




E Raymond Appleby Elementary School
2016-2017
Grade Span 02-05

23-4970-050
MIDDLESEX
SPOTSWOOD BORO
23 VLIET STREET
SPOTSWOOD, NJ 08884

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
2	111	96	115
3	105	111	104
4	118	116	119
5	121	117	116
Ungraded	4	0	1
Total	459	440	455

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%	50%	47%
Male	52%	50%	53%
Economically Disadvantaged Students	19%	18%	17%
Students with Disabilities	14%	14%	15%
English Learners	2%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	69.2%
Hispanic	17.4%
Asian	6.6%
Black or African American	4.6%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.0%

Enrollment by Home Language

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

Home Language	% of Students
English	87.5%
Spanish	3.3%
Arabic	2.6%
Gujarati	1.1%
Portuguese	1.1%
Other	4.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	312	96.1	62.20	60.00	54.90	62.2	55.2	Met Target
White	223	95.4	66.30	62.00	63.90	66.3	57.6	Met Target
Hispanic	50	96.2	52.00	52.30	39.80	52	46.2	Met Target
Black or African American	17	100.0	35.30	*	35.20	35.3	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.70	70.40	80.70	64.7	N	N
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	148	95.7	62.90	67.20	62.20	62.9		
Male	164	96.6	61.60	53.40	48.10	61.6		
Economically Disadvantaged Students	46	94.5	41.30	42.00	36.20	40.7	35.1	Met Target
Non-Economically Disadvantaged Students	266	96.5	65.80	62.70	65.80	65.8		
Students with Disabilities	52	98.1	28.90	*	20.50	28.9	36.6	Met Target†
Students without Disabilities	260	95.8	68.80	*	61.90	68.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	760	760	749	*	*	18%	56%	11%	67%	50%
White	78	763	763	759	*	*	17%	58%	13%	71%	61%
Hispanic	13	756	756	734	*	0%	*	*	*	62%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	49	770	770	754	*	*	*	51%	*	71%	55%
Male	54	752	752	745	*	*	*	61%	*	63%	46%
Economically Disadvantaged Students	21	748	748	731	*	*	*	*	*	52%	31%
Non-Economically Disadvantaged Students	82	763	763	762	*	*	*	*	*	71%	63%
Students with Disabilities	18	725	725	720	*	*	*	*	*	39%	24%
Students without Disabilities	85	768	768	755	*	*	*	*	*	73%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	103	760	760	752	*	*	18%	56%	11%	67%	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	106	759	759	753	*	*	24%	42%	19%	60%	56%
White	72	763	763	762	*	*	19%	44%	22%	67%	67%
Hispanic	23	750	750	740	*	*	*	*	*	48%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	48	761	761	758	*	*	25%	40%	21%	60%	61%
Male	58	757	757	749	*	*	22%	43%	17%	60%	51%
Economically Disadvantaged Students	12	743	743	737	*	*	*	*	*	33%	36%
Non-Economically Disadvantaged Students	94	761	761	764	*	*	*	*	*	64%	69%
Students with Disabilities	14	727	727	725	*	*	*	*	*	21%	25%
Students without Disabilities	92	764	764	759	*	*	*	*	*	66%	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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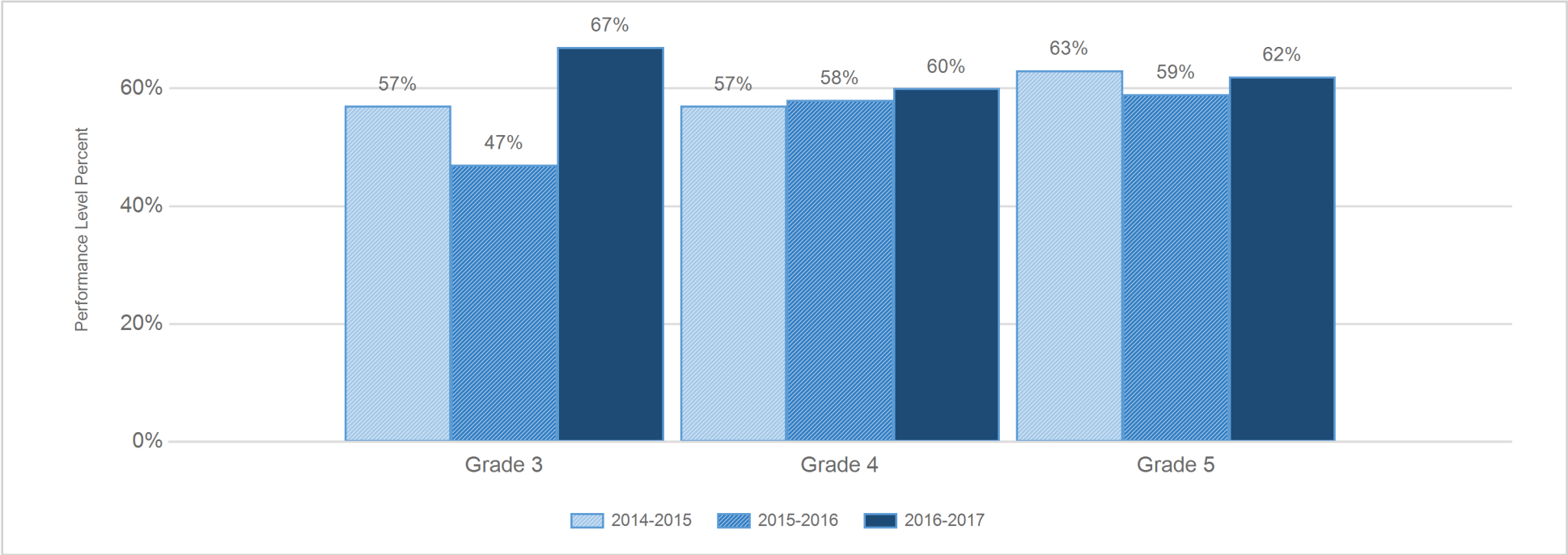
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	110	759	759	756	*	*	25%	50%	12%	62%	59%
White	74	759	759	763	*	*	22%	53%	*	64%	69%
Hispanic	15	756	756	743	0%	0%	*	*	*	53%	44%
Black or African American	12	752	752	740	*	*	*	*	*	50%	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	57	760	760	761	*	*	30%	46%	*	58%	66%
Male	53	758	758	750	*	*	19%	55%	*	66%	53%
Economically Disadvantaged Students	15	739	739	740	*	*	*	*	0%	47%	40%
Non-Economically Disadvantaged Students	95	762	762	765	*	*	*	*	14%	64%	71%
Students with Disabilities	16	725	725	725	*	*	*	*	*	25%	22%
Students without Disabilities	94	765	765	762	*	*	*	*	*	68%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	110	759	759	757	*	*	25%	50%	12%	62%	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	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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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	311	95.9	59.50	47.70	43.50	59.5	59.8	Met Target†
White	222	95.0	62.10	48.90	52.40	62.1	60.8	Met Target
Hispanic	50	96.3	48.00	38.30	27.60	48	55.1	Met Target†
Black or African American	17	100.0	47.10	*	21.70	47.1	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.70	67.30	75.60	64.7	N	N
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	147	95.1	57.10	47.60	44.10	57.1		
Male	164	96.6	61.60	47.90	42.90	61.6		
Economically Disadvantaged Students	46	93.0	41.30	33.60	25.10	40	39.5	Met Target
Non-Economically Disadvantaged Students	265	96.4	62.60	49.80	54.30	62.6		
Students with Disabilities	52	98.1	27.00	*	16.50	27	43.1	Not Met
Students without Disabilities	259	95.4	66.00	*	48.80	66		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
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	103	761	761	751	*	*	17%	54%	18%	72%	53%
White	78	761	761	759	*	*	17%	53%	19%	72%	63%
Hispanic	13	762	762	738	*	0%	*	*	*	69%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	49	766	766	751	*	*	*	55%	*	76%	52%
Male	54	757	757	751	*	*	*	54%	*	69%	53%
Economically Disadvantaged Students	21	754	754	736	*	*	*	*	*	57%	34%
Non-Economically Disadvantaged Students	82	763	763	761	*	*	*	*	*	76%	65%
Students with Disabilities	18	737	737	729	*	*	*	*	*	33%	29%
Students without Disabilities	85	767	767	755	*	*	*	*	*	80%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	103	761	761	753	*	*	17%	54%	18%	72%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	757	757	747	*	15%	25%	48%	*	58%	47%
White	71	763	763	755	*	*	27%	54%	*	65%	59%
Hispanic	24	741	741	734	*	*	*	*	*	38%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	49	754	754	747	*	*	27%	39%	*	51%	47%
Male	57	759	759	747	*	*	23%	56%	*	63%	48%
Economically Disadvantaged Students	13	732	732	732	*	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	93	760	760	757	*	*	*	*	*	61%	61%
Students with Disabilities	13	735	735	724	*	*	*	*	*	15%	22%
Students without Disabilities	93	760	760	751	*	*	*	*	*	63%	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	109	750	750	747	*	14%	29%	41%	*	51%	46%
White	73	750	750	754	*	*	32%	40%	*	49%	57%
Hispanic	15	750	750	735	*	*	*	*	*	47%	30%
Black or African American	12	743	743	729	0%	*	*	*	0%	50%	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	56	748	748	747	*	*	29%	39%	*	48%	47%
Male	53	753	753	746	*	*	30%	43%	*	55%	46%
Economically Disadvantaged Students	14	733	733	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	95	753	753	756	*	*	*	*	*	54%	59%
Students with Disabilities	16	718	718	725	*	*	*	*	0%	13%	19%
Students without Disabilities	93	756	756	751	*	*	*	*	12%	58%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	109	750	750	748	*	14%	29%	41%	*	51%	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	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



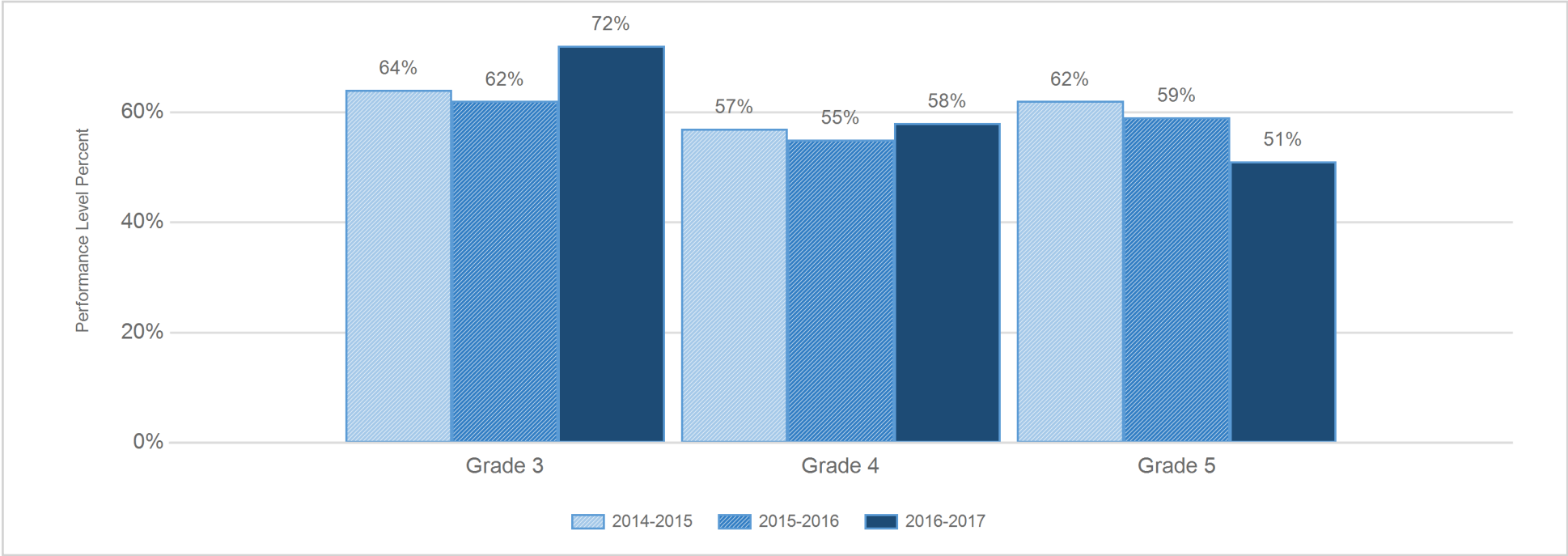
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

