NJ SCHOOL PERFORMANCE REPORT

Brookdale Avenue School
2016-2017

Grade Span KG-04

13-5370-070
ESSEX
VERONA BORO
14 BROOKDALE COURT
VERONA, NJ 07044-2431

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	17	34
1	22	22	21
2	31	21	24
3	23	31	23
4	22	23	33
Ungraded	0	0	0
Total	120	114	135

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	61%	55%	54%
Male	39%	45%	46%
Economically Disadvantaged Students	2%	0%	0%
Students with Disabilities	13%	13%	12%
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	80.0%
Hispanic	10.4%
Asian	3.0%
Black or African American	2.2%
American Indian or Alaska Native	0.7%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	3.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	23	17	34

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	94.8%
French	1.5%
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	51	100.0	72.60	68.30	54.90	72.6	50.6	Met Target
White	46	100.0	73.90	69.20	63.90	73.9	51.5	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	N	N	N	50.00	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	82.00	80.70	N	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	30	100.0	73.30	76.90	62.20	73.3		
Male	21	100.0	71.40	59.00	48.10	71.4		
Economically Disadvantaged Students	N	N	N	16.70	36.20	N	**	**
Non-Economically Disadvanatged Students	51	100.0	72.60	68.50	65.80	72.6		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	21.40	25.20	N	**	**
Non-English Learners	51	100.0	72.60	68.80	57.40	72.6		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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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	23	764	763	749	0%	*	*	52%	*	61%	50%
White	16	761	760	759	0%	*	*	63%	*	69%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	*	*	*	754	*	*	*	*	*	*	55%
Male	*	*	*	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	23	764	763	762	0%	*	*	52%	*	61%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	23	764	*	752	0%	*	*	52%	*	61%	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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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	33	767	765	753	*	0%	*	58%	*	76%	56%
White	32	767	769	762	*	0%	*	56%	*	75%	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	19	769	769	758	*	0%	*	*	*	79%	61%
Male	14	765	761	749	*	0%	*	*	*	71%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	33	767	765	764	*	0%	*	58%	*	76%	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	33	767	765	755	*	0%	*	58%	*	76%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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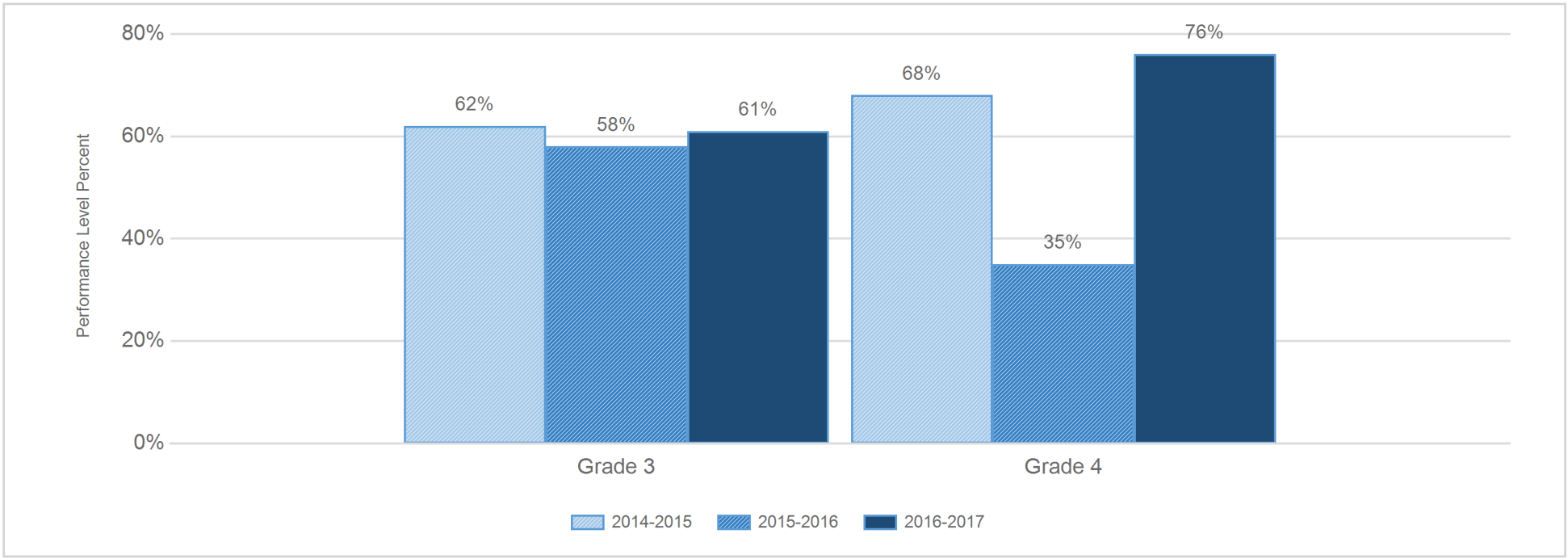
English Language Arts/Literacy Assessment - Performance Trends

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	51	100.0	60.80	54.50	43.50	60.8	52.4	Met Target
White	46	100.0	60.90	54.30	52.40	60.9	51.5	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	N	N	N	37.50	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	76.80	75.60	N	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	30	100.0	70.00	55.80	44.10	70		
Male	21	100.0	47.60	52.90	42.90	47.6		
Economically Disadvantaged Students	N	N	N	*	25.10	N	**	**
Non-Economically Disadvanatged Students	51	100.0	60.80	*	54.30	60.8		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	42.90	23.30	N	**	**
Non-English Learners	51	100.0	60.80	54.50	45.20	60.8		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	764	760	751	*	*	*	65%	*	78%	53%
White	16	765	758	759	*	*	*	63%	*	81%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	*	*	*	751	*	*	*	*	*	*	52%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	23	764	760	761	*	*	*	65%	*	78%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	23	764	*	753	*	*	*	65%	*	78%	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	33	754	753	747	*	*	36%	46%	*	52%	47%
White	32	754	756	755	*	*	38%	44%	*	50%	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	19	759	754	747	*	*	*	*	*	63%	47%
Male	14	746	752	747	*	*	*	*	*	36%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	33	754	753	757	*	*	36%	46%	*	52%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	33	754	753	749	*	*	36%	46%	*	52%	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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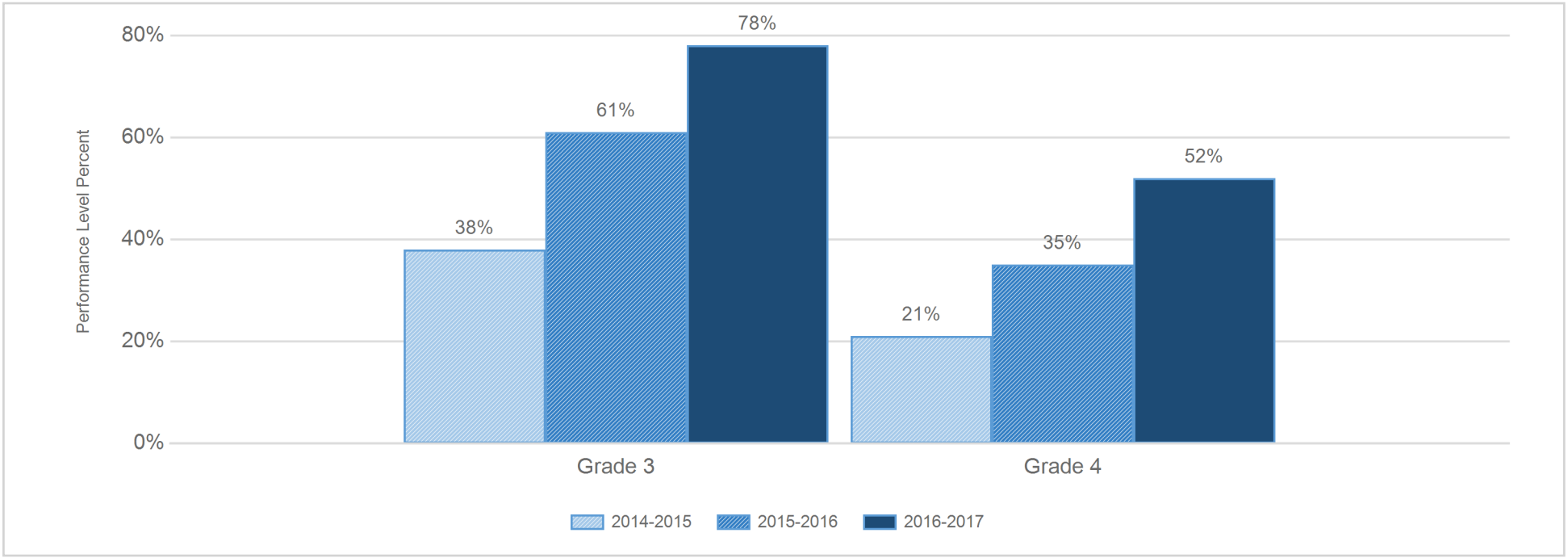
Mathematics Assessment – Performance Trends

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

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.

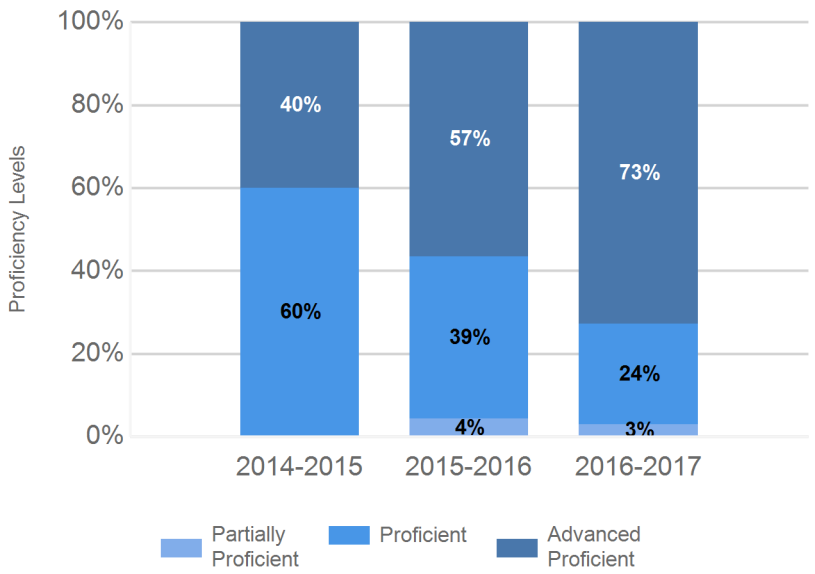
NJASK Science Assessment Performance: Grade 4

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	73%	24%	3%
White	*	25%	3%
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	53	50	Met Target	53	56	50	Met Target
White	*	*	50	Met Target	*	*	52	Met Target
Hispanic	N	N	N	N	N	N	N	N
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	N	N	N	N	N	N	N	N
Students with Disabilities	*	45.5	41	**	*	52.5	43	**
English Learners	N	N	N	N	N	N	N	N

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

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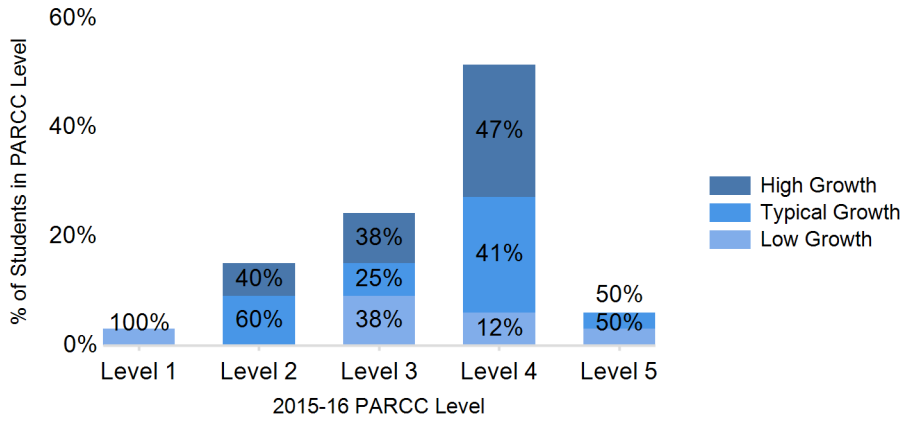
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

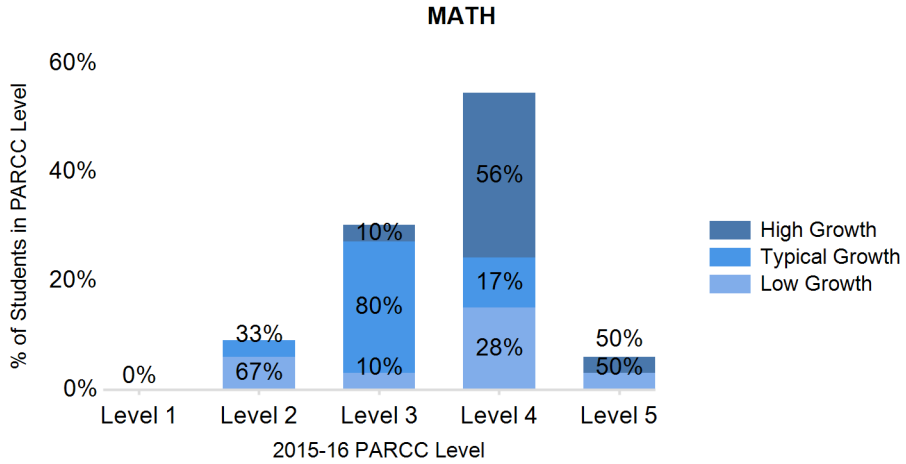
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

Student Growth by Performance Level

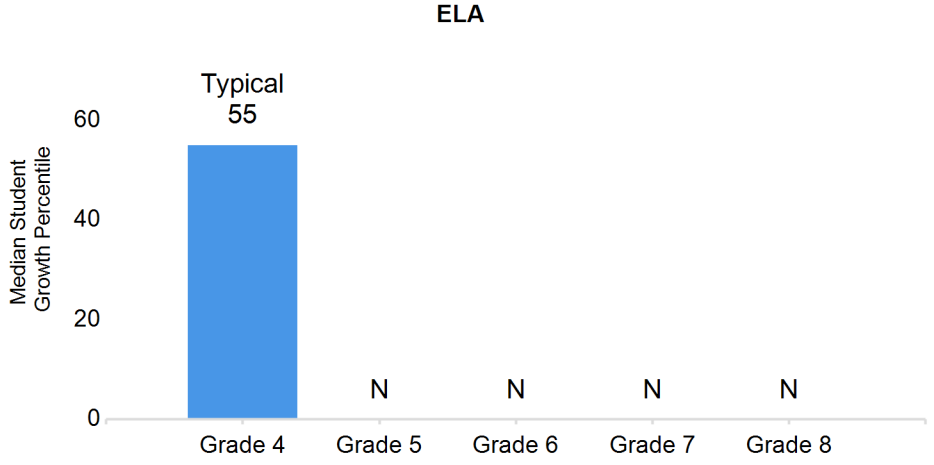
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

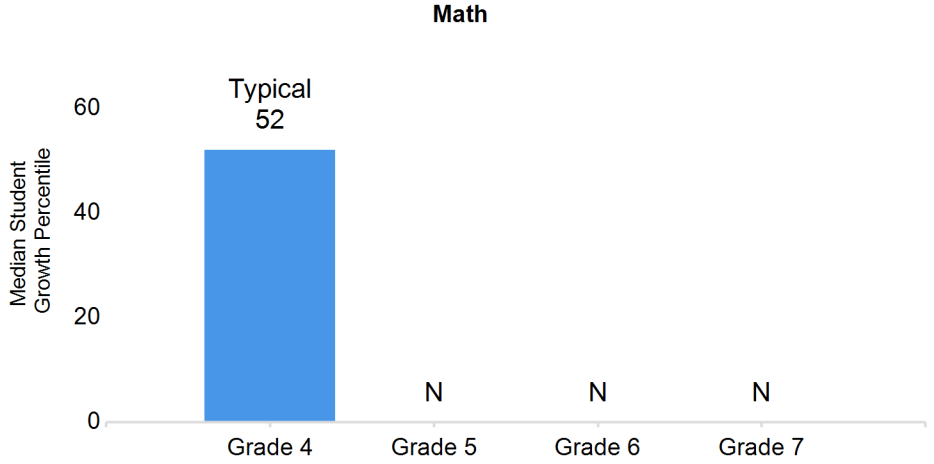




Student Growth by Grade

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





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

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

Chronic Absenteeism

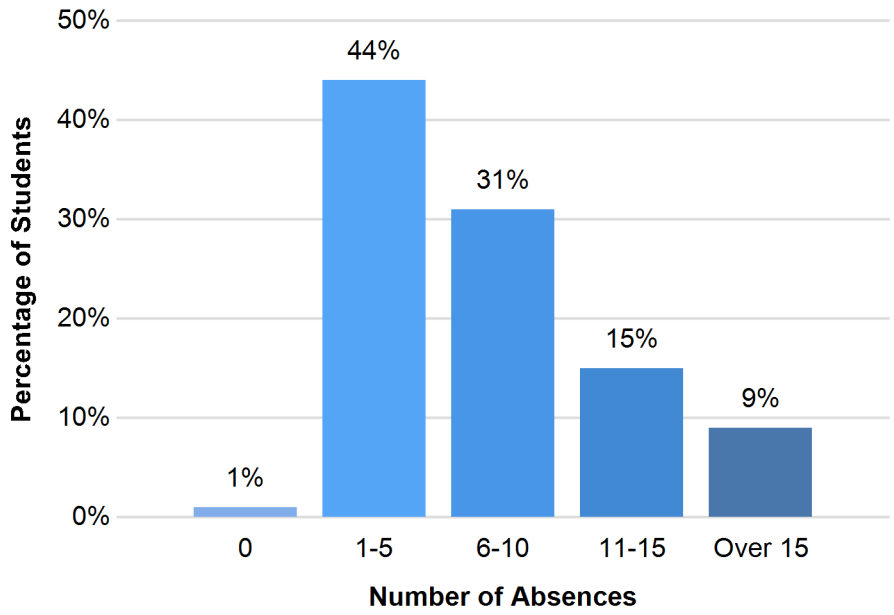
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.70	8.70	Met Target
White	3.70	8.70	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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



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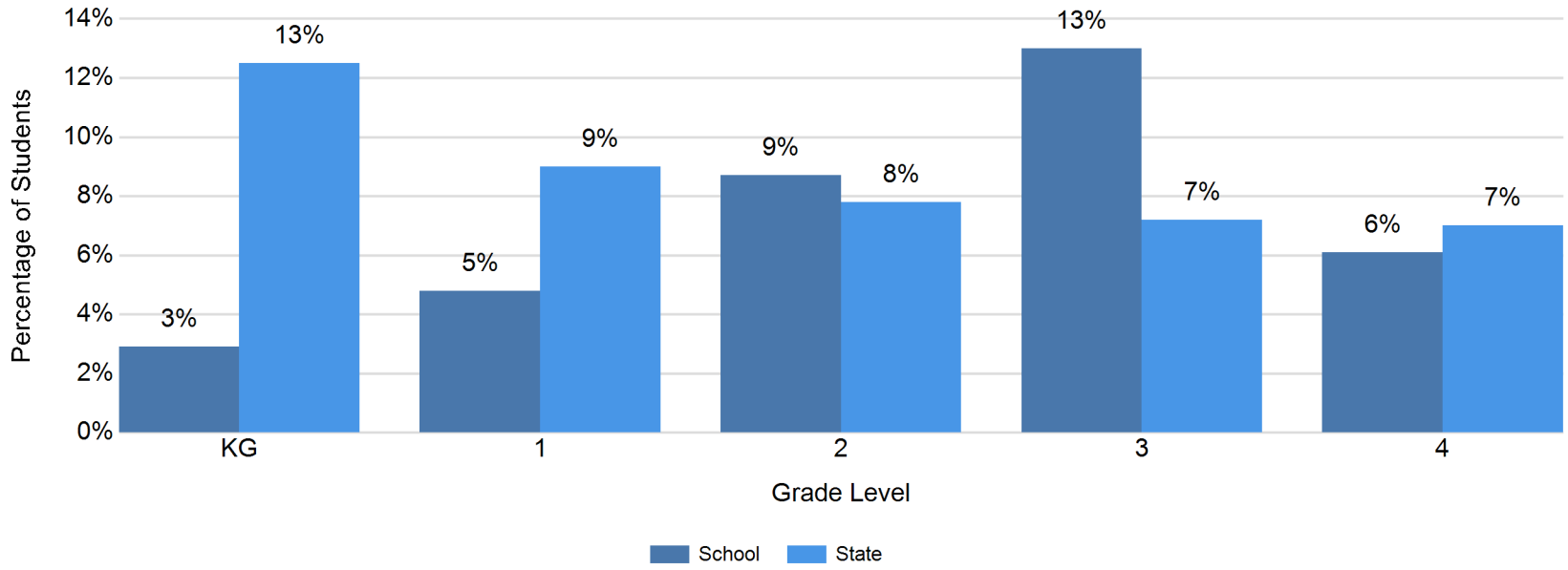
Chronic Absenteeism by Grade

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



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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.74

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	1.5:1	136.6 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)	$279	$13,328	$13,607

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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	14	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	7.0	11.6
Administrators in district for 4 or more years	47%	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	13:1
Administrators	135:1	129:1
Librarian/Media Specialists		549:1
Nurses		274:1
Counselors		439:1
Child Study Team		244:1

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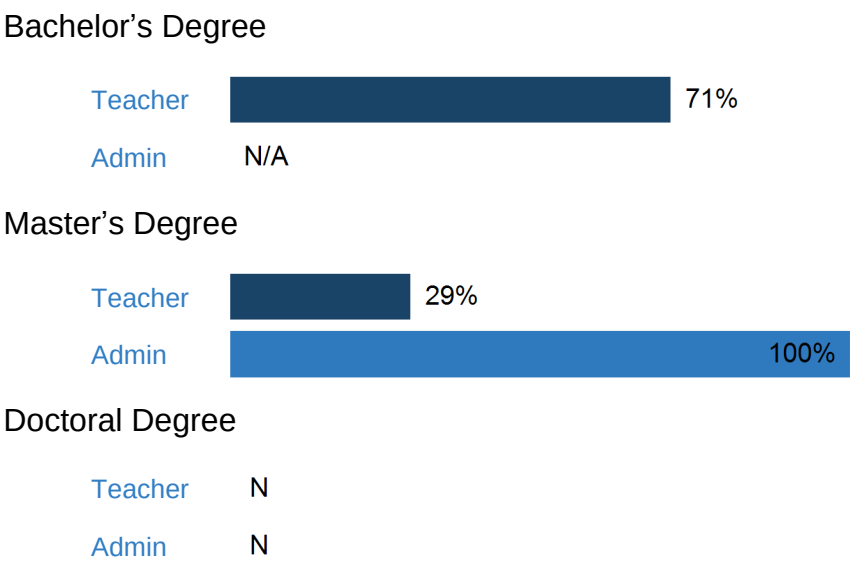
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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



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	84%	89%
2015-16 Administrators: Same district 2016-17	64%	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	75.9	17.5%
Mathematics Proficiency	66.9	17.5%
English Language Arts Growth	64.3	25.0%
Mathematics Growth	61.5	25.0%
Chronic Absenteeism	67.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		66.6
Summative Rating: Percentile rank of Summative Score		75.6
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	66.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	66.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.

