



**Bloomington Avenue School**  
2016-2017


**Grade Span KG-02**

39-0980-040  
UNION  
CRANFORD TWP  
200 BLOOMINGDALE AVENUE  
CRANFORD, NJ 07016

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.
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### Footnotes

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	72	66	83
1	69	83	84
2	79	70	84
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	4	3	2
Total	224	222	253

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	51%
Male	52%	51%	49%
Economically Disadvantaged Students	0%	2%	1%
Students with Disabilities	15%	18%	15%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	87.7%
Hispanic	5.5%
Asian	3.6%
Black or African American	1.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.0%

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	72	66	62
KG - Full Day	0	0	21

### 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	100.0%



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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.

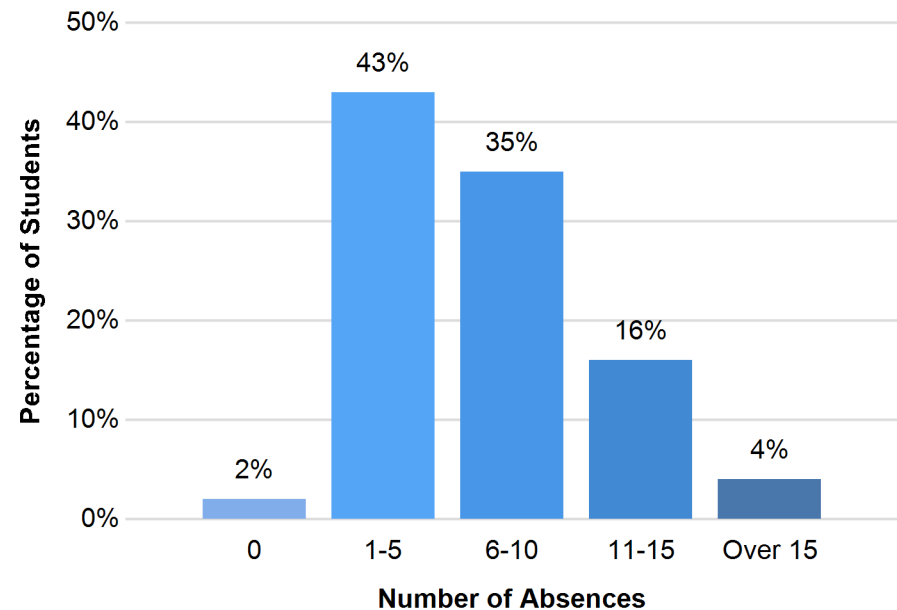
### Chronic Absenteeism

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	0.80	9.80	Met Target
White	0.90	9.80	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	0	9.80	Met Target
English Learners	N	**	**

### Days Absent

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



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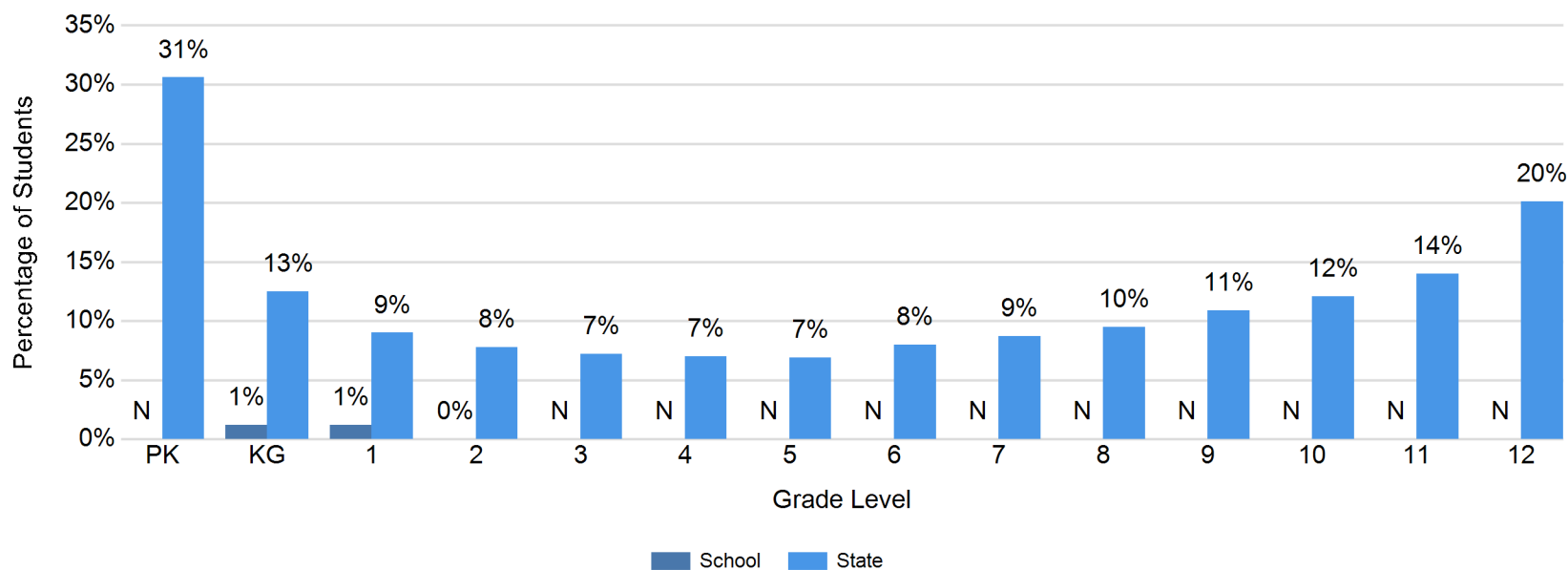
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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:20AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	3
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.19

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$14,258	\$14,535



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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	20	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	70%	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	26	9,506
Average years experience in public schools	21.8	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	62%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	253:1	150:1
Librarian/Media Specialists		781:1
Nurses		488:1
Counselors		488:1
Child Study Team		244:1



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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### School General Info

<b>Principal:</b>	Mrs. Murphy	<b>Email Address:</b>	<a href="mailto:murphy@cranfordschools.org">murphy@cranfordschools.org</a>
<b>Address:</b>	200 BLOOMINGDALE AVENUE CRANFORD, NJ 07016	<b>Website:</b>	<a href="https://www.cranfordschools.org/Domain/10">https://www.cranfordschools.org/Domain/10</a>
<b>Phone:</b>	(908)709-6969		

### School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• A student driven civics project resulted in a Buddy Bench at BAS and started our first annual Friendship Day.</li> <li>• An after school Coding Club was added this year for our first grade students.</li> <li>• A successful full day kindergarten pilot was held at Bloomingtondale Avenue School this year.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Bloomingtondale Avenue School serves approximately 250 students in kindergarten through second grade. The staff is committed to promoting the academic, social and emotional well-being of the children we serve. Our goal is to provide a foundation for young students that will spark a love of learning that will last a lifetime. The school prides itself on creating an environment that is safe, nurturing and child-centered while teaching and modeling respect, responsibility, caring and citizenship.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Bloomingtondale Avenue School was awarded grant money through the Cranford Fund for Educational Excellence to further support personalized learning, flexible seating and an online data base subscription for K-3 reading and research. In the area of staff recognition, each year staff and parents/guardians are able to recommend an individual to be named Bloomingtondale Educator of the Year. These recommendations are reviewed by a panel of parent/guardians, staff and administrators.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our curriculum is comprehensive and aligned to the New Jersey Student Learning Standards. The Language Arts Literacy program is based on a balanced literacy approach within the Reader's/Writer's workshop framework. Mathematics emphasizes developing number sense while focusing on concepts, skills, and problem solving strategies related to addition and subtraction. Science and Social Studies are taught in a manner that is interdisciplinary, interactive and hands on, with real world application.</p>
 <p><b>Sports and Athletics:</b></p>	<p>As a kindergarten through grade 2 elementary school, Bloomington Avenue School does not have a school-affiliated sports programs. However, many students take advantage of recreation and club sports. In addition, each spring the entire student body participates in a PTA sponsored field-day event. Field day is always a student highlight of the school year.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Bloomington Avenue School offers many opportunities for enrichment. After school offerings include Coding Club, Environmental Club and Craft Club. In addition, students in Grade 2 can join Chorus which performs two concerts per year. Other activities include the 100th Day of School Celebration, Friendship Day and Arbor Day.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Before and After School Child Care is available via outside providers that each offer different arrangements for drop off and pick up. Only before care is offered on school premises through a third-party provider. After Care is offered off site and busing is provided by different programs.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Continuous professional improvement and ongoing learning is a priority for our staff. We are involved in professional development opportunities designed to enhance knowledge and professional skills to promote personalized learning, 21st Century Learning Skills and Standards Based Grading. In addition, we continue to develop our professional development school through our partnership with Seton Hall University.</p>
 <p><b>Student Supports and Services:</b></p>	<p>For students who may need academic, social or emotional support, our school provides a wide array of services. We offer a basic skills program (Achieve) in both math and reading and special education services which include In Class Support, Replacement Services and LLD classrooms. In addition, we offer school counseling, occupational and physical therapy, speech and language services, and a multi-tiered system of supports.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The health and wellness of all students is integral to the educational program. Nurses, counselors, and social workers in collaboration with administration and educators provide a safe environment for all students. Students are regularly screened by school nurses and nurses maintain health records for students. Students receive physical education classes in accordance with the NJ Department of Education requirements and students participate in daily recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Parent Teacher Association, is an organization that provides a tremendous amount of support to the staff, students, and school community. Families volunteer time, resources, and their talents for school and community events. The PTA supports the school by enhancing academic programs, providing special programs, and organizing and facilitating activities. The PTA and Cranford Community involvement add to the overall success of the school.</p>



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#### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed:

Open communication and feedback is important at Bloomington Avenue School. Several instruments are used to gain feedback and input. For example, during each PTA meeting there is time allotted for parents/guardians to discuss ideas pertinent to the school as well as trends in education. School culture is also discussed at monthly faculty meetings and climate committee meetings. At Bloomington Avenue School we strive to create a climate that supports and challenges all learners.



#### Facilities:

Bloomington Avenue School has 11 regular education classrooms, 1 self contained special education classroom and 1 resource room. Speech, Occupational Therapy, Physical Therapy and Achieve also have workspaces throughout the school. Our library houses the media specialist, art and music while the gymnasium is used for physical education classes, lunch and assemblies.



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### Other Information:

The school day runs from 8:20 AM-2:40 PM each day for our Full Day Kindergarten, Grade 1 and 2 students. Our half day kindergarten students attend from 8:20 AM -11:00 AM or 12:00 PM-2:40 AM. Lunch is an hour long with the time being split between lunch and recess. In addition to the study of academic subjects (language arts, math, science and social studies) students attend classes in art, music, physical education, library/media center and Spanish (Gr.1&2). Each year the use of technology increases and is integrated into all content areas. Laptops, Chromebooks and iPads are available for student use on a daily basis and each classroom is equipped with a Smartboard for enhanced learning opportunities. School safety is a priority which is practiced and monitored through monthly security and fire drills, a strong partnership with the police department and annual school safety meetings. Also, a full-time nurse provides excellent care to students and staff. The partnership between the home and school is critical to the success of the students. Bloomingtondale Avenue School serves the community and works side by side with parents and guardians in the best interest of their children. This partnership can be observed through large events planned through the PTA such as the Trick or Trunk or smaller events like service learning projects. More importantly, it can be observed through the day to day interactions between teachers, parents and school staff as they work together to enhance learning for all. Communication is the cornerstone to the success of our work. Parent/Teacher conferences, emails, blasts and our website are just a few of the means in which we try to keep everyone informed. We have been charged with the monumental task of educating our young children. Here at Bloomingtondale Avenue School we believe, "Education is not the filling of a pail, but the lighting of a fire." William Butler Yeats




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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
KG	39	56	41
1	59	53	68
2	53	58	57
3	62	51	65
4	80	64	51
5	70	80	64
Ungraded	0	1	2
Total	363	363	348

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	49%
Male	52%	53%	51%
Economically Disadvantaged Students	2%	1%	2%
Students with Disabilities	15%	12%	13%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	87.1%
Asian	4.6%
Hispanic	4.0%
American Indian or Alaska Native	0.0%
Black or African American	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.3%

**PreK and K - Full Day and Half Day**

**Enrollment by Home Language**

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

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.

Grade	2014-15	2015-16	2016-17
KG - Half Day	39	56	41
KG - Full Day	0	0	0

Home Language	% of Students
English	96.6%
Other	3.6%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	168	98.4	84.60	76.80	54.90	84.6	80	Met Goal
White	144	98.0	85.50	77.20	63.90	85.5	80	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	N	N	N	51.60	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	11	100.0	72.70	71.90	54.90	72.7	**	**
Female	89	99.0	87.60	81.90	62.20	87.6		
Male	79	97.7	81.10	71.80	48.10	81.1		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	32	100.0	50.00	38.20	20.50	50	50	Met Target
Students without Disabilities	136	98.0	92.70	86.00	61.90	92.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	64	771	764	749	*	*	*	61%	16%	77%	50%
White	54	773	763	759	*	*	*	61%	*	78%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	772	764	754	*	*	*	66%	*	80%	55%
Male	29	769	764	745	*	*	*	55%	*	72%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	13	746	*	720	*	*	*	*	*	46%	24%
Students without Disabilities	51	777	*	755	*	*	*	*	*	84%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	64	771	764	752	*	*	*	61%	16%	77%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	782	774	753	*	*	*	39%	47%	86%	56%
White	39	787	774	762	0%	*	*	39%	51%	90%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	26	792	782	758	*	*	*	39%	*	96%	61%
Male	25	772	767	749	*	*	*	40%	*	76%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	51	782	774	764	*	*	*	39%	47%	86%	69%
Students with Disabilities	10	749	*	725	*	*	*	*	*	50%	25%
Students without Disabilities	41	790	*	759	*	*	*	*	*	95%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	51	782	*	755	*	*	*	39%	47%	86%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	65	782	776	756	*	*	*	60%	29%	89%	59%
White	57	783	777	763	*	*	*	58%	32%	90%	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	34	786	780	761	*	*	*	53%	*	88%	66%
Male	31	777	773	750	*	*	*	68%	*	90%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	10	737	751	725	*	*	*	*	0%	50%	22%
Students without Disabilities	55	790	782	762	*	*	*	*	35%	96%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	65	782	776	757	*	*	*	60%	29%	89%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

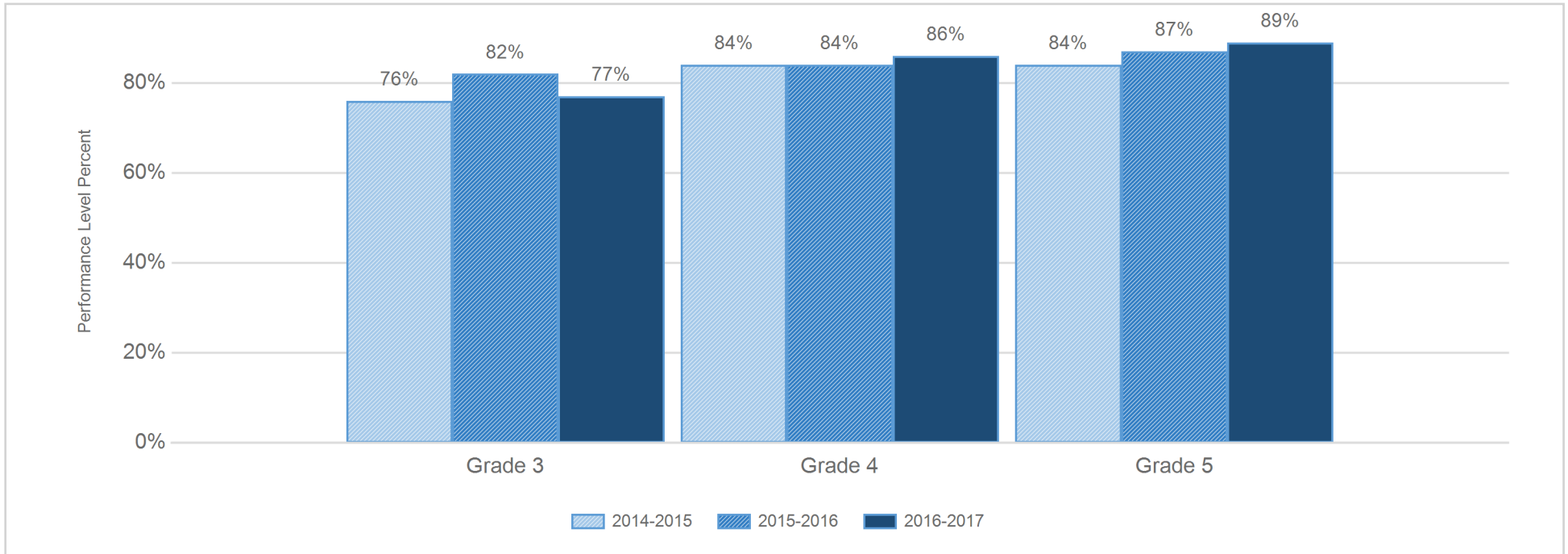


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**English Language Arts/Literacy Assessment - Performance Trends**

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	168	98.4	75.00	61.80	43.50	75	74.9	Met Target
White	144	98.0	79.10	62.80	52.40	79.1	75.4	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	N	N	N	27.00	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	11	100.0	63.60	65.60	44.90	63.6	**	**
Female	89	99.0	70.80	61.20	44.10	70.8		
Male	79	97.7	79.80	62.50	42.90	79.8		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	32	100.0	50.00	29.80	16.50	50	46.9	Met Target
Students without Disabilities	136	98.0	80.90	69.60	48.80	80.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	64	774	763	751	*	*	20%	42%	34%	77%	53%
White	54	775	763	759	0%	*	*	43%	37%	80%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	35	773	761	751	0%	*	*	40%	34%	74%	52%
Male	29	775	765	751	0%	*	*	45%	35%	79%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	13	754	*	729	*	*	*	*	*	46%	29%
Students without Disabilities	51	779	*	755	*	*	*	*	*	84%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	64	774	763	753	*	*	20%	42%	34%	77%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Mathematics Assessment - Performance 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>	51	763	761	747	0%	*	22%	63%	*	69%	47%
White	39	766	760	755	0%	*	*	72%	*	77%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	26	767	763	747	0%	*	*	58%	*	69%	47%
Male	25	758	758	747	0%	*	*	68%	*	68%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	51	763	760	757	0%	*	22%	63%	*	69%	61%
Students with Disabilities	10	738	738	724	0%	*	*	*	*	40%	22%
Students without Disabilities	41	769	765	751	0%	*	*	*	*	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	51	763	*	749	0%	*	22%	63%	*	69%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	65	770	766	747	*	*	15%	62%	19%	80%	46%
White	57	770	767	754	*	*	*	63%	18%	81%	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	34	766	766	747	*	*	*	59%	*	74%	47%
Male	31	774	767	746	*	*	*	65%	*	87%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	10	745	745	725	*	*	*	*	*	60%	19%
Students without Disabilities	55	775	771	751	*	*	*	*	*	84%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	65	770	766	748	*	*	15%	62%	19%	80%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

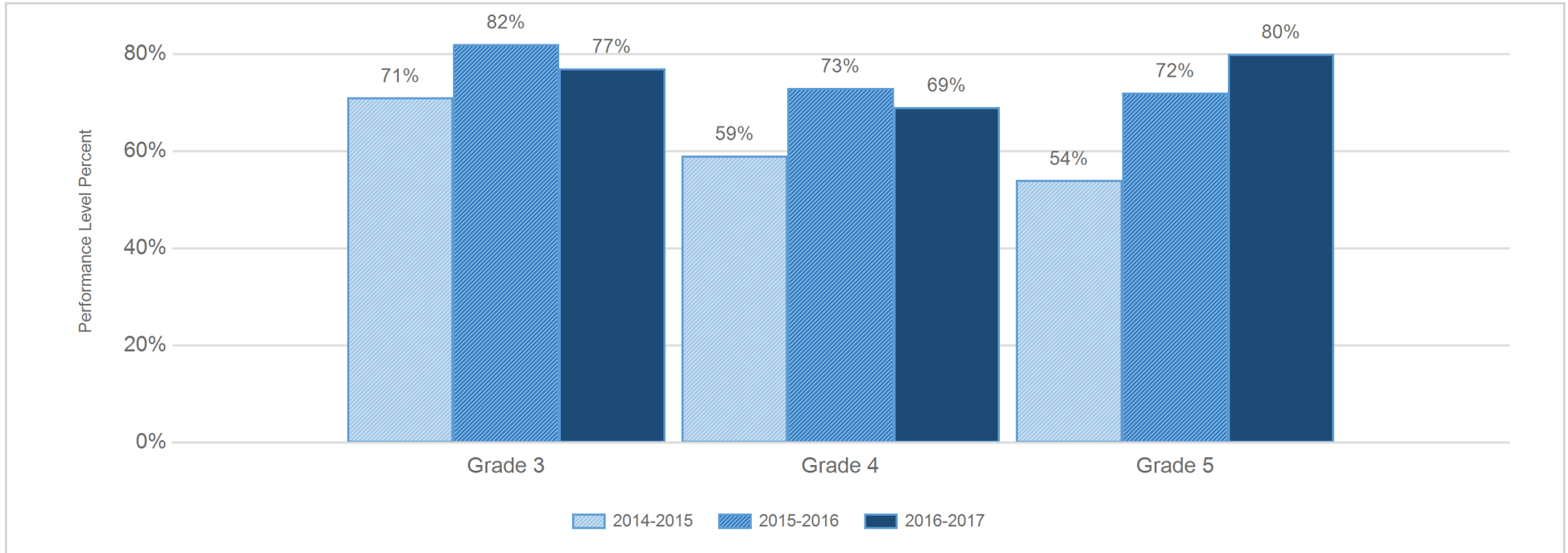


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

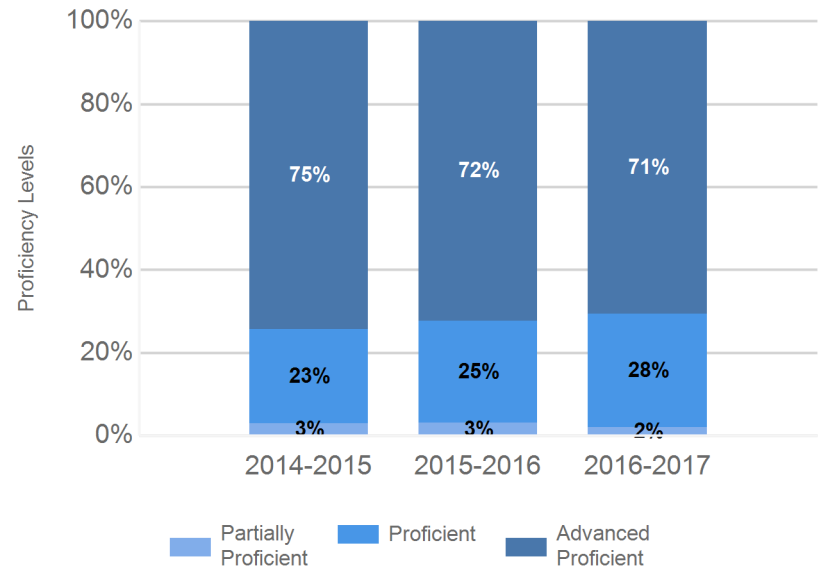
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	71%	28%	2%
White	80%	18%	3%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	*
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	54.5	50	Exceeds Target	47	60	50	Met Target
White	62	54	50	Exceeds Target	51	61	52	Met Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	67	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	58	51	**	*	45	52	**
Economically Disadvantaged	*	55	47	**	*	51	46	**
Students with Disabilities	44.5	46	41	**	44.5	52	43	**
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:

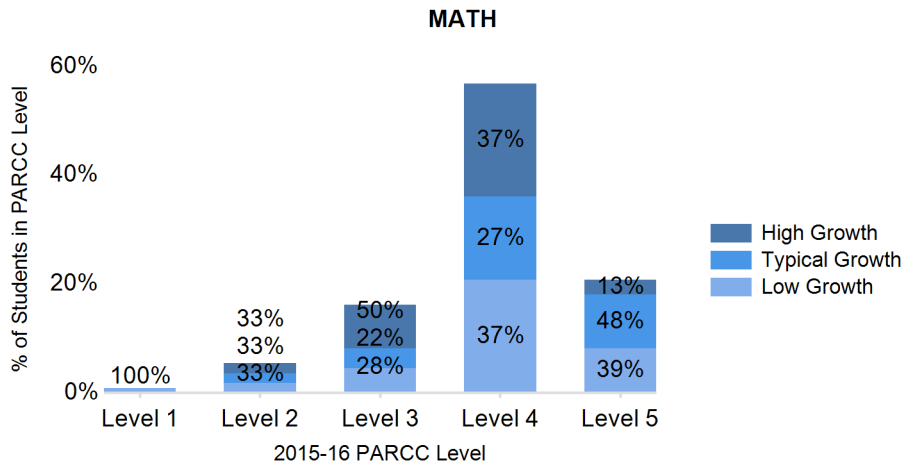
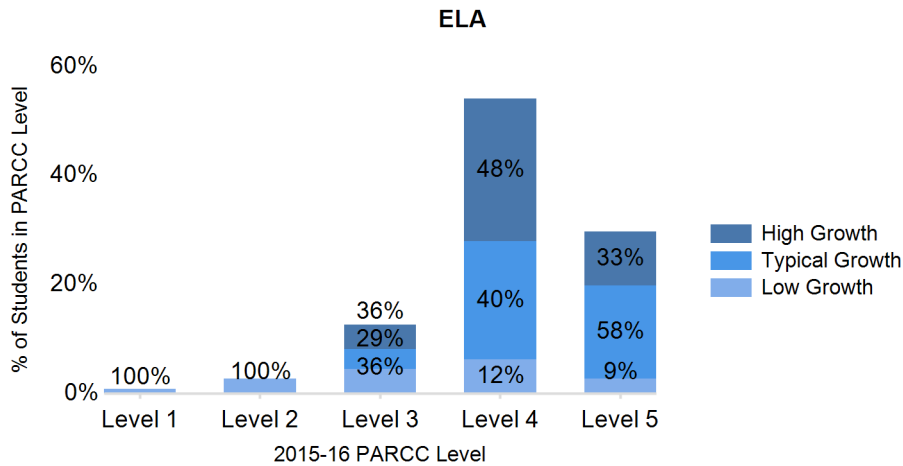
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

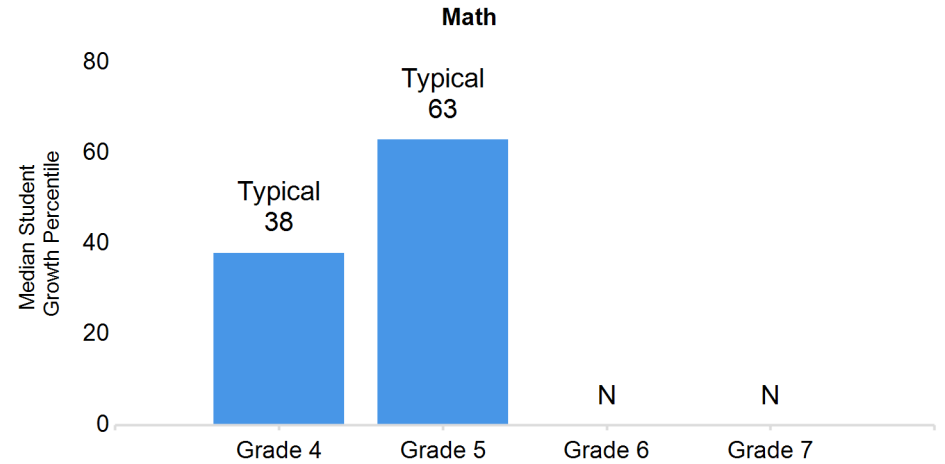
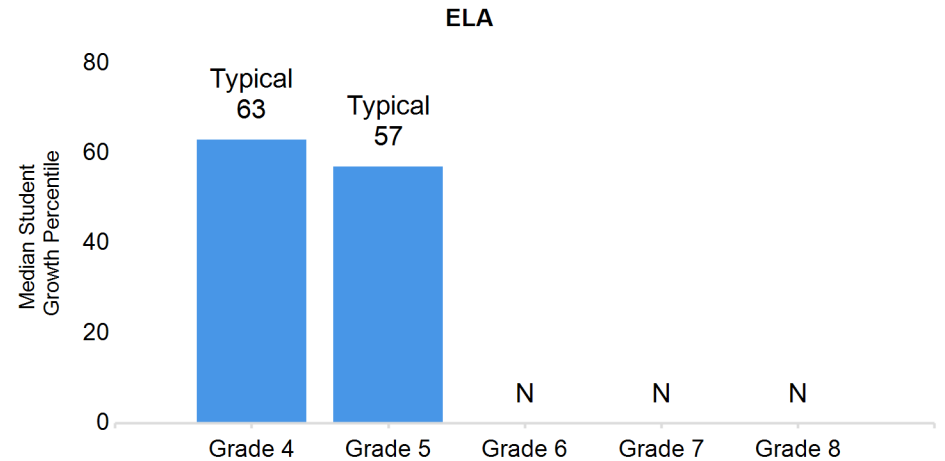
**Student Growth by Performance Level**

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**

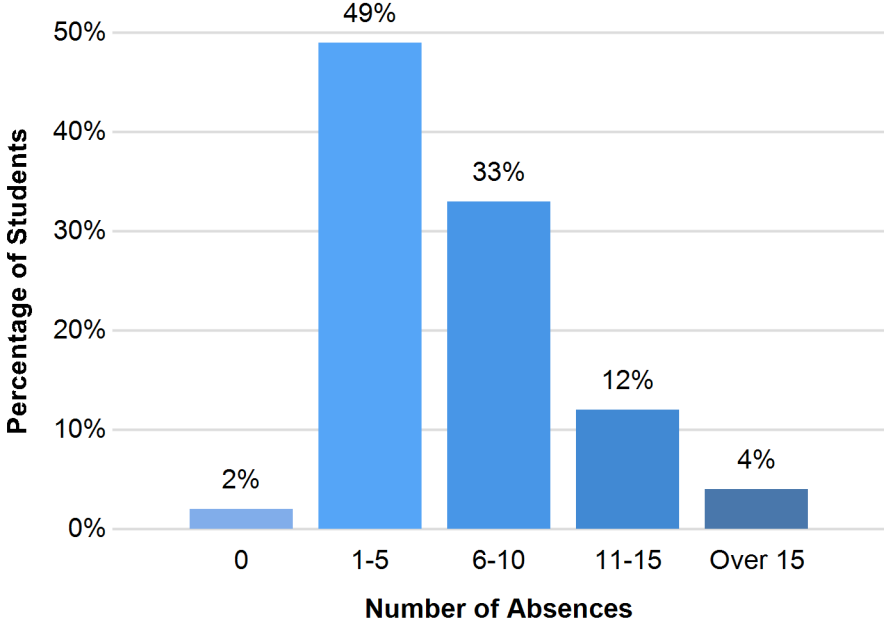
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.70	8.40	Met Target
White	1.60	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	0	8.40	Met Target
English Learners	N	**	**

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

**Days Absent**

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



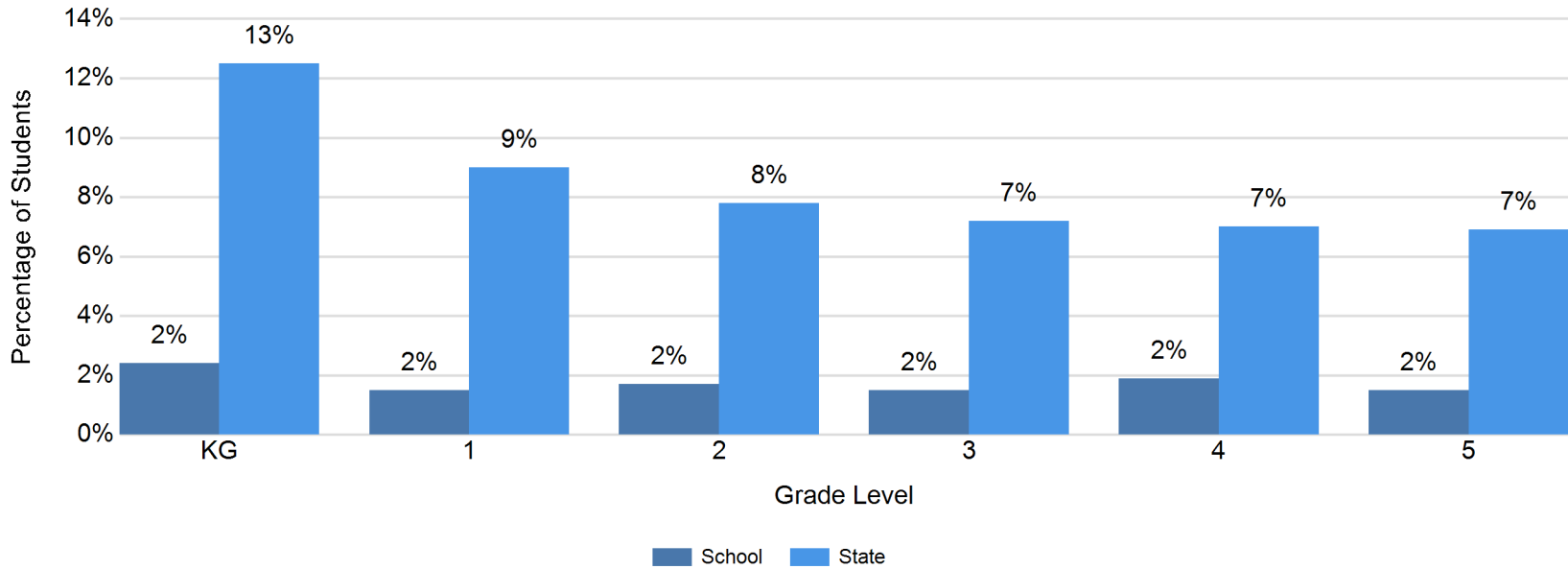


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**Chronic Absenteeism by Grade**

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





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### School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	4.3:1	76.8 kbps	100 kbps	No	N	Fiber	N

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$14,258	\$14,535



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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	34	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	79%	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	26	9,506
Average years experience in public schools	21.8	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	62%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	348:1	150:1
Librarian/Media Specialists		781:1
Nurses		488:1
Counselors		488:1
Child Study Team		244:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	88%	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	96.5	17.5%
Mathematics Proficiency	95.5	17.5%
English Language Arts Growth	84.1	25.0%
Mathematics Growth	41.7	25.0%
Chronic Absenteeism	98.8	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		79.9
<b>Summative Rating:</b> Percentile rank of Summative Score		90.6
<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	79.9	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
White	80.4	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Klimko	<b>Email Address:</b>	<a href="mailto:klimko@cranfordschools.org">klimko@cranfordschools.org</a>
<b>Address:</b>	700 BROOKSIDE PLACE CRANFORD, NJ 07016	<b>Website:</b>	<a href="https://www.cranfordschools.org/Domain/14">https://www.cranfordschools.org/Domain/14</a>
<b>Phone:</b>	(908)709-6244		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Students explore character traits such as respect and gratitude through a monthly book study and related activities.</li> <li>• Students and staff give back through community service initiatives such as the annual "Souper Bowl" canned goods drive.</li> <li>• BPS students performed with the Central Jersey Music Educators Association Elementary Honors Orchestra.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Brookside Place School is a wonderful community of students and educators. Together with our school families, we strive to create a culture that emphasizes education, personal growth and character development. Our goal is to foster a strong love of learning, engage students in learning experiences that promote critical thinking, and create connections to the community. This is accomplished through classroom rigor, enrichment programs and a nurturing environment ideal for young children.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The end-of-year assembly for the graduating fifth grade students includes individual recognition in academics, citizenship, and character development. Awards are also presented for most improved (classroom performance), student council and music. In the area of staff recognition, each year staff and parents/guardians are able to recommend an individual to be named Brookside Educator of the Year. These recommendations are reviewed by a panel of parent/guardians, staff and administrators.</p>







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In the area of language arts literacy, the workshop model of instruction has steadily increased the level of student choice while promoting critical thinking. The EnVision Math series guides our instruction helping students understand number concepts, calculations and more abstract mathematical ideas. The science program includes many hands-on learning opportunities. In social studies, relevance and connections are the focus. This includes exploring our community, state, country and world.</p>
 <p><b>Sports and Athletics:</b></p>	<p>As a kindergarten through grade 5 elementary school, Brookside Place School does not have school-affiliated sports programs. However, many students take advantage of recreation and club sports. Fifth grade students have the ability to attend a weekly After School Sports enrichment program and each spring the entire student body participates in the BPS Olympics, a field-day event with mixed-grade teams. School and team spirit is on full display and the day is often cited as a student favorite.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students enjoy many opportunities for enrichment. Chorus, orchestra and band rehearse in the morning and perform winter and spring concerts. The Student Council plans and executes school-wide initiatives such as spirit week. After school offerings include Healthy Kids Club, Homework Club and Environmental Club. Other activities include the annual Variety Show, BPS Olympics (field day), and Child’s Play Assembly. The BPS PTA also plans many fun school-wide and grade level activities.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students have the opportunity for before and after school enrichment (please see clubs and activities). Before and After School Child Care is available via outside providers that each offer different arrangements for drop off and pick up. Only before care is offered on school premises through a third-party provider. After Care is offered off site and bussing is provided by three different programs.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Brookside Place School staff members are committed to continuous professional development. Approximately thirty-five certified teachers and twenty-five support staff participate in annual professional learning programs. Topics cover a wide range of pertinent areas including: personalized learning, 21st century learning skills, Standards Based reporting, and topics connected to the Danielson Framework for Teaching.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Achieve program provides individual/small group support in reading and/or math using a push-in / pull-out model. Students with Individualized Education Plans receive in-class or replacement setting support. Speech, physical and occupational therapy, and a school counselor are available. Students experiencing academic or behavioral challenges may be referred to the Intervention &amp; Referral Services Committee which creates classroom supports. Pathways to Excellence offers student enrichment.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>An integral part of Brookside Place School's program is a continued emphasis on the health and wellness of its students and staff. Health records are carefully maintained by the school nurse. Regular student screenings include blood pressure, hearing, vision, height, weight and scoliosis. The New Jersey Department of Education requirements for physical fitness are reached through student participation in physical education classes and daily recess time.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Brookside Place School enjoys the support of an active and engaged Parent Teacher Association (PTA). During 2016-2017 they planned and executed more than forty different initiatives including fundraising and student-centered activities. Their efforts included assistance with field trips and assembly programming as well as signature events like Fall Fest, BPS Variety Show, 5K and Fun Run, and more. The PTA also supports in-class education initiatives through its Teacher Mini-Grant program.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed:</p> <p>Stakeholder feedback is highly valued at Brookside Place School. Several instruments are used to gain feedback and input. During the academic year three Principal Open Agenda meetings are held in the evening and parents/guardians are able to discuss ideas pertinent to the school as well as trends in education. School culture is also discussed at monthly faculty meetings. At Brookside Place School we strive to create a learning climate that challenges and nurtures young learners.</p>
 <p>Facilities:</p>	<p>In addition to sixteen to eighteen regular education classrooms, there is a multi-purpose room for assemblies, physical education and lunch. The art room has a kiln and the media center offers desktop computers. Other spaces include a small group resource room and rooms for Achieve instruction, speech/occupational therapy, counseling services, and Spanish. The classrooms in grades three, four and five each have a dedicated computer cart of 24 laptops. The grounds include two playgrounds.</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.



**Other Information:**

The Brookside Place School day begins at 8:42 a.m. with a half hour lunch period and a half hour for recess. Dismissal is at 2:55 p.m. In addition to the study of academic subjects (math, social studies, science and language arts), students in grades kindergarten through grade 5 attend classes in art, music, Spanish, physical education and library/media center. A robust professional development program for teachers and staff helps our educators explore, practice and implement best practices. Technology skills are woven into all areas of study. Laptops and Chromebooks are available for student use. Students in the upper grades often use the Google Classroom platform for many areas of study and each classroom is equipped with a Smartboard for enhanced learning opportunities. Safety is a core value at Brookside Place School. In addition to monthly security and fire drills, the school enjoys a strong and supportive relationship with the Cranford Police Department. Officers are involved in our annual Bike Rodeo and our Walk to School Day event. A full-time nurse provides excellent care to students and staff. At Brookside Place School a strong home-to-school connection provides an excellent foundation for learning. This begins at Back to School Night and continues throughout the year through many avenues: parent/guardian and teacher conferences, Principal Open Agenda Meetings, Brookside Briefs monthly newsletter, BPS web page updates, timely emails and more. We are also fortunate to have a very active and supportive Parent Teacher Association. In addition to providing assistance with field trips and assembly programming, this group plans many fun and educational student activities. The PTA also supports in-class education initiatives through its Teacher Mini-Grant program. Year in and year out, Brookside Place School proves itself to be an exceptional community of learners.



Cranford High School

2016-2017

Grade Span 09-12

39-0980-030

UNION

CRANFORD TWP


201 WEST END PLACE

CRANFORD, NJ 07016

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### **Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	260	322	285
10	301	266	319
11	270	298	264
12	296	263	299
Ungraded	30	35	34
Total	1156	1184	1201

### 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	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	4%	3%	3%
Students with Disabilities	18%	16%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	84.5%
Hispanic	7.5%
Black or African American	4.6%
Asian	3.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

### 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	1192
Shared Time Students	15
Full Time Equivalent	1200

### Enrollment by Home Language

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

Home Language	% of Students
English	97.7%
Spanish	1.0%
Other	1.5%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	581	99.0	74.80	76.80	54.90	74.8	66.9	Met Target
White	514	98.9	76.50	77.20	63.90	76.5	69.3	Met Target
Hispanic	27	100.0	59.20	*	39.80	59.2	50	Met Target
Black or African American	18	100.0	55.60	51.60	35.20	55.6	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	77.80	*	80.70	77.8	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	301	98.4	80.40	81.90	62.20	80.4		
Male	280	99.7	68.90	71.80	48.10	68.9		
Economically Disadvantaged Students	13	100.0	69.20	*	36.20	69.2	**	**
Non-Economically Disadvantaged Students	568	99.0	75.00	*	65.80	75		
Students with Disabilities	101	98.1	37.60	38.20	20.50	37.6	34.9	Met Target
Students without Disabilities	480	99.2	82.70	86.00	61.90	82.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	283	761	761	749	*	*	21%	57%	13%	70%	52%
White	245	763	763	757	*	*	19%	58%	14%	72%	62%
Hispanic	18	747	747	733	*	0%	*	*	*	56%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	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	142	766	766	756	*	*	19%	62%	13%	75%	60%
Male	141	757	757	741	*	*	22%	51%	14%	65%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	63	738	738	714	*	*	35%	35%	*	37%	13%
Students without Disabilities	220	768	768	754	*	*	16%	63%	*	79%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	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
<b>Schoolwide</b>	314	775	775	743	*	*	18%	51%	28%	78%	46%
White	279	777	777	749	*	*	17%	50%	30%	80%	52%
Hispanic	13	760	760	728	*	*	*	*	*	62%	34%
Black or African American	10	750	750	725	*	*	*	*	0%	70%	31%
Asian, Native Hawaiian, or Pacific Islander	10	773	773	774	0%	0%	*	*	*	80%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	165	781	781	752	*	*	13%	52%	32%	84%	54%
Male	149	770	770	734	*	*	23%	49%	23%	72%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	39	747	747	704	*	*	46%	*	*	36%	12%
Students without Disabilities	275	779	779	749	*	*	14%	*	*	84%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	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	*

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



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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
<b>Schoolwide</b>	200	767	767	736	*	*	14%	59%	20%	79%	38%
White	169	768	768	738	*	*	14%	59%	21%	79%	40%
Hispanic	16	769	769	731	*	*	*	63%	*	81%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	80	778	778	744	*	*	*	56%	30%	86%	46%
Male	120	760	760	729	*	*	*	60%	13%	73%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	43	748	748	709	*	*	*	51%	*	58%	12%
Students without Disabilities	157	773	773	741	*	*	*	61%	*	84%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	200	767	767	737	*	*	14%	59%	20%	79%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

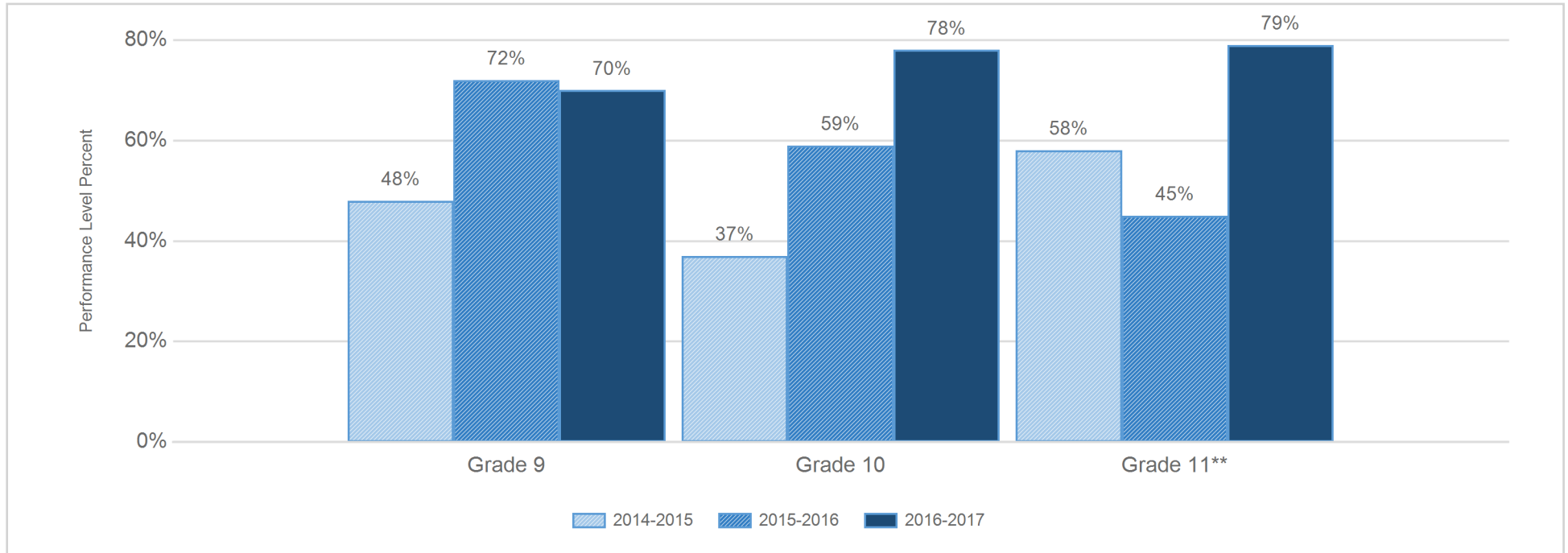


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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



