



Arbor Elementary School
2016-2017
Grade Span 04-05

23-4130-060
MIDDLESEX
PISCATAWAY TWP
1717 LESTER PLACE
PISCATAWAY, NJ 08854

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
4	283	216	274
5	259	271	212
Ungraded	25	22	29
Total	567	509	515

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	51%
Male	53%	50%	49%
Economically Disadvantaged Students	41%	38%	40%
Students with Disabilities	12%	12%	12%
English Learners	5%	5%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	30.5%
Asian	28.9%
Hispanic	26.4%
White	11.3%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	2.3%

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	71.8%
Spanish	10.9%
Gujarati	6.2%
Hindi	2.1%
Telugu	1.9%
<i>Other</i>	7.2%



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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	476	98.4	56.30	58.50	54.90	56.3	57.5	Met Target†
White	57	98.3	56.10	59.40	63.90	56.1	62.7	Met Target†
Hispanic	121	99.2	50.50	46.10	39.80	50.5	44.8	Met Target
Black or African American	146	98.7	39.10	43.20	35.20	39.1	41.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	137	97.3	77.30	78.50	80.70	77.3	77.8	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	62.20	54.90	76.9	**	**
Female	238	97.3	62.60	65.60	62.20	62.6		
Male	238	99.6	50.00	51.50	48.10	50		
Economically Disadvantaged Students	171	98.4	45.60	42.70	36.20	45.6	44.8	Met Target
Non-Economically Disadvantaged Students	305	98.5	62.30	65.20	65.80	62.3		
Students with Disabilities	63	98.5	12.70	16.60	20.50	12.7	18.7	Met Target†
Students without Disabilities	413	98.4	62.90	64.30	61.90	62.9		
English Learners	39	97.6	43.60	*	25.20	43.6	37.5	Met Target
Non-English Learners	437	98.5	57.50	*	57.40	57.5		
Homeless Students	N	N	N	57.10	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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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	283	753	763	753	6%	12%	28%	40%	14%	54%	56%
White	32	752	761	762	*	*	38%	31%	*	50%	67%
Hispanic	72	746	749	740	*	17%	32%	40%	*	46%	40%
Black or African American	83	740	748	737	*	17%	36%	31%	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	88	771	783	777	*	*	14%	48%	30%	77%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	151	757	767	758	*	*	30%	42%	15%	57%	61%
Male	132	748	757	749	*	*	25%	38%	13%	51%	51%
Economically Disadvantaged Students	99	741	746	737	*	*	29%	34%	*	41%	36%
Non-Economically Disadvantaged Students	184	759	769	764	*	*	27%	43%	*	61%	69%
Students with Disabilities	34	717	724	725	*	*	*	*	0%	12%	25%
Students without Disabilities	249	758	766	759	*	*	*	*	16%	60%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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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	219	757	762	756	*	13%	26%	49%	*	58%	59%
White	25	759	766	763	*	*	*	56%	*	64%	69%
Hispanic	57	754	754	743	*	*	28%	56%	*	60%	44%
Black or African American	72	746	749	740	*	26%	28%	35%	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	58	771	774	779	*	*	22%	53%	19%	72%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	102	762	766	761	*	10%	23%	57%	*	68%	66%
Male	117	752	758	750	*	16%	28%	42%	*	50%	53%
Economically Disadvantaged Students	80	750	751	740	*	*	25%	48%	*	53%	40%
Non-Economically Disadvantaged Students	139	761	766	765	*	*	26%	50%	*	62%	71%
Students with Disabilities	30	720	731	725	*	*	*	*	0%	13%	22%
Students without Disabilities	189	763	766	762	*	*	*	*	11%	66%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

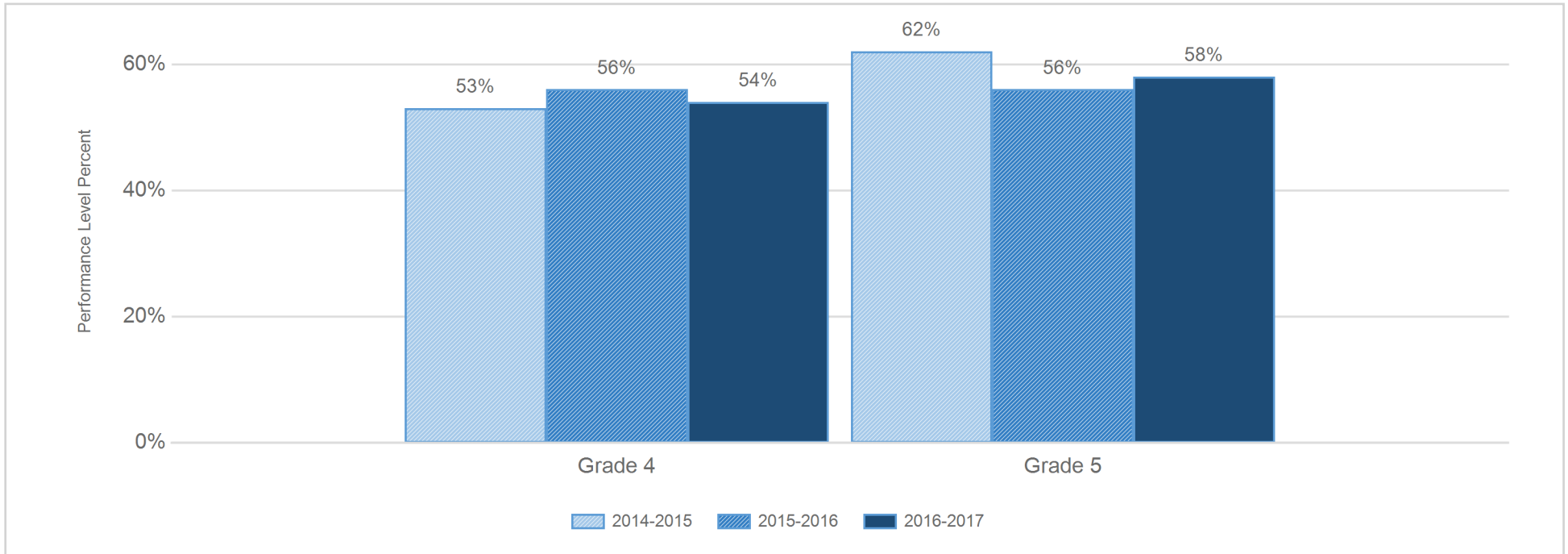


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English Language Arts/Literacy Assessment - Performance Trends

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](#).

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Schoolwide	482	98.7	50.80	50.00	43.50	50.8	57.2	Not Met
White	57	98.3	52.70	55.20	52.40	52.7	61	Met Target†
Hispanic	125	99.3	36.00	34.80	27.60	36	43.6	Not Met
Black or African American	146	98.7	35.60	30.60	21.70	35.6	37.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	139	98.0	79.80	73.30	75.60	79.8	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	46.70	44.90	46.2	**	**
Female	243	97.7	51.40	50.60	44.10	51.4		
Male	239	99.6	50.20	49.30	42.90	50.2		
Economically Disadvantaged Students	172	98.9	36.10	32.80	25.10	36.1	51.2	Not Met
Non-Economically Disadvantaged Students	310	98.5	59.10	57.20	54.30	59.1		
Students with Disabilities	63	98.5	*	11.70	16.50	*	23.7	Not Met
Students without Disabilities	419	98.7	*	54.90	48.80	*		
English Learners	44	98.0	38.70	42.80	23.30	38.7	42	Met Target†
Non-English Learners	438	98.7	52.00	50.50	45.20	52		
Homeless Students	N	N	N	33.30	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 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	290	745	752	747	10%	20%	23%	41%	7%	47%	47%
White	32	739	750	755	*	*	*	41%	0%	41%	59%
Hispanic	76	736	737	734	*	22%	36%	33%	*	33%	30%
Black or African American	83	730	737	729	18%	30%	*	35%	*	36%	25%
Asian, Native Hawaiian, or Pacific Islander	91	768	773	774	*	*	17%	54%	20%	74%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	157	745	752	747	*	19%	24%	41%	*	48%	47%
Male	133	745	753	747	*	21%	23%	40%	*	47%	48%
Economically Disadvantaged Students	102	733	735	732	14%	26%	33%	28%	0%	28%	27%
Non-Economically Disadvantaged Students	188	751	759	757	7%	17%	18%	48%	10%	58%	61%
Students with Disabilities	34	702	713	724	*	*	*	*	*	*	22%
Students without Disabilities	256	751	756	751	*	*	*	*	*	*	52%
English Learners	14	731	731	716	*	*	*	*	0%	14%	12%
Non-English Learners	276	746	753	749	*	*	*	*	7%	49%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	223	752	756	747	6%	18%	22%	42%	12%	54%	46%
White	25	763	762	754	0%	*	*	56%	*	68%	57%
Hispanic	60	743	745	735	*	23%	28%	33%	*	40%	30%
Black or African American	72	735	738	729	*	26%	26%	32%	*	36%	22%
Asian, Native Hawaiian, or Pacific Islander	59	774	775	774	0%	*	*	56%	25%	81%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	103	752	757	747	*	18%	23%	49%	*	55%	47%
Male	120	751	756	746	*	18%	22%	37%	*	53%	46%
Economically Disadvantaged Students	82	742	744	732	*	21%	22%	40%	*	46%	27%
Non-Economically Disadvantaged Students	141	757	761	756	*	16%	23%	43%	*	58%	59%
Students with Disabilities	30	707	722	725	*	37%	*	*	*	10%	19%
Students without Disabilities	193	758	762	751	*	15%	*	*	*	61%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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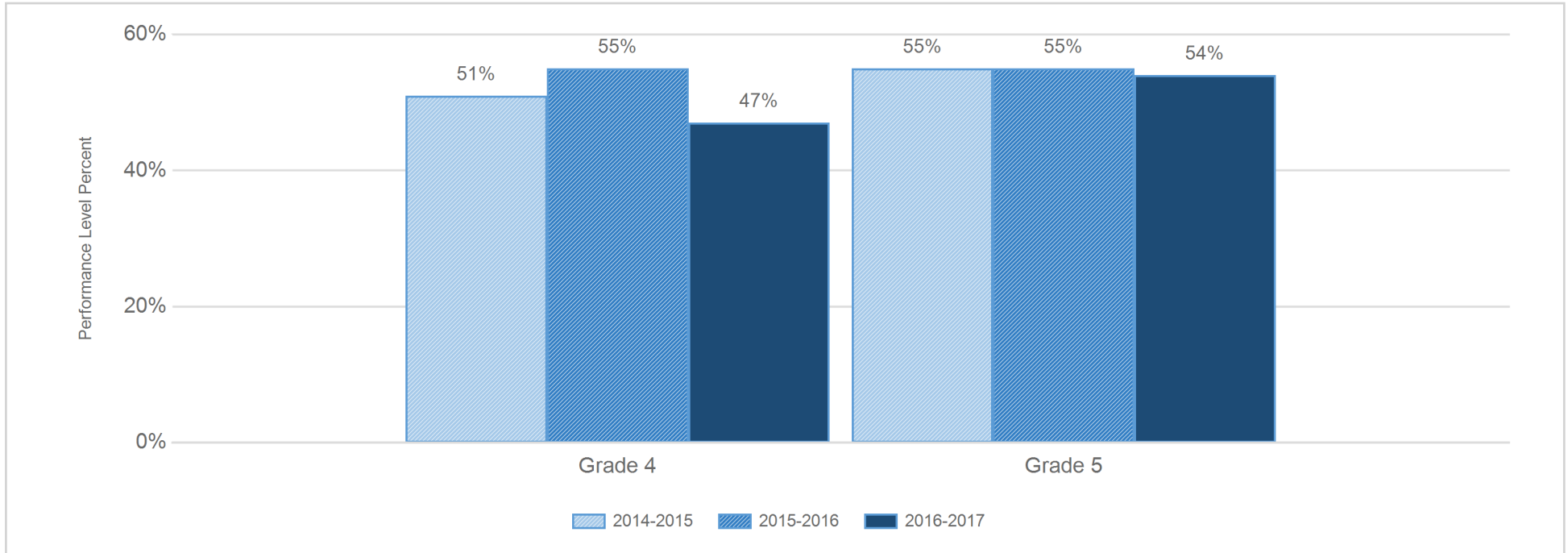


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Mathematics Assessment – Performance Trends

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
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	10	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

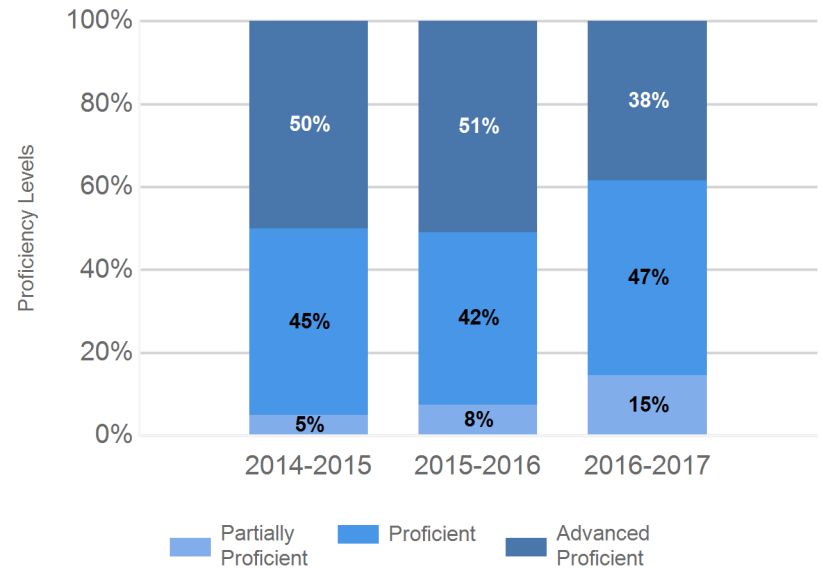
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	38%	47%	15%
White	*	49%	*
Hispanic	26%	57%	17%
Black or African American	28%	48%	24%
Asian, Native Hawaiian, or Pacific Islander	58%	36%	6%
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	25%	54%	21%
Students with Disabilities	11%	57%	32%
English Learners	7%	64%	29%

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	51	50	50	Met Target	45	46	50	Met Target
White	44	43.5	50	Met Target	38	40	52	Not Met
Hispanic	46	43	49	Met Target	44	*	47	Met Target
Black or African American	53	48	45	Met Target	39	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	58	58	60	Met Target	62	56.5	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47	47	47	Met Target	40	43	46	Met Target
Students with Disabilities	52	44	41	Met Target	31	37	43	Not Met
English Learners	58	57.5	53	Met Target	49.5	50	51	Met Target

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



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

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

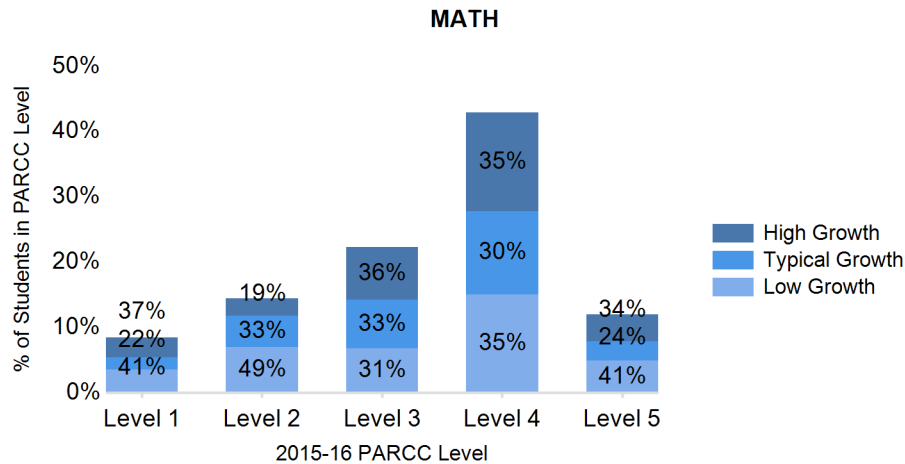
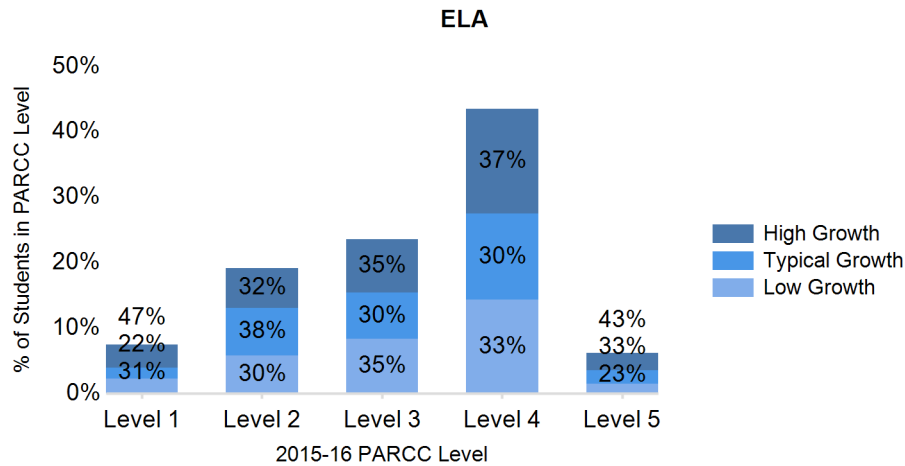
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

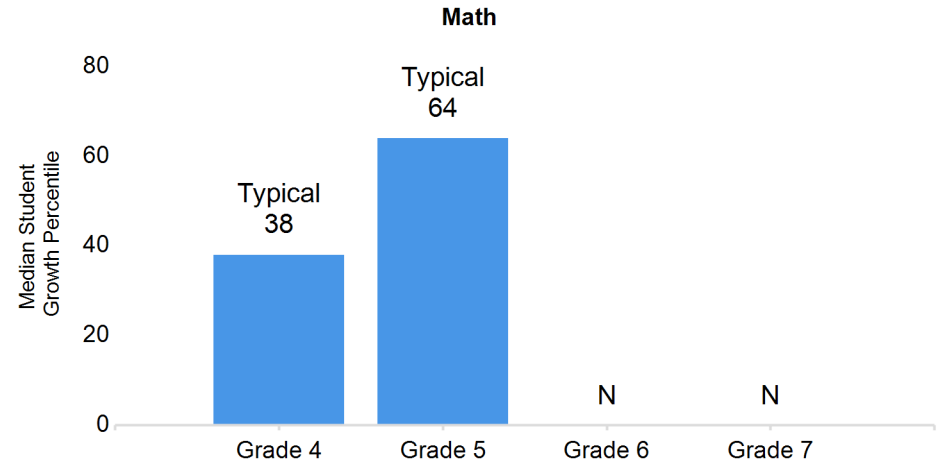
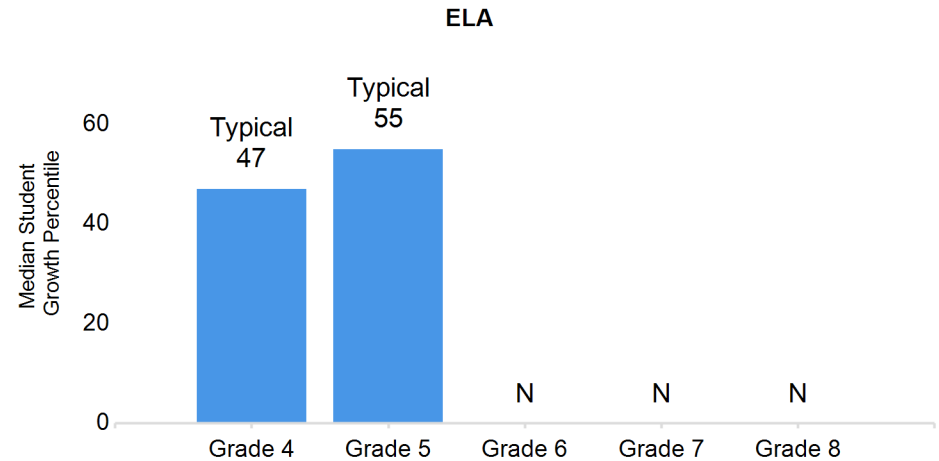
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

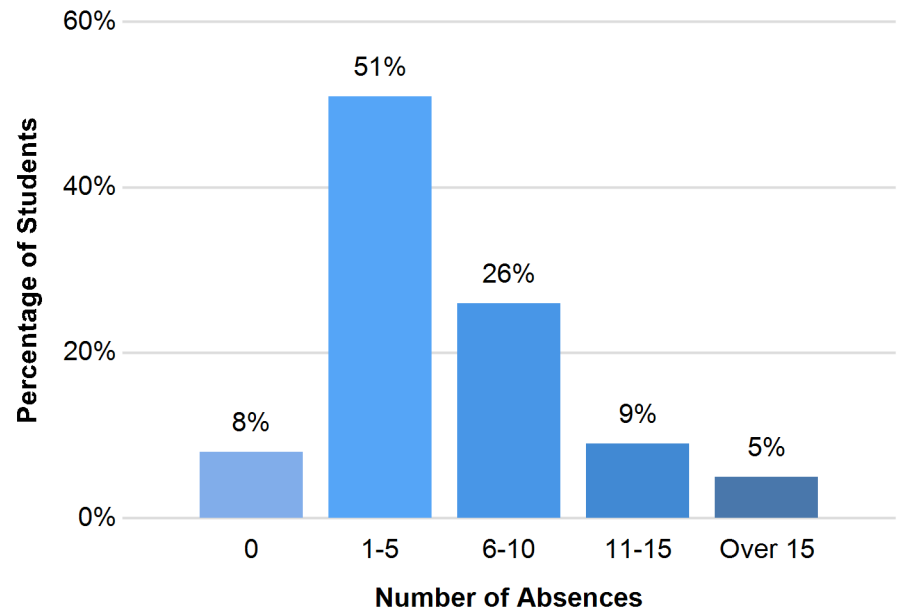
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.80	7.00	Met Target
White	5.10	7.00	Met Target
Hispanic	8.90	7.00	Not Met
Black or African American	3.10	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.70	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.70	7.00	Not Met
Students with Disabilities	7.70	7.00	Not Met
English Learners	9.50	7.00	Not Met

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

Days Absent

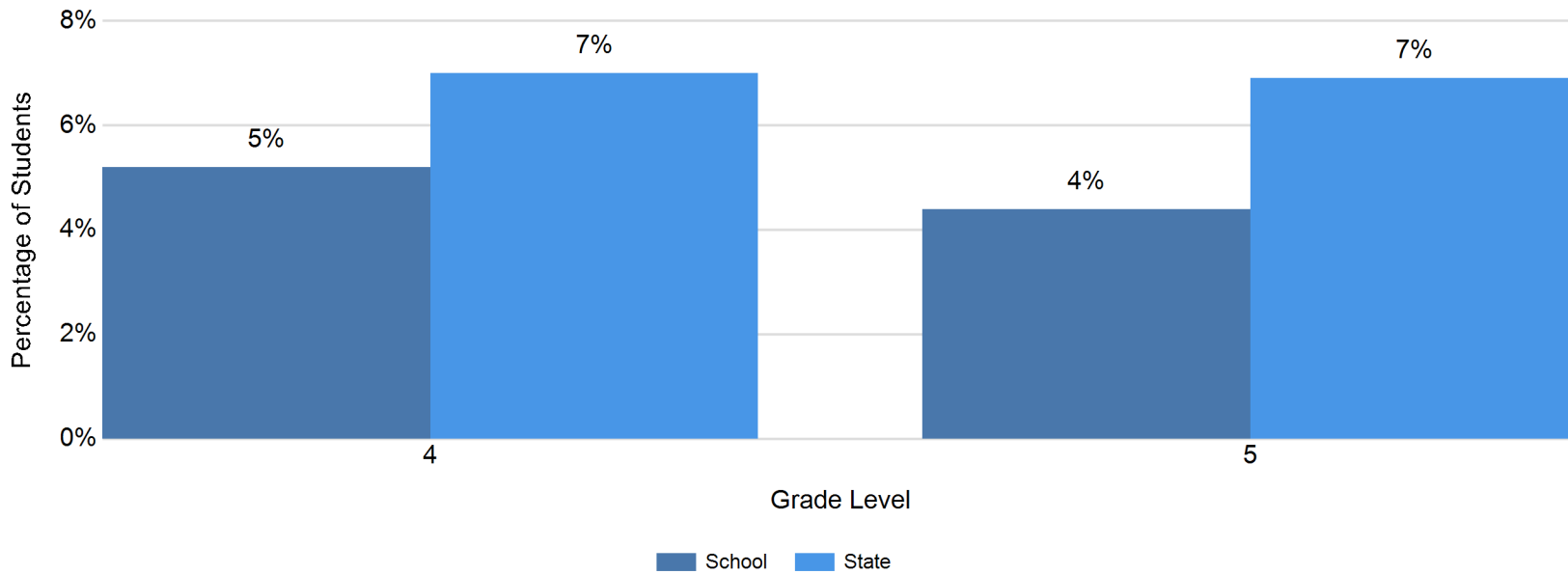
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





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	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.39

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.1%
Out-of-School Suspensions	1.0%
Any Suspension	4.1%

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	3.1:1	152.3 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)	\$440	\$12,164	\$12,604



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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	43	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	9.8	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	258:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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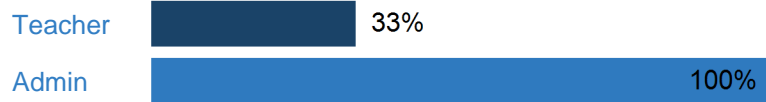
Teachers and Administrators - Level of Education

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	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	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	47.2	17.5%
Mathematics Proficiency	53.9	17.5%
English Language Arts Growth	52.6	25.0%
Mathematics Growth	29.3	25.0%
Chronic Absenteeism	67.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		48.3
Summative Rating: Percentile rank of Summative Score		47.1
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	48.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	29.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	49.0	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Black or African American	67.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	47.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	46.0	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
English Learners	61.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Williams	Email Address:	jwilliams@pway.org
Address:	1717 LESTER PLACE PISCATAWAY, NJ 08854	Website:	http://arbor.piscatawayschools.org/
Phone:	(732)752-8652	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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.

<p>Highlights:</p>	<ul style="list-style-type: none"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
<p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com.</p>







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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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Technology , Science, Yoga , Mock Trial</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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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.

