




Barley Sheaf Elementary School
2016-2017
Grade Span KG-04

19-1510-030
HUNTERDON
FLEMINGTON-RARITAN REG
80 BARLEY SHEAF ROAD
FLEMINGTON, NJ 08822-9180

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	65	56	77
1	66	66	53
2	71	66	61
3	69	73	66
4	75	69	77
Ungraded	7	3	3
Total	353	333	337

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	43%	44%	44%
Male	57%	56%	56%
Economically Disadvantaged Students	2%	4%	4%
Students with Disabilities	14%	16%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	86.6%
Asian	7.4%
Hispanic	3.6%
Black or African American	1.2%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	0.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	63	56	77

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	96.4%
Other	3.6%



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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	135	98.6	80.70	70.70	54.90	80.7	75.5	Met Goal
White	117	98.4	79.50	74.30	63.90	79.5	74.3	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	63	100.0	81.00	76.00	62.20	81		
Male	72	97.4	80.60	65.90	48.10	80.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	21	91.3	61.90	28.90	20.50	59.4	50.5	Met Target
Students without Disabilities	114	100.0	84.30	80.00	61.90	84.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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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	67	773	759	749	*	*	19%	63%	15%	78%	50%
White	61	773	763	759	*	*	18%	64%	*	79%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	776	761	754	*	*	*	50%	*	71%	55%
Male	39	771	758	745	*	*	*	72%	*	82%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	11	748	*	720	*	*	*	*	*	46%	24%
Students without Disabilities	56	778	*	755	*	*	*	*	*	84%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	67	773	762	752	*	*	19%	63%	15%	78%	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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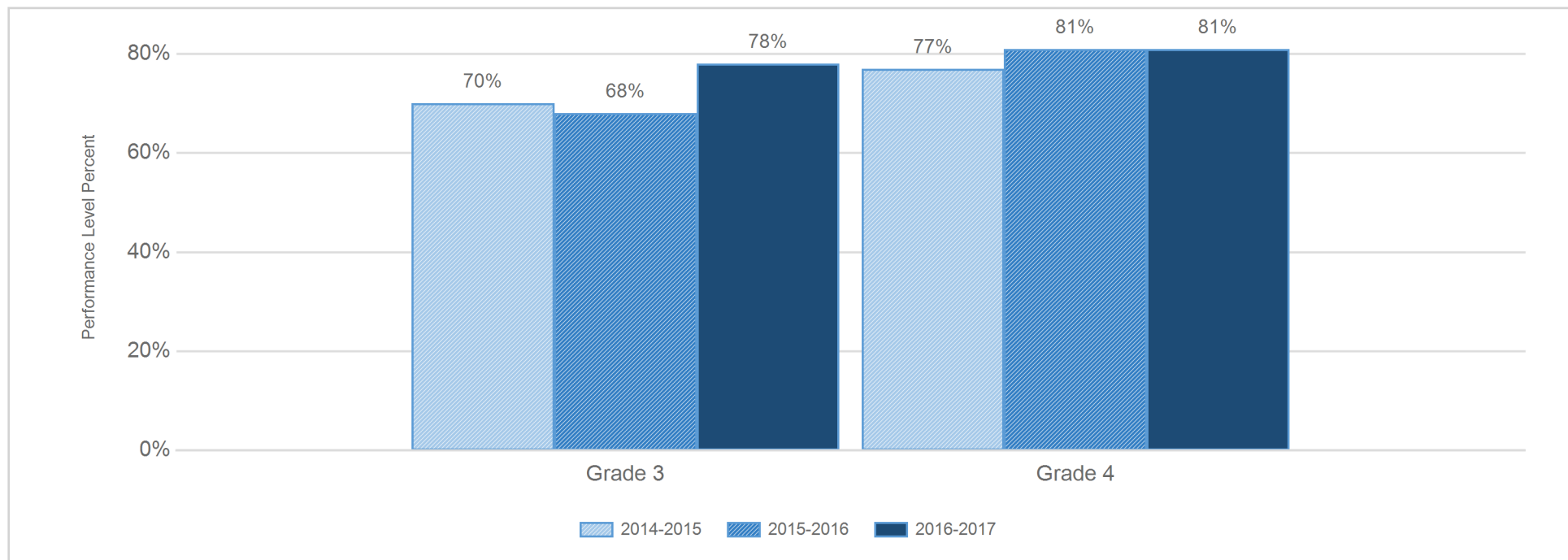
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	768	766	753	*	*	17%	56%	25%	81%	56%
White	61	769	769	762	*	*	18%	51%	28%	79%	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	41	771	771	758	0%	*	*	54%	*	81%	61%
Male	36	766	760	749	0%	*	*	58%	*	81%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	767	*	725	*	*	*	*	*	80%	25%
Students without Disabilities	67	769	*	759	*	*	*	*	*	81%	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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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	135	98.6	78.60	68.60	43.50	78.6	80	Met Target†
White	117	98.4	78.70	71.60	52.40	78.7	80	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	63	100.0	71.40	67.60	44.10	71.4		
Male	72	97.4	84.70	69.30	42.90	84.7		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	21	91.3	71.40	28.70	16.50	68.5	61.2	Met Target
Students without Disabilities	114	100.0	79.90	77.40	48.80	79.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	772	761	751	*	*	*	59%	24%	82%	53%
White	61	770	763	759	*	*	*	59%	23%	82%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	28	766	755	751	*	*	*	54%	*	68%	52%
Male	40	776	765	751	*	*	*	63%	*	93%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	11	753	*	729	*	*	*	*	*	64%	29%
Students without Disabilities	57	775	*	755	*	*	*	*	*	86%	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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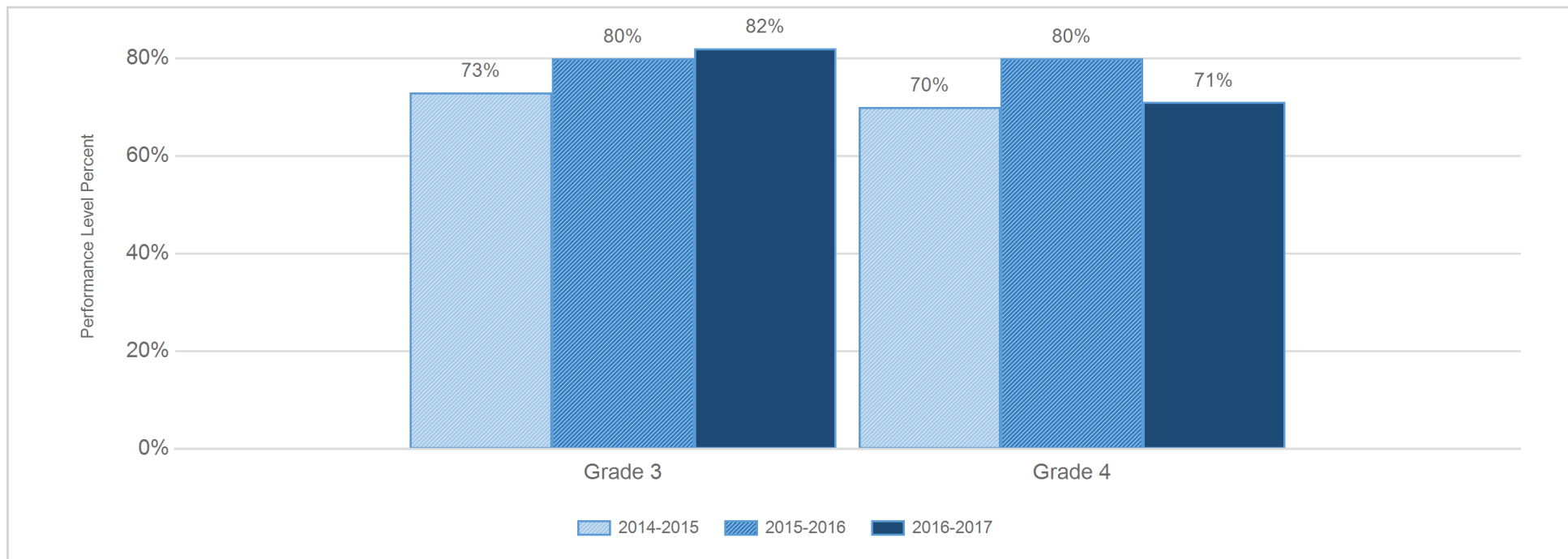
Mathematics Assessment - Performance by Grade: Grade 4

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	767	765	747	*	*	25%	56%	16%	71%	47%
White	61	768	768	755	*	*	25%	56%	16%	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	41	764	765	747	*	*	*	61%	*	66%	47%
Male	36	772	765	747	*	*	*	50%	*	78%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	10	764	*	724	*	*	*	*	*	80%	22%
Students without Disabilities	67	768	*	751	*	*	*	*	*	70%	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	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

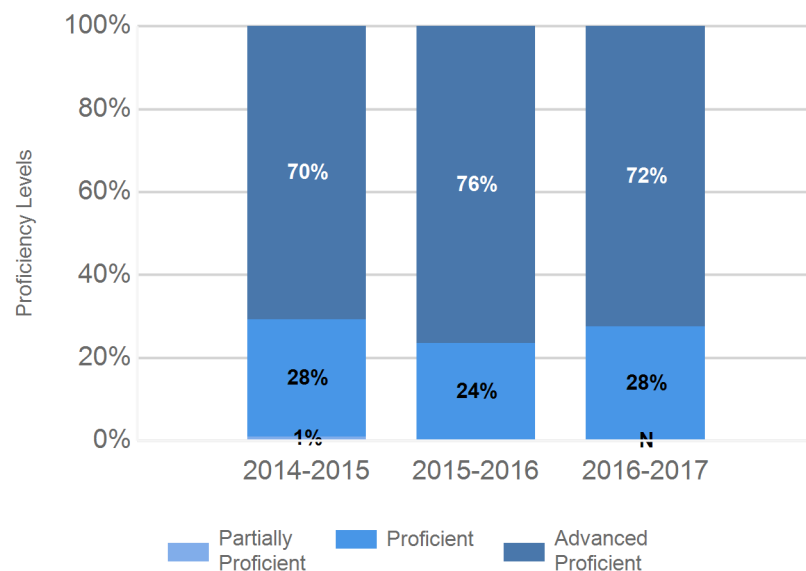
NJASK Science Assessment Performance: Grade 4

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%	28%	N
White	75%	25%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	*	*	N
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	52	50	Exceeds Target	70	58	50	Exceeds Target
White	62	51	50	Exceeds Target	67.5	58	52	Exceeds Target
Hispanic	*	54	49	**	*	56	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	58	60	**	*	58.5	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	*	49	47	**	*	55.5	46	**
Students with Disabilities	*	47	41	**	*	53	43	**
English Learners	*	55	53	**	*	52.5	51	**

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



Barley Sheaf Elementary School
2016-2017

Grade Span KG-04

19-1510-030
HUNTERDON
FLEMINGTON-RARITAN REG
80 BARLEY SHEAF ROAD
FLEMINGTON, NJ 08822-9180

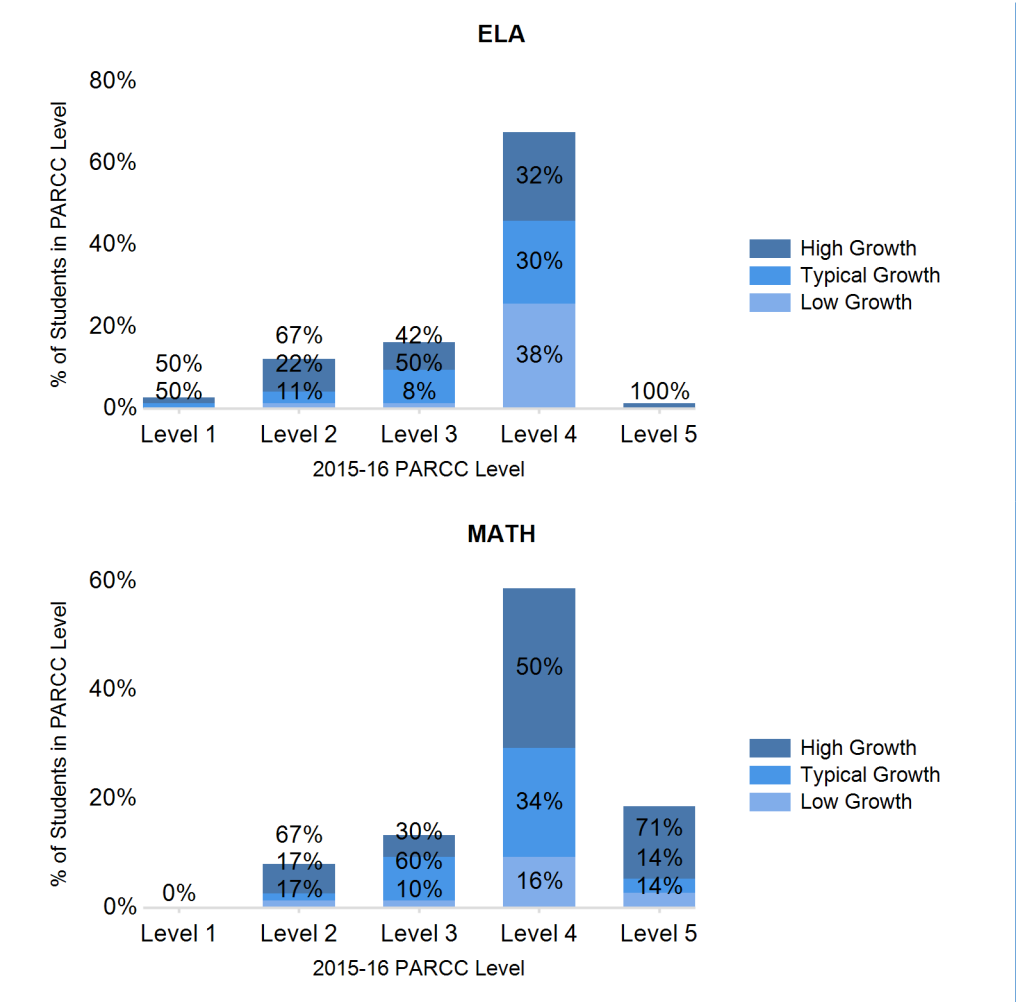
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

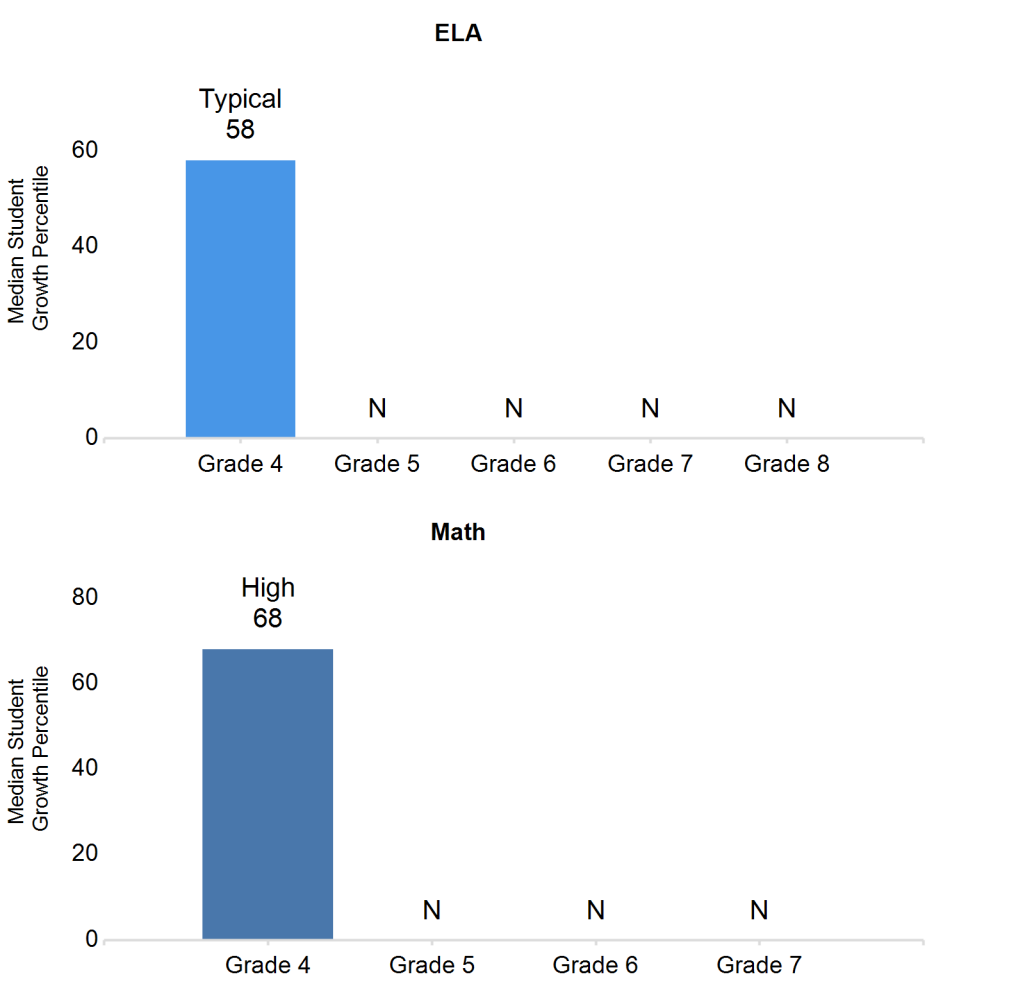
Student Growth by Performance Level

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

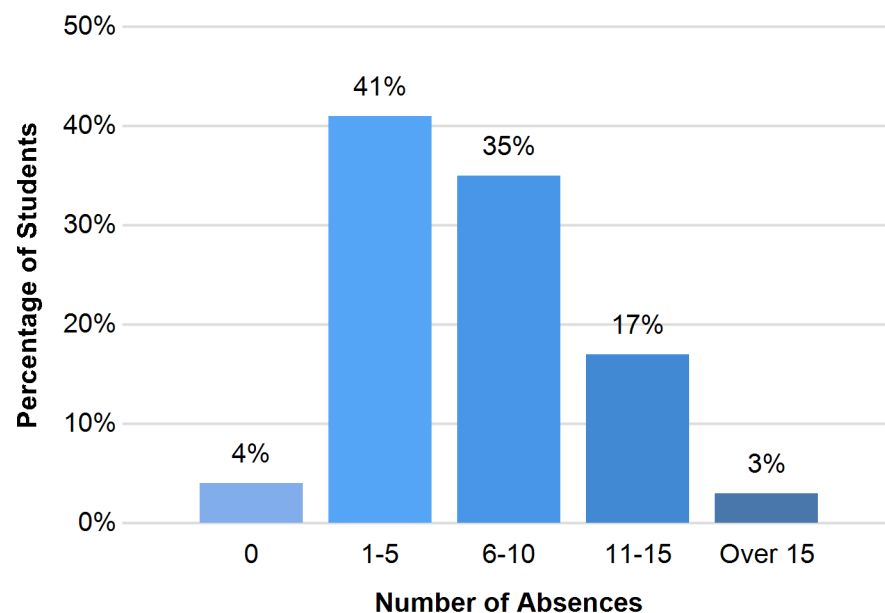
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.50	8.70	Met Target
White	1.70	8.70	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	2.10	8.70	Met Target
English Learners	N	**	**

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

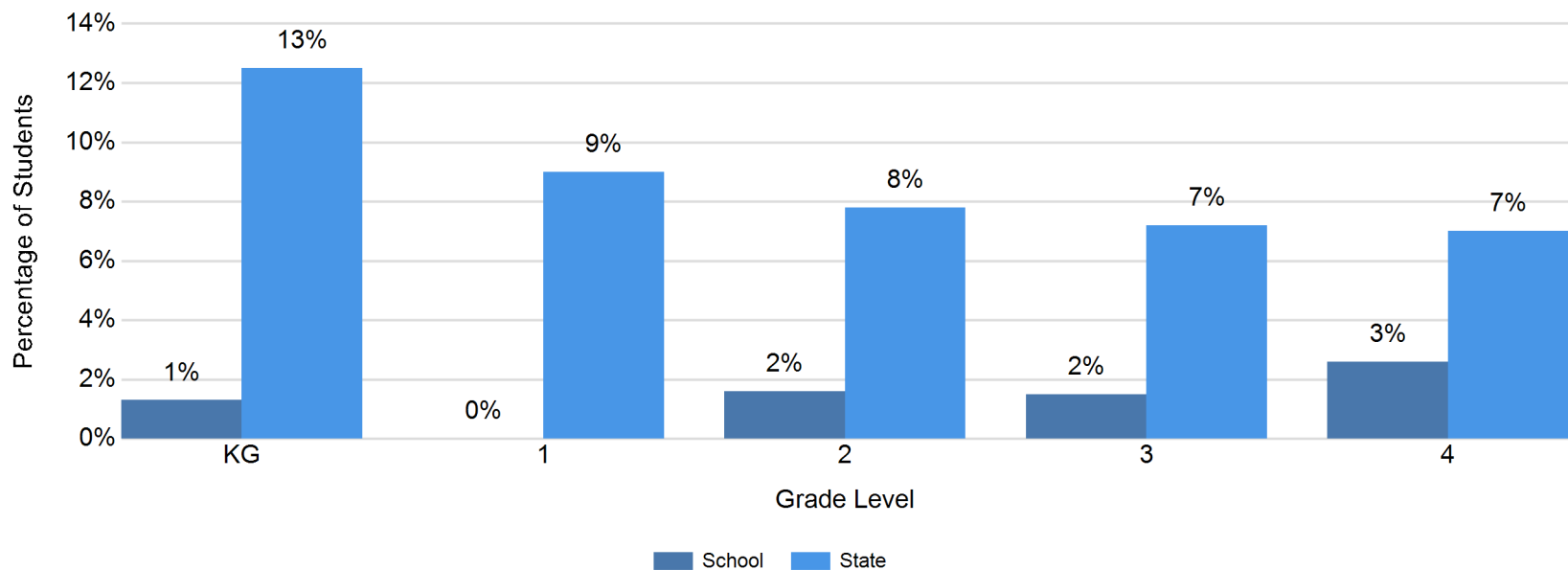
Days Absent

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.



