NJ SCHOOL PERFORMANCE REPORT

ALFRED C. MACKINNON MIDDLE SCHOOL
(27-5770-030)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MORRIS
District	WHARTON BORO
Principal Name	DR. KETCH
Address	137 EAST CENTRAL AVENUE WHARTON, NJ 07885-2431
Phone Number	(973)361-1253
Email Address	PKETCH@WBPS.ORG
Website	https://www.wbps.org
Twitter	https://@WBPS_NJ

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	78	82	85
7	115	95	88
8	106	118	97
Total	299	295	270

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	2015-16	2016-17	2017-18
Female	48.2%	49.8%	49.6%
Male	51.8%	50.2%	50.4%
Economically Disadvantaged Students	55.5%	55.3%	53.0%
Students with Disabilities	20.1%	20.0%	21.9%
English Learners	6.0%	6.1%	4.8%
Homeless Students		0.7%	1.1%
Students in Foster Care		0.7%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	25.8%	23.7%	22.6%
Hispanic	64.2%	67.8%	69.3%
Black or African American	7.0%	5.8%	4.8%
Asian	3.0%	2.4%	3.3%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	53.0%
English	45.2%
Other Languages	1.9%

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Student growth is a measure of 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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	39.5	50	Not Met	41	44	50	Met Standard
White	47	47	50	Met Standard	44.5	49.5	51	Met Standard
Hispanic	38	38.5	49	Not Met	39	41	48	Not Met
Black or African American	14	35	44	**	*	46	44	**
Asian, Native Hawaiian, or Pacific Islander	*	50.5	61	**	*	37	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	N	*	51	**
Economically Disadvantaged	37.5	39	48	Not Met	38	43	47	Not Met
Students with Disabilities	32.5	37.5	41	Not Met	35	35	43	Not Met
English Learners	*	*	54	**	*	*	51	**

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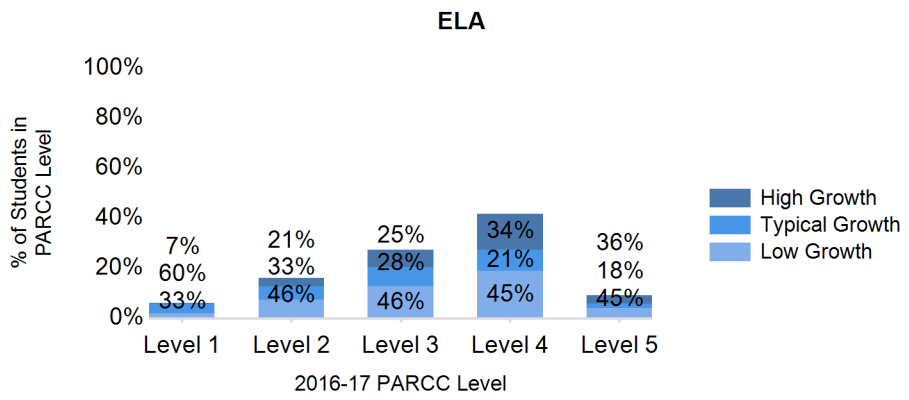
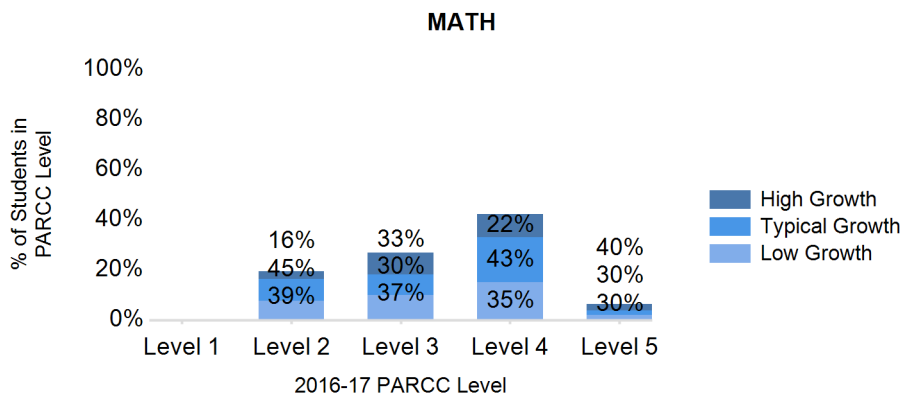
Student Growth by Performance Level

