



Columbus School
2016-2017


Grade Span KG-05

03-2740-060
BERGEN
LODI BOROUGH
370 WESTERVELT PLACE
LODI, NJ 07644

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	42	49	43
1	47	44	45
2	44	46	42
3	58	42	42
4	51	59	39
5	39	49	54
Ungraded	10	9	6
Total	291	298	271

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	50%
Male	51%	53%	50%
Economically Disadvantaged Students	60%	57%	56%
Students with Disabilities	7%	5%	6%
English Learners	6%	7%	10%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	53.1%
White	30.6%
Black or African American	10.0%
Asian	4.8%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	1.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	42	49	43

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	39.9%
Spanish	36.5%
Arabic	5.9%
Albanian	2.6%
Polish	2.2%
Other	13.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	140	98.0	74.30	65.90	54.90	74.3	64.4	Met Target
White	48	100.0	79.20	65.80	63.90	79.2	63.4	Met Target
Hispanic	72	98.7	68.00	66.00	39.80	68	66.9	Met Target
Black or African American	13	86.7	84.60	54.30	35.20	76.9	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	59	98.4	79.70	74.00	62.20	79.7		
Male	81	97.6	70.30	58.30	48.10	70.3		
Economically Disadvantaged Students	74	96.3	77.00	65.30	36.20	77	69.8	Met Target
Non-Economically Disadvantaged Students	66	100.0	71.20	66.80	65.80	71.2		
Students with Disabilities	15	100.0	20.00	*	20.50	20	**	**
Students without Disabilities	125	97.8	80.80	*	61.90	80.8		
English Learners	22	100.0	59.00	51.10	25.20	59	N	N
Non-English Learners	118	97.6	77.10	67.70	57.40	77.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	760	762	749	*	*	*	62%	*	69%	50%
White	14	772	*	759	0%	*	*	71%	*	79%	61%
Hispanic	23	753	*	734	*	*	*	57%	*	61%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	17	762	*	754	*	*	*	65%	*	77%	55%
Male	25	758	*	745	*	*	*	60%	*	64%	46%
Economically Disadvantaged Students	22	755	*	731	*	*	*	73%	*	73%	31%
Non-Economically Disadvantaged Students	20	766	*	762	*	*	*	50%	*	65%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	42	758	763	753	*	*	*	62%	*	71%	56%
White	14	765	770	762	*	0%	*	*	*	79%	67%
Hispanic	22	750	760	740	*	*	*	64%	0%	64%	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	25	765	767	758	*	*	*	60%	*	72%	61%
Male	17	749	758	749	*	*	*	65%	*	71%	51%
Economically Disadvantaged Students	20	757	*	737	*	*	*	70%	*	70%	36%
Non-Economically Disadvantaged Students	22	760	*	764	*	*	*	55%	*	73%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	768	760	756	*	*	*	64%	*	80%	59%
White	20	770	*	763	0%	*	*	75%	*	80%	69%
Hispanic	30	764	*	743	*	*	*	57%	*	77%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	20	777	*	761	*	*	*	70%	*	90%	66%
Male	39	764	*	750	*	*	*	62%	*	74%	53%
Economically Disadvantaged Students	33	767	*	740	*	*	*	70%	*	82%	40%
Non-Economically Disadvantaged Students	26	770	*	765	*	*	*	58%	*	77%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	59	768	761	757	*	*	*	64%	*	80%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

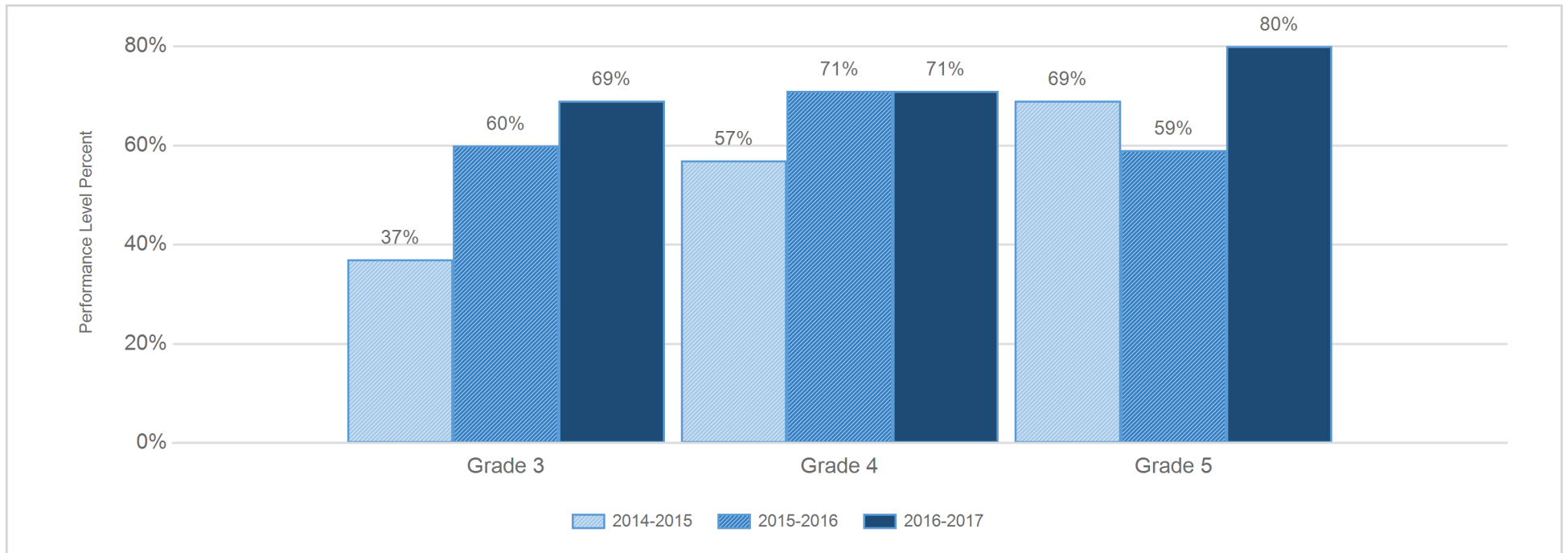


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	140	98.0	52.20	50.00	43.50	52.2	47.9	Met Target
White	48	100.0	58.40	53.70	52.40	58.4	51.5	Met Target
Hispanic	72	98.7	43.10	46.70	27.60	43.1	41.5	Met Target
Black or African American	13	86.7	69.20	41.50	21.70	62.9	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	59	98.4	54.20	54.10	44.10	54.2		
Male	81	97.6	50.60	46.30	42.90	50.6		
Economically Disadvantaged Students	74	96.3	44.60	49.10	25.10	44.6	47.3	Met Target†
Non-Economically Disadvantaged Students	66	100.0	60.60	51.20	54.30	60.6		
Students with Disabilities	15	100.0	13.30	*	16.50	13.3	**	**
Students without Disabilities	125	97.8	56.80	*	48.80	56.8		
English Learners	22	100.0	36.40	45.10	23.30	36.4	N	N
Non-English Learners	118	97.6	55.10	50.80	45.20	55.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	755	763	751	*	*	31%	48%	*	57%	53%
White	14	773	*	759	0%	0%	*	*	*	79%	63%
Hispanic	23	745	*	738	*	*	*	44%	*	48%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	17	754	*	751	*	*	*	59%	*	59%	52%
Male	25	755	*	751	*	*	*	40%	*	56%	53%
Economically Disadvantaged Students	22	747	*	736	*	*	*	*	*	41%	34%
Non-Economically Disadvantaged Students	20	763	*	761	*	*	*	*	*	75%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	42	746	749	747	*	*	36%	48%	0%	48%	47%
White	14	752	754	755	*	0%	*	*	0%	57%	59%
Hispanic	22	739	748	734	*	*	46%	*	0%	32%	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	25	750	751	747	*	*	*	*	0%	52%	47%
Male	17	741	748	747	*	*	*	*	0%	41%	48%
Economically Disadvantaged Students	20	744	*	732	*	*	*	*	0%	35%	27%
Non-Economically Disadvantaged Students	22	749	*	757	*	*	*	*	0%	59%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	748	745	747	*	19%	27%	53%	*	53%	46%
White	20	748	*	754	0%	*	*	*	0%	45%	57%
Hispanic	30	745	*	735	*	*	*	50%	0%	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	20	750	*	747	*	*	*	55%	0%	55%	47%
Male	39	747	*	746	*	*	*	51%	0%	51%	46%
Economically Disadvantaged Students	33	750	*	732	*	*	*	55%	0%	55%	27%
Non-Economically Disadvantaged Students	26	745	*	756	*	*	*	50%	0%	50%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	59	748	746	748	*	19%	27%	53%	*	53%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

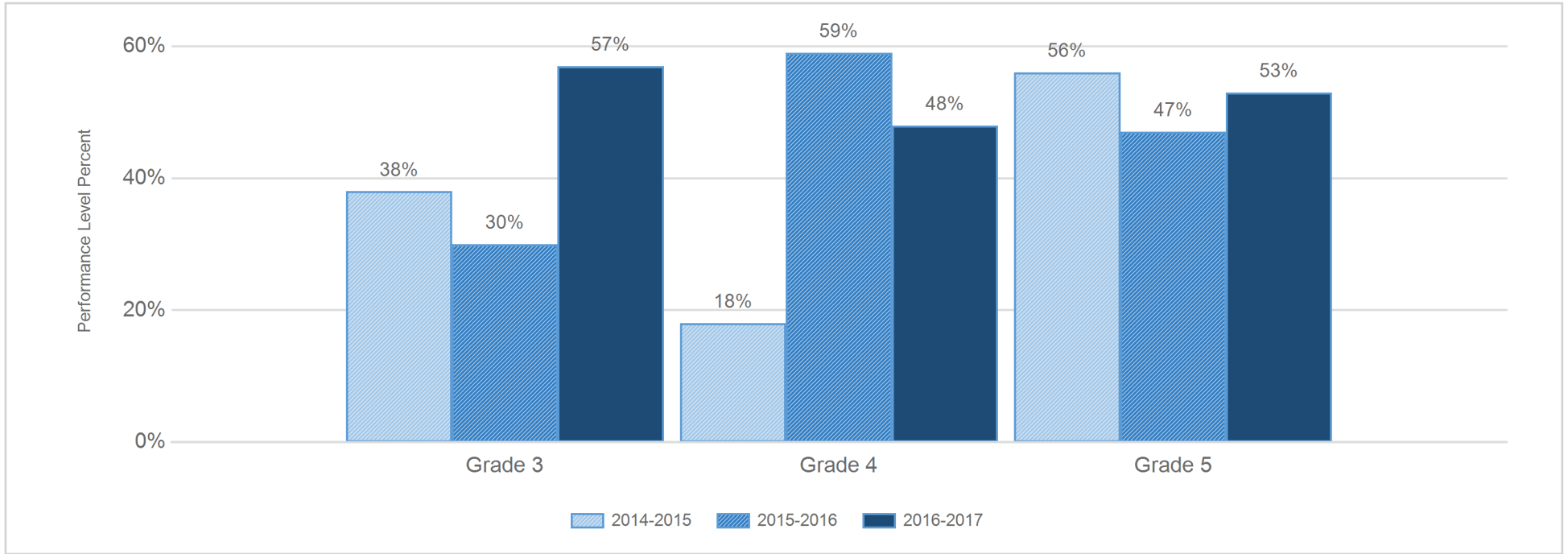


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Mathematics Assessment – Performance Trends

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	*	*

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.

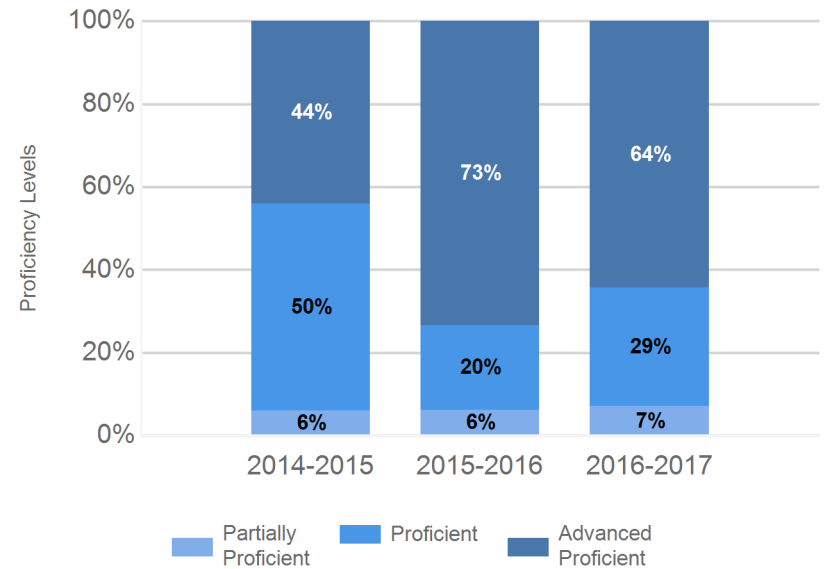
NJASK Science Assessment Performance: Grade 4

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	64%	29%	7%
White	77%	15%	*
Hispanic	57%	38%	5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	52%	38%	10%
Students with Disabilities	*	*	*
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	67	50	Met Target	58.5	59	50	Met Target
White	60	66	50	Exceeds Target	58	61.5	52	Met Target
Hispanic	48	67	49	Met Target	60.5	59	47	Exceeds Target
Black or African American	*	67	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	68	60	**	*	59	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	57	68	47	Met Target	57	61	46	Met Target
Students with Disabilities	*	61	41	**	*	62	43	**
English Learners	42	*	53	**	78	*	51	**

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



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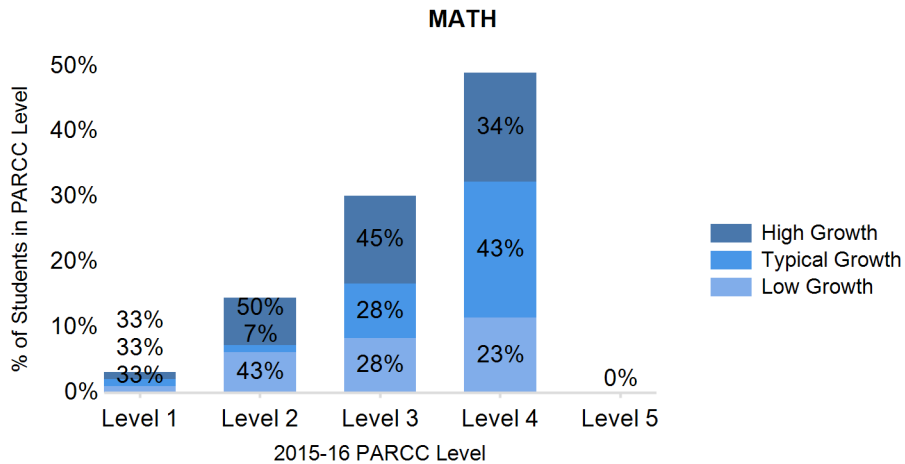
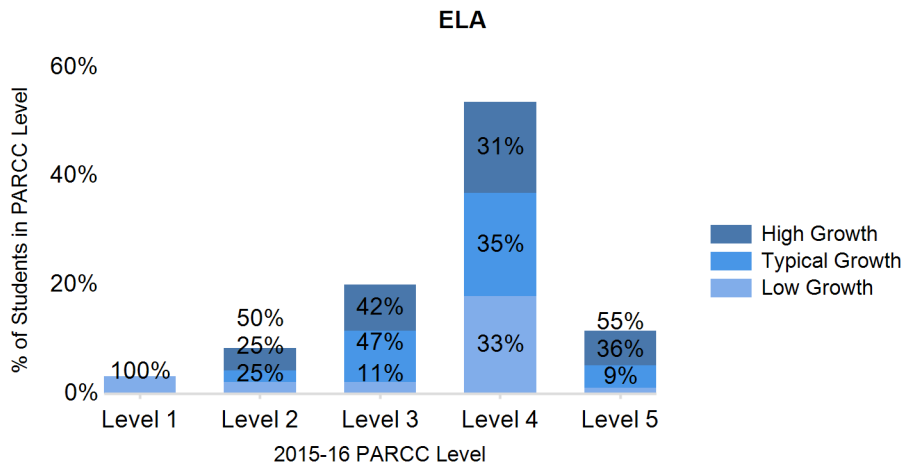
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

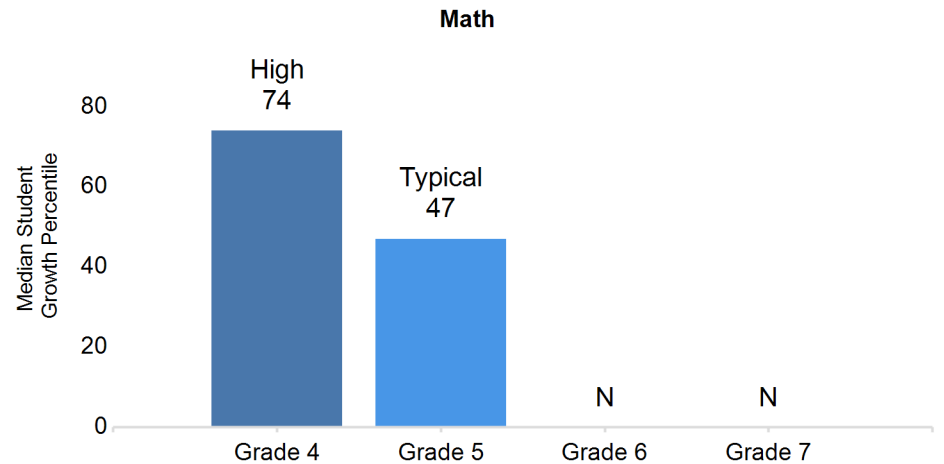
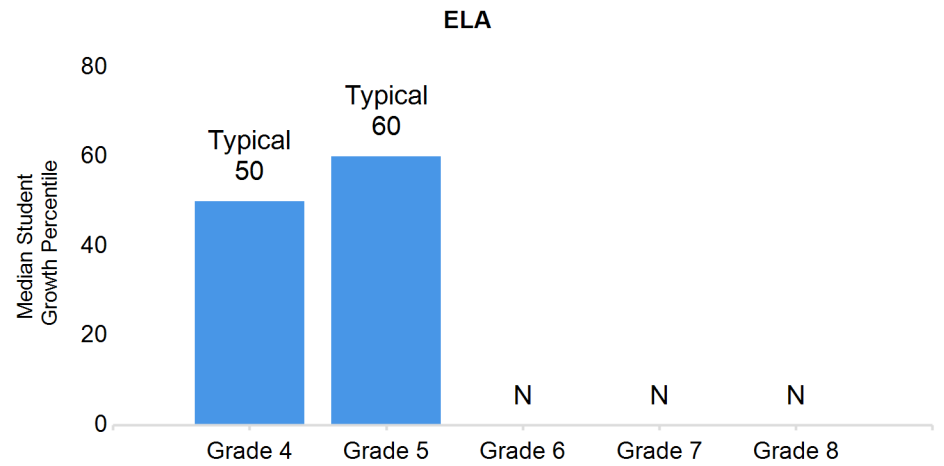
Student Growth by Performance Level

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

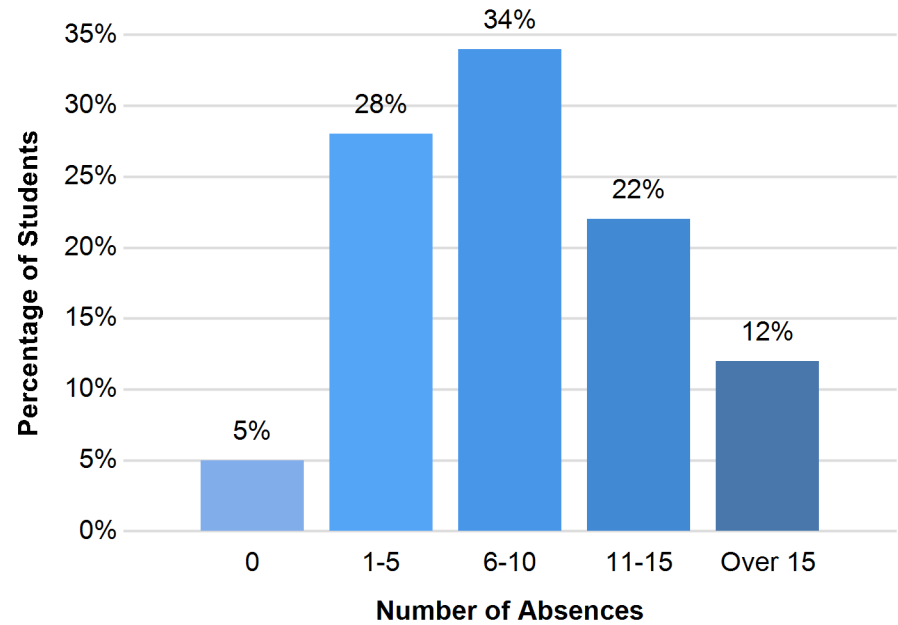
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.40	8.40	Met Target
White	6.90	8.40	Met Target
Hispanic	9.70	8.40	Not Met
Black or African American	7.10	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.50	8.40	Not Met
Students with Disabilities	25.80	8.40	Not Met
English Learners	7.70	8.40	Met Target

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

Days Absent

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





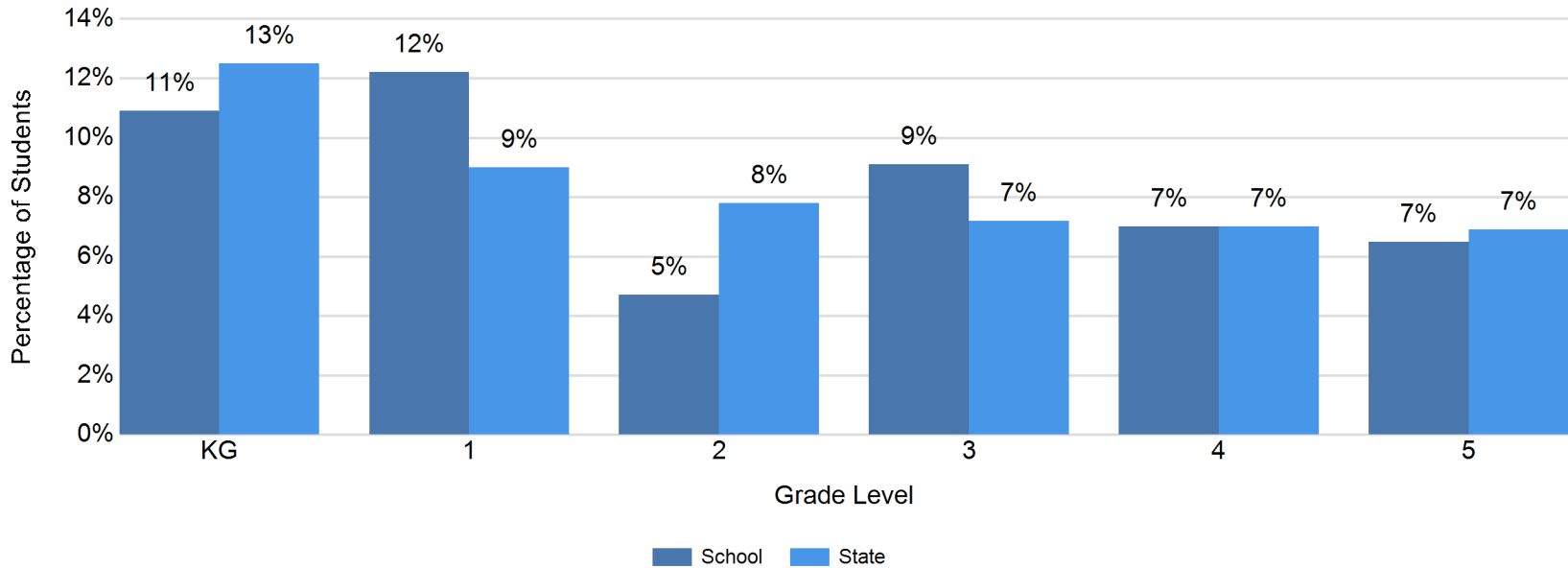
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.7:1	318.9 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	\$597	\$11,741	\$12,338



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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	12.8	11.8
Average years experience in district	12.8	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	26	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	19.4	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	16:1	13:1
Administrators	271:1	121:1
Librarian/Media Specialists		523:1
Nurses		1045:1
Counselors		314:1
Child Study Team		392:1



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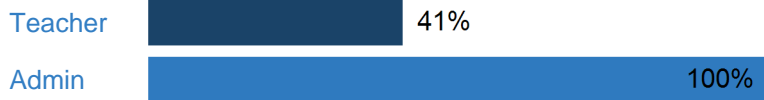
Teachers and Administrators - Level of Education

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	88%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	90.7	17.5%
Mathematics Proficiency	62.0	17.5%
English Language Arts Growth	73.1	25.0%
Mathematics Growth	79.2	25.0%
Chronic Absenteeism	34.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		70.0
Summative Rating: Percentile rank of Summative Score		79.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	70.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	67.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	69.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	84.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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370 WESTERVELT PLACE
LODI, NJ 07644

School General Info

Principal:	Mr. DiChiara	Email Address:	vincent.dichiara@lodi.k12.nj.us
Address:	370 WESTERVELT PLACE LODI, NJ 07644	Website:	http://lodi.k12.nj.us/
Phone:	(973)478-0514		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Participation in South Bergen Jointure Commission: STEAM Program • Adopted the Bucket Filling Program (Character Ed. Program). School wide program to increase positive behavior. • Columbus School celebrated it's 100th year: 1917-2017. PTO sponsored dinner and celebration and school-wide activities.
 <p>Mission, Vision, Theme:</p>	<p>Columbus Elementary School prepares students to thrive in a diverse, ever-changing world by providing them with a superior quality of education and interpersonal skills. With the support of peers, families and the community, students achieve at their fullest potential in a stimulating and nurturing environment. Cooperation between school, home and community is fundamental to top-quality education in an ever-changing world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>"My County Contest" student award winners, Bergen County , "Fire Prevention Poster Contest" student award winners, 100th Year Celebration: Alumni dinner/celebration- Students dressed as if they were 100 years old, First Step: NJ Safe Routes to School EZ Ride, Bergen County Utilities Authority Environmental Awareness Grant, Target Corp. Environmental Grant for our Greenhouse / Science Education.</p>



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**Courses, Curriculum,
Instruction:**

Columbus School consists of grades K-5. The curriculum/courses of study include the following: Mathematics, Reading, English, Spelling, Science, Social Studies, Physical Education, Music, Art, Library, Technology, Character Education, Speech and Language, Occupational and Physical Therapy, Counseling, Gifted and Talented (after school enrichment program). Courses are leveled in grades 3 - 5 for Language Arts and Mathematics. Text-To-Speech and Electronic Books are available.






