




Emerson Jr Sr High
2016-2017
Grade Span 07-12

03-1360-050
BERGEN
EMERSON BORO
131 MAIN STREET
EMERSON, NJ 07630

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	91	85	83
8	83	96	87
9	89	70	84
10	102	92	75
11	103	101	96
12	91	101	103
Ungraded	13	10	5
Total	572	555	533

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	44%	43%	44%
Male	56%	57%	57%
Economically Disadvantaged Students	8%	8%	5%
Students with Disabilities	15%	15%	15%
English Learners	2%	2%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	80.5%
Hispanic	8.6%
Asian	8.4%
Black or African American	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.9%

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	533
Shared Time Students	0
Full Time Equivalent	533

Enrollment by Home Language

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

Home Language	% of Students
English	85.4%
Spanish	4.5%
Chinese	1.7%
Korean	1.1%
Other	7.6%



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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	304	92.2	67.40	69.30	54.90	65.4	63.7	Met Target
White	239	90.3	68.60	70.70	63.90	65.2	63.7	Met Target
Hispanic	24	100.0	37.50	48.80	39.80	37.5	36.9	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	75.80	83.40	80.70	75.8	78.9	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	122	90.6	83.60	80.80	62.20	79.5		
Male	182	93.4	56.60	59.50	48.10	55.6		
Economically Disadvantaged Students	18	94.7	50.00	44.70	36.20	*	**	**
Non-Economically Disadvantaged Students	286	92.1	68.50	71.40	65.80	*		
Students with Disabilities	46	92.0	32.60	33.00	20.50	31.6	35.4	Met Target†
Students without Disabilities	258	92.3	73.70	76.10	61.90	71.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	770	770	756	*	*	22%	46%	27%	73%	59%
White	62	771	771	764	*	*	21%	47%	27%	74%	69%
Hispanic	10	764	764	742	0%	*	*	*	*	70%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	36	786	786	764	*	*	*	47%	*	94%	68%
Male	46	758	758	749	*	*	*	46%	*	57%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	14	748	748	719	*	*	*	*	*	43%	19%
Students without Disabilities	68	775	775	763	*	*	*	*	*	79%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	82	770	770	758	*	*	22%	46%	27%	73%	*
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	86	766	766	757	*	*	26%	41%	24%	65%	59%
White	67	766	766	764	*	*	28%	39%	25%	64%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	33	775	775	766	*	*	*	49%	30%	79%	68%
Male	53	760	760	749	*	*	*	36%	21%	57%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	86	766	766	759	*	*	26%	41%	24%	65%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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English Language Arts/Literacy Assessment - Performance 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	84	764	764	749	*	*	17%	51%	19%	70%	52%
White	67	763	763	757	*	*	18%	55%	15%	70%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	10	786	786	777	*	0%	*	*	*	80%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	41	770	770	756	*	*	*	56%	*	81%	60%
Male	43	758	758	741	*	*	*	47%	*	61%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	13	729	729	714	*	*	*	*	0%	23%	13%
Students without Disabilities	71	770	770	754	*	*	*	*	23%	79%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	*	*	*	705	*	*	*	*	*	*	*



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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	55	754	754	743	*	*	24%	53%	*	60%	46%
White	43	757	757	749	*	*	*	56%	*	65%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	16	763	763	752	*	*	*	75%	*	75%	54%
Male	39	750	750	734	*	*	*	44%	*	54%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	55	754	754	745	*	*	24%	53%	*	60%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	*	*	*	694	*	*	*	*	*	*	*



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

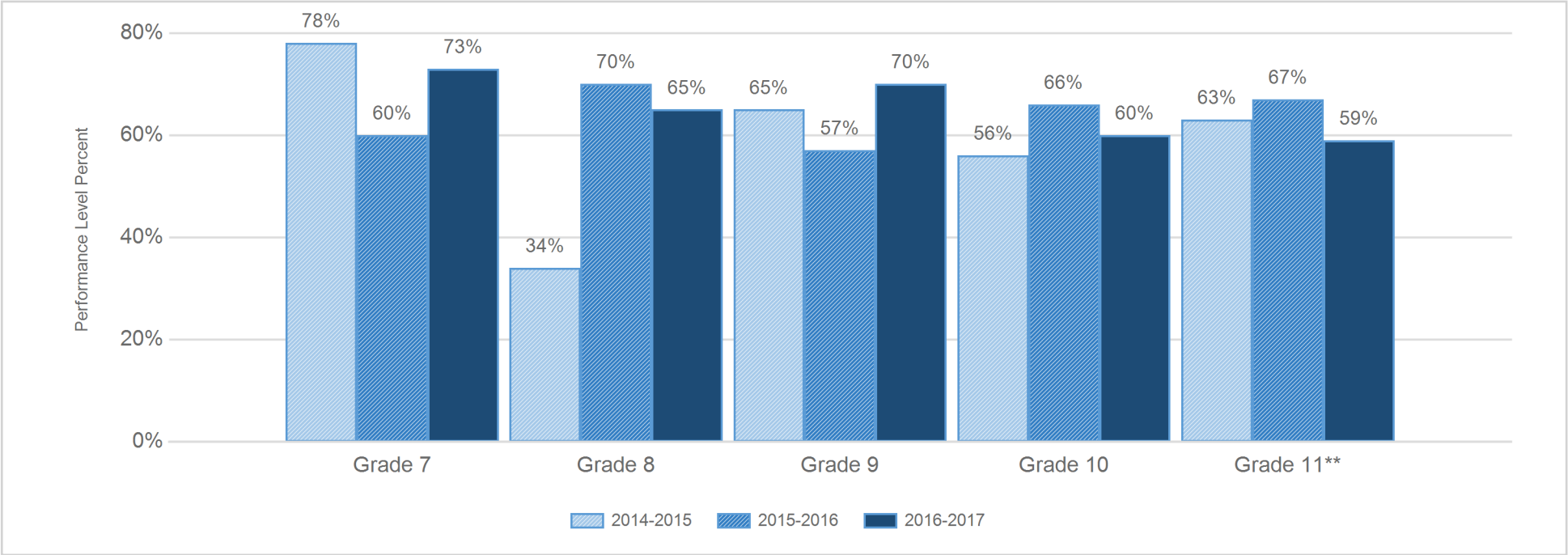
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	22	745	745	736	*	*	*	59%	0%	59%	38%
White	10	745	745	738	0%	*	*	*	0%	60%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	*	*	*	744	*	*	*	*	*	*	46%
Male	*	*	*	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

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	298	90.7	47.30	49.40	43.50	45.1	40.4	Met Target
White	234	88.7	46.20	49.10	52.40	43.1	40.1	Met Target
Hispanic	24	100.0	25.00	28.90	27.60	25	25.9	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	97.0	68.70	77.90	75.60	68.7	51.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	120	89.2	43.30	49.70	44.10	40.5		
Male	178	91.8	50.00	49.10	42.90	48.3		
Economically Disadvantaged Students	18	94.7	33.30	36.20	25.10	*	**	**
Non-Economically Disadvanatged Students	280	90.5	48.20	50.50	54.30	*		
Students with Disabilities	45	90.0	28.90	30.20	16.50	27.4	18	Met Target
Students without Disabilities	253	90.8	50.60	52.90	48.80	48.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	750	750	741	*	15%	30%	50%	*	54%	40%
White	60	750	750	748	*	17%	30%	50%	*	53%	49%
Hispanic	10	740	740	730	*	*	*	*	0%	50%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	34	749	749	743	*	*	29%	53%	*	53%	41%
Male	46	750	750	740	*	*	30%	48%	*	54%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	13	737	737	716	*	*	*	*	*	39%	11%
Students without Disabilities	67	752	752	746	*	*	*	*	*	57%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	80	750	750	742	*	15%	30%	50%	*	54%	*
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	51	729	729	728	*	*	49%	20%	0%	20%	28%
White	40	729	729	736	*	*	48%	*	0%	20%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	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	19	727	727	730	*	*	53%	*	0%	16%	30%
Male	32	731	731	725	*	*	47%	*	0%	22%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	51	729	729	729	*	*	49%	20%	0%	20%	*
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	753	753	743	*	12%	26%	52%	*	56%	42%
White	61	751	751	751	*	*	30%	53%	0%	53%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	768	768	774	*	*	0%	*	*	79%	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	34	746	746	744	*	*	*	47%	*	47%	43%
Male	48	758	758	741	*	*	*	56%	*	63%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	13	716	716	714	*	*	*	*	*	15%	10%
Students without Disabilities	69	760	760	747	*	*	*	*	*	64%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	*	*	*	715	*	*	*	*	*	*	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	66	743	743	734	*	26%	27%	35%	*	42%	30%
White	55	745	745	740	*	22%	31%	36%	*	44%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	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	*	*	*	733	*	*	*	*	*	*	32%
Female	30	747	747	735	*	*	*	33%	*	43%	31%
Male	36	740	740	733	*	*	*	36%	*	42%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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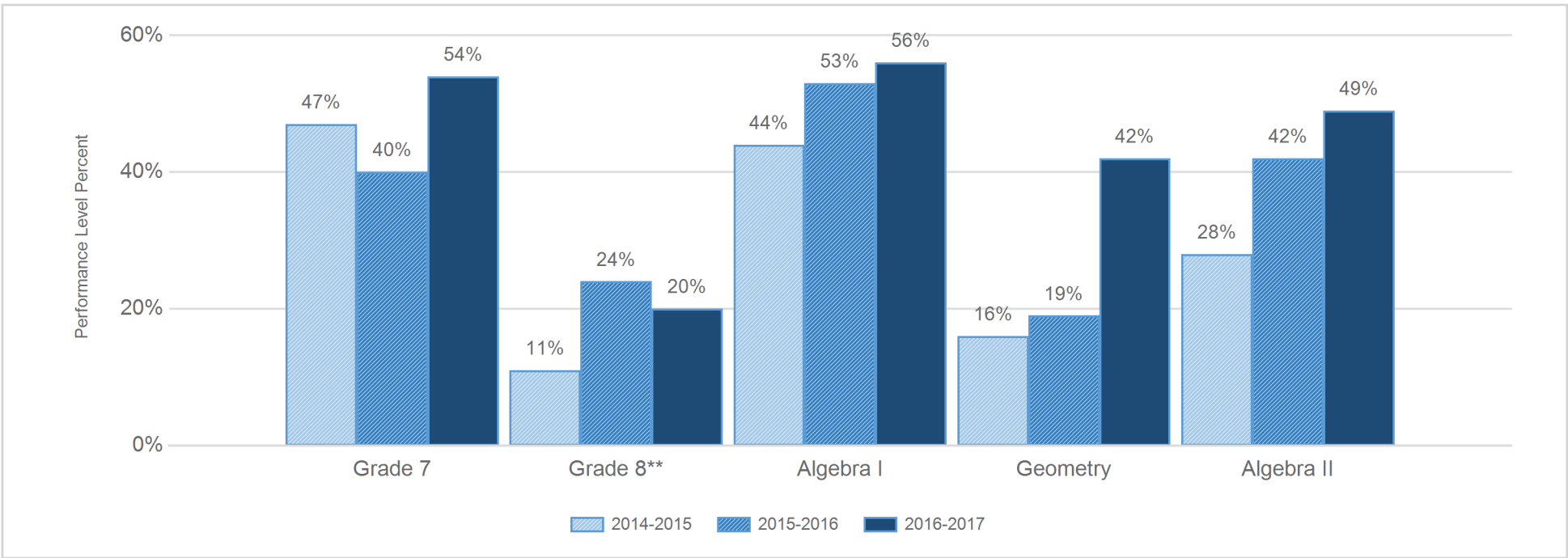
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	742	742	725	*	*	*	49%	0%	49%	28%
White	23	749	749	731	*	*	*	57%	0%	57%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	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	11	738	738	725	*	*	*	*	0%	27%	27%
Male	22	744	744	725	*	*	*	*	0%	59%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	33	742	742	726	*	*	*	49%	0%	49%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	N	N
8	*	*
9	N	N
10	N	N
11	N	N