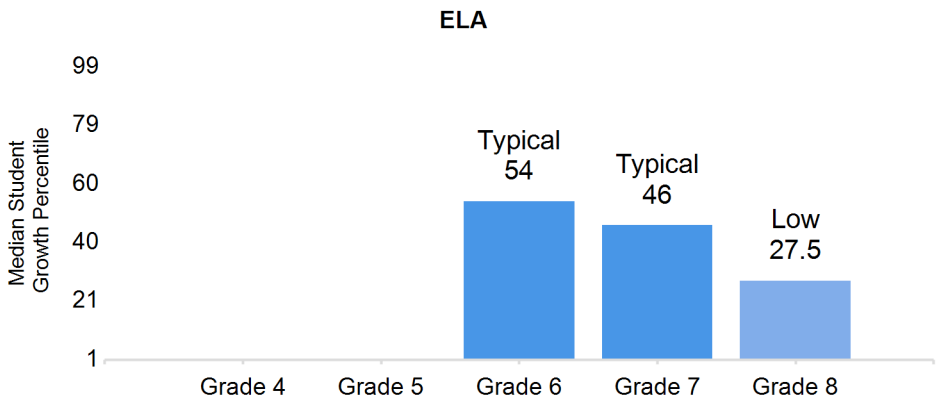
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