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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	580	98.5	43.30	61.80	43.50	43.3	40.2	Met Target
White	513	98.3	44.00	62.80	52.40	44	41.5	Met Target
Hispanic	27	100.0	29.60	*	27.60	29.6	31.5	Met Target†
Black or African American	19	100.0	21.10	27.00	21.70	21.1	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	58.80	*	75.60	58.8	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	300	97.8	40.30	61.20	44.10	40.3		
Male	280	99.3	46.50	62.50	42.90	46.5		
Economically Disadvantaged Students	13	100.0	30.80	*	25.10	30.8	**	**
Non-Economically Disadvantaged Students	567	98.5	43.60	*	54.30	43.6		
Students with Disabilities	103	98.1	15.50	29.80	16.50	15.5	21.3	Met Target†
Students without Disabilities	477	98.6	49.20	69.60	48.80	49.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by 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
<b>Schoolwide</b>	123	729	755	743	10%	33%	42%	16%	0%	16%	42%
White	98	730	757	751	*	29%	46%	16%	*	16%	52%
Hispanic	11	716	741	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	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	69	727	752	744	*	26%	52%	*	*	10%	43%
Male	54	730	759	741	*	41%	28%	*	*	24%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	49	720	726	714	*	*	*	*	*	*	10%
Students without Disabilities	74	734	761	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	240	745	745	734	*	13%	40%	44%	*	45%	30%
White	215	746	746	740	*	12%	41%	44%	*	46%	38%
Hispanic	10	744	744	722	0%	*	*	*	0%	50%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	110	743	743	735	*	*	37%	38%	*	42%	31%
Male	130	747	747	733	*	*	43%	49%	*	49%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	46	733	733	711	*	30%	46%	*	*	20%	*
Students without Disabilities	194	748	748	738	*	8%	39%	*	*	52%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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**Mathematics Assessment - Performance 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
<b>Schoolwide</b>	304	743	743	725	13%	21%	24%	39%	4%	42%	28%
White	265	745	745	731	10%	22%	25%	40%	4%	44%	33%
Hispanic	19	726	726	710	*	*	*	*	0%	21%	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	152	746	746	725	*	20%	26%	43%	*	45%	27%
Male	152	740	740	725	*	22%	23%	34%	*	39%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	38	714	714	692	*	*	*	*	*	*	*
Students without Disabilities	266	747	747	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

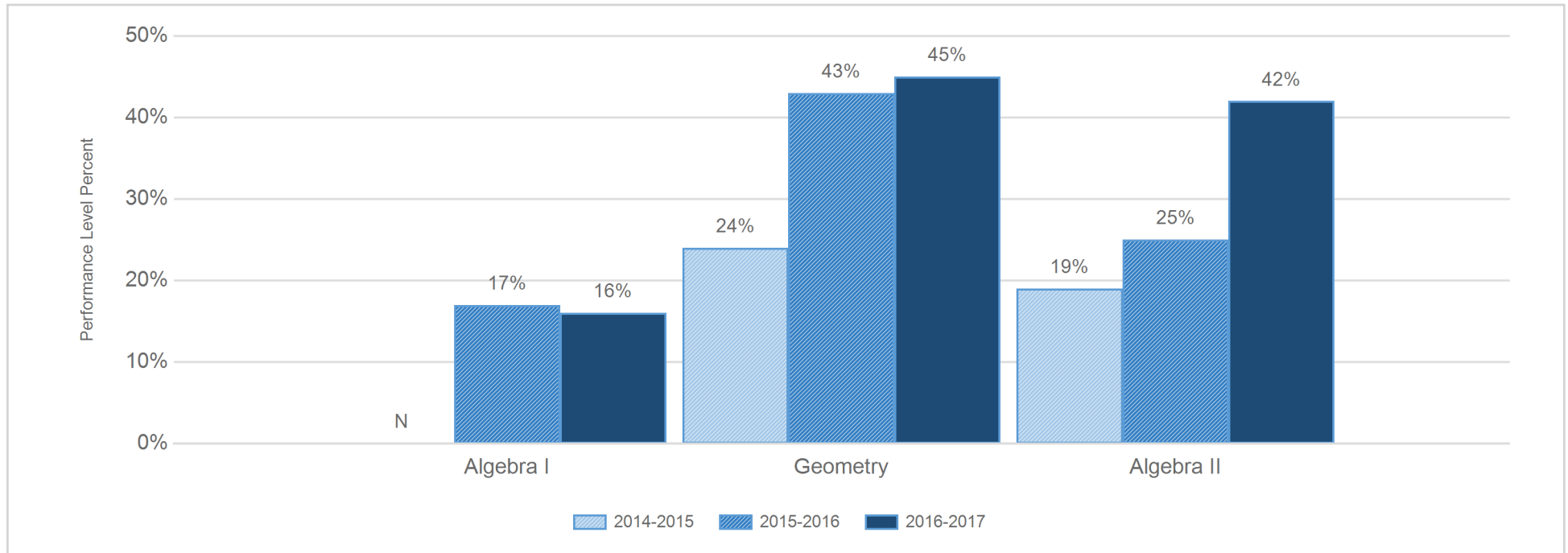


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**Mathematics Assessment – Performance Trends**

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





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### Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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 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.

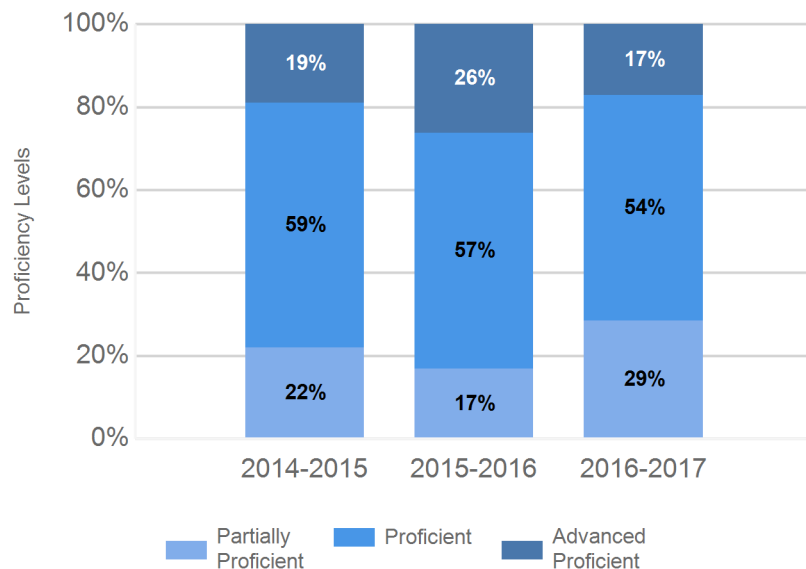
**Biology Assessment - Performance**

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	17%	54%	29%
White	18%	56%	25%
Hispanic	22%	28%	50%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	*	*
Students with Disabilities	6%	32%	62%
English Learners	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 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	99.8%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	38.9%	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	531	481	Varies By Grade	88%	67%
PSAT - Math	522	483	Varies By Grade	67%	49%
SAT - Reading and Writing	587	551	480	93%	77%
SAT - Math	582	552	530	72%	58%
ACT - Reading	25	24	22	67%	65%
ACT - English	24	24	18	88%	79%
ACT - Math	24	24	22	71%	65%
ACT - Science	23	23	23	55%	54%



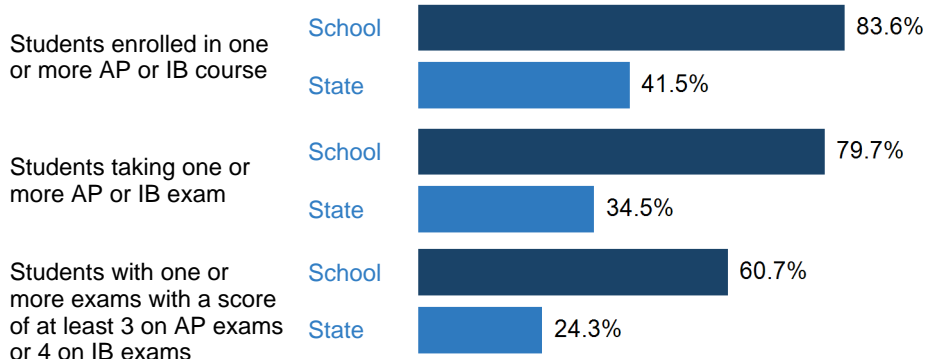
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

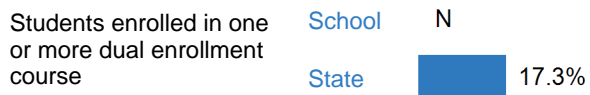
**AP/IB Coursework – Participation and Performance**

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



**Dual Enrollment Coursework - Participation**

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



**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	8
AP Biology	20	18
AP Calculus AB	62	97
AP Calculus BC	43	8
AP Chemistry	37	37
AP Comparative Government and Politics	38	1
AP Computer Science A	12	12
AP Computer Science Principles	15	13
AP English Language and Composition	87	86
AP English Literature and Composition	59	49
AP Environmental Science	41	40
AP European History	15	15
AP French Language and Culture	16	4
AP German Language and Culture	13	10
AP Human Geography	95	81
AP Latin (Virgil Catullus and Horace)	7	7
AP Macroeconomics	35	34
AP Microeconomics	36	30
AP Music Theory	3	3
AP Physics C	65	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	61
AP Psychology	64	64
AP Spanish Language	17	15
AP Spanish Literature	14	10
AP Statistics	34	34
AP Studio Art—Drawing Portfolio	0	1
AP Studio Art—Two-Dimensional	5	4
AP U.S. Government and Politics	38	33
AP U.S. History	75	78
AP World History	42	42
Total Exams Taken		895
Exams with scores of at least 3 on AP exams or 4 on IB exams		630



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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.

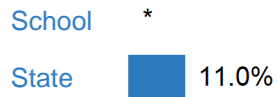
#### CTE Participants

(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
Hospitality & Tourism	*	*
Information Technology	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	9	162	1	0	0	0	1
10	0	87	144	2	0	0	94
11	0	1	70	183	1	24	2
12	0	0	4	71	126	51	75
Schoolwide	9	250	219	256	127	75	172
Enrolled in AP/IB Course					105	34	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	282	0	0	0	0	5
10	6	300	1	0	1	41
11	10	53	0	27	91	28
12	11	8	0	121	76	61
Schoolwide	309	361	1	148	168	135
Enrolled in AP/IB Course	20	37		41	65	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	280	3	0	1	0	0
10	3	313	4	38	4	55
11	1	255	24	23	12	102
12	1	11	45	47	46	148
Schoolwide	285	582	73	109	62	305
Enrolled in AP/IB Course	42	75	36	64	0	144

**World Languages - Course Participation**

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	180	21	0	21	41	0	15
10	204	32	0	29	35	0	16
11	140	19	0	10	33	0	14
12	82	18	0	8	18	0	13
Schoolwide	606	90	0	68	127	0	58
Enrolled in AP/IB Course	30	16	0	7	13	0	0
Enrolled in Level 3 or Higher	258	56	0	36	73	0	25
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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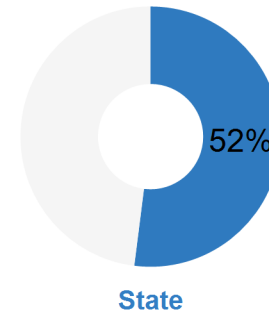
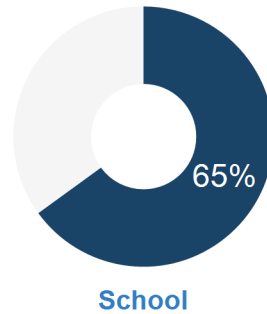
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### Visual and Performing Arts – Course Participation

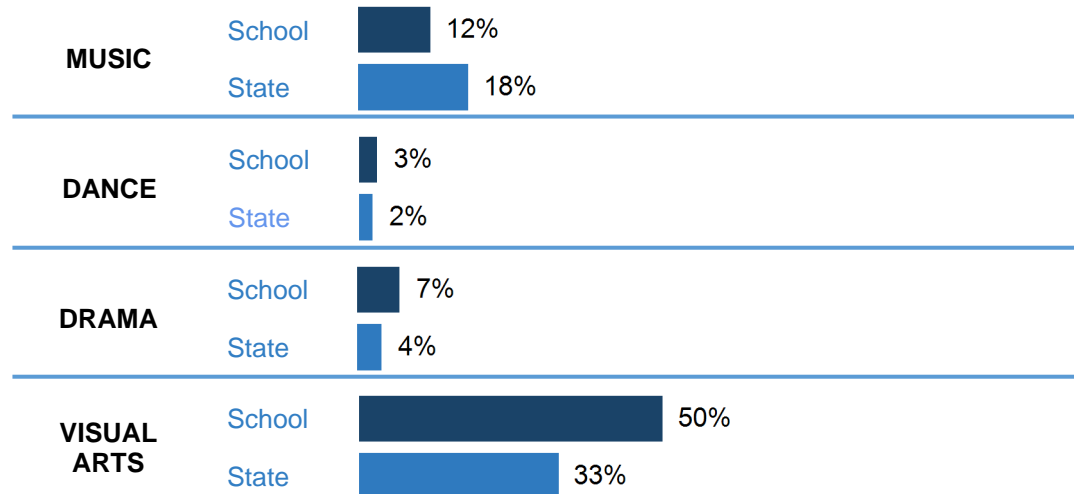
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

**Graduation Rates**

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.2%	90.5%	94.8%	91.8%	93.7%	95.0%	Not Met	97.7%	N	Met Goal
White	96.5%	94.5%	95.6%	95.1%	94.0%	95.0%	Not Met	98.5%	N	Met Goal
Hispanic	87.9%	84.3%	87.5%	86.3%	93.3%	**	**	88.9%	N	N
Black or African American	*	83.4%	90.9%	85.3%	81.8%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	90.9%	97.5%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	84.6%	83.9%	*	85.6%	*	**	**	90.0%	N	N
Students with Disabilities	78.4%	78.8%	78.6%	82.1%	82.1%	89.6%	Not Met	94.6%	95.7%	Not Met
English Learners	*	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

**Graduation Rate Trends**

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

Class of	4-Year Rate	5-Year Rate
2017	95.2%	-
2016	93.7%	94.8%
2015	96.1%	97.7%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.4%	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	87%	14.9%	85.1%
White	88.2%	13.4%	86.6%
Hispanic	85.7%	29.2%	70.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	75%	30%	70%
English Learners	N	N	N

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	89.9%	11.3%	88.7%	59%	41%	37.7%	62.3%
White	91.8%	10.9%	89.2%	58%	42%	34.4%	65.6%
Hispanic	80%	8.3%	91.7%	83.3%	16.7%	58.3%	41.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	76.9%	20%	80%	70%	30%	70%	30%
Students with Disabilities	69.2%	29.6%	70.4%	70.4%	29.6%	59.3%	40.7%
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**

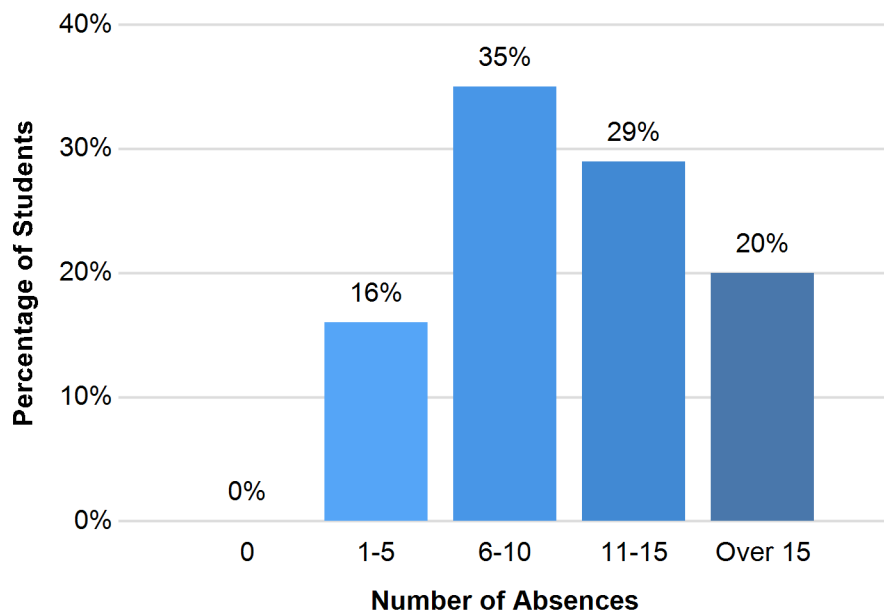
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.40	14.30	Met Target
White	10.20	14.30	Met Target
Hispanic	14.10	14.30	Met Target
Black or African American	11.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.70	14.30	Met Target
Students with Disabilities	10.20	14.30	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.



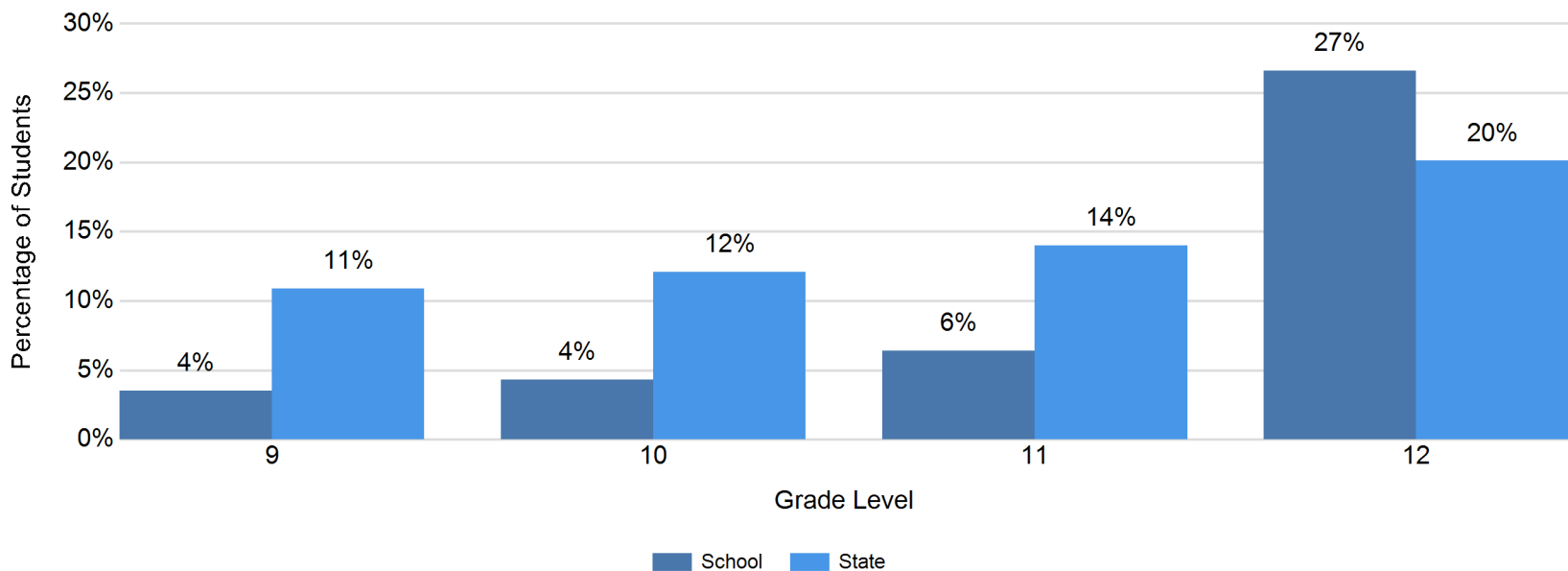


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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 27 Mins.
Shared Time - Instructional Time	4 Hrs. 40 Mins.

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

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.50

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.9%
Any Suspension	0.9%

### 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	2.9:1	76.8 kbps	100 kbps	No	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$14,258	\$14,535



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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	104	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	77%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	21.8	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	62%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	109:1	150:1
Librarian/Media Specialists		781:1
Nurses		488:1
Counselors		488:1
Child Study Team		244:1



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

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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	88%	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	92.6	17.5%
Mathematics Proficiency	78.0	17.5%
Graduation - 4-Year	46.5	25.0%
Graduation - 5-Year	74.0	25.0%
Chronic Absenteeism	59.6	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		68.9
<b>Summative Rating:</b> Percentile rank of Summative Score		71.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<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	At Risk for Consistently Underperforming Student Group
Schoolwide	68.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
White	66.3	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	67.1	6.2	No	Met Target	Met Target†	Met Target	**	N	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	N	No
Students with Disabilities	79.2	6.2	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	N	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Cantagallo	<b>Email Address:</b>	<a href="mailto:cantagallo@cranfordschools.org">cantagallo@cranfordschools.org</a>
<b>Address:</b>	201 WEST END PLACE CRANFORD, NJ 07016	<b>Website:</b>	<a href="http://chs.cranfordschools.org/">http://chs.cranfordschools.org/</a>
<b>Phone:</b>	(908)709-6272	<b>Facebook:</b>	<a href="https://www.facebook.com/people/Cranford-Principal/100016843950313">https://www.facebook.com/people/Cranford-Principal/100016843950313</a>
		<b>Twitter:</b>	<a href="https://twitter.com/CranfordCougars">https://twitter.com/CranfordCougars</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>• 891 AP exams were taken in 2017.</li> <li>• CHS offers 28 varsity sports teams.</li> <li>• 75% of students participate in extra-curricular activities.</li> </ul>
<b>Mission, Vision, Theme:</b>	We, the community of CHS, are striving to acquire and foster the knowledge and responsibility necessary to preserve our diverse, democratic society and to choose, experience and enjoy a life of consequence in the complex world of the 21st century. Through a partnership of teachers and students, administrators, and community members, young adults graduating from CHS must learn to respect people and property, progress and preservation.
<b>Awards, Recognition, Accomplishments:</b>	CHS remains one of the “Top High Schools in New Jersey,” ranked by NJ Monthly #54 in the state. The Washington Post ranked CHS #535 nationally, #18 in NJ, and #2 in Union County. Fifteen students were accepted into NJ All State Choruses, additionally our theatre productions were nominated for 12 awards and won 2. One student received honorable mention at the National Center for Women and Informational Technology and one teacher was recognized as the NJ Educator of the year from the NCWIT.