English Language Proficiency Test - Participation and Performance

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

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

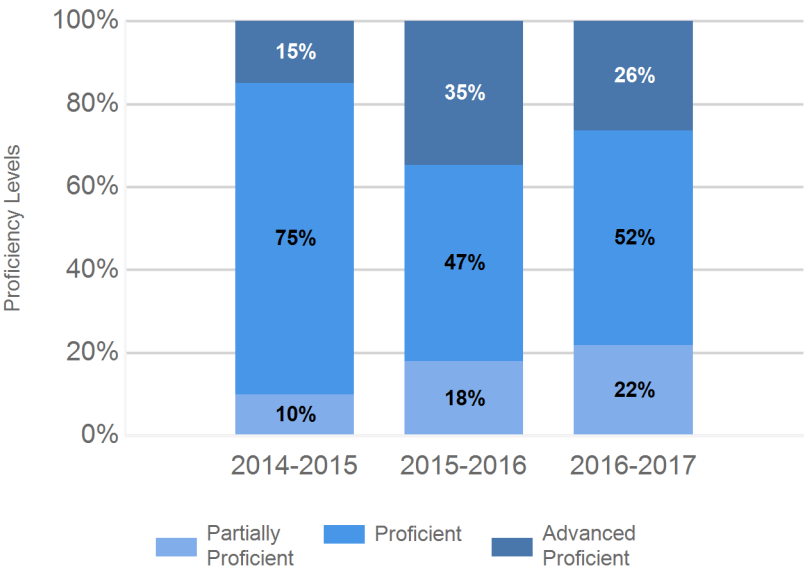
NJASK Science Assessment Performance: Grade 8

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	26%	52%	22%
White	27%	52%	*
Hispanic	N	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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This section 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.

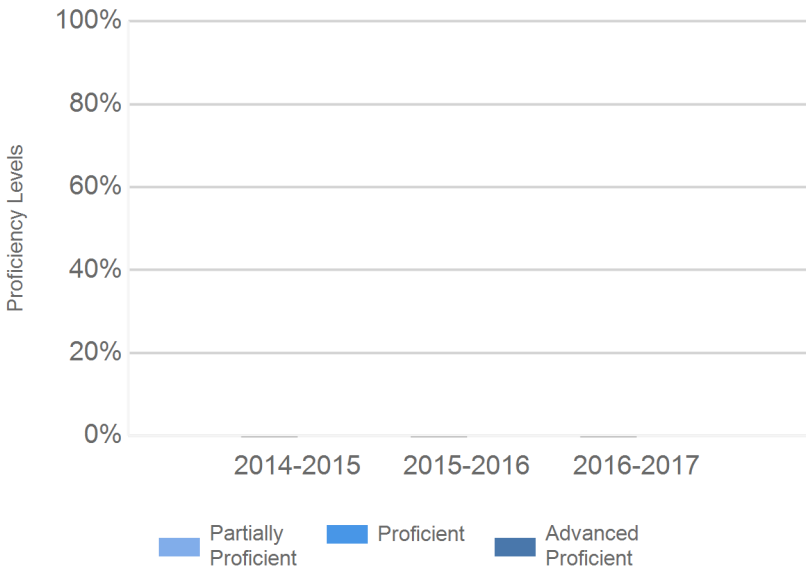
Biology Assessment - Performance

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

Biology Assessment - Proficiency Trends

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	47	50	Met Target	62.5	55	50	Exceeds Target
White	45	47	50	Met Target	62	54.5	52	Exceeds Target
Hispanic	25	43	49	**	*	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	36	61	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	29	36.5	41	Not Met	38	40	43	**
English Learners	*	*	53	**	N	N	N	N

** 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:

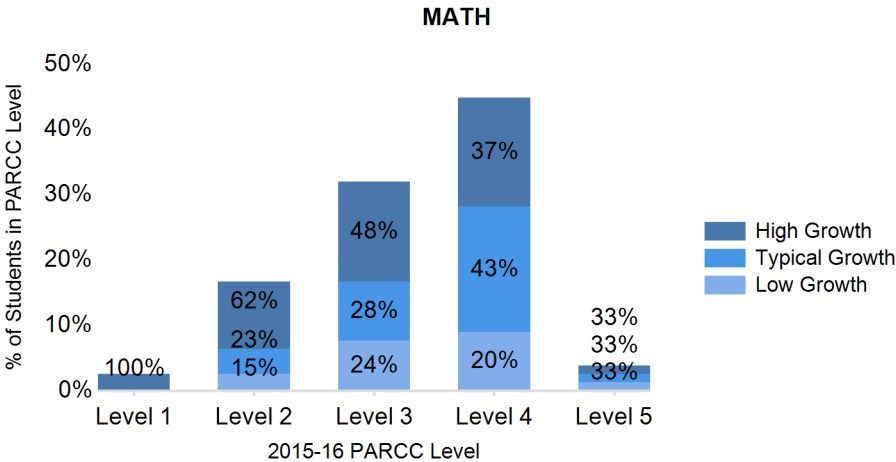
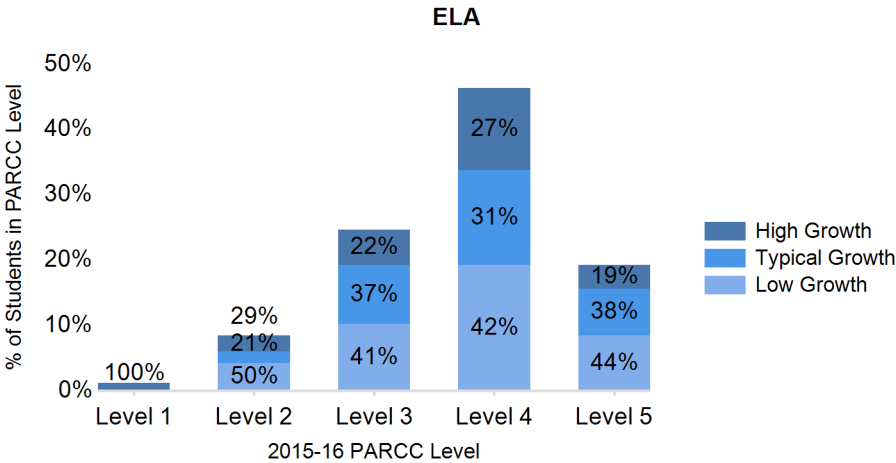
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

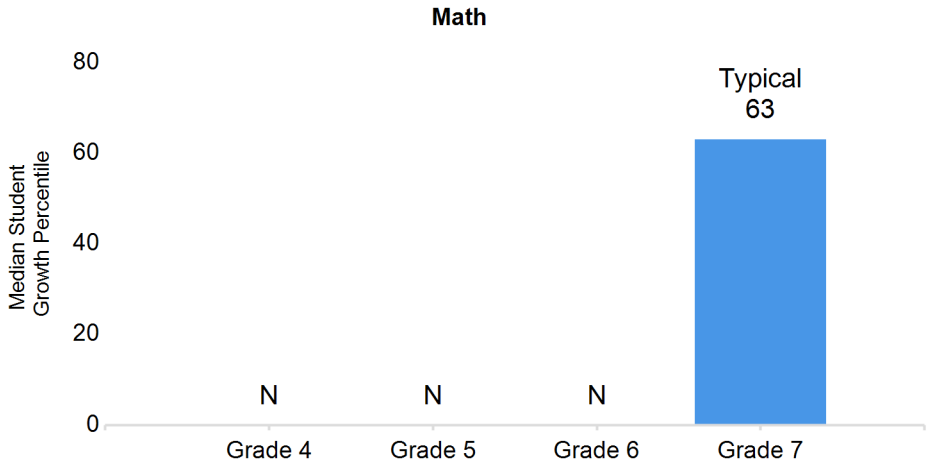
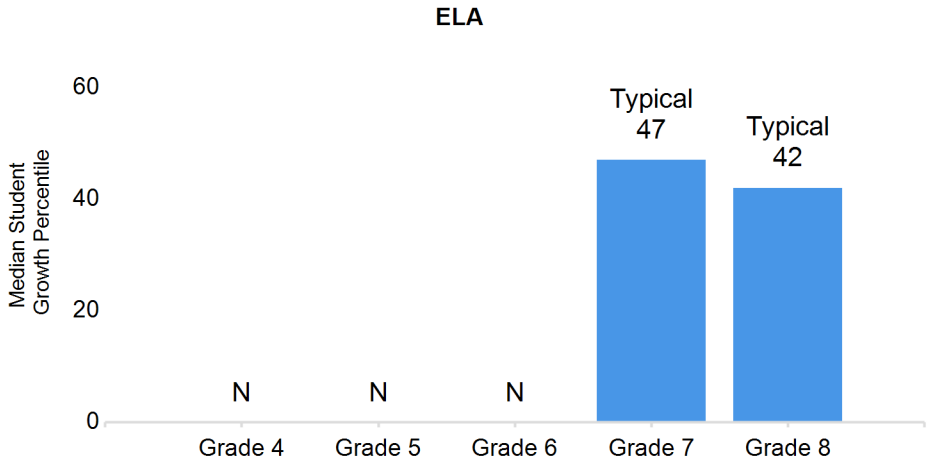
Student Growth by Performance Level

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 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	98.8%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	46.6%	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	495	481	Varies By Grade	74%	67%
PSAT - Math	486	483	Varies By Grade	46%	49%
SAT - Reading and Writing	574	551	480	88%	77%
SAT - Math	563	552	530	70%	58%
ACT - Reading	24	24	22	65%	65%
ACT - English	23	24	18	83%	79%
ACT - Math	22	24	22	48%	65%
ACT - Science	22	23	23	44%	54%



