




ALEXANDER HAMILTON  
2016-2017  
Grade Span 03-05

27-3385-060  
MORRIS  
MORRIS SCHOOL DISTRICT  
24 MILLS STREET  
MORRISTOWN, NJ 07960

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
3	85	115	104
4	91	85	128
5	94	93	83
Ungraded	1	17	4
<b>Total</b>	<b>271</b>	<b>310</b>	<b>319</b>

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	49%
Male	52%	55%	51%
Economically Disadvantaged Students	36%	40%	45%
Students with Disabilities	18%	20%	19%
English Learners	6%	13%	14%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	44.5%
White	44.5%
Black or African American	8.8%
Asian	1.6%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.0%

**Enrollment by Home Language**

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

Home Language	% of Students
English	62.4%
Spanish	34.8%
<i>Other</i>	2.7%



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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	306	98.7	54.90	56.50	54.90	54.9	60.5	Not Met
White	142	98.6	72.50	72.80	63.90	72.5	73.4	Met Target†
Hispanic	127	98.4	37.80	31.40	39.80	37.8	43	Met Target†
Black or African American	30	100.0	40.00	43.60	35.20	40	55.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	145	98.0	57.90	65.10	62.20	57.9		
Male	161	99.4	52.20	48.50	48.10	52.2		
Economically Disadvantaged Students	135	100.0	34.80	28.80	36.20	34.8	39.9	Met Target†
Non-Economically Disadvantaged Students	171	97.7	70.80	70.30	65.80	70.8		
Students with Disabilities	61	96.8	21.30	*	20.50	21.3	16.9	Met Target
Students without Disabilities	245	99.2	63.20	*	61.90	63.2		
English Learners	86	100.0	30.20	*	25.20	30.2	7.8	Met Target
Non-English Learners	220	98.2	64.50	*	57.40	64.5		
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 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	103	743	753	749	*	19%	24%	33%	*	40%	50%
White	42	768	777	759	*	*	24%	45%	*	62%	61%
Hispanic	46	725	726	734	24%	26%	28%	22%	0%	22%	35%
Black or African American	12	717	*	731	*	*	*	*	0%	25%	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	N	N	N	751	N	N	N	N	N	N	52%
Female	60	751	759	754	*	*	25%	40%	*	47%	55%
Male	43	731	746	745	*	*	23%	23%	*	30%	46%
Economically Disadvantaged Students	49	724	720	731	*	*	22%	22%	*	22%	31%
Non-Economically Disadvantaged Students	54	760	776	762	*	*	26%	43%	*	56%	63%
Students with Disabilities	17	707	*	720	*	*	*	*	*	*	24%
Students without Disabilities	86	750	*	755	*	*	*	*	*	*	55%
English Learners	15	695	700	709	*	*	*	*	*	*	11%
Non-English Learners	88	751	762	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	123	751	757	753	10%	16%	18%	42%	15%	56%	56%
White	66	764	770	762	*	*	*	53%	21%	74%	67%
Hispanic	45	732	733	740	*	31%	29%	24%	*	29%	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	49	753	761	758	*	*	*	39%	*	55%	61%
Male	74	750	753	749	*	*	*	43%	*	57%	51%
Economically Disadvantaged Students	51	733	734	737	*	*	*	24%	*	29%	36%
Non-Economically Disadvantaged Students	72	765	770	764	*	*	*	54%	*	75%	69%
Students with Disabilities	27	725	*	725	*	*	*	*	*	26%	25%
Students without Disabilities	96	759	*	759	*	*	*	*	*	65%	62%
English Learners	14	713	711	711	*	*	*	*	*	*	10%
Non-English Learners	109	756	763	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	80	767	765	756	*	*	20%	51%	21%	73%	59%
White	34	777	777	763	*	0%	*	53%	29%	82%	69%
Hispanic	36	762	750	743	*	*	*	53%	*	69%	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	N	N	N	757	N	N	N	N	N	N	60%
Female	36	774	771	761	*	*	*	58%	*	81%	66%
Male	44	762	759	750	*	*	*	46%	*	66%	53%
Economically Disadvantaged Students	35	757	747	740	*	*	*	51%	*	60%	40%
Non-Economically Disadvantaged Students	45	775	776	765	*	*	*	51%	*	82%	71%
Students with Disabilities	17	740	739	725	*	*	*	*	*	29%	22%
Students without Disabilities	63	775	770	762	*	*	*	*	*	84%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	80	767	769	757	*	*	20%	51%	21%	73%	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%

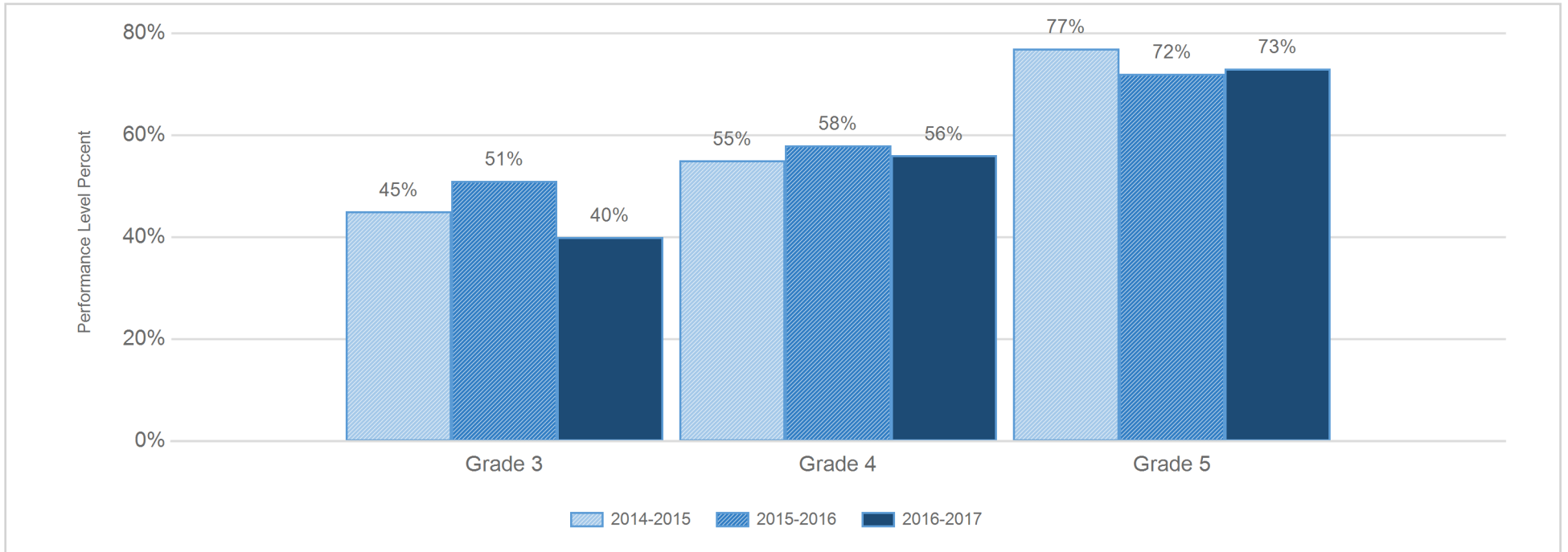


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**English Language Arts/Literacy Assessment - Performance Trends**

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	314	99.1	49.40	44.20	43.50	49.4	53.7	Met Target†
White	143	98.6	66.50	58.90	52.40	66.5	69.2	Met Target†
Hispanic	134	99.3	34.30	*	27.60	34.3	37.3	Met Target†
Black or African American	30	100.0	30.00	*	21.70	30	35.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	50.00	44.90	N	**	**
Female	151	98.7	49.70	46.20	44.10	49.7		
Male	163	99.4	49.10	42.30	42.90	49.1		
Economically Disadvantaged Students	136	100.0	31.60	*	25.10	31.6	37	Met Target†
Non-Economically Disadvantaged Students	178	98.4	63.00	*	54.30	63		
Students with Disabilities	62	98.4	14.50	*	16.50	14.5	25	Not Met
Students without Disabilities	252	99.2	57.90	*	48.80	57.9		
English Learners	93	100.0	29.00	17.40	23.30	29	10.6	Met Target
Non-English Learners	221	98.7	57.90	49.70	45.20	57.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	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
<b>Schoolwide</b>	106	741	753	751	15%	16%	31%	28%	9%	38%	53%
White	42	759	773	759	0%	*	36%	36%	*	52%	63%
Hispanic	49	726	733	738	29%	*	31%	20%	*	25%	37%
Black or African American	12	729	*	733	*	*	*	*	0%	25%	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	N	N	N	751	N	N	N	N	N	N	53%
Female	62	744	754	751	*	*	31%	31%	*	42%	52%
Male	44	737	751	751	*	*	32%	25%	*	32%	53%
Economically Disadvantaged Students	49	724	727	736	*	*	29%	*	*	20%	34%
Non-Economically Disadvantaged Students	57	755	771	761	*	*	33%	*	*	53%	65%
Students with Disabilities	17	714	*	729	*	*	*	*	*	*	29%
Students without Disabilities	89	746	*	755	*	*	*	*	*	*	57%
English Learners	18	706	717	724	*	*	*	*	*	17%	21%
Non-English Learners	88	748	759	753	*	*	*	*	*	42%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	132	746	753	747	*	22%	17%	43%	*	49%	47%
White	66	761	767	755	*	*	*	62%	*	71%	59%
Hispanic	54	727	730	734	20%	33%	24%	22%	0%	22%	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	53	744	749	747	*	19%	23%	43%	*	45%	47%
Male	79	747	755	747	*	24%	14%	43%	*	51%	48%
Economically Disadvantaged Students	53	732	731	732	*	30%	*	26%	*	26%	27%
Non-Economically Disadvantaged Students	79	755	764	757	*	17%	*	54%	*	63%	61%
Students with Disabilities	27	718	*	724	*	37%	*	*	*	11%	22%
Students without Disabilities	105	753	*	751	*	18%	*	*	*	58%	52%
English Learners	23	713	710	716	*	*	*	*	*	*	12%
Non-English Learners	109	753	759	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	759	757	747	*	*	30%	42%	19%	61%	46%
White	35	771	772	754	0%	*	*	40%	34%	74%	57%
Hispanic	39	753	741	735	*	*	36%	49%	*	56%	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	N	N	N	747	N	N	N	N	N	N	47%
Female	39	760	758	747	*	*	26%	49%	*	64%	47%
Male	45	758	755	746	*	*	33%	36%	*	58%	46%
Economically Disadvantaged Students	35	752	740	732	*	*	40%	51%	*	54%	27%
Non-Economically Disadvantaged Students	49	764	766	756	*	*	22%	35%	*	65%	59%
Students with Disabilities	18	744	743	725	*	*	56%	*	*	28%	19%
Students without Disabilities	66	763	759	751	*	*	23%	*	*	70%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	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%

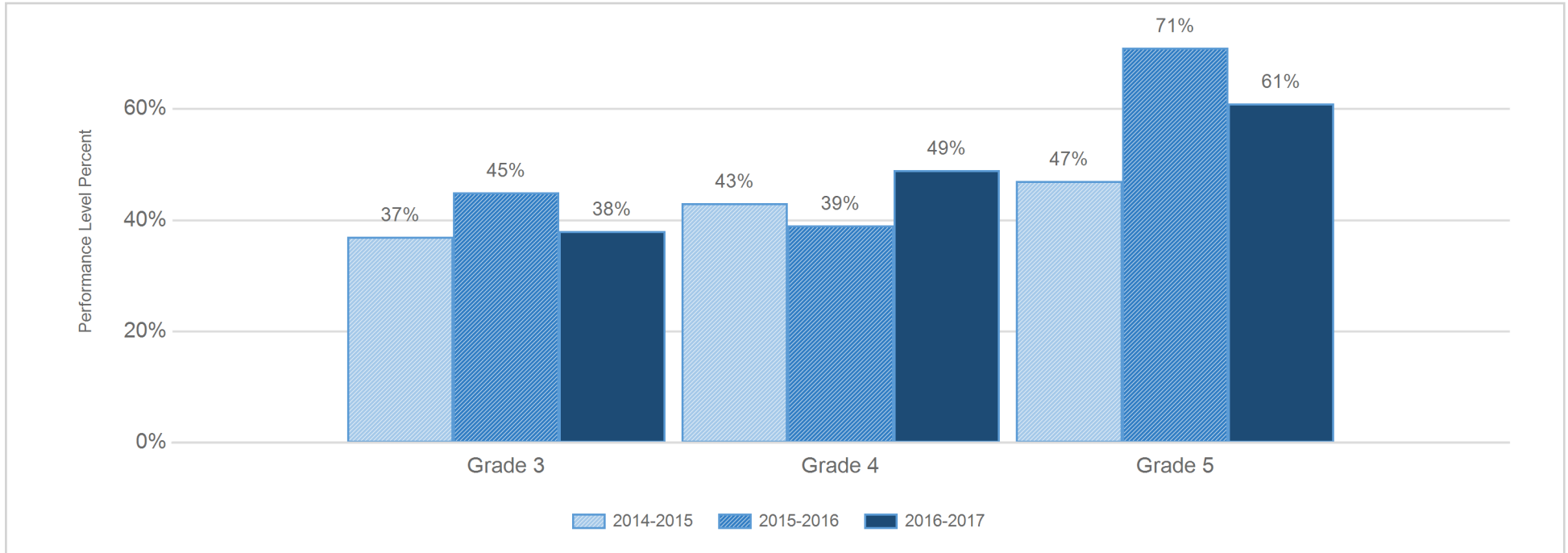


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	14	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	15	73.3%	26.7%



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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.

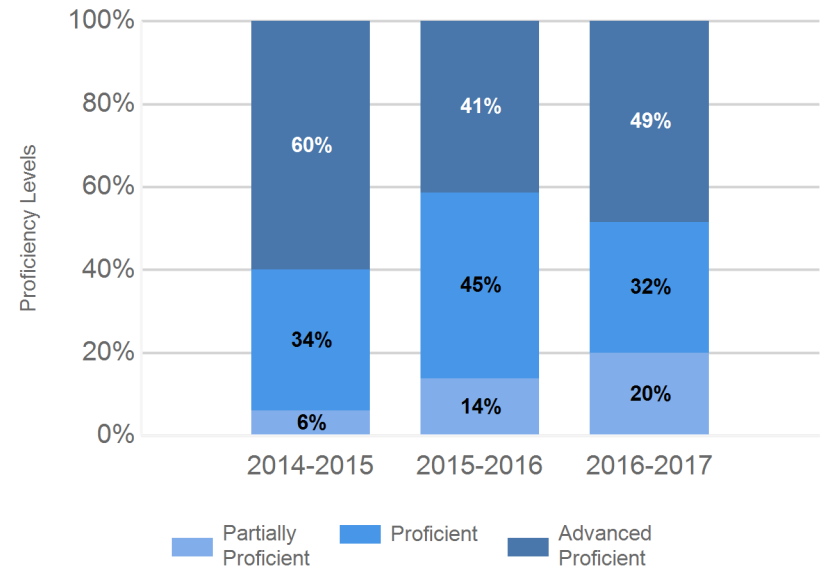
**NJASK Science Assessment Performance: Grade 4**

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	49%	32%	20%
White	73%	22%	5%
Hispanic	19%	46%	35%
Black or African American	*	20%	40%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	23%	40%	37%
Students with Disabilities	27%	39%	35%
English Learners	4%	52%	44%

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

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61.5	59	50	Exceeds Target	78	49	50	Exceeds Target
White	61	60	50	Exceeds Target	83	50	52	Exceeds Target
Hispanic	66	56	49	Exceeds Target	74	49	47	Exceeds Target
Black or African American	*	57	45	**	*	48.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	59.5	55	47	Met Target	74	45	46	Exceeds Target
Students with Disabilities	52.5	49	41	Met Target	63.5	54	43	Exceeds Target
English Learners	66	56.5	53	Exceeds Target	79	52	51	Exceeds Target

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



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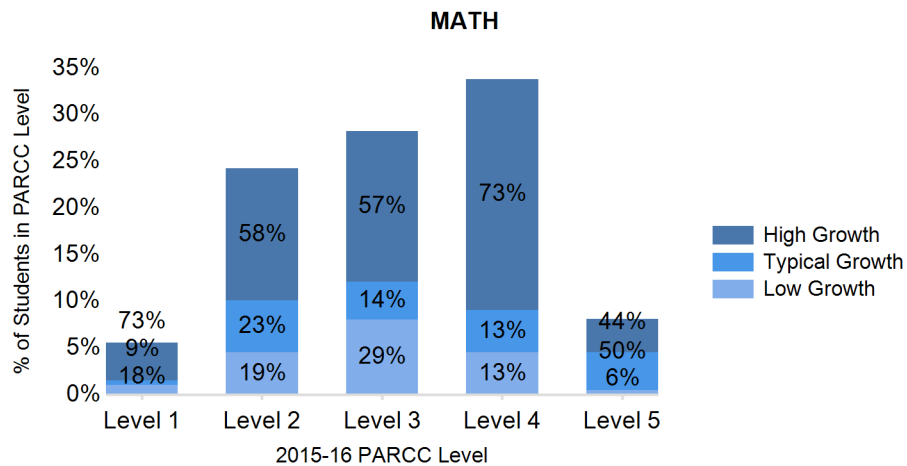
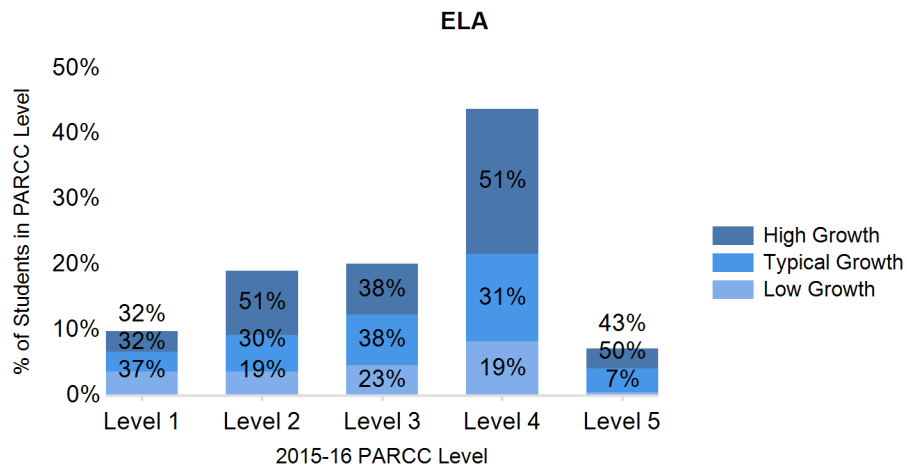
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

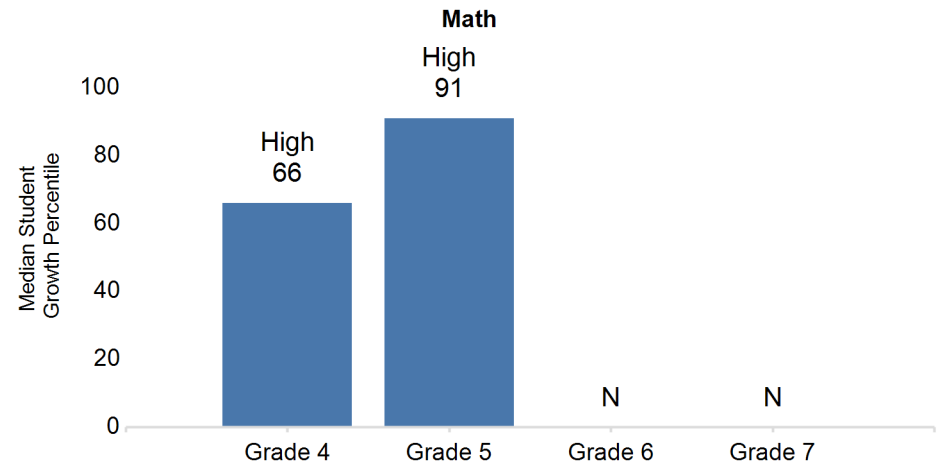
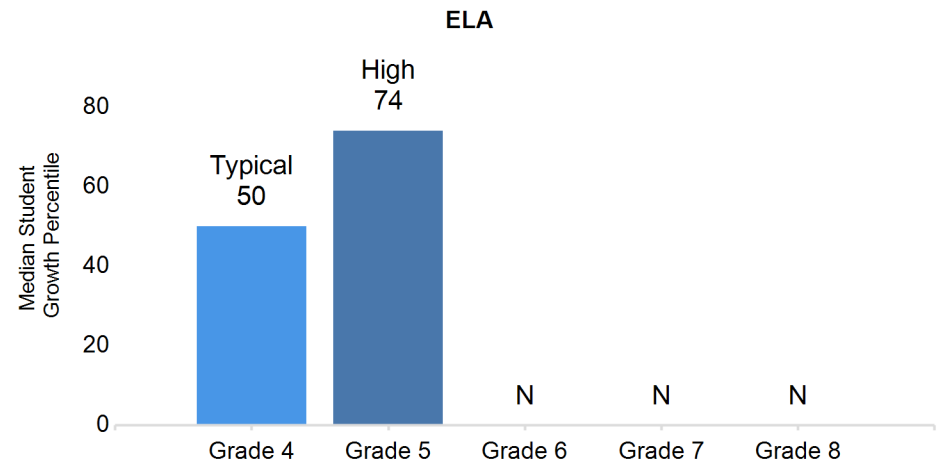
**Student Growth by Performance Level**

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**

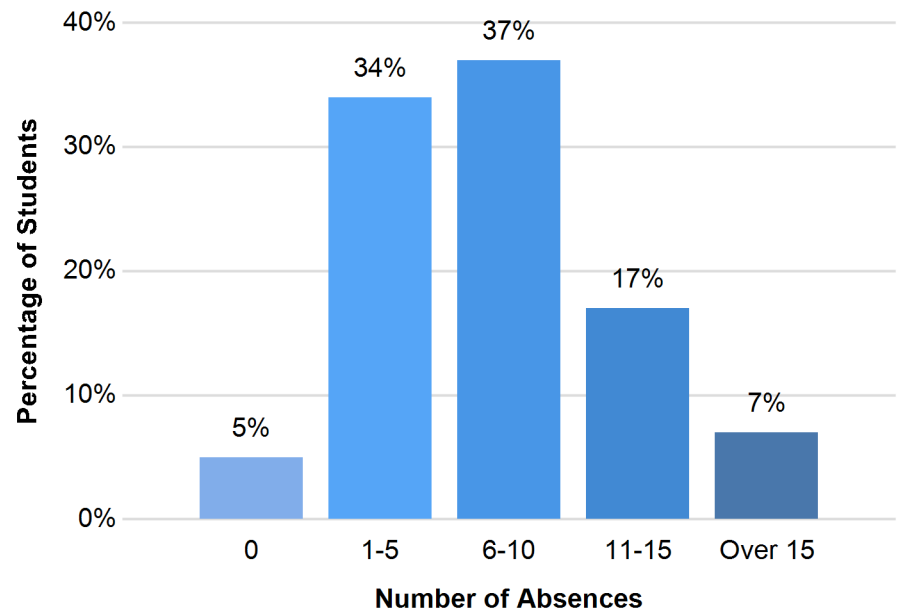
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	7.00	Met Target
White	4.90	7.00	Met Target
Hispanic	4.90	7.00	Met Target
Black or African American	3.40	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	7.00	Met Target
Students with Disabilities	9.80	7.00	Not Met
English Learners	2.30	7.00	Met Target

\*\* *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.



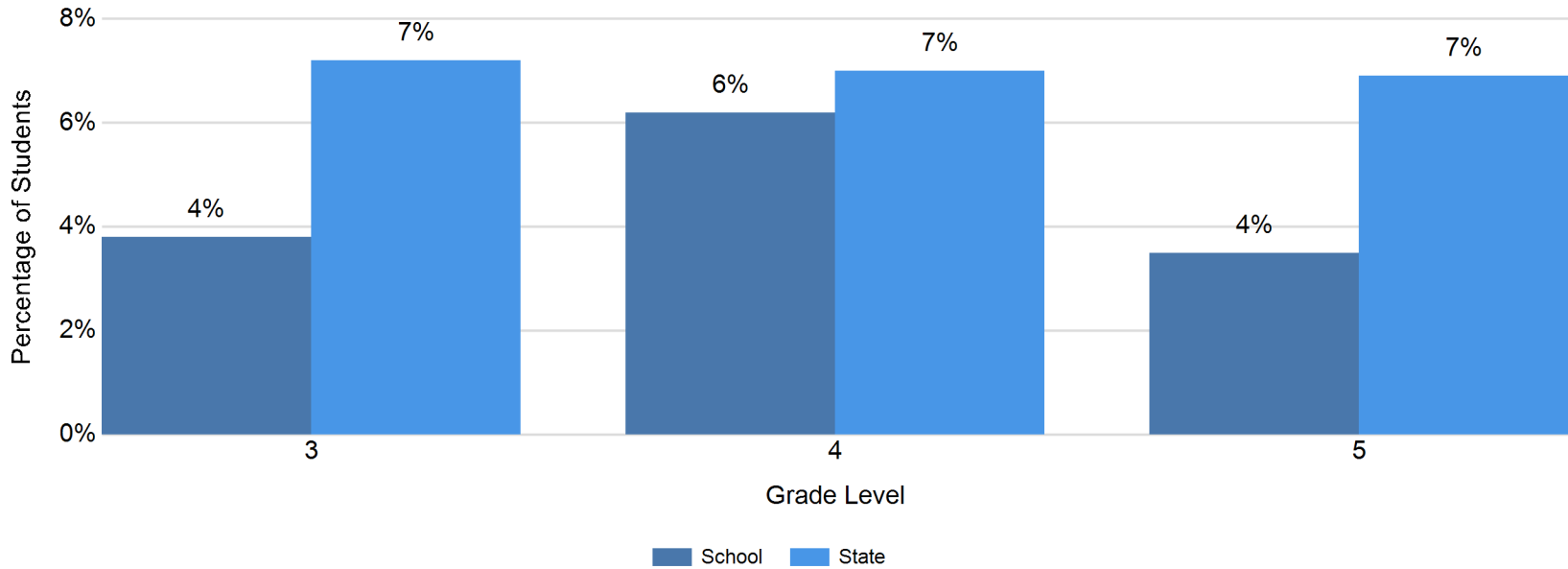


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**Chronic Absenteeism by Grade**

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	9:10AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.63

### 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	1:1	191.3 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475



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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	32	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	81%	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	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	319:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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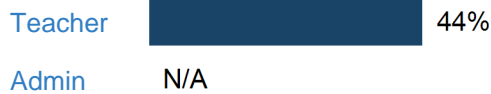
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**Teachers and Administrators - Level of Education**

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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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	44.9	17.5%
Mathematics Proficiency	52.3	17.5%
English Language Arts Growth	87.7	25.0%
Mathematics Growth	98.9	25.0%
Chronic Absenteeism	77.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		75.3
<b>Summative Rating:</b> Percentile rank of Summative Score		85.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.3	11.9	No	Not Met	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	79.8	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	76.5	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	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	**	**	**	**	**	No
Economically Disadvantaged Students	76.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	70.2	11.9	No	Met Target	Not Met	Not Met	Met Target	Exceeds Target	No
English Learners	82.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Cisneros	<b>Email Address:</b>	<a href="mailto:edward.cisneros@msdk12.net">edward.cisneros@msdk12.net</a>
<b>Address:</b>	24 MILLS STREET MORRISTOWN, NJ 07960	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)292-2190	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Everyday Math, Gifted &amp; Talented &amp; Differentiated Inst.</li> <li>• Robust and thriving Music and Arts teaching to the whole child</li> <li>• Innovative partnership with Teachers College, Columbia University to provide research-based CABAS AIL classrooms.</li> </ul>
<p>Mission, Vision, Theme:</p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Failla Foundation award to support a residency experience for students with Shakespeare Theatre of New Jersey.</p>





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**School Narrative**

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 <p>Clubs and Activities:</p>	<p>Academic Support Center provides individualized instructional experiences beyond the school day. Home school Association organizes after school clubs for students such as chess club, cheerleading, Crunchy Bug Magazine, etc.</p>
 <p>Before and After School Programs:</p>	<p>The Morris School District provides a comprehensive Sunrise and Sunset program available to Grades Kindergarten through Grade 5 through our Community School</p>






**ALEXANDER HAMILTON**  
**2016-2017**  
**Grade Span 03-05**

27-3385-060  
 MORRIS  
 MORRIS SCHOOL DISTRICT  
 24 MILLS STREET  
 MORRISTOWN, NJ 07960

**School Narrative**

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 <p><b>Student Supports and Services:</b></p>	<p>We provide comprehensive intervention supports for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Morris School District offers physical education, daily recess, whole child instruction and nutrition and breakfast programs</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Morris School District has active Home and School Associations at every school and a dynamic Educational Foundation - Morris Educational Foundation</p>




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**2016-2017**  
**Grade Span 03-05**

27-3385-060  
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School Narrative

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 <p>Facilities:</p>	<p>The Morris School District has exceptional "future ready facilities" that include progressive media centers, science labs, art room, maker spaces, gymnasiums and playgrounds, tech centers and outdoor learning centers</p>
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ALEXANDER HAMILTON  
2016-2017  
Grade Span 03-05

27-3385-060  
MORRIS  
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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.

