




Brick Township High School
2016-2017
Grade Span 09-12

29-0530-020
 OCEAN
 BRICK TWP
 346 CHAMBERS BRIDGE RD
 BRICK TOWN, NJ 08723-2804

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	348	288	316
10	329	354	294
11	336	280	319
12	350	295	282
Ungraded	42	40	48
Total	1404	1257	1259

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%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	31%	29%	30%
Students with Disabilities	21%	17%	20%
English Learners	2%	3%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	75.6%
Hispanic	16.2%
Black or African American	4.4%
Asian	3.1%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.2%
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	1217
Shared Time Students	83
Full Time Equivalent	1259

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	89.1%
Spanish	7.9%
Other	3.4%



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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	570	98.7	45.60	54.90	54.90	45.6	35	Met Target
White	428	98.4	48.40	58.00	63.90	48.4	36	Met Target
Hispanic	92	99.1	33.70	*	39.80	33.7	35.3	Met Target†
Black or African American	28	100.0	21.50	30.90	35.20	21.5	17.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.70	64.60	80.70	64.7	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	281	99.0	51.90	63.00	62.20	51.9		
Male	289	98.4	39.50	47.20	48.10	39.5		
Economically Disadvantaged Students	189	98.1	31.20	40.20	36.20	31.2	30	Met Target
Non-Economically Disadvantaged Students	381	99.0	52.70	61.80	65.80	52.7		
Students with Disabilities	120	96.2	10.80	21.20	20.50	10.8	9.8	Met Target
Students without Disabilities	450	99.4	54.90	64.20	61.90	54.9		
English Learners	21	100.0	14.30	17.30	25.20	14.3	N	N
Non-English Learners	549	98.6	46.90	56.20	57.40	46.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	312	749	752	749	7%	13%	29%	41%	10%	51%	52%
White	218	754	757	757	*	*	28%	46%	11%	57%	62%
Hispanic	63	731	733	733	*	24%	35%	24%	*	25%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	153	757	760	756	*	*	29%	43%	*	58%	60%
Male	159	741	744	741	*	*	29%	39%	*	44%	43%
Economically Disadvantaged Students	112	741	743	731	*	19%	38%	30%	*	35%	32%
Non-Economically Disadvantaged Students	200	754	755	758	*	10%	24%	48%	*	60%	62%
Students with Disabilities	71	720	720	714	*	*	39%	*	*	11%	13%
Students without Disabilities	241	758	759	754	*	*	26%	*	*	62%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	735	740	743	24%	14%	24%	32%	7%	39%	46%
White	217	735	742	749	24%	14%	23%	33%	7%	40%	52%
Hispanic	43	736	734	728	30%	*	*	35%	*	44%	34%
Black or African American	16	725	719	725	*	*	*	*	0%	13%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	139	743	749	752	17%	*	24%	35%	*	45%	54%
Male	143	727	731	734	30%	*	24%	30%	*	33%	39%
Economically Disadvantaged Students	83	724	727	726	35%	*	25%	22%	*	28%	32%
Non-Economically Disadvantaged Students	199	739	744	751	19%	*	23%	37%	*	44%	54%
Students with Disabilities	49	700	707	704	57%	*	*	*	0%	10%	12%
Students without Disabilities	233	742	746	749	17%	*	*	*	8%	45%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	316	734	730	736	20%	24%	19%	30%	7%	37%	38%
White	243	736	733	738	18%	23%	21%	31%	8%	39%	40%
Hispanic	47	728	727	731	28%	26%	*	32%	*	36%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	15	729	*	756	*	*	*	*	0%	27%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	169	743	739	744	11%	22%	*	36%	*	45%	46%
Male	147	723	721	729	29%	27%	*	22%	*	28%	31%
Economically Disadvantaged Students	97	728	724	729	23%	27%	*	27%	*	32%	32%
Non-Economically Disadvantaged Students	219	736	733	740	18%	23%	*	31%	*	39%	42%
Students with Disabilities	61	706	708	709	*	*	*	*	*	*	12%
Students without Disabilities	255	741	735	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

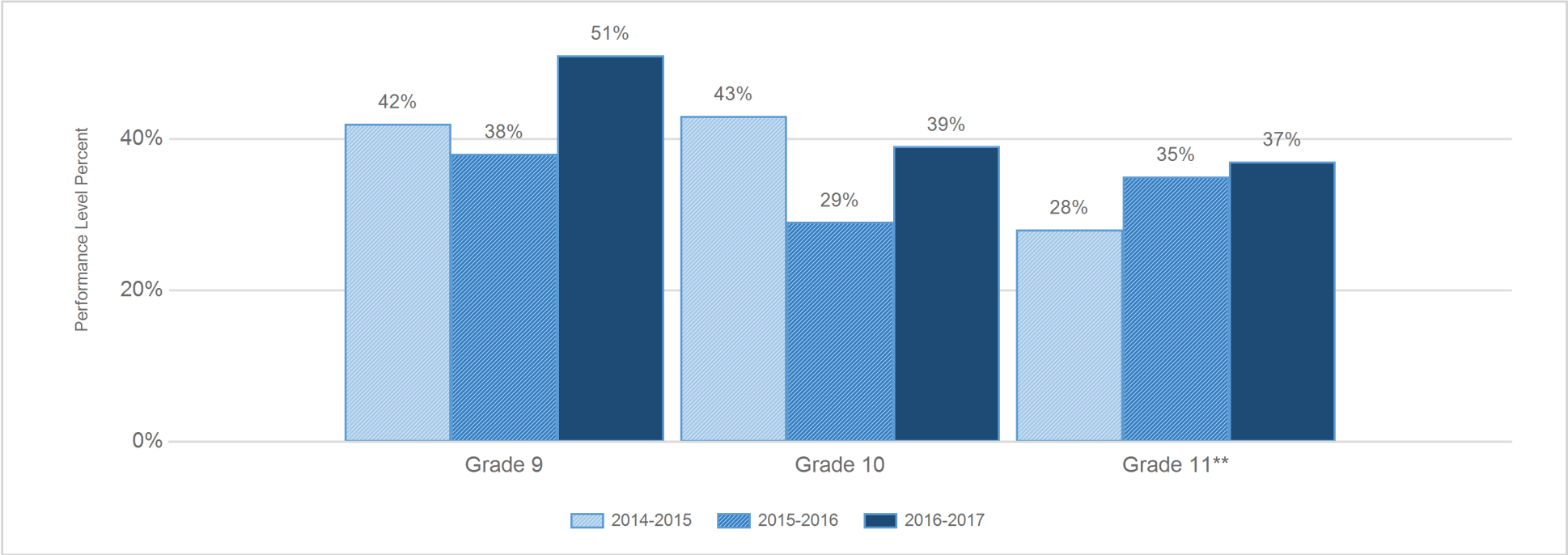


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English Language Arts/Literacy Assessment - Performance Trends

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



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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	556	98.3	28.10	43.80	43.50	28.1	17.8	Met Target
White	423	98.0	29.50	46.70	52.40	29.5	17.6	Met Target
Hispanic	85	99.0	17.60	*	27.60	17.6	18.2	Met Target†
Black or African American	29	100.0	13.80	17.50	21.70	13.8	N	N
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.00	60.80	75.60	60	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	266	98.2	27.50	44.90	44.10	27.5		
Male	290	98.4	28.60	42.70	42.90	28.6		
Economically Disadvantaged Students	182	97.0	20.30	32.20	25.10	20.3	11.6	Met Target
Non-Economically Disadvantaged Students	374	99.0	31.90	49.20	54.30	31.9		
Students with Disabilities	128	97.1	*	16.30	16.50	*	N	N
Students without Disabilities	428	98.7	*	51.30	48.80	*		
English Learners	21	100.0	19.00	20.50	23.30	19	N	N
Non-English Learners	535	98.2	28.40	44.50	45.20	28.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	734	744	743	14%	24%	31%	31%	0%	31%	42%
White	204	736	748	751	14%	24%	28%	34%	0%	34%	52%
Hispanic	60	727	734	728	*	25%	38%	22%	*	22%	24%
Black or African American	17	719	*	724	*	*	*	*	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	136	736	747	744	11%	24%	33%	32%	0%	32%	43%
Male	155	731	741	741	17%	25%	28%	30%	0%	30%	40%
Economically Disadvantaged Students	123	728	732	727	16%	27%	35%	22%	0%	22%	23%
Non-Economically Disadvantaged Students	168	738	749	751	13%	23%	27%	38%	0%	38%	52%
Students with Disabilities	93	714	*	714	*	*	*	*	*	*	10%
Students without Disabilities	198	743	*	747	*	*	*	*	*	*	47%
English Learners	10	727	*	708	*	*	*	*	0%	30%	*
Non-English Learners	281	734	*	745	*	*	*	*	0%	31%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	727	731	734	*	38%	28%	21%	*	22%	30%
White	180	728	733	740	*	35%	29%	22%	*	22%	38%
Hispanic	26	717	720	722	*	54%	*	*	0%	12%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	106	727	733	735	*	38%	25%	22%	*	23%	31%
Male	118	728	730	733	*	37%	31%	21%	*	21%	30%
Economically Disadvantaged Students	64	718	723	721	*	42%	23%	*	*	13%	13%
Non-Economically Disadvantaged Students	160	731	734	740	*	36%	30%	*	*	26%	39%
Students with Disabilities	45	706	706	711	*	*	*	*	*	*	*
Students without Disabilities	179	733	736	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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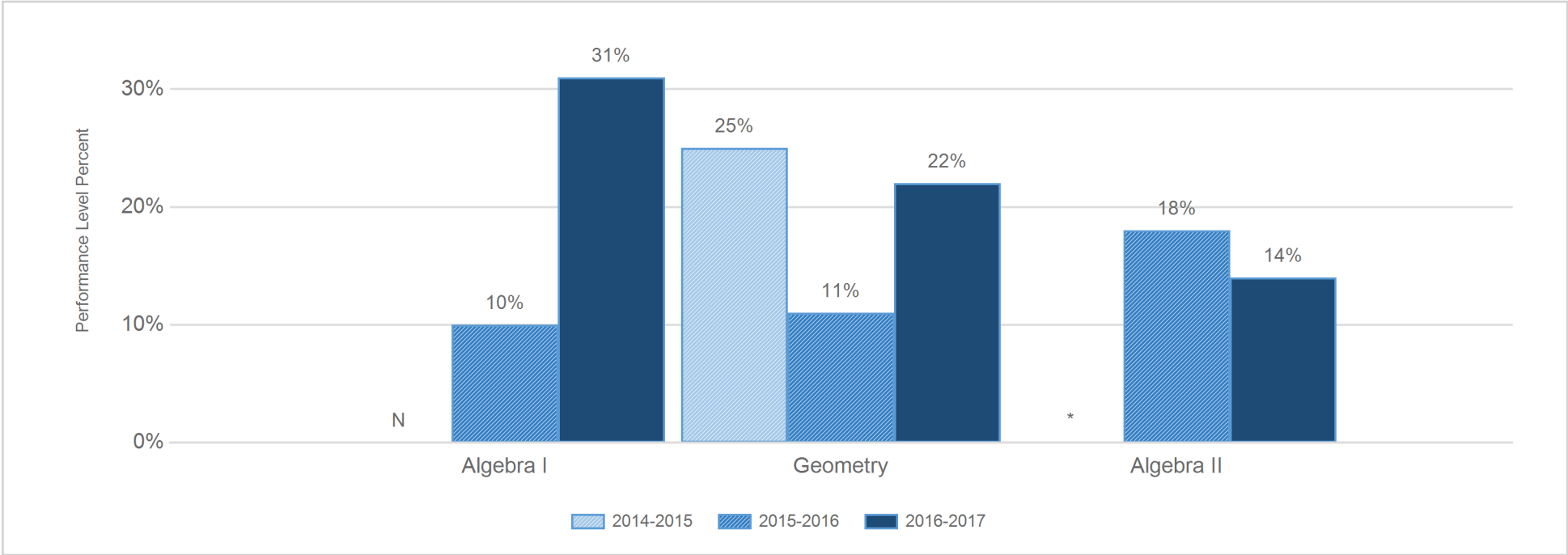
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	720	723	725	30%	28%	28%	14%	0%	14%	28%
White	157	721	724	731	28%	26%	31%	15%	0%	15%	33%
Hispanic	34	713	718	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	105	716	720	725	*	*	*	*	*	*	27%
Male	103	723	726	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	56	711	715	708	43%	29%	18%	*	*	11%	13%
Non-Economically Disadvantaged Students	152	723	725	733	25%	28%	32%	*	*	15%	35%
Students with Disabilities	16	693	702	692	*	*	*	*	*	*	*
Students without Disabilities	192	722	724	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	208	720	*	726	30%	28%	28%	14%	0%	14%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	69.2%	30.8%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

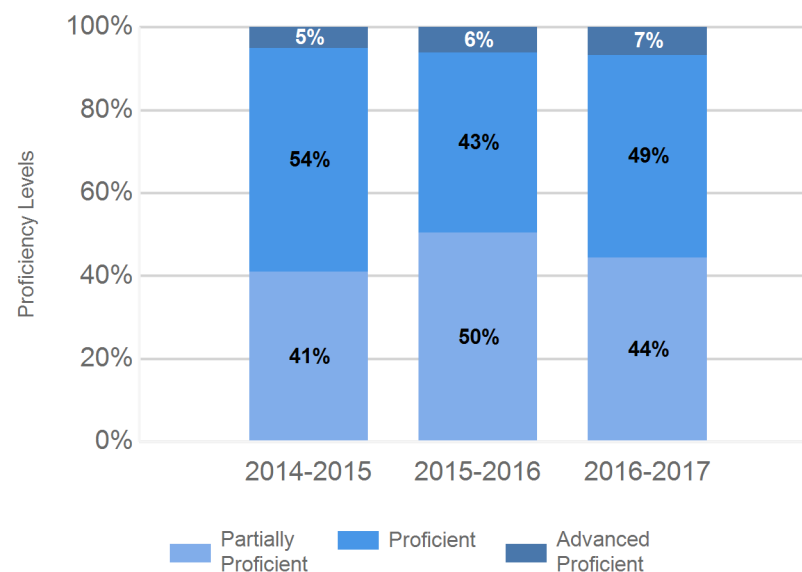
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	49%	44%
White	7%	48%	44%
Hispanic	N	47%	53%
Black or African American	10%	40%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	3%	43%	54%
Students with Disabilities	2%	10%	88%
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	59.2%	89.4%
Percentage of students taking the SAT	90.8%	70.0%
Percentage of students taking the ACT	22.0%	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	463	481	Varies By Grade	64%	67%
PSAT - Math	454	483	Varies By Grade	41%	49%
SAT - Reading and Writing	548	551	480	85%	77%
SAT - Math	530	552	530	52%	58%
ACT - Reading	22	24	22	56%	65%
ACT - English	21	24	18	68%	79%
ACT - Math	22	24	22	53%	65%
ACT - Science	22	23	23	39%	54%



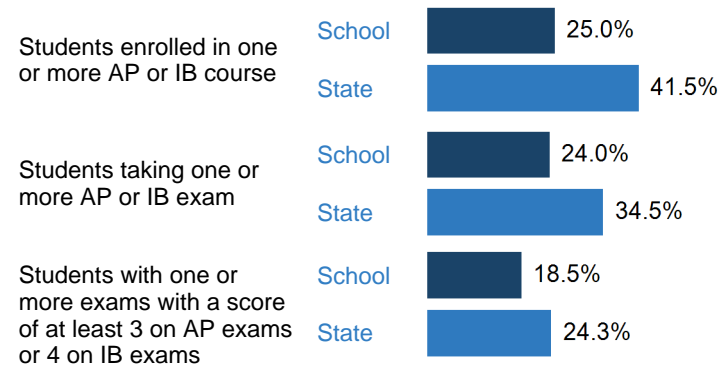
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

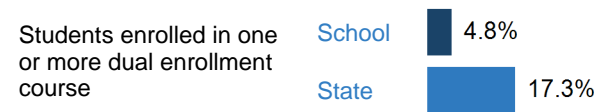
AP/IB Coursework – Participation and Performance

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	0	13
AP Calculus AB	15	15
AP Calculus BC	0	3
AP Chemistry	16	15
AP Computer Science A	9	9
AP English Language and Composition	0	34
AP English Literature and Composition	25	23
AP Environmental Science	14	13
AP Human Geography	13	10
AP Macroeconomics	6	5
AP Microeconomics	0	2
AP Music Theory	3	1
AP Physics 1	0	6
AP Physics 2	0	4
AP Physics B	6	0
AP Spanish Language	5	5
AP Statistics	22	7
AP Studio Art—Drawing Portfolio	1	0
AP U.S. Government and Politics	14	9
AP U.S. History	34	27



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AP/IB Course	Students Enrolled	Students Tested
AP World History	5	5
Total Exams Taken		206
Exams with scores of at least 3 on AP exams or 4 on IB exams		156



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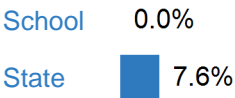
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

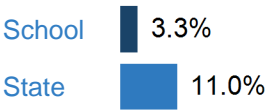
Career and Technical Education Participation

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)



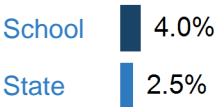
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	21	
Total number of credentials earned in all clusters		21

**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	255	68	18	0	0	0	44
10	39	179	112	40	1	0	21
11	10	21	146	100	28	7	94
12	3	8	5	27	35	74	75
Schoolwide	307	276	281	167	64	81	234
Enrolled in AP/IB Course					15	22	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	88	0	0	238	0	0
10	195	96	4	25	1	9
11	78	183	19	11	25	62
12	116	36	10	9	33	116
Schoolwide	477	315	33	283	59	187
Enrolled in AP/IB Course	0	16		14	6	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	315	0	0	0	0	7
10	10	291	0	0	2	19
11	5	304	2	2	3	35
12	5	39	13	24	32	80
Schoolwide	335	634	15	26	37	141
Enrolled in AP/IB Course	5	34	6	0	0	26

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	144	35	63	0	0	0	7
10	142	24	59	0	0	0	7
11	123	26	43	0	0	0	17
12	25	9	12	0	0	0	41
Schoolwide	434	94	177	0	0	0	72
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Level 3 or Higher	121	27	49	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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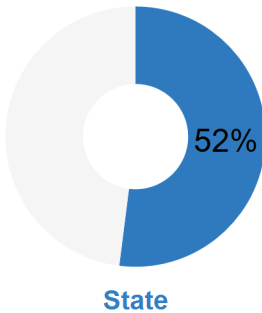
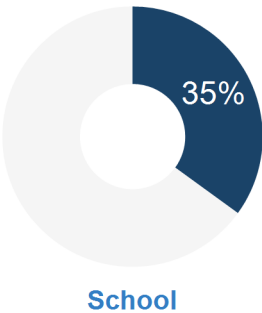
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Visual and Performing Arts – Course Participation

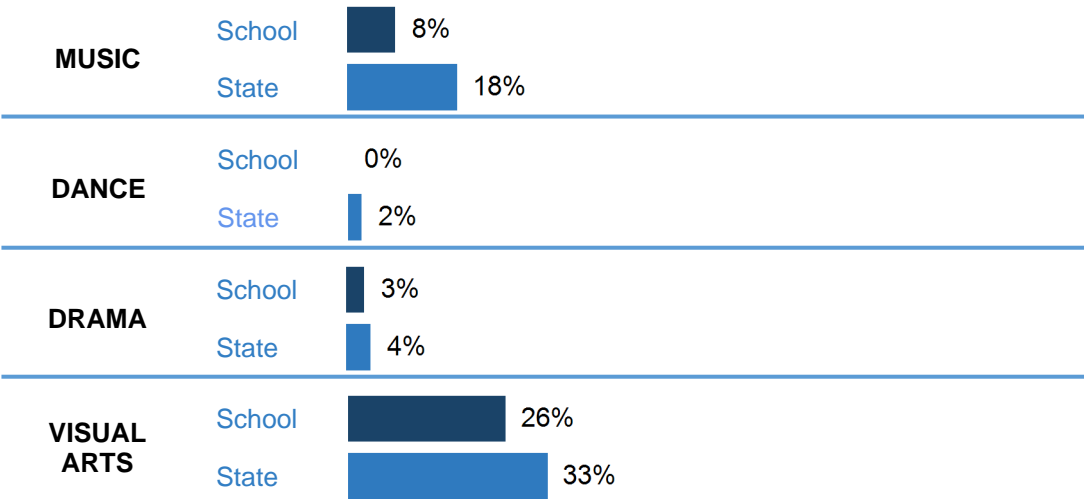
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	90.1%	90.5%	91.8%	91.8%	89.7%	88.0%	Met Target	88.8%	88.5%	Met Target
White	89.9%	94.5%	92.8%	95.1%	90.1%	89.4%	Met Target	89.8%	89.3%	Met Target
Hispanic	89.6%	84.3%	87.0%	86.3%	88.9%	82.5%	Met Target	84.9%	85.3%	Not Met
Black or African American	100.0%	83.4%	90.0%	85.3%	81.8%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	80.0%	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	88.2%	83.9%	89.8%	85.6%	88.2%	86.1%	Met Target	86.5%	80.6%	Met Target
Students with Disabilities	73.6%	78.8%	75.3%	82.1%	71.4%	78.6%	Not Met	78.5%	79.0%	Not Met
English Learners	81.8%	76.1%	*	79.7%	*	**	**	60.0%	**	**
Homeless Students	N	73.2%	*	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	90.1%	-
2016	89.7%	91.8%
2015	87.6%	88.8%

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	2.2%	1.1%
2015-2016	1.9%	1.1%
2014-2015	0.9%	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	73%	43.1%	56.9%
White	78.3%	45.1%	54.9%
Hispanic	51.4%	50%	50%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	53.2%	39.4%	60.6%
Students with Disabilities	50%	78.6%	21.4%
English Learners	*	*	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	72.8%	53.3%	46.7%	76.2%	23.8%	71%	29%
White	76.1%	52%	48%	73.7%	26.3%	69.7%	30.3%
Hispanic	62.8%	63%	37%	88.9%	11.1%	77.8%	22.2%
Black or African American	54.6%	66.7%	33.3%	100%	0%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	67.5%	55.8%	44.2%	75%	25%	75%	25%
Students with Disabilities	40.7%	90.9%	9.1%	90.9%	9.1%	100%	0%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

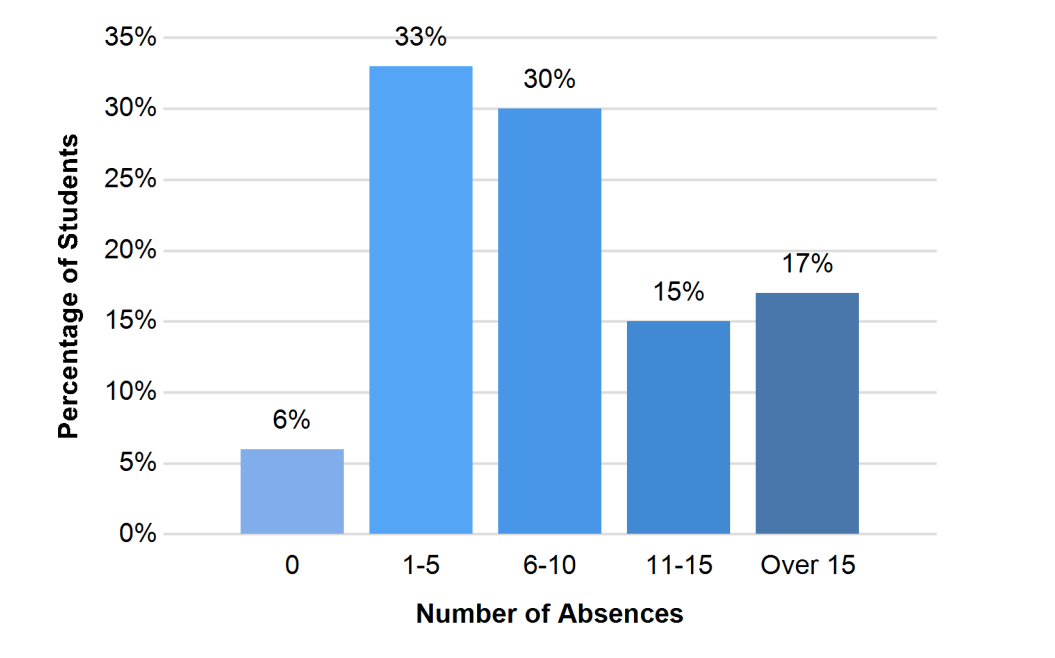
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.70	14.30	Met Target
White	14.00	14.30	Met Target
Hispanic	12.00	14.30	Met Target
Black or African American	19.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.50	14.30	Not Met
Students with Disabilities	18.60	14.30	Not Met
English Learners	6.10	14.30	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.



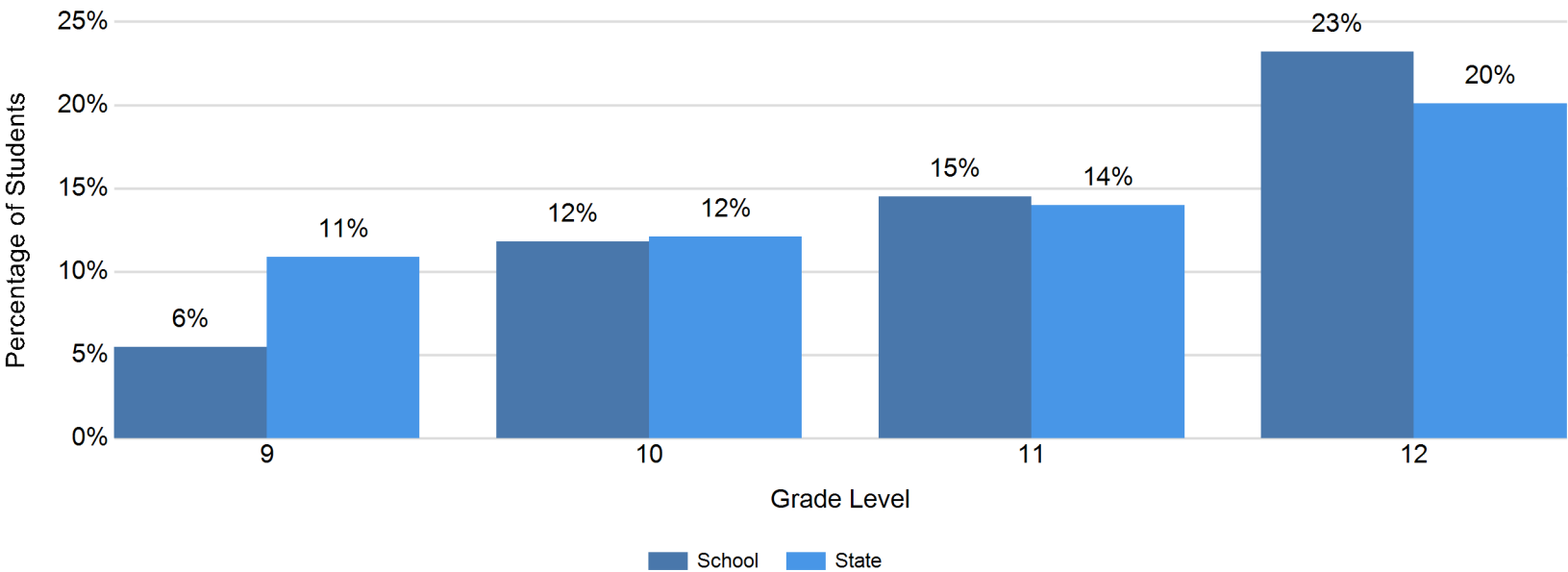


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Chronic Absenteeism by Grade

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	7:10AM
Typical End Time	1:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 40 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Vandalism	1
Weapons	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	1.83

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	7.5%
Out-of-School Suspensions	3.7%
Any Suspension	11.3%

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	1:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	119	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	87%	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	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	252:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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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.

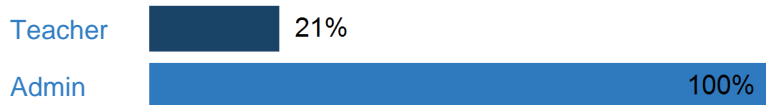
Teachers and Administrators - Level of Education

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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	42.8	17.5%
Mathematics Proficiency	51.0	17.5%
Graduation - 4-Year	29.0	25.0%
Graduation - 5-Year	20.6	25.0%
Chronic Absenteeism	45.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.6
Summative Rating: Percentile rank of Summative Score		30.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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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	35.6	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	25.0	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	47.7	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	Met Target	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	53.0	6.2	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	35.4	6.2	No	Met Target	N	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	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

Principal:	Mr. Kleissler	Email Address:	wkleissler@brickschools.org
Address:	346 CHAMBERS BRIDGE RD BRICK TOWN, NJ 08723-2804	Website:	www.brickschools.org/schools/BrickTownshipHS
Phone:	(732)785-3000		

School Narrative

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

	Highlights: <ul style="list-style-type: none"> • Rigorous AP and Honors sequence of studies • Stem Academy • 28 varsity NJSIAA sports teams and 40 clubs-activities
	Mission, Vision, Theme: <p>At Brick Township High School, we believe that all students can learn. We believe that staff, students, and parents working together, will ensure the success of every child. Our staff recognizes that well designed, standards based curriculum will expose students to concepts, skills, and materials that will cultivate lifelong learning and ensure students are prepared for success upon graduation.</p>
	Awards, Recognition, Accomplishments: <p>Recent graduates have been accepted to colleges and universities that range from community colleges to Ivy League schools and Universities. Our students have been awarded academic athletic scholarships and academic grants. Collectively, 2017 graduates also were awarded over \$100,000 in local scholarship awards. Our Interact club Advisor has been recognized as the Ladin Man of the Year award winner. Our staff members include recipients of both County and District Teachers of the Year.</p>



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School Narrative

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



Courses, Curriculum, Instruction:

Brick Township HS is a follows a modified 4X4 schedule. As a comprehensive HS, we offer a program of studies for all diverse learners and abilities. We offer 30 honors courses, 20 AP courses, STEM Academy, and college courses on campus.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Co-ed), Golf (Co-ed), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Co-ed)

Girls and Boys Bowling are frequently crowned as State Champions. Football and Wrestling teams are recognized as perennial powers regularly earning Championships and Qualifying for State Tournaments.



Clubs and Activities:

Brick Township High School offers 40 different clubs and activities intended for all students to participate in some activity outside the classroom. Our Interact, National Honor Society, and Student Government Association are our largest, most active, and recognized clubs. The Pals Club partners students from our MD program with other students to participate in daily activities. Students are encouraged to start clubs when interested and we add new clubs each year.



Before and After School Programs:

Academic support and additional course offerings are available after school. Social and emotional support and programs are provided during the day and after school through our School Based Services provided by Preferred Behavioral Health.








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School Narrative

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 Staff and Professional Learning:	<p>Professional Development and PLC's are provided bi-weekly. Topics and our yearly plan are created in conjunction with staff, school level administration and Central administration.</p>
 Postsecondary Information:	<p>71.2% of graduates from the class of 2017 are attending two or four year colleges. The Guidance department assists students with the use of Naviance, and on-line program used to research, compare, and apply to colleges. BTHS and Beyond is a parent and student information night that includes workshops on financial aid, FAFSA, clearinghouse, and applications, and a Q/A with counselors from colleges in the tri-state area.</p>
 Student Supports and Services:	<p>Brick Township High School implements an Intervention and Referral Services team which meets regularly to develop SMART goals for students who demonstrate difficulty achieving academic or social success in the school community. BTHS also hosts an ELL program and an MD program within our building. Students assistance in Math and English is available both during lunch and after school in a structured learning setting with certificated staff.</p>
 Student Health and Wellness:	<p>The school offers a before school breakfast program that provides food to all students for a fee. The school district participates in the National Reduced Lunch program. Health is offered within every Physical Education course offered. Students have an elective structure available for HPE during grades 11 and 12.</p>
 Parent and Community Involvement:	<p>BTHS offers a (PTSA) parents Teacher Student Association and a (SEPTA) Special Education Parents Association. Several parent booster clubs are associated with various sports and clubs. Attendance, grades, letters, and other forms of communication is utilized and shared on-line through our Parent Portal.</p>



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School Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

BTHS is participating in the (NJSCS) New Jersey School Climate Survey implementing the first year of the School Climate Transformation Project.



Facilities:

Brick Township High School is celebrating our 60th graduating class in June 2018. Our building has had several renovation projects in the last five years that includes science labs, library lighting, air conditioning, boilers, solar panels, gymnasium floors, gymnasium bleachers, outdoor bleachers, track, and repaved parking lot with improved lines, traffic flow, curbing and drainage.




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School Narrative

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

<div>Other Information:</div>	<p>Laptop computers are utilized as part of a 1:1 student computer plan. The block schedule and use of a fifth block provides students an opportunity to earn well over 180 credits or over 34 separate courses before graduation. The School Security Team works with local officials to ensure the structured practice and preparations for emergency situations are practiced on a regular basis that our procedures are reviewed for effectiveness, and that adjustments are made whenever necessary.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	354	361	370
10	394	376	380
11	411	334	360
12	420	365	347
Ungraded	44	43	20
Total	1623	1479	1477

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	25%	23%	21%
Students with Disabilities	17%	14%	13%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	79.6%
Hispanic	10.0%
Black or African American	7.3%
Asian	2.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1431
Shared Time Students	88
Full Time Equivalent	1475

Enrollment by Home Language

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

Home Language	% of Students
English	96.6%
Spanish	2.3%
Other	1.3%



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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	705	97.8	53.90	54.90	54.90	53.9	44.1	Met Target
White	560	97.7	56.60	58.00	63.90	56.6	45.2	Met Target
Hispanic	73	98.9	45.20	*	39.80	45.2	40.7	Met Target
Black or African American	51	98.2	29.40	30.90	35.20	29.4	22.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	95.0	72.20	64.60	80.70	72.2	N	N
American Indian or Alaska Native	*	*	*	90.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	340	97.0	64.10	63.00	62.20	64.1		
Male	365	98.5	44.30	47.20	48.10	44.3		
Economically Disadvantaged Students	170	97.4	47.70	40.20	36.20	47.7	37.2	Met Target
Non-Economically Disadvantaged Students	535	97.9	55.90	61.80	65.80	55.9		
Students with Disabilities	111	95.0	19.80	21.20	20.50	19.8	16.3	Met Target
Students without Disabilities	594	98.3	60.30	64.20	61.90	60.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	374	754	752	749	6%	11%	24%	46%	13%	59%	52%
White	289	759	757	757	4%	8%	24%	49%	16%	65%	62%
Hispanic	47	737	733	733	*	*	23%	43%	0%	43%	35%
Black or African American	29	731	*	730	*	*	*	*	*	31%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	183	762	760	756	*	*	18%	56%	15%	72%	60%
Male	191	746	744	741	*	*	29%	37%	11%	47%	43%
Economically Disadvantaged Students	94	746	743	731	13%	17%	18%	42%	11%	52%	32%
Non-Economically Disadvantaged Students	280	757	755	758	4%	9%	25%	48%	14%	61%	62%
Students with Disabilities	60	720	720	714	*	*	30%	17%	0%	17%	13%
Students without Disabilities	314	761	759	754	*	*	22%	52%	15%	67%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	366	744	740	743	15%	15%	23%	37%	11%	47%	46%
White	290	747	742	749	13%	16%	23%	37%	12%	49%	52%
Hispanic	38	732	734	728	*	*	29%	40%	0%	40%	34%
Black or African American	25	716	719	725	*	*	*	*	*	24%	31%
Asian, Native Hawaiian, or Pacific Islander	12	768	*	774	*	0%	*	*	*	75%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	175	754	749	752	7%	11%	25%	42%	14%	57%	54%
Male	191	735	731	734	22%	19%	21%	31%	7%	39%	39%
Economically Disadvantaged Students	84	731	727	726	25%	19%	*	31%	*	38%	32%
Non-Economically Disadvantaged Students	282	748	744	751	12%	14%	*	38%	*	50%	54%
Students with Disabilities	48	714	707	704	29%	29%	27%	*	*	15%	12%
Students without Disabilities	318	748	746	749	13%	13%	22%	*	*	52%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	326	727	730	736	24%	25%	26%	22%	4%	26%	38%
White	257	730	733	738	22%	23%	28%	22%	5%	27%	40%
Hispanic	30	726	727	731	*	37%	*	*	0%	30%	34%
Black or African American	29	707	*	728	45%	35%	*	*	0%	10%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	172	735	739	744	*	25%	24%	*	*	34%	46%
Male	154	718	721	729	*	25%	27%	*	*	17%	31%
Economically Disadvantaged Students	64	717	724	729	34%	30%	*	20%	*	22%	32%
Non-Economically Disadvantaged Students	262	730	733	740	21%	24%	*	22%	*	27%	42%
Students with Disabilities	46	712	708	709	37%	33%	*	*	0%	13%	12%
Students without Disabilities	280	730	735	741	21%	24%	*	*	5%	28%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

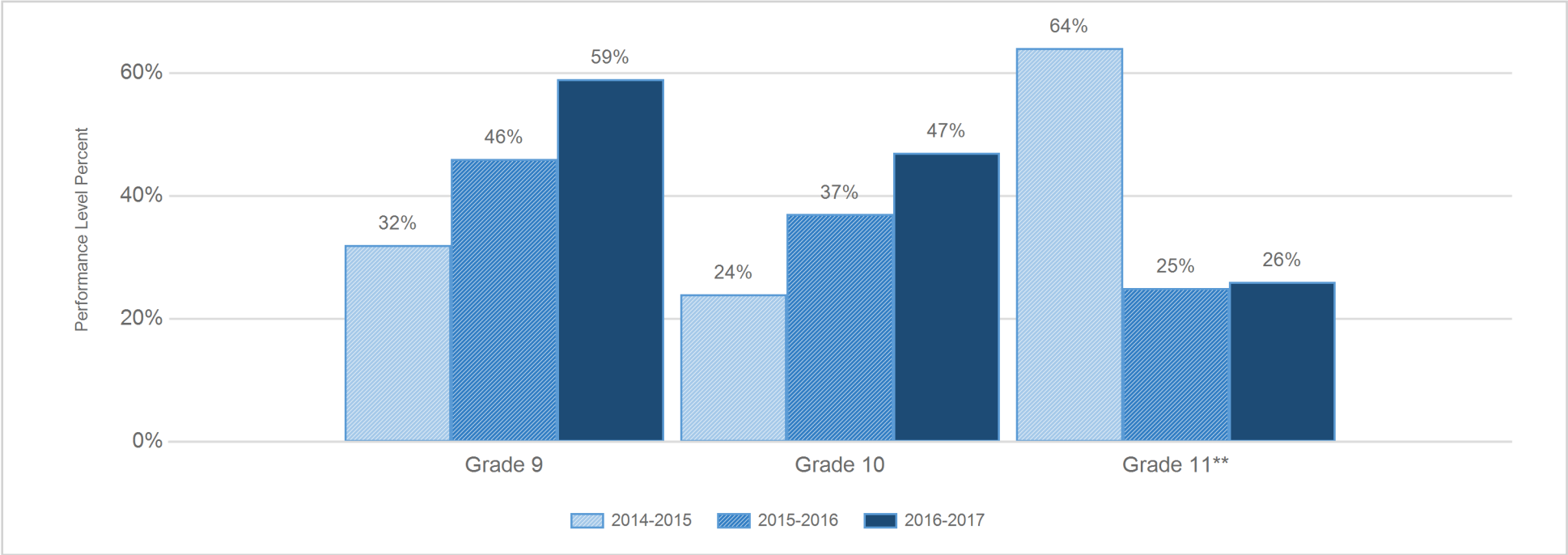


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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA 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	709	98.2	32.80	43.80	43.50	32.8	26.1	Met Target
White	562	98.0	35.30	46.70	52.40	35.3	27.8	Met Target
Hispanic	75	98.9	24.00	*	27.60	24	15.3	Met Target
Black or African American	50	98.2	*	17.50	21.70	*	11.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	100.0	63.20	60.80	75.60	63.2	N	N
American Indian or Alaska Native	*	*	*	44.40	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	339	97.6	33.90	44.90	44.10	33.9		
Male	370	98.7	31.90	42.70	42.90	31.9		
Economically Disadvantaged Students	176	98.5	30.10	32.20	25.10	30.1	20.9	Met Target
Non-Economically Disadvantaged Students	533	98.1	33.80	49.20	54.30	33.8		
Students with Disabilities	108	95.8	*	16.30	16.50	*	13.4	Not Met
Students without Disabilities	601	98.6	*	51.30	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	348	735	744	743	*	24%	34%	30%	*	30%	42%
White	254	739	748	751	*	21%	38%	33%	*	34%	52%
Hispanic	55	728	734	728	22%	29%	22%	27%	0%	27%	24%
Black or African American	32	715	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	158	738	747	744	*	23%	35%	34%	*	34%	43%
Male	190	732	741	741	*	25%	33%	26%	*	27%	40%
Economically Disadvantaged Students	104	728	732	727	*	25%	28%	25%	*	26%	23%
Non-Economically Disadvantaged Students	244	737	749	751	*	23%	37%	32%	*	32%	52%
Students with Disabilities	74	711	*	714	*	*	*	*	*	*	10%
Students without Disabilities	274	741	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	361	734	731	734	*	26%	39%	26%	*	27%	30%
White	293	736	733	740	*	23%	41%	29%	*	29%	38%
Hispanic	31	722	720	722	*	45%	*	*	0%	13%	14%
Black or African American	26	719	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	11	740	*	758	*	*	*	*	0%	46%	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	179	736	733	735	*	26%	40%	29%	*	29%	31%
Male	182	732	730	733	*	26%	39%	24%	*	24%	30%
Economically Disadvantaged Students	88	726	723	721	*	34%	30%	23%	*	23%	13%
Non-Economically Disadvantaged Students	273	736	734	740	*	23%	43%	28%	*	28%	39%
Students with Disabilities	45	707	706	711	*	*	*	*	*	*	*
Students without Disabilities	316	738	736	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	361	734	*	735	*	26%	39%	26%	*	27%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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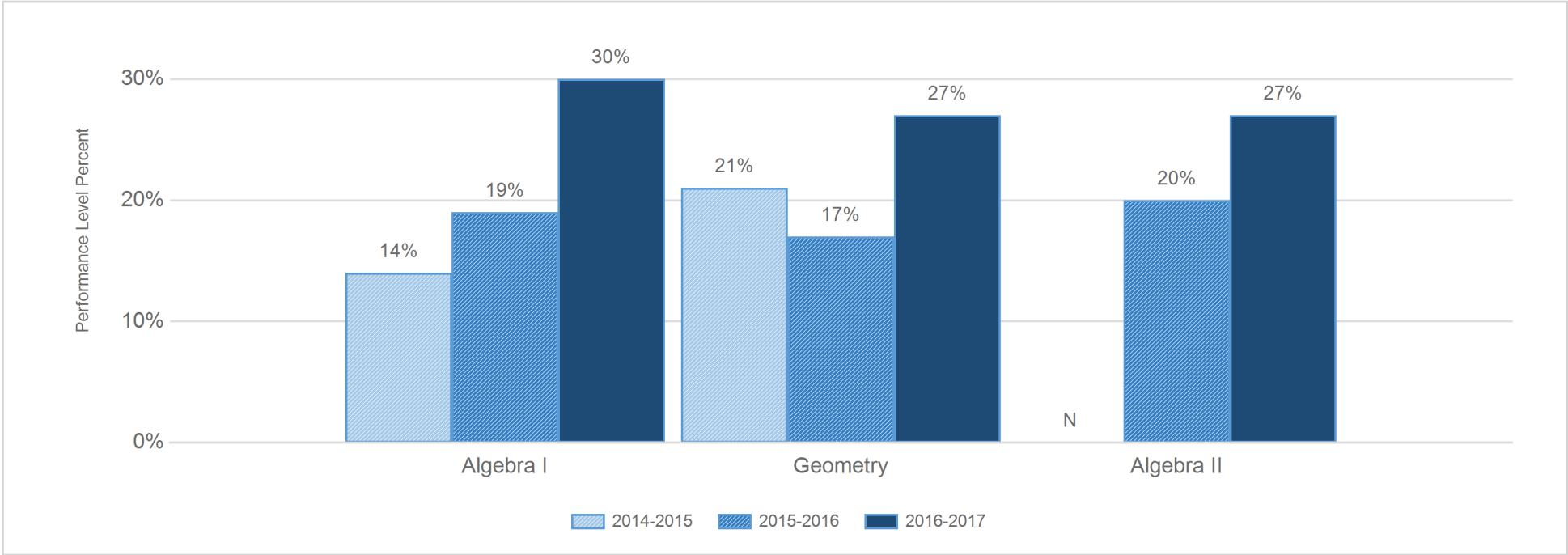
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	725	723	725	27%	24%	*	26%	*	27%	28%
White	193	726	724	731	27%	23%	*	25%	*	27%	33%
Hispanic	21	726	718	710	*	*	*	*	0%	33%	14%
Black or African American	12	698	*	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	124	723	720	725	26%	*	*	23%	*	23%	27%
Male	114	728	726	725	28%	*	*	30%	*	32%	29%
Economically Disadvantaged Students	41	720	715	708	37%	*	*	27%	*	29%	13%
Non-Economically Disadvantaged Students	197	726	725	733	25%	*	*	26%	*	27%	35%
Students with Disabilities	12	714	702	692	*	*	*	*	*	*	*
Students without Disabilities	226	726	724	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

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



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This section shows 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.