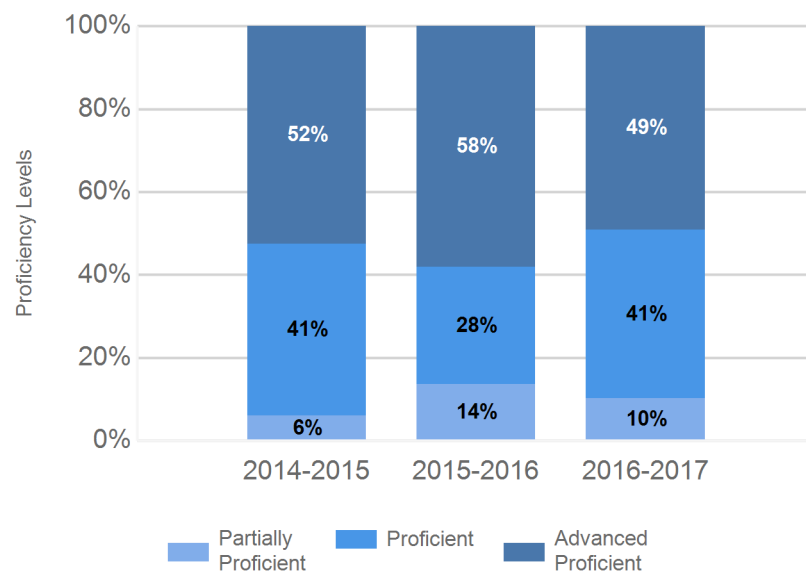
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	41%	10%
White	57%	33%	10%
Hispanic	27%	*	*
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	36%	43%	21%
Students with Disabilities	15%	69%	15%
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	51	55	50	Met Target	49	44.5	50	Met Target
White	54	55	50	Met Target	50	44.5	52	Met Target
Hispanic	40	48	49	Met Target	48	41	47	Met Target
Black or African American	71	72.5	45	**	39	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	35.5	41.5	47	Not Met	41	50	46	Met Target
Students with Disabilities	43	40	41	Met Target	41	46.5	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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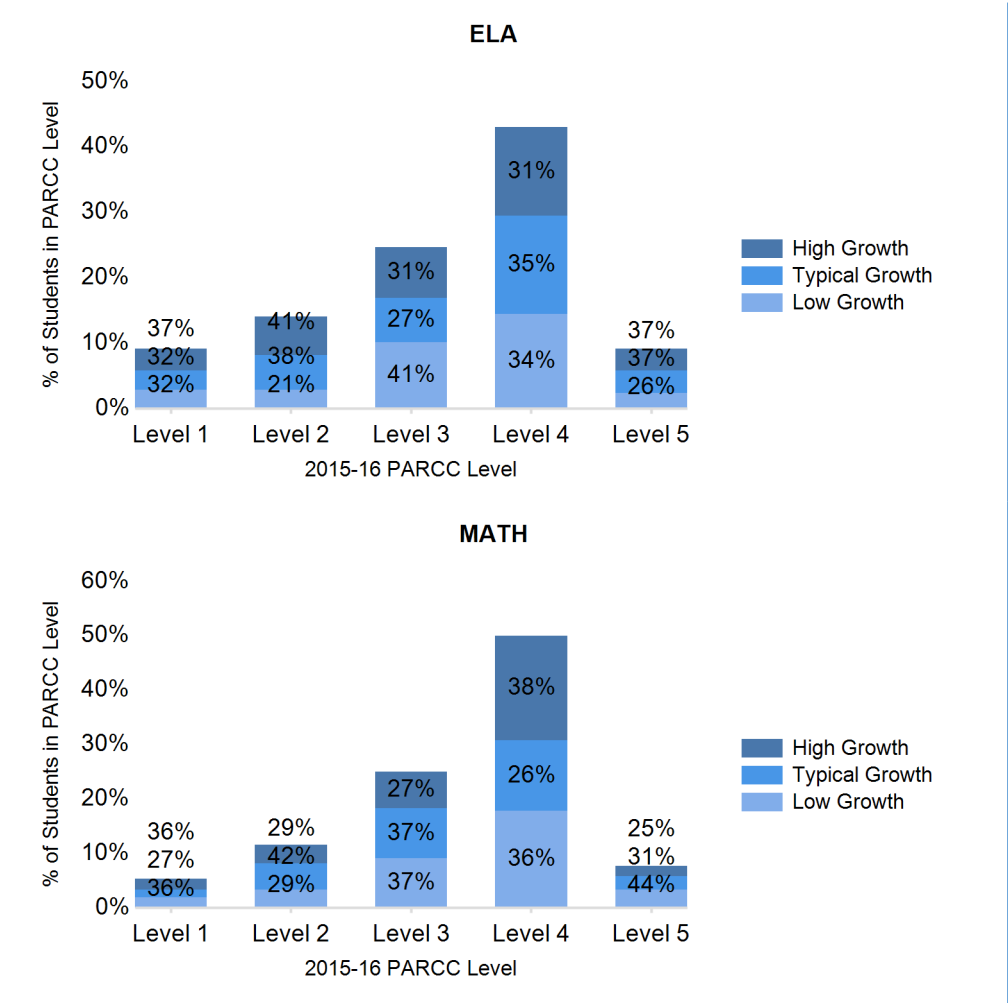
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

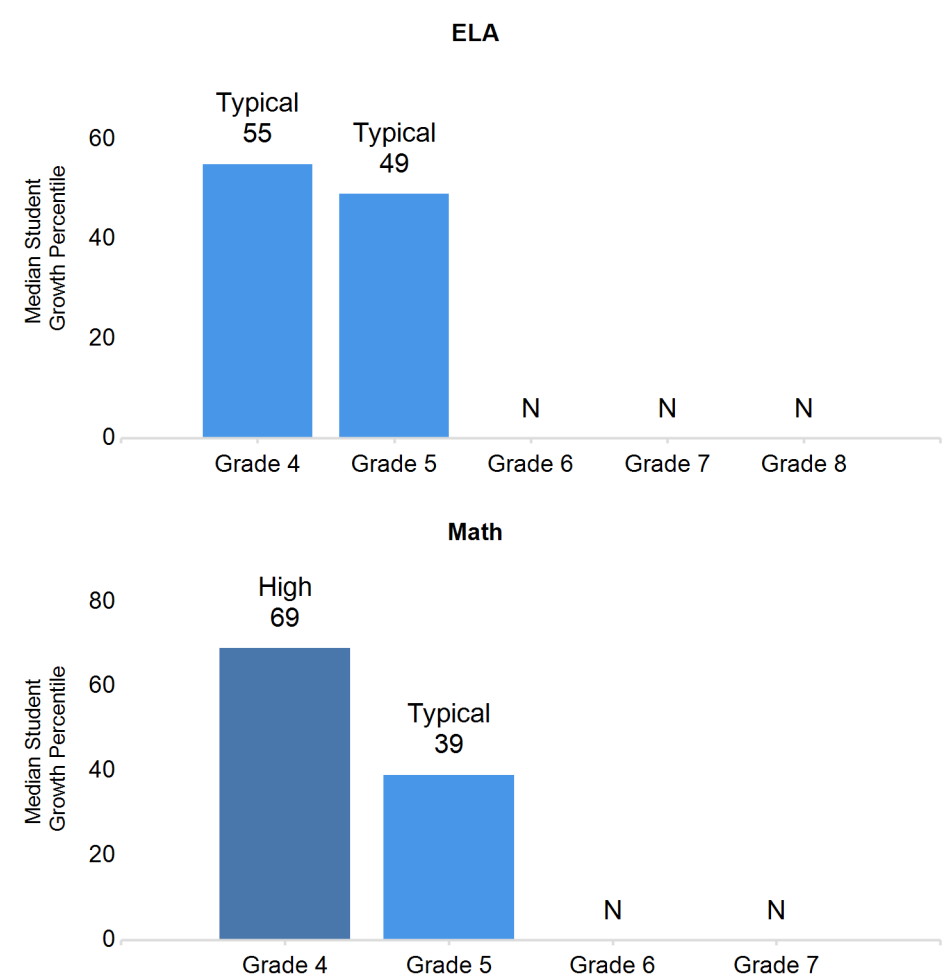
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

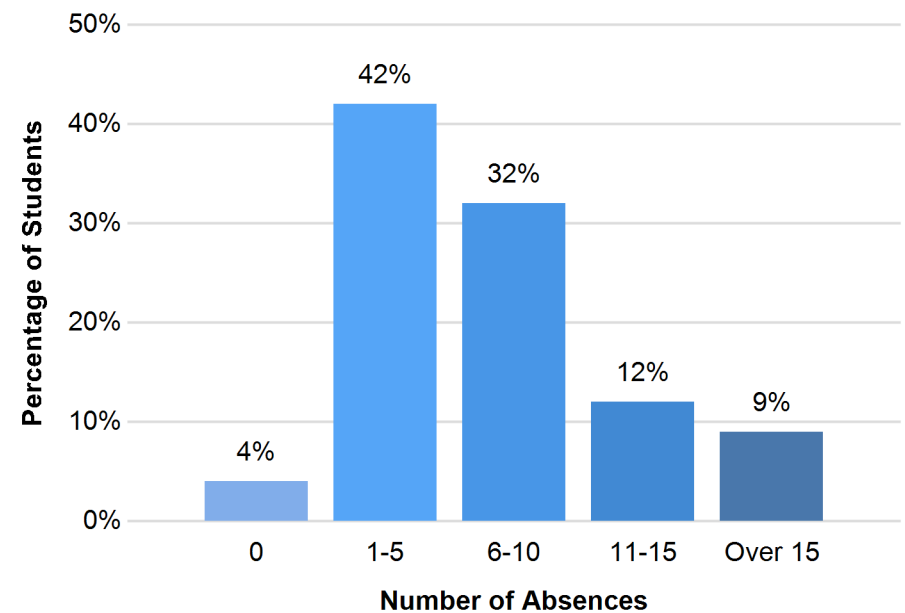
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	7.20	Met Target
White	5.70	7.20	Met Target
Hispanic	6.30	7.20	Met Target
Black or African American	19.00	7.20	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	7.20	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.40	7.20	Not Met
Students with Disabilities	8.70	7.20	Not Met
English Learners	N	**	**

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

Days Absent

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



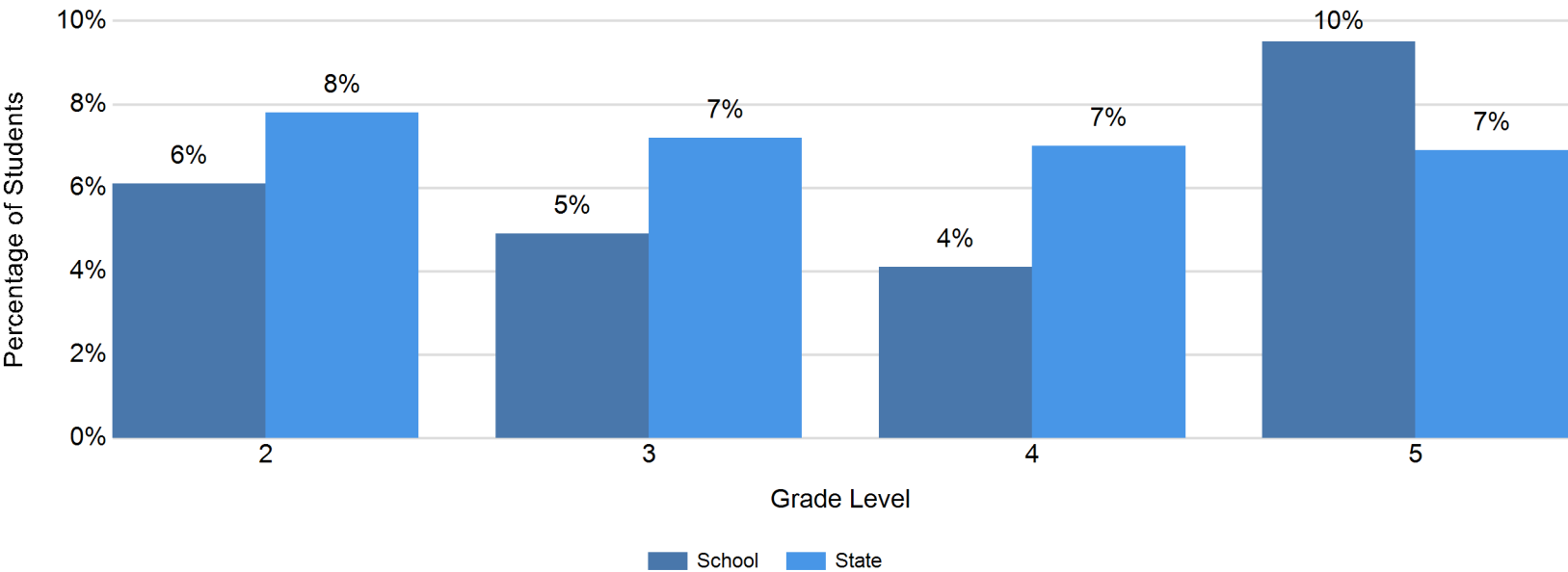


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 35 Mins.
Shared Time - Instructional Time	5 Hrs. 50 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	563.4 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)	\$356	\$12,808	\$13,164



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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	34	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	19.7	15.9
Average years experience in district	15.2	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	455:1	197:1
Librarian/Media Specialists		N
Nurses		444:1
Counselors		355:1
Child Study Team		355:1



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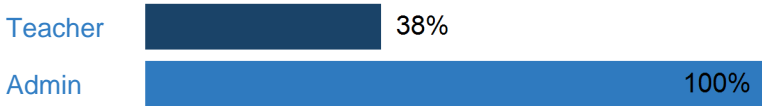
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	80%	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	50.9	17.5%
Mathematics Proficiency	64.6	17.5%
English Language Arts Growth	42.2	25.0%
Mathematics Growth	43.4	25.0%
Chronic Absenteeism	49.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.1
Summative Rating: Percentile rank of Summative Score		48.6
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	49.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	53.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	55.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.4	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	59.2	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Torchiano	Email Address:	ntorchiano@spsd.us
Address:	23 VLIET STREET SPOTSWOOD, NJ 08884	Website:	www.spsd.us
Phone:	(732)723-2213	Facebook:	https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/
		Twitter:	https://twitter.com/applebyspsd

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"> • A character education program based on the Six Pillars of Character. • A meaningful, challenging academic curriculum that respects all learners, develops character, and embraces diversity. • An arts program that promotes creativity, cooperation and self-expression.
 Mission, Vision, Theme:	As reflected in the District Mission statement, we provide our students with a nurturing, innovative learning environment where curiosity is sparked, risk taking is encouraged and problems are viewed as opportunities for growth. We empower students to become independent thinkers and problem solvers. We inspire and challenge our students to achieve their full potential academically, socio-emotionally, and physically. All stakeholders collaborate to deliver needs-based instruction for every child.
 Awards, Recognition, Accomplishments:	Bronze Award - Pennies for Patients, participation in the Central Jersey Music Educators Association Elementary/Middle School Band Festival, participation in American Young Voices, a Blue Ribbon Educator on staff.