Beyond a thriving academic environment, our staff work side by side by families and members of the community to afford each students the opportunity to grow as individuals. Our character education program highlights students for being good citizens. A partnership with the NY Jets Upstander programs gives our school community the ability to further recognize students in our school.



Other Information:



Alfred Vail School  
2016-2017


Grade Span KG-02

27-3385-065  
MORRIS  
MORRIS SCHOOL DISTRICT  
125 SPEEDWELL AVENUE  
MORRIS PLAINS, NJ 07950

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- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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Alfred Vail School  
2016-2017

Grade Span KG-02

27-3385-065  
MORRIS  
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### Footnotes

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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.



**Alfred Vail School  
2016-2017**

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27-3385-065  
MORRIS  
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MORRIS PLAINS, NJ 07950

### 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	95	98	104
1	115	100	101
2	106	111	103
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	16	9	5
Total	332	318	313

### 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%	49%	49%
Male	53%	51%	51%
Economically Disadvantaged Students	39%	40%	43%
Students with Disabilities	10%	13%	11%
English Learners	13%	13%	16%
Homeless Students			3%
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	49.2%
Hispanic	34.5%
Black or African American	9.6%
Asian	2.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.8%

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	94	98	104

### 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	70.6%
Spanish	26.2%
Chinese	1.0%
Other	2.1%



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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.

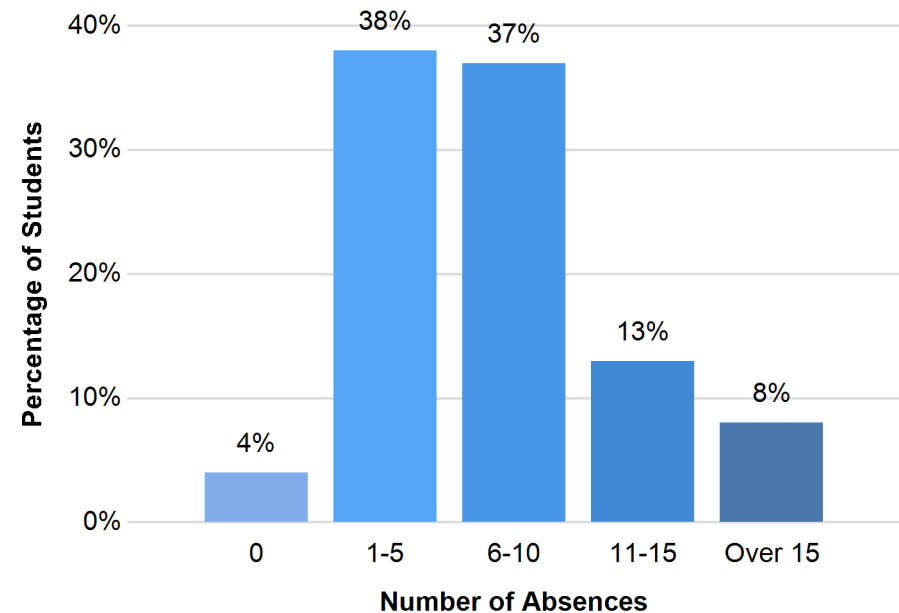
### Chronic Absenteeism

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	4.50	9.80	Met Target
White	1.90	9.80	Met Target
Hispanic	6.50	9.80	Met Target
Black or African American	6.50	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.80	9.80	Met Target
Students with Disabilities	2.70	9.80	Met Target
English Learners	8.00	9.80	Met Target

### Days Absent

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



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



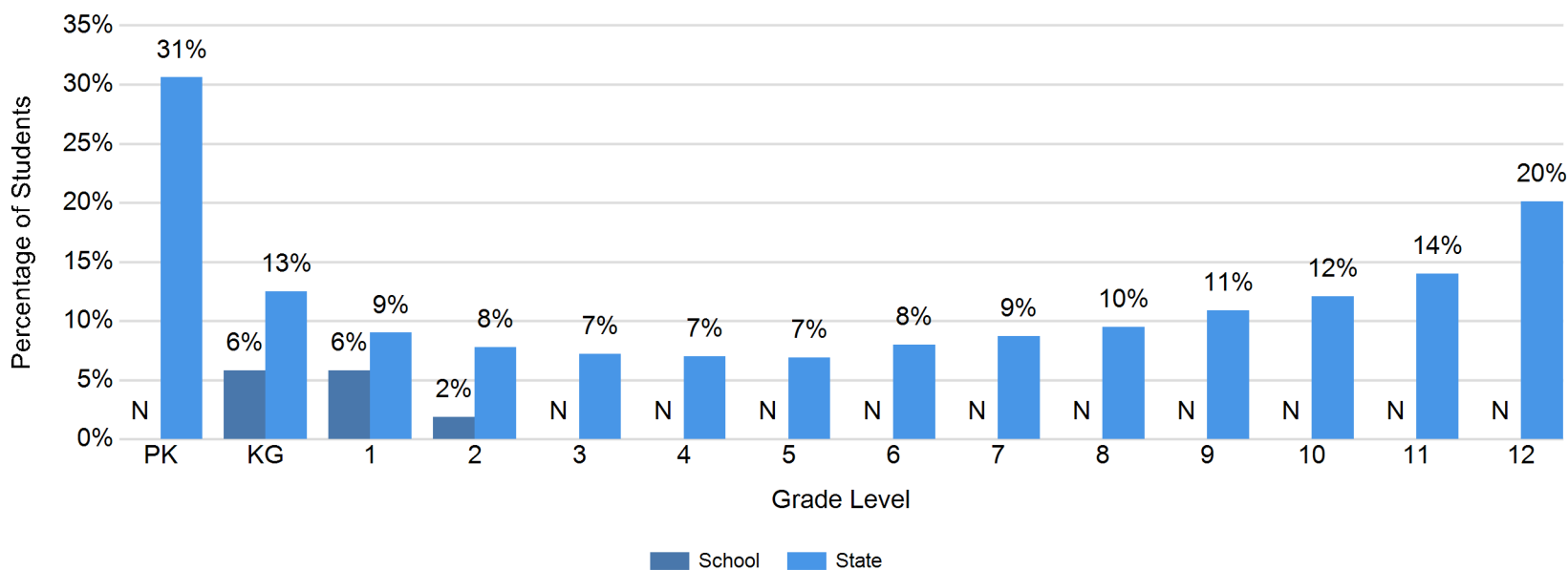
**Alfred Vail School  
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## Chronic Absenteeism by Grade

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





### School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475



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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	27	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	74%	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	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	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	12:1
Administrators	313:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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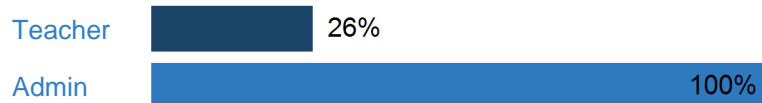
### Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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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2016-2017**

**Grade Span KG-02**




27-3385-065  
MORRIS  
MORRIS SCHOOL DISTRICT  
125 SPEEDWELL AVENUE  
MORRIS PLAINS, NJ 07950

### School General Info

<b>Principal:</b>	Mrs. Kellman	<b>Email Address:</b>	<a href="mailto:janet.kellman@msdk12.net">janet.kellman@msdk12.net</a>
<b>Address:</b>	125 SPEEDWELL AVENUE MORRIS PLAINS, NJ 07950	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)292-2080	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

### School Narrative

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 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Everyday Math, Gifted &amp; Talented &amp; Differentiated Inst.</li> <li>• Robust and thriving Music and Arts teaching to the whole child</li> <li>• Celebrate students' successes with Student of the Month, Random Acts of Kindness and School Spirit Days</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Received a grant from the MEF to support our Growth Mindset initiative.</p>





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### School Narrative

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Beyond a thriving academic environment Alfred Vail has a committed and devoted alliance with our Home School Association. This partnership has allowed our school to attain additional programs and materials enabling us to carry out our goals in educating the whole child. Our relationship with our Home School Association clearly demonstrates the importance and power of a school and community partnership. We are proud of our many accomplishments at Alfred Vail, but as educators we realize our work is never done. There is an understanding that we too are life-long learners as well as our students, and we therefore work towards continuous improvement. Through professional development, and the formation of Professional Learning Communities, Alfred Vail School promotes, supports, and encourages professional development and academic growth for our staff.



Other Information:



## FRELINGHUYSEN MIDDLE SCHOOL

2016-2017

Grade Span 06-08

27-3385-075

MORRIS

MORRIS SCHOOL DISTRICT


WEST HANOVER AVENUE

MORRISTOWN, NJ 07960

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## FRELINGHUYSEN MIDDLE SCHOOL

2016-2017

Grade Span 06-08

27-3385-075

MORRIS

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**2016-2017**
**Grade Span 06-08**

27-3385-075

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MORRIS SCHOOL DISTRICT

WEST HANOVER AVENUE

MORRISTOWN, NJ 07960

**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	377	388	348
7	360	379	388
8	395	366	386
Ungraded	12	19	5
<b>Total</b>	<b>1144</b>	<b>1152</b>	<b>1127</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	50%
Male	52%	51%	51%
Economically Disadvantaged Students	35%	29%	31%
Students with Disabilities	15%	15%	15%
English Learners	4%	4%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			1%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	52.5%
Hispanic	32.4%
Black or African American	10.3%
Asian	4.6%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	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	88.1%
Spanish	10.7%
<i>Other</i>	1.3%



**FRELINGHUYSEN MIDDLE SCHOOL**  
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 MORRISTOWN, NJ 07960

**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	1088	97.1	64.40	56.50	54.90	64.4	51.6	Met Target
White	584	96.2	78.10	72.80	63.90	78.1	64.6	Met Target
Hispanic	341	98.8	40.20	31.40	39.80	40.2	26.9	Met Target
Black or African American	107	95.5	52.30	43.60	35.20	52.3	35.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	54	100.0	94.50	*	80.70	94.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	532	96.4	75.20	65.10	62.20	75.2		
Male	556	97.9	54.10	48.50	48.10	54.1		
Economically Disadvantaged Students	339	98.0	35.10	28.80	36.20	35.1	22.3	Met Target
Non-Economically Disadvantaged Students	749	96.8	77.70	70.30	65.80	77.7		
Students with Disabilities	162	93.6	23.50	*	20.50	23.1	17.5	Met Target
Students without Disabilities	926	97.8	71.60	*	61.90	71.6		
English Learners	141	99.3	21.30	*	25.20	21.3	N	N
Non-English Learners	947	96.8	70.80	*	57.40	70.8		
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.



## FRELINGHUYSEN MIDDLE SCHOOL

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	332	762	762	752	4%	13%	17%	46%	20%	67%	54%
White	173	774	774	758	*	*	12%	53%	28%	81%	63%
Hispanic	114	744	744	740	*	26%	25%	35%	*	43%	38%
Black or African American	29	755	755	736	*	*	*	45%	*	59%	32%
Asian, Native Hawaiian, or Pacific Islander	16	782	782	776	0%	0%	*	*	*	94%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	168	770	770	758	*	*	13%	55%	*	79%	61%
Male	164	754	754	746	*	*	21%	37%	*	54%	46%
Economically Disadvantaged Students	112	744	744	737	*	*	27%	33%	*	41%	34%
Non-Economically Disadvantaged Students	220	772	772	761	*	*	11%	53%	*	80%	65%
Students with Disabilities	45	727	727	722	*	*	*	24%	0%	24%	17%
Students without Disabilities	287	768	768	758	*	*	*	50%	23%	73%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	373	763	763	756	9%	8%	17%	33%	33%	66%	59%
White	210	775	775	764	*	*	14%	37%	41%	79%	69%
Hispanic	110	740	740	742	18%	16%	25%	29%	13%	42%	44%
Black or African American	32	749	749	737	*	*	*	*	*	53%	38%
Asian, Native Hawaiian, or Pacific Islander	20	792	792	784	*	0%	*	*	70%	90%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	180	771	771	764	7%	6%	11%	36%	41%	77%	68%
Male	193	755	755	749	11%	11%	22%	30%	26%	56%	51%
Economically Disadvantaged Students	108	738	738	739	19%	16%	26%	30%	10%	40%	40%
Non-Economically Disadvantaged Students	265	773	773	766	5%	5%	13%	34%	43%	77%	70%
Students with Disabilities	54	730	730	719	24%	*	22%	28%	*	33%	19%
Students without Disabilities	319	768	768	763	7%	*	16%	34%	*	72%	67%
English Learners	12	683	683	701	*	*	*	*	*	*	*
Non-English Learners	361	766	766	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	374	761	761	757	9%	9%	20%	40%	22%	63%	59%
White	193	776	776	764	*	*	17%	49%	30%	78%	68%
Hispanic	117	736	736	742	23%	19%	22%	27%	9%	36%	44%
Black or African American	45	749	749	738	*	*	33%	38%	*	49%	39%
Asian, Native Hawaiian, or Pacific Islander	18	797	797	786	*	*	*	*	56%	100%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	179	770	770	766	*	*	15%	43%	30%	73%	68%
Male	195	753	753	749	*	*	24%	38%	15%	53%	50%
Economically Disadvantaged Students	110	729	729	739	*	*	27%	23%	*	27%	40%
Non-Economically Disadvantaged Students	264	775	775	766	*	*	16%	48%	*	77%	69%
Students with Disabilities	54	722	722	718	24%	26%	33%	*	*	17%	18%
Students without Disabilities	320	768	768	764	7%	6%	17%	*	*	70%	67%
English Learners	21	691	691	701	*	*	*	*	*	*	*
Non-English Learners	353	765	765	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	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%

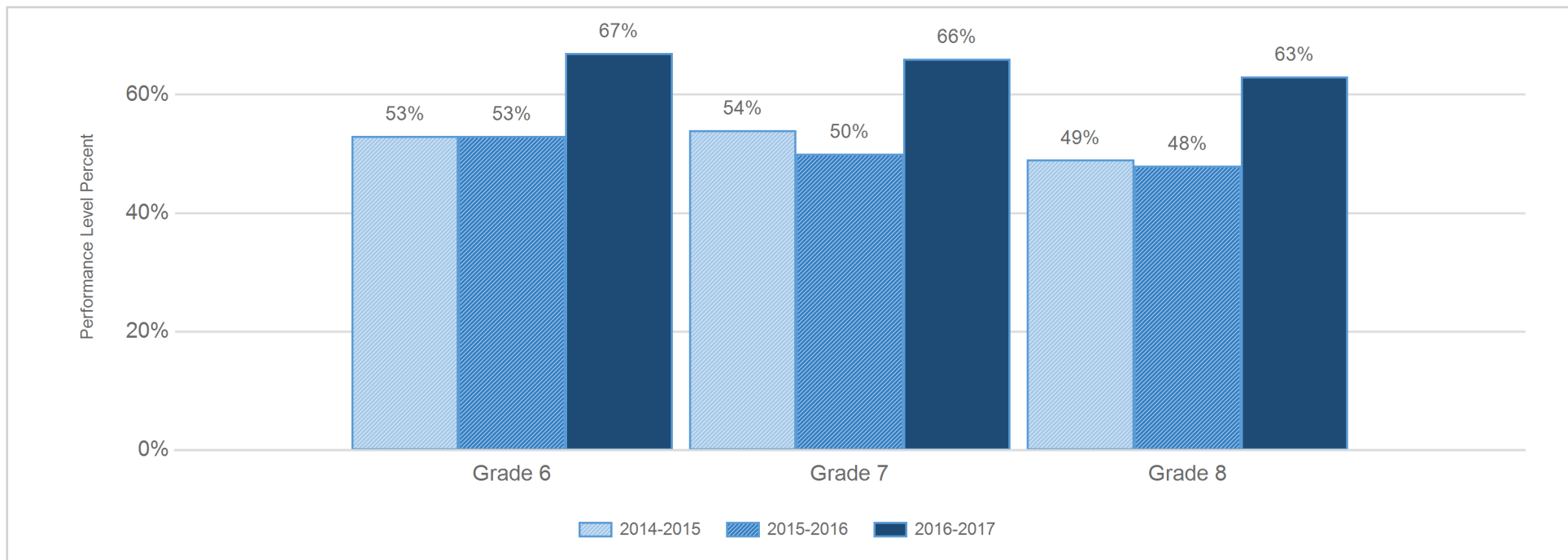


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**English Language Arts/Literacy Assessment - Performance Trends**

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	1110	97.1	45.70	44.20	43.50	45.7	47.3	Met Target†
White	586	96.5	61.80	58.90	52.40	61.8	60	Met Target
Hispanic	362	98.6	19.60	*	27.60	19.6	24.7	Not Met
Black or African American	107	94.7	27.10	*	21.70	27	28.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	53	98.1	84.90	*	75.60	84.9	79.1	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	545	96.8	49.50	46.20	44.10	49.5		
Male	565	97.4	42.10	42.30	42.90	42.1		
Economically Disadvantaged Students	345	97.7	14.80	*	25.10	14.8	18.6	Not Met
Non-Economically Disadvantaged Students	765	96.8	59.70	*	54.30	59.7		
Students with Disabilities	162	93.6	11.70	*	16.50	11.5	15.2	Met Target†
Students without Disabilities	948	97.7	51.60	*	48.80	51.6		
English Learners	162	98.8	*	17.40	23.30	*	9.1	Met Target†
Non-English Learners	948	96.8	*	49.70	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	343	748	748	743	10%	12%	29%	40%	10%	50%	44%
White	173	761	761	751	*	*	21%	54%	15%	69%	54%
Hispanic	125	728	728	731	23%	*	37%	19%	*	22%	27%
Black or African American	29	739	739	724	*	*	45%	*	*	35%	20%
Asian, Native Hawaiian, or Pacific Islander	16	768	768	771	*	0%	*	63%	*	81%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	172	752	752	745	8%	9%	26%	47%	10%	57%	45%
Male	171	743	743	742	13%	14%	31%	33%	9%	42%	43%
Economically Disadvantaged Students	115	731	731	728	*	21%	40%	22%	*	24%	24%
Non-Economically Disadvantaged Students	228	756	756	752	*	7%	23%	49%	*	63%	56%
Students with Disabilities	45	720	720	717	27%	33%	*	*	*	20%	13%
Students without Disabilities	298	752	752	748	8%	8%	*	*	*	54%	50%
English Learners	19	697	697	710	*	*	*	*	*	*	*
Non-English Learners	324	751	751	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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	*	*	*	708	*	*	*	*	*	*	13%

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



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MORRIS

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	337	737	737	741	*	23%	35%	30%	*	33%	40%
White	187	746	746	748	*	13%	37%	43%	*	46%	49%
Hispanic	111	723	723	730	17%	37%	34%	*	*	12%	23%
Black or African American	30	727	727	726	*	*	*	*	*	23%	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	167	739	739	743	*	20%	35%	33%	*	36%	41%
Male	170	735	735	740	*	25%	35%	28%	*	30%	38%
Economically Disadvantaged Students	106	722	722	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	231	744	744	749	*	*	*	*	*	*	50%
Students with Disabilities	54	721	721	716	*	39%	32%	*	*	13%	11%
Students without Disabilities	283	740	740	746	*	19%	35%	*	*	37%	45%
English Learners	18	697	697	712	*	*	*	*	*	*	*
Non-English Learners	319	739	739	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	216	718	718	728	29%	26%	31%	14%	0%	14%	28%
White	79	732	732	736	15%	18%	38%	29%	0%	29%	35%
Hispanic	99	710	710	721	*	*	*	*	*	*	21%
Black or African American	35	708	708	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	N	N	N	726	N	N	N	N	N	N	28%
Female	100	719	719	730	25%	33%	28%	14%	0%	14%	30%
Male	116	717	717	725	32%	21%	34%	14%	0%	14%	26%
Economically Disadvantaged Students	101	708	708	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	115	727	727	734	*	*	*	*	*	*	34%
Students with Disabilities	52	701	701	705	*	*	*	*	*	*	*
Students without Disabilities	164	724	724	734	*	*	*	*	*	*	*
English Learners	25	697	697	703	*	*	*	*	*	*	*
Non-English Learners	191	721	721	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	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
<b>Schoolwide</b>	186	779	742	743	*	*	*	86%	10%	95%	42%
White	129	780	759	751	*	*	*	85%	10%	95%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	20	783	*	774	0%	0%	*	85%	*	95%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	94	777	744	744	*	*	*	85%	*	96%	43%
Male	92	781	741	741	*	*	*	86%	*	95%	40%
Economically Disadvantaged Students	13	770	712	727	*	*	*	85%	*	85%	23%
Non-Economically Disadvantaged Students	173	780	756	751	*	*	*	86%	*	96%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	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
<b>Schoolwide</b>	20	785	729	734	*	*	*	60%	*	100%	30%
White	10	784	736	740	0%	0%	0%	*	*	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	20	785	734	738	*	*	*	60%	*	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	20	785	*	735	*	*	*	60%	*	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	*

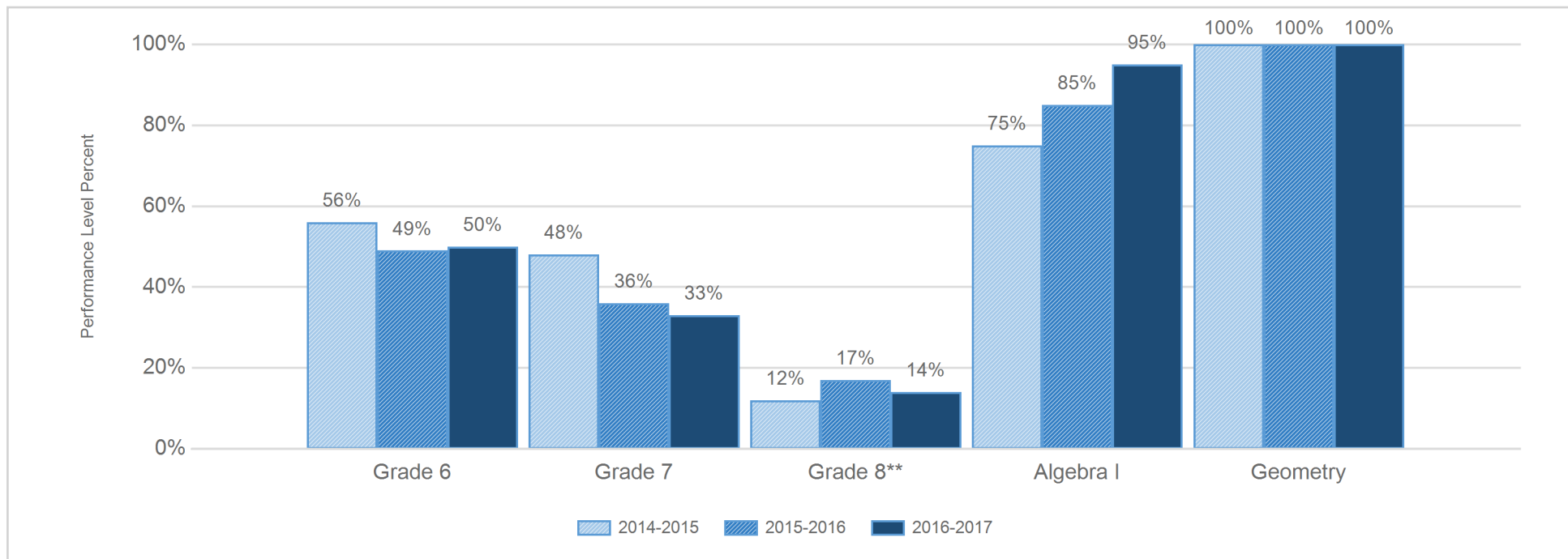


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**Mathematics Assessment – Performance Trends**

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	22	*	*
2	14	*	*
3	19	*	*
4	*	*	*
5+	*	*	*



