



Amsterdam Elementary School
2016-2017
Grade Span KG-04

35-2170-033
SOMERSET
HILLSBOROUGH TWP
301 AMSTERDAM DRIVE
HILLSBOROUGH, NJ 08844

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG | 77 | 82 | 87 |
| 1 | 101 | 92 | 99 |
| 2 | 93 | 105 | 99 |
| 3 | 100 | 114 | 112 |
| 4 | 111 | 108 | 123 |
| Ungraded | 29 | 31 | 38 |
| Total | 511 | 532 | 558 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 51% | 50% | 49% |
| Male | 50% | 50% | 51% |
| Economically Disadvantaged Students | 3% | 4% | 6% |
| Students with Disabilities | 14% | 17% | 17% |
| English Learners | 2% | 4% | 5% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 53.8% |
| Asian | 34.8% |
| Hispanic | 8.1% |
| Black or African American | 3.4% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.0% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| KG - Half Day | 63 | 71 | 74 |
| KG - Full Day | 15 | 11 | 13 |

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 | 79.9% |
| Spanish | 4.5% |
| Hindi | 3.2% |
| Telugu | 3.0% |
| Gujarati | 1.6% |
| Other | 8.0% |



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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 | 224 | 97.6 | 74.60 | 72.80 | 54.90 | 74.6 | 69.1 | Met Target |
| White | 122 | 95.4 | 66.40 | 69.30 | 63.90 | 66.4 | 62.5 | Met Target |
| Hispanic | 14 | 100.0 | 64.30 | 54.10 | 39.80 | 64.3 | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 80 | 100.0 | 88.80 | 89.70 | 80.70 | 88.8 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | N | N | N | 80.00 | 54.90 | N | ** | ** |
| Female | 116 | 98.4 | 81.90 | 80.00 | 62.20 | 81.9 | | |
| Male | 108 | 96.7 | 66.70 | 66.10 | 48.10 | 66.7 | | |
| Economically Disadvantaged Students | 10 | 91.7 | 40.00 | * | 36.20 | 38.1 | ** | ** |
| Non-Economically Disadvantaged Students | 214 | 97.9 | 76.20 | * | 65.80 | 76.2 | | |
| Students with Disabilities | 43 | 93.9 | 37.20 | 35.30 | 20.50 | 36.6 | 25.9 | Met Target |
| Students without Disabilities | 181 | 98.5 | 83.40 | 80.90 | 61.90 | 83.4 | | |
| English Learners | 10 | 100.0 | 40.00 | 57.10 | 25.20 | 40 | ** | ** |
| Non-English Learners | 214 | 97.4 | 76.20 | 73.40 | 57.40 | 76.2 | | |
| Homeless Students | N | N | N | 50.00 | 26.40 | N | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 116 | 773 | 771 | 749 | * | * | 14% | 58% | 17% | 75% | 50% |
| White | 60 | 761 | 766 | 759 | * | * | 17% | 53% | * | 65% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 48 | 789 | * | 775 | 0% | * | * | 65% | 25% | 90% | 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 | 54 | 785 | 776 | 754 | * | * | * | 57% | * | 82% | 55% |
| Male | 62 | 763 | 766 | 745 | * | * | * | 58% | * | 69% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 24 | 732 | 746 | 720 | * | * | * | * | * | 29% | 24% |
| Students without Disabilities | 92 | 784 | 777 | 755 | * | * | * | * | * | 87% | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 116 | 773 | 771 | 752 | * | * | 14% | 58% | 17% | 75% | 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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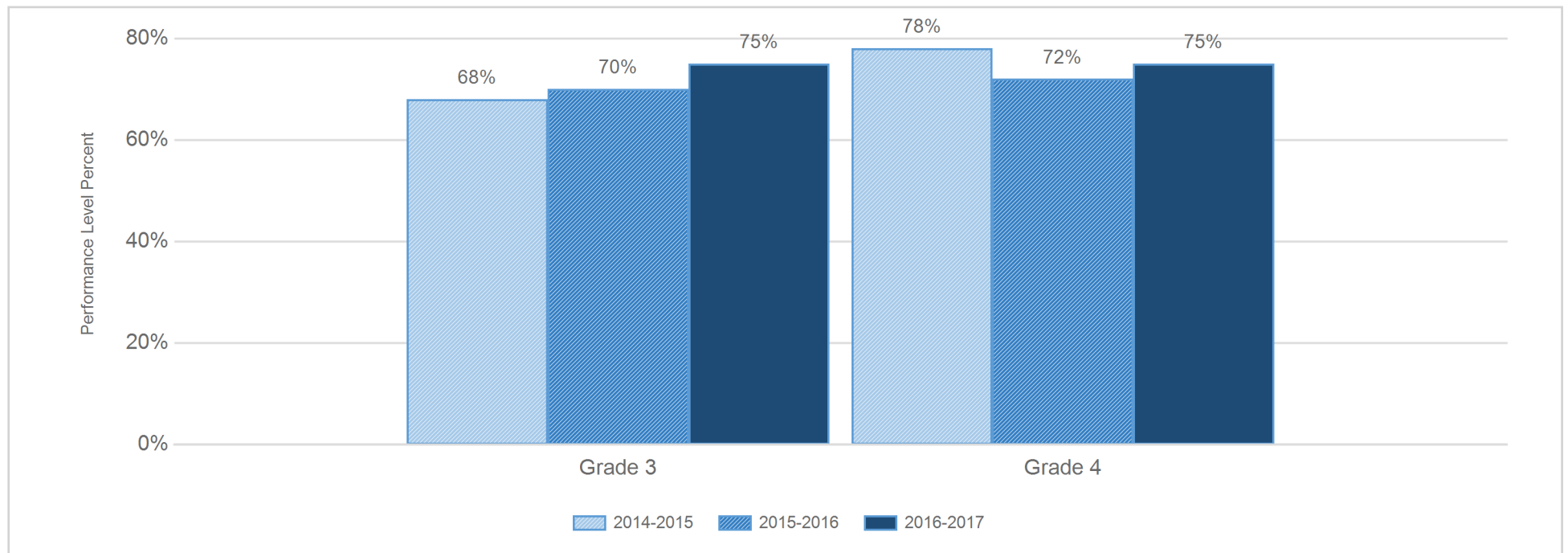
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 123 | 770 | 769 | 753 | * | * | 18% | 54% | 21% | 75% | 56% |
| White | 65 | 763 | 765 | 762 | * | * | 22% | 54% | * | 68% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 41 | 781 | * | 777 | * | * | * | 54% | 34% | 88% | 82% |
| American Indian or Alaska Native | * | * | * | 750 | * | * | * | * | * | * | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 68 | 777 | 774 | 758 | * | * | 15% | 59% | 24% | 82% | 61% |
| Male | 55 | 760 | 763 | 749 | * | * | 22% | 47% | 18% | 66% | 51% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Non-Economically Disadvantaged Students | * | * | * | 764 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 22 | 741 | 748 | 725 | * | * | * | * | * | 41% | 25% |
| Students without Disabilities | 101 | 776 | 775 | 759 | * | * | * | * | * | 82% | 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% |

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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| 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 | 224 | 97.6 | 73.60 | 67.50 | 43.50 | 73.6 | 75.6 | Met Target† |
| White | 122 | 95.4 | 63.10 | 64.10 | 52.40 | 63.1 | 70.7 | Not Met |
| Hispanic | 14 | 100.0 | 64.20 | 45.80 | 27.60 | 64.2 | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 80 | 100.0 | 91.30 | 88.10 | 75.60 | 91.3 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | N | N | N | 60.00 | 44.90 | N | ** | ** |
| Female | 116 | 98.4 | 77.60 | 68.60 | 44.10 | 77.6 | | |
| Male | 108 | 96.7 | 69.40 | 66.40 | 42.90 | 69.4 | | |
| Economically Disadvantaged Students | 10 | 91.7 | 30.00 | * | 25.10 | 28.6 | ** | ** |
| Non-Economically Disadvantaged Students | 214 | 97.9 | 75.70 | * | 54.30 | 75.7 | | |
| Students with Disabilities | 43 | 93.9 | 34.90 | 31.40 | 16.50 | 34.3 | 35.7 | Met Target† |
| Students without Disabilities | 181 | 98.5 | 82.90 | 75.30 | 48.80 | 82.9 | | |
| English Learners | 10 | 100.0 | 50.00 | 62.60 | 23.30 | 50 | ** | ** |
| Non-English Learners | 214 | 97.4 | 74.80 | 67.70 | 45.20 | 74.8 | | |
| Homeless Students | N | N | N | * | 16.40 | N | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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† 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.

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|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 116 | 771 | 769 | 751 | * | * | 13% | 41% | 35% | 75% | 53% |
| White | 60 | 757 | 761 | 759 | * | * | 22% | 42% | 18% | 60% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 48 | 792 | * | 779 | 0% | * | * | 35% | 58% | 94% | 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 | 54 | 775 | 767 | 751 | * | * | * | 46% | 33% | 80% | 52% |
| Male | 62 | 767 | 770 | 751 | * | * | * | 36% | 36% | 71% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 24 | 733 | 747 | 729 | * | * | * | * | * | 29% | 29% |
| Students without Disabilities | 92 | 781 | 774 | 755 | * | * | * | * | * | 87% | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 116 | 771 | 769 | 753 | * | * | 13% | 41% | 35% | 75% | 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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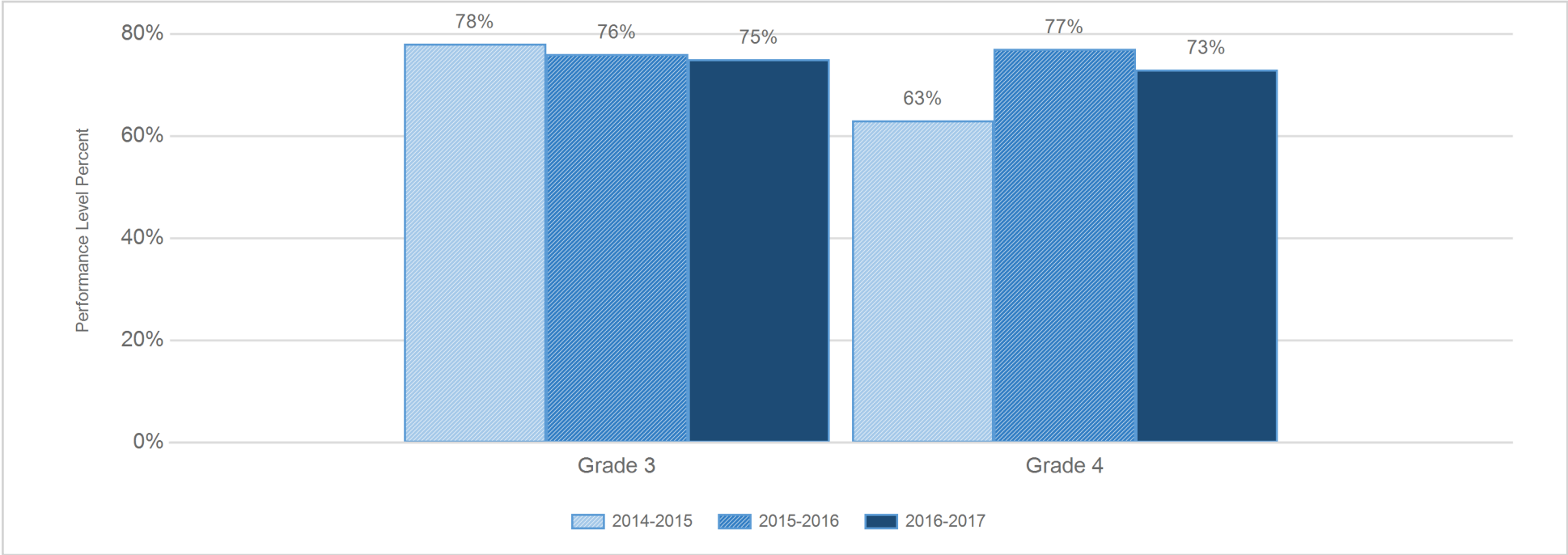
Mathematics Assessment - Performance by Grade: Grade 4

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| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 123 | 767 | 767 | 747 | * | * | 18% | 56% | 17% | 73% | 47% |
| White | 65 | 761 | 763 | 755 | * | * | 23% | 52% | * | 65% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 41 | 776 | * | 774 | * | 0% | * | 63% | 24% | 88% | 79% |
| American Indian or Alaska Native | * | * | * | 743 | * | * | * | * | * | * | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 68 | 773 | 770 | 747 | * | * | * | 57% | * | 78% | 47% |
| Male | 55 | 759 | 764 | 747 | * | * | * | 55% | * | 67% | 48% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 22 | 737 | 745 | 724 | * | * | * | * | * | 41% | 22% |
| Students without Disabilities | 101 | 773 | 773 | 751 | * | * | * | * | * | 80% | 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% |

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | 11 | 72.7% | 27.3% |
| 2 | 12 | 83.3% | 16.7% |
| 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.

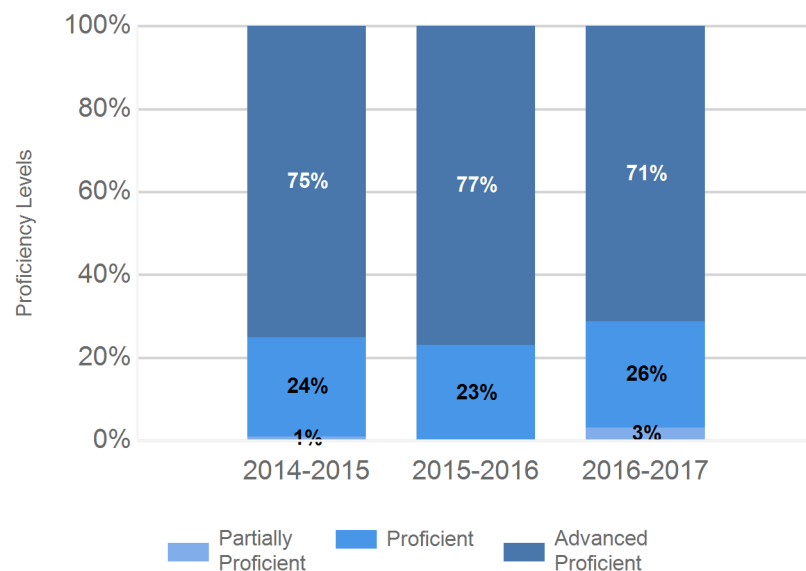
NJASK Science Assessment Performance: Grade 4

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 | 71% | 26% | 3% |
| White | 67% | 30% | 3% |
| Hispanic | 58% | 42% | N |
| Black or African American | * | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 79% | 17% | 5% |
| American Indian or Alaska Native | * | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | * | * | N |
| Students with Disabilities | 46% | 36% | 18% |
| 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.





Amsterdam Elementary School
2016-2017

Grade Span KG-04

35-2170-033
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 46 | 57 | 50 | Met Target | 56 | 59.5 | 50 | Met Target |
| White | 51 | 54 | 50 | Met Target | 61.5 | 59 | 52 | Exceeds Target |
| Hispanic | 36 | 47 | 49 | ** | 41 | 57 | 47 | ** |
| Black or African American | * | 50 | 45 | ** | * | 55.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 46 | * | 60 | Met Target | 48.5 | * | 59 | Met Target |
| American Indian or Alaska Native | * | * | 51 | ** | * | * | 51 | ** |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | * | 46.5 | 47 | ** | * | 51 | 46 | ** |
| Students with Disabilities | 30.5 | 46 | 41 | Not Met | 41.5 | 55 | 43 | Met Target |
| English Learners | * | 56 | 53 | ** | * | 67.5 | 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:

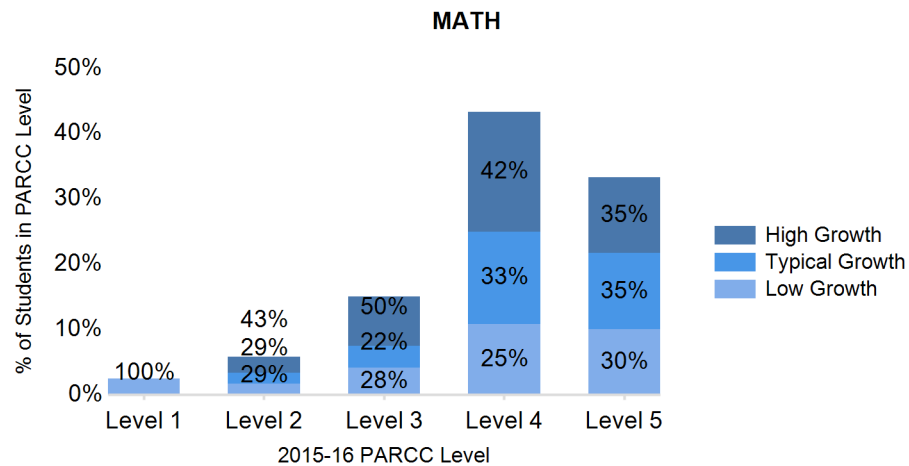
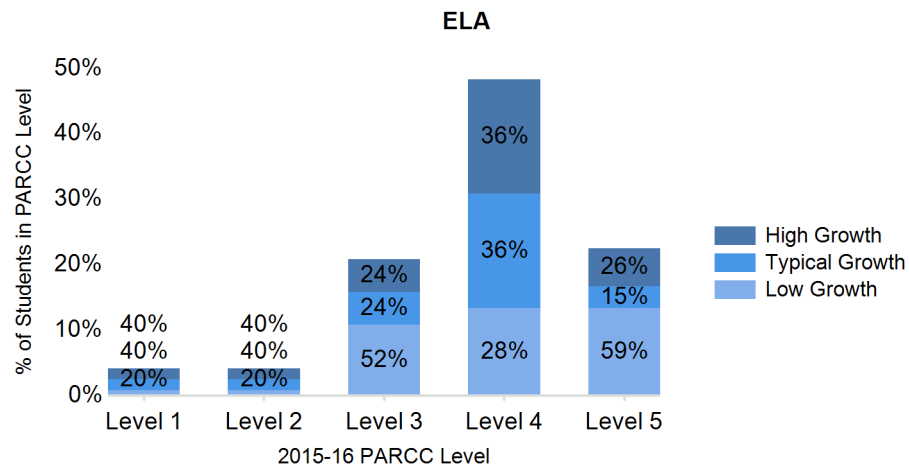
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

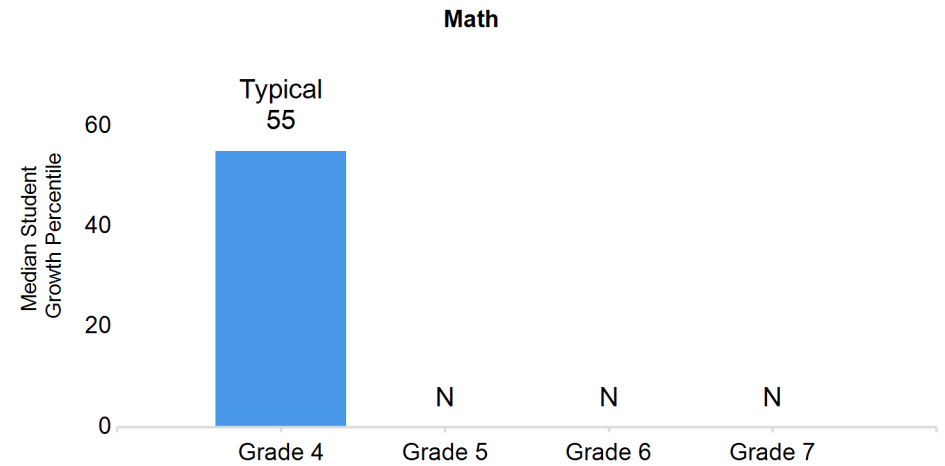
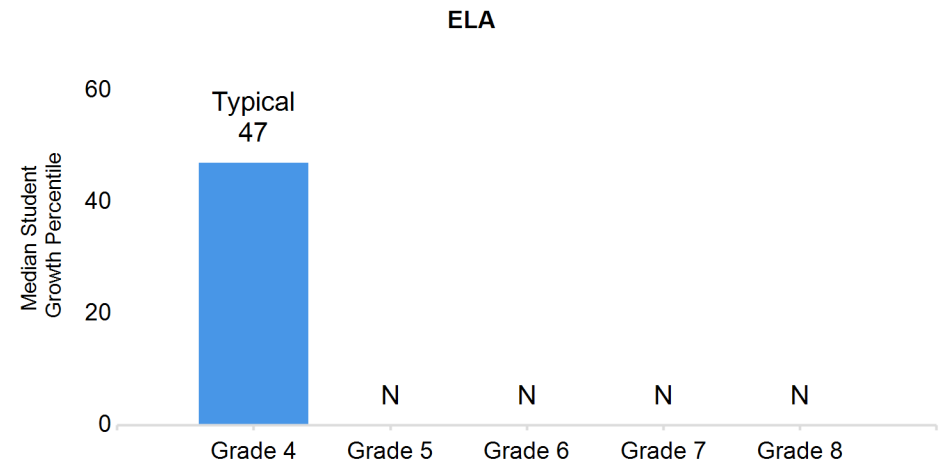
Student Growth by Performance Level

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

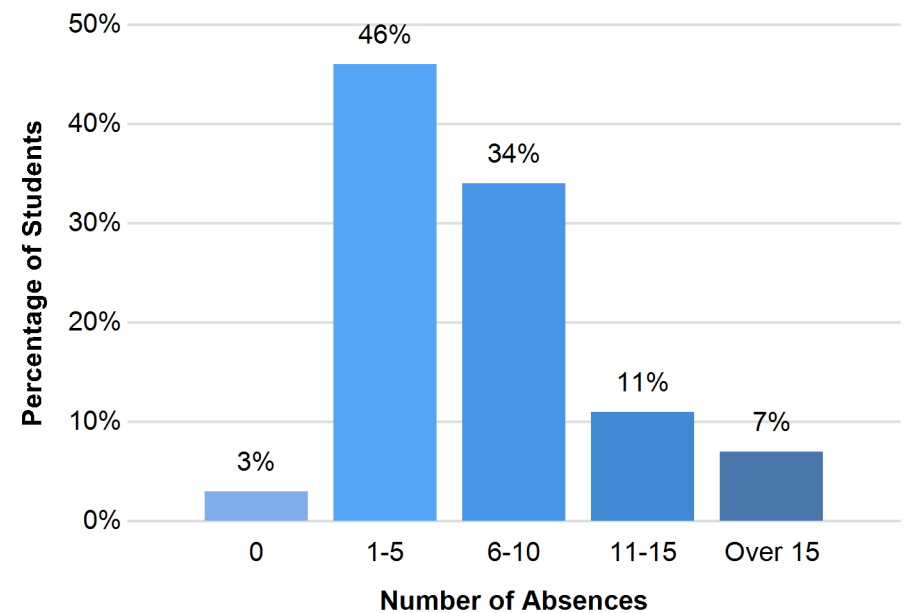
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 3.80 | 8.70 | Met Target |
| White | 3.70 | 8.70 | Met Target |
| Hispanic | 2.40 | 8.70 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 4.10 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 6.10 | 8.70 | Met Target |
| Students with Disabilities | 7.30 | 8.70 | Met Target |
| English Learners | 4.30 | 8.70 | Met Target |

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

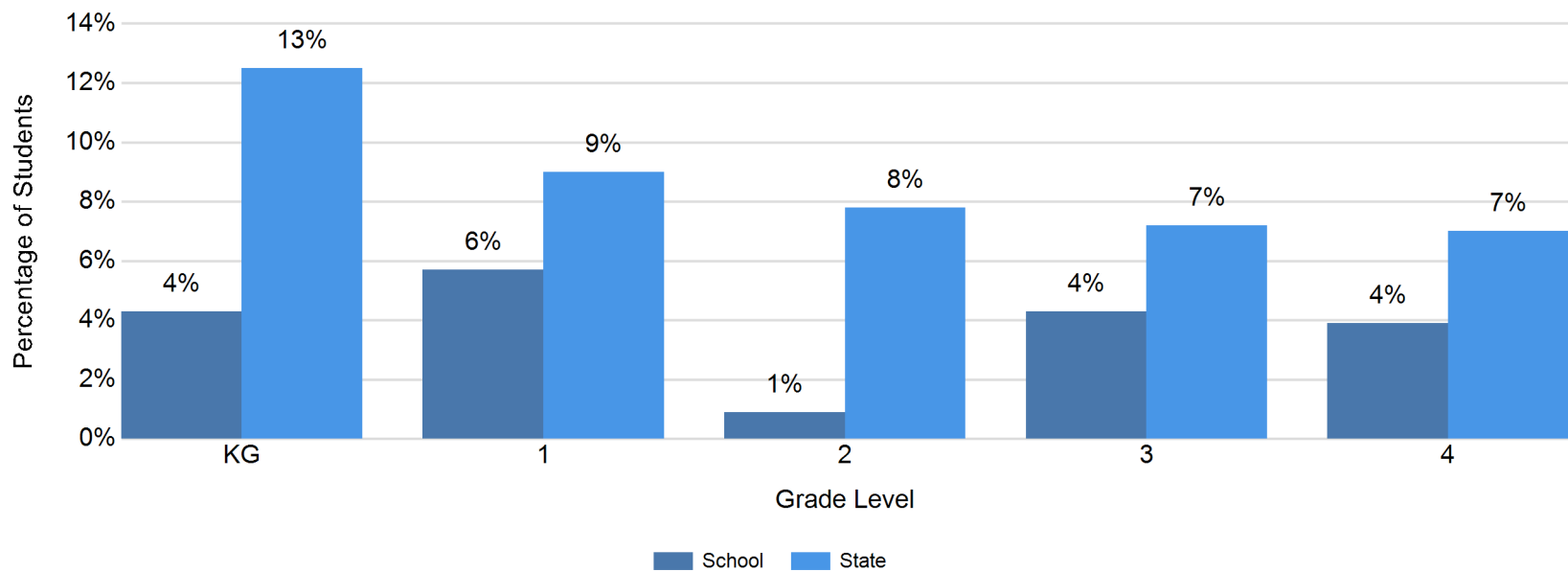
Days Absent

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.



Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:50AM |
| Typical End Time | 2:25PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 55 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

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



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.1:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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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 | 47 | 120,724 |
| Average years experience in public schools | 12.3 | 11.8 |
| Average years experience in district | 10.8 | 10.5 |
| Teachers in district for 4 or more years | 75% | 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 | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 12:1 | 11:1 |
| Administrators | 558:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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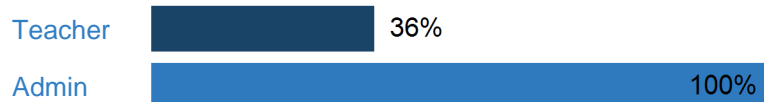
Teachers and Administrators - Level of Education

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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 88% |

Faculty Attendance

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

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



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 75.7 | 17.5% |
| Mathematics Proficiency | 85.1 | 17.5% |
| English Language Arts Growth | 23.7 | 25.0% |
| Mathematics Growth | 57.4 | 25.0% |
| Chronic Absenteeism | 80.6 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 60.5 |
| Summative Rating: Percentile rank of Summative Score | | 66.6 |
| 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 | 60.5 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| White | 64.5 | 11.9 | No | Met Target | Not Met | Met Target | Met Target | Exceeds Target | No |
| Hispanic | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 39.3 | 11.9 | No | Met Goal | Met Goal | Met Target | Met Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Students with Disabilities | 55.9 | 11.9 | No | Met Target | Met Target† | Met Target | Not Met | Met Target | No |
| English Learners | ** | ** | No | ** | ** | Met Target | ** | ** | No |

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

† Target was met within a confidence interval.



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2016-2017
Grade Span KG-04




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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Dr. Mullady | Email Address: | mmullady@https.us |
| Address: | 301 AMSTERDAM DRIVE HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |

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"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
|  Mission, Vision, Theme: | Amsterdam School is a shared learning community where teachers, parents and the community work collaboratively to provide students with a solid academic foundation rooted in the NJSLS while encouraging independent thinking, learning and problem solving. We develop the whole child - academically, socially, emotionally and physically. The school community embodies open communication, personal accountability, and character development to shape citizens capable of contributing to their communities. |
|  Awards, Recognition, Accomplishments: | Amsterdam School exhibits a strong academic profile. We received an overall A Grade on Niche's Best Public Schools list. Our school ranking is 113 out of 1400 in New Jersey. As part of our mission, we hold our annual Lovin' Our Locks donation program. For 14 years we have been helping children with medical hair loss by hosting its annual donation assembly program. Amsterdam School has donated over 4,500 inches of hair and over \$6,500 to organizations such as Locks of Love and Wigs for Kids. |





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School Narrative

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| | |
|--|---|
|  Courses, Curriculum, Instruction: | Amsterdam School's instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. Technology is integrated at every grade level.All students benefit from our full one on one program. In an effort to educate the whole child, rich programs in music, visual arts, physical education, library and creativity/critical thinking enhance the basic academic program. |
|  Clubs and Activities: | Fourth Grade students have the opportunity to attend our after school club, Glee Club. Students work collaboratively to learn dances and lyrics to songs for group performance numbers. The end goal is an afternoon parent performance. This club promotes socializing, team building, cooperative play, performance quality, reduces stage fright, builds confidence, and allows students to showcase their ability. |






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| | |
|---|---|
|  Staff and Professional Learning: | <p>Amsterdam School promotes professional learning for staff members through self-assessment, reflection on practice and professional conversations. Professional Learning Communities are encouraged and supported. These collaborative settings allow us to develop skills and knowledge to meet the needs of our students. The focus of professional development is on reflective practice to improve student learning. Teachers participate in turnkey technology training, workshops and higher education.</p> |
|  Student Supports and Services: | <p>Our guidance program is a comprehensive, developmental program designed to assist students in reaching their maximum potential. The objectives are to help students acquire skills and knowledge for responsible behavior, academic achievement, personal satisfaction and successful integration into society. The school counselor assists in classroom activities, small group and individual counseling, coordination of school and community resources and consultation with students, staff and parents.</p> |
|  Parent and Community Involvement: | <p>Our school enjoys a positive relationship with parents and the community. Parents value an open-door policy and accessibility of teachers and administrators. An active Home & School Association is supportive of the school's efforts to provide a rich, stimulating program. Parents have opportunities to participate in their child's education. The school's and classes' web pages, School Messenger, class newsletters, twitter accounts, and the monthly Principal's Newsletter keep parents well informed.</p> |




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

| | |
|--|--|
| <div>Facilities:</div> | <p>One of six elementary schools, Amsterdam School addresses the academic and social/emotional needs of 520 students in grades K-4. It is home to two self-contained special education classes. The range of class size is 11-23 with 55 certified teaching staff. We are in a suburban setting that provides students with a setting for learning. The building is attractive with samples of student work and evidence of student success. It is clear that children are the focus of all that goes on here.</p> |
|--|--|




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

| | |
|---|--|
| <div>Other Information:</div> | <p>At Amsterdam Elementary School our character education program is inspired by Carol McCloud's Have You Filled a Bucket Today? Series. Through teaching students how to fill people's invisible buckets with kindness, respect, and acceptance, we are able to instill in our students the values of good character and strong leadership. Each month our character education committee presents a school-wide pep rally. Monthly bucket fillers are honored with a certificate and pin. Our pep rallies help build strong community among our staff and students, and are an anticipated event. Amsterdam is a community-minded school founded in a culture of mutual respect. Our daily practices are guided by the spirit behind our school motto: "Take care of yourself, take care of others, take care of this place."</p> |
|---|--|



Auten Road Intermediate School
2016-2017
Grade Span 05-06

35-2170-034
SOMERSET
HILLSBOROUGH TWP
281 AUTEN ROAD
HILLSBOROUGH, NJ 08844

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

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

Navigating through the reports:

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

Other Resources:

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

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



Auten Road Intermediate School
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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 5 | 546 | 567 | 570 |
| 6 | 549 | 564 | 582 |
| Ungraded | 26 | 23 | 27 |
| Total | 1121 | 1154 | 1179 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 48% | 48% | 50% |
| Male | 52% | 53% | 50% |
| Economically Disadvantaged Students | 8% | 9% | 9% |
| Students with Disabilities | 17% | 19% | 19% |
| English Learners | 0% | 1% | 1% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 58.4% |
| Asian | 27.7% |
| Hispanic | 9.2% |
| Black or African American | 4.0% |
| Native Hawaiian or Pacific Islander | 0.4% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 0.3% |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 76.0% |
| Spanish | 6.8% |
| Gujarati | 3.0% |
| Chinese | 2.9% |
| Telugu | 2.3% |
| Other | 9.6% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 1080 | 95.8 | 72.10 | 72.80 | 54.90 | 72.1 | 67.9 | Met Target |
| White | 645 | 94.6 | 69.70 | 69.30 | 63.90 | 69.4 | 61.6 | Met Target |
| Hispanic | 98 | 91.7 | 46.90 | 54.10 | 39.80 | 45.2 | 49.2 | Met Target† |
| Black or African American | 43 | 100.0 | 58.20 | 56.90 | 35.20 | 58.2 | 60.1 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 293 | 99.4 | 87.70 | 89.70 | 80.70 | 87.7 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 535 | 95.4 | 78.30 | 80.00 | 62.20 | 78.3 | | |
| Male | 545 | 96.3 | 66.10 | 66.10 | 48.10 | 66.1 | | |
| Economically Disadvantaged Students | 86 | 87.0 | 31.40 | * | 36.20 | 28.5 | 40.4 | Not Met |
| Non-Economically Disadvantaged Students | 994 | 96.7 | 75.70 | * | 65.80 | 75.7 | | |
| Students with Disabilities | 200 | 91.6 | 33.00 | 35.30 | 20.50 | 31.7 | 28.4 | Met Target |
| Students without Disabilities | 880 | 96.8 | 81.10 | 80.90 | 61.90 | 81.1 | | |
| English Learners | 44 | 95.7 | 59.10 | 57.10 | 25.20 | 59.1 | 41.1 | Met Target |
| Non-English Learners | 1036 | 95.8 | 72.60 | 73.40 | 57.40 | 72.6 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 | 555 | 768 | 768 | 756 | 2% | 7% | 16% | 60% | 16% | 76% | 59% |
| White | 330 | 766 | 766 | 763 | * | * | 19% | 60% | 14% | 75% | 69% |
| Hispanic | 49 | 752 | 752 | 743 | * | 20% | 27% | 37% | * | 49% | 44% |
| Black or African American | 19 | 748 | 748 | 740 | * | * | * | 53% | * | 58% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 154 | 779 | 779 | 779 | * | * | 7% | 66% | 23% | 89% | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 275 | 775 | 775 | 761 | * | * | 12% | 59% | * | 83% | 66% |
| Male | 280 | 760 | 760 | 750 | * | * | 20% | 60% | * | 69% | 53% |
| Economically Disadvantaged Students | 37 | 736 | 736 | 740 | * | * | 32% | 30% | * | 32% | 40% |
| Non-Economically Disadvantaged Students | 518 | 770 | 770 | 765 | * | * | 15% | 62% | * | 79% | 71% |
| Students with Disabilities | 92 | 734 | 734 | 725 | * | 26% | 26% | 33% | * | 35% | 22% |
| Students without Disabilities | 463 | 774 | 774 | 762 | * | 3% | 14% | 65% | * | 84% | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



