NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span KF-08

05-1250-060
BURLINGTON
EASTAMPTON TWP
Eastampton Township Community School
1 STUDENT DRIVE
EASTAMPTON, NJ 08060-9626

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: Survey
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com

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Enrollment by Grade

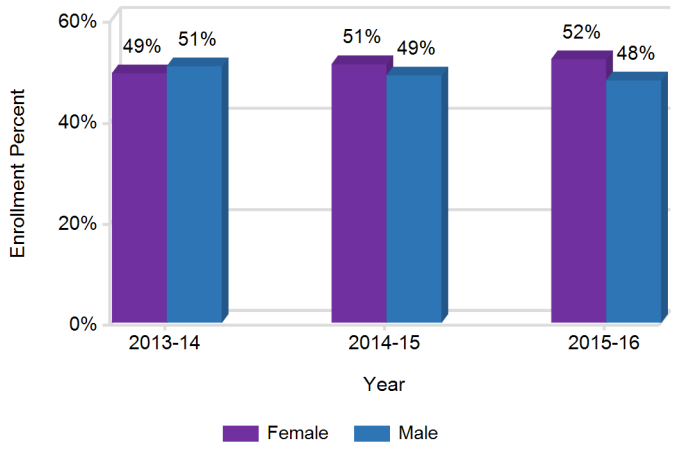
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	69	56	62
Grade 01	60	65	60
Grade 02	58	66	64
Grade 03	55	57	68
Grade 04	69	59	58
Grade 05	68	66	65
Grade 06	70	68	64
Grade 07	69	74	69
Grade 08	82	73	76
UG	12	9	9
Total	612	593	595

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

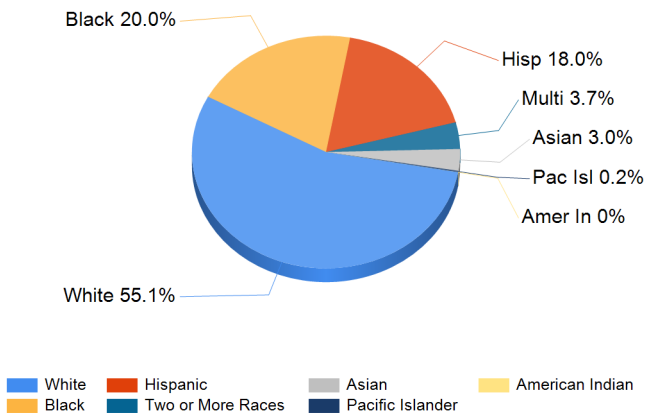
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



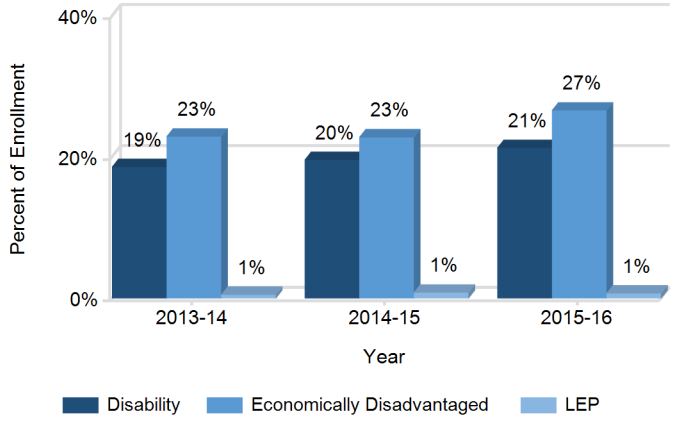
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	97.0%
Turkish	1.2%
Spanish	0.8%
Urdu	0.5%
Panjabi	0.3%
Other	0.2%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	43%	S	28
Mathematics Met or Exceeded Expectations	39%	S	33

