



Bradford Elementary School
2016-2017
Grade Span KG-05

13-3310-100
ESSEX
MONTCLAIR TOWN
87 MT HEBRON RD
UPPER MONTCLAIR, NJ 07042

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	61	59	63
1	74	72	64
2	77	73	70
3	76	71	74
4	78	74	74
5	72	72	73
Ungraded	0	16	15
Total	438	437	435

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	46%	46%	44%
Male	54%	54%	56%
Economically Disadvantaged Students	9%	12%	12%
Students with Disabilities	17%	17%	19%
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	61.1%
Black or African American	15.9%
Hispanic	9.2%
Asian	7.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	6	59	63

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	97.2%
Spanish	1.1%
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	200	92.5	72.00	67.90	54.90	70.2	65.7	Met Target
White	124	92.7	76.60	78.60	63.90	74.6	74.9	Met Target†
Hispanic	19	91.3	63.20	59.90	39.80	60	52	Met Target
Black or African American	29	94.4	48.20	43.50	35.20	47.5	34.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	94.4	82.30	73.90	80.70	81.8	**	**
American Indian or Alaska Native	N	N	N	80.00	53.70	N	**	**
Two or More Races	11	84.6	81.80	78.20	54.90	79	**	**
Female	94	93.4	83.00	75.90	62.20	81.3		
Male	106	91.7	62.20	60.40	48.10	60.4		
Economically Disadvantaged Students	23	92.9	34.80	*	36.20	*	23.1	Met Target
Non-Economically Disadvantaged Students	177	92.5	76.80	*	65.80	*		
Students with Disabilities	40	95.3	32.50	32.10	20.50	32.5	31	Met Target
Students without Disabilities	160	91.8	81.90	75.40	61.90	79.3		
English Learners	N	N	N	34.00	25.20	N	**	**
Non-English Learners	200	92.5	72.00	68.40	57.40	70.3		
Homeless Students	N	N	N	37.60	26.40	N		
Students In Foster Care	N	N	N	40.00	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
Schoolwide	68	760	761	749	*	*	19%	59%	*	65%	50%
White	43	765	768	759	*	*	*	63%	*	70%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	12	736	*	731	*	*	*	*	0%	33%	32%
Asian, Native Hawaiian, or Pacific Islander	10	776	770	775	*	0%	0%	*	*	90%	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	767	764	754	*	*	*	63%	*	69%	55%
Male	33	753	757	745	*	*	*	55%	*	61%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	15	725	730	720	*	*	*	*	*	20%	24%
Students without Disabilities	53	770	766	755	*	*	*	*	*	77%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	68	760	761	752	*	*	19%	59%	*	65%	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	69	759	763	753	*	*	17%	61%	*	71%	56%
White	39	768	773	762	0%	0%	*	67%	*	80%	67%
Hispanic	10	744	752	740	*	*	*	*	*	60%	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	33	767	770	758	*	*	*	73%	*	85%	61%
Male	36	753	756	749	*	*	*	50%	*	58%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	733	734	725	*	*	*	*	*	30%	25%
Students without Disabilities	59	764	769	759	*	*	*	*	*	78%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	69	759	*	755	*	*	17%	61%	*	71%	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	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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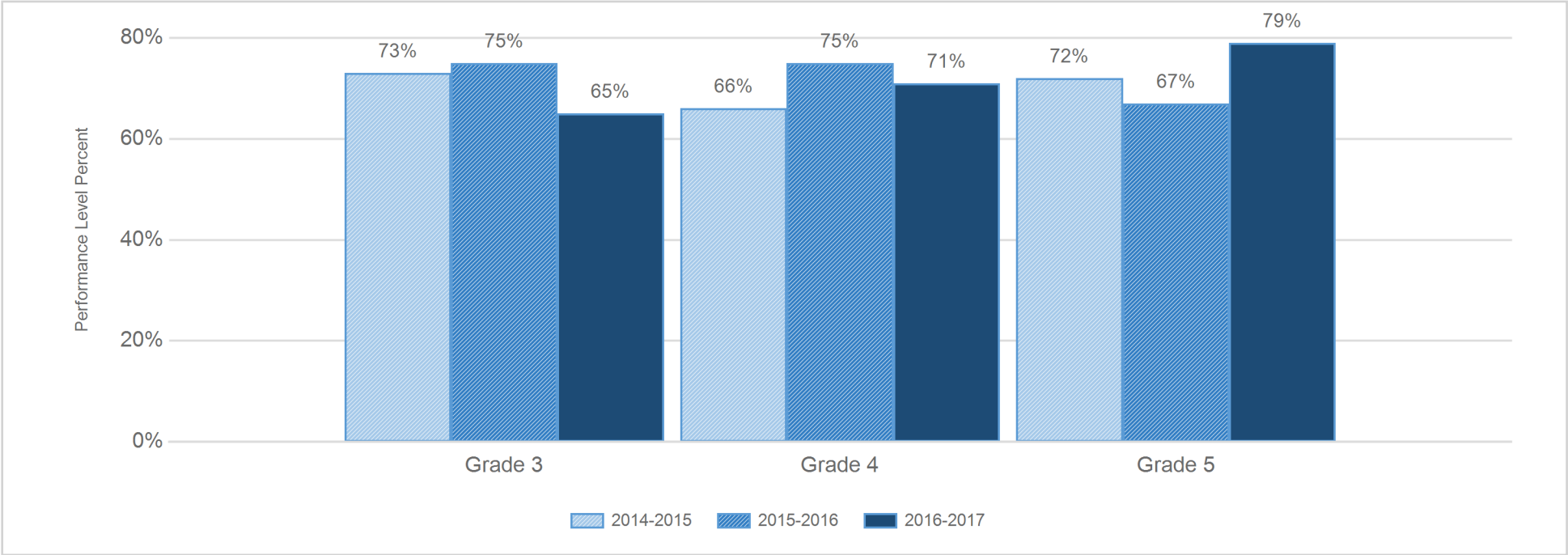
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	768	769	756	*	*	18%	67%	*	79%	59%
White	44	769	777	763	*	0%	*	68%	*	80%	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	29	777	777	761	*	*	*	79%	*	97%	66%
Male	37	761	763	750	*	*	*	57%	*	65%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	66	768	*	757	*	*	18%	67%	*	79%	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%

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

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Schoolwide	200	92.5	59.50	54.50	43.50	58	59.2	Met Target†
White	124	92.7	70.10	67.00	52.40	68.3	67.5	Met Target
Hispanic	19	91.3	21.00	44.00	27.60	20	52	Not Met
Black or African American	29	94.4	24.10	26.40	21.70	23.8	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	94.4	76.50	66.90	75.60	76	**	**
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	11	84.6	72.70	61.50	44.90	70.2	**	**
Female	94	93.4	62.80	55.70	44.10	61.5		
Male	106	91.7	56.70	53.30	42.90	54.9		
Economically Disadvantaged Students	23	92.9	13.00	19.90	25.10	*	18.3	Met Target†
Non-Economically Disadvantaged Students	177	92.5	65.50	60.40	54.30	*		
Students with Disabilities	40	95.3	30.00	24.30	16.50	30	31	Met Target†
Students without Disabilities	160	91.8	66.90	60.80	48.80	64.7		
English Learners	N	N	N	33.30	23.30	N	**	**
Non-English Learners	200	92.5	59.50	54.80	45.20	58		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 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	68	759	758	751	*	*	31%	40%	18%	57%	53%
White	43	762	765	759	0%	*	33%	47%	*	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	12	732	*	733	*	*	*	*	*	25%	32%
Asian, Native Hawaiian, or Pacific Islander	10	785	774	779	0%	0%	*	*	*	80%	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	759	757	751	*	*	*	29%	*	51%	52%
Male	33	758	759	751	*	*	*	52%	*	64%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	15	729	737	729	*	*	*	*	0%	27%	29%
Students without Disabilities	53	767	762	755	*	*	*	*	23%	66%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	68	759	758	753	*	*	31%	40%	18%	57%	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
Schoolwide	69	759	754	747	*	*	22%	52%	*	64%	47%
White	39	767	762	755	0%	*	*	69%	*	80%	59%
Hispanic	10	751	746	734	*	*	*	*	*	40%	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	33	760	755	747	*	*	*	64%	*	73%	47%
Male	36	759	754	747	*	*	*	42%	*	56%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	10	738	730	724	*	*	*	*	*	40%	22%
Students without Disabilities	59	763	759	751	*	*	*	*	*	68%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	69	759	*	749	*	*	22%	52%	*	64%	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	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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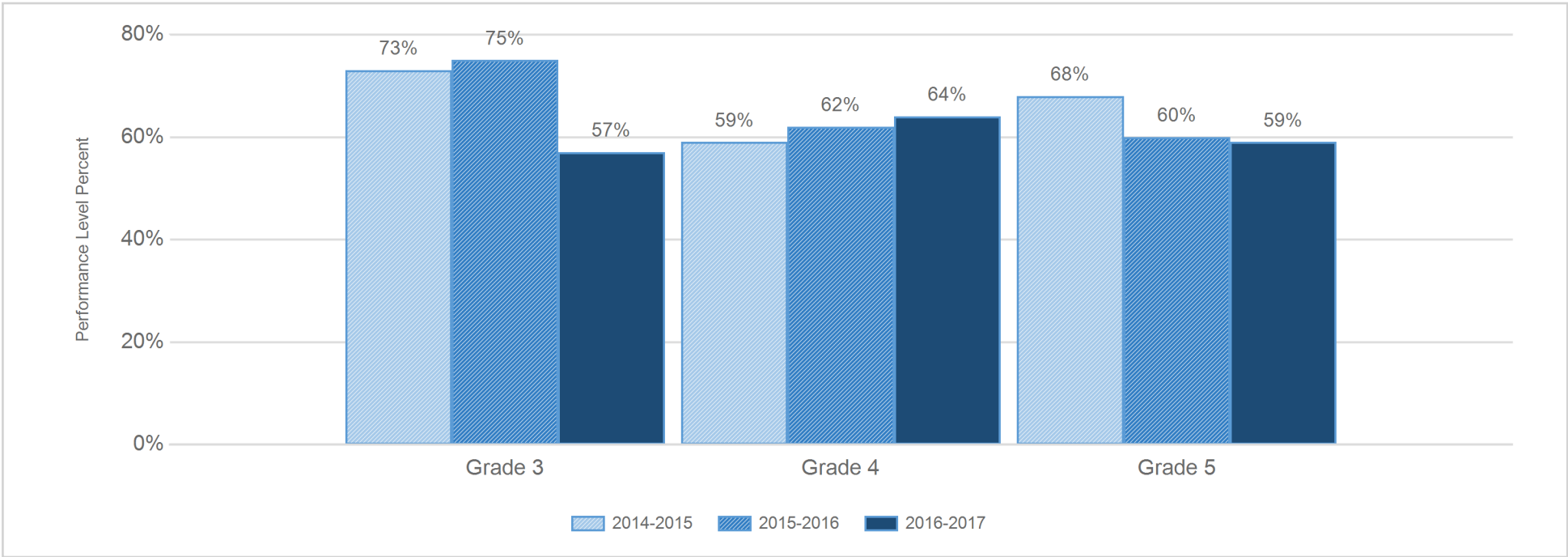
Mathematics Assessment - Performance by Grade: Grade 5

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.

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Schoolwide	66	761	756	747	0%	*	35%	46%	*	59%	46%
White	44	766	764	754	0%	*	23%	55%	*	71%	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	29	763	756	747	0%	*	*	55%	*	66%	47%
Male	37	760	755	746	0%	*	*	38%	*	54%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	66	761	*	748	0%	*	35%	46%	*	59%	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%

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	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

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

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

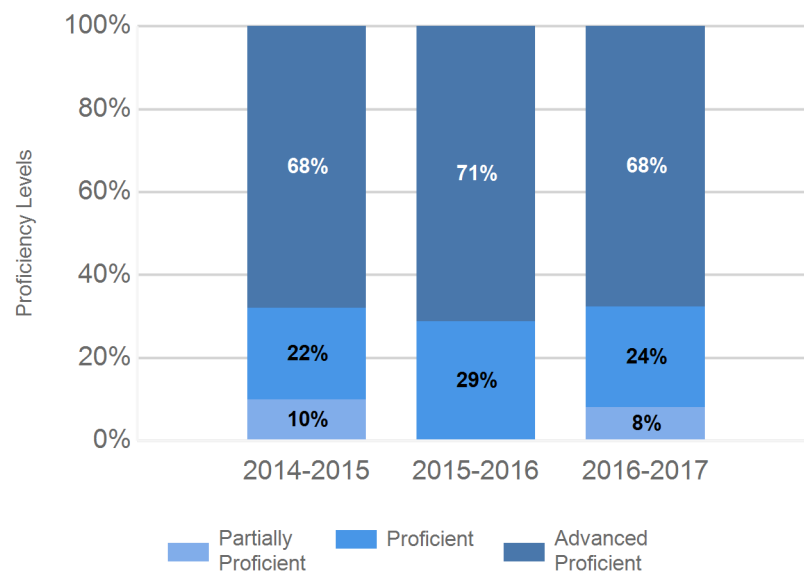
NJASK Science Assessment Performance: Grade 4

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	68%	24%	8%
White	79%	21%	N
Hispanic	46%	36%	18%
Black or African American	30%	*	*
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	46%	27%	27%
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	39	39	50	Not Met	51	43	50	Met Target
White	39	40	50	Not Met	51	45	52	Met Target
Hispanic	33	36	49	**	49	*	47	**
Black or African American	45	36.5	45	**	57	37	43	**
Asian, Native Hawaiian, or Pacific Islander	*	47	60	**	*	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	40	*	47	**	57	31	46	**
Students with Disabilities	41	36.5	41	**	54	41	43	**
English Learners	N	N	N	N	N	N	N	N

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



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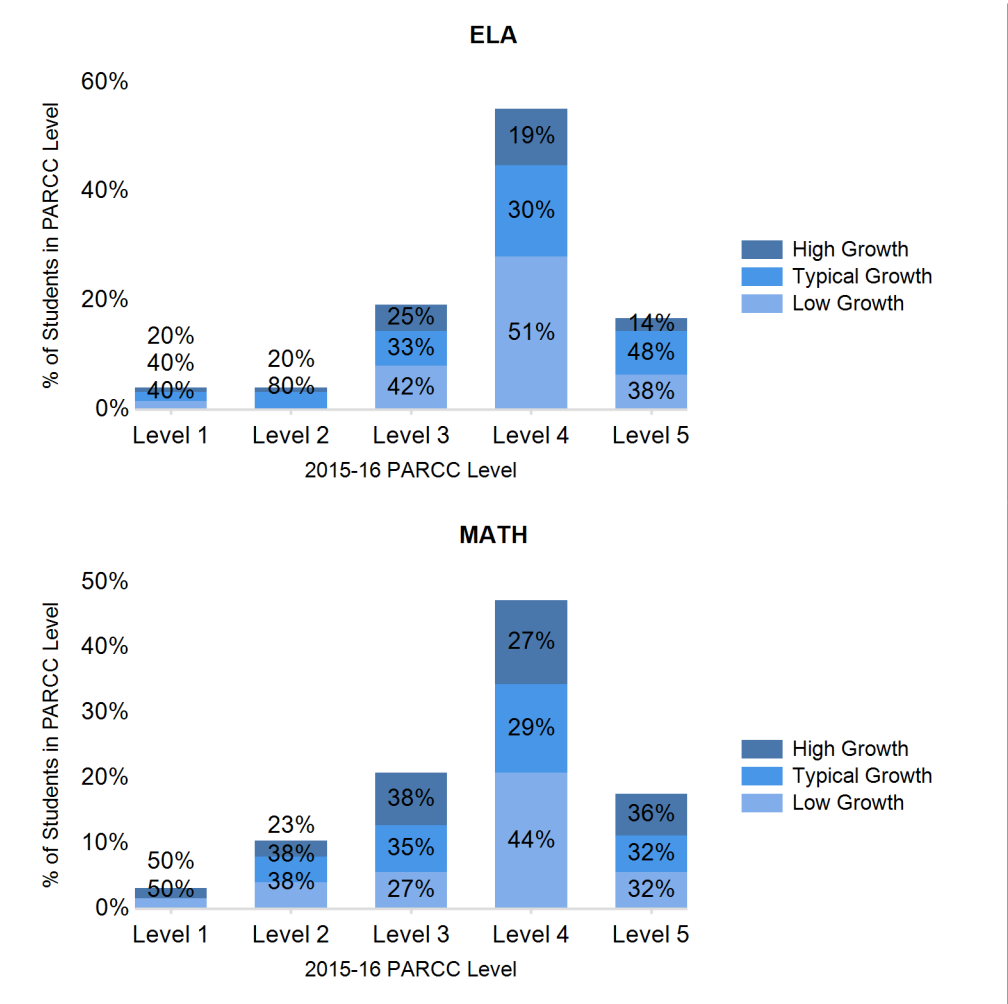
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

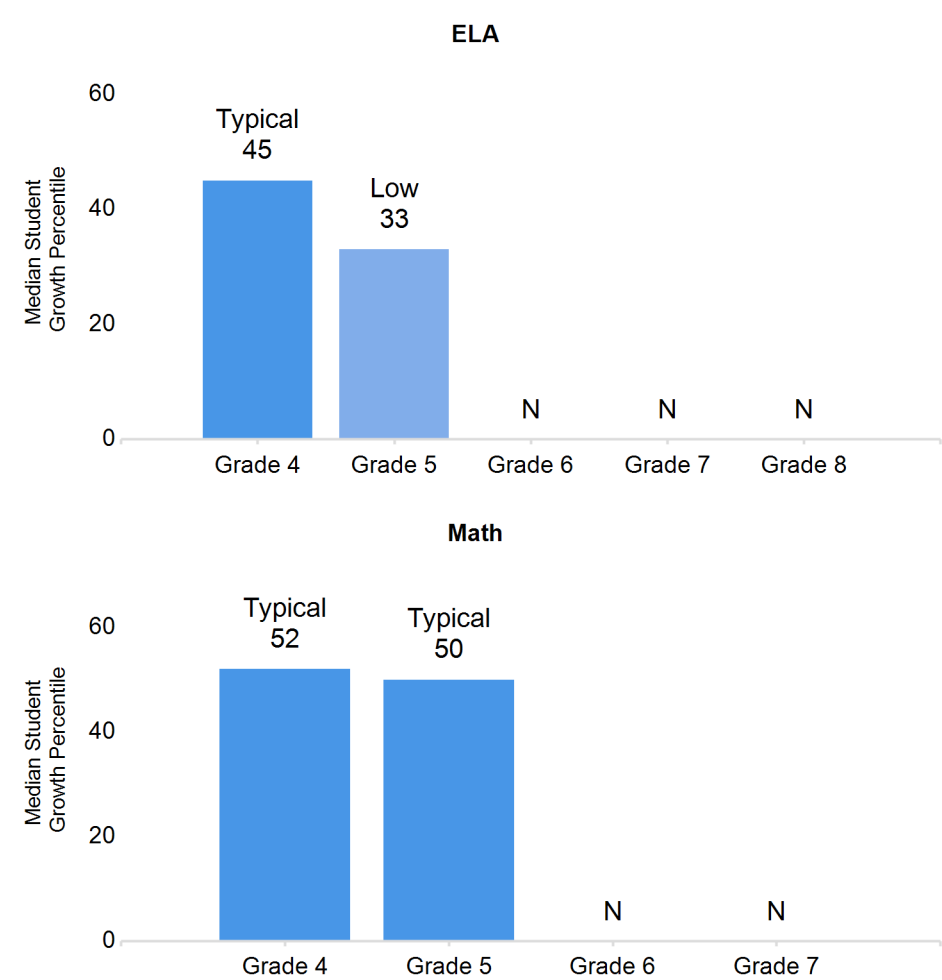
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

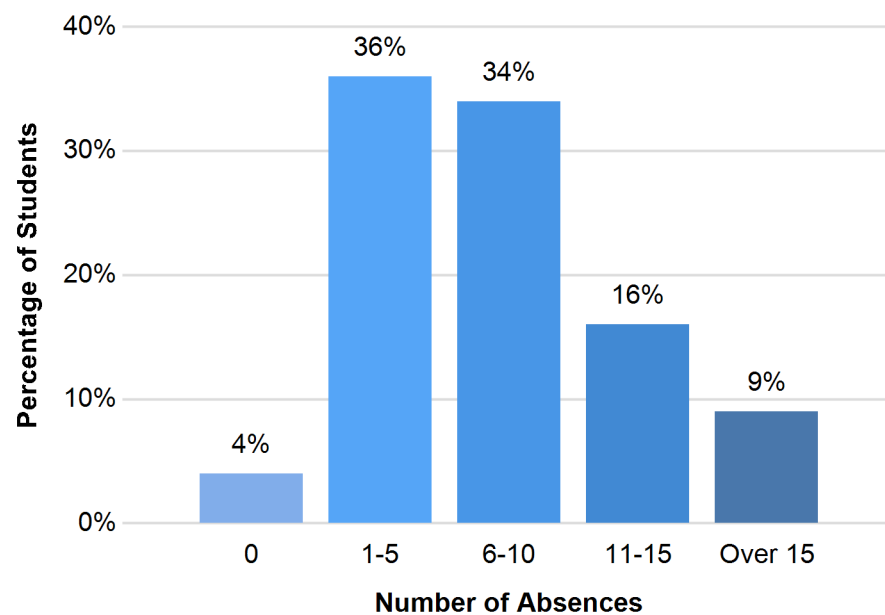
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	8.40	Met Target
White	3.80	8.40	Met Target
Hispanic	15.00	8.40	Not Met
Black or African American	10.60	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.80	8.40	Met Target
Economically Disadvantaged Students	20.80	8.40	Not Met
Students with Disabilities	16.50	8.40	Not Met
English Learners	N	**	**

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

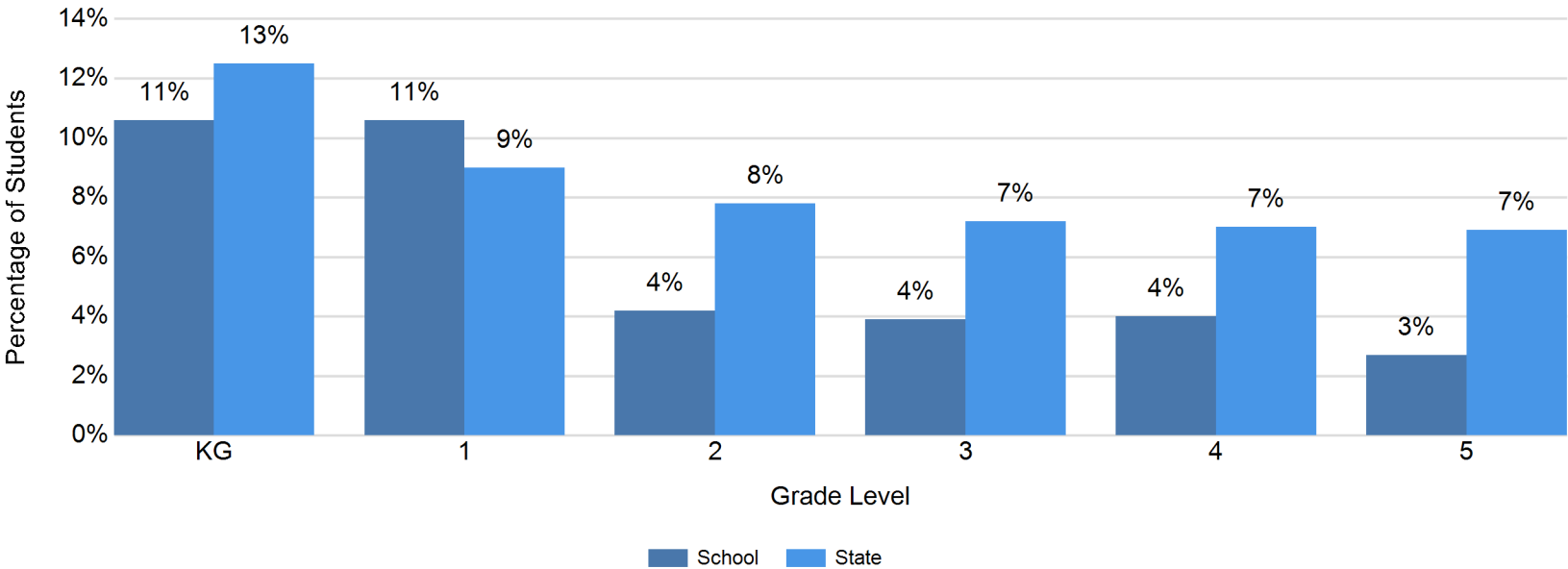
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	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	3.1:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	37	120,724
Average years experience in public schools	15.9	11.8
Average years experience in district	10.7	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	435:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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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.

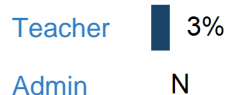
Bachelor's Degree



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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	69.7	17.5%
Mathematics Proficiency	54.5	17.5%
English Language Arts Growth	10.6	25.0%
Mathematics Growth	47.7	25.0%
Chronic Absenteeism	45.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.1
Summative Rating: Percentile rank of Summative Score		39.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	43.1	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
White	52.4	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	Met Target	Not Met	Not Met	**	**	No
Black or African American	**	**	No	Met Target	Met Target	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Kirkman	Email Address:	nkirkman@montclair.k12.nj.us
Address:	87 MT HEBRON RD UPPER MONTCLAIR, NJ 07042	Website:	http://www.montclair.k12.nj.us/schools/bradford/
Phone:	(973)509-4155	Twitter:	https://twitter.com/@BradfordSchool

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Bradford School is the University Magnet; we have a dynamic partnership with Montclair State University. • Parent and caregiver involvement in and out of the classrooms is welcomed. • Character education is taught through the Responsive Classroom and the Bradford CARES program.
Mission, Vision, Theme:	<p>Bradford is dedicated to cultivating confident, curious and kindhearted citizens capable of asking thoughtful questions, navigating complex challenges, and connecting with the world around them. Through our rigorous university-backed academic and social-emotional curriculum and our deeply invested faculty, we are committed to building a diverse and inclusive community of life-long learners.</p>






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 Courses, Curriculum, Instruction:	English Language Arts, Math, Science, and Social studies, comprise the basic curriculum, which is based on the New Jersey Learning Standards. Art, music, physical education, library, and Spanish are also offered. Technology is integrated into all subject areas. Bradford students may participate in accelerated learning opportunities or RTI (Response to Intervention), which provides additional academic support for students in need.
 Clubs and Activities:	We have an Art Club, Running Club, Technology Club, and Debate Club.
 Before and After School Programs:	The PTA runs a before school and after school enrichment program with a variety of course offerings. The YMCA also runs before and after school programs.







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Professional learning opportunities are available for staff members via grade level professional learning communities and through school-wide faculty meetings. Our partnership with MSU also grants us professional development opportunities with university professors, such as work in the areas of diversity in children's literature and social justice education.</p>
 <p>Student Supports and Services:</p>	<p>The Intervention & Referral Service Process or I&RS is a system designed to assist when a concern, either academic, behavioral or both, has been identified to be impacting a student's ability to succeed in the classroom. Students may be placed on a tier as part of the Response to Intervention (RTI) system, which provides increasing layers of support. The 504 process may also review a student's eligibility for a 504 plan, which can provide a variety of accommodations for students.</p>
 <p>Student Health and Wellness:</p>	<p>A Health and Wellness program is organized by parents and faculty, emphasizing nutrition and exercise. Bradford hosts monthly Walk-to-School days and healthy breakfasts for each grade.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and caregiver involvement in the classrooms is welcomed. Supported by an active and enthusiastic PTA, the extended Bradford community gathers for many occasions throughout the year, including a Family Movie Night, Pancake Breakfast, a STEAM Carnival, music concerts, book fairs, a Science Fair, a community service day, and food and toy drives.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The current building was dedicated in 1925. A wing was added in 2002 to accommodate our growing student body. State of the art technology and art classrooms were added, in addition to a beautiful library. The building has a mix of central air and window units.</p>
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BUZZ ALDRIN MIDDLE SCHOOL
2016-2017
Grade Span 06-08

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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



BUZZ ALDRIN MIDDLE SCHOOL
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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	217	204	213
7	228	204	220
8	201	207	207
Ungraded	0	22	18
Total	646	637	658

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	44%	45%
Male	53%	56%	55%
Economically Disadvantaged Students	23%	22%	18%
Students with Disabilities	20%	21%	21%
English Learners	2%	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	50.6%
Black or African American	26.1%
Hispanic	12.6%
Asian	5.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.7%

Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Other	2.5%



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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	471	73.9	70.70	67.90	54.90	55.6	42.2	Met Target
White	262	81.1	80.90	78.60	63.90	70	54.3	Met Target
Hispanic	51	65.9	62.80	59.90	39.80	43.1	30.7	Met Target
Black or African American	104	61.1	49.00	43.50	35.20	32.2	23.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	81.6	66.70	73.90	80.70	58.5	52.7	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	78.20	54.90	60.2	39.5	Met Target
Female	210	73.9	80.90	75.90	62.20	64.4		
Male	261	74.0	62.50	60.40	48.10	48.8		
Economically Disadvantaged Students	70	55.0	40.00	*	36.20	*	22.5	Met Target
Non-Economically Disadvantaged Students	401	78.6	76.00	*	65.80	*		
Students with Disabilities	91	63.2	37.40	32.10	20.50	25.2	29	Met Target†
Students without Disabilities	380	76.9	78.70	75.40	61.90	64.5		
English Learners	13	68.4	15.40	34.00	25.20	11	**	**
Non-English Learners	458	74.1	72.30	68.40	57.40	57.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	40.00	24.80	N		
Military-Connected Students	N	N	N	50.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	760	756	752	*	*	19%	54%	16%	70%	54%
White	95	767	763	758	*	*	18%	57%	21%	78%	63%
Hispanic	22	761	*	740	*	*	*	55%	*	77%	38%
Black or African American	37	745	740	736	*	*	27%	41%	*	49%	32%
Asian, Native Hawaiian, or Pacific Islander	15	752	757	776	*	*	*	67%	0%	67%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	80	771	764	758	*	*	*	58%	*	85%	61%
Male	95	751	748	746	*	*	*	52%	*	58%	46%
Economically Disadvantaged Students	18	741	*	737	*	*	*	*	0%	44%	34%
Non-Economically Disadvantaged Students	157	762	*	761	*	*	*	*	18%	73%	65%
Students with Disabilities	25	733	*	722	*	*	*	*	*	36%	17%
Students without Disabilities	150	765	*	758	*	*	*	*	*	76%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	759	759	756	*	*	17%	46%	21%	67%	59%
White	103	766	766	764	*	11%	*	56%	23%	80%	69%
Hispanic	12	753	*	742	0%	*	*	*	*	42%	44%
Black or African American	29	734	736	737	*	*	*	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	65	765	767	764	*	*	*	37%	31%	68%	68%
Male	98	755	754	749	*	*	*	52%	14%	66%	51%
Economically Disadvantaged Students	21	720	*	739	*	*	*	*	0%	14%	40%
Non-Economically Disadvantaged Students	142	765	*	766	*	*	*	*	24%	75%	70%
Students with Disabilities	28	726	724	719	*	*	*	*	*	21%	19%
Students without Disabilities	135	766	767	763	*	*	*	*	*	76%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	774	762	757	*	*	16%	44%	34%	77%	59%
White	68	786	772	764	0%	*	*	40%	49%	88%	68%
Hispanic	15	754	*	742	*	*	*	*	*	60%	44%
Black or African American	29	753	743	738	0%	*	35%	45%	*	55%	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	10	776	768	758	0%	0%	*	*	*	80%	60%
Female	67	784	772	766	*	*	*	42%	46%	88%	68%
Male	61	764	752	749	*	*	*	46%	20%	66%	50%
Economically Disadvantaged Students	11	735	*	739	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	117	778	*	766	*	*	*	*	*	81%	69%
Students with Disabilities	16	743	*	718	*	*	*	*	*	31%	18%
Students without Disabilities	112	779	*	764	*	*	*	*	*	84%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



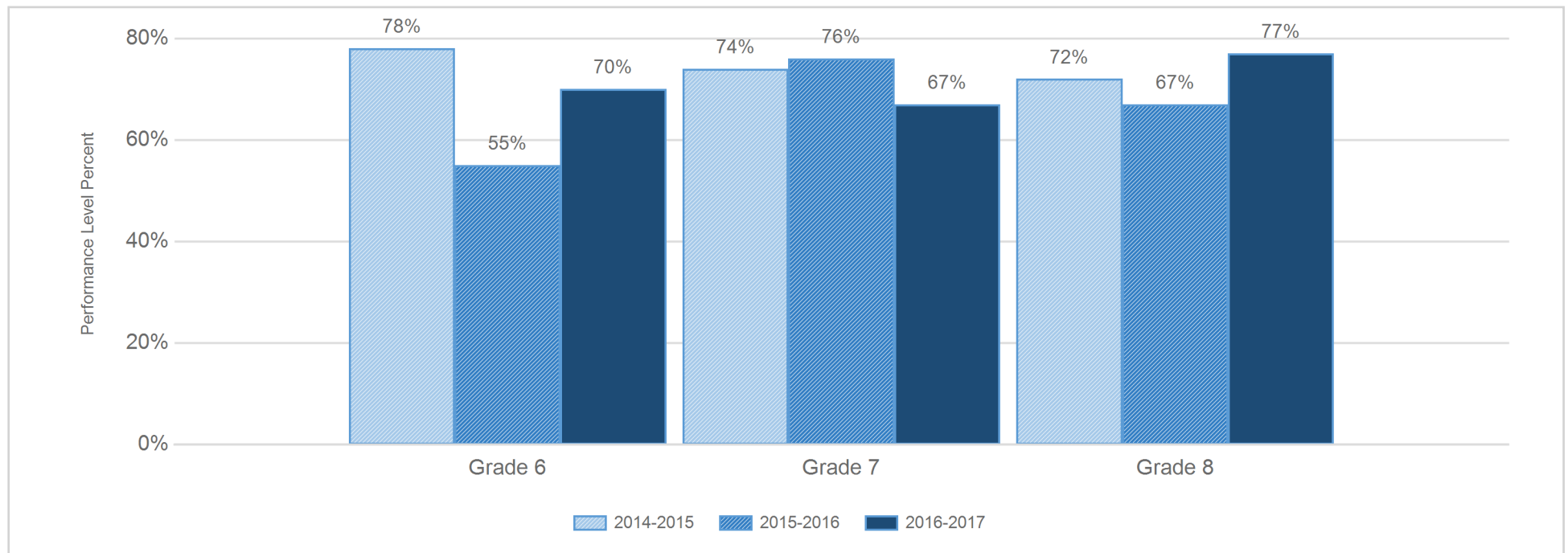
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English Language Arts/Literacy Assessment - Performance Trends

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	482	75.8	61.20	54.50	43.50	49.3	36.8	Met Target
White	272	84.2	71.00	67.00	52.40	63.7	46.8	Met Target
Hispanic	51	66.7	54.90	44.00	27.60	37.7	25.4	Met Target
Black or African American	106	62.5	37.70	26.40	21.70	25.2	21.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	81.6	70.00	66.90	75.60	61.4	43	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	61.50	44.90	41.3	39.5	Met Target
Female	213	75.1	61.00	55.70	44.10	49.3		
Male	269	76.3	61.40	53.30	42.90	49.4		
Economically Disadvantaged Students	70	55.3	37.20	19.90	25.10	*	19.7	Met Target
Non-Economically Disadvantaged Students	412	80.8	65.30	60.40	54.30	*		
Students with Disabilities	91	63.2	31.90	24.30	16.50	21.5	25.3	Met Target†
Students without Disabilities	391	79.2	68.10	60.80	48.80	57.4		
English Learners	13	73.9	30.80	33.30	23.30	22.1	N	N
Non-English Learners	469	75.8	62.10	54.80	45.20	50.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	757	750	743	*	*	25%	51%	14%	65%	44%
White	95	764	758	751	*	*	20%	56%	20%	76%	54%
Hispanic	24	755	*	731	*	*	*	67%	*	71%	27%
Black or African American	37	742	*	724	*	*	43%	38%	0%	38%	20%
Asian, Native Hawaiian, or Pacific Islander	15	752	750	771	*	0%	*	*	*	60%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	81	761	753	745	*	*	26%	54%	15%	69%	45%
Male	96	753	746	742	*	*	25%	49%	13%	62%	43%
Economically Disadvantaged Students	18	739	*	728	*	*	*	*	0%	50%	24%
Non-Economically Disadvantaged Students	159	759	*	752	*	*	*	*	15%	67%	56%
Students with Disabilities	25	728	*	717	*	*	*	*	*	28%	13%
Students without Disabilities	152	761	*	748	*	*	*	*	*	71%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	747	746	741	*	17%	28%	48%	*	51%	40%
White	97	754	752	748	*	10%	31%	53%	*	58%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	27	725	726	726	*	37%	*	*	0%	26%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	60	743	744	743	*	23%	28%	38%	*	43%	41%
Male	88	750	747	740	*	13%	27%	55%	*	57%	38%
Economically Disadvantaged Students	21	722	*	729	*	*	*	*	*	19%	22%
Non-Economically Disadvantaged Students	127	752	*	749	*	*	*	*	*	57%	50%
Students with Disabilities	28	731	726	716	*	43%	*	*	*	21%	11%
Students without Disabilities	120	751	750	746	*	11%	*	*	*	58%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	736	727	728	*	*	44%	32%	0%	32%	28%
White	29	743	735	736	*	*	35%	48%	0%	48%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	23	729	717	715	*	*	61%	*	0%	13%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	36	737	730	730	*	*	50%	31%	0%	31%	30%
Male	36	734	723	725	*	*	39%	33%	0%	33%	26%
Economically Disadvantaged Students	11	723	*	719	*	*	*	*	0%	18%	19%
Non-Economically Disadvantaged Students	61	738	*	734	*	*	*	*	0%	34%	34%
Students with Disabilities	16	728	*	705	*	*	*	*	0%	38%	*
Students without Disabilities	56	738	*	734	*	*	*	*	0%	30%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	781	753	743	0%	*	*	81%	*	94%	42%
White	46	782	764	751	0%	0%	*	80%	*	94%	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	*	*	*	741	*	*	*	*	*	*	41%
Female	32	779	753	744	0%	*	*	84%	*	94%	43%
Male	38	782	752	741	0%	*	*	79%	*	95%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	70	781	757	747	0%	*	*	81%	*	94%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	70	781	*	745	0%	*	*	81%	*	94%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	767	743	734	*	*	*	93%	*	100%	30%
White	10	769	*	740	0%	0%	0%	*	*	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	14	767	746	740	*	*	*	93%	*	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	14	767	*	738	*	*	*	93%	*	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	14	767	*	735	*	*	*	93%	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

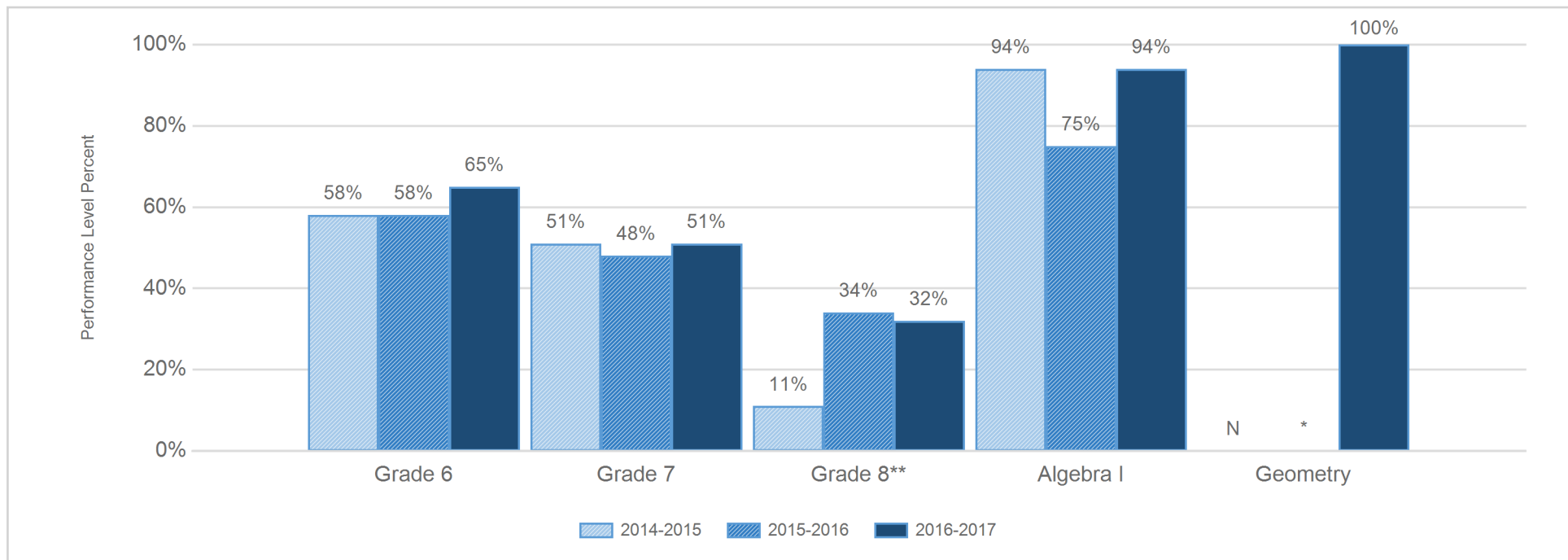


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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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.

