




Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

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	79	83	74
1	87	77	85
2	105	89	81
3	97	118	88
4	101	101	124
5	111	101	100
Ungraded	30	42	42
Total	610	611	594

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	44%	45%
Male	54%	56%	55%
Economically Disadvantaged Students	3%	3%	2%
Students with Disabilities	15%	17%	17%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	66.5%
Asian	21.4%
Hispanic	6.9%
Black or African American	1.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	78	83	74

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	86.7%
Chinese	4.2%
Spanish	1.7%
Tamil	1.3%
Russian	1.2%
Other	4.9%



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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	272	86.8	75.30	80.60	54.90	68.7	62.6	Met Target
White	185	82.8	73.00	76.70	63.90	63.4	58.8	Met Target
Hispanic	17	85.0	70.50	65.30	39.80	63.2	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	59	100.0	86.40	91.30	80.70	86.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	127	88.4	81.10	85.50	62.20	75.8		
Male	145	85.5	70.30	76.20	48.10	62.8		
Economically Disadvantaged Students	15	100.0	40.00	31.80	36.20	*	**	**
Non-Economically Disadvantaged Students	257	86.2	77.40	82.10	65.80	*		
Students with Disabilities	51	87.1	47.00	38.20	20.50	43.6	44	Met Target†
Students without Disabilities	221	86.8	81.90	88.40	61.90	74.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	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	83	763	769	749	*	*	24%	55%	*	65%	50%
White	55	761	766	759	0%	*	29%	55%	*	62%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	783	783	775	0%	0%	*	65%	*	88%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	762	777	754	*	*	*	58%	*	68%	55%
Male	45	763	763	745	*	*	*	53%	*	62%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	16	743	747	720	*	*	*	*	*	44%	24%
Students without Disabilities	67	768	774	755	*	*	*	*	*	70%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	83	763	770	752	*	*	24%	55%	*	65%	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	110	769	770	753	*	*	16%	49%	26%	76%	56%
White	71	764	765	762	*	*	20%	45%	23%	68%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	30	780	*	777	*	*	*	53%	37%	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	56	778	775	758	*	*	*	45%	*	82%	61%
Male	54	760	766	749	*	*	*	54%	*	69%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	25	752	753	725	*	*	*	*	*	52%	25%
Students without Disabilities	85	774	774	759	*	*	*	*	*	82%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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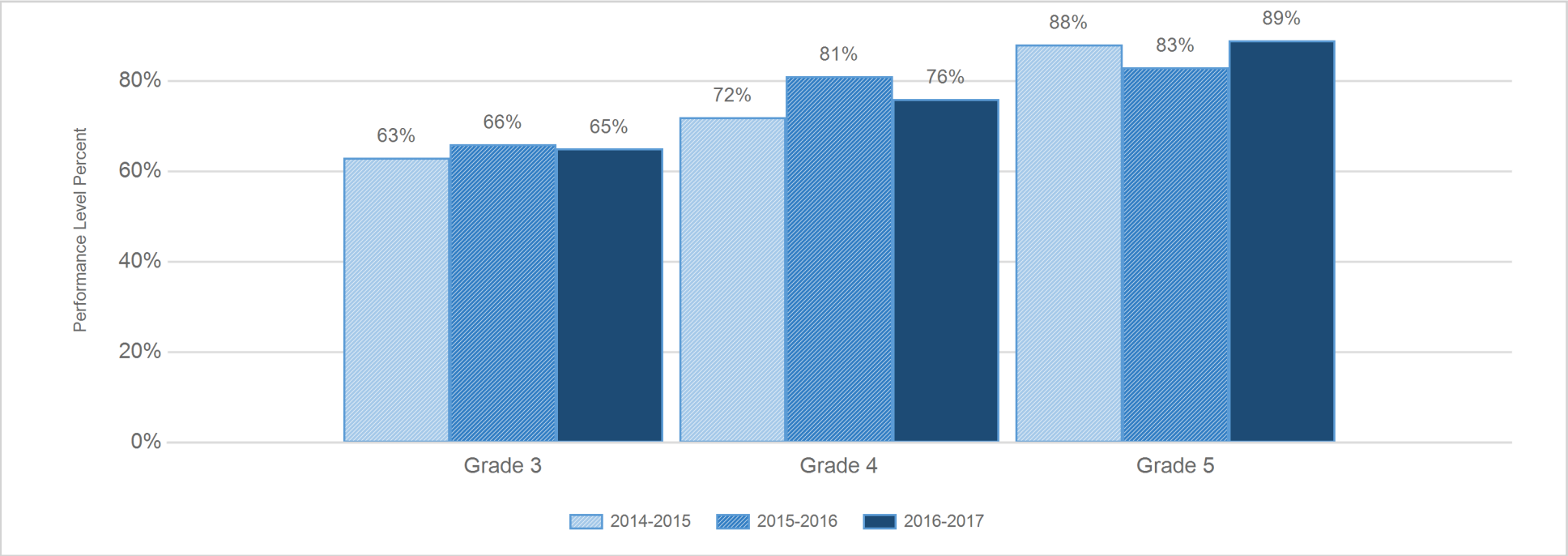
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	89	781	778	756	*	0%	*	65%	24%	89%	59%
White	65	777	772	763	*	0%	*	69%	17%	86%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	801	*	779	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	40	789	782	761	*	*	*	63%	*	95%	66%
Male	49	774	774	750	*	*	*	67%	*	84%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	89	781	778	765	*	0%	*	65%	24%	89%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	89	781	*	757	*	0%	*	65%	24%	89%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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	270	86.0	77.80	78.10	43.50	70.1	64.6	Met Target
White	183	81.6	75.90	72.90	52.40	65	58.8	Met Target
Hispanic	17	85.0	52.90	59.30	27.60	47.4	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	59	100.0	89.90	92.60	75.60	89.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	126	87.2	78.50	78.90	44.10	72.4		
Male	144	84.9	77.10	77.40	42.90	68.3		
Economically Disadvantaged Students	13	86.7	30.80	23.20	25.10	*	**	**
Non-Economically Disadvantaged Students	257	85.9	80.10	79.80	54.30	*		
Students with Disabilities	51	87.1	49.00	34.70	16.50	45.4	44	Met Target
Students without Disabilities	219	85.7	84.40	86.10	48.80	75.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	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.

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Schoolwide	81	776	776	751	*	*	15%	49%	30%	79%	53%
White	53	772	770	759	0%	*	*	51%	25%	76%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	795	794	779	0%	0%	*	*	*	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	37	769	779	751	0%	*	*	57%	*	76%	52%
Male	44	783	774	751	0%	*	*	43%	*	82%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	16	769	761	729	0%	*	*	*	*	56%	29%
Students without Disabilities	65	778	780	755	0%	*	*	*	*	85%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	81	776	777	753	*	*	15%	49%	30%	79%	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	110	770	773	747	*	*	12%	59%	19%	78%	47%
White	71	763	765	755	*	*	14%	56%	16%	72%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	30	786	*	774	0%	0%	*	70%	*	97%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	56	774	772	747	*	*	*	61%	*	84%	47%
Male	54	766	773	747	*	*	*	57%	*	72%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	25	750	751	724	*	*	*	44%	*	56%	22%
Students without Disabilities	85	776	777	751	*	*	*	64%	*	85%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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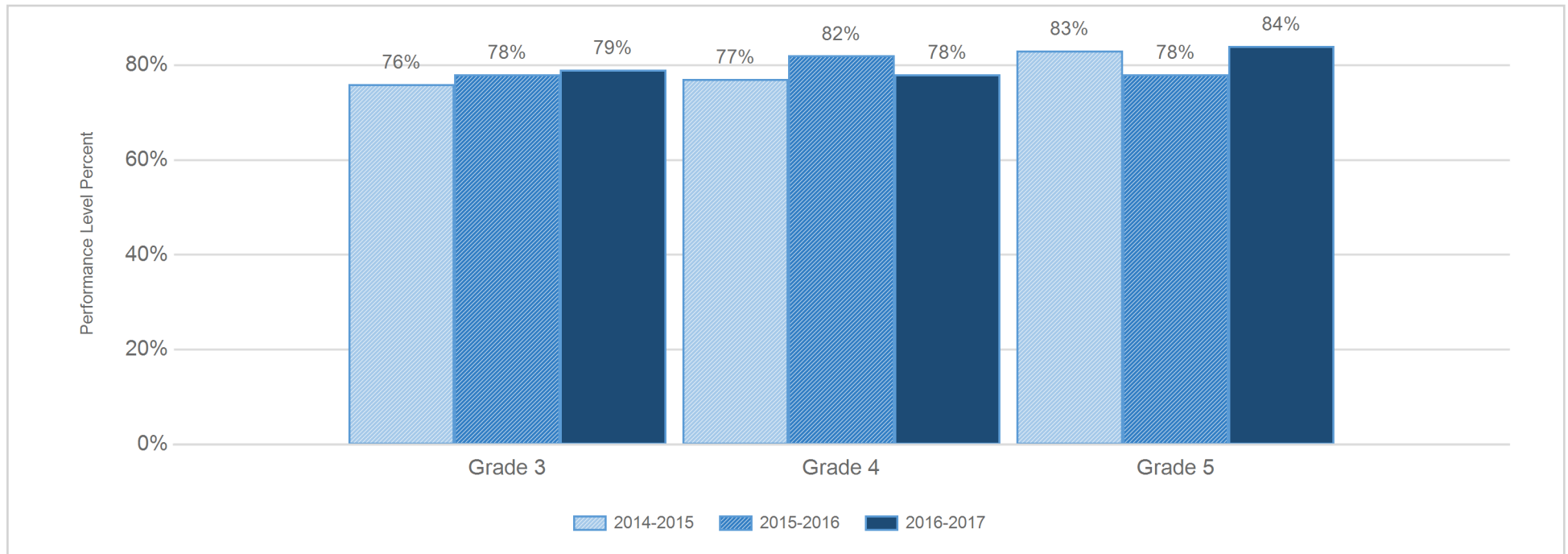
Mathematics Assessment - Performance by Grade: Grade 5

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

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Schoolwide	89	775	774	747	*	*	12%	58%	26%	84%	46%
White	65	771	768	754	*	*	*	65%	19%	83%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	16	800	*	774	*	*	*	*	69%	100%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	40	775	772	747	*	*	*	65%	*	83%	47%
Male	49	775	776	746	*	*	*	53%	*	86%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	89	775	774	756	*	*	12%	58%	26%	84%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	89	775	*	748	*	*	12%	58%	26%	84%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Cedar Hill School
2016-2017

Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

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.

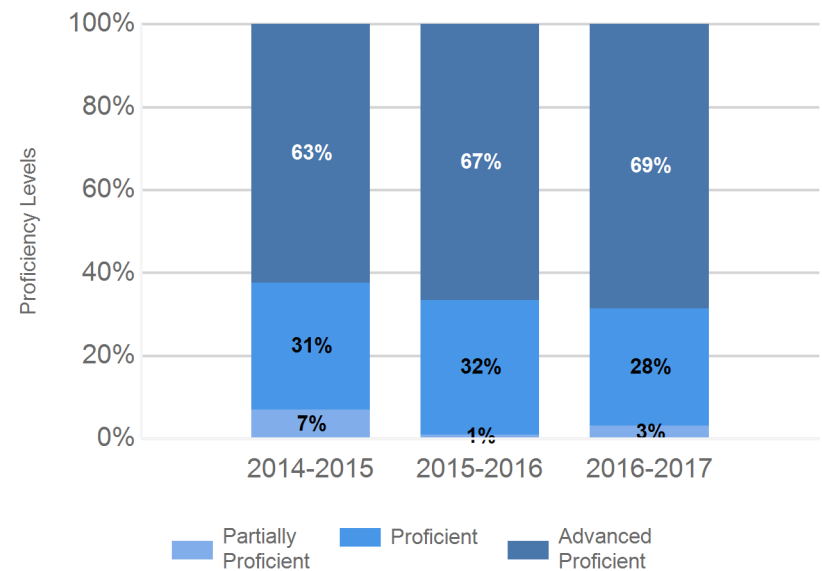
NJASK Science Assessment Performance: Grade 4

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	69%	28%	3%
White	62%	33%	5%
Hispanic	*	*	N
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	79%	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	57%	30%	13%
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.





Cedar Hill School
2016-2017

Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

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	65	47	50	Exceeds Target	69	53	50	Exceeds Target
White	62	45	50	Exceeds Target	65	51	52	Exceeds Target
Hispanic	*	44	49	**	*	46.5	47	**
Black or African American	*	41.5	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	81	*	60	Exceeds Target	81	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	55	51	**	*	*	52	**
Economically Disadvantaged	*	53	47	**	*	48	46	**
Students with Disabilities	69	38.5	41	Exceeds Target	54.5	40	43	Met Target
English Learners	*	46	53	**	*	48	51	**

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



Cedar Hill School
2016-2017

Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

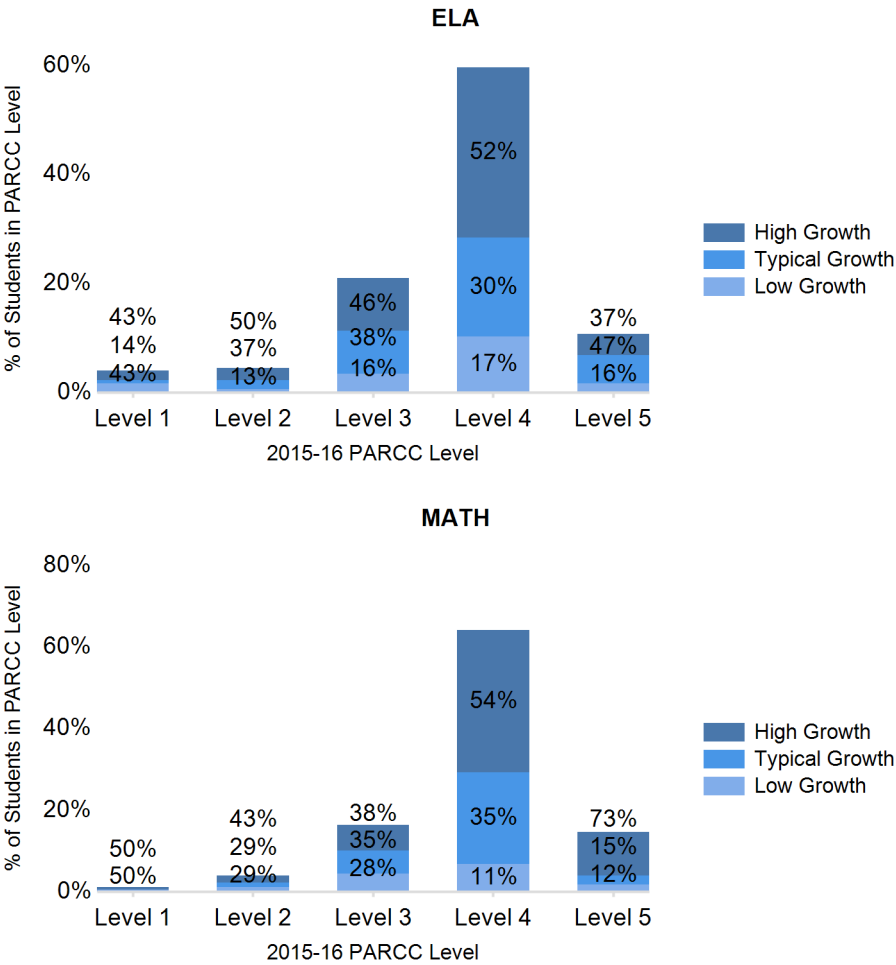
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

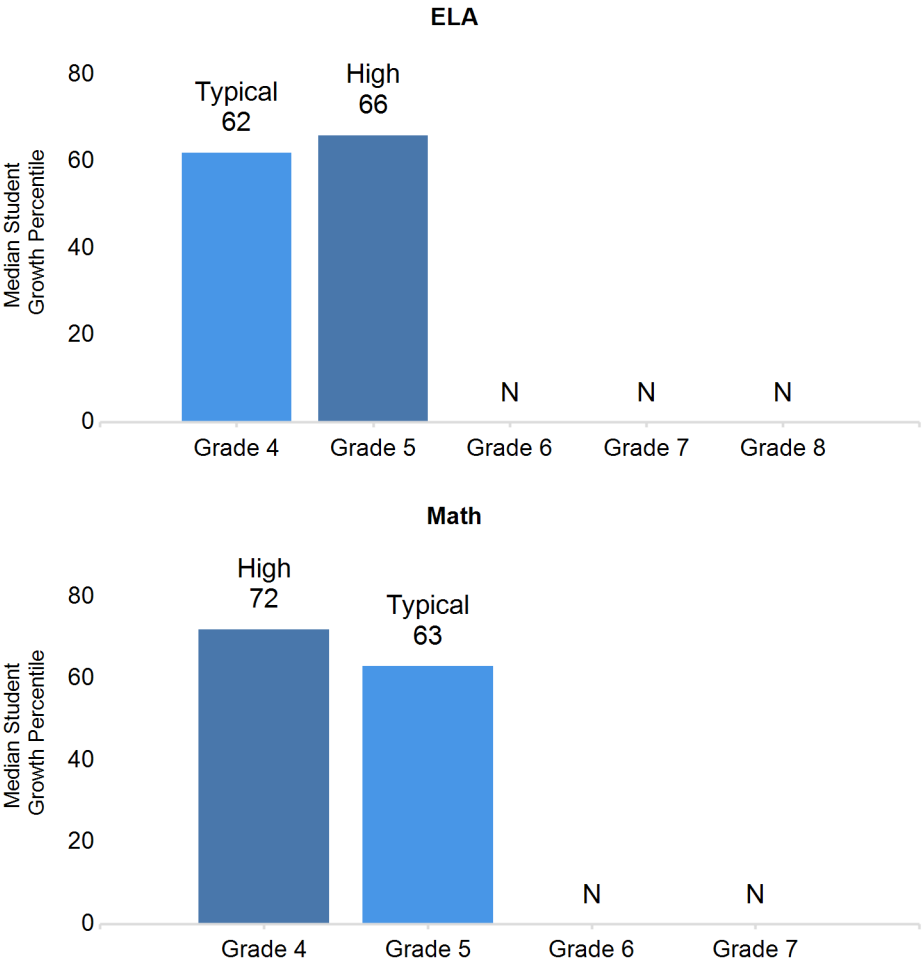
Student Growth by Performance Level

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.





Cedar Hill School
2016-2017

Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

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

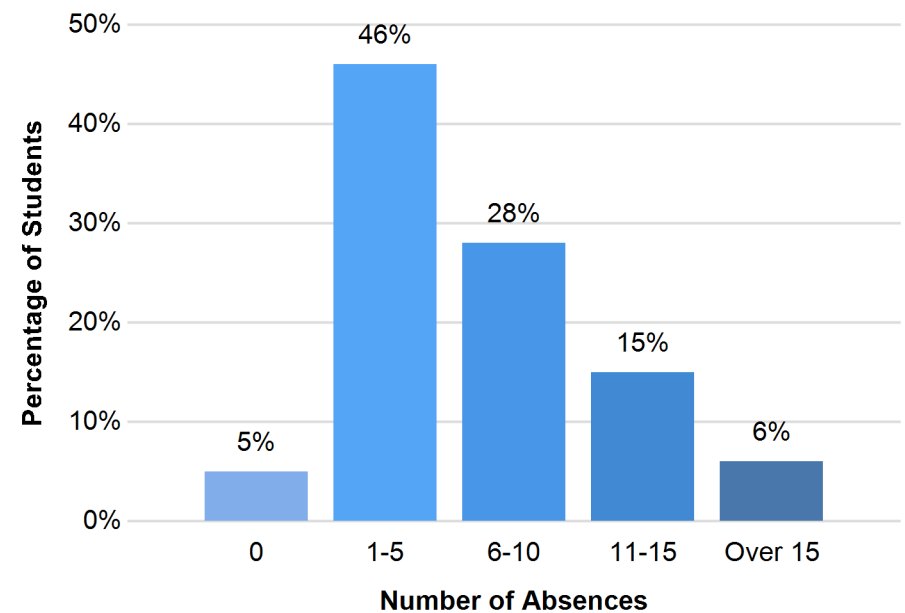
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.70	8.40	Met Target
White	2.60	8.40	Met Target
Hispanic	4.90	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.60	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.10	8.40	Not Met
Economically Disadvantaged Students	N	**	**
Students with Disabilities	5.30	8.40	Met Target
English Learners	N	**	**

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

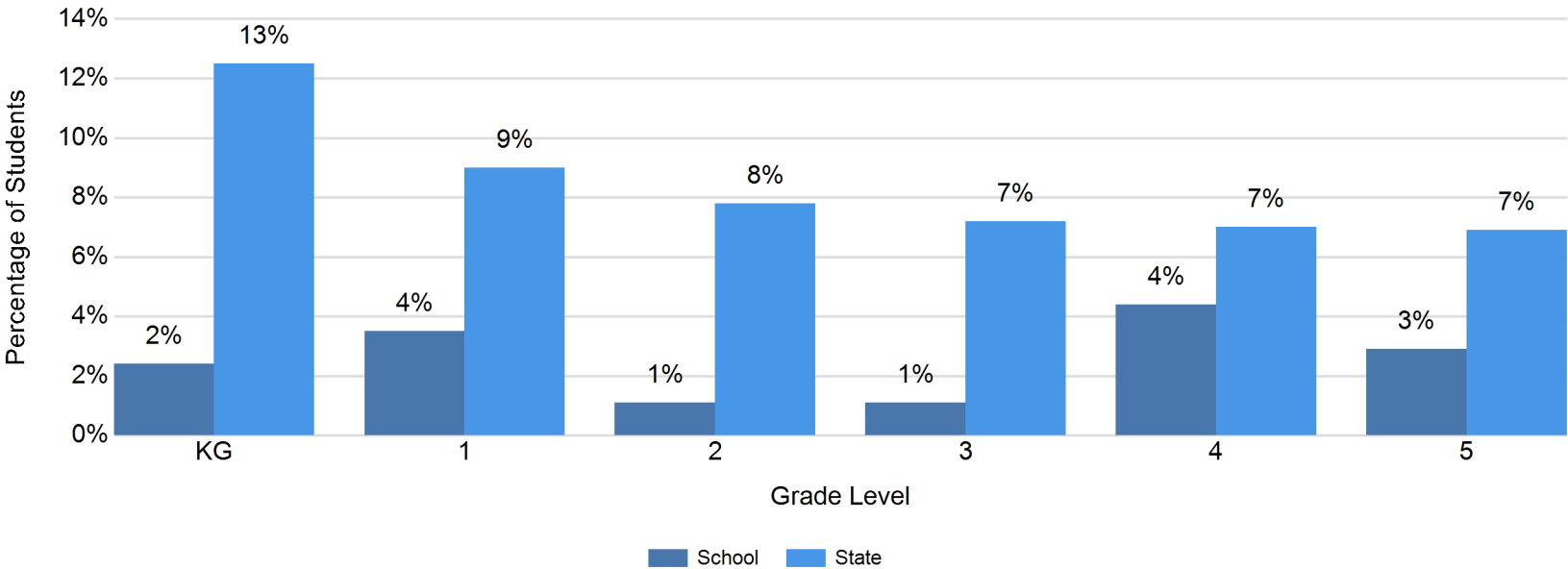
Days Absent

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.