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education.√*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	359	43%	28	95%	√	357	39%	33	94%	√
White	208	48%	22	96%	√	206	44%	27	95%	√
African American	70	34%	39	94%	√	70	21%	39	94%	√
Hispanic	64	34%	34	92%	√	64	33%	46	92%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	100	16%	40	95%	√	100	16%	49	95%	√
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	86	29%	25	96%	√	86	26%	36	96%	√

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	69	733	733	746	26%	15%	25%	33%	1%	35%	48%
White	39	743	743	756	15%	18%	21%	44%	3%	46%	58%
African American	S	S	S	727	S	S	S	S	S	S	30%
Hispanic	15	718	718	730	40%	20%	20%	20%	N	20%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	15	729	729	727	33%	N	33%	33%	N	33%	28%
PARCC MATH											
Schoolwide	69	740	740	749	13%	19%	29%	32%	7%	39%	52%
White	39	750	750	757	5%	15%	31%	39%	10%	49%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	15	732	732	736	13%	33%	27%	20%	7%	27%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	20	716	716	727	35%	25%	20%	15%	5%	20%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	15	734	734	732	27%	7%	27%	40%	N	40%	32%

Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	58	740	740	750	10%	19%	29%	41%	N	41%	54%
White	37	746	746	759	8%	16%	27%	49%	N	49%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	S	S	S	737	S	S	S	S	S	S	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	16	721	721	723	19%	25%	44%	13%	N	13%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	14	715	715	734	36%	21%	29%	14%	N	14%	33%
PARCC MATH											
Schoolwide	58	734	734	745	12%	35%	22%	31%	N	31%	47%
White	37	739	739	752	5%	38%	19%	38%	N	38%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	S	S	S	733	S	S	S	S	S	S	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	S	S	S	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	66	742	742	751	6%	23%	32%	39%	N	39%	53%
White	33	742	742	758	6%	24%	30%	39%	N	39%	64%
African American	18	742	742	733	11%	28%	17%	44%	N	44%	32%
Hispanic	13	743	743	738	N	15%	46%	39%	N	39%	37%
Asian	S	S	S	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	26	724	724	723	15%	42%	31%	12%	N	12%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	19	738	738	735	5%	37%	21%	37%	N	37%	33%
PARCC MATH											
Schoolwide	65	745	745	747	6%	19%	29%	43%	3%	46%	47%
White	32	750	750	753	6%	13%	28%	47%	6%	53%	57%
African American	18	738	738	728	11%	22%	28%	39%	N	39%	24%
Hispanic	13	742	742	735	N	31%	31%	39%	N	39%	31%
Asian	S	S	S	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	26	726	726	725	15%	39%	27%	19%	N	19%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	739	739	732	5%	21%	42%	32%	N	32%	28%

Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	56	744	744	750	4%	14%	43%	38%	2%	39%	52%
White	37	747	747	756	3%	11%	43%	41%	3%	43%	61%
African American	11	731	731	732	9%	27%	36%	27%	N	27%	31%
Hispanic	S	S	S	738	S	S	S	S	S	S	37%
Asian	S	S	S	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	12	735	735	735	8%	8%	58%	25%	N	25%	33%
PARCC MATH											
Schoolwide	56	740	740	743	7%	13%	48%	30%	2%	32%	43%
White	37	744	744	750	3%	8%	54%	35%	N	35%	53%
African American	11	723	723	724	27%	18%	36%	18%	N	18%	20%
Hispanic	S	S	S	730	S	S	S	S	S	S	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	S	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	12	733	733	728	17%	17%	42%	25%	N	25%	23%

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	67	746	746	753	9%	10%	33%	40%	8%	48%	56%
White	39	747	747	760	5%	10%	33%	49%	3%	51%	65%
African American	13	745	745	733	15%	8%	31%	39%	8%	46%	35%
Hispanic	S	S	S	739	S	S	S	S	S	S	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	17	729	729	735	29%	N	53%	18%	N	18%	37%
PARCC MATH											
Schoolwide	67	742	742	740	6%	22%	28%	39%	5%	43%	39%
White	39	744	744	747	5%	18%	31%	44%	3%	46%	47%
African American	13	741	741	724	8%	23%	39%	23%	8%	31%	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	17	734	734	727	12%	24%	29%	35%	N	35%	21%

