



Jeffrey Clark School
2016-2017


Grade Span PK-02

15-1180-020
GLOUCESTER
EAST GREENWICH TWP
7 QUAKER RD
MICKLETON, NJ 08056

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

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- **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.

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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](#).
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Footnotes

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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	18	10	14
KG	174	179	155
1	166	176	175
2	182	164	164
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	35	52	53
Total	575	581	561

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	17	9	14
PK - Full Day	0	1	0
KG - Half Day	0	0	0
KG - Full Day	174	179	155

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%	49%
Male	50%	51%	51%
Economically Disadvantaged Students	8%	8%	8%
Students with Disabilities	13%	18%	20%
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	80.9%
Asian	5.3%
Black or African American	4.1%
Hispanic	4.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	5.3%

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	98.8%
Other	1.4%



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

Chronic Absenteeism

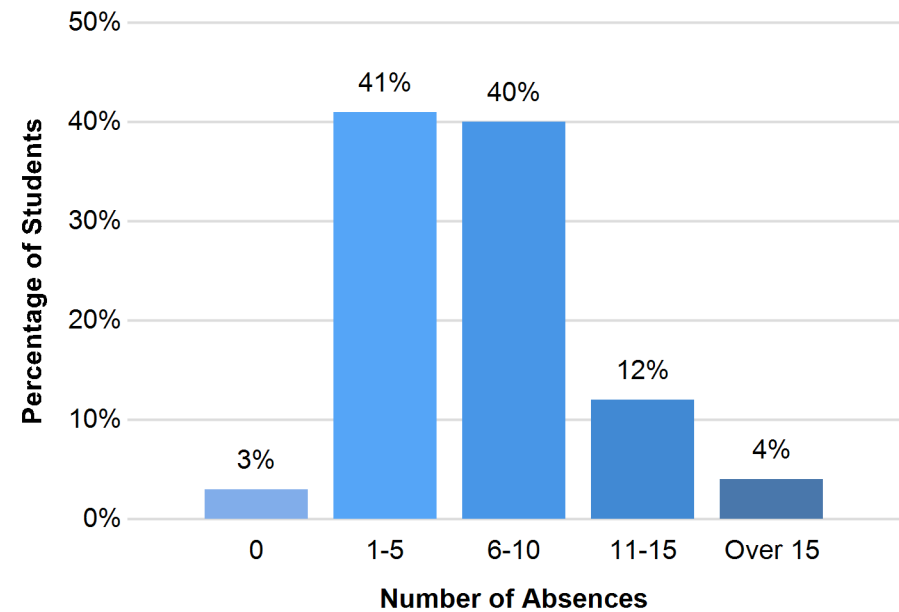
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	9.80	Met Target
White	2.10	9.80	Met Target
Hispanic	0	9.80	Met Target
Black or African American	15.00	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.90	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.40	9.80	Met Target
Economically Disadvantaged Students	19.00	9.80	Not Met
Students with Disabilities	11.40	9.80	Not Met
English Learners	N	**	**

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

Days Absent

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





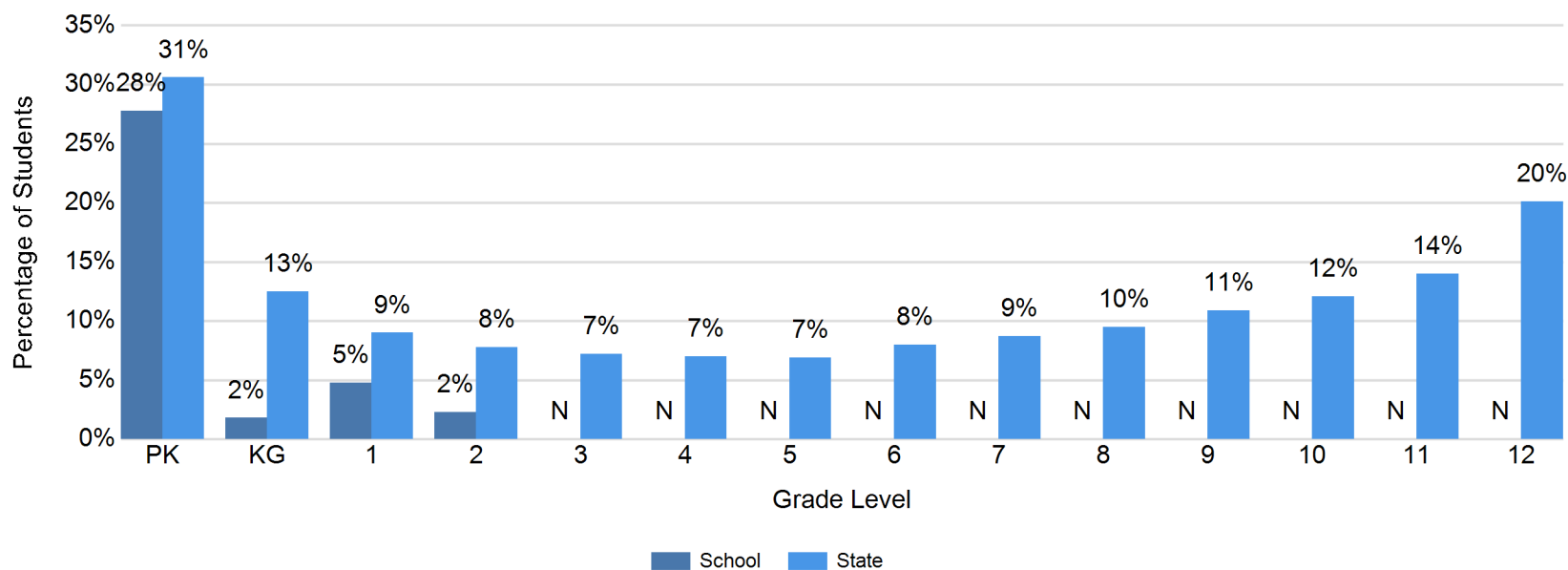
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 54 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	1.1%
Any Suspension	1.1%