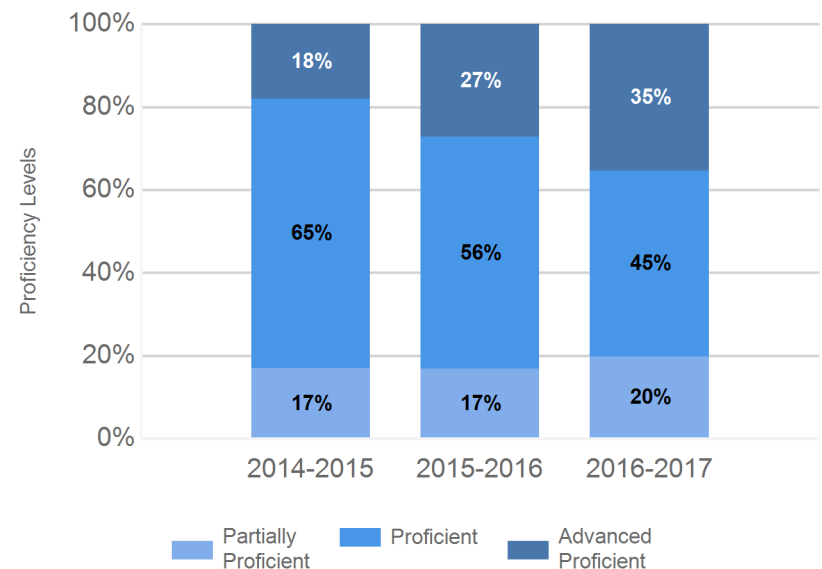
NJASK Science Assessment Performance: Grade 8

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	35%	45%	20%
White	54%	40%	6%
Hispanic	31%	42%	27%
Black or African American	11%	48%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	21%
Economically Disadvantaged Students	3%	45%	52%
Students with Disabilities	12%	36%	52%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	36	39	50	Not Met	48	43	50	Met Target
White	35.5	40	50	Not Met	48	45	52	Met Target
Hispanic	49	36	49	Met Target	60	*	47	Exceeds Target
Black or African American	30.5	36.5	45	Not Met	39.5	37	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	37	47	60	Not Met	50	46	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Met Target	*	*	52	**
Economically Disadvantaged	33.5	*	47	Not Met	26	31	46	Not Met
Students with Disabilities	31	36.5	41	Not Met	45	41	43	Met Target
English Learners	*	28	53	**	*	47.5	51	**

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



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

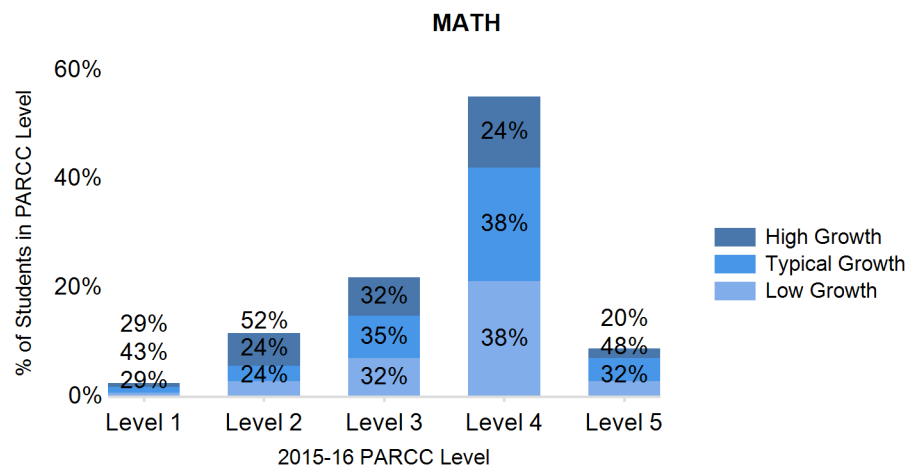
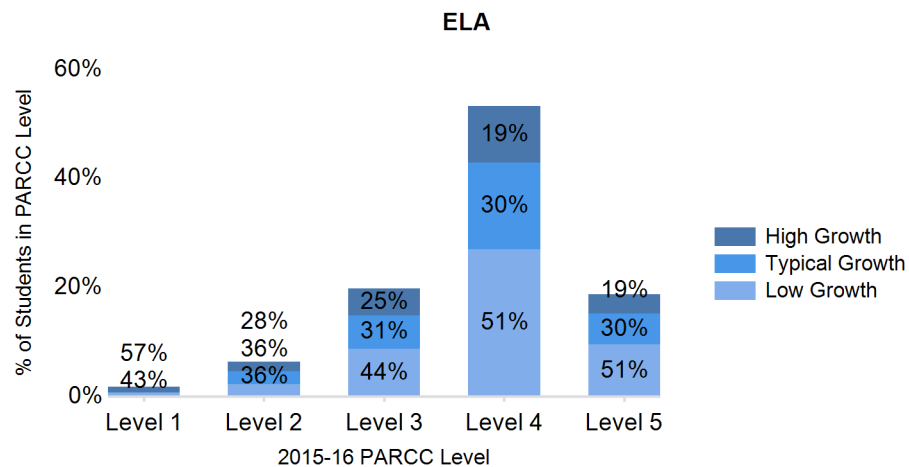
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

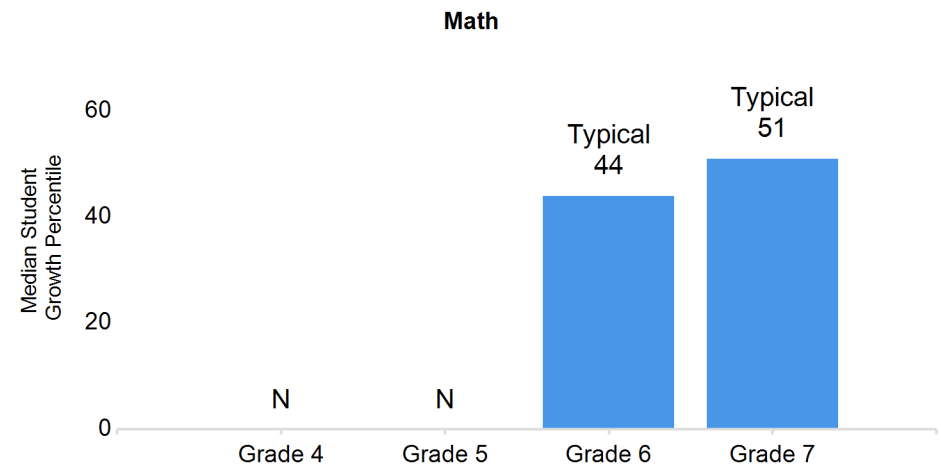
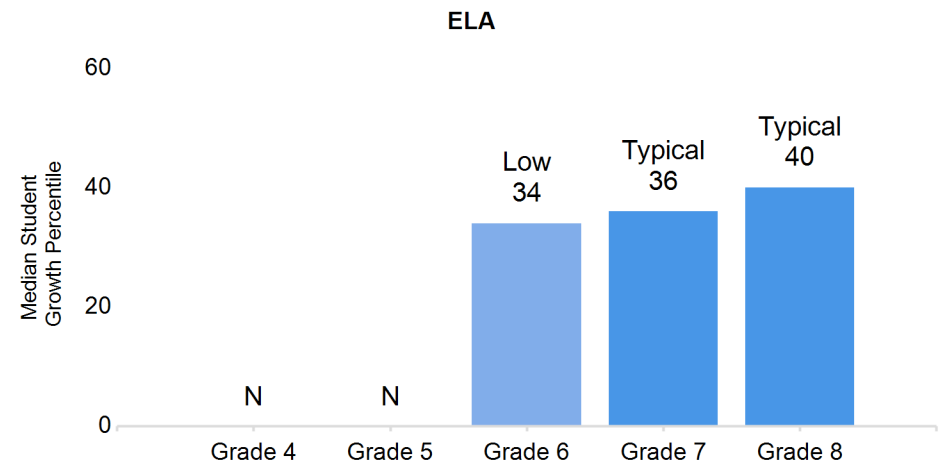
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	27	0	196
7	223	2	27
8	194	24	33
Schoolwide	444	26	256

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	104	68	0	0	0	0	0
7	113	44	0	0	0	0	0
8	95	58	0	0	0	0	0
Schoolwide	312	170	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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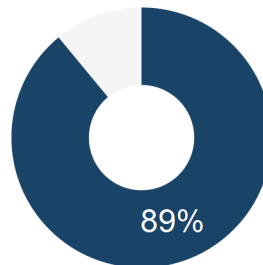
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Visual and Performing Arts – Course Participation

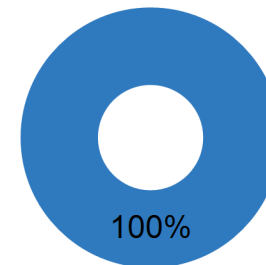
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

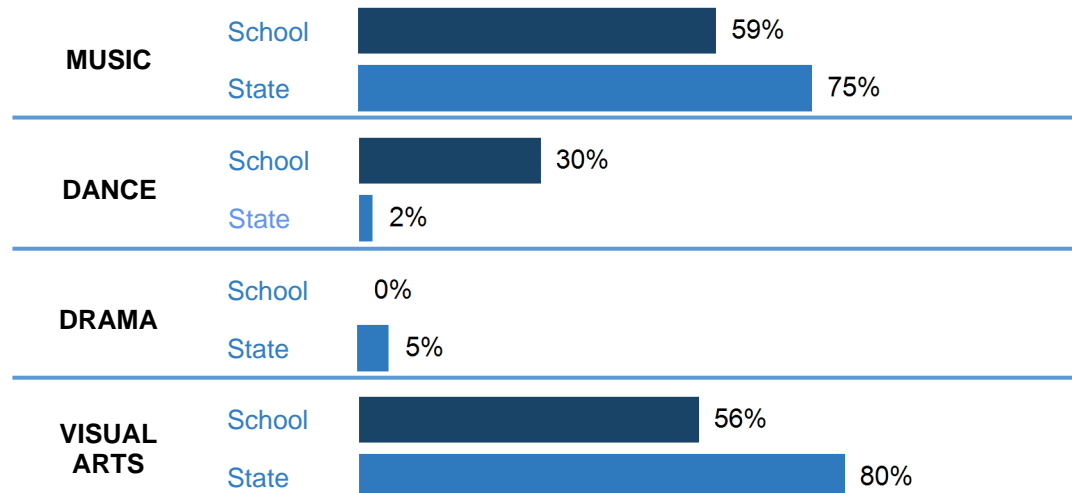


School



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

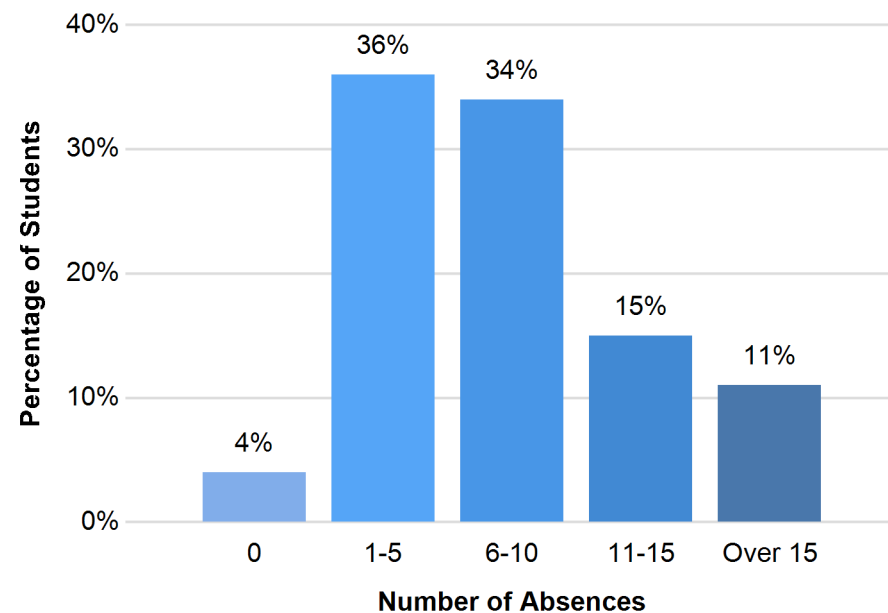
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	8.70	Met Target
White	6.00	8.70	Met Target
Hispanic	9.60	8.70	Not Met
Black or African American	8.10	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.60	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	13.60	8.70	Not Met
Students with Disabilities	10.60	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



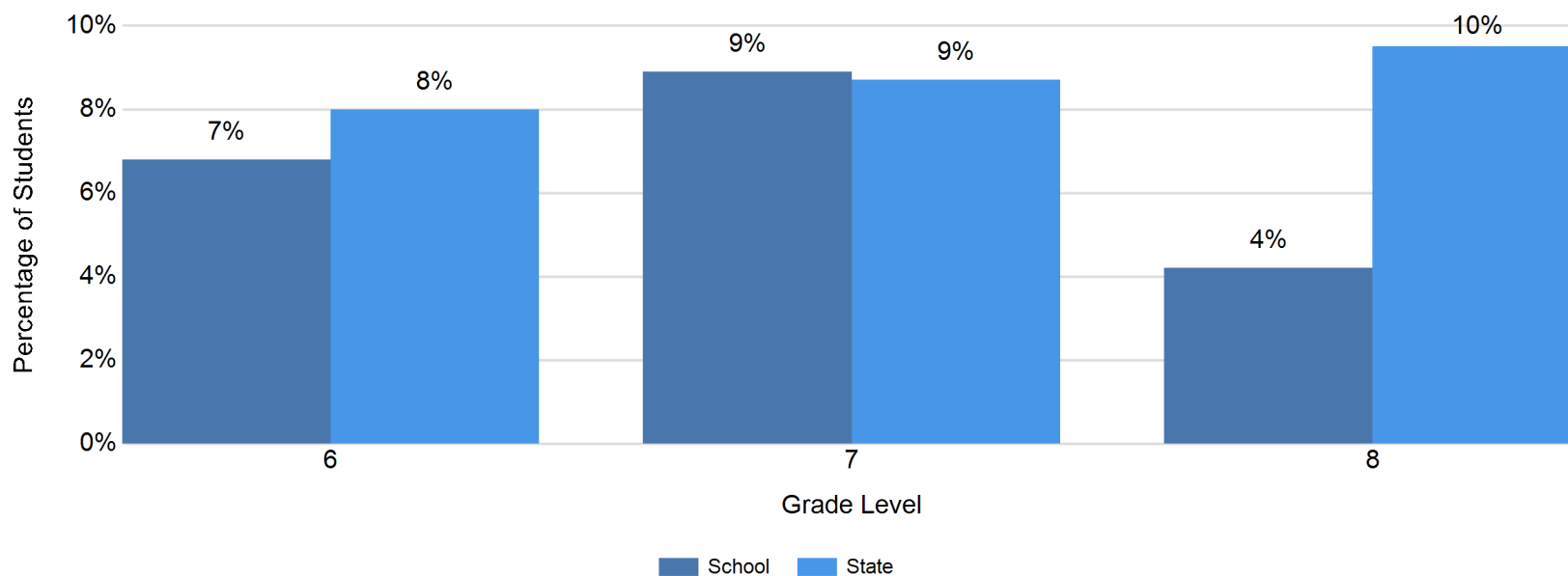


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 32 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	5
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.37

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.1%
Any Suspension	1.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	66	120,724
Average years experience in public schools	17.8	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	83%	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	329:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.9	17.5%
Mathematics Proficiency	45.9	17.5%
English Language Arts Growth	8.2	25.0%
Mathematics Growth	40.2	25.0%
Chronic Absenteeism	54.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.2
Summative Rating: Percentile rank of Summative Score		26.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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ESSEX

MONTCLAIR TOWN

173 BELLEVUE AVE

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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	35.2	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	40.2	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	61.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Black or African American	39.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	13.3	11.9	No	Met Target	Met Target	Met Target	Not Met	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	50.3	11.9	No	Met Target	Met Target	Met Target	Met Target	**	No
Economically Disadvantaged Students	15.7	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	48.5	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Sack	Email Address:	jsack@montclair.k12.nj.us
Address:	173 BELLEVUE AVE UPPER MONTCLAIR, NJ 07042	Website:	montclair.k12.nj.us
Phone:	(973)509-4220	Twitter:	https://twitter.com/buzzaldrinms?lang=en

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Buzz Aldrin is a STEM Magnet School equipped with several technology learning centers. • We offer many exciting elective courses, including Broadcast Studio, Architecture, and Digital Photography. • Collaborative learning, technological integration, and strong parental support are at the heart of the school's success.
 Mission, Vision, Theme:	<p>Our Buzz Aldrin Mission Statement: We believe that all students can learn, achieve, and grow in a safe and secure environment. We are a STEM Magnet School with a focus on Science, Technology, Engineering, and Mathematics. We are also focused on applying the Arts into STEM, what is often referred to as STEAM.</p>
 Awards, Recognition, Accomplishments:	<p>Sustainable NJ Grant Recipient; Superior Rating each year at High Note Music Festival; School Action Team was selected as the Academics & Enrichment winner in PTO Today's 2016 National Parent Group of the Year contest; Multiple grants awarded from Montclair Fund for Educational Excellence</p>



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 <div>Courses, Curriculum, Instruction:</div>	<p>A student's daily schedule is comprised of courses in the areas of ELA, Math, Social Studies, Science, World Languages (French and Spanish), Technology, and PE. The related arts department includes many elective courses, such as Band, Chorus, Art, Architecture, Broadcast Studio, and Dance. Project Lead the Way is an important part of our program. PLTW teaches pre-engineering concepts at the middle school level. Block scheduling allows for in-depth study of both core and elective courses.</p>
 <div>Clubs and Activities:</div>	<p>Buzz Aldrin provides many extra-curricular activities, including, but not limited to: Model UN, Model Congress, Science Olympiad, Robotics, National Junior Honor Society, Academically Speaking, Yearbook, Stage Crew, Theatre Productions, Counselor-directed Peer Mentoring, and more.</p>
 <div>Before and After School Programs:</div>	<p>At Buzz Aldrin, there is a Title 1-funded extended day program called the After School Achievement Program. The program meets twice per week, after school, to provide extra support to students in the areas of Math, ELA, and Science.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Buzz Aldrin is a community of administrators, teachers, and support staff who trust, encourage and respect each other. Teachers frequently meet in House and department meetings to collaborate and to support the needs of their students. Our teachers and support staff participate in both school and district-level professional development, such as Renaissance Learning, assessments, flipping the classroom, Google Apps for Education (GAPE), and more.</p>
 Student Supports and Services:	<p>Buzz Aldrin is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS, and Response to Intervention, RTI.</p>
 Student Health and Wellness:	<p>Our school lunch program has a village fresh promotional program using fresh produce and an alternative healthy menu. We follow USDA Guidelines for Smart Snacks in our school. Our PE and Health classes are taught under the supervision of certified teaching staff and at BAMS, students have PE for 80 min., every other day, plus a 20 minute recess each day.</p>
 Parent and Community Involvement:	<p>Buzz Aldrin Middle School has an active parent community and there are many opportunities for parents and caregivers to become involved. Our 2017 PTA Goals include: Enhance Family/Parent Engagement and Community Building, Improve Fundraising Outcomes, and Facilitate enrichment and curriculum enhancement activities. Our PTA works in partnership with the Buzz Aldrin School Action Team for Partnerships to enrich the learning experience for all children.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Buzz Aldrin Middle School is proud of our beautiful facility, which includes a green house, engineering labs, a broadcast studio, and several technology labs. Our school auditorium is home to many performances and holds over 650 people.
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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.

Buzz Aldrin Middle School provides a thorough and vigorous academic education for all of our students. Our program offers students an opportunity for exploration, using guided and self-directed methods, to ensure skill mastery and a lifelong love of learning. At Buzz Aldrin Middle School, students learn to think critically while also learning to respect themselves, each other, and the world around them.

Part of the excitement of being a STEM magnet school is the ability to partner with institutions and organizations, such as science centers and hospitals. BAMS has formed partnerships with Montclair State University, Liberty Science Center, Hackensack Mountainside Hospital, We Care Solar, and more.

In order to provide students with an intimate learning experience, BAMS is divided into five "houses" of approximately 130 students each. Students stay in the same house for their three years of middle school, with many of the same teachers. We believe this provides a unique support system for academic as well as social-emotional growth. Block scheduling (or double periods) allows for in-depth study of core subjects. Dance, band, chorus, world languages, art, and a rich array of elective courses are taken according to a student's interests and needs.



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



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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	84	48	65
1	70	89	63
2	77	73	85
3	75	74	70
4	99	71	74
5	77	97	72
Ungraded	0	12	11
Total	482	464	440

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	1	48	65

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	46%	47%	46%
Male	54%	53%	55%
Economically Disadvantaged Students	24%	24%	22%
Students with Disabilities	20%	19%	23%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	50.5%
Black or African American	26.4%
Hispanic	12.5%
Asian	3.6%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	6.1%

Enrollment by Home Language

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

Home Language	% of Students
English	97.5%
Spanish	1.8%
Other	0.6%



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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	177	83.8	72.30	67.90	54.90	63.3	49.6	Met Target
White	94	87.0	88.30	78.60	63.90	80.1	66.9	Met Goal
Hispanic	23	82.8	69.60	59.90	39.80	60.1	31.3	Met Target
Black or African American	44	76.7	43.20	43.50	35.20	34.5	34.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.00	73.90	80.70	60	**	**
American Indian or Alaska Native	*	*	*	80.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	78	81.8	79.50	75.90	62.20	68		
Male	99	85.4	66.60	60.40	48.10	59.4		
Economically Disadvantaged Students	36	75.0	44.50	*	36.20	*	26	Met Target
Non-Economically Disadvantaged Students	141	86.5	79.40	*	65.80	*		
Students with Disabilities	41	74.1	36.60	32.10	20.50	28.2	21.2	Met Target
Students without Disabilities	136	87.2	83.10	75.40	61.90	75.8		
English Learners	N	N	N	34.00	25.20	N	**	**
Non-English Learners	177	83.8	72.30	68.40	57.40	63.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	50.00	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	59	768	761	749	0%	*	22%	61%	*	71%	50%
White	33	773	768	759	0%	*	*	73%	*	82%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	10	750	*	731	0%	*	*	*	0%	50%	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	767	764	754	0%	*	*	58%	*	68%	55%
Male	28	769	757	745	0%	*	*	64%	*	75%	46%
Economically Disadvantaged Students	12	736	732	731	0%	*	*	*	*	25%	31%
Non-Economically Disadvantaged Students	47	776	765	762	0%	*	*	*	*	83%	63%
Students with Disabilities	11	750	730	720	0%	*	*	*	*	36%	24%
Students without Disabilities	48	772	766	755	0%	*	*	*	*	79%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	59	768	761	752	0%	*	22%	61%	*	71%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance 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	63	761	763	753	*	*	21%	40%	24%	64%	56%
White	31	781	773	762	0%	*	*	45%	39%	84%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	20	735	747	737	*	*	*	*	0%	35%	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	21	776	770	758	*	*	*	*	*	76%	61%
Male	42	754	756	749	*	*	*	*	*	57%	51%
Economically Disadvantaged Students	16	736	733	737	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	47	770	768	764	*	*	*	*	*	72%	69%
Students with Disabilities	20	734	734	725	*	*	*	*	*	35%	25%
Students without Disabilities	43	774	769	759	*	*	*	*	*	77%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	63	761	*	755	*	*	21%	40%	24%	64%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	776	769	756	*	*	*	55%	27%	81%	59%
White	36	791	777	763	*	*	*	58%	39%	97%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	16	746	*	740	*	*	*	*	0%	50%	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	29	785	777	761	*	*	*	52%	*	90%	66%
Male	35	769	763	750	*	*	*	57%	*	74%	53%
Economically Disadvantaged Students	11	754	741	740	*	*	*	*	0%	64%	40%
Non-Economically Disadvantaged Students	53	781	773	765	*	*	*	*	32%	85%	71%
Students with Disabilities	12	735	741	725	*	*	*	*	0%	33%	22%
Students without Disabilities	52	786	774	762	*	*	*	*	33%	92%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	64	776	*	757	*	*	*	55%	27%	81%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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%

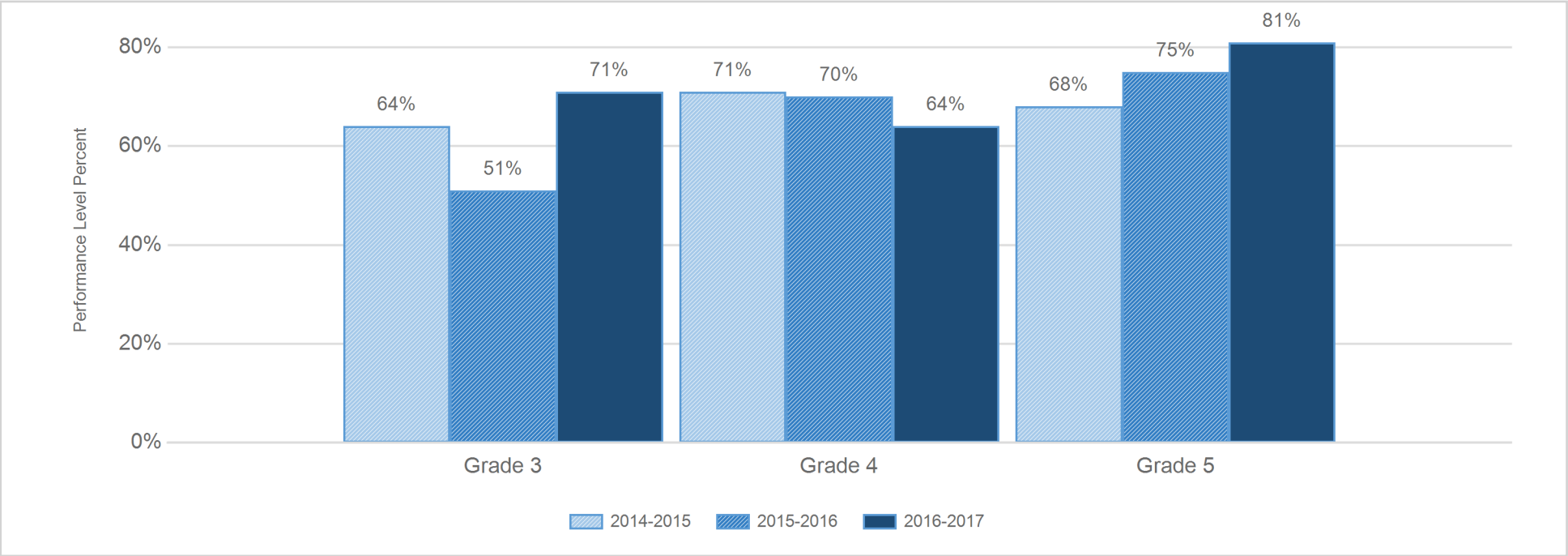


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English Language Arts/Literacy Assessment - Performance Trends

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	177	83.8	63.30	54.50	43.50	55.4	45.8	Met Target
White	95	87.8	80.00	67.00	52.40	73.4	59.2	Met Target
Hispanic	23	82.8	52.10	44.00	27.60	45.1	28.2	Met Target
Black or African American	43	75.0	25.60	26.40	21.70	19.9	32.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.00	66.90	75.60	80	**	**
American Indian or Alaska Native	*	*	*	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	78	81.8	61.50	55.70	44.10	52.7		
Male	99	85.4	64.60	53.30	42.90	57.6		
Economically Disadvantaged Students	36	75.0	27.80	19.90	25.10	*	22.6	Met Target†
Non-Economically Disadvantaged Students	141	86.5	72.40	60.40	54.30	*		
Students with Disabilities	40	72.4	45.00	24.30	16.50	33.9	21.2	Met Target
Students without Disabilities	137	87.8	68.60	60.80	48.80	63		
English Learners	N	N	N	33.30	23.30	N	**	**
Non-English Learners	177	83.8	63.30	54.80	45.20	55.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	59	766	758	751	*	*	19%	53%	20%	73%	53%
White	33	771	765	759	0%	*	*	58%	*	79%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	10	753	*	733	0%	*	*	*	*	40%	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	765	757	751	0%	*	*	52%	*	71%	52%
Male	28	768	759	751	0%	*	*	54%	*	75%	53%
Economically Disadvantaged Students	12	734	728	736	0%	*	*	*	0%	25%	34%
Non-Economically Disadvantaged Students	47	775	763	761	0%	*	*	*	26%	85%	65%
Students with Disabilities	11	755	737	729	0%	*	*	*	*	55%	29%
Students without Disabilities	48	769	762	755	0%	*	*	*	*	77%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	59	766	758	753	*	*	19%	53%	20%	73%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	748	754	747	*	*	24%	52%	*	56%	47%
White	31	763	762	755	0%	*	*	74%	*	77%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	20	729	738	729	*	*	*	*	0%	30%	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	21	745	755	747	*	*	*	48%	*	52%	47%
Male	42	750	754	747	*	*	*	55%	*	57%	48%
Economically Disadvantaged Students	16	733	726	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	47	753	759	757	*	*	*	*	*	66%	61%
Students with Disabilities	20	736	730	724	*	*	*	*	*	45%	22%
Students without Disabilities	43	754	759	751	*	*	*	*	*	61%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	63	748	*	749	*	*	24%	52%	*	56%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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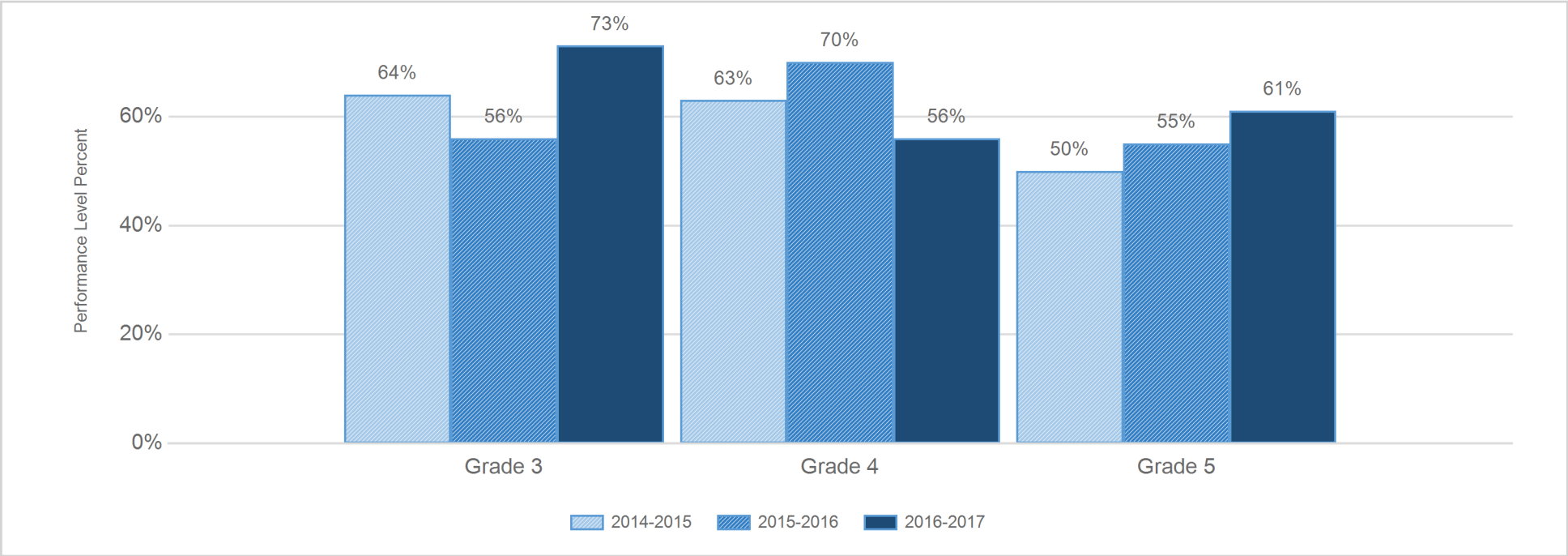
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	757	756	747	*	*	23%	50%	*	61%	46%
White	37	769	764	754	0%	*	*	68%	*	81%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	15	731	*	729	*	*	*	*	0%	13%	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	29	752	756	747	*	*	*	41%	*	52%	47%
Male	35	761	755	746	*	*	*	57%	*	69%	46%
Economically Disadvantaged Students	11	733	729	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	53	762	759	756	*	*	*	*	*	68%	59%
Students with Disabilities	11	733	728	725	*	*	*	*	*	27%	19%
Students without Disabilities	53	762	760	751	*	*	*	*	*	68%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	64	757	*	748	*	*	23%	50%	*	61%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%

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+	*	*	*



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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.

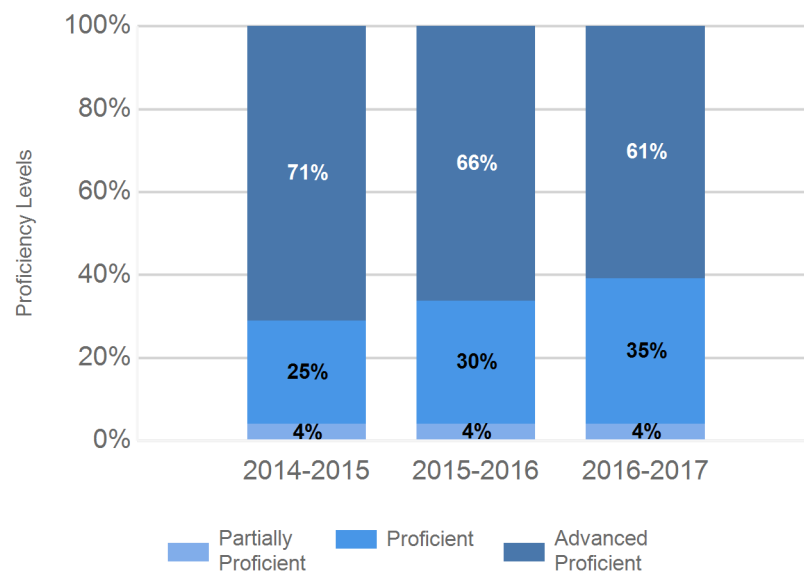
NJASK Science Assessment Performance: Grade 4

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	61%	35%	4%
White	89%	8%	3%
Hispanic	*	50%	N
Black or African American	25%	67%	8%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	35%	50%	15%
Students with Disabilities	48%	39%	13%
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	57.5	39	50	Met Target	51	43	50	Met Target
White	71.5	40	50	Exceeds Target	57	45	52	Met Target
Hispanic	48.5	36	49	**	40.5	*	47	**
Black or African American	41.5	36.5	45	Met Target	41	37	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	47	60	**	*	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47	*	47	Met Target	48	31	46	Met Target
Students with Disabilities	31	36.5	41	Not Met	52.5	41	43	Met 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.



