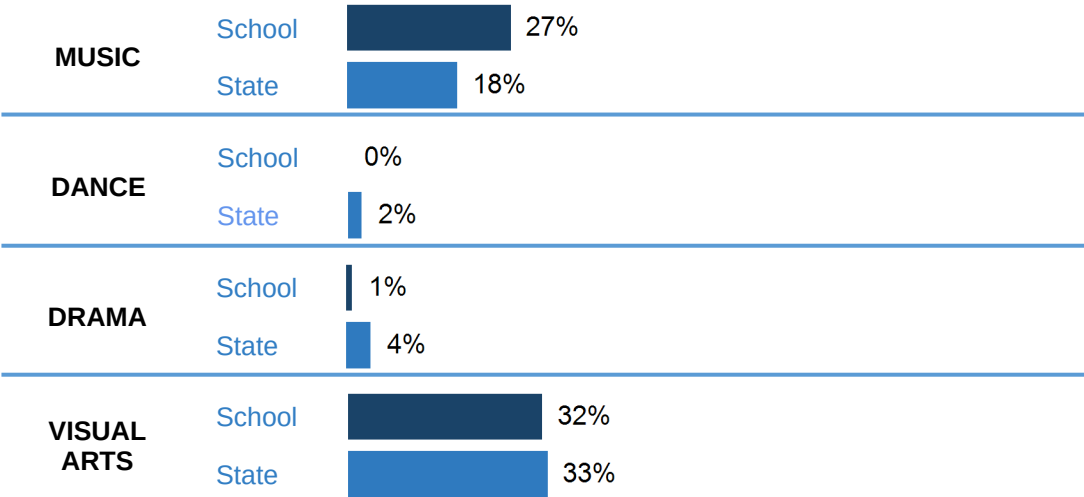
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	92.0%	90.5%	92.6%	91.8%	92.2%	93.2%	Not Met	92.5%	90.0%	Met Target
White	93.3%	94.5%	93.3%	95.1%	92.7%	93.0%	Not Met	91.8%	90.8%	Met Target
Hispanic	95.0%	84.3%	94.1%	86.3%	94.1%	90.8%	Met Target	93.6%	84.4%	Met Target
Black or African American	80.7%	83.4%	*	85.3%	*	95.0%	Not Met	96.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	83.6%	83.9%	82.2%	85.6%	81.6%	86.8%	Not Met	87.1%	78.6%	Met Target
Students with Disabilities	85.1%	78.8%	90.7%	82.1%	87.7%	80.5%	Met Target	79.0%	81.1%	Not Met
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	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	92.0%	-
2016	92.2%	92.6%
2015	93.1%	92.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	1.5%	1.1%
2015-2016	1.1%	1.1%
2014-2015	1.6%	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.

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
Statewide	71.1%	29.5%	70.5%
Schoolwide	72%	48.1%	51.9%
White	75.6%	45.3%	54.7%
Hispanic	56.3%	66.7%	33.3%
Black or African American	55%	45.5%	54.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	50.9%	48.2%	51.9%
Students with Disabilities	46.2%	75%	25%
English Learners	N	N	N

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	70.3%	51.9%	48.1%	75.4%	24.6%	74.9%	25.1%
White	71.5%	51%	49%	74.5%	25.5%	73.9%	26.1%
Hispanic	64%	68.8%	31.3%	93.8%	6.3%	81.3%	18.8%
Black or African American	66.7%	37.5%	62.5%	37.5%	62.5%	62.5%	37.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	47.5%	68.4%	31.6%	79%	21.1%	79%	21.1%
Students with Disabilities	44%	81.8%	18.2%	81.8%	18.2%	81.8%	18.2%
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

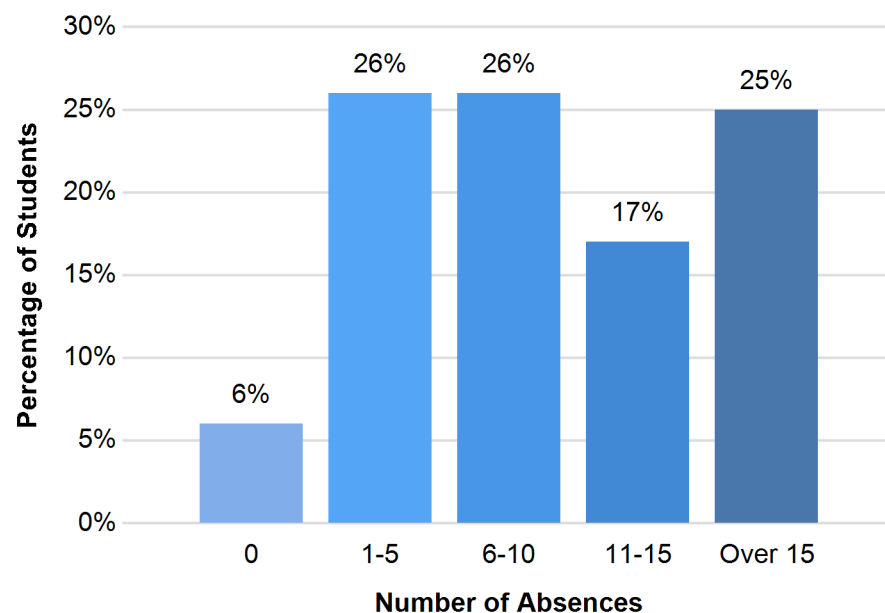
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	18.50	14.30	Not Met
White	18.10	14.30	Not Met
Hispanic	22.10	14.30	Not Met
Black or African American	19.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.60	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	28.60	14.30	Not Met
Economically Disadvantaged Students	27.50	14.30	Not Met
Students with Disabilities	32.50	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



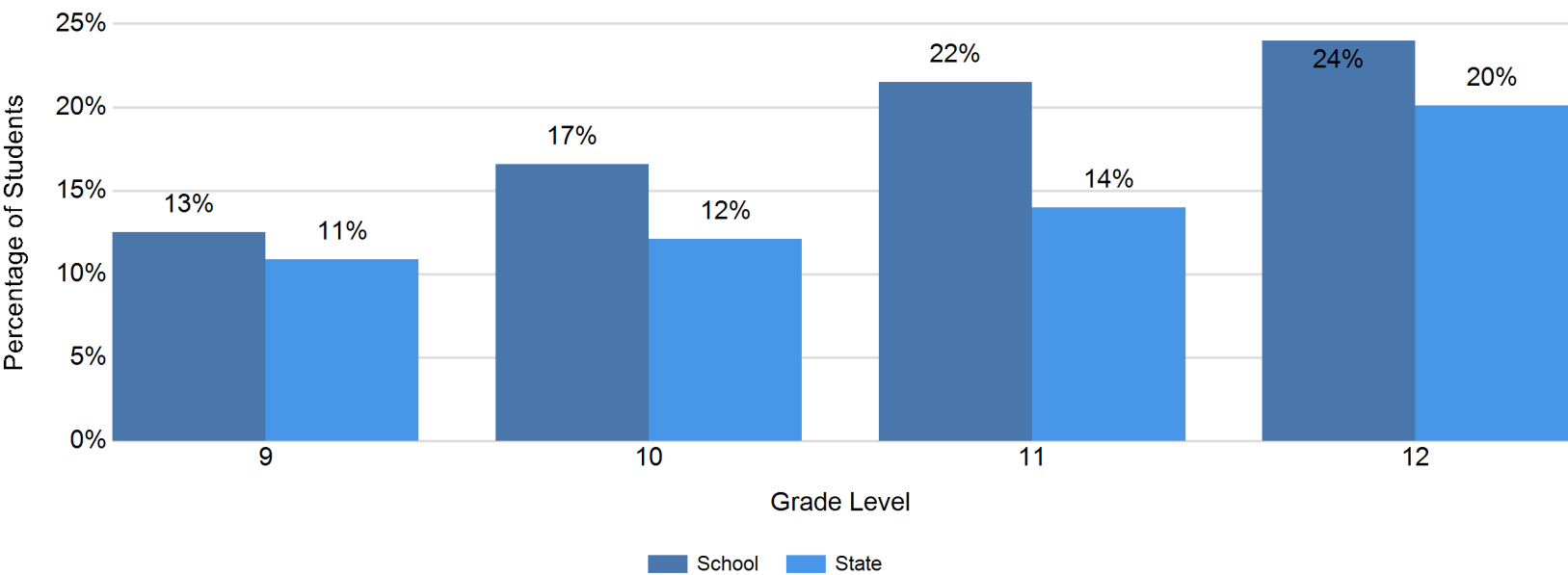


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:15AM
Typical End Time	1:35PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	2 Hrs. 9 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	28
Vandalism	4
Weapons	2
Substances	18
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	55
Incidents Per 100 Students Enrolled	4.25

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	6.9%
Any Suspension	6.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	1.6:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	108	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	82%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	324:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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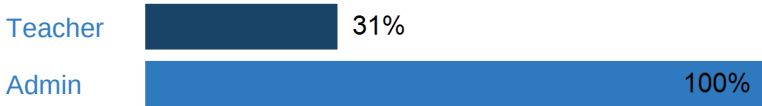
Teachers and Administrators - Level of Education

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

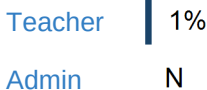
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	38.0	17.5%
Mathematics Proficiency	30.1	17.5%
Graduation - 4-Year	39.4	25.0%
Graduation - 5-Year	36.7	25.0%
Chronic Absenteeism	22.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.3
Summative Rating: Percentile rank of Summative Score		28.7
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	34.3	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
White	29.0	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Hispanic	46.5	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	52.1	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	N	Not Met	**	**	No
Economically Disadvantaged Students	33.9	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	33.2	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Ricotta	Email Address:	jricotta@trschoools.com
Address:	55 HYERS STREET TOMS RIVER, NJ 08753	Website:	http://www.trschools.com/hssouth/
Phone:	(732)505-5738		

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:	• HS South recognized by NJ Monthly Sept. 2016 as 168 top performing HS in NJ, 3rd in Ocean County. • During the 2016-2017 school year, South's PSAT participation continued to soar, currently at 95.21%, a gain of 17.17% • SAT scores show a 30 point increase from 2014 SAT composite score.
 Mission, Vision, Theme:	Toms River HS South is rooted in our 128 year history and the diversity of our student population. South's 1400 students come from four different communities, and unite to achieve our goal of providing the best educational experiences for each student. The students bring with them cultural, social, economic, and ethnic backgrounds which are drivers and representative of this full socio-economic spectrum.
 Awards, Recognition, Accomplishments:	South's PSAT participation continued to soar, currently at 95.21%, a gain of 17.17% from 2014. NJ Monthly Magazine's 2016 edition ranked South the 168th top performing HS in NJ, 3rd in Ocean County. This increased ranking of 62 places was celebrated by the entire community. AP scores showed great gains in 2016. NJBCT results show a 14.3% increase in 2016 and South now exceeds State and DFG scores. PARCC scores have shown tremendous growth along with SAT scores improving 30 points.



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 Courses, Curriculum, Instruction:	HS South increased student participation within AP classes; LATIC infused classes were developed to increase student engagement; Increased PD provided for teachers to raise rigor and student engagement.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Boys & 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 (Boys & Girls), Wrestling (Boys) HS South offers a full range of athletic opportunities for all students. In 2016 our soccer teams were both recognized for excellence at the state level and our cheerleaders were successful in competition at the local and state levels.
 Clubs and Activities:	HS South offers clubs and activities for all student interests. Our FBLA was recognized at the State level and also represented South at the National competition once again in 2016.
 Before and After School Programs:	National Honor Society, French National Honor Society, Spanish NHS, German NHS, Advanced Choir, Art Club, Bible Club, Chess Team, Forensics Team, FBLA, Habitat for Humanity, Indian Givers, Interact, Jazz Band, Key Club, Peer leadership, Recycling Club, Sailing, Student Council, TEAM, Theatre Guild are all student led activities open to students in grades 9-12 supervised by teacher advisors.



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 Staff and Professional Learning:	Professional development has been focused to build upon district and building goals. Specific programs of student engagement, rigor, technology, and data analysis of student growth have been explored by building administration and teacher leaders. PLC's for freshman academy teachers are encouraged daily as these teachers have common prep periods.
 Postsecondary Information:	79% of graduates are continuing their education at college and/or universities. Guidance meets with all freshman students to develop College Bd. Accounts, holds annual financial aid information sessions, SAT information sessions, and provides college and career workshops for all students. 3% of students join the military and 12% of graduates go directly into the workforce.
 Student Supports and Services:	Toms River South has a full time Child Study Team that works closely with parents, students, and teachers to ensure IEP's are developed and supported. Students with disabilities work closely with their case manager and guidance counselor throughout the year. Tutoring services are available after school for all students who need additional academic support. Our Intervention and referral service committee meets on a regular basis with parents, teachers, and students to provide modifications.
 Student Health and Wellness:	Physical Education and Health classes are delivered in grades 9-12. Students are encouraged to enjoy breakfast and lunch in our cafeteria daily. Our Student Assistance Coordinator works closely with our nursing staff to develop programs that promote healthy lifestyle choices.
 Parent and Community Involvement:	High School South has many parent booster clubs that support sports and activities. South parents are also highly involved in our District Special Education Parents Group and District Drug Free and Safe Schools Committee. Our TR South Alumni Association holds monthly evening meetings in the Media Center and community membership is encouraged. Parents use the District Genesis Parent Portal to access grades, attendance, and to receive weekly messages from the Principals.



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Climate Surveys:

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

The annual school climate survey reports that students and staff feel safe at HS South. The school spirit is a highlight from this survey that shows a true love for the oldest building that is rich with tradition and pride.



Facilities:

HS South is the oldest school within the District. The front entrance of the school has been repaved and renamed as Gaiter Way, celebrating the accomplishments of Cleveland Gaiter, the first African American to play sports at Toms River HS. Several classrooms recently had new tile floors installed. Our newly renovated stadium has new bleachers that are ADA compliant. All three stairwells and our F wing ramp have been renovated with new slip free tiles. HSS also has a newly added Robotics room.



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Other Information:

Increased technology within our classrooms has assisted our staff in providing relevant delivery of instruction and increased student engagement. During the summer of 2016 High School South received additional Wi-Fi access points throughout the entire building. All classrooms have LCD projectors installed for use and Chromebook carts are located throughout the building for use within all classroom settings. Teacher in-services have been provided by administration and staff to increase the use of technology. Genesis gradebook is used by the entire staff and Genesis lesson Planner has provided shared resources for teachers throughout the district. Genesis Parent Portal use has increased, bringing additional communication between school and home, assisting in keeping parents informed of student academic progress on a daily basis.



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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
6	404	467	443
7	435	398	464
8	436	428	399
Ungraded	75	80	69
Total	1350	1373	1375

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%	51%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	25%	23%	21%
Students with Disabilities	15%	15%	15%
English Learners	0%	0%	0%
Homeless Students			1%
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	82.3%
Hispanic	11.4%
Black or African American	2.7%
Asian	1.6%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	1.9%

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	94.3%
Spanish	3.7%
Other	2.1%



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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	1291	96.5	53.80	53.80	54.90	53.8	45.1	Met Target
White	1071	96.3	55.30	57.40	63.90	55.3	45.3	Met Target
Hispanic	142	99.4	42.20	38.50	39.80	42.2	42.3	Met Target†
Black or African American	31	97.6	32.20	35.80	35.20	32.2	21	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	88.00	75.30	80.70	88	68.3	N
American Indian or Alaska Native	N	N	N	87.50	53.70	N	**	**
Two or More Races	22	85.7	45.50	41.90	54.90	40.5	37.3	Met Target
Female	643	96.5	64.70	62.00	62.20	64.7		
Male	648	96.6	43.00	46.10	48.10	43		
Economically Disadvantaged Students	253	94.1	39.50	36.80	36.20	38.9	25.5	Met Target
Non-Economically Disadvantaged Students	1038	97.2	57.20	59.90	65.80	57.2		
Students with Disabilities	194	92.8	15.50	*	20.50	15	14	Met Target
Students without Disabilities	1097	97.3	60.60	*	61.90	60.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	15	90.5	60.00	35.90	26.40	55.5		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	444	753	752	752	6%	15%	24%	43%	13%	55%	54%
White	361	755	755	758	4%	15%	22%	44%	14%	58%	63%
Hispanic	50	738	740	740	*	*	38%	34%	0%	34%	38%
Black or African American	21	737	739	736	*	*	*	*	*	48%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	213	760	759	758	*	*	22%	50%	16%	67%	61%
Male	231	746	744	746	*	*	26%	36%	10%	45%	46%
Economically Disadvantaged Students	86	737	739	737	*	22%	24%	35%	*	38%	34%
Non-Economically Disadvantaged Students	358	757	756	761	*	13%	24%	44%	*	60%	65%
Students with Disabilities	58	715	716	722	*	*	*	*	*	14%	17%
Students without Disabilities	386	758	757	758	*	*	*	*	*	62%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	444	753	*	753	6%	15%	24%	43%	13%	55%	*
Homeless Students	11	737	734	729	*	*	*	*	*	36%	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	465	754	757	756	5%	14%	25%	42%	15%	57%	59%
White	378	755	759	764	4%	14%	24%	41%	17%	58%	69%
Hispanic	62	748	745	742	*	*	29%	47%	*	52%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	12	755	756	757	*	0%	*	*	*	58%	59%
Female	248	762	766	764	*	*	22%	46%	21%	66%	68%
Male	217	745	746	749	*	*	28%	38%	9%	47%	51%
Economically Disadvantaged Students	88	739	739	739	*	17%	26%	35%	*	44%	40%
Non-Economically Disadvantaged Students	377	758	762	766	*	13%	24%	44%	*	60%	70%
Students with Disabilities	74	724	721	719	*	*	35%	*	*	18%	19%
Students without Disabilities	391	760	762	763	*	*	23%	*	*	65%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	416	749	754	757	8%	14%	32%	34%	12%	46%	59%
White	343	751	757	764	8%	12%	32%	36%	12%	48%	68%
Hispanic	43	739	740	742	*	23%	30%	28%	*	35%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	791	*	786	0%	0%	*	*	*	90%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	203	760	763	766	*	*	31%	42%	17%	60%	68%
Male	213	739	746	749	*	*	33%	26%	8%	33%	50%
Economically Disadvantaged Students	79	738	741	739	*	18%	33%	32%	*	37%	40%
Non-Economically Disadvantaged Students	337	752	759	766	*	13%	32%	34%	*	48%	69%
Students with Disabilities	57	707	713	718	*	*	*	*	*	*	18%
Students without Disabilities	359	756	760	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	416	749	*	759	8%	14%	32%	34%	12%	46%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



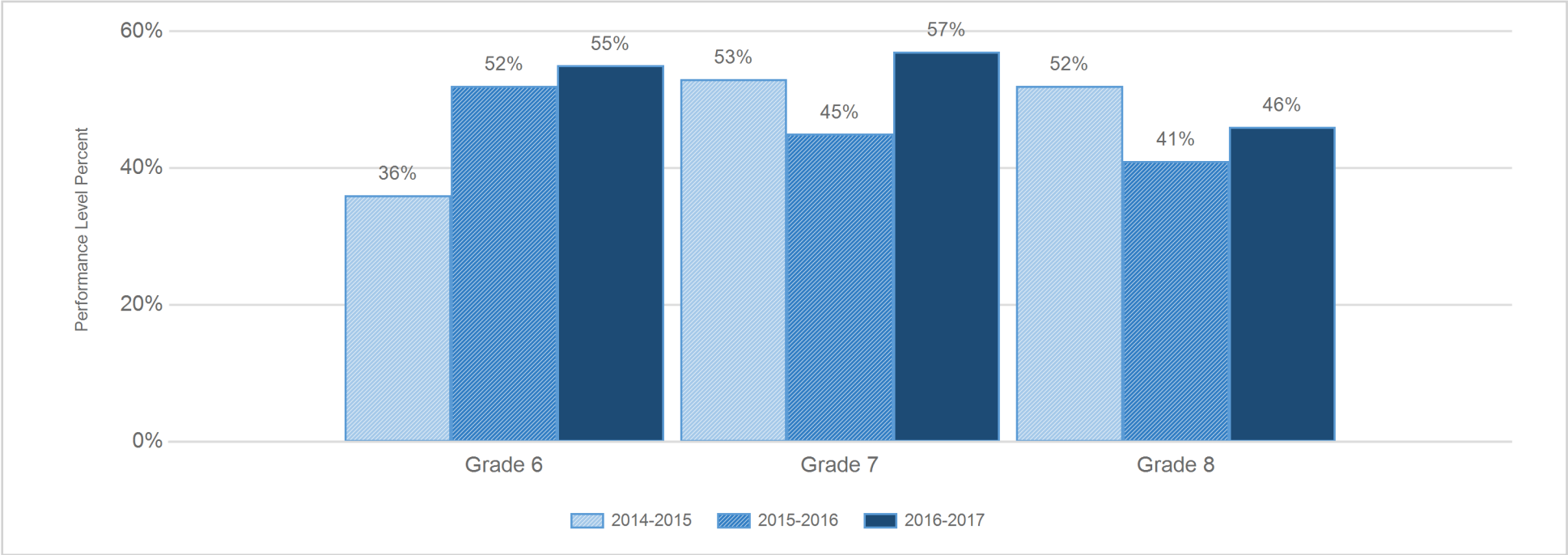
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English Language Arts/Literacy Assessment - Performance Trends

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	1289	96.5	32.00	37.20	43.50	32	32.6	Met Target†
White	1069	96.3	33.50	40.30	52.40	33.5	32.8	Met Target
Hispanic	142	99.4	19.00	*	27.60	19	27	Not Met
Black or African American	31	97.6	16.10	19.90	21.70	16.1	21	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	72.00	61.00	75.60	72	62.2	N
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	22	85.7	18.20	29.60	44.90	16.2	20.6	Met Target†
Female	642	96.4	33.40	36.90	44.10	33.4		
Male	647	96.7	30.60	37.50	42.90	30.6		
Economically Disadvantaged Students	250	93.7	17.20	23.90	25.10	16.9	17.2	Met Target†
Non-Economically Disadvantaged Students	1039	97.3	35.60	42.00	54.30	35.6		
Students with Disabilities	192	92.7	*	15.20	16.50	*	8.3	Met Target†
Students without Disabilities	1097	97.3	*	41.40	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	15	90.5	13.30	12.10	16.40	12.3		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	444	740	738	743	10%	20%	32%	34%	4%	38%	44%
White	361	742	742	751	8%	19%	32%	38%	4%	42%	54%
Hispanic	50	726	726	731	22%	20%	40%	*	*	18%	27%
Black or African American	21	722	*	724	*	*	*	*	0%	19%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	213	742	740	745	*	18%	34%	36%	*	39%	45%
Male	231	738	736	742	*	21%	31%	33%	*	37%	43%
Economically Disadvantaged Students	86	723	727	728	22%	29%	31%	17%	0%	17%	24%
Non-Economically Disadvantaged Students	358	744	742	752	7%	18%	33%	38%	5%	43%	56%
Students with Disabilities	58	709	710	717	*	*	*	*	*	*	13%
Students without Disabilities	386	745	743	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	444	740	738	745	10%	20%	32%	34%	4%	38%	*
Homeless Students	11	710	715	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	466	737	738	741	6%	25%	41%	26%	3%	28%	40%
White	379	738	740	748	*	24%	43%	27%	*	29%	49%
Hispanic	62	731	731	730	*	34%	36%	16%	*	21%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	12	727	731	740	*	*	*	*	0%	25%	39%
Female	248	738	740	743	*	19%	45%	27%	*	29%	41%
Male	218	735	736	740	*	30%	37%	25%	*	27%	38%
Economically Disadvantaged Students	88	727	727	729	*	35%	42%	13%	*	14%	22%
Non-Economically Disadvantaged Students	378	739	741	749	*	22%	41%	29%	*	32%	50%
Students with Disabilities	74	713	712	716	*	*	*	*	*	*	11%
Students without Disabilities	392	741	742	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	319	719	720	728	25%	29%	36%	11%	0%	11%	28%
White	258	721	722	736	22%	29%	37%	12%	0%	12%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	149	722	721	730	*	*	*	*	*	*	30%
Male	170	716	720	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	73	713	716	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	246	721	722	734	*	*	*	*	*	*	34%
Students with Disabilities	57	694	697	705	*	*	*	*	*	*	*
Students without Disabilities	262	725	725	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	319	719	*	729	25%	29%	36%	11%	0%	11%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	765	736	743	0%	*	20%	75%	*	79%	42%
White	84	764	738	751	0%	*	20%	76%	*	79%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	53	764	738	744	*	*	*	77%	*	81%	43%
Male	43	766	735	741	*	*	*	72%	*	77%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	96	765	740	747	0%	*	20%	75%	*	79%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	96	765	*	745	0%	*	20%	75%	*	79%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