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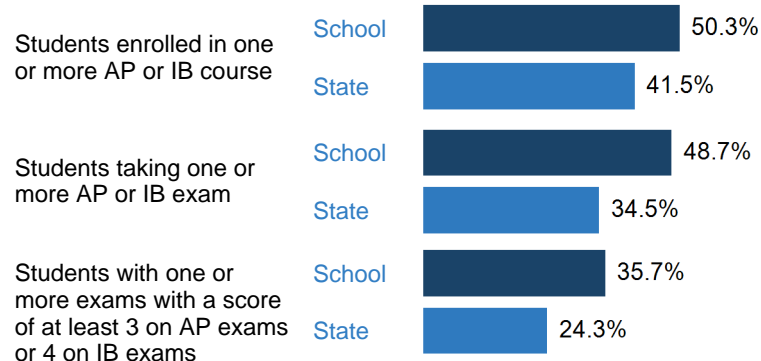
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

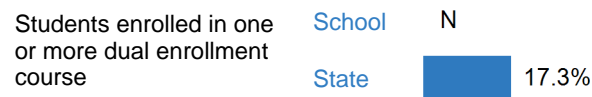
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	16	14
AP Biology	23	22
AP Calculus AB	22	16
AP Calculus BC	0	1
AP Computer Science A	0	5
AP English Literature and Composition	19	19
AP Microeconomics	1	1
AP Physics 1	0	4
AP Physics B	8	0
AP Physics C: Mechanics	0	1
AP Psychology	47	46
AP Spanish Language	5	5
AP Statistics	14	14
AP U.S. Government and Politics	5	4
AP U.S. History	34	32
Total Exams Taken		184
Exams with scores of at least 3 on AP exams or 4 on IB exams		120



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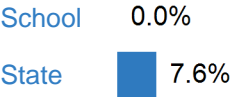
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

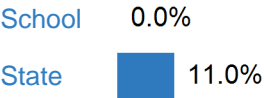
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

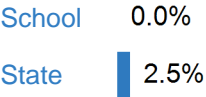
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**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
7	0	0	0	0	0	0	84
8	34	0	0	0	0	0	53
9	48	38	0	0	0	0	2
10	2	46	11	1	0	1	21
11	0	3	43	41	4	2	7
12	0	0	1	24	31	11	33
Schoolwide	84	87	55	66	35	14	200
Enrolled in AP/IB Course					22	14	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	0	0	0	0	86	0
10	0	72	0	0	3	2
11	12	4	0	0	89	4
12	11	0	0	0	5	9
Schoolwide	23	76	0	0	183	15
Enrolled in AP/IB Course	23	0		0	8	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	86	0	0	0	0	0
10	0	75	0	9	0	1
11	0	97	0	35	0	1
12	0	20	0	41	0	23
Schoolwide	86	192	0	85	0	25
Enrolled in AP/IB Course	0	34	0	47	0	5

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.

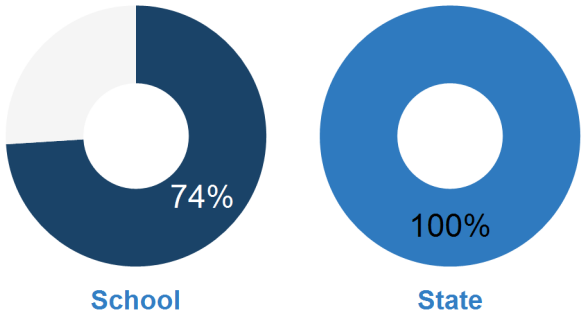
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	84	0	0	0	0	0	0
8	80	0	0	0	0	0	0
9	72	0	4	0	0	0	0
10	66	0	8	0	0	0	0
11	49	0	14	0	0	0	0
12	10	0	4	0	0	0	0
Schoolwide	361	0	30	0	0	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Level 3 or Higher	80	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

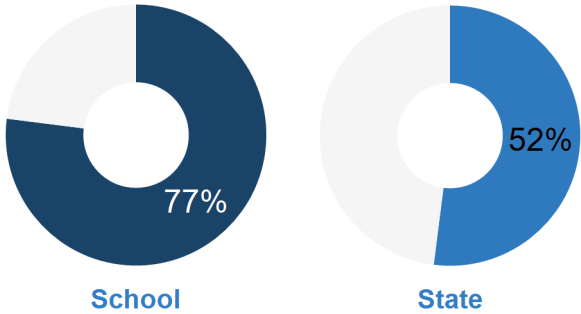
Grades 6-8:

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

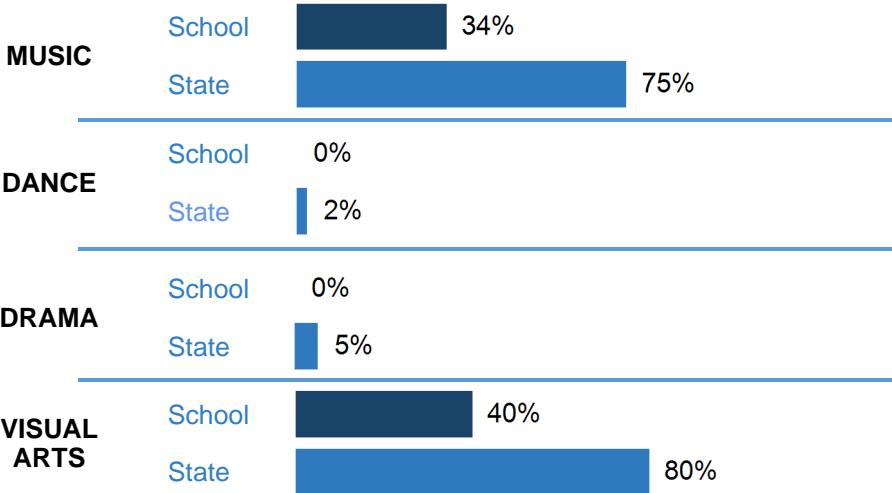


Grades 9-12:

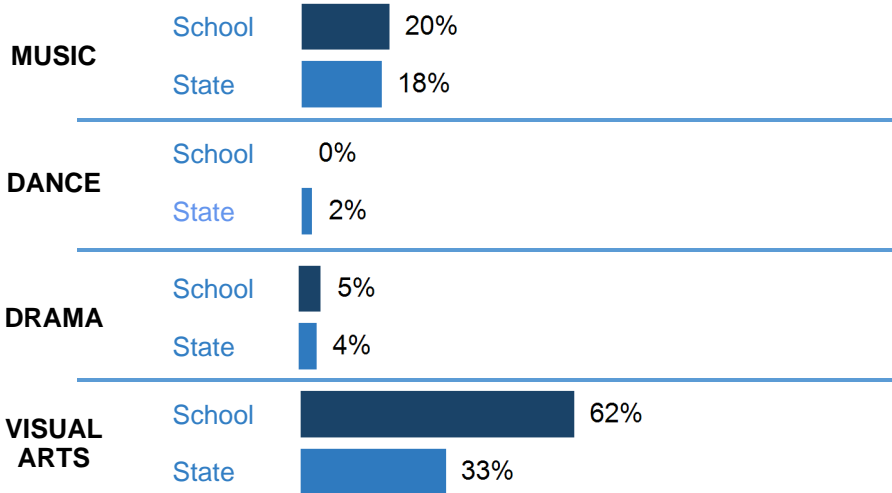
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



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	98.1%	90.5%	97.1%	91.8%	96.2%	N	Met Goal	97.8%	N	Met Goal
White	98.9%	94.5%	97.4%	95.1%	96.2%	N	Met Goal	97.5%	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	100.0%	**	**	*	**	**
Black or African American	N	83.4%	*	85.3%	*	**	**	N	N	N
Asian, Native Hawaiian or Pacific Islander	*	96.6%	90.0%	97.5%	90.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	100.0%	85.6%	100.0%	**	**	*	**	**
Students with Disabilities	86.7%	78.8%	78.6%	82.1%	73.3%	**	**	92.9%	**	**
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	98.1%	-
2016	96.2%	97.1%
2015	93.5%	97.8%

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	N	N
2015-2016	N	N
2014-2015	N	N



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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	80.2%	18.5%	81.5%
White	84.1%	18.9%	81.1%
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	69.2%	0%	100%
English Learners	N	N	N

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	84%	16.7%	83.3%	70.2%	29.8%	64.3%	35.7%
White	84.9%	14.5%	85.5%	66.1%	33.9%	62.9%	37.1%
Hispanic	66.7%	30%	70%	80%	20%	80%	20%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	58.3%	57.1%	42.9%	85.7%	14.3%	85.7%	14.3%
Students with Disabilities	63.6%	42.9%	57.1%	57.1%	42.9%	71.4%	28.6%
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

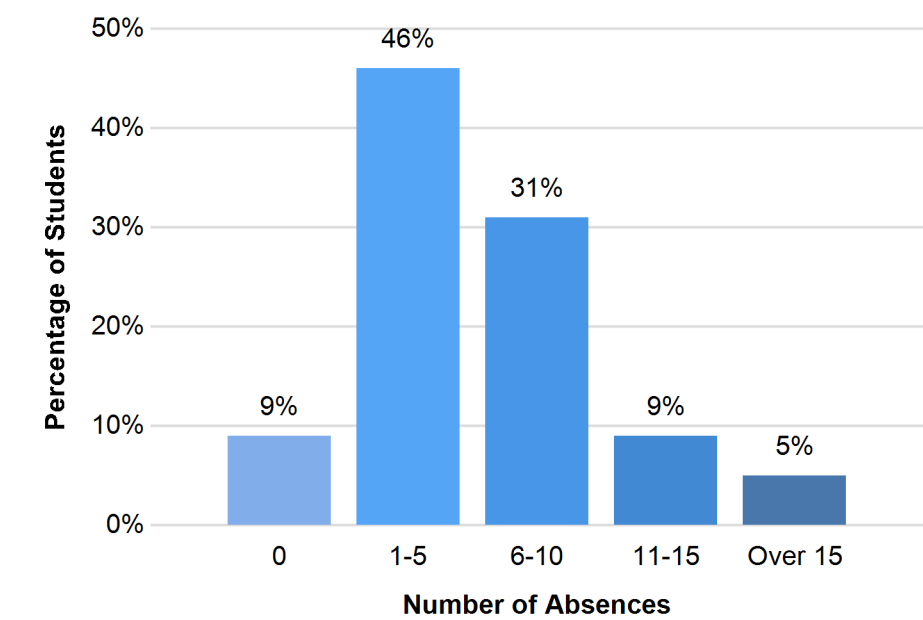
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.70	12.60	Met Target
White	3.90	12.60	Met Target
Hispanic	6.50	12.60	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	12.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.40	12.60	Met Target
Students with Disabilities	10.10	12.60	Met Target
English Learners	N	**	**