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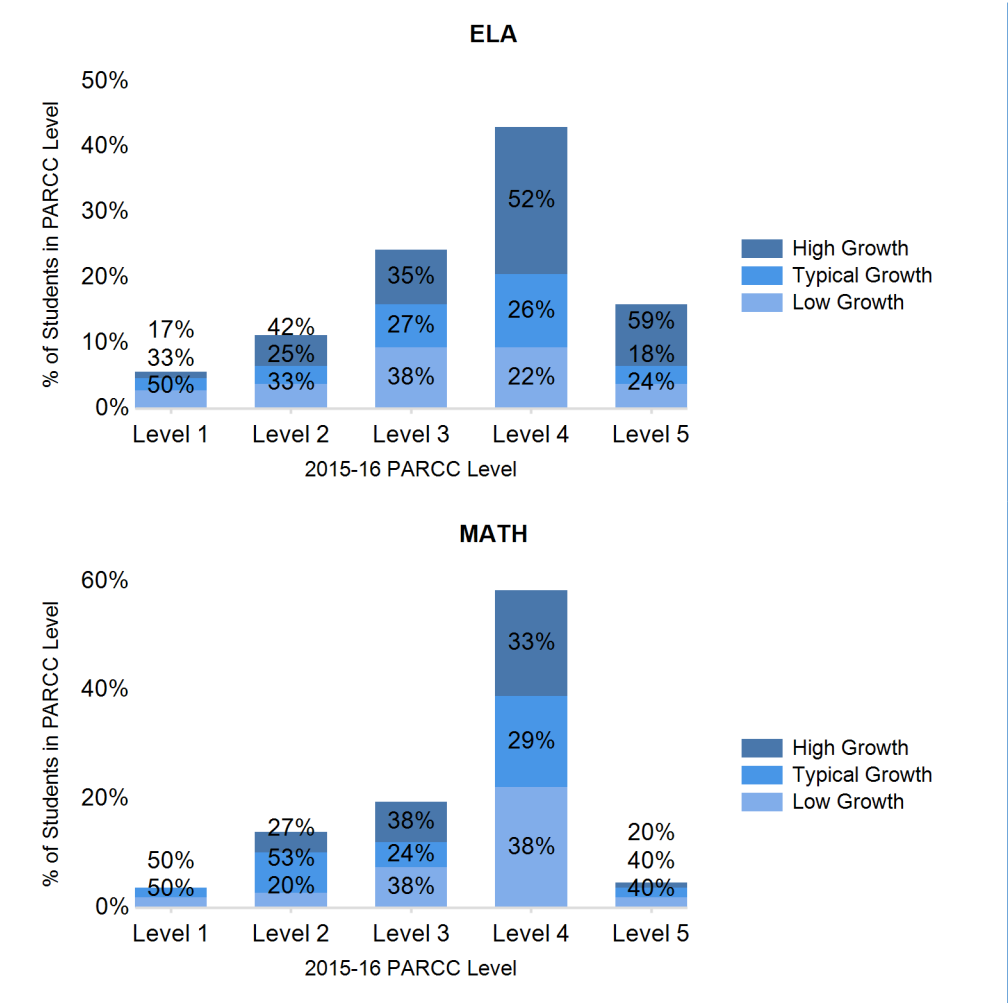
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

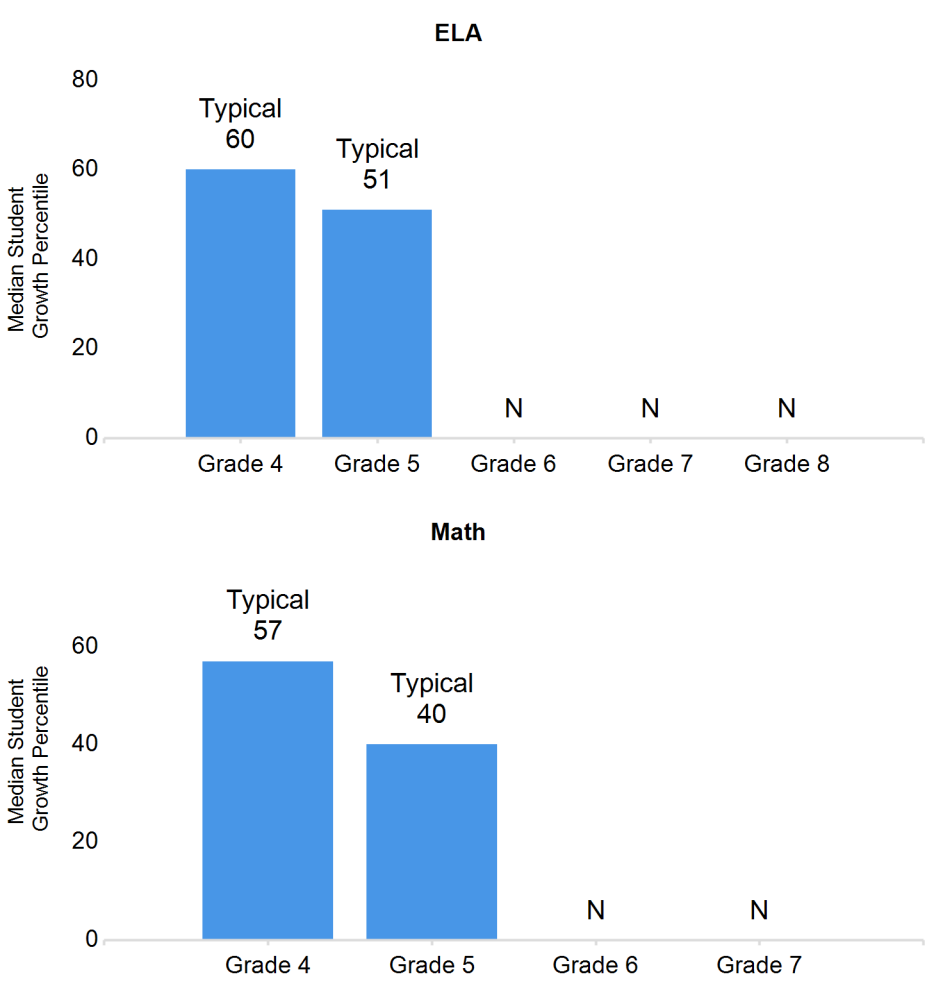
Student Growth by Performance Level

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

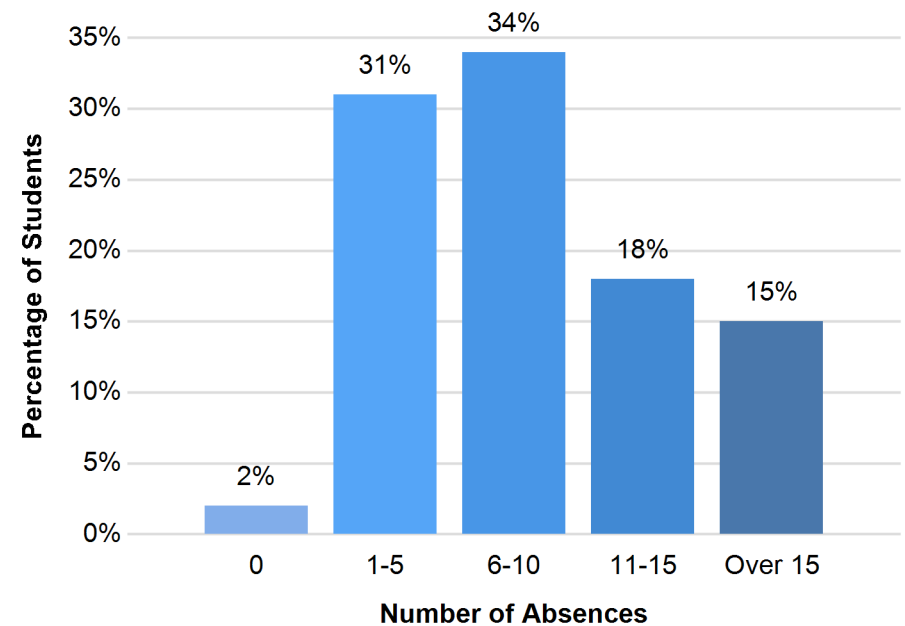
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.20	8.40	Not Met
White	5.40	8.40	Met Target
Hispanic	10.90	8.40	Not Met
Black or African American	17.20	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	18.50	8.40	Not Met
Economically Disadvantaged Students	19.40	8.40	Not Met
Students with Disabilities	12.10	8.40	Not Met
English Learners	N	**	**

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

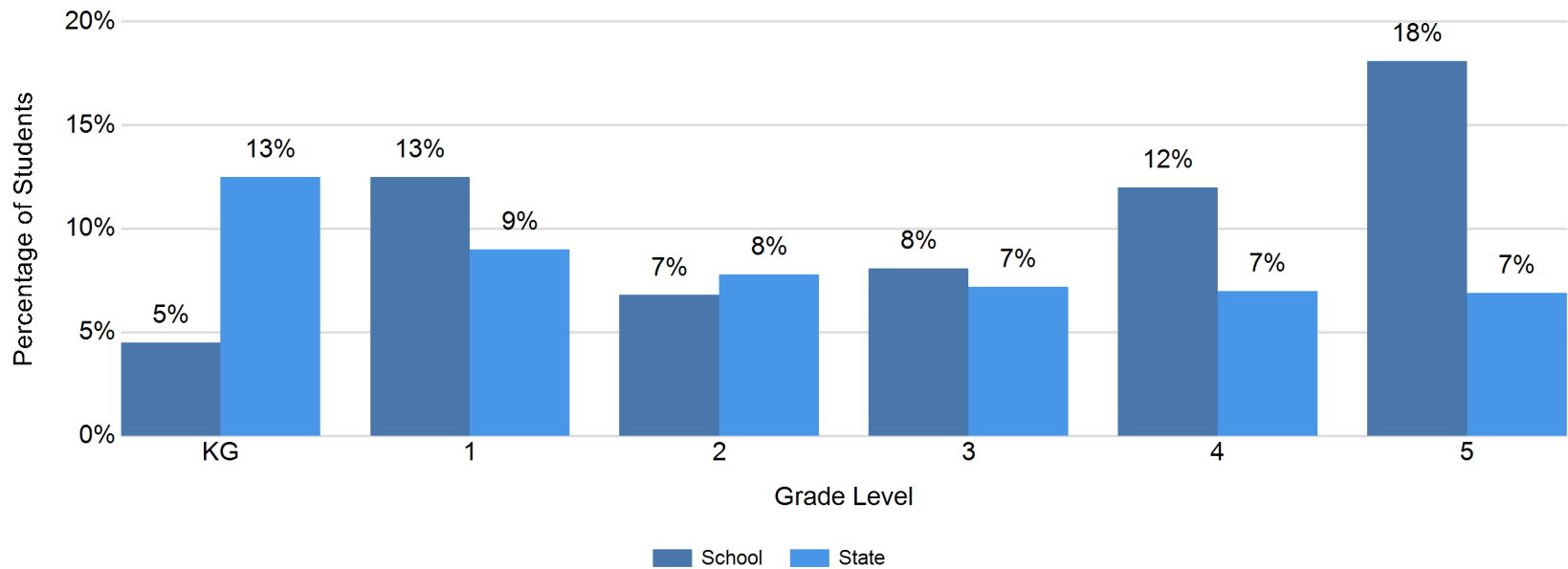
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.45

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	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	40	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	80%	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	440:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	93%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	60.7	17.5%
Mathematics Proficiency	61.3	17.5%
English Language Arts Growth	65.1	25.0%
Mathematics Growth	55.6	25.0%
Chronic Absenteeism	21.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		54.8
Summative Rating: Percentile rank of Summative Score		56.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	79.7	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	40.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	39.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	57.2	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Kuwabara	Email Address:	nkuwabara@montclair.k12.nj.us
Address:	55 WASHINGTON STREET MONTCLAIR, NJ 07042	Website:	http://www.montclair.k12.nj.us/schools/charles-h-bullock/
Phone:	(973)509-4255		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Environmental Science Magnet • Sustainable Jersey for Schools - Bronze Certification • Technology is part of each day - Interactive whiteboards in classrooms, Chromebooks, Tech lab
 Mission, Vision, Theme:	<p>Charles H. Bullock School is a vibrant, nurturing community of students, educators and families whose mission is to inspire children to be lifelong learners by connecting their learning meaningfully to the world around us. The school's integrated curriculum helps students recognize that learning is built upon connected experiences that link the classroom with the outside world. Our child-centered learning environment seeks to foster values of personal, social and environmental responsibility.</p>
 Awards, Recognition, Accomplishments:	<p>Charles H. Bullock School met the rigorous requirements to achieve Sustainable Jersey for Schools Bronze certification in 2015, the program's first year. To achieve the Bronze certification, CHB excelled in areas such as improving energy efficiency and health and wellness, integrating sustainability into student learning and reducing waste, which all align with CHB's magnet theme.</p>






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 Courses, Curriculum, Instruction:	Teachers establish rigorous academic expectations and maintain high standards. Recognizing students’ diverse learning styles, teachers use developmentally appropriate practices, such as cooperative learning, individual instruction and group work. They tailor assignments to meet the needs of learners at various levels of ability through leveled libraries and differentiated math.
 Clubs and Activities:	Our PTA offers Afterschool Enrichment classes from October to April. Little Brother to Brother and Little Sister to Sister are mentoring programs for 4th and 5th graders. Some of our numerous service projects are the 5th Grade Hunger Walk, MLK, Jr. Day of Service, Pennies for Patients, food drives and a clothing drive.
 Before and After School Programs:	Montclair YMCA provides before and after care for students in grades K-5.







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 Staff and Professional Learning:	<p>All teachers participate in professional development for District programs such as Envisions math and Foss science. As a Teachers College Project School, we work with an experienced literacy coach from Columbia University who works directly with our teachers for ongoing professional development. Bullock teachers weave reading and writing skills into content areas, such as science, social studies and math to meet the rigors of the New Jersey Student Learning Standards (NJSLS).</p>
 Student Supports and Services:	<p>Charles H. Bullock School is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.</p>
 Student Health and Wellness:	<p>Gym is twice a week in grades 1-5. Recess is twice a day for Kindergarten, once a day for other grades; outside every day, weather permitting; indoor recess is in the gym. Breakfast is available to students everyday.</p>
 Parent and Community Involvement:	<p>The PTA sponsors many community-building events and raises money for important projects. Within the PTA, there is a Fathers' Group, a Parent Resource Group, a liaison to our School Action Team, and more.</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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Charles H. Bullock School, formerly Rand Elementary School, opened in 2010 in a newly built, fully air conditioned facility. The building houses a full gym, technology lab, art room with kiln, music room, library and state of the art kitchen. With our magnet theme in mind, the building was built with solar panels on the roof, geothermal pumps for heating and cooling, as well as automatic lights on sensors.</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:

Educating the "Whole Child": Research suggests that children learn best when they develop strong social/emotional skills, so our staff has embraced the Responsive Classroom approach to teaching. Children start the day with “Morning Meeting”, a time to greet each other and join in activities that build a sense of belonging and community. Our curriculum emphasizes participation in the community, an awareness of the well-being of others, of cooperation, problem solving, and respect for the environment. Our C.A.R.E.S. principles (Cooperation, Achievement, Responsibility, Empathy, Self-Control) provide clear examples, in child-friendly language, of expected behaviors at school. Integrated Curriculum: Our art, music, technology, library and gym teachers collaborate with homeroom teachers in each grade to create opportunities for children to delve deeply into subject areas, including our magnet theme, environmental science. This helps our students make connections across subject areas and strengthen their understanding of what they are studying. For example, when kindergarteners study their community, they create books about their school, count the windows in their homes, build models of Montclair out of blocks, and observe and draw the trees in our neighborhood. The second grade grain study involves an in-depth study of different types of grain and its importance to many cultures. The unit culminates with a student run bakery where the students not only read recipes, measure ingredients and bake, but also spend a day demonstrating their knowledge by teaching others what they have learned. After researching various local organizations, they vote where to donate the proceeds of the bake sale.



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	41	46	43
1	41	41	47
2	49	47	48
3	52	53	50
4	47	46	51
5	50	49	50
Ungraded	0	3	0
Total	280	285	289

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	46%	48%	49%
Male	54%	52%	51%
Economically Disadvantaged Students	23%	23%	21%
Students with Disabilities	11%	10%	8%
English Learners	3%	3%	3%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	46.4%
Black or African American	18.3%
Hispanic	18.3%
Asian	8.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	8.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	4	46	43

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	90.3%
Spanish	5.2%
Other	4.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	99	76.7	61.60	67.90	54.90	49.4	40.5	Met Target
White	46	71.4	78.30	78.60	63.90	59.2	48	Met Target
Hispanic	13	74.1	38.50	59.90	39.80	29.2	N	N
Black or African American	25	82.4	36.00	43.50	35.20	30.5	19.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.90	73.90	80.70	76.9	**	**
American Indian or Alaska Native	*	*	*	80.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	49	76.0	67.30	75.90	62.20	54.3		
Male	50	77.3	56.00	60.40	48.10	44.7		
Economically Disadvantaged Students	21	85.7	19.00	*	36.20	*	12.8	Met Target
Non-Economically Disadvantaged Students	78	74.6	73.10	*	65.80	*		
Students with Disabilities	10	71.4	20.00	32.10	20.50	15	**	**
Students without Disabilities	89	77.2	66.30	75.40	61.90	53.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	37.60	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	50.00	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	38	769	761	749	*	*	*	50%	*	66%	50%
White	17	782	768	759	0%	0%	*	71%	*	82%	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	17	767	764	754	*	*	*	*	*	65%	55%
Male	21	770	757	745	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance 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	39	753	763	753	*	*	28%	49%	*	56%	56%
White	19	761	773	762	0%	0%	*	58%	*	63%	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	22	758	770	758	*	*	*	*	*	64%	61%
Male	17	746	756	749	*	*	*	*	*	47%	51%
Economically Disadvantaged Students	10	727	733	737	*	*	*	*	*	30%	36%
Non-Economically Disadvantaged Students	29	762	768	764	*	*	*	*	*	66%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	39	753	*	755	*	*	28%	49%	*	56%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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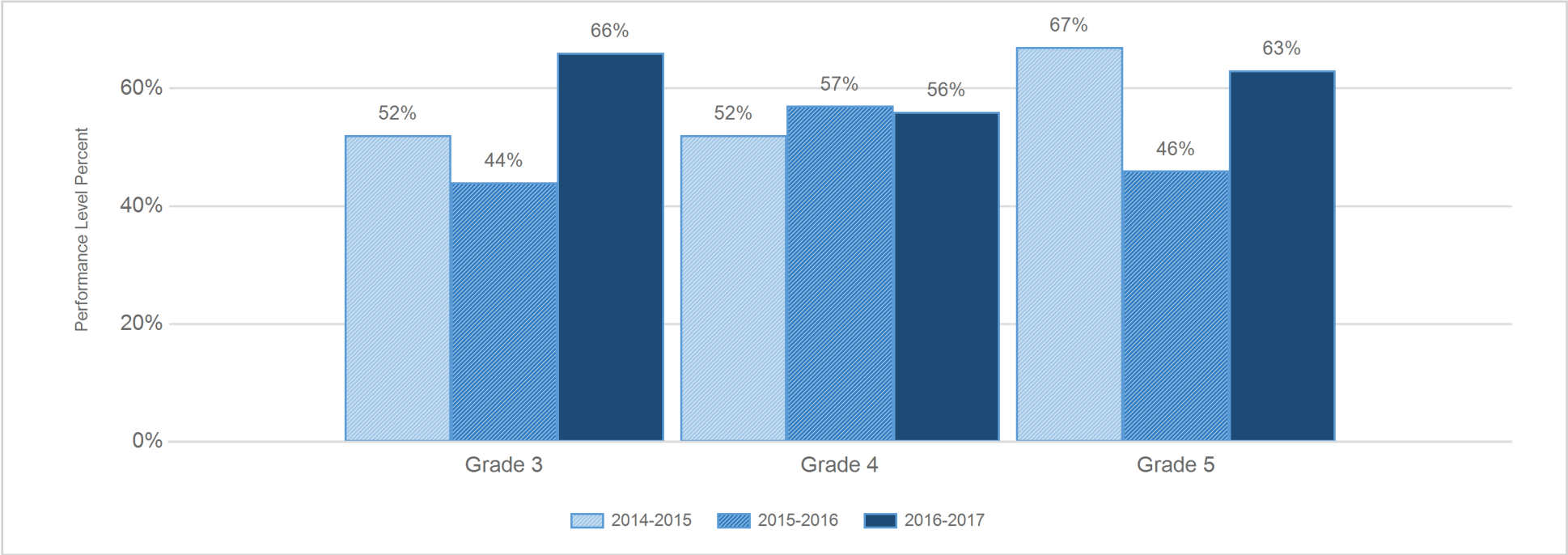
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	759	769	756	*	*	*	53%	*	63%	59%
White	14	769	777	763	0%	0%	*	71%	*	86%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	11	747	*	740	0%	*	*	*	*	36%	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	18	773	777	761	*	*	*	56%	*	78%	66%
Male	20	747	763	750	*	*	*	50%	*	50%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	38	759	*	757	*	*	*	53%	*	63%	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%

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	99	76.8	51.50	54.50	43.50	41.3	38.1	Met Target
White	46	71.4	63.00	67.00	52.40	47.7	44.9	Met Target
Hispanic	13	75.0	30.80	44.00	27.60	23.4	N	N
Black or African American	25	82.4	36.00	26.40	21.70	30.5	27.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.30	66.90	75.60	69.3	**	**
American Indian or Alaska Native	*	*	*	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	49	76.3	55.10	55.70	44.10	44.4		
Male	50	77.3	48.00	53.30	42.90	38.3		
Economically Disadvantaged Students	21	86.2	19.00	19.90	25.10	*	18.7	Met Target†
Non-Economically Disadvantaged Students	78	74.6	60.30	60.40	54.30	*		
Students with Disabilities	10	71.4	30.00	24.30	16.50	22.6	**	**
Students without Disabilities	89	77.4	54.00	60.80	48.80	43.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	759	758	751	*	*	*	44%	*	67%	53%
White	17	773	765	759	0%	*	*	59%	*	88%	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	18	753	757	751	*	*	*	*	*	50%	52%
Male	21	763	759	751	*	*	*	*	*	81%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	744	754	747	*	*	41%	39%	*	41%	47%
White	19	748	762	755	0%	*	*	*	*	42%	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	22	749	755	747	*	*	*	*	*	50%	47%
Male	17	738	754	747	*	*	*	*	*	29%	48%
Economically Disadvantaged Students	10	723	726	732	*	*	*	*	*	10%	27%
Non-Economically Disadvantaged Students	29	752	759	757	*	*	*	*	*	52%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	39	744	*	749	*	*	41%	39%	*	41%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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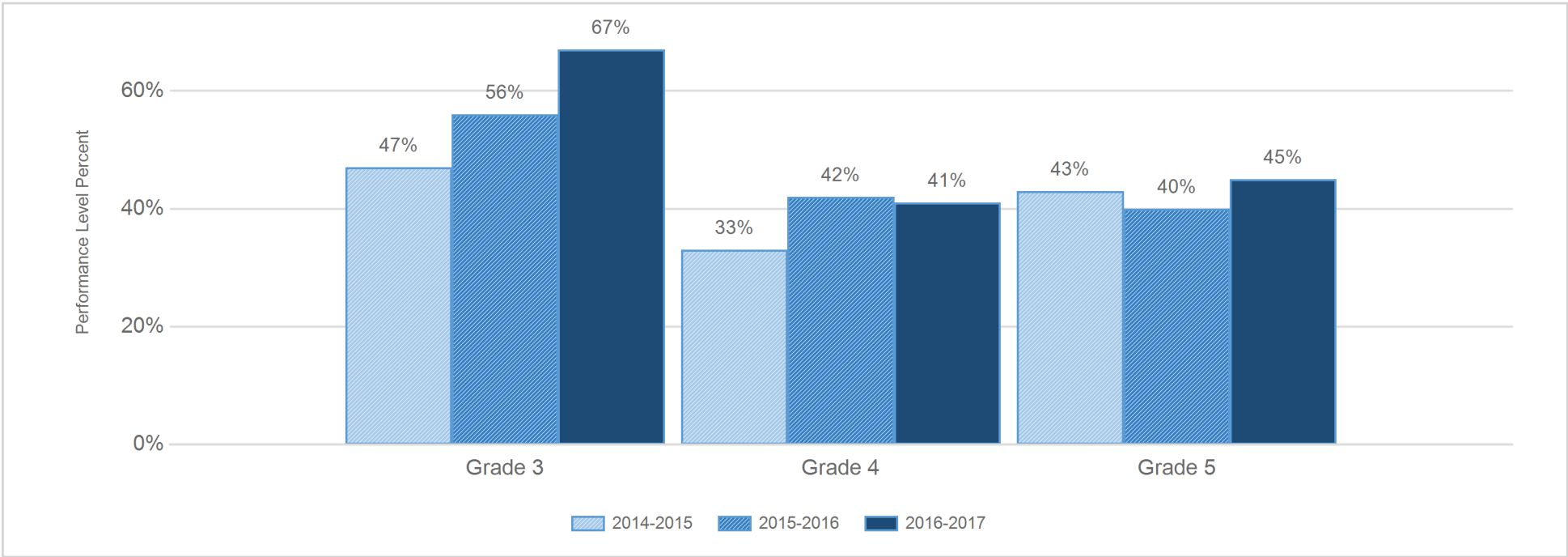
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	741	756	747	*	*	32%	42%	*	45%	46%
White	14	754	764	754	0%	0%	*	*	0%	57%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	11	733	*	729	0%	*	*	*	0%	36%	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	18	748	756	747	*	*	*	*	*	56%	47%
Male	20	735	755	746	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	38	741	*	748	*	*	32%	42%	*	45%	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%

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	*	*	*
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.

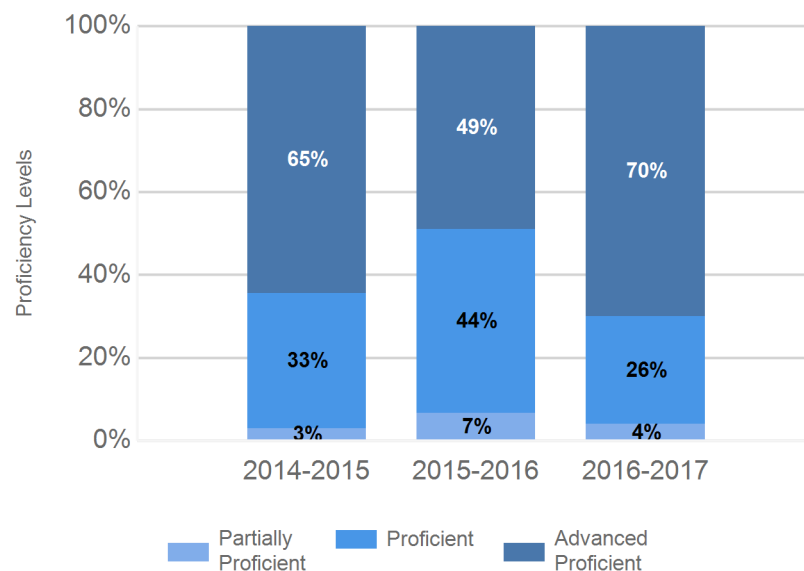
NJASK Science Assessment Performance: Grade 4

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	70%	26%	4%
White	85%	15%	N
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	30%	50%	20%
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 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	42	39	50	Met Target	38	43	50	Not Met
White	38	40	50	Not Met	41	45	52	Met Target
Hispanic	*	36	49	**	16.5	*	47	**
Black or African American	50	36.5	45	**	32	37	43	**
Asian, Native Hawaiian, or Pacific Islander	*	47	60	**	*	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45	*	47	**	30	31	46	**
Students with Disabilities	*	36.5	41	**	*	41	43	**
English Learners	*	28	53	**	*	47.5	51	**

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



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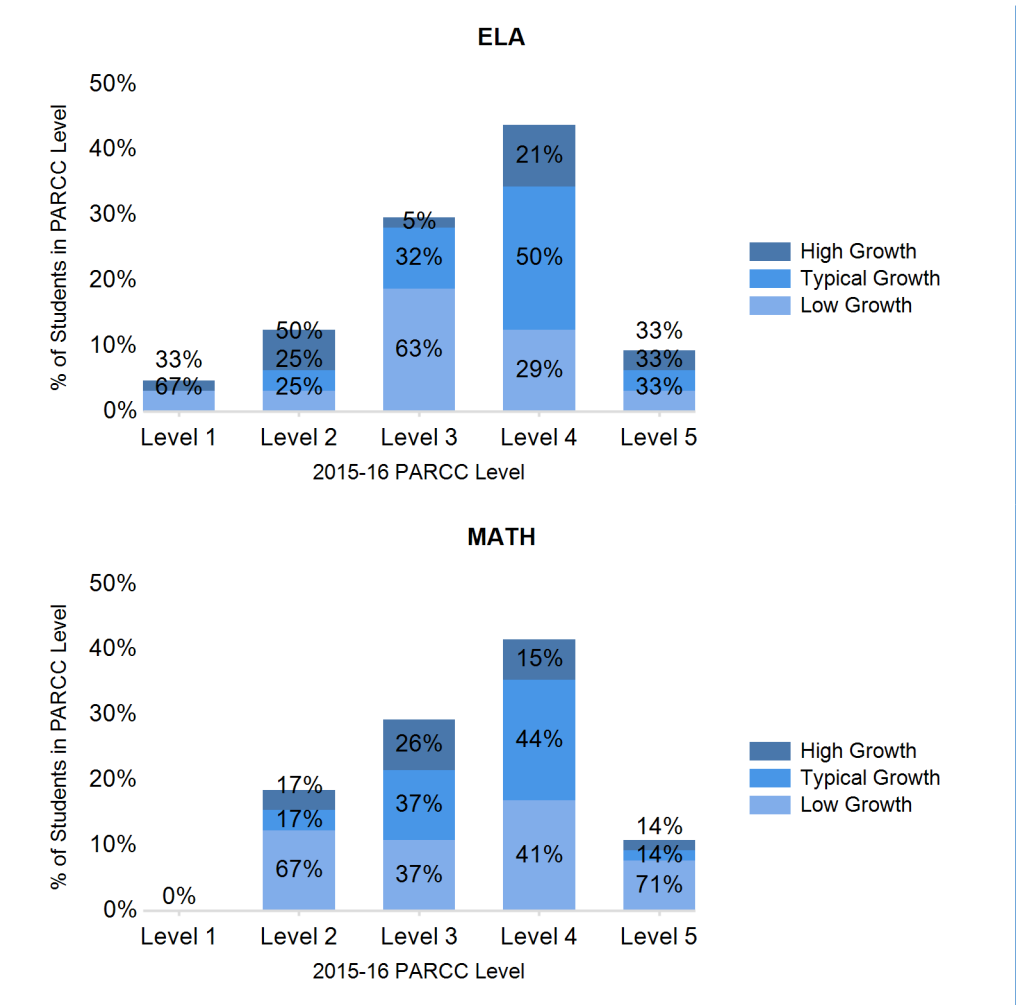
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

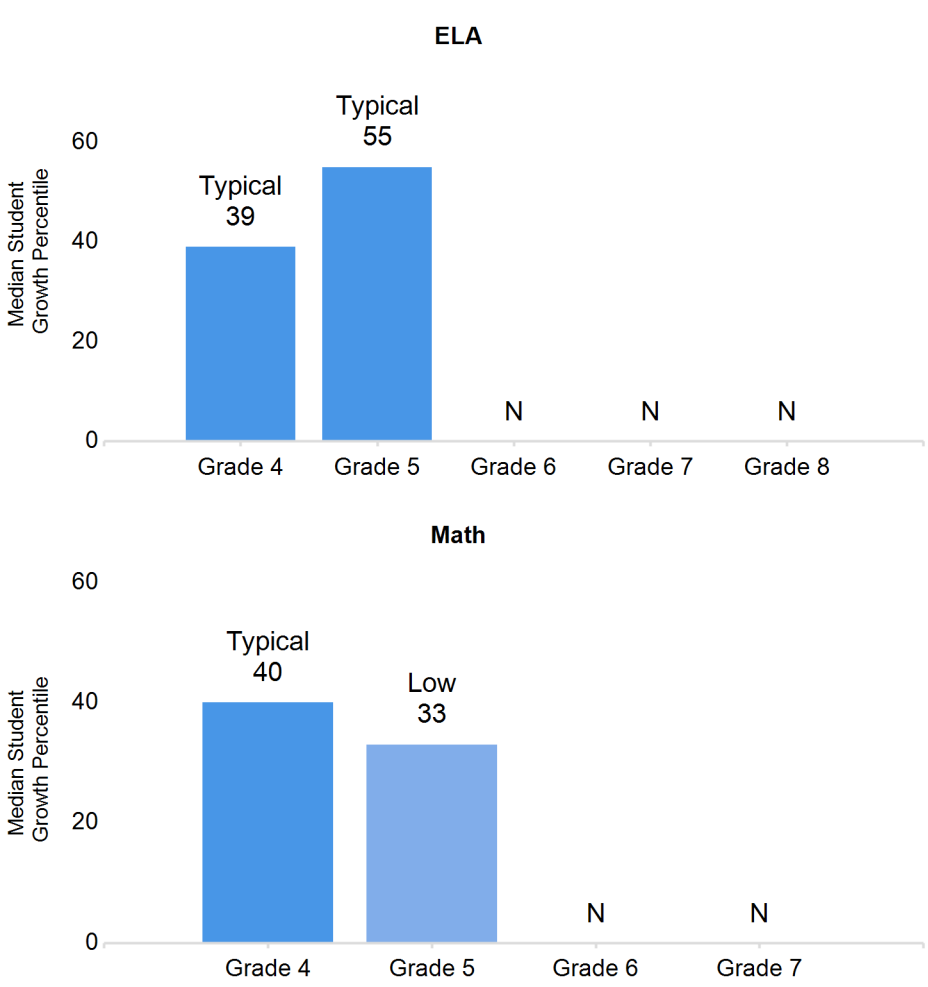
Student Growth by Performance Level

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

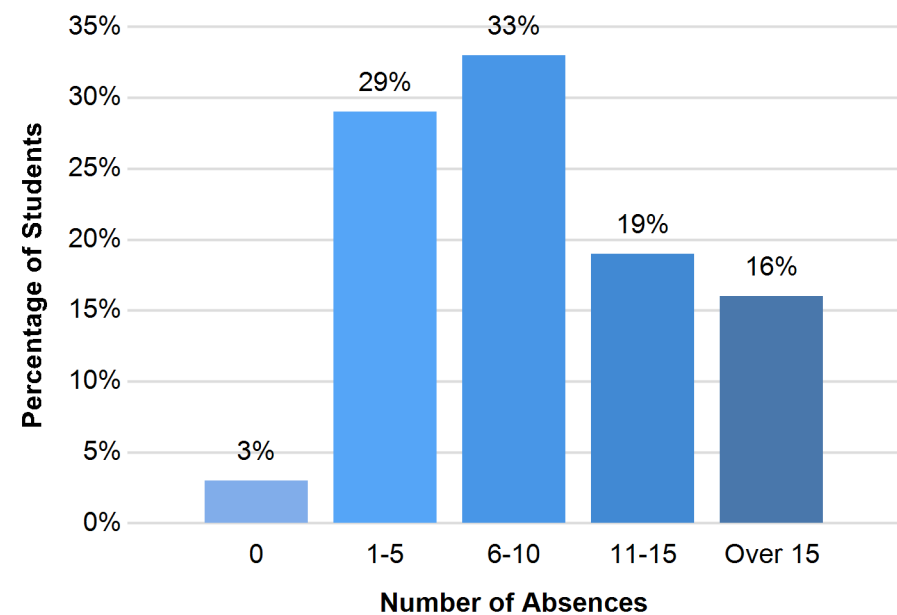
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.70	8.40	Not Met
White	12.10	8.40	Not Met
Hispanic	9.40	8.40	Not Met
Black or African American	7.40	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	8.30	8.40	Met Target
Students with Disabilities	16.00	8.40	Not Met
English Learners	N	**	**

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

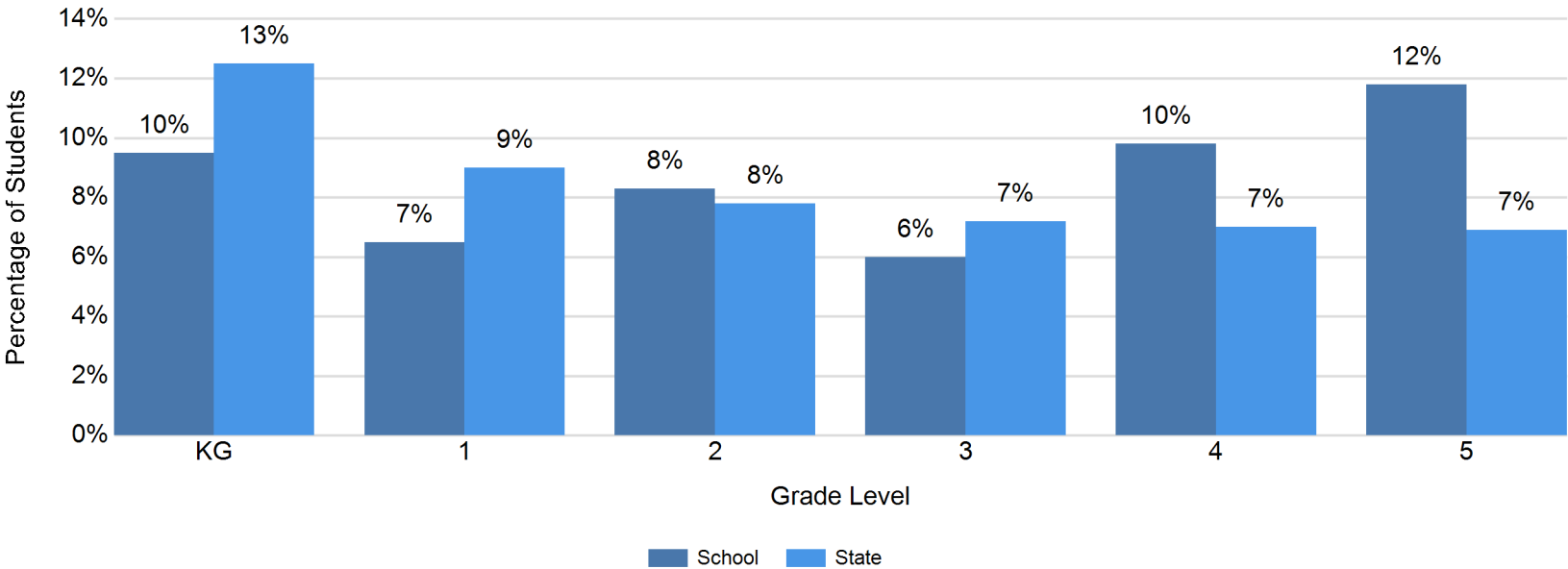
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:20AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.69

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	0.7%
Any Suspension	0.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	19.6	11.8
Average years experience in district	13.8	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	289:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	25.5	17.5%
Mathematics Proficiency	34.8	17.5%
English Language Arts Growth	12.5	25.0%
Mathematics Growth	12.8	25.0%
Chronic Absenteeism	41.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		23.1
Summative Rating: Percentile rank of Summative Score		12.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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13-3310-110
 ESSEX
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 20 EDMONT RD
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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	23.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	18.9	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Hopper	Email Address:	chopper@montclair.k12.nj.us
Address:	20 EDMONT RD MONTCLAIR, NJ 07042-2305	Website:	https://www.montclair.k12.nj.us/schools/edgemont/
Phone:	(973)509-4162	Twitter:	https://twitter.com/edgemontessori

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • A magnet school based on the philosophy and instructional practices of Dr. Maria Montessori • An award-winning National Network for Partnership School • A welcoming school climate and peaceful, family-like learning environment to support student success
Mission, Vision, Theme:	<p>At Edgemont Montessori School, we believe in educating the whole child to the fullest potential through the Montessori principles of student-centered/learner-friendly practices in a peaceful academic environment that fosters the cognitive, social, physical, and emotional development of the child.</p>
Awards, Recognition, Accomplishments:	<p>An award-winning National Network for Partnership School, Edgemont strives to create a welcoming school climate and to support student success. This commitment engages families in our goal of educating each student to the fullest potential to be an active and natural life-long learner. Recipient of the Sustainable Jersey for Schools Bronze Award.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Edgemont provides a comprehensive academic program that is aligned with NJSLS, and taught by highly qualified teachers with additional expertise in Montessori practices. Diverse teaching techniques, hands-on and inquiry-based explorations promote rigor, high expectations and academic success for all students. Edgemont students are taught to become thoughtful readers and writers, creative problem solvers, critical and logical thinkers, independent decision-makers, and lovers of learning.</p>
 <div>Clubs and Activities:</div>	<p>Aesthetic and artistic experiences are provided through the related-arts specialists in art, music and physical education, and the school's partnership with a variety of arts-in-education venues. Fourth and Fifth Graders also have the option to participate in Band, Art Extravaganza, 3D Printing, and STEAM electives by audition, portfolio and/or interest. Student Leadership Team with school-wide representation.</p>
 <div>Before and After School Programs:</div>	<p>The PTA's after school Enrichment Program provides after-school classes designed to interest students and provide an introduction to special topics or skills not covered in school. Service learning is implemented within the framework of the Jane Goodall Institute's Roots & Shoots program. This program inspires students of all ages to make a difference by planning and implementing service learning projects that promote care and concern for animals, the environment, and the human community.</p>







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 Staff and Professional Learning:	District-based PD on Renaissance Learning, Collaborative Classroom Literacy program, Foss Science Kits, and NGSS. School-based PD includes: inclusive practices, co-teaching, and collaborative planning and preparation for special education and general education teachers. Learning strategies for building academic vocabulary in the content areas to support ELLs in the general education classroom.
 Student Supports and Services:	Developmentally appropriate and individualized educational programs for students identified with special needs are provided. Utilizing an interdisciplinary team within the school environment for implementation and progress monitoring of RtI plans, the team formulates coordinated services to address student learning, behavior, social, and health issues in the general education program. English as a Second Language for international students. After school tutoring program for students.
 Student Health and Wellness:	Health and Wellness Committee organize monthly walk, bike, bus to school days that include a chaperoned walk around Edgemont Park for all students before school begins. Daily recess includes structured activities such as Ultimate Frisbee, Soccer, Basketball, Kickball, a run/walk around the park, as well as free play in the playground. A healthy breakfast before the bell is offered daily.
 Parent and Community Involvement:	Edgemont's engagement with families aims to: • Create a welcoming school environment for families • Engage families and the community in ways that support student achievement and success Focused projects include: a family survey, school handbook, buddy-system for new families, and increasing collaboration and communication between the home and school setting.