 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>



Conackamack Middle 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	138	154	165
7	158	156	153
8	154	161	168
Ungraded	30	32	33
Total	480	503	519

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	53%	48%	47%
Male	47%	52%	53%
Economically Disadvantaged Students	25%	27%	29%
Students with Disabilities	14%	14%	16%
English Learners	3%	3%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	29.3%
Black or African American	27.9%
White	23.1%
Hispanic	16.0%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	3.3%

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	78.8%
Gujarati	4.2%
Spanish	4.0%
Arabic	2.3%
Tagalog	1.3%
<i>Other</i>	9.6%



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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	455	97.5	58.70	58.50	54.90	58.7	55.4	Met Target
White	119	96.8	59.70	59.40	63.90	59.7	65.9	Met Target†
Hispanic	73	97.6	30.20	46.10	39.80	30.2	34.8	Met Target†
Black or African American	114	97.2	49.20	43.20	35.20	49.2	39.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	139	98.0	81.30	78.50	80.70	81.3	71.3	Met Goal
American Indian or Alaska Native	N	N	N	62.50	53.70	N	**	**
Two or More Races	10	100.0	50.00	62.20	54.90	50	**	**
Female	209	97.6	69.80	65.60	62.20	69.8		
Male	246	97.5	49.20	51.50	48.10	49.2		
Economically Disadvantaged Students	104	97.9	38.50	42.70	36.20	38.5	34.8	Met Target
Non-Economically Disadvantaged Students	351	97.4	64.70	65.20	65.80	64.7		
Students with Disabilities	72	96.2	13.90	16.60	20.50	13.9	14.7	Met Target†
Students without Disabilities	383	97.7	67.10	64.30	61.90	67.1		
English Learners	16	94.4	25.10	*	25.20	24.7	**	**
Non-English Learners	439	97.6	59.90	*	57.40	59.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	169	748	753	752	8%	17%	24%	42%	9%	51%	54%
White	40	750	750	758	*	*	*	45%	*	58%	63%
Hispanic	21	736	742	740	*	*	*	*	*	29%	38%
Black or African American	50	734	743	736	*	26%	40%	26%	*	26%	32%
Asian, Native Hawaiian, or Pacific Islander	48	763	771	776	*	*	*	60%	*	77%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	10	757	760	753	0%	*	*	*	*	70%	56%
Female	76	758	761	758	*	*	20%	53%	*	66%	61%
Male	93	739	745	746	*	*	27%	33%	*	39%	46%
Economically Disadvantaged Students	52	734	743	737	*	*	27%	33%	*	33%	34%
Non-Economically Disadvantaged Students	117	754	759	761	*	*	22%	46%	*	59%	65%
Students with Disabilities	27	713	720	722	*	*	*	*	*	*	17%
Students without Disabilities	142	754	758	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
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	160	755	759	756	8%	11%	20%	44%	18%	61%	59%
White	46	756	757	764	*	*	*	48%	*	63%	69%
Hispanic	27	733	746	742	*	*	*	*	*	30%	44%
Black or African American	35	743	747	737	*	*	*	51%	*	54%	38%
Asian, Native Hawaiian, or Pacific Islander	50	774	777	784	0%	*	*	44%	36%	80%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	72	767	770	764	*	*	*	51%	*	78%	68%
Male	88	745	750	749	*	*	*	38%	*	48%	51%
Economically Disadvantaged Students	41	746	749	739	*	*	*	29%	*	49%	40%
Non-Economically Disadvantaged Students	119	758	764	766	*	*	*	49%	*	66%	70%
Students with Disabilities	18	716	722	719	*	*	*	*	0%	22%	19%
Students without Disabilities	142	760	764	763	*	*	*	*	20%	66%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	760	759	757	8%	10%	22%	45%	16%	61%	59%
White	34	757	760	764	*	*	*	35%	*	56%	68%
Hispanic	32	736	747	742	*	*	31%	*	*	31%	44%
Black or African American	49	753	750	738	*	*	27%	55%	*	59%	39%
Asian, Native Hawaiian, or Pacific Islander	48	788	780	786	0%	*	*	54%	33%	88%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	87	764	764	766	*	*	24%	48%	15%	63%	68%
Male	80	755	753	749	*	*	19%	41%	16%	58%	50%
Economically Disadvantaged Students	39	733	745	739	*	*	*	33%	*	36%	40%
Non-Economically Disadvantaged Students	128	768	766	766	*	*	*	48%	*	68%	69%
Students with Disabilities	20	704	709	718	*	*	*	*	*	*	18%
Students without Disabilities	147	767	764	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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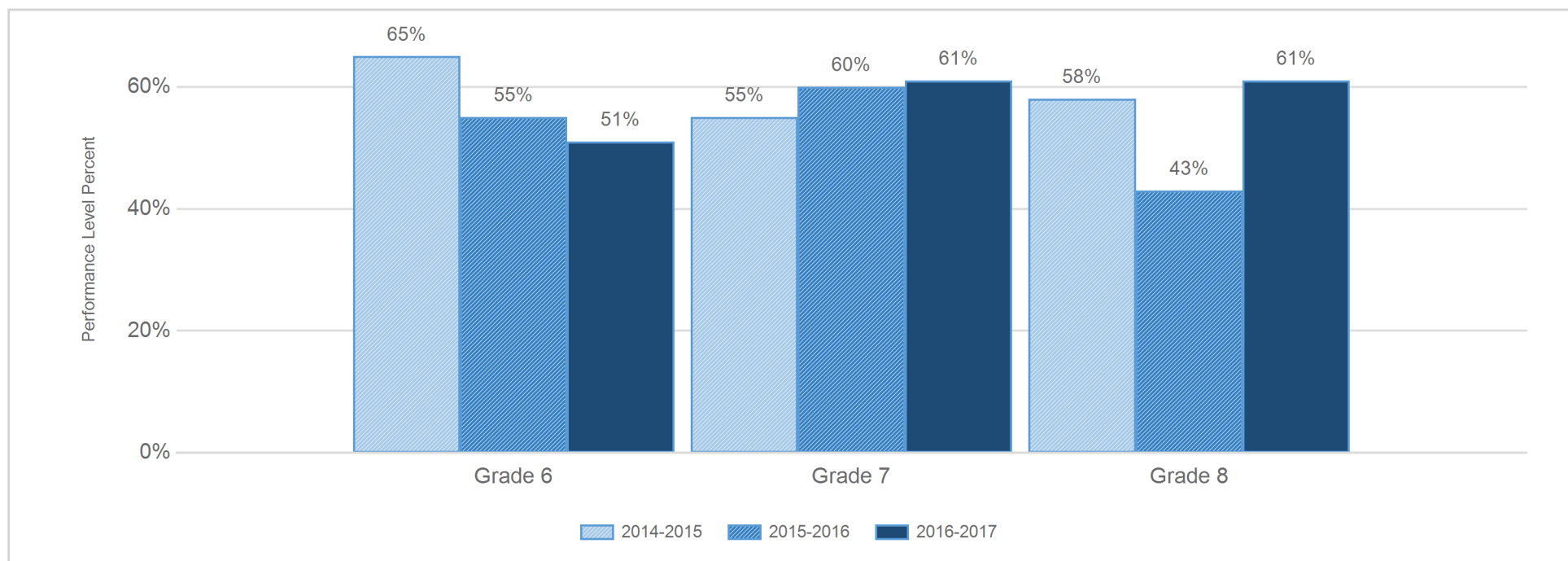
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English Language Arts/Literacy Assessment - Performance Trends

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	460	97.5	54.80	50.00	43.50	54.8	55.9	Met Target†
White	119	96.8	56.30	55.20	52.40	56.3	59.9	Met Target†
Hispanic	74	97.6	25.70	34.80	27.60	25.7	31.9	Met Target†
Black or African American	115	97.2	36.50	30.60	21.70	36.5	41	Met Target†
Asian, Native Hawaiian, or Pacific Islander	142	98.1	83.80	73.30	75.60	83.8	78.9	Met Goal
American Indian or Alaska Native	N	N	N	57.20	42.50	N	**	**
Two or More Races	10	100.0	50.00	46.70	44.90	50	**	**
Female	211	97.2	60.20	50.60	44.10	60.2		
Male	249	97.9	50.20	49.30	42.90	50.2		
Economically Disadvantaged Students	106	98.0	32.00	32.80	25.10	32	38.6	Met Target†
Non-Economically Disadvantaged Students	354	97.4	61.60	57.20	54.30	61.6		
Students with Disabilities	72	96.2	*	11.70	16.50	*	8.7	Not Met
Students without Disabilities	388	97.8	*	54.90	48.80	*		
English Learners	21	96.2	33.30	42.80	23.30	33.3	N	N
Non-English Learners	439	97.6	55.80	50.50	45.20	55.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	173	746	745	743	13%	16%	21%	40%	10%	50%	44%
White	40	751	748	751	*	*	*	43%	*	58%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	51	726	730	724	20%	24%	31%	26%	0%	26%	20%
Asian, Native Hawaiian, or Pacific Islander	51	765	766	771	*	*	*	55%	20%	75%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	10	756	751	745	*	0%	*	*	*	70%	46%
Female	78	750	749	745	*	14%	18%	44%	*	56%	45%
Male	95	742	742	742	*	17%	24%	37%	*	45%	43%
Economically Disadvantaged Students	55	726	733	728	22%	24%	27%	27%	0%	27%	24%
Non-Economically Disadvantaged Students	118	755	752	752	9%	12%	19%	46%	15%	61%	56%
Students with Disabilities	27	709	711	717	*	*	*	*	*	*	13%
Students without Disabilities	146	753	750	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	160	752	749	741	*	18%	23%	41%	*	54%	40%
White	46	752	747	748	*	*	26%	33%	*	52%	49%
Hispanic	27	728	737	730	*	*	37%	*	0%	22%	23%
Black or African American	35	739	737	726	*	29%	31%	31%	*	34%	19%
Asian, Native Hawaiian, or Pacific Islander	50	773	766	764	0%	*	*	66%	22%	88%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	71	758	753	743	*	*	18%	54%	*	68%	41%
Male	89	746	746	740	*	*	27%	32%	*	44%	38%
Economically Disadvantaged Students	42	744	742	729	*	26%	26%	*	*	38%	22%
Non-Economically Disadvantaged Students	118	754	753	749	*	15%	22%	*	*	60%	50%
Students with Disabilities	18	712	715	716	*	*	*	*	*	*	11%
Students without Disabilities	142	757	753	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	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	85	722	723	728	25%	20%	32%	24%	0%	24%	28%
White	15	716	720	736	*	*	*	*	0%	20%	35%
Hispanic	27	718	723	721	37%	*	37%	*	0%	15%	21%
Black or African American	31	727	722	715	*	*	32%	*	0%	29%	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	44	722	724	730	23%	*	39%	*	*	18%	30%
Male	41	722	722	725	27%	*	24%	*	*	29%	26%
Economically Disadvantaged Students	28	713	718	719	39%	*	*	*	0%	14%	19%
Non-Economically Disadvantaged Students	57	727	727	734	18%	*	*	*	0%	28%	34%
Students with Disabilities	20	694	696	705	*	*	*	*	*	*	*
Students without Disabilities	65	731	729	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	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	82	780	744	743	0%	*	*	68%	20%	88%	42%
White	19	783	750	751	0%	0%	*	63%	*	90%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	39	788	764	774	0%	*	*	72%	*	95%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	45	775	745	744	*	*	*	71%	*	84%	43%
Male	37	786	743	741	*	*	*	65%	*	92%	40%
Economically Disadvantaged Students	12	761	733	727	*	*	*	*	*	67%	23%
Non-Economically Disadvantaged Students	70	784	750	751	*	*	*	*	*	91%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	82	780	*	747	0%	*	*	68%	20%	88%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	82	780	746	745	0%	*	*	68%	20%	88%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

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

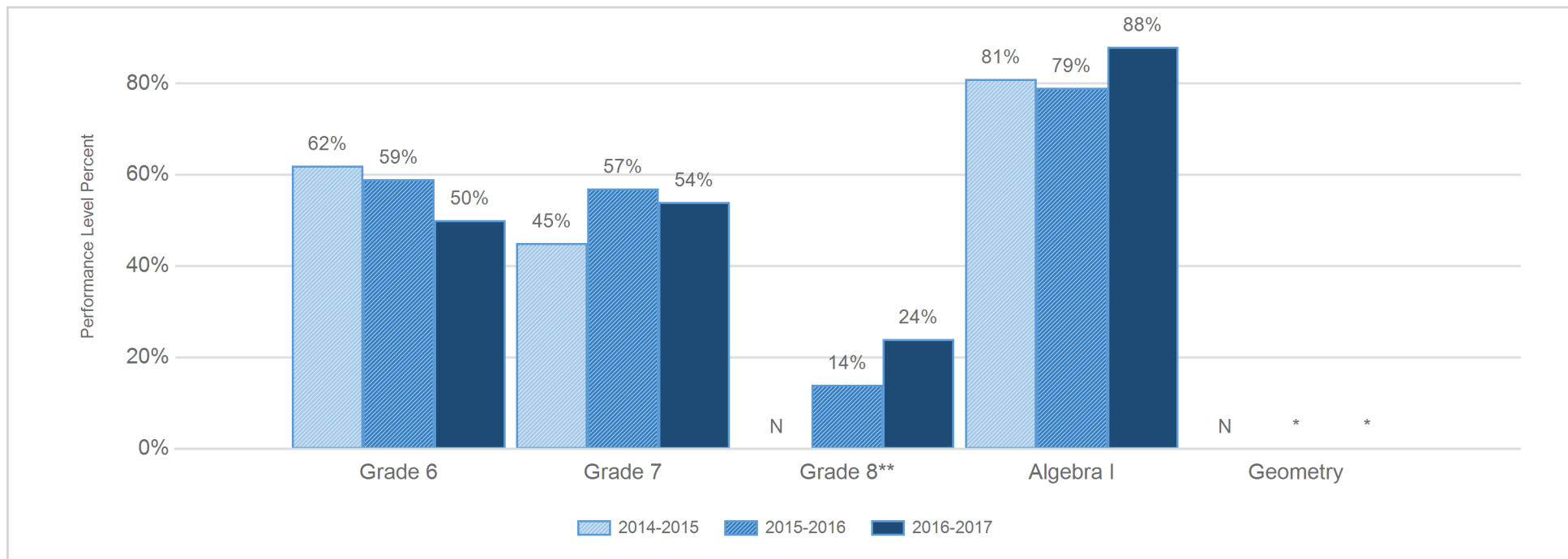


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Mathematics Assessment – Performance Trends

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.

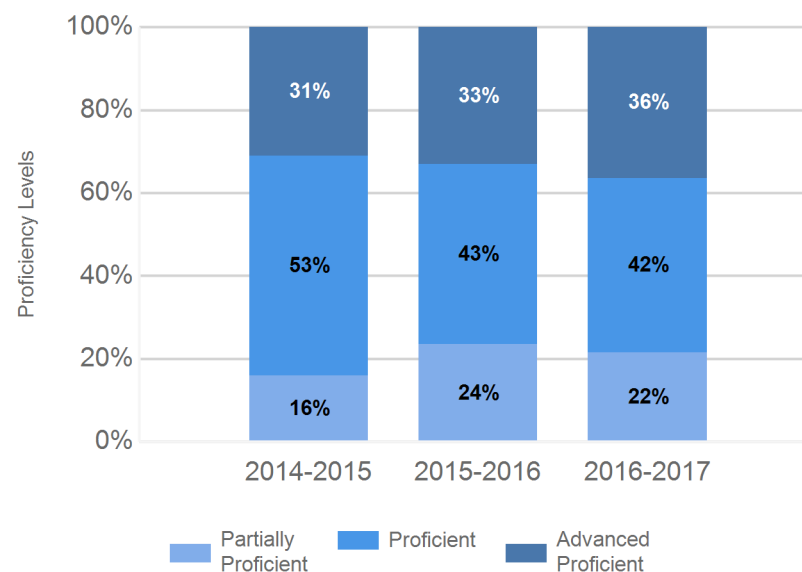
NJASK Science Assessment Performance: Grade 8

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	36%	42%	22%
White	*	*	*
Hispanic	*	*	*
Black or African American	18%	60%	22%
Asian, Native Hawaiian, or Pacific Islander	58%	31%	10%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	15%	44%	42%
Students with Disabilities	N	17%	83%
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	41	50	50	Met Target	46	46	50	Met Target
White	35	43.5	50	Not Met	44.5	40	52	Met Target
Hispanic	39	43	49	Not Met	*	*	47	Not Met
Black or African American	41	48	45	Met Target	40	39	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	50	58	60	Met Target	55.5	56.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	40	*	51	**	*	*	52	**
Economically Disadvantaged	38	47	47	Not Met	46	43	46	Met Target
Students with Disabilities	36	44	41	Not Met	40	37	43	Met Target
English Learners	65	57.5	53	**	58	50	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:

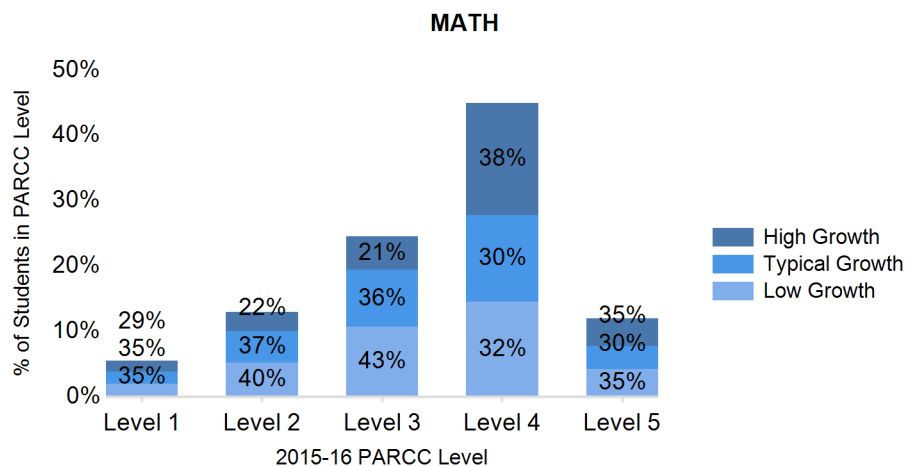
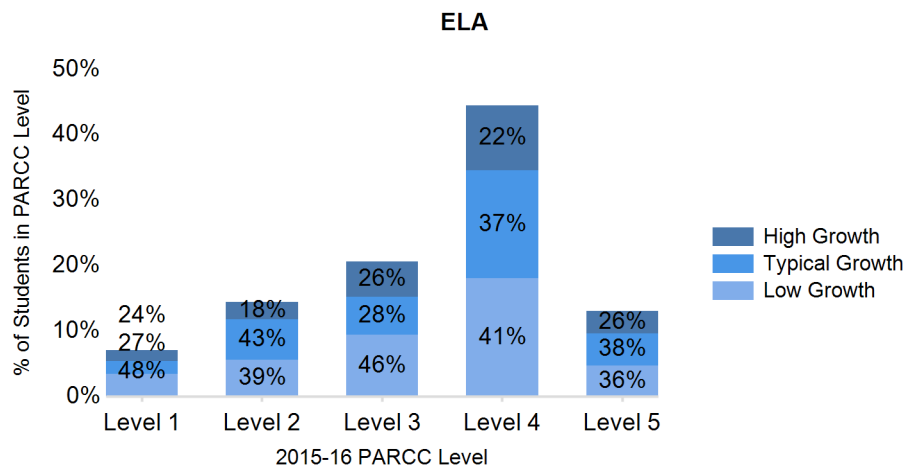
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

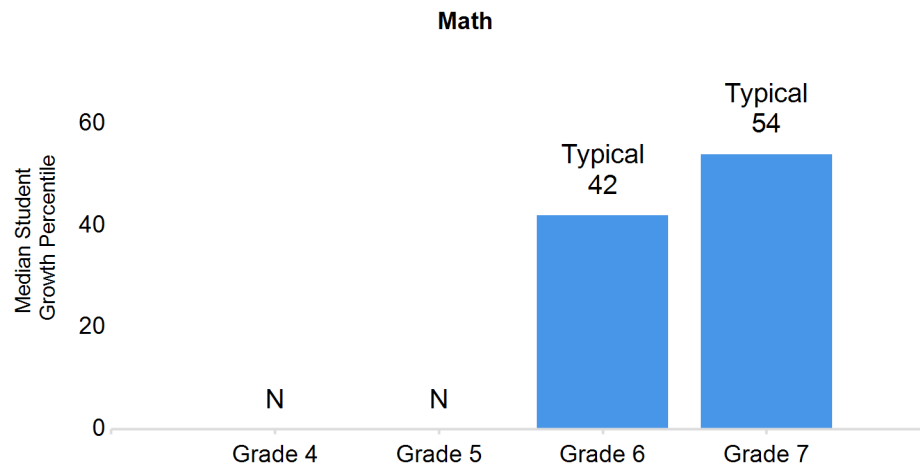
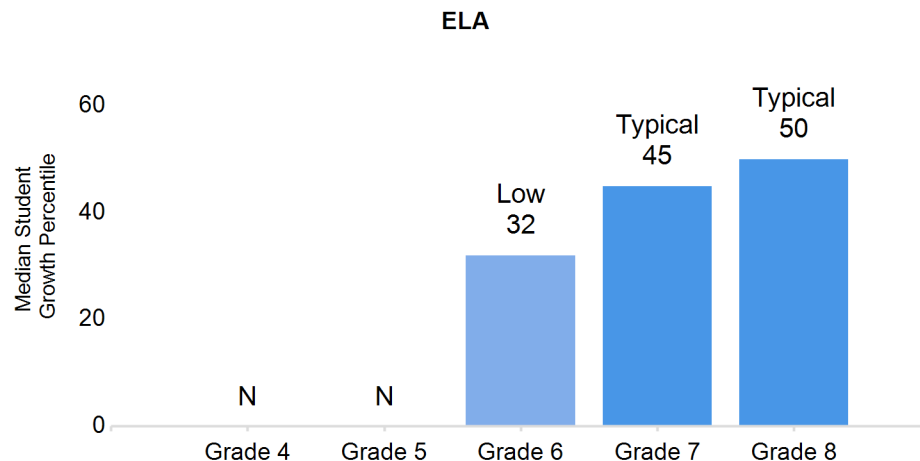
Student Growth by Performance Level

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	187
7	2	0	171
8	85	0	96
Schoolwide	87	0	454

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	169	0	0	0	0	0	0
7	108	0	0	0	0	0	0
8	133	0	0	0	0	0	0
Schoolwide	410	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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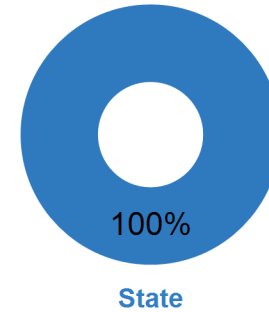
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Visual and Performing Arts – Course Participation

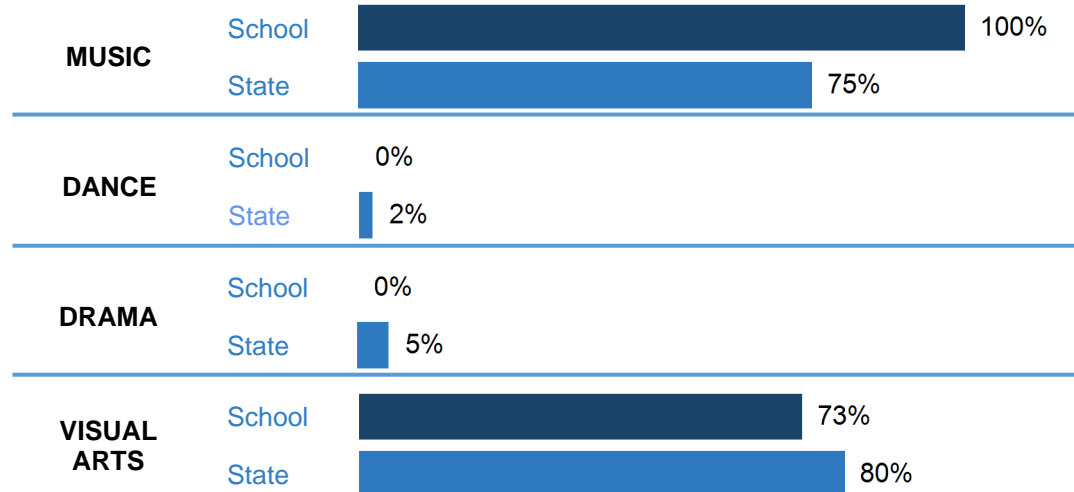
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

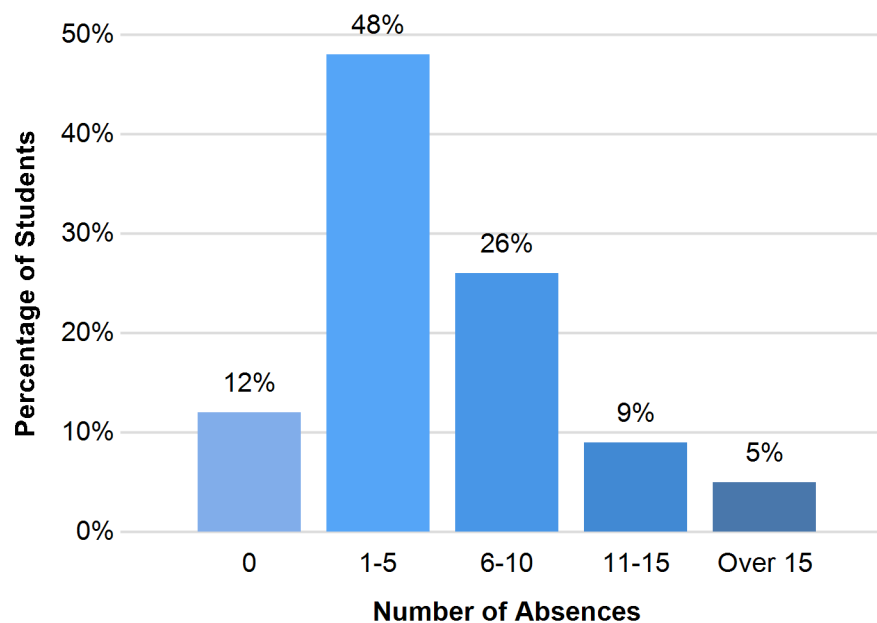
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	8.70	Met Target
White	2.50	8.70	Met Target
Hispanic	4.80	8.70	Met Target
Black or African American	4.20	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	N	**	**
Economically Disadvantaged Students	3.90	8.70	Met Target
Students with Disabilities	6.10	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



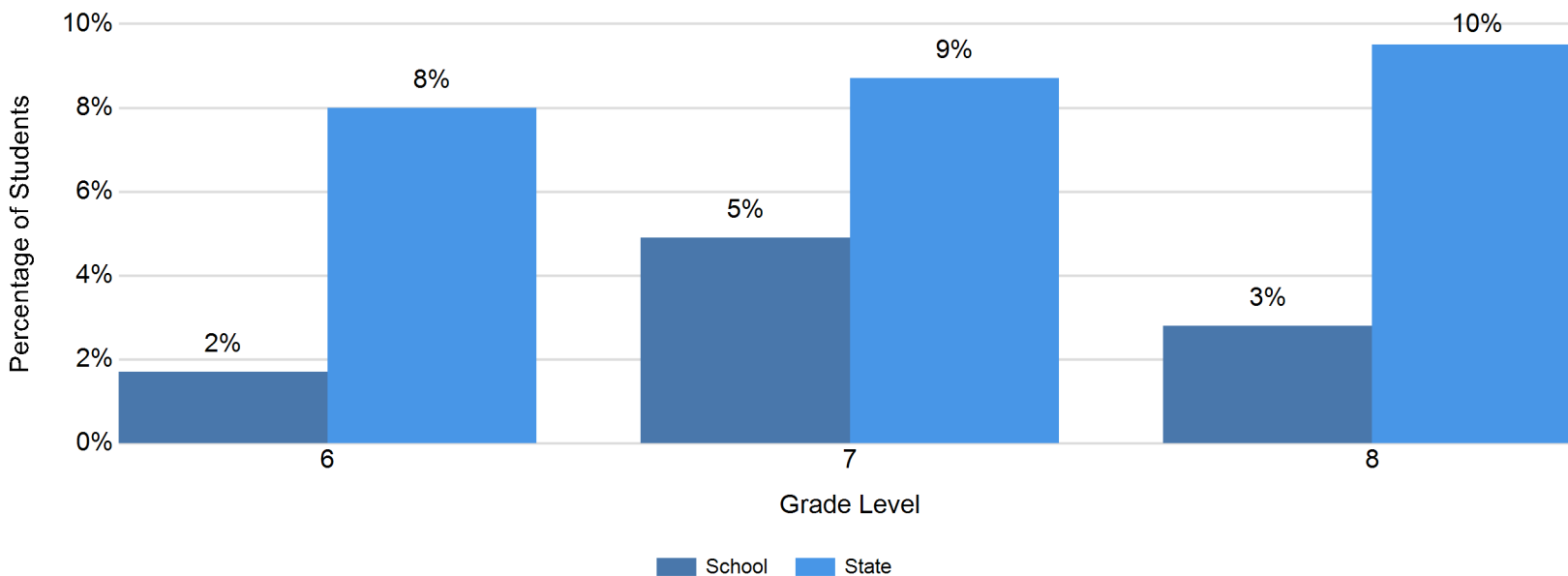


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	5 Hrs. 23 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	2
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.16

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.6%
Out-of-School Suspensions	3.9%
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	1:1	152.3 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)	\$440	\$12,164	\$12,604



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	67%	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	260:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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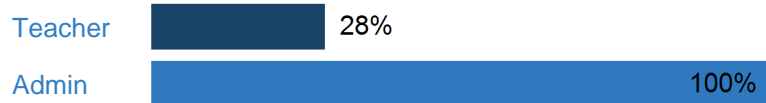
Teachers and Administrators - Level of Education

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	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	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	46.0	17.5%
Mathematics Proficiency	54.8	17.5%
English Language Arts Growth	16.1	25.0%
Mathematics Growth	31.7	25.0%
Chronic Absenteeism	90.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.2
Summative Rating: Percentile rank of Summative Score		39.2
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	43.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	35.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	29.2	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	60.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	44.6	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	50.7	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Students with Disabilities	37.6	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	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. White	Email Address:	dwhite@pway.org
Address:	5205 WITHERSPOON STREET PISCATAWAY, NJ 08854	Website:	http://conackamack.piscatawayschools.org/
Phone:	(732)699-1577	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com</p>







Conackamack Middle School
2016-2017
Grade Span 06-08

23-4130-053
 MIDDLESEX
 PISCATAWAY TWP
 5205 WITHERSPOON STREET
 PISCATAWAY, NJ 08854

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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Technology , Science, Yoga, Art, Digital, Garden, Wellness, Robotics, STEM, Student Council, Math, Yearbook</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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School Narrative

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

 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	131	133	127
1	137	120	127
2	136	123	126
3	110	140	117
Ungraded	23	23	21
Total	537	539	518

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%	52%	52%
Male	50%	48%	49%
Economically Disadvantaged Students	40%	40%	38%
Students with Disabilities	8%	9%	6%
English Learners	11%	14%	11%
Homeless Students			0%
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
Asian	32.6%
Hispanic	25.5%
Black or African American	23.9%
White	12.9%
American Indian or Alaska Native	1.0%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	3.5%

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	118	133	127

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	68.7%
Spanish	8.3%
Gujarati	8.1%
Telugu	3.3%
Hindi	2.7%
Other	9.1%



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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	104	98.4	62.50	58.50	54.90	62.5	41.4	Met Target
White	10	90.9	80.00	59.40	63.90	76.2	**	**
Hispanic	30	100.0	63.30	46.10	39.80	63.3	39.9	Met Target
Black or African American	23	100.0	43.50	43.20	35.20	43.5	23.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	32	97.4	75.10	78.50	80.70	75.1	51.5	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	54	98.4	68.60	65.60	62.20	68.6		
Male	50	98.3	56.00	51.50	48.10	56		
Economically Disadvantaged Students	38	100.0	39.50	42.70	36.20	39.5	32.5	Met Target
Non-Economically Disadvantaged Students	66	97.4	75.80	65.20	65.80	75.8		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	18	95.0	50.00	*	25.20	50	N	N
Non-English Learners	86	99.0	65.20	*	57.40	65.2		
Homeless Students	N	N	N	57.10	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	758	754	749	*	13%	23%	58%	*	62%	50%
White	10	763	751	759	0%	*	0%	*	0%	80%	61%
Hispanic	34	754	743	734	0%	*	32%	53%	*	56%	35%
Black or African American	29	747	736	731	*	*	*	41%	*	48%	32%
Asian, Native Hawaiian, or Pacific Islander	35	770	771	775	0%	*	*	71%	*	77%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	62	763	759	754	*	*	23%	63%	*	68%	55%
Male	55	753	749	745	*	*	24%	53%	*	56%	46%
Economically Disadvantaged Students	42	746	734	731	*	*	36%	41%	*	41%	31%
Non-Economically Disadvantaged Students	75	765	761	762	*	*	16%	68%	*	75%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