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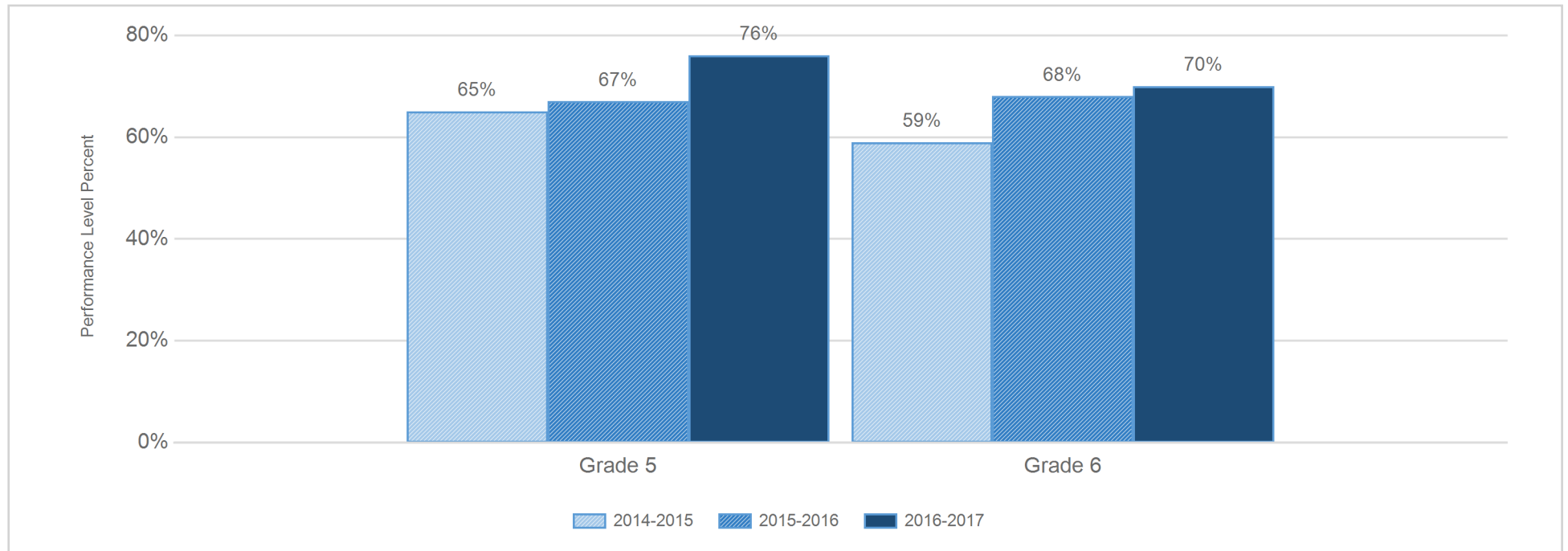
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 562 | 764 | 764 | 752 | 2% | 6% | 22% | 54% | 16% | 70% | 54% |
| White | 324 | 760 | 760 | 758 | * | * | 27% | 56% | 9% | 65% | 63% |
| Hispanic | 49 | 746 | 746 | 740 | * | * | 29% | 35% | * | 45% | 38% |
| Black or African American | 26 | 753 | 753 | 736 | 0% | * | * | 54% | * | 58% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 163 | 780 | 780 | 776 | * | * | 9% | 56% | 32% | 88% | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Female | 282 | 769 | 769 | 758 | * | * | 20% | 56% | 19% | 75% | 61% |
| Male | 280 | 759 | 759 | 746 | * | * | 23% | 52% | 13% | 65% | 46% |
| Economically Disadvantaged Students | 45 | 735 | 735 | 737 | * | * | 24% | 24% | * | 31% | 34% |
| Non-Economically Disadvantaged Students | 517 | 766 | 766 | 761 | * | * | 22% | 57% | * | 73% | 65% |
| Students with Disabilities | 103 | 737 | 737 | 722 | * | * | 38% | 28% | * | 30% | 17% |
| Students without Disabilities | 459 | 770 | 770 | 758 | * | * | 18% | 60% | * | 79% | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 1077 | 95.6 | 69.70 | 67.50 | 43.50 | 69.7 | 71 | Met Target† |
| White | 643 | 94.3 | 66.40 | 64.10 | 52.40 | 65.8 | 66.2 | Met Target† |
| Hispanic | 98 | 91.7 | 42.90 | 45.80 | 27.60 | 41.3 | 41.8 | Met Target† |
| Black or African American | 43 | 100.0 | 44.20 | 39.80 | 21.70 | 44.2 | 51.5 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 292 | 99.1 | 89.70 | 88.10 | 75.60 | 89.7 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 100.00 | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 533 | 95.1 | 69.60 | 68.60 | 44.10 | 69.6 | | |
| Male | 544 | 96.1 | 69.90 | 66.40 | 42.90 | 69.9 | | |
| Economically Disadvantaged Students | 86 | 88.0 | 23.30 | * | 25.10 | 21.3 | 32.1 | Not Met |
| Non-Economically Disadvantaged Students | 991 | 96.4 | 73.80 | * | 54.30 | 73.8 | | |
| Students with Disabilities | 199 | 91.2 | 31.10 | 31.40 | 16.50 | 29.8 | 36.1 | Not Met |
| Students without Disabilities | 878 | 96.6 | 78.50 | 75.30 | 48.80 | 78.5 | | |
| English Learners | 43 | 93.9 | 58.10 | 62.60 | 23.30 | 57.2 | 57.7 | Met Target† |
| Non-English Learners | 1034 | 95.7 | 70.20 | 67.70 | 45.20 | 70.2 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by 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 | 552 | 768 | 768 | 747 | * | * | 19% | 53% | 22% | 75% | 46% |
| White | 328 | 765 | 765 | 754 | * | * | 21% | 58% | 15% | 73% | 57% |
| Hispanic | 49 | 750 | 750 | 735 | * | * | 33% | 31% | * | 47% | 30% |
| Black or African American | 19 | 747 | 747 | 729 | * | * | * | * | * | 47% | 22% |
| Asian, Native Hawaiian, or Pacific Islander | 153 | 783 | 783 | 774 | * | * | 8% | 50% | 41% | 90% | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 274 | 770 | 770 | 747 | * | * | 18% | 51% | 24% | 75% | 47% |
| Male | 278 | 766 | 766 | 746 | * | * | 19% | 55% | 19% | 74% | 46% |
| Economically Disadvantaged Students | 38 | 738 | 738 | 732 | * | * | 45% | 26% | * | 29% | 27% |
| Non-Economically Disadvantaged Students | 514 | 770 | 770 | 756 | * | * | 17% | 55% | * | 78% | 59% |
| Students with Disabilities | 91 | 742 | 742 | 725 | * | * | 31% | 31% | * | 39% | 19% |
| Students without Disabilities | 461 | 773 | 773 | 751 | * | * | 16% | 57% | * | 82% | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



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Mathematics Assessment - Performance by Grade: Grade 6**

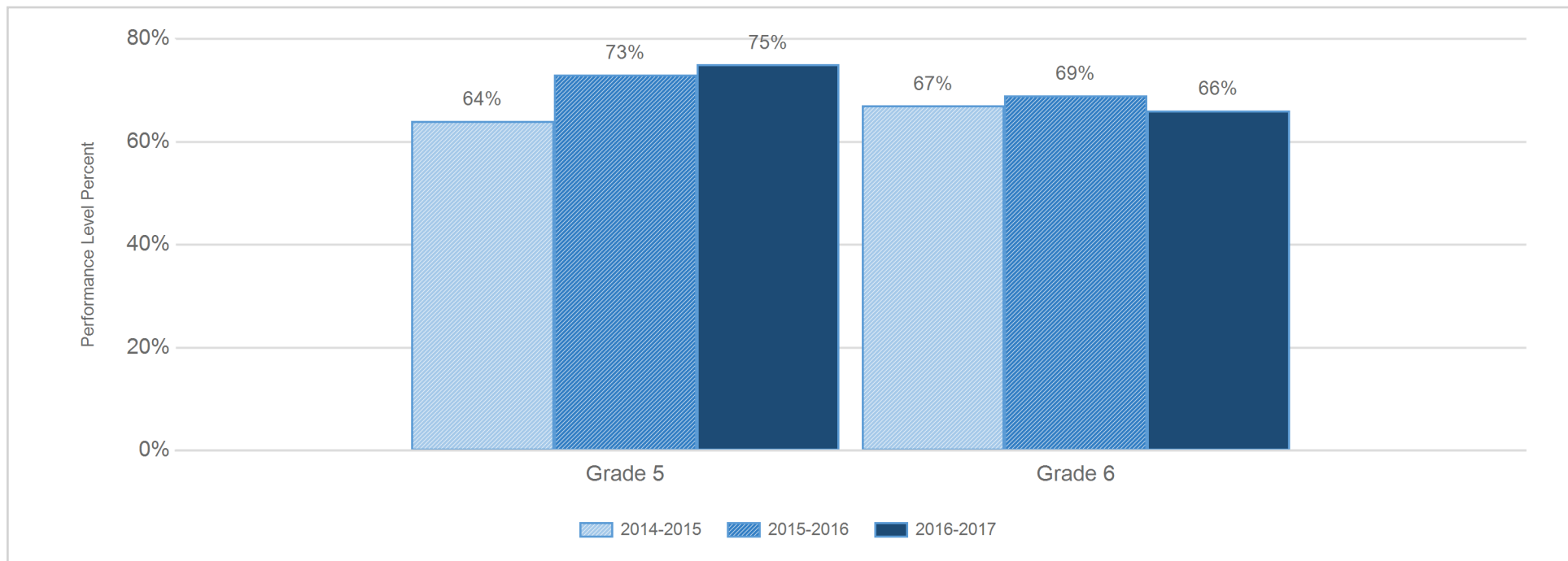
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 566 | 761 | 761 | 743 | 3% | 9% | 22% | 48% | 18% | 66% | 44% |
| White | 325 | 755 | 755 | 751 | 3% | 9% | 28% | 48% | 12% | 60% | 54% |
| Hispanic | 49 | 741 | 741 | 731 | * | 29% | 27% | 35% | * | 39% | 27% |
| Black or African American | 26 | 742 | 742 | 724 | * | * | * | * | * | 39% | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 166 | 780 | 780 | 771 | * | * | 7% | 53% | 37% | 90% | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 283 | 760 | 760 | 745 | * | * | 21% | 48% | 17% | 65% | 45% |
| Male | 283 | 761 | 761 | 742 | * | * | 23% | 47% | 20% | 67% | 43% |
| Economically Disadvantaged Students | 46 | 729 | 729 | 728 | * | * | 26% | * | * | 24% | 24% |
| Non-Economically Disadvantaged Students | 520 | 763 | 763 | 752 | * | * | 22% | * | * | 70% | 56% |
| Students with Disabilities | 104 | 734 | 734 | 717 | * | * | 37% | 23% | * | 26% | 13% |
| Students without Disabilities | 462 | 766 | 766 | 748 | * | * | 19% | 53% | * | 75% | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 5 | * | * |
| 6 | * | * |

English Language Proficiency Test - Participation and Performance

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

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



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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 | 48 | 57 | 50 | Met Target | 53 | 59.5 | 50 | Met Target |
| White | 46 | 54 | 50 | Met Target | 50 | 59 | 52 | Met Target |
| Hispanic | 43 | 47 | 49 | Met Target | 54.5 | 57 | 47 | Met Target |
| Black or African American | * | 50 | 45 | Met Target | * | 55.5 | 43 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 57 | * | 60 | Met Target | 57 | * | 59 | Met Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 38.5 | 46.5 | 47 | Not Met | 42 | 51 | 46 | Met Target |
| Students with Disabilities | 45 | 46 | 41 | Met Target | 49 | 55 | 43 | Met Target |
| English Learners | 54 | 56 | 53 | Met Target | 63 | 67.5 | 51 | Exceeds Target |

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



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

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

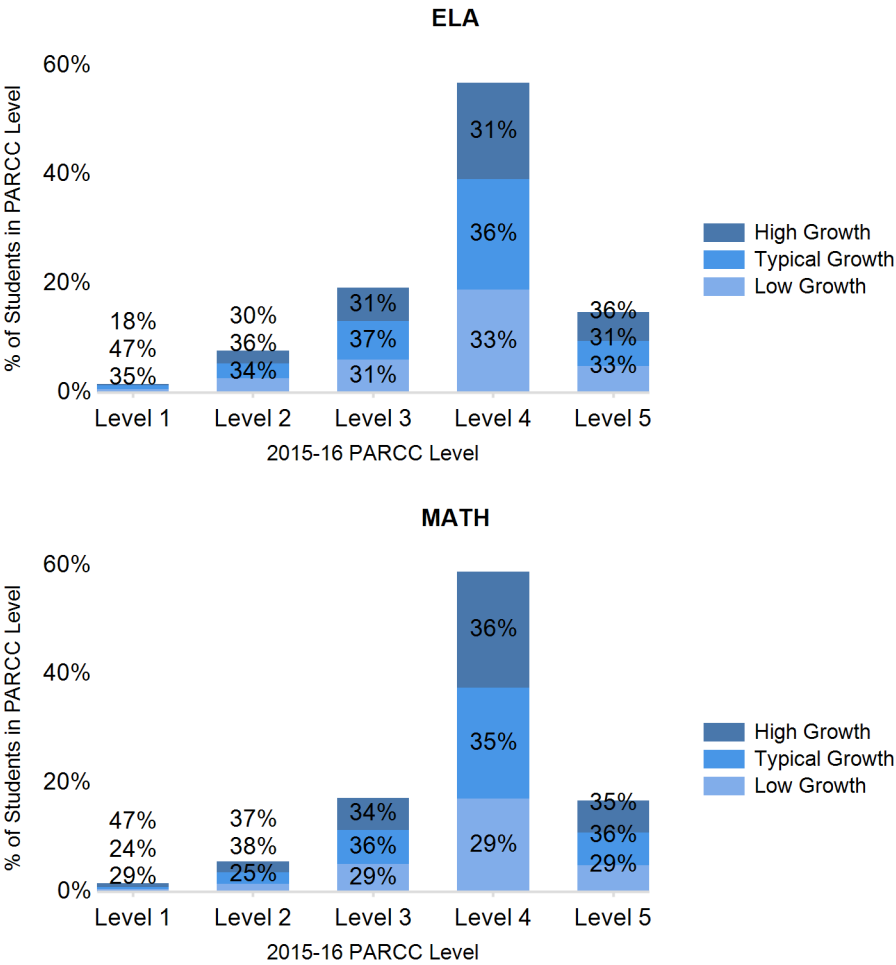
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

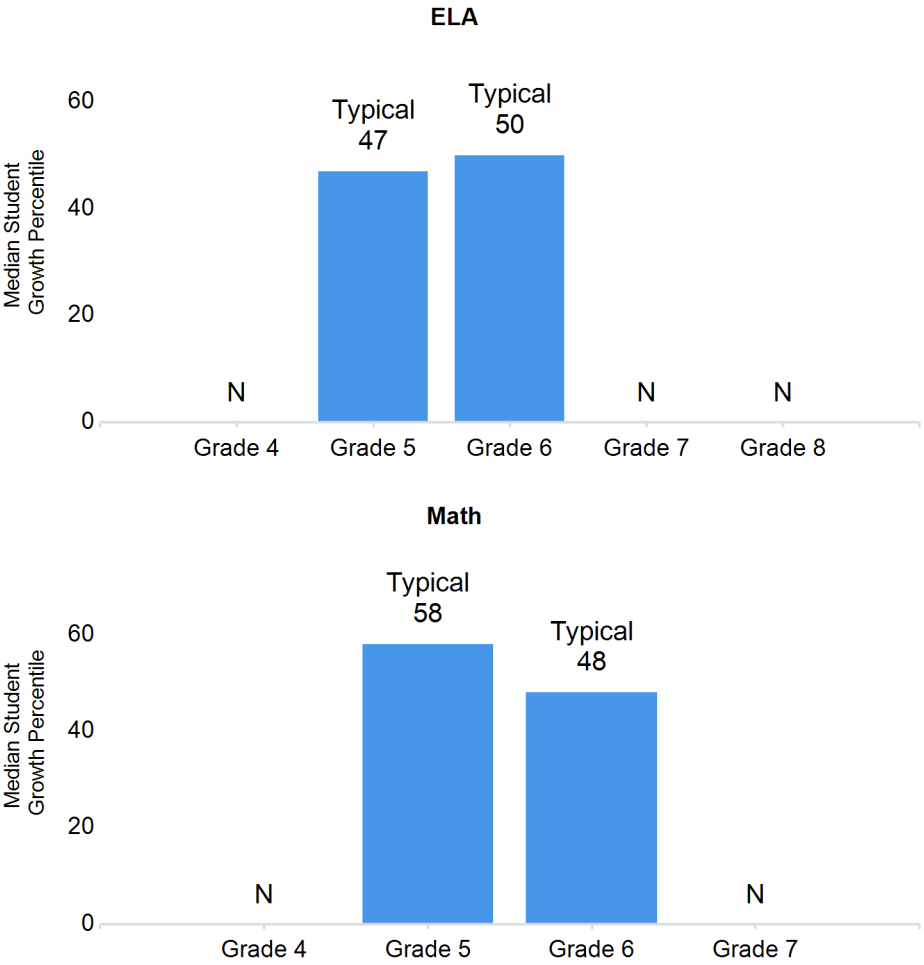
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

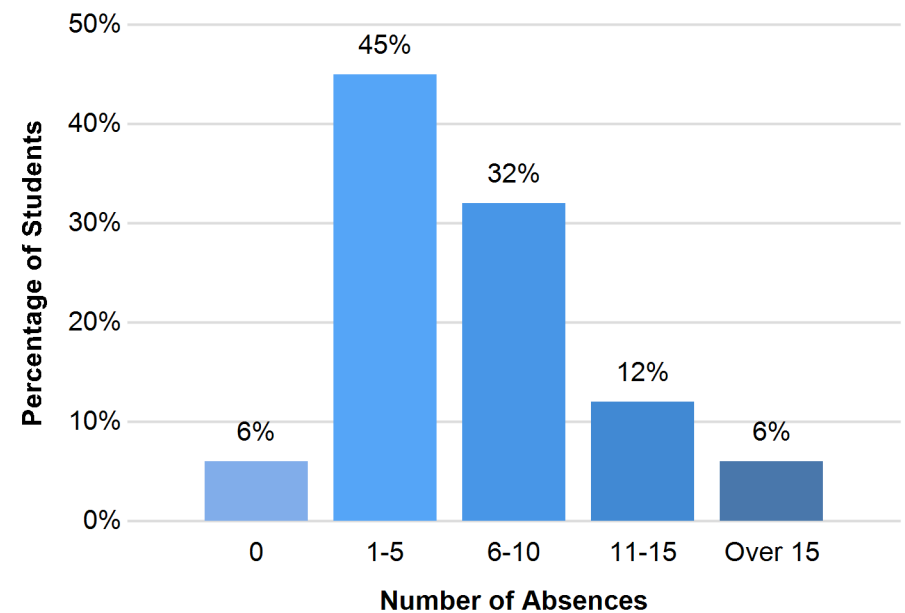
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.00 | 7.50 | Met Target |
| White | 3.90 | 7.50 | Met Target |
| Hispanic | 9.30 | 7.50 | Not Met |
| Black or African American | 4.30 | 7.50 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 2.40 | 7.50 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 17.50 | 7.50 | Not Met |
| Students with Disabilities | 8.40 | 7.50 | Not Met |
| English Learners | N | ** | ** |

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

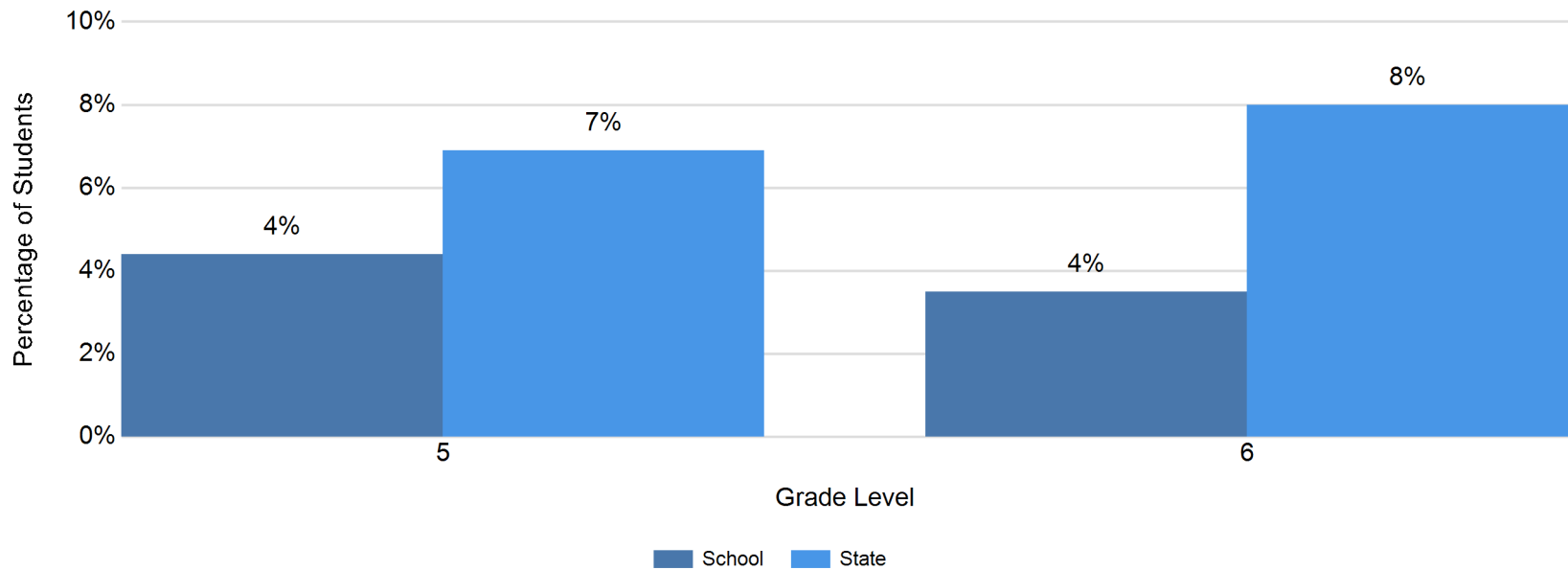
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 9:15AM |
| Typical End Time | 3:50PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 55 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 | 1 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 3 |
| Incidents Per 100 Students Enrolled | 0.25 |

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 | 0.7% |
| Out-of-School Suspensions | 0.1% |
| Any Suspension | 0.8% |

Student Expulsions

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

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



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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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 | 112 | 120,724 |
| Average years experience in public schools | 13.4 | 11.8 |
| Average years experience in district | 11.2 | 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 | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 11:1 |
| Administrators | 393:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 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 | 71.9 | 17.5% |
| Mathematics Proficiency | 79.8 | 17.5% |
| English Language Arts Growth | 40.8 | 25.0% |
| Mathematics Growth | 60.0 | 25.0% |
| Chronic Absenteeism | 68.0 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 62.0 |
| Summative Rating: Percentile rank of Summative Score | | 69.5 |
| 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 | 62.0 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| White | 52.8 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| Hispanic | 54.6 | 11.9 | No | Met Target† | Met Target† | Not Met | Met Target | Met Target | No |
| Black or African American | 82.7 | 11.9 | No | Met Target† | Met Target† | Met Target | Met Target | Met Target | No |
| Asian, Native Hawaiian, or Pacific Islander | 53.6 | 11.9 | No | Met Goal | Met Goal | Met Target | Met Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 25.3 | 11.9 | No | Not Met | Not Met | Not Met | Not Met | Met Target | No |
| Students with Disabilities | 69.2 | 11.9 | No | Met Target | Not Met | Not Met | Met Target | Met Target | No |
| English Learners | 77.6 | 11.9 | No | Met Target | Met Target† | ** | Met Target | Exceeds Target | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|------------|--|----------------|---|
| Principal: | Mr. Carey | Email Address: | ccarey@https.us |
| Address: | 281 AUTEN ROAD HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |

School Narrative

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

| | |
|---|---|
|  <div>Highlights:</div> | <ul style="list-style-type: none"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
|  <div>Mission, Vision, Theme:</div> | <p>At ARIS, our goal is to provide a smooth transition between childhood and adolescence. Within our safe and compassionate environment, we encourage our students to develop a respect for themselves and others. Together, through words and actions, we motivate both our students and ourselves to attain personal and educational growth. In partnership with their families, we will foster our students' development as they continue to mature into responsible, contributing members of society.</p> |





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| | |
|---|---|
|  <div>Clubs and Activities:</div> | Clubs and related social activities are an integral part of the ARIS community. Students have the opportunity to explore and develop their special interests and knowledge in beyond the classroom. As the needs and interests of the student body demand, the number and variety of clubs and activities may change from year to year. Our school offers many exciting extra-curricular activities and clubs allowing students to gain new knowledge, social interaction, make new friends, and gain independence. |
|  <div>Before and After School Programs:</div> | Along with offerings of clubs and activities, ARIS offers advanced band and orchestra programs. Students who excel in their general band and orchestra settings are invited to participate in these honors groups and put on performances for their peers and parents/guardians. ARIS also offers a before and after school running program sponsored by township organizations. Students can participate to challenge themselves physically and to learn important lessons on teamwork and goal setting. |



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| | |
|---|---|
| An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right. | Student Supports and Services: <p>All students at ARIS are provided with the services of a school counselor. The counselors assist in a variety of areas including orientation, placement and scheduling, testing, reporting student progress, and personal counseling dealing with issues such as: self concept, academic problems, adjustment difficulties, attendance, and peer and adult conflicts. The counselors work closely with the academic teams as consultants. They assist in the delivery of a coordinated student-oriented program.</p> |
| An icon of a blue apple with a green leaf and a small blue heart shape on its side. | Student Health and Wellness: <p>ARIS has a School Wellness Committee comprised of teachers, students, administrators, and parents/guardians. The mission of the committee is to have ongoing conversations about how to address and support student health and well-being both, in school and at home. Over the last few years, the committee has worked to forge a "Wellness Wednesday" program, write grants for recess equipment, and to partner with outside groups such as the American Red Cross.</p> |
| An icon showing two blue hands shaking, symbolizing partnership or agreement. | Parent and Community Involvement: <p>The school and community enjoy a positive and supportive relationship and believes that high achievement and the overall success of our students can be accomplished through strong partnerships involving parents/guardians, students, teachers, administrators, and community members. Everyone works in concert to make Auten Road Intermediate School a great place to learn and grow.</p> |



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| | |
|--|--|
| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | <p>The physical environment is characterized by bright colors and open spaces. The physical plant encourages a warm community-oriented social and emotional climate. There are high expectations for all members of the school community. These expectations include high achievement in academics, behavior and respect for others. Well-defined routines and procedures throughout the school provide an efficient and safe environment.</p> |
|--|--|




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| | |
|---|--|
| <div>Other Information:</div> | <p>Auten Road Intermediate School is a school of approximately 1,200 fifth and sixth graders. The school benefits from the tremendous energy, love of life and excitement for learning that is a part of the developmental levels of ten to twelve year olds. In addition to a solid academic program, there are many opportunities for the students to explore interests in clubs, instrumental music, vocal music, world language and more. The focus is on the development of the whole child. Systemically, the students continue to develop the character traits introduced in the elementary schools with emphasis on respect for all members of the learning community. The school is organized in interdisciplinary academic teams. Academic, social, and emotional growth is the focus of the staff for the student population. The Home & School Association provides tremendous support for the programs through grants to teachers for special projects. They also support the extra-curricular activities that make learning fun. The highly-qualified staff is actively involved with promoting the programs that address the NJ Student Learning Standards. Character Education is promoted through ongoing programs such as Hoops for Heart, Character Education Club, and a weekly advisory program called “Circle of Power and Respect.”</p> |
|---|--|



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 567 | 533 | 575 |
| 10 | 528 | 561 | 553 |
| 11 | 577 | 512 | 575 |
| 12 | 570 | 563 | 518 |
| Ungraded | 29 | 30 | 31 |
| Total | 2271 | 2199 | 2252 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 50% | 49% |
| Male | 51% | 50% | 51% |
| Economically Disadvantaged Students | 8% | 7% | 6% |
| Students with Disabilities | 14% | 14% | 15% |
| English Learners | 1% | 1% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 66.7% |
| Asian | 19.8% |
| Hispanic | 7.7% |
| Black or African American | 5.3% |
| Native Hawaiian or Pacific Islander | 0.2% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 0.2% |

Enrollment Trends by Full and Shared Time

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

| Enrollment Status | 2016-17 |
|----------------------|---------|
| Full Time Students | 2229 |
| Shared Time Students | 43 |
| Full Time Equivalent | 2251 |

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 | 77.7% |
| Spanish | 5.1% |
| Chinese | 2.7% |
| Gujarati | 2.4% |
| Hindi | 1.5% |
| Other | 10.1% |



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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 | 994 | 90.1 | 66.70 | 72.80 | 54.90 | 63.1 | 55.2 | Met Target |
| White | 648 | 87.8 | 62.90 | 69.30 | 63.90 | 58.1 | 50.7 | Met Target |
| Hispanic | 75 | 90.0 | 52.00 | 54.10 | 39.80 | 49.4 | 36.5 | Met Target |
| Black or African American | 53 | 94.8 | 41.50 | 56.90 | 35.20 | 41.4 | 42.1 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 218 | 96.6 | 89.00 | 89.70 | 80.70 | 89 | 78.7 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | 80.00 | 54.90 | N | ** | ** |
| Female | 477 | 87.0 | 75.90 | 80.00 | 62.20 | 69.2 | | |
| Male | 517 | 93.1 | 58.20 | 66.10 | 48.10 | 57 | | |
| Economically Disadvantaged Students | 56 | 92.3 | 41.10 | * | 36.20 | * | 29 | Met Target |
| Non-Economically Disadvantaged Students | 938 | 89.9 | 68.20 | * | 65.80 | * | | |
| Students with Disabilities | 136 | 89.3 | 19.90 | 35.30 | 20.50 | 18.7 | 16.3 | Met Target |
| Students without Disabilities | 858 | 90.2 | 74.10 | 80.90 | 61.90 | 70.2 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 569 | 767 | 767 | 749 | 4% | 5% | 20% | 49% | 23% | 72% | 52% |
| White | 379 | 763 | 763 | 757 | 3% | 6% | 22% | 50% | 19% | 69% | 62% |
| Hispanic | 44 | 754 | 754 | 733 | * | * | 27% | 43% | * | 57% | 35% |
| Black or African American | 26 | 747 | 747 | 730 | * | * | * | * | * | 46% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 119 | 786 | 786 | 777 | 0% | * | * | 49% | 44% | 92% | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 746 | * | * | * | * | * | * | 48% |
| Female | 283 | 774 | 774 | 756 | * | * | 15% | 52% | 29% | 81% | 60% |
| Male | 286 | 759 | 759 | 741 | * | * | 24% | 46% | 17% | 63% | 43% |
| Economically Disadvantaged Students | 31 | 743 | 743 | 731 | * | * | * | 45% | * | 48% | 32% |
| Non-Economically Disadvantaged Students | 538 | 768 | 768 | 758 | * | * | * | 49% | * | 73% | 62% |
| Students with Disabilities | 61 | 725 | 725 | 714 | * | * | 33% | * | * | 23% | 13% |
| Students without Disabilities | 508 | 771 | 771 | 754 | * | * | 18% | * | * | 78% | 58% |
| English Learners | * | * | * | 690 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 459 | 759 | 759 | 743 | 10% | 10% | 21% | 39% | 21% | 60% | 46% |
| White | 284 | 754 | 754 | 749 | 12% | 9% | 24% | 39% | 16% | 55% | 52% |
| Hispanic | 37 | 739 | 739 | 728 | * | * | 27% | 43% | 0% | 43% | 34% |
| Black or African American | 29 | 742 | 742 | 725 | * | * | * | * | * | 41% | 31% |
| Asian, Native Hawaiian, or Pacific Islander | 109 | 782 | 782 | 774 | * | * | * | 39% | 44% | 83% | 74% |
| American Indian or Alaska Native | N | N | N | 740 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 737 | N | N | N | N | N | N | 42% |
| Female | 210 | 768 | 768 | 752 | 5% | 7% | 19% | 42% | 27% | 69% | 54% |
| Male | 249 | 751 | 751 | 734 | 14% | 12% | 22% | 36% | 16% | 52% | 39% |
| Economically Disadvantaged Students | 24 | 742 | 742 | 726 | * | * | * | 42% | * | 46% | 32% |
| Non-Economically Disadvantaged Students | 435 | 759 | 759 | 751 | * | * | * | 39% | * | 60% | 54% |
| Students with Disabilities | 76 | 722 | 722 | 704 | 25% | 24% | 34% | * | * | 17% | 12% |
| Students without Disabilities | 383 | 766 | 766 | 749 | 7% | 7% | 18% | * | * | 68% | 52% |
| English Learners | N | N | N | 681 | N | N | N | N | N | N | * |
| Non-English Learners | 459 | 759 | 759 | 745 | 10% | 10% | 21% | 39% | 21% | 60% | * |
| Homeless Students | N | N | N | 715 | N | N | N | N | N | N | 21% |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 20% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |



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

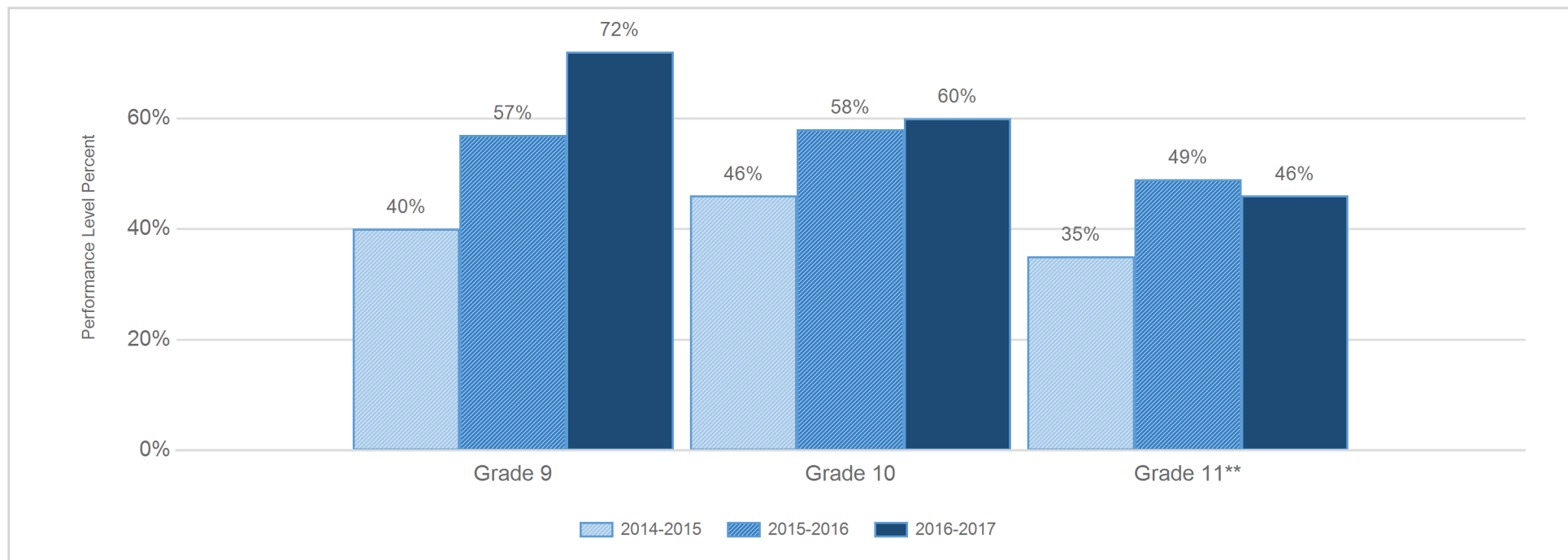
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 255 | 743 | 743 | 736 | 15% | 15% | 24% | 38% | 8% | 46% | 38% |
| White | 147 | 737 | 737 | 738 | 18% | * | 23% | 37% | * | 42% | 40% |
| Hispanic | 25 | 750 | 750 | 731 | * | * | * | 44% | * | 48% | 34% |
| Black or African American | 26 | 744 | 744 | 728 | * | * | * | 39% | * | 42% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 56 | 756 | 756 | 756 | * | * | 18% | 39% | 20% | 59% | 58% |
| American Indian or Alaska Native | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 731 | * | * | * | * | * | * | 36% |
| Female | 108 | 748 | 748 | 744 | 11% | 11% | 32% | 37% | 9% | 46% | 46% |
| Male | 147 | 739 | 739 | 729 | 17% | 18% | 18% | 39% | 8% | 46% | 31% |
| Economically Disadvantaged Students | 18 | 752 | 752 | 729 | 0% | * | * | * | * | 56% | 32% |
| Non-Economically Disadvantaged Students | 237 | 742 | 742 | 740 | 16% | * | * | * | * | 46% | 42% |
| Students with Disabilities | 54 | 724 | 724 | 709 | 30% | * | 26% | 24% | * | 26% | 12% |
| Students without Disabilities | 201 | 748 | 748 | 741 | 10% | * | 23% | 42% | * | 52% | 43% |
| English Learners | * | * | * | 699 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 737 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 24% |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | 19% |
| Military-Connected Students | N | N | N | 723 | N | N | N | N | N | N | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 951 | 90.4 | 54.50 | 67.50 | 43.50 | 51.7 | 48.6 | Met Target |
| White | 636 | 88.3 | 54.20 | 64.10 | 52.40 | 50.3 | 46.8 | Met Target |
| Hispanic | 74 | 90.1 | 32.50 | 45.80 | 27.60 | 30.8 | 30.3 | Met Target |
| Black or African American | 55 | 96.7 | 14.50 | 39.80 | 21.70 | 14.5 | 21.8 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 186 | 97.0 | 75.80 | 88.10 | 75.60 | 75.8 | 69.4 | Met Target |
| American Indian or Alaska Native | N | N | N | 100.00 | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | 60.00 | 44.90 | N | ** | ** |
| Female | 465 | 88.4 | 55.70 | 68.60 | 44.10 | 51.6 | | |
| Male | 486 | 92.5 | 53.20 | 66.40 | 42.90 | 51.8 | | |
| Economically Disadvantaged Students | 54 | 91.0 | 24.10 | * | 25.10 | * | 27.5 | Met Target† |
| Non-Economically Disadvantaged Students | 897 | 90.4 | 56.30 | * | 54.30 | * | | |
| Students with Disabilities | 136 | 92.8 | 15.40 | 31.40 | 16.50 | 15.1 | 20.8 | Not Met |
| Students without Disabilities | 815 | 90.1 | 61.00 | 75.30 | 48.80 | 57.6 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 279 | 744 | 763 | 743 | 8% | 13% | 33% | 46% | 0% | 46% | 42% |
| White | 194 | 745 | 760 | 751 | 8% | 12% | 31% | 50% | 0% | 50% | 52% |
| Hispanic | 35 | 739 | * | 728 | * | * | 37% | 37% | 0% | 37% | 24% |
| Black or African American | 23 | 729 | * | 724 | * | * | 44% | * | 0% | 17% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 753 | 781 | 774 | 0% | * | * | 58% | 0% | 58% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 127 | 745 | 763 | 744 | * | 10% | 37% | 46% | * | 46% | 43% |
| Male | 152 | 743 | 763 | 741 | * | 15% | 30% | 47% | * | 47% | 40% |
| Economically Disadvantaged Students | 33 | 731 | * | 727 | * | * | 36% | * | 0% | 21% | 23% |
| Non-Economically Disadvantaged Students | 246 | 746 | * | 751 | * | * | 33% | * | 0% | 50% | 52% |
| Students with Disabilities | 56 | 722 | 730 | 714 | * | 34% | 29% | * | * | 13% | 10% |
| Students without Disabilities | 223 | 750 | 767 | 747 | * | 7% | 34% | * | * | 55% | 47% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 473 | 747 | 750 | 734 | 3% | 13% | 35% | 46% | 4% | 50% | 30% |
| White | 323 | 747 | 748 | 740 | * | 12% | 34% | 48% | * | 51% | 38% |
| Hispanic | 42 | 738 | * | 722 | 0% | * | 60% | * | * | 24% | 14% |
| Black or African American | 31 | 730 | * | 719 | * | 32% | 39% | * | 0% | 19% | * |
| Asian, Native Hawaiian, or Pacific Islander | 77 | 759 | 765 | 758 | * | * | 23% | 58% | 13% | 71% | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Female | 254 | 747 | 750 | 735 | * | 11% | 35% | 50% | * | 52% | 31% |
| Male | 219 | 747 | 750 | 733 | * | 14% | 35% | 41% | * | 48% | 30% |
| Economically Disadvantaged Students | 20 | 737 | * | 721 | 0% | * | 50% | * | * | 20% | 13% |
| Non-Economically Disadvantaged Students | 453 | 748 | * | 740 | 3% | * | 34% | * | * | 51% | 39% |
| Students with Disabilities | 86 | 724 | * | 711 | * | 43% | 31% | 13% | * | 13% | * |
| Students without Disabilities | 387 | 752 | * | 738 | * | 6% | 36% | 53% | * | 58% | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 473 | 747 | 750 | 735 | 3% | 13% | 35% | 46% | 4% | 50% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |



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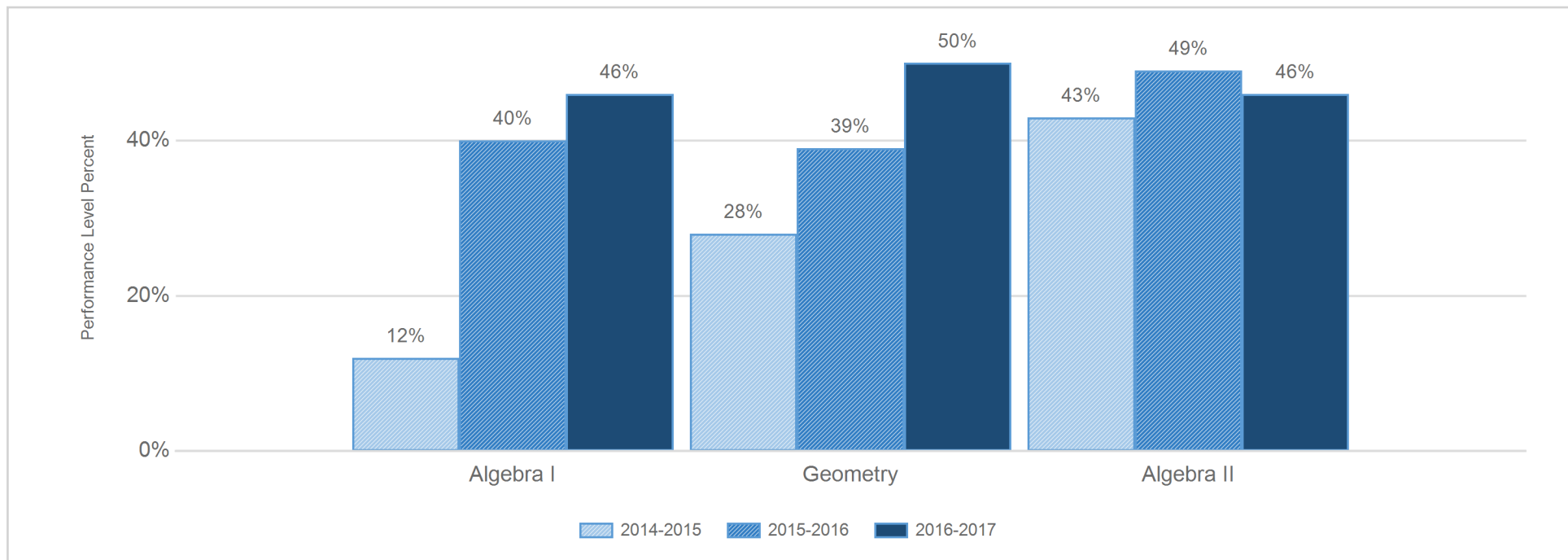
Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 399 | 744 | 744 | 725 | 16% | 16% | 22% | 40% | 6% | 46% | 28% |
| White | 235 | 740 | 740 | 731 | * | 18% | 23% | 38% | * | 41% | 33% |
| Hispanic | 27 | 715 | 715 | 710 | * | * | * | * | 0% | 19% | 14% |
| Black or African American | 23 | 708 | 708 | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 113 | 769 | 769 | 761 | * | * | 16% | 58% | 13% | 72% | 62% |
| American Indian or Alaska Native | N | N | N | 715 | N | N | N | N | N | N | 20% |
| Two or More Races | * | * | * | 718 | * | * | * | * | * | * | 25% |
| Female | 170 | 744 | 744 | 725 | 18% | 17% | 17% | 42% | 6% | 48% | 27% |
| Male | 229 | 744 | 744 | 725 | 15% | 16% | 25% | 39% | 6% | 45% | 29% |
| Economically Disadvantaged Students | 17 | 726 | 726 | 708 | * | * | * | * | 0% | 35% | 13% |
| Non-Economically Disadvantaged Students | 382 | 745 | 745 | 733 | * | * | * | * | 6% | 47% | 35% |
| Students with Disabilities | 51 | 706 | 706 | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | 348 | 750 | 750 | 729 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 692 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 726 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 702 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 692 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 710 | N | N | N | N | N | N | 14% |
| Migrant Students | N | N | N | 702 | N | N | N | N | N | N | 14% |

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

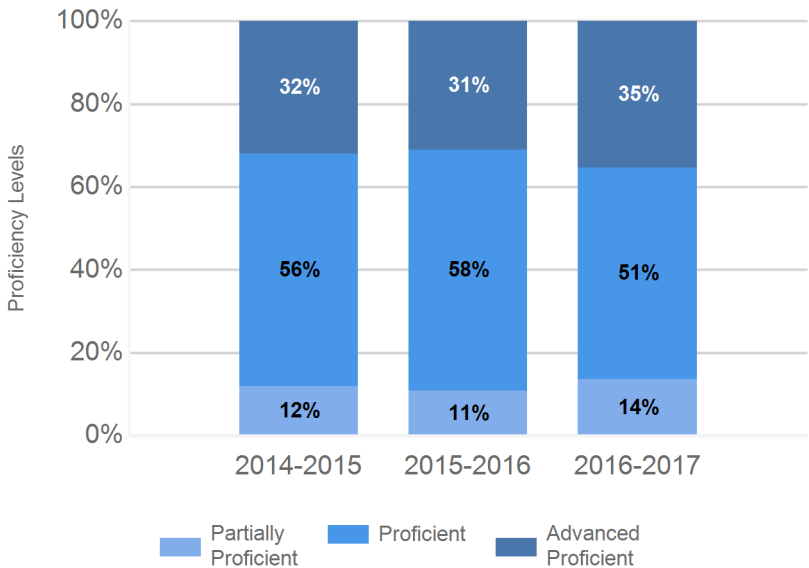
Biology Assessment - Performance

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 16% | 42% | 42% |
| Schoolwide | 35% | 51% | 14% |
| White | 32% | 53% | 15% |
| Hispanic | 20% | 63% | 18% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 58% | 37% | 6% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 18% | 55% | 27% |
| Students with Disabilities | 9% | 47% | 44% |
| English Learners | N | N | * |

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

| Test | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 59.0% | 89.4% |
| Percentage of students taking the SAT | 100.0% | 70.0% |
| Percentage of students taking the ACT | 36.9% | 28.3% |

PSAT/SAT/ACT - Performance

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

| Test | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 548 | 481 | Varies By Grade | 89% | 67% |
| PSAT - Math | 549 | 483 | Varies By Grade | 72% | 49% |
| SAT - Reading and Writing | 601 | 551 | 480 | 94% | 77% |
| SAT - Math | 618 | 552 | 530 | 83% | 58% |
| ACT - Reading | 26 | 24 | 22 | 75% | 65% |
| ACT - English | 25 | 24 | 18 | 91% | 79% |
| ACT - Math | 27 | 24 | 22 | 86% | 65% |
| ACT - Science | 26 | 23 | 23 | 73% | 54% |



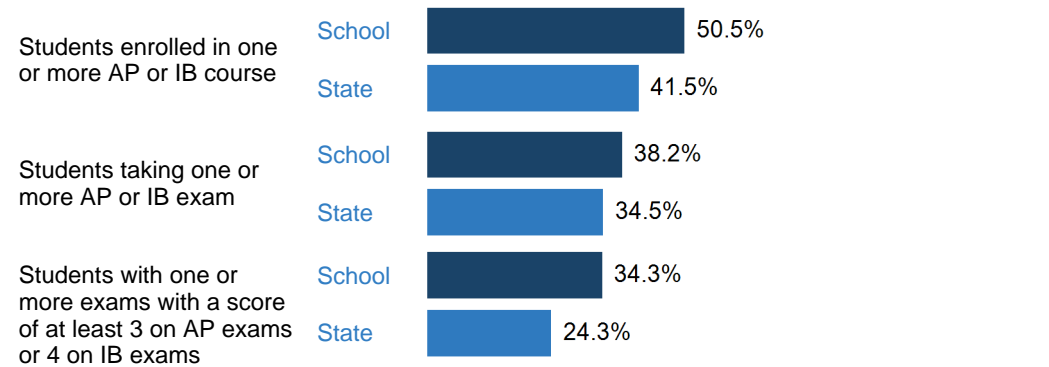
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

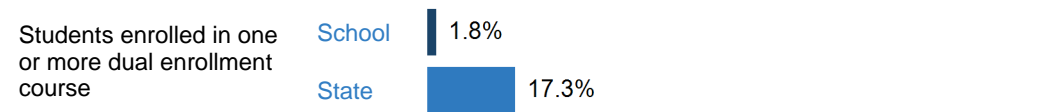
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

| AP/IB Course | Students Enrolled | Students Tested |
|---------------------------------------|-------------------|-----------------|
| AP Art—History of Art | 15 | 4 |
| AP Biology | 46 | 45 |
| AP Calculus AB | 80 | 76 |
| AP Calculus BC | 34 | 28 |
| AP Chemistry | 38 | 37 |
| AP Chinese Language and Culture | 0 | 5 |
| AP Computer Science A | 19 | 20 |
| AP English Language and Composition | 66 | 69 |
| AP English Literature and Composition | 55 | 34 |
| AP Environmental Science | 9 | 5 |
| AP European History | 17 | 7 |
| AP French Language and Culture | 17 | 15 |
| AP German Language and Culture | 11 | 9 |
| AP Human Geography | 0 | 1 |
| AP Italian Language and Culture | 34 | 18 |
| AP Macroeconomics | 0 | 70 |
| AP Microeconomics | 116 | 75 |
| AP Music Theory | 0 | 1 |
| AP Physics 1 | 121 | 70 |
| AP Physics 2 | 31 | 22 |



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| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Physics C | 27 | 0 |
| AP Physics C: Electricity and Magnetism | 0 | 13 |
| AP Physics C: Mechanics | 0 | 13 |
| AP Psychology | 96 | 58 |
| AP Spanish Language | 51 | 34 |
| AP Statistics | 45 | 28 |
| AP Studio Art—Two-Dimensional | 5 | 1 |
| AP U.S. Government and Politics | 31 | 16 |
| AP U.S. History | 169 | 141 |
| AP World History | 13 | 11 |
| Total Exams Taken | | 926 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 826 |



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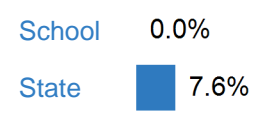
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

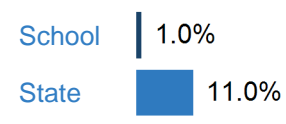
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

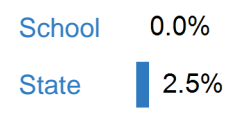
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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 |
|--|--|-----------------------------|
| Health Science | * | * |
| Transportation, Distribution & Logistics | * | * |
| Total non-duplicated number of students** | * | |
| Total number of credentials earned in all clusters | | * |

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



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 273 | 251 | 70 | 0 | 0 | 0 | 10 |
| 10 | 18 | 311 | 220 | 0 | 3 | 0 | 55 |
| 11 | 5 | 19 | 273 | 0 | 58 | 1 | 236 |
| 12 | 0 | 2 | 27 | 0 | 206 | 44 | 264 |
| Schoolwide | 296 | 583 | 590 | 0 | 267 | 45 | 565 |
| Enrolled in AP/IB Course | | | | | 114 | 45 | 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 | 211 | 58 | 4 | 322 | 0 | 6 |
| 10 | 286 | 214 | 23 | 18 | 4 | 33 |
| 11 | 98 | 262 | 18 | 4 | 192 | 37 |
| 12 | 24 | 31 | 21 | 22 | 251 | 183 |
| Schoolwide | 619 | 565 | 66 | 366 | 447 | 259 |
| Enrolled in AP/IB Course | 46 | 38 | | 9 | 179 | 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 | 579 | 1 | 1 | 0 | 0 | 2 |
| 10 | 21 | 534 | 5 | 0 | 1 | 22 |
| 11 | 5 | 571 | 64 | 18 | 29 | 63 |
| 12 | 14 | 40 | 105 | 78 | 101 | 188 |
| Schoolwide | 619 | 1146 | 175 | 96 | 131 | 275 |
| Enrolled in AP/IB Course | 13 | 169 | 116 | 96 | 0 | 47 |

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.

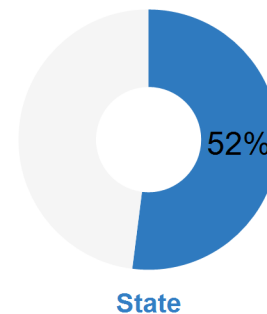
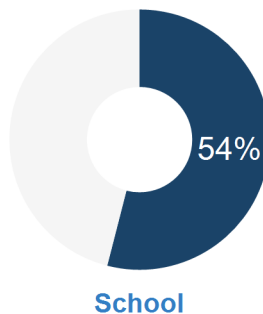
| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 229 | 107 | 113 | 21 | 43 | 14 | 8 |
| 10 | 271 | 55 | 104 | 16 | 52 | 8 | 14 |
| 11 | 252 | 41 | 83 | 32 | 30 | 10 | 18 |
| 12 | 65 | 22 | 41 | 11 | 14 | 10 | 46 |
| Schoolwide | 817 | 225 | 341 | 80 | 139 | 42 | 86 |
| Enrolled in AP/IB Course | 51 | 17 | 34 | 0 | 11 | 0 | 0 |
| Enrolled in Level 3 or Higher | 355 | 104 | 132 | 39 | 88 | 25 | 0 |
| Earned Seal of Biliteracy | 45 | * | 10 | * | * | 0 | 0 |

Visual and Performing Arts – Course Participation

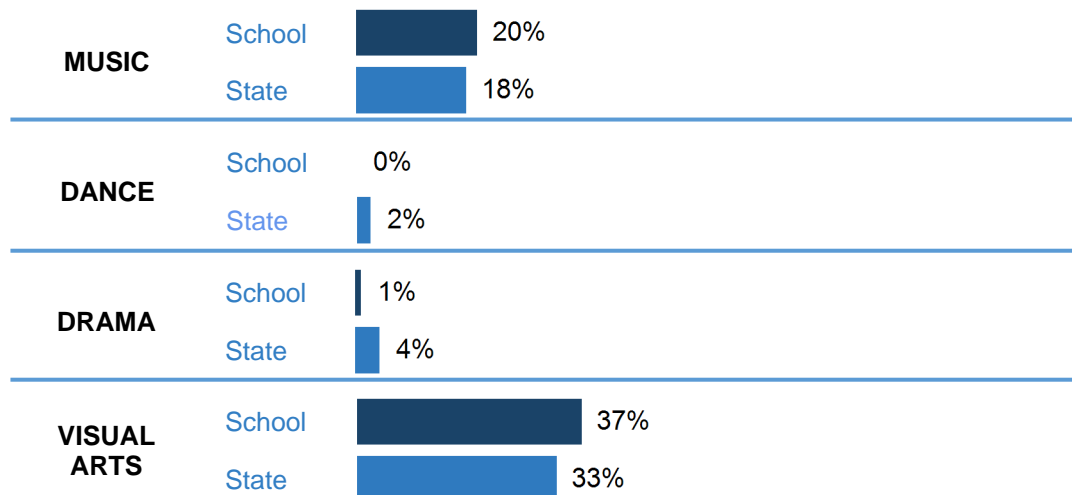
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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 | 97.8% | 90.5% | 97.2% | 91.8% | 96.7% | N | Met Goal | 95.6% | N | Met Goal |
| White | 97.4% | 94.5% | 98.1% | 95.1% | 97.9% | N | Met Goal | 96.0% | N | Met Goal |
| Hispanic | 94.9% | 84.3% | 91.2% | 86.3% | 85.3% | 87.1% | Not Met | * | 92.1% | Not Met |
| Black or African American | 100.0% | 83.4% | 86.2% | 85.3% | 86.2% | 87.5% | Not Met | 90.3% | 91.9% | Not Met |
| Asian, Native Hawaiian or Pacific Islander | 100.0% | 96.6% | 98.9% | 97.5% | 99.0% | N | Met Goal | 98.9% | N | Met Goal |
| American Indian or Alaska Native | N | 92.3% | N | 86.6% | N | N | N | N | N | N |
| Two or More Races | N | 91.9% | N | 93.7% | N | ** | ** | * | ** | ** |
| Economically Disadvantaged Students | 97.0% | 83.9% | 86.3% | 85.6% | 86.3% | 92.2% | Not Met | 96.0% | N | Met Goal |
| Students with Disabilities | 90.4% | 78.8% | 89.0% | 82.1% | 84.9% | 75.7% | Met Target | 79.3% | 89.2% | Not Met |
| English Learners | 90.9% | 76.1% | * | 79.7% | * | ** | ** | * | ** | ** |
| Homeless Students | N | 73.2% | N | 74.4% | N | * | N | N | | |

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

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 97.8% | - |
| 2016 | 96.7% | 97.2% |
| 2015 | 94.5% | 95.6% |

Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017 | 0.6% | 1.1% |
| 2015-2016 | 0.5% | 1.1% |
| 2014-2015 | 0.4% | 1.1% |



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

Postsecondary Enrollment Rates: Fall

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 71.1% | 29.5% | 70.5% |
| Schoolwide | 89.2% | 23.3% | 76.7% |
| White | 89.8% | 23.2% | 76.9% |
| Hispanic | 72.2% | 42.3% | 57.7% |
| Black or African American | 83.3% | 50% | 50% |
| Asian, Native Hawaiian, or Pacific Islander | 95.5% | 11.8% | 88.2% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 76% | 57.9% | 42.1% |
| Students with Disabilities | 73.4% | 66% | 34% |
| English Learners | * | * | 0% |

Postsecondary Enrollment Rates: 16 month

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 76.1% | 33.6% | 66.5% | 73.6% | 26.4% | 65.5% | 34.6% |
| Schoolwide | 89.1% | 22.6% | 77.4% | 74.1% | 25.9% | 52.1% | 47.9% |
| White | 88.9% | 21.7% | 78.3% | 73.3% | 26.7% | 47.4% | 52.7% |
| Hispanic | 85.7% | 58.3% | 41.7% | 75% | 25% | 70.8% | 29.2% |
| Black or African American | 88% | 27.3% | 72.7% | 63.6% | 36.4% | 54.6% | 45.5% |
| Asian, Native Hawaiian, or Pacific Islander | 91.5% | 15.1% | 84.9% | 80.2% | 19.8% | 66.3% | 33.7% |
| 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 | 81.8% | 37% | 63% | 74.1% | 25.9% | 92.6% | 7.4% |
| Students with Disabilities | 63.2% | 58.3% | 41.7% | 86.1% | 13.9% | 77.8% | 22.2% |
| English Learners | N | N | N | N | N | N | N |



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

Chronic Absenteeism

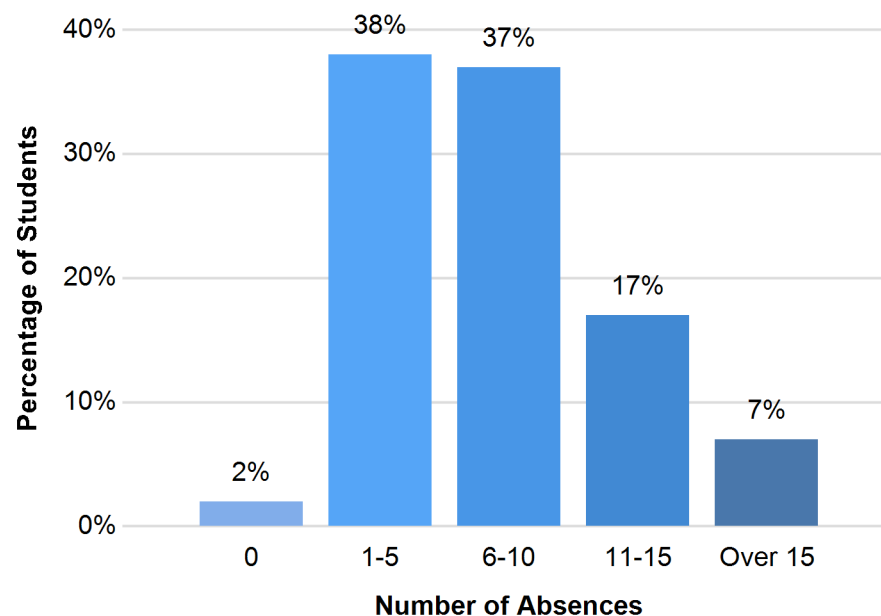
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.30 | 14.30 | Met Target |
| White | 4.70 | 14.30 | Met Target |
| Hispanic | 9.10 | 14.30 | Met Target |
| Black or African American | 4.10 | 14.30 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 1.10 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 11.30 | 14.30 | Met Target |
| Students with Disabilities | 11.50 | 14.30 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



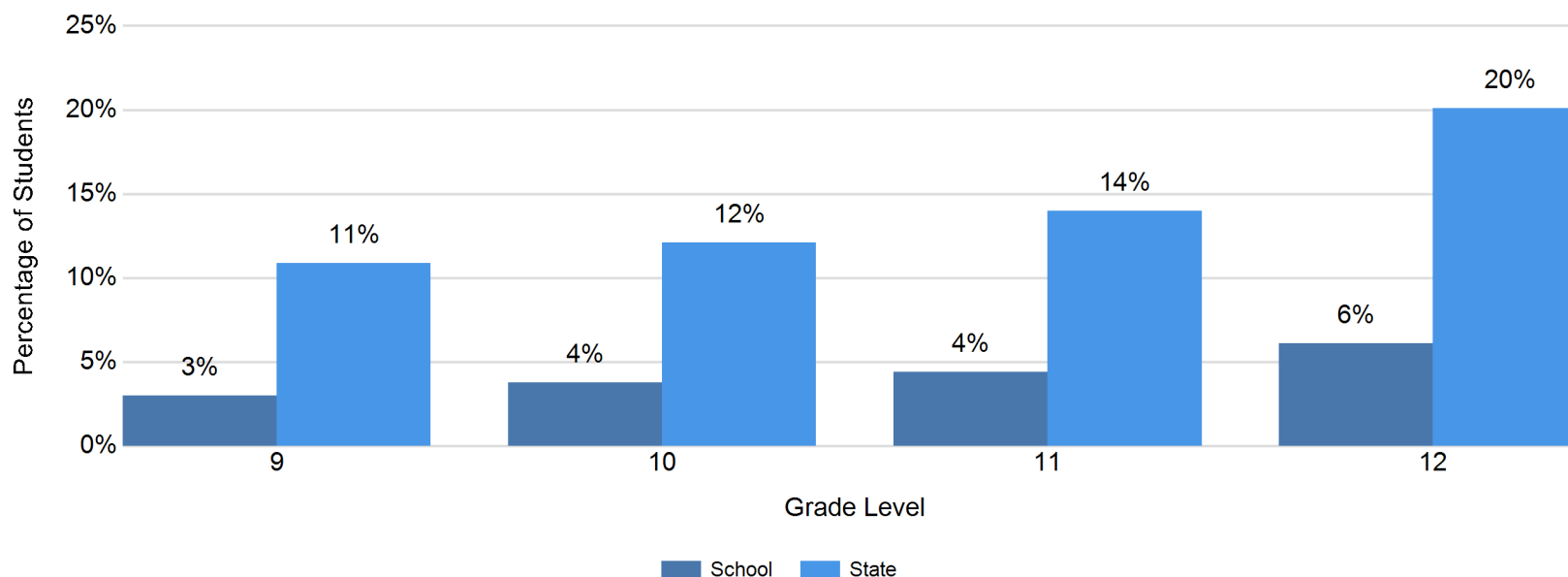


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:30AM |
| Typical End Time | 2:25PM |
| Length of School Day | 6 Hrs 55 Mins |
| Full Time - Instructional Time | 5 Hrs. 51 Mins. |
| Shared Time - Instructional Time | 3 Hrs. 48 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 | 20 |
| Vandalism | 3 |
| Weapons | 4 |
| Substances | 17 |
| Harassment, Intimidation, Bullying (HIB) | 6 |
| Total Unique Incidents | 48 |
| Incidents Per 100 Students Enrolled | 2.13 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 2.7% |
| Out-of-School Suspensions | 0.6% |
| Any Suspension | 2.7% |

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 | 1.0:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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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 | 186 | 120,724 |
| Average years experience in public schools | 12.7 | 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 | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 12:1 | 11:1 |
| Administrators | 250:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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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.

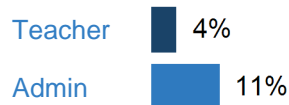
Bachelor's Degree



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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 88% |

Faculty Attendance

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

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



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 75.6 | 17.5% |
| Mathematics Proficiency | 82.8 | 17.5% |
| Graduation - 4-Year | 62.5 | 25.0% |
| Graduation - 5-Year | 55.4 | 25.0% |
| Chronic Absenteeism | 87.0 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 70.3 |
| Summative Rating: Percentile rank of Summative Score | | 73.2 |
| 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 | 70.3 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| White | 70.4 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| Hispanic | 62.2 | 6.2 | No | Met Target | Met Target | Met Target | Not Met | Not Met | No |
| Black or African American | 63.4 | 6.2 | No | Met Target† | Met Target† | Met Target | Not Met | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 71.9 | 6.2 | No | Met Goal | Met Target | Met Target | Met Goal | Met Goal | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | N | N | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 72.8 | 6.2 | No | Met Target | Met Target† | Met Target | Not Met | Met Goal | No |
| Students with Disabilities | 62.0 | 6.2 | No | Met Target | Not Met | Met Target | Met Target | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Ms. Bingert | Email Address: | kbingert@https.us |
| Address: | 466 RAIDER BOULEVARD HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |

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"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
|  | Mission, Vision, Theme: <p>The Hillsborough Township Public School District is committed to providing a superior education for all students so they will lead us successfully and responsibly into the future.</p> |
|  | Awards, Recognition, Accomplishments: <p>HHS is oft recognized by independent organizations (U.S. News & World Report, NJ Monthly, Newsweek, and Washington Post), students earn National Merit accolades, and graduates earn local, college, and prestigious military scholarships. Students exemplify scholarship, commitment to excellence, dedication to community, and Raider pride. Many of the highly educated, accomplished staff members have been selected by professional organizations as presenters, award recipients, and leaders.</p> |






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| | |
|---|---|
|  Courses, Curriculum, Instruction: | <p>HHS, a comprehensive high school, offers a wide array of courses at multiple levels. The district's special education program is second to none. With college preparatory, honors, and 23 Advanced Placement courses, students have several pathways to pursue to challenge themselves. The gifted and talented internship program partners with local professionals, and concurrent enrollment classes with Raritan Valley Community College awards high school and college credit upon completion.</p> |
|  Sports and Athletics: | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)</p> <p>HHS offers 29 sports with 75 teams (V, JV, and freshman). Part of the NJ State Interscholastic Athletic Assoc., Somerset County Interscholastic Athletic Assoc., and Skyland Conference, the program competes in the highest division with approximately 1100 participants annually. Coaches, trainers, and strength/conditioning staff are nationally certified. The tenets of the program focus on physical, mental, and emotional health while building life skills that will prepare students for success.</p> |
|  Clubs and Activities: | <p>HHS offers over 50 clubs that foster a positive connection to school. The philosophy is one of inclusivity, addressing an array of interests so every student can get involved in the school community outside of the school day. This is implemented by empowering students to create new clubs, resulting in groups such as Scrapbooking, Gaming, Gift of Life (which promotes organ donation to save lives), and Thirst Project (which raises money to bring clean drinking water to underdeveloped countries).</p> |








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| | |
|---|---|
|  Staff and Professional Learning: | <p>Hillsborough offers several in-service days with professional development sessions geared to district, building, and department goals, centered around student learning. Professional Learning Communities (PLCs) meet regularly to focus on curriculum, common assessments, benchmarks for learning, and consistent expectations. Cohesiveness stems from summer institutes which provide training on ways that PLCs can work best. Outside PD is also highly regarded to support teachers in their learning.</p> |
|  Postsecondary Information: | <p>Approximately 95% of HHS' graduates pursue post-secondary education (73% go to 4-year and 22% go to 2-year institutions). The remaining 5% seek military careers, employment, or business/trade school. Annually, students apply/are accepted to 600 institutions, including the country's most prestigious schools. The Class of 2017 graduates attend 142 unique post-secondary institutions/military academies and had 23 National Merit Scholarship semi-finalists, 2 finalists, and one National Merit Scholar.</p> |
|  Student Supports and Services: | <p>HHS students are afforded a wide range of support services based upon individual needs. English Language Learners take ESL classes and get push-in support. Classified students work with teachers/Child Study Team members to meet their unique needs. The Intervention & Referral Services team assists non-classified students with learning, behavior, or health issues. Effective School Solutions is an in-house support to students with issues that may otherwise result in out-of-district placements.</p> |
|  Student Health and Wellness: | <p>HHS students are supported by 3 nurses and 2 student assistance counselors. The school offers a random drug testing program for any students involved in clubs/activities, athletics, and student parking. This is done as a deterrent to encourage students to live drug-free lives rather than risk losing eligibility for privileges they love. A full-time psychologist serves as the Anti-Bullying Specialist and provides support to general education students in crisis.</p> |
|  Parent and Community Involvement: | <p>HHS has a small but committed Home & School Association who works toward three main goals: open lines of communication with building administration, scholarships for seniors, and staff appreciation activities at the end of the school year. Hillsborough parents are passionately involved in the booster organizations for their children's activities and often dedicate as much time to the club/activity/sport as the students themselves. Home/school collaboration leads to student success.</p> |



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

HHS administers a climate survey annually to gather feedback from students, parents, staff, community members, and administrators about the ways in which the school does or does not meet their needs or expectations in areas such as (but not limited to) academic integrity, personalized learning, individualized attention, connection to staff, school safety, and sense of belonging. The results gathered inform decisions about assemblies, school goals, and areas of focus for other support services.



Facilities:

HHS opened in 1969 and has seen three additions leading to the building's current capacity. The school offers a Commons that can seat up to 800 students; an auditorium with seating for nearly 600; large and fully outfitted science labs; three gyms; two weight/conditioning rooms; and a turf stadium. Special care is taken to schedule students in ways that make a large school seem small, resulting in a very sincerely held belief that the school is home to the HHS Family.




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| | |
|---|---|
| <div>Other Information:</div> | <p>The Hillsborough Township School District utilizes a one-to-one technology initiative, which has put a Chromebook in all hands at the high school level. Classes make excellent use of the technology to enhance learning, quickly assess student understanding, and help students learn in asynchronous ways. This connectivity has also increased and improved students' ability to work collaboratively toward achieving common goals. Since the Next Generation Science Standards were developed, Hillsborough's science department has been at the forefront of implementation, which has noticeably strengthened students' ability to question, reason, and learn through discovery/inquiry. Similar approaches are happening in other departments, as well, as students are increasingly the ones taking ownership for their learning using a wide array of engaging, student-centered activities. Traditionally among the highest performing schools in a state that is among the highest performing states in the country, Hillsborough High School takes very seriously the critical role of preparing HHS students to be the successful denizens of tomorrow.</p> |
|---|---|




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 567 | 533 | 575 |
| 10 | 528 | 561 | 553 |
| 11 | 577 | 512 | 575 |
| 12 | 570 | 563 | 518 |
| Ungraded | 29 | 30 | 31 |
| Total | 2271 | 2199 | 2252 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 50% | 49% |
| Male | 51% | 50% | 51% |
| Economically Disadvantaged Students | 8% | 7% | 6% |
| Students with Disabilities | 14% | 14% | 15% |
| English Learners | 1% | 1% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 66.7% |
| Asian | 19.8% |
| Hispanic | 7.7% |
| Black or African American | 5.3% |
| Native Hawaiian or Pacific Islander | 0.2% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 0.2% |

Enrollment Trends by Full and Shared Time

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

| Enrollment Status | 2016-17 |
|----------------------|---------|
| Full Time Students | 2229 |
| Shared Time Students | 43 |
| Full Time Equivalent | 2251 |

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 | 77.7% |
| Spanish | 5.1% |
| Chinese | 2.7% |
| Gujarati | 2.4% |
| Hindi | 1.5% |
| Other | 10.1% |



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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 | 994 | 90.1 | 66.70 | 72.80 | 54.90 | 63.1 | 55.2 | Met Target |
| White | 648 | 87.8 | 62.90 | 69.30 | 63.90 | 58.1 | 50.7 | Met Target |
| Hispanic | 75 | 90.0 | 52.00 | 54.10 | 39.80 | 49.4 | 36.5 | Met Target |
| Black or African American | 53 | 94.8 | 41.50 | 56.90 | 35.20 | 41.4 | 42.1 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 218 | 96.6 | 89.00 | 89.70 | 80.70 | 89 | 78.7 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | 80.00 | 54.90 | N | ** | ** |
| Female | 477 | 87.0 | 75.90 | 80.00 | 62.20 | 69.2 | | |
| Male | 517 | 93.1 | 58.20 | 66.10 | 48.10 | 57 | | |
| Economically Disadvantaged Students | 56 | 92.3 | 41.10 | * | 36.20 | * | 29 | Met Target |
| Non-Economically Disadvantaged Students | 938 | 89.9 | 68.20 | * | 65.80 | * | | |
| Students with Disabilities | 136 | 89.3 | 19.90 | 35.30 | 20.50 | 18.7 | 16.3 | Met Target |
| Students without Disabilities | 858 | 90.2 | 74.10 | 80.90 | 61.90 | 70.2 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 569 | 767 | 767 | 749 | 4% | 5% | 20% | 49% | 23% | 72% | 52% |
| White | 379 | 763 | 763 | 757 | 3% | 6% | 22% | 50% | 19% | 69% | 62% |
| Hispanic | 44 | 754 | 754 | 733 | * | * | 27% | 43% | * | 57% | 35% |
| Black or African American | 26 | 747 | 747 | 730 | * | * | * | * | * | 46% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 119 | 786 | 786 | 777 | 0% | * | * | 49% | 44% | 92% | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 746 | * | * | * | * | * | * | 48% |
| Female | 283 | 774 | 774 | 756 | * | * | 15% | 52% | 29% | 81% | 60% |
| Male | 286 | 759 | 759 | 741 | * | * | 24% | 46% | 17% | 63% | 43% |
| Economically Disadvantaged Students | 31 | 743 | 743 | 731 | * | * | * | 45% | * | 48% | 32% |
| Non-Economically Disadvantaged Students | 538 | 768 | 768 | 758 | * | * | * | 49% | * | 73% | 62% |
| Students with Disabilities | 61 | 725 | 725 | 714 | * | * | 33% | * | * | 23% | 13% |
| Students without Disabilities | 508 | 771 | 771 | 754 | * | * | 18% | * | * | 78% | 58% |
| English Learners | * | * | * | 690 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 459 | 759 | 759 | 743 | 10% | 10% | 21% | 39% | 21% | 60% | 46% |
| White | 284 | 754 | 754 | 749 | 12% | 9% | 24% | 39% | 16% | 55% | 52% |
| Hispanic | 37 | 739 | 739 | 728 | * | * | 27% | 43% | 0% | 43% | 34% |
| Black or African American | 29 | 742 | 742 | 725 | * | * | * | * | * | 41% | 31% |
| Asian, Native Hawaiian, or Pacific Islander | 109 | 782 | 782 | 774 | * | * | * | 39% | 44% | 83% | 74% |
| American Indian or Alaska Native | N | N | N | 740 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 737 | N | N | N | N | N | N | 42% |
| Female | 210 | 768 | 768 | 752 | 5% | 7% | 19% | 42% | 27% | 69% | 54% |
| Male | 249 | 751 | 751 | 734 | 14% | 12% | 22% | 36% | 16% | 52% | 39% |
| Economically Disadvantaged Students | 24 | 742 | 742 | 726 | * | * | * | 42% | * | 46% | 32% |
| Non-Economically Disadvantaged Students | 435 | 759 | 759 | 751 | * | * | * | 39% | * | 60% | 54% |
| Students with Disabilities | 76 | 722 | 722 | 704 | 25% | 24% | 34% | * | * | 17% | 12% |
| Students without Disabilities | 383 | 766 | 766 | 749 | 7% | 7% | 18% | * | * | 68% | 52% |
| English Learners | N | N | N | 681 | N | N | N | N | N | N | * |
| Non-English Learners | 459 | 759 | 759 | 745 | 10% | 10% | 21% | 39% | 21% | 60% | * |
| Homeless Students | N | N | N | 715 | N | N | N | N | N | N | 21% |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 20% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |



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

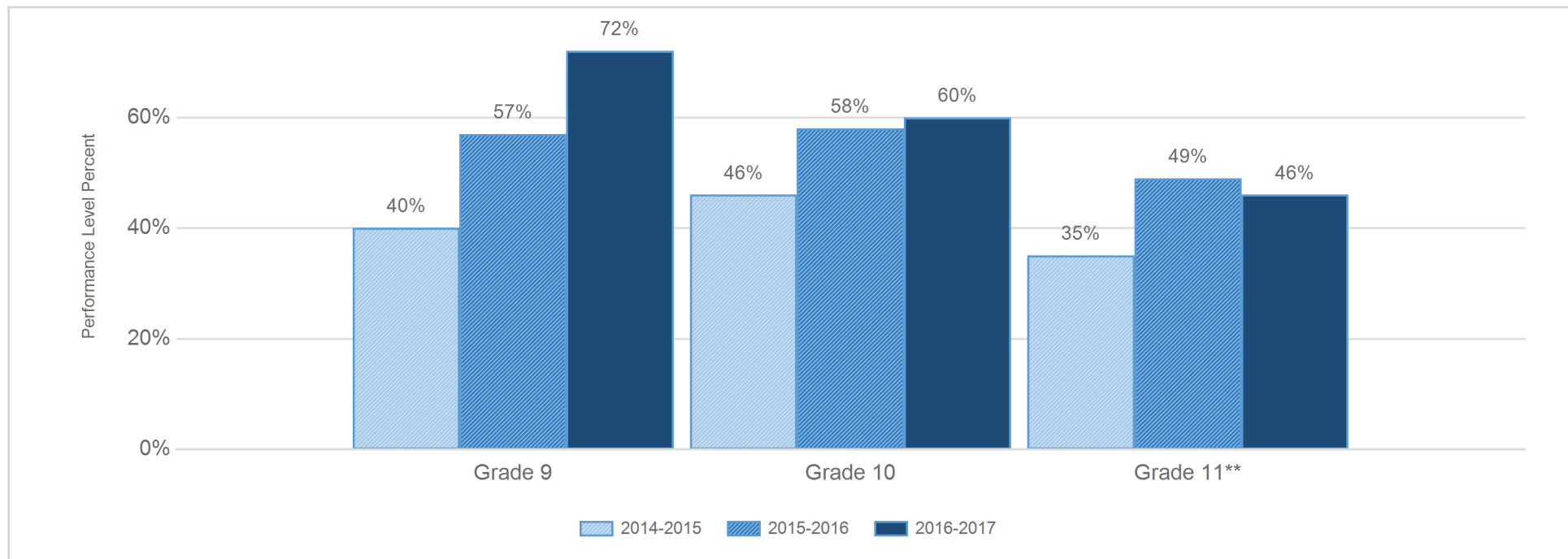
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 255 | 743 | 743 | 736 | 15% | 15% | 24% | 38% | 8% | 46% | 38% |
| White | 147 | 737 | 737 | 738 | 18% | * | 23% | 37% | * | 42% | 40% |
| Hispanic | 25 | 750 | 750 | 731 | * | * | * | 44% | * | 48% | 34% |
| Black or African American | 26 | 744 | 744 | 728 | * | * | * | 39% | * | 42% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 56 | 756 | 756 | 756 | * | * | 18% | 39% | 20% | 59% | 58% |
| American Indian or Alaska Native | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 731 | * | * | * | * | * | * | 36% |
| Female | 108 | 748 | 748 | 744 | 11% | 11% | 32% | 37% | 9% | 46% | 46% |
| Male | 147 | 739 | 739 | 729 | 17% | 18% | 18% | 39% | 8% | 46% | 31% |
| Economically Disadvantaged Students | 18 | 752 | 752 | 729 | 0% | * | * | * | * | 56% | 32% |
| Non-Economically Disadvantaged Students | 237 | 742 | 742 | 740 | 16% | * | * | * | * | 46% | 42% |
| Students with Disabilities | 54 | 724 | 724 | 709 | 30% | * | 26% | 24% | * | 26% | 12% |
| Students without Disabilities | 201 | 748 | 748 | 741 | 10% | * | 23% | 42% | * | 52% | 43% |
| English Learners | * | * | * | 699 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 737 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 24% |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | 19% |
| Military-Connected Students | N | N | N | 723 | N | N | N | N | N | N | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 951 | 90.4 | 54.50 | 67.50 | 43.50 | 51.7 | 48.6 | Met Target |
| White | 636 | 88.3 | 54.20 | 64.10 | 52.40 | 50.3 | 46.8 | Met Target |
| Hispanic | 74 | 90.1 | 32.50 | 45.80 | 27.60 | 30.8 | 30.3 | Met Target |
| Black or African American | 55 | 96.7 | 14.50 | 39.80 | 21.70 | 14.5 | 21.8 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 186 | 97.0 | 75.80 | 88.10 | 75.60 | 75.8 | 69.4 | Met Target |
| American Indian or Alaska Native | N | N | N | 100.00 | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | 60.00 | 44.90 | N | ** | ** |
| Female | 465 | 88.4 | 55.70 | 68.60 | 44.10 | 51.6 | | |
| Male | 486 | 92.5 | 53.20 | 66.40 | 42.90 | 51.8 | | |
| Economically Disadvantaged Students | 54 | 91.0 | 24.10 | * | 25.10 | * | 27.5 | Met Target† |
| Non-Economically Disadvantaged Students | 897 | 90.4 | 56.30 | * | 54.30 | * | | |
| Students with Disabilities | 136 | 92.8 | 15.40 | 31.40 | 16.50 | 15.1 | 20.8 | Not Met |
| Students without Disabilities | 815 | 90.1 | 61.00 | 75.30 | 48.80 | 57.6 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 279 | 744 | 763 | 743 | 8% | 13% | 33% | 46% | 0% | 46% | 42% |
| White | 194 | 745 | 760 | 751 | 8% | 12% | 31% | 50% | 0% | 50% | 52% |
| Hispanic | 35 | 739 | * | 728 | * | * | 37% | 37% | 0% | 37% | 24% |
| Black or African American | 23 | 729 | * | 724 | * | * | 44% | * | 0% | 17% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 753 | 781 | 774 | 0% | * | * | 58% | 0% | 58% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 127 | 745 | 763 | 744 | * | 10% | 37% | 46% | * | 46% | 43% |
| Male | 152 | 743 | 763 | 741 | * | 15% | 30% | 47% | * | 47% | 40% |
| Economically Disadvantaged Students | 33 | 731 | * | 727 | * | * | 36% | * | 0% | 21% | 23% |
| Non-Economically Disadvantaged Students | 246 | 746 | * | 751 | * | * | 33% | * | 0% | 50% | 52% |
| Students with Disabilities | 56 | 722 | 730 | 714 | * | 34% | 29% | * | * | 13% | 10% |
| Students without Disabilities | 223 | 750 | 767 | 747 | * | 7% | 34% | * | * | 55% | 47% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 473 | 747 | 750 | 734 | 3% | 13% | 35% | 46% | 4% | 50% | 30% |
| White | 323 | 747 | 748 | 740 | * | 12% | 34% | 48% | * | 51% | 38% |
| Hispanic | 42 | 738 | * | 722 | 0% | * | 60% | * | * | 24% | 14% |
| Black or African American | 31 | 730 | * | 719 | * | 32% | 39% | * | 0% | 19% | * |
| Asian, Native Hawaiian, or Pacific Islander | 77 | 759 | 765 | 758 | * | * | 23% | 58% | 13% | 71% | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Female | 254 | 747 | 750 | 735 | * | 11% | 35% | 50% | * | 52% | 31% |
| Male | 219 | 747 | 750 | 733 | * | 14% | 35% | 41% | * | 48% | 30% |
| Economically Disadvantaged Students | 20 | 737 | * | 721 | 0% | * | 50% | * | * | 20% | 13% |
| Non-Economically Disadvantaged Students | 453 | 748 | * | 740 | 3% | * | 34% | * | * | 51% | 39% |
| Students with Disabilities | 86 | 724 | * | 711 | * | 43% | 31% | 13% | * | 13% | * |
| Students without Disabilities | 387 | 752 | * | 738 | * | 6% | 36% | 53% | * | 58% | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 473 | 747 | 750 | 735 | 3% | 13% | 35% | 46% | 4% | 50% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |



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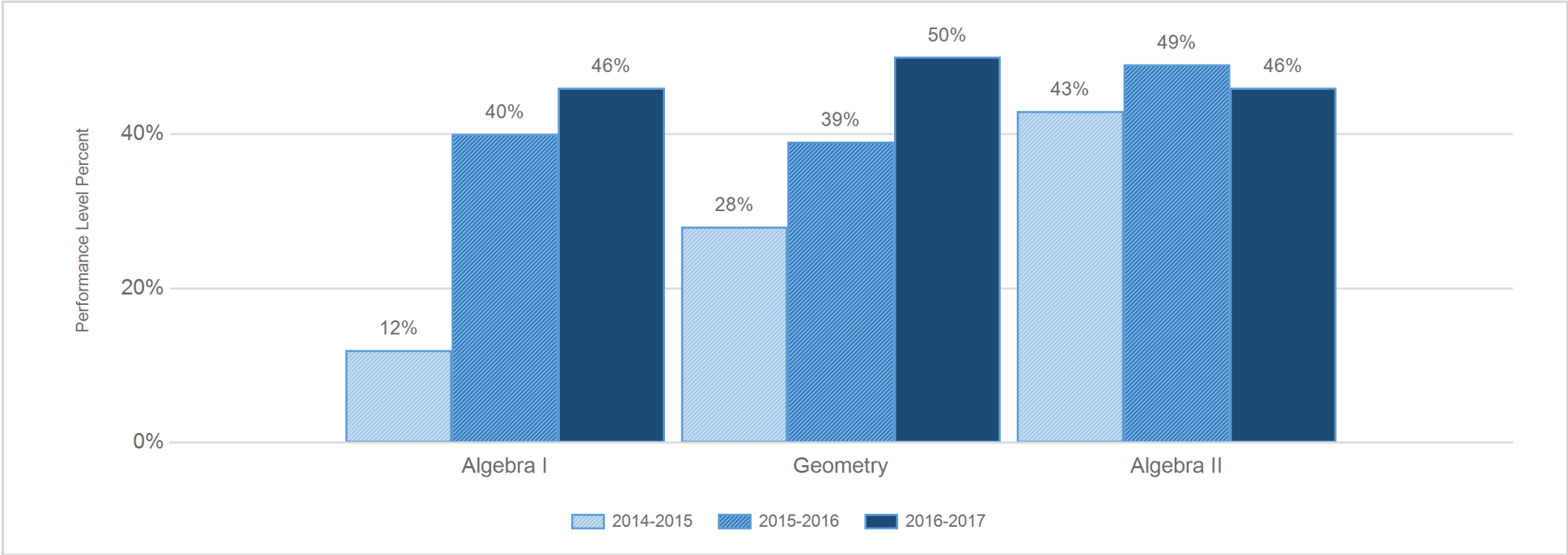
Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 399 | 744 | 744 | 725 | 16% | 16% | 22% | 40% | 6% | 46% | 28% |
| White | 235 | 740 | 740 | 731 | * | 18% | 23% | 38% | * | 41% | 33% |
| Hispanic | 27 | 715 | 715 | 710 | * | * | * | * | 0% | 19% | 14% |
| Black or African American | 23 | 708 | 708 | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 113 | 769 | 769 | 761 | * | * | 16% | 58% | 13% | 72% | 62% |
| American Indian or Alaska Native | N | N | N | 715 | N | N | N | N | N | N | 20% |
| Two or More Races | * | * | * | 718 | * | * | * | * | * | * | 25% |
| Female | 170 | 744 | 744 | 725 | 18% | 17% | 17% | 42% | 6% | 48% | 27% |
| Male | 229 | 744 | 744 | 725 | 15% | 16% | 25% | 39% | 6% | 45% | 29% |
| Economically Disadvantaged Students | 17 | 726 | 726 | 708 | * | * | * | * | 0% | 35% | 13% |
| Non-Economically Disadvantaged Students | 382 | 745 | 745 | 733 | * | * | * | * | 6% | 47% | 35% |
| Students with Disabilities | 51 | 706 | 706 | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | 348 | 750 | 750 | 729 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 692 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 726 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 702 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 692 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 710 | N | N | N | N | N | N | 14% |
| Migrant Students | N | N | N | 702 | N | N | N | N | N | N | 14% |

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

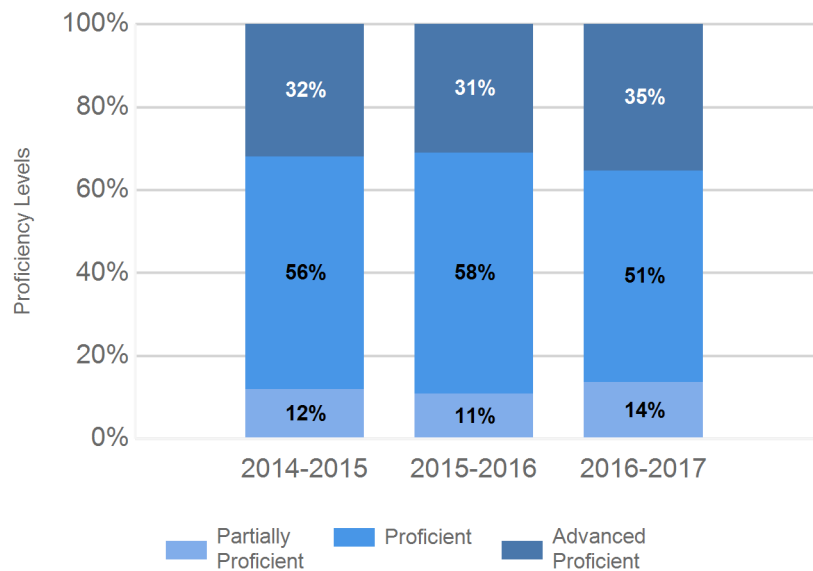
Biology Assessment - Performance

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 16% | 42% | 42% |
| Schoolwide | 35% | 51% | 14% |
| White | 32% | 53% | 15% |
| Hispanic | 20% | 63% | 18% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 58% | 37% | 6% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 18% | 55% | 27% |
| Students with Disabilities | 9% | 47% | 44% |
| English Learners | N | N | * |

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

| Test | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 59.0% | 89.4% |
| Percentage of students taking the SAT | 100.0% | 70.0% |
| Percentage of students taking the ACT | 36.9% | 28.3% |

PSAT/SAT/ACT - Performance

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

| Test | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 548 | 481 | Varies By Grade | 89% | 67% |
| PSAT - Math | 549 | 483 | Varies By Grade | 72% | 49% |
| SAT - Reading and Writing | 601 | 551 | 480 | 94% | 77% |
| SAT - Math | 618 | 552 | 530 | 83% | 58% |
| ACT - Reading | 26 | 24 | 22 | 75% | 65% |
| ACT - English | 25 | 24 | 18 | 91% | 79% |
| ACT - Math | 27 | 24 | 22 | 86% | 65% |
| ACT - Science | 26 | 23 | 23 | 73% | 54% |



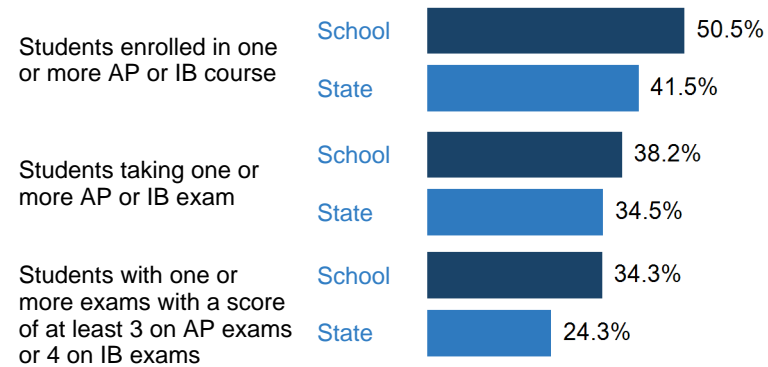
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

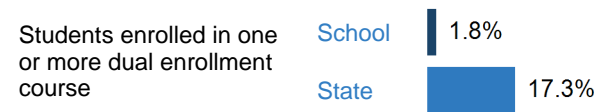
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

| AP/IB Course | Students Enrolled | Students Tested |
|---------------------------------------|-------------------|-----------------|
| AP Art—History of Art | 15 | 4 |
| AP Biology | 46 | 45 |
| AP Calculus AB | 80 | 76 |
| AP Calculus BC | 34 | 28 |
| AP Chemistry | 38 | 37 |
| AP Chinese Language and Culture | 0 | 5 |
| AP Computer Science A | 19 | 20 |
| AP English Language and Composition | 66 | 69 |
| AP English Literature and Composition | 55 | 34 |
| AP Environmental Science | 9 | 5 |
| AP European History | 17 | 7 |
| AP French Language and Culture | 17 | 15 |
| AP German Language and Culture | 11 | 9 |
| AP Human Geography | 0 | 1 |
| AP Italian Language and Culture | 34 | 18 |
| AP Macroeconomics | 0 | 70 |
| AP Microeconomics | 116 | 75 |
| AP Music Theory | 0 | 1 |
| AP Physics 1 | 121 | 70 |
| AP Physics 2 | 31 | 22 |



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| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Physics C | 27 | 0 |
| AP Physics C: Electricity and Magnetism | 0 | 13 |
| AP Physics C: Mechanics | 0 | 13 |
| AP Psychology | 96 | 58 |
| AP Spanish Language | 51 | 34 |
| AP Statistics | 45 | 28 |
| AP Studio Art—Two-Dimensional | 5 | 1 |
| AP U.S. Government and Politics | 31 | 16 |
| AP U.S. History | 169 | 141 |
| AP World History | 13 | 11 |
| Total Exams Taken | | 926 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 826 |



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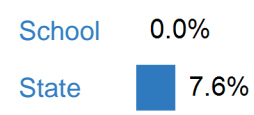
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

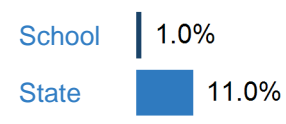
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

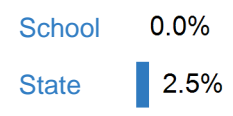
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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 |
|--|--|-----------------------------|
| Health Science | * | * |
| Transportation, Distribution & Logistics | * | * |
| Total non-duplicated number of students** | * | |
| Total number of credentials earned in all clusters | | * |

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



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 273 | 251 | 70 | 0 | 0 | 0 | 10 |
| 10 | 18 | 311 | 220 | 0 | 3 | 0 | 55 |
| 11 | 5 | 19 | 273 | 0 | 58 | 1 | 236 |
| 12 | 0 | 2 | 27 | 0 | 206 | 44 | 264 |
| Schoolwide | 296 | 583 | 590 | 0 | 267 | 45 | 565 |
| Enrolled in AP/IB Course | | | | | 114 | 45 | 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 | 211 | 58 | 4 | 322 | 0 | 6 |
| 10 | 286 | 214 | 23 | 18 | 4 | 33 |
| 11 | 98 | 262 | 18 | 4 | 192 | 37 |
| 12 | 24 | 31 | 21 | 22 | 251 | 183 |
| Schoolwide | 619 | 565 | 66 | 366 | 447 | 259 |
| Enrolled in AP/IB Course | 46 | 38 | | 9 | 179 | 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 | 579 | 1 | 1 | 0 | 0 | 2 |
| 10 | 21 | 534 | 5 | 0 | 1 | 22 |
| 11 | 5 | 571 | 64 | 18 | 29 | 63 |
| 12 | 14 | 40 | 105 | 78 | 101 | 188 |
| Schoolwide | 619 | 1146 | 175 | 96 | 131 | 275 |
| Enrolled in AP/IB Course | 13 | 169 | 116 | 96 | 0 | 47 |

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 | 229 | 107 | 113 | 21 | 43 | 14 | 8 |
| 10 | 271 | 55 | 104 | 16 | 52 | 8 | 14 |
| 11 | 252 | 41 | 83 | 32 | 30 | 10 | 18 |
| 12 | 65 | 22 | 41 | 11 | 14 | 10 | 46 |
| Schoolwide | 817 | 225 | 341 | 80 | 139 | 42 | 86 |
| Enrolled in AP/IB Course | 51 | 17 | 34 | 0 | 11 | 0 | 0 |
| Enrolled in Level 3 or Higher | 355 | 104 | 132 | 39 | 88 | 25 | 0 |
| Earned Seal of Biliteracy | 45 | * | 10 | * | * | 0 | 0 |



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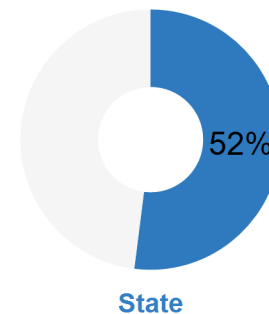
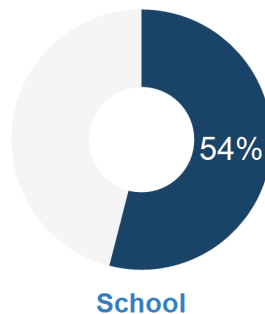
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Visual and Performing Arts – Course Participation

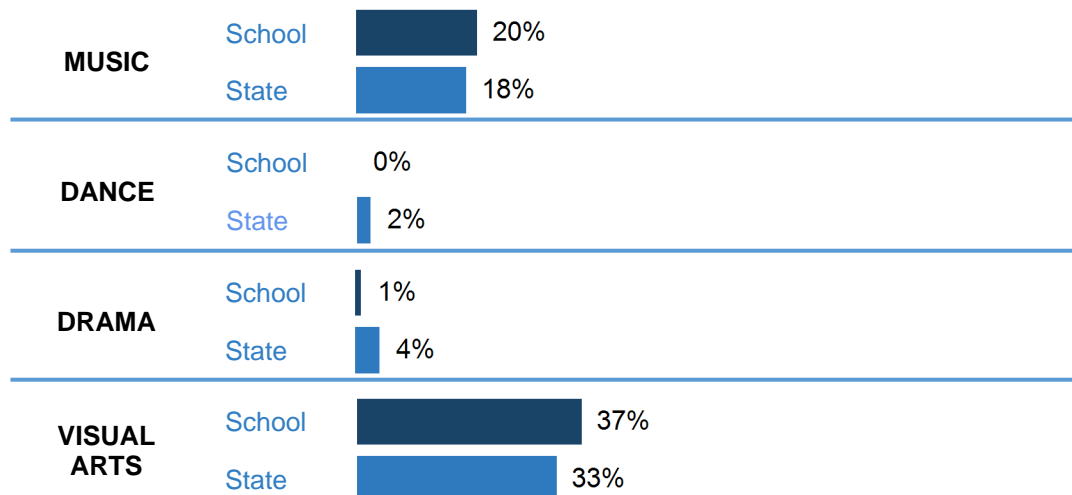
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

| Student Group | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|---|--|---|--|-------------------------------------|---------------------------------------|----------------|-------------------------------------|---------------------------------------|----------------|
| Schoolwide | 97.8% | 90.5% | 97.2% | 91.8% | 96.7% | N | Met Goal | 95.6% | N | Met Goal |
| White | 97.4% | 94.5% | 98.1% | 95.1% | 97.9% | N | Met Goal | 96.0% | N | Met Goal |
| Hispanic | 94.9% | 84.3% | 91.2% | 86.3% | 85.3% | 87.1% | Not Met | * | 92.1% | Not Met |
| Black or African American | 100.0% | 83.4% | 86.2% | 85.3% | 86.2% | 87.5% | Not Met | 90.3% | 91.9% | Not Met |
| Asian, Native Hawaiian or Pacific Islander | 100.0% | 96.6% | 98.9% | 97.5% | 99.0% | N | Met Goal | 98.9% | N | Met Goal |
| American Indian or Alaska Native | N | 92.3% | N | 86.6% | N | N | N | N | N | N |
| Two or More Races | N | 91.9% | N | 93.7% | N | ** | ** | * | ** | ** |
| Economically Disadvantaged Students | 97.0% | 83.9% | 86.3% | 85.6% | 86.3% | 92.2% | Not Met | 96.0% | N | Met Goal |
| Students with Disabilities | 90.4% | 78.8% | 89.0% | 82.1% | 84.9% | 75.7% | Met Target | 79.3% | 89.2% | Not Met |
| English Learners | 90.9% | 76.1% | * | 79.7% | * | ** | ** | * | ** | ** |
| Homeless Students | N | 73.2% | N | 74.4% | N | * | N | N | | |

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

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 97.8% | - |
| 2016 | 96.7% | 97.2% |
| 2015 | 94.5% | 95.6% |

Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017 | 0.6% | 1.1% |
| 2015-2016 | 0.5% | 1.1% |
| 2014-2015 | 0.4% | 1.1% |



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

Postsecondary Enrollment Rates: Fall

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 71.1% | 29.5% | 70.5% |
| Schoolwide | 89.2% | 23.3% | 76.7% |
| White | 89.8% | 23.2% | 76.9% |
| Hispanic | 72.2% | 42.3% | 57.7% |
| Black or African American | 83.3% | 50% | 50% |
| Asian, Native Hawaiian, or Pacific Islander | 95.5% | 11.8% | 88.2% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 76% | 57.9% | 42.1% |
| Students with Disabilities | 73.4% | 66% | 34% |
| English Learners | * | * | 0% |

Postsecondary Enrollment Rates: 16 month

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 76.1% | 33.6% | 66.5% | 73.6% | 26.4% | 65.5% | 34.6% |
| Schoolwide | 89.1% | 22.6% | 77.4% | 74.1% | 25.9% | 52.1% | 47.9% |
| White | 88.9% | 21.7% | 78.3% | 73.3% | 26.7% | 47.4% | 52.7% |
| Hispanic | 85.7% | 58.3% | 41.7% | 75% | 25% | 70.8% | 29.2% |
| Black or African American | 88% | 27.3% | 72.7% | 63.6% | 36.4% | 54.6% | 45.5% |
| Asian, Native Hawaiian, or Pacific Islander | 91.5% | 15.1% | 84.9% | 80.2% | 19.8% | 66.3% | 33.7% |
| 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 | 81.8% | 37% | 63% | 74.1% | 25.9% | 92.6% | 7.4% |
| Students with Disabilities | 63.2% | 58.3% | 41.7% | 86.1% | 13.9% | 77.8% | 22.2% |
| English Learners | N | N | N | N | N | N | N |



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

Chronic Absenteeism

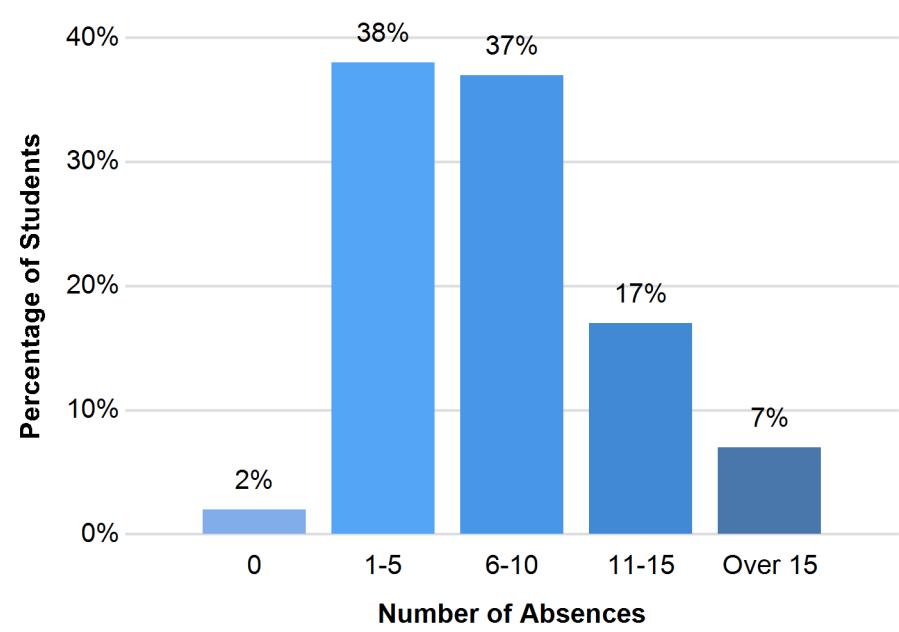
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.30 | 14.30 | Met Target |
| White | 4.70 | 14.30 | Met Target |
| Hispanic | 9.10 | 14.30 | Met Target |
| Black or African American | 4.10 | 14.30 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 1.10 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 11.30 | 14.30 | Met Target |
| Students with Disabilities | 11.50 | 14.30 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



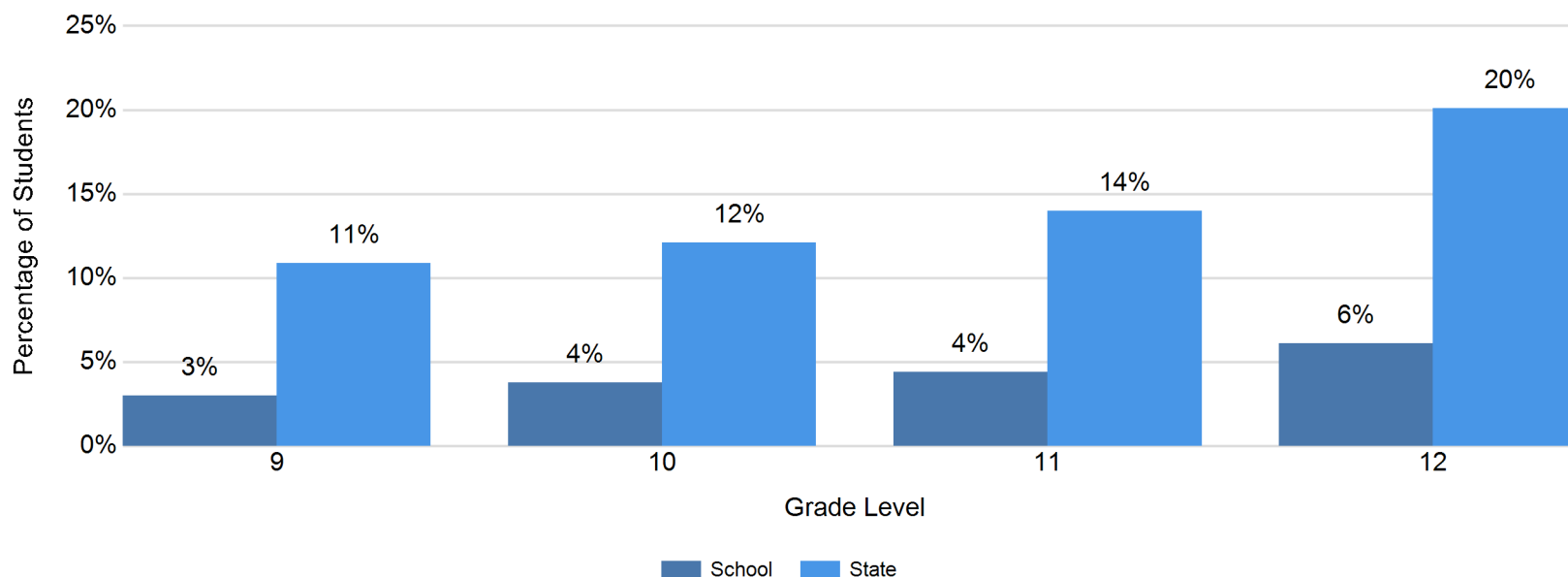


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:30AM |
| Typical End Time | 2:25PM |
| Length of School Day | 6 Hrs 55 Mins |
| Full Time - Instructional Time | 5 Hrs. 51 Mins. |
| Shared Time - Instructional Time | 3 Hrs. 48 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 | 20 |
| Vandalism | 3 |
| Weapons | 4 |
| Substances | 17 |
| Harassment, Intimidation, Bullying (HIB) | 6 |
| Total Unique Incidents | 48 |
| Incidents Per 100 Students Enrolled | 2.13 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 2.7% |
| Out-of-School Suspensions | 0.6% |
| Any Suspension | 2.7% |

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 | 1.0:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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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 | 186 | 120,724 |
| Average years experience in public schools | 12.7 | 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 | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 12:1 | 11:1 |
| Administrators | 250:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 88% |

Faculty Attendance

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

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



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Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 75.6 | 17.5% |
| Mathematics Proficiency | 82.8 | 17.5% |
| Graduation - 4-Year | 62.5 | 25.0% |
| Graduation - 5-Year | 55.4 | 25.0% |
| Chronic Absenteeism | 87.0 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 70.3 |
| Summative Rating: Percentile rank of Summative Score | | 73.2 |
| 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 | 70.3 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| White | 70.4 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| Hispanic | 62.2 | 6.2 | No | Met Target | Met Target | Met Target | Not Met | Not Met | No |
| Black or African American | 63.4 | 6.2 | No | Met Target† | Met Target† | Met Target | Not Met | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 71.9 | 6.2 | No | Met Goal | Met Target | Met Target | Met Goal | Met Goal | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | N | N | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 72.8 | 6.2 | No | Met Target | Met Target† | Met Target | Not Met | Met Goal | No |
| Students with Disabilities | 62.0 | 6.2 | No | Met Target | Not Met | Met Target | Met Target | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Ms. Bingert | Email Address: | kbingert@https.us |
| Address: | 466 RAIDER BOULEVARD HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |

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"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
|  Mission, Vision, Theme: | <p>The Hillsborough Township Public School District is committed to providing a superior education for all students so they will lead us successfully and responsibly into the future.</p> |
|  Awards, Recognition, Accomplishments: | <p>HHS is oft recognized by independent organizations (U.S. News & World Report, NJ Monthly, Newsweek, and Washington Post), students earn National Merit accolades, and graduates earn local, college, and prestigious military scholarships. Students exemplify scholarship, commitment to excellence, dedication to community, and Raider pride. Many of the highly educated, accomplished staff members have been selected by professional organizations as presenters, award recipients, and leaders.</p> |






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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>HHS, a comprehensive high school, offers a wide array of courses at multiple levels. The district's special education program is second to none. With college preparatory, honors, and 23 Advanced Placement courses, students have several pathways to pursue to challenge themselves. The gifted and talented internship program partners with local professionals, and concurrent enrollment classes with Raritan Valley Community College awards high school and college credit upon completion.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)</p> <p>HHS offers 29 sports with 75 teams (V, JV, and freshman). Part of the NJ State Interscholastic Athletic Assoc., Somerset County Interscholastic Athletic Assoc., and Skyland Conference, the program competes in the highest division with approximately 1100 participants annually. Coaches, trainers, and strength/conditioning staff are nationally certified. The tenets of the program focus on physical, mental, and emotional health while building life skills that will prepare students for success.</p> |
|  <p>Clubs and Activities:</p> | <p>HHS offers over 50 clubs that foster a positive connection to school. The philosophy is one of inclusivity, addressing an array of interests so every student can get involved in the school community outside of the school day. This is implemented by empowering students to create new clubs, resulting in groups such as Scrapbooking, Gaming, Gift of Life (which promotes organ donation to save lives), and Thirst Project (which raises money to bring clean drinking water to underdeveloped countries).</p> |








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School Narrative

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| | |
|---|---|
|  Staff and Professional Learning: | <p>Hillsborough offers several in-service days with professional development sessions geared to district, building, and department goals, centered around student learning. Professional Learning Communities (PLCs) meet regularly to focus on curriculum, common assessments, benchmarks for learning, and consistent expectations. Cohesiveness stems from summer institutes which provide training on ways that PLCs can work best. Outside PD is also highly regarded to support teachers in their learning.</p> |
|  Postsecondary Information: | <p>Approximately 95% of HHS' graduates pursue post-secondary education (73% go to 4-year and 22% go to 2-year institutions). The remaining 5% seek military careers, employment, or business/trade school. Annually, students apply/are accepted to 600 institutions, including the country's most prestigious schools. The Class of 2017 graduates attend 142 unique post-secondary institutions/military academies and had 23 National Merit Scholarship semi-finalists, 2 finalists, and one National Merit Scholar.</p> |
|  Student Supports and Services: | <p>HHS students are afforded a wide range of support services based upon individual needs. English Language Learners take ESL classes and get push-in support. Classified students work with teachers/Child Study Team members to meet their unique needs. The Intervention & Referral Services team assists non-classified students with learning, behavior, or health issues. Effective School Solutions is an in-house support to students with issues that may otherwise result in out-of-district placements.</p> |
|  Student Health and Wellness: | <p>HHS students are supported by 3 nurses and 2 student assistance counselors. The school offers a random drug testing program for any students involved in clubs/activities, athletics, and student parking. This is done as a deterrent to encourage students to live drug-free lives rather than risk losing eligibility for privileges they love. A full-time psychologist serves as the Anti-Bullying Specialist and provides support to general education students in crisis.</p> |
|  Parent and Community Involvement: | <p>HHS has a small but committed Home & School Association who works toward three main goals: open lines of communication with building administration, scholarships for seniors, and staff appreciation activities at the end of the school year. Hillsborough parents are passionately involved in the booster organizations for their children's activities and often dedicate as much time to the club/activity/sport as the students themselves. Home/school collaboration leads to student success.</p> |



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

HHS administers a climate survey annually to gather feedback from students, parents, staff, community members, and administrators about the ways in which the school does or does not meet their needs or expectations in areas such as (but not limited to) academic integrity, personalized learning, individualized attention, connection to staff, school safety, and sense of belonging. The results gathered inform decisions about assemblies, school goals, and areas of focus for other support services.



Facilities:

HHS opened in 1969 and has seen three additions leading to the building's current capacity. The school offers a Commons that can seat up to 800 students; an auditorium with seating for nearly 600; large and fully outfitted science labs; three gyms; two weight/conditioning rooms; and a turf stadium. Special care is taken to schedule students in ways that make a large school seem small, resulting in a very sincerely held belief that the school is home to the HHS Family.