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<div>• Outdoor Learning Environment, Children’s Garden, and Nature Trail • Newly renovated Learning Commons with integrated Makerspace • State-of-the-art Cosmic Studies Lab where students develop an understanding of the world around them through hands-on, project-based explorations and real-life applications aligned to the Next Generation Science Standards • Indoor Rock Climbing Wall</div>
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<div>Other Information:</div>	<p>Edgemont Montessori’s school-wide “Peaceable Schools Model” is a multi-step process designed to teach problem solving and conflict resolution skills to staff, teachers, and students. It is based both on the concepts of modeling and practicing skills, and on a commitment to cooperation and respect. The curriculum is an on-going part of every classroom.</p> <p>Cosmic Studies is how we do science in a Montessori School. The term Cosmic Studies is used to describe the rich interdisciplinary, inquiry-based, experiential connections between all the science, social, and cultural studies. In our state-of-the-art Cosmic Studies Lab, students develop an understanding of the world around them through hands-on, project-based explorations and real-life applications aligned to the Next Generation Science Standards. This approach to science, unique to Edgemont, is extended further into the Outdoor Learning Environment, the Children’s Garden, and the newly completed Nature Trail in the woods behind our school.</p> <p>At Edgemont, we combine the well-researched, time-tested insights of Dr. Maria Montessori with the rapidly evolving technology of our time to create a progressive and academically excellent program that prepares our students for the 21st century in which we live. Montessori is not a thing we do, but the way we do things.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	243	192	206
7	215	236	191
8	226	212	232
Ungraded	0	7	15
Total	684	647	644

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	55%	56%	56%
Male	45%	44%	44%
Economically Disadvantaged Students	20%	21%	19%
Students with Disabilities	14%	16%	17%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.6%
Black or African American	27.8%
Hispanic	10.7%
Asian	3.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.4%

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	99.2%
Other	0.9%



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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	441	73.2	62.80	67.90	54.90	48.1	51.6	Not Met
White	250	78.3	74.40	78.60	63.90	61	64.3	Met Target†
Hispanic	54	78.3	33.30	59.90	39.80	27.9	41.7	Not Met
Black or African American	96	61.1	41.70	43.50	35.20	25.8	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	82.6	84.20	73.90	80.70	76.6	58.8	Met Target
American Indian or Alaska Native	N	N	N	80.00	53.70	N	**	**
Two or More Races	22	70.3	77.30	78.20	54.90	56	59.2	Met Target†
Female	232	68.7	68.90	75.90	62.20	49.6		
Male	209	79.0	56.00	60.40	48.10	46.3		
Economically Disadvantaged Students	73	68.5	23.30	*	36.20	*	19.1	Met Target†
Non-Economically Disadvantaged Students	368	74.3	70.60	*	65.80	*		
Students with Disabilities	71	65.0	18.30	32.10	20.50	12.2	14.1	Met Target†
Students without Disabilities	370	75.1	71.40	75.40	61.90	56.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	50.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	750	756	752	*	11%	32%	50%	*	53%	54%
White	92	756	763	758	*	*	28%	61%	*	65%	63%
Hispanic	22	741	*	740	*	*	46%	*	*	27%	38%
Black or African American	29	732	740	736	*	*	35%	*	0%	28%	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	13	758	760	753	0%	*	*	*	0%	69%	56%
Female	87	756	764	758	*	*	29%	55%	*	62%	61%
Male	74	743	748	746	*	*	35%	43%	*	43%	46%
Economically Disadvantaged Students	31	729	*	737	*	*	52%	*	*	13%	34%
Non-Economically Disadvantaged Students	130	755	*	761	*	*	27%	*	*	63%	65%
Students with Disabilities	24	729	*	722	*	*	*	*	*	21%	17%
Students without Disabilities	137	754	*	758	*	*	*	*	*	59%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	161	750	*	753	*	11%	32%	50%	*	53%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	761	759	756	*	*	17%	44%	26%	69%	59%
White	74	769	766	764	*	*	16%	45%	34%	78%	69%
Hispanic	17	741	*	742	*	*	*	*	*	41%	44%
Black or African American	27	743	736	737	*	*	*	48%	*	52%	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	63	767	767	764	*	*	*	44%	32%	76%	68%
Male	70	755	754	749	*	*	*	43%	20%	63%	51%
Economically Disadvantaged Students	17	726	*	739	*	*	*	*	0%	35%	40%
Non-Economically Disadvantaged Students	116	766	*	766	*	*	*	*	29%	74%	70%
Students with Disabilities	18	717	724	719	*	*	*	0%	*	11%	19%
Students without Disabilities	115	767	767	763	*	*	*	50%	*	78%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	133	761	*	758	*	*	17%	44%	26%	69%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	759	762	757	7%	7%	23%	52%	12%	64%	59%
White	99	771	772	764	*	*	16%	61%	17%	78%	68%
Hispanic	15	736	*	742	*	*	*	*	0%	33%	44%
Black or African American	52	741	743	738	*	*	39%	35%	*	39%	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	99	765	772	766	*	*	19%	56%	*	71%	68%
Male	79	753	752	749	*	*	28%	47%	*	54%	50%
Economically Disadvantaged Students	33	721	*	739	*	*	36%	*	0%	18%	40%
Non-Economically Disadvantaged Students	145	768	*	766	*	*	20%	*	15%	74%	69%
Students with Disabilities	32	716	*	718	*	*	31%	*	0%	13%	18%
Students without Disabilities	146	769	*	764	*	*	21%	*	14%	75%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	178	759	*	759	7%	7%	23%	52%	12%	64%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

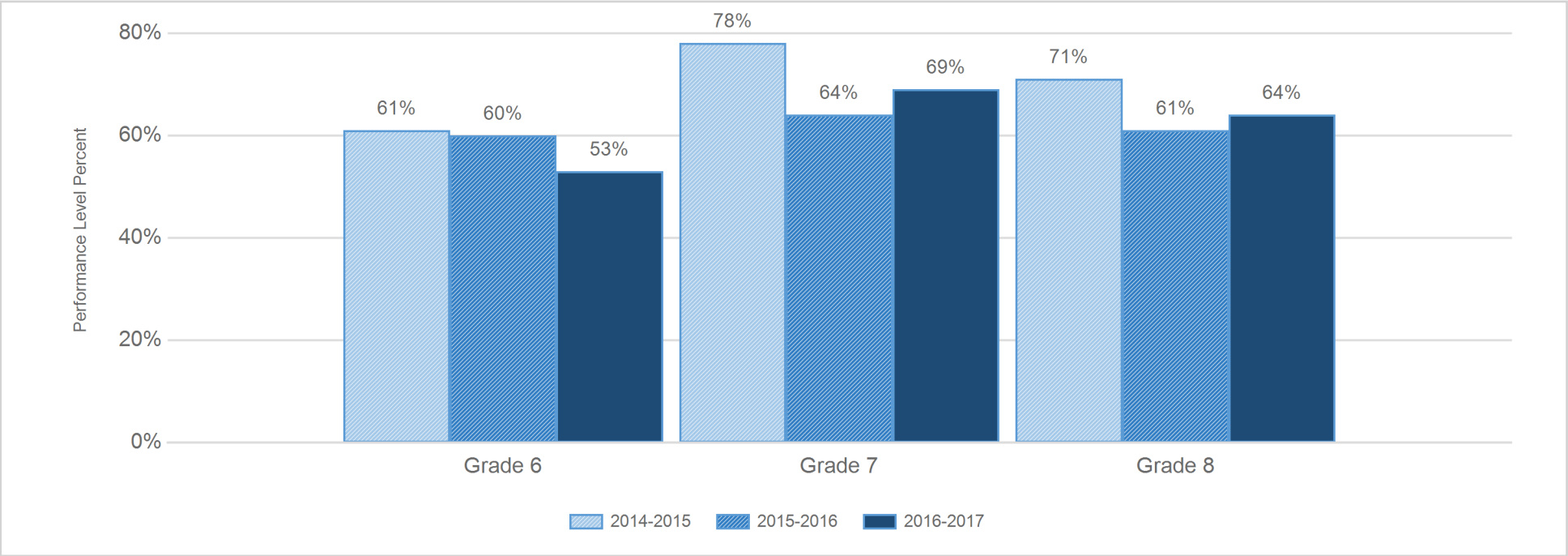


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English Language Arts/Literacy Assessment - Performance Trends

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	452	75.1	49.80	54.50	43.50	39.1	42.5	Not Met
White	256	80.1	64.50	67.00	52.40	54.1	54.4	Met Target†
Hispanic	54	78.3	24.10	44.00	27.60	20.1	31.8	Not Met
Black or African American	98	62.2	17.30	26.40	21.70	10.9	20.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	20	91.3	70.00	66.90	75.60	67	55.6	Met Target
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	24	75.7	66.60	61.50	44.90	52.7	59.2	Met Target†
Female	240	70.9	51.30	55.70	44.10	38.1		
Male	212	80.4	48.10	53.30	42.90	40.3		
Economically Disadvantaged Students	72	67.7	*	19.90	25.10	*	12.7	Not Met
Non-Economically Disadvantaged Students	380	76.8	*	60.40	54.30	*		
Students with Disabilities	70	64.2	11.40	24.30	16.50	*	12.1	Not Met
Students without Disabilities	382	77.5	56.80	60.80	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	743	750	743	*	19%	30%	37%	*	43%	44%
White	92	751	758	751	*	13%	27%	50%	*	57%	54%
Hispanic	22	733	*	731	*	*	55%	*	*	14%	27%
Black or African American	29	715	*	724	*	41%	*	*	0%	10%	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	13	757	755	745	0%	*	*	*	*	62%	46%
Female	87	746	753	745	*	13%	32%	45%	*	48%	45%
Male	75	739	746	742	*	27%	27%	28%	*	36%	43%
Economically Disadvantaged Students	31	717	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	131	749	*	752	*	*	*	*	*	*	56%
Students with Disabilities	24	719	*	717	*	50%	*	*	*	13%	13%
Students without Disabilities	138	747	*	748	*	14%	*	*	*	48%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	162	743	*	745	*	19%	30%	37%	*	43%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	743	746	741	*	16%	33%	42%	*	44%	40%
White	61	750	752	748	*	*	28%	54%	*	56%	49%
Hispanic	16	734	742	730	*	*	*	*	0%	31%	23%
Black or African American	26	728	726	726	*	*	50%	*	0%	15%	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	56	744	744	743	*	*	27%	45%	*	46%	41%
Male	60	743	747	740	*	*	38%	40%	*	42%	38%
Economically Disadvantaged Students	17	715	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	99	748	*	749	*	*	*	*	*	*	50%
Students with Disabilities	17	719	726	716	*	*	*	*	*	18%	11%
Students without Disabilities	99	747	750	746	*	*	*	*	*	49%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	116	743	*	742	*	16%	33%	42%	*	44%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	724	727	728	25%	17%	40%	18%	0%	18%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	44	714	717	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	53	727	730	730	*	*	45%	*	0%	17%	30%
Male	36	719	723	725	*	*	33%	*	0%	19%	26%
Economically Disadvantaged Students	32	705	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	57	734	*	734	*	*	*	*	*	*	34%
Students with Disabilities	28	695	*	705	*	*	*	*	*	*	*
Students without Disabilities	61	737	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	89	724	*	729	25%	17%	40%	18%	0%	18%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	772	753	743	0%	*	13%	81%	*	85%	42%
White	80	774	764	751	0%	*	*	85%	*	90%	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	*	*	*	741	*	*	*	*	*	*	41%
Female	57	772	753	744	0%	*	*	84%	*	86%	43%
Male	50	773	752	741	0%	*	*	78%	*	84%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	107	772	757	751	0%	*	13%	81%	*	85%	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	107	772	*	745	0%	*	13%	81%	*	85%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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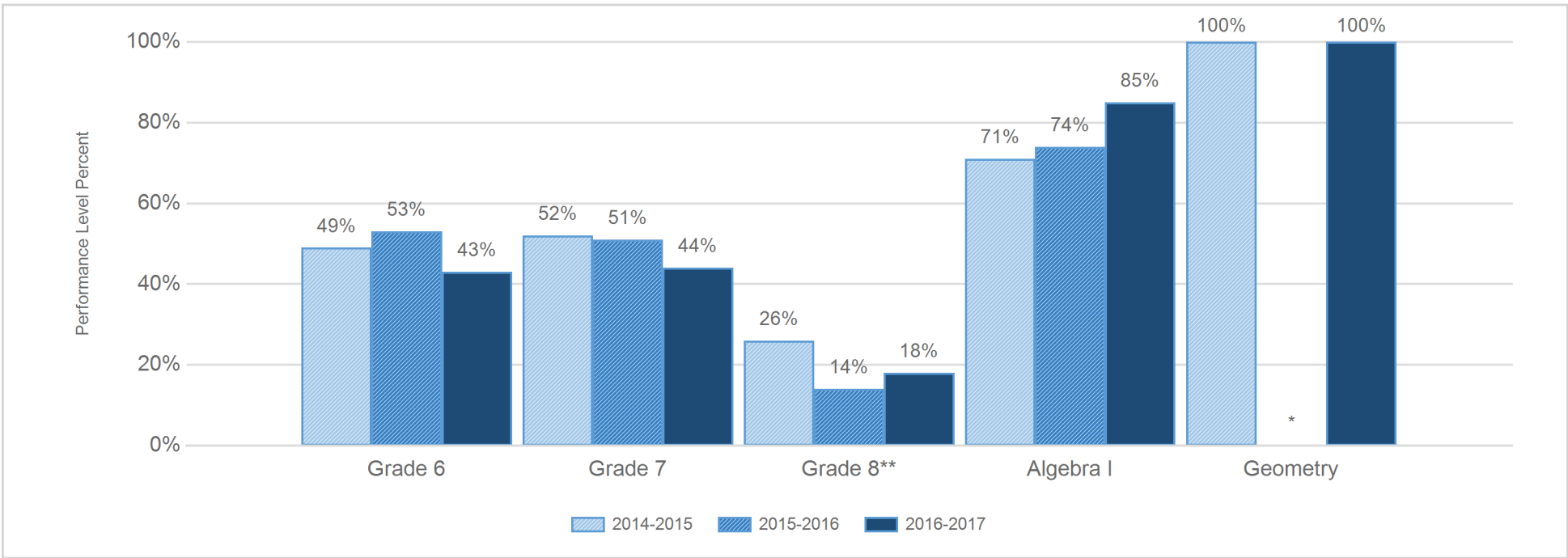
Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	10	782	743	734	0%	0%	0%	*	*	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	10	782	746	740	0%	0%	0%	*	*	100%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	10	782	*	735	0%	0%	0%	*	*	100%	*
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	*

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

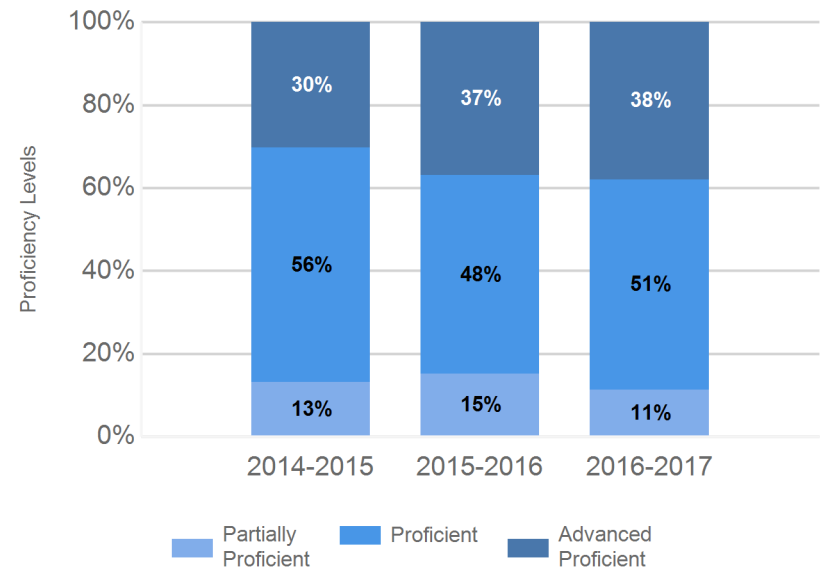
NJASK Science Assessment Performance: Grade 8

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	38%	51%	11%
White	52%	43%	5%
Hispanic	23%	55%	*
Black or African American	14%	65%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	7%	56%	37%
Students with Disabilities	5%	49%	46%
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	27	39	50	Not Met	23	43	50	Not Met
White	28	40	50	Not Met	23	45	52	Not Met
Hispanic	24	36	49	Not Met	26	*	47	Not Met
Black or African American	26.5	36.5	45	Not Met	16.5	37	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	47	60	**	43.5	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	22	*	51	**	19.5	*	52	**
Economically Disadvantaged	24	*	47	Not Met	17.5	31	46	Not Met
Students with Disabilities	25.5	36.5	41	Not Met	26	41	43	Not Met
English Learners	*	28	53	**	*	47.5	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:

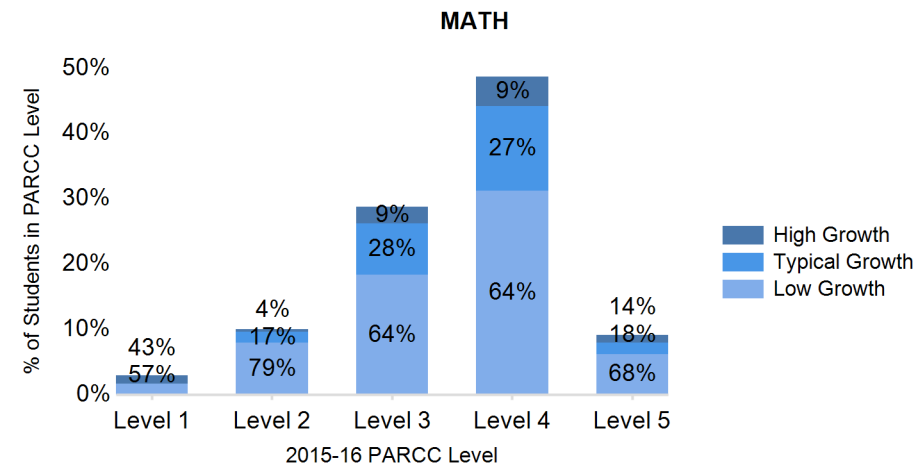
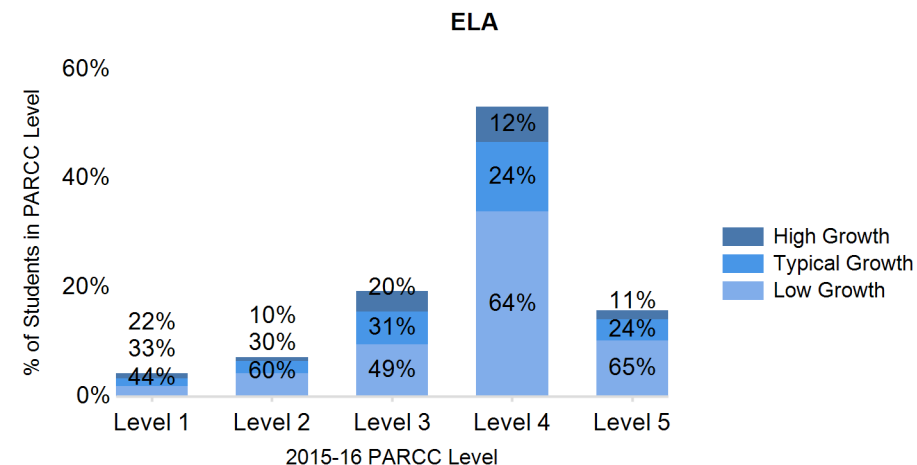
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

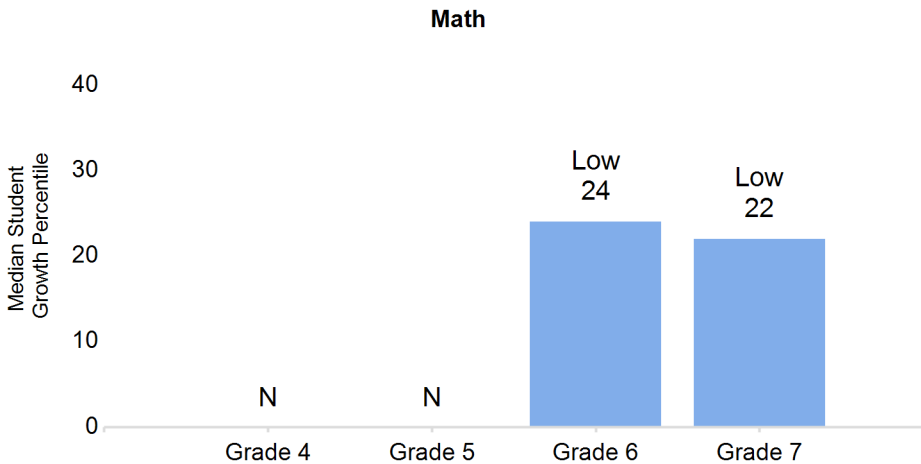
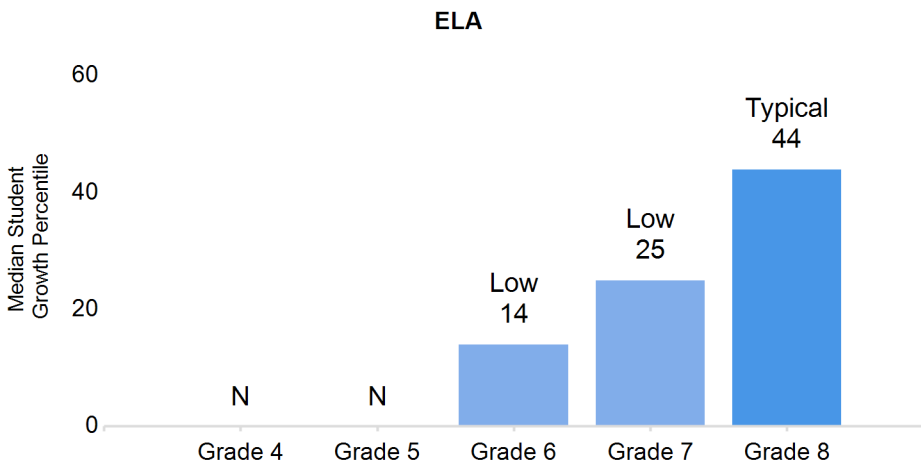
Student Growth by Performance Level

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	15	0	202
7	198	0	22
8	230	31	16
Schoolwide	443	31	240

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	114	47	0	0	0	20	5
7	101	36	0	0	0	18	0
8	125	48	0	0	0	28	2
Schoolwide	340	131	0	0	0	66	7
Enrolled in Level 3 or Higher	112	42	0	0	0	46	0



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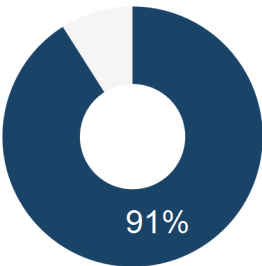
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Visual and Performing Arts – Course Participation

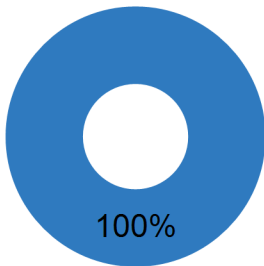
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

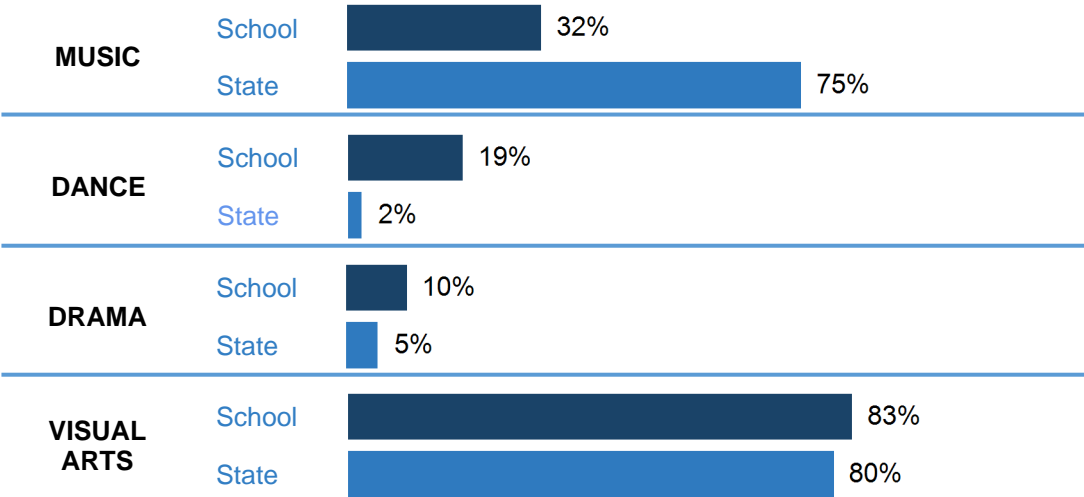


School



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

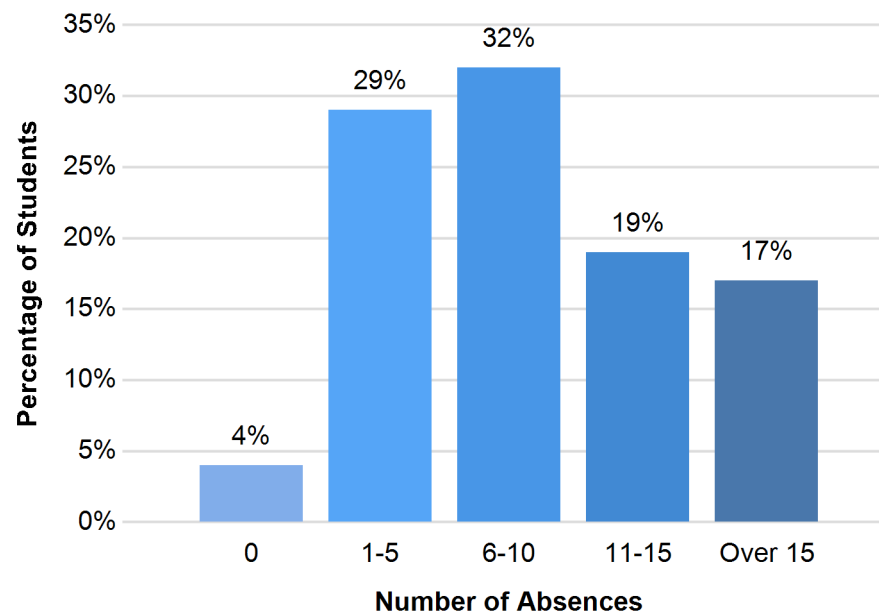
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.50	8.70	Not Met
White	11.70	8.70	Not Met
Hispanic	17.10	8.70	Not Met
Black or African American	17.10	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	9.10	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	8.60	8.70	Met Target
Economically Disadvantaged Students	21.60	8.70	Not Met
Students with Disabilities	19.30	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



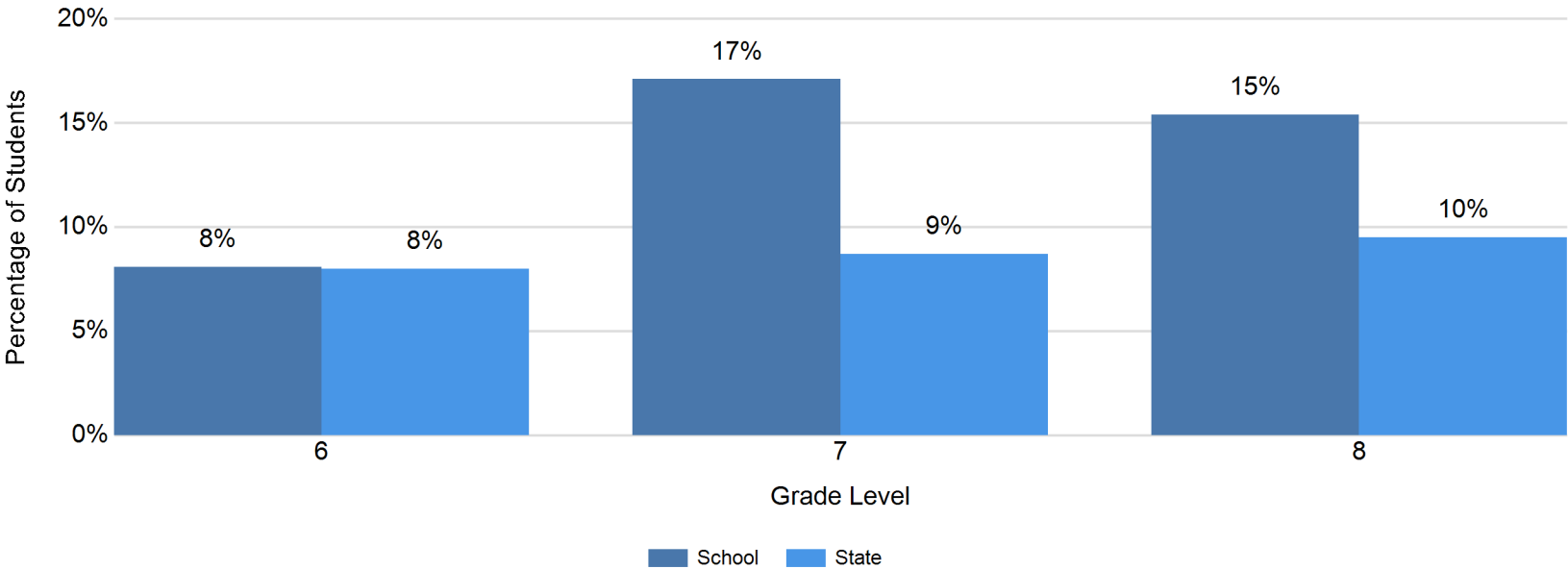


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.80

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	2.3%
Any Suspension	3.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	71	120,724
Average years experience in public schools	19.6	11.8
Average years experience in district	13.1	10.5
Teachers in district for 4 or more years	82%	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	322:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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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.

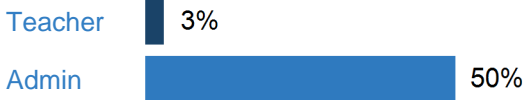
Bachelor's Degree



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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	93%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	26.8	17.5%
Mathematics Proficiency	26.1	17.5%
English Language Arts Growth	1.4	25.0%
Mathematics Growth	0.8	25.0%
Chronic Absenteeism	12.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		11.7
Summative Rating: Percentile rank of Summative Score		3.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		Comprehensive

** 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	11.7	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
White	16.4	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Hispanic	9.1	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
Black or African American	12.4	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Economically Disadvantaged Students	2.8	11.9	Targeted	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	15.0	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Putrino	Email Address:	jputrino@montclair.k12.nj.us
Address:	25 MAPLE AVE MONTCLAIR, NJ 07042-4513	Website:	http://www.montclair.k12.nj.us/schools/glenfield/
Phone:	(973)509-4172		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Visual and Performing Arts Magnet • STEAM Electives • Planetarium on site
Mission, Vision, Theme:	<p>We believe that every student can learn and achieve in a stress-free, safe, and secure environment, which is both nurturing and challenging.</p>
Awards, Recognition, Accomplishments:	<p>In 2015 Glenfield Middle School was the subject of a short film "Ceremony for this Time" (http://www.imdb.com/title/tt3391596/) (https://vimeo.com/123594923). Glenfield Middle School has been featured on NJ Classroom Closeup for connecting arts and academics (http://classroomcloseup.org).</p>






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 Courses, Curriculum, Instruction:	<p>Students are assigned teams of 5 teachers who instruct language arts, mathematics, science, social studies and world language. World Language opportunities are in Spanish, French and Mandarin. Through our electives, youngsters create, shape and express themselves through a rich artistic experiences in paint, sound, language, body movement, clay, voice and film. STEAM electives, provide students experience in all aspects of topics and challenge them to experiment with their own creative genius.</p>
 Clubs and Activities:	<p>Glenfield Middle School students participate in a variety of co- and extra-curricular programs. Model Congress, Model United Nations, Science Olympiad, Robotics and Inklings are clubs that students join. Glenfield Middle School (GMS) Extra is a free after school tutoring program that focuses on homework completion, executive functioning and re-teaching. GATEway is a gifted and talented program available to all students with electives that include, academic, artistic and physical opportunities.</p>
 Before and After School Programs:	<p>Glenfield Middle School students participate in a variety of co- and extra-curricular programs. Model Congress, Model United Nations, Science Olympiad, Robotics and Inklings are clubs that students join. Glenfield Middle School (GMS) Extra is a free after school tutoring program that focuses on homework completion, executive functioning and re-teaching. GATEway is a gifted and talented program available to all students with electives that include, academic, artistic and physical opportunities.</p>







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 Staff and Professional Learning:	<p>Glenfield Staff participates in on-going professional development provided from the district in various mandated topics like progress monitoring, information systems and curriculum. In-house Glenfield staff offer professional development to each other in a “lunch and learn” format.</p>
 Student Supports and Services:	<p>Glenfield is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.</p>
 Student Health and Wellness:	<p>Glenfield Middle School offers a breakfast and lunch program in accordance with our district food policy. Students are encouraged to move throughout the day. While all students take physical education either in the form of team sports, fitness, climbing or dance, we also provide recess or down time daily. All students take a marking period of Health each year.</p>
 Parent and Community Involvement:	<p>Glenfield Middle School has an active parent community that participates in both our Parent Teacher Association (PTA) and or School Action Team for partnership (SATp). Our PTA serves to advocate for the school by raising funds and volunteering services to support the school in various areas like school dances, field trips and classroom supplies. Our SATp serves as an advisory committee that can influence curriculum and programing.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Glenfield Middle School sits on Glenfield Park is over 100 years old and has a rich history inclusive of several renovations, which have added on a 600 seat auditorium, planetarium, gymnasium, climbing gym and outdoor lunchtime facility. Connected to our magnet theme Glenfield has 3 visual art rooms, a dance studio, culinary arts kitchen and 3D printing studio. Glenfield has 3 technology labs and library utilized for curriculum enhancement.</p>
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School Narrative

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<div>Other Information:</div>	<p>Glenfield Middle School is led by a Principal and Assistant Principal. Glenfield fosters a safe and positive school climate through the implementation of positive decision making facilitated by 3 school counselors and 100 staff. The school day structure is a combination of 40 minute basic periods and 80 minute elective block periods that rotate on a 3 day cycle. Hours of operations are 7:40am - 2:09pm. Weekly communications are sent to families to update the community on programing and events.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	27
KG	0	0	1
1	0	0	0
2	0	0	0
3	181	183	169
4	147	178	185
5	173	153	181
Ungraded	1	49	69
Total	502	563	632

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	54%	53%	49%
Male	46%	47%	51%
Economically Disadvantaged Students	23%	22%	17%
Students with Disabilities	17%	22%	26%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	44.6%
Black or African American	32.8%
Hispanic	10.3%
Asian	4.0%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	8.1%

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	1
PK - Full Day	0	0	26
KG - Half Day	0	0	0
KG - Full Day	0	0	1