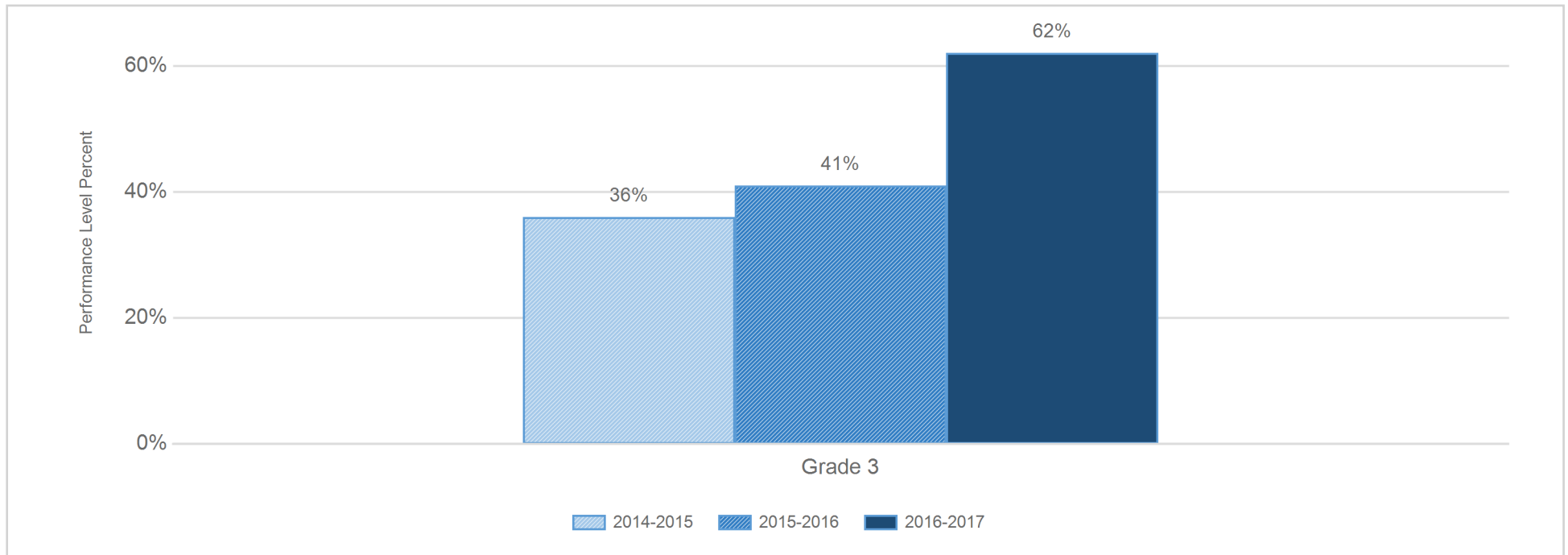


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English Language Arts/Literacy Assessment - Performance Trends

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	104	98.4	69.30	50.00	43.50	69.3	53.2	Met Target
White	10	90.9	80.00	55.20	52.40	76.2	**	**
Hispanic	30	100.0	73.40	34.80	27.60	73.4	40.7	Met Target
Black or African American	23	100.0	52.10	30.60	21.70	52.1	32.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	100.0	78.80	73.30	75.60	78.8	78.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	54	98.4	70.40	50.60	44.10	70.4		
Male	50	98.3	68.00	49.30	42.90	68		
Economically Disadvantaged Students	38	100.0	57.90	32.80	25.10	57.9	39.8	Met Target
Non-Economically Disadvantaged Students	66	97.4	75.70	57.20	54.30	75.7		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	18	95.2	72.20	42.80	23.30	72.2	N	N
Non-English Learners	86	99.0	68.60	50.50	45.20	68.6		
Homeless Students	N	N	N	33.30	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.
 † Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	763	759	751	*	*	27%	48%	20%	68%	53%
White	10	774	760	759	0%	0%	*	*	*	80%	63%
Hispanic	34	759	744	738	0%	*	*	50%	*	65%	37%
Black or African American	29	749	739	733	0%	*	38%	48%	*	52%	32%
Asian, Native Hawaiian, or Pacific Islander	37	777	779	779	*	*	*	46%	38%	84%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	62	760	760	751	*	*	27%	48%	18%	66%	52%
Male	56	767	759	751	*	*	27%	48%	21%	70%	53%
Economically Disadvantaged Students	42	756	739	736	*	*	33%	41%	*	57%	34%
Non-Economically Disadvantaged Students	76	767	767	761	*	*	24%	53%	*	74%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

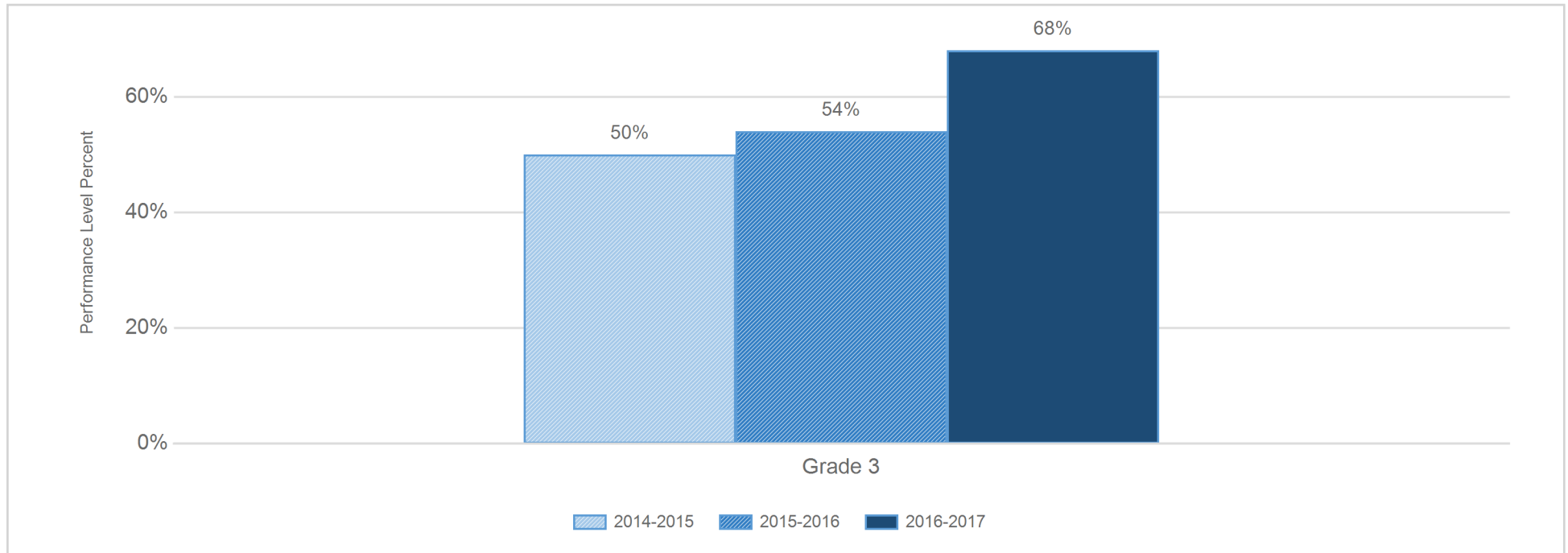


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Mathematics Assessment – Performance Trends

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	*	*

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	35	85.7%	14.3%
2	10	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

Chronic Absenteeism

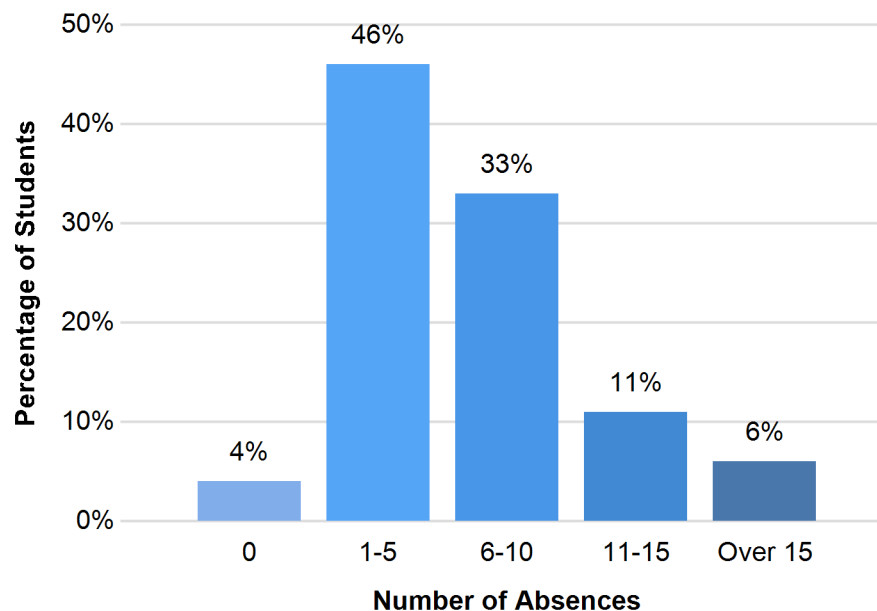
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	9.10	Met Target
White	6.00	9.10	Met Target
Hispanic	3.10	9.10	Met Target
Black or African American	0.80	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.40	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.20	9.10	Met Target
Students with Disabilities	20.00	9.10	Not Met
English Learners	0	9.10	Met Target

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

Days Absent

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



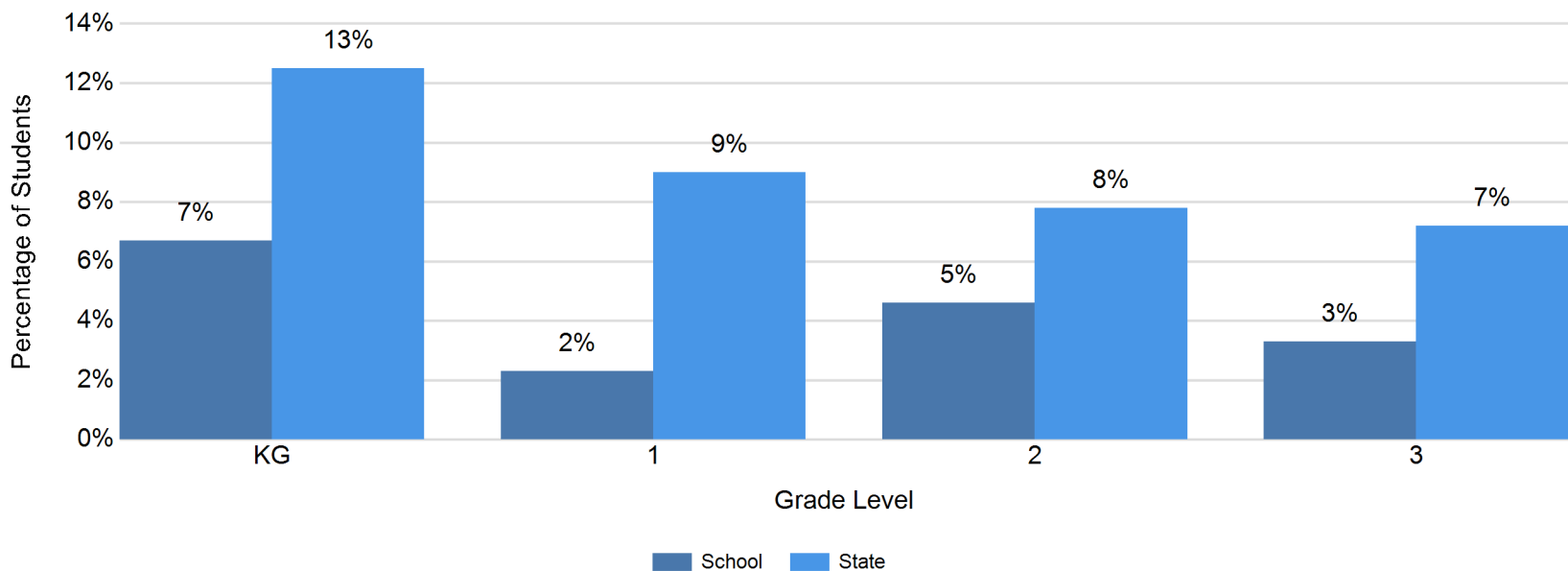


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.77

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	1.4%
Any Suspension	1.4%

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	3.5:1	152.3 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)	\$440	\$12,164	\$12,604



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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	47	120,724
Average years experience in public schools	9.0	11.8
Average years experience in district	8.1	10.5
Teachers in district for 4 or more years	60%	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	259:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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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.

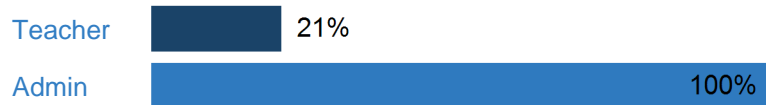
Teachers and Administrators - Level of Education

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	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	87%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Pongratz	Email Address:	cpongratz@pway.org
Address:	360 STELTON ROAD PISCATAWAY, NJ 08854	Website:	http://eisenhower.piscatawayschools.org/
Phone:	(732)752-1801	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com.</p>







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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer's Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Tutoring, Mock Trial, Evening activities supported through the PTO</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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School Narrative

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

 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	101	86	64
KG	159	142	145
1	164	164	131
2	166	149	154
3	130	152	147
Ungraded	55	100	127
Total	775	793	768

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	45%	46%	46%
Male	55%	55%	54%
Economically Disadvantaged Students	33%	29%	32%
Students with Disabilities	14%	19%	22%
English Learners	8%	10%	10%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	38.4%
Black or African American	24.9%
Hispanic	19.4%
White	14.3%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.3%
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	13	6	1
PK - Full Day	73	80	63
KG - Half Day	0	0	0
KG - Full Day	156	142	145

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	69.3%
Spanish	7.4%
Gujarati	5.5%
Telugu	2.6%
Tamil	2.3%
Other	13.0%



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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	148	99.4	39.90	58.50	54.90	39.9	56.1	Not Met
White	19	95.2	26.30	59.40	63.90	26.3	N	N
Hispanic	37	100.0	35.10	46.10	39.80	35.1	35.6	Met Target†
Black or African American	36	100.0	19.40	43.20	35.20	19.4	36.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	100.0	65.40	78.50	80.70	65.4	80	Not Met
American Indian or Alaska Native	*	*	*	62.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	67	98.7	40.30	65.60	62.20	40.3		
Male	81	100.0	39.50	51.50	48.10	39.5		
Economically Disadvantaged Students	45	100.0	15.60	42.70	36.20	15.6	32.5	Not Met
Non-Economically Disadvantaged Students	103	99.1	50.50	65.20	65.80	50.5		
Students with Disabilities	32	100.0	15.60	16.60	20.50	15.6	N	N
Students without Disabilities	116	99.2	46.60	64.30	61.90	46.6		
English Learners	25	96.2	48.00	*	25.20	48	N	N
Non-English Learners	123	100.0	38.30	*	57.40	38.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	740	754	749	19%	*	25%	36%	*	40%	50%
White	19	740	751	759	*	*	*	*	0%	32%	61%
Hispanic	40	732	743	734	25%	25%	*	30%	*	33%	35%
Black or African American	39	723	736	731	*	*	39%	*	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	53	760	771	775	*	*	*	55%	*	66%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	73	743	759	754	*	*	25%	38%	*	41%	55%
Male	82	737	749	745	*	*	24%	33%	*	39%	46%
Economically Disadvantaged Students	42	720	734	731	24%	*	29%	*	*	17%	31%
Non-Economically Disadvantaged Students	113	747	761	762	17%	*	23%	*	*	49%	63%
Students with Disabilities	32	703	718	720	*	*	*	*	*	16%	24%
Students without Disabilities	123	750	759	755	*	*	*	*	*	46%	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%

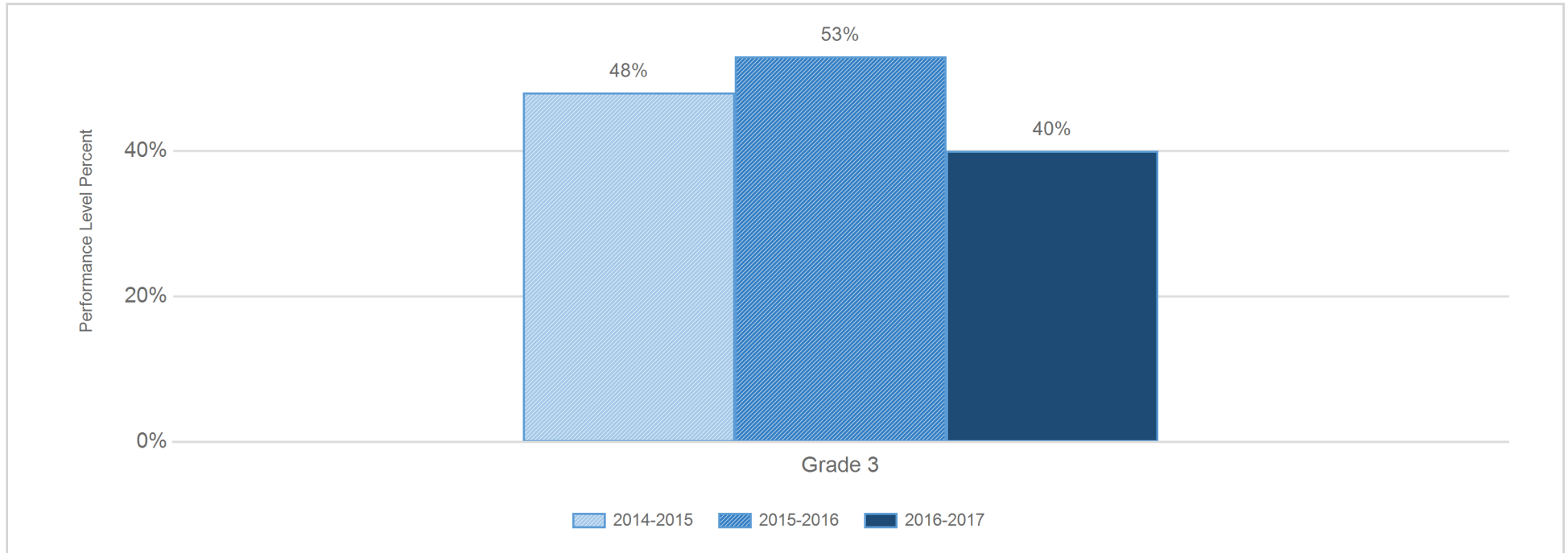


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English Language Arts/Literacy Assessment - Performance Trends

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	149	99.4	49.00	50.00	43.50	49	66.5	Not Met
White	20	95.5	70.00	55.20	52.40	70	54	Met Target
Hispanic	37	100.0	35.10	34.80	27.60	35.1	51.5	Not Met
Black or African American	36	100.0	27.80	30.60	21.70	27.8	46.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	100.0	69.30	73.30	75.60	69.3	80	Not Met
American Indian or Alaska Native	*	*	*	57.20	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	68	98.7	48.50	50.60	44.10	48.5		
Male	81	100.0	49.40	49.30	42.90	49.4		
Economically Disadvantaged Students	45	100.0	17.70	32.80	25.10	17.7	37.3	Not Met
Non-Economically Disadvantaged Students	104	99.1	62.50	57.20	54.30	62.5		
Students with Disabilities	32	100.0	12.50	11.70	16.50	12.5	N	N
Students without Disabilities	117	99.2	59.00	54.90	48.80	59		
English Learners	25	96.3	60.00	42.80	23.30	60	N	N
Non-English Learners	124	100.0	46.70	50.50	45.20	46.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	748	759	751	16%	15%	22%	31%	17%	48%	53%
White	20	757	760	759	*	*	*	60%	*	70%	63%
Hispanic	40	733	744	738	25%	25%	*	*	*	33%	37%
Black or African American	39	733	739	733	*	*	41%	28%	0%	28%	32%
Asian, Native Hawaiian, or Pacific Islander	54	771	779	779	*	*	*	32%	37%	69%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	74	751	760	751	*	*	24%	30%	*	47%	52%
Male	83	745	759	751	*	*	19%	31%	*	48%	53%
Economically Disadvantaged Students	43	725	739	736	30%	*	33%	*	*	19%	34%
Non-Economically Disadvantaged Students	114	757	767	761	11%	*	18%	*	*	59%	65%
Students with Disabilities	32	707	721	729	*	*	*	*	*	13%	29%
Students without Disabilities	125	759	765	755	*	*	*	*	*	57%	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%

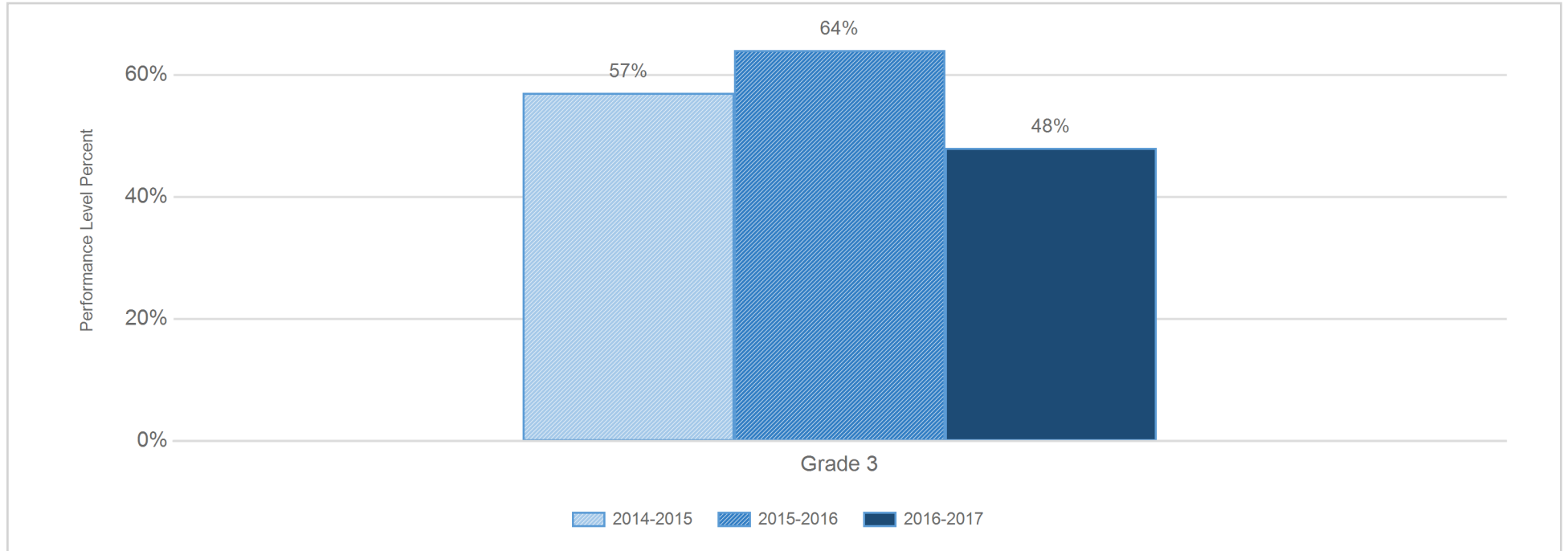


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Mathematics Assessment – Performance Trends

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	*	*

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	19	89.5%	10.5%
2	18	83.3%	16.7%
3	12	83.3%	16.7%
4	*	*	*
5+	*	*	*



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

Chronic Absenteeism

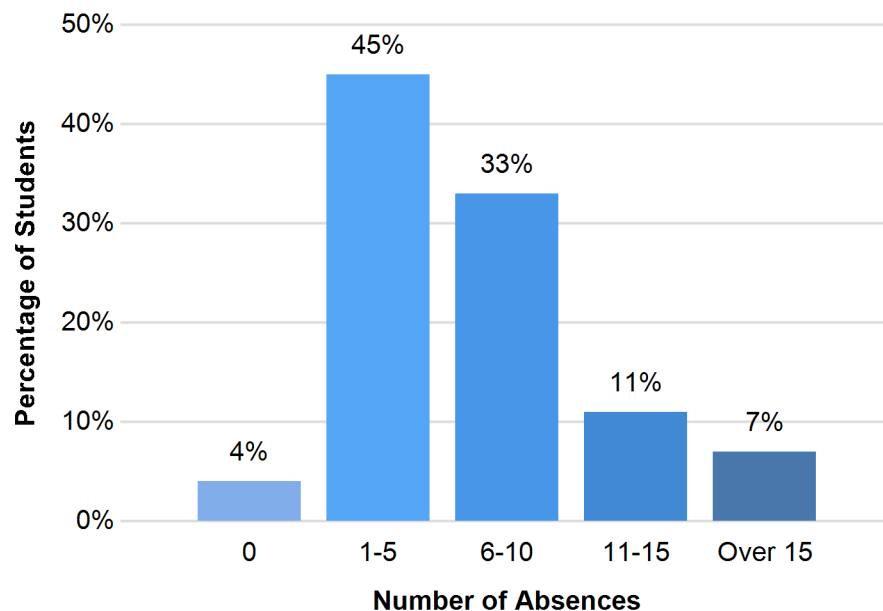
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	9.10	Met Target
White	5.10	9.10	Met Target
Hispanic	7.40	9.10	Met Target
Black or African American	3.10	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.80	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.80	9.10	Met Target
Students with Disabilities	4.20	9.10	Met Target
English Learners	5.00	9.10	Met Target

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

Days Absent

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



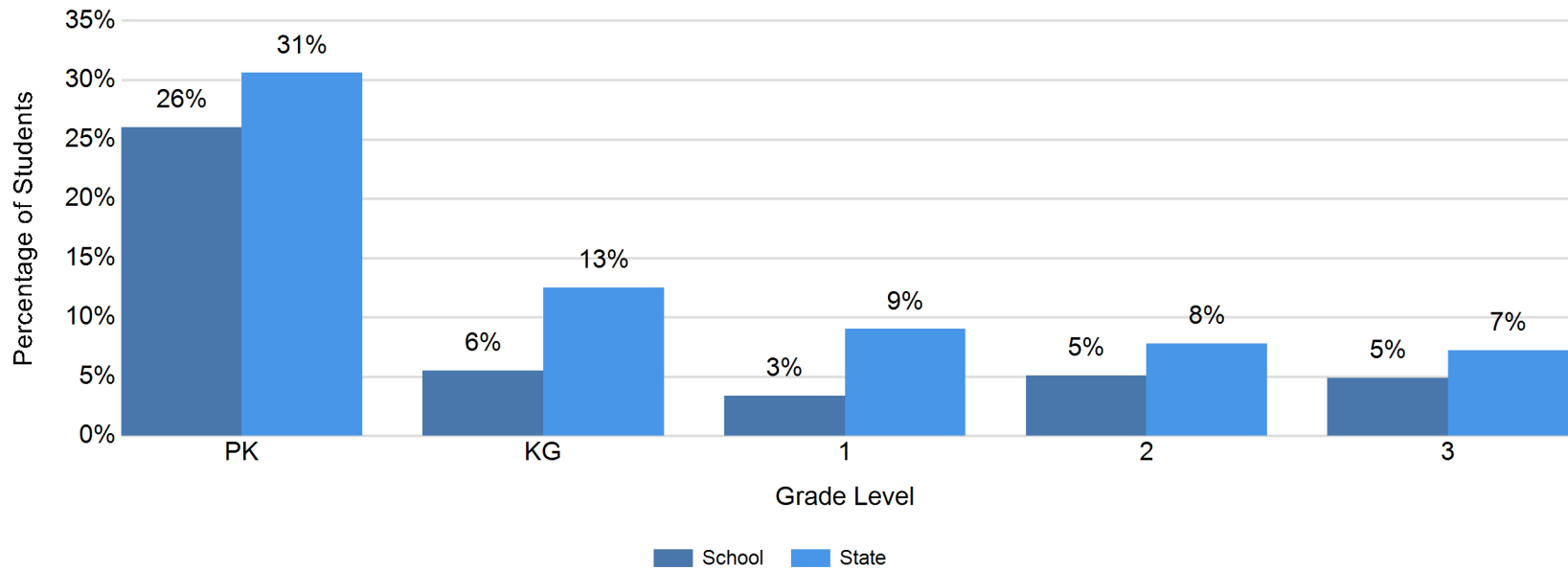


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.26

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	5.2:1	152.3 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)	\$440	\$12,164	\$12,604



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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	58	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	71%	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	256:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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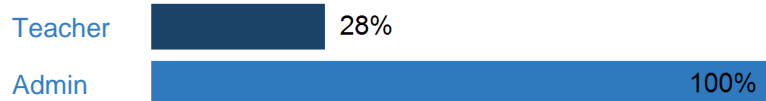
Teachers and Administrators - Level of Education

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	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	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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Baskerville	Email Address:	baskerville@pway.org
Address:	130 NORTH RANDOLPHVILLE RD PISCATAWAY, NJ 08854	Website:	http://grandview.piscatawayschools.org/
Phone:	(732)752-2501	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com.</p>







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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer's Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Tutoring, Mock Trial, Evening activities supported through the PTO</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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School Narrative

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 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	110	122	119
1	123	115	124
2	128	119	117
3	119	120	115
Ungraded	15	21	31
Total	495	497	506

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	53%	52%	50%
Male	47%	48%	50%
Economically Disadvantaged Students	24%	25%	26%
Students with Disabilities	9%	11%	17%
English Learners	6%	10%	11%
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
Asian	36.4%
Black or African American	24.5%
White	20.0%
Hispanic	14.2%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.4%
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	0	0	0
KG - Full Day	108	122	119

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	72.9%
Arabic	6.7%
Gujarati	5.1%
Urdu	3.4%
Hindi	2.4%
Other	9.6%



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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	105	94.9	58.10	58.50	54.90	58.1	59.4	Met Target†
White	18	95.0	55.50	59.40	63.90	55.5	N	N
Hispanic	22	95.8	36.30	46.10	39.80	36.3	N	N
Black or African American	25	90.3	40.00	43.20	35.20	38.9	50.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	35	97.4	82.80	78.50	80.70	82.8	69.6	Met Goal
American Indian or Alaska Native	*	*	*	62.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	54	98.4	68.60	65.60	62.20	68.6		
Male	51	91.2	47.10	51.50	48.10	45.1		
Economically Disadvantaged Students	22	96.0	36.30	42.70	36.20	*	53.6	Not Met
Non-Economically Disadvantaged Students	83	94.6	63.80	65.20	65.80	*		
Students with Disabilities	16	85.0	18.80	16.60	20.50	16.6	N	N
Students without Disabilities	89	96.9	65.10	64.30	61.90	65.1		
English Learners	10	100.0	40.00	*	25.20	40	**	**
Non-English Learners	95	94.4	60.00	*	57.40	60		
Homeless Students	N	N	N	57.10	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	759	754	749	11%	11%	22%	46%	10%	56%	50%
White	19	753	751	759	*	*	*	*	*	53%	61%
Hispanic	23	748	743	734	*	*	44%	*	*	35%	35%
Black or African American	28	740	736	731	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	37	780	771	775	0%	*	*	70%	*	84%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	60	766	759	754	*	*	22%	52%	*	65%	55%
Male	52	751	749	745	*	*	23%	40%	*	46%	46%
Economically Disadvantaged Students	24	735	734	731	*	*	*	*	*	33%	31%
Non-Economically Disadvantaged Students	88	766	761	762	*	*	*	*	*	63%	63%
Students with Disabilities	17	717	718	720	*	*	*	*	0%	18%	24%
Students without Disabilities	95	767	759	755	*	*	*	*	12%	63%	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	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