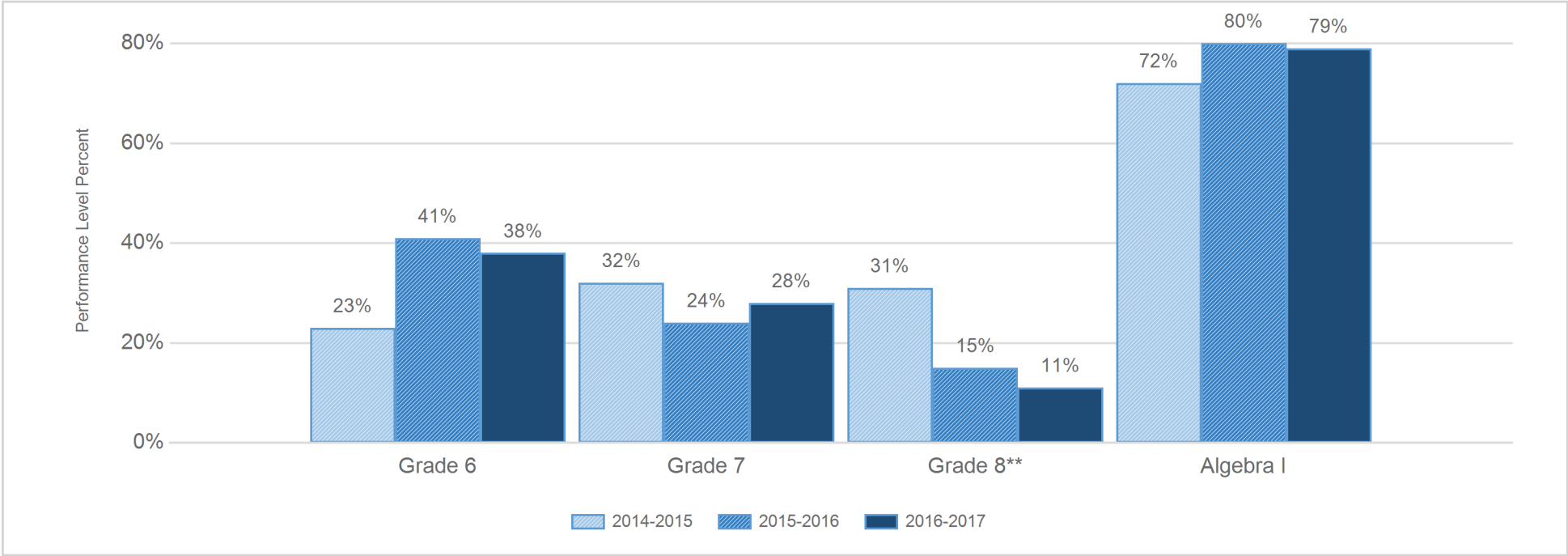


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

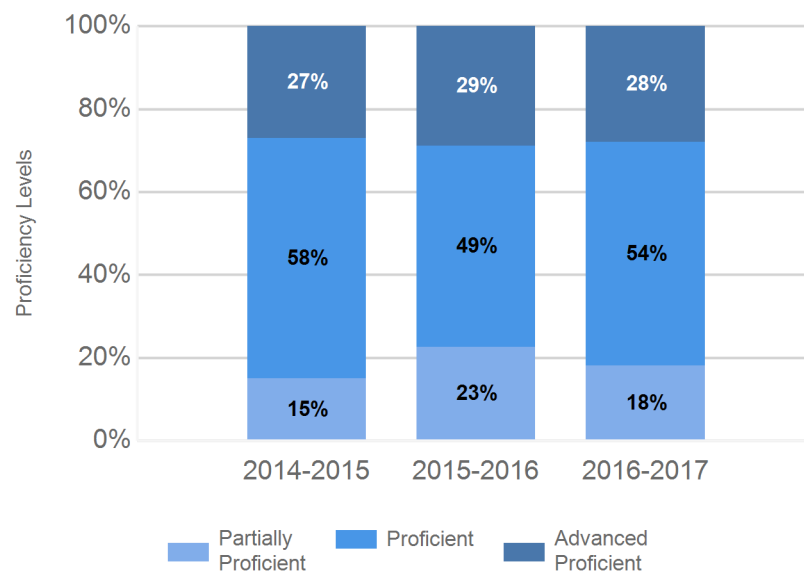
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	28%	54%	18%
White	31%	55%	15%
Hispanic	14%	49%	37%
Black or African American	N	58%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	16%	51%	33%
Students with Disabilities	5%	44%	52%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	47	50	Met Target	35	41	50	Not Met
White	48	47	50	Met Target	36	41	52	Not Met
Hispanic	46	44	49	Met Target	32	41	47	Not Met
Black or African American	50	46	45	Met Target	25.5	43	43	**
Asian, Native Hawaiian, or Pacific Islander	50	56	60	Met Target	50	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	54.5	*	51	Met Target	16	*	52	**
Economically Disadvantaged	42.5	43	47	Met Target	28	41	46	Not Met
Students with Disabilities	40	41.5	41	Met Target	28	37	43	Not Met
English Learners	*	42.5	53	**	*	36	51	**

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



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

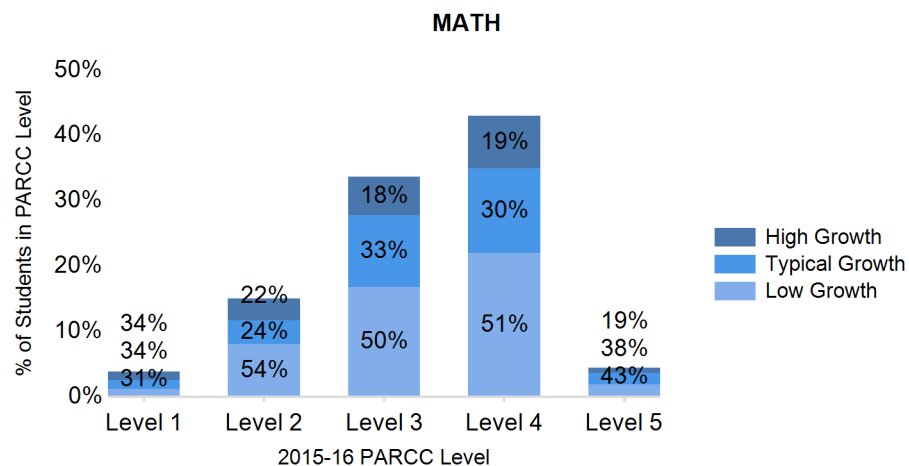
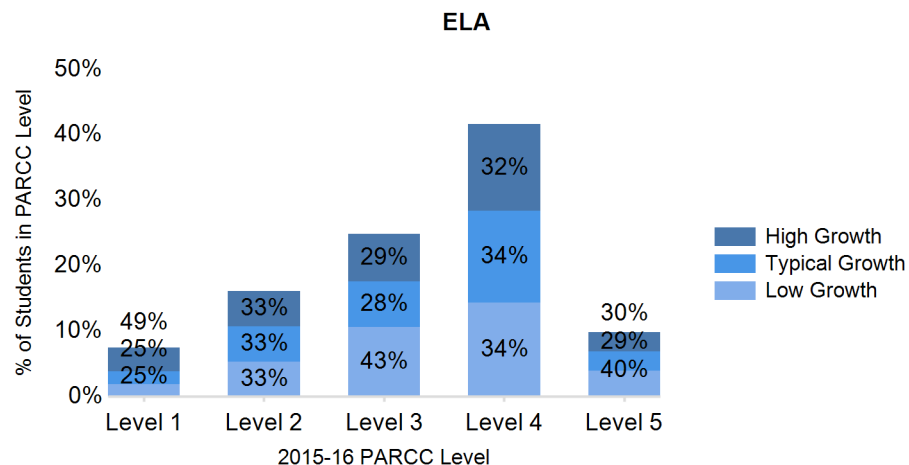
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

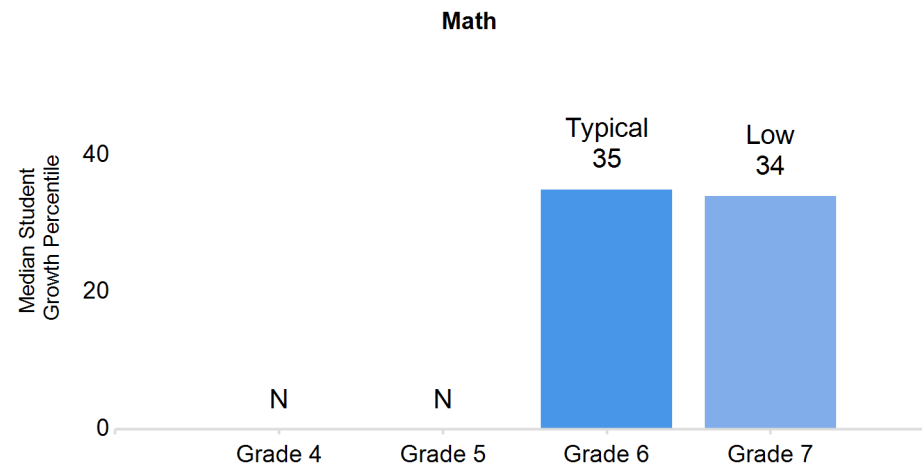
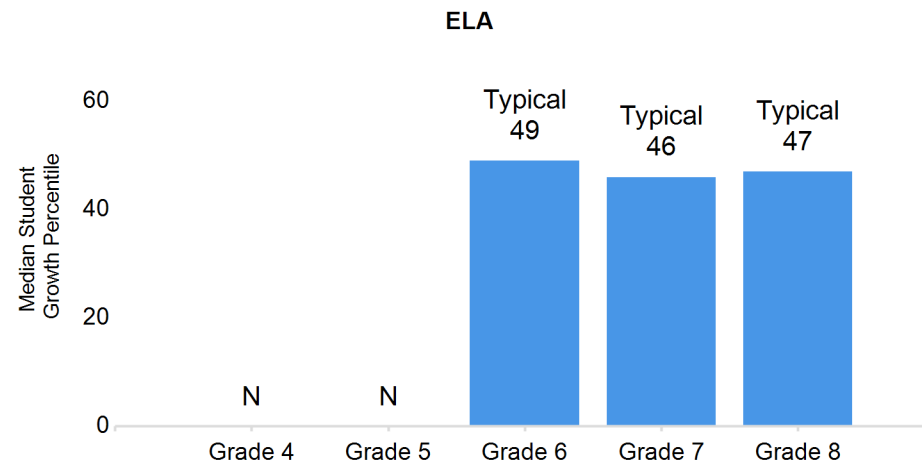
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	470
7	0	0	494
8	99	0	330
Schoolwide	99	0	1294

World Languages - Course Participation

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

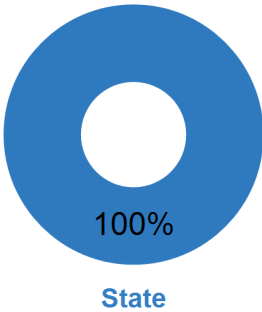
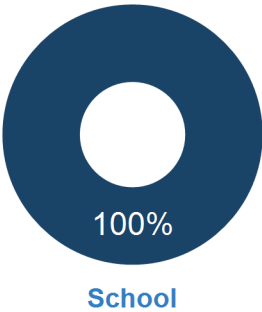
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	463
7	0	0	0	0	0	0	486
8	0	0	0	0	0	0	422
Schoolwide	0	0	0	0	0	0	1371
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

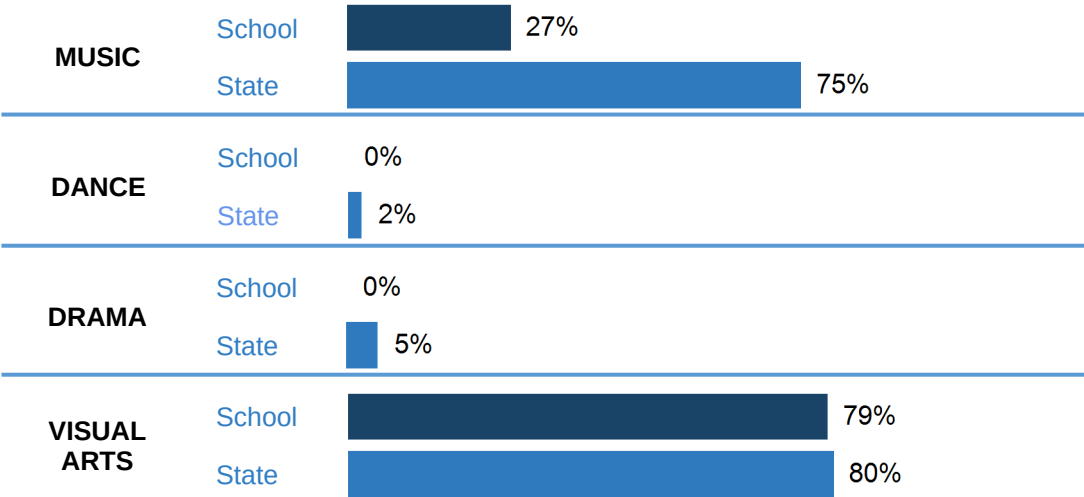
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

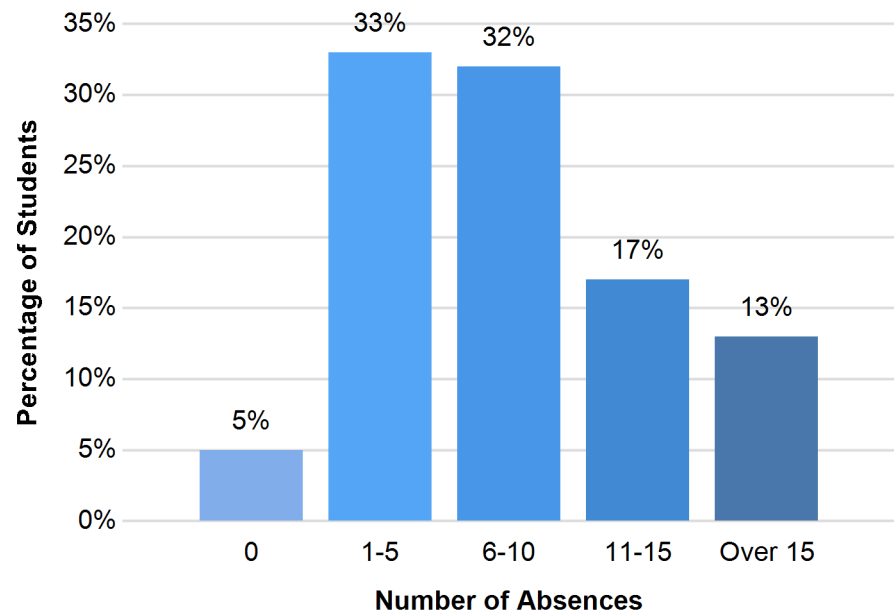
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.20	8.70	Met Target
White	8.50	8.70	Met Target
Hispanic	5.70	8.70	Met Target
Black or African American	12.80	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	11.50	8.70	Not Met
Economically Disadvantaged Students	13.50	8.70	Not Met
Students with Disabilities	14.00	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



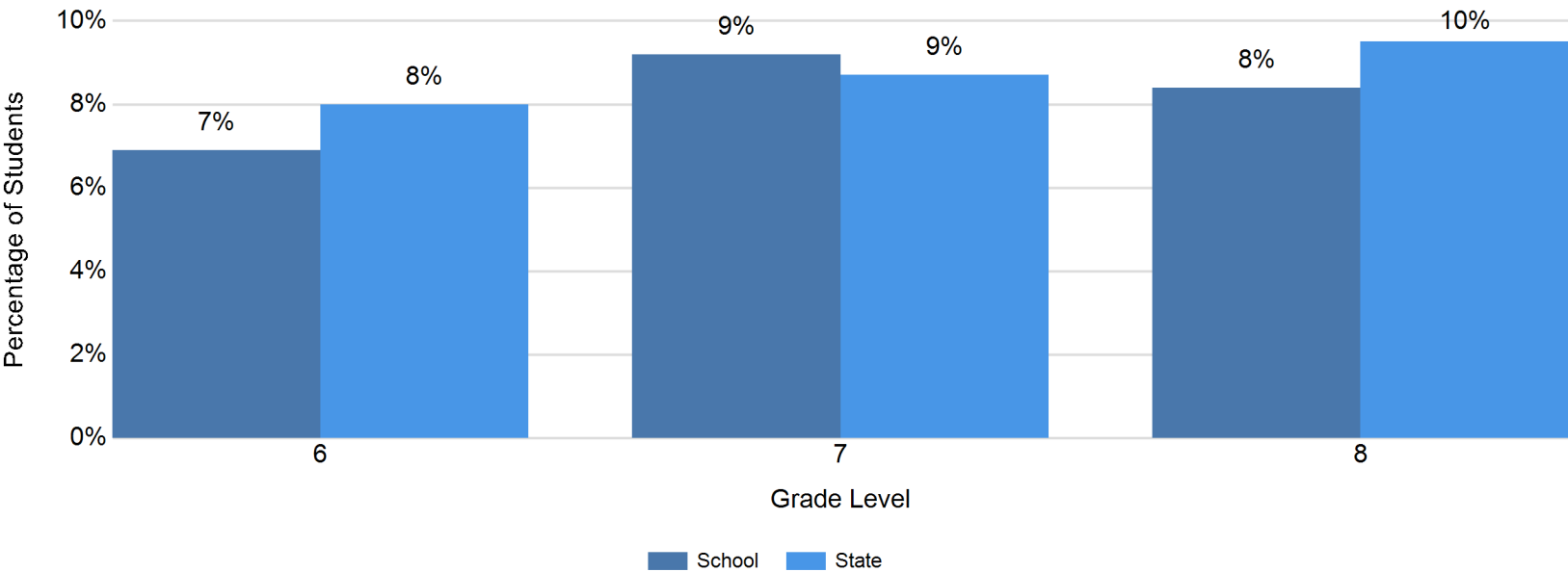


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 38 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	5
Vandalism	2
Weapons	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	25
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	2.47

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	0.0%
Out-of-School Suspensions	4.4%
Any Suspension	4.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	101	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	87%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	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	14:1	13:1
Administrators	458:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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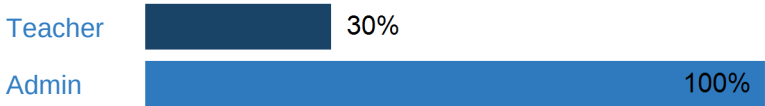
Teachers and Administrators - Level of Education

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

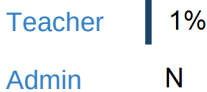
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	39.8	17.5%
Mathematics Proficiency	16.8	17.5%
English Language Arts Growth	40.7	25.0%
Mathematics Growth	6.7	25.0%
Chronic Absenteeism	38.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		27.5
Summative Rating: Percentile rank of Summative Score		16.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	27.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
White	21.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	34.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Black or African American	48.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	43.4	11.9	No	N	N	Met Target	Met Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	35.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	**	No
Economically Disadvantaged Students	26.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	29.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Madigan	Email Address:	bmadigan@trschoools.com
Address:	1519 HOOPER AVENUE TOMS RIVER, NJ 08753	Website:	http://www.trschools.com/ieast/
Phone:	(732)505-5777		

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:	• Student - 1st Place Winner of the Veterans of Foreign Affairs • Maker-Space room has 3D printers, a laser cutter and a touch screen TV • Teacher- recipient of VFW Teacher of the Year for state of New Jersey
 Mission, Vision, Theme:	We pride ourselves on the extensive academic curriculum that we offer to our students. Each student receives a full instructional period of language arts, mathematics, science, and social studies daily as well as an academic activity period. The second year of the “Academic Activity” classes will invite all students to think critically as the engineering and “maker” mindset, productive struggle, independent reading conferences, and an overall deeper analysis of content is presented.
 Awards, Recognition, Accomplishments:	Students are recognized monthly for their perfect attendance. We also recognize students of the quarter each marking period. We participate in the Governor's Educators of the Year Programs, both Teacher of the Year and Educational Services Professional of the Year.



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 Courses, Curriculum, Instruction:	Our Science program is based on the NGSS and NJSLS, with an emphasis on promoting a deep understanding of scientific principles through hands-on learning. The math standards and practices by which our students are held prepares them for modern real world opportunities. The language arts department plans instruction with a focus on the NJSLS. The curriculum includes independent read time. The Social Studies program focuses on World & US History, Geography, Economics & Civics.
 Clubs and Activities:	Art, Band, Band Front, Book Club, Bowling, Cheerleading, Chess, Creative Hands, Homework Club, InterAct, Geography, Literary, Math, Newspaper, Science Fair, Ski, Spanish, SSTOP Team, Student Council, Technology, Yearbook, Care Club (students interact and build relationships with the autistic classes).
 Before and After School Programs:	A healthy breakfast is offered to the students before school. Special Education offers a program called "Kids Corner" which is an after school extended care for students with disabilities.



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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.

 Staff and Professional Learning:	We offer the teachers Professional Development opportunities throughout the school year. As a district, we provide 3 full days and 4 half days. Areas of development include data collection to improve student achievement, school culture and climate and ways to improve instruction.
 Student Supports and Services:	Our team of professionals include: Social Workers, Psychologist, Occupational Therapist, Physical Therapist and Speech Therapist. We are dedicated to meeting the needs of our students through designed academic plans such as IR&S, 504 and even an IEP's. Our homework club provides peer tutoring and extra help sessions for all students.
 Student Health and Wellness:	A healthy breakfast is offered to the students before school as well as healthy eating during lunches. Students are required to take three marking periods of physical education all of which emphasizes fitness, teamwork, cooperation, and group problem solving skills. Students are also required take one marking period of health that emphasizes wellness, integrated skills, drugs and medicines and human relationships and sexuality in each school year.
 Parent and Community Involvement:	Parents and community have access to our website that informs them of school events and information throughout the year. Our parents have secured access to their child's academic progress through our Parent Portal link. Our PTO & School Safety teams allows us to collaborate with parents and teachers in order to continue our positive school climate.



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OCEAN
TOMS RIVER REGIONAL
1519 HOOPER AVENUE
TOMS RIVER, NJ 08753

School Narrative

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

 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers We use the New Jersey School Climate Survey(NJSCS). It is designed to collect and analyze objective information from diverse school populations (i.e., students and staff) for reinforcing positive conditions and addressing vulnerabilities in local conditions for learning. The survey is conducted once a year and the results are shared with parents, students and staff through professional learning communities, PTO and school safety meetings.
 Facilities:	Our building is 55 years old with 6 computer labs and 6 chrome carts. Our Auditorium has been renovated along with our guidance and main office with new floors. Our offices, tech labs and special needs classroom are equipped with air. Our Maker Space classroom is equipped with 2 3D printers, a laser cutter and a touch screen TV for class lessons.



Toms River Intermediate School East
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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 district is dedicated to providing a comprehensive technology education program for all of our children. Intermediate Technology single marking period course offerings are designed to prepare our students for 21st century careers implementing the maker mindset in their approach to solving problems. Each year students learn about digital citizenship, cyber safety and programming. Sixth grade students further explore careers in technology, product evolution, hardware and software, and using digital tools to problem solve. Those skills are enhanced as our seventh grade students expand their horizons solving global issues, analyzing data and understanding systems and technology resources. Finally, in eighth grade, students experience the practical arts in a makerspace. A place where technology meets the woodshop, art meets science and students use tools like saws and engineering notebooks to plan, explore, engineer, design and redesign. This is a space of authentic problem solving. The district, through a stable network environment, provides high speed Internet access. Computer equipment is updated regularly and software is evaluated for its educational relevance. Ongoing professional development provides teachers with the skills and strategies needed to integrate technology throughout the middle school curriculum. Intermediate East maintains a comprehensive school web site.