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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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)	\$237	\$11,016	\$11,253



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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	7.8	11.8
Average years experience in district	6.3	10.5
Teachers in district for 4 or more years	55%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,506
Average years experience in public schools	17.1	15.9
Average years experience in district	3.9	11.6
Administrators in district for 4 or more years	29%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	281:1	180:1
Librarian/Media Specialists		632:1
Nurses		1263:1
Counselors		632:1
Child Study Team		253:1

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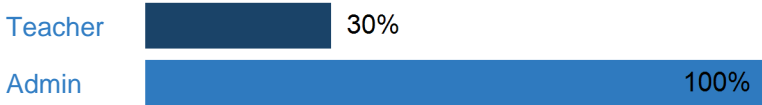
Teachers and Administrators - Level of Education

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	83%	89%
2015-16 Administrators: Same district 2016-17	86%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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School General Info

Principal:	Ms. Mahoney	Email Address:	mahoneyj@eastgreenwich.k12.nj.us
Address:	7 QUAKER RD MICKLETON, NJ 08056	Website:	www.eastgreenwich.k12.nj.us
Phone:	(856)423-0613		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Curriculum includes GoMath!, Journeys, Foundations Wilson Literacy Program, Daily 5 and Next Generation Science Standards • Technology includes an integrated approach with a 1:1 Chromebook/iPad initiative • Enrichment is provided through the Books and Beyond Program
 Awards, Recognition, Accomplishments:	<p>Music education is supported through a strings program.</p>



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**Courses, Curriculum,
Instruction:**

Full compliment of Special Education programs, Basic Instructional Skills and includes Intervention and Referral Services. Data collected from Measures of Academic Progress, Orton Gillingham, Aimsweb, Fountas & Pinnell along with other curriculum based assessments are used to acquire data points to improve individual instruction.



Clubs and Activities:

Homework Club is offered as an after school program







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 Staff and Professional Learning:	<p>Principal and teachers participate in a School Improvement Committee to assess needs and suggest professional development for the district to pursue. Staff attends Out of District Professional Development opportunities and turnkey concepts on their return.</p>
 Student Supports and Services:	<p>Students are supported with both a certified School Counselor, certified School Nurse, Behaviorist and a Character Education Coordinator. Students with disabilities and staff have access to a School Psychologist, Learning Disabilities Teacher Consultant and Social Worker. Grade level team meetings assist with the development of appropriate pedagogy for both the exceptional and struggling student.</p>
 Student Health and Wellness:	<p>Health is offered to all students by a certified Health and Physical Education Teacher and is also supported through the Nurses Office. Additionally, Physical Education is offered through a certified H&PE teacher as a stand alone class. Teachers offer recess to the younger grade levels through the use of the outdoor playground or in class through "brain breaks". All lunches meet all Federal and State nutritional guidelines.</p>
 Parent and Community Involvement:	<p>A Home and School Association is active in the school and many community recreation activities use the school facilities. Parents have access to student grades through an electronic portal and the school uses electronic mechanisms to remind parents of school related activities. A district special education advisory board holds meetings in which this school's parents are urged to participate.</p>



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Facilities:

This school is fully air conditioned while having a full gym which doubles as a multi-purpose room along with a full service cafeteria. Students have access to a fully equipped library staffed by a certified librarian. There is a three year old addition to the building, and at that time the complete building was fully renovated. Recently the building has been equipped with solar panels both on the roof and through canopies that cover the walkways.