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	743	743	753	7%	18%	26%	44%	4%	49%	55%
White	36	746	746	759	3%	17%	31%	44%	6%	50%	63%
African American	14	726	726	732	21%	29%	21%	29%	N	29%	34%
Hispanic	16	746	746	740	6%	19%	19%	50%	6%	56%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	17	715	715	715	29%	35%	24%	12%	N	12%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	20	729	729	736	10%	40%	25%	25%	N	25%	38%
**PARCC MATH											
Schoolwide	71	739	739	726	13%	20%	34%	31%	3%	34%	26%
White	35	748	748	732	N	17%	46%	31%	6%	37%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	16	738	738	721	25%	6%	31%	38%	N	38%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	17	709	709	704	35%	35%	12%	18%	N	18%	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	20	722	722	718	30%	15%	40%	15%	N	15%	18%

Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

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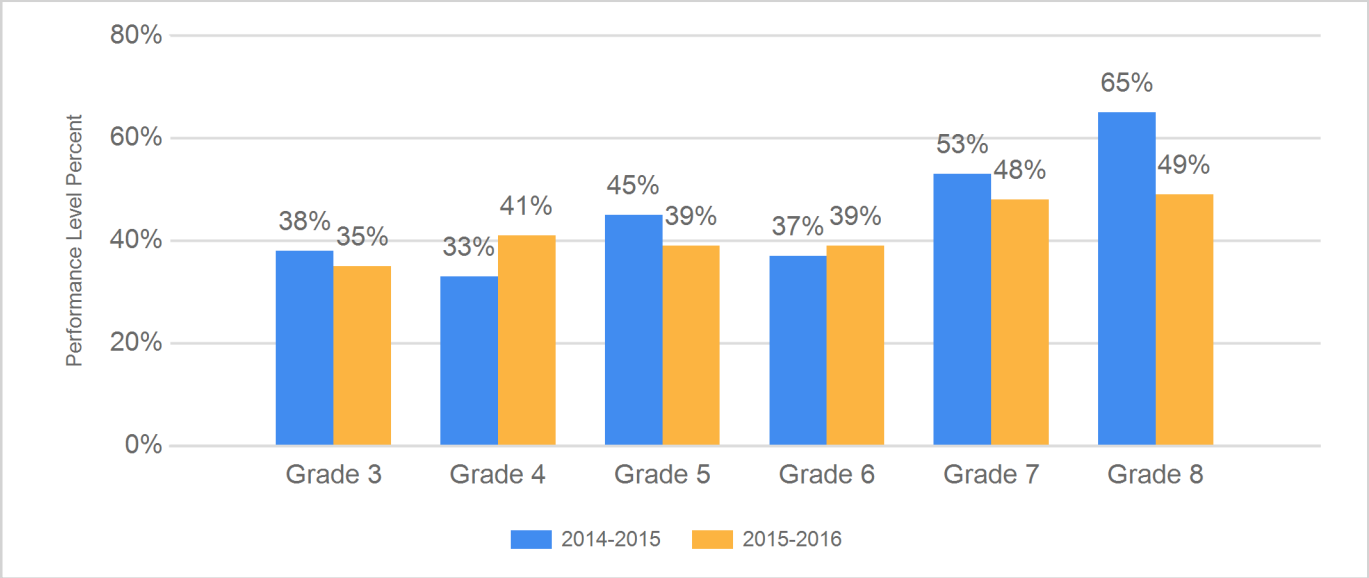
PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**N**	**N**	**N**	**769**	**N**	**N**	**N**	**N**	**N**	**N**	**41%**
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations

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NJ SCHOOL PERFORMANCE Report