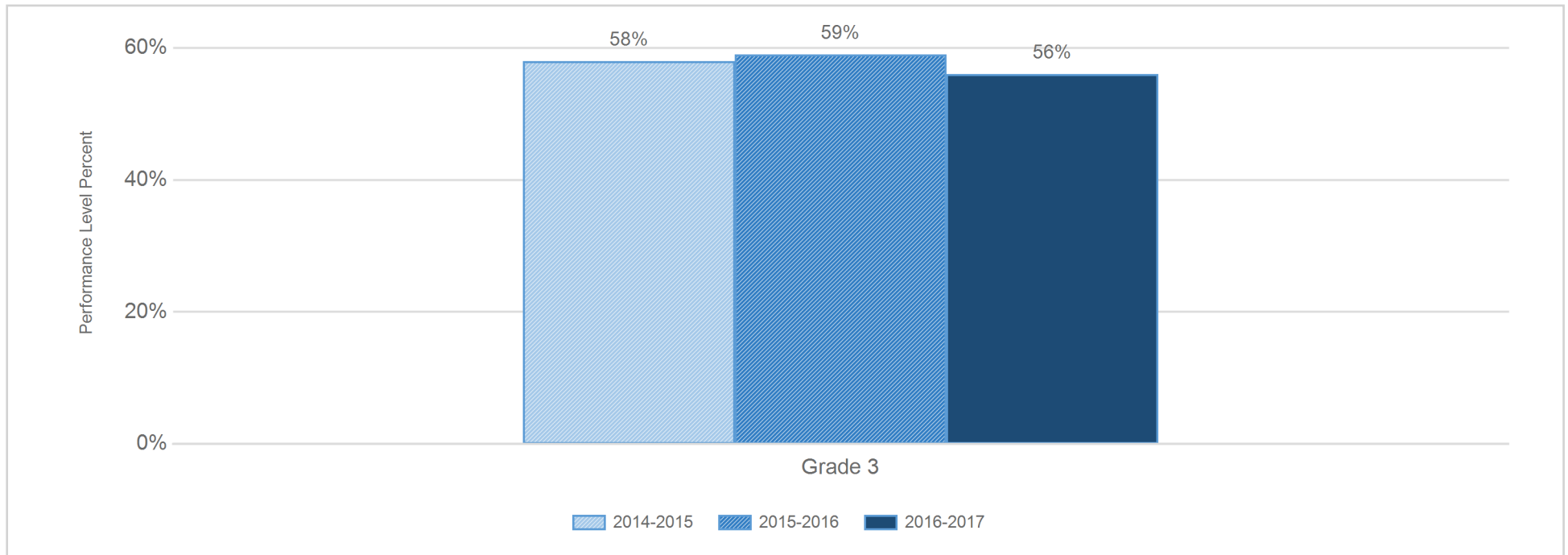


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English Language Arts/Literacy Assessment - Performance Trends

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	107	95.1	61.70	50.00	43.50	61.7	71.7	Not Met
White	18	95.0	66.70	55.20	52.40	66.7	N	N
Hispanic	23	96.0	30.40	34.80	27.60	30.4	N	N
Black or African American	25	90.3	48.00	30.60	21.70	46.7	55.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	36	97.6	88.90	73.30	75.60	88.9	80	Met Goal
American Indian or Alaska Native	*	*	*	57.20	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	54	98.4	66.70	50.60	44.10	66.7		
Male	53	91.7	56.60	49.30	42.90	54.4		
Economically Disadvantaged Students	22	96.0	27.20	32.80	25.10	*	61.9	Not Met
Non-Economically Disadvantaged Students	85	94.8	70.60	57.20	54.30	*		
Students with Disabilities	16	85.0	25.10	11.70	16.50	22.1	N	N
Students without Disabilities	91	97.1	68.20	54.90	48.80	68.2		
English Learners	12	100.0	58.30	42.80	23.30	58.3	**	**
Non-English Learners	95	94.4	62.10	50.50	45.20	62.1		
Homeless Students	N	N	N	33.30	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	758	759	751	*	*	25%	40%	21%	60%	53%
White	19	749	760	759	*	0%	*	53%	*	63%	63%
Hispanic	24	742	744	738	*	*	50%	*	*	29%	37%
Black or African American	28	737	739	733	*	*	*	39%	*	43%	32%
Asian, Native Hawaiian, or Pacific Islander	40	785	779	779	*	0%	*	48%	43%	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	61	762	760	751	*	*	21%	41%	23%	64%	52%
Male	55	754	759	751	*	*	29%	38%	18%	56%	53%
Economically Disadvantaged Students	24	728	739	736	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	92	766	767	761	*	*	*	*	*	70%	65%
Students with Disabilities	17	711	721	729	*	*	*	*	*	24%	29%
Students without Disabilities	99	766	765	755	*	*	*	*	*	67%	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	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

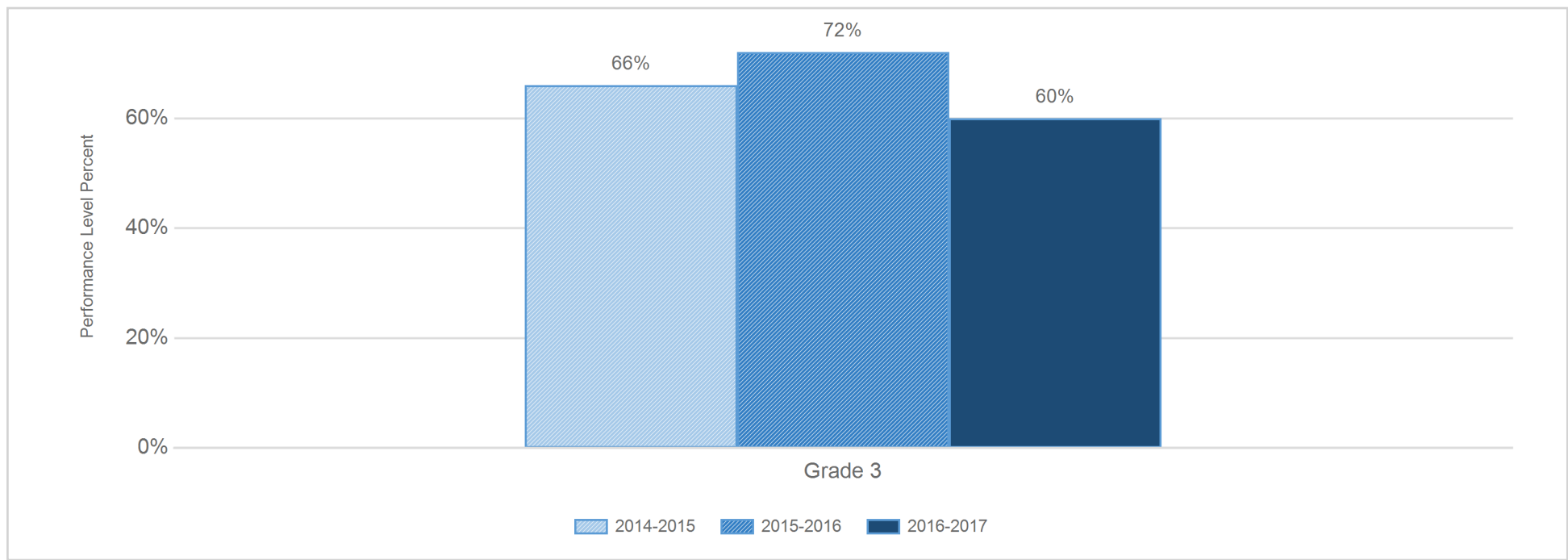


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Mathematics Assessment – Performance Trends

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	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	26	*	*
2	18	88.9%	11.1%
3	*	*	*
4	*	*	*
5+	N	N	N



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

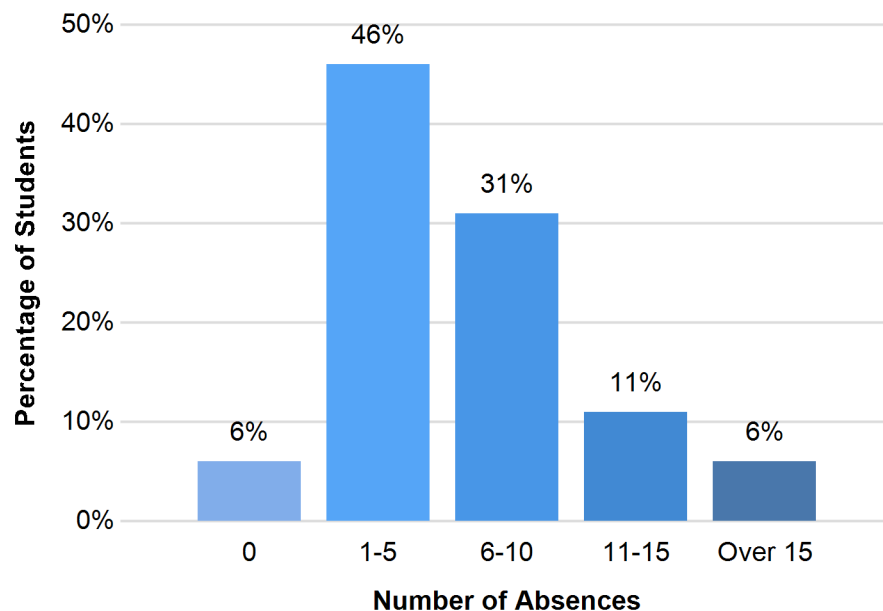
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	9.10	Met Target
White	3.90	9.10	Met Target
Hispanic	9.70	9.10	Not Met
Black or African American	3.20	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.90	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	9.10	Met Target
Economically Disadvantaged Students	4.50	9.10	Met Target
Students with Disabilities	12.60	9.10	Not Met
English Learners	3.60	9.10	Met Target

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.



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

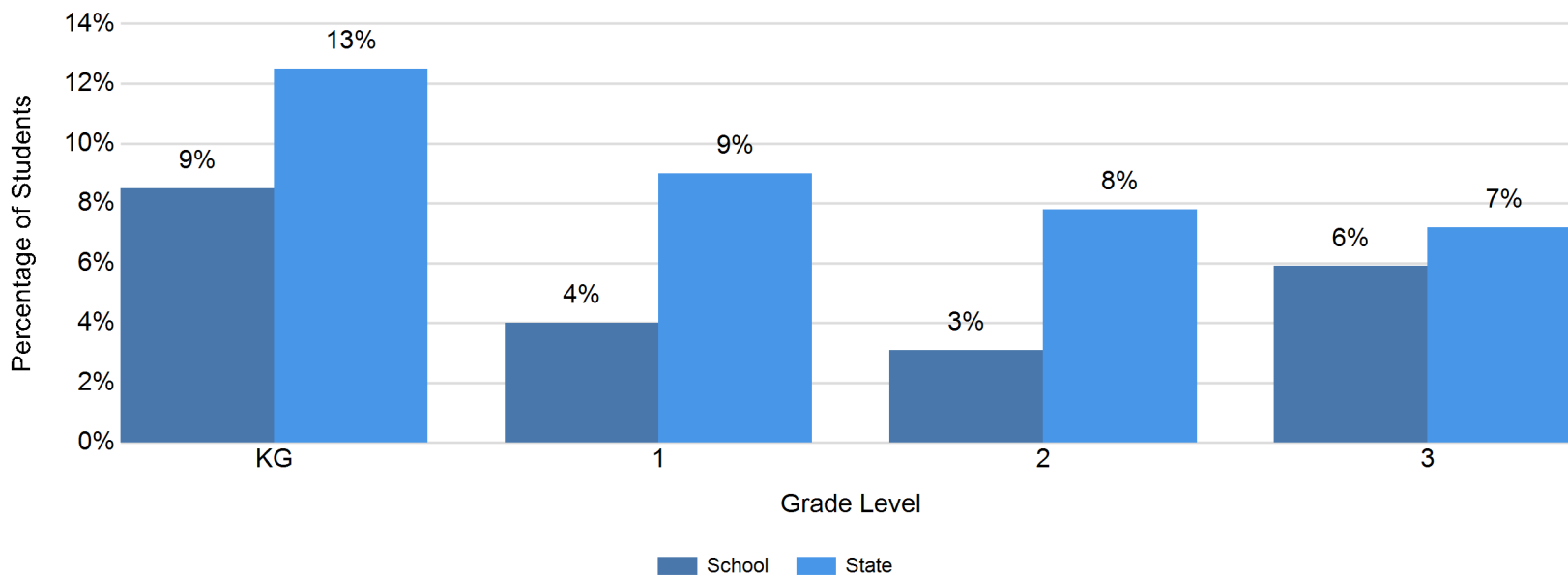


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 20 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0

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



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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	3.2:1	152.3 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)	\$440	\$12,164	\$12,604



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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	39	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	11.3	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	253:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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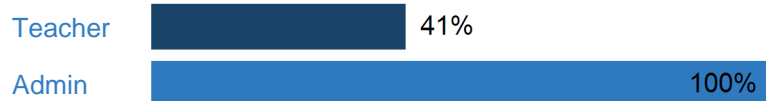
Teachers and Administrators - Level of Education

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	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	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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

** 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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 333 WILLOW AVENUE
 PISCATAWAY, NJ 08854-1332

School General Info

Principal:	Ms. Parker	Email Address:	lparker@pway.org
Address:	333 WILLOW AVENUE PISCATAWAY, NJ 08854-1332	Website:	http://knollwood.piscatawayschools.org/
Phone:	(732)885-1528	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 Mission, Vision, Theme:	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
 Awards, Recognition, Accomplishments:	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com.</p>







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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer's Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Tutoring, Mock Trial, Evening activities supported through the PTO</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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School Narrative

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

 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
4	262	244	265
5	249	261	223
Ungraded	12	22	21
Total	523	527	509

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	50%
Male	52%	53%	50%
Economically Disadvantaged Students	28%	25%	25%
Students with Disabilities	12%	15%	13%
English Learners	3%	6%	4%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Asian	39.7%
Black or African American	23.8%
White	17.5%
Hispanic	14.5%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
Two or More Races	3.9%

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	69.4%
Gujarati	6.1%
Spanish	3.7%
Hindi	3.3%
Telugu	2.4%
Other	15.4%



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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	472	98.1	71.70	58.50	54.90	71.7	66.8	Met Target
White	86	95.7	71.00	59.40	63.90	71	69	Met Target
Hispanic	69	100.0	59.40	46.10	39.80	59.4	52.9	Met Target
Black or African American	110	96.8	59.10	43.20	35.20	59.1	51.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	192	99.5	83.30	78.50	80.70	83.3	79.8	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	62.20	54.90	71.4	**	**
Female	235	98.8	75.70	65.60	62.20	75.7		
Male	237	97.3	67.50	51.50	48.10	67.5		
Economically Disadvantaged Students	110	96.7	50.90	42.70	36.20	50.9	50.6	Met Target
Non-Economically Disadvantaged Students	362	98.5	77.90	65.20	65.80	77.9		
Students with Disabilities	63	97.0	30.10	16.60	20.50	30.1	30.8	Met Target†
Students without Disabilities	409	98.2	78.00	64.30	61.90	78		
English Learners	37	95.0	51.30	*	25.20	51.3	40.6	Met Target
Non-English Learners	435	98.3	73.40	*	57.40	73.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	257	773	763	753	*	*	16%	40%	34%	74%	56%
White	43	768	761	762	*	*	26%	47%	23%	70%	67%
Hispanic	32	756	749	740	*	*	*	34%	*	59%	40%
Black or African American	67	757	748	737	*	15%	19%	52%	*	61%	36%
Asian, Native Hawaiian, or Pacific Islander	104	792	783	777	*	*	*	31%	60%	90%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	134	778	767	758	*	*	12%	37%	40%	78%	61%
Male	123	767	757	749	*	*	20%	42%	28%	70%	51%
Economically Disadvantaged Students	54	756	746	737	*	*	24%	37%	*	54%	36%
Non-Economically Disadvantaged Students	203	778	769	764	*	*	13%	40%	*	79%	69%
Students with Disabilities	14	742	724	725	*	*	*	*	*	29%	25%
Students without Disabilities	243	775	766	759	*	*	*	*	*	77%	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	231	767	762	756	*	*	18%	54%	18%	71%	59%
White	41	770	766	763	*	*	*	61%	*	78%	69%
Hispanic	36	753	754	743	0%	*	*	53%	*	61%	44%
Black or African American	50	754	749	740	*	*	28%	48%	*	54%	39%
Asian, Native Hawaiian, or Pacific Islander	97	777	774	779	*	*	14%	53%	28%	80%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	114	769	766	761	*	*	18%	54%	20%	75%	66%
Male	117	764	758	750	*	*	19%	53%	15%	68%	53%
Economically Disadvantaged Students	43	753	751	740	*	*	28%	42%	*	54%	40%
Non-Economically Disadvantaged Students	188	770	766	765	*	*	16%	56%	*	76%	71%
Students with Disabilities	28	743	731	725	*	*	36%	*	*	36%	22%
Students without Disabilities	203	770	766	762	*	*	16%	*	*	76%	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%

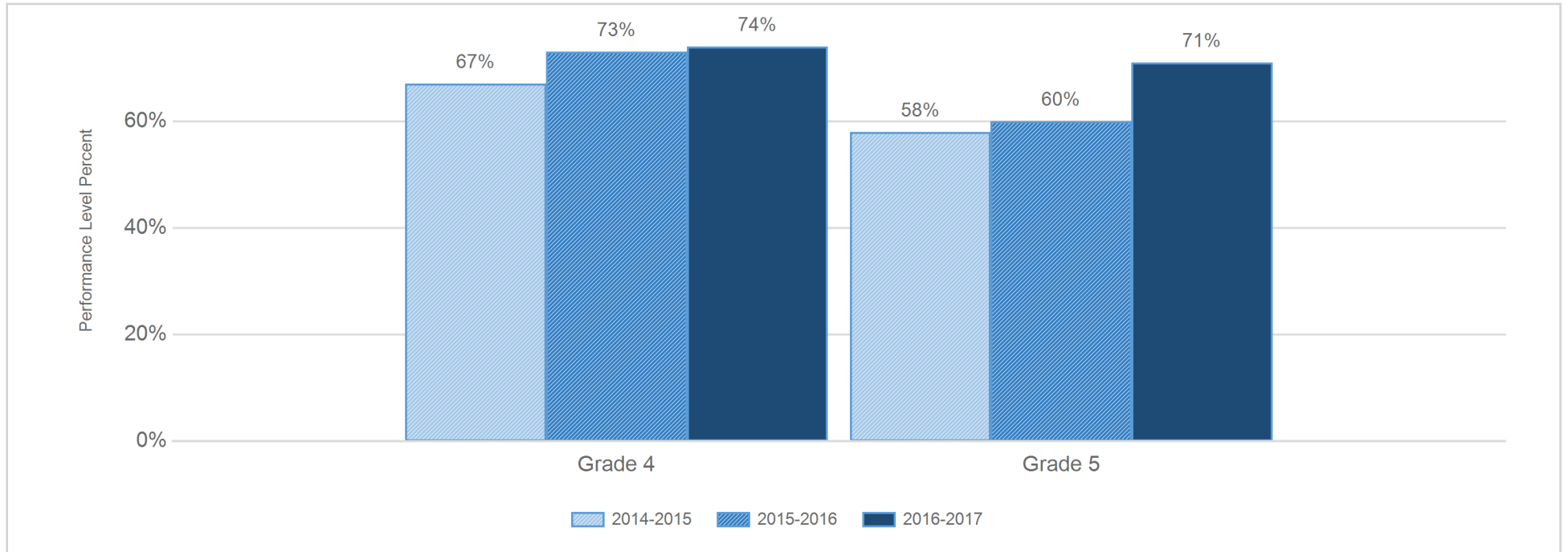


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English Language Arts/Literacy Assessment - Performance Trends

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	472	97.7	62.70	50.00	43.50	62.7	64.1	Met Target†
White	86	95.7	66.30	55.20	52.40	66.3	66	Met Target
Hispanic	69	100.0	43.40	34.80	27.60	43.4	51.5	Met Target†
Black or African American	110	96.8	43.70	30.60	21.70	43.7	40.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	192	98.2	79.70	73.30	75.60	79.7	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	46.70	44.90	50	**	**
Female	235	98.1	62.60	50.60	44.10	62.6		
Male	237	97.4	62.90	49.30	42.90	62.9		
Economically Disadvantaged Students	110	96.8	40.90	32.80	25.10	40.9	48.9	Not Met
Non-Economically Disadvantaged Students	362	98.0	69.40	57.20	54.30	69.4		
Students with Disabilities	63	97.0	27.00	11.70	16.50	27	28.3	Met Target†
Students without Disabilities	409	97.8	68.30	54.90	48.80	68.3		
English Learners	37	92.2	43.20	42.80	23.30	43.1	43.3	Met Target†
Non-English Learners	435	98.3	64.40	50.50	45.20	64.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	263	760	752	747	*	*	22%	46%	16%	61%	47%
White	44	759	750	755	*	*	30%	52%	*	61%	59%
Hispanic	32	737	737	734	*	38%	*	*	*	34%	30%
Black or African American	67	745	737	729	*	21%	28%	43%	*	45%	25%
Asian, Native Hawaiian, or Pacific Islander	108	777	773	774	*	*	13%	51%	31%	82%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	137	759	752	747	*	*	20%	45%	*	61%	47%
Male	126	761	753	747	*	*	25%	46%	*	62%	48%
Economically Disadvantaged Students	57	740	735	732	*	*	26%	33%	*	39%	27%
Non-Economically Disadvantaged Students	206	766	759	757	*	*	21%	49%	*	68%	61%
Students with Disabilities	14	739	713	724	*	*	*	*	*	29%	22%
Students without Disabilities	249	761	756	751	*	*	*	*	*	63%	52%
English Learners	10	730	731	716	*	*	*	*	*	20%	12%
Non-English Learners	253	761	753	749	*	*	*	*	*	63%	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	234	761	756	747	*	*	21%	46%	19%	65%	46%
White	41	761	762	754	*	*	*	66%	*	78%	57%
Hispanic	36	748	745	735	*	*	28%	47%	*	50%	30%
Black or African American	50	743	738	729	*	24%	30%	32%	*	40%	22%
Asian, Native Hawaiian, or Pacific Islander	100	775	775	774	*	*	16%	45%	34%	79%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	116	762	757	747	*	*	21%	46%	19%	65%	47%
Male	118	761	756	746	*	*	20%	47%	20%	66%	46%
Economically Disadvantaged Students	45	749	744	732	*	*	33%	36%	*	44%	27%
Non-Economically Disadvantaged Students	189	764	761	756	*	*	18%	49%	*	70%	59%
Students with Disabilities	28	738	722	725	*	*	*	*	*	32%	19%
Students without Disabilities	206	764	762	751	*	*	*	*	*	70%	52%
English Learners	10	747	*	717	*	*	*	*	0%	40%	12%
Non-English Learners	224	762	*	748	*	*	*	*	20%	67%	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%

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

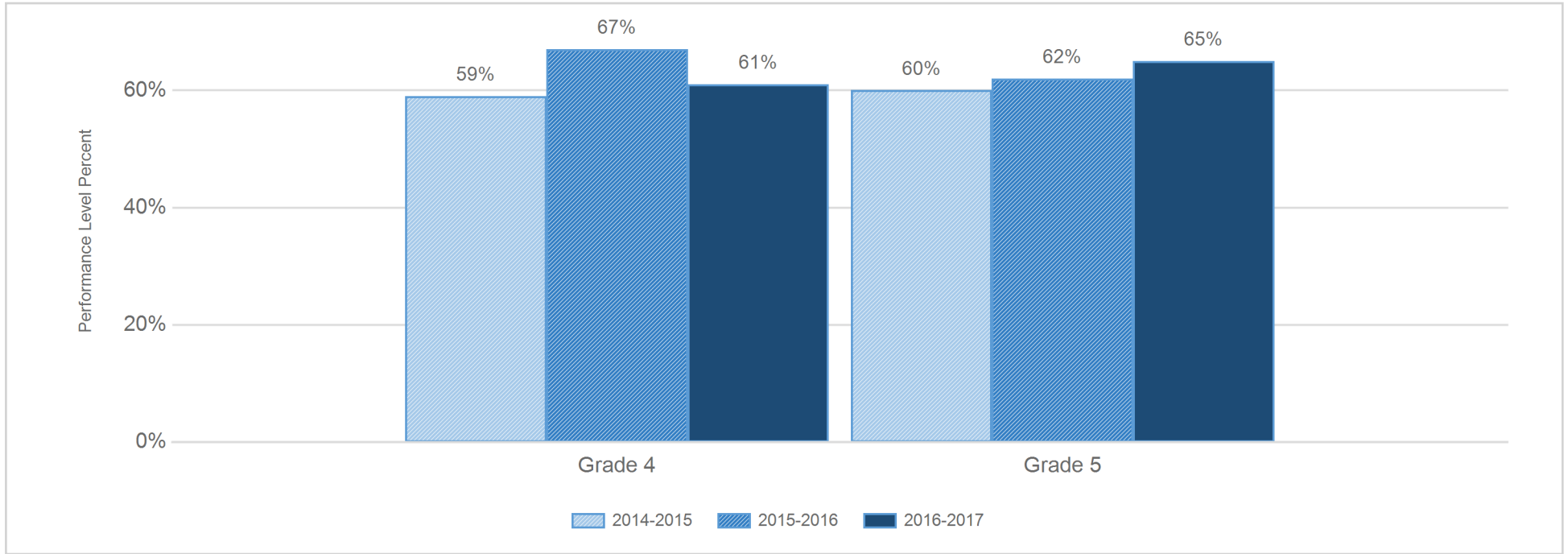


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Mathematics Assessment – Performance Trends

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
4	10	10
5	13	13

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.