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Grade Span 03-06

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
3	167	173	166
4	176	158	176
5	164	170	159
6	143	159	167
Ungraded	18	27	34
Total	668	687	702

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%	50%	49%
Economically Disadvantaged Students	10%	8%	7%
Students with Disabilities	17%	19%	20%
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	82.1%
Black or African American	5.7%
Hispanic	4.7%
Asian	4.3%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	3.0%

Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Other	1.9%



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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	657	96.2	70.30	70.30	54.90	70.3	67.3	Met Target
White	545	96.2	70.10	70.10	63.90	70.1	67.1	Met Target
Hispanic	28	91.2	71.40	71.40	39.80	67.8	54	Met Target
Black or African American	36	94.9	58.30	58.30	35.20	58.2	63	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	100.0	83.90	83.90	80.70	83.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	17	100.0	76.50	76.50	54.90	76.5	N	N
Female	329	95.0	75.40	75.40	62.20	75.4		
Male	328	97.4	65.30	65.30	48.10	65.3		
Economically Disadvantaged Students	42	92.2	35.70	35.70	36.20	34.3	36.8	Met Target†
Non-Economically Disadvantaged Students	615	96.5	72.70	72.70	65.80	72.7		
Students with Disabilities	132	91.8	30.30	30.30	20.50	29.5	33	Met Target†
Students without Disabilities	525	97.3	80.40	80.40	61.90	80.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
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	173	762	762	749	*	10%	21%	60%	*	65%	50%
White	131	761	761	759	*	11%	23%	58%	*	63%	61%
Hispanic	13	771	771	734	0%	0%	*	*	*	77%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	771	771	775	0%	0%	*	*	*	75%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	85	766	766	754	*	*	20%	62%	*	69%	55%
Male	88	758	758	745	*	*	23%	57%	*	61%	46%
Economically Disadvantaged Students	14	733	733	731	*	*	*	*	*	36%	31%
Non-Economically Disadvantaged Students	159	764	764	762	*	*	*	*	*	68%	63%
Students with Disabilities	30	737	737	720	*	*	*	*	*	30%	24%
Students without Disabilities	143	767	767	755	*	*	*	*	*	73%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	763	763	753	*	*	20%	54%	17%	71%	56%
White	151	766	766	762	*	*	18%	56%	18%	74%	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	95	767	767	758	*	*	17%	51%	*	74%	61%
Male	84	759	759	749	*	*	23%	57%	*	68%	51%
Economically Disadvantaged Students	14	729	729	737	*	*	*	*	0%	43%	36%
Non-Economically Disadvantaged Students	165	766	766	764	*	*	*	*	19%	73%	69%
Students with Disabilities	36	737	737	725	*	*	*	36%	*	39%	25%
Students without Disabilities	143	770	770	759	*	*	*	58%	*	79%	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	158	770	770	756	*	*	18%	53%	20%	73%	59%
White	131	768	768	763	*	*	19%	50%	20%	70%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	11	765	765	740	*	0%	*	*	*	73%	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	83	778	778	761	*	*	13%	51%	*	80%	66%
Male	75	762	762	750	*	*	23%	55%	*	65%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	31	734	734	725	*	*	32%	*	*	26%	22%
Students without Disabilities	127	779	779	762	*	*	14%	*	*	84%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	158	770	770	757	*	*	18%	53%	20%	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	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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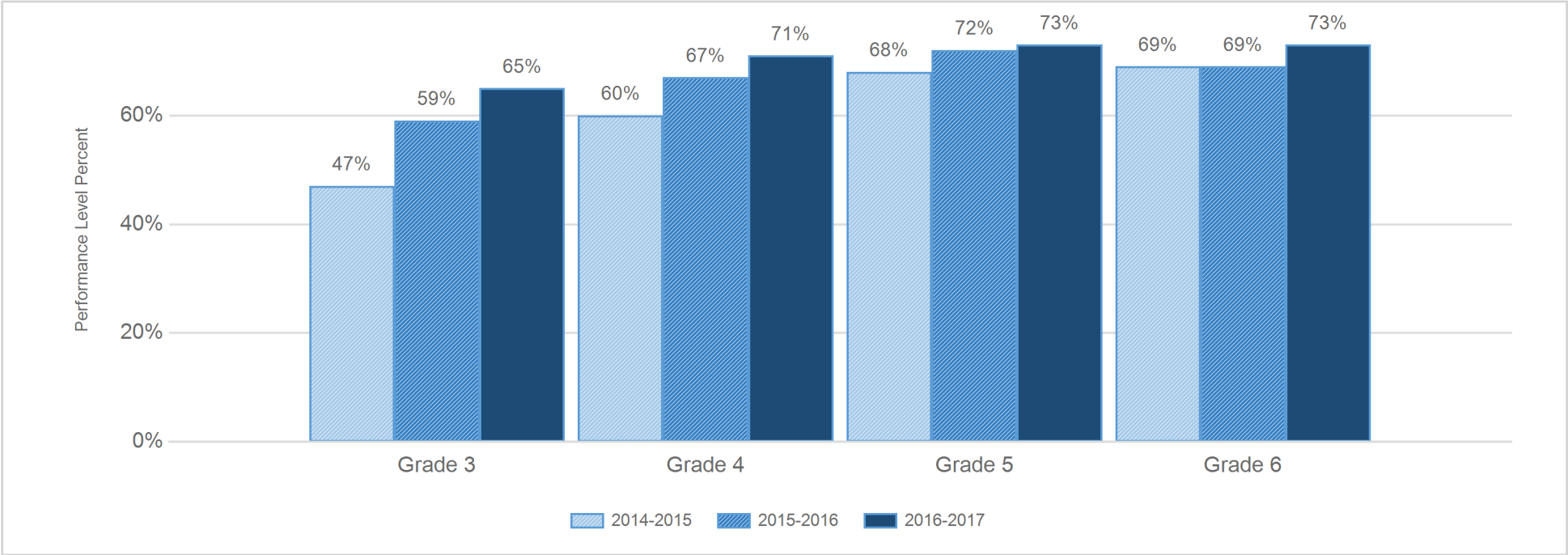
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	767	767	752	*	*	21%	54%	19%	73%	54%
White	143	766	766	758	*	*	21%	55%	18%	72%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	76	773	773	758	*	*	15%	54%	26%	80%	61%
Male	90	761	761	746	*	*	26%	53%	13%	67%	46%
Economically Disadvantaged Students	11	750	750	737	*	*	*	*	0%	55%	34%
Non-Economically Disadvantaged Students	155	768	768	761	*	*	*	*	21%	74%	65%
Students with Disabilities	35	738	738	722	*	*	49%	*	*	26%	17%
Students without Disabilities	131	774	774	758	*	*	13%	*	*	86%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	166	767	767	753	*	*	21%	54%	19%	73%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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	654	95.8	67.00	67.00	43.50	67	65	Met Target
White	542	95.7	66.60	66.60	52.40	66.6	64.2	Met Target
Hispanic	28	91.2	71.40	71.40	27.60	67.8	65.6	Met Target
Black or African American	36	94.9	50.00	50.00	21.70	49.8	55.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	100.0	83.80	83.80	75.60	83.8	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	17	100.0	76.50	76.50	44.90	76.5	N	N
Female	326	94.2	66.60	66.60	44.10	66.1		
Male	328	97.4	67.40	67.40	42.90	67.4		
Economically Disadvantaged Students	42	92.2	23.80	23.80	25.10	22.9	38.4	Not Met
Non-Economically Disadvantaged Students	612	96.0	70.00	70.00	54.30	70		
Students with Disabilities	132	91.8	30.30	30.30	16.50	29.4	33.9	Met Target†
Students without Disabilities	522	96.8	76.30	76.30	48.80	76.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	172	760	760	751	*	*	22%	54%	15%	68%	53%
White	130	760	760	759	*	*	22%	52%	16%	68%	63%
Hispanic	13	770	770	738	0%	0%	*	*	*	77%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	774	774	779	0%	0%	*	*	*	83%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	84	761	761	751	*	*	25%	54%	13%	67%	52%
Male	88	760	760	751	*	*	19%	53%	16%	69%	53%
Economically Disadvantaged Students	14	731	731	736	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	158	763	763	761	*	*	*	*	*	72%	65%
Students with Disabilities	30	730	730	729	*	*	*	33%	*	37%	29%
Students without Disabilities	142	767	767	755	*	*	*	58%	*	75%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	755	755	747	*	8%	23%	57%	*	62%	47%
White	149	757	757	755	*	8%	22%	60%	*	65%	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	93	756	756	747	*	*	26%	57%	*	60%	47%
Male	84	754	754	747	*	*	20%	57%	*	64%	48%
Economically Disadvantaged Students	14	725	725	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	163	757	757	757	*	*	*	*	*	65%	61%
Students with Disabilities	36	728	728	724	*	*	*	*	*	31%	22%
Students without Disabilities	141	762	762	751	*	*	*	*	*	70%	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	158	760	760	747	*	*	25%	51%	13%	65%	46%
White	131	758	758	754	*	*	27%	49%	12%	61%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	11	758	758	729	*	0%	*	*	*	64%	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	83	760	760	747	*	*	24%	53%	*	68%	47%
Male	75	759	759	746	*	*	25%	49%	*	61%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	31	730	730	725	*	*	36%	*	*	19%	19%
Students without Disabilities	127	767	767	751	*	*	22%	*	*	76%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	158	760	760	748	*	*	25%	51%	13%	65%	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	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