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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
6	389	409	385
7	395	390	397
8	398	397	394
Ungraded	94	90	84
Total	1276	1286	1260

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	51%
Male	53%	51%	49%
Economically Disadvantaged Students	28%	26%	27%
Students with Disabilities	15%	13%	13%
English Learners	1%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.8%
Hispanic	18.2%
Asian	7.1%
Black or African American	6.7%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.2%
Two or More Races	2.6%

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	87.0%
Spanish	7.9%
Other	5.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1144	95.8	65.00	53.80	54.90	65	59.9	Met Target
White	755	94.6	70.20	57.40	63.90	69.8	62	Met Target
Hispanic	200	98.7	45.00	38.50	39.80	45	45.4	Met Target†
Black or African American	73	94.3	45.20	35.80	35.20	44.5	39.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	82.20	75.30	80.70	82.2	79	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	41.90	54.90	63.3	75.2	Met Target†
Female	596	97.1	74.00	62.00	62.20	74		
Male	548	94.3	55.10	46.10	48.10	54.7		
Economically Disadvantaged Students	284	93.4	45.00	36.80	36.20	44.3	43.1	Met Target
Non-Economically Disadvantaged Students	860	96.6	71.50	59.90	65.80	71.5		
Students with Disabilities	139	89.8	21.60	*	20.50	20.3	19.8	Met Target
Students without Disabilities	1005	96.7	71.00	*	61.90	71		
English Learners	17	100.0	29.40	23.10	25.20	29.4	**	**
Non-English Learners	1127	95.7	65.50	54.30	57.40	65.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	399	754	752	752	4%	12%	28%	45%	13%	57%	54%
White	250	759	755	758	*	*	25%	48%	15%	64%	63%
Hispanic	86	745	740	740	*	17%	34%	34%	*	41%	38%
Black or African American	23	739	739	736	*	*	*	*	0%	39%	32%
Asian, Native Hawaiian, or Pacific Islander	23	768	772	776	0%	0%	*	52%	*	78%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	16	743	*	753	0%	*	*	*	0%	44%	56%
Female	207	762	759	758	*	*	25%	47%	19%	66%	61%
Male	192	746	744	746	*	*	30%	43%	6%	48%	46%
Economically Disadvantaged Students	107	743	739	737	*	*	41%	31%	*	36%	34%
Non-Economically Disadvantaged Students	292	759	756	761	*	*	23%	50%	*	65%	65%
Students with Disabilities	45	720	716	722	*	*	*	*	*	*	17%
Students without Disabilities	354	759	757	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	399	754	*	753	4%	12%	28%	45%	13%	57%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	400	766	757	756	6%	7%	18%	37%	32%	69%	59%
White	257	770	759	764	4%	5%	16%	39%	36%	74%	69%
Hispanic	70	747	745	742	*	*	33%	31%	14%	46%	44%
Black or African American	30	744	*	737	*	*	*	*	*	53%	38%
Asian, Native Hawaiian, or Pacific Islander	34	789	783	784	0%	*	*	41%	50%	91%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	220	775	766	764	*	*	13%	40%	41%	81%	68%
Male	180	754	746	749	*	*	24%	34%	21%	56%	51%
Economically Disadvantaged Students	84	742	739	739	16%	12%	23%	38%	12%	50%	40%
Non-Economically Disadvantaged Students	316	772	762	766	4%	6%	17%	37%	37%	74%	70%
Students with Disabilities	48	729	721	719	25%	23%	23%	*	*	29%	19%
Students without Disabilities	352	770	762	763	3%	5%	17%	*	*	75%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	405	763	754	757	5%	9%	19%	48%	19%	67%	59%
White	268	767	757	764	4%	8%	17%	49%	22%	71%	68%
Hispanic	66	746	740	742	*	15%	29%	47%	*	50%	44%
Black or African American	29	744	*	738	*	*	*	38%	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	34	786	*	786	0%	*	*	41%	41%	82%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	205	770	763	766	*	*	16%	52%	23%	75%	68%
Male	200	756	746	749	*	*	22%	44%	15%	59%	50%
Economically Disadvantaged Students	104	747	741	739	*	17%	24%	46%	*	51%	40%
Non-Economically Disadvantaged Students	301	769	759	766	*	7%	17%	48%	*	72%	69%
Students with Disabilities	41	719	713	718	*	*	24%	*	*	17%	18%
Students without Disabilities	364	768	760	764	*	*	18%	*	*	73%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

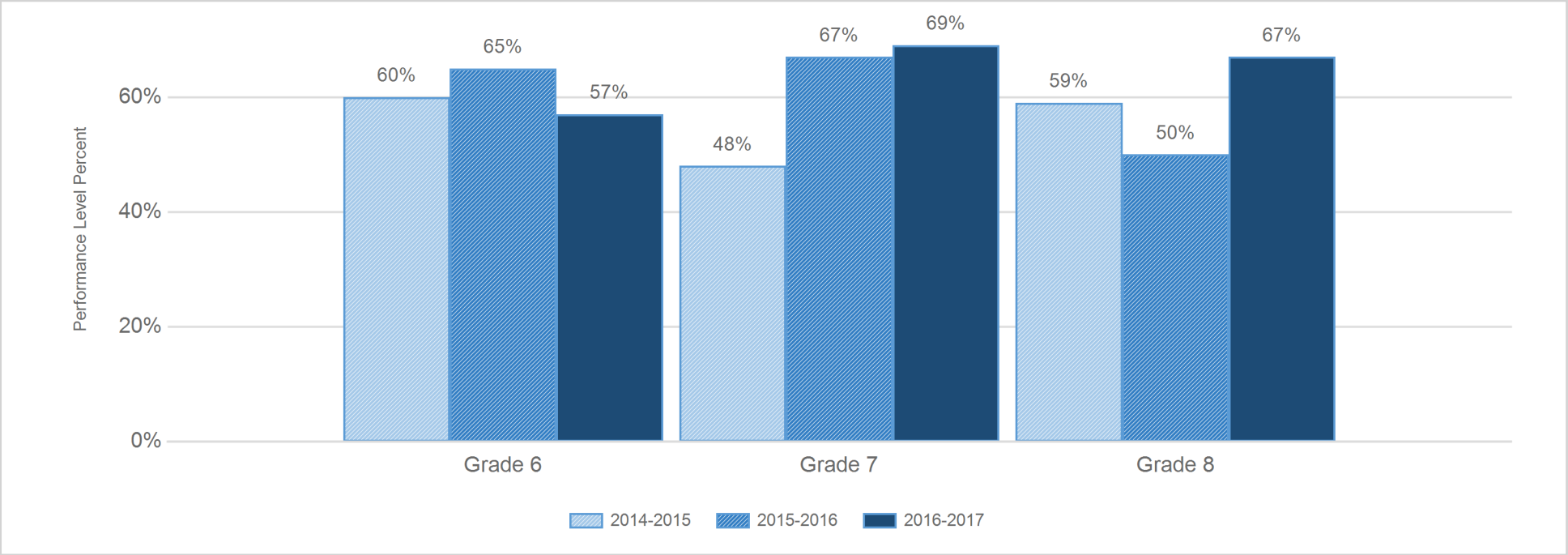


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English Language Arts/Literacy Assessment - Performance Trends

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	1143	95.6	37.40	37.20	43.50	37.4	39.7	Met Target†
White	752	94.3	41.60	40.30	52.40	41.3	41.2	Met Target
Hispanic	201	98.7	19.40	*	27.60	19.4	24.3	Not Met
Black or African American	74	94.3	18.90	19.90	21.70	18.6	22.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	84	100.0	61.90	61.00	75.60	61.9	70.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	29.60	44.90	30	32.5	Met Target†
Female	597	97.1	40.50	36.90	44.10	40.5		
Male	546	94.0	34.00	37.50	42.90	33.7		
Economically Disadvantaged Students	283	93.4	20.20	23.90	25.10	19.8	23.3	Met Target†
Non-Economically Disadvantaged Students	860	96.4	43.10	42.00	54.30	43.1		
Students with Disabilities	137	89.1	*	15.20	16.50	*	18.5	Not Met
Students without Disabilities	1006	96.6	*	41.40	48.80	*		
English Learners	19	100.0	10.50	24.50	23.30	10.5	N	N
Non-English Learners	1124	95.5	37.90	37.40	45.20	37.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	400	739	738	743	9%	22%	30%	35%	3%	39%	44%
White	250	744	742	751	7%	18%	28%	44%	4%	48%	54%
Hispanic	87	726	726	731	*	30%	32%	20%	*	21%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	23	752	758	771	0%	*	*	*	*	48%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	16	734	*	745	*	*	*	*	0%	19%	46%
Female	207	741	740	745	*	21%	28%	40%	*	43%	45%
Male	193	736	736	742	*	24%	32%	30%	*	34%	43%
Economically Disadvantaged Students	107	728	727	728	*	35%	33%	21%	*	22%	24%
Non-Economically Disadvantaged Students	293	742	742	752	*	18%	29%	41%	*	45%	56%
Students with Disabilities	45	710	710	717	*	*	*	*	*	*	13%
Students without Disabilities	355	742	743	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	401	741	738	741	6%	20%	38%	31%	5%	36%	40%
White	255	744	740	748	*	17%	40%	35%	*	39%	49%
Hispanic	71	730	731	730	*	30%	45%	17%	*	17%	23%
Black or African American	31	725	725	726	*	39%	*	*	0%	23%	19%
Asian, Native Hawaiian, or Pacific Islander	35	765	760	764	*	*	29%	43%	*	66%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	222	743	740	743	*	15%	39%	36%	*	40%	41%
Male	179	739	736	740	*	26%	37%	26%	*	31%	38%
Economically Disadvantaged Students	85	725	727	729	*	29%	39%	15%	*	15%	22%
Non-Economically Disadvantaged Students	316	746	741	749	*	17%	38%	36%	*	42%	50%
Students with Disabilities	47	718	712	716	26%	34%	30%	*	*	11%	11%
Students without Disabilities	354	745	742	746	3%	18%	40%	*	*	39%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	724	720	728	21%	24%	35%	20%	0%	20%	28%
White	177	725	722	736	18%	25%	37%	20%	0%	20%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	26	713	*	715	42%	*	*	*	0%	19%	15%
Asian, Native Hawaiian, or Pacific Islander	12	743	737	747	*	*	*	*	0%	33%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	140	723	721	730	24%	21%	35%	19%	0%	19%	30%
Male	144	725	720	725	17%	27%	35%	21%	0%	21%	26%
Economically Disadvantaged Students	96	723	716	719	23%	24%	33%	20%	0%	20%	19%
Non-Economically Disadvantaged Students	188	724	722	734	20%	25%	36%	20%	0%	20%	34%
Students with Disabilities	40	699	697	705	*	*	*	*	*	*	*
Students without Disabilities	244	728	725	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	769	736	743	*	*	18%	66%	*	74%	42%
White	91	766	738	751	*	*	18%	68%	*	73%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	22	790	769	774	0%	0%	*	64%	*	86%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	65	771	738	744	*	*	*	71%	*	75%	43%
Male	56	768	735	741	*	*	*	61%	*	71%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	121	769	*	745	*	*	18%	66%	*	74%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

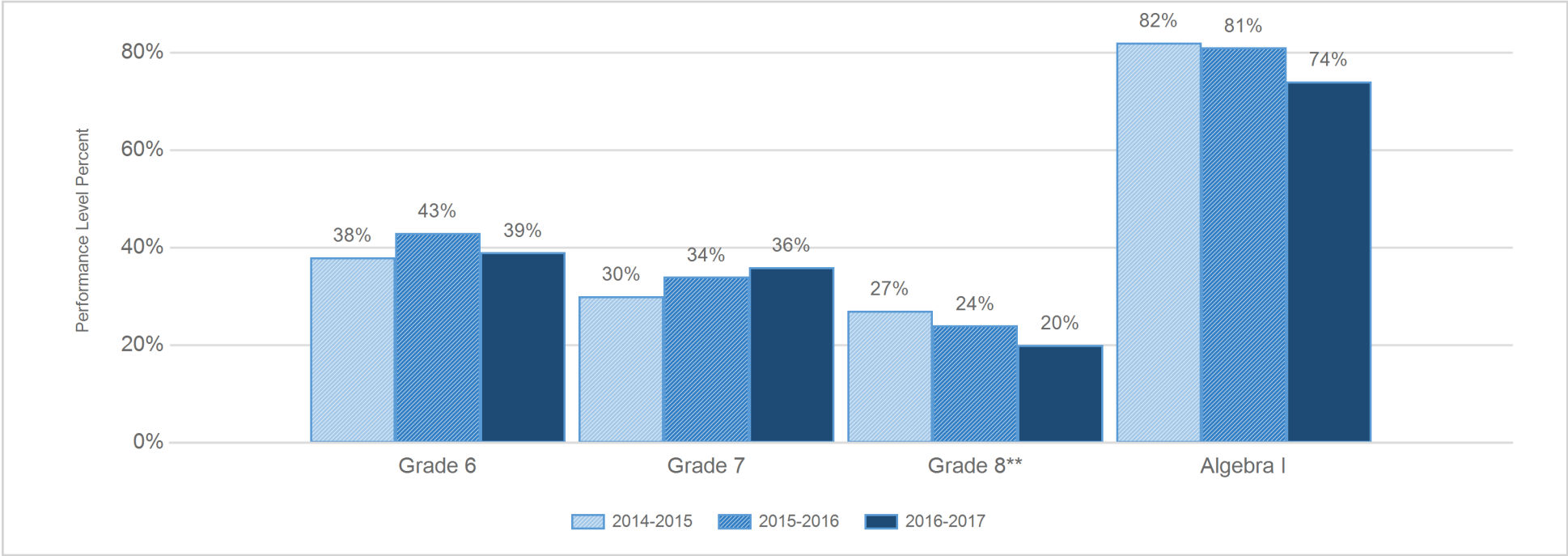


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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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.

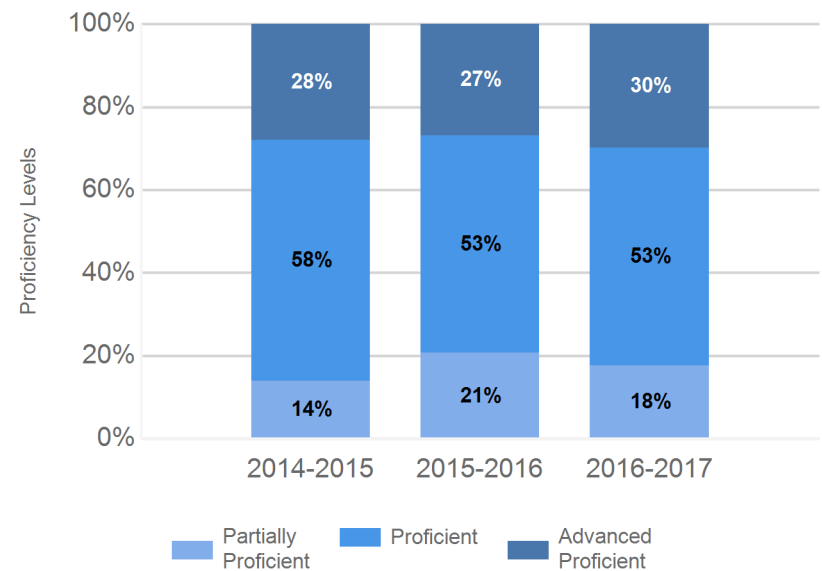
NJASK Science Assessment Performance: Grade 8

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	30%	53%	18%
White	35%	50%	15%
Hispanic	9%	63%	28%
Black or African American	7%	64%	29%
Asian, Native Hawaiian, or Pacific Islander	56%	38%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	9%	64%	27%
Economically Disadvantaged Students	16%	57%	26%
Students with Disabilities	2%	30%	68%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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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	54	47	50	Met Target	42	41	50	Met Target
White	54	47	50	Met Target	42	41	52	Met Target
Hispanic	54	44	49	Met Target	40.5	41	47	Met Target
Black or African American	49	46	45	Met Target	41.5	43	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	59.5	56	60	Met Target	46	49	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Met Target	*	*	52	Met Target
Economically Disadvantaged	53	43	47	Met Target	44	41	46	Met Target
Students with Disabilities	53	41.5	41	Met Target	34.5	37	43	Not Met
English Learners	78	42.5	53	**	53	36	51	**

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



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

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

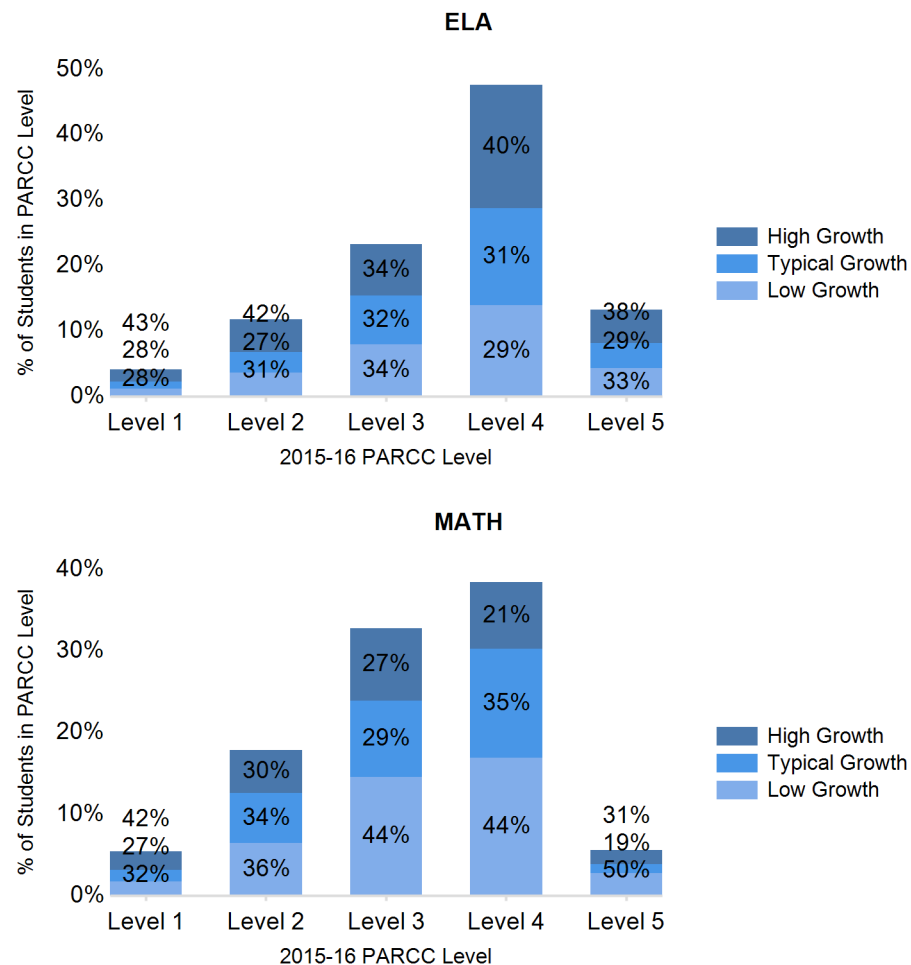
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

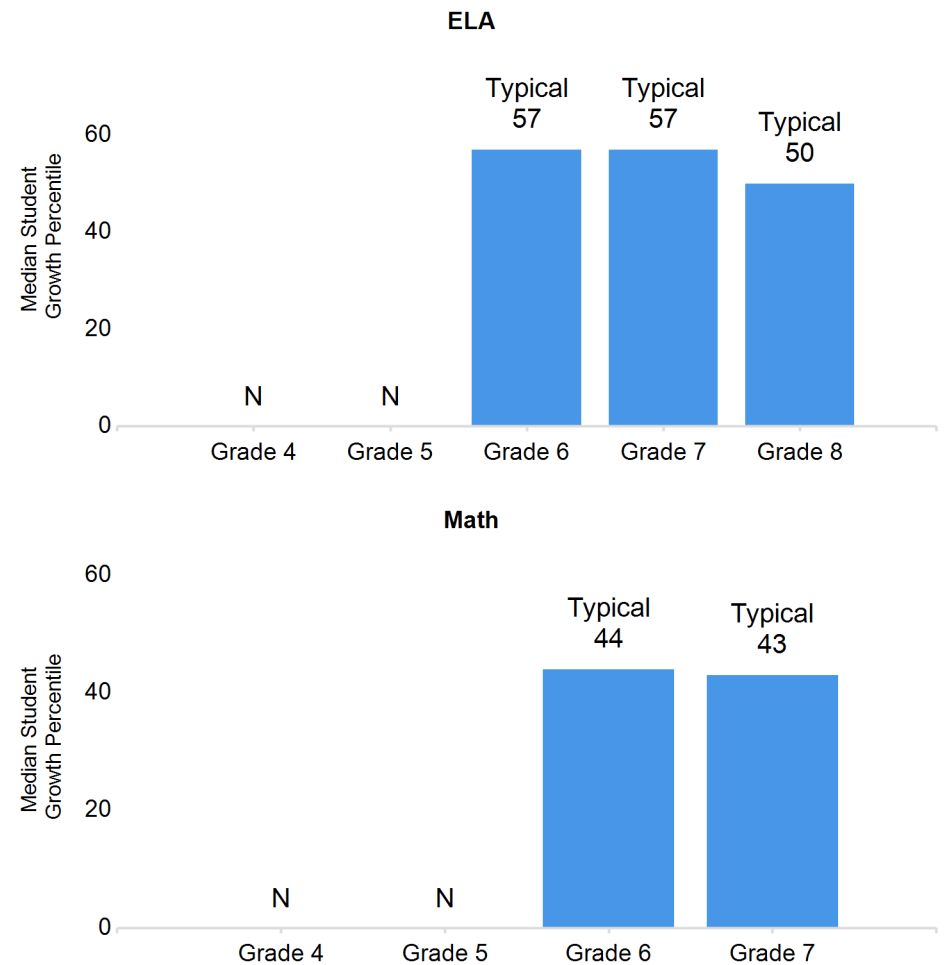
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	413
7	0	0	444
8	123	0	310
Schoolwide	123	0	1167

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	406
7	0	0	0	0	0	0	427
8	0	0	0	0	0	0	421
Schoolwide	0	0	0	0	0	0	1254
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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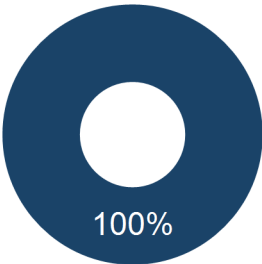
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Visual and Performing Arts – Course Participation

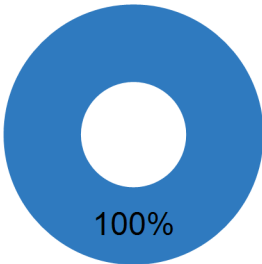
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

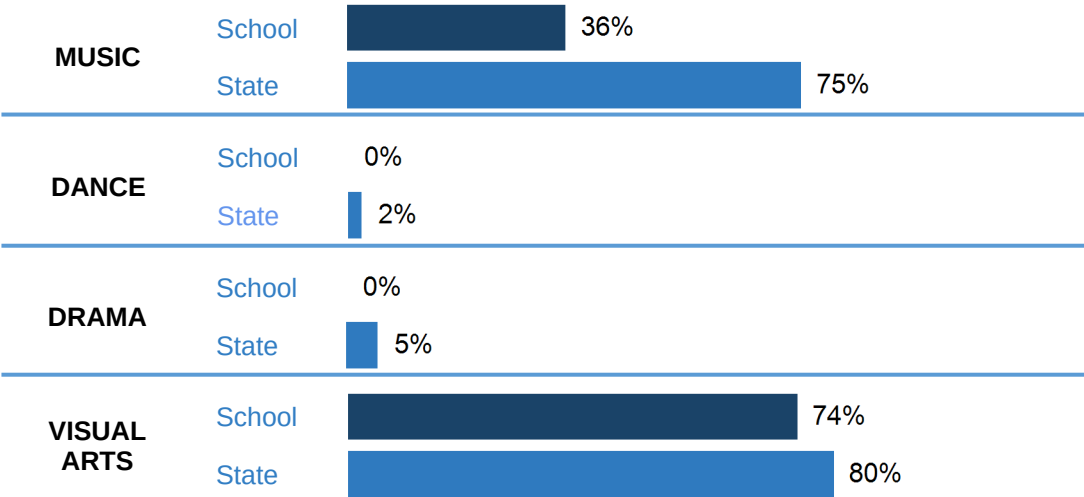


School



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

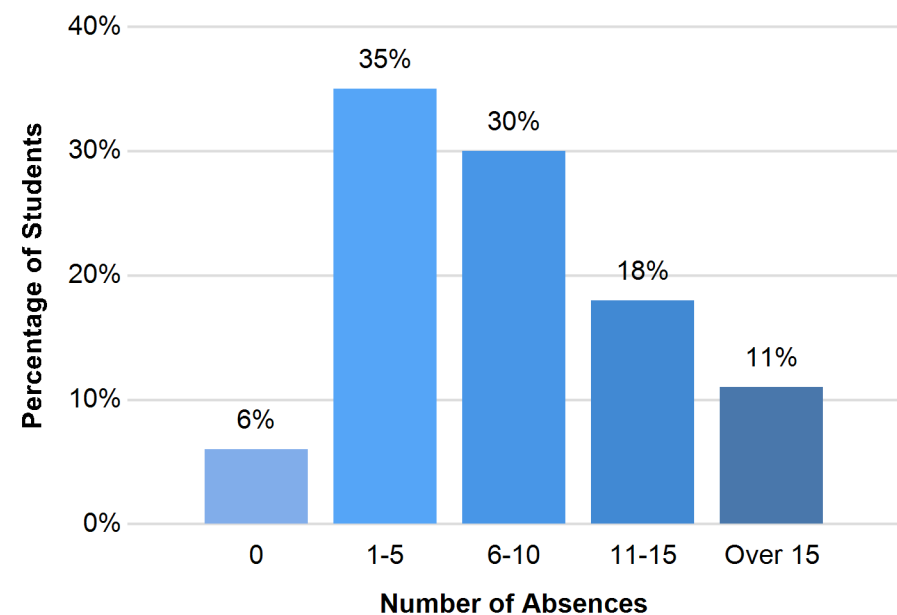
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	8.70	Met Target
White	8.70	8.70	Met Target
Hispanic	11.70	8.70	Not Met
Black or African American	6.90	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	15.20	8.70	Not Met
Economically Disadvantaged Students	14.90	8.70	Not Met
Students with Disabilities	14.50	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



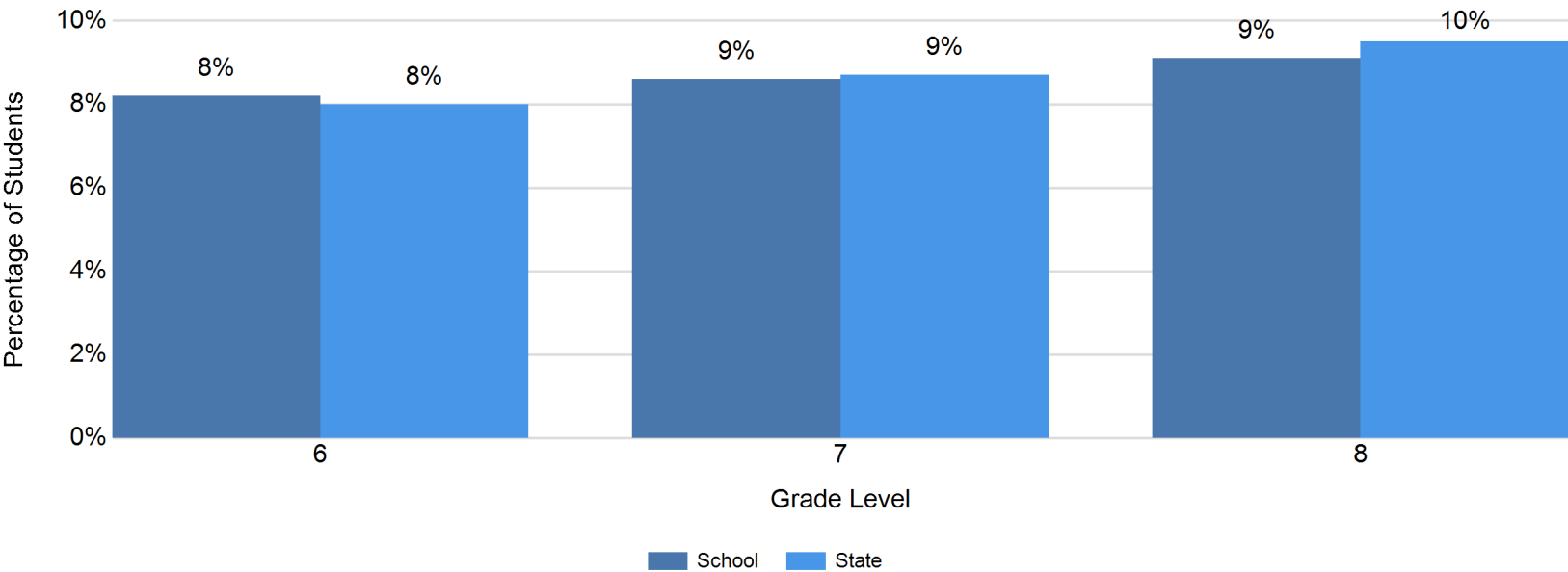


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:10AM
Typical End Time	1:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 38 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	6
Vandalism	3
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	1.98

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.4%
Any Suspension	2.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	89	120,724
Average years experience in public schools	14.6	11.8
Average years experience in district	13.4	10.5
Teachers in district for 4 or more years	87%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	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	14:1	13:1
Administrators	158:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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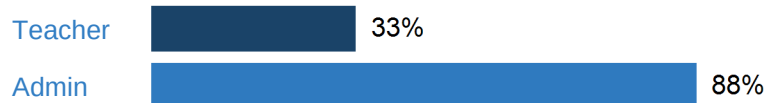
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	59.2	17.5%
Mathematics Proficiency	23.5	17.5%
English Language Arts Growth	64.2	25.0%
Mathematics Growth	21.8	25.0%
Chronic Absenteeism	33.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.0
Summative Rating: Percentile rank of Summative Score		35.5
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	41.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	37.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	41.0	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Black or African American	57.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	39.5	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	36.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Economically Disadvantaged Students	48.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	44.7	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	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:	Ms. Fronzak	Email Address:	lfronzak@trschoools.com
Address:	150 INTERMEDIATE NORTH WAY TOMS RIVER, NJ 08753	Website:	http://www.trschools.com/inorth/
Phone:	(732)505-5800		

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:	• Int. North will expand its SPED programs by incorporating pull-out resource classes for LA and Math. • Intermediate North continues to expand their after school clubs with Spanish Club and a Robotics Club. • IN offers additional support through Homework Help 4 days a week for all students from teacher and HSN alumni.
 Mission, Vision, Theme:	Toms River Intermediate North continues to strive to provide each student positive experiences filled with tremendous personal growth and development. The programs at Intermediate North offer many opportunities for our students to explore new things and learn more about their unique talents and abilities.
 Awards, Recognition, Accomplishments:	Our Math Club placed in their competitions, and several TRIN students were honored in essay, spelling, geography, math, science, music, and art competitions. We proved to be successful in competing with other schools in various academic bowls. Many students competed in local, regional, and state level science fairs with much success.