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

Days Absent

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





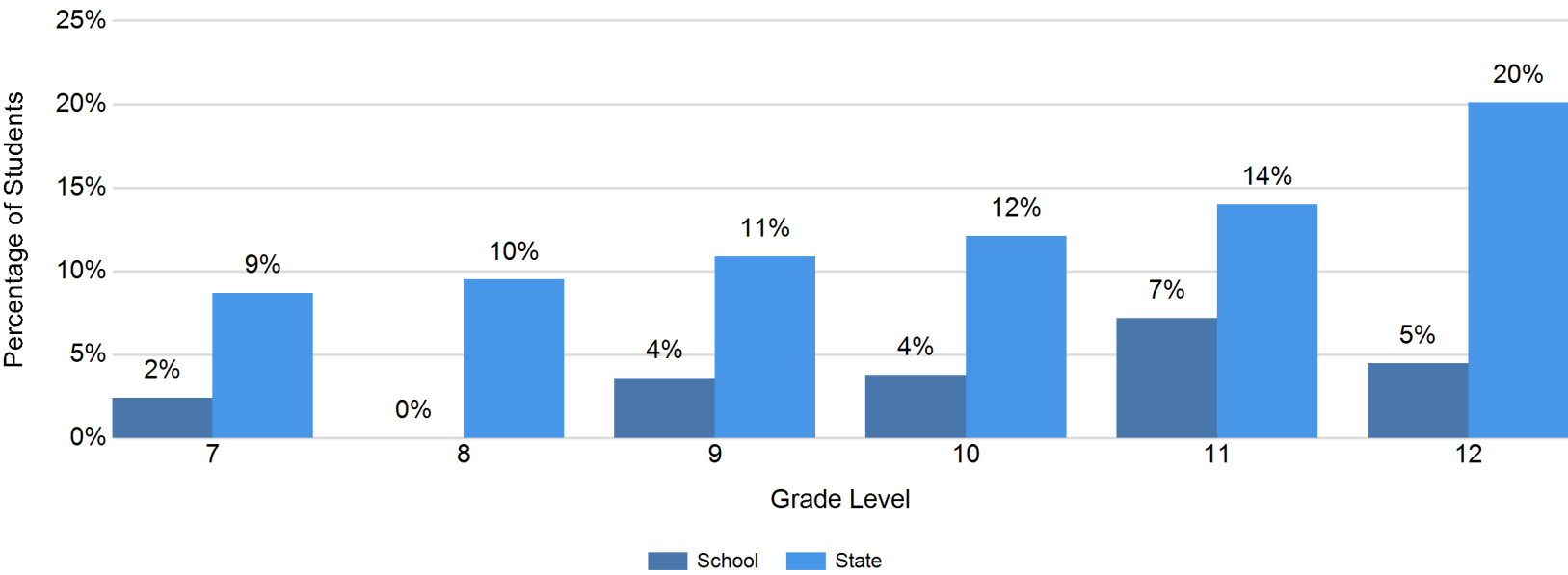
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.19

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	0.9%
Out-of-School Suspensions	4.3%
Any Suspension	5.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	867.3 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$294	\$14,796	\$15,090



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	8.3	10.5
Teachers in district for 4 or more years	68%	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	10	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	133:1	115:1
Librarian/Media Specialists		577:1
Nurses		577:1
Counselors		288:1
Child Study Team		288:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	78.7	12.5%
Mathematics Proficiency	78.7	12.5%
Graduation - 4-Year	70.2	15.0%
Graduation - 5-Year	71.1	15.0%
English Language Arts Growth	53.2	15.0%
Mathematics Growth	93.2	15.0%
Chronic Absenteeism	91.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.6
Summative Rating: Percentile rank of Summative Score		89.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	76.6	19.6	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Exceeds Target	No
White	82.7	19.6	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Exceeds Target	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	N	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Met Target	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	**	**	No
Students with Disabilities	49.8	11.9	No	Met Target†	Met Target	Met Target	**	**	Not Met	**	No
English Learners	**	**	No	**	**	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Hutchinson	Email Address:	bhutchinson@emersonschools.org
Address:	131 MAIN STREET EMERSON, NJ 07630	Website:	ejshs.emersonschools.org
Phone:	(201)262-4447	Twitter:	twitter.com/EmersonJSHS

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"> • 2016 AP Honor Roll; record number of AP Scholars (27) • 1:1 Laptop school with all students using Chromebooks • Option II Programs for Internships and Bergen Community College allow seniors to earn job experience or college credit
 Mission, Vision, Theme:	<p>The mission of Emerson Junior-Senior High School is to provide its students with a comprehensive education in preparation for life, college, and career. In addition, the school will articulate, model and cultivate habits of mind, body, and heart that promote the enjoyment of a fulfilling and good life. Finally, the school seeks to nurture the qualities of citizenship—initiative and adaptability—that are central to a vibrant democracy.</p>
 Awards, Recognition, Accomplishments:	<p>Emerson was named to the College Board AP Honor Roll in 2016. Emerson had a record number of AP scholars (27) in the 2016-17 school year. 5 students were named AP Scholar with Honor and 8 students were named AP Scholar with Distinction.</p>






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 Courses, Curriculum, Instruction:	<p>Emerson provides Option II opportunities for students including Bergen Community College Prep program, Internships with local businesses, hospitals, schools, and service organizations. Emerson offers students the option to take courses outside of the local course offerings through Virtual High School. Emerson has offered new courses such as AP Computer Science, AP Language, and a new double-period block for Junior High Mathematics and Language Arts.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Emerson won 8 league titles in the NJIC Division in the following sports: Boys Soccer, Girls Cross Country, Wrestling, Girls Basketball, Bowling, Softball, Girls Lacrosse and Boys Lacrosse. The Wrestling Team also won District 3 Champions as well as being named BCCA Wrestling Team of the Year (Small School). The Girls Basketball team as well as our Baseball Team are Group 1, North 1 State Sectional Champions.</p>
 Clubs and Activities:	<p>Emerson offers a range of clubs to its Junior and Senior High students, promoted at the annual Club Fair in September. Clubs include Student Council, National Honor Society, ECTV, Relay for Life, Environmental Club, Fashion Club, Spectrum, Debate (Varsity/JV/Junior High), Key Club, Drama Club, Stage Club, DECA, etc. All clubs meet during Activity Period, which allows students to maximally involved in co-curriculars / sports/ academics.</p>








Emerson Jr Sr High
2016-2017
Grade Span 07-12

03-1360-050
BERGEN
EMERSON BORO
131 MAIN STREET
EMERSON, NJ 07630

School Narrative

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 Staff and Professional Learning:	Professional learning in Emerson is focused around research-based, job-embedded practices. Nine teachers act as instructional coaches and support teachers in doing classroom research through six-week coaching cycles. Additional teachers lead departments and committees in creating common rubrics and learning together by examining student work. Outside consultants provide workshops and on-site coaching around standards-based practices in reading, writing, math, and science.
 Postsecondary Information:	Emerson students all take PSAT 10/11 during the school day, with tuition paid by the Board of Education. Juniors are encouraged to participate in a BOE-subsidized SAT test preparation course that meets on Sunday afternoons in preparation for the March SAT administration. The School Counseling Department provides outstanding programming to parents through Freshman-Sophomore Family Night, Junior Family Night, Financial Aid Night, and the Admissions Panel Presentation.
 Student Supports and Services:	Emerson provides tiered intervention services to students through 504 and I&RS planning. Classified students have access to instruction through special class programs, in-class support, replacement instruction, etc. All Emerson students have access to faculty during the school day during office hours, and have access to peer tutoring services on a scheduled or drop-in basis with the National Honor Society.
 Student Health and Wellness:	Emerson students have thrived in a wellness program provided to students with scheduled / drop-in counseling for academic, social, emotional needs. Students participate in thematic group counseling, and alternative lunch programming designed to reduce anxiety and build social abilities. The nursing office provides students with regular preventive programming led by the school nurse and a network of care specialists in the county.
 Parent and Community Involvement:	Genesis Parent Portal is the platform for parents to access important information about their child's academic performance, to receive school correspondence, grades, and attendance records for their child. Emerson provides regular e-mail correspondence to keep parents informed of school updates, events, and as a means of recognizing student achievement. Google Classroom is a cloud-based platform that provides students with access to assignments and announcements for all EJSBS classes.



Emerson Jr Sr High
2016-2017

Grade Span 07-12

03-1360-050
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Climate Surveys:

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

Emerson Junior-Senior High School conducted a general school survey to parents and students in the 2016-17 school year. Results were received, analyzed and published to the community via Constant Contact. Follow-up discussions were had with key communicator groups such as Cavo Partners. Emerson Junior-Senior High School also conducted a Chromebook survey of its students. Information collected was used to shape student policies and enhance classroom instruction using technology.



Facilities:

Emerson has upgraded its wi-fi access points to enhance the 1:1 laptop experience for students. Emerson has renovated two courtyards and its Media Center to provide accessible, inspiring spaces to learn throughout the day and especially during the Student Activity Period. The gym and athletic training office have recently received significant upgrades designed to support the needs and safety of Emerson student athletes.