Enrollment by Home Language

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

Home Language	% of Students
English	98.9%
Other	1.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	438	82.6	69.80	67.90	54.90	60.5	55.5	Met Target
White	194	82.5	81.90	78.60	63.90	70.7	69	Met Target
Hispanic	38	78.0	73.70	59.90	39.80	60.1	50.9	Met Target
Black or African American	149	80.1	47.00	43.50	35.20	39.6	31.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	22	95.7	90.90	73.90	80.70	90.9	76	Met Goal
American Indian or Alaska Native	N	N	N	80.00	53.70	N	**	**
Two or More Races	35	92.7	82.80	78.20	54.90	80.4	75	Met Goal
Female	226	81.0	75.20	75.90	62.20	63.7		
Male	212	84.3	64.10	60.40	48.10	56.8		
Economically Disadvantaged Students	72	82.2	40.30	*	36.20	*	24.5	Met Target
Non-Economically Disadvantaged Students	366	82.6	75.70	*	65.80	*		
Students with Disabilities	73	73.5	37.00	32.10	20.50	29	25.5	Met Target
Students without Disabilities	365	84.6	76.40	75.40	61.90	67.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	40.00	24.80	N		
Military-Connected Students	N	N	N	50.00	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	154	756	761	749	*	10%	23%	55%	*	60%	50%
White	66	767	768	759	0%	*	21%	68%	*	73%	61%
Hispanic	15	774	760	734	*	*	*	*	*	73%	35%
Black or African American	55	736	*	731	*	*	31%	35%	*	36%	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	14	762	765	751	*	0%	*	86%	0%	86%	52%
Female	79	760	764	754	*	*	22%	56%	*	63%	55%
Male	75	751	757	745	*	*	24%	55%	*	57%	46%
Economically Disadvantaged Students	24	736	732	731	*	*	*	*	*	33%	31%
Non-Economically Disadvantaged Students	130	759	765	762	*	*	*	*	*	65%	63%
Students with Disabilities	22	720	730	720	*	*	*	*	*	23%	24%
Students without Disabilities	132	762	766	755	*	*	*	*	*	67%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance 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	149	764	763	753	*	*	17%	56%	17%	73%	56%
White	70	774	773	762	0%	0%	17%	61%	21%	83%	67%
Hispanic	13	757	752	740	0%	*	*	*	*	69%	40%
Black or African American	49	749	747	737	*	25%	*	43%	*	53%	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	10	769	764	755	0%	0%	*	*	*	80%	56%
Female	88	769	770	758	*	*	17%	52%	*	75%	61%
Male	61	758	756	749	*	*	16%	61%	*	69%	51%
Economically Disadvantaged Students	20	734	733	737	*	*	*	*	*	35%	36%
Non-Economically Disadvantaged Students	129	769	768	764	*	*	*	*	*	78%	69%
Students with Disabilities	21	734	734	725	*	*	*	*	0%	33%	25%
Students without Disabilities	128	769	769	759	*	*	*	*	20%	79%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	149	764	*	755	*	*	17%	56%	17%	73%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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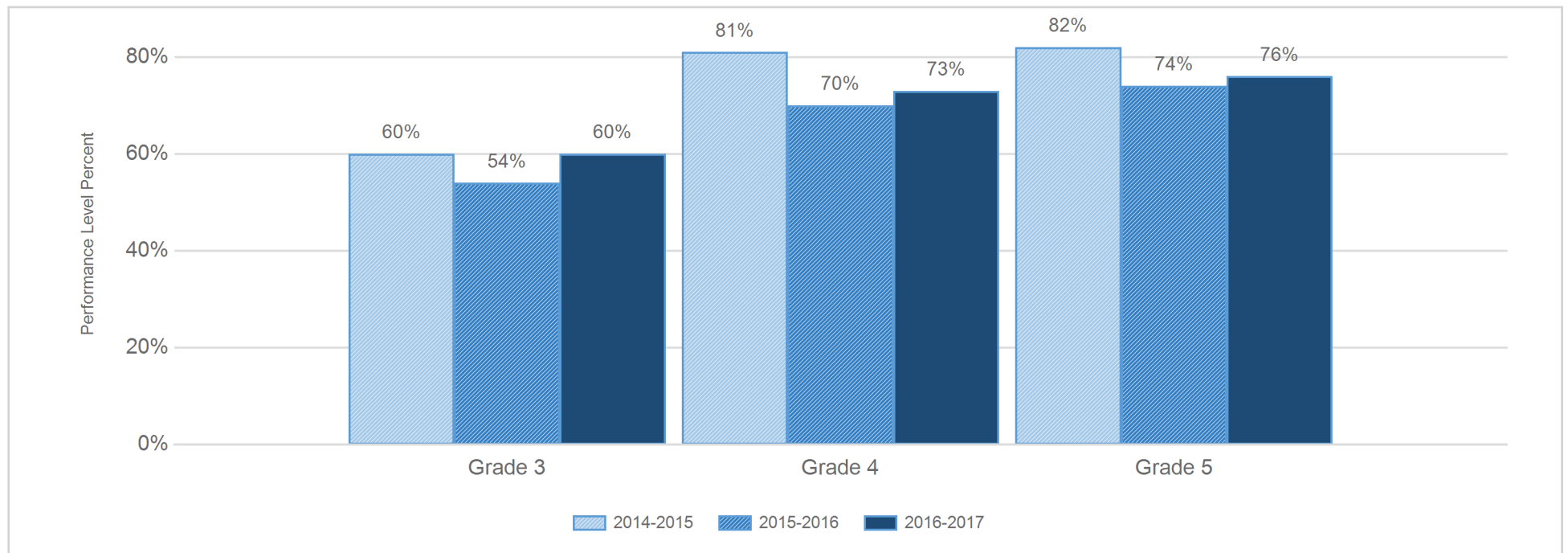
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	769	769	756	*	*	17%	58%	18%	76%	59%
White	70	778	777	763	0%	*	*	61%	26%	87%	69%
Hispanic	11	762	762	743	*	0%	*	*	*	82%	44%
Black or African American	42	746	*	740	*	*	36%	43%	*	48%	39%
Asian, Native Hawaiian, or Pacific Islander	11	792	777	779	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	14	780	781	757	0%	*	*	*	*	86%	60%
Female	64	777	777	761	*	*	*	66%	23%	89%	66%
Male	84	764	763	750	*	*	*	52%	14%	67%	53%
Economically Disadvantaged Students	22	739	741	740	*	*	*	*	0%	41%	40%
Non-Economically Disadvantaged Students	126	774	773	765	*	*	*	*	21%	83%	71%
Students with Disabilities	24	735	741	725	*	*	*	*	0%	38%	22%
Students without Disabilities	124	776	774	762	*	*	*	*	22%	84%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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	438	82.4	53.20	54.50	43.50	46	48.2	Met Target†
White	194	82.1	67.10	67.00	52.40	57.7	61.6	Met Target†
Hispanic	38	78.0	57.90	44.00	27.60	47.2	38.7	Met Target
Black or African American	149	80.1	30.20	26.40	21.70	25.4	26.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	22	95.7	72.70	66.90	75.60	72.7	72	Met Target
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	35	92.7	57.20	61.50	44.90	55.4	58.8	Met Target†
Female	226	80.6	54.50	55.70	44.10	46		
Male	212	84.3	51.90	53.30	42.90	46		
Economically Disadvantaged Students	72	82.2	20.90	19.90	25.10	*	20.8	Met Target†
Non-Economically Disadvantaged Students	366	82.4	59.60	60.40	54.30	*		
Students with Disabilities	73	72.5	26.00	24.30	16.50	20.4	20.6	Met Target†
Students without Disabilities	365	84.6	58.60	60.80	48.80	51.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	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	154	751	758	751	*	14%	31%	46%	*	53%	53%
White	66	762	765	759	0%	*	21%	59%	*	71%	63%
Hispanic	15	767	755	738	*	*	*	*	*	73%	37%
Black or African American	55	735	*	733	*	26%	42%	27%	*	27%	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	14	748	755	751	0%	*	*	*	0%	43%	53%
Female	79	749	757	751	*	*	35%	46%	*	49%	52%
Male	75	753	759	751	*	*	25%	45%	*	56%	53%
Economically Disadvantaged Students	24	726	728	736	*	*	42%	*	*	13%	34%
Non-Economically Disadvantaged Students	130	756	763	761	*	*	29%	*	*	60%	65%
Students with Disabilities	22	733	737	729	*	*	*	*	*	27%	29%
Students without Disabilities	132	754	762	755	*	*	*	*	*	57%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	752	754	747	*	10%	30%	49%	*	55%	47%
White	69	762	762	755	*	0%	30%	59%	*	67%	59%
Hispanic	13	747	746	734	0%	*	*	*	0%	46%	30%
Black or African American	49	736	738	729	*	22%	27%	35%	*	37%	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	10	757	759	747	0%	0%	*	*	*	60%	48%
Female	87	751	755	747	*	*	28%	52%	*	56%	47%
Male	61	753	754	747	*	*	33%	46%	*	53%	48%
Economically Disadvantaged Students	20	720	726	732	*	*	*	*	*	10%	27%
Non-Economically Disadvantaged Students	128	757	759	757	*	*	*	*	*	62%	61%
Students with Disabilities	20	718	730	724	*	*	*	*	*	25%	22%
Students without Disabilities	128	757	759	751	*	*	*	*	*	59%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	148	752	*	749	*	10%	30%	49%	*	55%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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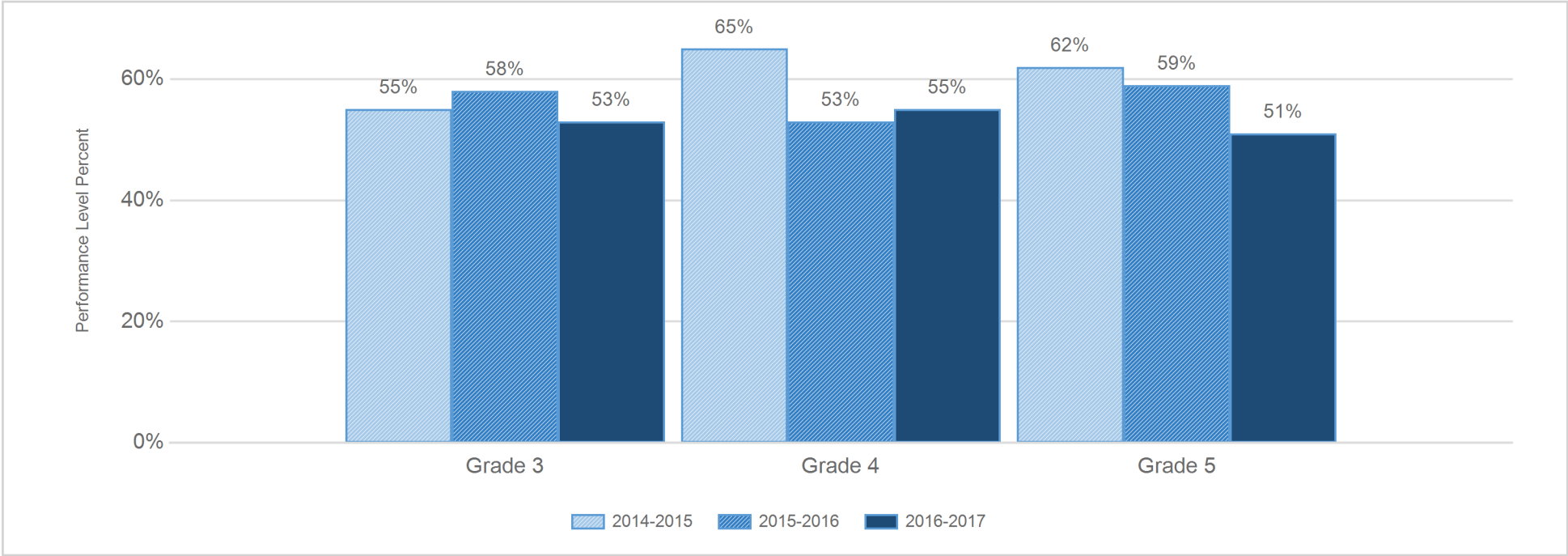
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	750	756	747	*	18%	27%	42%	*	51%	46%
White	70	760	764	754	*	*	29%	46%	17%	63%	57%
Hispanic	11	742	746	735	*	*	*	*	0%	55%	30%
Black or African American	42	727	*	729	*	48%	24%	*	0%	19%	22%
Asian, Native Hawaiian, or Pacific Islander	11	773	761	774	0%	0%	*	*	*	82%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	14	757	764	747	0%	0%	*	*	0%	64%	47%
Female	64	752	756	747	*	17%	25%	50%	*	56%	47%
Male	84	749	755	746	*	18%	29%	36%	*	48%	46%
Economically Disadvantaged Students	22	725	729	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	126	754	759	756	*	*	*	*	*	56%	59%
Students with Disabilities	24	716	728	725	*	*	*	*	0%	13%	19%
Students without Disabilities	124	756	760	751	*	*	*	*	11%	59%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

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

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

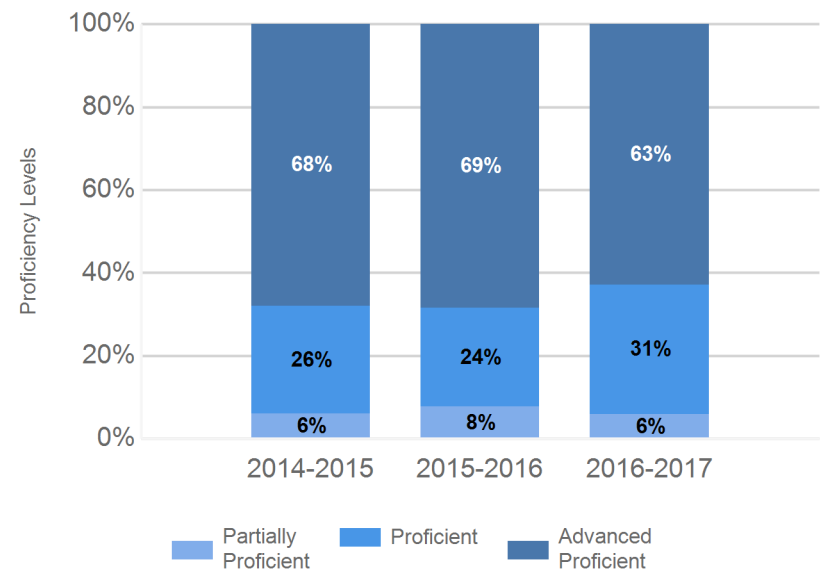
NJASK Science Assessment Performance: Grade 4

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	63%	31%	6%
White	83%	16%	1%
Hispanic	61%	33%	6%
Black or African American	34%	52%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	30%	44%	26%
Students with Disabilities	36%	48%	16%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	39	50	Met Target	49	43	50	Met Target
White	65.5	40	50	Exceeds Target	57	45	52	Met Target
Hispanic	57.5	36	49	Met Target	41	*	47	Met Target
Black or African American	51	36.5	45	Met Target	41.5	37	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	78	47	60	**	51	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	38.5	*	51	Not Met	56	*	52	Met Target
Economically Disadvantaged	48.5	*	47	Met Target	40.5	31	46	Met Target
Students with Disabilities	57	36.5	41	Met Target	41	41	43	Met Target
English Learners	N	N	N	N	*	47.5	51	**

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



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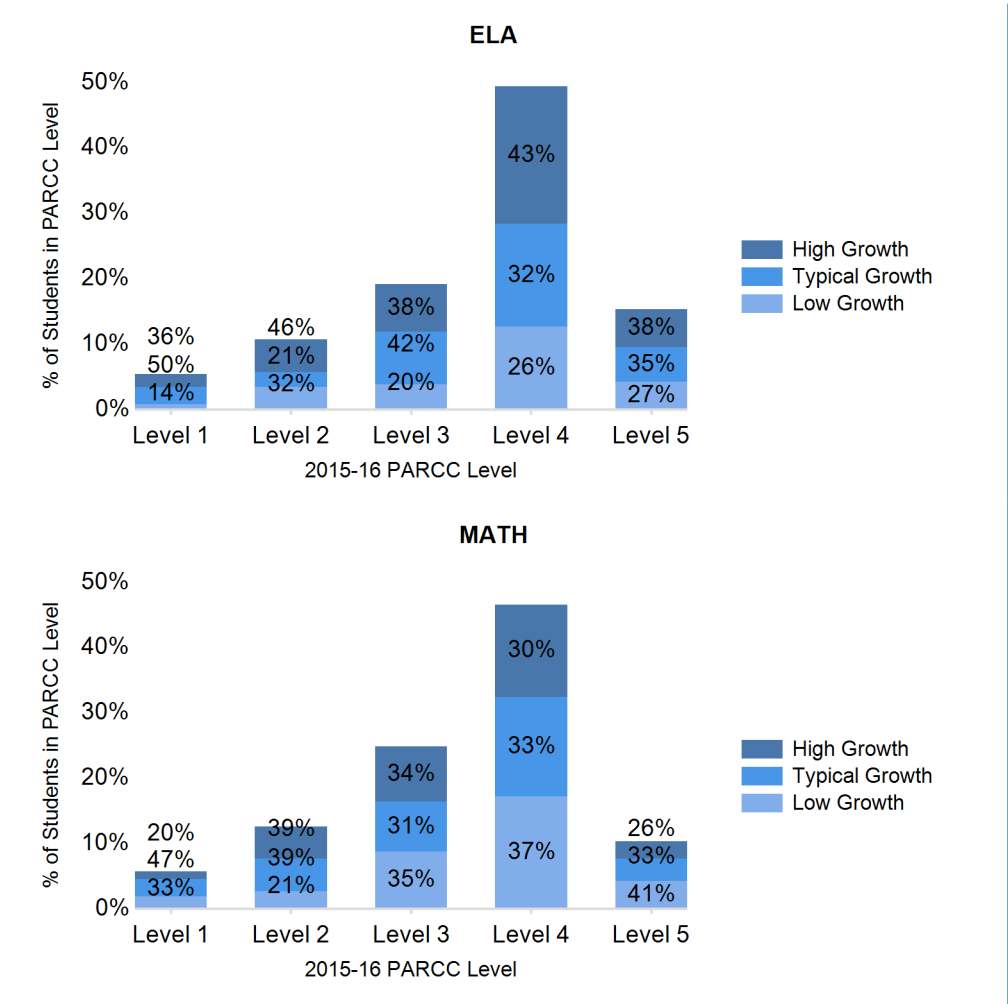
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

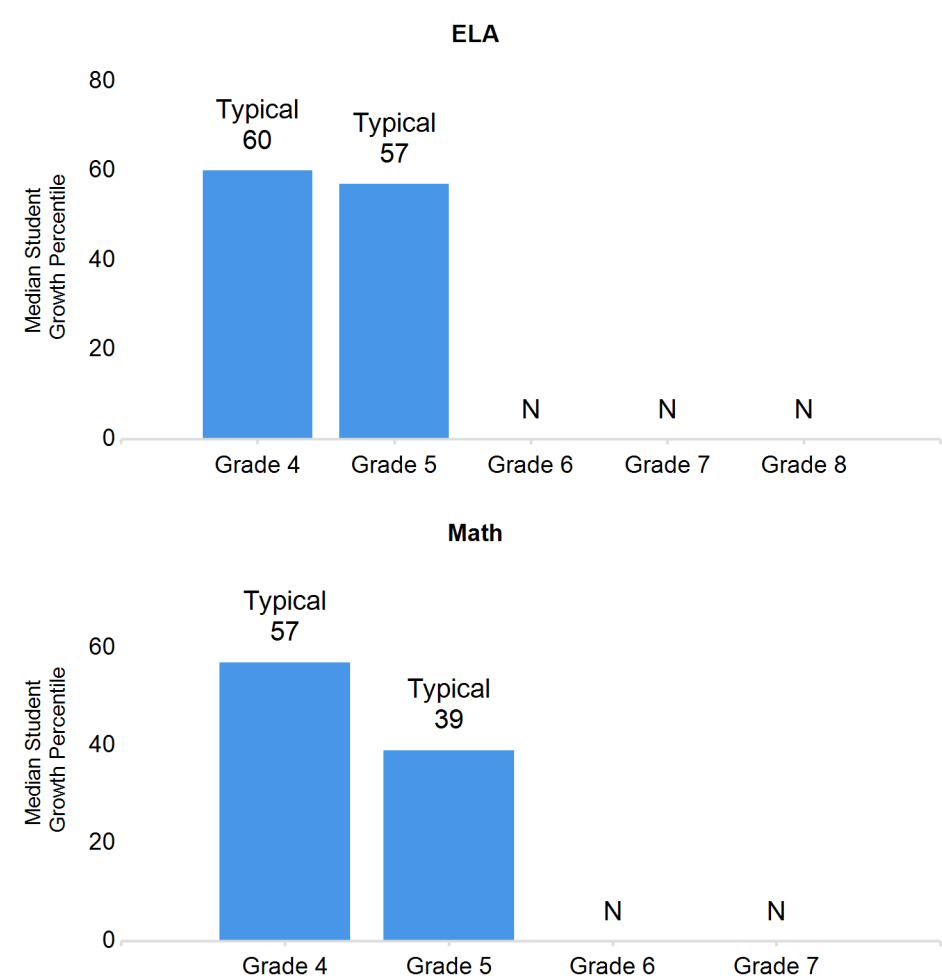
Student Growth by Performance Level

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

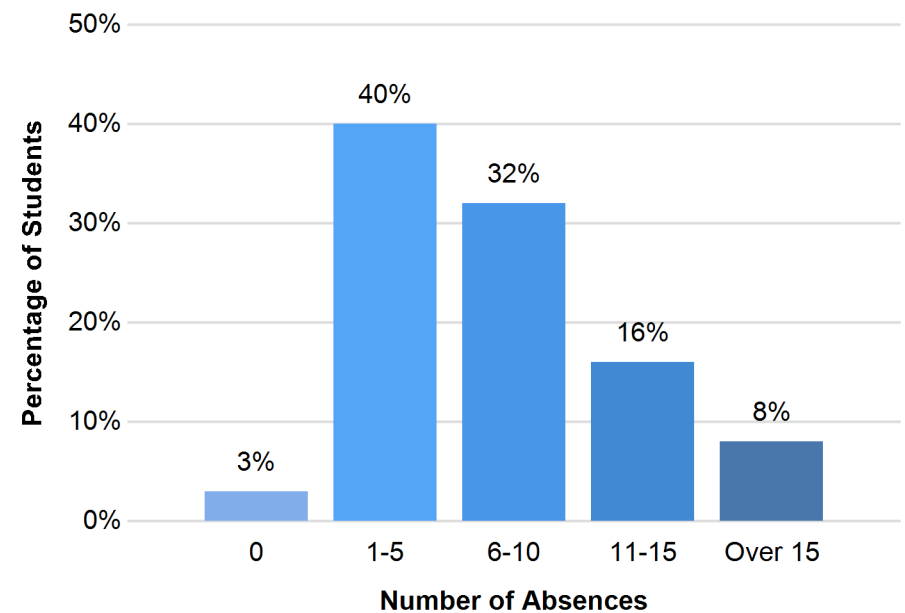
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	7.00	Met Target
White	3.60	7.00	Met Target
Hispanic	10.00	7.00	Not Met
Black or African American	5.80	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.70	7.00	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	4.90	7.00	Met Target
Economically Disadvantaged Students	6.70	7.00	Met Target
Students with Disabilities	7.80	7.00	Not Met
English Learners	N	**	**

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

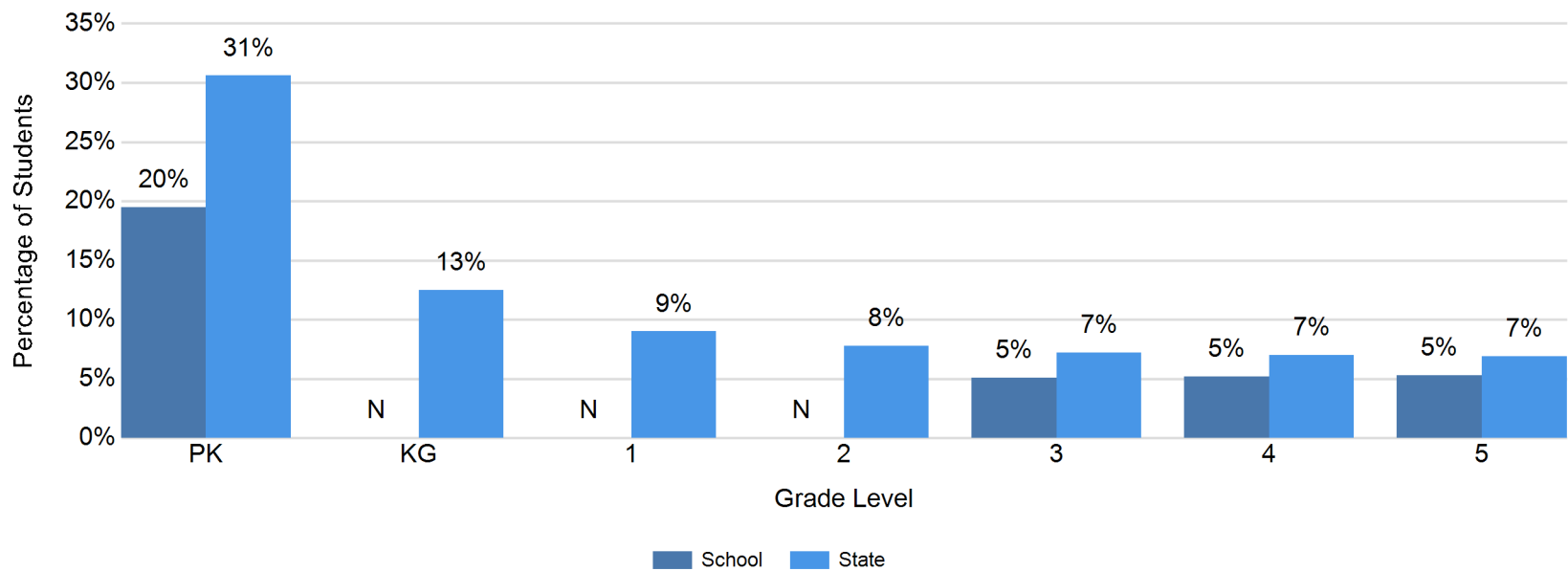
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:20AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.47

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	0.2%
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	2.4:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	56	120,724
Average years experience in public schools	17.1	11.8
Average years experience in district	11.8	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	211:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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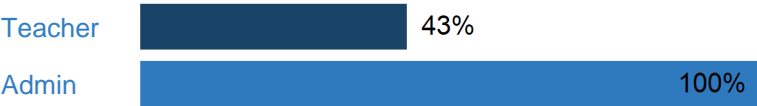
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	60.6	17.5%
Mathematics Proficiency	46.7	17.5%
English Language Arts Growth	75.8	25.0%
Mathematics Growth	44.8	25.0%
Chronic Absenteeism	60.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.0
Summative Rating: Percentile rank of Summative Score		62.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	71.1	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	61.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	62.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	54.8	11.9	No	Met Goal	Met Target†	Met Target	Not Met	Met Target	No
Economically Disadvantaged Students	43.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	66.8	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

Principal:	Dr. Anglin	Email Address:	sanglin@montclair.k12.nj.us
Address:	54 ORANGE RD MONTCLAIR, NJ 07042-2110	Website:	https://www.montclair.k12.nj.us/schools/hillside/
Phone:	(973)509-4200		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Hillside School's gifted and talented magnet program presumes ALL children have special gifts and talents. • Positive school environment of high academic standards and strong related and performing arts programs. • A welcoming school climate and peaceful, family-like learning environment to support student success.
Mission, Vision, Theme:	<p>The mission of Hillside School, an innovatively dynamic, and diverse learning environment, is to inspire all students to attain a strong academic foundation and strong character traits, model positive leadership skills, and fulfill their individual potential by cultivating a partnership with families, staff and the entire community to foster independence and a passion for life-long learning. The vision for our students is for them to be self-assured of their potential.</p>
Awards, Recognition, Accomplishments:	<p>Students are exposed to a wide range of experiences and subject areas in the Gifted & Talented Aesthetics program. Children have the opportunity to take elected courses in art, world language, chorus, orchestra, drama, dance, gymnastics, technology, poetry, etc. Aesthetic course offerings are differentiated based upon ability inclusive of enrichment programming. We have a nationally recognized percussion program, home to Drums of Thunder (DOT).</p>






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 Courses, Curriculum, Instruction:	Hillside provides a comprehensive academic program that is aligned with NJSLS, and taught by highly qualified teachers. Diverse teaching techniques, hands-on and inquiry-based explorations promote rigor, high expectations and academic success for all students. Hillside students are taught to become thoughtful readers and writers, creative problem solvers, critical and logical thinkers, independent decision-makers, and lovers of learning.
 Clubs and Activities:	Our magnet theme catalog was updated again this year and includes approximately 70 courses. Families can select from a wide variety of courses – some of which we refer to as “Aesthetics”. These courses are designed to allow children to explore a range of areas. As interest and skills develop, students discover what they like and can work on developing their strengths.
 Before and After School Programs:	The PTA’s after school Explorers Program provides after-school classes designed to interest students and provide an introduction to special topics or skills not covered in school. Service learning is implemented within the framework of Pop-up Workshops. This program inspires students of all ages to make a difference by planning and implementing service learning projects that promote care and concern for animals, the environment, and the human community. "







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School Narrative

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 Staff and Professional Learning:	<p>District-based PD on Renaissance Learning, Collaborative Classroom Literacy program, Foss Science Kits, and NGSS. School-based PD includes: inclusive practices, co-teaching, and collaborative planning and preparation for special education and general education teachers.</p>
 Student Supports and Services:	<p>Hillside is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.</p>
 Student Health and Wellness:	<p>The school setting supports students' well-being and student health builds a foundation for learning. In this environment, good nutrition, physical activity, basic safety, and education about making healthy choices allow students to thrive. In a healthy school, students learn- through lessons and through example- to value their own health and that of the environment. (i.e. Health Curriculum; Bike-Walk to School Day; Field Day) "</p>
 Parent and Community Involvement:	<p>We strive to establish effective communication, engagement and involvement for all families (especially those who feel marginalized), as measured by the achievement of the following objectives: Full implementation of Genesis – Course Pages, class webpage. Development of a Family Handbook. Full implementation of a School Action Team for Partnerships (SATp) system. Implementation of New Family Orientation Part 1 & Part 2, as well as casual family gatherings throughout the year.</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.

<div><div>Facilities:</div></div>	<p>Hillside Elementary School is the largest elementary school facility and enrollment in district. Our building offers 24 homeroom classrooms, 10 small-group instructional settings, a literacy center, a science lab, and a math curriculum support classroom. Other specialized rooms include: MakerSpace 2.0, technology lab, visual art studio, gymnastic gymnasium, dance studio, chorus room, and instrumental musical room. "</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:

We are a collaborative, creative community of professional educators who are committed to educating the whole child—socially, emotionally, and academically. We strive to foster a challenging and creative environment that honors diversity, encourages community building, and inspires all children to do their personal best. We use effective educational practices to ensure academic excellence based on standards, district curriculum and best practices. We truly take time to evaluate and design appropriate educational programming for ALL students. Our Aesthetics and Creative “I” program includes a wide variety of themed, in-depth academic offerings in all four-core subjects – language arts, social studies, math, and science. Other electives include Mandarin or Spanish classes. Our music program boasts the Hillside Chorus, Hillside Philharmonic (orchestra), and a multi-level percussion program, including Hillside Drum Corps and Drums of Thunder. Our drama program includes a musical- theater performing group, known as Traveling Troupe and an annual Play Production musical. Our dance program offers several disciplines and also has a performing troupe, known as Hillside Dance Company. Our technology program includes classes in desktop publishing and web design, as well as basic word processing. There is even a school newspaper, the Hillside Gazette, combining both writing and technology skills. Drums of Thunder began in 1980. Each year, this drum corp. travels the region to play for a variety of organizations. The development of character in our musicians is equal in importance to their skills in drumming. The goal for the program is to provide each child with a strong sense of self-esteem and the pride of accomplishment, which comes from practice and hard work. The members develop team-building skills, which we know are critical to success in careers and throughout life. Drums of Thunder is nationally known and continues to grow.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	482	500	519
10	501	483	509
11	481	486	480
12	472	484	508
Ungraded	0	36	28
Total	1936	1989	2044

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	51%	50%	50%
Male	49%	50%	50%
Economically Disadvantaged Students	19%	20%	16%
Students with Disabilities	17%	17%	18%
English Learners	0%	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	48.5%
Black or African American	30.9%
Hispanic	10.9%
Asian	5.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.6%

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	2039
Shared Time Students	7
Full Time Equivalent	2043

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	97.8%
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	627	64.9	66.80	67.90	54.90	45.1	32.3	Met Target
White	307	64.7	81.10	78.60	63.90	54.9	40.4	Met Target
Hispanic	84	68.6	63.10	59.90	39.80	45	37.7	Met Target
Black or African American	158	58.5	36.70	43.50	35.20	22	16.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	49	85.0	73.40	73.90	80.70	65.3	36.7	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	78.20	54.90	59.3	34.3	Met Target
Female	307	64.7	75.60	75.90	62.20	50.9		
Male	320	65.0	58.50	60.40	48.10	39.4		
Economically Disadvantaged Students	96	63.4	24.00	*	36.20	*	15.8	Met Target†
Non-Economically Disadvantaged Students	531	65.2	74.50	*	65.80	*		
Students with Disabilities	113	64.1	25.60	32.10	20.50	17.3	12.8	Met Target
Students without Disabilities	514	65.0	75.90	75.40	61.90	51.2		
English Learners	13	77.8	38.50	34.00	25.20	30.9	**	**
Non-English Learners	614	64.7	67.40	68.40	57.40	45.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
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 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	472	766	766	749	3%	8%	13%	57%	18%	76%	52%
White	227	777	777	757	*	*	8%	64%	26%	89%	62%
Hispanic	64	760	760	733	*	*	*	59%	*	72%	35%
Black or African American	116	742	742	730	*	22%	27%	41%	*	44%	30%
Asian, Native Hawaiian, or Pacific Islander	37	777	777	777	*	*	*	62%	27%	89%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	28	774	774	746	0%	*	*	64%	*	86%	48%
Female	239	773	773	756	*	*	11%	57%	25%	82%	60%
Male	233	758	758	741	*	*	16%	58%	11%	69%	43%
Economically Disadvantaged Students	68	734	734	731	*	*	28%	34%	*	34%	32%
Non-Economically Disadvantaged Students	404	771	771	758	*	*	11%	61%	*	83%	62%
Students with Disabilities	62	736	736	714	*	*	27%	31%	*	34%	13%
Students without Disabilities	410	770	770	754	*	*	11%	62%	*	82%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	745	745	743	20%	15%	19%	25%	21%	47%	46%
White	93	766	766	749	*	*	16%	33%	32%	66%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	58	716	716	725	38%	21%	19%	*	*	22%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	91	756	756	752	19%	*	*	28%	30%	57%	54%
Male	107	736	736	734	21%	*	*	23%	14%	37%	39%
Economically Disadvantaged Students	35	703	703	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	163	755	755	751	*	*	*	*	*	*	54%
Students with Disabilities	48	711	711	704	48%	*	*	*	*	19%	12%
Students without Disabilities	150	757	757	749	11%	*	*	*	*	55%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	742	742	736	25%	*	*	25%	*	43%	38%
White	21	770	770	738	*	*	*	*	*	67%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	27	722	722	728	37%	*	*	*	*	30%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	30	738	738	744	*	*	*	*	*	40%	46%
Male	31	746	746	729	*	*	*	*	*	45%	31%
Economically Disadvantaged Students	15	723	723	729	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	46	748	748	740	*	*	*	*	*	46%	42%
Students with Disabilities	17	713	713	709	*	*	*	*	0%	18%	12%
Students without Disabilities	44	753	753	741	*	*	*	*	25%	52%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

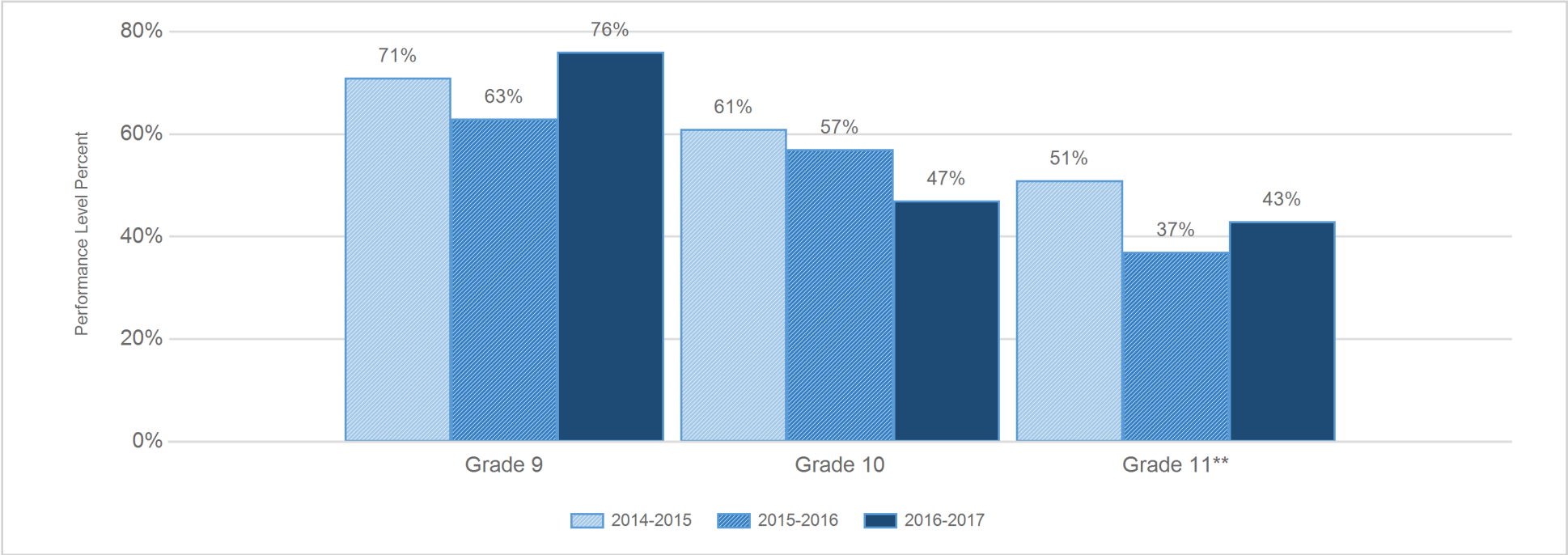


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English Language Arts/Literacy Assessment - Performance Trends

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	600	66.7	44.00	54.50	43.50	30.5	27.8	Met Target
White	286	66.9	59.00	67.00	52.40	41.3	37.7	Met Target
Hispanic	79	71.0	41.70	44.00	27.60	31	29.3	Met Target
Black or African American	162	60.6	13.60	26.40	21.70	*	11.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	46	85.7	56.50	66.90	75.60	50.6	32.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	61.50	44.90	39.8	28.1	Met Target
Female	287	65.3	47.40	55.70	44.10	32		
Male	313	68.1	40.90	53.30	42.90	29		
Economically Disadvantaged Students	96	64.7	12.50	19.90	25.10	*	11.8	Met Target†
Non-Economically Disadvantaged Students	504	67.2	50.00	60.40	54.30	*		
Students with Disabilities	118	68.7	11.00	24.30	16.50	*	9.9	Met Target†
Students without Disabilities	482	66.3	52.00	60.80	48.80	*		
English Learners	14	83.3	35.70	33.30	23.30	30.9	**	**
Non-English Learners	586	66.4	44.20	54.80	45.20	30.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
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 Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	281	735	753	743	9%	26%	36%	30%	0%	30%	42%
White	101	745	764	751	*	18%	37%	43%	*	43%	52%
Hispanic	41	736	746	728	*	*	32%	34%	0%	34%	24%
Black or African American	108	721	728	724	16%	39%	32%	13%	0%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	14	745	764	774	0%	*	*	*	0%	36%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	17	751	763	741	0%	*	*	*	0%	41%	41%
Female	135	736	753	744	*	25%	39%	31%	*	31%	43%
Male	146	733	752	741	*	26%	32%	28%	*	28%	40%
Economically Disadvantaged Students	66	721	723	727	17%	42%	29%	*	*	12%	23%
Non-Economically Disadvantaged Students	215	739	757	751	7%	21%	38%	*	*	35%	52%
Students with Disabilities	58	718	722	714	*	*	*	*	*	*	10%
Students without Disabilities	223	739	757	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	280	740	743	734	*	19%	28%	42%	*	45%	30%
White	146	751	*	740	*	11%	27%	58%	*	61%	38%
Hispanic	39	736	736	722	*	*	28%	33%	*	39%	14%
Black or African American	68	717	719	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	22	750	*	758	*	*	*	55%	*	59%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	133	740	743	735	*	18%	25%	44%	*	47%	31%
Male	147	740	743	733	*	20%	31%	40%	*	43%	30%
Economically Disadvantaged Students	34	715	715	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	246	744	746	740	*	*	*	*	*	*	39%
Students with Disabilities	60	721	*	711	*	40%	28%	*	*	15%	*
Students without Disabilities	220	745	*	738	*	14%	28%	*	*	53%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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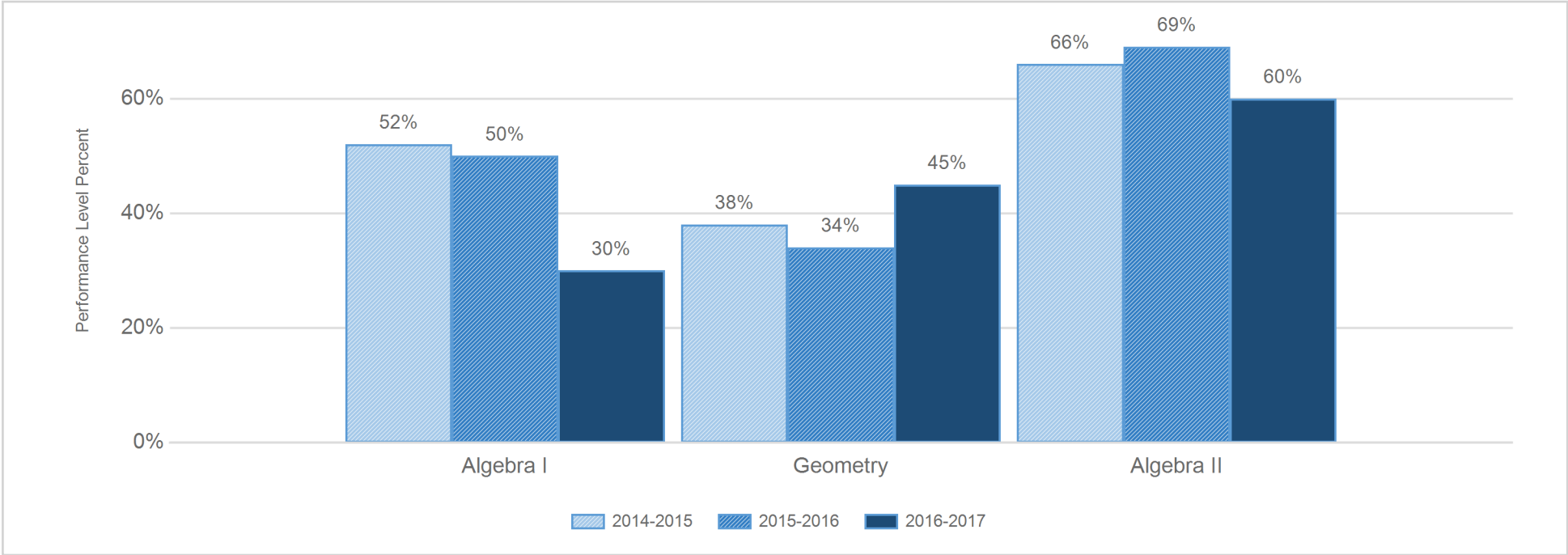
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	755	756	725	18%	14%	9%	48%	11%	60%	28%
White	63	770	*	731	*	*	*	60%	*	75%	33%
Hispanic	15	726	726	710	*	*	*	*	0%	27%	14%
Black or African American	25	716	716	703	44%	*	*	*	*	16%	*
Asian, Native Hawaiian, or Pacific Islander	11	781	781	761	0%	0%	*	*	*	91%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	62	759	759	725	19%	*	*	55%	*	65%	27%
Male	62	752	*	725	16%	*	*	42%	*	55%	29%
Economically Disadvantaged Students	14	724	724	708	*	*	*	*	0%	21%	13%
Non-Economically Disadvantaged Students	110	759	*	733	*	*	*	*	13%	65%	35%
Students with Disabilities	10	682	*	692	*	*	*	*	*	*	*
Students without Disabilities	114	762	762	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%

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	*	*	*
3	*	*	*
4	*	*	*
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.