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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.

 Courses, Curriculum, Instruction:	The math standards and practices by which our students are held prepares them for modern real world opportunities. The language arts department plans instruction with a focus on the NJSLs. The curriculum includes independent read time. The Social Studies program focuses on world &US history, geography, economics & civics.
 Clubs and Activities:	Throughout the year a variety of after-school clubs and an extensive inter-scholastic athletic program are offered to our students. These programs include Student Council, Interact, Homework Club, TREE Club, History, Science, Math, Newspaper, Yearbook, Geography, Multicultural Art, Cheerleading, Theatre Arts, Visual and Performing Arts, Robotics, Art, Marching Bands, Peer Mediation, Student Leadership, and Student Community Service
 Before and After School Programs:	Intermediate North offers breakfast to its students before school. After school programs include our Title I Family Homework Club Program. Intermediate North also has established a parent-student Book Club.



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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:	Ongoing professional development provides teachers with the skills and strategies needed to integrate technology throughout the middle school curriculum.
 Student Supports and Services:	Intermediate North utilizes an Intervention and Referral Services Committee, 504 Committee, Child Study Team, Title I Program, and Student Mentoring Program. IN also implements support resources such as iReady, Moby Max, and Achieve 3000 to differentiate student driven instruction to individual needs, strengths and weaknesses.
 Student Health and Wellness:	Intermediate North students have Physical and Health Education on a daily basis. Through our Life Skills classes, students learn about nutrition, meal prep and cooking, as well as eating choices. Intermediate North has a wellness committee made up of teachers, admin, and parental input.
 Parent and Community Involvement:	Parents are involved at Intermediate North through our active PTO Group, our School Safety Team, Title I Parent Programs, and Book Club. Parents are sent a weekly newsletter from building principal. Parents have access to student grades and all assignments through Genesis Parent Portal. The district wide Special Education Parent Teacher Association also host events for families to participate.



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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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Our annual NJ School Climate Survey is utilized to gather feedback from both students and staff. The results are used to identify and improve issues and areas of concern. Programs and assemblies are also developed to enhance school climate for both students and staff.
Facilities:	Intermediate North was established in 1974 and is a climate controlled building. Wi-Fi is available throughout the entire building. Intermediate North houses a large media center, 9 technology labs, 21 class sets of chrome carts, rooms specifically designed for art, music, cooking, sewing, and engineering. Intermediate North has created a "Maker Space" in which students can explore through engineering, critical thinking, and problem solving.



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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:	Intermediate structures their day around 50 minute academic classes while providing students with a 40 minute non-academic activity and 30 minute lunch. Embedded in the school day is an Academic Activity in which students rotate quarterly to further explore the four academic content areas. The Toms River Regional School District is dedicated to providing a comprehensive technology education program for all of our children. The district, through a stable network environment, provides high speed Internet access to all classrooms, technology labs and the Media Center. Computer equipment is updated regularly and software is evaluated for its educational relevance. Intermediate North maintains a comprehensive school website. Parents have access to student grades and all assignments through Genesis Parent Portal. The district wide Special Education Parent Teacher Association also host events for families to participate. Intermediate North does not require uniforms for students to attend school.



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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
6	326	325	301
7	320	340	323
8	334	331	337
Ungraded	98	118	114
Total	1078	1114	1075

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	36%	34%	34%
Students with Disabilities	18%	17%	19%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.6%
Hispanic	17.1%
Black or African American	6.6%
Asian	1.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.7%

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	92.4%
Spanish	6.0%
Other	1.8%



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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	1008	96.9	50.90	53.80	54.90	50.9	45.2	Met Target
White	724	96.5	54.90	57.40	63.90	54.9	48.6	Met Target
Hispanic	172	97.8	37.20	38.50	39.80	37.2	31.3	Met Target
Black or African American	65	97.2	40.00	35.80	35.20	40	31.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	100.0	66.70	75.30	80.70	66.7	67.4	N
American Indian or Alaska Native	N	N	N	87.50	53.70	N	**	**
Two or More Races	26	100.0	42.30	41.90	54.90	42.3	40.7	Met Target
Female	478	96.1	62.60	62.00	62.20	62.6		
Male	530	97.7	40.40	46.10	48.10	40.4		
Economically Disadvantaged Students	335	97.2	38.80	36.80	36.20	38.8	29.6	Met Target
Non-Economically Disadvantaged Students	673	96.8	57.00	59.90	65.80	57		
Students with Disabilities	189	94.7	21.70	*	20.50	21.5	23.5	Met Target†
Students without Disabilities	819	97.5	57.70	*	61.90	57.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	12	86.7	33.40	35.90	26.40	30		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	318	746	752	752	8%	15%	33%	35%	10%	45%	54%
White	220	750	755	758	6%	13%	30%	40%	12%	51%	63%
Hispanic	59	734	740	740	*	19%	42%	22%	*	25%	38%
Black or African American	22	742	739	736	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	12	730	*	753	*	*	*	*	0%	25%	56%
Female	146	753	759	758	*	*	29%	43%	13%	56%	61%
Male	172	740	744	746	*	*	37%	28%	7%	35%	46%
Economically Disadvantaged Students	109	737	739	737	*	*	32%	28%	*	32%	34%
Non-Economically Disadvantaged Students	209	751	756	761	*	*	34%	39%	*	51%	65%
Students with Disabilities	61	714	716	722	*	*	*	*	*	*	17%
Students without Disabilities	257	754	757	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	345	750	757	756	9%	14%	24%	35%	17%	53%	59%
White	260	753	759	764	7%	14%	24%	34%	20%	54%	69%
Hispanic	57	740	745	742	*	*	26%	39%	*	47%	44%
Black or African American	17	742	*	737	*	*	*	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	174	762	766	764	*	*	21%	41%	25%	66%	68%
Male	171	738	746	749	*	*	27%	30%	9%	39%	51%
Economically Disadvantaged Students	109	736	739	739	*	20%	27%	32%	*	40%	40%
Non-Economically Disadvantaged Students	236	756	762	766	*	11%	23%	37%	*	59%	70%
Students with Disabilities	47	707	721	719	43%	32%	*	*	*	11%	19%
Students without Disabilities	298	757	762	763	4%	11%	*	*	*	59%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	345	750	757	758	9%	14%	24%	35%	17%	53%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	345	750	754	757	8%	16%	24%	43%	9%	52%	59%
White	246	755	757	764	6%	12%	24%	48%	10%	58%	68%
Hispanic	56	736	740	742	*	25%	30%	29%	*	32%	44%
Black or African American	26	730	*	738	*	46%	*	*	0%	27%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	154	758	763	766	*	13%	20%	52%	*	63%	68%
Male	191	744	746	749	*	19%	28%	35%	*	42%	50%
Economically Disadvantaged Students	101	736	741	739	*	21%	33%	31%	*	33%	40%
Non-Economically Disadvantaged Students	244	756	759	766	*	14%	21%	48%	*	59%	69%
Students with Disabilities	54	715	713	718	30%	35%	22%	*	*	13%	18%
Students without Disabilities	291	756	760	764	4%	13%	25%	*	*	59%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	345	750	*	759	8%	16%	24%	43%	9%	52%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



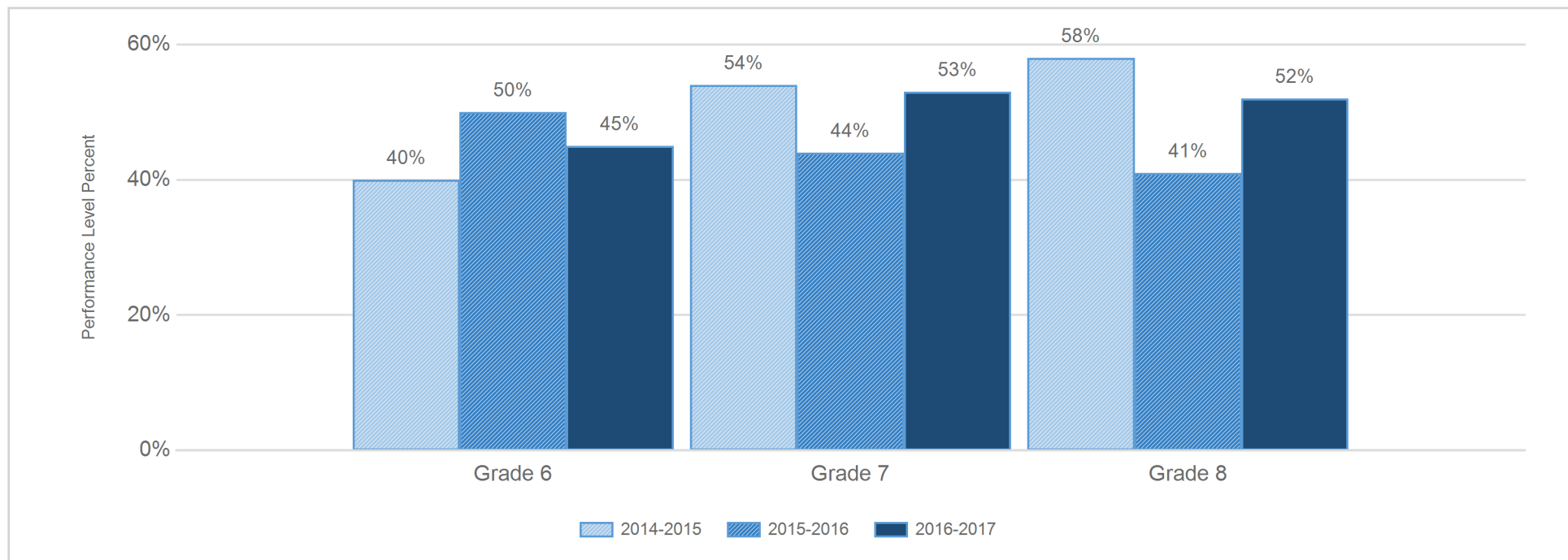
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English Language Arts/Literacy Assessment - Performance Trends

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	1000	96.2	28.70	37.20	43.50	28.7	30.1	Met Target†
White	716	95.5	33.20	40.30	52.40	33.2	34	Met Target†
Hispanic	171	97.3	13.50	*	27.60	13.5	16.3	Met Target†
Black or African American	66	98.6	18.20	19.90	21.70	18.2	15.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	100.0	52.40	61.00	75.60	52.4	49.2	N
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	26	100.0	11.50	29.60	44.90	11.5	17.3	Met Target†
Female	473	95.1	27.90	36.90	44.10	27.9		
Male	527	97.2	29.40	37.50	42.90	29.4		
Economically Disadvantaged Students	328	95.3	17.70	23.90	25.10	17.7	19	Met Target†
Non-Economically Disadvantaged Students	672	96.6	34.00	42.00	54.30	34		
Students with Disabilities	185	92.8	*	15.20	16.50	*	12.7	Not Met
Students without Disabilities	815	97.0	*	41.40	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	11	80.0	*	12.10	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	314	735	738	743	8%	26%	39%	23%	4%	27%	44%
White	216	739	742	751	*	21%	41%	28%	*	32%	54%
Hispanic	59	726	726	731	*	39%	42%	*	*	10%	27%
Black or African American	22	729	*	724	*	*	*	*	*	23%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	12	721	*	745	*	*	*	*	*	*	46%
Female	145	736	740	745	*	23%	44%	26%	*	28%	45%
Male	169	734	736	742	*	28%	35%	21%	*	27%	43%
Economically Disadvantaged Students	106	729	727	728	*	36%	34%	17%	*	20%	24%
Non-Economically Disadvantaged Students	208	738	742	752	*	21%	42%	26%	*	31%	56%
Students with Disabilities	58	711	710	717	*	*	*	*	*	*	13%
Students without Disabilities	256	740	743	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	343	736	738	741	*	21%	41%	29%	*	30%	40%
White	257	738	740	748	*	19%	40%	32%	*	34%	49%
Hispanic	57	730	731	730	*	28%	47%	18%	*	18%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	171	740	740	743	*	21%	42%	31%	*	33%	41%
Male	172	733	736	740	*	22%	40%	26%	*	27%	38%
Economically Disadvantaged Students	108	728	727	729	*	25%	45%	18%	*	18%	22%
Non-Economically Disadvantaged Students	235	740	741	749	*	20%	39%	34%	*	36%	50%
Students with Disabilities	47	705	712	716	*	*	*	*	*	*	11%
Students without Disabilities	296	741	742	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	343	736	738	742	*	21%	41%	29%	*	30%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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	259	718	720	728	29%	25%	33%	13%	0%	13%	28%
White	171	721	722	736	26%	23%	35%	16%	0%	16%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	25	705	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	114	718	721	730	*	*	*	*	*	*	30%
Male	145	718	720	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	91	711	716	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	168	722	722	734	*	*	*	*	*	*	34%
Students with Disabilities	50	698	697	705	*	*	*	*	*	*	*
Students without Disabilities	209	723	725	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	259	718	*	729	29%	25%	33%	13%	0%	13%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	763	736	743	0%	*	22%	73%	*	75%	42%
White	74	762	738	751	0%	*	23%	72%	*	74%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	40	759	738	744	*	*	*	65%	*	65%	43%
Male	45	767	735	741	*	*	*	80%	*	84%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	85	763	*	745	0%	*	22%	73%	*	75%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

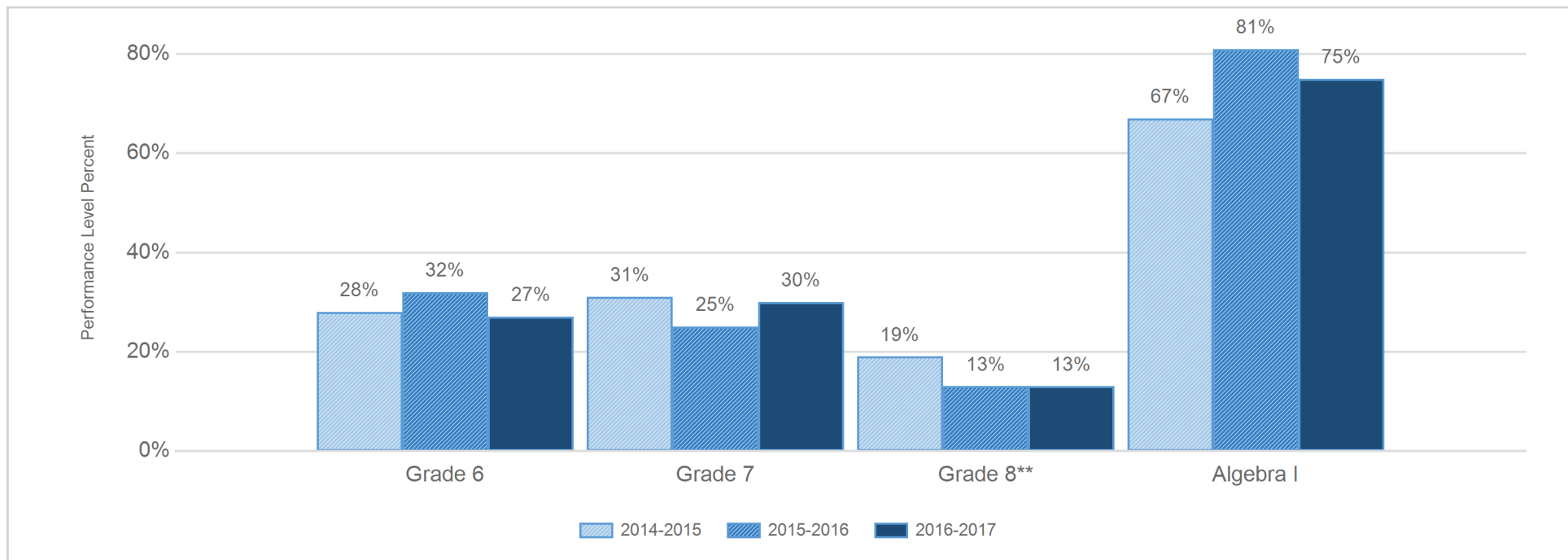


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	14	14
8	19	19

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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

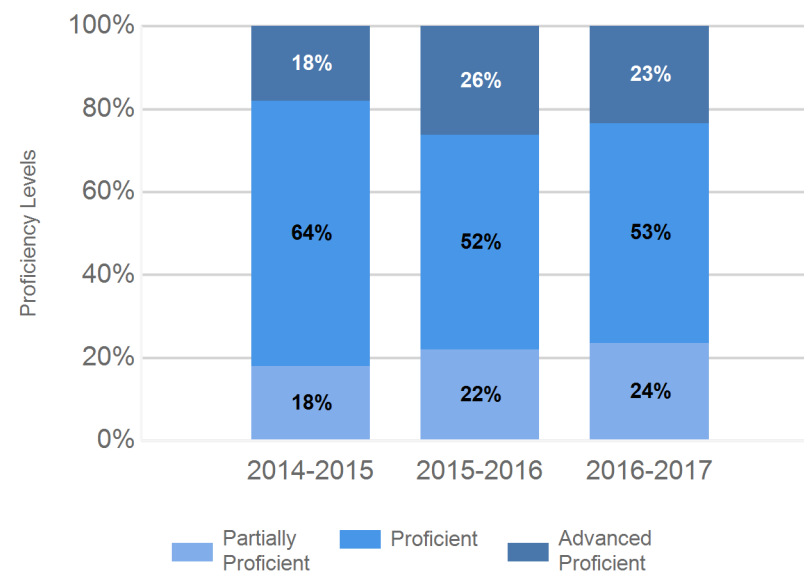
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	23%	53%	24%
White	29%	52%	19%
Hispanic	9%	57%	35%
Black or African American	N	58%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	16%	48%	37%
Students with Disabilities	8%	39%	53%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	47	50	Met Target	38	41	50	Not Met
White	46	47	50	Met Target	36	41	52	Not Met
Hispanic	46	44	49	Met Target	42	41	47	Met Target
Black or African American	42	46	45	Met Target	38.5	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	74	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	55.5	*	51	Met Target	*	*	52	**
Economically Disadvantaged	43	43	47	Met Target	42	41	46	Met Target
Students with Disabilities	45	41.5	41	Met Target	27.5	37	43	Not Met
English Learners	*	42.5	53	**	*	36	51	**

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



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

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

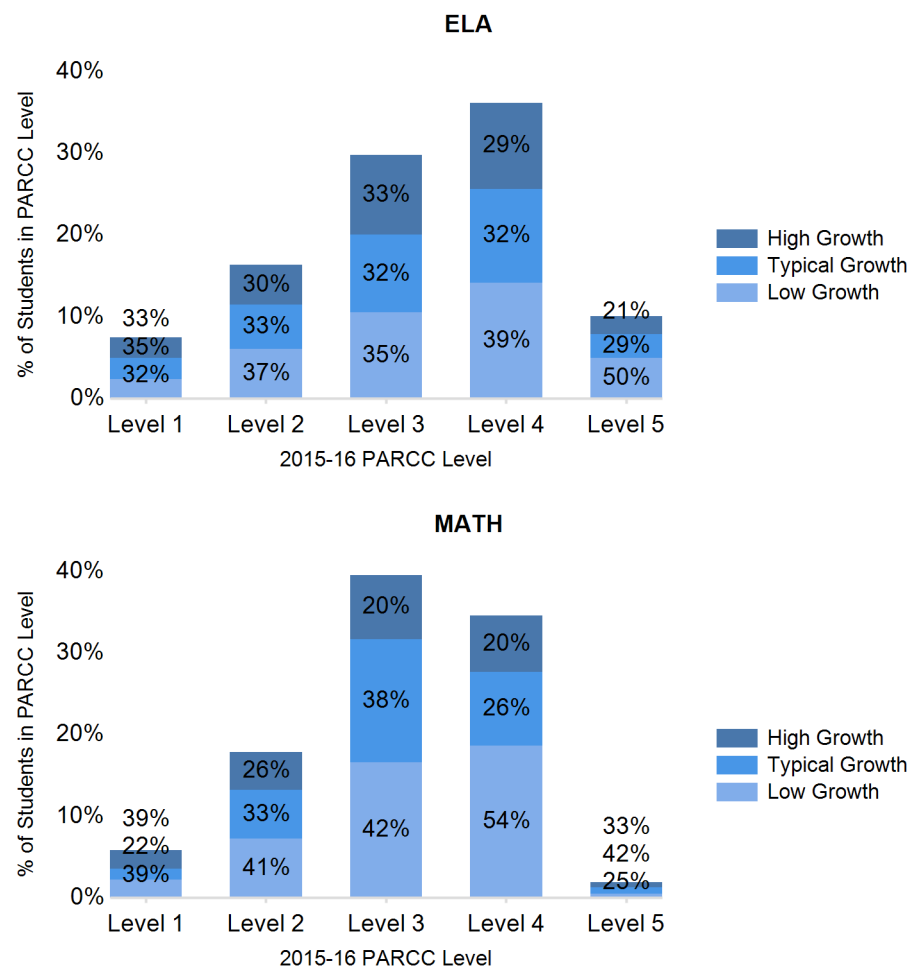
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