Emerson Jr Sr High
2016-2017

Grade Span 07-12

03-1360-050
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<div>  <div>Other Information:</div> </div>	<p>Emerson’s schedule increases opportunities for student involvement and independence. The schedule provides an activity period (11:00 a.m. - 12:00 p.m.) for students to connect with teachers for office hours or attend club meetings. Emerson also uses the activity period for class meetings, guest speakers, college presentations, etc. Placing the activity period into an expanded lunch provides opportunity for students to be involved in activities to expand interests and support their development. All teachers will be available to students through posted office hours. This will provide students with a time to connect for 1:1 extra-help, or for group review. The office hours format allows students dependable, regular access to faculty at a time when there are no staff meetings or student commitments after school. Co-Curricular / Clubs Emerson has widely expanded its extracurricular program in recent years. That growth will continue in 2017-18 with the addition of a Robotics Team, Environmental Club, Business Club (DECA), Relay for Life team, and expanded Cooking Club. These meeting times are distributed through the month to reduce conflicts and maximize opportunity for student involvement. Food Service Junior High students will eat during their regular lunch time of 11:00 a.m. - 11:30 a.m. We are pleased to report that this lunch period will now be exclusive to grade 7 and 8 students. High School students will be able to pre-order lunches for pick-up at the School Store window at 11:00 a.m., and will be permitted to eat in common areas. Snacks and refreshments will also be available at 11:00 a.m. through the School Store. Regular lunch service will be available to high school students in the Cafeteria at 11:30 a.m.</p>
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Memorial School
2016-2017


Grade Span PK-02

03-1360-070
BERGEN
EMERSON BORO
1 HAINES AVENUE
EMERSON, NJ 07630

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.
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**Memorial School
2016-2017**

Grade Span PK-02

03-1360-070
BERGEN
EMERSON BORO
1 HAINES AVENUE
EMERSON, NJ 07630

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	49	52	44
KG	85	69	84
1	72	82	67
2	72	76	83
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	19	16	16
Total	297	295	294

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	49	52	44
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	84	69	84

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%	45%	45%
Male	53%	55%	55%
Economically Disadvantaged Students	9%	9%	7%
Students with Disabilities	12%	11%	15%
English Learners	5%	6%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	66.7%
Hispanic	18.7%
Asian	10.2%
Black or African American	1.0%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	3.1%

Enrollment by Home Language

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

Home Language	% of Students
English	77.2%
Spanish	11.6%
Korean	2.0%
Greek, Modern (1453-)	1.4%
Polish	1.0%
Other	6.6%



Memorial School
2016-2017

Grade Span PK-02

03-1360-070
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

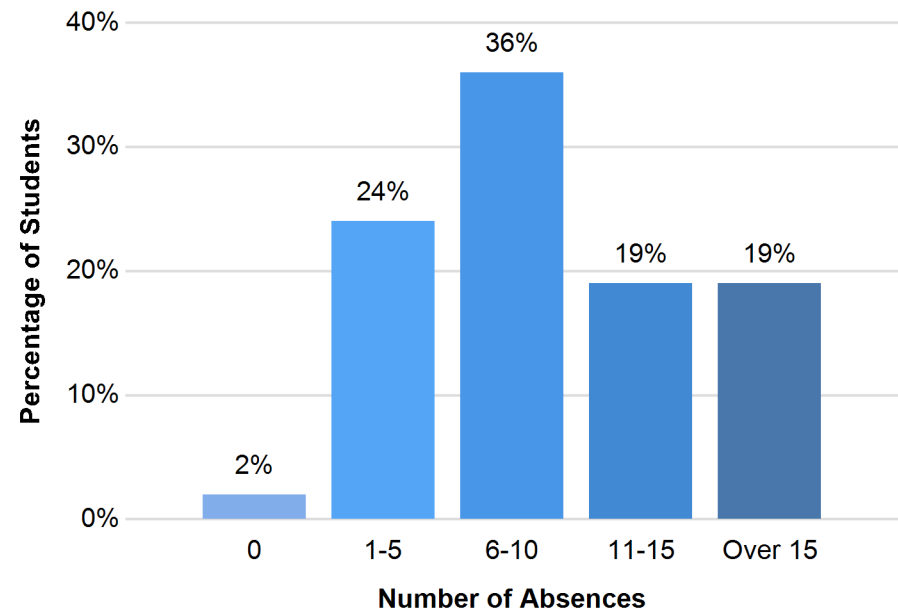
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.60	9.80	Not Met
White	10.40	9.80	Not Met
Hispanic	8.90	9.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	14.30	9.80	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.00	9.80	Not Met
Students with Disabilities	12.50	9.80	Not Met
English Learners	N	**	**

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

Days Absent

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





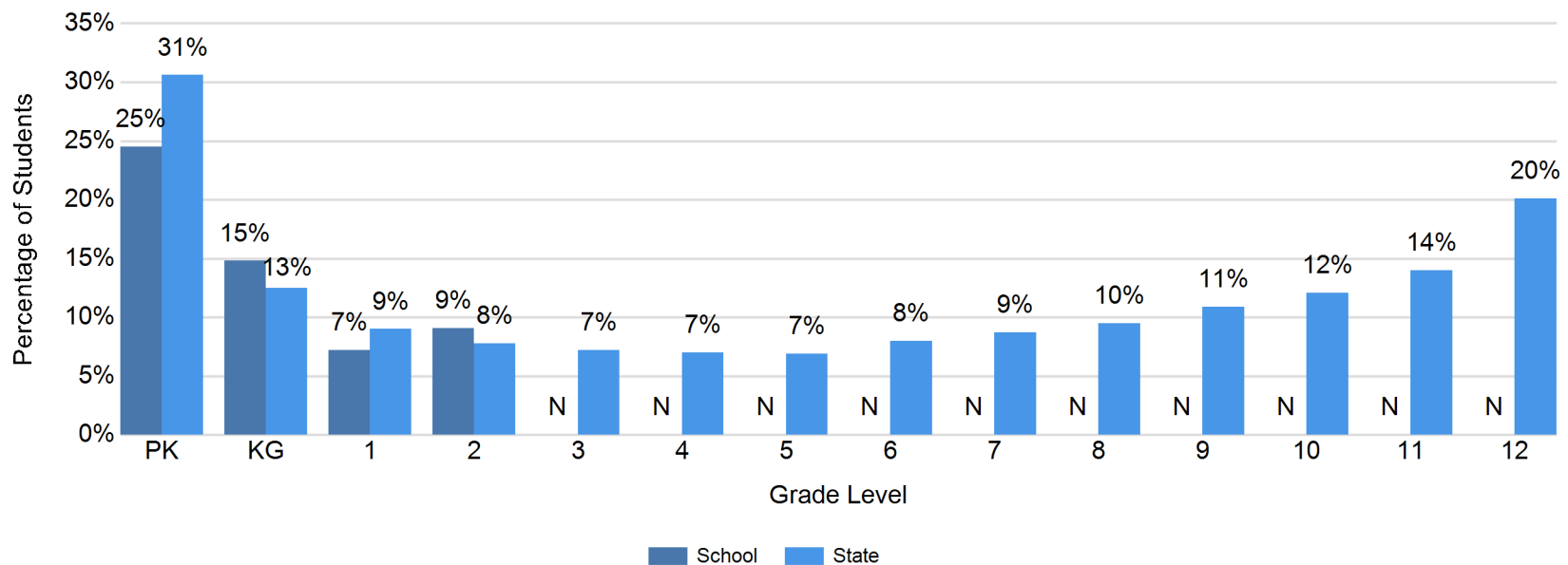
**Memorial School
2016-2017**

Grade Span PK-02

03-1360-070
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EMERSON BORO
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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.





Memorial School
2016-2017

Grade Span PK-02

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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



**Memorial School
2016-2017**

Grade Span PK-02

**03-1360-070
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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$294	\$14,796	\$15,090



Memorial School
2016-2017

Grade Span PK-02

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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	23	120,724
Average years experience in public schools	7.5	11.8
Average years experience in district	6.5	10.5
Teachers in district for 4 or more years	57%	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	10	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	294:1	115:1
Librarian/Media Specialists		577:1
Nurses		577:1
Counselors		288:1
Child Study Team		288:1

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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	86%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



Memorial School
2016-2017

Grade Span PK-02




03-1360-070
BERGEN
EMERSON BORO
1 HAINES AVENUE
EMERSON, NJ 07630

School General Info

Principal:	Mrs. Espinoza	Email Address:	jespinoza@emersonschools.org
Address:	1 HAINES AVENUE EMERSON, NJ 07630	Website:	memorial.emersonschools.org
Phone:	(201)599-7580		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Version 4, Balanced Literacy, and Next Generation Science Standards • Memorial School provides a universal pre-kindergarten program for all Emerson residents. • Small, school environment that is focused on early childhood education for Emerson's youngest learners.
 Mission, Vision, Theme:	<p>Memorial Elementary School educates Emerson's pre-kindergarten through second grade students in an environment that welcomes students to their first public school experience. A profound spirit of cooperation among the administration, teachers and parents create a caring and nurturing environment for all children who attend Memorial School. Developing a love of learning in each of our students remains an ongoing focus for all stakeholders.</p>
 Awards, Recognition, Accomplishments:	<p>Our Principal earned the Bergen County Principal and Supervisor's Association Administrative Excellence Award in the Spring of 2017.</p>



Memorial School
2016-2017

Grade Span PK-02

03-1360-070
BERGEN
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School Narrative

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Courses, Curriculum, Instruction:

Instruction is carefully guided by the NJLS and a frequently updated district curriculum. Math instruction is focused on providing students with the foundational skills necessary for solving real-world problems and mastery of the skills needed to prepare for more complex mathematics content. A comprehensive balanced approach to both reading and writing engages our students in authentic activities that explore the depth of their literacy skills.



Before and After School Programs:

Our school provides a Before and After School program for all elementary-aged students at Memorial School. The program is provided by the River Vale Educational Foundation and students are separated by appropriate age groups. A full-day preschool option is available to students.







Memorial School
2016-2017

Grade Span PK-02

03-1360-070
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 Staff and Professional Learning:	<p>Professional learning in Emerson is focused around research-based, job-embedded practices. Nine teachers act as instructional coaches and support teachers in doing classroom research through six-week coaching cycles. Additional teachers lead departments and committees in creating common rubrics and learning together by examining student work. Outside consultants provide workshops and on-site coaching around standards-based practices in reading, writing, math, and science.</p>
 Student Supports and Services:	<p>Our English as a Second Language Program and Basic Skills Program provide students with the support they need whether through small-group instruction or via a push-in model. In-class support is available at all grade levels and a resource program and self-contained classroom meet the spectrum of needs of the diverse learners in our charge. Intervention and referral services are designed to assist students who are experiencing difficulties in any area.</p>
 Student Health and Wellness:	<p>Students participate in physical activity on a daily basis whether through recess or in physical education class. A breakfast program is available to all students and our teachers do movement activities daily within the classroom.</p>
 Parent and Community Involvement:	<p>Memorial School strives to maintain parent involvement as a means of continuously improving student performance and learning. Our P.T.A. supports all of our children through the provision of programs that enhance their daily lives. It focuses its efforts on providing supplemental services and supplies for our students, such as bringing cultural arts events to the school, book fairs, student planners, student magazines, and summer reading books.</p>



**Memorial School
2016-2017**

Grade Span PK-02

**03-1360-070
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School Narrative

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Facilities:

Memorial School is 60 years old. There have been many renovations to the building, including several air-conditioned spaces. Our preschool program is housed in a separate area from the K-2 program.