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School General Info

Principal:	Mrs. Stuto
Address:	14 BROOKDALE COURT VERONA, NJ 07044-2431
Phone:	(973)571-6752

Email Address:	nstuto@veronaschools.org
Website:	https://www.veronaschools.org/Domain/360
Twitter:	https://twitter.com/BrookdaleVerona

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:	• All elementary schools participate in the One District, One Book program, a shared reading experience for all students. • The school's character education program includes the NJSBF Conflict Resolution and Peer Mediation approaches. • Technology is a part of each school day with all students utilizing Chromebooks and Google Apps for Education.
Mission, Vision, Theme:	The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences. The educational climate for students at Brookdale Avenue School focuses on academic achievement, positive social experiences, and emotional well-being.
Awards, Recognition, Accomplishments:	The President's Education Award is given to fourth grade students. The Award for Educational Excellence is given to students who meet certain criteria and the Award for Educational Achievement recognizes students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. The VFEE Inspiring Excellence Award recognizes one staff member from each school who was nominated by their peers for inspiring excellence in their classroom.

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Courses, Curriculum, Instruction:	Students participate in Reading and Writing Workshop in which teachers and students model, demonstrate, confer and celebrate reading and writing together. Our mathematics program is centered on “discovering” procedures through manipulating objects, communicating understanding through writing and solving life problems. The Science Curriculum is rooted in scientific inquiry. The social studies curriculum lies in the local community history.
Clubs and Activities:	Third and fourth grade students participate in chorus, with holiday and spring performances. Fourth grade students have the opportunity to join instrumental band.
Before and After School Programs:	The local YMCA provides before and after school programs to our students.

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Staff and Professional Learning:	The district established a framework for professional development that fosters the growth of professional learning communities within our schools. Teachers have differentiated PD opportunities throughout the year. The district has also established a framework for monthly grade level and department meetings to foster collaboration across buildings. During the 2016-2017 year, teachers were provided with NGSS, Conflict Resolution, and a variety of PD topics through the Global Compliance Network.
Student Supports and Services:	The Intervention and Referral Services Committee is a team that addresses concerns regarding a student's learning, behavior and/or health needs. One level of response of I&RS is the Reading Intervention program, supplementary to an existing literacy curriculum, that is provided to students for the primary purpose of enhancing reading skills. The Child Study Team exists to evaluate children who may have a learning and/or an emotional difficulty and to secure supportive services when necessary.
Student Health and Wellness:	Physical education and health instruction are provided in order to help maintain good health and promote play with sportsmanship as well as lifelong interests in athletic participation.
Parent and Community Involvement:	A strong parent support group, our School Community Association (SCA), continues to provide enrichment activities financed by the various fundraisers held throughout the year. Verona Foundation For Educational Excellence (VFEE) and Verona Municipal Alliance Committee (VMAC) partner with the schools to bring programs and community outreach initiatives to our student and parent populations.

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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.

Other Information:	One way we are meeting the challenge of the 21st century is to expose all students to the Spanish Language and the culture of Spain. We believe this experience will allow our students to fully participate in a global village. The technology program, which includes weekly computer instruction, is yet another way we engage students in global learning. Students and teachers use Google Applications for Education (GAFE) to support instruction. Through an interdisciplinary approach our students explore a variety of topics at various grade levels. Brookdale Avenue School continues to utilize Star Lab, a portable planetarium, to enhance learning and to provide visual information about the night sky and our solar system. Fourth grade students again participated in Project Astro Nova. This integrated unit combines a study of astronomy with an original, interpretive dance entitled, “The Dance of the Worlds.” The dance was presented to the student body during the day and to parents at an evening program. To strengthen instruction and curriculum, staff has been trained in Understanding by Design and is utilizing this model for planning classroom instruction. Student success is measured through a variety of assessments: daily class work, cumulative projects, portfolios, performance assessments, DRA (Developmental Reading Assessment) in grades K – 4, district assessments and standardized testing. Students in third and fourth grade took the PARCC test. Students continue to perform well on these standardized tests.

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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	40	41	37
1	43	43	43
2	42	45	42
3	49	47	45
4	38	51	49
Ungraded	8	8	0
Total	220	235	216

Enrollment Trends by Student Group

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

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

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	87.5%
Hispanic	6.9%
Asian	2.8%
Black or African American	0.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.9%

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	44	41	37

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	89.8%
Spanish	3.2%
Chinese	2.8%
English, Middle (1100-1500)	1.4%
Other	2.9%

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Grade Span KG-04

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ESSEX
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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	92	100.0	72.80	68.30	54.90	72.8	58	Met Target
White	79	100.0	73.50	69.20	63.90	73.5	57.3	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	60.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	46	100.0	78.30	76.90	62.20	78.3		
Male	46	100.0	67.30	59.00	48.10	67.3		
Economically Disadvantaged Students	N	N	N	16.70	36.20	N	**	**
Non-Economically Disadvanatged Students	92	100.0	72.80	68.50	65.80	72.8		
Students with Disabilities	11	100.0	63.70	*	20.50	63.7	**	**
Students without Disabilities	81	100.0	74.00	*	61.90	74		
English Learners	N	N	N	21.40	25.20	N	**	**
Non-English Learners	92	100.0	72.80	68.80	57.40	72.8		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	757	763	749	*	*	22%	69%	0%	69%	50%
White	39	760	760	759	*	*	*	72%	0%	72%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	21	768	*	754	*	*	*	81%	*	81%	55%
Male	24	748	*	745	*	*	*	58%	*	58%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	45	757	763	762	*	*	22%	69%	0%	69%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	45	757	*	752	*	*	22%	69%	0%	69%	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	49	764	765	753	0%	*	*	63%	*	78%	56%
White	42	766	769	762	0%	*	*	60%	*	76%	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	26	766	769	758	0%	*	*	58%	*	77%	61%
Male	23	762	761	749	0%	*	*	70%	*	78%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	49	764	765	764	0%	*	*	63%	*	78%	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	49	764	765	755	0%	*	*	63%	*	78%	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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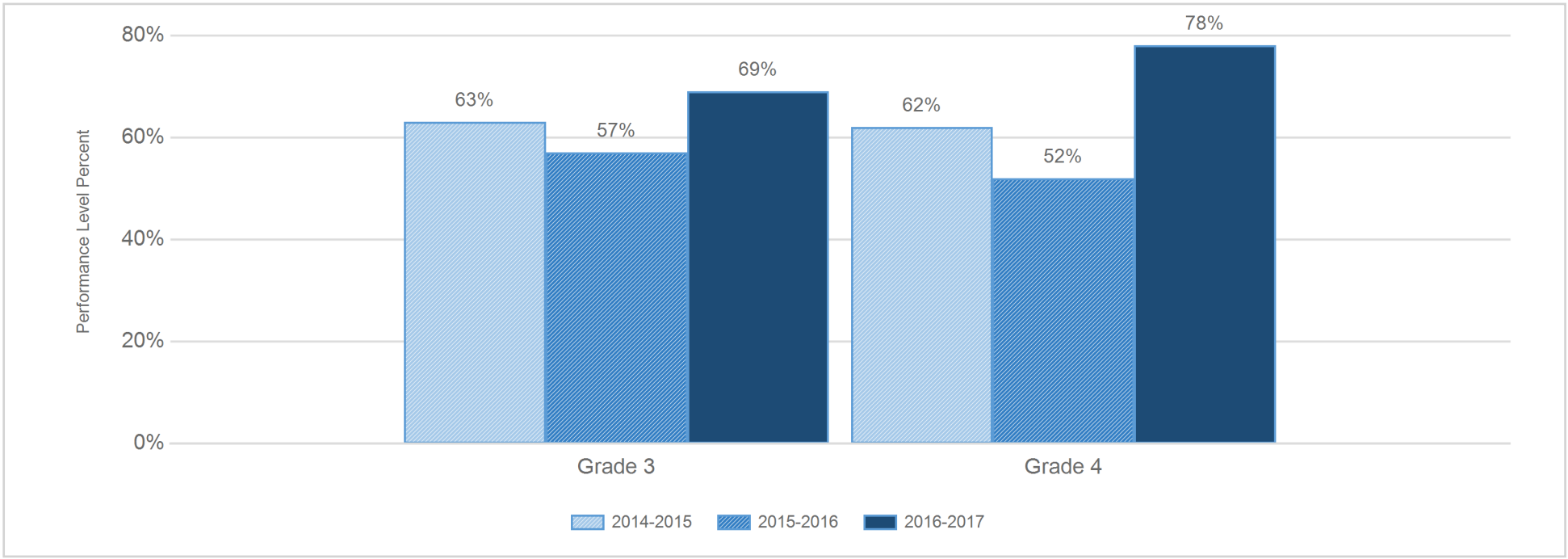
English Language Arts/Literacy Assessment - Performance Trends

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	92	100.0	58.60	54.50	43.50	58.6	55	Met Target
White	79	100.0	59.50	54.30	52.40	59.5	57.3	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	46	100.0	60.80	55.80	44.10	60.8		
Male	46	100.0	56.50	52.90	42.90	56.5		
Economically Disadvantaged Students	N	N	N	*	25.10	N	**	**
Non-Economically Disadvanatged Students	92	100.0	58.60	*	54.30	58.6		
Students with Disabilities	11	100.0	72.70	27.20	16.50	72.7	**	**
Students without Disabilities	81	100.0	56.80	59.90	48.80	56.8		
English Learners	N	N	N	42.90	23.30	N	**	**
Non-English Learners	92	100.0	58.60	54.50	45.20	58.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	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	45	749	760	751	*	*	33%	53%	*	56%	53%
White	39	750	758	759	*	*	31%	56%	*	59%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	21	749	*	751	*	*	*	48%	*	52%	52%
Male	24	749	*	751	*	*	*	58%	*	58%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	45	749	760	761	*	*	33%	53%	*	56%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	45	749	*	753	*	*	33%	53%	*	56%	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	49	759	753	747	0%	*	31%	57%	*	63%	47%
White	42	760	756	755	0%	*	33%	55%	*	62%	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	26	760	754	747	0%	*	*	62%	*	69%	47%
Male	23	759	752	747	0%	*	*	52%	*	57%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	49	759	753	757	0%	*	31%	57%	*	63%	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	49	759	753	749	0%	*	31%	57%	*	63%	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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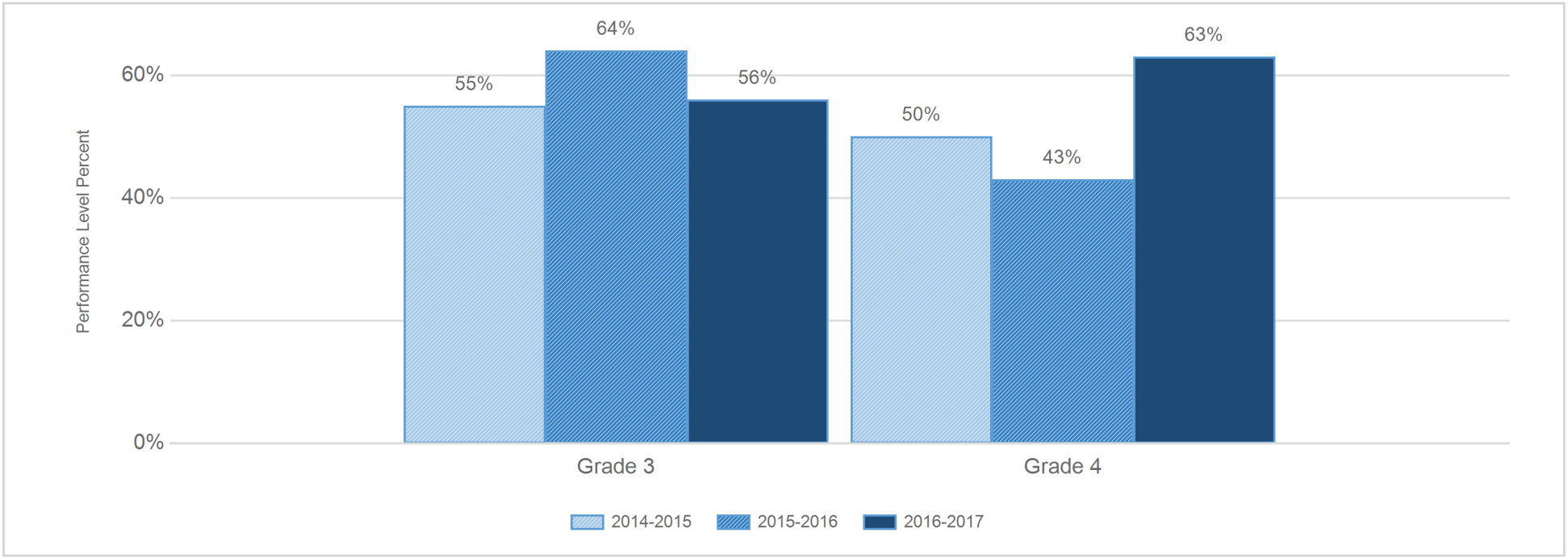
Mathematics Assessment – Performance Trends

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

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.

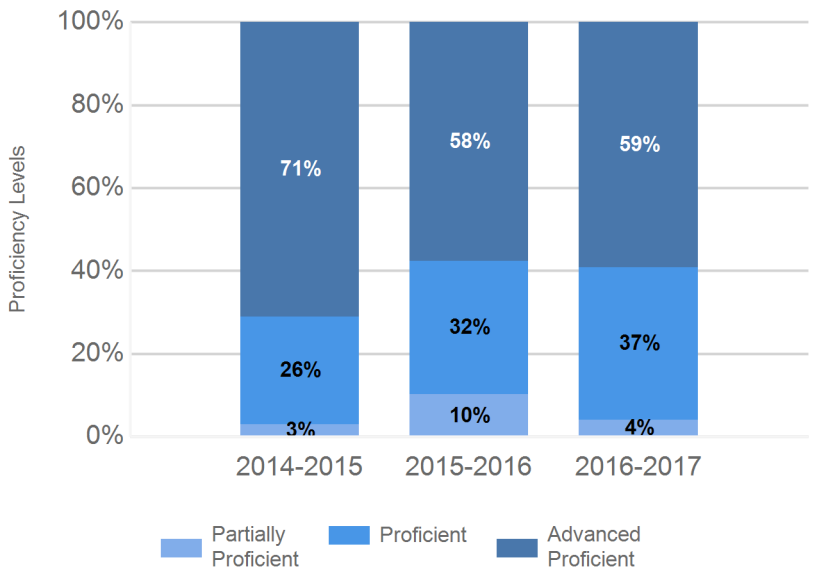
NJASK Science Assessment Performance: Grade 4

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	59%	37%	4%
White	64%	31%	5%
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	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	N	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	53	50	Exceeds Target	59	56	50	Met Target
White	63.5	*	50	Exceeds Target	57.5	*	52	Met Target
Hispanic	*	42	49	**	*	57	47	**
Black or African American	*	29	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	69	60	**	*	57	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	53.5	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	*	45.5	41	**	*	52.5	43	**
English Learners	N	N	N	N	N	N	N	N

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

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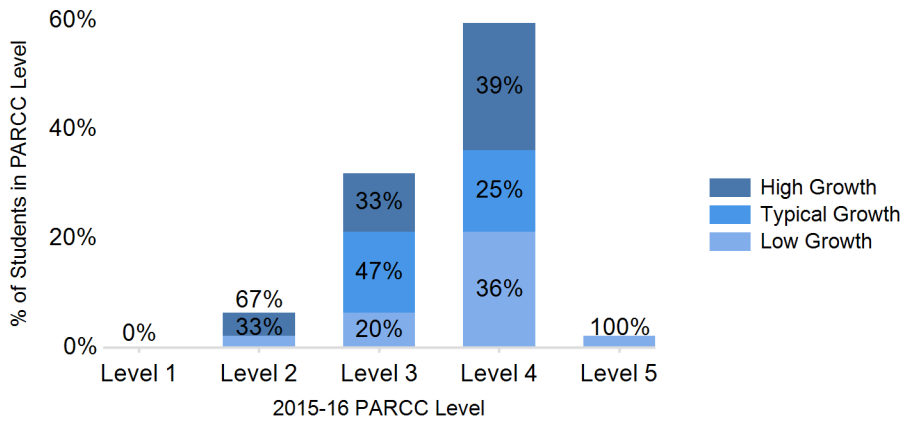
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

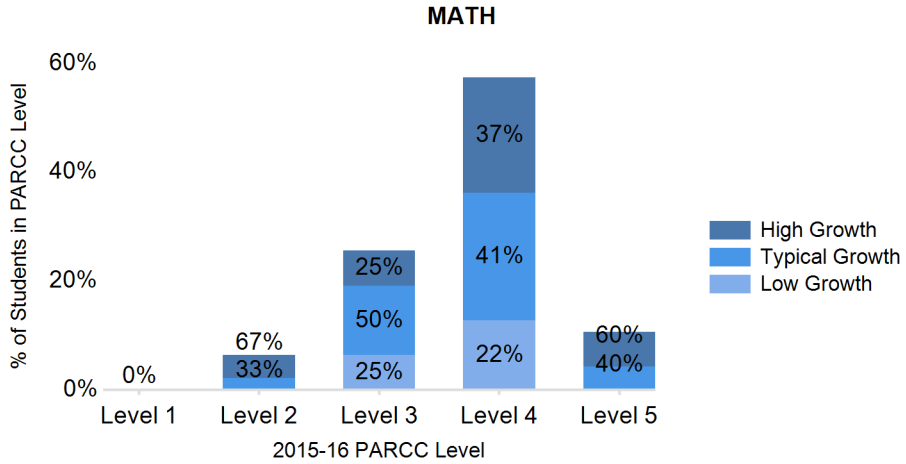
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

Student Growth by Performance Level

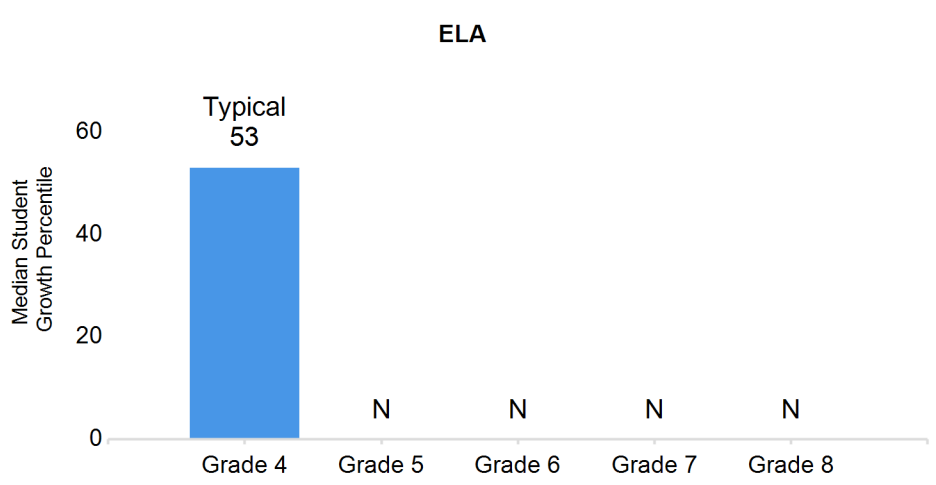
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