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 Courses, Curriculum, Instruction:	<p>Appleby provides a comprehensive curriculum in the areas of English language arts, mathematics, social studies, science, technology, physical education and the arts. Through the practice of guided instruction, our students are met at their own level with respect to their individual learning style. Students are provided the opportunity to work in cooperative groups, engage in project based learning, and develop the communication skills they will need to succeed at Appleby and beyond.</p>
 Sports and Athletics:	<p>While we do not host organized sport programs at the elementary level, our students are exposed to many different athletic disciplines through our physical education curriculum. We place a sharp focus on sportsmanship, teamwork and the importance of exercise and good nutrition.</p>
 Clubs and Activities:	<p>The arts play a significant role in our students' development and is a healthy way for them to express themselves and explore their creativity. We are proud of both our instrumental and chorale extra-curricular music programs, as well as our 5th Grade Drama Club which all provide an opportunity for our students to showcase their talents within the community. Additionally, we sponsor a Family Math and Science program which provides a fun opportunity for students to learn with their families.</p>
 Before and After School Programs:	<p>Students may participate in the Spotswood C.A.R.E.S. program, a structured before and after-school environment where students have the opportunity to engage in educational and recreational activities. The Spotswood PTA offers enrichment and recreational activities for our students and their families throughout the school year.</p>







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School Narrative

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

 Staff and Professional Learning:	<p>Our staff view themselves as lifelong learners and as such, actively seek opportunities to hone their craft and evolve as educators. They regularly participate in professional development opportunities including monthly PD Academy sessions, Inservice training, Professional Learning Communities, and Focused Professional Learning Cohorts. Many of our staff hold multiple certifications and advanced degrees. Our newest staff members participate in a comprehensive four year induction program.</p>
 Student Supports and Services:	<p>Appleby's Child Study Team (CST) provides consultative, evaluative, and prescriptive service to teachers and parents with regards to students who are experiencing school challenges. Services provided to eligible students include speech therapy, physical therapy, occupational therapy, counseling, social skills and ESL. Classroom settings vary including general education, self-contained, resource room, and in-class support, in order to provide the Least Restrictive Environment (LRE) for students.</p>
 Student Health and Wellness:	<p>We understand the importance of building sound minds and bodies. Students are engaged in an array of physical activities in our Physical Education classes with the goal of building strength, stamina, and cardiovascular health. Students also learn about teamwork, good sportsmanship and the importance of making healthy choices each day. We also participate in the Heroes and Cool Kids program which pairs high school and 5th grade students with the goal of guiding students to make healthy choices.</p>
 Parent and Community Involvement:	<p>Our success as a school is directly linked to our families and the Spotswood community. We greatly value our wonderful PTA who works tirelessly to raise funds on behalf of our students and staff by providing an array of educational and cultural opportunities which directly support our school's mission. We also work closely with the Spotswood Education Foundation (SEF) who provide educational grants to our staff each year with the goal of enhancing our students' educational experiences.</p>

School Narrative

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

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</div> <div>In September, all staff members are invited to participate in an anonymous School Climate Survey. The data from the survey is analyzed and informs the following: formation of Professional Learning Communities, establishment of school improvement goals, the revision of school procedures, and the reflective practices of school administration. Students are surveyed for classroom and teacher evaluation purposes.</div>
 <div>Facilities:</div>	<div>Appleby is a moderately sized elementary school housing grades two through five. Appleby was originally constructed in 1953. The building has continued to expand based on need. Appleby has 20 regular classrooms, ten small group instructional areas, a vocal music room, an instrumental music room, an art studio, a computer lab, a 3,500 square foot media center, and an all-purpose room.</div>




E Raymond Appleby Elementary School
2016-2017

Grade Span 02-05

23-4970-050
MIDDLESEX
SPOTSWOOD BORO
23 VLIET STREET
SPOTSWOOD, NJ 08884

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 Appleby, we are very passionate about educating the youth of today who will someday become the innovators, creative thinkers, and problem solvers of tomorrow. We respect and honor our differences while we embrace and celebrate the things that make us unique. We believe every child, no matter what their ability, should have the right to feel safe, inspired, and successful. We understand, at the elementary level, we have the very important job of building a solid educational foundation and a lifelong love of learning. Our staff works tirelessly to provide an educational experience that is engaging, challenging, and rewarding. We recognize that a well rounded education does not end with academics, but also encompasses character education, the arts, and building strong interpersonal skills. We believe that the success of our students is dependent upon a strong partnership between school, home, and the community. We model a culture of collaboration, kindness, and respect with open communication and the sharing of ideas across all stakeholders. Each day we strive to find the joy in learning, sharing, and caring.</p>
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G Austin Schoenly Elementary School
2016-2017


Grade Span PK-01

23-4970-060
 MIDDLESEX
 SPOTSWOOD BORO
 80 KANE AVENUE
 SPOTSWOOD, NJ 08884

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- **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.
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G Austin Schoenly Elementary School
2016-2017

Grade Span PK-01

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Footnotes

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**G Austin Schoenly Elementary School
2016-2017**

Grade Span PK-01

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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	41	34	40
KG	93	86	104
1	97	109	89
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	26	33	15
Total	257	262	248

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	0	0	0
PK - Full Day	42	34	40
KG - Half Day	0	0	0
KG - Full Day	96	86	104

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	41%	44%	44%
Male	60%	57%	56%
Economically Disadvantaged Students	18%	16%	19%
Students with Disabilities	20%	28%	25%
English Learners	1%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	76.2%
Hispanic	14.1%
Asian	4.0%
Black or African American	4.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.6%

Enrollment by Home Language

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

Home Language	% of Students
English	89.9%
Spanish	3.2%
Arabic	2.8%
Polish	1.2%
Other	2.8%



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

Chronic Absenteeism

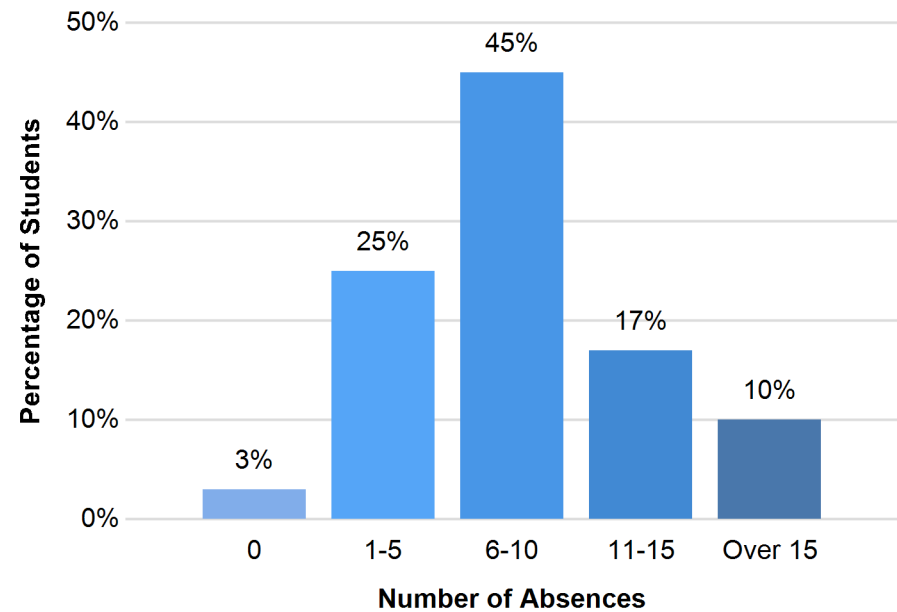
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	10.80	Met Target
White	5.20	10.80	Met Target
Hispanic	14.70	10.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	22.90	10.80	Not Met
Students with Disabilities	3.30	10.80	Met Target
English Learners	N	**	**

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

Days Absent

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





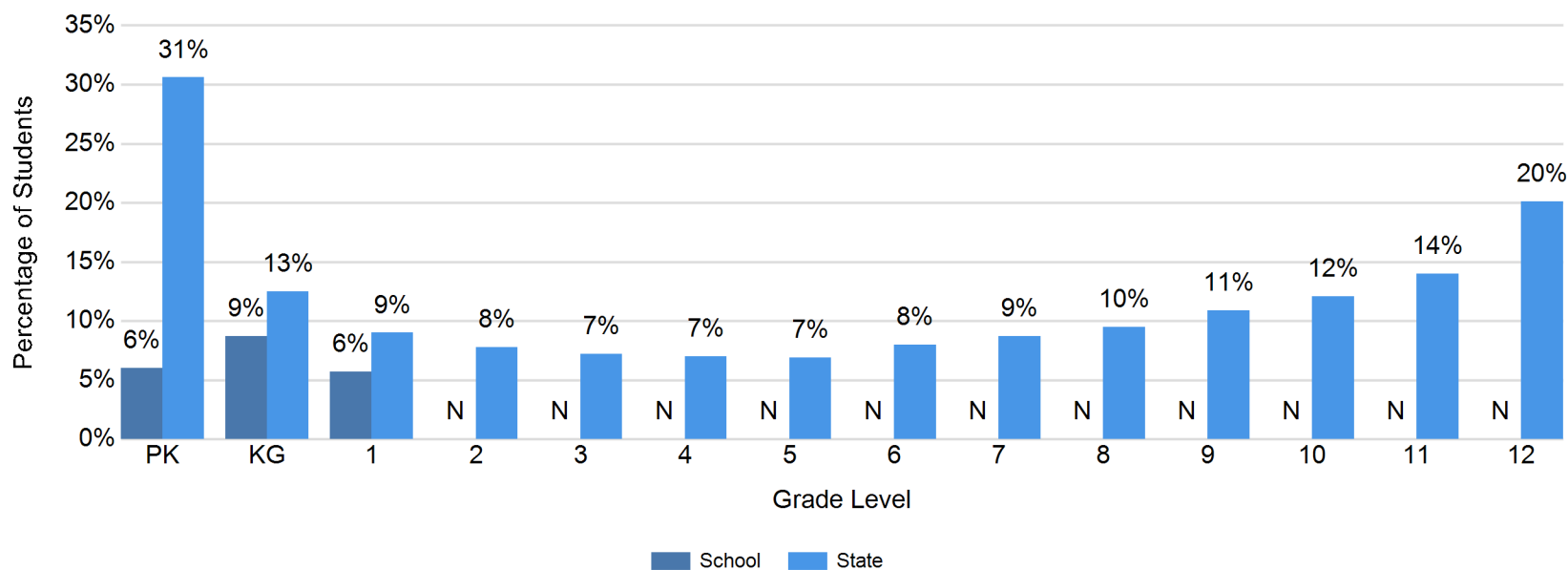
G Austin Schoenly Elementary School
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Chronic Absenteeism by Grade

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	6 Hrs. 35 Mins.
Shared Time - Instructional Time	5 Hrs. 50 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$356	\$12,808	\$13,164

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	19.7	15.9
Average years experience in district	15.2	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	13:1
Administrators	248:1	197:1
Librarian/Media Specialists		N
Nurses		444:1
Counselors		355:1
Child Study Team		355:1

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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.

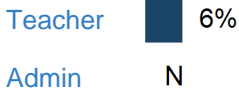
Bachelor's Degree



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	87%	89%
2015-16 Administrators: Same district 2016-17	80%	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%



G Austin Schoenly Elementary School
2016-2017

Grade Span PK-01




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MIDDLESEX
SPOTSWOOD BORO
80 KANE AVENUE
SPOTSWOOD, NJ 08884

School General Info

Principal:	Ms. Asprocolas	Email Address:	jasprocolas@spsd.us
Address:	80 KANE AVENUE SPOTSWOOD, NJ 08884	Website:	www.spsd.us
Phone:	(732)723-2220	Facebook:	https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/
		Twitter:	https://twitter.com/HeartofSchoenly

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"> • A full day preschool program that employs dually certified educators (PreSchool - Grade 3 and Special Education). • School-wide goals for educating the whole child and promoting Character Education. • Highly individualized learning environment through guided instruction and data driven decision making.
 Mission, Vision, Theme:	<p>As reflected in the District Mission statement, we provide our students with a nurturing, innovative learning environment where curiosity is sparked, risk taking is encouraged and problems are viewed as opportunities for growth. We empower students to become independent thinkers and problem solvers. We inspire and challenge our students to achieve their full potential academically, socio-emotionally, and physically. All stakeholders collaborate to deliver needs-based instruction for every child.</p>
 Awards, Recognition, Accomplishments:	<p>Bronze Award - Pennies for Patients Student Series; 1996 Blue Ribbon School</p>



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Courses, Curriculum, Instruction:

The Schoenly Preschool Program has adopted the Tools of the Mind curriculum to develop problem solving skills and encourage personal growth in our young learners. In kindergarten and first grade, teachers use balanced literacy, the Mathematics Expressions program, and hands-on learning in science and social studies in order to engage each child in the classroom. Students are encouraged to construct understanding of content through active and cooperative learning.