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The course work at CHS requires students to obtain 140 credits to graduate, exceeding the state minimum. We offer 28 AP courses and had 451 students take an AP exam last year. This college level course work is also supported by a robust set of offerings highlighted by our STEAM courses: Auto Tech., Pre-Engineering, Robotics, CADD, Graphic Design, Photography, Game Theory &amp; Design, Webmaster Team, Computer Science, Organic Chemistry, Anatomy &amp; Physiology, Medical Terminology and Astronomy.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Co-ed), Cross-Country (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Boys)</p> <p>Cranford High School supports 28 varsity teams and competes in the Union County Conference. During the 2016-2017 school year, student athletes earned two Conference Championships, two County Championships, two State Sectional Championships, had two Union County Scholar Athletes, and one New Jersey State Scholar Athlete.</p>
 <p><b>Clubs and Activities:</b></p>	<p>CHS has many clubs and activities ranging in all areas: Robotics team, Autos club, Model UN, DECA (nationally recognized), Diversity Club, Gay Straight Alliance, Gender Equity Advocates, Mock Trial, World Language clubs, PRIDE (9th grade transition club), Woods club, A cappella clubs, Marching Band, Stage and Sound Crew, Orchestra, Jazz Band, Dance club, Madrigals, Fall Drama, and Spring Musical just to name a few. Our service clubs are Interact, CHAPS and Student Council.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Our Building Bridges Program helps to pair elementary and middle school students with a high school student to develop a mentor relationship. High School students also plan and implement activities that foster relationships with members of their town and school communities including but not limited to students with special needs, transfer students and senior citizens.</p>








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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Over 65% of the Cranford High School staff has obtained a master's degree. In Cranford we encourage our staff to take the lead on professional development and have a plethora of teacher leaders that create PD sessions throughout the year. In district we have a Personalized Learning cohort along with a New Teacher Collaborative that supports our newer staff members.</p>
 <p><b>Postsecondary Information:</b></p>	<p>For the Class of 2017, 95.3% are attending a college/university, 2.3% are employed, and 2% are in the military. The CHS Enrichment Testing Program provides SAT prep &amp; college essay writing. The PSAT is given to all sophomores and juniors during the school day and fee waivers for SAT &amp; ACT are available. CHS offers financial aid presentations, Naviance training, and student/parent conferences with all juniors to discuss college selection, application process, and plans for post graduation.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Students at Cranford High School have many pathways towards assistance: ESL program, 504 committee, I&amp;RS committee, Pupil Assistance Committee (PAC), Transfer Student Mentor Program, and a comprehensive Special Education Program that helps our students gain work/career experiences. Both the PAC and Transfer Programs are unique to CHS and ensure that no student at our school falls between the cracks.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students have a full complement of Health and PE classes. Some of the course offerings are CPR, Archery, hand ball, indoor soccer, and fitness and exercise. Our fitness and exercise program has historically been a model program that other districts have come to research in order to improve their own program. We bolster our Physical Education program by offering Dynamics of Health Care, Emergency &amp; Clinical Care and Medical Terminology, all of which can be taken for Rutgers University credit.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>CHS enjoys a wonderful partnership with parent and community organizations. A sample of the organizations are: PTA, Project Graduation, Cranford Fund for Educational Excellence, Booster Club, and the Friends of the Performing Arts. Some of the activities supported or organized by these groups are Project Graduation, Fashion Show, athletic events, Prom Information Night, school grants, and scholarships. CHS has a strong relationship with our Municipal Alliance and Chamber of Commerce.</p>




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 <p>Facilities:</p>	<p>Cranford High School was completed in 1938 and has had one major extension to the building. We have two gymnasiums and top of the line STEAM facilities including a dark room, wood shop, theatre room, culinary arts room, auto mechanic shop, robotics and engineering classroom as well as science labs. Additional classrooms that add to the majestic look of our building are our dance room, stadium seated band and choir rooms, and our spacious art classrooms and auditorium.</p>
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Other Information:

Two students had their work shown at the prestigious juried high school art exhibition, Fresh Perspectives, at the Morris Museum and two student had their work shown at the Congressional Art Show. One student’s poster was selected for AAA 2017-2018 calendar. Four students had their work selected for exhibit at the Union County Teen Arts Showcase. One senior entered the Scholastic Art and Writing Awards nationwide competition and was among a select few who made it to the National Medalist level after winning a Regional Gold Key award for her memoir. Engineering students participated in the Panasonic Robotics Competition at NJIT and won first place for the presentation portion of the event. Cranford High School sent 88 students to the NJ DECA Regional Conference at Kean University to compete against students from 22 other high schools across Central New Jersey. Thirty five students qualified for the NJ DECA State Career Development Conference in Atlantic City of which four students qualified to compete in California, and one student won an instructional award for her event, Food Marketing. Cranford High School Model U.N. Club participated in the 47th Annual YMCA Model United Nations Conference in Hershey, Pennsylvania and was recognized as an Outstanding Delegation, the highest honor awarded. Cranford Public Schools was one of eight districts nationwide to be chosen as a host school for the Japanese Language Education Assistant Program which brings native Japanese Language Assistant Teachers to educational institutions in the U.S. for up to two years. Students enrolled in the Child Development Program have the opportunity to experience real life applications of their studies through a partnership with the Cougar Cub program, which is made up of pre-k students.



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	37	42	37
1	37	54	46
2	31	44	55
3	52	35	45
4	48	55	39
5	61	50	54
6	163	152	133
7	139	165	149
8	151	142	169
Ungraded	52	50	36
Total	771	789	763

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	46%	47%
Male	55%	54%	54%
Economically Disadvantaged Students	7%	7%	9%
Students with Disabilities	25%	24%	25%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	73.3%
Hispanic	11.3%
Black or African American	7.9%
Asian	5.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.2%

## PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	37	41	35
KG - Full Day	0	1	2

## 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	96.6%
Spanish	1.7%
Other	1.7%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	573	99.0	68.40	76.80	54.90	68.4	64.9	Met Target
White	448	98.7	68.60	77.20	63.90	68.6	65.8	Met Target
Hispanic	53	100.0	79.30	*	39.80	79.3	71.8	Met Target
Black or African American	36	100.0	41.70	51.60	35.20	41.7	39.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	28	100.0	82.20	*	80.70	82.2	76.9	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	285	100.0	74.70	81.90	62.20	74.7		
Male	288	98.0	62.10	71.80	48.10	62.1		
Economically Disadvantaged Students	41	95.9	39.00	*	36.20	39	36.9	Met Target
Non-Economically Disadvantaged Students	532	99.3	70.70	*	65.80	70.7		
Students with Disabilities	137	96.5	28.50	38.20	20.50	28.5	24.2	Met Target
Students without Disabilities	436	99.8	81.00	86.00	61.90	81		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	753	764	749	*	*	38%	38%	*	44%	50%
White	30	758	763	759	*	*	33%	47%	*	53%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	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	21	754	764	754	*	*	*	*	*	48%	55%
Male	24	752	764	745	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	45	753	764	752	*	*	38%	38%	*	44%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	771	774	753	*	*	*	34%	37%	71%	56%
White	25	764	774	762	*	*	*	*	*	68%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	17	779	782	758	*	*	*	*	*	77%	61%
Male	21	764	767	749	*	*	*	*	*	67%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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>	54	768	776	756	0%	*	*	80%	*	87%	59%
White	34	768	777	763	0%	*	*	79%	*	85%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	32	770	780	761	0%	*	*	81%	*	91%	66%
Male	22	766	773	750	0%	*	*	77%	*	82%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	10	757	751	725	0%	*	*	*	*	70%	22%
Students without Disabilities	44	771	782	762	0%	*	*	*	*	91%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	54	768	776	757	0%	*	*	80%	*	87%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	132	764	767	752	*	*	24%	52%	18%	70%	54%
White	109	765	767	758	*	*	21%	51%	21%	73%	63%
Hispanic	12	758	*	740	0%	*	*	*	0%	58%	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	65	772	773	758	*	*	17%	54%	*	80%	61%
Male	67	756	762	746	*	*	30%	49%	*	60%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	35	743	744	722	*	*	49%	34%	0%	34%	17%
Students without Disabilities	97	772	774	758	*	*	14%	58%	25%	83%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	132	764	767	753	*	*	24%	52%	18%	70%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	145	759	771	756	*	*	26%	51%	15%	66%	59%
White	112	759	771	764	*	*	26%	49%	15%	64%	69%
Hispanic	14	763	771	742	*	*	*	86%	*	86%	44%
Black or African American	12	751	751	737	0%	*	*	*	*	50%	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	81	760	777	764	*	*	27%	51%	*	65%	68%
Male	64	757	765	749	*	*	23%	52%	*	66%	51%
Economically Disadvantaged Students	12	755	*	739	*	*	*	*	0%	50%	40%
Non-Economically Disadvantaged Students	133	759	*	766	*	*	*	*	16%	67%	70%
Students with Disabilities	33	734	736	719	*	*	52%	*	*	18%	19%
Students without Disabilities	112	766	779	763	*	*	18%	*	*	80%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	145	759	771	758	*	*	26%	51%	15%	66%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	763	773	757	*	*	17%	54%	17%	70%	59%
White	139	764	774	764	*	*	17%	53%	18%	71%	68%
Hispanic	13	772	*	742	0%	0%	*	*	*	85%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	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	75	776	781	766	*	*	*	60%	*	84%	68%
Male	94	753	767	749	*	*	*	49%	*	60%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	36	734	737	718	*	*	33%	*	*	28%	18%
Students without Disabilities	133	771	781	764	*	*	12%	*	*	82%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	169	763	773	759	*	*	17%	54%	17%	70%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

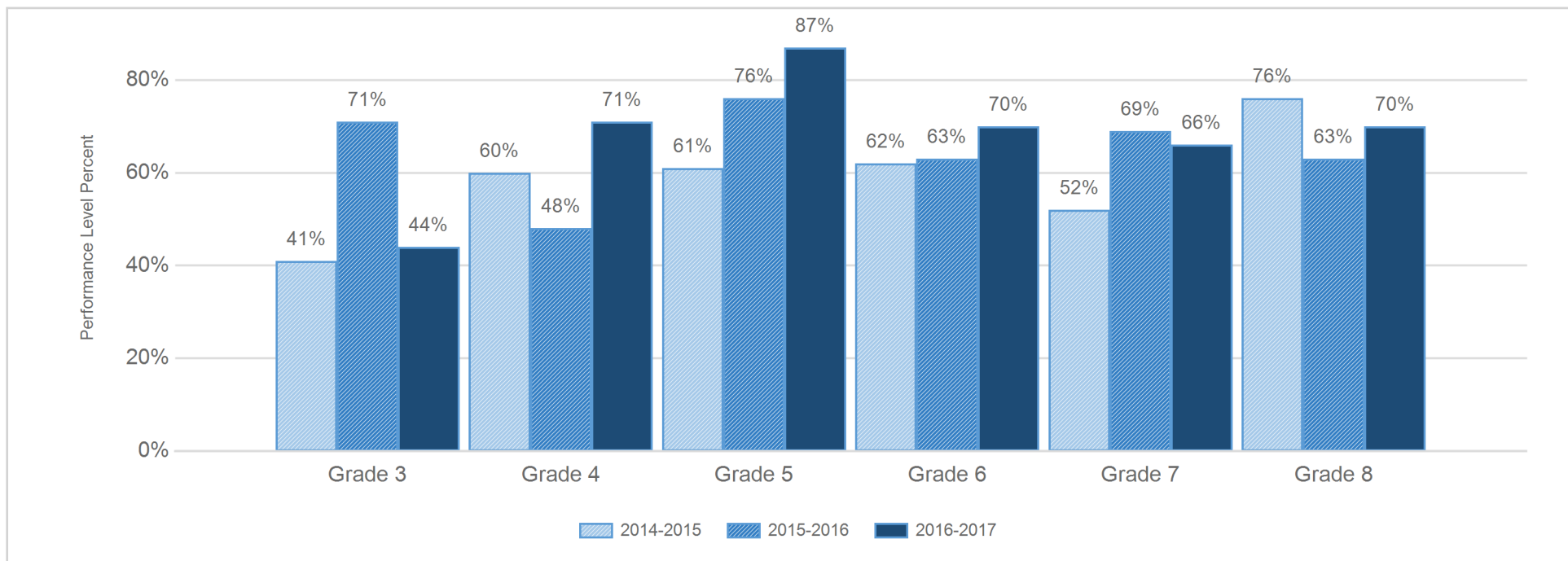


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**English Language Arts/Literacy Assessment - Performance Trends**

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	572	99.0	57.10	61.80	43.50	57.1	52.4	Met Target
White	447	98.7	58.40	62.80	52.40	58.4	51.5	Met Target
Hispanic	53	100.0	56.60	*	27.60	56.6	60.2	Met Target†
Black or African American	36	100.0	27.80	27.00	21.70	27.8	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	28	100.0	78.60	*	75.60	78.6	80	Met Target†
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	285	100.0	57.90	61.20	44.10	57.9		
Male	287	98.0	56.40	62.50	42.90	56.4		
Economically Disadvantaged Students	39	95.8	35.90	*	25.10	35.9	18.6	Met Target
Non-Economically Disadvantaged Students	533	99.3	58.70	*	54.30	58.7		
Students with Disabilities	136	96.5	21.30	29.80	16.50	21.3	21.6	Met Target†
Students without Disabilities	436	99.8	68.40	69.60	48.80	68.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	45	763	763	751	*	*	22%	58%	*	73%	53%
White	30	769	763	759	*	*	*	63%	*	87%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	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	21	766	761	751	*	*	*	48%	*	71%	52%
Male	24	761	765	751	*	*	*	67%	*	75%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	45	763	763	753	*	*	22%	58%	*	73%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	40	758	761	747	*	*	*	53%	*	63%	47%
White	26	749	760	755	*	*	*	54%	*	58%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	18	759	763	747	*	*	*	*	*	56%	47%
Male	22	757	758	747	*	*	*	*	*	68%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	10	724	738	724	*	*	*	*	*	20%	22%
Students without Disabilities	30	769	765	751	*	*	*	*	*	77%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	759	766	747	0%	*	28%	52%	*	63%	46%
White	34	762	767	754	0%	*	*	59%	*	68%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	32	758	766	747	0%	*	*	41%	*	53%	47%
Male	22	761	767	746	0%	*	*	68%	*	77%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	10	751	745	725	0%	*	*	*	*	60%	19%
Students without Disabilities	44	761	771	751	0%	*	*	*	*	64%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	54	759	766	748	0%	*	28%	52%	*	63%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	133	751	759	743	*	10%	37%	44%	*	52%	44%
White	110	752	760	751	*	*	36%	44%	*	54%	54%
Hispanic	12	745	*	731	*	0%	*	*	0%	42%	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	65	754	761	745	*	*	35%	45%	*	57%	45%
Male	68	747	758	742	*	*	38%	43%	*	47%	43%
Economically Disadvantaged Students	10	740	*	728	*	*	*	*	*	20%	24%
Non-Economically Disadvantaged Students	123	752	*	752	*	*	*	*	*	55%	56%
Students with Disabilities	35	731	738	717	*	*	57%	*	*	14%	13%
Students without Disabilities	98	758	765	748	*	*	30%	*	*	65%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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## Mathematics Assessment - Performance by Grade: Grade 7\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	145	753	759	741	*	*	35%	44%	10%	55%	40%
White	112	753	759	748	*	*	37%	45%	10%	55%	49%
Hispanic	14	755	757	730	0%	*	*	*	*	57%	23%
Black or African American	12	743	743	726	*	*	*	*	*	42%	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	81	750	758	743	*	*	35%	43%	*	51%	41%
Male	64	757	759	740	*	*	34%	45%	*	59%	38%
Economically Disadvantaged Students	12	743	*	729	*	*	*	*	0%	42%	22%
Non-Economically Disadvantaged Students	133	754	*	749	*	*	*	*	11%	56%	50%
Students with Disabilities	33	732	735	716	*	*	46%	*	*	15%	11%
Students without Disabilities	112	759	764	746	*	*	31%	*	*	66%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	145	753	759	742	*	*	35%	44%	10%	55%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	721	729	728	22%	32%	32%	*	*	15%	28%
White	46	724	731	736	*	26%	35%	*	0%	20%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	18	725	735	730	*	*	*	*	*	17%	30%
Male	42	719	726	725	*	*	*	*	*	14%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	29	713	717	705	*	*	*	*	0%	10%	*
Students without Disabilities	31	728	738	734	*	*	*	*	0%	19%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	60	721	729	729	22%	32%	32%	*	*	15%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	764	755	743	0%	*	22%	73%	*	75%	42%
White	93	764	757	751	0%	*	22%	73%	*	75%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	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	N	N	N	741	N	N	N	N	N	N	41%
Female	57	763	752	744	0%	*	21%	72%	*	75%	43%
Male	52	766	759	741	0%	*	23%	73%	*	75%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	109	764	*	745	0%	*	22%	73%	*	75%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

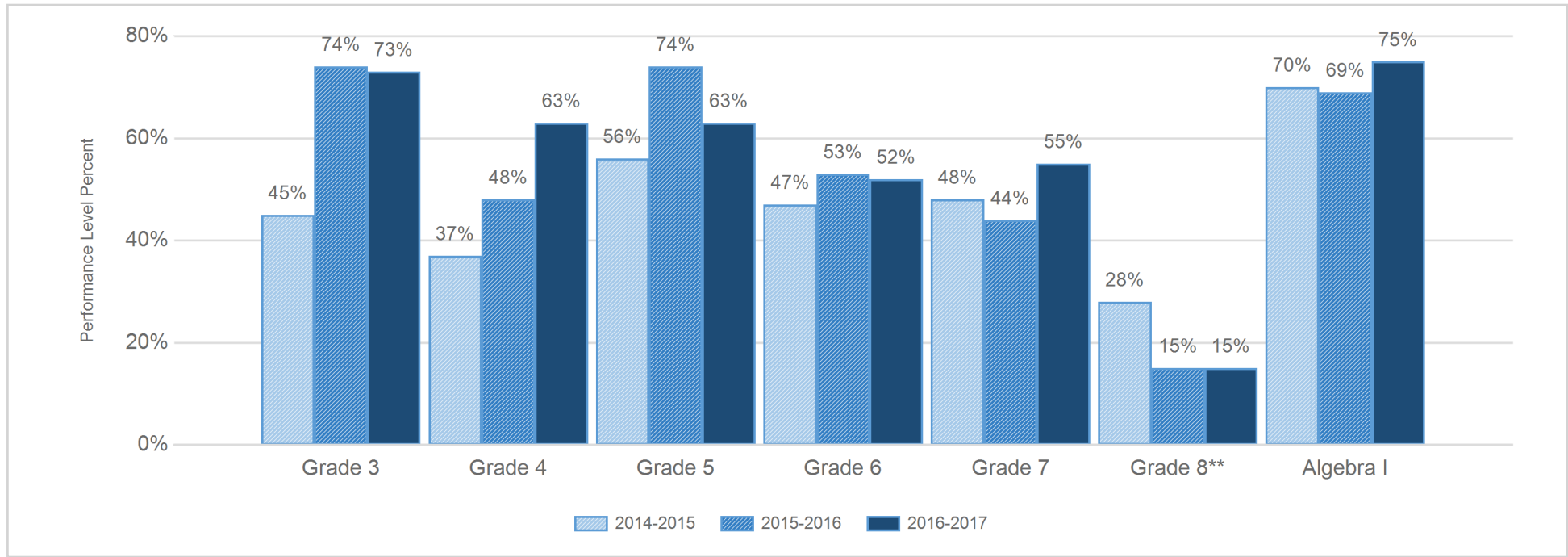


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**Mathematics Assessment – Performance Trends**

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	*	*
5	*	*
6	*	*
7	*	N
8	*	*

## English Language Proficiency Test - Participation and Performance

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

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



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

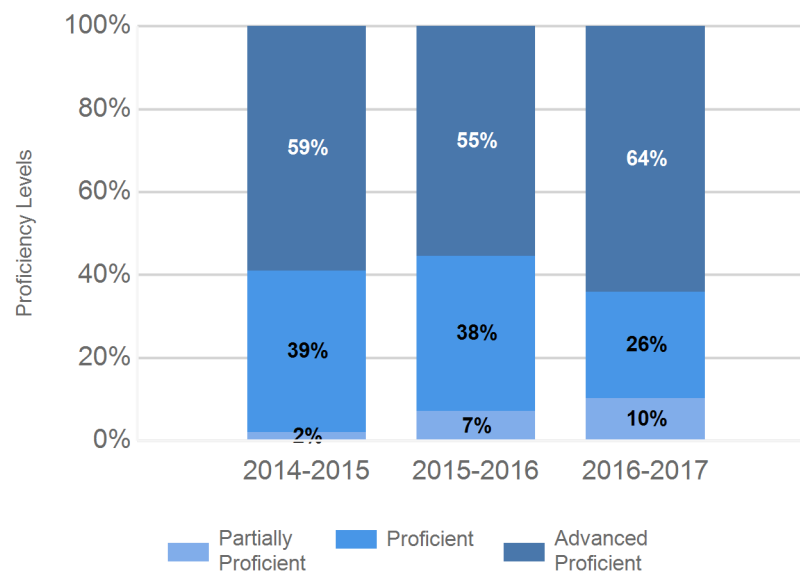
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	64%	26%	10%
White	64%	28%	8%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	*
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 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.

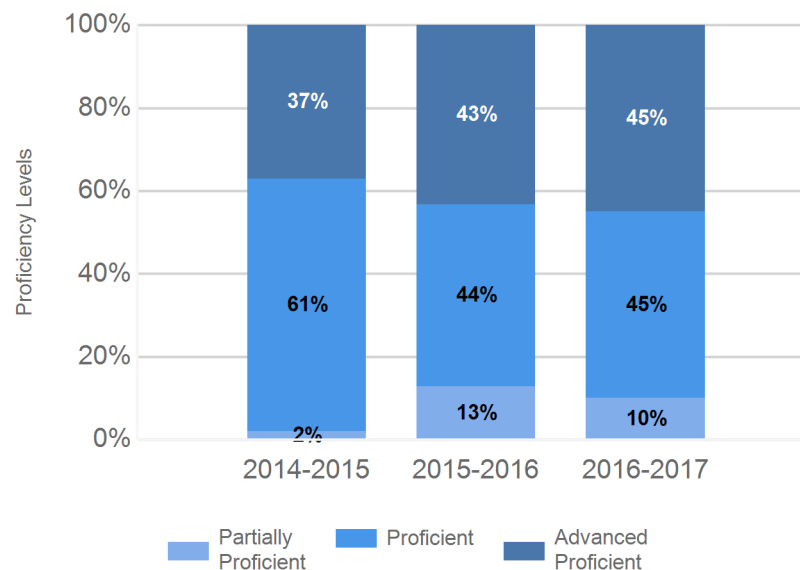
**NJASK Science Assessment Performance: Grade 8**

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	45%	45%	10%
White	48%	43%	*
Hispanic	*	62%	N
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	6%	59%	35%
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 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	46	54.5	50	Met Target	57	60	50	Met Target
White	45	54	50	Met Target	58	61	52	Met Target
Hispanic	52	*	49	Met Target	53.5	*	47	Met Target
Black or African American	52	56	45	Met Target	37.5	24	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	67	60	Exceeds Target	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	58	51	**	*	45	52	**
Economically Disadvantaged	55	55	47	Met Target	51	51	46	Met Target
Students with Disabilities	46	46	41	Met Target	48	52	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:

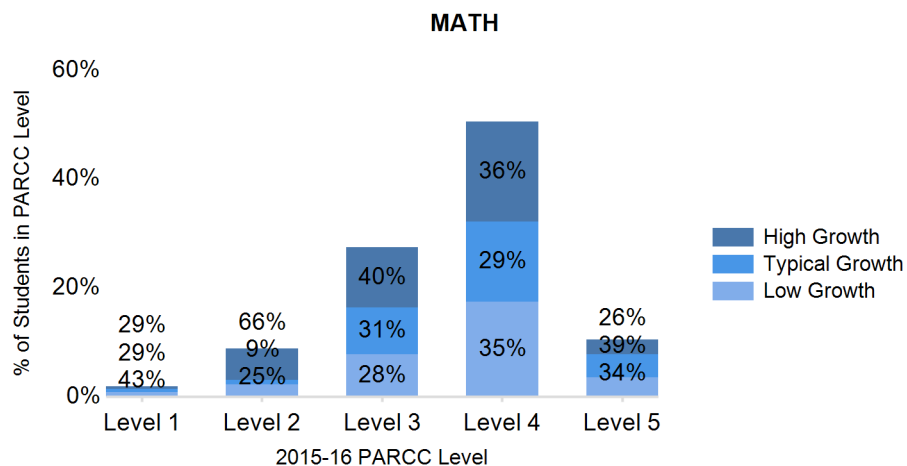
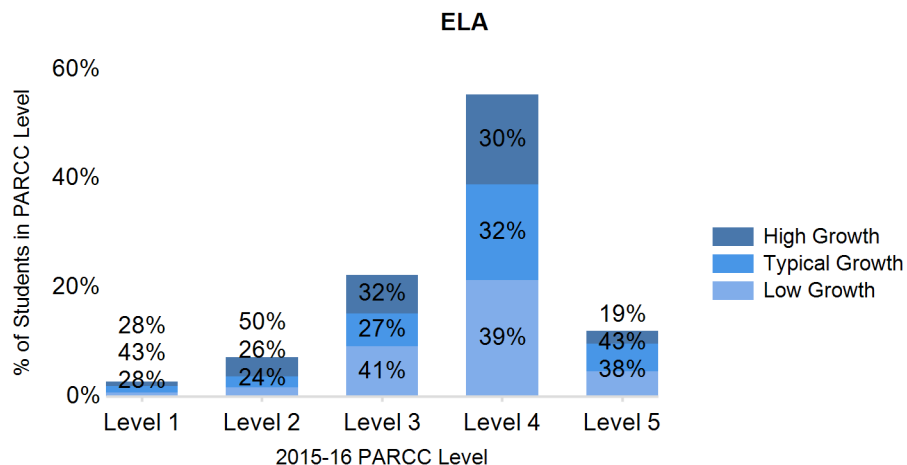
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