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	8:50AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 45 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	6
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.78

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.2%
Any Suspension	1.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$325	\$15,511	\$15,836



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	9.6	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	24	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	7.7	11.6
Administrators in district for 4 or more years	63%	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	10:1
Administrators	169:1	130:1
Librarian/Media Specialists		446:1
Nurses		446:1
Counselors		390:1
Child Study Team		260:1



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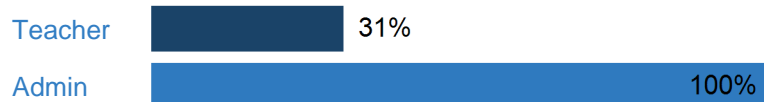
Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	95.5	17.5%
Mathematics Proficiency	99.0	17.5%
English Language Arts Growth	86.7	25.0%
Mathematics Growth	93.8	25.0%
Chronic Absenteeism	98.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		93.8
Summative Rating: Percentile rank of Summative Score		99.8
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	93.8	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	89.4	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	**	**	No	**	**	Met 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.



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School General Info

Principal:	Ms. Gabruk	Email Address:	kgabruk@frsd.k12.nj.us
Address:	80 BARLEY SHEAF ROAD FLEMINGTON, NJ 08822-9180	Website:	https://www.frsd.k12.nj.us/Domain/67
Phone:	(908)284-7584	Twitter:	https://twitter.com/BarleySheafFRSD

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology is infused to amplify learning. All grade 3-4 students use Chromebooks and K-2 classrooms use i-Pads. • The Responsive Classroom approach and Second-Step lessons are the cornerstones of our character education programs. • Our PTO funds many unique learning and cultural arts opportunities and after-school enrichment classes.
 Mission, Vision, Theme:	<p>Barley Sheaf School is a community of learners that creates a positive, child-centered environment that fosters respect, responsibility, lifelong learning and success for all. Students, parents, and staff members work cooperatively toward this common mission. The Barley Sheaf motto of "Caring, Sharing and Learning Together" demonstrates our commitment to educating our students, our community, and ourselves.</p>



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Courses, Curriculum,
Instruction:

We provide high-quality instructional programs that meet each child’s individual academic, social, and emotional needs. Our focus is on providing a supportive learning environment that fosters curiosity, a spirit of exploration, and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.



Before and After
School Programs:

The PTO organizes and runs many after or before school K-4 enrichment classes that enhance the learning and experiences of our students. The clubs allow children to select from a wide range of topics. Some of the topics include math, science, art, sports, computers, writing, music and dance. In addition to clubs, service learning is also an important part of our school experience. Students are involved in age-appropriate activities to help others within our school and global community.







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School Narrative

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 Staff and Professional Learning:	<p>Learning is a lifelong process. Professional growth, development, recognition, and nurturing of our staff are integral parts of a successful educational program. The district supports the development of staff through various targeted professional development programs. Literacy coaching cycles, collegial visits, team based professional learning communities, graduate studies as well as professional book clubs are common venues available to staff for the enhancement of best practice.</p>
 Student Supports and Services:	<p>Response to Intervention uses a multi-criteria system that supports students in the areas of mathematics and reading. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral disabilities, resource room and inclusion. English as a Second Language is delivered through a push-in/pull-out hybrid model with a strong emphasis on SEI.</p>
 Student Health and Wellness:	<p>Each elementary school has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurses link care providers, families and community support services. Several of our schools offer a breakfast program in addition to our nutrient-dense, age- appropriate lunch meals. Our students receive 150 minutes of physical education per week and 20 minutes of daily recess.</p>
 Parent and Community Involvement:	<p>Each Parent Teacher Organization is committed to enhancing the educational experiences of our students. PTOs provide resources and enrichment programs to students and also support service learning projects and school events. PTOs serve as a resource for parents to become involved and foster the connection between home and school. FRSD uses the Genesis Parent Portal as its student database to allow parents to view items such as class schedules, assignments, grades and attendance.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Barley Sheaf School is a K-4 school of approximately 335 students built in 1967 and opening in 1968. In addition to the 32 classrooms, there are also 7 small group instructional spaces, a gym, library and cafeteria. On the inside of the school is a courtyard that houses a shade structure and outdoor eating area. Two playgrounds, funded by our PTO and the NFL, are located on Barley Sheaf's forty acres of property.</p>
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School Narrative

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



Other Information:

The Flemington-Raritan Regional School District is committed to developing our students' educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. Through integration of technology, our district is committed to preparing students for the future.

In addition to the commitment the District makes to technology, it is committed to meeting all students' needs with specialized programming. Our creative staff works to address the needs of our students, not only in our self-contained kindergarten through fourth grade classrooms, but also through our student support programs, English as Second Language classes, Special Education classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes. Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system, which provides an extra layer of protection for students and staff members. All visitors must be granted access to the vestibule area. In the vestibule area, they are then logged in and given an entry badge before being buzzed into the school. Enhancing the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system. In addition to communicating with parents during emergency situations, the District is dedicated to strengthening the home-to-school connection by committing to regular and ongoing communications to parents and the community throughout the school year. Virtual backpack and school websites provide families with information at their fingertips while schools regularly use Twitter and school newsletters to help parents stay informed and connected to ongoing activities and school news.



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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	34	11	23
KG	72	59	64
1	84	69	67
2	88	77	69
3	103	86	78
4	118	101	94
Ungraded	8	65	51
Total	507	468	446

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%	44%	43%
Male	55%	56%	57%
Economically Disadvantaged Students	13%	11%	11%
Students with Disabilities	24%	29%	33%
English Learners	3%	5%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	73.5%
Hispanic	11.7%
Asian	10.1%
Black or African American	4.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
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	18	1	20
PK - Full Day	7	10	3
KG - Half Day	0	0	0
KG - Full Day	69	59	64

Enrollment by Home Language

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

Home Language	% of Students
English	85.7%
Spanish	9.4%
Chinese	1.3%
Other	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	155	96.5	69.70	70.70	54.90	69.7	65.1	Met Target
White	129	95.7	69.70	74.30	63.90	69.7	65.7	Met Target
Hispanic	10	100.0	30.00	*	39.80	30	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.60	*	80.70	91.6	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	N	54.90	N	**	**
Female	83	98.9	72.30	76.00	62.20	72.3		
Male	72	93.9	66.70	65.90	48.10	65.6		
Economically Disadvantaged Students	15	100.0	40.00	*	36.20	40	**	**
Non-Economically Disadvantaged Students	140	96.1	72.90	*	65.80	72.9		
Students with Disabilities	36	92.7	33.40	28.90	20.50	32.4	38.3	Met Target†
Students without Disabilities	119	97.7	80.70	80.00	61.90	80.7		
English Learners	10	100.0	50.00	*	25.20	50	**	**
Non-English Learners	145	96.2	71.10	*	57.40	71.1		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	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	73	762	759	749	*	*	29%	53%	*	60%	50%
White	59	760	763	759	*	*	29%	54%	*	59%	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	39	762	761	754	*	*	*	49%	*	59%	55%
Male	34	763	758	745	*	*	*	59%	*	62%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	22	742	*	720	*	*	46%	*	*	27%	24%
Students without Disabilities	51	771	*	755	*	*	22%	*	*	75%	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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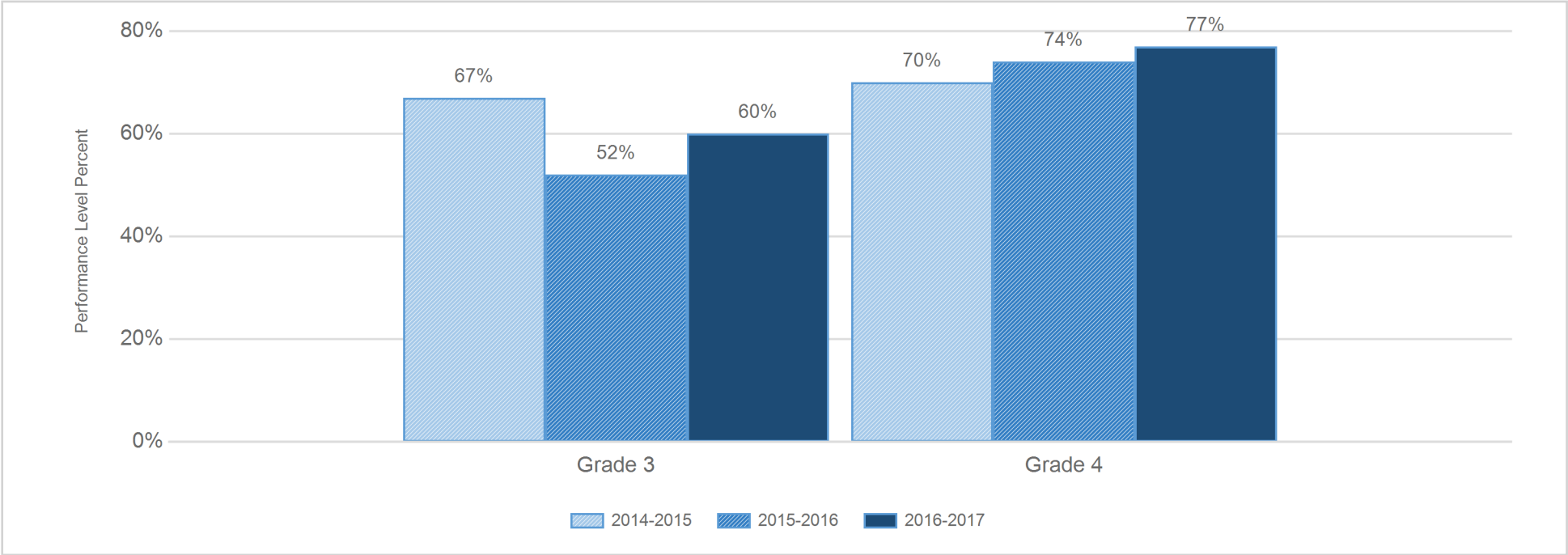
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	88	772	766	753	*	*	18%	44%	33%	77%	56%
White	73	773	769	762	*	*	15%	45%	34%	80%	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	47	777	771	758	*	*	*	43%	40%	83%	61%
Male	41	766	760	749	*	*	*	46%	24%	71%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	735	*	725	*	*	*	*	*	31%	25%
Students without Disabilities	75	778	*	759	*	*	*	*	*	85%	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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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	97.1	73.70	68.60	43.50	73.7	77.6	Met Target†
White	130	96.4	72.30	71.60	52.40	72.3	80	Not Met
Hispanic	10	100.0	50.00	*	27.60	50	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	100.00	*	75.60	100	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	N	44.90	N	**	**
Female	83	98.9	74.70	67.60	44.10	74.7		
Male	73	95.1	72.60	69.30	42.90	72.6		
Economically Disadvantaged Students	15	100.0	46.70	*	25.10	46.7	**	**
Non-Economically Disadvantaged Students	141	96.8	76.60	*	54.30	76.6		
Students with Disabilities	37	95.1	37.80	28.70	16.50	37.8	48.8	Met Target†
Students without Disabilities	119	97.7	84.90	77.40	48.80	84.9		
English Learners	10	100.0	80.00	*	23.30	80	**	**
Non-English Learners	146	96.9	73.30	*	45.20	73.3		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	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	73	761	761	751	*	*	18%	44%	22%	66%	53%
White	59	758	763	759	*	*	20%	42%	19%	61%	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	39	754	755	751	*	*	*	49%	*	62%	52%
Male	34	769	765	751	*	*	*	38%	*	71%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	22	740	*	729	*	*	*	*	*	36%	29%
Students without Disabilities	51	770	*	755	*	*	*	*	*	78%	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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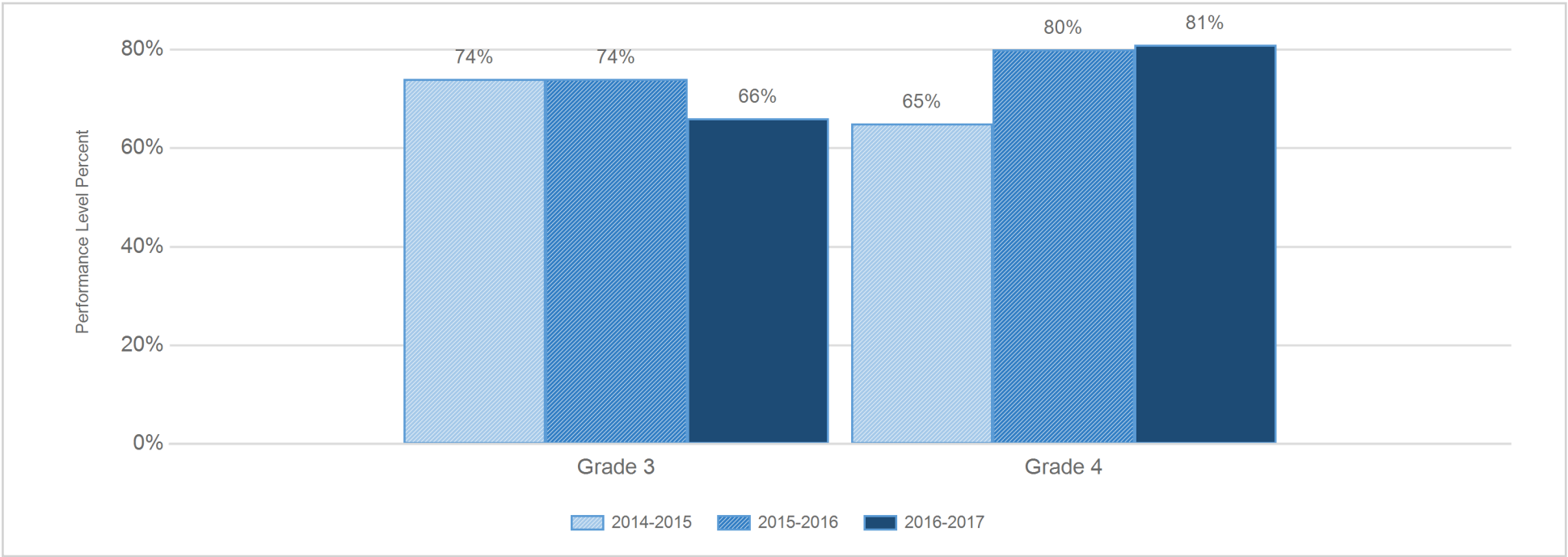
Mathematics Assessment - Performance by Grade: Grade 4

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	89	770	765	747	*	*	*	62%	19%	81%	47%
White	74	772	768	755	*	*	*	65%	19%	84%	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	47	770	765	747	*	*	*	68%	*	85%	47%
Male	42	770	765	747	*	*	*	55%	*	76%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	14	734	*	724	*	*	*	*	*	36%	22%
Students without Disabilities	75	777	*	751	*	*	*	*	*	89%	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	N	N	N
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.

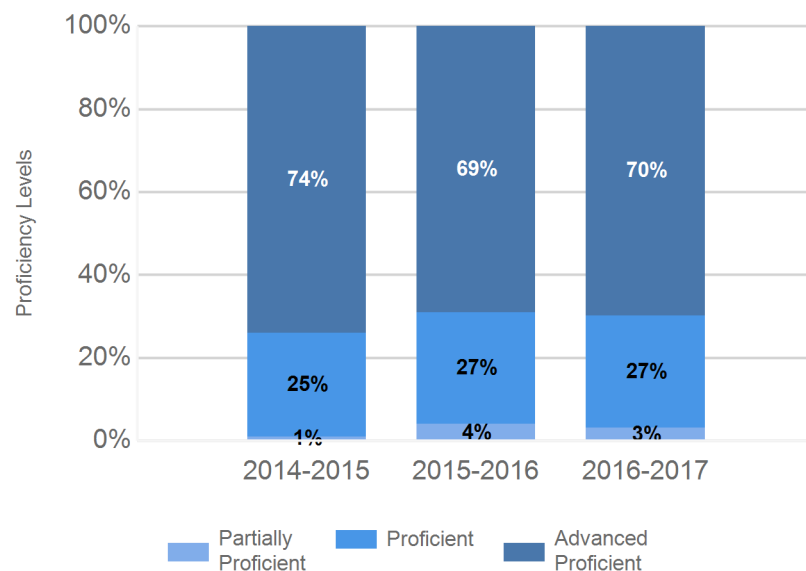
NJASK Science Assessment Performance: Grade 4

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	70%	27%	3%
White	72%	25%	*
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	53%	35%	12%
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	77	52	50	Exceeds Target	75	58	50	Exceeds Target
White	77.5	51	50	Exceeds Target	73	58	52	Exceeds Target
Hispanic	*	54	49	**	*	56	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	58	60	**	*	58.5	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	*	49	47	**	*	55.5	46	**
Students with Disabilities	51	47	41	**	66.5	53	43	**
English Learners	*	55	53	**	*	52.5	51	**

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



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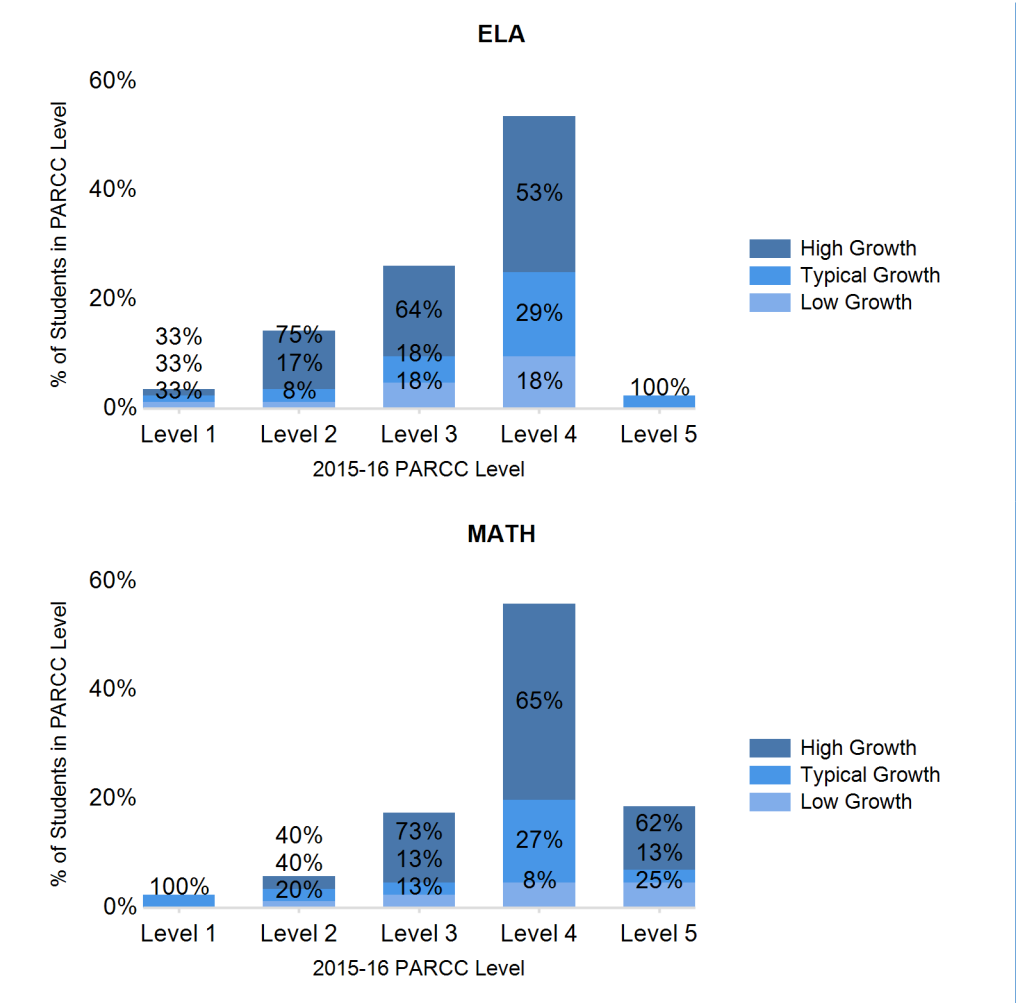
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