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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Professional development includes state mandated training for all staff members. Teachers also receive training in subject specific content areas as well as the newly implemented NJSLs. In addition, teachers participate in edcamp which is a teacher driven professional learning community.</p>
 <p>Student Supports and Services:</p>	<p>All district schools have Title I/Basic Skills teachers/classes which offer additional classroom support or classes for students struggling in LAL and Math. Each school also has an I&RS team which meets regularly to offer support and suggestions to staff members for any student not meeting grade level expectations. The district also provides ELL services for English Language Learners, as well as Special Education Services for students with IEPs.</p>
 <p>Parent and Community Involvement:</p>	<p>Genesis Parent Portal System, Parent-Teacher Organization (PTO), Parent-Teacher Conferences, Back to School Visitation, Kindergarten Graduation, Grade 5 Graduation Social/Dance, Fire Prevention Week, Law Enforcement Against Drugs (L.E.A.D. Program), Read Across America, Lodi Police Department Fingerprinting, Ice-Cream Social for all new students, Family Movie Night, Family Basketball Night, International Night, 100 Year Celebration, Girl Scout Daisies.</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.

 <p>Facilities:</p>	<p>Columbus School turned 100 years old: 1917-2017. Gymnasium/ Lavatories/Kitchen addition in 1999, Computer Lab (desktop/lap top) computers, SMART Boards in all classrooms, Security Alarm System- 24-hour monitoring, Security Camera/Video Surveillance System (38 indoor/outdoor cameras), IP networked Cisco phone system and printing capabilities, Outdoor Greenhouse: funded by grants, fundraisers and PTO, Air Conditioned Cafeteria / Gymnasium, Library, Speech and Language and Guidance Office.</p>
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Hilltop School
2016-2017
Grade Span PK-05

03-2740-065
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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.
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- 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](#) 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](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**Hilltop School
2016-2017**

03-2740-065
BERGEN
LODI BOROUGH
200 KIPP AVENUE
LODI, NJ 07644

Grade Span PK-05

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	37	34	31
KG	57	49	43
1	61	53	48
2	58	62	55
3	49	49	62
4	52	49	52
5	58	48	52
Ungraded	13	13	13
Total	385	357	356

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	53%
Male	50%	49%	47%
Economically Disadvantaged Students	53%	56%	51%
Students with Disabilities	8%	9%	11%
English Learners	6%	6%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	47.8%
White	27.5%
Asian	12.6%
Black or African American	11.0%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	35	34	31
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	52	49	43

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	40.2%
Spanish	32.0%
Arabic	4.8%
Albanian	4.2%
Tagalog	3.9%
<i>Other</i>	15.1%



Hilltop 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	165	98.9	70.30	65.90	54.90	70.3	66.7	Met Target
White	44	97.8	65.90	65.80	63.90	65.9	67.4	Met Target†
Hispanic	82	98.9	70.70	66.00	39.80	70.7	61.8	Met Target
Black or African American	21	100.0	66.70	54.30	35.20	66.7	N	N
Asian, Native Hawaiian, or Pacific Islander	18	100.0	83.30	81.20	80.70	83.3	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	52.40	54.90	N	**	**
Female	79	98.8	75.90	74.00	62.20	75.9		
Male	86	98.9	65.10	58.30	48.10	65.1		
Economically Disadvantaged Students	85	98.9	69.40	65.30	36.20	69.4	63	Met Target
Non-Economically Disadvantaged Students	80	98.8	71.30	66.80	65.80	71.3		
Students with Disabilities	27	96.8	29.60	*	20.50	29.6	22.5	Met Target
Students without Disabilities	138	99.3	78.30	*	61.90	78.3		
English Learners	24	96.0	58.40	51.10	25.20	58.4	N	N
Non-English Learners	141	99.3	72.30	67.70	57.40	72.3		
Homeless Students	N	N	N	82.40	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Hilltop School
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Grade Span PK-05

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	759	762	749	*	*	20%	55%	*	65%	50%
White	16	752	*	759	*	*	*	*	*	63%	61%
Hispanic	30	751	*	734	*	*	*	53%	*	57%	35%
Black or African American	10	766	759	731	0%	*	*	*	*	70%	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	32	764	*	754	*	*	*	50%	*	66%	55%
Male	33	753	*	745	*	*	*	61%	*	64%	46%
Economically Disadvantaged Students	34	759	*	731	*	*	*	53%	*	65%	31%
Non-Economically Disadvantaged Students	31	758	*	762	*	*	*	58%	*	65%	63%
Students with Disabilities	12	717	731	720	*	*	*	*	*	17%	24%
Students without Disabilities	53	768	768	755	*	*	*	*	*	76%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	766	763	753	*	*	*	49%	26%	75%	56%
White	12	764	770	762	*	0%	*	*	*	67%	67%
Hispanic	32	763	760	740	*	0%	*	59%	*	78%	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	25	769	767	758	*	*	*	56%	*	80%	61%
Male	30	763	758	749	*	*	*	43%	*	70%	51%
Economically Disadvantaged Students	30	765	*	737	*	*	*	53%	*	77%	36%
Non-Economically Disadvantaged Students	25	767	*	764	*	*	*	44%	*	72%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	764	760	756	*	*	*	57%	*	74%	59%
White	17	754	*	763	*	*	*	*	*	65%	69%
Hispanic	26	770	*	743	*	*	*	58%	*	77%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	25	782	*	761	*	*	*	60%	*	88%	66%
Male	29	749	*	750	*	*	*	55%	*	62%	53%
Economically Disadvantaged Students	26	770	*	740	*	*	*	54%	*	73%	40%
Non-Economically Disadvantaged Students	28	760	*	765	*	*	*	61%	*	75%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

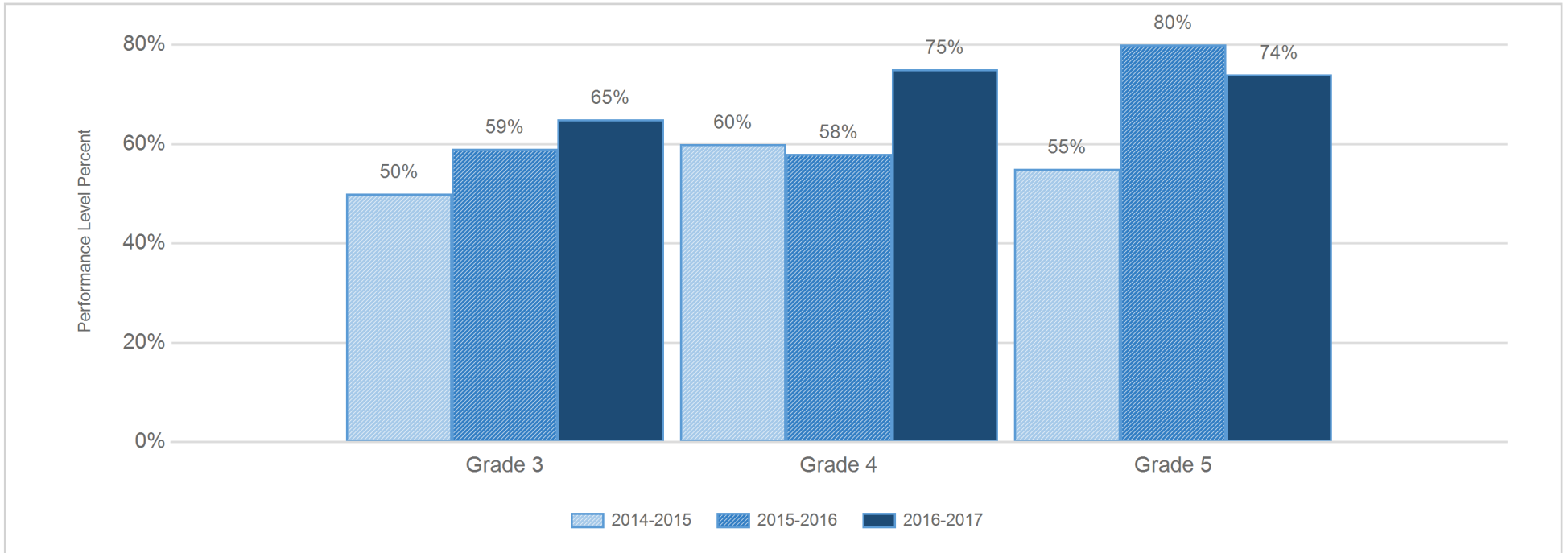


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Grade Span PK-05

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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.





Hilltop School
2016-2017

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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	166	99.4	64.50	50.00	43.50	64.5	69.1	Met Target†
White	45	100.0	64.50	53.70	52.40	64.5	61	Met Target
Hispanic	82	98.9	61.00	46.70	27.60	61	70.1	Not Met
Black or African American	21	100.0	66.70	41.50	21.70	66.7	N	N
Asian, Native Hawaiian, or Pacific Islander	18	100.0	77.70	73.10	75.60	77.7	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	31.80	44.90	N	**	**
Female	79	98.8	67.10	54.10	44.10	67.1		
Male	87	100.0	62.10	46.30	42.90	62.1		
Economically Disadvantaged Students	86	100.0	61.60	49.10	25.10	61.6	68.7	Met Target†
Non-Economically Disadvantaged Students	80	98.9	67.50	51.20	54.30	67.5		
Students with Disabilities	27	96.8	25.90	*	16.50	25.9	22.5	Met Target
Students without Disabilities	139	100.0	71.90	*	48.80	71.9		
English Learners	25	100.0	56.00	45.10	23.30	56	N	N
Non-English Learners	141	99.3	65.90	50.80	45.20	65.9		
Homeless Students	N	N	N	47.10	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Hilltop School
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Grade Span PK-05

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	763	763	751	*	*	21%	50%	21%	71%	53%
White	17	765	*	759	0%	*	*	*	*	71%	63%
Hispanic	30	754	*	738	*	*	*	50%	*	63%	37%
Black or African American	10	769	759	733	0%	0%	*	*	*	80%	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	32	761	*	751	*	*	*	53%	*	69%	52%
Male	34	765	*	751	*	*	*	47%	*	74%	53%
Economically Disadvantaged Students	34	763	*	736	*	*	*	44%	*	71%	34%
Non-Economically Disadvantaged Students	32	763	*	761	*	*	*	56%	*	72%	65%
Students with Disabilities	12	728	739	729	*	*	*	*	0%	17%	29%
Students without Disabilities	54	771	768	755	*	*	*	*	26%	83%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	760	749	747	0%	*	20%	50%	*	64%	47%
White	12	766	754	755	0%	*	*	*	*	67%	59%
Hispanic	33	756	748	734	0%	*	*	49%	*	61%	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	26	756	751	747	0%	*	*	46%	*	58%	47%
Male	30	763	748	747	0%	*	*	53%	*	70%	48%
Economically Disadvantaged Students	30	758	*	732	0%	*	*	43%	*	60%	27%
Non-Economically Disadvantaged Students	26	761	*	757	0%	*	*	58%	*	69%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	753	745	747	*	*	30%	46%	*	54%	46%
White	19	750	*	754	*	*	*	*	*	53%	57%
Hispanic	26	754	*	735	*	*	*	54%	*	58%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	25	764	*	747	*	*	*	64%	*	72%	47%
Male	31	744	*	746	*	*	*	32%	*	39%	46%
Economically Disadvantaged Students	27	756	*	732	*	*	*	48%	*	56%	27%
Non-Economically Disadvantaged Students	29	749	*	756	*	*	*	45%	*	52%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

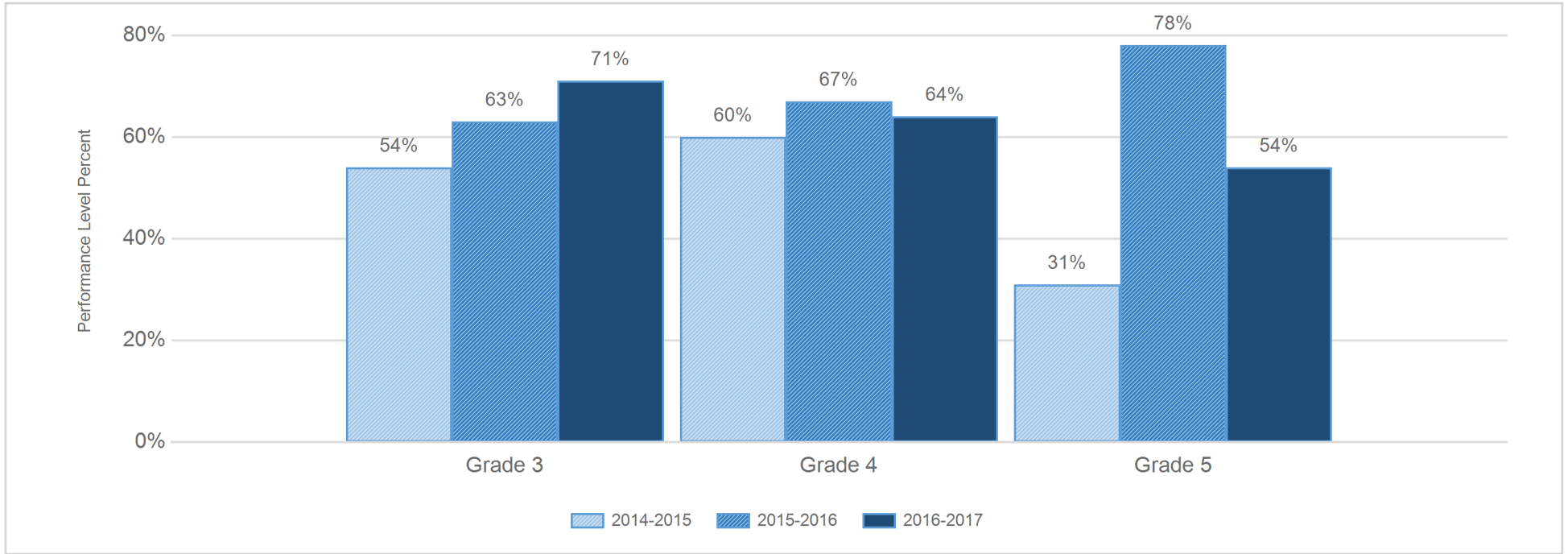


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	11	81.8%	18.2%
3	*	*	*
4	N	N	N
5+	N	N	N



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

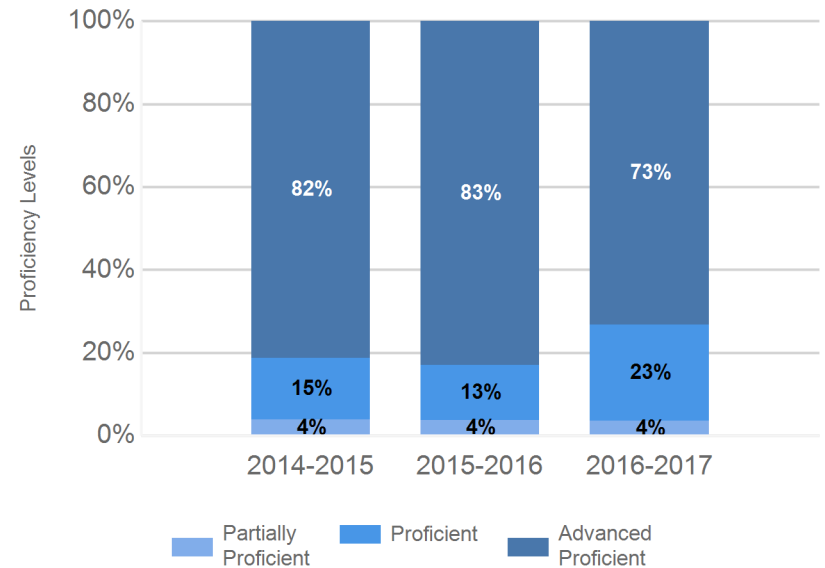
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	73%	23%	4%
White	83%	*	N
Hispanic	64%	30%	6%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	62%	31%	7%
Students with Disabilities	*	*	*
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	63.5	67	50	Exceeds Target	55	59	50	Met Target
White	44.5	66	50	Met Target	68	61.5	52	Exceeds Target
Hispanic	67	67	49	Exceeds Target	52	59	47	Met Target
Black or African American	*	67	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	68	60	**	*	59	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	72.5	68	47	Exceeds Target	58	61	46	Met Target
Students with Disabilities	38	61	41	**	53	62	43	**
English Learners	68	*	53	**	57	*	51	**

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



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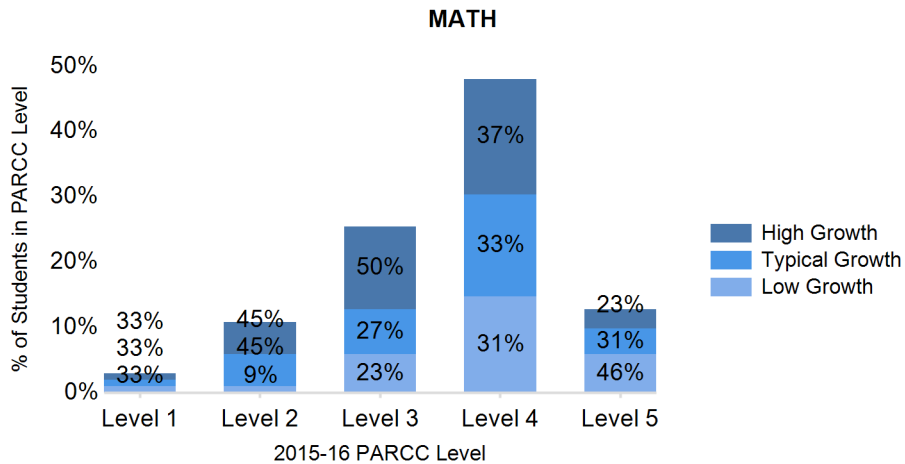
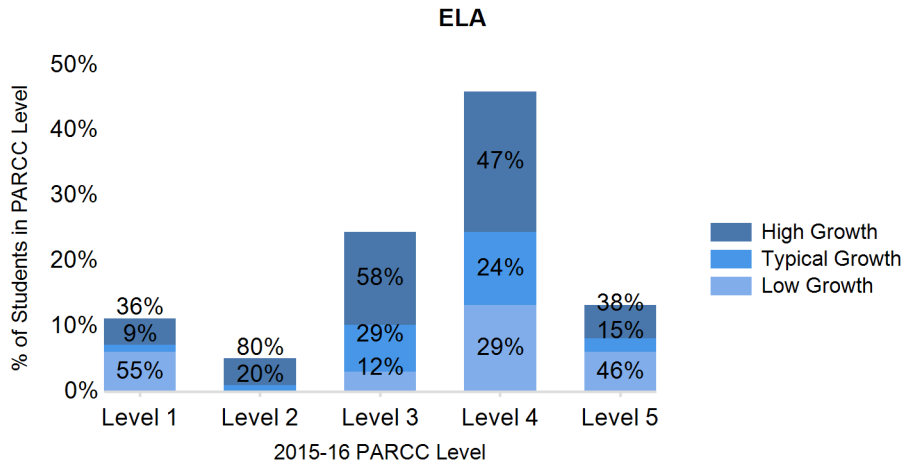
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

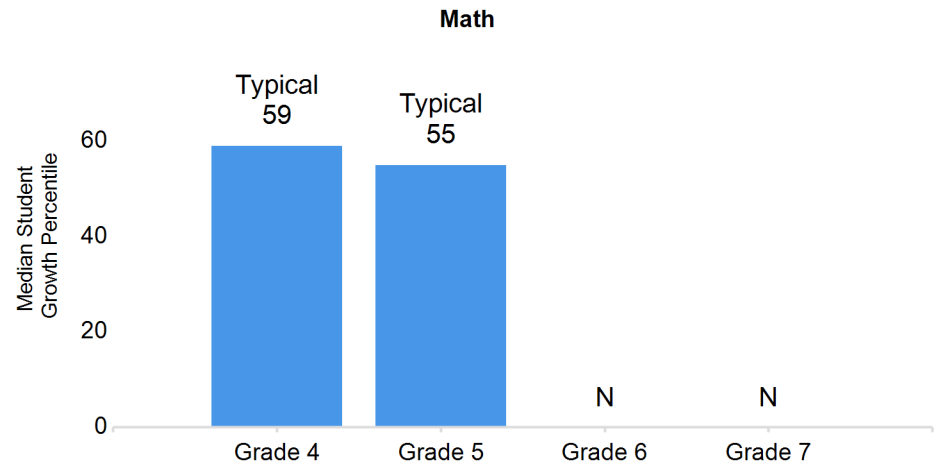
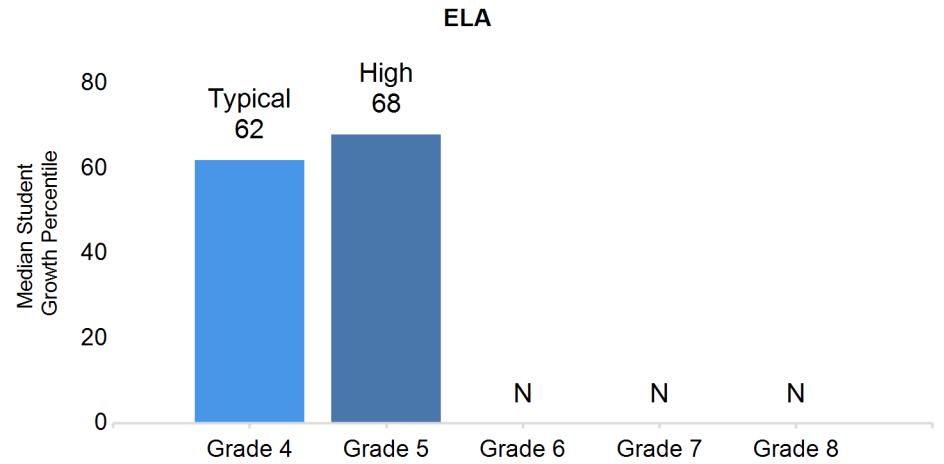
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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

Chronic Absenteeism

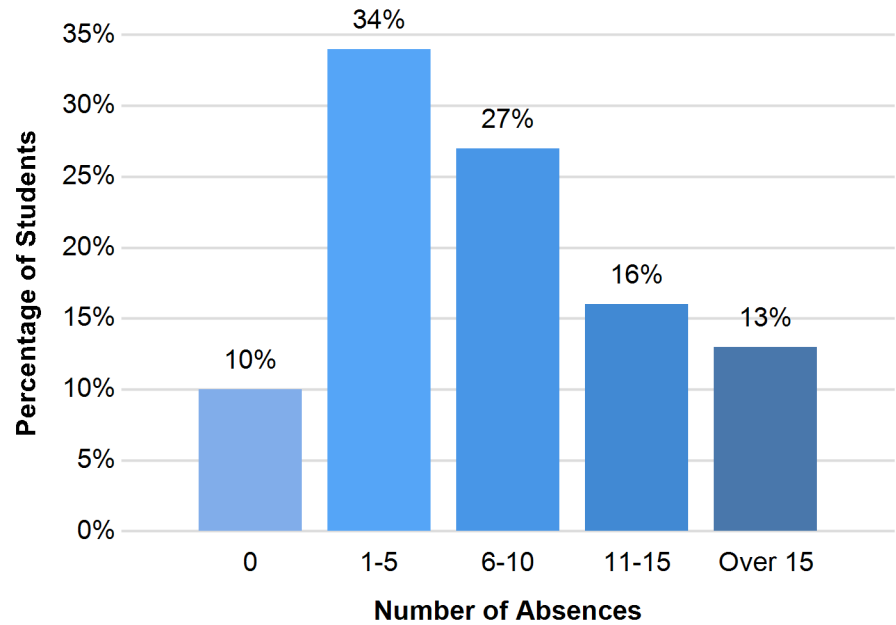
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.50	8.40	Not Met
White	10.50	8.40	Not Met
Hispanic	10.60	8.40	Not Met
Black or African American	7.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.00	8.40	Not Met
Students with Disabilities	23.10	8.40	Not Met
English Learners	4.30	8.40	Met Target