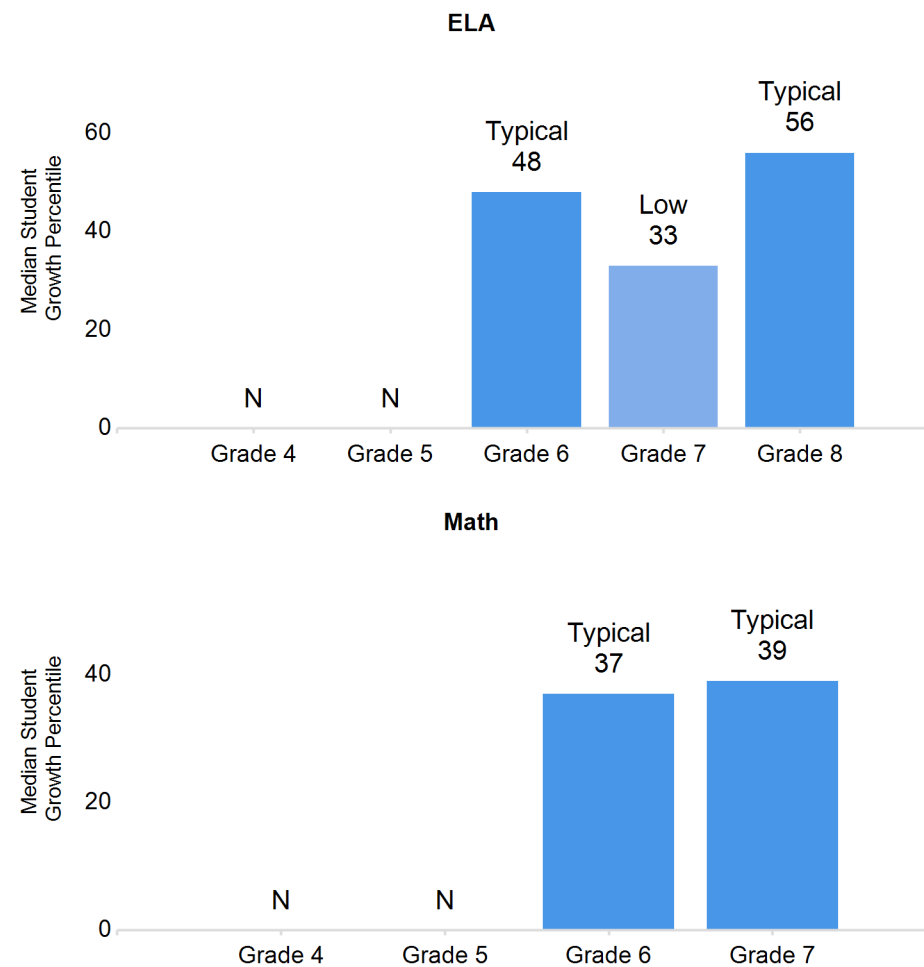
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	330
7	0	0	365
8	88	0	276
Schoolwide	88	0	971

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	331
7	0	0	0	0	0	0	356
8	0	0	0	0	0	0	362
Schoolwide	0	0	0	0	0	0	1049
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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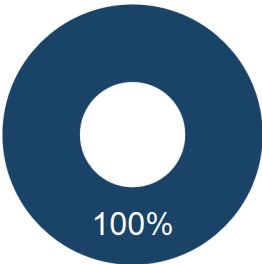
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Visual and Performing Arts – Course Participation

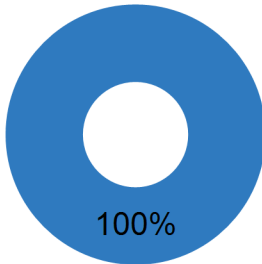
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

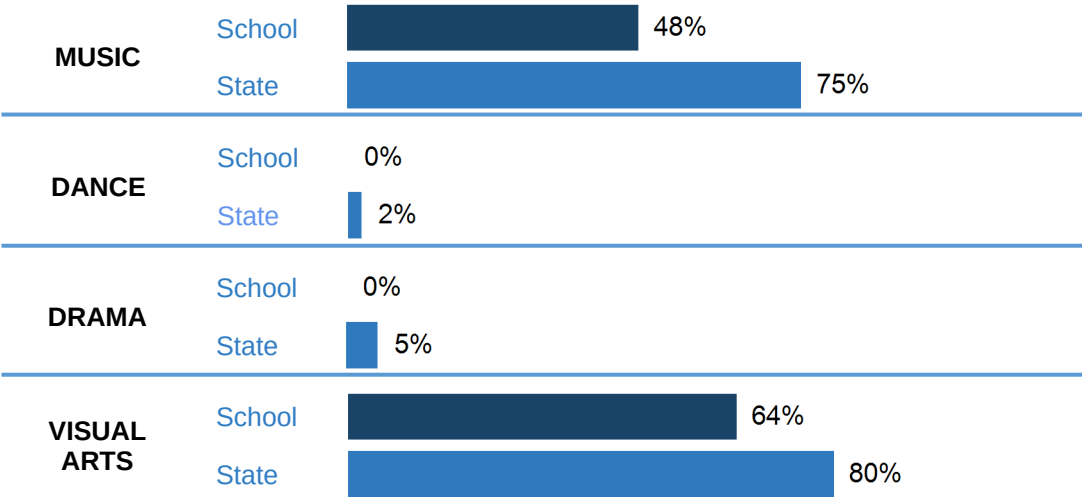


School



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

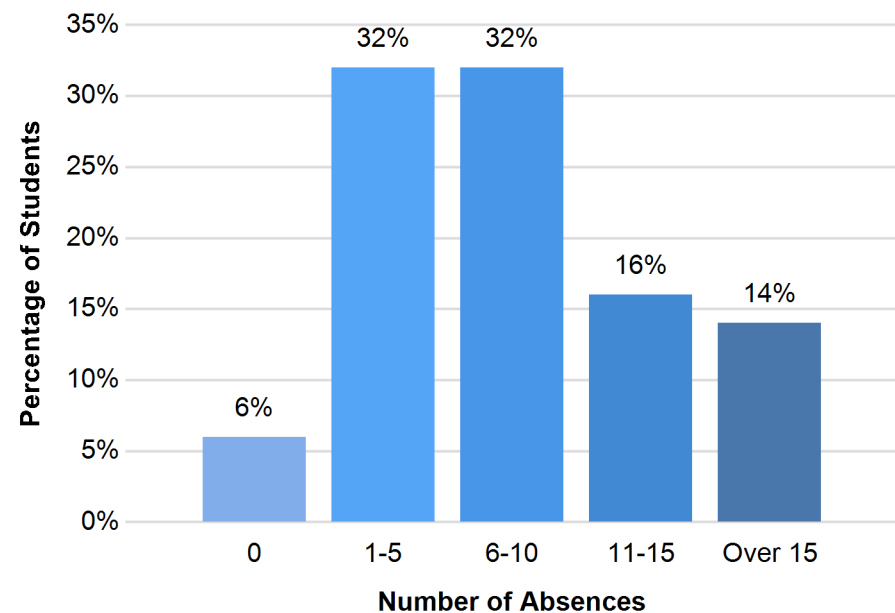
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.20	8.70	Not Met
White	11.70	8.70	Not Met
Hispanic	9.60	8.70	Not Met
Black or African American	11.60	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.80	8.70	Not Met
Economically Disadvantaged Students	18.80	8.70	Not Met
Students with Disabilities	15.20	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



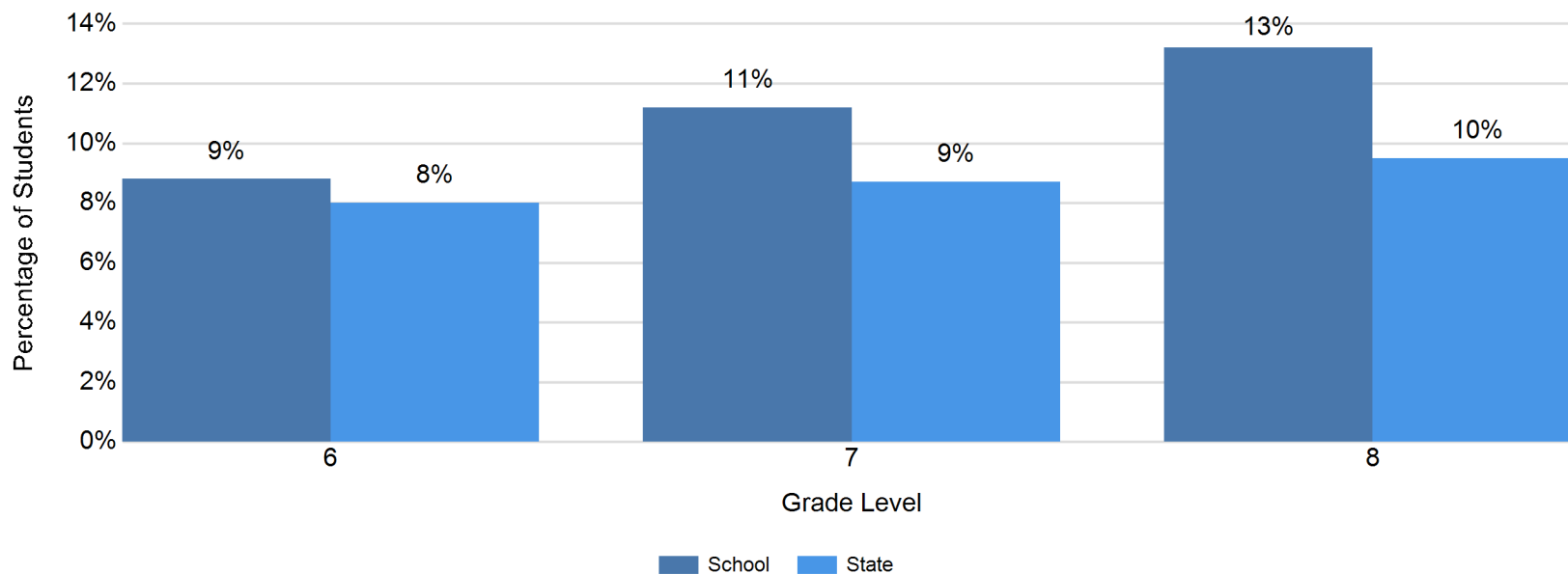


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 38 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	2
Weapons	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	22
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	2.60

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	6.4%
Any Suspension	6.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	88	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	88%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	358:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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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.

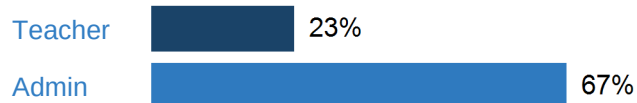
Teachers and Administrators - Level of Education

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.

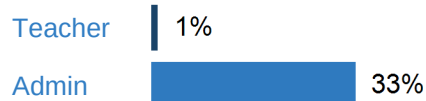
Bachelor's Degree



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	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	34.2	17.5%
Mathematics Proficiency	12.7	17.5%
English Language Arts Growth	37.6	25.0%
Mathematics Growth	15.0	25.0%
Chronic Absenteeism	22.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.8
Summative Rating: Percentile rank of Summative Score		13.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	24.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
White	16.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	31.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	43.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	34.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	**	No
Economically Disadvantaged Students	31.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	36.8	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Gluck	Email Address:	pgluck@trschoools.com
Address:	1675 PINEWALD ROAD BEACHWOOD, NJ 08722	Website:	http://www.trschools.com/isouth/
Phone:	(732)505-3900		

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:	• Intermediate South will be piloting a modified block schedule this year. All students in grades 6-8 will participate. • Educational programs also include SPED classes, life skills, fine arts, performing arts, technology & World Lang. • Graduating 8th graders participate in HS planning and counselors provide career awareness through classroom visits.
 Mission, Vision, Theme:	Toms River Intermediate South continues to strive to provide each student positive experiences filled with tremendous personal growth and development. The programs at Intermediate South offer many opportunities for our students to explore new things and to learn more about themselves and their unique talents and abilities.
 Awards, Recognition, Accomplishments:	Intermediate South students have received numerous awards over the years in math, geography, spelling and essay contests in groups and as individuals.



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 Courses, Curriculum, Instruction:	The language arts department plans instruction with a focus on the NJSLs. The curriculum includes independent read time. The math standards and practices by which our students are held prepares them for modern real world opportunities. Our science program is based on the NGSS and NJSLs, with emphasis on promoting deep understanding of scientific principles through hands-on learning. The Social Studies program focuses on world & US history, geography, economics & civics.
 Clubs and Activities:	Art Club, Band, Cheerleading, Band Front, Bowling, Drill Team, LEADERS, Lego Club, Environmental Club, Geography Club, History Club, Homework Club, Interact Club, Jazz Club, Jewelry Club, Kahoot Club, Math Challenge, Math Team, Newspaper, Photography Club, Science Club, School Play, Scrabble Club, Student Council, Technology Club, Weather Club, Yearbook
 Before and After School Programs:	Intermediate South offers breakfast to its students before school. After school programs include our Buddy Club where our regular education students "buddy" with our special education students on a weekly basis, Mentor Program and Title 1 Family Homework Club Program.



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 Staff and Professional Learning:	The District and Intermediate South offer teachers 3 full days and 4 half days of professional development this year.
 Student Supports and Services:	Intermediate South utilizes an Intervention and Referral Services Committee(IRSC), Title 1 Family Homework Club, & Academic Activity classes where students use iReady & Achieve 3000.
 Student Health and Wellness:	Intermediate South students have Physical Education classes on a daily basis and health one quarter per year. Students have access to a fitness room equipped with weights, treadmills, and elliptical machines. In addition our Life Skills classes teach students about healthy cooking and eating choices.
 Parent and Community Involvement:	Parents have access to student grades and homework assignments via the GENESIS parent portal. Our Parent Teacher Organization plans many activities for our students to participate in throughout the year. The district wide Special Education Parent Teacher Association (SEPTA) also has events for students to participate in.



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Climate Surveys:

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

The climate survey is from the NJ School Climate Survey: Middle-High School Students and the NJ School Climate Survey: School Staff . It is administered annually. The results are used to identify issues and areas of concern and to develop programs to enhance school climate.



Facilities:

Intermediate South is 13 year old building with air conditioning and Wi-Fi. We have a media center with tech labs, dedicated art, technology, cooking and sewing classrooms, a gymnasium, and cafetorium.



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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 school day at Intermediate South is a modified block schedule. The school day begins at 7:45am and ends at 2:20pm. The Safety Team meets three times per year. Review of HIB investigations, programs, education/ training and action plans are discussed. The group is made up of 6th, 7th and 8th grade teachers, community members, law enforcement and administration. There are 18 chrome carts that are shared throughout the building. There are phones in every office, and classroom, as well as an intercom system for announcements. Students are not required to wear a uniform however they do adhere to a dress code.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	83	119	99
1	124	108	118
2	138	123	103
3	134	139	137
4	107	122	153
5	130	114	128
Ungraded	42	57	60
Total	758	782	798

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%	46%	45%
Male	50%	54%	55%
Economically Disadvantaged Students	50%	52%	50%
Students with Disabilities	15%	16%	18%
English Learners	6%	8%	6%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	43.1%
Hispanic	38.6%
Black or African American	8.9%
Asian	5.0%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
Two or More Races	4.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	76	0	0
KG - Full Day	1	119	99

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	70.4%
Spanish	24.7%
Other	4.8%



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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	449	98.4	44.10	53.80	54.90	44.1	42.2	Met Target
White	202	97.3	57.90	57.40	63.90	57.9	52.7	Met Target
Hispanic	175	99.5	28.60	38.50	39.80	28.6	27.8	Met Target
Black or African American	37	97.9	24.30	35.80	35.20	24.3	29.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	100.0	71.40	75.30	80.70	71.4	N	N
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	41.90	54.90	46.2	**	**
Female	213	99.1	51.60	62.00	62.20	51.6		
Male	236	97.7	37.30	46.10	48.10	37.3		
Economically Disadvantaged Students	206	99.6	24.30	36.80	36.20	24.3	27.4	Met Target†
Non-Economically Disadvantaged Students	243	97.4	60.90	59.90	65.80	60.9		
Students with Disabilities	89	97.9	19.10	*	20.50	19.1	21	Met Target†
Students without Disabilities	360	98.5	50.30	*	61.90	50.3		
English Learners	39	100.0	15.40	23.10	25.20	15.4	N	N
Non-English Learners	410	98.2	46.80	54.30	57.40	46.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	159	737	748	749	*	19%	30%	32%	*	35%	50%
White	60	745	752	759	*	*	35%	42%	*	43%	61%
Hispanic	72	726	733	734	24%	22%	32%	22%	0%	22%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	768	763	775	0%	*	*	*	*	67%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	78	744	751	754	*	*	28%	42%	*	45%	55%
Male	81	730	744	745	*	*	32%	22%	*	25%	46%
Economically Disadvantaged Students	76	722	730	731	*	*	29%	17%	*	17%	31%
Non-Economically Disadvantaged Students	83	750	755	762	*	*	31%	46%	*	51%	63%
Students with Disabilities	28	711	*	720	*	*	*	*	*	11%	24%
Students without Disabilities	131	742	*	755	*	*	*	*	*	40%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	172	746	751	753	9%	17%	27%	37%	9%	47%	56%
White	87	755	755	762	*	13%	24%	47%	*	59%	67%
Hispanic	57	733	739	740	*	26%	28%	26%	*	32%	40%
Black or African American	20	734	736	737	*	*	*	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	83	749	755	758	*	15%	25%	41%	*	52%	61%
Male	89	743	747	749	*	20%	28%	34%	*	42%	51%
Economically Disadvantaged Students	77	729	736	737	*	*	39%	20%	*	21%	36%
Non-Economically Disadvantaged Students	95	759	757	764	*	*	17%	52%	*	67%	69%
Students with Disabilities	28	718	722	725	*	*	*	*	*	21%	25%
Students without Disabilities	144	751	756	759	*	*	*	*	*	51%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	172	746	751	755	9%	17%	27%	37%	9%	47%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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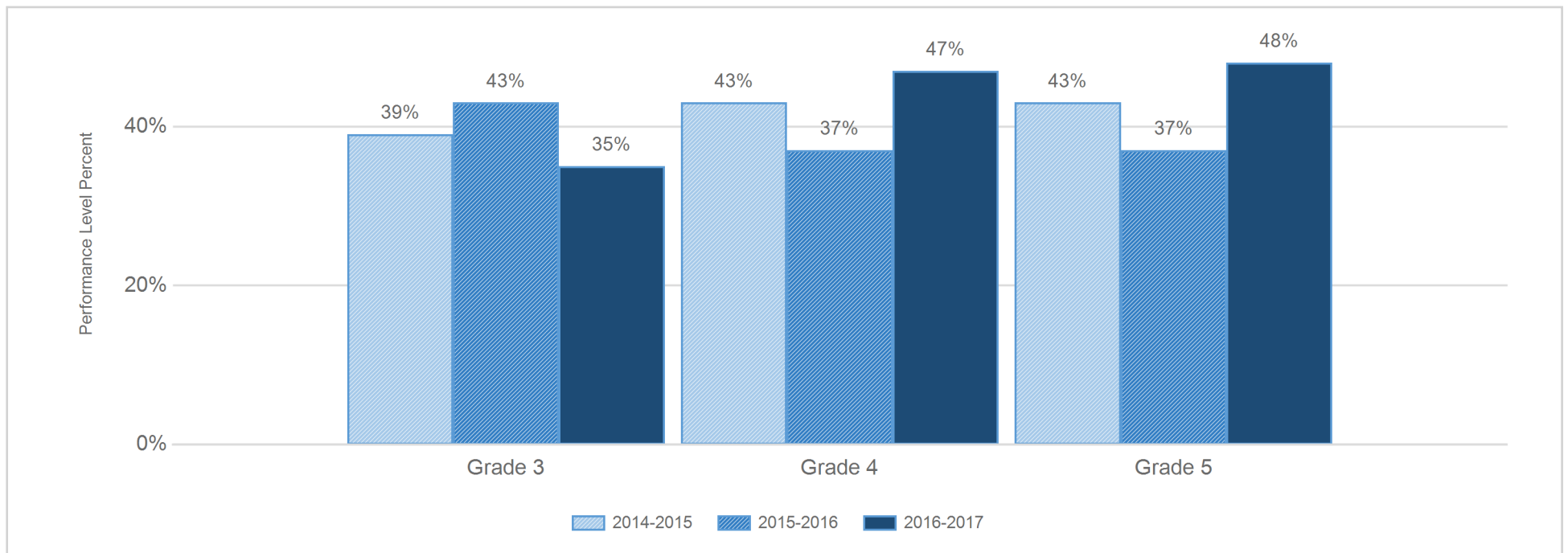
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	746	754	756	*	16%	28%	42%	*	48%	59%
White	71	756	757	763	*	*	25%	54%	*	63%	69%
Hispanic	51	737	743	743	*	26%	35%	29%	*	31%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	70	751	757	761	*	*	21%	46%	*	57%	66%
Male	77	741	750	750	*	*	34%	39%	*	39%	53%
Economically Disadvantaged Students	65	736	*	740	*	*	29%	34%	*	34%	40%
Non-Economically Disadvantaged Students	82	754	*	765	*	*	27%	49%	*	59%	71%
Students with Disabilities	30	723	726	725	*	33%	*	*	*	17%	22%
Students without Disabilities	117	752	759	762	*	12%	*	*	*	56%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	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%

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	450	98.0	36.40	37.20	43.50	36.4	43.3	Not Met
White	204	96.9	50.00	40.30	52.40	50	55.1	Met Target†
Hispanic	175	99.5	21.10	*	27.60	21.1	27.8	Not Met
Black or African American	36	95.8	19.40	19.90	21.70	19.4	25.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	100.0	57.10	61.00	75.60	57.1	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	29.60	44.90	38.5	**	**
Female	213	98.7	36.20	36.90	44.10	36.2		
Male	237	97.3	36.70	37.50	42.90	36.7		
Economically Disadvantaged Students	209	99.6	20.10	23.90	25.10	20.1	27.8	Not Met
Non-Economically Disadvantaged Students	241	96.7	50.60	42.00	54.30	50.6		
Students with Disabilities	89	97.9	19.10	15.20	16.50	19.1	25	Met Target†
Students without Disabilities	361	98.0	40.70	41.40	48.80	40.7		
English Learners	42	100.0	19.00	24.50	23.30	19	N	N
Non-English Learners	408	97.8	38.20	37.40	45.20	38.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	159	736	749	751	12%	25%	30%	27%	6%	33%	53%
White	61	745	753	759	*	16%	36%	36%	*	43%	63%
Hispanic	72	727	736	738	*	31%	33%	*	*	19%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	758	764	779	0%	*	*	*	*	67%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	78	737	749	751	*	27%	33%	23%	*	31%	52%
Male	81	735	750	751	*	24%	26%	31%	*	36%	53%
Economically Disadvantaged Students	77	726	737	736	*	34%	25%	*	*	22%	34%
Non-Economically Disadvantaged Students	82	746	755	761	*	17%	34%	*	*	44%	65%
Students with Disabilities	28	721	*	729	*	39%	*	*	*	18%	29%
Students without Disabilities	131	739	*	755	*	22%	*	*	*	37%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	175	739	747	747	*	22%	29%	35%	*	38%	47%
White	88	747	751	755	*	17%	21%	49%	*	53%	59%
Hispanic	59	729	737	734	*	25%	42%	20%	*	20%	30%
Black or African American	20	727	730	729	*	*	*	*	0%	15%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	84	742	747	747	*	24%	25%	38%	*	42%	47%
Male	91	737	747	747	*	21%	33%	33%	*	35%	48%
Economically Disadvantaged Students	79	724	734	732	*	35%	33%	17%	*	17%	27%
Non-Economically Disadvantaged Students	96	752	753	757	*	12%	26%	51%	*	56%	61%
Students with Disabilities	28	723	727	724	*	*	*	*	*	25%	22%
Students without Disabilities	147	742	751	751	*	*	*	*	*	41%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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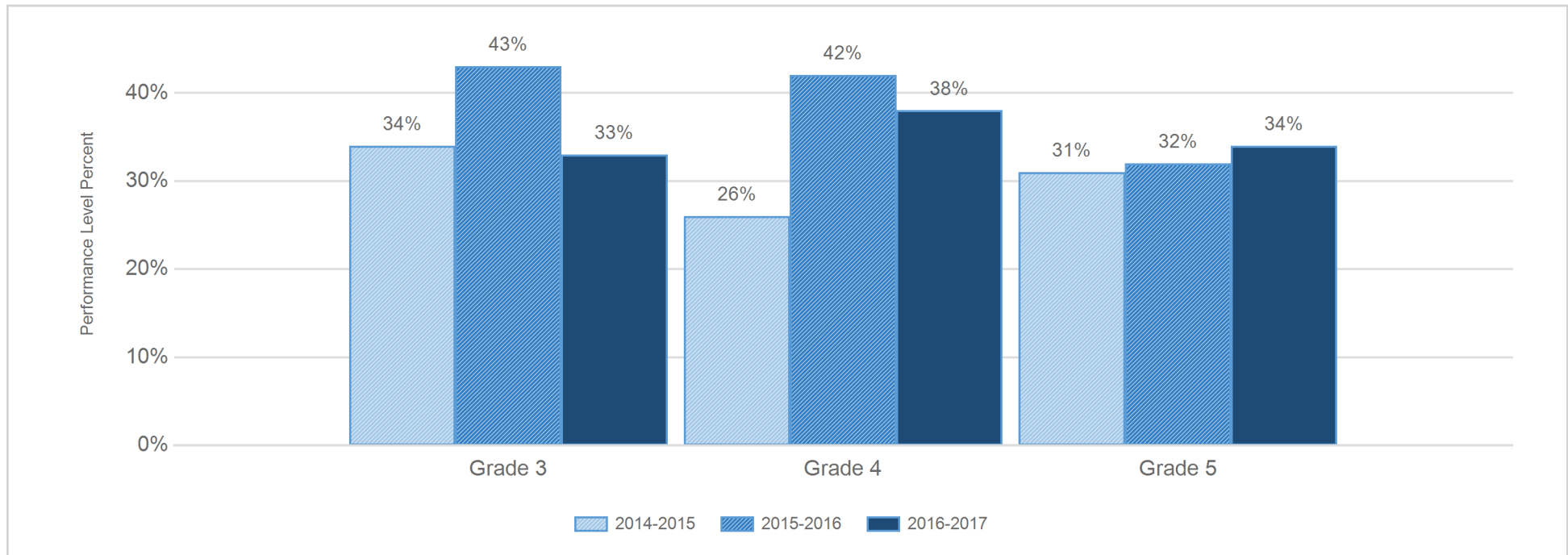
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	737	746	747	*	19%	35%	32%	*	34%	46%
White	72	745	748	754	*	17%	33%	42%	*	46%	57%
Hispanic	52	730	735	735	*	23%	37%	*	*	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	72	739	745	747	*	17%	39%	33%	*	35%	47%
Male	77	735	746	746	*	21%	31%	30%	*	34%	46%
Economically Disadvantaged Students	66	725	*	732	*	24%	36%	*	*	18%	27%
Non-Economically Disadvantaged Students	83	746	*	756	*	15%	34%	*	*	47%	59%
Students with Disabilities	30	714	726	725	*	40%	*	*	*	10%	19%
Students without Disabilities	119	743	749	751	*	13%	*	*	*	40%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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%

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	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	20	*	*
2	17	*	*
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.