Cedar Hill School
2016-2017

Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

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	180.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$254	\$13,822	\$14,076



Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
 SOMERSET
 BERNARDS TWP
 100 PEACHTREE ROAD
 BASKING RIDGE, NJ 07920

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	58	120,724
Average years experience in public schools	9.3	11.8
Average years experience in district	9.3	10.5
Teachers in district for 4 or more years	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	31	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	97%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	119:1	179:1
Librarian/Media Specialists		926:1
Nurses		793:1
Counselors		347:1
Child Study Team		278:1



Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
 SOMERSET
 BERNARDS TWP
 100 PEACHTREE ROAD
 BASKING RIDGE, NJ 07920

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	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%



Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	72.5	17.5%
Mathematics Proficiency	85.6	17.5%
English Language Arts Growth	94.5	25.0%
Mathematics Growth	92.8	25.0%
Chronic Absenteeism	84.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.1
Summative Rating: Percentile rank of Summative Score		96.7
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.



Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	87.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	75.8	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	83.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	90.2	11.9	No	Met Target†	Met Target	Met Target	Exceeds 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.



Cedar Hill School
2016-2017

Grade Span KG-05




35-0350-070
SOMERSET
BERNARDS TWP
100 PEACHTREE ROAD
BASKING RIDGE, NJ 07920

School General Info

Principal:	Mr. Ciempola	Email Address:	jmollica@bernardsboe.com
Address:	100 PEACHTREE ROAD BASKING RIDGE, NJ 07920	Website:	http://cedarhill.bernardsboe.com/
Phone:	(908)204-2633	Twitter:	https://twitter.com/BernardsTwpCHS

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"> • 95% of parents feel that our school staff encourages students to recognize and respect each other's differences. • 97% of parents feel that our Cedar Hill teachers have built a strong relationship with their child. • 97% of parents rate our teachers as excellent and report feeling very comfortable contacting their child's teacher.
 Mission, Vision, Theme:	<p>Cedar Hill School is a Kindergarten through fifth grade building with a faculty and staff who are committed to providing our students with challenging educational program that develops their natural abilities, addresses their individual learning styles, and promotes social/emotional growth. It is a child-centered school where everyone works interdependently to create an exciting learning environment where students are actively engaged in "rigorous and relevant" work.</p>
 Awards, Recognition, Accomplishments:	<p>During the 16-17 school year, Cedar Hill had two Destination Imagination teams who competed in a March tournament. The fifth-grade team won first place and the third-grade team won third place. For the 2015-2016 school year, a Cedar Hill student secured a first place position in the Continental Math League with his perfect score of 6 on each contest.</p>







Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
 SOMERSET
 BERNARDS TWP
 100 PEACHTREE ROAD
 BASKING RIDGE, NJ 07920

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 Courses, Curriculum, Instruction:	<p>Language arts builds comprehension, fluency, and vocabulary through fiction and nonfiction, guided reading/writing, and workshops models. Teachers implement guided math through GO MATH. Science is based on the Next Generation Science Standards connecting STEM subjects. In social studies, students explore the connections between their lives and the past and present world. Students study art, music, computer and library technology, physical education, health, and a gift-and-talented math program.</p>
 Sports and Athletics:	<p>Cedar Hill students participate in physical education twice a week. Students learn about their bodies, the importance of physical activity for their health, and good sportsmanship. Cedar Hill offers three seasons of after-school intramural activities for its students.</p>
 Clubs and Activities:	<p>Cedar Hill has a student council for its third, fourth, and fifth graders. Cedar Hill's fifth graders may join the yearbook committee and drama club. Drama club produces an annual musical. Music opportunities include band, chorus, and orchestra. Fourth and fifth graders may join our peer mentor program working with special education students. Character Crusaders focuses on building empathy through social and character skill building. We offer a variety of fall and spring mini unit courses.</p>
 Before and After School Programs:	<p>Cedar Hill offers before- and after-school care for its students. This is a subscription service starting at 7:00 AM and running until school begins. After-school care begins immediately after school ends and runs until 6:00 PM. This service is run in-house by teachers, instructional aides, and high school students. Students have snacks, work on homework, play games, and play on the playground under supervision.</p>







Cedar Hill School
2016-2017
Grade Span KG-05

35-0350-070
 SOMERSET
 BERNARDS TWP
 100 PEACHTREE ROAD
 BASKING RIDGE, NJ 07920



School Narrative

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

 Staff and Professional Learning:	<p>Cedar Hill's ScIP committee meets monthly to discuss and plan for professional development needs. In conjunction with the district professional development committee, faculty and staff members participate in district staff college courses, hear guest speakers at in-service workshops, and attend in-district and out-of-district workshops. Faculty members turnkey new strategies and methodologies learned at grade-level meetings, faculty meetings, staff college, and other district inservices.</p>
 Student Supports and Services:	<p>Students supports include a school counselor. Cedar Hill has 504 and I&RS committees. Based on need, students access ESL, mathematics and literacy supports, a gifted-and-talented program, and special services including speech, occupational and physical therapies via the child-study team. Grade one students were assessed for dyslexia. During the 17-18 school year, students in need will participate in the WIN (What I Need) program, practicing early literacy phonemic awareness and phonics skills.</p>
 Student Health and Wellness:	<p>The school counselor works with individual students, groups, and whole classes for impromptu counseling, as well as planned lessons on a variety of age appropriate topics. Teachers hold morning meetings regularly to discuss topics to build empathy in students, reduce stress, and treat each other respectfully. A monthly whole-school assembly explores character traits and related topics. Students bring a daily snack and can purchase or bring a lunch. Families can apply for free/ reduced lunch.</p>
 Parent and Community Involvement:	<p>Parent and community involvement is strong at Cedar Hill. Teachers regularly have parents volunteer in classrooms during centers or to assist with various activities. Parents help chaperone field trips on different grade levels. The PTO provides funding for cultural assemblies, guest authors, social events, and fundraising events all to enhance students' experiences at Cedar Hill. Via the PTO, parents serve on event committees and represent constituents on a Parent Advisory Council.</p>

School Narrative

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

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed:</div> <p>As part of our district goal on improving student social, emotional, health and well-being, all stakeholders were surveyed. The surveys contained NJDOE mandated questions and another section with locally developed questions. Survey results showed overall parent satisfaction with the levels of instruction. When parents commented on the best of Cedar Hill, common themes were a warm and friendly “family” environment, an amazing teaching staff, and our school’s promotion of good characte</p>
 <div>Facilities:</div>	<p>Cedar Hill’s original building was constructed for an opening in 1958. Two major additions added a gymnasium, additional classrooms, and some storage rooms. All teaching areas contain interactive LCD projectors. There is air conditioning in all regular classrooms, small-group classrooms, offices, and the library. The library was renovated six years ago and during the 16-17 school year, the playground added additional equipment, basketball hoops, a storage shed, and an outdoor fountain.</p>

School Narrative

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



Other Information:

Cedar Hill Elementary School is a Kindergarten through fifth grade school currently serving just under 600 students. There are 93 faculty and staff members. A typical school day consists of instruction in English language arts, mathematics, and content, (social studies, science, health, Latin). Latin is taught in grades 4 and 5. Students have one special-area classes each day: physical education, music, art, computers, and library. Students have lunch, recess, and snack daily. Cedar Hill students in grades 3-5 have one-to-one technology via Chromebooks. Grades K, 1, and 2 have 4 -5 chromebook in each class often utilized in centers. Cedar Hill has a thirty-minute zero period built into its schedule for teachers to hold morning meetings with their classes. During the 16-17 school year, there were four Kindergarten through third-grade classes. Fourth and fifth grades had five classes each. There are six self-contained special education classes: 2 LLD, 1 ABA (autistic), and 3 BD (behavior disabilities) classes. Parent communication occurs through email and phone calls, as well as electronic Friday Folder newsletters and monthly teacher newsletters. In addition, teachers utilize websites and a parent portal for report cards and attendance. The school maintains a building website linked to the district and the PTO maintains its own site. During the 16-17 school year, Cedar Hill began monthly school-wide assemblies as an opportunity to bring the entire school population together to focus on character traits, celebrate students' accomplishments, recognize student and staff members' birthdays, and to highlight important awarenesses. As the school year progressed, Cedar Hill students, primarily the Character Crusaders, have taken more and more ownership in conducting these assemblies. Cedar Hill opened this year with a newly renovated office suite and an inclement weather blacktop playground was developed utilizing an existing small parking lot




Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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



Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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.



Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	85	72	89
1	81	86	86
2	85	73	87
3	84	87	77
4	99	88	93
5	91	98	101
Ungraded	31	31	21
Total	556	535	554

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	2%	2%	2%
Students with Disabilities	16%	16%	13%
English Learners	0%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	66.4%
Asian	23.6%
Hispanic	6.1%
Black or African American	0.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	88	72	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	86.5%
Chinese	2.5%
Korean	2.0%
Hindi	1.6%
Spanish	1.3%
Other	6.3%



Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	245	97.9	78.00	80.60	54.90	78	70.8	Met Target
White	164	97.3	73.10	76.70	63.90	73.1	66.5	Met Target
Hispanic	14	100.0	71.40	65.30	39.80	71.4	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	60	98.6	90.00	91.30	80.70	90	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	118	98.6	80.50	85.50	62.20	80.5		
Male	127	97.2	75.60	76.20	48.10	75.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	47	92.6	38.30	38.20	20.50	37.1	32	Met Target
Students without Disabilities	198	99.1	87.40	88.40	61.90	87.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	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.



Liberty Corner School
2016-2017

Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	79	771	769	749	*	*	14%	66%	*	76%	50%
White	49	767	766	759	*	*	*	61%	*	69%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	778	783	775	0%	*	*	76%	*	91%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	33	781	777	754	*	*	*	64%	*	79%	55%
Male	46	763	763	745	*	*	*	67%	*	74%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	79	771	770	762	*	*	14%	66%	*	76%	63%
Students with Disabilities	15	749	747	720	*	*	*	*	*	53%	24%
Students without Disabilities	64	776	774	755	*	*	*	*	*	81%	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%



Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	94	766	770	753	*	*	15%	62%	17%	79%	56%
White	60	759	765	762	0%	*	20%	62%	*	70%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	28	779	*	777	0%	0%	*	61%	*	93%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	50	769	775	758	0%	*	*	64%	*	84%	61%
Male	44	764	766	749	0%	*	*	59%	*	73%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	94	766	771	764	*	*	15%	62%	17%	79%	69%
Students with Disabilities	12	745	753	725	0%	*	*	*	0%	33%	25%
Students without Disabilities	82	769	774	759	0%	*	*	*	20%	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%



Liberty Corner School
2016-2017

Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

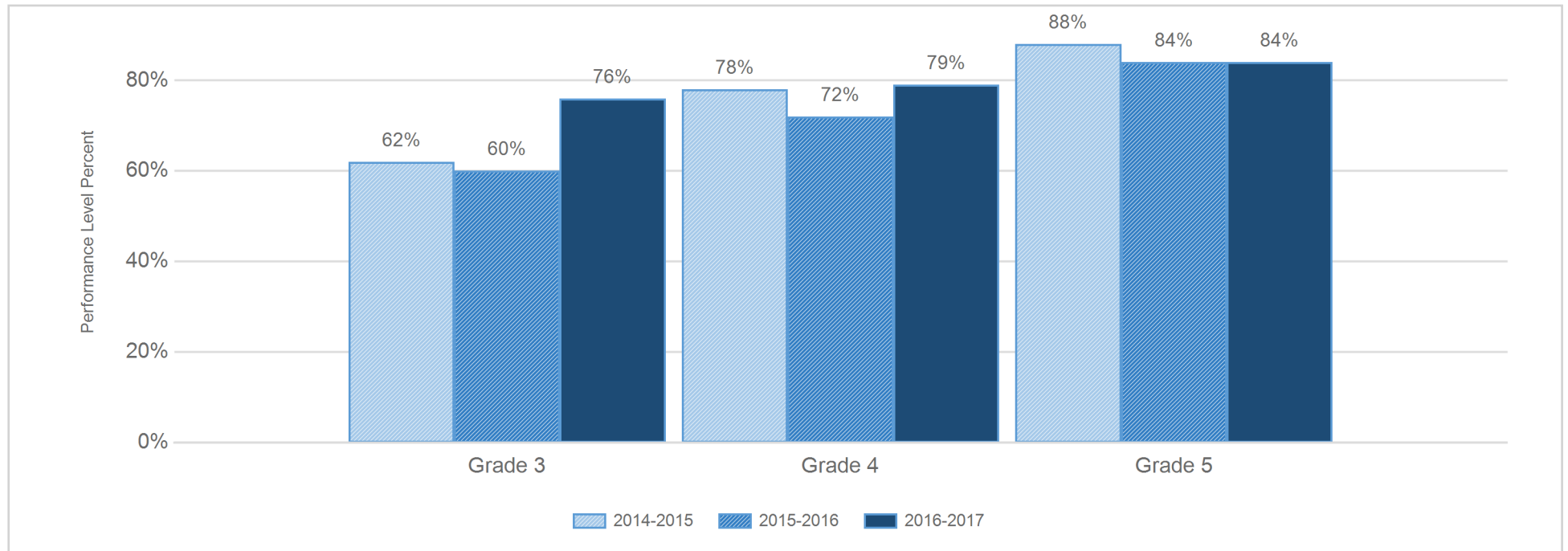
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	101	773	778	756	*	*	*	66%	18%	84%	59%
White	66	767	772	763	*	*	*	71%	*	82%	69%
Hispanic	10	761	768	743	0%	*	*	*	*	70%	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	22	791	*	779	0%	*	0%	59%	*	96%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	52	772	782	761	*	*	*	67%	*	83%	66%
Male	49	774	774	750	*	*	*	65%	*	86%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	18	740	*	725	*	*	*	*	*	39%	22%
Students without Disabilities	83	780	*	762	*	*	*	*	*	94%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	101	773	*	757	*	*	*	66%	18%	84%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Liberty Corner School
2016-2017

Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	244	97.5	70.90	78.10	43.50	70.9	74.6	Met Target†
White	163	96.7	63.80	72.90	52.40	63.8	69.4	Met Target†
Hispanic	14	100.0	57.20	59.30	27.60	57.2	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	60	98.6	90.00	92.60	75.60	90	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	118	98.6	69.50	78.90	44.10	69.5		
Male	126	96.6	72.20	77.40	42.90	72.2		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	46	90.7	32.60	34.70	16.50	30.9	32	Met Target†
Students without Disabilities	198	99.1	79.80	86.10	48.80	79.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	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.

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Liberty Corner School
2016-2017

Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	79	774	776	751	*	*	22%	38%	35%	73%	53%
White	49	768	770	759	*	*	27%	39%	27%	65%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	787	794	779	0%	0%	*	*	48%	91%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	33	785	779	751	*	*	*	33%	49%	82%	52%
Male	46	766	774	751	*	*	*	41%	26%	67%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	79	774	777	761	*	*	22%	38%	35%	73%	65%
Students with Disabilities	15	757	761	729	*	*	*	*	*	47%	29%
Students without Disabilities	64	778	780	755	*	*	*	*	*	80%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Liberty Corner School
2016-2017

Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	93	771	773	747	*	*	17%	67%	14%	81%	47%
White	59	764	765	755	*	*	22%	68%	*	75%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	28	783	*	774	0%	0%	*	64%	*	89%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	50	770	772	747	*	*	*	70%	*	82%	47%
Male	43	773	773	747	*	*	*	63%	*	79%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	93	771	774	757	*	*	17%	67%	14%	81%	61%
Students with Disabilities	11	742	751	724	*	*	*	*	0%	46%	22%
Students without Disabilities	82	775	777	751	*	*	*	*	16%	85%	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%



Liberty Corner School
2016-2017

Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

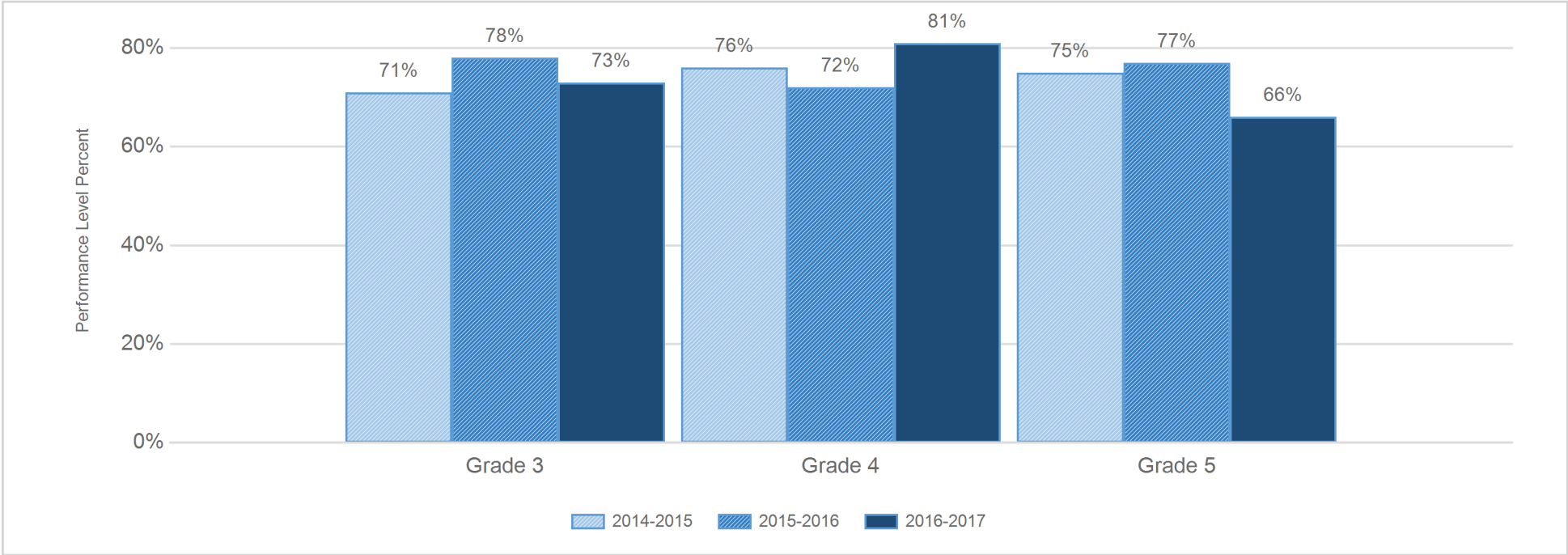
Mathematics Assessment - Performance by Grade: Grade 5

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	101	763	774	747	*	*	24%	42%	25%	66%	46%
White	66	758	768	754	*	*	30%	41%	18%	59%	57%
Hispanic	10	744	755	735	*	0%	*	*	*	50%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	22	785	*	774	0%	*	*	46%	46%	91%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	52	756	772	747	*	*	*	46%	*	60%	47%
Male	49	771	776	746	*	*	*	37%	*	74%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	18	732	*	725	*	*	*	*	*	28%	19%
Students without Disabilities	83	770	*	751	*	*	*	*	*	75%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	101	763	*	748	*	*	24%	42%	25%	66%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Liberty Corner School
2016-2017

Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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.