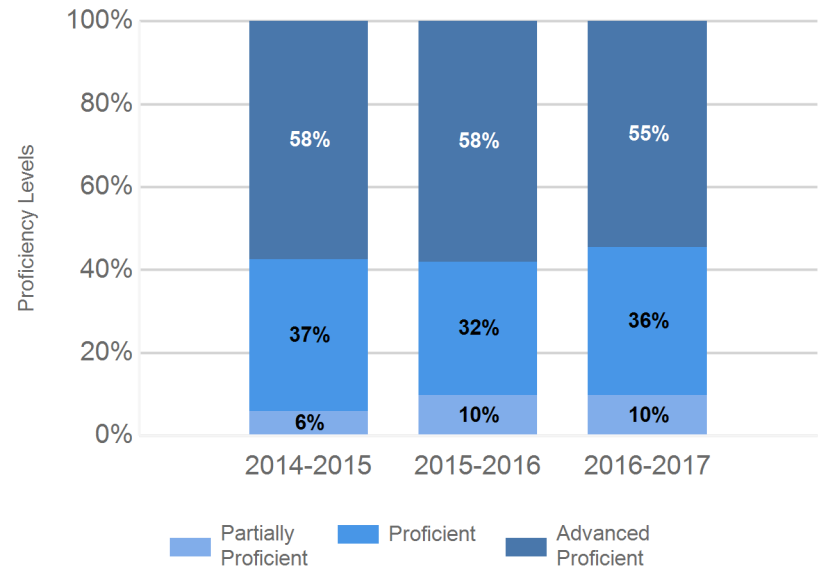
NJASK Science Assessment Performance: Grade 4

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	55%	36%	10%
White	69%	22%	9%
Hispanic	33%	47%	20%
Black or African American	32%	53%	15%
Asian, Native Hawaiian, or Pacific Islander	75%	23%	3%
American Indian or Alaska Native	*	N	N
Two or More Races	*	67%	17%
Economically Disadvantaged Students	22%	62%	16%
Students with Disabilities	40%	33%	27%
English Learners	27%	27%	46%

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	59	50	50	Met Target	48	46	50	Met Target
White	55.5	43.5	50	Met Target	44	40	52	Met Target
Hispanic	51	43	49	Met Target	44.5	*	47	Met Target
Black or African American	50	48	45	Met Target	38	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	68	58	60	Exceeds Target	55	56.5	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	58	47	47	Met Target	46	43	46	Met Target
Students with Disabilities	48	44	41	Met Target	49	37	43	Met Target
English Learners	59.5	57.5	53	Met Target	51	50	51	Met Target

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



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

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

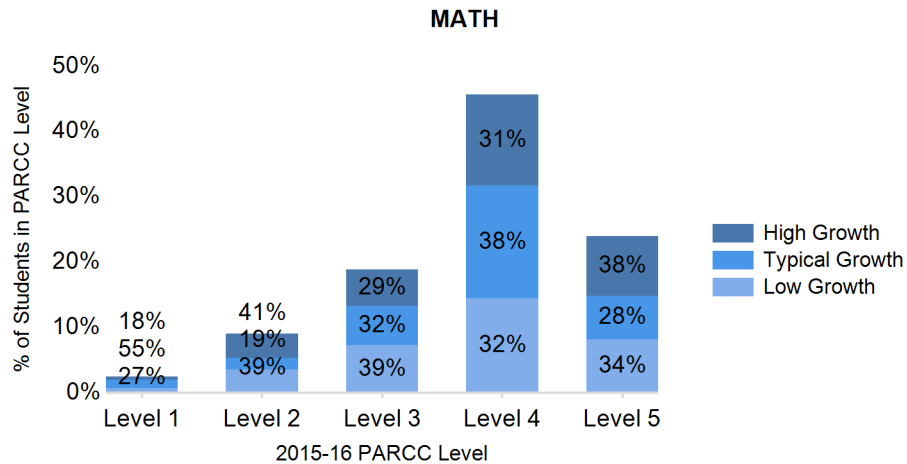
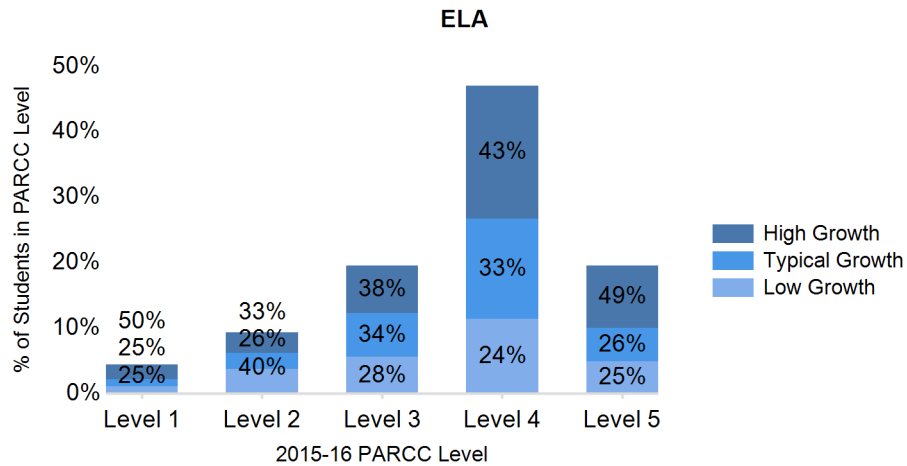
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

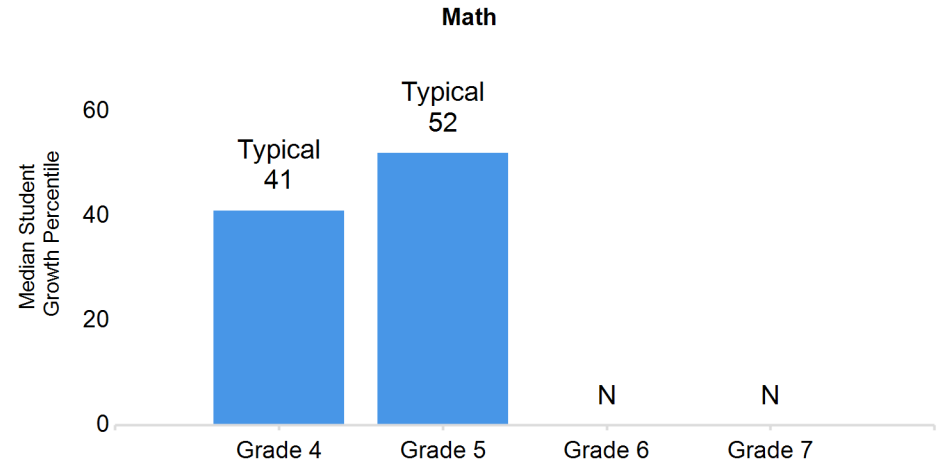
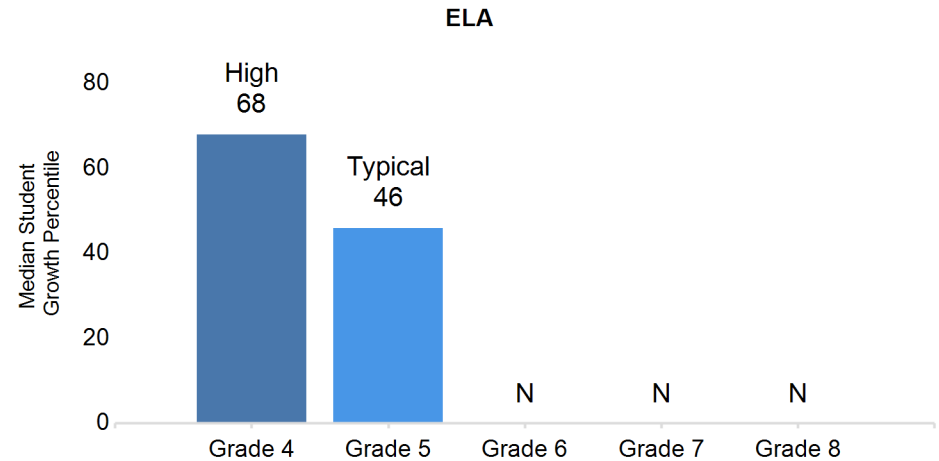
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

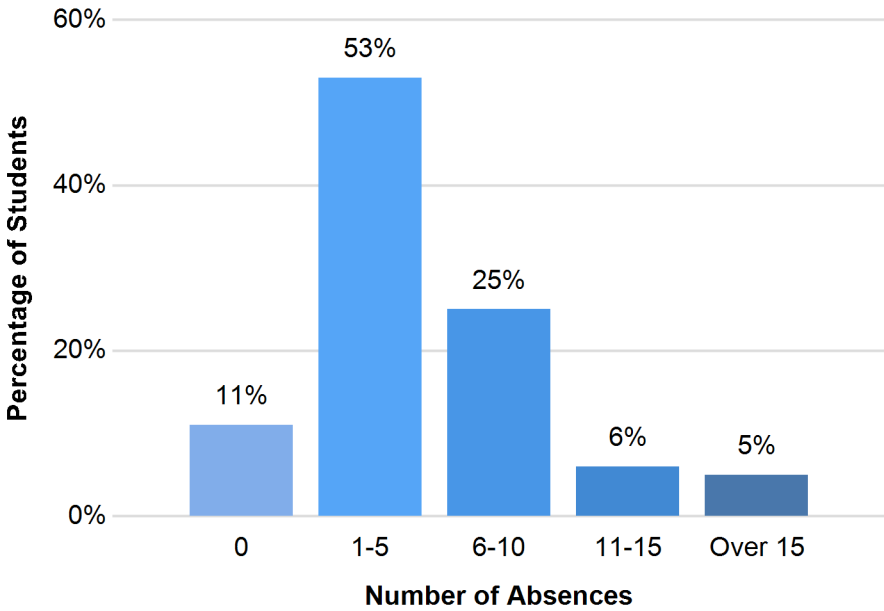
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.30	7.00	Met Target
White	3.30	7.00	Met Target
Hispanic	8.00	7.00	Not Met
Black or African American	1.70	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.00	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	7.00	Met Target
Economically Disadvantaged Students	4.00	7.00	Met Target
Students with Disabilities	6.00	7.00	Met Target
English Learners	4.80	7.00	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.



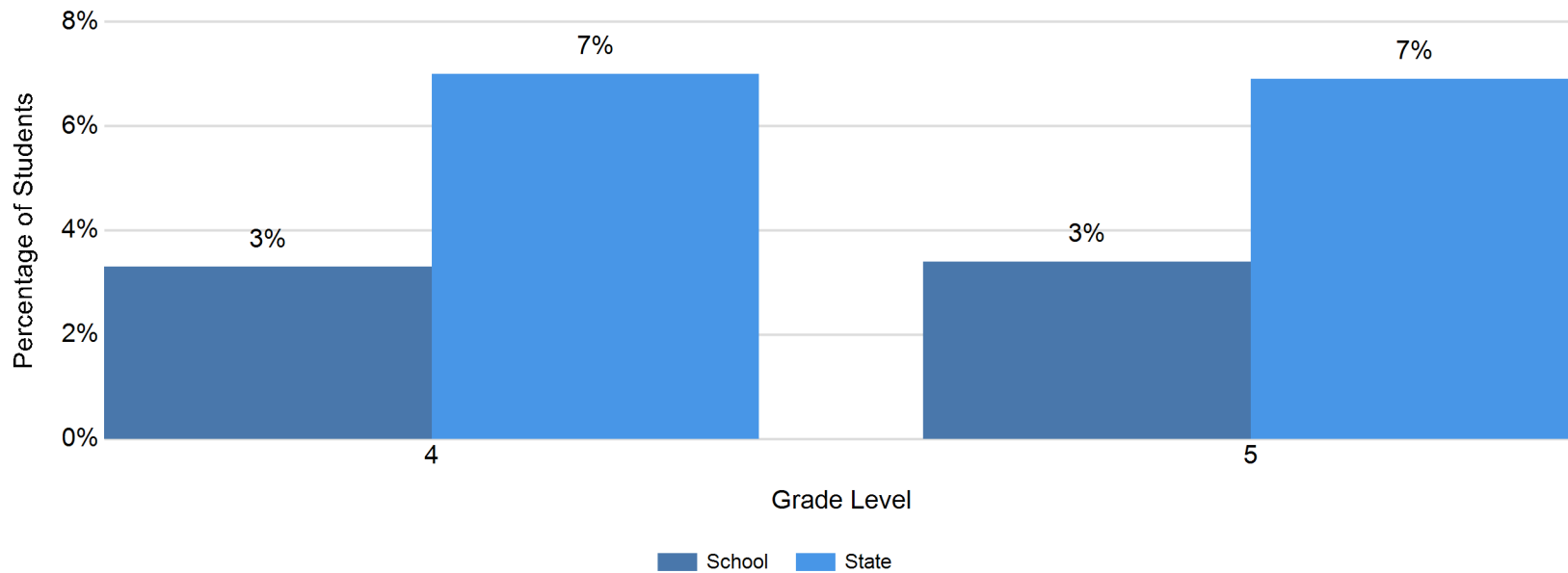


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Chronic Absenteeism by Grade

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	8:05AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.2%
Out-of-School Suspensions	1.8%
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	3.1:1	152.3 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)	\$440	\$12,164	\$12,604



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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	43	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	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	255:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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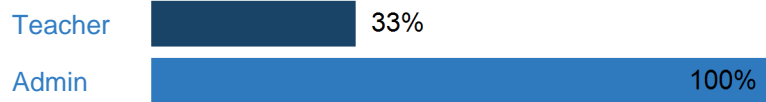
Teachers and Administrators - Level of Education

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	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	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	76.2	17.5%
Mathematics Proficiency	73.9	17.5%
English Language Arts Growth	76.8	25.0%
Mathematics Growth	41.8	25.0%
Chronic Absenteeism	85.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		68.7
Summative Rating: Percentile rank of Summative Score		78.4
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	68.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	58.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	60.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	72.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	51.5	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	76.5	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	72.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	71.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	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:	Dr. Gray	Email Address:	agray@pway.org
Address:	5205 LUDLOW STREET PISCATAWAY, NJ 08854	Website:	http://king.piscatawayschools.org/
Phone:	(732)699-1563	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
Mission, Vision, Theme:	The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.
Awards, Recognition, Accomplishments:	Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com.







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 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Technology , Science, Yoga , Mock Trial</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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School Narrative

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

 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>




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

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

Navigating through the reports:

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

Other Resources:

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

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



**Piscataway Township High School
2016-2017**

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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	486	536	560
10	541	517	562
11	543	555	527
12	561	549	582
Ungraded	39	39	34
Total	2168	2196	2265

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	54%	53%	53%
Economically Disadvantaged Students	34%	33%	34%
Students with Disabilities	14%	13%	12%
English Learners	3%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	35.1%
Asian	28.9%
Hispanic	17.6%
White	17.3%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.9%

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	2257
Shared Time Students	13
Full Time Equivalent	2264

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	72.3%
Spanish	7.8%
Gujarati	7.4%
Hindi	1.5%
Tagalog	1.4%
Other	9.1%



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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	1036	97.9	50.80	58.50	54.90	50.8	40.2	Met Target
White	191	98.5	58.60	59.40	63.90	58.6	45.6	Met Target
Hispanic	195	99.1	36.40	46.10	39.80	36.4	27.8	Met Target
Black or African American	327	95.9	33.30	43.20	35.20	33.3	25.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	311	98.8	74.00	78.50	80.70	74	59.6	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	62.20	54.90	36.4	**	**
Female	503	98.0	56.70	65.60	62.20	56.7		
Male	533	97.8	45.20	51.50	48.10	45.2		
Economically Disadvantaged Students	291	97.0	34.80	42.70	36.20	34.8	25.6	Met Target
Non-Economically Disadvantaged Students	745	98.2	57.10	65.20	65.80	57.1		
Students with Disabilities	118	90.1	*	16.60	20.50	*	14.1	Not Met
Students without Disabilities	918	99.0	*	64.30	61.90	*		
English Learners	22	100.0	*	*	25.20	*	N	N
Non-English Learners	1014	97.8	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	557	748	748	749	12%	14%	24%	39%	12%	50%	52%
White	93	758	758	757	*	*	26%	51%	13%	63%	62%
Hispanic	130	742	742	733	15%	17%	27%	33%	9%	42%	35%
Black or African American	170	734	734	730	*	24%	29%	27%	*	32%	30%
Asian, Native Hawaiian, or Pacific Islander	154	763	763	777	8%	7%	14%	49%	21%	71%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	266	756	756	756	6%	11%	24%	44%	15%	59%	60%
Male	291	741	741	741	17%	17%	24%	33%	9%	42%	43%
Economically Disadvantaged Students	184	735	735	731	21%	16%	28%	30%	5%	36%	32%
Non-Economically Disadvantaged Students	373	755	755	758	7%	13%	23%	43%	15%	57%	62%
Students with Disabilities	53	695	695	714	*	*	*	*	*	*	13%
Students without Disabilities	504	754	754	754	*	*	*	*	*	*	58%
English Learners	19	695	695	690	*	*	*	*	*	*	*
Non-English Learners	538	750	750	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	543	746	746	743	17%	15%	18%	33%	17%	50%	46%
White	99	751	751	749	13%	19%	15%	30%	22%	53%	52%
Hispanic	81	722	722	728	33%	22%	*	25%	*	28%	34%
Black or African American	182	730	730	725	25%	*	25%	28%	*	33%	31%
Asian, Native Hawaiian, or Pacific Islander	178	772	772	774	*	*	13%	42%	33%	75%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	265	752	752	752	14%	14%	18%	36%	19%	54%	54%
Male	278	741	741	734	20%	17%	18%	30%	16%	46%	39%
Economically Disadvantaged Students	131	724	724	726	32%	*	22%	28%	*	31%	32%
Non-Economically Disadvantaged Students	412	753	753	751	13%	*	17%	34%	*	56%	54%
Students with Disabilities	66	690	690	704	*	*	*	*	*	*	12%
Students without Disabilities	477	754	754	749	*	*	*	*	*	*	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	383	719	719	736	32%	25%	23%	*	*	20%	38%
White	61	722	722	738	33%	18%	20%	30%	0%	30%	40%
Hispanic	72	721	721	731	32%	28%	*	21%	*	22%	34%
Black or African American	152	710	710	728	38%	26%	24%	*	*	12%	30%
Asian, Native Hawaiian, or Pacific Islander	95	729	729	756	21%	26%	28%	*	*	24%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	175	727	727	744	*	28%	23%	*	*	27%	46%
Male	208	713	713	729	*	23%	23%	*	*	14%	31%
Economically Disadvantaged Students	117	714	714	729	34%	31%	22%	*	*	13%	32%
Non-Economically Disadvantaged Students	266	721	721	740	31%	23%	24%	*	*	23%	42%
Students with Disabilities	51	697	697	709	*	*	*	*	*	*	12%
Students without Disabilities	332	723	723	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.

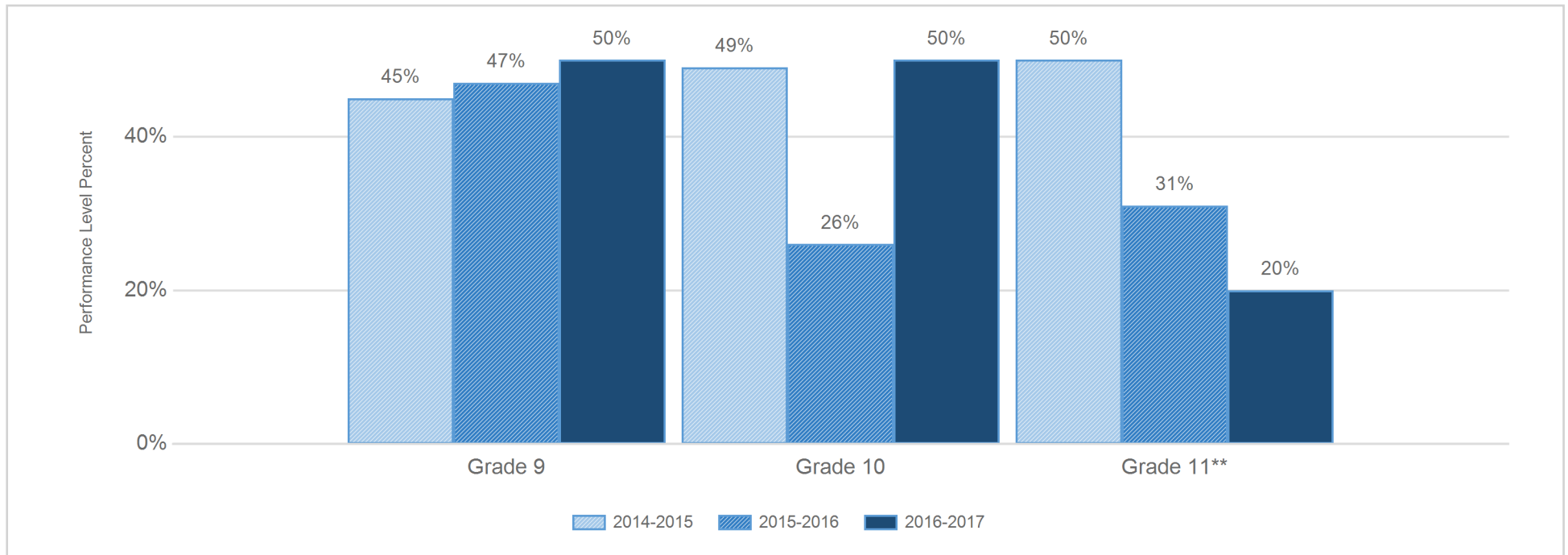


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English Language Arts/Literacy Assessment - Performance Trends

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	1002	96.7	37.40	50.00	43.50	37.4	33.3	Met Target
White	187	97.4	49.20	55.20	52.40	49.2	40	Met Target
Hispanic	189	96.8	26.50	34.80	27.60	26.5	17.6	Met Target
Black or African American	314	94.2	18.10	30.60	21.70	18	18.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	300	98.8	58.00	73.30	75.60	58	55.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	46.70	44.90	18.2	**	**
Female	495	97.1	35.10	50.60	44.10	35.1		
Male	507	96.3	39.60	49.30	42.90	39.6		
Economically Disadvantaged Students	282	94.9	24.80	32.80	25.10	24.8	20.3	Met Target
Non-Economically Disadvantaged Students	720	97.4	42.40	57.20	54.30	42.4		
Students with Disabilities	96	82.7	*	11.70	16.50	*	7.6	Met Target†
Students without Disabilities	906	98.5	*	54.90	48.80	*		
English Learners	23	100.0	13.00	42.80	23.30	13	N	N
Non-English Learners	979	96.6	38.00	50.50	45.20	38		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by 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	392	722	744	743	21%	31%	33%	*	*	15%	42%
White	64	729	750	751	*	25%	38%	23%	*	23%	52%
Hispanic	107	722	*	728	20%	36%	29%	15%	0%	15%	24%
Black or African American	150	717	730	724	29%	33%	29%	10%	0%	10%	19%
Asian, Native Hawaiian, or Pacific Islander	65	728	764	774	*	28%	43%	*	*	15%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	187	725	745	744	18%	32%	35%	*	*	16%	43%
Male	205	720	743	741	25%	31%	30%	*	*	14%	40%
Economically Disadvantaged Students	164	720	733	727	23%	35%	26%	*	*	16%	23%
Non-Economically Disadvantaged Students	228	724	750	751	20%	29%	38%	*	*	14%	52%
Students with Disabilities	60	698	*	714	*	*	*	*	*	*	10%
Students without Disabilities	332	727	*	747	*	*	*	*	*	*	47%
English Learners	26	708	708	708	*	*	*	*	*	*	*
Non-English Learners	366	723	746	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	507	737	738	734	9%	23%	33%	31%	5%	36%	30%
White	92	741	*	740	*	16%	29%	38%	*	45%	38%
Hispanic	97	736	736	722	*	28%	33%	29%	*	32%	14%
Black or African American	173	724	725	719	*	36%	35%	15%	*	15%	*
Asian, Native Hawaiian, or Pacific Islander	137	752	755	758	*	*	30%	50%	10%	60%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	250	736	737	735	*	24%	35%	32%	*	34%	31%
Male	257	738	740	733	*	23%	30%	31%	*	37%	30%
Economically Disadvantaged Students	139	728	728	721	*	35%	29%	20%	*	23%	13%
Non-Economically Disadvantaged Students	368	741	742	740	*	19%	34%	36%	*	41%	39%
Students with Disabilities	57	710	710	711	*	*	*	*	*	*	*
Students without Disabilities	450	740	742	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	424	735	735	725	24%	19%	18%	36%	3%	39%	28%
White	67	748	748	731	*	16%	16%	49%	*	54%	33%
Hispanic	52	713	713	710	39%	27%	*	19%	*	19%	14%
Black or African American	134	710	710	703	43%	25%	19%	14%	0%	14%	*
Asian, Native Hawaiian, or Pacific Islander	171	755	755	761	9%	12%	20%	53%	6%	59%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	200	735	735	725	21%	23%	*	36%	*	38%	27%
Male	224	734	734	725	27%	15%	*	36%	*	40%	29%
Economically Disadvantaged Students	94	717	717	708	36%	29%	*	19%	*	20%	13%
Non-Economically Disadvantaged Students	330	740	740	733	21%	16%	*	41%	*	44%	35%
Students with Disabilities	26	699	699	692	*	*	*	*	*	*	*
Students without Disabilities	398	737	737	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
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%

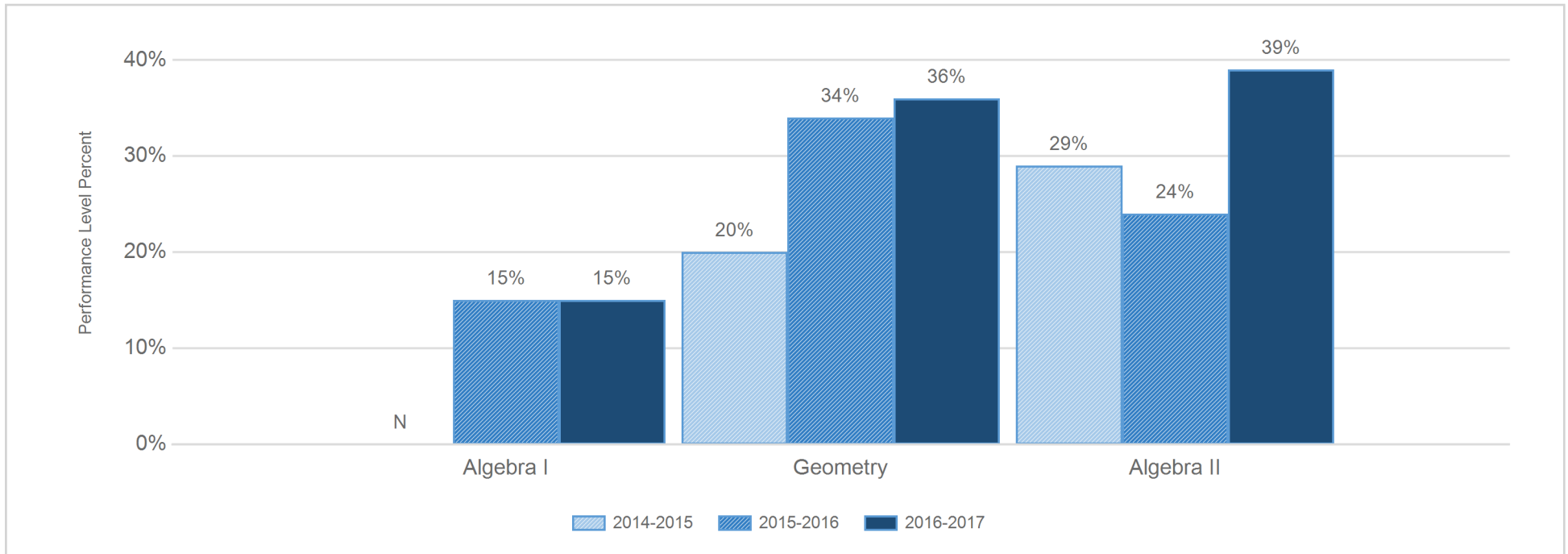


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Mathematics Assessment – Performance Trends

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	*	*

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	31	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

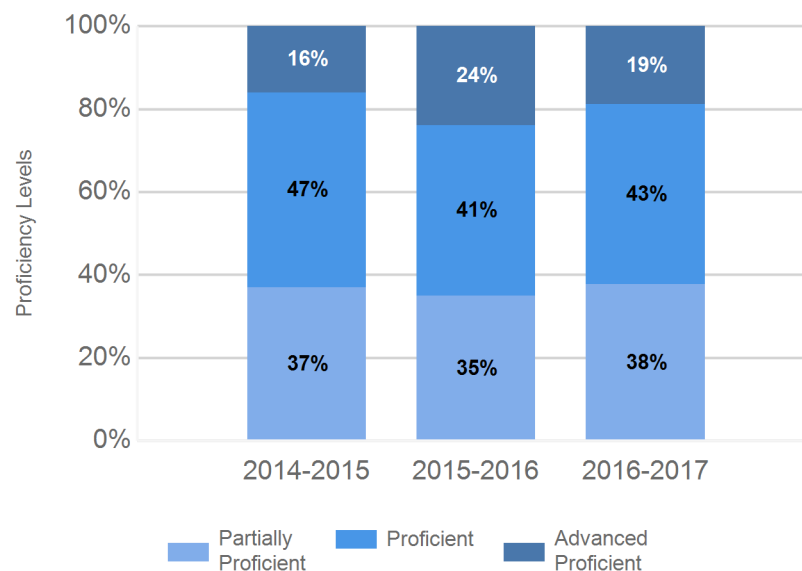
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	19%	43%	38%
White	26%	50%	25%
Hispanic	16%	39%	46%
Black or African American	6%	43%	51%
Asian, Native Hawaiian, or Pacific Islander	33%	44%	23%
American Indian or Alaska Native	N	*	N
Two or More Races	10%	*	50%
Economically Disadvantaged Students	10%	40%	50%
Students with Disabilities	N	*	*
English Learners	N	25%	75%

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	94.9%	89.4%
Percentage of students taking the SAT	98.7%	70.0%
Percentage of students taking the ACT	12.2%	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	480	481	Varies By Grade	63%	67%
PSAT - Math	484	483	Varies By Grade	47%	49%
SAT - Reading and Writing	555	551	480	80%	77%
SAT - Math	568	552	530	66%	58%
ACT - Reading	22	24	22	51%	65%
ACT - English	21	24	18	70%	79%
ACT - Math	23	24	22	56%	65%
ACT - Science	21	23	23	44%	54%



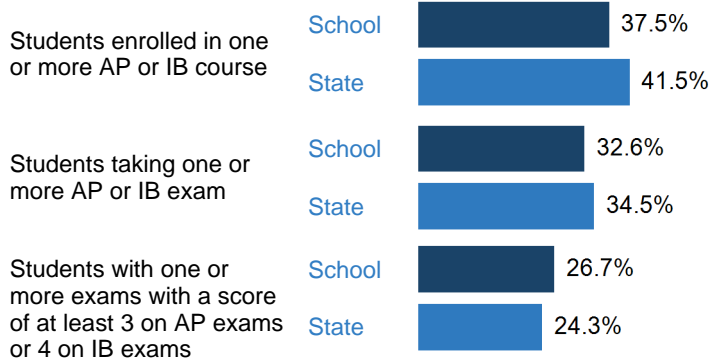
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

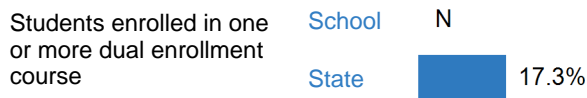
AP/IB Coursework – Participation and Performance

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	81	65
AP Calculus AB	52	44
AP Calculus BC	23	23
AP Chemistry	0	41
AP Computer Science A	38	33
AP Computer Science Principles	0	21
AP English Language and Composition	75	69
AP English Literature and Composition	0	38
AP Environmental Science	30	4
AP European History	12	11
AP Music Theory	14	5
AP Physics C	32	0
AP Physics C: Electricity and Magnetism	0	29
AP Physics C: Mechanics	0	29
AP Psychology	56	41
AP Spanish Language	16	14
AP Statistics	70	47
AP Studio Art—Drawing Portfolio	12	12
AP Studio Art—Two-Dimensional	0	4
AP U.S. History	47	44



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AP/IB Course	Students Enrolled	Students Tested
AP World History	55	50
Total Exams Taken		624
Exams with scores of at least 3 on AP exams or 4 on IB exams		483



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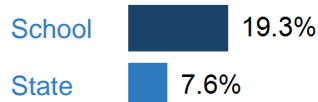
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

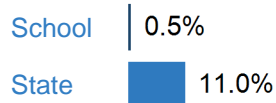
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

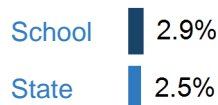
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Business Management & Administration	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	346	214	14	0	0	0	95
10	50	251	202	0	0	0	87
11	15	86	179	126	14	10	118
12	6	38	64	70	114	100	202
Schoolwide	417	589	459	196	128	110	502
Enrolled in AP/IB Course					75	70	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	579	0	0	2	1	6
10	60	471	0	3	0	49
11	49	73	0	81	176	266
12	74	24	0	77	76	231
Schoolwide	762	568	0	163	253	552
Enrolled in AP/IB Course	81	0		30	32	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	579	3	0	2	1	5
10	24	558	0	4	27	7
11	17	529	0	24	37	1
12	3	73	0	147	105	9
Schoolwide	623	1163	0	177	170	22
Enrolled in AP/IB Course	55	47	0	56	0	12

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	303	91	60	0	0	0	0
10	364	80	49	0	0	0	0
11	197	56	26	0	0	0	0
12	52	26	8	0	0	0	0
Schoolwide	916	253	143	0	0	0	0
Enrolled in AP/IB Course	16	0	0	0	0	0	0
Enrolled in Level 3 or Higher	459	50	28	0	0	0	0
Earned Seal of Biliteracy	10	*	0	0	0	0	*



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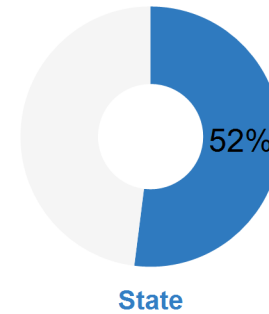
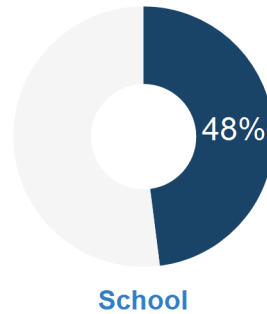
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Visual and Performing Arts – Course Participation