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

Days Absent

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





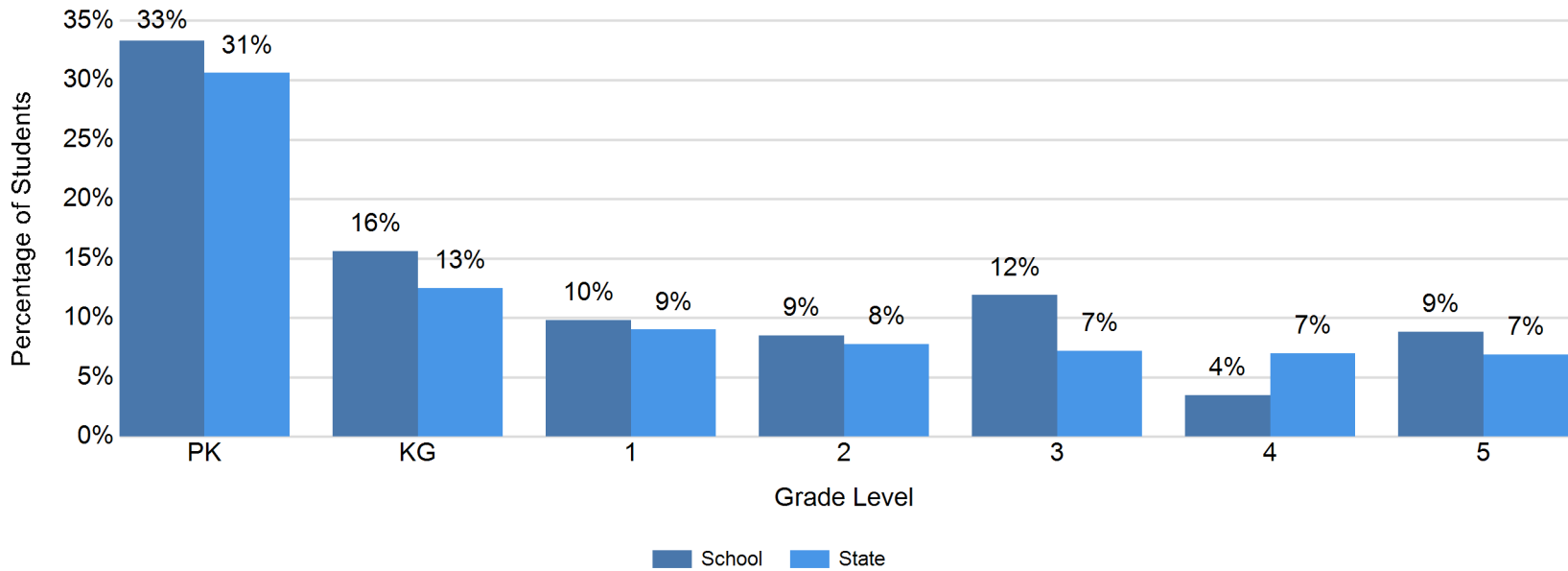
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.8:1	318.9 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	\$597	\$11,741	\$12,338



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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	25	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	92%	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	26	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	19.4	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	14:1	13:1
Administrators	356:1	121:1
Librarian/Media Specialists		523:1
Nurses		1045:1
Counselors		314:1
Child Study Team		392:1



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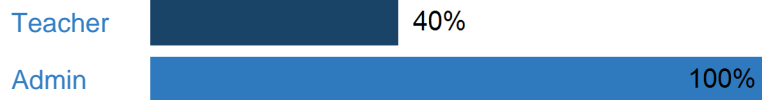
Teachers and Administrators - Level of Education

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	88%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	83.3	17.5%
Mathematics Proficiency	89.6	17.5%
English Language Arts Growth	89.9	25.0%
Mathematics Growth	75.2	25.0%
Chronic Absenteeism	29.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.9
Summative Rating: Percentile rank of Summative Score		86.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.9	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
White	52.5	11.9	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	78.3	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Met Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	87.7	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Focarino	Email Address:	glenn.focarino@lodi.k12.nj.us
Address:	200 KIPP AVENUE LODI, NJ 07644	Website:	http://lodi.k12.nj.us/
Phone:	(973)778-1213		

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"> • EnVision Math, Reading Street, Mentoring Minds, Write Steps • Next Gen Science Standards, TCI History Alive, Study Island • 4 Mobile Computer Labs, 1 Hard Wire Computer Lab, Smart Boards in every room
Mission, Vision, Theme:	Hilltop School seeks to provide a well-rounded, safe as well as challenging education that encourages high expectations and success. The use of Technology and updated 21st Century Curriculum Standards, remain a major focus and are the tools that we use to achieve our goals. Our differentiated approach supports all learning levels for all learners. The Hilltop faculty and staff are dedicated and completely committed to making sure every minute counts!
Awards, Recognition, Accomplishments:	2011 National Title I Distinguished School Award




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 <p>Courses, Curriculum, Instruction:</p>	<p>EnVision Math, Reading Street, Mentoring Minds, Write Steps, Study Island, NGSS, History Alive, Gifted and Talented, On-line Textbooks/additional resources</p>
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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Professional development includes state mandated training for all staff members. Teachers also receive training in subject specific content areas as well as the newly implemented NJSLs. In addition, teachers participate in edcamp which is a teacher driven professional learning community.</p>
 <p>Student Supports and Services:</p>	<p>All district schools have Title I/Basic Skills teachers/classes which offer additional classroom support or classes for students struggling in LAL and Math. Each school also has an I&RS team which meets regularly to offer support and suggestions to staff members for any student not meeting grade level expectations. The district also provides ELL services for English Language Learners, as well as Special Education Services for students with IEPs.</p>
 <p>Student Health and Wellness:</p>	<p>Annual Vision Screenings, Annual Dental Screenings, Annual Scoliosis Screenings, AM Breakfast Program, Outdoor Lunch Recess Time, Presidential Physical Fitness Program</p>
 <p>Parent and Community Involvement:</p>	<p>Active PTA, Fire Prevention, Genesis Parent Portal, L.E.A.D. Program</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.

 <p>Facilities:</p>	<p>School built in 1967, Air-Conditioned - Media Center, Café/Gym, Title I room, Computer Lab, All Offices. Smart Board in every classroom, 4 mobile computer labs, New Field re-done with artificial turf and sod (2014)</p>
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Lodi High School
2016-2017


Grade Span 09-12

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



**Lodi High School
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	206	214	210
10	242	211	218
11	249	251	197
12	236	235	247
Ungraded	1	1	15
Total	933	912	887

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%	47%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	62%	58%	54%
Students with Disabilities	10%	11%	11%
English Learners	4%	4%	5%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	48.6%
White	29.9%
Black or African American	11.6%
Asian	6.5%
Native Hawaiian or Pacific Islander	2.6%
American Indian or Alaska Native	0.3%
<i>Two or More Races</i>	0.5%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	873
Shared Time Students	25
Full Time Equivalent	886

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	47.7%
Spanish	34.8%
Arabic	2.4%
Tagalog	2.4%
Albanian	2.3%
<i>Other</i>	10.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	414	98.9	48.10	65.90	54.90	48.1	40.5	Met Target
White	110	99.1	50.00	65.80	63.90	50	47.6	Met Target
Hispanic	207	98.7	46.30	66.00	39.80	46.3	34.6	Met Target
Black or African American	52	98.2	30.70	54.30	35.20	30.7	31.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	42	100.0	71.40	81.20	80.70	71.4	57.6	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	209	98.7	63.70	74.00	62.20	63.7		
Male	205	99.1	32.20	58.30	48.10	32.2		
Economically Disadvantaged Students	217	99.6	47.00	65.30	36.20	47	39.7	Met Target
Non-Economically Disadvantaged Students	197	98.1	49.20	66.80	65.80	49.2		
Students with Disabilities	60	95.6	*	*	20.50	*	7.4	Met Target†
Students without Disabilities	354	99.5	*	*	61.90	*		
English Learners	26	100.0	23.10	51.10	25.20	23.1	13	Met Target
Non-English Learners	388	98.8	49.70	67.70	57.40	49.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	71.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	751	751	749	13%	11%	22%	38%	17%	55%	52%
White	48	753	753	757	*	*	23%	33%	23%	56%	62%
Hispanic	122	748	748	733	13%	12%	22%	41%	12%	53%	35%
Black or African American	23	735	735	730	*	*	*	*	*	30%	30%
Asian, Native Hawaiian, or Pacific Islander	21	774	774	777	*	*	*	*	*	81%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	118	763	763	756	*	*	14%	42%	*	70%	60%
Male	98	736	736	741	*	*	32%	33%	*	37%	43%
Economically Disadvantaged Students	115	750	750	731	*	*	22%	37%	17%	54%	32%
Non-Economically Disadvantaged Students	101	751	751	758	*	*	22%	39%	17%	55%	62%
Students with Disabilities	25	702	702	714	*	*	*	*	*	*	13%
Students without Disabilities	191	757	757	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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



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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	225	734	734	743	22%	17%	20%	35%	5%	40%	46%
White	62	739	739	749	24%	*	23%	34%	*	45%	52%
Hispanic	107	729	729	728	22%	22%	*	34%	*	36%	34%
Black or African American	31	722	722	725	*	*	*	*	0%	29%	31%
Asian, Native Hawaiian, or Pacific Islander	24	756	756	774	*	*	*	54%	*	67%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	108	747	747	752	*	*	19%	45%	*	53%	54%
Male	117	721	721	734	*	*	21%	26%	*	29%	39%
Economically Disadvantaged Students	116	732	732	726	22%	*	21%	37%	*	39%	32%
Non-Economically Disadvantaged Students	109	735	735	751	23%	*	20%	33%	*	42%	54%
Students with Disabilities	37	683	683	704	*	*	*	*	*	*	12%
Students without Disabilities	188	743	743	749	*	*	*	*	*	*	52%
English Learners	19	700	700	681	*	*	*	*	0%	16%	*
Non-English Learners	206	737	737	745	*	*	*	*	6%	43%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	752	752	736	11%	8%	22%	45%	13%	59%	38%
White	70	763	763	738	*	*	20%	53%	17%	70%	40%
Hispanic	87	746	746	731	17%	*	20%	45%	*	55%	34%
Black or African American	20	740	740	728	*	*	*	*	*	40%	30%
Asian, Native Hawaiian, or Pacific Islander	17	750	750	756	*	*	*	*	*	53%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	85	755	755	744	*	*	29%	44%	*	58%	46%
Male	111	749	749	729	*	*	17%	47%	*	60%	31%
Economically Disadvantaged Students	105	756	756	729	*	*	23%	47%	*	62%	32%
Non-Economically Disadvantaged Students	91	748	748	740	*	*	22%	44%	*	55%	42%
Students with Disabilities	16	712	712	709	*	*	*	*	0%	13%	12%
Students without Disabilities	180	755	755	741	*	*	*	*	14%	63%	43%
English Learners	22	713	713	699	*	*	*	*	*	23%	*
Non-English Learners	174	757	757	737	*	*	*	*	*	63%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

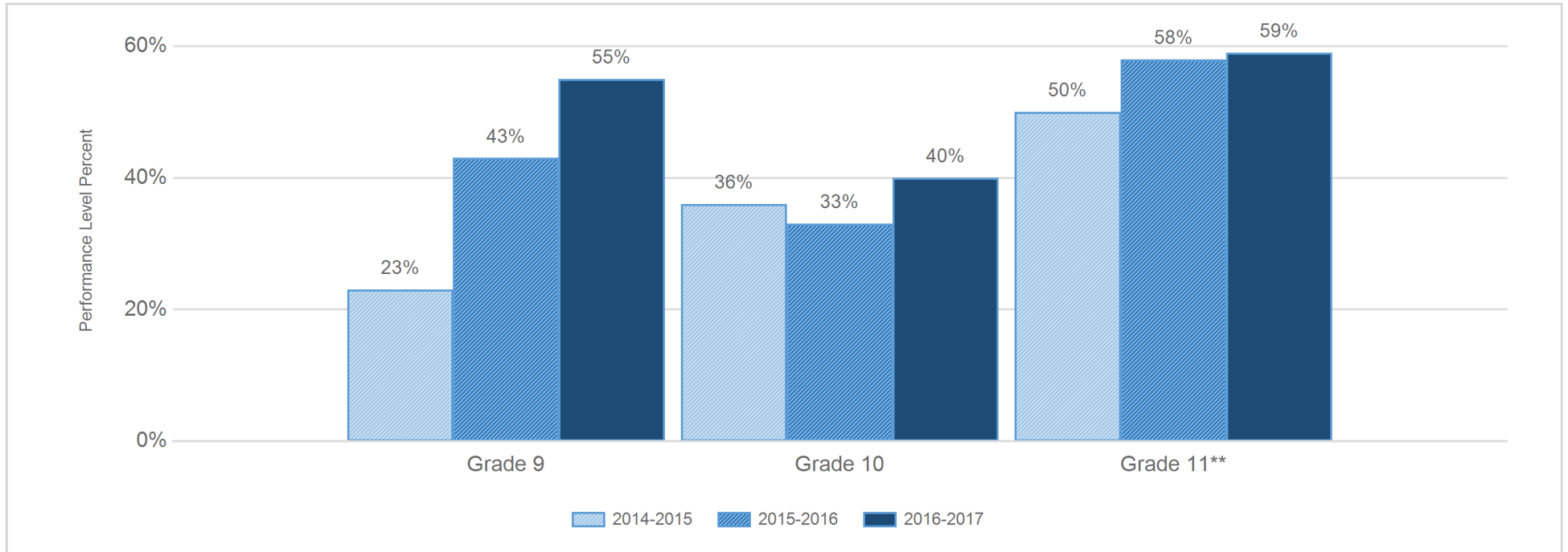


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	414	98.9	35.70	50.00	43.50	35.7	27.9	Met Target
White	108	99.1	37.00	53.70	52.40	37	33.1	Met Target
Hispanic	208	98.7	33.20	46.70	27.60	33.2	22.9	Met Target
Black or African American	53	98.2	17.00	41.50	21.70	17	19.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	42	100.0	66.70	73.10	75.60	66.7	45.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	208	98.7	44.20	54.10	44.10	44.2		
Male	206	99.1	27.20	46.30	42.90	27.2		
Economically Disadvantaged Students	216	99.6	35.70	49.10	25.10	35.7	26.5	Met Target
Non-Economically Disadvantaged Students	198	98.1	35.90	51.20	54.30	35.9		
Students with Disabilities	59	95.5	*	*	16.50	*	7.4	Not Met
Students without Disabilities	355	99.5	*	*	48.80	*		
English Learners	27	100.0	29.60	45.10	23.30	29.6	26.6	Met Target
Non-English Learners	387	98.8	36.20	50.80	45.20	36.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	14.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	741	748	743	*	21%	31%	41%	*	41%	42%
White	40	741	750	751	*	28%	30%	33%	*	35%	52%
Hispanic	118	742	746	728	*	16%	34%	42%	*	42%	24%
Black or African American	26	723	*	724	*	42%	*	*	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	14	764	*	774	0%	*	*	79%	0%	79%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	101	746	752	744	*	16%	29%	48%	*	49%	43%
Male	99	736	743	741	*	26%	32%	33%	*	33%	40%
Economically Disadvantaged Students	108	741	748	727	*	20%	32%	40%	*	41%	23%
Non-Economically Disadvantaged Students	92	741	747	751	*	22%	28%	41%	*	41%	52%
Students with Disabilities	28	712	*	714	*	*	*	*	*	*	10%
Students without Disabilities	172	746	*	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	225	730	730	734	*	34%	34%	22%	*	23%	30%
White	60	732	732	740	*	22%	40%	25%	*	25%	38%
Hispanic	109	727	727	722	*	41%	34%	17%	*	17%	14%
Black or African American	29	723	723	719	*	48%	*	*	0%	10%	*
Asian, Native Hawaiian, or Pacific Islander	25	750	750	758	*	*	*	52%	*	56%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	109	737	737	735	*	28%	32%	30%	*	32%	31%
Male	116	725	725	733	*	40%	35%	14%	*	14%	30%
Economically Disadvantaged Students	113	732	732	721	*	35%	35%	22%	*	23%	13%
Non-Economically Disadvantaged Students	112	729	729	740	*	33%	33%	21%	*	22%	39%
Students with Disabilities	34	703	703	711	*	*	*	*	*	*	*
Students without Disabilities	191	735	735	738	*	*	*	*	*	*	*
English Learners	21	732	732	710	*	*	*	*	*	29%	*
Non-English Learners	204	730	730	735	*	*	*	*	*	22%	*
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	183	731	731	725	21%	25%	*	33%	*	34%	28%
White	60	737	737	731	*	30%	*	47%	0%	47%	33%
Hispanic	85	726	726	710	25%	*	25%	27%	*	28%	14%
Black or African American	18	716	716	703	*	*	*	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	18	745	745	761	*	*	*	*	*	44%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	91	731	731	725	19%	24%	*	39%	*	39%	27%
Male	92	731	731	725	23%	26%	*	28%	*	30%	29%
Economically Disadvantaged Students	98	732	732	708	*	*	24%	30%	*	32%	13%
Non-Economically Disadvantaged Students	85	730	730	733	*	*	15%	38%	*	38%	35%
Students with Disabilities	15	687	687	692	*	*	*	*	*	*	*
Students without Disabilities	168	735	735	729	*	*	*	*	*	*	*
English Learners	15	724	724	692	*	*	*	*	*	27%	*
Non-English Learners	168	732	732	726	*	*	*	*	*	35%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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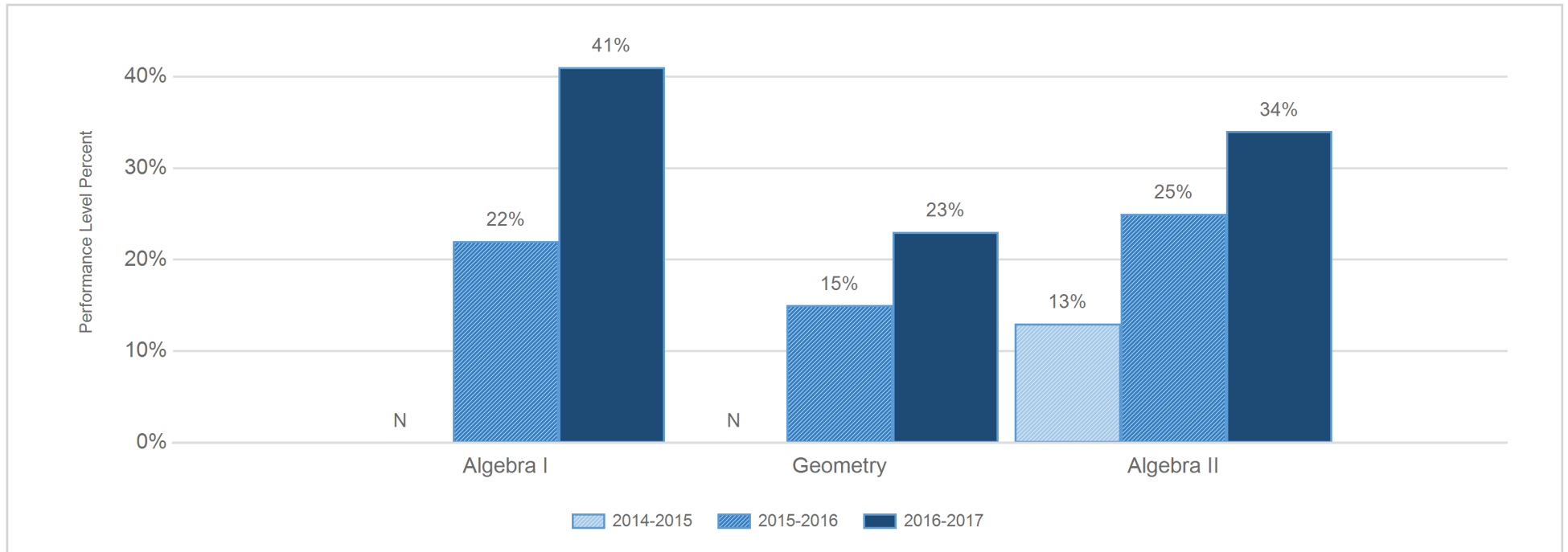


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	20	85%	15%
2	15	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

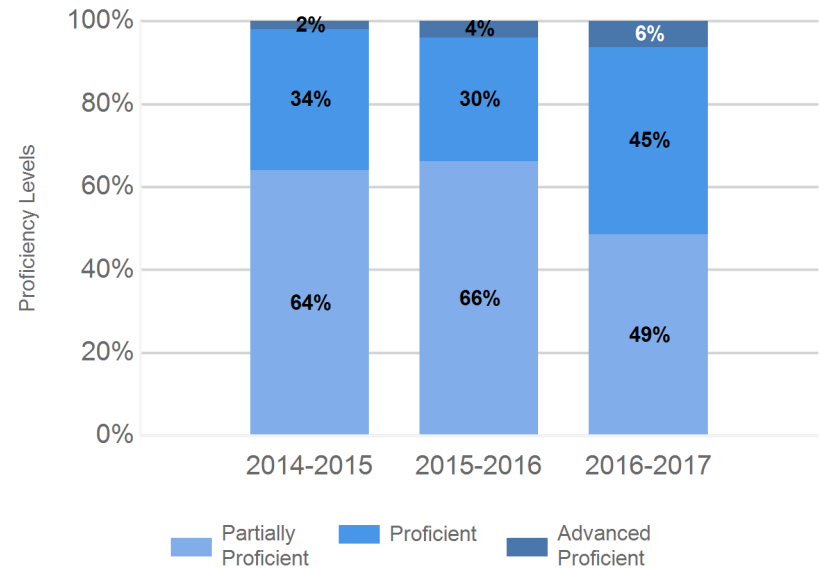
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	6%	45%	49%
White	11%	55%	34%
Hispanic	3%	40%	57%
Black or African American	N	42%	58%
Asian, Native Hawaiian, or Pacific Islander	23%	50%	*
American Indian or Alaska Native	N	*	*
Two or More Races	N	*	N
Economically Disadvantaged Students	7%	41%	52%
Students with Disabilities	N	13%	87%
English Learners	*	*	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	91.1%	70.0%
Percentage of students taking the ACT	16.6%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	437	481	Varies By Grade	52%	67%
PSAT - Math	433	483	Varies By Grade	29%	49%
SAT - Reading and Writing	514	551	480	71%	77%
SAT - Math	518	552	530	45%	58%
ACT - Reading	22	24	22	49%	65%
ACT - English	20	24	18	68%	79%
ACT - Math	21	24	22	41%	65%
ACT - Science	21	23	23	37%	54%



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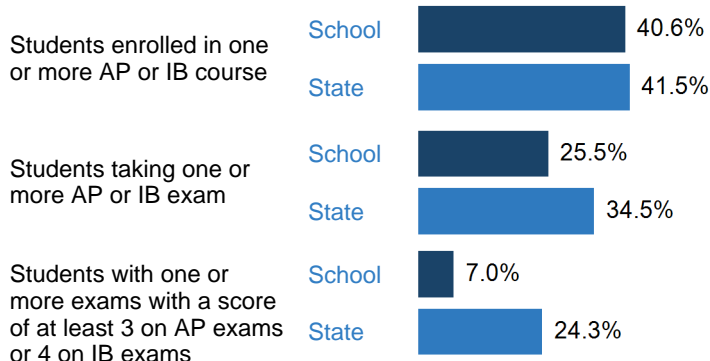
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

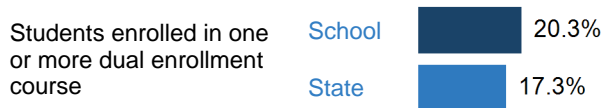
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	25
AP Calculus AB	23	23
AP Chemistry	18	18
AP English Language and Composition	10	9
AP English Literature and Composition	13	13
AP French Language and Culture	4	4
AP Physics 1	26	17
AP Physics C: Mechanics	0	2
AP Psychology	33	26
AP Spanish Language	4	4
AP U.S. History	111	54
Total Exams Taken		195
Exams with scores of at least 3 on AP exams or 4 on IB exams		45



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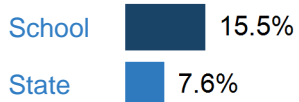
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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

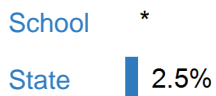
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Law, Public Safety, Corrections & Security	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	182	28	0	0	0	0	210
10	11	180	28	0	0	0	200
11	2	12	156	33	0	0	167
12	0	5	13	65	23	0	104
Schoolwide	195	225	197	98	23	0	681
Enrolled in AP/IB Course					23	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	205	0	0	3	0	1
10	15	24	0	2	0	181
11	15	112	0	54	5	14
12	23	8	0	38	53	5
Schoolwide	258	144	0	97	58	201
Enrolled in AP/IB Course	26	18		0	26	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	207	0	0	0	0	0
10	11	210	0	1	0	0
11	2	201	0	40	5	0
12	3	30	0	74	50	0
Schoolwide	223	441	0	115	55	0
Enrolled in AP/IB Course	0	111	0	33	0	0

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	139	52	0	0	0	0	0
10	150	37	0	0	0	0	0
11	48	11	0	0	0	0	0
12	35	5	0	0	0	0	0
Schoolwide	372	105	0	0	0	0	0
Enrolled in AP/IB Course	4	4	0	0	0	0	0
Enrolled in Level 3 or Higher	46	24	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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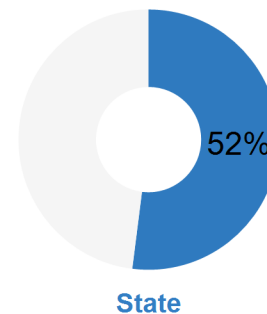
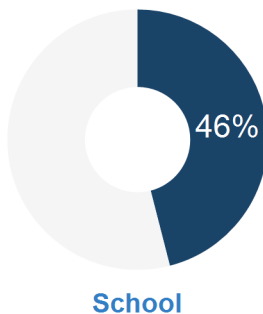
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Visual and Performing Arts – Course Participation