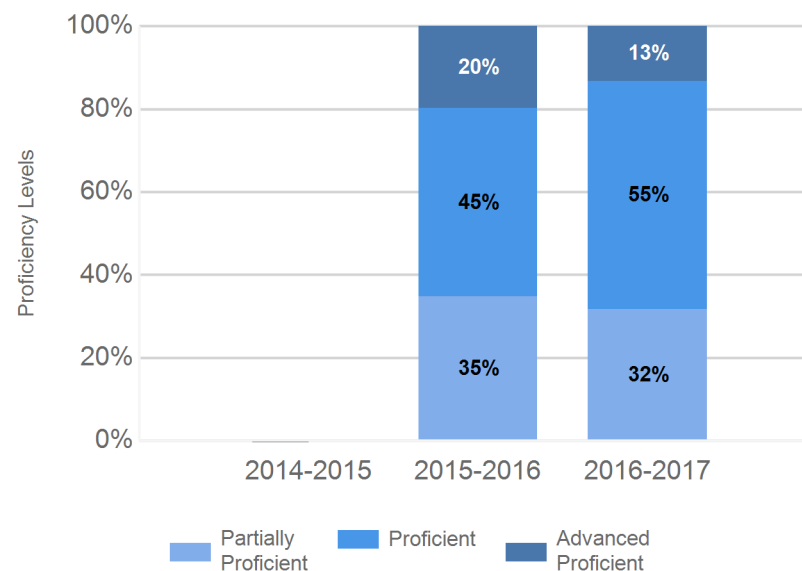
Biology Assessment - Performance

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	13%	55%	32%
White	19%	64%	17%
Hispanic	9%	52%	39%
Black or African American	2%	35%	63%
Asian, Native Hawaiian, or Pacific Islander	24%	65%	11%
American Indian or Alaska Native	N	N	N
Two or More Races	15%	78%	7%
Economically Disadvantaged Students	1%	27%	72%
Students with Disabilities	4%	30%	67%
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	93.1%	89.4%
Percentage of students taking the SAT	87.0%	70.0%
Percentage of students taking the ACT	55.7%	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	535	481	Varies By Grade	82%	67%
PSAT - Math	528	483	Varies By Grade	64%	49%
SAT - Reading and Writing	585	551	480	84%	77%
SAT - Math	574	552	530	65%	58%
ACT - Reading	25	24	22	70%	65%
ACT - English	25	24	18	79%	79%
ACT - Math	25	24	22	69%	65%
ACT - Science	24	23	23	58%	54%



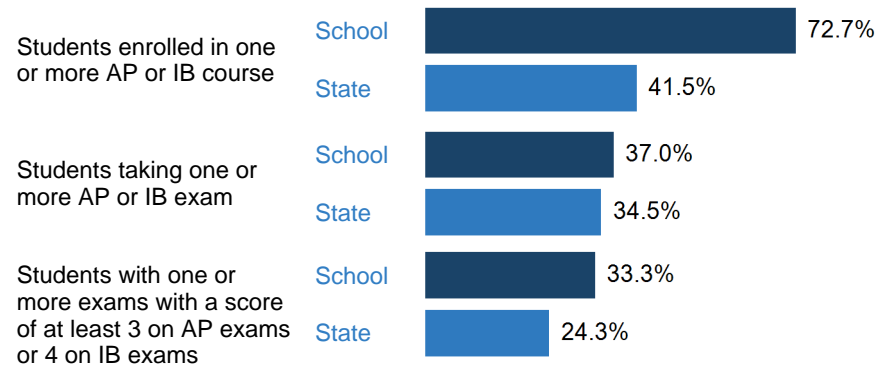
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

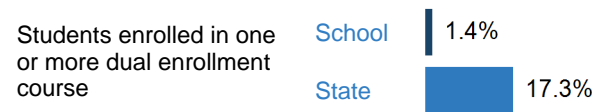
AP/IB Coursework – Participation and Performance

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	20	5
AP Biology	54	39
AP Calculus AB	83	62
AP Calculus BC	44	38
AP Chemistry	14	12
AP Chinese Language and Culture	7	2
AP Computer Science A	37	23
AP Computer Science Principles	5	4
AP English Language and Composition	42	19
AP English Literature and Composition	116	36
AP Environmental Science	55	24
AP European History	20	6
AP French Language and Culture	32	8
AP German Language and Culture	0	1
AP Human Geography	34	0
AP Macroeconomics	0	12
AP Microeconomics	0	4
AP Music Theory	14	4
AP Physics 1	130	35
AP Physics 2	12	3



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	60	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	15
AP Psychology	0	2
AP Spanish Language	90	60
AP Spanish Literature	30	1
AP Statistics	45	37
AP Studio Art—Drawing Portfolio	7	6
AP U.S. Government and Politics	45	6
AP U.S. History	366	174
AP World History	119	29
Total Exams Taken		672
Exams with scores of at least 3 on AP exams or 4 on IB exams		580



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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)

School

*

State

7.6%

CTE Concentrators

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

School

*

State

11.0%

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

School

22.3%

State

2.5%

Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	321	168	86	0	0	0	13
10	10	438	82	3	3	0	63
11	0	12	272	100	55	2	72
12	0	1	23	225	151	76	7
Schoolwide	331	619	464	328	209	78	155
Enrolled in AP/IB Course					124	45	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	530	1	0	0	2	84
10	17	155	0	1	2	361
11	43	323	0	22	110	72
12	83	13	0	82	220	148
Schoolwide	673	492	0	105	334	665
Enrolled in AP/IB Course	54	14		55	199	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	539	5	3	0	0	0
10	2	517	12	0	0	155
11	4	489	27	0	0	178
12	125	80	55	0	0	242
Schoolwide	670	1091	97	0	0	575
Enrolled in AP/IB Course	119	366	0	0	0	95

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	282	78	23	53	29	36	0
10	296	84	36	25	21	27	0
11	263	51	36	28	28	23	0
12	137	36	30	13	10	4	0
Schoolwide	978	249	125	119	88	90	0
Enrolled in AP/IB Course	120	32	0	0	0	7	0
Enrolled in Level 3 or Higher	397	114	43	29	28	32	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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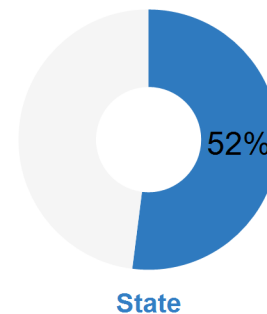
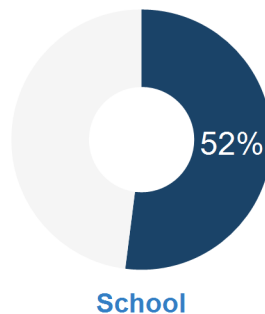
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Visual and Performing Arts – Course Participation

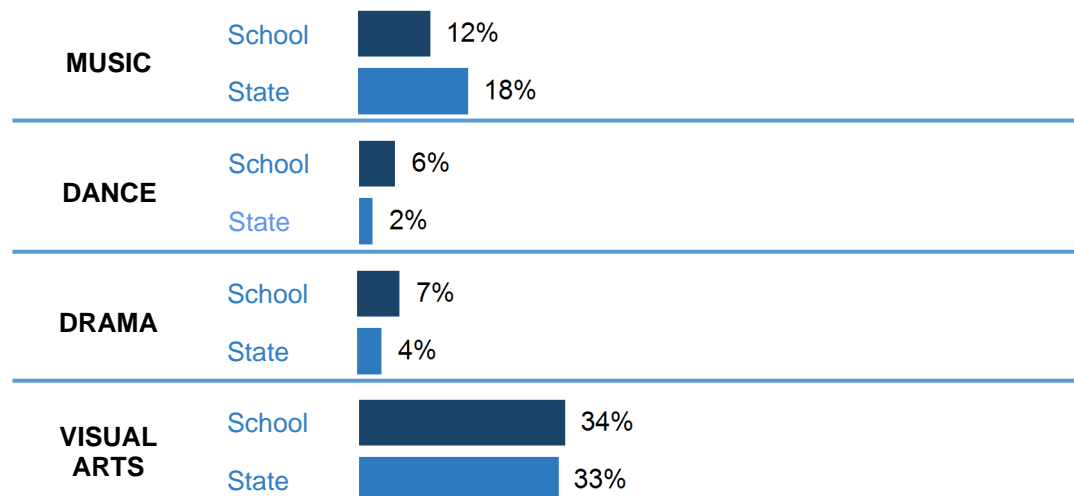
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	93.5%	90.5%	94.1%	91.8%	92.1%	91.6%	Met Target	94.1%	93.2%	Met Target
White	97.2%	94.5%	97.6%	95.1%	97.6%	N	Met Goal	97.7%	N	Met Goal
Hispanic	94.0%	84.3%	88.4%	86.3%	86.1%	83.9%	Met Target	85.4%	87.3%	Not Met
Black or African American	*	83.4%	89.2%	85.3%	84.8%	89.0%	Not Met	91.9%	89.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	89.3%	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	100.0%	91.9%	100.0%	93.7%	100.0%	N	Met Goal	94.7%	**	**
Economically Disadvantaged Students	83.6%	83.9%	92.5%	85.6%	85.0%	81.5%	Met Target	83.3%	N	N
Students with Disabilities	82.5%	78.8%	72.0%	82.1%	72.0%	74.3%	Not Met	84.3%	82.1%	Met Target
English Learners	*	76.1%	N	79.7%	N	**	**	*	**	**
Homeless Students	*	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	93.5%	-
2016	92.1%	94.1%
2015	91.4%	94.1%

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	0.4%	1.1%
2015-2016	0.9%	1.1%
2014-2015	0.8%	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.

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
Statewide	71.1%	29.5%	70.5%
Schoolwide	76.3%	5.2%	94.8%
White	78.3%	1.6%	98.4%
Hispanic	75.6%	2.9%	97.1%
Black or African American	74.2%	11.6%	88.4%
Asian, Native Hawaiian, or Pacific Islander	66.7%	6.3%	93.8%
American Indian or Alaska Native	*	0%	*
Two or More Races	*	*	*
Economically Disadvantaged Students	67.7%	13%	87%
Students with Disabilities	71%	11.4%	88.6%
English Learners	N	N	N

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	81.1%	7.6%	92.4%	47.2%	52.9%	27.4%	72.6%
White	81%	1.6%	98.4%	39.6%	60.4%	11.5%	88.5%
Hispanic	77.6%	10.5%	89.5%	42.1%	57.9%	29%	71.1%
Black or African American	82.6%	15.6%	84.4%	63.3%	36.7%	52.3%	47.7%
Asian, Native Hawaiian, or Pacific Islander	78.3%	5.6%	94.4%	50%	50%	44.4%	55.6%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	76.1%	31.4%	68.6%	72.6%	27.5%	70.6%	29.4%
Students with Disabilities	71.7%	25.6%	74.4%	62.8%	37.2%	48.8%	51.2%
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

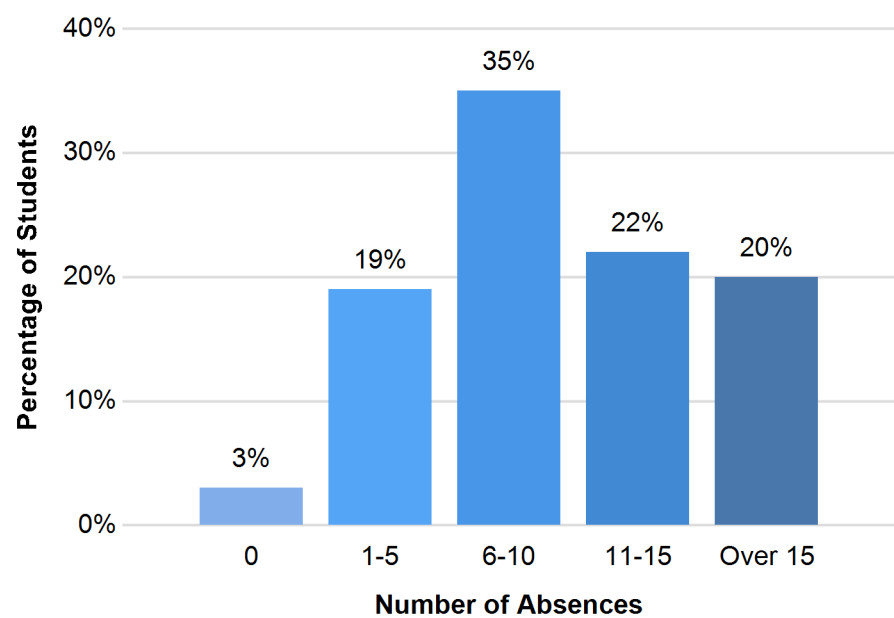
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.00	14.30	Met Target
White	10.60	14.30	Met Target
Hispanic	13.70	14.30	Met Target
Black or African American	20.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	12.30	14.30	Met Target
Economically Disadvantaged Students	29.20	14.30	Not Met
Students with Disabilities	21.20	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



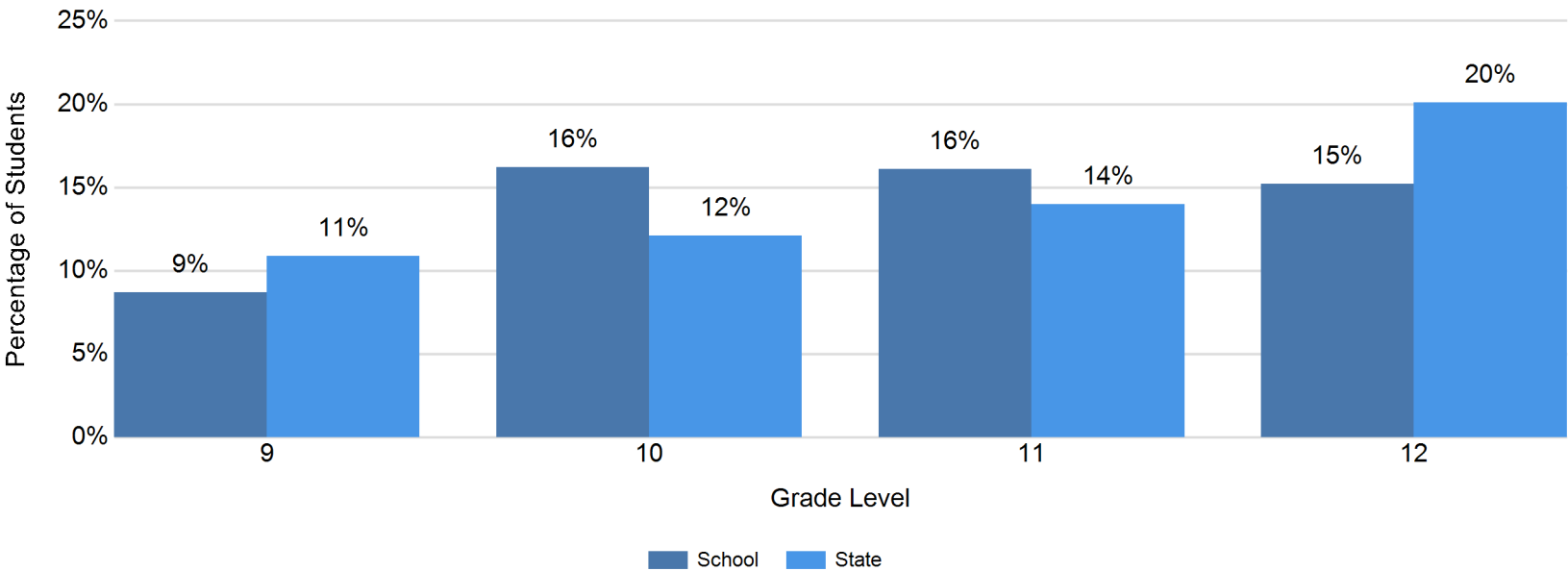


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Chronic Absenteeism by Grade

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	8:00AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 33 Mins.
Shared Time - Instructional Time	3 Hrs. 15 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	2
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.44

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	164	120,724
Average years experience in public schools	19.5	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	86%	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	292:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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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.

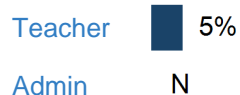
Bachelor's Degree



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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	93%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	46.5	17.5%
Mathematics Proficiency	54.4	17.5%
Graduation - 4-Year	40.6	25.0%
Graduation - 5-Year	40.7	25.0%
Chronic Absenteeism	36.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.4
Summative Rating: Percentile rank of Summative Score		40.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Montclair High School

2016-2017

Grade Span 09-12

13-3310-050

ESSEX

MONTCLAIR TOWN

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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	43.4	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	65.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	54.3	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Black or African American	43.5	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	68.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	**	No
Economically Disadvantaged Students	25.8	6.2	No	Met Target†	Met Target†	Not Met	Met Target	N	No
Students with Disabilities	46.7	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Earle	Email Address:	jearle@montclair.k12.nj.us
Address:	100 CHESTNUT ST MONTCLAIR, NJ 07042-2908	Website:	www.montclair.k12.nj.us
Phone:	(973)509-4100		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • 3 small learning communities, Civics and Governemnt Institute, Center for Social Justice, and STEM • No.1-Federal Reserve Bank's Fed Challenge, No.2-Model United Nations Competition, No.2-Mock Trial Competition. • 30 plus athletic programs and 85 extracurricular clubs and organizations including an award winning robotics program.
 Mission, Vision, Theme:	<p>Mission: Montclair High School is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, creative, innovative and challenging education, through diverse course offerings and a wide variety of extracurricular opportunities. Vision: Montclair High School will cultivate and support students to become high academic achievers, curious and creative thinkers, and socially adept individuals who are prepared for the 21st century.</p>
 Awards, Recognition, Accomplishments:	<p>"Niche" ranked Montclair High School #9 among New Jersey's Best Magnet High Schools</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Montclair High School features a highly advanced mathematics program and is one of a few high schools in New Jersey which offers the 3rd semester of college Calculus. Twenty-seven (27) Advanced Placement courses are available to students from grades 10-12 and MHS offers six world languages including French, Spanish, Italian, Latin, German and Mandarin. Students may also select to participate in a small multi-year program such as Civics and Government, social Justice Institute or STEM.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Girls), Bowling (Co-ed), Cross-Country (Co-ed), Fencing (Co-ed), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Volleyball (Boys & Girls), Wrestling (Co-ed)</p> <p>Montclair High School host a legendary athletics program consisting of girls, boys and coed sports. There are 58 teams at the freshman, Junior Varsity and Varsity levels in 30 different sports. Boys and Girls sports programs have been ranked #1 and #2 in Essex county for the past two years, 2016 and 2017.</p>
 <p>Clubs and Activities:</p>	<p>Montclair High school offers 85 extra-curricular clubs and organizations. These clubs include social, civic and religious organizations such as but not limited to: Gay Straight Alliance, Culinary Club, Math League, Mock Trial, Chess Club, Science Olympiad, Key Club, Film Club, Robotics, Model Congress, Model United Nations, etc</p>
 <p>Before and After School Programs:</p>	<p>Montclair High School offers "Got Tutoring" which is free tutoring before school, during lunches and after school to all students in grades 9-12.</p>








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 Staff and Professional Learning:	<p>Montclair High school staff has been highly engaged in professional development which directly impact students in the classroom. In the past few years, the focus has been on “checking for understanding” to ensure that all students have an opportunity to clear misunderstandings. Currently MHS staff has been focused on “highly engaging instructional strategies” or “AVID Schoolwide” that reaches students at all levels. The major focus in the district and at MHS has been “equity” for all students.</p>
 Postsecondary Information:	<p>Over 90% of Montclair High school Graduates go on to 2 and 4 years colleges and universities with 86% being accepted into 4 year colleges. Students and parents are offered college counseling opportunities in their sophomore and junior years to discuss college placement and again in the fall of their senior year to discuss financial aid and the college application process. 20% of MHS graduates attend the “most selective colleges” as reported by the US News and world Report.</p>
 Student Supports and Services:	<p>Montclair High School offers a small ESL program for English Language Learners. MHS also provides support to over 300 students with disabilities including the ABA Program, Center for Achievement Program, Effective School Solutions, Community Based Instruction and the Inclusion Program.</p>
 Student Health and Wellness:	<p>MHS offers several programs designed to improve the health and wellness of all students. The Student assistance Counselors and social workers present opportunities for students learn about dating violence, drug and alcohol abuse, make safe choices. Health courses are focused on healthy eating habits along with appropriate sleeping strategies which lead to better academic performance. Physical education classes engage students in sports, aerobic exercise and proper stretching techniques.</p>
 Parent and Community Involvement:	<p>Montclair High School has a School Action Team for Partnerships. The SATP is a forum of parents and community members who work to identify and act on school-wide goals and initiatives. The SATP holds monthly meetings and the principal leads committees focused on Academics, Health & Wellness, Nutrition, Facilities, Activities and Sports. Parents use Genesis “Parent Access” to monitor student progress and communicate with school officials.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Montclair High School has strong traditions and rich history since 1866 when the high school department was added to the primary education program of Montclair which was established in 1860. We are proud to celebrate 151 years of continuous educational excellence at Montclair High School. MHS has two buildings, George Inness Annex and the main building. The buildings are not air conditioned and serve approximately 2150 students.</p>
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Other Information:

The Montclair community embraces the philosophy of diversity by providing programs that foster an appreciation for the individual's uniqueness and worth. The school encourages students to grow and develop through academic, social, civic, fine arts, and athletic programs. Our graduates are attractive to the most prestigious colleges in the country because of their solid preparation for intellectual challenge. Montclair High School offers a rigorous learning environment, many diverse extracurricular activities, enhanced professional development and opportunities for increased parent involvement. The Civics and Government Institute, the Center for Social Justice, Global Research, Medical Biology, and the S.T.E.M. Academy (Science, Technology, Engineering and Math) honoring alumnus Buzz Aldrin, Astronaut, MHS Class of 1947, are comprised of interdisciplinary blocks of courses, some of which are multi-year. They involve the community, parents and other stakeholders in extension activities. With support from the New Jersey Institute of Technology and engineers from the community and other benefactors, we participate in local, state and national robotics competitions and exhibitions. As an option, Montclair High School also offers zero- period classes starting at 7:06 a.m. The zero period option allows students the opportunity to take additional courses in their schedule. Our academic programs have maintained a standard of excellence necessary to continue the high levels of student achievement as National Merit Scholars and National Achievement Scholars for outstanding African-American and Hispanic students. Our students have placed first in the nation in the Federal Reserve Bank's Fed Challenge, first in the Model United Nations Competition at Yale University and second in a National Mock Trial Competition.



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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	164	122	131
1	156	158	132
2	169	165	152
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	0	14	6
Total	489	459	421

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	0	0	0
KG - Full Day	3	122	131

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	53%	50%	50%
Male	47%	50%	50%
Economically Disadvantaged Students	19%	16%	17%
Students with Disabilities	10%	10%	10%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	49.6%
Black or African American	27.1%
Hispanic	12.1%
Asian	2.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	8.8%

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	97.4%
Other	2.4%



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

Chronic Absenteeism

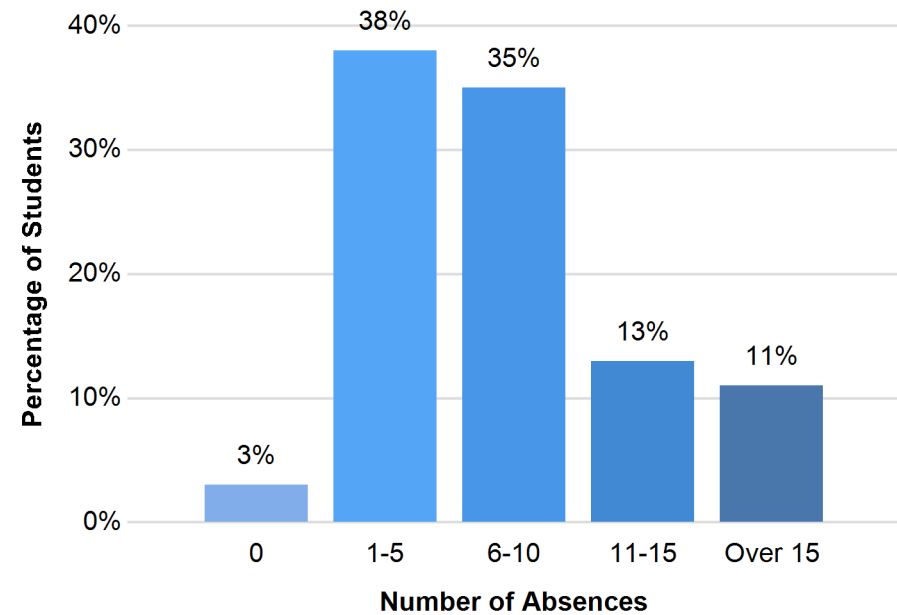
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	9.80	Met Target
White	2.40	9.80	Met Target
Hispanic	13.50	9.80	Not Met
Black or African American	16.20	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	5.40	9.80	Met Target
Economically Disadvantaged Students	16.70	9.80	Not Met
Students with Disabilities	10.90	9.80	Not Met
English Learners	N	**	**

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

Days Absent

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





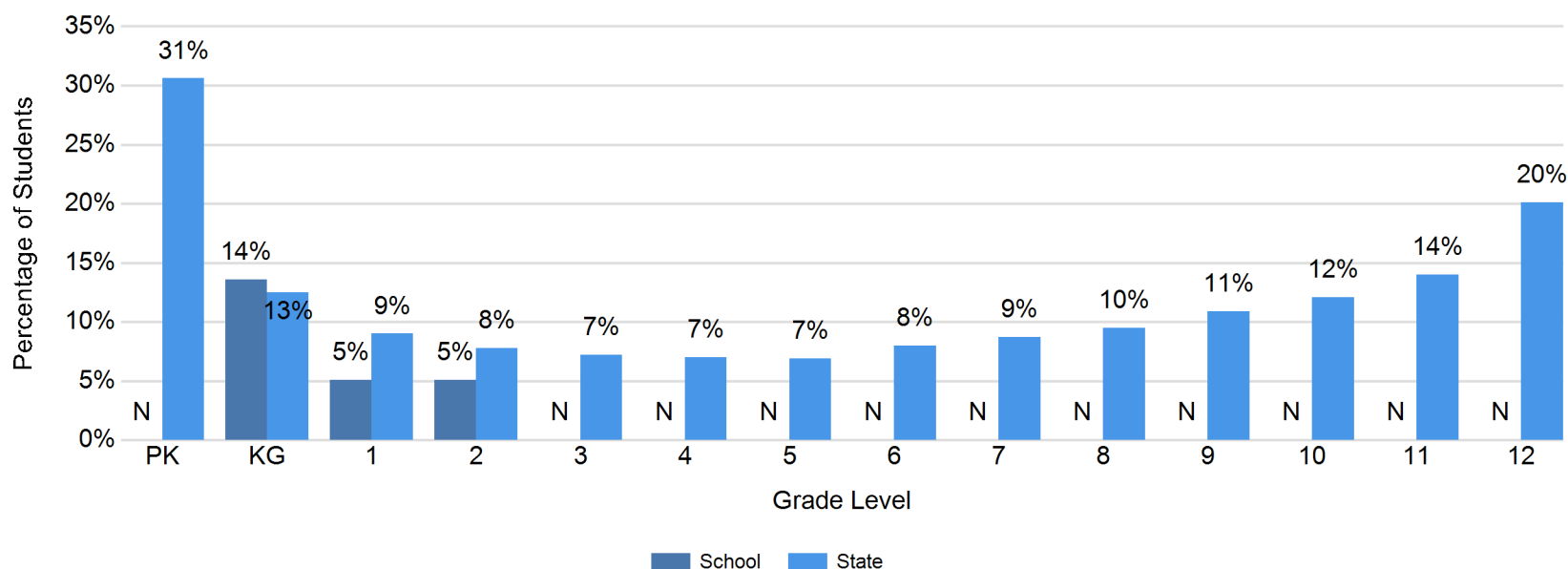
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:20AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

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%

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 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)	\$413	\$15,547	\$15,960



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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	37	120,724
Average years experience in public schools	15.6	11.8
Average years experience in district	10.3	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	211:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1

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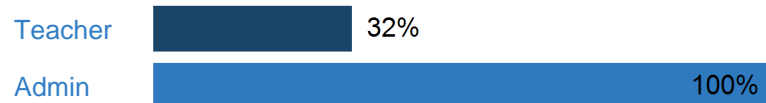
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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School General Info

Principal:	Mrs. McLaughlin	Email Address:	jmclaughlin@montclair.k12.nj.us
Address:	32 CEDAR AVE MONTCLAIR, NJ 07042-3110	Website:	http://www.montclair.k12.nj.us/schools/nishuane/
Phone:	(973)509-4222		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • 60 Aesthetic and Creative I enrichment courses across various disciplines to explore their interests and aptitudes. • Children receive 80 minutes of Mandarin instruction each week and can participate in Mandarin Aesthetic courses. • Special Nishuane Arts Program includes school productions. Every child performs in a production each year.
 Mission, Vision, Theme:	<p>Vision Statement: Nishuane School is a diverse school that develops creative, curious, and confident learners through academic exploration, healthy relationships, and exposure to the arts. Mission Statement: Nishuane School provides students with the foundational skills to develop their talents and interests and ensure academic success in a diverse environment; actively engaging families and partnering with the community. Theme: Nurturing Minds While Nourishing Hearts</p>






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 Courses, Curriculum, Instruction:	<p>Language Arts Literacy: Balanced literacy utilizing the Collaborative Classroom program and Foundations program. Developmental Reading Assessment 2 (DRA2). Mathematics: EnVisionMATH develops conceptual understanding through daily problem-based interactive learning. Science: The Next Generation Science Standards guide our science instruction. The district has purchased the FOSS Program. PE, Art, Music, Technology, Mandarin, Enrichment, Drama and Library instruction.</p>
 Clubs and Activities:	<p>Aesthetic and Creative I courses</p>
 Before and After School Programs:	<p>Title I Extended Day "Ready Set Grow" Reading Program; Before and After school PTA Explorers Enrichment courses</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.

 Staff and Professional Learning:	<p>Our School Improvement Panel, comprised of staff and administration, work together to develop professional development opportunities for staff throughout the year aligned with district and school goals and also with the staff evaluation. Teachers learn together through study groups for predetermined topics. All teachers participate as a part of Professional Learning Communities (PLCs) that meet weekly, focused on essential questions about student learning, data inquiry and support I&RS.</p>
 Student Supports and Services:	<p>Nishuane School is committed to providing a high quality, developmentally appropriate education for all students. Supports include ELL, 504, RtI and Individualized educational plans. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team (I&RS) and Response to Intervention (RtI).</p>
 Student Health and Wellness:	<p>Health and Wellness is a part of our School Action Team for Partnership to promote the social, emotional and physical well being of children. Students have physical education and health each week and we offer a wide array of activities throughout the year for health and wellness including parent workshops, Walk to School Day, "I tried it", Healthy Eating Day, Health and Wellness Fair. We have school breakfast and lunch.</p>
 Parent and Community Involvement:	<p>School Action Team for Partnership: Our School Action Team for Partnerships is driven by the diverse voices of our community to inform and support the School Improvement Plan. Our SATp has members from our family, staff and community partners including the NAACP and public library. PTA: Many opportunities to become involved in the PTA, including attending meetings, committee work, and volunteer at events—eg. Pancake Breakfast, Mayfair! Classroom/ School Volunteers</p>



Nishuane Elementary School
2016-2017

Grade Span KG-02

13-3310-130
ESSEX
MONTCLAIR TOWN
32 CEDAR AVE
MONTCLAIR, NJ 07042-3110

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:

Nishuane School was built in 1908 and has a full auditorium, library, gymnasium, dance studio, 2 art rooms, a technology lab and a music room. School parking lot was repaved this year.



**Nishuane Elementary School
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Grade Span KG-02

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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:

Nishuane School provides students with the foundational skills to develop their talents and interests to ensure academic success in a diverse environment; actively engaging families and partnering with the community. Our magnet program offers our children many opportunities to participate in a wide range of exciting areas of study. At Nishuane School, we believe that children learn best in a positive and supportive learning environment. As students develop their social skills through learning experiences and interactions with peers and adults, we emphasize aspects from Responsive Classroom (practices that emphasizes social, emotional and academic growth) and Bucket Filling (a classroom program reinforcing kindness and respect among students) for our positive behavior model. The Special Nishuane Arts Program (SNAP) is an integral part of every child's academic experiences. All students receive weekly instruction in music (vocal and instrumental), physical education, art, technology, drama, and library and every child at Nishuane School participates in a play each year. The classroom and SNAP teachers collaborate to select a play that integrates classroom learning with all areas of the show. All students at Nishuane School also participate in the Mandarin World Language Program. Aesthetic enrichment courses are designed to allow children to explore a variety of disciplines to see what they like and to cultivate their strengths and talents. Creative "I" courses provide enrichment for children who have shown special abilities and interest in one or more subjects. Students at Nishuane also participate in an academic enrichment program during their tenure based on Joseph Renzulli's Gifted and Talented Model. Children receive additional instruction in large and small group settings to develop creative thinking, problem solving, and critical thinking skills.




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	63	61	61
1	73	72	67
2	76	74	65
3	77	73	75
4	77	70	72
5	74	68	69
Ungraded	0	11	10
Total	440	429	419

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%	50%
Male	51%	52%	50%
Economically Disadvantaged Students	18%	15%	15%
Students with Disabilities	12%	11%	11%
English Learners	2%	3%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	57.5%
Black or African American	16.9%
Hispanic	12.4%
Asian	5.5%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	7.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	2	61	61

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	95.0%
Spanish	1.2%
Other	3.7%



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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	201	93.3	64.70	67.90	54.90	63.3	67.1	Met Target†
White	116	92.9	71.60	78.60	63.90	69.9	76	Met Target†
Hispanic	22	92.3	68.20	59.90	39.80	65.8	54	Met Target
Black or African American	38	90.5	34.20	43.50	35.20	32.6	44.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	14	100.0	71.40	73.90	80.70	71.4	**	**
American Indian or Alaska Native	N	N	N	80.00	53.70	N	**	**
Two or More Races	11	100.0	81.80	78.20	54.90	81.8	**	**
Female	105	94.8	76.20	75.90	62.20	75.8		
Male	96	91.7	52.10	60.40	48.10	50.1		
Economically Disadvantaged Students	31	94.3	29.00	*	36.20	*	36.3	Met Target†
Non-Economically Disadvantaged Students	170	93.1	71.20	*	65.80	*		
Students with Disabilities	26	89.7	26.90	32.10	20.50	25.3	39.5	Not Met
Students without Disabilities	175	93.8	70.30	75.40	61.90	69.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	37.60	26.40	N		
Students In Foster Care	N	N	N	40.00	24.80	N		
Military-Connected Students	N	N	N	50.00	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.



