




Charles Street School  
2016-2017  
Grade Span PK-06

05-3920-060  
BURLINGTON  
PALMYRA BORO  
100 W CHARLES STREET  
PALMYRA, NJ 08065

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](mailto: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
PK	6	7	9
KG	73	67	57
1	83	78	53
2	69	77	69
3	68	68	76
4	72	69	71
5	56	70	68
6	52	59	70
Ungraded	37	17	11
Total	516	512	484

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	7	1
PK - Full Day	6	0	8
KG - Half Day	0	0	0
KG - Full Day	76	67	57

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	50%
Male	53%	50%	50%
Economically Disadvantaged Students	43%	42%	39%
Students with Disabilities	18%	15%	16%
English Learners	2%	2%	2%
Homeless Students			4%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	54.5%
Black or African American	19.2%
Hispanic	13.6%
Asian	4.1%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.1%

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	94.8%
Spanish	1.7%
Other	3.4%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	284	96.3	41.20	38.60	54.90	41.2	48	Not Met
White	149	95.5	52.40	49.30	63.90	52.4	61.6	Not Met
Hispanic	41	97.7	29.30	21.60	39.80	29.3	29.6	Met Target†
Black or African American	60	96.8	20.00	22.90	35.20	20	28.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	39.10	80.70	40	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	18	94.7	44.40	37.50	54.90	44.2	**	**
Female	144	96.7	47.30	47.70	62.20	47.3		
Male	140	95.9	35.00	30.20	48.10	35		
Economically Disadvantaged Students	109	98.2	26.70	23.50	36.20	26.7	34.3	Not Met
Non-Economically Disadvantaged Students	175	95.1	50.30	48.00	65.80	50.3		
Students with Disabilities	43	93.5	23.30	*	20.50	22.9	24.9	Met Target†
Students without Disabilities	241	96.8	44.40	*	61.90	44.4		
English Learners	11	100.0	*	*	25.20	*	**	**
Non-English Learners	273	96.1	*	*	57.40	*		
Homeless Students	13	100.0	23.10	*	26.40	23.1		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	733	733	749	*	*	29%	32%	*	33%	50%
White	40	740	740	759	*	*	35%	38%	0%	38%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	14	706	706	731	*	*	*	*	0%	14%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	736	736	754	*	*	*	37%	*	37%	55%
Male	38	730	730	745	*	*	*	26%	*	29%	46%
Economically Disadvantaged Students	23	714	714	731	*	*	*	*	*	13%	31%
Non-Economically Disadvantaged Students	50	742	742	762	*	*	*	*	*	42%	63%
Students with Disabilities	10	721	721	720	*	*	*	*	*	40%	24%
Students without Disabilities	63	735	735	755	*	*	*	*	*	32%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	734	734	753	*	*	24%	35%	*	38%	56%
White	33	753	753	762	*	*	*	61%	*	64%	67%
Hispanic	14	722	722	740	*	*	*	*	0%	29%	40%
Black or African American	24	717	717	737	*	*	*	*	0%	13%	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	43	738	738	758	*	*	*	35%	*	40%	61%
Male	36	728	728	749	*	*	*	36%	*	36%	51%
Economically Disadvantaged Students	40	725	725	737	*	*	*	*	*	25%	36%
Non-Economically Disadvantaged Students	39	743	743	764	*	*	*	*	*	51%	69%
Students with Disabilities	15	700	700	725	*	*	*	*	*	27%	25%
Students without Disabilities	64	742	742	759	*	*	*	*	*	41%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	66	748	748	756	*	17%	27%	47%	*	52%	59%
White	40	749	749	763	*	*	25%	45%	*	53%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	32	758	758	761	*	*	*	63%	*	69%	66%
Male	34	739	739	750	*	*	*	32%	*	35%	53%
Economically Disadvantaged Students	20	735	735	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	46	754	754	765	*	*	*	*	*	57%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	66	748	748	757	*	17%	27%	47%	*	52%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

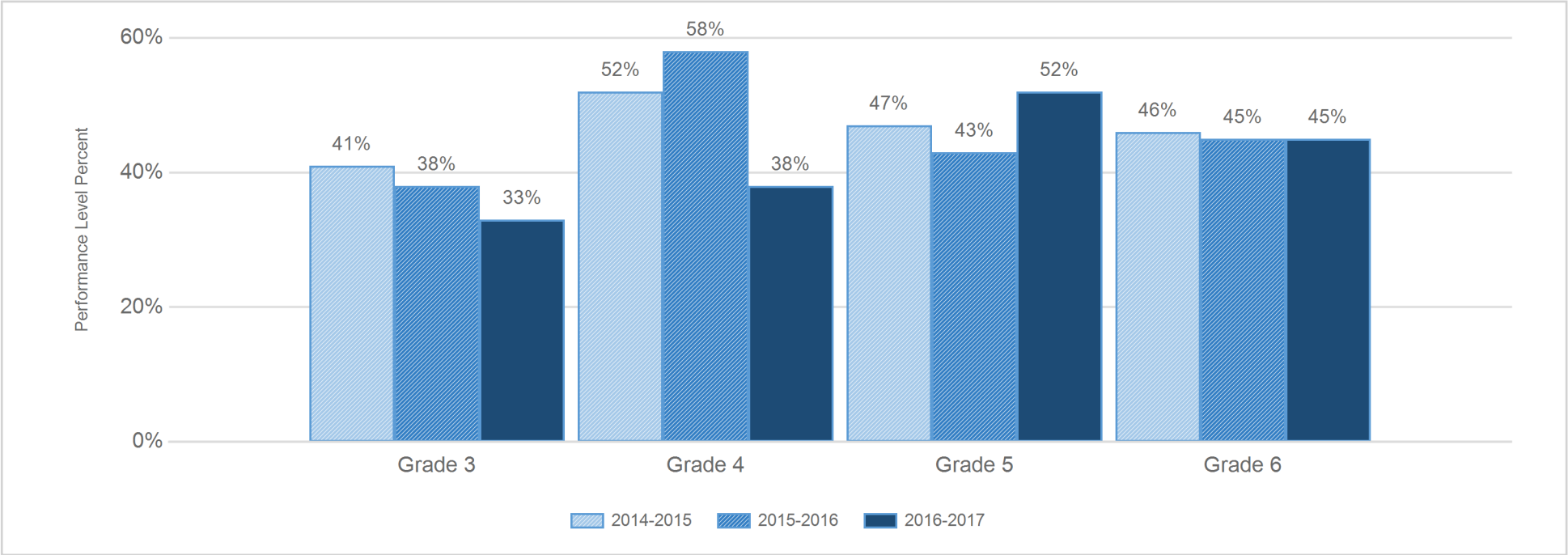
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	67	745	745	752	*	24%	28%	40%	*	45%	54%
White	36	754	754	758	*	*	*	50%	*	58%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	35	748	748	758	*	*	*	40%	*	49%	61%
Male	32	742	742	746	*	*	*	41%	*	41%	46%
Economically Disadvantaged Students	26	739	739	737	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	41	749	749	761	*	*	*	*	*	54%	65%
Students with Disabilities	11	711	711	722	*	*	*	*	*	*	17%
Students without Disabilities	56	752	752	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



### 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	286	96.6	36.70	30.00	43.50	36.7	41.9	Not Met
White	150	95.5	48.00	40.60	52.40	48	49.5	Met Target†
Hispanic	41	97.7	26.80	*	27.60	26.8	29.6	Met Target†
Black or African American	61	98.4	21.30	*	21.70	21.3	34.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	21.70	75.60	26.7	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	18	94.7	27.80	22.60	44.90	27.6	**	**
Female	146	97.4	35.00	30.50	44.10	35		
Male	140	95.9	38.60	29.40	42.90	38.6		
Economically Disadvantaged Students	110	99.1	19.10	*	25.10	19.1	19.6	Met Target†
Non-Economically Disadvantaged Students	176	95.2	47.70	*	54.30	47.7		
Students with Disabilities	43	93.5	20.90	*	16.50	20.6	17.9	Met Target
Students without Disabilities	243	97.2	39.50	*	48.80	39.5		
English Learners	12	100.0	*	*	23.30	*	**	**
Non-English Learners	274	96.5	*	*	45.20	*		
Homeless Students	13	100.0	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	742	742	751	*	15%	23%	44%	*	48%	53%
White	40	748	748	759	*	*	*	53%	*	58%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	14	726	726	733	*	*	*	*	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	35	744	744	751	*	*	*	49%	*	51%	52%
Male	38	739	739	751	*	*	*	40%	*	45%	53%
Economically Disadvantaged Students	23	725	725	736	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	50	749	749	761	*	*	*	*	*	56%	65%
Students with Disabilities	10	716	716	729	*	*	0%	*	*	40%	29%
Students without Disabilities	63	746	746	755	*	*	27%	*	*	49%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	80	727	727	747	23%	*	26%	29%	*	30%	47%
White	33	744	744	755	*	0%	33%	49%	*	52%	59%
Hispanic	14	722	722	734	*	*	*	*	0%	21%	30%
Black or African American	25	711	711	729	*	40%	*	*	0%	16%	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	727	727	747	*	*	*	23%	*	23%	47%
Male	36	727	727	747	*	*	*	36%	*	39%	48%
Economically Disadvantaged Students	41	713	713	732	*	*	*	*	*	12%	27%
Non-Economically Disadvantaged Students	39	742	742	757	*	*	*	*	*	49%	61%
Students with Disabilities	15	699	699	724	*	*	*	*	*	27%	22%
Students without Disabilities	65	734	734	751	*	*	*	*	*	31%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	738	738	747	*	18%	44%	29%	*	30%	46%
White	40	741	741	754	*	*	38%	35%	*	38%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	32	739	739	747	*	*	41%	*	*	31%	47%
Male	34	737	737	746	*	*	47%	*	*	29%	46%
Economically Disadvantaged Students	20	723	723	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	46	745	745	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	66	738	738	748	*	18%	44%	29%	*	30%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