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| | |
|---|---|
| <div>Other Information:</div> | <p>The Hillsborough Township School District utilizes a one-to-one technology initiative, which has put a Chromebook in all hands at the high school level. Classes make excellent use of the technology to enhance learning, quickly assess student understanding, and help students learn in asynchronous ways. This connectivity has also increased and improved students' ability to work collaboratively toward achieving common goals. Since the Next Generation Science Standards were developed, Hillsborough's science department has been at the forefront of implementation, which has noticeably strengthened students' ability to question, reason, and learn through discovery/inquiry. Similar approaches are happening in other departments, as well, as students are increasingly the ones taking ownership for their learning using a wide array of engaging, student-centered activities. Traditionally among the highest performing schools in a state that is among the highest performing states in the country, Hillsborough High School takes very seriously the critical role of preparing HHS students to be the successful denizens of tomorrow.</p> |
|---|---|




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 7 | 589 | 577 | 568 |
| 8 | 547 | 593 | 593 |
| Ungraded | 29 | 27 | 26 |
| Total | 1165 | 1197 | 1187 |

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% | 48% |
| Male | 51% | 51% | 52% |
| Economically Disadvantaged Students | 9% | 8% | 9% |
| Students with Disabilities | 16% | 13% | 15% |
| English Learners | 1% | 1% | 1% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 60.3% |
| Asian | 27.0% |
| Hispanic | 7.5% |
| Black or African American | 4.7% |
| Native Hawaiian or Pacific Islander | 0.3% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 0.1% |

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 | 74.7% |
| Spanish | 5.1% |
| Gujarati | 3.1% |
| Hindi | 2.6% |
| Chinese | 2.1% |
| Other | 12.9% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 1114 | 97.4 | 77.60 | 72.80 | 54.90 | 77.6 | 67 | Met Target |
| White | 677 | 96.8 | 74.30 | 69.30 | 63.90 | 74.3 | 62 | Met Target |
| Hispanic | 81 | 94.4 | 56.70 | 54.10 | 39.80 | 56.3 | 52.8 | Met Target |
| Black or African American | 51 | 96.6 | 58.80 | 56.90 | 35.20 | 58.8 | 45.8 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 305 | 99.7 | 93.40 | 89.70 | 80.70 | 93.4 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | 80.00 | 54.90 | N | ** | ** |
| Female | 527 | 96.8 | 86.50 | 80.00 | 62.20 | 86.5 | | |
| Male | 587 | 97.9 | 69.50 | 66.10 | 48.10 | 69.5 | | |
| Economically Disadvantaged Students | 94 | 91.7 | 49.00 | * | 36.20 | 47 | 34.8 | Met Target |
| Non-Economically Disadvantaged Students | 1020 | 98.0 | 80.20 | * | 65.80 | 80.2 | | |
| Students with Disabilities | 167 | 94.5 | 31.10 | 35.30 | 20.50 | 31 | 23.5 | Met Target |
| Students without Disabilities | 947 | 97.9 | 85.80 | 80.90 | 61.90 | 85.8 | | |
| English Learners | 13 | 100.0 | 46.20 | 57.10 | 25.20 | 46.2 | ** | ** |
| Non-English Learners | 1101 | 97.4 | 77.90 | 73.40 | 57.40 | 77.9 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 | 553 | 776 | 776 | 756 | 3% | 4% | 15% | 35% | 43% | 78% | 59% |
| White | 317 | 770 | 770 | 764 | 4% | 5% | 19% | 36% | 36% | 72% | 69% |
| Hispanic | 35 | 755 | 755 | 742 | * | * | * | 49% | * | 60% | 44% |
| Black or African American | 25 | 761 | 761 | 737 | * | * | * | 52% | * | 68% | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 175 | 795 | 795 | 784 | * | * | * | 27% | 66% | 94% | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 255 | 783 | 783 | 764 | * | * | 11% | 33% | 51% | 84% | 68% |
| Male | 298 | 771 | 771 | 749 | * | * | 18% | 37% | 36% | 73% | 51% |
| Economically Disadvantaged Students | 36 | 748 | 748 | 739 | * | * | 36% | 39% | * | 44% | 40% |
| Non-Economically Disadvantaged Students | 517 | 778 | 778 | 766 | * | * | 14% | 35% | * | 80% | 70% |
| Students with Disabilities | 78 | 732 | 732 | 719 | * | * | 40% | 23% | * | 27% | 19% |
| Students without Disabilities | 475 | 783 | 783 | 763 | * | * | 11% | 37% | * | 86% | 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 | 591 | 776 | 776 | 757 | 3% | 5% | 14% | 45% | 33% | 77% | 59% |
| White | 374 | 771 | 771 | 764 | 3% | 6% | 17% | 50% | 25% | 75% | 68% |
| Hispanic | 46 | 757 | 757 | 742 | * | * | 30% | 44% | * | 57% | 44% |
| Black or African American | 28 | 752 | 752 | 738 | * | * | * | 36% | * | 54% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 143 | 801 | 801 | 786 | * | * | * | 34% | 61% | 94% | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Female | 291 | 788 | 788 | 766 | * | * | 8% | 46% | 43% | 89% | 68% |
| Male | 300 | 765 | 765 | 749 | * | * | 21% | 44% | 22% | 66% | 50% |
| Economically Disadvantaged Students | 51 | 748 | 748 | 739 | * | * | 26% | 45% | * | 53% | 40% |
| Non-Economically Disadvantaged Students | 540 | 779 | 779 | 766 | * | * | 13% | 45% | * | 80% | 69% |
| Students with Disabilities | 82 | 733 | 733 | 718 | * | * | 32% | 28% | * | 32% | 18% |
| Students without Disabilities | 509 | 783 | 783 | 764 | * | * | 12% | 48% | * | 85% | 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% |

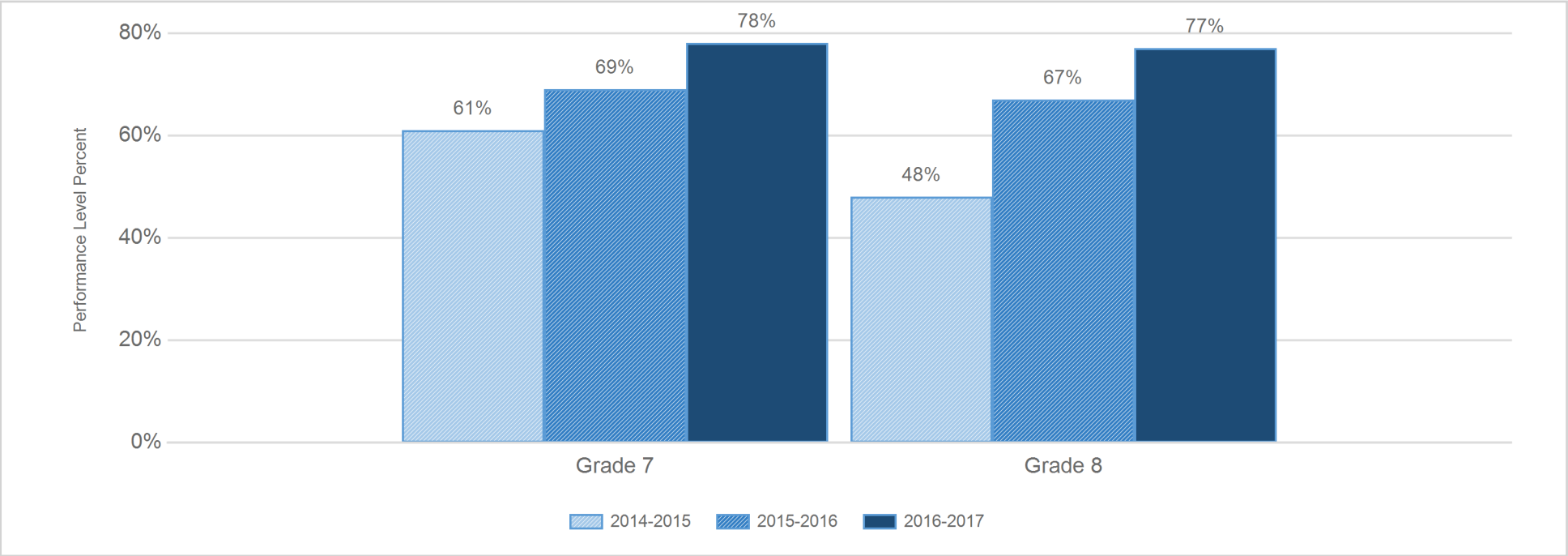


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English Language Arts/Literacy Assessment - Performance Trends

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 | 1113 | 97.4 | 70.30 | 67.50 | 43.50 | 70.3 | 61 | Met Target |
| White | 677 | 96.8 | 66.20 | 64.10 | 52.40 | 66.2 | 56.4 | Met Target |
| Hispanic | 81 | 94.4 | 43.20 | 45.80 | 27.60 | 42.9 | 43.3 | Met Target† |
| Black or African American | 51 | 96.6 | 47.00 | 39.80 | 21.70 | 47 | 38.2 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 304 | 99.7 | 90.50 | 88.10 | 75.60 | 90.5 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | 60.00 | 44.90 | N | ** | ** |
| Female | 527 | 96.8 | 72.60 | 68.60 | 44.10 | 72.6 | | |
| Male | 586 | 97.9 | 68.10 | 66.40 | 42.90 | 68.1 | | |
| Economically Disadvantaged Students | 93 | 91.7 | 35.50 | * | 25.10 | 34.1 | 29.6 | Met Target |
| Non-Economically Disadvantaged Students | 1020 | 98.0 | 73.50 | * | 54.30 | 73.5 | | |
| Students with Disabilities | 165 | 94.0 | 22.40 | 31.40 | 16.50 | 22.1 | 24.5 | Met Target† |
| Students without Disabilities | 948 | 98.0 | 78.60 | 75.30 | 48.80 | 78.6 | | |
| English Learners | 13 | 100.0 | 61.60 | 62.60 | 23.30 | 61.6 | ** | ** |
| Non-English Learners | 1100 | 97.4 | 70.40 | 67.70 | 45.20 | 70.4 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by 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 | 499 | 761 | 761 | 741 | * | * | 25% | 49% | 17% | 67% | 40% |
| White | 297 | 757 | 757 | 748 | * | * | 30% | 47% | 13% | 60% | 49% |
| Hispanic | 35 | 746 | 746 | 730 | * | * | 43% | 34% | * | 43% | 23% |
| Black or African American | 25 | 750 | 750 | 726 | * | * | * | 48% | * | 56% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 141 | 777 | 777 | 764 | * | * | 10% | 59% | 31% | 89% | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 238 | 762 | 762 | 743 | * | * | 23% | 49% | 19% | 69% | 41% |
| Male | 261 | 760 | 760 | 740 | * | * | 27% | 49% | 16% | 65% | 38% |
| Economically Disadvantaged Students | 37 | 741 | 741 | 729 | * | * | 41% | 32% | 0% | 32% | 22% |
| Non-Economically Disadvantaged Students | 462 | 763 | 763 | 749 | * | * | 24% | 51% | 19% | 70% | 50% |
| Students with Disabilities | 77 | 732 | 732 | 716 | * | 26% | 42% | 23% | * | 23% | 11% |
| Students without Disabilities | 422 | 767 | 767 | 746 | * | 3% | 22% | 54% | * | 75% | 45% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| 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 | 294 | 741 | 741 | 728 | * | 14% | 31% | 45% | * | 46% | 28% |
| White | 209 | 744 | 744 | 736 | * | 13% | 32% | 48% | * | 48% | 35% |
| Hispanic | 35 | 729 | 729 | 721 | * | * | 31% | 29% | 0% | 29% | 21% |
| Black or African American | 21 | 724 | 724 | 715 | * | * | * | * | 0% | 29% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 749 | 749 | 747 | * | * | * | 59% | 0% | 59% | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Female | 121 | 741 | 741 | 730 | * | 12% | 32% | 45% | * | 45% | 30% |
| Male | 173 | 741 | 741 | 725 | * | 15% | 30% | 46% | * | 46% | 26% |
| Economically Disadvantaged Students | 41 | 729 | 729 | 719 | 27% | * | 24% | 27% | * | 29% | 19% |
| Non-Economically Disadvantaged Students | 253 | 743 | 743 | 734 | 8% | * | 32% | 48% | * | 48% | 34% |
| Students with Disabilities | 71 | 715 | 715 | 705 | * | 30% | 25% | * | * | 13% | * |
| Students without Disabilities | 223 | 750 | 750 | 734 | * | 9% | 32% | * | * | 56% | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 710 | * | * | * | * | * | * | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 302 | 780 | 763 | 743 | 0% | 0% | 4% | 89% | 8% | 96% | 42% |
| White | 170 | 777 | 760 | 751 | 0% | 0% | * | 94% | * | 96% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 116 | 787 | 781 | 774 | * | * | * | 81% | 16% | 97% | 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 | 156 | 777 | 763 | 744 | * | * | * | 92% | * | 96% | 43% |
| Male | 146 | 783 | 763 | 741 | * | * | * | 86% | * | 97% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | 10 | 778 | 730 | 714 | 0% | 0% | * | * | * | 90% | 10% |
| Students without Disabilities | 292 | 780 | 767 | 747 | 0% | 0% | * | * | * | 97% | 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 | 51 | 778 | 750 | 734 | 0% | 0% | 0% | 65% | 35% | 100% | 30% |
| White | 15 | 774 | 748 | 740 | * | * | * | 80% | * | 100% | 38% |
| Hispanic | * | * | * | 722 | * | * | * | * | * | * | 14% |
| Black or African American | * | * | * | 719 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 33 | 781 | 765 | 758 | 0% | 0% | 0% | 55% | 46% | 100% | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Female | 31 | 775 | 750 | 735 | * | * | * | * | * | 100% | 31% |
| Male | 20 | 781 | 750 | 733 | * | * | * | * | * | 100% | 30% |
| Economically Disadvantaged Students | * | * | * | 721 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Students with Disabilities | * | * | * | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 738 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 51 | 778 | 750 | 735 | 0% | 0% | 0% | 65% | 35% | 100% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |

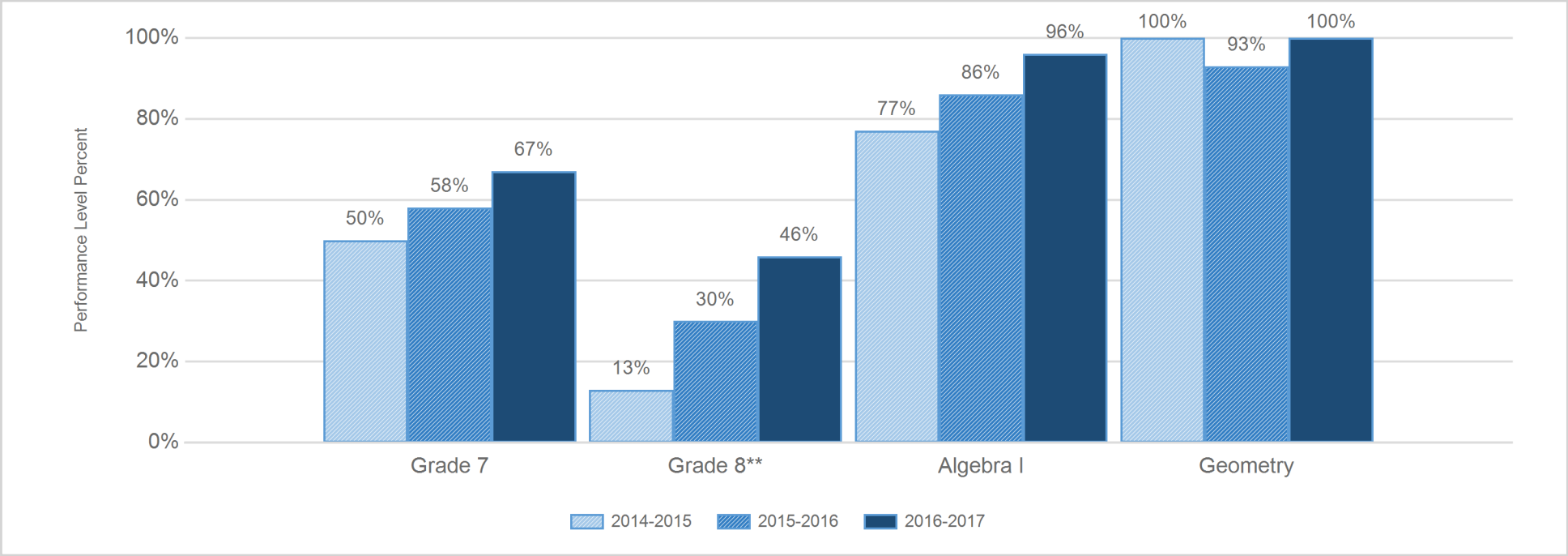


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

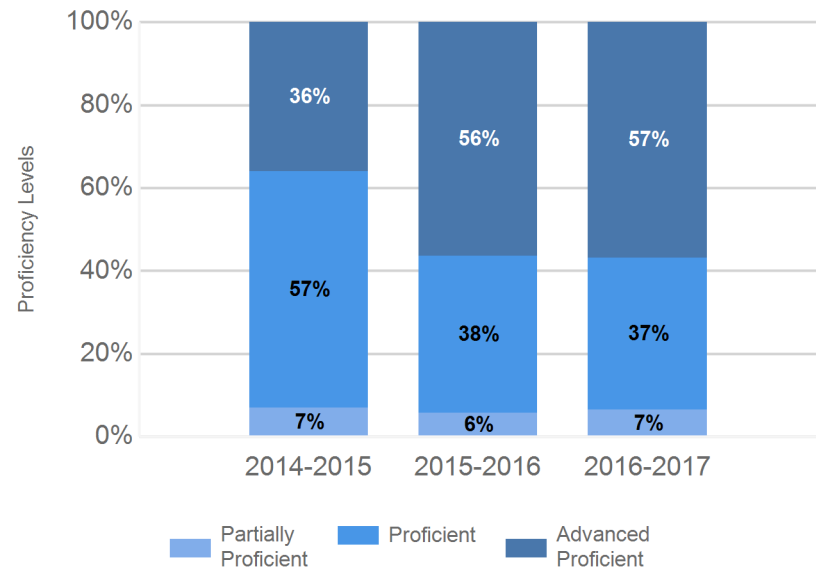
NJASK Science Assessment Performance: Grade 8

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 | 57% | 37% | 7% |
| White | 56% | 38% | 6% |
| Hispanic | 38% | 46% | 17% |
| Black or African American | 28% | 55% | 17% |
| Asian, Native Hawaiian, or Pacific Islander | 73% | 25% | 2% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 28% | 60% | 12% |
| Students with Disabilities | 19% | 53% | 28% |
| English Learners | * | * | * |

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 | 69 | 57 | 50 | Exceeds Target | 68 | 59.5 | 50 | Exceeds Target |
| White | 67 | 54 | 50 | Exceeds Target | 66 | 59 | 52 | Exceeds Target |
| Hispanic | 58 | 47 | 49 | Met Target | 60 | 57 | 47 | Exceeds Target |
| Black or African American | 51.5 | 50 | 45 | Met Target | 70 | 55.5 | 43 | Exceeds Target |
| Asian, Native Hawaiian, or Pacific Islander | 78 | * | 60 | Exceeds Target | 72 | * | 59 | Exceeds Target |
| 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 | 54 | 46.5 | 47 | Met Target | 59 | 51 | 46 | Met Target |
| Students with Disabilities | 54 | 46 | 41 | Met Target | 65 | 55 | 43 | Exceeds Target |
| English Learners | 72.5 | 56 | 53 | ** | * | 67.5 | 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:

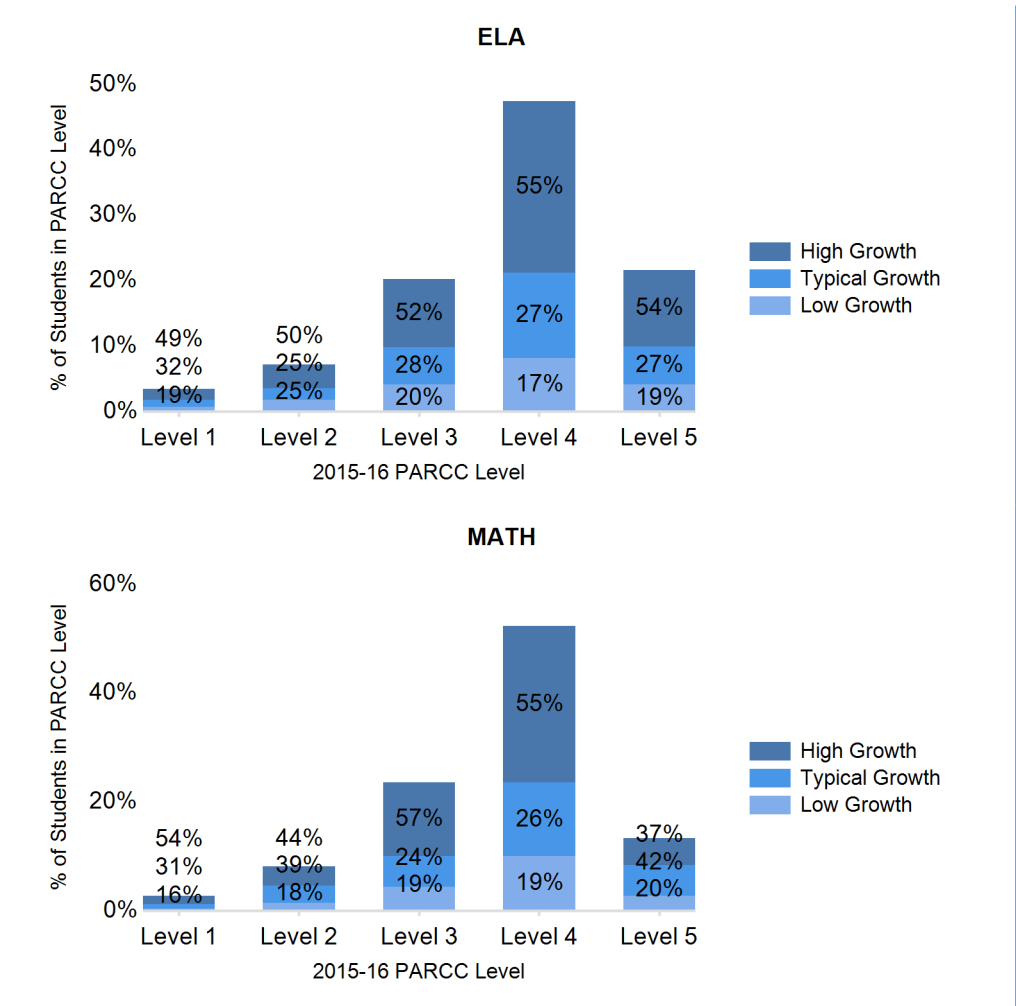
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

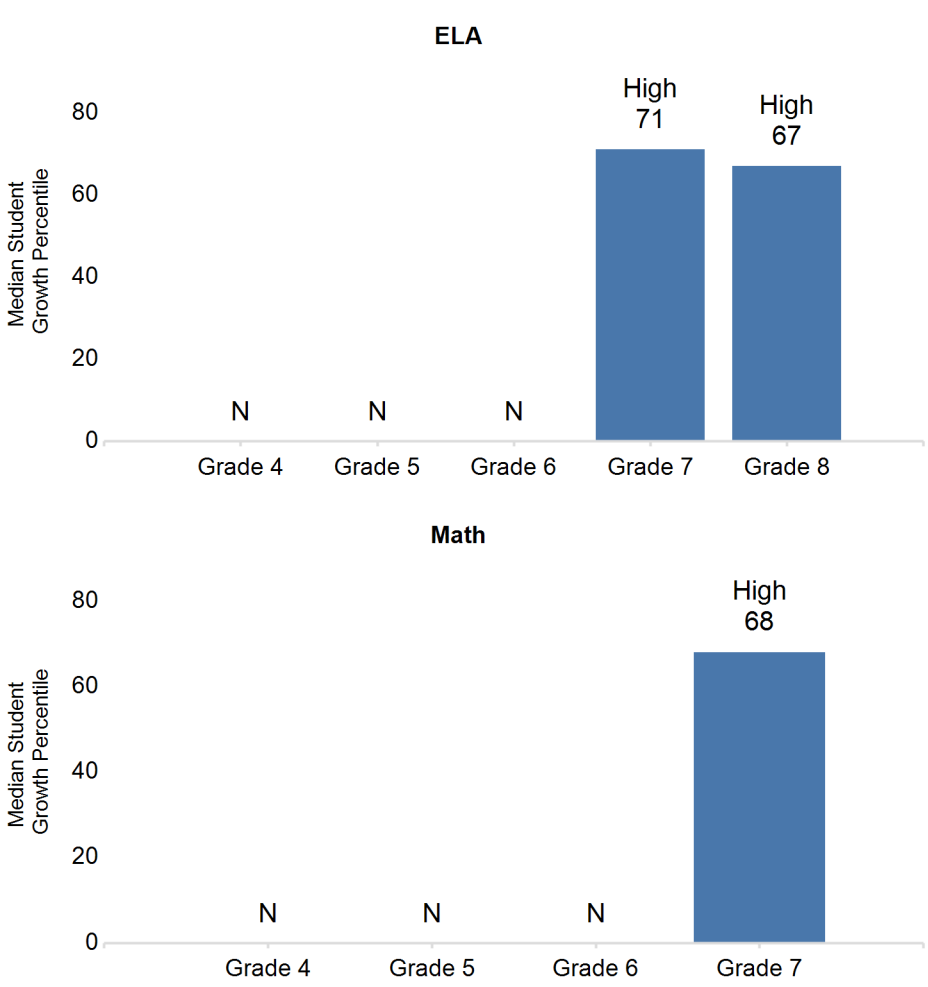
Student Growth by Performance Level

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 7 | 55 | 0 | 532 |
| 8 | 249 | 51 | 311 |
| Schoolwide | 304 | 51 | 843 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 7 | 236 | 117 | 103 | 0 | 27 | 24 | 0 |
| 8 | 258 | 94 | 106 | 0 | 49 | 27 | 0 |
| Schoolwide | 494 | 211 | 209 | 0 | 76 | 51 | 0 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



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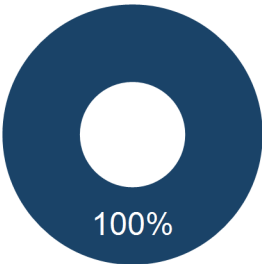
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Visual and Performing Arts – Course Participation

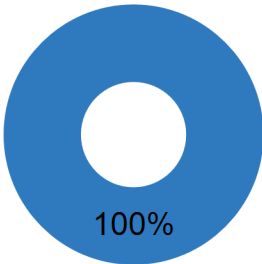
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

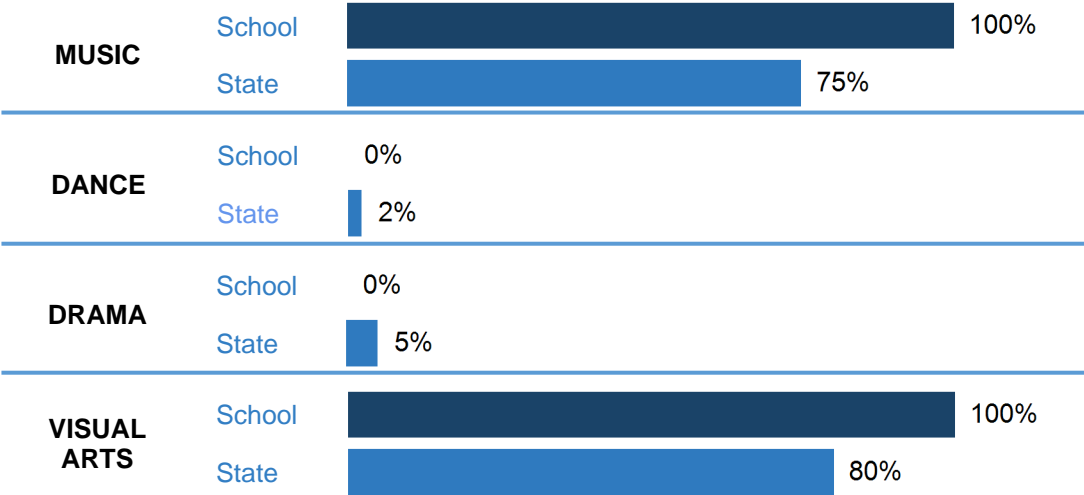


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

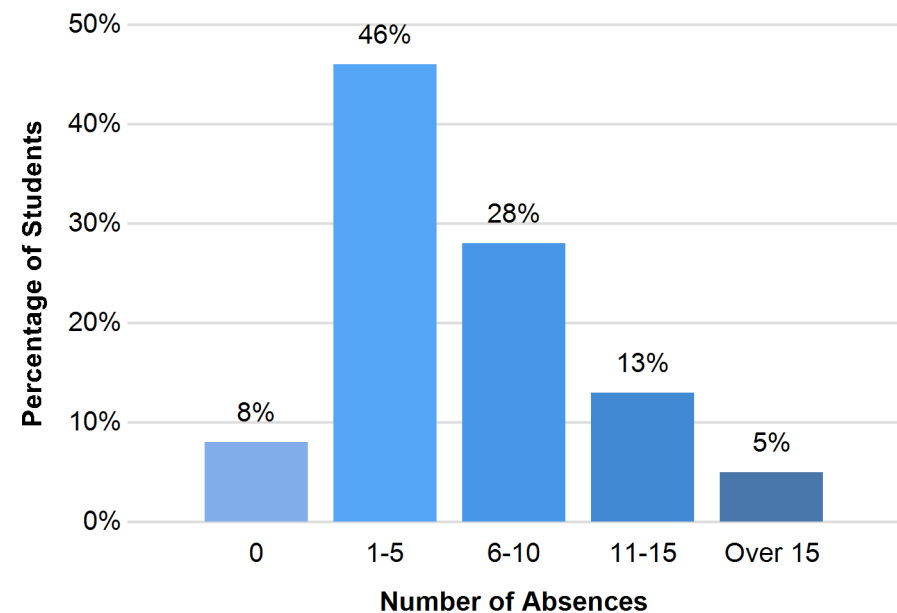
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 3.30 | 9.10 | Met Target |
| White | 3.40 | 9.10 | Met Target |
| Hispanic | 10.10 | 9.10 | Not Met |
| Black or African American | 3.40 | 9.10 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 0.90 | 9.10 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 13.30 | 9.10 | Not Met |
| Students with Disabilities | 7.60 | 9.10 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



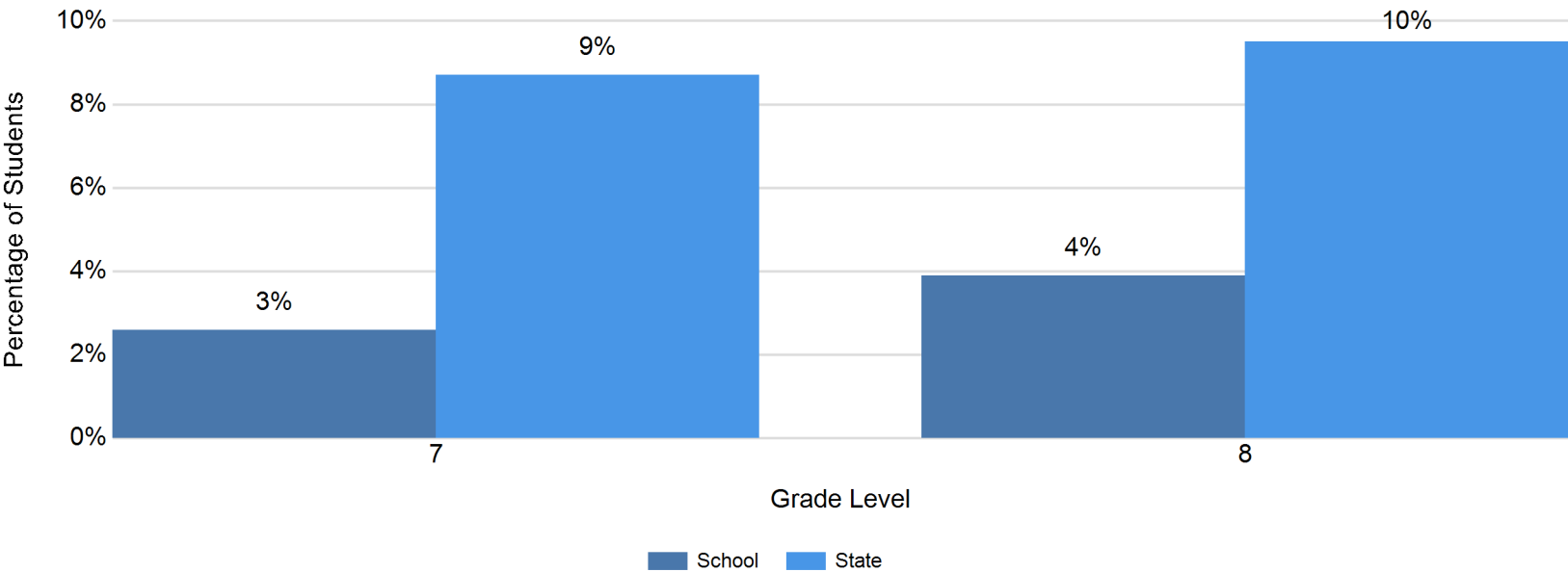


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:30AM |
| Typical End Time | 3:05PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 49 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 | 3 |
| Vandalism | 1 |
| Weapons | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 4 |
| Total Unique Incidents | 8 |
| Incidents Per 100 Students Enrolled | 0.67 |

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 | 1.3% |
| Out-of-School Suspensions | 0.2% |
| Any Suspension | 1.3% |

Student Expulsions

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

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



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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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 | 111 | 120,724 |
| Average years experience in public schools | 13.5 | 11.8 |
| Average years experience in district | 11.2 | 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 | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 11:1 |
| Administrators | 396:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

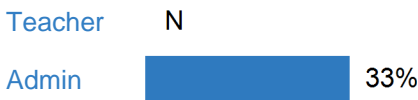
Bachelor's Degree



Master's Degree



Doctoral Degree



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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 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 | 81.7 | 17.5% |
| Mathematics Proficiency | 81.0 | 17.5% |
| English Language Arts Growth | 92.7 | 25.0% |
| Mathematics Growth | 93.3 | 25.0% |
| Chronic Absenteeism | 78.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 86.7 |
| Summative Rating: Percentile rank of Summative Score | | 96.3 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 86.7 | 11.9 | No | Met Target | Met Target | Met Target | Exceeds Target | Exceeds Target | No |
| White | 82.4 | 11.9 | No | Met Target | Met Target | Met Target | Exceeds Target | Exceeds Target | No |
| Hispanic | 73.7 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Exceeds Target | No |
| Black or African American | 89.1 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Exceeds Target | No |
| Asian, Native Hawaiian, or Pacific Islander | 87.6 | 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 | 70.8 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 80.1 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Exceeds Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Dr. Trybulski | Email Address: | jtrybulski@https.us |
| Address: | 260 TRIANGLE ROAD HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |

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"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
|  Mission, Vision, Theme: | <p>The guiding principle at HMS, that we are “Stronger Together,” reflects our belief in the importance of students, parents, teachers, and administrators all working together as one professional learning community. Hillsborough Middle School is a place that nurtures young minds and develops good character. Together, excellence in academics, the arts, and athletics form the cornerstones of our program of studies that have made us a model for New Jersey’s schools.</p> |
|  Awards, Recognition, Accomplishments: | <p>In 1996, The Hillsborough Middle School was recognized as a National Blue Ribbon School of Excellence. In the many years since, we have not wavered from that continuous pursuit of excellence.</p> |






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School Narrative

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| | |
|---|--|
|  Courses, Curriculum, Instruction: | <p>Our academic programs are aligned with state and national standards and support students through differentiation of instruction and active learning environments. In addition to the core academics, students have the opportunity for study in one of five world languages (Chinese, French, German, Italian, and Spanish) as well as art, music, family & consumer science, and technology. Our health and physical education focuses on individual fitness and teamwork to round out the program of studies.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Co-ed)</p> <p>In addition to the NJSIAA interscholastic sports noted above, HMS offers a range of intramural club sports for students interested in basketball, floor hockey, rock wall climbing, soccer, table tennis, volleyball and more.</p> |
|  Clubs and Activities: | <p>In the area of extra-curricular activities, students at HMS benefit from a full complement of award-winning programs for the fine and performing arts, academic competitions, and interscholastic sports as well as the many student leadership and community service organizations that promote positive social attitudes and strong character.</p> |







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School Narrative

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| | |
|---|---|
|  Staff and Professional Learning: | <p>Teachers have dedicated planning time each week to meet with interdisciplinary team colleagues as well as with their departmental professional learning communities to address student needs and share best practices for instruction within their disciplines. All staff receive annual professional development in areas of social, cultural and emotional supports for students as well as improving curriculum & instructional design and effective applications of educational technology.</p> |
|  Student Supports and Services: | <p>Student life at Hillsborough Middle School is centered on core interdisciplinary teams of teachers for literacy, math, science and social studies. Each team includes a learning specialist/special education teacher. Our middle school design brings together the benefits of content specialty and expertise with common planning and communication among the team teachers to create a learning environment that is most responsive to the needs of each of our students as they enter the adolescent years.</p> |
|  Student Health and Wellness: | <p>HMS offers breakfast and an open morning study hall prior to the start of the school day. Lunch service includes chef specials in addition to a wide range of salads, vegan options, and sandwiches prepared to order. The School Wellness Committee sponsors wellness week each year with special activities to promote healthy food choices, exercise, and stress management.</p> |
|  Parent and Community Involvement: | <p>The HMS Home & School Association sponsors a variety of events including our character education and digital citizenship assemblies, student recognitions, academic awards, Scholastic Book Fairs, and parent forums. In addition, we continue to grow strong partnerships supporting our programs with local corporate and educational institutions including Johnson & Johnson, Merck, Henkel, TCNJ, Rider, and Princeton University.</p> |





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School Narrative

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

| | |
|---|--|
| <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>Each year, Hillsborough Middle School conducts a school climate survey that gathers feedback from students and staff about the climate in the school. The school counselors, a committee of staff members and the principal use the results to plan programming and determine paths to follow that contribute to making HMS a happy, successful school for all.</p> |
| <div>Facilities:</div> | <p>In recent years, HMS renovations have included updates to all ten science laboratory rooms as well as outfitting all classrooms with smart LCD projectors, whiteboards, and sound systems. Our library/media center has been upgraded to include a Technology Hub staffed with computer resource teachers that provide technical and educational support for our 1:1 Chromebook initiative for both students and faculty.</p> |




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School Narrative

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

| | |
|---|---|
| <div>Other Information:</div> | <p>HMS sponsors a number of character education and student recognition programs in addition to peer leadership groups including an active Student Council that help to promote positive school climate. HMS PRIDE (Peers Respecting Individual Differences Everyday) is our student-led anti-bullying program. BoroAWARE promotes positive supports for anti-drug/alcohol and suicide prevention, and HMS-TOPS (Together Our Peers Succeed) hosts regular school spirit activities and community service projects. The middle years are challenging. At HMS, we value each student's unique learning style and personal interests. We have a comprehensive array of specialized programs and caring support systems in place to ensure that rich learning opportunities are accessible for all. Every staff member in our school is dedicated to developing healthy young adults who are inquisitive, enlightened and honorable. HMS is a school where the vision of educational excellence and dreams of a bright future become reality. Our students and faculty learn together, play together, and grow together. We are "Stronger Together."</p> |
|---|---|



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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 0 | 0 | 0 |
| KG | 68 | 70 | 58 |
| 1 | 102 | 90 | 82 |
| 2 | 78 | 105 | 96 |
| 3 | 79 | 81 | 104 |
| 4 | 82 | 85 | 78 |
| Ungraded | 6 | 20 | 24 |
| Total | 415 | 451 | 442 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 52% | 52% | 51% |
| Male | 48% | 48% | 49% |
| Economically Disadvantaged Students | 18% | 21% | 20% |
| Students with Disabilities | 12% | 16% | 15% |
| English Learners | 8% | 6% | 5% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 43.0% |
| Asian | 27.8% |
| Hispanic | 19.2% |
| Black or African American | 7.5% |
| Native Hawaiian or Pacific Islander | 0.7% |
| American Indian or Alaska Native | 0.5% |
| Two or More Races | 1.4% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0 | 0 | 0 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 68 | 70 | 57 |
| KG - Full Day | 0 | 0 | 1 |