Clubs and Activities:

At this primary level, extra curricular activities center around strengthening ties both inside and outside of the school community. Students have multiple opportunities to volunteer and give back to the community from showing appreciation to first responders to running several fundraisers. Our school also engages in several activities with Spotswood High School and Memorial Middle School students to provide our young learners with mentorship and positive role models.



Before and After School Programs:

Students may participate in the Spotswood C.A.R.E.S. program, a structured before and after-school environment where students have the opportunity to engage in educational and recreational activities. First grade students may participate in Kidscreate, an after-school art enrichment program led by Spotswood High School volunteers. The Spotswood PTA offers enrichment and recreational activities for our students and their families throughout the school year.







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 Staff and Professional Learning:	<p>Schoenly staff members are lifelong learners. They have multiple opportunities to participate in professional development. Teachers may learn and collaborate in monthly PD Academy session, Professional Learning Communities, Focused Professional Learning Cohorts (FPLC), Inservice trainings, and peer observations. New teachers participate in a four year Induction Program aligned with our Stronge+ Evaluation rubrics and research of best practices in education.</p>
 Student Supports and Services:	<p>Schoenly's Child Study Team (CST) provides consultative, evaluative, and prescriptive service to teachers and parents with regards to students who are experiencing school challenges. Services provided to eligible students include speech therapy, physical therapy, occupational therapy, counseling, social skills and ESL. Classroom settings vary including general education, self-contained, resource room, and in-class support in order to provide the Least Restrictive Environment (LRE) for students.</p>
 Student Health and Wellness:	<p>Students in kindergarten and first grade are provided with 90 minutes a week for physical education and 22 minutes a day for recess. In October, students celebrate "Healthy Choices Week" where students are encouraged to stay active, eat well-balanced meals, and take care of their bodies. Annually, a pediatric dentist presents to students about maintaining good dental hygiene. Furthermore, classrooms often use kinesthetic learning to keep our students moving throughout the day.</p>
 Parent and Community Involvement:	<p>The PTA is incredibly supportive of our school. The annual Teacher Wish Lists provide over \$18,000 in donations. The PTA plans various activities for students and staff to celebrate our community. The Spotswood Education Foundation (SEF) provides grants for teachers to advance student learning. To date, the SEF has granted teachers throughout the district over \$78,000. Our school also forms strong ties with our community through special events such as the Spotswood Tree Lighting Ceremony.</p>



**G Austin Schoenly Elementary School
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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Teachers

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Facilities:

The G. Austin Schoenly School building is nestled in a residential neighborhood in Spotswood, New Jersey. The building was initially built in 1958 and later expanded in 1974 and 2004. In 2016, the HVAC system was upgraded, and the entire school is now air conditioned. The school utilizes a large All-Purpose Room, a media center, 20 multi-purpose classrooms, an outdoor courtyard, and a fenced in playground area.



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School Narrative

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Other Information:

We are known as "The Little School with the Big Heart" because of the nurturing learning environment that we provide for our young learners. We have a staff of incredibly dedicated and passionate individuals who make our school a home for each child that walks in our doors. As a primary school, we recognize the importance of providing students with a strong foundation and confidence to achieve lofty goals. We understand that for many students, Schoenly School is their first experience with school. We strive to make this first impression one that will make them fall in love with learning for many years to come.




Spotswood High School
2016-2017
Grade Span 09-12

23-4970-040
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2016-2017
Grade Span 09-12

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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	176	181	174
10	198	171	182
11	202	202	171
12	158	200	200
Ungraded	0	0	3
Total	734	754	730

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%	52%	48%
Male	53%	49%	52%
Economically Disadvantaged Students	15%	13%	10%
Students with Disabilities	10%	10%	10%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	79.2%
Hispanic	11.9%
Asian	4.4%
Black or African American	3.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.5%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	730
Shared Time Students	0
Full Time Equivalent	730

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	95.1%
Arabic	1.4%
Spanish	1.2%
Other	2.0%



Spotswood High School
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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	275	96.4	57.50	60.00	54.90	57.5	56.3	Met Target
White	215	95.7	59.60	62.00	63.90	59.6	58.3	Met Target
Hispanic	33	100.0	39.40	52.30	39.80	39.4	36.7	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	94.4	71.50	70.40	80.70	70	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	141	95.7	70.20	67.20	62.20	70.2		
Male	134	97.1	44.00	53.40	48.10	44		
Economically Disadvantaged Students	29	97.1	17.20	42.00	36.20	17.2	33.6	Not Met
Non-Economically Disadvantaged Students	246	96.3	62.20	62.70	65.80	62.2		
Students with Disabilities	25	91.7	*	*	20.50	*	17.8	Not Met
Students without Disabilities	250	96.9	*	*	61.90	*		
English Learners	N	N	N	22.20	25.20	N	**	**
Non-English Learners	275	96.6	57.50	60.40	57.40	57.5		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	171	753	753	749	8%	12%	23%	44%	13%	57%	52%
White	132	753	753	757	*	*	22%	46%	13%	59%	62%
Hispanic	21	754	754	733	*	*	*	*	*	57%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	10	762	762	777	0%	*	*	*	*	50%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	79	765	765	756	*	*	22%	44%	*	67%	60%
Male	92	743	743	741	*	*	24%	45%	*	49%	43%
Economically Disadvantaged Students	17	717	717	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	154	757	757	758	*	*	*	*	*	*	62%
Students with Disabilities	18	702	702	714	*	*	*	*	*	*	13%
Students without Disabilities	153	759	759	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	171	753	753	752	8%	12%	23%	44%	13%	57%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	761	761	743	8%	10%	20%	37%	25%	62%	46%
White	134	764	764	749	*	*	20%	37%	28%	64%	52%
Hispanic	24	741	741	728	*	*	*	*	*	42%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	99	774	774	752	*	*	15%	40%	*	75%	54%
Male	74	744	744	734	*	*	27%	32%	*	46%	39%
Economically Disadvantaged Students	16	725	725	726	*	*	*	*	*	31%	32%
Non-Economically Disadvantaged Students	157	765	765	751	*	*	*	*	*	66%	54%
Students with Disabilities	14	713	713	704	*	*	*	*	0%	14%	12%
Students without Disabilities	159	765	765	749	*	*	*	*	28%	67%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	149	751	751	736	9%	13%	22%	44%	11%	56%	38%
White	122	752	752	738	8%	12%	23%	44%	13%	57%	40%
Hispanic	17	742	742	731	*	*	*	*	0%	47%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	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	61	758	758	744	*	*	20%	53%	*	67%	46%
Male	88	746	746	729	*	*	24%	39%	*	48%	31%
Economically Disadvantaged Students	11	744	744	729	*	*	*	*	0%	55%	32%
Non-Economically Disadvantaged Students	138	751	751	740	*	*	*	*	12%	56%	42%
Students with Disabilities	11	724	724	709	*	*	*	*	0%	36%	12%
Students without Disabilities	138	753	753	741	*	*	*	*	12%	57%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	149	751	751	737	9%	13%	22%	44%	11%	56%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

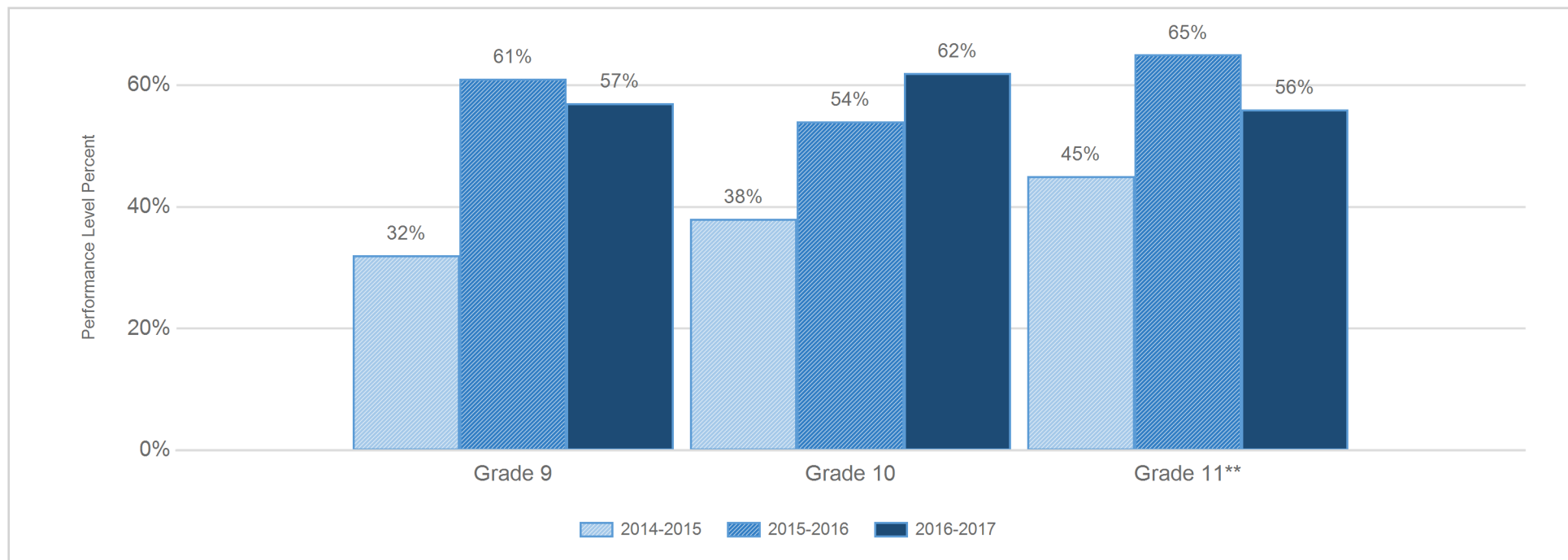


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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the 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	272	96.3	34.20	47.70	43.50	34.2	38.2	Met Target†
White	211	95.2	35.00	48.90	52.40	35	37.9	Met Target†
Hispanic	33	100.0	21.20	38.30	27.60	21.2	23	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	53.30	67.30	75.60	53.3	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	140	95.1	37.10	47.60	44.10	37.1		
Male	132	97.6	31.10	47.90	42.90	31.1		
Economically Disadvantaged Students	26	100.0	11.50	33.60	25.10	11.5	26.8	Not Met
Non-Economically Disadvantaged Students	246	96.0	36.60	49.80	54.30	36.6		
Students with Disabilities	22	90.3	*	*	16.50	*	13.1	Not Met
Students without Disabilities	250	96.9	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by 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	58	714	740	743	*	*	*	*	*	*	42%
White	40	717	*	751	*	*	*	*	*	*	52%
Hispanic	12	707	734	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	17	710	739	744	*	*	*	*	*	*	43%
Male	41	716	740	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	10	705	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	48	716	742	751	*	*	*	*	*	*	52%
Students with Disabilities	18	707	*	714	*	*	*	*	*	*	10%
Students without Disabilities	40	717	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	744	744	734	*	15%	36%	42%	*	45%	30%
White	137	745	745	740	*	13%	35%	44%	*	47%	38%
Hispanic	25	739	739	722	*	*	40%	*	0%	36%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	740	740	758	0%	*	*	*	0%	30%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	97	744	744	735	*	17%	39%	41%	*	42%	31%
Male	82	743	743	733	*	13%	32%	43%	*	48%	30%
Economically Disadvantaged Students	13	727	727	721	*	*	*	*	*	15%	13%
Non-Economically Disadvantaged Students	166	745	745	740	*	*	*	*	*	47%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	179	744	744	735	*	15%	36%	42%	*	45%	*
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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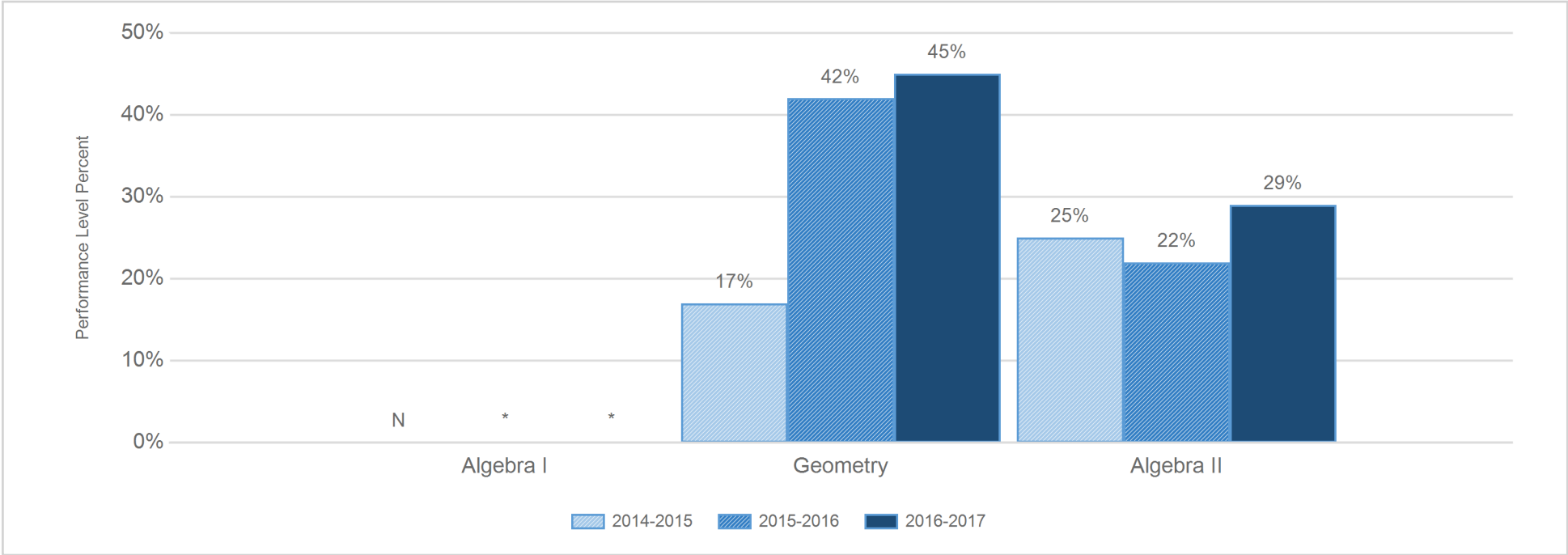
Mathematics Assessment - Performance by Test: Algebra II