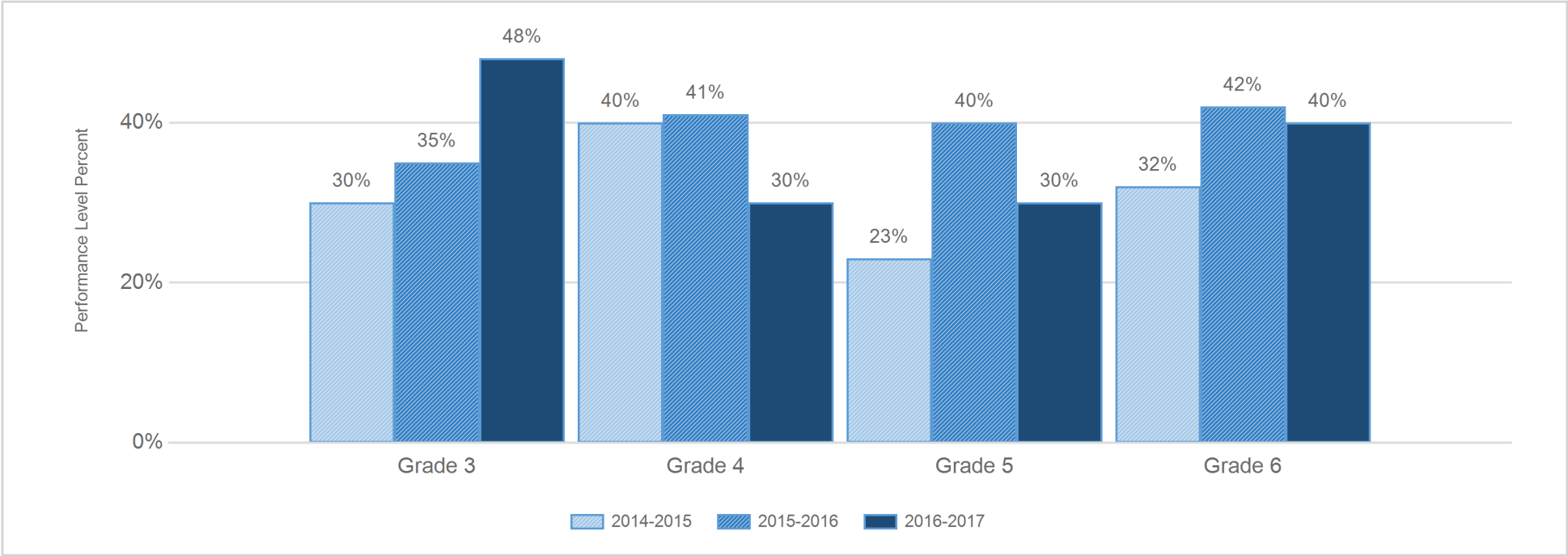
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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	738	738	743	*	27%	24%	37%	*	40%	44%
White	37	743	743	751	*	*	30%	41%	*	46%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	36	739	739	745	*	*	*	33%	*	39%	45%
Male	32	736	736	742	*	*	*	41%	*	41%	43%
Economically Disadvantaged Students	26	734	734	728	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	42	740	740	752	*	*	*	*	*	45%	56%
Students with Disabilities	11	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	57	743	743	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

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	N	N
4	N	N
5	N	N
6	N	N

English Language Proficiency Test - Participation and Performance

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

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





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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.

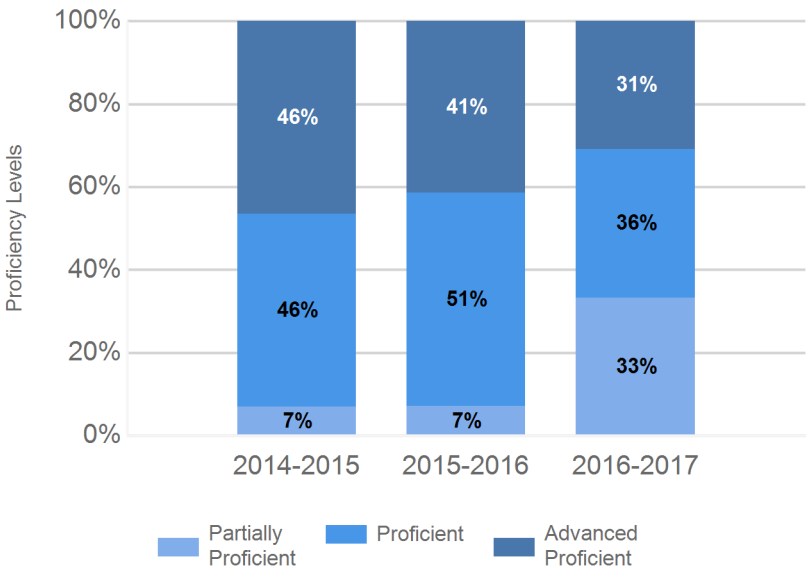
NJASK Science Assessment Performance: Grade 4

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	31%	36%	33%
White	55%	33%	12%
Hispanic	14%	36%	50%
Black or African American	8%	42%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	21%	36%	43%
Students with Disabilities	N	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	35	35	50	Not Met	48	43	50	Met Target
White	38	37.5	50	Not Met	51.5	47	52	Met Target
Hispanic	33	31.5	49	Not Met	52	*	47	Met Target
Black or African American	27	27	45	Not Met	34	35	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	49	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	32	32	47	Not Met	38	36	46	Not Met
Students with Disabilities	27	27	41	Not Met	42.5	*	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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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

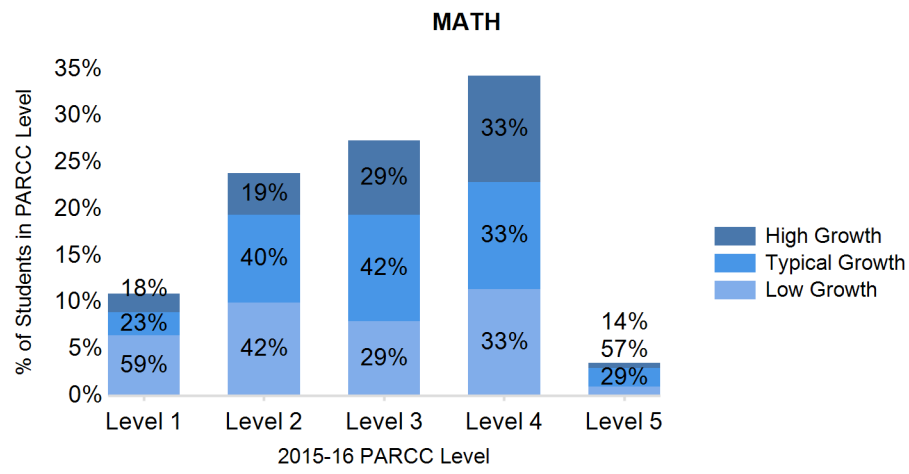
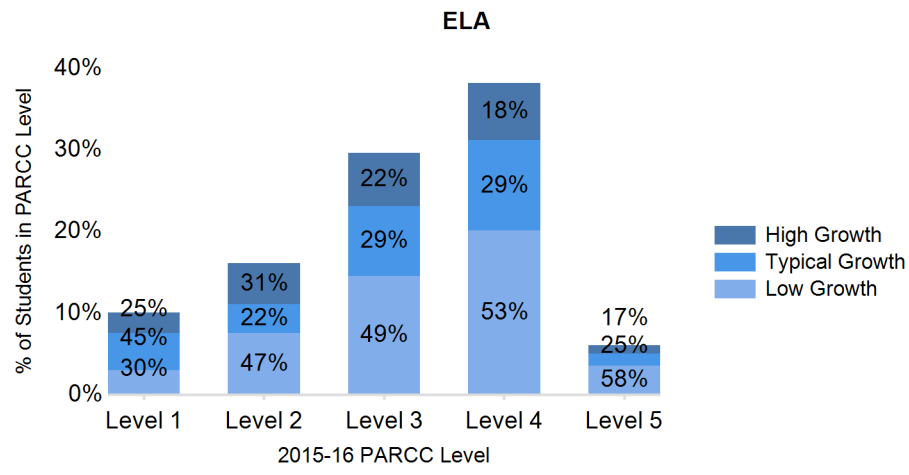
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