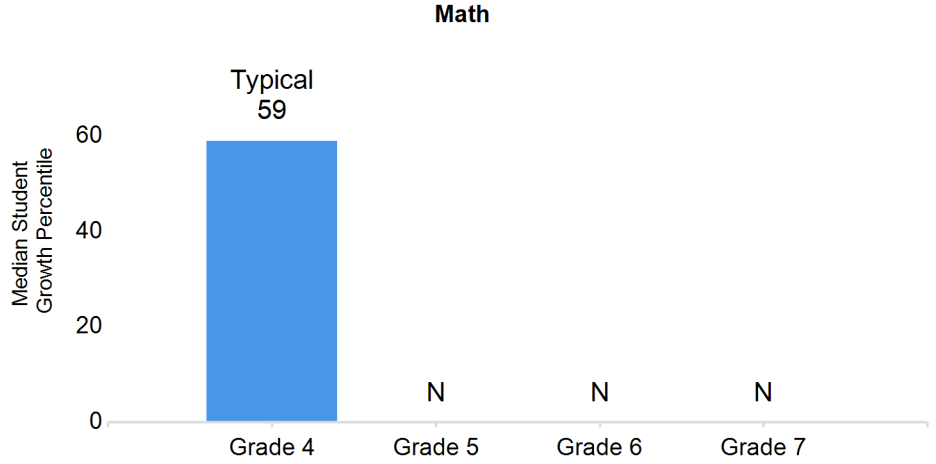




Student Growth by Grade

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





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

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

Chronic Absenteeism

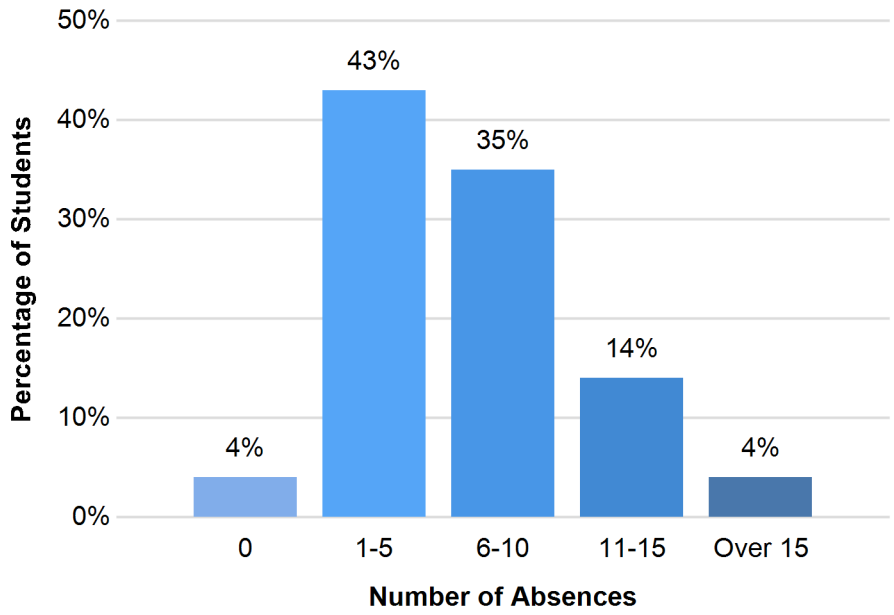
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	8.70	Met Target
White	2.60	8.70	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.80	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



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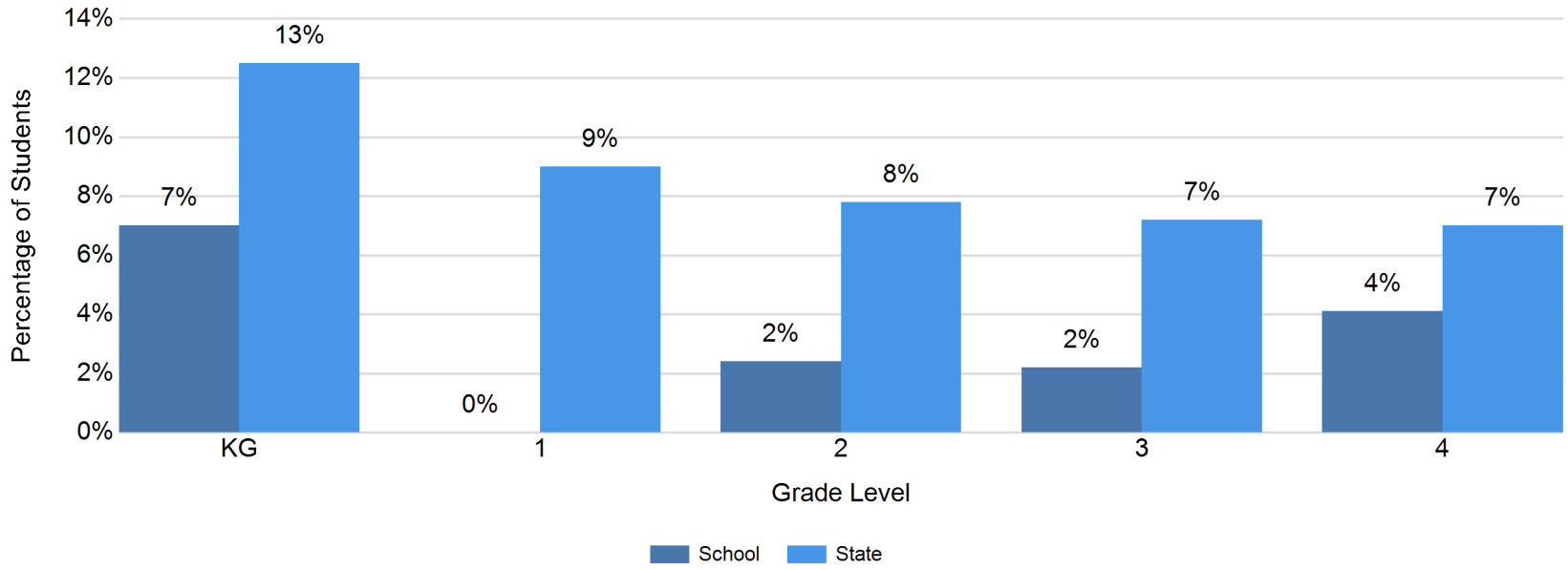
Chronic Absenteeism by Grade

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



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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 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	2.0:1	136.6 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)	$279	$13,328	$13,607

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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	17	120,724
Average years experience in public schools	15.8	11.8
Average years experience in district	13.8	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	17	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	7.0	11.6
Administrators in district for 4 or more years	47%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	216:1	129:1
Librarian/Media Specialists		549:1
Nurses		274:1
Counselors		439:1
Child Study Team		244:1

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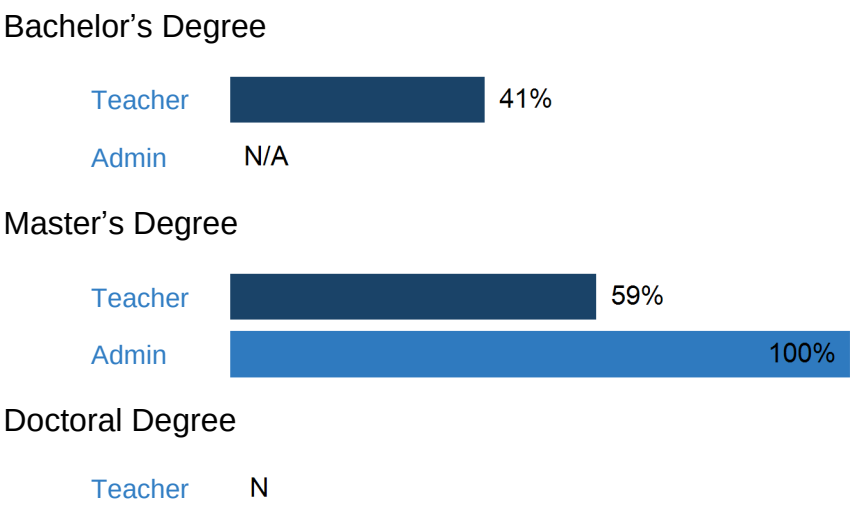
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted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

Teachers and Administrators - Level of Education

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



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	84%	89%
2015-16 Administrators: Same district 2016-17	64%	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	75.7	17.5%
Mathematics Proficiency	63.1	17.5%
English Language Arts Growth	86.1	25.0%
Mathematics Growth	73.3	25.0%
Chronic Absenteeism	92.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		78.0
Summative Rating: Percentile rank of Summative Score		88.1
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	78.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
White	74.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Monacelli
Address:	118 FOREST AVE VERONA, NJ 07044-1224
Phone:	(973)571-6754

Email Address:	jmonacelli@veronaschools.org
Website:	https://www.veronaschools.org/
Twitter:	https://twitter.com/PrincipalForest

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:	• All elementary schools participate in the One District, One Book program, a shared reading experience for all students. • The school's character education program includes the NJSBF Conflict Resolution and Peer Mediation approaches. • Technology is a part of each school day with all students utilizing Chromebooks and Google Apps for Education.
Mission, Vision, Theme:	The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences. The educational climate for students at Forest Avenue School focuses on academic achievement, positive social experiences, and emotional well-being.
Awards, Recognition, Accomplishments:	The President's Education Award is given to fourth grade students. The Award for Educational Excellence is given to students who meet certain criteria and the Award for Educational Achievement recognizes students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. The VFEE Inspiring Excellence Award recognizes one staff member from each school who was nominated by their peers for inspiring excellence in their classroom.

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Courses, Curriculum, Instruction:	Students participate in Reading and Writing Workshop in which teachers and students model, demonstrate, confer and celebrate reading and writing together. Our mathematics program is centered on “discovering” procedures through manipulating objects, communicating understanding through writing and solving life problems. The Science Curriculum is rooted in scientific inquiry. The social studies curriculum lies in the history of the local community.
Clubs and Activities:	Third and fourth grade students participate in chorus, with holiday and spring performances. Fourth grade students have the opportunity to join instrumental band.
Before and After School Programs:	The local YMCA provides before and after school programs to our students.

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Staff and Professional Learning:	The district established a framework for professional development that fosters the growth of professional learning communities within the schools. Teachers have differentiated PD opportunities throughout the year. The district has also established a framework for monthly grade level and department meetings to foster collaboration across buildings. During the 2016-2017 year, teachers were provided with NGSS, Conflict Resolution, and a variety of PD topics through the Global Compliance Network.
Student Supports and Services:	The Intervention and Referral Services Committee is a team that addresses concerns regarding a student's learning, behavior and/or health needs. One level of response of I&RS is the Reading Intervention program, supplementary to an existing literacy curriculum, that is provided to students for the primary purpose of enhancing reading skills. The Child Study Team exists to evaluate children who may have a learning and/or an emotional difficulty and to secure supportive services when necessary.
Student Health and Wellness:	Physical education and health instruction are provided in order to help maintain good health and promote play with sportsmanship as well as lifelong interests in athletic participation.
Parent and Community Involvement:	A strong parent support group, the School Community Association (SCA), continues to provide enrichment activities financed by the various fundraisers held throughout the year. Verona Foundation For Educational Excellence (VFEE) and Verona Municipal Alliance Committee (VMAC) partner with the schools to bring programs and community outreach initiatives to the student and parent populations.

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Other Information:	One way the school is meeting the challenge of the 21st century is to expose all students to the Mandarin Language and the culture of China. The school believes this experience will allow the students to fully participate in a global village. The technology program, which includes weekly computer instruction, is yet another way we engage students in global learning. Students and teachers use Google Applications for Education (GAFE) to support instruction. Through an interdisciplinary approach, the children explore a variety of topics at various grade levels. The fourth graders bring NJ history to life for the entire student population and their parents through their “Wax Museum” project. The students research famous New Jerseyans in the computer lab and prepare a short speech with highlights of their lives. Then, dressed as their chosen character, they turn the gymnasium into their very own “Wax Museum” where they portray wax figures that come to life and share interesting facts. The team approach and interconnected subject area presentation help prepare students for the world of work. To strengthen instruction and curriculum, staff has been trained in Understanding by Design and is utilizing this model for planning classroom instruction. Student success is measured through a variety of assessments: daily class work, cumulative projects, portfolios, performance assessments, DRA (Developmental Reading Assessment) in grades K – 4, district assessments and standardized testing. Students in third and fourth grade took the PARCC test. Students continue to perform well on these standardized tests.

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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	33	34	49
1	39	35	37
2	36	41	36
3	45	34	38
4	45	44	35
Ungraded	7	11	18
Total	205	199	213

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	56%	55%	54%
Male	44%	45%	47%
Economically Disadvantaged Students	5%	0%	0%
Students with Disabilities	14%	20%	22%
English Learners	4%	3%	6%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	74.2%
Hispanic	17.8%
Asian	2.8%
Black or African American	1.9%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	2.8%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	34	34	49

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	85.0%
Spanish	4.2%
Portuguese	2.3%
Italian	1.4%
Other	7.2%

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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	71	91.5	66.20	68.30	54.90	63.4	58	Met Target
White	54	89.1	74.10	69.20	63.90	68.9	60	Met Target
Hispanic	10	100.0	40.00	57.30	39.80	40	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	60.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	42	89.6	71.40	76.90	62.20	67.1		
Male	29	94.1	58.60	59.00	48.10	57.6		
Economically Disadvantaged Students	N	N	N	16.70	36.20	*	**	**
Non-Economically Disadvanatged Students	71	91.5	66.20	68.50	65.80	*		
Students with Disabilities	15	78.9	26.70	*	20.50	22.1	**	**
Students without Disabilities	56	95.2	76.80	*	61.90	76.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	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.

NJ SCHOOL PERFORMANCE REPORT

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Grade Span KG-04

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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	39	757	763	749	*	*	*	64%	0%	64%	50%
White	33	756	760	759	*	*	*	67%	0%	67%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	19	768	*	754	*	*	*	74%	0%	74%	55%
Male	20	747	*	745	*	*	*	55%	0%	55%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	39	757	763	762	*	*	*	64%	0%	64%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	767	765	753	*	*	*	39%	31%	69%	56%
White	24	781	769	762	0%	*	*	46%	42%	88%	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	24	768	769	758	*	*	*	*	*	71%	61%
Male	12	766	761	749	*	*	*	*	*	67%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	36	767	765	764	*	*	*	39%	31%	69%	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	36	767	765	755	*	*	*	39%	31%	69%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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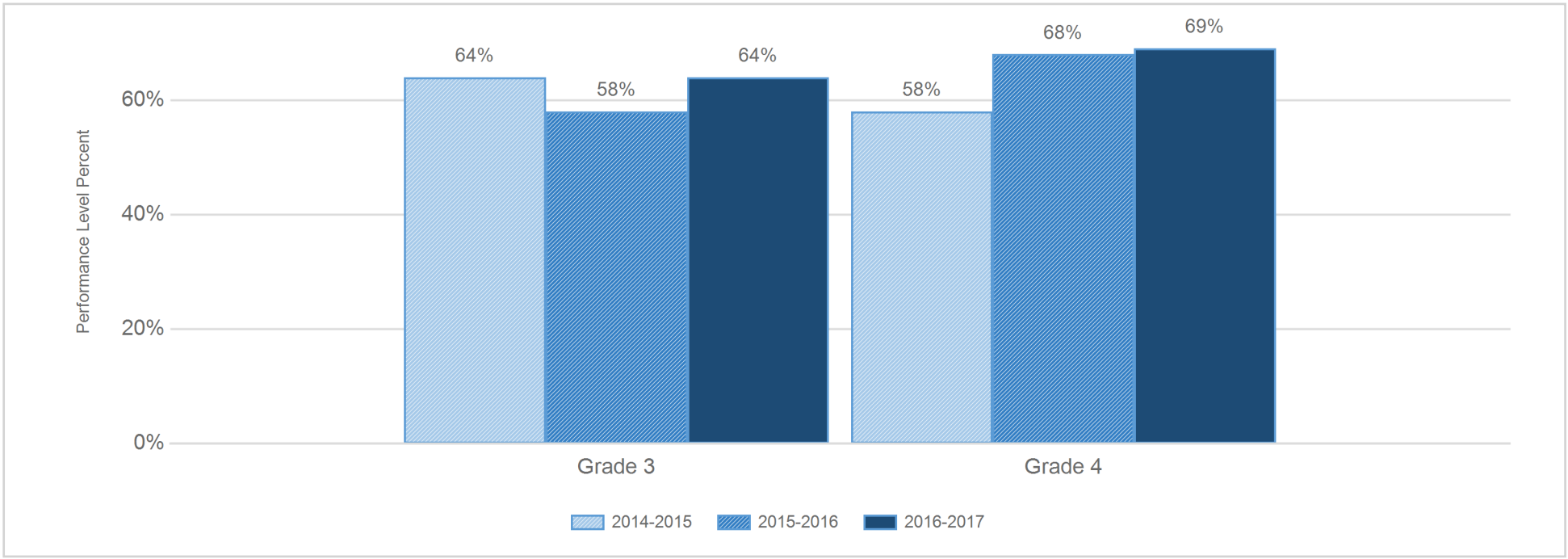
English Language Arts/Literacy Assessment - Performance Trends

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	71	91.5	57.70	54.50	43.50	55.3	40.9	Met Target
White	54	89.1	63.00	54.30	52.40	58.6	41.3	Met Target
Hispanic	10	100.0	30.00	46.30	27.60	30	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	42	89.6	54.70	55.80	44.10	51.4		
Male	29	94.1	62.00	52.90	42.90	61		
Economically Disadvantaged Students	N	N	N	*	25.10	*	**	**
Non-Economically Disadvanatged Students	71	91.5	57.70	*	54.30	*		
Students with Disabilities	15	78.9	20.00	27.20	16.50	16.6	**	**
Students without Disabilities	56	95.2	67.80	59.90	48.80	67.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	758	760	751	*	*	*	64%	*	72%	53%
White	33	757	758	759	*	*	*	70%	*	73%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	19	760	*	751	*	*	*	63%	*	74%	52%
Male	20	757	*	751	*	*	*	65%	*	70%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	39	758	760	761	*	*	*	64%	*	72%	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	36	744	753	747	*	*	28%	39%	*	44%	47%
White	24	751	756	755	0%	*	*	42%	*	50%	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	24	741	754	747	*	*	*	*	*	42%	47%
Male	12	751	752	747	*	*	*	*	*	50%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	36	744	753	757	*	*	28%	39%	*	44%	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	36	744	753	749	*	*	28%	39%	*	44%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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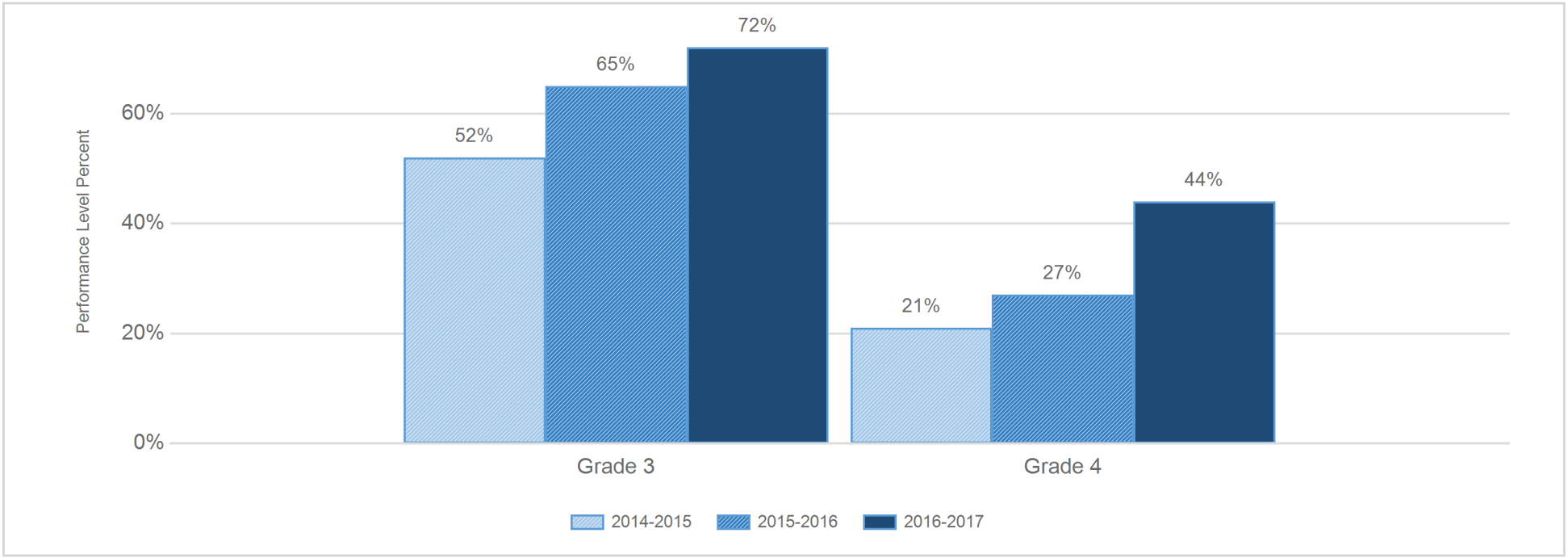
Mathematics Assessment – Performance Trends

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

English Language Proficiency Test - Participation and Performance

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

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

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This section shows 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.