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	165	731	731	725	*	23%	28%	28%	*	29%	28%
White	130	731	731	731	*	23%	30%	27%	*	29%	33%
Hispanic	18	719	719	710	*	*	*	*	0%	11%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	80	739	739	725	16%	*	34%	34%	*	36%	27%
Male	85	723	723	725	24%	*	22%	22%	*	22%	29%
Economically Disadvantaged Students	15	719	719	708	*	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	150	732	732	733	*	*	*	*	*	31%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

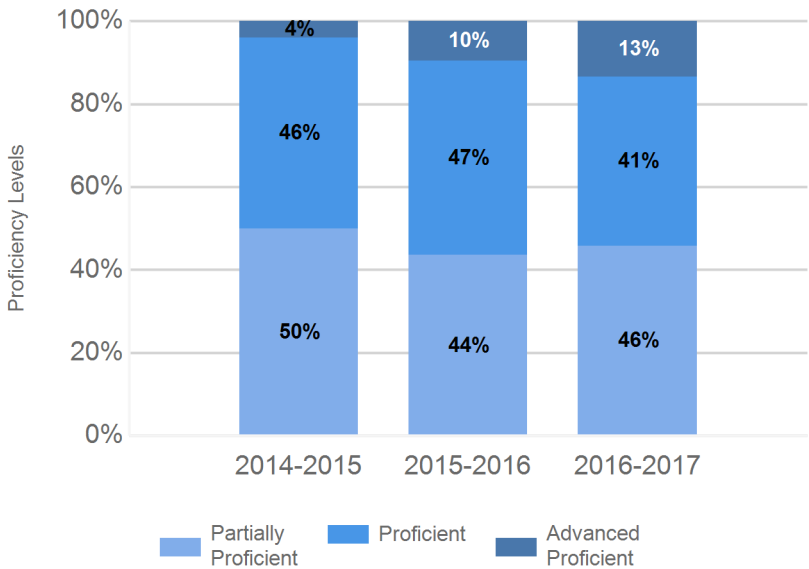
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	13%	41%	46%
White	13%	44%	43%
Hispanic	14%	29%	57%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	27%	18%	55%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	11%	90%
Students with Disabilities	N	*	*
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	95.8%	89.4%
Percentage of students taking the SAT	86.5%	70.0%
Percentage of students taking the ACT	24.0%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	505	481	Varies By Grade	76%	67%
PSAT - Math	503	483	Varies By Grade	59%	49%
SAT - Reading and Writing	571	551	480	87%	77%
SAT - Math	571	552	530	69%	58%
ACT - Reading	24	24	22	56%	65%
ACT - English	24	24	18	85%	79%
ACT - Math	25	24	22	73%	65%
ACT - Science	24	23	23	56%	54%



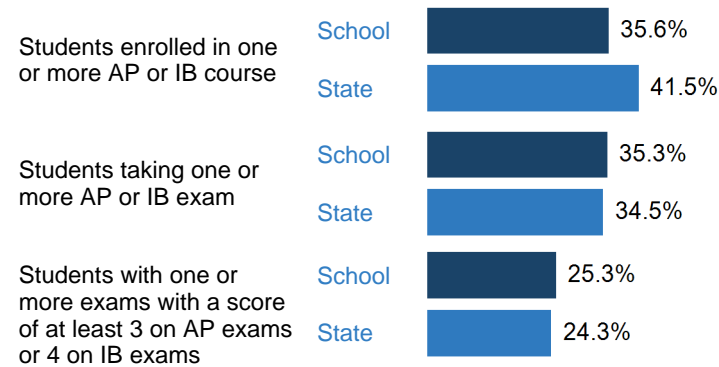
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

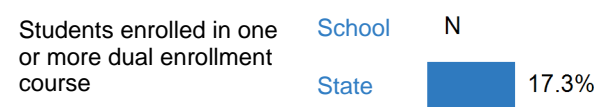
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	17
AP Calculus AB	9	8
AP Chemistry	30	30
AP Computer Science A	20	20
AP English Language and Composition	0	17
AP English Literature and Composition	17	1
AP Environmental Science	13	13
AP Human Geography	12	11
AP Music Theory	4	4
AP Physics 1	0	1
AP Physics 2	0	1
AP Physics C: Mechanics	0	1
AP Psychology	51	49
AP Statistics	27	27
AP Studio Art—Drawing Portfolio	9	8
AP Studio Art—Two-Dimensional	0	2
AP U.S. Government and Politics	11	10
AP U.S. History	12	11
Total Exams Taken		231
Exams with scores of at least 3 on AP exams or 4 on IB exams		159



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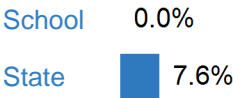
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

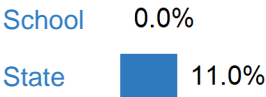
Career and Technical Education Participation

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

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



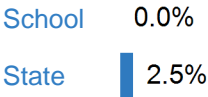
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	58	119	0	0	0	0	3
10	8	68	107	0	0	0	17
11	2	6	64	55	0	6	48
12	1	5	27	19	18	45	85
Schoolwide	69	198	198	74	18	51	153
Enrolled in AP/IB Course					9	27	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	178	0	0	0	0	1
10	12	147	0	1	0	23
11	16	100	0	6	20	32
12	18	10	0	9	37	91
Schoolwide	224	257	0	16	57	147
Enrolled in AP/IB Course	17	30		13	0	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	179	0	0	0	0	0
10	2	180	0	0	0	0
11	1	169	0	44	26	27
12	3	21	0	51	18	64
Schoolwide	185	370	0	95	44	91
Enrolled in AP/IB Course	0	12	0	51	0	21

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	127	0	0	0	34	0	0
10	102	0	0	0	71	0	0
11	48	2	0	0	48	0	0
12	12	4	0	0	19	0	0
Schoolwide	289	6	0	0	172	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	53	6	0	0	35	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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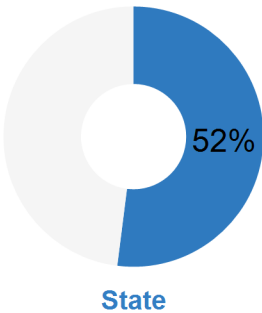
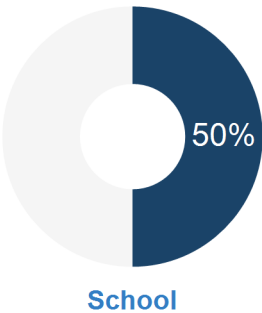
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Visual and Performing Arts – Course Participation

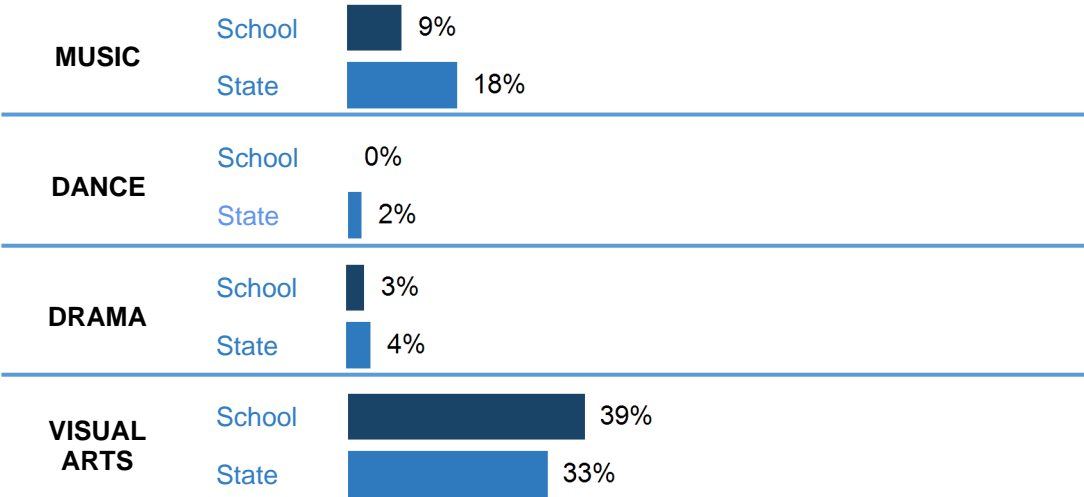
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	94.6%	90.5%	97.6%	91.8%	95.7%	N	Met Goal	95.0%	N	Met Goal
White	95.7%	94.5%	98.2%	95.1%	97.6%	N	Met Goal	95.5%	N	Met Goal
Hispanic	91.7%	84.3%	91.3%	86.3%	79.2%	N	N	86.7%	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	**	**
Economically Disadvantaged Students	87.1%	83.9%	92.9%	85.6%	89.7%	95.0%	Not Met	95.2%	N	Met Goal
Students with Disabilities	90.5%	78.8%	95.8%	82.1%	87.5%	85.5%	Met Target	85.0%	91.5%	Not Met
English Learners	N	76.1%	N	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.6%	-
2016	95.7%	97.6%
2015	95.0%	95.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.6%	1.1%
2015-2016	0.5%	1.1%
2014-2015	1.1%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	75%	34%	66%
White	74%	33.3%	66.7%
Hispanic	72.7%	37.5%	62.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	50%	63.6%	36.4%
Students with Disabilities	47.6%	90%	10%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	78.6%	42.2%	57.8%	79.9%	20.1%	78.6%	21.4%
White	77.9%	43.9%	56.1%	81.3%	18.7%	81.3%	18.7%
Hispanic	75%	46.7%	53.3%	73.3%	26.7%	66.7%	33.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90%	44.4%	55.6%	88.9%	11.1%	100%	0%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.6%	35.7%	64.3%	78.6%	21.4%	71.4%	28.6%
Students with Disabilities	55.6%	50%	50%	80%	20%	90%	10%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

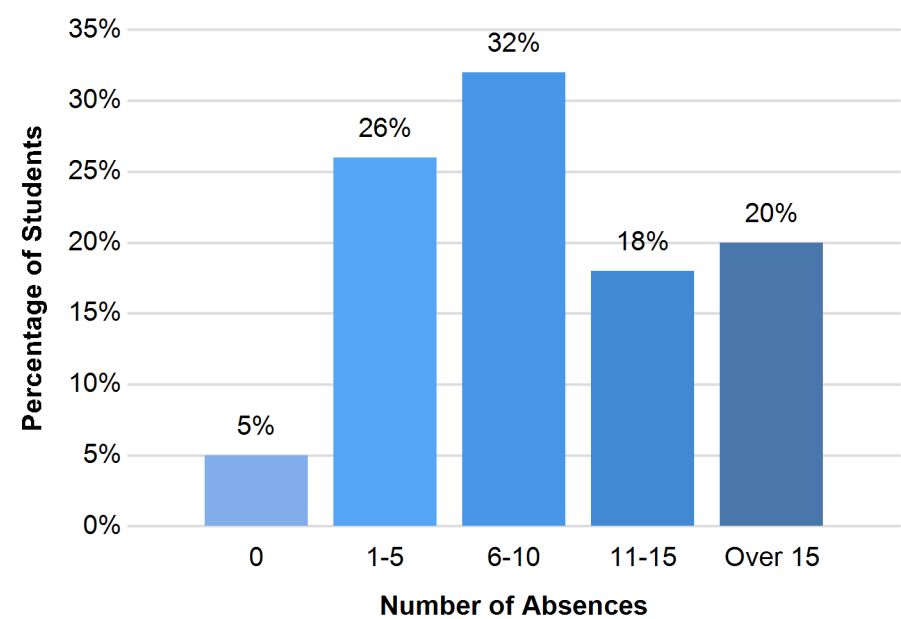
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.00	14.30	Not Met
White	14.00	14.30	Met Target
Hispanic	23.00	14.30	Not Met
Black or African American	18.20	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	9.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	32.40	14.30	Not Met
Students with Disabilities	26.00	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