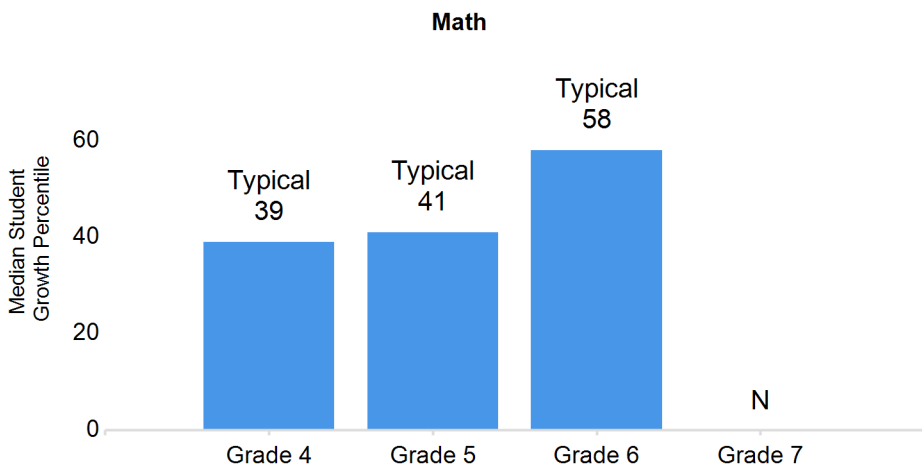
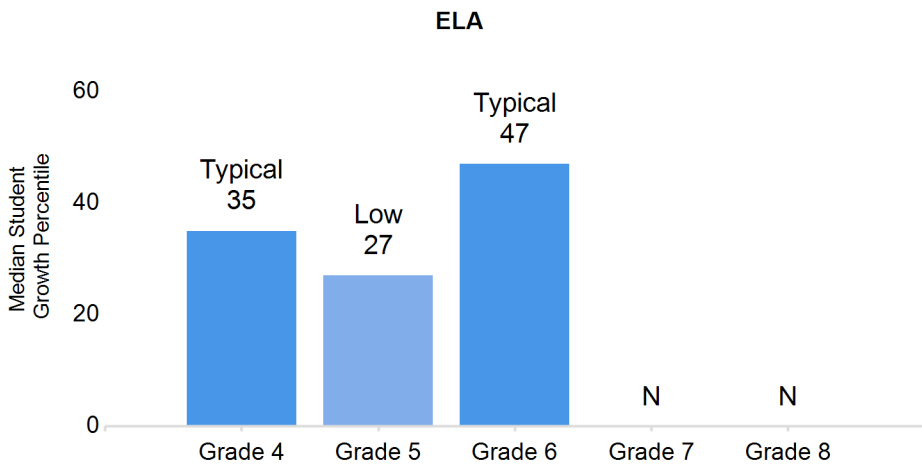
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

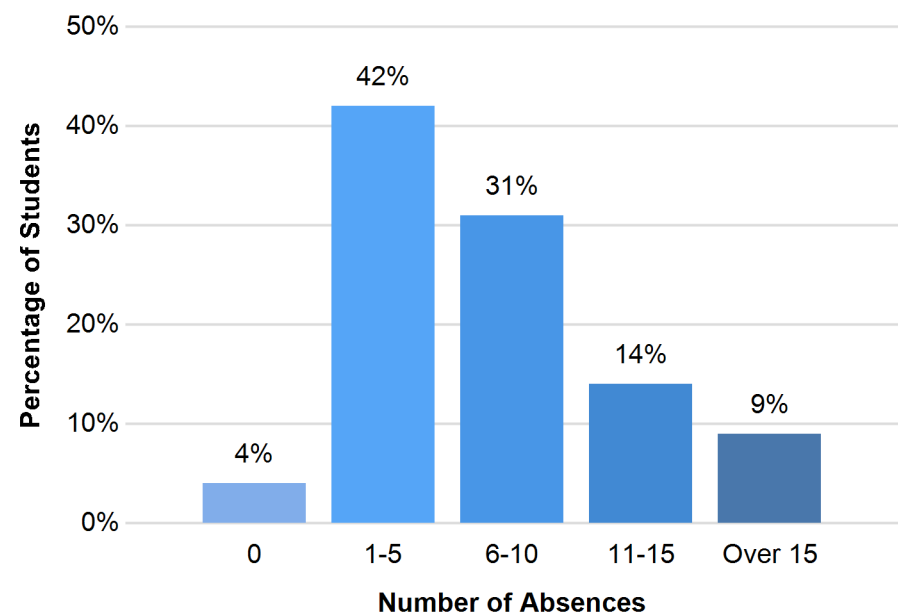
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	8.30	Met Target
White	5.90	8.30	Met Target
Hispanic	7.70	8.30	Met Target
Black or African American	7.90	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	11.10	8.30	Not Met
Economically Disadvantaged Students	9.70	8.30	Not Met
Students with Disabilities	6.90	8.30	Met Target
English Learners	N	**	**

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

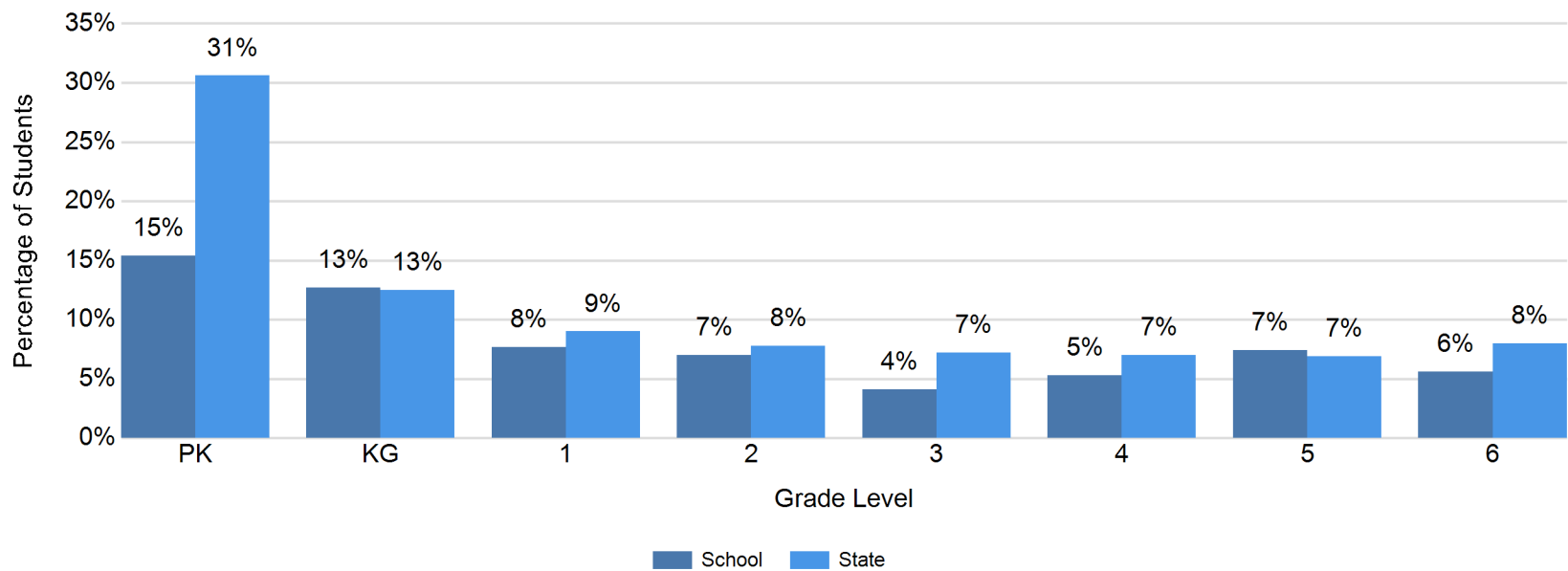
### Days Absent

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	8:15AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.24

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.9%
Any Suspension	2.9%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	1142.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$648	\$13,531	\$14,179





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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	65%	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	5	9,506
Average years experience in public schools	19.2	15.9
Average years experience in district	13.8	11.6
Administrators in district for 4 or more years	100%	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	10:1
Administrators	484:1	175:1
Librarian/Media Specialists		875:1
Nurses		438:1
Counselors		292:1
Child Study Team		N



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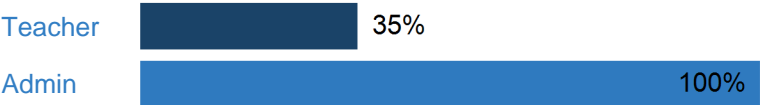
Teachers and Administrators - Level of Education

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	82%	89%
2015-16 Administrators: Same district 2016-17	40%	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	20.1	17.5%
Mathematics Proficiency	30.9	17.5%
English Language Arts Growth	5.4	25.0%
Mathematics Growth	40.1	25.0%
Chronic Absenteeism	55.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		28.6
<b>Summative Rating:</b> Percentile rank of Summative Score		17.9
<b>Requires Comprehensive Support:</b> 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	28.6	11.9	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
White	30.2	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	36.7	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	27.6	11.9	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	22.9	11.9	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	45.8	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.



**Charles Street School**  
**2016-2017**  
**Grade Span PK-06**



**05-3920-060**  
**BURLINGTON**  
**PALMYRA BORO**  
**100 W CHARLES STREET**  
**PALMYRA, NJ 08065**

### School General Info

<b>Principal:</b>	Mr. Pease	<b>Email Address:</b>	<a href="mailto:mpease@palmyra.k12.nj.us">mpease@palmyra.k12.nj.us</a>
<b>Address:</b>	100 W CHARLES STREET PALMYRA, NJ 08065	<b>Website:</b>	<a href="https://www.palmyraschools.com">https://www.palmyraschools.com</a>
<b>Phone:</b>	(856)829-3601	<b>Facebook:</b>	<a href="https://www.facebook.com/palmyraproud/">https://www.facebook.com/palmyraproud/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/palmyraproud">https://twitter.com/palmyraproud</a>




### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Academic growth is attributed to our dedicated team of professionals.</li> <li>• Newsela, Reflex Math, IXL, Read 180, System 44 are incorporated daily to support instruction.</li> <li>• Cultural changes are made with Olweus, our Anti-Bullying program.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The Mission of the Palmyra Public School District is to work cooperatively with the available resources of home and community, including business and industry, to offer each child the educational opportunities that will enable him/her to function politically, economically, and socially in a democratic society and to fully facilitate their development within a safe and secure school environment.</p>