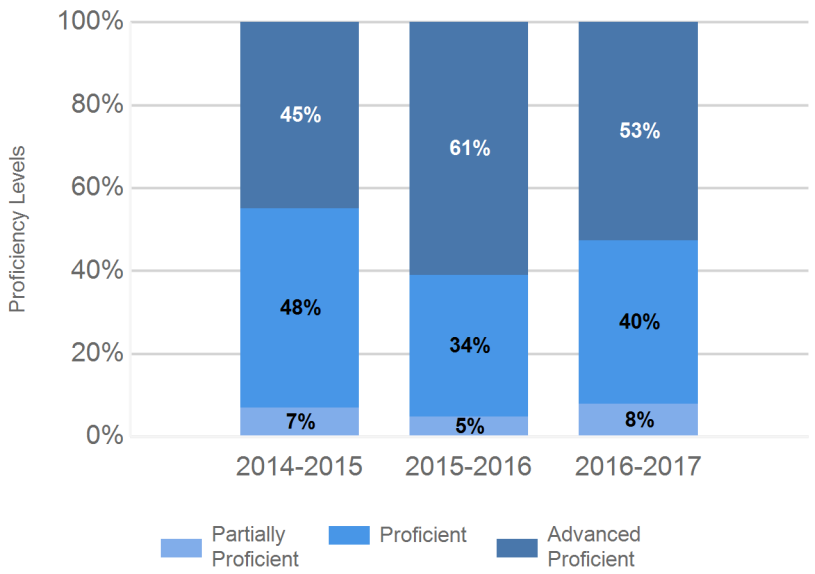
NJASK Science Assessment Performance: Grade 4

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	53%	40%	8%
White	62%	35%	4%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	64	53	50	Exceeds Target	23	56	50	Not Met
White	70	*	50	Exceeds Target	19.5	*	52	Not Met
Hispanic	*	42	49	**	*	57	47	**
Black or African American	*	29	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	69	60	**	*	57	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	53.5	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	*	45.5	41	**	*	52.5	43	**
English Learners	N	N	N	N	N	N	N	N

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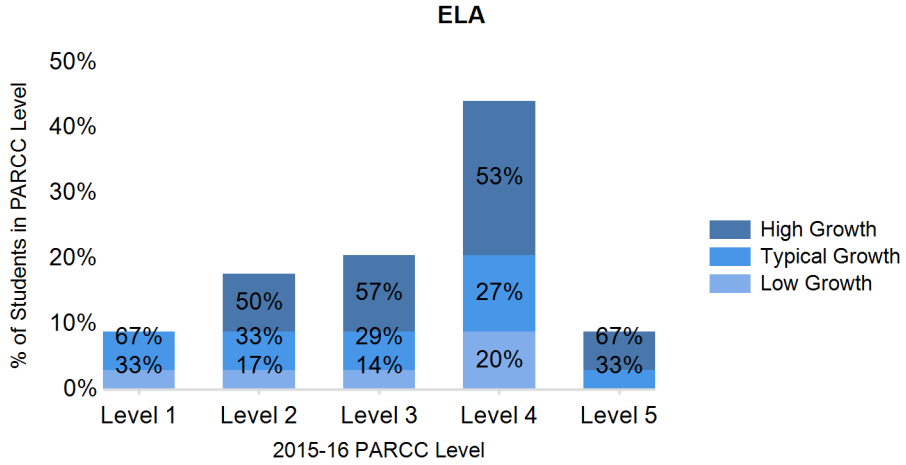
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

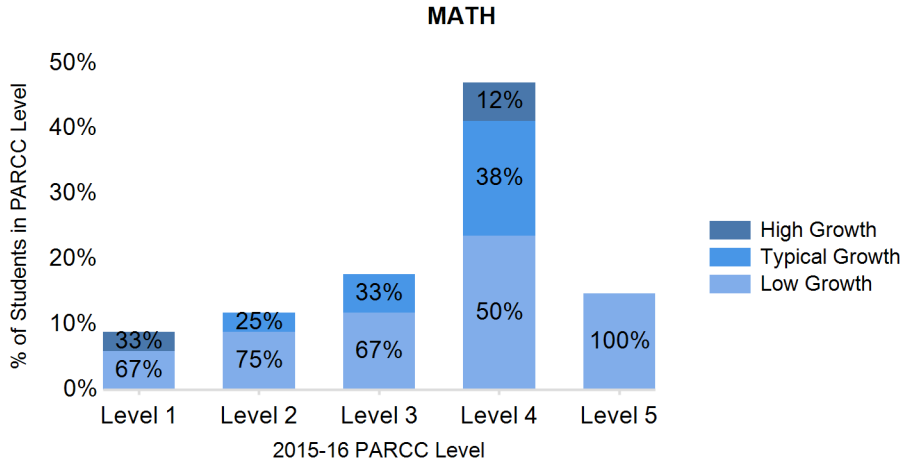
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

Student Growth by Performance Level

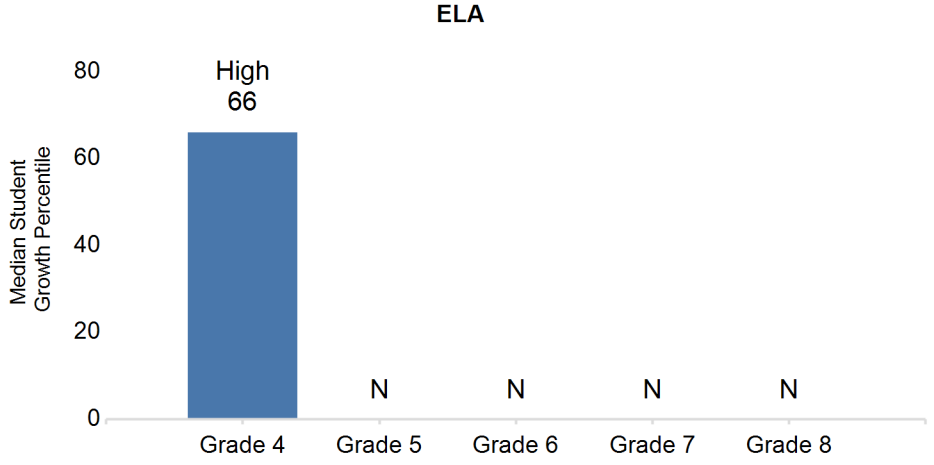
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

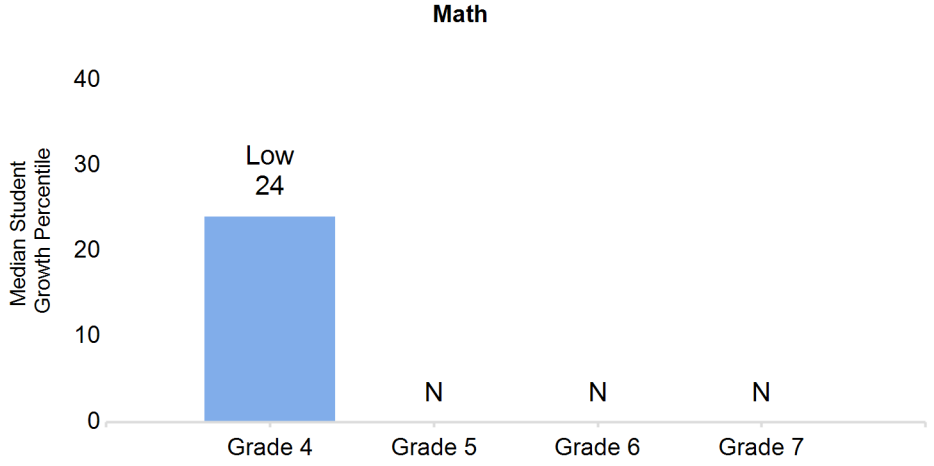




Student Growth by Grade

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





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

Chronic Absenteeism

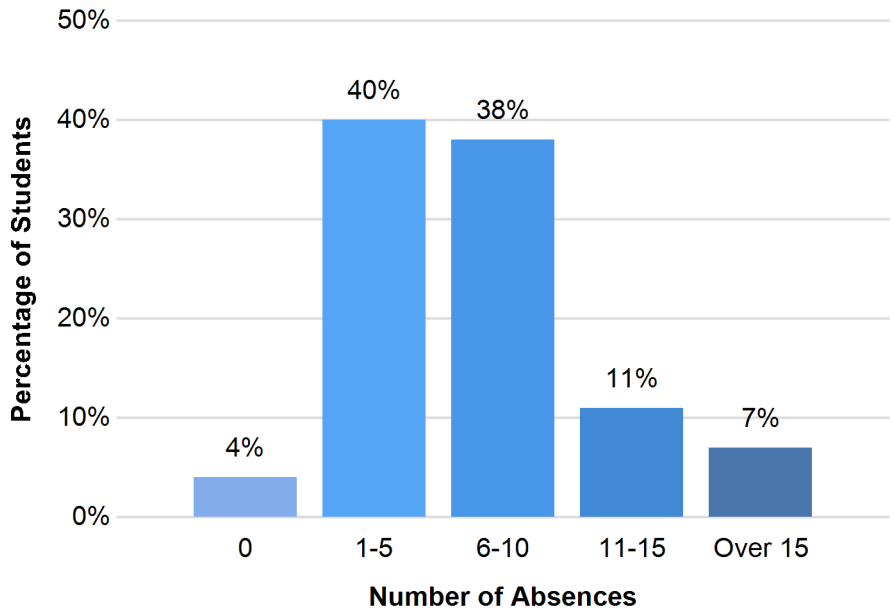
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	8.70	Met Target
White	3.10	8.70	Met Target
Hispanic	5.40	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	4.30	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



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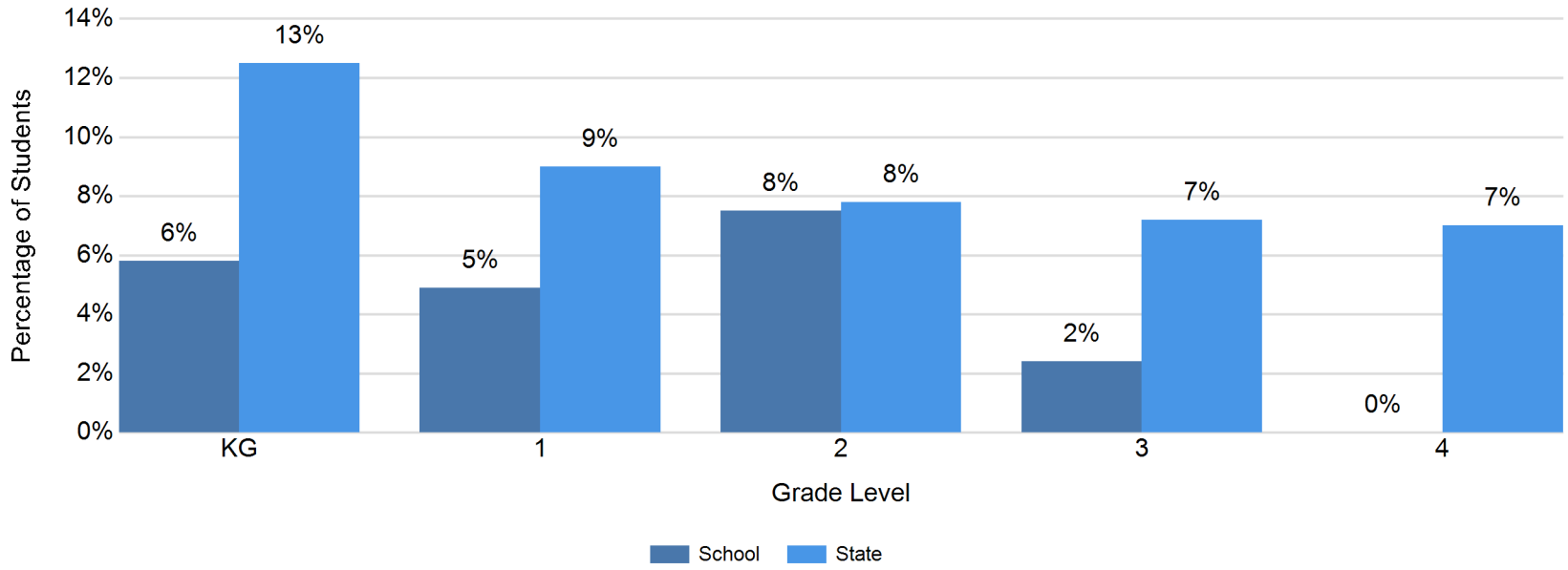
Chronic Absenteeism by Grade

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



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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.94

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
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	1.9:1	136.6 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)	$279	$13,328	$13,607

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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	21	120,724
Average years experience in public schools	17.3	11.8
Average years experience in district	15.8	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	17	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	7.0	11.6
Administrators in district for 4 or more years	47%	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	13:1
Administrators	213:1	129:1
Librarian/Media Specialists		549:1
Nurses		274:1
Counselors		439:1
Child Study Team		244:1

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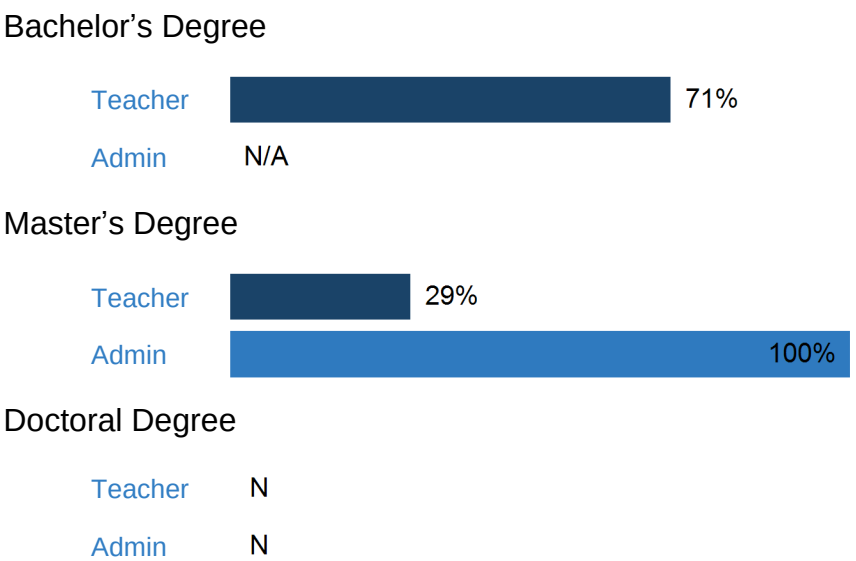
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted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

Teachers and Administrators - Level of Education

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



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	84%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%

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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	60.8	17.5%
Mathematics Proficiency	59.0	17.5%
English Language Arts Growth	93.8	25.0%
Mathematics Growth	0.2	25.0%
Chronic Absenteeism	83.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.0
Summative Rating: Percentile rank of Summative Score		60.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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

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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Not Met	No
White	56.2	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Not Met	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	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.

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School General Info

Principal:	Dr. Lanzo
Address:	125 GROVE AVE VERONA, NJ 07044-1621
Phone:	(973)571-6753

Email Address:	alanzo@veronaschools.org
Website:	www.veronaschools.org/Domain/277
Twitter:	Twitter.com/PrincipalFNB

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:	• All elementary schools participate in the One District, One Book program, a shared reading experience for all students. • The school's character education program includes the NJSBF Conflict Resolution and Peer Mediation approaches. • Technology is a part of each school day with all students utilizing Chromebooks and Google Apps for Education.
Mission, Vision, Theme:	The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences. The educational climate for students at F.N. Brown School focuses on academic achievement, positive social experiences, and emotional well-being.
Awards, Recognition, Accomplishments:	The President's Education Award is given to fourth grade students. The Award for Educational Excellence is given to students who meet certain criteria and the Award for Educational Achievement recognizes students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. The VFEE Inspiring Excellence Award recognizes one staff member from each school who was nominated by their peers for inspiring excellence in their classroom.

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Courses, Curriculum, Instruction:	Students participate in Reading and Writing Workshop in which teachers and students model, demonstrate, confer and celebrate reading and writing together. Our mathematics program is centered on “discovering” procedures through manipulating objects, communicating understanding through writing and solving life problems. The Science Curriculum is rooted in scientific inquiry. The social studies curriculum lies in the local community history.
Clubs and Activities:	Third and fourth grade students participate in chorus, with holiday and spring performances. Fourth grade students have the opportunity to join instrumental band.
Before and After School Programs:	The local YMCA provides before and after school programs to our students.

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Staff and Professional Learning:	The district established a framework for professional development that fosters the growth of professional learning communities within our schools. Teachers have differentiated PD opportunities throughout the year. The district has also established a framework for monthly grade level and department meetings to foster collaboration across buildings. During the 2016-2017 year, teachers were provided with NGSS, Conflict Resolution, and a variety of PD topics through the Global Compliance Network.
Student Supports and Services:	The Intervention and Referral Services Committee is a team that addresses concerns regarding a student's learning, behavior and/or health needs. One level of response of I&RS is the Reading Intervention program, supplementary to an existing literacy curriculum, that is provided to students for the primary purpose of enhancing reading skills. The Child Study Team exists to evaluate children who may have a learning and/or an emotional difficulty and to secure supportive services when necessary.
Student Health and Wellness:	Physical education and health instruction are provided in order to help maintain good health and promote play with sportsmanship as well as lifelong interests in athletic participation.
Parent and Community Involvement:	A strong parent support group, our School Community Association (SCA), continues to provide enrichment activities financed by the various fundraisers held throughout the year. Verona Foundation For Educational Excellence (VFEE) and Verona Municipal Alliance Committee (VMAC) partner with the schools to bring programs and community outreach initiatives to our student and parent populations.

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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:	A strong parent support group, our School Community Association (SCA), continues to provide enrichment activities financed by the various fundraisers held throughout the year. Verona Foundation For Educational Excellence (VFEE) and Verona Municipal Alliance Committee (VMAC) partner with the schools to bring programs and community outreach initiatives to our student and parent populations.

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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
5	158	160	168
6	204	165	162
7	195	207	167
8	166	190	209
Ungraded	3	3	16
Total	726	725	722

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	52%	53%	52%
Male	49%	47%	48%
Economically Disadvantaged Students	1%	0%	0%
Students with Disabilities	14%	14%	16%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	77.7%
Hispanic	12.6%
Asian	4.4%
Black or African American	2.8%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.8%

Enrollment by Home Language

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

Home Language	% of Students
English	87.0%
Spanish	5.0%
Chinese	1.1%
Other	6.7%

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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	670	95.0	68.70	68.30	54.90	68.7	60.3	Met Target
White	526	95.2	70.00	69.20	63.90	70	60.2	Met Target
Hispanic	83	93.4	55.50	57.30	39.80	54.4	53.3	Met Target
Black or African American	16	89.5	68.80	50.00	35.20	64.3	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	87.10	82.00	80.70	87.1	78.7	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	73.90	54.90	58.3	**	**
Female	344	95.0	78.40	76.90	62.20	78.4		
Male	326	95.1	58.30	59.00	48.10	58.3		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvanatged Students	*	*	*	*	65.80	*		
Students with Disabilities	115	92.1	31.30	*	20.50	30.3	16.8	Met Target
Students without Disabilities	555	95.7	76.40	*	61.90	76.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	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 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	168	761	761	756	*	*	21%	52%	13%	64%	59%
White	138	758	758	763	*	14%	20%	53%	*	63%	69%
Hispanic	16	768	768	743	0%	*	*	*	*	69%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	81	767	767	761	*	*	15%	58%	*	74%	66%
Male	87	755	755	750	*	*	26%	46%	*	55%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	168	761	761	765	*	*	21%	52%	13%	64%	71%
Students with Disabilities	40	733	733	725	*	*	*	38%	0%	38%	22%
Students without Disabilities	128	769	769	762	*	*	*	56%	16%	73%	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%

NJ SCHOOL PERFORMANCE REPORT

Henry B. Whitehorne Middle School
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Grade Span 05-08

13-5370-095
ESSEX
VERONA BORO
600 BLOOMFIELD AVE
VERONA, NJ 07044-1817

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	155	762	762	752	*	*	21%	57%	12%	68%	54%
White	117	764	764	758	*	*	18%	62%	12%	74%	63%
Hispanic	24	753	753	740	*	*	*	42%	*	50%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	95	767	767	758	*	*	17%	60%	*	76%	61%
Male	60	754	754	746	*	*	27%	52%	*	57%	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	155	762	762	761	*	*	21%	57%	12%	68%	65%
Students with Disabilities	22	742	742	722	*	*	*	*	*	41%	17%
Students without Disabilities	133	765	765	758	*	*	*	*	*	73%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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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	160	764	764	756	8%	8%	11%	46%	27%	73%	59%
White	126	765	765	764	*	*	13%	48%	26%	75%	69%
Hispanic	19	752	752	742	*	*	*	*	*	63%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	77	770	770	764	*	*	*	49%	33%	82%	68%
Male	83	757	757	749	*	*	*	43%	22%	65%	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	160	764	764	766	8%	8%	11%	46%	27%	73%	70%
Students with Disabilities	23	714	714	719	*	*	*	*	*	22%	19%
Students without Disabilities	137	772	772	763	*	*	*	*	*	82%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	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	203	769	769	757	*	*	19%	42%	29%	71%	59%
White	157	769	769	764	*	*	19%	43%	28%	71%	68%
Hispanic	25	753	753	742	*	*	*	*	*	48%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	790	790	786	0%	0%	0%	*	*	100%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	104	779	779	766	*	*	11%	43%	39%	83%	68%
Male	99	759	759	749	*	*	28%	40%	18%	59%	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	203	769	769	766	*	*	19%	42%	29%	71%	69%
Students with Disabilities	28	726	726	718	*	*	*	*	*	29%	18%
Students without Disabilities	175	776	776	764	*	*	*	*	*	78%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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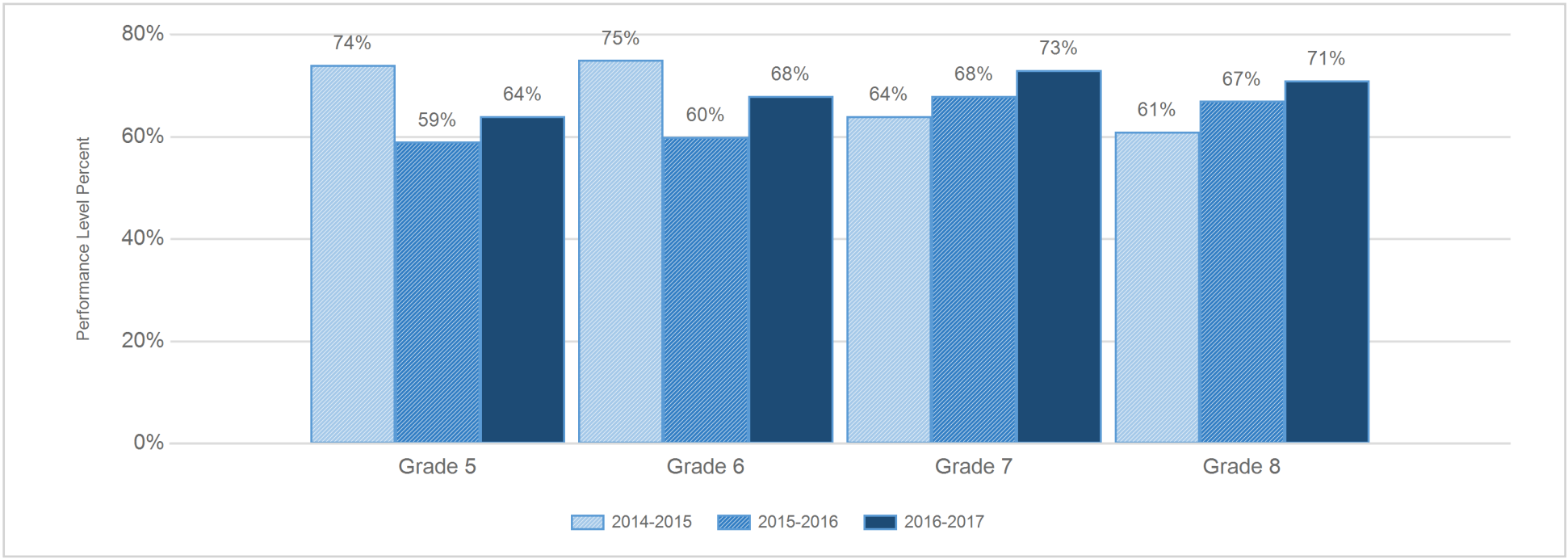
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Mathematics Assessment - 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	670	94.9	56.80	54.50	43.50	56.8	49.2	Met Target
White	525	95.1	56.70	54.30	52.40	56.7	48.7	Met Target
Hispanic	83	92.4	47.00	46.30	27.60	46.1	37.7	Met Target
Black or African American	16	89.5	56.30	37.50	21.70	52.6	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	87.10	76.80	75.60	87.1	78.7	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	65.20	44.90	50	**	**
Female	344	95.0	60.20	55.80	44.10	60.2		
Male	326	94.9	53.40	52.90	42.90	53.4		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvanatged Students	*	*	*	*	54.30	*		
Students with Disabilities	114	91.3	25.50	27.20	16.50	24.4	15.9	Met Target
Students without Disabilities	556	95.7	63.30	59.90	48.80	63.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	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 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	169	754	754	747	*	8%	27%	54%	*	60%	46%
White	138	753	753	754	*	8%	26%	56%	*	61%	57%
Hispanic	16	757	757	735	0%	*	*	*	*	63%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	81	754	754	747	*	*	25%	57%	*	63%	47%
Male	88	753	753	746	*	*	30%	51%	*	58%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	169	754	754	756	*	8%	27%	54%	*	60%	59%
Students with Disabilities	40	734	734	725	*	*	25%	38%	*	40%	19%
Students without Disabilities	129	760	760	751	*	*	28%	59%	*	67%	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%