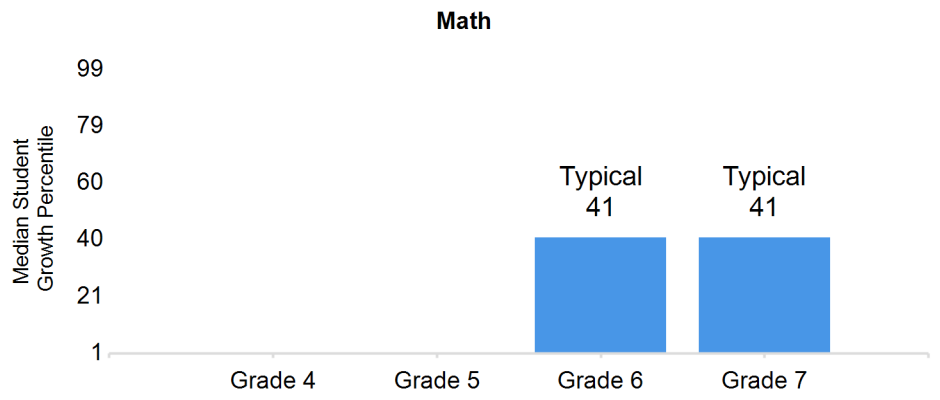




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	257	97.8	48.3	49.0	56.7	48.3	54.4	Not Met
White	57	98.3	63.2	61.8	65.6	63.2	66.1	Met Target†
Hispanic	181	97.9	43.7	45.5	42.5	43.7	50.5	Not Met
Black or African American	10	91.7	20.0	*	37.3	19.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	130	97.0	60.0	59.1	64.5	60.0		
Male	127	98.5	36.2	37.8	49.4	36.2		
Economically Disadvantaged Students	133	97.1	39.1	39.7	38.5	39.1	49	Not Met
Non-Economically Disadvantaged Students	124	98.4	58.1	59.6	67.5	58.1		
Students with Disabilities	58	100.0	*	*	21.6	*	9.6	Met Target†
Students without Disabilities	199	97.1	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	744	744	754	*	19%	27%	*	*	46%	56%
White	14	752	752	761	0%	*	*	*	*	50%	66%
Hispanic	64	740	740	742	*	16%	30%	*	*	44%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	39	753	753	761	*	*	*	*	*	59%	64%
Male	42	735	735	748	*	*	*	*	*	33%	48%
Economically Disadvantaged Students	47	738	738	739	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	34	751	751	764	*	*	*	*	*	53%	68%
Students with Disabilities	18	714	714	723	*	*	*	*	*	*	18%
Students without Disabilities	63	752	752	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	761	761	760	*	*	26%	29%	29%	57%	63%
White	27	780	780	768	*	*	*	41%	41%	81%	72%
Hispanic	50	747	747	746	*	*	36%	*	*	42%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	45	773	773	769	*	*	27%	*	*	60%	72%
Male	39	748	748	752	*	*	26%	*	*	54%	54%
Economically Disadvantaged Students	32	743	743	742	*	*	*	*	*	34%	44%
Non-Economically Disadvantaged Students	52	773	773	771	*	*	*	*	*	71%	73%
Students with Disabilities	16	716	716	721	*	*	*	*	*	13%	22%
Students without Disabilities	68	772	772	768	*	*	*	*	*	68%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	740	740	759	17%	14%	24%	*	*	45%	60%
White	16	750	750	767	*	*	*	*	*	50%	70%