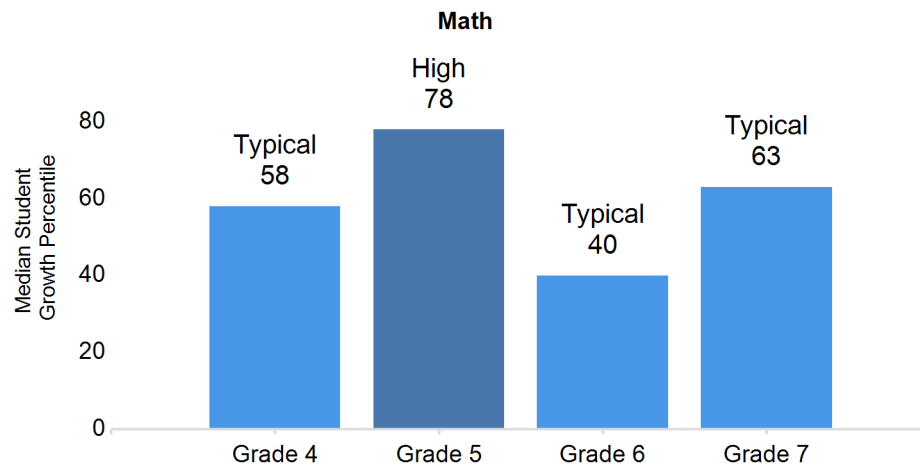
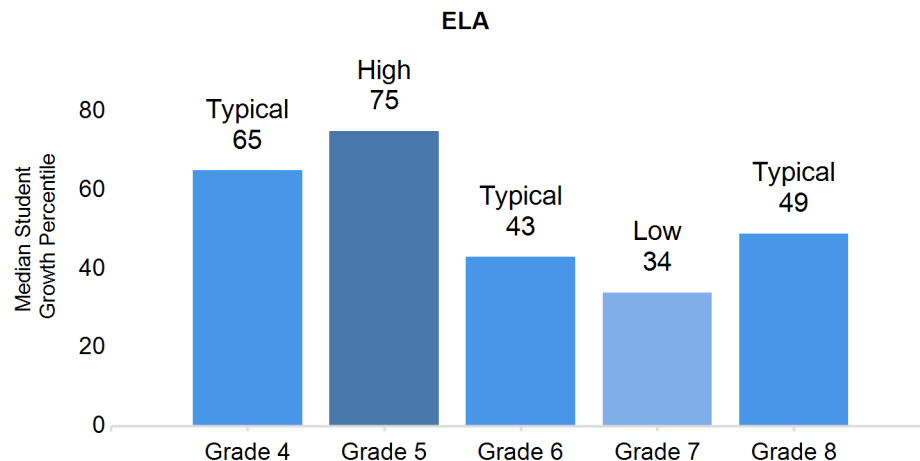
Student Growth by Performance Level

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 the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

## Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	122
7	0	0	148
8	158	0	6
Schoolwide	158	0	276

## World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	62	0	0	10	0	0	12
7	60	18	0	24	14	0	14
8	89	20	0	20	0	0	0
Schoolwide	211	38	0	54	14	0	26
Enrolled in Level 3 or Higher	0	20	0	0	0	0	0



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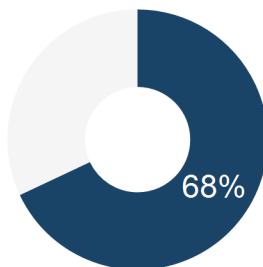
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Visual and Performing Arts – Course Participation

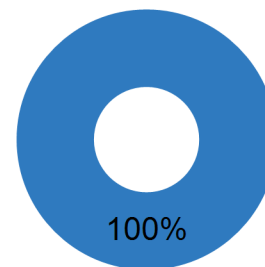
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

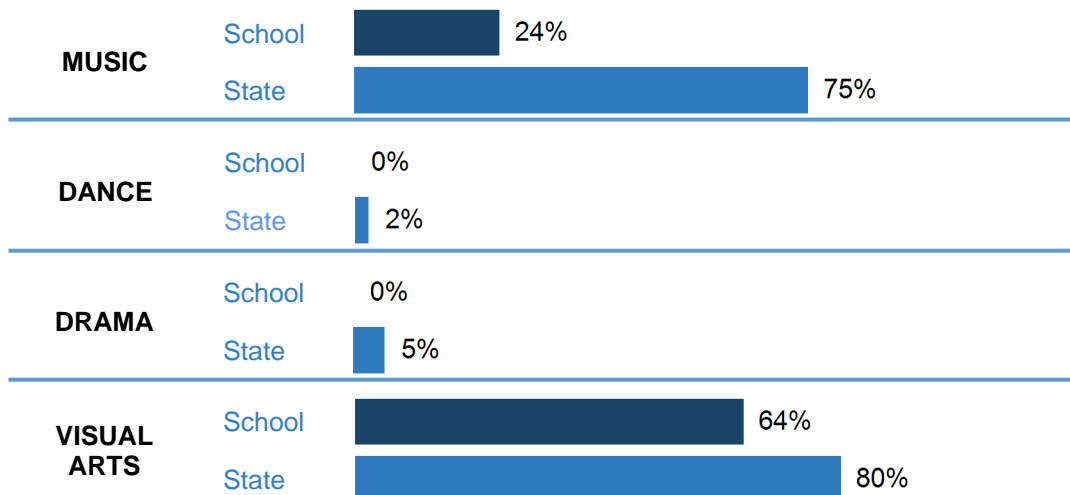


School



State

Students enrolled in one or more classes by discipline:





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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.

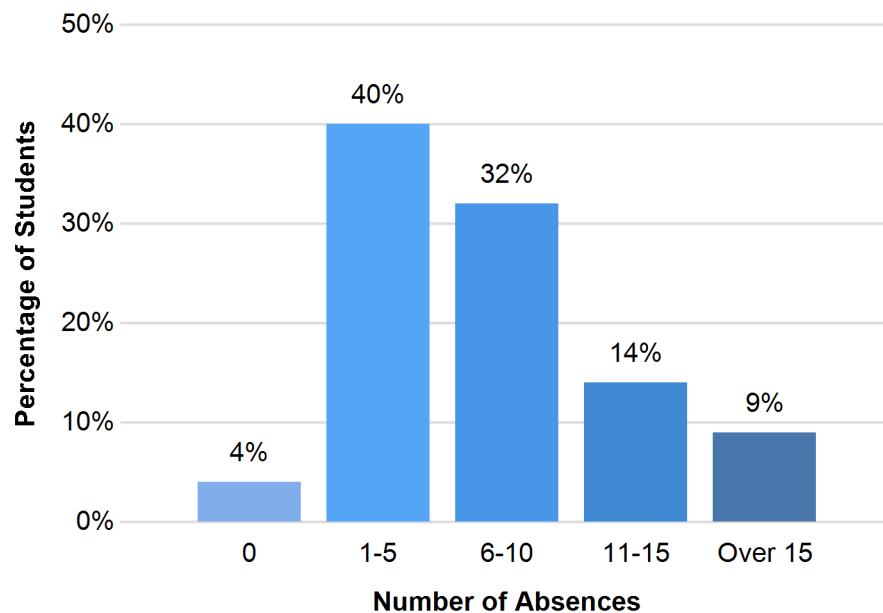
Chronic Absenteeism

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	6.10	8.50	Met Target
White	6.70	8.50	Met Target
Hispanic	4.00	8.50	Met Target
Black or African American	7.00	8.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.40	8.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.20	8.50	Not Met
Students with Disabilities	8.60	8.50	Not Met
English Learners	N	**	**

Days Absent

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



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

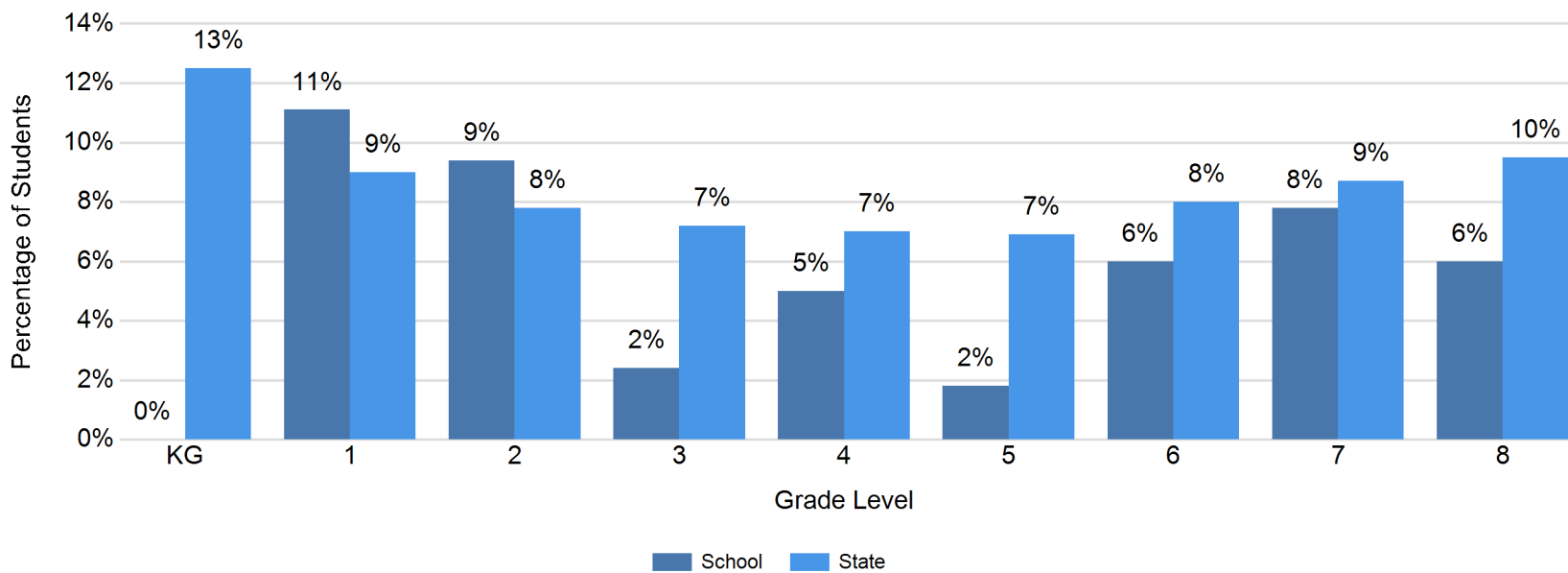


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Chronic Absenteeism by Grade

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





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## School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 51 Mins.
Shared Time - Instructional Time	*

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.39

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.1%
Out-of-School Suspensions	0.7%
Any Suspension	0.8%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.8:1	76.8 kbps	100 kbps	No	N	Fiber	N

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$277	\$14,258	\$14,535



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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	83	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	77%	74%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	21.8	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	62%	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	11:1
Administrators	254:1	150:1
Librarian/Media Specialists		781:1
Nurses		488:1
Counselors		488:1
Child Study Team		244:1



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**Teachers:** All classroom teachers

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

**Teachers and Administrators - Level of Education**

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

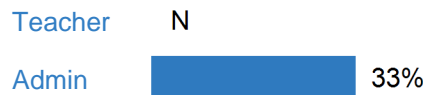
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	88%	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	68.3	17.5%
Mathematics Proficiency	63.8	17.5%
English Language Arts Growth	47.1	25.0%
Mathematics Growth	66.7	25.0%
Chronic Absenteeism	59.4	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		60.5
<b>Summative Rating:</b> Percentile rank of Summative Score		66.5
<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	60.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	50.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	78.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	60.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	54.2	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	64.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	65.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Fogas	<b>Email Address:</b>	<a href="mailto:fogascurt@cranfordschools.org">fogascurt@cranfordschools.org</a>
<b>Address:</b>	125 HILLSIDE AVENUE CRANFORD, NJ 07016	<b>Website:</b>	<a href="https://www.cranfordschools.org/Domain/13">https://www.cranfordschools.org/Domain/13</a>
<b>Phone:</b>	(908)709-6229		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• The Hillside Avenue School sixth grade team was named a "Team of Excellence" by the NJAMLE.</li> <li>• Hillside Avenue School was awarded a \$5,000 BASF Science Grant in a highly competitive field.</li> <li>• A budding chef in grade three was invited to prepare lunch for President and Mrs. Obama in the White House.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Hillside Avenue School is a student-centered, multicultural environment reflecting an active partnership between students, parents, staff and the community. The six pillars of good character are modeled and learned: fairness, respect, responsibility, truthfulness, caring and citizenship. These initiatives help Hillside Avenue School students to accept and respect each student as an individual of worth and dignity, celebrates differences, and encourages creativity and freedom of expression.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Hillside Avenue School is proud of the accomplishments of our students and staff. Several of our teachers have been recognized at the local and state level for their professionalism. The school has also benefactor of 12 grants. The most prominent being the BASF Science Grant. Our students have also been noticed from their accomplishments with a student visiting the White House as the NJ representative in the National Healthy Lunch Challenge as well as 7 students being named All-State Music.</p>





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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In order to align our students' needs with the NJSLs, we have ongoing curriculum review cycle. Standard Based Report Cards were developed to enhance student learning. Leveled instruction is used to guarantee personalized learning. The 8th grade offers advanced classes in ELA, math, science, and social studies. Our world language department offers 5 languages: French, German, Japanese, Latin, and Spanish.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Hillside Avenue School in partnership with the township of Cranford, provide a vast number of interscholastic athletics and co-curricular activities available for students, and we proudly boast a student participation rate that exceeds 91 percent of our student body participating in one or more school-sponsored extra-curricular 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.

 <p><b>Staff and Professional Learning:</b></p>	<p>One of the cornerstones of our school is professional development. Staff receives annually PD in Personalized Learning, Readers/Writers workshop, Data analysis, NGSS, and Math. We are also proud to be one of the Charter Professional Development Schools, which partners Hillside Avenue School with Seton Hall University to help train future teachers, and to provide our own teachers with ongoing support and skill enhancement.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Every student in our school has a network of supportive, caring educational professionals dedicated to helping them succeed. Grade-level teams of teachers collaborate to meet the needs of our students in a number of areas within and beyond the scope of academics. Special Education, Gifted and Talented, English as a Second Language and Basic Skills services are available to our students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Health and wellness is promoted on an ongoing basis through a variety of programs, including competitive and non-competitive athletic activities available after school. Health and physical education programs promote fitness and a healthy lifestyle. Parents and teachers participate in our Mighty Miler Program and support our elementary students during recess with running, walking, skipping, jumping and dancing laps. The music gets the students excited while earning rewards as their miles add up.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An active parent/teacher organization at Hillside Avenue School helps to maintain and strengthen the bond between home and school. Parents play an active role in the school community volunteering for many classroom and school-wide activities. Together with teachers and administrators, parents share in the decision-making that affects our children.</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.



Facilities:

Hillside Avenue School was constructed and opened in 1963 and as we approach our 55th anniversary the school remains in excellent shape. Attention to maintenance and upgrades including new boilers, roof, security and technologically infrastructure has helped us maintain an outstanding healthy, safe, learning environment for our students, staff and community members who use our school.



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In addition to the regular instructional program, other school-wide initiatives help to build a strong learning community. At Hillside Avenue School, the six pillars of good character are modeled and learned: fairness, respect, responsibility, truthfulness, caring and citizenship. We have initiatives to help eliminate bullying behavior, and we strive to create an environment where all children can and do learn. Students learn conflict resolution skills, and student mediators assist in this process. Hillside Avenue School accepts and respects each student as an individual of worth and dignity, celebrates differences, and encourages creativity and freedom of expression. Hillside Avenue School's mission is to create a learning environment that encourages individual as well as interpersonal growth, a love of learning, and a commitment to improving and caring for the community. Our annual school-wide theme unites us to work together toward achieving our common goal: "Making today's learners tomorrow's leaders."



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
3	71	85	84
4	79	75	88
5	86	78	77
Ungraded	0	0	1
<b>Total</b>	<b>236</b>	<b>238</b>	<b>250</b>

Student Group	2014-15	2015-16	2016-17
Female	53%	50%	48%
Male	47%	50%	52%
Economically Disadvantaged Students	5%	6%	6%
Students with Disabilities	25%	22%	20%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	83.6%
Hispanic	6.0%
Asian	5.6%
Black or African American	3.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.6%

**Enrollment by Home Language**

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

Home Language	% of Students
English	98.8%
<i>Other</i>	1.2%



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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	237	98.0	79.30	76.80	54.90	79.3	80	Met Target†
White	203	98.6	77.40	77.20	63.90	77.4	80	Met Target†
Hispanic	14	100.0	85.70	*	39.80	85.7	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	92.9	92.30	*	80.70	90.2	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	112	97.5	84.80	81.90	62.20	84.8		
Male	125	98.5	74.40	71.80	48.10	74.4		
Economically Disadvantaged Students	14	93.3	57.20	*	36.20	56	**	**
Non-Economically Disadvantaged Students	223	98.3	80.70	*	65.80	80.7		
Students with Disabilities	51	96.2	51.00	38.20	20.50	51	66.7	Not Met
Students without Disabilities	186	98.5	87.10	86.00	61.90	87.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
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>	84	768	764	749	*	*	27%	52%	13%	66%	50%
White	69	762	763	759	0%	*	33%	49%	*	59%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	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	31	768	764	754	0%	*	*	52%	*	65%	55%
Male	53	768	764	745	0%	*	*	53%	*	66%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	22	741	*	720	*	*	50%	*	0%	32%	24%
Students without Disabilities	62	777	*	755	*	*	19%	*	18%	77%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	84	768	764	752	*	*	27%	52%	13%	66%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	779	774	753	*	*	12%	55%	31%	86%	56%
White	71	778	774	762	0%	*	*	52%	32%	85%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	44	786	782	758	0%	*	*	57%	36%	93%	61%
Male	42	773	767	749	0%	*	*	52%	26%	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	12	749	*	725	*	*	*	*	0%	50%	25%
Students without Disabilities	74	784	*	759	*	*	*	*	37%	92%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	86	779	*	755	*	*	12%	55%	31%	86%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	780	776	756	*	*	*	66%	23%	89%	59%
White	66	781	777	763	*	*	*	65%	24%	89%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	41	783	780	761	*	*	*	68%	*	93%	66%
Male	33	777	773	750	*	*	*	64%	*	85%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	16	766	751	725	*	*	*	69%	*	75%	22%
Students without Disabilities	58	784	782	762	*	*	*	66%	*	93%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	74	780	776	757	*	*	*	66%	23%	89%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

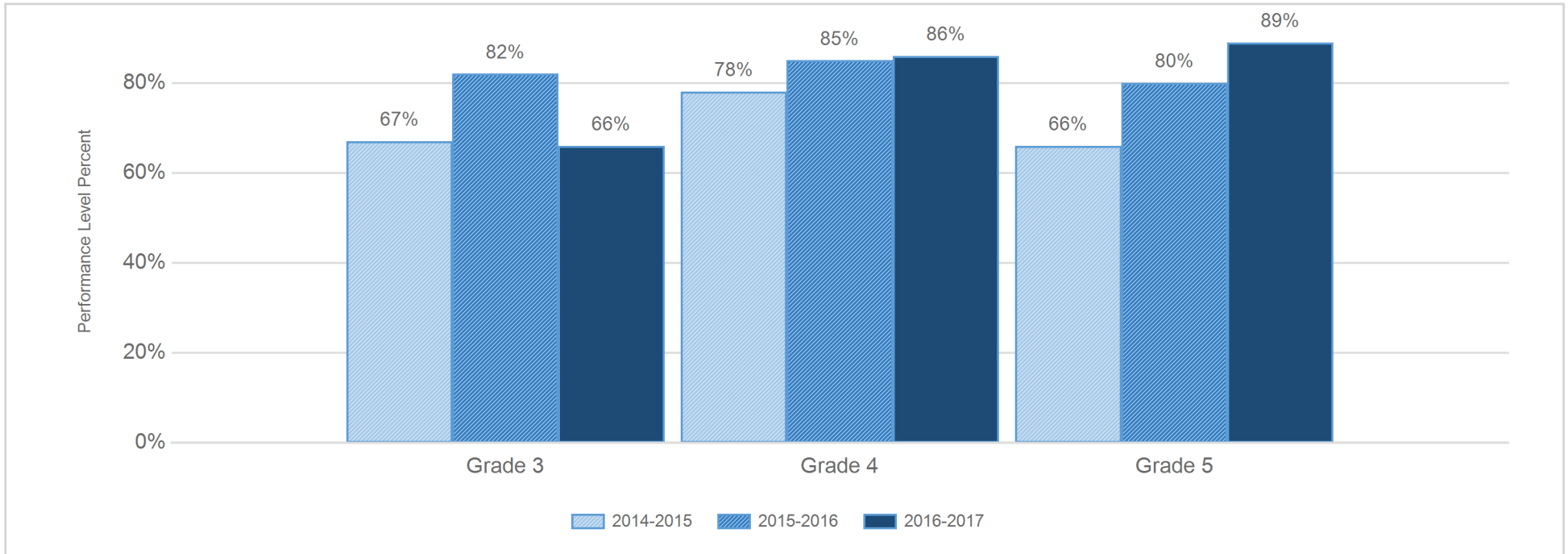


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

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	237	98.0	74.30	61.80	43.50	74.3	76.7	Met Target†
White	203	98.6	74.40	62.80	52.40	74.4	76.7	Met Target†
Hispanic	14	100.0	64.30	*	27.60	64.3	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	92.9	92.40	*	75.60	90.2	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	112	97.5	71.40	61.20	44.10	71.4		
Male	125	98.5	76.80	62.50	42.90	76.8		
Economically Disadvantaged Students	14	93.3	42.80	*	25.10	42	**	**
Non-Economically Disadvantaged Students	223	98.3	76.20	*	54.30	76.2		
Students with Disabilities	51	96.2	45.10	29.80	16.50	45.1	54.2	Met Target†
Students without Disabilities	186	98.5	82.20	69.60	48.80	82.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	764	763	751	*	*	21%	49%	17%	66%	53%
White	69	759	763	759	*	*	25%	51%	*	62%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	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	31	755	761	751	*	*	*	32%	*	45%	52%
Male	53	770	765	751	*	*	*	59%	*	77%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	22	736	*	729	*	*	*	*	*	32%	29%
Students without Disabilities	62	774	*	755	*	*	*	*	*	77%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	84	764	763	753	*	*	21%	49%	17%	66%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	762	761	747	*	*	17%	73%	*	77%	47%
White	71	762	760	755	*	*	16%	73%	*	78%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	44	761	763	747	*	*	*	77%	*	80%	47%
Male	42	762	758	747	*	*	*	69%	*	74%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	12	744	738	724	*	*	*	*	*	58%	22%
Students without Disabilities	74	764	765	751	*	*	*	*	*	80%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	86	762	*	749	*	*	17%	73%	*	77%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	768	766	747	*	*	14%	69%	14%	82%	46%
White	66	769	767	754	*	*	*	70%	*	83%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	41	767	766	747	*	*	*	73%	*	83%	47%
Male	33	768	767	746	*	*	*	64%	*	82%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	16	747	745	725	*	*	*	*	0%	56%	19%
Students without Disabilities	58	774	771	751	*	*	*	*	17%	90%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	74	768	766	748	*	*	14%	69%	14%	82%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