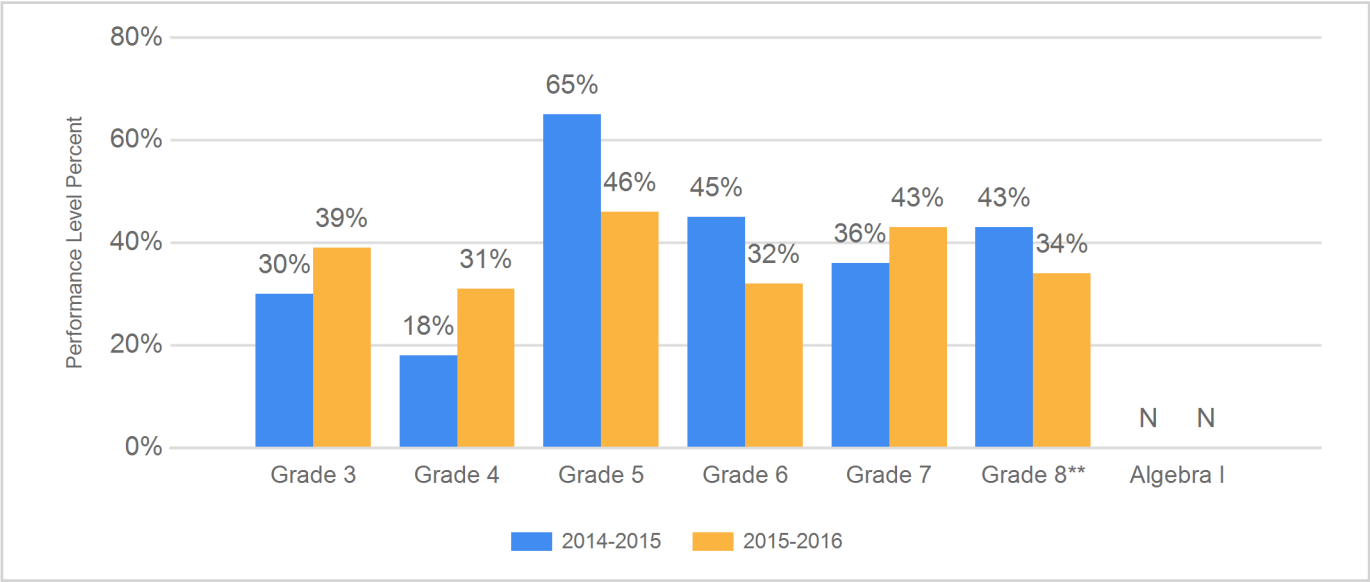
State of New Jersey
2015-2016

Grade Span KF-08

05-1250-060
BURLINGTON
EASTAMPTON TWP
Eastampton Township Community School
1 STUDENT DRIVE
EASTAMPTON, NJ 08060-9626

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

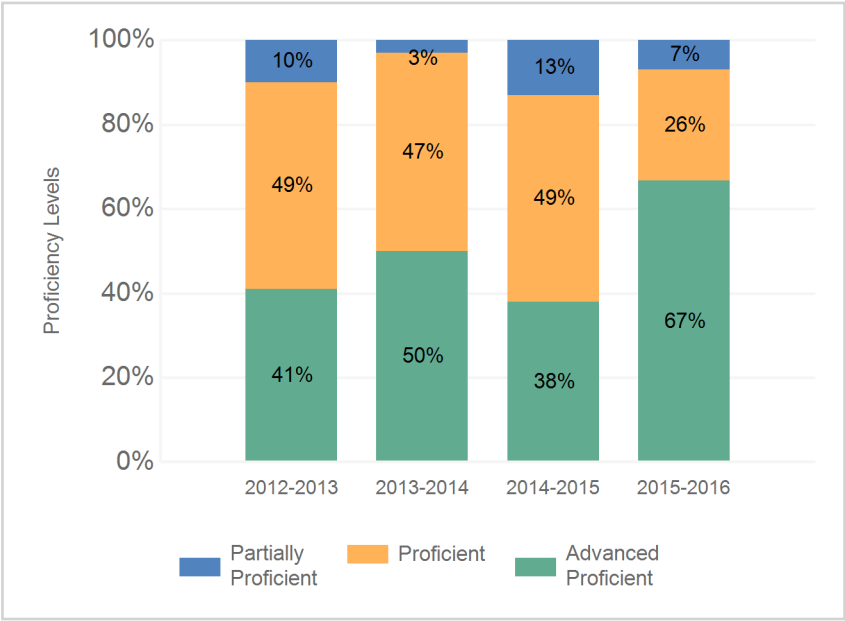
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	26%	7%
White	74%	26%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	21%	57%	21%
English Language Learners	N	N	N
Economically Disadvantaged Students	39%	39%	23%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