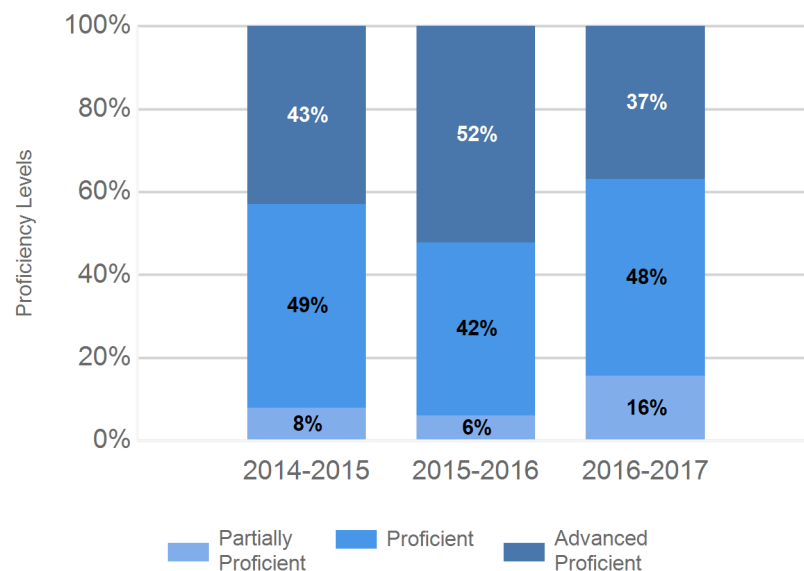
NJASK Science Assessment Performance: Grade 4

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	37%	48%	16%
White	52%	41%	7%
Hispanic	21%	53%	26%
Black or African American	25%	50%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	24%	49%	27%
Students with Disabilities	38%	29%	33%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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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	36.5	47	50	Not Met	44	41	50	Met Target
White	39	47	50	Not Met	48	41	52	Met Target
Hispanic	34	44	49	Not Met	39	41	47	Not Met
Black or African American	31	46	45	Not Met	44.5	43	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	31	43	47	Not Met	33	41	46	Not Met
Students with Disabilities	36.5	41.5	41	Not Met	35	37	43	Not Met
English Learners	30.5	42.5	53	**	32	36	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:

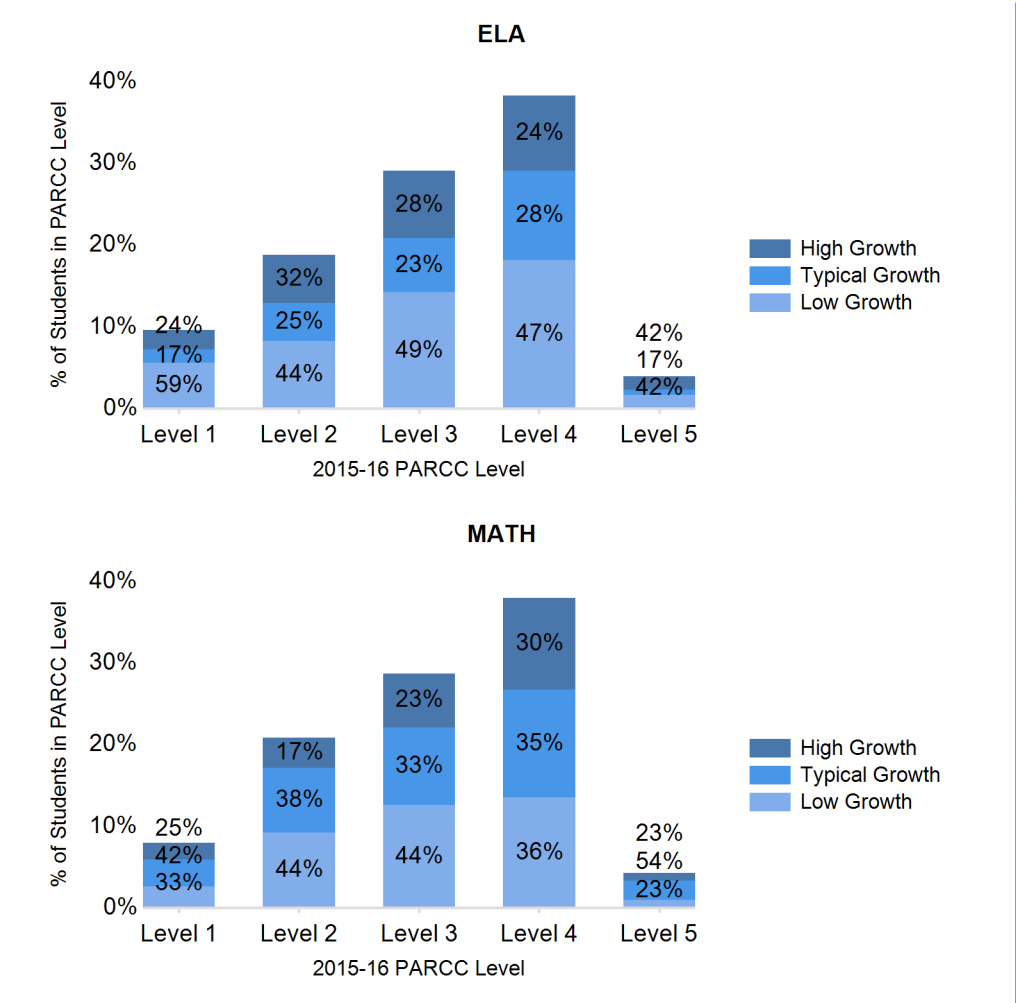
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

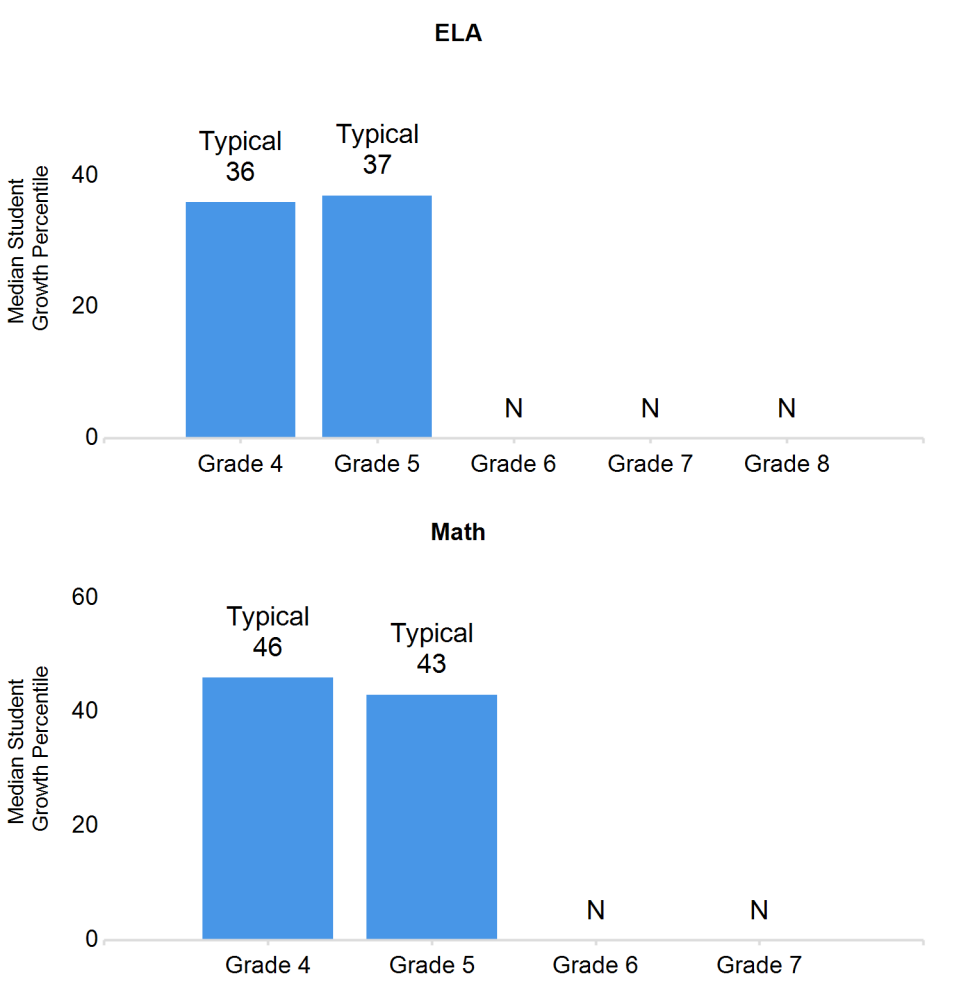
Student Growth by Performance Level

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

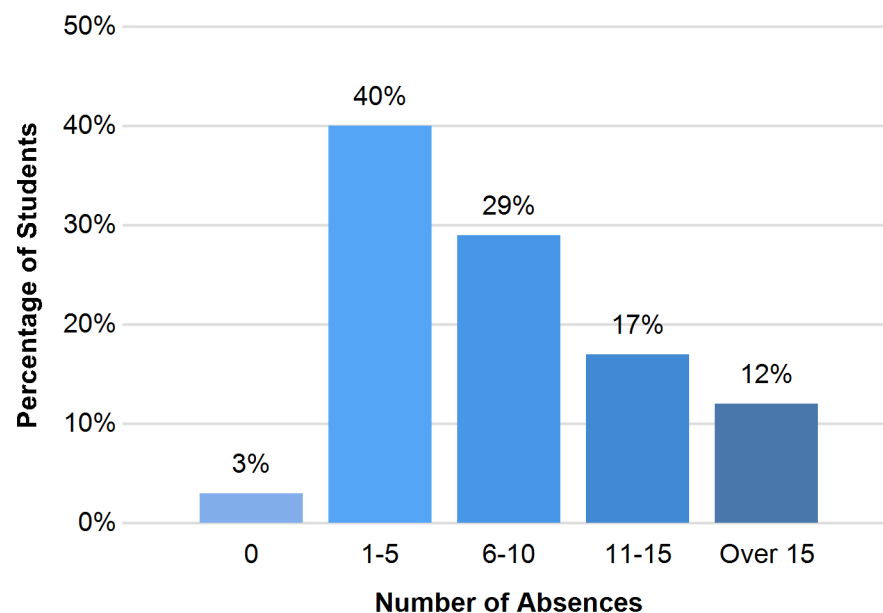
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.40	8.40	Met Target
White	7.30	8.40	Met Target
Hispanic	8.70	8.40	Not Met
Black or African American	15.10	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.40	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.10	8.40	Not Met
Economically Disadvantaged Students	10.30	8.40	Not Met
Students with Disabilities	9.50	8.40	Not Met
English Learners	8.20	8.40	Met Target

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

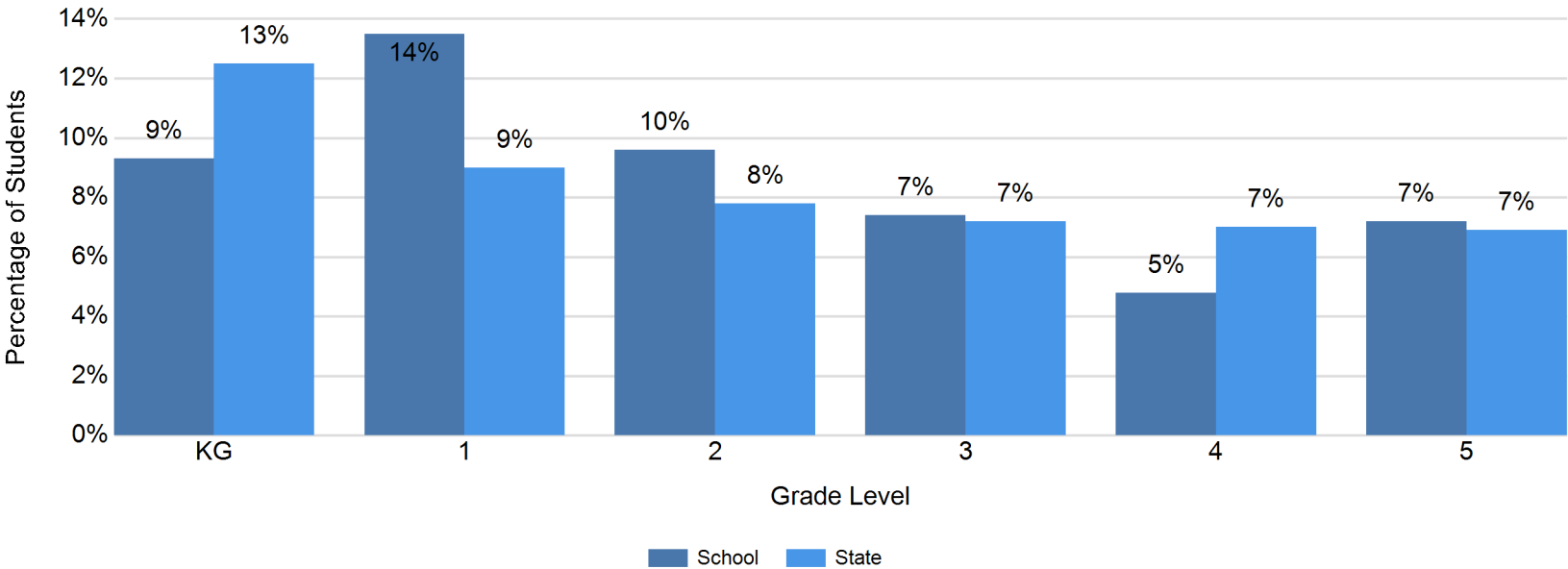
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.50

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	0.4%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	65	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	10.3	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	399:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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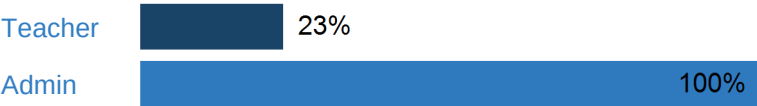
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	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	95%



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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	22.5	17.5%
Mathematics Proficiency	26.5	17.5%
English Language Arts Growth	8.0	25.0%
Mathematics Growth	26.0	25.0%
Chronic Absenteeism	38.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		22.8
Summative Rating: Percentile rank of Summative Score		11.9
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	22.8	11.9	No	Met Target	Not Met	Met Target	Not Met	Met Target	No
White	28.3	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	22.5	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Black or African American	33.6	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	19.4	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	42.3	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Fastnacht	Email Address:	rfastnacht@trschoools.com
Address:	60 WALNUT STREET TOMS RIVER, NJ 08753	Website:	www.trschools.com/walnutst/
Phone:	(732)505-5900		

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:	• Instruction aligned with the NJSLs; Common Instructional Frameworks are used to enhance levels of student engagement. • PBSIS is implemented as a means to promote positive behaviors and responsibility. • A sheltered instruction model is integrated to support the success of ELL students.
Mission, Vision, Theme:	Our school community will embrace diversity while empowering ALL students to be successful in a safe learning environment. Roar with Pride! Respectful, Responsible, Safe
Awards, Recognition, Accomplishments:	Considered a NJ Positive Behavior Support School; during the 2015 - 2016 school year, the Walnut Street Math League team placed 1st in the Ocean County Math League. During the 2016 - 2017 school, the Walnut Street Math League Team placed 4th in the Ocean County Math League. Recipient of a grant through the Jay and Linda Grunin Foundation.

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 Courses, Curriculum, Instruction:	NJSLS aligned curriculum and instruction; subject specific and general gifted and talented offered to students meeting criteria; Wildcat Fab Lab - offers students in grades 3-5 regular opportunities for hands-on engineering, physics, and robotics.
 Clubs and Activities:	Walnut Street Elementary School values the arts. Each year, the Wildcat Players sponsor and produce a school play. This past year, a cast of 73 students successfully performed the play, "Wonderland." In addition, students in grades four and five have the opportunity to perform in band, orchestra and chorus concerts. Safety Patrol is also offered to fifth graders.
 Before and After School Programs:	Big Brothers Big Sisters: The Jay and Linda Grunin Foundation provided a grant to Big Brothers Big Sisters of Ocean County in order to provide an after-school mentoring program for students in Toms River. Students in grades four and five involved in the program are matched with a 'Big' that supports our 'Littles' in making positive choices to avoid risky behaviors, improve academic success, build self-confidence, and improve social skills.



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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:	The Walnut Street Elementary faculty firmly believe that the most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as a professional learning community. This school year, our staff has placed a focus on collaboration and regularly have opportunities to meet with colleagues to discuss planning, student learning data, and strategies to meet the individual needs of all learners.
 Student Supports and Services:	Walnut Street Elementary offers ESL Instruction with FABRIC trained teachers to support English Language Learners. Students with disabilities (K-5) are provided a continuum of programs and related services based on individual need. Walnut Street Elementary also has partnered with St. Barnabas to provide the TALK program to support students in building life skills and increasing protective factors.
 Student Health and Wellness:	All students at Walnut Street Elementary participate in the “Breakfast in the Classroom” program that is offered free of charge to all of our families. Students participate in Physical Education once per week and receive Health instruction daily. The Health curriculum in grades four and five includes a drug prevention program that addresses self-esteem, feelings, communication, decision making skills, drugs and alcohol, and healthy habits.
 Parent and Community Involvement:	Walnut Street Elementary School believes that involvement of families is crucial to the academic success and general wellbeing of all students. Our school is committed to working with families of our students to foster a high regard for education by building self-confidence, striving for success, and being active and productive members of our community. Our Parent Teacher Organization is an active partner in this mission. Our PTO meets monthly to discuss a variety of topics.



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School Narrative

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers A school climate survey is completed annually for the students and staff of Walnut Street Elementary School. The survey measures the following domains of the school: Physical environment, teaching and learning, morale in the school community, student relationships, parental support, safety and the emotional environment. Results of the Walnut Street Elementary 2017 climate survey yielded a minimum increase of 10 points in each measured domain.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	51	67	63
1	60	75	72
2	68	58	69
3	70	72	64
4	65	72	72
5	54	60	72
Ungraded	11	0	0
Total	379	404	412

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	51%
Male	51%	52%	49%
Economically Disadvantaged Students	36%	32%	32%
Students with Disabilities	13%	10%	10%
English Learners	0%	0%	0%
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	79.9%
Hispanic	11.9%
Black or African American	3.4%
Asian	1.0%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	53	0	0
KG - Full Day	0	67	63

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	93.9%
Spanish	4.9%
Other	1.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	198	97.7	61.60	53.80	54.90	61.6	52.5	Met Target
White	168	97.8	66.10	57.40	63.90	66.1	53.4	Met Target
Hispanic	20	100.0	35.00	38.50	39.80	35	49.2	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	87.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	95	95.5	66.30	62.00	62.20	66.3		
Male	103	100.0	57.30	46.10	48.10	57.3		
Economically Disadvantaged Students	58	98.4	41.40	36.80	36.20	41.4	42.7	Met Target†
Non-Economically Disadvantaged Students	140	97.4	70.00	59.90	65.80	70		
Students with Disabilities	31	97.2	25.80	*	20.50	25.8	11.4	Met Target
Students without Disabilities	167	97.8	68.30	*	61.90	68.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	35.90	26.40	N		
Students In Foster Care	N	N	N	30.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	763	748	749	*	*	27%	52%	*	62%	50%
White	53	765	752	759	*	*	23%	57%	*	66%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	764	751	754	*	*	*	42%	*	58%	55%
Male	30	763	744	745	*	*	*	63%	*	67%	46%
Economically Disadvantaged Students	20	740	730	731	*	*	*	*	*	35%	31%
Non-Economically Disadvantaged Students	48	773	755	762	*	*	*	*	*	73%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	68	763	748	752	*	*	27%	52%	*	62%	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	69	760	751	753	*	*	26%	39%	20%	59%	56%
White	57	764	755	762	*	*	26%	42%	23%	65%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	34	771	755	758	*	*	*	38%	*	71%	61%
Male	35	749	747	749	*	*	*	40%	*	49%	51%
Economically Disadvantaged Students	18	738	736	737	*	*	*	*	0%	28%	36%
Non-Economically Disadvantaged Students	51	767	757	764	*	*	*	*	28%	71%	69%
Students with Disabilities	11	727	722	725	*	*	*	*	0%	18%	25%
Students without Disabilities	58	766	756	759	*	*	*	*	24%	67%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	69	760	751	755	*	*	26%	39%	20%	59%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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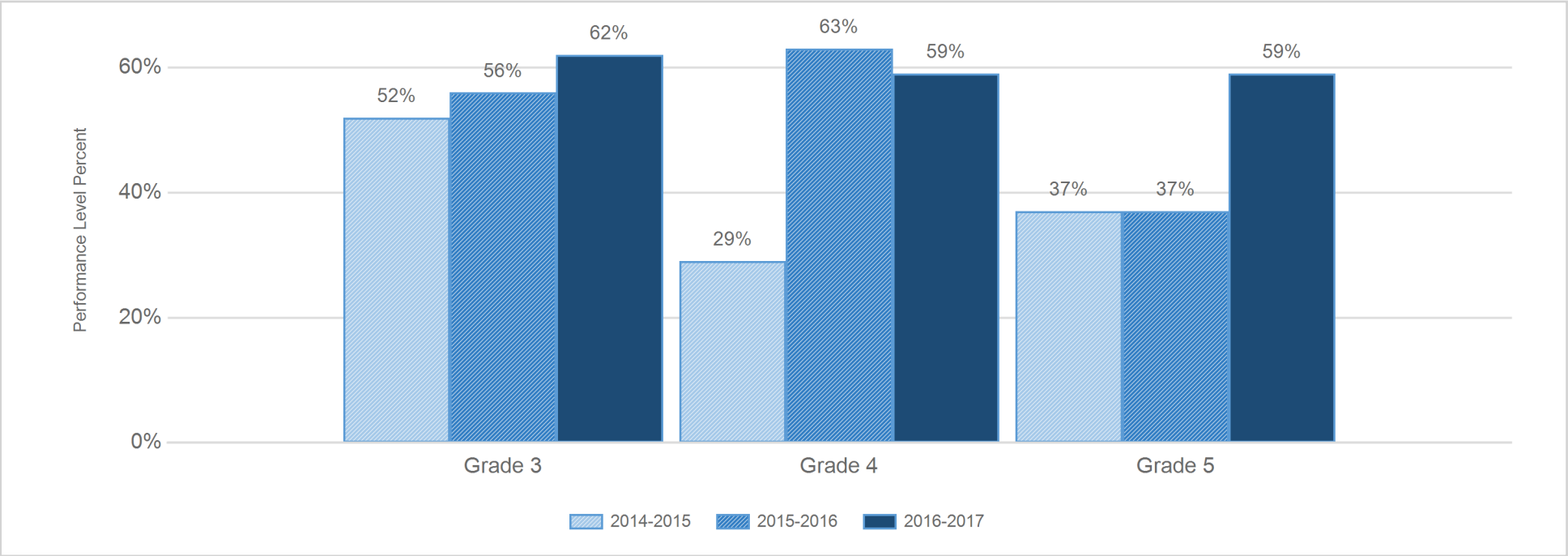
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	73	754	754	756	*	15%	25%	52%	*	59%	59%
White	60	757	757	763	*	*	17%	58%	*	67%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	33	752	757	761	*	*	*	49%	*	58%	66%
Male	40	756	750	750	*	*	*	55%	*	60%	53%
Economically Disadvantaged Students	20	746	*	740	*	*	*	55%	*	55%	40%
Non-Economically Disadvantaged Students	53	757	*	765	*	*	*	51%	*	60%	71%
Students with Disabilities	11	725	726	725	*	*	*	*	*	18%	22%
Students without Disabilities	62	759	759	762	*	*	*	*	*	66%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	73	754	754	757	*	15%	25%	52%	*	59%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	198	97.3	59.10	37.20	43.50	59.1	54.5	Met Target
White	168	97.8	64.30	40.30	52.40	64.3	55.8	Met Target
Hispanic	20	100.0	30.00	*	27.60	30	40.2	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	95	94.6	57.90	36.90	44.10	57.9		
Male	103	100.0	60.20	37.50	42.90	60.2		
Economically Disadvantaged Students	58	96.8	43.10	23.90	25.10	43.1	42.7	Met Target
Non-Economically Disadvantaged Students	140	97.4	65.70	42.00	54.30	65.7		
Students with Disabilities	32	100.0	18.70	15.20	16.50	18.7	11.4	Met Target
Students without Disabilities	166	96.7	66.90	41.40	48.80	66.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	12.10	16.40	N		
Students In Foster Care	N	N	N	26.70	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	765	749	751	*	*	28%	47%	21%	68%	53%
White	53	768	753	759	*	*	21%	55%	21%	76%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	762	749	751	*	*	*	50%	*	66%	52%
Male	30	768	750	751	*	*	*	43%	*	70%	53%
Economically Disadvantaged Students	20	747	737	736	*	*	*	50%	0%	50%	34%
Non-Economically Disadvantaged Students	48	773	755	761	*	*	*	46%	29%	75%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	68	765	750	753	*	*	28%	47%	21%	68%	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	68	750	747	747	*	18%	22%	47%	*	54%	47%
White	56	753	751	755	*	*	21%	52%	*	59%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	33	756	747	747	*	*	*	49%	*	58%	47%
Male	35	745	747	747	*	*	*	46%	*	51%	48%
Economically Disadvantaged Students	18	731	734	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	50	757	753	757	*	*	*	*	*	62%	61%
Students with Disabilities	11	717	727	724	*	*	*	*	*	*	22%
Students without Disabilities	57	757	751	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	68	750	747	749	*	18%	22%	47%	*	54%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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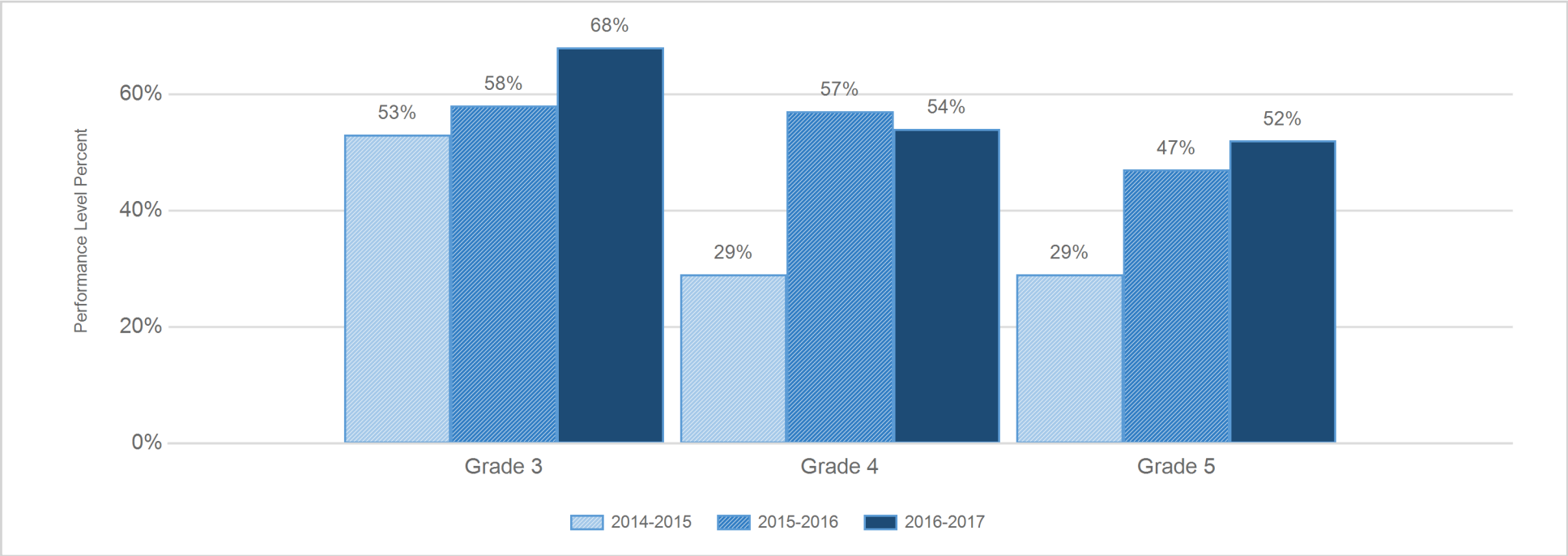
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	751	746	747	*	*	34%	47%	*	52%	46%
White	61	754	748	754	*	*	31%	51%	*	57%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	33	747	745	747	*	*	42%	30%	*	39%	47%
Male	40	754	746	746	*	*	28%	60%	*	63%	46%
Economically Disadvantaged Students	19	743	*	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	54	754	*	756	*	*	*	*	*	54%	59%
Students with Disabilities	12	729	726	725	*	*	*	*	*	*	19%
Students without Disabilities	61	755	749	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	73	751	746	748	*	*	34%	47%	*	52%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