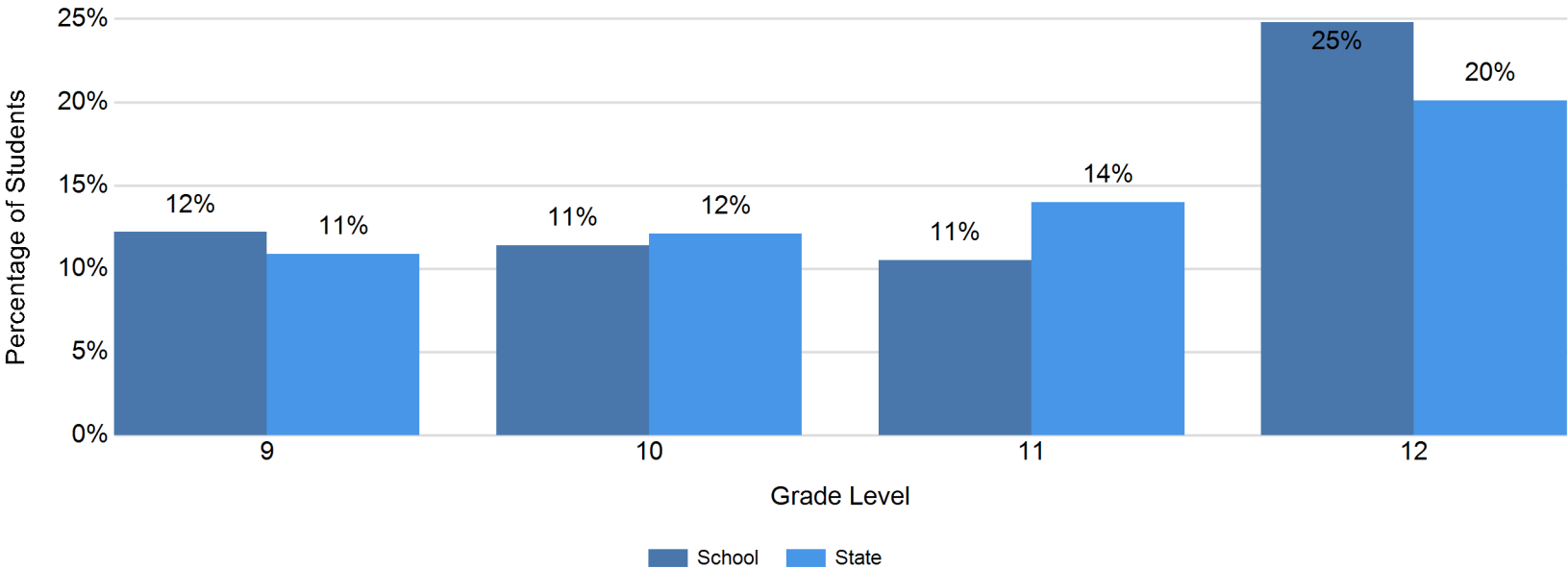


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 40 Mins.
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Vandalism	3
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.74

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	6.2%
Any Suspension	6.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	563.4 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)	\$356	\$12,808	\$13,164



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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	57	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	74%	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	9	9,506
Average years experience in public schools	19.7	15.9
Average years experience in district	15.2	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	243:1	197:1
Librarian/Media Specialists		N
Nurses		444:1
Counselors		355:1
Child Study Team		355:1



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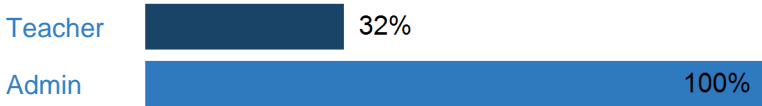
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	80%	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	57.8	17.5%
Mathematics Proficiency	53.0	17.5%
Graduation - 4-Year	56.9	25.0%
Graduation - 5-Year	57.3	25.0%
Chronic Absenteeism	29.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.4
Summative Rating: Percentile rank of Summative Score		53.5
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	52.4	6.2	No	Met Target	Met Target†	Not Met	Met Goal	Met Goal	No
White	55.6	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	39.8	6.2	No	Met Target	Met Target†	Not Met	N	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48.1	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Goal	No
Students with Disabilities	46.2	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Calder	Email Address:	tcalders@spotswood.k12.nj.us
Address:	105 SUMMERHILL ROAD SPOTSWOOD, NJ 08884	Website:	www.spsd.us
Phone:	(732)723-2200	Facebook:	https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/
		Twitter:	https://twitter.com/SHSChargers

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"> • Class of 2017: 81% attending college; 4% workforce; 1% military; \$2.9 million in scholarship monies • Curriculum Overview: Refer to the School Profile at www.spsd.us • SHS offers 19 varsity sports teams
 Mission, Vision, Theme:	<p>The Spotswood Public School District is dedicated to excellence in education by inspiring and challenging our students to achieve their full potential while becoming productive citizens of the global community.</p>
 Awards, Recognition, Accomplishments:	<p>Award Winning Distributive Education Club of America: 2017 Blue Regional Qualifiers - 28 Qualified on Role Plays; 48 total members attended the State Conference (out of 65) with 20 moving on to ICDC (including 5 for leadership conference). SHS Band 2016-2017: Festival Results--Jazz Band, Concert Band, Honors Wind Ensemble placed 1st in their section.</p>



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School Narrative

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



Courses, Curriculum, Instruction:

A rigorous curriculum includes Advanced Placement, Honors, College Preparatory and Career/Technical/Arts Courses. In conjunction with Fairleigh Dickinson and Middlesex County College, students have the opportunity to earn college credits in Honors College Accounting, Honors Principles of Business, Honors College Marketing, Honors Biology II, Honors Calculus, Honors English 12 and College Composition.



Sports and Athletics:

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

The following Athletic teams won the Greater Middlesex County Blue Division Championship during the 2016-2017 school year: Boys' Soccer, Football and Softball



Clubs and Activities:

Many extracurricular and/or cocurricular activities are offered including Math League, Concert Band, Honors Wind Ensemble, Pep Band, Jazz Band, Distributive Education Clubs of America, Drama, Environmental, Film, Lead for Diversity, National Honor Society, Community Service, Euphony, The Scribbler, Students Against Destructive Decision, Student Government, TV and Radio, Yearbook, Music, TEAMS, Hackspace, Heroes and Cool Kids, and Girls Learn International.



Before and After School Programs:

National Honor Society Tutoring








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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:	New Teacher Induction Program and Spotswood Professional Development Academy
 Postsecondary Information:	Class of 2017 earned over \$2.9 million in scholarships. As a class, 81% attended college: 50% 4 year; 27% 2 year; 4% Business/Technical. For college acceptance for the Class of 2017, see the School Profile at www.spsd.us .
 Student Supports and Services:	Intervention & Referral Services, Student Assistance Counselor, Child Study Team, Crisis Counselor, Peer Mentoring, ESL Classes, Special Education--Resource, In-Class Support
 Student Health and Wellness:	In the area of Physical Education, arena scheduling has been implemented in order to create greater interest and participation. Students choose three classes each marking period: an individual activity, a team sport, and a physical fitness component.
 Parent and Community Involvement:	Many opportunities are presented to parents for their involvement in our schools including Parent-Teacher Conferences, Back to School Night, Financial Aid Night, and Jr/Sr College Planning night; parents also volunteer for the Band Parents Association, Touchdown Club, and Project Graduation/Senior Activity Week. Our students are also involved in Community Outreach programs through Art Classes, Community Service Club, and NHS Tutoring.





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

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Given yearly to all students, staff, and parents. Results are utilized yearly to inform the District Security and Safety Plan.</p>
<div>Facilities:</div>	<p>Facilities - Built/Opened 1977. Recent renovations in 2016 - New locker rooms, new outdoor track, new bleachers outside, HVAC upgraded, entire facility is air-conditioned, 4 computer labs, chrome book carts (24 in set).</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.

High School Schedule - 1st Warning Bell: 7:20am; 2nd Warning Bell: 7:25am; Period 1: 7:30am-8:12am; Homeroom: 8:12am-8:17am; Period 2: 8:21am-9:03am; Period 3: 9:07am-9:49am; Period 4: 9:53am-10:35am; Period 5 (Lunch): 10:39am-11:09am; Period 5/6: 10:39am-11:21am; Period 6/7: 11:12am-11:54am; Period 7/8: 11:24am-12:06pm; Period 7 (Lunch): 11:24am-11:54am; Period 8/9: 11:57am-12:39pm; Period 9 (Lunch): 12:09pm-12:39pm; Period 10: 12:43pm-1:25pm; Period 11: 1:29pm-2:11pm



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	93	121	126
7	105	95	120
8	118	109	96
Ungraded	0	0	0
Total	316	325	342

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	44%	43%	47%
Male	56%	57%	53%
Economically Disadvantaged Students	22%	15%	15%
Students with Disabilities	10%	13%	15%
English Learners	0%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.3%
Hispanic	15.2%
Asian	7.6%
Black or African American	3.5%
American Indian or Alaska Native	0.6%
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	85.4%
Spanish	3.2%
Arabic	2.3%
Gujarati	2.0%
Portuguese	1.5%
Other	5.7%



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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	326	98.2	60.10	60.00	54.90	60.1	44.9	Met Target
White	236	98.4	60.20	62.00	63.90	60.2	43.8	Met Target
Hispanic	45	95.9	62.30	52.30	39.80	62.3	39	Met Target
Black or African American	12	100.0	33.30	*	35.20	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	73.90	70.40	80.70	73.9	65.9	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	150	97.5	68.60	67.20	62.20	68.6		
Male	176	98.9	52.90	53.40	48.10	52.9		
Economically Disadvantaged Students	44	98.0	59.10	42.00	36.20	59.1	33.3	Met Target
Non-Economically Disadvantaged Students	282	98.3	60.30	62.70	65.80	60.3		
Students with Disabilities	50	94.5	30.00	*	20.50	29.8	24	Met Target
Students without Disabilities	276	98.9	65.60	*	61.90	65.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	120	756	756	752	*	10%	29%	52%	*	59%	54%
White	88	758	758	758	*	*	24%	57%	*	65%	63%
Hispanic	14	751	751	740	0%	*	*	*	0%	43%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	763	763	776	0%	0%	*	*	*	70%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	62	759	759	758	*	*	27%	58%	*	65%	61%
Male	58	752	752	746	*	*	31%	45%	*	53%	46%
Economically Disadvantaged Students	17	748	748	737	*	*	*	*	*	47%	34%
Non-Economically Disadvantaged Students	103	757	757	761	*	*	*	*	*	61%	65%
Students with Disabilities	20	736	736	722	*	*	*	*	*	30%	17%
Students without Disabilities	100	760	760	758	*	*	*	*	*	65%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	120	756	756	753	*	10%	29%	52%	*	59%	*
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%



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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	116	753	753	756	*	*	28%	44%	13%	57%	59%
White	90	751	751	764	*	*	31%	43%	*	53%	69%
Hispanic	12	749	749	742	*	*	*	*	*	67%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	54	759	759	764	*	*	24%	54%	*	67%	68%
Male	62	749	749	749	*	*	31%	36%	*	48%	51%
Economically Disadvantaged Students	12	747	747	739	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	104	754	754	766	*	*	*	*	*	58%	70%
Students with Disabilities	16	733	733	719	*	*	*	*	*	25%	19%
Students without Disabilities	100	757	757	763	*	*	*	*	*	62%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	116	753	753	758	*	*	28%	44%	13%	57%	*
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	92	756	756	757	*	*	20%	54%	*	64%	59%
White	59	756	756	764	*	*	20%	54%	*	63%	68%
Hispanic	21	758	758	742	*	*	*	62%	*	71%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	39	767	767	766	*	*	*	59%	*	74%	68%
Male	53	748	748	749	*	*	*	51%	*	57%	50%
Economically Disadvantaged Students	13	749	749	739	*	*	*	*	*	69%	40%
Non-Economically Disadvantaged Students	79	757	757	766	*	*	*	*	*	63%	69%
Students with Disabilities	10	705	705	718	*	*	0%	*	*	20%	18%
Students without Disabilities	82	763	763	764	*	*	22%	*	*	70%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	92	756	756	759	*	*	20%	54%	*	64%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