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

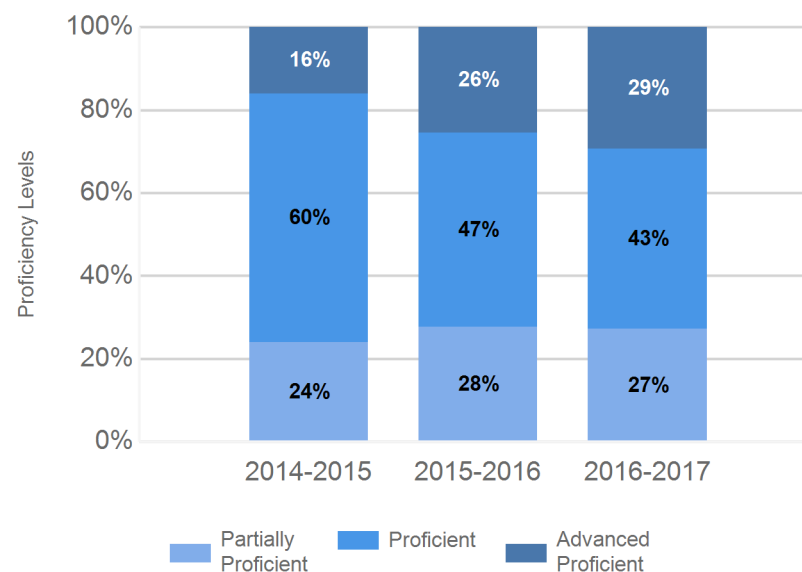
### NJASK Science Assessment Performance: Grade 8

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	29%	43%	27%
White	40%	50%	10%
Hispanic	12%	38%	50%
Black or African American	14%	33%	54%
Asian, Native Hawaiian, or Pacific Islander	67%	28%	6%
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	N
Economically Disadvantaged Students	3%	34%	63%
Students with Disabilities	8%	35%	57%
English Learners	N	17%	83%

### 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	59	59	50	Met Target	35	49	50	Not Met
White	60	60	50	Exceeds Target	36	50	52	Not Met
Hispanic	56	56	49	Met Target	34.5	49	47	Not Met
Black or African American	58	57	45	Met Target	39	48.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	61	65	60	Exceeds Target	*	*	59	Not Met
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	56	55	47	Met Target	33	45	46	Not Met
Students with Disabilities	49	49	41	Met Target	48.5	54	43	Met Target
English Learners	56	56.5	53	Met Target	36	52	51	Not Met

\*\* 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:

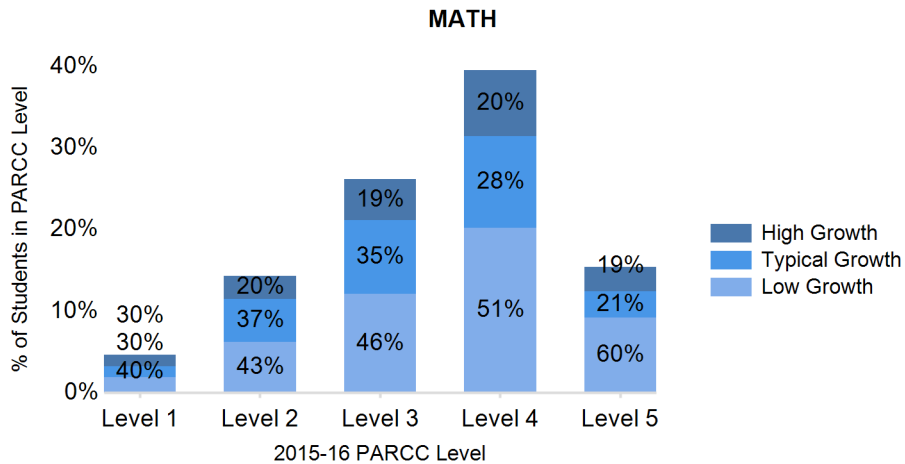
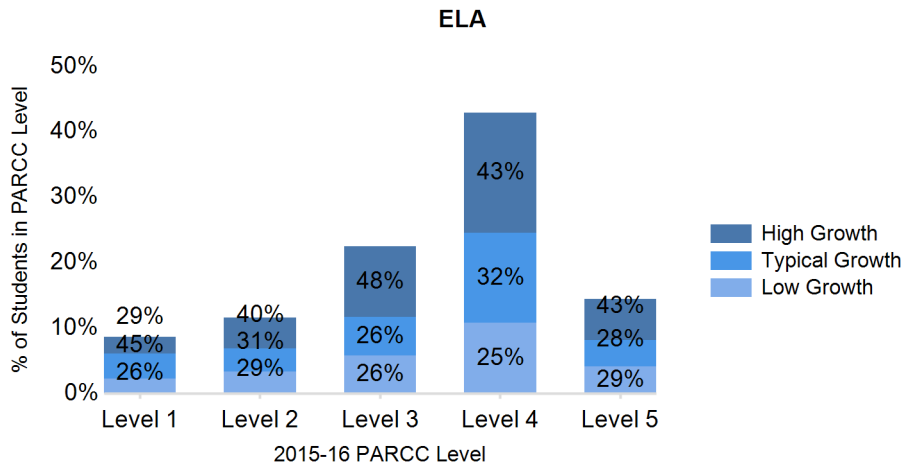
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

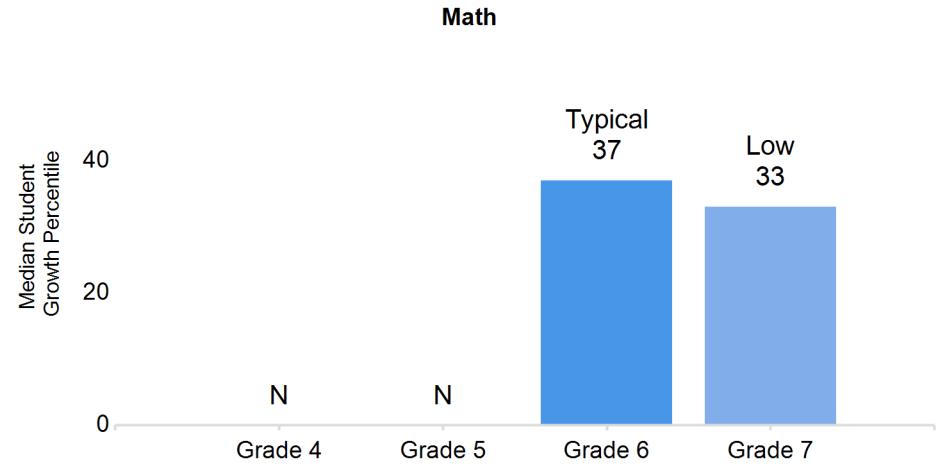
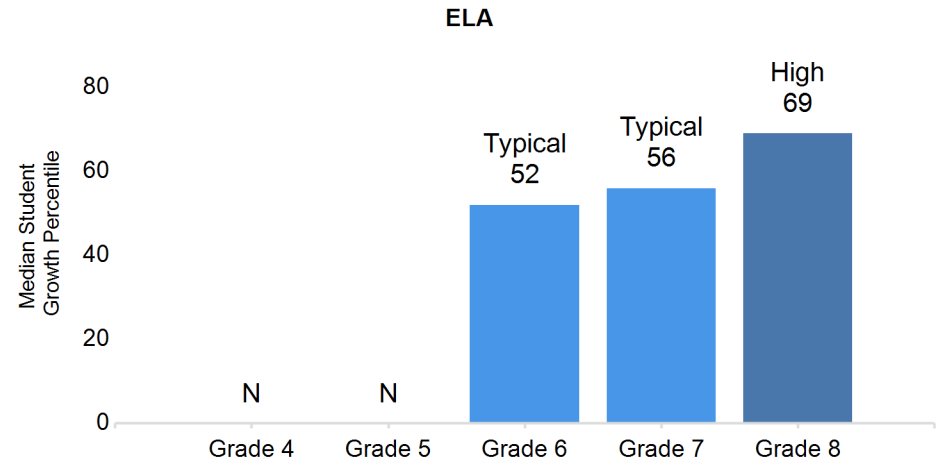
**Student Growth by Performance Level**

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	0	0	344
7	39	0	347
8	149	21	211
Schoolwide	188	21	902

## 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	127	83	78	0	0	0	0
7	126	103	96	0	0	0	0
8	120	98	88	0	0	0	0
Schoolwide	373	284	262	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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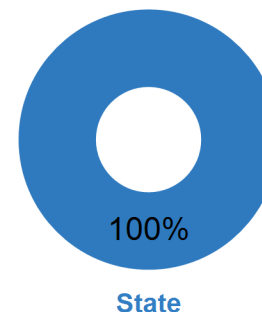
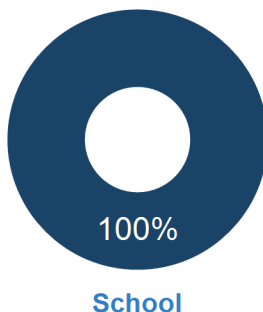
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**Visual and Performing Arts – Course Participation**

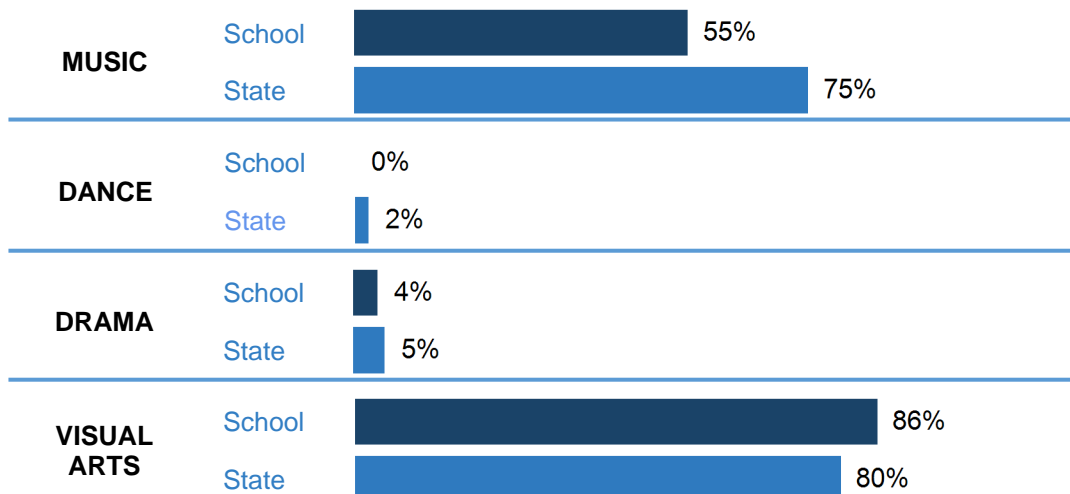
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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



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.

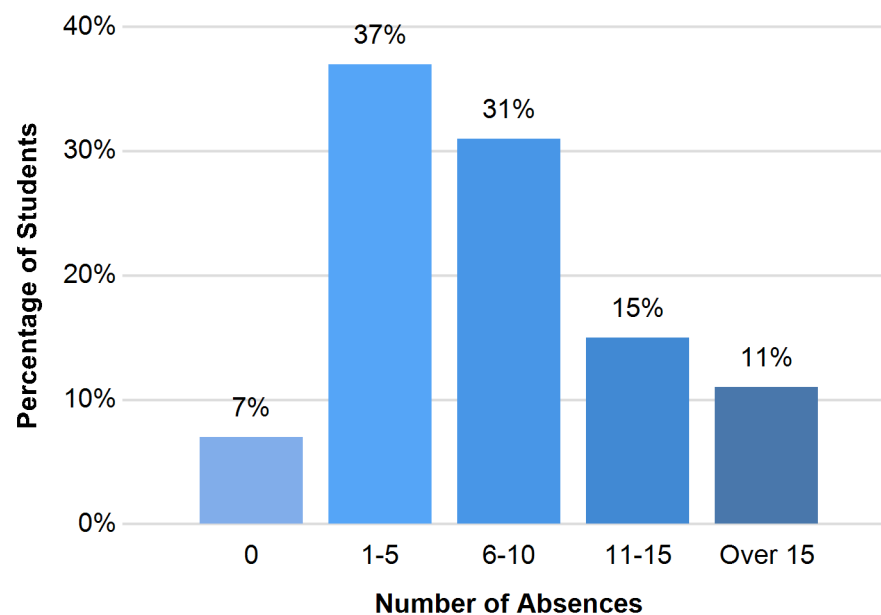
### Chronic Absenteeism

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	7.60	8.70	Met Target
White	7.10	8.70	Met Target
Hispanic	8.80	8.70	Not Met
Black or African American	9.60	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.20	8.70	Not Met
Students with Disabilities	11.50	8.70	Not Met
English Learners	16.10	8.70	Not Met

### Days Absent

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



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



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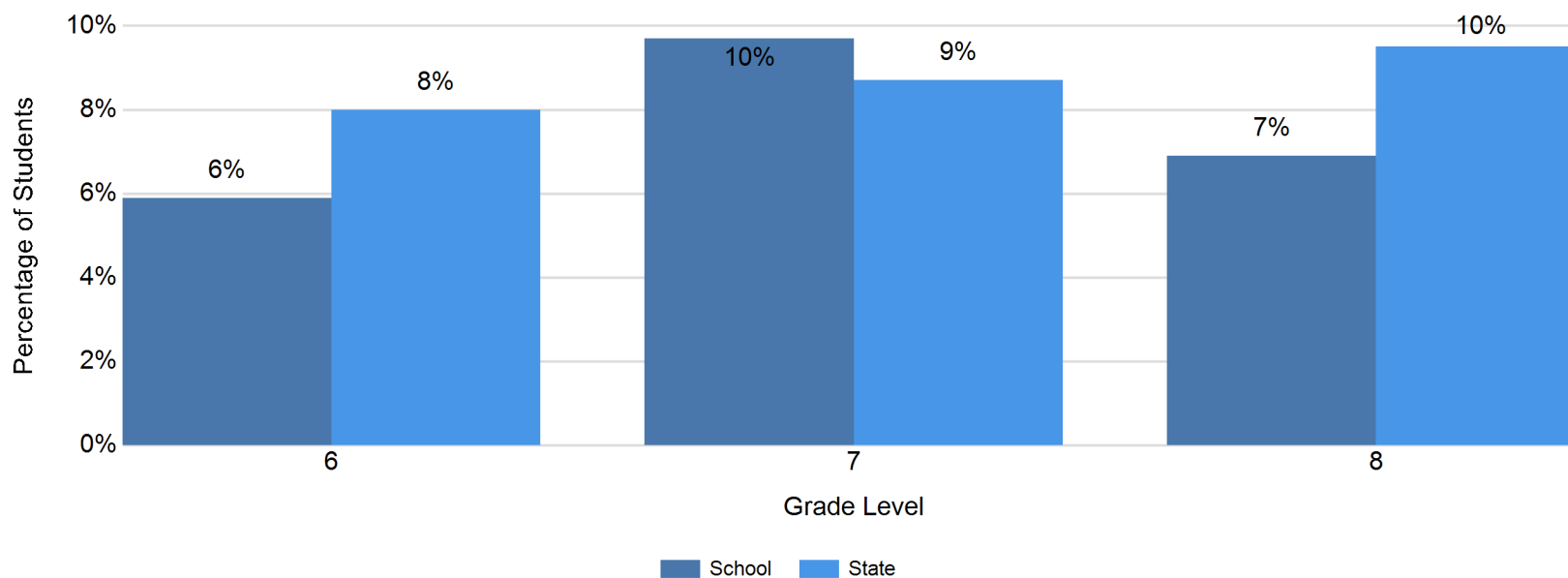
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### Chronic Absenteeism by Grade

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	7:55AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 29 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	4
Vandalism	1
Weapons	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.40

## 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	1:1	191.3 kbps	100 kbps	Yes	N	Fiber	N

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475



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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	101	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	64%	74%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	74%

## Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	225:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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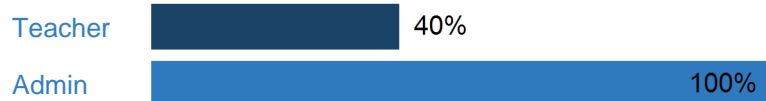
**Teachers and Administrators - Level of Education**

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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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	60.5	17.5%
Mathematics Proficiency	40.1	17.5%
English Language Arts Growth	78.3	25.0%
Mathematics Growth	9.1	25.0%
Chronic Absenteeism	41.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		45.7
<b>Summative Rating:</b> Percentile rank of Summative Score		42.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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## Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
White	52.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Not Met	No
Hispanic	40.2	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Black or African American	65.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	54.6	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	40.7	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	58.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	29.8	11.9	No	N	Met Target†	Not Met	Met Target	Not Met	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.



**FRELINGHUYSEN MIDDLE SCHOOL**  
 2016-2017  
 Grade Span 06-08




27-3385-075  
 MORRIS  
 MORRIS SCHOOL DISTRICT  
 WEST HANOVER AVENUE  
 MORRISTOWN, NJ 07960

School General Info

<b>Principal:</b>	Mr. Uglialoro	<b>Email Address:</b>	<a href="mailto:joseph.uglialoro@msdk12.net">joseph.uglialoro@msdk12.net</a>
<b>Address:</b>	WEST HANOVER AVENUE MORRISTOWN, NJ 07960	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)292-2200	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Accelerated Math courses, Gifted &amp; Talented &amp; Differentiated Inst.</li> <li>• Robust and thriving Music and Arts teaching to the whole child</li> <li>• Core academic classes meet for an 80 minute block to provide uninterrupted instructional time</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>FMS offers year long Chorus, Orchestra and Band programs as well as electives in Design/Engineering, Art/Industrial Arts, Sculpture and Ceramics, Graphic Design, Robotics and Musical Theater.</p>






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 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Lacrosse (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>FMS provides an Interscholastic sports program that includes Fall, Winter and Spring sports.</p>
 <p>Clubs and Activities:</p>	<p>FMS provides a comprehensive co-curricular program that includes a broad range of enrichment clubs, music ensembles, Model United Nations and Technology Student Association teams.</p>
 <p>Before and After School Programs:</p>	<p>Our after school homework tutorial and Rising Scholars programs provide assistance for struggling students.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>We provide comprehensive intervention supports for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Morris School District offers physical education, whole child instruction and nutrition and breakfast programs</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Morris School District has active Home and School Associations at every school and a dynamic Educational Foundation - Morris Educational Foundation</p>




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 <p>Facilities:</p>	<p>The Morris School District has exceptional "future ready facilities" that include progressive media centers, science labs, art room, maker spaces, gymnasiums, tech centers and outdoor learning centers</p>
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School Narrative

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We are committed to building positive and supportive relationships with our students and their families; engaging students in rigorous and meaningful curricula that prepares them with the essential skills and understanding our world demands; focusing intensely on the learning of our students and the ongoing professional learning of our staff; and providing academic, social, and emotional supports for struggling students.



Other Information:



HILLCREST SCHOOL  
2016-2017


Grade Span PK-02

27-3385-090  
MORRIS  
MORRIS SCHOOL DISTRICT  
160 HILLCREST AVENUE  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

#### Navigating through the reports:

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

#### Other Resources:

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



HILLCREST SCHOOL

2016-2017

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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	14	0
KG	93	85	105
1	98	95	91
2	111	100	100
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	16	14	3
Total	318	308	299

### 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%	53%	49%
Male	49%	47%	51%
Economically Disadvantaged Students	43%	46%	46%
Students with Disabilities	15%	21%	24%
English Learners	20%	16%	17%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	45.5%
Hispanic	40.1%
Black or African American	9.0%
Asian	2.3%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	2.7%

### 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
PK - Half Day	0	0	0
PK - Full Day	0	14	0
KG - Half Day	0	0	0
KG - Full Day	87	85	105

### 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	65.9%
Spanish	31.4%
Russian	1.0%
Other	1.6%



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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

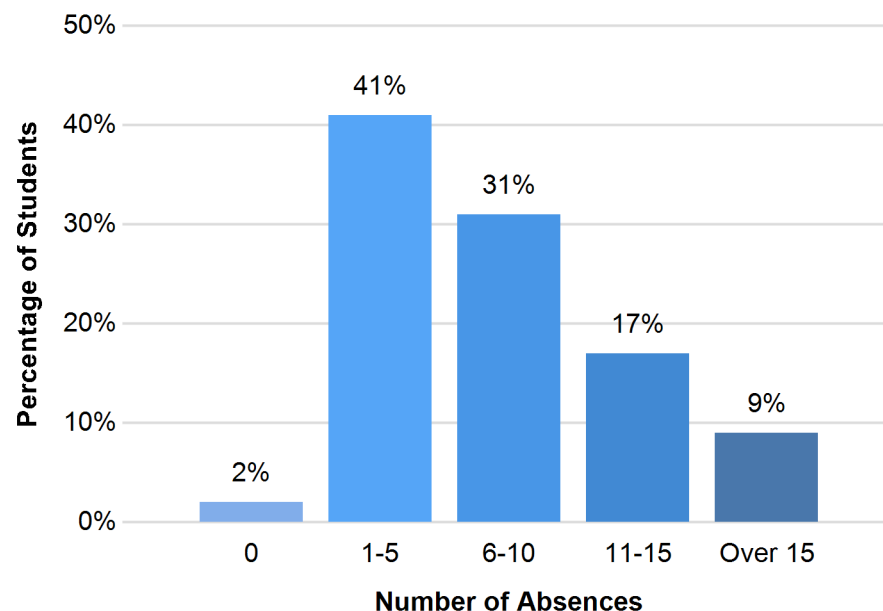
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.40	9.80	Met Target
White	6.60	9.80	Met Target
Hispanic	12.60	9.80	Not Met
Black or African American	3.70	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.60	9.80	Not Met
Students with Disabilities	6.90	9.80	Met Target
English Learners	13.70	9.80	Not Met

\*\* *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.





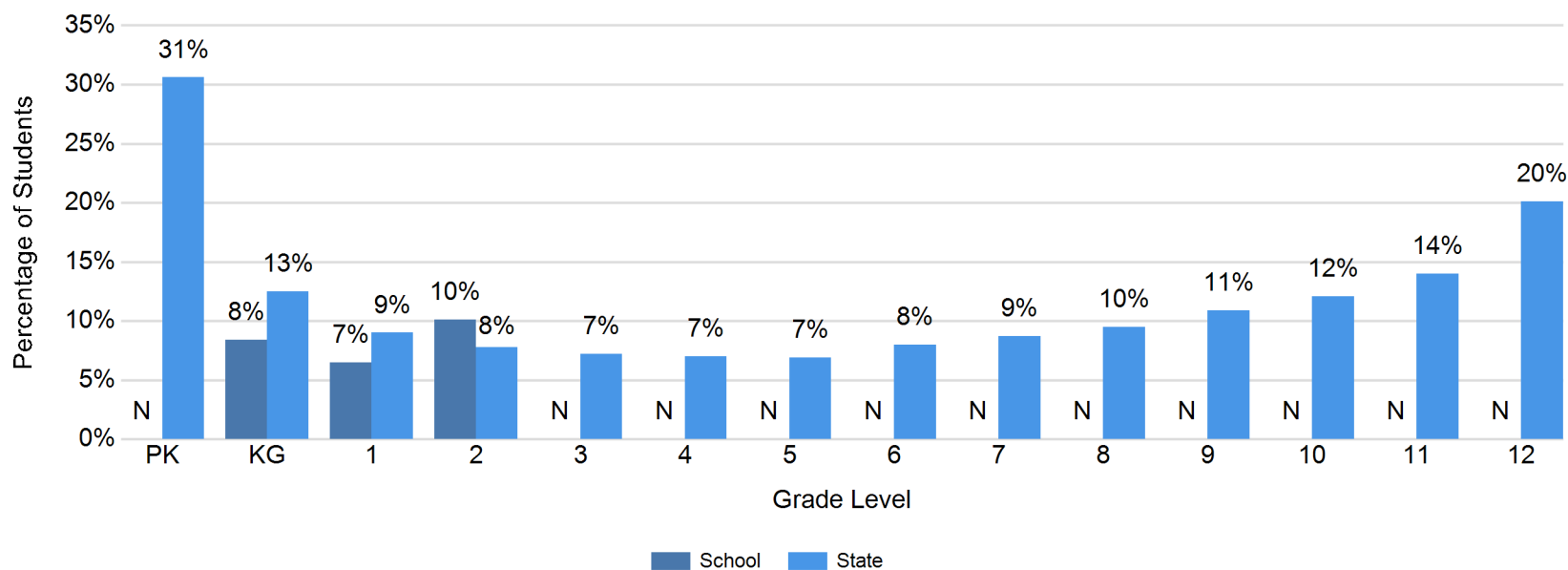
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### Chronic Absenteeism by Grade

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	8:55AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.34

### 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	0.3%
Out-of-School Suspensions	0.7%
Any Suspension	1.0%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475



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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	26	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	65%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	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	12:1
Administrators	299:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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	96%



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MORRISTOWN, NJ 07960

### School General Info

<b>Principal:</b>	Mr. Sumski	<b>Email Address:</b>	<a href="mailto:gregory.sumski@msdk12.net">gregory.sumski@msdk12.net</a>
<b>Address:</b>	160 HILLCREST AVENUE MORRISTOWN, NJ 07960	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
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 <p><b>Mission, Vision, Theme:</b></p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Received an MEF Grant to support our Growth Mindset initiative. A Hillcrest second grade teacher won the 2017 Classroom Cultivator of the Year award through Grow it Green. Partnered with Grow it Green to create a school garden.</p>





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 <p>Clubs and Activities:</p>	<p>Our Academic Support Center provides individualized instructional support beyond the school day.</p>
 <p>Before and After School Programs:</p>	<p>The Morris School District provides a comprehensive Sunrise and Sunset program available to Grades Kindergarten through Grade 5 through our Community School.</p>






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Beyond a thriving academic environment, Hillcrest School partners with our Home and School Association to enhance the learning experiences and opportunities of our students. Whether raising funds for special projects or volunteering to help in classrooms, dedicated families work tirelessly to support the Hillcrest school community. Our school's enrichment programs are unique. The Wee Deliver Post Office is staffed by second grade mail carriers. Students are encouraged to write letters to friends as a way for our young learners to develop their writing and communication skills! Our Gifted and Talented teachers work with all homeroom teachers to provide enrichment activities for our students. First and second grade enrichment clusters are opportunities for our students to participate in interest-driven courses with their peers. Hillcrest's families and staff work in tandem to help our students make positive choices and develop strong characters through the use of character coins, cultural arts assemblies, and school spirit days.