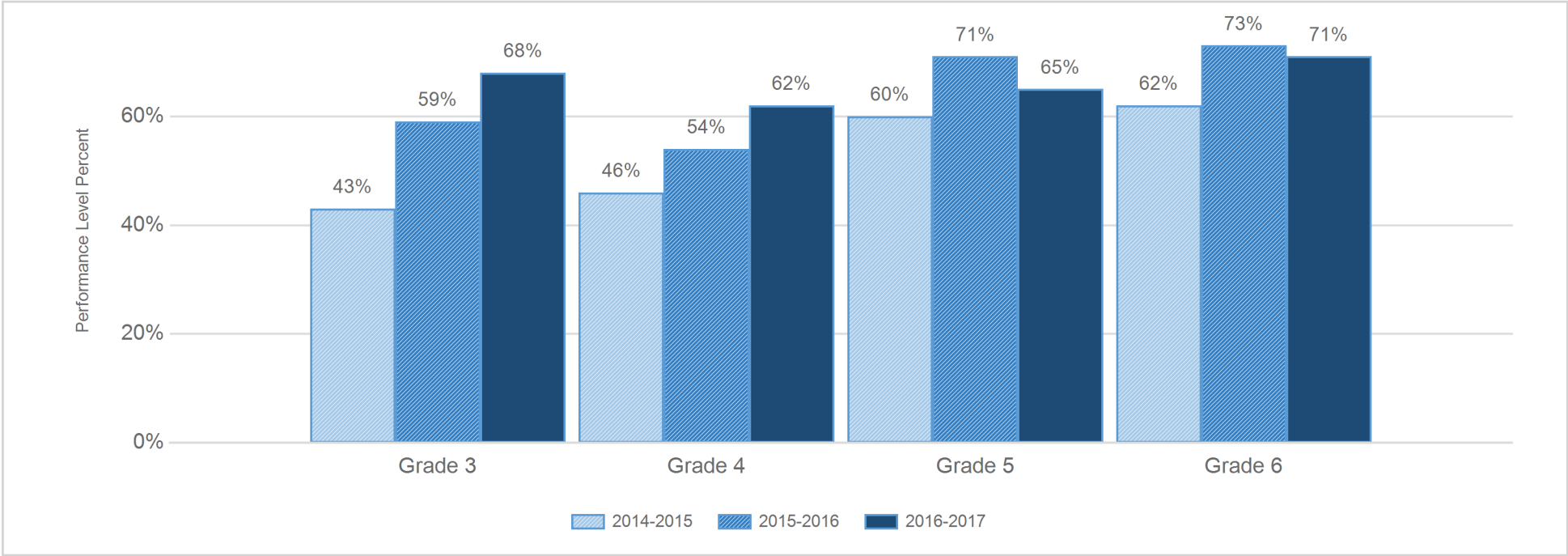
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	763	763	743	*	*	21%	54%	18%	71%	44%
White	143	762	762	751	*	*	20%	53%	18%	71%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	76	762	762	745	*	*	21%	50%	20%	70%	45%
Male	90	763	763	742	*	*	20%	57%	16%	72%	43%
Economically Disadvantaged Students	11	745	745	728	*	*	*	*	*	36%	24%
Non-Economically Disadvantaged Students	155	764	764	752	*	*	*	*	*	74%	56%
Students with Disabilities	35	735	735	717	*	*	29%	31%	*	34%	13%
Students without Disabilities	131	770	770	748	*	*	18%	60%	*	81%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	166	763	763	745	*	*	21%	54%	18%	71%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