Memorial School
2016-2017

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Other Information:

Our school day begins at 8:40 and ends at 3:10. Our school embraces the theme of “Hand in Hand, We Can,” proving that by working together, we can accomplish any challenge. Memorial takes particular pride in the caring and professionalism of its teaching and building staff. Aside from their dedicated classroom practice, they spend time honing their teaching skills. The participation by our teachers in professional development activities allows them to gain valuable insight into creative teaching techniques, as well as current trends in education that will directly benefit the students. Our teachers engage in Professional Learning Communities focused on strategies for working with special populations, Cyber Lunches, designed to provide training on technology integration, and instructional coaching among their colleagues. Recognizing the power of using technology as a teaching tool to complement strong instruction practices, technology integration is flourishing in our school community. Each classroom is equipped with an interactive whiteboard, twelve iPads and one teacher computer station. Technology has been integrated throughout the school day, and students utilize technology in diverse ways across all curricular areas. Our students continue to develop their character education skills through the use of the Open Circle curriculum. The purpose of Open Circle is to teach students social and emotional learning skills that will enable them to develop and maintain positive relationships with their peers, and build a close-knit classroom community. Lessons in this curriculum cover active listening, dealing with bullying, skills for calming down, and strategies for social communication. Our school conducts monthly “Handy Meetings” to celebrate school and student accomplishments and promote a positive culture as a community of learners. Memorial School is a unique place where the excitement and love for learning is demonstrated in all facets of the school.




Patrick M Villano School
2016-2017
Grade Span 03-06

03-1360-060
BERGEN
EMERSON BORO
175 LINWOOD AVENUE
EMERSON, NJ 07630-1847

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Patrick M Villano School
2016-2017
Grade Span 03-06

03-1360-060
BERGEN
EMERSON BORO
175 LINWOOD AVENUE
EMERSON, NJ 07630-1847

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
3	89	71	77
4	77	90	73
5	78	70	91
6	84	81	73
Ungraded	7	11	12
Total	335	323	326

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%	53%	52%
Male	53%	47%	48%
Economically Disadvantaged Students	8%	7%	10%
Students with Disabilities	18%	19%	17%
English Learners	5%	3%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	68.4%
Hispanic	19.6%
Asian	8.6%
Black or African American	0.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	2.1%

Enrollment by Home Language

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

Home Language	% of Students
English	81.3%
Spanish	9.8%
Korean	1.5%
Greek, Modern (1453-)	1.5%
Japanese	1.2%
Other	4.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	309	97.6	71.20	69.30	54.90	71.2	68.4	Met Target
White	214	96.9	72.90	70.70	63.90	72.9	70	Met Target
Hispanic	58	98.4	53.50	48.80	39.80	53.5	49.4	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	92.50	83.40	80.70	92.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	160	97.1	78.80	80.80	62.20	78.8		
Male	149	98.1	63.10	59.50	48.10	63.1		
Economically Disadvantaged Students	29	100.0	41.40	44.70	36.20	41.4	N	N
Non-Economically Disadvantaged Students	280	97.3	74.30	71.40	65.80	74.3		
Students with Disabilities	51	94.8	33.40	33.00	20.50	33.1	38.3	Met Target†
Students without Disabilities	258	98.2	78.70	76.10	61.90	78.7		
English Learners	16	100.0	31.30	*	25.20	31.3	**	**
Non-English Learners	293	97.5	73.40	*	57.40	73.4		
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	*	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	79	754	754	749	*	*	20%	56%	*	60%	50%
White	53	754	754	759	*	*	21%	55%	*	59%	61%
Hispanic	16	742	742	734	*	*	*	*	0%	44%	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	759	759	754	*	*	*	63%	*	63%	55%
Male	44	751	751	745	*	*	*	50%	*	57%	46%
Economically Disadvantaged Students	11	738	738	731	*	*	*	*	*	36%	31%
Non-Economically Disadvantaged Students	68	757	757	762	*	*	*	*	*	63%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	79	754	754	752	*	*	20%	56%	*	60%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	766	766	753	*	*	22%	43%	25%	68%	56%
White	59	764	764	762	*	*	22%	48%	22%	70%	67%
Hispanic	13	756	756	740	0%	*	*	*	*	54%	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	44	775	775	758	*	*	*	36%	*	75%	61%
Male	35	755	755	749	*	*	*	51%	*	60%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	17	737	737	725	*	*	*	*	*	24%	25%
Students without Disabilities	62	774	774	759	*	*	*	*	*	81%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	766	766	755	*	*	22%	43%	25%	68%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	769	769	756	*	*	18%	59%	16%	74%	59%
White	51	772	772	763	0%	*	*	69%	*	80%	69%
Hispanic	22	744	744	743	*	*	*	*	*	46%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	799	799	779	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	48	770	770	761	*	*	*	56%	*	75%	66%
Male	42	767	767	750	*	*	*	62%	*	74%	53%
Economically Disadvantaged Students	11	734	734	740	*	*	*	*	0%	27%	40%
Non-Economically Disadvantaged Students	79	774	774	765	*	*	*	*	18%	81%	71%
Students with Disabilities	16	743	743	725	*	*	*	*	0%	44%	22%
Students without Disabilities	74	774	774	762	*	*	*	*	19%	81%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	90	769	769	757	*	*	18%	59%	16%	74%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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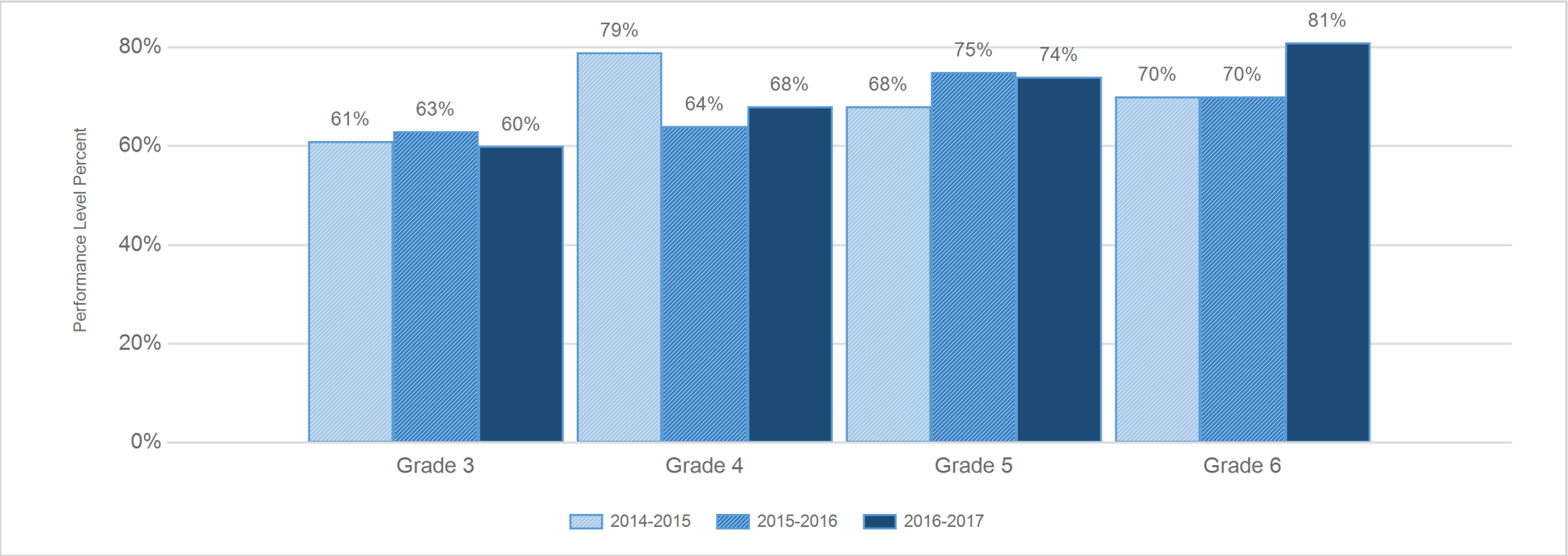
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	72	770	770	752	*	*	15%	60%	21%	81%	54%
White	57	771	771	758	0%	*	*	60%	23%	83%	63%
Hispanic	11	765	765	740	0%	*	*	*	*	73%	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	40	779	779	758	*	*	*	70%	*	98%	61%
Male	32	759	759	746	*	*	*	47%	*	59%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	11	745	745	722	0%	*	*	*	0%	46%	17%
Students without Disabilities	61	775	775	758	0%	*	*	*	25%	87%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	72	770	770	753	*	*	15%	60%	21%	81%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	310	97.3	51.30	49.40	43.50	51.3	56.6	Not Met
White	214	96.5	52.30	49.10	52.40	52.3	55.3	Met Target†
Hispanic	59	98.5	30.50	28.90	27.60	30.5	43.2	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	88.90	77.90	75.60	88.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	160	96.5	54.40	49.70	44.10	54.4		
Male	150	98.1	48.00	49.10	42.90	48		
Economically Disadvantaged Students	29	100.0	37.90	36.20	25.10	37.9	N	N
Non-Economically Disadvantaged Students	281	97.0	52.70	50.50	54.30	52.7		
Students with Disabilities	51	94.8	31.40	30.20	16.50	31.2	39.8	Met Target†
Students without Disabilities	259	97.8	55.20	52.90	48.80	55.2		
English Learners	17	100.0	29.40	*	23.30	29.4	**	**
Non-English Learners	293	97.1	52.60	*	45.20	52.6		
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	*	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	78	752	752	751	*	*	32%	39%	*	51%	53%
White	52	750	750	759	*	*	35%	35%	*	48%	63%
Hispanic	16	749	749	738	*	*	*	*	0%	50%	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	34	752	752	751	*	*	32%	41%	*	53%	52%
Male	44	753	753	751	*	*	32%	36%	*	50%	53%
Economically Disadvantaged Students	11	749	749	736	*	*	*	*	0%	55%	34%
Non-Economically Disadvantaged Students	67	753	753	761	*	*	*	*	15%	51%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	78	752	752	753	*	*	32%	39%	*	51%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	758	758	747	*	*	29%	56%	*	65%	47%
White	59	757	757	755	*	*	27%	58%	*	64%	59%
Hispanic	13	752	752	734	0%	0%	*	*	*	54%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	44	762	762	747	*	*	23%	64%	*	73%	47%
Male	35	754	754	747	*	*	37%	46%	*	54%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	17	734	734	724	*	*	*	*	*	29%	22%
Students without Disabilities	62	764	764	751	*	*	*	*	*	74%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	79	758	758	749	*	*	29%	56%	*	65%	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	90	748	748	747	*	11%	40%	39%	*	47%	46%
White	51	749	749	754	0%	*	45%	45%	*	49%	57%
Hispanic	22	725	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	14	785	785	774	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	48	748	748	747	*	*	42%	38%	*	44%	47%
Male	42	749	749	746	*	*	38%	41%	*	50%	46%
Economically Disadvantaged Students	11	722	722	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	79	752	752	756	*	*	*	*	*	51%	59%
Students with Disabilities	16	731	731	725	*	*	*	*	*	25%	19%
Students without Disabilities	74	752	752	751	*	*	*	*	*	51%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	90	748	748	748	*	11%	40%	39%	*	47%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