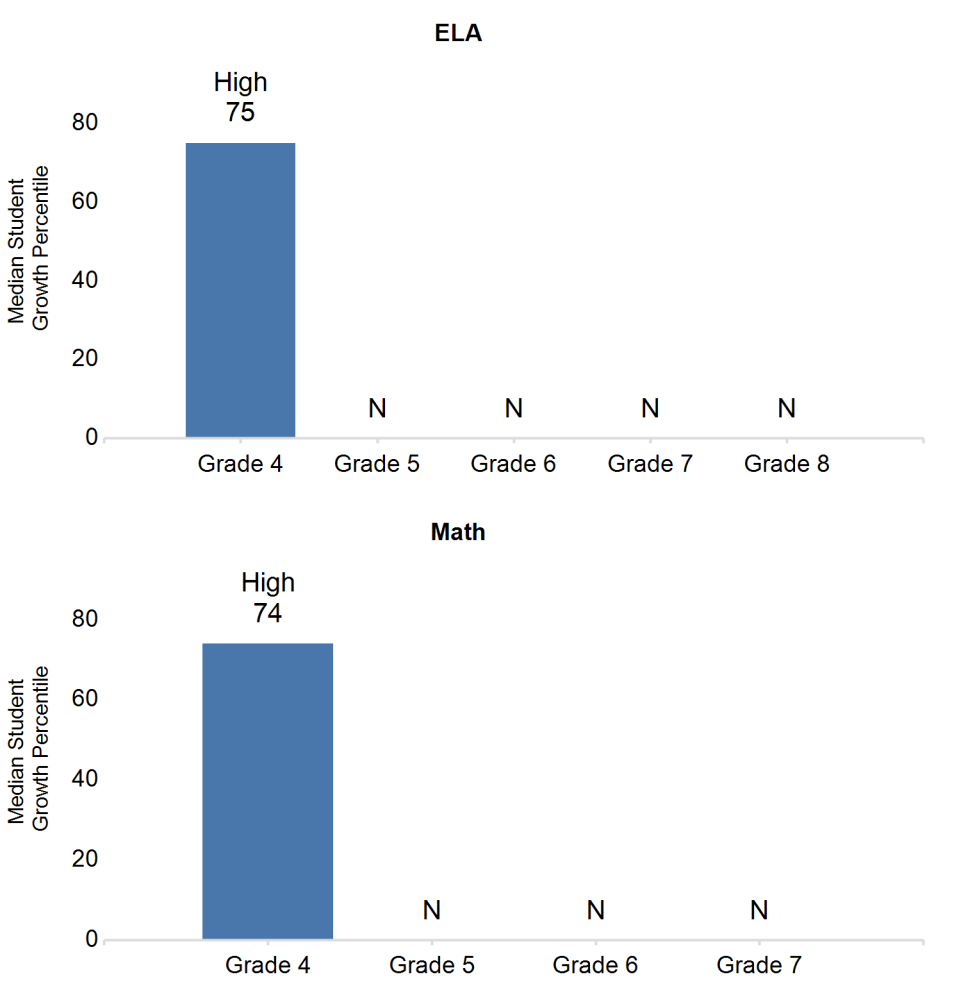
Student Growth by Performance Level

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

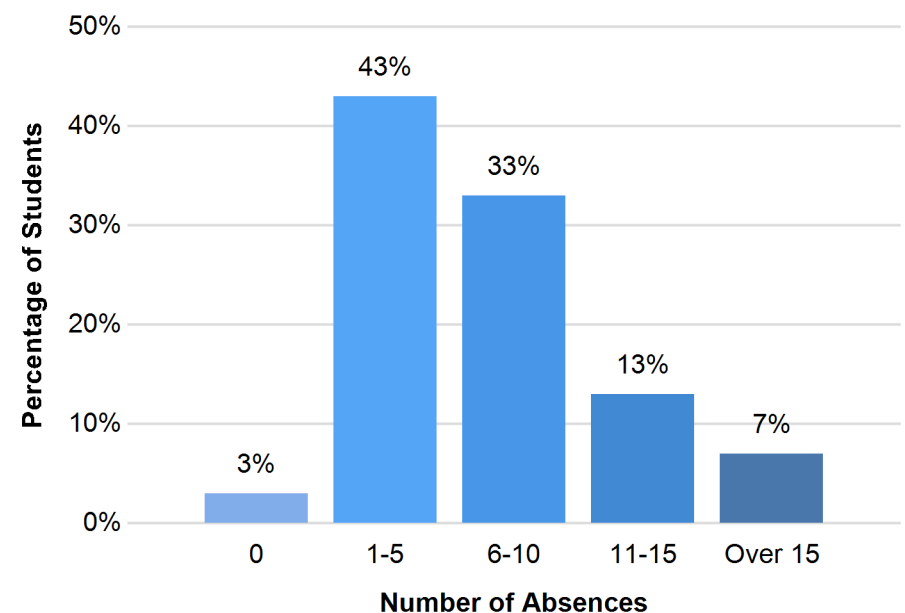
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.70	Met Target
White	3.00	8.70	Met Target
Hispanic	14.30	8.70	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	9.50	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.60	8.70	Not Met
Students with Disabilities	9.20	8.70	Not Met
English Learners	N	**	**

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

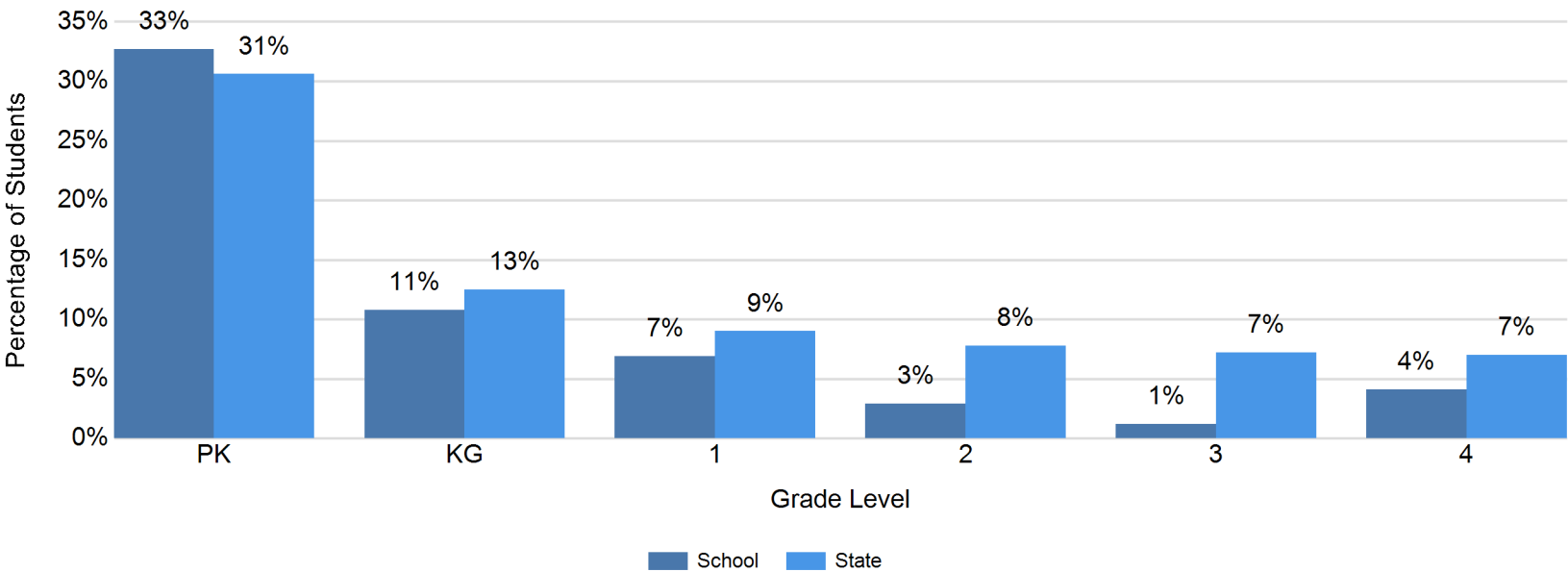
Days Absent

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	8:50AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 45 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	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.45

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$325	\$15,511	\$15,836



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	120,724
Average years experience in public schools	14.6	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	7.7	11.6
Administrators in district for 4 or more years	63%	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	10:1
Administrators	89:1	130:1
Librarian/Media Specialists		446:1
Nurses		446:1
Counselors		390:1
Child Study Team		260:1



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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.

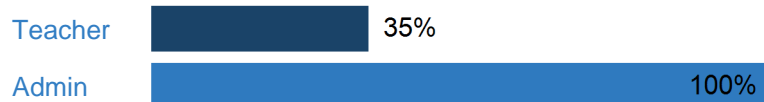
Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	69.4	17.5%
Mathematics Proficiency	90.0	17.5%
English Language Arts Growth	99.2	25.0%
Mathematics Growth	97.7	25.0%
Chronic Absenteeism	47.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		84.2
Summative Rating: Percentile rank of Summative Score		94.5
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	84.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	87.3	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	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	**	**	**	**	**	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. McPeck	Email Address:	kmcpeek@frsd.k12.nj.us
Address:	100 EVERITTS RD RINGOES, NJ 08551	Website:	https://www.frsd.k12.nj.us/Domain/159
Phone:	(908)284-7660	Twitter:	https://twitter.com/CopperHillES

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology is infused to amplify learning. All grade 3-4 students use Chromebooks and K-2 classrooms use i-Pads. • The Responsive Classroom approach and Second-Step lessons are the cornerstones of our character education programs. • Our PTO funds many unique learning and cultural arts opportunities and after-school enrichment classes.
 Mission, Vision, Theme:	<p>Mission: to help every student achieve their own social, emotional and academic potential by: collaborating with all members of our school community and maintaining active partnerships with families; engaging in self reflection of instructional practices in order to effectively educate our students; creating and maintaining personal connections with our students; instilling and modeling strong character traits such as: conscientiousness, curiosity, compassion, integrity, courage and tenacity</p>





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 Courses, Curriculum, Instruction:	We provide high-quality instructional programs that meet each child’s individual academic, social and emotional needs. Our focus is on providing a supportive learning environment that fosters curiosity, a spirit of exploration and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.
 Before and After School Programs:	The PTO organizes and runs many after or before school K-4 enrichment classes that enhance the learning and experiences of our students. The clubs allow children to select from a wide range of topics. Some of the topics include math, science, art, sports, computers, writing, music and dance. In addition to clubs, service learning is also an important part of our school experience. Students are involved in age-appropriate activities to help others within our school and global community.







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 Staff and Professional Learning:	<p>Learning is a lifelong process. Professional growth, development, recognition and nurturing of our staff are integral parts of a successful educational program. The district supports the development of staff through various targeted professional development programs. Literacy coaching cycles, collegial visits, team based professional learning communities, graduate studies as well as professional book clubs are common venues available to staff for the enhancement of best practice.</p>
 Student Supports and Services:	<p>Response to Intervention uses a multi-criteria system that supports students in the areas of mathematics and reading. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral disabilities, resource room and inclusion. English as a Second Language is delivered through a push-in/pull-out hybrid model with a strong emphasis on SEI.</p>
 Student Health and Wellness:	<p>Each elementary school has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurses link care providers, families and community support services. Several of our schools offer a breakfast program in addition to our nutrient dense, age appropriate lunch meals. Our students receive 150 minutes of physical education per week and 20 minutes of daily recess.</p>
 Parent and Community Involvement:	<p>Each Parent Teacher Organization is committed to enhancing the educational experiences of our students. PTOs provide resources and enrichment programs to students and also support service learning projects and school events. PTOs serve as a resource for parents to become involved and foster the connection between home and school. FRSD uses the Genesis Parent Portal as its student database to allow parents to view items such as: class schedules, assignments, grades and attendance.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Copper Hill School is a K-4 school of approximately 400 students built in 1996. In addition to the 39 classrooms, there are also 17 small group instructional spaces. On the inside of the school is a courtyard that houses a shade structure and outdoor eating area. Two playgrounds, funded by our PTO, are located on the forty acres that Copper Hill sits upon.</p>
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School Narrative

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



Other Information:

The Flemington-Raritan Regional School District is committed to developing our students' educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. Through integration of technology, our district is committed to preparing students for the future.

In addition to the commitment the District makes to technology, they are committed to meeting all students' needs with specialized programming. Our creative staff works to address the needs of our students, not only in our self-contained kindergarten through fourth grade classrooms, but also through our student support programs, English as Second Language Classes, Special Education Classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes. Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system, which provides an extra layer of protection for students and staff members. All visitors must be granted access to the vestibule area. In the vestibule area, they are then logged in and given an entry badge before being buzzed into the school. In addition to the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system. In addition to communicating with parents during emergency situations, the District is dedicated to strengthening the home-to-school connection by committing to regular and ongoing communications to parents and the community throughout the school year. Virtual backpack and school websites provide families with information at their fingertips while schools regularly use Twitter and school newsletters to help parents stay informed and connected to ongoing activities and school news.




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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	101	66	89
1	81	100	60
2	97	88	106
3	104	99	81
4	89	101	99
Ungraded	2	0	0
Total	474	454	435

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%	51%
Male	49%	50%	49%
Economically Disadvantaged Students	33%	33%	31%
Students with Disabilities	8%	8%	9%
English Learners	18%	20%	15%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	61.8%
Hispanic	26.9%
Asian	6.2%
Black or African American	4.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
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
KG - Half Day	0	0	0
KG - Full Day	99	66	89

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	72.0%
Spanish	23.2%
Arabic	1.8%
Hindi	1.1%
Other	1.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	175	98.4	53.10	70.70	54.90	53.1	52	Met Target
White	114	98.3	64.90	74.30	63.90	64.9	64.5	Met Target
Hispanic	39	97.6	30.80	*	39.80	30.8	29.1	Met Target
Black or African American	10	100.0	10.00	49.20	35.20	10	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	50.00	*	80.70	50	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	84	98.9	59.50	76.00	62.20	59.5		
Male	91	97.9	47.30	65.90	48.10	47.3		
Economically Disadvantaged Students	50	98.1	22.00	*	36.20	22	17	Met Target
Non-Economically Disadvantaged Students	125	98.5	65.60	*	65.80	65.6		
Students with Disabilities	18	94.7	16.70	28.90	20.50	16.6	**	**
Students without Disabilities	157	98.8	57.30	80.00	61.90	57.3		
English Learners	41	97.7	26.80	*	25.20	26.8	12.4	Met Target
Non-English Learners	134	98.6	61.20	*	57.40	61.2		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	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	80	740	759	749	*	23%	26%	38%	*	40%	50%
White	52	751	763	759	*	*	23%	52%	*	56%	61%
Hispanic	20	712	731	734	*	*	*	*	0%	10%	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	35	743	761	754	*	*	29%	40%	*	43%	55%
Male	45	737	758	745	*	*	24%	36%	*	38%	46%
Economically Disadvantaged Students	26	717	731	731	*	*	*	*	*	15%	31%
Non-Economically Disadvantaged Students	54	750	765	762	*	*	*	*	*	52%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	11	698	706	709	*	*	*	*	*	*	11%
Non-English Learners	69	746	762	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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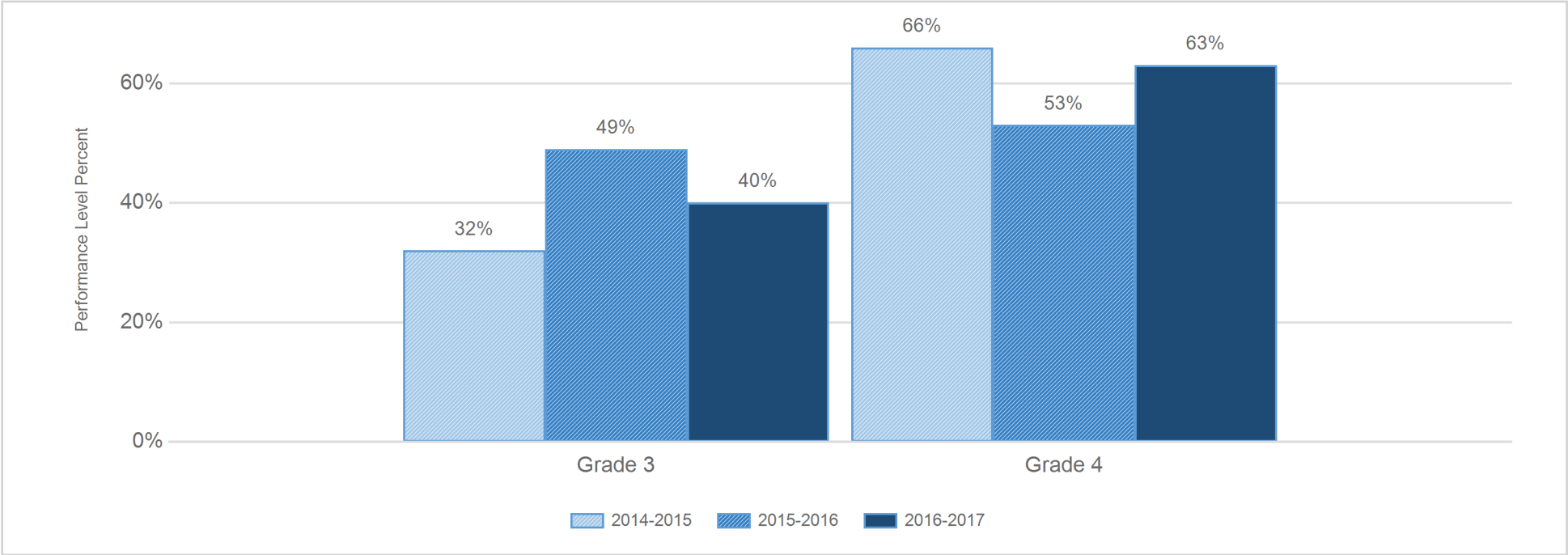
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	101	761	766	753	*	*	28%	49%	15%	63%	56%
White	65	767	769	762	*	*	23%	54%	19%	72%	67%
Hispanic	20	752	749	740	0%	*	*	*	*	50%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	52	767	771	758	*	*	21%	48%	*	69%	61%
Male	49	755	760	749	*	*	35%	49%	*	57%	51%
Economically Disadvantaged Students	25	742	741	737	*	*	48%	*	*	28%	36%
Non-Economically Disadvantaged Students	76	767	771	764	*	*	21%	*	*	75%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	101	761	766	755	*	*	28%	49%	15%	63%	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	175	98.4	58.90	68.60	43.50	58.9	59.5	Met Target†
White	114	98.3	68.50	71.60	52.40	68.5	72.1	Met Target†
Hispanic	39	97.6	30.80	*	27.60	30.8	36.3	Met Target†
Black or African American	10	100.0	30.00	46.20	21.70	30	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.40	*	75.60	83.4	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	84	98.9	57.10	67.60	44.10	57.1		
Male	91	97.9	60.50	69.30	42.90	60.5		
Economically Disadvantaged Students	50	98.1	26.00	*	25.10	26	31.9	Met Target†
Non-Economically Disadvantaged Students	125	98.5	72.00	*	54.30	72		
Students with Disabilities	18	94.7	22.20	28.70	16.50	22.1	**	**
Students without Disabilities	157	98.8	63.00	77.40	48.80	63		
English Learners	41	97.7	21.90	*	23.30	21.9	18	Met Target
Non-English Learners	134	98.6	70.20	*	45.20	70.2		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	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	80	752	761	751	*	*	24%	46%	*	58%	53%
White	52	763	763	759	*	*	23%	50%	*	67%	63%
Hispanic	20	723	738	738	*	*	*	*	0%	20%	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	35	749	755	751	*	*	*	51%	*	57%	52%
Male	45	755	765	751	*	*	*	42%	*	58%	53%
Economically Disadvantaged Students	26	728	737	736	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	54	764	765	761	*	*	*	*	*	70%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	11	708	724	724	*	*	*	*	*	*	21%
Non-English Learners	69	759	763	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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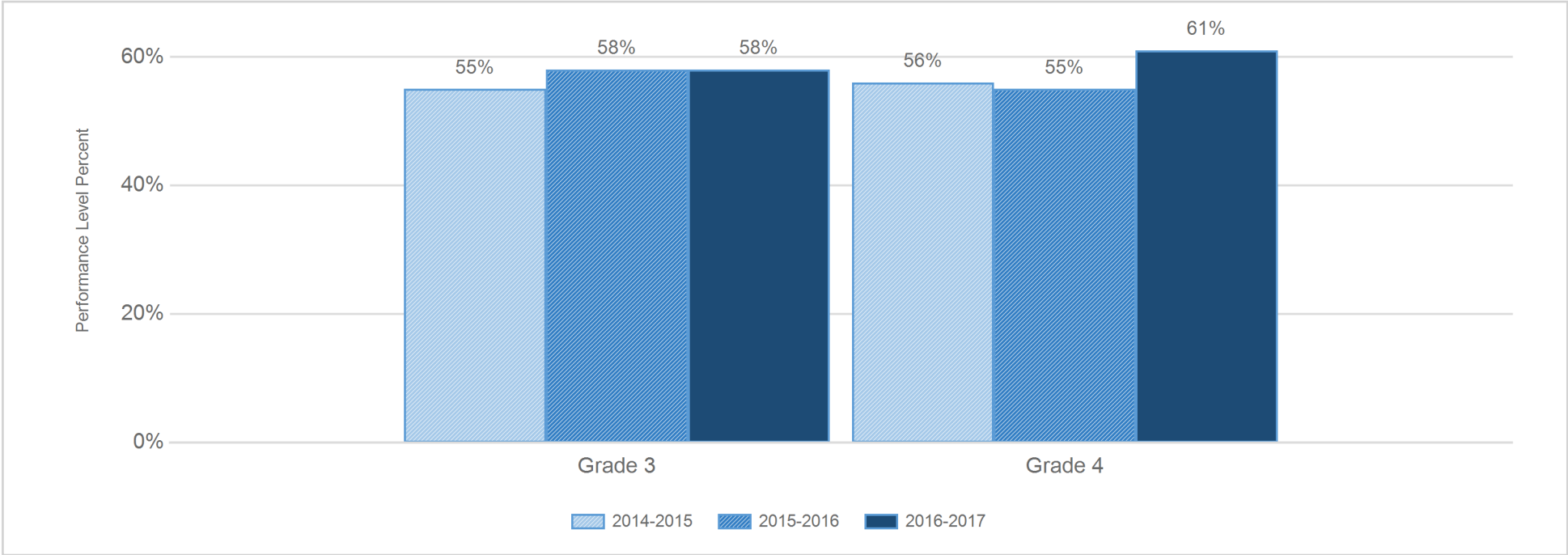
Mathematics Assessment - Performance by Grade: Grade 4

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	101	761	765	747	*	*	31%	48%	14%	61%	47%
White	65	765	768	755	*	*	25%	54%	17%	71%	59%
Hispanic	20	752	747	734	0%	*	50%	*	*	40%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	52	760	765	747	*	*	35%	48%	*	58%	47%
Male	49	761	765	747	*	*	27%	47%	*	65%	48%
Economically Disadvantaged Students	25	740	739	732	*	*	60%	*	0%	24%	27%
Non-Economically Disadvantaged Students	76	768	770	757	*	*	21%	*	18%	74%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	101	761	765	749	*	*	31%	48%	14%	61%	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	23	*	*
2	16	87.5%	12.5%
3	*	*	*
4	10	*	*
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.