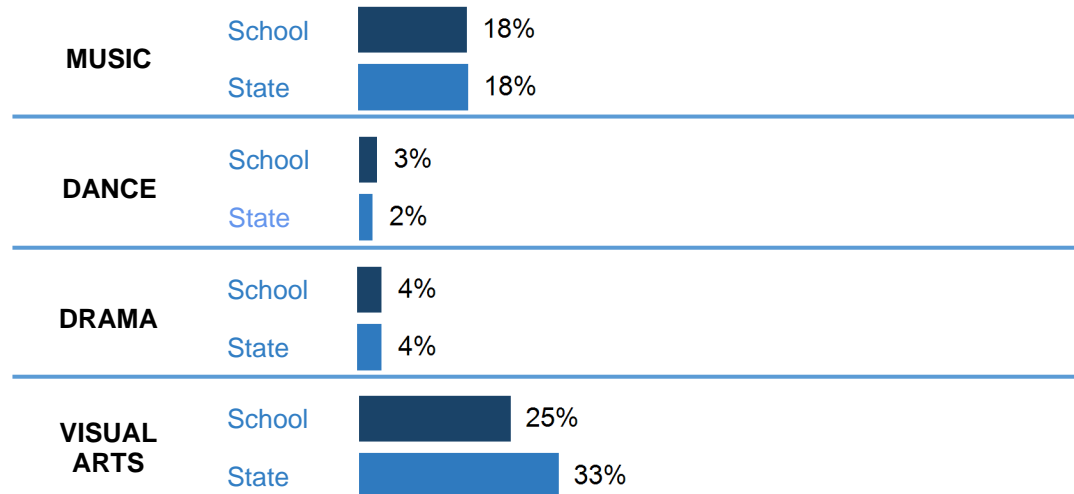
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	92.1%	90.5%	92.3%	91.8%	90.3%	92.1%	Not Met	93.7%	92.8%	Met Target
White	89.5%	94.5%	90.9%	95.1%	90.8%	90.6%	Met Target	*	95.1%	Not Met
Hispanic	95.1%	84.3%	92.2%	86.3%	89.1%	88.3%	Met Target	91.8%	87.6%	Met Target
Black or African American	*	83.4%	*	85.3%	*	93.6%	Not Met	93.5%	91.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	97.0%	96.6%	96.7%	97.5%	94.7%	95.0%	Not Met	97.9%	N	Met Goal
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	88.8%	83.9%	88.9%	85.6%	86.0%	86.4%	Not Met	91.3%	90.4%	Met Target
Students with Disabilities	73.4%	78.8%	73.4%	82.1%	71.1%	80.3%	Not Met	84.1%	79.3%	Met Target
English Learners	94.4%	76.1%	89.5%	79.7%	63.2%	**	**	93.3%	**	**
Homeless Students	N	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	92.1%	-
2016	90.3%	92.3%
2015	91.9%	93.7%

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	1.1%	1.1%
2015-2016	0.9%	1.1%
2014-2015	1.4%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	78.6%	34.6%	65.4%
White	77.8%	49.4%	50.7%
Hispanic	*	*	*
Black or African American	75.8%	29.9%	70.1%
Asian, Native Hawaiian, or Pacific Islander	87.6%	24.8%	75.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	74.7%	37.3%	62.7%
Students with Disabilities	47.9%	73.9%	26.1%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85.2%	34.6%	65.5%	84.9%	15.1%	83.1%	16.9%
White	*	*	*	*	*	*	*
Hispanic	75.3%	59.7%	40.3%	91%	9%	91%	9%
Black or African American	85.3%	37%	63%	80.3%	19.8%	76.5%	23.5%
Asian, Native Hawaiian, or Pacific Islander	95.1%	23.4%	76.6%	90.5%	9.5%	92%	8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79.1%	47.1%	52.9%	92.1%	7.9%	87.9%	12.1%
Students with Disabilities	56.9%	78.8%	21.2%	90.9%	9.1%	90.9%	9.1%
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

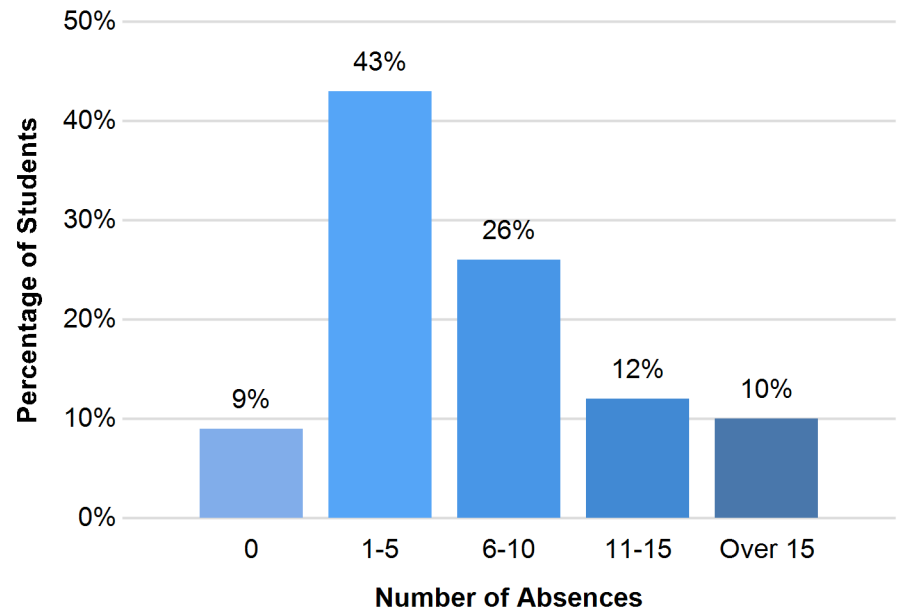
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	14.30	Met Target
White	6.80	14.30	Met Target
Hispanic	8.50	14.30	Met Target
Black or African American	8.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.80	14.30	Met Target
Economically Disadvantaged Students	9.40	14.30	Met Target
Students with Disabilities	13.80	14.30	Met Target
English Learners	2.40	14.30	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.



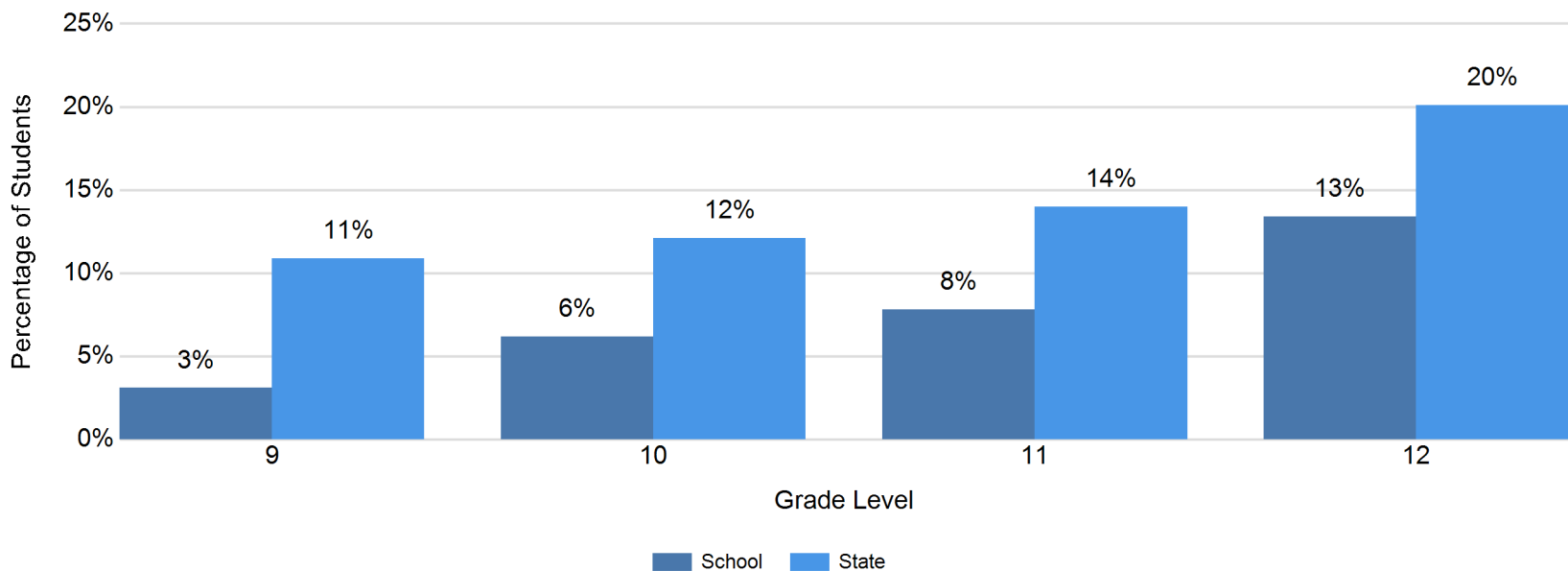


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Chronic Absenteeism by Grade

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	1:45PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 0 Mins.
Shared Time - Instructional Time	3 Hrs. 45 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	20
Vandalism	2
Weapons	1
Substances	20
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	1.99

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	8.9%
Out-of-School Suspensions	4.2%
Any Suspension	13.1%

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	1.3:1	152.3 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)	\$440	\$12,164	\$12,604



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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	176	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	9.3	10.5
Teachers in district for 4 or more years	73%	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	151:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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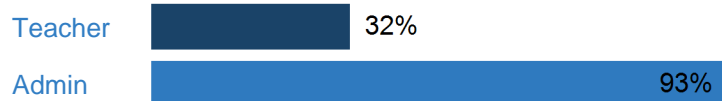
Teachers and Administrators - Level of Education

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	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	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	55.2	17.5%
Mathematics Proficiency	66.5	17.5%
Graduation - 4-Year	30.7	25.0%
Graduation - 5-Year	41.8	25.0%
Chronic Absenteeism	74.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.7
Summative Rating: Percentile rank of Summative Score		51.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	50.7	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	45.0	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	63.3	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	66.9	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	36.8	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	65.3	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Students with Disabilities	41.2	6.2	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Lester	Email Address:	jlester@pway.org
Address:	100 BEHMER ROAD PISCATAWAY, NJ 08854	Website:	http://phs.piscatawayschools.org/
Phone:	(732)981-0700	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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"> • Diversity of District • Curriculum includes Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 Mission, Vision, Theme:	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
 Awards, Recognition, Accomplishments:	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com</p>







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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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Various Course Offerings in ELA, Math, Science, Social Studies, History, World Language, 21st Century Career & Technology Education, 21 Advanced Placement Courses, Biomedical Program, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Gymnastics (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 & Girls)</p> <p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Over 40 clubs and activities offered; go to http://phs.piscatawayschools.org/ for further details.</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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School Narrative

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

 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year 34% attend two year 2% attend technical school 2% Military 4% Employment 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	190	152	178
7	182	192	174
8	185	189	192
Ungraded	20	21	3
Total	577	554	547

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%	48%	50%
Male	53%	52%	50%
Economically Disadvantaged Students	40%	40%	40%
Students with Disabilities	11%	11%	11%
English Learners	4%	4%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	30.5%
Asian	29.3%
Hispanic	23.8%
White	13.5%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	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	72.9%
Spanish	10.4%
Gujarati	7.5%
Hindi	1.5%
Vietnamese	1.1%
<i>Other</i>	6.7%



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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	507	99.6	58.60	58.50	54.90	58.6	56.7	Met Target
White	70	100.0	50.00	59.40	63.90	50	47	Met Target
Hispanic	122	99.2	50.00	46.10	39.80	50	48.7	Met Target
Black or African American	150	99.4	52.60	43.20	35.20	52.6	50.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	152	100.0	75.60	78.50	80.70	75.6	77.8	Met Target†
American Indian or Alaska Native	N	N	N	62.50	53.70	N	**	**
Two or More Races	13	100.0	53.90	62.20	54.90	53.9	**	**
Female	255	99.6	69.00	65.60	62.20	69		
Male	252	99.6	48.00	51.50	48.10	48		
Economically Disadvantaged Students	172	99.5	50.60	42.70	36.20	50.6	45.7	Met Target
Non-Economically Disadvantaged Students	335	99.7	62.70	65.20	65.80	62.7		
Students with Disabilities	46	98.1	15.20	16.60	20.50	15.2	11.9	Met Target
Students without Disabilities	461	99.8	63.00	64.30	61.90	63		
English Learners	27	100.0	14.80	*	25.20	14.8	N	N
Non-English Learners	480	99.6	61.00	*	57.40	61		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.


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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	176	751	753	752	6%	11%	30%	44%	8%	52%	54%
White	27	744	750	758	*	*	*	41%	*	44%	63%
Hispanic	41	739	742	740	*	*	34%	39%	*	42%	38%
Black or African American	48	744	743	736	*	*	33%	42%	*	44%	32%
Asian, Native Hawaiian, or Pacific Islander	52	770	771	776	*	*	23%	54%	19%	73%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	96	758	761	758	*	*	27%	53%	*	64%	61%
Male	80	743	745	746	*	*	34%	34%	*	39%	46%
Economically Disadvantaged Students	59	746	743	737	*	*	34%	44%	*	44%	34%
Non-Economically Disadvantaged Students	117	753	759	761	*	*	28%	44%	*	56%	65%
Students with Disabilities	17	721	720	722	*	*	*	*	0%	18%	17%
Students without Disabilities	159	754	758	758	*	*	*	*	9%	56%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	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	170	755	759	756	8%	9%	25%	38%	19%	58%	59%
White	23	745	757	764	*	*	*	*	*	44%	69%
Hispanic	39	750	746	742	*	*	28%	44%	*	54%	44%
Black or African American	50	742	747	737	*	*	28%	36%	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	55	773	777	784	*	*	*	36%	42%	78%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	81	766	770	764	*	*	16%	49%	25%	74%	68%
Male	89	745	750	749	*	*	34%	28%	15%	43%	51%
Economically Disadvantaged Students	56	746	749	739	*	*	23%	43%	*	55%	40%
Non-Economically Disadvantaged Students	114	759	764	766	*	*	26%	36%	*	59%	70%
Students with Disabilities	19	725	722	719	*	*	*	*	0%	21%	19%
Students without Disabilities	151	758	764	763	*	*	*	*	22%	62%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	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	195	758	759	757	*	*	20%	47%	15%	62%	59%
White	25	763	760	764	*	*	*	40%	*	60%	68%
Hispanic	49	750	747	742	*	*	27%	49%	*	55%	44%
Black or African American	66	753	750	738	*	18%	18%	44%	*	58%	39%
Asian, Native Hawaiian, or Pacific Islander	51	769	780	786	*	*	*	53%	24%	77%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	93	764	764	766	*	*	19%	52%	*	69%	68%
Male	102	752	753	749	*	*	21%	43%	*	56%	50%
Economically Disadvantaged Students	72	748	745	739	*	*	24%	38%	*	50%	40%
Non-Economically Disadvantaged Students	123	763	766	766	*	*	18%	53%	*	69%	69%
Students with Disabilities	16	710	709	718	*	*	*	*	*	*	18%
Students without Disabilities	179	762	764	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

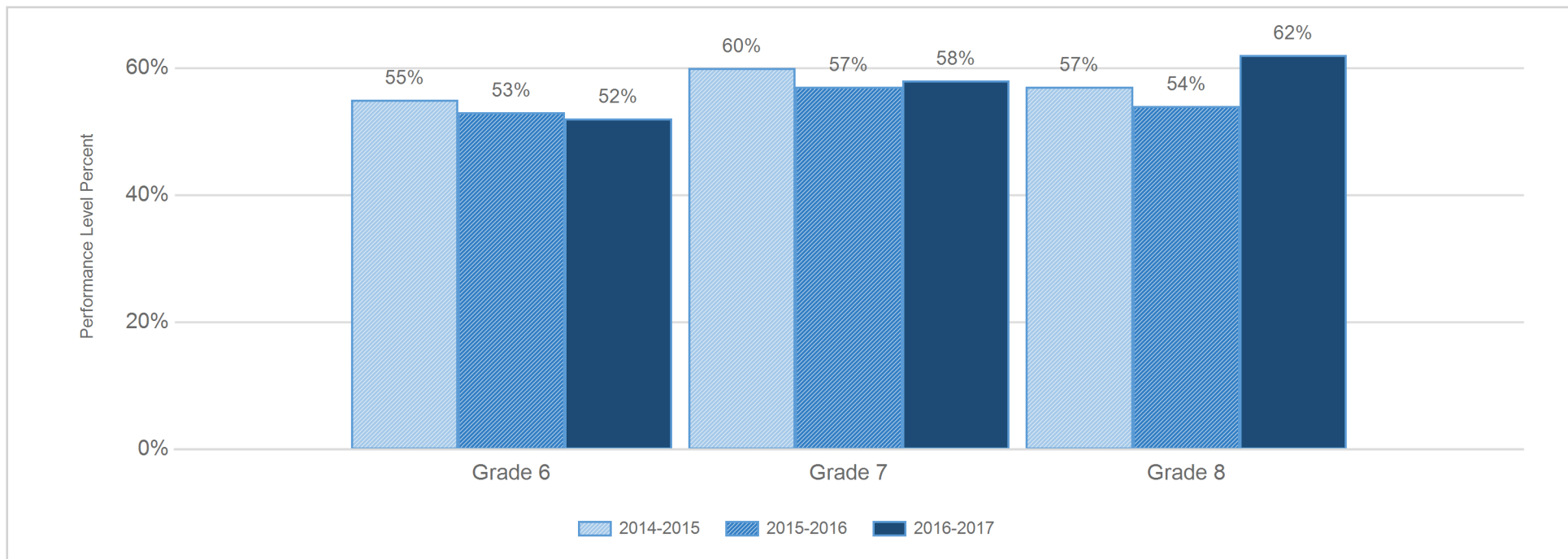


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	507	99.6	45.20	50.00	43.50	45.2	50.2	Not Met
White	70	100.0	41.40	55.20	52.40	41.4	53.4	Not Met
Hispanic	122	99.2	34.50	34.80	27.60	34.5	43.5	Not Met
Black or African American	150	99.4	31.30	30.60	21.70	31.3	36.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	152	100.0	69.10	73.30	75.60	69.1	70.8	Met Target†
American Indian or Alaska Native	N	N	N	57.20	42.50	N	**	**
Two or More Races	13	100.0	46.20	46.70	44.90	46.2	**	**
Female	255	99.6	47.50	50.60	44.10	47.5		
Male	252	99.6	42.80	49.30	42.90	42.8		
Economically Disadvantaged Students	172	99.5	37.20	32.80	25.10	37.2	39.3	Met Target†
Non-Economically Disadvantaged Students	335	99.7	49.20	57.20	54.30	49.2		
Students with Disabilities	46	98.1	*	11.70	16.50	*	10.4	Met Target†
Students without Disabilities	461	99.8	*	54.90	48.80	*		
English Learners	27	100.0	29.60	42.80	23.30	29.6	N	N
Non-English Learners	480	99.6	46.00	50.50	45.20	46		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	177	741	745	743	11%	17%	33%	33%	7%	40%	44%
White	27	740	748	751	*	*	48%	*	0%	30%	54%
Hispanic	42	728	*	731	*	24%	38%	*	0%	21%	27%
Black or African American	48	729	730	724	*	25%	31%	25%	*	27%	20%
Asian, Native Hawaiian, or Pacific Islander	52	763	766	771	*	*	25%	46%	21%	67%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	96	745	749	745	*	15%	33%	40%	*	45%	45%
Male	81	737	742	742	*	20%	32%	25%	*	33%	43%
Economically Disadvantaged Students	60	736	733	728	*	18%	35%	28%	*	33%	24%
Non-Economically Disadvantaged Students	117	744	752	752	*	16%	32%	35%	*	43%	56%
Students with Disabilities	17	706	711	717	*	*	*	*	*	*	13%
Students without Disabilities	160	745	750	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	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	168	744	749	741	*	20%	38%	29%	*	39%	40%
White	22	733	747	748	*	*	59%	*	0%	18%	49%
Hispanic	40	739	737	730	*	30%	33%	30%	*	35%	23%
Black or African American	50	732	737	726	*	28%	46%	*	*	20%	19%
Asian, Native Hawaiian, or Pacific Islander	53	763	766	764	*	*	25%	40%	26%	66%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	82	748	753	743	*	21%	32%	33%	*	45%	41%
Male	86	740	746	740	*	20%	43%	24%	*	33%	38%
Economically Disadvantaged Students	57	738	742	729	*	28%	33%	33%	*	35%	22%
Non-Economically Disadvantaged Students	111	747	753	749	*	16%	40%	26%	*	41%	50%
Students with Disabilities	19	717	715	716	*	53%	*	*	*	11%	11%
Students without Disabilities	149	747	753	746	*	16%	*	*	*	42%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	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	96	726	723	728	19%	22%	38%	22%	0%	22%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	30	729	723	721	*	*	*	*	0%	27%	21%
Black or African American	39	723	722	715	26%	*	46%	*	0%	18%	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	48	727	724	730	*	*	42%	*	*	19%	30%
Male	48	724	722	725	*	*	33%	*	*	25%	26%
Economically Disadvantaged Students	47	721	718	719	*	23%	32%	*	*	19%	19%
Non-Economically Disadvantaged Students	49	730	727	734	*	20%	43%	*	*	25%	34%
Students with Disabilities	14	684	696	705	*	*	*	*	*	*	*
Students without Disabilities	82	733	729	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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


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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	773	744	743	*	*	22%	64%	13%	77%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	19	761	*	728	0%	0%	*	63%	*	68%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	37	782	764	774	0%	0%	*	65%	*	89%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	46	773	745	744	*	*	22%	70%	*	78%	43%
Male	55	772	743	741	*	*	22%	60%	*	76%	40%
Economically Disadvantaged Students	25	769	733	727	*	*	*	68%	*	76%	23%
Non-Economically Disadvantaged Students	76	774	750	751	*	*	*	63%	*	78%	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	101	773	746	745	*	*	22%	64%	13%	77%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

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

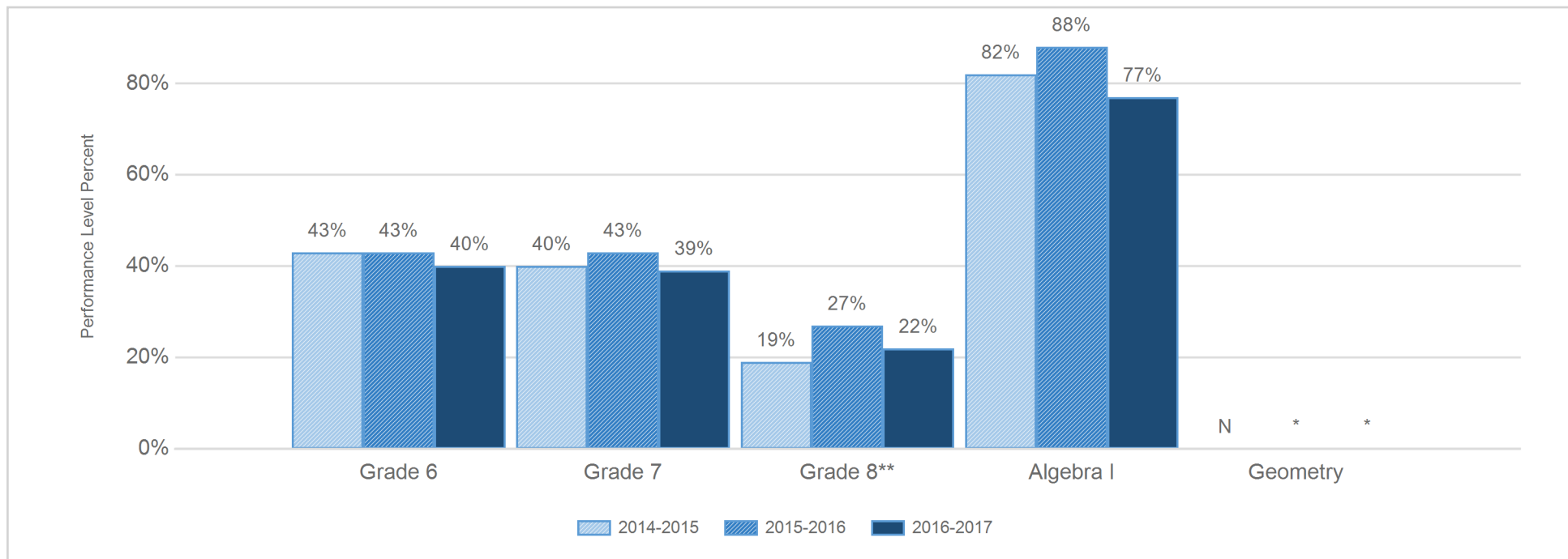


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Mathematics Assessment – Performance Trends

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	N	N
7	N	N
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.

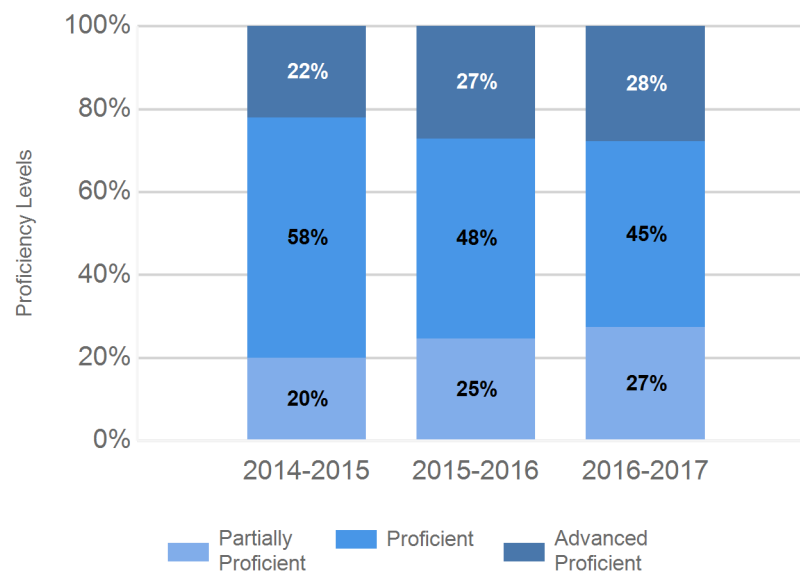
NJASK Science Assessment Performance: Grade 8

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	28%	45%	27%
White	46%	*	*
Hispanic	25%	43%	33%
Black or African American	18%	47%	35%
Asian, Native Hawaiian, or Pacific Islander	37%	45%	18%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	21%	35%	44%
Students with Disabilities	N	33%	67%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	50	50	Met Target	41	46	50	Met Target
White	45	43.5	50	Met Target	*	40	52	Not Met
Hispanic	54	43	49	Met Target	35	*	47	Not Met
Black or African American	47.5	48	45	Met Target	37.5	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	55	58	60	Met Target	52.5	56.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	37	*	51	**	*	*	52	**
Economically Disadvantaged	50.5	47	47	Met Target	38	43	46	Not Met
Students with Disabilities	53	44	41	Met Target	41	37	43	Met Target
English Learners	45	57.5	53	Met Target	40.5	50	51	Met Target

** 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:

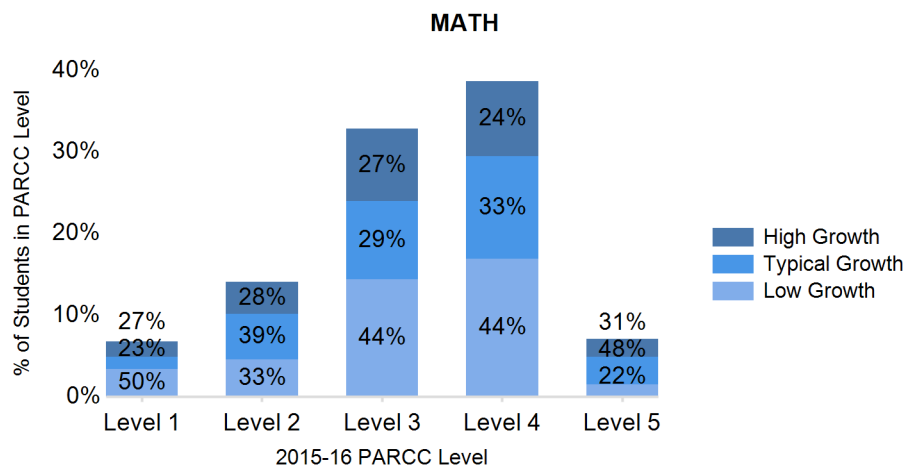
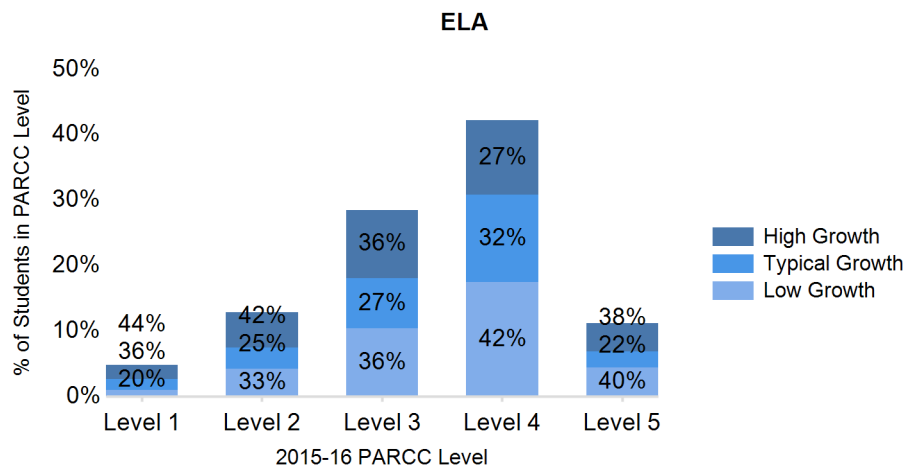
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