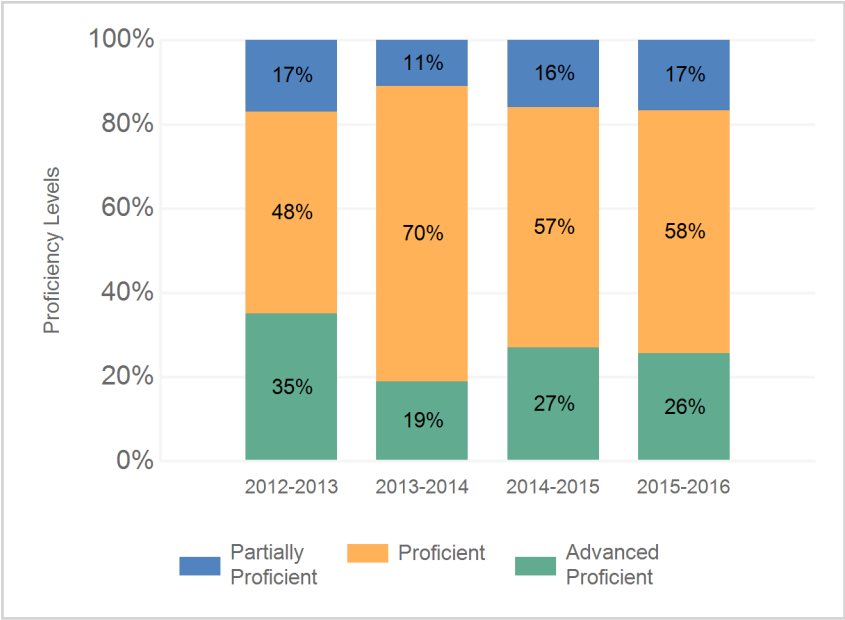
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	26%	58%	17%
White	31%	62%	8%
African American	6%	53%	41%
Hispanic	31%	50%	19%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	14%	43%	43%
English Language Learners	N	N	N
Economically Disadvantaged Students	9%	64%	27%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing.
The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	41	S	50
Student Growth on Math	50	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	9%	6%	3%
Approached (L3)	12%	12%	6%
Met (L4)	14%	16%	12%
Exceeded (L5)	1%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	6%	2%	0%
Partially Met (L2)	9%	7%	6%
Approached (L3)	12%	13%	6%
Met (L4)	6%	11%	20%
Exceeded (L5)	0%	1%	1%