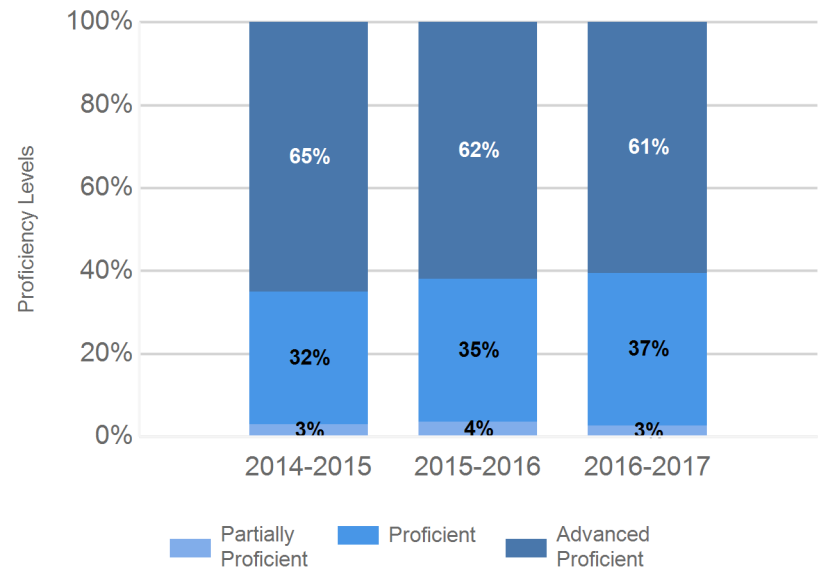
NJASK Science Assessment Performance: Grade 4

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	61%	37%	3%
White	63%	36%	1%
Hispanic	*	*	N
Black or African American	20%	70%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	13%	69%	19%
Students with Disabilities	33%	58%	10%
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	62	62	50	Exceeds Target	70	70	50	Exceeds Target
White	62	62	50	Exceeds Target	70.5	70.5	52	Exceeds Target
Hispanic	42	42	49	**	53.5	53.5	47	**
Black or African American	42.5	42.5	45	Met Target	55	55	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	72.5	72.5	60	Exceeds Target	77	77	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	69	69	51	**	70	70	52	**
Economically Disadvantaged	28.5	28.5	47	Not Met	59	59	46	Met Target
Students with Disabilities	45	45	41	Met Target	60	60	43	Exceeds Target
English Learners	N	N	N	N	*	*	51	**