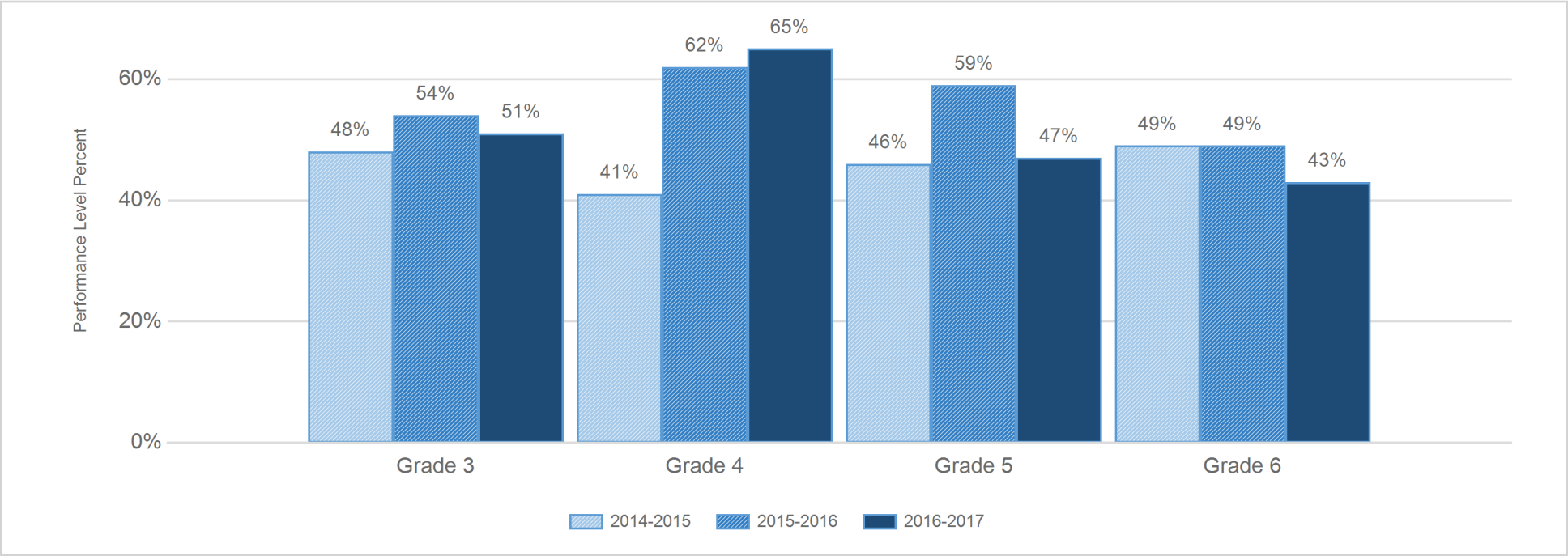
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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	73	746	746	743	*	19%	37%	37%	*	43%	44%
White	57	748	748	751	*	18%	33%	42%	*	47%	54%
Hispanic	12	736	736	731	0%	*	*	*	0%	25%	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	40	748	748	745	*	*	38%	35%	*	45%	45%
Male	33	744	744	742	*	*	36%	39%	*	39%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	11	731	731	717	*	*	*	*	*	27%	13%
Students without Disabilities	62	749	749	748	*	*	*	*	*	45%	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.

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

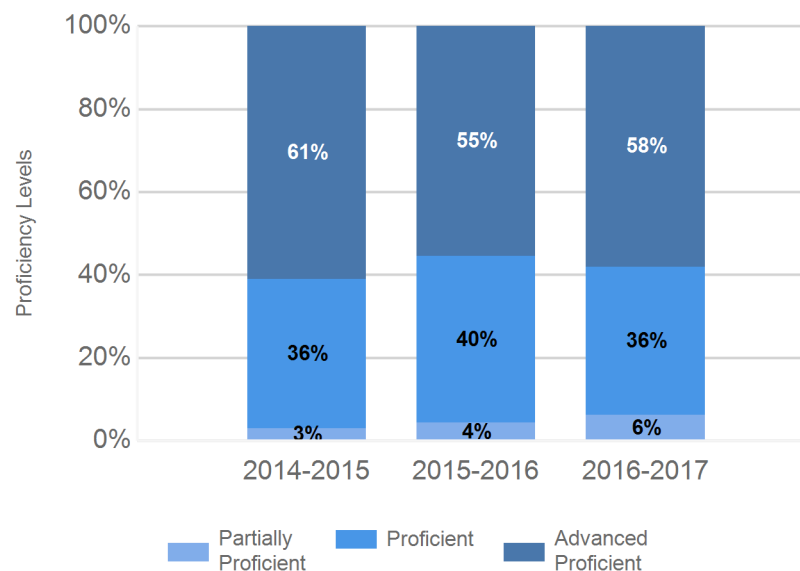
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	58%	36%	6%
White	57%	36%	7%
Hispanic	46%	*	8%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	47%	24%	29%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	50	47	50	Met Target	50	55	50	Met Target
White	48	47	50	Met Target	48	54.5	52	Met Target
Hispanic	44	43	49	Met Target	53	*	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	74	61	60	Exceeds Target	56	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	33.5	*	47	**	61.5	*	46	**
Students with Disabilities	38	36.5	41	Not Met	44	40	43	Met Target
English Learners	*	*	53	**	*	*	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:

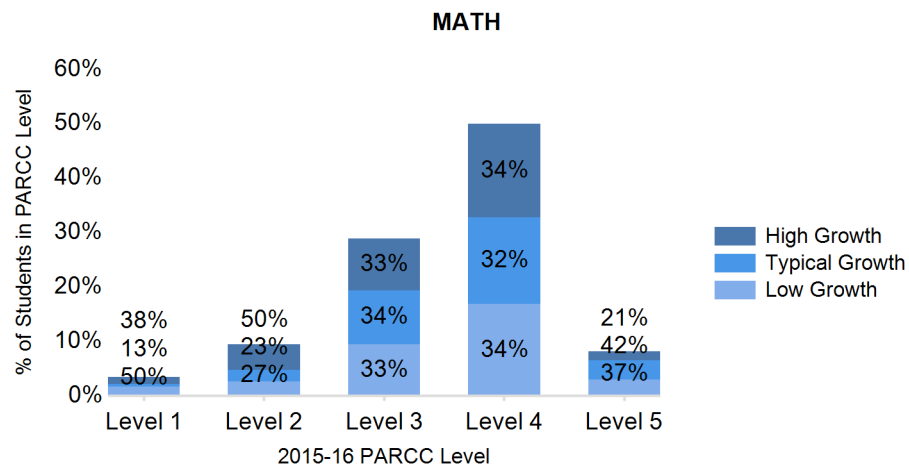
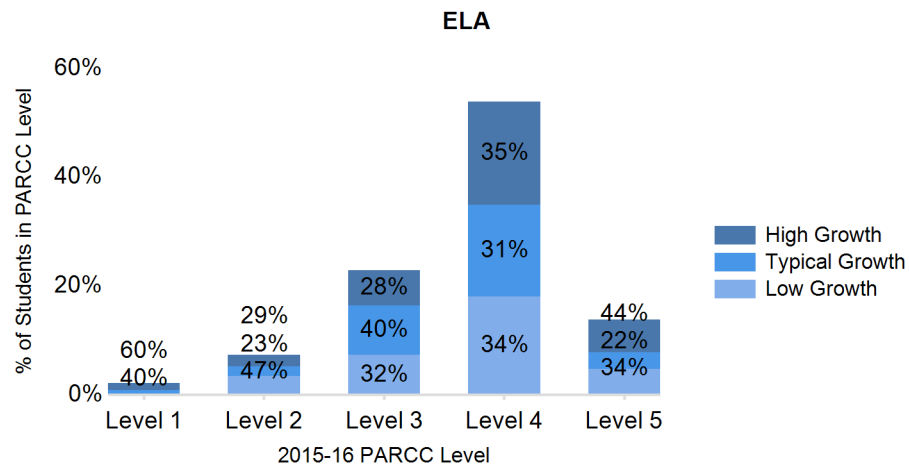
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

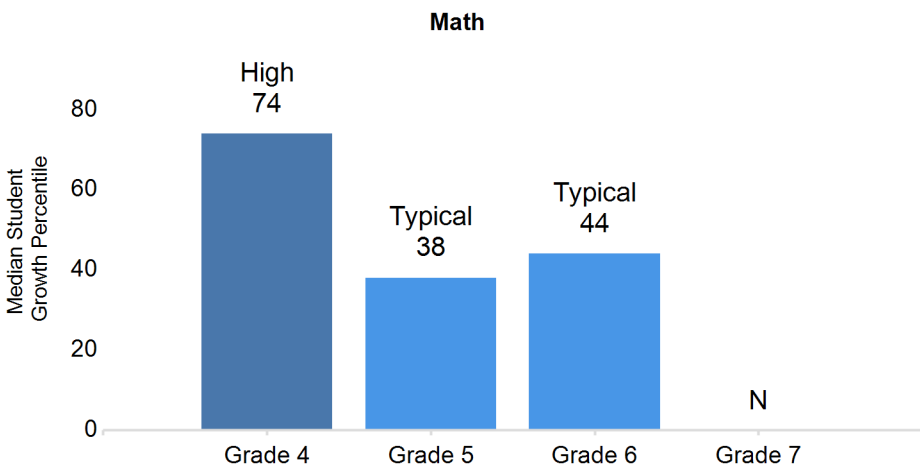
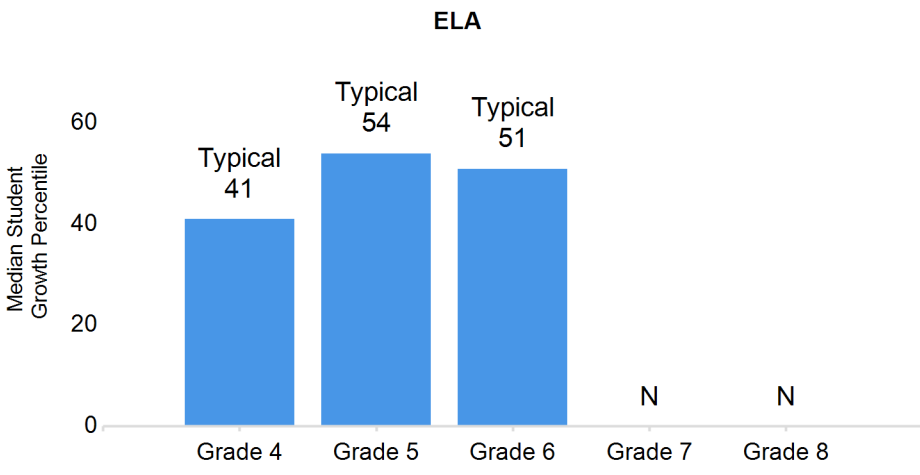
Student Growth by Performance Level