Northeast Elementary School
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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	69	756	761	749	*	15%	26%	49%	*	57%	50%
White	40	763	768	759	0%	*	35%	50%	*	60%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	12	732	*	731	*	*	*	*	0%	33%	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	765	764	754	*	*	*	59%	*	69%	55%
Male	37	749	757	745	*	*	*	41%	*	46%	46%
Economically Disadvantaged Students	13	725	732	731	*	*	*	*	*	23%	31%
Non-Economically Disadvantaged Students	56	763	765	762	*	*	*	*	*	64%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance 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	65	767	763	753	*	*	26%	34%	31%	65%	56%
White	41	771	773	762	*	*	*	39%	37%	76%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	13	750	747	737	0%	*	*	*	*	31%	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	42	777	770	758	*	*	*	*	*	76%	61%
Male	23	748	756	749	*	*	*	*	*	44%	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
Schoolwide	67	769	769	756	*	*	22%	57%	16%	73%	59%
White	37	773	777	763	0%	0%	*	65%	*	81%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	11	745	*	740	*	*	*	*	*	36%	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	33	777	777	761	*	*	*	58%	*	82%	66%
Male	34	762	763	750	*	*	*	56%	*	65%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	67	769	*	757	*	*	22%	57%	16%	73%	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%



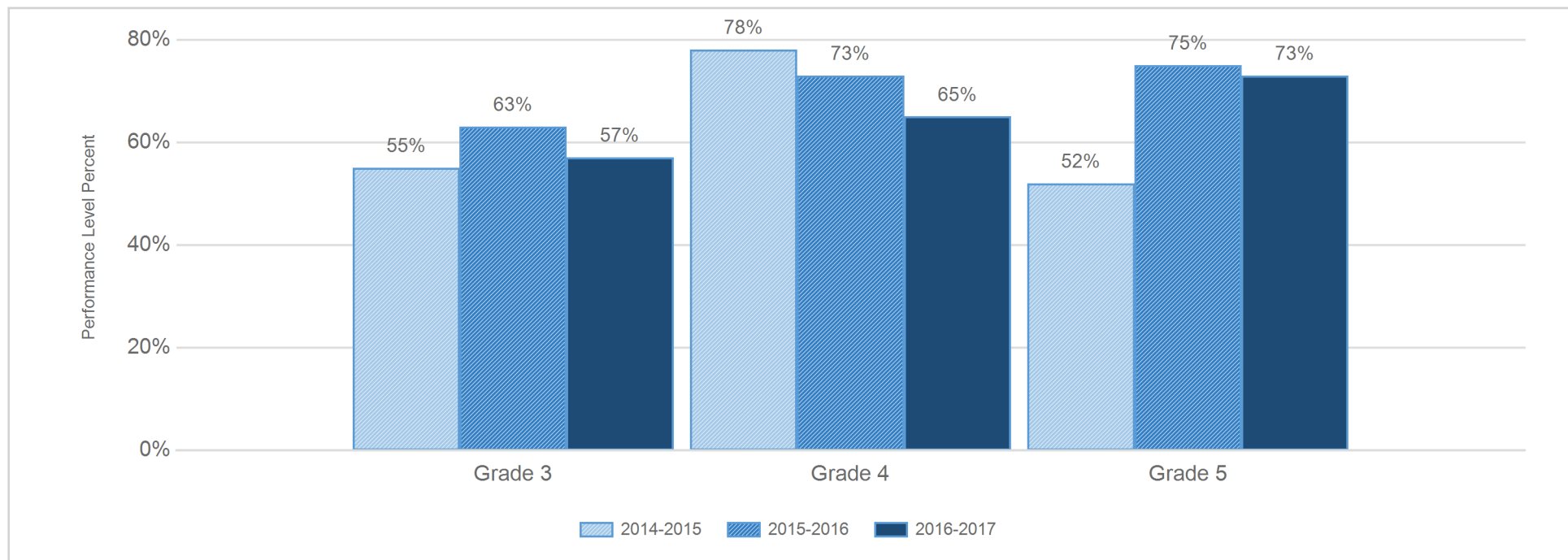
Northeast Elementary School
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English Language Arts/Literacy Assessment - Performance Trends

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	203	94.2	62.50	54.50	43.50	61.9	65.6	Met Target†
White	119	95.3	69.80	67.00	52.40	69.8	76	Met Target†
Hispanic	22	92.3	59.10	44.00	27.60	57	59	Met Target†
Black or African American	37	88.1	32.40	26.40	21.70	30.1	39.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	14	100.0	71.40	66.90	75.60	71.4	**	**
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	11	100.0	81.80	61.50	44.90	81.8	**	**
Female	105	94.8	66.70	55.70	44.10	66.3		
Male	98	93.6	58.20	53.30	42.90	57.1		
Economically Disadvantaged Students	30	91.7	33.40	19.90	25.10	*	39.5	Met Target†
Non-Economically Disadvantaged Students	173	94.7	67.60	60.40	54.30	*		
Students with Disabilities	26	89.7	30.80	24.30	16.50	28.9	36.3	Met Target†
Students without Disabilities	177	94.9	67.30	60.80	48.80	67		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	754	758	751	*	*	34%	34%	17%	51%	53%
White	43	758	765	759	*	*	35%	40%	*	56%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	11	739	*	733	0%	*	*	*	0%	27%	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	759	757	751	*	*	38%	*	*	53%	52%
Male	39	750	759	751	*	*	31%	*	*	49%	53%
Economically Disadvantaged Students	12	728	728	736	*	*	*	*	0%	25%	34%
Non-Economically Disadvantaged Students	59	760	763	761	*	*	*	*	20%	56%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	756	754	747	*	*	26%	50%	*	61%	47%
White	41	756	762	755	*	*	*	61%	*	68%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	13	745	738	729	*	*	*	*	*	31%	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	42	758	755	747	*	*	*	52%	*	62%	47%
Male	24	753	754	747	*	*	*	46%	*	58%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	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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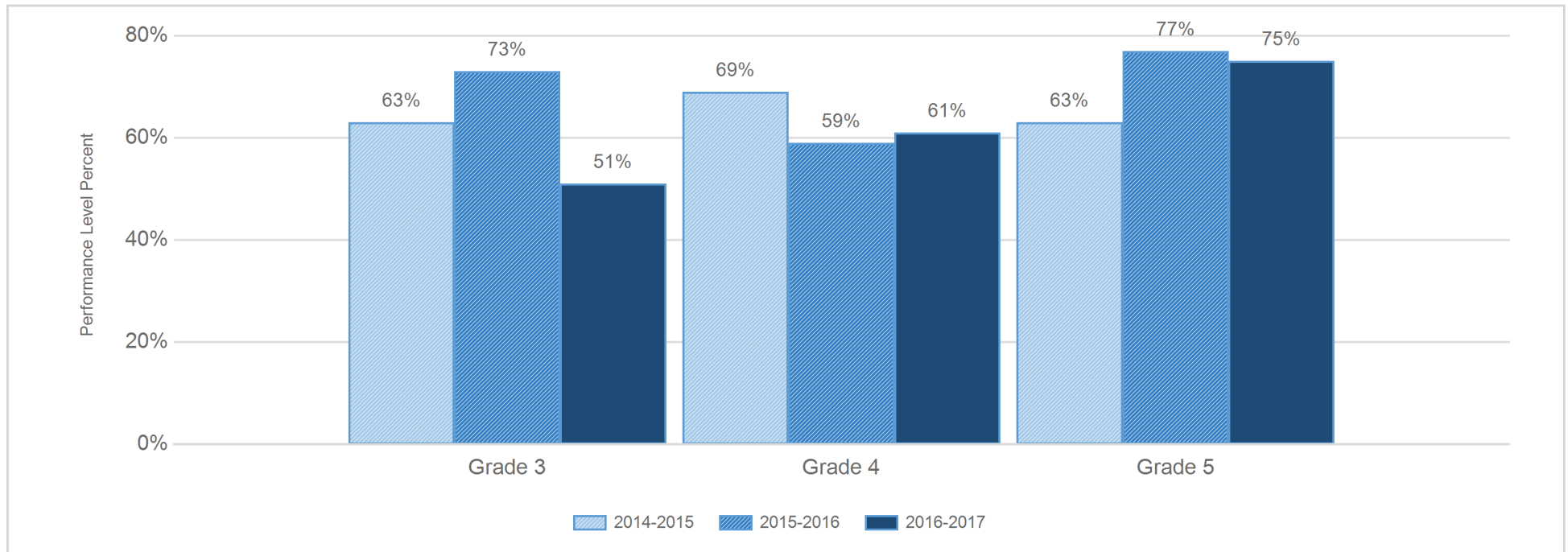
Mathematics Assessment - Performance by Grade: Grade 5

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
Schoolwide	68	766	756	747	*	*	15%	56%	19%	75%	46%
White	38	772	764	754	0%	*	*	61%	*	84%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	11	736	*	729	*	*	*	*	0%	36%	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	770	756	747	*	*	*	56%	*	79%	47%
Male	34	761	755	746	*	*	*	56%	*	71%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	68	766	*	748	*	*	15%	56%	19%	75%	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%

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	*	*
4	N	N
5	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	50%	50%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

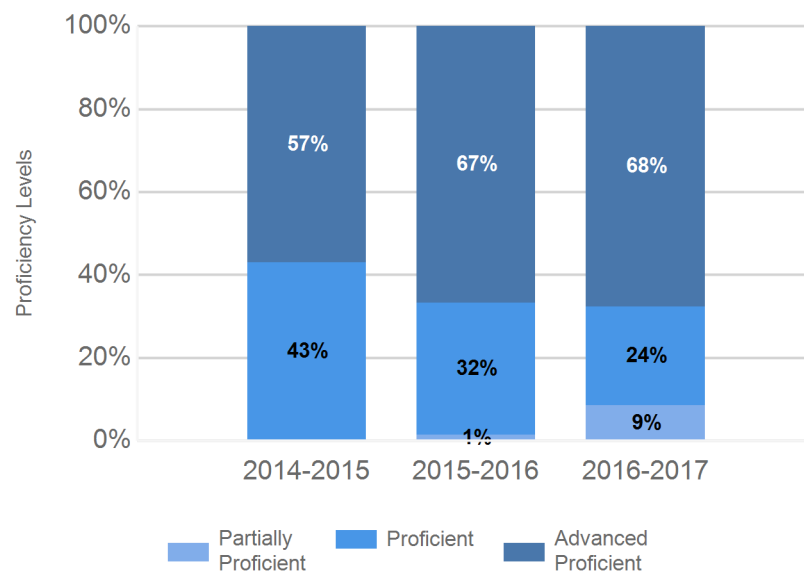
NJASK Science Assessment Performance: Grade 4

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	68%	24%	9%
White	80%	11%	9%
Hispanic	*	*	N
Black or African American	31%	54%	15%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
English Learners	*	*	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	55	39	50	Met Target	52.5	43	50	Met Target
White	52	40	50	Met Target	55	45	52	Met Target
Hispanic	*	36	49	**	*	*	47	**
Black or African American	54	36.5	45	Met Target	43	37	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	47	60	**	66	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	56	*	47	**	46	31	46	**
Students with Disabilities	*	36.5	41	**	*	41	43	**
English Learners	*	28	53	**	*	47.5	51	**

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



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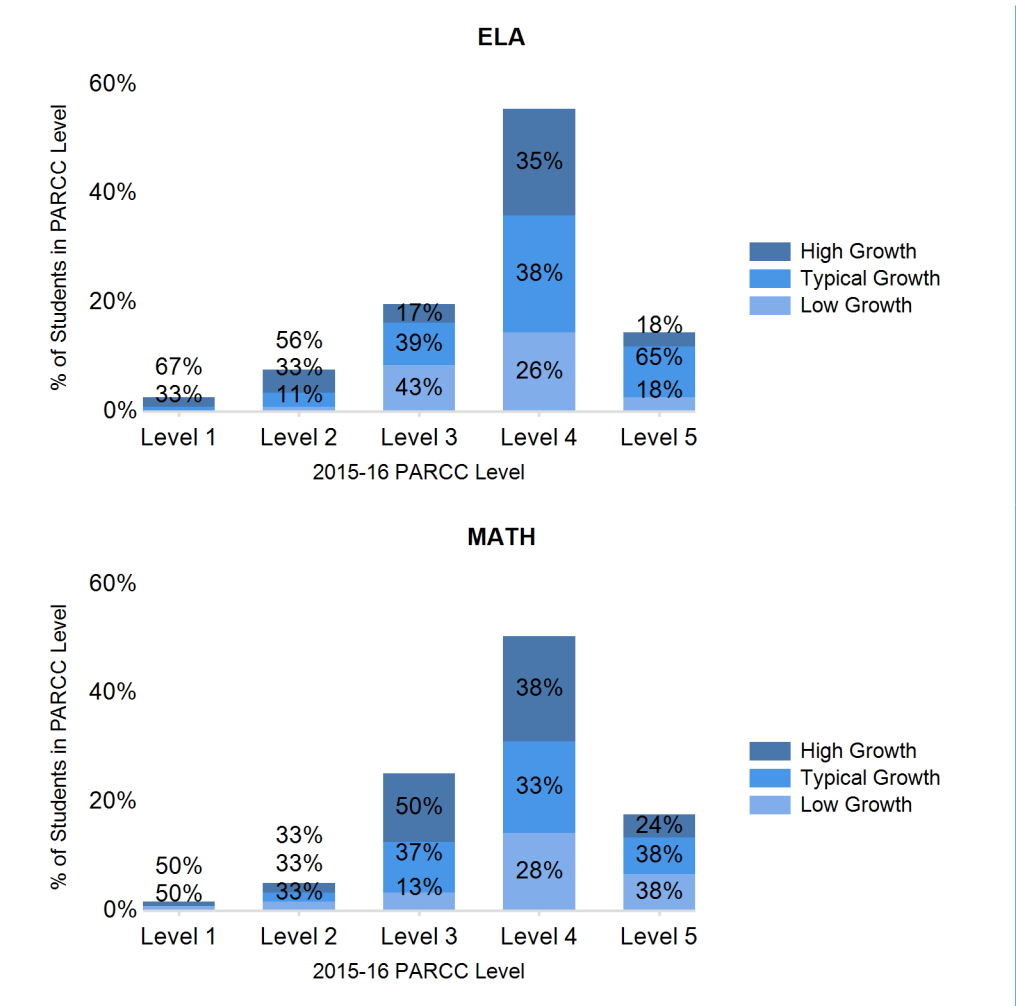
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

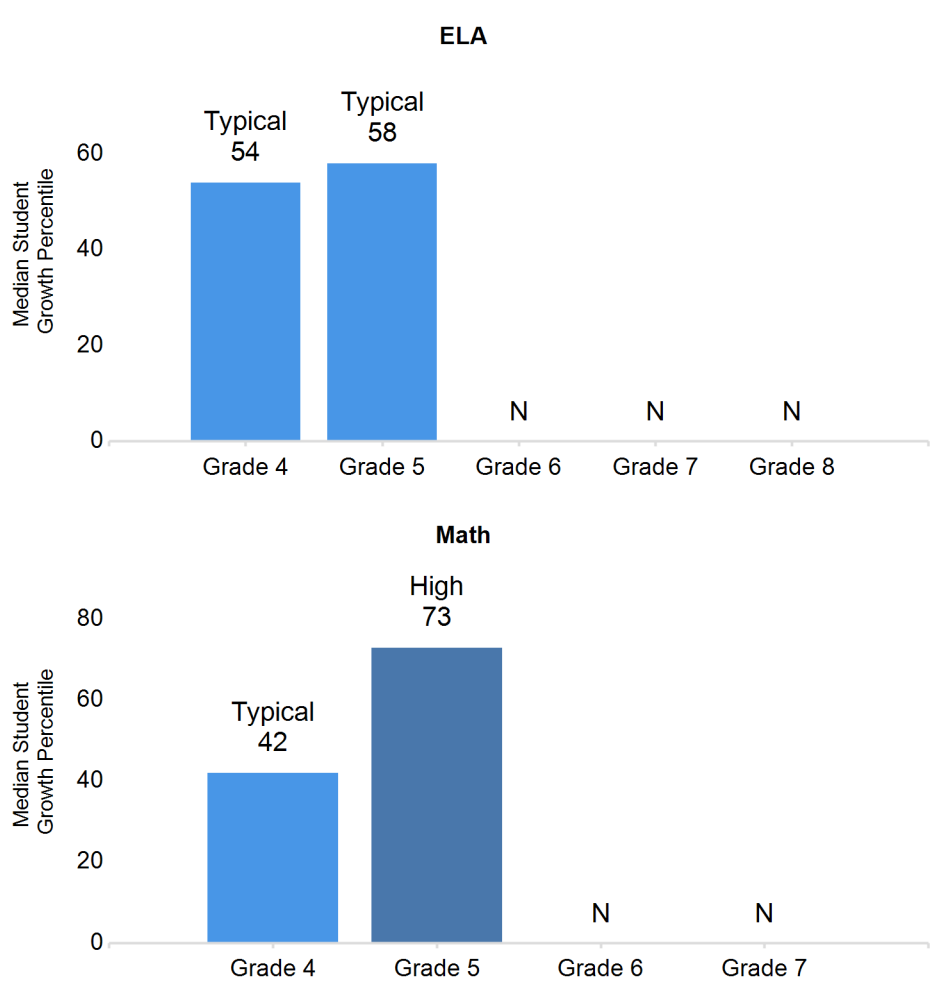
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

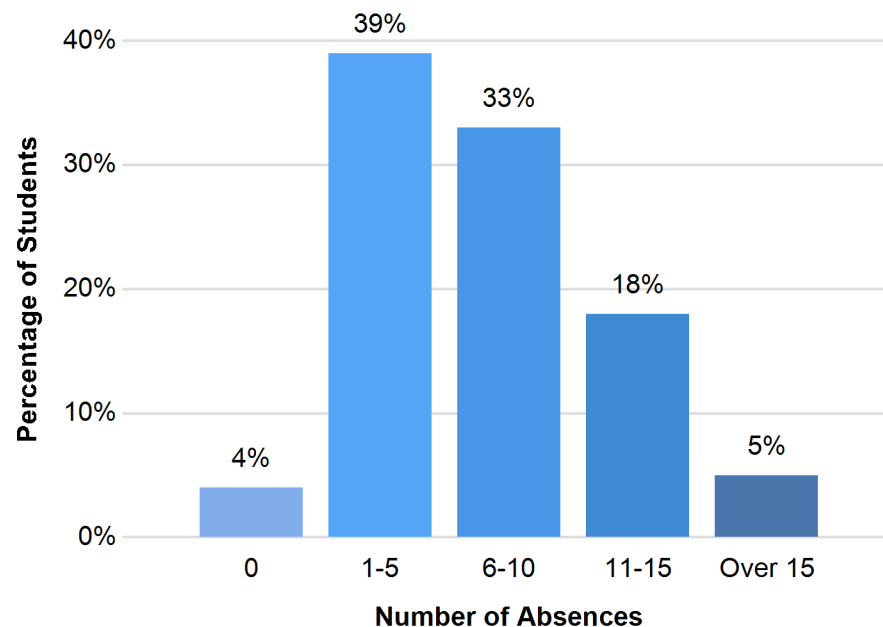
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	8.40	Met Target
White	1.70	8.40	Met Target
Hispanic	7.70	8.40	Met Target
Black or African American	5.50	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.20	8.40	Met Target
Economically Disadvantaged Students	6.30	8.40	Met Target
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.

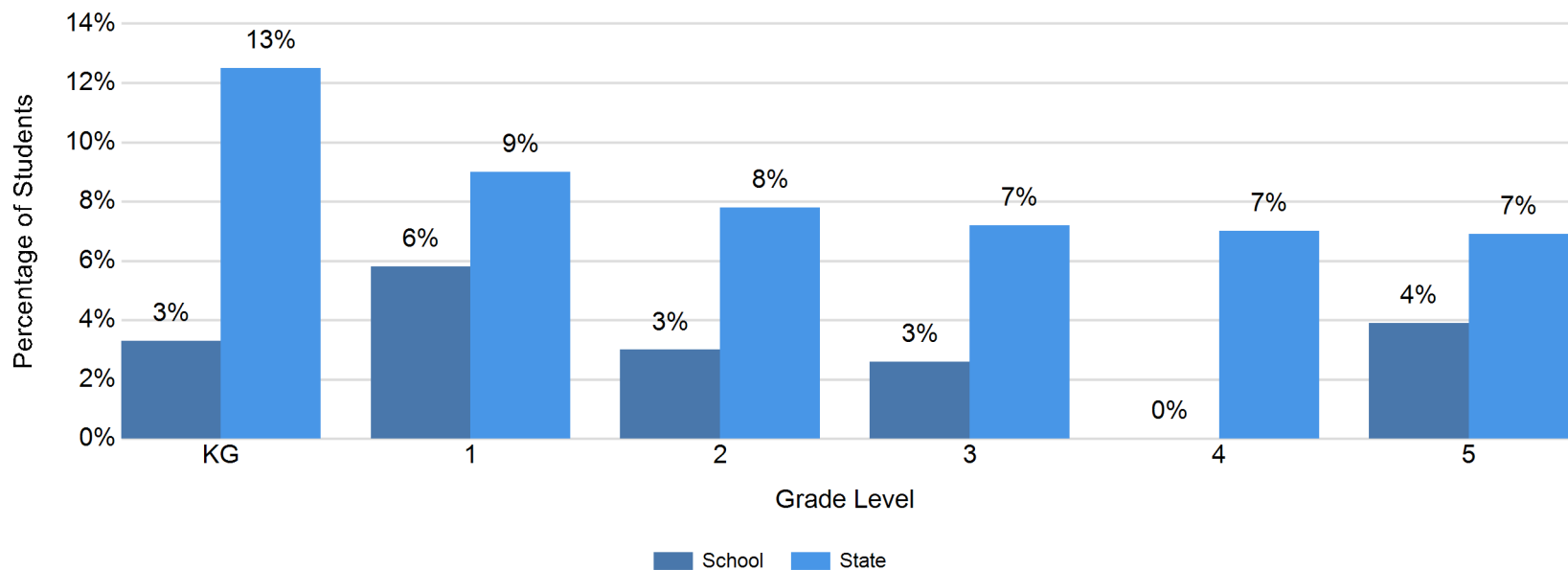
Days Absent

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.



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	2:35PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	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	2.7:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	37	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	419:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	55.3	17.5%
Mathematics Proficiency	73.7	17.5%
English Language Arts Growth	66.9	25.0%
Mathematics Growth	55.2	25.0%
Chronic Absenteeism	89.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		66.5
Summative Rating: Percentile rank of Summative Score		75.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	66.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	67.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	65.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Students with Disabilities	**	**	No	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

Principal:	Ms. Clarke	Email Address:	gclarke@montclair.k12.nj.us
Address:	603 GROVE ST UPPER MONTCLAIR, NJ 07042	Website:	http://www.montclair.k12.nj.us/schools/northeast/
Phone:	(973)509-4242		




School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Northeast School is home to nearly 450 K-5 students. • Our magnet theme is Global Studies. • Our school recognizes positive behaviors and uses a PBSIS model.
 Mission, Vision, Theme:	<p>Our magnet theme, Global Studies, is a powerful perspective for examining and understanding our world's people, places, and cultures. Studying the world provides our students opportunities to reflect on cultural diversity, the global economy, politics and real life issues.</p>

School Narrative

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>English Language Arts, Math, Science and Social Studies constitute the core curriculum. All students attend weekly classes in Music, Art, Physical Education, Spanish, and Technology. Students in grades K-3 attend Library classes. We also have an instrumental band program for students in grades 4 and 5.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Our students participate in student council and a program called "Buckets and Beyond" that provides leadership and mentorship experiences for students to help them "fill the buckets" of others in our school, community, and beyond.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>The NE PTA offers a wide selection of after school enrichment activities throughout the year and the YMCA provides a before and after school program in our building for working families.</p>






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

 <div>Student Supports and Services:</div>	Special Education: NE is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.
 <div>Student Health and Wellness:</div>	We believe in the importance of movement for child development and learning. There are multiple opportunities for children to move throughout the learning day. Teachers facilitate different exercises or movement activities for periods of time. In addition, classes often earn extra outside recess time as part of our Bucket-Filling program. Kindergarten classes are scheduled for 30 minutes of additional movement each day that involves outside and inside play and exploration.
 <div>Parent and Community Involvement:</div>	Our PTA offers many events designed to bring families together and enhance the educational experiences of our students. The school sponsors a committee, SATp, that is designed to support school goals and increase family engagement.



Northeast Elementary School
2016-2017
Grade Span KG-05

13-3310-140
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MONTCLAIR TOWN
603 GROVE ST
UPPER MONTCLAIR, NJ 07042

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:

NE School has dedicated spaces for technology, library, and small group instruction. Our outside area offers children a chance to eat in our picnic area and we have a large property for children to use including a soccer field and playground equipment. All grades care for dedicated garden space in our new raised beds.




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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.

<div>Other Information:</div>	<p>NE School offers ESL instruction for students who are eligible. All of our classrooms are outfitted with interactive instructional boards. We have multiple sets of laptops on carts and many classes use Ipad technology to enhance learning.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	87	100	96
7	92	90	95
8	97	93	91
Ungraded	0	6	5
Total	276	289	287

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	38%	45%	47%
Male	62%	55%	53%
Economically Disadvantaged Students	14%	12%	10%
Students with Disabilities	22%	20%	20%
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	55.1%
Black or African American	21.3%
Hispanic	9.8%
Asian	7.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.3%

Enrollment by Home Language

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

Home Language	% of Students
English	99.7%
Other	0.3%



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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	188	67.4	58.50	67.90	54.90	41.4	52.2	Not Met
White	105	69.6	62.80	78.60	63.90	45.9	58.3	Not Met
Hispanic	18	65.5	55.50	59.90	39.80	37.6	52.5	Met Target†
Black or African American	38	62.5	39.40	43.50	35.20	25.9	25.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	63.6	57.10	73.90	80.70	38.3	N	N
American Indian or Alaska Native	N	N	N	80.00	53.70	N	**	**
Two or More Races	13	72.2	84.70	78.20	54.90	64.3	**	**
Female	87	65.4	71.20	75.90	62.20	49		
Male	101	69.0	47.60	60.40	48.10	34.4		
Economically Disadvantaged Students	20	61.1	30.00	*	36.20	*	18.7	Met Target†
Non-Economically Disadvantaged Students	168	68.2	61.90	*	65.80	*		
Students with Disabilities	36	59.7	38.90	32.10	20.50	24.9	34.9	Not Met
Students without Disabilities	152	69.4	63.10	75.40	61.90	45.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	40.00	24.80	N		
Military-Connected Students	N	N	N	50.00	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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2016-2017

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	762	756	752	*	*	30%	48%	16%	64%	54%
White	30	771	763	758	0%	0%	*	60%	*	80%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	11	742	740	736	0%	*	*	*	0%	36%	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	34	770	764	758	0%	*	*	53%	*	77%	61%
Male	27	752	748	746	0%	*	*	41%	*	48%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	61	762	*	753	*	*	30%	48%	16%	64%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	758	759	756	*	*	20%	36%	27%	63%	59%
White	37	760	766	764	*	*	*	38%	*	62%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	12	727	736	737	*	*	*	*	*	42%	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	27	770	767	764	*	*	*	37%	*	70%	68%
Male	32	749	754	749	*	*	*	34%	*	56%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	15	730	724	719	*	*	*	*	0%	33%	19%
Students without Disabilities	44	768	767	763	*	*	*	*	36%	73%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	59	758	*	758	*	*	20%	36%	27%	63%	*
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	69	746	762	757	*	22%	19%	38%	*	49%	59%
White	40	752	772	764	*	*	*	43%	*	55%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	15	731	743	738	*	*	*	*	*	33%	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	25	765	772	766	*	*	*	48%	*	68%	68%
Male	44	735	752	749	*	*	*	32%	*	39%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	69	746	*	759	*	22%	19%	38%	*	49%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



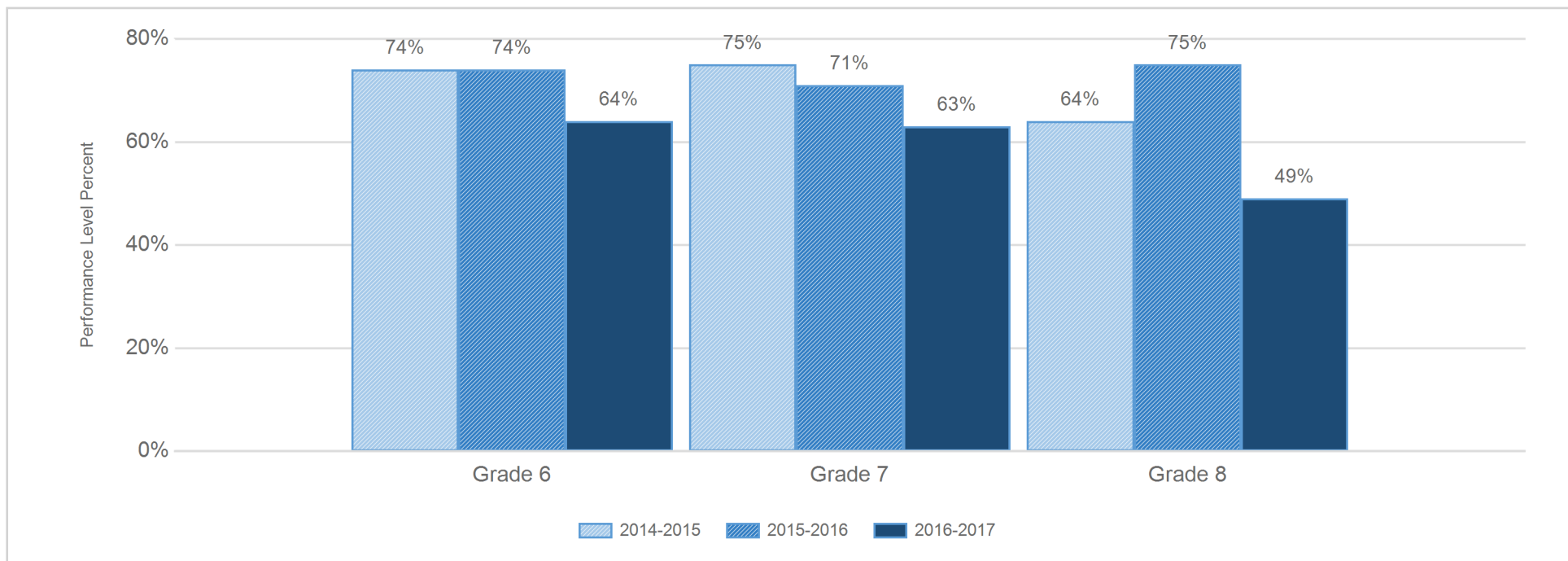
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	189	68.0	49.20	54.50	43.50	34.9	36.7	Met Target†
White	105	70.3	57.10	67.00	52.40	41.8	42.9	Met Target†
Hispanic	18	65.5	55.50	44.00	27.60	37.6	37.3	Met Target
Black or African American	38	62.5	15.80	26.40	21.70	10.3	9.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	68.2	53.40	66.90	75.60	38.3	N	N
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	13	72.2	69.20	61.50	44.90	52.6	**	**
Female	88	66.2	50.00	55.70	44.10	34.9		
Male	101	69.7	48.50	53.30	42.90	35.1		
Economically Disadvantaged Students	20	61.1	20.00	19.90	25.10	*	6.9	Met Target
Non-Economically Disadvantaged Students	169	69.0	52.70	60.40	54.30	*		
Students with Disabilities	36	61.3	22.20	24.30	16.50	14.3	16.7	Met Target†
Students without Disabilities	153	69.9	55.50	60.80	48.80	40.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	747	750	743	*	*	33%	38%	*	46%	44%
White	30	756	758	751	0%	*	*	53%	*	60%	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	34	753	753	745	*	*	29%	*	*	53%	45%
Male	27	740	746	742	*	*	37%	*	*	37%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	61	747	*	745	*	*	33%	38%	*	46%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	747	746	741	*	*	30%	48%	*	52%	40%
White	36	749	752	748	*	*	28%	53%	*	56%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	12	726	726	726	*	*	*	*	0%	17%	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	24	749	744	743	*	*	*	50%	*	50%	41%
Male	32	745	747	740	*	*	*	47%	*	53%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	16	726	726	716	*	*	*	*	*	19%	11%
Students without Disabilities	40	755	750	746	*	*	*	*	*	65%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	56	747	*	742	*	*	30%	48%	*	52%	*
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	32	715	727	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	12	705	717	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	14	723	730	730	*	*	*	*	*	*	30%
Male	18	709	723	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	32	715	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	775	753	743	*	0%	*	78%	*	88%	42%
White	28	774	764	751	*	0%	*	75%	*	86%	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	*	*	*	741	*	*	*	*	*	*	41%
Female	15	779	753	744	*	*	*	87%	*	100%	43%
Male	26	772	752	741	*	*	*	73%	*	81%	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	41	775	*	745	*	0%	*	78%	*	88%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	729	N	N	N	N	N	N	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
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%

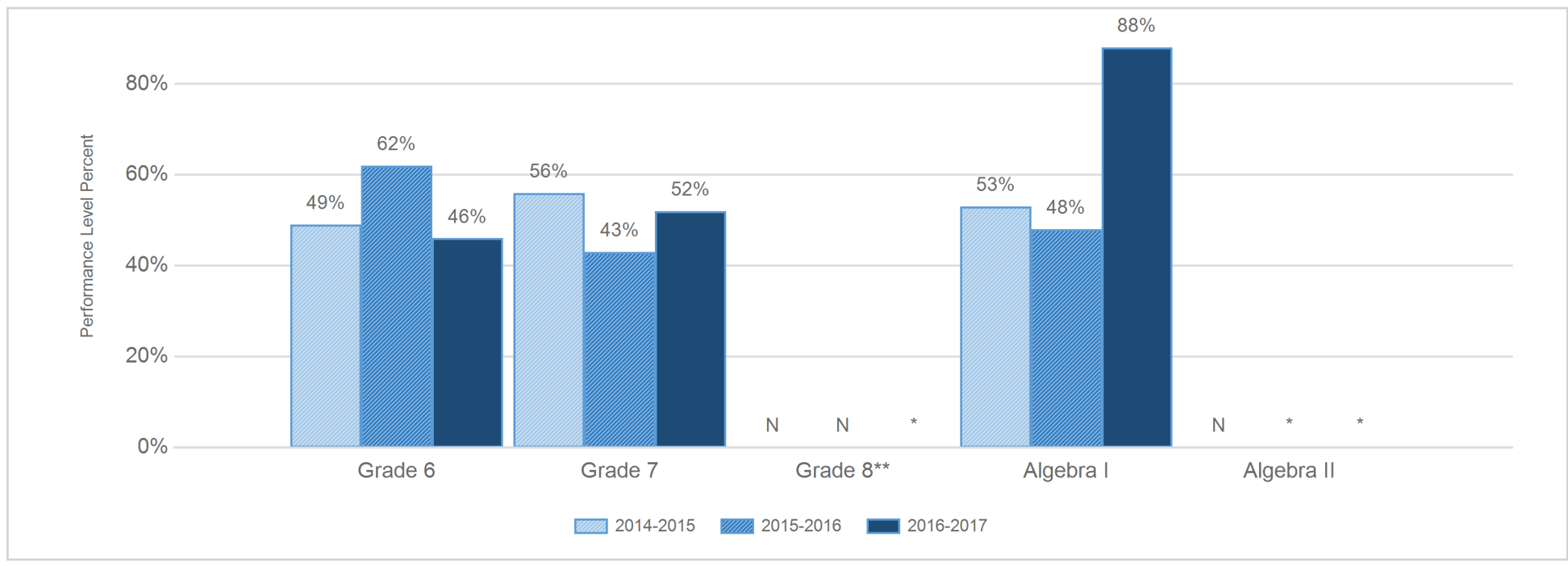


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

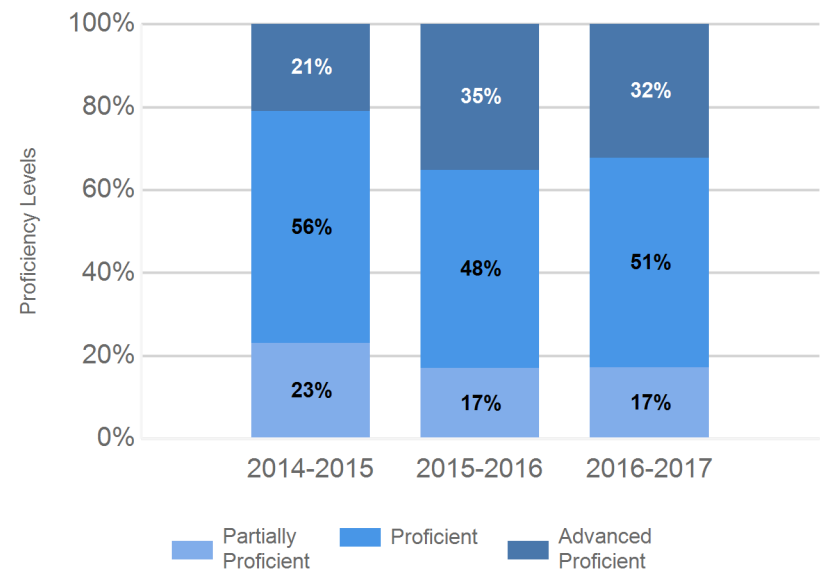
NJASK Science Assessment Performance: Grade 8

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	32%	51%	17%
White	35%	57%	9%
Hispanic	*	*	*
Black or African American	21%	37%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
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	18	39	50	Not Met	37.5	43	50	Not Met
White	18	40	50	Not Met	37.5	45	52	Not Met
Hispanic	13.5	36	49	**	42	*	47	**
Black or African American	22	36.5	45	Not Met	28	37	43	**
Asian, Native Hawaiian, or Pacific Islander	30	47	60	**	*	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	14	*	51	**	*	*	52	**
Economically Disadvantaged	7.5	*	47	**	*	31	46	**
Students with Disabilities	25.5	36.5	41	Not Met	40	41	43	**
English Learners	*	28	53	**	*	47.5	51	**

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



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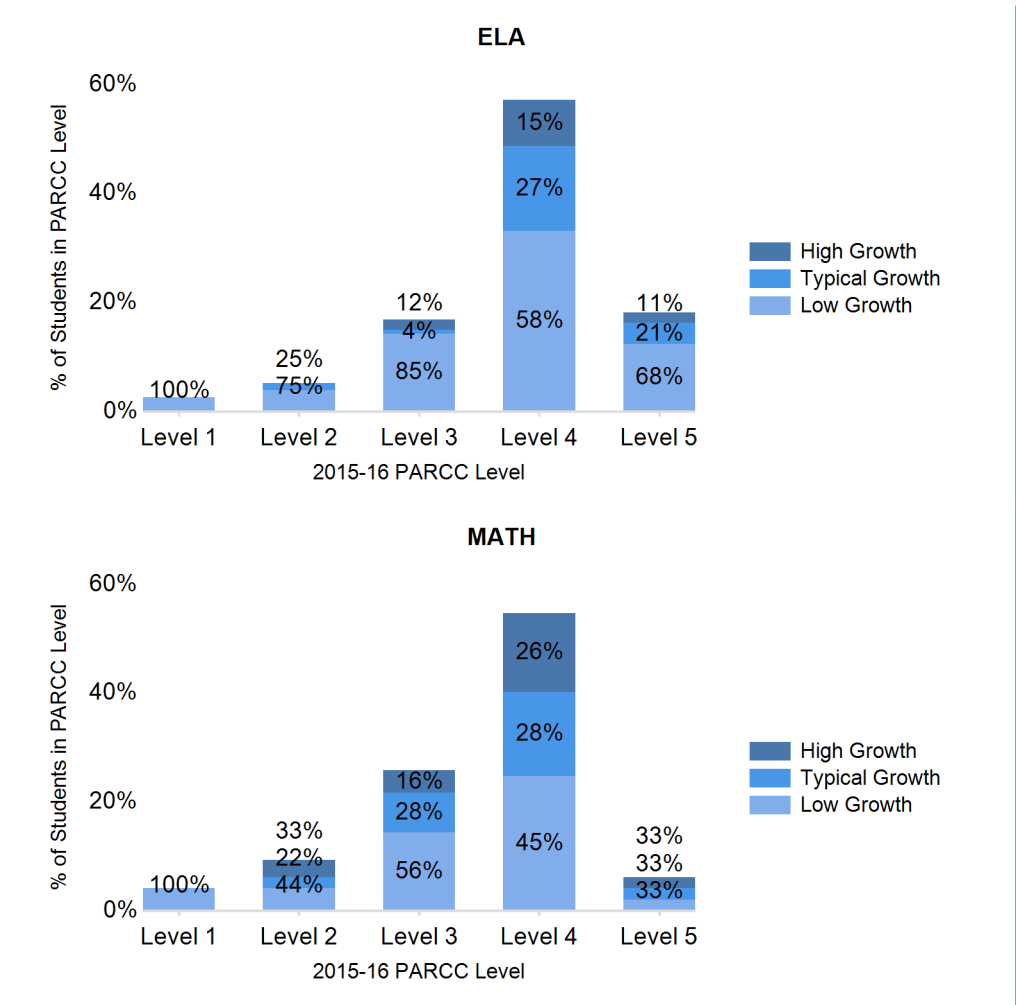
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

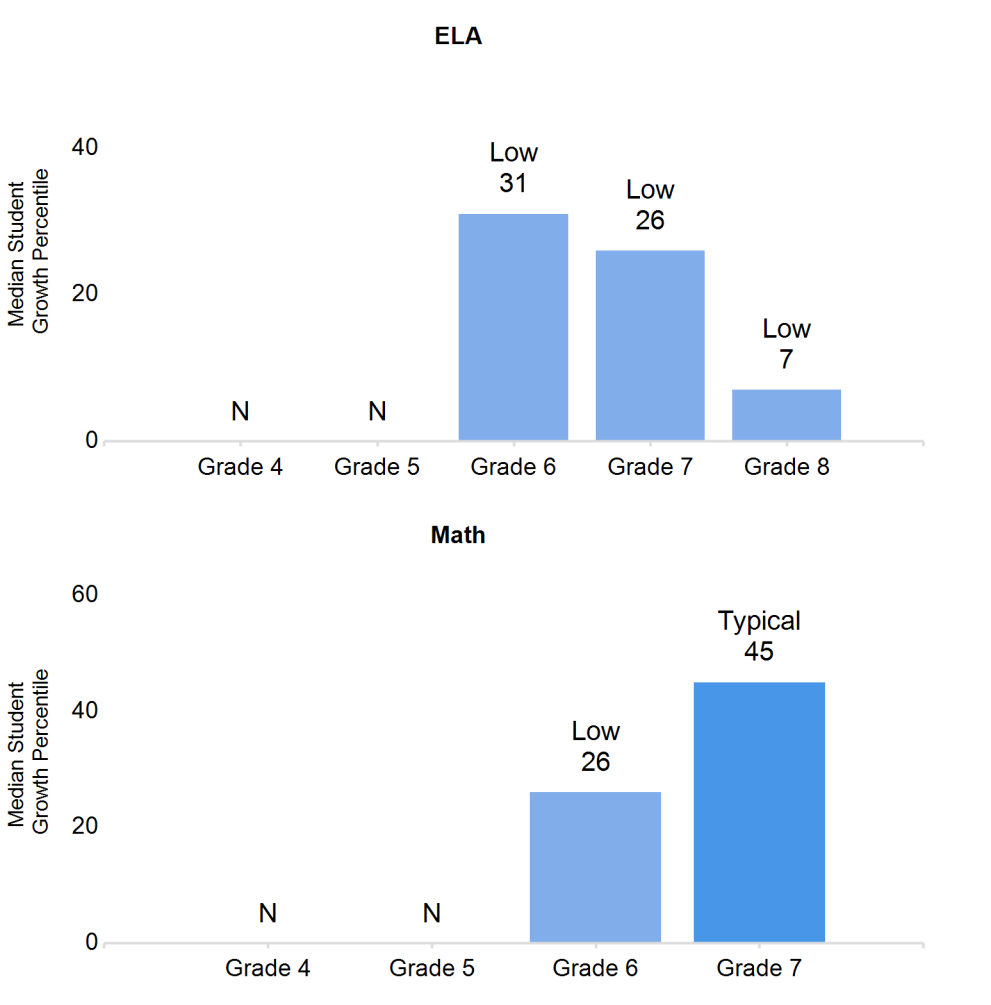
Student Growth by Performance Level

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	96
7	4	0	95
8	97	95	19
Schoolwide	101	95	210