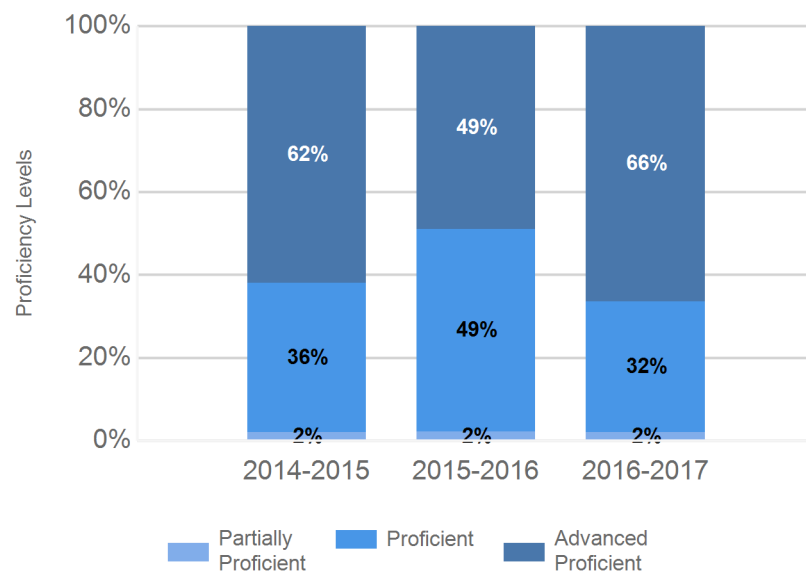
NJASK Science Assessment Performance: Grade 4

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	66%	32%	2%
White	62%	37%	*
Hispanic	*	N	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	24%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	41%	47%	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.





Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	47	50	Met Target	50	53	50	Met Target
White	51	45	50	Met Target	49	51	52	Met Target
Hispanic	*	44	49	**	*	46.5	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	52	*	60	Met Target	54	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	55	51	**	*	*	52	**
Economically Disadvantaged	*	53	47	**	*	48	46	**
Students with Disabilities	45	38.5	41	Met Target	42	40	43	Met Target
English Learners	*	46	53	**	*	48	51	**

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



Liberty Corner School
2016-2017

Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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:

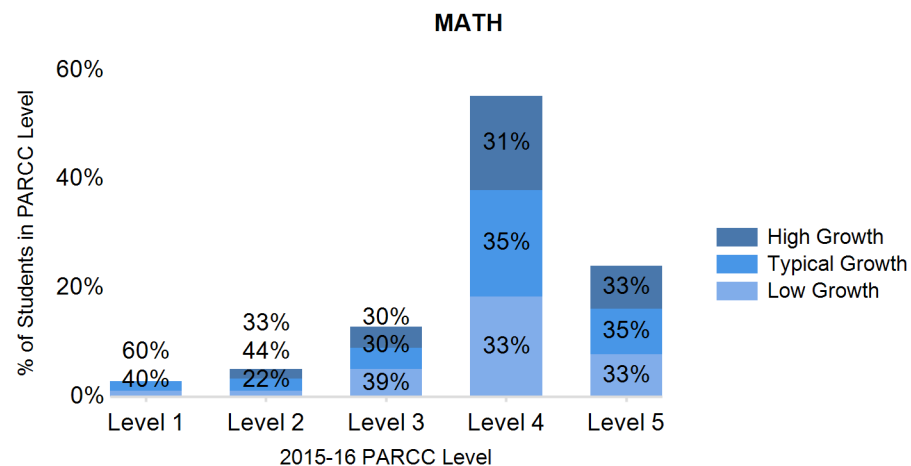
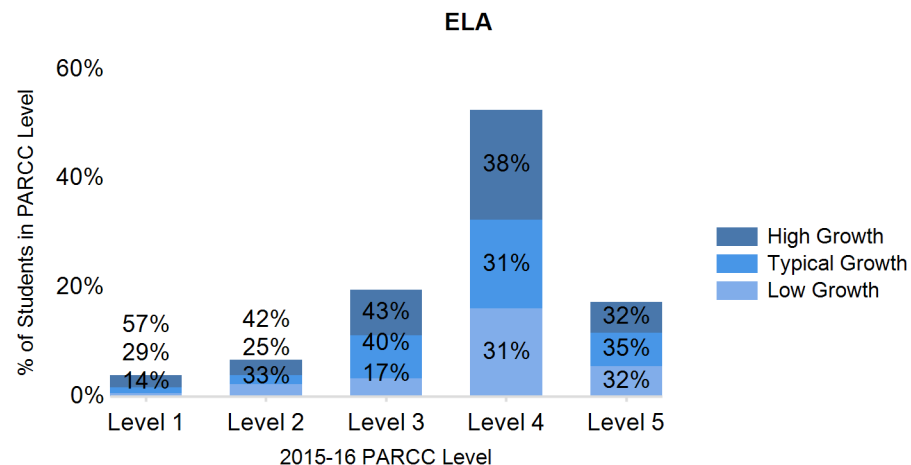
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

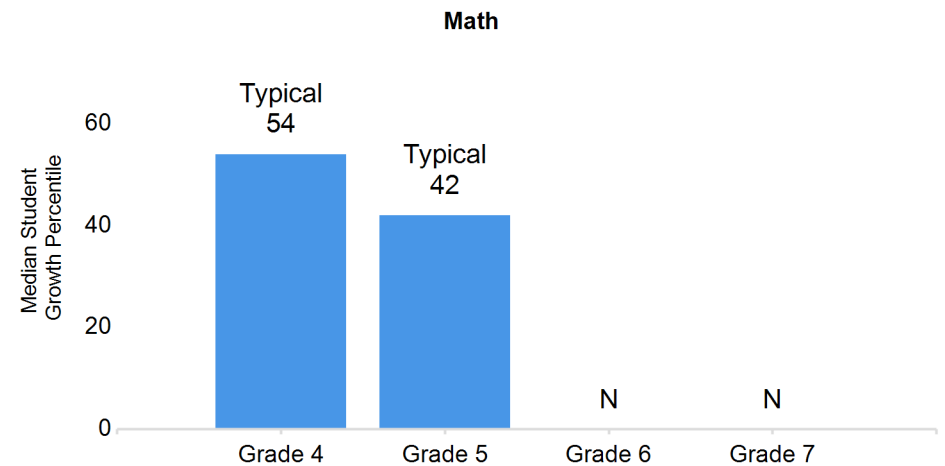
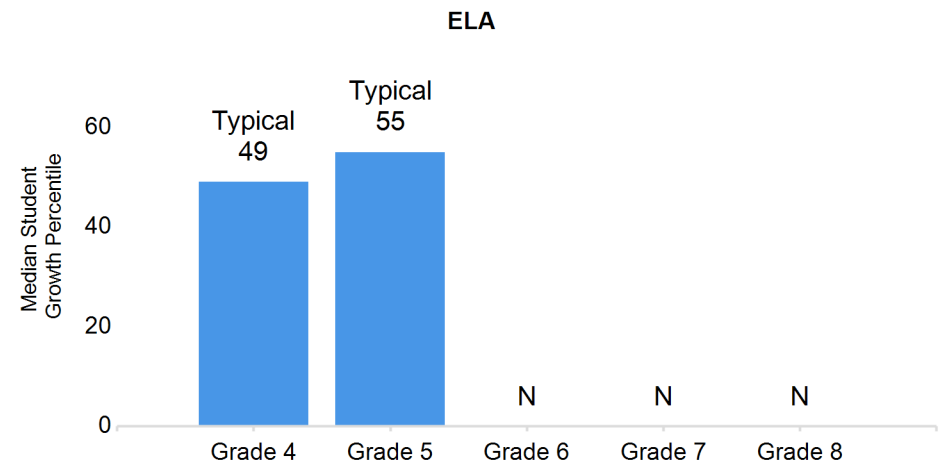
Student Growth by Performance Level

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.





Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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

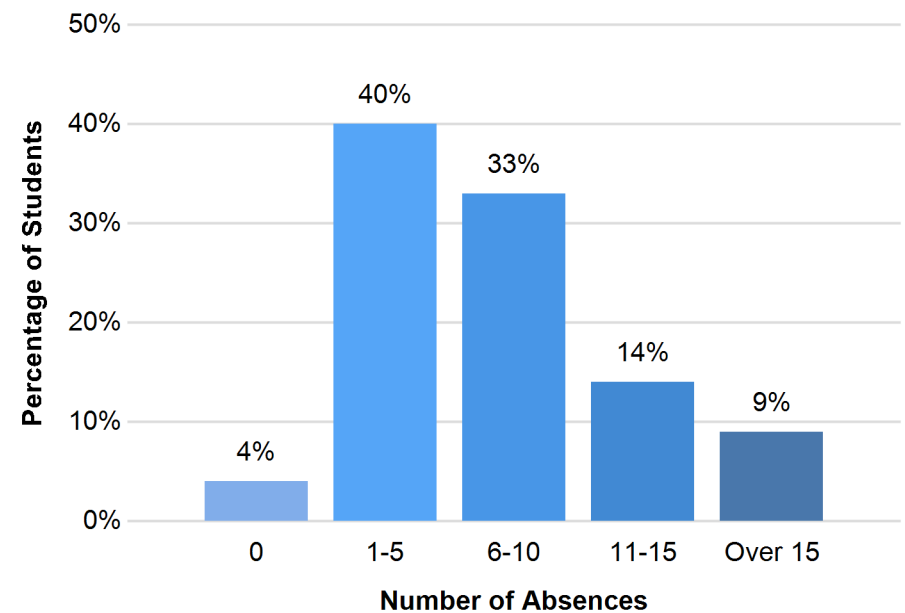
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.40	Met Target
White	5.20	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	10.00	8.40	Not Met
Economically Disadvantaged Students	N	**	**
Students with Disabilities	8.60	8.40	Not Met
English Learners	N	**	**

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

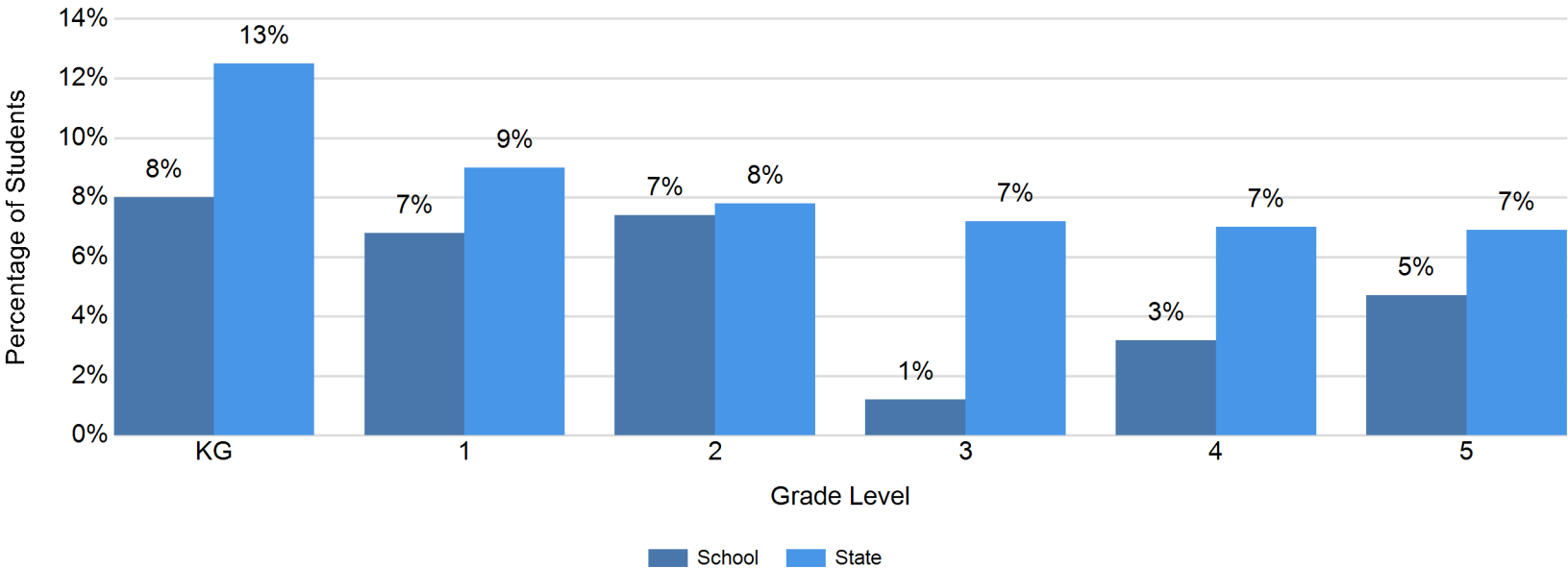
Days Absent

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



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.





Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.18

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	180.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$254	\$13,822	\$14,076



Liberty Corner School

2016-2017

Grade Span KG-05

35-0350-080

SOMERSET

BERNARDS TWP

61 CHURCH STREET

LIBERTY CORNER, NJ 07938

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	35	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	69%	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	31	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	97%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	12:1
Administrators	554:1	179:1
Librarian/Media Specialists		926:1
Nurses		793:1
Counselors		347:1
Child Study Team		278:1



Liberty Corner School

2016-2017

Grade Span KG-05

35-0350-080

SOMERSET

BERNARDS TWP

61 CHURCH STREET

LIBERTY CORNER, NJ 07938

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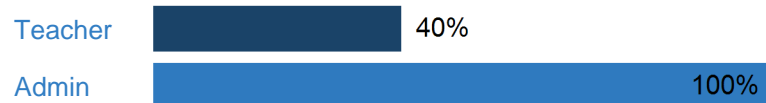
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	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%



Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	81.6	17.5%
Mathematics Proficiency	81.8	17.5%
English Language Arts Growth	51.0	25.0%
Mathematics Growth	43.7	25.0%
Chronic Absenteeism	60.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.3
Summative Rating: Percentile rank of Summative Score		68.2
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.



Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
SOMERSET
BERNARDS TWP
61 CHURCH STREET
LIBERTY CORNER, NJ 07938

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	55.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	43.0	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	**	**	Not Met	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	65.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Liberty Corner School
2016-2017
Grade Span KG-05




35-0350-080
 SOMERSET
 BERNARDS TWP
 61 CHURCH STREET
 LIBERTY CORNER, NJ 07938

School General Info

Principal:	Dr. Oliver	Email Address:	joliver@bernardsboe.com
Address:	61 CHURCH STREET LIBERTY CORNER, NJ 07938	Website:	http://libertycorner.bernardsboe.com
Phone:	(908)204-2550		




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"> • State School of Character • National School of Character • National Blue Ribbon School of Excellence
 Mission, Vision, Theme:	<p>Character is what makes up a person. At LCS, we strive to always improve our character. Everybody can make a difference in this school. Whether it's standing up to bullies or coming up with new ideas, there is strength in numbers, so we encourage bystanders to speak up. Everybody in this school is equal, regardless of age, grade or ability. At LCS, everybody is important and we make the school what it is today.</p>
 Awards, Recognition, Accomplishments:	<p>2015 National School of Character & 2015 National Blue Ribbon School of Excellence</p>

School Narrative

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Our literature-based reading program is a balance of shared reading, guided reading and phonetic integration. Process writing is a strong component of our language arts program. Our math program, Go Math! is a high interest, hands-on, inquiry-directed approach that complements our district curriculum goals and objectives. All students are exposed to art, music, technology and physical education, and all staff members integrate the various curricular areas whenever possible.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Clubs include intramurals, Acting, Girls on the Run, and Mini Units</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Before care 7:00-8:30 & Aftercare 3:15-6:00 Our school staff run both of these clubs. These programs are for students in grades K, 1, 2, 3, 4, 5.</p>







Liberty Corner School
2016-2017
Grade Span KG-05

35-0350-080
 SOMERSET
 BERNARDS TWP
 61 CHURCH STREET
 LIBERTY CORNER, NJ 07938

School Narrative

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 <p>Staff and Professional Learning:</p>	<p>All teachers have grade level common planning periods which allows for collaborative planning. Staff also engage in Professional Learning Communities (PLC) two times a month where they focus on assessment data to help plan and meet individual student needs. During the school year, there are 4 scheduled ½ day professional development days run by district administrators. We also provide staff with two full in-service days at the start of the school year.</p>
 <p>Student Supports and Services:</p>	<p>LCS has supports and services for students that are struggling. These programs include, reading and writing instructional support taught by three reading specialist. We also have a math instructional support program and an ESL program for students who speak English as a second language. We also have eight teachers who provide special education to students with disabilities. As a school, we utilize the Intervention and Referral Services and 504 committees to develop action plans as needed.</p>
 <p>Student Health and Wellness:</p>	<p>At LCS, we provide a focus on health and wellness in all classrooms through our Health Curriculum and use of the Body Shop curriculum. We also provide PE two times a week for all students and recess for 25 minutes per day for each grade level. Our school nurse also provides staff trainings.</p>
 <p>Parent and Community Involvement:</p>	<p>The parent community of LCS is dedicated to the success of all students. The parents are very supportive of what we do at LCS. We are fortunate to have an active parent groups such as our PTO and P.E.C.. Throughout the school year after school events are organized, such as Pizza Night and Trunk-or-Treat. Our PTO also funds enrichment opportunities for each grade level such as Wizards of Words. We provide parents with curriculum presentations to gain a deeper understanding of our curriculum.</p>




Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
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111 HANSOM RD
BASKING RIDGE, NJ 07920

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



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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.



Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	31	33	32
KG	78	76	65
1	80	85	81
2	99	89	90
3	112	101	90
4	112	114	103
5	121	118	115
Ungraded	54	61	67
Total	687	677	643

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	49%
Male	52%	50%	51%
Economically Disadvantaged Students	1%	1%	1%
Students with Disabilities	18%	20%	20%
English Learners	4%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	55.2%
White	33.9%
Hispanic	7.9%
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.2%

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	34	33	31
PK - Full Day	0	0	1
KG - Half Day	0	0	0
KG - Full Day	78	76	65

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	68.0%
Chinese	8.6%
Spanish	4.5%
Korean	2.8%
Hindi	2.2%
Other	14.3%



Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	282	99.0	85.50	80.60	54.90	85.5	80	Met Goal
White	83	97.6	72.30	76.70	63.90	72.3	69.2	Met Target
Hispanic	21	100.0	76.20	65.30	39.80	76.2	73.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	168	100.0	92.20	91.30	80.70	92.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	151	100.0	90.00	85.50	62.20	90		
Male	131	97.9	80.20	76.20	48.10	80.2		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	34	94.7	58.80	38.20	20.50	58.4	52.9	Met Target
Students without Disabilities	248	99.6	89.10	88.40	61.90	89.1		
English Learners	16	100.0	68.80	62.00	25.20	68.8	**	**
Non-English Learners	266	99.0	86.50	80.90	57.40	86.5		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	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.



Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	89	777	769	749	0%	*	16%	72%	*	82%	50%
White	24	765	766	759	0%	*	*	67%	0%	67%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	55	785	783	775	0%	0%	*	73%	*	89%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	51	785	777	754	0%	*	*	80%	*	96%	55%
Male	38	767	763	745	0%	*	*	61%	*	63%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	10	758	747	720	*	*	*	*	*	60%	24%
Students without Disabilities	79	780	774	755	*	*	*	*	*	85%	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%



Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	99	778	770	753	*	*	14%	51%	34%	85%	56%
White	24	770	765	762	0%	0%	*	46%	*	71%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	62	782	*	777	0%	*	*	55%	37%	92%	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	778	775	758	*	*	*	54%	29%	83%	61%
Male	47	778	766	749	*	*	*	47%	40%	87%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	99	778	771	764	*	*	14%	51%	34%	85%	69%
Students with Disabilities	12	775	753	725	*	*	*	*	*	75%	25%
Students without Disabilities	87	778	774	759	*	*	*	*	*	86%	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%



Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	111	785	778	756	*	*	*	57%	33%	90%	59%
White	34	774	772	763	*	*	*	56%	*	79%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	66	792	*	779	*	*	*	56%	39%	96%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	60	785	782	761	*	*	*	55%	33%	88%	66%
Male	51	786	774	750	*	*	*	59%	33%	92%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	111	785	778	765	*	*	*	57%	33%	90%	71%
Students with Disabilities	11	754	*	725	*	*	*	*	*	46%	22%
Students without Disabilities	100	789	*	762	*	*	*	*	*	95%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

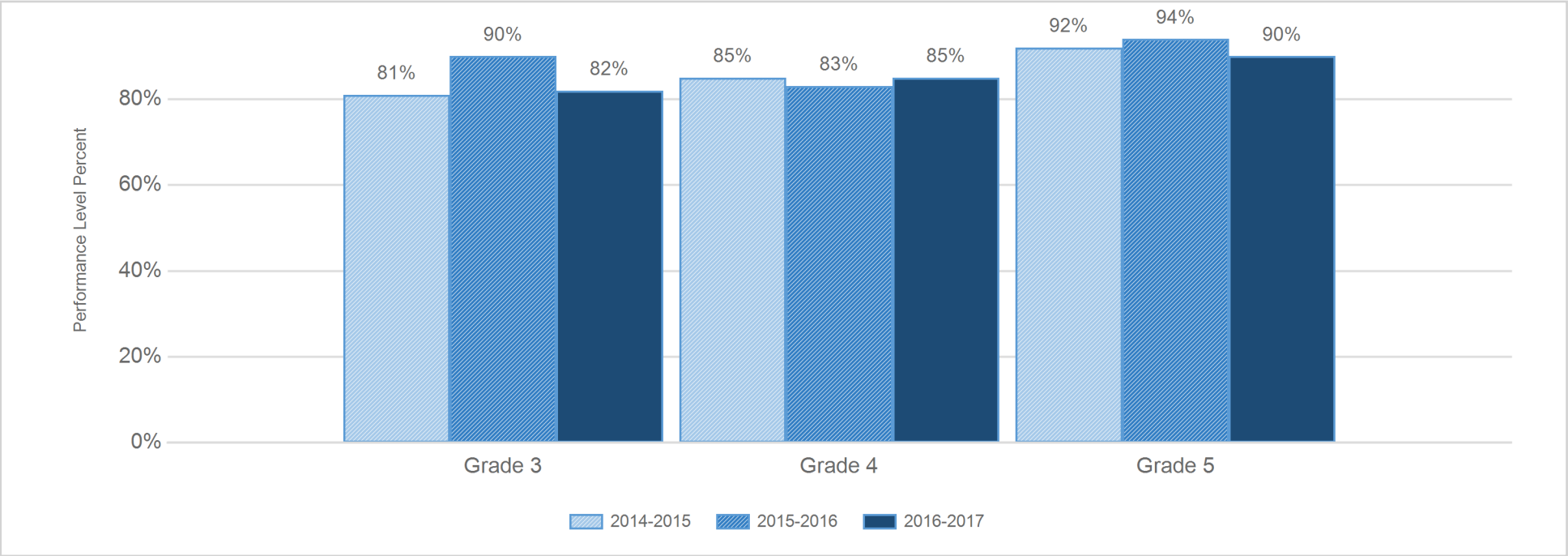


Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

English Language Arts/Literacy Assessment - Performance Trends

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





Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	282	99.0	88.30	78.10	43.50	88.3	80	Met Goal
White	83	97.8	73.50	72.90	52.40	73.5	72.8	Met Target
Hispanic	21	100.0	71.40	59.30	27.60	71.4	77.4	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	168	100.0	97.60	92.60	75.60	97.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	151	100.0	88.00	78.90	44.10	88		
Male	131	97.9	88.60	77.40	42.90	88.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	34	94.7	55.90	34.70	16.50	55.6	57.3	Met Target†
Students without Disabilities	248	99.6	92.80	86.10	48.80	92.8		
English Learners	16	100.0	81.30	75.40	23.30	81.3	N	N
Non-English Learners	266	99.0	88.70	78.10	45.20	88.7		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	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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Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	90	784	776	751	*	*	12%	37%	47%	83%	53%
White	24	765	770	759	0%	*	*	42%	*	67%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	56	795	794	779	0%	*	*	38%	59%	96%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	52	785	779	751	0%	*	*	42%	42%	85%	52%
Male	38	782	774	751	0%	*	*	29%	53%	82%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	10	758	761	729	0%	*	*	*	*	60%	29%
Students without Disabilities	80	787	780	755	0%	*	*	*	*	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%



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	102	784	773	747	*	*	11%	54%	34%	88%	47%
White	27	768	765	755	*	0%	*	44%	*	67%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	62	793	*	774	*	*	*	57%	42%	98%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	54	780	772	747	*	*	*	54%	32%	85%	47%
Male	48	788	773	747	*	*	*	54%	38%	92%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	102	784	774	757	*	*	11%	54%	34%	88%	61%
Students with Disabilities	12	771	751	724	*	0%	*	*	*	67%	22%
Students without Disabilities	90	785	777	751	*	0%	*	*	*	91%	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%



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

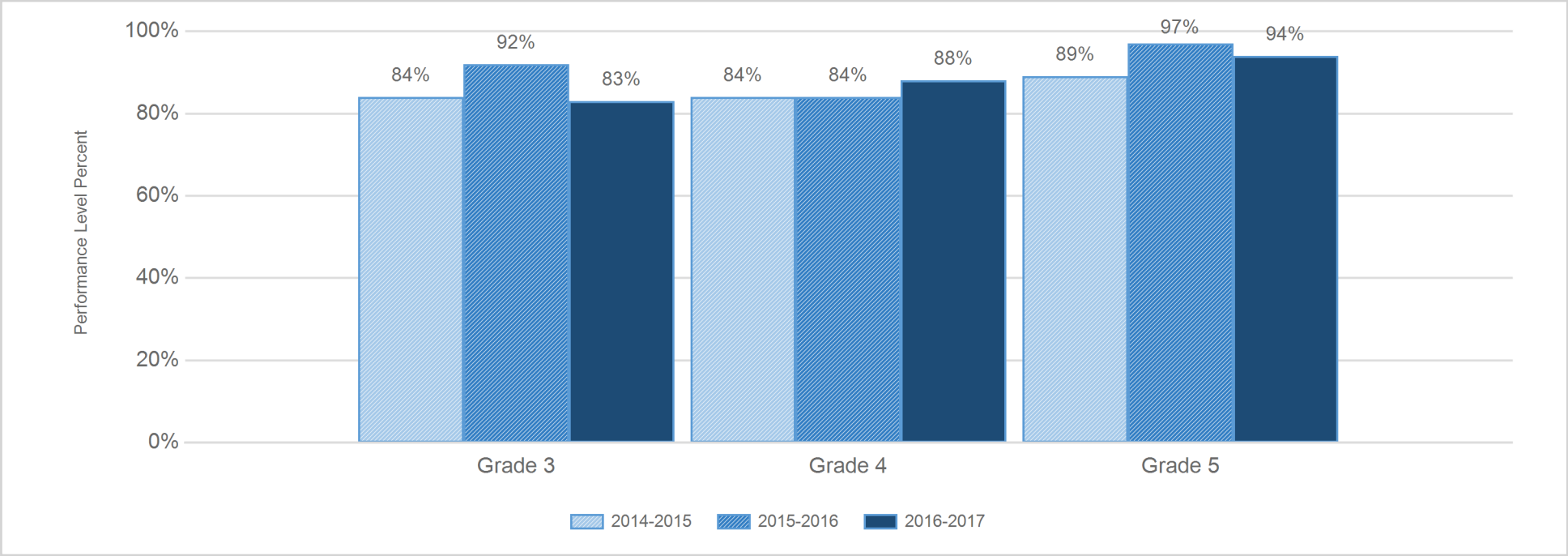
Mathematics Assessment - Performance by Grade: Grade 5

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	113	788	774	747	0%	*	*	45%	49%	94%	46%
White	35	776	768	754	0%	*	*	57%	*	83%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	67	798	*	774	*	*	*	33%	66%	99%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	60	783	772	747	*	*	*	48%	42%	90%	47%
Male	53	794	776	746	*	*	*	42%	57%	98%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	113	788	774	756	0%	*	*	45%	49%	94%	59%
Students with Disabilities	11	767	*	725	*	*	*	*	*	64%	19%
Students without Disabilities	102	791	*	751	*	*	*	*	*	97%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Mount Prospect Elementary School
 2016-2017
 Grade Span PK-05

35-0350-100
 SOMERSET
 BERNARDS TWP
 111 HANSOM RD
 BASKING RIDGE, NJ 07920

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	14	71.4%	28.6%
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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

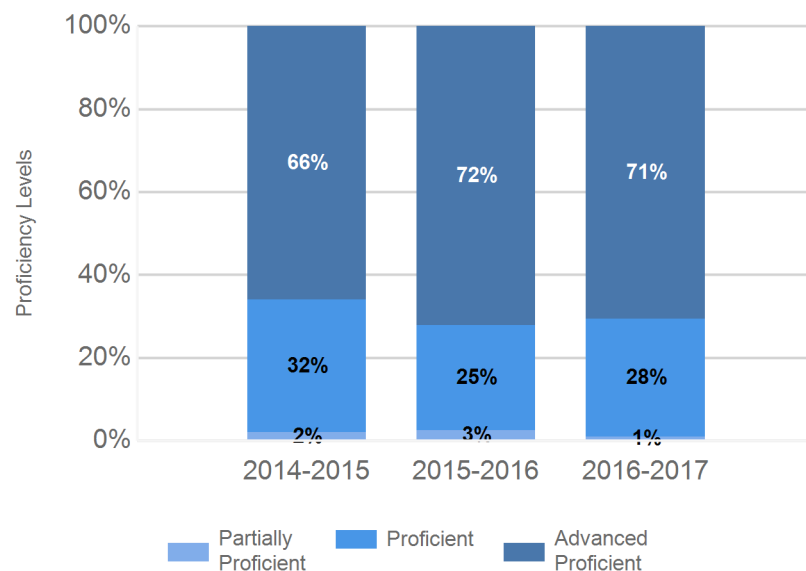
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	71%	28%	1%
White	60%	*	3%
Hispanic	*	*	N
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	75%	25%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	64%	36%	N
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	55	47	50	Met Target	65	53	50	Exceeds Target
White	48	45	50	Met Target	73	51	52	Exceeds Target
Hispanic	54	44	49	**	54	46.5	47	**
Black or African American	*	41.5	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	57	*	60	Met Target	60.5	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	55	51	**	*	*	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	60	38.5	41	Exceeds Target	62	40	43	Exceeds Target
English Learners	*	46	53	**	*	48	51	**

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



Mount Prospect Elementary School
2016-2017

Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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:

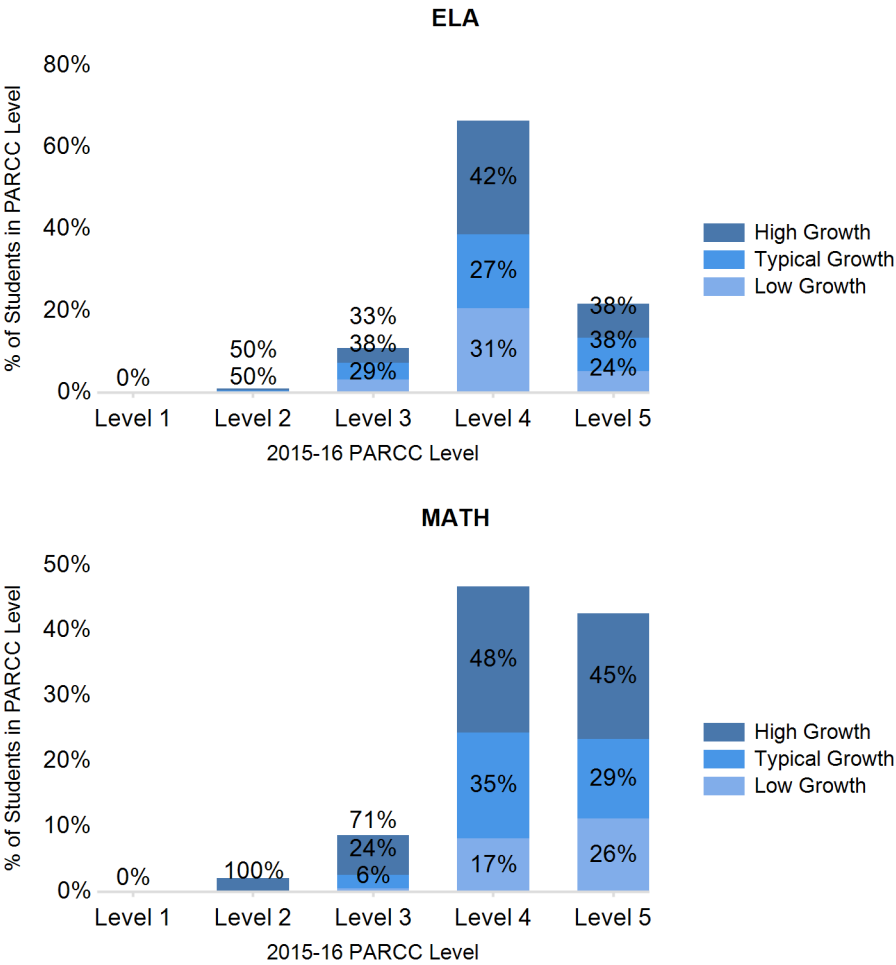
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

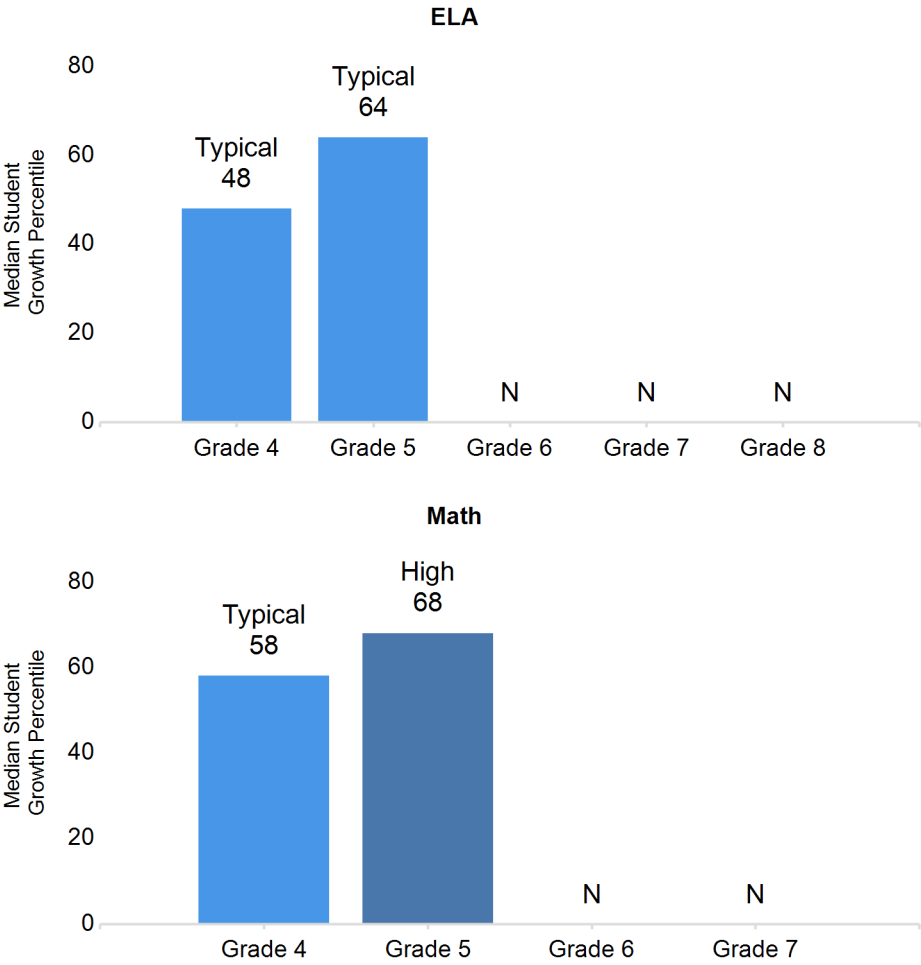
Student Growth by Performance Level

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.





Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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

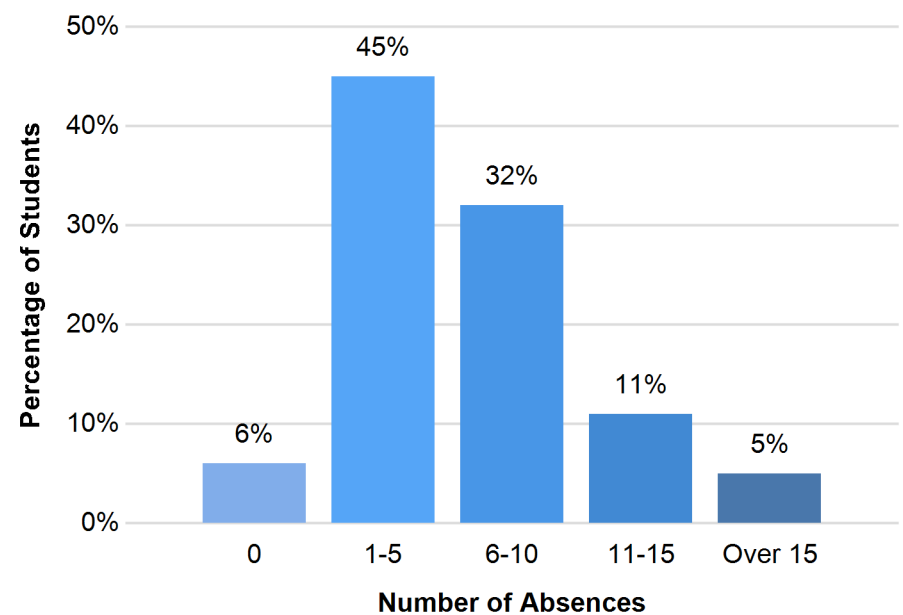
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.80	8.40	Met Target
White	3.40	8.40	Met Target
Hispanic	2.20	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	7.60	8.40	Met Target
English Learners	0	8.40	Met Target

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

Days Absent

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



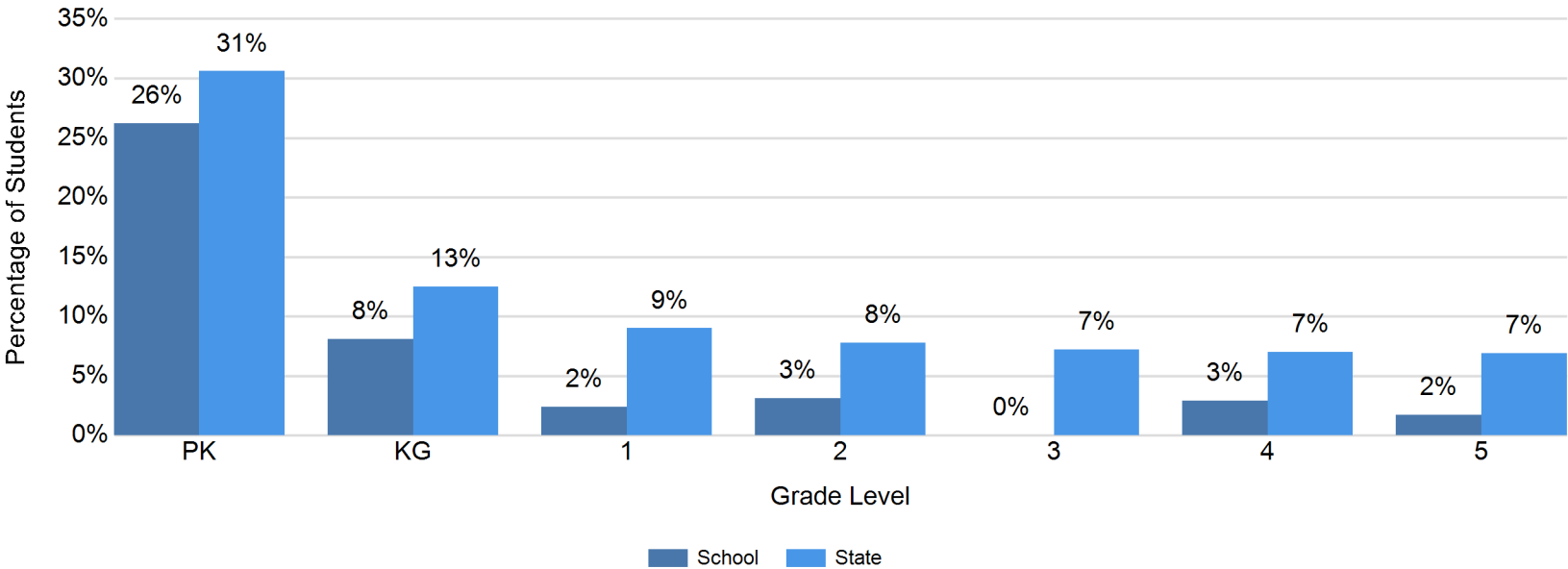


Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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.





Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
 SOMERSET
 BERNARDS TWP
 111 HANSOM RD
 BASKING RIDGE, NJ 07920

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.31

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	180.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$254	\$13,822	\$14,076



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
 SOMERSET
 BERNARDS TWP
 111 HANSOM RD
 BASKING RIDGE, NJ 07920

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	63	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	78%	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	31	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	97%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	322:1	179:1
Librarian/Media Specialists		926:1
Nurses		793:1
Counselors		347:1
Child Study Team		278:1



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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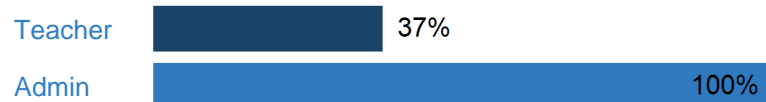
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	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%



Mount Prospect Elementary School

2016-2017

Grade Span PK-05

35-0350-100

SOMERSET

BERNARDS TWP

111 HANSOM RD

BASKING RIDGE, NJ 07920

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	95.1	17.5%
Mathematics Proficiency	99.1	17.5%
English Language Arts Growth	64.6	25.0%
Mathematics Growth	89.1	25.0%
Chronic Absenteeism	89.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.8
Summative Rating: Percentile rank of Summative Score		95.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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	85.8	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
White	73.3	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	63.1	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	91.9	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
English Learners	**	**	No	**	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
 SOMERSET
 BERNARDS TWP
 111 HANSOM RD
 BASKING RIDGE, NJ 07920

School General Info

Principal:	Ms. Hozeny	Email Address:	jhozeny@bernardsboe.com
Address:	111 HANSOM RD BASKING RIDGE, NJ 07920	Website:	http://mountprospect.bernardsboe.com/
Phone:	(908)470-1600	Twitter:	https://twitter.com/BernardsTwpMPS




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"> • Recipient of 2014 National Blue Ribbon School of Excellence • Curriculum includes Go Math, Balanced Literacy, Next Gen Science Standards and technology infused throughout the day • Ranked #9 in Best Public Elementary Schools of New Jersey
Mission, Vision, Theme:	Vision - Mount Prospect will prepare learners for the twenty-first century and promote the joy of learning in a diverse and nurturing environment through school and community partnerships. Mission - Mount Prospect is dedicated to fostering the development of creative thinking, collaboration, problem solving, high ethical standards and respect for individual differences.
Awards, Recognition, Accomplishments:	Recipient of 2014 Blue Ribbon School of Excellence; Ranked #9 in Best Public Elementary Schools in New Jersey.

School Narrative

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div> <div>We use a balanced literacy program, process writing approach and phonetic integration. Go Math is a high interest, inquiry based program which aligns to District objectives and Common Core Standards. Our science curriculum meets Next Gen Standards. Students' individual needs are met through services such as enrichment programming, after school activities, ESL, literacy support and special education. All students are exposed to art, music, technology, media skills and PE.</div> </div>
 <div> <div>Clubs and Activities:</div> </div>	<div> <div>After School Enrichment Course, Intramurals, Girls on the Run, Chorus, Band Orchestra</div> </div>
 <div> <div>Before and After School Programs:</div> </div>	<div> <div>Our Before Care is open 7:00 - 8:15 AM and After Care 3:30 - 6:00 PM. It is run by District Staff and high school student volunteers. The program serves students in grades kindergarten through grade 5.</div> </div>







Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

School Narrative

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

 Staff and Professional Learning:	<p>The faculty at Mount Prospect School takes pride in balancing a developmentally appropriate program with high expectations and opportunities for challenges and enrichment on all levels. We provide a nurturing environment which encourages students to problem-solve in real-life situations, make decisions to foster independence and willingly take risks. Staff collaborate in Professional Learning Communities.</p>
 Student Supports and Services:	<p>Our school offers supplemental services such as ESL for English Language Learners, Instructional Support Services in ELA and Math, WIN Intervention periods, Gifted and Talented Program, Special Education services and tutoring recommendations. Intervention and Support Services are designed to assist students who are experiencing learning, behavioral or health difficulties.</p>
 Student Health and Wellness:	<p>Our health curriculum is the Great Body Shape. Students in Grade 5 are taught the Life Begins curriculum. The school nurse trains teachers and students in many health and wellness topics. Parent workshops are offered in mindfulness, nutrition and integrative health topics.</p>
 Parent and Community Involvement:	<p>We possess a strong partnership between the school and home. Parents volunteer in the school. The PTO is a highly active organization, which sponsors student programs and assemblies such as International Day, visiting authors and writers in residence. They sponsor community events such as book fairs, family fun days, Field Day, and parent socials. Parents are involved in fundraising activities. The PTO is dedicated to the success of the students and have representatives on the PAC.</p>



Mount Prospect Elementary School
2016-2017
Grade Span PK-05

35-0350-100
SOMERSET
BERNARDS TWP
111 HANSOM RD
BASKING RIDGE, NJ 07920

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.



Oak Street School
2016-2017


Grade Span KG-05

35-0350-060
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70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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



Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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.



Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	66	79	55
1	90	73	77
2	96	96	78
3	103	95	105
4	98	106	100
5	126	98	105
Ungraded	0	0	0
Total	579	547	520

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	47%	48%
Male	55%	53%	52%
Economically Disadvantaged Students	4%	3%	3%
Students with Disabilities	13%	13%	12%
English Learners	1%	1%	1%
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	79.0%
Asian	8.3%
Hispanic	7.5%
Black or African American	1.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	66	79	55

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	91.2%
Spanish	2.3%
Chinese	1.7%
Other	5.0%



Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	256	88.2	75.00	80.60	54.90	69.2	62.6	Met Target
White	213	87.7	78.00	76.70	63.90	71.7	62	Met Target
Hispanic	16	89.5	50.10	65.30	39.80	46.7	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	90.9	70.50	91.30	80.70	66.3	N	N
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	115	86.9	83.50	85.50	62.20	75.4		
Male	141	89.3	68.10	76.20	48.10	64		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	47	90.6	38.30	38.20	20.50	36.4	13.8	Met Target
Students without Disabilities	209	87.7	83.30	88.40	61.90	76.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	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.



**Oak Street School
2016-2017**

Grade Span KG-05

**35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735**

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	97	767	769	749	*	*	21%	58%	11%	69%	50%
White	77	768	766	759	*	*	18%	60%	*	71%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	780	783	775	0%	*	*	*	*	70%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	776	777	754	*	*	*	60%	*	78%	55%
Male	57	760	763	745	*	*	*	56%	*	63%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	20	744	747	720	*	*	*	*	*	40%	24%
Students without Disabilities	77	773	774	755	*	*	*	*	*	77%	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%



Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	82	767	770	753	*	*	15%	59%	18%	77%	56%
White	67	771	765	762	0%	*	*	61%	21%	82%	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	*	*	*	755	*	*	*	*	*	*	56%
Female	43	772	775	758	0%	*	*	51%	*	79%	61%
Male	39	762	766	749	0%	*	*	67%	*	74%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	741	753	725	0%	*	*	*	*	39%	25%
Students without Disabilities	69	772	774	759	0%	*	*	*	*	84%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	82	767	771	755	*	*	15%	59%	18%	77%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	94	772	778	756	*	*	14%	57%	20%	78%	59%
White	82	772	772	763	*	*	12%	59%	20%	78%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	43	785	782	761	*	*	*	58%	*	91%	66%
Male	51	761	774	750	*	*	*	57%	*	67%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	11	737	*	725	*	*	*	*	0%	27%	22%
Students without Disabilities	83	776	*	762	*	*	*	*	23%	84%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	94	772	*	757	*	*	14%	57%	20%	78%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



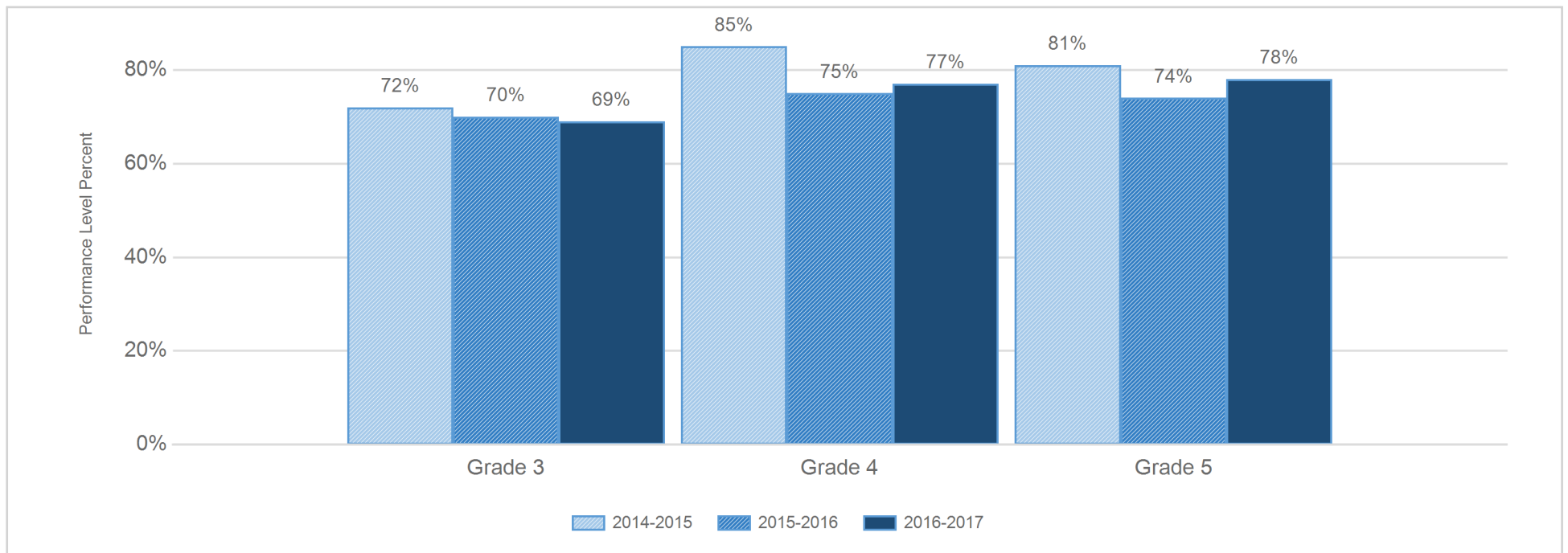
Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

English Language Arts/Literacy Assessment - Performance Trends

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





Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	257	88.5	77.90	78.10	43.50	72.1	65.3	Met Target
White	214	88.1	79.50	72.90	52.40	73.4	65.9	Met Target
Hispanic	16	89.5	50.00	59.30	27.60	46.8	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	90.9	76.40	92.60	75.60	71.8	N	N
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	114	86.2	82.40	78.90	44.10	73.8		
Male	143	90.5	74.10	77.40	42.90	70.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	48	92.5	45.80	34.70	16.50	44.5	33.5	Met Target
Students without Disabilities	209	87.7	85.20	86.10	48.80	78		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	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.



**Oak Street School
2016-2017**

Grade Span KG-05

**35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735**

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	97	771	776	751	*	*	*	56%	28%	84%	53%
White	77	771	770	759	*	*	*	58%	26%	84%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	800	794	779	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	40	776	779	751	*	*	*	63%	28%	90%	52%
Male	57	768	774	751	*	*	*	51%	28%	79%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	20	760	761	729	*	*	*	*	*	60%	29%
Students without Disabilities	77	774	780	755	*	*	*	*	*	90%	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%



**Oak Street School
2016-2017**

Grade Span KG-05

**35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735**

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	83	765	773	747	*	*	17%	61%	12%	74%	47%
White	68	767	765	755	*	*	16%	68%	*	78%	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	*	*	*	747	*	*	*	*	*	*	48%
Female	43	763	772	747	*	*	*	65%	*	74%	47%
Male	40	766	773	747	*	*	*	58%	*	73%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	744	751	724	*	*	*	*	0%	46%	22%
Students without Disabilities	70	769	777	751	*	*	*	*	14%	79%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	83	765	773	749	*	*	17%	61%	12%	74%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**Oak Street School
2016-2017**

Grade Span KG-05

**35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735**

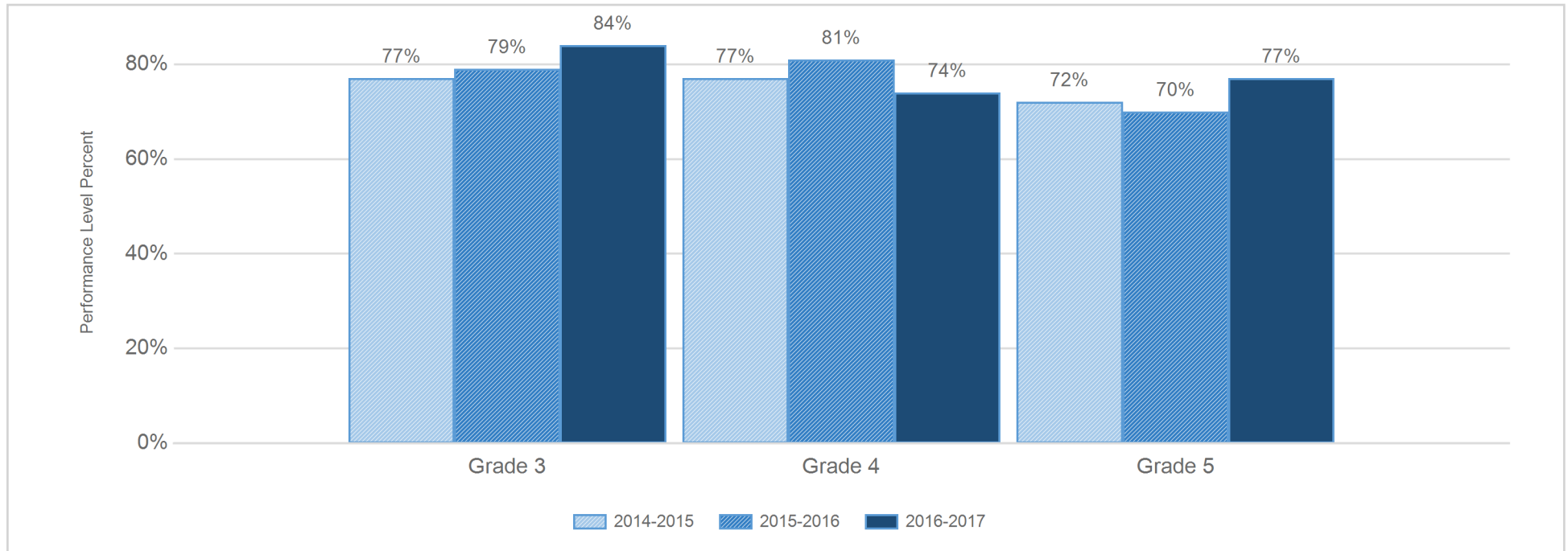
Mathematics Assessment - Performance by Grade: Grade 5

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	94	768	774	747	*	*	15%	54%	22%	77%	46%
White	82	769	768	754	*	*	15%	54%	23%	77%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	42	774	772	747	*	*	*	52%	*	81%	47%
Male	52	764	776	746	*	*	*	56%	*	73%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	12	730	*	725	*	*	*	*	0%	25%	19%
Students without Disabilities	82	774	*	751	*	*	*	*	26%	84%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	94	768	*	748	*	*	15%	54%	22%	77%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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.

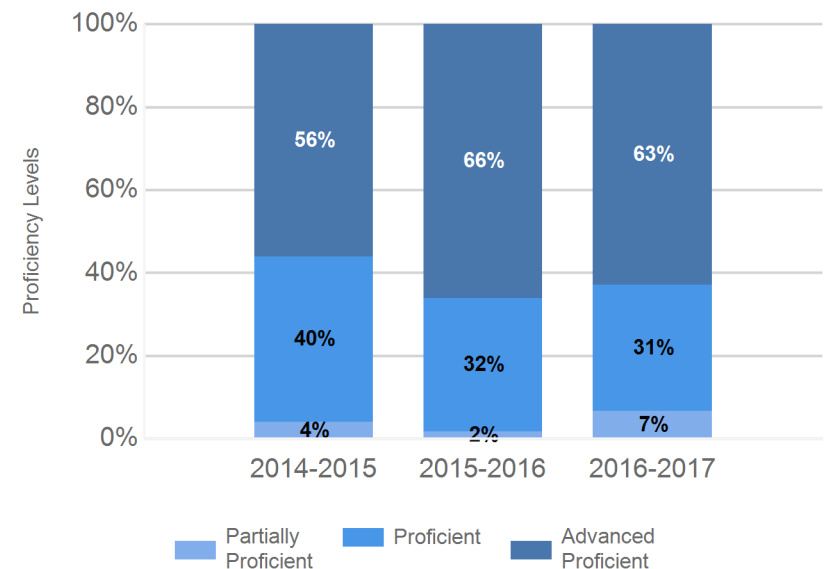
NJASK Science Assessment Performance: Grade 4

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	63%	31%	7%
White	65%	31%	5%
Hispanic	*	*	*
Black or African American	N	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	*	*
Students with Disabilities	33%	56%	11%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	39	47	50	Not Met	49.5	53	50	Met Target
White	40	45	50	Met Target	49	51	52	Met Target
Hispanic	42	44	49	**	54	46.5	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	55	51	**	*	*	52	**
Economically Disadvantaged	*	53	47	**	*	48	46	**
Students with Disabilities	29.5	38.5	41	Not Met	33	40	43	Not Met
English Learners	N	N	N	N	N	N	N	N

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



Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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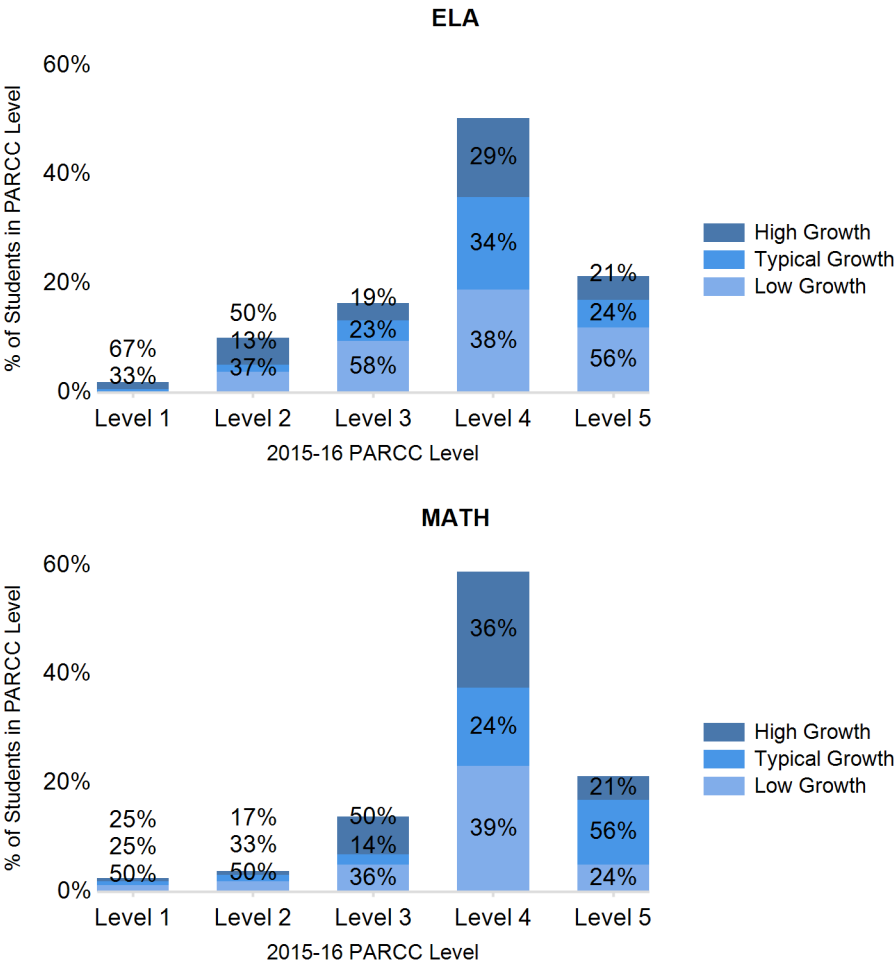
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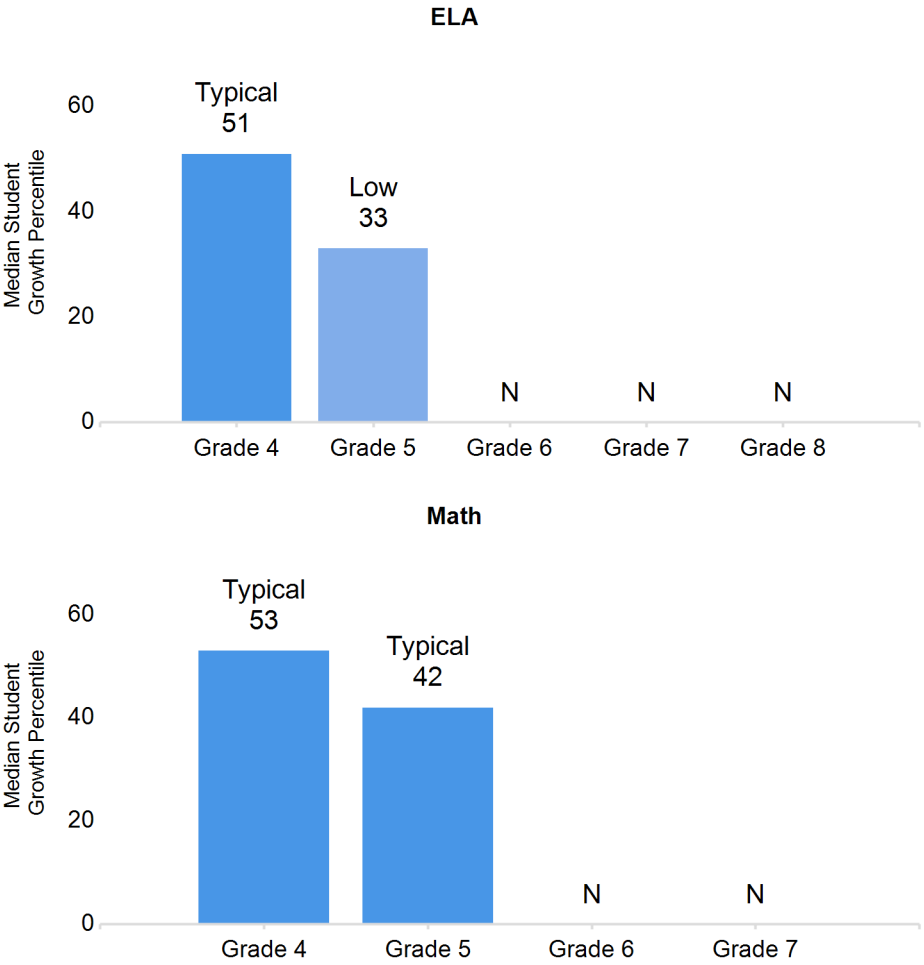
Student Growth by Performance Level

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.





Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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

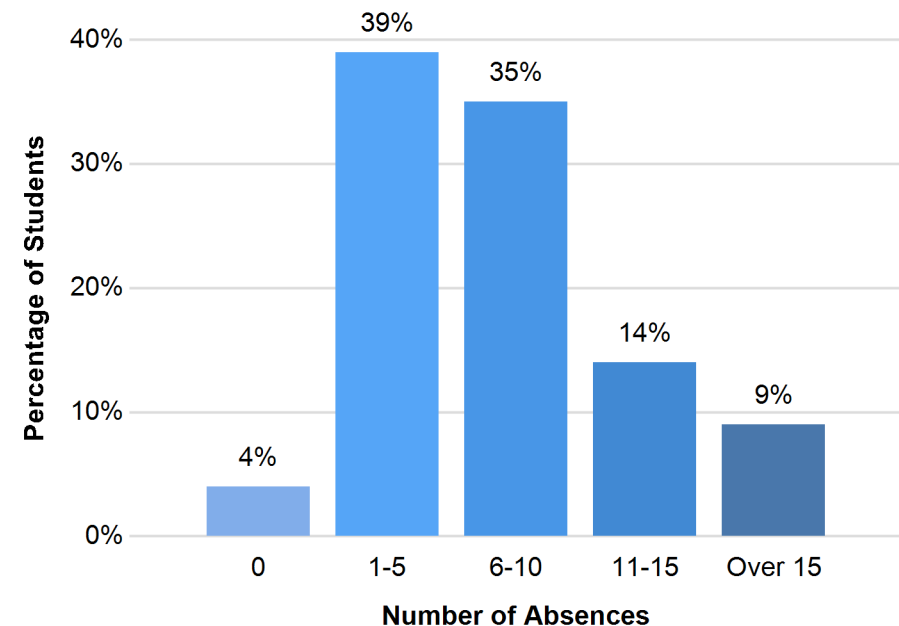
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.40	8.40	Met Target
White	4.60	8.40	Met Target
Hispanic	5.00	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	4.70	8.40	Met Target
English Learners	N	**	**

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

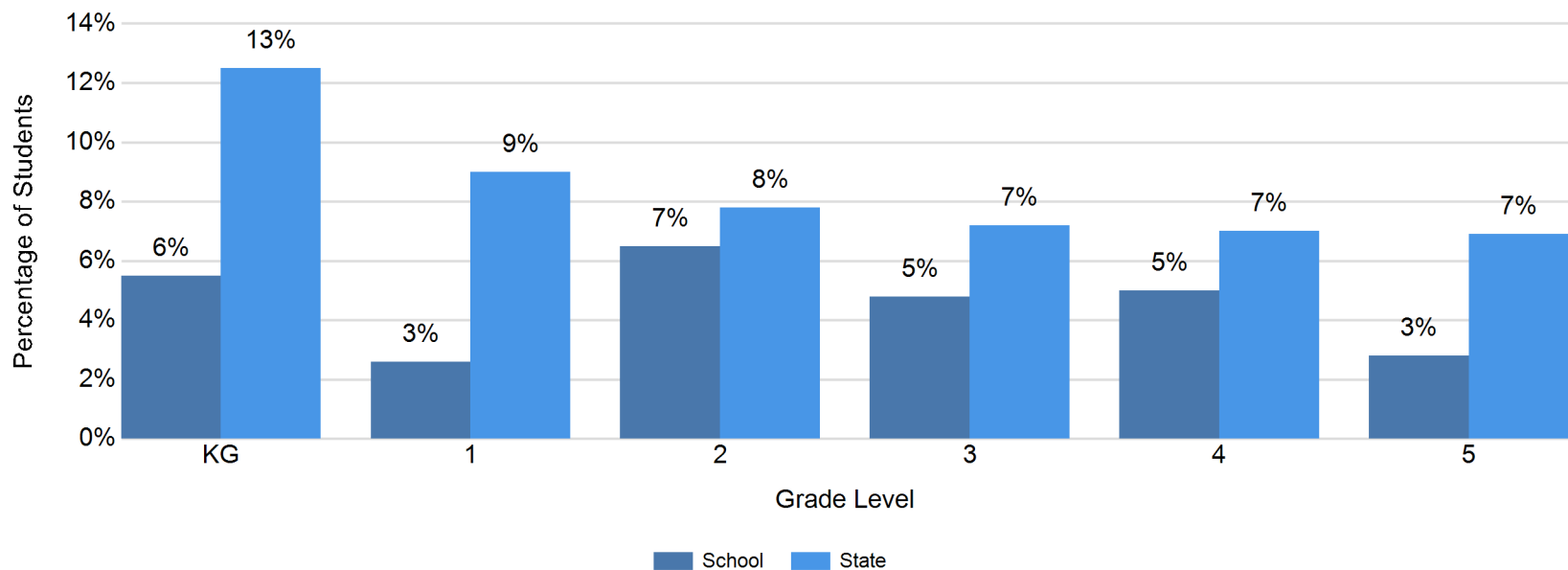
Days Absent

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.





Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.96

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	180.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$254	\$13,822	\$14,076



Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	43	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	97%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	173:1	179:1
Librarian/Media Specialists		926:1
Nurses		793:1
Counselors		347:1
Child Study Team		278:1



Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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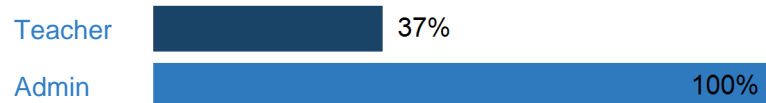
Teachers and Administrators - Level of Education

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

Teacher	N
Admin	N

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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	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%



Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	61.2	17.5%
Mathematics Proficiency	84.2	17.5%
English Language Arts Growth	11.1	25.0%
Mathematics Growth	35.5	25.0%
Chronic Absenteeism	71.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		47.8
Summative Rating: Percentile rank of Summative Score		46.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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	47.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	50.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	52.2	11.9	No	Met Target	Met Target	Met Target	Not Met	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.



Oak Street School
2016-2017
Grade Span KG-05



35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

School General Info

Principal:	Dr. Costa	Email Address:	jcosta@bernardsboe.com
Address:	70 W OAK ST BASKING RIDGE, NJ 07920-1735	Website:	www.oakstreet.bernardsboe.com
Phone:	(908)204-2565	Twitter:	https://twitter.com/oaksteagles




School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none">• Helping children develop qualities of good character is central to all that we do.• Our goal is to ensure that ALL students are provided with the tools to work towards maximizing their potential.• Technology is infused throughout the instructional day through the use of Chromebooks and Interactive Whiteboards.
 <div>Mission, Vision, Theme:</div>	<p>At Oak Street School, we believe that each child is an iindividual who learns through a dynamic process. Learning will take place in an enriching, safe, and fun environment that will promote individual success while also develeoping responsible learners and contributing members of a democratic society. We expect our students to use their academic and social skills to meet the challenges and opportunities they will experience living and working in a rapidly changing and diverse society.</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>The Go Math program is the central focus of our K-5 mathematics program. The mathematics curriculum integrates applicable mathematical content with problem solving, reasoning and technology. Our Language Arts program encompasses a balanced reading and writing approach which includes shared and guided reading, book clubs and independent reading ,author studies and writing portfolios. The K-5 science curriculum closely aligns with the Next Gen Science standards.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>A variety of enrichment classes and cultural arts activities support our regular curriculum. In the winter and spring, OSS teachers offer a variety of fee based after school activities known as mini units. Courses included poetry, creative writing, chess and theater. Once a month during zero period, teachers run clubs such as virtual reality, juggling, newspaper, mindfulness, kindness and environmental. Students can also apply for a variety of student leadership positions within the school.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Oak Street participates in the YMCA Girls on the Run program. We also provide on a fee basis, a Before and After school child care program which is staffed by Oak Street teachers and high school seniors.</p>







Oak Street School
2016-2017
Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

School Narrative

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

 Staff and Professional Learning:	<p>Staff development is of vital importance at OSS. Many of the teachers are enrolled in graduate level college courses as well at district sponsored staff college courses. Teachers also hone their craft through ongoing participation in Professional Learning Communities. The administrators also recognize the value of improving and growing their instructional and leadership competencies through attendance at conferences and workshops.</p>
 Student Supports and Services:	<p>A variety of services are offered to students who need academic assistance such as instructional support for math, reading and writing. Special Education services include resource center, In class support, OT/PT, speech and adaptive PE. Supports and services are also provided for our ELL students. The Intervention and Referral Committee meets on a regular basis to design intervention plans for identified students.</p>
 Student Health and Wellness:	<p>Student wellness is stressed at OSS through our physical education and health programs. Students also participate in daily recess as part of the 50 minute lunch/recess period. Healthy lunch options are offered in our cafeteria and fresh fruit and vegetables are a mainstay. Workout Wednesday also encourages our students and staff to focus on staying active and fit.</p>
 Parent and Community Involvement:	<p>OSS is very fortunate to have a very involved and dedicated PTO that works hand in hand with teachers and administration. They sponsor several cultural arts assemblies throughout the year, including presentations from noted children's authors and illustrators. They also award mini-grants for teachers to purchase special instructional items for the classroom. The PTO also sponsors two book fairs, The Science Fair, Pizza Night, Movie Matinee and Halloween events.</p>



Oak Street School
2016-2017

Grade Span KG-05

35-0350-060
SOMERSET
BERNARDS TWP
70 W OAK ST
BASKING RIDGE, NJ 07920-1735

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Other Information:

Stephen Covey's "The Habits of Highly Effective People" have become the common language of Oak Street School and serves as a natural outcome of staff members integrating the habits into lessons, using the language in class meetings, activities, hallway displays and Leadership Assemblies. The entire staff sends messages that say, "This is a place where expectations are high and where learning can be fun." OSS's Vision Statement is "To Live, To Love, To Learn, To Leave a Legacy." We recognize that all students are leaders and we provide numerous opportunities for individual leadership skills to grow and develop. The staff firmly believes that we are growing tomorrow's leaders. Our goal is to ensure that all students are provided with the tools to work towards maximizing their potential while also learning and appreciating the importance of demonstrating kindness each and every day. "Treat others the way you want to be treated" is not just a motto but a mindset for the entire Oak Street School Community. School Safety is very important to all of us. On a monthly basis we practice several types of security drills including Fire, Evacuation/Reverse Evacuation, Shelter in Place, MERT and Lockdowns. A Crisis Management Committee meets on a monthly basis to continually assess our security procedures. Timely information is shared with the OSS community through the OSS Friday Folder. The Honeywell Alert System notifies parents and staff of school cancellations or delayed openings /early dismissals. Computer literacy is taught to all students in grades K-5. In addition, instrumental music is offered to students in grades 3, 4 & 5 in addition to chorus for students in grades 4 & 5. A Gifted and Talented Math program is provided for identified students in grade 3, 4 & 5 in additiion to math enrichment opportunities for students in grades K-5.




Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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](#)
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Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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.



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	452	469	455
10	490	441	467
11	463	481	446
12	450	453	484
Ungraded	35	32	36
Total	1889	1876	1888

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%	50%
Male	49%	50%	50%
Economically Disadvantaged Students	2%	2%	2%
Students with Disabilities	14%	14%	14%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	68.2%
Asian	24.3%
Hispanic	5.1%
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.5%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1878
Shared Time Students	17
Full Time Equivalent	1887

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	88.3%
Chinese	2.9%
Spanish	2.0%
Hindi	1.1%
Other	6.4%



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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	520	59.1	80.60	80.60	54.90	49.3	37.3	Met Target
White	335	55.6	79.10	76.70	63.90	46.1	27.8	Met Target
Hispanic	27	62.5	59.20	65.30	39.80	38.3	35.7	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	144	66.5	88.80	91.30	80.70	59.9	63.3	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	241	56.2	83.80	85.50	62.20	48.4		
Male	279	62.0	77.80	76.20	48.10	50.1		
Economically Disadvantaged Students	18	79.2	33.30	31.80	36.20	*	N	N
Non-Economically Disadvantaged Students	502	58.6	82.30	82.10	65.80	*		
Students with Disabilities	82	59.4	34.10	38.20	20.50	21.2	14.2	Met Target
Students without Disabilities	438	59.1	89.30	88.40	61.90	54.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	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.



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	426	777	777	749	*	*	13%	49%	34%	82%	52%
White	279	773	773	757	*	*	17%	52%	28%	80%	62%
Hispanic	23	764	764	733	*	*	*	44%	*	70%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	111	792	792	777	*	*	*	38%	54%	92%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	212	781	781	756	*	*	14%	43%	41%	83%	60%
Male	214	773	773	741	*	*	13%	55%	27%	82%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	60	739	739	714	*	*	45%	27%	*	33%	13%
Students without Disabilities	366	783	783	754	*	*	8%	52%	*	90%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	778	778	743	*	*	15%	38%	38%	75%	46%
White	61	771	771	749	*	*	16%	46%	28%	74%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	45	776	776	752	*	*	*	49%	36%	84%	54%
Male	72	779	779	734	*	*	*	31%	39%	69%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	17	725	725	704	*	*	*	*	0%	24%	12%
Students without Disabilities	100	787	787	749	*	*	*	*	44%	84%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Ridge High School

2016-2017

Grade Span 09-12

35-0350-050

SOMERSET

BERNARDS TWP

268 SO FINLEY AVE

BASKING RIDGE, NJ 07920-9439

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	760	760	736	*	*	*	50%	*	71%	38%
White	28	754	754	738	*	*	*	50%	*	64%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	12	752	752	744	*	*	*	*	*	58%	46%
Male	22	765	765	729	*	*	*	*	*	77%	31%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	34	760	760	740	*	*	*	50%	*	71%	42%
Students with Disabilities	11	723	723	709	*	*	*	*	*	27%	12%
Students without Disabilities	23	778	778	741	*	*	*	*	*	91%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	34	760	760	737	*	*	*	50%	*	71%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

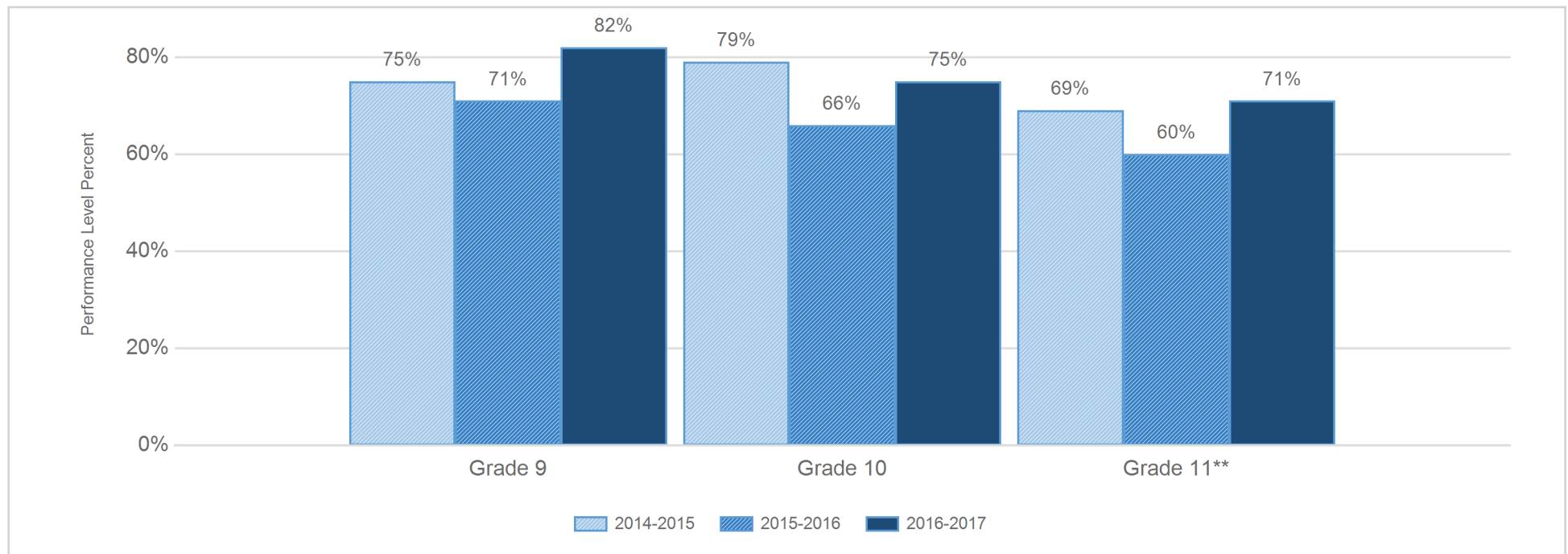


Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

English Language Arts/Literacy Assessment - Performance Trends

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



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



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	473	58.2	75.10	78.10	43.50	45.6	32.5	Met Target
White	323	54.0	71.80	72.90	52.40	41	23.2	Met Target
Hispanic	24	55.1	66.60	59.30	27.60	39.1	23.5	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	116	73.6	86.20	92.60	75.60	64.9	66.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	225	55.6	75.10	78.90	44.10	43.2		
Male	248	60.9	75.00	77.40	42.90	48		
Economically Disadvantaged Students	16	70.8	31.30	23.20	25.10	*	N	N
Non-Economically Disadvantaged Students	457	57.9	76.50	79.80	54.30	*		
Students with Disabilities	74	54.7	27.00	34.70	16.50	15.7	11.8	Met Target
Students without Disabilities	399	58.9	83.90	86.10	48.80	51.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	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.