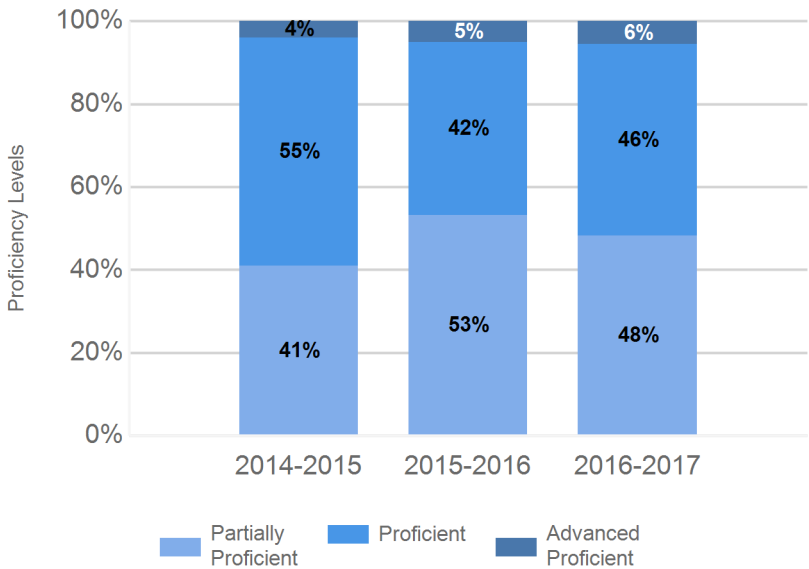
Biology Assessment - Performance

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	6%	46%	48%
White	6%	51%	43%
Hispanic	*	31%	67%
Black or African American	N	*	82%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	6%	37%	58%
Students with Disabilities	2%	24%	75%
English Learners	N	N	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	67.5%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	19.9%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	477	481	Varies By Grade	72%	67%
PSAT - Math	471	483	Varies By Grade	48%	49%
SAT - Reading and Writing	551	551	480	84%	77%
SAT - Math	546	552	530	55%	58%
ACT - Reading	22	24	22	62%	65%
ACT - English	21	24	18	75%	79%
ACT - Math	22	24	22	46%	65%
ACT - Science	22	23	23	43%	54%



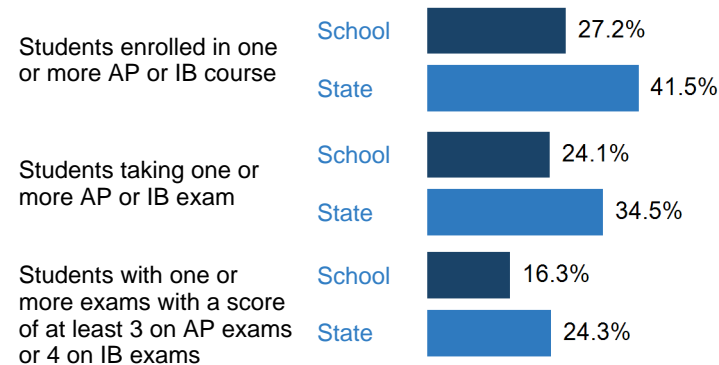
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

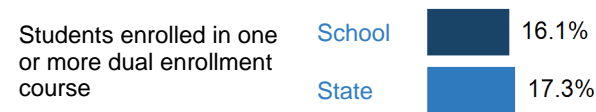
AP/IB Coursework – Participation and Performance

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	17	15
AP Calculus AB	36	28
AP Calculus BC	0	1
AP Chemistry	31	29
AP Computer Science A	4	0
AP English Language and Composition	0	55
AP English Literature and Composition	24	18
AP Environmental Science	11	6
AP European History	13	7
AP Macroeconomics	0	7
AP Music Theory	8	7
AP Physics 1	0	15
AP Physics 2	0	3
AP Physics B	18	0
AP Spanish Language	5	4
AP Statistics	11	3
AP Studio Art—Drawing Portfolio	7	2
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	22	9
AP U.S. History	19	19



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AP/IB Course	Students Enrolled	Students Tested
AP World History	7	7
IB Music	8	0
Total Exams Taken		236
Exams with scores of at least 3 on AP exams or 4 on IB exams		157



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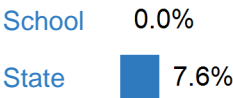
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

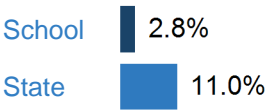
Career and Technical Education Participation

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)



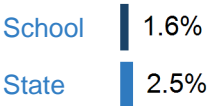
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	14	
Total number of credentials earned in all clusters		14

**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	309	79	23	0	0	0	47
10	38	309	108	5	0	0	23
11	5	40	189	115	0	5	104
12	2	10	8	69	69	84	94
Schoolwide	354	438	328	189	69	89	268
Enrolled in AP/IB Course					36	11	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	118	0	0	257	0	6
10	261	109	1	24	2	11
11	58	215	11	12	107	64
12	92	30	31	12	100	96
Schoolwide	529	354	43	305	209	177
Enrolled in AP/IB Course	17	31		11	18	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	372	0	0	0	0	8
10	18	365	0	0	0	12
11	16	332	0	2	2	44
12	5	46	0	98	25	124
Schoolwide	411	743	0	100	27	188
Enrolled in AP/IB Course	7	19	0	0	0	34

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	210	58	65	0	0	0	5
10	236	39	68	0	0	0	5
11	107	22	43	0	0	0	17
12	48	20	22	0	0	0	40
Schoolwide	601	139	198	0	0	0	67
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Level 3 or Higher	118	34	53	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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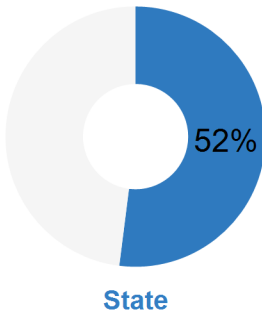
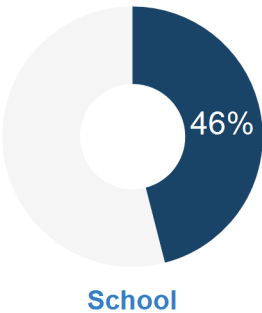
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Visual and Performing Arts – Course Participation

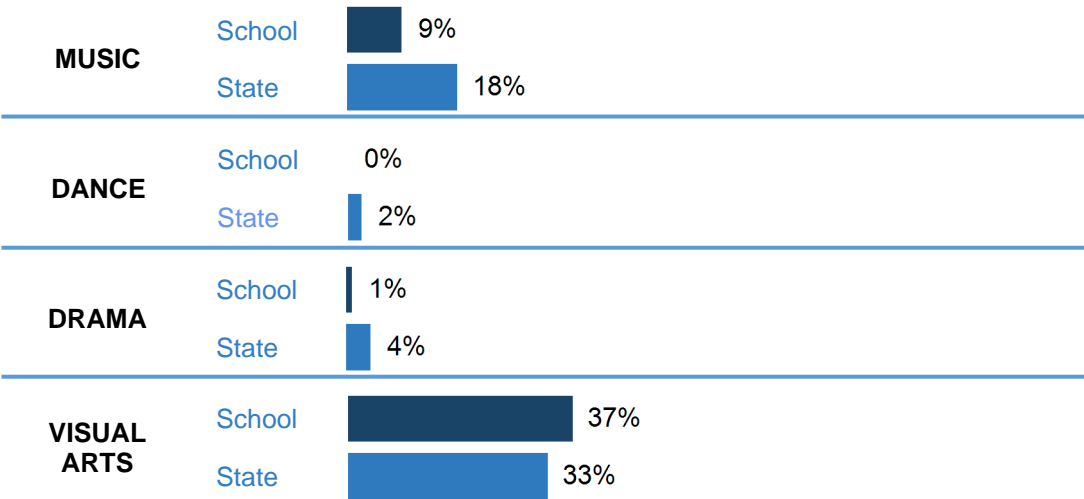
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	91.5%	90.5%	93.1%	91.8%	91.6%	92.0%	Not Met	93.9%	92.6%	Met Target
White	92.6%	94.5%	93.9%	95.1%	92.3%	92.5%	Not Met	94.2%	94.1%	Met Target
Hispanic	92.3%	84.3%	89.5%	86.3%	89.2%	86.5%	Met Target	86.1%	86.2%	Not Met
Black or African American	*	83.4%	85.7%	85.3%	81.0%	88.3%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	91.7%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	82.1%	83.9%	85.7%	85.6%	84.8%	85.3%	Not Met	90.1%	81.0%	Met Target
Students with Disabilities	77.0%	78.8%	89.2%	82.1%	84.7%	82.0%	Met Target	86.5%	88.5%	Not Met
English Learners	*	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	*	73.2%	*	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	91.5%	-
2016	91.6%	93.1%
2015	91.8%	93.9%

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	1.2%	1.1%
2015-2016	1.6%	1.1%
2014-2015	1%	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.

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	74.2%	46.3%	53.7%
White	77%	42.7%	57.4%
Hispanic	61.8%	61.9%	38.1%
Black or African American	47.1%	62.5%	37.5%
Asian, Native Hawaiian, or Pacific Islander	90%	77.8%	22.2%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	59%	58.3%	41.7%
Students with Disabilities	17.7%	66.7%	33.3%
English Learners	N	N	N

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	77.7%	50%	50%	78.7%	21.3%	74.1%	25.9%
White	78.3%	50.2%	49.8%	78.4%	21.6%	73.4%	26.6%
Hispanic	74.2%	60.9%	39.1%	82.6%	17.4%	78.3%	21.7%
Black or African American	72.2%	38.5%	61.5%	84.6%	15.4%	76.9%	23.1%
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	65.3%	51%	49%	87.8%	12.2%	79.6%	20.4%
Students with Disabilities	50%	87%	13%	91.3%	8.7%	91.3%	8.7%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

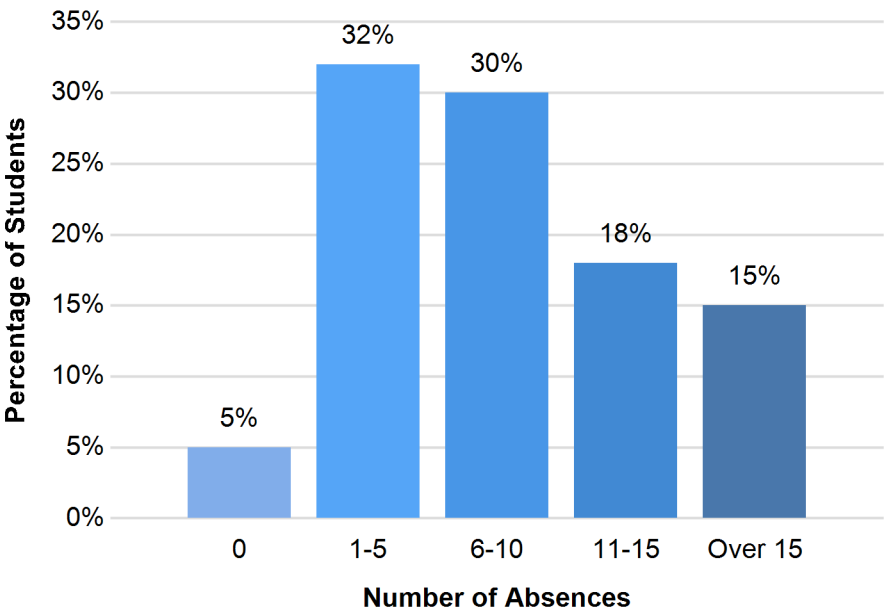
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.90	14.30	Met Target
White	9.70	14.30	Met Target
Hispanic	15.90	14.30	Not Met
Black or African American	15.90	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	10.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.50	14.30	Not Met
Students with Disabilities	18.90	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



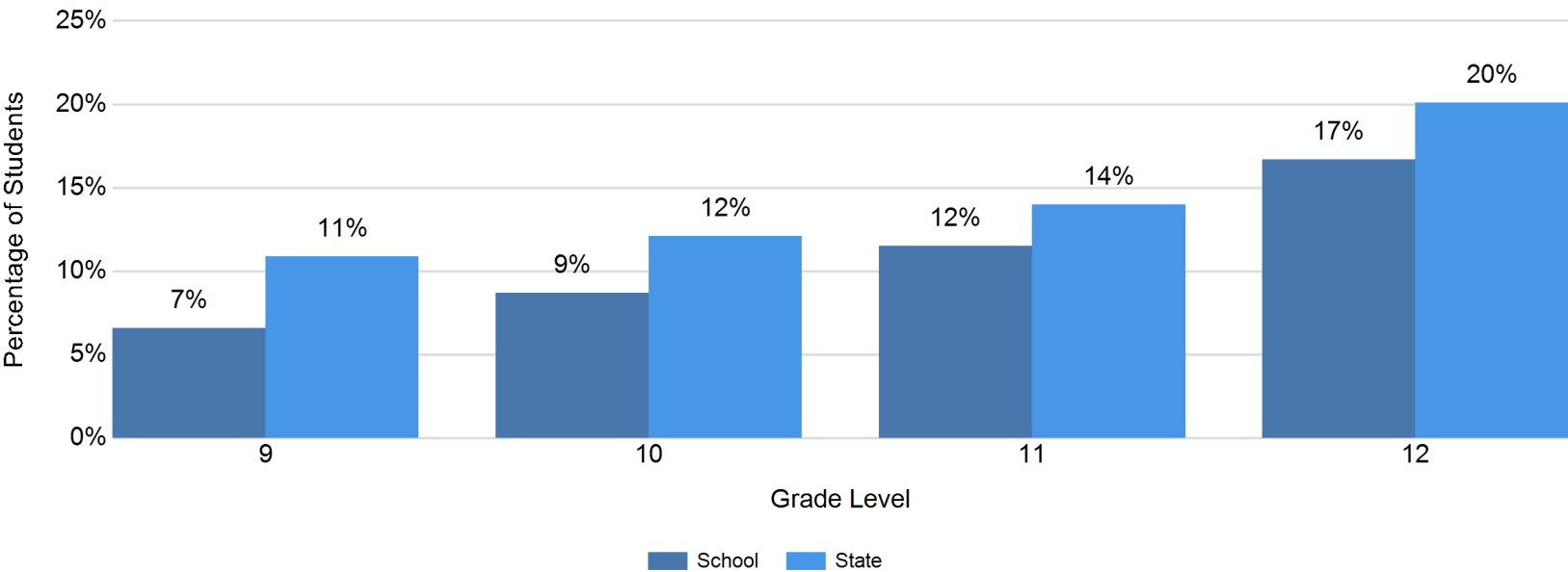


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:10AM
Typical End Time	1:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 50 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	38
Vandalism	5
Weapons	3
Substances	14
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	62
Incidents Per 100 Students Enrolled	4.20

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	6.6%
Out-of-School Suspensions	5.6%
Any Suspension	12.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	122	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	295:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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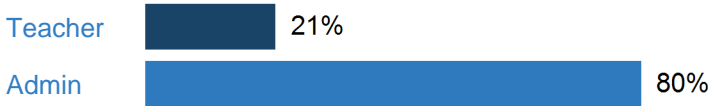
Teachers and Administrators - Level of Education

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.

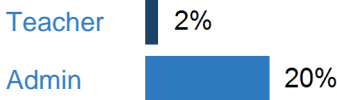
Bachelor's Degree



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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	64.0	17.5%
Mathematics Proficiency	59.2	17.5%
Graduation - 4-Year	36.6	25.0%
Graduation - 5-Year	49.2	25.0%
Chronic Absenteeism	47.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.1
Summative Rating: Percentile rank of Summative Score		49.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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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	50.1	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	42.9	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	54.2	6.2	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Black or African American	55.8	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	65.1	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	58.0	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



Brick Township Memorial High School
2016-2017
Grade Span 09-12




29-0530-025
 OCEAN
 BRICK TWP
 2001 LANES MILL RD
 BRICK, NJ 08724-1405

School General Info

Principal:	Dr. Caldes	Email Address:	rcaldes@brickschools.org
Address:	2001 LANES MILL RD BRICK, NJ 08724-1405	Website:	http://www.brickschools.org/Schools/BrickMemorialHS
Phone:	(732)785-3000		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • All classrooms are equipped with multimedia computer projection systems • Rigorous STEM Academy available • 28 Varsity athletic programs and over 40 extra-curricular clubs and activities
 Mission, Vision, Theme:	Brick Memorial High School seeks to create multiple pathways for a diverse student learning community.
 Awards, Recognition, Accomplishments:	Brick Memorial High School is home to an award winning and internationally recognized Key Club with over 200 members. Additionally, the school Marching Band is a perennial powerhouse and frequent Atlantic Coast Champions.







Brick Township Memorial High School
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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.

 Courses, Curriculum, Instruction:	<p>Brick Memorial High School has a modified 4 x 4 block schedule. Diverse course offerings, special services, vocational/community partnerships, and curricular activities assist in producing high achieving students, life-long learners, and productive citizens. Our students have the opportunity to select from 19 Advanced Placement courses. There are practical applications including computer-assisted drafting, STEM Academy, digital art labs, culinary arts, science labs and early childhood center.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)</p> <p>Brick Memorial High School is home to several high performing athletic programs. Recently recognized teams include Gymnastics (State Sectional Champions), Wrestling (State Recognition), and Bowling (boys and girls State Champions).</p>
 Clubs and Activities:	<p>Brick Memorial High School offers more than 40 clubs and extra curricular activities to engage students outside of regular school hours. Students can choose from a vast array of academic, social, recreational and fitness related clubs. There really is something for everyone to participate in at BMHS outside normal school hours.</p>
 Before and After School Programs:	<p>In addition to having the option to choose from a wide range of athletic and extracurricular programs, BMHS also has counseling services available after school for students who may need assistance in managing the stresses that many students face in navigating life in high school. School Based counselors are provided by Preferred Behavioral Health and are available every day on a walk-in basis.</p>








Brick Township Memorial High School
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School Narrative

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 Staff and Professional Learning:	Professional Development Cohorts of teachers and administrators are run on an on-going basis throughout the school year. PD topics are aligned to annual district and school professional development plans.
 Postsecondary Information:	84.8% of students are accepted to colleges and universities. 8% of students enlist in the military, 2% enter the workforce and 2% enter vocational/trade schools. Financial Aid Night, Naviance and financial aid planning events assist students in applying for financial aid. Students taking college entrance exams receive assistance in applying for fee waivers, taking SAT/ACT Prep courses, Khan Academy and attending in district administration of the SAT and ACT.
 Student Supports and Services:	Brick Memorial High School implements an Intervention and Referral Services team which meets regularly to develop SMART goals for students who demonstrate difficulty achieving academic and/or social success in the school community.
 Student Health and Wellness:	As a part of a comprehensive Physical Education Program, students at BMHS have the option of taking courses in competitive sports, total body conditioning, recreational lifetime activities and foundations of wellness program over the course of their High School career. Additionally, Brick Memorial High School is a participant in the National School Lunch Program and breakfast is offered every day to all students.
 Parent and Community Involvement:	The Student Information System employed at Brick Memorial High School provides parents with access to view their child's current grades and attendance online via the "parent portal". Additionally, there is an active Special Education Parent Teacher Association as well as a multitude of involved parent booster clubs which support many of the athletic and extracurricular organizations at the school.



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Brick Memorial High School opened in 1980. In 1998, an addition of 28 classrooms was completed. Recently, the outdoor track was replaced with a new state of the art six lane track. In addition, the gymnasium and locker rooms were renovated, auditorium renovated, state the art band room created, new windows installed, new outside door entrances installed and repair of the existing heat and air conditioning system.
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School Narrative

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



Other Information:

Brick Memorial High School boasts a 1:1 student to laptop ratio. This access to technology allows staff to implement collaborative and “cloud” based activities that prepares students for life and work in the 21st century. BMHS is also host to the Brick Township Public School’s RISE Academy. The RISE academy is an alternative education program that utilizes a respectful and differentiated approach to instruction within a therapeutic environment designed to maximize potential and teach responsible citizenship. With regard to safety and security, BMHS utilizes the newest protocols in school evacuation and safety procedures as recommended by Homeland Security; including the 4 point evacuation model. Emergency drills are practiced routinely throughout each school year and are revised with local law enforcement on an on-going basis.




Drum Point Road Elementary School
2016-2017
Grade Span KG-05

29-0530-030
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



Drum Point Road Elementary School
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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	51	56	50
1	78	54	63
2	74	71	52
3	82	69	72
4	69	84	64
5	81	69	80
Ungraded	45	44	50
Total	480	447	431

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%	45%	48%
Male	52%	55%	52%
Economically Disadvantaged Students	32%	35%	29%
Students with Disabilities	19%	20%	25%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	83.1%
Hispanic	11.1%
Black or African American	2.8%
Asian	1.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.6%

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	54	56	50

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	94.9%
Spanish	3.9%
Other	1.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	243	98.8	41.20	54.90	54.90	41.2	41.5	Met Target†
White	201	98.6	40.30	58.00	63.90	40.3	42.7	Met Target†
Hispanic	31	100.0	51.60	*	39.80	51.6	41.3	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	90.00	53.70	N	**	**
Two or More Races	N	N	N	59.40	54.90	N	**	**
Female	110	99.1	50.90	63.00	62.20	50.9		
Male	133	98.6	33.10	47.20	48.10	33.1		
Economically Disadvantaged Students	77	98.8	31.20	40.20	36.20	31.2	34.1	Met Target†
Non-Economically Disadvantaged Students	166	98.8	45.80	61.80	65.80	45.8		
Students with Disabilities	72	98.6	12.50	21.20	20.50	12.5	11.8	Met Target
Students without Disabilities	171	98.9	53.20	64.20	61.90	53.2		
English Learners	14	100.0	21.40	17.30	25.20	21.4	**	**
Non-English Learners	229	98.8	42.40	56.20	57.40	42.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	36.40	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Drum Point Road Elementary School
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	738	744	749	18%	*	31%	36%	*	37%	50%
White	63	739	749	759	18%	*	33%	35%	*	37%	61%
Hispanic	13	740	724	734	*	*	*	*	0%	46%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	41	746	749	754	*	*	*	*	*	49%	55%
Male	37	730	740	745	*	*	*	*	*	24%	46%
Economically Disadvantaged Students	24	724	728	731	*	*	*	*	*	25%	31%
Non-Economically Disadvantaged Students	54	745	753	762	*	*	*	*	*	43%	63%
Students with Disabilities	22	705	*	720	*	*	*	*	*	*	24%
Students without Disabilities	56	751	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	746	750	753	*	16%	34%	36%	*	44%	56%
White	60	747	753	762	*	17%	37%	32%	*	42%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	32	750	753	758	*	*	31%	38%	*	50%	61%
Male	41	743	748	749	*	*	37%	34%	*	39%	51%
Economically Disadvantaged Students	25	739	*	737	*	*	*	*	*	40%	36%
Non-Economically Disadvantaged Students	48	749	*	764	*	*	*	*	*	46%	69%
Students with Disabilities	18	714	*	725	*	*	*	*	*	11%	25%
Students without Disabilities	55	756	*	759	*	*	*	*	*	55%	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	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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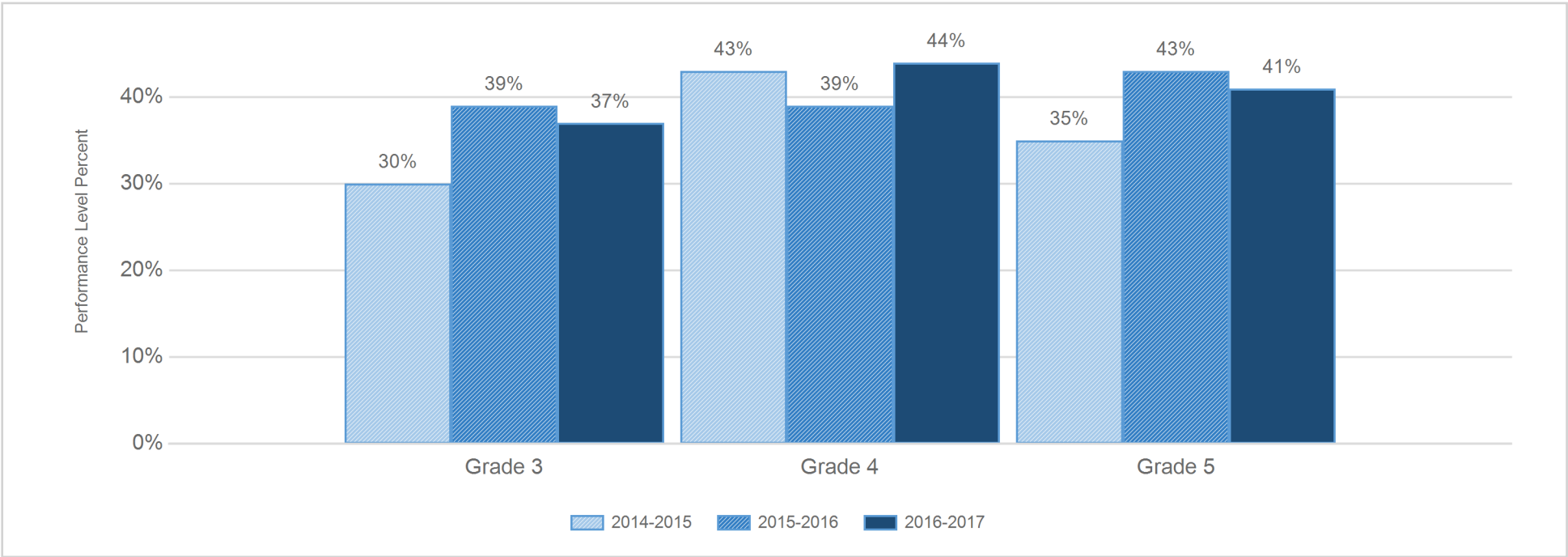
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	737	748	756	13%	20%	26%	41%	0%	41%	59%
White	75	739	752	763	*	19%	27%	43%	*	43%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	33	746	753	761	*	*	*	55%	0%	55%	66%
Male	57	732	744	750	*	*	*	33%	0%	33%	53%
Economically Disadvantaged Students	21	723	*	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	69	741	*	765	*	*	*	*	*	46%	71%
Students with Disabilities	22	703	*	725	*	*	*	*	*	*	22%
Students without Disabilities	68	748	*	762	*	*	*	*	*	*	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%

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	243	98.8	42.70	43.80	43.50	42.7	47.7	Met Target†
White	201	98.6	43.80	46.70	52.40	43.8	48.6	Met Target†
Hispanic	31	100.0	45.10	*	27.60	45.1	51.5	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	44.40	42.50	N	**	**
Two or More Races	N	N	N	40.60	44.90	N	**	**
Female	110	99.1	44.60	44.90	44.10	44.6		
Male	133	98.6	41.30	42.70	42.90	41.3		
Economically Disadvantaged Students	77	98.8	29.90	32.20	25.10	29.9	41.3	Not Met
Non-Economically Disadvantaged Students	166	98.8	48.80	49.20	54.30	48.8		
Students with Disabilities	72	98.6	13.90	16.30	16.50	13.9	19.6	Met Target†
Students without Disabilities	171	98.9	55.00	51.30	48.80	55		
English Learners	14	100.0	14.30	20.50	23.30	14.3	**	**
Non-English Learners	229	98.8	44.60	44.50	45.20	44.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	18.20	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	748	751	751	*	*	23%	37%	15%	53%	53%
White	63	748	755	759	*	*	21%	37%	18%	54%	63%
Hispanic	13	753	738	738	*	0%	*	*	*	54%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	41	752	750	751	*	*	*	34%	*	56%	52%
Male	37	743	751	751	*	*	*	41%	*	49%	53%
Economically Disadvantaged Students	24	734	737	736	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	54	754	759	761	*	*	*	*	*	59%	65%
Students with Disabilities	22	718	*	729	*	*	*	*	*	23%	29%
Students without Disabilities	56	759	*	755	*	*	*	*	*	64%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	742	749	747	*	21%	30%	41%	*	41%	47%
White	60	742	751	755	*	22%	32%	40%	*	40%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	32	742	748	747	*	*	34%	38%	0%	38%	47%
Male	41	741	750	747	*	*	27%	44%	0%	44%	48%
Economically Disadvantaged Students	25	737	*	732	*	*	*	40%	*	40%	27%
Non-Economically Disadvantaged Students	48	744	*	757	*	*	*	42%	*	42%	61%
Students with Disabilities	18	712	*	724	*	*	*	*	*	*	22%
Students without Disabilities	55	751	*	751	*	*	*	*	*	*	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	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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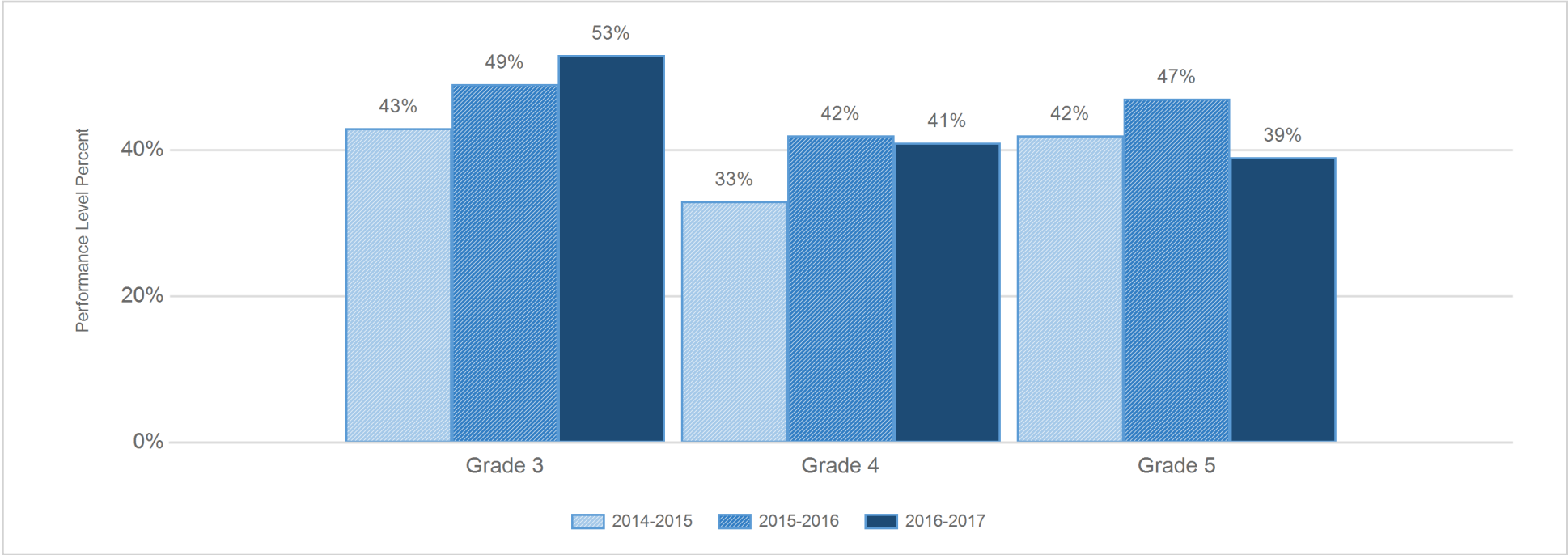
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	742	747	747	*	21%	34%	37%	*	39%	46%
White	75	744	750	754	*	21%	32%	40%	*	43%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	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	33	746	747	747	*	*	46%	36%	*	39%	47%
Male	57	740	748	746	*	*	28%	37%	*	39%	46%
Economically Disadvantaged Students	21	731	*	732	*	*	*	*	*	19%	27%
Non-Economically Disadvantaged Students	69	746	*	756	*	*	*	*	*	45%	59%
Students with Disabilities	22	715	*	725	*	*	*	*	*	*	19%
Students without Disabilities	68	751	*	751	*	*	*	*	*	*	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%

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	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

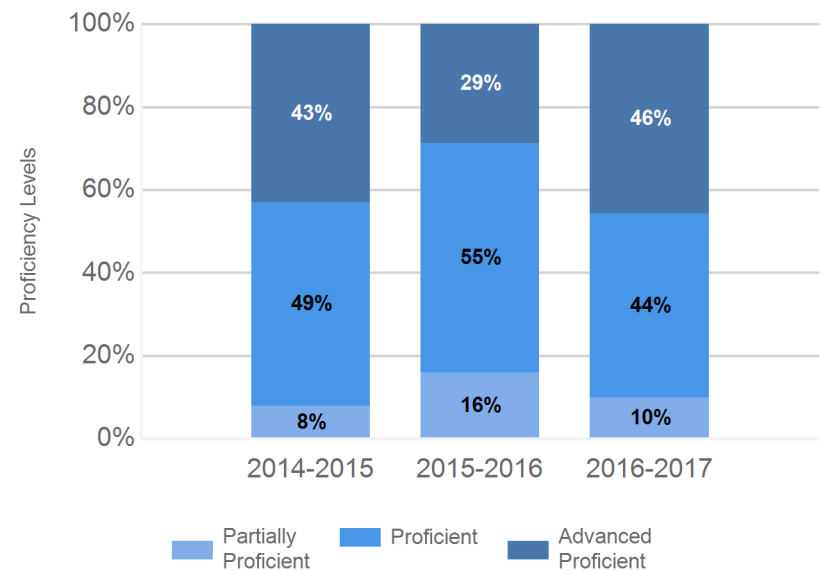
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	44%	10%
White	46%	44%	*
Hispanic	*	*	N
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	22%	50%	28%
Students with Disabilities	6%	63%	31%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	32	50	50	Not Met	40.5	53	50	Met Target
White	33	51	50	Not Met	41	53	52	Met Target
Hispanic	41	51	49	**	40	56	47	**
Black or African American	*	43.5	45	**	*	47.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	31	47	47	Not Met	36.5	54	46	Not Met
Students with Disabilities	32	*	41	Not Met	32	*	43	Not Met
English Learners	43.5	49	53	**	42	59	51	**

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



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

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

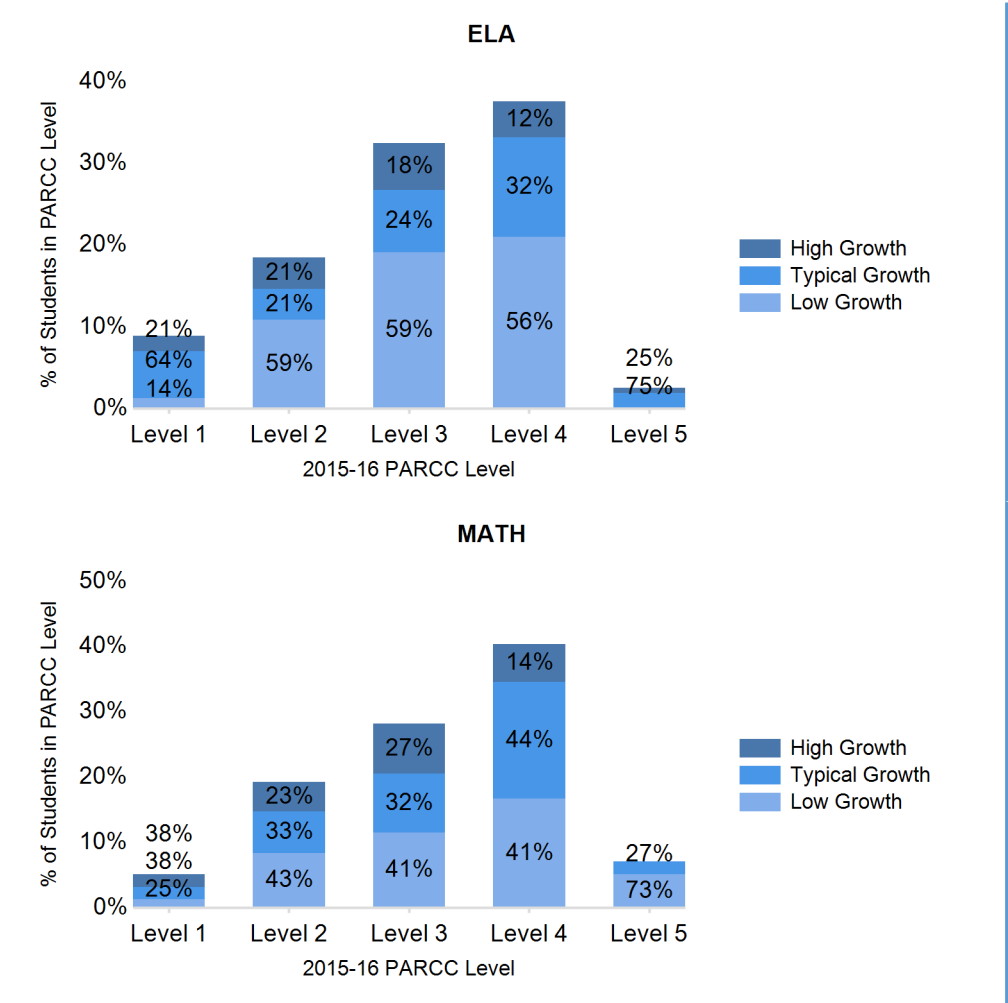
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

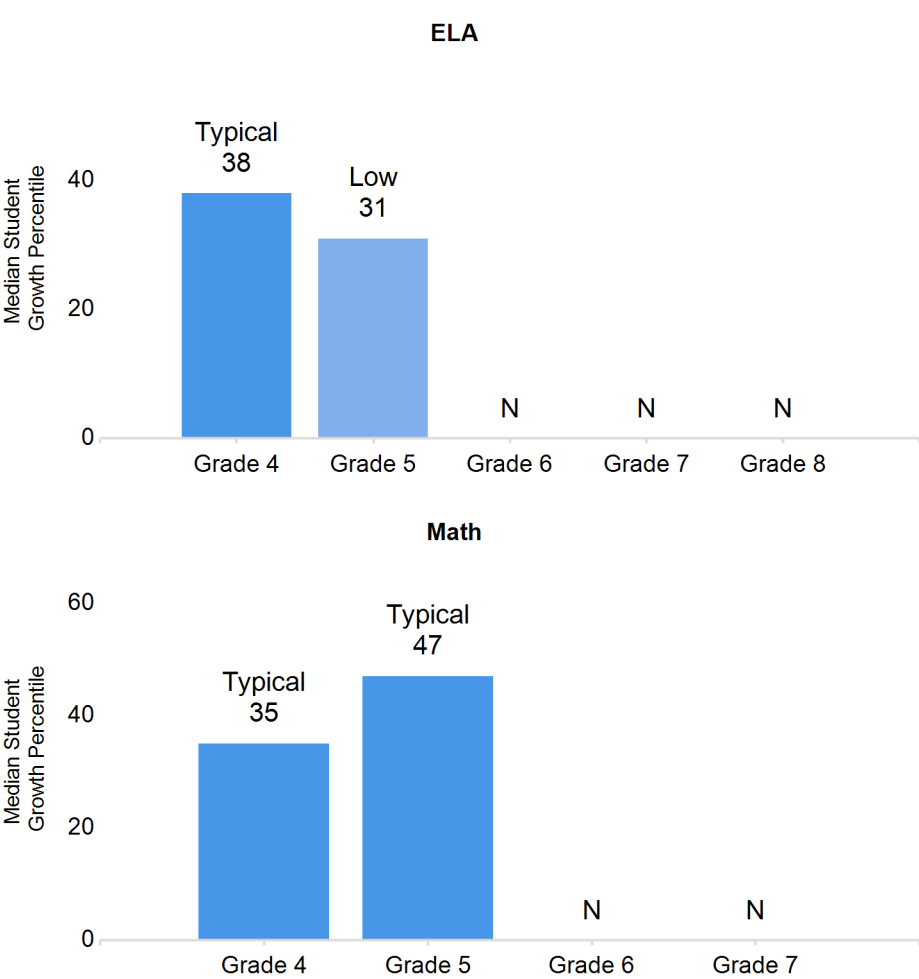
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

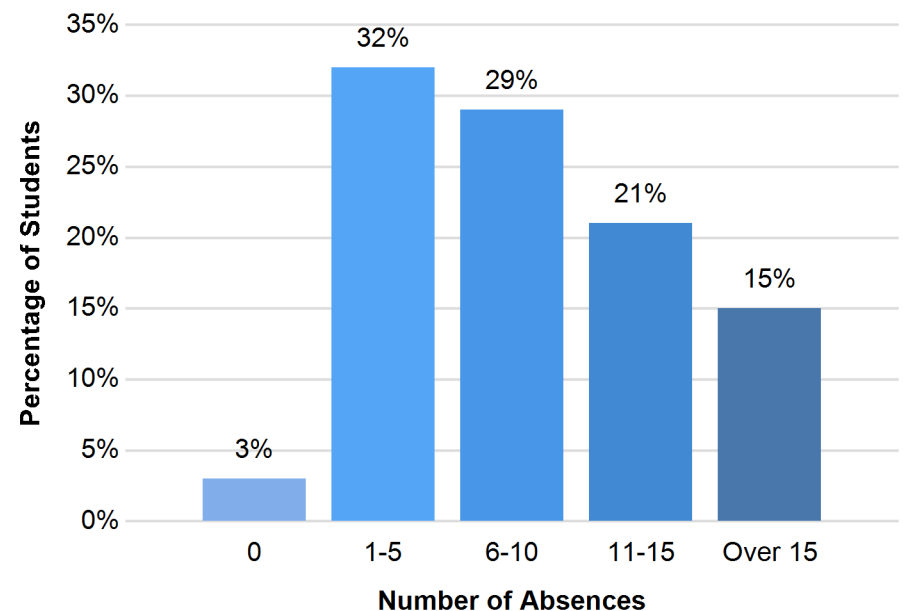
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.80	8.40	Not Met
White	9.80	8.40	Not Met
Hispanic	8.30	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.20	8.40	Not Met
Students with Disabilities	14.20	8.40	Not Met
English Learners	N	**	**

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

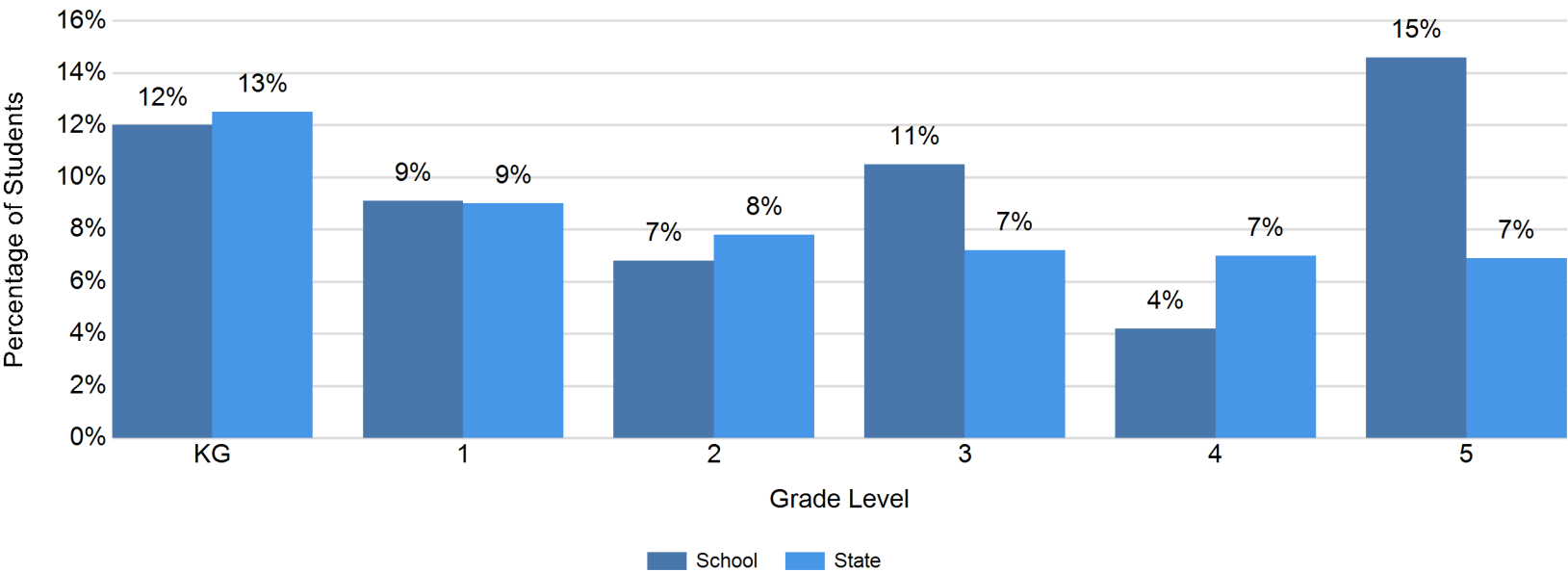
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 30 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	0.2%
Any Suspension	0.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	49	120,724
Average years experience in public schools	14.8	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	88%	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	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	216:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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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.

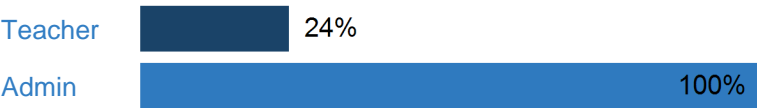
Teachers and Administrators - Level of Education

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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	21.7	17.5%
Mathematics Proficiency	41.9	17.5%
English Language Arts Growth	4.0	25.0%
Mathematics Growth	16.2	25.0%
Chronic Absenteeism	27.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		20.3
Summative Rating: Percentile rank of Summative Score		9.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	20.3	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
White	12.4	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	26.9	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	27.9	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Drum Point Road Elementary School
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School General Info

Principal:	Ms. Kerr	Email Address:	ckerr@brickschools.org
Address:	41 DRUM POINT RD BRICK TOWN, NJ 08723-6021	Website:	www.brickschools.org
Phone:	(732)785-3000		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology is infused in daily lessons using interactive whiteboards. Students utilize Chromebooks & Ipads. • Leadership skills are developed through participation in a wide variety of clubs and service learning projects. • The Daily Dish, a closed circuit news program, serves as a virtual classroom. Students broadcast live each day.
 Mission, Vision, Theme:	<p>The Drum Point Road School learning community shares the responsibility of creating an engaging, safe, & nurturing environment for all learners. Through a partnership of home, school, & community, we strive to ensure that all students explore, investigate, & critically examine their world in order to develop into strong, well-rounded young adults equipped to meet the demands of an ever-changing society.</p>
 Awards, Recognition, Accomplishments:	<p>Nurse Rita Knittel was recognized as, "The 2017 Ocean County School Nurse Who Makes a Difference" by the New Jersey State Nurses Association. Drum Point Road School received a grant from Ocean First Bank to create a fifth grade S.T.E.M. classroom.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Using balanced literacy, teachers present instruction in whole & small group settings. Guided reading reinforces skills at students' instructional levels. Six Traits writing provides modeled, shared, & independent writing experiences. Through objects, drawings, & real-world examples, the math program helps students learn through exploration, modeling, & discussion. Science & Social Studies lessons support literacy & math skills. The EXCEL Program provides enrichment and S.T.E.M. activities.</p>
 <p>Clubs and Activities:</p>	<p>Drum Point Road School offers a variety of clubs & activities. Students can express themselves creatively in Band, Chorus, Daily Dish News, Art Club, & when participating in instrumental groups to accompany the Chorus. World Language and Book Clubs support curriculum. Walking Clubs encourage healthy lifestyles. Early Act Club develops core values & fosters service learning. Student Council, Safety Patrol, & Kindergarten Helpers provide opportunities for students to develop leadership skills.</p>
 <p>Before and After School Programs:</p>	<p>Identified students attend an Extended Day Program to receive additional support. Instruction is provided after school; students attend two days per week, and late bus transportation is available. As part of the program, teachers provide small group instruction and students utilize computer programs to reinforce language arts and mathematics skills. Throughout the year, teachers volunteer their time to provide extra help to students as needed. A Before- and After-care program is available.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Staff participates in on-going professional development provided by district staff & quality professional development organizations at the district's professional development center, as well as, outside the district. Professional Days, weekly PLCs, & monthly committee meetings are utilized at the building level as opportunities for collegial collaboration on a variety of topics impacting student achievement.</p>
 Student Supports and Services:	<p>Identified students attend the Extended Day Program. Basic Skills teachers reinforce skills using small group intervention. An I&RS Committee creates plans with strategies for success for students. The school counselor, occupational, physical, & speech therapists offer supports. The nurse monitors health needs & collaborates with staff to develop IHPs & 504 Plans. The Child Study Team meets regularly. A variety of special education programs meet the needs of students with learning differences.</p>
 Student Health and Wellness:	<p>Students learn about healthy lifestyles at Drum Point Road School. Led by the physical education teachers, school nurse, & school counselor, teachers encourage active, healthy lifestyles. Breakfast and lunch are served daily. Students participate in formal physical education classes two days per week & recess daily. Many students participate in Walking Club. D.A.R.E. instruction is offered through a partnership with Brick Police Dept., & teaches strategies for remaining drug & alcohol free.</p>
 Parent and Community Involvement:	<p>The Drum Point Road PTA supports district & school initiatives while offering students & their families opportunities to remain involved in the school community. The PTA provides assemblies & materials/resources that enrich classroom programs. They also sponsor family activities throughout the year such as the Halloween Hoedown & the Fifth Grade Celebration. Parent information nights are scheduled throughout the year, & information is shared via the quarterly school newsletter & website.</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Built in 1961, Drum Point Road School serves students in kindergarten through fifth grade. In 2008, through a partnership of school, parents & community, a playground, amphitheater, outdoor classroom area, & gardens enhanced the school grounds. Recent improvements have been made to increase security in the building; all windows and doors have been replaced & additional security cameras have been installed. Several classrooms have been air conditioned to meet the health needs of our students.</p>
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School Narrative

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

<div>Other Information:</div>	<p>Drum Point Road School is a partnership of educators, parents, and community. We strive to provide a safe and engaging learning environment, fostering a life-long love of learning. Our outstanding professional staff seek innovative ways to deliver challenging curricula aligned to the New Jersey Student Learning Standards. Instruction is child-centered and based on current research. Multi-sensory strategies are used as teachers differentiate instruction to meet the needs of all students. The Social, Emotional, and Academic growth of every student is nurtured & unique strengths & talents are celebrated. Character Education is infused throughout the day, encouraging good choices and inspiring students to become good citizens in school and the community. By sharing a vision and working as a team, we are committed to helping every child reach his/her full potential.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	114	114	101
1	159	116	117
2	136	156	111
3	154	138	158
4	149	151	130
5	160	146	149
Ungraded	3	0	0
Total	875	821	766

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%	53%	52%
Male	50%	48%	48%
Economically Disadvantaged Students	41%	44%	42%
Students with Disabilities	14%	13%	14%
English Learners	6%	10%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	73.0%
Hispanic	19.7%
Asian	3.5%
Black or African American	2.2%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	0.9%

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	115	114	101

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	87.1%
Spanish	8.9%
Chinese	1.0%
Other	2.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	457	99.2	40.20	54.90	54.90	40.2	39.1	Met Target
White	331	99.1	45.60	58.00	63.90	45.6	42.5	Met Target
Hispanic	96	99.0	21.90	*	39.80	21.9	28.2	Met Target†
Black or African American	11	100.0	27.30	30.90	35.20	27.3	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	44.40	64.60	80.70	44.4	**	**
American Indian or Alaska Native	*	*	*	90.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	231	98.8	45.40	63.00	62.20	45.4		
Male	226	99.6	34.90	47.20	48.10	34.9		
Economically Disadvantaged Students	204	99.5	27.00	40.20	36.20	27	29.6	Met Target†
Non-Economically Disadvantaged Students	253	98.9	51.00	61.80	65.80	51		
Students with Disabilities	97	98.1	12.40	21.20	20.50	12.4	9.8	Met Target
Students without Disabilities	360	99.5	47.70	64.20	61.90	47.7		
English Learners	55	100.0	10.90	17.30	25.20	10.9	13.5	Met Target†
Non-English Learners	402	99.1	44.30	56.20	57.40	44.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	36.40	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	743	744	749	*	18%	28%	36%	*	41%	50%
White	123	747	749	759	*	12%	29%	42%	*	48%	61%
Hispanic	25	717	724	734	*	40%	*	*	0%	12%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	81	742	749	754	*	16%	27%	35%	*	42%	55%
Male	82	743	740	745	*	20%	29%	37%	*	40%	46%
Economically Disadvantaged Students	71	734	728	731	*	25%	31%	21%	*	27%	31%
Non-Economically Disadvantaged Students	92	750	753	762	*	12%	26%	47%	*	52%	63%
Students with Disabilities	33	722	*	720	*	*	*	*	*	24%	24%
Students without Disabilities	130	748	*	755	*	*	*	*	*	45%	55%
English Learners	16	709	710	709	*	*	*	*	*	*	11%
Non-English Learners	147	746	745	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
Schoolwide	142	742	750	753	*	16%	36%	37%	*	39%	56%
White	96	745	753	762	*	15%	38%	38%	*	42%	67%
Hispanic	34	730	738	740	*	*	35%	*	0%	27%	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	76	744	753	758	*	13%	34%	42%	*	43%	61%
Male	66	739	748	749	*	20%	38%	30%	*	35%	51%
Economically Disadvantaged Students	65	730	*	737	*	17%	45%	23%	*	23%	36%
Non-Economically Disadvantaged Students	77	751	*	764	*	16%	29%	48%	*	53%	69%
Students with Disabilities	28	714	*	725	*	*	*	*	*	*	25%
Students without Disabilities	114	748	*	759	*	*	*	*	*	*	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	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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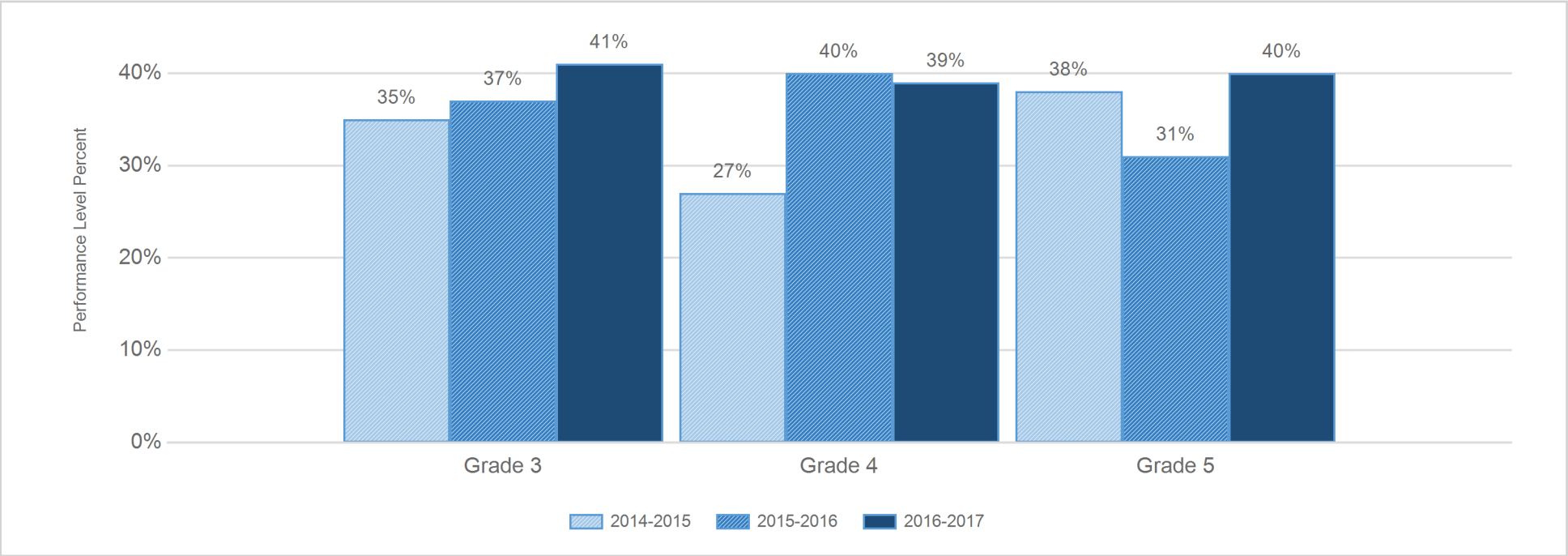
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	742	748	756	*	14%	38%	37%	*	40%	59%
White	122	746	752	763	*	12%	36%	41%	*	45%	69%
Hispanic	42	732	739	743	*	*	38%	26%	0%	26%	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	86	746	753	761	*	*	28%	44%	*	48%	66%
Male	84	739	744	750	*	*	48%	30%	*	32%	53%
Economically Disadvantaged Students	76	737	*	740	*	*	43%	29%	*	29%	40%
Non-Economically Disadvantaged Students	94	747	*	765	*	*	33%	44%	*	49%	71%
Students with Disabilities	39	713	*	725	*	*	*	*	*	*	22%
Students without Disabilities	131	751	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	456	99.2	47.20	43.80	43.50	47.2	45.1	Met Target
White	331	99.1	51.70	46.70	52.40	51.7	49.6	Met Target
Hispanic	95	99.0	29.50	*	27.60	29.5	28	Met Target
Black or African American	11	100.0	45.50	17.50	21.70	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	55.60	60.80	75.60	55.6	**	**
American Indian or Alaska Native	*	*	*	44.40	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	230	98.8	43.90	44.90	44.10	43.9		
Male	226	99.6	50.40	42.70	42.90	50.4		
Economically Disadvantaged Students	203	99.5	38.90	32.20	25.10	38.9	30.2	Met Target
Non-Economically Disadvantaged Students	253	98.9	53.70	49.20	54.30	53.7		
Students with Disabilities	97	98.1	24.70	16.30	16.50	24.7	21.5	Met Target
Students without Disabilities	359	99.5	53.20	51.30	48.80	53.2		
English Learners	54	100.0	18.60	20.50	23.30	18.6	13.5	Met Target
Non-English Learners	402	99.1	51.00	44.50	45.20	51		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	18.20	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	749	751	751	*	21%	22%	42%	*	53%	53%
White	123	754	755	759	*	17%	21%	45%	*	58%	63%
Hispanic	24	731	738	738	*	*	*	*	*	29%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	80	745	750	751	*	26%	23%	38%	*	46%	52%
Male	82	754	751	751	*	16%	22%	46%	*	59%	53%
Economically Disadvantaged Students	70	743	737	736	*	24%	21%	40%	*	47%	34%
Non-Economically Disadvantaged Students	92	754	759	761	*	19%	23%	44%	*	57%	65%
Students with Disabilities	33	730	*	729	*	39%	*	*	*	27%	29%
Students without Disabilities	129	754	*	755	*	16%	*	*	*	59%	57%
English Learners	16	721	727	724	*	63%	*	*	*	19%	21%
Non-English Learners	146	753	752	753	*	16%	*	*	*	56%	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
Schoolwide	142	745	749	747	*	19%	36%	39%	*	42%	47%
White	96	748	751	755	*	15%	39%	42%	*	45%	59%
Hispanic	34	736	739	734	*	35%	29%	29%	*	29%	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	76	744	748	747	*	18%	32%	42%	*	43%	47%
Male	66	746	750	747	*	20%	41%	35%	*	39%	48%
Economically Disadvantaged Students	65	735	*	732	*	*	37%	25%	*	26%	27%
Non-Economically Disadvantaged Students	77	753	*	757	*	*	35%	51%	*	55%	61%
Students with Disabilities	28	723	*	724	*	50%	*	*	*	14%	22%
Students without Disabilities	114	750	*	751	*	11%	*	*	*	48%	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	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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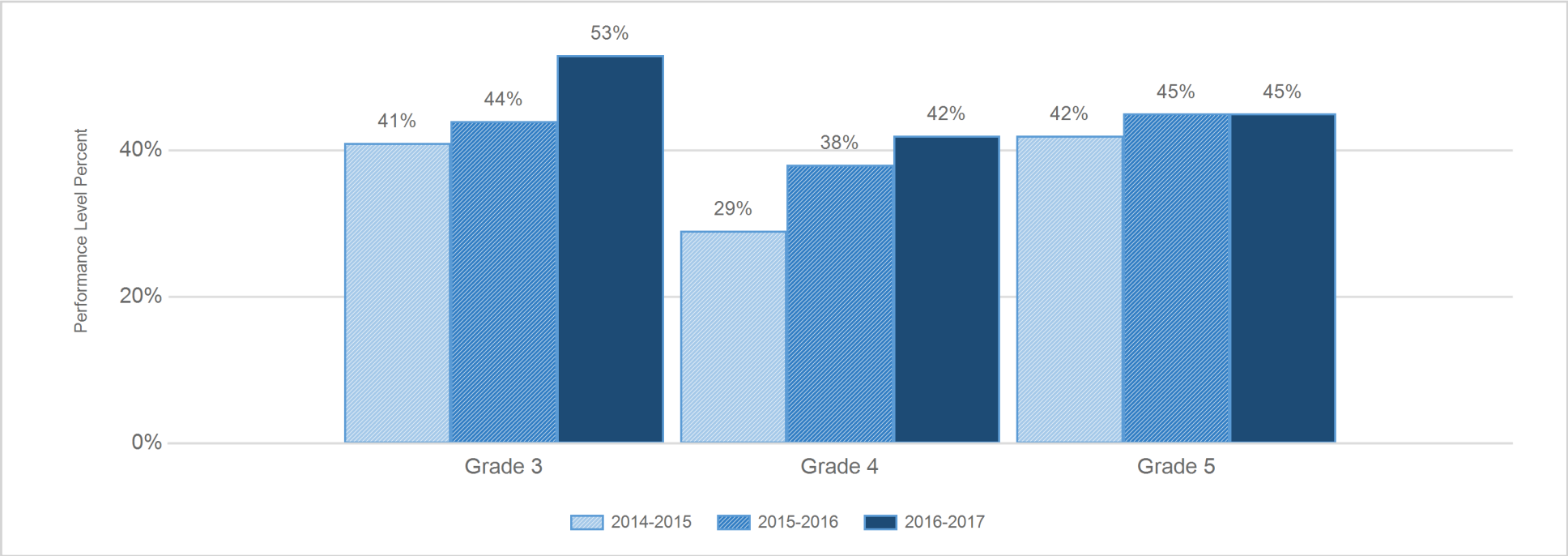
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	745	747	747	*	17%	36%	39%	*	45%	46%
White	122	747	750	754	*	12%	37%	45%	*	49%	57%
Hispanic	42	737	739	735	*	36%	31%	24%	*	31%	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	86	742	747	747	*	*	35%	31%	*	37%	47%
Male	84	749	748	746	*	*	37%	46%	*	52%	46%
Economically Disadvantaged Students	76	742	*	732	*	18%	37%	36%	*	41%	27%
Non-Economically Disadvantaged Students	94	748	*	756	*	16%	35%	42%	*	48%	59%
Students with Disabilities	39	728	*	725	*	33%	28%	28%	*	28%	19%
Students without Disabilities	131	751	*	751	*	12%	38%	42%	*	50%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	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	10	*	*
2	14	71.4%	28.6%
3	*	*	*
4	11	*	*
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.

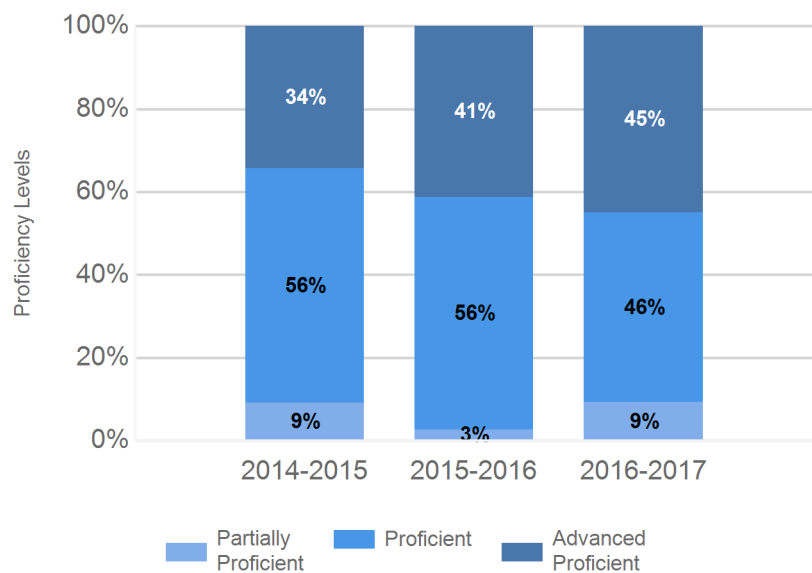
NJASK Science Assessment Performance: Grade 4

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	45%	46%	9%
White	47%	48%	4%
Hispanic	37%	33%	30%
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	32%	46%	22%
Students with Disabilities	47%	47%	5%
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	39	50	50	Not Met	56	53	50	Met Target
White	39	51	50	Not Met	56	53	52	Met Target
Hispanic	39	51	49	Not Met	56.5	56	47	Met Target
Black or African American	*	43.5	45	**	*	47.5	43	**
Asian, Native Hawaiian, or Pacific Islander	63	51	60	**	72	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	39	47	47	Not Met	64	54	46	Exceeds Target
Students with Disabilities	41	*	41	Met Target	47	*	43	Met Target
English Learners	45	49	53	Met Target	64	59	51	Exceeds Target

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



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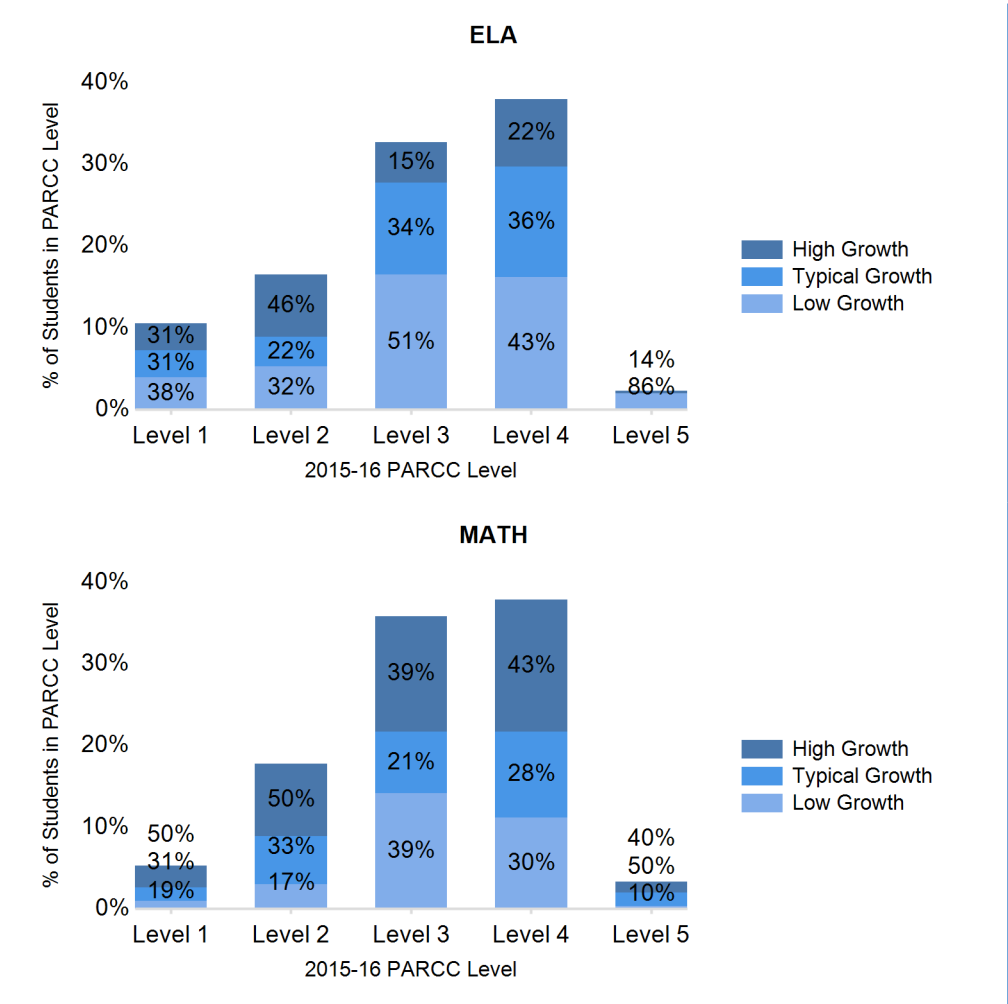
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

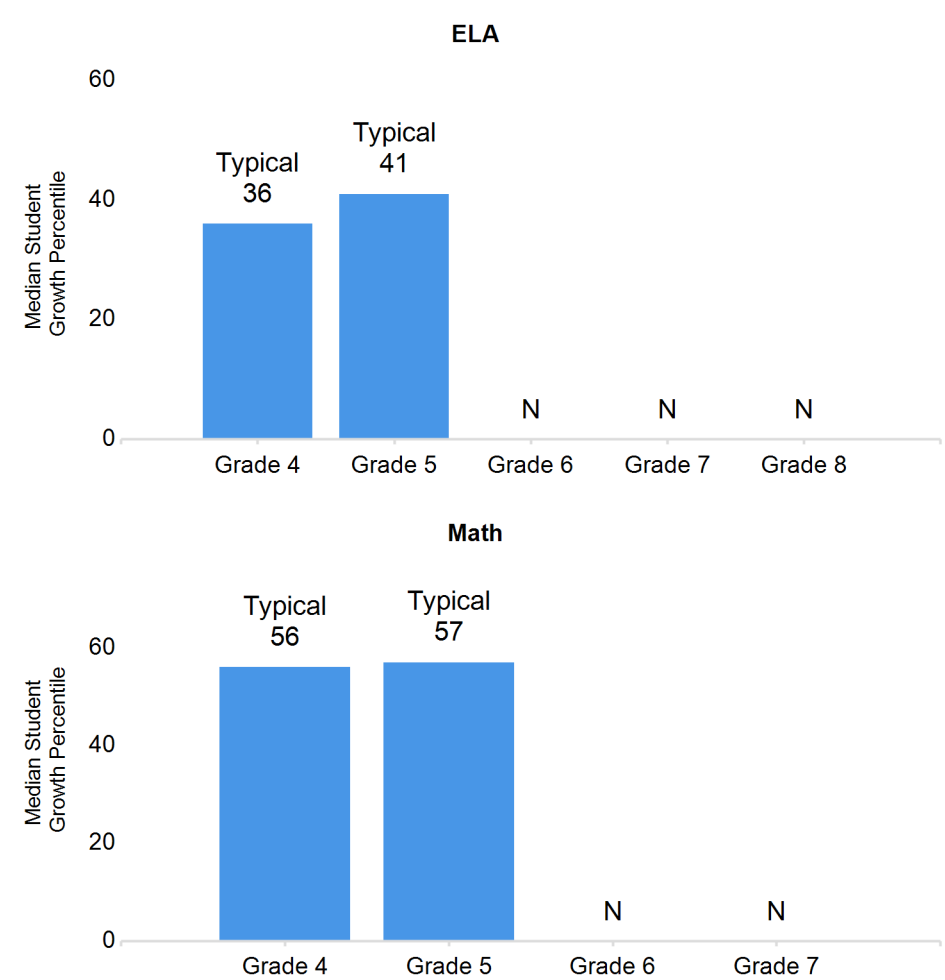
Student Growth by Performance Level

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

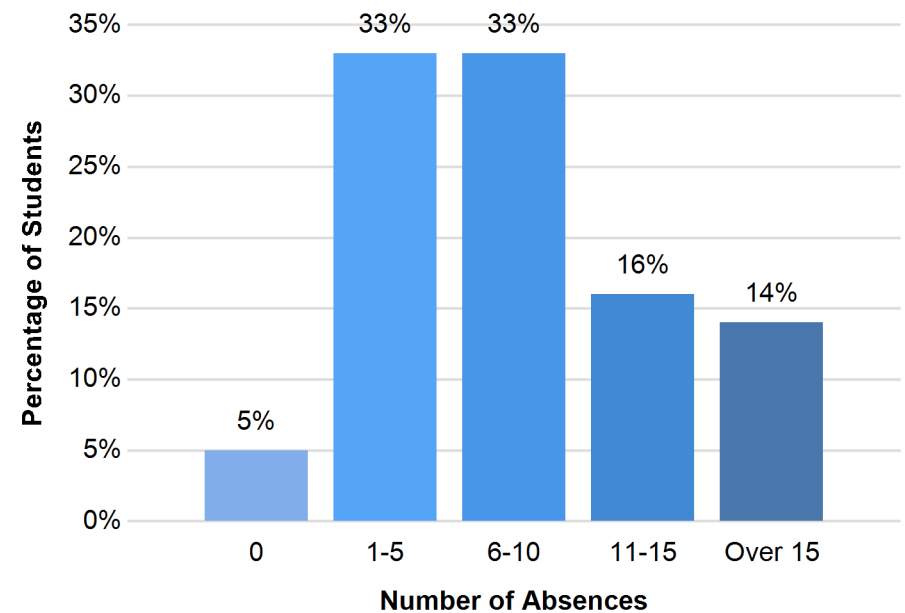
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.20	8.40	Not Met
White	11.70	8.40	Not Met
Hispanic	11.30	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.70	8.40	Not Met
Students with Disabilities	10.40	8.40	Not Met
English Learners	4.80	8.40	Met Target

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

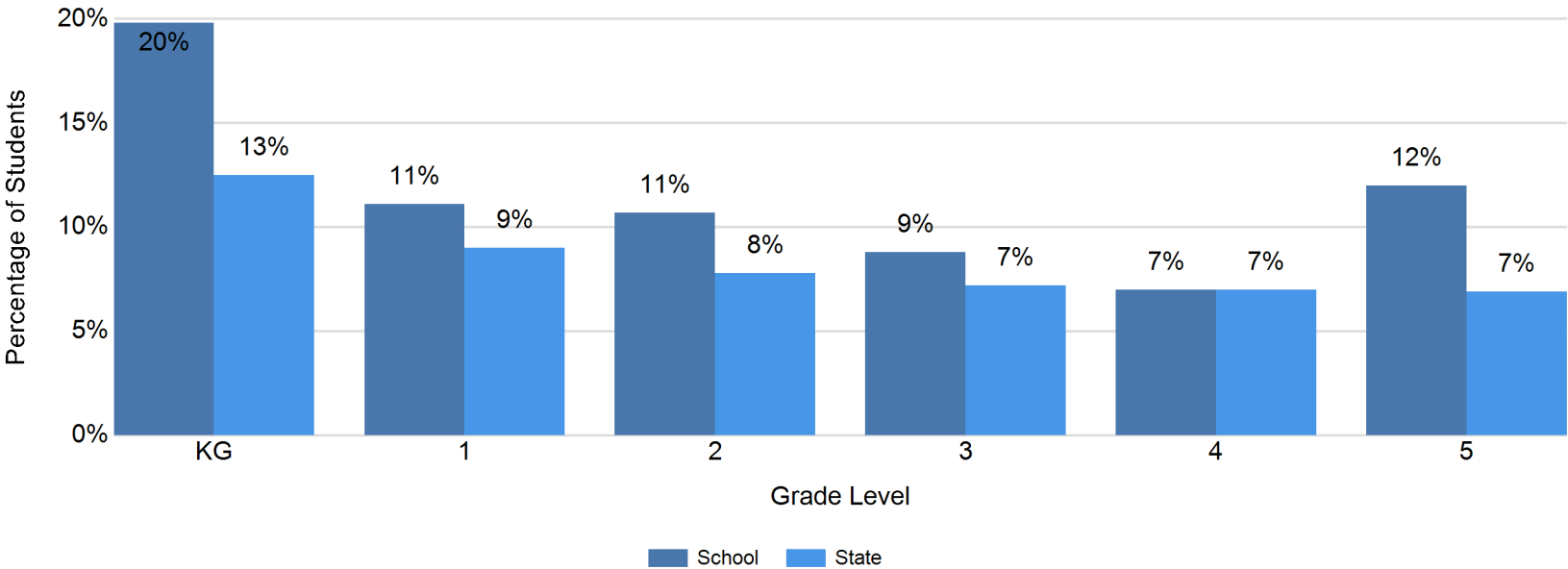
Days Absent

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.



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. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.13

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	69	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	12.2	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	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	383:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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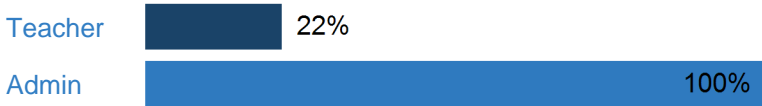
Teachers and Administrators - Level of Education

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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	15.6	17.5%
Mathematics Proficiency	47.1	17.5%
English Language Arts Growth	15.2	25.0%
Mathematics Growth	74.2	25.0%
Chronic Absenteeism	24.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.0
Summative Rating: Percentile rank of Summative Score		29.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Emma Havens Young Elementary School
2016-2017

Grade Span KG-05

29-0530-035
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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	37.0	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
White	28.5	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Hispanic	38.3	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	49.8	11.9	No	Met Target†	Met Target	Not Met	Not Met	Exceeds Target	No
Students with Disabilities	53.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	48.5	11.9	No	Met Target†	Met Target	Met Target	Met 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.



Emma Havens Young Elementary School
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School General Info

Principal:	Mr. Kasyan	Email Address:	dkasyan@brickschools.org
Address:	43 DRUM POINT RD BRICK, NJ 08723-6021	Website:	http://www.brickschools.org/Schools/EmmaHavensYoungES.aspx
Phone:	(732)785-3000		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • School Based Character Education Initiatives • Daily technology integration in K-5 classrooms by students and teachers. Students in grades 3-5 are 1:1 with Chromebooks • Ocean First Grant: "Movement of the Mind" Innovative Model Classroom Design
Mission, Vision, Theme:	<p>The mission of the Emma Havens Young Elementary School is to provide a safe, inclusive learning environment for all students. The staff at Emma Havens Young is committed to providing a rigorous comprehensive educational program while fostering a learning environment that enhances student's self-esteem, maximizes student growth potential, highlights positive character traits, and fosters respect for all learners.</p>
Awards, Recognition, Accomplishments:	<p>The Emma Havens Young Elementary school is proud to have on staff the 2016-2017 district and county teacher of the year, Jeanette Wehner. Additionally, the Emma Havens Young Elementary School received an Ocean First Grant for an Innovative Model Classroom Design, which is entitled "Movement of the Mind".</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.

 Courses, Curriculum, Instruction:	<p>Emma Havens Young Elementary School provides a balanced literacy program and engaging mathematics curriculum aligned directly to the NJSLS for students in grades kindergarten through fifth. In addition to the core discipline periods of Literacy, Math, Science, and Social Studies instruction, Emma Havens Young Elementary School offers an Excel/Enrichment program to increase the educational rigor for students consistently performing above grade level expectations.</p>
 Clubs and Activities:	<p>The Emma Havens Young Elementary School believes in growing the whole child by promoting citizenship and stewardship through opportunities to participate in various clubs. These clubs include Early Act, Student Council, Chorus, Band, Green Team, and Safety Patrol. Student opportunities to highlight unique talents and strengths occur through the participating in an Academic Bowl, Talent Show, Chorus Concerts, and Band Concerts.</p>
 Before and After School Programs:	<p>Emma Havens Young offers student support programs outside the confines of the school day. Students performing below grade level in math and/or literacy are offered an opportunity to attend an Extended Day Program where their needs are targeted with intervention. English Language Learners are offered an after school program to address identified learning challenges.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Teachers within the Brick Township School District are offered opportunities to attend workshops offered through partnerships with quality professional development providers and hosted at the district professional development building. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provided targeted training. Teachers support one another through scheduled PLC meetings.</p>
 Student Supports and Services:	<p>Emma Havens Young School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students, English Language Learners, and Basic Skills Students. Additionally, the process of I&RS is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth.</p>
 Student Health and Wellness:	<p>Emma Havens Young promotes physical and mental well being through the process of providing DARE lessons in the classroom and Character Education Programs. Additionally, healthy eating habits are promoted daily by offering all students opportunities for breakfast and lunch. Emma Havens Young has a Movement Room, where students can remain active while engaged in instructional practices.</p>
 Parent and Community Involvement:	<p>The Emma Havens Young Elementary School has an active PTA organization, continually supporting district and school initiatives while offering students and families opportunities to remain involved in their school community. Additionally, parents are offered opportunities throughout the building to volunteer their time to assist with tasks that address organizational needs.</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Built in 1965, the Emma Havens Young is currently 57 years old. The facility is monitored and improved on an as needed basis. Most recently the front of the building was improved through the installment of a new sign, flower garden, and resurfaced sidewalk.
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Emma Havens Young Elementary School
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School Narrative

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

<div>Other Information:</div>	<p>The Emma Havens Young Elementary School provides rigorous instruction to students in grades K-5, facilitating student learning through active engagement with district curriculum. Students and staff are offered technology resources for lesson integration in the form of iPads, Chromebooks, Document Cameras, and Presentation Work Stations. Students in grades 3-5 are 1:1 with chromebook availability. Emma Havens Young promotes staff collaboration through participation on building based committees, attendance at bi-monthly grade level PLC meetings, and empowering teacher leaders to present professional development. The Emma Havens Young organization believes in an inclusive community, working directly with the PTA and community members to provide opportunities to connect with one another through family based activities.</p>
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Herbertsville Elementary School
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	22	33	44
1	41	28	32
2	31	53	26
3	33	35	43
4	36	28	37
5	44	38	28
Ungraded	15	8	19
Total	222	223	229

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%	48%	46%
Male	51%	52%	54%
Economically Disadvantaged Students	21%	23%	22%
Students with Disabilities	22%	22%	23%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	84.7%
Hispanic	8.7%
Black or African American	5.2%
American Indian or Alaska Native	0.4%
Asian	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	22	33	44

Enrollment by Home Language

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

Home Language	% of Students
English	98.7%
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	99	100.0	56.60	54.90	54.90	56.6	54.7	Met Target
White	86	100.0	60.50	58.00	63.90	60.5	56.3	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	64.60	80.70	N	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	59.40	54.90	N	**	**
Female	50	100.0	60.00	63.00	62.20	60		
Male	49	100.0	53.10	47.20	48.10	53.1		
Economically Disadvantaged Students	22	100.0	31.80	40.20	36.20	31.8	N	N
Non-Economically Disadvantaged Students	77	100.0	63.60	61.80	65.80	63.6		
Students with Disabilities	19	100.0	21.10	21.20	20.50	21.1	N	N
Students without Disabilities	80	100.0	65.00	64.20	61.90	65		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	41.10	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	747	744	749	*	*	*	47%	*	51%	50%
White	37	757	749	759	*	*	*	54%	*	60%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	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	22	756	749	754	*	*	*	50%	*	55%	55%
Male	25	740	740	745	*	*	*	44%	*	48%	46%
Economically Disadvantaged Students	10	709	728	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	37	758	753	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	750	750	753	*	*	34%	41%	*	50%	56%
White	26	754	753	762	0%	*	*	42%	*	54%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	18	754	753	758	*	*	*	*	*	56%	61%
Male	14	745	748	749	*	*	*	*	*	43%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	32	750	751	755	*	*	34%	41%	*	50%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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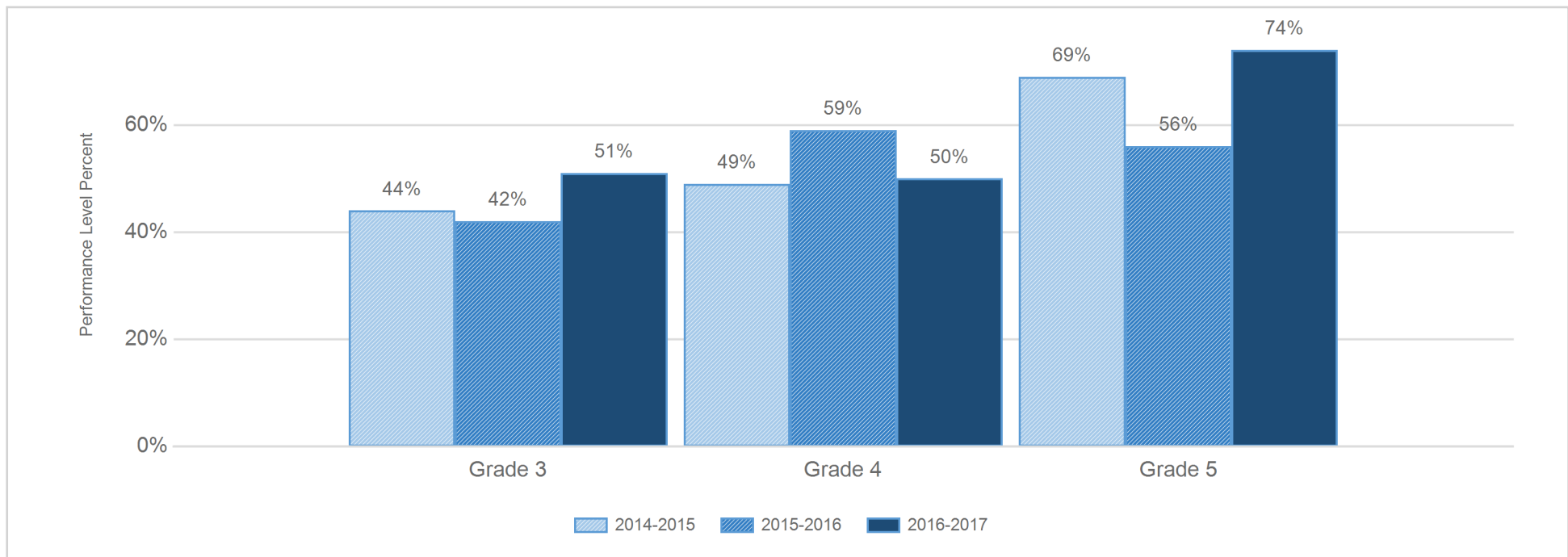
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	763	748	756	0%	*	*	70%	*	74%	59%
White	24	763	752	763	0%	*	*	67%	*	71%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	13	768	753	761	0%	*	*	*	*	77%	66%
Male	14	759	744	750	0%	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	27	763	749	757	0%	*	*	70%	*	74%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	99	100.0	54.50	43.80	43.50	54.5	60.1	Met Target†
White	86	100.0	57.00	46.70	52.40	57	59.8	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	60.80	75.60	N	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	40.60	44.90	N	**	**
Female	50	100.0	54.00	44.90	44.10	54		
Male	49	100.0	55.10	42.70	42.90	55.1		
Economically Disadvantaged Students	22	100.0	36.40	32.20	25.10	36.4	N	N
Non-Economically Disadvantaged Students	77	100.0	59.80	49.20	54.30	59.8		
Students with Disabilities	19	100.0	26.40	16.30	16.50	26.4	N	N
Students without Disabilities	80	100.0	61.30	51.30	48.80	61.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	26.80	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	758	751	751	*	*	30%	32%	*	49%	53%
White	37	765	755	759	0%	*	*	35%	*	57%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	22	759	750	751	*	*	*	*	*	59%	52%
Male	25	757	751	751	*	*	*	*	*	40%	53%
Economically Disadvantaged Students	10	728	737	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	37	766	759	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	751	749	747	0%	*	41%	44%	*	47%	47%
White	26	753	751	755	0%	*	39%	46%	*	50%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	18	749	748	747	0%	*	*	*	*	33%	47%
Male	14	755	750	747	0%	*	*	*	*	64%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	32	751	749	749	0%	*	41%	44%	*	47%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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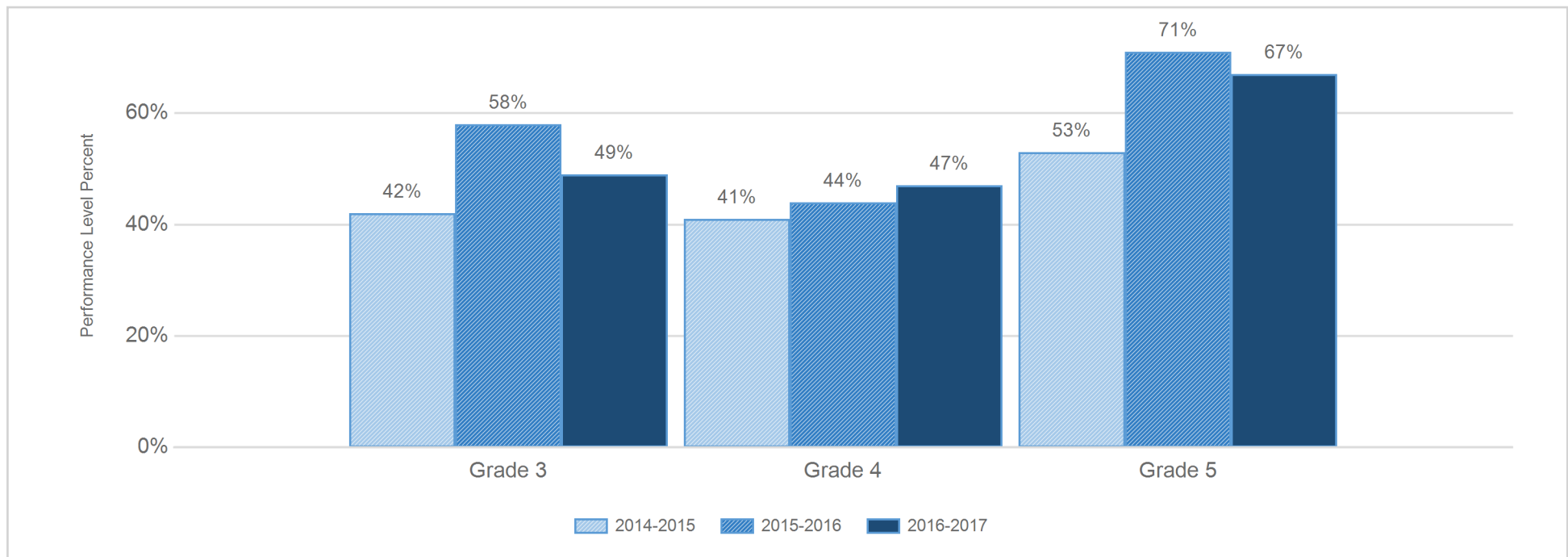
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	760	747	747	0%	0%	*	56%	*	67%	46%
White	24	761	750	754	0%	0%	*	54%	*	67%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	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	13	759	747	747	0%	0%	*	*	*	69%	47%
Male	14	761	748	746	0%	0%	*	*	*	64%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	27	760	747	748	0%	0%	*	56%	*	67%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

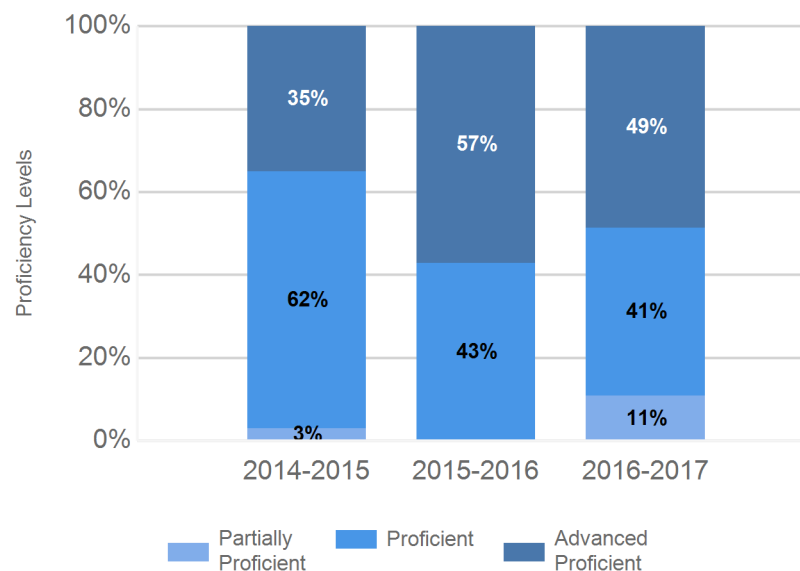
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	41%	11%
White	48%	42%	*
Hispanic	*	*	N
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	50	50	Met Target	64	53	50	Exceeds Target
White	53	51	50	Met Target	66	53	52	Exceeds Target
Hispanic	*	51	49	**	*	56	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	53.5	47	47	**	60.5	54	46	**
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	*	49	53	**	*	59	51	**

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



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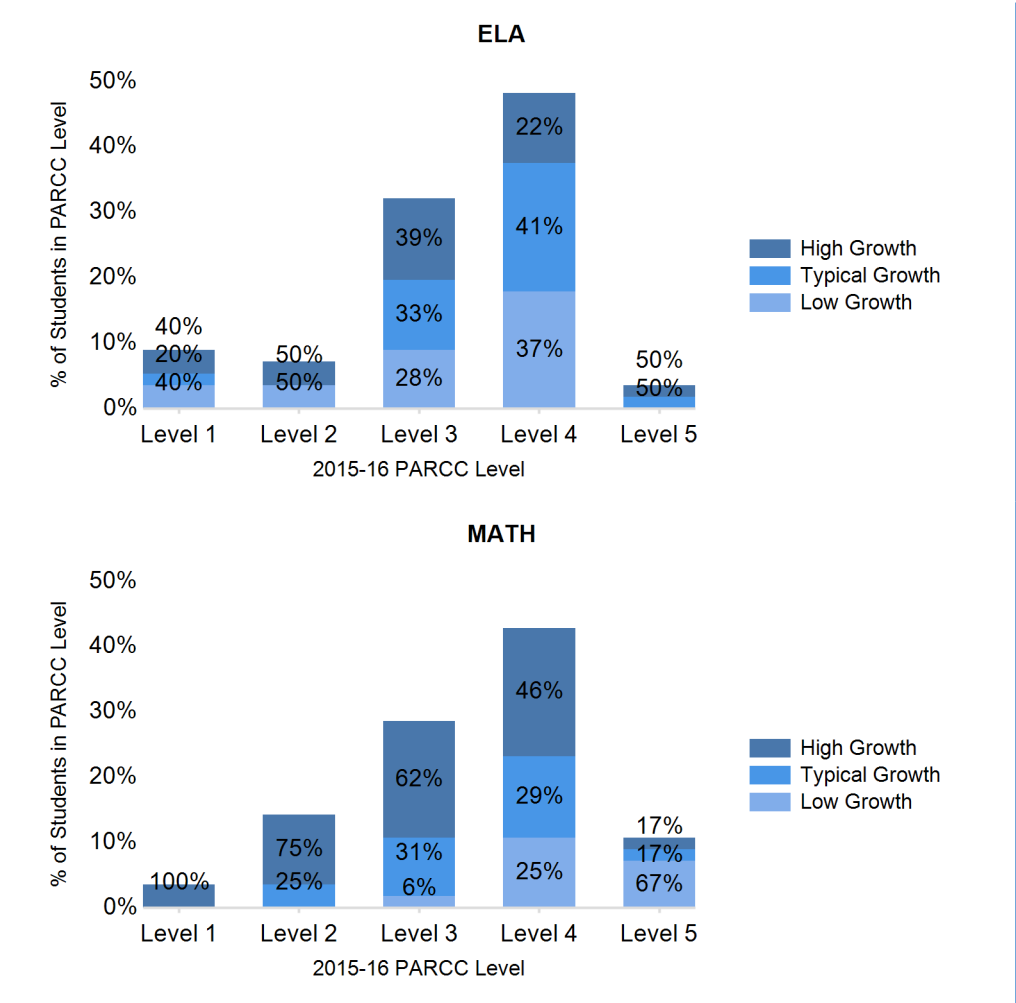
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

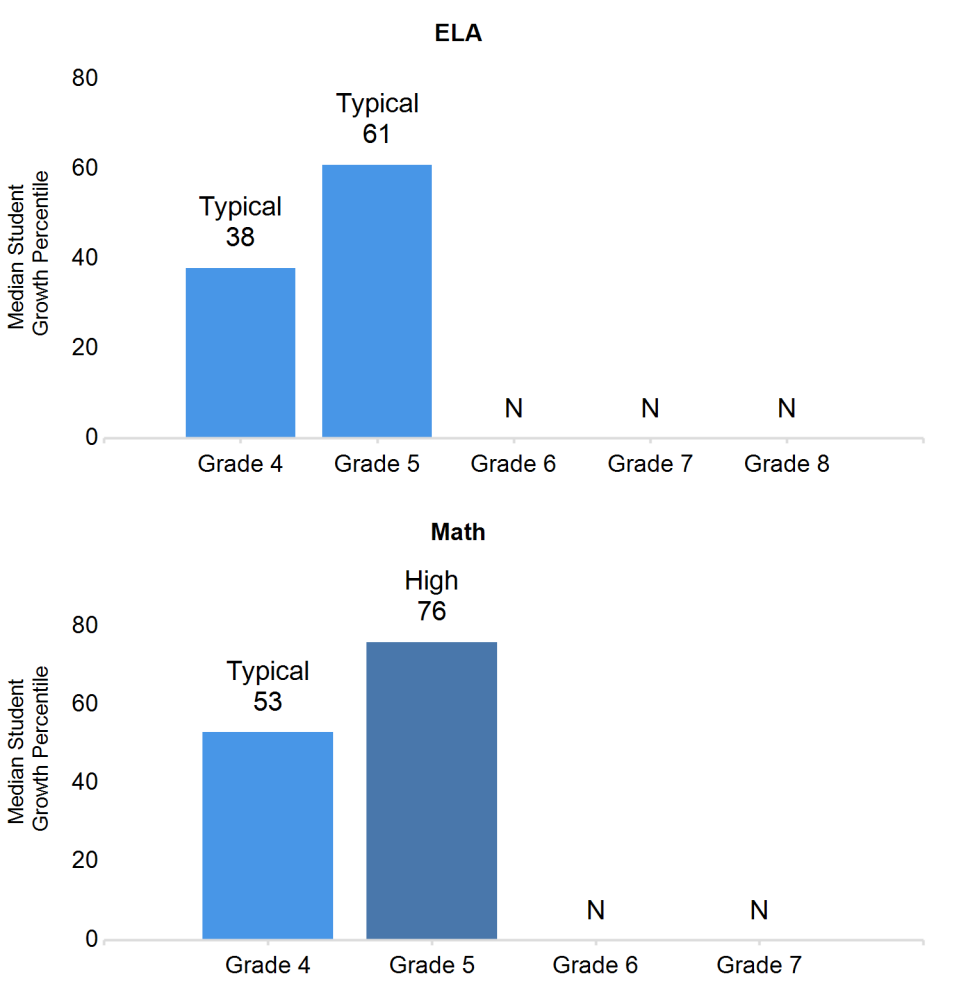
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

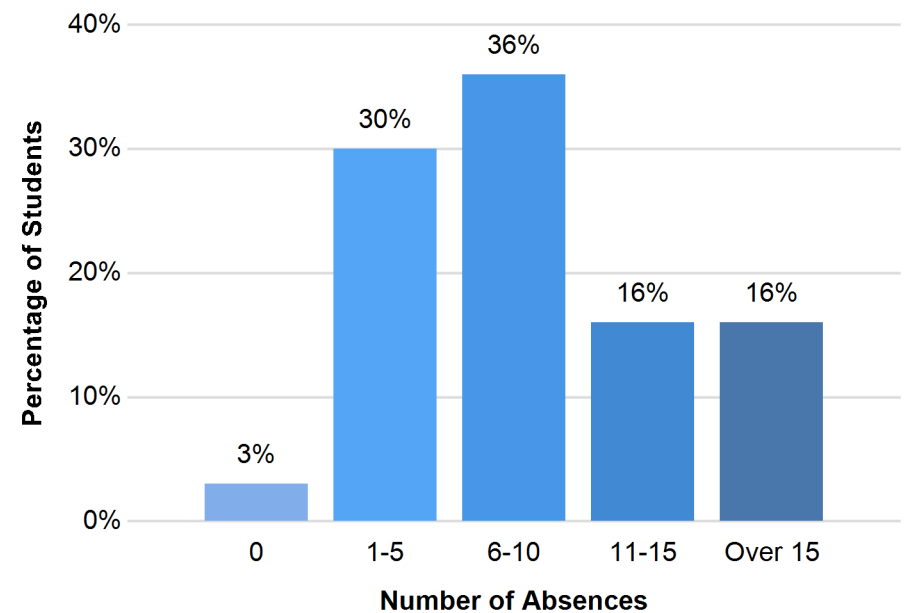
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.30	8.40	Not Met
White	11.30	8.40	Not Met
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	28.60	8.40	Not Met
Students with Disabilities	15.10	8.40	Not Met
English Learners	N	**	**

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

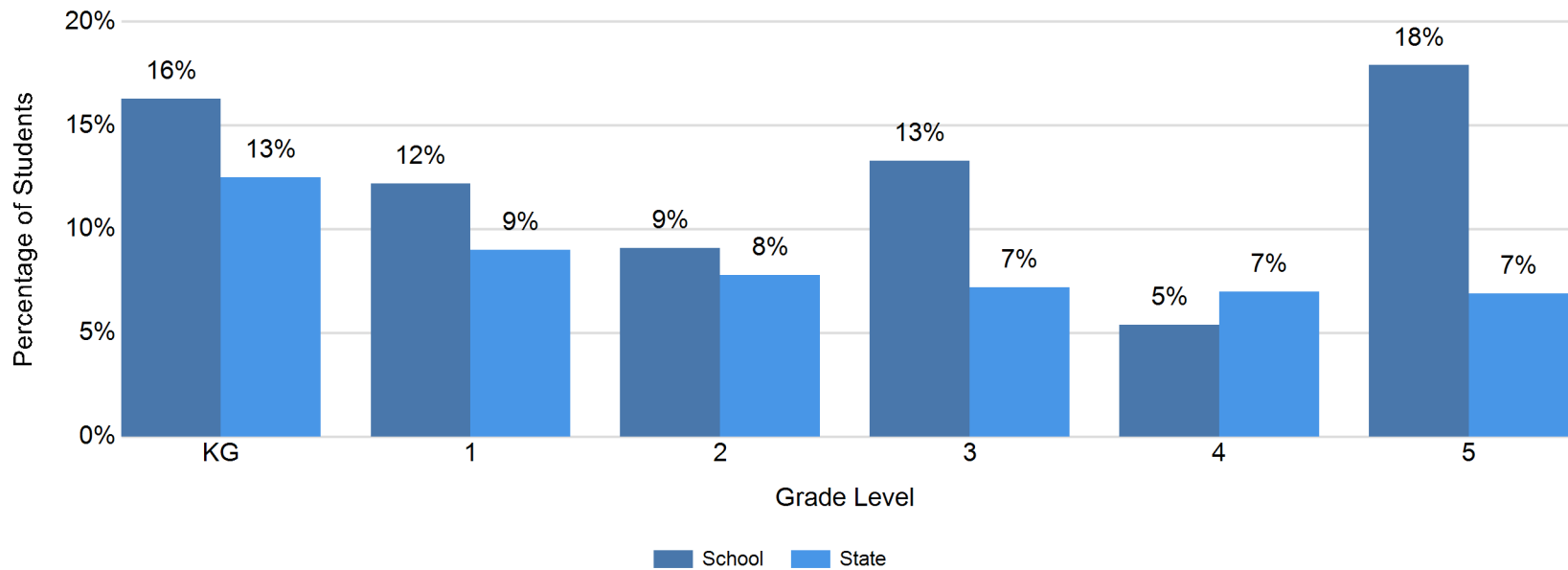
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:25AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 30 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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.87

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	1.2:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	11.2	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	229:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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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

Teacher	N
Admin	N

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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	41.0	17.5%
Mathematics Proficiency	60.1	17.5%
English Language Arts Growth	56.9	25.0%
Mathematics Growth	88.8	25.0%
Chronic Absenteeism	11.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.9
Summative Rating: Percentile rank of Summative Score		59.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	55.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
White	53.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Herbertsville Elementary School
2016-2017
Grade Span KG-05




29-0530-040
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School General Info

Principal:	Ms. Giles	Email Address:	bgiles@brickschools.org
Address:	2282 LANES MILL RD BRICK, NJ 08724-1003	Website:	www.brickschools.org
Phone:	(732)785-3000		




School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Herbertsville Elementary School integrates the Six Pillars of Character into the school day. • Technology is infused into daily lessons and activities. • Recipient of a grant to maintain and improve the school garden.
 Mission, Vision, Theme:	<p>It is our mission at Herbertsville School to establish a safe and nurturing learning community in which all students are challenged to achieve their highest potential in their journey towards becoming life long learners, problem-solvers and responsible citizens.</p>
 Awards, Recognition, Accomplishments:	<p>Herbertsville Elementary received a Sustainable Jersey for School Grant. This grant helped our school maintain their school garden. Students planted herbs and vegetables in the outdoor garden. Herbertsville Elementary also participated in the New Jersey Child Assault Prevention Program. Staff in-service, a parent workshop and classroom lessons were offered in grades kindergarten through grade five. All workshops centered on the rights of children to be safe, strong and free.</p>

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	Herbertsville Elementary School provides a balanced literacy program and engaging mathematics curriculum aligned directly to the NJSLS for students in grades kindergarten through fifth. In addition to the core discipline periods of Literacy, Math, Science and Social Studies instruction, Herbertsville Elementary School offers an Excel/Enrichment program to increase the educational rigor for students consistently performing above grade level expectations.
 <div> <div>Clubs and Activities:</div> </div>	Herbertsville Elementary School believes in growing the whole child by promoting citizenship and stewardship through opportunities to participate in various clubs. These clubs include Glee Club, Early Act Club and STEM Club.
 <div> <div>Before and After School Programs:</div> </div>	A before and after school program is offered to provide a safe environment for students and to engage them in developmentally appropriate activities, at an affordable cost.







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School Narrative

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 Staff and Professional Learning:	<p>Teachers within the Brick Township School District are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provided targeted training. Teachers support one another through scheduled PLC meetings.</p>
 Student Supports and Services:	<p>Herbertsville Elementary School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students and Basic Skills Students. Additionally, the process of I & RS is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth.</p>
 Student Health and Wellness:	<p>Herbertsville Elementary School promotes physical and mental well-being through the process of providing DARE lessons in the classrooms and Character Education Programs. Additionally, healthy eating habits are promoted daily by offering all students opportunities for breakfast and lunch.</p>
 Parent and Community Involvement:	<p>Herbertsville School is a partnership of educators, parents, and community. The PTA devotes countless hours to enhance curriculum and they sponsor numerous student events. The fifth grade D.A.R.E. Program is offered through the Brick Township Police Department. The program provides students with techniques to confront many situations.</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Herbertsville School captures the history of Brick Township. The school began as a one-room schoolhouse in 1858. The current building was built in 1949. A dedicated staff of highly qualified professionals educates our students in grades kindergarten-fifth in a caring and nurturing environment.</p>
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School Narrative

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



Other Information:

At Herbertsville Elementary School the talented staff members work together to ensure that all of our students attend a school where students' unique and wonderful attributes are celebrated. We are committed to maintaining a learning environment that is safe, positive and academically challenging. Our "Stars" truly become independent, life-long learners who aspire to make dreams a reality. By sharing a vision and working as a team, the future of our children is secure and promising. "Reach for the Stars at Herbertsville School!"




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	334	306	290
7	301	330	304
8	281	309	328
Ungraded	41	50	46
Total	957	995	968

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%	51%
Male	49%	49%	49%
Economically Disadvantaged Students	34%	36%	35%
Students with Disabilities	19%	18%	20%
English Learners	1%	2%	2%
Homeless Students			2%
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	72.5%
Hispanic	18.8%
Black or African American	4.2%
Asian	3.1%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

Enrollment by Home Language

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

Home Language	% of Students
English	89.0%
Spanish	8.2%
Other	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	909	98.5	64.30	54.90	54.90	64.3	66.8	Met Target†
White	675	98.5	66.10	58.00	63.90	66.1	68.9	Met Target†
Hispanic	159	98.9	57.80	*	39.80	57.8	58.3	Met Target†
Black or African American	36	100.0	41.70	30.90	35.20	41.7	51.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	27	96.7	85.20	64.60	80.70	85.2	77.5	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	59.40	54.90	61.4	**	**
Female	454	98.4	73.80	63.00	62.20	73.8		
Male	455	98.5	54.70	47.20	48.10	54.7		
Economically Disadvantaged Students	306	98.2	52.00	40.20	36.20	52	57.1	Not Met
Non-Economically Disadvantaged Students	603	98.6	70.50	61.80	65.80	70.5		
Students with Disabilities	182	96.9	24.10	21.20	20.50	24.1	30.8	Not Met
Students without Disabilities	727	98.8	74.30	64.20	61.90	74.3		
English Learners	31	100.0	12.90	17.30	25.20	12.9	N	N
Non-English Learners	878	98.4	66.10	56.20	57.40	66.1		
Homeless Students	14	93.7	64.30	41.10	26.40	63		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	300	748	751	752	5%	13%	33%	44%	4%	49%	54%
White	218	750	753	758	*	11%	35%	45%	*	50%	63%
Hispanic	57	741	746	740	*	23%	30%	39%	*	40%	38%
Black or African American	11	730	730	736	*	*	*	*	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	150	752	757	758	*	9%	32%	50%	*	55%	61%
Male	150	744	744	746	*	16%	35%	39%	*	42%	46%
Economically Disadvantaged Students	119	742	741	737	*	16%	35%	37%	*	40%	34%
Non-Economically Disadvantaged Students	181	752	756	761	*	11%	33%	49%	*	54%	65%
Students with Disabilities	64	722	724	722	*	34%	36%	*	*	11%	17%
Students without Disabilities	236	755	758	758	*	7%	33%	*	*	59%	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
Schoolwide	313	764	759	756	5%	9%	16%	45%	26%	70%	59%
White	217	767	762	764	5%	8%	13%	44%	29%	73%	69%
Hispanic	67	758	753	742	*	*	16%	49%	16%	66%	44%
Black or African American	14	746	731	737	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	155	775	769	764	*	*	12%	47%	36%	83%	68%
Male	158	754	750	749	*	*	20%	42%	16%	58%	51%
Economically Disadvantaged Students	108	756	750	739	*	*	23%	44%	17%	60%	40%
Non-Economically Disadvantaged Students	205	768	763	766	*	*	12%	45%	30%	76%	70%
Students with Disabilities	60	722	720	719	*	*	32%	*	*	15%	19%
Students without Disabilities	253	774	769	763	*	*	12%	*	*	83%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	766	763	757	*	*	20%	52%	20%	72%	59%
White	263	768	766	764	*	*	19%	53%	21%	73%	68%
Hispanic	52	757	757	742	0%	*	21%	52%	*	64%	44%
Black or African American	11	763	746	738	0%	*	*	*	*	64%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	174	773	770	766	*	*	13%	58%	25%	82%	68%
Male	164	759	756	749	*	*	26%	46%	14%	60%	50%
Economically Disadvantaged Students	100	753	750	739	*	*	23%	52%	*	59%	40%
Non-Economically Disadvantaged Students	238	772	768	766	*	*	18%	52%	*	77%	69%
Students with Disabilities	60	744	735	718	*	*	28%	45%	*	47%	18%
Students without Disabilities	278	771	770	764	*	*	18%	54%	*	77%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

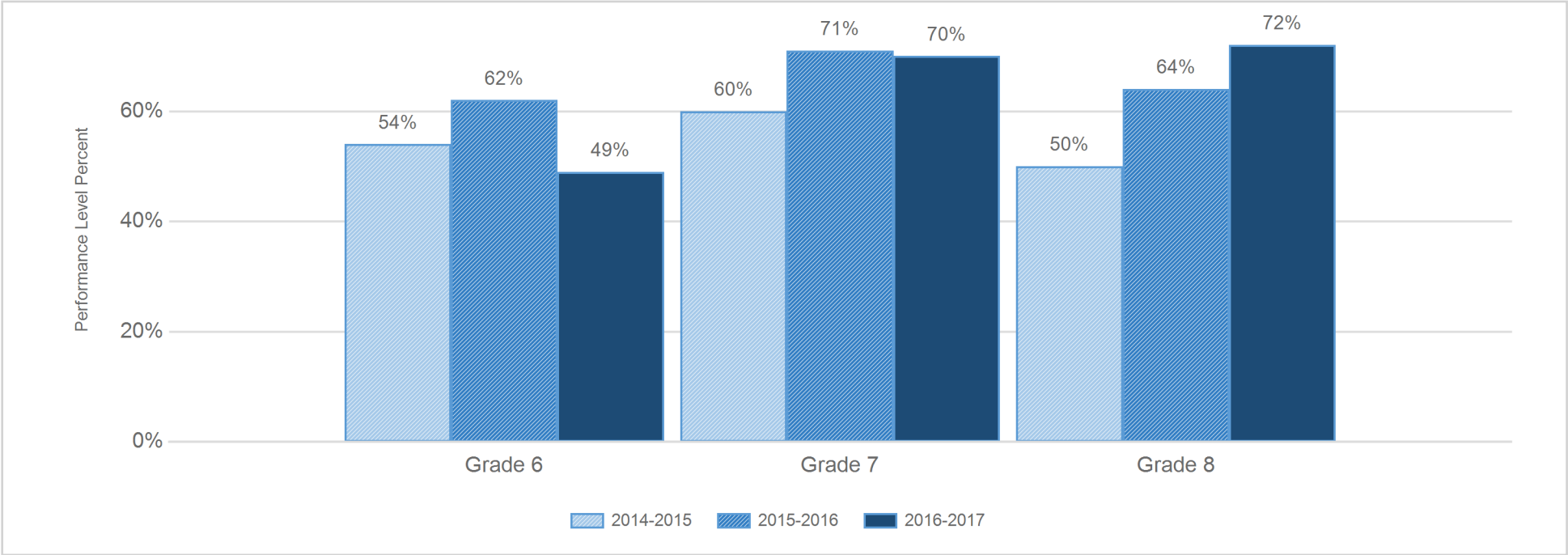


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English Language Arts/Literacy Assessment - Performance Trends

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	904	98.1	51.40	43.80	43.50	51.4	50.2	Met Target
White	673	98.2	53.90	46.70	52.40	53.9	54	Met Target†
Hispanic	156	98.3	45.50	*	27.60	45.5	37.8	Met Target
Black or African American	36	100.0	19.40	17.50	21.70	19.4	25.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	27	96.8	70.30	60.80	75.60	70.3	68.3	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	40.60	44.90	35.1	**	**
Female	453	98.2	54.70	44.90	44.10	54.7		
Male	451	98.1	47.90	42.70	42.90	47.9		
Economically Disadvantaged Students	302	97.6	40.10	32.20	25.10	40.1	37.5	Met Target
Non-Economically Disadvantaged Students	602	98.4	57.00	49.20	54.30	57		
Students with Disabilities	181	96.4	13.30	16.30	16.50	13.3	14.2	Met Target†
Students without Disabilities	723	98.6	60.90	51.30	48.80	60.9		
English Learners	31	100.0	16.10	20.50	23.30	16.1	N	N
Non-English Learners	873	98.1	52.60	44.50	45.20	52.6		
Homeless Students	14	93.7	50.00	26.80	16.40	49		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	747	744	743	5%	17%	31%	41%	6%	47%	44%
White	217	749	747	751	*	14%	32%	44%	*	51%	54%
Hispanic	57	737	739	731	*	32%	23%	35%	*	37%	27%
Black or African American	11	729	722	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	775	*	771	0%	0%	*	*	*	80%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	150	747	746	745	*	14%	34%	43%	*	48%	45%
Male	149	746	742	742	*	20%	28%	39%	*	46%	43%
Economically Disadvantaged Students	119	739	735	728	*	24%	33%	32%	*	35%	24%
Non-Economically Disadvantaged Students	180	752	749	752	*	12%	29%	47%	*	55%	56%
Students with Disabilities	63	725	721	717	*	*	*	*	*	*	13%
Students without Disabilities	236	753	750	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	313	746	744	741	7%	13%	29%	46%	5%	51%	40%
White	217	748	747	748	5%	14%	30%	46%	6%	52%	49%
Hispanic	66	743	740	730	*	*	24%	50%	*	53%	23%
Black or African American	14	723	718	726	*	*	*	*	0%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	11	762	*	764	0%	0%	*	*	*	64%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	156	751	748	743	*	10%	31%	49%	*	55%	41%
Male	157	742	741	740	*	17%	27%	42%	*	47%	38%
Economically Disadvantaged Students	108	741	738	729	*	18%	28%	40%	*	45%	22%
Non-Economically Disadvantaged Students	205	749	747	749	*	11%	29%	49%	*	54%	50%
Students with Disabilities	60	716	717	716	*	38%	25%	*	*	10%	11%
Students without Disabilities	253	754	751	746	*	8%	30%	*	*	61%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	741	738	728	*	21%	32%	37%	*	39%	28%
White	199	745	741	736	*	19%	31%	42%	*	44%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	134	744	740	730	*	19%	31%	42%	*	43%	30%
Male	128	738	737	725	*	22%	34%	32%	*	34%	26%
Economically Disadvantaged Students	89	735	732	719	*	21%	37%	28%	*	29%	19%
Non-Economically Disadvantaged Students	173	744	742	734	*	20%	30%	42%	*	43%	34%
Students with Disabilities	59	723	717	705	*	32%	27%	*	*	19%	*
Students without Disabilities	203	746	745	734	*	17%	34%	*	*	44%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	793	744	743	0%	0%	0%	78%	22%	100%	42%
White	63	793	748	751	0%	0%	0%	76%	24%	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	42	790	747	744	*	*	*	83%	*	100%	43%
Male	34	795	741	741	*	*	*	71%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	76	793	*	745	0%	0%	0%	78%	22%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

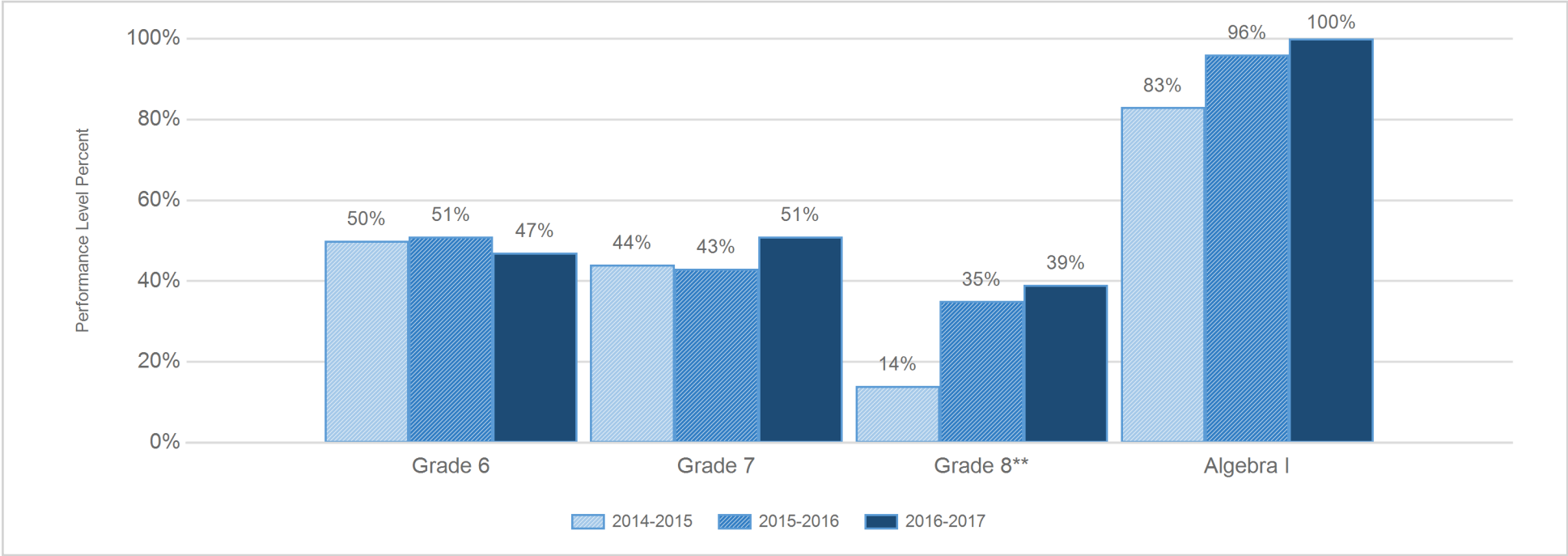


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Mathematics Assessment – Performance Trends

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



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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	N	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

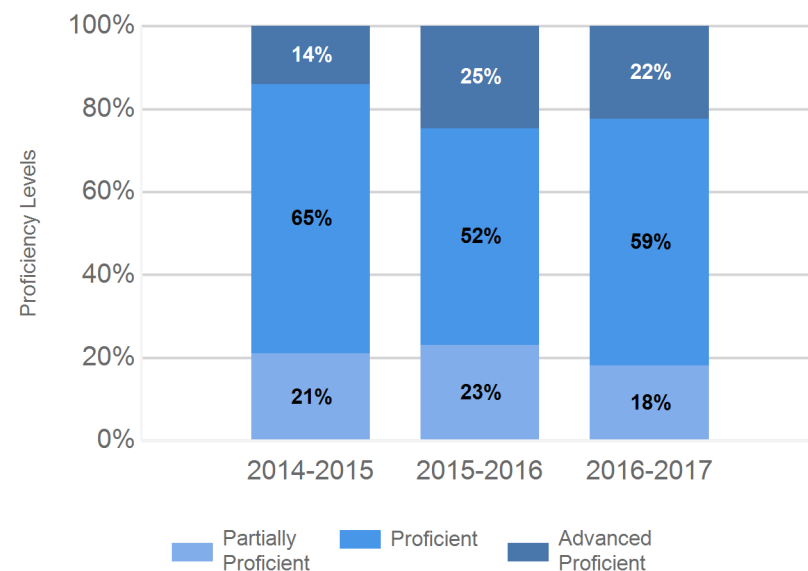
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	22%	59%	18%
White	25%	60%	16%
Hispanic	10%	63%	28%
Black or African American	10%	50%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	16%	58%	26%
Students with Disabilities	10%	56%	35%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	50	50	Met Target	60	53	50	Exceeds Target
White	59	51	50	Met Target	59	53	52	Met Target
Hispanic	63	51	49	Exceeds Target	64	56	47	Exceeds Target
Black or African American	57.5	43.5	45	Met Target	49	47.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	64	51	60	Exceeds Target	*	61	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	57.5	47	47	Met Target	59	54	46	Met Target
Students with Disabilities	56	*	41	Met Target	49	*	43	Met Target
English Learners	73.5	49	53	Exceeds Target	56	59	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:

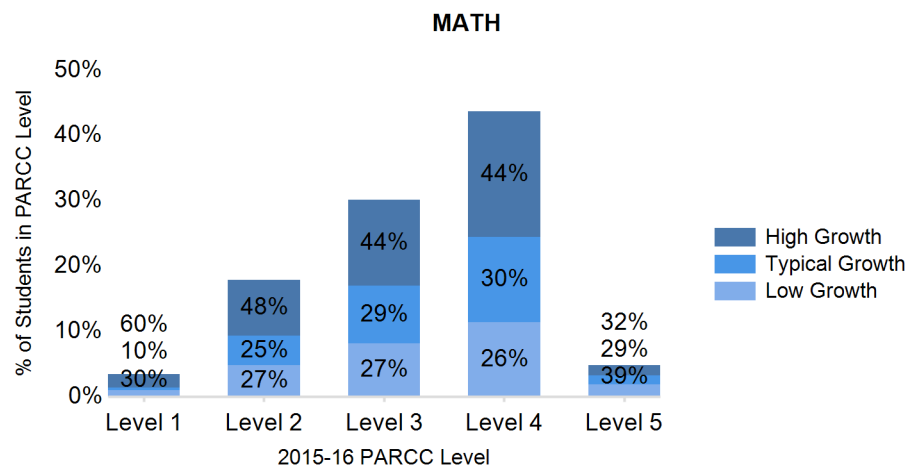
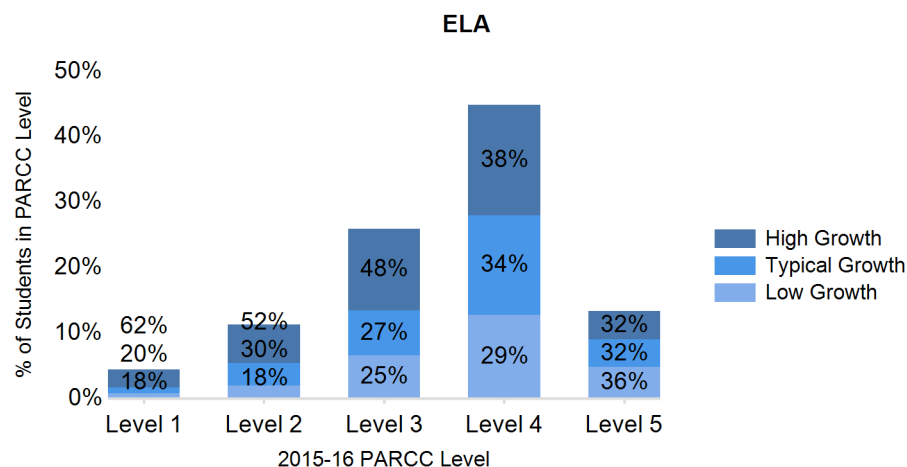
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

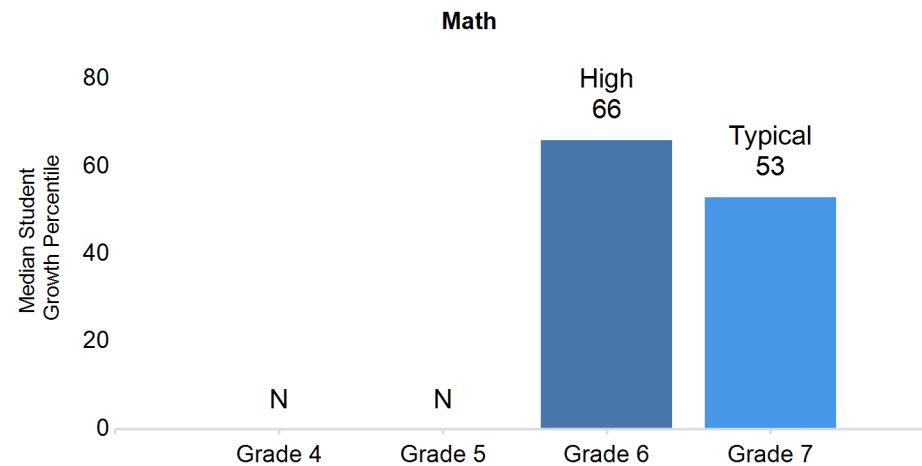
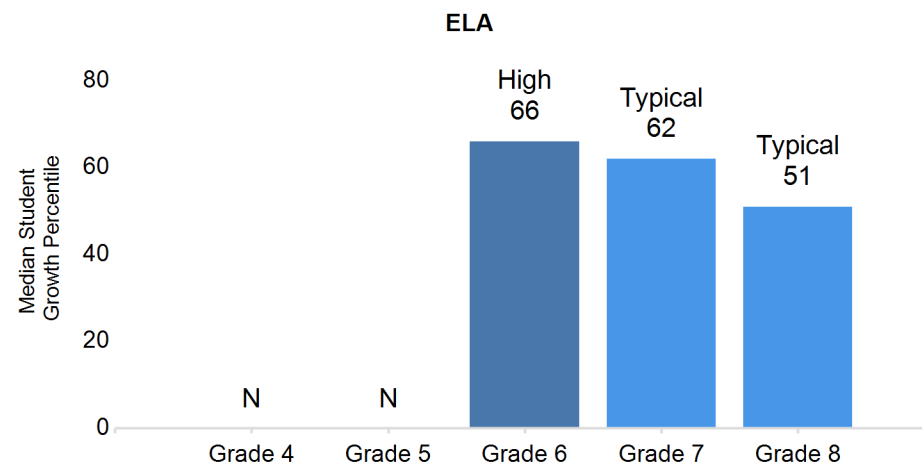
Student Growth by Performance Level

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 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	316
7	0	0	332
8	77	0	272
Schoolwide	77	0	920

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	128	0	0	0	0	0	68
7	138	0	0	0	0	0	0
8	79	0	0	0	0	0	0
Schoolwide	345	0	0	0	0	0	68
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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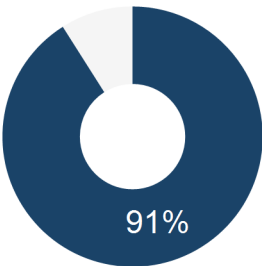
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Visual and Performing Arts – Course Participation

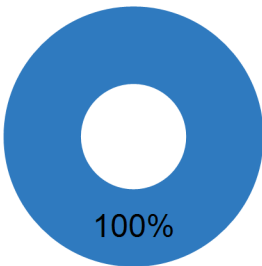
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

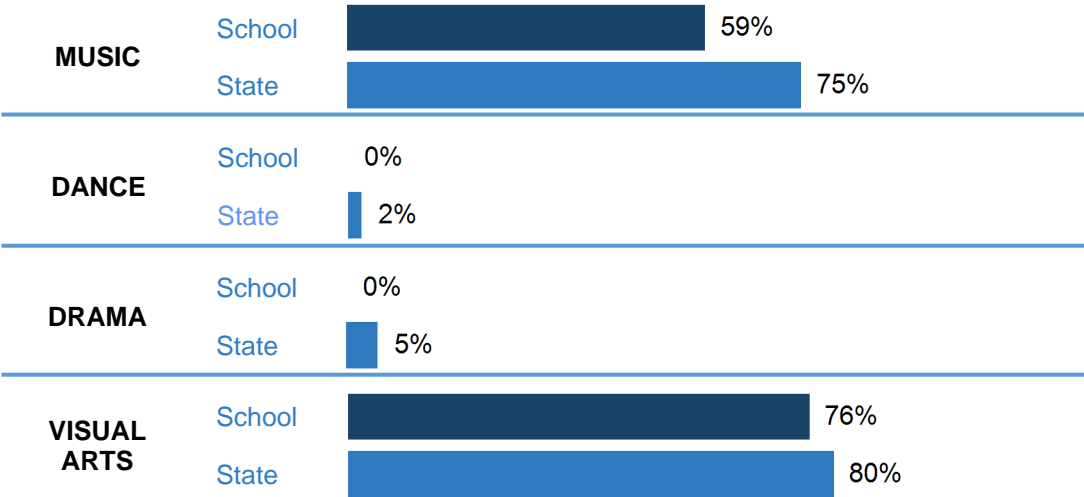


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

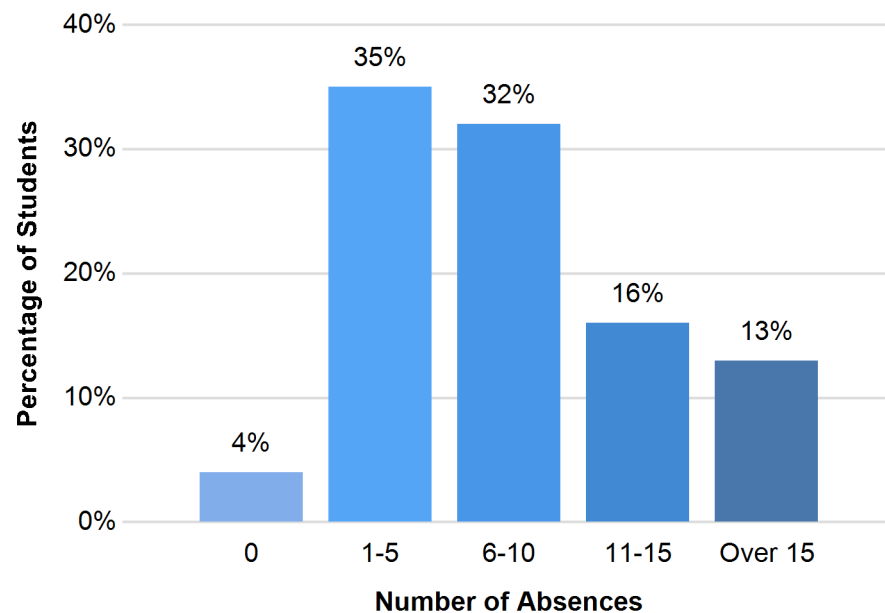
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.50	8.70	Not Met
White	10.30	8.70	Not Met
Hispanic	7.10	8.70	Met Target
Black or African American	14.60	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.90	8.70	Not Met
Students with Disabilities	14.60	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



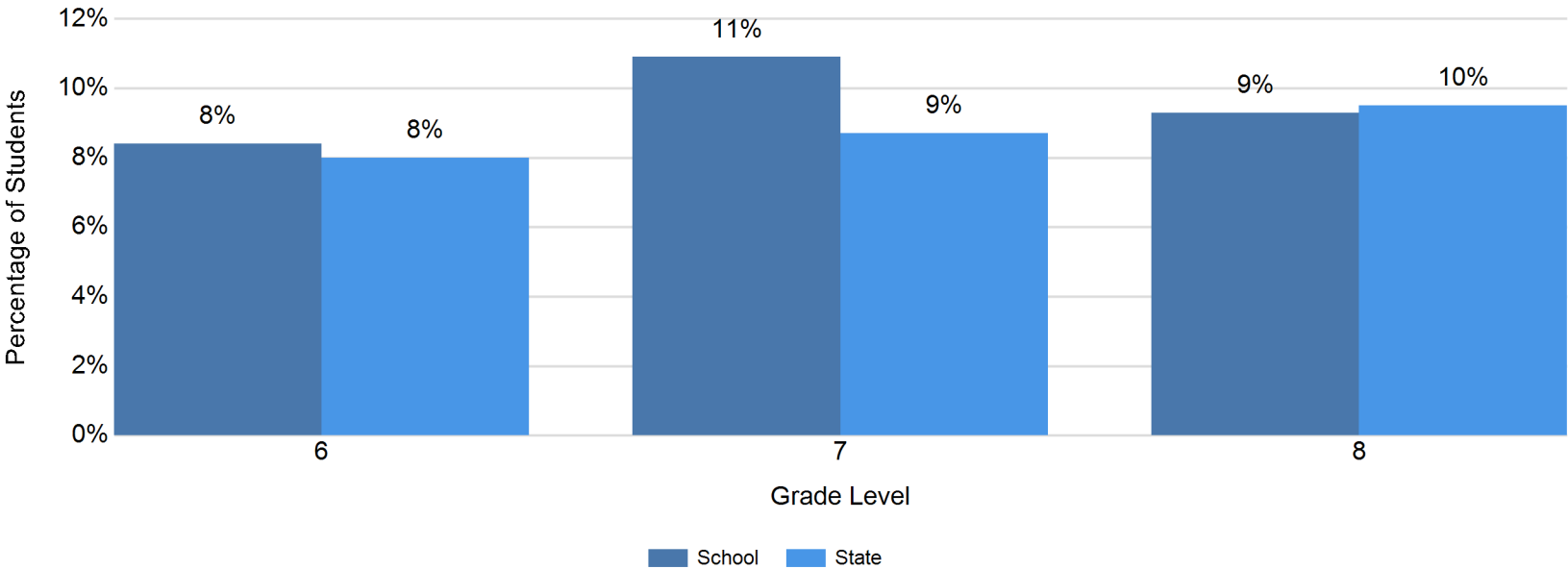


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 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	7
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.45

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	7.9%
Out-of-School Suspensions	3.2%
Any Suspension	11.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	88	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	14.1	10.5
Teachers in district for 4 or more years	91%	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	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	323:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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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.

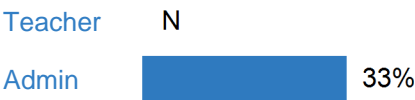
Bachelor's Degree



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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	58.9	17.5%
Mathematics Proficiency	50.2	17.5%
English Language Arts Growth	84.0	25.0%
Mathematics Growth	79.6	25.0%
Chronic Absenteeism	29.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		64.3
Summative Rating: Percentile rank of Summative Score		72.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	64.3	11.9	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
White	56.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	82.5	11.9	No	Met Target†	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	63.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	48.4	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	77.0	11.9	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	62.0	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
English Learners	58.2	11.9	No	N	N	**	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

Principal:	Dr. Anderson	Email Address:	aanderson@brickschools.org
Address:	171 BEAVERSON BOULEVARD BRICK, NJ 08723	Website:	http://www.brickschools.org/Schools/LakeRivieraMS
Phone:	(732)785-3000		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • "National School of Character" • Recipient, \$26,000 FUSE Grant for student-lead STEM activities • Technology Student Association, 19 awards at State TSA Conference
 Mission, Vision, Theme:	<p>Our school motto, "Aim for Excellence", is more than an aspiration; it is our obligation. The Lake Riviera Middle School staff is dedicated to delivering a rigorous academic program, a character education program that enhances social and emotional development, a variety of extra-curricular activities, and a commitment to our community. We strive to develop well-rounded students who demonstrate respect, responsibility, and commitment to academic excellence, and community service.</p>
 Awards, Recognition, Accomplishments:	<p>LRMS is one of only four middle schools in the entire country that was honored as a "National School of Character." We have also recently received the following awards: Sustainable Jersey for Schools, Bronze Level Certification; \$26,000 FUSE Grant; Power Save Schools Grant, and the 2017 OCIAL Sportsmanship Award for the Blue Division. Mr. Paxton, STEM teacher, was the 2017 recipient of the Excellence in Education Award from New Jersey's 10th Legislative District.</p>







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	Courses, Curriculum, Instruction:	<p>Our English Language Arts program, CodeX, incorporates research-based best practices to help students analyze complex text. In mathematics, our students use mathematical reasoning and number sense to solve real world problems with the Big Ideas program. We also offer accelerated math courses in grades 7 and 8. Our science program, aligned to the Next Generation Science Standards, engages students in authentic real world experiences. We offer the EXCEL program for gifted and talented students.</p>
	Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Field Hockey (Girls), Golf (Co-ed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>LRMS received the 2017 OCIAL Sportsmanship Award for the Blue Division, nominated by a jury of peers. The girls soccer team won the Blue Division Championship for the second consecutive year.</p>
	Clubs and Activities:	<p>Some of the activities open to all students include Science Club, Drama Club, Art Club, Kettle Creek Environmental Crusaders, Newspaper, Student Council, and the Interact service organization. Students may also become a member of the Lead and Seed Team, an anti-drug Youth Prevention Coalition. Our Technology Student Association won 19 awards, the most of any school, at the 2017 TSA State Conference. Students may apply to become members of the prestigious LRMS National Junior Honor Society.</p>
	Before and After School Programs:	<p>LRMS students in need of ELA and math enhancement attend the "Laker Pride" Title I after school program. English Language Learners receive after school enrichment via the Learning English After School Program. The Tut-R-Us program provides peer tutoring homework help for students and is offered twice a week in the library.</p>







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 Staff and Professional Learning:	<p>LRMS staff participates in professional development with a focus on rigor, differentiation, (Universal Design for Learning) and Growth Mindset. The school utilizes the Professional Learning Community model for teacher collaboration and learning. Teachers also attend workshops at the district professional development center, as well as venues outside the district. In 2017, Pam Cooper, culinary arts teacher, was one of only 30 teachers nationwide to attend the FDA's Food Science Institute.</p>
 Student Supports and Services:	<p>Lake Riviera Middle School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students, English Language Learners, and Basic Skills Students. Additionally, the I&RS process is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth.</p>
 Student Health and Wellness:	<p>Our school follows the Federal guidelines for childhood nutrition. To that point, we participate in the "Breakfast after the Bell" program to ensure students start the day with proper nutrition. In addition, our physical education curriculum consists of student-centered rotations in a 55-minute class period. This program is extended via events such as our annual community Harvey Lynch Color Run, which raises money to combat childhood obesity.</p>
 Parent and Community Involvement:	<p>Our PTA sponsors family activities including 6th grade Welcome Dance, Book Fair, Civil War Re-enactment, and 7th Grade World's Fair. Other events include Title 1 Family Nights; Family Engineering Night; Character Education Committee's Green & White Family Night; as well as Drama, Chorus and Band performances. Student progress is tracked by parents via Parent Portal. In addition, parents receive communication regarding school news and events via the bimonthly school newsletter, The Laker Ledger.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>All of our classrooms at Lake Riviera Middle School have brand new interactive projectors, document cameras, and laptop carts to equip students with 21st century technical skills. We also have 2 computer labs, a state-of-the-art STEM lab with two new 3-D printers, three IPAD labs, and Promethean Tables. In addition, our building is considered a "green" facility. Last year, solar panels were installed, and LRMS received Bronze Level certification by Sustainable Jersey for Schools.</p>
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Other Information:

Our school day structure follows the successful "school within a school" model which consists of three mixed-grade units and an electives unit. We have approximately 1:1 technology usage and utilize the Google Classroom platform throughout the district. This year, technology teacher, Mrs. Osborne, will introduce students to the "Computer Discoveries" Coding Curriculum from a grant-sponsored program offered at TCNJ. Science teachers participated in professional development offered through the PISA grant, sponsored by the National Science Foundation-Mathematics and Science Partnership through Stevens Institute. LRMS has guest speakers and activities planned that emphasize safety during "School Violence Awareness" in October with lessons aligned to the Sandy Hook Promise Organization's "Say Something" Program. Our safe and inclusive school culture is also supported by our comprehensive character education program and anti-bullying curriculum. Social and emotional learning is integrated into our academic, elective, physical education, and extracurricular programs. The school's mission is reinforced with staff and students each quarter at "Laker Pride" assemblies where school goals are identified; personal goals are established; student leadership is recognized; and individual, team, and school success is celebrated. Student leadership is a hallmark of Lake Riviera Middle School. New students are inducted into the "Laker" family through a New Student Orientation Program and by NJHS student leaders, who facilitate an orientation for incoming sixth graders each May. "Laker Leaders" are recognized monthly; the Character Education Troupe performs during the "Week of Respect;" seventh grade student ambassadors escort first grade students through our annual World's Fair; the Student Council and Cheer Squad organize Spirit Week; and on Student Leadership Day in May, our eighth grade students assume the role of school teachers and leaders.




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	78	79	86
1	94	77	78
2	67	88	91
3	88	70	92
4	87	85	74
5	102	90	85
Ungraded	52	49	59
Total	568	538	565

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%	48%
Male	52%	51%	52%
Economically Disadvantaged Students	34%	35%	37%
Students with Disabilities	22%	24%	29%
English Learners	0%	0%	5%
Homeless Students			2%
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	71.7%
Hispanic	14.0%
Black or African American	10.1%
Asian	1.9%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	78	79	86

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	91.5%
Spanish	5.1%
Other	3.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	252	98.2	46.00	54.90	54.90	46	44.7	Met Target
White	197	97.6	49.70	58.00	63.90	49.7	43.7	Met Target
Hispanic	27	100.0	33.30	*	39.80	33.3	49.4	Not Met
Black or African American	21	100.0	33.30	30.90	35.20	33.3	42	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	90.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	125	97.8	52.00	63.00	62.20	52		
Male	127	98.5	40.20	47.20	48.10	40.2		
Economically Disadvantaged Students	91	99.0	30.80	40.20	36.20	30.8	32.1	Met Target†
Non-Economically Disadvantaged Students	161	97.7	54.60	61.80	65.80	54.6		
Students with Disabilities	72	97.4	25.00	21.20	20.50	25	20.4	Met Target
Students without Disabilities	180	98.5	54.50	64.20	61.90	54.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	36.40	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	742	744	749	*	19%	29%	33%	*	37%	50%
White	68	745	749	759	*	18%	29%	35%	*	40%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	753	749	754	*	*	29%	45%	*	50%	55%
Male	54	734	740	745	*	*	30%	24%	*	28%	46%
Economically Disadvantaged Students	36	729	728	731	*	*	31%	28%	*	28%	31%
Non-Economically Disadvantaged Students	56	750	753	762	*	*	29%	36%	*	43%	63%
Students with Disabilities	20	720	*	720	*	*	*	*	*	15%	24%
Students without Disabilities	72	748	*	755	*	*	*	*	*	43%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	79	749	750	753	*	14%	24%	43%	*	54%	56%
White	61	750	753	762	*	*	23%	39%	*	54%	67%
Hispanic	11	744	738	740	*	0%	*	*	0%	46%	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	42	754	753	758	*	*	*	38%	*	57%	61%
Male	37	743	748	749	*	*	*	49%	*	51%	51%
Economically Disadvantaged Students	27	735	*	737	*	*	*	37%	*	37%	36%
Non-Economically Disadvantaged Students	52	756	*	764	*	*	*	46%	*	64%	69%
Students with Disabilities	27	735	*	725	*	*	*	41%	*	44%	25%
Students without Disabilities	52	756	*	759	*	*	*	44%	*	60%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	749	751	755	*	14%	24%	43%	*	54%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	749	748	756	*	12%	34%	41%	*	46%	59%
White	73	755	752	763	*	*	27%	52%	*	58%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	12	724	732	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	54	752	753	761	*	*	35%	37%	*	46%	66%
Male	42	745	744	750	*	*	33%	45%	*	45%	53%
Economically Disadvantaged Students	37	741	*	740	*	*	46%	*	*	24%	40%
Non-Economically Disadvantaged Students	59	754	*	765	*	*	27%	*	*	59%	71%
Students with Disabilities	27	734	*	725	*	*	52%	*	*	15%	22%
Students without Disabilities	69	755	*	762	*	*	28%	*	*	58%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	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%

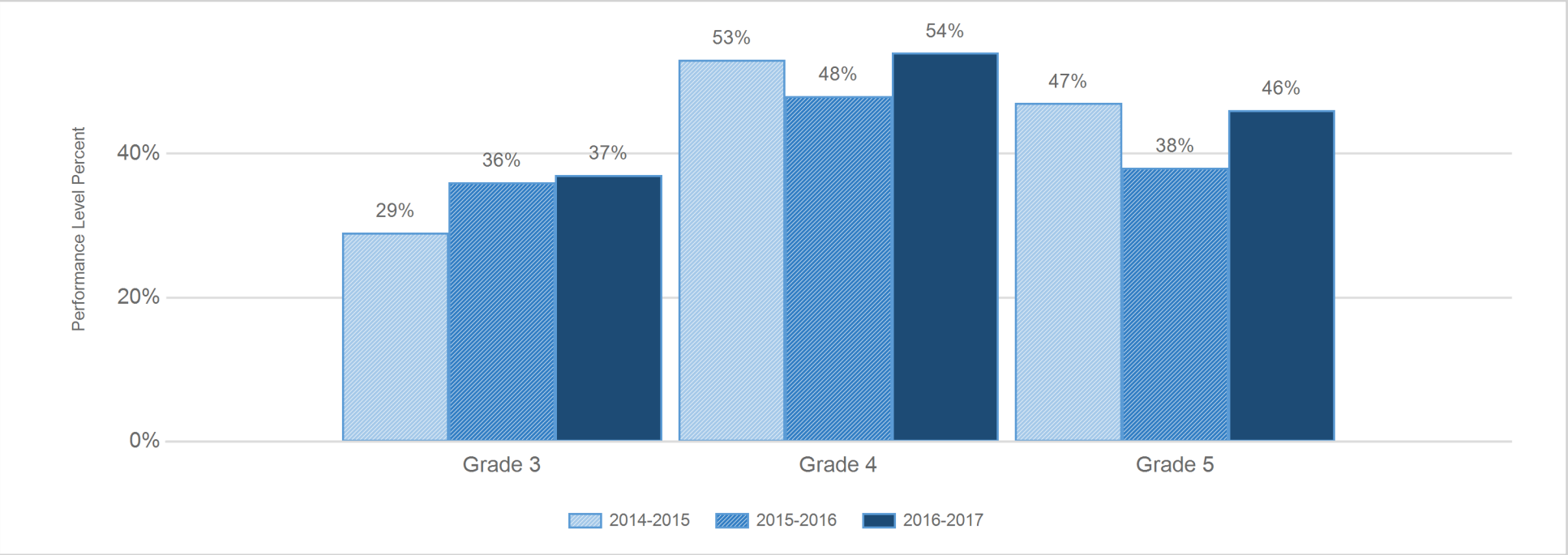


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English Language Arts/Literacy Assessment - Performance Trends

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	253	98.2	43.50	43.80	43.50	43.5	48	Met Target†
White	198	97.6	46.00	46.70	52.40	46	50.3	Met Target†
Hispanic	27	100.0	40.70	*	27.60	40.7	41.1	Met Target†
Black or African American	21	100.0	23.80	17.50	21.70	23.8	27.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	44.40	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	125	97.8	41.60	44.90	44.10	41.6		
Male	128	98.5	45.40	42.70	42.90	45.4		
Economically Disadvantaged Students	91	99.0	30.80	32.20	25.10	30.8	32.1	Met Target†
Non-Economically Disadvantaged Students	162	97.7	50.60	49.20	54.30	50.6		
Students with Disabilities	73	97.4	30.10	16.30	16.50	30.1	33.5	Met Target†
Students without Disabilities	180	98.5	48.90	51.30	48.80	48.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	18.20	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	747	751	751	*	15%	39%	34%	*	41%	53%
White	68	749	755	759	*	16%	37%	35%	*	44%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	749	750	751	*	*	42%	32%	*	40%	52%
Male	54	746	751	751	*	*	37%	35%	*	43%	53%
Economically Disadvantaged Students	36	740	737	736	*	*	39%	28%	*	33%	34%
Non-Economically Disadvantaged Students	56	752	759	761	*	*	39%	38%	*	46%	65%
Students with Disabilities	20	737	*	729	*	*	50%	*	*	25%	29%
Students without Disabilities	72	750	*	755	*	*	36%	*	*	46%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	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
Schoolwide	80	749	749	747	*	15%	44%	36%	*	41%	47%
White	62	750	751	755	*	16%	44%	34%	*	40%	59%
Hispanic	11	746	739	734	0%	*	*	*	0%	46%	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	42	751	748	747	*	*	45%	31%	*	41%	47%
Male	38	747	750	747	*	*	42%	42%	*	42%	48%
Economically Disadvantaged Students	27	740	*	732	0%	*	56%	*	*	26%	27%
Non-Economically Disadvantaged Students	53	753	*	757	0%	*	38%	*	*	49%	61%
Students with Disabilities	28	743	*	724	0%	*	43%	*	*	32%	22%
Students without Disabilities	52	752	*	751	0%	*	44%	*	*	46%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	80	749	749	749	*	15%	44%	36%	*	41%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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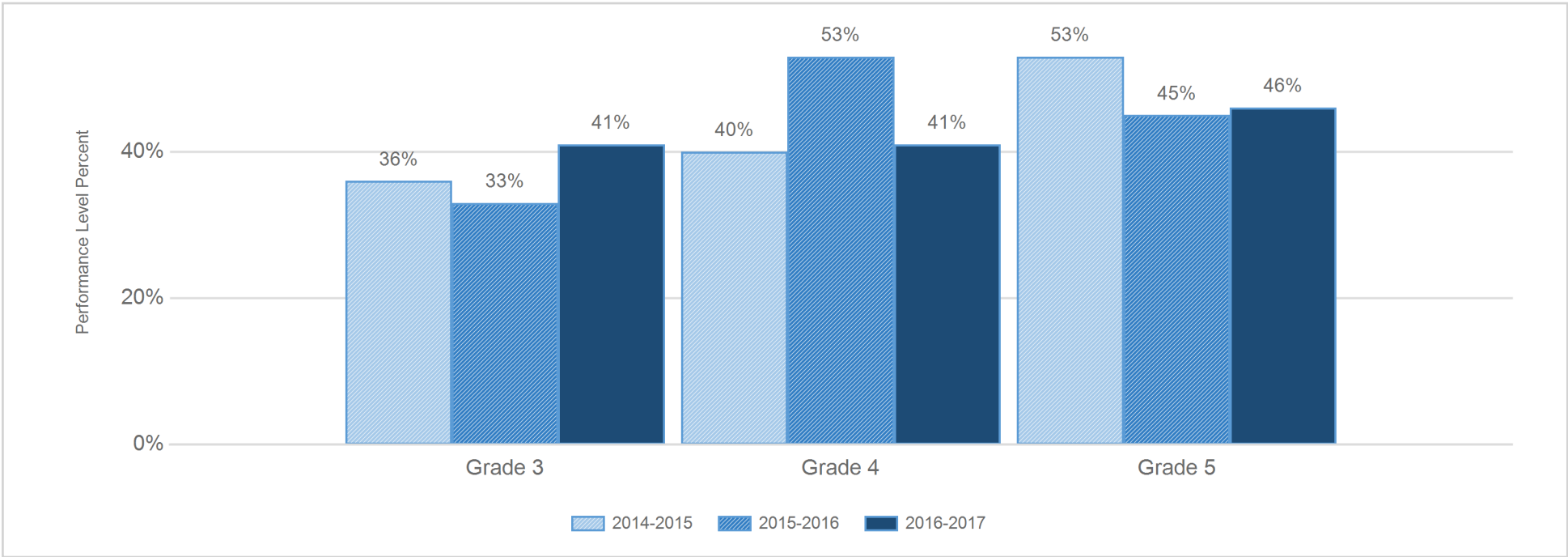
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	748	747	747	*	18%	33%	38%	*	46%	46%
White	73	754	750	754	0%	*	34%	43%	*	53%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	12	718	727	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	54	748	747	747	*	*	35%	37%	*	44%	47%
Male	42	749	748	746	*	*	31%	38%	*	48%	46%
Economically Disadvantaged Students	37	737	*	732	*	*	32%	*	*	30%	27%
Non-Economically Disadvantaged Students	59	755	*	756	*	*	34%	*	*	56%	59%
Students with Disabilities	27	737	*	725	*	*	*	*	*	33%	19%
Students without Disabilities	69	753	*	751	*	*	*	*	*	51%	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%

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	*	*

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	13	*	*
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.

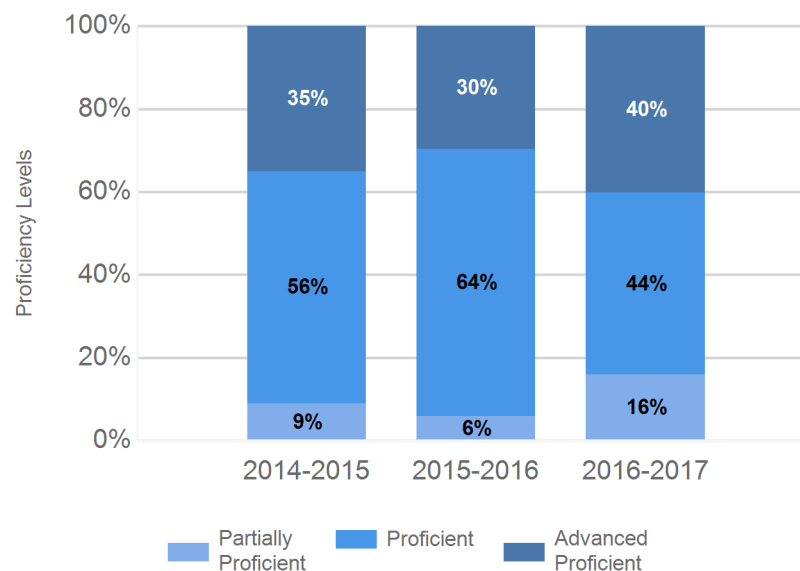
NJASK Science Assessment Performance: Grade 4

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	40%	44%	16%
White	44%	41%	15%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	26%	44%	30%
Students with Disabilities	46%	27%	27%
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	47	50	50	Met Target	64.5	53	50	Exceeds Target
White	51	51	50	Met Target	61	53	52	Exceeds Target
Hispanic	41.5	51	49	**	68	56	47	**
Black or African American	*	43.5	45	**	*	47.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	38	47	47	Not Met	59.5	54	46	Met Target
Students with Disabilities	45	*	41	Met Target	71	*	43	Exceeds Target
English Learners	*	49	53	**	*	59	51	**

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



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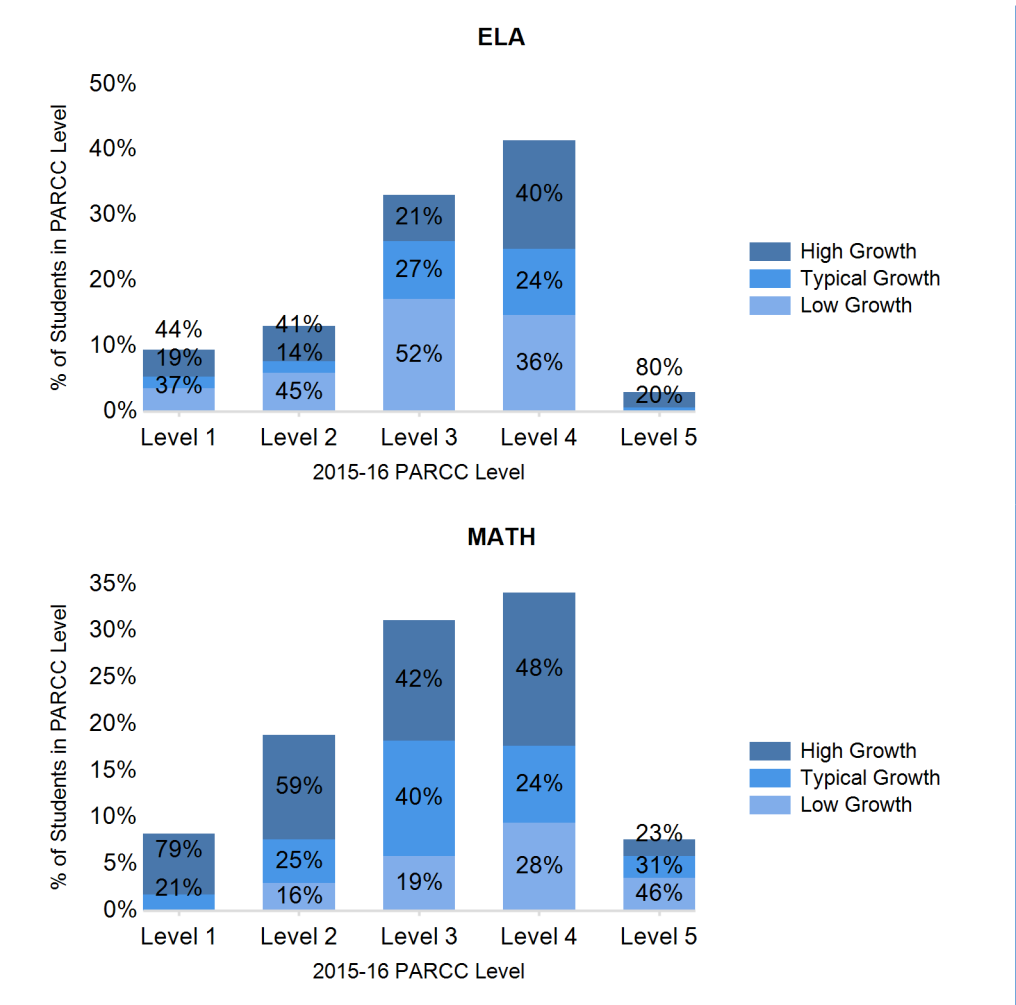
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

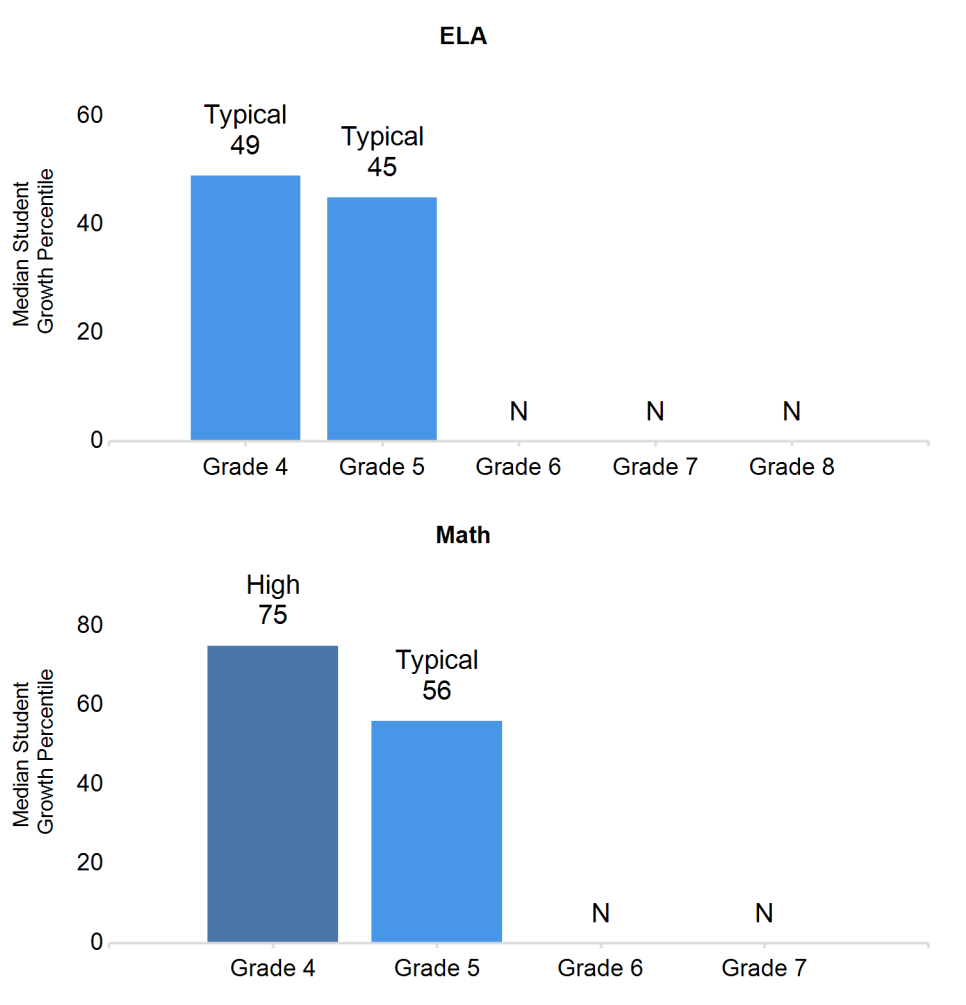
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

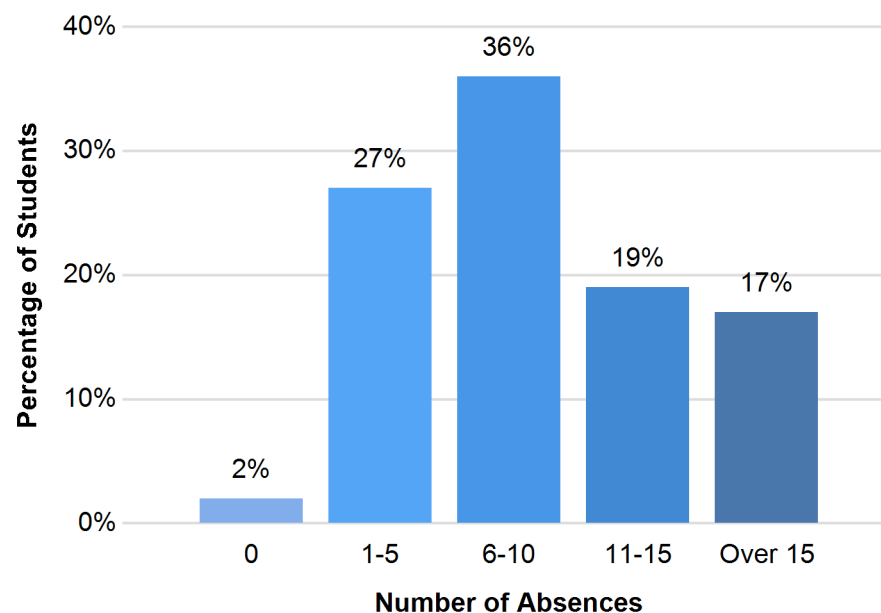
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.30	8.40	Not Met
White	14.00	8.40	Not Met
Hispanic	15.40	8.40	Not Met
Black or African American	10.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.40	8.40	Not Met
Students with Disabilities	13.00	8.40	Not Met
English Learners	14.80	8.40	Not Met

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

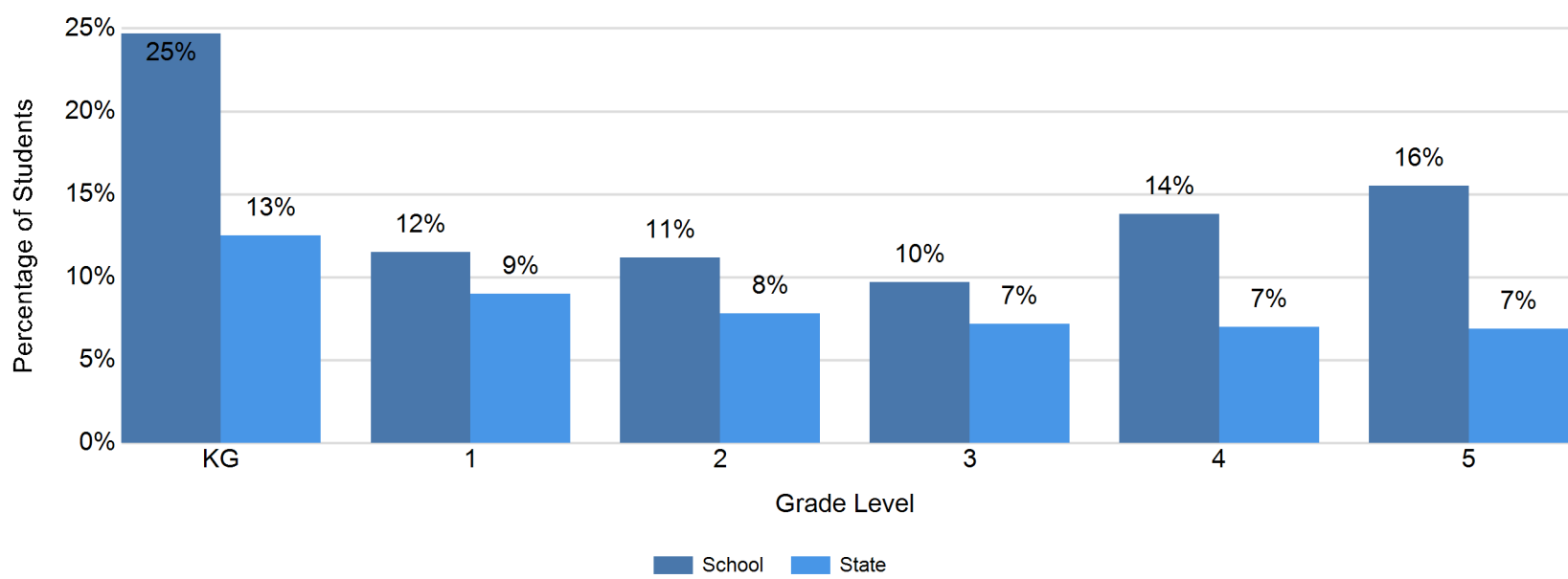
Days Absent

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.



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	8:25AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 30 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	9
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.59

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	2.7%
Any Suspension	2.8%

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	1.4:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	50	120,724
Average years experience in public schools	14.6	11.8
Average years experience in district	14.6	10.5
Teachers in district for 4 or more years	90%	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	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	283:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	27.5	17.5%
Mathematics Proficiency	45.5	17.5%
English Language Arts Growth	37.7	25.0%
Mathematics Growth	90.6	25.0%
Chronic Absenteeism	13.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.8
Summative Rating: Percentile rank of Summative Score		44.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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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	46.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
White	39.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	**	**	No	Not Met	Met Target†	Not Met	**	**	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	45.0	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	70.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	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

Principal:	Mr. Luckenbach	Email Address:	jluckenbach@brickschools.org
Address:	1891 LANES MILL RD BRICK, NJ 08724-1445	Website:	http://www.brickschools.org/Schools/LanesMillES
Phone:	(732)785-3000		




School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Received Bronze Medal Award from NJ Sustainable Schools • Technology enhances all lessons at each grade level. • Received Spirit of Giving award from Monmouth/Ocean Food Bank Hunger Challenge
 Mission, Vision, Theme:	<p>At the Lanes Mill Elementary School, we embrace the notion that "Learning has no Limit". Our staff and community are dedicated to developing the academic, social and emotional growth for all of our learners. Our diverse population enhances the learning experiences for all members of our community. All members of our community are truly vested in our mission to foster life-long learners and to develop positive members of our community.</p>
 Awards, Recognition, Accomplishments:	<p>Lanes Mill School has received the prestigious recognition from Sustainable Schools. The school was bestowed with Bronze Medal status for our efforts in promoting energy conservation. Lanes Mill has also received the "Spirit of Giving" award from the Monmouth-Ocean Food Bank for our efforts during their "Hunger Challenge". Our school has received an award from the U.S. Department of Veteran Affairs for our "Salute to Veterans" program.</p>

School Narrative

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>A balanced literacy program highlights a rigorous academic program that challenges the students at all grade levels. A "hands-on" approach to math supports the skills needed for future success. Social Studies and Science are integrated into lessons which reinforce Literacy and Mathematical skills. Our EXCEL program provides students with many challenging activities which include S.T.E.M. projects</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>Our school supports two service organizations that promote a positive school and community climate. Our Student Council develop student-leaders into promoting school-wide initiatives that benefit all members of our community. Our Early Act club provides charitable services for many members of our community. This group works with Senior Assisted-Living Centers and local charity groups.</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>The Lanes Mill School offers the Extended Day program to assist some students with additional support with Literacy and/or Math skills. The LEAP program provides additional support for our English Language Learners. All of our teachers offer additional instruction for our students outside the normal school day.</div>







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School Narrative

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

 Staff and Professional Learning:	<p>The staff at Lanes Mill Elementary are offered a variety of professional development opportunities throughout the year. We utilize the workshops that are offered through the Brick Township Professional Development Center as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches and district supervisors.</p>
 Student Supports and Services:	<p>Our school provides many supports for all of our learners. We support many specialized programs for students with disabilities. The school provides speech, occupational and physical therapy to support the needs of our students. A school counselor is on sight to provide services to all students. Lanes Mill also services English Language Learners for students who reside on the northern side of our township.</p>
 Student Health and Wellness:	<p>Our Health/Physical Education department leads our school's wellness program. Their classes provide instruction to enhance their students' nutritional knowledge as well as encouraging sound physical fitness routines. Our school, in conjunction with the Ocean County Health Department, provides direct instruction regarding a variety of health and hygiene topics</p>
 Parent and Community Involvement:	<p>The Lanes Mill Parent-Teacher Association is very involved in many facets of our school. They support many of our academic programs by funding assemblies that are aligned to our curriculum. They also provide many opportunities for school-wide activities that promote a strong sense of community. Our fourth graders annually perform a "Tribute to our Veterans" as a celebration of their service.</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.

A blue icon of a school building with a flag on top. <div>Facilities:</div>	<p>The Lanes Mill Elementary School was established in 1964. Over the years, our school has received many upgrades. Most recently, our exterior windows were replaced with more energy efficient models. The interior lighting was also upgraded to a more efficient system. Our school and facilities provide an additional venues for many community organizations during the after school hours. Local organizations use our facilities for various meetings and recreational activities.</p>
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School Narrative

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

<div>  <div>Other Information:</div> </div>	<p>The Lanes Mill Elementary School strives to provide a structured and safe learning environment for all of our students. Our outstanding educators seek innovative ways to deliver a challenging curriculum to all of our students. Our Character Education program supports the development of our students to become good citizens in the school and community. Our goals include fostering a life-long love of learning and to encourage every child to seek new challenges. In partnership with parents, guardians and community members, we will continue to commit ourselves to helping every child to reach his/her full potential.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	71	71	62
1	86	69	69
2	80	86	63
3	75	84	89
4	99	75	80
5	91	100	80
Ungraded	19	17	14
Total	521	502	457

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	50%
Male	55%	52%	50%
Economically Disadvantaged Students	20%	18%	19%
Students with Disabilities	19%	22%	19%
English Learners	0%	0%	0%
Homeless Students			2%
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	90.8%
Hispanic	5.0%
Black or African American	1.3%
Asian	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	73	71	62

Enrollment by Home Language

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

Home Language	% of Students
English	98.0%
Spanish	1.8%
Other	0.2%



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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	250	98.5	65.60	54.90	54.90	65.6	56.3	Met Target
White	234	98.4	66.30	58.00	63.90	66.3	57.9	Met Target
Hispanic	11	100.0	63.60	*	39.80	63.6	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	90.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	118	97.6	71.10	63.00	62.20	71.1		
Male	132	99.3	60.60	47.20	48.10	60.6		
Economically Disadvantaged Students	47	96.0	49.00	40.20	36.20	49	29.5	Met Target
Non-Economically Disadvantaged Students	203	99.1	69.50	61.80	65.80	69.5		
Students with Disabilities	56	98.2	28.60	21.20	20.50	28.6	33.3	Met Target†
Students without Disabilities	194	98.5	76.30	64.20	61.90	76.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	36.40	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	752	744	749	*	13%	26%	46%	*	53%	50%
White	85	752	749	759	*	13%	26%	46%	*	53%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	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	760	749	754	*	*	*	50%	*	63%	55%
Male	57	748	740	745	*	*	*	44%	*	47%	46%
Economically Disadvantaged Students	19	745	728	731	*	*	*	*	*	37%	31%
Non-Economically Disadvantaged Students	68	754	753	762	*	*	*	*	*	57%	63%
Students with Disabilities	23	729	*	720	*	*	*	*	*	26%	24%
Students without Disabilities	64	761	*	755	*	*	*	*	*	63%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	87	752	745	752	*	13%	26%	46%	*	53%	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	86	770	750	753	*	*	15%	49%	26%	74%	56%
White	77	772	753	762	*	*	13%	48%	29%	77%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	53	769	753	758	*	*	*	47%	*	74%	61%
Male	33	770	748	749	*	*	*	52%	*	76%	51%
Economically Disadvantaged Students	11	758	*	737	*	*	*	*	0%	64%	36%
Non-Economically Disadvantaged Students	75	771	*	764	*	*	*	*	29%	76%	69%
Students with Disabilities	17	744	*	725	*	*	*	*	*	35%	25%
Students without Disabilities	69	776	*	759	*	*	*	*	*	84%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	86	770	751	755	*	*	15%	49%	26%	74%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	762	748	756	*	*	17%	64%	*	72%	59%
White	77	762	752	763	*	*	18%	65%	*	73%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	38	768	753	761	*	*	*	63%	*	76%	66%
Male	45	757	744	750	*	*	*	64%	*	69%	53%
Economically Disadvantaged Students	17	750	*	740	*	*	*	*	*	59%	40%
Non-Economically Disadvantaged Students	66	765	*	765	*	*	*	*	*	76%	71%
Students with Disabilities	15	732	*	725	*	*	*	*	*	27%	22%
Students without Disabilities	68	769	*	762	*	*	*	*	*	82%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	83	762	749	757	*	*	17%	64%	*	72%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

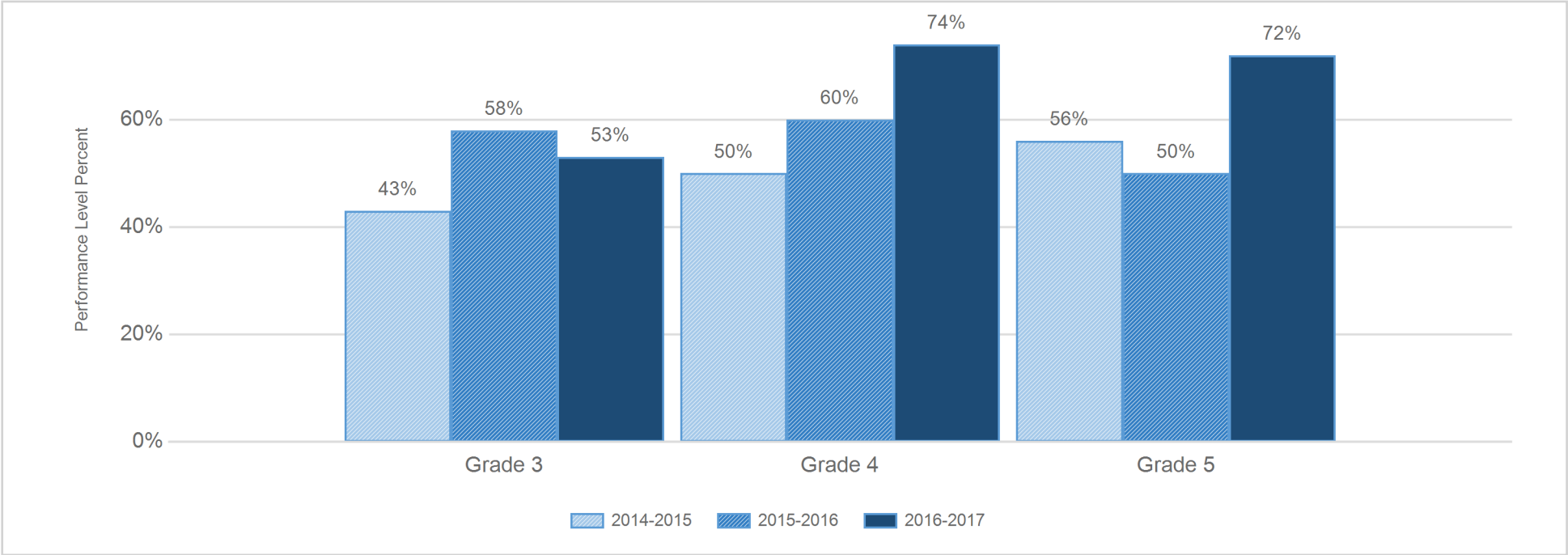


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English Language Arts/Literacy Assessment - Performance Trends

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	250	98.5	60.80	43.80	43.50	60.8	54.9	Met Target
White	234	98.4	62.40	46.70	52.40	62.4	55.1	Met Target
Hispanic	11	100.0	36.40	*	27.60	36.4	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	44.40	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	119	98.4	58.80	44.90	44.10	58.8		
Male	131	98.5	62.60	42.70	42.90	62.6		
Economically Disadvantaged Students	48	98.0	33.40	32.20	25.10	33.4	27.2	Met Target
Non-Economically Disadvantaged Students	202	98.6	67.30	49.20	54.30	67.3		
Students with Disabilities	56	98.2	37.50	16.30	16.50	37.5	34.7	Met Target
Students without Disabilities	194	98.5	67.60	51.30	48.80	67.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	18.20	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	756	751	751	*	*	29%	41%	15%	56%	53%
White	85	757	755	759	*	*	28%	42%	15%	58%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	753	750	751	*	*	*	32%	*	48%	52%
Male	56	758	751	751	*	*	*	46%	*	61%	53%
Economically Disadvantaged Students	20	747	737	736	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	67	759	759	761	*	*	*	*	*	61%	65%
Students with Disabilities	23	746	*	729	*	*	*	48%	*	52%	29%
Students without Disabilities	64	759	*	755	*	*	*	39%	*	58%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	87	756	752	753	*	*	29%	41%	15%	56%	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
Schoolwide	86	765	749	747	*	*	15%	61%	14%	74%	47%
White	77	767	751	755	*	*	13%	62%	16%	78%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	762	748	747	*	*	*	59%	*	72%	47%
Male	33	769	750	747	*	*	*	64%	*	79%	48%
Economically Disadvantaged Students	11	751	*	732	*	*	*	*	0%	46%	27%
Non-Economically Disadvantaged Students	75	767	*	757	*	*	*	*	16%	79%	61%
Students with Disabilities	17	736	*	724	*	*	*	*	*	29%	22%
Students without Disabilities	69	772	*	751	*	*	*	*	*	86%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	86	765	749	749	*	*	15%	61%	14%	74%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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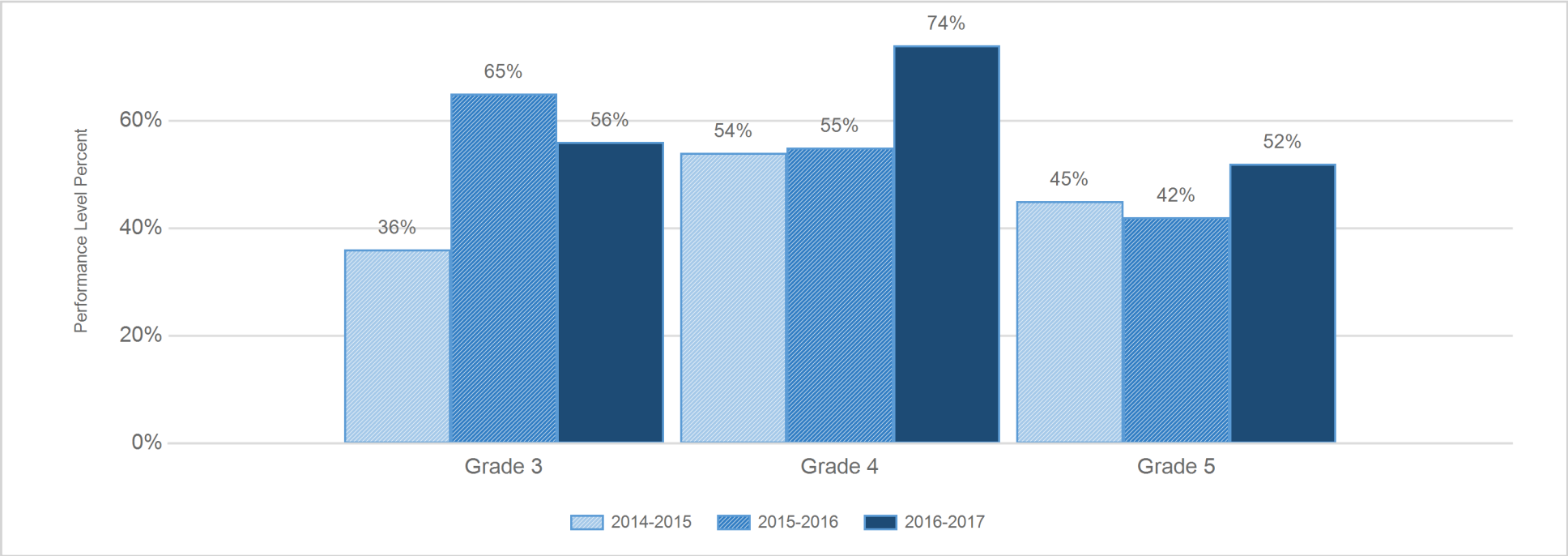
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	749	747	747	*	17%	28%	49%	*	52%	46%
White	77	749	750	754	*	17%	26%	51%	*	53%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	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	38	750	747	747	*	*	*	47%	*	47%	47%
Male	45	747	748	746	*	*	*	51%	*	56%	46%
Economically Disadvantaged Students	17	733	*	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	66	753	*	756	*	*	*	*	*	61%	59%
Students with Disabilities	15	732	*	725	*	*	*	*	*	27%	19%
Students without Disabilities	68	752	*	751	*	*	*	*	*	57%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	83	749	747	748	*	17%	28%	49%	*	52%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

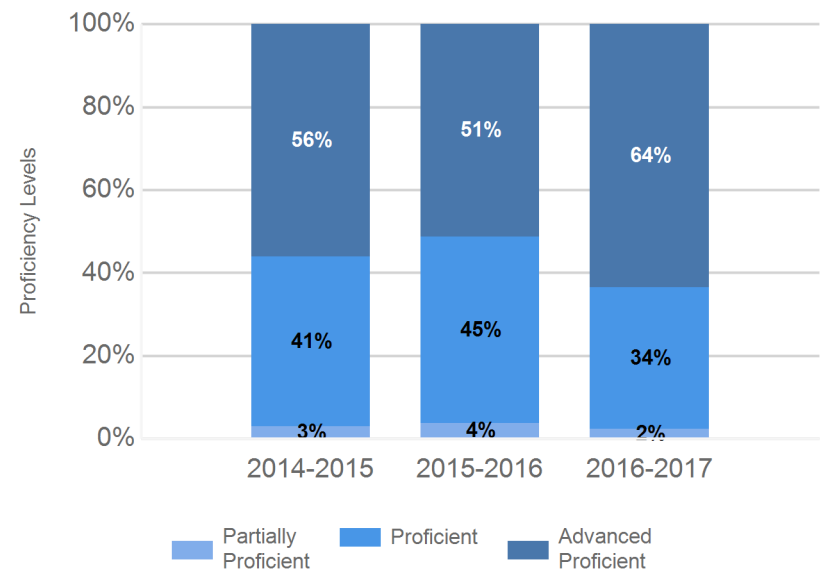
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	64%	34%	2%
White	69%	29%	3%
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	27%	73%	N
Students with Disabilities	44%	44%	13%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	50	50	Met Target	66	53	50	Exceeds Target
White	58	51	50	Met Target	66	53	52	Exceeds Target
Hispanic	*	51	49	**	*	56	47	**
Black or African American	*	43.5	45	**	*	47.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	56	47	47	Met Target	66	54	46	Exceeds Target
Students with Disabilities	59	*	41	Met Target	59.5	*	43	Met Target
English Learners	*	49	53	**	*	59	51	**

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



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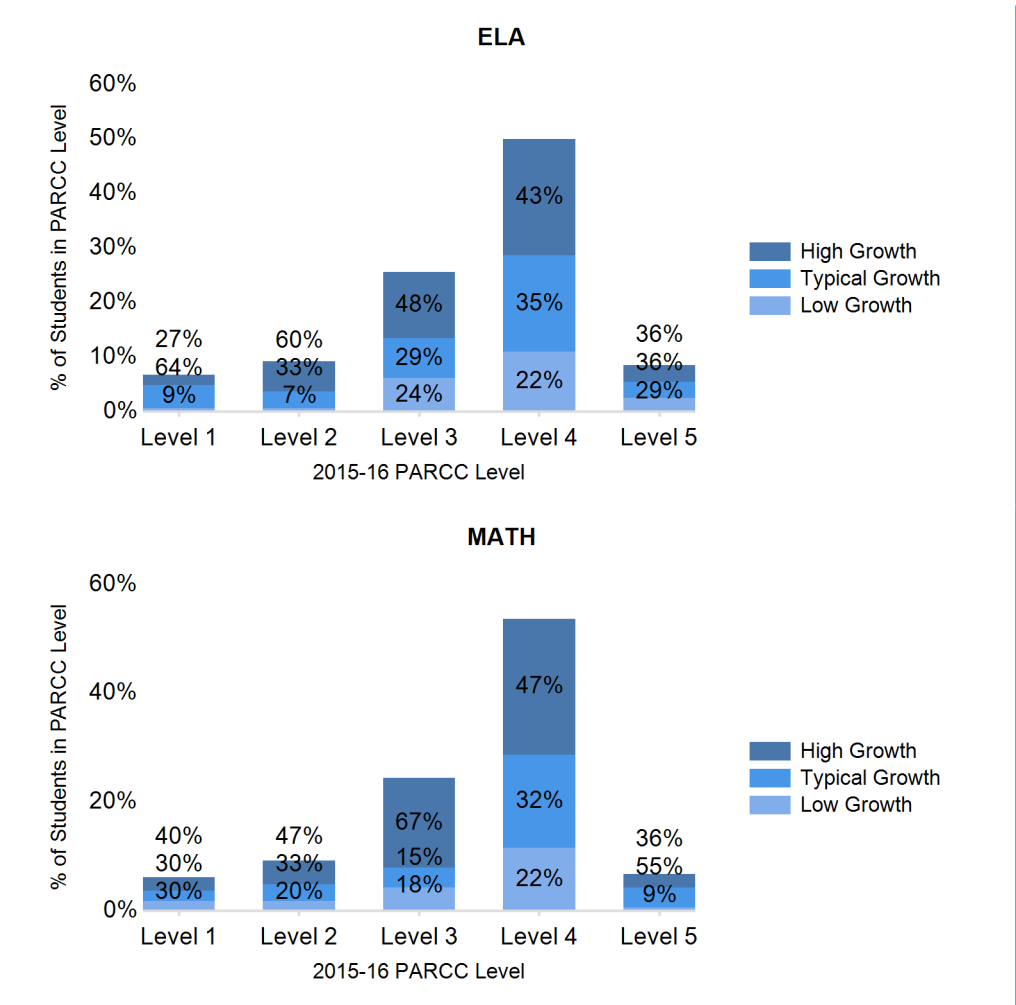
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

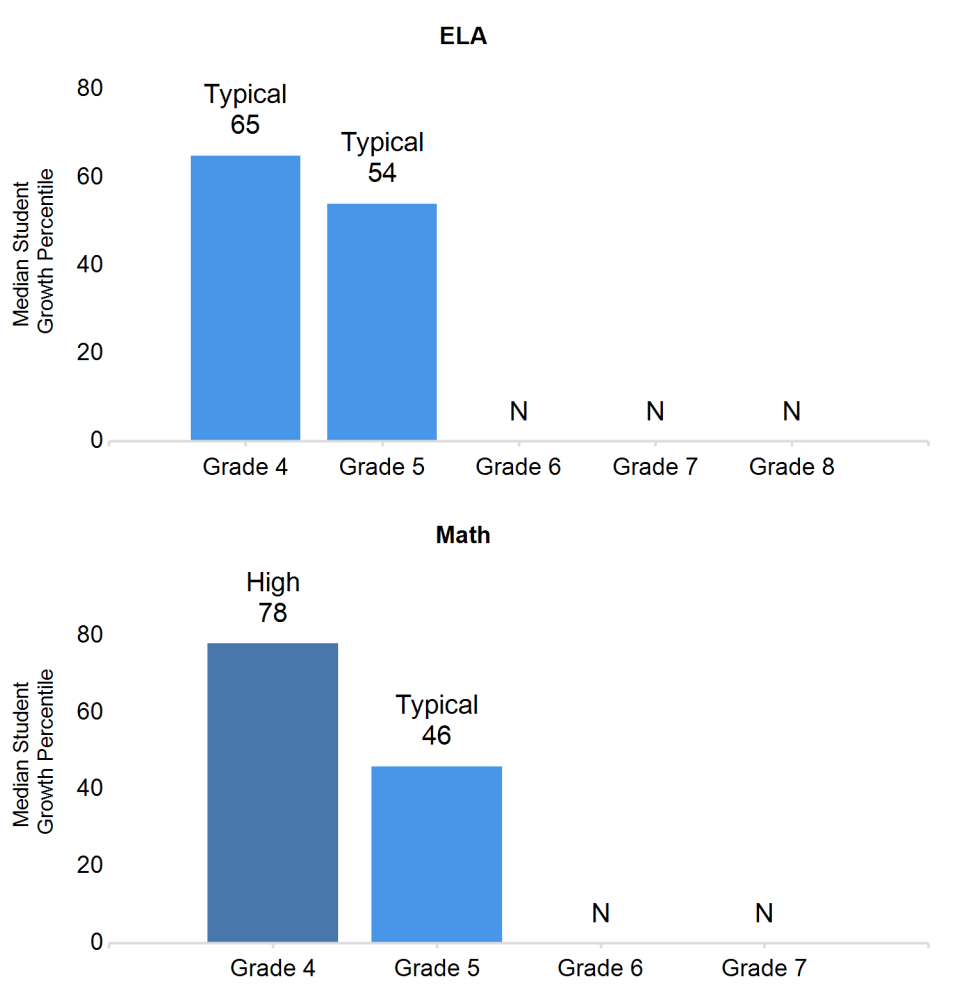
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

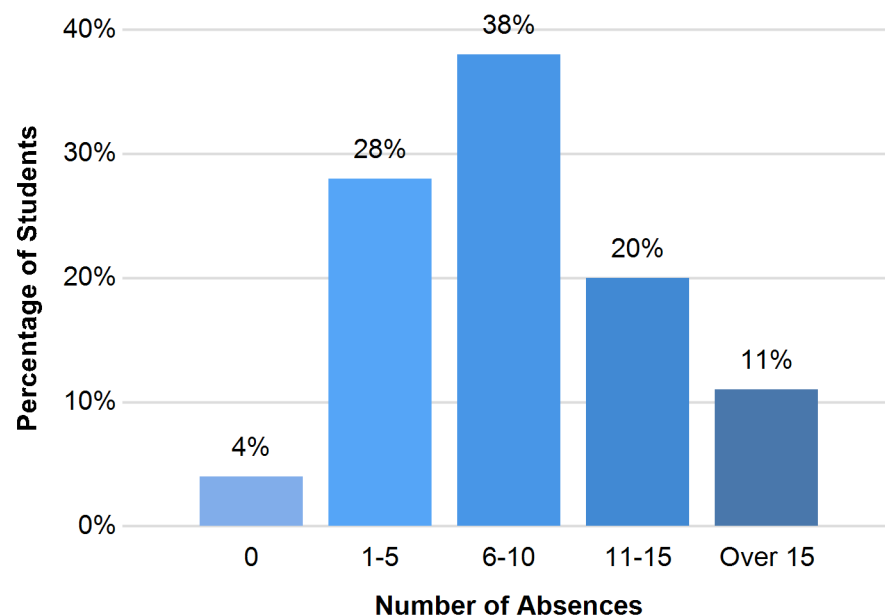
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.50	8.40	Met Target
White	7.70	8.40	Met Target
Hispanic	4.30	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.10	8.40	Not Met
Students with Disabilities	11.00	8.40	Not Met
English Learners	N	**	**

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

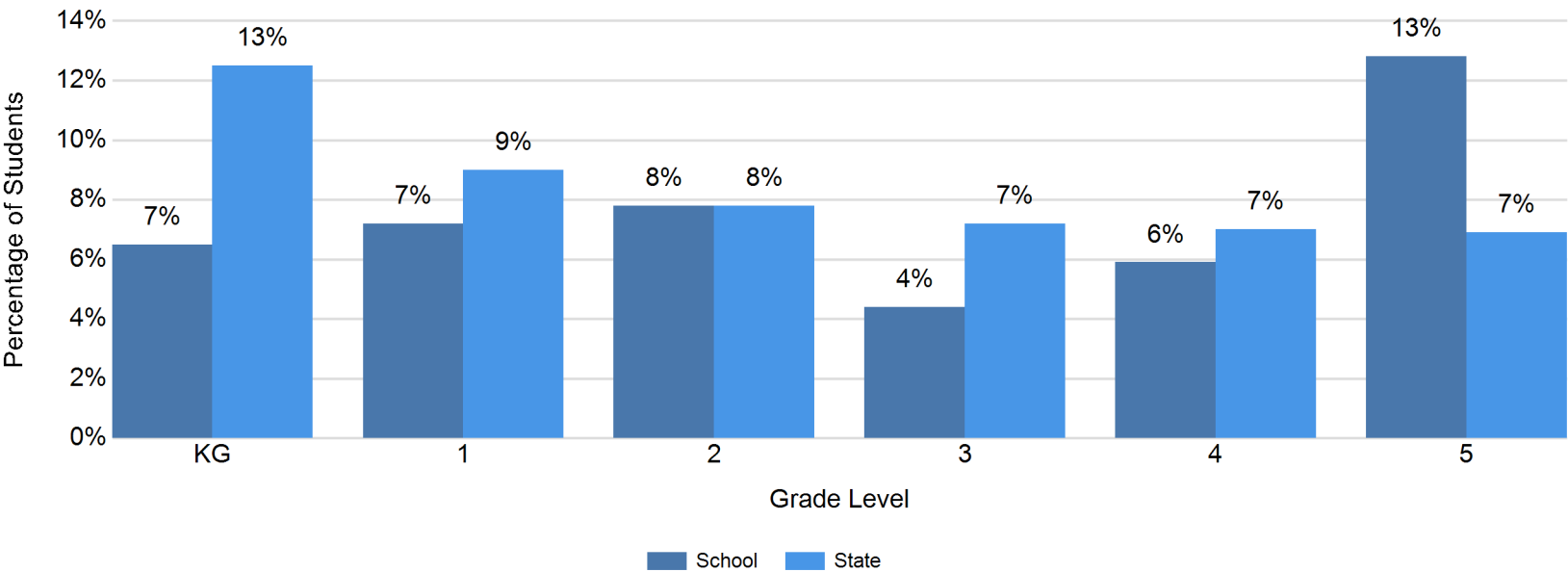
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:05AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	44	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	14.4	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	229:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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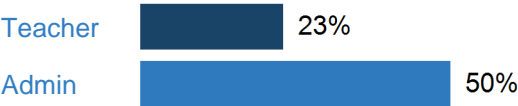
Teachers and Administrators - Level of Education

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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	63.7	17.5%
Mathematics Proficiency	71.5	17.5%
English Language Arts Growth	81.5	25.0%
Mathematics Growth	92.2	25.0%
Chronic Absenteeism	43.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.6
Summative Rating: Percentile rank of Summative Score		84.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	73.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	65.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	73.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	81.1	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Billen	Email Address:	jbillen@brickschools.org
Address:	500 MIDSTREAMS RD BRICK TOWN, NJ 08724-3816	Website:	http://www.brickschools.org/Schools/MidstreamsES
Phone:	(732)785-3000		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Midstreams School is proud of its parent community and school and parent partnership in achieving academic excellence. • Jazzy Players Theatre Club puts on a yearly school play involving over 80 students. • Midstreams staff always has the best interests of students in mind.
 Mission, Vision, Theme:	<p>Midstreams mission is to do what's best for kids and make sure all kids learn. The staff and community cooperatively work to support our students. We are committed to ensuring a climate of high expectations through nurturing the academic, technological, social, and emotional growth of all students. Our aim is for all students to ultimately become successful citizens in a global society.</p>
 Awards, Recognition, Accomplishments:	<p>Midstreams School was awarded for its contributions to the Ocean County Holiday Hunger Challenge for three of the last five years. Staff and students strive to participate in community oriented projects. This accomplishment is just one of many to highlight the commitment of staff and students to our surrounding community.</p>






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 Courses, Curriculum, Instruction:	Midstreams provides a balanced literacy approach to reading with time for whole group, guided reading and independent reading with differentiated activities to address targeted skills. The Journeys Program is the primary vehicle for literacy instruction. Math Expressions provides students with a variety of strategies to solve algorithms and word problems. Instruction focuses on inquiry-based learning to enhance problem-solving and critical thinking skills.
 Clubs and Activities:	Midstreams school believes in growing the whole child by promoting citizenship and stewardship through opportunities to participate in various clubs and activities. These clubs and activities include the Poetry Club, Jazzy Players (Theatre), Student Council, Early Act and the Junior Jaguars.
 Before and After School Programs:	Midstreams Elementary School offers student support programs outside the confines of the school day. Specifically, Midstreams provides a BEST program that provides before and after care for students.







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School Narrative

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 Staff and Professional Learning:	<p>Teachers within the Brick Township School District are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is also offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provide targeted training. PLC meetings also occur at the building level.</p>
 Student Supports and Services:	<p>Midstreams School incorporates an I&RS (intervention and referral services) Committee. In-class resource, pull-out replacement, and self contained special education services are provided for those students who qualify.</p>
 Student Health and Wellness:	<p>Midstreams has a school wide breakfast program that is offered every morning. Physical education classes occur two times a week for forty minutes. Additionally, the school promotes physical and mental well-being through DARE and Character Education Programs.</p>
 Parent and Community Involvement:	<p>Midstreams School has a very active Parent Teacher Organization (PTO), a Father's Club, a Mom's Club and a Liaison Committee. These parent groups highlight the home-school connection that makes Midstreams School an outstanding educational institution. Additionally this year, the Parent Portal was added to ensure parents would have easier access to student documents and records.</p>

School Narrative

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

<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</div> <div>A school climate survey is issued to school staff at the end of each year. This ensures that a positive and caring learning environment is provided to students every year.</div>
<div>  <div>Facilities:</div> </div>	<div>Midstreams School was built in 1955. Currently Midstreams houses 470 students from grades Kindergarten through Fifth Grade. Three years ago the entrance was upgraded to enhance security.</div>




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School Narrative

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

<div>Other Information:</div>	<p>Midstreams School prides itself on having a highly dedicated staff that ensures students receive the highest academic rigor. Staff members are reflective practitioners delivering high quality instruction to their students. Teachers focus on a balanced literacy program as well as maintaining high expectations. Of course technology is an integral part of teaching. Recently, several technological upgrades to the school have been delivered for this school year including updated teacher workstations. This has enhanced learning through interactive media and innovative technology.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	65	51	61
1	81	70	76
2	59	80	73
3	74	62	59
4	56	64	59
5	75	63	59
Ungraded	33	36	50
Total	443	426	437

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	48%	46%	45%
Students with Disabilities	21%	21%	23%
English Learners	16%	16%	17%
Homeless Students			5%
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	64.3%
Hispanic	28.4%
Black or African American	3.0%
Asian	0.9%
American Indian or Alaska Native	0.7%
Native Hawaiian or Pacific Islander	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
KG - Half Day	0	0	0
KG - Full Day	68	51	61

Enrollment by Home Language

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

Home Language	% of Students
English	79.9%
Spanish	19.0%
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	156	98.8	60.90	54.90	54.90	60.9	59.3	Met Target
White	119	98.4	67.20	58.00	63.90	67.2	61.9	Met Target
Hispanic	25	100.0	28.00	*	39.80	28	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	59.40	54.90	N	**	**
Female	78	97.7	65.40	63.00	62.20	65.4		
Male	78	100.0	56.40	47.20	48.10	56.4		
Economically Disadvantaged Students	57	100.0	42.10	40.20	36.20	42.1	53	Not Met
Non-Economically Disadvantaged Students	99	98.1	71.70	61.80	65.80	71.7		
Students with Disabilities	32	100.0	15.60	21.20	20.50	15.6	7.6	Met Target
Students without Disabilities	124	98.5	72.60	64.20	61.90	72.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	36.40	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	761	744	749	*	*	19%	49%	*	61%	50%
White	47	767	749	759	*	*	*	53%	*	68%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	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	28	766	749	754	*	*	*	43%	*	61%	55%
Male	31	756	740	745	*	*	*	55%	*	61%	46%
Economically Disadvantaged Students	23	740	728	731	*	*	*	*	*	30%	31%
Non-Economically Disadvantaged Students	36	774	753	762	*	*	*	*	*	81%	63%
Students with Disabilities	13	722	*	720	*	*	*	*	*	15%	24%
Students without Disabilities	46	772	*	755	*	*	*	*	*	74%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	59	761	745	752	*	*	19%	49%	*	61%	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	52	751	750	753	*	*	*	56%	*	65%	56%
White	42	752	753	762	*	*	*	57%	*	69%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	31	754	753	758	*	*	*	*	*	74%	61%
Male	21	746	748	749	*	*	*	*	*	52%	51%
Economically Disadvantaged Students	20	744	*	737	*	*	*	55%	*	60%	36%
Non-Economically Disadvantaged Students	32	755	*	764	*	*	*	56%	*	69%	69%
Students with Disabilities	13	708	*	725	*	*	*	*	*	23%	25%
Students without Disabilities	39	765	*	759	*	*	*	*	*	80%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	52	751	751	755	*	*	*	56%	*	65%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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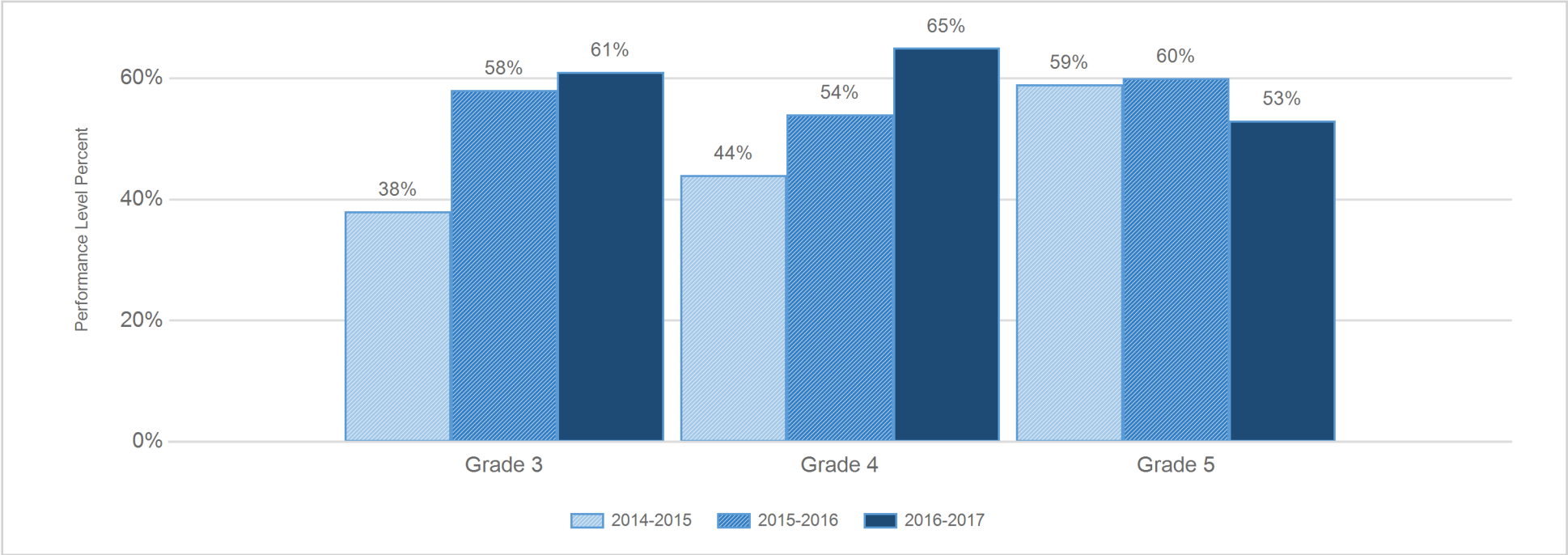
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	750	748	756	*	*	26%	47%	*	53%	59%
White	36	753	752	763	*	*	*	50%	*	58%	69%
Hispanic	12	734	739	743	*	*	*	*	0%	25%	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	26	753	753	761	*	*	*	54%	*	58%	66%
Male	29	747	744	750	*	*	*	41%	*	48%	53%
Economically Disadvantaged Students	22	736	*	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	33	759	*	765	*	*	*	*	*	64%	71%
Students with Disabilities	11	707	*	725	*	*	*	*	*	*	22%
Students without Disabilities	44	760	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	156	98.8	53.20	43.80	43.50	53.2	54.1	Met Target†
White	119	98.4	58.80	46.70	52.40	58.8	59.7	Met Target†
Hispanic	25	100.0	32.00	*	27.60	32	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	40.60	44.90	N	**	**
Female	78	97.7	55.20	44.90	44.10	55.2		
Male	78	100.0	51.30	42.70	42.90	51.3		
Economically Disadvantaged Students	57	100.0	35.10	32.20	25.10	35.1	47	Not Met
Non-Economically Disadvantaged Students	99	98.1	63.70	49.20	54.30	63.7		
Students with Disabilities	32	100.0	12.60	16.30	16.50	12.6	18.3	Met Target†
Students without Disabilities	124	98.5	63.70	51.30	48.80	63.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	18.20	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	763	751	751	*	*	24%	44%	20%	64%	53%
White	47	767	755	759	*	*	*	45%	26%	70%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	28	763	750	751	*	*	*	50%	*	68%	52%
Male	31	763	751	751	*	*	*	39%	*	61%	53%
Economically Disadvantaged Students	23	741	737	736	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	36	777	759	761	*	*	*	*	*	86%	65%
Students with Disabilities	13	734	*	729	*	*	*	0%	*	15%	29%
Students without Disabilities	46	772	*	755	*	*	*	57%	*	78%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	59	763	752	753	*	*	24%	44%	20%	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
Schoolwide	52	745	749	747	*	25%	25%	46%	*	46%	47%
White	42	748	751	755	*	24%	*	52%	0%	52%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	31	742	748	747	*	*	*	45%	0%	45%	47%
Male	21	748	750	747	*	*	*	48%	0%	48%	48%
Economically Disadvantaged Students	20	740	*	732	*	*	*	*	0%	45%	27%
Non-Economically Disadvantaged Students	32	748	*	757	*	*	*	*	0%	47%	61%
Students with Disabilities	13	719	*	724	*	*	*	*	*	*	22%
Students without Disabilities	39	753	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	52	745	749	749	*	25%	25%	46%	*	46%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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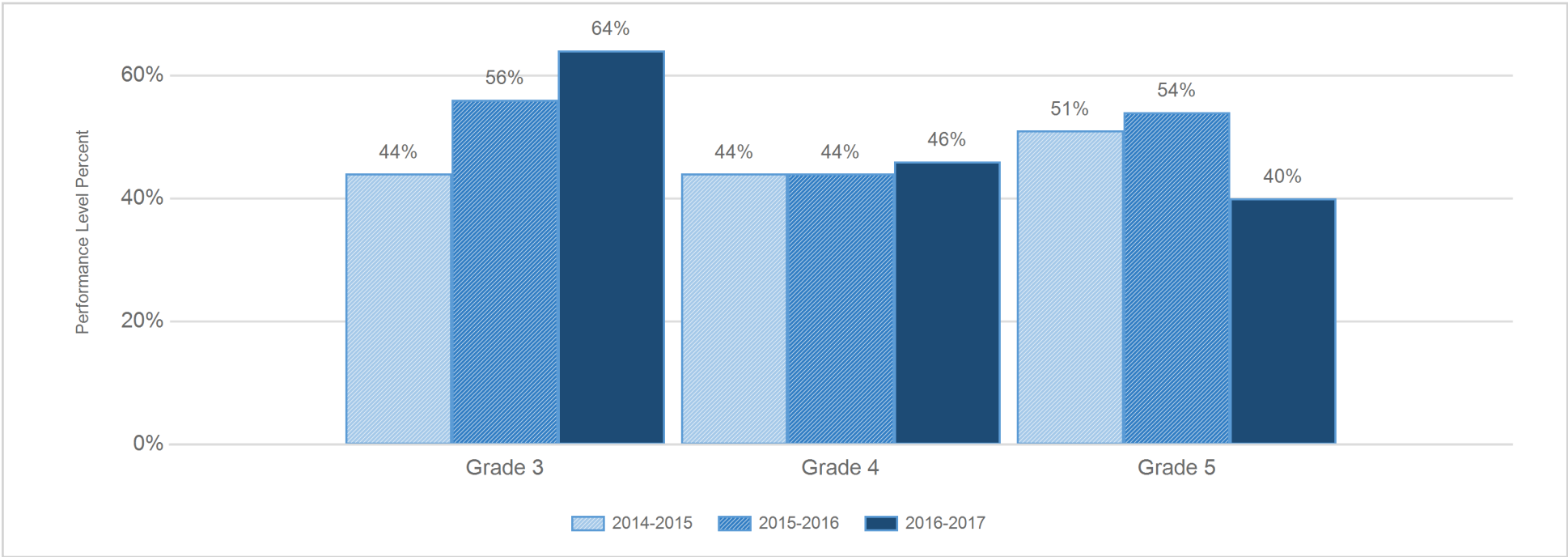
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	749	747	747	*	26%	31%	27%	*	40%	46%
White	36	753	750	754	*	*	28%	*	*	42%	57%
Hispanic	12	734	739	735	0%	*	*	*	0%	25%	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	26	750	747	747	*	*	*	*	*	42%	47%
Male	29	748	748	746	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	22	731	*	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	33	761	*	756	*	*	*	*	*	52%	59%
Students with Disabilities	11	714	*	725	*	*	*	*	*	*	19%
Students without Disabilities	44	758	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	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	12	*	*
2	18	88.9%	11.1%
3	21	81%	19%
4	12	83.3%	16.7%
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.

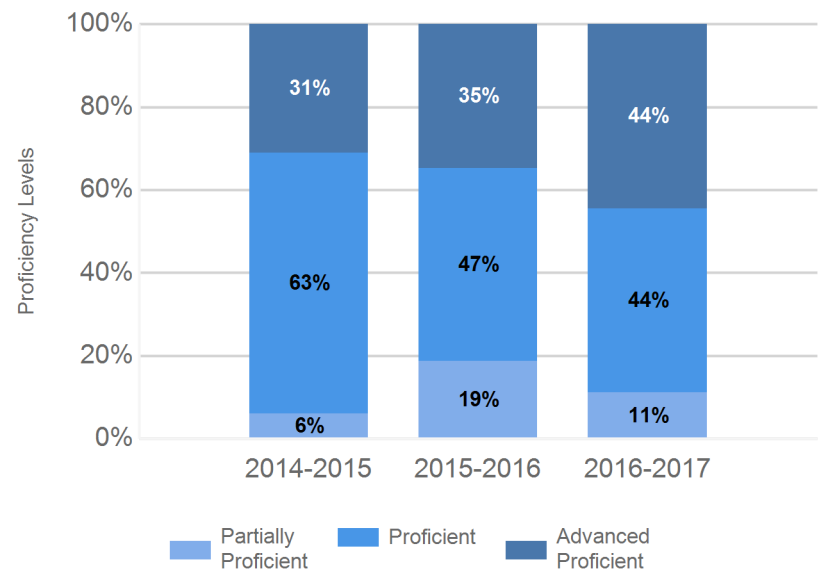
NJASK Science Assessment Performance: Grade 4

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	44%	44%	11%
White	52%	35%	14%
Hispanic	25%	67%	8%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	36%	46%	18%
Students with Disabilities	12%	60%	28%
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	40.5	50	50	Met Target	45	53	50	Met Target
White	41	51	50	Met Target	45	53	52	Met Target
Hispanic	37	51	49	**	43	56	47	**
Black or African American	*	43.5	45	**	*	47.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	51	60	**	*	61	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	38	47	47	Not Met	44	54	46	Met Target
Students with Disabilities	27	*	41	Not Met	44	*	43	Met Target
English Learners	*	49	53	**	*	59	51	**

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



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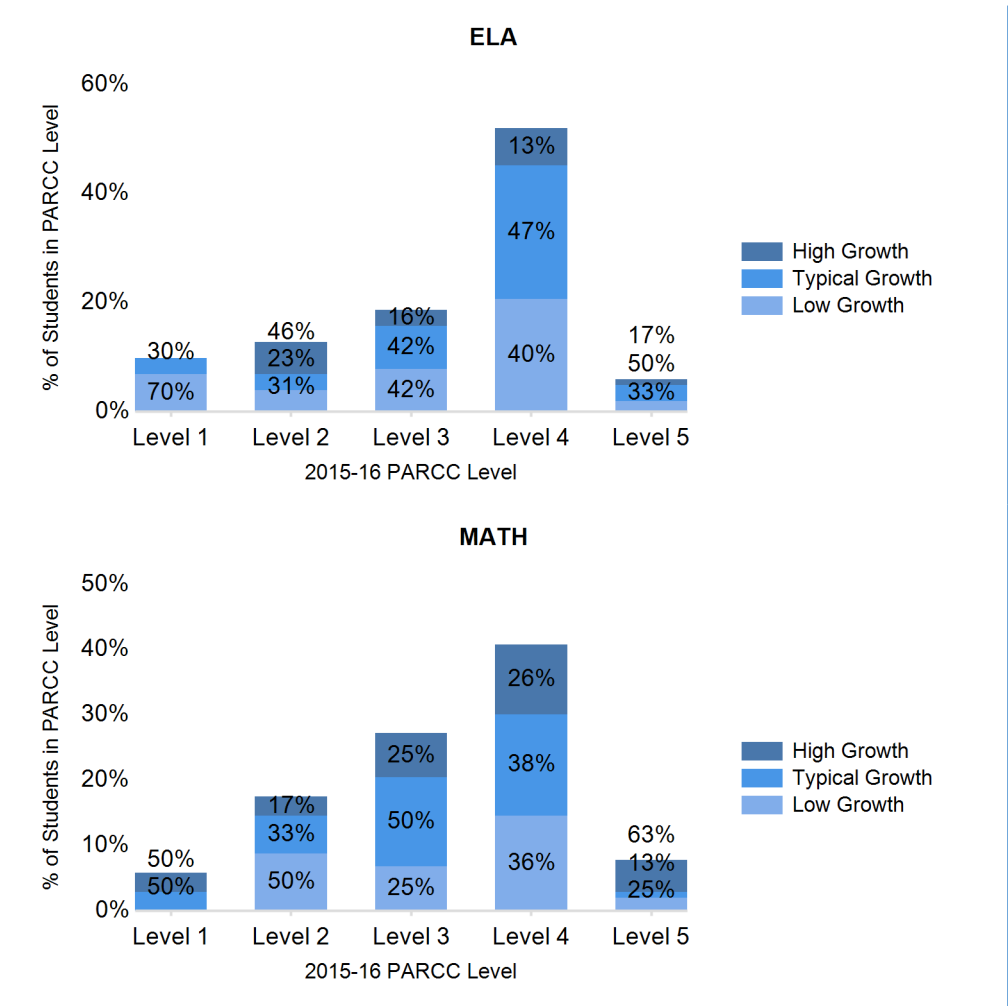
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

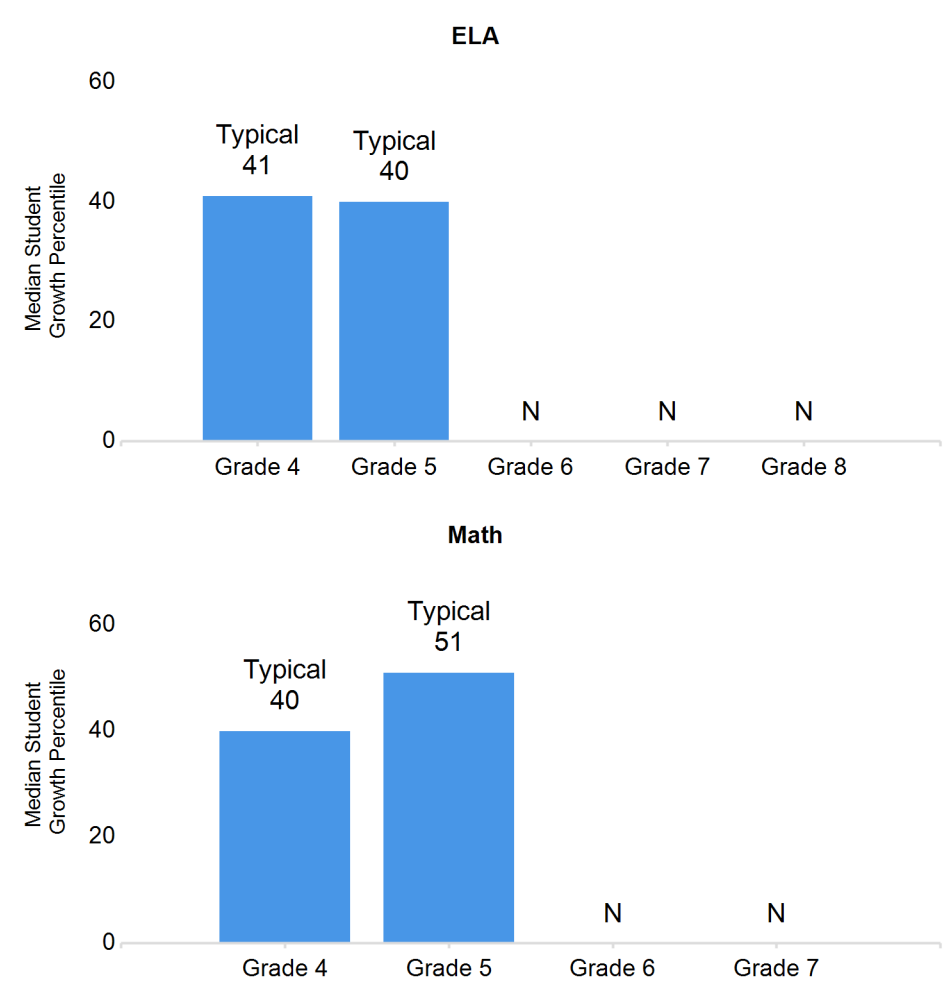
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

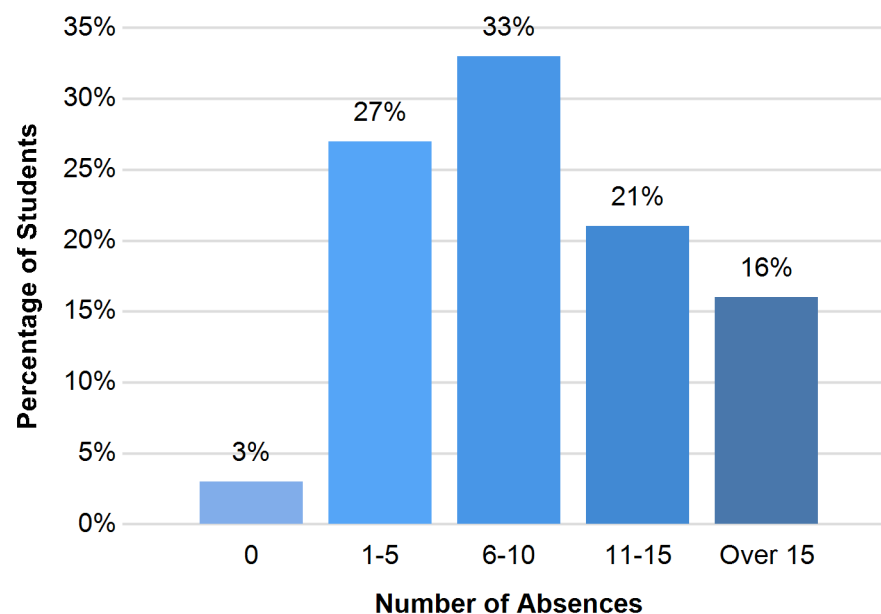
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	8.40	Not Met
White	11.70	8.40	Not Met
Hispanic	11.70	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.00	8.40	Not Met
Students with Disabilities	15.00	8.40	Not Met
English Learners	10.10	8.40	Not Met

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

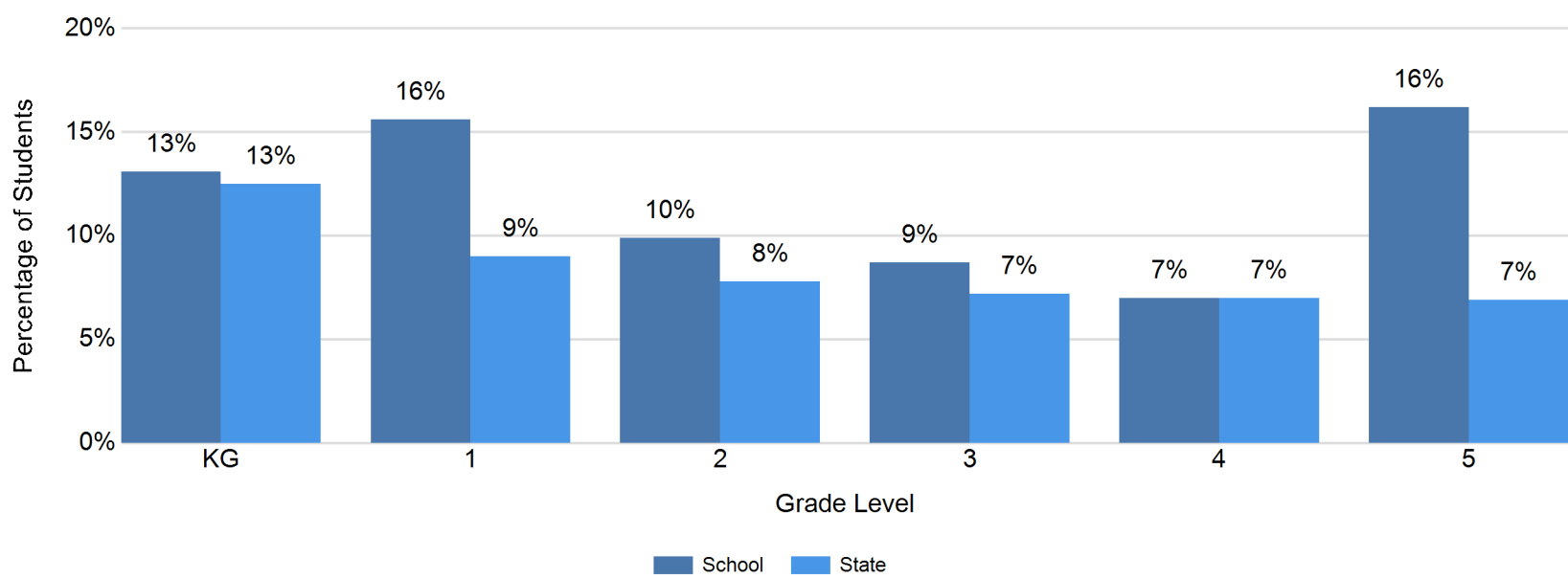
Days Absent

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.



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	9:05AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.46

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	0.5%
Any Suspension	0.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	39	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	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	437:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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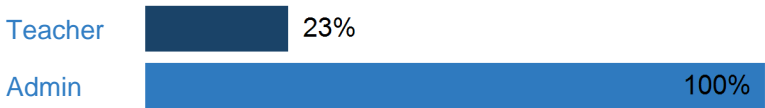
Teachers and Administrators - Level of Education

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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	46.1	17.5%
Mathematics Proficiency	52.8	17.5%
English Language Arts Growth	12.6	25.0%
Mathematics Growth	33.5	25.0%
Chronic Absenteeism	19.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		31.7
Summative Rating: Percentile rank of Summative Score		21.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	31.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	31.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	43.0	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	33.7	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	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

Principal:	Mrs. DiGrigoli	Email Address:	kdigrigoli@brickschools.org
Address:	218 DRUM POINT RD BRICK, NJ 08723-6312	Website:	http://www.brickschools.org/Schools/OsbornvilleES.aspx
Phone:	(732)785-3000		




School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Technology is an integral part of all daily lessons . • Our "Power Save" Team was honored. • Recipient of Ocean First Model Classroom Grant.
Mission, Vision, Theme:	<p>At Osbornville Elementary School, we believe that all students have the capacity to achieve lifelong success in our well balanced learning environment. We believe it is the responsibility of all stakeholders of our school community to assist our next generation in reaching their fullest potential as well rounded and learned citizens of our society.</p>
Awards, Recognition, Accomplishments:	<p>Osbornville Elementary School was the recipient of a grant from the Ocean First Foundation to design an innovative media center. The new media center provides all students with a television studio and state of the arts technology . The Brick Township Mayor and Town Council recognized Osbornville Elementary School for their dedication to recycling. The school is the recipient of the "Recycling Education Excellence" Award.</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>All students have the opportunity to become successful learners through a balanced literacy curriculum and hands on math program aligned directly to the NJSLS. TheExcel/Enrichment program is offered to increase the educational rigor for students consistently performing above grade levels. The program allows students discovery learning due to STEM projects. Social Studies lessons and Science units are integrated into the literacy lessons.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Osbornville Elementary School offers a multitude of experiences to provide all students with different opportunities. Glee Club, Band Club, Student Council, Media Club, Art Club and Wellness Club are some of the activities which are offered to our students. Students also have the ability to join the Early Act Club which joins together with the community to assist in areas of need.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>The Extended Day Program, which is held after school, provides additional instructional time for our general education students. The LEAP program, which is held after school, provides additional instruction for our bilingual students.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Teachers within the Brick Township School district are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provided targeted training. Teachers support one another through scheduled PLC meetings.</p>
 Student Supports and Services:	<p>Osbornville Elementary School provides all students with services such as occupational therapy, physical therapy, speech, counseling as needed. I&RS meetings and CST evaluations are held monthly. A school counselor is available every day during the school year for personal/school issues. The school nurse prepares 504 plans which provide modifications for students who would benefit from these modifications.</p>
 Student Health and Wellness:	<p>Students continuously learn that wellness means a combination of nutrition, exercise, sleep/rest and being happy. Throughout every lesson these goals are incorporated due to a well balanced/integrated health and physical education program.</p>
 Parent and Community Involvement:	<p>The Osbornville Elementary School PTA provides all members of the school community with a wealth of resources and materials. Assemblies per grade level are planned and provided. Family events such as : Spring Fling Dance, Family Fitness Nights, Family Bingo and other related family events are offered to the families free of charge.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Osbornville Elementary School captures the history of Brick Township. Much like the township, Osbornville School has grown extensively over the past 79 years. It was built in 1938 as a small school with only six classrooms. It has since expanded to twenty five classrooms with additional instructional areas including a media room, art room and several small and large instructional areas.</p>
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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

<div>Other Information:</div>	<p>Osbornville Elementary School is truly a partnership of educators, parents and community providing an unsurpassed supportive and safe learning experieince. The teachers are designers and leaders of instruction, engaging students in every task. A multitude of instructional materials are used to ensure each student succeeds in learning. Teachers utilize technology on a daily basis to be sure the needs of the 21st Century learner are being met. The ultimate goal o the Osbornmville School community is to instill a sense of pride in the achievements of every student. We here at Osbornville School celebrate every child's learning. As one enters our school the following quote can be seen "You are are historians. You are artists. You are important. You are scientists. You are loved. You are mathematicians. You are authors. You are the reason we are here."</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	110	83	118
1	129	109	89
2	103	131	107
3	108	100	128
4	109	119	96
5	109	102	121
Ungraded	43	44	49
Total	711	688	708

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%	47%	45%
Male	53%	53%	55%
Economically Disadvantaged Students	42%	40%	42%
Students with Disabilities	20%	21%	22%
English Learners	0%	0%	0%
Homeless Students			2%
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	67.7%
Hispanic	14.4%
Black or African American	14.0%
Asian	2.3%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	110	83	118

Enrollment by Home Language

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

Home Language	% of Students
English	96.3%
Spanish	2.3%
Other	1.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	356	99.2	52.50	54.90	54.90	52.5	56.5	Met Target†
White	248	99.2	60.00	58.00	63.90	60	62.4	Met Target†
Hispanic	51	98.5	39.20	*	39.80	39.2	49.3	Met Target†
Black or African American	45	100.0	24.40	30.90	35.20	24.4	29.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	64.60	80.70	50	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	163	100.0	56.40	63.00	62.20	56.4		
Male	193	98.6	49.20	47.20	48.10	49.2		
Economically Disadvantaged Students	159	100.0	35.20	40.20	36.20	35.2	39.6	Met Target†
Non-Economically Disadvantaged Students	197	98.5	66.50	61.80	65.80	66.5		
Students with Disabilities	98	98.1	34.70	21.20	20.50	34.7	32.7	Met Target
Students without Disabilities	258	99.7	59.30	64.20	61.90	59.3		
English Learners	11	100.0	36.40	17.30	25.20	36.4	**	**
Non-English Learners	345	99.2	53.00	56.20	57.40	53		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	736	744	749	*	19%	26%	34%	*	37%	50%
White	88	747	749	759	14%	*	22%	48%	*	52%	61%
Hispanic	27	718	724	734	*	*	*	*	0%	15%	35%
Black or African American	21	712	721	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	59	741	749	754	*	*	31%	37%	*	41%	55%
Male	81	732	740	745	*	*	24%	32%	*	35%	46%
Economically Disadvantaged Students	70	718	728	731	*	*	24%	17%	*	17%	31%
Non-Economically Disadvantaged Students	70	754	753	762	*	*	29%	51%	*	57%	63%
Students with Disabilities	34	714	*	720	*	*	*	*	*	27%	24%
Students without Disabilities	106	743	*	755	*	*	*	*	*	41%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	109	750	750	753	*	16%	18%	49%	*	59%	56%
White	76	754	753	762	*	*	25%	50%	*	61%	67%
Hispanic	13	741	738	740	*	*	0%	*	*	54%	40%
Black or African American	15	731	737	737	*	*	*	*	*	40%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	53	749	753	758	*	*	*	40%	*	51%	61%
Male	56	752	748	749	*	*	*	57%	*	66%	51%
Economically Disadvantaged Students	43	741	*	737	*	*	*	40%	*	49%	36%
Non-Economically Disadvantaged Students	66	757	*	764	*	*	*	55%	*	65%	69%
Students with Disabilities	28	726	*	725	*	*	*	*	0%	32%	25%
Students without Disabilities	81	759	*	759	*	*	*	*	14%	68%	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	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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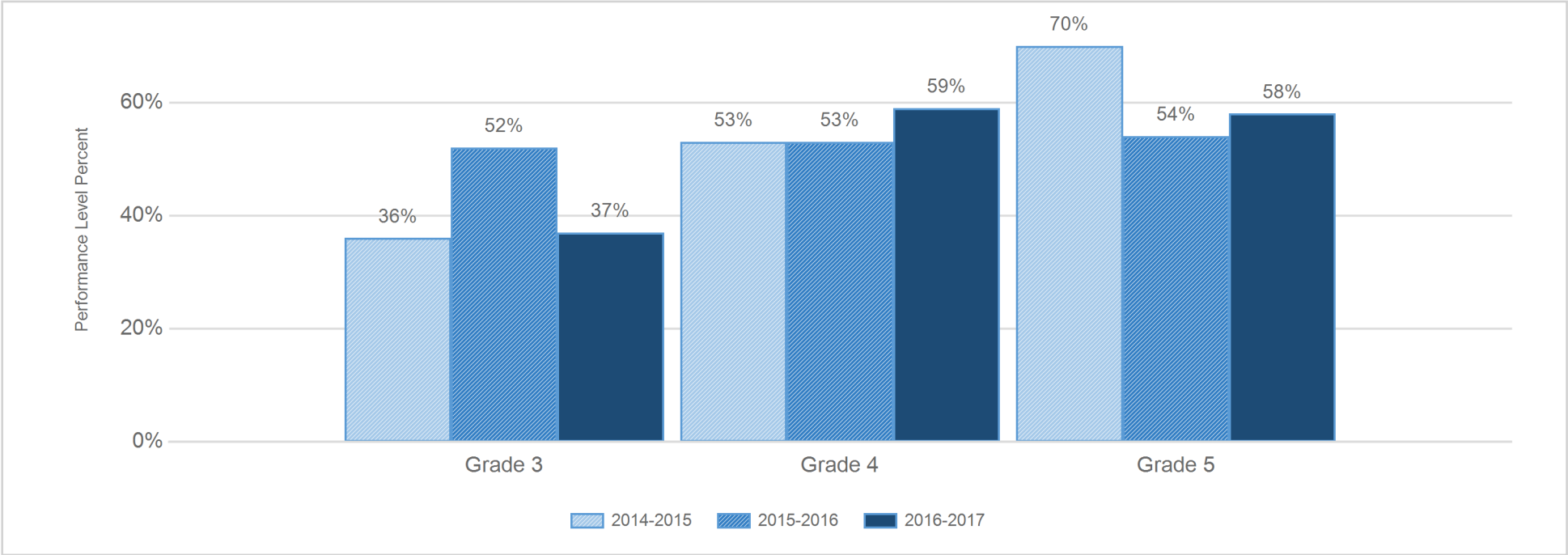
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	751	748	756	*	11%	25%	56%	*	58%	59%
White	87	756	752	763	*	*	20%	67%	*	69%	69%
Hispanic	22	748	739	743	*	*	*	*	*	46%	44%
Black or African American	17	731	732	740	*	*	*	*	0%	18%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	67	757	753	761	*	*	19%	66%	*	69%	66%
Male	64	745	744	750	*	*	31%	45%	*	47%	53%
Economically Disadvantaged Students	64	739	*	740	*	*	*	33%	*	36%	40%
Non-Economically Disadvantaged Students	67	763	*	765	*	*	*	78%	*	79%	71%
Students with Disabilities	28	726	*	725	*	*	*	*	*	21%	22%
Students without Disabilities	103	758	*	762	*	*	*	*	*	68%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	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%

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	354	99.2	50.30	43.80	43.50	50.3	51	Met Target†
White	246	99.2	57.70	46.70	52.40	57.7	56.6	Met Target
Hispanic	51	98.5	33.30	*	27.60	33.3	45	Not Met
Black or African American	45	100.0	26.60	17.50	21.70	26.6	27.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.00	60.80	75.60	60	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	163	100.0	47.20	44.90	44.10	47.2		
Male	191	98.6	52.90	42.70	42.90	52.9		
Economically Disadvantaged Students	158	100.0	34.80	32.20	25.10	34.8	35	Met Target†
Non-Economically Disadvantaged Students	196	98.5	62.80	49.20	54.30	62.8		
Students with Disabilities	97	98.1	35.10	16.30	16.50	35.1	30.8	Met Target
Students without Disabilities	257	99.7	56.00	51.30	48.80	56		
English Learners	11	100.0	27.30	20.50	23.30	27.3	**	**
Non-English Learners	343	99.2	51.00	44.50	45.20	51		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	745	751	751	9%	19%	22%	42%	8%	50%	53%
White	87	753	755	759	*	*	18%	49%	13%	62%	63%
Hispanic	27	731	738	738	*	*	*	*	0%	30%	37%
Black or African American	21	722	728	733	*	48%	*	*	0%	24%	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	59	746	750	751	*	*	32%	37%	*	48%	52%
Male	80	744	751	751	*	*	14%	46%	*	53%	53%
Economically Disadvantaged Students	70	728	737	736	*	*	24%	29%	0%	29%	34%
Non-Economically Disadvantaged Students	69	761	759	761	*	*	19%	57%	16%	73%	65%
Students with Disabilities	34	734	*	729	*	*	*	38%	*	44%	29%
Students without Disabilities	105	748	*	755	*	*	*	44%	*	52%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	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
Schoolwide	109	746	749	747	*	19%	29%	42%	*	46%	47%
White	76	751	751	755	*	15%	29%	49%	*	53%	59%
Hispanic	13	734	739	734	*	*	*	*	0%	31%	30%
Black or African American	15	729	732	729	*	*	*	*	0%	20%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	743	748	747	*	*	32%	38%	*	40%	47%
Male	56	749	750	747	*	*	27%	46%	*	52%	48%
Economically Disadvantaged Students	43	737	*	732	*	*	*	33%	*	37%	27%
Non-Economically Disadvantaged Students	66	752	*	757	*	*	*	49%	*	52%	61%
Students with Disabilities	28	725	*	724	*	39%	*	*	*	18%	22%
Students without Disabilities	81	754	*	751	*	12%	*	*	*	56%	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	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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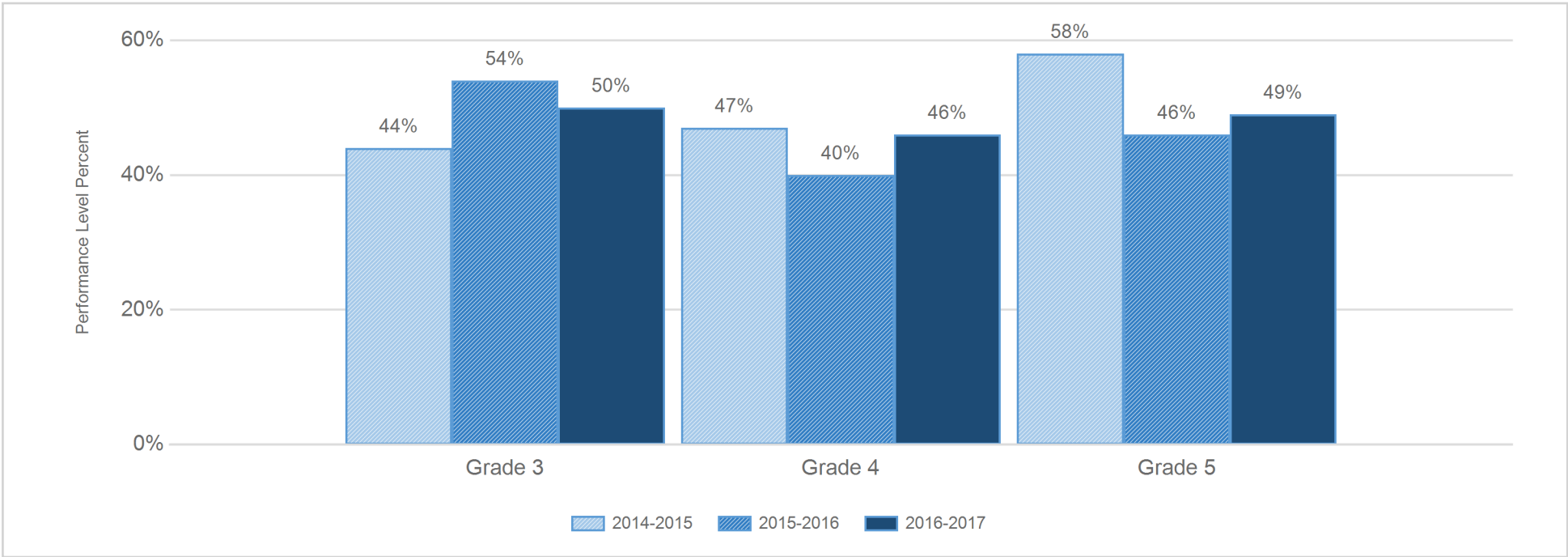
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	748	747	747	*	12%	36%	44%	*	49%	46%
White	87	754	750	754	0%	*	31%	52%	*	59%	57%
Hispanic	22	740	739	735	*	*	50%	*	*	32%	30%
Black or African American	17	729	727	729	*	*	*	*	0%	24%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	67	748	747	747	*	*	42%	42%	*	46%	47%
Male	64	748	748	746	*	*	30%	45%	*	52%	46%
Economically Disadvantaged Students	64	738	*	732	*	*	42%	31%	*	33%	27%
Non-Economically Disadvantaged Students	67	758	*	756	*	*	30%	55%	*	64%	59%
Students with Disabilities	28	731	*	725	*	*	*	*	*	25%	19%
Students without Disabilities	103	753	*	751	*	*	*	*	*	55%	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

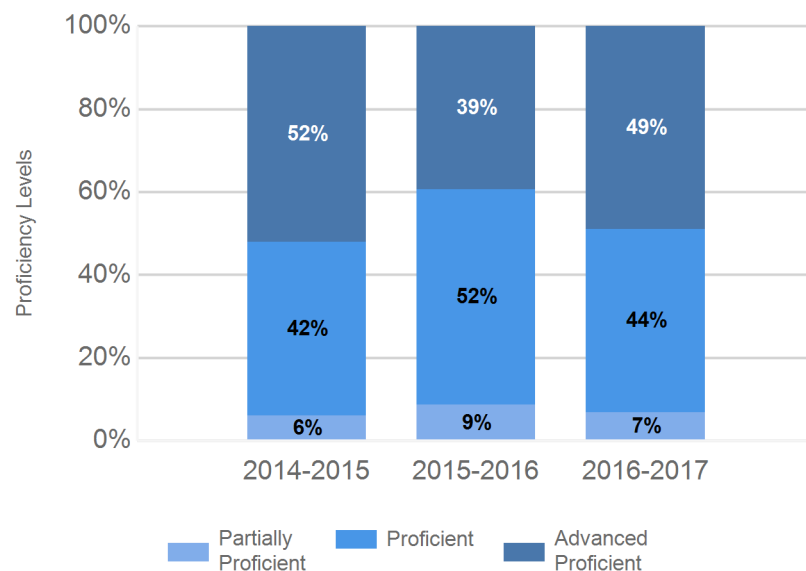
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	44%	7%
White	54%	44%	3%
Hispanic	36%	43%	21%
Black or African American	23%	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	*	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	37%	53%	11%
Students with Disabilities	25%	61%	14%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44.5	50	50	Met Target	55.5	53	50	Met Target
White	44.5	51	50	Met Target	56	53	52	Met Target
Hispanic	55.5	51	49	Met Target	58	56	47	Met Target
Black or African American	28	43.5	45	Not Met	49	47.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	51	60	**	*	61	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43	47	47	Met Target	54	54	46	Met Target
Students with Disabilities	46	*	41	Met Target	45	*	43	Met Target
English Learners	*	49	53	**	*	59	51	**

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



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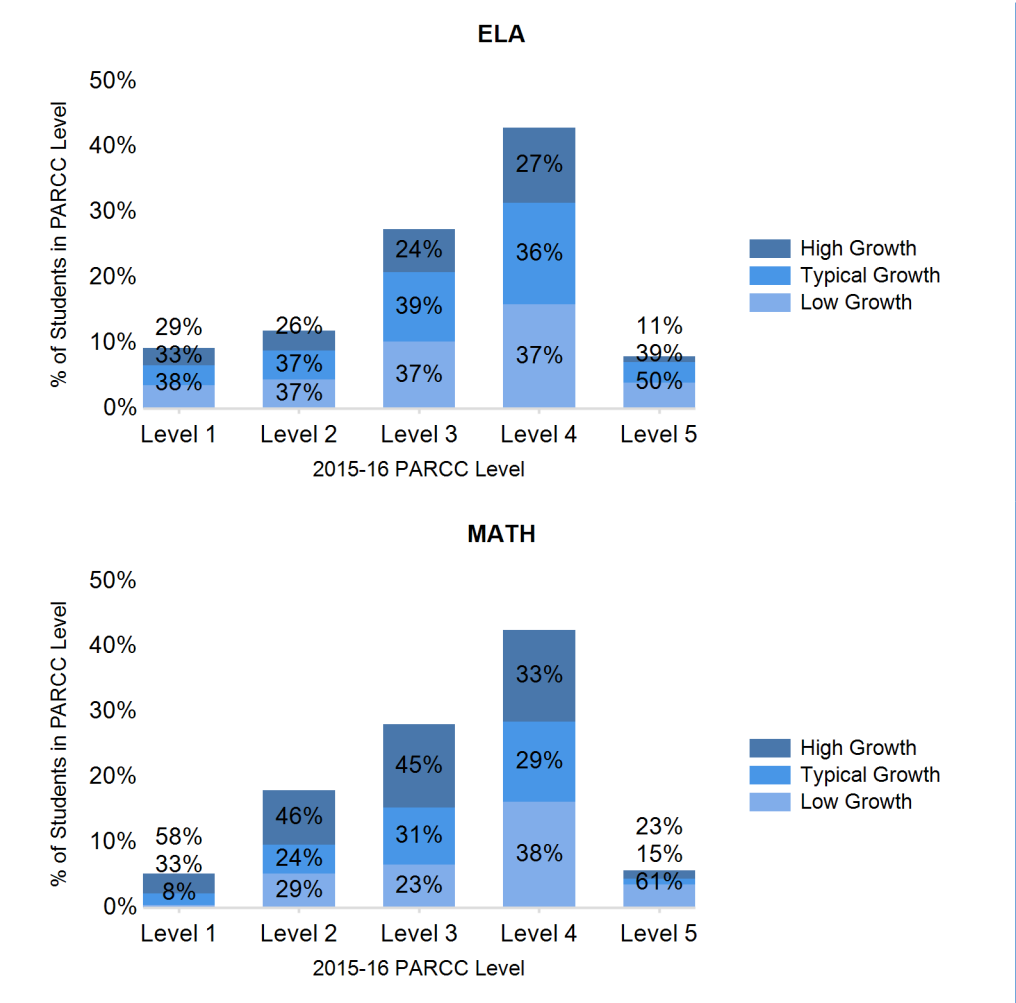
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

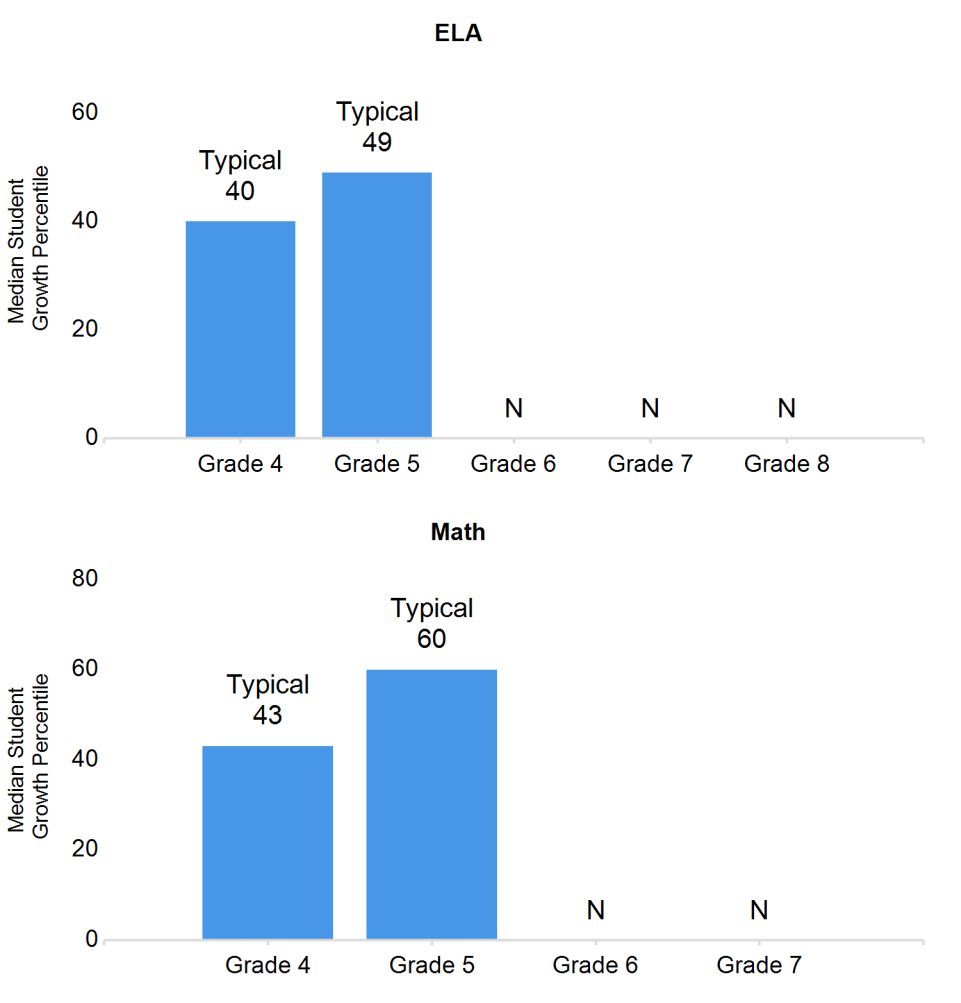
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

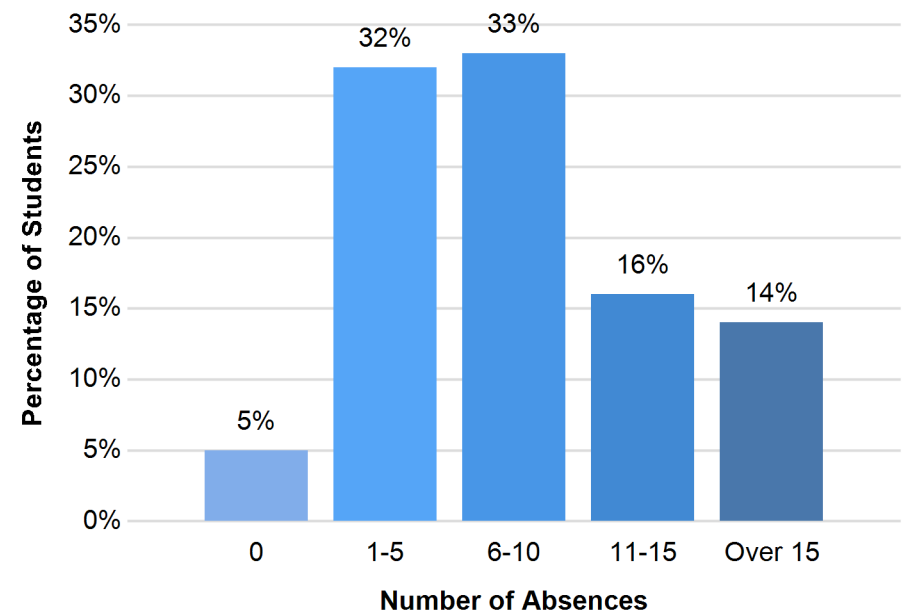
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.70	8.40	Not Met
White	10.00	8.40	Not Met
Hispanic	14.60	8.40	Not Met
Black or African American	18.40	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.60	8.40	Not Met
Students with Disabilities	18.00	8.40	Not Met
English Learners	N	**	**

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

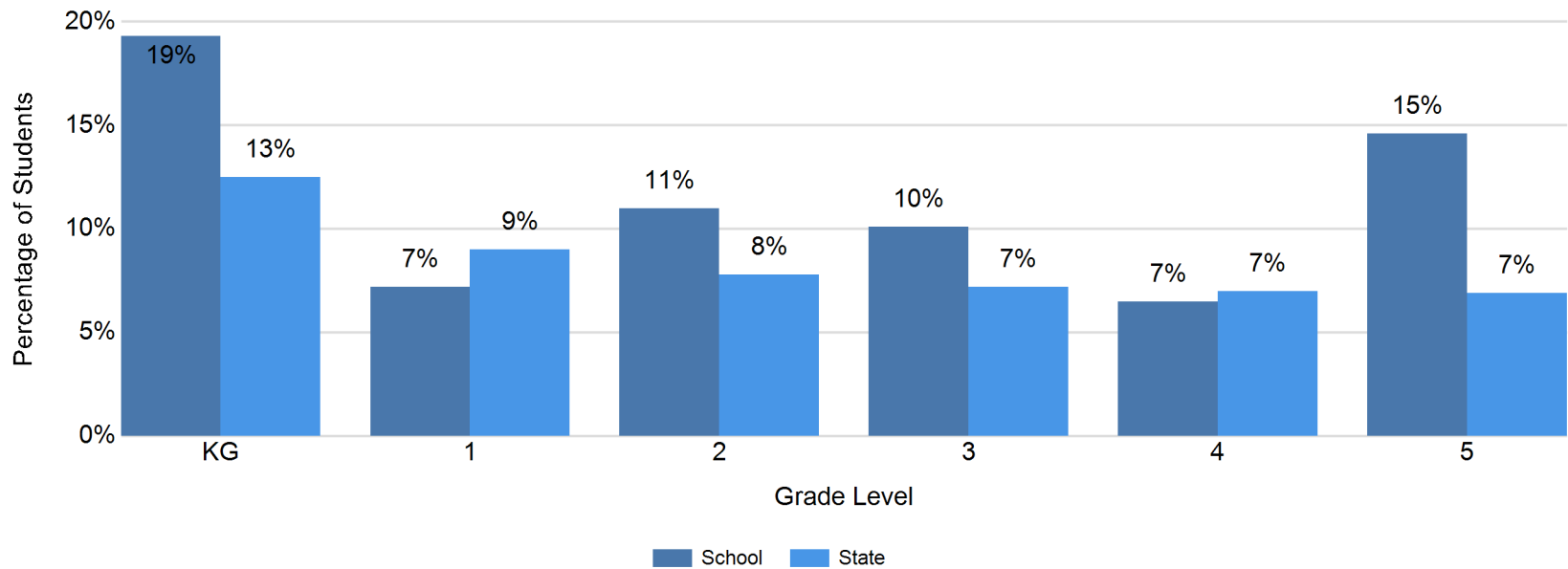
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:05AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.13

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	2.7%
Any Suspension	2.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	62	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	13.5	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	354:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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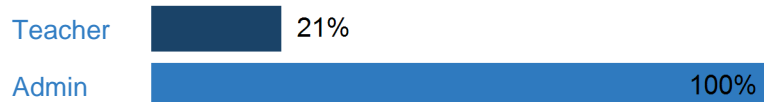
Teachers and Administrators - Level of Education

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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	39.3	17.5%
Mathematics Proficiency	56.3	17.5%
English Language Arts Growth	29.6	25.0%
Mathematics Growth	69.1	25.0%
Chronic Absenteeism	17.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.0
Summative Rating: Percentile rank of Summative Score		40.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	40.3	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Hispanic	58.5	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Black or African American	37.8	11.9	No	Met Target†	Met Target†	Not Met	Not Met	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	50.0	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	62.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Coddington	Email Address:	ckerr@brickschools.org
Address:	103 HENDRICKSON AVENUE BRICK, NJ 08724	Website:	http://www.brickschools.org/Schools/VETERANSMEMORIAL
Phone:	(732)785-3000		




School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • VMES has many clubs and activities that promote social growth. • Technology is a part of each day utilizing personal Chromebooks. • Our PTA sponsors many events that are designed to strengthen the home school connection.
 Mission, Vision, Theme:	<p>The VMES learning community shares the responsibility of creating an engaging, safe, and nurturing environment for all learners. Through a partnership of home, school, and community, we strive to ensure that all students have the foundation to become effective communicators, inspired learners, productive workers, responsible global citizens, and resourceful thinkers.</p>
 Awards, Recognition, Accomplishments:	<p>The VMES CAST program was awarded The Promising Practice award from National Schools of Character. In addition, our recent Teacher of the Year was selected as the Brick Hero Of The Year.</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>Our highly qualified professionals provide an engaging academic program aligned with the NJSLS. They utilize research based strategies and contemporary pedagogy to meet the needs of a diverse student population. All students are challenged to achieve their academic potential through differentiated instruction and services such as, basic skills instruction, in-class support, resource room instruction, after school programs, and the enrichment program.</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>VMES offers many choices for students to participate in clubs and activities that promote social skills and leadership opportunities. Band, Chorus, Green Team, Art Club, Safety Patrol, Early Act Club, and Student Council are some of the available activities.</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>VMES offers student support programs outside the confines of the school day. Students performing below grade level in math and/or literacy are offered an opportunity to attend an Extended Day Program where their academic challenges are targeted with intervention.</div>







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School Narrative

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 Staff and Professional Learning:	<p>Teachers within the Brick Township School District are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches, and district supervisors to provided targeted training. Teachers support one another through PLC meetings.</p>
 Student Supports and Services:	<p>VMES Elementary School supports an inclusive environment, servicing students of diverse backgrounds and needs. Support services are in place for Special Education Students and Basic Skills Students. Additionally, the process of I&RS is followed with fidelity to ensure that all students struggling academically, behaviorally, socially, or emotionally are provided targeted supports to facilitate growth. VMES has 2 counselors and a nurse.</p>
 Student Health and Wellness:	<p>Students are given an opportunity for recess on a daily basis. Students also receive instruction in Physical Education and Health and learn about nutrition and proper excercise to maintain a happy, healthy life. The DARE program and Character Education Program are also focused on at VMES. Healthy eating habits are promoted at VMES daily by offering all students opportunities for breakfast and lunch.</p>
 Parent and Community Involvement:	<p>VMES is fortunate to have a very active and supportive PTA. Our PTA has provided many grade level assemblies and programs to benefit our students. Fun activities such as, dances, ice cream socials, and Fifth Grade Celebration are available for our students. Our Back To School Night is well attended and parents are able to interact with their child's teacher.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>VMES was erected in 1970. Many recent improvements have been made to both the outside and indoor facility. New windows and doors have been added throughout the school to improve the aesthetics and security in the school. Solar panels were added to the roof in an effort to promote efficiency and implement green practices by conserving natural resources. The parking lot is the most recent improvement. It has been completely redesigned, paved, and lined.</p>
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School Narrative

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

<div>Other Information:</div>	<p>VMES supports a partnership of highly effective professionals, families, and community. Our school empahsizes the importance of character education and educating the whole child. Students are encouraged to have pride in their school and their personal achievements. We as a school, promote the importance of student attendance and continue to emphasize to students that their attendance is essential for success.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	321	346	340
7	330	316	342
8	381	332	326
Ungraded	112	104	95
Total	1144	1098	1103

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%	49%	49%
Male	50%	52%	51%
Economically Disadvantaged Students	29%	28%	28%
Students with Disabilities	18%	20%	20%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	77.4%
Hispanic	11.3%
Black or African American	7.5%
Asian	2.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.1%

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	96.1%
Spanish	2.3%
Other	1.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1031	97.7	61.60	54.90	54.90	61.6	62.6	Met Target†
White	819	97.6	64.30	58.00	63.90	64.3	65.5	Met Target†
Hispanic	96	98.2	61.40	*	39.80	61.4	52.1	Met Target
Black or African American	78	97.8	32.00	30.90	35.20	32	35.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	60.00	64.60	80.70	60	61.9	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	59.40	54.90	63.7	**	**
Female	499	97.4	72.30	63.00	62.20	72.3		
Male	532	98.1	51.50	47.20	48.10	51.5		
Economically Disadvantaged Students	291	96.9	45.70	40.20	36.20	45.7	52.1	Not Met
Non-Economically Disadvantaged Students	740	98.1	67.90	61.80	65.80	67.9		
Students with Disabilities	225	97.2	23.50	21.20	20.50	23.5	23.2	Met Target
Students without Disabilities	806	97.9	72.20	64.20	61.90	72.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	344	753	751	752	4%	13%	28%	46%	10%	56%	54%
White	254	756	753	758	*	*	27%	49%	11%	60%	63%
Hispanic	45	753	746	740	0%	*	29%	42%	*	53%	38%
Black or African American	35	730	730	736	*	*	37%	*	*	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	173	762	757	758	*	*	24%	54%	*	68%	61%
Male	171	744	744	746	*	*	32%	38%	*	43%	46%
Economically Disadvantaged Students	99	740	741	737	*	*	38%	31%	*	33%	34%
Non-Economically Disadvantaged Students	245	758	756	761	*	*	24%	52%	*	65%	65%
Students with Disabilities	67	725	724	722	*	*	37%	15%	*	15%	17%
Students without Disabilities	277	760	758	758	*	*	26%	53%	*	66%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	358	755	759	756	8%	8%	26%	38%	21%	59%	59%
White	282	759	762	764	6%	6%	25%	41%	23%	64%	69%
Hispanic	34	744	753	742	*	*	35%	38%	*	47%	44%
Black or African American	30	724	731	737	*	*	*	*	*	23%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	163	763	769	764	*	*	21%	42%	28%	70%	68%
Male	195	747	750	749	*	*	30%	34%	15%	49%	51%
Economically Disadvantaged Students	94	742	750	739	12%	16%	27%	34%	12%	46%	40%
Non-Economically Disadvantaged Students	264	759	763	766	6%	5%	25%	39%	24%	63%	70%
Students with Disabilities	70	718	720	719	*	*	36%	14%	0%	14%	19%
Students without Disabilities	288	764	769	763	*	*	23%	44%	26%	69%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	340	761	763	757	5%	10%	17%	54%	14%	68%	59%
White	277	763	766	764	4%	9%	17%	55%	16%	70%	68%
Hispanic	30	757	757	742	*	*	*	60%	*	67%	44%
Black or African American	19	737	746	738	*	*	*	*	0%	42%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	178	768	770	766	*	*	16%	60%	16%	75%	68%
Male	162	754	756	749	*	*	19%	47%	12%	59%	50%
Economically Disadvantaged Students	83	747	750	739	*	16%	23%	46%	*	52%	40%
Non-Economically Disadvantaged Students	257	765	768	766	*	8%	16%	56%	*	73%	69%
Students with Disabilities	64	727	735	718	*	*	*	25%	*	27%	18%
Students without Disabilities	276	769	770	764	*	*	*	60%	*	77%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	340	761	*	759	5%	10%	17%	54%	14%	68%	*
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%

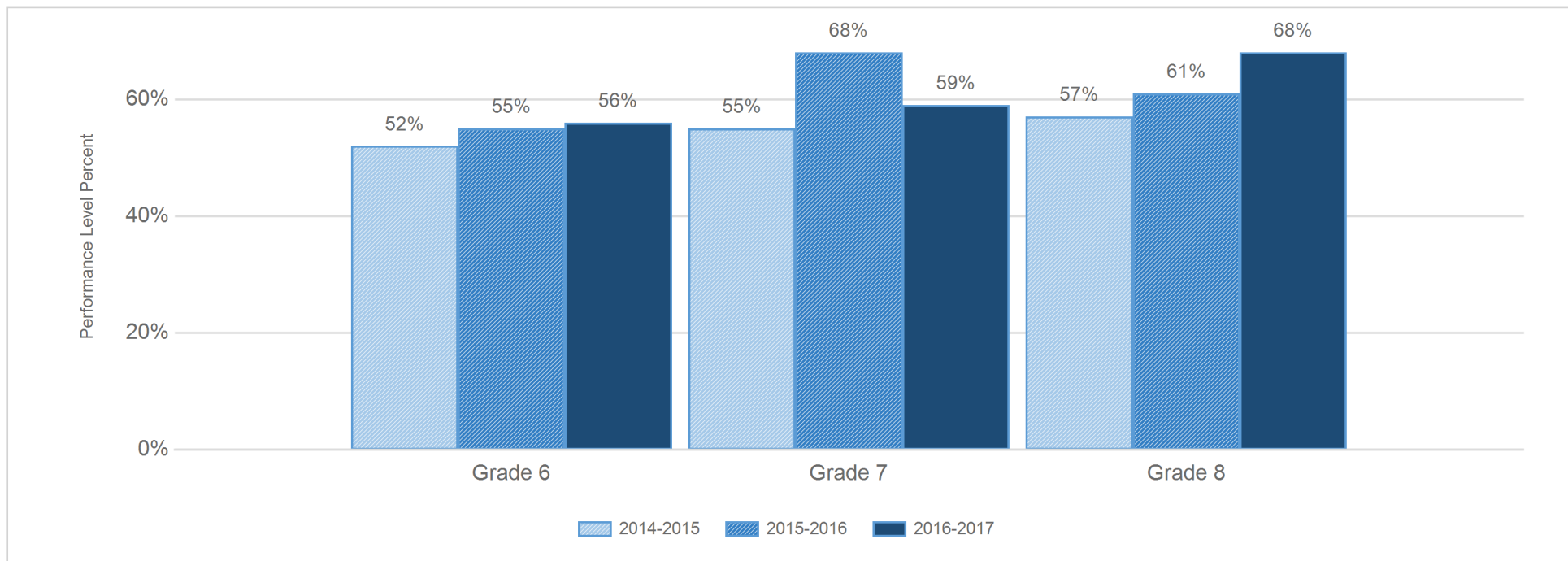


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English Language Arts/Literacy Assessment - Performance Trends

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	1026	97.4	43.00	43.80	43.50	43	43.5	Met Target†
White	815	97.1	46.10	46.70	52.40	46.1	45.4	Met Target
Hispanic	96	98.2	39.50	*	27.60	39.5	39.3	Met Target
Black or African American	78	97.8	11.50	17.50	21.70	11.5	18.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	24	100.0	50.00	60.80	75.60	50	53.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	40.60	44.90	45.5	**	**
Female	497	97.0	47.50	44.90	44.10	47.5		
Male	529	97.7	38.80	42.70	42.90	38.8		
Economically Disadvantaged Students	285	95.7	26.40	32.20	25.10	26.4	30.4	Met Target†
Non-Economically Disadvantaged Students	741	98.1	49.40	49.20	54.30	49.4		
Students with Disabilities	223	96.7	*	16.30	16.50	*	14.7	Not Met
Students without Disabilities	803	97.6	*	51.30	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	345	742	744	743	5%	23%	31%	38%	4%	41%	44%
White	255	745	747	751	*	19%	32%	41%	*	46%	54%
Hispanic	45	741	739	731	*	29%	29%	38%	*	40%	27%
Black or African American	35	720	722	724	*	49%	*	*	0%	11%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	173	745	746	745	*	17%	28%	48%	*	51%	45%
Male	172	738	742	742	*	29%	34%	27%	*	32%	43%
Economically Disadvantaged Students	98	730	735	728	*	37%	36%	20%	*	20%	24%
Non-Economically Disadvantaged Students	247	746	749	752	*	17%	29%	45%	*	50%	56%
Students with Disabilities	68	717	721	717	*	*	*	*	*	*	13%
Students without Disabilities	277	748	750	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	355	742	744	741	4%	22%	35%	32%	7%	39%	40%
White	280	746	747	748	4%	18%	36%	36%	7%	43%	49%
Hispanic	33	734	740	730	*	42%	36%	*	*	21%	23%
Black or African American	30	715	718	726	*	*	*	*	*	*	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	162	745	748	743	*	20%	33%	35%	*	43%	41%
Male	193	740	741	740	*	23%	37%	30%	*	35%	38%
Economically Disadvantaged Students	93	734	738	729	*	29%	39%	24%	*	27%	22%
Non-Economically Disadvantaged Students	262	745	747	749	*	20%	34%	35%	*	43%	50%
Students with Disabilities	69	717	717	716	*	*	*	*	*	*	11%
Students without Disabilities	286	748	751	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	736	738	728	10%	22%	33%	35%	0%	35%	28%
White	203	738	741	736	10%	19%	33%	38%	0%	38%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	19	724	*	715	*	*	*	*	0%	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	125	736	740	730	10%	18%	40%	32%	0%	32%	30%
Male	130	736	737	725	11%	25%	26%	39%	0%	39%	26%
Economically Disadvantaged Students	74	728	732	719	18%	24%	31%	27%	0%	27%	19%
Non-Economically Disadvantaged Students	181	739	742	734	7%	20%	34%	39%	0%	39%	34%
Students with Disabilities	64	711	717	705	*	36%	20%	*	*	11%	*
Students without Disabilities	191	744	745	734	*	17%	37%	*	*	44%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	255	736	*	729	10%	22%	33%	35%	0%	35%	*
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
Schoolwide	83	774	744	743	0%	0%	*	83%	*	90%	42%
White	72	774	748	751	0%	0%	*	81%	*	89%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	52	771	747	744	0%	0%	*	85%	*	89%	43%
Male	31	780	741	741	0%	0%	*	81%	*	94%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	83	774	*	747	0%	0%	*	83%	*	90%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	83	774	*	745	0%	0%	*	83%	*	90%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

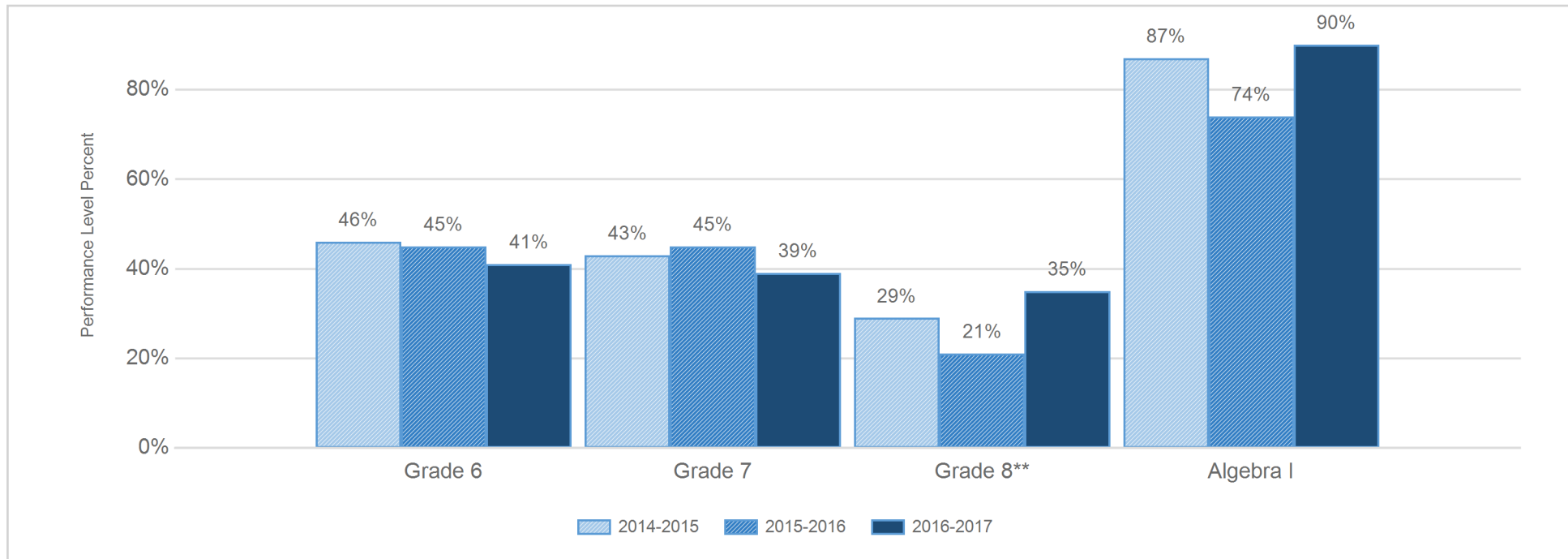


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	15	14
8	16	16

English Language Proficiency Test - Participation and Performance

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

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



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

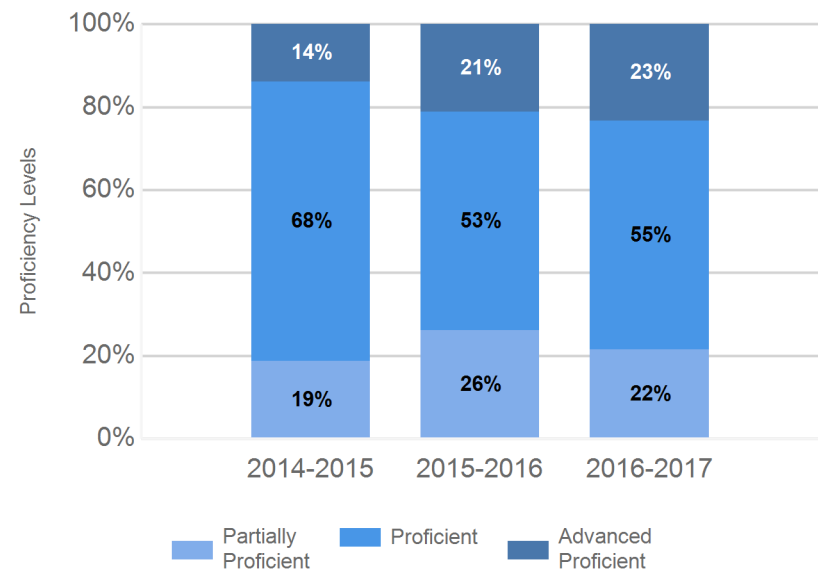
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	23%	55%	22%
White	27%	55%	18%
Hispanic	7%	59%	35%
Black or African American	N	55%	45%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	*	63%	*
Economically Disadvantaged Students	13%	48%	39%
Students with Disabilities	7%	39%	54%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	50	50	Met Target	44.5	53	50	Met Target
White	50	51	50	Met Target	46	53	52	Met Target
Hispanic	48.5	51	49	Met Target	38.5	56	47	Not Met
Black or African American	43	43.5	45	Met Target	44	47.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	32	51	60	Not Met	43	61	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47	47	47	Met Target	46	54	46	Met Target
Students with Disabilities	52	*	41	Met Target	44	*	43	Met Target
English Learners	*	49	53	**	*	59	51	**

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



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

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

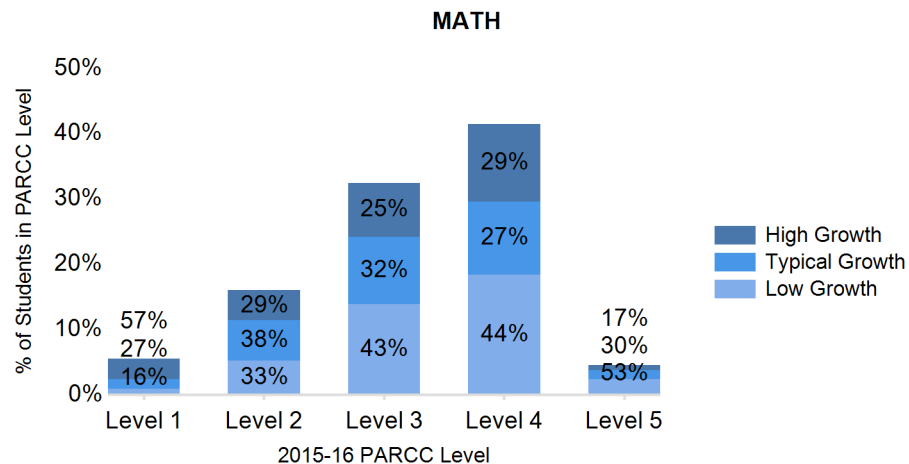
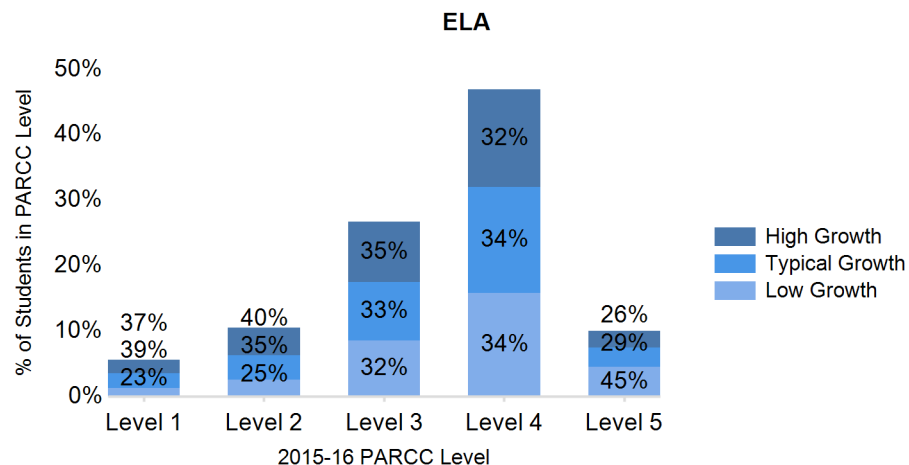
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

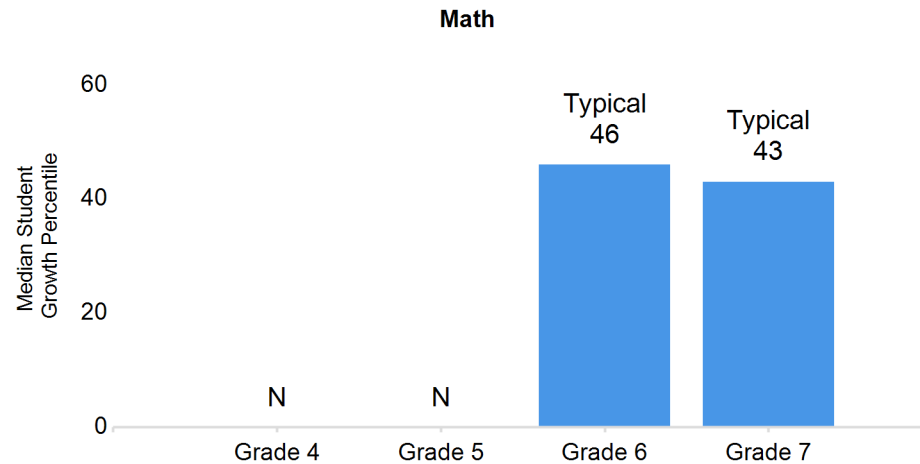
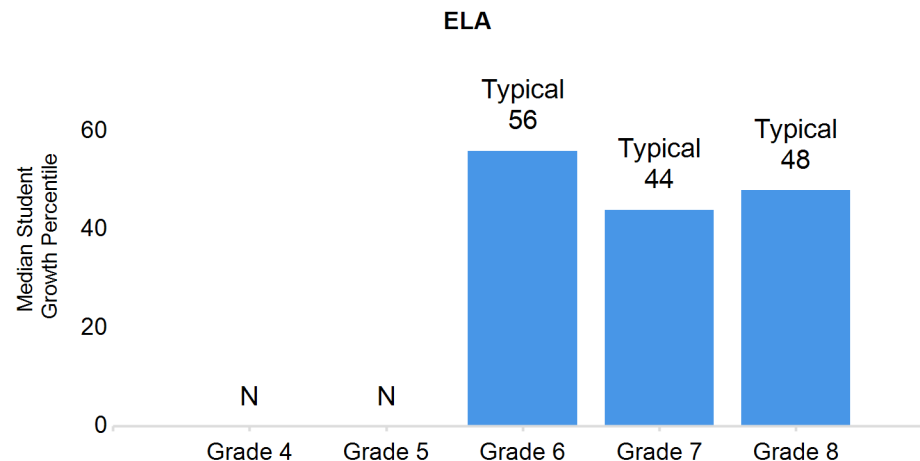
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	376
7	0	0	392
8	88	0	283
Schoolwide	88	0	1051

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	N	N	N	N	N	N	N
7	203	0	0	0	0	0	0
8	135	0	0	0	0	0	0
Schoolwide	338	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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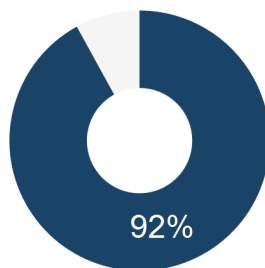
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Visual and Performing Arts – Course Participation

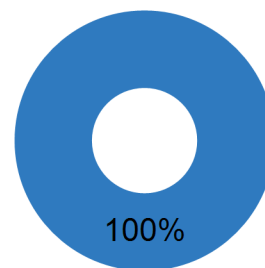
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

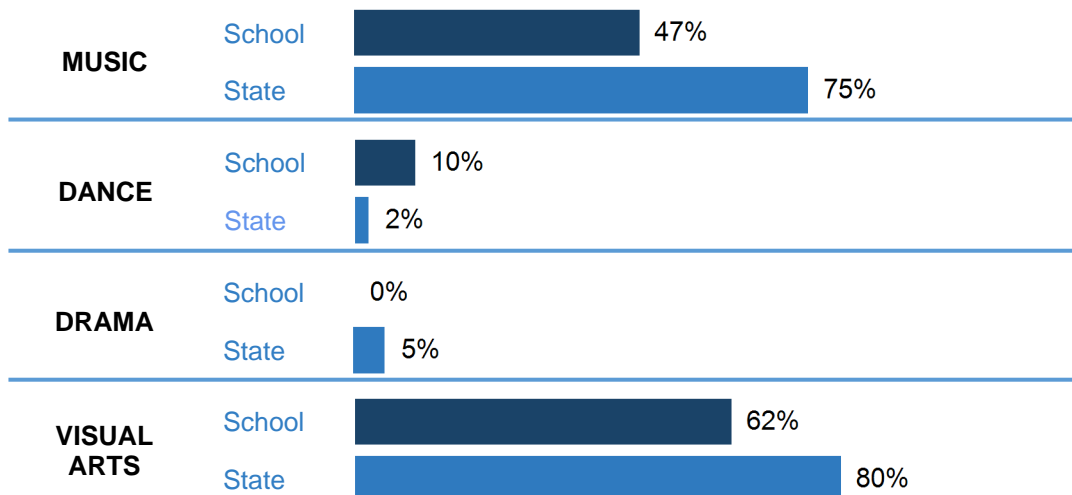


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

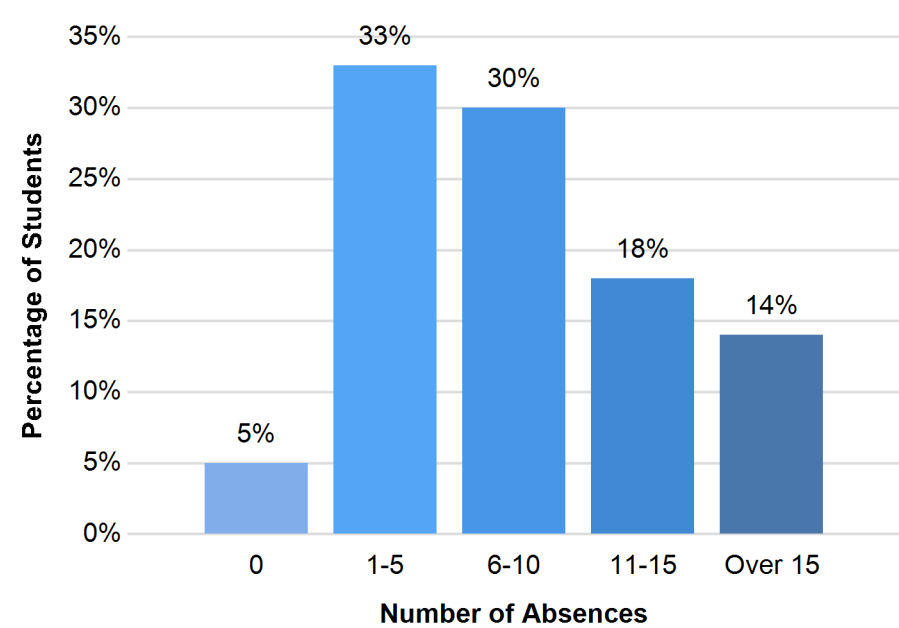
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.70	8.70	Not Met
White	9.10	8.70	Not Met
Hispanic	9.70	8.70	Not Met
Black or African American	17.60	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.60	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.40	8.70	Not Met
Students with Disabilities	13.90	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



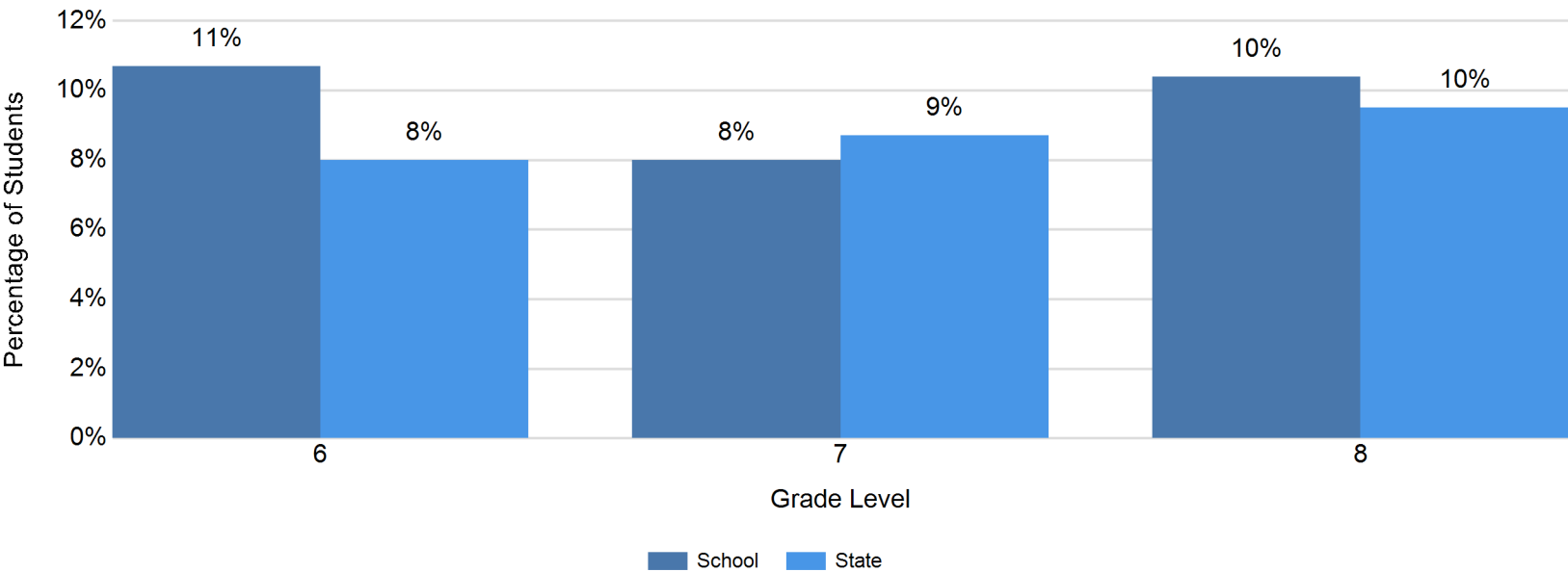


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 30 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	17
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	2.54

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	2.4%
Out-of-School Suspensions	1.8%
Any Suspension	4.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	229.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$494	\$13,411	\$13,905



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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	13.3	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	84%	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	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	368:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1



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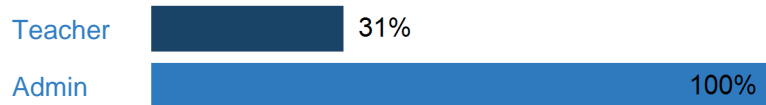
Teachers and Administrators - Level of Education

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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	49.7	17.5%
Mathematics Proficiency	31.2	17.5%
English Language Arts Growth	40.2	25.0%
Mathematics Growth	33.0	25.0%
Chronic Absenteeism	25.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		36.3
Summative Rating: Percentile rank of Summative Score		28.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	36.3	11.9	Targeted	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	35.0	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Hispanic	51.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Black or African American	38.8	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	8.6	11.9	Targeted	Met Target†	Met Target†	Met Target	Not Met	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48.9	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	54.4	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Kotsianas	Email Address:	rkotsianas@brickschools.org
Address:	105 HENDRICKSON AVENUE BRICK TOWN, NJ 08724	Website:	brickschools.org/VeteransMemorialMiddleSchool
Phone:	(732)785-3000		

School Narrative

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

	Highlights: <ul style="list-style-type: none"> • Recipient of the Concert Band Superior Award • First place in the NJ Bar Association Law Fair • Technology Student Association, 10 awards at the TSA convention
	Mission, Vision, Theme: <p>The Veterans Memorial Middle School programs include state of the art technology, interest based activities, core academic curricula and interdisciplinary teaching teams. To complement a strong academic curriculum, we also address the social and emotional needs of the adolescent student. Our many extra-curricular activities provide students the opportunity to participate and explore their diverse interests. Character values are imparted daily through the curriculum.</p>
	Awards, Recognition, Accomplishments: <p>VMMS engages in a variety of academic competitions to showcase the talents and gifts of its students. We have received recognition at the Monmouth University Spelldown, National Geography Bee, TSA competition at the College of NJ, the SIFMA Stock Mkt game and Capitol Hill challenge, and the academic bowl at Goetz Middle School. We also received acknowledgement from Congressman MacArthur as a SMG sponsor.</p>







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 Courses, Curriculum, Instruction:	<p>Our academic programs foster critical thinking and problem solving skills. Literacy strategies include research based best practices to increase reading fluency and comprehension of complex text. Students receive differentiated text based on their Lexile level. In math, our students utilize reasoning to solve real world problems. Students engage in authentic experiences in science and STEM classes. Social Studies promotes patriotism and an appreciation for the democratic process.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Our Wrestling team and Girls Cross Country team were the Red Division Champions. Athletes represented our teams in All-Star games and one of our girls placed 1st in County Championship for Cross Country.</p>
 Clubs and Activities:	<p>Students participating in school clubs and activities develop a strong connection with the school community, learn time management, which benefit their academic achievement. Students listen to morning announcements to learn more about the following clubs: Yearbook, National Junior Honor Society, Intergenerational Club, Rotary Club, Student Council, Drama, Math Team, School Newspaper, Chess Club, and Robotics.</p>
 Before and After School Programs:	<p>School Based Youth Services provides comprehensive services and support to VMMS students that include a transition program for incoming 6th graders, Insight groups, Social Skills, Real Beauty, DART- Lead and Seed, Recreation, STRONG, Homework Club, and VOICES.</p>







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School Narrative

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 Staff and Professional Learning:	<p>PLC's are in place for teaching teams to focus on formative assessments to drive instruction. Strategies for differentiated instruction utilizing Universal Design for Learning are designed to meet the needs of our diverse learners by promoting a growth mindset for all students. Teachers in the district are offered opportunities to attend workshops offered by quality professional development organizations at the district professional development center, as well as venues outside the district.</p>
 Student Supports and Services:	<p>We offer five programs for our special education students to enable them to be placed in a least restrictive environment. Our Strive for Success Tutoring Program provides after school help for struggling students and our teachers provide remediation through the Diagnostic Tiered Intervention period. We also have an I&RS Team and a 504 committee to help assist students who are experiencing learning, behavioral or health difficulties.</p>
 Student Health and Wellness:	<p>Students are offered breakfast daily. PE every day for 50 minutes. Wednesday is our wellness program. It is a comprehensive physical fitness circuit specially designed with developmentally appropriate exercises for middle school aged students. The health program promotes the physical, mental, emotional, and social development of students with an emphasis on communication and the importance of these life skills.</p>
 Parent and Community Involvement:	<p>Parent Portal is a tool that allows our parents to view their child's grades and attendance from home. This tool is an effective strategy for parent teacher communications. Access to the portal from any location can be found at http://parents.brickschools.org. Our PTA's mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>VMMS was built in 1971. Additional classrooms were added in 1996, 1998 and 2002. A multipurpose room was added in 1998. The building has a media/resource center, 2 computer labs, 2 science labs, and 2 STEM rooms. Portions of the building were constructed in "PODS" for small learning communities which foster the school within a school concept.</p>
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<div><div>Other Information:</div></div>	<p>All of our classrooms have interactive projectors, document cameras, and computers to equip students with 21st century technical skills. We also have computer labs, Promethean tables, and a 2:1 student to lap top ratio. Students are afforded the opportunity to explore a variety of elective areas with an emphasis on STEM courses. Courses include science technology, construction science, computer science, forensic science, consumer science, art, music, world language, and communication arts.</p>
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Warren H. Wolf Elementary School
2016-2017


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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



**Warren H. Wolf Elementary School
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Footnotes

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

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



**Warren H. Wolf Elementary School
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Grade Span PK-02

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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	73	81	83
KG	45	105	62
1	0	23	28
2	0	0	10
3	0	0	0
4	0	0	0
5	0	0	0
Ungraded	79	108	141
Total	197	317	324

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	37%	40%	42%
Male	63%	60%	58%
Economically Disadvantaged Students	32%	40%	40%
Students with Disabilities	59%	48%	49%
English Learners	1%	11%	14%
Homeless Students			2%
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	68.5%
Hispanic	22.2%
Black or African American	4.3%
Asian	3.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	72	80	83
PK - Full Day	1	1	0
KG - Half Day	0	0	0
KG - Full Day	49	105	62

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	83.3%
Spanish	15.4%
Other	1.2%



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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

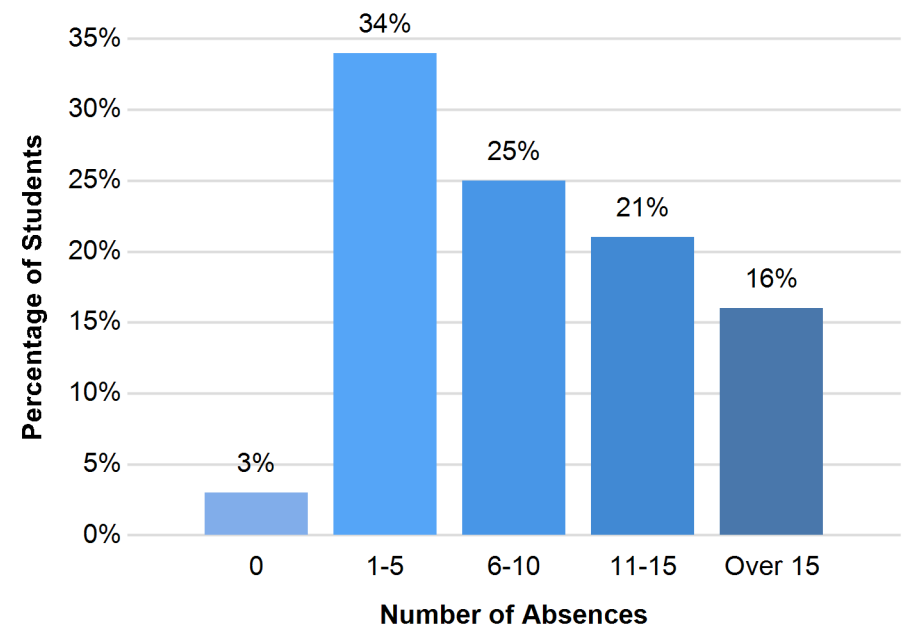
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.60	8.40	Not Met
White	11.40	8.40	Not Met
Hispanic	7.40	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.00	8.40	Not Met
Students with Disabilities	12.50	8.40	Not Met
English Learners	4.30	8.40	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.





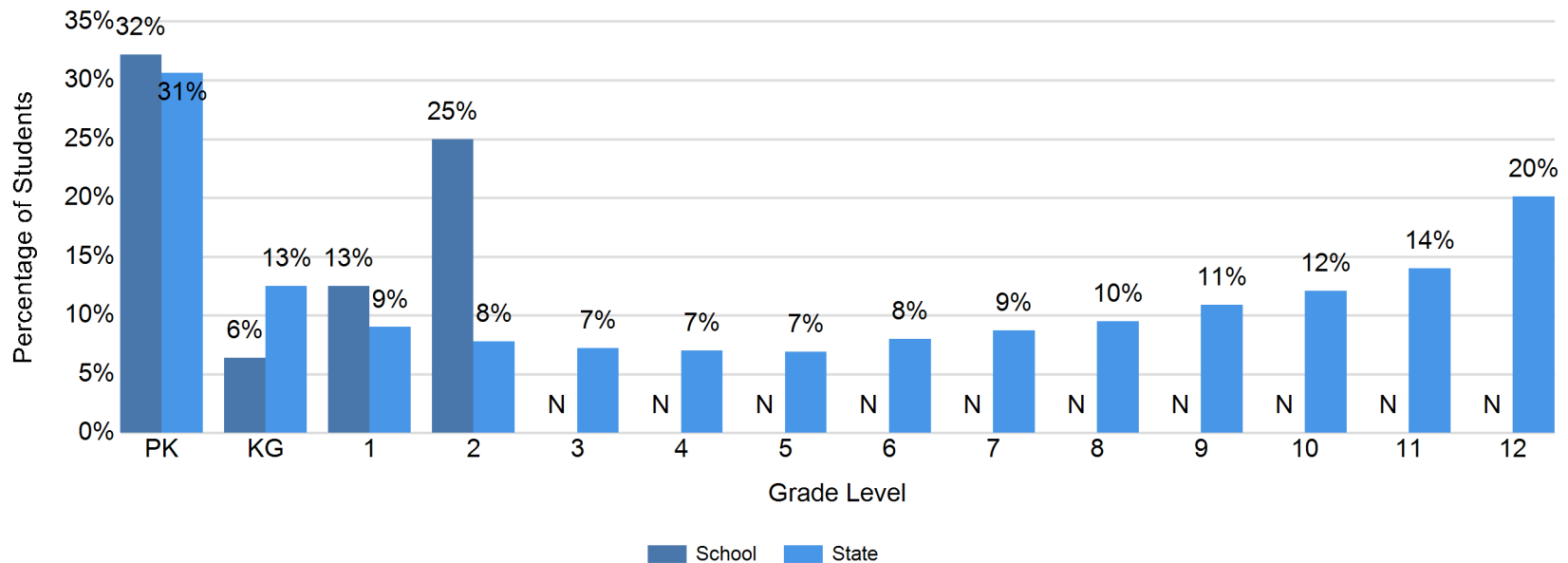
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Chronic Absenteeism by Grade

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	8:25AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 30 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)	\$494	\$13,411	\$13,905



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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	31	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	98%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	324:1	213:1
Librarian/Media Specialists		793:1
Nurses		513:1
Counselors		459:1
Child Study Team		218:1

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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	92%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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School General Info

Principal:	Ms. Goodfellow	Email Address:	tgoodfellow@brickschools.org
Address:	224 260 CHAMBERS BRIDGE RD BRICK, NJ 08723-9999	Website:	www.brickschools.org
Phone:	(732)785-3000		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology is infused into daily lessons • School Based Character Education Program • Encourage community involvement through volunteer program
 Mission, Vision, Theme:	<p>The learning community of Warren H Wolf Elementary School is committed to celebrating the growth of our students both academically and socially through student centered learning. Student centered learning that fosters compassion, courage, knowledge and a vision for each student to reach their full potential in a safe nurturing educational environment.</p>



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Courses, Curriculum, Instruction:

Warren H Wolf Elementary School provides a balanced literacy program and a hands on math program tightly aligned to the NJSLs for grades kindergarten through second grade. Our preschool program uses a theme approach that allows for our students to learn through discovery and play.



Clubs and Activities:

Students at Warren Wolf Elementary School in grades Preschool to Grade 2 are given the opportunity to participate in an after school literacy club with parents. The Literacy Club meets with groups of students and their families twice a month to help foster the love of reading. This club is well attended by students of all ages and their parents.







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 Staff and Professional Learning:	<p>Brick Township Public Schools provides staff with opportunities for professional development through partnerships with quality professional development organizations and the continued development of our teacher leaders and our administrative leadership team. Teachers support one another through scheduled PLC meetings.</p>
 Student Supports and Services:	<p>Warren H Wolf Elementary School serves bilingual children in grades kindergarten and first. We have an array of special education programs ranging from preschool disabled, LLD, MD as well as inclass support. Those students could also be eligible for occupational therapy, physical therapy, school counseling or speech therapy. Students who are struggling with grade level curriculum can be given interventions using the Response to Intervention Model as well as basic skills instruction.</p>
 Student Health and Wellness:	<p>Our health and physical education program focuses on providing students with the knowledge and tools to live an active healthy lifestyle inside and outside of school. Our goal is to motivate all students in engaging activities with movement and music. Our overall program is geared towards physical fitness, overall wellness, teamwork, sportsmanship, communication and social skills.</p>
 Parent and Community Involvement:	<p>The PTO at Warren H Wolf provides our students, parents and staff with many resources such as assemblies, pumpkin patch, and fun after school activities. We conduct Parent Universities for our bilingual population to help parents help their children at home. We have community members come in each week who volunteer their services to our classrooms. We also have students from the multiply disabled classes at the high school come in to assist our preschool students.</p>



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Facilities:

Warren H Wolf Elementary School was named in June of 2014 after the dedicated educator and coach of Brick Township Schools for many years. The original opening of the school was in September of 1996, where the building served only kindergarten and preschool children. Currently, the building serves preschool to second grade and will continue to grow to a full elementary school grades preschool to fifth. The building upgrades included a new roof which was completed in September.



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Other Information:

Warren H Wolf Elementary School provides high quality student centered instruction for students in grades preschool through second grade. The highly qualified, dedicated staff works collaboratively and cooperatively to create a safe, compassionate, encouraging learning environment for all of our students. Our teachers create educational opportunities while are paraprofessionals help to assist students in the learning process. An emphasis is placed on character development at Warren H Wolf, all of our staff emphasize the importance and value in respecting each other as students grow into responsible and life long learners.