NJ SCHOOL PERFORMANCE REPORT

Henry B. Whitehorne Middle School
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Grade Span 05-08

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VERONA, NJ 07044-1817

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	154	751	751	743	*	13%	24%	57%	*	60%	44%
White	116	753	753	751	*	10%	23%	60%	*	64%	54%
Hispanic	24	744	744	731	0%	*	*	*	*	42%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	95	754	754	745	*	*	25%	57%	*	62%	45%
Male	59	747	747	742	*	*	22%	56%	*	58%	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	154	751	751	752	*	13%	24%	57%	*	60%	56%
Students with Disabilities	22	736	736	717	*	*	*	*	*	36%	13%
Students without Disabilities	132	754	754	748	*	*	*	*	*	64%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	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.

NJ SCHOOL PERFORMANCE REPORT

Henry B. Whitehorne Middle School
2016-2017

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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	135	745	745	741	*	16%	31%	48%	*	49%	40%
White	106	746	746	748	*	16%	32%	48%	*	48%	49%
Hispanic	18	740	740	730	*	*	*	*	*	50%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	68	748	748	743	*	*	32%	54%	*	54%	41%
Male	67	742	742	740	*	*	30%	42%	*	43%	38%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	135	745	745	749	*	16%	31%	48%	*	49%	50%
Students with Disabilities	22	713	713	716	*	50%	*	*	*	14%	11%
Students without Disabilities	113	751	751	746	*	9%	*	*	*	56%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	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.

NJ SCHOOL PERFORMANCE REPORT

Henry B. Whitehorne Middle School
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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	121	729	729	728	15%	26%	36%	23%	0%	23%	28%
White	95	728	728	736	14%	28%	37%	21%	0%	21%	35%
Hispanic	18	719	719	721	*	*	*	*	0%	11%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	62	733	733	730	*	29%	32%	29%	*	29%	30%
Male	59	724	724	725	*	24%	39%	17%	*	17%	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	121	729	729	734	15%	26%	36%	23%	0%	23%	34%
Students with Disabilities	25	706	706	705	*	*	*	*	*	*	*
Students without Disabilities	96	734	734	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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

NJ SCHOOL PERFORMANCE REPORT

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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	81	779	755	743	0%	0%	*	93%	*	98%	42%
White	60	778	755	751	0%	0%	*	95%	*	98%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	790	*	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	34	777	751	744	0%	0%	*	100%	*	100%	43%
Male	47	781	758	741	0%	0%	*	87%	*	96%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	81	779	755	751	0%	0%	*	93%	*	98%	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	81	779	*	745	0%	0%	*	93%	*	98%	*
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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NJ SCHOOL PERFORMANCE REPORT

Henry B. Whitehorne Middle School
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Grade Span 05-08

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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	27	770	745	734	*	*	*	85%	*	100%	30%
White	22	769	744	740	*	*	*	86%	*	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	17	771	749	735	*	*	*	*	*	100%	31%
Male	10	767	740	733	*	*	*	*	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	27	770	745	740	*	*	*	85%	*	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	27	770	751	738	*	*	*	85%	*	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	27	770	*	735	*	*	*	85%	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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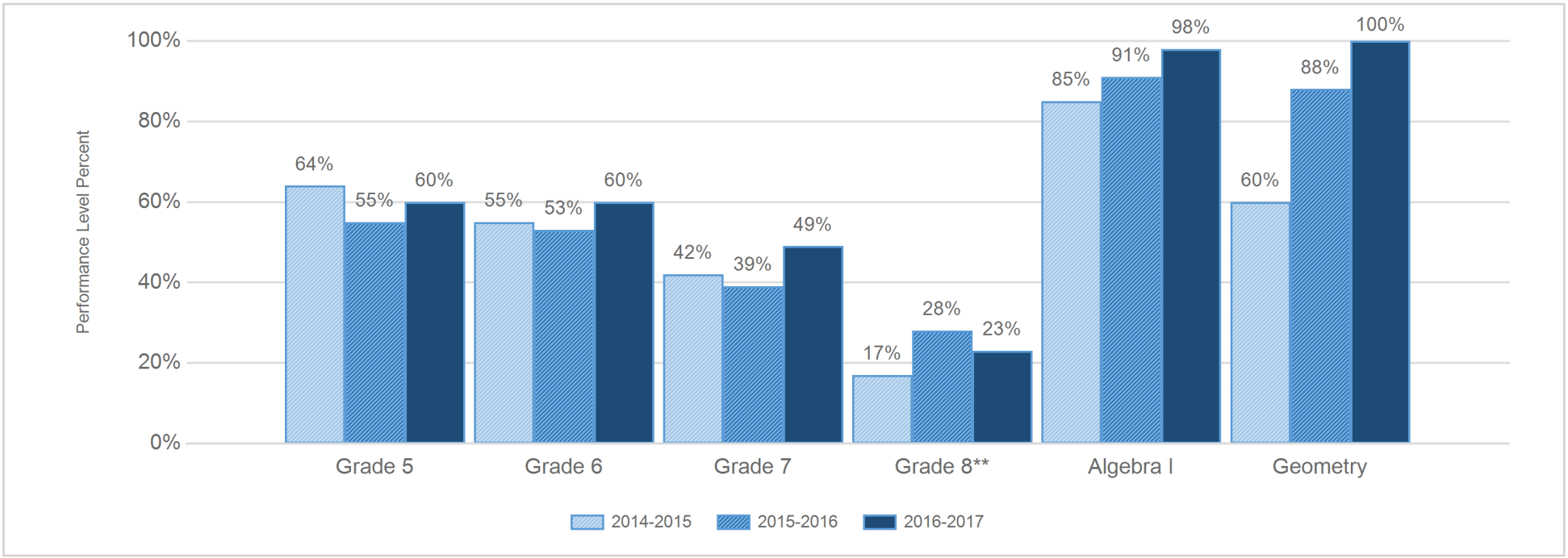
Mathematics Assessment – Performance Trends

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



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

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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	N	N
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	*	*	*
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.

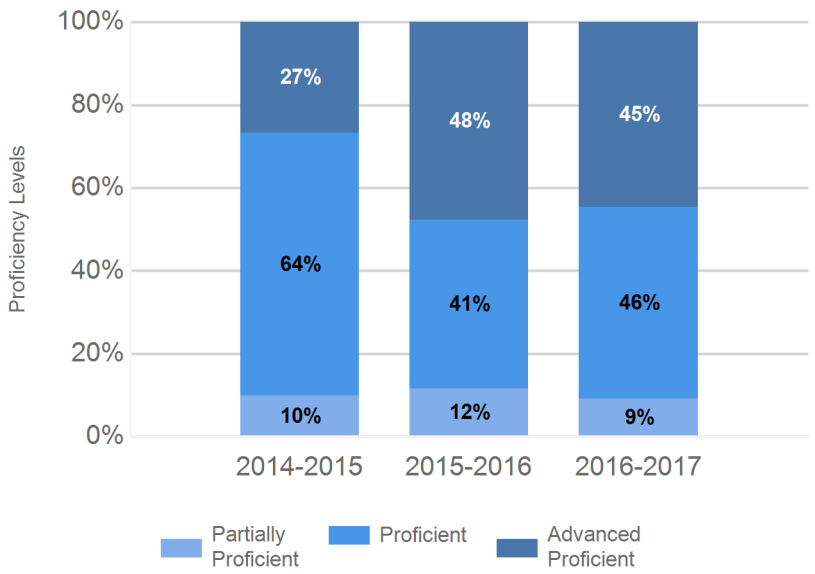
NJASK Science Assessment Performance: Grade 8

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	45%	46%	9%
White	44%	48%	8%
Hispanic	32%	48%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	71%	29%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	26%	37%	37%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	53	50	Met Target	59	56	50	Met Target
White	53	*	50	Met Target	59.5	*	52	Met Target
Hispanic	44	42	49	Met Target	60	57	47	Exceeds Target
Black or African American	29	29	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	69	60	Exceeds Target	76.5	57	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	54	53.5	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	44	45.5	41	Met Target	54	52.5	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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

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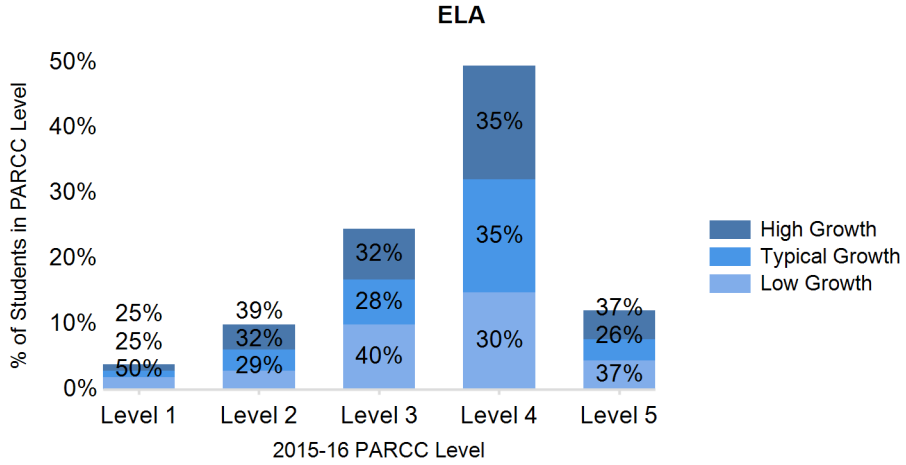
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

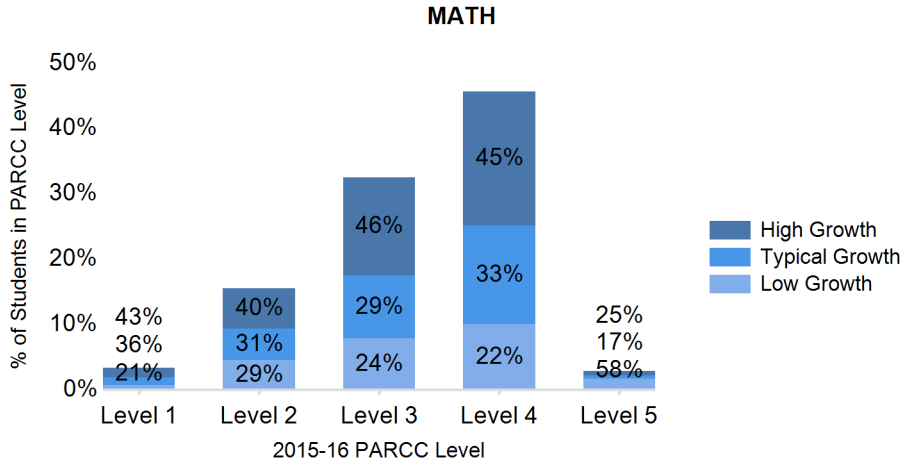
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

Student Growth by Performance Level

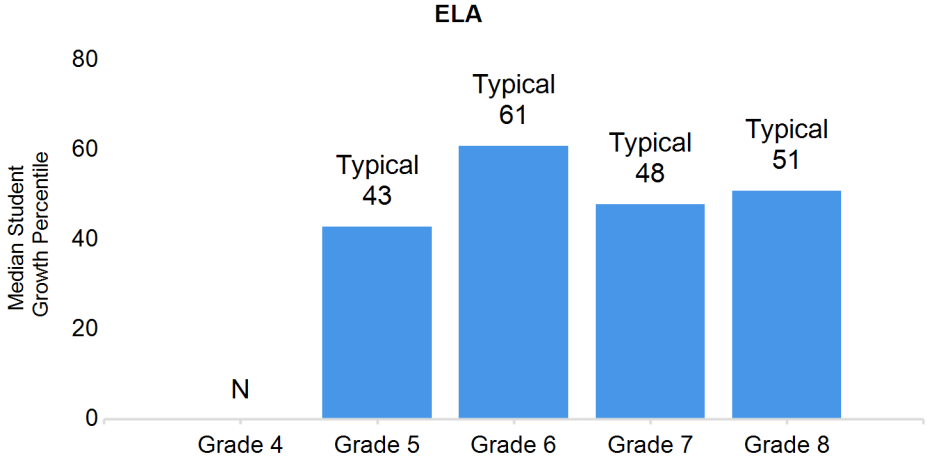
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

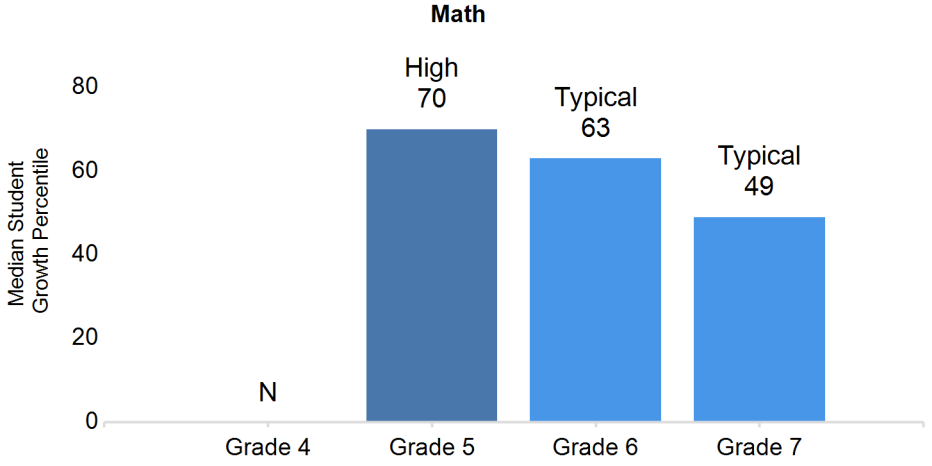




Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	1	0	166
7	26	0	146
8	55	27	128
Schoolwide	82	27	440

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	118	25	0	0	0	21	0
7	94	32	0	0	0	26	0
8	109	53	0	0	0	28	0
Schoolwide	321	110	0	0	0	75	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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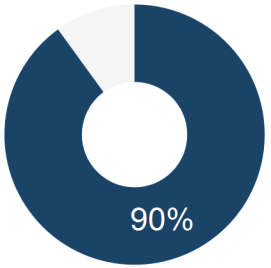
Visual and Performing Arts – Course Participation

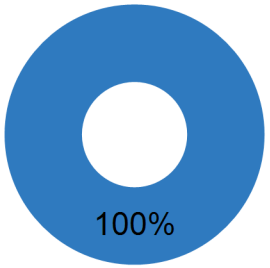
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

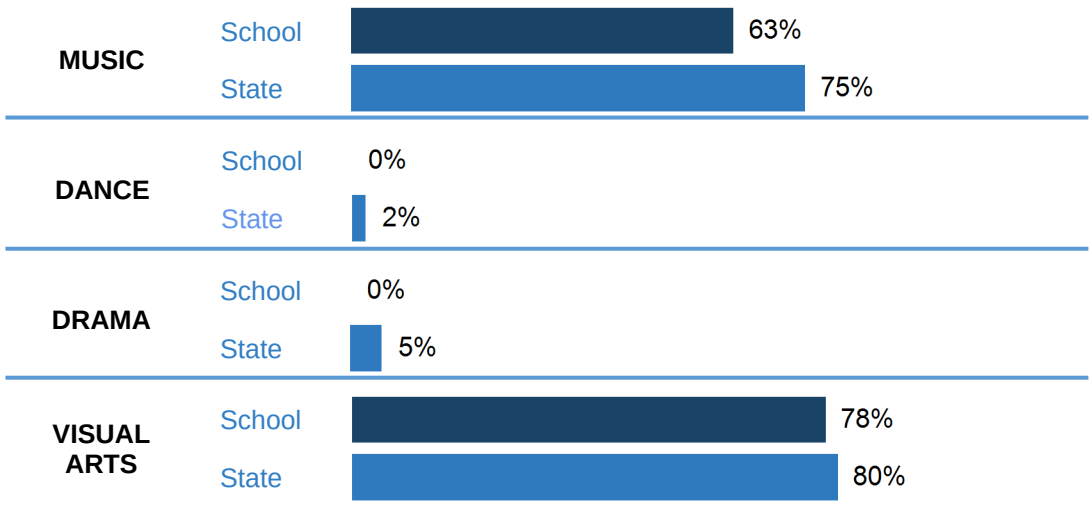


School



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

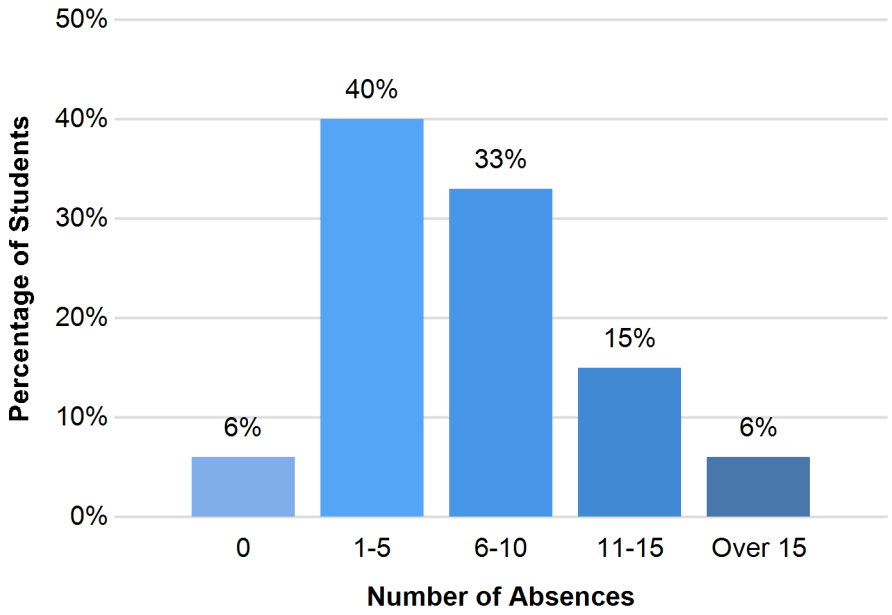
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.00	8.30	Met Target
White	3.00	8.30	Met Target
Hispanic	2.20	8.30	Met Target
Black or African American	10.00	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.90	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	4.90	8.30	Met Target
English Learners	N	**	**

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

Days Absent

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



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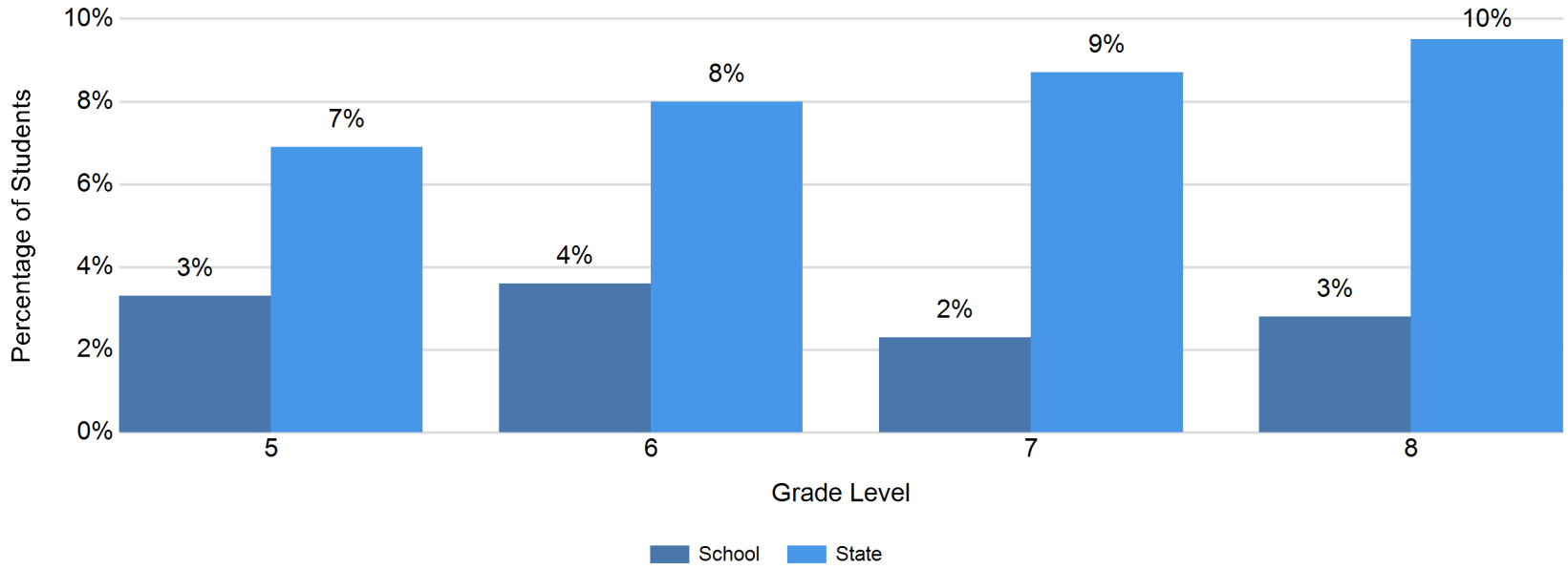
Chronic Absenteeism by Grade

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



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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 15 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)	14
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.94

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.1%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

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	136.6 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)	$279	$13,328	$13,607

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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	59	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	7.0	11.6
Administrators in district for 4 or more years	47%	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	13:1
Administrators	361:1	129:1
Librarian/Media Specialists		549:1
Nurses		274:1
Counselors		439:1
Child Study Team		244:1

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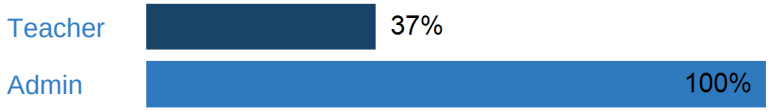
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree



Doctoral Degree

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	84%	89%
2015-16 Administrators: Same district 2016-17	64%	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%

NJ SCHOOL PERFORMANCE REPORT

Henry B. Whitehorne Middle School
2016-2017

Grade Span 05-08

13-5370-095
ESSEX
VERONA BORO
600 BLOOMFIELD AVE
VERONA, NJ 07044-1817

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	68.2	17.5%
Mathematics Proficiency	64.2	17.5%
English Language Arts Growth	55.9	25.0%
Mathematics Growth	79.8	25.0%
Chronic Absenteeism	84.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.8
Summative Rating: Percentile rank of Summative Score		79.6
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	69.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	64.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	71.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	69.4	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	72.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.