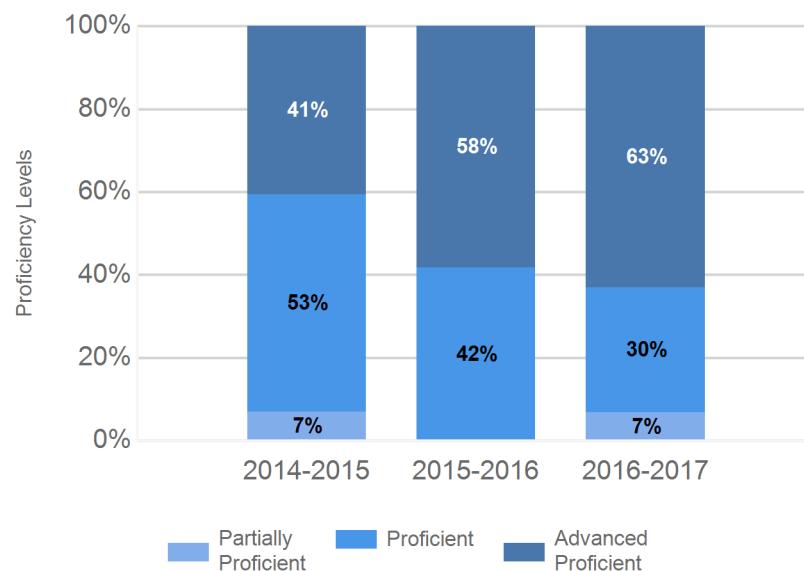
NJASK Science Assessment Performance: Grade 4

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	63%	30%	7%
White	69%	28%	3%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	48%	40%	12%
Students with Disabilities	20%	60%	20%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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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	39	47	50	Not Met	45	41	50	Met Target
White	41.5	47	50	Met Target	45	41	52	Met Target
Hispanic	16.5	44	49	**	31.5	41	47	**
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	30.5	43	47	Not Met	39.5	41	46	Not Met
Students with Disabilities	31	41.5	41	**	36	37	43	**
English Learners	*	42.5	53	**	*	36	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:

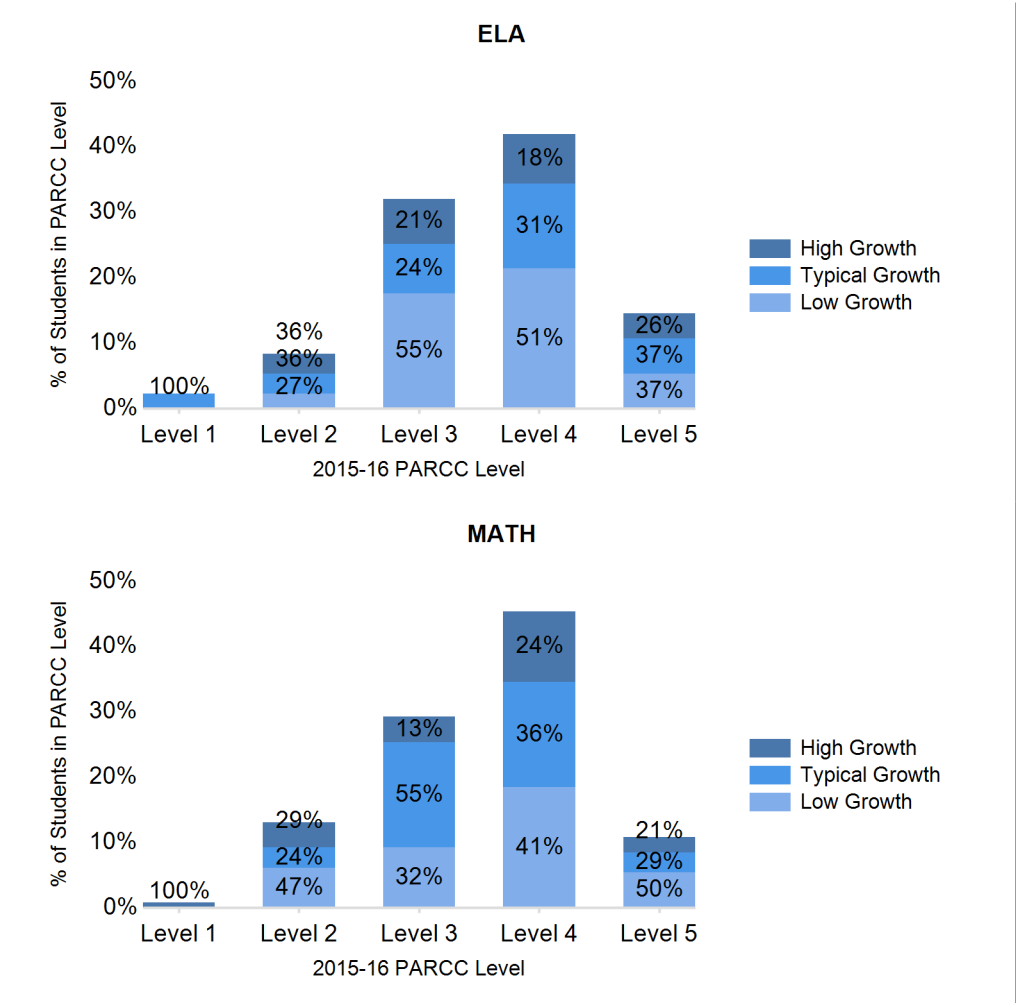
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

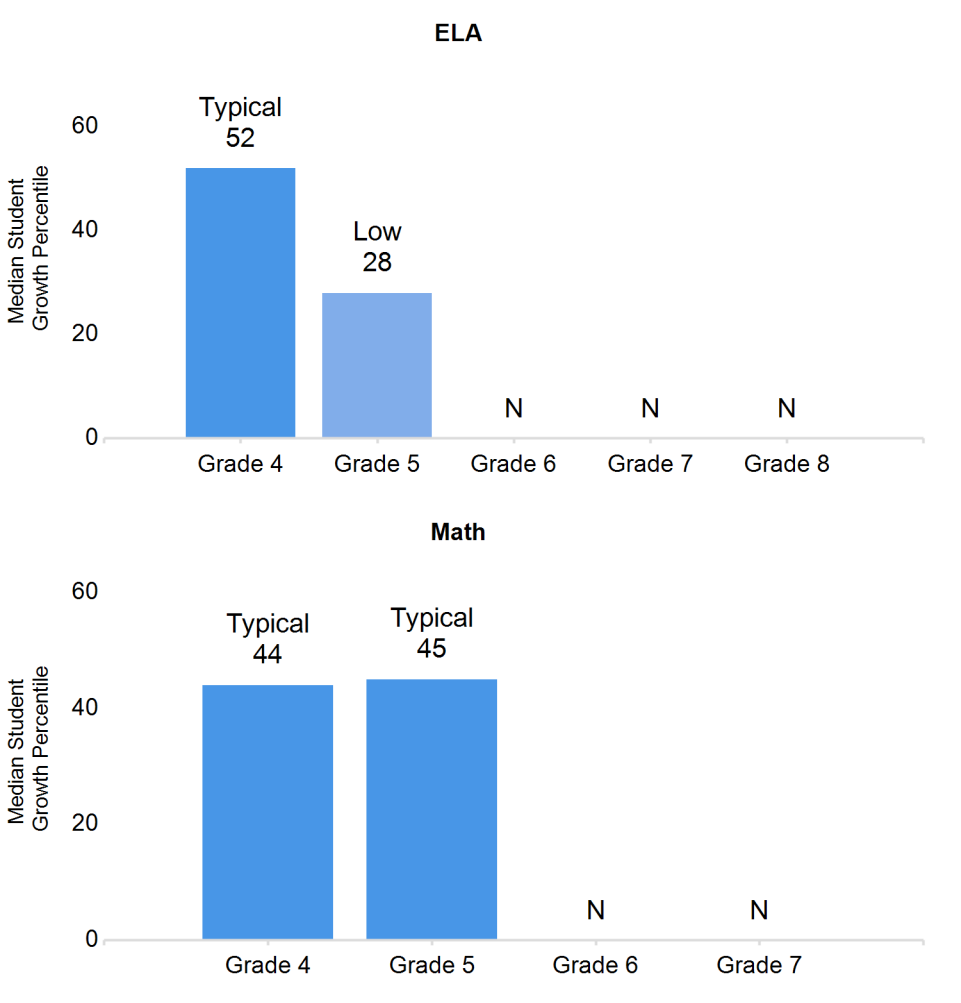
Student Growth by Performance Level

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

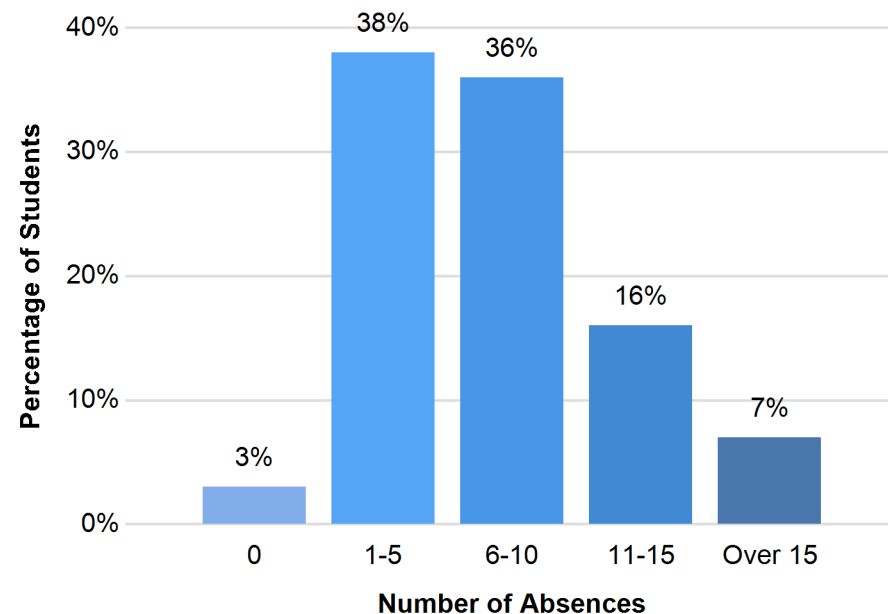
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	8.40	Met Target
White	3.60	8.40	Met Target
Hispanic	6.10	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.40	8.40	Met Target
Students with Disabilities	4.70	8.40	Met Target
English Learners	N	**	**

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

Days Absent

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



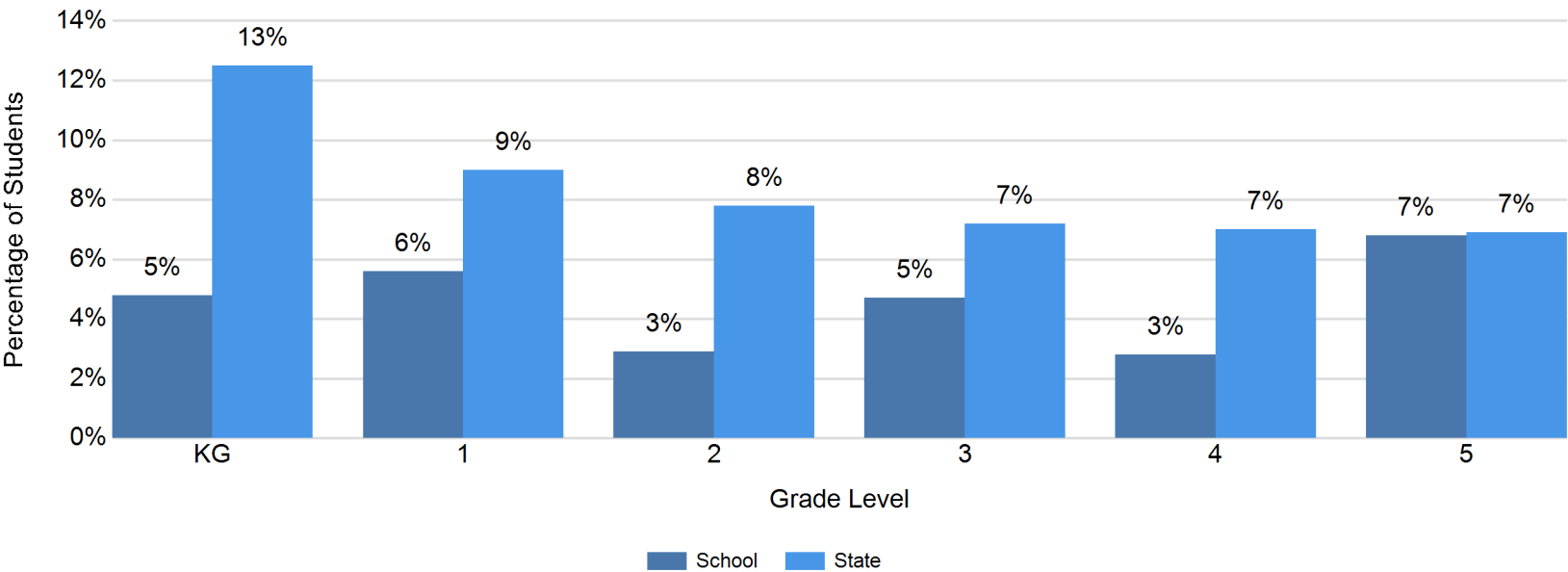


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.97

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	1.9:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	27	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	82%	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	13:1
Administrators	206:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	50.4	17.5%
Mathematics Proficiency	63.6	17.5%
English Language Arts Growth	9.4	25.0%
Mathematics Growth	26.4	25.0%
Chronic Absenteeism	77.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		40.5
Summative Rating: Percentile rank of Summative Score		34.5
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	40.5	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	43.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	44.2	11.9	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Kernasovic	Email Address:	kkernasovic@trschoools.com
Address:	500 WEST EARL COURT TOMS RIVER, NJ 08753	Website:	http://www.trschools.com/washingtonst/
Phone:	(732)505-5910		

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:	• Students participate daily in hands-on science instructional and visit our new STEAM Lab. • Responsive Classroom is implemented school wide to support academic learning & social emotional well being. • Technology is used to enhance instruction through a wide range of classroom devices.
Mission, Vision, Theme:	Washington Street Elementary School is a safe school where educators, in partnership with families and the Toms River community, foster acceptance, curiosity, and respect. Our endeavor is to lay a strong educational foundation in academics, athletics, and the arts. Our hope is to shape well-rounded, caring children into empathetic, engaged students, with the aim for life-long learning and responsible citizenship.
Awards, Recognition, Accomplishments:	Orchestra students represented WSS at the South Jersey Elementary Honors Orchestra Festival. These students were selected to play with some of the best 5th and 6th graders in South Jersey; The annual WSS Art Show displayed art work from WSS students; 4th and 5th grade students participated in the Ocean County Math League Contest; 4th & 5th graders were recognized for their participation in Ocean Women's History Month Creative Poster Contest. Grant recipient from Jay & Linda Grunin Foundation.

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 Courses, Curriculum, Instruction:	The New Jersey Student Learning Standards describe what students should know and be able to do at the completion of each grade level. These standards provide the foundation for the curriculum that is used by teachers in the development of their daily lesson plans. The standards provide our school district with clear and specific benchmarks for student achievement. Differentiated programs such as Discovery, Omni, and Basic Skills are available to support individual student needs.
 Clubs and Activities:	Our fourth and fifth grade students are offered the opportunity to participate in Chorus, Instrumental and/or Strings Music programs. These programs make it possible for children to perform in front of an audience at our Winter Chorus Concert and/or Spring Instrumental/Strings Concert. Lessons and practices take place during the school day.
 Before and After School Programs:	Y-KIDS: Before and After School Program: The school day morning program begins at 6:30 A. M. to the start of school and the afternoon program begins when school ends and goes until 6:00 P.M. Families can choose either a three, four or five day per week program throughout the school year. Curriculum for the Y-Kids program focuses on arts and humanities, literacy, science and technology, social competence, conflict resolution, character development, homework help, health, wellness and fitness.



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 Staff and Professional Learning:	Our staff continues to participate in and provide a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.
 Student Supports and Services:	Our Basic Skills Program is designed to provide additional learning experiences for those children who exhibit difficulty in the areas of reading, writing, and mathematics. We use such resource as The Fountas & Pinnell Leveled Literacy Intervention and Dream Box Online Math Learning to support student achievement. In addition to Basic Skills, WSS provides CST, Speech, Counseling, I&RSC, 504, OT and PT services.
 Student Health and Wellness:	Students in grades K - 5 have physical education and health on a weekly basis and recess on a daily basis. Our school breakfast and lunch program aligns with the federal nutritional guidelines and is available to all students on a daily basis.
 Parent and Community Involvement:	The PTO sponsors assembly programs, special family nights, and informational meetings. Over 500 parents attended Back to School Night, and over 400 guests for Grandparents'/Special Guest Day. Parents are invited to join their child at various times during the school day to work in different curriculum areas together. Report cards and progress reports are made available via the district parent portal.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Data from the Student and Staff NJSCS helps to improve student relationships, learning conditions, and the school's overall environment. As an integral part of our continuous effort to improve student education and prevent at-risk student behavior, the staff of WSS analyzes data yearly via data carousels at faculty meetings and professional development days.
 Facilities:	Washington Street Elementary School was established in 1960. It is one of twelve elementary schools in the Toms River Regional School District. At Washington Street Elementary School, we educate approximately 413 students in kindergarten through grade five with a professional and support staff of over 50 people. In 1998 the gymnasium and technology lab were added to the existing building.