Other Information:



LAFAYETTE LERNING CENTER  
2016-2017


Grade Span PK-PK

27-3385-085  
MORRIS  
MORRIS SCHOOL DISTRICT  
31 HAZEL STREET  
MORRISTOWN, NJ 07960

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## LAFAYETTE LERNING CENTER

2016-2017

Grade Span PK-PK

27-3385-085  
MORRIS  
MORRIS SCHOOL DISTRICT  
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**Footnotes**

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	157	129	110
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	19	34	19
Total	176	163	129

### 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	128	113	0
PK - Full Day	38	16	110
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### 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	50%	45%	40%
Male	50%	55%	60%
Economically Disadvantaged Students	72%	64%	70%
Students with Disabilities	21%	44%	43%
English Learners	0%	33%	27%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			2%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	69.0%
White	20.9%
Black or African American	6.2%
Asian	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.1%

### Enrollment by Home Language

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

Home Language	% of Students
Spanish	56.6%
English	43.4%



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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.

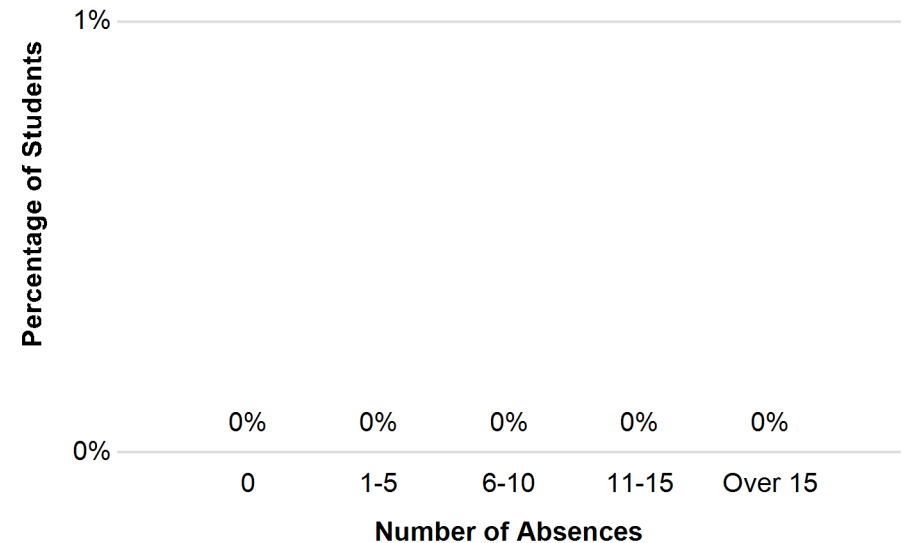
### Chronic Absenteeism

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

### Days Absent

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



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



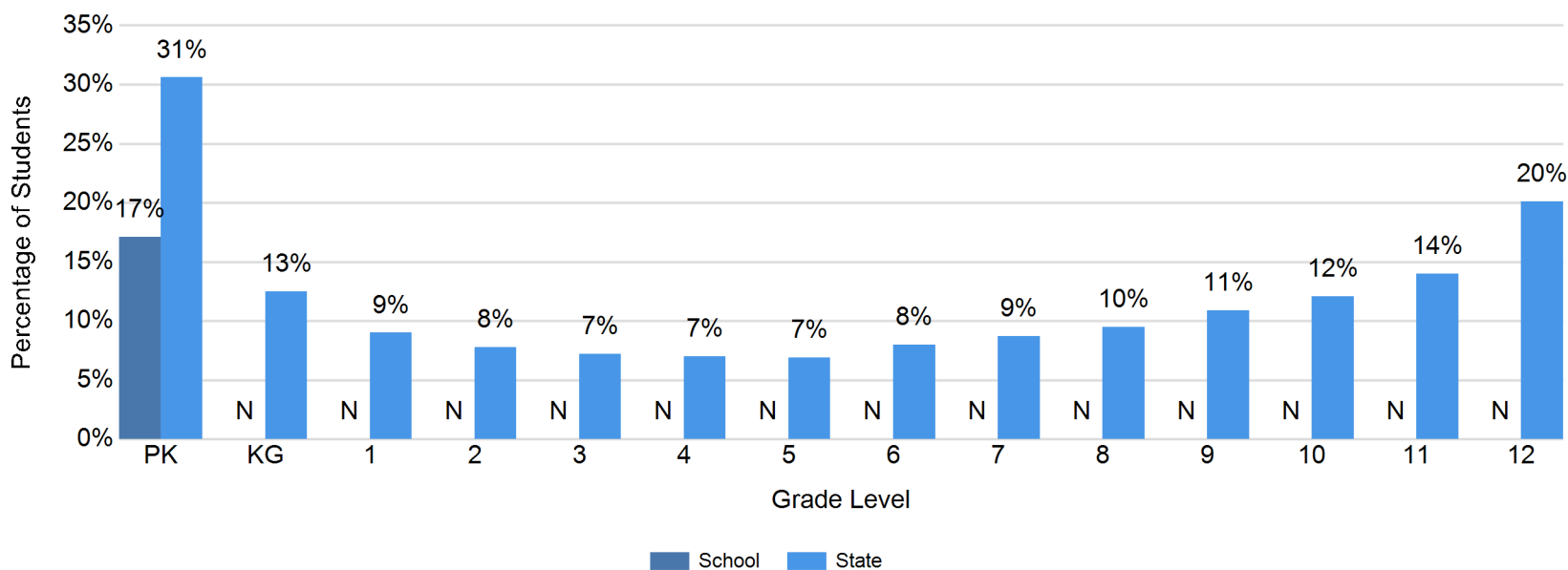
**LAFAYETTE LERNING CENTER  
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### Chronic Absenteeism by Grade

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	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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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)	\$492	\$14,983	\$15,475



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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	12	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	75%	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	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	129:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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	96%



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### School General Info

<b>Principal:</b>	Dr. Andre	<b>Email Address:</b>	<a href="mailto:karen.andre@msdk12.net">karen.andre@msdk12.net</a>
<b>Address:</b>	31 HAZEL STREET MORRISTOWN, NJ 07960	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)292-2222	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

### School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum resources include Tools of the Mind, STMath, Handwriting without Tears, and Reading Mastery.</li> <li>• Robust and thriving Music, Arts, and STEM teaching to the whole child</li> <li>• Developmentally appropriate practices in ABA, CABAS inclusion, specialized &amp; general education classrooms.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Robust parent programming includes family book clubs, Latino Literacy project, parenting classes, and holiday events. We also partner with the Grow it Green garden, situated behind our school, to engage in hands-on experiences.</p>



**LAFAYETTE LERNING CENTER**

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**School Narrative**

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**Before and After  
School Programs:**

The Morris School District provides a comprehensive Sunrise and Sunset program available to Grades Kindergarten through Grade 5 through our Community School






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 <p><b>Student Supports and Services:</b></p>	<p>We provide comprehensive intervention supports for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Morris School District offers physical education, daily recess, whole child instruction and nutrition and breakfast programs</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Morris School District has active Home and School Associations at every school and a dynamic Educational Foundation - Morris Educational Foundation</p>



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**School Narrative**

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Facilities:

The Morris School District has exceptional "future ready facilities" that include progressive media centers, science labs, art room, maker spaces, gymnasiums and playgrounds, tech centers and outdoor learning centers



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School Narrative

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Beyond a thriving academic environment, our staff work diligently to nurture the social-emotional skills of preschoolers. We seek to develop the thinking, remembering, and problem solving skills through collaborative practices and role-based play. Teachers use both socially-mediated learning as well as direct instruction to promote growth within reach of each child. We are intentional about creating a culture of acceptance and unity, where students work together to support one another in work and play.



Other Information:



## MORRISTOWN HIGH SCHOOL

2016-2017

Grade Span 09-12

27-3385-050

MORRIS

MORRIS SCHOOL DISTRICT


50 EARLY STREET

MORRISTOWN, NJ 07960

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**MORRISTOWN HIGH SCHOOL**

2016-2017

Grade Span 09-12

27-3385-050

MORRIS

MORRIS SCHOOL DISTRICT

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MORRISTOWN, NJ 07960

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**MORRISTOWN HIGH SCHOOL**

2016-2017

Grade Span 09-12

27-3385-050

MORRIS

MORRIS SCHOOL DISTRICT

50 EARLY STREET

MORRISTOWN, NJ 07960

**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	446	483	477
10	470	428	478
11	408	461	391
12	347	382	445
Ungraded	1	2	3
Total	1672	1756	1794

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	27%	25%	25%
Students with Disabilities	12%	13%	13%
English Learners	8%	9%	11%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	54.7%
Hispanic	30.4%
Black or African American	9.7%
Asian	4.7%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	0.2%

**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	1781
Shared Time Students	25
Full Time Equivalent	1794

**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	80.0%
Spanish	19.3%
Other	1.2%



**MORRISTOWN HIGH SCHOOL**  
**2016-2017**  
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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	801	95.2	39.90	56.50	54.90	39.9	35.4	Met Target
White	415	96.6	56.60	72.80	63.90	56.6	47.2	Met Target
Hispanic	256	92.9	12.50	31.40	39.80	12.3	13.5	Met Target†
Black or African American	80	93.5	23.80	43.60	35.20	23.2	29.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	49	100.0	69.40	*	80.70	69.4	58.2	Met Target
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	372	95.5	48.60	65.10	62.20	48.6		
Male	429	95.0	32.40	48.50	48.10	32.4		
Economically Disadvantaged Students	222	91.1	14.00	28.80	36.20	13.3	12.7	Met Target
Non-Economically Disadvantaged Students	579	96.7	49.90	70.30	65.80	49.9		
Students with Disabilities	124	92.3	*	*	20.50	*	11.3	Met Target†
Students without Disabilities	677	95.7	*	*	61.90	*		
English Learners	75	85.0	*	*	25.20	*	N	N
Non-English Learners	726	96.9	*	*	57.40	*		
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
<b>Schoolwide</b>	465	742	742	749	22%	11%	19%	35%	13%	48%	52%
White	235	764	764	757	5%	6%	17%	53%	19%	72%	62%
Hispanic	163	708	708	733	47%	20%	20%	*	*	14%	35%
Black or African American	43	729	729	730	28%	*	33%	23%	*	28%	30%
Asian, Native Hawaiian, or Pacific Islander	22	779	779	777	*	0%	*	46%	*	86%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	227	753	753	756	15%	11%	16%	40%	19%	59%	60%
Male	238	731	731	741	29%	11%	22%	30%	8%	38%	43%
Economically Disadvantaged Students	107	717	717	731	33%	24%	26%	*	*	17%	32%
Non-Economically Disadvantaged Students	358	749	749	758	19%	7%	17%	*	*	57%	62%
Students with Disabilities	51	710	710	714	39%	28%	22%	*	*	12%	13%
Students without Disabilities	414	746	746	754	20%	9%	19%	*	*	52%	58%
English Learners	52	673	673	690	*	*	*	*	*	*	*
Non-English Learners	413	750	750	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
<b>Schoolwide</b>	475	726	726	743	34%	13%	21%	23%	9%	33%	46%
White	237	745	745	749	17%	11%	24%	35%	14%	48%	52%
Hispanic	164	697	697	728	*	*	*	*	*	*	34%
Black or African American	42	711	711	725	41%	24%	*	*	*	19%	31%
Asian, Native Hawaiian, or Pacific Islander	30	753	753	774	*	*	*	37%	*	57%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	212	737	737	752	26%	12%	22%	28%	12%	41%	54%
Male	263	717	717	734	40%	14%	20%	19%	7%	26%	39%
Economically Disadvantaged Students	131	695	695	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	344	738	738	751	*	*	*	*	*	*	54%
Students with Disabilities	70	692	692	704	*	*	*	*	*	*	12%
Students without Disabilities	405	732	732	749	*	*	*	*	*	*	52%
English Learners	38	665	665	681	*	*	*	*	*	*	*
Non-English Learners	437	731	731	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	338	703	703	736	54%	20%	14%	*	*	12%	38%
White	189	711	711	738	46%	19%	19%	*	*	17%	40%
Hispanic	101	692	692	731	*	*	*	*	*	*	34%
Black or African American	37	689	689	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	10	715	715	756	*	*	*	*	0%	30%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	159	711	711	744	*	*	*	*	*	*	46%
Male	179	695	695	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	92	688	688	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	246	708	708	740	*	*	*	*	*	*	42%
Students with Disabilities	52	692	692	709	*	*	*	*	*	*	12%
Students without Disabilities	286	705	705	741	*	*	*	*	*	*	43%
English Learners	43	685	685	699	*	*	*	*	*	*	*
Non-English Learners	295	706	706	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	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.

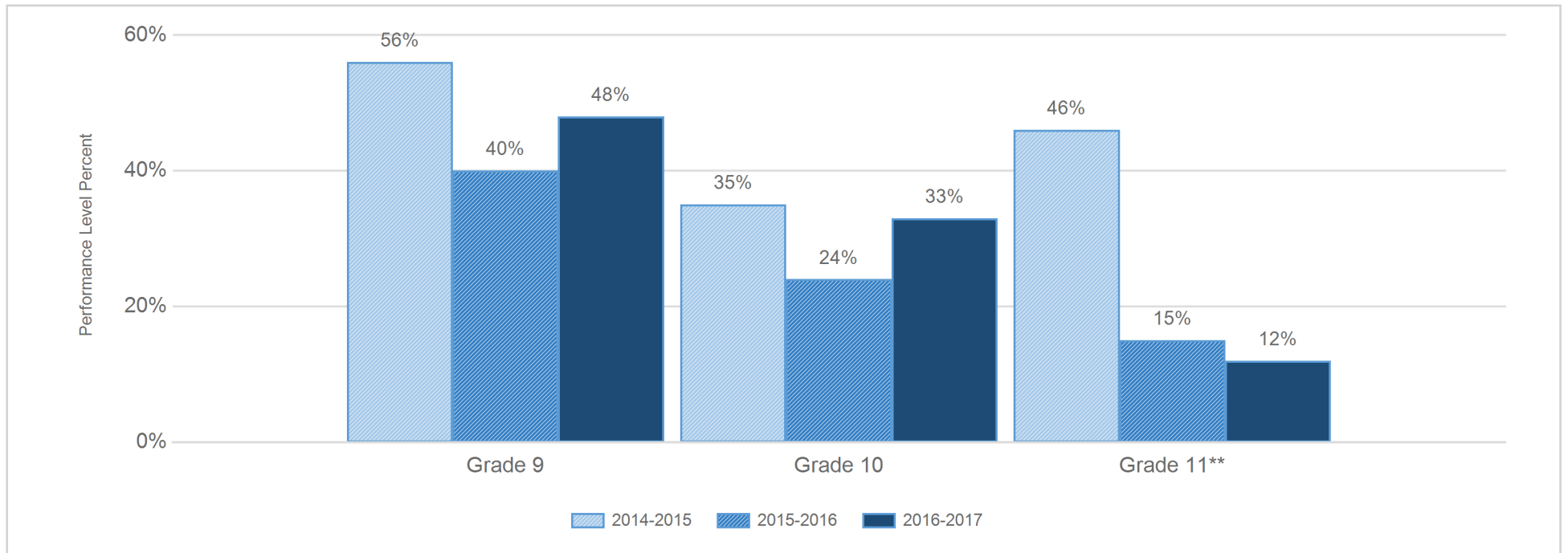


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**English Language Arts/Literacy Assessment - Performance Trends**

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	746	95.3	22.70	44.20	43.50	22.7	20.1	Met Target
White	390	96.6	31.50	58.90	52.40	31.5	25.4	Met Target
Hispanic	236	92.3	*	*	27.60	*	10.4	Not Met
Black or African American	78	95.5	*	*	21.70	*	12.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	41	100.0	53.60	*	75.60	53.6	35.9	Met Target
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	353	96.0	24.70	46.20	44.10	24.7		
Male	393	94.8	20.90	42.30	42.90	20.7		
Economically Disadvantaged Students	218	90.8	*	*	25.10	*	8.6	Met Target†
Non-Economically Disadvantaged Students	528	97.1	*	*	54.30	*		
Students with Disabilities	124	94.9	*	*	16.50	*	6.9	Met Target
Students without Disabilities	622	95.4	*	*	48.80	*		
English Learners	64	82.1	*	17.40	23.30	*	N	N
Non-English Learners	682	96.7	*	49.70	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	268	716	742	743	28%	33%	28%	11%	0%	11%	42%
White	93	731	759	751	14%	22%	42%	23%	0%	23%	52%
Hispanic	130	705	*	728	*	*	*	*	*	*	24%
Black or African American	37	714	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	119	717	744	744	26%	34%	29%	12%	0%	12%	43%
Male	149	716	741	741	30%	32%	28%	11%	0%	11%	40%
Economically Disadvantaged Students	126	705	712	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	142	726	756	751	*	*	*	*	*	*	52%
Students with Disabilities	56	713	*	714	*	*	*	*	*	*	10%
Students without Disabilities	212	717	*	747	*	*	*	*	*	*	47%
English Learners	39	686	*	708	*	*	*	*	*	*	*
Non-English Learners	229	721	*	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
<b>Schoolwide</b>	382	726	729	734	*	32%	28%	23%	*	23%	30%
White	205	734	736	740	*	23%	36%	29%	*	30%	38%
Hispanic	116	712	*	722	*	*	*	*	*	*	14%
Black or African American	40	715	*	719	25%	40%	25%	*	*	10%	*
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	191	730	*	735	12%	30%	31%	*	*	27%	31%
Male	191	721	*	733	23%	34%	24%	*	*	19%	30%
Economically Disadvantaged Students	90	711	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	292	730	*	740	*	*	*	*	*	*	39%
Students with Disabilities	62	700	700	711	*	*	*	*	*	*	*
Students without Disabilities	320	731	734	738	*	*	*	*	*	*	*
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	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	375	712	712	725	47%	18%	*	21%	*	22%	28%
White	229	722	722	731	35%	*	*	28%	*	29%	33%
Hispanic	90	691	691	710	*	*	*	*	*	*	14%
Black or African American	36	686	686	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	187	712	712	725	49%	17%	*	23%	*	24%	27%
Male	188	712	712	725	46%	19%	*	20%	*	21%	29%
Economically Disadvantaged Students	79	687	687	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	296	719	719	733	*	*	*	*	*	*	35%
Students with Disabilities	53	690	690	692	*	*	*	*	*	*	*
Students without Disabilities	322	716	716	729	*	*	*	*	*	*	*
English Learners	30	679	679	692	*	*	*	*	*	*	*
Non-English Learners	345	715	715	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

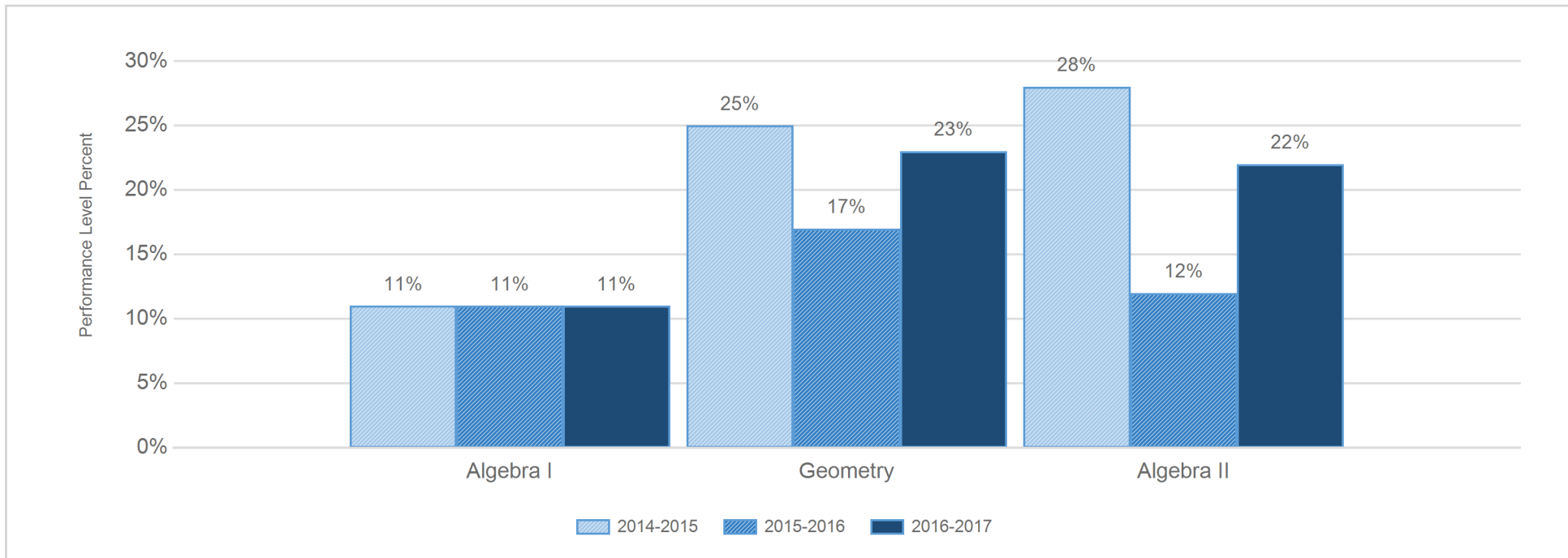


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**Mathematics Assessment – Performance Trends**

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





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## Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	*	*
10	*	*
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	71	*	*
2	33	*	*
3	30	*	*
4	30	*	*
5+	*	*	*



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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.

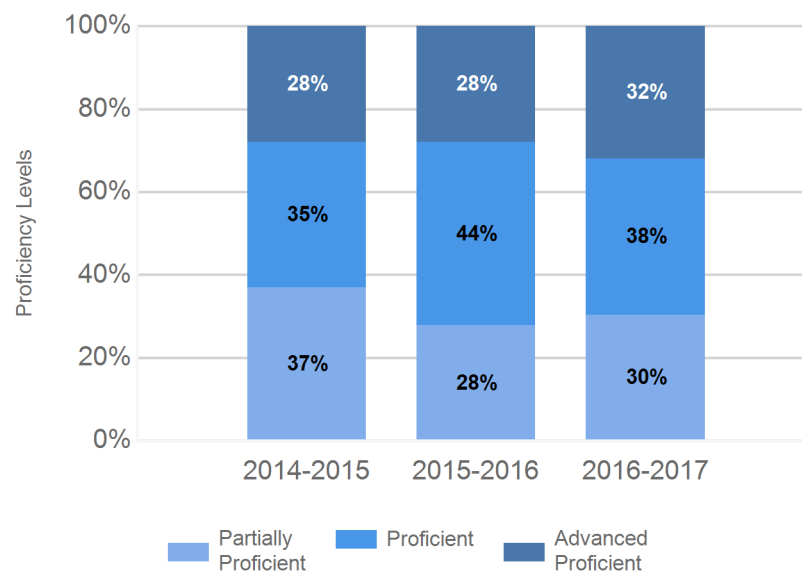
**Biology Assessment - Performance**

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	32%	38%	30%
White	45%	44%	12%
Hispanic	6%	31%	63%
Black or African American	2%	*	61%
Asian, Native Hawaiian, or Pacific Islander	65%	N	35%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	4%	28%	68%
Students with Disabilities	2%	22%	76%
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	66.2%	89.4%
Percentage of students taking the SAT	75.5%	70.0%
Percentage of students taking the ACT	58.4%	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	519	481	Varies By Grade	81%	67%
PSAT - Math	514	483	Varies By Grade	65%	49%
SAT - Reading and Writing	583	551	480	88%	77%
SAT - Math	573	552	530	68%	58%
ACT - Reading	25	24	22	70%	65%
ACT - English	26	24	18	89%	79%
ACT - Math	25	24	22	70%	65%
ACT - Science	24	23	23	63%	54%



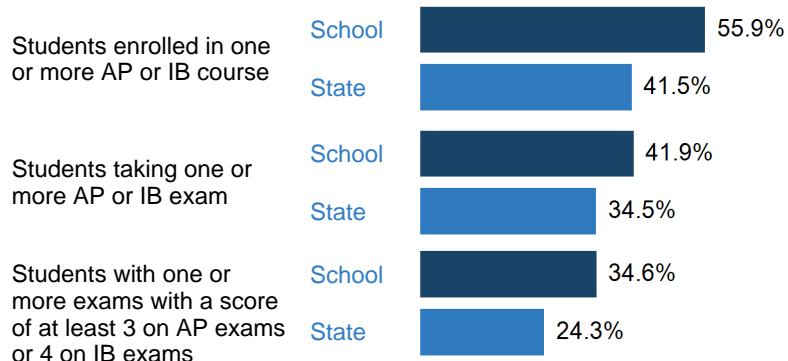
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

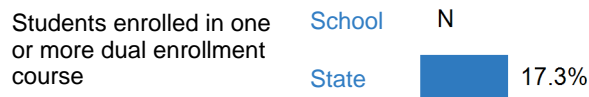
**AP/IB Coursework – Participation and Performance**

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 Biology	58	45
AP Calculus AB	105	73
AP Calculus BC	22	22
AP Chemistry	19	19
AP Computer Science A	0	19
AP English Language and Composition	45	45
AP English Literature and Composition	68	53
AP Environmental Science	41	25
AP European History	12	5
AP French Language and Culture	15	9
AP Human Geography	23	13
AP Italian Language and Culture	28	16
AP Latin (Virgil Catullus and Horace)	7	3
AP Macroeconomics	87	68
AP Microeconomics	40	32
AP Music Theory	0	6
AP Physics C	49	0
AP Physics C: Electricity and Magnetism	0	30
AP Physics C: Mechanics	0	46
AP Psychology	73	30

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	71	29
AP Spanish Literature	12	2
AP Statistics	71	42
AP Studio Art—Drawing Portfolio	11	0
AP Studio Art—Two-Dimensional	0	3
AP U.S. Government and Politics	72	33
AP U.S. History	98	85
IB Music	9	0
Total Exams Taken		753
Exams with scores of at least 3 on AP exams or 4 on IB exams		577



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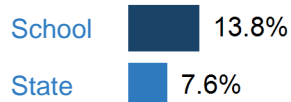
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

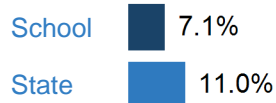
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

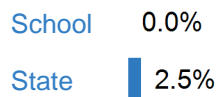
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

**Mathematics - Course Participation**

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	281	164	34	3	0	0	0
10	54	232	173	29	2	1	0
11	11	14	191	147	28	15	4
12	1	1	33	62	156	111	54
Schoolwide	347	411	431	241	186	127	58
Enrolled in AP/IB Course					127	71	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	1	2	1	78	382	66
10	45	407	47	16	3	38
11	339	19	24	16	5	44
12	108	11	3	113	51	81
Schoolwide	493	439	75	223	441	229
Enrolled in AP/IB Course	58	19		41	49	0