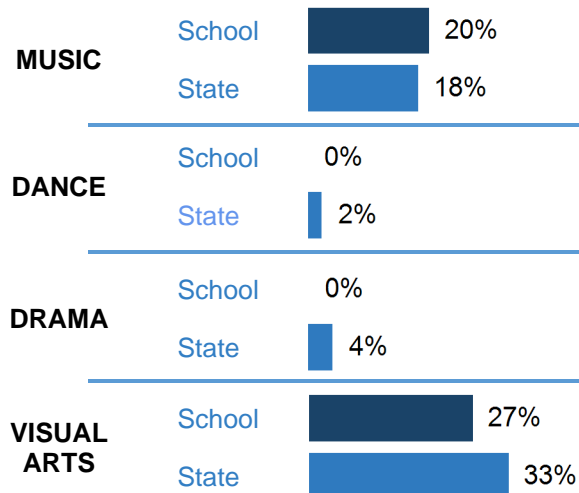
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.4%	90.5%	92.3%	91.8%	90.1%	93.8%	Not Met	94.0%	89.4%	Met Target
White	97.8%	94.5%	91.1%	95.1%	88.9%	92.5%	Not Met	*	87.2%	Met Target
Hispanic	94.7%	84.3%	91.2%	86.3%	89.1%	94.9%	Not Met	94.9%	91.6%	Met Target
Black or African American	94.1%	83.4%	100.0%	85.3%	100.0%	N	Met Goal	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	92.3%	96.6%	96.2%	97.5%	92.3%	N	N	92.9%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	94.8%	83.9%	91.3%	85.6%	89.5%	93.8%	Not Met	93.7%	87.8%	Met Target
Students with Disabilities	95.5%	78.8%	88.1%	82.1%	77.3%	79.1%	Not Met	78.3%	77.4%	Met Target
English Learners	93.8%	76.1%	90.0%	79.7%	90.0%	**	**	91.7%	**	**
Homeless Students	*	73.2%	N	74.4%	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	95.4%	-
2016	90.1%	92.3%
2015	93.7%	94.0%

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	0.2%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.6%	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	67.2%	35.2%	64.8%
White	68.8%	34%	66%
Hispanic	62.4%	43.8%	56.2%
Black or African American	62.5%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	91.3%	19.1%	81%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	61.9%	45.2%	54.8%
Students with Disabilities	52.6%	90%	10%
English Learners	43.8%	85.7%	14.3%

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	77.5%	44.9%	55.1%	80.7%	19.3%	83.5%	16.5%
White	79.7%	41.8%	58.2%	76.4%	23.6%	83.6%	16.4%
Hispanic	74.6%	51.1%	48.9%	84.1%	15.9%	87.5%	12.5%
Black or African American	68.4%	38.5%	61.5%	76.9%	23.1%	69.2%	30.8%
Asian, Native Hawaiian, or Pacific Islander	95.2%	30%	70%	80%	15%	75%	25%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	73.7%	42.9%	57.1%	78.6%	21.4%	80.6%	19.4%
Students with Disabilities	64.7%	72.7%	27.3%	81.8%	18.2%	90.9%	9.1%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

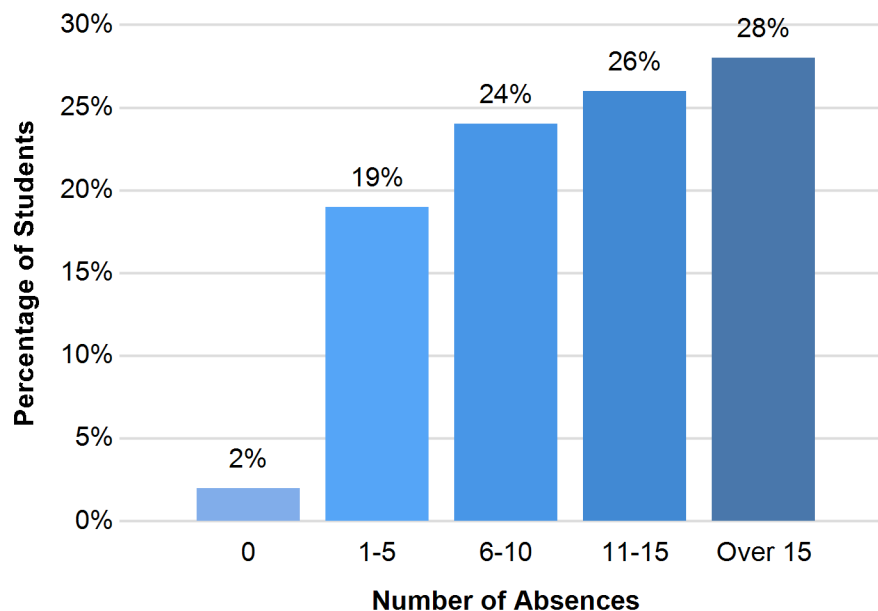
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	21.00	14.30	Not Met
White	25.00	14.30	Not Met
Hispanic	19.60	14.30	Not Met
Black or African American	27.40	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.30	14.30	Not Met
Students with Disabilities	35.70	14.30	Not Met
English Learners	17.00	14.30	Not Met

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

Days Absent

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





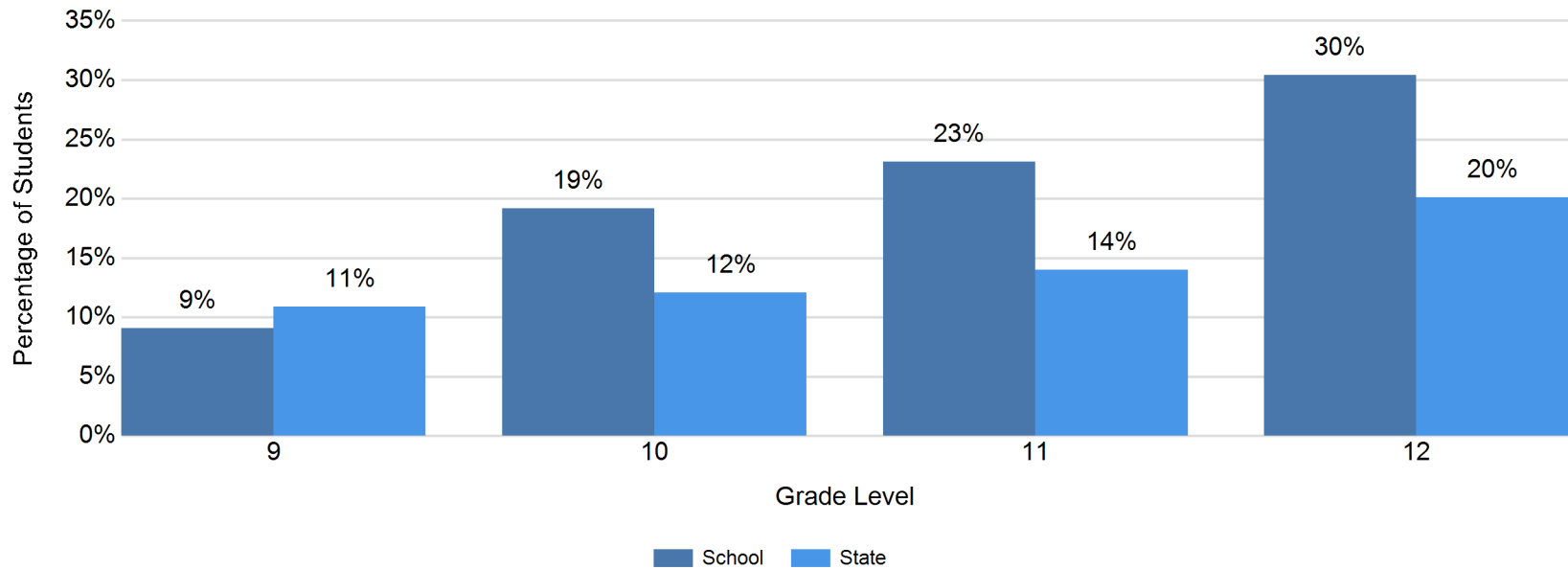
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	3 Hrs. 13 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	3
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.68

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.8%
Out-of-School Suspensions	6.7%
Any Suspension	7.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.8:1	318.9 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	\$597	\$11,741	\$12,338



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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	65	120,724
Average years experience in public schools	9.3	11.8
Average years experience in district	9.3	10.5
Teachers in district for 4 or more years	66%	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	26	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	19.4	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	14:1	13:1
Administrators	111:1	121:1
Librarian/Media Specialists		523:1
Nurses		1045:1
Counselors		314:1
Child Study Team		392:1



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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	56.4	17.5%
Mathematics Proficiency	69.0	17.5%
Graduation - 4-Year	33.2	25.0%
Graduation - 5-Year	42.9	25.0%
Chronic Absenteeism	19.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.9
Summative Rating: Percentile rank of Summative Score		41.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	43.9	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
White	27.2	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Hispanic	65.2	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Black or African American	69.8	6.2	No	Met Target†	Met Target†	Not Met	Met Goal	**	No
Asian, Native Hawaiian, or Pacific Islander	30.4	6.2	No	Met Target	Met Target	Met Target	N	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	73.6	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	24.9	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	Met Target	Met Target	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. D Amico	Email Address:	frank.damico@lodi.k12.nj.us
Address:	99 PUTNAM STREET LODI, NJ 07644	Website:	http://lodi.k12.nj.us/schools/lodi-high-school
Phone:	(973)478-6100		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • High Achieving Students participate in The Felician University/LHS Academy of Research & Advanced Academics • Technology is infused into daily lessons using classroom Chromebook Carts with online/software programs. • Our College and Career Awareness Campaign provides all students with opportunities to explore their future interests
 <p>Mission, Vision, Theme:</p>	<p>Lodi High School provides a safe and supportive environment which supports the social, emotional and physical development and engagement of all students. We are committed to focusing on high expectations, individual academic success and responsibility. Students are respected members of our community who are challenged to act ethically, think critically and make good decisions. We offer a rigorous curriculum which enables all students to reach their full potential.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Student performance on PARCC Assessments increased in all tested areas with most areas seeing significant increases exceeding the state average for student performance. The High School Graduation rate was above 90% for the third consecutive year. Student enrollment in AP Courses and the number of students taking at least one AP Exam has increased. Students have been accepted to very selective Colleges and Universities including Princeton, MIT, Boston College and Tufts University.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>LHS offers a variety of Advanced Courses and programs for our gifted and talented students including 14 AP Courses, the Anatomy and Physiology Summer Program, The Felician University/Lodi High School Academy of Research and Advanced Academics and the Junior Academy for gifted 8th grade students. An increased focus on reading and writing across all curricular areas has been a priority for preparing students for success in college and 21st century careers.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>Girls' Softball Team won the NJIC League Championship. Mr. Tirico was acknowledged as the NJIC Athletic Director of the Year. Senior Wrestler Chris Caban placed 6th in the State Wrestling Tournament. Carlos Pepin received All County honors in the High Jump.</p> <p style="text-align: right;">Junior</p>
 <p>Clubs and Activities:</p>	<p>Lodi High School offers a wide array of clubs and activities which provides students with several opportunities to pursue their interest while becoming involved with the school community. Clubs provide opportunities in Performing Arts, Academics, Technology, Volunteer Community Service, Student Government and Medicine. Examples of some ECAs offered to LHS Students include: Pre-Med Club, National Honor Society, Rocket Club, Rampage (Online, Student Newspaper), Interact Club and Key Club.</p>
 <p>Before and After School Programs:</p>	<p>Lodi High School offers a wide array of clubs and activities which provides students with several opportunities to pursue their interest while becoming involved with the school community. Clubs provide opportunities in Performing Arts, Academics, Technology, Volunteer Community Service, Student Government and Medicine. Examples of some ECAs offered to LHS Students include: Pre-Med Club, National Honor Society, Rocket Club, Rampage (Online, Student Newspaper), Interact Club and Key Club.</p>








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 <p>Staff and Professional Learning:</p>	<p>Professional development includes state mandated training for all staff members. Teachers also receive training in subject specific content areas as well as the newly implemented NJSLs. In addition, teachers participate in edcamp which is a teacher driven professional learning community.</p>
 <p>Postsecondary Information:</p>	<p>At LHS we offer a variety of programs to support the college process such as college admissions counselor information sessions, instant decision days, FAFSA Day, Alumni Panel and Career Week. In addition, all students in grades 9-11 take the PSAT NMSQT at no expense to the student. Post-graduate plans include the following: 2Yr. College 39%, 4Yr. College 45%, Career Education 5%, Employed 6%, Military 5%. Recent graduates have been accepted to Princeton, Harvard, MIT, and Boston College.</p>
 <p>Student Supports and Services:</p>	<p>All district schools have Title I/Basic Skills teachers/classes which offer additional classroom support or classes for students struggling in LAL and Math. Each school also has an I&RS team which meets regularly to offer support and suggestions to staff members for any student not meeting grade level expectations. Teachers also differentiate lessons based on the needs of their students.</p>
 <p>Student Health and Wellness:</p>	<p>LHS Phys Ed. Department in collaboration with Rutgers University provided students with the RevItUp Nutrition Program. A Driving Safety Program was instituted in collaboration with Hackensack University Medical Center. Students participated in hands only CPR curriculum through Health Courses. Several drug abuse prevention programs were offered by the SAC in collaboration with the Bergen County Sheriff's Department. Our Respect Crew ran events to promote a collaborative school climate.</p>
 <p>Parent and Community Involvement:</p>	<p>The Genesis Parent Portal provides parents with timely information regarding their student's grades, attendance and conduct. ESL courses are offered to our students' parents in collaboration with Bergen County Technical Schools. Parents are invited to attend PTA Back to School Night and a Holiday Program. Our Student Resource Officer provides a mandatory Pre-Prom Safety Meeting for all parents. Students participate in a Thanksgiving Food drive and a Holiday Toy Drive.</p>



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Facilities:

The following updates were made throughout our school to increase technology infusion and increase safety measures which improve the overall learning environment for all students: A multi-purpose reference section/chromebook lab was added to our school library, ten mobile classroom chrome book labs are used to integrate technology based lessons throughout the curriculum, the Athletic Trainer's room was renovated to improve resources and the quality of care provided to student athletes.



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Other Information:

Lodi High School is a progressive high school offering a supportive and safe environment where students can excel. A professional faculty of 92 teachers and support staff dedicate themselves to providing rigorous instruction in academics, the arts, athletics and extra-curricular activities stressing the development of the whole child academically, socially and emotionally. The school meets the needs of a diverse population of approximately 900 students from more than 30 countries speaking more than 18 home languages. Every year the high school adds new programs such as the Felician College/ Lodi High School Academy of Research and Advanced Academics giving students the opportunity to gain college credit while still in high school. Lodi has an extensive offering of Advanced Placement, Honors, College Prep, English as a Second Language and Special Education courses allowing students to pursue areas of academic interest to the highest levels. Every student is challenged at every grade level to meet their potential whether in the classroom, volunteering, clubs, activities, arts, sports or music. Upon graduation, students are ready to meet the challenges of college, business, the global marketplace, the military or vocational training. Each year students are recognized for their academic excellence through the Edward J. Bloustein Distinguished Scholarship Award, Rensselaer Mathematics and Science Award, Bausch & Lomb Honorary Science Award, and other National, County and Local Awards.




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



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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	36	29	36
KG	26	17	17
1	20	28	21
2	24	22	20
3	18	23	21
4	19	17	21
5	22	24	21
Ungraded	9	11	10
Total	174	171	167

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	53%	51%	50%
Male	47%	49%	50%
Economically Disadvantaged Students	70%	73%	64%
Students with Disabilities	8%	11%	12%
English Learners	10%	7%	11%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	51.5%
White	34.1%
Black or African American	10.2%
Asian	3.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	36	29	36
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	26	17	17

Enrollment by Home Language

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

Home Language	% of Students
Spanish	44.3%
English	29.9%
Arabic	7.8%
Albanian	4.2%
Polish	3.0%
Other	10.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	64	98.6	75.00	65.90	54.90	75	49.3	Met Target
White	26	100.0	76.90	65.80	63.90	76.9	49.2	Met Target
Hispanic	29	97.1	72.40	66.00	39.80	72.4	48.8	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	32	100.0	78.20	74.00	62.20	78.2		
Male	32	97.1	71.90	58.30	48.10	71.9		
Economically Disadvantaged Students	42	97.9	76.10	65.30	36.20	76.1	50.6	Met Target
Non-Economically Disadvantaged Students	22	100.0	72.70	66.80	65.80	72.7		
Students with Disabilities	11	100.0	45.50	*	20.50	45.5	**	**
Students without Disabilities	53	98.3	81.10	*	61.90	81.1		
English Learners	10	90.9	70.00	51.10	25.20	66.6	**	**
Non-English Learners	54	100.0	75.90	67.70	57.40	75.9		
Homeless Students	N	N	N	82.40	26.40	N		
Students In Foster Care	N	N	N	71.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	777	762	749	*	*	*	70%	*	87%	50%
White	14	786	*	759	0%	*	0%	71%	*	93%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	*	*	*	754	*	*	*	*	*	*	55%
Male	*	*	*	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	23	777	763	752	*	*	*	70%	*	87%	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	23	768	763	753	0%	0%	*	52%	*	70%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	15	763	760	740	0%	0%	*	*	*	67%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	13	770	767	758	0%	0%	*	*	*	62%	61%
Male	10	765	758	749	0%	0%	*	*	*	80%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	23	768	768	759	0%	0%	*	52%	*	70%	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	23	753	760	756	*	*	*	61%	0%	61%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	*	*	*	761	*	*	*	*	*	*	66%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	23	753	761	757	*	*	*	61%	0%	61%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

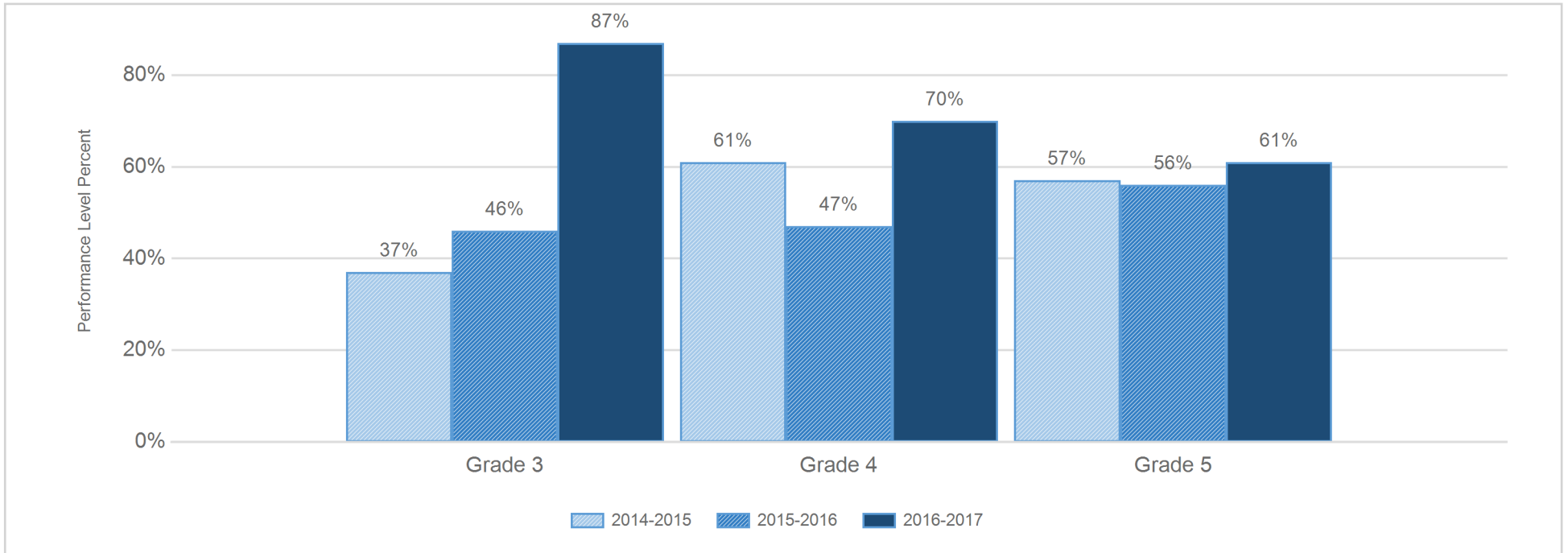


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2016-2017
Grade Span PK-05**

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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	65	100.0	69.20	50.00	43.50	69.2	51.5	Met Target
White	26	100.0	73.10	53.70	52.40	73.1	44.8	Met Target
Hispanic	30	100.0	60.00	46.70	27.60	60	54.2	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	32	100.0	81.30	54.10	44.10	81.3		
Male	33	100.0	57.60	46.30	42.90	57.6		
Economically Disadvantaged Students	43	100.0	69.80	49.10	25.10	69.8	53.5	Met Target
Non-Economically Disadvantaged Students	22	100.0	68.20	51.20	54.30	68.2		
Students with Disabilities	11	100.0	54.60	*	16.50	54.6	**	**
Students without Disabilities	54	100.0	72.20	*	48.80	72.2		
English Learners	11	100.0	45.50	45.10	23.30	45.5	**	**
Non-English Learners	54	100.0	74.10	50.80	45.20	74.1		
Homeless Students	N	N	N	47.10	16.40	N		
Students In Foster Care	N	N	N	14.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	781	763	751	*	0%	*	*	54%	83%	53%
White	14	793	*	759	0%	0%	*	*	*	93%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	*	*	*	751	*	*	*	*	*	*	52%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	761	749	747	*	0%	*	67%	*	71%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	15	758	748	734	*	*	*	67%	*	67%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	13	762	751	747	*	0%	*	*	*	69%	47%
Male	11	759	748	747	*	0%	*	*	*	73%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	24	761	753	751	*	0%	*	67%	*	71%	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	23	743	745	747	*	*	52%	*	0%	39%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	23	743	746	748	*	*	52%	*	0%	39%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

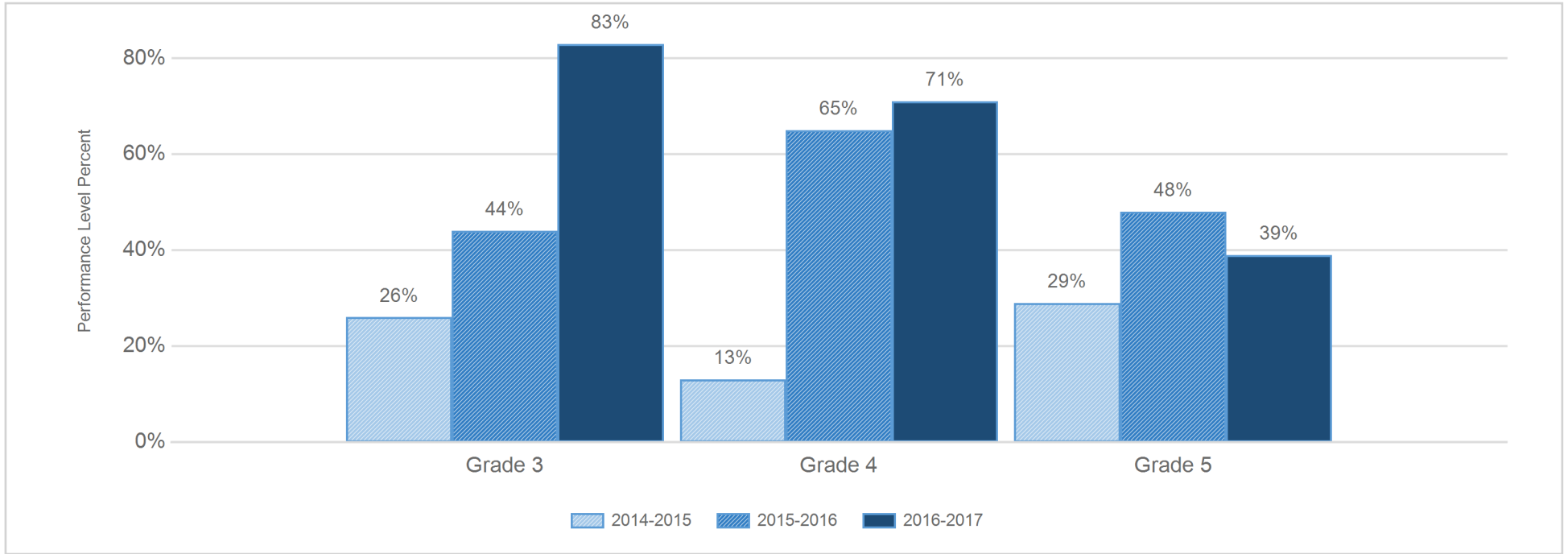


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Mathematics Assessment – Performance Trends

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.