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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:	WSS implemented Responsive Classroom to focus on the strong link between academic success and social emotional learning.****In compliance with the Anti-Bullying Law, Washington Street Elementary school takes a proactive approach to teach our children the meaning of respect. Local law enforcement agencies have come together to provide our fifth grade students with the G.R.E.A.T program, which teaches respect and tolerance as well as gang and violence awareness.****Our School Improvement Committee (SciP) and School Safety Team meet on a bi-monthly basis.****NJ MAKERS DAY: WSS students engaged in activities such as: Weather Making; Aluminum Boat Making; Instrument Making; Paper Towel Challenge; Robotics and Google Cardboard; Cardboard Game Challenge; and a STEAM assembly.**** To provide up-to-date information about school events, programs, student achievement, and the curriculum, Washington Street Elementary School communicates regularly with our community through weekly parent e-mail and our school website.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	57	59	52
1	63	65	62
2	64	63	67
3	65	69	63
4	66	62	64
5	71	70	71
Ungraded	7	20	18
Total	393	408	397

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	51%	51%	49%
Male	49%	50%	51%
Economically Disadvantaged Students	28%	32%	29%
Students with Disabilities	12%	15%	22%
English Learners	1%	1%	0%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	69.8%
Hispanic	16.6%
Black or African American	5.3%
Asian	4.8%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	3.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	56	0	0
KG - Full Day	0	59	52

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	90.4%
Spanish	5.5%
Arabic	1.0%
Other	3.2%



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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	200	98.6	54.50	53.80	54.90	54.5	54.7	Met Target†
White	139	99.3	52.50	57.40	63.90	52.5	53.6	Met Target†
Hispanic	33	97.2	57.60	38.50	39.80	57.6	55.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	62.50	75.30	80.70	62.5	**	**
American Indian or Alaska Native	N	N	N	87.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	108	100.0	59.20	62.00	62.20	59.2		
Male	92	97.0	48.90	46.10	48.10	48.9		
Economically Disadvantaged Students	53	98.2	51.00	36.80	36.20	51	41	Met Target
Non-Economically Disadvantaged Students	147	98.7	55.80	59.90	65.80	55.8		
Students with Disabilities	48	100.0	29.20	*	20.50	29.2	24.6	Met Target
Students without Disabilities	152	98.2	62.50	*	61.90	62.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	63	758	748	749	*	*	30%	56%	*	59%	50%
White	43	757	752	759	*	*	26%	58%	*	61%	61%
Hispanic	10	767	733	734	0%	0%	*	*	*	70%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	30	765	751	754	*	*	*	63%	*	70%	55%
Male	33	751	744	745	*	*	*	49%	*	49%	46%
Economically Disadvantaged Students	15	751	730	731	*	*	*	*	*	53%	31%
Non-Economically Disadvantaged Students	48	760	755	762	*	*	*	*	*	60%	63%
Students with Disabilities	10	744	*	720	*	*	*	*	*	30%	24%
Students without Disabilities	53	760	*	755	*	*	*	*	*	64%	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	*	*	*	721	*	*	*	*	*	*	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	66	752	751	753	*	17%	30%	47%	*	52%	56%
White	44	748	755	762	*	*	34%	43%	*	46%	67%
Hispanic	12	756	739	740	0%	*	*	*	*	58%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	756	755	758	*	*	*	47%	*	56%	61%
Male	30	746	747	749	*	*	*	47%	*	47%	51%
Economically Disadvantaged Students	15	747	736	737	*	*	*	*	*	53%	36%
Non-Economically Disadvantaged Students	51	753	757	764	*	*	*	*	*	51%	69%
Students with Disabilities	16	728	722	725	*	*	*	*	*	19%	25%
Students without Disabilities	50	759	756	759	*	*	*	*	*	62%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	66	752	751	755	*	17%	30%	47%	*	52%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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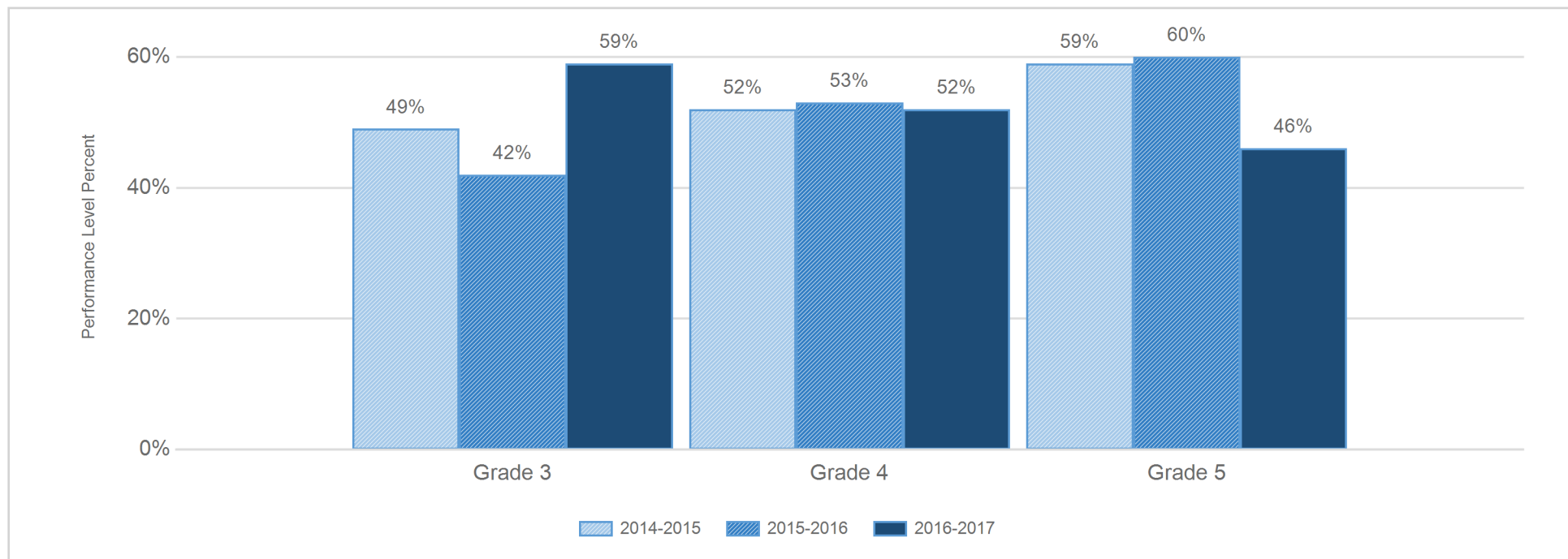
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	748	754	756	*	18%	27%	37%	*	46%	59%
White	51	749	757	763	*	*	31%	33%	*	45%	69%
Hispanic	13	743	743	743	0%	*	*	*	0%	39%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	45	752	757	761	*	*	*	33%	*	49%	66%
Male	29	742	750	750	*	*	*	41%	*	41%	53%
Economically Disadvantaged Students	20	736	*	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	54	753	*	765	*	*	*	*	*	50%	71%
Students with Disabilities	16	722	726	725	*	*	*	*	*	19%	22%
Students without Disabilities	58	755	759	762	*	*	*	*	*	53%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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	201	98.6	53.80	37.20	43.50	53.8	52.7	Met Target
White	139	99.3	55.40	40.30	52.40	55.4	55.9	Met Target†
Hispanic	33	97.2	42.50	*	27.60	42.5	36.9	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.60	61.00	75.60	70.6	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	108	100.0	51.80	36.90	44.10	51.8		
Male	93	97.0	55.90	37.50	42.90	55.9		
Economically Disadvantaged Students	53	98.2	41.50	23.90	25.10	41.5	31.7	Met Target
Non-Economically Disadvantaged Students	148	98.7	58.10	42.00	54.30	58.1		
Students with Disabilities	49	100.0	30.60	15.20	16.50	30.6	30.5	Met Target
Students without Disabilities	152	98.2	61.10	41.40	48.80	61.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	64	758	749	751	0%	*	28%	61%	*	64%	53%
White	43	757	753	759	0%	*	33%	63%	*	65%	63%
Hispanic	10	764	736	738	0%	*	*	*	*	60%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	30	758	749	751	0%	*	*	70%	*	70%	52%
Male	34	757	750	751	0%	*	*	53%	*	59%	53%
Economically Disadvantaged Students	15	752	737	736	0%	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	49	759	755	761	0%	*	*	*	*	67%	65%
Students with Disabilities	11	752	*	729	0%	*	*	*	*	36%	29%
Students without Disabilities	53	759	*	755	0%	*	*	*	*	70%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	66	747	747	747	*	18%	24%	52%	*	55%	47%
White	44	744	751	755	*	25%	*	52%	*	55%	59%
Hispanic	12	749	737	734	0%	0%	*	*	0%	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	36	748	747	747	*	*	*	56%	*	58%	47%
Male	30	746	747	747	*	*	*	47%	*	50%	48%
Economically Disadvantaged Students	15	748	734	732	*	0%	*	*	*	53%	27%
Non-Economically Disadvantaged Students	51	747	753	757	*	24%	*	*	*	55%	61%
Students with Disabilities	16	733	727	724	*	*	*	*	*	25%	22%
Students without Disabilities	50	752	751	751	*	*	*	*	*	64%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	66	747	747	749	*	18%	24%	52%	*	55%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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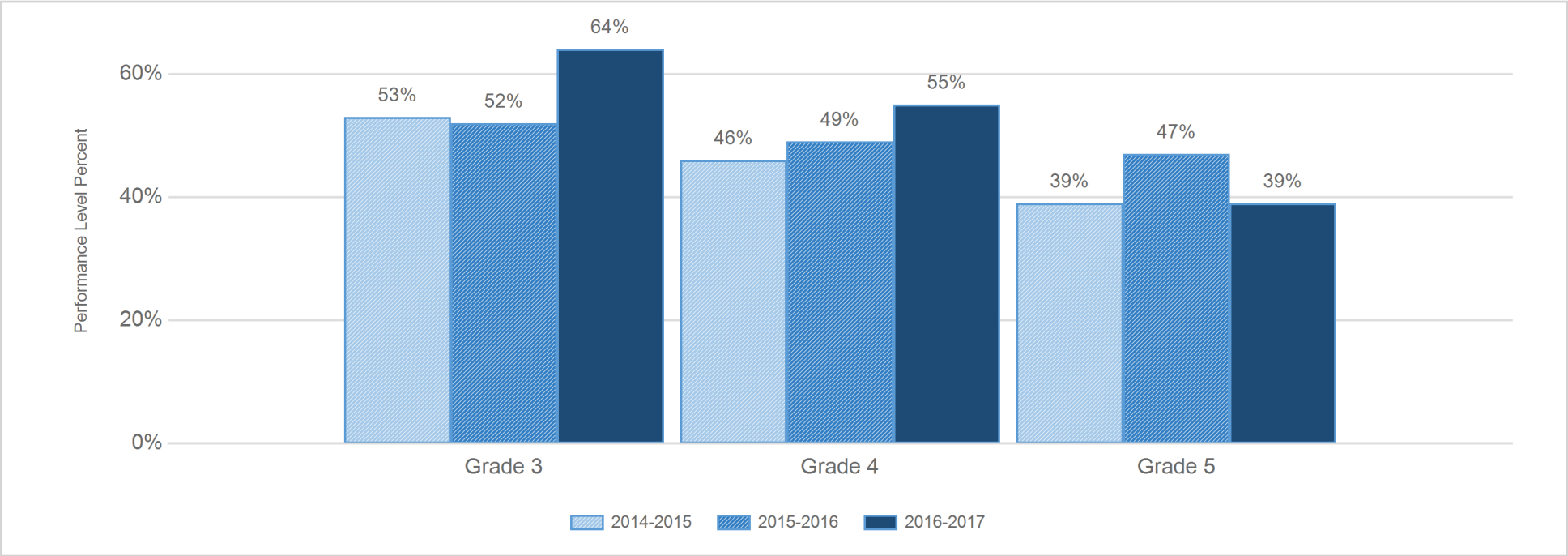
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	741	746	747	*	28%	24%	34%	*	39%	46%
White	51	740	748	754	*	26%	24%	39%	*	43%	57%
Hispanic	13	733	735	735	*	*	*	*	*	15%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	45	738	745	747	*	*	*	27%	*	33%	47%
Male	29	745	746	746	*	*	*	45%	*	48%	46%
Economically Disadvantaged Students	20	727	*	732	*	50%	*	*	*	15%	27%
Non-Economically Disadvantaged Students	54	746	*	756	*	20%	*	*	*	48%	59%
Students with Disabilities	16	727	726	725	*	*	*	*	*	19%	19%
Students without Disabilities	58	744	749	751	*	*	*	*	*	45%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

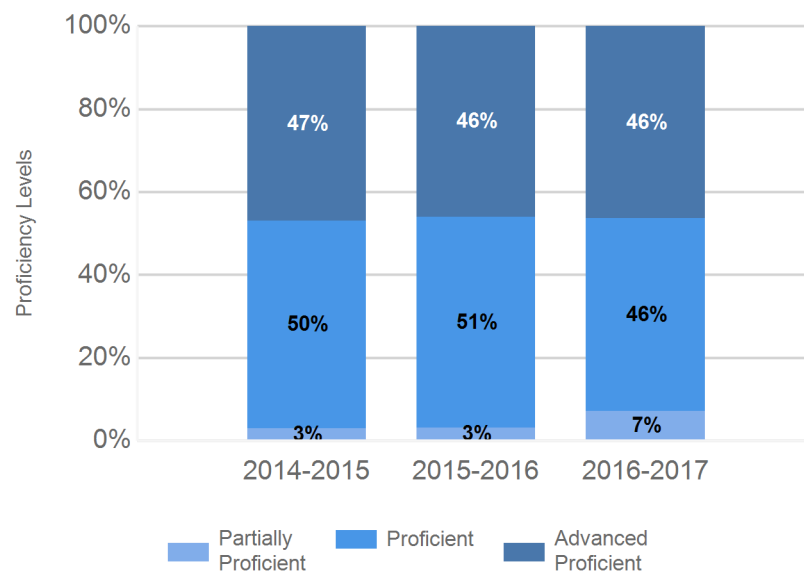
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	46%	7%
White	42%	53%	4%
Hispanic	54%	39%	8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	35%	47%	18%
Students with Disabilities	20%	53%	27%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45.5	47	50	Met Target	42.5	41	50	Met Target
White	44	47	50	Met Target	38.5	41	52	Not Met
Hispanic	45.5	44	49	Met Target	49.5	41	47	Met Target
Black or African American	*	46	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	48	56	60	**	58	49	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	42	43	47	Met Target	51	41	46	Met Target
Students with Disabilities	39	41.5	41	Not Met	65.5	37	43	Exceeds Target
English Learners	*	42.5	53	**	*	36	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:

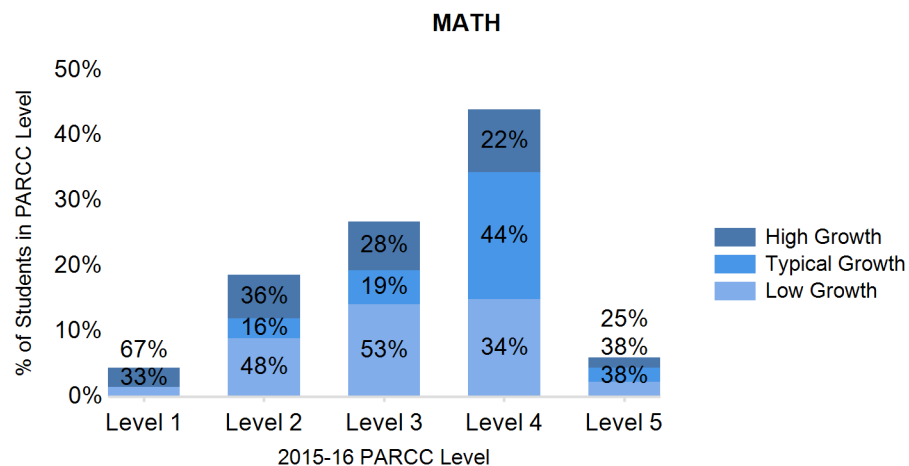
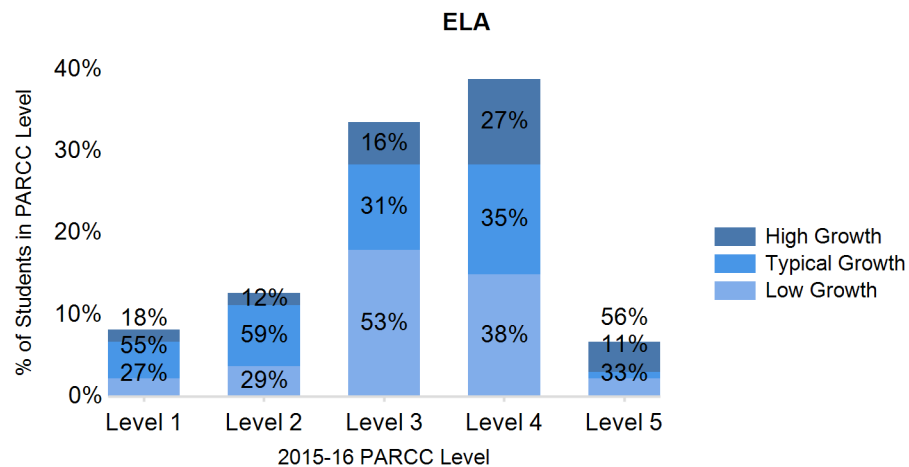
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

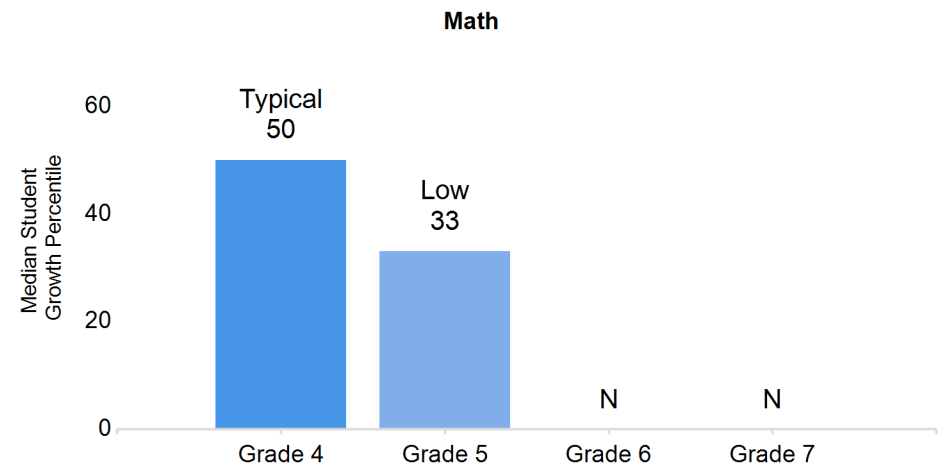
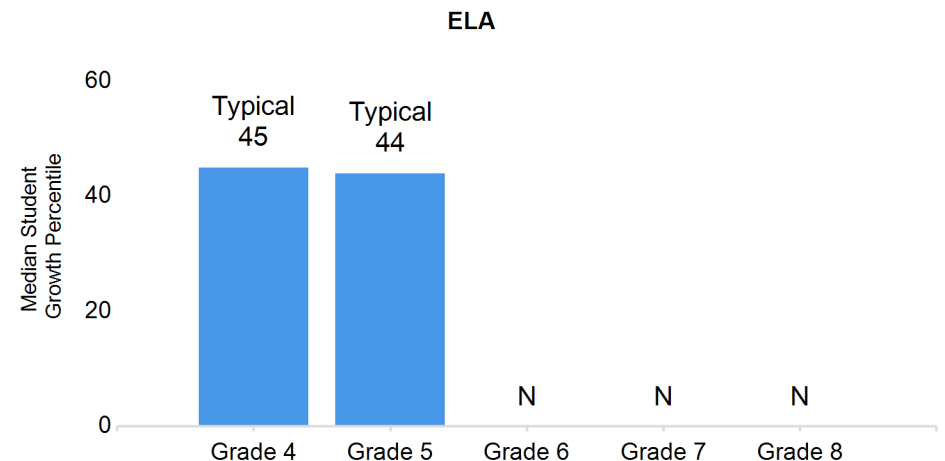
Student Growth by Performance Level

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

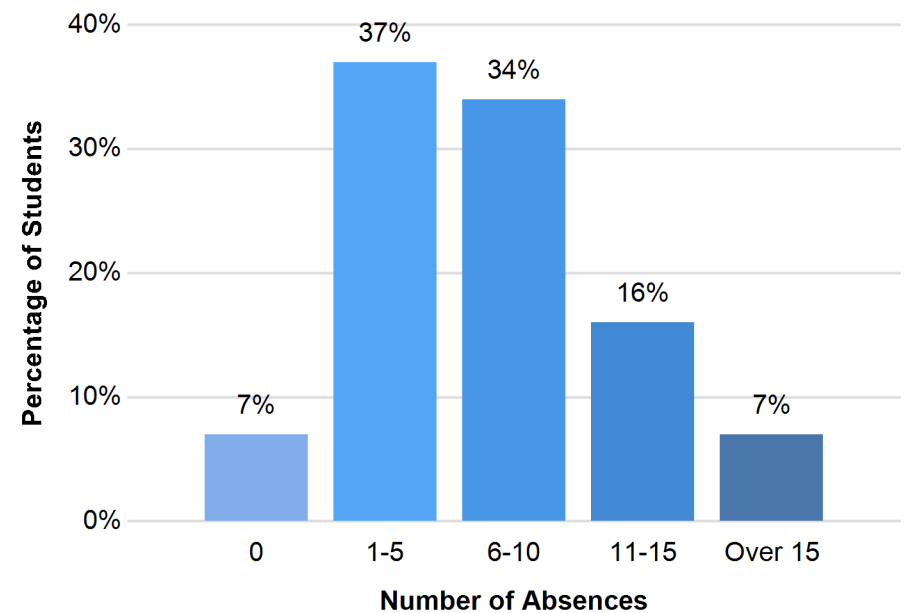
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	8.40	Met Target
White	4.70	8.40	Met Target
Hispanic	4.50	8.40	Met Target
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.80	8.40	Met Target
Students with Disabilities	8.20	8.40	Met Target
English Learners	N	**	**

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

Days Absent

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



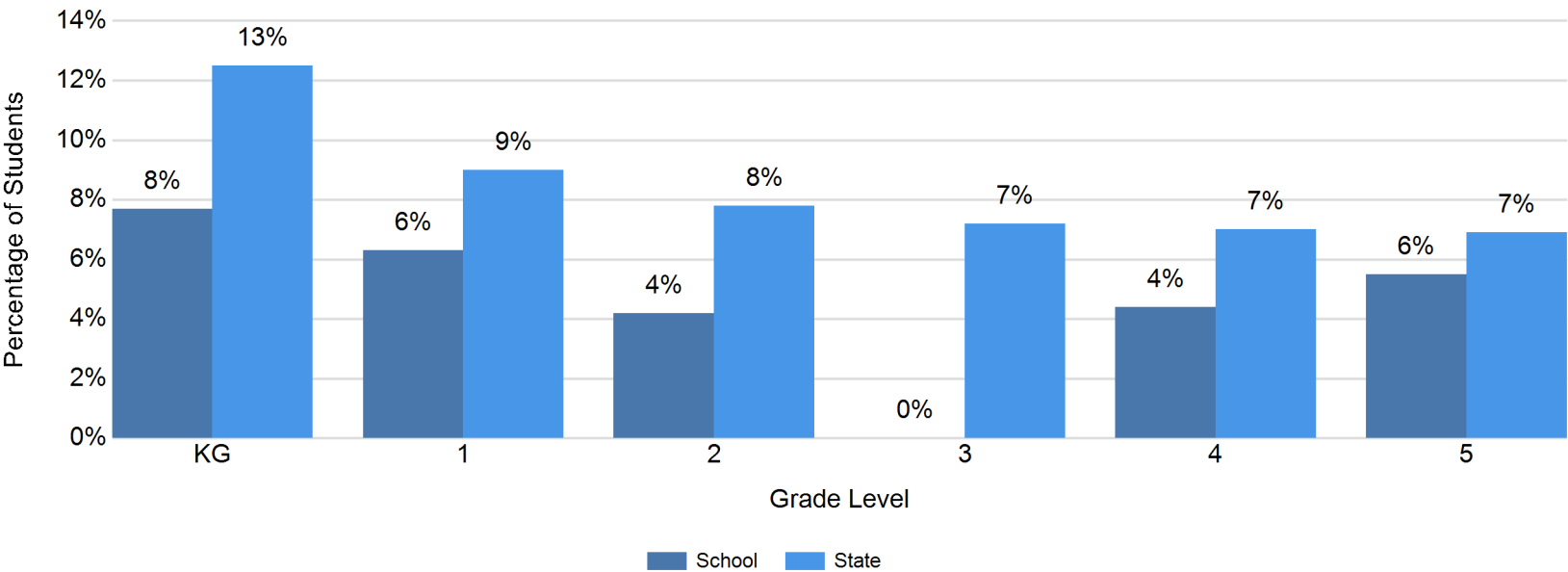


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 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	4
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.76

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	1.0%
Any Suspension	1.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	128.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$435	\$12,537	\$12,972



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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	29	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	12.2	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	70	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	16.3	11.6
Administrators in district for 4 or more years	77%	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	14:1	13:1
Administrators	199:1	223:1
Librarian/Media Specialists		2599:1
Nurses		624:1
Counselors		410:1
Child Study Team		433:1



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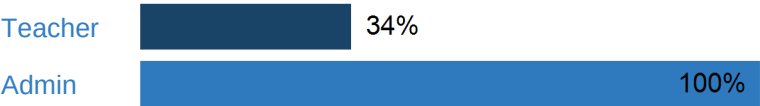
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	49.9	17.5%
Mathematics Proficiency	63.1	17.5%
English Language Arts Growth	28.8	25.0%
Mathematics Growth	41.4	25.0%
Chronic Absenteeism	81.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.6
Summative Rating: Percentile rank of Summative Score		49.3
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	49.6	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
White	30.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	62.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	64.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	70.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Pallen	Email Address:	mpallen@trschoools.com
Address:	50 BLUE JAY DRIVE TOMS RIVER, NJ 08753	Website:	http://www.trschools.com/westdover/
Phone:	(732)505-5920		

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:	• PBSIS is implemented school wide to support positive behaviors and responsibility. • Technology is used to enhance instruction through a wide range of devices available in every classroom. • Students participate daily in hands-on science instruction aligned to the NGSS.
 Mission, Vision, Theme:	Our goal is to create the optimum learning environment: One that is both safe and conducive to the academic needs that will help foster life-long, independent and problem-solving learners. We will impart our students with the skills necessary that will help ensure future success in an ever-changing society. WD strives for all of our students to become respectful and tolerant citizens now and in the future which will be major contributing factors in both academic and social success.
 Awards, Recognition, Accomplishments:	\$10,000 grant recipient from Jay & Linda Grunin Foundation

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 Courses, Curriculum, Instruction:	The Common Core Standards establish high expectations for student learning. Our teachers work to implement the standards within their classrooms. Lessons emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that will enable our children to be successful in their daily lives and future careers
 Clubs and Activities:	Safety Patrol is available for fifth grade students; Band & Chorus is offered as well.
 Before and After School Programs:	Y-Kids Program offered by YMCA



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 Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.
 Student Supports and Services:	The following support services include: I&RSC Team, Reading Intervention Committee, School Improvement Panel (SciP), School Safety Team, S.E.P.A.G., Counseling through Preferred Health for our BD students, Peer tutoring, Guidance Counselor, G.R.E.A.T. program ,anti-bullying assemblies, Child Study Team services and extra help before school (5th grade)
 Student Health and Wellness:	The following clubs/programs are offered to promote health and wellness of students: Fit & Fun Club, Marathon Club, Relay For Life, Jump-Rope for Heart, Health and Physical Education classes, Catch Program, G.R.E.A.T. program and various community group and programs that promote dental health, vision, etc.
 Parent and Community Involvement:	We are fortunate to work with a community that fosters good citizenship and making a difference. Many families participate in programs that compliment learning at the school. Communication between school and home is ongoing through student agendas, the web site, newsletter, conferences, monthly PTO meetings, and special performances and assemblies. PTO family functions include Halloween Party, Winterfest, Family Game Night, Carnival, Someone Special Social and Bingo Night.

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Climate Surveys:

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

Climate survey is provided by District/State. It is given annually to all staff and portion of selected 5th grade students. Some highlights from our staff survey include: 89% in relationships category, 85% in parental support/engagement, 88.9% in school safety, 91.4% in administration support and 81.3% in emotional support.



Facilities:

West Dover Elementary School was established in 1963. It is one of twelve elementary schools in the Toms River Regional School District. At West Dover Elementary School, we educate approximately 400 students in kindergarten through grade five with a professional and support staff of over 60 people. Recent renovations include total remodeling of Library (Painted and tiled floor), tiling of classrooms and new Roller Screens (blinds) to be installed during course of upcoming school year/summer.