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



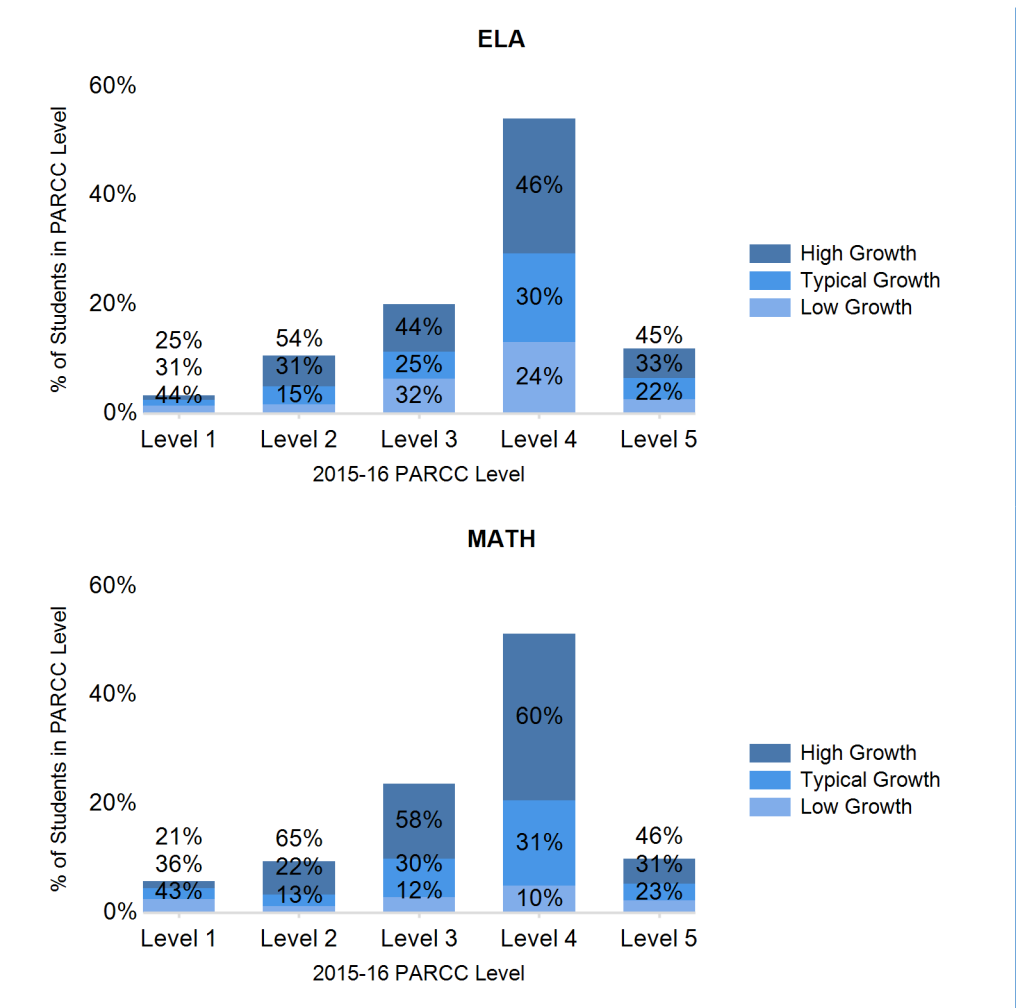
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

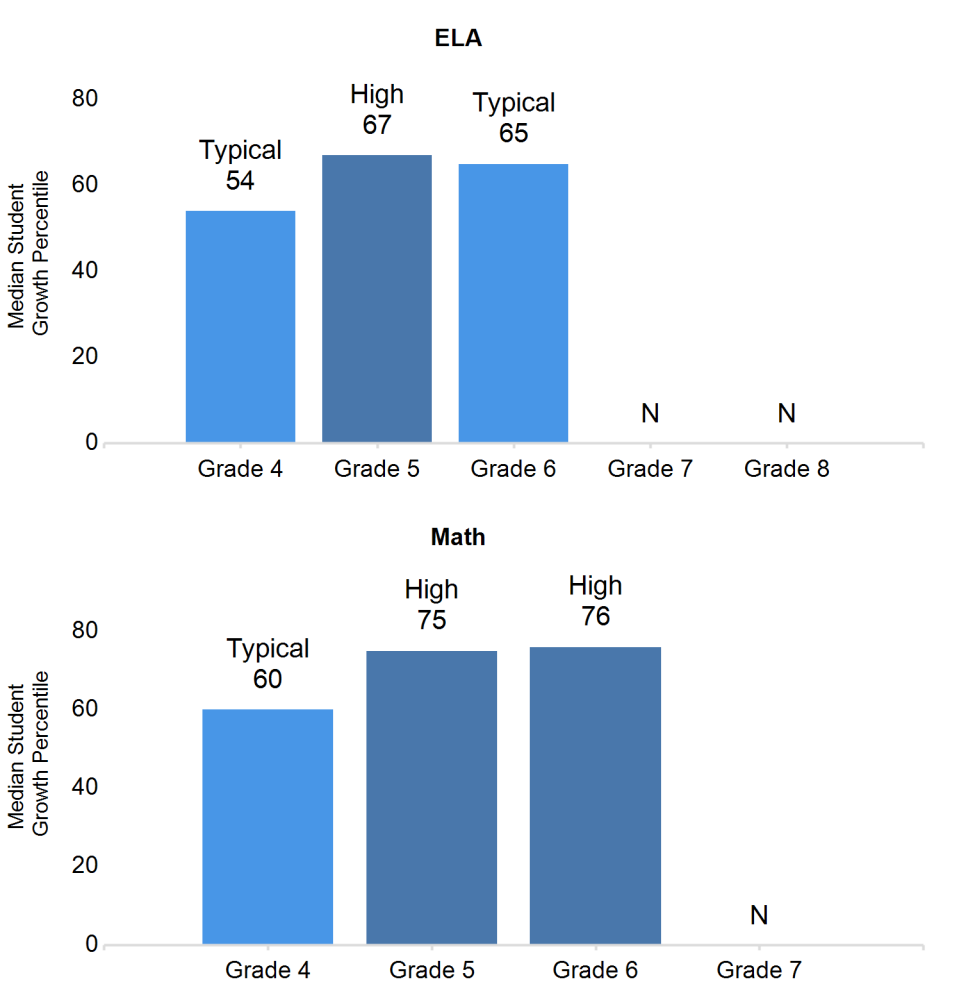
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