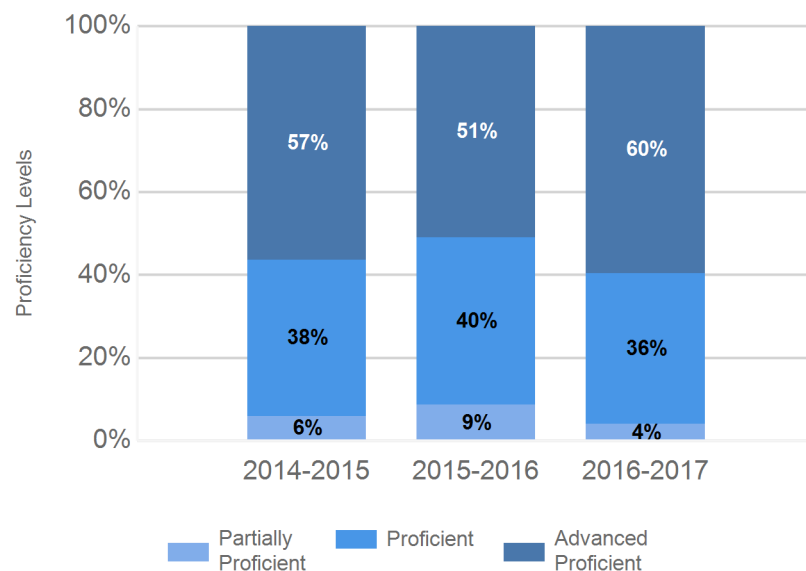
NJASK Science Assessment Performance: Grade 4

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	60%	36%	4%
White	65%	35%	N
Hispanic	47%	47%	5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	44%	44%	13%
Students with Disabilities	50%	50%	N
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	52	50	Met Target	62	58	50	Exceeds Target
White	57.5	51	50	Met Target	66.5	58	52	Exceeds Target
Hispanic	78	54	49	Exceeds Target	63.5	56	47	Exceeds Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	58	60	**	*	58.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	56.5	49	47	Met Target	53	55.5	46	Met Target
Students with Disabilities	*	47	41	**	*	53	43	**
English Learners	69	55	53	Exceeds Target	53	52.5	51	Met Target

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



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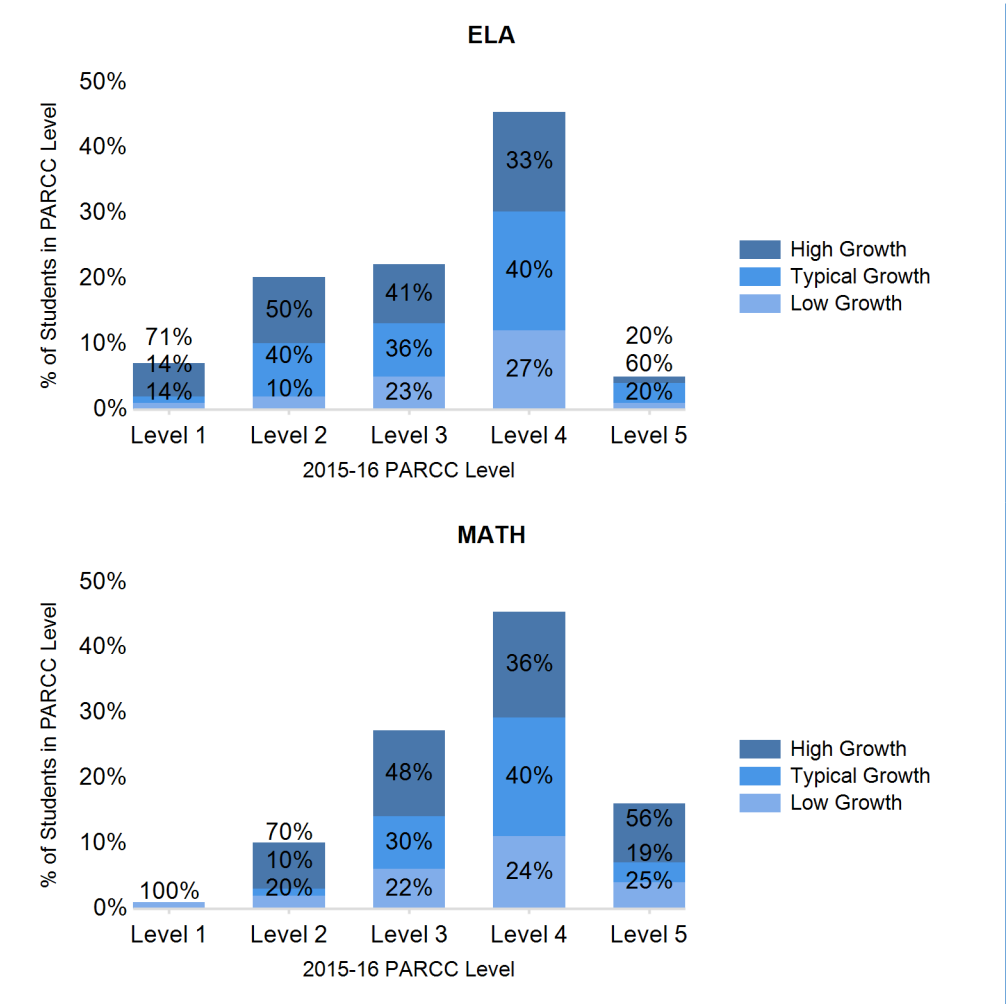
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

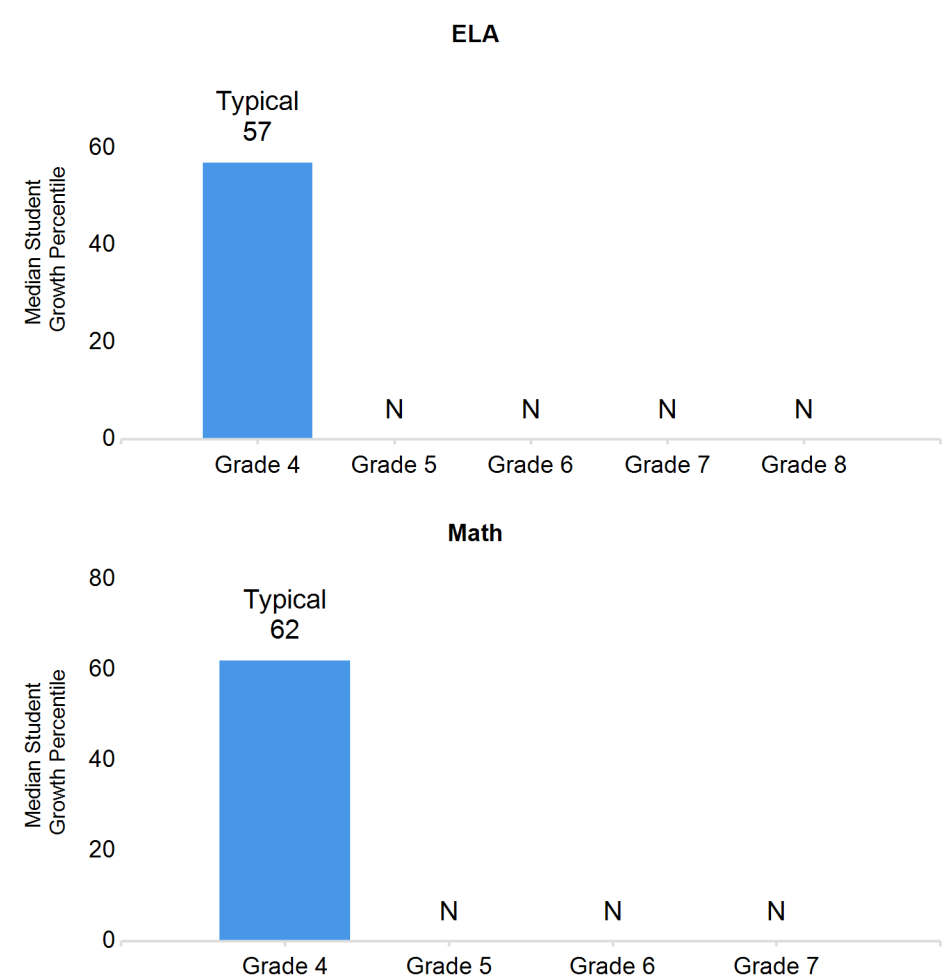
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

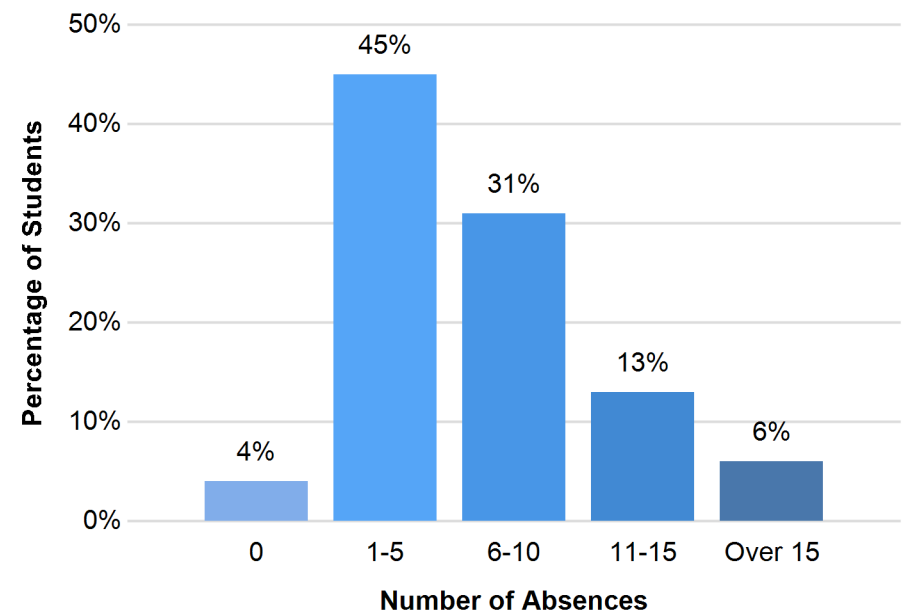
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.50	8.70	Met Target
White	1.50	8.70	Met Target
Hispanic	4.20	8.70	Met Target
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.70	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.70	8.70	Met Target
Students with Disabilities	5.10	8.70	Met Target
English Learners	7.80	8.70	Met Target

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

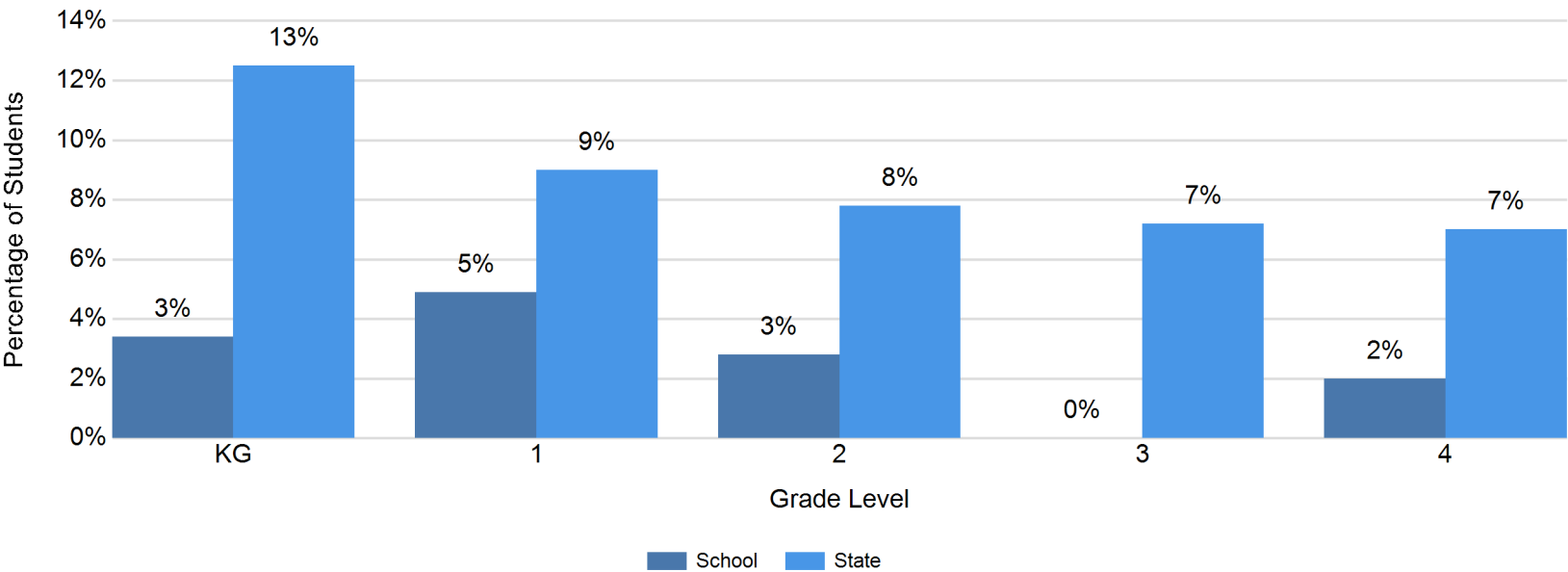
Days Absent

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	8:50AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.1%
Any Suspension	1.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$325	\$15,511	\$15,836



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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	53	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	8.3	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	24	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	7.7	11.6
Administrators in district for 4 or more years	63%	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	8:1	10:1
Administrators	218:1	130:1
Librarian/Media Specialists		446:1
Nurses		446:1
Counselors		390:1
Child Study Team		260:1



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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.

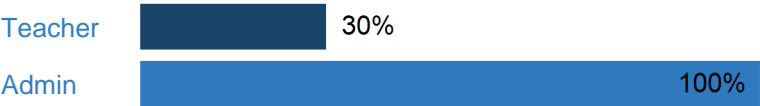
Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	33.6	17.5%
Mathematics Proficiency	58.5	17.5%
English Language Arts Growth	85.8	25.0%
Mathematics Growth	82.8	25.0%
Chronic Absenteeism	86.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.2
Summative Rating: Percentile rank of Summative Score		81.4
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	71.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
White	76.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	72.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	61.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	62.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Howell	Email Address:	chowell@frsd.k12.nj.us
Address:	16 OLD CLINTON ROAD FLEMINGTON, NJ 08822-1325	Website:	https://www.frsd.k12.nj.us/Domain/284
Phone:	(908)284-7540	Twitter:	https://twitter.com/desmaresschool

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"> • Each student in grades 3-4 have a Chromebook to use at school. The students in grades K-2 use i-Pads. • The Responsive Classroom approach and Second-Step curriculum are the cornerstones of our Character Education programs. • Our PTO funds many unique learning and cultural arts opportunities and after-school enrichment clubs.
 Mission, Vision, Theme:	<p>At Francis A. Desmares School, our staff is dedicated to giving children what they need to grow academically, socially and emotionally. As exemplified in our school's mission statement, "We provide a child-centered environment that foster curiosity and the opportunity for students to reach their full potential. We are committed to creating an educational and social atmosphere that respects the uniqueness of children."</p>





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School Narrative

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

 Courses, Curriculum, Instruction:	Our school provides high-quality instructional programs that meet each child's individual academic, social and emotional needs. We provide a supportive learning environment that fosters curiosity, a spirit of exploration and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.
 Before and After School Programs:	The PTO organizes and funds all after-school clubs such as Fitness, Crafts, Music and Robotics. Additionally, our students have the opportunity to participate in a Homework Club funded though Title 3 and Literacy Learning Lab funded through Title 1.






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School Narrative

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 <div>Student Supports and Services:</div>	Response to Intervention uses a multi-criteria system that supports students in the areas of reading and mathematics. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral disabilities, resource room and inclusion. English as a Second Language is delivered through a push-in/pull-out hybrid model with a strong emphasis on SEI.
 <div>Student Health and Wellness:</div>	Each elementary school has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurses link care providers, families and community support services. Several of our schools offer a breakfast program in addition to our nutrient dense, age appropriate lunch meals. Our students received 150 minutes of physical education per week and 20 minutes of recess daily.
 <div>Parent and Community Involvement:</div>	Each Parent Teacher Organization is committed to enhancing the educational experiences of our students, while also supporting school and evening events. The PTO serves as a resource for parents to become involved and fosters the connection between home and school. Our parent portal system, Genesis, allows parents to view their child's report cards and attendance.



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Francis A. Desmares School, built in 1991, houses 426 students in kindergarten through fourth grade. There are 47 classrooms including our related arts rooms. The Desmares School community has continued to work together to grow, cultivate and harvest a garden on school property. There is a garden shed, shade structure and buddy benches that were built by Eagle Scouts. Our two playgrounds which were funded by our PTO are located on the beautiful 31 acres that Desmares School sits upon.</p>
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School Narrative

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



Other Information:

The Flemington-Raritan Regional School District is committed to developing our students' educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. Through integration of technology, our district is committed to preparing students for the future. In addition to the commitment the District makes to technology, they are committed to meeting all students' needs with specialized programming. Our creative staff works to address the needs of our students, not only in our self-contained kindergarten through fourth grade classrooms, but also through our student support programs, English as Second Language Classes, Special Education Classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes. Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system, which provides an extra layer of protection for students and staff members. All visitors must be granted access to the vestibule area. In the vestibule area, they are then logged in and given an entry badge before being buzzed into the school. In addition to the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system. In addition to communicating with parents during emergency situations, the District is dedicated to strengthening the home-to-school connection by committing to regular and ongoing communications to parents and the community throughout the school year. Virtual backpack and school websites provide families with information at their fingertips while schools regularly use Twitter and school newsletters to help parents stay informed and connected to ongoing activities and school news.




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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	395	409	369
8	444	389	405
Ungraded	1	12	11
Total	840	810	785

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%	49%	47%
Male	52%	51%	53%
Economically Disadvantaged Students	12%	11%	12%
Students with Disabilities	16%	16%	19%
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	79.7%
Hispanic	9.2%
Asian	6.8%
Black or African American	3.8%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	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	90.2%
Spanish	6.8%
Other	3.1%



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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	748	97.1	73.70	70.70	54.90	73.7	73.5	Met Target
White	606	97.0	75.70	74.30	63.90	75.7	75.8	Met Target†
Hispanic	66	98.5	46.90	*	39.80	46.9	54.5	Met Target†
Black or African American	28	93.3	60.70	49.20	35.20	60.7	56.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	46	98.1	91.30	*	80.70	91.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	N	54.90	N	**	**
Female	343	96.2	81.90	76.00	62.20	81.9		
Male	405	97.9	66.70	65.90	48.10	66.7		
Economically Disadvantaged Students	91	98.9	38.50	*	36.20	38.5	40.6	Met Target†
Non-Economically Disadvantaged Students	657	96.8	78.60	*	65.80	78.6		
Students with Disabilities	144	95.5	27.10	28.90	20.50	27.1	30.5	Met Target†
Students without Disabilities	604	97.5	84.70	80.00	61.90	84.7		
English Learners	47	100.0	42.50	*	25.20	42.5	N	N
Non-English Learners	701	96.9	75.70	*	57.40	75.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	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	360	766	766	756	4%	8%	15%	44%	29%	73%	59%
White	287	769	769	764	*	*	15%	46%	29%	76%	69%
Hispanic	33	738	738	742	*	*	*	30%	*	39%	44%
Black or African American	14	753	753	737	*	*	*	*	*	57%	38%
Asian, Native Hawaiian, or Pacific Islander	23	783	783	784	*	*	*	44%	52%	96%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	157	773	773	764	*	*	12%	48%	32%	80%	68%
Male	203	761	761	749	*	*	18%	41%	26%	68%	51%
Economically Disadvantaged Students	46	738	738	739	*	*	24%	28%	*	39%	40%
Non-Economically Disadvantaged Students	314	770	770	766	*	*	14%	47%	*	78%	70%
Students with Disabilities	72	730	730	719	*	*	26%	24%	*	28%	19%
Students without Disabilities	288	775	775	763	*	*	13%	50%	*	84%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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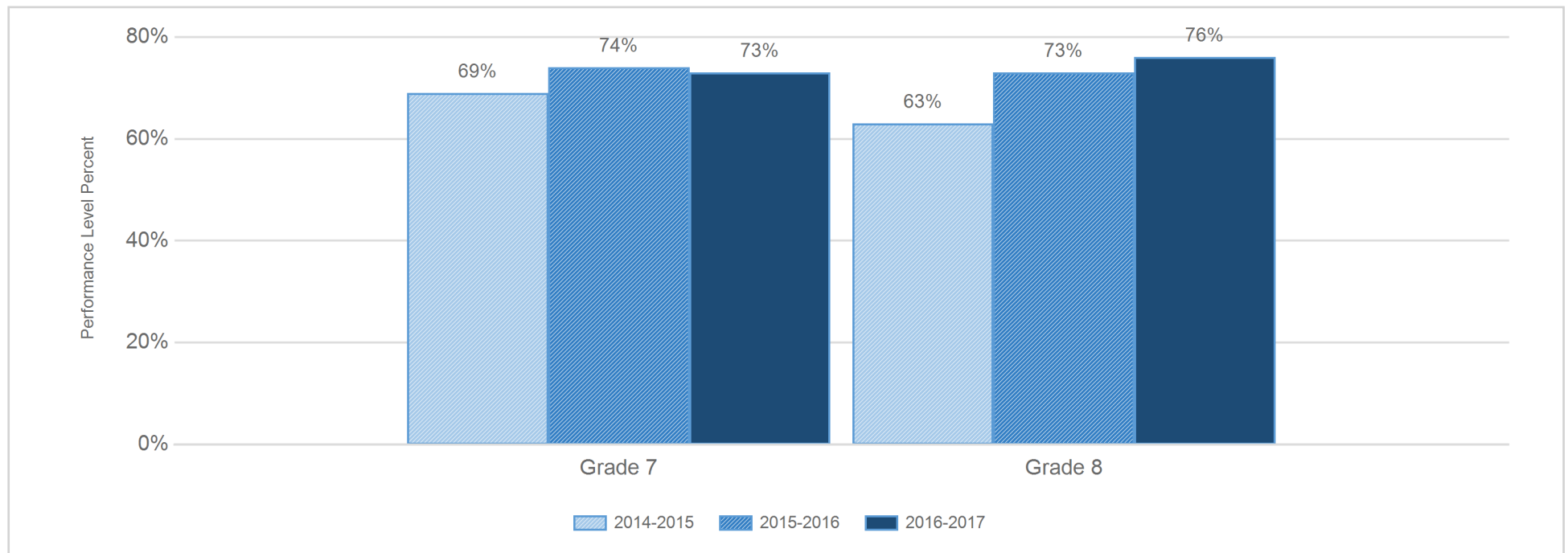
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	396	773	773	757	5%	6%	14%	46%	30%	76%	59%
White	321	774	774	764	4%	6%	13%	46%	31%	77%	68%
Hispanic	33	753	753	742	*	*	30%	42%	*	58%	44%
Black or African American	14	763	763	738	*	*	*	*	*	64%	39%
Asian, Native Hawaiian, or Pacific Islander	27	788	788	786	*	*	*	52%	41%	93%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	196	782	782	766	*	*	12%	46%	38%	84%	68%
Male	200	765	765	749	*	*	16%	46%	23%	69%	50%
Economically Disadvantaged Students	39	744	744	739	*	*	31%	39%	*	46%	40%
Non-Economically Disadvantaged Students	357	776	776	766	*	*	12%	47%	*	79%	69%
Students with Disabilities	68	729	729	718	*	*	*	29%	*	32%	18%
Students without Disabilities	328	782	782	764	*	*	*	49%	*	85%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	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%