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**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	463	2	0	0	0	4
10	24	451	0	13	14	10
11	2	376	46	31	30	58
12	6	63	81	124	38	134
Schoolwide	495	892	127	168	82	206
Enrolled in AP/IB Course	0	98	127	73	0	106

**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	300	56	72	26	0	9	0
10	302	62	71	20	0	15	0
11	189	61	69	23	0	12	0
12	131	41	54	18	0	12	0
Schoolwide	922	220	266	87	0	48	0
Enrolled in AP/IB Course	83	15	28	7	0	0	0
Enrolled in Level 3 or Higher	477	174	167	34	0	20	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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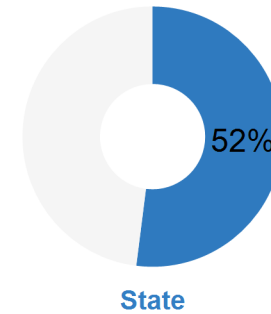
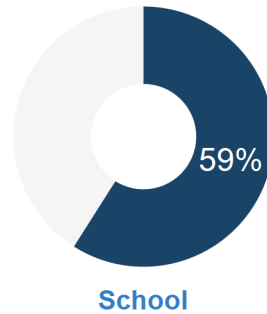
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Visual and Performing Arts – Course Participation

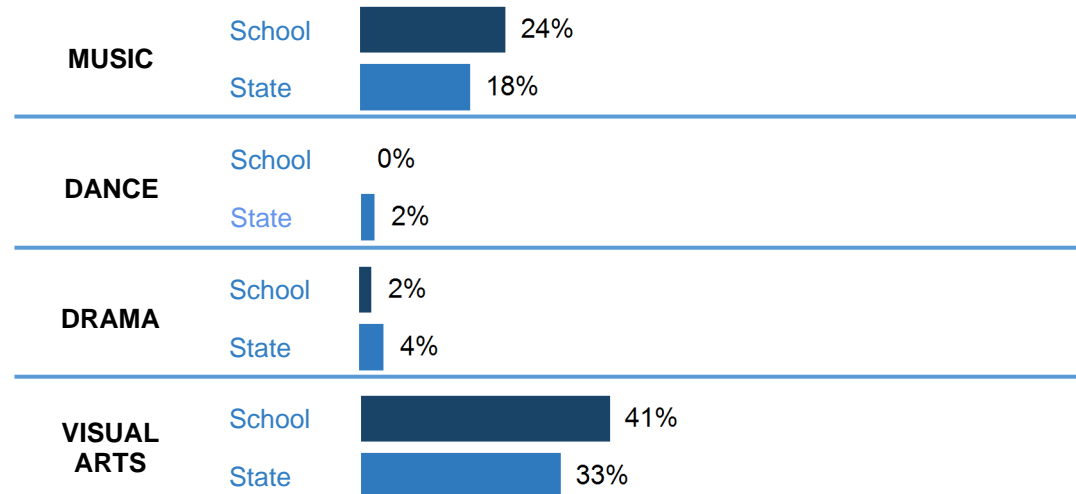
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	87.1%	90.5%	89.1%	91.8%	86.5%	93.0%	Not Met	94.7%	92.3%	Met Target
White	93.8%	94.5%	95.0%	95.1%	95.0%	N	Met Goal	94.1%	95.6%	Not Met
Hispanic	71.1%	84.3%	*	86.3%	*	89.2%	Not Met	96.7%	N	Met Goal
Black or African American	87.7%	83.4%	91.7%	85.3%	89.6%	91.7%	Not Met	*	87.4%	Met Target
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	82.2%	83.9%	81.8%	85.6%	78.9%	89.6%	Not Met	96.1%	N	Met Goal
Students with Disabilities	75.3%	78.8%	89.6%	82.1%	89.6%	79.7%	Met Target	79.3%	85.3%	Not Met
English Learners	43.5%	76.1%	47.8%	79.7%	30.4%	74.2%	Not Met	92.3%	70.5%	Met Target
Homeless Students	N	73.2%	N	74.4%	N	*	N	*		

**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	87.1%	-
2016	86.5%	89.1%
2015	92.9%	94.7%

**Dropout Rate Trends**

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

School Year	School Rate	State Rate
2016-2017	2.5%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.4%	1.1%

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



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

**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	79.8%	18.2%	81.8%
White	88.5%	8.5%	91.5%
Hispanic	62.4%	43.1%	56.9%
Black or African American	69.2%	38.9%	61.1%
Asian, Native Hawaiian, or Pacific Islander	78.3%	16.7%	83.3%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	59.6%	42.9%	57.1%
Students with Disabilities	62.5%	43.3%	56.7%
English Learners	21.1%	100%	0%

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	86.3%	22.8%	77.2%	65.3%	34.7%	42.5%	57.5%
White	90.9%	11.6%	88.4%	61.8%	38.2%	29.7%	70.4%
Hispanic	74.4%	43.3%	56.7%	68.7%	31.3%	70.2%	29.9%
Black or African American	83.7%	47.2%	52.8%	83.3%	16.7%	69.4%	30.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.9%	50.8%	49.2%	76.9%	23.1%	76.9%	23.1%
Students with Disabilities	81.4%	57.1%	42.9%	80%	20%	68.6%	31.4%
English Learners	18.2%	50%	50%	100%	0%	100%	0%



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

**Chronic Absenteeism**

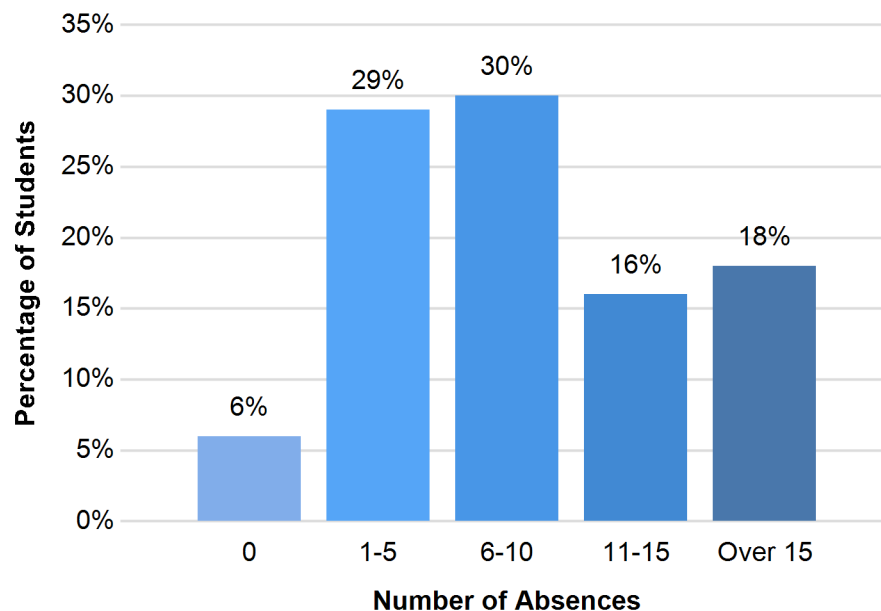
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.80	14.30	Not Met
White	10.50	14.30	Met Target
Hispanic	26.40	14.30	Not Met
Black or African American	17.90	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	27.10	14.30	Not Met
Students with Disabilities	15.80	14.30	Not Met
English Learners	36.10	14.30	Not Met

\*\* *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.



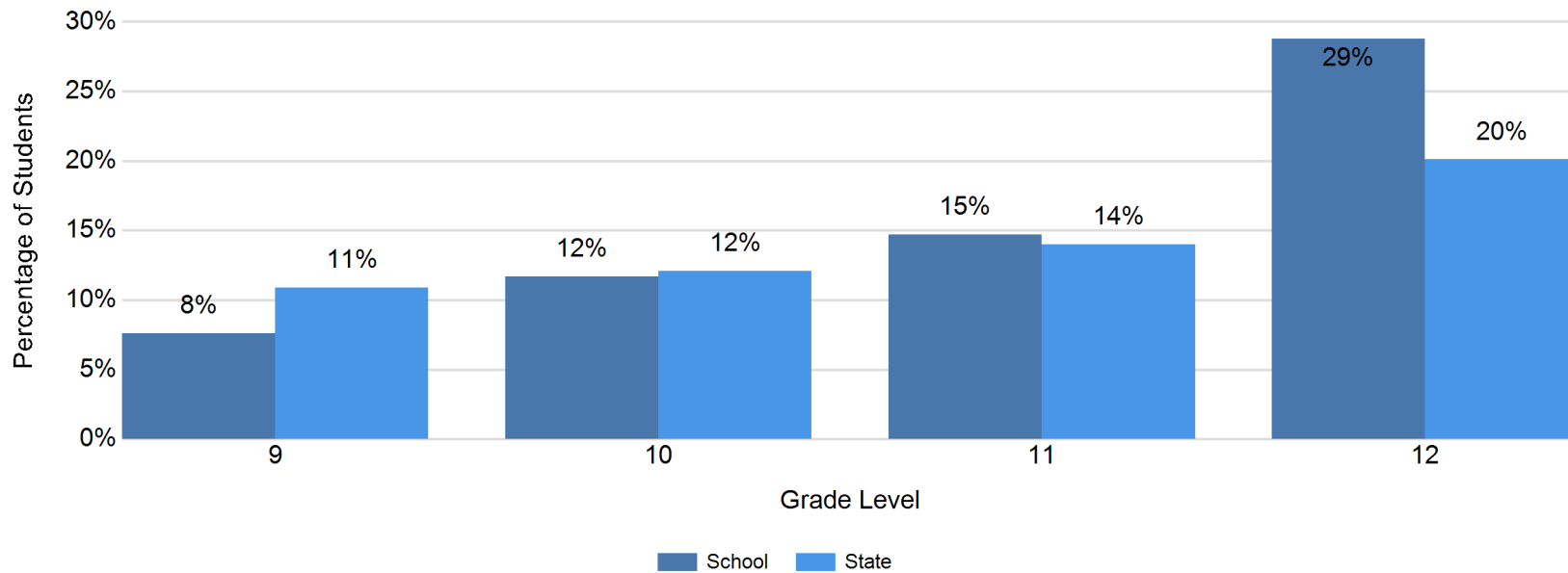


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**Chronic Absenteeism by Grade**

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	7:40AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	3 Hrs. 2 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	17
Vandalism	4
Weapons	2
Substances	34
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	71
Incidents Per 100 Students Enrolled	3.96

## 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	0.8%
Any Suspension	0.8%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	191.3 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475



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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	128	120,724
Average years experience in public schools	9.6	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	67%	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	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	224:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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

**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.

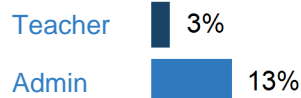
**Bachelor's Degree**



**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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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	28.0	17.5%
Mathematics Proficiency	33.5	17.5%
Graduation - 4-Year	18.3	25.0%
Graduation - 5-Year	57.9	25.0%
Chronic Absenteeism	29.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		34.2
<b>Summative Rating:</b> Percentile rank of Summative Score		27.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	34.2	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
White	45.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Not Met	No
Hispanic	27.9	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Goal	No
Black or African American	48.5	6.2	No	Met Target†	Met Target†	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	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	35.9	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Goal	No
Students with Disabilities	52.3	6.2	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
English Learners	26.9	6.2	No	N	N	Not Met	Not Met	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Manning	<b>Email Address:</b>	<a href="mailto:mark.manning@msdk12.net">mark.manning@msdk12.net</a>
<b>Address:</b>	50 EARLY STREET MORRISTOWN, NJ 07960	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)292-2000	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Rigorous college preparatory curriculum including AP and Honors level courses</li> <li>• Robust music, visual and performing arts programs.</li> <li>• Nationally recognized 1:1 Blended Learning Environment</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>MHS offers Honor Societies in four world languages, Art, Tri-M Music and the Saul Swanger chapter of the National Honor Society.</p>





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 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Fencing (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Ice Hockey (Boys), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Co-ed)</p> <p>Eighty three percent of the student body participates in one or more of our 29 varsity athletic teams.</p>
 <p>Clubs and Activities:</p>	<p>Service programs include chapters of Habitat for Humanity, Key Club and Interact (Rotary Club). Competitive academic teams include Academic Decathlon, Forensics and Math team.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>We provide comprehensive intervention supports for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Morris School District offers physical education, whole child instruction and nutrition and breakfast programs</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Morris School District has active Home and School Associations at every school and a dynamic Educational Foundation - Morris Educational Foundation</p>



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Facilities:

The Morris School District has exceptional "future ready facilities" that include progressive media centers, science labs, art room, maker spaces, gymnasiums, tech centers and outdoor learning centers



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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.

Since 1869, Morristown High School maintains a proud history as a comprehensive secondary school serving the intellectual, social, athletic, and career needs of its students. A microcosm of the new millennium, Morristown High School is rich in economic, racial and cultural diversity. Some families have been in the district for generations, while others have only recently immigrated to the United States. Comprised of 1,810 ethnically diverse students speaking more than 20 different languages, the educational program serves the students entrusted to the school by its communities: Morristown, Morris Township and Morris Plains.



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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	57	51	57
1	59	50	47
2	62	58	45
3	63	60	60
4	59	61	59
5	68	54	66
Ungraded	0	0	0
Total	368	334	334

**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%	51%	49%
Male	49%	49%	52%
Economically Disadvantaged Students	37%	35%	37%
Students with Disabilities	10%	10%	12%
English Learners	22%	20%	21%
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
Hispanic	44.0%
White	41.9%
Black or African American	6.6%
Asian	5.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	53	51	57

**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	66.2%
Spanish	32.6%
Other	1.2%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	175	98.9	60.60	56.50	54.90	60.6	56.8	Met Target
White	72	97.3	86.10	72.80	63.90	86.1	80	Met Goal
Hispanic	80	100.0	31.30	31.40	39.80	31.3	31.8	Met Target†
Black or African American	12	100.0	66.70	43.60	35.20	66.7	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	100.00	*	80.70	100	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	85	97.7	73.00	65.10	62.20	73		
Male	90	100.0	48.90	48.50	48.10	48.9		
Economically Disadvantaged Students	65	100.0	20.00	28.80	36.20	20	24.3	Met Target†
Non-Economically Disadvantaged Students	110	98.2	84.60	70.30	65.80	84.6		
Students with Disabilities	20	95.2	30.00	*	20.50	30	32.9	Met Target†
Students without Disabilities	155	99.4	64.50	*	61.90	64.5		
English Learners	52	100.0	13.50	*	25.20	13.5	10.4	Met Target
Non-English Learners	123	98.4	80.50	*	57.40	80.5		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	N	N	N	28.60	24.80	N		
Military-Connected Students	N	N	N	20.00	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
<b>Schoolwide</b>	57	760	753	749	18%	*	*	47%	18%	65%	50%
White	25	785	777	759	0%	0%	*	72%	*	92%	61%
Hispanic	23	720	726	734	44%	*	*	*	*	26%	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	N	N	N	751	N	N	N	N	N	N	52%
Female	30	769	759	754	*	*	*	53%	*	80%	55%
Male	27	749	746	745	*	*	*	41%	*	48%	46%
Economically Disadvantaged Students	18	705	720	731	*	*	*	*	*	17%	31%
Non-Economically Disadvantaged Students	39	785	776	762	*	*	*	*	*	87%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	10	682	700	709	*	*	*	*	0%	10%	11%
Non-English Learners	47	776	762	752	*	*	*	*	21%	77%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	753	757	753	*	*	*	37%	21%	58%	56%
White	21	776	770	762	0%	*	*	52%	*	81%	67%
Hispanic	28	725	733	740	*	*	*	*	*	32%	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	26	764	761	758	*	*	*	39%	*	69%	61%
Male	31	744	753	749	*	*	*	36%	*	48%	51%
Economically Disadvantaged Students	24	719	734	737	*	*	*	*	*	25%	36%
Non-Economically Disadvantaged Students	33	779	770	764	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	16	706	711	711	*	*	*	*	0%	13%	10%
Non-English Learners	41	772	763	755	*	*	*	*	29%	76%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	61	754	765	756	*	18%	*	38%	21%	59%	59%
White	26	773	777	763	*	*	0%	54%	*	85%	69%
Hispanic	29	732	750	743	*	*	*	*	*	35%	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	N	N	N	757	N	N	N	N	N	N	60%
Female	29	761	771	761	*	*	*	45%	*	69%	66%
Male	32	748	759	750	*	*	*	31%	*	50%	53%
Economically Disadvantaged Students	23	720	747	740	*	*	*	*	*	17%	40%
Non-Economically Disadvantaged Students	38	775	776	765	*	*	*	*	*	84%	71%
Students with Disabilities	11	720	739	725	*	*	*	*	0%	18%	22%
Students without Disabilities	50	761	770	762	*	*	*	*	26%	68%	66%
English Learners	10	695	702	710	*	*	*	*	*	*	12%
Non-English Learners	51	766	769	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

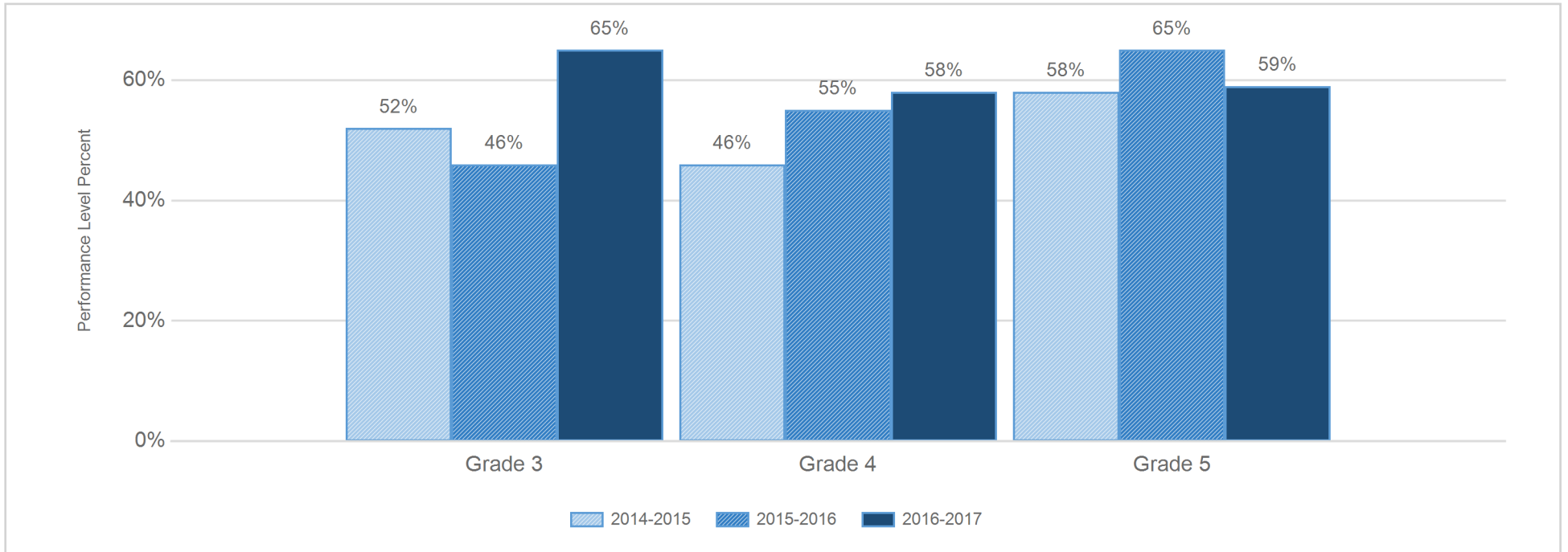


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	181	98.9	58.00	44.20	43.50	58	56.9	Met Target
White	72	97.3	84.70	58.90	52.40	84.7	76.6	Met Goal
Hispanic	86	100.0	31.40	*	27.60	31.4	35.6	Met Target†
Black or African American	12	100.0	50.00	*	21.70	50	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	100.00	*	75.60	100	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	50.00	44.90	N	**	**
Female	88	97.8	61.40	46.20	44.10	61.4		
Male	93	100.0	54.80	42.30	42.90	54.8		
Economically Disadvantaged Students	67	100.0	20.90	*	25.10	20.9	31.7	Not Met
Non-Economically Disadvantaged Students	114	98.3	79.80	*	54.30	79.8		
Students with Disabilities	21	95.5	28.60	*	16.50	28.6	37.1	Met Target†
Students without Disabilities	160	99.4	61.90	*	48.80	61.9		
English Learners	58	100.0	19.00	17.40	23.30	19	10.4	Met Target
Non-English Learners	123	98.4	76.40	49.70	45.20	76.4		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	28.60	15.10	N		
Military-Connected Students	N	N	N	27.30	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	59	757	753	751	*	*	*	46%	25%	71%	53%
White	25	784	773	759	0%	0%	0%	52%	48%	100%	63%
Hispanic	25	724	733	738	*	*	*	*	0%	36%	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	N	N	N	751	N	N	N	N	N	N	53%
Female	31	755	754	751	*	*	*	55%	*	74%	52%
Male	28	760	751	751	*	*	*	36%	*	68%	53%
Economically Disadvantaged Students	20	712	727	736	*	*	*	*	0%	25%	34%
Non-Economically Disadvantaged Students	39	781	771	761	*	*	*	*	39%	95%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	12	694	717	724	*	*	*	*	*	*	21%
Non-English Learners	47	773	759	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
<b>Schoolwide</b>	58	747	753	747	*	*	26%	40%	*	50%	47%
White	21	768	767	755	0%	*	*	62%	*	76%	59%
Hispanic	29	725	730	734	*	*	*	*	*	28%	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	27	742	749	747	*	*	*	*	*	52%	47%
Male	31	750	755	747	*	*	*	*	*	48%	48%
Economically Disadvantaged Students	25	716	731	732	*	*	*	*	*	16%	27%
Non-Economically Disadvantaged Students	33	770	764	757	*	*	*	*	*	76%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	17	703	710	716	*	*	*	*	*	12%	12%
Non-English Learners	41	764	759	749	*	*	*	*	*	66%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	66	750	757	747	*	*	18%	32%	20%	52%	46%
White	26	776	772	754	0%	*	0%	*	42%	77%	57%
Hispanic	34	729	741	735	*	*	32%	29%	0%	29%	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	N	N	N	747	N	N	N	N	N	N	47%
Female	31	753	758	747	*	*	*	*	*	55%	47%
Male	35	747	755	746	*	*	*	*	*	49%	46%
Economically Disadvantaged Students	23	726	740	732	*	*	*	*	0%	22%	27%
Non-Economically Disadvantaged Students	43	763	766	756	*	*	*	*	30%	67%	59%
Students with Disabilities	11	723	743	725	*	*	*	*	0%	18%	19%
Students without Disabilities	55	755	759	751	*	*	*	*	24%	58%	52%
English Learners	15	696	702	717	*	*	*	*	*	*	12%
Non-English Learners	51	766	762	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

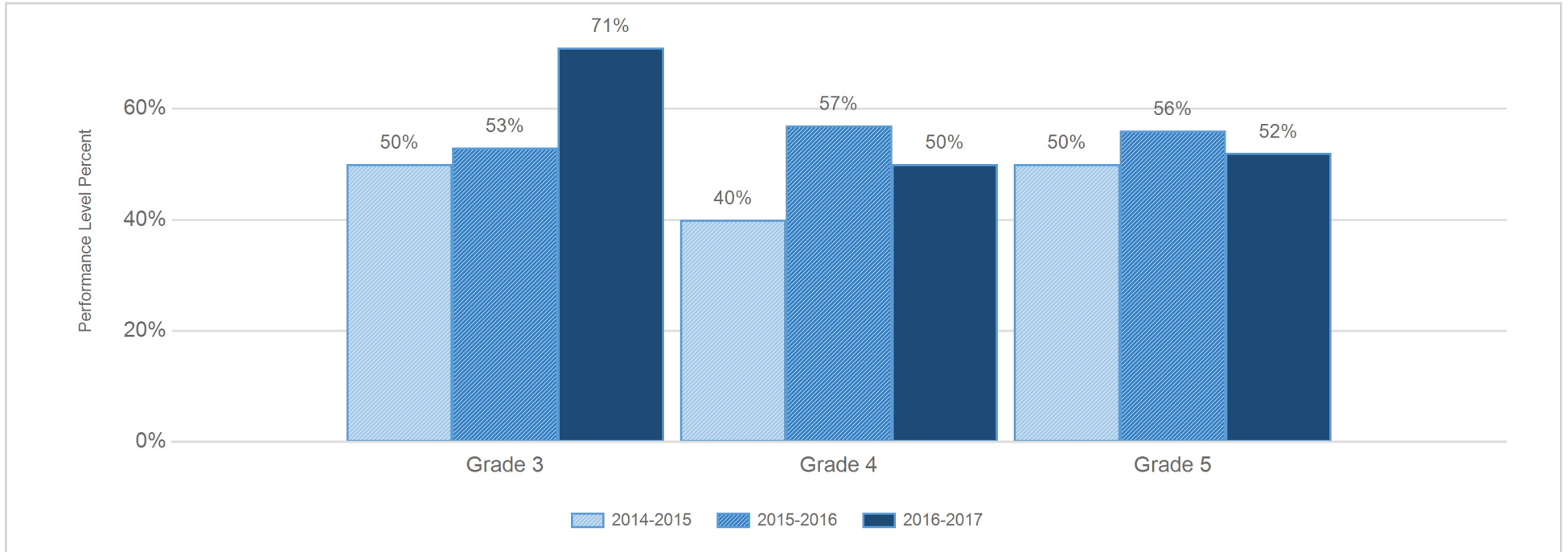


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	18	*	*
2	13	*	*
3	24	*	*
4	*	*	*
5+	*	*	*



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

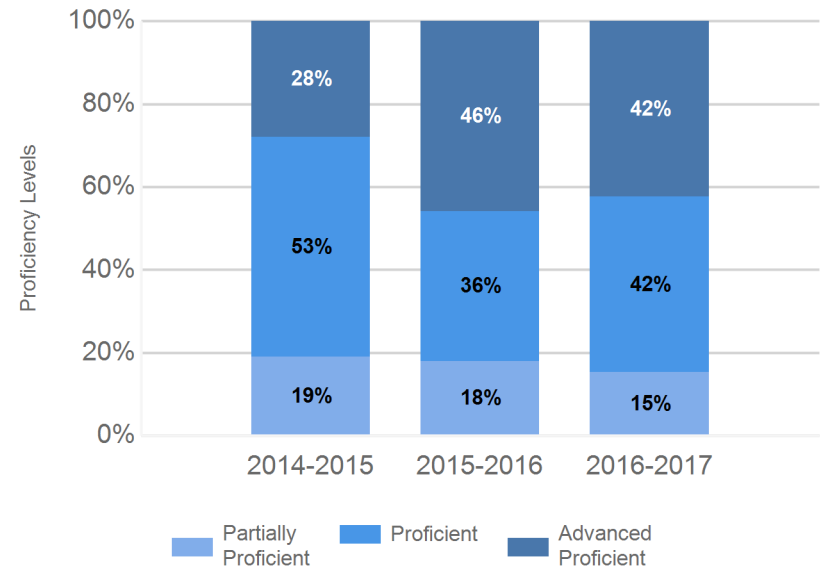
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	42%	42%	15%
White	68%	*	N
Hispanic	17%	52%	31%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	8%	58%	33%
Students with Disabilities	*	*	*
English Learners	N	56%	44%