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 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

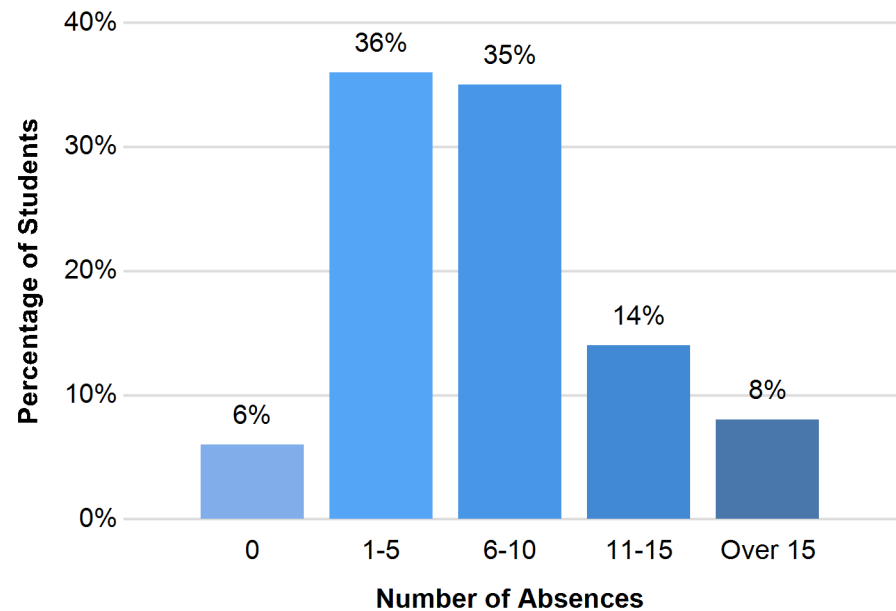
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	7.30	Met Target
White	7.50	7.30	Not Met
Hispanic	10.80	7.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.90	7.30	Not Met
Students with Disabilities	4.90	7.30	Met Target
English Learners	N	**	**

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

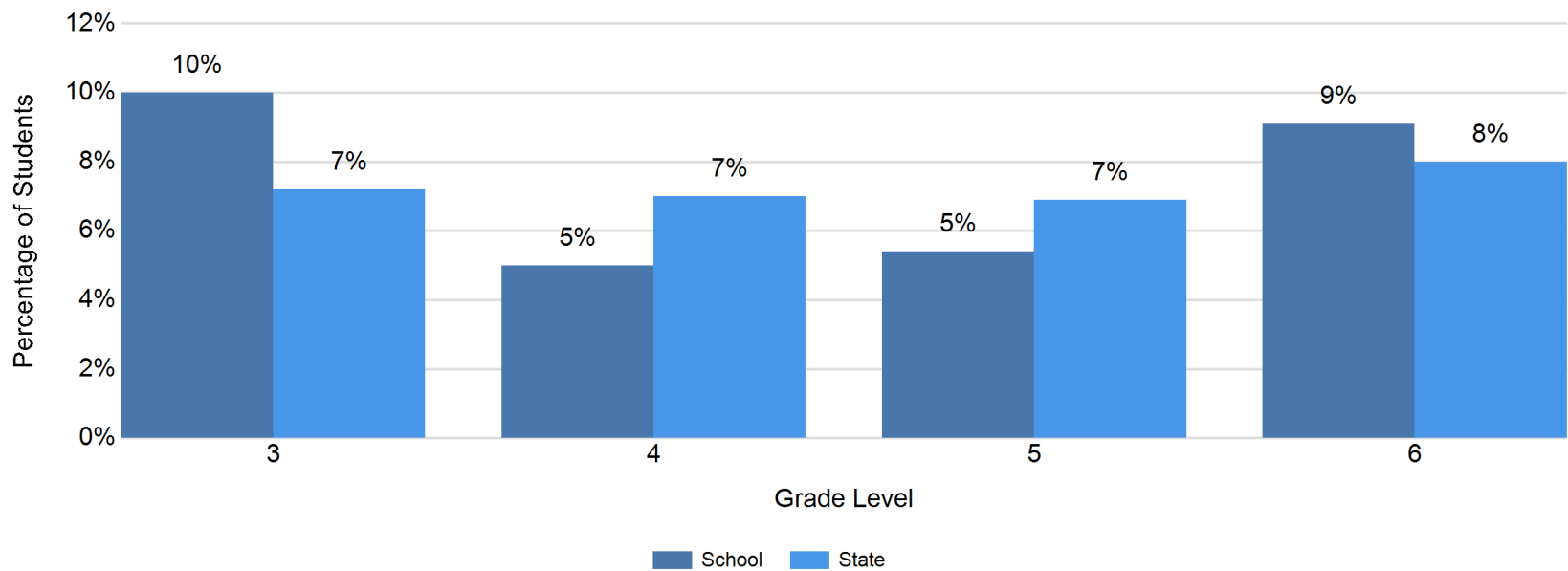
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.31

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	867.3 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$294	\$14,796	\$15,090



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	8.3	11.8
Average years experience in district	6.2	10.5
Teachers in district for 4 or more years	64%	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	10	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.7	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	163:1	115:1
Librarian/Media Specialists		577:1
Nurses		577:1
Counselors		288:1
Child Study Team		288:1



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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	86%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	72.3	17.5%
Mathematics Proficiency	57.8	17.5%
English Language Arts Growth	49.8	25.0%
Mathematics Growth	47.6	25.0%
Chronic Absenteeism	51.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		54.8
Summative Rating: Percentile rank of Summative Score		57.1
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	54.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	42.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	51.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	74.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	63.1	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Espinoza	Email Address:	jespinoza@emersonschools.org
Address:	175 LINWOOD AVENUE EMERSON, NJ 07630-1847	Website:	villano.emersonschools.org
Phone:	(201)262-4049	Twitter:	https://twitter.com/villanoelem

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Version 4, Balanced Literacy, and Next Generation Science Standards • All students receive instruction in Digital Citizenship paired with 1:1 Chromebook carts housed in each classroom • Along with various afterschool clubs and activities, our students can participate in Band, Chorus, and Student Congress
 Mission, Vision, Theme:	<p>Patrick M. Villano Elementary School educates Emerson's third through sixth grade students. The goal of the school is clear: every student will learn each day in a safe, engaging environment, where the individual needs of each child are addressed. We believe all children can learn, and we devote our resources to accomplishing this goal.</p>
 Awards, Recognition, Accomplishments:	<p>Our Principal earned the Bergen County Principal and Supervisor's Association Administrative Excellence Award in the Spring of 2017.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Instruction is carefully guided by the NJLS and a frequently updated district curriculum. Math instruction is focused on providing students with the foundational skills necessary for solving real-world problems and mastery of the skills needed to prepare for more complex mathematics content. A comprehensive balanced approach to both reading and writing engages our students in authentic activities that explore the depth of their literacy skills.</p>
 <div>Clubs and Activities:</div>	<p>Students have the option of learning a musical instrument as part of a full band experience. We have choral groups for all grade levels of students, and our fifth and sixth grade students can participate in the Villano Musical each Spring. Over 100 students participated in afterschool clubs ranging from Positivity through Yoga to computer programming. Students can also elect to participate in Villano’s Student Congress, Spelling and Geography Bees, Talent Show, and Odyssey of the Mind team.</p>
 <div>Before and After School Programs:</div>	<p>Our school provides a Before and After School program for all elementary-aged students at Memorial School. The program is provided by the River Vale Educational Foundation. Transportation to and from Villano School is offered at no charge for those students participating in the program.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Professional learning in Emerson is focused around research-based, job-embedded practices. Nine teachers act as instructional coaches and support teachers in doing classroom research through six-week coaching cycles. Additional teachers lead departments and committees in creating common rubrics and learning together by examining student work. Outside consultants provide workshops and on-site coaching around standards-based practices in reading, writing, math, and science.</p>
 Student Supports and Services:	<p>Our teachers provide time for extra help either before or after school, or during student lunch periods to address the needs of struggling students. In addition, they look to provide enriching experiences for those students who demonstrate academic strengths beyond the rigor of our grade-level curriculum. We use an inclusion model to meet the needs of our classified students, and to enhance the learning of the regular education students in these classrooms.</p>
 Student Health and Wellness:	<p>Students participate in physical activity on a daily basis whether through recess or in physical education class. A breakfast program is available to all students and our students participate in fitness challenges including the Presidential Fitness Award program, Jump Rope for Heart and Play 60 programs.</p>
 Parent and Community Involvement:	<p>Vilano School strives to maintain parent involvement as a means of continuously improving student performance and learning. Our P.T.A. supports all of our children through the provision of programs that enhance their daily lives. It focuses its efforts on providing supplemental services and supplies for our students, such as bringing cultural arts events to the school, book fairs, student planners, student magazines, and summer reading books.</p>



Patrick M Villano School
2016-2017
Grade Span 03-06

03-1360-060
BERGEN
EMERSON BORO
175 LINWOOD AVENUE
EMERSON, NJ 07630-1847


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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Villano School is 100 years old. There have been many renovations to the building including several air-conditioned spaces and multiple additions. The building is well-maintained both inside and out and our large group student spaces are conducive to a collaborative learning environment.</p>
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School Narrative

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<div>  <div>Other Information:</div> </div>	<p>Our school day begins at 8:40 and ends at 3:10. Each child at the Patrick M. Villano Elementary School is offered a diverse educational experience to meet a variety of interests and needs. We have a comprehensive program that includes physical education, music, art, library, digital citizenship and Spanish for all students. This year all of our students have access to a Chromebook or laptop throughout the instructional day, as technology continues to become a tool that is embedded in all areas of instruction and assessment. Each grade level of students enjoys theme day celebrations specific to their grade-level curriculum, including Heritage Day, the Great State of New Jersey Fair, the Poetry Symposium, and the TREP\$ Marketplace. Our professional and building staff strive to individualize the experience for all of the learners in our charge. It is through these varied opportunities that we help our students make a strong connection with their school experience. The Villano School community is focused on the Six Pillars of Character as outlined by Character Counts and we weave those pillars into all facets of school activity. We continue to employ the Open Circle program to achieve our goal of developing responsible and caring citizens who treat each other with respect. Our school buddy program, Villano Vouchers, monthly character themes, and monthly “ ‘O’ Show” serve to give students the venues to be proactive in their positive behaviors, and serve as models for the students around them.</p> <p>Villano School continues to aspire to excellence through its commitment to providing a solid and enriching foundation for all of its learners. Through the dedication of its student body, teamwork among its faculty, and its partnership with the community , Villano Elementary School will continue to prepare its students for success in high school, college, and career.</p>
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