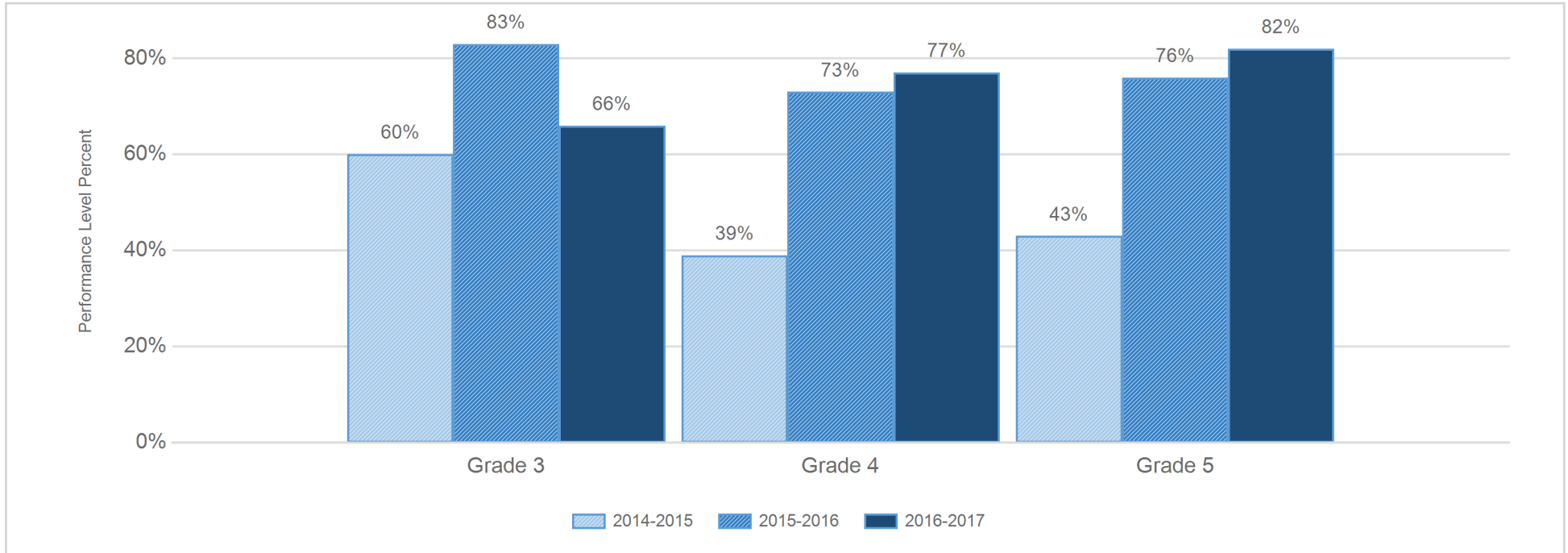


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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



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

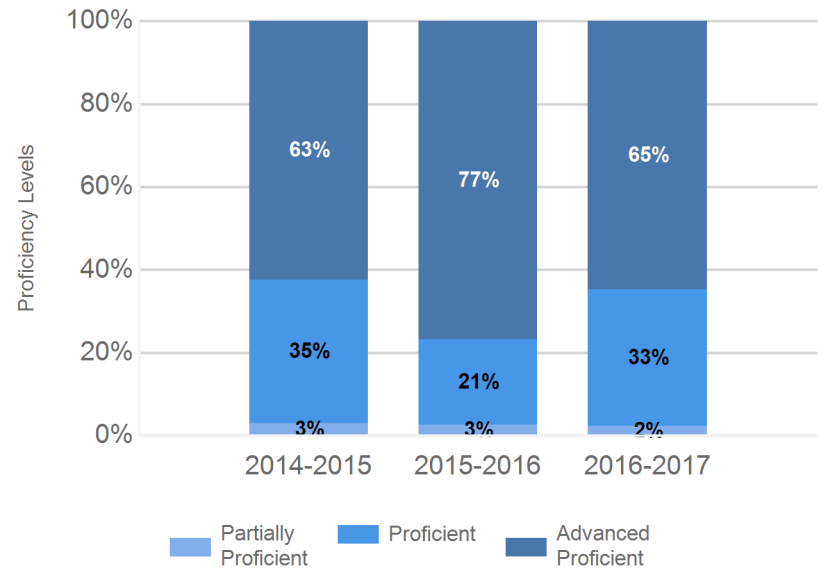
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	65%	33%	2%
White	64%	33%	3%
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	73%	9%	18%
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61	54.5	50	Exceeds Target	54	60	50	Met Target
White	61	54	50	Exceeds Target	55.5	61	52	Met Target
Hispanic	38.5	*	49	**	46	*	47	**
Black or African American	*	56	45	**	*	24	43	**
Asian, Native Hawaiian, or Pacific Islander	*	67	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	55	47	**	*	51	46	**
Students with Disabilities	36.5	46	41	Not Met	60.5	52	43	Exceeds Target
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.



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

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

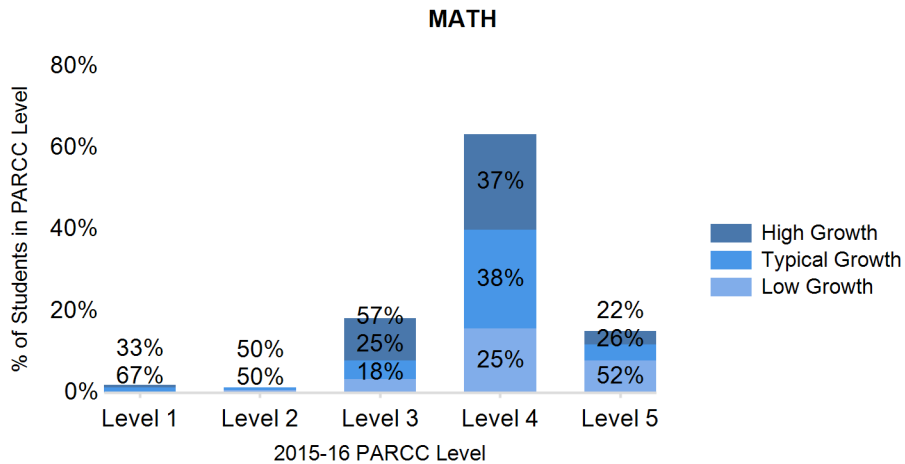
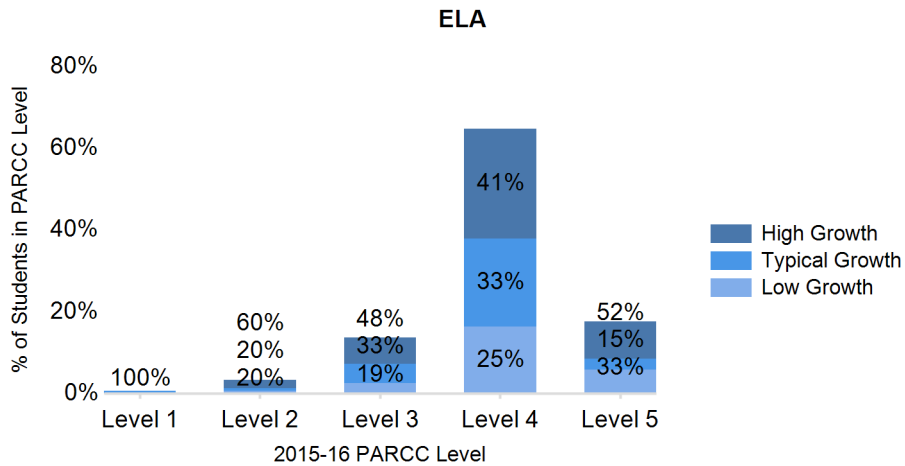
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

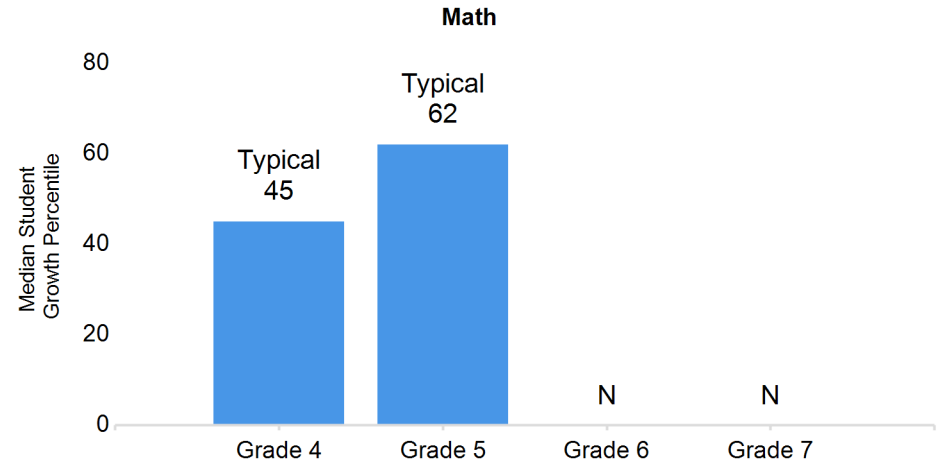
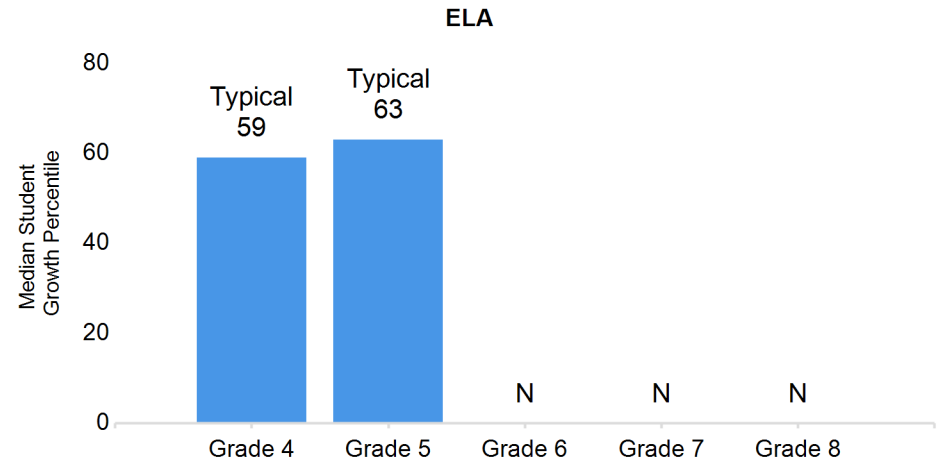
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

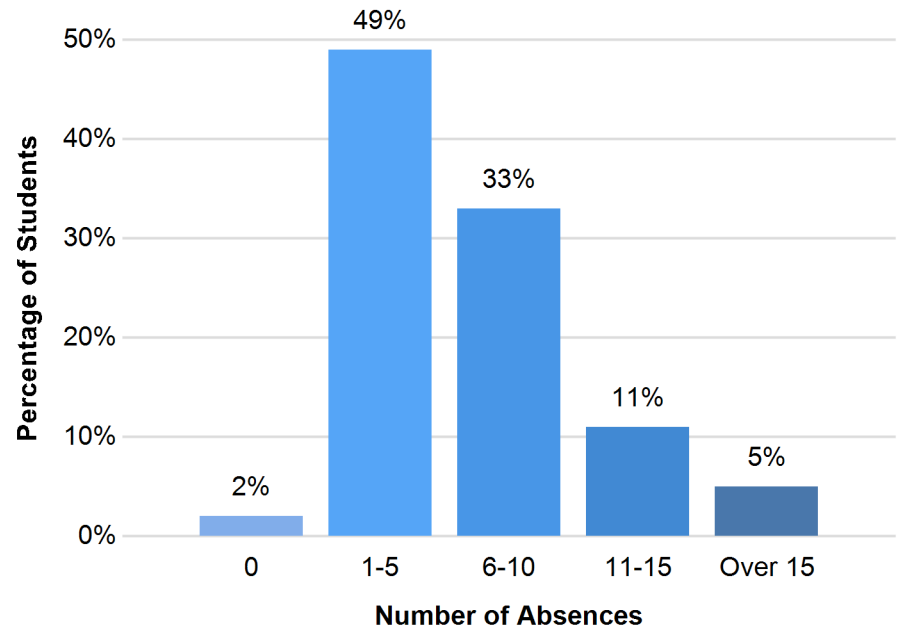
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.70	7.00	Met Target
White	2.80	7.00	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	1.80	7.00	Met Target
English Learners	N	**	**

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

**Days Absent**

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



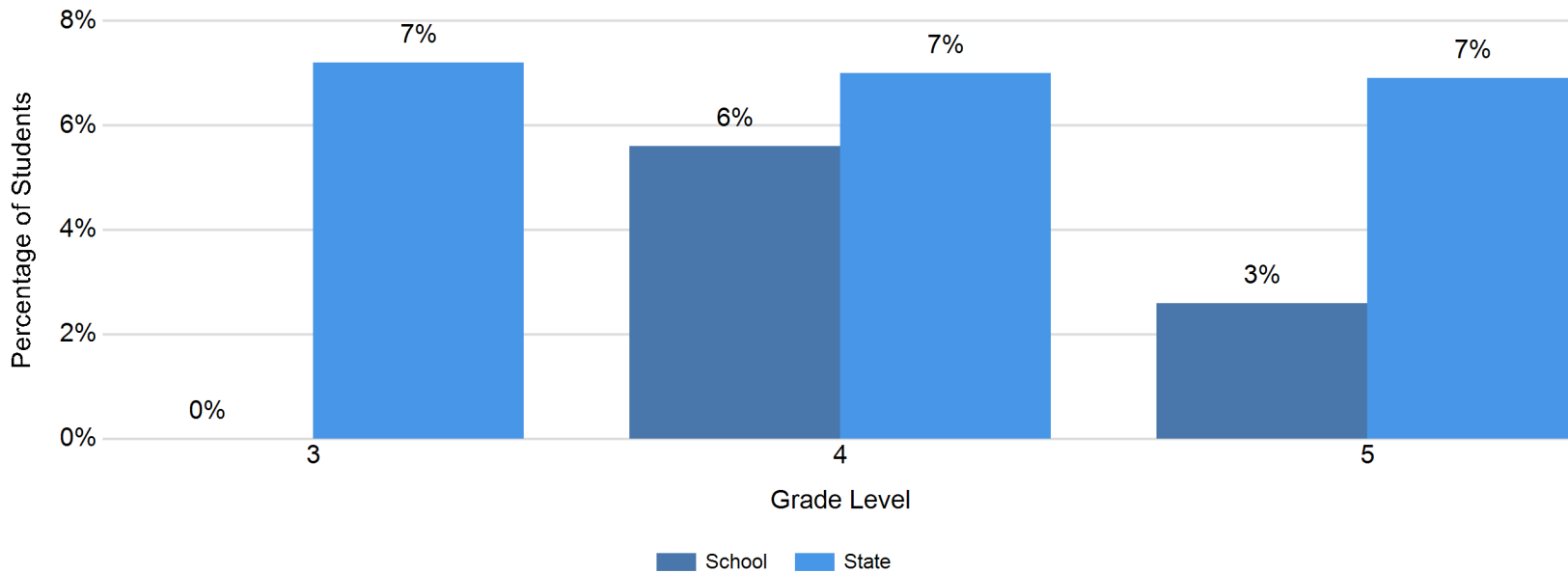


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Chronic Absenteeism by Grade

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





### 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	8:30AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.8%
Out-of-School Suspensions	0.4%
Any Suspension	1.2%

### 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	2.0:1	76.8 kbps	100 kbps	No	N	Fiber	N

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$14,258	\$14,535



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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	25	120,724
Average years experience in public schools	9.6	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	76%	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	26	9,506
Average years experience in public schools	21.8	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	N	150:1
Librarian/Media Specialists		781:1
Nurses		488:1
Counselors		488:1
Child Study Team		244:1



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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	88%	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	90.8	17.5%
Mathematics Proficiency	92.8	17.5%
English Language Arts Growth	73.5	25.0%
Mathematics Growth	71.7	25.0%
Chronic Absenteeism	95.0	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		82.7
<b>Summative Rating:</b> Percentile rank of Summative Score		93.2
<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	82.7	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
White	78.5	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	78.7	11.9	No	Not Met	Met Target†	Met Target	Not Met	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Deacon	<b>Email Address:</b>	<a href="mailto:deacon@cranfordschools.org">deacon@cranfordschools.org</a>
<b>Address:</b>	75 LIVINGSTON AVENUE CRANFORD, NJ 07016	<b>Website:</b>	<a href="https://www.cranfordschools.org/Domain/12">https://www.cranfordschools.org/Domain/12</a>
<b>Phone:</b>	(908)709-6248		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Afterschool clubs, a school band, chorus, and orchestra are offered at LAS.</li> <li>• Six students were accepted to the 9th annual CJMEA(Central Jersey Music Educators Association) Honors Orchestra.</li> <li>• LAS raised over \$1700 for the AVON 39 Walk to End Breast Cancer.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Our school community strives to provide students with the academic and social skills required to meet the challenges of the 21st century. Fundamental to our efforts across the curriculum is an approach that seeks new and effective ways to encourage cooperation, problem solving, creative thinking, respect for others, and a lifelong love of learning.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Last school year six students were accepted to the 9th annual CJMEA(Central Jersey Music Educators Association) Honors Orchestra. In the area of staff recognition, each year staff and parents/guardians are able to recommend an individual to be named Livingston Educator of the Year. These recommendations are reviewed by a panel of parent/guardians, staff and administrators.</p>







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our curriculum is comprehensive and aligned to the New Jersey Student Learning Standards. The Language Arts Literacy program is based on a balanced literacy approach within the Reader's/Writer's workshop framework. Mathematics emphasizes developing number sense while focusing on concepts, skills, and problem solving strategies related to addition and subtraction. Science and Social Studies are taught in a manner that is interdisciplinary, interactive and hands on, with real world application.</p>
 <p><b>Sports and Athletics:</b></p>	<p>As a 3rd through 5th-grade elementary school, LAS does not have school-affiliated sports programs. However, many students take advantage of recreation and club sports. Fifth grade students have the ability to attend a weekly After School Sports club and the 5th graders play in the annual students vs. staff volleyball game. In addition, each spring the entire student body participates in a field-day event. Field day is always an exciting, vigorous, and fun day for the students.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Livingston Avenue School offers seven after-school clubs, a school band, chorus, and orchestra. The seven clubs offered are, After-School Sports, Drama, Environmental Science, Kid Get Fit, Mathematics, STEM, and Technology. Six students were accepted to the 9th annual CJMEA(Central Jersey Music Educators Association) Honors Orchestra.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Before and After School Child Care is available via outside providers that each offer different arrangements for drop off and pick up. Only before care is offered on school premises through a third-party provider. After Care is offered off-site and bussing is provided by different programs.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Continuous professional improvement and ongoing learning is a priority for our staff. We are involved in professional development opportunities designed to enhance knowledge and professional skills to promote personalized learning, 21st Century Learning Skills and Standards Based Grading. In addition, we continue to develop our professional development school through our partnership with Seton Hall University.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Achieve program provides individual/small group support in reading and/or math using a push-in / pull-out model. Students with Individualized Education Plans receive in-class or replacement setting support. Speech, physical and occupational therapy, and a school counselor are available. Students experiencing academic or behavioral challenges may be referred to the Intervention &amp; Referral Services Committee which creates classroom supports. Pathways to Excellence offers student enrichment.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The health and wellness of all students is integral to the educational program. Nurses, counselors, and social workers in collaboration with administration and educators provide a safe environment for all students. Students are regularly screened by school nurses and nurses maintain health records for students. Students receive physical education classes in accordance with the NJ Department of Education requirements and students participate in daily recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Parent Teacher Association, is an outstanding organization that provides a tremendous amount of support to the staff, students, and school community. The families volunteer time, resources, and their talents for school and community events. The PTA supports the school by enhancing academic programs, providing special programs, and organizing and facilitating activities. The PTA and Cranford Community involvement add to the overall success of the school.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>A 13 question survey was conducted at the end of the 2016-17 school year. This survey contained questions on the state of the school facilities, the overall learning environment, school safety, staff and students relationships, school communication, and academics. Results from the survey were extremely favorable.</p>
 <p>Facilities:</p>	<p>There are 12 regular education classrooms, there is a multi-purpose room for assemblies, physical education and lunch. There is an art room and the media center offers laptops, iPads, and desktop computers. Other spaces include two resource rooms and a room for basic skills instruction, speech, a room for occupational therapy, and counseling services. Each classroom has 12 laptops. The grounds include a playground, project fit equipment, and basketball courts.</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.



**Other Information:**

Livingston Avenue School’s school day is six and a half hours long. The day starts at 8:30 and ends at 2:50. The students have a half hour lunch period and a half hour for recess. In addition to the study of academic subjects (math, social studies, science and language arts) the students in grades three through five attend classes in art, music, Spanish, physical education and library/media center. Technology is a vital part of the school day. Each student has a Google account and uses it to share writing piece with fellow students and teacher. Each classroom has 12 laptops to allow for technology integration in the school. Safety is extremely important at LAS. We conduct monthly security and fire drills and the school has a strong and supportive relationship with the Cranford Police Department. Having a strong home-to-school connection is extremely important and LAS strives for an excellent connection. As a school we keep an up to date school website that showcases classroom happenings, provides a school calendar, and provides a plethora of other information. The school also hold a Back to School Night, parent/guardian and teacher conferences, we send out a weekly email to the school community every Friday, and a monthly grade level newsletters. At LAS we view education as a continuum, beginning with kindergarten and continuing throughout our students’ lives. Accordingly, we place a high emphasis on our students’ transition into Livingston Avenue School from their primary school, Walnut Avenue, as well as their exit, as they move on to middle school at Hillside Avenue. To smooth these transitions we engage in an ongoing conversation with our students to understand and meet their needs upon entering and leaving Livingston Avenue School. Only through this comprehensive approach to education can we truly be certain that Livingston Avenue School is a place where the lives of our children are guided by the three C’s of Caring, Community, and Commitment.