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	747	97.0	65.80	68.60	43.50	65.8	65.8	Met Target
White	605	96.8	68.10	71.60	52.40	68.1	68	Met Target
Hispanic	66	98.6	31.80	*	27.60	31.8	41	Met Target†
Black or African American	28	93.3	50.00	46.20	21.70	50	56.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	46	98.1	91.30	*	75.60	91.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	N	44.90	N	**	**
Female	343	96.2	67.40	67.60	44.10	67.4		
Male	404	97.6	64.40	69.30	42.90	64.4		
Economically Disadvantaged Students	91	99.0	30.80	*	25.10	30.8	34.9	Met Target†
Non-Economically Disadvantaged Students	656	96.7	70.60	*	54.30	70.6		
Students with Disabilities	144	95.5	20.10	28.70	16.50	20.1	26.2	Not Met
Students without Disabilities	603	97.3	76.60	77.40	48.80	76.6		
English Learners	47	100.0	34.10	*	23.30	34.1	N	N
Non-English Learners	700	96.8	67.80	*	45.20	67.8		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	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	304	752	752	741	5%	11%	23%	58%	4%	62%	40%
White	238	753	753	748	5%	8%	23%	60%	4%	64%	49%
Hispanic	33	731	731	730	*	36%	30%	*	0%	24%	23%
Black or African American	12	742	742	726	0%	*	*	*	0%	50%	19%
Asian, Native Hawaiian, or Pacific Islander	18	770	770	764	0%	0%	*	83%	*	94%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	139	753	753	743	*	9%	22%	60%	*	64%	41%
Male	165	751	751	740	*	13%	23%	56%	*	59%	38%
Economically Disadvantaged Students	46	735	735	729	*	30%	*	41%	*	41%	22%
Non-Economically Disadvantaged Students	258	754	754	749	*	8%	*	61%	*	65%	50%
Students with Disabilities	72	727	727	716	*	*	28%	22%	0%	22%	11%
Students without Disabilities	232	759	759	746	*	*	21%	69%	5%	74%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	259	747	747	728	*	17%	29%	44%	*	47%	28%
White	207	749	749	736	*	16%	29%	46%	*	50%	35%
Hispanic	29	732	732	721	*	*	*	*	0%	24%	21%
Black or African American	11	737	737	715	*	*	*	*	0%	36%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	135	749	749	730	*	14%	30%	47%	*	50%	30%
Male	124	744	744	725	*	19%	27%	42%	*	44%	26%
Economically Disadvantaged Students	34	727	727	719	*	*	41%	*	*	15%	19%
Non-Economically Disadvantaged Students	225	750	750	734	*	*	27%	*	*	52%	34%
Students with Disabilities	67	726	726	705	*	28%	25%	22%	*	22%	*
Students without Disabilities	192	754	754	734	*	13%	30%	52%	*	56%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	792	792	743	*	*	*	72%	26%	98%	42%
White	125	792	792	751	*	*	*	73%	26%	98%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	15	797	797	774	*	*	*	73%	*	100%	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	61	790	790	744	*	*	*	80%	18%	98%	43%
Male	87	794	794	741	*	*	*	66%	32%	98%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	148	792	792	745	*	*	*	72%	26%	98%	*
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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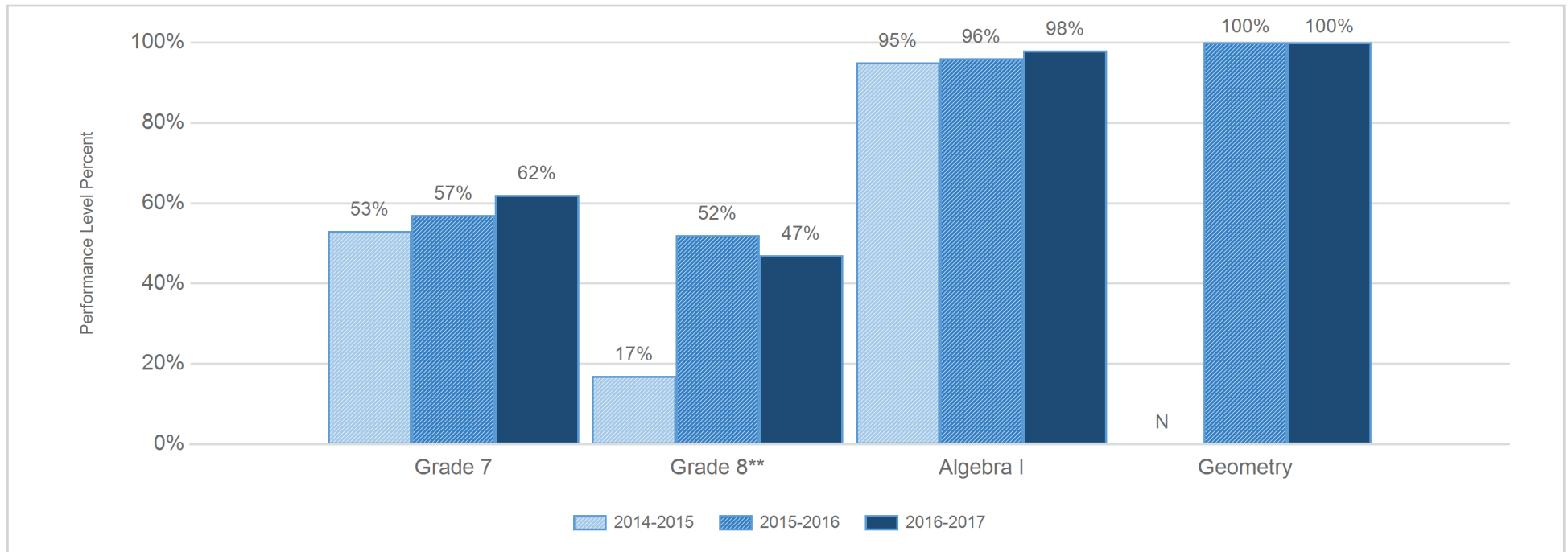
Mathematics Assessment - Performance by Test: Geometry

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	46	793	793	734	*	*	*	*	85%	100%	30%
White	37	793	793	740	*	*	*	*	81%	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	18	794	794	735	*	*	*	*	94%	100%	31%
Male	28	793	793	733	*	*	*	*	79%	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	46	793	793	738	*	*	*	*	85%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	46	793	793	735	*	*	*	*	85%	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	*

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	N	N	N
4	*	*	*
5+	N	N	N



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

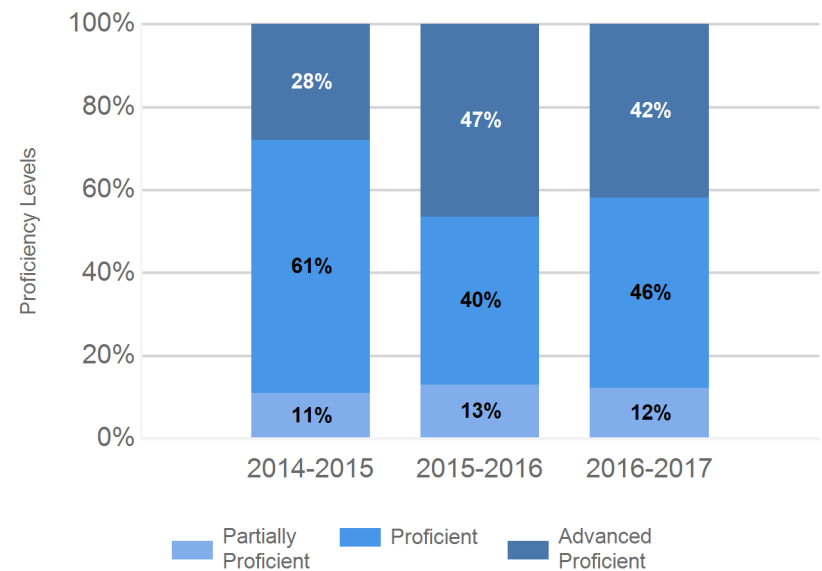
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	42%	46%	12%
White	43%	47%	10%
Hispanic	21%	49%	30%
Black or African American	31%	25%	*
Asian, Native Hawaiian, or Pacific Islander	59%	41%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	15%	44%	41%
Students with Disabilities	14%	51%	35%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	52	50	Met Target	46	58	50	Met Target
White	49	51	50	Met Target	46	58	52	Met Target
Hispanic	53	54	49	Met Target	41.5	56	47	Met Target
Black or African American	*	*	45	Met Target	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	62	58	60	Exceeds Target	38	58.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	41	49	47	Met Target	42	55.5	46	Met Target
Students with Disabilities	49	47	41	Met Target	48	53	43	Met Target
English Learners	55.5	55	53	Met Target	40	52.5	51	Met Target

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



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

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

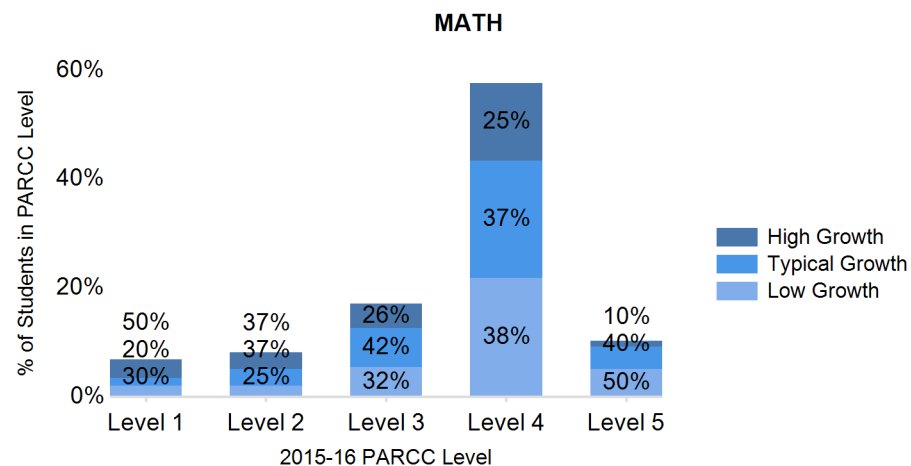
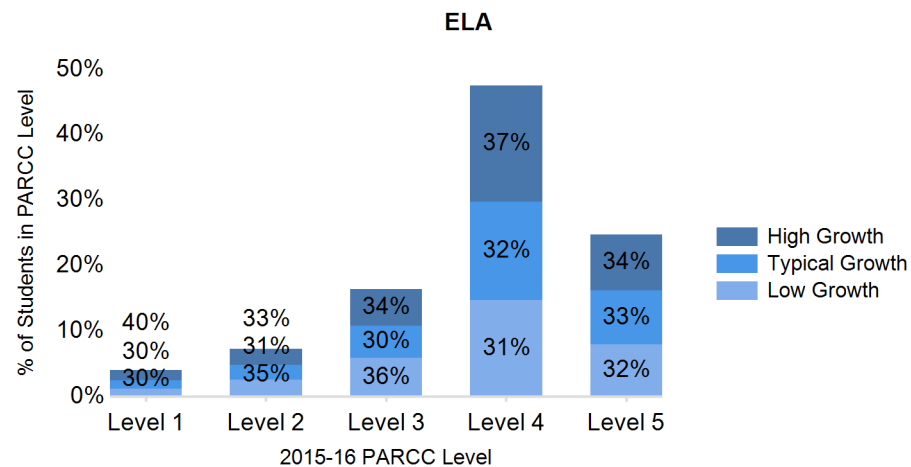
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

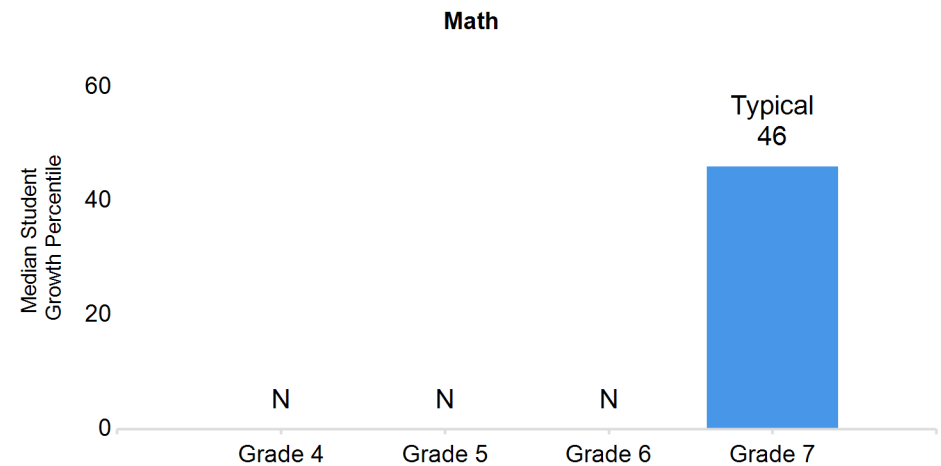
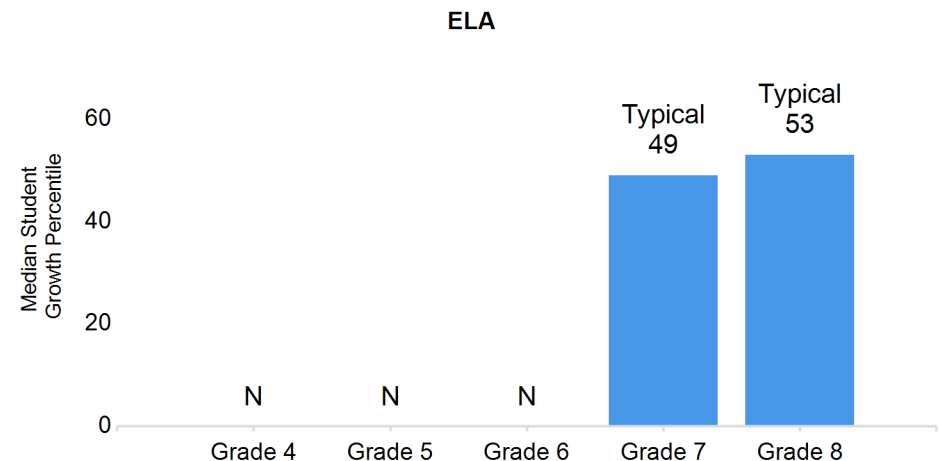
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	59	0	321
8	95	47	276
Schoolwide	154	47	597

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).

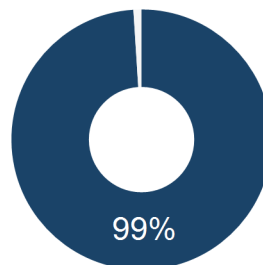
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	253	95	0	0	0	0	0
8	297	99	0	0	0	0	0
Schoolwide	550	194	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

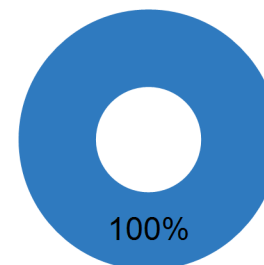
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

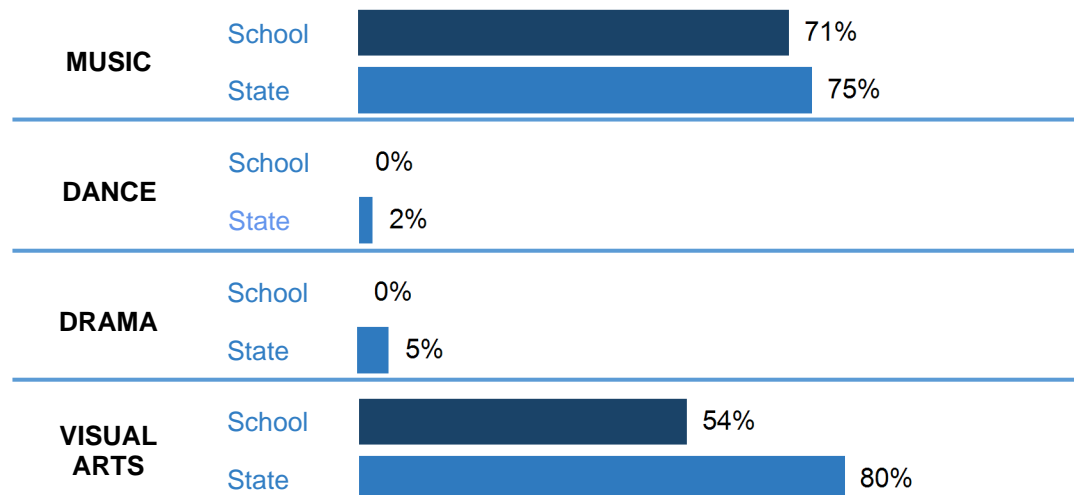


School



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

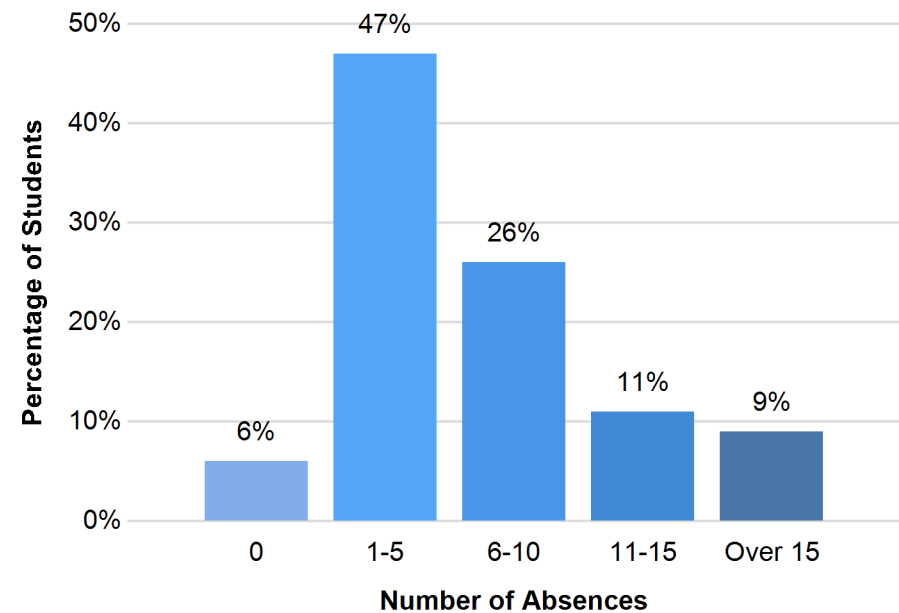
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	9.10	Met Target
White	6.00	9.10	Met Target
Hispanic	9.70	9.10	Not Met
Black or African American	6.70	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.80	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.70	9.10	Not Met
Students with Disabilities	13.60	9.10	Not Met
English Learners	N	**	**

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

Days Absent

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



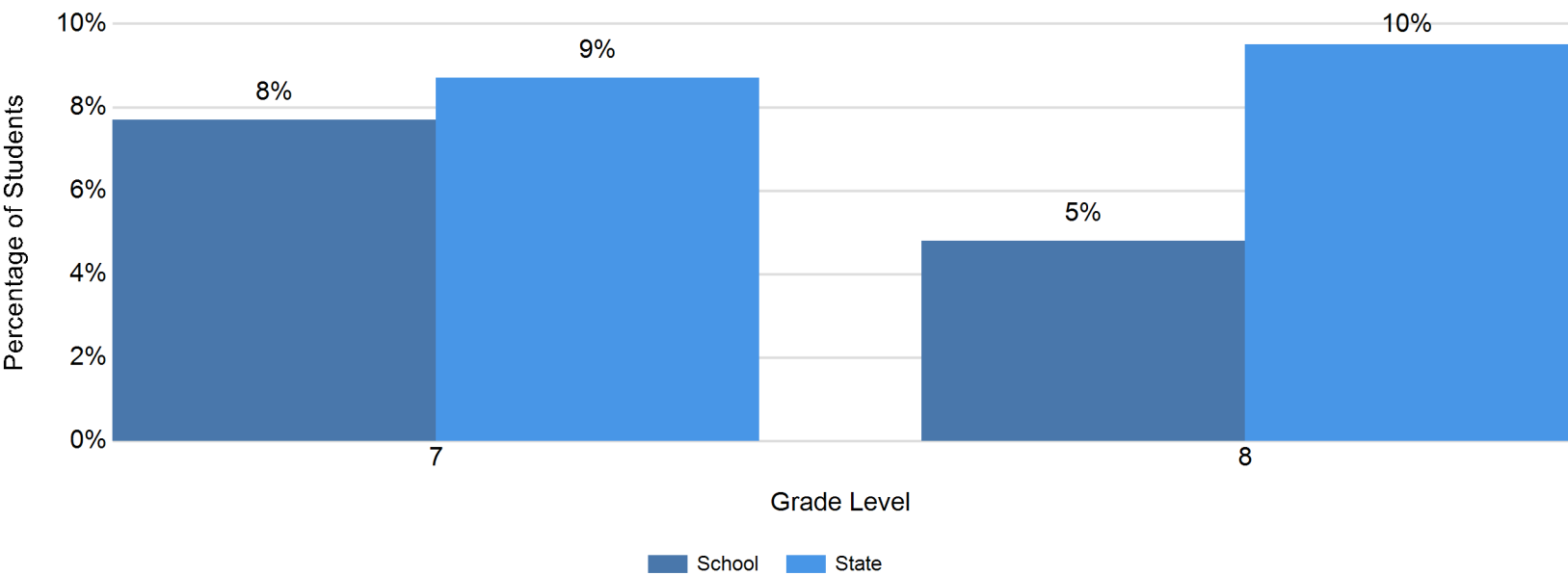


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 46 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	2
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.51

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.8%
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	1:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$325	\$15,511	\$15,836



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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	70	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	7.7	11.6
Administrators in district for 4 or more years	63%	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	10:1
Administrators	196:1	130:1
Librarian/Media Specialists		446:1
Nurses		446:1
Counselors		390:1
Child Study Team		260:1



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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.