## School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Charles Street School has been introduced to On Course's Learning Management System. LMS provides teachers opportunities to create online assessments, which connect to the teacher's gradebook. This resource will allow our teachers to receive spontaneous student data and allow teachers to be more efficient. Reflex Math, Newsela, Read 180, System 44 and IXL will be used to support instruction and academic growth.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Charles Street School also provides weekly extra-curricular activities on an on-going basis throughout the school year. Choir, music lessons, computer club, art club, video club, tutoring club, basketball, safety patrol, Drama Club, Young Explorers, and Kids for Character. Assemblies, guest speakers, the Book-Mates Program, cultural arts programs, Read Across America, and field trips also enhance our student's learning experience.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Charles Street School provides an enriching After School Program, that allows students to complete homework with certified substitute teachers, participate in learning activities and play in a safe and positive environment. Students participate in gardening, crafts, and STEAM activities.</p>







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**School Narrative**

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

 <b>Staff and Professional Learning:</b>	<p>All of the teachers at Charles Street School have met the criteria for Highly Qualified Teacher. All faculty members are encouraged to develop and expand their knowledge through Professional Development in the form of course work, in-service training, and workshops. Charles Street Schools team of professionals are dedicated and are all willing to go above and beyond for the good of our students and school.</p>
 <b>Student Supports and Services:</b>	<p>Charles Street School provides Basic Skills Instruction (BSI), English Language Learners (ELL) instruction, along with a pull-out Gifted &amp; Talented Program (G&amp;T), which enables students to receive additional supports and enriching academic programs. Students with special needs receive a full continuum of services based on their individual educational plans.</p>
 <b>Student Health and Wellness:</b>	<p>CSS provides a breakfast program for any student interested in having breakfast in school. We also participate in the State of NJ Fluoride Rinse program, conduct annual health screenings, recognize Dental Awareness Month and promote healthy lifestyles and choices through our Health and Physical Education curriculum. Social media, bike safety, fire prevention and safety, and nutrition are just a few of the areas we expose and teach our students about on a daily and/or monthly basis.</p>
 <b>Parent and Community Involvement:</b>	<p>Charles Street School is fortunate to have a dedicated and productive PTA. Through their efforts we are able to offer additional enrichment activities throughout the school year. We believe a TEAM effort amongst our parents, students, and our staff is essential in improving academic achievement and an enriching educational environment.</p>



## School Narrative

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



### Other Information:

The Charles Street Elementary School serves approximately 500 students in pre-kindergarten through sixth grade. It offers a half day pre-kindergarten session for three year olds and a full day pre-kindergarten session for four year olds, which focuses on early childhood development and early academic intervention. Charles Street School offers a full day kindergarten program with three sections. Our academic program, while focusing on the acquisition of skills in the areas of language arts, reading, mathematics, science and social studies, also allows for students to experience areas such as music, physical education/health, computer technology, art, world language, character education, and library science. Charles Street School also provides an enrichment period which allows teachers to explore activities relating to STEAM, current events and school wide thematic lessons. Charles Street School is in its second year of piloting a Mindfulness program. Studies find that students benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well-being. We also encourage our teachers to learn mindfulness; we believe they reap personal benefits such as reduced stress and burnout. With support from the Board of Education, technology has continued to develop at Charles Street School, computer technology is utilized school-wide to enhance and support instruction. Our Google Chrome Book and Google Apps initiative has moved from a pilot program for fifth graders to total utilization for grades third through sixth. Charles Street School has been introduced to On Course's Learning Management System. Charles Street School's anti-bullying program (Olweus) is in its fifth year. The design of the program is to create a cultural change in how our students, staff, parents and community view and address bullying in our schools and community.



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

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

### Navigating through the reports:

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

### Other Resources:

- Review the [Parent Summary Report](#) 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](mailto: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	52	51	59
8	50	50	54
9	72	65	61
10	62	67	70
11	97	63	66
12	75	96	62
Ungraded	13	18	19
Total	421	410	391

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%	47%
Male	56%	57%	53%
Economically Disadvantaged Students	40%	42%	40%
Students with Disabilities	17%	17%	15%
English Learners	0%	1%	1%
Homeless Students			4%
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	56.5%
Black or African American	22.8%
Hispanic	13.3%
Asian	2.8%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4.1%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	391
Shared Time Students	0
Full Time Equivalent	391

Enrollment by Home Language

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

Home Language	% of Students
English	93.4%
Spanish	3.6%
Other	3.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	223	84.0	35.40	38.60	54.90	31.4	29.2	Met Target
White	123	83.1	45.50	49.30	63.90	39.8	36	Met Target
Hispanic	33	82.9	12.10	21.60	39.80	10.5	18.3	Met Target†
Black or African American	45	85.2	26.60	22.90	35.20	24.2	14.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	14	93.3	28.50	37.50	54.90	28	**	**
Female	101	80.2	48.50	47.70	62.20	40.9		
Male	122	87.3	24.60	30.20	48.10	22.7		
Economically Disadvantaged Students	83	84.7	19.30	23.50	36.20	*	25.2	Not Met
Non-Economically Disadvantaged Students	140	83.5	45.00	48.00	65.80	*		
Students with Disabilities	37	86.7	*	*	20.50	*	9.4	Not Met
Students without Disabilities	186	83.4	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	56	736	736	756	*	34%	21%	30%	*	36%	59%
White	32	742	742	764	*	38%	*	31%	*	41%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	13	730	730	737	*	*	*	*	0%	39%	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	26	753	753	764	*	*	*	*	*	62%	68%
Male	30	720	720	749	*	*	*	*	*	13%	51%
Economically Disadvantaged Students	22	720	720	739	*	*	*	*	*	18%	40%
Non-Economically Disadvantaged Students	34	746	746	766	*	*	*	*	*	47%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	56	736	736	758	*	34%	21%	30%	*	36%	*
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	49	742	742	757	*	25%	20%	31%	*	45%	59%
White	24	753	753	764	*	*	*	46%	*	63%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	11	730	730	738	*	*	*	*	*	36%	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	21	751	751	766	*	*	*	*	*	48%	68%
Male	28	735	735	749	*	*	*	*	*	43%	50%
Economically Disadvantaged Students	19	726	726	739	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	30	752	752	766	*	*	*	*	*	57%	69%
Students with Disabilities	10	696	696	718	*	*	*	*	*	*	18%
Students without Disabilities	39	753	753	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	49	742	742	759	*	25%	20%	31%	*	45%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



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English Language Arts/Literacy Assessment - Performance 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	62	734	734	749	24%	*	18%	39%	*	42%	52%
White	37	741	741	757	*	*	*	51%	0%	51%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	10	734	734	730	*	*	*	*	*	30%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	32	747	747	756	*	*	*	*	*	56%	60%
Male	30	719	719	741	*	*	*	*	*	27%	43%
Economically Disadvantaged Students	19	717	717	731	*	*	*	*	*	21%	32%
Non-Economically Disadvantaged Students	43	741	741	758	*	*	*	*	*	51%	62%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	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	N	N	N	705	N	N	N	N	N	N	*





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	713	713	743	55%	*	*	*	*	20%	46%
White	28	730	730	749	39%	*	*	*	*	32%	52%
Hispanic	10	690	690	728	*	*	0%	*	0%	10%	34%
Black or African American	12	691	691	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	*	*	*	737	*	*	*	*	*	*	42%
Female	20	724	724	752	50%	*	*	*	*	25%	54%
Male	36	706	706	734	58%	*	*	*	*	17%	39%
Economically Disadvantaged Students	22	704	704	726	59%	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	34	718	718	751	53%	*	*	*	*	24%	54%
Students with Disabilities	12	679	679	704	*	*	*	*	*	*	12%
Students without Disabilities	44	722	722	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

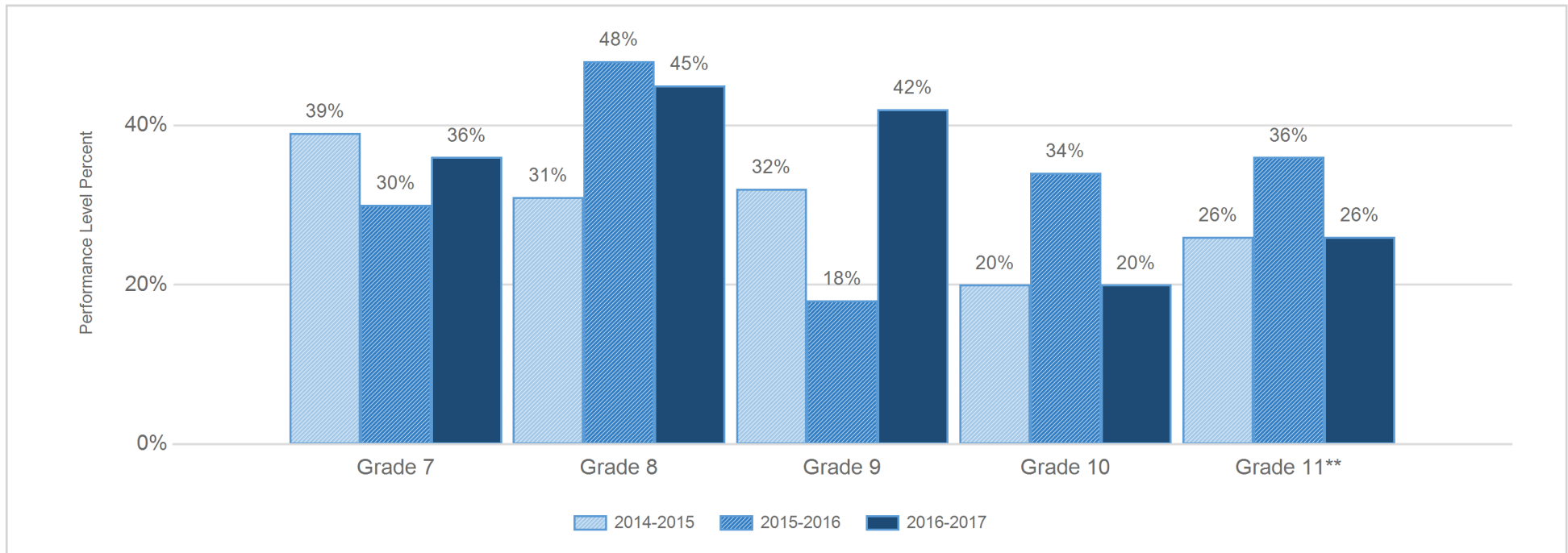
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	722	722	736	33%	*	28%	*	*	26%	38%
White	25	729	729	738	*	*	*	*	*	32%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	10	694	694	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	13	735	735	744	*	*	*	*	*	46%	46%
Male	26	715	715	729	*	*	*	*	*	15%	31%
Economically Disadvantaged Students	14	719	719	729	*	*	*	*	*	21%	32%
Non-Economically Disadvantaged Students	25	723	723	740	*	*	*	*	*	28%	42%
Students with Disabilities	13	685	685	709	*	*	*	*	*	*	12%
Students without Disabilities	26	740	740	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	39	722	722	737	33%	*	28%	*	*	26%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