**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	53.5	59	50	Met Target	55.5	49	50	Met Target
White	54	60	50	Met Target	52	50	52	Met Target
Hispanic	51	56	49	Met Target	56	49	47	Met Target
Black or African American	*	57	45	**	*	48.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	51	55	47	Met Target	47	45	46	Met Target
Students with Disabilities	41	49	41	**	40	54	43	**
English Learners	41	56.5	53	Met Target	37	52	51	Not Met

\*\* 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:

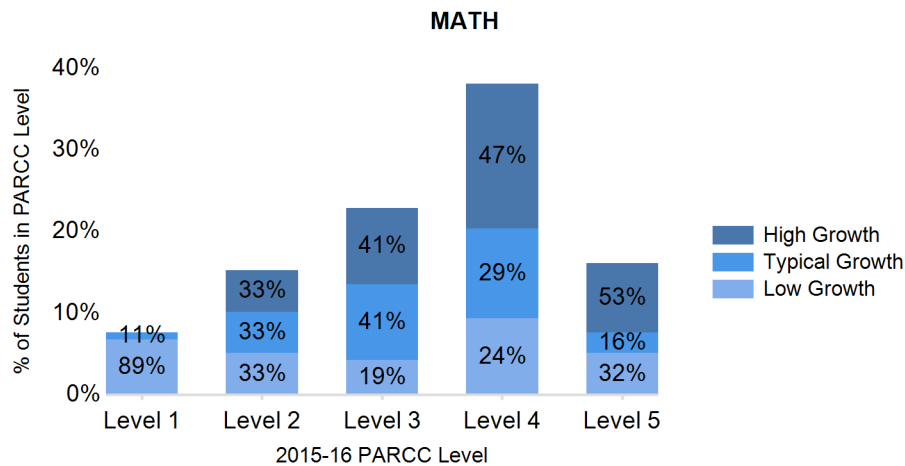
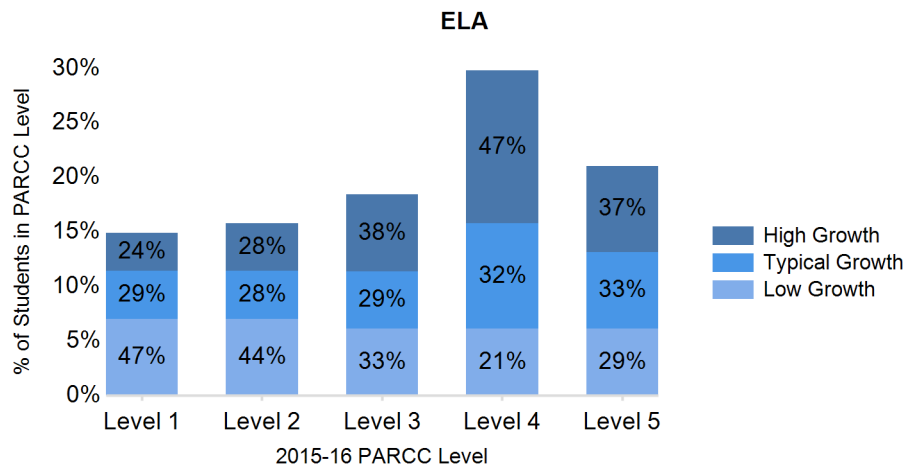
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

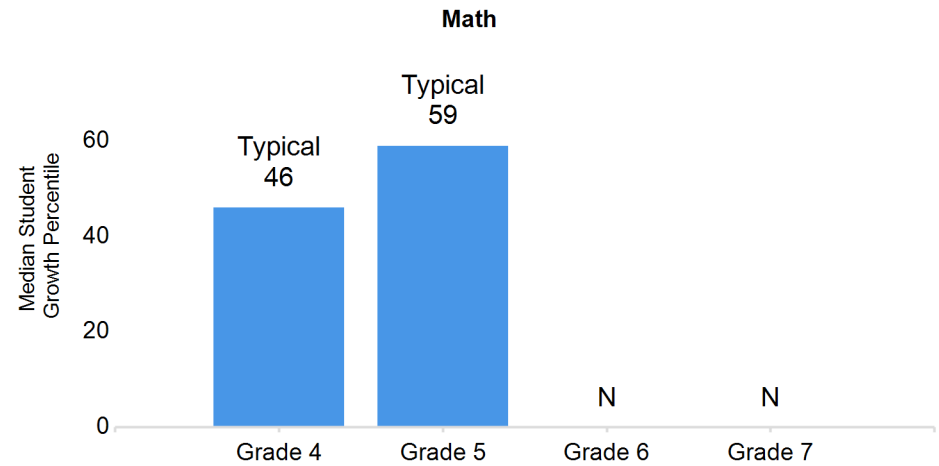
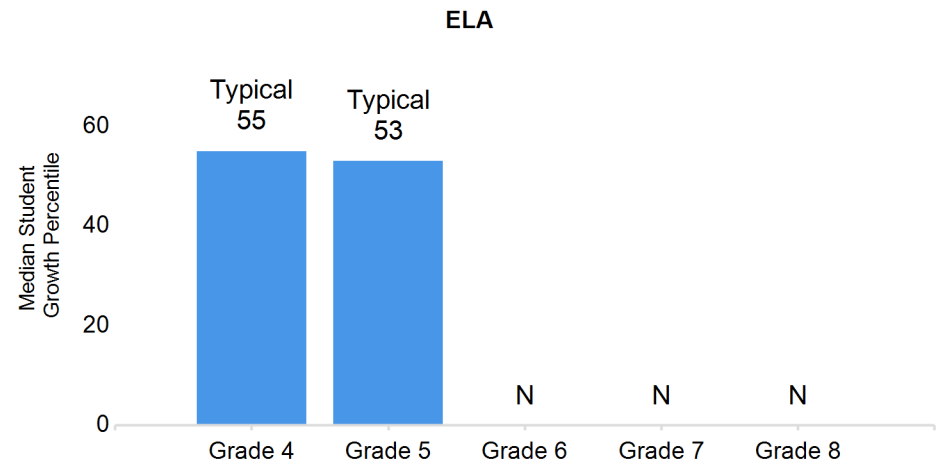
**Student Growth by Performance Level**

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**

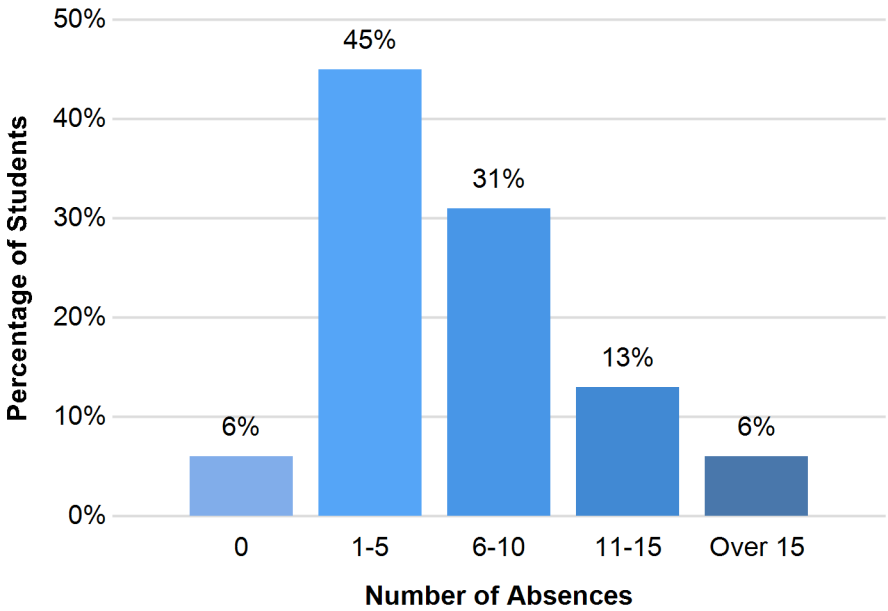
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	8.40	Met Target
White	2.10	8.40	Met Target
Hispanic	7.50	8.40	Met Target
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.70	8.40	Met Target
Students with Disabilities	5.00	8.40	Met Target
English Learners	8.80	8.40	Not Met

\*\* *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.



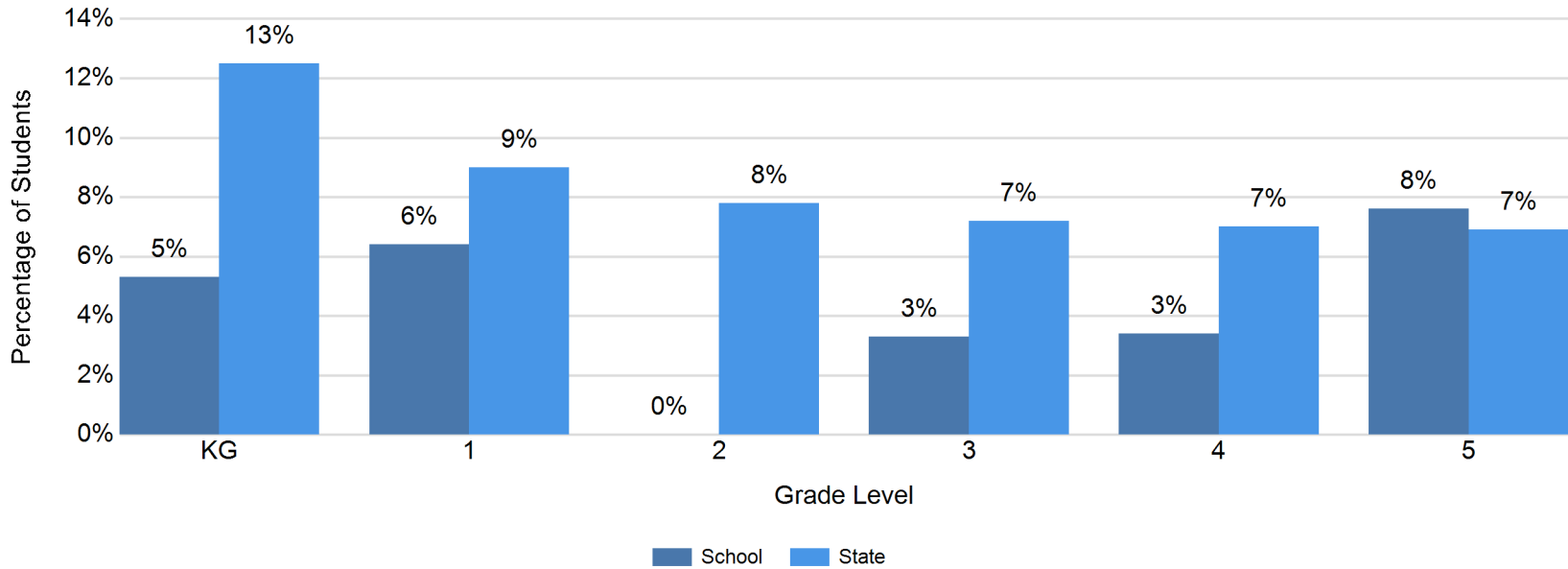


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**Chronic Absenteeism by Grade**

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	8:55AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.30

**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	1.1:1	191.3 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475



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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	30	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	12.9	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	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	334:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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	46.8	17.5%
Mathematics Proficiency	61.1	17.5%
English Language Arts Growth	54.2	25.0%
Mathematics Growth	56.9	25.0%
Chronic Absenteeism	79.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		58.6
<b>Summative Rating:</b> Percentile rank of Summative Score		63.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	75.5	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
Hispanic	55.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	47.7	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
English Learners	25.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Clark	<b>Email Address:</b>	<a href="mailto:lora.clark@msdk12.net">lora.clark@msdk12.net</a>
<b>Address:</b>	19A NORMANDY PARKWAY MORRISTOWN, NJ 07960	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)889-7690	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

School Narrative

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

<p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Everyday Math, Gifted &amp; Talented &amp; Differentiated Inst.</li> <li>• Robust and thriving Music and Arts teaching to the whole child</li> <li>• Multiage Magnet School</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Normandy Park has a strong partnership with the Morristown Rotary Club. Their partnership has provided funds that support curriculum enrichment for all students. The yearly school wide theme creates a common thread between students across the six grade levels.</p>





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**School Narrative**

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 <p><b>Clubs and Activities:</b></p>	<p>The Home and School Association organizes and facilitates after school clubs. Clubs such as Lego Club, Kids that Code, and Sports Club are examples of the many clubs students can choose from. Academic Support Center provides individualized instructional experiences beyond the school day.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Morris School District provides a comprehensive Sunrise and Sunset program available to Grades Kindergarten through Grade 5 through our Community School.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>We provide comprehensive intervention supports for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Morris School District offers physical education, daily recess, whole child instruction and nutrition and breakfast programs.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Morris School District has active Home and School Associations at every school and a dynamic Educational Foundation - Morris Educational Foundation.</p>




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**School Narrative**

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 <p>Facilities:</p>	<p>The Morris School District has exceptional "future ready facilities" that include progressive media centers, science labs, art room, maker spaces, gymnasiums and playgrounds, tech centers and outdoor learning centers</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.

Beyond a thriving academic environment Normandy Park is committed to nurturing an environment conducive to learning. Normandy Park's yearly school-wide theme provides a common thread for all community members. Students participate in residencies, assemblies and class activities that are grounded in the common school-wide theme. Normandy Park welcomes community partnerships where local colleges, community organizations and businesses volunteer their expertise to enrich the robust academic and cultural arts programs.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
3	102	105	108
4	103	97	98
5	109	95	96
Ungraded	9	7	0
Total	323	304	302

Student Group	2014-15	2015-16	2016-17
Female	51%	51%	51%
Male	49%	49%	49%
Economically Disadvantaged Students	36%	33%	34%
Students with Disabilities	19%	18%	16%
English Learners	3%	5%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	56.3%
Hispanic	28.8%
Black or African American	10.6%
Asian	3.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.7%

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	82.1%
Spanish	16.9%
Other	1.0%



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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	300	98.4	66.00	56.50	54.90	66	61.6	Met Target
White	170	98.3	81.70	72.80	63.90	81.7	73.3	Met Goal
Hispanic	86	100.0	37.30	31.40	39.80	37.3	39.7	Met Target†
Black or African American	32	94.1	50.10	43.60	35.20	49.5	49.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.90	*	80.70	90.9	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	149	97.4	71.80	65.10	62.20	71.8		
Male	151	99.3	60.20	48.50	48.10	60.2		
Economically Disadvantaged Students	102	99.0	37.30	28.80	36.20	37.3	40.4	Met Target†
Non-Economically Disadvantaged Students	198	98.0	80.90	70.30	65.80	80.9		
Students with Disabilities	48	92.3	45.90	*	20.50	44.5	31.5	Met Target
Students without Disabilities	252	99.6	69.90	*	61.90	69.9		
English Learners	51	100.0	23.60	*	25.20	23.6	N	N
Non-English Learners	249	98.0	74.70	*	57.40	74.7		
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 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	107	761	753	749	*	15%	13%	53%	*	64%	50%
White	57	782	777	759	*	*	*	68%	18%	86%	61%
Hispanic	35	737	726	734	*	31%	*	31%	*	34%	35%
Black or African American	13	727	*	731	*	*	*	*	0%	39%	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	N	N	N	751	N	N	N	N	N	N	52%
Female	55	765	759	754	*	*	*	49%	*	66%	55%
Male	52	756	746	745	*	*	*	58%	*	62%	46%
Economically Disadvantaged Students	43	728	720	731	*	*	*	26%	*	28%	31%
Non-Economically Disadvantaged Students	64	783	776	762	*	*	*	72%	*	88%	63%
Students with Disabilities	15	736	*	720	*	*	*	*	*	33%	24%
Students without Disabilities	92	765	*	755	*	*	*	*	*	69%	55%
English Learners	12	723	700	709	*	*	*	*	*	*	11%
Non-English Learners	95	766	762	752	*	*	*	*	*	*	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	97	758	757	753	*	*	22%	50%	16%	65%	56%
White	62	767	770	762	*	*	16%	57%	23%	79%	67%
Hispanic	24	738	733	740	0%	*	*	*	*	33%	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	45	760	761	758	*	*	*	49%	*	69%	61%
Male	52	756	753	749	*	*	*	50%	*	62%	51%
Economically Disadvantaged Students	25	744	734	737	*	*	*	*	*	28%	36%
Non-Economically Disadvantaged Students	72	762	770	764	*	*	*	*	*	78%	69%
Students with Disabilities	20	738	*	725	*	*	*	50%	0%	50%	25%
Students without Disabilities	77	763	*	759	*	*	*	49%	20%	69%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	94	767	765	756	*	*	23%	59%	13%	71%	59%
White	49	774	777	763	0%	*	*	69%	*	84%	69%
Hispanic	27	752	750	743	*	*	48%	37%	*	44%	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	N	N	N	757	N	N	N	N	N	N	60%
Female	49	774	771	761	*	*	*	61%	*	82%	66%
Male	45	759	759	750	*	*	*	56%	*	60%	53%
Economically Disadvantaged Students	32	756	747	740	*	*	31%	50%	*	59%	40%
Non-Economically Disadvantaged Students	62	772	776	765	*	*	19%	63%	*	77%	71%
Students with Disabilities	11	762	739	725	*	*	*	*	*	64%	22%
Students without Disabilities	83	767	770	762	*	*	*	*	*	72%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

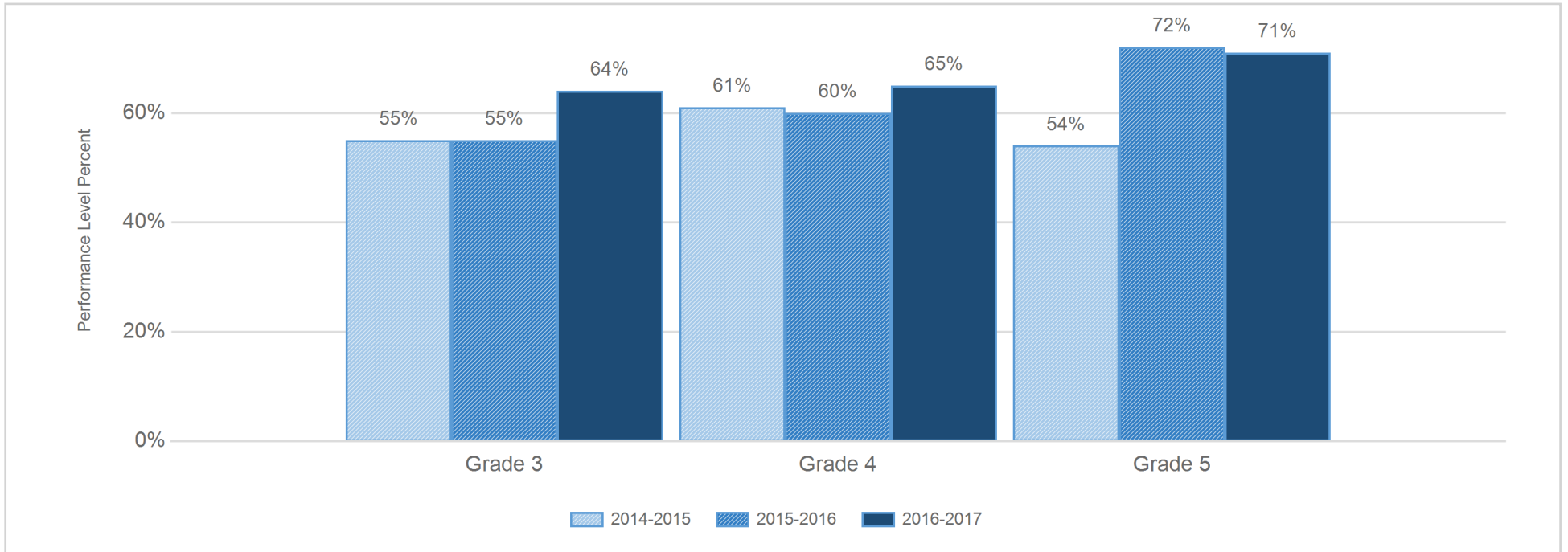


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	302	98.7	61.90	44.20	43.50	61.9	63.6	Met Target†
White	171	98.8	76.60	58.90	52.40	76.6	74.4	Met Target
Hispanic	87	100.0	39.10	*	27.60	39.1	40.9	Met Target†
Black or African American	32	94.1	37.50	*	21.70	37.2	49.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.80	*	75.60	81.8	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	151	98.1	60.90	46.20	44.10	60.9		
Male	151	99.3	62.90	42.30	42.90	62.9		
Economically Disadvantaged Students	103	99.0	36.90	*	25.10	36.9	43.4	Met Target†
Non-Economically Disadvantaged Students	199	98.5	74.90	*	54.30	74.9		
Students with Disabilities	49	94.2	44.90	*	16.50	44.6	37.3	Met Target
Students without Disabilities	253	99.6	65.20	*	48.80	65.2		
English Learners	52	100.0	25.00	17.40	23.30	25	N	N
Non-English Learners	250	98.4	69.60	49.70	45.20	69.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	762	753	751	*	*	17%	43%	22%	65%	53%
White	57	780	773	759	*	0%	*	47%	37%	84%	63%
Hispanic	35	742	733	738	*	29%	*	40%	*	46%	37%
Black or African American	13	730	*	733	*	*	*	*	0%	31%	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	N	N	N	751	N	N	N	N	N	N	53%
Female	55	764	754	751	*	*	*	42%	26%	67%	52%
Male	52	759	751	751	*	*	*	44%	19%	64%	53%
Economically Disadvantaged Students	43	734	727	736	*	*	*	28%	*	33%	34%
Non-Economically Disadvantaged Students	64	780	771	761	*	*	*	53%	*	88%	65%
Students with Disabilities	15	745	*	729	*	*	*	*	*	53%	29%
Students without Disabilities	92	764	*	755	*	*	*	*	*	67%	57%
English Learners	12	730	717	724	*	*	*	*	0%	17%	21%
Non-English Learners	95	765	759	753	*	*	*	*	25%	72%	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
<b>Schoolwide</b>	98	755	753	747	*	14%	29%	46%	*	54%	47%
White	63	765	767	755	*	*	25%	56%	*	68%	59%
Hispanic	24	730	730	734	*	*	42%	*	0%	17%	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	46	747	749	747	*	*	33%	39%	*	44%	47%
Male	52	761	755	747	*	*	25%	52%	*	64%	48%
Economically Disadvantaged Students	25	735	731	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	73	762	764	757	*	*	*	*	*	63%	61%
Students with Disabilities	21	739	*	724	*	*	62%	*	*	19%	22%
Students without Disabilities	77	759	*	751	*	*	20%	*	*	64%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	95	761	757	747	*	*	25%	53%	14%	66%	46%
White	49	771	772	754	0%	*	*	55%	25%	80%	57%
Hispanic	28	745	741	735	*	*	36%	50%	0%	50%	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	N	N	N	747	N	N	N	N	N	N	47%
Female	50	762	758	747	*	*	24%	56%	*	70%	47%
Male	45	759	755	746	*	*	27%	49%	*	62%	46%
Economically Disadvantaged Students	33	746	740	732	*	*	33%	49%	0%	49%	27%
Non-Economically Disadvantaged Students	62	768	766	756	*	*	21%	55%	21%	76%	59%
Students with Disabilities	11	767	743	725	*	*	*	*	*	82%	19%
Students without Disabilities	84	760	759	751	*	*	*	*	*	64%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

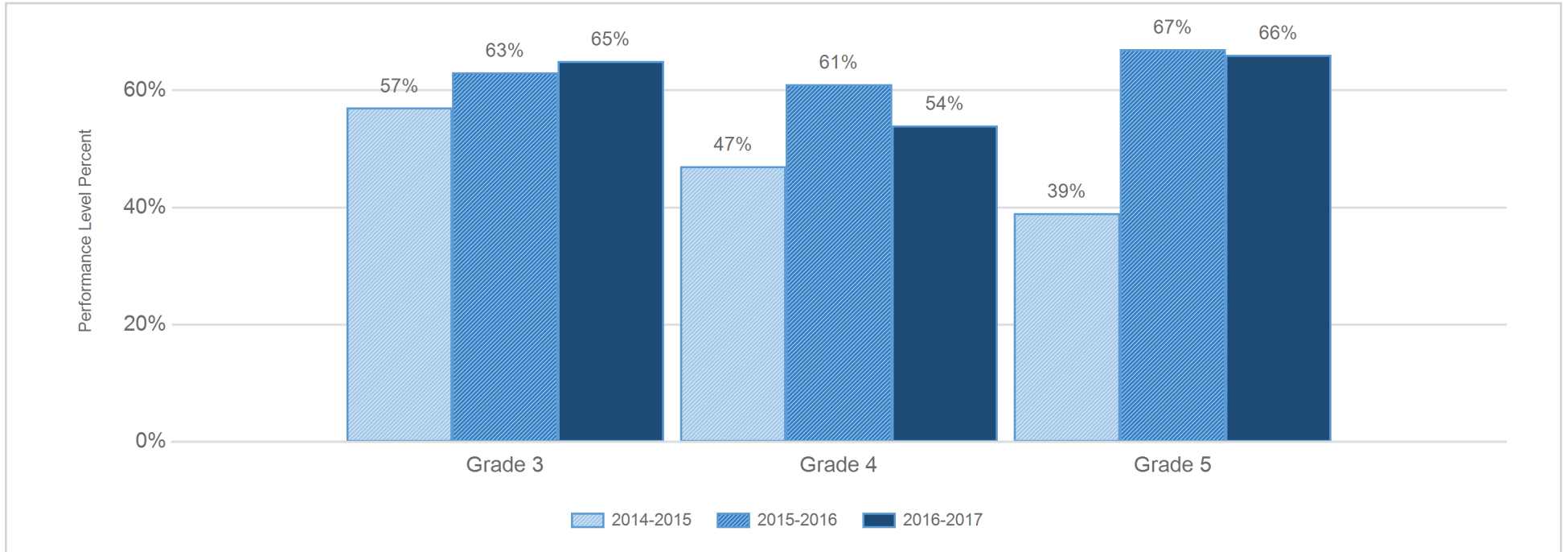


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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