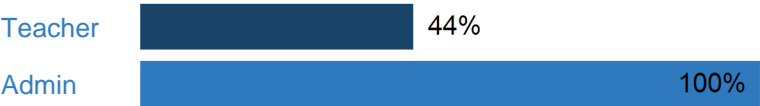
Teachers and Administrators - Level of Education

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.

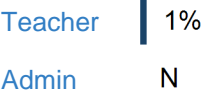
Bachelor's Degree



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	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	74.8	17.5%
Mathematics Proficiency	74.0	17.5%
English Language Arts Growth	54.9	25.0%
Mathematics Growth	32.9	25.0%
Chronic Absenteeism	47.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.1
Summative Rating: Percentile rank of Summative Score		57.5
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	55.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	52.2	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	49.1	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	87.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	66.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	62.3	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	56.7	11.9	No	N	N	**	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Castellano	Email Address:	bcastell@frsd.k12.nj.us
Address:	301 CASE BOULEVARD FLEMINGTON, NJ 08822	Website:	https://www.frsd.k12.nj.us/Page/3043
Phone:	(908)284-7501	Twitter:	https://twitter.com/jpcasems

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • A wide array of athletics teams and clubs to inspire and reach the whole child! • Student 1:1 initiative, robotics, coding, virtual reality, 3D printing to invoke creativity & design. • Curriculum includes balanced literacy, pre-alg, algebra, advanced algebra, Geometry, Next Gen Science Standards.
 Mission, Vision, Theme:	<p>J.P. Case's mission is to create adolescent learners that are able to problem solve, be divergent thinkers, understand relationships academically and socially, be creative, and be responsible community members. Here at J.P. Case, we believe in the unique conditions of the middle school culture which include: teaming, EXCEL (21st Century explorations), cooperative learning activities, and varied approaches to teaching and learning that are developmentally responsive to our students' needs.</p>
 Awards, Recognition, Accomplishments:	<p>J.P. Case provides strong leadership opportunities for students. Each year, our Student Council is recognized by the state for its service to the community and leaderships of its council. Our music programs are award winning and receive recognition from area competitions and national conferences. The J.P. Case Odyssey of the Mind team won the world competition in 2011.</p>







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School Narrative

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 Courses, Curriculum, Instruction:	<p>All students are assigned to a team of teachers who deliver instruction in math, science, social studies, and language arts literacy. Students also receive instruction in world language, fine arts, physical education, health, technology, and life skills subjects, such as cooking, sewing, and media literacy. Communication arts, study skills, excel courses, and tutorial sessions are also offered.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>The mission of the J.P. Case athletic program is to foster leadership, responsibility, time management, teamwork, and important adolescent life skills. Students who participate in these activities must maintain good academic standing. Students interested in athletics can participate in any of our 23 teams including cheerleading, not listed above.</p>
 Clubs and Activities:	<p>J.P. Case offers a wide array of after school club activities. There are 17 clubs including: Design Challenge Lego Team, Environmental Science, Art Club, Odyssey of the Mind, American Red Cross Training, Debate Team, DJ Club, and Yearbook. Students also stage a drama production and a musical each year. The Student Council is active in various community service projects including a building wide recycling program.</p>
 Before and After School Programs:	<p>The J.P. Case Guidance Department offers a Peer Leadership program for 7th and 8th grade students. Peer leaders participate in leadership roles assisting counseling activities, and help to have a positive impact on the school environment. The Student Technology Assistance Team, organized by our Technology Integration Specialist, assists with leveraging technology to amplify learning. They are also trained in troubleshooting school technology devices and manage the student webpage "Tiger's Den."</p>







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School Narrative

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 Staff and Professional Learning:	<p>The J.P. Case staff consists of over 100 dedicated professional educators and support staff that believe in meeting the unique conditions of the middle school culture which include cooperative-learning activities, blended learning, and differentiated instruction. The district provides both out of district & in-district professional development programs throughout the school year. The district is committed to supporting teachers to ensure continuous professional growth.</p>
 Student Supports and Services:	<p>The district is committed to providing high-quality special education services. Services include in-class support, pull-out resource centers, as well as programs for students with Multiple Disabilities, Learning/Language Disabilities, Behavior Disabilities, and Autism. We also provide English-as-a-Second Language, Bilingual Education programs, and Intervention and Referral Services.</p>
 Student Health and Wellness:	<p>The district's Health & Physical Education Curriculum helps students develop a positive attitude toward physical fitness, and improvement of individual overall health. We have an integrated fitness lab for real life exploration and application of these concepts. Our cafeteria provides lunch meals that meet or exceed the new nutrition standards that were mandated by the U.S. Dept. of Agriculture based on the 2010 Healthy, Hunger Free Kid's Act.</p>
 Parent and Community Involvement:	<p>The PTO is an active community of parents who offer assistance to the staff & school via fundraisers, including a 5K, district-wide, run/walk event, and the annual Wizards basketball game where team members play district staff. The Parent/Student Portal is a way parents can view their child's school record. They can update contact information, view their child's attendance, assignments & grades, report cards, test scores, and district forms & documents.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>J.P. Case was built in 2005, and has many amenities including air conditioning throughout the building. All classes are equipped with LCD projectors to advance the use and application of integrated technology. There are 28 classrooms, 8 science labs, computer literacy & comprehensive technology labs, a media center, art room, family consumer science rooms, 3 gyms, music rooms for band, chorus, orchestra, and music technology, and an 800-seat auditorium with 2 lecture halls.</p>
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School Narrative

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



Other Information:

The mission of the J. P. Case Middle School is to improve the well-being and quality of life for all members of the school community. Students are taught to think critically, master an appropriate body of knowledge, acquire 21st century skills and develop social abilities necessary to assume the responsibility of good citizenship. Our leadership team and staff are committed to academic excellence and work to establish and maintain a positive learning climate. J. P. Case operates on a block schedule, consisting of alternating A/B days with four 85-minute blocks of instruction. This schedule aligns with the philosophy of the National Middle Schools Association’s “This We Believe” and the Carnegie Council on Adolescent Development’s “Turning Points,” which recommend flexible organizational structures for varied approaches to learning. All students are assigned to a team of teachers who are secondary certified and deliver instruction in math, science, social studies, and language arts literacy. Students also receive instruction in world languages, fine arts, physical education, health, technology, life skill subjects, communication arts, and study skills. Formal instruction in media literacy and music technology including keyboarding, multi-tracking and applications such as Garage Band, & Sibelius, as well as a host of web based tools are offered. Computer literacy, a comprehensive design & applied technology lab, and a music technology lab combined with a complete library/media center offer a wide range of technological capabilities for all students. Our staff members have implemented mobile technologies in the classroom to explore concepts and bring learning to life. In the 2016-2017 school year, the district implemented the 1:1 Chromebook plan. All students were assigned a chromebook which led to an overall enhanced educational experience, better student organizational skills and learning, and sharing beyond the walls of the conventional classroom.



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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
5	371	382	375
6	407	364	379
Ungraded	4	10	9
Total	782	756	763

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%	46%	49%
Male	53%	54%	52%
Economically Disadvantaged Students	15%	16%	14%
Students with Disabilities	20%	19%	17%
English Learners	1%	2%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	74.7%
Hispanic	12.2%
Asian	8.8%
Black or African American	3.9%
Native Hawaiian or Pacific Islander	0.1%
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	87.4%
Spanish	8.3%
Arabic	1.0%
Other	2.9%



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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	697	97.1	71.80	70.70	54.90	71.8	68.6	Met Target
White	533	97.0	76.40	74.30	63.90	76.4	72.2	Met Target
Hispanic	83	98.9	39.70	*	39.80	39.7	44.5	Met Target†
Black or African American	21	85.7	42.90	49.20	35.20	39.5	42	Met Target†
Asian, Native Hawaiian, or Pacific Islander	60	100.0	85.00	*	80.70	85	79.1	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	335	97.3	75.20	76.00	62.20	75.2		
Male	362	96.9	68.50	65.90	48.10	68.5		
Economically Disadvantaged Students	88	96.9	39.80	*	36.20	39.8	34.7	Met Target
Non-Economically Disadvantaged Students	609	97.1	76.30	*	65.80	76.3		
Students with Disabilities	122	90.6	24.60	28.90	20.50	23.6	23.7	Met Target†
Students without Disabilities	575	98.5	81.70	80.00	61.90	81.7		
English Learners	64	100.0	39.10	*	25.20	39.1	N	N
Non-English Learners	633	96.8	75.10	*	57.40	75.1		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	367	762	762	756	5%	8%	17%	61%	10%	70%	59%
White	271	766	766	763	*	*	15%	66%	10%	77%	69%
Hispanic	45	731	731	743	*	*	38%	22%	*	24%	44%
Black or African American	11	744	744	740	0%	*	*	*	0%	55%	39%
Asian, Native Hawaiian, or Pacific Islander	39	774	774	779	*	*	*	67%	*	82%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	178	766	766	761	*	*	15%	62%	12%	74%	66%
Male	189	759	759	750	*	*	20%	59%	8%	67%	53%
Economically Disadvantaged Students	49	731	731	740	*	*	35%	27%	*	29%	40%
Non-Economically Disadvantaged Students	318	767	767	765	*	*	15%	66%	*	77%	71%
Students with Disabilities	64	728	728	725	*	*	25%	28%	0%	28%	22%
Students without Disabilities	303	769	769	762	*	*	16%	67%	12%	79%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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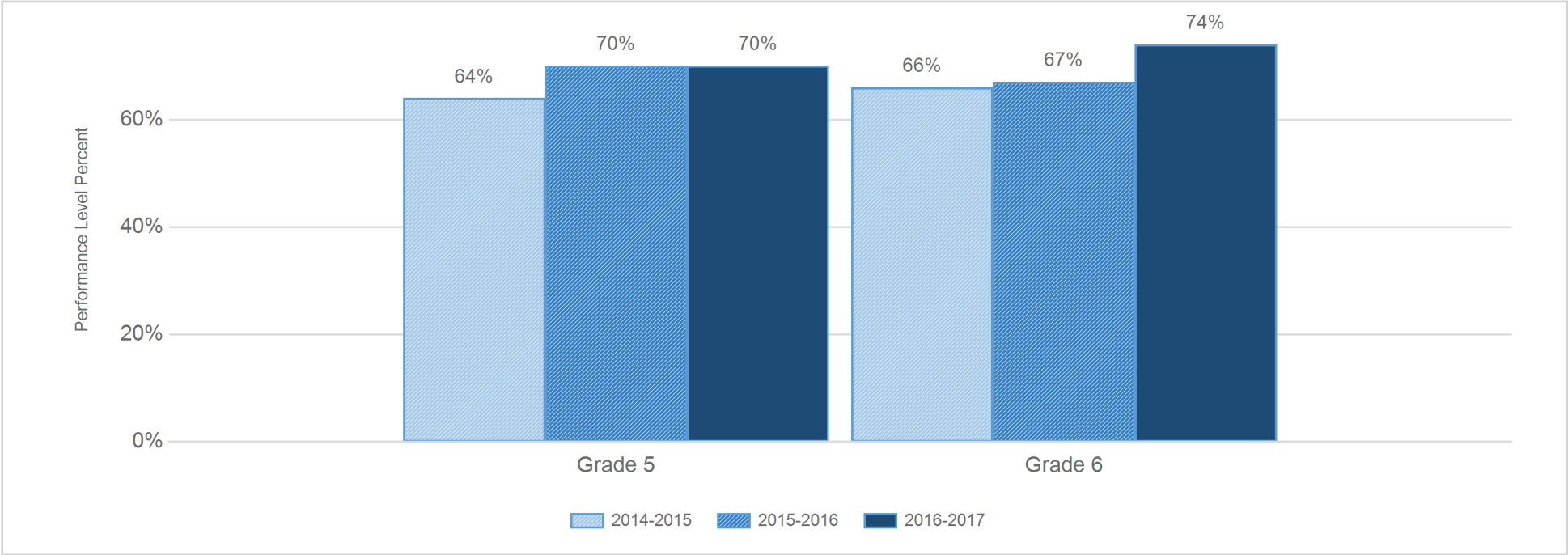
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	367	765	765	752	*	*	18%	57%	17%	74%	54%
White	285	767	767	758	*	*	18%	59%	18%	76%	63%
Hispanic	40	749	749	740	0%	*	25%	50%	*	55%	38%
Black or African American	13	738	738	736	*	*	*	*	*	39%	32%
Asian, Native Hawaiian, or Pacific Islander	29	778	778	776	0%	*	*	59%	*	90%	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	180	770	770	758	*	*	17%	52%	*	77%	61%
Male	187	760	760	746	*	*	19%	61%	*	70%	46%
Economically Disadvantaged Students	43	746	746	737	*	*	28%	47%	*	51%	34%
Non-Economically Disadvantaged Students	324	767	767	761	*	*	17%	58%	*	77%	65%
Students with Disabilities	59	729	729	722	*	*	39%	20%	*	20%	17%
Students without Disabilities	308	772	772	758	*	*	14%	64%	*	84%	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	699	97.2	71.20	68.60	43.50	71.2	71.8	Met Target†
White	535	97.4	74.60	71.60	52.40	74.6	74.3	Met Target
Hispanic	83	98.9	45.70	*	27.60	45.7	55	Not Met
Black or African American	21	82.8	42.80	46.20	21.70	37.8	34.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	100.0	86.70	*	75.60	86.7	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	335	97.3	68.10	67.60	44.10	68.1		
Male	364	97.2	74.20	69.30	42.90	74.2		
Economically Disadvantaged Students	88	97.0	45.40	*	25.10	45.4	48.6	Met Target†
Non-Economically Disadvantaged Students	611	97.3	75.00	*	54.30	75		
Students with Disabilities	123	91.3	29.30	28.70	16.50	28.2	30	Met Target†
Students without Disabilities	576	98.6	80.30	77.40	48.80	80.3		
English Learners	64	100.0	43.80	*	23.30	43.8	N	N
Non-English Learners	635	97.0	74.00	*	45.20	74		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** 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	369	758	758	747	5%	8%	21%	53%	13%	66%	46%
White	271	761	761	754	*	*	20%	58%	12%	71%	57%
Hispanic	47	732	732	735	21%	*	26%	30%	*	34%	30%
Black or African American	11	741	741	729	0%	*	*	*	*	36%	22%
Asian, Native Hawaiian, or Pacific Islander	39	771	771	774	*	*	*	54%	28%	82%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	180	756	756	747	*	10%	24%	52%	*	62%	47%
Male	189	761	761	746	*	6%	18%	55%	*	70%	46%
Economically Disadvantaged Students	51	730	730	732	*	*	26%	31%	*	33%	27%
Non-Economically Disadvantaged Students	318	763	763	756	*	*	20%	57%	*	71%	59%
Students with Disabilities	64	728	728	725	*	*	27%	25%	*	30%	19%
Students without Disabilities	305	764	764	751	*	*	20%	59%	*	74%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

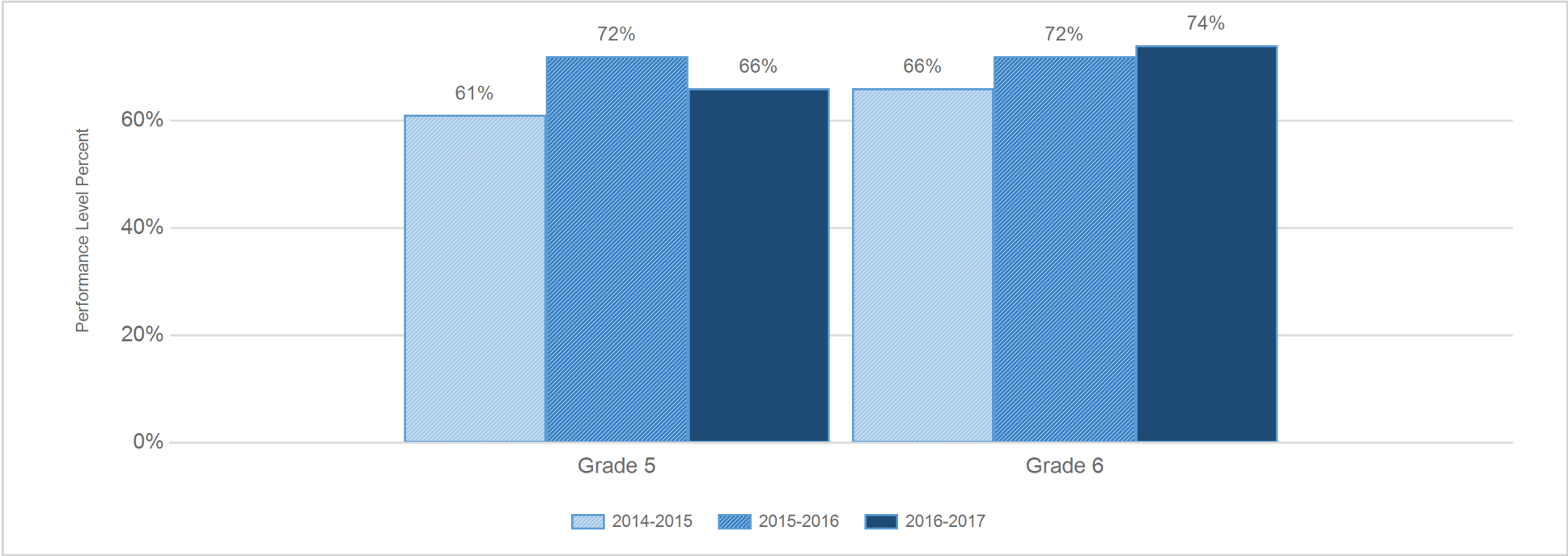
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	371	767	767	743	4%	7%	16%	47%	26%	74%	44%
White	287	768	768	751	4%	5%	16%	50%	26%	76%	54%
Hispanic	42	751	751	731	*	*	24%	38%	*	52%	27%
Black or African American	13	742	742	724	*	*	*	*	*	39%	20%
Asian, Native Hawaiian, or Pacific Islander	29	789	789	771	*	*	*	41%	52%	93%	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	180	768	768	745	*	*	19%	44%	28%	72%	45%
Male	191	765	765	742	*	*	13%	51%	24%	75%	43%
Economically Disadvantaged Students	44	750	750	728	*	*	23%	41%	*	52%	24%
Non-Economically Disadvantaged Students	327	769	769	752	*	*	15%	48%	*	77%	56%
Students with Disabilities	60	729	729	717	*	*	28%	27%	*	28%	13%
Students without Disabilities	311	774	774	748	*	*	14%	51%	*	82%	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	N	N	N
4	*	*	*
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	47	52	50	Met Target	56.5	58	50	Met Target
White	47	51	50	Met Target	58	58	52	Met Target
Hispanic	49.5	54	49	Met Target	51	56	47	Met Target
Black or African American	20	*	45	Not Met	65	*	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	51	58	60	Met Target	56	58.5	59	Met 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	49	47	Met Target	55	55.5	46	Met Target
Students with Disabilities	39	47	41	Not Met	49.5	53	43	Met Target
English Learners	42	55	53	Met Target	53	52.5	51	Met Target