## English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	225	85.4	21.30	30.00	43.50	19.1	16.1	Met Target
White	124	84.4	31.40	40.60	52.40	27.9	17.2	Met Target
Hispanic	35	87.8	*	*	27.60	*	18.3	Not Met
Black or African American	45	85.5	*	*	21.70	*	11.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	13	92.9	15.40	22.60	44.90	15	**	**
Female	103	82.4	24.30	30.50	44.10	21		
Male	122	88.0	18.90	29.40	42.90	17.4		
Economically Disadvantaged Students	84	86.7	*	*	25.10	*	16.3	Not Met
Non-Economically Disadvanatged Students	141	84.6	*	*	54.30	*		
Students with Disabilities	38	87.0	*	*	16.50	*	7.7	Not Met
Students without Disabilities	187	85.1	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	56	733	733	741	*	23%	39%	23%	*	25%	40%
White	32	739	739	748	*	*	38%	31%	*	34%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	13	725	725	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	26	741	741	743	*	*	42%	*	*	35%	41%
Male	30	726	726	740	*	*	37%	*	*	17%	38%
Economically Disadvantaged Students	22	717	717	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	34	742	742	749	*	*	*	*	*	*	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	56	733	733	742	*	23%	39%	23%	*	25%	*
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	44	719	719	728	27%	25%	25%	23%	0%	23%	28%
White	19	732	732	736	*	*	*	*	0%	42%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	12	695	695	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	17	722	722	730	*	*	*	*	0%	18%	30%
Male	27	717	717	725	*	*	*	*	0%	26%	26%
Economically Disadvantaged Students	20	704	704	719	*	*	*	*	0%	10%	19%
Non-Economically Disadvantaged Students	24	731	731	734	*	*	*	*	0%	33%	34%
Students with Disabilities	10	685	685	705	*	*	*	*	*	*	*
Students without Disabilities	34	729	729	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	44	719	719	729	27%	25%	25%	23%	0%	23%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	724	724	743	18%	37%	25%	19%	0%	19%	42%
White	34	733	733	751	*	29%	32%	29%	*	29%	52%
Hispanic	12	707	707	728	*	*	*	*	*	*	24%
Black or African American	14	718	718	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	31	727	727	744	*	*	*	*	0%	23%	43%
Male	36	722	722	741	*	*	*	*	0%	17%	40%
Economically Disadvantaged Students	22	716	716	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	45	728	728	751	*	*	*	*	*	*	52%
Students with Disabilities	12	707	707	714	*	*	*	*	*	*	10%
Students without Disabilities	55	728	728	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%





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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	53	720	720	734	*	*	*	*	*	*	30%
White	32	727	727	740	*	*	44%	*	0%	16%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	20	722	722	735	*	*	*	*	*	*	31%
Male	33	718	718	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	19	708	708	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	34	726	726	740	*	*	*	*	*	*	39%
Students with Disabilities	12	700	700	711	*	*	*	*	*	*	*
Students without Disabilities	41	726	726	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	53	720	720	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*





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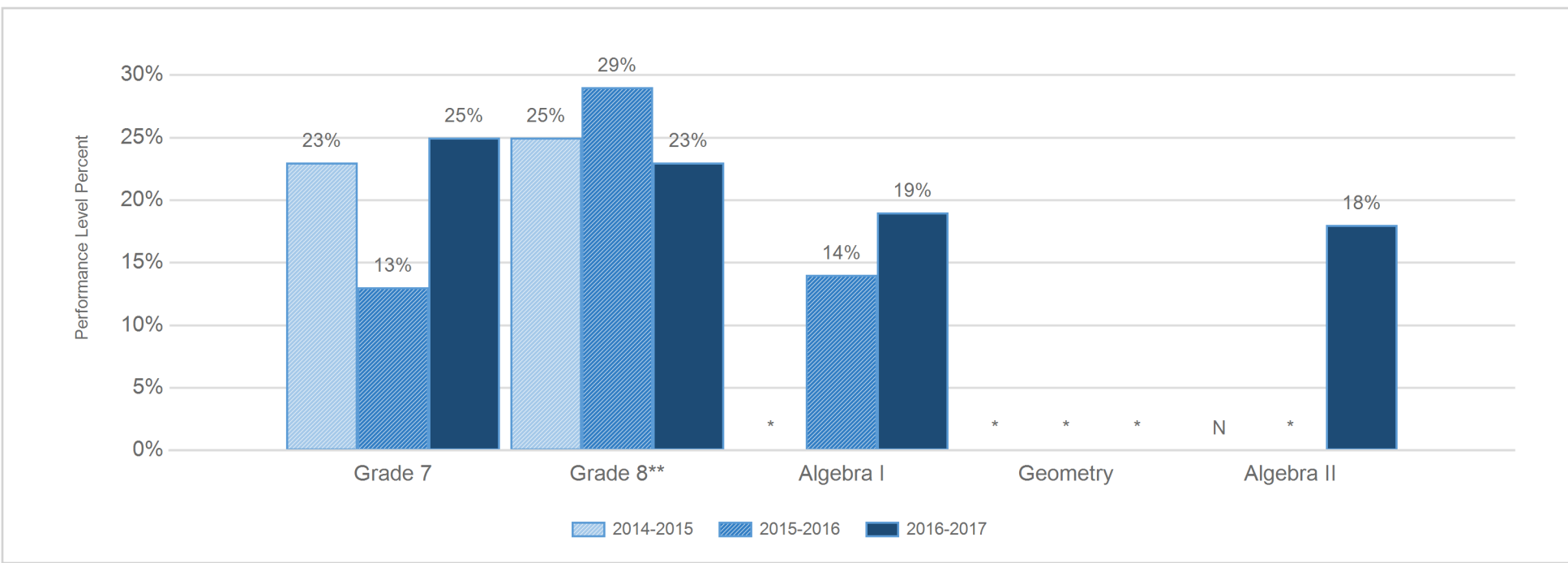
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	709	709	725	42%	*	*	*	0%	18%	28%
White	21	716	716	731	*	*	*	*	0%	24%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
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	*	*	*	718	*	*	*	*	*	*	25%
Female	14	722	722	725	*	*	*	*	0%	29%	27%
Male	19	700	700	725	*	*	*	*	0%	11%	29%
Economically Disadvantaged Students	14	710	710	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	19	709	709	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	709	709	726	42%	*	*	*	0%	18%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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



\*\*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	*	*

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



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

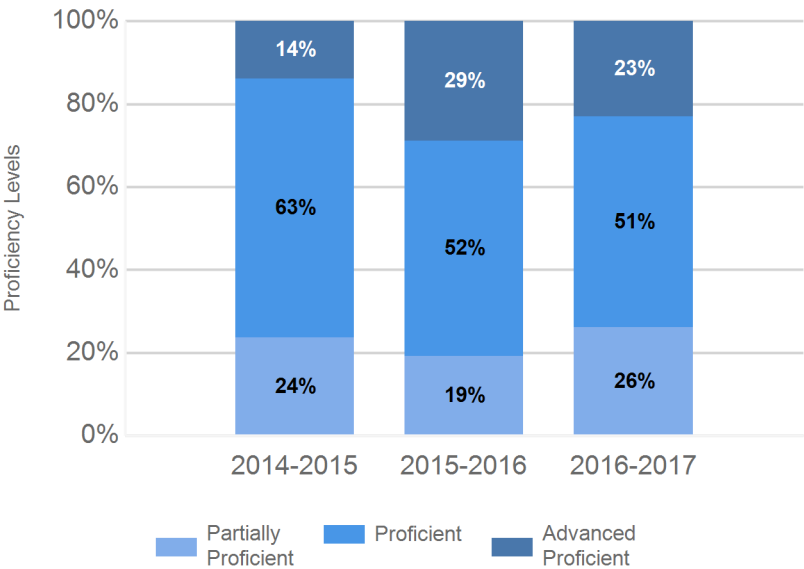
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	23%	51%	26%
White	27%	58%	15%
Hispanic	*	*	*
Black or African American	8%	46%	46%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	4%	54%	42%
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.