Hispanic	66	739	739	744	20%	*	23%	*	*	45%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	46	753	753	768	*	*	22%	*	*	61%	69%
Male	46	728	728	751	*	*	26%	*	*	28%	52%
Economically Disadvantaged Students	54	736	736	740	*	*	*	*	*	41%	42%
Non-Economically Disadvantaged Students	38	746	746	769	*	*	*	*	*	50%	71%
Students with Disabilities	20	701	701	719	*	*	*	*	*	*	19%
Students without Disabilities	72	751	751	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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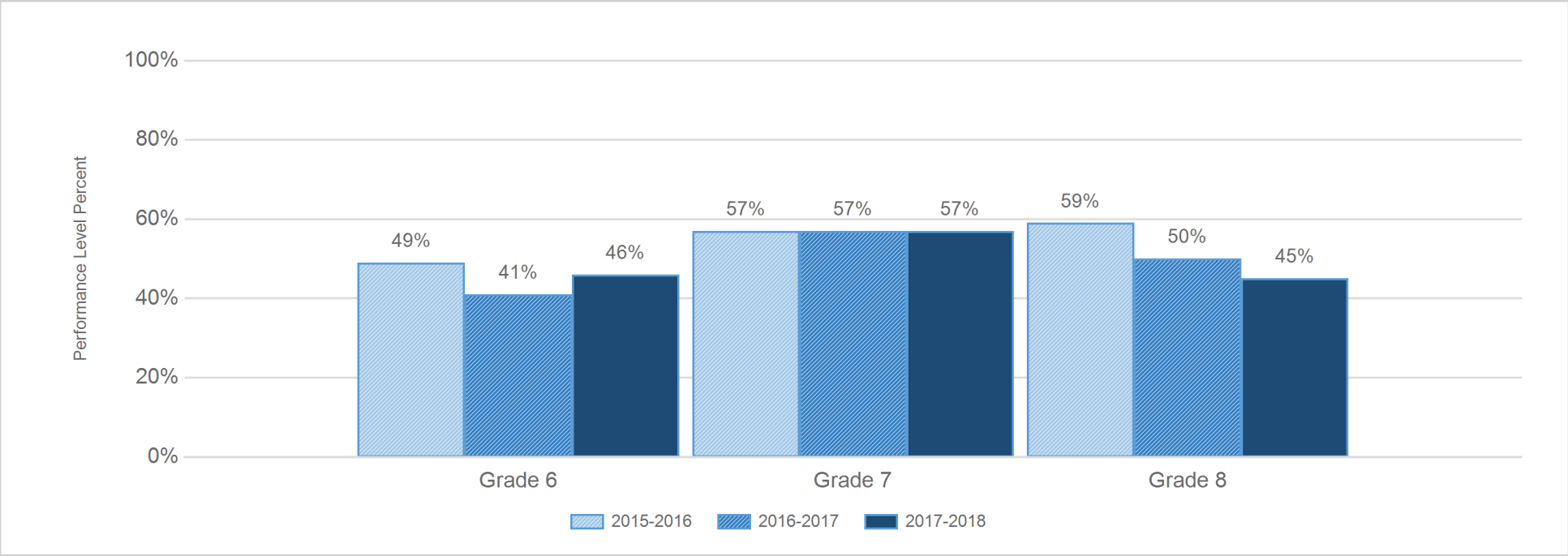
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	261	98.2	40.6	42.5	45.0	40.6	45.2	Met Target†
White	57	98.3	56.1	61.8	54.1	56.1	52.3	Met Target
Hispanic	185	98.4	34.6	36.3	29.2	34.6	43.1	Not Met
Black or African American	10	91.7	20.0	*	23.4	19.0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	130	97.0	42.3	43.6	46.0	42.3		
Male	131	99.3	39.0	41.4	43.9	39.0		
Economically Disadvantaged Students	137	97.9	29.9	32.8	26.6	29.9	39.9	Not Met
Non-Economically Disadvantaged Students	124	98.5	52.4	53.9	55.9	52.4		
Students with Disabilities	58	100.0	12.1	13.9	17.1	12.1	14.6	Met Target†
Students without Disabilities	203	97.7	48.8	50.5	50.5	48.8		
English Learners	12	92.9	16.7	*	24.6	16.1	**	**
Non-English Learners	249	98.4	41.7	*	46.9	41.7		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	83	735	735	744	*	25%	39%	*	*	28%	44%
White	14	746	746	751	0%	*	*	*	*	43%	54%
Hispanic	66	730	730	731	*	26%	41%	*	*	23%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	39	740	740	745	*	*	46%	*	*	31%	45%
Male	44	730	730	742	*	*	32%	*	*	25%	42%
Economically Disadvantaged Students	49	729	729	729	*	*	41%	*	*	20%	24%
Non-Economically Disadvantaged Students	34	743	743	753	*	*	35%	*	*	38%	56%
Students with Disabilities	18	717	717	717	*	*	*	*	*	*	13%
Students without Disabilities	65	739	739	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