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

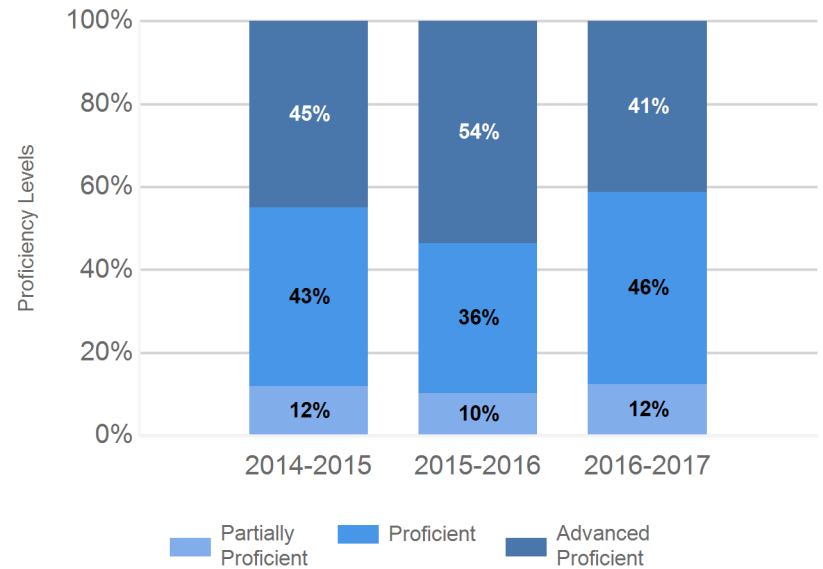
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	41%	46%	12%
White	57%	35%	8%
Hispanic	4%	78%	*
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	20%	56%	24%
Students with Disabilities	40%	40%	20%
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	56	59	50	Met Target	54.5	49	50	Met Target
White	58	60	50	Met Target	61	50	52	Exceeds Target
Hispanic	54	56	49	Met Target	47	49	47	Met Target
Black or African American	50.5	57	45	**	38.5	48.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	65	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	54	55	47	Met Target	42	45	46	Met Target
Students with Disabilities	49.5	49	41	Met Target	61	54	43	Exceeds Target
English Learners	57.5	56.5	53	Met Target	42.5	52	51	Met Target

\*\* 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:

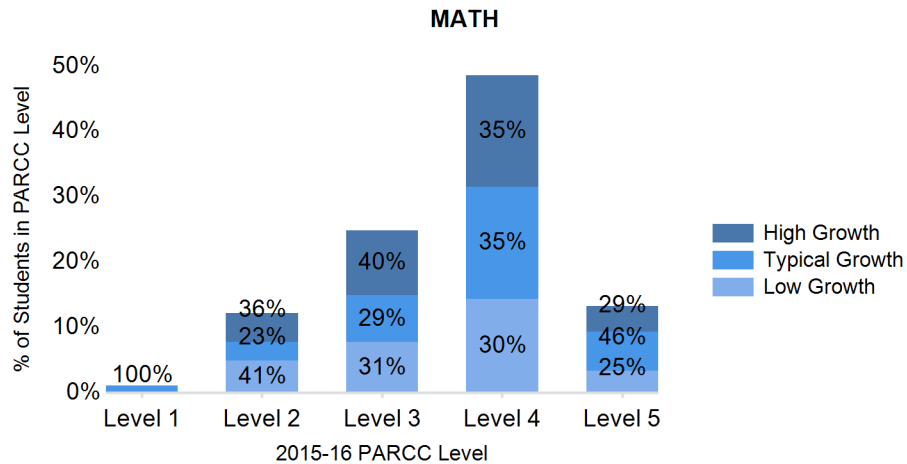
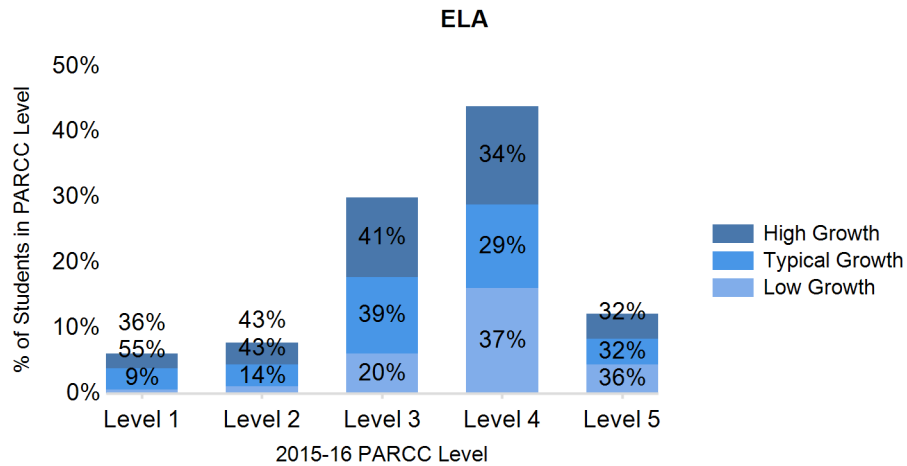
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

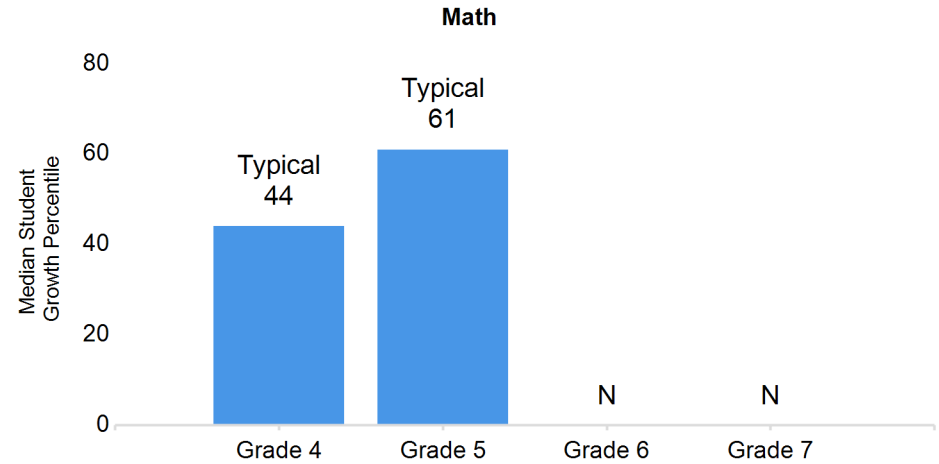
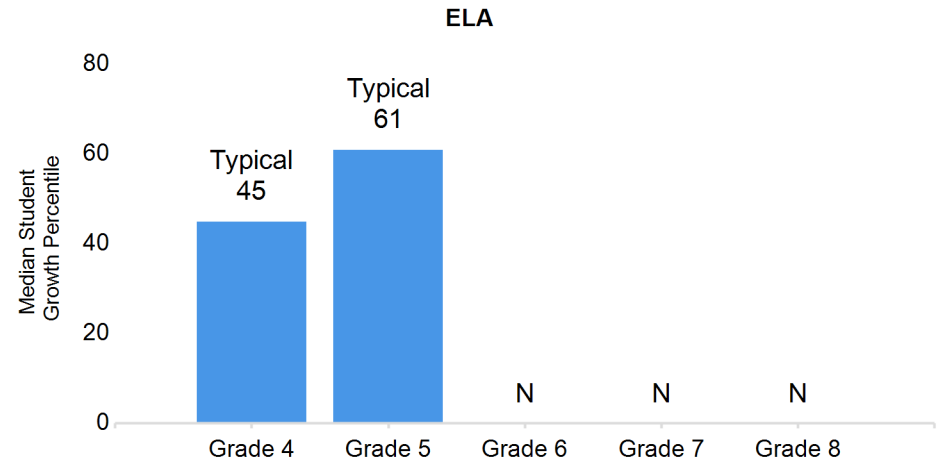
**Student Growth by Performance Level**

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**

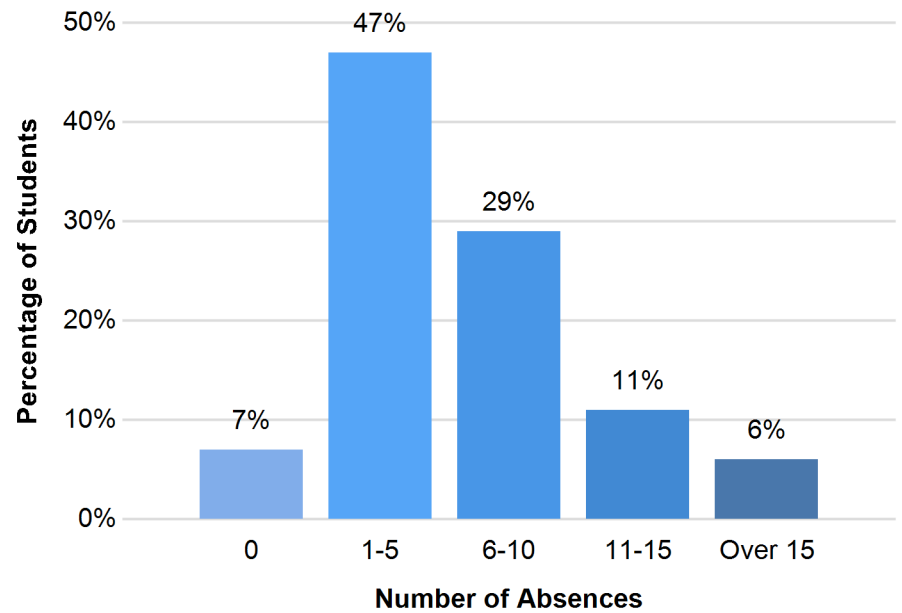
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	7.00	Met Target
White	2.90	7.00	Met Target
Hispanic	4.60	7.00	Met Target
Black or African American	9.40	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.70	7.00	Met Target
Students with Disabilities	10.00	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.



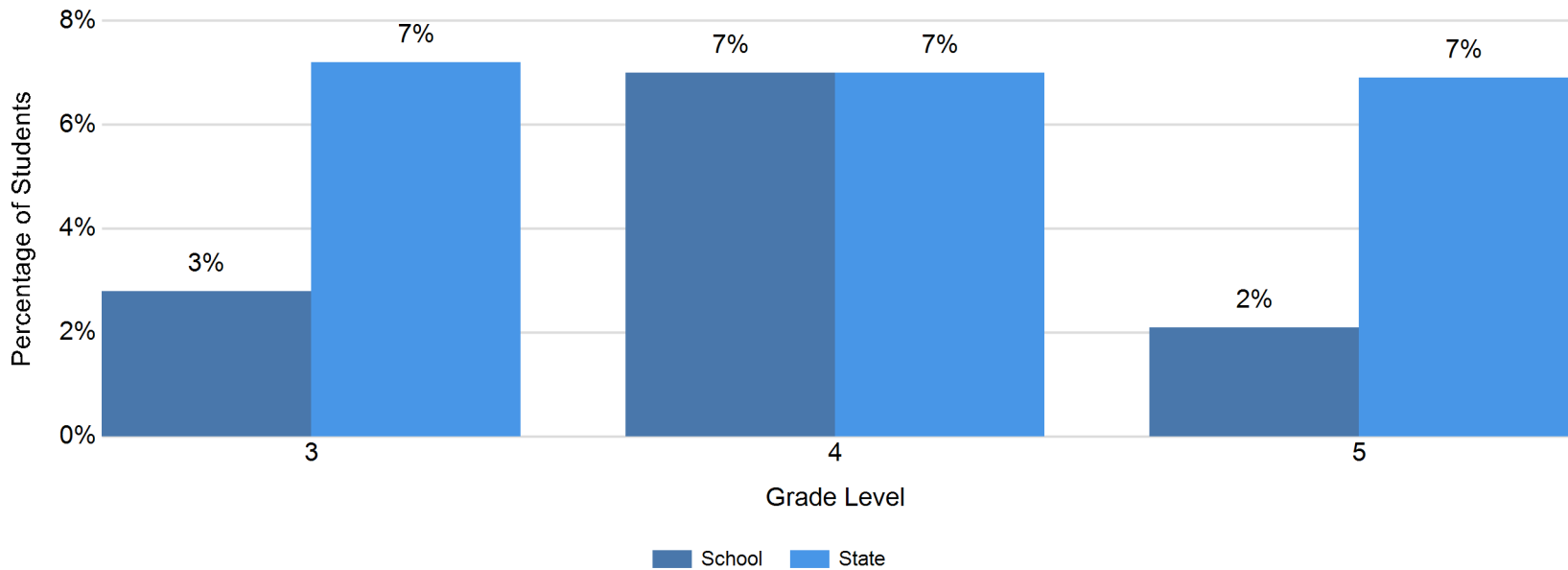


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Chronic Absenteeism by Grade

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	9:10AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.33

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	0.3%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	191.3 kbps	100 kbps	Yes	N	Fiber	N

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475



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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	30	120,724
Average years experience in public schools	9.6	11.8
Average years experience in district	9.6	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	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	302:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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	64.6	17.5%
Mathematics Proficiency	74.6	17.5%
English Language Arts Growth	71.1	25.0%
Mathematics Growth	61.1	25.0%
Chronic Absenteeism	78.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		69.2
<b>Summative Rating:</b> Percentile rank of Summative Score		78.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	82.6	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	59.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	60.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	83.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
English Learners	48.8	11.9	No	N	N	**	Met Target	Met Target	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Frazzano	<b>Email Address:</b>	<a href="mailto:peter.frazzano@msdk12.net">peter.frazzano@msdk12.net</a>
<b>Address:</b>	125 SUSSEX AVENUE MORRISTOWN, NJ 07960	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)292-2250	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

School Narrative

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

<p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Everyday Math, Gifted &amp; Talented &amp; Differentiated Inst.</li> <li>• Robust and thriving Music and Arts teaching to the whole child</li> <li>• Sussex Avenue School has a very successful Character Education Program within the building and on our busses.</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>The Morris Education Foundation awards our school each year with a grant to supplement our robust cultural arts program</p>





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**School Narrative**

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 <p>Clubs and Activities:</p>	<p>The Academic Support Center provides extended individualized experiences beyond the school day. Furthermore, the HSA Association facilitates after school clubs such as running club, lego club and theater club just to name a few.</p>
 <p>Before and After School Programs:</p>	<p>The Morris School District provides a comprehensive Sunrise and Sunset program available to Grades Kindergarten through Grade 5 through our Community School</p>






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**School Narrative**

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 <p><b>Student Supports and Services:</b></p>	<p>We provide comprehensive intervention supports for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Morris School District offers physical education, daily recess, whole child instruction and nutrition and breakfast programs</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Morris School District has active Home and School Associations at every school and a dynamic Educational Foundation - Morris Educational Foundation</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>Facilities:</p>	<p>The Morris School District has exceptional "future ready facilities" that include progressive media centers, science labs, art room, maker spaces, gymnasiums and playgrounds, tech centers and outdoor learning centers</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.

Beyond a thriving academic environment, Sussex Avenue School has an outstanding Home and School Association that helps us encourage parents to be active participants in the learning process. Parents are truly encouraged to support classroom projects, serve as volunteers throughout the school, and participate in district and school programs and workshops. We participate in the S.N.A.P program which encourages all children in our school community to show compassion for students of all abilities. Our positive school climate is partly due to the training of our students each school year to help support and provide assistance and guidance to their peers through the school day and beyond.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
3	99	97	106
4	100	90	99
5	118	96	90
Ungraded	0	8	12
<b>Total</b>	<b>317</b>	<b>291</b>	<b>307</b>

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	51%
Male	51%	50%	50%
Economically Disadvantaged Students	32%	33%	39%
Students with Disabilities	15%	14%	17%
English Learners	5%	10%	12%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	46.6%
Hispanic	35.2%
Black or African American	12.4%
Asian	5.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.3%

**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	66.8%
Spanish	29.6%
<i>Other</i>	3.3%



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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	298	99.0	62.10	56.50	54.90	62.1	60	Met Target
White	139	97.9	80.50	72.80	63.90	80.5	75.2	Met Goal
Hispanic	105	100.0	37.20	31.40	39.80	37.2	35.6	Met Target
Black or African American	37	100.0	51.30	43.60	35.20	51.3	43.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	100.0	87.50	*	80.70	87.5	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	149	98.7	65.80	65.10	62.20	65.8		
Male	149	99.3	58.40	48.50	48.10	58.4		
Economically Disadvantaged Students	119	100.0	29.40	28.80	36.20	29.4	26	Met Target
Non-Economically Disadvantaged Students	179	98.4	83.80	70.30	65.80	83.8		
Students with Disabilities	46	95.8	21.70	*	20.50	21.7	30.5	Met Target†
Students without Disabilities	252	99.6	69.40	*	61.90	69.4		
English Learners	80	100.0	35.10	*	25.20	35.1	N	N
Non-English Learners	218	98.7	72.00	*	57.40	72		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	20.00	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
<b>Schoolwide</b>	105	750	753	749	17%	18%	14%	38%	12%	51%	50%
White	45	775	777	759	*	*	*	58%	*	78%	61%
Hispanic	41	720	726	734	32%	34%	*	*	*	20%	35%
Black or African American	15	745	*	731	*	*	*	*	*	40%	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	N	N	N	751	N	N	N	N	N	N	52%
Female	54	754	759	754	*	*	*	35%	*	52%	55%
Male	51	747	746	745	*	*	*	41%	*	49%	46%
Economically Disadvantaged Students	47	715	720	731	*	*	*	*	*	13%	31%
Non-Economically Disadvantaged Students	58	779	776	762	*	*	*	*	*	81%	63%
Students with Disabilities	15	707	*	720	*	*	*	*	0%	13%	24%
Students without Disabilities	90	757	*	755	*	*	*	*	14%	57%	55%
English Learners	17	697	700	709	*	*	*	*	*	*	11%
Non-English Learners	88	760	762	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	764	757	753	*	*	21%	36%	28%	65%	56%
White	46	779	770	762	0%	*	*	39%	44%	83%	67%
Hispanic	33	739	733	740	*	*	33%	33%	*	36%	40%
Black or African American	11	755	752	737	*	0%	*	*	*	55%	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	51	768	761	758	*	*	*	35%	35%	71%	61%
Male	48	760	753	749	*	*	*	38%	21%	58%	51%
Economically Disadvantaged Students	35	738	734	737	*	*	*	31%	*	34%	36%
Non-Economically Disadvantaged Students	64	778	770	764	*	*	*	39%	*	81%	69%
Students with Disabilities	11	737	*	725	*	*	*	*	*	27%	25%
Students without Disabilities	88	767	*	759	*	*	*	*	*	69%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	88	769	765	756	*	*	*	56%	21%	76%	59%
White	44	782	777	763	*	*	*	57%	32%	89%	69%
Hispanic	29	753	750	743	*	*	*	59%	*	62%	44%
Black or African American	11	755	756	740	0%	*	*	*	*	64%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	44	774	771	761	*	*	*	50%	*	77%	66%
Male	44	764	759	750	*	*	*	61%	*	75%	53%
Economically Disadvantaged Students	30	746	747	740	*	*	*	53%	0%	53%	40%
Non-Economically Disadvantaged Students	58	780	776	765	*	*	*	57%	31%	88%	71%
Students with Disabilities	12	734	739	725	*	*	*	*	*	33%	22%
Students without Disabilities	76	774	770	762	*	*	*	*	*	83%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	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%

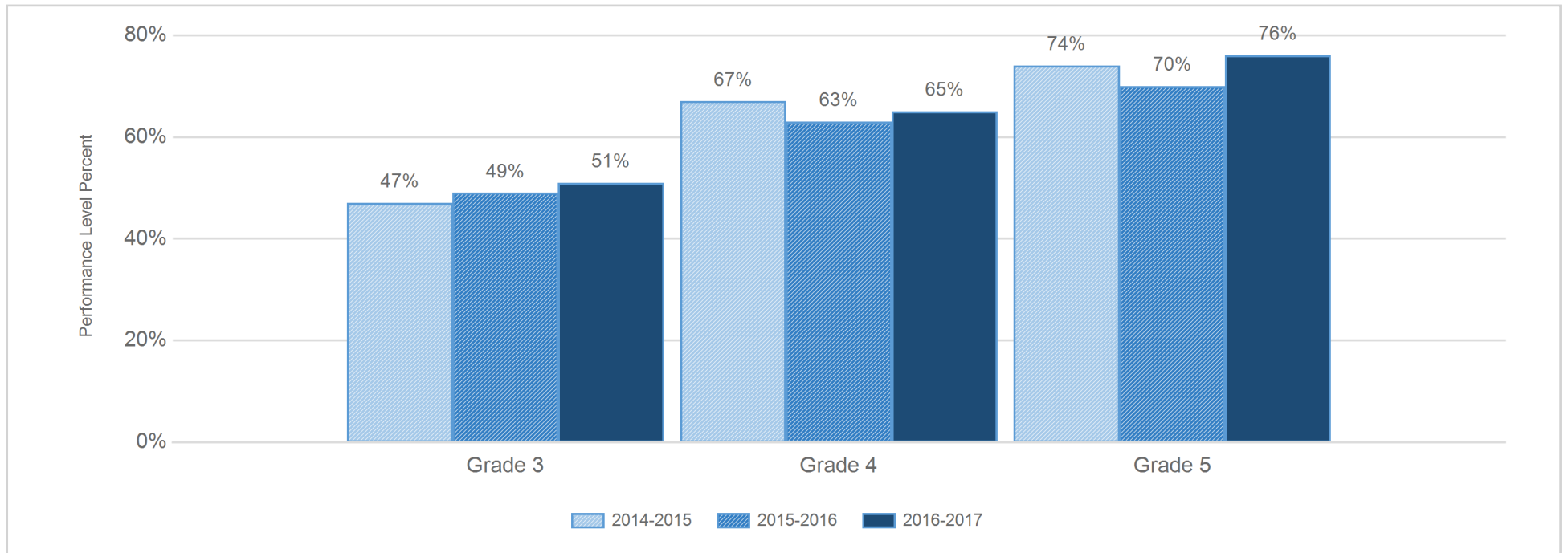


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**English Language Arts/Literacy Assessment - Performance Trends**

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	300	98.7	60.00	44.20	43.50	60	64.2	Met Target†
White	139	97.9	79.90	58.90	52.40	79.9	79.9	Met Target
Hispanic	107	99.1	34.60	*	27.60	34.6	39.7	Met Target†
Black or African American	37	100.0	43.20	*	21.70	43.2	53	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	93.80	*	75.60	93.8	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	150	98.1	57.40	46.20	44.10	57.4		
Male	150	99.3	62.70	42.30	42.90	62.7		
Economically Disadvantaged Students	121	99.2	30.60	*	25.10	30.6	35	Met Target†
Non-Economically Disadvantaged Students	179	98.4	79.90	*	54.30	79.9		
Students with Disabilities	47	95.9	34.00	*	16.50	34	39.3	Met Target†
Students without Disabilities	253	99.2	64.80	*	48.80	64.8		
English Learners	82	98.8	30.50	17.40	23.30	30.5	7.5	Met Target
Non-English Learners	218	98.7	71.10	49.70	45.20	71.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	27.30	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	107	753	753	751	*	*	26%	39%	17%	56%	53%
White	45	772	773	759	*	*	*	47%	33%	80%	63%
Hispanic	43	738	733	738	*	*	40%	30%	*	33%	37%
Black or African American	15	734	*	733	*	*	*	*	*	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	N	N	N	751	N	N	N	N	N	N	53%
Female	55	755	754	751	*	*	33%	40%	*	53%	52%
Male	52	750	751	751	*	*	19%	39%	*	60%	53%
Economically Disadvantaged Students	49	730	727	736	*	*	*	29%	*	29%	34%
Non-Economically Disadvantaged Students	58	772	771	761	*	*	*	48%	*	79%	65%
Students with Disabilities	16	717	*	729	*	*	*	*	0%	31%	29%
Students without Disabilities	91	759	*	755	*	*	*	*	20%	60%	57%
English Learners	19	733	717	724	*	*	53%	*	0%	21%	21%
Non-English Learners	88	757	759	753	*	*	21%	*	21%	64%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	763	753	747	*	*	23%	52%	15%	67%	47%
White	46	777	767	755	0%	*	*	63%	24%	87%	59%
Hispanic	33	738	730	734	*	*	42%	30%	*	33%	30%
Black or African American	11	756	746	729	0%	*	*	*	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	51	760	749	747	*	*	*	43%	*	61%	47%
Male	48	767	755	747	*	*	*	60%	*	73%	48%
Economically Disadvantaged Students	35	738	731	732	*	*	*	34%	0%	34%	27%
Non-Economically Disadvantaged Students	64	777	764	757	*	*	*	61%	23%	84%	61%
Students with Disabilities	11	745	*	724	*	*	*	*	*	46%	22%
Students without Disabilities	88	766	*	751	*	*	*	*	*	69%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	88	755	757	747	*	*	24%	43%	16%	59%	46%
White	44	770	772	754	0%	*	*	57%	*	77%	57%
Hispanic	29	737	741	735	*	*	*	*	*	38%	30%
Black or African American	11	739	743	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	N	N	N	747	N	N	N	N	N	N	47%
Female	44	755	758	747	*	*	25%	43%	*	57%	47%
Male	44	755	755	746	*	*	23%	43%	*	61%	46%
Economically Disadvantaged Students	30	730	740	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	58	769	766	756	*	*	*	*	*	74%	59%
Students with Disabilities	12	737	743	725	*	*	*	*	0%	33%	19%
Students without Disabilities	76	758	759	751	*	*	*	*	18%	63%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	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%

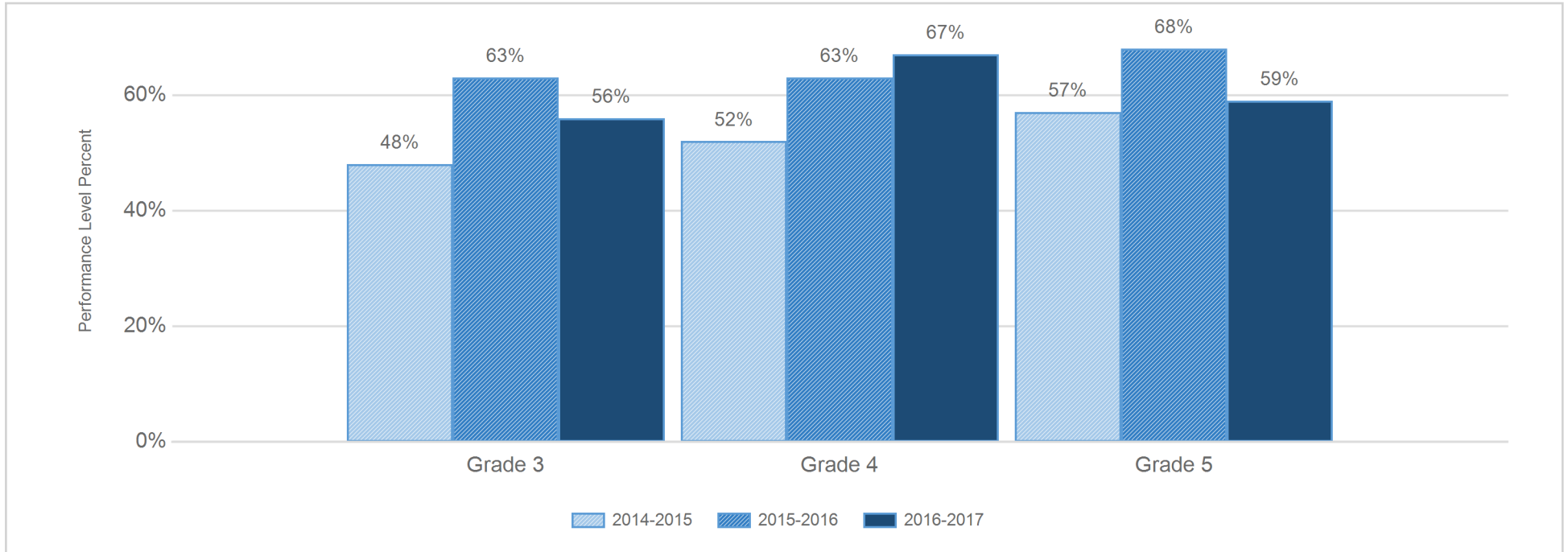


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
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	*	*	*
2	*	*	*
3	N	N	N
4	13	*	*
5+	18	*	*



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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.