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 | 67.2% |
| Spanish | 11.5% |
| Chinese | 2.7% |
| Urdu | 2.7% |
| Hindi | 2.7% |
| Other | 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 | 166 | 98.3 | 82.50 | 72.80 | 54.90 | 82.5 | 77.4 | Met Goal |
| White | 78 | 97.6 | 82.10 | 69.30 | 63.90 | 82.1 | 78.6 | Met Goal |
| Hispanic | 29 | 100.0 | 72.40 | 54.10 | 39.80 | 72.4 | 59.6 | Met Target |
| Black or African American | 14 | 100.0 | 71.40 | 56.90 | 35.20 | 71.4 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 41 | 100.0 | 95.20 | 89.70 | 80.70 | 95.2 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 84 | 100.0 | 84.60 | 80.00 | 62.20 | 84.6 | | |
| Male | 82 | 96.7 | 80.50 | 66.10 | 48.10 | 80.5 | | |
| Economically Disadvantaged Students | 31 | 100.0 | 64.50 | * | 36.20 | 64.5 | 57.3 | Met Target |
| Non-Economically Disadvantaged Students | 135 | 97.9 | 86.60 | * | 65.80 | 86.6 | | |
| Students with Disabilities | 25 | 96.2 | 72.00 | 35.30 | 20.50 | 72 | 47.5 | Met Target |
| Students without Disabilities | 141 | 98.7 | 84.40 | 80.90 | 61.90 | 84.4 | | |
| English Learners | 22 | 100.0 | 77.30 | 57.10 | 25.20 | 77.3 | N | N |
| Non-English Learners | 144 | 98.1 | 83.30 | 73.40 | 57.40 | 83.3 | | |
| Homeless Students | N | N | N | 50.00 | 26.40 | N | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 100 | 774 | 771 | 749 | * | * | 22% | 63% | 13% | 76% | 50% |
| White | 51 | 776 | 766 | 759 | * | * | 22% | 69% | * | 78% | 61% |
| Hispanic | 17 | 751 | 753 | 734 | 0% | * | * | * | * | 47% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 20 | 783 | * | 775 | 0% | 0% | * | 70% | * | 90% | 76% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 49 | 779 | 776 | 754 | 0% | * | * | 65% | * | 82% | 55% |
| Male | 51 | 770 | 766 | 745 | 0% | * | * | 61% | * | 71% | 46% |
| Economically Disadvantaged Students | 19 | 754 | 750 | 731 | 0% | * | * | * | 0% | 47% | 31% |
| Non-Economically Disadvantaged Students | 81 | 779 | 773 | 762 | 0% | * | * | * | 16% | 83% | 63% |
| Students with Disabilities | 12 | 759 | 746 | 720 | * | * | * | * | * | 58% | 24% |
| Students without Disabilities | 88 | 777 | 777 | 755 | * | * | * | * | * | 78% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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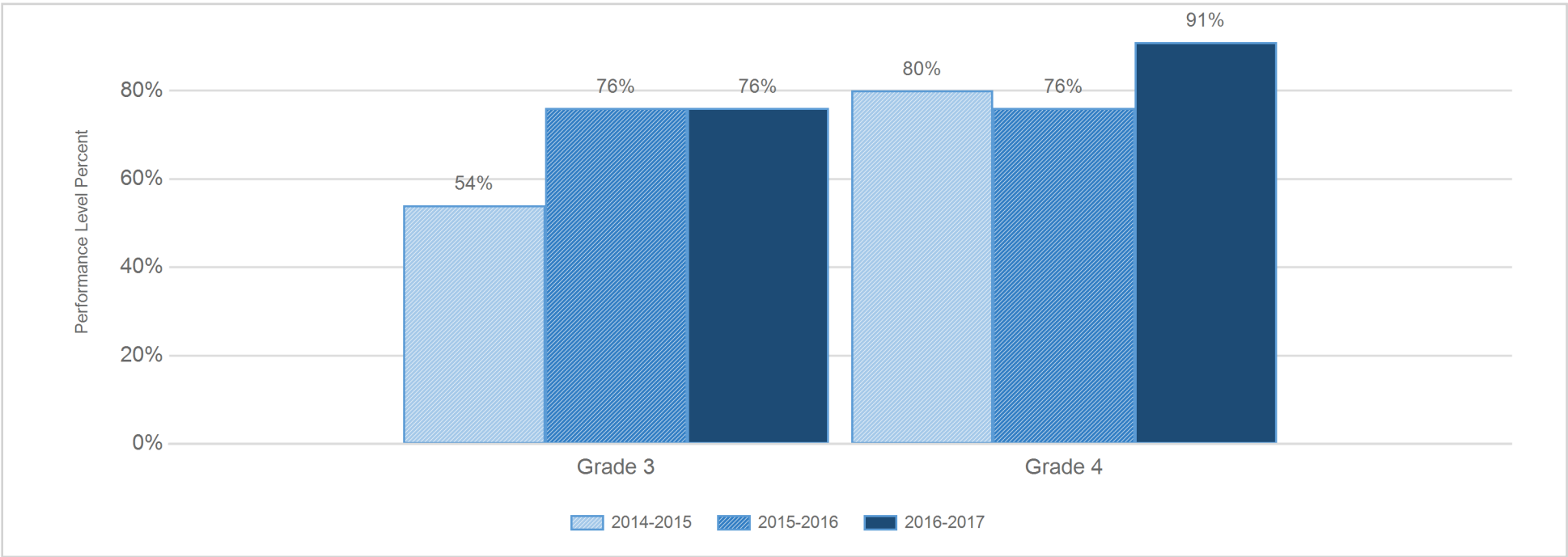
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 77 | 777 | 769 | 753 | * | 0% | * | 61% | 30% | 91% | 56% |
| White | 29 | 776 | 765 | 762 | * | 0% | * | 62% | * | 90% | 67% |
| Hispanic | 14 | 767 | 757 | 740 | 0% | 0% | 0% | 100% | 0% | 100% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 790 | * | 777 | 0% | 0% | 0% | 48% | 52% | 100% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 39 | 781 | 774 | 758 | * | 0% | * | 46% | * | 90% | 61% |
| Male | 38 | 773 | 763 | 749 | * | 0% | * | 76% | * | 92% | 51% |
| Economically Disadvantaged Students | 15 | 768 | 749 | 737 | * | 0% | * | 73% | * | 80% | 36% |
| Non-Economically Disadvantaged Students | 62 | 780 | 770 | 764 | * | 0% | * | 58% | * | 94% | 69% |
| Students with Disabilities | 13 | 769 | 748 | 725 | * | * | * | * | * | 85% | 25% |
| Students without Disabilities | 64 | 779 | 775 | 759 | * | * | * | * | * | 92% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 77 | 777 | 769 | 755 | * | 0% | * | 61% | 30% | 91% | 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% |

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 | 166 | 98.3 | 82.00 | 67.50 | 43.50 | 82 | 75.6 | Met Goal |
| White | 78 | 97.6 | 79.50 | 64.10 | 52.40 | 79.5 | 75.6 | Met Target |
| Hispanic | 29 | 100.0 | 72.40 | 45.80 | 27.60 | 72.4 | 52.2 | Met Target |
| Black or African American | 14 | 100.0 | 71.40 | 39.80 | 21.70 | 71.4 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 41 | 100.0 | 97.60 | 88.10 | 75.60 | 97.6 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 84 | 100.0 | 79.80 | 68.60 | 44.10 | 79.8 | | |
| Male | 82 | 96.8 | 84.20 | 66.40 | 42.90 | 84.2 | | |
| Economically Disadvantaged Students | 31 | 100.0 | 80.60 | * | 25.10 | 80.6 | 54 | Met Goal |
| Non-Economically Disadvantaged Students | 135 | 98.0 | 82.20 | * | 54.30 | 82.2 | | |
| Students with Disabilities | 25 | 96.2 | 60.00 | 31.40 | 16.50 | 60 | 51.5 | Met Target |
| Students without Disabilities | 141 | 98.7 | 85.80 | 75.30 | 48.80 | 85.8 | | |
| English Learners | 22 | 100.0 | 86.40 | 62.60 | 23.30 | 86.4 | N | N |
| Non-English Learners | 144 | 98.1 | 81.30 | 67.70 | 45.20 | 81.3 | | |
| Homeless Students | N | N | N | * | 16.40 | N | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 101 | 768 | 769 | 751 | * | * | 18% | 64% | 15% | 79% | 53% |
| White | 51 | 763 | 761 | 759 | 0% | * | 24% | 65% | * | 75% | 63% |
| Hispanic | 17 | 758 | 755 | 738 | 0% | * | * | 65% | * | 71% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 785 | * | 779 | * | * | * | 67% | * | 100% | 82% |
| American Indian or Alaska Native | * | * | * | 750 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 49 | 765 | 767 | 751 | 0% | * | * | 65% | * | 76% | 52% |
| Male | 52 | 770 | 770 | 751 | 0% | * | * | 64% | * | 83% | 53% |
| Economically Disadvantaged Students | 19 | 758 | 751 | 736 | * | * | * | 79% | 0% | 79% | 34% |
| Non-Economically Disadvantaged Students | 82 | 770 | 770 | 761 | * | * | * | 61% | 18% | 79% | 65% |
| Students with Disabilities | 12 | 754 | 747 | 729 | * | * | * | * | 0% | 58% | 29% |
| Students without Disabilities | 89 | 769 | 774 | 755 | * | * | * | * | 17% | 82% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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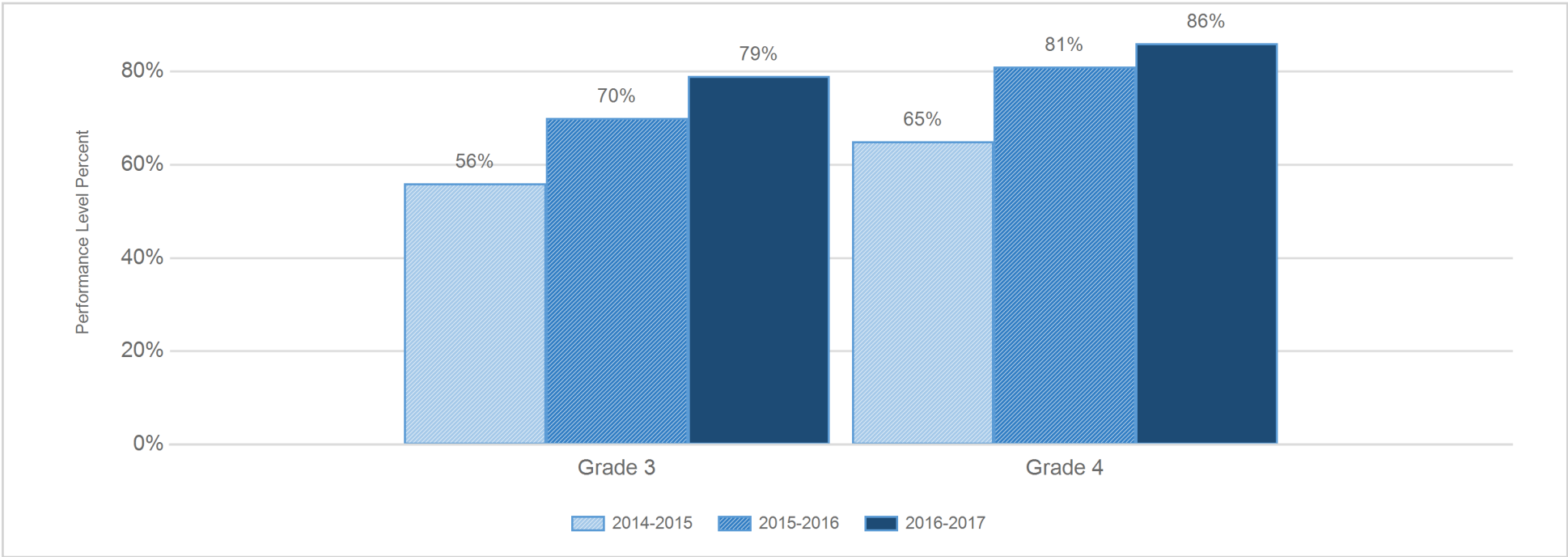
Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 77 | 772 | 767 | 747 | * | * | 13% | 66% | 20% | 86% | 47% |
| White | 29 | 767 | 763 | 755 | 0% | * | * | 83% | * | 90% | 59% |
| Hispanic | 14 | 761 | 752 | 734 | * | * | * | 79% | * | 79% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 793 | * | 774 | * | * | * | 44% | 52% | 96% | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 39 | 776 | 770 | 747 | 0% | * | * | 62% | * | 87% | 47% |
| Male | 38 | 769 | 764 | 747 | 0% | * | * | 71% | * | 84% | 48% |
| Economically Disadvantaged Students | 15 | 759 | 746 | 732 | * | * | * | 80% | * | 80% | 27% |
| Non-Economically Disadvantaged Students | 62 | 776 | 769 | 757 | * | * | * | 63% | * | 87% | 61% |
| Students with Disabilities | 13 | 762 | 745 | 724 | * | * | * | * | * | 62% | 22% |
| Students without Disabilities | 64 | 775 | 773 | 751 | * | * | * | * | * | 91% | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 77 | 772 | 767 | 749 | * | * | 13% | 66% | 20% | 86% | 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% |

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | 12 | 66.7% | 33.3% |
| 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.

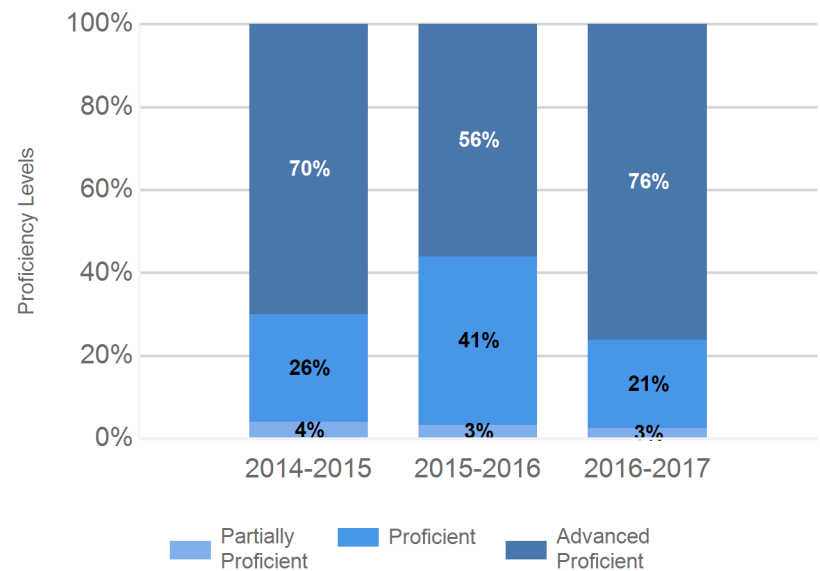
NJASK Science Assessment Performance: Grade 4

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 | 76% | 21% | 3% |
| White | 78% | 19% | 3% |
| Hispanic | 57% | * | 7% |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | 88% | 12% | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | 44% | 50% | 6% |
| Students with Disabilities | 53% | 33% | 13% |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 62 | 57 | 50 | Exceeds Target | 82 | 59.5 | 50 | Exceeds Target |
| White | 51.5 | 54 | 50 | Met Target | 81.5 | 59 | 52 | Exceeds Target |
| Hispanic | 59 | 47 | 49 | ** | 84 | 57 | 47 | ** |
| Black or African American | * | 50 | 45 | ** | * | 55.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 82 | * | 60 | Exceeds Target | 90 | * | 59 | Exceeds Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | * | 52 | ** |
| Economically Disadvantaged | 50 | 46.5 | 47 | ** | 84 | 51 | 46 | ** |
| Students with Disabilities | 61.5 | 46 | 41 | ** | 90.5 | 55 | 43 | ** |
| English Learners | * | 56 | 53 | ** | * | 67.5 | 51 | ** |

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



Sunnymead Elementary School
2016-2017

Grade Span PK-04

35-2170-060
SOMERSET
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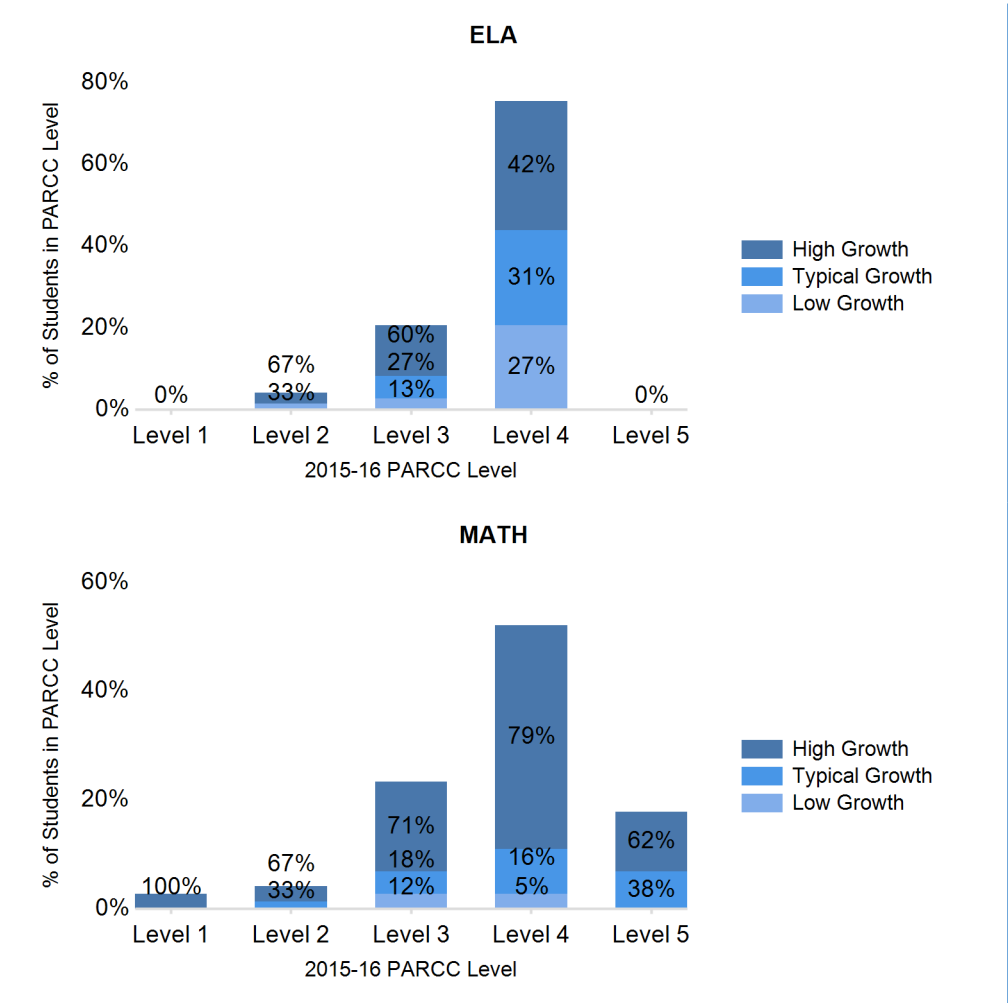
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

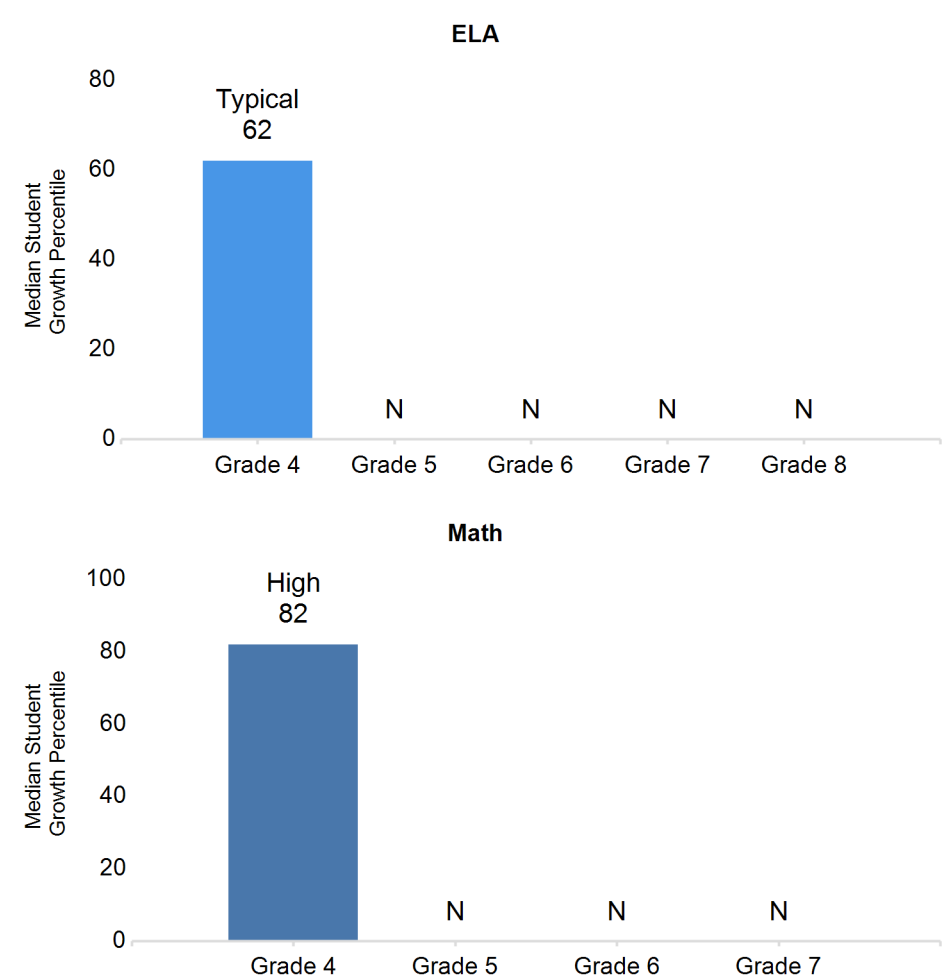
Student Growth by Performance Level

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

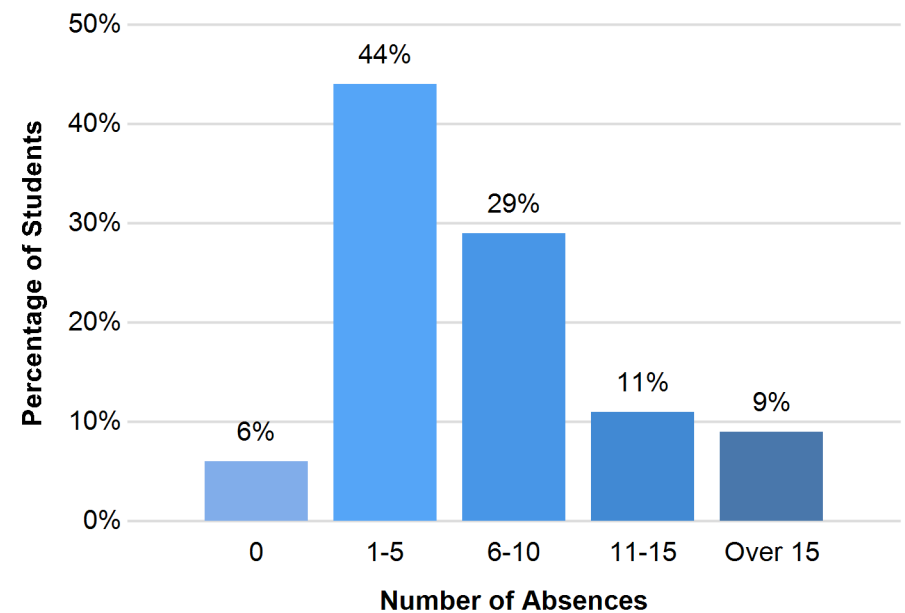
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 5.40 | 8.70 | Met Target |
| White | 2.80 | 8.70 | Met Target |
| Hispanic | 8.20 | 8.70 | Met Target |
| Black or African American | 10.00 | 8.70 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 5.30 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 9.00 | 8.70 | Not Met |
| Students with Disabilities | 12.80 | 8.70 | Not Met |
| English Learners | N | ** | ** |

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

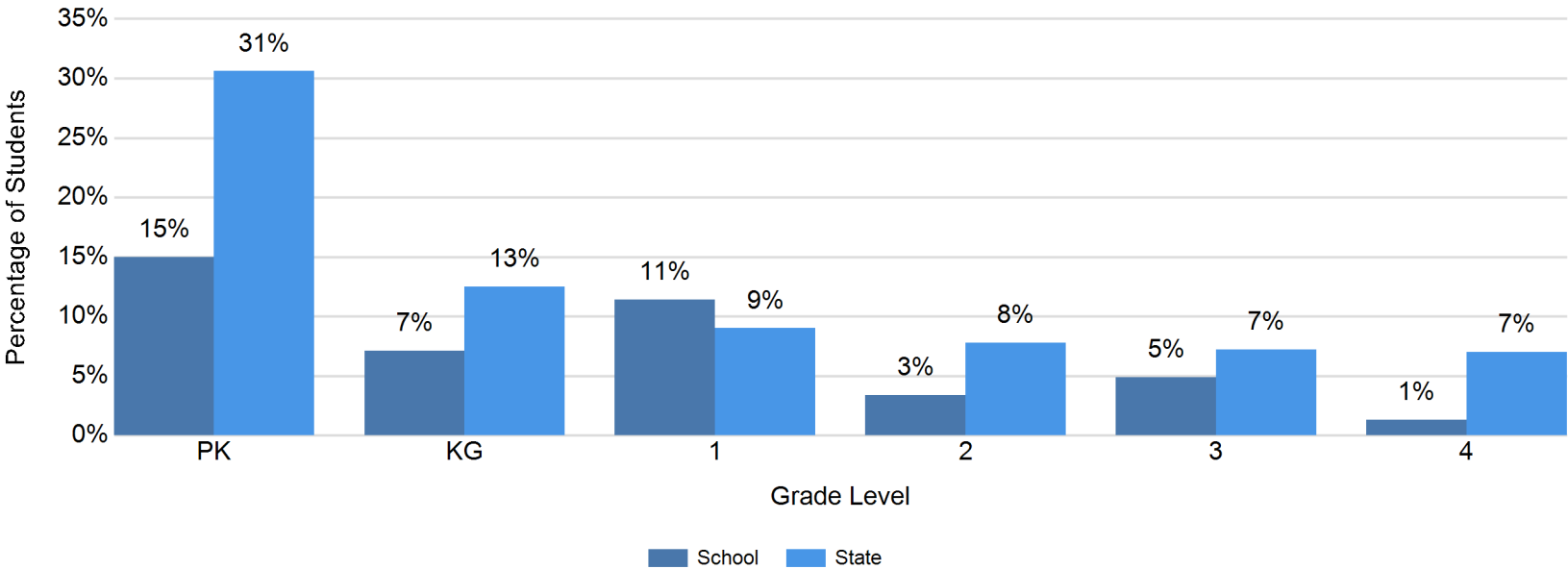
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:30AM |
| Typical End Time | 3:05PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 55 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

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



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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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 | 39 | 120,724 |
| Average years experience in public schools | 17.8 | 11.8 |
| Average years experience in district | 15.7 | 10.5 |
| Teachers in district for 4 or more years | 87% | 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 | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 11:1 |
| Administrators | 442:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 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 | 97.3 | 17.5% |
| Mathematics Proficiency | 99.3 | 17.5% |
| English Language Arts Growth | 87.1 | 25.0% |
| Mathematics Growth | 99.7 | 25.0% |
| Chronic Absenteeism | 58.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 89.8 |
| Summative Rating: Percentile rank of Summative Score | | 98.6 |
| 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 | 89.8 | 11.9 | No | Met Goal | Met Goal | Met Target | Exceeds Target | Exceeds Target | No |
| White | 83.4 | 11.9 | No | Met Goal | Met Target | Met Target | Met Target | Exceeds Target | No |
| Hispanic | ** | ** | No | Met Target | Met Target | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | Not Met | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 86.1 | 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 | ** | ** | No | Met Target | Met Goal | Not Met | ** | ** | No |
| Students with Disabilities | ** | ** | No | Met Target | Met Target | Not Met | ** | ** | No |
| English Learners | ** | ** | No | N | N | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Dr. Jenkins | Email Address: | tjenkins@https.us |
| Address: | 55 SUNNYMEAD RD HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |

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"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
| Mission, Vision, Theme: | <p>Our collective goal is to ensure the students of Sunnymeade School acquire the knowledge, skills, and attitudes necessary to realize their academic potential and become productive and responsible citizens. We are committed to helping every child succeed No alibis, No exceptions, No excuses.</p> |




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School Narrative

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

| | |
|--|--|
|  Courses, Curriculum, Instruction: | Sunnymead School offers a comprehensive primary program of instruction to students in grades PreK-4. The programs are designed to teach foundational skills, to promote cognitive growth in a developmentally appropriate learning environment. We want our students to acquire self-confidence and positive attitudes toward learning and school. The curriculum provides meaningful learning while engaging in activities that promote critical thinking, problem solving, and communication skills development. |
|--|--|





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School Narrative

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

| | |
|--|---|
|  Staff and Professional Learning: | Instruction is child-centered and based on current research as the Sunnymead School professional community continuously incorporates emerging ideas about curriculum, instruction, technology, and instructional assessment into the educational program. |
|  Parent and Community Involvement: | Parental involvement is important to student success at Sunnymead School. Parents volunteer on a regular basis in the media center and our classrooms. We have a strong Home & School Association that provides a variety of rich activities for the students. HSA activities include educational assembly programs, various after school family activities, and the production of our annual yearbook. Our HSA also provides financial assistance through fundraising events, to support our school initiatives. |




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School Narrative

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

| | |
|---|--|
| <div>Other Information:</div> | <p>We encourage the development of positive character traits in our students. Students are taught the seven pillars of character and are acknowledged for showing good character and displaying random acts of kinds. Fourth graders serve as peer leaders and record daily morning announcements viewed by our entire school community. We hold a school-wide morning meeting on the first Friday of every month. A collaborative effort is essential in fostering the success we have achieved at Sunnymeade School. Conscientious students, supportive parents, and a dedicated staff continue to be our winning formula. As a result, our students enjoy a peaceful, respectful, and cooperative, highly engaging and interactive environment.</p> |
|---|--|




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG | 56 | 60 | 48 |
| 1 | 69 | 69 | 71 |
| 2 | 55 | 74 | 68 |
| 3 | 76 | 58 | 81 |
| 4 | 75 | 78 | 62 |
| Ungraded | 39 | 39 | 34 |
| Total | 370 | 378 | 364 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 47% | 47% | 46% |
| Male | 53% | 53% | 54% |
| Economically Disadvantaged Students | 9% | 8% | 9% |
| Students with Disabilities | 28% | 31% | 31% |
| English Learners | 11% | 7% | 6% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 57.4% |
| Asian | 27.7% |
| Hispanic | 8.5% |
| Black or African American | 4.7% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 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 |
|---------------|---------|---------|---------|
| KG - Half Day | 55 | 60 | 48 |
| KG - Full Day | 0 | 0 | 0 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 73.9% |
| Spanish | 4.4% |
| Gujarati | 3.3% |
| Chinese | 2.7% |
| Hindi | 2.5% |
| Other | 13.2% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 145 | 96.8 | 69.00 | 72.80 | 54.90 | 69 | 71.8 | Met Target† |
| White | 85 | 96.8 | 67.10 | 69.30 | 63.90 | 67.1 | 69.4 | Met Target† |
| Hispanic | 17 | 100.0 | 47.10 | 54.10 | 39.80 | 47.1 | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 97.5 | 80.60 | 89.70 | 80.70 | 80.6 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 68 | 96.1 | 72.10 | 80.00 | 62.20 | 72.1 | | |
| Male | 77 | 97.6 | 66.20 | 66.10 | 48.10 | 66.2 | | |
| Economically Disadvantaged Students | 21 | 95.8 | 47.70 | * | 36.20 | 47.7 | N | N |
| Non-Economically Disadvantaged Students | 124 | 97.0 | 72.60 | * | 65.80 | 72.6 | | |
| Students with Disabilities | 61 | 93.8 | 54.10 | 35.30 | 20.50 | 53.4 | 57.5 | Met Target† |
| Students without Disabilities | 84 | 98.9 | 79.80 | 80.90 | 61.90 | 79.8 | | |
| English Learners | 14 | 93.3 | 57.10 | 57.10 | 25.20 | 56 | ** | ** |
| Non-English Learners | 131 | 97.2 | 70.30 | 73.40 | 57.40 | 70.3 | | |
| Homeless Students | N | N | N | 50.00 | 26.40 | N | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 77 | 772 | 771 | 749 | * | * | 17% | 62% | 13% | 75% | 50% |
| White | 51 | 768 | 766 | 759 | 0% | * | 20% | 67% | * | 73% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 798 | * | 775 | 0% | 0% | * | * | * | 87% | 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 | 43 | 777 | 776 | 754 | * | * | * | 56% | * | 77% | 55% |
| Male | 34 | 767 | 766 | 745 | * | * | * | 71% | * | 74% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 24 | 757 | 746 | 720 | * | * | * | 54% | * | 58% | 24% |
| Students without Disabilities | 53 | 779 | 777 | 755 | * | * | * | 66% | * | 83% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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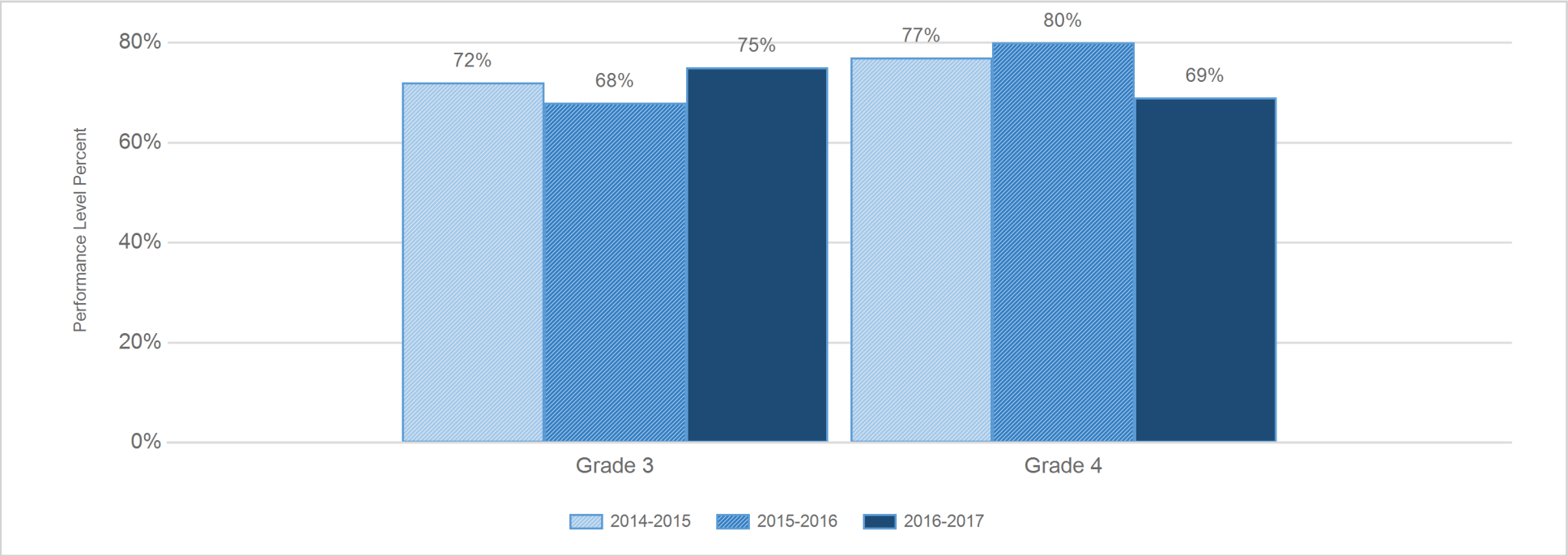
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 764 | 769 | 753 | * | * | 24% | 58% | * | 69% | 56% |
| White | 33 | 762 | 765 | 762 | 0% | * | * | 61% | * | 67% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 20 | 777 | * | 777 | 0% | 0% | * | 65% | * | 90% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 26 | 763 | 774 | 758 | * | * | * | 69% | * | 73% | 61% |
| Male | 36 | 764 | 763 | 749 | * | * | * | 50% | * | 67% | 51% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Non-Economically Disadvantaged Students | * | * | * | 764 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 23 | 753 | 748 | 725 | * | * | * | 52% | * | 57% | 25% |
| Students without Disabilities | 39 | 770 | 775 | 759 | * | * | * | 62% | * | 77% | 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% |

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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Grade Span KG-04

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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 | 144 | 96.2 | 65.30 | 67.50 | 43.50 | 65.3 | 73.9 | Not Met |
| White | 84 | 95.7 | 59.50 | 64.10 | 52.40 | 59.5 | 71.8 | Not Met |
| Hispanic | 17 | 100.0 | 47.10 | 45.80 | 27.60 | 47.1 | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 97.5 | 86.10 | 88.10 | 75.60 | 86.1 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 67 | 94.7 | 70.20 | 68.60 | 44.10 | 69.6 | | |
| Male | 77 | 97.6 | 61.10 | 66.40 | 42.90 | 61.1 | | |
| Economically Disadvantaged Students | 21 | 95.8 | 33.30 | * | 25.10 | 33.3 | N | N |
| Non-Economically Disadvantaged Students | 123 | 96.3 | 70.70 | * | 54.30 | 70.7 | | |
| Students with Disabilities | 61 | 93.8 | 45.90 | 31.40 | 16.50 | 45.3 | 51.5 | Met Target† |
| Students without Disabilities | 83 | 97.8 | 79.60 | 75.30 | 48.80 | 79.6 | | |
| English Learners | 14 | 93.3 | 42.90 | 62.60 | 23.30 | 42 | ** | ** |
| Non-English Learners | 130 | 96.5 | 67.70 | 67.70 | 45.20 | 67.7 | | |
| Homeless Students | N | N | N | * | 16.40 | N | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 76 | 760 | 769 | 751 | * | * | 24% | 57% | * | 66% | 53% |
| White | 50 | 754 | 761 | 759 | 0% | * | 32% | 52% | * | 56% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 788 | * | 779 | * | * | * | 67% | * | 100% | 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 | 42 | 762 | 767 | 751 | * | * | * | 62% | * | 71% | 52% |
| Male | 34 | 757 | 770 | 751 | * | * | * | 50% | * | 59% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 24 | 752 | 747 | 729 | * | * | * | 54% | * | 58% | 29% |
| Students without Disabilities | 52 | 763 | 774 | 755 | * | * | * | 58% | * | 69% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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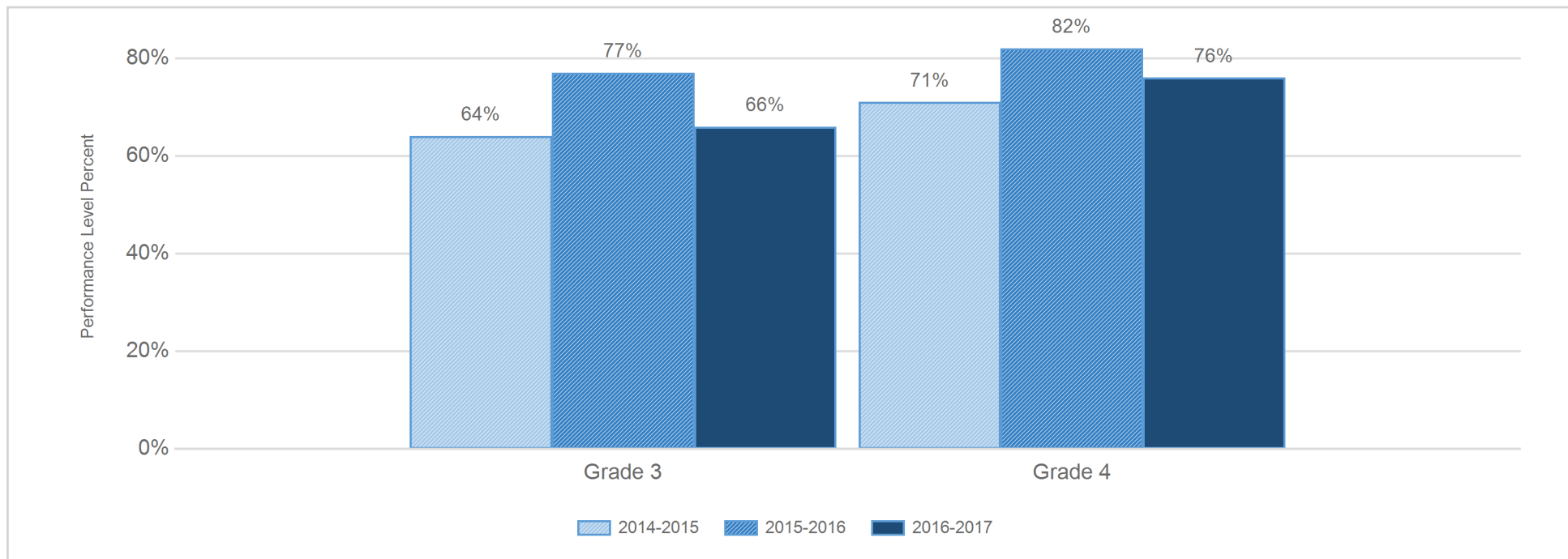
Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 767 | 767 | 747 | * | * | * | 60% | 16% | 76% | 47% |
| White | 33 | 764 | 763 | 755 | * | * | * | 61% | * | 73% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 20 | 783 | * | 774 | 0% | 0% | * | 65% | * | 95% | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 26 | 764 | 770 | 747 | * | * | * | 69% | * | 77% | 47% |
| Male | 36 | 768 | 764 | 747 | * | * | * | 53% | * | 75% | 48% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 23 | 746 | 745 | 724 | * | * | * | * | * | 44% | 22% |
| Students without Disabilities | 39 | 778 | 773 | 751 | * | * | * | * | * | 95% | 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% |

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 | * | * |

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.