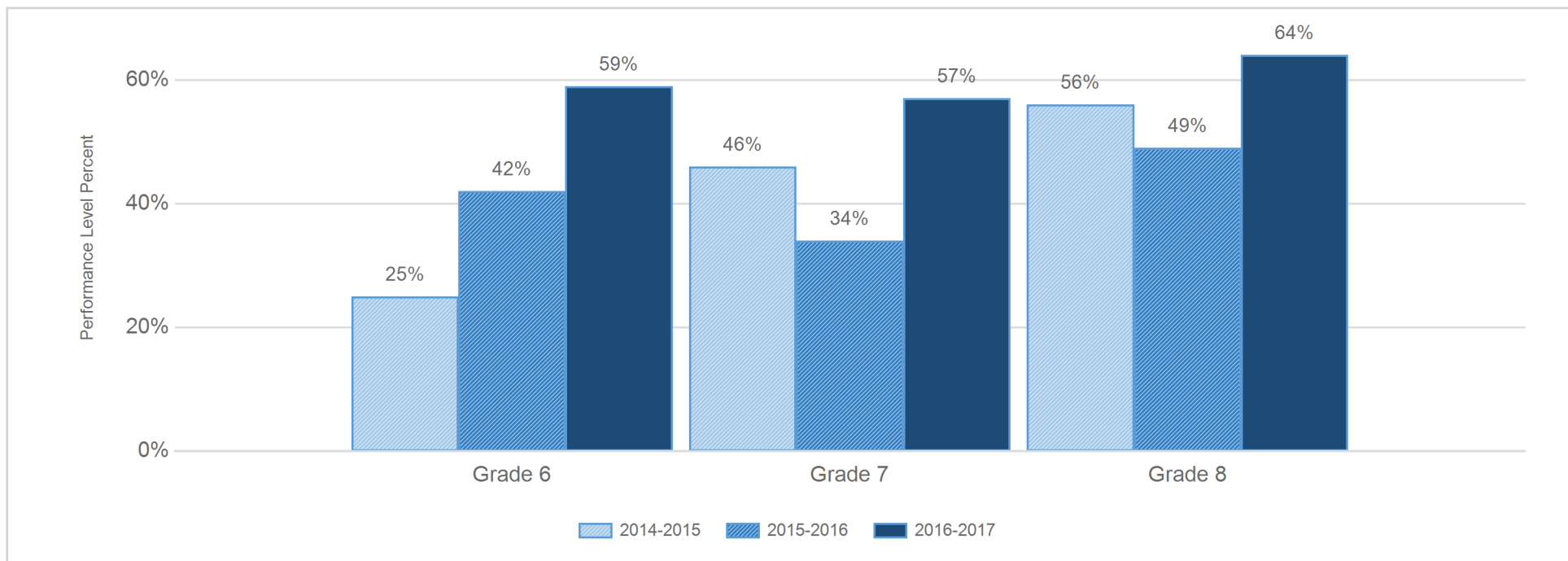
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	326	98.3	47.80	47.70	43.50	47.8	44.9	Met Target
White	236	98.4	48.70	48.90	52.40	48.7	44.7	Met Target
Hispanic	45	96.1	40.00	38.30	27.60	40	44	Met Target†
Black or African American	12	100.0	25.00	*	21.70	25	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.20	67.30	75.60	78.2	53.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	150	97.5	48.00	47.60	44.10	48		
Male	176	98.9	47.70	47.90	42.90	47.7		
Economically Disadvantaged Students	44	98.1	38.60	33.60	25.10	38.6	30.8	Met Target
Non-Economically Disadvantaged Students	282	98.3	49.30	49.80	54.30	49.3		
Students with Disabilities	50	94.5	20.00	*	16.50	19.8	19	Met Target
Students without Disabilities	276	99.0	52.90	*	48.80	52.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	123	752	752	743	*	*	31%	40%	*	52%	44%
White	89	754	754	751	*	*	28%	42%	15%	56%	54%
Hispanic	16	738	738	731	*	0%	*	*	0%	38%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	767	767	771	0%	*	*	*	*	70%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	63	748	748	745	*	*	30%	43%	*	49%	45%
Male	60	755	755	742	*	*	32%	37%	*	55%	43%
Economically Disadvantaged Students	20	739	739	728	*	*	*	*	*	35%	24%
Non-Economically Disadvantaged Students	103	754	754	752	*	*	*	*	*	55%	56%
Students with Disabilities	20	735	735	717	*	*	*	*	*	30%	13%
Students without Disabilities	103	755	755	748	*	*	*	*	*	56%	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.



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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	114	746	746	741	*	17%	37%	36%	*	44%	40%
White	89	743	743	748	*	17%	38%	37%	*	42%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	54	747	747	743	*	*	35%	41%	*	48%	41%
Male	60	744	744	740	*	*	38%	32%	*	40%	38%
Economically Disadvantaged Students	12	744	744	729	*	*	*	*	*	33%	22%
Non-Economically Disadvantaged Students	102	746	746	749	*	*	*	*	*	45%	50%
Students with Disabilities	16	729	729	716	*	*	*	*	*	19%	11%
Students without Disabilities	98	748	748	746	*	*	*	*	*	48%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	114	746	746	742	*	17%	37%	36%	*	44%	*
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	*	*	*	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	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	*	*	*	730	*	*	*	*	*	*	30%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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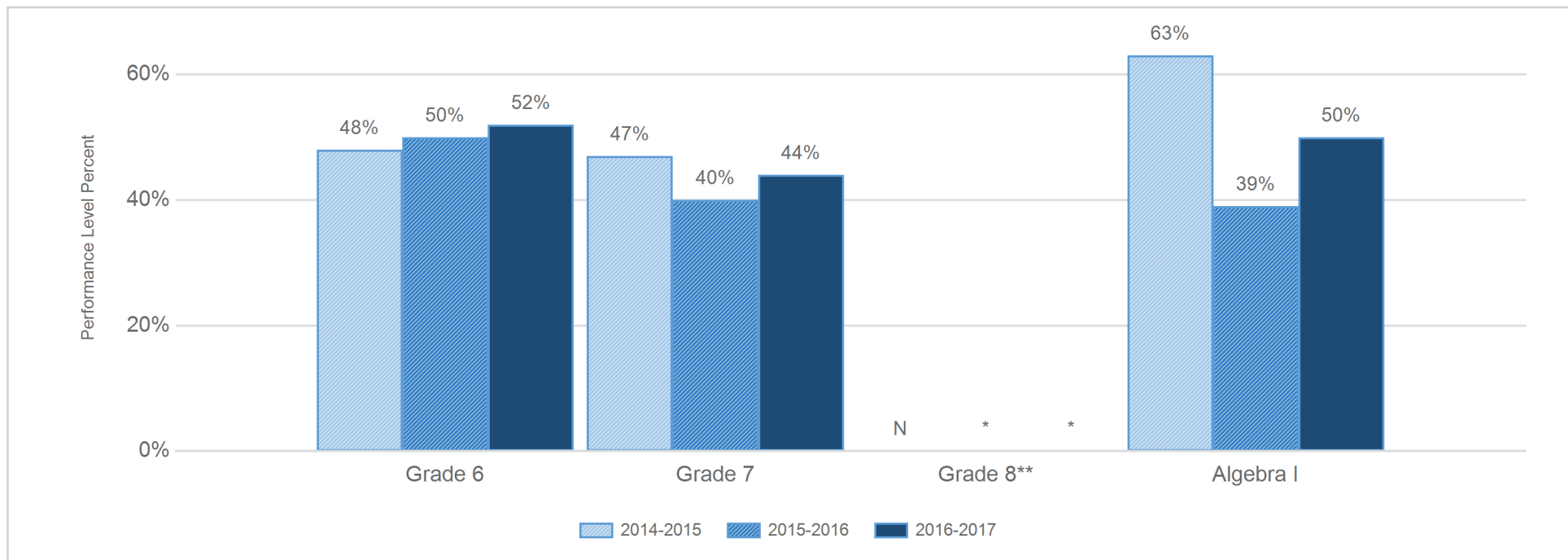
Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	757	740	743	*	14%	33%	42%	*	50%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	20	751	734	728	0%	*	*	*	*	40%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	38	753	739	744	*	*	32%	42%	*	47%	43%
Male	53	759	740	741	*	*	34%	42%	*	51%	40%
Economically Disadvantaged Students	12	749	729	727	*	*	*	*	*	50%	23%
Non-Economically Disadvantaged Students	79	758	742	751	*	*	*	*	*	49%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	91	757	*	745	*	14%	33%	42%	*	50%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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



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

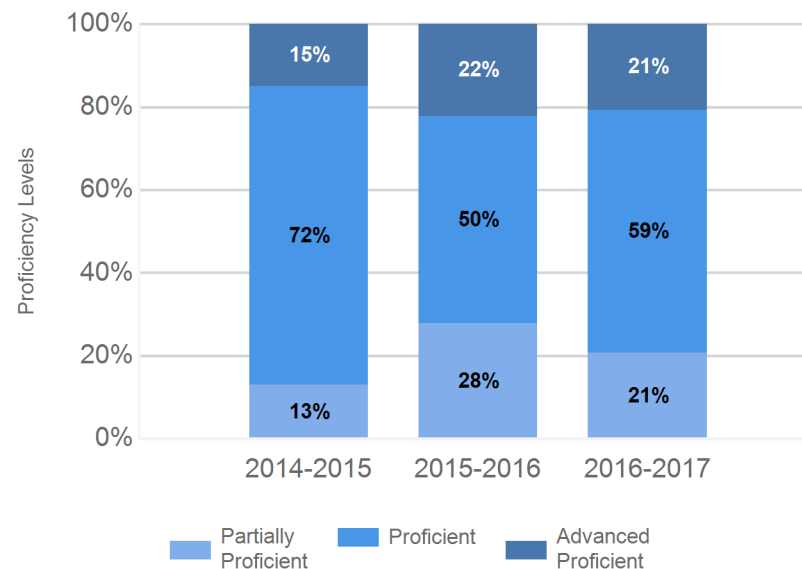
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	21%	59%	21%
White	24%	58%	19%
Hispanic	*	60%	30%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	*
Economically Disadvantaged Students	N	77%	23%
Students with Disabilities	10%	30%	60%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	55	50	Met Target	42	44.5	50	Met Target
White	58.5	55	50	Met Target	42	44.5	52	Met Target
Hispanic	57	48	49	Met Target	40.5	41	47	Met Target
Black or African American	80	72.5	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	66.5	*	60	Exceeds Target	69	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	48	41.5	47	Met Target	56.5	50	46	Met Target
Students with Disabilities	38	40	41	Not Met	47.5	46.5	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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

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

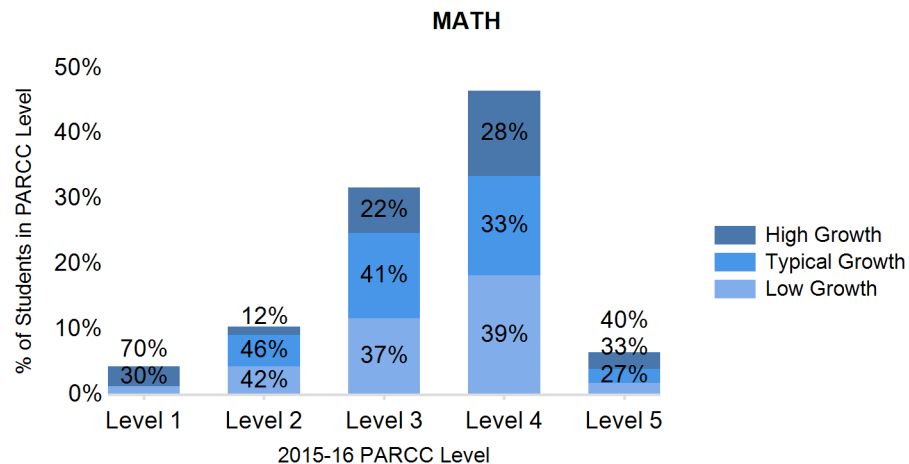
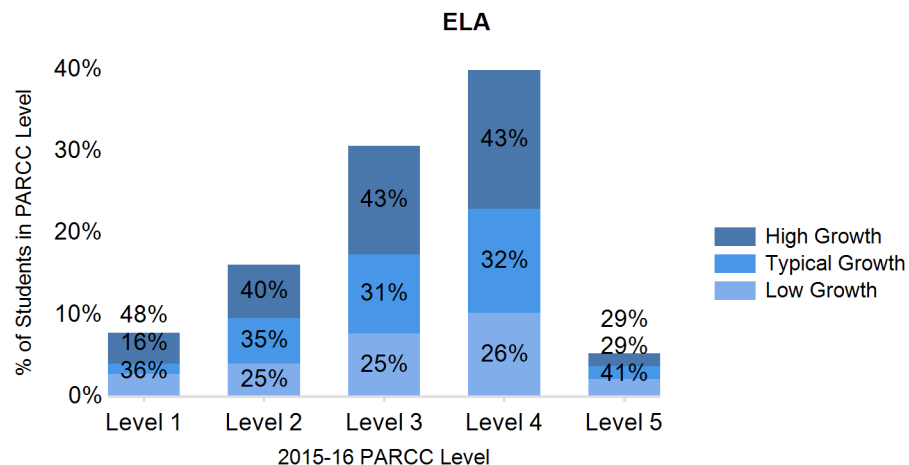
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

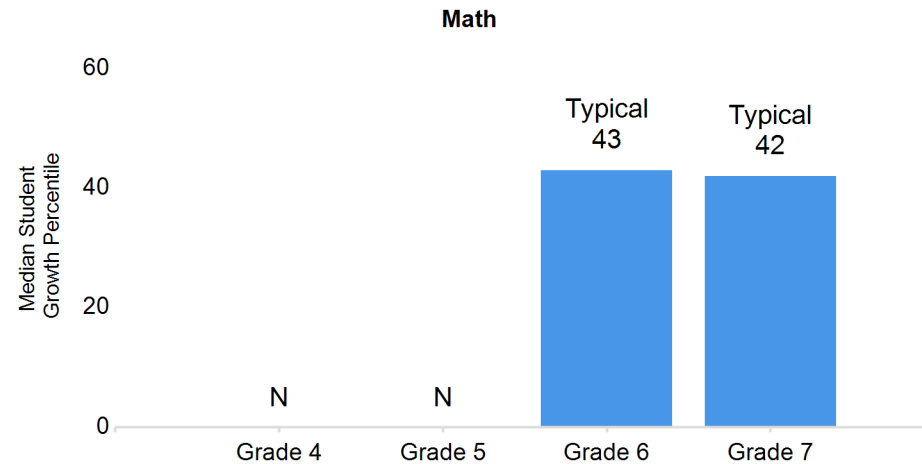
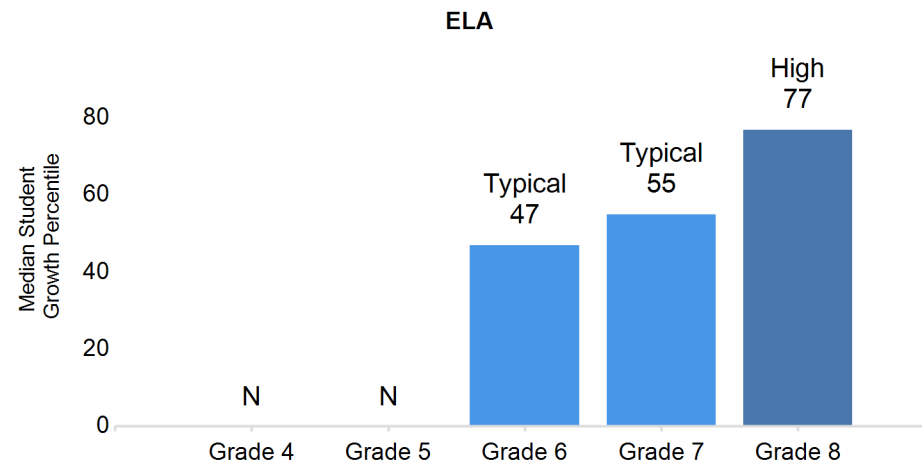
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	120
7	2	0	113
8	92	0	3
Schoolwide	94	0	236