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VERONA, NJ 07044-1817

School General Info

Principal:	Ms. McNeal
Address:	600 BLOOMFIELD AVE VERONA, NJ 07044-1817
Phone:	(973)239-1300

Email Address:	ymcneal@veronaschools.org
Website:	www.veronaschools.org

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:	• Award-winning concert bands and choruses • Students have over 25 extra-curricular clubs/activities to choose from • House system provides for smaller learning communities
Mission, Vision, Theme:	The Mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.
Awards, Recognition, Accomplishments:	Music Ensembles earn scores of “superior” and “excellent” in adjudicated music competitions -Students and teachers selected to the Regional Honors Band -Won Most Innovative Design and Best Planning Practices categories at the NJ Future City Competition; Yearbook publisher’s Gallery of Excellence for elite quality and design; National History Day State and Regional Winners;National Geographic State Bee Semifinialist

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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:	World language classes offered in Mandarin, Spanish, or Frenc; Cycle classes: oceanography, civics, music, coding, technology, engineering and design (TED), anthropology. Science and math classes at all levels promote inquiry and problem solving. Advanced language arts, and geometry, and algebra are offered in seventh and eighth grades.
Clubs and Activities:	Our students have the opportunity to pick from over twenty clubs to join. Some of them focus on the following: intramurals, service, art, cooking, Chinese culture, chess and environmental issues. Our visual and performing artists can opt for the drawing club or perform in the spring musical. Our young writers and photographers work on filling the pages of the yearbook and literary magazine.

NJ SCHOOL PERFORMANCE REPORT

Laning Avenue School
2016-2017

Grade Span PK-04

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ESSEX
VERONA BORO
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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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Laning Avenue School
2016-2017

Grade Span PK-04

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VERONA BORO
18 LANNING RD
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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.

NJ SCHOOL PERFORMANCE REPORT

Laning Avenue 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
PK	35	39	16
KG	30	32	40
1	53	28	33
2	41	52	30
3	55	42	53
4	43	51	44
Ungraded	17	21	38
Total	274	265	254

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%	48%	47%
Male	49%	52%	53%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	20%	26%	31%
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	76.8%
Hispanic	10.2%
Asian	6.7%
Black or African American	2.4%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	3.5%

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	35	39	16
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	31	32	40

Enrollment by Home Language

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

Home Language	% of Students
English	90.9%
Spanish	3.1%
Arabic	2.4%
Other	3.6%

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Laning Avenue School
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Grade Span PK-04

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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	93	94.9	76.30	68.30	54.90	76.2	59.7	Met Target
White	62	95.5	74.20	69.20	63.90	74.2	54.7	Met Target
Hispanic	13	92.9	76.90	57.30	39.80	75.2	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.90	82.00	80.70	90.9	**	**
American Indian or Alaska Native	N	N	N	60.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	44	95.7	84.10	76.90	62.20	84.1		
Male	49	94.3	69.30	59.00	48.10	68.8		
Economically Disadvantaged Students	N	N	N	16.70	36.20	*	**	**
Non-Economically Disadvanatged Students	93	94.9	76.30	68.50	65.80	*		
Students with Disabilities	19	82.6	68.50	*	20.50	59.4	N	N
Students without Disabilities	74	98.7	78.40	*	61.90	78.4		
English Learners	N	N	N	21.40	25.20	N	**	**
Non-English Learners	93	94.9	76.30	68.80	57.40	76.3		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	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.

NJ SCHOOL PERFORMANCE REPORT

Laning Avenue School
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Grade Span PK-04

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ESSEX
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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	51	772	763	749	*	*	*	73%	*	82%	50%
White	32	765	760	759	*	*	*	69%	*	75%	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	24	769	*	754	*	*	*	79%	*	83%	55%
Male	27	775	*	745	*	*	*	67%	*	82%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	51	772	763	762	*	*	*	73%	*	82%	63%
Students with Disabilities	10	764	743	720	*	*	*	*	*	80%	24%
Students without Disabilities	41	774	767	755	*	*	*	*	*	83%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	51	772	*	752	*	*	*	73%	*	82%	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	43	763	765	753	*	*	*	54%	*	70%	56%
White	31	766	769	762	0%	*	*	55%	*	74%	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	20	773	769	758	*	*	*	65%	*	85%	61%
Male	23	755	761	749	*	*	*	44%	*	57%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	43	763	765	764	*	*	*	54%	*	70%	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	43	763	765	755	*	*	*	54%	*	70%	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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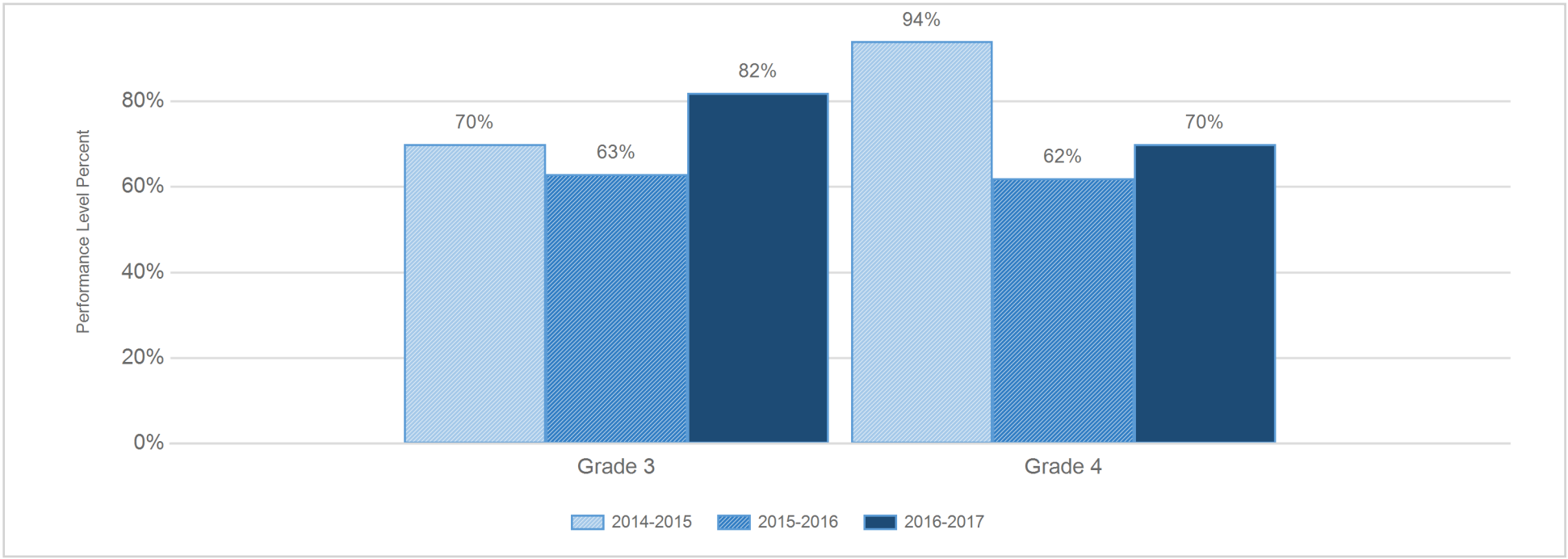
English Language Arts/Literacy Assessment - Performance Trends

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	93	94.9	69.90	54.50	43.50	69.8	61.8	Met Target
White	62	95.5	69.40	54.30	52.40	69.4	63.2	Met Target
Hispanic	13	92.9	69.30	46.30	27.60	67.7	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.80	76.80	75.60	81.8	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	44	95.7	63.70	55.80	44.10	63.7		
Male	49	94.3	75.50	52.90	42.90	74.9		
Economically Disadvantaged Students	N	N	N	*	25.10	*	**	**
Non-Economically Disadvanatged Students	93	94.9	69.90	*	54.30	*		
Students with Disabilities	19	82.6	73.70	27.20	16.50	64	N	N
Students without Disabilities	74	98.7	68.90	59.90	48.80	68.9		
English Learners	N	N	N	42.90	23.30	N	**	**
Non-English Learners	93	94.9	69.90	54.50	45.20	69.9		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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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	51	769	760	751	*	*	*	67%	*	82%	53%
White	32	764	758	759	*	*	*	72%	*	78%	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	24	762	*	751	*	*	*	58%	*	71%	52%
Male	27	774	*	751	*	*	*	74%	*	93%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	51	769	760	761	*	*	*	67%	*	82%	65%
Students with Disabilities	10	779	752	729	*	*	*	*	*	100%	29%
Students without Disabilities	41	766	761	755	*	*	*	*	*	78%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	51	769	*	753	*	*	*	67%	*	82%	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	43	754	753	747	*	*	30%	47%	*	56%	47%
White	31	758	756	755	*	*	*	48%	*	61%	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	20	758	754	747	*	*	*	*	*	55%	47%
Male	23	750	752	747	*	*	*	*	*	57%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	43	754	753	757	*	*	30%	47%	*	56%	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	43	754	753	749	*	*	30%	47%	*	56%	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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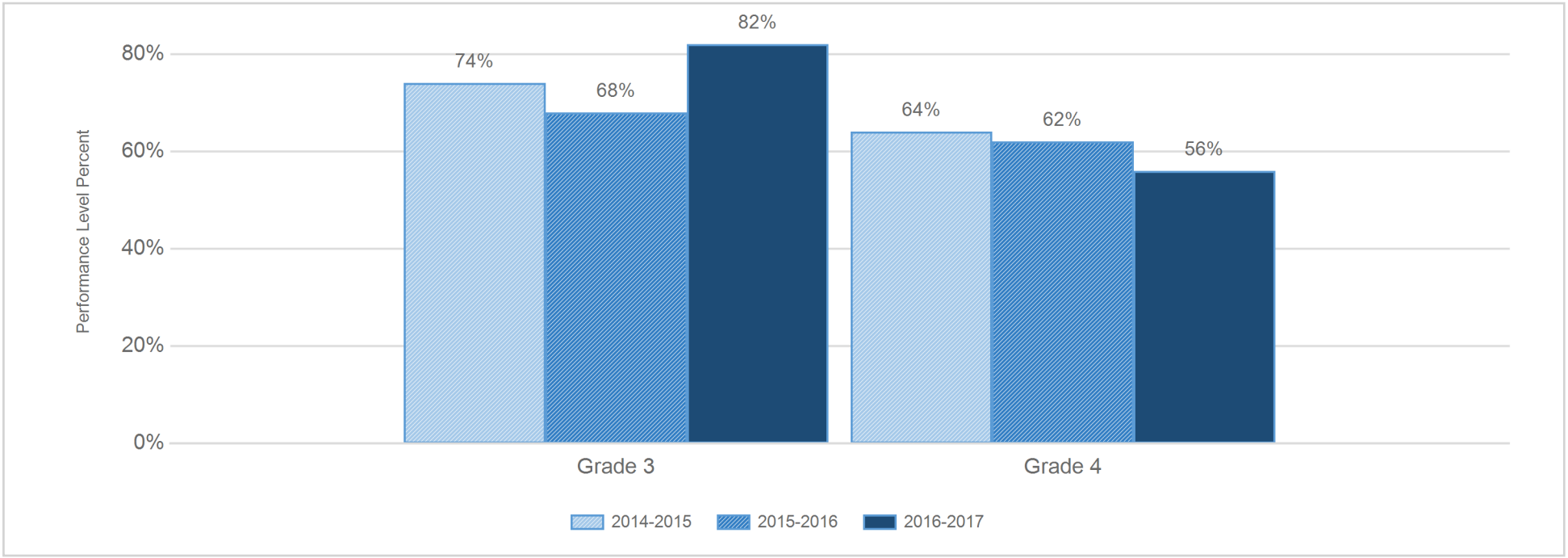
Mathematics Assessment – Performance Trends

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

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.

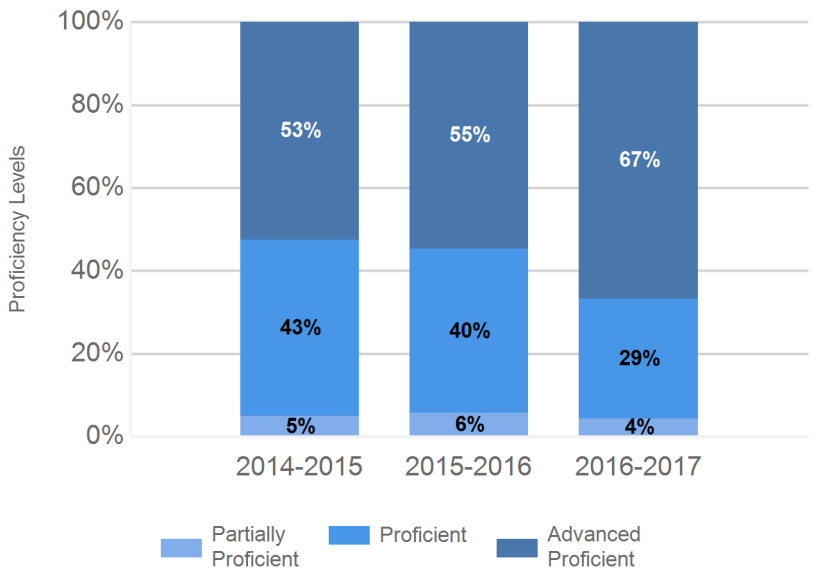
NJASK Science Assessment Performance: Grade 4

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	67%	29%	4%
White	66%	31%	*
Hispanic	*	*	*
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	N	N	N
Students with Disabilities	55%	36%	9%
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	58.5	53	50	Met Target	40.5	56	50	Met Target
White	59	*	50	Met Target	40	*	52	Met Target
Hispanic	*	42	49	**	*	57	47	**
Black or African American	*	29	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	69	60	**	*	57	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	53.5	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	*	45.5	41	**	*	52.5	43	**
English Learners	N	N	N	N	N	N	N	N

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

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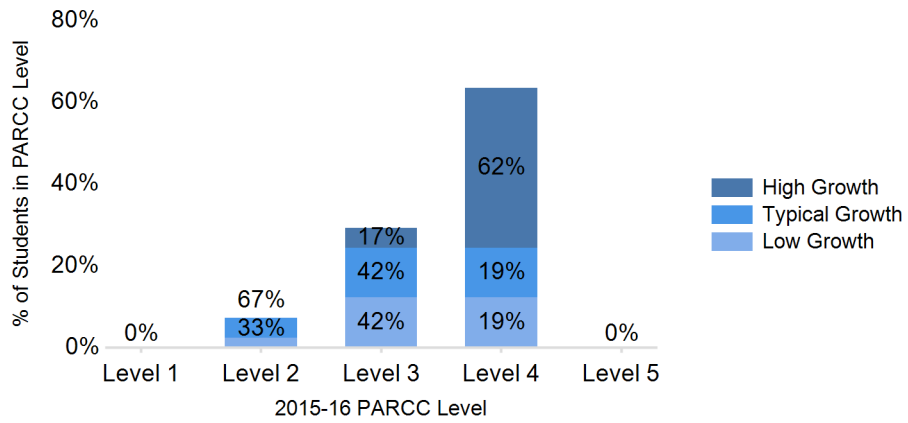
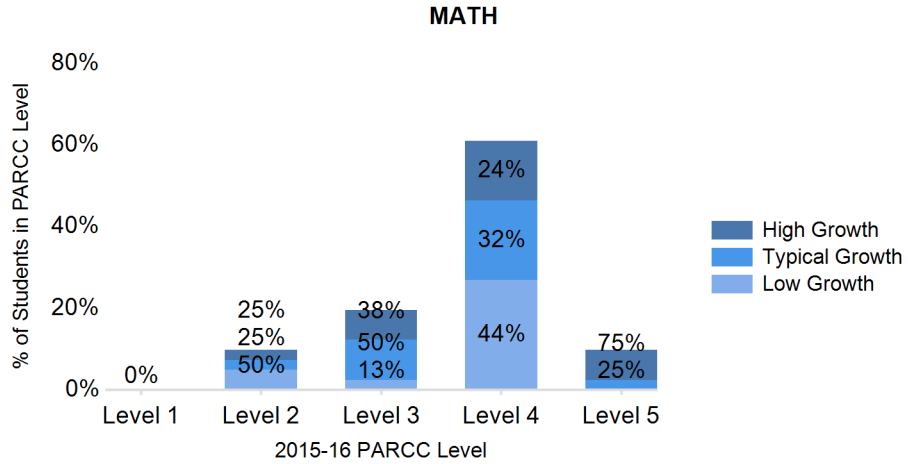
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

Student Growth by Performance Level

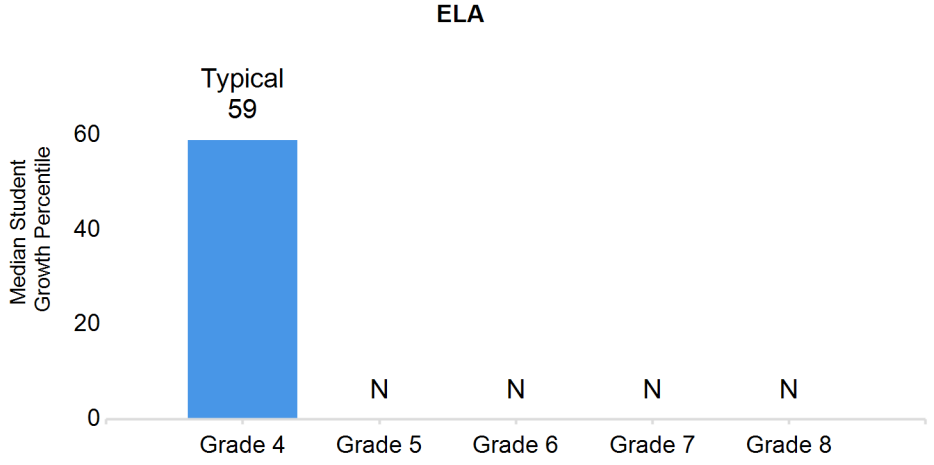
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

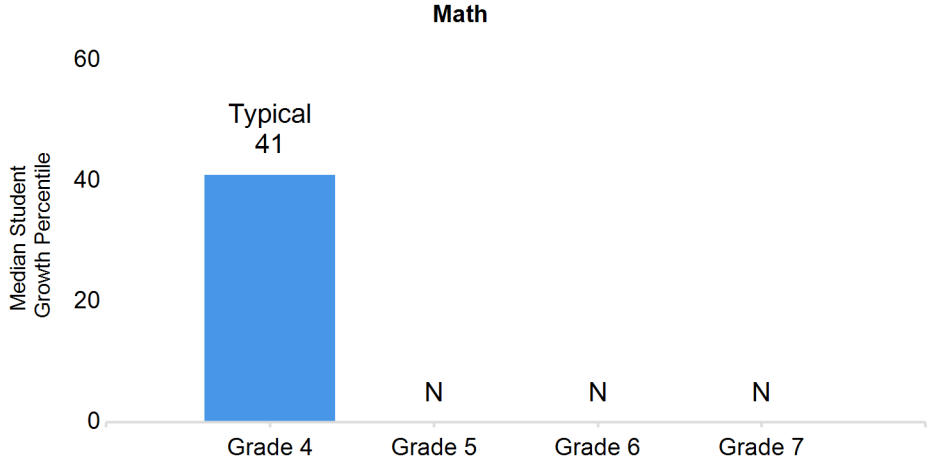




Student Growth by Grade

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





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

Chronic Absenteeism

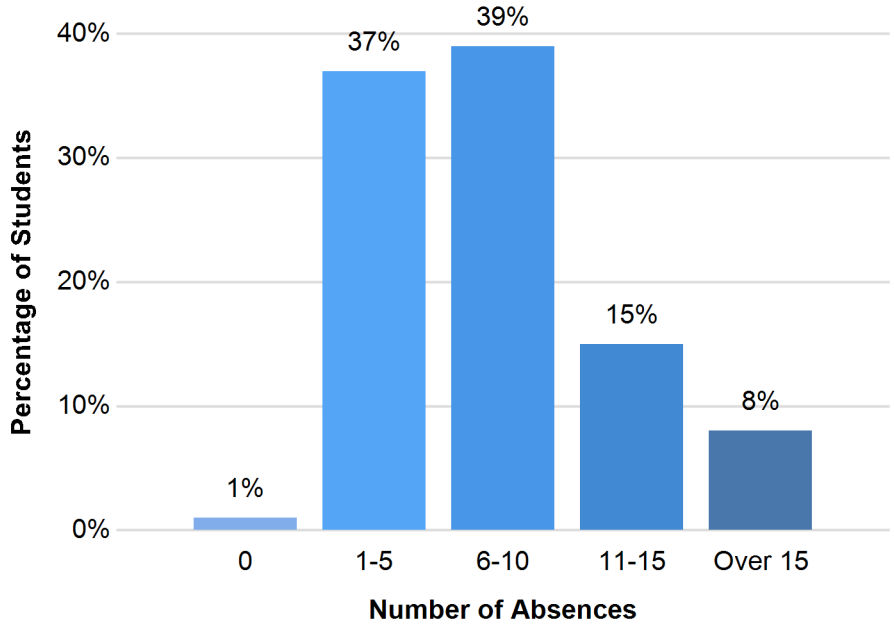
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	8.70	Met Target
White	4.60	8.70	Met Target
Hispanic	4.50	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.00	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



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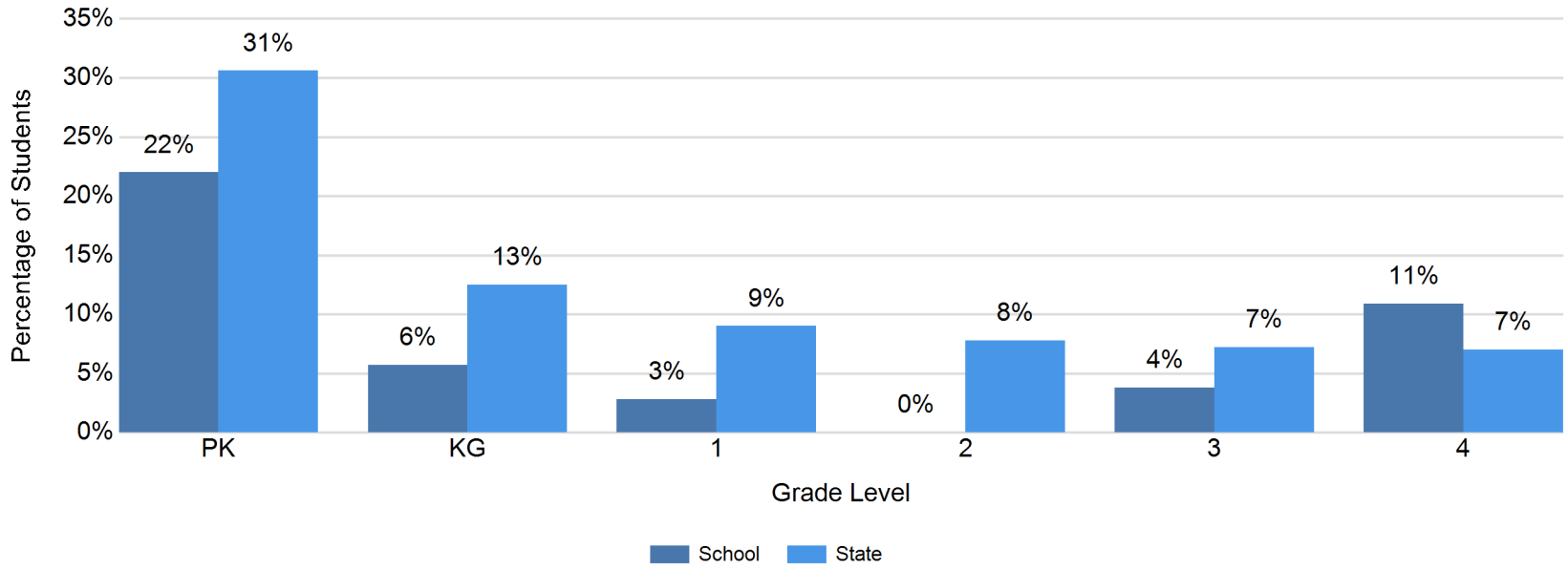
Chronic Absenteeism by Grade

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



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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.39

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0

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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.4:1	136.6 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)	$279	$13,328	$13,607

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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	22	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	7.0	11.6
Administrators in district for 4 or more years	47%	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	13:1
Administrators	254:1	129:1
Librarian/Media Specialists		549:1
Nurses		274:1
Counselors		439:1
Child Study Team		244:1

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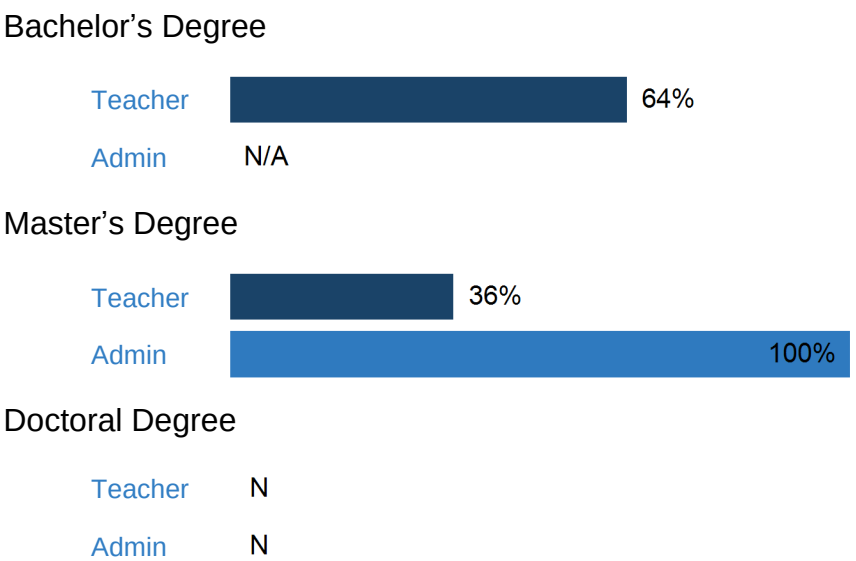
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted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

Teachers and Administrators - Level of Education

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



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	84%	89%
2015-16 Administrators: Same district 2016-17	64%	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	91.1	17.5%
Mathematics Proficiency	95.0	17.5%
English Language Arts Growth	78.5	25.0%
Mathematics Growth	14.1	25.0%
Chronic Absenteeism	74.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		66.9
Summative Rating: Percentile rank of Summative Score		75.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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

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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	66.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	59.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met 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	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	N	N	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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Grade Span PK-04

13-5370-100
ESSEX
VERONA BORO
18 LANNING RD
VERONA, NJ 07044-2510

School General Info

Principal:	Mr. Freund
Address:	18 LANNING RD VERONA, NJ 07044-2510
Phone:	(973)239-5590

Email Address:	hfreund@veronaschools.org
Website:	https://www.veronaschools.org/Domain/401
Twitter:	https://twitter.com/LaningAvenue

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:	• All elementary schools participate in the One District, One Book program, a shared reading experience for all students. • Laning Avenue School's character education program includes the NJSBF Conflict Resolution and Peer Mediation approaches. • Technology is a part of each school day with all students utilizing Chromebooks and Google Apps for Education.
Mission, Vision, Theme:	The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences. The educational climate for students at Laning Avenue School focuses on academic achievement, positive social experiences, and emotional well-being.
Awards, Recognition, Accomplishments:	The President's Education Award is given to fourth grade students. The Award for Educational Excellence is given to students who meet certain criteria and the Award for Educational Achievement recognizes students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. The VFEE Inspiring Excellence Award recognizes one staff member from each school who was nominated by their peers for inspiring excellence in their classroom.

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Courses, Curriculum, Instruction:	Students participate in Reading and Writing Workshop in which teachers and students model, demonstrate, confer and celebrate reading and writing together. Our mathematics program is centered on “discovering” procedures through manipulating objects, communicating understanding through writing and solving life problems. The Science Curriculum is rooted in scientific inquiry. The social studies curriculum lies in the local community history.
Clubs and Activities:	Third and fourth grade students participate in chorus, with holiday and spring performances. Fourth grade students have the opportunity to join instrumental band.
Before and After School Programs:	The local YMCA provides an after school program to our students.

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Staff and Professional Learning:	The district established a framework for professional development that fosters the growth of professional learning communities within our schools. Teachers have differentiated PD opportunities throughout the year. The district has also established a framework for monthly grade level and department meetings to foster collaboration across buildings. During the 2016-2017 year, teachers were provided with NGSS, Conflict Resolution, and a variety of PD topics through the Global Compliance Network.
Student Supports and Services:	The Intervention and Referral Services Committee is a team that addresses concerns regarding a student's learning, behavior and/or health needs. One level of response of I&RS is the Reading Intervention program, supplementary to an existing literacy curriculum, that is provided to students for the primary purpose of enhancing reading skills. The Child Study Team exists to evaluate children who may have a learning and/or an emotional difficulty and to secure supportive services when necessary.
Student Health and Wellness:	Physical education and health instruction are provided in order to help maintain good health and promote play with sportsmanship as well as lifelong interests in athletic participation.
Parent and Community Involvement:	A strong parent support group, our School Community Association (SCA), continues to provide enrichment activities financed by the various fundraisers held throughout the year. Verona Foundation For Educational Excellence (VFEE) and Verona Municipal Alliance Committee (VMAC) partner with the schools to bring programs and community outreach initiatives to our student and parent populations.

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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:	One way we are meeting the challenge of the 21st century is to expose all students to the Mandarin Language and the culture of China. We believe this experience will allow our students to fully participate in a global village. The technology program, which includes weekly computer instruction, is yet another way we engage students in global learning. Students and teachers use Google Applications for Education (GAFE) to support instruction. Through an interdisciplinary approach, our students explore a variety of topics at various grade levels. To strengthen instruction and curriculum, staff has been trained in Understanding by Design and is utilizing this model for planning classroom instruction. Student success is measured through a variety of assessments: daily class work, cumulative projects, portfolios, performance assessments, DRA (Developmental Reading Assessment) in grades K – 4, district assessments and standardized testing. Students in third and fourth grade took the PARCC test. Students continue to perform well on these standardized tests. Laning Avenue School is the only school in the district that houses a preschool program. Preschool students thrive at Laning as they engage in a wide variety of developmentally appropriate academic experiences as well as through play. Laning also is home to the district's PreK- 4th grade LSS program, which stands for Language, Sensory, and Social. These self contained classes provide specialized instruction to children who require a small, highly structured learning environment with a behavior management component. Students are mainstreamed with support into general education specials and classrooms when appropriate . LSS classrooms consist primarily of students on the autism spectrum as well as students with behavioral needs.

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

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

Navigating through the reports:

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

Other Resources:

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

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

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Footnotes

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

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

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

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	157	150	185
10	148	160	158
11	148	148	160
12	165	146	152
Ungraded	0	1	1
Total	618	605	656

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%	51%
Male	53%	53%	49%
Economically Disadvantaged Students	2%	0%	0%
Students with Disabilities	11%	12%	13%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	82.5%
Hispanic	7.8%
Asian	5.6%
Black or African American	2.7%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	0.5%

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	654
Shared Time Students	3
Full Time Equivalent	656

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	94.2%
Spanish	1.5%
Other	4.7%

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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	277	83.0	62.80	68.30	54.90	54.6	50.9	Met Target
White	219	81.3	62.50	69.20	63.90	53.4	50	Met Target
Hispanic	21	81.5	61.90	57.30	39.80	52.6	64	Met Target†
Black or African American	10	100.0	30.00	50.00	35.20	30	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	79.10	82.00	80.70	79.1	N	N
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	146	80.5	72.60	76.90	62.20	61		
Male	131	86.1	51.90	59.00	48.10	47.1		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvanatged Students	*	*	*	*	65.80	*		
Students with Disabilities	43	90.0	16.30	*	20.50	15.4	18.3	Met Target†
Students without Disabilities	234	81.9	71.40	*	61.90	61.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	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	182	768	768	749	*	*	17%	54%	22%	76%	52%
White	142	770	770	757	*	*	19%	53%	23%	76%	62%
Hispanic	13	755	755	733	*	*	*	*	*	69%	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	N	N	N	746	N	N	N	N	N	N	48%
Female	100	774	774	756	*	*	*	56%	30%	86%	60%
Male	82	761	761	741	*	*	*	51%	12%	63%	43%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	182	768	768	758	*	*	17%	54%	22%	76%	62%
Students with Disabilities	20	729	729	714	*	*	50%	*	0%	15%	13%
Students without Disabilities	162	773	773	754	*	*	12%	*	25%	83%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	746	746	743	11%	13%	33%	30%	13%	43%	46%
White	83	745	745	749	*	15%	33%	29%	*	42%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	51	757	757	752	*	*	39%	29%	*	47%	54%
Male	54	736	736	734	*	*	28%	30%	*	39%	39%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	105	746	746	751	11%	13%	33%	30%	13%	43%	54%
Students with Disabilities	23	724	724	704	*	*	*	*	*	17%	12%
Students without Disabilities	82	752	752	749	*	*	*	*	*	50%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	745	745	736	*	*	*	46%	*	55%	38%
White	15	747	747	738	*	*	*	*	*	60%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	*	*	*	744	*	*	*	*	*	*	46%
Male	*	*	*	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	22	745	745	740	*	*	*	46%	*	55%	42%
Students with Disabilities	10	740	740	709	*	*	*	*	*	50%	12%
Students without Disabilities	12	749	749	741	*	*	*	*	*	58%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	22	745	745	737	*	*	*	46%	*	55%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

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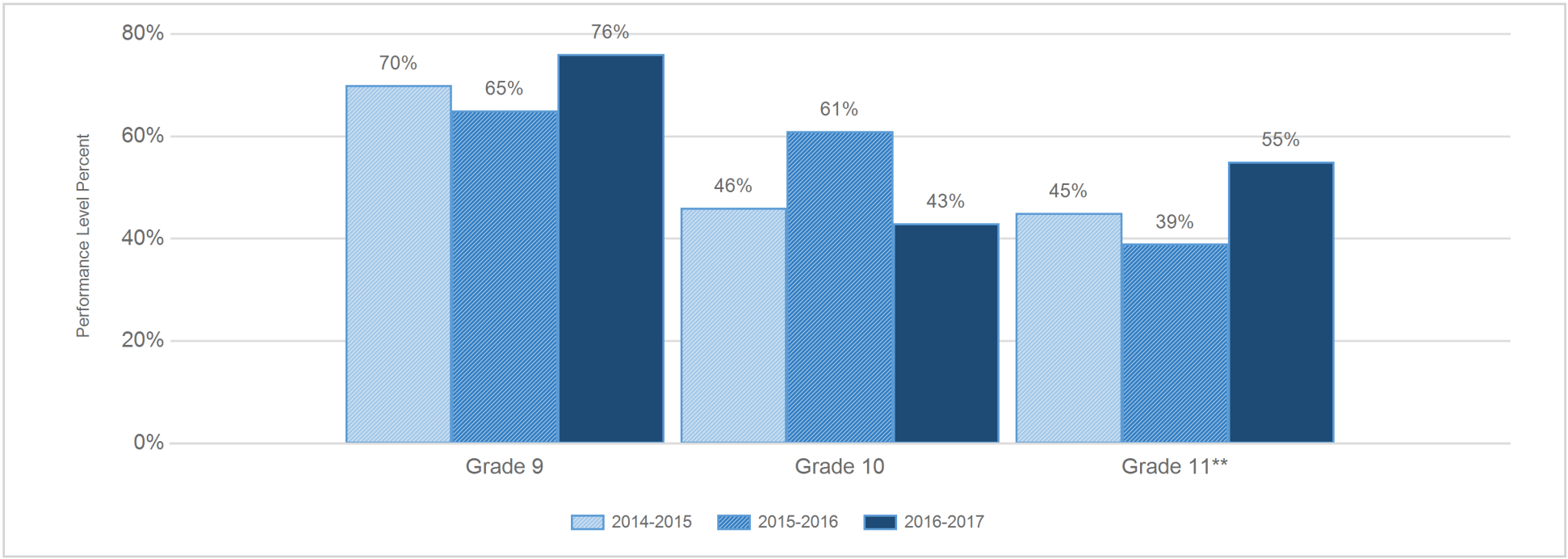
English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS 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	263	83.1	39.10	54.50	43.50	34.1	31.3	Met Target
White	208	81.4	38.00	54.30	52.40	32.5	32.1	Met Target
Hispanic	21	81.5	38.10	46.30	27.60	32.3	N	N
Black or African American	10	100.0	10.00	37.50	21.70	10	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	66.70	76.80	75.60	66.7	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	139	80.7	38.10	55.80	44.10	32.1		
Male	124	86.0	40.30	52.90	42.90	36.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvanatged Students	*	*	*	*	54.30	*		
Students with Disabilities	44	90.2	*	27.20	16.50	*	14	Not Met
Students without Disabilities	219	81.8	*	59.90	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	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	113	737	755	743	9%	19%	42%	31%	0%	31%	42%
White	88	739	755	751	*	19%	42%	33%	*	33%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	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	65	738	751	744	*	*	37%	35%	*	35%	43%
Male	48	735	758	741	*	*	48%	25%	*	25%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	113	737	755	751	9%	19%	42%	31%	0%	31%	52%
Students with Disabilities	19	718	*	714	*	*	*	*	*	11%	10%
Students without Disabilities	94	741	*	747	*	*	*	*	*	35%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	739	745	734	*	27%	22%	44%	*	45%	30%
White	86	738	744	740	*	24%	27%	43%	*	43%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	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	56	742	749	735	*	23%	27%	46%	*	46%	31%
Male	57	736	740	733	*	32%	18%	42%	*	44%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	113	739	745	740	*	27%	22%	44%	*	45%	39%
Students with Disabilities	26	719	719	711	*	*	*	*	*	*	*
Students without Disabilities	87	745	751	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	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	60	745	745	725	*	18%	28%	35%	*	40%	28%
White	49	743	743	731	*	20%	31%	33%	*	37%	33%
Hispanic	*	*	*	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	27	743	743	725	*	*	*	*	*	33%	27%
Male	33	746	746	725	*	*	*	*	*	46%	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	60	745	745	733	*	18%	28%	35%	*	40%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	60	745	745	726	*	18%	28%	35%	*	40%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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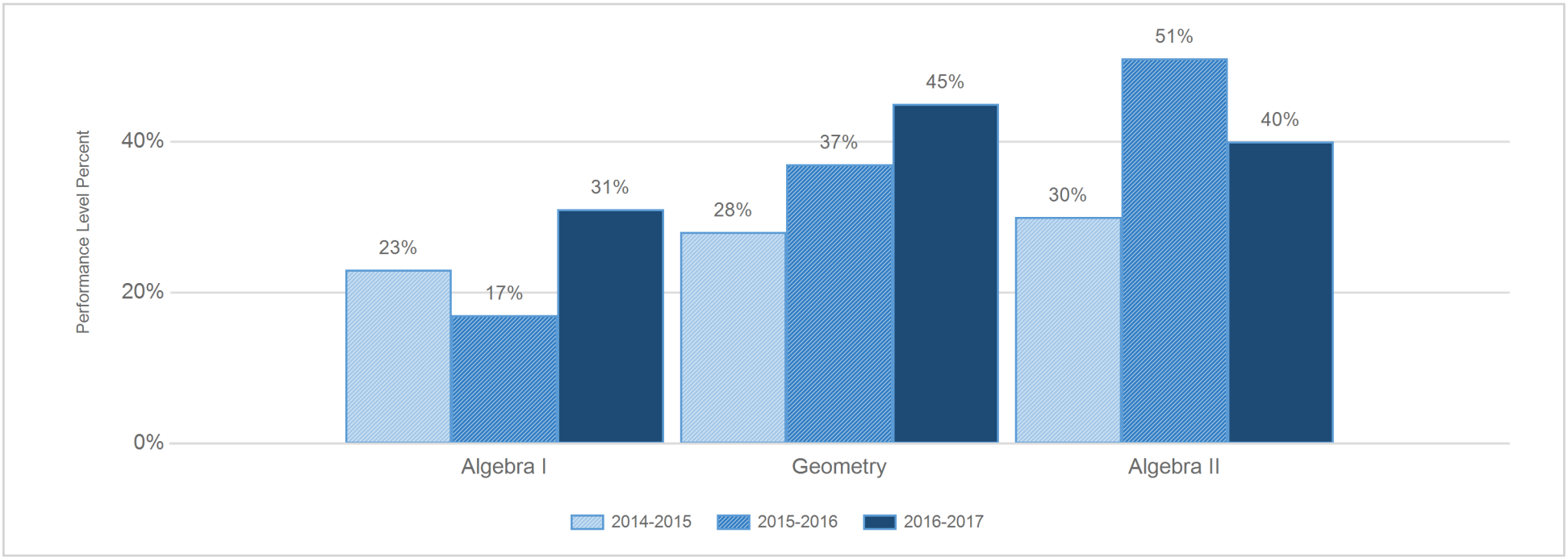
Mathematics Assessment – Performance Trends

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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

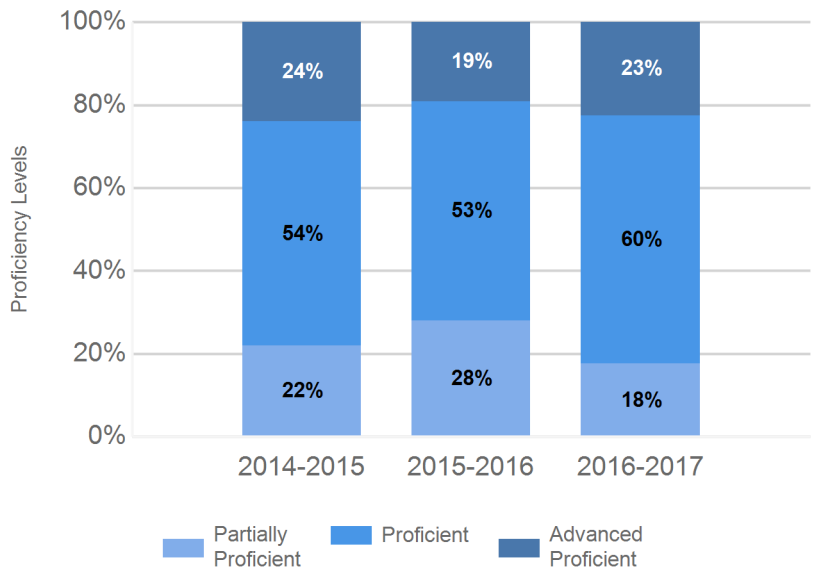
Biology Assessment - Performance

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	23%	60%	18%
White	21%	63%	16%
Hispanic	21%	57%	21%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	42%	47%	11%
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	58%	42%
English Learners	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	98.3%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	52.6%	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	525	481	Varies By Grade	83%	67%
PSAT - Math	507	483	Varies By Grade	59%	49%
SAT - Reading and Writing	594	551	480	92%	77%
SAT - Math	591	552	530	77%	58%
ACT - Reading	25	24	22	73%	65%
ACT - English	24	24	18	88%	79%
ACT - Math	24	24	22	64%	65%
ACT - Science	23	23	23	58%	54%

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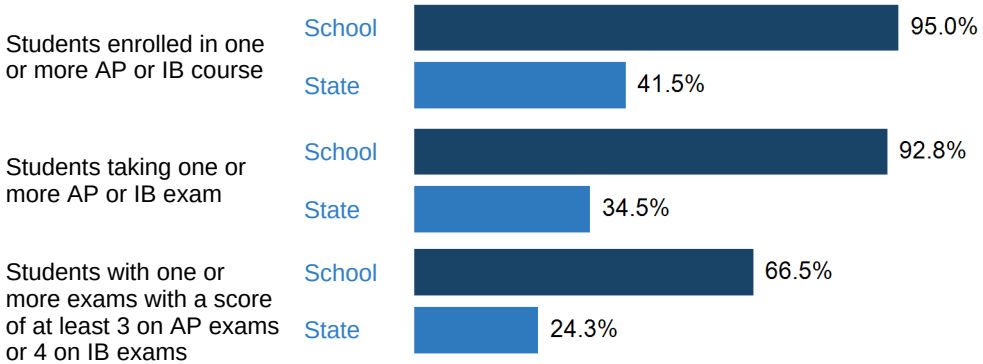
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment**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

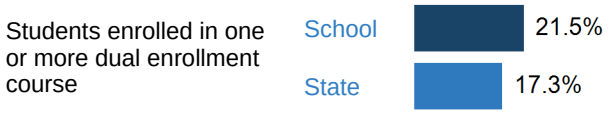
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	41	41
AP Calculus AB	17	17
AP Calculus BC	34	33
AP Chemistry	13	12
AP Chinese Language and Culture	11	11
AP Computer Science A	109	48
AP Computer Science Principles	0	55
AP English Language and Composition	42	40
AP English Literature and Composition	37	37
AP Environmental Science	49	48
AP European History	8	8
AP French Language and Culture	7	7
AP Human Geography	37	33
AP Microeconomics	17	15
AP Music Theory	10	10
AP Physics 1	70	67
AP Physics C	23	0
AP Physics C: Mechanics	0	21
AP Spanish Language	17	15
AP Statistics	39	37

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	28	27
AP U.S. History	47	45
AP World History	23	23
Total Exams Taken		650
Exams with scores of at least 3 on AP exams or 4 on IB exams		424

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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

School 0.0%

State 7.6%

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

School *

State 11.0%

Structured Learning Experiences Participation

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

Structured Learning Experiences

School 0.0%

State 2.5%

Industry-Valued Credentials Earned

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

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

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	119	44	26	1	0	0	0
10	1	98	48	17	0	0	1
11	1	4	86	45	18	3	10
12	0	1	1	42	33	36	48
Schoolwide	121	147	161	105	51	39	59
Enrolled in AP/IB Course					51	39	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	187	1	0	1	0	0
10	24	135	0	21	0	0
11	7	18	0	64	102	0
12	15	0	0	55	46	0
Schoolwide	233	154	0	141	148	0
Enrolled in AP/IB Course	41	13		49	93	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	188	0	0	0	0	3
10	1	158	1	0	0	2
11	1	163	10	5	0	38
12	0	6	6	41	0	100
Schoolwide	190	327	17	46	0	143
Enrolled in AP/IB Course	23	47	17	0	0	69

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	128	34	0	0	0	25	0
10	116	21	0	0	0	20	0
11	65	25	0	0	0	14	0
12	12	8	0	0	0	10	0
Schoolwide	321	88	0	0	0	69	0
Enrolled in AP/IB Course	17	7	0	0	0	11	0
Enrolled in Level 3 or Higher	122	43	0	0	0	29	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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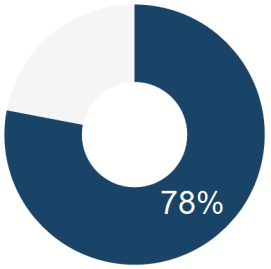
Visual and Performing Arts – Course Participation

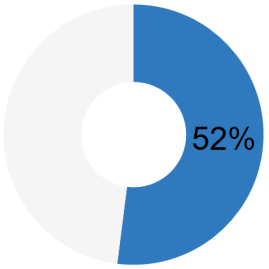
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

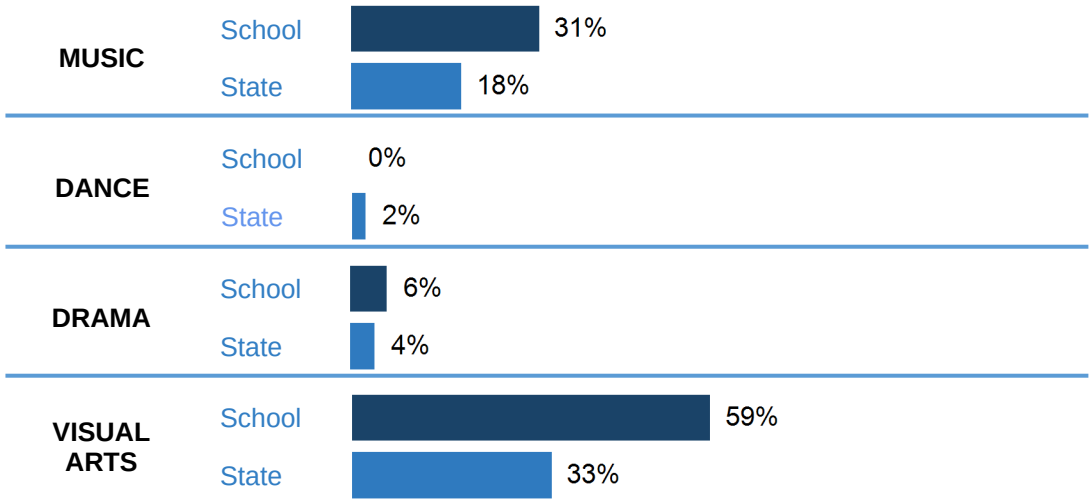


School



State

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	96.8%	90.5%	97.4%	91.8%	97.4%	N	Met Goal	99.4%	N	Met Goal
White	97.7%	94.5%	98.5%	95.1%	97.7%	N	Met Goal	99.3%	N	Met Goal
Hispanic	100.0%	84.3%	*	86.3%	*	**	**	100.0%	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	80.0%	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	81.0%	78.8%	86.4%	82.1%	90.5%	N	N	94.7%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.8%	-
2016	97.4%	97.4%
2015	100.0%	99.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0%	1.1%
2014-2015	0%	1.1%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	73.8%	6.4%	93.6%
White	75.2%	5.3%	94.7%
Hispanic	58.3%	28.6%	71.4%
Black or African American	*	0%	*
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	N	N	N
Students with Disabilities	75%	55.6%	44.4%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85.5%	8.9%	91.1%	67.7%	32.3%	49.2%	50.8%
White	86.8%	7.6%	92.4%	66.7%	33.3%	44.8%	55.2%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N
Students with Disabilities	72.2%	23.1%	76.9%	84.6%	15.4%	84.6%	15.4%
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

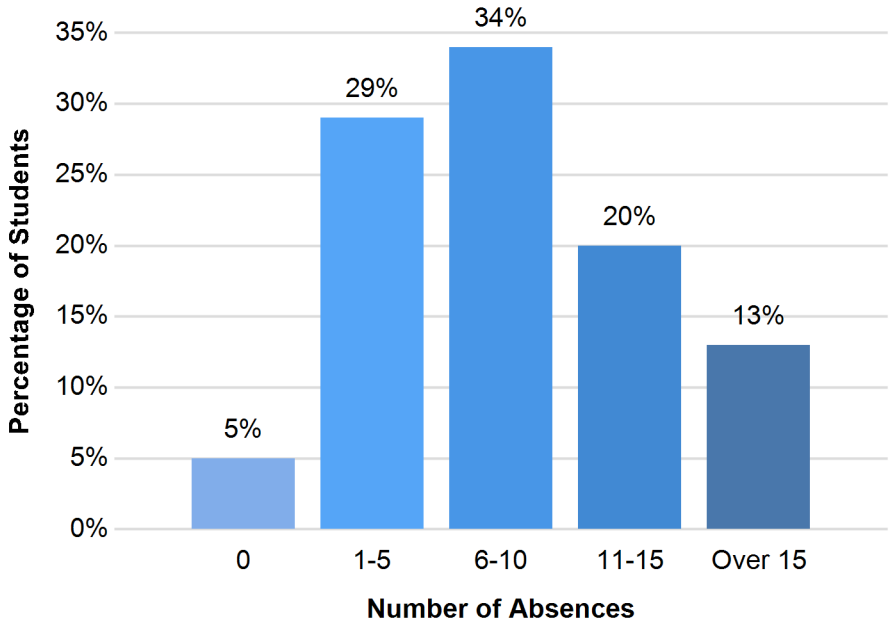
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	14.30	Met Target
White	9.50	14.30	Met Target
Hispanic	5.80	14.30	Met Target
Black or African American	4.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	13.60	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



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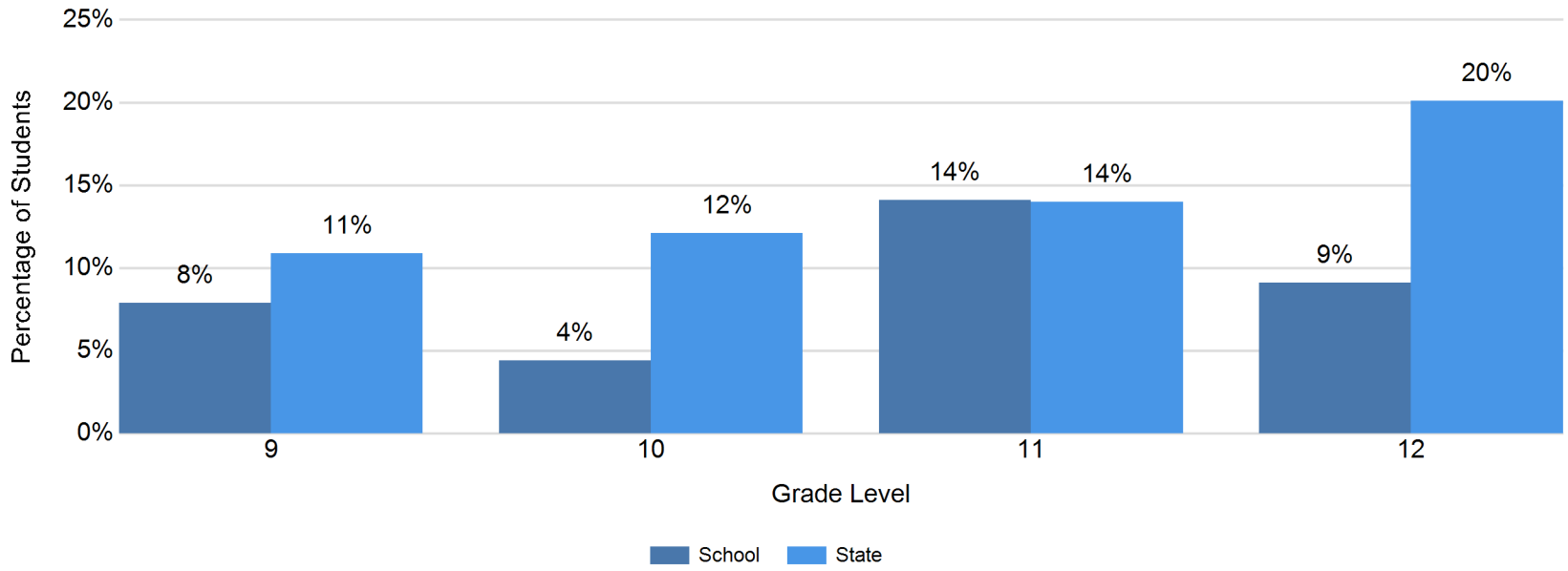
Chronic Absenteeism by Grade

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



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School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 45 Mins.
Shared Time - Instructional Time	3 Hrs. 25 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	5
Vandalism	0
Weapons	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	21
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	5.34

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	4.1%
Any Suspension	4.1%

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	1.0:1	136.6 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)	$279	$13,328	$13,607

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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	53	120,724
Average years experience in public schools	10.0	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	62%	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	17	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	7.0	11.6
Administrators in district for 4 or more years	47%	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	13:1
Administrators	219:1	129:1
Librarian/Media Specialists		549:1
Nurses		274:1
Counselors		439:1
Child Study Team		244:1

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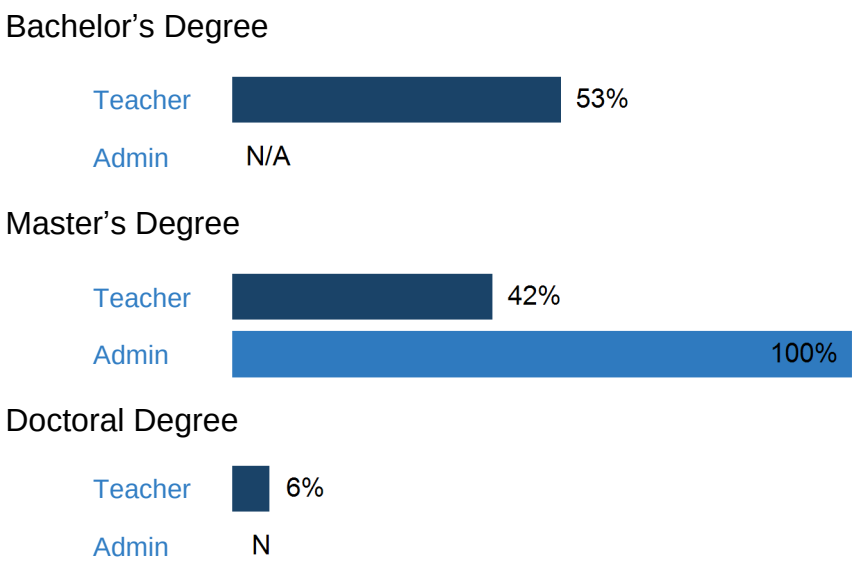
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted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

Teachers and Administrators - Level of Education

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



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	84%	89%
2015-16 Administrators: Same district 2016-17	64%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%

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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	65.2	17.5%
Mathematics Proficiency	61.7	17.5%
Graduation - 4-Year	80.8	25.0%
Graduation - 5-Year	90.1	25.0%
Chronic Absenteeism	69.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.4
Summative Rating: Percentile rank of Summative Score		83.7
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	75.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	68.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target†	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	65.2	6.2	No	Met Target†	Not Met	Met Target	N	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Cogdill
Address:	151 FAIRVIEW AVE VERONA, NJ 07044-1320
Phone:	(973)571-6750

Email Address:	jcogdill@veronaschools.org
Website:	https://www.veronaschools.org/Domain/49

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:	• VHS offers 22 unique AP courses and approximately 1 out of 2 students is enrolled in an AP course. • VHS contains numerous clubs, as well as award winning art and athletic programs. • There are significant, innovative STEM and Humanities opportunities.
Mission, Vision, Theme:	Verona High School has earned national, state, and local recognition for academics, athletics, and the arts. It contains a healthy, collegial atmosphere built on integrity and camaraderie. The school is built on a collaborative relation between the community and Verona High School's students, teachers, administrators, and staff who are committed to creating a unique, 21st century skills driven learning environment that prepares its students for the unique challenges of modern society.
Awards, Recognition, Accomplishments:	Many athletic teams won championships, including the State Champion Boys Soccer Team and Boys Basketball Team. The VHS Band was awarded numerous awards and honors. The 2017 AP test administration yielded 43 AP Scholars, 11 AP Scholars with Honor, 37 AP Scholars with Distinction and 4 National AP Scholars. We have 9 Commended Students in the 2018 National Merit Program.

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Courses, Curriculum, Instruction:	VHS offers 22 uniques AP courses, including AP English Literature and Composition, AP English Language and Composition, AP World History, AP U.S. History, AP U.S. Government, AP Human Geography, AP Psychology, AP Biology, AP Chemistry, AP Environmental Science, AP Physics, AP Spanish, AP French, AP Chinese, AP Calculus, AP Computer Science, AP Macroeconomics and AP Microeconomics, AP Music Theory, and AP Statistics. The STEM lab and other labs offer unique opportunities for innovation.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys & Girls), Golf (Boys & 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) The Boys Basketball Team and the Boys Soccer Team won State Championships during the 2016 - 2017 school year. Numerous students were celebrated with conference, county, and state awards honors.
Clubs and Activities:	Verona High School has a diverse range of clubs geared to the needs of our population.

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Staff and Professional Learning:	Verona High School was selected as a partner for NJ PBSIS, which is a collaboration between the NJ Deaprtment of Education, Office of Special Education Programs and The Boggs Center, Rutgers Robert Wood Johnson Medical School. Staff members are strongly encouraged to work collaboratively to enhance instruction, assessments and unit design.
Postsecondary Information:	86% of Verona High School's Class of 2017 attend 4 year schools and 3% attend 2 year schools. The remaining 11% are pursuing a gap year, career education, military service, or employment. Every student in grades 9 - 11 is offered the PSAT.
Student Supports and Services:	In addition to a collaborative relationship with NJ PBSIS, Verona High School has a strong, committed Counseling Department that frequently hosts colleges and universities from around the country, meets the needs of all students through individual and group meetings, hosts several evening presentations for parents and students, and is committed to personalized college planning services. The school also has Health and Wellness resources to support each student and all families.
Student Health and Wellness:	The Health and Wellness resources were created by two district action committees that including community leaders, school adminstrators and staff, and parents. Each resource is designed to support every student and can be accessed via the district website.
Parent and Community Involvement:	Parents and other members of the Verona community participate in distrtict level action commitees, numerous parent organizations, school based committees, and numerous groups that support Verona High School.

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Facilities:	Verona High School has had significant recent upgrades. This includes new athletic fields, a larger, more advanced music room, improved technology network and equipment, LED lighting, new HVAC units, and many other improvements.

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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:	Verona High School has a robust student government organization that frequently partners with the administration to develop a culture and climate that meets the needs of the students and the goals of the district as defined within the strategic plan. The student government has a rich history of creating fun programs for students. Verona is a community with a strong, academic tradition. Verona High School continues to adhere to the warm, friendly, and professional philosophy that has been a part of many generations while incorporating modern, innovative ideas designed to make each student future ready. All staff members continue to be trained in the UbD format and each works to create enhanced, rigorous assessments through the use of Depth of Knowledge training. The high school adopted a bring your own device policy to strengthen its Google Apps for Education initiative. All departments use Google Classroom to develop rigorous, differentiated lessons that are committed to challenging every student. Students use Google Docs, Google Forms, Google Sheets, Google Slides, and many other tools to develop comprehensive ideas that reflect analysis, evaluation, and creativity. The school library has been transformed into a Learning Commons that houses a makerspace and fosters innovation. It has become an environment for exploration and creativity and is fully committed to providing each student with the tools he or she needs to create. Verona High School has entered into an agreement with several local colleges and universities, including Syracuse University and Seton Hall University, to offer Dual Enrollment courses.