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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	141	748	776	743	*	14%	32%	49%	*	50%	42%
White	111	748	769	751	*	14%	35%	48%	*	49%	52%
Hispanic	13	737	759	728	*	*	*	*	0%	46%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	759	799	774	0%	*	*	*	*	69%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	70	745	771	744	*	*	34%	49%	*	49%	43%
Male	71	751	781	741	*	*	30%	49%	*	52%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	50	737	*	714	*	*	36%	26%	*	28%	10%
Students without Disabilities	91	754	*	747	*	*	30%	62%	*	63%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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	255	764	768	734	*	*	11%	75%	12%	87%	30%
White	181	763	764	740	*	*	12%	77%	9%	86%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	55	769	776	758	0%	*	*	71%	20%	91%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	127	763	767	735	*	*	11%	79%	9%	87%	31%
Male	128	765	769	733	*	*	10%	72%	15%	87%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	16	734	734	711	0%	*	*	*	*	31%	*
Students without Disabilities	239	766	770	738	0%	*	*	*	*	91%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

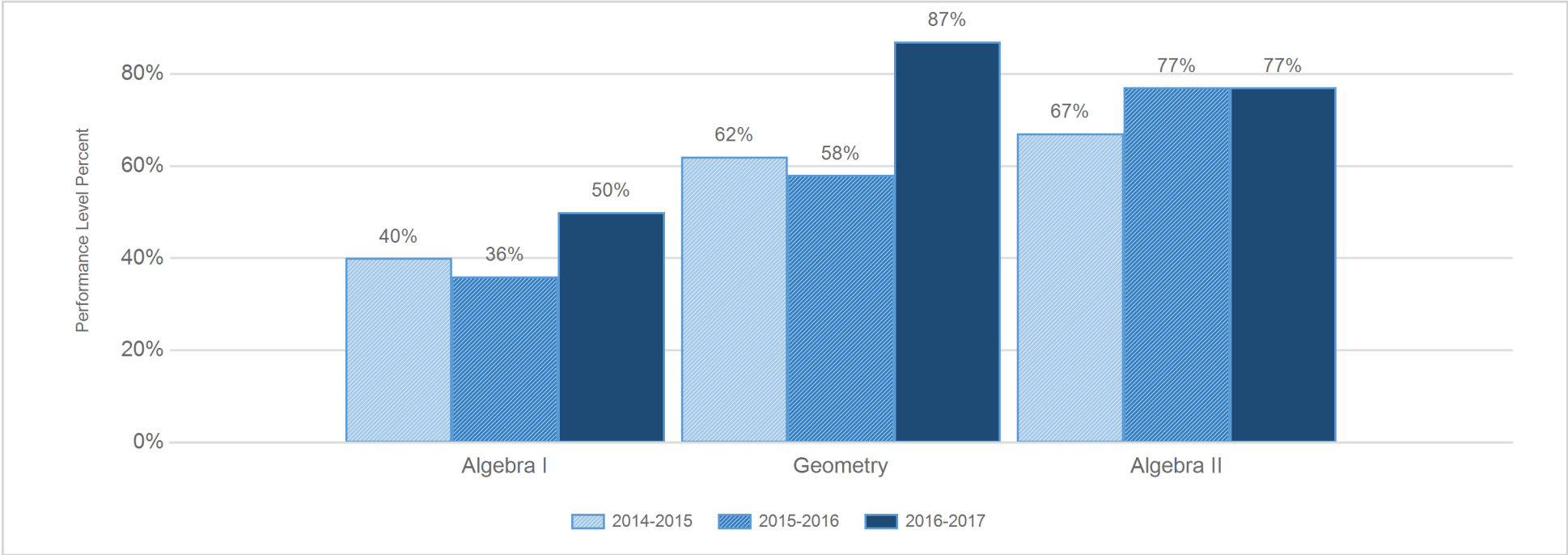
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	783	784	725	*	*	13%	43%	34%	77%	28%
White	46	757	757	731	*	*	*	50%	*	63%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	60	804	*	761	*	0%	*	38%	50%	88%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	48	779	779	725	*	*	*	44%	31%	75%	27%
Male	60	786	*	725	*	*	*	42%	37%	78%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	10	682	682	692	*	*	*	*	*	*	*
Students without Disabilities	98	793	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	108	783	*	726	*	*	13%	43%	34%	77%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





Ridge High School
2016-2017

Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	69.2%	30.8%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



Ridge High School
2016-2017

Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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

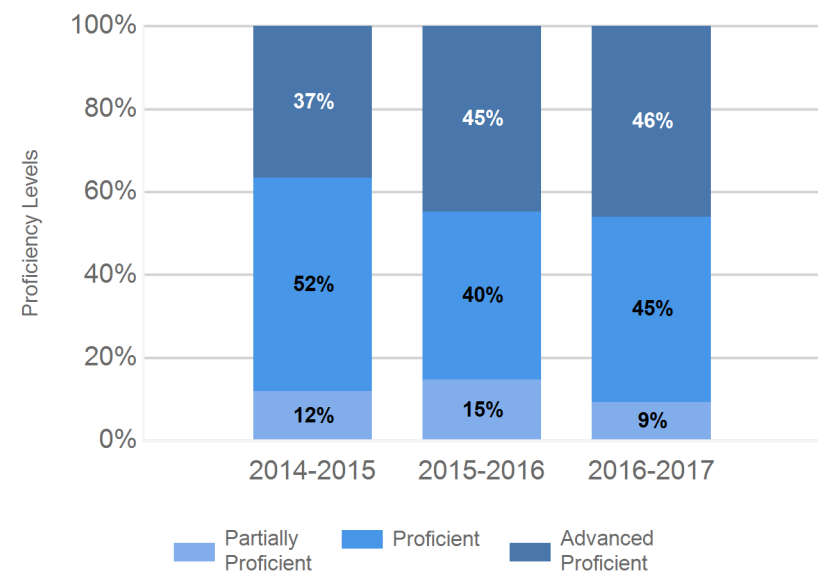
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	46%	45%	9%
White	39%	52%	9%
Hispanic	*	*	21%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	71%	25%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	6%	47%	47%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	69.5%	89.4%
Percentage of students taking the SAT	70.1%	70.0%
Percentage of students taking the ACT	73.0%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	580	481	Varies By Grade	94%	67%
PSAT - Math	594	483	Varies By Grade	85%	49%
SAT - Reading and Writing	637	551	480	98%	77%
SAT - Math	641	552	530	89%	58%
ACT - Reading	27	24	22	85%	65%
ACT - English	27	24	18	94%	79%
ACT - Math	27	24	22	84%	65%
ACT - Science	26	23	23	75%	54%



Ridge High School

2016-2017

Grade Span 09-12

35-0350-050

SOMERSET

BERNARDS TWP

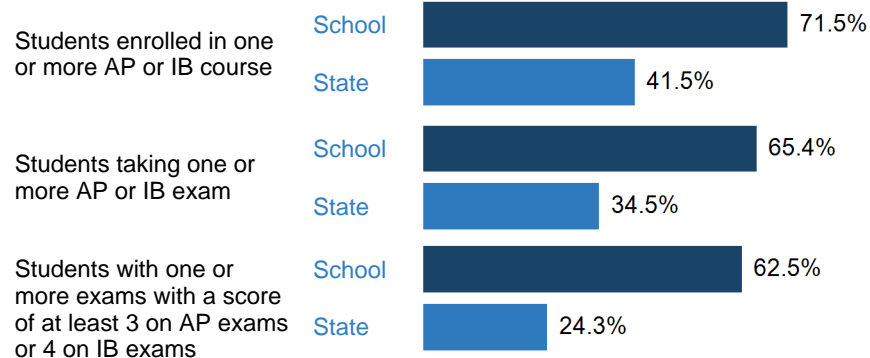
268 SO FINLEY AVE

BASKING RIDGE, NJ 07920-9439

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

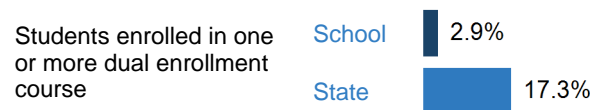
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	91	82
AP Calculus AB	85	85
AP Calculus BC	60	58
AP Chemistry	36	32
AP Chinese Language and Culture	0	3
AP Computer Science A	121	113
AP English Language and Composition	77	76
AP English Literature and Composition	94	65
AP Environmental Science	122	80
AP European History	25	18
AP French Language and Culture	17	17
AP Human Geography	119	90
AP Italian Language and Culture	22	22
AP Macroeconomics	0	147
AP Microeconomics	112	101
AP Physics 1	0	109
AP Physics 2	25	22
AP Physics B	137	0
AP Physics C	55	0
AP Physics C: Electricity and Magnetism	0	47



Ridge High School
2016-2017

Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	45
AP Psychology	204	183
AP Spanish Language	30	23
AP Statistics	52	50
AP Studio Art—Drawing Portfolio	25	22
AP Studio Art—Three-Dimensional	2	1
AP Studio Art—Two-Dimensional	2	2
AP U.S. Government and Politics	161	150
AP U.S. History	56	52
Total Exams Taken		1695
Exams with scores of at least 3 on AP exams or 4 on IB exams		1614



Ridge High School
2016-2017
Grade Span 09-12

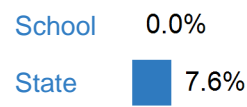
35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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

Career and Technical Education Participation

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

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



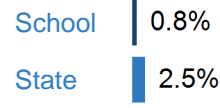
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
 SOMERSET
 BERNARDS TWP
 268 SO FINLEY AVE
 BASKING RIDGE, NJ 07920-9439

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	168	239	52	1	0	0	42
10	5	175	225	63	10	0	37
11	4	6	131	249	58	9	37
12	2	1	9	41	277	86	134
Schoolwide	179	421	419	354	345	95	250
Enrolled in AP/IB Course					145	52	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	460	0	0	0	0	0
10	13	463	0	0	2	0
11	43	24	0	4	433	8
12	82	27	0	192	89	149
Schoolwide	598	514	0	196	524	157
Enrolled in AP/IB Course	91	36		122	213	0



Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	457	2	0	0	0	79
10	9	461	0	0	0	129
11	3	17	2	150	0	440
12	0	131	110	170	0	233
Schoolwide	469	611	112	320	0	881
Enrolled in AP/IB Course	0	56	112	204	0	285

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	212	77	64	72	0	0	18
10	234	73	88	65	0	0	14
11	174	49	50	27	0	0	127
12	72	26	30	27	0	0	190
Schoolwide	692	225	232	191	0	0	349
Enrolled in AP/IB Course	30	17	22	0	0	0	0
Enrolled in Level 3 or Higher	334	108	111	90	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Ridge High School
2016-2017
Grade Span 09-12

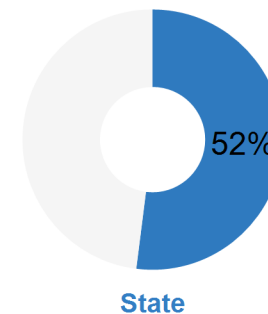
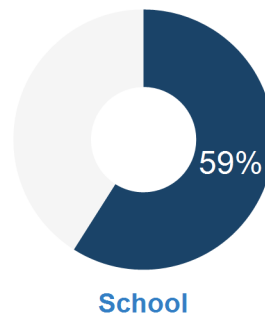
35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

Visual and Performing Arts – Course Participation

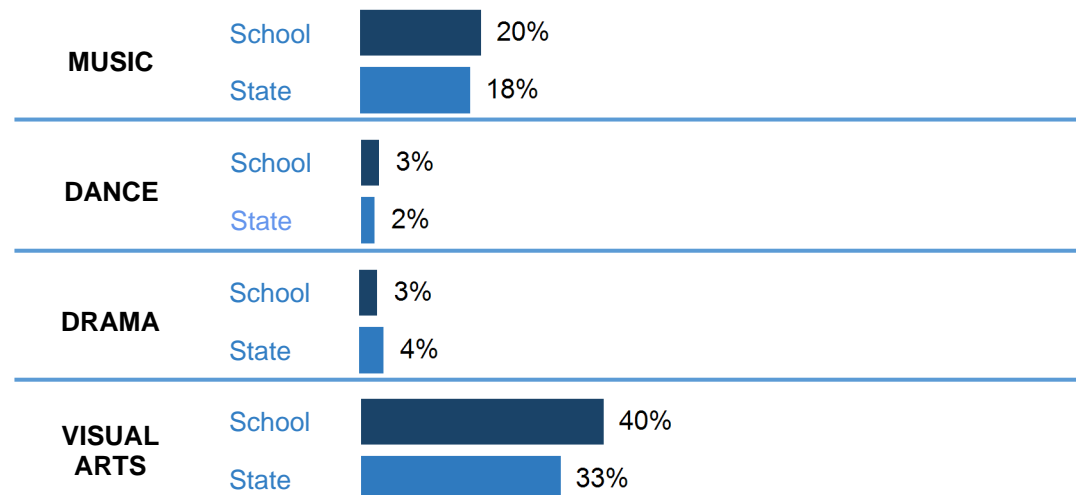
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Ridge High School

2016-2017

Grade Span 09-12

35-0350-050

SOMERSET

BERNARDS TWP

268 SO FINLEY AVE

BASKING RIDGE, NJ 07920-9439

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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.0%	90.5%	98.3%	91.8%	97.4%	N	Met Goal	98.1%	N	Met Goal
White	98.4%	94.5%	98.3%	95.1%	97.5%	N	Met Goal	98.6%	N	Met Goal
Hispanic	*	84.3%	92.3%	86.3%	84.6%	**	**	100.0%	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	98.0%	96.6%	98.9%	97.5%	98.9%	N	Met Goal	94.7%	96.0%	Not Met
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	93.3%	**	**
Students with Disabilities	89.7%	78.8%	92.3%	82.1%	90.8%	88.4%	Met Target	88.1%	92.3%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	N	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	98.0%	-
2016	97.4%	98.3%
2015	98.1%	98.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0%	1.1%



Ridge High School
2016-2017

Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.7%	6.3%	93.7%
White	87.4%	6.9%	93.1%
Hispanic	81.3%	23.1%	76.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	1.2%	98.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	92.6%	20%	80%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.1%	7.4%	92.6%	53.9%	46.2%	22.8%	77.2%
White	86.8%	8.8%	91.2%	55.6%	44.4%	20.3%	79.7%
Hispanic	100%	8.3%	91.7%	33.3%	66.7%	16.7%	83.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	85.2%	1.3%	98.7%	49.3%	50.7%	32%	68%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	96.6%	22.8%	77.2%	50.9%	49.1%	36.8%	63.2%
English Learners	N	N	N	N	N	N	N



Ridge High School
2016-2017

Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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

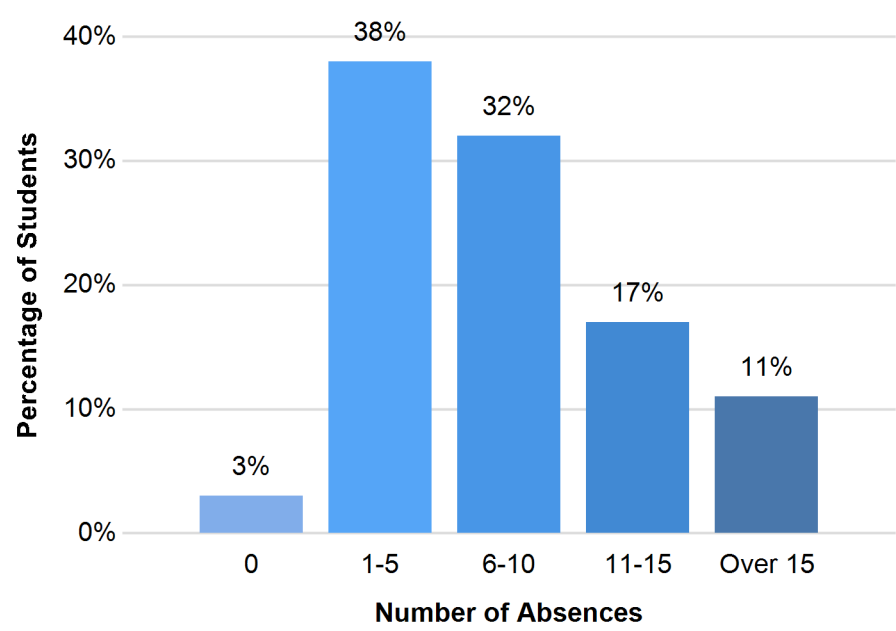
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	14.30	Met Target
White	7.40	14.30	Met Target
Hispanic	9.60	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	6.70	14.30	Met Target
Economically Disadvantaged Students	28.10	14.30	Not Met
Students with Disabilities	16.20	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



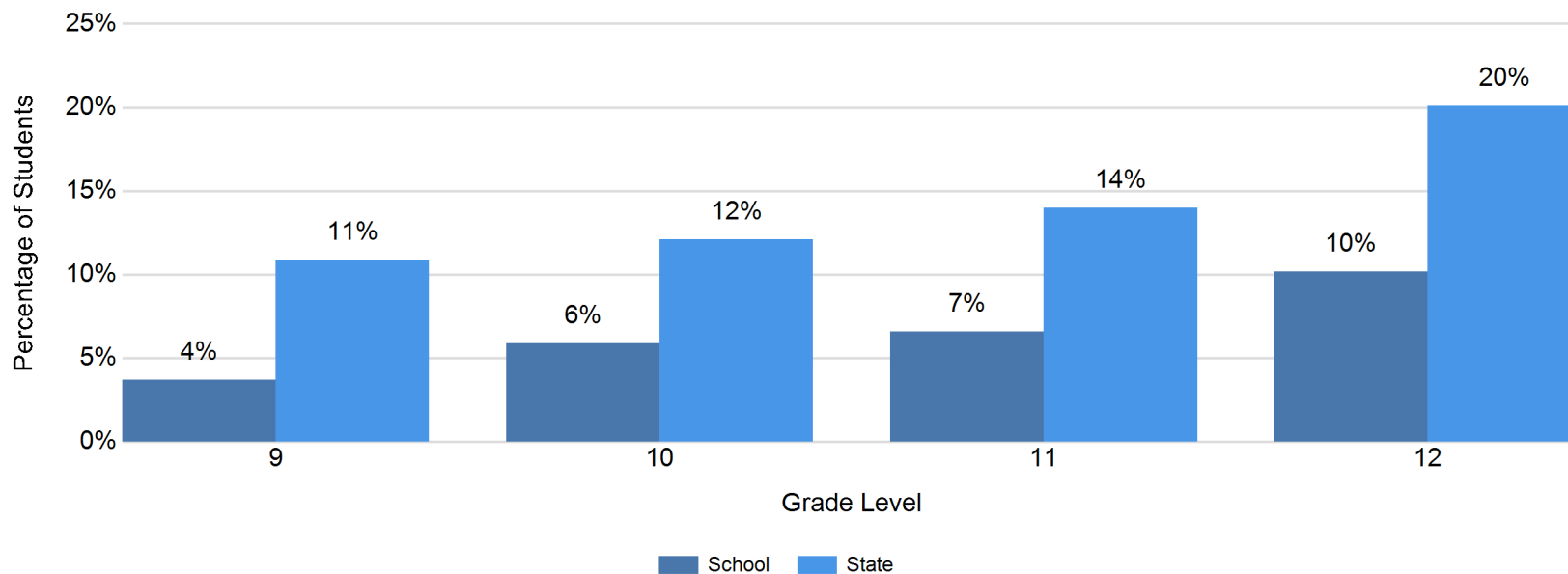


Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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.





Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

School Day

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

Category	School
Typical Start Time	7:35AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	2 Hrs. 40 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.48

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



Ridge High School
2016-2017

Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	180.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$254	\$13,822	\$14,076



Ridge High School

2016-2017

Grade Span 09-12

35-0350-050

SOMERSET

BERNARDS TWP

268 SO FINLEY AVE

BASKING RIDGE, NJ 07920-9439

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	147	120,724
Average years experience in public schools	8.6	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	69%	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	31	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	97%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	145:1	179:1
Librarian/Media Specialists		926:1
Nurses		793:1
Counselors		347:1
Child Study Team		278:1



Ridge High School

2016-2017

Grade Span 09-12

35-0350-050

SOMERSET

BERNARDS TWP

268 SO FINLEY AVE

BASKING RIDGE, NJ 07920-9439

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**:

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	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%



Ridge High School
2016-2017

Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

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	49.6	17.5%
Mathematics Proficiency	78.6	17.5%
Graduation - 4-Year	76.9	25.0%
Graduation - 5-Year	60.5	25.0%
Chronic Absenteeism	68.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.0
Summative Rating: Percentile rank of Summative Score		68.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Ridge High School

2016-2017

Grade Span 09-12

35-0350-050

SOMERSET

BERNARDS TWP

268 SO FINLEY AVE

BASKING RIDGE, NJ 07920-9439

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	67.0	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	67.9	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	39.8	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	74.6	6.2	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Ridge High School
2016-2017
Grade Span 09-12




35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

School General Info

Principal:	Mr. Krause	Email Address:	dkrause@bernardsboe.com
Address:	268 SO FINLEY AVE BASKING RIDGE, NJ 07920-9439	Website:	www.bernardsboe.com
Phone:	(908)204-2585	Twitter:	https://twitter.com/ridge_high

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"> • Ridge offers a rigorous academic program with multiple AP and Honors level courses and a STEAM Program • Award-winning Forensics Team, Marching Band, A Cappella Choir, Art, Dance, and Drama Groups. • Offering 34 varsity sports teams which perennially win conference, sectional, and group championships
 Mission, Vision, Theme:	<p>The Ridge High School Mission is to provide a superior education which results in academic excellence, responsible behavior, good citizenship, and fosters social-emotional development so that ultimately each student will be able to maximize his/her potential, become a contributing member of society, and maintain a commitment to life-long learning.</p>
 Awards, Recognition, Accomplishments:	<p>In April 2017, U.S. News & World Report ranked Ridge as number 15 in New Jersey and number 318 nationally. In August 2016, Newsweek ranked Ridge number 71 of 500 high schools nationally in "preparing students for college." In 2016, NJ Monthly magazine ranked Ridge number 14 on the list of NJ's Top Public High Schools. In 2017, Ridge had 10 National Merit Scholarship Semifinalists and 40 more students receiving Commendations. Ridge far exceeds State and national averages for SAT & ACT performance.</p>







Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

School Narrative

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 Courses, Curriculum, Instruction:	<p>Ridge offers a rigorous and comprehensive academic program to students in all subject areas, from fine and practical arts to advanced science and mathematics courses. 26 Advanced Placement offerings and 32 Honors courses provide students with expansive opportunities to challenge themselves and prepare for college. The students benefit from working with faculty who are current with pedagogical practices through graduate-level coursework and in-District Staff College offerings.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Ridge's athletic program is highly decorated. For the third year in a row Ridge was awarded the Shop Rite Cup as the Most Outstanding Athletic Program for Group IV. For the 2016-2017 school year, Ridge won State championships in the following sports: girls soccer, girls cross-country, ice hockey, girls tennis, boys golf, and girls indoor and Spring track. Ridge's athletic programs are guided by outstanding coaches who work diligently for the benefit of our student-athletes.</p>
 Clubs and Activities:	<p>Ridge has over 115 Clubs which address various interests, including spirit, community service, political awareness, diversity, and entrepreneurship. Ridge also has various honor societies, including the National Honor Society, National Honor Society for Dance Arts, Tri-M National Music Honor Society, National Art Honor Society, and National English Honor Society. Students also participate in Math League and National Science Bowl. The Forensics Team has won 16 straight State Championships.</p>
 Before and After School Programs:	<p>The Media Center is open for students before and after school for quiet study and class-related research.</p>








Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

School Narrative

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

 Staff and Professional Learning:	<p>Ridge faculty engage in a variety of professional development opportunities, including District and school in-service programs and the District's Staff College program. Faculty also participate in PLCs by subject area. A mentoring program is also in place to assist new staff members and help their transition to Ridge.</p>
 Postsecondary Information:	<p>97% of the Class of 2017 furthered their education, with 92% attending 4 year colleges and 5% attending a 2 year college. The School Counseling Office hosts Financial Aid events, Parent Nights for upperclassmen, and a College Fair. College representatives regularly visit with students at school. Ridge students have access to SAT and ACT course materials through their Naviance account. Ridge graduates attend some of the most prestigious colleges in the nation, including many Ivy League schools.</p>
 Student Supports and Services:	<p>ESL classes are offered for students who need this service. The Special Services staff provides assistance through in-class support and pullout replacement courses. There is a CBAP program and vocational skills/CBI classes for students based upon needs identified in IEPs. The I&RS program assists students who may have learning, behavior, and/or health difficulties. The ESS program provides counseling/therapeutic services onsite for students. Tutorial periods assist students academically.</p>
 Student Health and Wellness:	<p>Physical Education and Health are curricular components, which includes units on mindfulness. Food service is offered throughout the day and all students are required to have a lunch period in their schedules. Ridge has a Mindfulness Club aimed at helping to alleviate student stress. The District has a Social-Emotional Learning (SEL) committee focused on programming and student wellness.</p>
 Parent and Community Involvement:	<p>The PTO organization coordinates with school administration to provide programming and other services. The Parent Advisory Council (PAC) and Parents for Exceptional Children (PEC) meet regularly with school administration for the same purpose. The Parent Portal is available through the Aspen SIS program. Ridge works with the local community to offer joint programming on issues of importance such as violence prevention, suicide awareness, drug prevention, and community service offerings.</p>




Ridge High School
2016-2017
Grade Span 09-12

35-0350-050
SOMERSET
BERNARDS TWP
268 SO FINLEY AVE
BASKING RIDGE, NJ 07920-9439

School Narrative

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

<div><div>Other Information:</div></div>	<p>Ridge follows a 9-period day schedule. Ridge implements the Standard Response Protocol (SRP) adopted by Somerset County and has a school safety team in place to assist in the process. There is a School Resource Officer (SRO) dedicated to the high school. Ridge has mutliple computer devices for student use as well as computer labs, and classrooms are outfitted with interactive LCD projectors. Ridge is a BYOD campus so students may bring their own device and connect to our network. All instructional staff and administrators are provided with laptops for professional use. Ridge uses various forms of communication, including an instant alert system, Friday Folder, school website, daily announcements, outdoor LCD message board, and Naviance.</p>
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William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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



William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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.