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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Footnotes

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
3	80	84	76
4	96	82	87
5	89	96	83
6	167	159	180
7	167	169	162
8	188	168	170
Ungraded	12	7	9
Total	799	765	767

### 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	49%	48%	45%
Male	51%	53%	55%
Economically Disadvantaged Students	2%	2%	1%
Students with Disabilities	20%	17%	16%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	88.7%
Hispanic	5.6%
Asian	4.4%
Black or African American	0.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.9%

### Enrollment by Home Language

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

Home Language	% of Students
English	99.1%
Other	0.8%



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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	728	97.8	82.20	76.80	54.90	82.2	76.9	Met Goal
White	646	97.5	82.00	77.20	63.90	82	77.7	Met Goal
Hispanic	40	100.0	75.00	*	39.80	75	61	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	93.80	*	80.70	93.8	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	329	98.5	87.00	81.90	62.20	87		
Male	399	97.2	78.20	71.80	48.10	78.2		
Economically Disadvantaged Students	13	100.0	38.50	*	36.20	38.5	**	**
Non-Economically Disadvantaged Students	715	97.8	82.90	*	65.80	82.9		
Students with Disabilities	124	97.0	41.10	38.20	20.50	41.1	37.6	Met Target
Students without Disabilities	604	98.0	90.50	86.00	61.90	90.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	761	764	749	*	*	26%	55%	*	62%	50%
White	72	760	763	759	*	*	26%	53%	*	60%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	32	758	764	754	*	*	*	50%	*	56%	55%
Male	46	763	764	745	*	*	*	59%	*	65%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	78	761	765	762	*	*	26%	55%	*	62%	63%
Students with Disabilities	20	741	*	720	*	*	*	*	*	45%	24%
Students without Disabilities	58	768	*	755	*	*	*	*	*	67%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	78	761	764	752	*	*	26%	55%	*	62%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	767	774	753	*	*	20%	61%	15%	76%	56%
White	71	767	774	762	*	*	21%	61%	16%	76%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	773	782	758	0%	*	*	64%	*	81%	61%
Male	51	763	767	749	0%	*	*	59%	*	73%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	87	767	774	764	*	*	20%	61%	15%	76%	69%
Students with Disabilities	14	746	*	725	*	*	*	*	*	43%	25%
Students without Disabilities	73	771	*	759	*	*	*	*	*	82%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	87	767	*	755	*	*	20%	61%	15%	76%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	774	776	756	*	*	*	67%	19%	86%	59%
White	71	773	777	763	*	*	*	65%	18%	83%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	36	780	780	761	*	*	*	67%	*	92%	66%
Male	48	770	773	750	*	*	*	67%	*	81%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	16	741	751	725	*	*	*	*	*	50%	22%
Students without Disabilities	68	782	782	762	*	*	*	*	*	94%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	84	774	776	757	*	*	*	67%	19%	86%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	173	770	767	752	*	*	13%	60%	23%	83%	54%
White	154	769	767	758	*	*	12%	61%	22%	83%	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	83	774	773	758	*	*	*	53%	30%	83%	61%
Male	90	767	762	746	*	*	*	66%	17%	82%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	30	746	744	722	*	*	33%	37%	*	40%	17%
Students without Disabilities	143	775	774	758	*	*	8%	64%	*	92%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	173	770	767	753	*	*	13%	60%	23%	83%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	783	771	756	*	*	*	41%	49%	90%	59%
White	139	782	771	764	*	*	*	42%	48%	90%	69%
Hispanic	12	782	771	742	*	0%	*	*	*	83%	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	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	N	N	N	757	N	N	N	N	N	N	59%
Female	73	796	777	764	*	*	*	30%	69%	99%	68%
Male	86	771	765	749	*	*	*	50%	33%	83%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	22	741	736	719	*	*	*	*	*	41%	19%
Students without Disabilities	137	789	779	763	*	*	*	*	*	98%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	159	783	771	758	*	*	*	41%	49%	90%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	170	783	773	757	*	*	12%	48%	35%	84%	59%
White	157	783	774	764	*	*	10%	49%	36%	85%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	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	N	N	N	758	N	N	N	N	N	N	60%
Female	77	786	781	766	*	*	*	55%	35%	90%	68%
Male	93	780	767	749	*	*	*	43%	36%	79%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	24	741	737	718	*	*	*	*	*	33%	18%
Students without Disabilities	146	790	781	764	*	*	*	*	*	92%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	170	783	773	759	*	*	12%	48%	35%	84%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

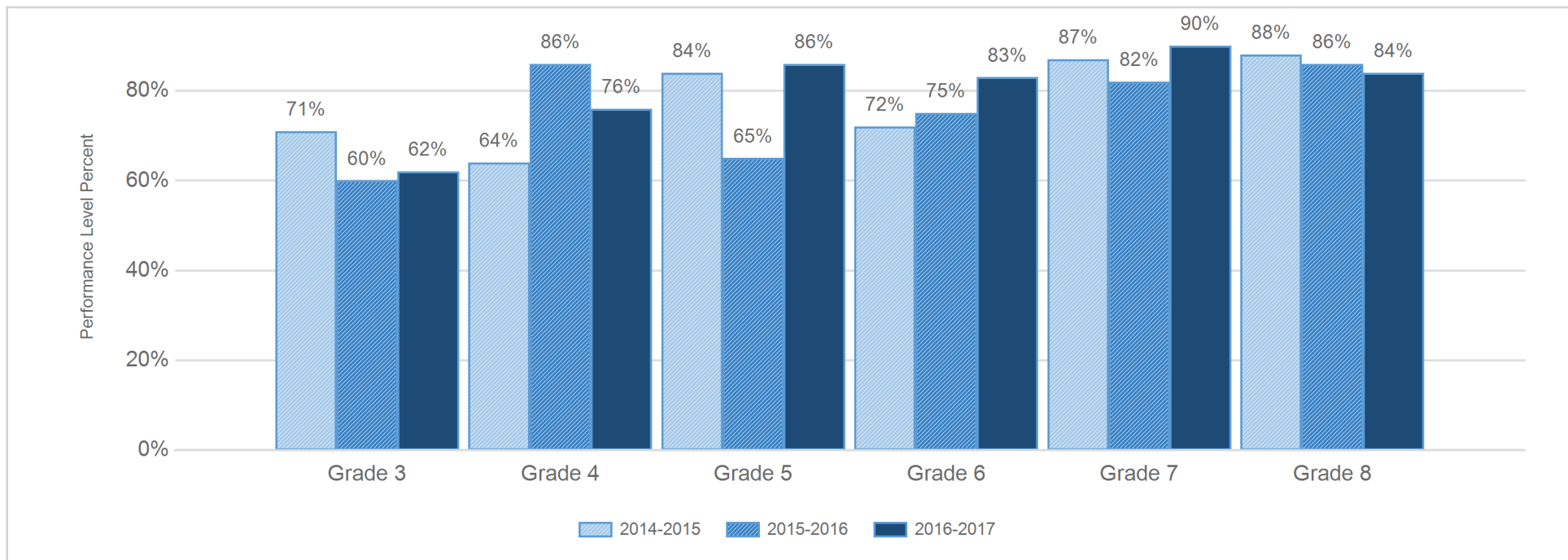


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**English Language Arts/Literacy Assessment - Performance Trends**

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	727	97.8	73.20	61.80	43.50	73.2	69.6	Met Target
White	645	97.5	73.30	62.80	52.40	73.3	69.6	Met Target
Hispanic	40	100.0	65.00	*	27.60	65	56.3	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	100.0	84.40	*	75.60	84.4	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	328	98.2	76.80	61.20	44.10	76.8		
Male	399	97.4	70.10	62.50	42.90	70.1		
Economically Disadvantaged Students	12	100.0	33.30	*	25.10	33.3	**	**
Non-Economically Disadvantaged Students	715	97.8	73.80	*	54.30	73.8		
Students with Disabilities	122	96.3	39.30	29.80	16.50	39.3	39.1	Met Target
Students without Disabilities	605	98.1	80.00	69.60	48.80	80		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	753	763	751	*	14%	26%	51%	*	58%	53%
White	71	753	763	759	*	16%	24%	52%	*	59%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	32	749	761	751	*	*	*	44%	*	50%	52%
Male	45	756	765	751	*	*	*	56%	*	64%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	77	753	764	761	*	14%	26%	51%	*	58%	65%
Students with Disabilities	20	738	*	729	*	*	*	*	*	40%	29%
Students without Disabilities	57	759	*	755	*	*	*	*	*	65%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	77	753	763	753	*	14%	26%	51%	*	58%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	759	761	747	0%	*	28%	64%	*	69%	47%
White	71	760	760	755	0%	*	25%	66%	*	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	36	764	763	747	0%	*	*	83%	*	86%	47%
Male	51	756	758	747	0%	*	*	51%	*	57%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	87	759	760	757	0%	*	28%	64%	*	69%	61%
Students with Disabilities	14	744	738	724	*	*	*	*	*	50%	22%
Students without Disabilities	73	762	765	751	*	*	*	*	*	73%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	87	759	*	749	0%	*	28%	64%	*	69%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	767	766	747	*	*	16%	52%	24%	76%	46%
White	71	766	767	754	*	*	14%	54%	23%	76%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	36	770	766	747	*	*	*	61%	*	81%	47%
Male	48	765	767	746	*	*	*	46%	*	73%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	16	741	745	725	*	*	*	*	*	50%	19%
Students without Disabilities	68	774	771	751	*	*	*	*	*	82%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	84	767	766	748	*	*	16%	52%	24%	76%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	174	766	759	743	*	*	17%	60%	17%	77%	44%
White	155	766	760	751	*	*	17%	61%	16%	77%	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	83	766	761	745	*	*	17%	60%	17%	77%	45%
Male	91	766	758	742	*	*	18%	59%	18%	77%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	30	746	738	717	*	*	*	*	*	43%	13%
Students without Disabilities	144	770	765	748	*	*	*	*	*	84%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	174	766	*	745	*	*	17%	60%	17%	77%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	764	759	741	*	*	20%	57%	18%	76%	40%
White	139	763	759	748	*	*	21%	59%	16%	75%	49%
Hispanic	12	759	757	730	*	0%	*	*	*	67%	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	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	N	N	N	740	N	N	N	N	N	N	39%
Female	73	768	758	743	*	*	18%	55%	25%	80%	41%
Male	86	761	759	740	*	*	22%	59%	13%	72%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	22	740	735	716	*	*	*	*	0%	32%	11%
Students without Disabilities	137	768	764	746	*	*	*	*	21%	83%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	159	764	759	742	*	*	20%	57%	18%	76%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	58	738	729	728	*	17%	36%	38%	*	38%	28%
White	50	738	731	736	*	*	38%	36%	0%	36%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	28	742	735	730	*	*	*	*	0%	50%	30%
Male	30	735	726	725	*	*	*	*	0%	27%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	20	723	717	705	*	*	*	*	0%	20%	*
Students without Disabilities	38	746	738	734	*	*	*	*	0%	47%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	58	738	729	729	*	17%	36%	38%	*	38%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	111	776	755	743	0%	0%	*	85%	*	93%	42%
White	106	775	757	751	0%	0%	*	85%	*	93%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	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	N	N	N	741	N	N	N	N	N	N	41%
Female	48	774	752	744	0%	0%	*	96%	*	98%	43%
Male	63	777	759	741	0%	0%	*	76%	*	89%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	111	776	*	745	0%	0%	*	85%	*	93%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

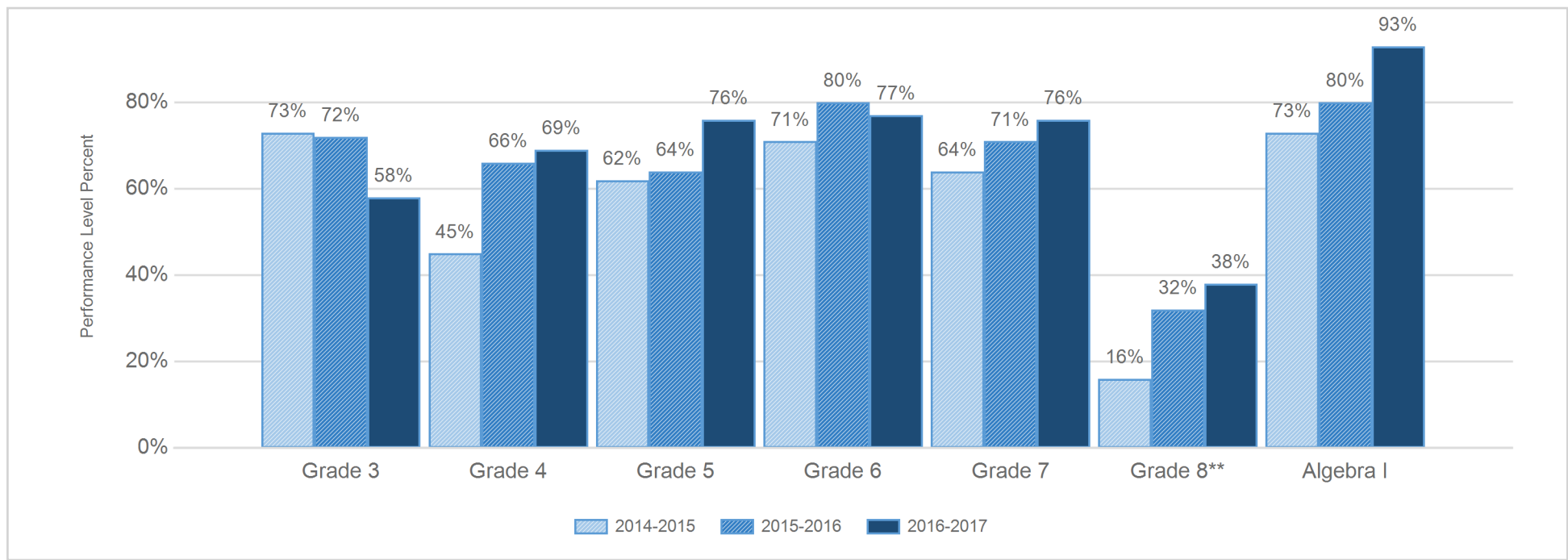


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**Mathematics Assessment – Performance Trends**

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	*	*
7	*	*
8	*	*

### English Language Proficiency Test - Participation and Performance

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

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



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

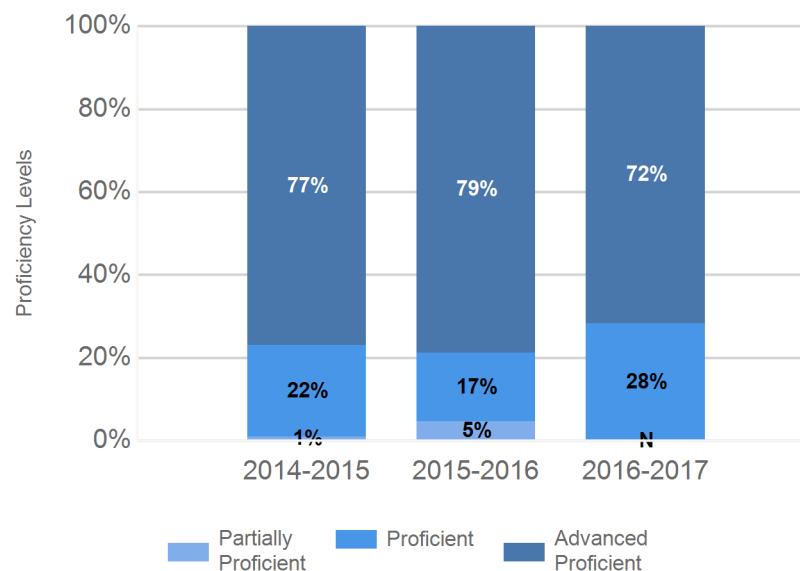
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	72%	28%	N
White	74%	26%	N
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	N
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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This section 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.

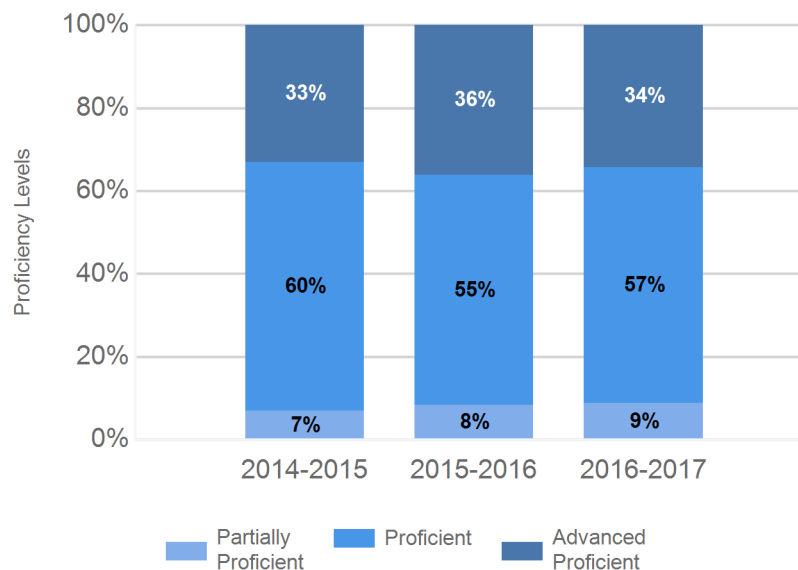
**NJASK Science Assessment Performance: Grade 8**

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	34%	57%	9%
White	35%	56%	*
Hispanic	*	*	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	14%	50%	36%
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 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	60	54.5	50	Exceeds Target	67	60	50	Exceeds Target
White	58	54	50	Met Target	67	61	52	Exceeds Target
Hispanic	58.5	*	49	Met Target	57	*	47	Met Target
Black or African American	*	56	45	**	*	24	43	**
Asian, Native Hawaiian, or Pacific Islander	72	67	60	Exceeds Target	83	61	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	58	51	**	*	45	52	**
Economically Disadvantaged	*	55	47	**	*	51	46	**
Students with Disabilities	49	46	41	Met Target	54	52	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:

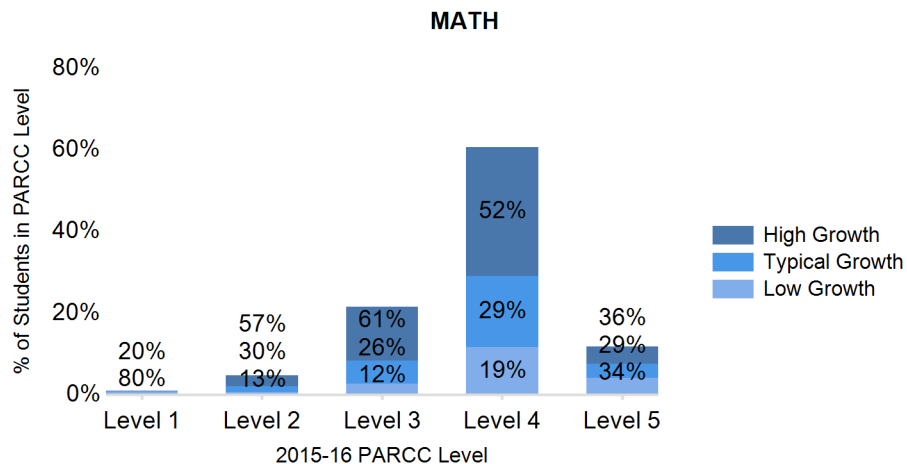
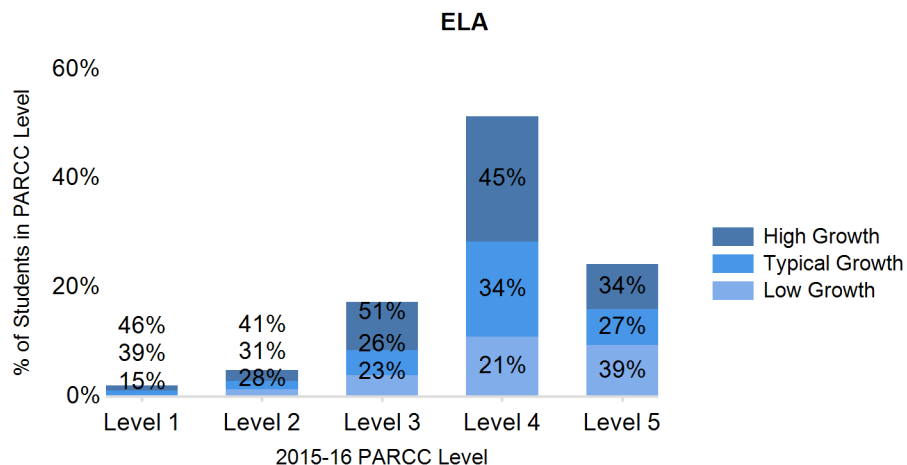
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

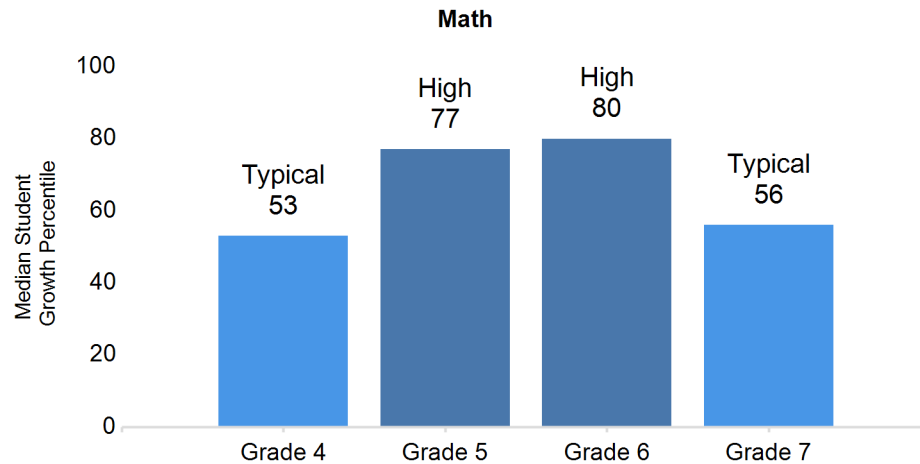
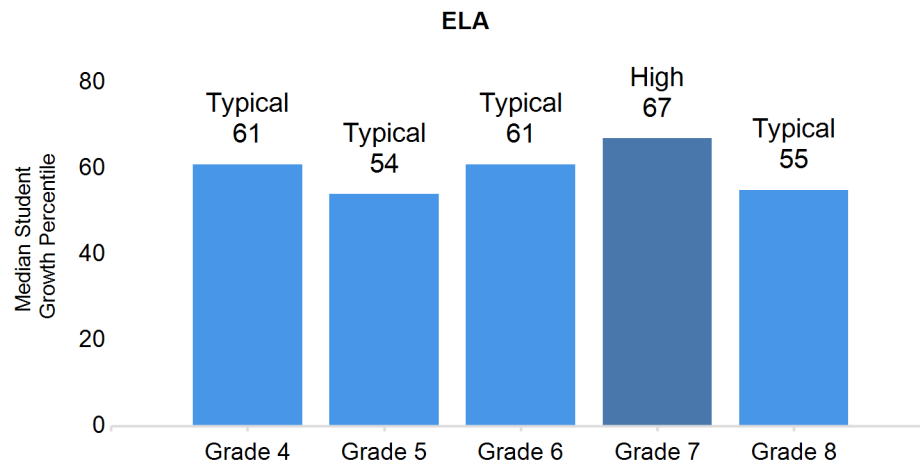
**Student Growth by Performance Level**

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 the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	173
7	0	0	158
8	169	0	0
Schoolwide	169	0	331

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	86	21	0	26	0	0	10
7	87	18	0	21	14	0	9
8	89	0	0	22	20	0	0
Schoolwide	262	39	0	69	34	0	19
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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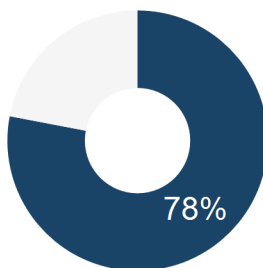
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### Visual and Performing Arts – Course Participation

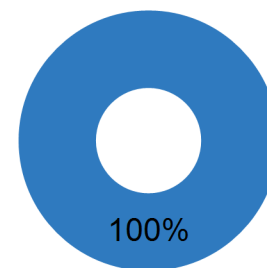
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