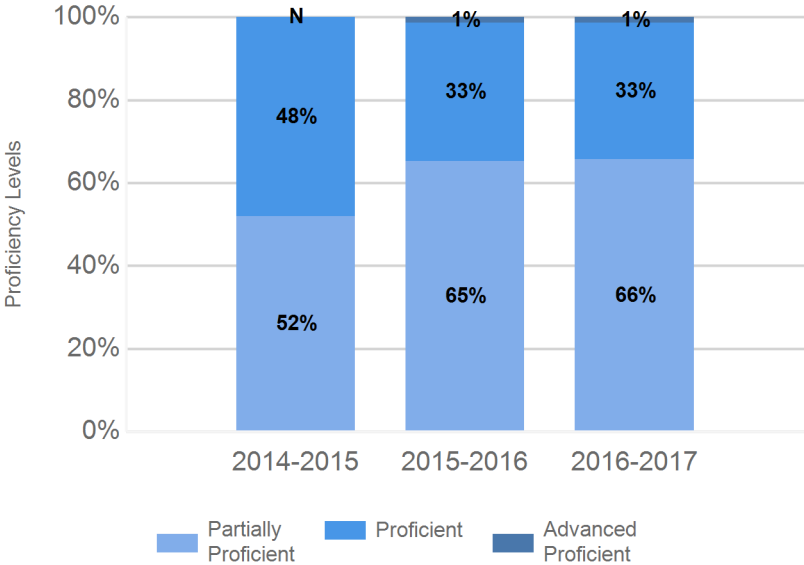
Biology Assessment - Performance

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	1%	33%	66%
White	N	43%	57%
Hispanic	N	18%	82%
Black or African American	N	14%	86%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	N	20%	80%
Students with Disabilities	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	32	35	50	Not Met	27.5	43	50	Not Met
White	36	37.5	50	Not Met	28	47	52	Not Met
Hispanic	28	31.5	49	**	*	*	47	**
Black or African American	25	27	45	Not Met	40	35	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	33.5	32	47	Not Met	32.5	36	46	Not Met
Students with Disabilities	27.5	27	41	**	*	*	43	**
English Learners	N	N	N	N	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:

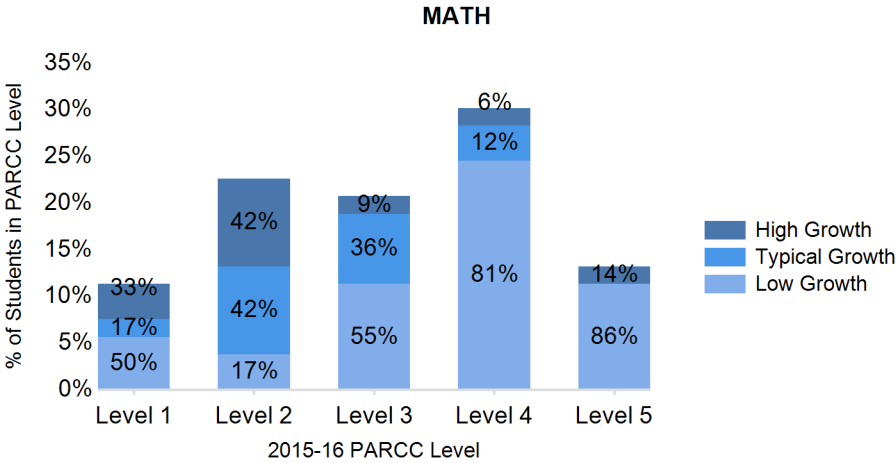
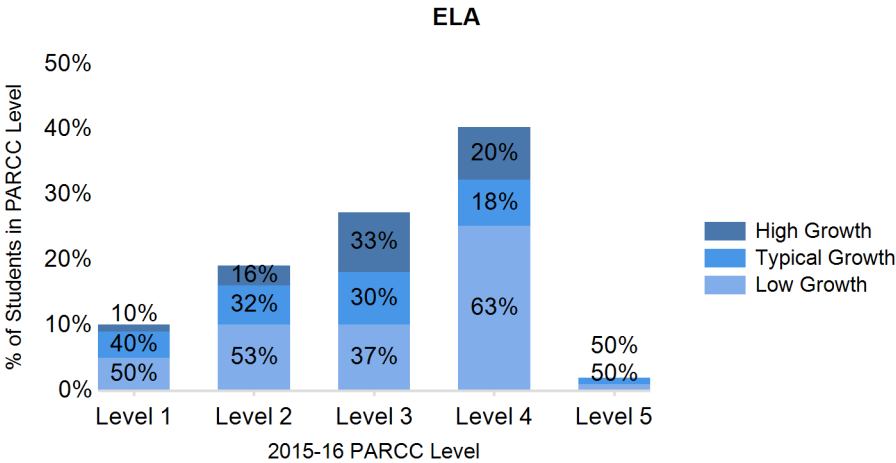
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

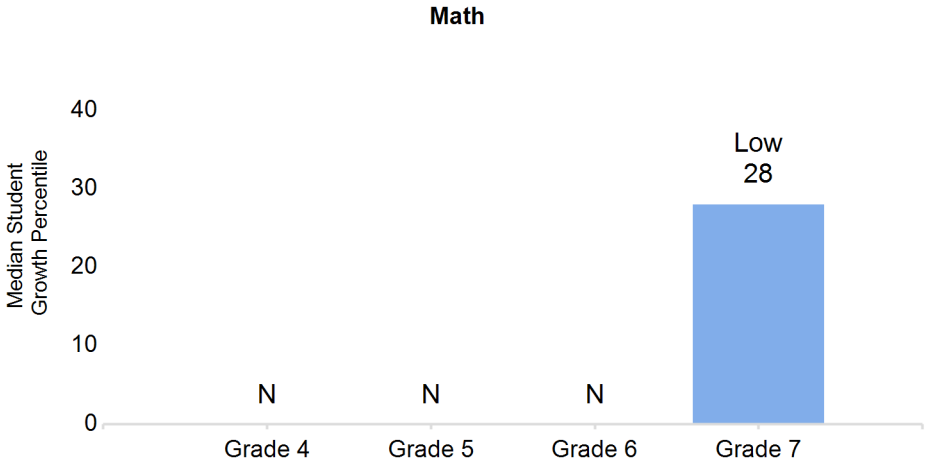
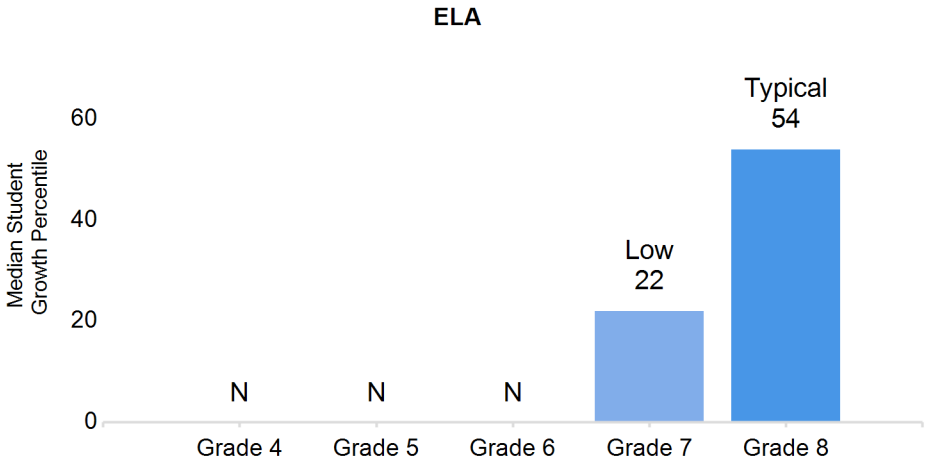
Student Growth by Performance Level

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	100.0%	89.4%
Percentage of students taking the SAT	95.2%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	480	481	Varies By Grade	66%	67%
PSAT - Math	466	483	Varies By Grade	42%	49%
SAT - Reading and Writing	524	551	480	66%	77%
SAT - Math	513	552	530	42%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%

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





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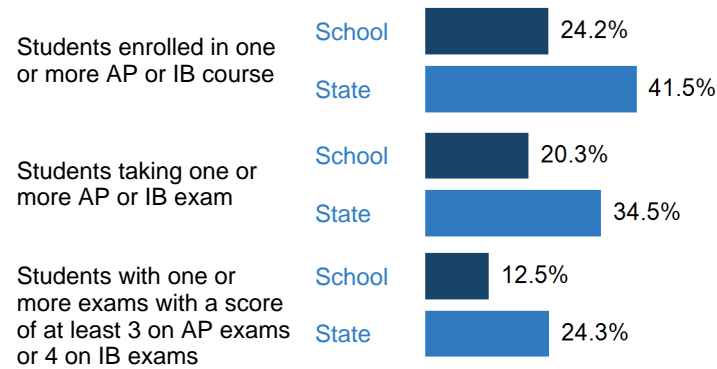
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

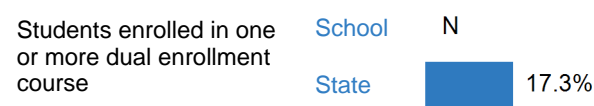
AP/IB Coursework – Participation and Performance

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	1	1
AP Biology	4	4
AP Calculus AB	6	4
AP Calculus BC	0	1
AP Chemistry	8	6
AP Computer Science A	0	1
AP English Literature and Composition	6	5
AP European History	10	10
AP Music Theory	1	0
AP Physics 2	0	1
AP Psychology	1	2
AP Statistics	1	2
AP U.S. History	8	5
Total Exams Taken		42
Exams with scores of at least 3 on AP exams or 4 on IB exams		25



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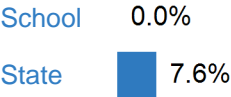
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

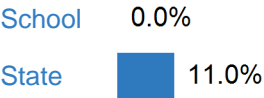
Career and Technical Education Participation

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

CTE Participants  
(completed only one course in an approved CTE program)



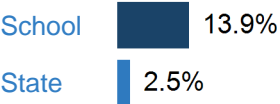
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
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	64
8	9	0	0	0	0	0	50
9	54	12	2	0	0	0	0
10	7	52	18	1	0	0	6
11	0	8	41	23	0	0	6
12	1	6	10	15	7	21	7
Schoolwide	71	78	71	39	7	21	133
Enrolled in AP/IB Course					6	1	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	64	0	1	1	0	0
10	7	64	0	1	0	4
11	12	12	1	68	0	11
12	7	1	0	5	1	34
Schoolwide	90	77	2	75	1	49
Enrolled in AP/IB Course	4	8		0	0	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	66	2	2	0	0	4
10	2	69	11	1	1	13
11	1	70	8	0	0	26
12	1	14	14	4	0	26
Schoolwide	70	155	35	5	1	69
Enrolled in AP/IB Course	0	8	0	1	0	10

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.