ALFRED C. MACKINNON MIDDLE SCHOOL
(27-5770-030)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	750	750	743	*	19%	19%	*	*	56%	43%
White	28	761	761	750	*	*	*	*	*	64%	54%
Hispanic	50	741	741	732	*	28%	*	*	*	46%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	45	747	747	745	*	*	*	*	*	53%	45%
Male	40	753	753	741	*	*	*	*	*	60%	42%
Economically Disadvantaged Students	32	732	732	730	*	*	*	*	*	34%	24%
Non-Economically Disadvantaged Students	53	761	761	751	*	*	*	*	*	70%	55%
Students with Disabilities	16	718	718	717	*	*	*	*	*	13%	12%
Students without Disabilities	69	758	758	748	*	*	*	*	*	67%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

ALFRED C. MACKINNON MIDDLE SCHOOL
(27-5770-030)
Grades Offered: 06-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	728	728	728	18%	29%	26%	27%	0%	27%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	45	727	727	722	*	*	*	*	*	27%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	24	729	729	731	*	*	*	*	*	25%	31%
Male	38	728	728	725	*	*	*	*	*	29%	26%
Economically Disadvantaged Students	40	727	727	719	*	*	*	*	*	25%	20%
Non-Economically Disadvantaged Students	22	730	730	735	*	*	*	*	*	32%	35%
Students with Disabilities	18	714	714	705	*	*	*	*	*	17%	*
Students without Disabilities	44	734	734	735	*	*	*	*	*	32%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	759	759	746	0%	0%	39%	61%	0%	61%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	24	757	757	730	0%	0%	42%	58%	0%	58%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	22	757	757	748	0%	0%	*	*	*	59%	48%
Male	11	763	763	745	0%	0%	*	*	*	64%	44%
Economically Disadvantaged Students	17	758	758	729	0%	0%	*	*	*	59%	25%
Non-Economically Disadvantaged Students	16	760	760	756	0%	0%	*	*	*	63%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	33	759	759	749	0%	0%	39%	61%	0%	61%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	N	N	N	735	N	N	N	N	N	N	30%
White	N	N	N	740	N	N	N	N	N	N	37%
Hispanic	N	N	N	723	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	N	N	N	736	N	N	N	N	N	N	30%
Male	N	N	N	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	N	N	N	736	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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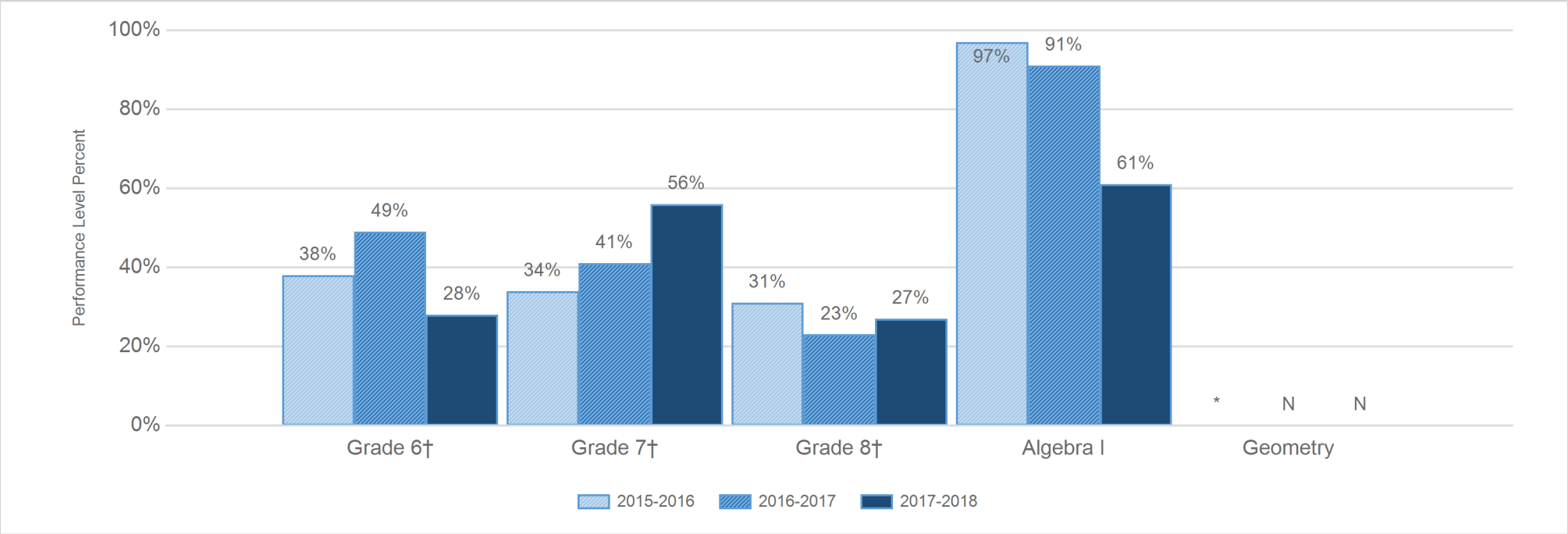
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