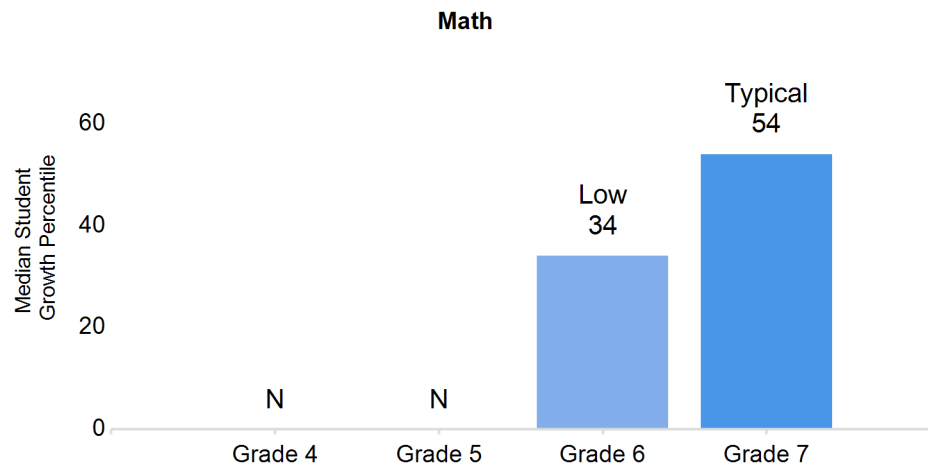
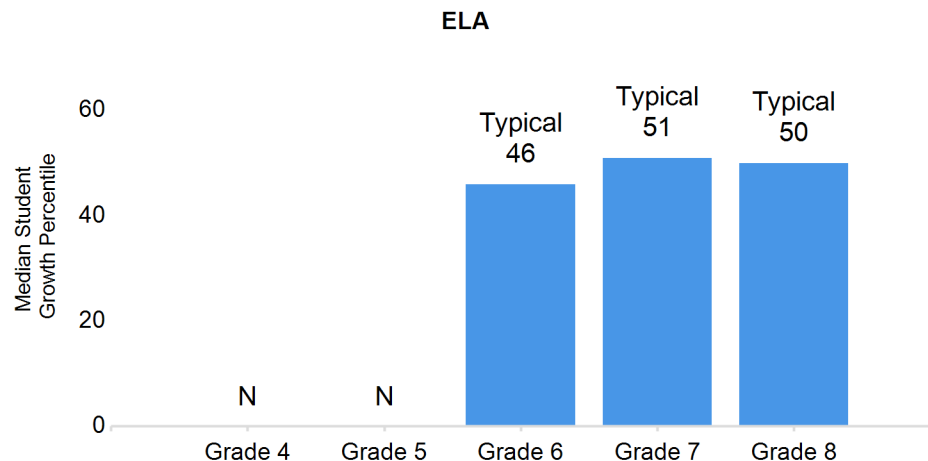
Student Growth by Performance Level

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	187
7	5	0	172
8	96	0	104
Schoolwide	101	0	463

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	186	0	0	0	0	0	0
7	137	0	0	0	0	0	0
8	172	0	0	0	0	0	0
Schoolwide	495	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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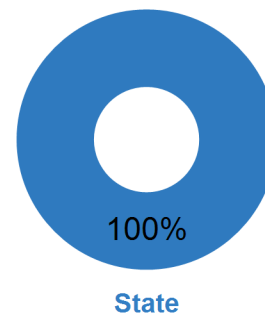
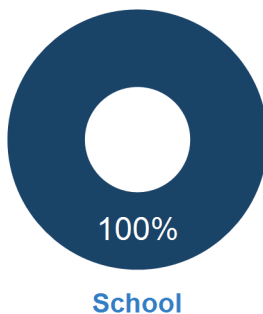
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Visual and Performing Arts – Course Participation

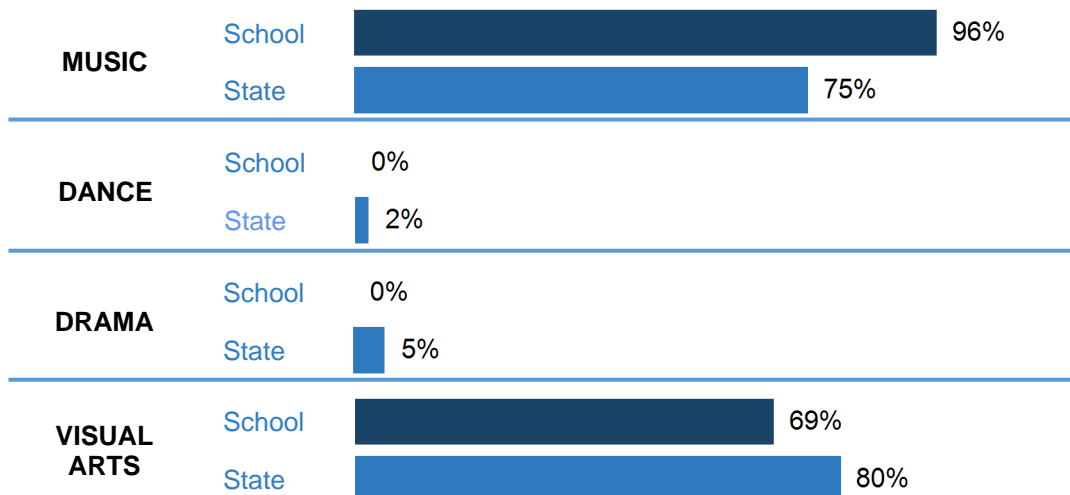
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



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.

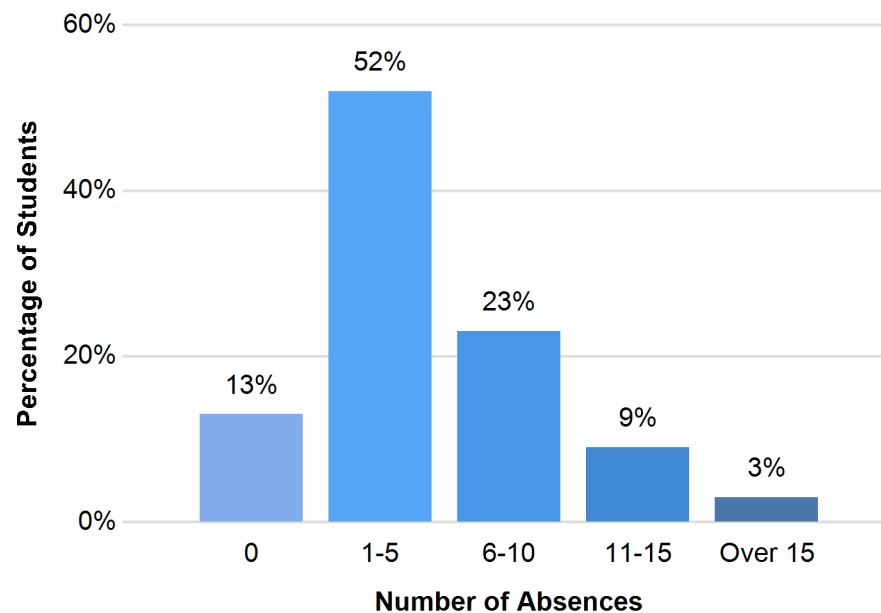
Chronic Absenteeism

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	1.80	8.70	Met Target
White	5.30	8.70	Met Target
Hispanic	1.50	8.70	Met Target
Black or African American	1.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.60	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.40	8.70	Met Target
Students with Disabilities	3.30	8.70	Met Target
English Learners	N	**	**

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.



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

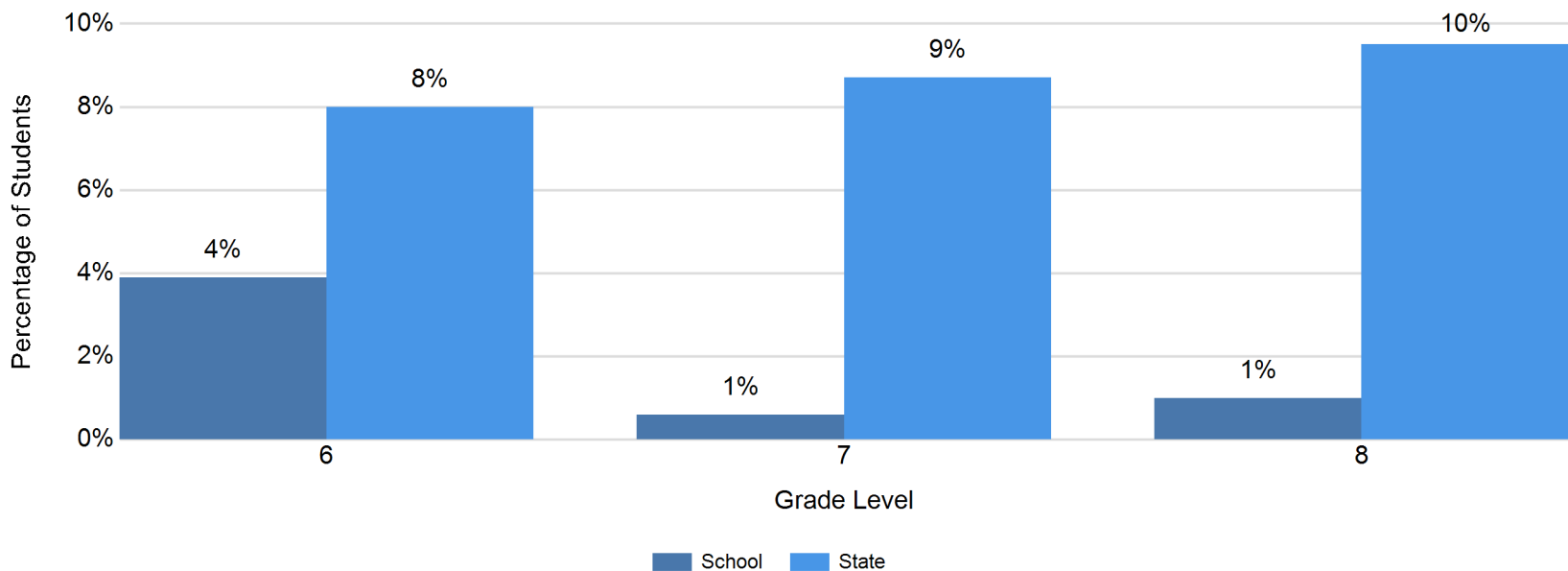


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Chronic Absenteeism by Grade

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	8:05AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 23 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.55

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.0%
Out-of-School Suspensions	3.5%
Any Suspension	5.5%

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	152.3 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)	\$440	\$12,164	\$12,604



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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	10.6	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	78%	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	274:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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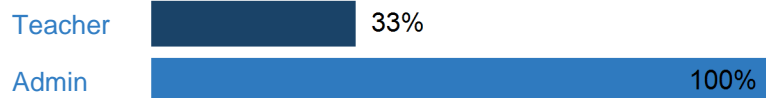
Teachers and Administrators - Level of Education

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	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	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	47.3	17.5%
Mathematics Proficiency	42.8	17.5%
English Language Arts Growth	51.3	25.0%
Mathematics Growth	18.9	25.0%
Chronic Absenteeism	96.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		47.8
Summative Rating: Percentile rank of Summative Score		46.0
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	47.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	22.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Hispanic	57.0	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Black or African American	65.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	36.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	63.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	56.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
English Learners	34.0	11.9	No	N	N	**	Met Target	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. Gonzalez	Email Address:	wgonzalez@pway.org
Address:	99 ACADEMY STREET PISCATAWAY, NJ 08854	Website:	http://quibbletown.piscatawayschools.org/
Phone:	(732)752-0444	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com</p>







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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Technology , Science, Yoga, Art, Digital, Garden, Wellness, Robotics, STEM, Student Council, Math, Yearbook</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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School Narrative

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

 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	143	132	133
1	146	129	131
2	143	134	111
3	135	139	126
Ungraded	2	0	0
Total	569	534	501

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%	49%
Male	52%	51%	52%
Economically Disadvantaged Students	22%	19%	21%
Students with Disabilities	4%	5%	3%
English Learners	18%	18%	18%
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
Asian	52.1%
White	15.4%
Black or African American	13.8%
Hispanic	13.0%
American Indian or Alaska Native	1.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	4.2%

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
KG - Half Day	0	0	0
KG - Full Day	134	132	133

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	61.9%
Gujarati	7.0%
Telugu	6.6%
Hindi	4.8%
Spanish	4.2%
Other	15.6%



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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	120	99.2	66.70	58.50	54.90	66.7	61.7	Met Target
White	22	96.2	59.00	59.40	63.90	59	71.8	Met Target†
Hispanic	12	100.0	50.00	46.10	39.80	50	**	**
Black or African American	15	100.0	26.70	43.20	35.20	26.7	**	**
Asian, Native Hawaiian, or Pacific Islander	66	100.0	78.80	78.50	80.70	78.8	79.6	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	67	98.6	68.60	65.60	62.20	68.6		
Male	53	100.0	64.10	51.50	48.10	64.1		
Economically Disadvantaged Students	24	100.0	25.00	42.70	36.20	25	N	N
Non-Economically Disadvantaged Students	96	99.0	77.10	65.20	65.80	77.1		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	32	100.0	65.70	*	25.20	65.7	N	N
Non-English Learners	88	99.0	67.00	*	57.40	67		
Homeless Students	N	N	N	57.10	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	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	128	764	754	749	8%	10%	16%	55%	12%	66%	50%
White	25	753	751	759	*	*	*	56%	*	60%	61%
Hispanic	13	740	743	734	*	*	*	*	0%	46%	35%
Black or African American	16	738	736	731	*	*	*	*	0%	25%	32%
Asian, Native Hawaiian, or Pacific Islander	69	775	771	775	*	*	*	62%	17%	80%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	69	767	759	754	*	*	*	58%	*	70%	55%
Male	59	760	749	745	*	*	*	51%	*	63%	46%
Economically Disadvantaged Students	26	736	734	731	*	*	*	*	0%	31%	31%
Non-Economically Disadvantaged Students	102	771	761	762	*	*	*	*	15%	76%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	10	719	722	709	*	*	*	*	0%	20%	11%
Non-English Learners	118	768	756	752	*	*	*	*	13%	70%	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%

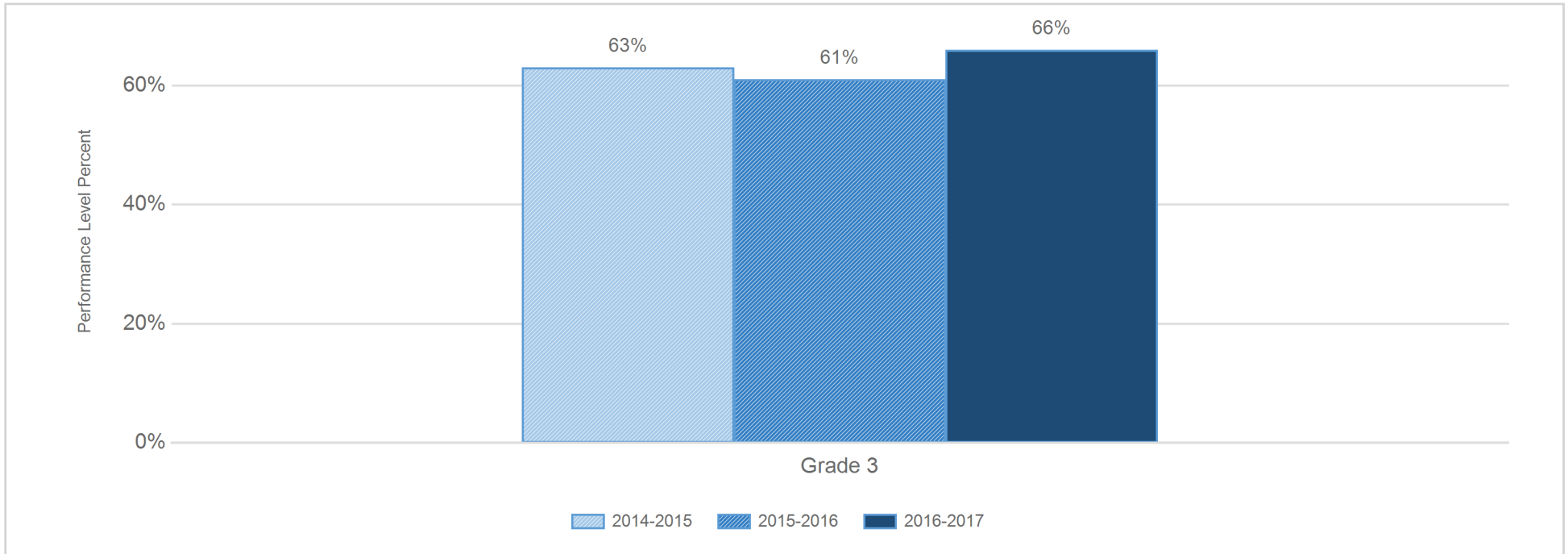


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English Language Arts/Literacy Assessment - Performance Trends

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	120	99.2	74.20	50.00	43.50	74.2	77.1	Met Target†
White	22	96.2	72.70	55.20	52.40	72.7	80	Met Target†
Hispanic	12	100.0	41.60	34.80	27.60	41.6	**	**
Black or African American	15	100.0	40.00	30.60	21.70	40	**	**
Asian, Native Hawaiian, or Pacific Islander	66	100.0	86.40	73.30	75.60	86.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	67	98.6	71.70	50.60	44.10	71.7		
Male	53	100.0	77.30	49.30	42.90	77.3		
Economically Disadvantaged Students	24	100.0	37.50	32.80	25.10	37.5	N	N
Non-Economically Disadvantaged Students	96	99.0	83.30	57.20	54.30	83.3		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	32	100.0	71.90	42.80	23.30	71.9	N	N
Non-English Learners	88	99.0	75.00	50.50	45.20	75		
Homeless Students	N	N	N	33.30	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.
 † Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	771	759	751	*	*	19%	45%	29%	74%	53%
White	25	766	760	759	*	*	*	48%	*	68%	63%
Hispanic	13	744	744	738	*	*	*	*	*	46%	37%
Black or African American	16	742	739	733	*	*	*	*	0%	38%	32%
Asian, Native Hawaiian, or Pacific Islander	70	783	779	779	*	*	*	49%	39%	87%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	70	768	760	751	*	*	19%	50%	23%	73%	52%
Male	59	776	759	751	*	*	20%	39%	36%	75%	53%
Economically Disadvantaged Students	27	746	739	736	*	*	37%	*	*	41%	34%
Non-Economically Disadvantaged Students	102	778	767	761	*	*	15%	*	*	82%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	11	735	738	724	*	*	*	*	0%	36%	21%
Non-English Learners	118	775	761	753	*	*	*	*	31%	77%	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%

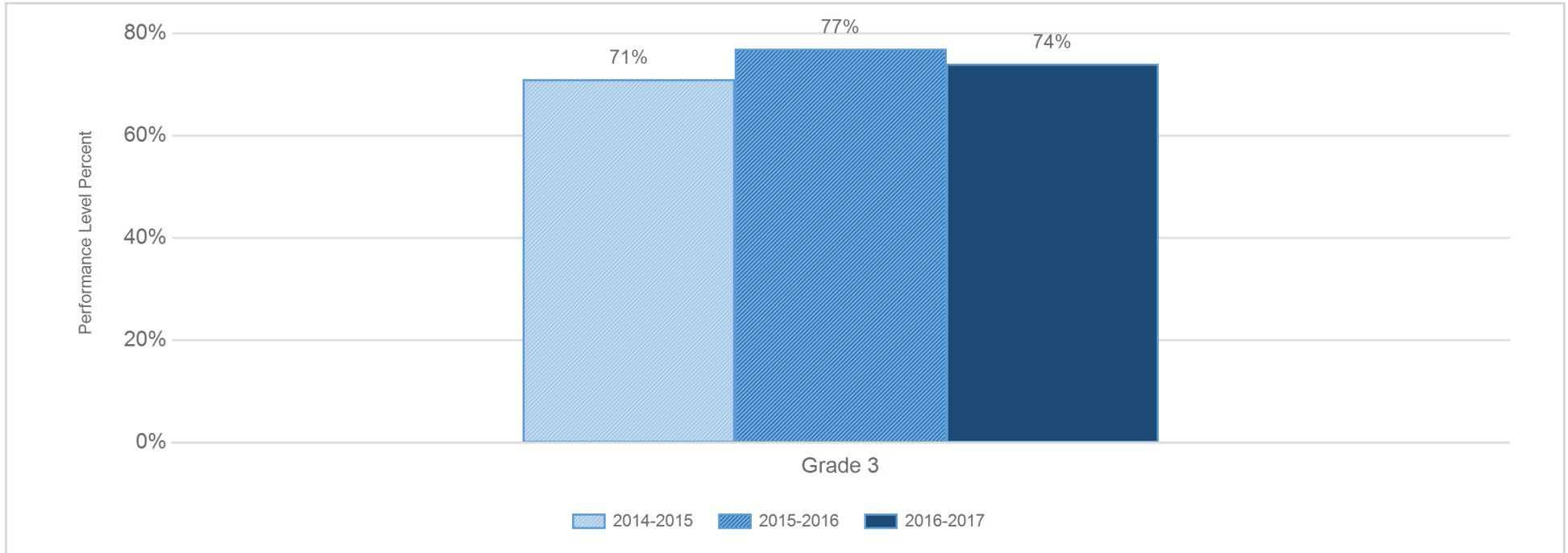


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Mathematics Assessment – Performance Trends

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	*	*

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	37	86.5%	13.5%
2	17	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

Chronic Absenteeism

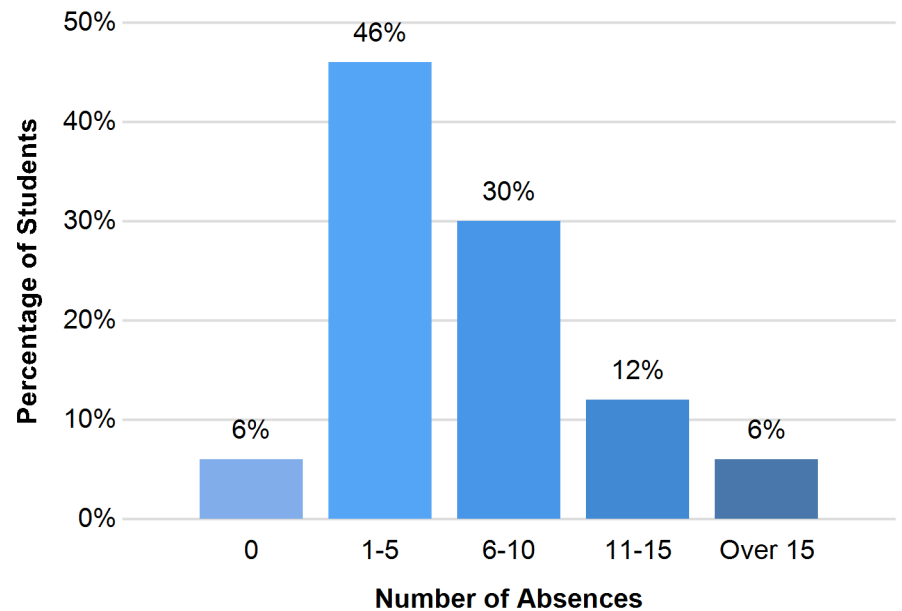
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.40	9.10	Met Target
White	7.80	9.10	Met Target
Hispanic	6.20	9.10	Met Target
Black or African American	5.80	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.30	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.50	9.10	Not Met
Economically Disadvantaged Students	6.60	9.10	Met Target
Students with Disabilities	N	**	**
English Learners	7.00	9.10	Met Target

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

Days Absent

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



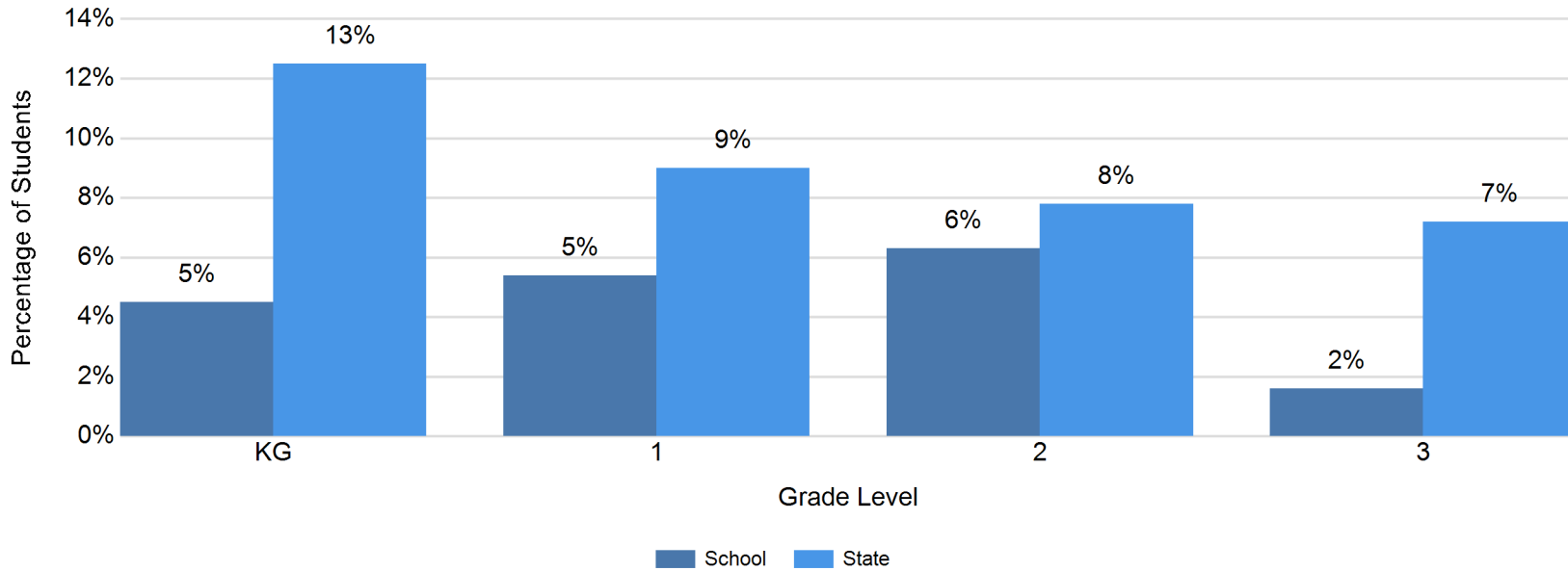


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 40 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	0.20

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

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



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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	3.8:1	152.3 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)	\$440	\$12,164	\$12,604



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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	33	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	11.7	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	251:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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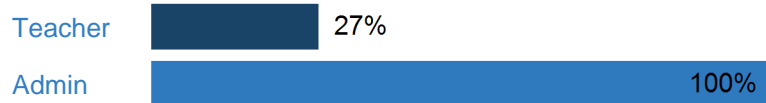
Teachers and Administrators - Level of Education

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	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	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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Slivko	Email Address:	aslivko@pway.org
Address:	ONE SUTTIE AVENUE PISCATAWAY, NJ 08854	Website:	http://randolphville.piscatawayschools.org/
Phone:	(732)699-1573	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com.</p>







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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer's Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Tutoring, Mock Trial, Evening activities supported through the PTO</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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School Narrative

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

 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	203	183	197
7	195	197	177
8	202	185	194
Ungraded	13	13	10
Total	613	578	578

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	51%
Male	53%	51%	49%
Economically Disadvantaged Students	40%	40%	42%
Students with Disabilities	11%	10%	11%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	34.8%
Black or African American	32.2%
Hispanic	22.7%
White	8.5%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	1.6%

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	67.6%
Spanish	11.1%
Gujarati	8.0%
Tagalog	2.1%
Tamil	1.7%
<i>Other</i>	9.6%



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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	556	98.3	66.00	58.50	54.90	66	65.3	Met Target
White	48	98.0	68.70	59.40	63.90	68.7	71.4	Met Target†
Hispanic	118	96.9	55.90	46.10	39.80	55.9	65.8	Not Met
Black or African American	181	99.5	49.70	43.20	35.20	49.7	49.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	199	98.0	84.90	78.50	80.70	84.9	77	Met Goal
American Indian or Alaska Native	N	N	N	62.50	53.70	N	**	**
Two or More Races	10	100.0	90.00	62.20	54.90	90	**	**
Female	288	98.6	73.60	65.60	62.20	73.6		
Male	268	97.9	57.90	51.50	48.10	57.9		
Economically Disadvantaged Students	211	99.5	52.10	42.70	36.20	52.1	55.5	Met Target†
Non-Economically Disadvantaged Students	345	97.5	74.50	65.20	65.80	74.5		
Students with Disabilities	58	96.9	19.00	16.60	20.50	19	16.9	Met Target
Students without Disabilities	498	98.4	71.50	64.30	61.90	71.5		
English Learners	29	96.8	31.00	*	25.20	31	N	N
Non-English Learners	527	98.4	67.90	*	57.40	67.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	196	760	753	752	*	*	21%	48%	15%	63%	54%
White	13	761	750	758	0%	*	*	*	*	69%	63%
Hispanic	45	748	742	740	*	*	33%	44%	*	49%	38%
Black or African American	64	750	743	736	*	23%	22%	44%	*	52%	32%
Asian, Native Hawaiian, or Pacific Islander	68	776	771	776	*	*	*	52%	29%	81%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	98	767	761	758	*	*	17%	53%	*	74%	61%
Male	98	752	745	746	*	*	26%	43%	*	53%	46%
Economically Disadvantaged Students	81	747	743	737	*	*	26%	46%	*	49%	34%
Non-Economically Disadvantaged Students	115	769	759	761	*	*	18%	50%	*	73%	65%
Students with Disabilities	22	728	720	722	*	*	*	*	0%	23%	17%
Students without Disabilities	174	764	758	758	*	*	*	*	17%	68%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	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	177	768	759	756	*	*	16%	41%	30%	71%	59%
White	19	772	757	764	0%	*	*	*	*	74%	69%
Hispanic	29	752	746	742	0%	*	*	41%	*	55%	44%
Black or African American	52	754	747	737	*	19%	21%	48%	*	58%	38%
Asian, Native Hawaiian, or Pacific Islander	75	783	777	784	0%	*	*	32%	52%	84%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	85	775	770	764	*	*	12%	46%	34%	80%	68%
Male	92	761	750	749	*	*	21%	36%	26%	62%	51%
Economically Disadvantaged Students	61	753	749	739	*	20%	18%	51%	*	61%	40%
Non-Economically Disadvantaged Students	116	776	764	766	*	9%	16%	35%	*	76%	70%
Students with Disabilities	19	724	722	719	*	53%	*	*	0%	11%	19%
Students without Disabilities	158	773	764	763	*	8%	*	*	34%	78%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	177	768	760	758	*	*	16%	41%	30%	71%	*
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	189	760	759	757	*	*	21%	45%	19%	64%	59%
White	15	762	760	764	0%	*	*	*	*	67%	68%
Hispanic	48	753	747	742	*	*	21%	54%	*	60%	44%
Black or African American	69	745	750	738	*	16%	35%	32%	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	55	783	780	786	*	0%	*	55%	38%	93%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	106	765	764	766	*	*	23%	50%	20%	70%	68%
Male	83	753	753	749	*	*	19%	39%	18%	57%	50%
Economically Disadvantaged Students	73	747	745	739	*	*	29%	38%	*	48%	40%
Non-Economically Disadvantaged Students	116	768	766	766	*	*	16%	49%	*	74%	69%
Students with Disabilities	17	715	709	718	*	*	*	*	0%	18%	18%
Students without Disabilities	172	764	764	764	*	*	*	*	21%	69%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