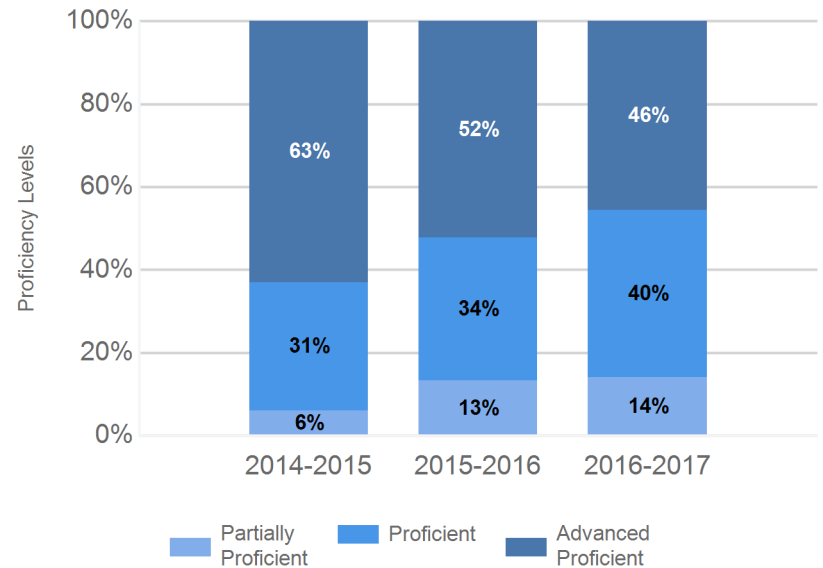
**NJASK Science Assessment Performance: Grade 4**

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	46%	40%	14%
White	51%	47%	2%
Hispanic	16%	50%	34%
Black or African American	64%	18%	18%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	20%	49%	31%
Students with Disabilities	36%	55%	9%
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	65	59	50	Exceeds Target	63	49	50	Exceeds Target
White	66	60	50	Exceeds Target	63	50	52	Exceeds Target
Hispanic	63.5	56	49	Exceeds Target	63	49	47	Exceeds Target
Black or African American	61.5	57	45	**	48.5	48.5	43	**
Asian, Native Hawaiian, or Pacific Islander	72.5	65	60	**	84	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	55	55	47	Met Target	55	45	46	Met Target
Students with Disabilities	49	49	41	Met Target	63	54	43	Exceeds Target
English Learners	63	56.5	53	Exceeds Target	58	52	51	Met Target

\*\* 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:

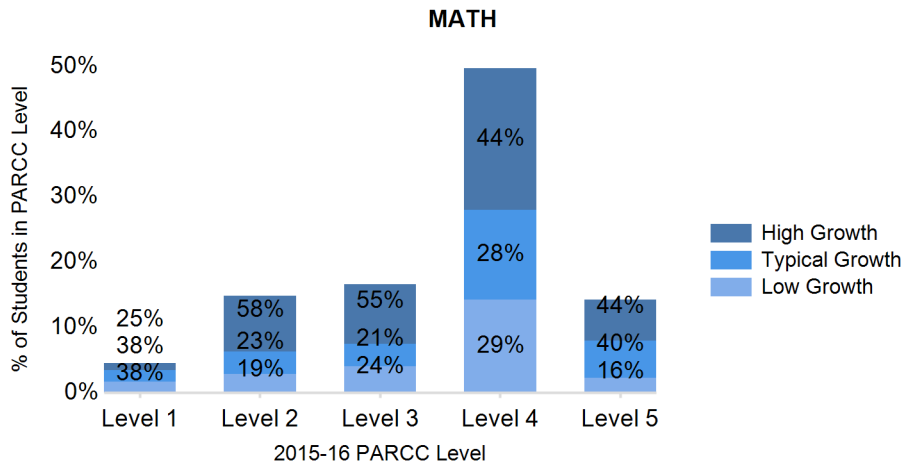
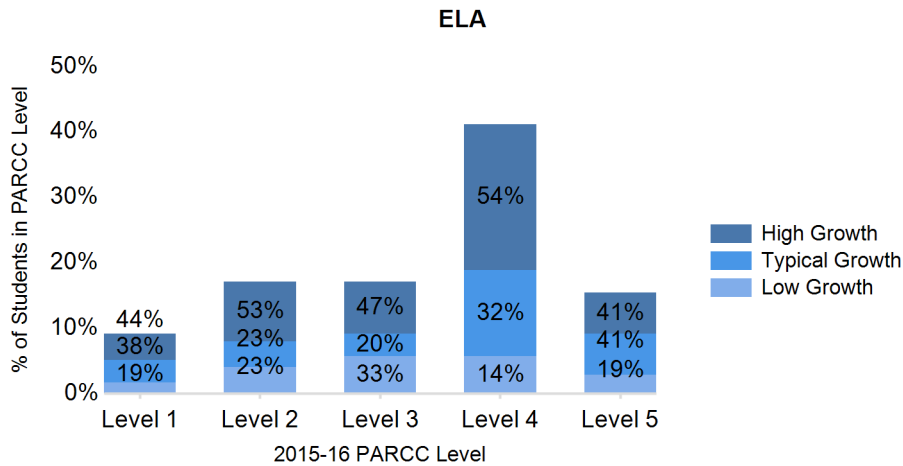
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

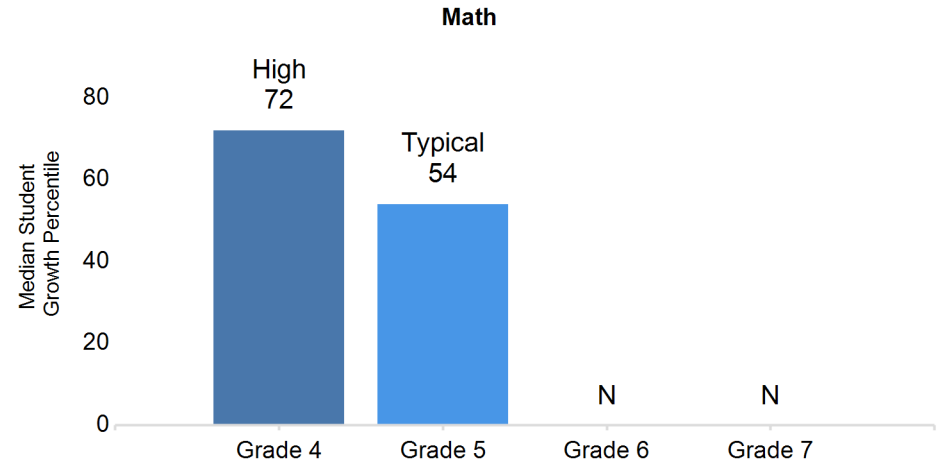
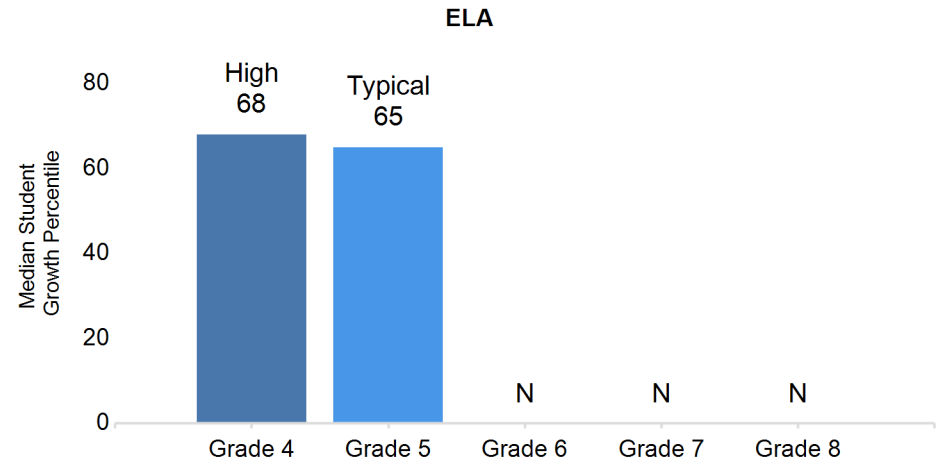
**Student Growth by Performance Level**

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**

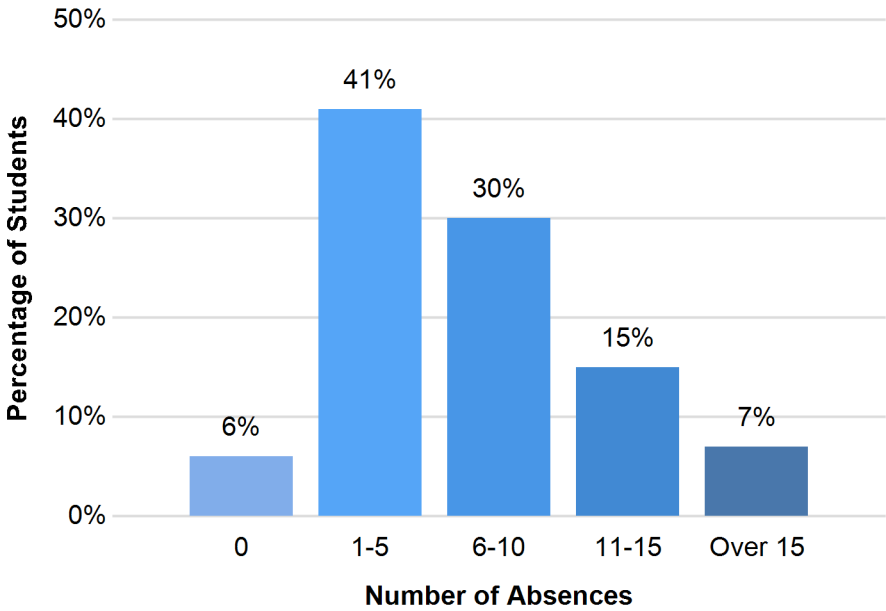
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	7.00	Met Target
White	4.30	7.00	Met Target
Hispanic	5.60	7.00	Met Target
Black or African American	2.60	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.00	7.00	Met Target
Students with Disabilities	0	7.00	Met Target
English Learners	7.90	7.00	Not Met

\*\* 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.



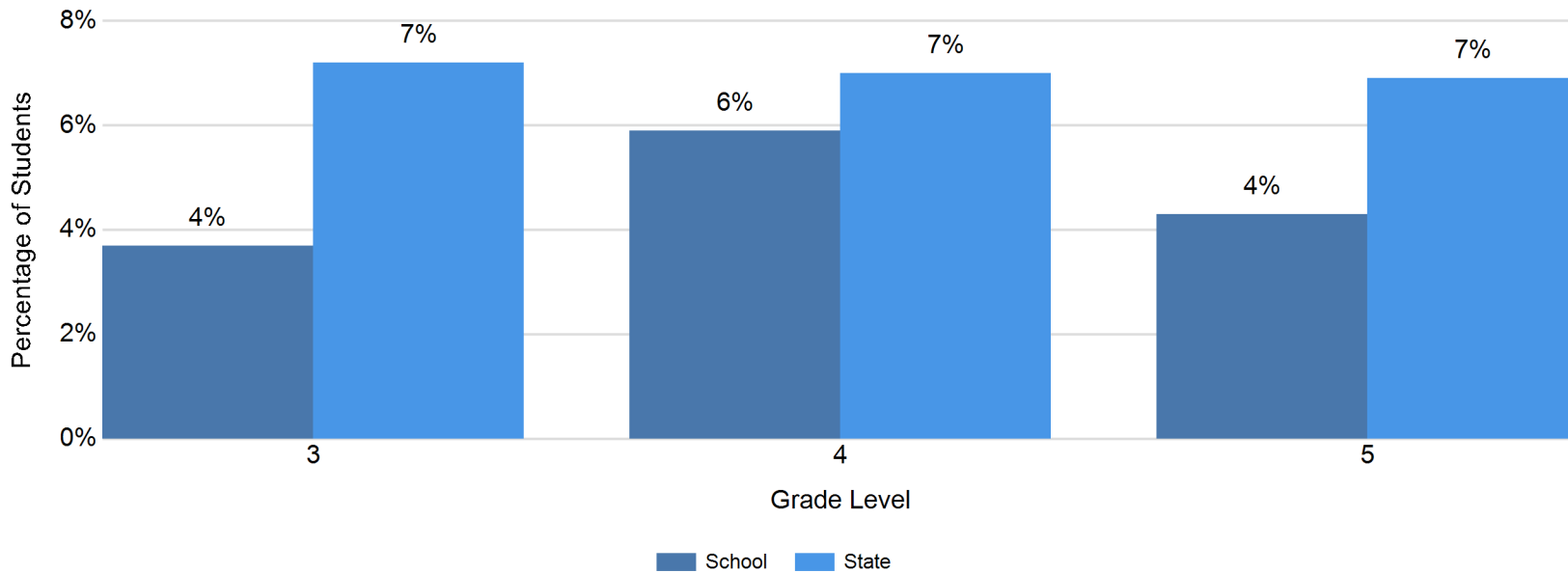


THOMAS JEFFERSON SCHOOL  
2016-2017  
Grade Span 03-05

27-3385-110  
MORRIS  
MORRIS SCHOOL DISTRICT  
JAMES STREET & OGDEN PLACE  
MORRISTOWN, NJ 07960

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	9:10AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.63

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	1.0:1	191.3 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	9.0	11.8
Average years experience in district	8.9	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	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	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	12:1
Administrators	307:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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	54.5	17.5%
Mathematics Proficiency	71.4	17.5%
English Language Arts Growth	89.8	25.0%
Mathematics Growth	86.1	25.0%
Chronic Absenteeism	81.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		78.2
<b>Summative Rating:</b> Percentile rank of Summative Score		88.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	78.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	85.8	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	72.9	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	Met Target	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	**	**	**	**	**	No
Economically Disadvantaged Students	66.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	80.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
English Learners	68.6	11.9	No	N	Met Target	Not Met	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Frazzano	<b>Email Address:</b>	<a href="mailto:cristina.frazzano@msdk12.net">cristina.frazzano@msdk12.net</a>
<b>Address:</b>	JAMES STREET & OGDEN PLACE MORRISTOWN, NJ 07960	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)292-2090	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Everyday Math, Gifted &amp; Talented &amp; Differentiated Inst.</li> <li>• Robust and thriving Music and Arts teaching to the whole child</li> <li>• Nurturing environment that promotes academic excellence and Character Education.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Partnership with BASF and Kid's Lab program where students explore their interest in chemistry through safe and engaging hands on experiments.</p>





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**School Narrative**

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 <p><b>Clubs and Activities:</b></p>	<p>Academic Support Center provides individualized instructional experiences beyond the school day. Our Parent Teacher Organization organizes and facilitates after school clubs. Clubs such as Outdoor Games, Creative Dramatics, Writing and Arts and Crafts are a few of the many clubs available.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Morris School District provides a comprehensive Sunrise and Sunset program available to Grades Kindergarten through Grade 5 through our Community School</p>






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 MORRISTOWN, NJ 07960

**School Narrative**

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 <p><b>Student Supports and Services:</b></p>	<p>We provide comprehensive intervention supports for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Morris School District offers physical education, daily recess, whole child instruction and nutrition and breakfast programs</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Morris School District has active Home and School Associations at every school and a dynamic Educational Foundation - Morris Educational Foundation</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>Facilities:</p>	<p>The Morris School District has exceptional "future ready facilities" that include progressive media centers, science labs, art room, maker spaces, gymnasiums and playgrounds, tech centers and outdoor learning centers</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.

Beyond a thriving academic environment, Thomas Jefferson School is proud of our dedicated staff and diverse student population. Students receive instruction in Spanish language and culture on a weekly basis. Through the support of our PTO and MEF students are provided with Cultural Arts programs.



Other Information:



WOODLAND SCHOOL  
2016-2017


Grade Span KG-02

27-3385-115  
MORRIS  
MORRIS SCHOOL DISTRICT  
51 JOHNSTON DRIVE  
CONVENT STATION, NJ 07961

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



## WOODLAND SCHOOL

2016-2017

Grade Span KG-02

27-3385-115

MORRIS

MORRIS SCHOOL DISTRICT

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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.



**WOODLAND SCHOOL  
2016-2017**

**Grade Span KG-02**

27-3385-115  
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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	100	86	108
1	100	95	98
2	97	99	98
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	8	7	0
Total	305	287	304

### 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	93	86	108

### 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%	51%
Male	49%	50%	49%
Economically Disadvantaged Students	43%	41%	33%
Students with Disabilities	11%	12%	11%
English Learners	21%	24%	23%
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	50.7%
Hispanic	33.6%
Black or African American	8.6%
Asian	3.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.3%

### 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	69.7%
Spanish	25.7%
Russian	1.6%
Other	2.8%



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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.

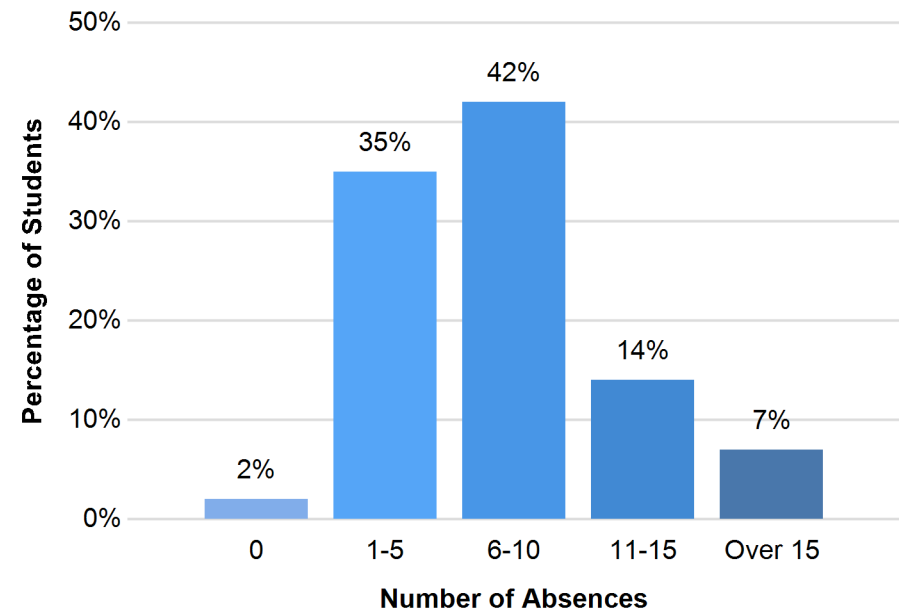
### Chronic Absenteeism

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	9.80	Met Target
White	6.50	9.80	Met Target
Hispanic	6.80	9.80	Met Target
Black or African American	0	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.80	9.80	Met Target
Students with Disabilities	8.60	9.80	Met Target
English Learners	8.60	9.80	Met Target

### Days Absent

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



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



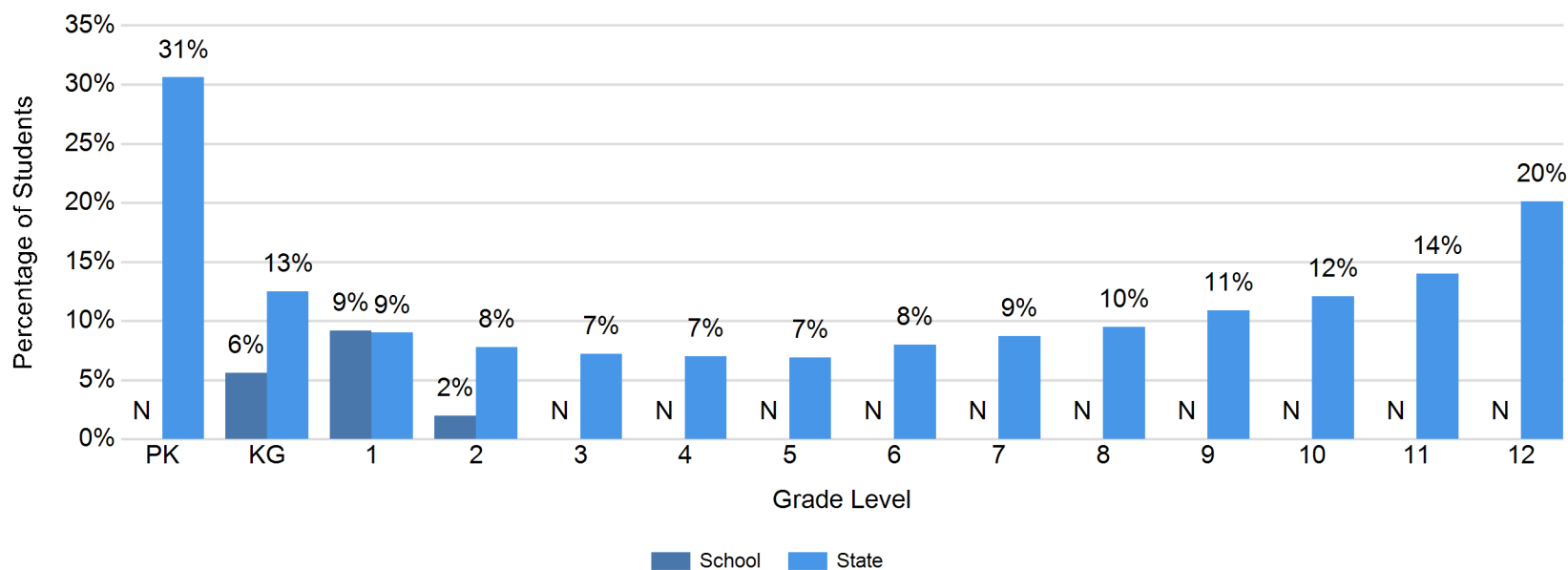
**WOODLAND SCHOOL  
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### Chronic Absenteeism by Grade

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	8:55AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.99

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$492	\$14,983	\$15,475


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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	27	120,724
Average years experience in public schools	13.8	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	96%	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	30	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	63%	74%

## Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	304:1	174:1
Librarian/Media Specialists		523:1
Nurses		402:1
Counselors		373:1
Child Study Team		169:1



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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	90%	89%
2015-16 Administrators: Same district 2016-17	81%	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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### School General Info

<b>Principal:</b>	Ms. Connors	<b>Email Address:</b>	<a href="mailto:jennifer.connors@msdk12.net">jennifer.connors@msdk12.net</a>
<b>Address:</b>	51 JOHNSTON DRIVE CONVENT STATION, NJ 07961	<b>Website:</b>	<a href="https://www.morrisschooldistrict.org/site/default.aspx">https://www.morrisschooldistrict.org/site/default.aspx</a>
<b>Phone:</b>	(973)292-2230	<b>Facebook:</b>	<a href="https://www.facebook.com/MorrisSchoolDistrictMorristownNJ">https://www.facebook.com/MorrisSchoolDistrictMorristownNJ</a>
		<b>Twitter:</b>	<a href="https://twitter.com/MSDK12">https://twitter.com/MSDK12</a>

### School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Everyday Math, Gifted &amp; Talented &amp; Differentiated Inst.</li> <li>• Robust and thriving Music and Arts teaching to the whole child</li> <li>• Recognize the importance of character education with school spirit assemblies.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Morris School District will provide a comprehensive educational program empowering each student to ascend academically and emotionally through all schools. As a result, graduates of the Morris School District will be equipped and poised to live a principled, prosperous, and meaningful life where they see their connections and responsibilities to local and global communities.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Received an MEF grant for OSMO kits for classroom iPads to enhance interactive learning in Math and Coding activities. Also, partner with Urban Garden to provide hands on Science utilizing an outdoor garden behind the school.</p>





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 <p>Clubs and Activities:</p>	<p>Academic Support Center provides individualized instructional experiences beyond the school day.</p>
 <p>Before and After School Programs:</p>	<p>The Morris School District provides a comprehensive Sunrise and Sunset program available to Grades Kindergarten through Grade 5 through our Community School</p>






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 <p><b>Student Supports and Services:</b></p>	<p>We provide comprehensive intervention supports for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Morris School District offers physical education, daily recess, whole child instruction and nutrition and breakfast programs</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Morris School District has active Home and School Associations at every school and a dynamic Educational Foundation - Morris Educational Foundation</p>



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Facilities:

The Morris School District has exceptional "future ready facilities" that include progressive media centers, science labs, art room, maker spaces, gymnasiums and playgrounds, tech centers and outdoor learning centers



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Beyond a thriving academic environment, Woodland school is proud of the many talents of its teachers and students. To enhance these talents, the school introduced Enrichment Clusters for grades 1 and 2. These clusters offer students the opportunity to explore their personal interests with a small group of peers and each group develops an end project to display and share.



Other Information: