




Franklin Elementary School
2016-2017
Grade Span PK-06

39-4290-080
UNION
RAHWAY CITY
1809 ST GEORGES AVE
RAHWAY, NJ 07065-2003

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	32	34
KG	95	92	75
1	101	95	92
2	98	98	103
3	80	96	100
4	87	80	101
5	67	83	75
6	91	70	88
Ungraded	0	0	0
Total	652	646	668

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	49%	49%
Male	54%	52%	51%
Economically Disadvantaged Students	67%	66%	65%
Students with Disabilities	11%	11%	11%
English Learners	15%	21%	21%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	56.4%
Black or African American	26.6%
White	12.0%
Asian	2.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	33	32	34
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	92	92	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
English	61.7%
Spanish	32.0%
Polish	1.3%
Other	4.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	363	97.5	44.90	40.70	54.90	44.9	45.1	Met Target†
White	43	89.8	51.20	51.30	63.90	48.3	43.1	Met Target
Hispanic	193	98.6	42.50	40.10	39.80	42.5	42.9	Met Target†
Black or African American	110	98.3	44.50	35.10	35.20	44.5	43.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	165	97.8	51.50	49.70	62.20	51.5		
Male	198	97.2	39.40	32.80	48.10	39.4		
Economically Disadvantaged Students	237	97.3	41.40	35.10	36.20	41.4	43.5	Met Target†
Non-Economically Disadvantaged Students	126	97.8	51.50	48.50	65.80	51.5		
Students with Disabilities	84	95.5	13.10	11.30	20.50	13.1	12.6	Met Target
Students without Disabilities	279	98.0	54.50	47.50	61.90	54.5		
English Learners	98	98.1	35.70	*	25.20	35.7	34.6	Met Target
Non-English Learners	265	97.2	48.30	*	57.40	48.3		
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 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	93	737	736	749	*	18%	39%	26%	*	29%	50%
White	14	749	*	759	*	*	*	*	*	36%	61%
Hispanic	53	735	735	734	*	*	36%	26%	*	30%	35%
Black or African American	23	731	728	731	*	*	*	*	0%	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	750	743	754	*	*	40%	33%	*	40%	55%
Male	53	727	731	745	*	*	38%	21%	*	21%	46%
Economically Disadvantaged Students	59	730	727	731	*	*	41%	*	*	20%	31%
Non-Economically Disadvantaged Students	34	748	748	762	*	*	35%	*	*	44%	63%
Students with Disabilities	15	719	713	720	*	*	*	*	*	13%	24%
Students without Disabilities	78	740	740	755	*	*	*	*	*	32%	55%
English Learners	20	713	712	709	*	*	*	*	*	10%	11%
Non-English Learners	73	743	740	752	*	*	*	*	*	34%	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	108	743	744	753	*	18%	29%	39%	*	44%	56%
White	12	740	*	762	*	*	*	*	0%	50%	67%
Hispanic	54	739	743	740	*	22%	26%	35%	*	39%	40%
Black or African American	34	744	740	737	*	*	38%	38%	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	47	743	745	758	*	*	34%	38%	*	40%	61%
Male	61	743	743	749	*	*	25%	39%	*	46%	51%
Economically Disadvantaged Students	63	738	737	737	*	*	27%	33%	*	37%	36%
Non-Economically Disadvantaged Students	45	750	752	764	*	*	31%	47%	*	53%	69%
Students with Disabilities	20	707	711	725	*	*	*	*	*	*	25%
Students without Disabilities	88	751	750	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	745	744	756	*	20%	25%	43%	*	46%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	49	740	742	743	*	22%	20%	39%	*	43%	44%
Black or African American	27	748	*	740	0%	*	*	44%	0%	44%	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	*	*	*	757	*	*	*	*	*	*	60%
Female	41	753	751	761	*	*	24%	49%	*	56%	66%
Male	43	737	739	750	*	*	26%	37%	*	37%	53%
Economically Disadvantaged Students	57	742	740	740	*	*	*	46%	*	47%	40%
Non-Economically Disadvantaged Students	27	751	750	765	*	*	*	37%	*	44%	71%
Students with Disabilities	21	720	*	725	*	*	*	*	*	*	22%
Students without Disabilities	63	753	*	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	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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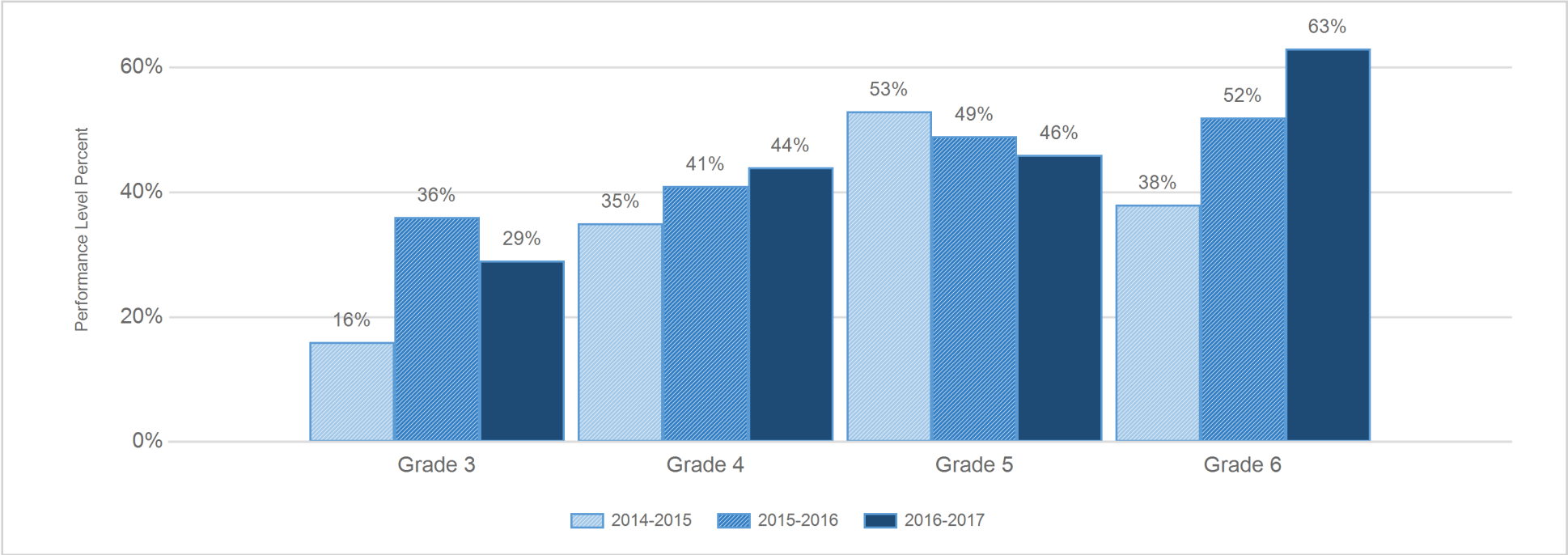
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	87	758	754	752	*	*	23%	51%	13%	63%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	46	757	755	740	*	*	22%	52%	*	63%	38%
Black or African American	26	757	*	736	0%	*	*	58%	*	69%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	47	763	762	758	*	*	*	51%	*	68%	61%
Male	40	751	747	746	*	*	*	50%	*	58%	46%
Economically Disadvantaged Students	59	754	749	737	*	*	*	46%	*	58%	34%
Non-Economically Disadvantaged Students	28	765	761	761	*	*	*	61%	*	75%	65%
Students with Disabilities	16	719	721	722	*	*	*	*	*	*	17%
Students without Disabilities	71	766	760	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	87	758	754	753	*	*	23%	51%	13%	63%	*
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	368	98.0	28.80	26.10	43.50	28.8	37.3	Not Met
White	44	91.8	36.40	*	52.40	35.1	40.2	Met Target†
Hispanic	195	98.6	29.20	27.30	27.60	29.2	35.1	Not Met
Black or African American	111	99.1	22.50	*	21.70	22.5	34.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	166	97.8	29.50	*	44.10	29.5		
Male	202	98.1	28.20	*	42.90	28.2		
Economically Disadvantaged Students	239	97.7	26.80	*	25.10	26.8	33.3	Not Met
Non-Economically Disadvantaged Students	129	98.6	32.60	*	54.30	32.6		
Students with Disabilities	85	96.6	*	*	16.50	*	9.7	Met Target†
Students without Disabilities	283	98.4	*	*	48.80	*		
English Learners	102	99.1	21.60	*	23.30	21.6	25.9	Met Target†
Non-English Learners	266	97.6	31.60	*	45.20	31.6		
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		

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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	95	736	740	751	*	16%	44%	31%	*	31%	53%
White	15	735	*	759	*	*	*	*	0%	33%	63%
Hispanic	54	737	740	738	*	*	44%	35%	0%	35%	37%
Black or African American	23	732	733	733	*	*	48%	*	0%	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	41	740	742	751	*	*	46%	34%	0%	34%	52%
Male	54	733	738	751	*	*	43%	28%	0%	28%	53%
Economically Disadvantaged Students	59	736	735	736	*	*	41%	32%	0%	32%	34%
Non-Economically Disadvantaged Students	36	736	746	761	*	*	50%	28%	0%	28%	65%
Students with Disabilities	16	719	719	729	*	*	*	*	*	19%	29%
Students without Disabilities	79	740	742	755	*	*	*	*	*	33%	57%
English Learners	21	733	731	724	*	*	52%	*	*	19%	21%
Non-English Learners	74	737	741	753	*	*	42%	*	*	34%	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	108	736	738	747	9%	22%	40%	29%	0%	29%	47%
White	12	739	*	755	*	*	*	*	0%	25%	59%
Hispanic	54	736	738	734	*	24%	33%	32%	*	32%	30%
Black or African American	34	732	732	729	*	29%	38%	*	0%	24%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	47	731	736	747	*	*	49%	*	*	19%	47%
Male	61	740	739	747	*	*	33%	*	*	36%	48%
Economically Disadvantaged Students	63	730	731	732	*	*	32%	24%	*	24%	27%
Non-Economically Disadvantaged Students	45	745	746	757	*	*	51%	36%	*	36%	61%
Students with Disabilities	20	709	713	724	*	*	*	*	*	*	22%
Students without Disabilities	88	742	742	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	727	732	747	12%	36%	35%	18%	0%	18%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	50	723	731	735	*	42%	24%	*	0%	18%	30%
Black or African American	28	728	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	41	730	733	747	*	39%	29%	*	*	24%	47%
Male	46	724	731	746	*	33%	39%	*	*	13%	46%
Economically Disadvantaged Students	59	725	730	732	*	*	31%	*	*	17%	27%
Non-Economically Disadvantaged Students	28	732	736	756	*	*	43%	*	*	21%	59%
Students with Disabilities	21	713	*	725	*	*	*	*	*	*	19%
Students without Disabilities	66	732	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance 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	87	740	740	743	*	17%	35%	36%	*	40%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	46	739	740	731	*	*	37%	33%	*	37%	27%
Black or African American	26	739	*	724	*	*	*	*	*	39%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	47	742	742	745	*	*	32%	43%	*	47%	45%
Male	40	737	738	742	*	*	38%	28%	*	33%	43%
Economically Disadvantaged Students	59	737	737	728	*	*	*	25%	*	31%	24%
Non-Economically Disadvantaged Students	28	746	744	752	*	*	*	57%	*	61%	56%
Students with Disabilities	16	711	714	717	*	*	*	*	*	*	13%
Students without Disabilities	71	746	745	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	87	740	740	745	*	17%	35%	36%	*	40%	*
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.

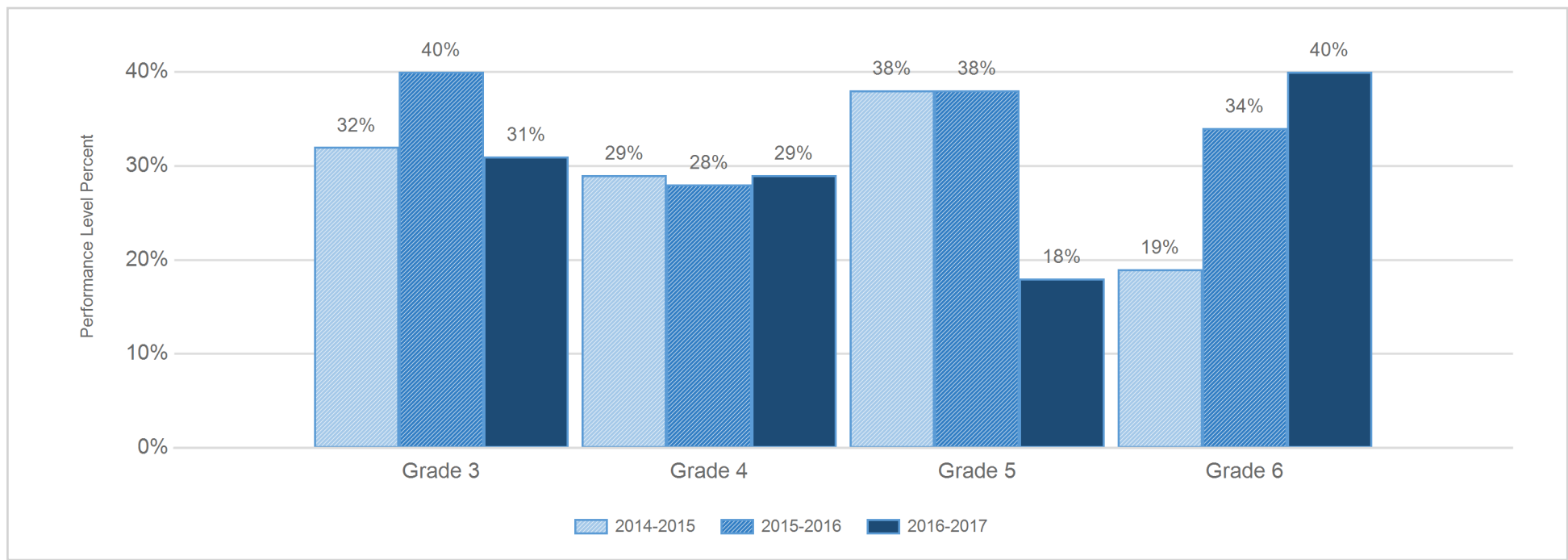


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Mathematics Assessment – Performance Trends

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
3	*	*
4	N	N
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	22	*	*
2	28	82.1%	17.9%
3	29	89.7%	10.3%
4	21	*	*
5+	23	82.6%	17.4%

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



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This section shows 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.

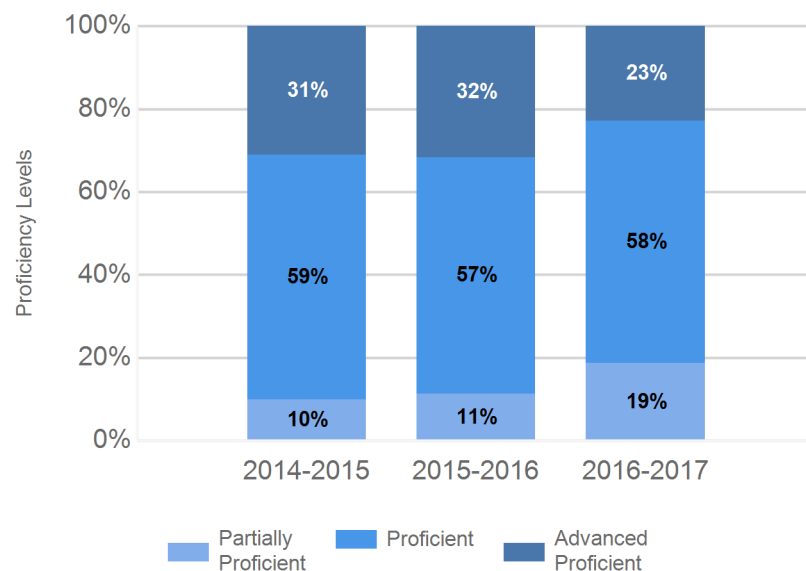
NJASK Science Assessment Performance: Grade 4

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	23%	58%	19%
White	18%	82%	N
Hispanic	18%	65%	18%
Black or African American	31%	38%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	16%	56%	27%
Students with Disabilities	N	63%	38%
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	57	43	50	Met Target	40	38	50	Met Target
White	52.5	*	50	Met Target	38.5	*	52	Not Met
Hispanic	62.5	48	49	Exceeds Target	39	40	47	Not Met
Black or African American	48	40	45	Met Target	44	38.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	39.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	33	51	**	*	39.5	52	**
Economically Disadvantaged	58	44	47	Met Target	38	38	46	Not Met
Students with Disabilities	34	35	41	Not Met	37	34	43	Not Met
English Learners	58.5	49	53	Met Target	32	35.5	51	Not Met

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



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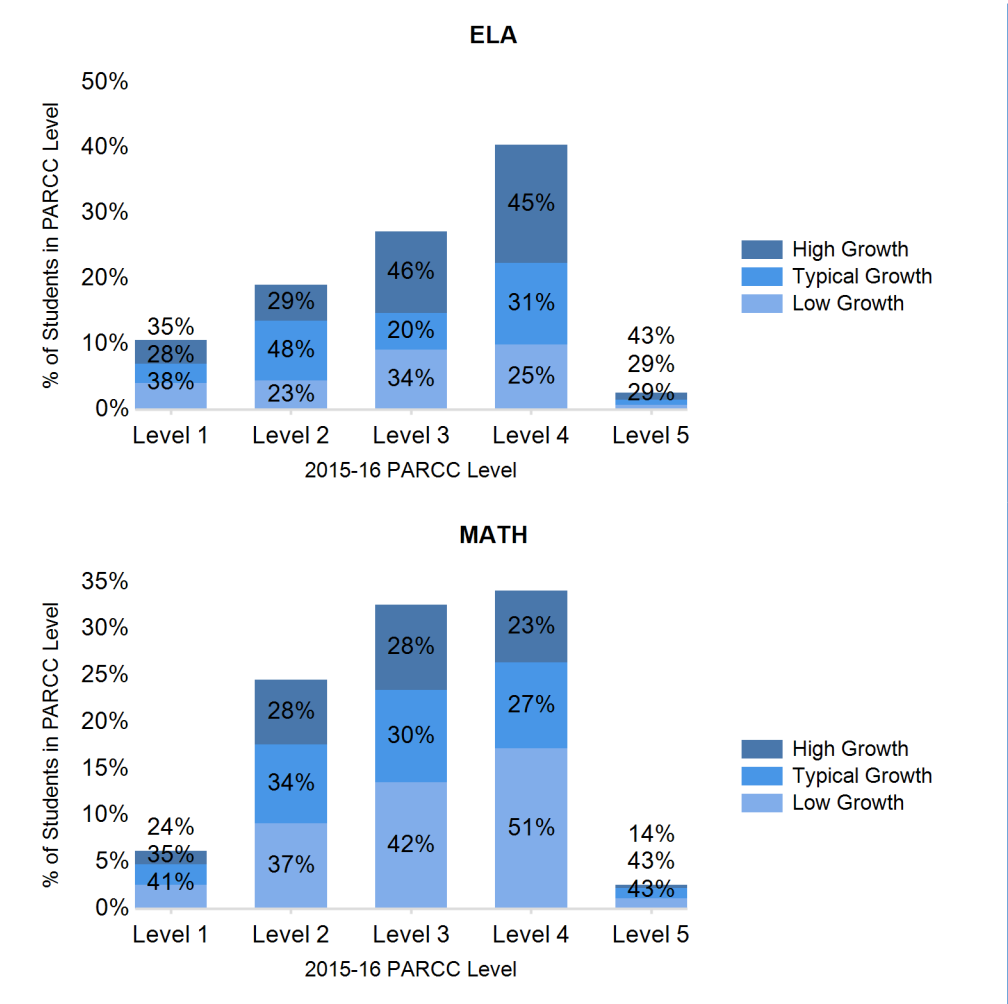
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

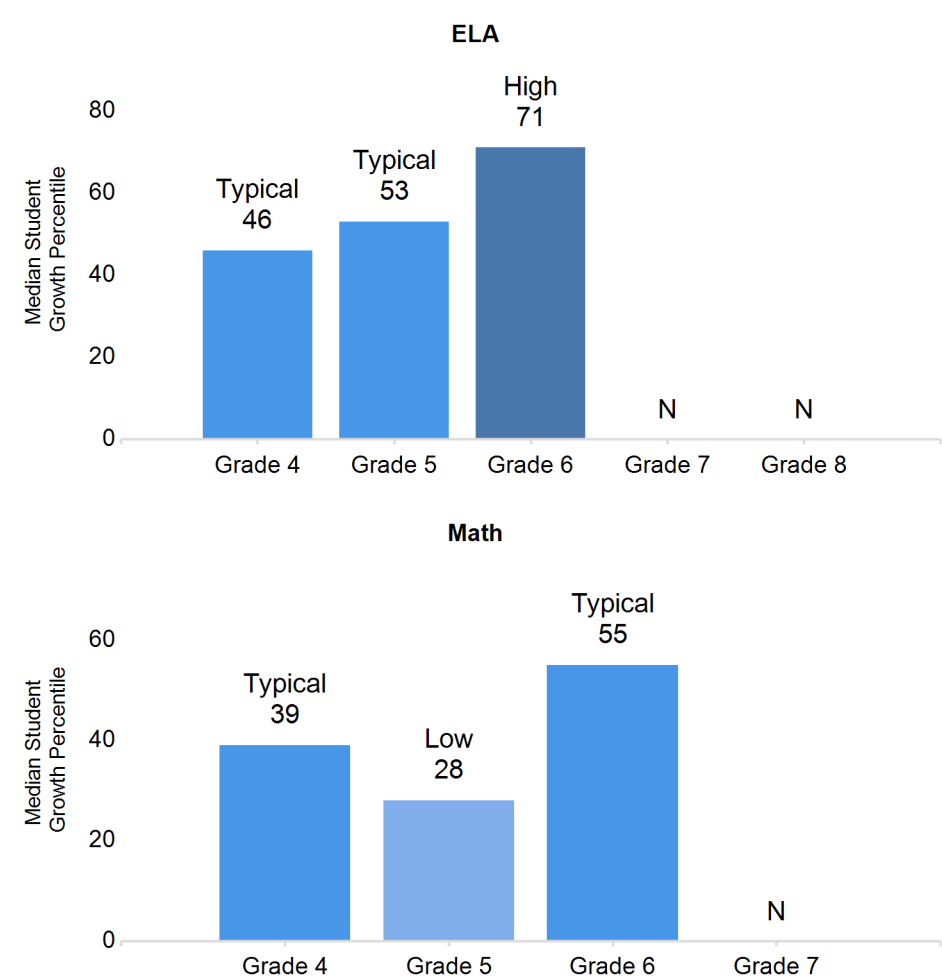
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

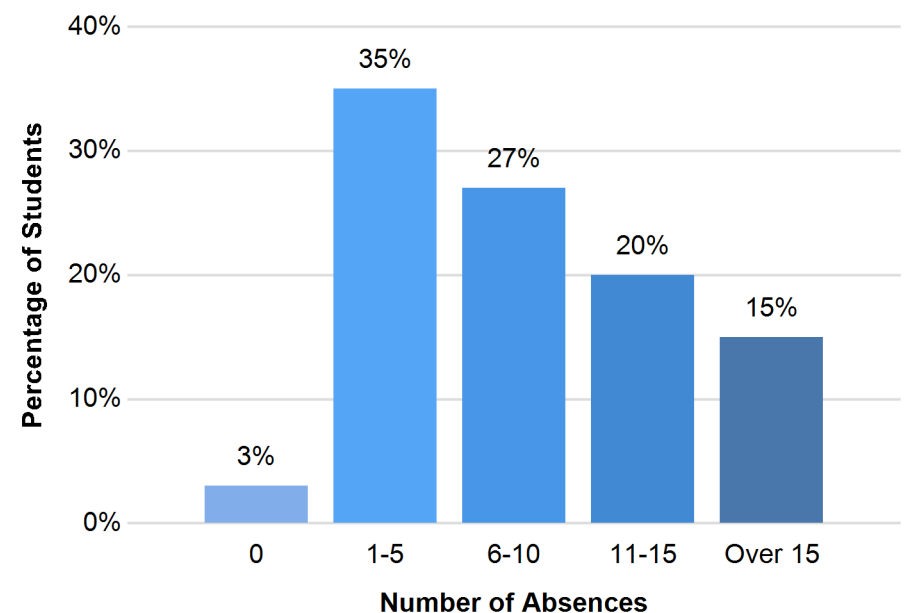
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.00	8.30	Not Met
White	14.30	8.30	Not Met
Hispanic	11.30	8.30	Not Met
Black or African American	5.70	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.70	8.30	Not Met
Students with Disabilities	10.10	8.30	Not Met
English Learners	10.50	8.30	Not Met

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

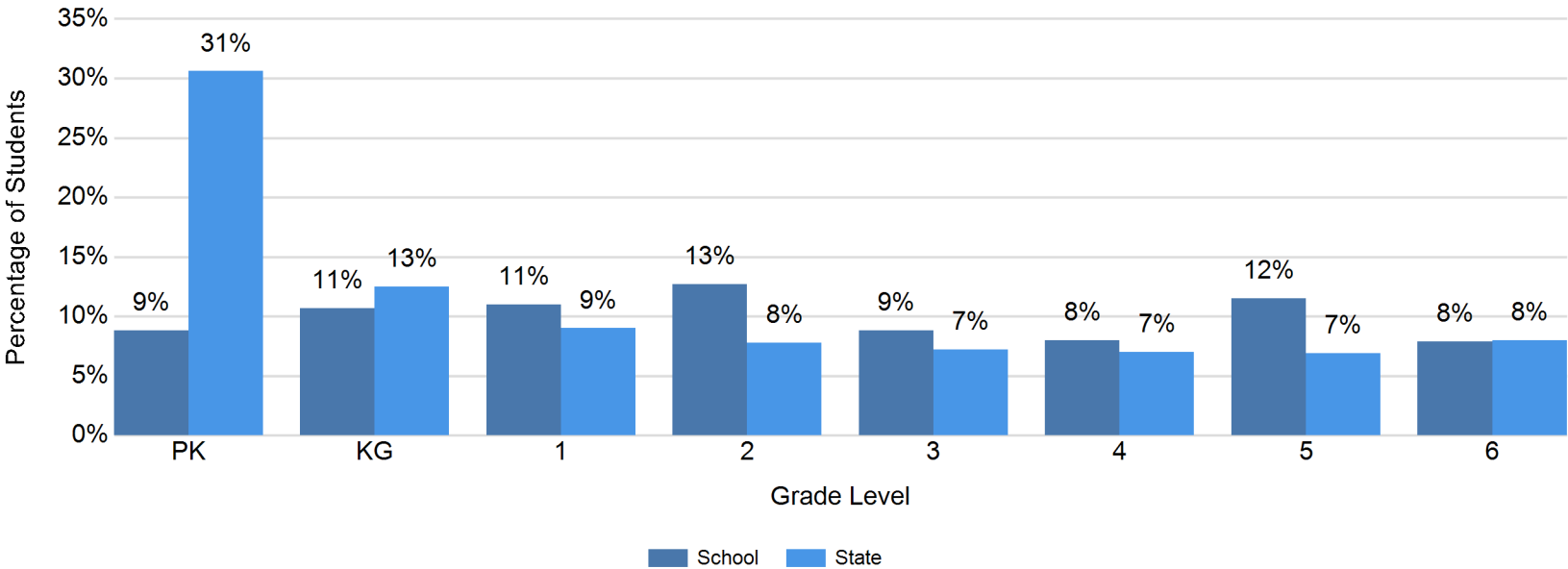
Days Absent

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	8:35AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 7 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	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.05

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	0.6%
Out-of-School Suspensions	3.0%
Any Suspension	3.6%

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	3.8:1	261.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$526	\$14,239	\$14,765



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	49	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	12.3	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	14.8	11.6
Administrators in district for 4 or more years	96%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	334:1	160:1
Librarian/Media Specialists		766:1
Nurses		638:1
Counselors		479:1
Child Study Team		239:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	32.5	17.5%
Mathematics Proficiency	21.4	17.5%
English Language Arts Growth	69.9	25.0%
Mathematics Growth	17.7	25.0%
Chronic Absenteeism	27.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.4
Summative Rating: Percentile rank of Summative Score		26.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.4	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
White	21.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	49.1	11.9	No	Met Target†	Not Met	Not Met	Exceeds Target	Not Met	No
Black or African American	62.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	53.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	33.2	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	44.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No

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

† Target was met within a confidence interval.



Franklin Elementary School
2016-2017
Grade Span PK-06

39-4290-080
 UNION
 RAHWAY CITY
 1809 ST GEORGES AVE
 RAHWAY, NJ 07065-2003

School General Info

Principal:	Ms. Gavin	Email Address:	fgavin@rahway.net
Address:	1809 ST GEORGES AVE RAHWAY, NJ 07065-2003	Website:	https://www.rahway.net/franklin
Phone:	(732)396-1050		




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"> • Franklin School is happy to announce our acceptance into Franklin Covey's "Leader in Me", 7 Habits network of schools. • FES hosts events for Math, Reading & Writing nights, science fairs, a wax museum, Black History & Hispanic Heritage. • Extra-curricular: Blue and Gold, Garden, Scrabble, Crochet, Broadcasting, Art, plus Band and Strings orchestras.
Mission, Vision, Theme:	<p>FES Mission Statement: In partnership with families and community, our mission is to prepare students to meet life's challenges, become productive citizens and life-long learners. Franklin School shall provide an inclusive environment to address, accommodate and challenge the individual needs of all students. Our mission is to guide and nurture students to reach their full potential. THEME: The Leader in Me and the 7 Habits.</p>
Awards, Recognition, Accomplishments:	<p>Blue & Gold Club, our community service club, was recognized by the Rahway BOE in May of 2017. Peer Mediators trained over 30 students to help resolve conflicts. County awards include: Prevention Links Red Ribbon Poster Contest 1st, 2nd & 3rd place for 6th grade, 4th grade Dental Poster contest, the Union County Nurse's Playground Safety poster contest. State awards: Protect Me With Three (vaccinations) poster contest.</p>

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Our Pre-School uses the High Scope curriculum. Grades K-6 utilize Literacy by Design, Writers' Workshop, Math in Focus and Science FOSS programs. Special subjects include Library, Technology, Music, Art and Physical Education. Field trips are related to academics and include nature centers, farms, The Spirit of New Jersey cruise ship, the local Merchants & Drovers Tavern and Museum, arts centers and sporting events.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Students may join clubs such as Blue and Gold, Garden, Scrabble, Crochet, Broadcasting, and Art. Select Chorus, Band, Strings,and Peer Mediation are other activities available.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>The following programs are available before or after school and are located within the community: Union County YMCA (on-site at Franklin School), DASH, Pumpkin Patch, Rahway JFK Center, Rahway Day Care, Union County Dance Center and Tiger Martial Arts. Also, PAL provides a basketball league from Dec. through March in the evening.</p>







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School Narrative

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 Staff and Professional Learning:	Professional Development sessions at Franklin School have focused on: Literacy by Design, Math in Focus, Leader in Me, Intervention & Referral Services, Suicide Prevention, Orton-Gillingham, Google Docs and Linkit benchmark test results and analysis. Teachers are being trained in Orton Gillingham methods . PLCs are designed to support reading strategies, vocabulary, technology and math enrichment. Teachers develop SMART goals and work to improve academic performance.
 Student Supports and Services:	Support services include ESL, Resource services for students with IEPs and Basic Skills for students in need of Title 1 support. Franklin School houses district-wide Bilingual classes for grades K-3. Administrators facilitate I&RS meetings to determine needs for struggling students, provide modifications and appropriate resources. Counseling services are provided through a licensed clinical social worker. Safety patrols assist with entry and dismissal procedures.
 Student Health and Wellness:	Our school nurse offers lessons on dental health, nutrition, puberty, and substance awareness. The Phys. Ed. teacher works with students to develop healthy ways to have fun and stay fit. Breakfast and lunch programs provide meals that align with state nutrition guidelines.
 Parent and Community Involvement:	Franklin's Parent Teacher Association schedules monthly meetings. They provide fund raisers to enhance activities and supplement field trip and Fun Day costs. Rahway historians provide tours for 4th grade trips to the Merchants and Drivers Tavern and Museum. The Union County Arts Center, just blocks away, offers performances throughout the year.




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School Narrative

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

 <p>Facilities:</p>	<p>Franklin School is 96 years old. About 14 years ago, an Early Learning Center addition was built. Our computer lab is available once per week to each homeroom. Two cafeterias provide food services. A door monitor is assigned to monitor entry into our front hallway. Staff uses swipe cards to gain entry.</p>
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Franklin Elementary School
2016-2017
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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>At Franklin School, conscientious students, dedicated teachers, and hard-working support staff take seriously Benjamin Franklin’s words, “An investment in knowledge always pays the best interest.” Knowledge is the key to success at Franklin Elementary School. Embracing the New Jersey Student Learning Standards, teachers design motivating lessons that excite students and engage them, in all academic subjects. Instilling in every student the desire to become independent, productive, life-long learners is our goal. Building character and fostering academic excellence is our commitment.</p> <p>Academic year 2017-18 brings "The Leader in Me", a whole-school transformation model that empowers students with the skills they need to thrive in the 21st century, to Franklin School. A grant from Leader.org provides funding for training and materials for staff and students. The program provides a new definition of school greatness, represented by three overlapping circles: leadership, culture, and academics. As we begin this highly anticipated journey, starting this academic year with 4 full days of staff development and training, we invite the entire community to share our commitment to “Inspiring Greatness” and reinventing the culture of Franklin School.</p>
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Grover Cleveland Elementary School
2016-2017
Grade Span PK-06

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486 E MILTON AVE
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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



Grover Cleveland Elementary School
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Footnotes

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

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



Grover Cleveland Elementary School
2016-2017
Grade Span PK-06

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 UNION
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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	32	26	31
KG	63	55	64
1	81	62	68
2	76	76	66
3	71	79	73
4	60	75	80
5	70	64	81
6	75	68	60
Ungraded	26	34	32
Total	554	539	555

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%	46%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	64%	66%	63%
Students with Disabilities	10%	16%	15%
English Learners	12%	14%	11%
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
Black or African American	51.0%
Hispanic	32.8%
White	5.4%
Asian	3.6%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.2%
Two or More Races	6.5%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	30	26	30
PK - Full Day	0	0	1
KG - Half Day	0	0	0
KG - Full Day	64	55	64

Enrollment by Home Language

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

Home Language	% of Students
English	78.0%
Spanish	14.6%
Arabic	1.4%
Portuguese	1.3%
Other	5.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	298	99.4	33.90	40.70	54.90	33.9	40.3	Not Met
White	11	100.0	36.40	51.30	63.90	36.4	**	**
Hispanic	110	100.0	41.00	40.10	39.80	41	37.3	Met Target
Black or African American	154	98.8	26.60	35.10	35.20	26.6	39.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	18	100.0	50.00	48.30	54.90	50	N	N
Female	121	100.0	35.50	49.70	62.20	35.5		
Male	177	99.0	32.80	32.80	48.10	32.8		
Economically Disadvantaged Students	217	99.6	29.90	35.10	36.20	29.9	34.2	Met Target†
Non-Economically Disadvantaged Students	81	98.9	44.50	48.50	65.80	44.5		
Students with Disabilities	60	98.4	15.00	11.30	20.50	15	13.1	Met Target
Students without Disabilities	238	99.6	38.60	47.50	61.90	38.6		
English Learners	44	100.0	31.80	*	25.20	31.8	29	Met Target
Non-English Learners	254	99.3	34.20	*	57.40	34.2		
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.



Grover Cleveland Elementary School
2016-2017

Grade Span PK-06

39-4290-090
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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	83	720	736	749	36%	*	28%	19%	*	21%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	29	726	735	734	38%	*	*	*	*	28%	35%
Black or African American	47	713	728	731	38%	*	32%	*	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	32	720	743	754	38%	*	38%	*	*	13%	55%
Male	51	720	731	745	35%	*	22%	*	*	26%	46%
Economically Disadvantaged Students	65	722	727	731	*	*	*	*	*	22%	31%
Non-Economically Disadvantaged Students	18	716	748	762	*	*	*	*	*	17%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	10	711	712	709	*	*	*	*	*	20%	11%
Non-English Learners	73	722	740	752	*	*	*	*	*	21%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	743	744	753	*	25%	34%	29%	*	37%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	30	746	743	740	0%	*	53%	*	*	33%	40%
Black or African American	32	735	740	737	*	44%	*	*	*	28%	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	10	753	750	755	0%	*	*	*	*	60%	56%
Female	39	747	745	758	*	*	31%	31%	*	44%	61%
Male	40	738	743	749	*	*	38%	28%	*	30%	51%
Economically Disadvantaged Students	54	737	737	737	*	*	32%	*	*	33%	36%
Non-Economically Disadvantaged Students	25	756	752	764	*	*	40%	*	*	44%	69%
Students with Disabilities	11	709	711	725	*	*	*	*	*	*	25%
Students without Disabilities	68	748	750	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%



Grover Cleveland Elementary School
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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	84	741	744	756	*	21%	31%	37%	*	38%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	26	745	742	743	*	*	*	46%	*	50%	44%
Black or African American	46	740	*	740	*	*	35%	37%	0%	37%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	33	740	751	761	*	*	*	39%	*	39%	66%
Male	51	741	739	750	*	*	*	35%	*	37%	53%
Economically Disadvantaged Students	57	736	740	740	*	*	*	30%	*	32%	40%
Non-Economically Disadvantaged Students	27	751	750	765	*	*	*	52%	*	52%	71%
Students with Disabilities	17	704	*	725	*	*	*	*	*	*	22%
Students without Disabilities	67	750	*	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	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Grover Cleveland Elementary School
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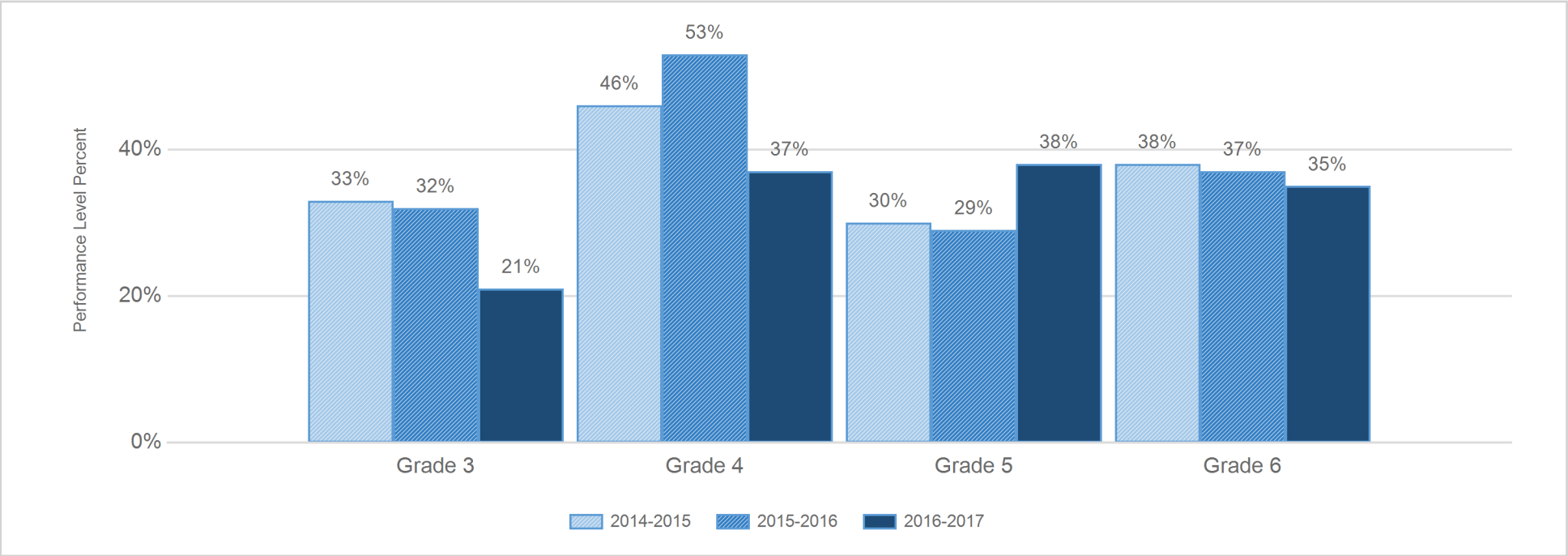
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	740	754	752	*	15%	43%	31%	*	35%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	27	746	755	740	*	*	*	48%	*	52%	38%
Black or African American	40	737	*	736	*	*	45%	*	*	28%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	26	747	762	758	*	*	*	39%	*	46%	61%
Male	46	736	747	746	*	*	*	26%	*	28%	46%
Economically Disadvantaged Students	50	739	749	737	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	22	743	761	761	*	*	*	*	*	46%	65%
Students with Disabilities	13	718	721	722	*	*	*	*	*	*	17%
Students without Disabilities	59	745	760	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	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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	303	99.4	29.70	26.10	43.50	29.7	37.3	Not Met
White	11	100.0	27.30	*	52.40	27.3	**	**
Hispanic	111	100.0	36.90	27.30	27.60	36.9	40.5	Met Target†
Black or African American	156	98.9	24.40	*	21.70	24.4	35.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	18	100.0	33.30	29.00	44.90	33.3	N	N
Female	122	100.0	27.00	*	44.10	27		
Male	181	99.0	31.50	*	42.90	31.5		
Economically Disadvantaged Students	222	99.6	26.60	*	25.10	26.6	33.9	Not Met
Non-Economically Disadvantaged Students	81	98.9	38.20	*	54.30	38.2		
Students with Disabilities	60	98.4	*	*	16.50	*	7.6	Met Target
Students without Disabilities	243	99.6	*	*	48.80	*		
English Learners	49	100.0	30.60	*	23.30	30.6	37.3	Met Target†
Non-English Learners	254	99.3	29.50	*	45.20	29.5		
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	85	728	740	751	*	28%	28%	25%	*	26%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	29	732	740	738	*	*	*	*	*	31%	37%
Black or African American	49	723	733	733	25%	29%	25%	22%	0%	22%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	32	728	742	751	*	*	31%	*	*	28%	52%
Male	53	728	738	751	*	*	26%	*	*	25%	53%
Economically Disadvantaged Students	67	728	735	736	*	*	*	*	*	24%	34%
Non-Economically Disadvantaged Students	18	729	746	761	*	*	*	*	*	33%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	12	726	731	724	*	*	*	*	*	17%	21%
Non-English Learners	73	728	741	753	*	*	*	*	*	27%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	737	738	747	*	29%	31%	35%	*	35%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	30	741	738	734	*	*	*	40%	0%	40%	30%
Black or African American	32	729	732	729	*	41%	31%	*	0%	22%	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	10	750	746	747	0%	*	*	*	0%	60%	48%
Female	39	741	736	747	*	26%	*	33%	0%	33%	47%
Male	41	734	739	747	*	32%	*	37%	0%	37%	48%
Economically Disadvantaged Students	55	734	731	732	*	*	*	29%	*	29%	27%
Non-Economically Disadvantaged Students	25	746	746	757	*	*	*	48%	*	48%	61%
Students with Disabilities	11	713	713	724	*	*	*	*	*	*	22%
Students without Disabilities	69	741	742	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	86	733	732	747	*	36%	33%	23%	*	26%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	27	741	731	735	*	*	*	*	*	37%	30%
Black or African American	46	731	*	729	*	39%	30%	22%	*	24%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	34	728	733	747	*	32%	44%	*	*	15%	47%
Male	52	736	731	746	*	39%	25%	*	*	33%	46%
Economically Disadvantaged Students	59	730	730	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	27	740	736	756	*	*	*	*	*	37%	59%
Students with Disabilities	17	712	*	725	*	*	*	*	*	*	19%
Students without Disabilities	69	738	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

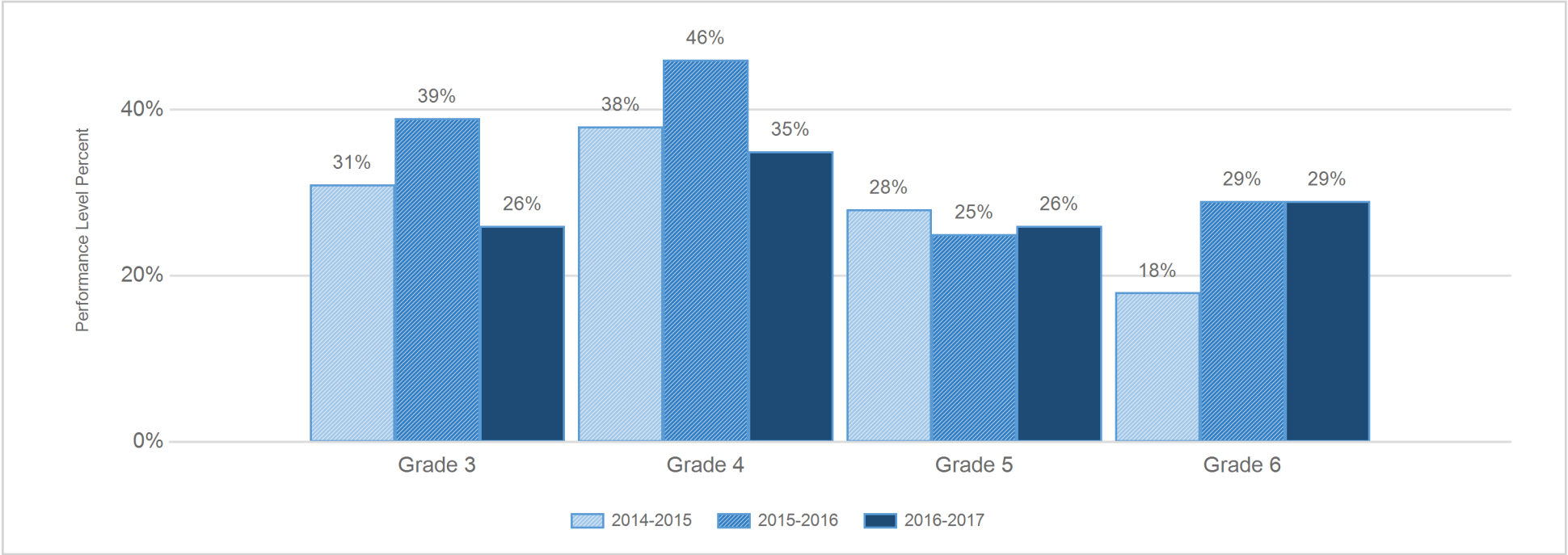
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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	72	736	740	743	*	22%	40%	28%	*	29%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	27	742	740	731	*	*	*	37%	*	41%	27%
Black or African American	40	735	*	724	*	25%	43%	25%	*	25%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	26	735	742	745	*	*	39%	*	*	27%	45%
Male	46	737	738	742	*	*	41%	*	*	30%	43%
Economically Disadvantaged Students	50	737	737	728	*	*	38%	*	*	30%	24%
Non-Economically Disadvantaged Students	22	734	744	752	*	*	46%	*	*	27%	56%
Students with Disabilities	13	709	714	717	*	*	*	*	*	*	13%
Students without Disabilities	59	742	745	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	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

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	10	*	*
2	14	*	*
3	12	*	*
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.

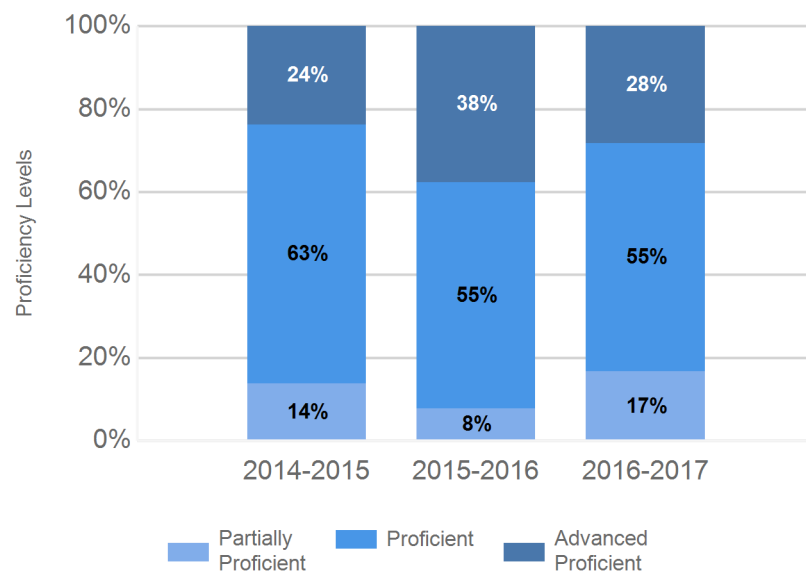
NJASK Science Assessment Performance: Grade 4

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	28%	55%	17%
White	*	*	N
Hispanic	25%	64%	*
Black or African American	27%	46%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	40%	60%	N
Economically Disadvantaged Students	24%	58%	18%
Students with Disabilities	27%	46%	27%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	37.5	43	50	Not Met	42	38	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	47.5	48	49	Met Target	48	40	47	Met Target
Black or African American	31.5	40	45	Not Met	38	38.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	39.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	40	33	51	**	41	39.5	52	**
Economically Disadvantaged	40	44	47	Met Target	47	38	46	Met Target
Students with Disabilities	32	35	41	Not Met	41	34	43	Met Target
English Learners	43	49	53	Met Target	47	35.5	51	Met Target

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



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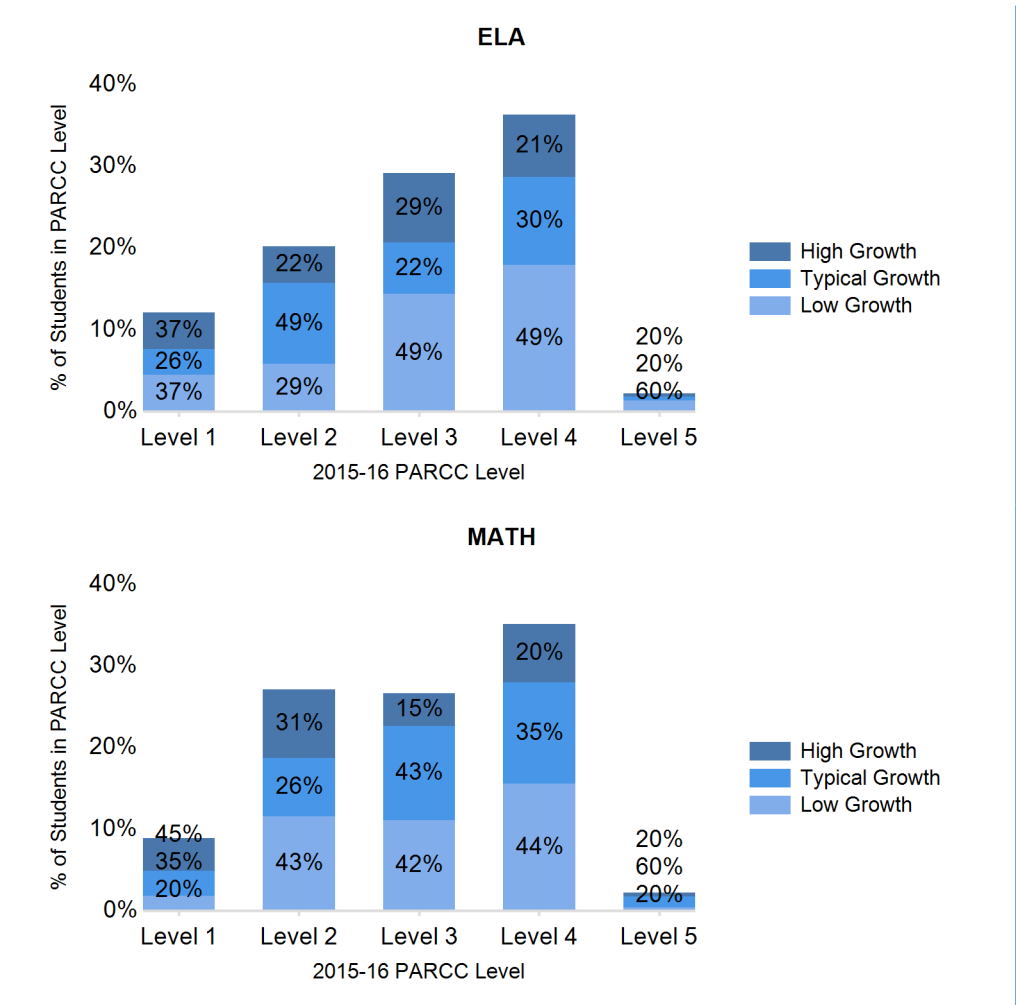
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

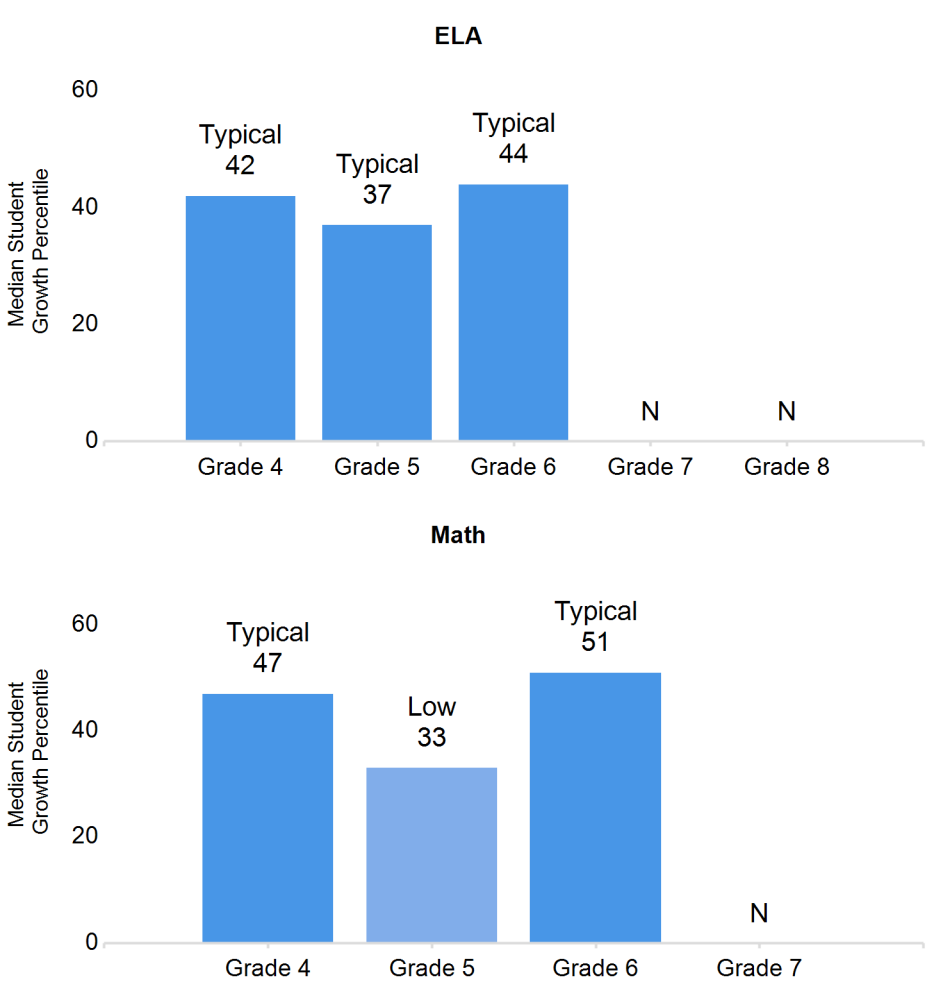
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

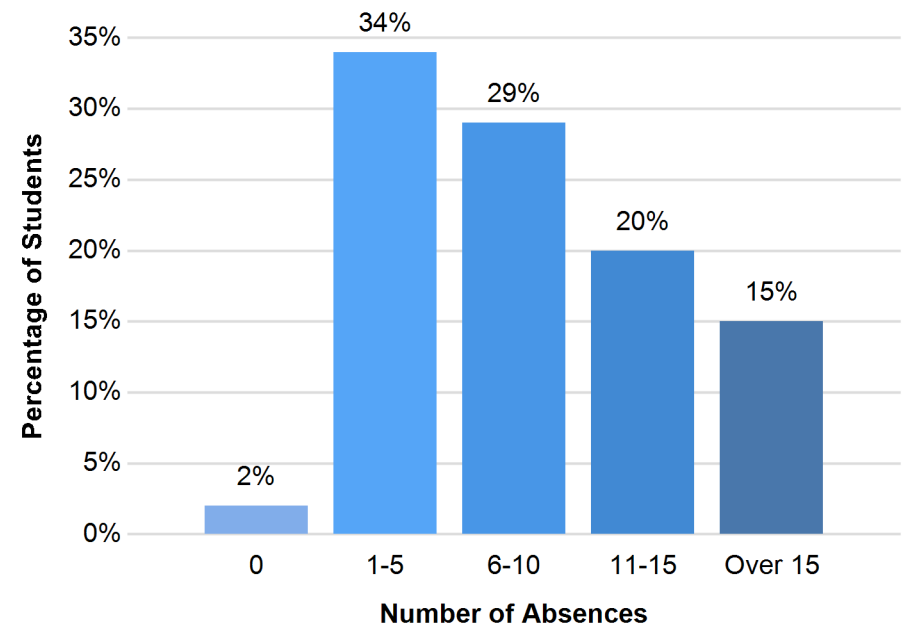
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.50	8.30	Not Met
White	17.40	8.30	Not Met
Hispanic	9.90	8.30	Not Met
Black or African American	9.60	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	14.70	8.30	Not Met
Economically Disadvantaged Students	10.90	8.30	Not Met
Students with Disabilities	13.00	8.30	Not Met
English Learners	12.80	8.30	Not Met

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

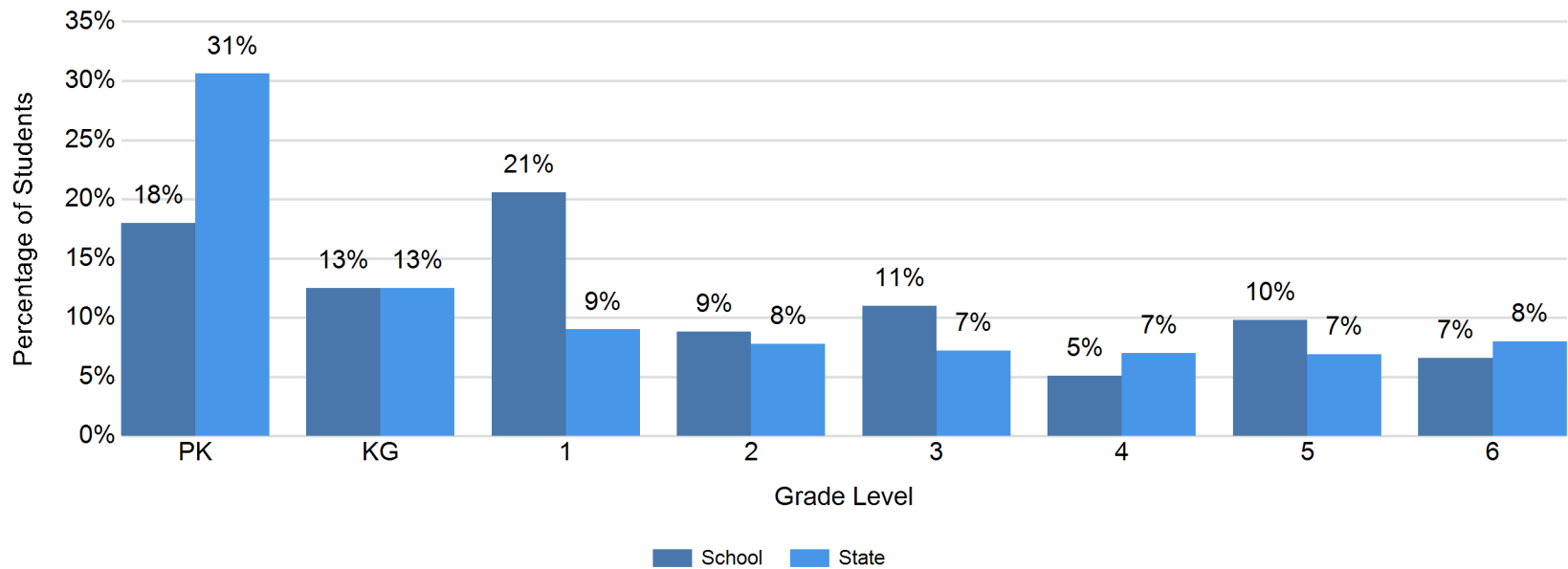
Days Absent

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	8:35AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 7 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.36

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	4.9%
Any Suspension	4.9%

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	3.2:1	261.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$526	\$14,239	\$14,765



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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	40	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	14.8	11.6
Administrators in district for 4 or more years	96%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	278:1	160:1
Librarian/Media Specialists		766:1
Nurses		638:1
Counselors		479:1
Child Study Team		239:1



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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.

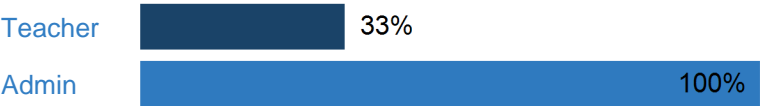
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	19.5	17.5%
Mathematics Proficiency	27.5	17.5%
English Language Arts Growth	13.3	25.0%
Mathematics Growth	30.3	25.0%
Chronic Absenteeism	20.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		22.3
Summative Rating: Percentile rank of Summative Score		11.4
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	22.3	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	**	**	No	**	**	Not Met	**	**	No
Hispanic	49.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	35.1	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	39.1	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	32.8	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	42.0	11.9	No	Met Target	Met Target†	Not Met	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:	Mr. Giambrone	Email Address:	agiambrone@rahway.net
Address:	486 E MILTON AVE RAHWAY, NJ 07065-5202	Website:	www.rahway.net
Phone:	(732)396-1040		

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"> • Cleveland school celebrates annually Hispanic Heritage Month, Black History Month with a emphasis on cultural awareness. • The Principals Club is an opportunity for students to be recognized each marking period for achievement. • We celebrate the arts through a school based art club, drama club, strings and Gator band.
 Mission, Vision, Theme:	<p>Grover Cleveland teachers and support staff will offer our students every opportunity to achieve the academic, technological, social, physical and emotional skills necessary to reach their greatest potential. As a Professional Development School in partnership with Kean University, Grover Cleveland will provide teachers and student intern's opportunities to advance their teaching skills.</p>
 Awards, Recognition, Accomplishments:	<p>During the 2016-2017 school year, a Grover Cleveland student was selected for the prestigious Rahway's Finest Award. Several staff members received an award for their dedication and service to our students from a community based organization (Rights of Passage). Our student government program has been recognized several times for their outstanding charitable works (STARS).</p>






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 Courses, Curriculum, Instruction:	<p>Our Pre-School program uses the High Scope curriculum; grades K - 6 utilize the Math in Focus program along with Writers Workshop and Literacy by Design. Cleveland school features a model classroom, gifted and talented program and a rigorous technology curriculum. Our science program uses FOSS kits for grade K-6. Homework is assigned every evening in the major subjects and posted on the teacher's web page. Our itinerant classes include the following: physical education, art, music and library.</p>
 Clubs and Activities:	<p>Grover Cleveland offers the following: drama club, art club, chess club, Gator Girls and chorus. In addition, we have a school band, strings and offer instrumental lessons. During the 2016-2017 school year, our students performed, "A Kids Life". The school has a student government program called STARS (Students Taking Action Result in Success) & a character education program that rewards positive behavior (ROAR). In addition, we have a school safety patrol program.</p>
 Before and After School Programs:	<p>The following programs are available before or after school and are located within the community: Union County YMCA, DASH, Pumpkin Patch, Rahway JFK Center, Rahway Day Care, Union County Dance Center and Tiger Martial Arts.</p>







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 Staff and Professional Learning:	<p>During the 2016-2017 year, Professional Development covered the following pedagogy: ADHD, Math Enrichment, I&RS, Suicide Prevention, Literacy by Design, Google Docs and Linkit. Several teachers are being trained in the Orton Gillinham methods of instruction. PLCs are designed to support reading strategies, vocabulary, technology and math enrichment. In addition, PD is shared during the year at faculty meetings. Teachers who attend workshops are encouraged to turnkey strategies.</p>
 Student Supports and Services:	<p>Our ESL students receive services as determined by the WIDA assessment. There are two ESL teachers to provide support. The school has 4 Special Education teachers that provide resource room support and inclusion support at the various grade levels. Our Basic Skills program targets reading that services grades K - 4. We also received funding to offer an after school program for students receiving Title 1 support. Teachers utilize I&RS process to screen students for learning disabilities.</p>
 Student Health and Wellness:	<p>Breakfast is offered each day. The physical education teacher strengthens and builds endurance during class while promoting good character and sportsmanship. In years past, we have collaborated with the YMCA to target healthy eating and living habits by offering a variety of healthy snacks and beverages. Our school nurse provides the following programs to students and staff: medical minute, puberty workshop, dental hygiene, playground safety, germ awareness, EpiPen and CPR training.</p>
 Parent and Community Involvement:	<p>Grover Cleveland has an active PTA. Meetings are held once a month and various activities occur throughout the year such as fundraising events, mother/son dance, father/daughter dance and a school walkathon that the PTA supports. We have also offered cyber safety training after school to parents. Parents have access to our PowerSchool system in which they can access student grades, progress reports and report cards.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The original structure was built in 1928. Since that time the school has been renovated twice. In 2003, a pre-school and kindergarten wing was added to the building. The most recent renovation was completed in 2012. This addition features a state of the art media center, band room, cafeteria expansion and central HVAC units. Each classroom in the original structure is equipped with a window air conditioning unit.</p>
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Other Information:

Grover Cleveland is a community based school in Rahway, NJ, that serves approximately 560 students. We are a Title 1 school. Our doors open at 8:00 am daily to serve breakfast. We operate on a block school schedule and grades 5 and 6 are departmentalized. We have a diverse student population and approximately 100 staff members on board. We have an early childhood education program that follows the High Scope curriculum for 4 year olds. Each classroom is equipped with a SMART board. Chrome books are available on request for teachers to use during instruction. Students are also provided with a technology class bi-weekly. Powerschool is the technology platform that provides parents with access to student grades, progress reports and report cards. All teachers have a class web page. Homework and class information is posted daily. The School Improvement Panel team (ScIP) is an important part of mentoring our new teachers and driving the school's professional development. School safety is one of our top priorities. The school crisis team is led by the school administration. Safety drill procedures are conducted monthly along with various health and wellness workshops. The Grover Cleveland school community looks forward to our annual celebrations of Hispanic Heritage and African American History. Each October and February the school collaborates with community leaders to make this celebration successful. We further embrace the arts with bi-annual concerts highlighting our student musicians and school chorus.



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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	27	31	24
KG	34	34	44
1	50	42	33
2	49	50	40
3	56	52	53
4	40	51	48
5	36	47	52
6	36	44	51
Ungraded	14	12	17
Total	342	363	362

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%	48%	47%
Male	52%	52%	53%
Economically Disadvantaged Students	49%	47%	39%
Students with Disabilities	9%	10%	11%
English Learners	10%	9%	7%
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	39.8%
White	28.2%
Black or African American	26.5%
Asian	2.8%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	2.5%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	27	31	24
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	39	34	44

Enrollment by Home Language

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

Home Language	% of Students
English	82.6%
Spanish	13.0%
Polish	1.4%
Other	3.2%



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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	186	99.0	55.40	40.70	54.90	55.4	54	Met Target
White	59	100.0	64.40	51.30	63.90	64.4	63.2	Met Target
Hispanic	71	100.0	47.90	40.10	39.80	47.9	47.8	Met Target
Black or African American	45	96.4	51.10	35.10	35.20	51.1	43.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	91	98.0	59.40	49.70	62.20	59.4		
Male	95	100.0	51.60	32.80	48.10	51.6		
Economically Disadvantaged Students	76	98.8	46.10	35.10	36.20	46.1	46.2	Met Target†
Non-Economically Disadvantaged Students	110	99.1	61.80	48.50	65.80	61.8		
Students with Disabilities	24	100.0	25.00	11.30	20.50	25	N	N
Students without Disabilities	162	98.9	59.90	47.50	61.90	59.9		
English Learners	31	100.0	45.20	*	25.20	45.2	N	N
Non-English Learners	155	98.8	57.40	*	57.40	57.4		
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	53	750	736	749	*	19%	28%	43%	*	49%	50%
White	14	765	*	759	*	*	*	*	*	71%	61%
Hispanic	20	736	735	734	0%	*	*	*	0%	35%	35%
Black or African American	16	754	728	731	*	0%	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	30	753	743	754	*	*	*	40%	*	47%	55%
Male	23	747	731	745	*	*	*	48%	*	52%	46%
Economically Disadvantaged Students	19	736	727	731	*	*	*	*	*	32%	31%
Non-Economically Disadvantaged Students	34	758	748	762	*	*	*	*	*	59%	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	46	750	744	753	*	*	35%	37%	*	48%	56%
White	14	750	*	762	*	*	*	*	*	57%	67%
Hispanic	14	755	743	740	0%	*	*	*	*	50%	40%
Black or African American	16	742	740	737	0%	*	*	*	*	31%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	23	752	745	758	*	*	*	*	*	48%	61%
Male	23	748	743	749	*	*	*	*	*	48%	51%
Economically Disadvantaged Students	22	742	737	737	*	*	*	*	*	36%	36%
Non-Economically Disadvantaged Students	24	757	752	764	*	*	*	*	*	58%	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	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	50	748	744	756	*	*	26%	52%	*	54%	59%
White	19	753	751	763	0%	*	*	58%	0%	58%	69%
Hispanic	22	740	742	743	*	*	*	*	*	46%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	20	758	751	761	*	*	*	70%	*	75%	66%
Male	30	742	739	750	*	*	*	40%	*	40%	53%
Economically Disadvantaged Students	18	746	740	740	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	32	749	750	765	*	*	*	*	*	53%	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	50	748	745	757	*	*	26%	52%	*	54%	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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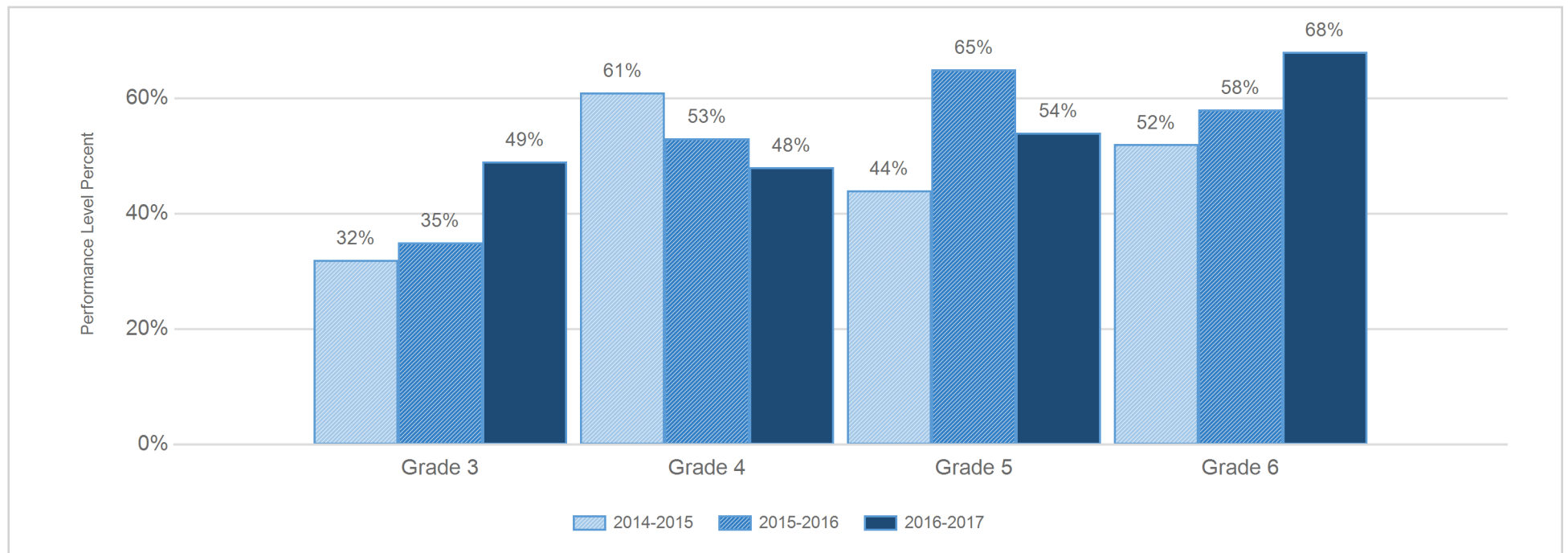
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	44	763	754	752	*	0%	30%	55%	*	68%	54%
White	10	768	761	758	0%	0%	*	*	*	80%	63%
Hispanic	19	759	755	740	0%	0%	*	*	*	58%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	23	769	762	758	*	0%	*	52%	*	74%	61%
Male	21	756	747	746	*	0%	*	57%	*	62%	46%
Economically Disadvantaged Students	19	755	749	737	*	0%	*	*	*	53%	34%
Non-Economically Disadvantaged Students	25	769	761	761	*	0%	*	*	*	80%	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	186	99.0	40.90	26.10	43.50	40.9	39.5	Met Target
White	59	100.0	50.90	*	52.40	50.9	52.4	Met Target†
Hispanic	71	100.0	32.40	27.30	27.60	32.4	34	Met Target†
Black or African American	45	96.4	37.80	*	21.70	37.8	29.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	91	98.0	45.10	*	44.10	45.1		
Male	95	100.0	36.90	*	42.90	36.9		
Economically Disadvantaged Students	76	98.8	32.90	*	25.10	32.9	32.1	Met Target
Non-Economically Disadvantaged Students	110	99.1	46.40	*	54.30	46.4		
Students with Disabilities	24	100.0	20.80	*	16.50	20.8	N	N
Students without Disabilities	162	98.9	43.80	*	48.80	43.8		
English Learners	31	100.0	32.20	*	23.30	32.2	N	N
Non-English Learners	155	98.8	42.60	*	45.20	42.6		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	53	752	740	751	0%	*	36%	47%	*	55%	53%
White	14	759	*	759	0%	0%	*	79%	*	86%	63%
Hispanic	20	747	740	738	0%	*	50%	*	*	40%	37%
Black or African American	16	751	733	733	0%	*	*	*	*	44%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	30	752	742	751	0%	*	*	*	*	63%	52%
Male	23	752	738	751	0%	*	*	*	*	44%	53%
Economically Disadvantaged Students	19	743	735	736	0%	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	34	757	746	761	0%	*	*	*	*	62%	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	46	740	738	747	*	28%	35%	33%	*	35%	47%
White	14	742	*	755	*	*	*	*	0%	43%	59%
Hispanic	14	741	738	734	0%	*	*	*	0%	43%	30%
Black or African American	16	734	732	729	0%	*	*	*	0%	19%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	23	737	736	747	*	*	*	*	*	39%	47%
Male	23	743	739	747	*	*	*	*	*	30%	48%
Economically Disadvantaged Students	22	734	731	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	24	745	746	757	*	*	*	*	*	42%	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	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	50	733	732	747	*	30%	44%	20%	*	20%	46%
White	19	743	739	754	*	*	53%	*	0%	32%	57%
Hispanic	22	726	731	735	*	46%	*	*	0%	14%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	20	734	733	747	*	*	50%	*	0%	15%	47%
Male	30	733	731	746	*	*	40%	*	0%	23%	46%
Economically Disadvantaged Students	18	734	730	732	*	*	*	*	0%	22%	27%
Non-Economically Disadvantaged Students	32	733	736	756	*	*	*	*	0%	19%	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	50	733	733	748	*	30%	44%	20%	*	20%	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**

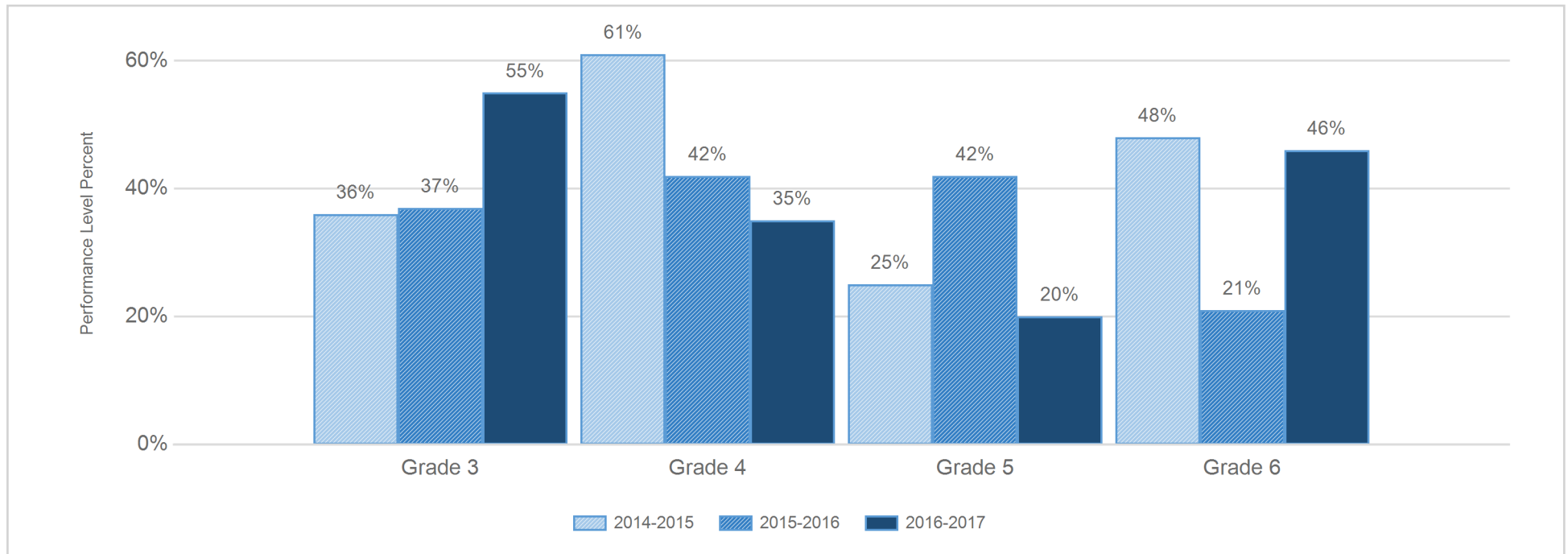
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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	44	744	740	743	*	25%	25%	41%	*	46%	44%
White	10	748	745	751	0%	*	*	*	0%	50%	54%
Hispanic	19	736	740	731	0%	*	*	*	*	32%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	23	747	742	745	*	*	*	*	*	48%	45%
Male	21	742	738	742	*	*	*	*	*	43%	43%
Economically Disadvantaged Students	19	737	737	728	*	*	*	*	*	26%	24%
Non-Economically Disadvantaged Students	25	750	744	752	*	*	*	*	*	60%	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	N	N	N
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

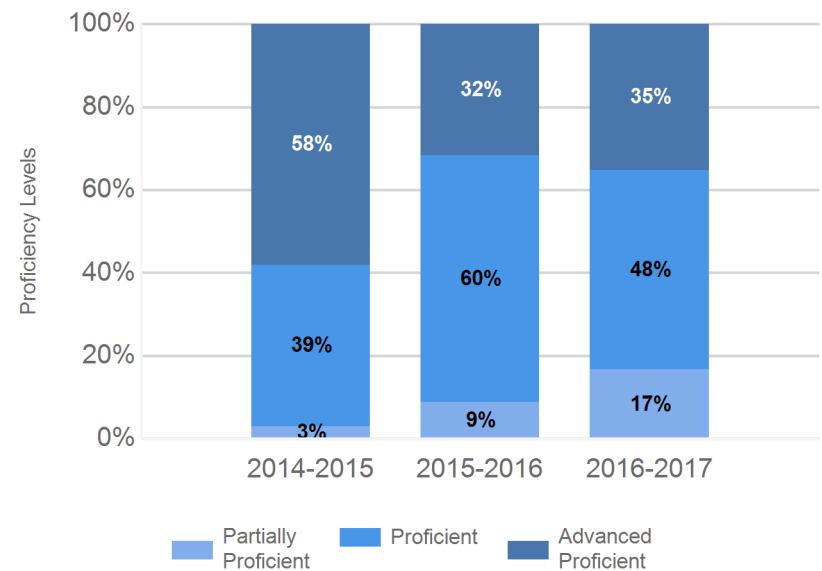
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	35%	48%	17%
White	*	*	13%
Hispanic	37%	63%	N
Black or African American	17%	44%	39%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	20%	56%	24%
Students with Disabilities	10%	60%	30%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	43	50	Met Target	41	38	50	Met Target
White	44	*	50	Met Target	37	*	52	Not Met
Hispanic	60	48	49	Exceeds Target	39	40	47	Not Met
Black or African American	63.5	40	45	Exceeds Target	58.5	38.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	39.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	33	51	**	*	39.5	52	**
Economically Disadvantaged	49	44	47	Met Target	43	38	46	Met Target
Students with Disabilities	36	35	41	**	28	34	43	**
English Learners	60.5	49	53	Exceeds Target	28.5	35.5	51	Not Met

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



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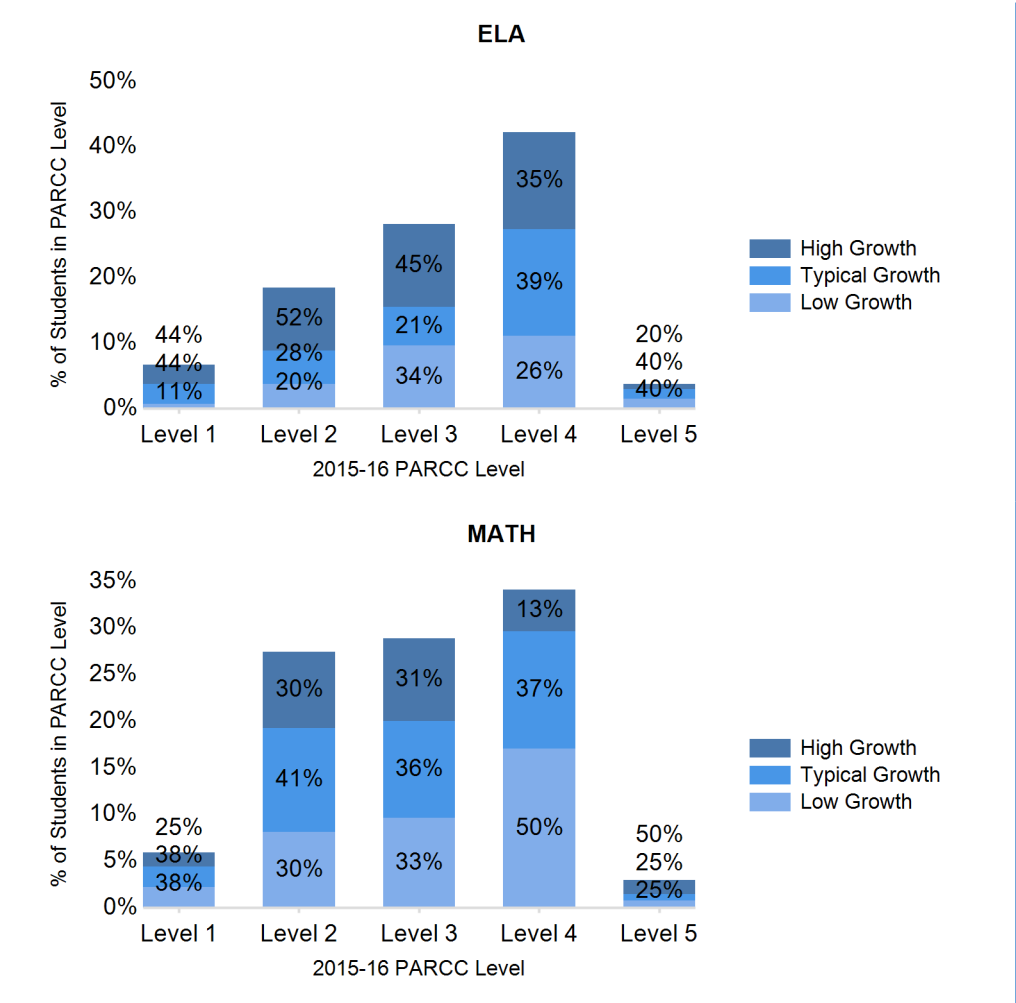
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

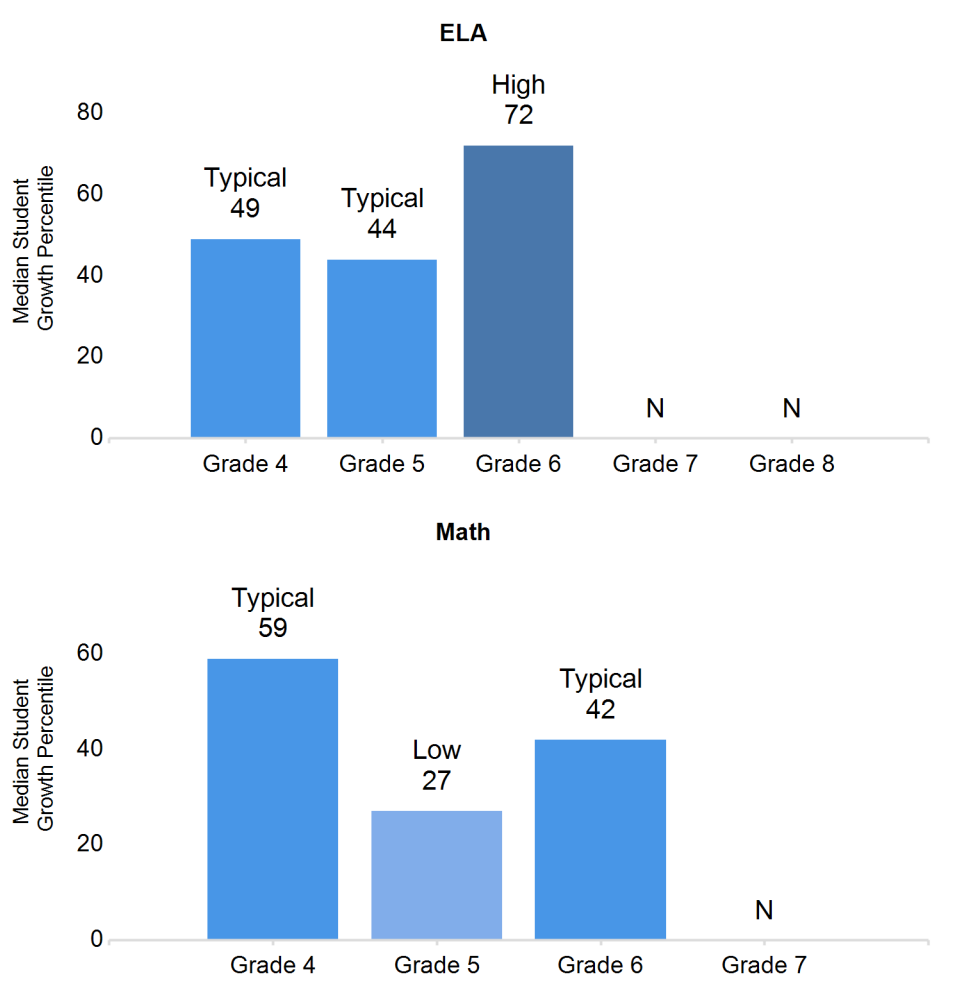
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

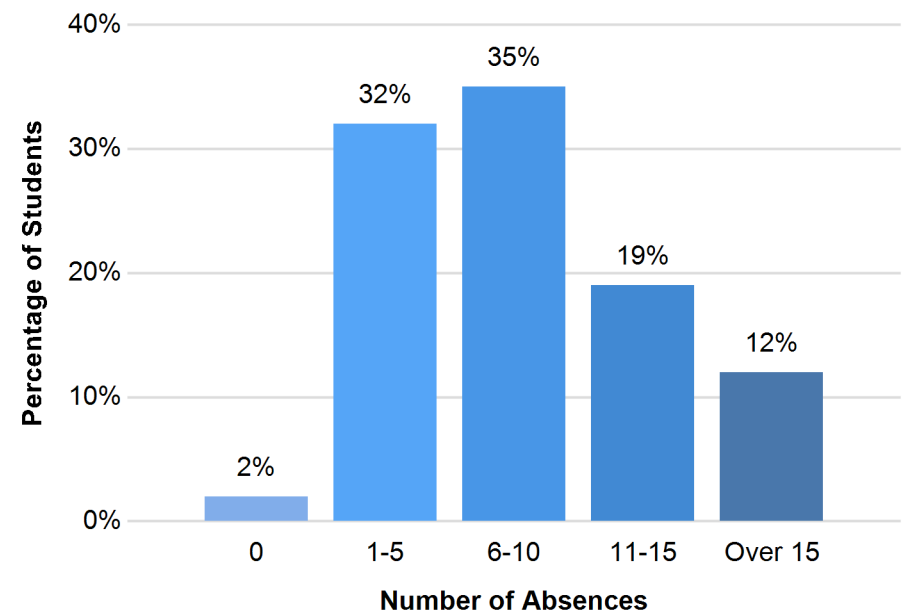
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.60	8.30	Not Met
White	11.60	8.30	Not Met
Hispanic	7.40	8.30	Met Target
Black or African American	15.20	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.20	8.30	Not Met
Students with Disabilities	17.10	8.30	Not Met
English Learners	N	**	**

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

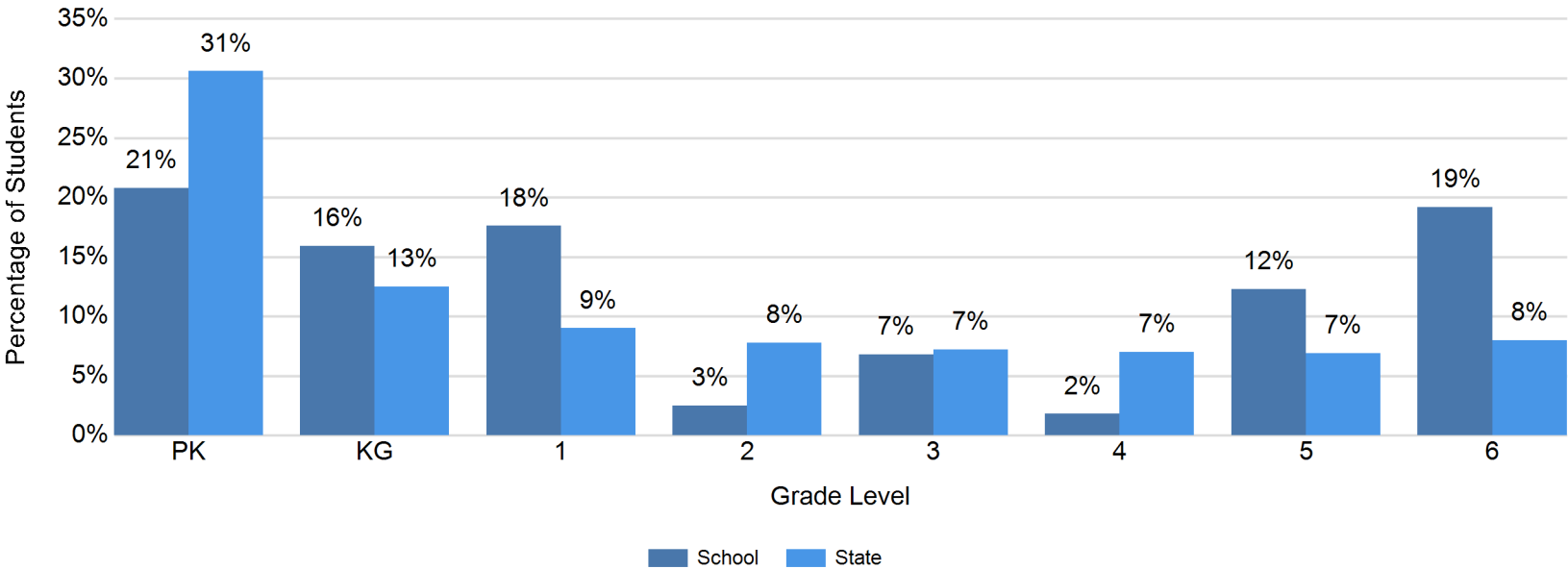
Days Absent

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



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	8:35AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 7 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	1.9%
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	1.6:1	261.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$526	\$14,239	\$14,765



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	14.8	11.6
Administrators in district for 4 or more years	96%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	362:1	160:1
Librarian/Media Specialists		766:1
Nurses		638:1
Counselors		479:1
Child Study Team		239:1



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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.

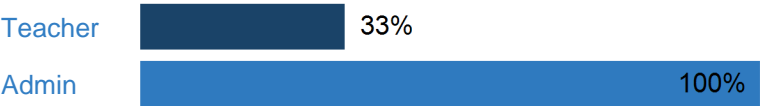
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52.9	17.5%
Mathematics Proficiency	44.3	17.5%
English Language Arts Growth	76.9	25.0%
Mathematics Growth	22.0	25.0%
Chronic Absenteeism	24.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.4
Summative Rating: Percentile rank of Summative Score		42.3
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	45.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	24.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	55.8	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Not Met	No
Black or African American	80.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.4	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	56.4	11.9	No	N	N	**	Exceeds Target	Not Met	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Robinson	Email Address:	arobinson@rahway.net
Address:	944 MADISON AVE RAHWAY, NJ 07065-1803	Website:	www.rahway.net/madison
Phone:	(732)396-1070		

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"> • Singapore Math Curriculum, Literacy by Design ELA Program, Writer's Workshop, FOSS Next Generation Science Kits • Extracurricular Activities such as Chess, Jogging, Band, Drama, and Garden Club • 1:1 Chromebooks in 3rd, 4th, 5th, and 6th grade classrooms
 Mission, Vision, Theme:	<p>Madison School will be recognized as a leading educational community for academic excellence where vested educators inspire students to reach their full potential, while enabling them to discover their interests and talents, pursue their goals and dreams, and aspire to be engaged citizens in a global society.</p>





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School Narrative

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 <div>Courses, Curriculum, Instruction:</div>	Singapore Math Curriculum, Literacy By Design Balanced Literacy Program, Writer's Workshop, FOSS Next Generation Science Kits, Gifted and Talented Program, (3rd -6th Grade) Model Classroom Teachers
 <div>Clubs and Activities:</div>	Clubs Include: Drama, STEM, Jogging, Chess, S.T.A.R. (AntiBullying), Garden, Broadcasting - Events and Extracurricular Activities Include: Instrumental Band, Strings Ensemble, Vocal Chorus, Safety Patrols, Student Talent Shows, Educational Field Trips, Annual Grade Level Showcases, School Spirit Days Monthly, End-of-Year Fun Day, Music Concerts, Principal of the Day Award, Principal Writing Challenge






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School Narrative

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

<div></div> <div>Staff and Professional Learning:</div>	Monthly Professional Learning Communities, Professional Development and Team Building Activities and Workshops
<div></div> <div>Student Supports and Services:</div>	ESL Services for ELL Students, Basic Skills Instruction, Resource Center Services, Tutoring with HS Students, I&RS, Behavior Disabilities Program, In Class Support as well as Pull Out Support Services
<div></div> <div>Parent and Community Involvement:</div>	Active PTO, Family Dance, Craft, Bingo, and Fun Nights, Family Math & Writing Nights, Parent Portal Access, Book Fairs




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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	274	282	252
8	251	268	287
Ungraded	17	7	7
Total	542	557	546

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%	50%	51%
Male	52%	50%	49%
Economically Disadvantaged Students	61%	65%	60%
Students with Disabilities	19%	18%	16%
English Learners	3%	6%	7%
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	41.9%
Black or African American	39.2%
White	15.0%
Asian	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

Enrollment by Home Language

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

Home Language	% of Students
English	69.0%
Spanish	25.3%
Creoles and pidgins	1.1%
Other	4.6%



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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	482	97.4	43.50	40.70	54.90	43.5	45.3	Met Target†
White	66	89.0	53.10	51.30	63.90	49.1	60.2	Not Met
Hispanic	204	98.7	44.60	40.10	39.80	44.6	42.1	Met Target
Black or African American	195	99.1	37.50	35.10	35.20	37.5	39.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	10	100.0	50.00	48.30	54.90	50	**	**
Female	247	97.1	56.70	49.70	62.20	56.7		
Male	235	97.7	29.80	32.80	48.10	29.8		
Economically Disadvantaged Students	277	97.2	40.50	35.10	36.20	40.5	40.8	Met Target†
Non-Economically Disadvantaged Students	205	97.7	47.80	48.50	65.80	47.8		
Students with Disabilities	82	96.6	*	11.30	20.50	*	14.5	Not Met
Students without Disabilities	400	97.6	*	47.50	61.90	*		
English Learners	66	100.0	30.30	*	25.20	30.3	17.6	Met Target
Non-English Learners	416	97.0	45.70	*	57.40	45.7		
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 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	243	742	742	756	13%	17%	28%	31%	12%	43%	59%
White	36	747	747	764	*	*	33%	*	*	44%	69%
Hispanic	88	745	745	742	11%	17%	24%	34%	14%	48%	44%
Black or African American	109	738	738	737	*	18%	30%	32%	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	133	750	750	764	*	14%	26%	37%	*	53%	68%
Male	110	731	731	749	*	20%	29%	24%	*	32%	51%
Economically Disadvantaged Students	134	734	734	739	*	*	23%	34%	*	40%	40%
Non-Economically Disadvantaged Students	109	751	751	766	*	*	33%	28%	*	48%	70%
Students with Disabilities	40	714	714	719	*	*	*	*	*	*	19%
Students without Disabilities	203	747	747	763	*	*	*	*	*	*	67%
English Learners	13	688	688	701	*	*	*	*	*	*	*
Non-English Learners	230	745	745	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	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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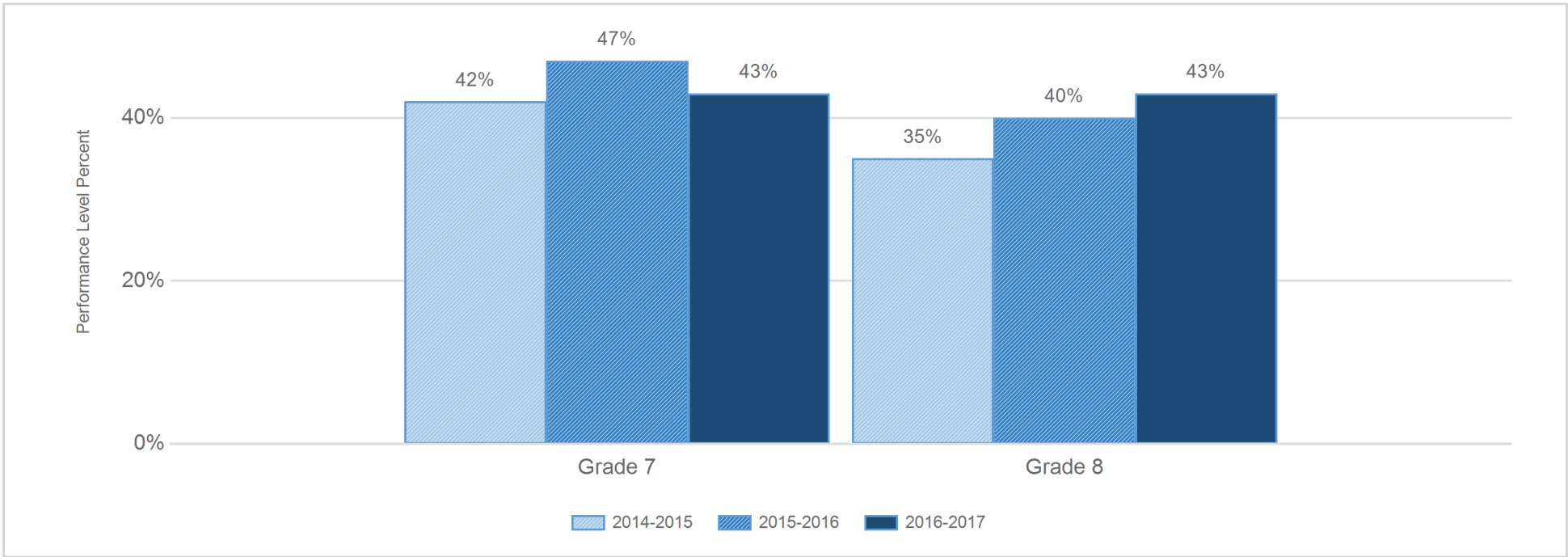
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	282	741	741	757	16%	11%	30%	36%	7%	43%	59%
White	37	756	756	764	*	*	*	46%	*	62%	68%
Hispanic	130	739	739	742	15%	*	32%	35%	*	40%	44%
Black or African American	105	736	736	738	21%	*	31%	31%	*	37%	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	*	*	*	758	*	*	*	*	*	*	60%
Female	136	753	753	766	7%	*	27%	49%	*	58%	68%
Male	146	730	730	749	25%	*	33%	23%	*	28%	50%
Economically Disadvantaged Students	176	736	736	739	18%	*	30%	34%	*	39%	40%
Non-Economically Disadvantaged Students	106	749	749	766	13%	*	29%	40%	*	49%	69%
Students with Disabilities	41	697	697	718	*	*	*	*	*	*	18%
Students without Disabilities	241	748	748	764	*	*	*	*	*	*	67%
English Learners	14	685	685	701	*	*	*	*	*	*	*
Non-English Learners	268	744	744	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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	489	97.1	27.20	26.10	43.50	27.2	28.5	Met Target†
White	66	89.0	36.30	*	52.40	33.7	39	Met Target†
Hispanic	211	98.3	27.50	27.30	27.60	27.5	28	Met Target†
Black or African American	194	98.6	23.20	*	21.70	23.2	22	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	10	100.0	20.00	29.00	44.90	20	**	**
Female	249	96.5	31.30	*	44.10	31.3		
Male	240	97.8	22.90	*	42.90	22.9		
Economically Disadvantaged Students	282	96.7	22.30	*	25.10	22.3	26	Met Target†
Non-Economically Disadvantaged Students	207	97.8	33.90	*	54.30	33.9		
Students with Disabilities	81	95.5	*	*	16.50	*	13.5	Not Met
Students without Disabilities	408	97.4	*	*	48.80	*		
English Learners	75	100.0	18.70	*	23.30	18.7	10	Met Target
Non-English Learners	414	96.6	28.80	*	45.20	28.8		
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 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	227	731	731	741	13%	26%	35%	26%	0%	26%	40%
White	33	733	733	748	*	*	30%	33%	0%	33%	49%
Hispanic	83	732	732	730	*	28%	37%	27%	*	27%	23%
Black or African American	103	730	730	726	15%	26%	35%	24%	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	*	*	*	740	*	*	*	*	*	*	39%
Female	120	733	733	743	11%	26%	37%	27%	0%	27%	41%
Male	107	730	730	740	15%	27%	33%	25%	0%	25%	38%
Economically Disadvantaged Students	133	728	728	729	*	28%	32%	23%	*	23%	22%
Non-Economically Disadvantaged Students	94	736	736	749	*	25%	39%	30%	*	30%	50%
Students with Disabilities	39	709	709	716	*	*	*	*	*	*	11%
Students without Disabilities	188	736	736	746	*	*	*	*	*	*	45%
English Learners	18	711	711	712	*	*	*	*	*	*	*
Non-English Learners	209	733	733	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	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	35	681	681	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	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	12	682	682	730	*	*	*	*	*	*	30%
Male	23	681	681	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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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	250	732	725	743	*	34%	28%	27%	*	28%	42%
White	32	740	730	751	*	*	38%	*	*	31%	52%
Hispanic	121	733	726	728	*	38%	27%	29%	*	29%	24%
Black or African American	88	728	721	724	16%	33%	28%	23%	0%	23%	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	126	735	728	744	*	29%	29%	33%	*	33%	43%
Male	124	730	722	741	*	39%	28%	22%	*	23%	40%
Economically Disadvantaged Students	146	729	722	727	*	38%	29%	22%	*	22%	23%
Non-Economically Disadvantaged Students	104	737	729	751	*	28%	28%	35%	*	37%	52%
Students with Disabilities	15	712	704	714	*	*	*	*	*	*	10%
Students without Disabilities	235	734	729	747	*	*	*	*	*	*	47%
English Learners	10	715	*	708	*	*	*	*	*	10%	*
Non-English Learners	240	733	*	745	*	*	*	*	*	29%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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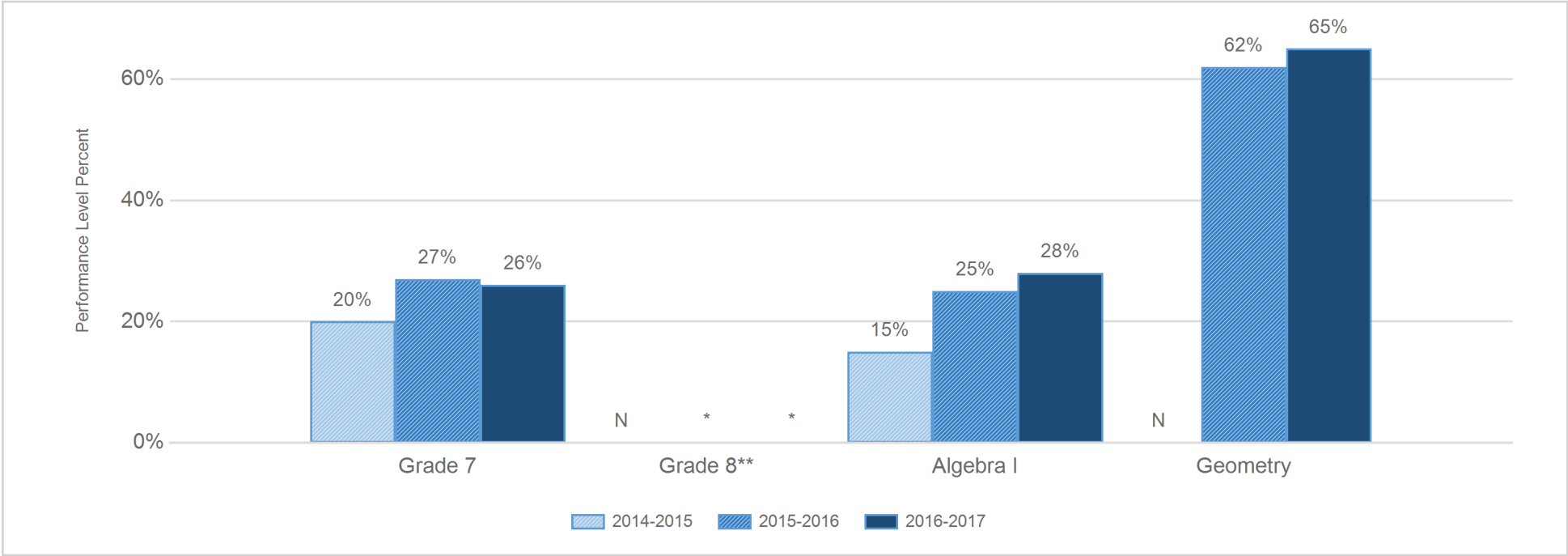
Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	757	721	734	0%	*	*	65%	0%	65%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	20	757	724	738	0%	*	*	65%	0%	65%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	20	757	722	735	0%	*	*	65%	0%	65%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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	11	*	*
2	14	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

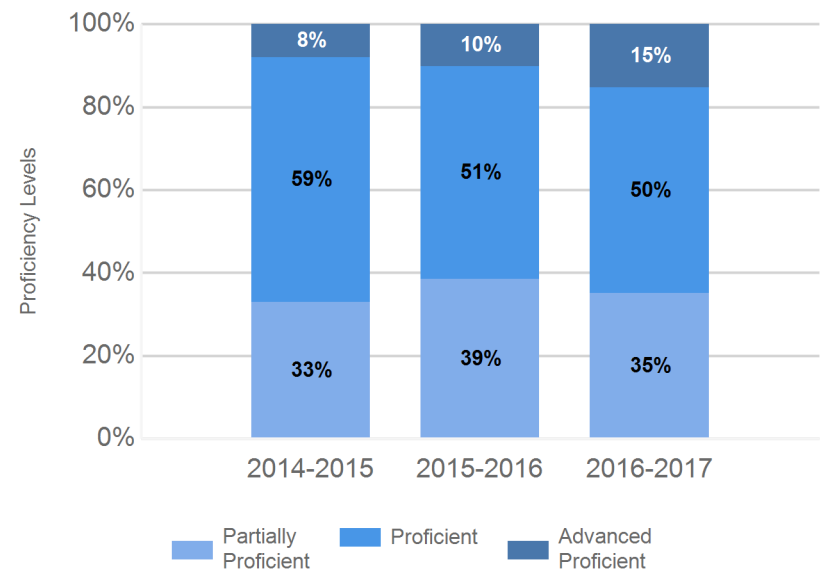
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	15%	50%	35%
White	38%	45%	18%
Hispanic	12%	56%	32%
Black or African American	9%	45%	47%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	10%	47%	42%
Students with Disabilities	2%	21%	76%
English Learners	N	22%	78%

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	36	43	50	Not Met	44	38	50	Met Target
White	36.5	*	50	Not Met	36	*	52	Not Met
Hispanic	37	48	49	Not Met	50.5	40	47	Met Target
Black or African American	34	40	45	Not Met	42	38.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	39.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	33	51	**	*	39.5	52	**
Economically Disadvantaged	37	44	47	Not Met	40	38	46	Met Target
Students with Disabilities	35.5	35	41	Not Met	32.5	34	43	Not Met
English Learners	38	49	53	Not Met	44	35.5	51	Met Target

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



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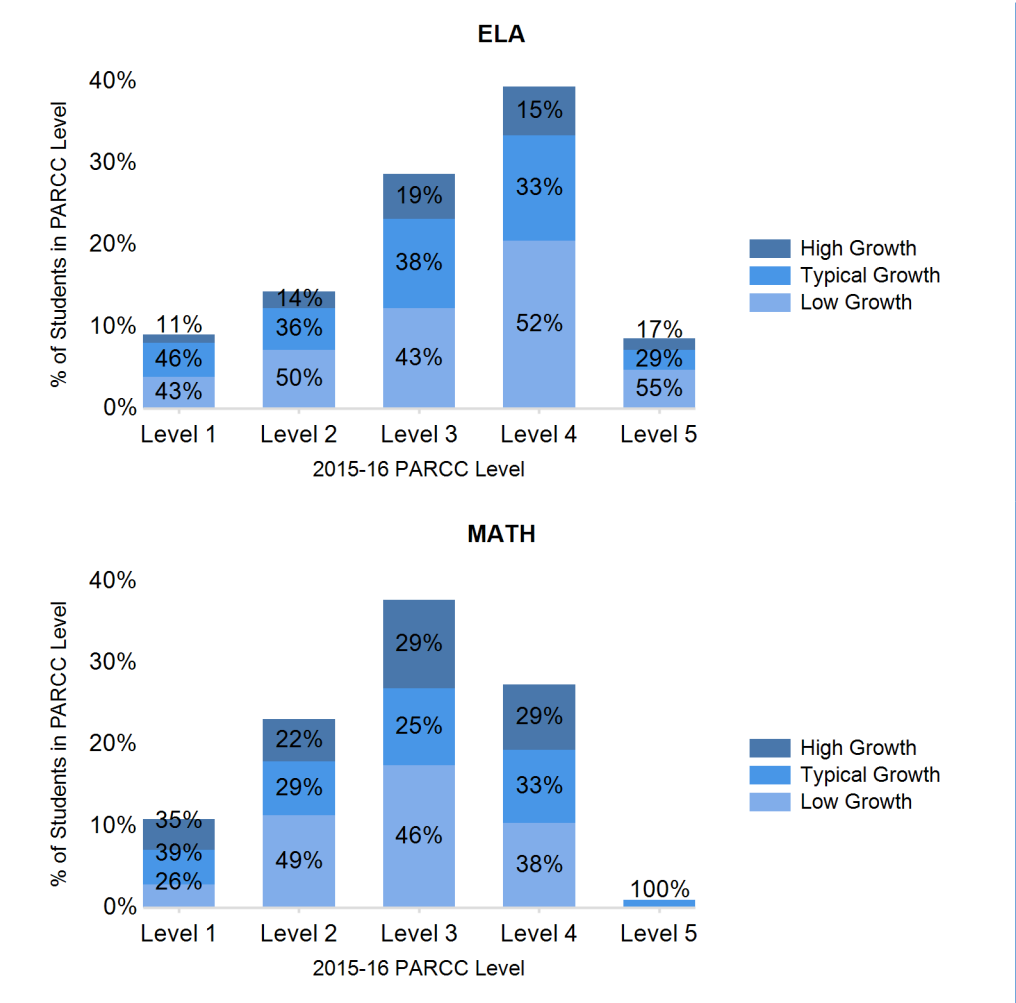
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

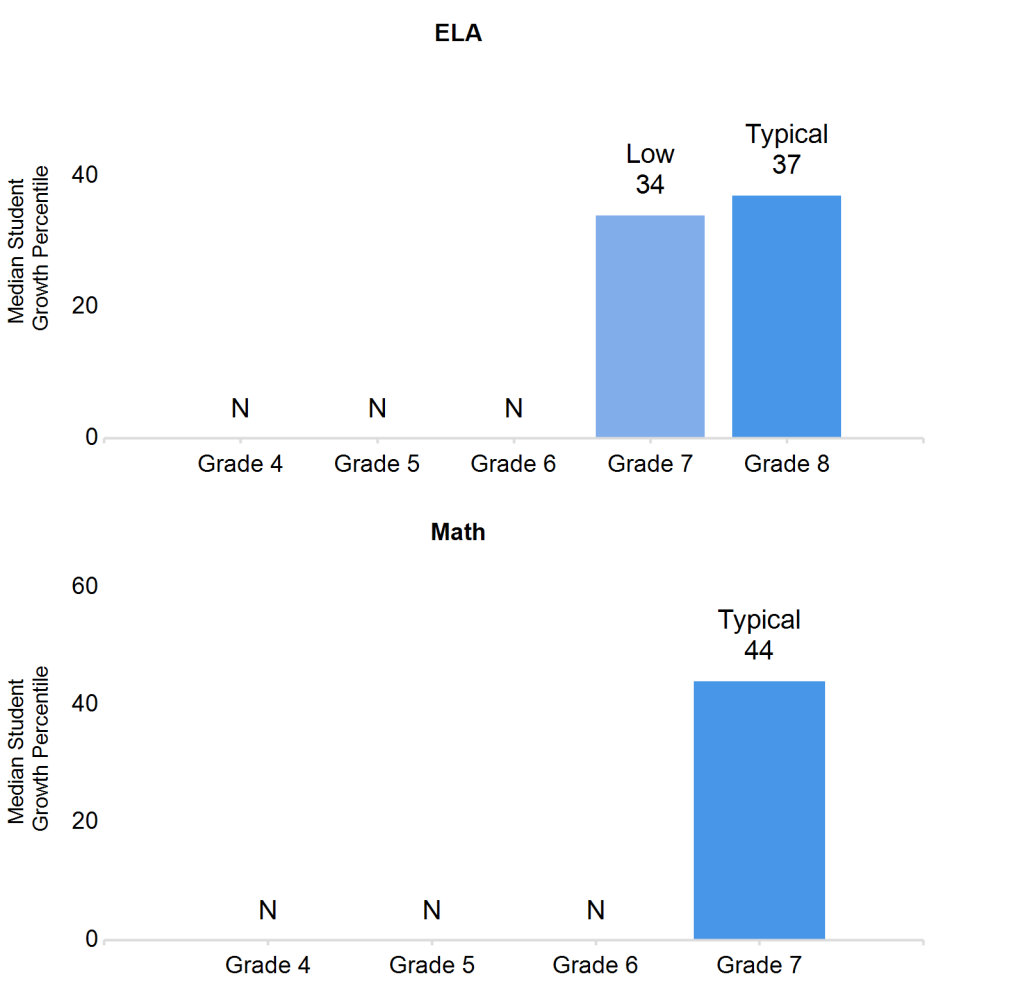
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	20	0	234
8	238	20	33
Schoolwide	258	20	267

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	168	0	0	0	0	0	0
8	194	13	0	0	0	0	0
Schoolwide	362	13	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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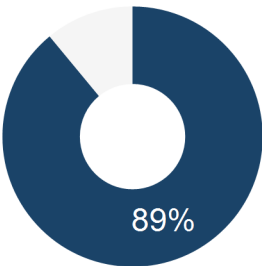
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Visual and Performing Arts – Course Participation

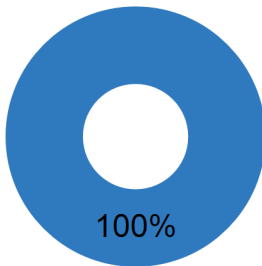
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

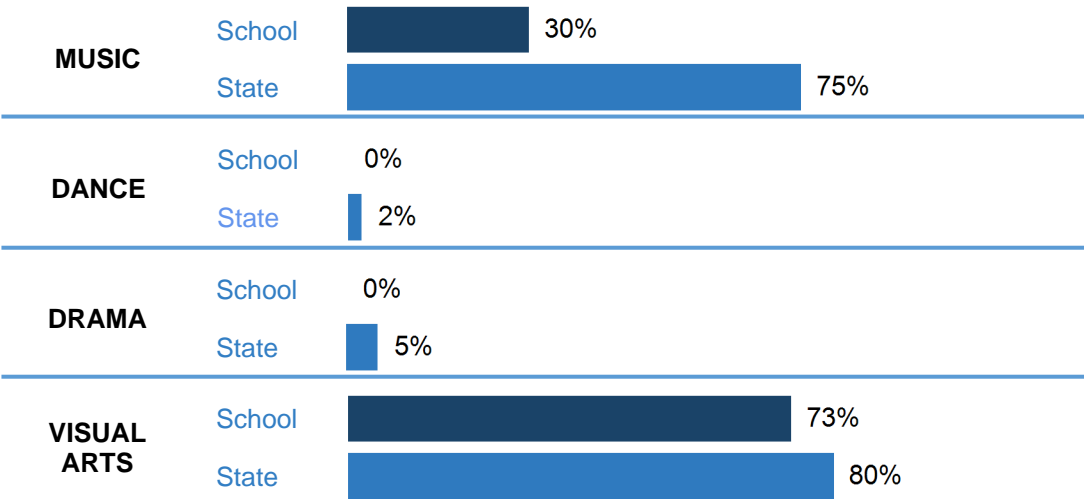


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

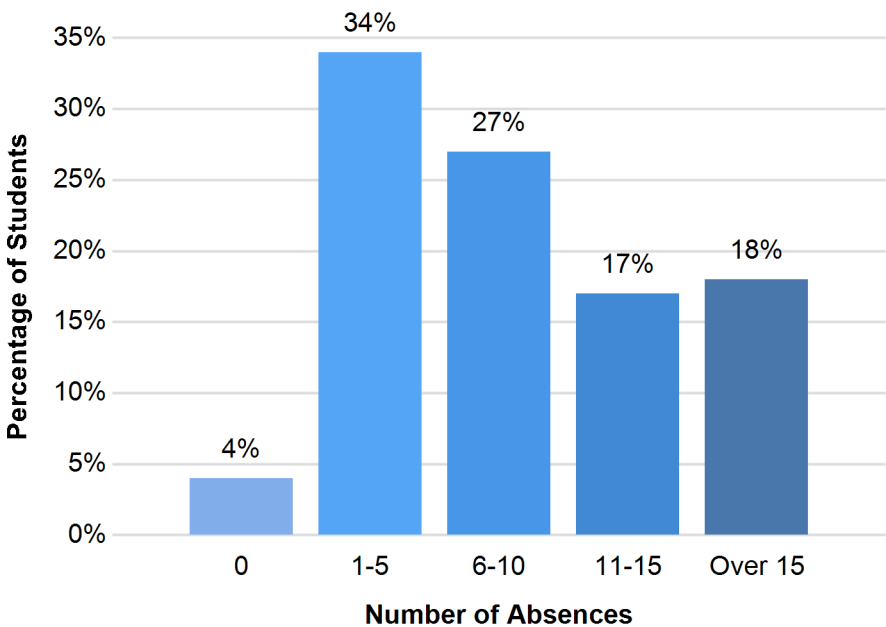
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.40	9.10	Not Met
White	10.70	9.10	Not Met
Hispanic	14.20	9.10	Not Met
Black or African American	15.70	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.40	9.10	Not Met
Students with Disabilities	21.10	9.10	Not Met
English Learners	5.60	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.



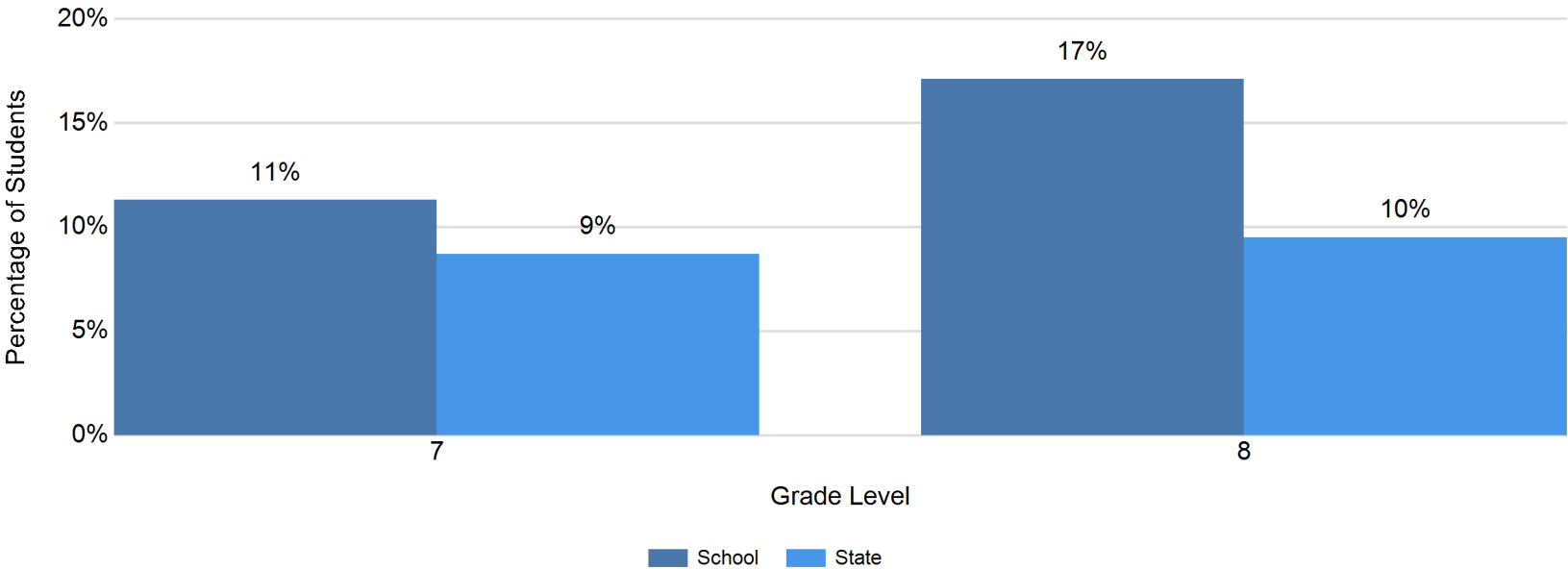


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Chronic Absenteeism by Grade

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	8:20AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	7
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.56

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	13.4%
Any Suspension	13.4%

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	2.1:1	261.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$526	\$14,239	\$14,765



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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	51	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	13.4	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	14.8	11.6
Administrators in district for 4 or more years	96%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	273:1	160:1
Librarian/Media Specialists		766:1
Nurses		638:1
Counselors		479:1
Child Study Team		239:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.1	17.5%
Mathematics Proficiency	16.6	17.5%
English Language Arts Growth	8.6	25.0%
Mathematics Growth	26.3	25.0%
Chronic Absenteeism	14.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		18.7
Summative Rating: Percentile rank of Summative Score		8.4
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	18.7	11.9	Targeted	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
White	9.7	11.9	Targeted	Not Met	Met Target†	Not Met	Not Met	Not Met	No
Hispanic	37.3	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	39.6	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	29.4	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	17.8	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	38.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Johnson	Email Address:	ajohnson@rahway.net
Address:	KLINE PLACE RAHWAY, NJ 07065	Website:	www.rahway.net
Phone:	(732)396-1025		

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"> • Spanish 1, French 1 or Theater Arts are being offered to our 8th grade students in addition to the current curriculum. • We have extended our PBSIS initiative by implementing "soundbites" and special teacher recognition awards • In collaboration with Rutgers University, New Brunswick Campus, we have established the Rutgers Future Scholars program.
	Mission, Vision, Theme: <p>Rahway 7th & 8th Grade Academy recognizes, respects and celebrates the diverse backgrounds of our students. Our challenging curriculum and extra-curricular programs promote creativity, critical thinking, social development, and teamwork. With the support of parents, and all stakeholders, our students will take personal pride in their accomplishments within a safe and nurturing environment.</p>
	Awards, Recognition, Accomplishments: <p>One of our Special Education Teachers was awarded a grant by Burlington in Linden, NJ. Our building currently houses some of the new Pre-K classrooms for the district.</p>







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School Narrative

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 Courses, Curriculum, Instruction:	<p>Our students are offered courses in ELA, Algebra1, Geometry, Forensics, Science, Robotics, Art, Technology, Theater Arts, French 1, Spanish 1, World Languages 1 & 2, Honors Math & Language Arts, Physical Ed & Health, Chorus, Band & String Instrumental Music and Social Studies</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)</p> <p>Our Boys' Basketball Team for the first time in over a decade, has finished the season, undefeated.</p>
 Clubs and Activities:	<p>Art Club, Builder's Club, Chess Club, Dance Club, Debate Club, Drama Club, Fitness Club, Math Counts Club, Newspaper Club, Science Olympiad Club, and Student Government Club</p>
 Before and After School Programs:	<p>Our building runs a breakfast program for all students.</p>








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School Narrative

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

 Staff and Professional Learning:	Our faculty is engaged in Professional Development through their PLCs. Professional Development included, UbD, Enduring Understanding, Authentic Feedback, and Rubrics Design for Assessments.
 Postsecondary Information:	Rutgers Future Scholars are afforded a full four year scholarship to RU, New Brunswick. This relationship is possible because of the generosity of a single benefactor, an alumnus of our district.
 Student Supports and Services:	Our school offers Basic Skills classes, before and after school teacher-help, and homework help facility sites.
 Student Health and Wellness:	Health and Physical Education classes, the Fitness Club, and our Breakfast program
 Parent and Community Involvement:	Black History Program & Gallery Walk, Family Literacy Night, Family Math & Science Night, Hispanic Heritage Night, Mally Gaines Mentor Program, PTO, Someone's Daughter Mentor Program



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Air-conditioning has been installed in the entire building within the last six years, Four of our classrooms has been re-purposed and out-fitted to house and accommodate our new pre-K students. Our Science labs have been renovated to meet the 21st Century learning experience. Another room has been converted to an approved Wrestling room.</p>
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School Narrative

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

<div><div>Other Information:</div></div>	<p>French 1, Spanish 1 and Theater Arts classes have extended the school day for 8th grade students. PBSIS implemented "Soundbites" and special recognition awards for our staff. Our Robotics Program is vertically aligned with the High School's Robotics.</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	312	292	308
10	286	295	245
11	217	236	251
12	205	162	260
Ungraded	8	0	3
Total	1027	985	1067

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	47%
Male	53%	52%	53%
Economically Disadvantaged Students	54%	59%	54%
Students with Disabilities	18%	16%	19%
English Learners	2%	5%	5%
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
Black or African American	42.2%
Hispanic	38.8%
White	14.1%
Asian	2.8%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

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	1034
Shared Time Students	64
Full Time Equivalent	1066

Enrollment by Home Language

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

Home Language	% of Students
English	71.4%
Spanish	22.7%
Cree	1.2%
Creoles and pidgins	1.0%
Other	3.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	490	98.9	28.00	40.70	54.90	28	28.8	Met Target†
White	66	98.6	43.90	51.30	63.90	43.9	36.1	Met Target
Hispanic	201	100.0	24.40	40.10	39.80	24.4	29.3	Met Target†
Black or African American	203	98.7	26.60	35.10	35.20	26.6	24.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	10	85.7	20.00	48.30	54.90	17.5	**	**
Female	225	98.0	41.80	49.70	62.20	41.8		
Male	265	99.7	16.20	32.80	48.10	16.2		
Economically Disadvantaged Students	288	98.4	22.90	35.10	36.20	22.9	24.6	Met Target†
Non-Economically Disadvantaged Students	202	99.6	35.20	48.50	65.80	35.2		
Students with Disabilities	105	96.7	*	11.30	20.50	*	5.8	Not Met
Students without Disabilities	385	99.5	*	47.50	61.90	*		
English Learners	52	100.0	*	*	25.20	*	14.5	Not Met
Non-English Learners	438	98.7	*	*	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	285	726	726	749	26%	*	26%	24%	*	26%	52%
White	31	735	735	757	*	*	32%	36%	*	39%	62%
Hispanic	123	723	723	733	29%	24%	26%	*	*	22%	35%
Black or African American	113	726	726	730	*	27%	*	26%	*	28%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	137	737	737	756	16%	*	29%	*	*	40%	60%
Male	148	715	715	741	35%	*	24%	*	*	14%	43%
Economically Disadvantaged Students	171	724	724	731	28%	*	25%	*	*	23%	32%
Non-Economically Disadvantaged Students	114	729	729	758	22%	*	28%	*	*	32%	62%
Students with Disabilities	59	697	697	714	*	*	*	*	*	*	13%
Students without Disabilities	226	733	733	754	*	*	*	*	*	*	58%
English Learners	24	691	691	690	*	*	*	*	*	*	*
Non-English Learners	261	729	729	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	722	722	743	30%	21%	*	28%	*	30%	46%
White	38	735	735	749	*	*	26%	37%	*	42%	52%
Hispanic	95	721	721	728	28%	23%	*	26%	*	30%	34%
Black or African American	105	718	718	725	33%	24%	*	25%	*	26%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	106	735	735	752	22%	*	19%	*	*	45%	54%
Male	143	713	713	734	36%	*	20%	*	*	19%	39%
Economically Disadvantaged Students	138	714	714	726	37%	*	*	21%	*	23%	32%
Non-Economically Disadvantaged Students	111	733	733	751	21%	*	*	36%	*	39%	54%
Students with Disabilities	53	680	680	704	*	*	*	*	*	*	12%
Students without Disabilities	196	734	734	749	*	*	*	*	*	*	52%
English Learners	18	689	689	681	*	*	*	*	*	*	*
Non-English Learners	231	725	725	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	727	727	736	22%	24%	28%	*	*	26%	38%
White	30	721	721	738	*	*	33%	*	*	20%	40%
Hispanic	72	732	732	731	*	29%	32%	19%	*	25%	34%
Black or African American	85	725	725	728	28%	*	22%	26%	*	29%	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	89	734	734	744	*	20%	29%	*	*	34%	46%
Male	107	721	721	729	*	26%	27%	*	*	20%	31%
Economically Disadvantaged Students	92	724	724	729	22%	*	26%	*	*	23%	32%
Non-Economically Disadvantaged Students	104	729	729	740	23%	*	30%	*	*	29%	42%
Students with Disabilities	54	702	702	709	*	*	*	*	*	*	12%
Students without Disabilities	142	737	737	741	*	*	*	*	*	*	43%
English Learners	10	716	716	699	*	*	*	*	*	10%	*
Non-English Learners	186	728	728	737	*	*	*	*	*	27%	*
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.

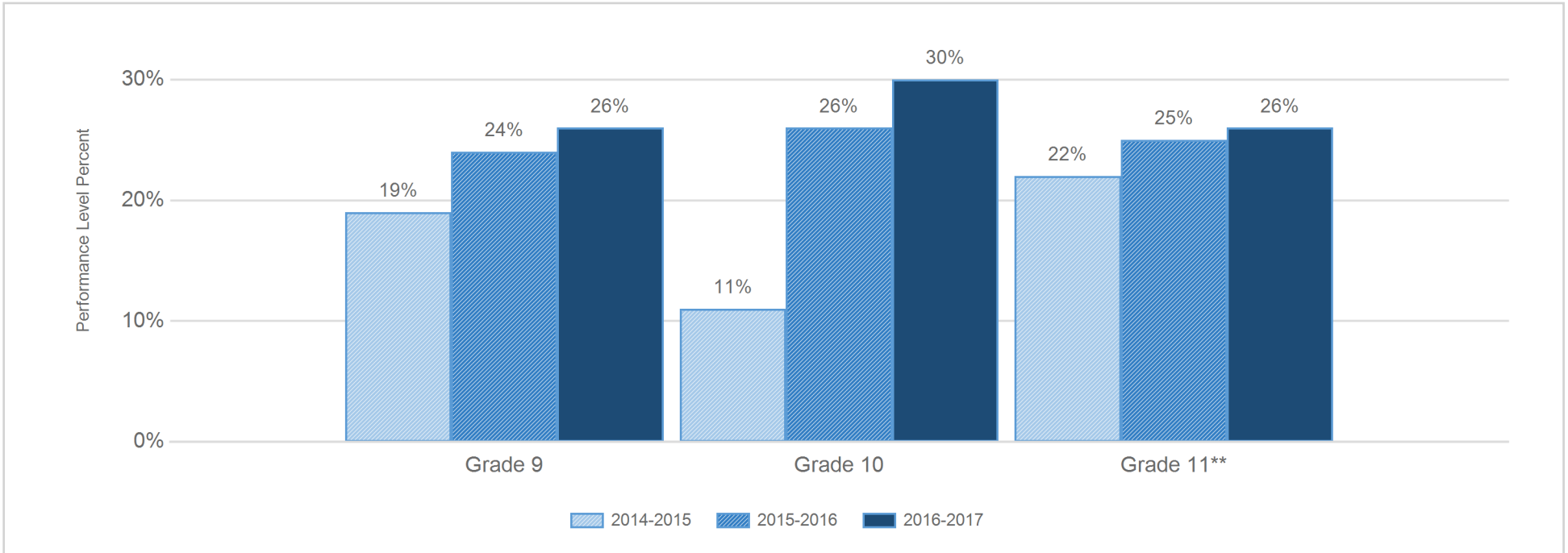


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English Language Arts/Literacy Assessment - Performance Trends

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/CELS exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	473	98.7	*	26.10	43.50	*	14.5	Not Met
White	68	97.3	*	*	52.40	*	18.2	Not Met
Hispanic	184	99.5	11.40	27.30	27.60	11.4	13.1	Met Target†
Black or African American	200	98.2	*	*	21.70	*	11.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	12	100.0	16.70	29.00	44.90	16.7	**	**
Female	222	98.8	*	*	44.10	*		
Male	251	98.6	*	*	42.90	*		
Economically Disadvantaged Students	266	98.0	*	*	25.10	*	13.2	Met Target†
Non-Economically Disadvantaged Students	207	99.6	*	*	54.30	*		
Students with Disabilities	93	95.3	*	*	16.50	*	N	N
Students without Disabilities	380	99.5	*	*	48.80	*		
English Learners	31	100.0	*	*	23.30	*	N	N
Non-English Learners	442	98.6	*	*	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	143	711	725	743	*	*	*	*	*	*	42%
White	16	710	730	751	*	*	*	*	*	*	52%
Hispanic	59	713	726	728	*	*	*	*	*	*	24%
Black or African American	60	712	721	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	63	713	728	744	*	*	*	*	*	*	43%
Male	80	710	722	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	89	711	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	54	712	729	751	*	*	*	*	*	*	52%
Students with Disabilities	53	702	704	714	*	*	*	*	*	*	10%
Students without Disabilities	90	717	729	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	719	721	734	*	*	*	*	*	*	30%
White	44	717	*	740	*	*	*	*	*	*	38%
Hispanic	124	721	*	722	14%	46%	28%	12%	0%	12%	14%
Black or African American	137	716	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	151	722	*	735	*	*	*	*	*	*	31%
Male	172	717	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	179	718	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	144	720	*	740	*	*	*	*	*	*	39%
Students with Disabilities	51	703	703	711	*	*	*	*	*	*	*
Students without Disabilities	272	722	724	738	*	*	*	*	*	*	*
English Learners	14	714	714	710	*	*	*	*	*	*	*
Non-English Learners	309	719	722	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance 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	202	703	703	725	*	*	*	*	*	*	28%
White	30	711	711	731	37%	40%	*	*	0%	10%	33%
Hispanic	75	705	705	710	*	*	*	*	*	*	14%
Black or African American	90	700	700	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	104	706	706	725	*	*	*	*	*	*	27%
Male	98	701	701	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	88	701	701	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	114	705	705	733	*	*	*	*	*	*	35%
Students with Disabilities	43	686	686	692	*	*	*	*	*	*	*
Students without Disabilities	159	708	708	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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%

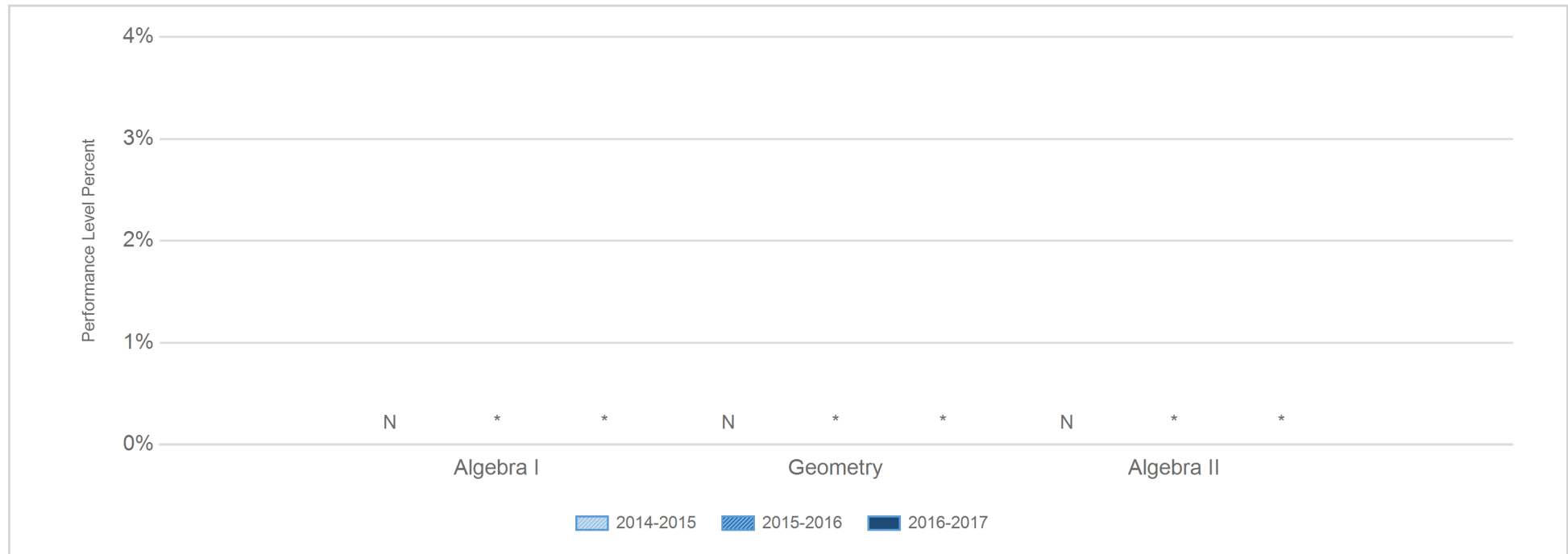


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Mathematics Assessment – Performance Trends

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	21	*	*
2	22	*	*
3	*	*	*
4	*	*	*
5+	*	*	*

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



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This section shows 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.

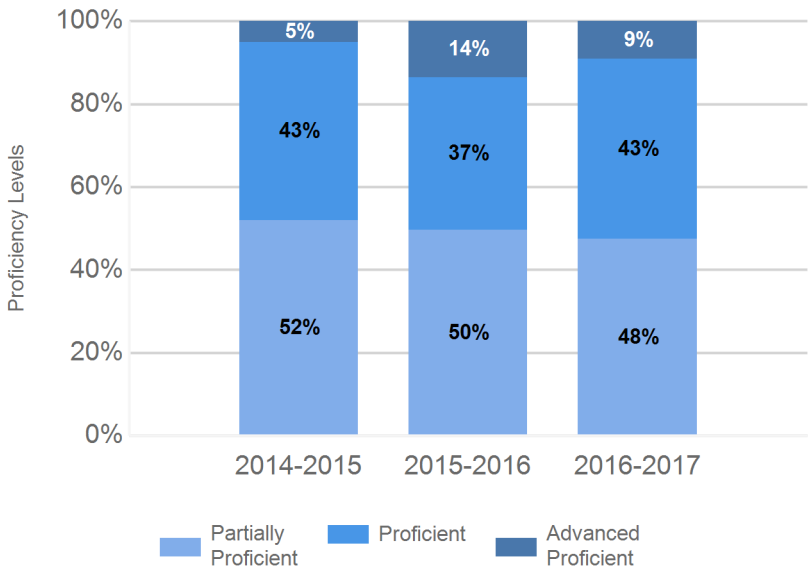
Biology Assessment - Performance

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	9%	43%	48%
White	14%	44%	42%
Hispanic	9%	49%	42%
Black or African American	8%	36%	56%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	*	*
Two or More Races	N	*	*
Economically Disadvantaged Students	7%	40%	53%
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	85.0%	70.0%
Percentage of students taking the ACT	18.8%	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	437	481	Varies By Grade	46%	67%
PSAT - Math	425	483	Varies By Grade	18%	49%
SAT - Reading and Writing	505	551	480	66%	77%
SAT - Math	491	552	530	35%	58%
ACT - Reading	20	24	22	39%	65%
ACT - English	17	24	18	41%	79%
ACT - Math	19	24	22	37%	65%
ACT - Science	18	23	23	20%	54%



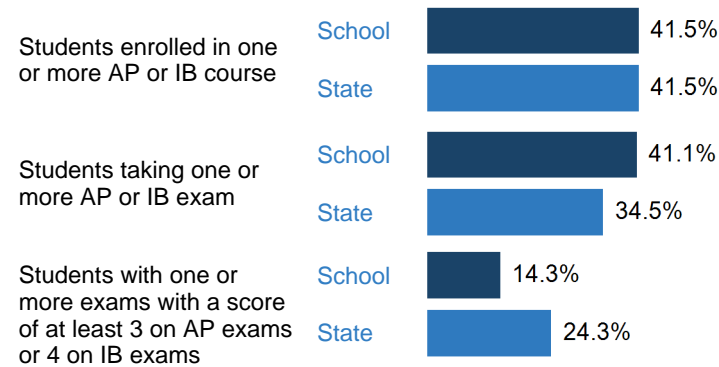
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

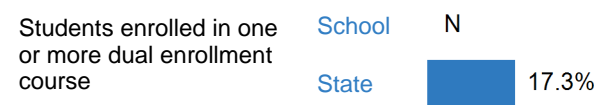
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	18
AP Calculus AB	0	18
AP Chemistry	25	25
AP English Language and Composition	66	66
AP English Literature and Composition	27	28
AP Environmental Science	19	19
AP French Language and Culture	3	3
AP Italian Language and Culture	3	3
AP Microeconomics	19	19
AP Music Theory	6	6
AP Physics 1	0	19
AP Physics 2	0	4
AP Physics C	23	0
AP Spanish Language	15	14
AP Statistics	14	11
AP Studio Art—Drawing Portfolio	12	7
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	16	15
AP U.S. History	62	62
AP World History	42	42



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		383
Exams with scores of at least 3 on AP exams or 4 on IB exams		94



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

Career and Technical Education Participation

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

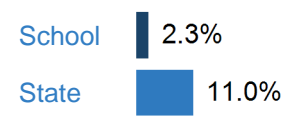
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

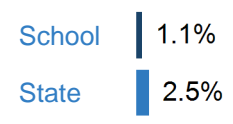
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Health Science	*	*
Hospitality & Tourism	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	20	
Total number of credentials earned in all clusters		20

**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	130	153	11	0	0	0	48
10	26	149	73	4	0	1	28
11	2	30	120	96	0	11	5
12	7	17	51	21	12	91	38
Schoolwide	165	349	255	121	12	103	119
Enrolled in AP/IB Course					0	14	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	75	2	0	228	0	4
10	178	53	0	16	0	20
11	89	126	0	13	30	35
12	84	13	0	15	33	58
Schoolwide	426	194	0	272	63	117
Enrolled in AP/IB Course	18	25		19	23	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	13	295	0	0	0	3
10	11	238	3	0	0	17
11	181	61	7	0	0	22
12	52	48	14	0	0	36
Schoolwide	257	642	24	0	0	78
Enrolled in AP/IB Course	42	62	19	0	0	16

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	130	16	21	0	0	0	0
10	147	19	6	0	0	0	0
11	99	5	6	0	0	0	0
12	35	3	6	0	0	0	0
Schoolwide	411	43	39	0	0	0	0
Enrolled in AP/IB Course	15	3	3	0	0	0	0
Enrolled in Level 3 or Higher	69	4	1	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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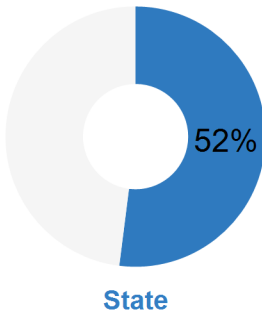
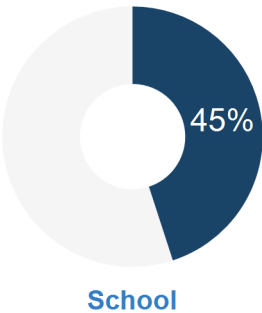
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Visual and Performing Arts – Course Participation

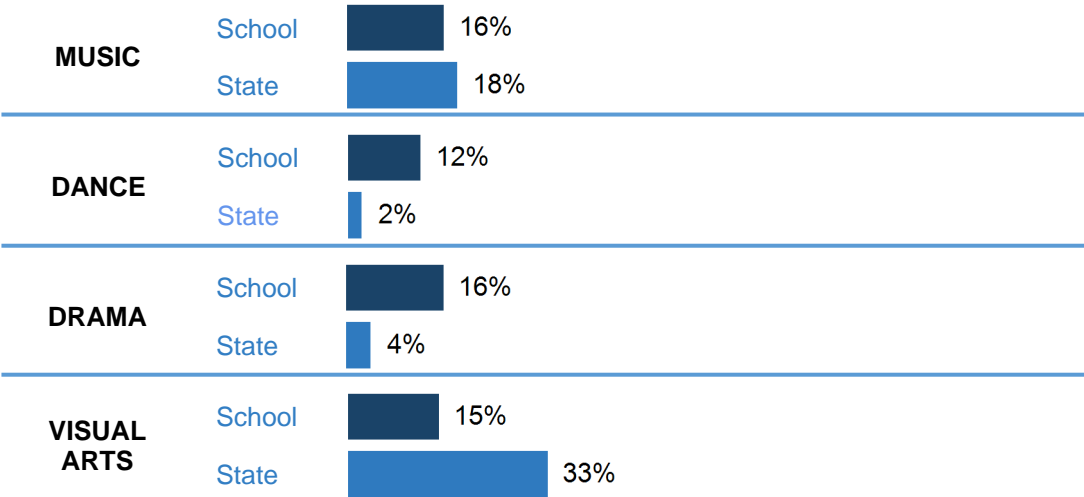
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	84.9%	90.5%	89.0%	91.8%	84.9%	89.3%	Not Met	92.1%	87.2%	Met Target
White	81.8%	94.5%	86.3%	95.1%	88.0%	95.0%	Not Met	97.6%	N	Met Goal
Hispanic	86.1%	84.3%	90.7%	86.3%	83.7%	80.9%	Met Target	85.3%	88.9%	Not Met
Black or African American	84.2%	83.4%	89.8%	85.3%	85.0%	92.1%	Not Met	94.6%	85.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	85.1%	83.9%	87.9%	85.6%	82.9%	86.7%	Not Met	91.2%	87.1%	Met Target
Students with Disabilities	76.2%	78.8%	73.3%	82.1%	68.2%	76.6%	Not Met	81.0%	63.0%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	66.7%	**	**
Homeless Students	N	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	84.9%	-
2016	84.9%	89.0%
2015	89.0%	92.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	2.9%	1.1%
2015-2016	2.1%	1.1%
2014-2015	2.4%	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	66.2%	43%	57.1%
White	73.5%	36%	64%
Hispanic	62.8%	55.1%	44.9%
Black or African American	64.2%	33.8%	66.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	72.4%	54.8%	45.2%
Students with Disabilities	57.9%	68.2%	31.8%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	69.3%	44.4%	55.6%	74.4%	25.6%	85%	15%
White	61.8%	38.1%	61.9%	71.4%	28.6%	71.4%	28.6%
Hispanic	77.6%	53.3%	46.7%	75.6%	24.4%	93.3%	6.7%
Black or African American	66%	38.7%	61.3%	72.6%	27.4%	83.9%	16.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	70.6%	37.5%	62.5%	68.1%	31.9%	87.5%	12.5%
Students with Disabilities	65%	61.5%	38.5%	76.9%	23.1%	84.6%	15.4%
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

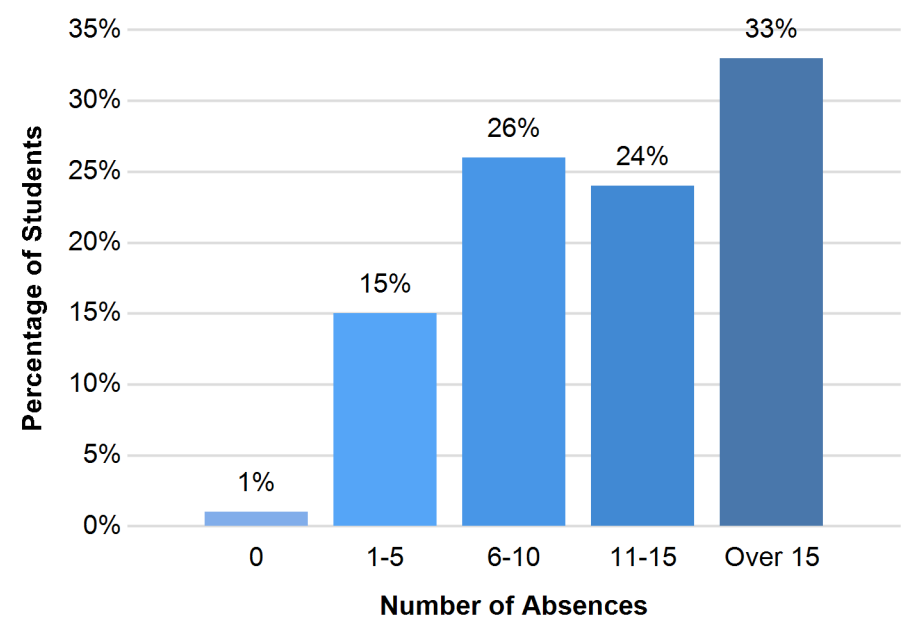
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	28.80	14.30	Not Met
White	32.40	14.30	Not Met
Hispanic	27.90	14.30	Not Met
Black or African American	28.00	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	17.60	14.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	54.50	14.30	Not Met
Economically Disadvantaged Students	32.70	14.30	Not Met
Students with Disabilities	32.90	14.30	Not Met
English Learners	17.00	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.



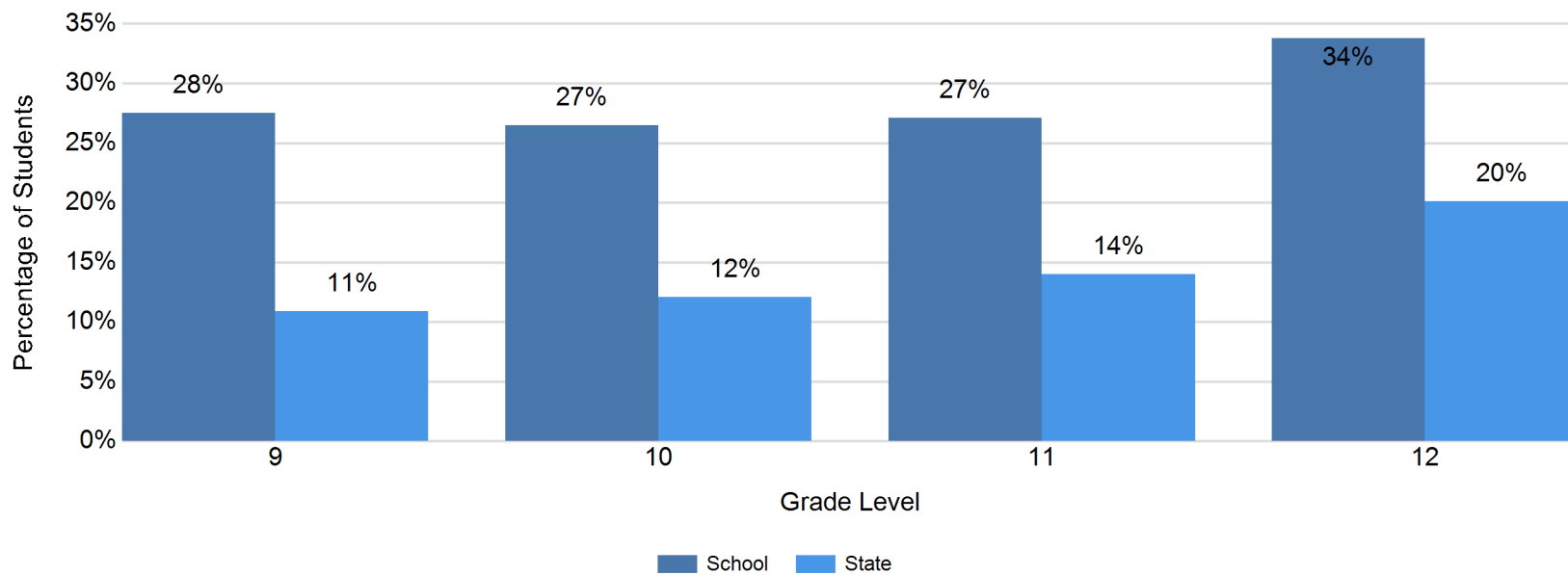


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Chronic Absenteeism by Grade

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	7:15AM
Typical End Time	3:25PM
Length of School Day	8 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 58 Mins.
Shared Time - Instructional Time	4 Hrs. 10 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	8
Vandalism	0
Weapons	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	1.69

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	18.0%
Any Suspension	18.0%

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	1.6:1	261.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$526	\$14,239	\$14,765



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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	102	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	14.8	11.6
Administrators in district for 4 or more years	96%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	178:1	160:1
Librarian/Media Specialists		766:1
Nurses		638:1
Counselors		479:1
Child Study Team		239:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	19.5	17.5%
Mathematics Proficiency	18.3	17.5%
Graduation - 4-Year	19.4	25.0%
Graduation - 5-Year	39.5	25.0%
Chronic Absenteeism	6.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		22.4
Summative Rating: Percentile rank of Summative Score		16.6
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	22.4	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
White	25.5	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Goal	No
Hispanic	26.1	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	44.2	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	36.1	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	20.2	6.2	No	Not Met	N	Not Met	Not Met	Met Target	No
English Learners	**	**	No	Not Met	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



Rahway High School
2016-2017
Grade Span 09-12




39-4290-050
UNION
RAHWAY CITY
1012 MADISON AVE
RAHWAY, NJ 07065-2003

School General Info

Principal:	Mr. Farinella	Email Address:	jfarinella@rahway.net
Address:	1012 MADISON AVE RAHWAY, NJ 07065-2003	Website:	https://www.rahway.net
Phone:	(732)396-1090	Facebook:	https://www.facebook.com/rahwaypublicschools/
		Twitter:	https://twitter.com/Rahway_Schools

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"> • Outstanding Academic Offerings- 18 Advanced Placement Courses • Outstanding Opportunities in the Fine, Visual, and Performing Arts • Outstanding Athletic Opportunities- 13 Varsity Sports
 Mission, Vision, Theme:	<p>Rahway High School, a culturally-diverse, comprehensive high school in Union County, offers challenging and rigorous opportunities for all students in a healthy and safe environment led by caring and competent adults who nurture strong intellectual growth and good citizenship. Overall, Rahway High School's curricular and extra-curricular programs are carefully designed to respond to the needs of all students, preparing them for success in an ever-changing global community.</p>
 Awards, Recognition, Accomplishments:	<p>An award-winning fine and performing arts program, championship athletic teams, a successful robotics program, and a national-championship JROTC program are among the outstanding choices which actively involve students outside of the classroom.</p>







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2016-2017
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 Courses, Curriculum, Instruction:	<p>Students at Rahway High School benefit from an honors and Advanced Placement program which currently offers courses in mathematics, English, social studies, science, studio art, and the world languages of French, Spanish, and Italian. Courses in fine arts, visual arts, and practical arts complement Rahway High School's other academic offerings. In addition, the Union County Vocational Technical School programs provide educational opportunities available to Rahway High School students.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Football (Boys), Gymnastics (Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Rahway High School offers an athletic program with a tradition of excellence. Opportunities for men and women bolster student confidence and enable students to realize their athletic potential.</p>
 Clubs and Activities:	<p>A variety of co-curricular and extra-curricular clubs, honor societies, and activities enhance the experience of all students who participate in them at Rahway High School. These include: Drama Club, Musical Theater Productions, DECA, Math Club, Yearbook, School Newspaper, Robotics Team, Winter Guard, National Honor Society, and Marching Band.</p>
 Before and After School Programs:	<p>(1) SAT preparation as an after-school program is available for students seeking this support. (2) After-school and weekend tutoring for all students is offered. (3) Personalized financial aid workshops are facilitated for parents and students. (4) Rahway High School offers dual credit through the Rutgers Early College Humanities (REaCH) program. (5) Rahway High School participates in the Rutgers Future Scholars program.</p>








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 Staff and Professional Learning:	<p>Staff and Professional learning opportunities at Rahway High School are based upon curricular and school-based needs. Types of emergency training have included the following: CPR training, AED training, and Epi-pen training. Curriculum and instruction professional development has included the following areas: differentiated instruction, process writing, Next Generation Science Standards, and Advanced Placement course training.</p>
 Postsecondary Information:	<p>Recent graduates currently attend Cornell University, New York University, The New Jersey Institute of Technology, Penn State University, Rutgers University, Howard University, and Case Western Reserve University.</p>
 Student Supports and Services:	<p>Rahway High School offers one of the best research-based, freshman transition and college-and-career-readiness experiences available to high school students in the United States. In addition, Rahway High School offers a Sheltered Instruction Observation Protocol (SIOP) model for its English Language Learners. Furthermore, students with learning disabilities are offered comprehensive special education and related services.</p>
 Student Health and Wellness:	<p>Rahway High School offers a breakfast program on a daily basis. In addition, a comprehensive health and physical education program exists, covering fitness, nutrition, and overall wellness. Nursing services include first aid, oversight of immunizations, health screenings, and related community-based nursing support.</p>
 Parent and Community Involvement:	<p>Parent groups involved at Rahway High School include a PTO, a Band Parent organization, an Athletic Booster organization, and several regional and municipal partnerships.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Rahway High School recently completed in 2013 a comprehensive renovation of its entire science wing, bringing state-of-the-art lab facilities to all students enrolled in our science program which offers honors and Advanced Placement offerings in Biology, Environmental Science, Chemistry, and Physics. In addition, the fine and performing arts wing of Rahway High School was fully renovated to provide students with state-of-the-art dance, piano, band, orchestra, and vocal music facilities.</p>
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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Other Information:

At Rahway High School we have a shared vision that embraces the goal of preparing our students to become independent and self-sufficient adults who will succeed and contribute responsibly in the global community- a vision shared by students, parents, teachers, administrators, and our many stakeholders. It is a mission carried forward with the following beliefs: 1. We believe that: Diversity is a strength of our school community and, as such, we seek to provide inclusive programs to accommodate the needs of all learners. 2. We believe that: Responsible citizenship is an expectation that is required of students in order for them to be independent and self-sufficient adults. 3. We believe that: Ethical conduct by all members of the school community is an unwavering tenet that must guide the actions of all stakeholders in our school community. 4. We believe that: Academic success is an essential outcome for all learners that must guide all students throughout their high school careers. 5. We believe that: Marketable skills are an essential series of components that must be understood and mastered by all graduates in order for them to lead successful and productive lives in the 21st century. In summary, we believe that Diversity, Responsibility, Ethics, Academics, and Marketability reflect our bold D.R.E.A.M. upon which the successes of our graduates will be realized throughout their lives.




Roosevelt Elementary School
2016-2017
Grade Span PK-06

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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



Roosevelt Elementary School
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Footnotes

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

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



Roosevelt Elementary School
2016-2017
Grade Span PK-06

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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	50	49	45
KG	68	55	58
1	65	70	54
2	69	64	78
3	72	71	63
4	86	73	72
5	70	83	78
6	69	74	86
Ungraded	79	88	97
Total	628	627	631

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	44%	43%
Male	54%	56%	57%
Economically Disadvantaged Students	53%	51%	48%
Students with Disabilities	20%	24%	24%
English Learners	8%	11%	10%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	41.2%
Black or African American	28.4%
White	23.9%
Asian	3.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.5%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	51	31	39
PK - Full Day	0	18	6
KG - Half Day	0	0	0
KG - Full Day	69	55	58

Enrollment by Home Language

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

Home Language	% of Students
English	76.4%
Spanish	16.5%
Cree	2.1%
Polish	1.3%
Other	3.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	286	99.0	49.70	40.70	54.90	49.7	54.5	Met Target†
White	71	100.0	47.90	51.30	63.90	47.9	54.3	Met Target†
Hispanic	122	99.2	49.20	40.10	39.80	49.2	53.5	Met Target†
Black or African American	69	98.6	46.30	35.10	35.20	46.3	52.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.80	64.00	80.70	68.8	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	131	97.9	54.20	49.70	62.20	54.2		
Male	155	100.0	45.80	32.80	48.10	45.8		
Economically Disadvantaged Students	135	99.3	40.80	35.10	36.20	40.8	46.3	Met Target†
Non-Economically Disadvantaged Students	151	98.8	57.60	48.50	65.80	57.6		
Students with Disabilities	44	100.0	22.70	11.30	20.50	22.7	21	Met Target
Students without Disabilities	242	98.8	54.60	47.50	61.90	54.6		
English Learners	48	100.0	45.90	*	25.20	45.9	45.9	Met Target
Non-English Learners	238	98.8	50.50	*	57.40	50.5		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	22.20	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.



Roosevelt Elementary School
2016-2017

Grade Span PK-06

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RAHWAY CITY
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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	65	745	736	749	*	19%	32%	35%	*	40%	50%
White	16	747	*	759	*	*	*	*	0%	44%	61%
Hispanic	29	743	735	734	*	*	35%	*	*	38%	35%
Black or African American	16	743	728	731	*	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	24	752	743	754	*	*	*	42%	*	54%	55%
Male	41	741	731	745	*	*	*	32%	*	32%	46%
Economically Disadvantaged Students	26	729	727	731	*	*	*	*	*	27%	31%
Non-Economically Disadvantaged Students	39	756	748	762	*	*	*	*	*	49%	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%



Roosevelt Elementary School
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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	68	743	744	753	*	21%	34%	34%	*	40%	56%
White	18	740	*	762	*	*	*	*	*	33%	67%
Hispanic	31	744	743	740	*	*	36%	*	*	36%	40%
Black or African American	10	745	740	737	0%	*	*	*	*	50%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	37	742	745	758	*	*	*	27%	*	32%	61%
Male	31	746	743	749	*	*	*	42%	*	48%	51%
Economically Disadvantaged Students	29	735	737	737	*	*	38%	*	*	28%	36%
Non-Economically Disadvantaged Students	39	750	752	764	*	*	31%	*	*	49%	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	76	745	744	756	13%	*	28%	45%	*	47%	59%
White	14	750	751	763	*	*	*	*	*	43%	69%
Hispanic	32	744	742	743	*	*	31%	50%	0%	50%	44%
Black or African American	25	741	*	740	*	*	*	40%	0%	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	40	754	751	761	*	*	*	45%	*	50%	66%
Male	36	735	739	750	*	*	*	44%	*	44%	53%
Economically Disadvantaged Students	37	741	740	740	*	*	*	43%	*	43%	40%
Non-Economically Disadvantaged Students	39	749	750	765	*	*	*	46%	*	51%	71%
Students with Disabilities	14	711	*	725	*	*	*	*	*	14%	22%
Students without Disabilities	62	753	*	762	*	*	*	*	*	55%	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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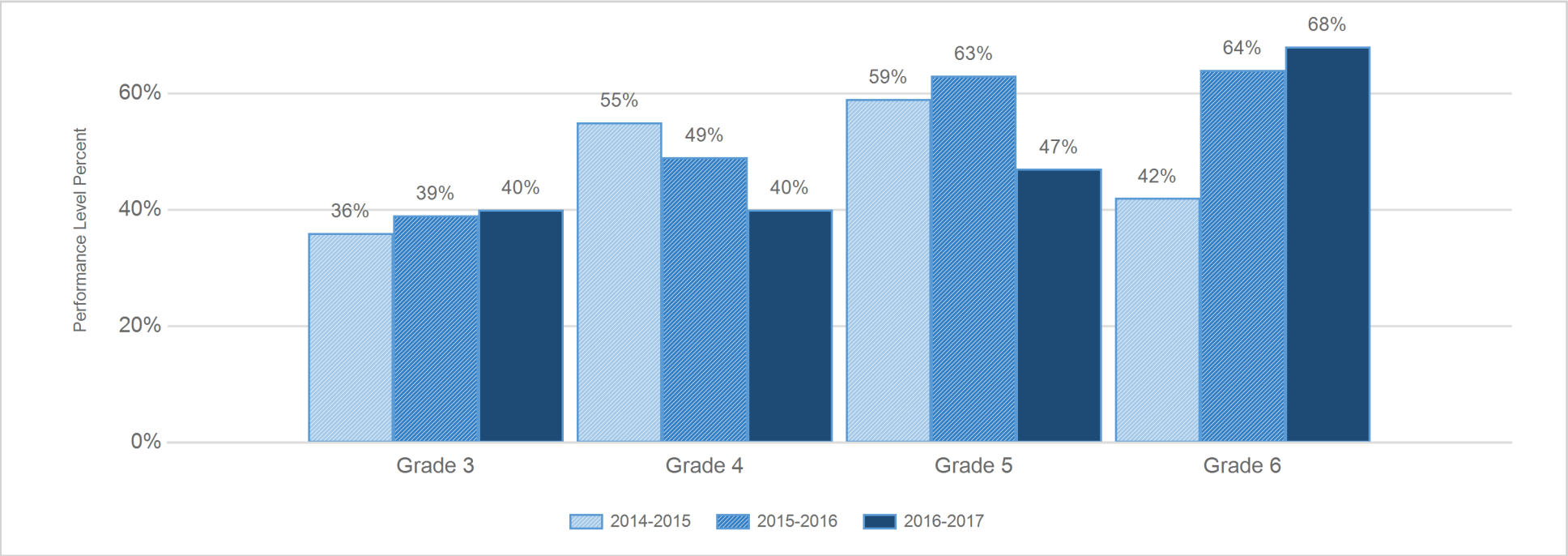
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	84	757	754	752	*	*	20%	60%	*	68%	54%
White	25	761	761	758	0%	*	*	44%	*	60%	63%
Hispanic	34	758	755	740	*	*	*	65%	*	74%	38%
Black or African American	20	750	*	736	0%	*	*	60%	0%	60%	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	38	766	762	758	*	*	*	61%	*	79%	61%
Male	46	750	747	746	*	*	*	59%	*	59%	46%
Economically Disadvantaged Students	41	752	749	737	*	*	*	51%	*	56%	34%
Non-Economically Disadvantaged Students	43	763	761	761	*	*	*	67%	*	79%	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	287	99.0	35.20	26.10	43.50	35.2	50.1	Not Met
White	71	100.0	38.00	*	52.40	38	52.9	Not Met
Hispanic	122	99.2	36.00	27.30	27.60	36	50.3	Not Met
Black or African American	70	98.7	24.30	*	21.70	24.3	39.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	62.60	51.00	75.60	62.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	132	97.9	34.10	*	44.10	34.1		
Male	155	100.0	36.10	*	42.90	36.1		
Economically Disadvantaged Students	136	99.3	26.50	*	25.10	26.5	41.1	Not Met
Non-Economically Disadvantaged Students	151	98.8	43.00	*	54.30	43		
Students with Disabilities	44	100.0	13.70	*	16.50	13.7	19.3	Met Target†
Students without Disabilities	243	98.8	39.10	*	48.80	39.1		
English Learners	49	100.0	30.60	*	23.30	30.6	45.9	Not Met
Non-English Learners	238	98.8	36.10	*	45.20	36.1		
Homeless Students	N	N	N	50.00	16.40	N		
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	66	750	740	751	*	*	47%	32%	*	41%	53%
White	16	755	*	759	0%	*	*	*	*	50%	63%
Hispanic	29	748	740	738	*	*	41%	*	*	41%	37%
Black or African American	17	748	733	733	0%	*	59%	*	*	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	25	749	742	751	*	*	52%	*	*	36%	52%
Male	41	750	738	751	*	*	44%	*	*	44%	53%
Economically Disadvantaged Students	27	742	735	736	*	*	56%	*	*	26%	34%
Non-Economically Disadvantaged Students	39	755	746	761	*	*	41%	*	*	51%	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	69	739	738	747	*	29%	33%	29%	*	32%	47%
White	18	737	*	755	*	*	*	*	*	17%	59%
Hispanic	31	737	738	734	*	36%	32%	*	*	29%	30%
Black or African American	11	739	732	729	0%	*	*	*	0%	36%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	736	736	747	*	*	32%	*	*	24%	47%
Male	32	743	739	747	*	*	34%	*	*	41%	48%
Economically Disadvantaged Students	30	728	731	732	*	33%	*	*	*	10%	27%
Non-Economically Disadvantaged Students	39	748	746	757	*	26%	*	*	*	49%	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	76	736	732	747	*	33%	33%	24%	*	29%	46%
White	14	737	739	754	*	*	*	*	0%	36%	57%
Hispanic	32	740	731	735	*	*	41%	31%	*	31%	30%
Black or African American	25	729	*	729	*	40%	*	*	*	20%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	40	740	733	747	*	38%	30%	*	*	33%	47%
Male	36	733	731	746	*	28%	36%	*	*	25%	46%
Economically Disadvantaged Students	37	735	730	732	*	32%	38%	*	*	24%	27%
Non-Economically Disadvantaged Students	39	737	736	756	*	33%	28%	*	*	33%	59%
Students with Disabilities	14	715	*	725	*	*	*	*	*	*	19%
Students without Disabilities	62	741	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

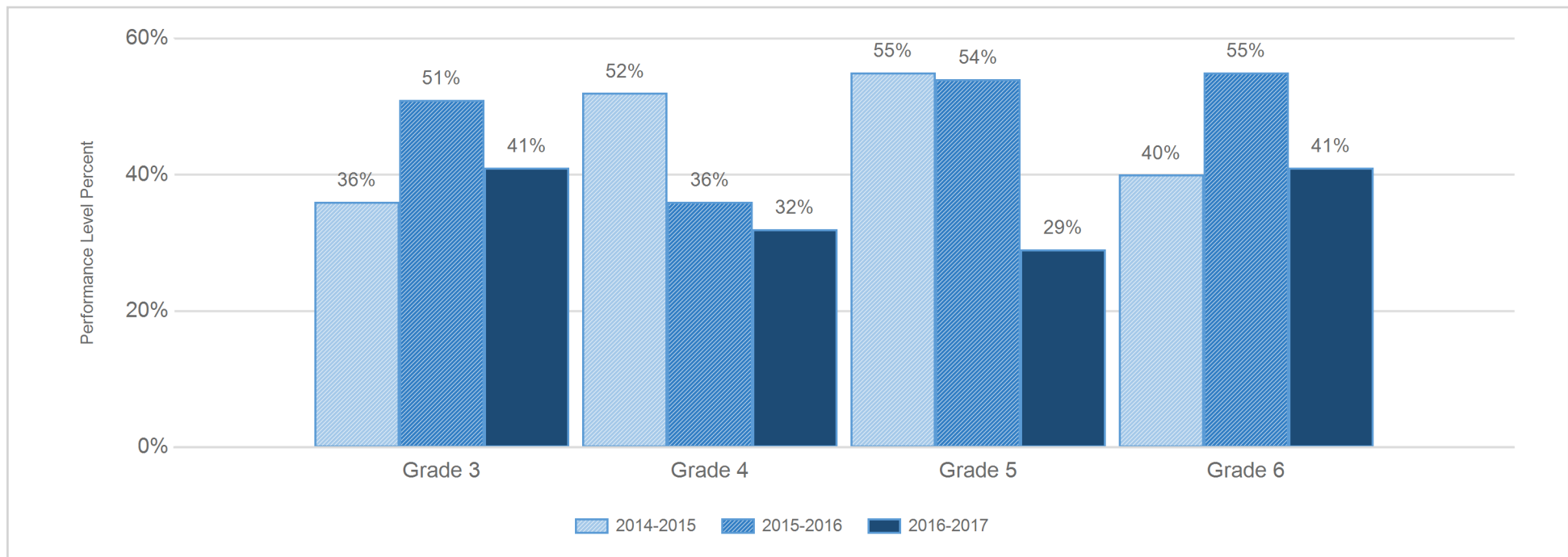
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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	84	742	740	743	*	23%	33%	39%	*	41%	44%
White	25	747	745	751	0%	*	40%	40%	*	44%	54%
Hispanic	34	744	740	731	*	*	32%	44%	*	44%	27%
Black or African American	20	728	*	724	*	*	*	*	0%	25%	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	38	745	742	745	*	*	37%	42%	*	45%	45%
Male	46	739	738	742	*	*	30%	37%	*	37%	43%
Economically Disadvantaged Students	41	738	737	728	*	*	29%	39%	*	39%	24%
Non-Economically Disadvantaged Students	43	745	744	752	*	*	37%	40%	*	42%	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	N	N
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	11	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*

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



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This section shows 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.

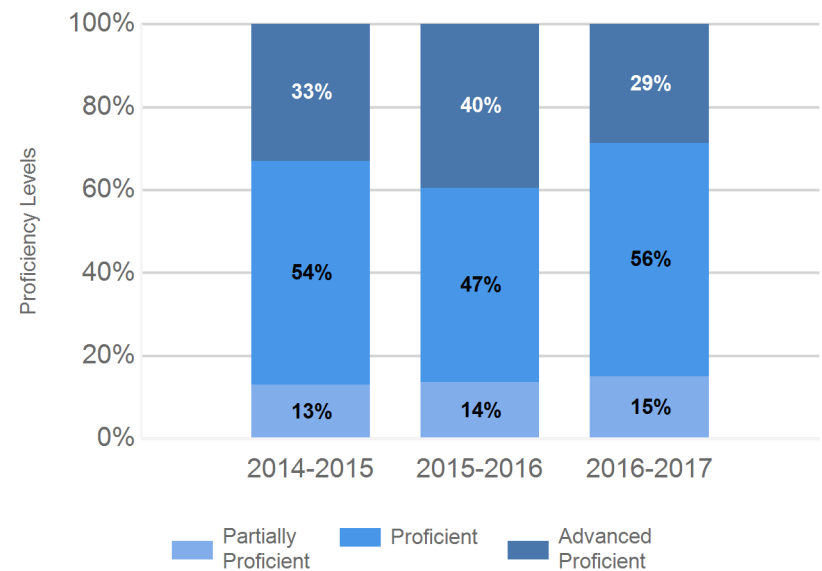
NJASK Science Assessment Performance: Grade 4

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	29%	56%	15%
White	30%	60%	10%
Hispanic	25%	66%	9%
Black or African American	27%	36%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	17%	60%	23%
Students with Disabilities	*	*	*
English Learners	N	55%	46%

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	46.5	43	50	Met Target	32	38	50	Not Met
White	40	*	50	Met Target	28	*	52	Not Met
Hispanic	50	48	49	Met Target	32	40	47	Not Met
Black or African American	43	40	45	Met Target	27	38.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	39.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	33	51	**	*	39.5	52	**
Economically Disadvantaged	43	44	47	Met Target	31	38	46	Not Met
Students with Disabilities	35.5	35	41	Not Met	26	34	43	Not Met
English Learners	49	49	53	Met Target	29	35.5	51	Not Met

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



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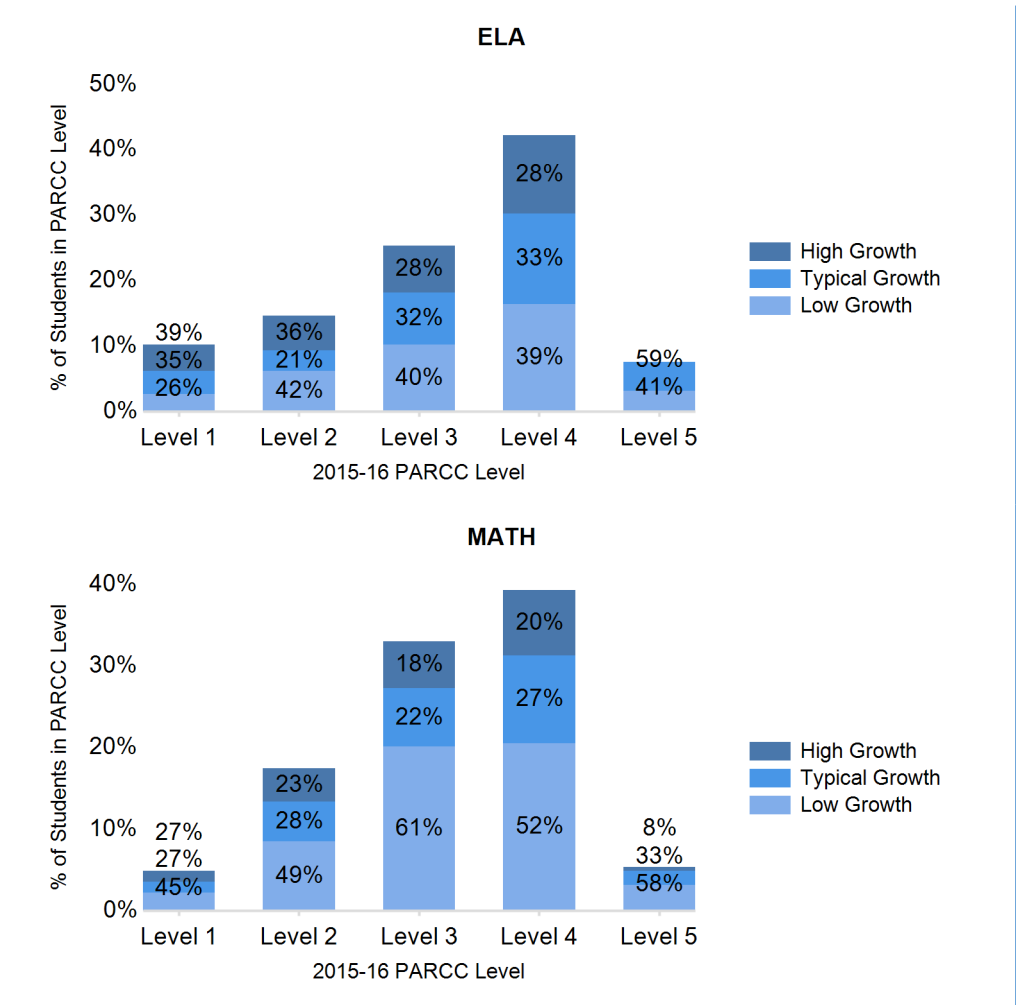
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

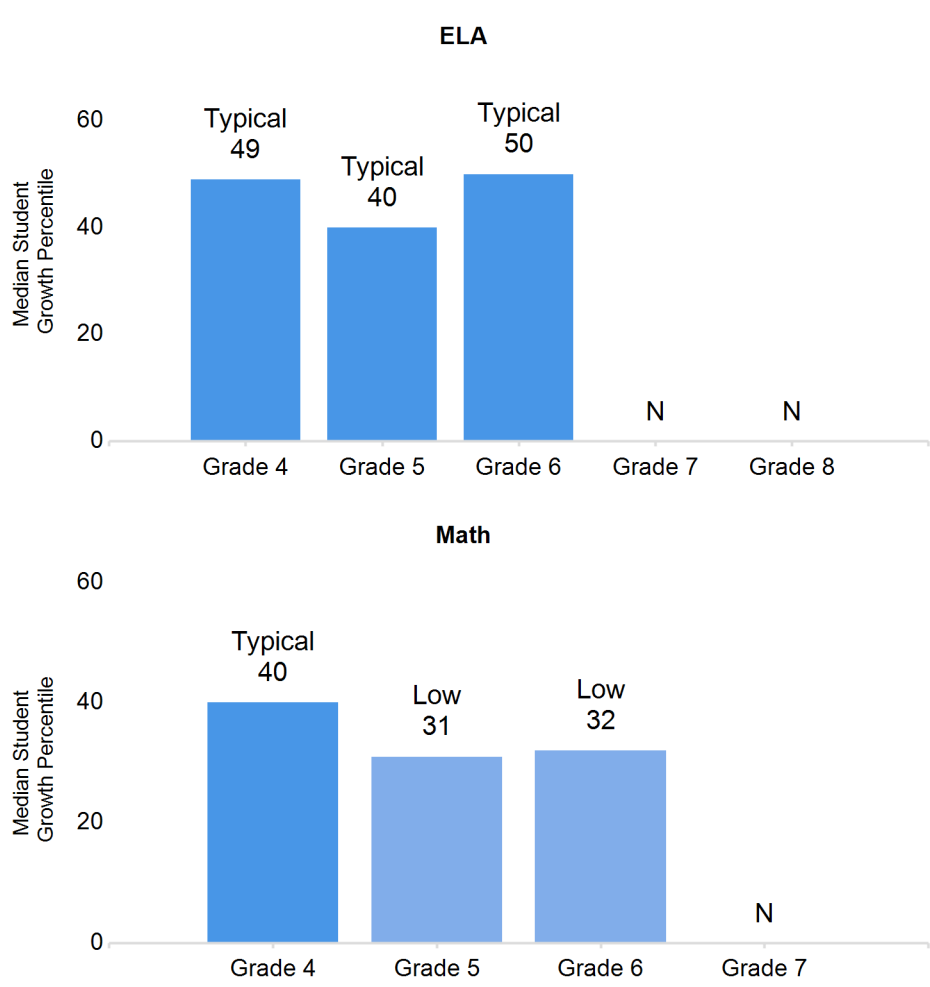
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

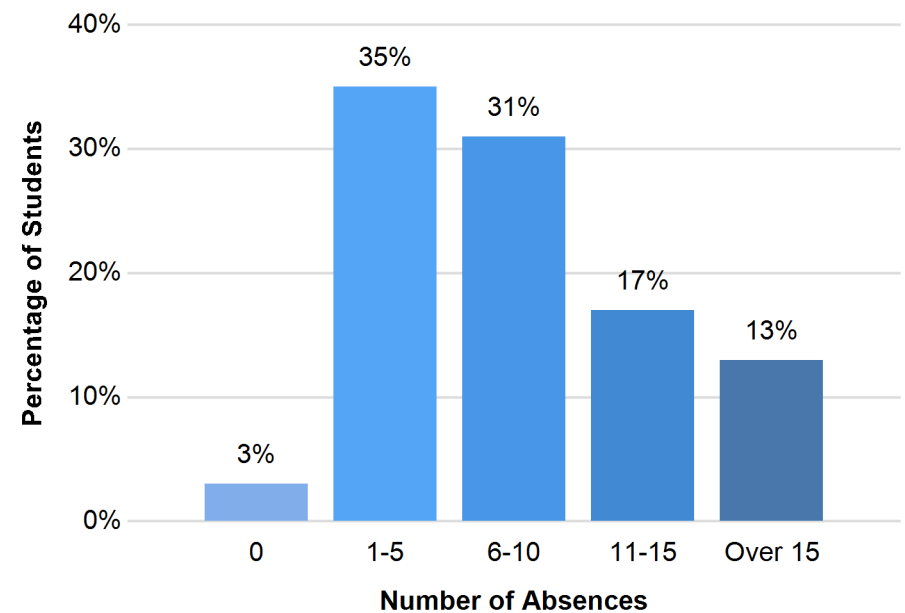
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.70	8.30	Not Met
White	6.80	8.30	Met Target
Hispanic	10.60	8.30	Not Met
Black or African American	7.20	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.40	8.30	Not Met
Students with Disabilities	12.50	8.30	Not Met
English Learners	7.30	8.30	Met Target

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

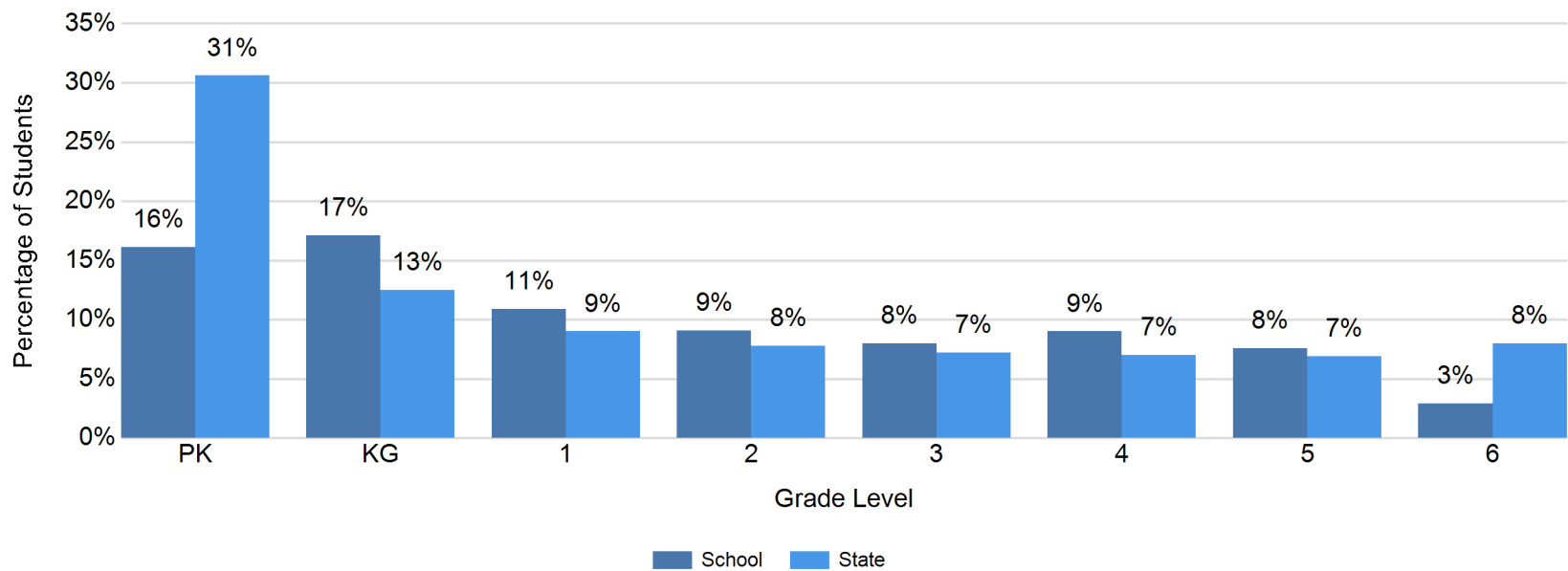
Days Absent

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	8:35AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 7 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.32

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	4.1%
Any Suspension	4.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.1:1	261.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$526	\$14,239	\$14,765



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	90%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	14.8	11.6
Administrators in district for 4 or more years	96%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	316:1	160:1
Librarian/Media Specialists		766:1
Nurses		638:1
Counselors		479:1
Child Study Team		239:1



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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.

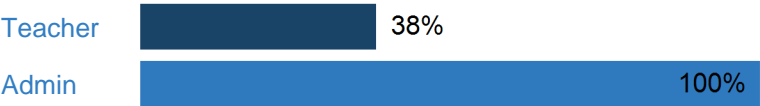
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	42.3	17.5%
Mathematics Proficiency	32.0	17.5%
English Language Arts Growth	32.5	25.0%
Mathematics Growth	5.1	25.0%
Chronic Absenteeism	41.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		28.7
Summative Rating: Percentile rank of Summative Score		18.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	28.7	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
White	14.2	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Hispanic	43.5	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Black or African American	46.5	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	36.2	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	33.2	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	45.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Fields	Email Address:	cfields@rahway.net
Address:	811 ST GEORGE AVE RAHWAY, NJ 07065-2626	Website:	https://www.rahway.net/Domain/11
Phone:	(732)396-1060		




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"> • Curriculum includes Math in Focus, Writing Workshop and Literacy By Design. • Our school implemented the Peer Mediation Program for all the elementary schools in the district. • We offer many extracurricular clubs and activities for students.
 Mission, Vision, Theme:	Roosevelt School, a community of teachers and learners, shall provide educational excellence, good teaching practices, and challenging inclusive programs to accommodate the unique needs of all students.

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Given the challenge of raising student achievement, special attention is given toward improving student mathematics and language arts literacy skills through differentiated instruction, problem-based learning, and Soar to Success, a small group reading and writing program. There will be a continuance of the Mathematics (Math in Focus), Language Arts (Writing Workshop) and Reading (RAZKids) Programs as well as our reading program in K-5 classes entitled Literacy By Design.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>We offer STEM club, Dance club, Art club, Welcome Wagon club, Helping Hands club, HEROS club, Select Chorus, Safety Patrols, Morning Announcements club and Peer Mediation.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>YMCA, JFK Center, Rahway Day Care provide before and after care. DASH, MOCA, Precious Pumpkins, Tiger Martial Arts Academy, UCDC provide after care.</p>







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 Staff and Professional Learning:	<p>Staff members are active participants of several professional learning communities. Our staff participates in continual Professional Development activities in both English Language Arts and Math. We are dedicated to providing high quality education everyday in every classroom.</p>
 Student Supports and Services:	<p>Roosevelt School provides support for English Language Learners through individual and small group instruction. Students with disabilities are supported through the Child Study Team. Students of all levels are supported through tutoring and extra help.</p>
 Student Health and Wellness:	<p>Roosevelt School offers a breakfast program for all students. Students have physical education at least once per week and recess daily.</p>
 Parent and Community Involvement:	<p>Parental participation in the life of Roosevelt is ongoing. Our active PTA organizes many fundraisers and school events including the book fair, yearbook, and sixth grade events. The school community shows support for the local community by conducting food drives and collecting toys for Toys for Tots.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Roosevelt School was built in 1925. There have been two additions, 1960 and 2000. The building has a library, computer lab, art room, gymnasium and two cafeterias. The building has an elevator.</p>
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<div>Other Information:</div>	<p>Roosevelt School fully recognizes the importance of the role technology plays in supporting effective instruction and in students' education. To that end our school is networked and has Internet access in every classroom. Our students have acquired an increasingly sophisticated comfort level with technology as a learning tool. A variety of software applications assisted students in developing computer skills as they gather, analyze, and synthesize information. Students receive computer instruction on a weekly basis. Additionally 150 Chrome Books are now used to supplement and enrich lessons in every curriculum area. Our Positive Behavior Support in Schools Program (PBSIS) is now in its eleventh year. Social skills are emphasized with students following the "Tracks to Success" guidelines of respect, responsibility and safety. Students are recognized on a weekly and monthly basis for contributing to a positive school environment.</p>
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