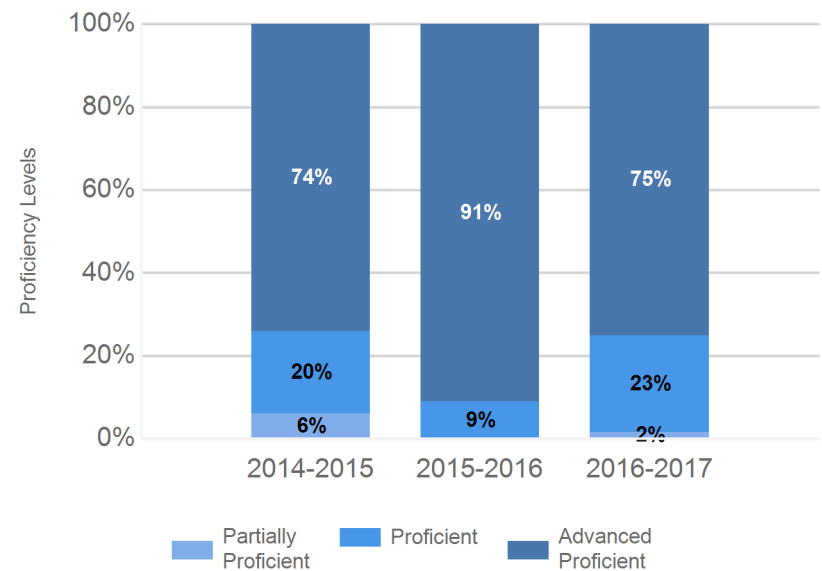
NJASK Science Assessment Performance: Grade 4

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 | 75% | 23% | 2% |
| White | 74% | 23% | 3% |
| Hispanic | * | * | N |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | 86% | 14% | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | * | * | * |
| Students with Disabilities | 57% | 39% | 4% |
| 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 | 39 | 57 | 50 | Not Met | 59 | 59.5 | 50 | Met Target |
| White | 38.5 | 54 | 50 | Not Met | 70.5 | 59 | 52 | Exceeds Target |
| Hispanic | * | 47 | 49 | ** | * | 57 | 47 | ** |
| Black or African American | * | 50 | 45 | ** | * | 55.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 49 | * | 60 | ** | 58 | * | 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 | * | 46.5 | 47 | ** | * | 51 | 46 | ** |
| Students with Disabilities | 38.5 | 46 | 41 | Not Met | 54.5 | 55 | 43 | Met Target |
| English Learners | * | 56 | 53 | ** | * | 67.5 | 51 | ** |

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



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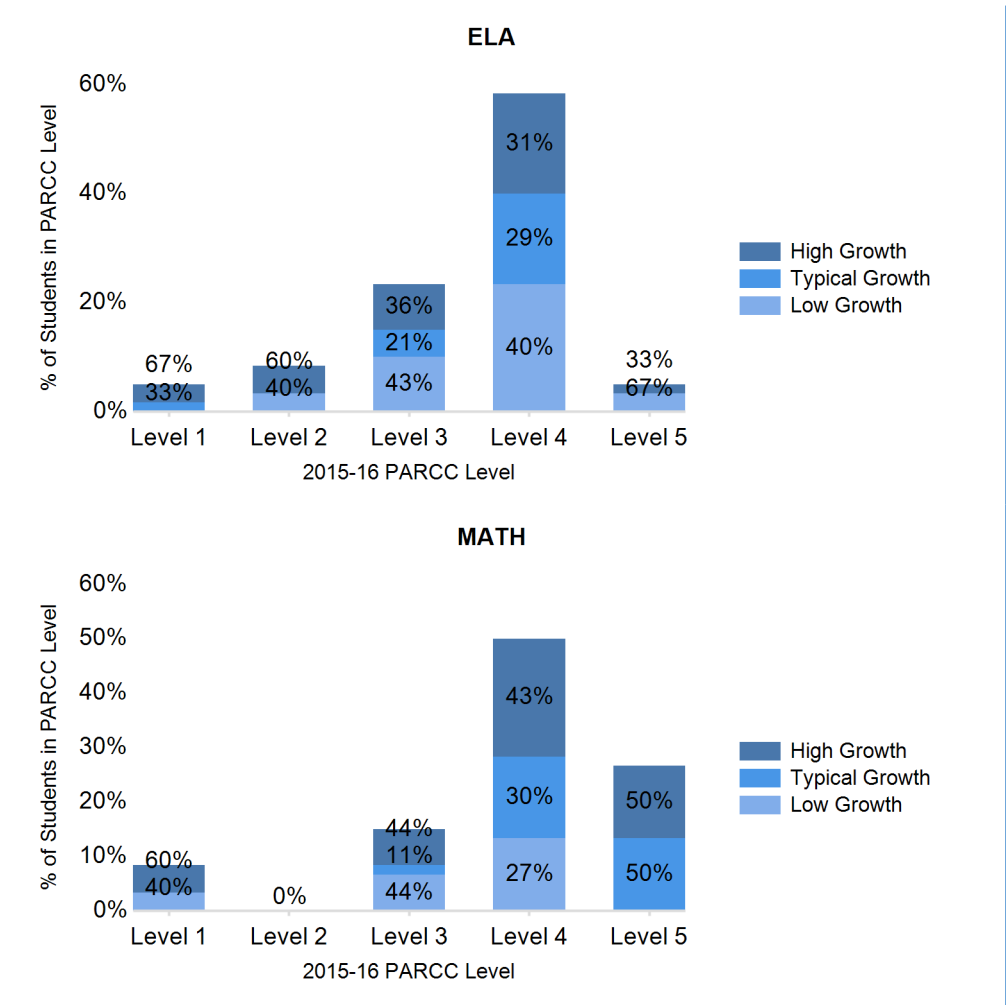
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

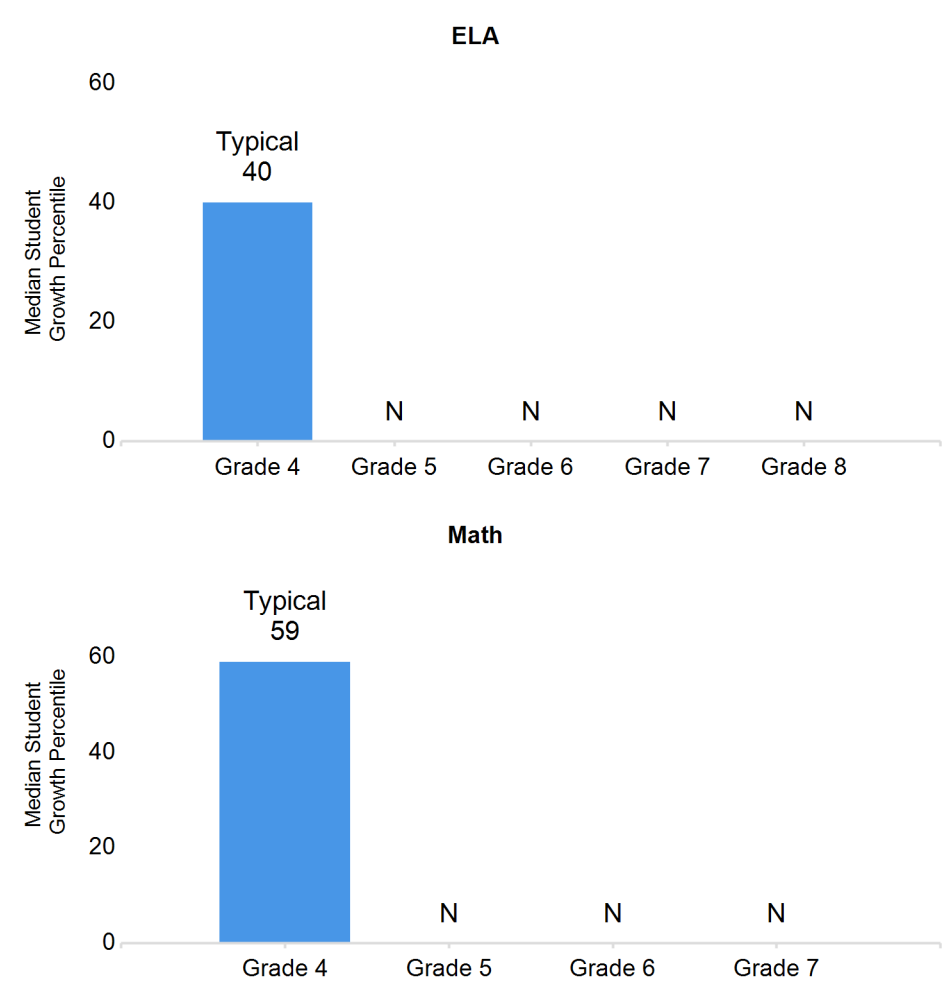
Student Growth by Performance Level

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

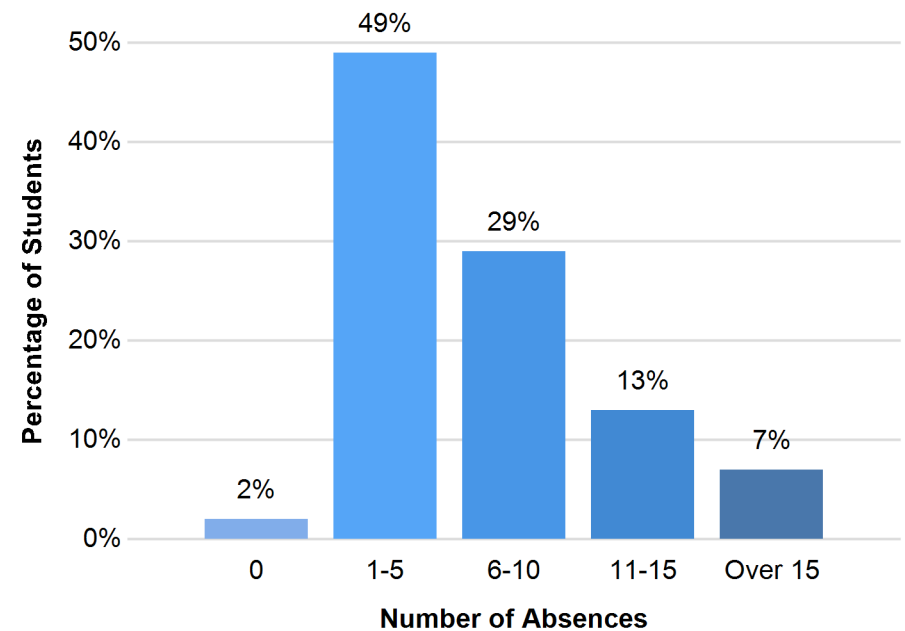
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 5.80 | 8.70 | Met Target |
| White | 4.80 | 8.70 | Met Target |
| Hispanic | 12.50 | 8.70 | Not Met |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 4.00 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 12.50 | 8.70 | Not Met |
| Students with Disabilities | 10.30 | 8.70 | Not Met |
| English Learners | N | ** | ** |

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

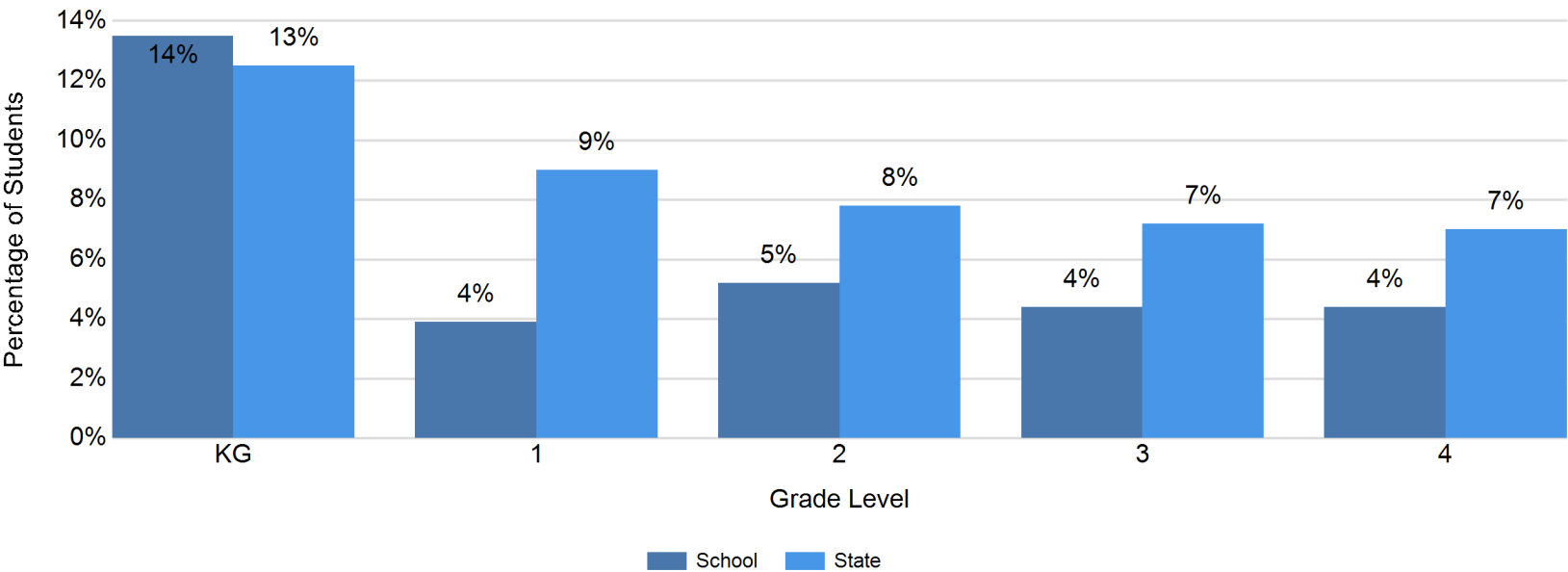
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:50AM |
| Typical End Time | 2:25PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 55 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 | 0.27 |

Student Suspension Rate

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

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

Student Expulsions

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

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



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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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 | 41 | 120,724 |
| Average years experience in public schools | 16.0 | 11.8 |
| Average years experience in district | 13.5 | 10.5 |
| Teachers in district for 4 or more years | 81% | 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 | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 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 | 9:1 | 11:1 |
| Administrators | 364:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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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.

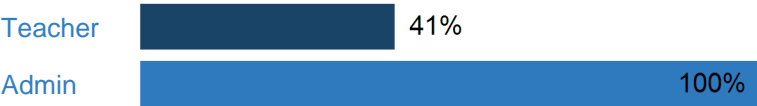
Teachers and Administrators - Level of Education

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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 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 | 72.8 | 17.5% |
| Mathematics Proficiency | 77.1 | 17.5% |
| English Language Arts Growth | 14.6 | 25.0% |
| Mathematics Growth | 84.5 | 25.0% |
| Chronic Absenteeism | 51.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 58.7 |
| Summative Rating: Percentile rank of Summative Score | | 63.8 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 58.7 | 11.9 | No | Met Target† | Not Met | Met Target | Not Met | Met Target | No |
| White | 55.1 | 11.9 | No | Met Target† | Not Met | Met Target | Not Met | Exceeds Target | No |
| Hispanic | ** | ** | No | ** | ** | Not Met | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | Met Goal | Met Goal | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | N | N | Not Met | ** | ** | No |
| Students with Disabilities | 72.5 | 11.9 | No | Met Target† | Met Target† | Not Met | Not Met | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mrs. Heisel | Email Address: | lheisel@https.us |
| Address: | 156 SO TRIANGLE RD HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |



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"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
|  Mission, Vision, Theme: | At Triangle School, each day students recite the school pledge: "I pledge to show my respect by: listening to others, using my hands for helping, caring about others' feelings, and being responsible for what I say and do. I will treat other people the way I want to be treated, because that's what we do at Triangle School." Our Character Education program focused on Kindness. Students shared random acts of kindness and completed daily activities posted on the Kindness Calendar. |
|  Awards, Recognition, Accomplishments: | Triangle Elementary School was ranked #85 in Niche.com's latest rankings of New Jersey's best elementary schools. |

School Narrative

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

| | |
|---|--|
|  <div>Sports and Athletics:</div> | <p>Each year fourth grade students participate in after-school intramurals. A variety of team sports are played and students learn new skills and practice skills learned in physical education class.</p> |
|  <div>Clubs and Activities:</div> | <p>Girls are provided the opportunity to participate in IRun, an after school program encouraging physical activity among girls.</p> |





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School Narrative

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

| | |
|--|---|
|  Staff and Professional Learning: | Triangle School staff are provided opportunities to engage in professional learning both in and out of district. |
|  Parent and Community Involvement: | Triangle School has a dedicated and active Home and School Association, which has provided funds for many fantastic upgrades to the school. Annual fundraisers are held and funds have been used to provide students with assemblies and supplies. Teachers are offered grants each year to improve their classrooms as well. |




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG | 75 | 49 | 64 |
| 1 | 56 | 67 | 56 |
| 2 | 77 | 62 | 69 |
| 3 | 79 | 81 | 64 |
| 4 | 77 | 78 | 77 |
| Ungraded | 24 | 29 | 25 |
| Total | 388 | 366 | 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 | 48% | 46% | 47% |
| Male | 52% | 54% | 54% |
| Economically Disadvantaged Students | 14% | 13% | 12% |
| Students with Disabilities | 21% | 23% | 22% |
| English Learners | 5% | 6% | 9% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 68.5% |
| Asian | 17.7% |
| Hispanic | 8.7% |
| Black or African American | 4.5% |
| Native Hawaiian or Pacific Islander | 0.3% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 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 |
|---------------|---------|---------|---------|
| KG - Half Day | 54 | 39 | 52 |
| KG - Full Day | 19 | 10 | 12 |

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 | 81.4% |
| Spanish | 6.2% |
| Telugu | 2.0% |
| Gujarati | 2.0% |
| Hindi | 1.7% |
| Other | 7.0% |



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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 | 136 | 96.6 | 71.30 | 72.80 | 54.90 | 71.3 | 67.2 | Met Target |
| White | 102 | 96.3 | 70.60 | 69.30 | 63.90 | 70.6 | 72.6 | Met Target† |
| Hispanic | * | * | * | * | 39.80 | * | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 95.2 | 82.40 | 89.70 | 80.70 | 82.4 | N | N |
| American Indian or Alaska Native | N | N | N | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | 80.00 | 54.90 | N | ** | ** |
| Female | 58 | 95.2 | 74.10 | 80.00 | 62.20 | 74.1 | | |
| Male | 78 | 97.6 | 69.20 | 66.10 | 48.10 | 69.2 | | |
| Economically Disadvantaged Students | 11 | 100.0 | 45.50 | * | 36.20 | 45.5 | ** | ** |
| Non-Economically Disadvantaged Students | 125 | 96.3 | 73.60 | * | 65.80 | 73.6 | | |
| Students with Disabilities | 30 | 96.8 | 53.40 | 35.30 | 20.50 | 53.4 | 33.5 | Met Target |
| Students without Disabilities | 106 | 96.5 | 76.50 | 80.90 | 61.90 | 76.5 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | N | N | N | 50.00 | 26.40 | N | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 765 | 771 | 749 | * | * | 27% | 55% | * | 66% | 50% |
| White | 45 | 767 | 766 | 759 | * | * | 24% | 53% | * | 67% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Female | 28 | 771 | 776 | 754 | * | * | * | 50% | * | 64% | 55% |
| Male | 34 | 760 | 766 | 745 | * | * | * | 59% | * | 68% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 13 | 749 | 746 | 720 | * | * | * | * | * | 54% | 24% |
| Students without Disabilities | 49 | 770 | 777 | 755 | * | * | * | * | * | 69% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 78 | 766 | 769 | 753 | * | * | 15% | 53% | 23% | 76% | 56% |
| White | 58 | 766 | 765 | 762 | * | * | * | 50% | 24% | 74% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 31 | 773 | 774 | 758 | * | * | * | 48% | * | 81% | 61% |
| Male | 47 | 762 | 763 | 749 | * | * | * | 55% | * | 72% | 51% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Non-Economically Disadvantaged Students | * | * | * | 764 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 17 | 746 | 748 | 725 | * | * | * | * | * | 53% | 25% |
| Students without Disabilities | 61 | 772 | 775 | 759 | * | * | * | * | * | 82% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 78 | 766 | 769 | 755 | * | * | 15% | 53% | 23% | 76% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |

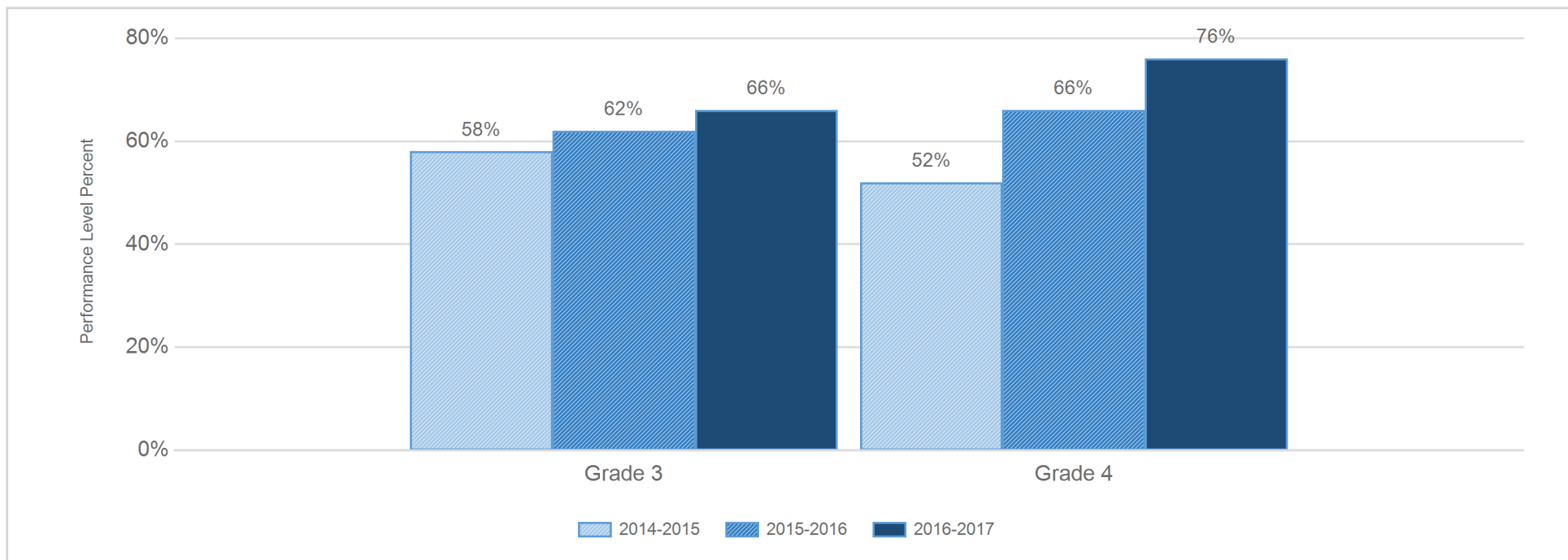


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 136 | 96.6 | 72.00 | 67.50 | 43.50 | 72 | 71.3 | Met Target |
| White | 102 | 96.3 | 72.60 | 64.10 | 52.40 | 72.6 | 75.9 | Met Target† |
| Hispanic | * | * | * | * | 27.60 | * | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 95.2 | 94.10 | 88.10 | 75.60 | 94.1 | N | N |
| American Indian or Alaska Native | N | N | N | 100.00 | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | 60.00 | 44.90 | N | ** | ** |
| Female | 58 | 95.2 | 74.20 | 68.60 | 44.10 | 74.2 | | |
| Male | 78 | 97.6 | 70.50 | 66.40 | 42.90 | 70.5 | | |
| Economically Disadvantaged Students | 11 | 100.0 | 45.50 | * | 25.10 | 45.5 | ** | ** |
| Non-Economically Disadvantaged Students | 125 | 96.3 | 74.40 | * | 54.30 | 74.4 | | |
| Students with Disabilities | 30 | 96.8 | 46.60 | 31.40 | 16.50 | 46.6 | 51.5 | Met Target† |
| Students without Disabilities | 106 | 96.5 | 79.30 | 75.30 | 48.80 | 79.3 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | N | N | N | * | 16.40 | N | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 770 | 769 | 751 | * | * | 23% | 50% | 24% | 74% | 53% |
| White | 45 | 771 | 761 | 759 | * | * | 24% | 49% | 24% | 73% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Female | 28 | 768 | 767 | 751 | * | * | * | 57% | * | 75% | 52% |
| Male | 34 | 772 | 770 | 751 | * | * | * | 44% | * | 74% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 13 | 757 | 747 | 729 | * | * | * | * | * | 54% | 29% |
| Students without Disabilities | 49 | 774 | 774 | 755 | * | * | * | * | * | 80% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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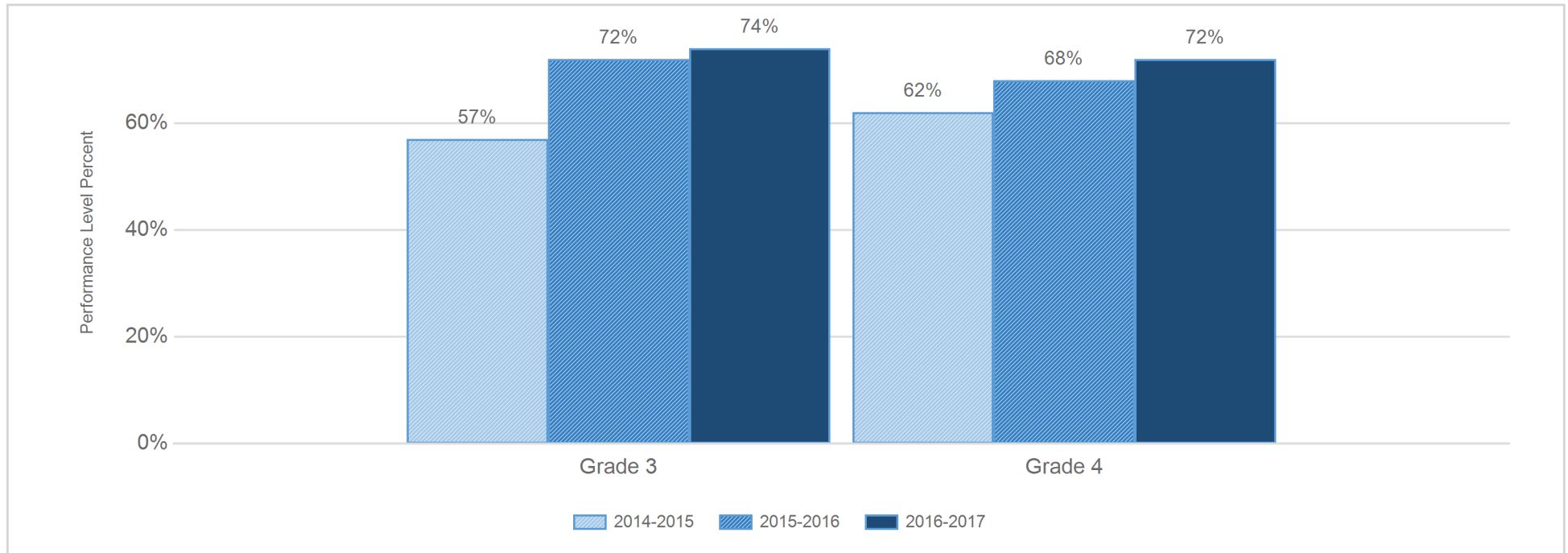
Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 78 | 765 | 767 | 747 | * | * | 18% | 56% | 15% | 72% | 47% |
| White | 58 | 766 | 763 | 755 | * | * | 19% | 53% | 19% | 72% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 31 | 769 | 770 | 747 | * | * | * | 55% | * | 74% | 47% |
| Male | 47 | 762 | 764 | 747 | * | * | * | 57% | * | 70% | 48% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 17 | 737 | 745 | 724 | * | * | * | * | * | 41% | 22% |
| Students without Disabilities | 61 | 773 | 773 | 751 | * | * | * | * | * | 80% | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 78 | 765 | 767 | 749 | * | * | 18% | 56% | 15% | 72% | 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% |

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | 17 | 82.4% | 17.6% |
| 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.

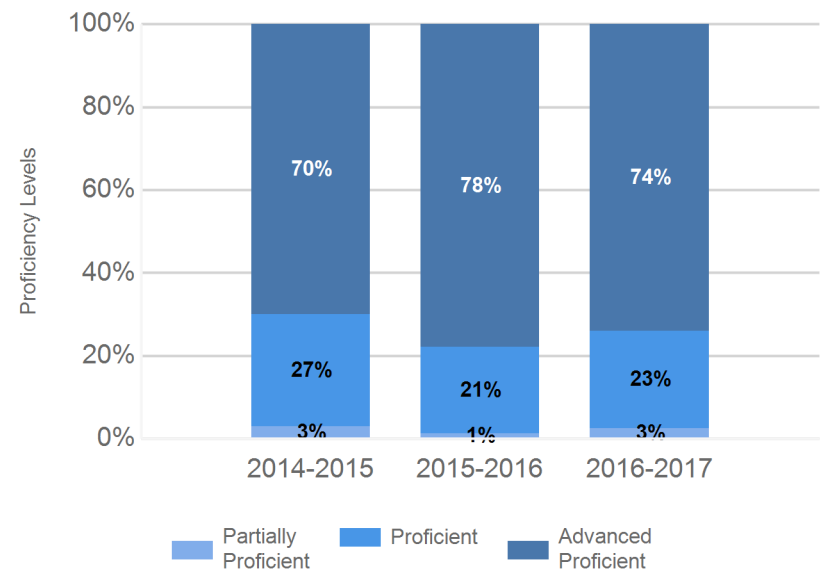
NJASK Science Assessment Performance: Grade 4

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 | 74% | 23% | 3% |
| White | 67% | * | 3% |
| Hispanic | * | N | N |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | 100% | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | * | * | N |
| Students with Disabilities | 53% | 37% | 11% |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 53 | 57 | 50 | Met Target | 62 | 59.5 | 50 | Exceeds Target |
| White | 52 | 54 | 50 | Met Target | 64 | 59 | 52 | Exceeds Target |
| Hispanic | * | 47 | 49 | ** | * | 57 | 47 | ** |
| Black or African American | * | 50 | 45 | ** | * | 55.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 60 | ** | * | * | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | * | 46.5 | 47 | ** | * | 51 | 46 | ** |
| Students with Disabilities | 67 | 46 | 41 | ** | 71 | 55 | 43 | ** |
| English Learners | * | 56 | 53 | ** | * | 67.5 | 51 | ** |

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



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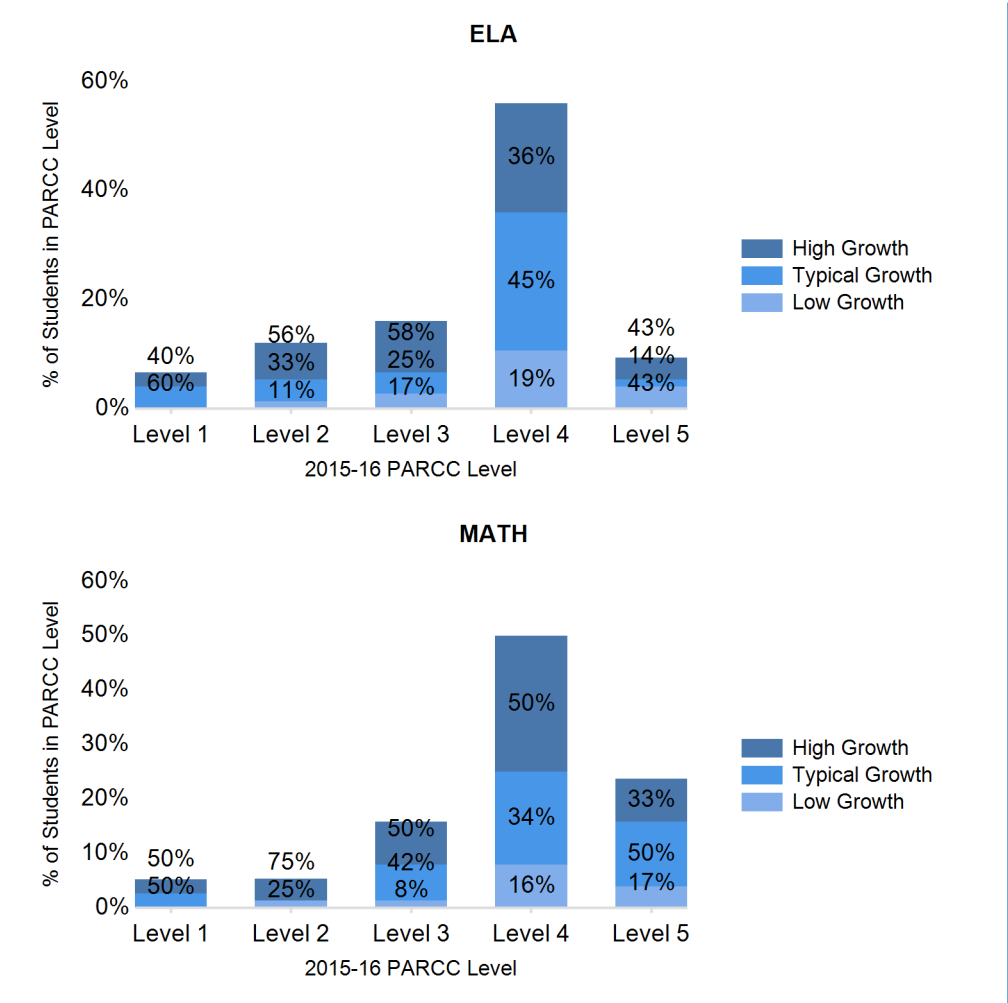
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

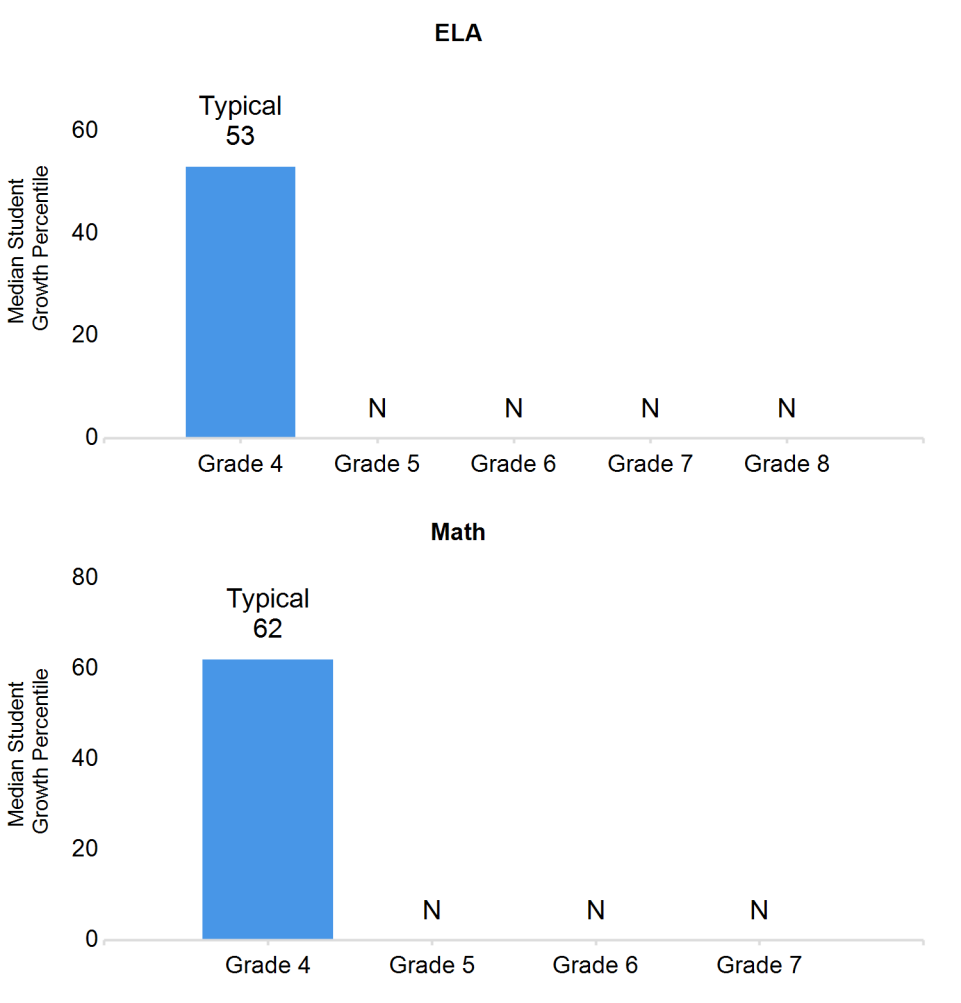
Student Growth by Performance Level

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

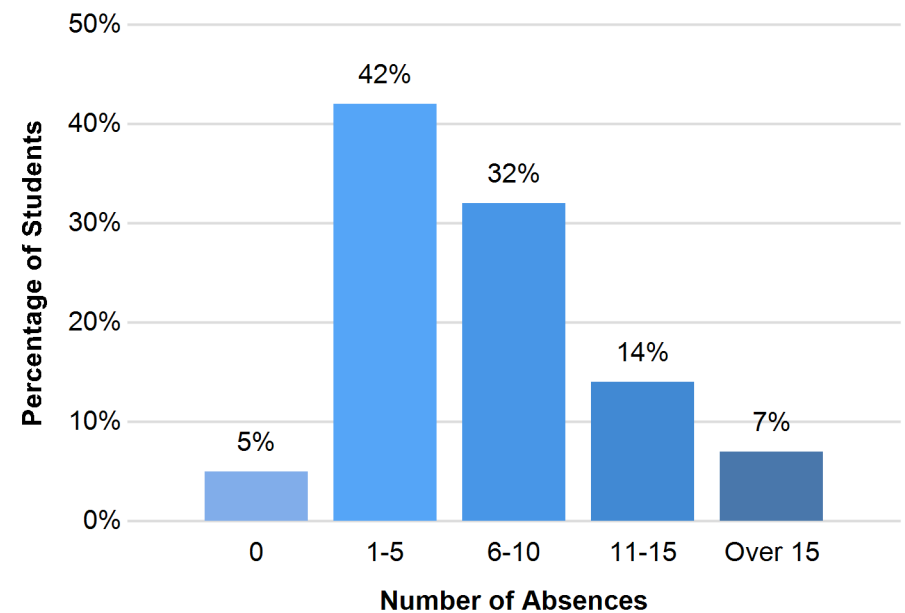
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 5.40 | 8.70 | Met Target |
| White | 4.50 | 8.70 | Met Target |
| Hispanic | 12.90 | 8.70 | Not Met |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 4.80 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 13.60 | 8.70 | Not Met |
| Students with Disabilities | 8.90 | 8.70 | Not Met |
| English Learners | 6.90 | 8.70 | Met Target |

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

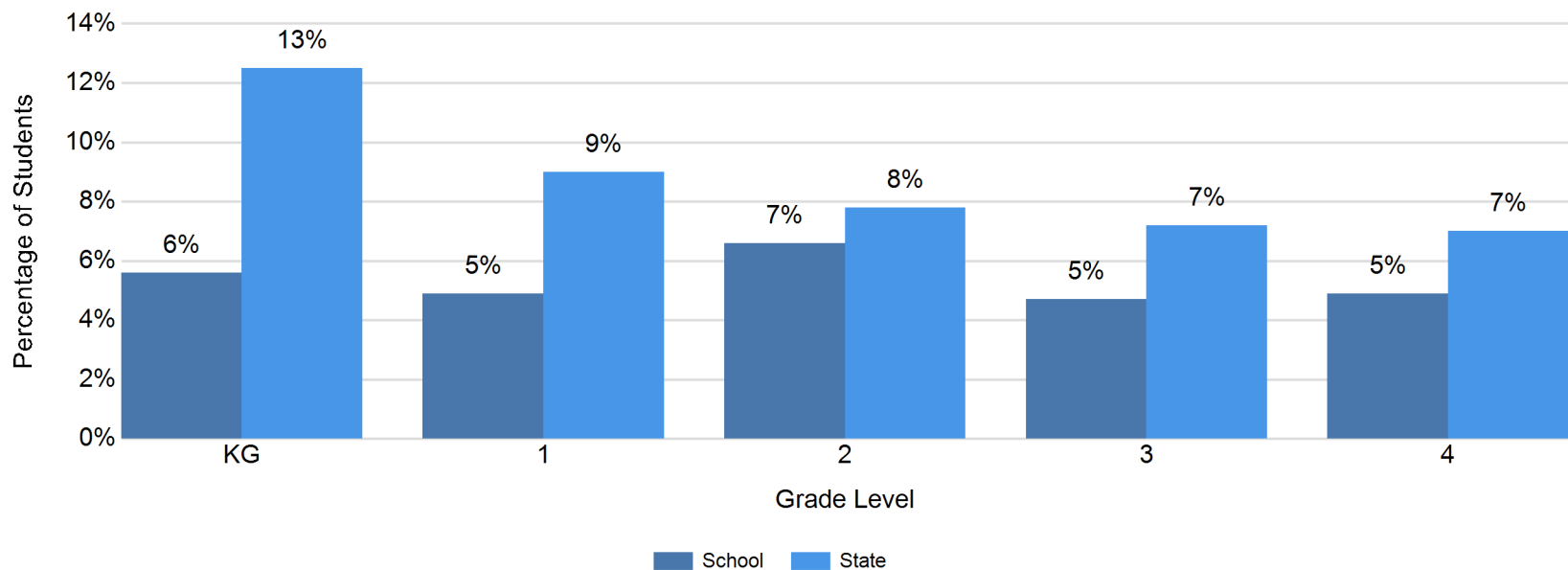
Days Absent

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.



Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:30AM |
| Typical End Time | 3:05PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 55 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 | 0.3% |
| Out-of-School Suspensions | 0.6% |
| Any Suspension | 0.8% |

Student Expulsions

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

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



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 40 | 120,724 |
| Average years experience in public schools | 16.6 | 11.8 |
| Average years experience in district | 15.0 | 10.5 |
| Teachers in district for 4 or more years | 90% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 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 | 9:1 | 11:1 |
| Administrators | 355:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 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 | 77.4 | 17.5% |
| Mathematics Proficiency | 91.1 | 17.5% |
| English Language Arts Growth | 55.3 | 25.0% |
| Mathematics Growth | 85.3 | 25.0% |
| Chronic Absenteeism | 52.9 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 72.6 |
| Summative Rating: Percentile rank of Summative Score | | 82.9 |
| 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 | 72.6 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Exceeds Target | No |
| White | 71.2 | 11.9 | No | Met Target† | Met Target† | Met Target | Met Target | Exceeds Target | No |
| Hispanic | ** | ** | No | ** | ** | Not Met | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | N | N | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | Not Met | ** | ** | No |
| Students with Disabilities | ** | ** | No | Met Target | Met Target† | Not Met | ** | ** | No |
| English Learners | ** | ** | No | ** | ** | 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. Kerrigan | Email Address: | skerrigan@https.us |
| Address: | 425 WOODFERN RD HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |

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"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
| Mission, Vision, Theme: | <p>Woodfern School is aligned with the mission and vision of Hillsborough Township Public Schools. Woodfern School shares a vision that embraces each child and recognizes all students' individual needs and abilities.</p> |




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School Narrative

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

| | |
|---|--|
|  <div>Courses, Curriculum, Instruction:</div> | Woodfern School fosters a passion for learning. Our curriculum provides our children with a strong foundation in literacy, math, science and social studies. Our students are exposed to rich programs in music, visual arts, physical education, world language and technology. |
|---|--|




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School Narrative

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

| | |
|---|--|
|  <div>Parent and Community Involvement:</div> | The Woodfern parents and the Home & School Association (HSA) support all that we do. Without these important stakeholders, our class trips, assemblies, book fairs, beautification projects, and technological upgrades would not be possible. |
|---|--|

School Narrative

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

| | |
|--|--|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</div> <div>Each year the School Safety and Climate Committee administers a school climate survey to staff. Results are discussed by the committee and presented to staff for discussion.</div> |
|  <div>Facilities:</div> | <div>Sixteen idyllic acres serve as the perfect backdrop to Woodfern School. We are a diverse community of 343 learners and over 50 highly qualified and dedicated staff members.</div> |



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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 43 | 48 | 44 |
| KG | 68 | 70 | 80 |
| 1 | 73 | 71 | 72 |
| 2 | 82 | 73 | 73 |
| 3 | 74 | 84 | 75 |
| 4 | 85 | 80 | 88 |
| Ungraded | 46 | 63 | 63 |
| Total | 471 | 489 | 495 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 45% | 47% | 46% |
| Male | 55% | 53% | 54% |
| Economically Disadvantaged Students | 4% | 3% | 3% |
| Students with Disabilities | 28% | 29% | 28% |
| English Learners | 3% | 2% | 2% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 59.0% |
| Asian | 31.1% |
| Hispanic | 4.8% |
| Black or African American | 2.8% |
| Native Hawaiian or Pacific Islander | 1.4% |
| American Indian or Alaska Native | 0.6% |
| Two or More Races | 0.2% |

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 | 47 | 48 | 44 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 54 | 57 | 72 |
| KG - Full Day | 13 | 13 | 8 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 79.0% |
| Spanish | 2.6% |
| Telugu | 2.4% |
| Chinese | 2.2% |
| Hindi | 2.2% |
| Other | 11.4% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 156 | 98.2 | 82.60 | 72.80 | 54.90 | 82.6 | 80 | Met Goal |
| White | 85 | 96.6 | 78.80 | 69.30 | 63.90 | 78.8 | 79 | Met Target† |
| Hispanic | * | * | * | * | 39.80 | * | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 58 | 100.0 | 91.40 | 89.70 | 80.70 | 91.4 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | 80.00 | 54.90 | N | ** | ** |
| Female | 80 | 96.5 | 81.30 | 80.00 | 62.20 | 81.3 | | |
| Male | 76 | 100.0 | 84.20 | 66.10 | 48.10 | 84.2 | | |
| Economically Disadvantaged Students | * | * | * | * | 36.20 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 65.80 | * | | |
| Students with Disabilities | 32 | 94.1 | 68.80 | 35.30 | 20.50 | 68.1 | 60.5 | Met Target |
| Students without Disabilities | 124 | 99.2 | 86.30 | 80.90 | 61.90 | 86.3 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 | 72 | 767 | 771 | 749 | * | * | 17% | 67% | * | 78% | 50% |
| White | 32 | 759 | 766 | 759 | * | * | * | 72% | * | 75% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 779 | * | 775 | 0% | * | * | 63% | * | 84% | 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 | 36 | 769 | 776 | 754 | * | * | * | 67% | * | 78% | 55% |
| Male | 36 | 764 | 766 | 745 | * | * | * | 67% | * | 78% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 14 | 746 | 746 | 720 | * | * | * | * | * | 64% | 24% |
| Students without Disabilities | 58 | 772 | 777 | 755 | * | * | * | * | * | 81% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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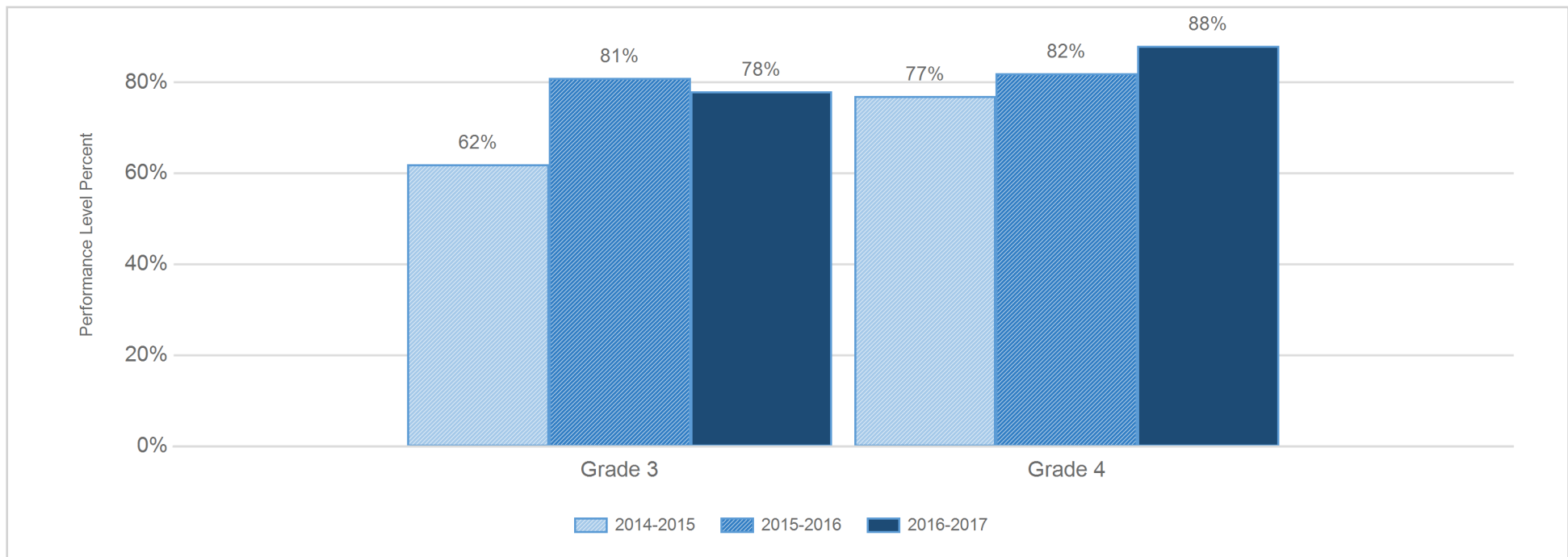
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 88 | 777 | 769 | 753 | * | * | 11% | 64% | 24% | 88% | 56% |
| White | 53 | 772 | 765 | 762 | 0% | * | * | 59% | 23% | 81% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 788 | * | 777 | * | * | * | 69% | * | 100% | 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 | 47 | 777 | 774 | 758 | 0% | * | * | 60% | * | 85% | 61% |
| Male | 41 | 776 | 763 | 749 | 0% | * | * | 68% | * | 90% | 51% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Non-Economically Disadvantaged Students | * | * | * | 764 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 18 | 764 | 748 | 725 | 0% | * | * | 56% | * | 72% | 25% |
| Students without Disabilities | 70 | 780 | 775 | 759 | 0% | * | * | 66% | * | 91% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 88 | 777 | 769 | 755 | * | * | 11% | 64% | 24% | 88% | 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% |

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 | 156 | 98.2 | 76.90 | 67.50 | 43.50 | 76.9 | 79.1 | Met Target† |
| White | 85 | 96.6 | 71.80 | 64.10 | 52.40 | 71.8 | 75 | Met Target† |
| Hispanic | * | * | * | * | 27.60 | * | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 58 | 100.0 | 91.40 | 88.10 | 75.60 | 91.4 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | 60.00 | 44.90 | N | ** | ** |
| Female | 80 | 96.5 | 68.80 | 68.60 | 44.10 | 68.8 | | |
| Male | 76 | 100.0 | 85.50 | 66.40 | 42.90 | 85.5 | | |
| Economically Disadvantaged Students | * | * | * | * | 25.10 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.30 | * | | |
| Students with Disabilities | 32 | 94.1 | 65.60 | 31.40 | 16.50 | 65 | 58 | Met Target |
| Students without Disabilities | 124 | 99.2 | 79.80 | 75.30 | 48.80 | 79.8 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by 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 | 72 | 771 | 769 | 751 | * | * | 19% | 46% | 26% | 72% | 53% |
| White | 32 | 763 | 761 | 759 | * | * | * | 47% | * | 66% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 784 | * | 779 | * | * | * | 47% | 38% | 84% | 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 | 36 | 764 | 767 | 751 | * | * | * | 44% | * | 64% | 52% |
| Male | 36 | 777 | 770 | 751 | * | * | * | 47% | * | 81% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 14 | 760 | 747 | 729 | * | * | * | * | * | 64% | 29% |
| Students without Disabilities | 58 | 773 | 774 | 755 | * | * | * | * | * | 74% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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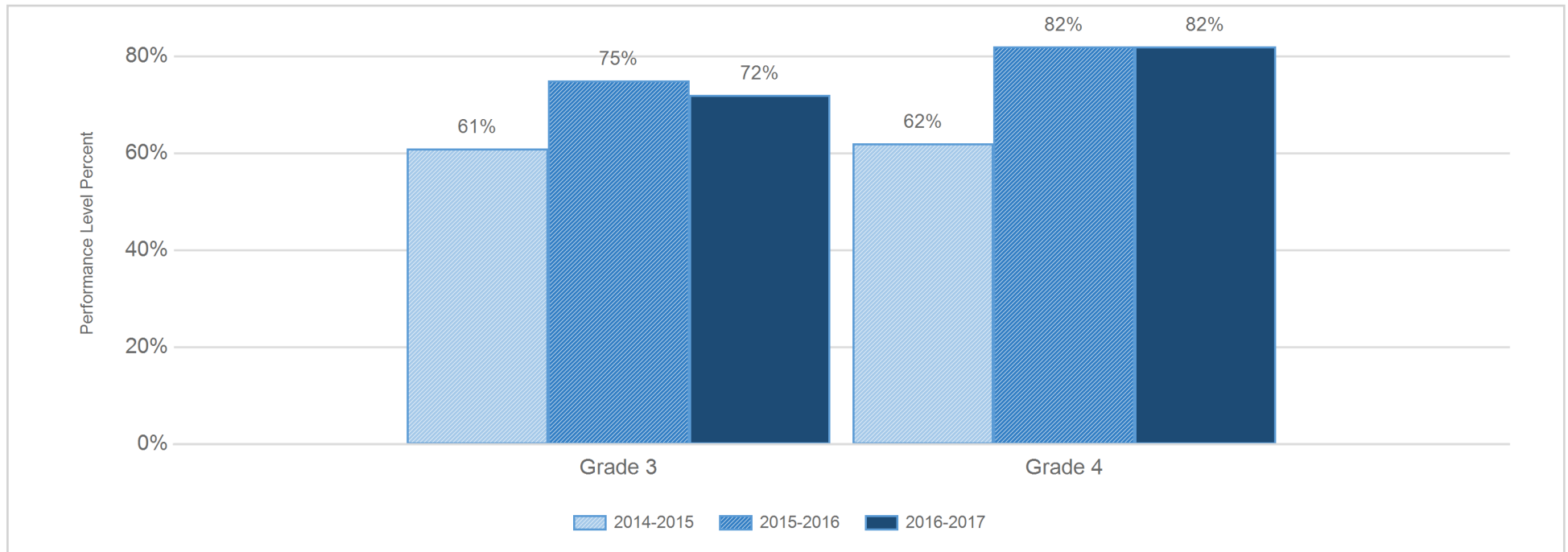
Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 88 | 768 | 767 | 747 | * | * | 11% | 71% | 11% | 82% | 47% |
| White | 53 | 762 | 763 | 755 | 0% | * | * | 70% | * | 76% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 785 | * | 774 | * | * | * | 76% | * | 100% | 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 | 47 | 764 | 770 | 747 | 0% | * | * | 66% | * | 75% | 47% |
| Male | 41 | 774 | 764 | 747 | 0% | * | * | 76% | * | 90% | 48% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 18 | 759 | 745 | 724 | 0% | * | * | * | * | 67% | 22% |
| Students without Disabilities | 70 | 771 | 773 | 751 | 0% | * | * | * | * | 86% | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 88 | 768 | 767 | 749 | * | * | 11% | 71% | 11% | 82% | 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% |

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | 11 | 72.7% | 27.3% |
| 2 | N | N | N |
| 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.

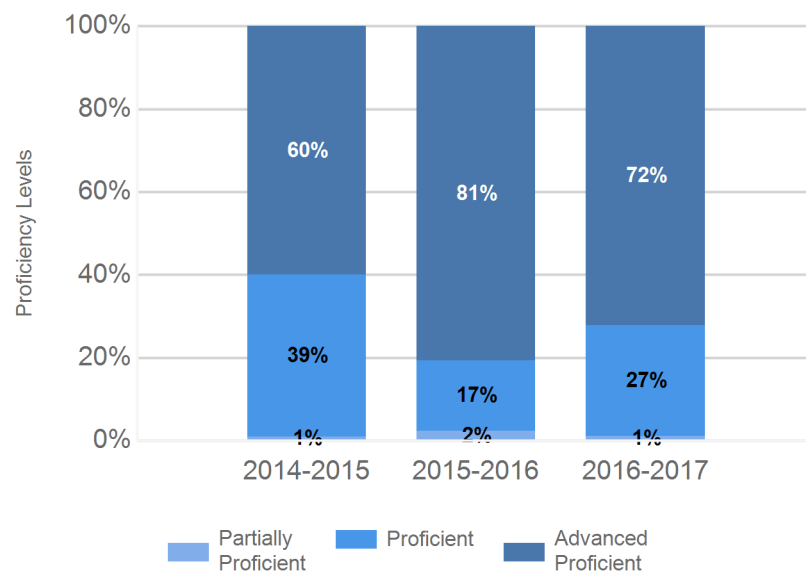
NJASK Science Assessment Performance: Grade 4

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 | 72% | 27% | 1% |
| White | 66% | 32% | 2% |
| Hispanic | * | * | N |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | 93% | 7% | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | N | * | N |
| Students with Disabilities | 57% | 39% | 4% |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 64 | 57 | 50 | Exceeds Target | 71 | 59.5 | 50 | Exceeds Target |
| White | 62 | 54 | 50 | Exceeds Target | 71 | 59 | 52 | Exceeds Target |
| Hispanic | * | 47 | 49 | ** | * | 57 | 47 | ** |
| Black or African American | * | 50 | 45 | ** | * | 55.5 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 64 | * | 60 | Exceeds Target | 72 | * | 59 | Exceeds Target |
| 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 | * | 46.5 | 47 | ** | * | 51 | 46 | ** |
| Students with Disabilities | 48.5 | 46 | 41 | ** | 64 | 55 | 43 | ** |
| English Learners | N | N | N | N | N | N | N | N |

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



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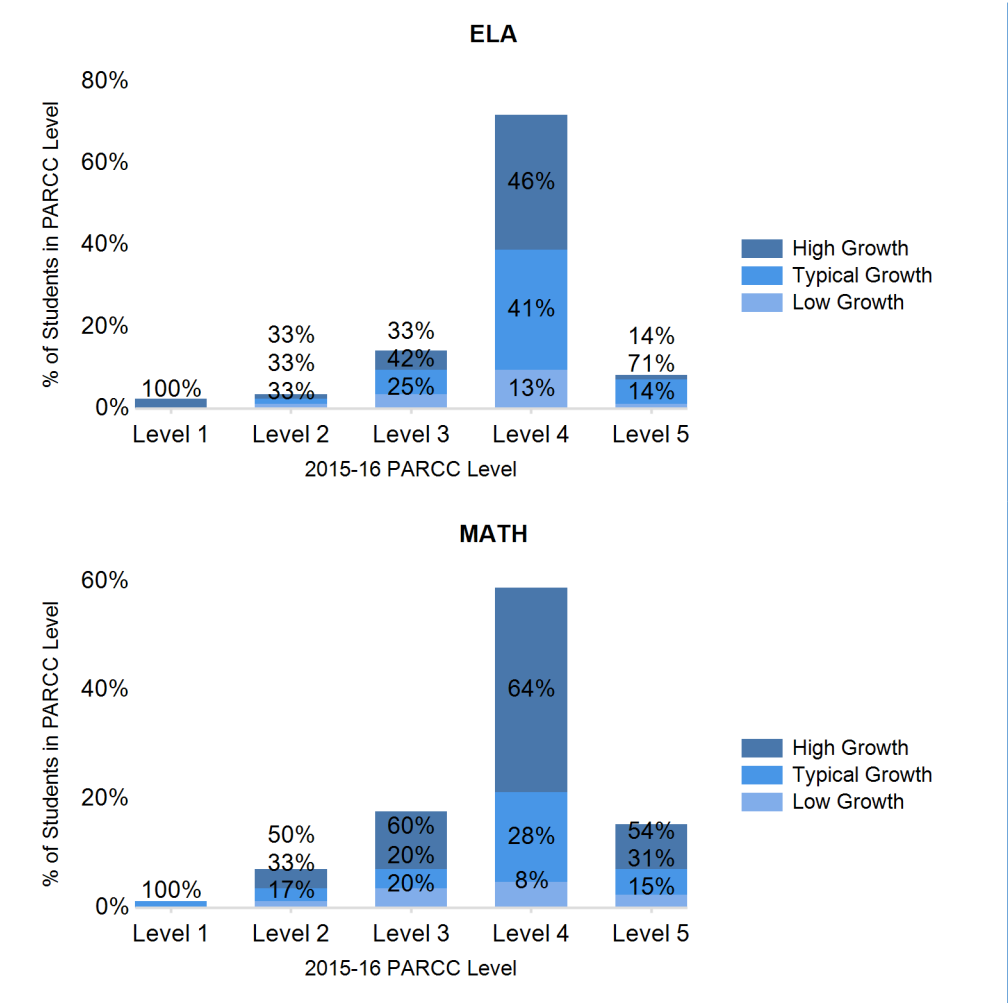
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

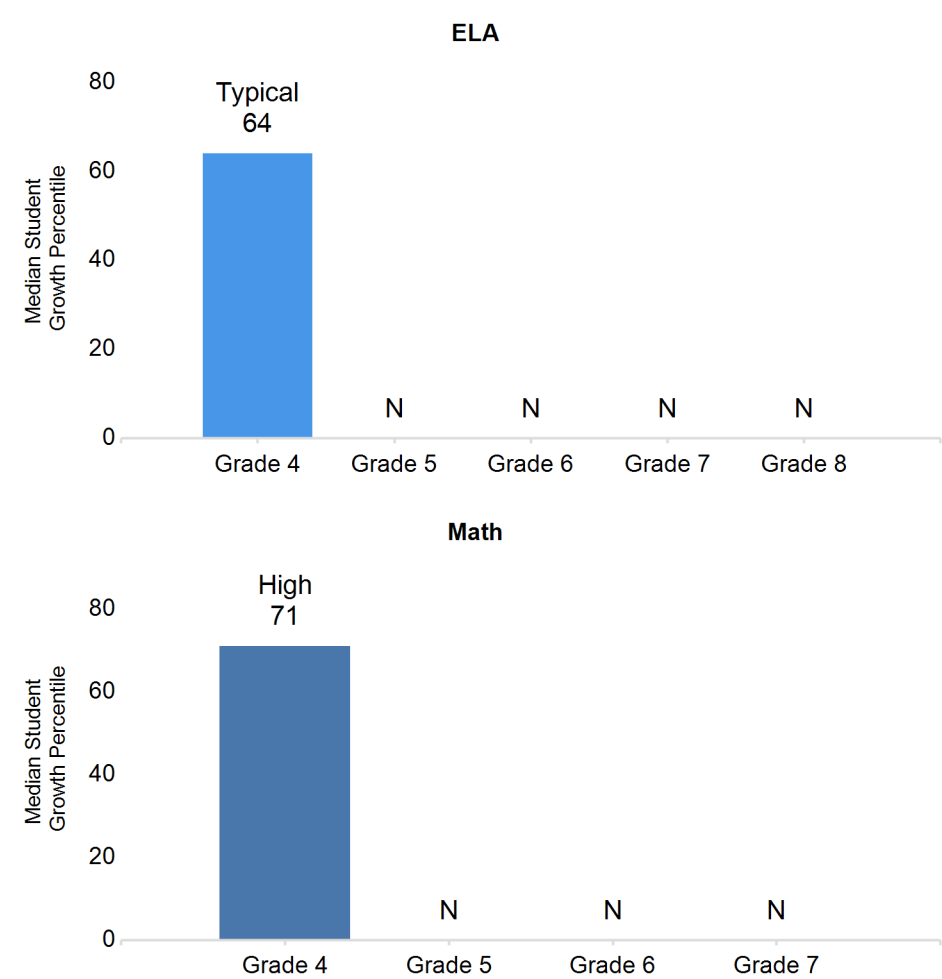
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

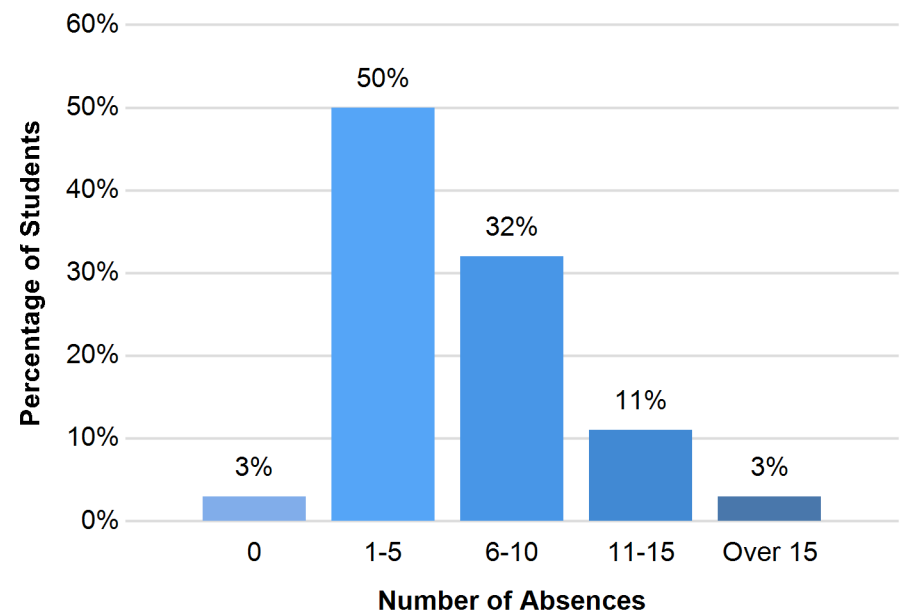
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 2.30 | 8.70 | Met Target |
| White | 1.80 | 8.70 | Met Target |
| Hispanic | N | ** | ** |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 2.30 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 5.00 | 8.70 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



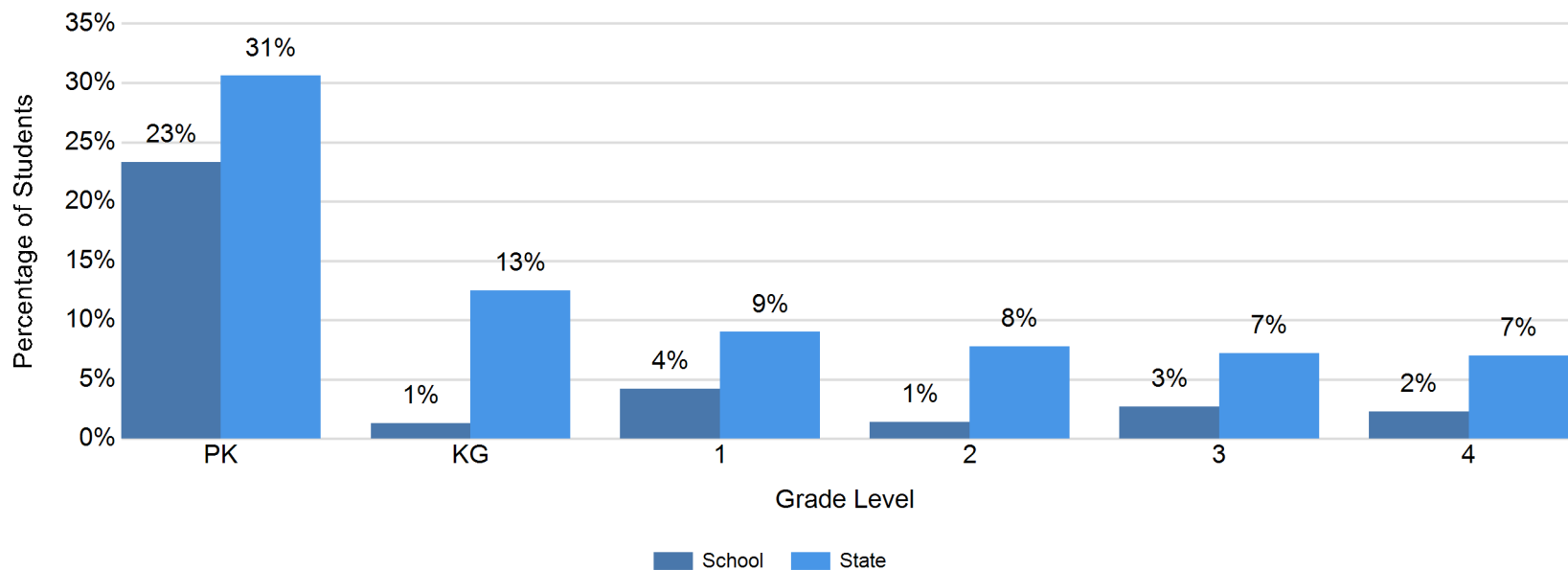


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Chronic Absenteeism by Grade

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





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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:30AM |
| Typical End Time | 3:05PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 55 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

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



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.3:1 | 273.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$286 | \$14,189 | \$14,475 |



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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 | 44 | 120,724 |
| Average years experience in public schools | 13.3 | 11.8 |
| Average years experience in district | 11.1 | 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 | 36 | 9,506 |
| Average years experience in public schools | 18.9 | 15.9 |
| Average years experience in district | 10.3 | 11.6 |
| Administrators in district for 4 or more years | 83% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 11:1 |
| Administrators | 495:1 | 203:1 |
| Librarian/Media Specialists | | 813:1 |
| Nurses | | 610:1 |
| Counselors | | 366:1 |
| Child Study Team | | 281:1 |



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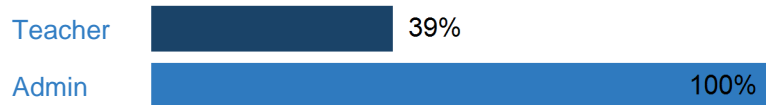
Teachers and Administrators - Level of Education

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 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 94% | 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 | 95.5 | 17.5% |
| Mathematics Proficiency | 95.8 | 17.5% |
| English Language Arts Growth | 85.7 | 25.0% |
| Mathematics Growth | 94.3 | 25.0% |
| Chronic Absenteeism | 91.4 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 92.2 |
| Summative Rating: Percentile rank of Summative Score | | 99.4 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 92.2 | 11.9 | No | Met Goal | Met Target† | Met Target | Exceeds Target | Exceeds Target | No |
| White | 88.7 | 11.9 | No | Met Target† | Met Target† | Met Target | Exceeds Target | Exceeds Target | No |
| Hispanic | ** | ** | No | ** | ** | ** | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 75.6 | 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 | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | ** | ** | No | Met Target | Met Target | Met Target | ** | ** | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



Woods Road Elementary School
2016-2017
Grade Span PK-04

35-2170-085
 SOMERSET
 HILLSBOROUGH TWP
 120 SOUTH WOODS RD
 HILLSBOROUGH, NJ 08844

School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Ms. Howe | Email Address: | jhowe@https.us |
| Address: | 120 SOUTH WOODS RD HILLSBOROUGH, NJ 08844 | Website: | www.https.us |
| Phone: | (908)431-6600 | Facebook: | https://www.facebook.com/hillsboroughtownshippublicschools |
| | | Twitter: | https://twitter.com/HillsboroughBOE |

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"> • The district is currently in its fourth year of a 1:1 technology initiative district wide. • Opportunities for concurrent enrollment are offered to high school students for transcribed college credit. • Robust partnerships with local college and universities including Princeton University, Rutgers University and TCNJ. |
| Mission, Vision, Theme: | <p>At Woods Road School we will nurture students to develop the skills necessary to be effective communicators, critical thinkers and lifelong learners. Through a partnership of parents, teachers, students, and the community we model positive character and provide a safe environment for development. Students are challenged to reach their academic and social potential in school and at home to ultimately become productive and responsible members of a diverse and global society.</p> |
| Awards, Recognition, Accomplishments: | <p>Woods Road was the recipient of the International Reading Association's Exemplary Reading Award and the New Jersey Reading Award in 2008. Our school was also designated as a Reward School by the New Jersey Department of Education in 2012-2013 for outstanding student achievement or growth for the previous three years. Additionally, in 2016, Woods Road School was ranked in the top 100 for Best Elementary Schools in the State by Niche.</p> |




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|--|--|
|  Courses, Curriculum, Instruction: | We have a comprehensive special education program that provides a continuum of services to children with disabilities with an integrated preschool experience for residents of the community. Special needs and typically developing 3-5 year olds are in an integrated learning environment utilizing a developmental approach. Children are immersed in a variety of planned activities promoting readiness skills, language and social/emotional growth |
|--|--|






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| | |
|---|--|
|  Staff and Professional Learning: | Woods Road staff participates in professional learning communities, turn-key technology training sessions, and other in-district professional development opportunities that focus on our district and school goals. Additionally, staff members have the opportunity to attend out-of-district workshops and conferences. Staff have pursued or are currently pursuing graduate coursework. |
|  Student Health and Wellness: | Our school has a full-time school nurse who assists in the general well-being of our students. She plays an integral part in the daily life of our students in keeping them healthy, safe and ready to learn. Our school counselor also plays a vital role in the social and emotional well being of our students. |
|  Parent and Community Involvement: | Woods Road boasts an active and involved Home School Association. We are fortunate to have many dedicated parent volunteers who help with programs such as Family Math, Family Science, Art Appreciation, Dr. Seuss Day, Young Author's Day, Field Day, Life Skills, and our talent show. Our Home School Association provides curriculum-related assemblies, field trips, grants for our teachers, and many more things to enrich the instructional programs. |



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| | |
|---|---|
| A blue icon of a school building with a flag on top. <div>Facilities:</div> | <p>Woods Road School is one of six district K-4 schools in Hillsborough Township. We are home to 485 children, and over 50 highly-qualified teachers and over 22 aides/support staff. Our motto is "Show Character Each Day-It's the Wildcat Way!". Our faculty is dedicated to creating an engaging learning environment which promotes students' academic and social development.</p> |
|---|---|



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Other Information:

As a whole, our school uses a variety of innovative, inclusive and specialized programs. From an instructional standpoint, our curriculum is aligned with the NJ Student Learning Standards as the basis for curriculum development and revision. The subjects taught and the associated curricula are designed to be challenging, yet provide students with opportunities for success. The teaching staff takes great pride in meeting students' academic needs through the use of differentiated instruction, enhancing their social skills and interactions, and providing each with the skills necessary to be successful and contributing members of our community. Technology plays an important role in the daily life of our students. This access to technology ensures that our children are well prepared for the future. Our elementary counseling program is designed to assist all students in reaching their maximum potential. This program is dedicated to helping students acquire the skills and knowledge which are essential for responsible behavior, academic achievement, personal satisfaction, and successful integration into society. Our website keeps the school community informed and provides a detailed overview of activities and areas in which parents can become involved. Woods Road School is...cool!