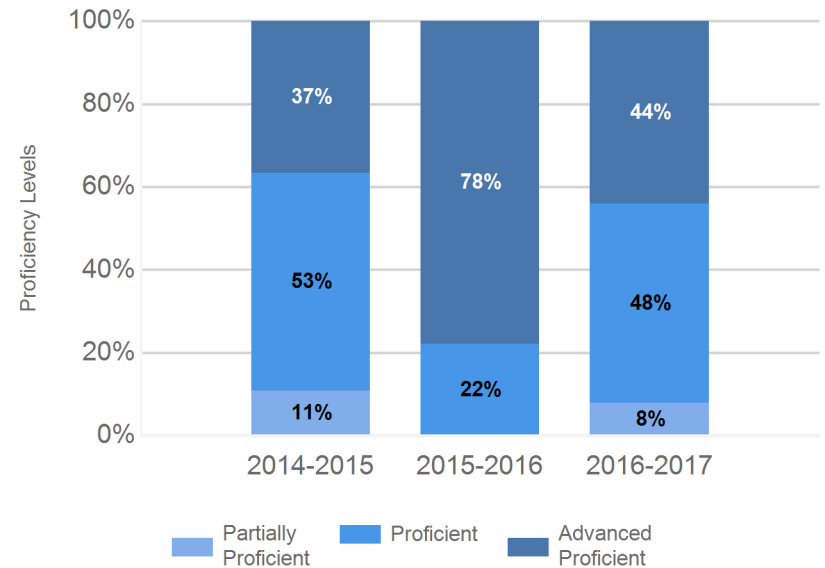
NJASK Science Assessment Performance: Grade 4

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	44%	48%	8%
White	*	*	*
Hispanic	31%	63%	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	56%	38%	6%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63.5	67	50	Exceeds Target	65	59	50	Exceeds Target
White	61	66	50	**	59	61.5	52	**
Hispanic	64	67	49	Exceeds Target	77	59	47	Exceeds Target
Black or African American	*	67	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	68	60	**	*	59	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	78	68	47	Exceeds Target	75.5	61	46	Exceeds Target
Students with Disabilities	*	61	41	**	*	62	43	**
English Learners	*	*	53	**	*	*	51	**

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



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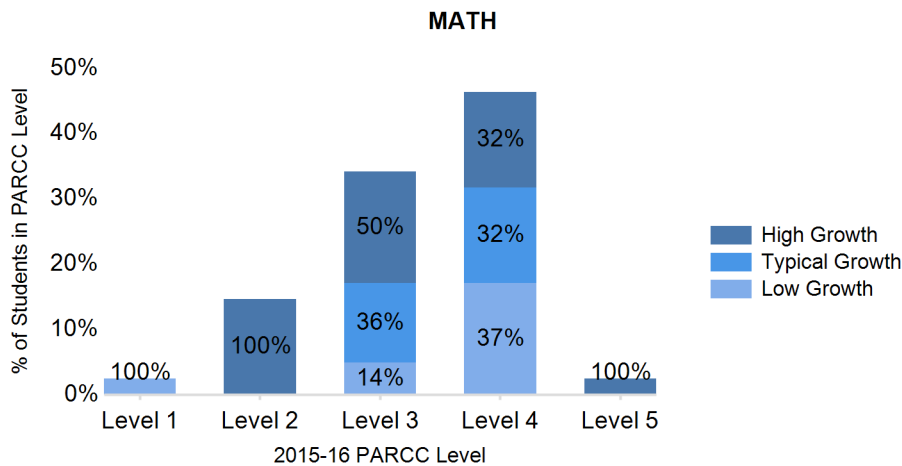
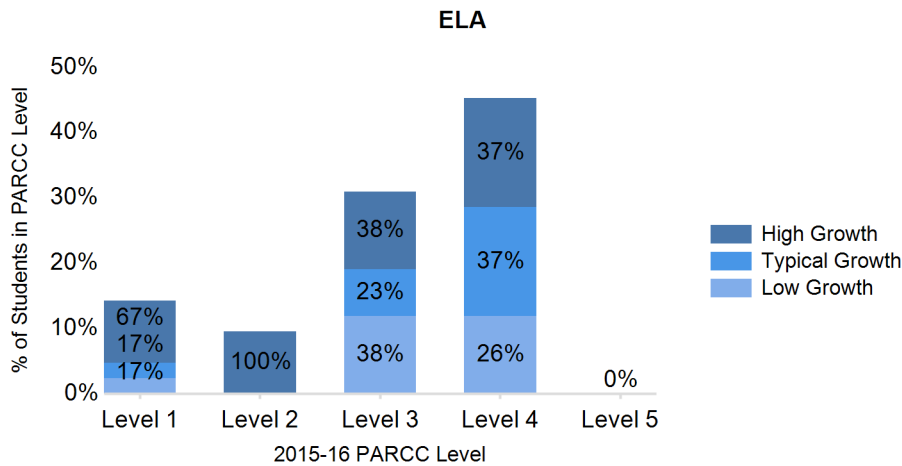
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

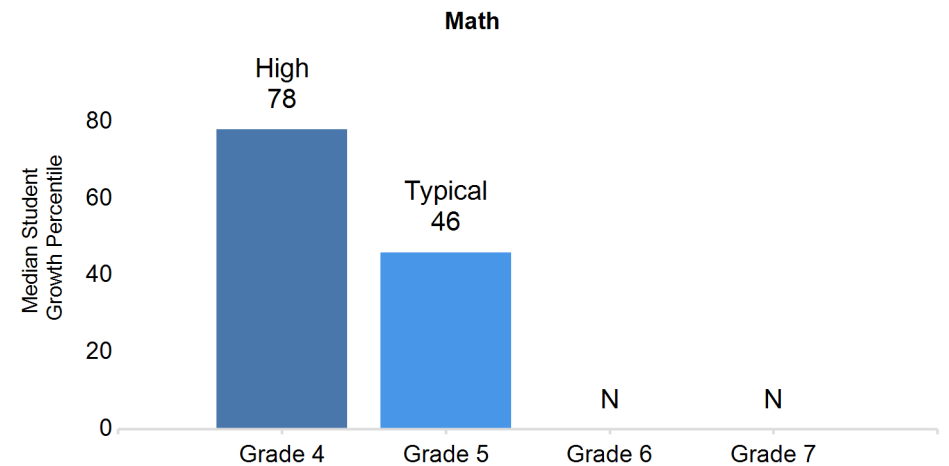
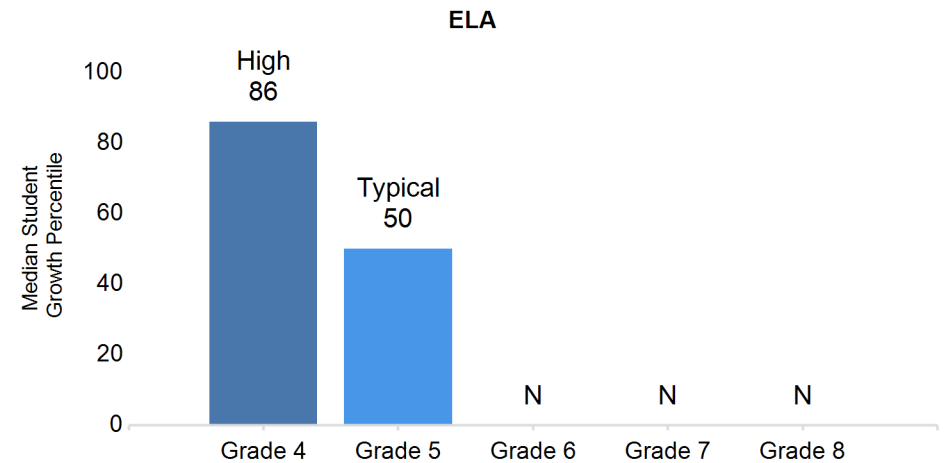
Student Growth by Performance Level

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

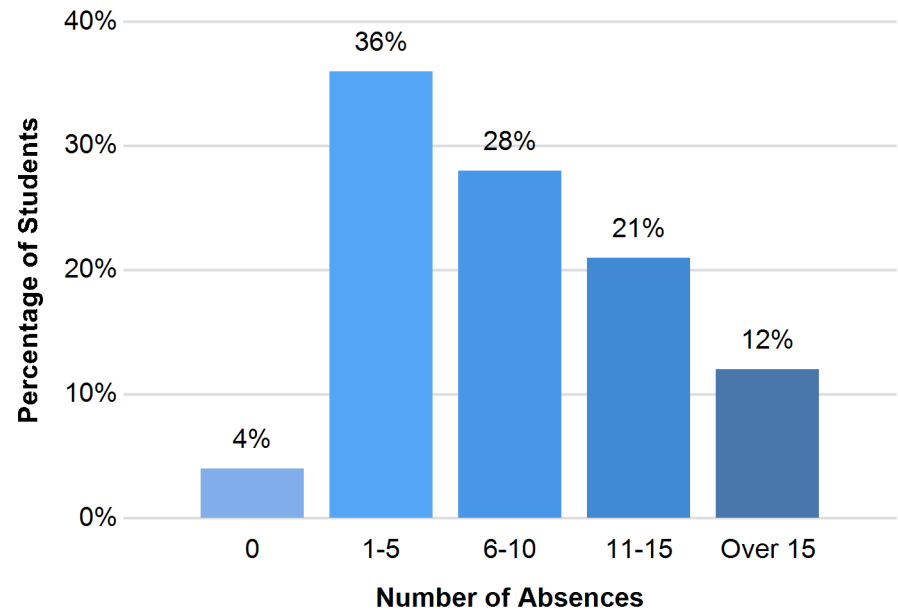
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.00	8.40	Met Target
White	6.30	8.40	Met Target
Hispanic	11.60	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.70	8.40	Met Target
Students with Disabilities	14.80	8.40	Not Met
English Learners	N	**	**

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

Days Absent

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





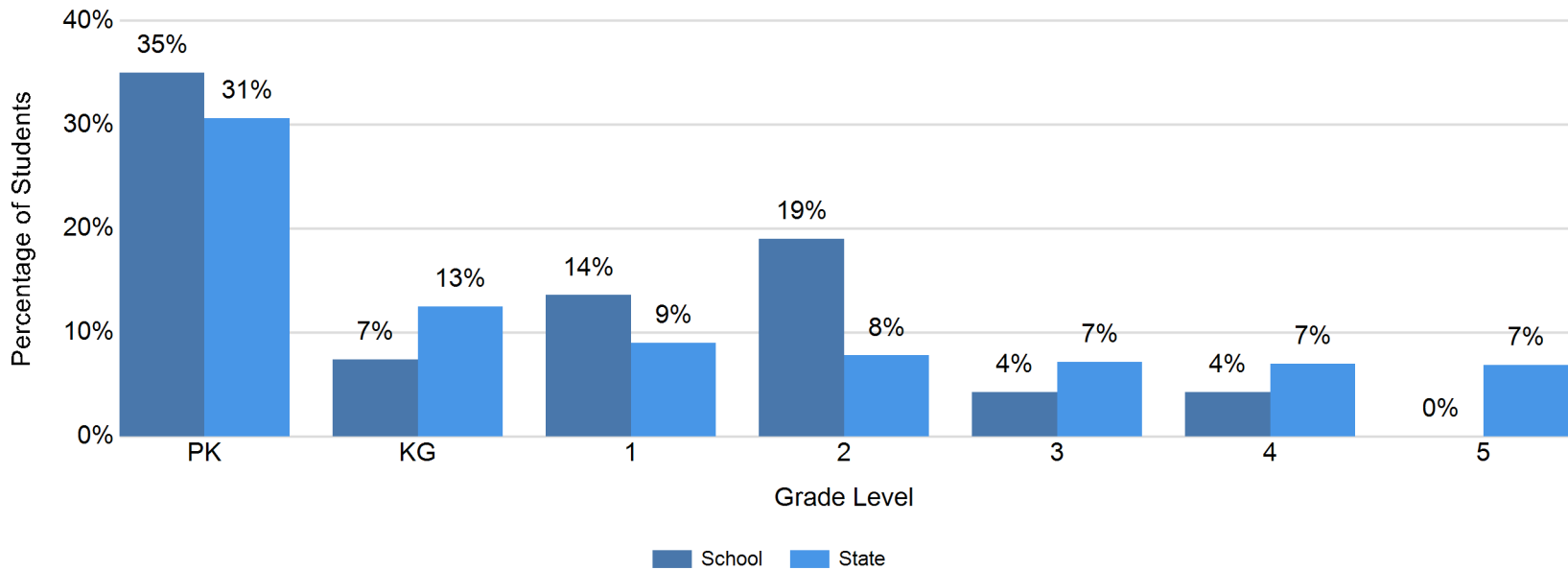
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Chronic Absenteeism by Grade

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	8:35AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.60

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	4.3:1	318.9 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	\$597	\$11,741	\$12,338



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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	12	120,724
Average years experience in public schools	15.3	11.8
Average years experience in district	15.3	10.5
Teachers in district for 4 or more years	92%	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	26	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	19.4	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	14:1	13:1
Administrators	167:1	121:1
Librarian/Media Specialists		523:1
Nurses		1045:1
Counselors		314:1
Child Study Team		392:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	92.3	17.5%
Mathematics Proficiency	94.7	17.5%
English Language Arts Growth	95.6	25.0%
Mathematics Growth	97.2	25.0%
Chronic Absenteeism	40.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.0
Summative Rating: Percentile rank of Summative Score		96.6
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	87.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	Met Target	Met Target	Met Target	**	**	No
Hispanic	85.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	96.3	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	**	**	No	**	**	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. Cardone	Email Address:	michael.cardone@lodi.k12.nj.us
Address:	435 PASSAIC AVENUE LODI, NJ 07644	Website:	http://lodi.k12.nj.us/
Phone:	(973)777-8511		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Partipates in S.T.E.A.M Labs @ SBJC • State of the Art: Computer Lab • Cooperative programs with Thomas Jefferson Middle School
 <p>Mission, Vision, Theme:</p>	<p>Roosevelt School is a unique school because of our size; in fact we are the smallest school in Lodi. We are a Pre-K-5 elementary school but for the most part we only have one of each grade level. Roosevelt School is a very close knit school community and we pride ourselves with developing positive relationships with students and parents. It is our school's goal to meet the needs of all learners through differentiated learning experiences and the use of technology.</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.

 <p>Staff and Professional Learning:</p>	<p>Professional development includes state mandated training for all staff members. Teachers also receive training in subject specific content areas as well as the newly implemented NJSLs. In addition, teachers participate in edcamp which is a teacher driven professional learning community.</p>
 <p>Student Supports and Services:</p>	<p>All district schools have Title I/Basic Skills teachers/classes which offer additional classroom support or classes for students struggling in LAL and Math. Each school also has an I&RS team which meets regularly to offer support and suggestions to staff members for any student not meeting grade level expectations. The district also provides ELL services for English Language Learners, as well as Special Education Services for students with IEPs.</p>
 <p>Student Health and Wellness:</p>	<p>All the schools in the Lodi School District have a breakfast program serving our population. We provide free health screenings throughout the year. These screenings are as follows: Vision, Dental, Scholosis. Our physical education classes are active participants in the Presidential Physical Fitness Program. additionally, after every lunch session our students participate in recess daily.</p>
 <p>Parent and Community Involvement:</p>	<p>Roosevelt School has an active PTO supporting school wide programs and events. We meet montly to plan and organize events throughout the year. Back to School Night, Parent/ Teacher Conferences and Holiday Programs create the opportunity to interact during the school year. The community organizations such as the Lodi Police Department engage in our school community utilizing the Law Enforcement Against Drugs curriculum. The Lodi Fire Department visits for Fire Prevention Week.</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.

 <p>Facilities:</p>	<p>The New Theodore Roosevelt School was erected in 1973 after a fire destroyed the previous school. An addition was constructed in 1999. The addition added three classrooms and a multi purpose Gym/Cafeteria/Auditorium. Over time, we installed smart boards in every room at Roosevelt School. A state of the art computer lab was installed in the 2015-16 school year.</p>
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Thomas Jefferson Middle School
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



**Thomas Jefferson Middle School
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	251	222	232
7	222	248	246
8	233	238	246
Ungraded	0	13	4
Total	706	721	728

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	48%
Male	50%	50%	52%
Economically Disadvantaged Students	66%	63%	65%
Students with Disabilities	11%	12%	12%
English Learners	5%	3%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	55.2%
White	26.9%
Black or African American	8.9%
Asian	6.7%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	1.2%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	44.8%
English	34.3%
Arabic	3.3%
Albanian	3.0%
Tagalog	2.2%
<i>Other</i>	12.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	666	97.0	72.70	65.90	54.90	72.7	55.3	Met Target
White	184	97.0	68.00	65.80	63.90	68	56.6	Met Target
Hispanic	358	97.3	74.60	66.00	39.80	74.6	51.5	Met Target
Black or African American	61	96.9	64.00	54.30	35.20	64	50.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	96.5	86.80	81.20	80.70	86.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	317	96.6	79.80	74.00	62.20	79.8		
Male	349	97.4	66.20	58.30	48.10	66.2		
Economically Disadvantaged Students	417	96.3	72.90	65.30	36.20	72.9	52.8	Met Target
Non-Economically Disadvantaged Students	249	98.1	72.30	66.80	65.80	72.3		
Students with Disabilities	87	96.9	29.90	*	20.50	29.9	19.5	Met Target
Students without Disabilities	579	97.0	79.10	*	61.90	79.1		
English Learners	58	82.9	44.80	51.10	25.20	40.8	17.1	Met Target
Non-English Learners	608	98.6	75.40	67.70	57.40	75.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	228	761	761	752	*	*	24%	57%	12%	68%	54%
White	73	757	757	758	*	*	25%	62%	*	66%	63%
Hispanic	109	763	763	740	*	*	25%	58%	14%	72%	38%
Black or African American	20	755	755	736	0%	*	*	60%	0%	60%	32%
Asian, Native Hawaiian, or Pacific Islander	22	774	774	776	*	*	*	*	*	73%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	108	767	767	758	*	*	20%	61%	*	77%	61%
Male	120	755	755	746	*	*	28%	53%	*	61%	46%
Economically Disadvantaged Students	150	760	760	737	*	*	26%	55%	*	67%	34%
Non-Economically Disadvantaged Students	78	762	762	761	*	*	21%	60%	*	71%	65%
Students with Disabilities	24	735	735	722	*	*	46%	*	0%	33%	17%
Students without Disabilities	204	764	764	758	*	*	22%	*	13%	73%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	243	767	767	756	*	*	21%	42%	30%	72%	59%
White	60	769	769	764	*	*	28%	35%	32%	67%	69%
Hispanic	146	766	766	742	*	*	18%	47%	27%	74%	44%
Black or African American	20	756	756	737	*	*	*	*	*	60%	38%
Asian, Native Hawaiian, or Pacific Islander	13	785	785	784	0%	0%	*	*	*	92%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	119	776	776	764	*	*	14%	40%	41%	81%	68%
Male	124	759	759	749	*	*	27%	45%	19%	64%	51%
Economically Disadvantaged Students	145	765	765	739	*	*	19%	41%	30%	70%	40%
Non-Economically Disadvantaged Students	98	769	769	766	*	*	22%	45%	30%	75%	70%
Students with Disabilities	34	730	730	719	*	*	56%	*	*	15%	19%
Students without Disabilities	209	773	773	763	*	*	15%	*	*	81%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	767	767	757	*	*	20%	57%	17%	74%	59%
White	58	768	768	764	*	*	19%	62%	*	76%	68%
Hispanic	135	762	762	742	*	*	22%	58%	14%	72%	44%
Black or African American	23	765	765	738	0%	*	*	48%	*	65%	39%
Asian, Native Hawaiian, or Pacific Islander	20	796	796	786	0%	0%	*	*	50%	95%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	108	772	772	766	*	*	16%	58%	22%	81%	68%
Male	130	763	763	749	*	*	24%	56%	13%	69%	50%
Economically Disadvantaged Students	151	768	768	739	*	*	20%	58%	19%	76%	40%
Non-Economically Disadvantaged Students	87	765	765	766	*	*	21%	56%	15%	71%	69%
Students with Disabilities	31	740	740	718	*	*	42%	39%	0%	39%	18%
Students without Disabilities	207	771	771	764	*	*	17%	60%	20%	80%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

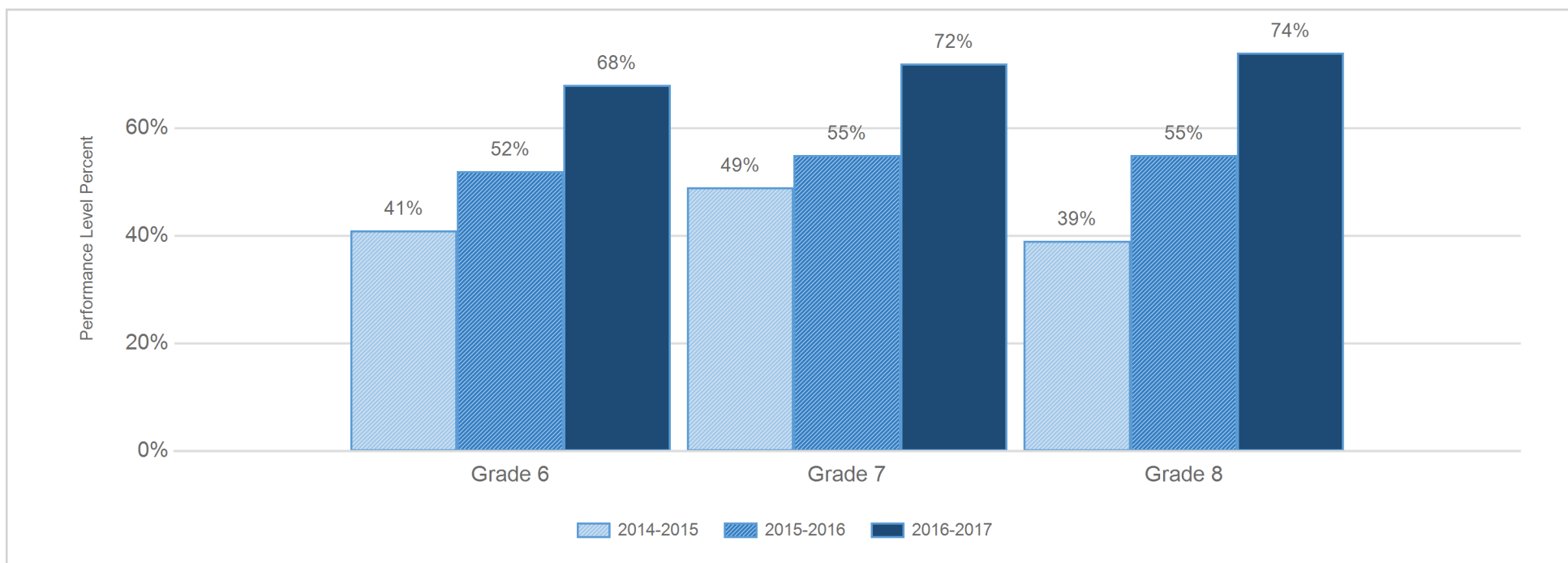


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	673	98.5	53.80	50.00	43.50	53.8	39.2	Met Target
White	186	98.5	56.00	53.70	52.40	56	43.7	Met Target
Hispanic	361	98.8	49.90	46.70	27.60	49.9	34.1	Met Target
Black or African American	62	98.5	48.40	41.50	21.70	48.4	31.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	96.5	81.10	73.10	75.60	81.1	66.7	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	31.80	44.90	40	**	**
Female	318	98.3	57.80	54.10	44.10	57.8		
Male	355	98.7	50.20	46.30	42.90	50.2		
Economically Disadvantaged Students	421	97.9	53.50	49.10	25.10	53.5	35.7	Met Target
Non-Economically Disadvantaged Students	252	99.6	54.40	51.20	54.30	54.4		
Students with Disabilities	87	96.9	19.50	*	16.50	19.5	8.5	Met Target
Students without Disabilities	586	98.8	58.90	*	48.80	58.9		
English Learners	65	97.6	46.10	45.10	23.30	46.1	26.9	Met Target
Non-English Learners	608	98.6	54.60	50.80	45.20	54.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** 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	234	747	747	743	5%	17%	30%	44%	5%	49%	44%
White	75	746	746	751	*	15%	23%	52%	*	55%	54%
Hispanic	112	747	747	731	*	17%	36%	38%	*	44%	27%
Black or African American	21	735	735	724	*	*	*	*	0%	38%	20%
Asian, Native Hawaiian, or Pacific Islander	22	762	762	771	0%	*	*	59%	*	68%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	112	749	749	745	*	13%	32%	48%	*	52%	45%
Male	122	745	745	742	*	21%	28%	40%	*	46%	43%
Economically Disadvantaged Students	155	747	747	728	*	*	30%	43%	*	47%	24%
Non-Economically Disadvantaged Students	79	747	747	752	*	*	30%	47%	*	53%	56%
Students with Disabilities	24	730	730	717	*	*	58%	*	*	17%	13%
Students without Disabilities	210	749	749	748	*	*	27%	*	*	52%	50%
English Learners	10	728	728	710	*	*	*	*	*	40%	*
Non-English Learners	224	748	748	745	*	*	*	*	*	49%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	248	748	748	741	*	11%	34%	47%	*	52%	40%
White	61	752	752	748	*	*	28%	56%	*	61%	49%
Hispanic	150	746	746	730	*	11%	40%	41%	*	46%	23%
Black or African American	20	739	739	726	*	*	*	*	0%	40%	19%
Asian, Native Hawaiian, or Pacific Islander	13	767	767	764	0%	0%	*	77%	*	85%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	121	751	751	743	*	*	35%	49%	*	55%	41%
Male	127	745	745	740	*	*	34%	45%	*	48%	38%
Economically Disadvantaged Students	148	747	747	729	*	10%	35%	47%	*	51%	22%
Non-Economically Disadvantaged Students	100	750	750	749	*	12%	33%	46%	*	53%	50%
Students with Disabilities	34	733	733	716	*	*	53%	*	*	18%	11%
Students without Disabilities	214	751	751	746	*	*	31%	*	*	57%	45%
English Learners	13	722	722	712	*	*	*	*	*	31%	*
Non-English Learners	235	750	750	742	*	*	*	*	*	53%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	207	747	747	728	*	14%	25%	50%	*	53%	28%
White	46	749	749	736	*	*	37%	44%	*	46%	35%
Hispanic	127	745	745	721	*	15%	22%	50%	*	52%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	89	750	750	730	*	*	25%	56%	*	58%	30%
Male	118	745	745	725	*	*	25%	45%	*	48%	26%
Economically Disadvantaged Students	134	748	748	719	*	12%	25%	52%	*	55%	19%
Non-Economically Disadvantaged Students	73	746	746	734	*	16%	26%	47%	*	49%	34%
Students with Disabilities	29	726	726	705	*	*	35%	*	*	21%	*
Students without Disabilities	178	751	751	734	*	*	24%	*	*	58%	*
English Learners	17	728	728	703	*	*	*	*	*	24%	*
Non-English Learners	190	749	749	729	*	*	*	*	*	55%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	783	748	743	0%	*	0%	82%	*	97%	42%
White	14	776	750	751	0%	*	0%	86%	*	93%	52%
Hispanic	12	786	746	728	*	*	*	83%	*	100%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	20	785	752	744	*	*	*	85%	*	100%	43%
Male	18	780	743	741	*	*	*	78%	*	94%	40%
Economically Disadvantaged Students	21	787	748	727	*	*	*	76%	*	100%	23%
Non-Economically Disadvantaged Students	17	778	747	751	*	*	*	88%	*	94%	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	38	783	*	745	0%	*	0%	82%	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