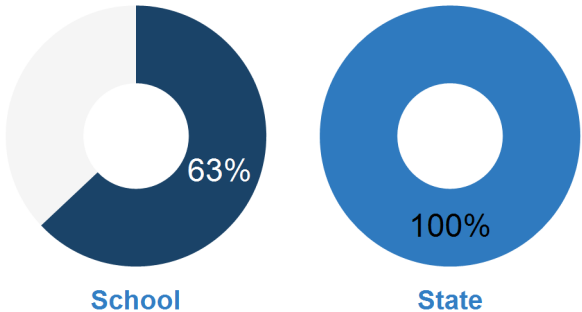
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	N	N	N	N	N	N	N
8	17	0	0	0	25	0	0
9	20	0	0	0	41	0	0
10	7	0	0	0	56	0	0
11	17	0	0	0	16	1	0
12	5	0	0	0	15	0	0
Schoolwide	66	0	0	0	153	1	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	22	0	0	0	18	0	0
Earned Seal of 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.

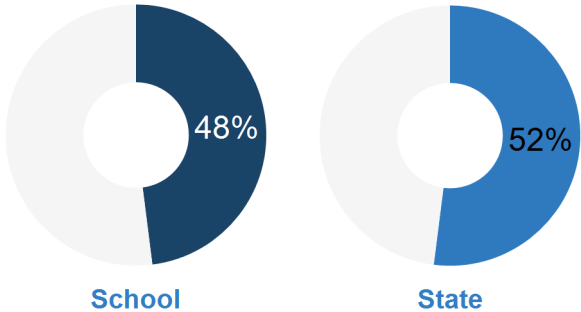
Grades 6-8:

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

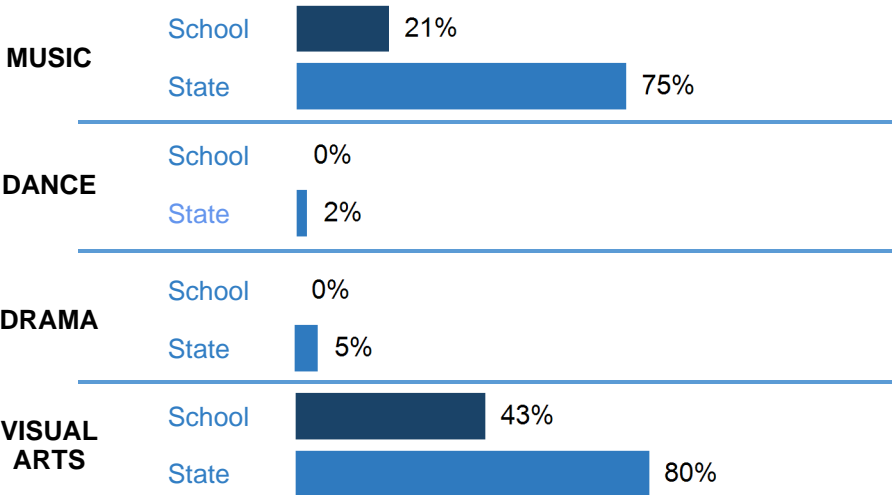


Grades 9-12:

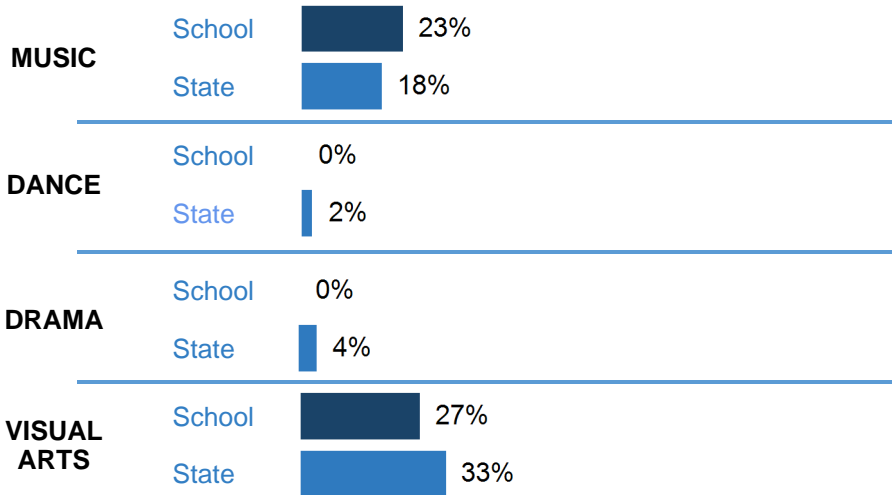
Students enrolled in one or more **visual and performing arts** classes



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	88.2%	90.5%	88.9%	91.8%	88.9%	87.7%	Met Target	87.8%	87.0%	Met Target
White	90.6%	94.5%	93.4%	95.1%	95.0%	N	Met Goal	95.7%	N	Met Goal
Hispanic	100.0%	84.3%	92.3%	86.3%	92.3%	**	**	*	**	**
Black or African American	80.0%	83.4%	75.0%	85.3%	72.4%	79.1%	Not Met	76.0%	90.5%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	86.1%	83.9%	80.0%	85.6%	82.1%	79.4%	Met Target	77.4%	89.3%	Not Met
Students with Disabilities	85.7%	78.8%	71.4%	82.1%	71.4%	N	N	77.8%	**	**
English Learners	N	76.1%	N	79.7%	N	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	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	88.2%	-
2016	88.9%	88.9%
2015	87.3%	87.8%

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	0.8%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.7%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	59%	41.7%	58.3%
White	71.4%	25%	75%
Hispanic	50%	60%	40%
Black or African American	45%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	46.4%	46.2%	53.9%
Students with Disabilities	*	*	0%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	66%	45.2%	54.8%	82.3%	17.7%	61.3%	38.7%
White	63%	32.4%	67.7%	79.4%	20.6%	55.9%	44.1%
Hispanic	41.7%	60%	40%	80%	20%	80%	20%
Black or African American	77.3%	64.7%	35.3%	94.1%	5.9%	64.7%	35.3%
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	66.7%	77.3%	22.7%	100%	0%	68.2%	31.8%
Students with Disabilities	44.4%	62.5%	37.5%	75%	25%	75%	25%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

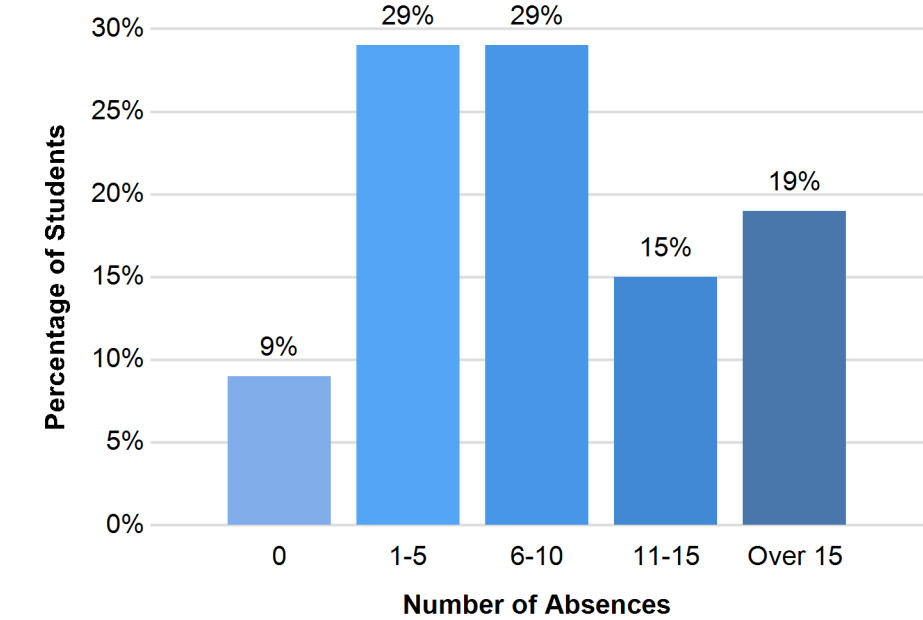
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.30	12.60	Not Met
White	14.70	12.60	Not Met
Hispanic	19.20	12.60	Not Met
Black or African American	18.30	12.60	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	23.70	12.60	Not Met
Students with Disabilities	24.60	12.60	Not Met
English Learners	N	**	**