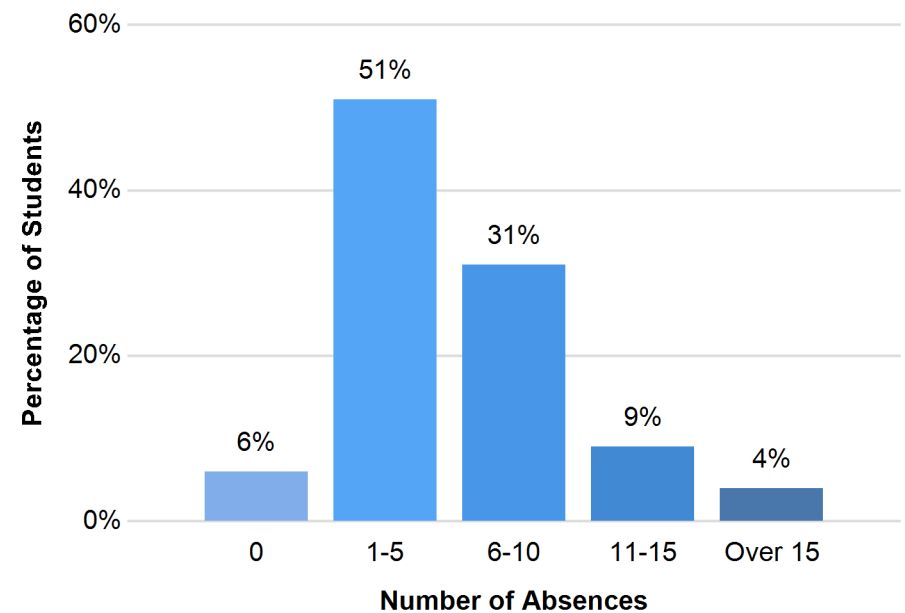
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.00	7.30	Met Target
White	2.10	7.30	Met Target
Hispanic	3.00	7.30	Met Target
Black or African American	0	7.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.80	7.30	Met Target
Economically Disadvantaged Students	6.10	7.30	Met Target
Students with Disabilities	4.90	7.30	Met Target
English Learners	N	**	**