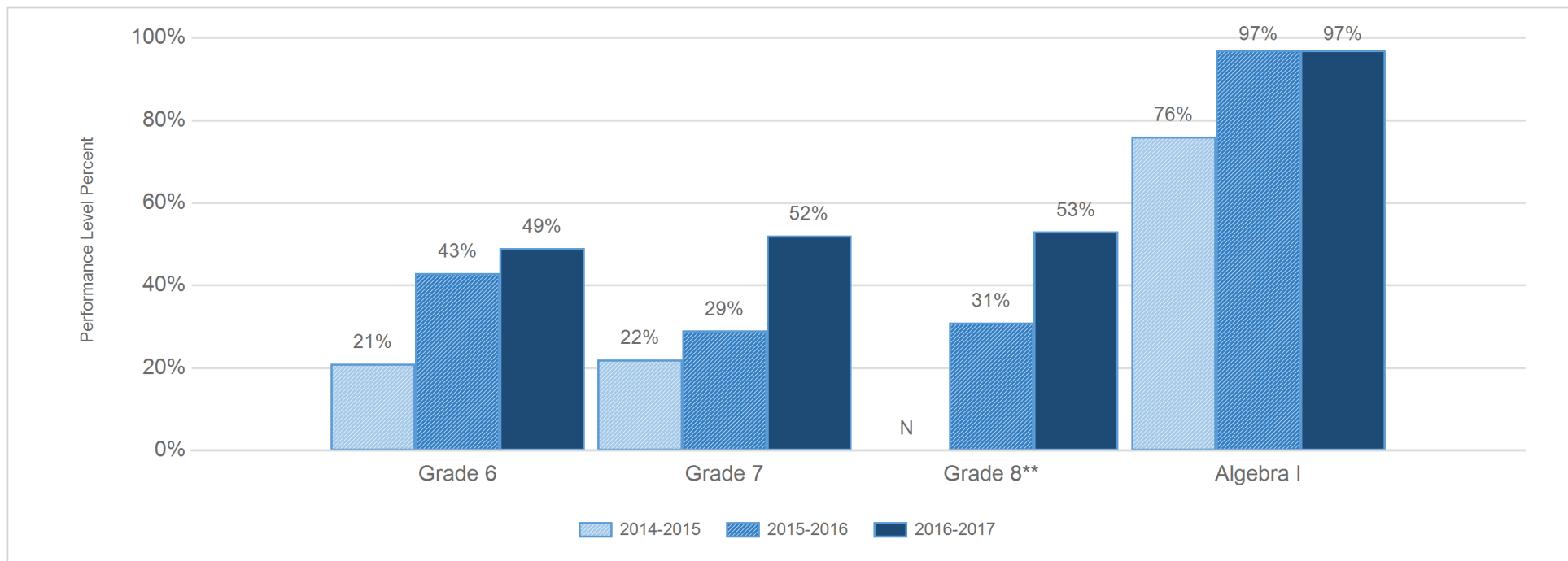


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
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	23	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

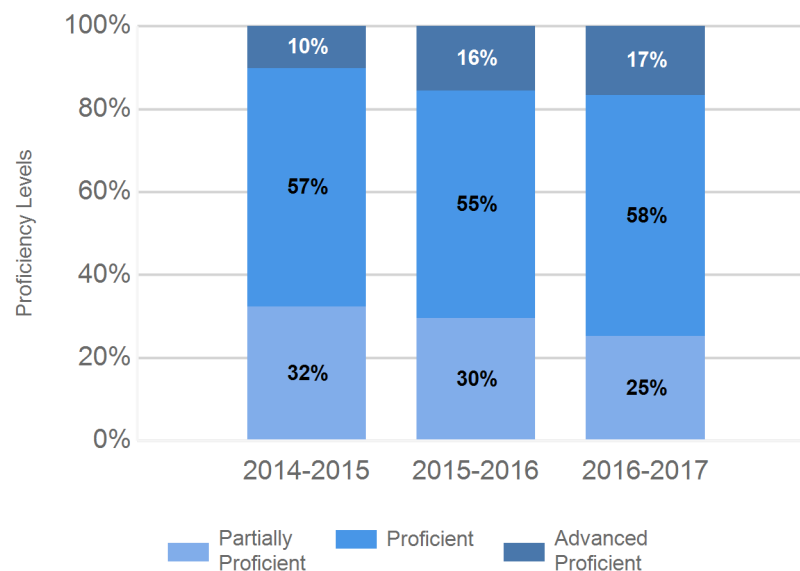
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	17%	58%	25%
White	24%	48%	28%
Hispanic	12%	63%	25%
Black or African American	13%	46%	42%
Asian, Native Hawaiian, or Pacific Islander	35%	*	5%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	17%	58%	26%
Students with Disabilities	6%	31%	63%
English Learners	N	50%	50%

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	73	67	50	Exceeds Target	69.5	59	50	Exceeds Target
White	71	66	50	Exceeds Target	72	61.5	52	Exceeds Target
Hispanic	73	67	49	Exceeds Target	70	59	47	Exceeds Target
Black or African American	73	67	45	Exceeds Target	62	48	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	75.5	68	60	Exceeds Target	69	59	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	74	68	47	Exceeds Target	71	61	46	Exceeds Target
Students with Disabilities	74	61	41	Exceeds Target	79	62	43	Exceeds Target
English Learners	71	*	53	Exceeds Target	72	*	51	Exceeds Target

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



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

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

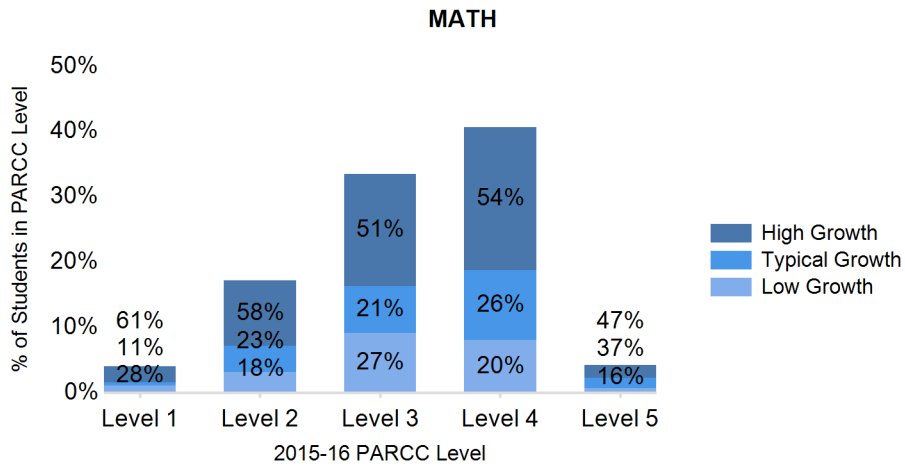
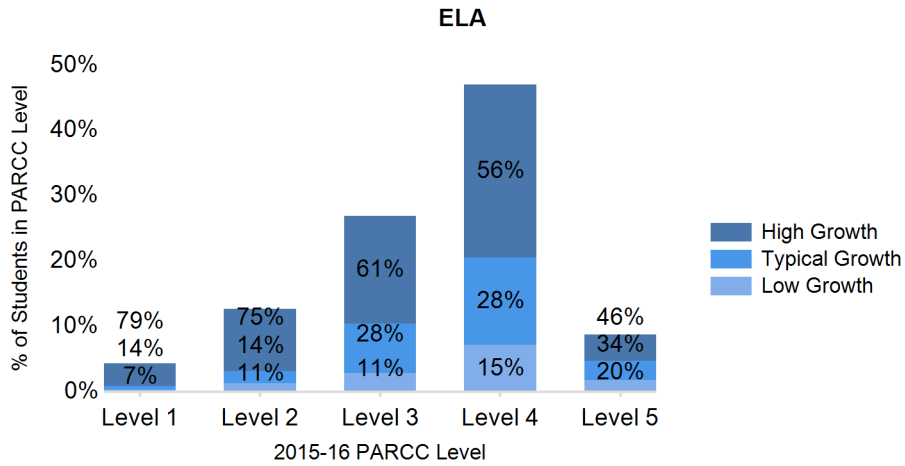
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

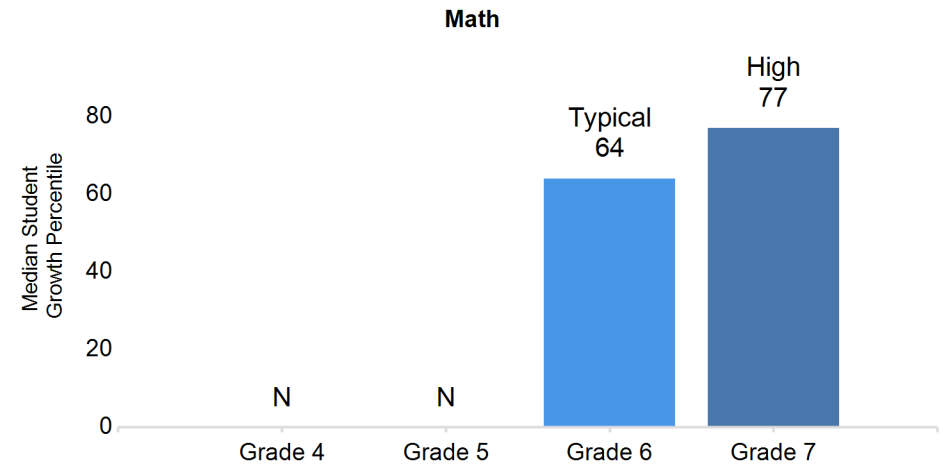
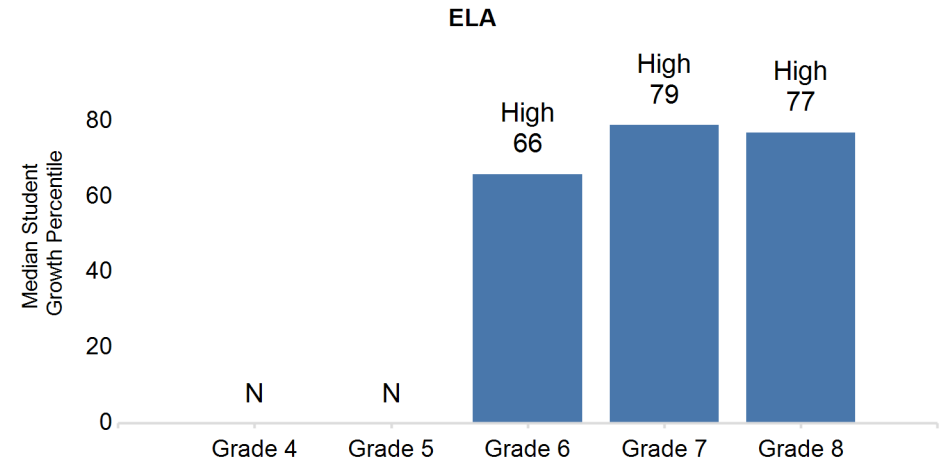
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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	232
7	0	0	245
8	37	0	207
Schoolwide	37	0	684

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	216	210	0	0	0	0	0
8	26	25	0	0	0	0	0
Schoolwide	242	235	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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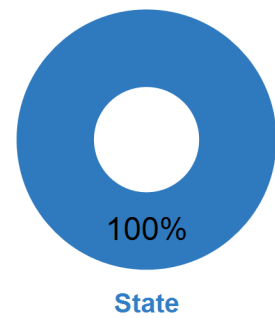
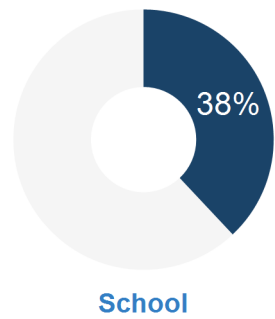
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Visual and Performing Arts – Course Participation

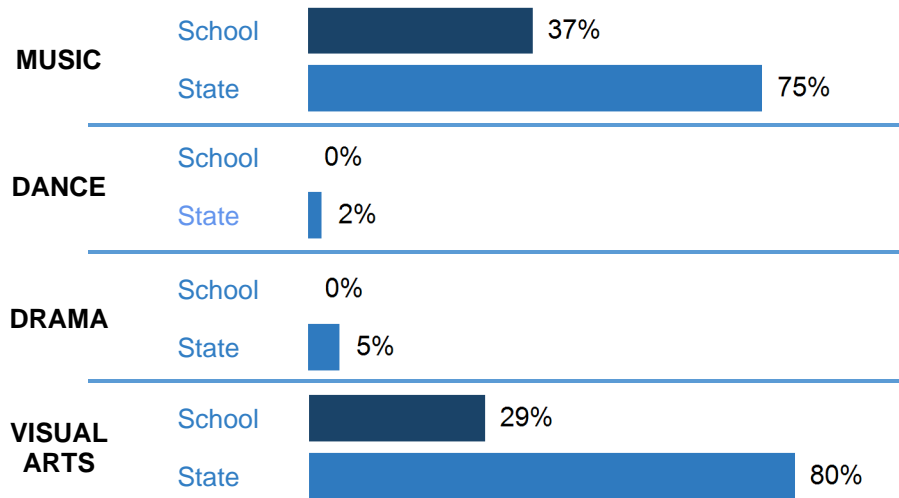
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



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

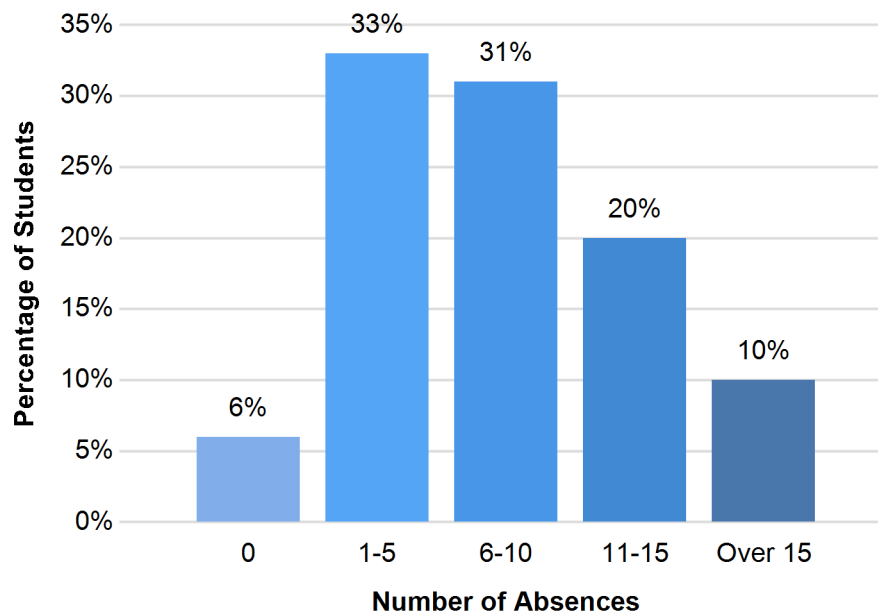
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	8.70	Met Target
White	8.00	8.70	Met Target
Hispanic	4.70	8.70	Met Target
Black or African American	12.10	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	1.80	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.90	8.70	Met Target
Students with Disabilities	16.80	8.70	Not Met
English Learners	4.70	8.70	Met Target

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

Days Absent

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





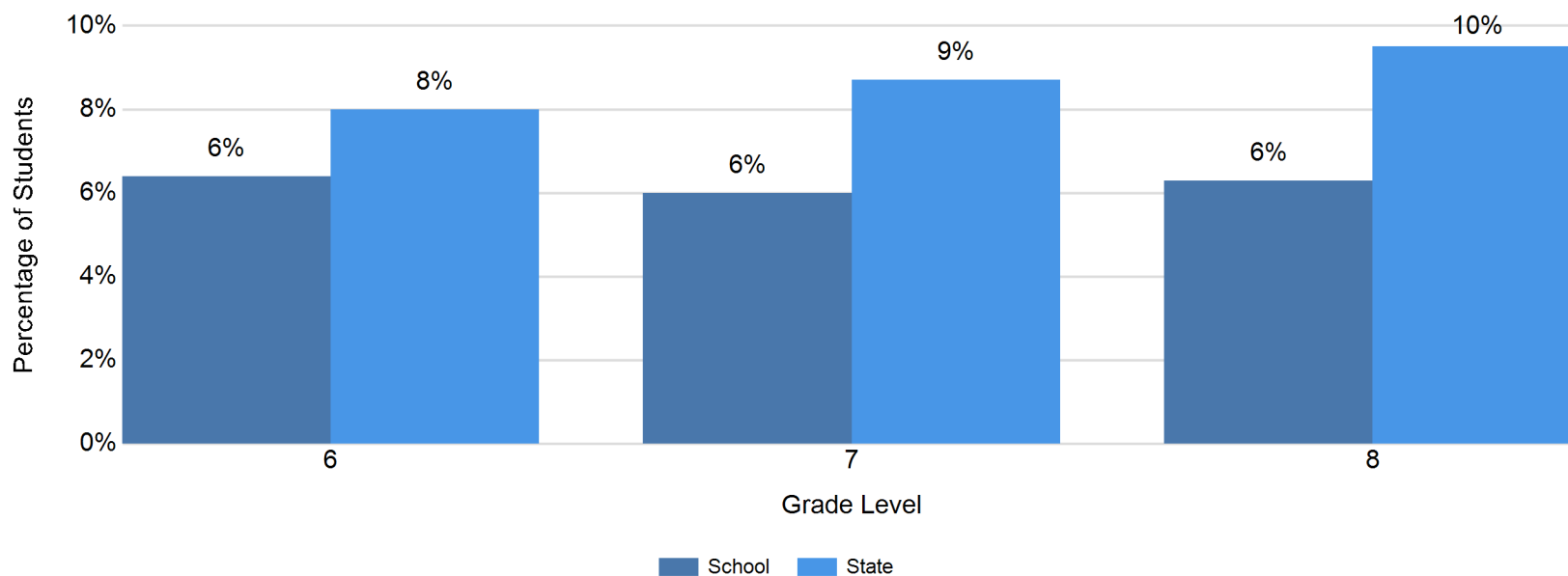
**Thomas Jefferson Middle School
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Chronic Absenteeism by Grade

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	8:35AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.51

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	4.9%
Out-of-School Suspensions	2.1%
Any Suspension	7.0%

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	1.4:1	318.9 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	\$597	\$11,741	\$12,338



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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	56	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	19.4	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	121:1	121:1
Librarian/Media Specialists		523:1
Nurses		1045:1
Counselors		314:1
Child Study Team		392:1



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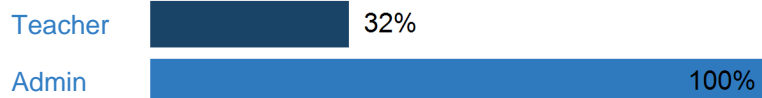
Teachers and Administrators - Level of Education

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	88%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	82.6	17.5%
Mathematics Proficiency	68.3	17.5%
English Language Arts Growth	98.2	25.0%
Mathematics Growth	96.2	25.0%
Chronic Absenteeism	56.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		83.5
Summative Rating: Percentile rank of Summative Score		93.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	83.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	70.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	92.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	88.1	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	73.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	96.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	76.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
English Learners	86.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Sciolaro	Email Address:	robert.sciolaro@lodi.k12.nj.us
Address:	75 FIRST STREET LODI, NJ 07644	Website:	http://lodi.k12.nj.us/
Phone:	(973)478-8662		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Technology is a part of every student's school day. Each class room has a SmartBoard and internet access. • School wide Positive Behavior and Support in School program (PBSIS) recognizes students for positive behaviors. • TJMS/LHS Junior Academy gives students an opportunity to take high school classes at LHS.
Mission, Vision, Theme:	The mission of TJMS is to ensure an effective transition from elementary school to high school by providing students with the skills necessary for success in their education, personal maturity and future direction.
Awards, Recognition, Accomplishments:	Title I Nationally Distinguished School 2010 , Hoops for Heart Participant and 5th highest money earner in Northern New Jersey, Award winning Cheerleading Team






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 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum for grades 6, 7 and 8 is designed to prepare students to be ready for the challenges of the 21st century. A technology based course of study helps prepare students to perform well on standardized tests and college entrance exams. Courses offered: Language Arts, Pre-Algebra, Science, Social Studies, World Languages (Spanish and French), College and Career Readiness Course (Member of Finance Park Grant), Digital Design, Art, Music, Health and Physical Education</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls) Cheerleading</p>
 <p>Clubs and Activities:</p>	<p>National Junior Honor Society, Student Council, Chorus, Band, LGBTQ Club (Oz Club), Book Club, Respect Crew, Talent Show,</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Professional development includes state mandated training for all staff members. Teachers also receive training in subject specific content areas as well as the newly implemented NJSLs. In addition, teachers participate in edcamp which is a teacher driven professional learning community.</p>
 <p>Student Supports and Services:</p>	<p>ELL Classes (3 levels), Special Education Programs, Basic Skills Classes in Math and Language Arts, Intervention and Referral Services, Speech Therapy, Occupational Therapy, Physical Therapy</p>
 <p>Student Health and Wellness:</p>	<p>Member of the NFL Play 60 Program, Physical Education Classes that provide physical fitness tests, Field day that promotes skill, endurance and team work, Member of a grant program with the Bergen County Center for Alcohol and Drug Prevention, Hoops for Heart participant</p>
 <p>Parent and Community Involvement:</p>	<p>PTO Monthly Meetings, Bimonthly committee meetings for PTO, Recreational sports and intramural sports offered in the school by the Recreation Department and Boys and Girls Club, Band and Chorus Concerts, Back to School Night, Parent Conferences Night, Junior Police Academy offered to 7th grade students in the school by the Lodi Police Department, Strengthening Families program offered to the families in the school by the Bergen County Counsel on Alcohol and Drug Prevention</p>



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School Narrative

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Facilities:

The TJMS Media Center is the hub of the school. This modern facility contains reference materials and a computer lab to be used to enhance instruction. The newly renovated TJMS Auditorium seats 820 people and is used for assemblies, concerts, shows and graduation. This facility also hosts numerous community events.



**Washington School
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Grade Span PK-05

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



**Washington School
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	35	30	37
KG	64	41	40
1	73	65	50
2	57	71	65
3	56	56	52
4	49	66	53
5	60	49	59
Ungraded	14	21	17
Total	408	399	373

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	53%	54%	53%
Male	48%	46%	47%
Economically Disadvantaged Students	55%	54%	50%
Students with Disabilities	7%	10%	9%
English Learners	6%	8%	11%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	54.2%
White	25.2%
Black or African American	9.7%
Asian	8.3%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.3%
<i>Two or More Races</i>	1.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	39	30	37
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	61	41	40

Enrollment by Home Language

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

Home Language	% of Students
Spanish	41.3%
English	36.2%
Arabic	2.9%
Tagalog	2.9%
Albanian	2.4%
<i>Other</i>	14.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	180	100.0	75.50	65.90	54.90	75.5	68.7	Met Target
White	41	100.0	80.50	65.80	63.90	80.5	56.8	Met Goal
Hispanic	98	100.0	73.40	66.00	39.80	73.4	74.1	Met Target†
Black or African American	23	100.0	65.20	54.30	35.20	65.2	N	N
Asian, Native Hawaiian, or Pacific Islander	15	100.0	100.00	81.20	80.70	100	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	92	100.0	81.50	74.00	62.20	81.5		
Male	88	100.0	69.30	58.30	48.10	69.3		
Economically Disadvantaged Students	85	100.0	65.90	65.30	36.20	65.9	66.6	Met Target†
Non-Economically Disadvantaged Students	95	100.0	84.20	66.80	65.80	84.2		
Students with Disabilities	28	100.0	42.90	*	20.50	42.9	N	N
Students without Disabilities	152	100.0	81.60	*	61.90	81.6		
English Learners	28	100.0	75.00	51.10	25.20	75	N	N
Non-English Learners	152	100.0	75.70	67.70	57.40	75.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	62	776	762	749	*	*	16%	61%	*	76%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	30	769	*	734	*	*	*	63%	*	73%	35%
Black or African American	11	750	759	731	*	0%	*	*	0%	55%	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	34	778	*	754	*	*	*	62%	*	77%	55%
Male	28	773	*	745	*	*	*	61%	*	75%	46%
Economically Disadvantaged Students	29	770	*	731	*	*	*	62%	*	69%	31%
Non-Economically Disadvantaged Students	33	780	*	762	*	*	*	61%	*	82%	63%
Students with Disabilities	13	745	731	720	*	*	*	*	*	54%	24%
Students without Disabilities	49	784	768	755	*	*	*	*	*	82%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	767	763	753	*	*	*	64%	*	78%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	39	765	760	740	*	*	*	69%	*	77%	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	31	771	767	758	*	*	*	74%	*	87%	61%
Male	27	762	758	749	*	*	*	52%	*	67%	51%
Economically Disadvantaged Students	33	762	*	737	*	*	*	64%	*	70%	36%
Non-Economically Disadvantaged Students	25	773	*	764	*	*	*	64%	*	88%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	759	760	756	*	*	16%	72%	*	73%	59%
White	18	758	*	763	*	*	*	78%	0%	78%	69%
Hispanic	32	754	*	743	*	*	*	66%	0%	66%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	29	769	*	761	*	*	*	79%	*	83%	66%
Male	35	750	*	750	*	*	*	66%	*	66%	53%
Economically Disadvantaged Students	25	751	*	740	*	*	*	56%	*	56%	40%
Non-Economically Disadvantaged Students	39	764	*	765	*	*	*	82%	*	85%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