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 and 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
0-2	10	90.0%	10.0%
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	85
7	0	0	91
8	38	0	0
Total	38	0	176

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	85	0	0	0	0	0	0
7	90	0	0	0	0	0	0
8	96	0	0	0	0	0	0
Total	271	0	0	0	0	0	0

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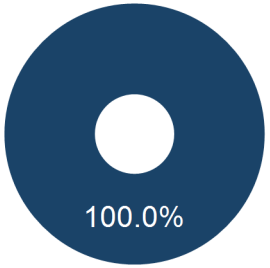
Visual and Performing Arts – Course Participation

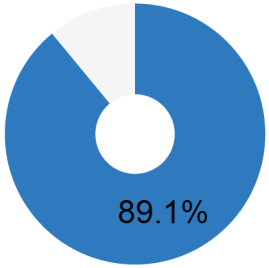
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

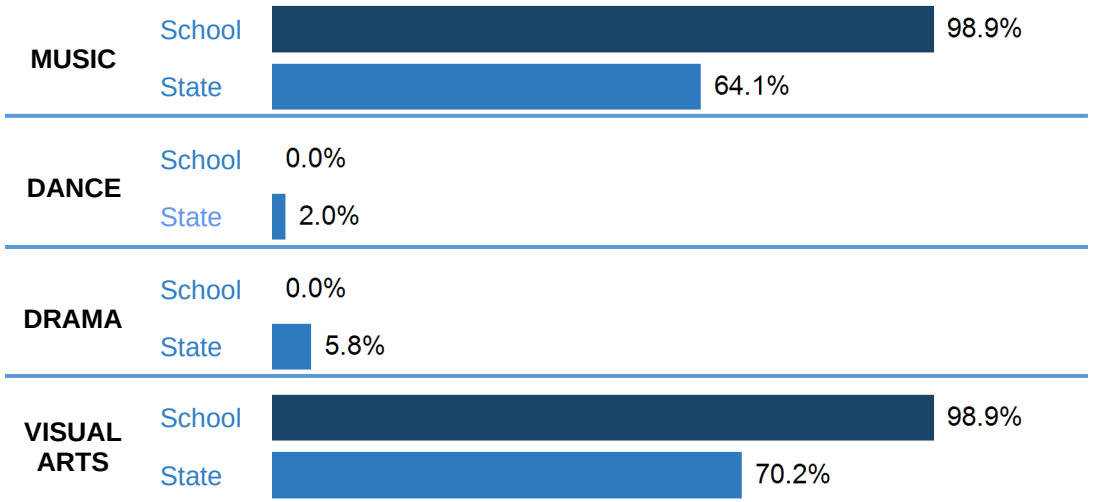


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

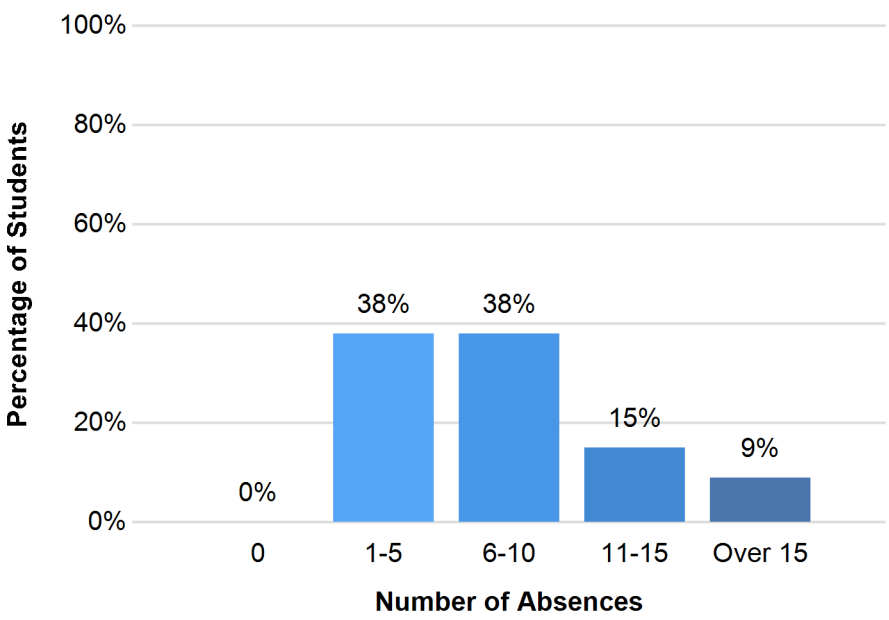
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	20	7.4	9.5	Met
White	2	3.3	9.5	Met
Hispanic	16	8.5	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	12	8.5	9.5	Met
Students with Disabilities	11	17.7	9.5	Not Met
English Learners	0	0	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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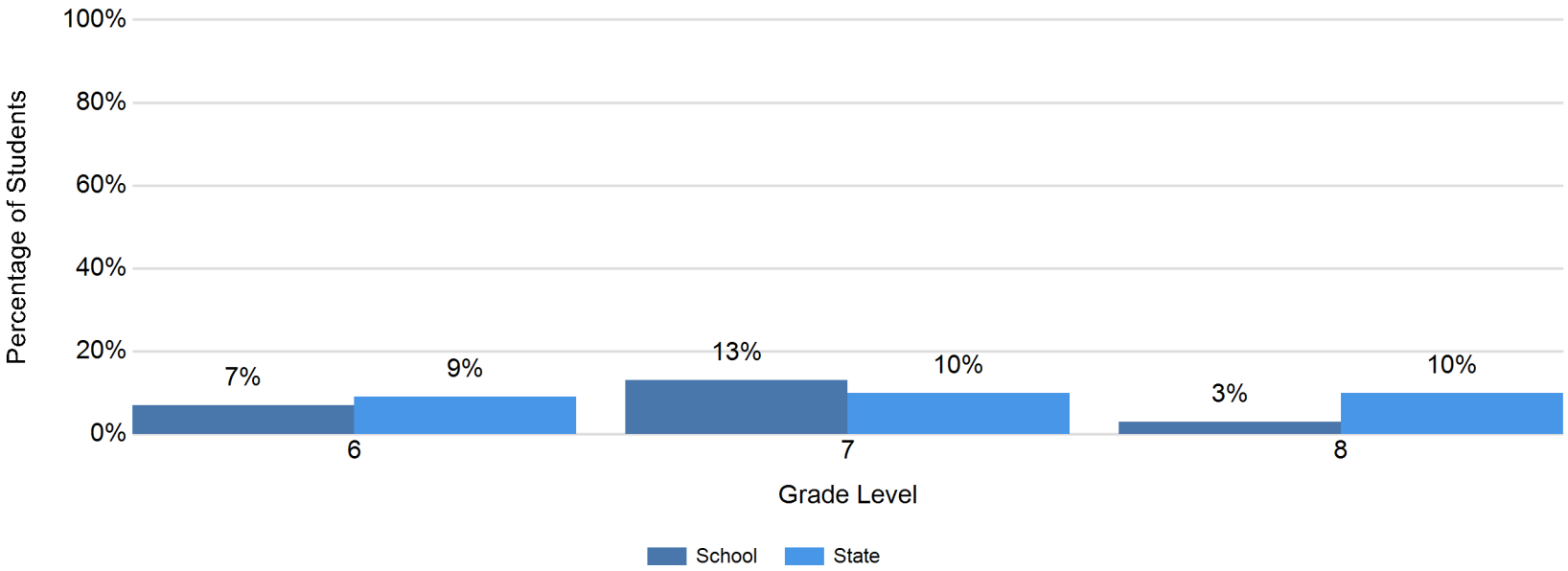
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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 row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.11

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	1	0	1
Other	2	1	3
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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(27-5770-030)
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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. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:05 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$621	$15,089	$15,710

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Key terms for staff data:
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

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	32	117,464
Average years experience in public schools	10.2	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	71.9%	75.5%

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	9,374
Average years experience in public schools	16.2	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	10:1
Students to Administrators	270:1	151:1
Teachers to Administrators	32:1	16:1
Students to Librarians/Media Specialists		757:1
Students to Nurses		757:1
Students to Counselors		379:1
Students to Child Study Team		N

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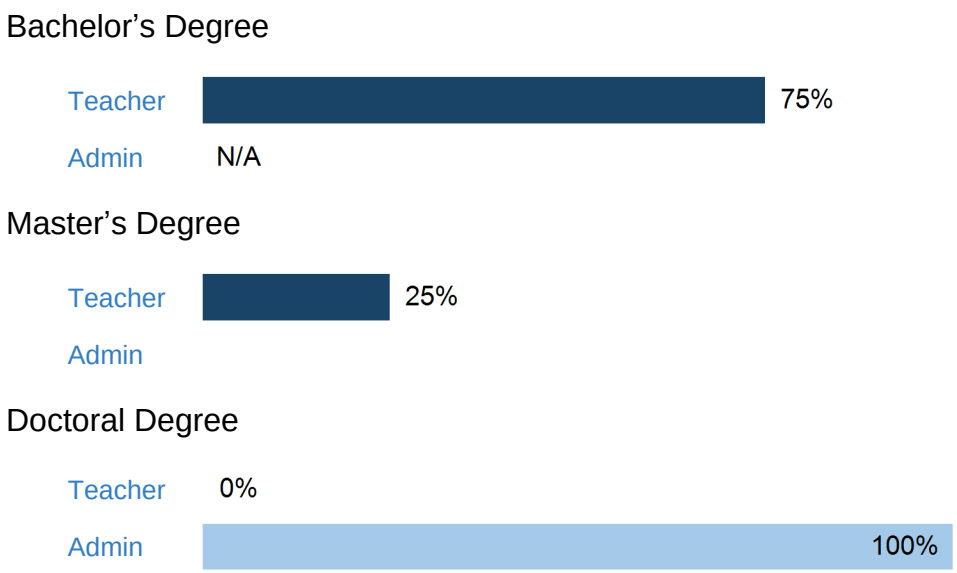
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	96.2%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

This table shows the percentage of days that 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
2017-18	98.6%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	78.1%	0.0%
Male	21.9%	100.0%
White	93.8%	100.0%
Hispanic	6.3%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	28.85	17.5%
Mathematics Proficiency	36.43	17.5%
English Language Arts Growth	14.99	25.0%
Mathematics Growth	17.80	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	51.92	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	27.41	n/a
Summative Rating: Percentile Rank of Summative Score	15.28	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Not Met	Met Standard	**	Met	No
White	42.79	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	34.80	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	38.01	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	22.59	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Coed), Soccer (Boys & Girls), Softball (Girls), Wrestling (Coed)

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Before and After School Programs:	The Wharton Public School District offers a variety of programs before and after school. Band and performing arts are available to both elementary and middle school students prior to school. The district also offers a full range of athletic teams in the middle school. Sports offered are boys and girls soccer, boys and girls cross-country, boys and girls wrestling , boys and girls basketball, baseball and softball. The elementary school offers a morning “Drop-In” program in which students may seek extra support from their teachers. A full breakfast program is offered to all students by the district and the area YMCA offers an afterschool program to care for children. Two of our support organizations, Wharton Kids First Foundation and Municipal Alliance offer both academic and social programs and events for students outside of school hours.
Staff and Professional Learning:	Staff is able to access professional development in a variety of ways including workshops, in-class coaching sessions, participating in virtual learning opportunities, as well as external study for advanced degrees. Staff participate in professional learning communities centered around research based instructional practices and standards based assessing. In addition, educational consultants in Readers and Writers Workshop, Next Generation Science Standards, Math workshop, and reaching At-risk learners, work with teachers on improving their instructional practices. Administrators work with educational consultants to improve feedback provided to staff to improve educational practices.