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Schoolwide	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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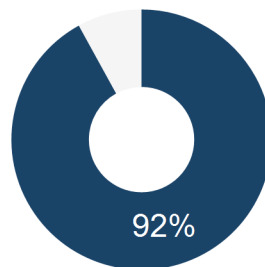
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Visual and Performing Arts – Course Participation

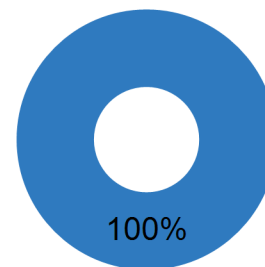
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

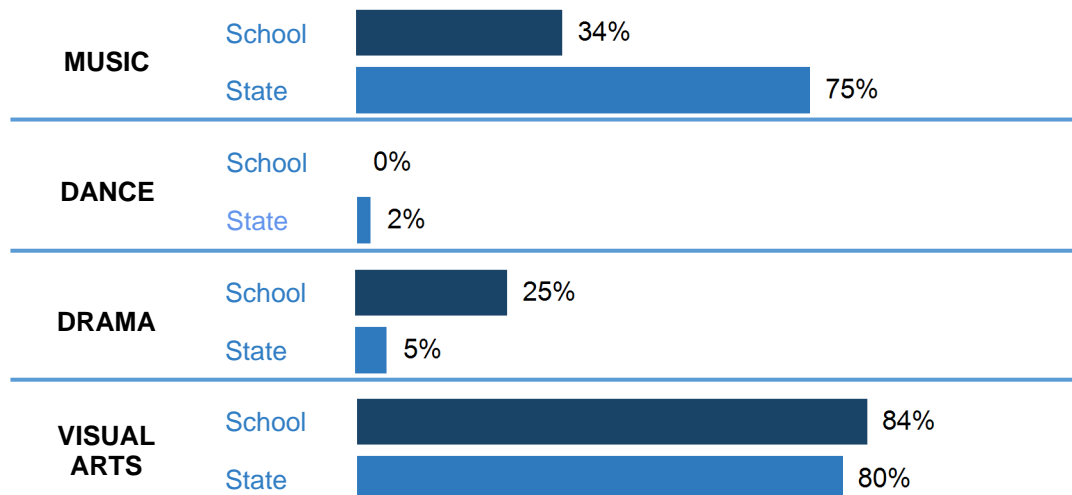


School



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

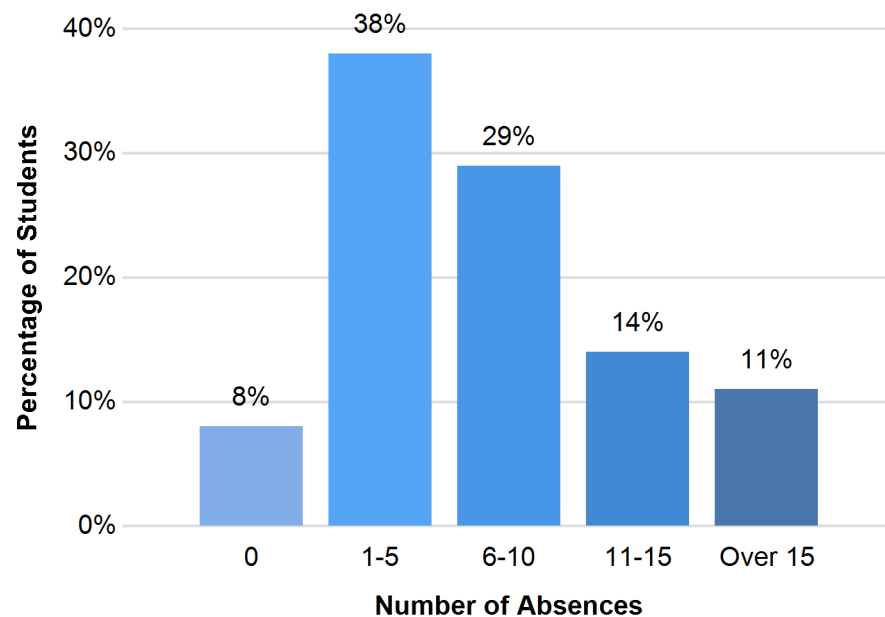
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	8.70	Met Target
White	8.20	8.70	Met Target
Hispanic	9.80	8.70	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.50	8.70	Not Met
Students with Disabilities	9.40	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



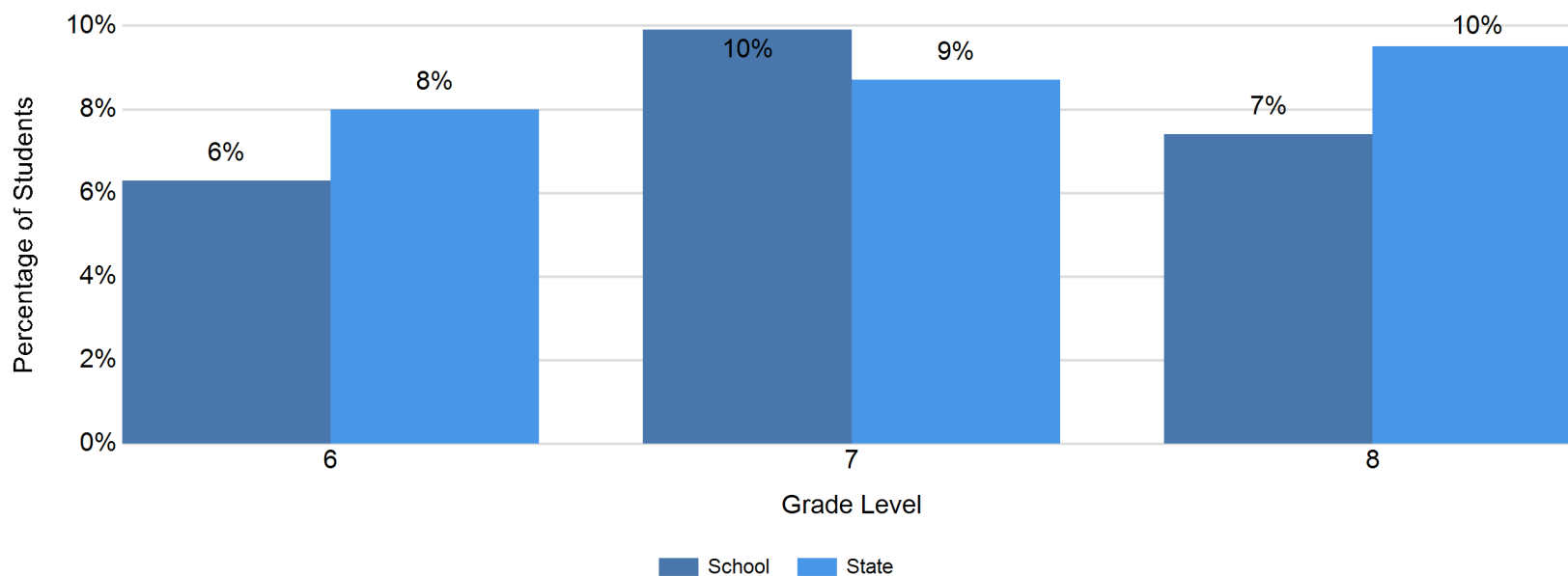


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 41 Mins.
Shared Time - Instructional Time	5 Hrs. 53 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	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	2.6%
Out-of-School Suspensions	2.6%
Any Suspension	5.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	563.4 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)	\$356	\$12,808	\$13,164



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	9.2	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	74%	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	9	9,506
Average years experience in public schools	19.7	15.9
Average years experience in district	15.2	11.6
Administrators in district for 4 or more years	100%	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	13:1
Administrators	N	197:1
Librarian/Media Specialists		N
Nurses		444:1
Counselors		355:1
Child Study Team		355:1



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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	87%	89%
2015-16 Administrators: Same district 2016-17	80%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	57.7	17.5%
Mathematics Proficiency	50.5	17.5%
English Language Arts Growth	73.0	25.0%
Mathematics Growth	32.2	25.0%
Chronic Absenteeism	44.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.9
Summative Rating: Percentile rank of Summative Score		52.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	51.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	39.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	59.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	55.2	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	69.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	57.5	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Kitchin	Email Address:	bkitchin@spsd.us
Address:	115 SUMMERHILL ROAD SPOTSWOOD, NJ 08884	Website:	www.spsd.us
Phone:	(732)723-2227	Facebook:	https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/
		Twitter:	https://twitter.com/MemorialColts

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"> • A comprehensive integrated Character Education Program that utilizes the programs Words Work and Character in Focus. • A comprehensive after school program that offers 28 extra-curricular and athletic activities. • An extensive professional development program that includes PLC for staff focusing on continual school improvement.
 Mission, Vision, Theme:	As reflected in the District Mission statement, our focus at Memorial Middle School is the student. The staff is dedicated to finding new and engaging ways to inspire our students and to help them take an active role in their own learning process.
 Awards, Recognition, Accomplishments:	Memorial Middle School has a dedicated staff and student body with accomplishments that include: Nationally recognized student artwork through Artsonia "Artist of the Week", staff authored articles in professional journals including NJEA Magazine, staff receipt of competitive grant awards for classroom initiatives, aligning to the standards of National School of Character recognition.







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 Courses, Curriculum, Instruction:	<p>Memorial Middle School offers a rigorous, comprehensive program that includes Honors course offerings in grades 6-8 for Mathematics and Language Arts as well as exploratory arts that includes Foreign Language, Public Speaking, Character Education, Drama, Art, Choir, and Band.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys)</p> <p>Memorial Middle School provides numerous opportunities for student athletes to participate in a variety of competitive athletic offerings throughout the entire school year.</p>
 Clubs and Activities:	<p>Memorial Middle School offers a wide variety of extracurricular opportunities including Community Cares, Jazz Band, Craft Club, Homework Club, Newspaper, Environmental Science, Robotics, Math Club, History Club, Memorial Live News, Sci-Fi Club, Art Design Club, and Computer Club.</p>
 Before and After School Programs:	<p>Memorial Middle School works collaboratively with the Spotswood PTA to develop an active calendar of school and community events throughout the school year. Some of the events that the PTA helps to provide include after school dances, a roller skating party, a Harlem Wizards basketball game, walk to school day, and many other community involved activities.</p>







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 Staff and Professional Learning:	<p>The Memorial Middle School is dedicated to creating an environment where staff can learn and grow. Professional development is essential to fostering the type of student centered learning environment we aim to provide; Professional Learning Communities, Spotswood Professional Development Academy, Teacher Induction, and our monthly department/faculty meetings support this goal.</p>
 Student Supports and Services:	<p>Memorial Middle School is committed to meeting the needs of each and every student we teach. In addition to the Child Study Team and school counselor support, extra help before school, a Student Advisory Period, Homework Club, and after school Peer Tutoring are provided for all students.</p>
 Student Health and Wellness:	<p>Memorial Middle School has an outstanding Health and Physical Education program geared towards educating our students on the importance of health and wellness to develop life long healthy individuals. Our PTA also supports this goal by organizing activities such as school dances, Healthy Snack Day, and Walk to School Day.</p>
 Parent and Community Involvement:	<p>Many opportunities are presented to parents for their involvement in our schools including orientation, back-to-school night, teacher conferences, open house, and individual athletic program meetings. Additional programming is scheduled throughout the year with local organizations including the PTA, Spotswood Police Department, Spotswood Municipal Drug & Alcohol Alliance, and Spotswood Office on Aging.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Teachers

In September, all staff members are invited to participate in an anonymous School Climate Survey. The data from the survey is analyzed and informs the following: formation of Professional Learning Communities, establishment of school improvement goals, the revision of school procedures, and the reflective practices of school administration. Students are surveyed for classroom and teacher evaluation purposes.



Facilities:

Memorial Middle School was originally constructed in 1967 and has been renovated multiple times since then. Facility updates continue to ensure that our classrooms are designed to meet the needs of 21st Century Learners with an increasing focus on keeping our technological resources in the classroom current so that our students have all the tools and resources necessary for success in a safe and secure environment.




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<div>Other Information:</div>	<p>At Memorial Middle School we view ourselves as the bridge between elementary and high school. It is our role as middle school educators to prepare our students for the challenges they will face so that when they leave our school they are ready to step into high school and navigate the path into young adulthood. The staff at Memorial embrace those challenges and are dedicated to putting the needs of our students first. Above all, Memorial is a place where learning and growing as individuals is not only fostered, but fun.</p>
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