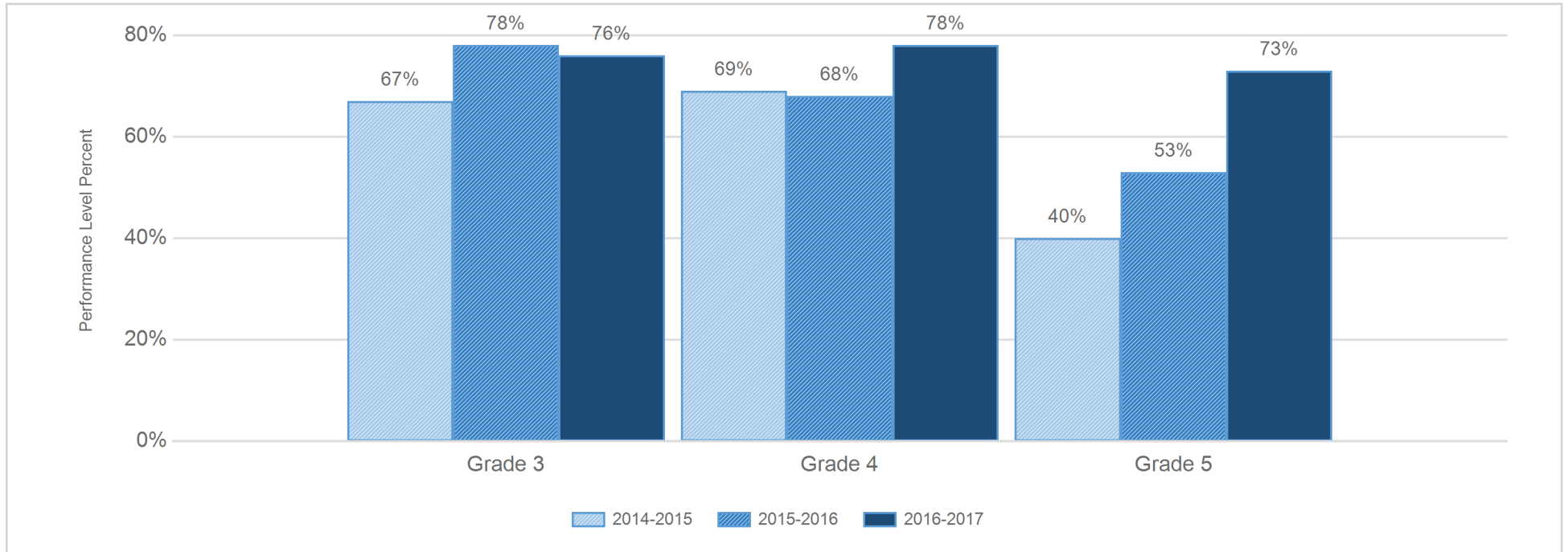
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English Language Arts/Literacy Assessment - Performance Trends

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	180	100.0	56.70	50.00	43.50	56.7	52.9	Met Target
White	41	100.0	63.40	53.70	52.40	63.4	54.6	Met Target
Hispanic	98	100.0	56.10	46.70	27.60	56.1	52.6	Met Target
Black or African American	23	100.0	39.10	41.50	21.70	39.1	N	N
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.30	73.10	75.60	73.3	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	92	100.0	53.20	54.10	44.10	53.2		
Male	88	100.0	60.30	46.30	42.90	60.3		
Economically Disadvantaged Students	85	100.0	55.30	49.10	25.10	55.3	49.2	Met Target
Non-Economically Disadvantaged Students	95	100.0	57.90	51.20	54.30	57.9		
Students with Disabilities	28	100.0	42.90	*	16.50	42.9	N	N
Students without Disabilities	152	100.0	59.20	*	48.80	59.2		
English Learners	28	100.0	60.70	45.10	23.30	60.7	N	N
Non-English Learners	152	100.0	55.90	50.80	45.20	55.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	776	763	751	*	*	*	57%	31%	87%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	30	771	*	738	*	*	*	63%	*	87%	37%
Black or African American	11	754	759	733	*	0%	*	*	*	64%	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	34	780	*	751	*	*	*	56%	*	91%	52%
Male	28	771	*	751	*	*	*	57%	*	82%	53%
Economically Disadvantaged Students	29	772	*	736	*	*	*	69%	*	86%	34%
Non-Economically Disadvantaged Students	33	780	*	761	*	*	*	46%	*	88%	65%
Students with Disabilities	13	754	739	729	*	*	*	*	*	69%	29%
Students without Disabilities	49	782	768	755	*	*	*	*	*	92%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	58	753	749	747	*	*	35%	50%	*	53%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	39	755	748	734	*	*	33%	59%	*	59%	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	31	754	751	747	*	*	*	45%	*	48%	47%
Male	27	752	748	747	*	*	*	56%	*	59%	48%
Economically Disadvantaged Students	33	746	*	732	*	*	*	42%	*	42%	27%
Non-Economically Disadvantaged Students	25	762	*	757	*	*	*	60%	*	68%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	736	745	747	*	22%	45%	28%	*	29%	46%
White	19	738	*	754	*	*	*	*	0%	37%	57%
Hispanic	32	732	*	735	*	*	50%	*	0%	22%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	30	736	*	747	*	*	57%	*	*	17%	47%
Male	35	737	*	746	*	*	34%	*	*	40%	46%
Economically Disadvantaged Students	25	737	*	732	*	*	48%	*	*	32%	27%
Non-Economically Disadvantaged Students	40	736	*	756	*	*	43%	*	*	28%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

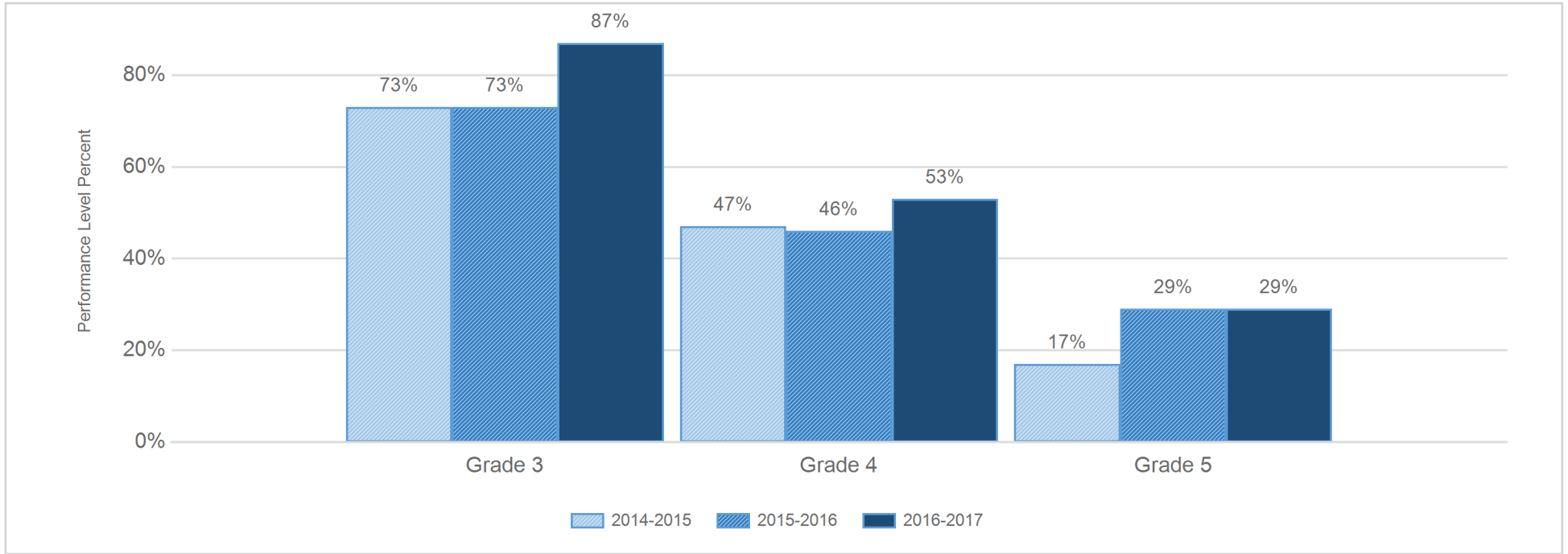


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	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	12	58.3%	41.7%
3	*	*	*
4	*	*	*
5+	*	*	*



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

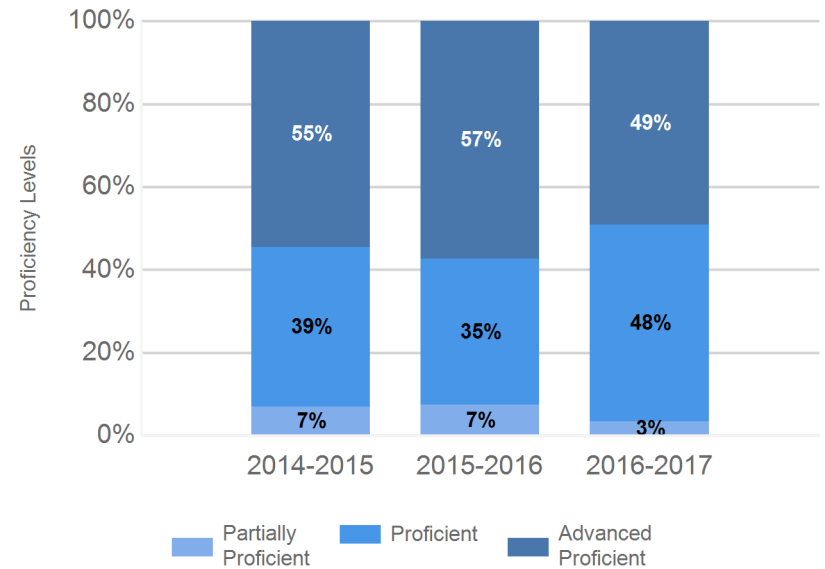
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	48%	3%
White	*	*	*
Hispanic	46%	51%	*
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	39%	59%	3%
Students with Disabilities	*	*	*
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40.5	67	50	Met Target	24	59	50	Not Met
White	40.5	66	50	Met Target	17.5	61.5	52	Not Met
Hispanic	39	67	49	Not Met	24	59	47	Not Met
Black or African American	38	67	45	**	30.5	48	43	**
Asian, Native Hawaiian, or Pacific Islander	*	68	60	**	*	59	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	37	68	47	Not Met	30	61	46	Not Met
Students with Disabilities	49.5	61	41	**	18	62	43	**
English Learners	33	*	53	**	23.5	*	51	**

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



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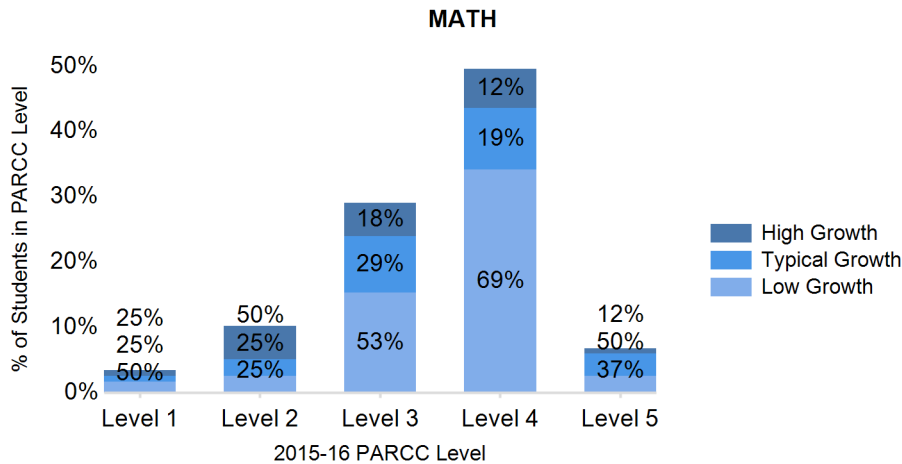
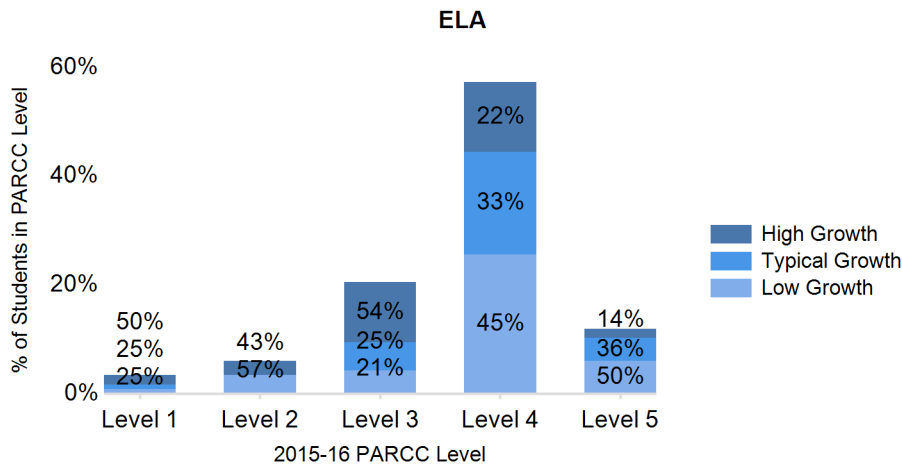
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

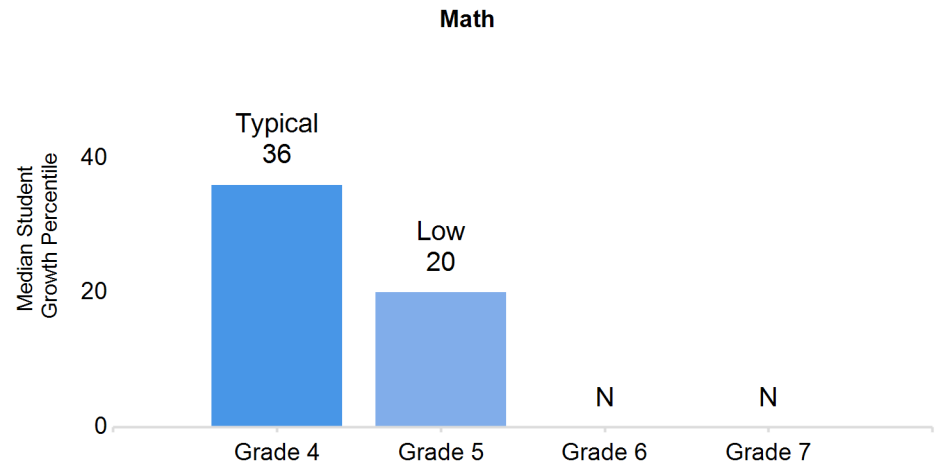
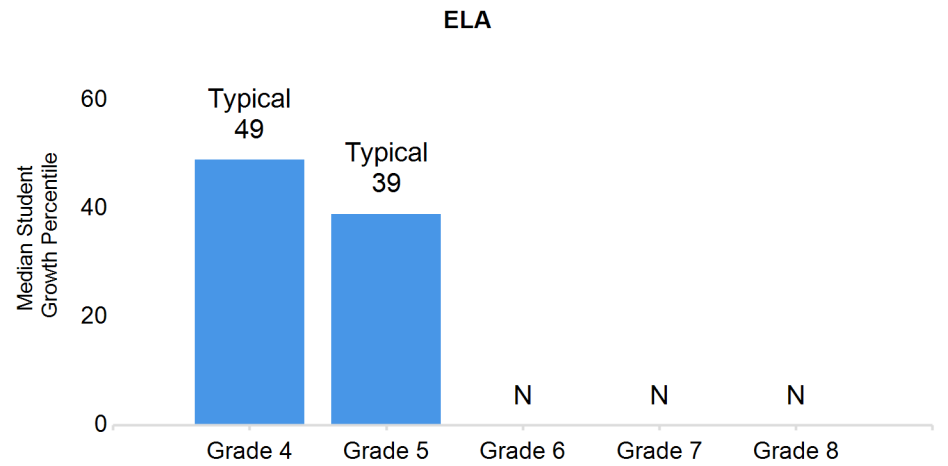
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

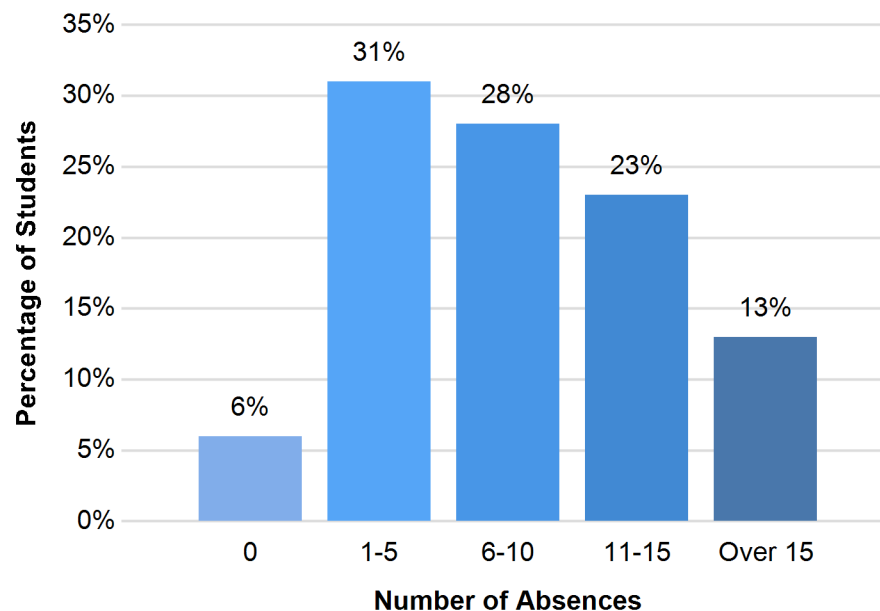
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	8.40	Not Met
White	10.60	8.40	Not Met
Hispanic	10.50	8.40	Not Met
Black or African American	5.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.70	8.40	Not Met
Students with Disabilities	14.60	8.40	Not Met
English Learners	10.30	8.40	Not Met

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

Days Absent

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



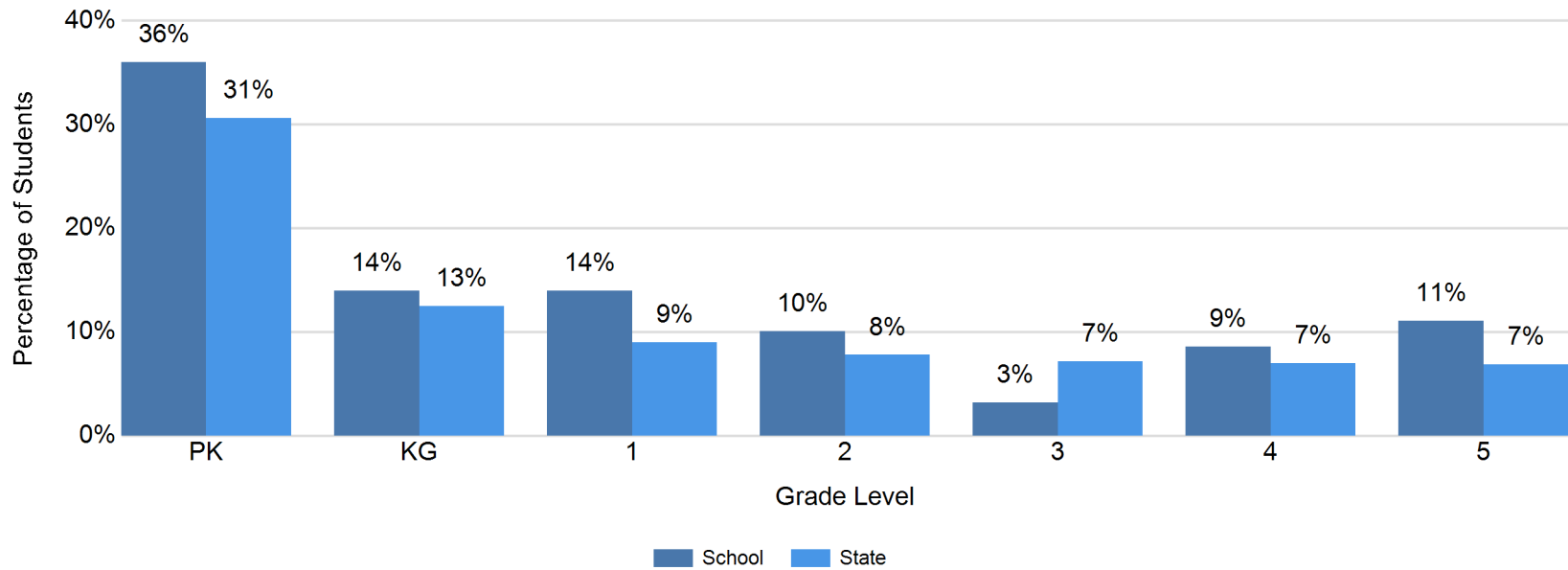


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Chronic Absenteeism by Grade

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	8:35AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	6.5:1	318.9 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	\$597	\$11,741	\$12,338



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	8.5	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	19.4	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	14:1	13:1
Administrators	373:1	121:1
Librarian/Media Specialists		523:1
Nurses		1045:1
Counselors		314:1
Child Study Team		392:1



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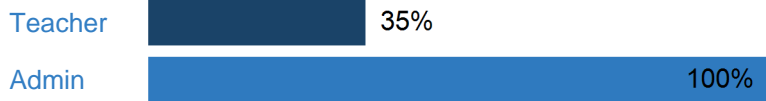
Teachers and Administrators - Level of Education

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	88%	89%
2015-16 Administrators: Same district 2016-17	96%	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	92.6	17.5%
Mathematics Proficiency	79.9	17.5%
English Language Arts Growth	13.9	25.0%
Mathematics Growth	0.9	25.0%
Chronic Absenteeism	27.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.9
Summative Rating: Percentile rank of Summative Score		30.5
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	37.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	33.3	11.9	No	Met Goal	Met Target	Not Met	Met Target	Not Met	No
Hispanic	43.4	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	47.8	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Carafa	Email Address:	emil.carafa@lodi.k12.nj.us
Address:	310 N MAIN STREET LODI, NJ 07644	Website:	www.lodi.k12.nj.us
Phone:	(973)777-8513		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Participation in SBJC S.T.E.A.M. Program and Buehler Challenge • Read Across America Community Outreach (guest readers) • "Eye to Eye" Character Education Anti-Bullying Assembly, Barbeque, etc.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Washington Elementary School is three pronged. First, we work to ensure that all students meet, or exceed the academic requirements put forth by the NJSLs. Second, we work to ensure that all students develop the skills necessary to become life-long learners, and productive citizens of the 21st century. Third, we work to ensure that all students come to value and appreciate the merits of trustworthiness, respect, responsibility, kindness, fairness, citizenship, and community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Recent "Golden Apple Award" winners: Debra Kwapniewski, Joelle Prisco Bergen County "My County Contest" student award winners, Bergen County "Fire Prevention Poster Contest" student award winners, student participant in Bergen County MEBCI 5th and 6th grade chorus, Washington School 100th Year Celebration</p>




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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Pre-k through Grade 5. Curriculum/courses of study include Mathematics, Reading, English, Spelling, Science, Social Studies, Physical Education, Music, Art, Library/Technology, Character Education. Grades 3 through 5 Mathematics and Reading classes are leveled. Gifted and Talented is an after school enrichment program for those who qualify. Electronic textbooks are available for most resources. Homework is assigned to reinforce and enrich concepts taught in the classroom setting.</p>
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 <p>Staff and Professional Learning:</p>	<p>Professional development includes state mandated training for all staff members. Teachers also receive training in subject specific content areas as well as the newly implemented NJSLS. In addition, teachers participate in edcamp which is a teacher driven professional learning community.</p>
 <p>Student Supports and Services:</p>	<p>All district schools have Title I/Basic Skills teachers/classes which offer additional classroom support or classes for students struggling in LAL and Math. Each school also has an I&RS team which meets regularly to offer support and suggestions to staff members for any student not meeting grade level expectations. The district also provides ELL services for English Language Learners, as well as Special Education Services for students with IEPs.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent-Teacher Association, Genesis Parent Portal, Parent-Teacher Conferences, Back to School Visitation, Pre-K Graduation, Kindergarten Graduation, Fire Prevention Week, Law Enforcement Against Drugs (L.E.A.D. Program), Read Across America, Lodi Police Department Fingerprinting, Shop Rite Nutrition Awareness Program</p>




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 <p>Facilities:</p>	<p>Age of Building: 103 Years, Addition of Cafeteria / Gymnasium, Classrooms, Elevator in 1999, Private Restrooms in Pre-K and Kindergarten Classrooms, Computer Lab, Chromebook Carts, SMART Boards in All Classrooms, Air Conditioned Cafeteria / Gymnasium, Air Conditioned Library, Indoor and Outdoor Security Cameras, Security Alarm</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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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	26	28	24
KG	57	44	51
1	46	55	45
2	58	43	54
3	50	67	39
4	48	54	66
5	48	51	52
Ungraded	14	16	24
Total	347	358	355

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	51%
Male	51%	51%	49%
Economically Disadvantaged Students	64%	65%	59%
Students with Disabilities	9%	11%	13%
English Learners	6%	6%	8%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	60.8%
White	22.3%
Asian	8.7%
Black or African American	4.8%
Native Hawaiian or Pacific Islander	1.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.3%

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	25	28	24
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	51	44	51

Enrollment by Home Language

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

Home Language	% of Students
Spanish	44.5%
English	34.6%
Arabic	3.1%
Albanian	2.8%
Polish	2.3%
<i>Other</i>	13.1%