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	52	26	96	18	0	0	0
7	49	22	26	24	0	0	0
8	55	21	0	21	0	0	0
Schoolwide	156	69	122	63	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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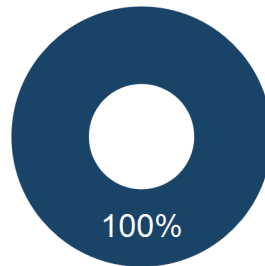
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Visual and Performing Arts – Course Participation

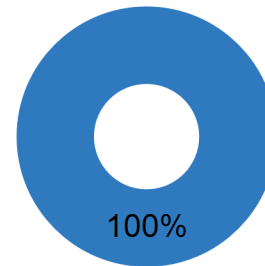
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

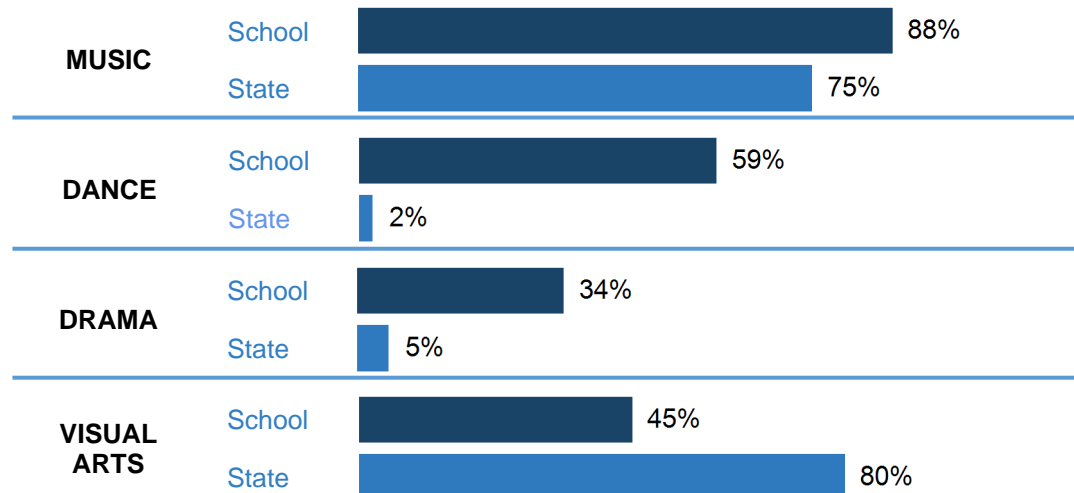


School



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

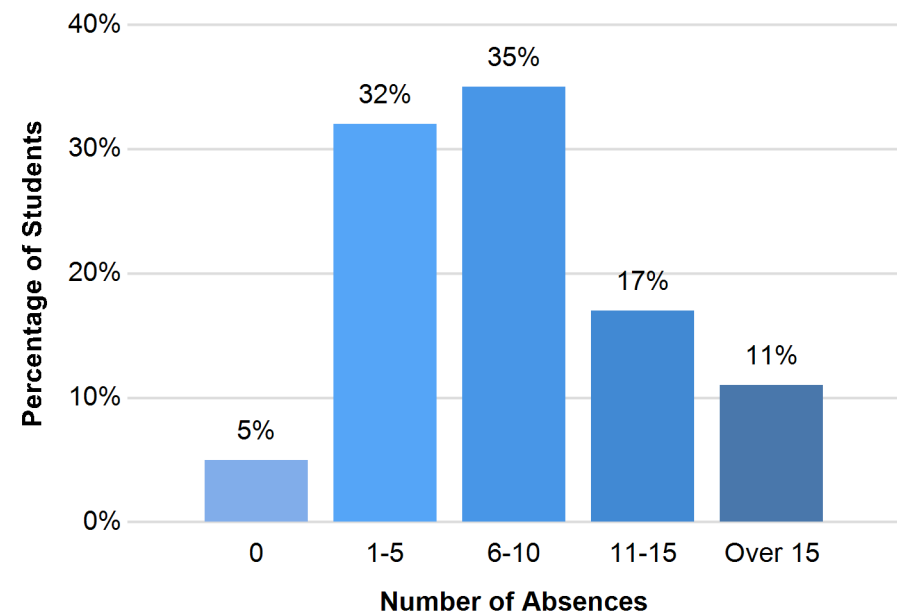
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.70	Met Target
White	5.00	8.70	Met Target
Hispanic	10.30	8.70	Not Met
Black or African American	7.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	13.60	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.80	8.70	Not Met
Students with Disabilities	12.30	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



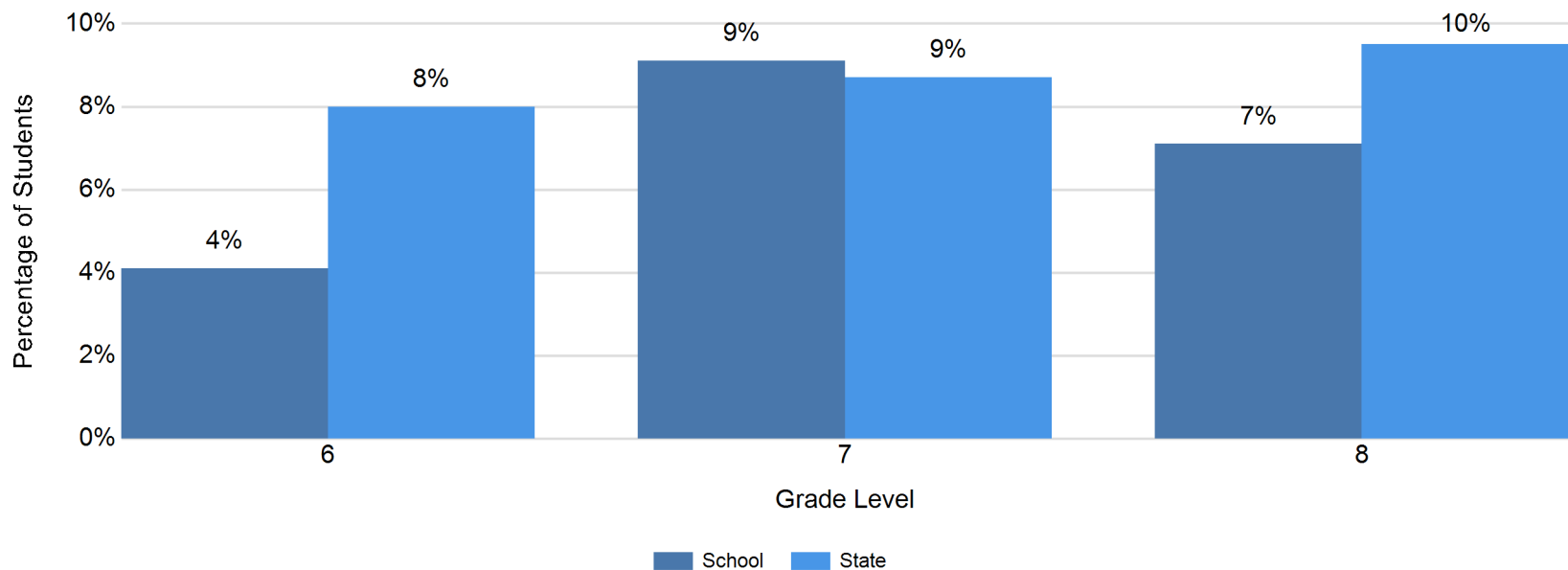


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Chronic Absenteeism by Grade

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	4:05PM
Length of School Day	7 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.0%
Any Suspension	1.0%

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	9
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	3.14

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	18.0	11.8
Average years experience in district	9.9	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	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	8:1	11:1
Administrators	144:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

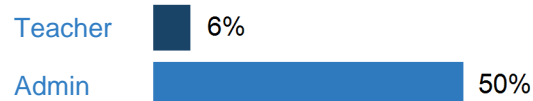
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	14.4	17.5%
Mathematics Proficiency	17.4	17.5%
English Language Arts Growth	0.1	25.0%
Mathematics Growth	9.4	25.0%
Chronic Absenteeism	34.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		13.1
Summative Rating: Percentile rank of Summative Score		4.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	13.1	11.9	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
White	16.1	11.9	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
Hispanic	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Black or African American	20.9	11.9	No	Met Target	Met Target	Met Target	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Students with Disabilities	35.2	11.9	No	Not Met	Met Target†	Not Met	Not Met	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Wilson	Email Address:	ewilson@montclair.k12.nj.us
Address:	176 NORTH FULLERTON AVENUE MONTCLAIR, NJ 07042	Website:	http://www.montclair.k12.nj.us/schools/renaissance-at-rand/
Phone:	(973)509-5741		

School Narrative

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

	Highlights: <ul style="list-style-type: none"> • State-championships in Robotics • The New Jersey School Boards Association, Board of Directors School Leaders Award recognition for the Friday Program • American Mathematics Association Math Contest awards
	Mission, Vision, Theme: <p>Our mission at Renaissance at Rand Middle School is to inspire individuals to think critically, responsibly and empathetically. At the heart of Renaissance are students and faculty who investigate ideas through an interdisciplinary, thematic curriculum. We design our program to support all dimensions of student growth: socially, emotionally and physically as well as intellectually.</p>





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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Students are organized into four homerooms per grade level, led by the English Language Arts, Math, Science and Social Studies teachers. Teachers are part of grade level instructional teams and cross-graded departments by discipline. The teams provide an optimal student-teacher ratio so that both group and individual pedagogical techniques can be used. The school operates on an extended day four times a week, affording 196 hours of additional instructional time during the school year.</p>
 <p>Clubs and Activities:</p>	<p>Renaissance Middle school currently offers a litany of afterschool clubs and activities designed to promote positive citizenship, academics, and social responsibility</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.



Student Supports and Services:

Renaissance Middle School is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS



Parent and Community Involvement:

At Renaissance Middle School, we have a very active Parent-Teacher Association (PTA) and School Action Team Partnership (SATp) that parents are encouraged to join



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	64	59	61
1	79	69	63
2	76	72	68
3	74	72	75
4	75	73	75
5	72	76	75
Ungraded	0	14	10
Total	440	435	427

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	44%	44%
Male	56%	56%	56%
Economically Disadvantaged Students	8%	10%	6%
Students with Disabilities	11%	11%	14%
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	56.7%
Black or African American	19.0%
Hispanic	11.7%
Asian	7.3%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	1	59	61

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	97.4%
Other	2.3%



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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	200	94.2	78.50	67.90	54.90	77.6	79.2	Met Target†
White	117	93.2	86.30	78.60	63.90	84.3	80	Met Goal
Hispanic	24	100.0	75.00	59.90	39.80	75	71.3	Met Target
Black or African American	36	90.9	63.90	43.50	35.20	60.5	55.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	66.60	73.90	80.70	66.6	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	87	92.1	82.70	75.90	62.20	79.8		
Male	113	96.0	75.20	60.40	48.10	75.2		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	29	91.7	55.10	32.10	20.50	52.6	35.8	Met Target
Students without Disabilities	171	94.7	82.40	75.40	61.90	82		
English Learners	N	N	N	34.00	25.20	N	**	**
Non-English Learners	200	94.2	78.50	68.40	57.40	77.7		
Homeless Students	N	N	N	37.60	26.40	N		
Students In Foster Care	N	N	N	40.00	24.80	N		
Military-Connected Students	N	N	N	50.00	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	73	766	761	749	*	*	18%	60%	*	71%	50%
White	47	770	768	759	*	*	*	68%	*	79%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	10	763	*	731	0%	*	*	*	*	60%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	770	764	754	*	*	*	66%	*	76%	55%
Male	44	764	757	745	*	*	*	57%	*	68%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	15	743	730	720	*	*	*	*	*	60%	24%
Students without Disabilities	58	772	766	755	*	*	*	*	*	74%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	73	766	761	752	*	*	18%	60%	*	71%	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	72	771	763	753	*	*	15%	60%	21%	81%	56%
White	39	776	773	762	*	0%	*	62%	28%	90%	67%
Hispanic	11	762	752	740	0%	*	*	*	*	73%	40%
Black or African American	13	764	747	737	0%	*	*	*	*	62%	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	29	776	770	758	*	*	*	55%	*	83%	61%
Male	43	768	756	749	*	*	*	63%	*	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	742	734	725	*	*	*	*	*	40%	25%
Students without Disabilities	62	776	769	759	*	*	*	*	*	87%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	72	771	*	755	*	*	15%	60%	21%	81%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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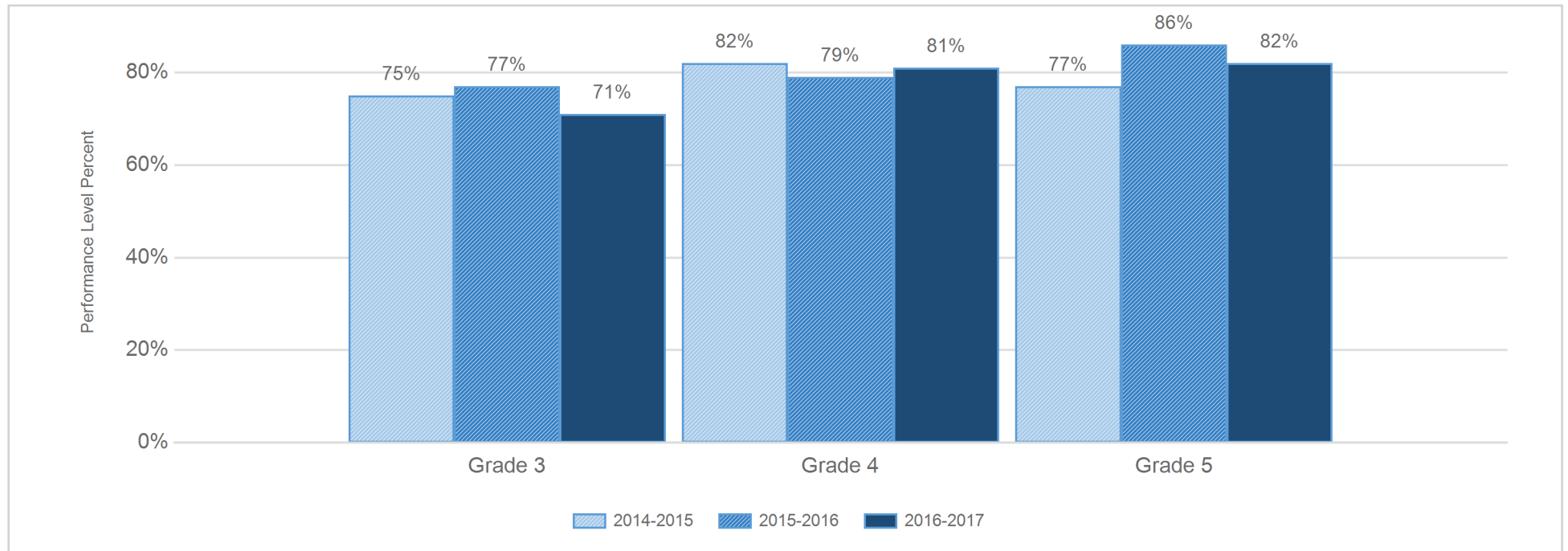
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	770	769	756	*	0%	16%	76%	*	82%	59%
White	37	776	777	763	0%	0%	*	87%	*	95%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	17	758	*	740	*	0%	*	*	*	59%	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	35	771	777	761	*	0%	*	83%	*	86%	66%
Male	32	768	763	750	*	0%	*	69%	*	78%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	67	770	*	757	*	0%	16%	76%	*	82%	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%

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	197	92.9	68.50	54.50	43.50	66.7	70.7	Met Target†
White	116	92.4	75.90	67.00	52.40	73.5	78.8	Met Target†
Hispanic	24	100.0	45.90	44.00	27.60	45.9	71.3	Not Met
Black or African American	34	86.4	61.80	26.40	21.70	55.2	48.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	66.70	66.90	75.60	66.7	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	85	90.1	65.80	55.70	44.10	62		
Male	112	95.2	70.60	53.30	42.90	70.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	27	86.1	40.70	24.30	16.50	36.2	26.7	Met Target
Students without Disabilities	170	94.2	72.90	60.80	48.80	72.1		
English Learners	N	N	N	33.30	23.30	N	**	**
Non-English Learners	197	92.9	68.50	54.80	45.20	66.8		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	768	758	751	*	*	18%	51%	25%	75%	53%
White	47	769	765	759	*	*	*	53%	26%	79%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	10	769	*	733	0%	*	0%	*	*	90%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	766	757	751	*	*	*	52%	*	72%	52%
Male	44	768	759	751	*	*	*	50%	*	77%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	15	748	737	729	*	*	*	*	*	47%	29%
Students without Disabilities	58	773	762	755	*	*	*	*	*	83%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	73	768	758	753	*	*	18%	51%	25%	75%	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
Schoolwide	69	764	754	747	0%	*	28%	59%	*	70%	47%
White	38	770	762	755	0%	0%	*	74%	*	84%	59%
Hispanic	11	758	746	734	0%	0%	*	*	*	46%	30%
Black or African American	11	757	738	729	0%	*	*	*	*	55%	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	27	766	755	747	0%	*	*	67%	*	74%	47%
Male	42	763	754	747	0%	*	*	55%	*	67%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	69	764	*	749	0%	*	28%	59%	*	70%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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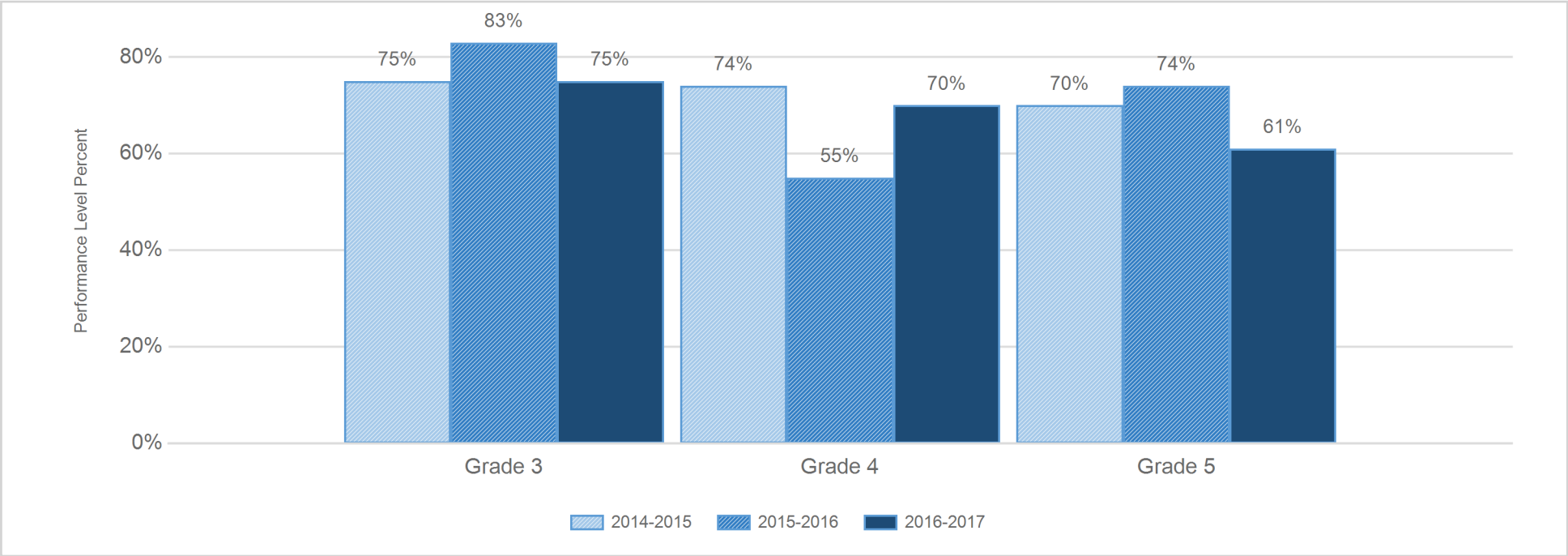
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	759	756	747	*	*	24%	48%	*	61%	46%
White	37	764	764	754	0%	*	*	51%	*	68%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	17	750	*	729	*	*	*	*	*	53%	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	35	755	756	747	*	*	*	46%	*	57%	47%
Male	32	762	755	746	*	*	*	50%	*	66%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	67	759	*	748	*	*	24%	48%	*	61%	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%

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.

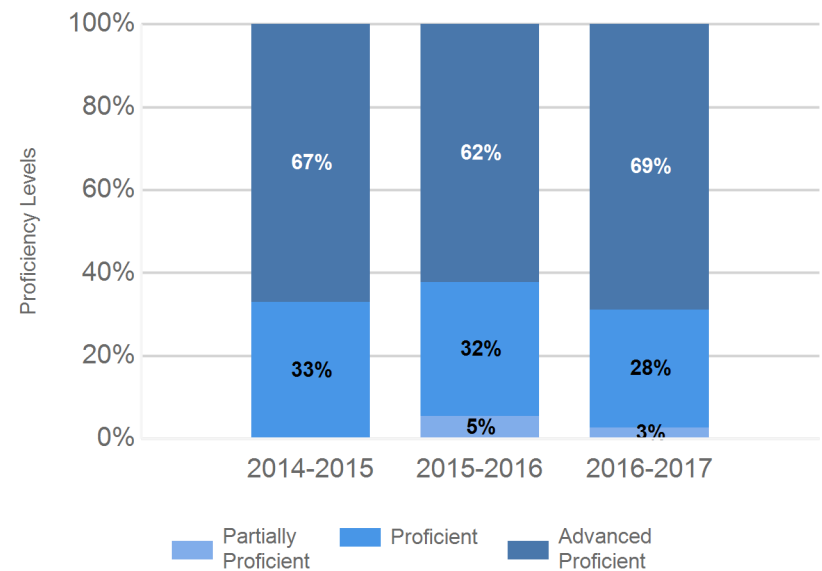
NJASK Science Assessment Performance: Grade 4

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	69%	28%	3%
White	74%	26%	N
Hispanic	64%	36%	N
Black or African American	43%	50%	*
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	*	*	*
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	47	39	50	Met Target	46.5	43	50	Met Target
White	49	40	50	Met Target	51	45	52	Met Target
Hispanic	54	36	49	**	36.5	*	47	**
Black or African American	46	36.5	45	Met Target	39	37	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	47	60	**	*	46	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	*	47	**	*	31	46	**
Students with Disabilities	47	36.5	41	**	24	41	43	**
English Learners	N	N	N	N	N	N	N	N

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



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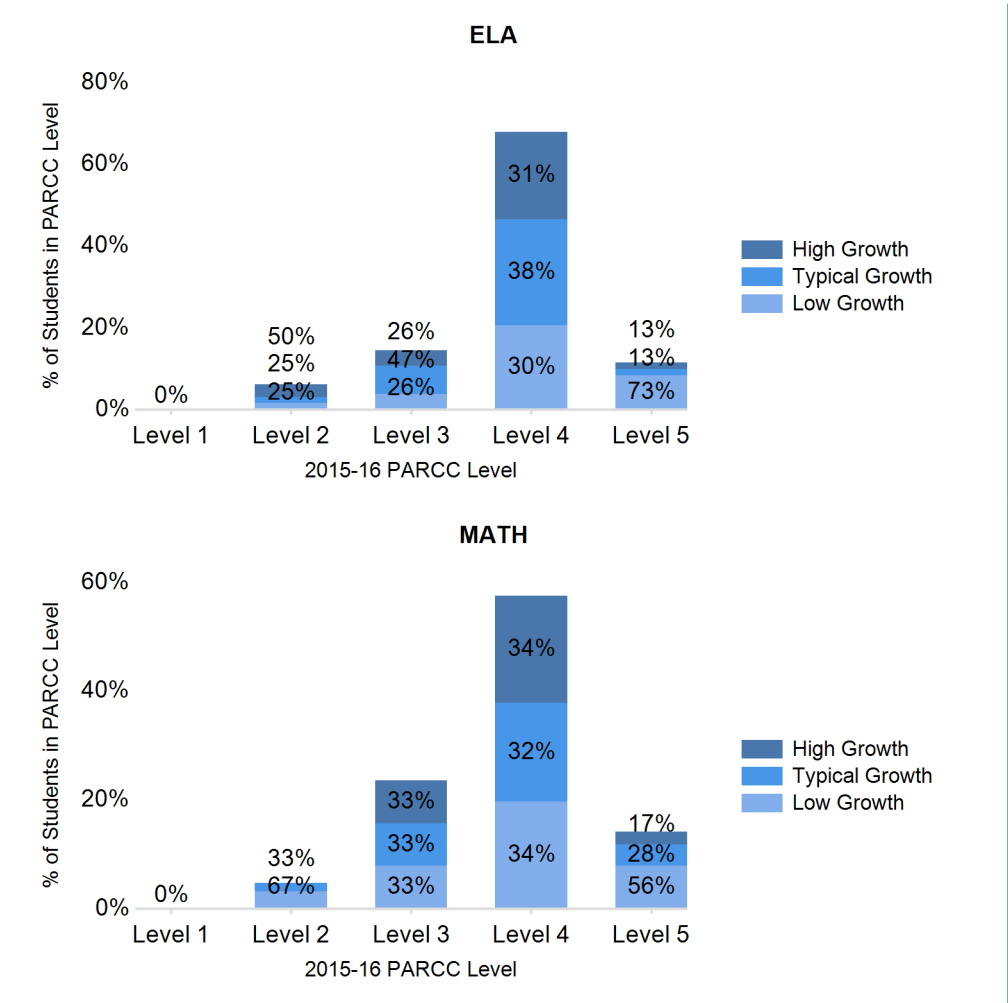
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

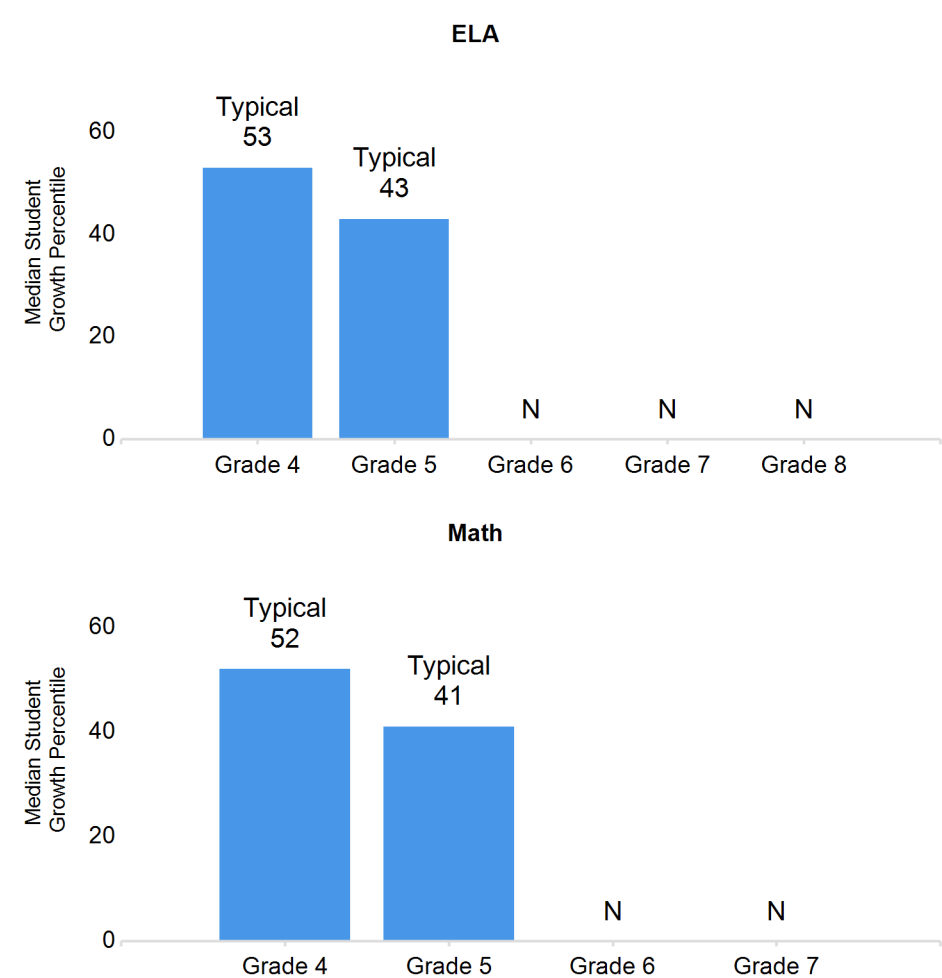
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

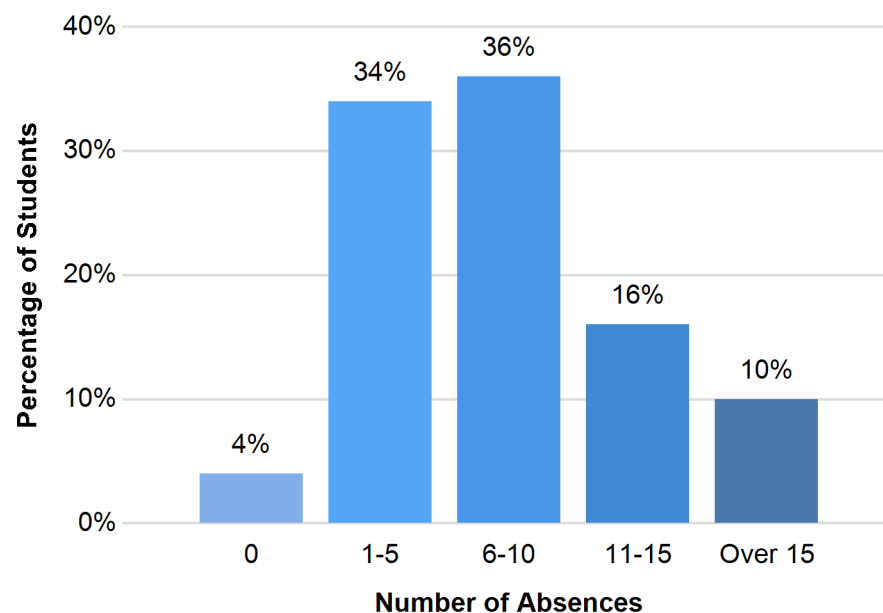
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.60	8.40	Met Target
White	4.50	8.40	Met Target
Hispanic	10.00	8.40	Not Met
Black or African American	4.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	15.00	8.40	Not Met
Economically Disadvantaged Students	15.40	8.40	Not Met
Students with Disabilities	13.10	8.40	Not Met
English Learners	N	**	**

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

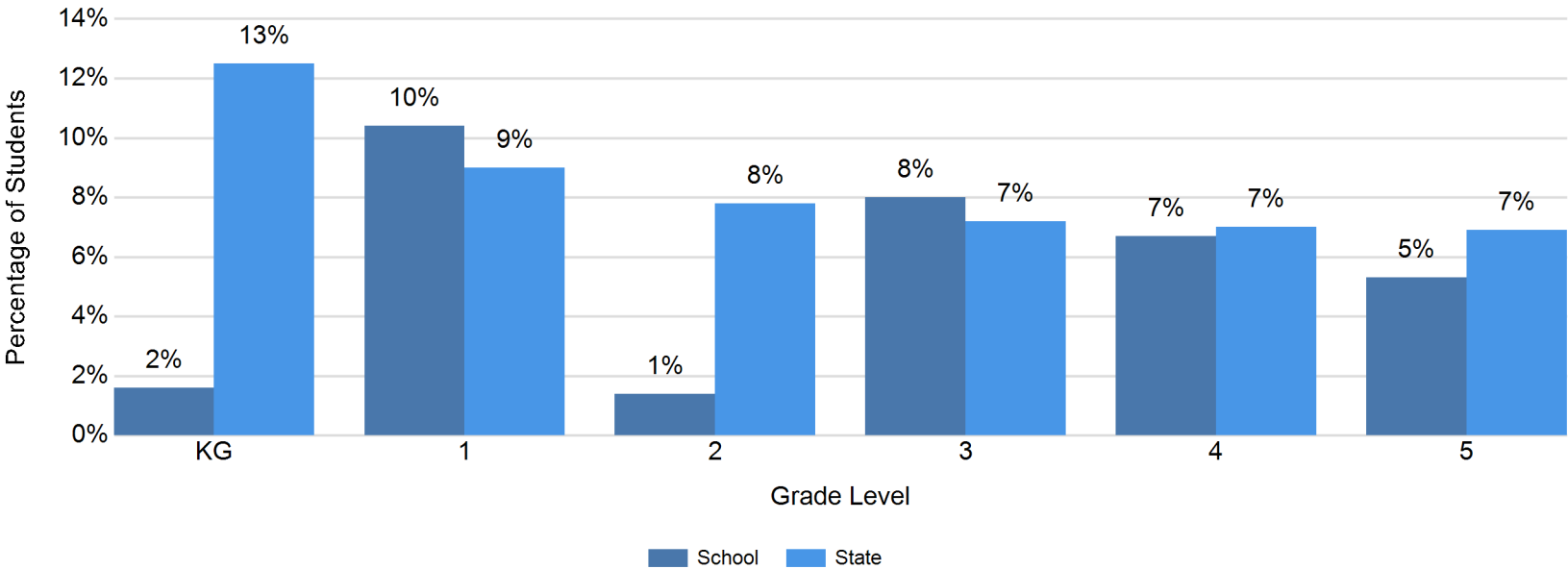
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.94

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	0.2%
Any Suspension	0.2%

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	1.8:1	149.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$413	\$15,547	\$15,960



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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	29	120,724
Average years experience in public schools	17.7	11.8
Average years experience in district	15.0	10.5
Teachers in district for 4 or more years	83%	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	32	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	66%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	11:1
Administrators	214:1	209:1
Librarian/Media Specialists		1674:1
Nurses		515:1
Counselors		558:1
Child Study Team		172:1



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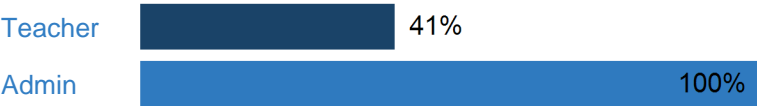
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	78%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	93%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	93.2	17.5%
Mathematics Proficiency	87.7	17.5%
English Language Arts Growth	41.3	25.0%
Mathematics Growth	38.0	25.0%
Chronic Absenteeism	54.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.6
Summative Rating: Percentile rank of Summative Score		65.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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 ESSEX
 MONTCLAIR TOWN
 14 GARDEN ST
 MONTCLAIR, NJ 07042-4116

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	59.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	64.3	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Not Met	Not Met	**	**	No
Black or African American	68.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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 2016-2017
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School General Info

Principal:	Mr. Grosso	Email Address:	agrosso@montclair.k12.nj.us
Address:	14 GARDEN ST MONTCLAIR, NJ 07042-4116	Website:	http://www.montclair.k12.nj.us/schools/watchung/
Phone:	(973)509-4259	Twitter:	https://twitter.com/WatchungSchool2

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • #24 Best Public Elementary School in New Jersey 2018 Best Schools NICHE • Technology is part of each school day for all students, with all 5th grade students utilizing 1:1 personal Chromebooks • State of the Art STEAM Lab used by all students in grades K-5
 Mission, Vision, Theme:	Watchung School students will graduate equipped with skills to be independent life-long learners. Students will demonstrate compassion for others and their environment through an understanding about the interdependence of all living things. Students will be critical thinkers, problem solvers and curious about how things work.






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 Courses, Curriculum, Instruction:	ELA-Center for Collaborative Classroom Math-Envisions/Science-FOSS Word Study-Wilson Foundations□ FLEX classes-(ex. Robotics, Forensics, Broadcasting, Coding, 3D Printing, Hydroponics etc.) Over 50 additional courses offered for students to choose from based on their interests in STEAM aside from their basic instructional courses.□ Textbooks - Hardcopy and Online□
 Clubs and Activities:	Green Team, Drum Circle, School Play, Winter and Spring Concerts, MLK Celebration, African American History Celebration, Open Circle, Wake-Up Watchung Television Series, Neighborhood Block Parties(Character Education Program) Field Day, Science Fair, Science Summit, Science Bee.
 Before and After School Programs:	YMCA Before and After-Care, After School Enrichment-sponsored by the PTA.







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 Staff and Professional Learning:	<p>Staff is engaged in Professional Learning on a consistent basis ranging from current topics being taught in our school to new and progressive concepts and ideas. Particular members of our staff are certified in various areas such as being Google Certified, Wilson Certified etc.</p>
 Student Supports and Services:	<p>Watchung is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS. This team is made up of a group of professionals who are knowledgeable of the student's in question and provides support in the general education environment</p>
 Student Health and Wellness:	<p>Watchung is committed to providing students with a healthy environment both in body and mind. From our Health and Wellness Fair to classroom practices that encourage this lifestyle, staff and our parent community are committed to providing this environment.</p>
 Parent and Community Involvement:	<p>Watchung has an involved parent community. From the PTA to our SAT, we work as a team to provided resources and experiences for our students. Parents and the community often come together with new ideas to help move our school in a progressive course.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Watchung was built in 1900 with 3 additions throughout the years ending in 1927. The building has continued to keep its historical attributes while continuously becoming modern. The building houses an auditorium, gym, STEAM Lab, Greenhouse, Spanish Room, Collaborative Learning Lab, Art room, Cafeteria, Courtyard and various classrooms that range in an assortment of learning.</p>
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Other Information:

Our school currently houses four laptop carts of Mac Air books, 5 Chromebook carts, multiple tablets and handheld devices which are utilized daily by students. Students produce and star in a daily news broadcast each and every morning in our broadcast studio. Students also have the opportunity of choosing from an eclectic catalogue of courses to take once a week pertaining to STEAM. Courses such as robotics, coding, broadcasting, recording studio, virtual reality and more allow students to engage in real world hands on course work that is directly related to the world around them preparing them as a 21st century learner. Watchung School is broken up into three neighborhoods: Leadership, Responsibility and Integrity. Each Neighborhood consists of students from Kindergarten to 5th grade. The name of each Neighborhood was chosen to specifically correlate with our character-building program. Each Neighborhood teaches students what it means to take pride in being part of a community and taking ownership for their individual part of their community. On the last Friday of each month the Neighborhoods get together to join in a Neighborhood "Block Party". This is a time for students to engage in activities within and between the Neighborhoods. Students work together to learn about each other, develop leadership skills and formulate ways to give back to the Montclair community. Each neighborhood is also created to cycle students through specific courses throughout the year allowing for more time to engage in projects in the area of Related Arts. Art, Spanish and STEAM are considered Cycle courses that will engage students three times a week. This will allow the staff to create lessons that will drive the students to think deeper and create more. Physical Education, Music and Technology are a constant throughout the year where every student will participate in these Related Arts courses every week for every cycle.