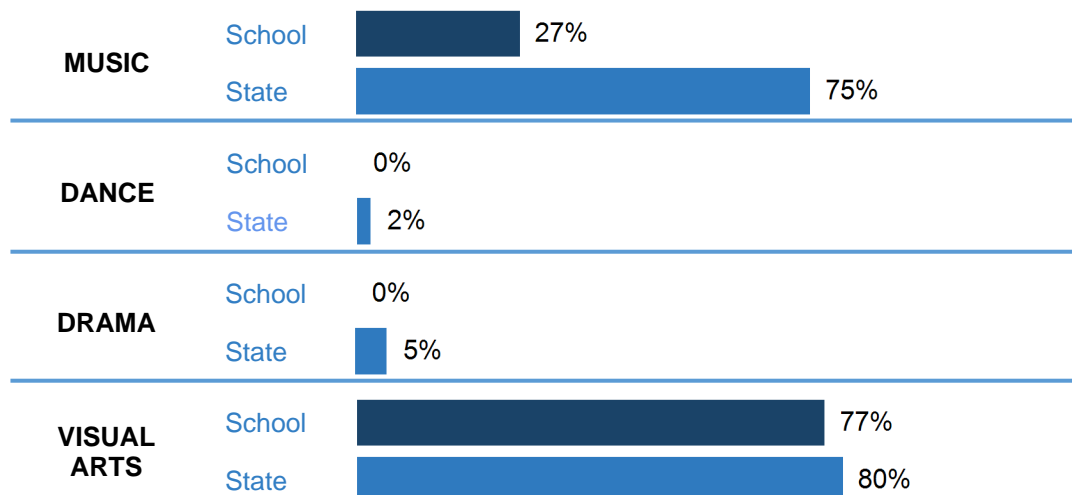


School



State

Students enrolled in one or more classes by discipline:





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

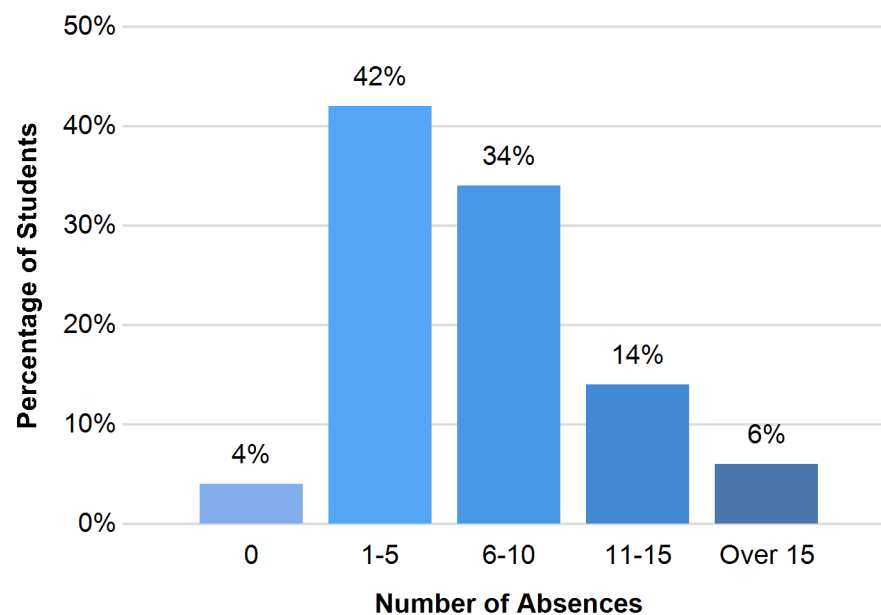
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.80	7.90	Met Target
White	2.60	7.90	Met Target
Hispanic	4.70	7.90	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.70	7.90	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	9.20	7.90	Not Met
English Learners	N	**	**

### Days Absent

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



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

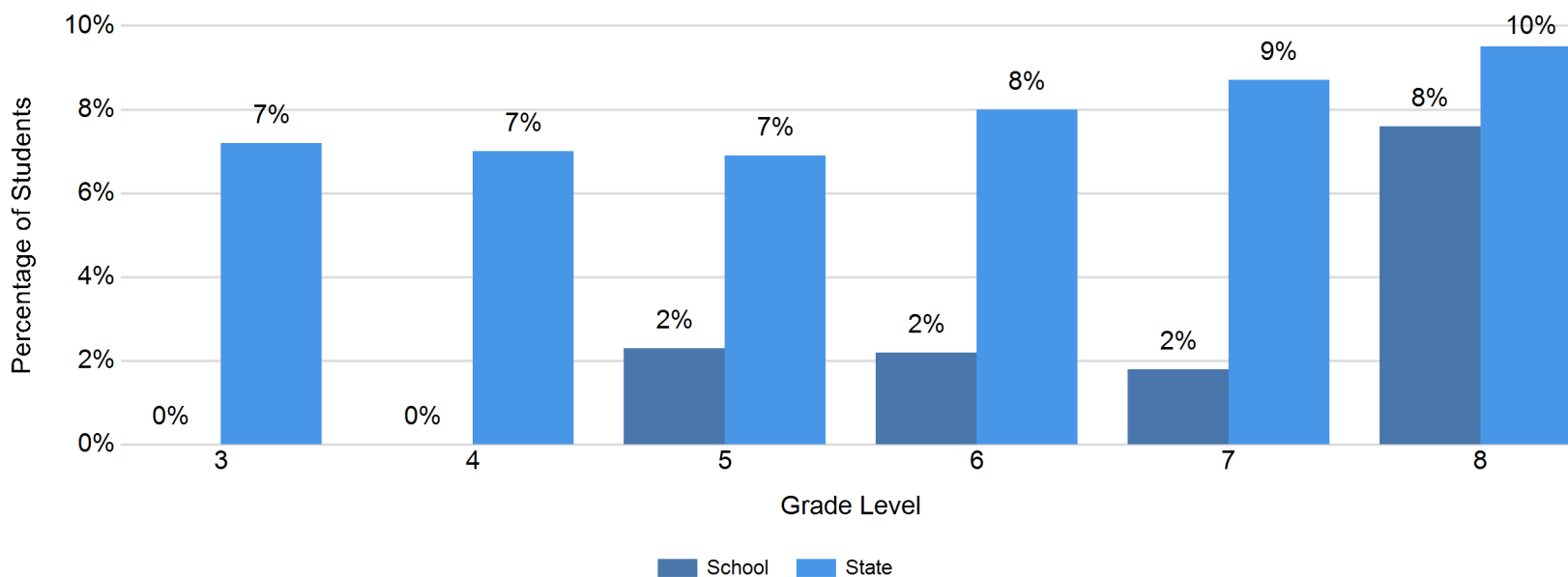


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### Chronic Absenteeism by Grade

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





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## School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 51 Mins.
Shared Time - Instructional Time	*

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.52

## 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	0.4%
Out-of-School Suspensions	0.7%
Any Suspension	0.9%

## 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	3.2:1	76.8 kbps	100 kbps	No	N	Fiber	N

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$14,258	\$14,535



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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	73	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	71%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	21.8	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	62%	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	11:1
Administrators	256:1	150:1
Librarian/Media Specialists		781:1
Nurses		488:1
Counselors		488:1
Child Study Team		244:1



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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**:

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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	85%	89%
2015-16 Administrators: Same district 2016-17	88%	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	92.2	17.5%
Mathematics Proficiency	90.3	17.5%
English Language Arts Growth	82.1	25.0%
Mathematics Growth	91.4	25.0%
Chronic Absenteeism	77.9	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		87.0
<b>Summative Rating:</b> Percentile rank of Summative Score		96.6
<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	87.0	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	85.3	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	85.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	76.2	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	79.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Edery	<b>Email Address:</b>	<a href="mailto:edery@cranfordschools.org">edery@cranfordschools.org</a>
<b>Address:</b>	901 ORANGE AVENUE CRANFORD, NJ 07016-2099	<b>Website:</b>	<a href="https://www.cranfordschools.org/Domain/9">https://www.cranfordschools.org/Domain/9</a>
<b>Phone:</b>	(908)709-6257	<b>Facebook:</b>	<a href="https://www.facebook.com/profile.php?id=100013178444985">https://www.facebook.com/profile.php?id=100013178444985</a>
		<b>Twitter:</b>	<a href="https://twitter.com/OASPrincipal1">https://twitter.com/OASPrincipal1</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.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• OAS donated over \$14,000 to the American Heart Association through the Volley for Heart Campaign.</li> <li>• OAS was recognized by Charity:Water for donating \$10,000 to build a well in Africa.</li> <li>• OAS students regularly participate in personal and blended learning experiences.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>At Orange Avenue School, "Unconditional Love" is our mantra. We are passionate about promoting a respectful and safe learning community that values the academic, emotional, and social growth of every student. We are dedicated in preparing our students to become productive leaders in a global society. Our engine is driven by a dedicated community of staff, students, and parents. As a school, we pride ourselves on a positive, personalized, and team based approach to learning.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>OAS donated over \$14,000 to the American Heart Association through our Volley for Heart Campaign. This was twice the amount as was raised and donated the previous year. OAS raised over \$10,000 for Charity:Water to fund the construction of a well in Africa. Students acted as global citizens in identifying a humanitarian problem. They researched a solution and went into action that resulted in a concrete improvement in the lives of fellow global citizens across the world.</p>





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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In order to align our student needs with the NJSLS, we have ongoing curriculum review cycle. Standard Based Report Cards were developed to enhance student learning. Leveled instruction is used to guarantee personalized learning. The 8th grade offers advanced classes in ELA, math, science, and social studies. Our world language department offers 5 languages: French, German, Japanese, Latin, and Spanish.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Orange Avenue School, in partnership with the township of Cranford, provides a vast number of interscholastic athletics and co-curricular activities available for students, and we proudly boast a student participation rate that exceeds 91 percent of our student body participating in one or more school-sponsored extra-curricular activities. We also offer Golf, Yoga, and Volleyball through a Sustainable NJ Grant.</p>







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## School Narrative

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Each monthly faculty meeting at Orange Avenue School is used as a professional development opportunity. Teacher led presentations are delivered to the larger staff in the areas of personal learning, blended learning, educational technology, data analysis, teacher evaluation, and student centered lesson planning. Professional development opportunities involve teacher voice and choice.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Every student in our school has a network of supportive and caring educational professionals dedicated to helping them succeed. Grade-level teams of teachers collaborate to meet the needs of our students in a number of areas within and beyond the scope of academics. Special Education, Gifted and Talented, English as a Second Language and Basic Skills services are available to all of our students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health and wellness is promoted on an ongoing basis through a variety of programs. Competitive and non-competitive athletic activities are available for students after school. Our health and physical education program promotes fitness, healthy living, and an overall healthy lifestyle. Our NJ Sustainable Health and Wellness grant supports “nontraditional” offerings such as volleyball, golf, and yoga.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An active parent/teacher organization at Orange Avenue School helps to maintain and strengthen the bond between home and school. Parents play an active role in the school community by volunteering for many classroom and school-wide activities. Together with teachers and administrators, parents share in the decision-making that affects our children.</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.



**Facilities:**

A portion of the school library has been converted into an elementary Makerspace. Students in grades 3-5 engage in collaborative problem based STEAM activities through several stations and an array of technology based resources. Those resources include Lego Mindstorms, Makey Makeys, Finch Robots, Ozobots, and computer coding through open source codeware, such as "Scratch". Attention to general building maintenance and upgrades has helped us maintain a healthy and safe learning environment.



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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.



Other Information:

Orange Avenue School is committed to promoting academic rigor in a warm and nurturing environment. Student success is facilitated through inquiry and active engagement in personalized, student centered learning experiences. Technology is seamlessly woven throughout the learning experiences of each student in ways that are clear and relevant. Orange Avenue School celebrates each student as an individual of worth and dignity, celebrates differences, and encourages creativity and freedom of expression. Several school wide programs and initiatives are designed to promote a positive school culture and address Harassment, Intimidation, and Bullying behaviors head on and to eliminate them in our school. Students learn conflict resolution skills, and student mediators assist in this process. We are also proud to be part of Cranford's Professional Development Schools, which partners Orange Avenue School with Seton Hall University to help train future teachers and provide our own teachers with ongoing support and skill enhancement. Orange Avenue School's mission focuses on promoting a respectful and safe learning community that values the academic, emotional, and social growth of every student. We are dedicated in preparing our students to become productive leaders in a global society. Our engine is driven by a dedicated community of staff, students, and parents. As a school, we pride ourselves on a positive, personalized, and team based approach to learning.



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Footnotes

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

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



Walnut Avenue School  
2016-2017

Grade Span PK-02

39-0980-110  
UNION  
CRANFORD TWP  
370 WALNUT AVENUE  
CRANFORD, NJ 07016

### 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	64	72	68
KG	79	73	74
1	87	90	91
2	85	93	90
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	8	6	2
Total	323	334	325

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	44%	47%
Male	55%	56%	53%
Economically Disadvantaged Students	3%	2%	2%
Students with Disabilities	21%	23%	22%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	82.2%
Hispanic	8.6%
Asian	4.0%
Black or African American	3.1%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

### 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	64	72	68
PK - Full Day	0	0	0
KG - Half Day	78	73	74
KG - Full Day	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. All other students are included in Other Languages.

Home Language	% of Students
English	100.0%



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

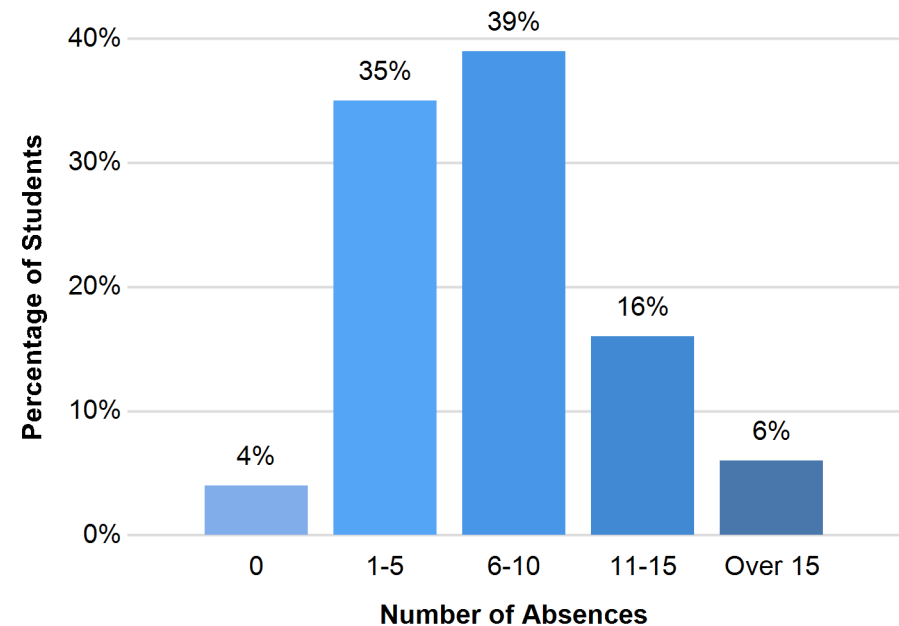
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	9.80	Met Target
White	3.80	9.80	Met Target
Hispanic	9.10	9.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	10.70	9.80	Not Met
English Learners	N	**	**

### Days Absent

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



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



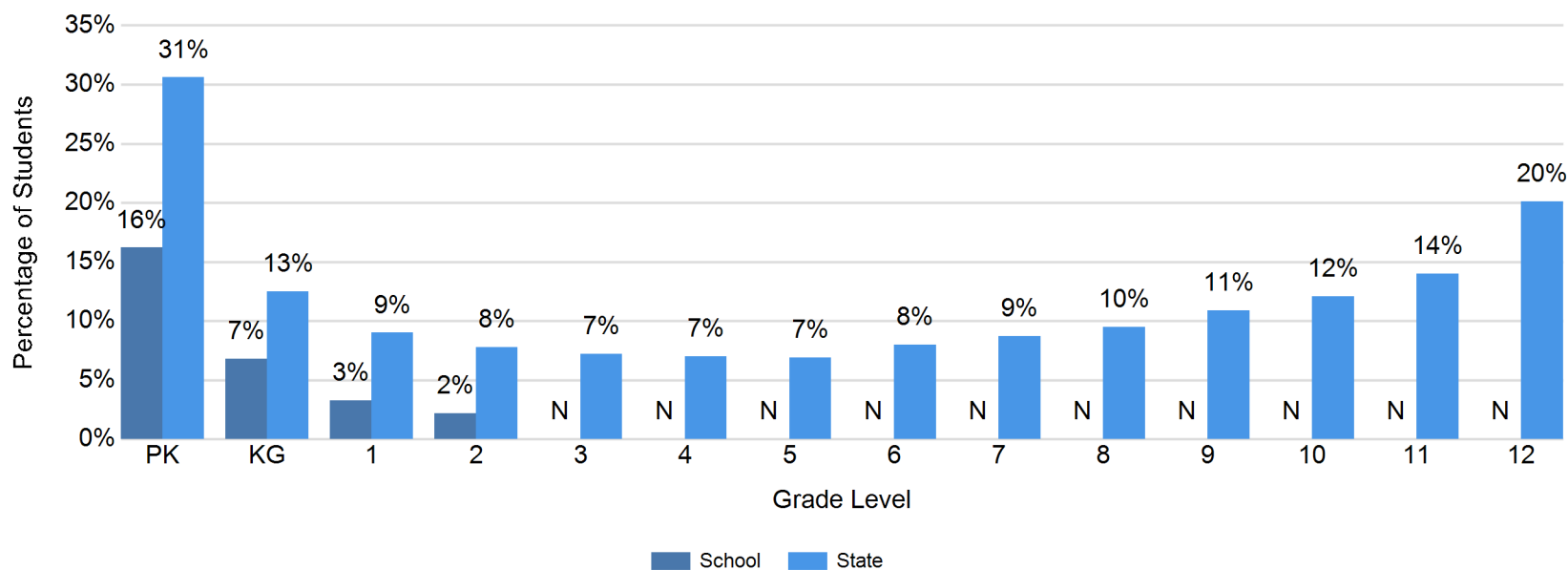
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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$277	\$14,258	\$14,535



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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	24	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	79%	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	26	9,506
Average years experience in public schools	21.8	15.9
Average years experience in district	11.4	11.6
Administrators in district for 4 or more years	62%	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	14:1	11:1
Administrators	325:1	150:1
Librarian/Media Specialists		781:1
Nurses		488:1
Counselors		488:1
Child Study Team		244:1



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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### School General Info

<b>Principal:</b>	Mr. Paternoster	<b>Email Address:</b>	<a href="mailto:paternos@cranfordschools.org">paternos@cranfordschools.org</a>
<b>Address:</b>	370 WALNUT AVENUE CRANFORD, NJ 07016	<b>Website:</b>	<a href="https://www.cranfordschools.org/Domain/11">https://www.cranfordschools.org/Domain/11</a>
<b>Phone:</b>	(908)709-6253		

### School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Walnut Avenue School Community takes part in the beautification of the school through the Fall Haul and Spring Dig.</li> <li>• Google Classroom is used to enhance teaching and learning, especially in second grade.</li> <li>• Sphero, a mini-robot, was used to introduce coding. Students learned how to program Sphero through obstacle courses.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Walnut Avenue School is committed to providing a child-centered, family oriented learning environment, that is caring and supportive of children, and that recognizes and values their individual needs. Our school community seeks to provide our students with the academic and social skills they will need to meet the challenge of the 21st century, using an approach that encourages cooperation, problem solving, creative thinking, respect for others and a love of learning.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>The Walnut Avenue School was awarded the Union County Kids Dig In! Grant Award. The Open Space, Recreation and Historic Preservation Trust Fund recognized WAS for the gardens and the variety of produce that was grown and shared with the community. In the area of staff recognition, each year staff and parents/guardians are able to recommend an individual to be named WAS Educator of the Year. These recommendations are reviewed by a panel of parent/guardians, staff and administrators.</p>



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our curriculum is comprehensive and aligned to the New Jersey Student Learning Standards. The Language Arts Literacy program is based on a balanced literacy approach within the Readers/Writers Workshop framework. Mathematics emphasizes developing number sense while focusing on concepts, skills, and problem solving strategies related to addition and subtraction. Science and Social Studies are taught in a manner that is interdisciplinary, interactive and hands on, with real world application.</p>
 <p><b>Sports and Athletics:</b></p>	<p>As a preschool, kindergarten, grade one, and grade two elementary school, Walnut Avenue School does not have school-affiliated sports programs. However, many students take advantage of recreation and club sports. In addition, each spring the students participate in a PTA sponsored field-Day event. Field Day is always a student highlight of the school year.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Walnut Avenue School offers before and after school clubs for students. Students participate in Chorus, Math Club, and the Garden Club. Walnut Avenue School also participates in the annual Variety Show and Field Day. There are other school wide activities for the students, including Multicultural Appreciation Day, the annual Family Picnic, and Earth Day celebrations.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Before and After School Child Care is available via outside providers that each offer different arrangements for drop off and pick up. Only before care is offered on school premises through a third-party provider. After Care is offered off site and bussing is provided by different programs.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The professional improvement and ongoing learning is a priority for all staff. Professional development opportunities are designed to enhance knowledge and professional skills. Professional development opportunities include but are not limited to: Personalized Learning, 21st Century Learning Skills and Standards Based Grading. In addition, the district's partnership with Seton Hall University, provides professional development opportunities.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Achieve program provides individual/small group support in reading and/or math using a push-in / pull-out model. Students with Individualized Education Plans receive in-class or replacement setting support. Speech, physical and occupational therapy, and a school counselor are available. Students experiencing academic or behavioral challenges may be referred to the Intervention &amp; Referral Services Committee which creates classroom supports. Pathways to Excellence offers student enrichment.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The health and wellness of all students is integral to the educational program. Nurses, counselors, and social workers in collaboration with administration and educators provide a safe environment for all students. Students are regularly screened by school nurses and nurses maintain health records for students. Students receive physical education classes in accordance with the NJ Department of Education requirements and students participate in daily recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Parent Teacher Association, is an outstanding organization that provides a tremendous amount of support to the staff, students, and school community. The families volunteer time, resources, and their talents for school and community events. The PTA supports the school by enhancing academic programs, providing special programs, fundraising, and organizing and facilitating activities. The PTA and Cranford Community involvement add to the overall success of the school.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>A survey was conducted at the end of the 2016-17 school year. This survey contained questions on the state of the school facilities, the overall learning environment, school safety, staff and students relationships, school communication, and academics. Results from the survey were extremely favorable.</p>
 <p>Facilities:</p>	<p>There are thirteen regular education classrooms, four preschool classrooms, there is a multi-purpose room for assemblies, physical education and lunch. There is an art room and the media center. Other spaces include: a resource room/occupational therapy room; a room for basic skills instruction; speech room; a room for counseling services. Each classroom has laptops and/or iPads for student use. The grounds include a playground, wall ball court, gaga pit, and soccer/lacrosse fields.</p>



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## Other Information:

Walnut Avenue School's school day is six and a half hours long. The day starts at 8:35 A.M. and ends at 2:55 P.M. The students have a half hour lunch period and a half hour for recess. In addition to the study of academic subjects (math, social studies, science and language arts) the students attend classes in Art, Music, Spanish, Physical Education and Library/Media Center. A robust professional development program for teachers and staff helps our educators explore, practice and implement best practices. Technology skills are woven into all areas of study. Laptops, iPads, and Chromebooks are available for student use. Safety is a core value at Walnut Avenue School. In addition to monthly security and fire drills, the school enjoys a strong and supportive relationship with the Cranford Police Department. A strong home-to-school connection is extremely important and Walnut Avenue School strives for a strong and supportive relationship. The school website showcases classroom happenings, provides a school calendar, and other important information. The Family Picnic, Back to School Night, Parent/Guardian-Teacher Conferences, and PTA Meetings are a few ways we build the home-to-school connection. At Walnut Avenue School, we view education as a continuum, beginning with preschool/kindergarten and continuing throughout our students' lives. Accordingly, we place a high emphasis on our students' transition into their first school setting, as well as their exit, as they move to Grades 3-5 at Livingston Avenue School. To ease these transitions we engage in ongoing conversations with our students and families to understand and meet their needs upon entering and leaving Walnut Avenue School.