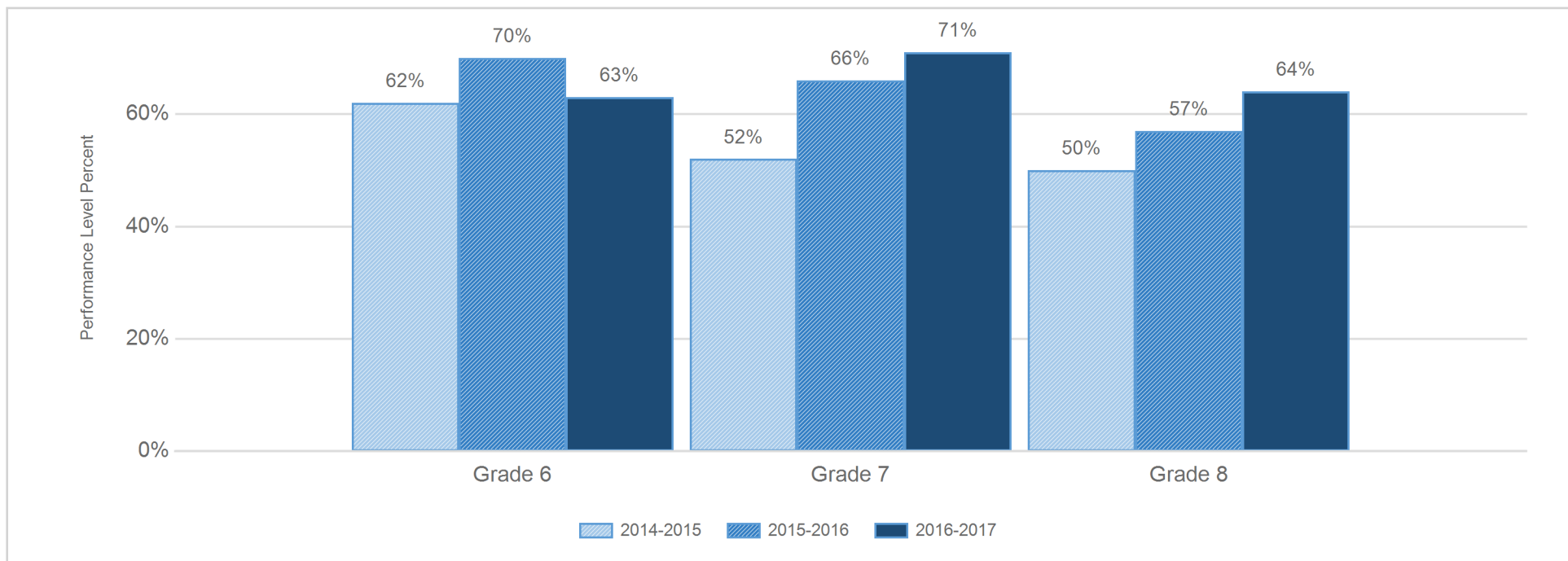


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	556	98.4	50.50	50.00	43.50	50.5	55.3	Not Met
White	47	98.0	55.30	55.20	52.40	55.3	60.7	Met Target†
Hispanic	118	96.9	38.10	34.80	27.60	38.1	52	Not Met
Black or African American	181	99.5	30.40	30.60	21.70	30.4	33.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	200	98.5	74.50	73.30	75.60	74.5	76	Met Target†
American Indian or Alaska Native	N	N	N	57.20	42.50	N	**	**
Two or More Races	10	100.0	60.00	46.70	44.90	60	**	**
Female	289	99.0	51.60	50.60	44.10	51.6		
Male	267	97.9	49.50	49.30	42.90	49.5		
Economically Disadvantaged Students	210	99.5	32.40	32.80	25.10	32.4	40.4	Not Met
Non-Economically Disadvantaged Students	346	97.8	61.60	57.20	54.30	61.6		
Students with Disabilities	57	96.9	*	11.70	16.50	*	12.1	Met Target†
Students without Disabilities	499	98.6	*	54.90	48.80	*		
English Learners	30	100.0	20.00	42.80	23.30	20	N	N
Non-English Learners	526	98.3	52.20	50.50	45.20	52.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	197	749	745	743	7%	13%	31%	39%	12%	50%	44%
White	13	759	748	751	0%	*	*	*	*	62%	54%
Hispanic	46	737	*	731	*	*	41%	30%	*	33%	27%
Black or African American	64	734	730	724	*	22%	41%	27%	*	28%	20%
Asian, Native Hawaiian, or Pacific Islander	68	770	766	771	*	*	*	53%	28%	81%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	99	753	749	745	*	*	29%	46%	*	57%	45%
Male	98	745	742	742	*	*	32%	32%	*	44%	43%
Economically Disadvantaged Students	81	735	733	728	*	*	42%	22%	*	27%	24%
Non-Economically Disadvantaged Students	116	759	752	752	*	*	22%	50%	*	66%	56%
Students with Disabilities	22	718	711	717	*	*	*	*	*	*	13%
Students without Disabilities	175	753	750	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	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	173	752	749	741	*	15%	29%	42%	*	53%	40%
White	19	751	747	748	*	*	*	*	*	47%	49%
Hispanic	29	742	737	730	*	*	*	41%	*	45%	23%
Black or African American	52	741	737	726	*	19%	39%	39%	*	39%	19%
Asian, Native Hawaiian, or Pacific Islander	71	765	766	764	*	*	24%	47%	23%	69%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	84	753	753	743	*	*	27%	43%	*	56%	41%
Male	89	750	746	740	*	*	30%	40%	*	51%	38%
Economically Disadvantaged Students	61	744	742	729	*	*	31%	34%	*	41%	22%
Non-Economically Disadvantaged Students	112	756	753	749	*	*	28%	46%	*	60%	50%
Students with Disabilities	19	716	715	716	*	*	*	*	*	*	11%
Students without Disabilities	154	756	753	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	173	752	750	742	*	15%	29%	42%	*	53%	*
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	96	722	723	728	22%	30%	37%	12%	0%	12%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	25	723	723	721	*	*	*	*	0%	12%	21%
Black or African American	53	718	722	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	54	723	724	730	*	33%	39%	*	*	11%	30%
Male	42	719	722	725	*	26%	33%	*	*	12%	26%
Economically Disadvantaged Students	47	718	718	719	*	30%	30%	*	*	11%	19%
Non-Economically Disadvantaged Students	49	725	727	734	*	31%	43%	*	*	12%	34%
Students with Disabilities	17	707	696	705	*	*	*	*	*	*	*
Students without Disabilities	79	725	729	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	774	744	743	*	*	19%	70%	11%	80%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	23	762	*	728	*	*	*	65%	*	65%	24%
Black or African American	16	770	730	724	0%	0%	*	69%	*	81%	19%
Asian, Native Hawaiian, or Pacific Islander	45	781	764	774	0%	*	*	67%	*	84%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	52	768	745	744	0%	*	*	71%	*	75%	43%
Male	40	781	743	741	0%	*	*	68%	*	88%	40%
Economically Disadvantaged Students	26	765	733	727	0%	*	*	58%	*	65%	23%
Non-Economically Disadvantaged Students	66	777	750	751	0%	*	*	74%	*	86%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	92	774	*	747	*	*	19%	70%	11%	80%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	92	774	746	745	*	*	19%	70%	11%	80%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

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

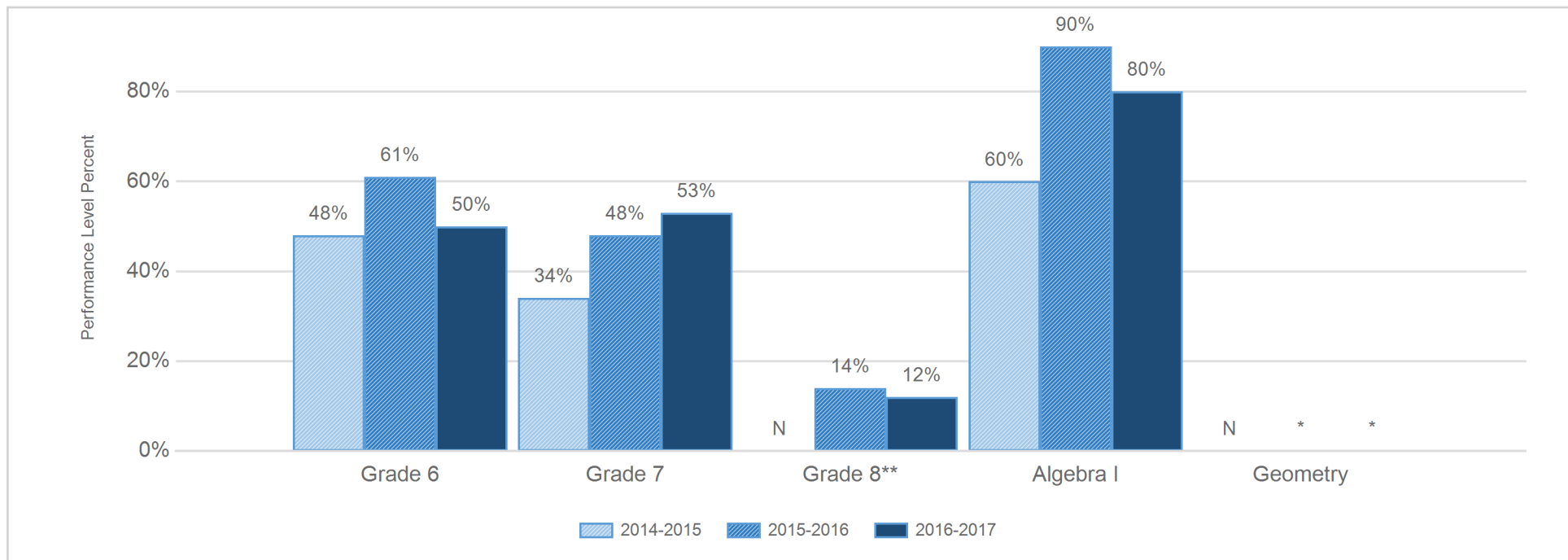


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Mathematics Assessment – Performance Trends

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	*	N
8	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	N	N	N
4	*	*	*
5+	N	N	N



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

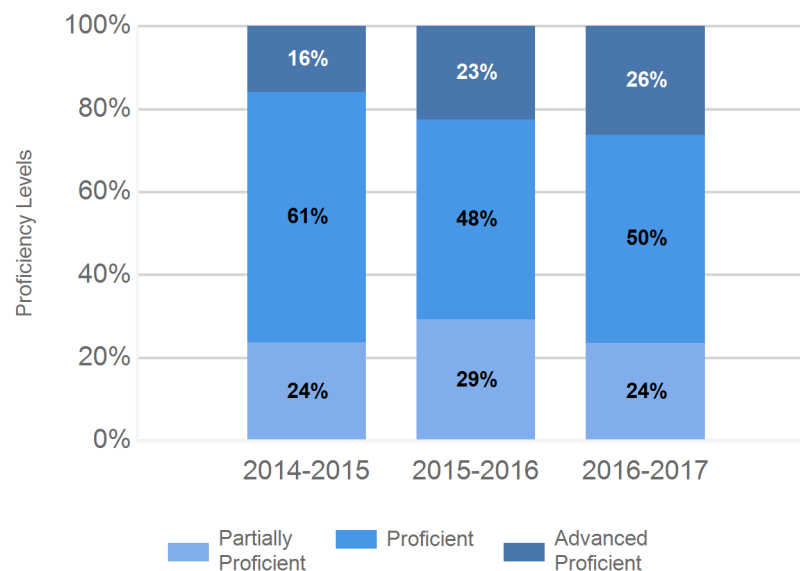
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	26%	50%	24%
White	*	*	13%
Hispanic	18%	63%	20%
Black or African American	7%	51%	41%
Asian, Native Hawaiian, or Pacific Islander	54%	38%	9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	15%	50%	35%
Students with Disabilities	N	45%	55%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	50	50	Met Target	50.5	46	50	Met Target
White	39.5	43.5	50	Not Met	*	40	52	Met Target
Hispanic	39	43	49	Not Met	46	*	47	Met Target
Black or African American	44.5	48	45	Met Target	47	39	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	61.5	58	60	Exceeds Target	57	56.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	60.5	*	51	**	*	*	52	**
Economically Disadvantaged	43.5	47	47	Met Target	48	43	46	Met Target
Students with Disabilities	37.5	44	41	Not Met	37	37	43	Not Met
English Learners	55	57.5	53	Met Target	53.5	50	51	Met Target

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



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

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

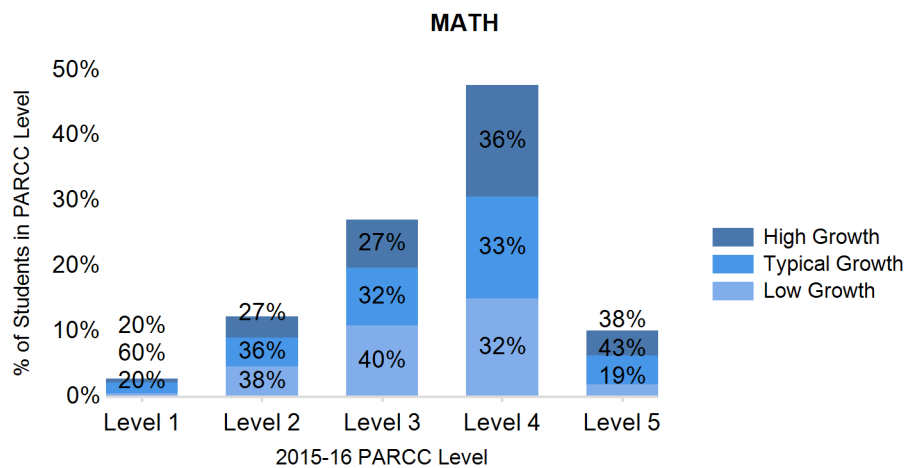
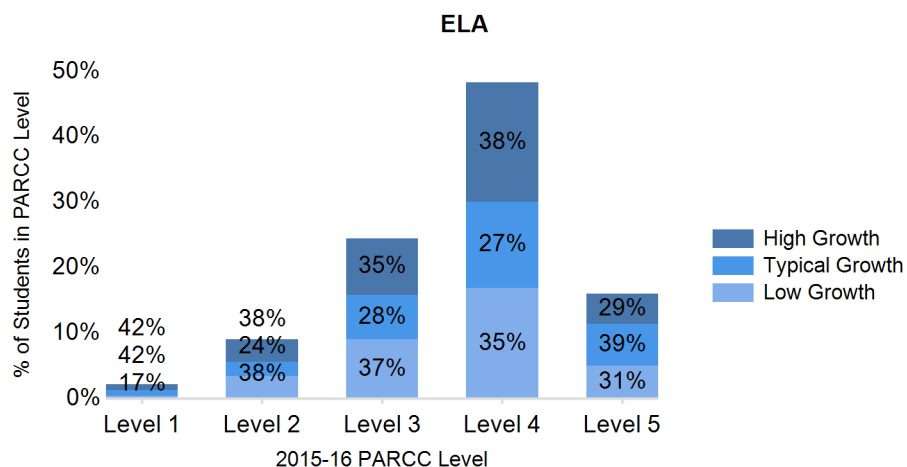
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

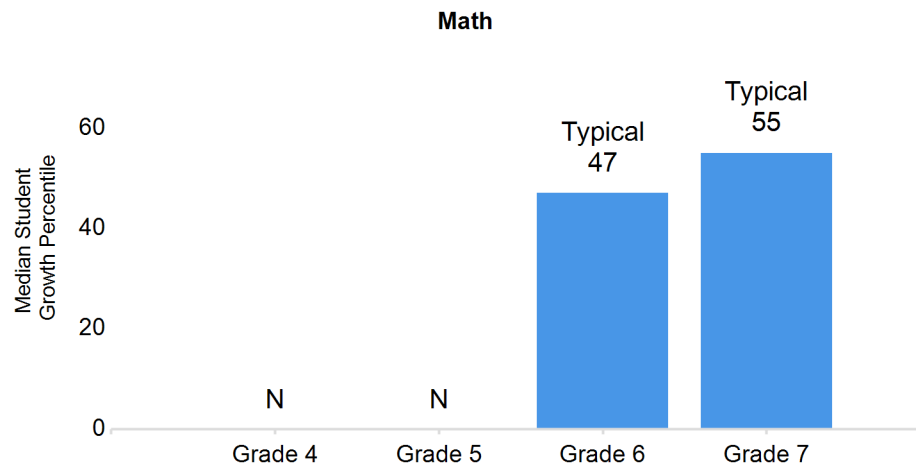
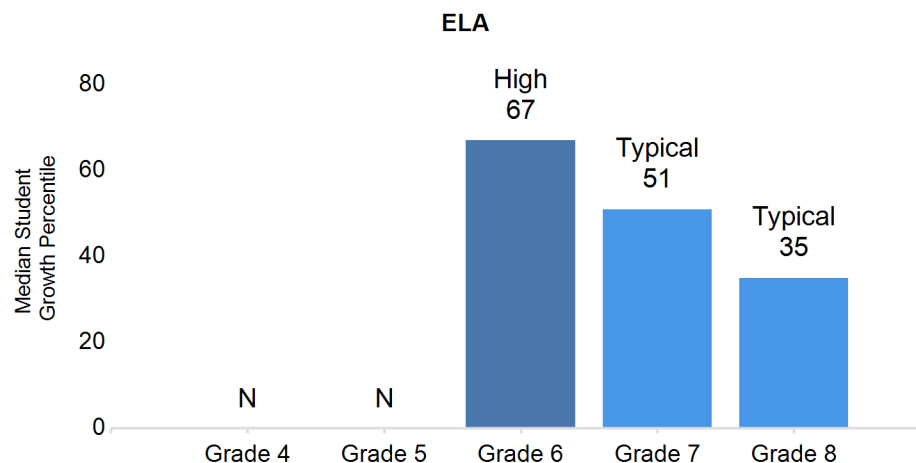
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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	209
7	4	0	156
8	88	14	102
Schoolwide	92	14	467

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	117	0	0	0	0	0	0
7	83	0	0	0	0	0	0
8	85	0	0	0	0	0	0
Schoolwide	285	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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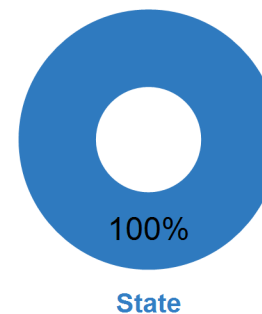
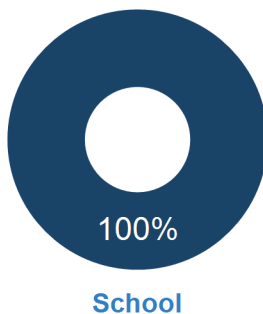
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Visual and Performing Arts – Course Participation

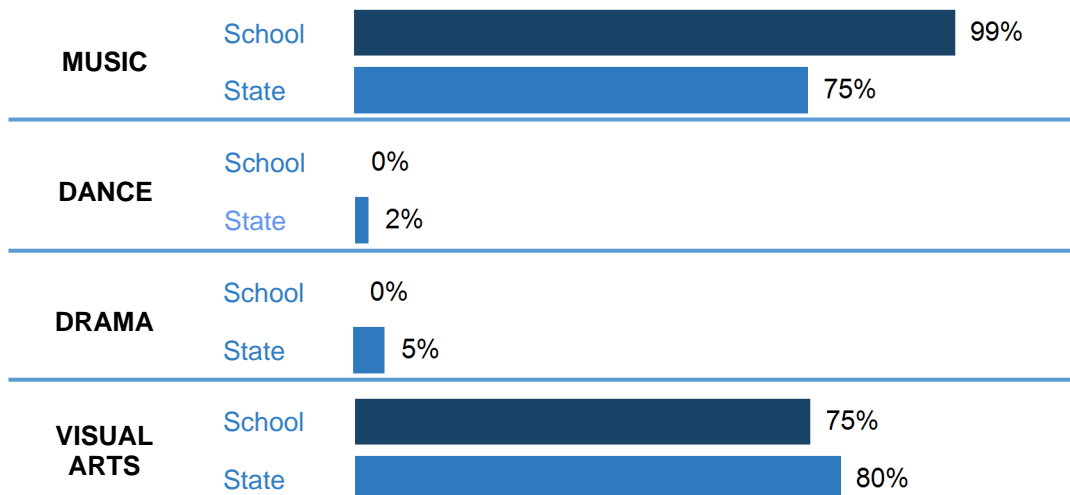
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



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.

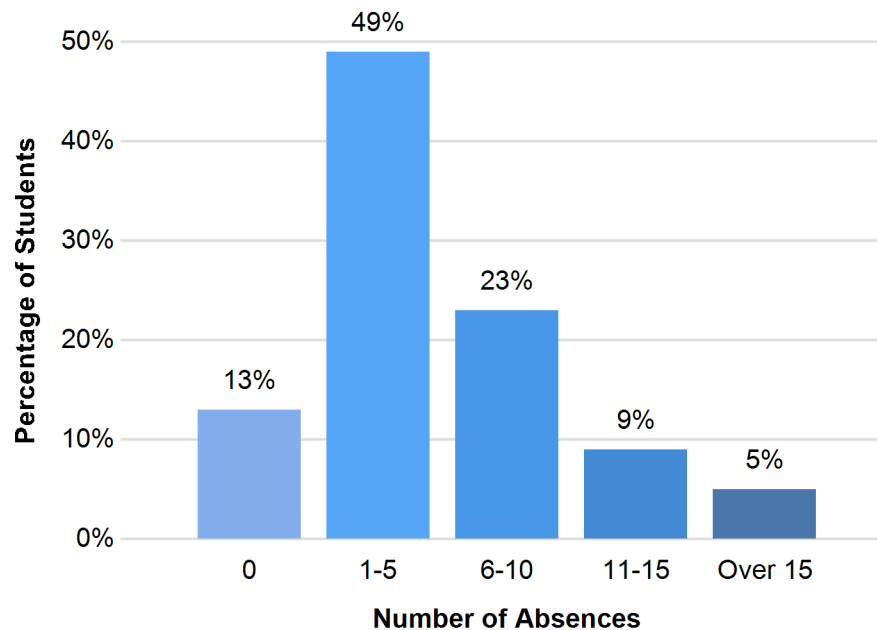
Chronic Absenteeism

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	4.20	8.70	Met Target
White	8.00	8.70	Met Target
Hispanic	3.90	8.70	Met Target
Black or African American	4.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.60	8.70	Met Target
Students with Disabilities	7.70	8.70	Met Target
English Learners	N	**	**

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.



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

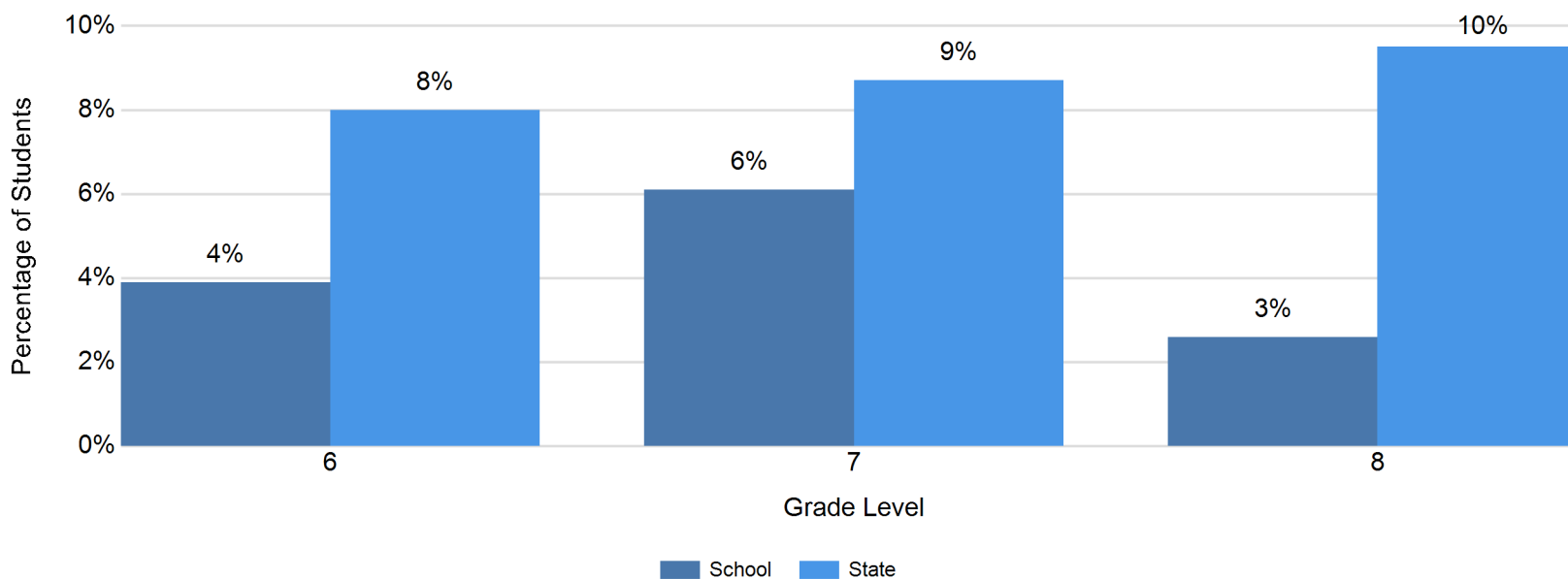


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Chronic Absenteeism by Grade

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	8:05AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 15 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)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.87

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	5.2%
Out-of-School Suspensions	4.8%
Any Suspension	10.0%

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	1:1	152.3 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)	\$440	\$12,164	\$12,604



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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	54	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	72%	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	44	9,506
Average years experience in public schools	9.6	15.9
Average years experience in district	6.4	11.6
Administrators in district for 4 or more years	46%	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	289:1	164:1
Librarian/Media Specialists		3612:1
Nurses		1445:1
Counselors		556:1
Child Study Team		185:1



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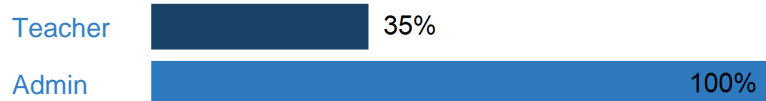
Teachers and Administrators - Level of Education

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	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	93%



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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	64.2	17.5%
Mathematics Proficiency	48.9	17.5%
English Language Arts Growth	37.2	25.0%
Mathematics Growth	49.1	25.0%
Chronic Absenteeism	76.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.8
Summative Rating: Percentile rank of Summative Score		54.1
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	52.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	40.0	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	53.8	11.9	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
Black or African American	68.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	47.0	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	62.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	39.7	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
English Learners	56.4	11.9	No	N	N	**	Met Target	Met Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Hueston	Email Address:	rhueston@pway.org
Address:	243 NORTH RANDOLPHVILLE RD PISCATAWAY, NJ 08854	Website:	http://schor.piscatawayschools.org/
Phone:	(732)752-4457	Facebook:	https://www.facebook.com/pwayschools
		Twitter:	https://twitter.com/pwayschools

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Diversity of District • Curriculum incl. highly regarded Readers & Writers Workshop, various math offerings & Next Generation Science Standards • Excellent Fine and Performing Arts, Athletic and Extra-curricular Programs
 <p>Mission, Vision, Theme:</p>	<p>The Vision of our You, I, We Inspire Theme is to reach every student & staff member, help them see their own self-worth & to value their culture & ability level. The overarching goal of the program is to seek & inspire teachers to think outside-the-box & instill a stronger work ethic in students. The Board of Education & Administration give principals & teachers freedom to explore partnerships with higher education institutions & business entities to go beyond traditional school experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our You, I, We Inspire campaign was named Grand Prize winner by the National School Board Association; The NSBA presented its School Leader award to the Piscataway High School-Rutgers Biomedical Program; District Administrator Magazine named Piscataway a District of Distinction for our ESL program, the third time in two years this program has received national honors; Piscataway Schools #60 in New Jersey by Niche.com.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Columbia Readers and Writer’s Workshop, Go-Math and implementation of the Next Generation Science Standards, Digital Literacy, Visual and Performing Arts, Gifted and Talented Programs, Referral to Intervention</p>
 <p>Sports and Athletics:</p>	<p>Piscataway athletes consistently perform at the state level. During the 2016-2017 school year, our football team and wrestling team won state titles and over 20 Piscataway High School students were awarded athletic scholarships.</p>
 <p>Clubs and Activities:</p>	<p>Technology , Science, Yoga, Art, Digital, Garden, Wellness, Robotics, STEM, Student Council, Math, Yearbook</p>
 <p>Before and After School Programs:</p>	<p>Community Education offers Before Care, After Care, Enrichment and Summer programs for K-8 students and additional cost.</p>







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 <p>Postsecondary Information:</p>	<p>96% of Piscataway High School students continue their education or participate in post-secondary career paths: 54% attend four year, 34% attend two year, 2% attend technical school, 2% Military, 4% Employment, 4% Undecided</p>
 <p>Student Supports and Services:</p>	<p>A full spectrum of programs are offered for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Piscataway Township Public Schools has maintained an excellent Health Services department that provides many supports to our families. Wellness programs and committees exist district wide so we remain mindful of all the needs of our school community.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and teacher organization exist throughout the school district. Examples of these partnerships are the Education Foundation and Parent Teacher Organizations (PTO).</p>