




Academy Street Elementary School
2016-2017
Grade Span PK-06

27-1110-050
MORRIS
DOVER TOWN
14 ACADEMY STREET
DOVER, NJ 07801-4906

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 33 | 0 | 4 |
| KG | 99 | 87 | 75 |
| 1 | 79 | 98 | 85 |
| 2 | 96 | 71 | 81 |
| 3 | 66 | 85 | 69 |
| 4 | 65 | 65 | 78 |
| 5 | 64 | 65 | 64 |
| 6 | 78 | 62 | 65 |
| Ungraded | 28 | 30 | 26 |
| Total | 608 | 563 | 547 |

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 | 45% | 49% | 47% |
| Male | 55% | 52% | 53% |
| Economically Disadvantaged Students | 76% | 81% | 80% |
| Students with Disabilities | 13% | 15% | 17% |
| English Learners | 0% | 2% | 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 |
|-------------------------------------|---------------|
| Hispanic | 92.0% |
| White | 3.8% |
| Black or African American | 3.5% |
| Asian | 0.7% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.0% |

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 |
|---------------|---------|---------|---------|
| PK - Half Day | 32 | 0 | 4 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 97 | 87 | 75 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| Spanish | 74.6% |
| English | 24.7% |
| Other | 0.8% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 291 | 99.7 | 51.20 | 57.10 | 54.90 | 51.2 | 51.8 | Met Target† |
| White | * | * | * | * | 63.90 | * | ** | ** |
| Hispanic | 270 | 100.0 | 50.70 | 55.80 | 39.80 | 50.7 | 51 | Met Target† |
| Black or African American | 10 | 100.0 | 30.00 | 52.30 | 35.20 | 30 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 80.70 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | * | 54.90 | N | ** | ** |
| Female | 148 | 100.0 | 53.40 | 61.50 | 62.20 | 53.4 | | |
| Male | 143 | 99.3 | 49.00 | 52.90 | 48.10 | 49 | | |
| Economically Disadvantaged Students | 231 | 100.0 | 50.30 | 54.70 | 36.20 | 50.3 | 50.9 | Met Target† |
| Non-Economically Disadvantaged Students | 60 | 98.4 | 55.00 | 65.00 | 65.80 | 55 | | |
| Students with Disabilities | 40 | 100.0 | 22.50 | * | 20.50 | 22.5 | 27.8 | Met Target† |
| Students without Disabilities | 251 | 99.6 | 55.80 | * | 61.90 | 55.8 | | |
| English Learners | 27 | 100.0 | 18.50 | * | 25.20 | 18.5 | 19.3 | Met Target† |
| Non-English Learners | 264 | 99.6 | 54.50 | * | 57.40 | 54.5 | | |
| 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 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 | 71 | 736 | 741 | 749 | * | 16% | 37% | 37% | * | 37% | 50% |
| White | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Hispanic | 65 | 736 | 740 | 734 | * | * | 39% | 35% | 0% | 35% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 775 | N | N | N | N | N | N | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Female | 38 | 741 | 741 | 754 | * | * | 32% | * | 0% | 45% | 55% |
| Male | 33 | 730 | 742 | 745 | * | * | 42% | * | 0% | 27% | 46% |
| Economically Disadvantaged Students | 56 | 733 | * | 731 | * | * | * | * | * | 30% | 31% |
| Non-Economically Disadvantaged Students | 15 | 746 | * | 762 | * | * | * | * | * | 60% | 63% |
| Students with Disabilities | 10 | 714 | 704 | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | 61 | 740 | 745 | 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 | 78 | 747 | 750 | 753 | 0% | 13% | 42% | 45% | 0% | 45% | 56% |
| White | * | * | * | 762 | * | * | * | * | * | * | 67% |
| Hispanic | 74 | 747 | 749 | 740 | * | * | 43% | 45% | * | 45% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 39 | 749 | 753 | 758 | * | * | 41% | 51% | * | 51% | 61% |
| Male | 39 | 746 | 748 | 749 | * | * | 44% | 39% | * | 39% | 51% |
| Economically Disadvantaged Students | 64 | 748 | 749 | 737 | * | * | * | * | * | 45% | 36% |
| Non-Economically Disadvantaged Students | 14 | 746 | 755 | 764 | * | * | * | * | * | 43% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 65 | 756 | 755 | 756 | * | * | 26% | 63% | * | 65% | 59% |
| White | * | * | * | 763 | * | * | * | * | * | * | 69% |
| Hispanic | 58 | 757 | 755 | 743 | * | * | 28% | 64% | * | 66% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 39 | 756 | 758 | 761 | * | * | * | 59% | * | 62% | 66% |
| Male | 26 | 755 | 752 | 750 | * | * | * | 69% | * | 69% | 53% |
| Economically Disadvantaged Students | 53 | 755 | 754 | 740 | * | * | * | * | * | 66% | 40% |
| Non-Economically Disadvantaged Students | 12 | 757 | 759 | 765 | * | * | * | * | * | 58% | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 65 | 756 | 758 | 757 | * | * | 26% | 63% | * | 65% | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



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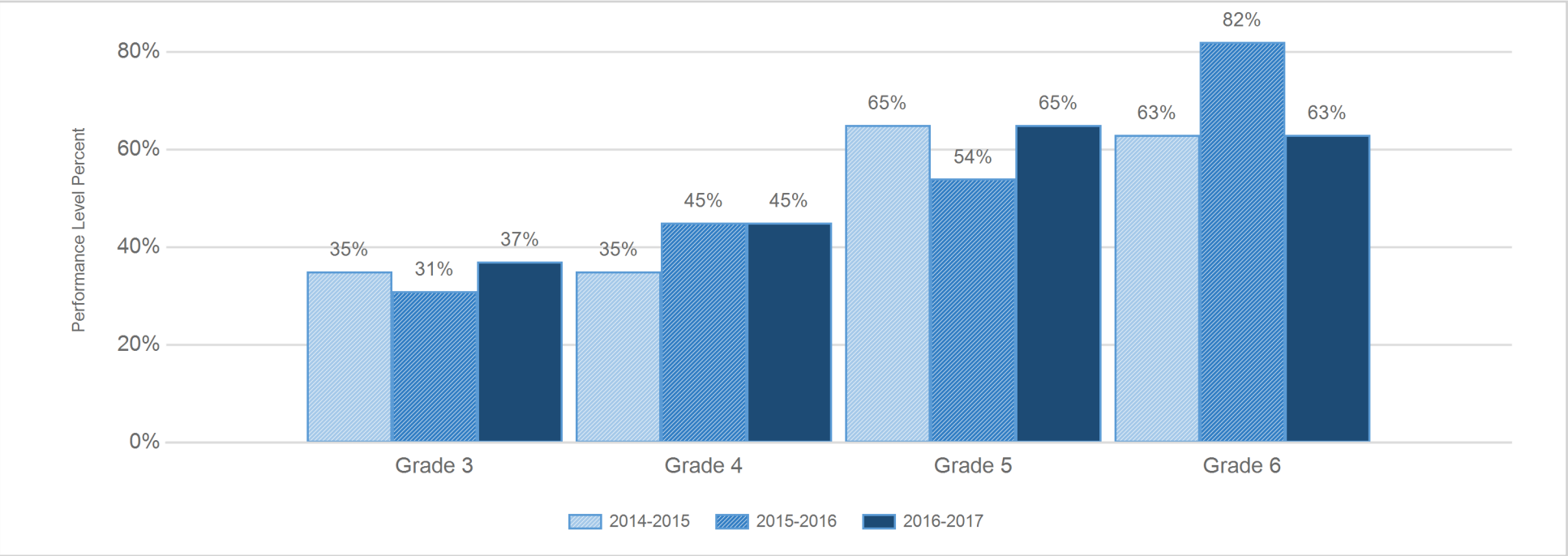
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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 | 65 | 761 | 755 | 752 | 0% | * | 34% | 54% | * | 63% | 54% |
| White | * | * | * | 758 | * | * | * | * | * | * | 63% |
| Hispanic | 63 | 760 | 754 | 740 | 0% | * | 35% | 52% | * | 62% | 38% |
| Black or African American | N | N | N | 736 | N | N | N | N | N | N | 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 | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Female | 32 | 763 | 759 | 758 | 0% | * | 38% | 47% | * | 59% | 61% |
| Male | 33 | 758 | 751 | 746 | 0% | * | 30% | 61% | * | 67% | 46% |
| Economically Disadvantaged Students | 46 | 764 | * | 737 | 0% | * | * | 54% | * | 67% | 34% |
| Non-Economically Disadvantaged Students | 19 | 753 | * | 761 | 0% | * | * | 53% | * | 53% | 65% |
| Students with Disabilities | * | * | * | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | * | * | 758 | * | * | * | * | * | * | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |

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 | 291 | 99.3 | 48.40 | 43.00 | 43.50 | 48.4 | 46.7 | Met Target |
| White | * | * | * | * | 52.40 | * | ** | ** |
| Hispanic | 270 | 99.6 | 49.60 | 41.20 | 27.60 | 49.6 | 45.8 | Met Target |
| Black or African American | 10 | 100.0 | 20.00 | 40.00 | 21.70 | 20 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 75.60 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | * | 44.90 | N | ** | ** |
| Female | 148 | 100.0 | 47.90 | 42.30 | 44.10 | 47.9 | | |
| Male | 143 | 98.6 | 49.00 | 43.50 | 42.90 | 49 | | |
| Economically Disadvantaged Students | 232 | 100.0 | 48.20 | 41.30 | 25.10 | 48.2 | 46.2 | Met Target |
| Non-Economically Disadvantaged Students | 59 | 96.7 | 49.20 | 48.60 | 54.30 | 49.2 | | |
| Students with Disabilities | 40 | 97.6 | 27.50 | * | 16.50 | 27.5 | 36.7 | Met Target† |
| Students without Disabilities | 251 | 99.6 | 51.80 | * | 48.80 | 51.8 | | |
| English Learners | 27 | 100.0 | 33.30 | * | 23.30 | 33.3 | 25.5 | Met Target |
| Non-English Learners | 264 | 99.3 | 50.00 | * | 45.20 | 50 | | |
| 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 | 70 | 753 | 749 | 751 | * | 14% | 26% | 54% | * | 59% | 53% |
| White | * | * | * | 759 | * | * | * | * | * | * | 63% |
| Hispanic | 64 | 754 | 747 | 738 | * | * | 25% | 56% | * | 61% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 779 | N | N | N | N | N | N | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Female | 38 | 753 | 749 | 751 | * | * | * | 55% | * | 58% | 52% |
| Male | 32 | 753 | 749 | 751 | * | * | * | 53% | * | 59% | 53% |
| Economically Disadvantaged Students | 56 | 750 | * | 736 | * | * | * | * | * | 55% | 34% |
| Non-Economically Disadvantaged Students | 14 | 763 | * | 761 | * | * | * | * | * | 71% | 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 | 78 | 745 | 744 | 747 | * | 14% | 49% | 35% | * | 36% | 47% |
| White | * | * | * | 755 | * | * | * | * | * | * | 59% |
| Hispanic | 74 | 746 | 742 | 734 | * | 14% | 51% | 34% | * | 35% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 39 | 746 | 746 | 747 | * | * | 46% | 39% | * | 39% | 47% |
| Male | 39 | 744 | 742 | 747 | * | * | 51% | 31% | * | 33% | 48% |
| Economically Disadvantaged Students | 64 | 746 | 743 | 732 | * | * | * | * | * | 36% | 27% |
| Non-Economically Disadvantaged Students | 14 | 743 | 748 | 757 | * | * | * | * | * | 36% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 65 | 750 | 749 | 747 | * | * | 42% | 40% | * | 48% | 46% |
| White | * | * | * | 754 | * | * | * | * | * | * | 57% |
| Hispanic | 58 | 752 | 749 | 735 | * | * | 40% | 45% | * | 52% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 39 | 751 | 748 | 747 | * | * | 44% | * | * | 49% | 47% |
| Male | 26 | 749 | 749 | 746 | * | * | 39% | * | * | 46% | 46% |
| Economically Disadvantaged Students | 53 | 751 | 747 | 732 | * | * | * | * | * | 51% | 27% |
| Non-Economically Disadvantaged Students | 12 | 747 | 754 | 756 | * | * | * | * | * | 33% | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 65 | 750 | * | 748 | * | * | 42% | 40% | * | 48% | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



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Mathematics Assessment - Performance by Grade: Grade 6**

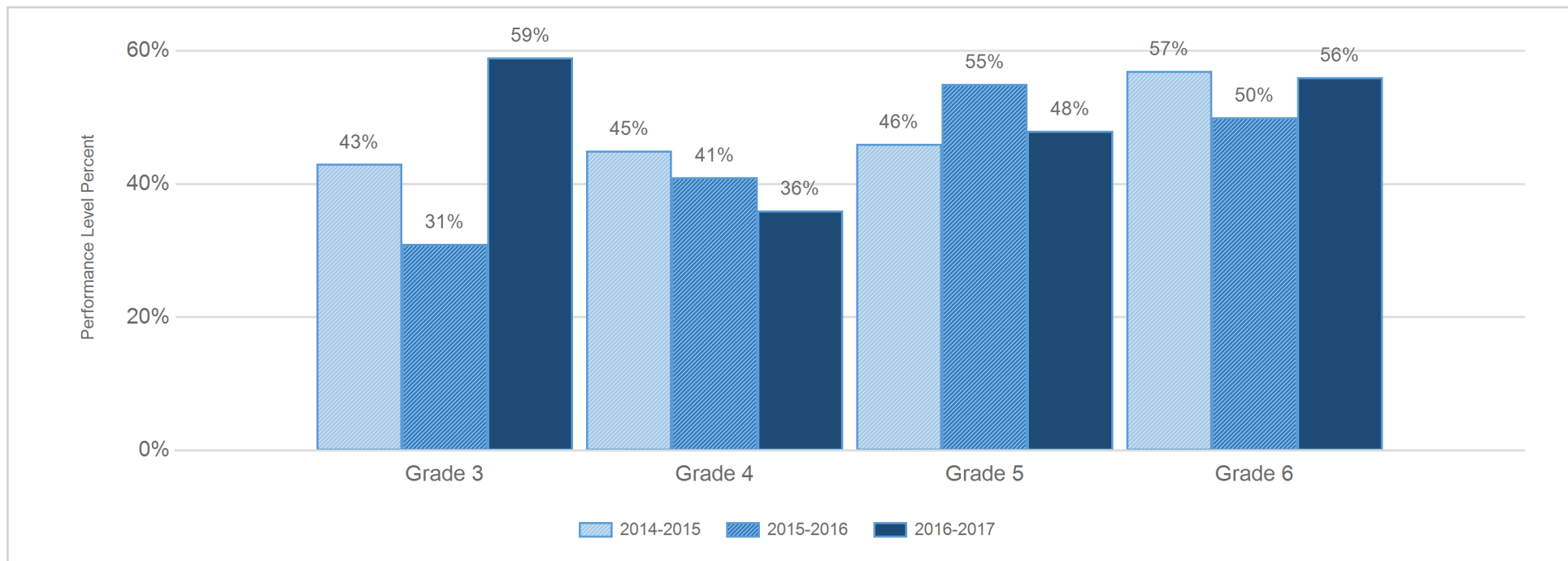
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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 | 64 | 750 | 745 | 743 | * | * | 33% | 56% | 0% | 56% | 44% |
| White | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Hispanic | 62 | 750 | 744 | 731 | * | * | 34% | 55% | 0% | 55% | 27% |
| Black or African American | N | N | N | 724 | N | N | N | N | N | N | 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 | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 31 | 747 | 746 | 745 | * | * | 32% | 52% | * | 52% | 45% |
| Male | 33 | 754 | 744 | 742 | * | * | 33% | 61% | * | 61% | 43% |
| Economically Disadvantaged Students | 46 | 750 | * | 728 | * | * | * | 57% | * | 57% | 24% |
| Non-Economically Disadvantaged Students | 18 | 751 | * | 752 | * | * | * | 56% | * | 56% | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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

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 |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | * | * |
| 5 | * | * |
| 6 | * | * |

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 | * | * | * |
| 4 | * | * | * |
| 5+ | * | * | * |



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

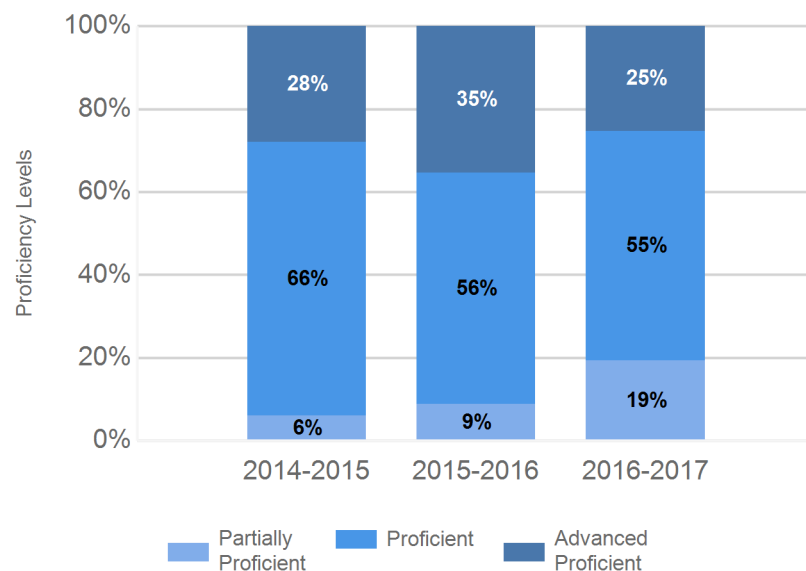
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 25% | 55% | 19% |
| White | * | N | N |
| Hispanic | * | 54% | 20% |
| 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 | N |
| Economically Disadvantaged Students | 22% | 57% | 21% |
| Students with Disabilities | N | * | * |
| English Learners | * | N | * |

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 64 | 60 | 50 | Exceeds Target | 64 | 55 | 50 | Exceeds Target |
| White | * | 50 | 50 | ** | * | 46 | 52 | ** |
| Hispanic | 64 | 60 | 49 | Exceeds Target | 64 | 55 | 47 | Exceeds Target |
| Black or African American | * | 53 | 45 | ** | * | 56 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 65 | 60 | ** | * | 68 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | 64 | 60 | 47 | Exceeds Target | 65.5 | 55 | 46 | Exceeds Target |
| Students with Disabilities | 77 | 44 | 41 | ** | 63 | 37 | 43 | ** |
| English Learners | 66 | 59 | 53 | ** | 90.5 | 65 | 51 | ** |

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



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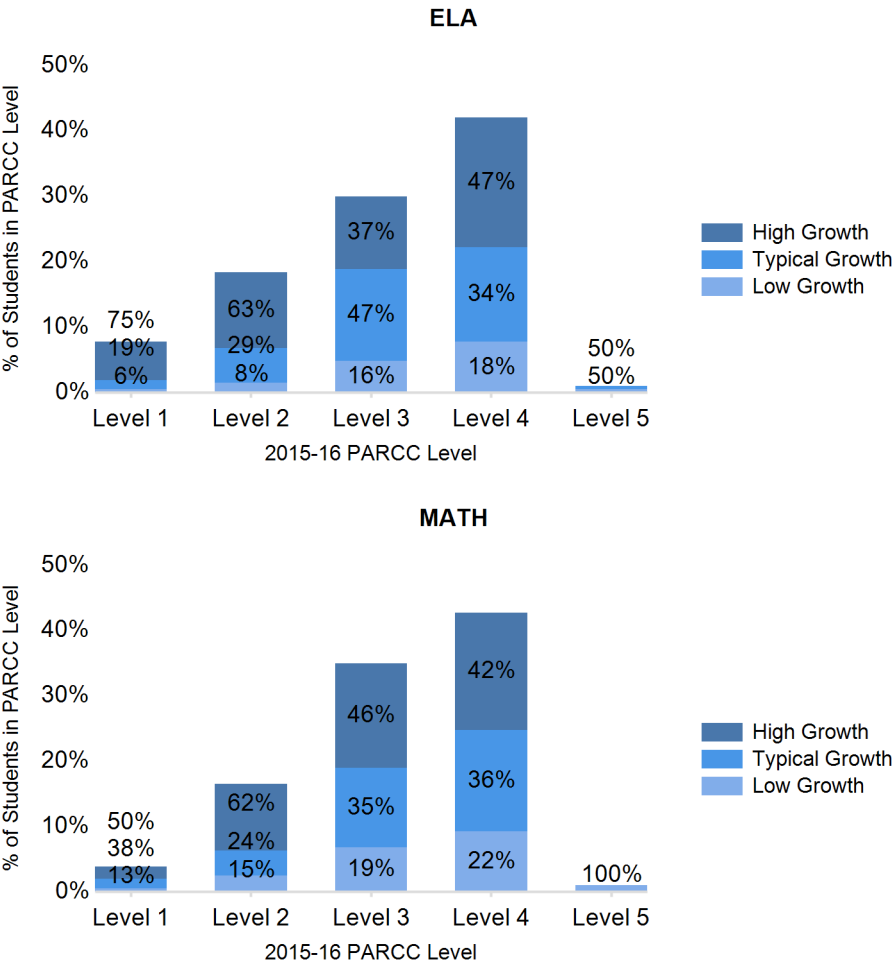
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

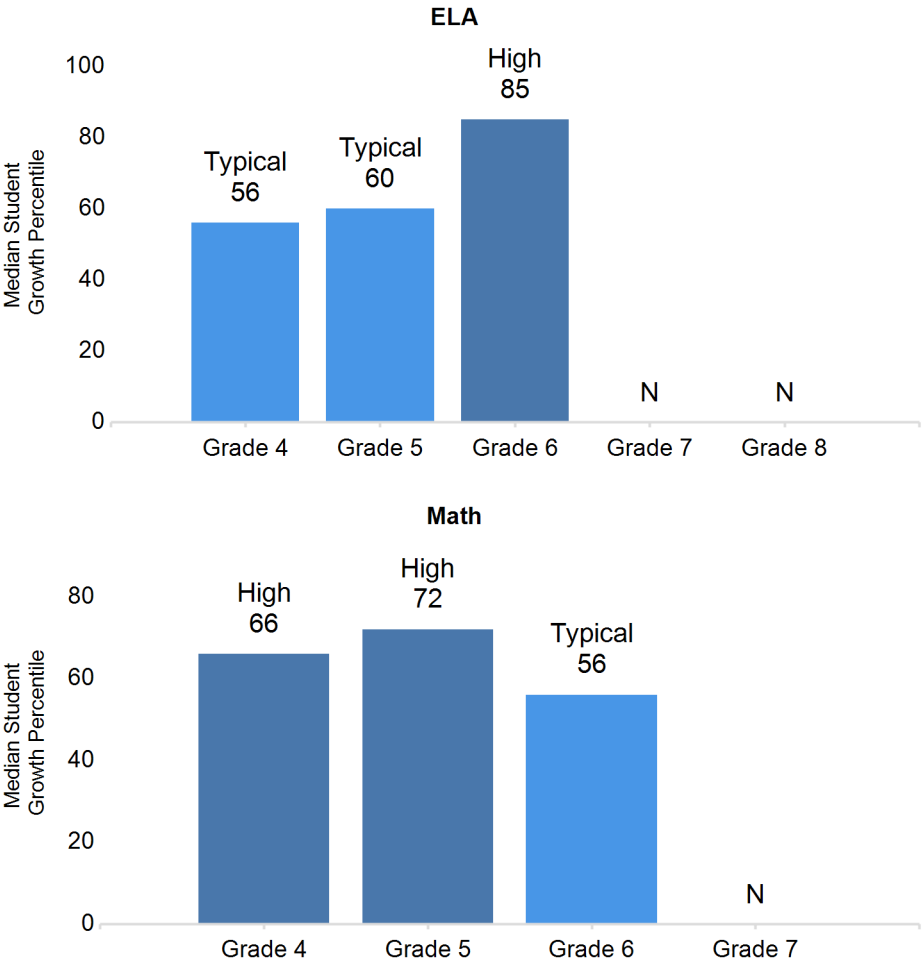
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

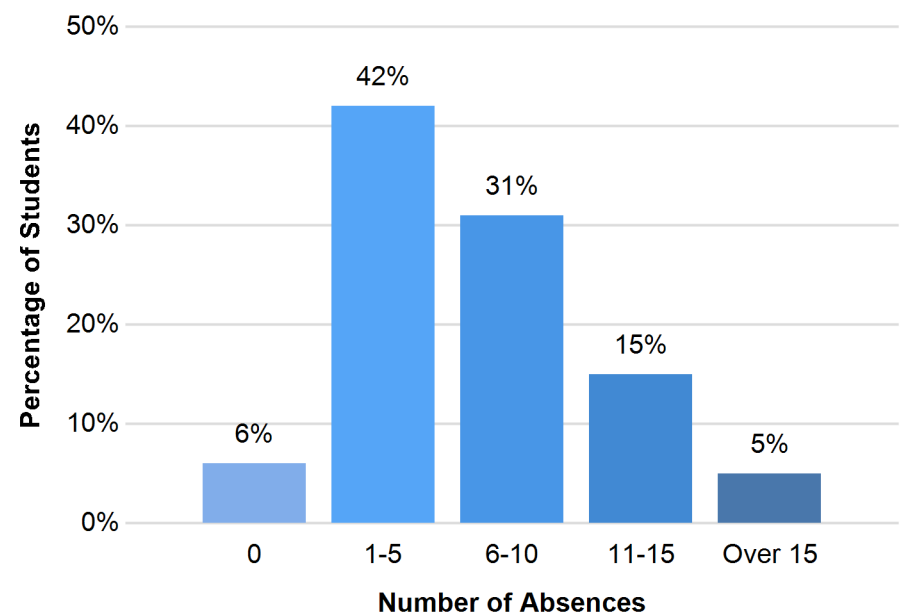
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 2.40 | 8.30 | Met Target |
| White | N | ** | ** |
| Hispanic | 2.40 | 8.30 | 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 | 1.60 | 8.30 | Met Target |
| Students with Disabilities | 7.10 | 8.30 | Met Target |
| English Learners | N | ** | ** |

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

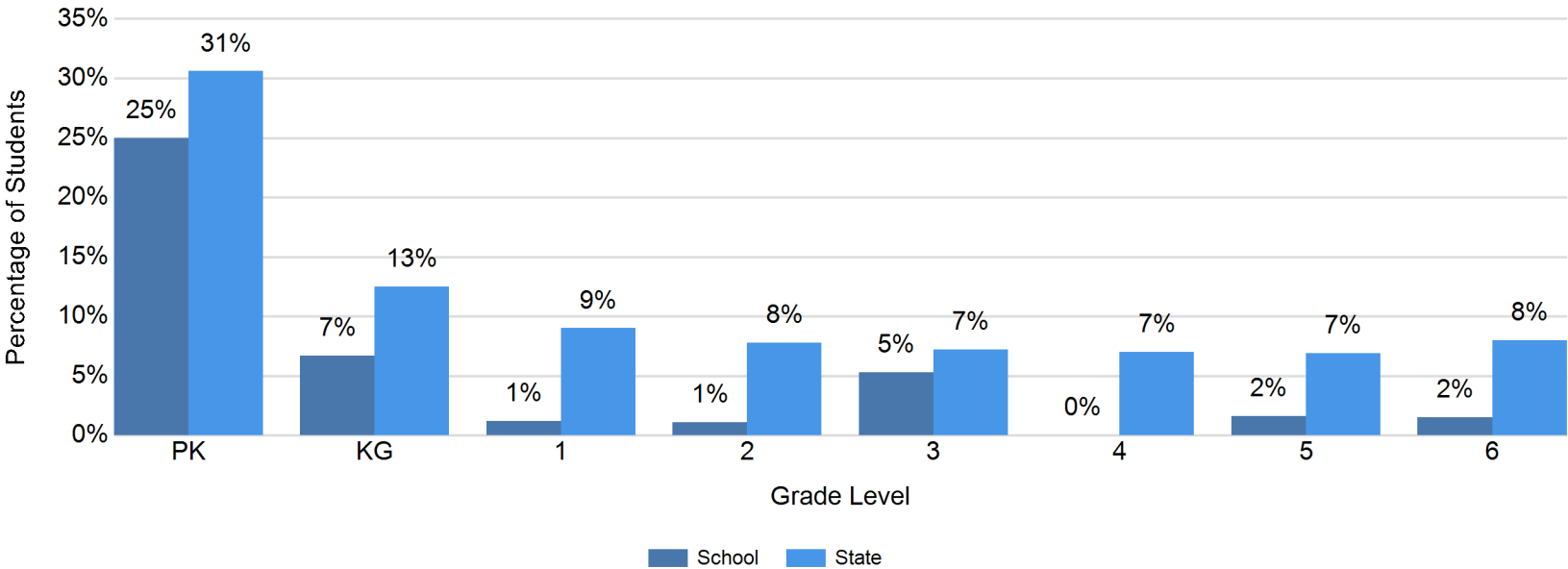
Days Absent

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.



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 | 8:15AM |
| Typical End Time | 2:40PM |
| Length of School Day | 6 Hrs 25 Mins |
| Full Time - Instructional Time | 5 Hrs. 50 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.2:1 | 61.1 kbps | 100 kbps | No | 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) | \$824 | \$10,101 | \$10,925 |



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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 | 36 | 120,724 |
| Average years experience in public schools | 14.9 | 11.8 |
| Average years experience in district | 12.7 | 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 | 19 | 9,506 |
| Average years experience in public schools | 20.9 | 15.9 |
| Average years experience in district | 15.1 | 11.6 |
| Administrators in district for 4 or more years | 84% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 15:1 | 15:1 |
| Administrators | 91:1 | 172:1 |
| Librarian/Media Specialists | | 1638:1 |
| Nurses | | 819:1 |
| Counselors | | 546:1 |
| Child Study Team | | 468:1 |



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 80% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 90% | 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 | 43.7 | 17.5% |
| Mathematics Proficiency | 62.4 | 17.5% |
| English Language Arts Growth | 92.3 | 25.0% |
| Mathematics Growth | 91.9 | 25.0% |
| Chronic Absenteeism | 95.3 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 78.9 |
| Summative Rating: Percentile rank of Summative Score | | 89.2 |
| 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.



Academy Street Elementary School
2016-2017

Grade Span PK-06

27-1110-050
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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 | 78.9 | 11.9 | No | Met Target† | Met Target | Met Target | Exceeds Target | Exceeds Target | No |
| White | ** | ** | No | ** | ** | ** | ** | ** | No |
| Hispanic | 86.6 | 11.9 | No | Met Target† | Met Target | Met Target | Exceeds Target | Exceeds 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 | 92.2 | 11.9 | No | Met Target† | Met Target | Met Target | Exceeds Target | Exceeds Target | No |
| Students with Disabilities | ** | ** | No | Met Target† | Met Target† | Met Target | ** | ** | No |
| English Learners | ** | ** | No | Met Target† | Met Target | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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2016-2017

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School General Info

| | | | |
|-------------------|---|-----------------------|--|
| Principal: | Mr. Marion | Email Address: | dm Marion@do ver-nj.org |
| Address: | 14 ACADEMY STREET DOVER, NJ 07801-4906 | Website: | http://ase.do ver-nj.org |
| Phone: | (973)989-2030 | | |

School Narrative

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

| | |
|--------------------------------|---|
| Highlights: | <ul style="list-style-type: none"> • Longest active Parent Teacher Association in Morris County • All students in grades three through six are issued a MacBook Air as part of the school's 1:1 technology initiative • All classrooms are equipped with the latest in Promethean Board technology |
| Mission, Vision, Theme: | <p>Academy Street School is a diverse, close-knit school community of approximately 575 pre-kindergarten through sixth grade students and their teachers. Our school community is comprised of parents and educators that work together to push our children to become lifelong learners and productive members of our ever-changing society. The school's theme for the 2017-2018 school year is "Make Every Day Awesome".</p> |





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School Narrative

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

| | |
|---|---|
|  <div>Courses, Curriculum, Instruction:</div> | The students of Academy Street School are exposed to a recently revamped curriculum that aims to meet and exceed the standards of excellence set forth by the state of New Jersey. The curriculum focuses on implementing pedagogical best practices and student-centered technology to meet the needs of the 21st Century Learner. Teachers are responsible for creating dynamic and engaging lesson plans that refelect the needs of the children. |
|  <div>Before and After School Programs:</div> | Programs are designed to ensure that the needs of our students are being met. Title One funds were used to facilitate an after-school tutoring program, a Saturday PARCC Prep program, and a summer school program, all of which are aimed to build and strengthen the foundational skills of our learners. The Neighborhood House facilitates an after-school program at the school which works with a variety of community organizations to make special programs available for the students. |







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School Narrative

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

| | |
|---|---|
|  Staff and Professional Learning: | <p>Professional development for staff continues to be a top priority and is provided throughout the year. With the landscape of education continually changing, the district provides its teachers with opportunities to stay current in their field. Professional Learning Communities allow teachers to work collaboratively to enhance their pedagogical knowledge and implement a wide variety of effective teaching practices.</p> |
|  Student Supports and Services: | <p>Title One funds are used to facilitate an after-school tutoring program, a Saturday PARCC Prep program, and a summer school program, all of which are aimed to build and strengthen the foundational skills of our learners. Self Contained, Resource Room, and Push-In special education programs are in place for classified students with an IEP.</p> |
|  Student Health and Wellness: | <p>Academy Street School has a school-wide lunch and breakfast program that follows the state regulated nutrition guidelines. Additionally, the school has qualified for the Healthy Snack program, which provides fruits and vegetables to all students three days a week. Students participate in physical education and health classes on a weekly basis, as well as participate in active recess on a daily basis.</p> |
|  Parent and Community Involvement: | <p>Academy Street School is host to a very active Parent Teacher Association. This organization provides wonderful educational opportunities for our students through their field trip programs and by brining professional programs to the school that enhance the curriculum. This group of dedicated parents provide opportunities for all members of the school community to engage in wonderfully planned family activities through their Family Fun Night initiative.</p> |

School Narrative

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

| | |
|--|---|
| <div>  <div>Facilities:</div> </div> | <p>Over the past few years, Academy Street School has been the recipient of numerous upgrades. The school has replaced all of its boilers with new state of the art heating systems, air conditioning has been added to the majority of the classrooms, new ceilings and lighting were installed in the hallways, the old roof has been replaced, a new playground was built, and the parking lots have been paved.</p> |
|--|---|




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School Narrative

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

| | |
|---|---|
| <div>Other Information:</div> | <p>When it comes to technology and educating the 21st Century Learner, Academy Street School is second to none. Cutting edge technology is available in every classroom at the school. From interactive Promethean Boards in every room, to the 1:1 Macbook initiative for students in grades three through six, Academy Street School students are equipped with the latest and greatest in student-centered technology. The school also has a fully functioning Mac computer lab, the Media Center is furnished with 18 Mac computers, iPad and Mac laptop carts are available for classroom use, and all fifth and sixth grade students were given Kindles as part of the school's summer reading initiative. Academy Street School provides its students the opportunity to participate in socially conscious programs. Academy Street students participate in programs that include, but are not limited to, engaging with patients from a local nursing home, collecting supplies and raising money for the 11th Hour Animal Rescue Group, and conducting a food drive for the Interfaith Food Pantry. Students engage in a variety of other programs focused on enhancing the curriculum with real world applications.</p> |
|---|---|




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 286 | 238 | 215 |
| 10 | 203 | 260 | 246 |
| 11 | 171 | 197 | 229 |
| 12 | 175 | 180 | 209 |
| Ungraded | 48 | 43 | 42 |
| Total | 882 | 918 | 941 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 48% | 48% | 49% |
| Male | 52% | 52% | 51% |
| Economically Disadvantaged Students | 73% | 72% | 73% |
| Students with Disabilities | 10% | 11% | 10% |
| English Learners | 9% | 12% | 15% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Hispanic | 83.4% |
| White | 9.2% |
| Black or African American | 5.3% |
| Asian | 1.9% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.2% |

Enrollment Trends by Full and Shared Time

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

| Enrollment Status | 2016-17 |
|----------------------|---------|
| Full Time Students | 926 |
| Shared Time Students | 27 |
| Full Time Equivalent | 940 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| Spanish | 70.9% |
| English | 26.8% |
| Other | 2.2% |



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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 | 457 | 97.0 | 48.40 | 57.10 | 54.90 | 48.4 | 53.2 | Not Met |
| White | 34 | 100.0 | 76.50 | * | 63.90 | 76.5 | 64.6 | Met Target |
| Hispanic | 397 | 96.6 | 45.80 | 55.80 | 39.80 | 45.8 | 51.4 | Not Met |
| Black or African American | 19 | 100.0 | 52.60 | 52.30 | 35.20 | 52.6 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 80.70 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 229 | 98.0 | 55.10 | 61.50 | 62.20 | 55.1 | | |
| Male | 228 | 96.0 | 41.70 | 52.90 | 48.10 | 41.7 | | |
| Economically Disadvantaged Students | 336 | 97.3 | 44.90 | 54.70 | 36.20 | 44.9 | 48.8 | Met Target† |
| Non-Economically Disadvantaged Students | 121 | 96.3 | 57.90 | 65.00 | 65.80 | 57.9 | | |
| Students with Disabilities | 51 | 94.4 | * | * | 20.50 | * | 11 | Met Target† |
| Students without Disabilities | 406 | 97.3 | * | * | 61.90 | * | | |
| English Learners | 69 | 93.9 | * | * | 25.20 | * | 10.6 | Met Target† |
| Non-English Learners | 388 | 97.8 | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| 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 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 | 219 | 738 | 738 | 749 | 21% | 14% | 24% | 31% | 11% | 42% | 52% |
| White | 18 | 774 | 774 | 757 | * | * | * | * | * | 72% | 62% |
| Hispanic | 191 | 735 | 735 | 733 | 22% | 14% | 26% | 31% | 7% | 39% | 35% |
| Black or African American | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 746 | * | * | * | * | * | * | 48% |
| Female | 115 | 744 | 744 | 756 | 14% | 16% | 24% | 35% | 12% | 47% | 60% |
| Male | 104 | 731 | 731 | 741 | 28% | 13% | 24% | 26% | 10% | 36% | 43% |
| Economically Disadvantaged Students | 167 | 734 | 734 | 731 | * | * | 25% | 32% | 7% | 38% | 32% |
| Non-Economically Disadvantaged Students | 52 | 749 | 749 | 758 | * | * | 21% | 27% | 25% | 52% | 62% |
| Students with Disabilities | 14 | 694 | 694 | 714 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 205 | 741 | 741 | 754 | * | * | * | * | * | * | 58% |
| English Learners | 37 | 685 | 685 | 690 | * | * | * | * | * | * | * |
| Non-English Learners | 182 | 749 | 749 | 752 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 261 | 742 | 742 | 743 | 25% | 11% | 14% | 31% | 18% | 49% | 46% |
| White | 17 | 780 | 780 | 749 | * | 0% | * | * | * | 77% | 52% |
| Hispanic | 229 | 740 | 740 | 728 | 27% | 12% | 14% | 31% | 16% | 47% | 34% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 31% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 74% |
| American Indian or Alaska Native | N | N | N | 740 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 737 | N | N | N | N | N | N | 42% |
| Female | 129 | 748 | 748 | 752 | 21% | 12% | 11% | 38% | 18% | 56% | 54% |
| Male | 132 | 737 | 737 | 734 | 30% | 10% | 17% | 24% | 19% | 43% | 39% |
| Economically Disadvantaged Students | 182 | 741 | 741 | 726 | 26% | * | * | 30% | 17% | 47% | 32% |
| Non-Economically Disadvantaged Students | 79 | 746 | 746 | 751 | 24% | * | * | 34% | 22% | 56% | 54% |
| Students with Disabilities | 32 | 694 | 694 | 704 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 229 | 749 | 749 | 749 | * | * | * | * | * | * | 52% |
| English Learners | 47 | 677 | 677 | 681 | * | * | * | * | * | * | * |
| Non-English Learners | 214 | 757 | 757 | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 715 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 20% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 247 | 736 | 736 | 736 | 20% | 15% | 24% | 35% | 6% | 41% | 38% |
| White | 26 | 750 | 750 | 738 | * | * | * | 42% | * | 50% | 40% |
| Hispanic | 196 | 733 | 733 | 731 | 21% | * | 24% | 34% | * | 38% | 34% |
| Black or African American | 16 | 733 | 733 | 728 | * | * | * | * | * | 44% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 756 | * | * | * | * | * | * | 58% |
| American Indian or Alaska Native | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 731 | * | * | * | * | * | * | 36% |
| Female | 114 | 743 | 743 | 744 | * | * | 19% | 42% | * | 50% | 46% |
| Male | 133 | 730 | 730 | 729 | * | * | 28% | 29% | * | 33% | 31% |
| Economically Disadvantaged Students | 161 | 733 | 733 | 729 | 21% | * | 26% | 29% | * | 35% | 32% |
| Non-Economically Disadvantaged Students | 86 | 742 | 742 | 740 | 17% | * | 21% | 45% | * | 51% | 42% |
| Students with Disabilities | 22 | 711 | 711 | 709 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 225 | 738 | 738 | 741 | * | * | * | * | * | * | 43% |
| English Learners | 33 | 697 | 697 | 699 | * | * | * | * | * | * | * |
| Non-English Learners | 214 | 742 | 742 | 737 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 24% |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | 19% |
| Military-Connected Students | N | N | N | 723 | N | N | N | N | N | N | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

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

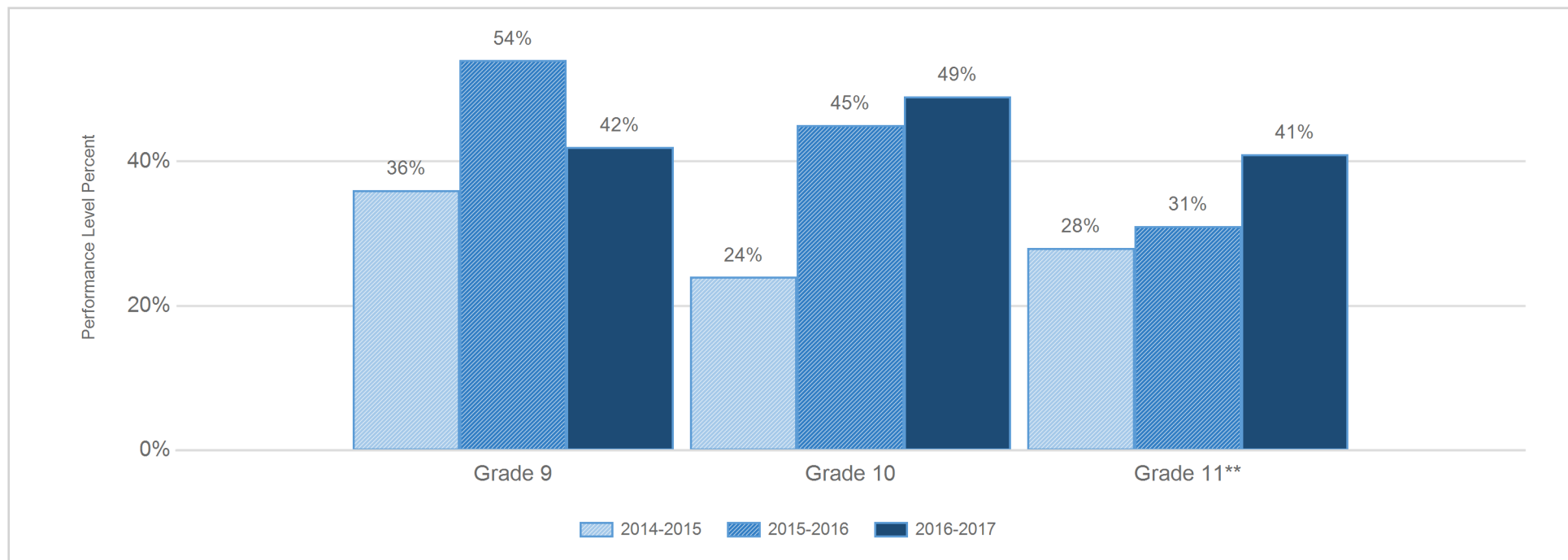


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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELS 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 | 449 | 96.0 | 28.10 | 43.00 | 43.50 | 28.1 | 30.4 | Met Target† |
| White | 34 | 97.2 | 61.70 | * | 52.40 | 61.7 | 39.6 | Met Target |
| Hispanic | 390 | 95.9 | 25.10 | 41.20 | 27.60 | 25.1 | 28.6 | Met Target† |
| Black or African American | 18 | 94.7 | 22.20 | 40.00 | 21.70 | 22.1 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 75.60 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 228 | 98.4 | 30.70 | 42.30 | 44.10 | 30.7 | | |
| Male | 221 | 93.5 | 25.40 | 43.50 | 42.90 | 25 | | |
| Economically Disadvantaged Students | 329 | 95.9 | 25.20 | 41.30 | 25.10 | 25.2 | 28.1 | Met Target† |
| Non-Economically Disadvantaged Students | 120 | 96.3 | 35.90 | 48.60 | 54.30 | 35.9 | | |
| Students with Disabilities | 48 | 88.9 | * | * | 16.50 | * | 7.5 | Met Target† |
| Students without Disabilities | 401 | 96.8 | * | * | 48.80 | * | | |
| English Learners | 63 | 90.5 | * | * | 23.30 | * | 19.5 | Not Met |
| Non-English Learners | 386 | 97.3 | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| 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 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 | 192 | 723 | 739 | 743 | 19% | 35% | 30% | 16% | 0% | 16% | 42% |
| White | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Hispanic | 177 | 723 | 737 | 728 | 19% | 35% | 31% | 15% | 0% | 15% | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 95 | 726 | 742 | 744 | 14% | 37% | 32% | 18% | 0% | 18% | 43% |
| Male | 97 | 720 | 737 | 741 | 24% | 34% | 29% | 13% | 0% | 13% | 40% |
| Economically Disadvantaged Students | 155 | 724 | 737 | 727 | 16% | 37% | * | * | 0% | 15% | 23% |
| Non-Economically Disadvantaged Students | 37 | 718 | 747 | 751 | 30% | 27% | * | * | 0% | 19% | 52% |
| Students with Disabilities | 16 | 706 | 706 | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 176 | 724 | 742 | 747 | * | * | * | * | * | * | 47% |
| English Learners | 52 | 717 | 717 | 708 | 27% | 39% | 21% | * | * | 14% | * |
| Non-English Learners | 140 | 725 | 745 | 745 | 16% | 34% | 34% | * | * | 16% | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 240 | 731 | 731 | 734 | * | 32% | 33% | 22% | * | 25% | 30% |
| White | 23 | 751 | 751 | 740 | 0% | * | * | 52% | * | 61% | 38% |
| Hispanic | 203 | 729 | 729 | 722 | * | 35% | 35% | 19% | * | 20% | 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 | 126 | 731 | 731 | 735 | * | 33% | 33% | 25% | * | 25% | 31% |
| Male | 114 | 731 | 731 | 733 | * | 32% | 33% | 19% | * | 24% | 30% |
| Economically Disadvantaged Students | 168 | 730 | 730 | 721 | * | 31% | 37% | 20% | * | 22% | 13% |
| Non-Economically Disadvantaged Students | 72 | 732 | 732 | 740 | * | 35% | 25% | 26% | * | 31% | 39% |
| Students with Disabilities | 32 | 710 | 710 | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | 208 | 734 | 734 | 738 | * | * | * | * | * | * | * |
| English Learners | 41 | 714 | 714 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | 199 | 734 | 734 | 735 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |



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Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 214 | 723 | 723 | 725 | 29% | 24% | * | 26% | * | 28% | 28% |
| White | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Hispanic | 172 | 722 | 722 | 710 | 32% | 23% | * | 25% | * | 26% | 14% |
| Black or African American | 13 | 712 | 712 | 703 | * | * | * | * | 0% | 15% | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 761 | * | * | * | * | * | * | 62% |
| American Indian or Alaska Native | N | N | N | 715 | N | N | N | N | N | N | 20% |
| Two or More Races | * | * | * | 718 | * | * | * | * | * | * | 25% |
| Female | 100 | 727 | 727 | 725 | 22% | 27% | * | 31% | * | 31% | 27% |
| Male | 114 | 720 | 720 | 725 | 36% | 22% | * | 22% | * | 25% | 29% |
| Economically Disadvantaged Students | 139 | 723 | 723 | 708 | 29% | 25% | * | 27% | * | 28% | 13% |
| Non-Economically Disadvantaged Students | 75 | 724 | 724 | 733 | 31% | 24% | * | 24% | * | 27% | 35% |
| Students with Disabilities | 18 | 693 | 693 | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | 196 | 726 | 726 | 729 | * | * | * | * | * | * | * |
| English Learners | 18 | 693 | 693 | 692 | * | * | * | * | * | * | * |
| Non-English Learners | 196 | 726 | 726 | 726 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 702 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 692 | * | * | * | * | * | * | * |
| 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% |

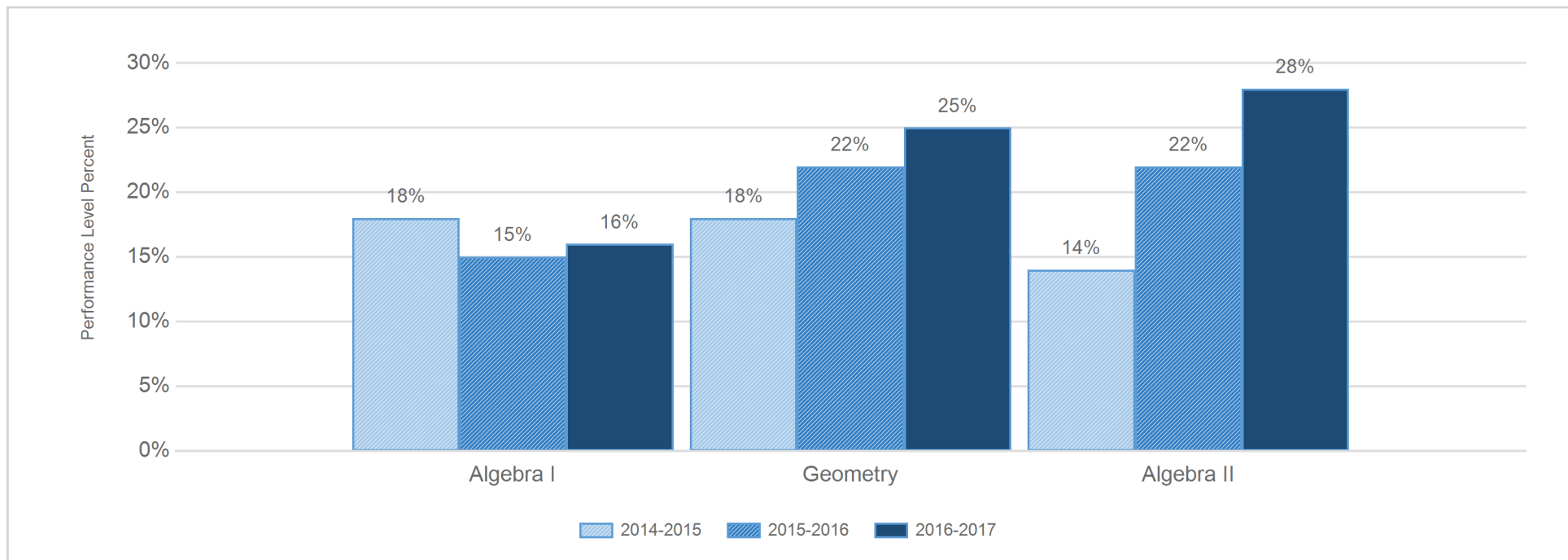


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Mathematics Assessment – Performance Trends

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 | 54 | * | * |
| 2 | 37 | * | * |
| 3 | 27 | * | * |
| 4 | 13 | * | * |
| 5+ | * | * | * |



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

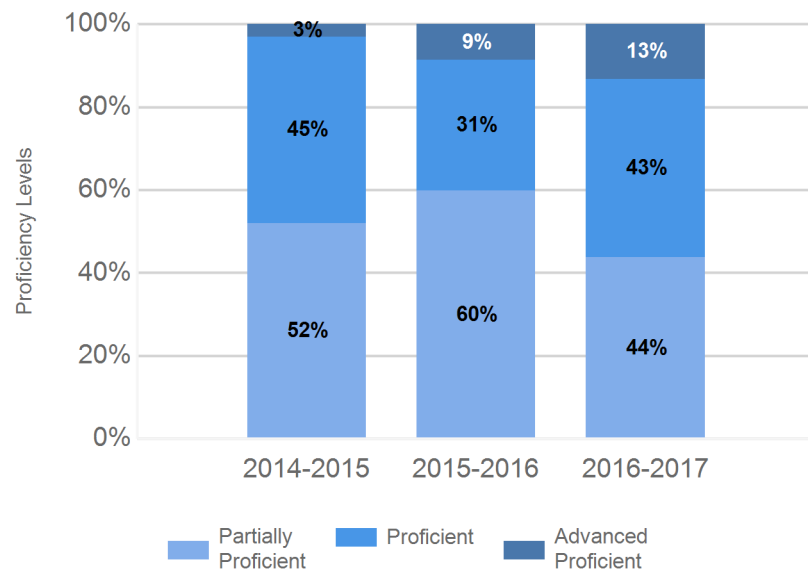
Biology Assessment - Performance

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 16% | 42% | 42% |
| Schoolwide | 13% | 43% | 44% |
| White | 50% | 25% | 25% |
| Hispanic | 11% | 44% | 46% |
| 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 | N |
| Economically Disadvantaged Students | 11% | 42% | 47% |
| Students with Disabilities | N | 14% | 86% |
| English Learners | N | 29% | 71% |

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 | 100.0% | 89.4% |
| Percentage of students taking the SAT | 90.0% | 70.0% |
| Percentage of students taking the ACT | 12.9% | 28.3% |

PSAT/SAT/ACT - Performance

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

| Test | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 446 | 481 | Varies By Grade | 60% | 67% |
| PSAT - Math | 452 | 483 | Varies By Grade | 43% | 49% |
| SAT - Reading and Writing | 510 | 551 | 480 | 60% | 77% |
| SAT - Math | 505 | 552 | 530 | 37% | 58% |
| ACT - Reading | 23 | 24 | 22 | 56% | 65% |
| ACT - English | 21 | 24 | 18 | 70% | 79% |
| ACT - Math | 20 | 24 | 22 | 30% | 65% |
| ACT - Science | 21 | 23 | 23 | 37% | 54% |



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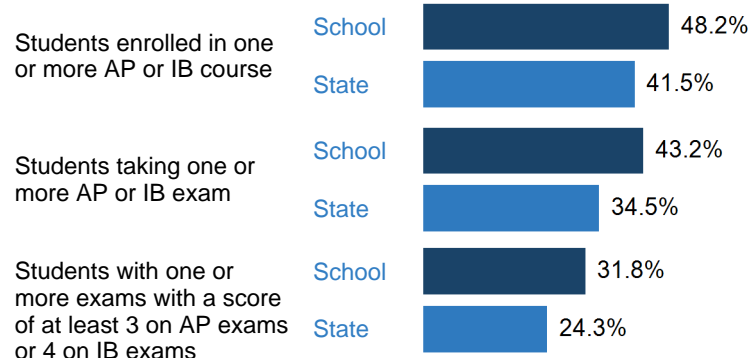
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

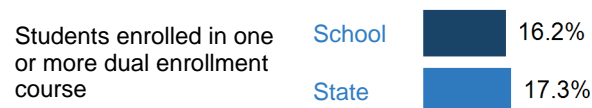
AP/IB Coursework – Participation and Performance

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 Calculus BC | 19 | 18 |
| AP Computer Science A | 0 | 2 |
| AP English Language and Composition | 14 | 12 |
| AP English Literature and Composition | 47 | 45 |
| AP Environmental Science | 24 | 18 |
| AP Physics 1 | 23 | 18 |
| AP Psychology | 55 | 45 |
| AP Spanish Language | 71 | 62 |
| AP Spanish Literature | 16 | 14 |
| AP U.S. Government and Politics | 44 | 40 |
| AP U.S. History | 92 | 89 |
| AP World History | 11 | 11 |
| Total Exams Taken | | 374 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 212 |



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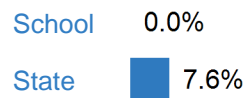
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

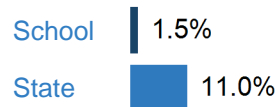
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

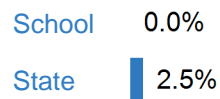
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 162 | 60 | 1 | 0 | 0 | 0 | 1 |
| 10 | 31 | 158 | 72 | 0 | 0 | 0 | 6 |
| 11 | 2 | 31 | 140 | 71 | 0 | 0 | 20 |
| 12 | 1 | 5 | 79 | 62 | 46 | 0 | 1 |
| Schoolwide | 196 | 254 | 292 | 133 | 46 | 0 | 28 |
| Enrolled in AP/IB Course | | | | | 19 | 0 | 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 | 179 | 1 | 0 | 34 | 0 | 1 |
| 10 | 55 | 188 | 0 | 15 | 0 | 6 |
| 11 | 8 | 61 | 0 | 42 | 112 | 17 |
| 12 | 2 | 29 | 0 | 66 | 30 | 25 |
| Schoolwide | 244 | 279 | 0 | 157 | 142 | 49 |
| Enrolled in AP/IB Course | 0 | 0 | | 24 | 23 | 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 | 6 | 213 | 45 | 0 | 0 | 1 |
| 10 | 4 | 74 | 13 | 0 | 0 | 225 |
| 11 | 15 | 69 | 189 | 45 | 4 | 157 |
| 12 | 26 | 5 | 28 | 73 | 50 | 85 |
| Schoolwide | 51 | 361 | 275 | 118 | 54 | 468 |
| Enrolled in AP/IB Course | 11 | 92 | 0 | 55 | 0 | 44 |

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 | 173 | 0 | 0 | 0 | 36 | 0 | 0 |
| 10 | 217 | 0 | 0 | 0 | 27 | 0 | 0 |
| 11 | 149 | 0 | 0 | 0 | 24 | 0 | 0 |
| 12 | 78 | 0 | 0 | 0 | 12 | 0 | 0 |
| Schoolwide | 617 | 0 | 0 | 0 | 99 | 0 | 0 |
| Enrolled in AP/IB Course | 87 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 84 | 0 | 0 | 0 | 30 | 0 | 0 |
| Earned Seal of Biliteracy | 15 | 0 | 0 | 0 | 0 | 0 | 0 |



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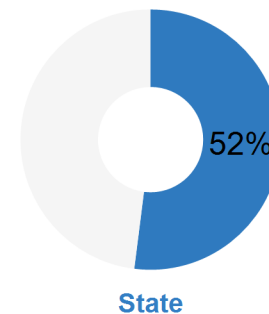
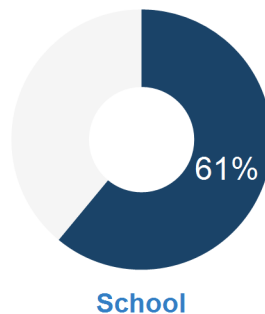
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Visual and Performing Arts – Course Participation

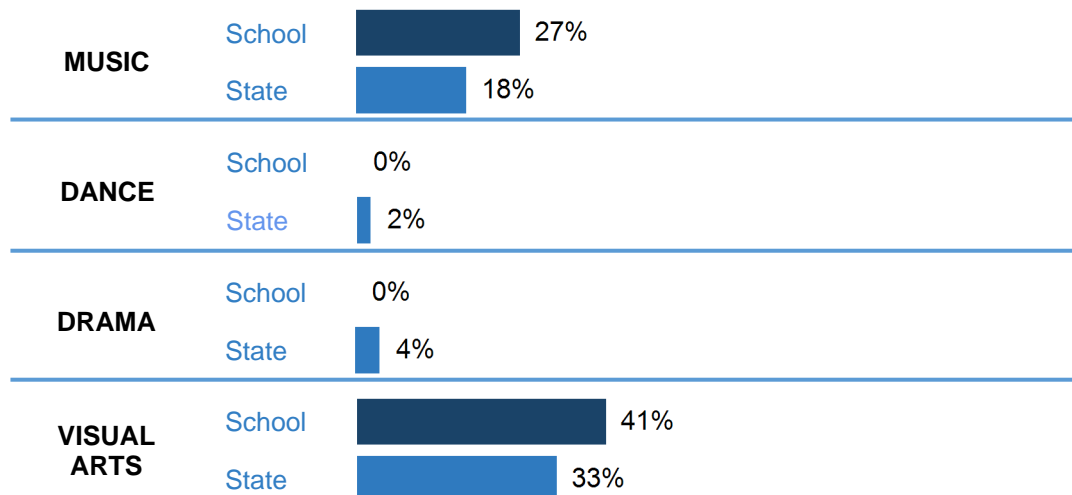
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

| Student Group | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------------|-------------|----------------------------|------------------------------|-------------|
| Schoolwide | 87.9% | 90.5% | 87.9% | 91.8% | 85.3% | 85.0% | Met Target | 84.6% | 89.0% | Not Met |
| White | 90.6% | 94.5% | 88.6% | 95.1% | 88.6% | 90.4% | Not Met | 92.7% | 90.3% | Met Target |
| Hispanic | 88.2% | 84.3% | 87.8% | 86.3% | * | 84.5% | Not Met | 83.9% | 88.2% | Not Met |
| Black or African American | 76.2% | 83.4% | * | 85.3% | 84.6% | ** | ** | * | N | N |
| Asian, Native Hawaiian or Pacific Islander | * | 96.6% | * | 97.5% | * | ** | ** | * | ** | ** |
| American Indian or Alaska Native | N | 92.3% | N | 86.6% | N | N | N | N | N | N |
| Two or More Races | * | 91.9% | N | 93.7% | N | N | N | N | N | N |
| Economically Disadvantaged Students | 87.7% | 83.9% | 90.9% | 85.6% | 88.8% | 82.0% | Met Target | 81.3% | 87.4% | Not Met |
| Students with Disabilities | 75.0% | 78.8% | 68.6% | 82.1% | 61.8% | 67.0% | Not Met | 69.0% | 74.4% | Not Met |
| English Learners | 80.0% | 76.1% | 79.0% | 79.7% | 68.4% | ** | ** | 79.2% | N | N |
| Homeless Students | * | 73.2% | N | 74.4% | N | N | N | N | | |

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

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 87.9% | - |
| 2016 | 85.3% | 87.9% |
| 2015 | 84.5% | 84.6% |

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 | 3.5% | 1.1% |
| 2015-2016 | 1.7% | 1.1% |
| 2014-2015 | 1.1% | 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 | 51% | 58.3% | 41.8% |
| White | 58.3% | 57.1% | 42.9% |
| Hispanic | 50.6% | 60.8% | 39.2% |
| Black or African American | 37.5% | 33.3% | 66.7% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | 0% | * |
| Economically Disadvantaged Students | 49.7% | 55.7% | 44.3% |
| Students with Disabilities | 47.8% | 81.8% | 18.2% |
| English Learners | 11.1% | 100% | 0% |

Postsecondary Enrollment Rates: 16 month

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 76.1% | 33.6% | 66.5% | 73.6% | 26.4% | 65.5% | 34.6% |
| Schoolwide | 75% | 61.4% | 38.6% | 81.8% | 18.2% | 93.9% | 6.1% |
| White | 66.7% | 50% | 50% | 72.2% | 27.8% | 94.4% | 5.6% |
| Hispanic | 76.5% | 64.4% | 35.6% | 85.2% | 14.9% | 96% | 4% |
| 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 | 72.2% | 57.1% | 42.9% | 79.1% | 20.9% | 96.7% | 3.3% |
| Students with Disabilities | 53.9% | 71.4% | 28.6% | 71.4% | 28.6% | 85.7% | 14.3% |
| English Learners | * | * | * | * | * | * | * |



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

Chronic Absenteeism

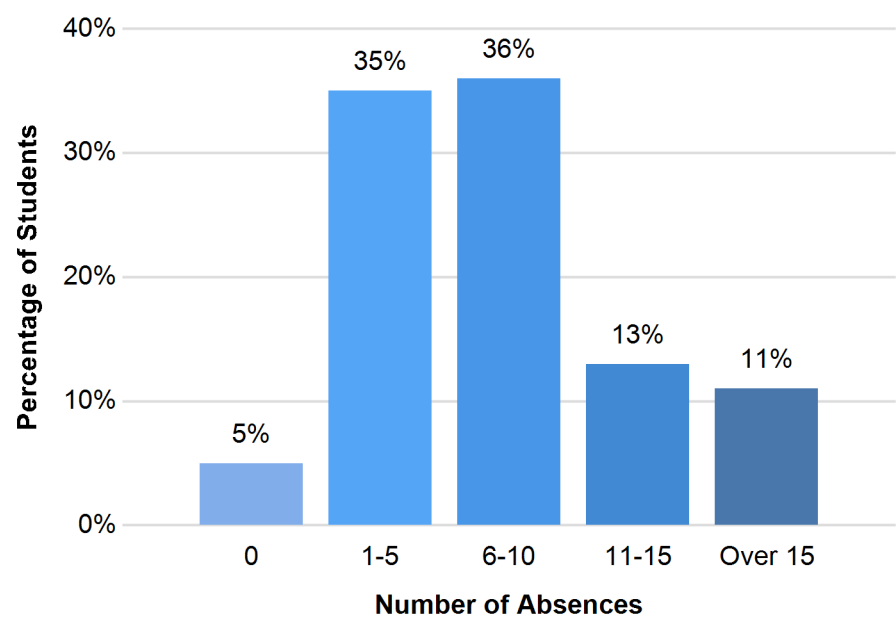
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 8.80 | 14.30 | Met Target |
| White | 9.50 | 14.30 | Met Target |
| Hispanic | 8.80 | 14.30 | Met Target |
| Black or African American | 5.80 | 14.30 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 6.90 | 14.30 | Met Target |
| Students with Disabilities | 19.20 | 14.30 | Not Met |
| English Learners | 15.40 | 14.30 | Not Met |

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

Days Absent

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



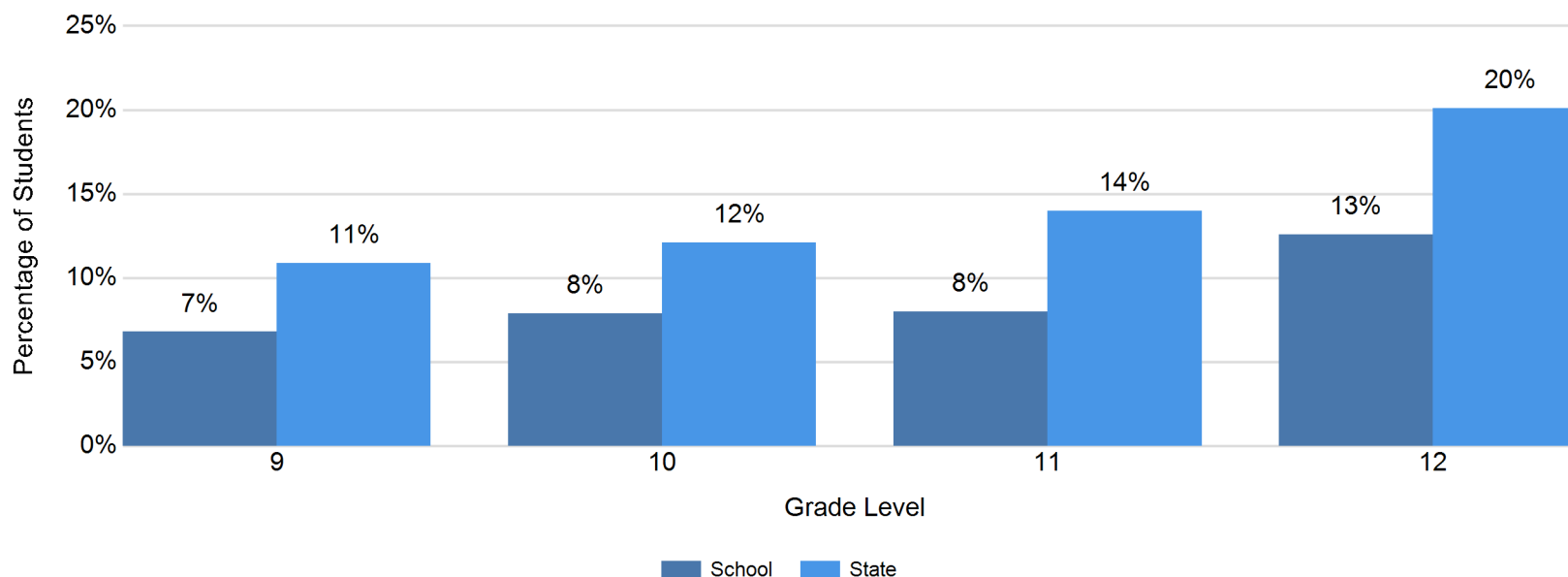


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:30AM |
| Typical End Time | 2:30PM |
| Length of School Day | 7 Hrs 0 Mins |
| Full Time - Instructional Time | 5 Hrs. 36 Mins. |
| Shared Time - Instructional Time | 2 Hrs. 52 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 | 2 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 6 |
| Total Unique Incidents | 8 |
| Incidents Per 100 Students Enrolled | 0.85 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 6.3% |
| Out-of-School Suspensions | 7.6% |
| Any Suspension | 9.4% |

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 | 1.0:1 | 61.1 kbps | 100 kbps | No | 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) | \$824 | \$10,101 | \$10,925 |



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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 | 79 | 120,724 |
| Average years experience in public schools | 12.6 | 11.8 |
| Average years experience in district | 9.7 | 10.5 |
| Teachers in district for 4 or more years | 58% | 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 | 19 | 9,506 |
| Average years experience in public schools | 20.9 | 15.9 |
| Average years experience in district | 15.1 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 15:1 |
| Administrators | 117:1 | 172:1 |
| Librarian/Media Specialists | | 1638:1 |
| Nurses | | 819:1 |
| Counselors | | 546:1 |
| Child Study Team | | 468:1 |



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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

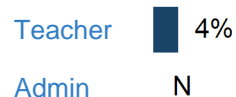
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 80% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 90% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 58.9 | 17.5% |
| Mathematics Proficiency | 58.3 | 17.5% |
| Graduation - 4-Year | 18.9 | 25.0% |
| Graduation - 5-Year | 13.8 | 25.0% |
| Chronic Absenteeism | 68.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 38.9 |
| Summative Rating: Percentile rank of Summative Score | | 34.1 |
| 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 | 38.9 | 6.2 | No | Not Met | Met Target† | Met Target | Met Target | Not Met | No |
| White | 49.9 | 6.2 | No | Met Target | Met Target | Met Target | Not Met | Met Target | No |
| Hispanic | 53.5 | 6.2 | No | Not Met | Met Target† | Met Target | Not Met | Not Met | No |
| Black or African American | ** | ** | No | ** | ** | Met Target | ** | N | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | N | N | No |
| Two or More Races | ** | ** | No | ** | ** | ** | N | N | No |
| Economically Disadvantaged Students | 62.5 | 6.2 | No | Met Target† | Met Target† | Met Target | Met Target | Not Met | No |
| Students with Disabilities | 26.2 | 6.2 | No | Met Target† | Met Target† | Not Met | Not Met | Not Met | No |
| English Learners | 51.1 | 6.2 | No | Met Target† | Not Met | Not Met | ** | N | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mr. Franks | Email Address: | rfranks@dover-nj.org |
| Address: | 100 GRACE STREET DOVER, NJ 07801-2697 | Website: | http://dover-nj.org/dhs/ |
| Phone: | (973)989-2010 | | |

School Narrative

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

| | |
|---|--|
|  Highlights: | <ul style="list-style-type: none"> • Dover High School is a 2013 National Blue Ribbon Award recipient presented by the U.S. Department of Education. • The Dover High School class of 2017 included 15 students who earned the New Jersey Seal of Biliteracy. • Dover High School offers 16 varsity sports with the boys' volleyball team winning the conference championship in 2017. |
|  Mission, Vision, Theme: | <p>Dover High School, a community rich in diversity, talent and history, celebrates a proud tradition that has been passed on to generations of students since 1885. A school climate exists where students are challenged to identify and develop their unique abilities. Students achieve academic excellence and demonstrate responsible citizenship through participation in a comprehensive offering of academic and extra-curricular activities.</p> |
|  Awards, Recognition, Accomplishments: | <p>Dover High School is a 2013 National Blue Ribbon Award recipient presented by the United States Department of Education. Dover High School has been recognized 7 times by US News and World Report with a Silver Award designation for Best High Schools. The class of 2017 included 15 graduates that earned the New Jersey Seal of Biliteracy. During the 2017 assessment cycle, thirty-four students were recognized as either AP scholars, scholars with honor, or scholars with distinction.</p> |



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School Narrative

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



Courses, Curriculum, Instruction:

Required courses are supplemented with electives in music, fine arts, 21st century skills, and technology. Collaborating with Rutgers, our Health and Science Academy is designed for students interested in pursuing careers in those fields. A Fine and Performing Arts Academy infuses language arts and history while providing strong foundations in careers in fine and performing arts. We offer an honors program to grade 9 students and 11 Advanced Placement courses for students in grades 10-12.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Co-ed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)

The DHS Athletic Department was fortunate to have over 350 student athletes compete at the varsity and sub varsity levels. The boys' volleyball team won the conference championship and had a senior recognized for earning his 500th kill. The boys' soccer team was a state sectional finalist while earning the Otto Haas Soccer Officials Sportsmanship Award. The boys' and girls' basketball programs earned the Frank Cecal Basketball Officials Sportsmanship Award.



Clubs and Activities:

Dover High School offers clubs and activities including but not limited to the National Honor Society, Key club, History club, Student Council, and a newspaper club. Fine and Performing Arts Academy students attend the Paper Mill Playhouse Arts in Education program, have artwork displayed at Novartis and participate in the Hispanic Heritage Art show. The marching band participates in competitions annually and the concert band, jazz band, and concert choir attend the Teen Arts Festival.



Before and After School Programs:

Dover High School is a Federal Title I school offering programs that reduce class size and extend beyond the school day and into the summer for students in grades 9-12. An academic assistance center was offered after school for students struggling in math or language arts. Summer programs included an Accuplacer Prep course, an ASVAB Prep course, and a college essay writing class. A summer course is also offered to students participating in our tiered English Language Learner program.








Dover High School
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School Narrative

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

| | |
|---|---|
|  Staff and Professional Learning: | <p>Dover High School requires all staff to align their professional development plan to the district and building goals. SAMR based professional development is a key focus for all staff to ensure students are engaged with 21st Century technology preparing them for the future. All staff participate in professional learning communities on topics such as differentiation, formative and summative assessment, data analysis, and aligning instruction to the most current standards in their discipline.</p> |
|  Postsecondary Information: | <p>Dover High School had over 90% of seniors submit applications to 2 and 4 year colleges. Financial Aid application support is provided by the guidance office in addition to a Financial Aid information night for all parents. All students have access to Naviance, a college and career readiness platform for completing the common application. Underclassmen can sign up for the college fair conducted twice each year. Seniors may participate in an instant decision day that is hosted each year.</p> |
|  Student Supports and Services: | <p>Dover High School provides self-contained, adaptive and in-class support classes for all students as specified in their IEP. Extensive evaluations are conducted to ensure individual students needs are met in the least restrictive environment. All English Language Learners are tested upon arrival to ensure they are placed in the appropriate setting. We currently offer basic, intermediate and advanced courses for ELL students. Title I funded tutoring programs are available for all students.</p> |
|  Student Health and Wellness: | <p>Dover High School offers a comprehensive health and physical education program highlighted by our Pursuit of Fitness and Nutrition course that combines strength and conditioning training, speed and agility training, and nutritional concepts. The health program is designed to promote proper health and safety habits, desirable moral standards and social attitudes, and the benefits of an active lifestyle. A full hot and cold breakfast menu is available to all students on a daily basis.</p> |
|  Parent and Community Involvement: | <p>Dover High School has an active Parent Advisory Council that meets to review the Title I schoolwide plan, discuss programming, and provide feedback on improving the high school experience for our students. We offer evening events for all parents on a variety of topics including motivational speakers and financial aid. The staff conducts an open house for incoming freshman. All parents are provided access to our parent portal to review grades, attendance, and discipline for their children.</p> |



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School Narrative

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

| | |
|--|---|
| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | <p>Dover High School has experienced many upgrades over the past 50 years. The most recent include complete renovations to all of the restrooms for students and staff. The entire building is equipped with air conditioning, including the gymnasium. Every classroom has an interactive board with the latest installments being touchscreen models. We are extremely proud of our Hamilton Field sports complex with new bleachers, renovated locker rooms, a turf field, 6-lane track, and new lights.</p> |
|--|---|



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School Narrative

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



Other Information:

Dover, located 40 miles from New York City in northwest New Jersey, is a suburban community consisting of 2.7 square miles in Morris County. The student body of Dover High School represents over 25 languages, including over 10 dialects in Spanish. Many students are involved in the athletic program, extra-curricular activities, and part time employment. Graduates pursue post-high school education at area technical schools, colleges, and highly competitive universities. Dover High School has moved into the new millennium by delivering instruction using innovative technological advances. Students in several courses have been equipped with Apple iPads or Mac Book Air laptops in order to continue the trend of rigorous instruction using 21st century learning models. Dover High School maintains close to a 1:1 student per computer ratio. The guidance department at Dover High School assists all students in their personal growth through the development of educational planning, self-awareness, goal setting, decision making, implementation of career plans, and the evaluation of personal and career goals. School counselors are student advocates who work cooperatively with other individuals and organizations to promote the development of our students. Tiger Rap, a school based youth service program also provides a tremendous amount of support for our student population. All parents and students have full access to our parent and student portals enabling them to monitor progress in each class. The parent portal is also used to communicate information to parents in addition to the school website. A newsletter with important school information is prepared each week, shared with students via hard copy, and posted on the school website.




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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 |
|----------|---------|---------|---------|
| 7 | 215 | 268 | 234 |
| 8 | 216 | 217 | 286 |
| Ungraded | 31 | 16 | 11 |
| Total | 462 | 501 | 531 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 50% | 50% | 48% |
| Male | 50% | 50% | 52% |
| Economically Disadvantaged Students | 80% | 77% | 73% |
| Students with Disabilities | 13% | 9% | 9% |
| English Learners | 5% | 7% | 9% |
| Homeless Students | | | 2% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Hispanic | 83.1% |
| White | 7.5% |
| Black or African American | 5.8% |
| Asian | 3.4% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.2% |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| Spanish | 67.8% |
| English | 29.6% |
| Other | 2.8% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 465 | 99.0 | 73.30 | 57.10 | 54.90 | 73.3 | 71.1 | Met Target |
| White | 31 | 100.0 | 77.40 | * | 63.90 | 77.4 | 77.1 | Met Target |
| Hispanic | 389 | 99.3 | 73.50 | 55.80 | 39.80 | 73.5 | 70.2 | Met Target |
| Black or African American | 30 | 97.1 | 56.60 | 52.30 | 35.20 | 56.6 | 67.4 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 100.0 | 93.40 | 78.00 | 80.70 | 93.4 | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | * | 54.90 | N | ** | ** |
| Female | 225 | 98.8 | 80.00 | 61.50 | 62.20 | 80 | | |
| Male | 240 | 99.2 | 67.10 | 52.90 | 48.10 | 67.1 | | |
| Economically Disadvantaged Students | 337 | 98.9 | 70.90 | 54.70 | 36.20 | 70.9 | 69.6 | Met Target |
| Non-Economically Disadvantaged Students | 128 | 99.4 | 79.70 | 65.00 | 65.80 | 79.7 | | |
| Students with Disabilities | 44 | 98.0 | 31.90 | * | 20.50 | 31.9 | 55.6 | Not Met |
| Students without Disabilities | 421 | 99.1 | 77.60 | * | 61.90 | 77.6 | | |
| English Learners | 40 | 97.6 | 30.00 | * | 25.20 | 30 | 27.8 | Met Target |
| Non-English Learners | 425 | 99.1 | 77.40 | * | 57.40 | 77.4 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | 75.00 | 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 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 | 225 | 768 | 768 | 756 | * | * | 16% | 44% | 30% | 74% | 59% |
| White | 20 | 775 | 775 | 764 | 0% | * | * | * | * | 70% | 69% |
| Hispanic | 179 | 769 | 769 | 742 | * | * | 14% | 49% | 29% | 77% | 44% |
| Black or African American | 17 | 747 | 747 | 737 | * | * | * | * | * | 41% | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 59% |
| Female | 109 | 775 | 775 | 764 | * | * | 13% | 48% | 35% | 83% | 68% |
| Male | 116 | 762 | 762 | 749 | * | * | 19% | 41% | 26% | 66% | 51% |
| Economically Disadvantaged Students | 159 | 768 | 768 | 739 | * | * | 15% | 46% | 28% | 74% | 40% |
| Non-Economically Disadvantaged Students | 66 | 770 | 770 | 766 | * | * | 18% | 39% | 35% | 74% | 70% |
| Students with Disabilities | 18 | 721 | 721 | 719 | * | * | * | * | 0% | 17% | 19% |
| Students without Disabilities | 207 | 773 | 773 | 763 | * | * | * | * | 33% | 79% | 67% |
| English Learners | 10 | 696 | 696 | 701 | * | * | * | * | * | * | * |
| Non-English Learners | 215 | 772 | 772 | 758 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 265 | 768 | 768 | 757 | 4% | 4% | 20% | 42% | 29% | 72% | 59% |
| White | 20 | 776 | 776 | 764 | 0% | * | * | 50% | * | 80% | 68% |
| Hispanic | 221 | 766 | 766 | 742 | * | * | 21% | 42% | 28% | 70% | 44% |
| Black or African American | 16 | 770 | 770 | 738 | 0% | 0% | * | * | * | 69% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Female | 130 | 774 | 774 | 766 | * | * | 18% | 42% | 36% | 78% | 68% |
| Male | 135 | 763 | 763 | 749 | * | * | 23% | 43% | 23% | 66% | 50% |
| Economically Disadvantaged Students | 178 | 766 | 766 | 739 | * | * | 24% | 39% | 28% | 67% | 40% |
| Non-Economically Disadvantaged Students | 87 | 772 | 772 | 766 | * | * | 14% | 48% | 32% | 81% | 69% |
| Students with Disabilities | 19 | 737 | 737 | 718 | * | * | * | * | * | 26% | 18% |
| Students without Disabilities | 246 | 771 | 771 | 764 | * | * | * | * | * | 75% | 67% |
| English Learners | 13 | 692 | 692 | 701 | * | * | * | * | * | * | * |
| Non-English Learners | 252 | 772 | 772 | 759 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

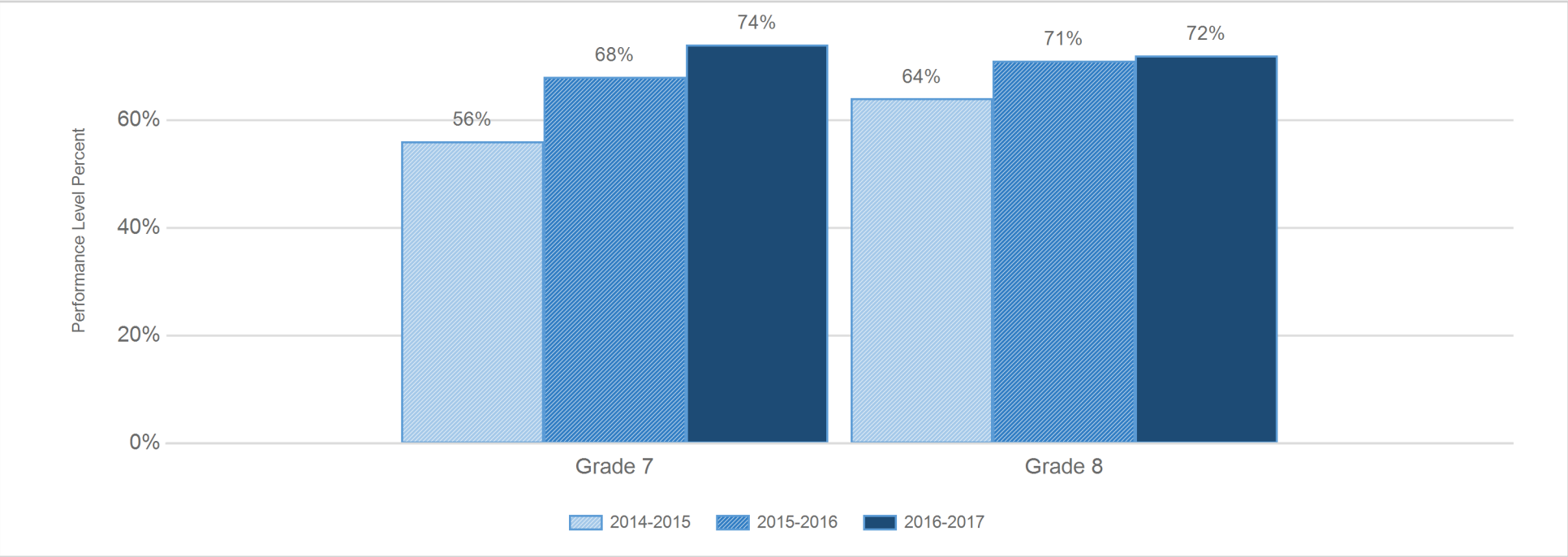


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 486 | 98.9 | 45.00 | 43.00 | 43.50 | 45 | 47.7 | Met Target† |
| White | 31 | 100.0 | 54.90 | * | 52.40 | 54.9 | 74.7 | Not Met |
| Hispanic | 410 | 99.1 | 43.10 | 41.20 | 27.60 | 43.1 | 44.6 | Met Target† |
| Black or African American | 30 | 97.1 | 43.30 | 40.00 | 21.70 | 43.3 | 49.7 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 100.0 | 80.00 | 76.00 | 75.60 | 80 | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | * | 44.90 | N | ** | ** |
| Female | 231 | 98.5 | 45.90 | 42.30 | 44.10 | 45.9 | | |
| Male | 255 | 99.3 | 44.30 | 43.50 | 42.90 | 44.3 | | |
| Economically Disadvantaged Students | 355 | 98.7 | 43.40 | 41.30 | 25.10 | 43.4 | 45.4 | Met Target† |
| Non-Economically Disadvantaged Students | 131 | 99.4 | 49.60 | 48.60 | 54.30 | 49.6 | | |
| Students with Disabilities | 44 | 98.0 | 13.60 | * | 16.50 | 13.6 | 28.8 | Not Met |
| Students without Disabilities | 442 | 99.0 | 48.20 | * | 48.80 | 48.2 | | |
| English Learners | 62 | 97.3 | 17.70 | * | 23.30 | 17.7 | 25.1 | Met Target† |
| Non-English Learners | 424 | 99.1 | 49.10 | * | 45.20 | 49.1 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | 25.00 | 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 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 | 239 | 745 | 745 | 741 | 6% | 18% | 33% | 36% | 7% | 43% | 40% |
| White | 20 | 758 | 758 | 748 | * | * | * | * | * | 60% | 49% |
| Hispanic | 193 | 744 | 744 | 730 | 6% | 18% | 34% | 36% | 6% | 42% | 23% |
| Black or African American | 17 | 727 | 727 | 726 | * | * | * | * | 0% | 24% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | N | N | N | 740 | N | N | N | N | N | N | 39% |
| Female | 115 | 745 | 745 | 743 | * | 15% | 40% | 36% | * | 41% | 41% |
| Male | 124 | 744 | 744 | 740 | * | 21% | 26% | 36% | * | 45% | 38% |
| Economically Disadvantaged Students | 171 | 745 | 745 | 729 | * | 16% | 35% | 34% | * | 42% | 22% |
| Non-Economically Disadvantaged Students | 68 | 746 | 746 | 749 | * | 24% | 27% | 41% | * | 46% | 50% |
| Students with Disabilities | 18 | 712 | 712 | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 221 | 748 | 748 | 746 | * | * | * | * | * | * | 45% |
| English Learners | 25 | 722 | 722 | 712 | * | * | * | * | 0% | 12% | * |
| Non-English Learners | 214 | 748 | 748 | 742 | * | * | * | * | 8% | 47% | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 203 | 731 | 731 | 728 | 14% | 25% | 35% | 27% | 0% | 27% | 28% |
| White | * | * | * | 736 | * | * | * | * | * | * | 35% |
| Hispanic | 178 | 730 | 730 | 721 | 14% | 26% | 34% | 26% | 0% | 26% | 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 | 96 | 732 | 732 | 730 | 16% | 19% | 35% | 30% | 0% | 30% | 30% |
| Male | 107 | 729 | 729 | 725 | 12% | 31% | 34% | 23% | 0% | 23% | 26% |
| Economically Disadvantaged Students | 142 | 729 | 729 | 719 | * | 25% | 32% | 26% | * | 26% | 19% |
| Non-Economically Disadvantaged Students | 61 | 734 | 734 | 734 | * | 26% | 39% | 28% | * | 28% | 34% |
| Students with Disabilities | 19 | 718 | 718 | 705 | * | * | * | * | 0% | 26% | * |
| Students without Disabilities | 184 | 732 | 732 | 734 | * | * | * | * | 0% | 27% | * |
| English Learners | 30 | 716 | 716 | 703 | * | * | * | * | * | * | * |
| Non-English Learners | 173 | 733 | 733 | 729 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 710 | * | * | * | * | * | * | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 79 | 780 | 739 | 743 | 0% | 0% | * | 94% | * | 99% | 42% |
| White | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Hispanic | 60 | 778 | 737 | 728 | 0% | 0% | * | 97% | * | 98% | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | 38 | 782 | 742 | 744 | * | * | * | 95% | * | 100% | 43% |
| Male | 41 | 778 | 737 | 741 | * | * | * | 93% | * | 98% | 40% |
| Economically Disadvantaged Students | 50 | 777 | 737 | 727 | * | * | * | 98% | * | 100% | 23% |
| Non-Economically Disadvantaged Students | 29 | 785 | 747 | 751 | * | * | * | 86% | * | 97% | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 79 | 780 | 742 | 747 | 0% | 0% | * | 94% | * | 99% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 79 | 780 | 745 | 745 | 0% | 0% | * | 94% | * | 99% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

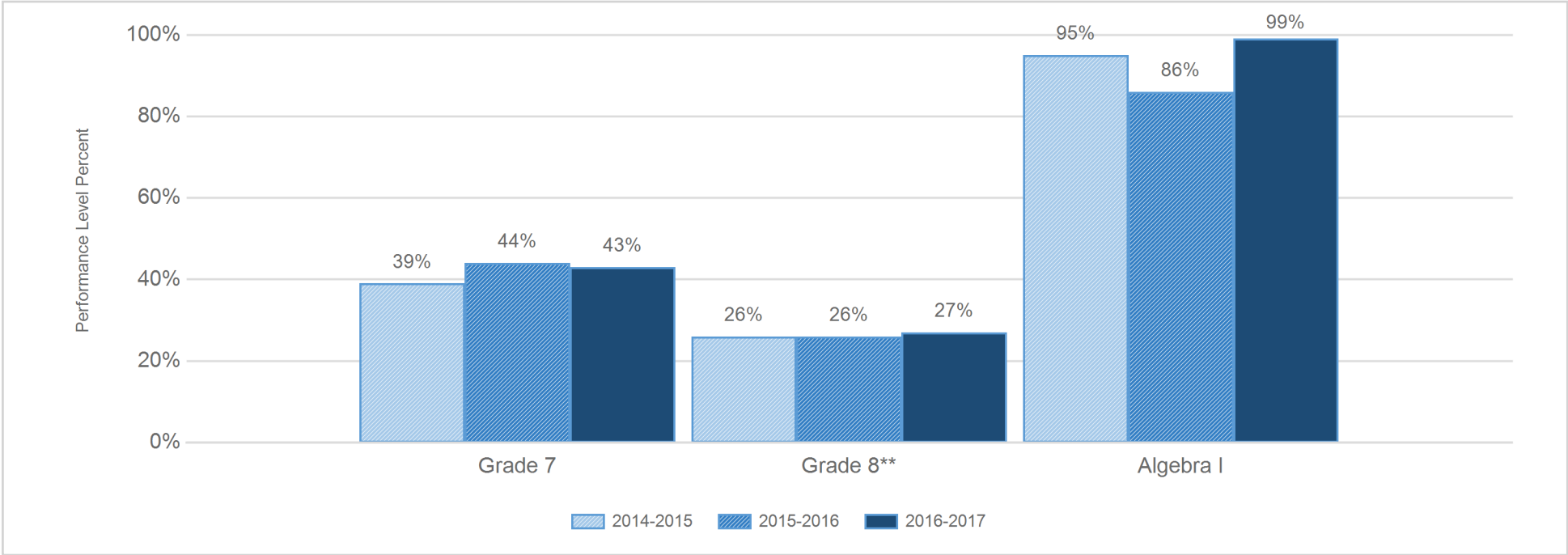


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 7 | * | * |
| 8 | * | * |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | 28 | * | * |
| 2 | 15 | * | * |
| 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.

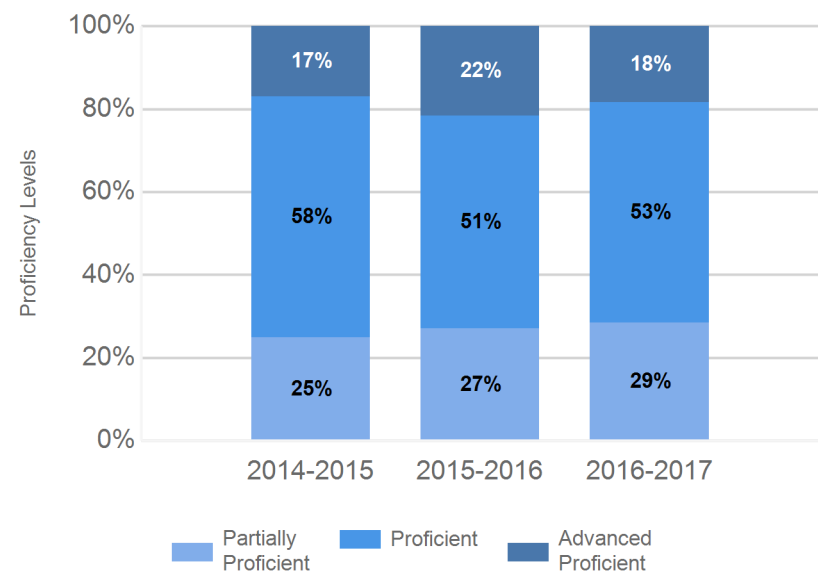
NJASK Science Assessment Performance: Grade 8

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 | 18% | 53% | 29% |
| White | 47% | 32% | 21% |
| Hispanic | 14% | 55% | 31% |
| Black or African American | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 15% | 54% | 32% |
| Students with Disabilities | N | 48% | 52% |
| English Learners | N | 35% | 65% |

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 | 54 | 60 | 50 | Met Target | 35.5 | 55 | 50 | Not Met |
| White | 49 | 50 | 50 | Met Target | * | 46 | 52 | ** |
| Hispanic | 54 | 60 | 49 | Met Target | 33 | 55 | 47 | Not Met |
| Black or African American | 39.5 | 53 | 45 | Not Met | 42.5 | 56 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 69.5 | 65 | 60 | ** | * | 68 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | 51 | 60 | 47 | Met Target | 34 | 55 | 46 | Not Met |
| Students with Disabilities | 33 | 44 | 41 | Not Met | 27 | 37 | 43 | ** |
| English Learners | 55 | 59 | 53 | Met Target | 69 | 65 | 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:

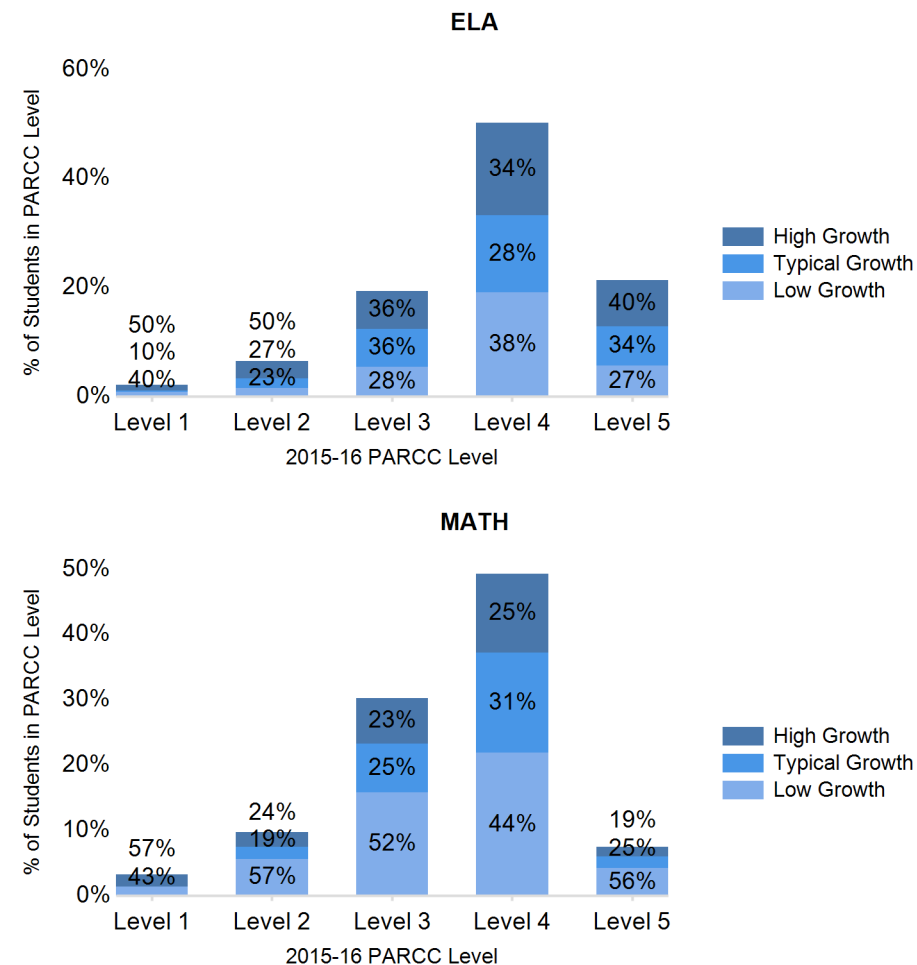
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

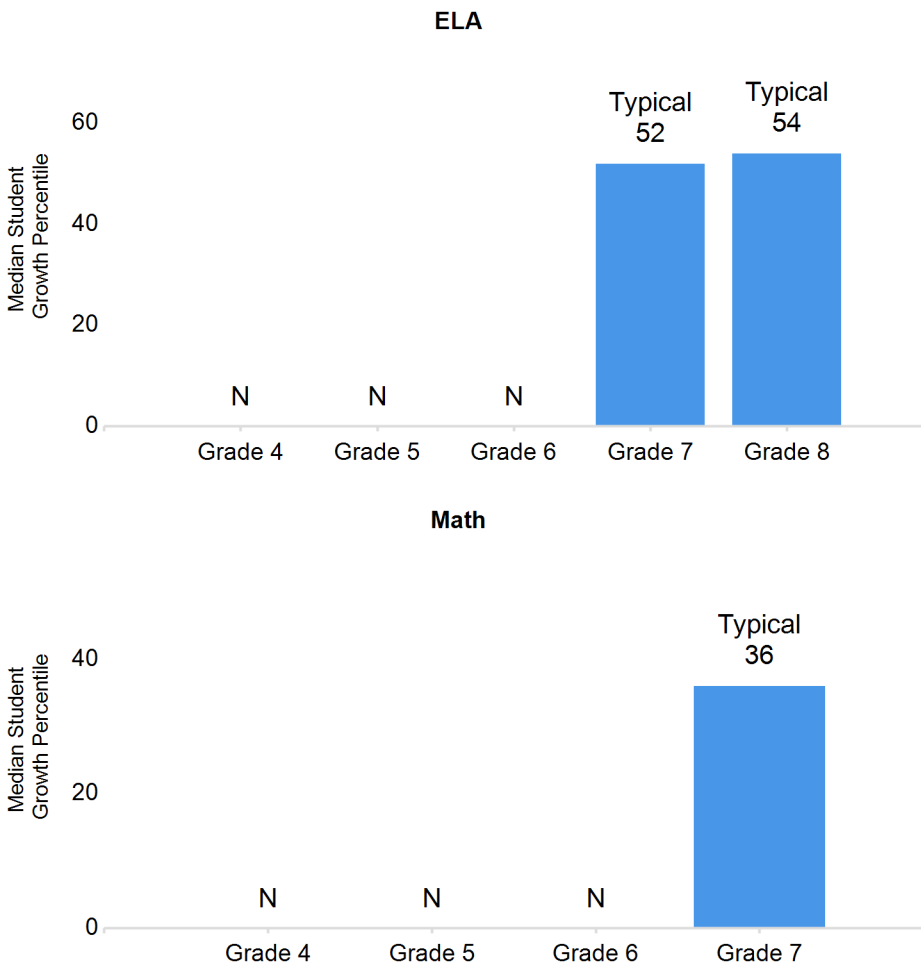
Student Growth by Performance Level

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 |
|------------|-----------|----------|----------------------------|
| 7 | 0 | 0 | 238 |
| 8 | 79 | 0 | 213 |
| Schoolwide | 79 | 0 | 451 |

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).

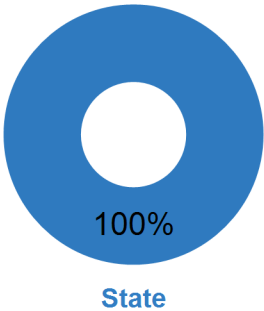
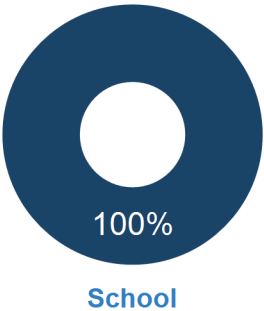
| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 7 | 0 | 229 | 0 | 0 | 0 | 0 | 0 |
| 8 | 283 | 0 | 0 | 0 | 0 | 0 | 0 |
| Schoolwide | 283 | 229 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |

Visual and Performing Arts – Course Participation

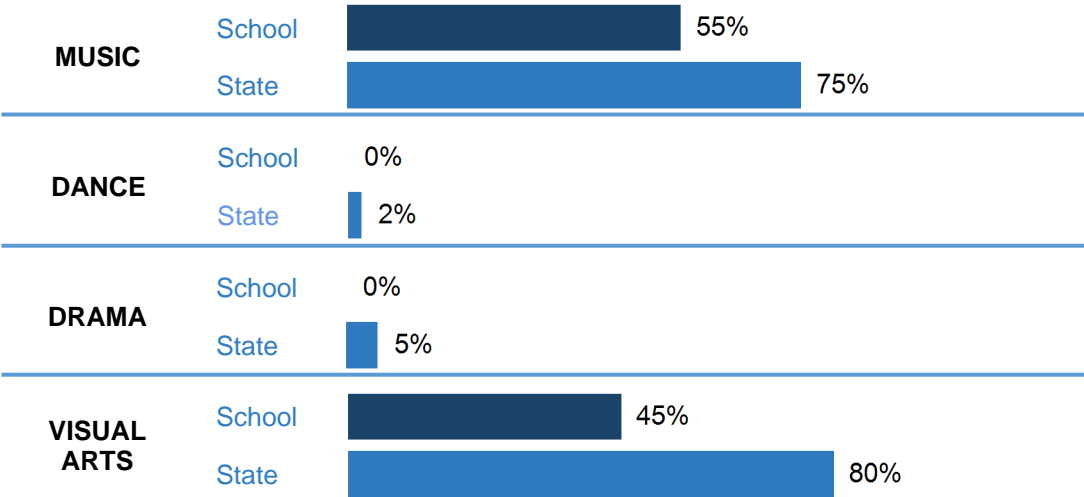
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

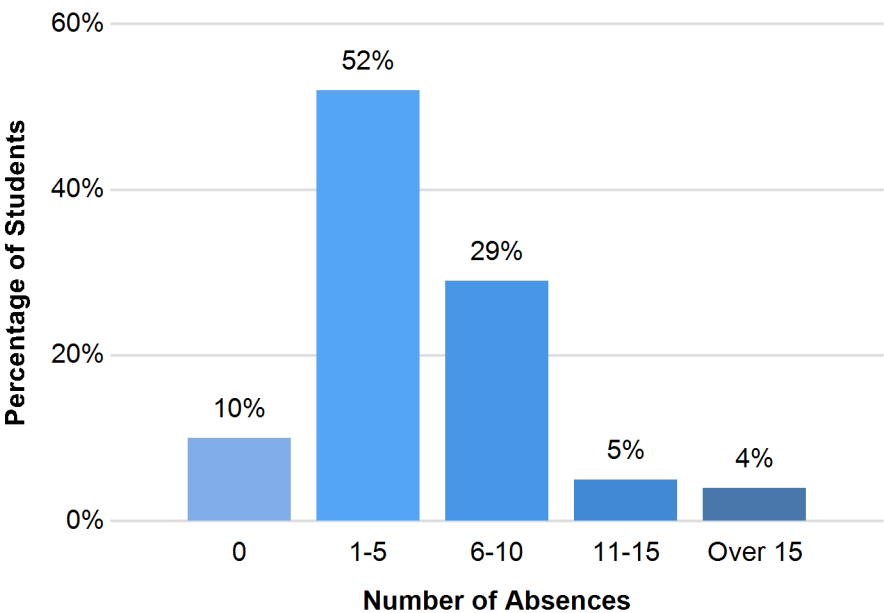
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 2.40 | 9.10 | Met Target |
| White | 0 | 9.10 | Met Target |
| Hispanic | 2.50 | 9.10 | Met Target |
| Black or African American | 3.00 | 9.10 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 2.60 | 9.10 | Met Target |
| Students with Disabilities | 7.30 | 9.10 | Met Target |
| English Learners | 6.80 | 9.10 | Met Target |

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

Days Absent

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



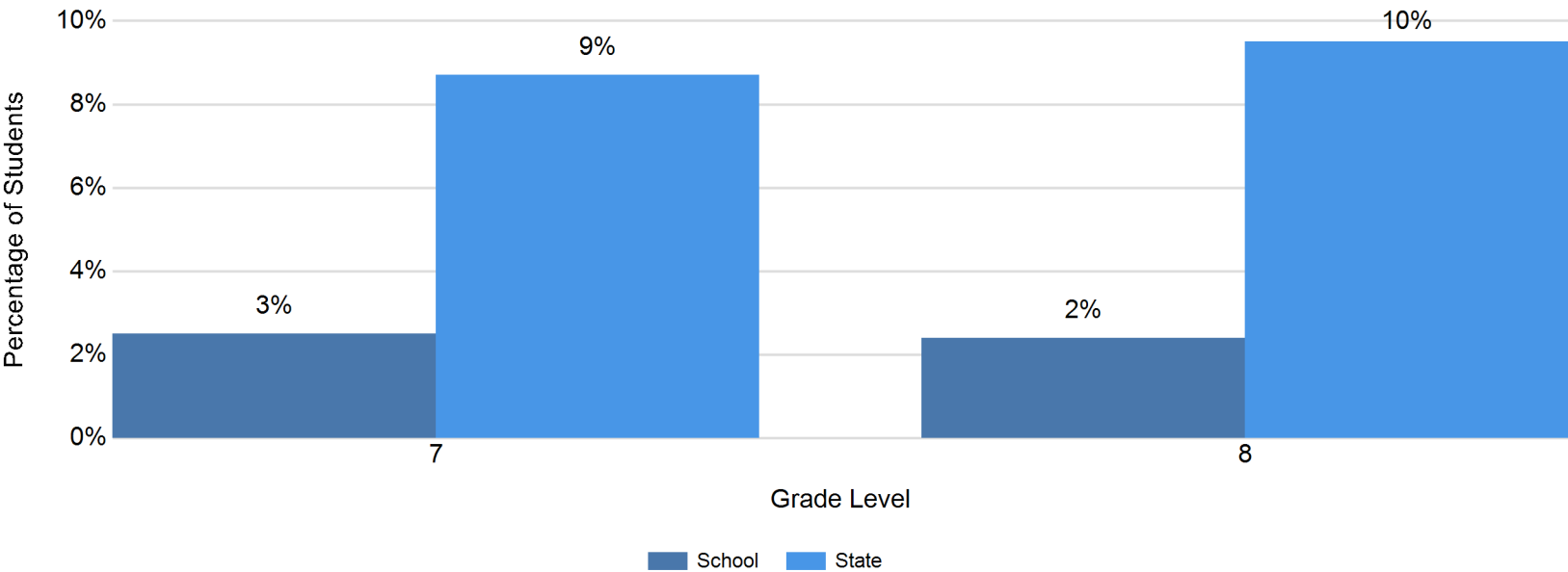


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:05AM |
| Typical End Time | 2:30PM |
| Length of School Day | 6 Hrs 25 Mins |
| Full Time - Instructional Time | 5 Hrs. 20 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) | 13 |
| Total Unique Incidents | 13 |
| Incidents Per 100 Students Enrolled | 2.45 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 4.9% |
| Out-of-School Suspensions | 7.2% |
| Any Suspension | 10.0% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 61.1 kbps | 100 kbps | No | 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) | \$824 | \$10,101 | \$10,925 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 32 | 120,724 |
| Average years experience in public schools | 8.4 | 11.8 |
| Average years experience in district | 6.1 | 10.5 |
| Teachers in district for 4 or more years | 59% | 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 | 19 | 9,506 |
| Average years experience in public schools | 20.9 | 15.9 |
| Average years experience in district | 15.1 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 17:1 | 15:1 |
| Administrators | 89:1 | 172:1 |
| Librarian/Media Specialists | | 1638:1 |
| Nurses | | 819:1 |
| Counselors | | 546:1 |
| Child Study Team | | 468:1 |



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 80% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 90% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 98% |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 83.4 | 17.5% |
| Mathematics Proficiency | 51.5 | 17.5% |
| English Language Arts Growth | 54.4 | 25.0% |
| Mathematics Growth | 8.6 | 25.0% |
| Chronic Absenteeism | 93.8 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 53.4 |
| Summative Rating: Percentile rank of Summative Score | | 54.8 |
| 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 | 53.4 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Not Met | No |
| White | 61.6 | 11.9 | No | Met Target | Not Met | Met Target | Met Target | ** | No |
| Hispanic | 64.2 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Not Met | No |
| Black or African American | 70.5 | 11.9 | No | Met Target† | Met Target† | Met Target | Not Met | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 66.6 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Not Met | No |
| Students with Disabilities | 48.9 | 11.9 | No | Not Met | Not Met | Met Target | Not Met | ** | No |
| English Learners | 53.9 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Ms. Clarrett | Email Address: | tclarrett@dover-nj.org |
| Address: | 302 EAST MCFARLAN STREET DOVER, NJ 07801 | Website: | https://www.dms.dover-nj.org |
| Phone: | (973)989-2040 | | |

School Narrative

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

| | |
|--|---|
| Highlights: | <ul style="list-style-type: none"> • Technology is integrated into each subject area through students' use of MacBooks • Our curriculum includes Journeys Reading series, STEAM Challenges, Spanish, instrumental music classes and Go Math! • Students have the opportunity to participate in sports teams, clubs and activities throughout the entire school year |
| Mission, Vision, Theme: | <p>East Dover Elementary School is a diverse, close-knit school community consisting of 500 seventh and eighth grade students and their teachers. The theme for the 2017-18 year is: "Hear Us Roar!" and our teachers plan to make students roar through creating dynamic and engaging lessons, STEAM Challenges, and the integration of technology throughout the curriculum. Students have committed to roaring by: setting and achieving goals they have made for themselves and engaging in their learning.</p> |
| Awards, Recognition, Accomplishments: | <p>In recent years, the students and staff have been recognized for their participation in Picatinny Arsenal Pumpkin Sling Competition, Forensics, and Builder's Club. Our girls and boys soccer teams have done well each year. We also have teachers who have participated in professional development provided by the Gilder Lehrman Foundation. We also have students that have been awarded Leadership Awards by Morris County</p> |







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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>STEAM Challenges, use of the Advanced Edition of Go Math! In all classes, challenging our students to find multiple solutions to problems and engaging Literature Circles. The Gifted and Talented program identifies students through a series of multiple measures including teacher recommendation, report card grades, and PARCC results. We support our Special Education students through mainstreaming, differentiated instruction and a resource room program.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)</p> <p>During the 2017 -18 seasons the Boys Middle School Soccer team placed 2nd in Morris County, earning them the home team advantage. During the same season the Girls Middle School Soccer team placed 4th in Morris County earning them the home team advantage.</p> |
|  <p>Clubs and Activities:</p> | <p>At East Dover Middle School students have the opportunity to participate in clubs and extracurricular activities that include, but are not limited to: Jazz Band, Chorus, Drama Club, National Junior Honor Society, Chess Club, Newspaper Club, Student Council, Forensics Club, Yearbook Club and Builder's Club. Students also participated in the Morris County Arts Expo and raised funds for Good Will through activities like Ball For a Cause.</p> |
|  <p>Before and After School Programs:</p> | <p>We offer academic assistance to students who need support in completing projects or homework help. This is run by teachers for students in grades seven and eight.</p> |







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School Narrative

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

| | |
|---|--|
|  Staff and Professional Learning: | <p>Professional development for staff continues to be a priority and is provided throughout the year. This year the focus is on improving teachers' depth of knowledge in mathematics, using Literature Circles to boost comprehension in all subject areas, differentiating instruction to meet the needs of individual students and implementing a STEAM program. Teachers also participate in Apple Professional Learning workshops to understand how to best use technology to support student learning.</p> |
|  Student Supports and Services: | <p>To serve our diverse student population, a variety of supplemental services, such as tutoring, resource room and extra help for students struggling academically, mainstreaming of our students with disabilities, bilingual classes and use of qualified classroom aides. The Intervention and referral service is run by teachers who assist the classroom teacher in utilizing the best instructional strategies for students experiencing behavioral and/or academic challenges.</p> |
|  Student Health and Wellness: | <p>Students are exposed to various programs that promote a healthy lifestyle like: nutritious breakfasts and lunches, visiting dental hygienist, asthma awareness assemblies and Substance Abuse Counselors. Guidance counselors also offer students and parents information about community organizations that promote healthy lifestyles.</p> |
|  Parent and Community Involvement: | <p>East Dover Middle School continually strives to strengthen the already solid home/school partnership that exists through our PTA, Parent Advisory Council Meetings, 7th Grade Orientation, Parental Classroom Liaisons, parenting workshops, parent newsletters, Friday Folders, updated media websites, Back to School Nights, Honor Roll recognition ceremonies, a Parent Lending Library and teacher led curriculum nights.</p> |



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School Narrative

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

| | |
|--|---|
| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | <p>East Dover has a Library/ Media center that houses desktop computers as well as laptops for use by students. Parents are also invited to use our library to read books with their children or use the desktop computers to assist their children with research projects. There is an art room that has space for students to create pieces using various mediums (wood, clay). East Dover also has a gymnasium that is used for student enjoyment and engagement in Physical Education activities.</p> |
|--|---|




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG | 60 | 72 | 63 |
| 1 | 58 | 48 | 70 |
| 2 | 77 | 52 | 37 |
| 3 | 58 | 72 | 59 |
| 4 | 63 | 63 | 75 |
| 5 | 73 | 89 | 88 |
| 6 | 77 | 78 | 108 |
| Ungraded | 17 | 27 | 23 |
| Total | 483 | 501 | 523 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 48% | 48% | 47% |
| Male | 52% | 52% | 53% |
| Economically Disadvantaged Students | 85% | 85% | 85% |
| Students with Disabilities | 13% | 12% | 14% |
| English Learners | 3% | 6% | 7% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Hispanic | 89.9% |
| White | 4.0% |
| Black or African American | 3.3% |
| Asian | 2.9% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.0% |

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 | 60 | 72 | 63 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| Spanish | 81.1% |
| English | 15.9% |
| Chinese | 1.5% |
| Other | 1.6% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 339 | 98.9 | 54.30 | 57.10 | 54.90 | 54.3 | 57.7 | Met Target† |
| White | 17 | 100.0 | 53.00 | * | 63.90 | 53 | ** | ** |
| Hispanic | 296 | 99.0 | 53.30 | 55.80 | 39.80 | 53.3 | 58.1 | Met Target† |
| Black or African American | 13 | 92.9 | 46.20 | 52.30 | 35.20 | 45.1 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100.0 | 84.60 | 78.00 | 80.70 | 84.6 | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | * | 54.90 | N | ** | ** |
| Female | 158 | 98.2 | 56.40 | 61.50 | 62.20 | 56.4 | | |
| Male | 181 | 99.5 | 52.50 | 52.90 | 48.10 | 52.5 | | |
| Economically Disadvantaged Students | 278 | 98.6 | 52.90 | 54.70 | 36.20 | 52.9 | 55.6 | Met Target† |
| Non-Economically Disadvantaged Students | 61 | 100.0 | 60.60 | 65.00 | 65.80 | 60.6 | | |
| Students with Disabilities | 46 | 100.0 | 21.70 | * | 20.50 | 21.7 | 38.6 | Not Met |
| Students without Disabilities | 293 | 98.7 | 59.40 | * | 61.90 | 59.4 | | |
| English Learners | 54 | 98.2 | 27.80 | * | 25.20 | 27.8 | N | N |
| Non-English Learners | 285 | 99.0 | 59.30 | * | 57.40 | 59.3 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | 75.00 | 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 | 63 | 743 | 741 | 749 | * | * | 18% | 51% | * | 56% | 50% |
| White | N | N | N | 759 | N | N | N | N | N | N | 61% |
| Hispanic | 58 | 740 | 740 | 734 | * | * | 17% | 50% | * | 53% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Female | 33 | 744 | 741 | 754 | * | * | * | 49% | * | 52% | 55% |
| Male | 30 | 743 | 742 | 745 | * | * | * | 53% | * | 60% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 77 | 739 | 750 | 753 | * | 18% | 31% | 34% | * | 39% | 56% |
| White | * | * | * | 762 | * | * | * | * | * | * | 67% |
| Hispanic | 64 | 738 | 749 | 740 | * | 20% | 31% | 31% | * | 36% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 39 | 740 | 753 | 758 | * | * | 28% | 36% | * | 41% | 61% |
| Male | 38 | 738 | 748 | 749 | * | * | 34% | 32% | * | 37% | 51% |
| Economically Disadvantaged Students | 63 | 737 | 749 | 737 | * | * | * | * | * | 37% | 36% |
| Non-Economically Disadvantaged Students | 14 | 750 | 755 | 764 | * | * | * | * | * | 50% | 69% |
| Students with Disabilities | 10 | 699 | 712 | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | 67 | 745 | 754 | 759 | * | * | * | * | * | * | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 85 | 758 | 755 | 756 | * | * | 19% | 46% | 18% | 64% | 59% |
| White | * | * | * | 763 | * | * | * | * | * | * | 69% |
| Hispanic | 78 | 759 | 755 | 743 | * | * | 21% | 45% | 18% | 63% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 779 | N | N | N | N | N | N | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 33 | 767 | 758 | 761 | * | * | * | 42% | * | 70% | 66% |
| Male | 52 | 752 | 752 | 750 | * | * | * | 48% | * | 60% | 53% |
| Economically Disadvantaged Students | 70 | 757 | 754 | 740 | * | * | * | * | * | 63% | 40% |
| Non-Economically Disadvantaged Students | 15 | 763 | 759 | 765 | * | * | * | * | * | 67% | 71% |
| Students with Disabilities | 11 | 699 | 708 | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 74 | 767 | 760 | 762 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



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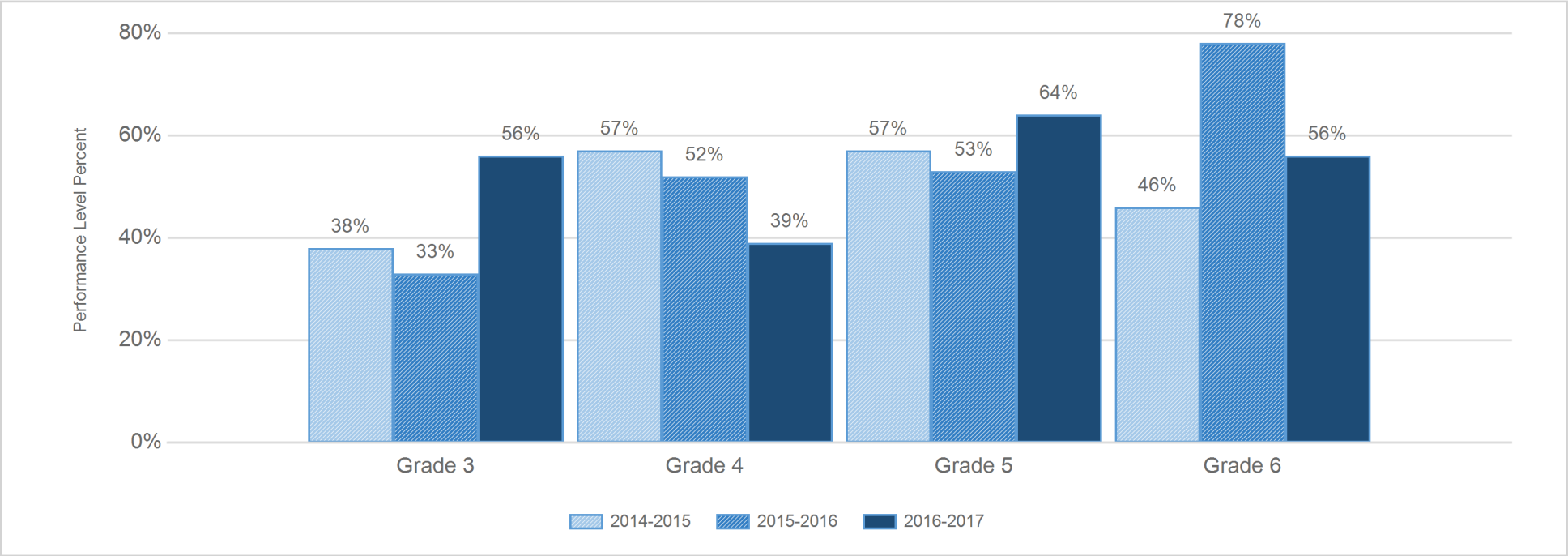
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 106 | 756 | 755 | 752 | * | * | 25% | 40% | 16% | 56% | 54% |
| White | * | * | * | 758 | * | * | * | * | * | * | 63% |
| Hispanic | 91 | 755 | 754 | 740 | * | * | 24% | 42% | 14% | 56% | 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 | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Female | 50 | 762 | 759 | 758 | * | * | 26% | 46% | * | 64% | 61% |
| Male | 56 | 750 | 751 | 746 | * | * | 23% | 34% | * | 48% | 46% |
| Economically Disadvantaged Students | 82 | 753 | * | 737 | * | * | * | * | * | 54% | 34% |
| Non-Economically Disadvantaged Students | 24 | 766 | * | 761 | * | * | * | * | * | 63% | 65% |
| Students with Disabilities | * | * | * | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | * | * | 758 | * | * | * | * | * | * | 61% |
| English Learners | 18 | 713 | 713 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | 88 | 764 | 760 | 753 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |

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 | 340 | 98.9 | 50.00 | 43.00 | 43.50 | 50 | 56.1 | Not Met |
| White | 17 | 100.0 | 58.90 | * | 52.40 | 58.9 | ** | ** |
| Hispanic | 297 | 99.0 | 48.10 | 41.20 | 27.60 | 48.1 | 55.3 | Not Met |
| Black or African American | 13 | 92.9 | 38.50 | 40.00 | 21.70 | 37.6 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100.0 | 92.30 | 76.00 | 75.60 | 92.3 | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | * | 44.90 | N | ** | ** |
| Female | 158 | 98.2 | 49.30 | 42.30 | 44.10 | 49.3 | | |
| Male | 182 | 99.5 | 50.60 | 43.50 | 42.90 | 50.6 | | |
| Economically Disadvantaged Students | 279 | 98.6 | 48.40 | 41.30 | 25.10 | 48.4 | 54.2 | Not Met |
| Non-Economically Disadvantaged Students | 61 | 100.0 | 57.40 | 48.60 | 54.30 | 57.4 | | |
| Students with Disabilities | 46 | 100.0 | 21.80 | * | 16.50 | 21.8 | 49.3 | Not Met |
| Students without Disabilities | 294 | 98.7 | 54.40 | * | 48.80 | 54.4 | | |
| English Learners | 55 | 98.3 | 36.40 | * | 23.30 | 36.4 | N | N |
| Non-English Learners | 285 | 99.0 | 52.60 | * | 45.20 | 52.6 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | 25.00 | 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 | 63 | 753 | 749 | 751 | * | * | 22% | 59% | * | 67% | 53% |
| White | N | N | N | 759 | N | N | N | N | N | N | 63% |
| Hispanic | 58 | 750 | 747 | 738 | * | * | 24% | 59% | * | 64% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Female | 33 | 758 | 749 | 751 | * | * | * | 61% | * | 70% | 52% |
| Male | 30 | 748 | 749 | 751 | * | * | * | 57% | * | 63% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 77 | 735 | 744 | 747 | * | 23% | 30% | 30% | * | 33% | 47% |
| White | * | * | * | 755 | * | * | * | * | * | * | 59% |
| Hispanic | 64 | 732 | 742 | 734 | * | 25% | 31% | 27% | * | 28% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 39 | 734 | 746 | 747 | * | * | * | * | * | 26% | 47% |
| Male | 38 | 736 | 742 | 747 | * | * | * | * | * | 40% | 48% |
| Economically Disadvantaged Students | 63 | 734 | 743 | 732 | * | * | * | * | * | 32% | 27% |
| Non-Economically Disadvantaged Students | 14 | 740 | 748 | 757 | * | * | * | * | * | 36% | 61% |
| Students with Disabilities | 10 | 688 | 706 | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 67 | 742 | 747 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 87 | 751 | 749 | 747 | * | * | 22% | 38% | 16% | 54% | 46% |
| White | * | * | * | 754 | * | * | * | * | * | * | 57% |
| Hispanic | 80 | 751 | 749 | 735 | * | * | 23% | 39% | 15% | 54% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 774 | N | N | N | N | N | N | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 33 | 756 | 748 | 747 | * | * | * | 39% | * | 61% | 47% |
| Male | 54 | 748 | 749 | 746 | * | * | * | 37% | * | 50% | 46% |
| Economically Disadvantaged Students | 72 | 750 | 747 | 732 | * | * | * | * | * | 51% | 27% |
| Non-Economically Disadvantaged Students | 15 | 760 | 754 | 756 | * | * | * | * | * | 67% | 59% |
| Students with Disabilities | 11 | 703 | 716 | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 76 | 758 | 752 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



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Mathematics Assessment - Performance by Grade: Grade 6**

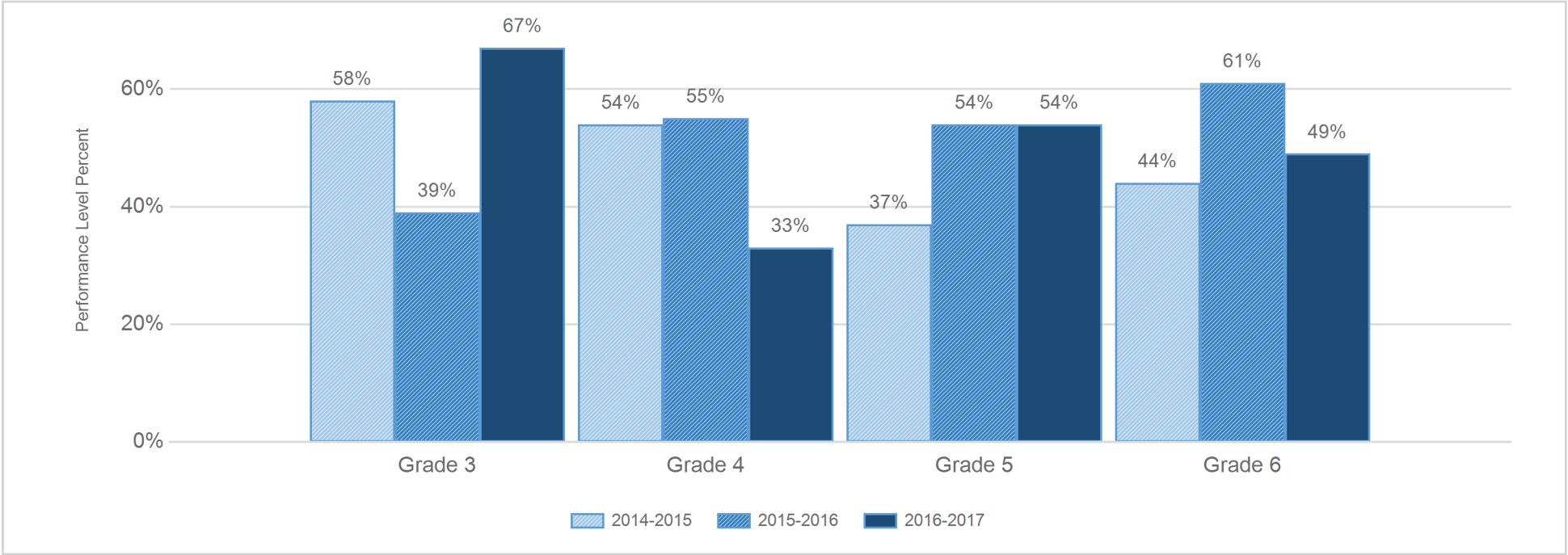
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 107 | 747 | 745 | 743 | * | 22% | 24% | 38% | * | 49% | 44% |
| White | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Hispanic | 92 | 746 | 744 | 731 | * | 21% | 27% | 36% | * | 47% | 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 | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 51 | 750 | 746 | 745 | * | * | 29% | 41% | * | 51% | 45% |
| Male | 56 | 744 | 744 | 742 | * | * | 20% | 36% | * | 46% | 43% |
| Economically Disadvantaged Students | 83 | 744 | * | 728 | * | * | * | * | * | 46% | 24% |
| Non-Economically Disadvantaged Students | 24 | 755 | * | 752 | * | * | * | * | * | 58% | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | 19 | 713 | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | 88 | 754 | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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

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 |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | * | * |
| 5 | * | * |
| 6 | * | * |

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 | 14 | 85.7% | 14.3% |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | * | * | * |



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

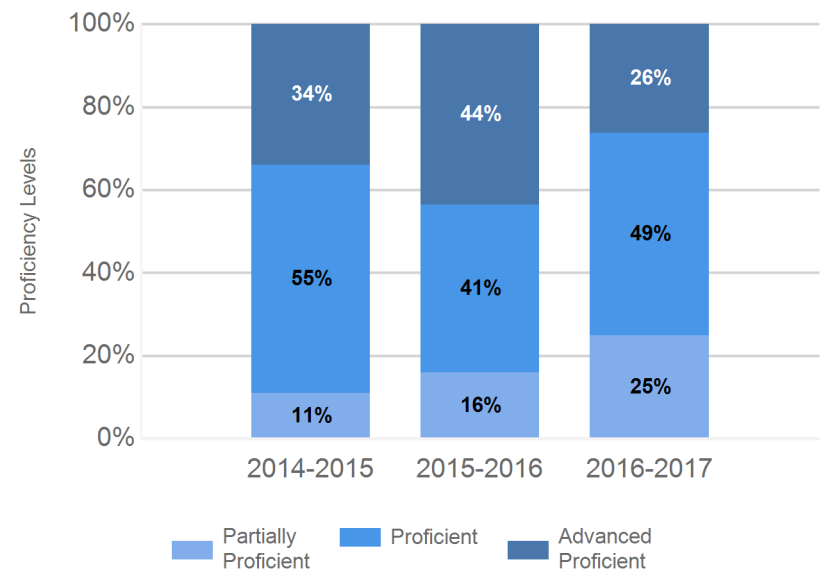
NJASK Science Assessment Performance: Grade 4

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 | 26% | 49% | 25% |
| White | * | * | N |
| Hispanic | 25% | 45% | 30% |
| Black or African American | N | * | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 22% | 49% | 28% |
| Students with Disabilities | N | 50% | 50% |
| English Learners | * | * | * |

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 | 60 | 50 | Met Target | 44 | 55 | 50 | Met Target |
| White | 46 | 50 | 50 | ** | 26 | 46 | 52 | ** |
| Hispanic | 59 | 60 | 49 | Met Target | 46 | 55 | 47 | Met Target |
| Black or African American | * | 53 | 45 | ** | * | 56 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 65 | 60 | ** | * | 68 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | 56 | 60 | 47 | Met Target | 44 | 55 | 46 | Met Target |
| Students with Disabilities | 39.5 | 44 | 41 | Not Met | 27 | 37 | 43 | Not Met |
| English Learners | 67 | 59 | 53 | Exceeds Target | 61 | 65 | 51 | Exceeds Target |

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



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

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

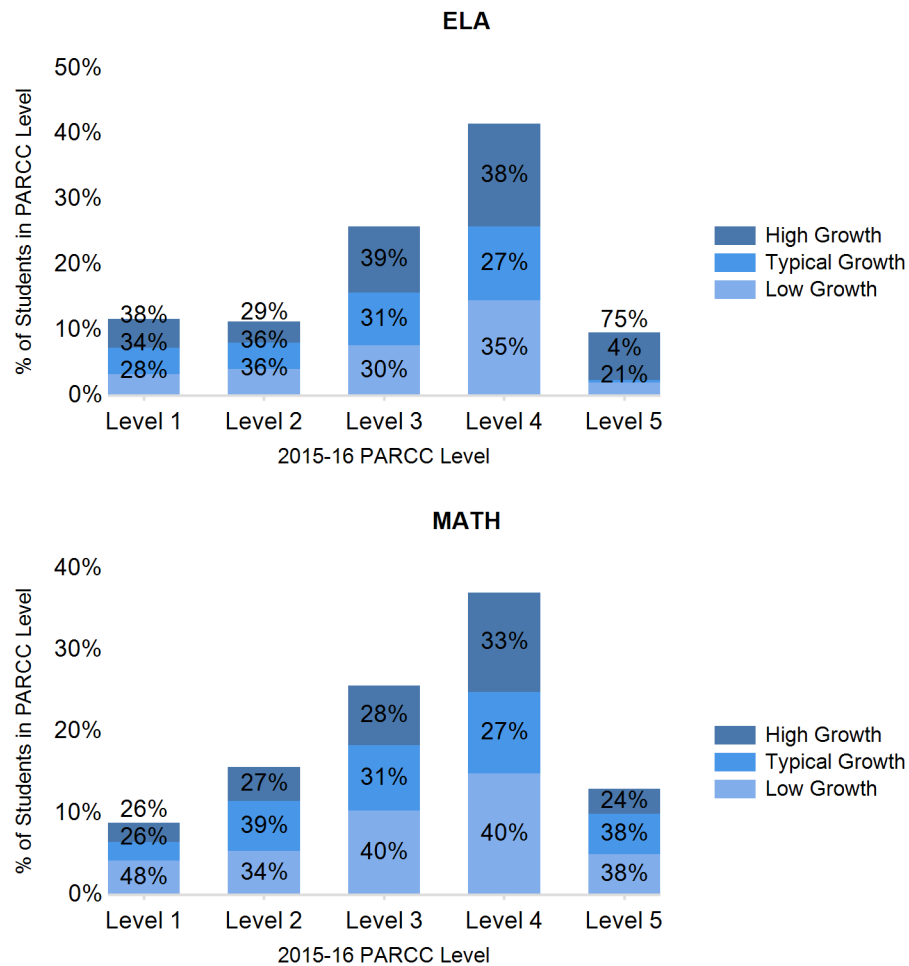
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

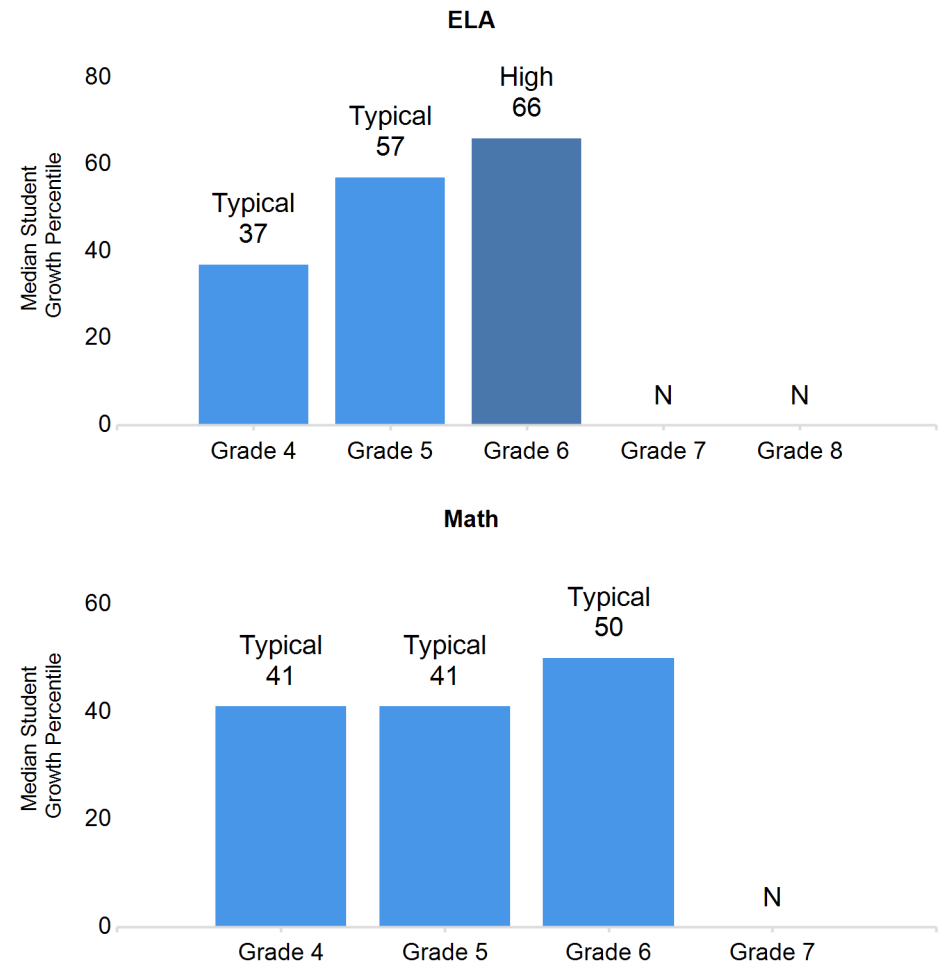
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

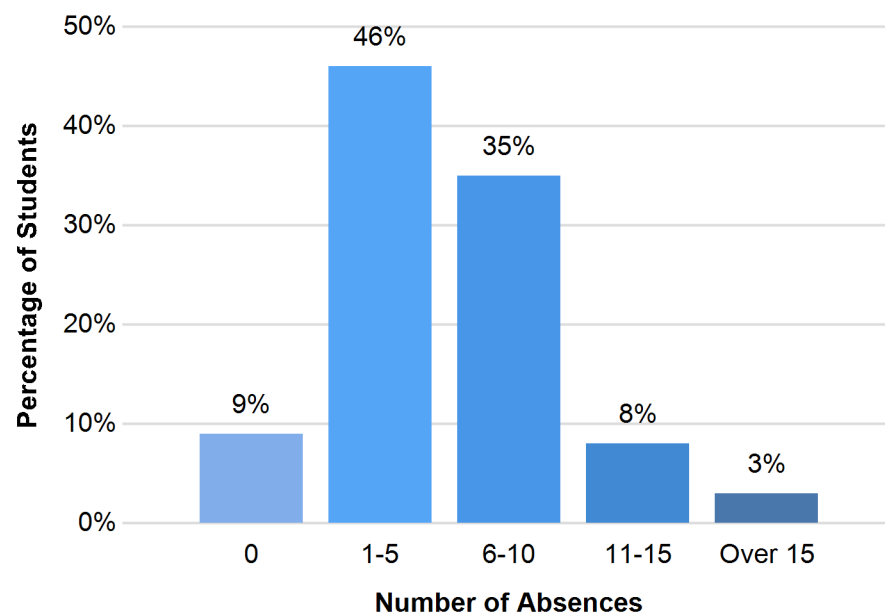
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 2.10 | 8.30 | Met Target |
| White | 4.50 | 8.30 | Met Target |
| Hispanic | 2.10 | 8.30 | 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 | 1.80 | 8.30 | Met Target |
| Students with Disabilities | 6.30 | 8.30 | Met Target |
| English Learners | 10.30 | 8.30 | Not Met |

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

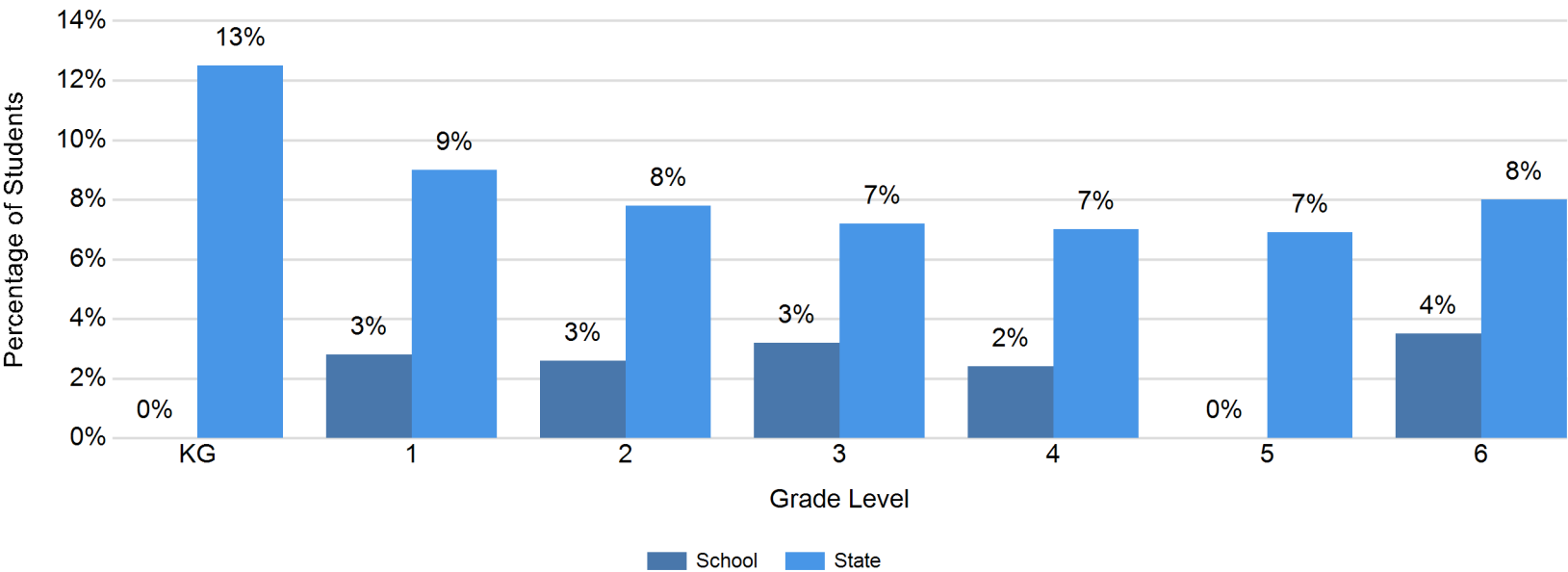
Days Absent

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



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 | 8:15AM |
| Typical End Time | 2:40PM |
| Length of School Day | 6 Hrs 25 Mins |
| Full Time - Instructional Time | 5 Hrs. 20 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 3 |
| Total Unique Incidents | 3 |
| Incidents Per 100 Students Enrolled | 0.57 |

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 | 1.9% |
| Out-of-School Suspensions | 0.0% |
| Any Suspension | 1.9% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1 | 61.1 kbps | 100 kbps | No | 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) | \$824 | \$10,101 | \$10,925 |



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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 | 42 | 120,724 |
| Average years experience in public schools | 10.3 | 11.8 |
| Average years experience in district | 8.3 | 10.5 |
| Teachers in district for 4 or more years | 60% | 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 | 19 | 9,506 |
| Average years experience in public schools | 20.9 | 15.9 |
| Average years experience in district | 15.1 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 15:1 |
| Administrators | 87:1 | 172:1 |
| Librarian/Media Specialists | | 1638:1 |
| Nurses | | 819:1 |
| Counselors | | 546:1 |
| Child Study Team | | 468:1 |



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 80% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 90% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 98% |



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|--|-----------------|------------------|
| English Language Arts Proficiency | 49.8 | 17.5% |
| Mathematics Proficiency | 62.3 | 17.5% |
| English Language Arts Growth | 77.3 | 25.0% |
| Mathematics Growth | 32.6 | 25.0% |
| Chronic Absenteeism | 89.0 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 60.4 |
| Summative Rating: Percentile rank of Summative Score | | 66.4 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 60.4 | 11.9 | No | Met Target† | Not Met | Met Target | Met Target | Met Target | No |
| White | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Hispanic | 73.6 | 11.9 | No | Met Target† | Not Met | Met Target | Met Target | Met Target | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 76.3 | 11.9 | No | Met Target† | Not Met | Met Target | Met Target | Met Target | No |
| Students with Disabilities | 45.6 | 11.9 | No | Not Met | Not Met | Met Target | Not Met | Not Met | No |
| English Learners | 68.7 | 11.9 | No | N | N | Not Met | Exceeds Target | Exceeds Target | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|--|
| Principal: | Ms. Clarrett | Email Address: | tclarrett@dover-nj.org |
| Address: | 302 EAST MCFARLAN STREET DOVER, NJ 07801 | Website: | www.ede.dover-nj.org |
| Phone: | (973)989-2055 | | |

School Narrative

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

| | |
|--------------------------------|---|
| Highlights: | <ul style="list-style-type: none"> • Technology is integrated into each subject area, through student's use of MacBooks, Kindles or iPads • Our curriculum includes Journeys Reading series, STEAM Challenges, Spanish, instrumental music classes and Go Math! • Our students in grades 3-6 participate in chorus and band presenting two concerts each year |
| Mission, Vision, Theme: | <p>East Dover Elementary School is a diverse, close-knit school community consisting of 500 Kindergarten through sixth grade students and their teachers. The theme for the 2017-18 year is: "Hear Us Roar!" and our teachers plan to make students roar through creating dynamic and engaging lessons, STEAM Challenges, and the integration of technology throughout the curriculum. Students have committed to roaring by: setting and achieving goals they have made for themselves and engaging in their learning.</p> |







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School Narrative

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| | |
|---|--|
|  Courses, Curriculum, Instruction: | <p>Our curriculum is rich, engaging and rigorous. Highlights of the curriculum include STEAM Challenges, Weekly Math Problems challenging our students to find multiple solutions and engaging Literature Circles. The Gifted and Talented program identifies students through a series of multiple measures including teacher recommendation, report card grades, and PARCC results. We support our Special Education students through mainstreaming, differentiated instruction and a resource room program.</p> |
|  Sports and Athletics: | <p>Sports Offered: Baseball (Boys), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys & Girls)</p> |
|  Clubs and Activities: | <p>Each year our students in grades Kindergarten through sixth participate in the district's art show an exhibition of students' creativity. Additionally, students participate in Biz World Fair, a chance for students to develop their entrepreneurial talents by creating a business plan then products that are sold within the school to raise money for charities like, Alex's Lemonade Stand.</p> |
|  Before and After School Programs: | <p>We offer an extended day program for students in grades one through six. Teachers run the program and it is an extension of the school day for students who need extra support. There is also Saturday School/ Test Prep; a course run prior to state testing as a way to boost test taking skills.</p> |







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School Narrative

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

| | |
|---|--|
|  Staff and Professional Learning: | <p>Professional development for staff continues to be a priority and is provided throughout the year. This year the focus is on improving teachers' depth of knowledge in mathematics, using Literature Circles to boost comprehension in all subject areas, differentiating instruction to meet the needs of individual students and implementing a STEAM program. Teachers also participate in Apple Professional Learning workshops to understand how to best use technology to support student learning.</p> |
|  Student Supports and Services: | <p>To serve our diverse student population, a variety of supplemental services, such as tutoring, resource room and extra help for students struggling academically, mainstreaming of our students with disabilities, bilingual classes and use of qualified classroom aides. The Intervention and referral service is run by teachers who assist the classroom teacher in utilizing the best instructional strategies for students experiencing behavioral and/or academic challenges.</p> |
|  Student Health and Wellness: | <p>Students are exposed to various programs that promote a healthy lifestyle like: nutritious breakfasts and lunches, visiting dental hygienist, asthma awareness assemblies. The nurse also offers students and parents information about community organizations that promote healthy lifestyles.</p> |
|  Parent and Community Involvement: | <p>East Dover continually strives to strengthen the already solid home/school partnership that exists through our PTA, Parent Advisory Council Meetings, Kindergarten Orientation, Parental Classroom Liaisons, parenting workshops, parent newsletters, Friday Folders, updated media websites, Back to School Nights, Honor Roll recognition ceremonies, a Parent Lending Library and teacher led curriculum nights.</p> |

School Narrative

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

| | |
|--|--|
| <div>  <div>Facilities:</div> </div> | <div> <div>East Dover has a Library/ Media center that houses desktop computers as well as laptops for use by students. Parents are also invited to use our library to read books with their children or use the desktop computers to assist their children with research projects. There is an art room that has space for students to create pieces using various mediums (wood, clay). East Dover also has a gymnasium and a playground that are used for student enjoyment and engagement in Physical Education activities.</div> </div> |
|--|--|




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 63 | 83 | 80 |
| KG | 106 | 84 | 78 |
| 1 | 118 | 103 | 87 |
| 2 | 102 | 113 | 107 |
| 3 | 107 | 101 | 104 |
| 4 | 104 | 91 | 103 |
| 5 | 61 | 79 | 68 |
| 6 | 81 | 62 | 66 |
| Ungraded | 8 | 11 | 11 |
| Total | 750 | 727 | 704 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 47% | 47% |
| Male | 51% | 54% | 53% |
| Economically Disadvantaged Students | 78% | 77% | 76% |
| Students with Disabilities | 6% | 10% | 11% |
| English Learners | 14% | 15% | 19% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Hispanic | 88.8% |
| White | 4.4% |
| Black or African American | 3.6% |
| Asian | 3.3% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.0% |

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 |
|---------------|---------|---------|---------|
| PK - Half Day | 74 | 83 | 80 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 111 | 84 | 78 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| Spanish | 77.4% |
| English | 19.0% |
| Other | 3.4% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 306 | 99.7 | 53.90 | 57.10 | 54.90 | 53.9 | 50.6 | Met Target |
| White | 15 | 100.0 | 66.60 | * | 63.90 | 66.6 | ** | ** |
| Hispanic | 264 | 100.0 | 52.30 | 55.80 | 39.80 | 52.3 | 51.1 | Met Target |
| Black or African American | 14 | 93.3 | 64.20 | 52.30 | 35.20 | 62.9 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100.0 | 61.60 | 78.00 | 80.70 | 61.6 | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | * | 54.90 | N | ** | ** |
| Female | 143 | 99.3 | 56.70 | 61.50 | 62.20 | 56.7 | | |
| Male | 163 | 100.0 | 51.60 | 52.90 | 48.10 | 51.6 | | |
| Economically Disadvantaged Students | 253 | 99.6 | 52.20 | 54.70 | 36.20 | 52.2 | 48.6 | Met Target |
| Non-Economically Disadvantaged Students | 53 | 100.0 | 62.30 | 65.00 | 65.80 | 62.3 | | |
| Students with Disabilities | 31 | 97.0 | 22.60 | * | 20.50 | 22.6 | 13.5 | Met Target |
| Students without Disabilities | 275 | 100.0 | 57.50 | * | 61.90 | 57.5 | | |
| English Learners | 46 | 100.0 | 23.90 | * | 25.20 | 23.9 | 16.3 | Met Target |
| Non-English Learners | 260 | 99.6 | 59.20 | * | 57.40 | 59.2 | | |
| 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 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 | 94 | 744 | 741 | 749 | 17% | 16% | 26% | 30% | 12% | 42% | 50% |
| White | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Hispanic | 84 | 742 | 740 | 734 | 19% | * | 25% | 29% | * | 39% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Female | 41 | 739 | 741 | 754 | * | * | * | 27% | * | 37% | 55% |
| Male | 53 | 749 | 742 | 745 | * | * | * | 32% | * | 45% | 46% |
| Economically Disadvantaged Students | 80 | 740 | * | 731 | * | 19% | * | * | * | 38% | 31% |
| Non-Economically Disadvantaged Students | 14 | 771 | * | 762 | * | 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 | 91 | 763 | 750 | 753 | * | * | 18% | 41% | 25% | 66% | 56% |
| White | * | * | * | 762 | * | * | * | * | * | * | 67% |
| Hispanic | 75 | 759 | 749 | 740 | * | * | 19% | 39% | 24% | 63% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 46 | 768 | 753 | 758 | * | * | * | 48% | 26% | 74% | 61% |
| Male | 45 | 758 | 748 | 749 | * | * | * | 33% | 24% | 58% | 51% |
| Economically Disadvantaged Students | 71 | 762 | 749 | 737 | * | * | * | * | * | 65% | 36% |
| Non-Economically Disadvantaged Students | 20 | 765 | 755 | 764 | * | * | * | * | * | 70% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 58 | 749 | 755 | 756 | * | * | 22% | 53% | * | 57% | 59% |
| White | * | * | * | 763 | * | * | * | * | * | * | 69% |
| Hispanic | 48 | 748 | 755 | 743 | * | * | 23% | 52% | * | 56% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 27 | 750 | 758 | 761 | * | * | * | 56% | * | 59% | 66% |
| Male | 31 | 748 | 752 | 750 | * | * | * | 52% | * | 55% | 53% |
| Economically Disadvantaged Students | 46 | 747 | 754 | 740 | * | * | * | * | * | 57% | 40% |
| Non-Economically Disadvantaged Students | 12 | 755 | 759 | 765 | * | * | * | * | * | 58% | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



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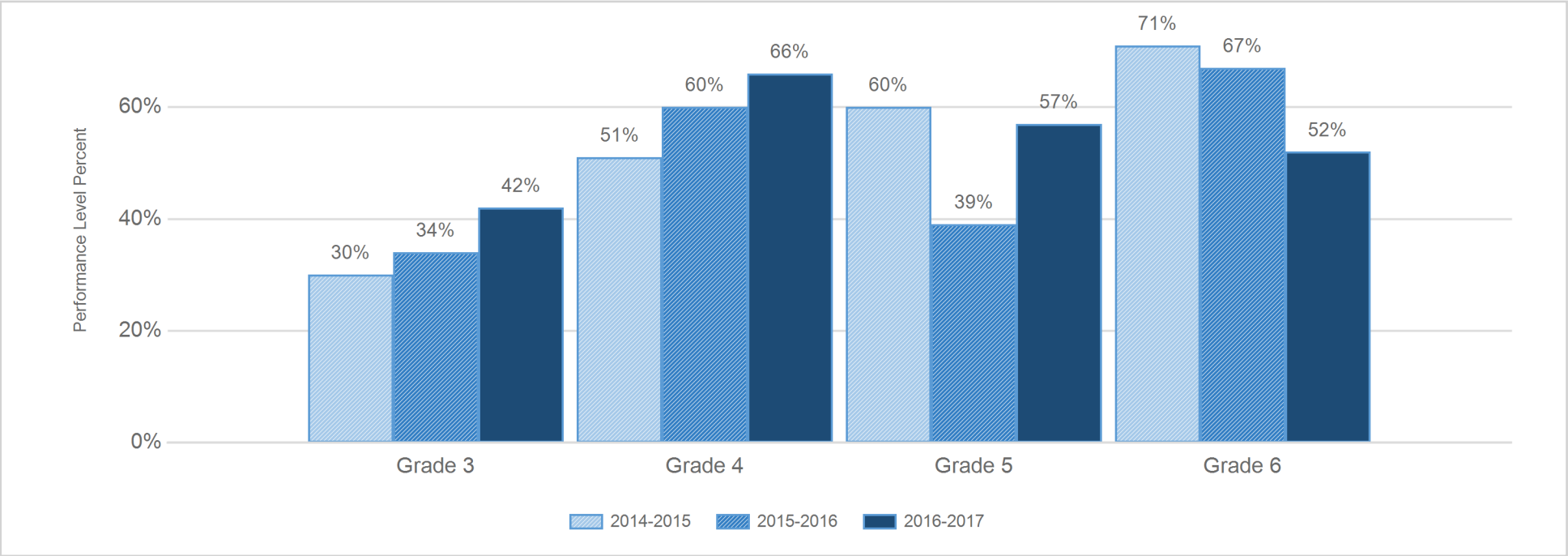
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 58 | 747 | 755 | 752 | * | * | 33% | 47% | * | 52% | 54% |
| White | * | * | * | 758 | * | * | * | * | * | * | 63% |
| Hispanic | 52 | 747 | 754 | 740 | * | * | 29% | 48% | * | 54% | 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 | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Female | 30 | 751 | 759 | 758 | * | * | * | 53% | * | 60% | 61% |
| Male | 28 | 744 | 751 | 746 | * | * | * | 39% | * | 43% | 46% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | * | * | * | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | * | * | 758 | * | * | * | * | * | * | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |

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 | 336 | 99.7 | 47.90 | 43.00 | 43.50 | 47.9 | 50.8 | Met Target† |
| White | 15 | 100.0 | 73.30 | * | 52.40 | 73.3 | ** | ** |
| Hispanic | 294 | 100.0 | 44.60 | 41.20 | 27.60 | 44.6 | 49.4 | Met Target† |
| Black or African American | 14 | 93.3 | 71.40 | 40.00 | 21.70 | 69.9 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100.0 | 69.30 | 76.00 | 75.60 | 69.3 | ** | ** |
| American Indian or Alaska Native | N | N | N | N | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | * | 44.90 | N | ** | ** |
| Female | 158 | 99.4 | 41.80 | 42.30 | 44.10 | 41.8 | | |
| Male | 178 | 100.0 | 53.40 | 43.50 | 42.90 | 53.4 | | |
| Economically Disadvantaged Students | 283 | 99.7 | 44.90 | 41.30 | 25.10 | 44.9 | 49.1 | Met Target† |
| Non-Economically Disadvantaged Students | 53 | 100.0 | 64.20 | 48.60 | 54.30 | 64.2 | | |
| Students with Disabilities | 31 | 97.0 | 35.50 | * | 16.50 | 35.5 | 23 | Met Target |
| Students without Disabilities | 305 | 100.0 | 49.20 | * | 48.80 | 49.2 | | |
| English Learners | 76 | 100.0 | 15.80 | * | 23.30 | 15.8 | 16.3 | Met Target† |
| Non-English Learners | 260 | 99.6 | 57.30 | * | 45.20 | 57.3 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| 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 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 | 104 | 743 | 749 | 751 | * | 28% | 27% | 30% | * | 39% | 53% |
| White | * | * | * | 759 | * | * | * | * | * | * | 63% |
| Hispanic | 94 | 741 | 747 | 738 | * | 30% | 28% | 28% | * | 36% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Female | 47 | 739 | 749 | 751 | * | 40% | 26% | * | * | 30% | 52% |
| Male | 57 | 747 | 749 | 751 | * | 18% | 28% | * | * | 47% | 53% |
| Economically Disadvantaged Students | 90 | 740 | * | 736 | * | * | * | * | * | 34% | 34% |
| Non-Economically Disadvantaged Students | 14 | 763 | * | 761 | * | * | * | * | * | 71% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | 19 | 713 | 717 | 724 | * | * | * | * | * | 11% | 21% |
| Non-English Learners | 85 | 750 | 752 | 753 | * | * | * | * | * | 46% | 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 | 106 | 749 | 744 | 747 | 11% | 11% | 26% | 40% | 11% | 51% | 47% |
| White | * | * | * | 755 | * | * | * | * | * | * | 59% |
| Hispanic | 90 | 745 | 742 | 734 | 13% | * | 29% | 38% | * | 46% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 51 | 755 | 746 | 747 | * | * | * | 39% | * | 49% | 47% |
| Male | 55 | 744 | 742 | 747 | * | * | * | 40% | * | 53% | 48% |
| Economically Disadvantaged Students | 86 | 747 | 743 | 732 | * | * | * | * | * | 48% | 27% |
| Non-Economically Disadvantaged Students | 20 | 757 | 748 | 757 | * | * | * | * | * | 65% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | 23 | 712 | 720 | 716 | * | * | * | * | 0% | 13% | 12% |
| Non-English Learners | 83 | 760 | 747 | 749 | * | * | * | * | 15% | 61% | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 744 | 749 | 747 | * | 15% | 19% | 48% | * | 55% | 46% |
| White | * | * | * | 754 | * | * | * | * | * | * | 57% |
| Hispanic | 59 | 742 | 749 | 735 | * | 17% | * | 49% | * | 56% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 35 | 738 | 748 | 747 | * | * | * | 37% | * | 43% | 47% |
| Male | 34 | 750 | 749 | 746 | * | * | * | 59% | * | 68% | 46% |
| Economically Disadvantaged Students | 57 | 742 | 747 | 732 | * | 18% | * | * | * | 54% | 27% |
| Non-Economically Disadvantaged Students | 12 | 755 | 754 | 756 | * | 0% | * | * | * | 58% | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | 17 | 693 | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | 52 | 761 | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



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Mathematics Assessment - Performance by Grade: Grade 6**

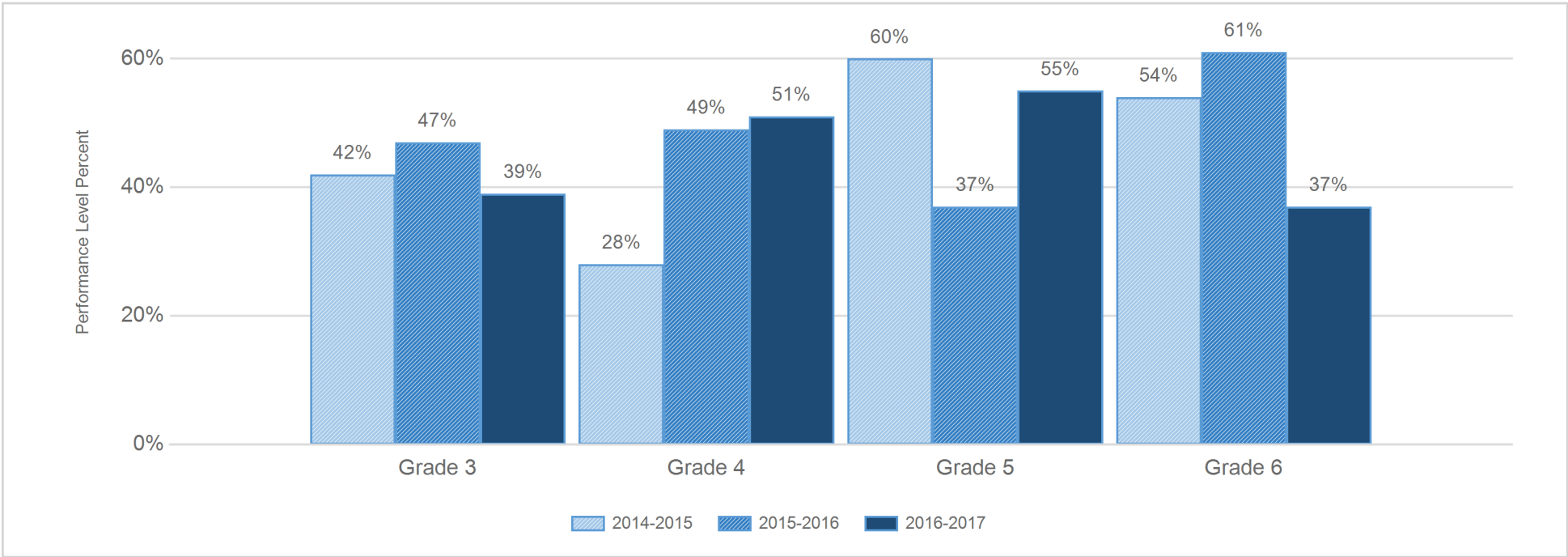
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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 | 67 | 737 | 745 | 743 | * | 16% | 33% | 36% | * | 37% | 44% |
| White | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Hispanic | 61 | 735 | 744 | 731 | * | 18% | 34% | 33% | * | 33% | 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 | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 34 | 740 | 746 | 745 | * | * | * | 38% | * | 38% | 45% |
| Male | 33 | 735 | 744 | 742 | * | * | * | 33% | * | 36% | 43% |
| Economically Disadvantaged Students | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | * | * | * | 752 | * | * | * | * | * | * | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | 13 | 697 | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | 54 | 747 | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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

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 |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | * | * |
| 5 | * | * |
| 6 | * | * |

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 | 80 | * | * |
| 2 | 30 | * | * |
| 3 | 19 | * | * |
| 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.

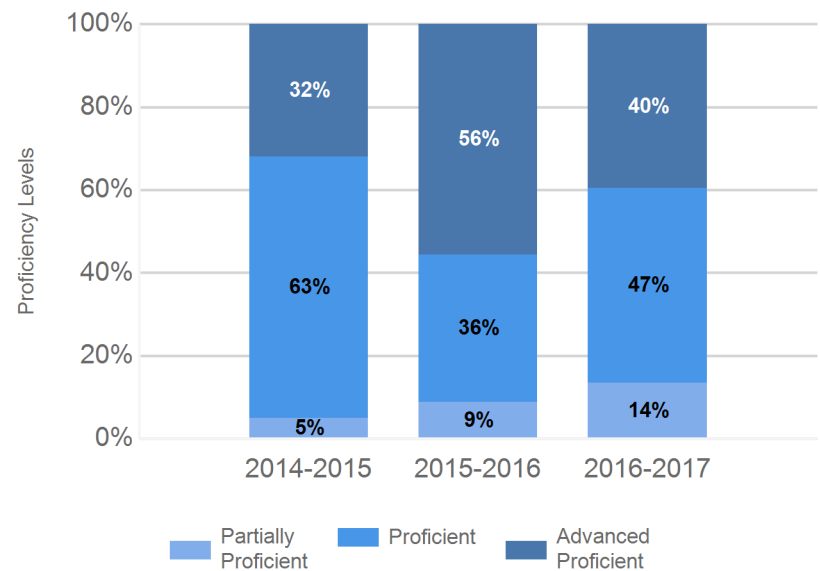
NJASK Science Assessment Performance: Grade 4

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 | 40% | 47% | 14% |
| White | * | N | N |
| Hispanic | 34% | 51% | * |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | N |
| Economically Disadvantaged Students | 36% | 49% | 14% |
| Students with Disabilities | * | * | * |
| English Learners | 19% | 38% | 44% |

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 67 | 60 | 50 | Exceeds Target | 73 | 55 | 50 | Exceeds Target |
| White | * | 50 | 50 | ** | * | 46 | 52 | ** |
| Hispanic | 67 | 60 | 49 | Exceeds Target | 75.5 | 55 | 47 | Exceeds Target |
| Black or African American | 66 | 53 | 45 | ** | 64 | 56 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 65 | 60 | ** | * | 68 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | 69 | 60 | 47 | Exceeds Target | 76 | 55 | 46 | Exceeds Target |
| Students with Disabilities | 44.5 | 44 | 41 | ** | 60 | 37 | 43 | ** |
| English Learners | 47.5 | 59 | 53 | ** | 63 | 65 | 51 | Exceeds Target |

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



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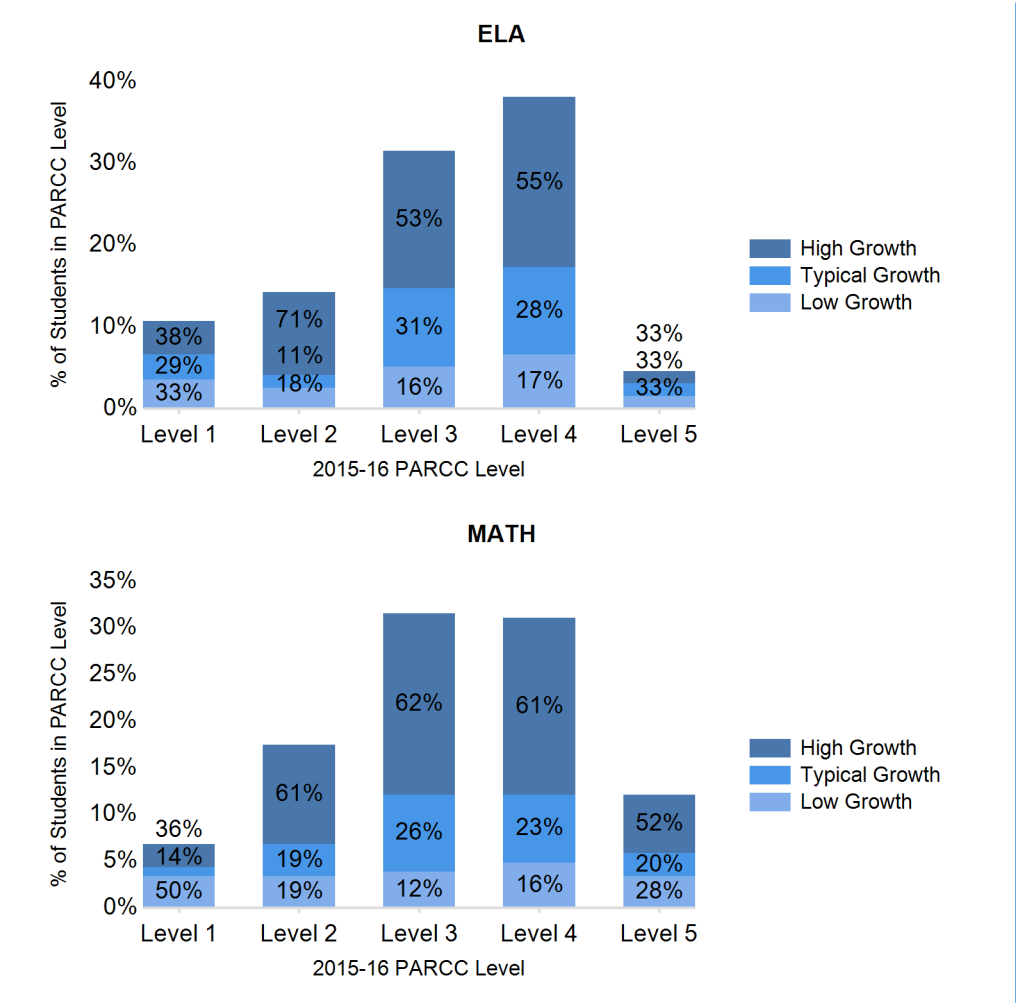
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

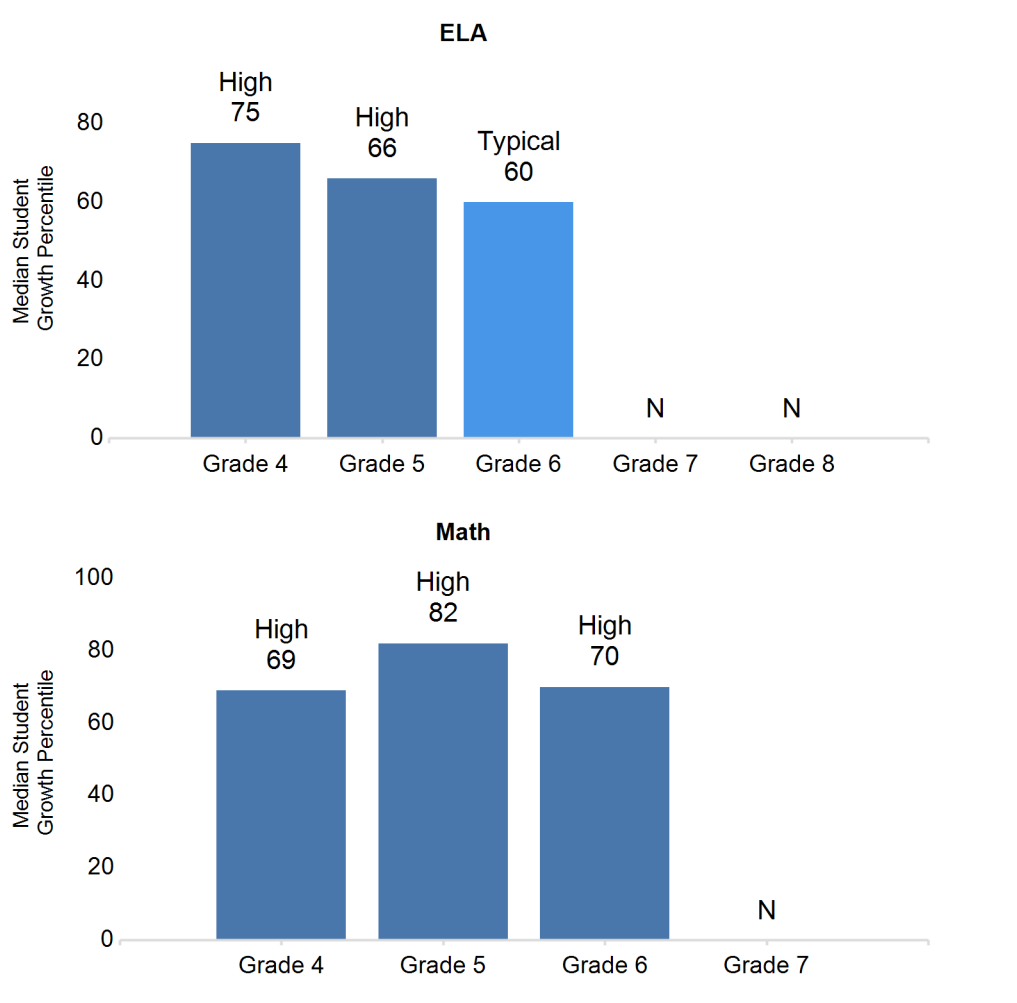
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

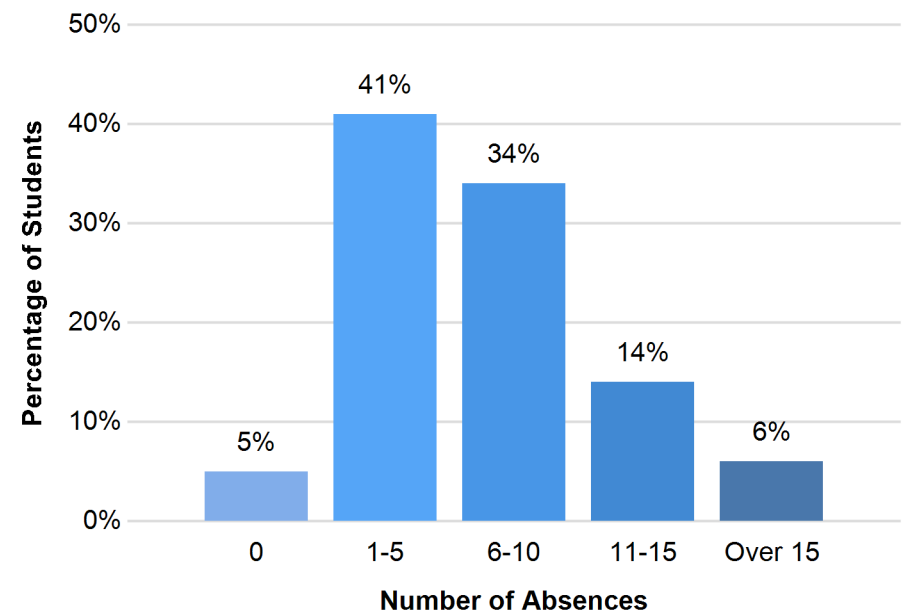
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 5.10 | 8.30 | Met Target |
| White | 0 | 8.30 | Met Target |
| Hispanic | 5.30 | 8.30 | Met Target |
| Black or African American | 4.20 | 8.30 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 4.80 | 8.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 5.00 | 8.30 | Met Target |
| Students with Disabilities | 10.10 | 8.30 | Not Met |
| English Learners | 7.10 | 8.30 | Met Target |

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

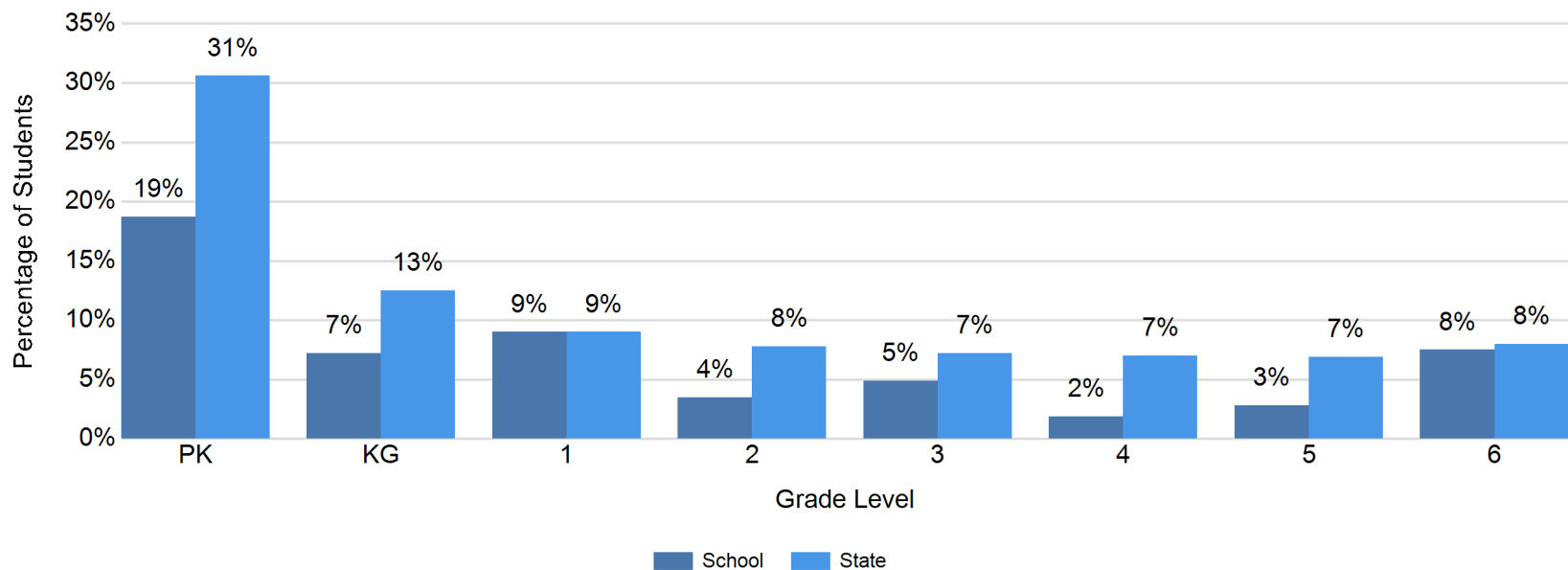
Days Absent

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



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 | 8:15AM |
| Typical End Time | 2:40PM |
| Length of School Day | 6 Hrs 25 Mins |
| Full Time - Instructional Time | 5 Hrs. 50 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 3 |
| Incidents Per 100 Students Enrolled | 0.43 |

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 | 0.4% |
| 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 | 61.1 kbps | 100 kbps | No | 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) | \$824 | \$10,101 | \$10,925 |



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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 | 46 | 120,724 |
| Average years experience in public schools | 14.8 | 11.8 |
| Average years experience in district | 12.1 | 10.5 |
| Teachers in district for 4 or more years | 85% | 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 | 19 | 9,506 |
| Average years experience in public schools | 20.9 | 15.9 |
| Average years experience in district | 15.1 | 11.6 |
| Administrators in district for 4 or more years | 84% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 15:1 | 15:1 |
| Administrators | 117:1 | 172:1 |
| Librarian/Media Specialists | | 1638:1 |
| Nurses | | 819:1 |
| Counselors | | 546:1 |
| Child Study Team | | 468:1 |



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 80% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 90% | 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 | 48.2 | 17.5% |
| Mathematics Proficiency | 58.6 | 17.5% |
| English Language Arts Growth | 95.9 | 25.0% |
| Mathematics Growth | 97.6 | 25.0% |
| Chronic Absenteeism | 71.8 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 77.8 |
| Summative Rating: Percentile rank of Summative Score | | 87.9 |
| 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 | 77.8 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Exceeds Target | No |
| White | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Hispanic | 85.7 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Exceeds Target | No |
| Black or African American | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 92.8 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Exceeds Target | No |
| Students with Disabilities | ** | ** | No | Met Target | Met Target | Not Met | ** | ** | No |
| English Learners | 55.9 | 11.9 | No | Met Target | Met Target† | Met Target | ** | Exceeds Target | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---------------------------------------|-----------------------|--|
| Principal: | Mr. Pandolfo | Email Address: | ppandolfo@dover-nj.org |
| Address: | 51 HIGHLAND AVENUE DOVER, NJ 07801 | Website: | http://dover-nj.org/nde/ |
| Phone: | (973)989-2020 | | |

School Narrative

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

| | |
|---|---|
|  Highlights: | <ul style="list-style-type: none"> • Interactive Promethean Boards are in every classroom to enhance a 21st Century blended learning approach to instruction. • Student usage of technology is inclusive of MacBook Airs, iPads, and Kindles. • The G&T program provides enrichment to address students who have displayed an academic penchant for learning. |
|  Mission, Vision, Theme: | <p>North Dover School is a place where students, teachers, parents and community members work collaboratively to provide an optimum and productive learning environment in order for students to achieve their maximum potential. North Dover School reflects the pluralistic population of dynamic Dover. Making cultural connections that celebrate diversity are weaved within the fabric of the school. Achievement focuses on each student's talents and individual growth to foster a love of learning.</p> |





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| | |
|--|---|
|  Courses, Curriculum, Instruction: | To address the varied learning styles of our students, North Dover teachers implement current empirically proven instructional strategies in conjunction with a blended learning approach that allows our teachers to differentiate. The Interactive Promethean Board that adorns every classroom is a 21st century tool that allows for various modalities of instruction inclusive of a plethora of teacher-made flipcharts that keep students on-task and truly actively engaged throughout each lesson. |
|  Before and After School Programs: | Title One Extended Day programs include students in grades one through six working in small groups after school scaffolding classroom concepts. In addition, Saturday morning classes that take place in the winter focus on students augmenting their critical thinking skills as they prepare to take the PARCC assessment. After school child care, Project Safe, sponsored by Morristown Neighborhood House, uses the facilities to provide parents an option with after school support. |







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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>North Dover teachers are as talented as they are kind. Our teachers participate in numerous professional development opportunities that not only include content-based learning, but workshops that focus on the SAMR model of instructional technology. Teachers also use common planning periods to collaborate on best practices so vertical and horizontal articulation create a ubiquity of synergy throughout the school. Every teacher uses multiple sources of data in creating and participating in a PLC.</p> |
|  <p>Student Supports and Services:</p> | <p>North Dover houses the district Bilingual classes at every grade level, K-6. Instruction takes place in both English and Spanish. ESL instruction is also provided to further bridge the gap to English acquisition. A PLD class, a Resource Room, and mainstreamed special education students have their CST case manager on site. Speech OT, and PT are also services that support IEPs. The I&RS committee handles referrals and suggests interventions for struggling regular education students.</p> |
|  <p>Student Health and Wellness:</p> | <p>All students are instructed in Physical Education and Health and receive recess. Cafeteria programs include free or reduced breakfast and lunch for those that are eligible. The cafeteria also has secured a grant that supports distributing healthy snacks such as fruits and vegetables to all students during the school day. The cafeteria also encourages healthy eating habits by offering multi-flavored "Tiger Juice" on various days that consist of freshly "squeezed" fruits and vegetables.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Our Parent Advisory Council meets at specific points in the year to discuss parent concerns about our school and/or offer suggestions to enhance the academic experiences of our children. Our PTA works tirelessly to provide financial support for programs. Partnership with the community include Costco and Home Depot. Throughout the year parents attend many events including American Education Week Classroom Visitations, Family Fun Nights, various Title I events, and Read Across America.</p> |



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| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | <p>North Dover School's original building was erected in 1954 which included 14 classrooms and a multi-purpose room that was used as a gym and a cafeteria. In 1994, renovations included a media center, which houses the school's computer lab, and two new classrooms. In 1999, a major renovation included 20 new air conditioned classrooms, a cafeteria, and an art room. The first floor of the two floor addition included classrooms specifically designed for Kindergarten and Pre-Kindergarten.</p> |
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School Narrative

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

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| <div>  <div>Other Information:</div> </div> | <p>North Dover houses an academic Pre-K program that focuses students on kindergarten readiness. School schedules across all grade levels are embedded with large blocks of uninterrupted instructional time that focus on segmented cross-curricular content that infuses math and ELA learning strategies. The extensive iMAC computer section in our media center, our multiple mobile MacBook Air carts, as well as the use of iPad carts are the anchor for student technology usage. In fact, this year all students in grades 3-6 will be assigned their own computer for school usage. Every classroom is equipped with Internet connection for educational use for staff and students. Kindles are used in grades 4-6 to promote the joy of reading over the summer as well as an instructional tool during the school year. Personal MACBook Air laptops are provided to all teachers for their professional use as well as to drive their use of the interactive board in their classroom. Our school reinforces our commitment to maintaining good communication links between school and families by sending home weekly bilingual menugrams; encouraging families to consult our district and school's webpages for timely school information and utilizing emails to encourage teacher/parent dialogues regarding students' progress and/or parental questions or concerns. Multifarious positive assertive discipline plans in each classroom promote an atmosphere of benevolent behavior where students are able to collaborate to exchange ideas and still focus on the concept of self-responsibility. Kindness and respect to all is the foundation of the school's soul.</p> |
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