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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	165	99.4	57.60	65.90	54.90	57.6	52.9	Met Target
White	42	100.0	61.90	65.80	63.90	61.9	58.6	Met Target
Hispanic	95	99.1	61.00	66.00	39.80	61	53.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	57.10	81.20	80.70	57.1	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	78	100.0	61.60	74.00	62.20	61.6		
Male	87	98.9	54.00	58.30	48.10	54		
Economically Disadvantaged Students	104	99.1	55.70	65.30	36.20	55.7	52.4	Met Target
Non-Economically Disadvantaged Students	61	100.0	60.60	66.80	65.80	60.6		
Students with Disabilities	33	97.4	24.20	*	20.50	24.2	28.6	Met Target†
Students without Disabilities	132	100.0	65.90	*	61.90	65.9		
English Learners	26	100.0	46.20	51.10	25.20	46.2	N	N
Non-English Learners	139	99.3	59.70	67.70	57.40	59.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	44	744	762	749	*	*	41%	27%	*	34%	50%
White	17	745	*	759	*	*	*	*	*	47%	61%
Hispanic	22	743	*	734	*	*	46%	*	*	27%	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	22	753	*	754	*	*	*	*	*	46%	55%
Male	22	735	*	745	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	25	745	*	731	*	*	*	*	*	36%	31%
Non-Economically Disadvantaged Students	19	743	*	762	*	*	*	*	*	32%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	71	758	763	753	*	*	20%	47%	17%	63%	56%
White	12	774	770	762	0%	0%	*	*	*	83%	67%
Hispanic	41	759	760	740	*	*	*	51%	*	68%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	764	767	758	*	*	*	50%	*	64%	61%
Male	35	752	758	749	*	*	*	43%	*	63%	51%
Economically Disadvantaged Students	49	754	*	737	*	*	*	*	*	63%	36%
Non-Economically Disadvantaged Students	22	768	*	764	*	*	*	*	*	64%	69%
Students with Disabilities	10	716	723	725	*	*	*	*	0%	20%	25%
Students without Disabilities	61	765	768	759	*	*	*	*	20%	71%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	752	760	756	*	*	18%	57%	*	62%	59%
White	12	752	*	763	*	*	*	*	*	67%	69%
Hispanic	42	754	*	743	*	*	*	62%	*	64%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	25	751	*	761	*	*	*	68%	*	68%	66%
Male	36	752	*	750	*	*	*	50%	*	58%	53%
Economically Disadvantaged Students	39	750	*	740	*	*	*	49%	*	54%	40%
Non-Economically Disadvantaged Students	22	755	*	765	*	*	*	73%	*	77%	71%
Students with Disabilities	19	730	725	725	*	*	*	*	*	32%	22%
Students without Disabilities	42	761	767	762	*	*	*	*	*	76%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

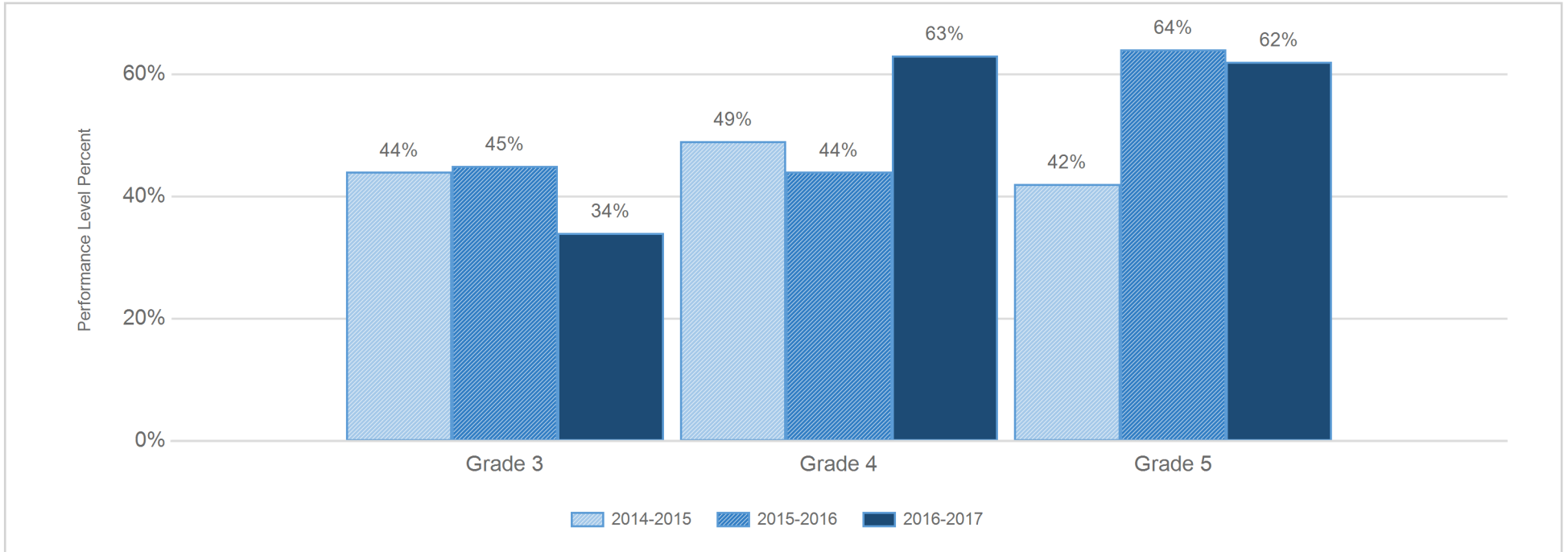


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English Language Arts/Literacy Assessment - Performance Trends

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	165	99.5	40.00	50.00	43.50	40	46.6	Not Met
White	42	100.0	47.60	53.70	52.40	47.6	51.5	Met Target†
Hispanic	95	99.1	40.00	46.70	27.60	40	43.5	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	50.00	73.10	75.60	50	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	78	100.0	42.30	54.10	44.10	42.3		
Male	87	99.0	37.90	46.30	42.90	37.9		
Economically Disadvantaged Students	104	99.2	39.50	49.10	25.10	39.5	48	Not Met
Non-Economically Disadvantaged Students	61	100.0	41.00	51.20	54.30	41		
Students with Disabilities	33	97.4	15.20	*	16.50	15.2	14.5	Met Target
Students without Disabilities	132	100.0	46.20	*	48.80	46.2		
English Learners	26	100.0	38.50	45.10	23.30	38.5	N	N
Non-English Learners	139	99.3	40.30	50.80	45.20	40.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	745	763	751	*	*	31%	36%	*	44%	53%
White	17	747	*	759	*	*	*	*	*	47%	63%
Hispanic	23	743	*	738	*	*	*	*	*	44%	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	22	752	*	751	*	*	*	*	*	55%	52%
Male	23	738	*	751	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	26	741	*	736	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	19	749	*	761	*	*	*	*	*	37%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	72	736	749	747	*	32%	31%	28%	*	32%	47%
White	12	749	754	755	0%	*	*	*	0%	50%	59%
Hispanic	41	737	748	734	*	32%	27%	29%	*	34%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	36	740	751	747	*	31%	31%	*	*	36%	47%
Male	36	733	748	747	*	33%	31%	*	*	28%	48%
Economically Disadvantaged Students	50	734	*	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	22	742	*	757	*	*	*	*	*	46%	61%
Students with Disabilities	10	712	723	724	*	*	*	*	*	10%	22%
Students without Disabilities	62	740	753	751	*	*	*	*	*	36%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	744	745	747	*	19%	39%	34%	*	39%	46%
White	12	747	*	754	0%	*	*	*	0%	50%	57%
Hispanic	43	744	*	735	*	*	49%	30%	*	35%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	26	739	*	747	*	*	39%	*	*	35%	47%
Male	36	748	*	746	*	*	39%	*	*	42%	46%
Economically Disadvantaged Students	40	743	*	732	*	*	30%	*	*	40%	27%
Non-Economically Disadvantaged Students	22	746	*	756	*	*	55%	*	*	36%	59%
Students with Disabilities	19	727	726	725	*	*	*	*	*	16%	19%
Students without Disabilities	43	752	749	751	*	*	*	*	*	49%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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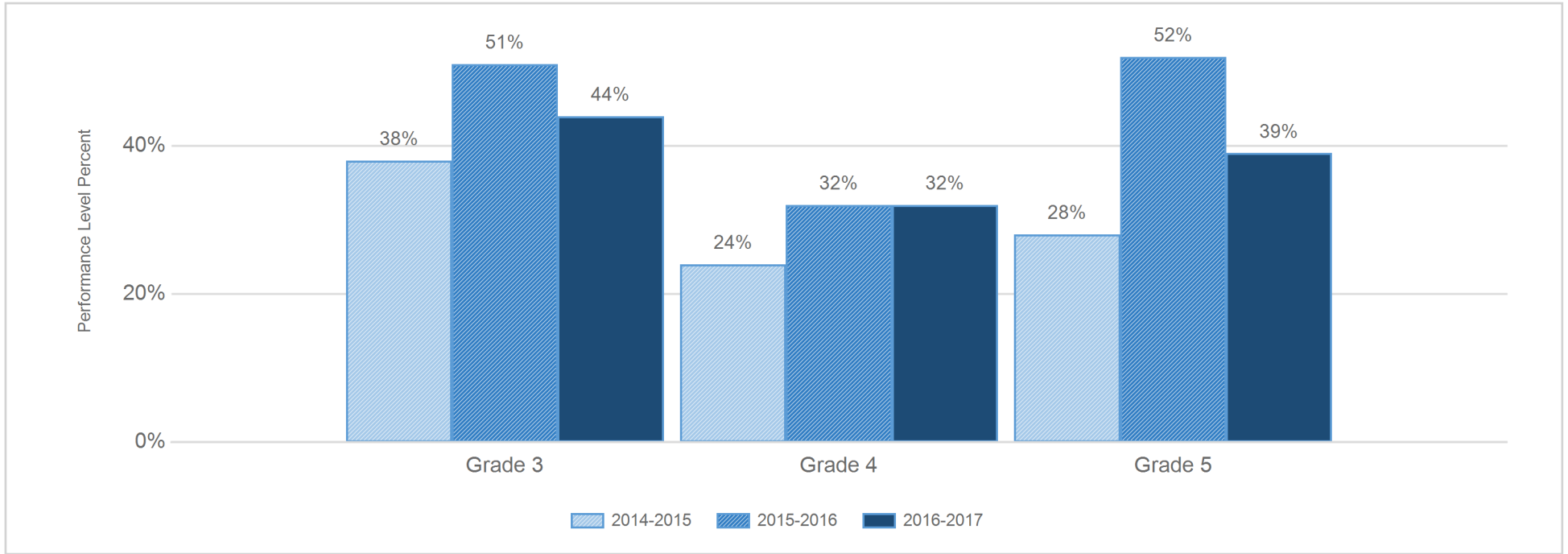


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	*	*
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.

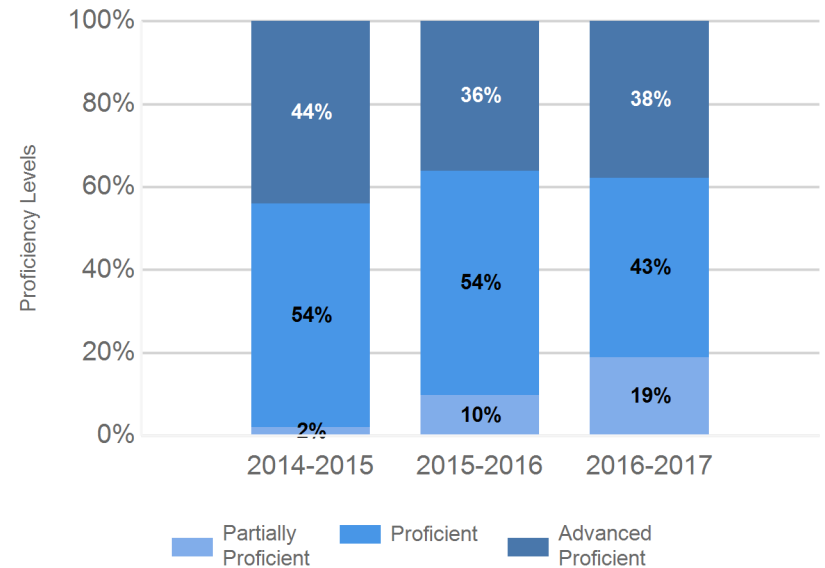
NJASK Science Assessment Performance: Grade 4

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	38%	43%	19%
White	54%	46%	N
Hispanic	40%	37%	23%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	31%	47%	22%
Students with Disabilities	9%	55%	36%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	67	50	Met Target	41	59	50	Met Target
White	65	66	50	Exceeds Target	39	61.5	52	Not Met
Hispanic	60	67	49	Exceeds Target	50	59	47	Met Target
Black or African American	*	67	45	**	*	48	43	**
Asian, Native Hawaiian, or Pacific Islander	48	68	60	**	41	59	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	50	68	47	Met Target	44	61	46	Met Target
Students with Disabilities	43	61	41	Met Target	61	62	43	Exceeds Target
English Learners	68	*	53	**	34	*	51	**

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



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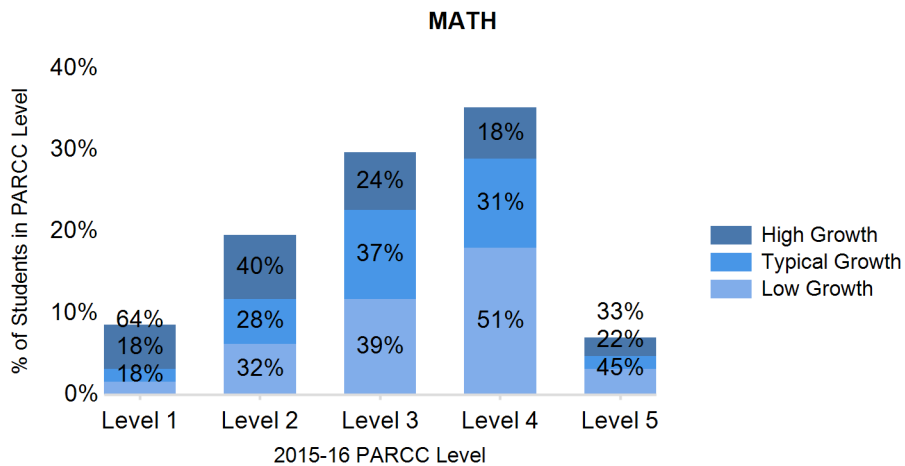
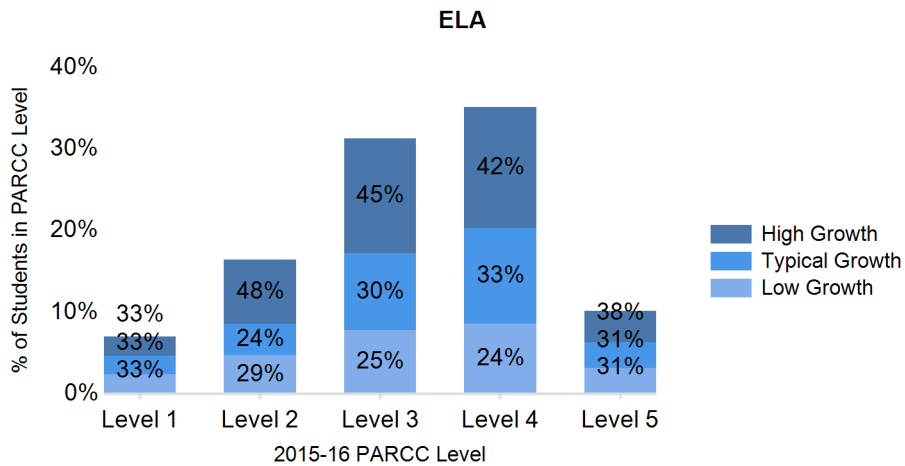
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

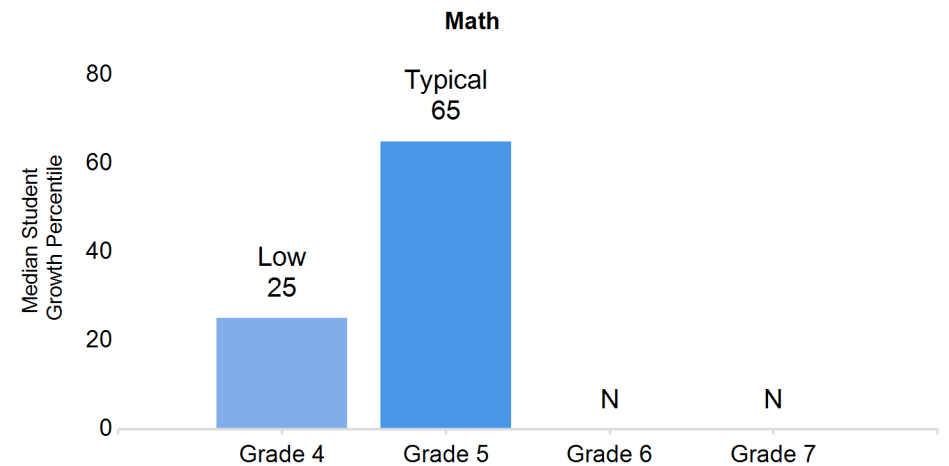
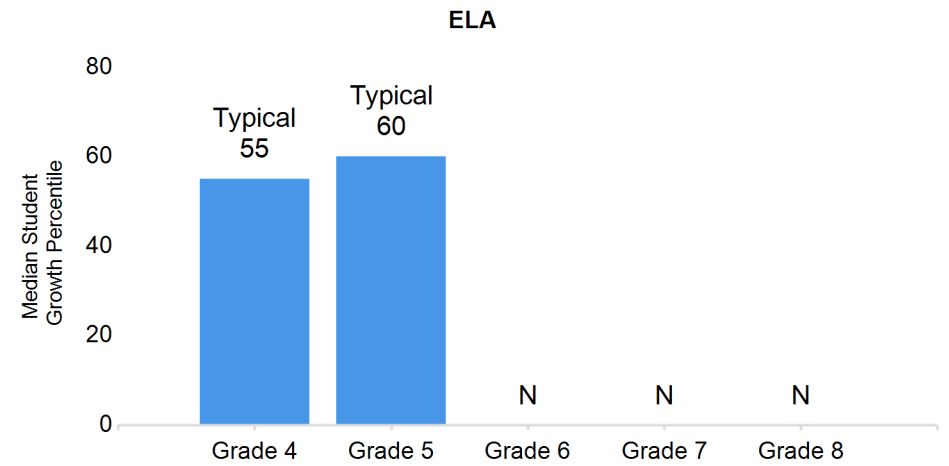
Student Growth by Performance Level

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

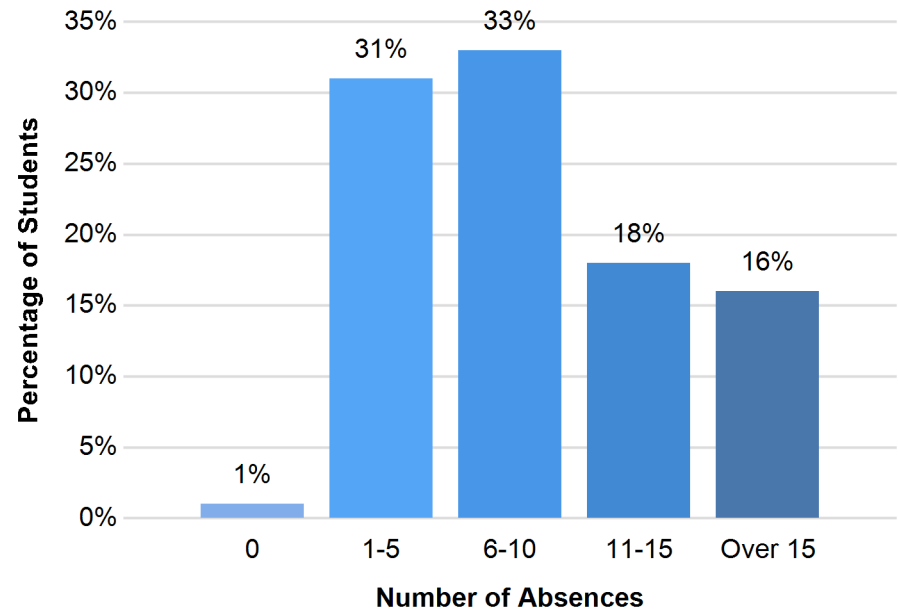
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	8.40	Not Met
White	7.60	8.40	Met Target
Hispanic	9.40	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.80	8.40	Not Met
Students with Disabilities	13.80	8.40	Not Met
English Learners	3.70	8.40	Met Target

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

Days Absent

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





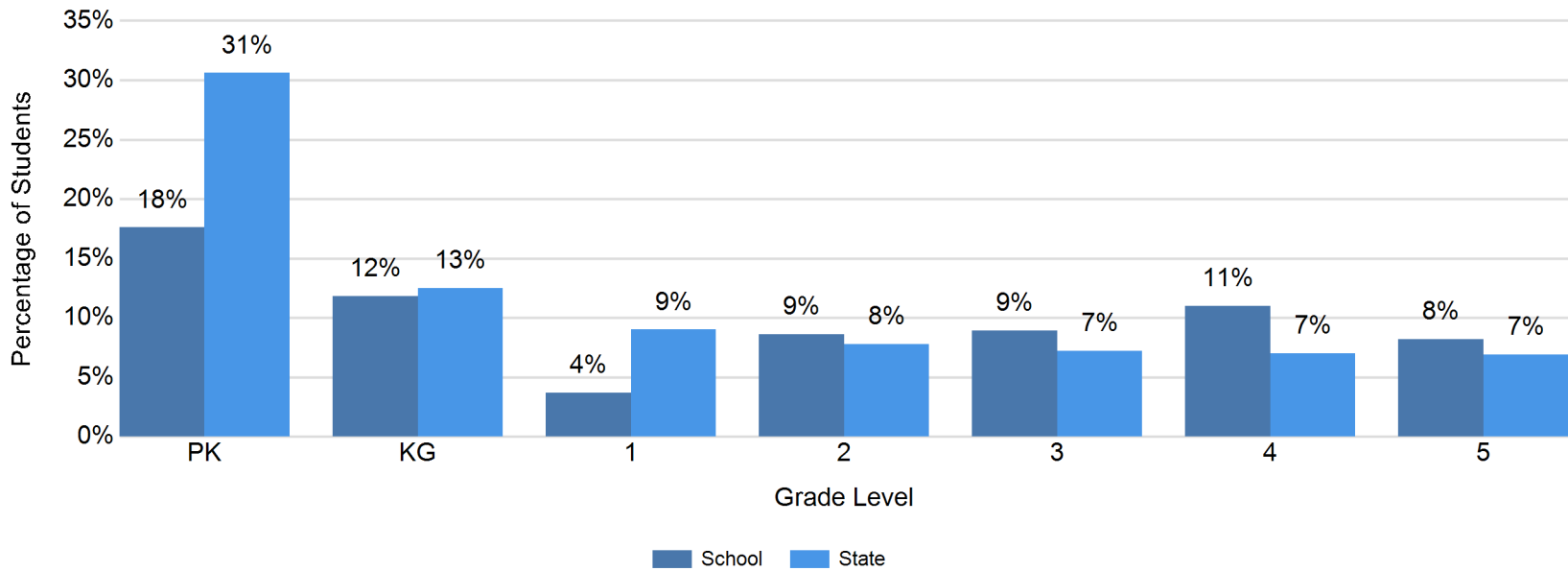
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	6.5:1	318.9 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	\$597	\$11,741	\$12,338



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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	23	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	10.3	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	26	9,506
Average years experience in public schools	19.4	15.9
Average years experience in district	19.4	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	355:1	121:1
Librarian/Media Specialists		523:1
Nurses		1045:1
Counselors		314:1
Child Study Team		392:1



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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	88%	89%
2015-16 Administrators: Same district 2016-17	96%	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	86%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	58.3	17.5%
Mathematics Proficiency	43.8	17.5%
English Language Arts Growth	75.0	25.0%
Mathematics Growth	33.0	25.0%
Chronic Absenteeism	36.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.3
Summative Rating: Percentile rank of Summative Score		50.6
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	50.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	42.1	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Not Met	No
Hispanic	69.7	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	65.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	61.0	11.9	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Vanderhook	Email Address:	christie.vanderhook@lodi.k12.nj.us
Address:	80 UNION STREET LODI, NJ 07644	Website:	http://lodi.k12.nj.us/
Phone:	(973)473-8189		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is part of each school day. Student utilize various technology. • Curriculum includes NJSLs LAL, Math, Next Generatin Science Standards • Professinal Development School with William Paterson University
 <p>Mission, Vision, Theme:</p>	<p>As Wilson School continues with the implementation of the New Jersey State Learning Standards (NJSLs) across the curriculum, we strive to prepare our students to be innovative problem solvers who are capable of meeting the challenges of the 21st Century.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>5 year recipients of the the Environemental Awareness Challenge Grant sponsored by the Bergen County Utilities Authority</p>




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 <p>Courses, Curriculum, Instruction:</p>	<p>New Jersey State Learning Standards (NJSLs) aligned Math, LAL, Social Studies, Science, Art, Media, Music, Computer Education, Physical Education, Health/Safety</p>
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 <p>Staff and Professional Learning:</p>	<p>Professional development includes state mandated training for all staff members. Teachers also receive training in subject specific content areas as well as the newly implemented NJSLs. In addition, teachers participate in edcamp which is a teacher driven professional learning community.</p>
 <p>Student Supports and Services:</p>	<p>All district schools have Title I/Basic Skills teachers/classes which offer additional classroom support or classes for students struggling in LAL and Math. Each school also has an I&RS team which meets regularly to offer support and suggestions to staff members for any student not meeting grade level expectations. The district also provides ELL services for English Language Learners, as well as Special Education Services for students with IEPs.</p>
 <p>Student Health and Wellness:</p>	<p>Gr. Prek,K,2,& 4 yearly vision screening, Gr. 2 & 4 yearly dental screening, Gr. 4 & 5 scoliosis screening, Gr. K-5 Presidential Physical Fitness Test, Wellness Committee, Breakfast Program</p>
 <p>Parent and Community Involvement:</p>	<p>Active PTO supporting school wide programs, Genesis Parent Portal, Fire Prevention, LEAD Program (Law Enforcement Against Drugs) Back to School Night, Parent/Teacher Conference, Holiday Programs</p>




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 <p>Facilities:</p>	<p>Smartboards in all classrooms, expansion of comptuer lab adding additional workstations, centralized printers on each floor connected wirelessly to every classroom computer, 60 chromebooks, 30 labptops, 20 iPads, updated library featuring electronic card catalog available to library patrons, Air conditioned Prek & K rooms, computer lab & cafeteria, separate gym/auditorium, new classroom doors and locks, physical access system</p>
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