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

Days Absent

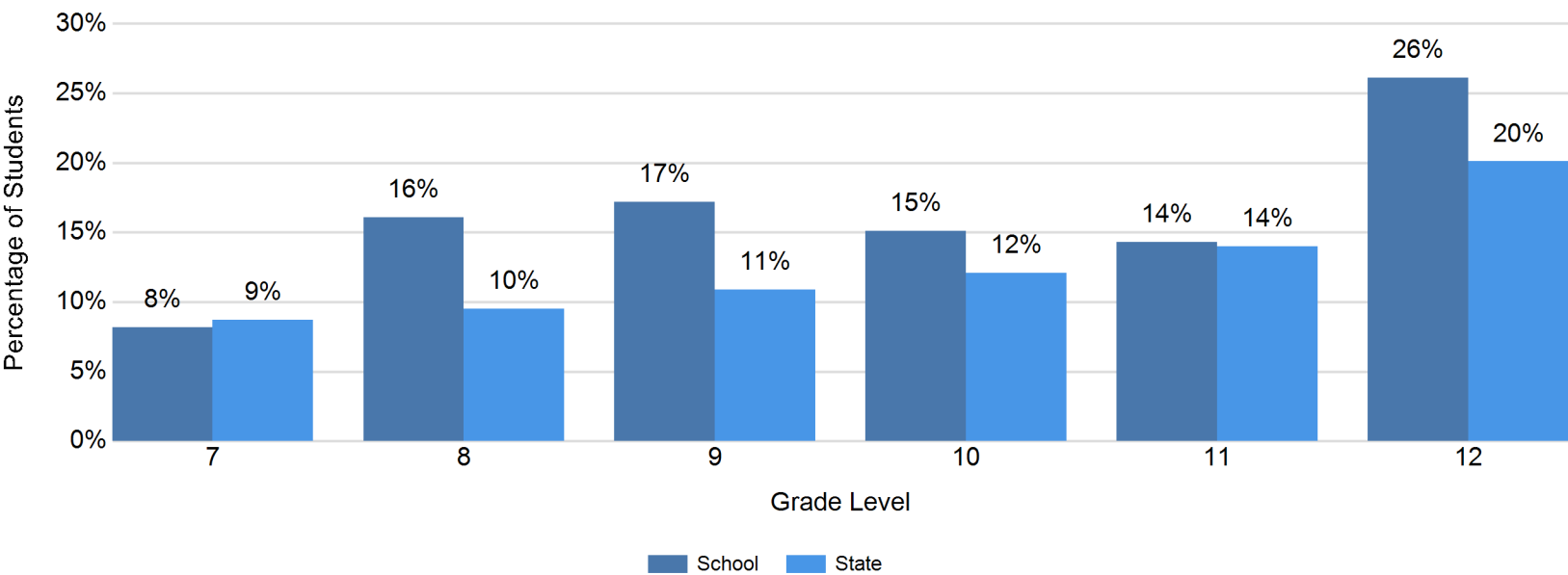
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 27 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	7
Vandalism	1
Weapons	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	4.09

### 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	18.9%
Any Suspension	18.9%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	1142.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$648	\$13,531	\$14,179



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

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

**Teachers**: All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	13.8	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	72%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,506
Average years experience in public schools	19.2	15.9
Average years experience in district	13.8	11.6
Administrators in district for 4 or more years	100%	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	9:1	10:1
Administrators	98:1	175:1
Librarian/Media Specialists		875:1
Nurses		438:1
Counselors		292:1
Child Study Team		N



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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.

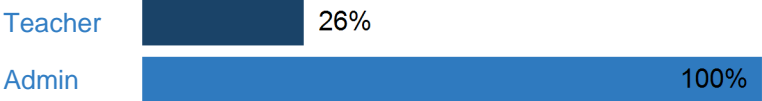
### Teachers and Administrators - Level of Education

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	82%	89%
2015-16 Administrators: Same district 2016-17	40%	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	8.5	12.5%
Mathematics Proficiency	17.0	12.5%
Graduation - 4-Year	12.8	15.0%
Graduation - 5-Year	11.1	15.0%
English Language Arts Growth	27.7	15.0%
Mathematics Growth	34.1	15.0%
Chronic Absenteeism	23.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		19.5
<b>Summative Rating:</b> Percentile rank of Summative Score		2.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		Comprehensive
<b>Requires Comprehensive Support:</b> 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	19.5	19.6	Targeted	Met Target	Met Target	Not Met	Met Target	Met Target	Not Met	Not Met	No
White	37.5	19.6	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	Not Met	Not Met	No
Hispanic	**	**	No	Met Target†	Not Met	Not Met	**	**	**	**	No
Black or African American	10.7	19.6	Targeted	Met Target	Met Target†	Not Met	Not Met	Not Met	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	**	**	No
Economically Disadvantaged Students	15.1	19.6	Targeted	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	21.1	6.2	No	Not Met	Not Met	Not Met	N	**	**	**	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

<b>Principal:</b>	Mr. Holloway	<b>Email Address:</b>	<a href="mailto:kholloway@palmyra.k12.nj.us">kholloway@palmyra.k12.nj.us</a>
<b>Address:</b>	5TH & WEART BOULEVARD PALMYRA, NJ 08065	<b>Website:</b>	<a href="https://www.palmyraschools.com">https://www.palmyraschools.com</a>
<b>Phone:</b>	(856)786-9400	<b>Facebook:</b>	<a href="https://www.facebook.com/palmyraproud/">https://www.facebook.com/palmyraproud/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/palmyraproud">https://twitter.com/palmyraproud</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Offering Advanced Proficient (AP), Honors, College Prep, and Virtual High School courses.</li> <li>• Award winning marching band, chorus, and performing arts club.</li> <li>• Offer 17 varsity/sub varsity sports programs and cheerleading.</li> </ul>
 <b>Mission, Vision, Theme:</b>	The Mission of the Palmyra Public School District is to work cooperatively with the available resources of home and community, including business and industry, to offer each child the educational opportunities that will enable him/her to function politically, economically, and socially in a democratic society and to fully facilitate their development within a safe and secure school environment.
 <b>Awards, Recognition, Accomplishments:</b>	2016 New Jersey Classroom Close Up entitled "Palmyra's Hidden Gem" <a href="https://drive.google.com/file/d/0B8_RujTEA4XXUTNBUXpJeVo4TDg/view">https://drive.google.com/file/d/0B8_RujTEA4XXUTNBUXpJeVo4TDg/view</a>








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 <b>Courses, Curriculum, Instruction:</b>	<p>Palmyra High School offers Honors level classes in all subject areas. The students can also choose from a variety of VHS courses as part of their academic course load. PHS also offers several AP courses in the Sciences, Math, History, and Language Arts field.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Football (Boys), Softball (Girls), Swimming (Co-ed), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>PHS also offers fall and winter Cheerleading. PHS is a member of the NJSIAA and the Burlington County Scholastic League.</p>
 <b>Clubs and Activities:</b>	<p>Palmyra High Scxhool has 14 clubs for 7th &amp; 8th grade (middle school) and another 15 clubs for the high school. Included are Robotics, Interact, Student Gov., GSA, NHS, German and Spanish NHS, JNHS, and Environmental Club just to name a few.</p>







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 <p><b>Postsecondary Information:</b></p>	<p>The Naviance program is used as a tool for compiling and sending off college applications, transcripts and resumes. Two Financial Aid workshops are presented each year. Students can take an SAT prep class as part of their academic day or after school. We also adminster the PSAT and ASVAB Test to our students.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Palmyra offers ELL services and a Child Study Team Dept. that oversees all Special Educational services. Included in those services are Inclusion classes, Resource classes, and Basic Skills Instruction. In addition we also have an I&amp;RS Team and tutoring services as well. Palmyra High School also has an alternative learning program (Palmyra Learning Academy). This program features an online learning program by Edmentum entitled PLATO.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Palmyra High School offers each student one marking period of Health Class each year, as well as daily physical education classes. Nutrition and Sports Medicine classes are offered to high school students. PHS participates in the National School Lunch Program and offers a breakfast program.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>There are many opportunities for parents to be involved at PHS. There is a very active PTA for junior high, a Post Prom Parent Committee, Parent Advisory Committee, and Parent Booster Clubs for sports. Students are involved with many community activities through Interact, Student Council and National Honor Society. Class advisors work with the community groups Palmyra Improvement Association and PHSFEE (Palmyra High School Foundation for Educational Excellence) Parent Portal through OnCourse.</p>




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<div>  <div>Facilities:</div> </div>	<p>Palmyra High School is one of the oldest high schools in Burlington County dating from 1895. It is listed on the National Register of Historic Places. The most recent renovations were completed in the summer of 2009 when the building became climate controlled and computer and science labs were updated.</p>
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<div>  <div>Other Information:</div> </div>	<p>Palmyra High School (PHS) offers a comprehensive educational program for students in grades 7-12. PHS is committed to excellence in education by way of enriching, developing, implementing, and maintaining advanced curricula for all subject areas. PHS has increased its variety of Advanced Placement, Honors, and College Prep courses. Expansive curricula have been revamped, updated, and invigorated as the district’s thrust to commitment in educational excellence continues. Virtual High School capacity has been expanded to provide additional course offerings at PHS. In addition, PHS has developed a STEAM program that includes Robotics and Engineering courses. PHS has also formed a partnership with Rowan College of Burlington County and participates in the College Accelerated Program where students can earn college credits while still in high school. Partnerships have also been made with local professionals, who volunteer to come speak to our students about careers. Technology continues to play a vital role in the education process and continues to increase at PHS. We utilize brand new computer labs, mobile net book/Chromebook carts, iPads, Smart Board/Mimeo-Board technology, Texas Instrument Nspire graphing calculators, and wireless internet connections throughout the building. Students are highly encouraged to participate in community involvement activities. “Class Initiatives” will include a variety of community service events throughout the year. With a broad array of organizations available to our students it is easy to become an active participant in the school community. A major endeavor in the area of character development and positive recognition has been implemented in PHS through the Renaissance program. Students and staff are recognized for their efforts and accomplishments in school. Additionally, the Olweus Anti-Bullying Program has been implemented at PHS.</p>
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