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Student Supports and Services:	Assessments used to identify students needing support services include the Access (ELL), universal benchmarks in key content areas, data collection and work samples (RtI), as well as the C-TOP and the Connors. Students with health difficulties documented by medical diagnoses may require a 504 or IEP. The district provides daily push-in and/or pull-out services for identified ELLs. Behavioral supports include restorative justice, counseling, and PBIS. Behavioral coaches are teachers with time scheduled daily to help collect data and address patterns by providing relevant support to students and staff. Behaviorists work with students identified through I &RS or as delineated in their IEPs. Supports and services for students with disabilities include OT/PT, Speech & Language, Behaviorists, counseling, self-contained settings, ABA programming, Additional supports available include extended day and extended school year programs as well as Title I programs.
Student Health and Wellness:	The District offers the following programs to promote health and wellness of students: • The school lunch program offers promotional days during the school where at least one new nutritional alternative menu item will be featured. The nutritional alternative will be promoted with posters, flyers, and/or hand-outs. • The Principal encourages food products that meet the nutrition standards of the Healthy, Hunger Free Kids Act of 2010. • Periodically the students will have input on menu planning that will include taste testing of new Nutritional food, satisfaction surveys, and other activities that will promote nutrition awareness. • A School Wellness Week is held annually with special activities throughout the week to promote nutrition and physical activity. • All students receive health/physical education • Age-appropriate equipment and supplies are available during recess time. • Fundraisers are encouraged that promote physical activity.
Parent and Community Involvement:	The Wharton Public School District prides itself on the bond it holds with the greater school community. In addition to individual contributions and a positive relationship with the Town Council, three support groups greatly support the schools. These are the PTA, Wharton Kids First Foundation and the Municipal Alliance. The district also has established a variety of methods for parents and the community to become involved. These include Curriculum Council, Special Education Advisory Council, Early Childhood Education Council and Strategic Planning. Our schools host a plethora of “Academic Celebrations”, both during and after school. Additionally, our children host special events for veterans, invite community member in in for “Career Day” and offer several invites to area seniors. Parents have access to student achievement via our parent portal and all announcements through the district website, Twitter and group messages.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our 3-year initiative provided school districts with a means to improve their culture and climate resulting in an environment where children (and adults) can thrive emotionally, physically, and academically, and where students, families, and the wider community are engaged in the school. Students, staff and community partners had the opportunity to participate in culture/climate pre-surveys in November 2015 and post surveys in June 2018. Responses were collected anonymously. Data was summarized using mean ratings and frequency distributions. Staff/community teams and Student teams were created in each school to support the initiative, through activities to improve school culture and climate related to results of the pre survey, focusing on student voice and student respect. The House initiative, currently in place, also supports the culture/climate initiative. Post surveys, completed in June 2018, showed positive scores in student connectedness.
Facilities:	The Elementary School was constructed in 1964 and the Middle School was constructed in 1999. The two schools are joined and located at one location. The schools have a Library Media Center, Technology Lab, two Science Labs, Gymnasium, Art Room, full-serving Kitchen, Cafeteria/All Purpose Room with Stage, Music Room, Physical and Occupational Therapy Room and a STEM classroom. Recent capital projects included air conditioning in the All Purpose Room and Gymnasium, making the entire district air conditioned. Additional projects were a light and sound system in the Gymnasium and All Purpose Room, correcting the drainage and installing a rubberized surface for the playground and a new sidewalk. The District also installed new security cameras. Bollards were placed around the Playground for safety. An electrical upgrade was done to the Switchgear, a Security vestibule was installed, an outdoor digital marque, and all new classroom doors with intruder locks were installed.
School Safety:	The District recognizes the importance in providing and maintaining a safe environment for the students. The District also maintains a school district security program that includes: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment. The following measures have been implemented to ensure student safety: • New intruder locks and a Security Vestibule were installed. • ID scanners at entrances. • Additional cameras were installed. • Security drills are practiced with local law enforcement. • Business Administrator designated as a School Safety Specialist. • Quarterly safety meetings are held. • Safety trainings are provided throughout the year. • A Class III Officer and crossing guards are employed. • Collaborative Response Graphic available for emergencies.

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Technology and STEM:	Our technology has vastly improved in recent years. Schools have access to ChromeBooks for all students and each classroom is equipped with a SmartBoard. Additionally, both schools have access to a full technology lab in our Technology Learning Center as well as a Makerspace area. Some students with special needs are provided individual tablets. Multiple assessment software and online programs are incorporated into our curriculum and Google Apps is used daily. Elementary and middle level students are offered technology classes during the school day and the district runs an afterschool Tech Club for the middle school. After school STEM and Robotics programs are sponsored by our support organizations for both elementary and middle school students. To incorporate our student families, the district also facilitates a series of “Family Tech Nights.”
Early Childhood Education:	Wharton seeks to provide a choice of high quality preschool programs that address children’s social, emotional and academic needs in an inclusive setting. Approximately 50% of the families in Wharton qualify for free/reduced lunches. Over 67% of our children are from Spanish-speaking homes. Classes are full day and limited to 15 students. The district contracts with Head Start of Morris County as well as El Primer Paso, Magic Garden School & Early Learning Center and Morris County Educare & Enrichment Center. The students in these programs are mainly funded through Preschool Education Expansion Aid. We also have two in-district, half-day, integrated preschool classes and a preschool disabled class, fully funded by the school district. The district maintains a waiting list. Programs have highly trained teachers and assistants, use a state-recommended curriculum and a performance-based assessment system. Private providers are enrolled in Grow NJ Kids.

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Other Information:	The Wharton Public School District has recently convened its Strategic Planning Team and developed five year goals to continue to move the district forward. Our school district was also awarded the title, “District of Distinction” by DA Magazine for our school climate and culture program. Our elementary and middle school are on the same site and are able to benefit from the ability to share great resources. The Wharton Borough Public School District is a “Choice School” and holds an annual lottery to accept new students and create a “waiting list”. The district provides education to students in PreK-8 and sends to the Morris Hills Regional District for high school.