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

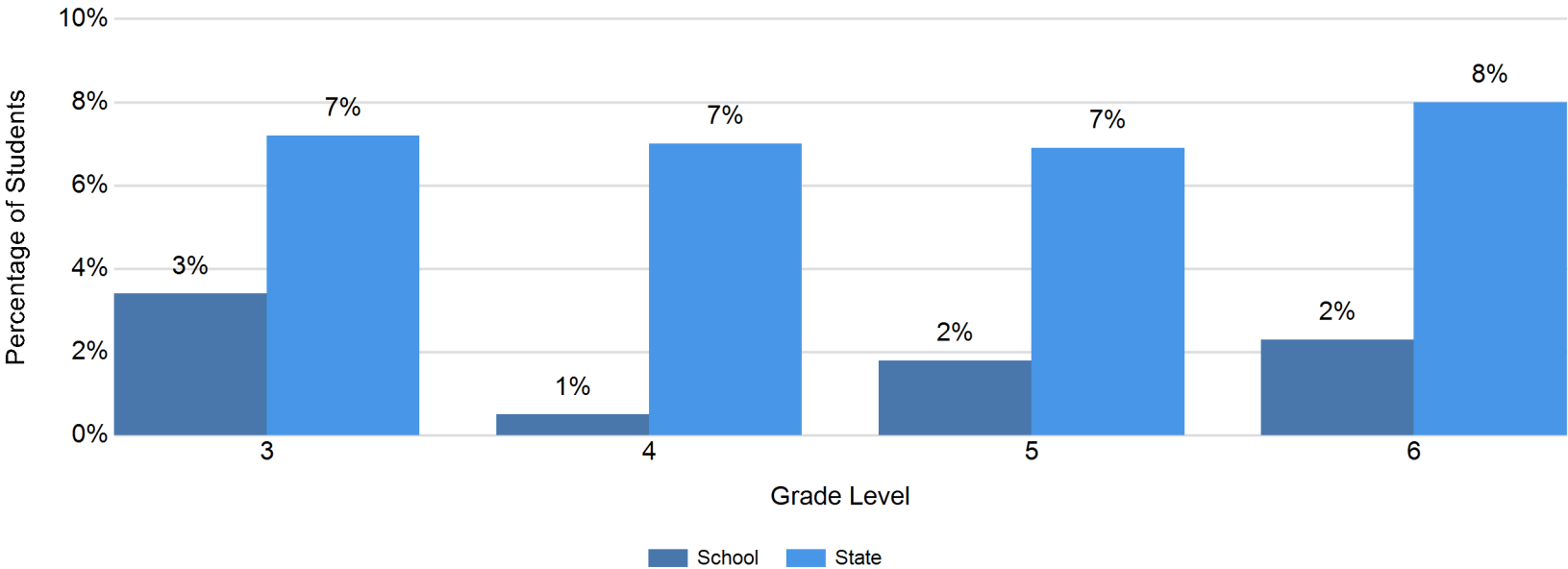
Days Absent

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



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	3:20PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 54 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	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.57

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	2.8%
Any Suspension	2.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	79.2 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$237	\$11,016	\$11,253



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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	62	120,724
Average years experience in public schools	7.7	11.8
Average years experience in district	6.2	10.5
Teachers in district for 4 or more years	47%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,506
Average years experience in public schools	17.1	15.9
Average years experience in district	3.9	11.6
Administrators in district for 4 or more years	29%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	140:1	180:1
Librarian/Media Specialists		632:1
Nurses		1263:1
Counselors		632:1
Child Study Team		253:1



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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.

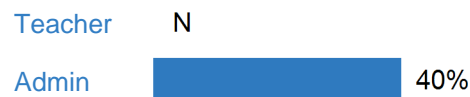
Bachelor's Degree



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	83%	89%
2015-16 Administrators: Same district 2016-17	86%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	72.1	17.5%
Mathematics Proficiency	82.1	17.5%
English Language Arts Growth	73.3	25.0%
Mathematics Growth	93.6	25.0%
Chronic Absenteeism	94.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		82.9
Summative Rating: Percentile rank of Summative Score		93.4
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	82.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	82.2	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	79.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	79.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	47.1	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Students with Disabilities	76.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds 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. Evans	Email Address:	evansa@eastgreenwich.k12.nj.us
Address:	559 KINGS HIGHWAY MICKLETON, NJ 08056	Website:	www.eastgreenwich.k12.nj.us
Phone:	(856)423-0412		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Number of students meeting the demands of the New Jersey Student Learning Standards. • Numerous opportunities to participate in volunteer community support activities. • District support of the fine arts through both curriculum and activities.
 Awards, Recognition, Accomplishments:	<p>In the Spring of 2017, Samuel Mickle School received two (2) Character.org Promising Practice Awards for "Hoops for Soup" and "Mickle Marketplace". These awards are for "unique, specific and effective character education strategies."</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>All instructional areas provide lessons that are differentiated to address various learning styles, interests and needs of the students. Literacy instruction is delivered as whole group and small group instruction using resources such as Journey's, leveled text sets with supplemental resources. Math is delivered similarly using the Go Math! program. Technology is supported through a 1:1 Chromebook initiative with daily access to Google Classroom to facilitate collaboration.</p>
 <div>Clubs and Activities:</div>	<p>The school offers a robust variety of activities such as Art Club, Chorus Club, Drama Club, Mentor Club, News Crew, Peer Interaction Club, STEAM Club, Students Motivated to Succeed Club and Yearbook Club. Students also have access to a strong instrumental music program where both band and strings are offered.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>All staff participate in a weekly professional learning community with their grade level colleagues. Meeting time is focused on working towards measureable and specific goals using student data and effective instructional practices. Teachers participate in both in-district and out-of-district professional development throughout the year. These activities are designed collaboratively to reflect a shared vision and goals.</p>
 <p>Student Supports and Services:</p>	<p>Many support services and enrichment opportunities are provided to the students. These include but are not limited to Basic Skills Instruction in Literacy and Math, the Students Motivated to Succeed Club (a student mentoring program), individual and group counseling, an I&RS team and a Child Study Team. Enrichment is provided through the Gifted and Talented Program (SOAR) and all students in grades 3 and 4 participate in a monthly STEM lab.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in physical education and/or health class two (2) times per week and in daily recess and physical movement "brain breaks". The character education program, "Character Counts", promotes positive behavior while focusing on learning the core values of respect, integrity, honesty, responsibility, kindness and courtesy. Character education is developed through weekly "Steps to Respect" lessons, as well as special programs, activities and assemblies throughout the year.</p>
 <p>Parent and Community Involvement:</p>	<p>Mickle benefits from strong parental and community support. There is an active Home and School Association who organizes many school and family events throughout the year. Through their fundraising efforts, the Home and School generously assists in sponsoring field trips for each grade level.</p>