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



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

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

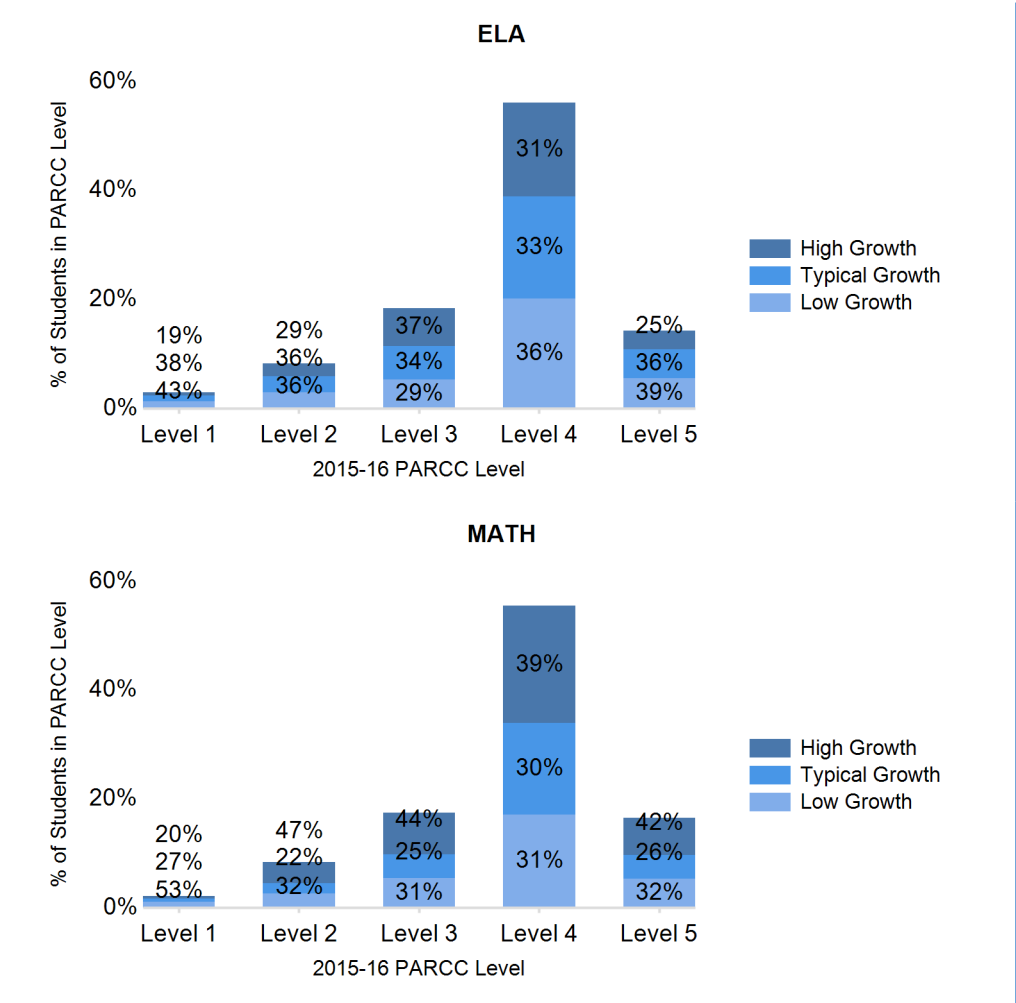
Low Growth: Less than 35

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High Growth: Greater than 65

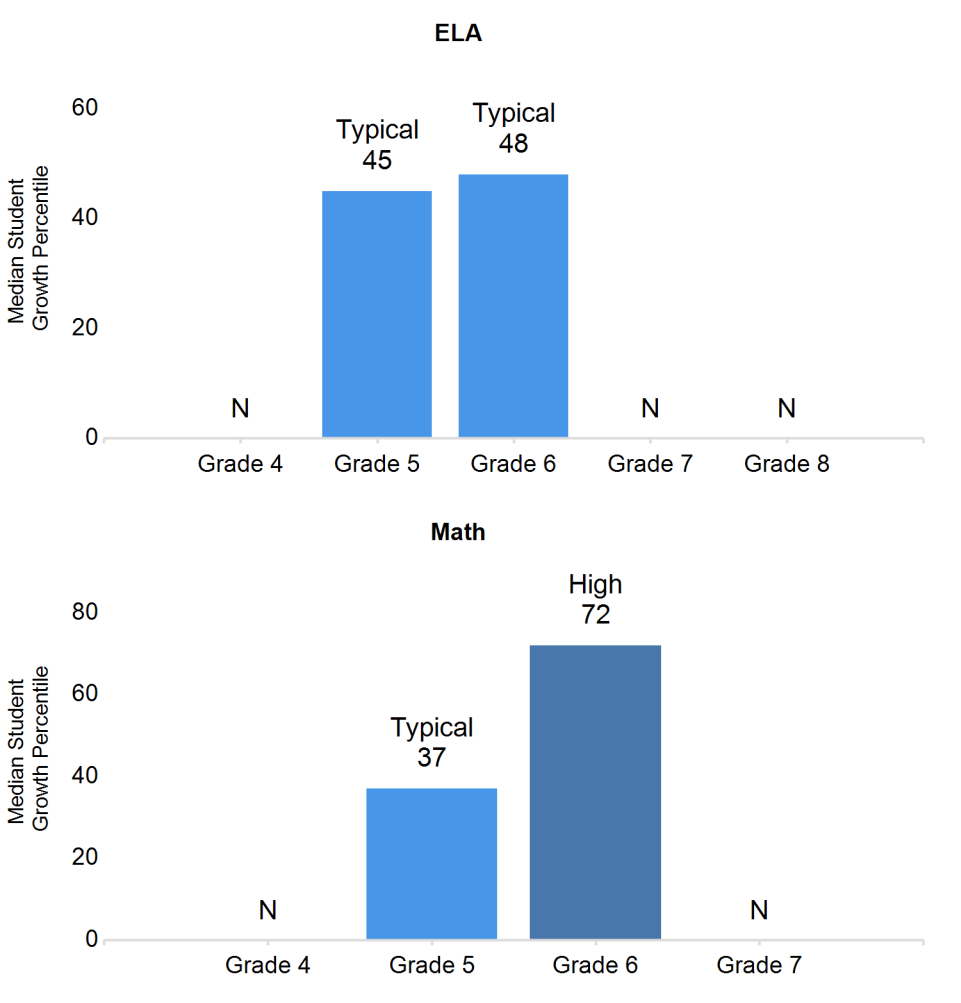
Student Growth by Performance Level

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

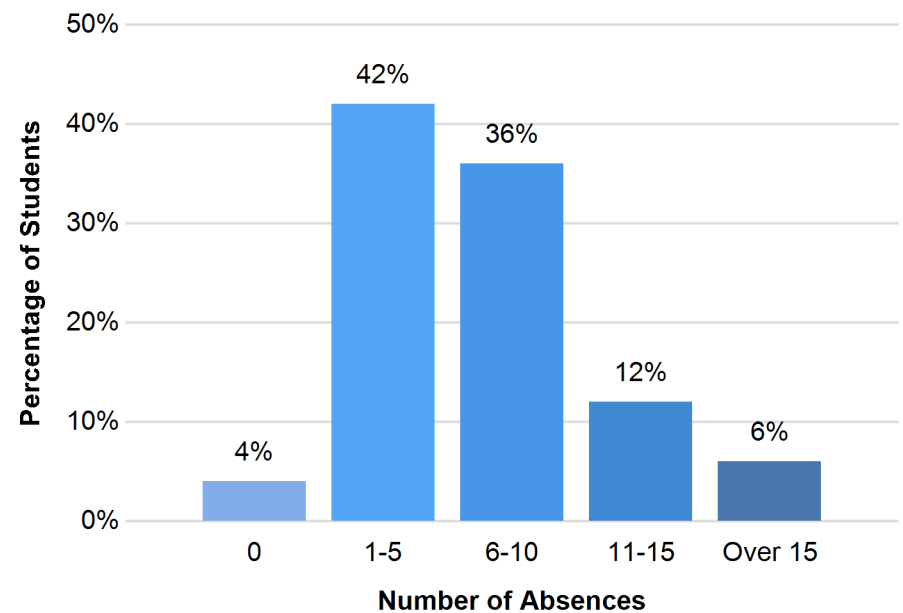
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	7.50	Met Target
White	4.40	7.50	Met Target
Hispanic	1.10	7.50	Met Target
Black or African American	20.00	7.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.90	7.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.40	7.50	Met Target
Students with Disabilities	8.30	7.50	Not Met
English Learners	N	**	**

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

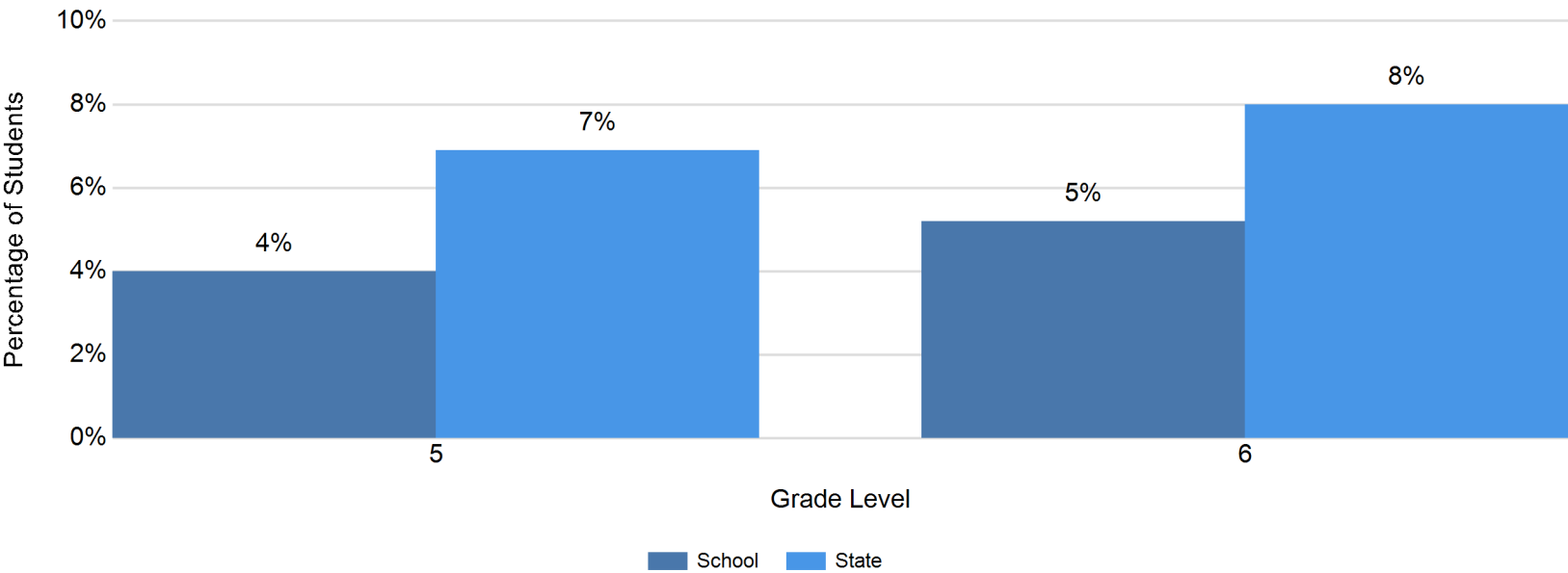
Days Absent

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	8:05AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 42 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	2
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.52

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	0.7%
Any Suspension	0.7%

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	320.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$325	\$15,511	\$15,836



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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	74	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	7.7	11.6
Administrators in district for 4 or more years	63%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	382:1	130:1
Librarian/Media Specialists		446:1
Nurses		446:1
Counselors		390:1
Child Study Team		260:1



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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.

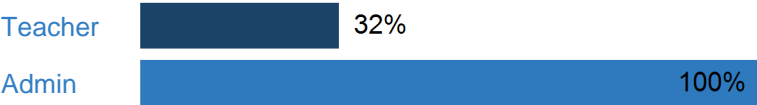
Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	99%



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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	66.5	17.5%
Mathematics Proficiency	84.3	17.5%
English Language Arts Growth	27.5	25.0%
Mathematics Growth	70.9	25.0%
Chronic Absenteeism	68.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.3
Summative Rating: Percentile rank of Summative Score		68.4
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	61.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	65.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	65.4	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	52.8	11.9	No	Met Target†	Met Target	Not Met	Not Met	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	43.6	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	68.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	61.5	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	55.8	11.9	No	N	N	**	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. DeMarco	Email Address:	ademarco@frsd.k12.nj.us
Address:	50 COURT STREET FLEMINGTON, NJ 08822-1325	Website:	https://www.frsd.k12.nj.us/Domain/475
Phone:	(908)284-7504	Twitter:	https://twitter.com/RFIShuskies

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"> • Educating the whole child through engaging and personalized instruction with an emphasis on 21st century skills. • Music program of more than 600 members in band, chorus, orchestra and guitar ensemble. • In our second year of utilizing Chromebooks 1:1 to leverage and amplify student learning.
 Mission, Vision, Theme:	<p>As a learning community, the Reading-Fleming Intermediate School is committed to providing experiences that nurture our learners so that they can achieve their greatest potential. Together we strive to embody a culture that is informed, inquisitive, responsible, accepting and respectful. As a learning community, we are committed to collaboration, problem-solving, creative thinking, and ethical behavior. Together, we strive to respond to a diverse and ever-changing society.</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:	The RFIS schedule consists of 64-min instructional blocks. Students have mathematics and language arts on a daily basis and have science and social studies every other day. Our related arts program operates on a six-day cycle where students receive instruction in music, art, technology, world language and physical education each year. In the Excel block, students receive support services, instrumental music instruction, engage in enrichment opportunities, and have access to their core teachers.
 Clubs and Activities:	The Reading-Fleming Intermediate School music programs are held within the school day and are comprised of more than 600 members in band, chorus, orchestra and guitar ensemble. We offer a wide array of after-school activities. Students may participate in numerous intramural sports programs as well as a diverse set of club offerings.





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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:	Professional development focuses on educating the whole child through engaging and personalized instruction with an emphasis on 21st century skills. Teachers are encouraged to collaborate with one another as reflective practitioners to meet the diverse needs of today's learners.
 Parent and Community Involvement:	The Reading-Fleming Intermediate School PTO plays a powerful role in our school community. The PTO sponsors cultural arts programs, student activity nights, historical and environmental walking field trips (within Flemington) and the 6th grade sendoff.




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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>Reading-Fleming Intermediate School serves approximately 800 students in grades 5 and 6. Our school and programs are designed to meet the developmental needs of our students as they begin to enter early adolescence, transitioning between an elementary school model and the middle school model. Our 5th grade students receive core instruction from two partner teachers who share their respective homerooms. In 5th grade, students move throughout their daily schedule traveling with their homeroom. In 6th grade, students are members of an interdisciplinary team comprised of teachers who are content area specialists. For the 2017-2018 school year, we have moved to trimester length marking periods. This new structure provides students the opportunity to receive a diverse set of related arts experiences. On a yearly basis, each RFIS student will receive a trimester of art, music, and design and applied technology. We are in our second year of a 1:1 Chromebook program. Technology is utilized in all classrooms and across all content areas to leverage and amplify learning.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	57	58	69
1	61	63	63
2	81	54	74
3	91	86	56
4	92	81	89
Ungraded	1	14	2
Total	383	356	353

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%	46%
Male	52%	54%	54%
Economically Disadvantaged Students	25%	24%	27%
Students with Disabilities	16%	17%	18%
English Learners	6%	7%	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	69.1%
Hispanic	16.4%
Asian	11.6%
Black or African American	2.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
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	0	0	0
KG - Full Day	57	58	69

Enrollment by Home Language

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

Home Language	% of Students
English	82.7%
Spanish	13.3%
Other	4.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	136	98.0	63.30	70.70	54.90	63.3	59.4	Met Target
White	93	98.0	64.50	74.30	63.90	64.5	63.9	Met Target
Hispanic	25	100.0	48.00	*	39.80	48	36.8	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	94.1	86.70	*	80.70	85.5	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	N	54.90	N	**	**
Female	63	98.5	69.80	76.00	62.20	69.8		
Male	73	97.5	57.50	65.90	48.10	57.5		
Economically Disadvantaged Students	42	100.0	38.10	*	36.20	38.1	32	Met Target
Non-Economically Disadvantaged Students	94	97.1	74.40	*	65.80	74.4		
Students with Disabilities	29	94.1	34.50	28.90	20.50	33.9	29.6	Met Target
Students without Disabilities	107	99.1	71.00	80.00	61.90	71		
English Learners	16	100.0	43.80	*	25.20	43.8	**	**
Non-English Learners	120	97.7	65.80	*	57.40	65.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	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	54	766	759	749	*	*	30%	46%	*	61%	50%
White	40	768	763	759	*	*	30%	45%	*	63%	61%
Hispanic	10	760	731	734	0%	*	*	*	*	60%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	25	766	761	754	*	*	*	52%	*	64%	55%
Male	29	765	758	745	*	*	*	41%	*	59%	46%
Economically Disadvantaged Students	14	751	731	731	*	*	*	*	*	43%	31%
Non-Economically Disadvantaged Students	40	771	765	762	*	*	*	*	*	68%	63%
Students with Disabilities	12	739	*	720	*	*	*	*	*	33%	24%
Students without Disabilities	42	773	*	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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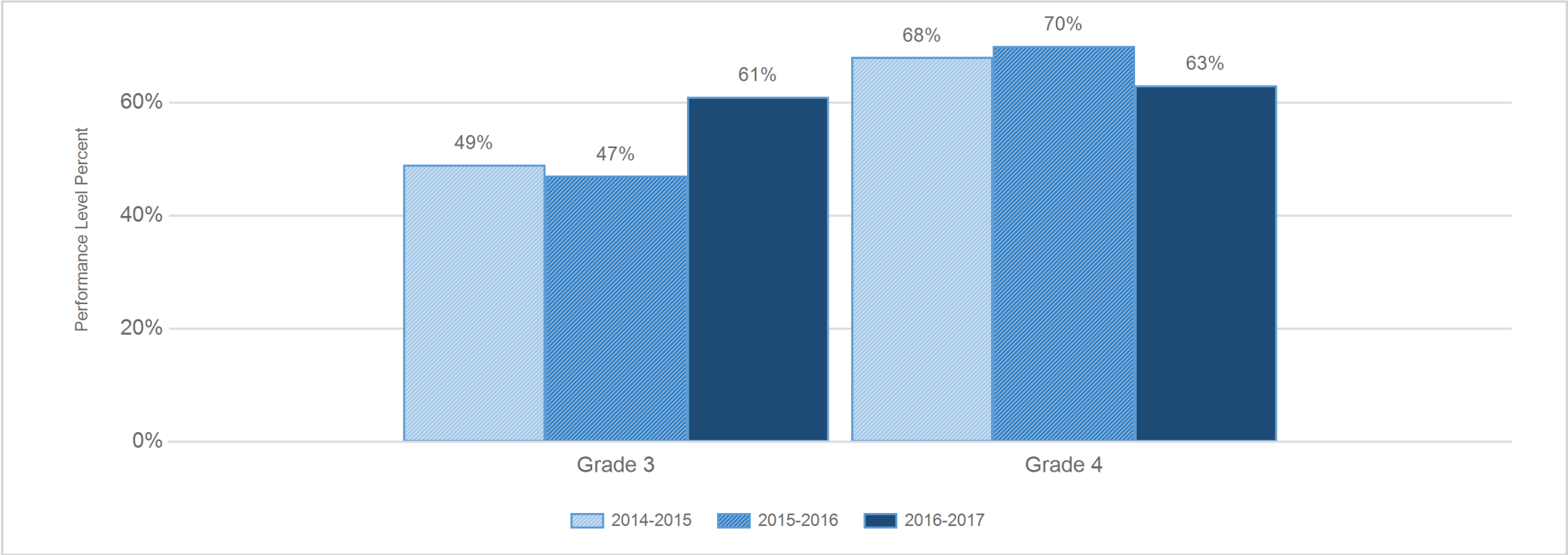
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	89	762	766	753	*	*	26%	44%	19%	63%	56%
White	57	765	769	762	*	*	25%	42%	23%	65%	67%
Hispanic	16	738	749	740	*	*	*	*	0%	38%	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	40	770	771	758	*	*	*	50%	*	75%	61%
Male	49	755	760	749	*	*	*	39%	*	53%	51%
Economically Disadvantaged Students	28	741	741	737	*	*	43%	36%	0%	36%	36%
Non-Economically Disadvantaged Students	61	771	771	764	*	*	18%	48%	28%	75%	69%
Students with Disabilities	19	736	*	725	*	*	*	*	*	32%	25%
Students without Disabilities	70	769	*	759	*	*	*	*	*	71%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	89	762	766	755	*	*	26%	44%	19%	63%	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	135	97.3	66.60	68.60	43.50	66.6	63.9	Met Target
White	93	98.0	71.00	71.60	52.40	71	69.5	Met Target
Hispanic	25	100.0	44.00	*	27.60	44	43.3	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	88.2	85.70	*	75.60	79	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	N	44.90	N	**	**
Female	62	97.0	67.70	67.60	44.10	67.7		
Male	73	97.5	65.80	69.30	42.90	65.8		
Economically Disadvantaged Students	41	97.7	43.90	*	25.10	43.9	34.2	Met Target
Non-Economically Disadvantaged Students	94	97.1	76.60	*	54.30	76.6		
Students with Disabilities	29	94.1	31.00	28.70	16.50	30.5	29.6	Met Target
Students without Disabilities	106	98.2	76.50	77.40	48.80	76.5		
English Learners	16	100.0	43.80	*	23.30	43.8	**	**
Non-English Learners	119	96.9	69.70	*	45.20	69.7		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	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	54	759	761	751	*	*	19%	44%	19%	63%	53%
White	40	761	763	759	*	*	*	48%	*	68%	63%
Hispanic	10	759	738	738	0%	*	*	*	*	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	25	755	755	751	*	*	*	52%	*	60%	52%
Male	29	763	765	751	*	*	*	38%	*	66%	53%
Economically Disadvantaged Students	14	747	737	736	*	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	40	763	765	761	*	*	*	*	*	70%	65%
Students with Disabilities	12	735	*	729	*	*	*	*	*	42%	29%
Students without Disabilities	42	766	*	755	*	*	*	*	*	69%	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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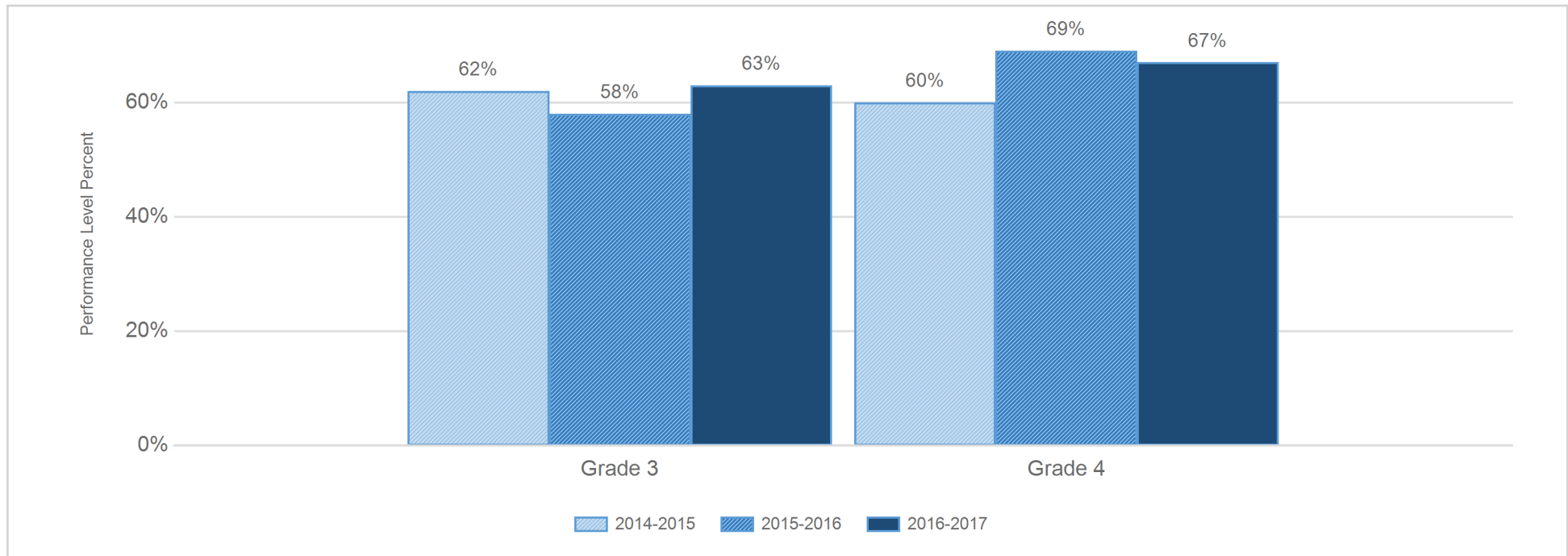
Mathematics Assessment - Performance by Grade: Grade 4