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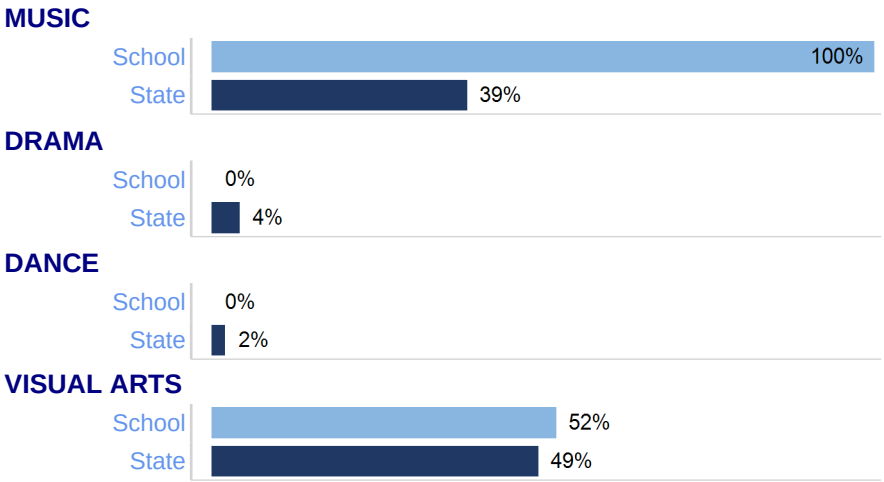
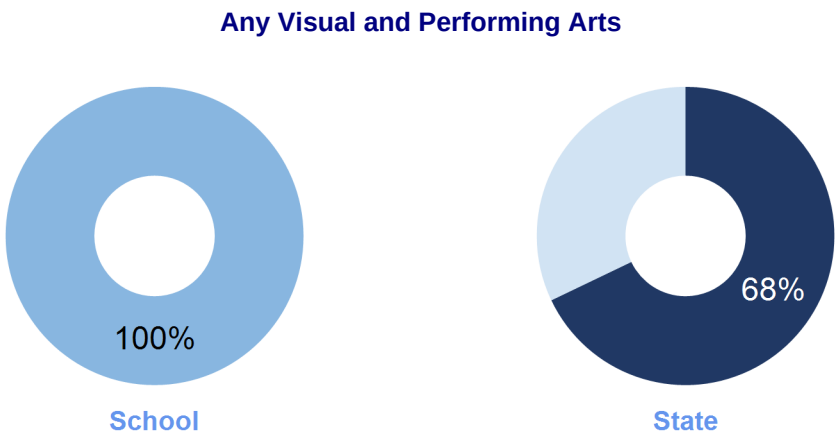
Visual and Performing Arts

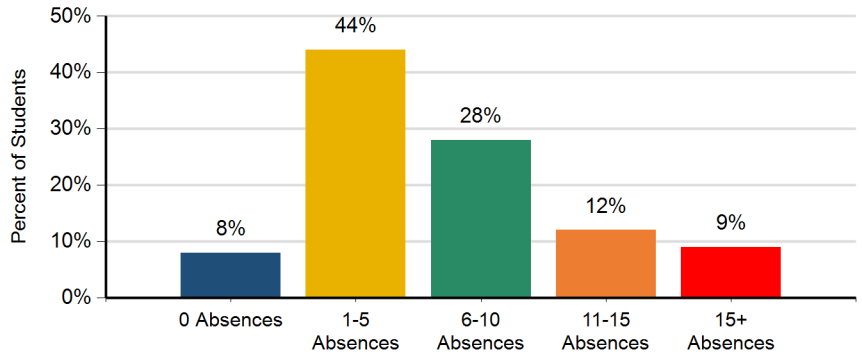
This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.





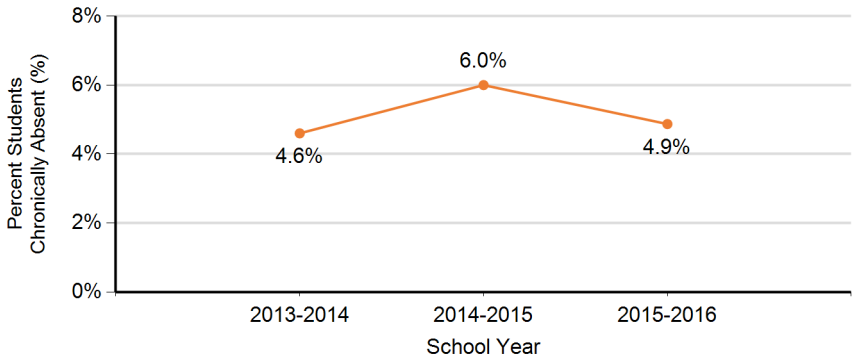
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 44 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	161:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%

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