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	88	762	765	747	*	*	21%	48%	19%	67%	47%
White	57	767	768	755	*	*	18%	46%	26%	72%	59%
Hispanic	16	738	747	734	*	*	*	*	0%	38%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	39	767	765	747	*	*	*	56%	*	74%	47%
Male	49	758	765	747	*	*	*	41%	*	61%	48%
Economically Disadvantaged Students	27	741	739	732	*	*	*	44%	0%	44%	27%
Non-Economically Disadvantaged Students	61	772	770	757	*	*	*	49%	28%	77%	61%
Students with Disabilities	19	730	*	724	*	*	*	*	*	21%	22%
Students without Disabilities	69	771	*	751	*	*	*	*	*	80%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	88	762	765	749	*	*	21%	48%	19%	67%	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	*	*

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.

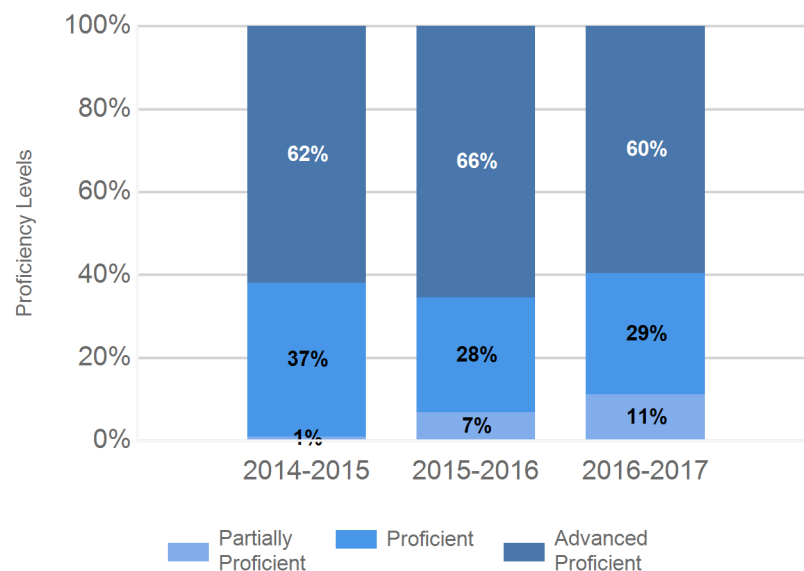
NJASK Science Assessment Performance: Grade 4

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	60%	29%	11%
White	64%	27%	9%
Hispanic	31%	44%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	80%	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	25%	54%	21%
Students with Disabilities	21%	26%	53%
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	59	52	50	Met Target	69	58	50	Exceeds Target
White	53	51	50	Met Target	69	58	52	Exceeds Target
Hispanic	66	54	49	**	71	56	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	58	60	**	*	58.5	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	60	49	47	Exceeds Target	70	55.5	46	Exceeds Target
Students with Disabilities	55	47	41	**	53	53	43	**
English Learners	63	55	53	**	68	52.5	51	**

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



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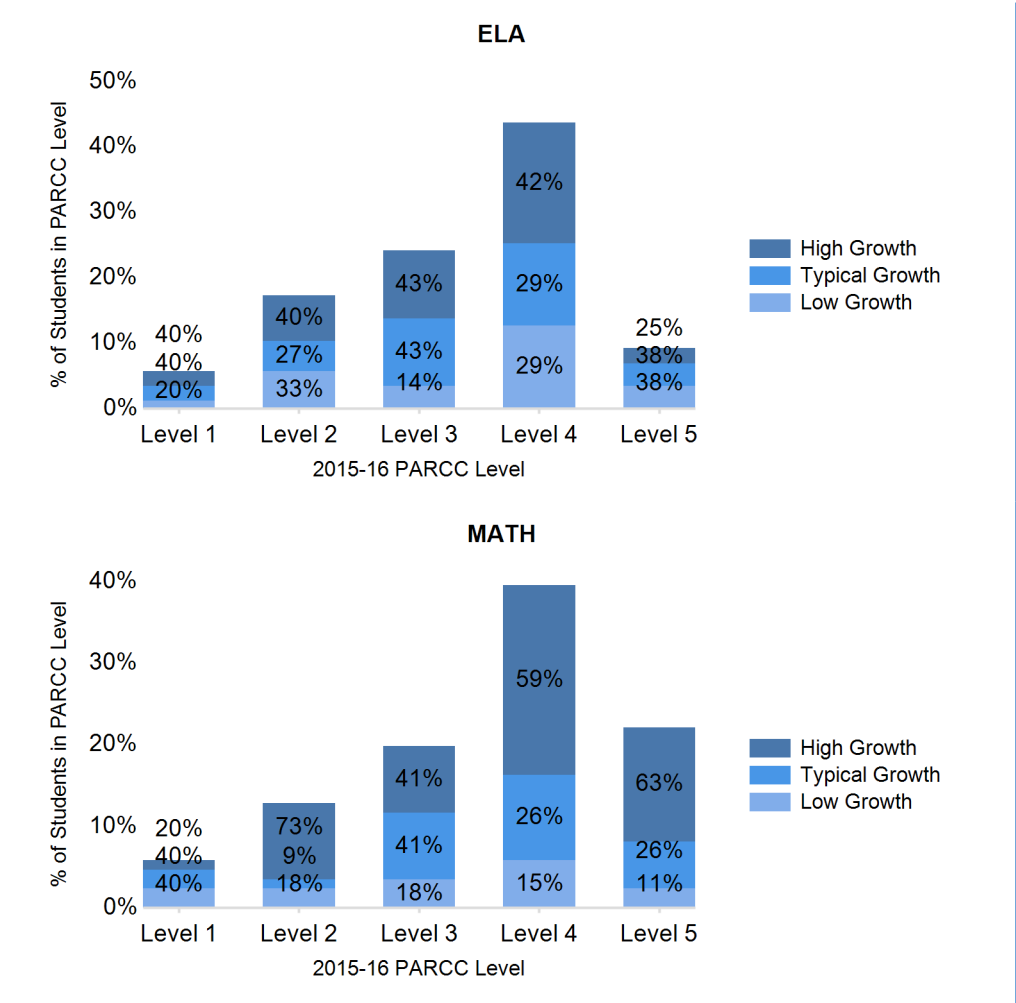
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

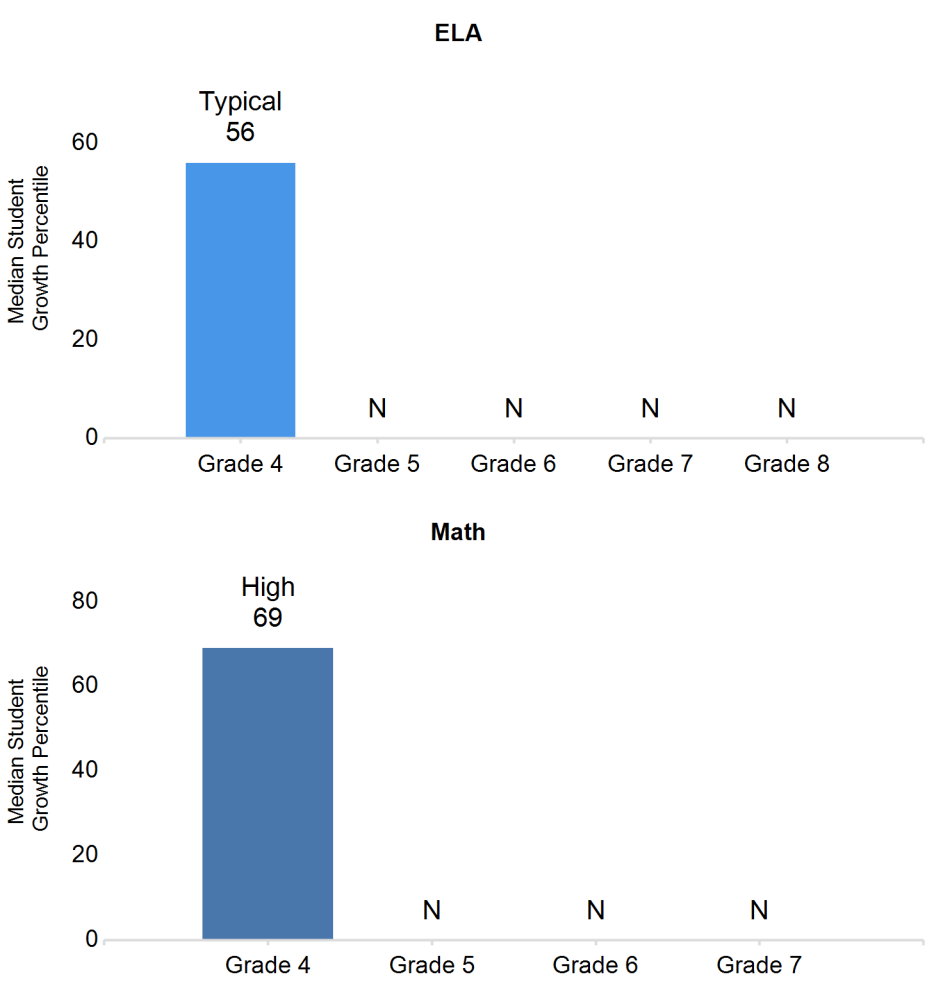
Student Growth by Performance Level

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

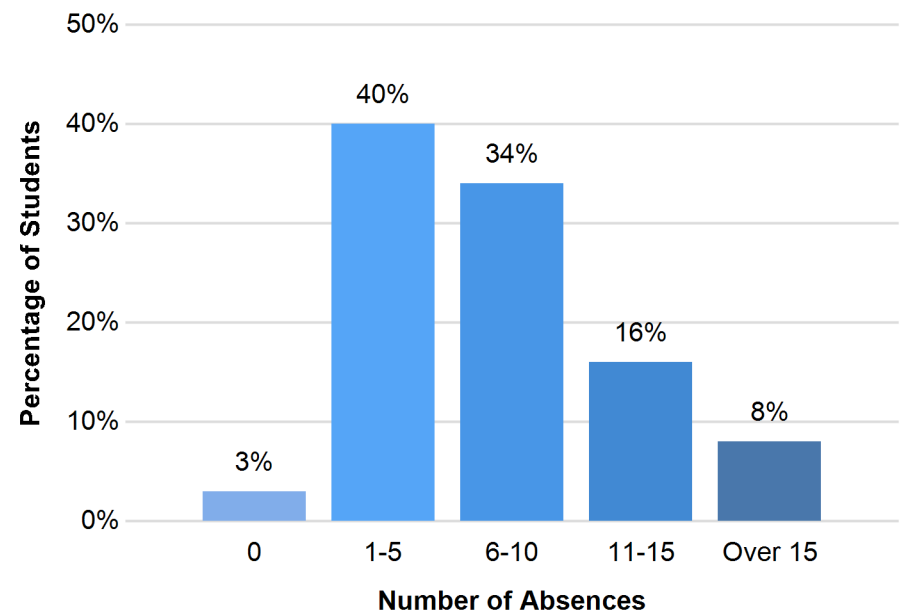
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.70	Met Target
White	4.90	8.70	Met Target
Hispanic	5.20	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	7.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.60	8.70	Not Met
Students with Disabilities	7.90	8.70	Met Target
English Learners	N	**	**

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

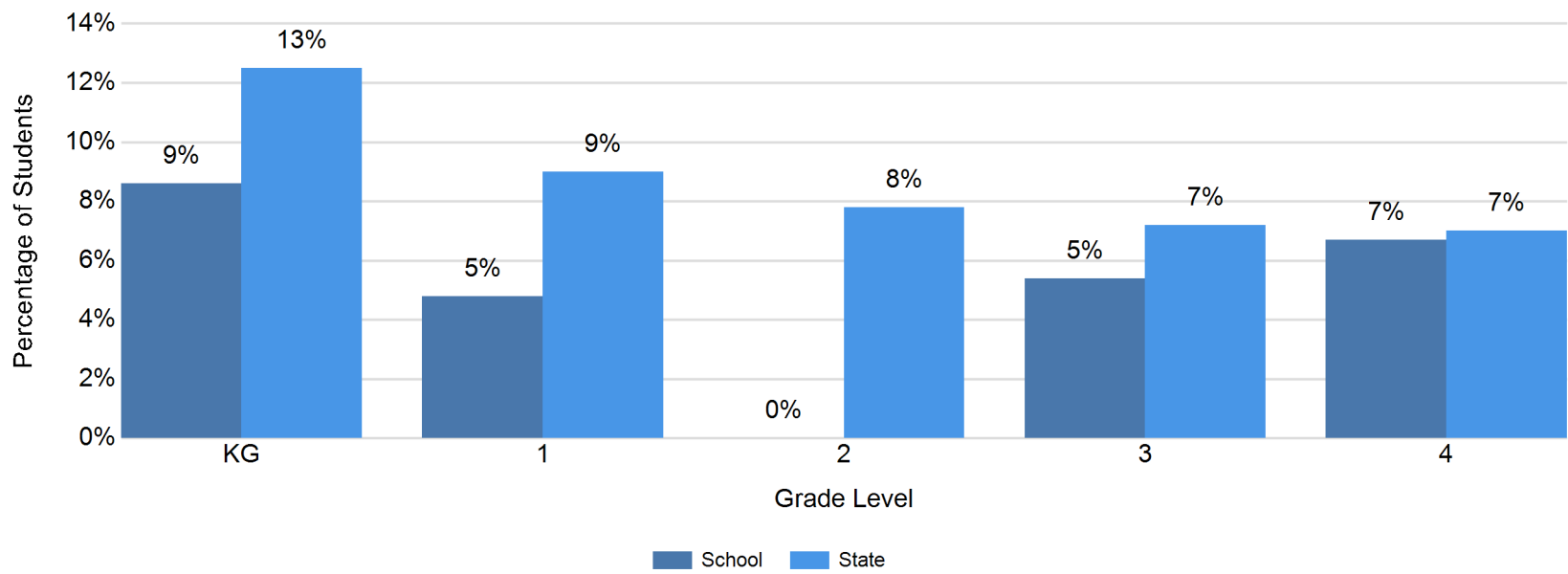
Days Absent

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.



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	8:50AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 45 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	9
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.55

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	1.7%
Any Suspension	1.7%

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	1.9:1	320.6 kbps	100 kbps	Yes	N	Fiber	N

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)	\$325	\$15,511	\$15,836



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	11.7	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	24	9,506
Average years experience in public schools	14.8	15.9
Average years experience in district	7.7	11.6
Administrators in district for 4 or more years	63%	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	8:1	10:1
Administrators	177:1	130:1
Librarian/Media Specialists		446:1
Nurses		446:1
Counselors		390:1
Child Study Team		260:1



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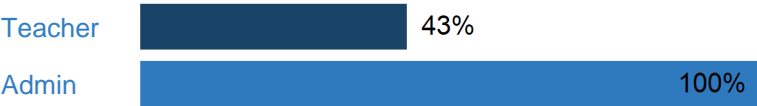
Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	56.5	17.5%
Mathematics Proficiency	80.1	17.5%
English Language Arts Growth	78.7	25.0%
Mathematics Growth	95.6	25.0%
Chronic Absenteeism	59.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.4
Summative Rating: Percentile rank of Summative Score		86.8
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	76.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	69.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	79.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	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.



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School General Info

Principal:	Dr. Suchorsky	Email Address:	ksuchors@frsd.k12.nj.us
Address:	8 DAYTON ROAD FLEMINGTON, NJ 08822-9104	Website:	https://www.frsd.k12.nj.us/Domain/381
Phone:	(908)284-7620	Twitter:	https://twitter.com/RobertHunterES

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology is infused to amplify learning. All grade 3-4 students use Chromebooks while K-2 classrooms use iPads. • The Responsive Classroom approach and Second-Step lessons are the cornerstones of our character education. • Our PTO funds many unique learning and cultural arts opportunities as well as after-school enrichment classes.
 Mission, Vision, Theme:	<p>The mission of the Robert Hunter School Community is to educate, inspire, and assist children of all abilities in achieving their full academic potential while nurturing positive relationship and providing opportunities for self-expression. As dedicated educators, we foster a secure, enriching environment, supported by current technology, which will enable our students to become life-long learners and productive, responsible citizens.</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:	<p>We provide high-quality instructional programs that meet each child's individual academic, social, and emotional needs. Our focus is on providing a supportive learning environment that fosters curiosity, a spirit of exploration, and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.</p>
 Clubs and Activities:	<p>The Robert Hunter School's PTO organizes and runs many after or before school K-4 enrichment classes that enhance the learning and experiences of our students. The clubs allow children to select from a wide range of topics. The clubs allow children to select from a wide range of topics. In addition to clubs, service learning is an important part of our school experience. Students are involved in age-appropriate activities to help others within our school and global community.</p>
 Before and After School Programs:	<p>The Hunterdon County YMC offers a before and after school child-care program at each of the elementary schools within the Flemington-Raritan School District.</p>







Robert Hunter Elementary School
2016-2017
Grade Span KG-04

19-1510-050
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 Staff and Professional Learning:	<p>Learning is a lifelong process. Professional growth, development, recognition, and nurturing of our staff are integral parts of a successful educational program. The district supports the development of staff through various targeted professional development programs. Literacy coaching cycles, collegial visits, team based professional learning communities, graduate studies as well as professional book clubs are common venues available to staff for the enhancement of best practice.</p>
 Student Supports and Services:	<p>Response to Intervention uses a multi-criteria system that supports students in the areas of mathematics and reading. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral challenges, resource room and inclusion. English as a Second Language is delivered through a push-in/pull-out hybrid model with a strong emphasis on SEI.</p>
 Student Health and Wellness:	<p>Robert Hunter Elementary School has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurse links care providers, families and community support services. Robert Hunter School offers a breakfast program in addition to our nutrient dense, age appropriate lunch meals. Our students receive 150 minutes of physical education per week and 20 minutes of daily recess.</p>
 Parent and Community Involvement:	<p>Each Parent Teacher Organization is committed to enhancing the educational experiences of our students. Our PTO provides resources for enrichment programs, service learning projects and school events. The PTO serves as a resource in fostering a positive the home/school connection. FRSD uses the Genesis Parent Portal as its student database to allow parents to view items such as: class schedules, assignments, grades and attendance.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Robert Hunter is a K-4 school of approximately 360 students. The school construction was completed in 1961 and is composed of 38 classrooms including a media center, music room gym and technology labs. The school has a court yard with a shade structure. Two playgrounds, funded by the PTO are available to students.</p>
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Other Information:

The Flemington-Raritan Regional School District is committed to developing our student's educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. In addition to the commitment the District makes to technology, they are committed to meeting all students' needs with specialized programming. Our creative staff works, to address the needs of our students, not only in our self-contained kindergarten through fourth grade classrooms, but also through our student support programs, English as Second Language Classes, Special Education Classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes. Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system which provides an extra layer of protections for students and staff members. In addition to the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system. The District is committed to strengthening the home-school connection by committing to regular ad ongoing communication to parents and the community. Virtual backpack and school websites provide families current information.