William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	453	447	425
7	443	461	448
8	466	460	454
Ungraded	20	23	29
Total	1382	1391	1356

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	48%
Male	51%	51%	53%
Economically Disadvantaged Students	2%	1%	1%
Students with Disabilities	14%	14%	14%
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	63.1%
Asian	27.1%
Hispanic	5.5%
Black or African American	0.7%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.5%

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	88.6%
Chinese	3.0%
Spanish	1.9%
Other	6.3%



William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

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	1132	86.9	82.40	80.60	54.90	75.2	66.7	Met Target
White	673	81.3	77.60	76.70	63.90	66.2	57.9	Met Target
Hispanic	58	88.0	65.50	65.30	39.80	59.7	55.6	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	350	98.4	93.70	91.30	80.70	93.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	41	93.7	95.10	92.40	54.90	93.3	80	Met Goal
Female	526	85.8	87.40	85.50	62.20	78.9		
Male	606	88.0	78.10	76.20	48.10	72		
Economically Disadvantaged Students	34	100.0	26.50	31.80	36.20	*	N	N
Non-Economically Disadvantaged Students	1098	86.6	84.20	82.10	65.80	*		
Students with Disabilities	163	82.0	33.20	38.20	20.50	28.4	22.9	Met Target
Students without Disabilities	969	87.8	90.70	88.40	61.90	83.7		
English Learners	15	88.9	53.30	62.00	25.20	49.4	**	**
Non-English Learners	1117	86.9	82.80	80.90	57.40	75.5		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	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.



William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

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	357	770	770	752	3%	4%	15%	52%	26%	78%	54%
White	198	766	766	758	*	*	22%	51%	20%	71%	63%
Hispanic	25	751	751	740	*	*	*	44%	*	56%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	115	782	782	776	*	*	*	53%	40%	93%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	16	773	773	753	*	0%	0%	63%	*	94%	56%
Female	159	777	777	758	*	*	11%	47%	37%	84%	61%
Male	198	764	764	746	*	*	18%	56%	18%	73%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	52	737	737	722	*	*	31%	29%	*	37%	17%
Students without Disabilities	305	776	776	758	*	*	13%	56%	*	85%	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%



William Annin Middle School
2016-2017

Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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	386	785	785	756	*	*	7%	36%	53%	88%	59%
White	226	779	779	764	*	*	8%	43%	44%	86%	69%
Hispanic	17	765	765	742	*	*	*	*	*	65%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	122	799	799	784	*	*	*	25%	71%	96%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	19	799	799	757	0%	*	0%	*	68%	95%	59%
Female	168	793	793	764	*	*	*	30%	63%	93%	68%
Male	218	779	779	749	*	*	*	40%	45%	85%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	41	737	737	719	*	*	32%	27%	*	34%	19%
Students without Disabilities	345	791	791	763	*	*	4%	37%	*	95%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	386	785	785	758	*	*	7%	36%	53%	88%	*
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%



William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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	405	778	778	757	*	*	12%	55%	29%	84%	59%
White	247	774	774	764	*	*	17%	56%	24%	80%	68%
Hispanic	22	764	764	742	*	*	*	55%	*	73%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	121	789	789	786	*	*	*	50%	44%	94%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	10	781	781	758	0%	*	0%	*	*	90%	60%
Female	214	783	783	766	*	*	10%	50%	36%	86%	68%
Male	191	772	772	749	*	*	14%	60%	21%	81%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	46	741	741	718	*	*	37%	28%	*	35%	18%
Students without Disabilities	359	783	783	764	*	*	9%	58%	*	90%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	405	778	778	759	*	*	12%	55%	29%	84%	*
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%



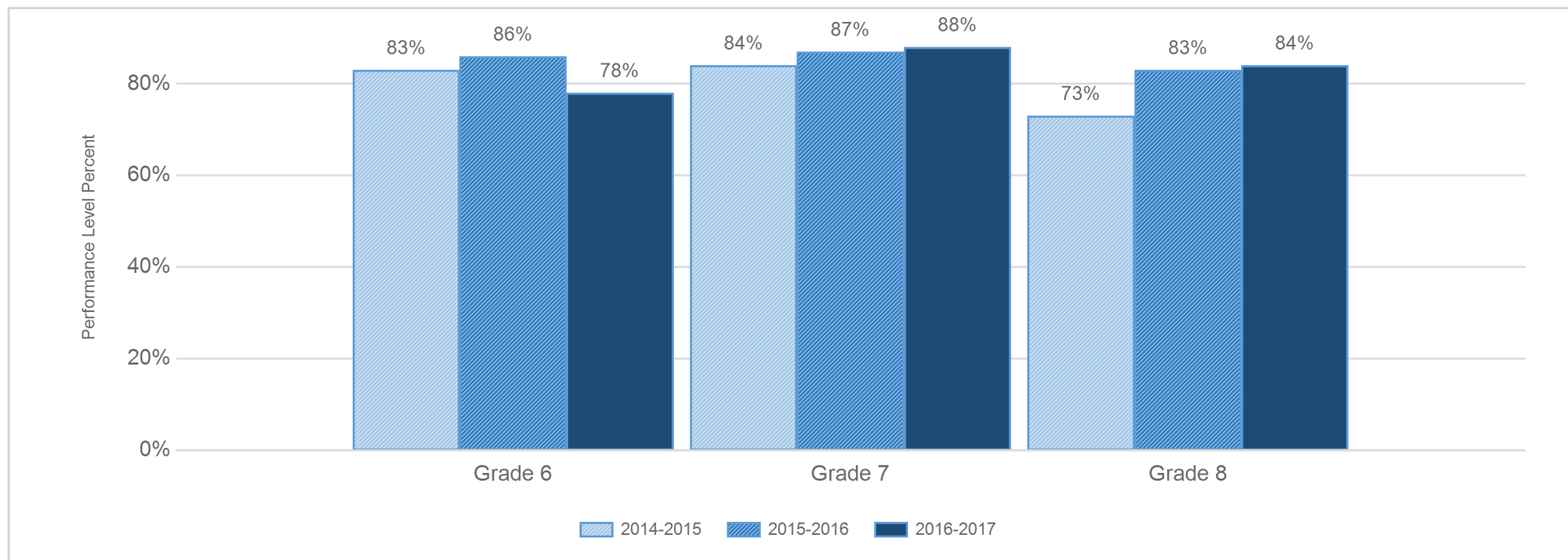
William Annin Middle School
2016-2017

Grade Span 06-08

35-0350-055
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BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

English Language Arts/Literacy Assessment - Performance Trends

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





William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

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	1152	88.2	78.60	78.10	43.50	72.8	61.9	Met Target
White	691	83.4	72.80	72.90	52.40	63.7	52.2	Met Target
Hispanic	60	87.0	56.70	59.30	27.60	51.8	44.3	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	350	98.7	94.00	92.60	75.60	94	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	41	93.7	85.40	88.30	44.90	83.7	69.1	Met Goal
Female	539	87.6	79.40	78.90	44.10	73.3		
Male	613	88.8	77.80	77.40	42.90	72.4		
Economically Disadvantaged Students	35	100.0	14.30	23.20	25.10	*	N	N
Non-Economically Disadvantaged Students	1117	87.9	80.50	79.80	54.30	*		
Students with Disabilities	162	82.4	26.60	34.70	16.50	22.9	16.7	Met Target
Students without Disabilities	990	89.3	87.00	86.10	48.80	81.8		
English Learners	18	95.7	66.60	75.40	23.30	66.6	N	N
Non-English Learners	1134	88.1	78.80	78.10	45.20	72.9		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	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.



William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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	357	769	769	743	3%	3%	17%	53%	24%	77%	44%
White	197	762	762	751	*	*	24%	56%	14%	70%	54%
Hispanic	26	744	744	731	*	*	*	39%	*	54%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	115	785	785	771	*	*	*	52%	41%	93%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	16	775	775	745	*	0%	*	*	*	88%	46%
Female	158	771	771	745	*	*	19%	50%	27%	77%	45%
Male	199	767	767	742	*	*	16%	56%	21%	77%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	52	736	736	717	*	*	35%	27%	*	33%	13%
Students without Disabilities	305	774	774	748	*	*	14%	58%	*	84%	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.



William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

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	316	763	763	741	*	*	20%	59%	16%	75%	40%
White	209	761	761	748	*	*	22%	60%	12%	72%	49%
Hispanic	16	747	747	730	*	*	*	*	*	50%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	73	774	774	764	*	*	*	64%	27%	92%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	16	765	765	740	0%	*	*	*	*	69%	39%
Female	147	765	765	743	*	*	20%	59%	16%	76%	41%
Male	169	761	761	740	*	*	19%	59%	16%	75%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	41	728	728	716	*	*	42%	*	*	20%	11%
Students without Disabilities	275	768	768	746	*	*	16%	*	*	83%	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.



**William Annin Middle School
2016-2017**

Grade Span 06-08

**35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245**

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	97	739	739	728	*	24%	29%	39%	*	39%	28%
White	80	740	740	736	*	19%	31%	41%	*	41%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	48	741	741	730	*	25%	33%	38%	*	38%	30%
Male	49	736	736	725	*	22%	25%	41%	*	41%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	39	724	724	705	*	*	*	*	*	21%	*
Students without Disabilities	58	748	748	734	*	*	*	*	*	52%	*
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.



William Annin Middle School
2016-2017

Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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	325	788	776	743	*	*	3%	72%	25%	96%	42%
White	197	781	769	751	0%	*	*	82%	14%	95%	52%
Hispanic	13	781	759	728	*	*	*	92%	*	100%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	103	804	799	774	*	*	*	50%	50%	99%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	165	782	771	744	*	*	*	78%	16%	95%	43%
Male	160	795	781	741	*	*	*	65%	33%	98%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	325	788	*	751	*	*	3%	72%	25%	96%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



William Annin Middle School
2016-2017

Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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	75	783	768	734	*	*	*	53%	45%	99%	30%
White	10	778	764	740	0%	0%	*	*	*	90%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	60	783	776	758	0%	0%	0%	55%	45%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	38	783	767	735	*	*	*	50%	50%	100%	31%
Male	37	783	769	733	*	*	*	57%	41%	97%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	75	783	*	740	*	*	*	53%	45%	99%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	75	783	770	738	*	*	*	53%	45%	99%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	75	783	*	735	*	*	*	53%	45%	99%	*
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	*



William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

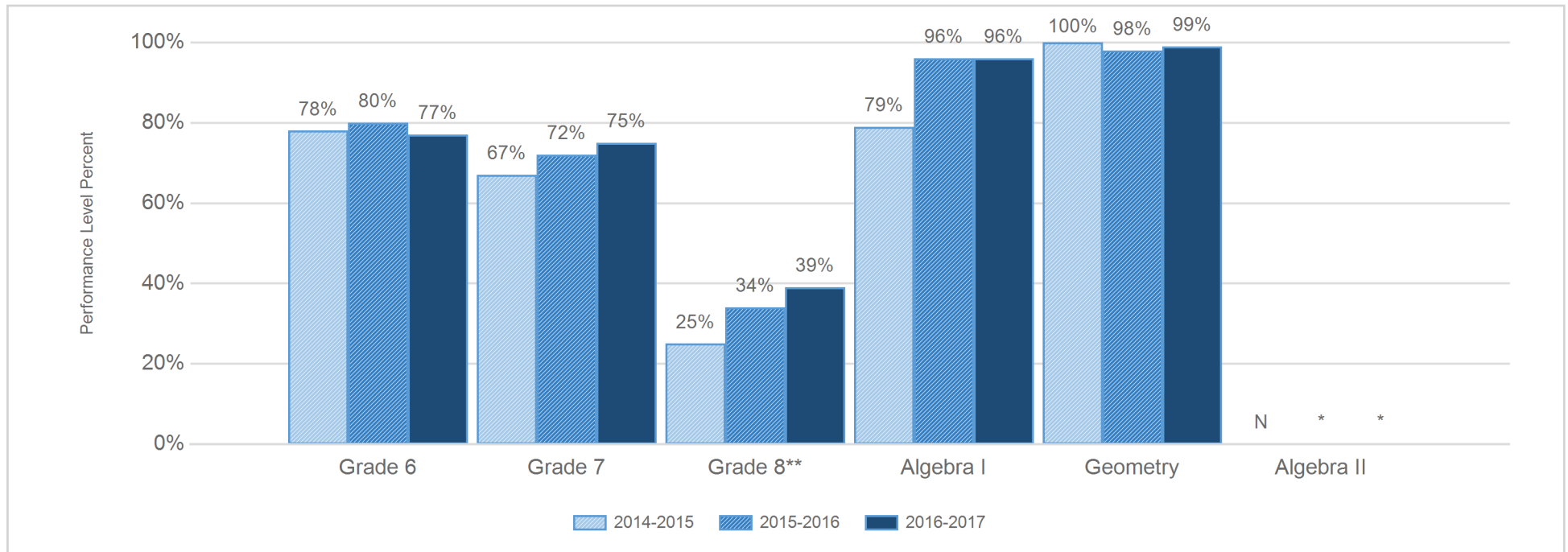
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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



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



William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	12	12
7	10	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



William Annin Middle School
2016-2017

Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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.

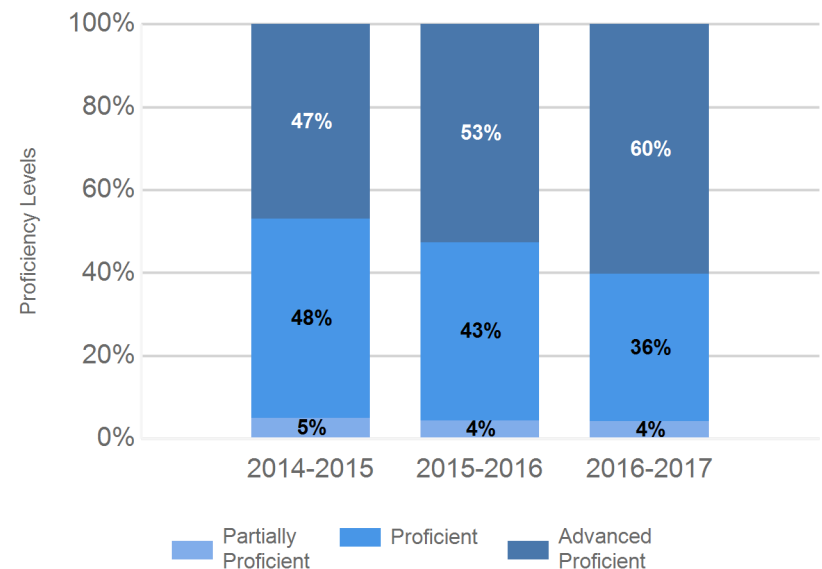
NJASK Science Assessment Performance: Grade 8

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	60%	36%	4%
White	56%	41%	4%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	74%	24%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	N	N	*
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.





William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40	47	50	Met Target	48	53	50	Met Target
White	38	45	50	Not Met	48	51	52	Met Target
Hispanic	28	44	49	Not Met	40.5	46.5	47	Met Target
Black or African American	*	41.5	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	43	*	60	Met Target	51	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	55	51	Met Target	*	*	52	Not Met
Economically Disadvantaged	*	53	47	**	*	48	46	**
Students with Disabilities	32.5	38.5	41	Not Met	30.5	40	43	Not Met
English Learners	49	46	53	**	43	48	51	**

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



William Annin Middle School
2016-2017

Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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

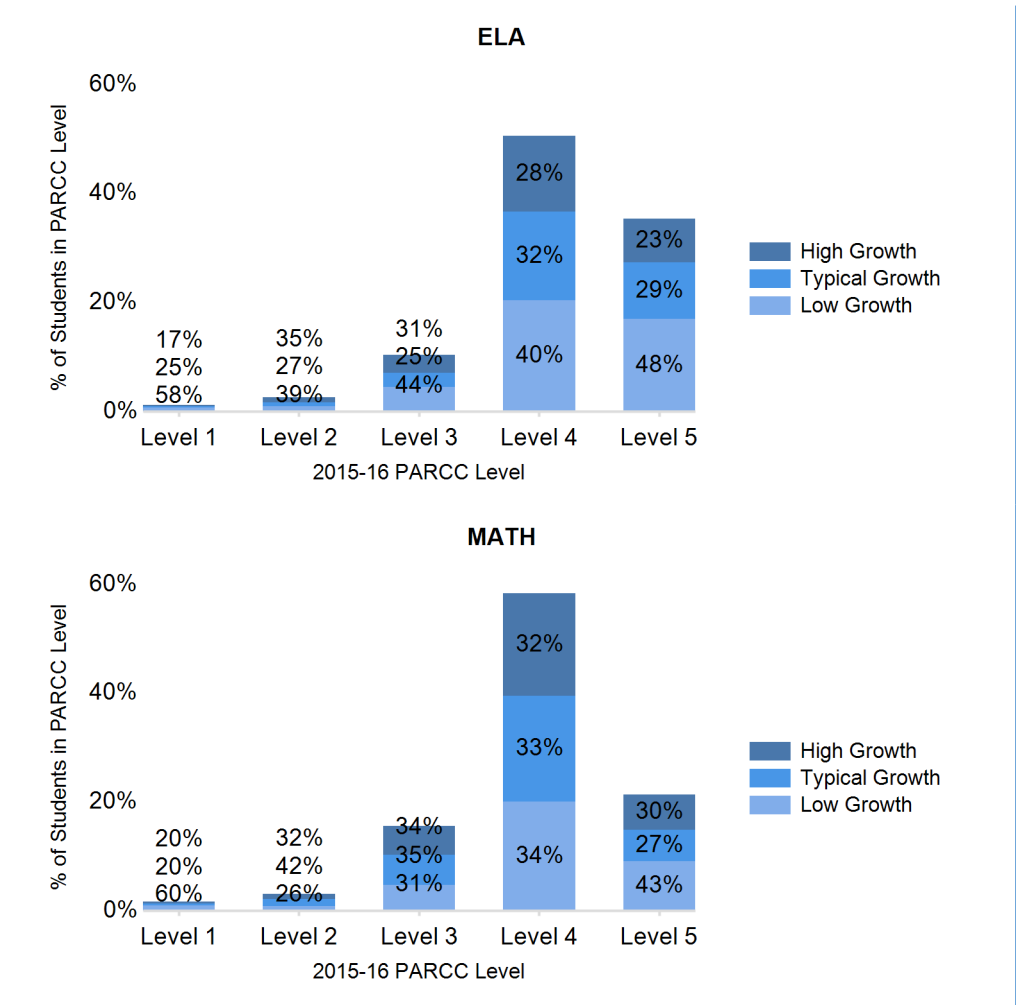
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

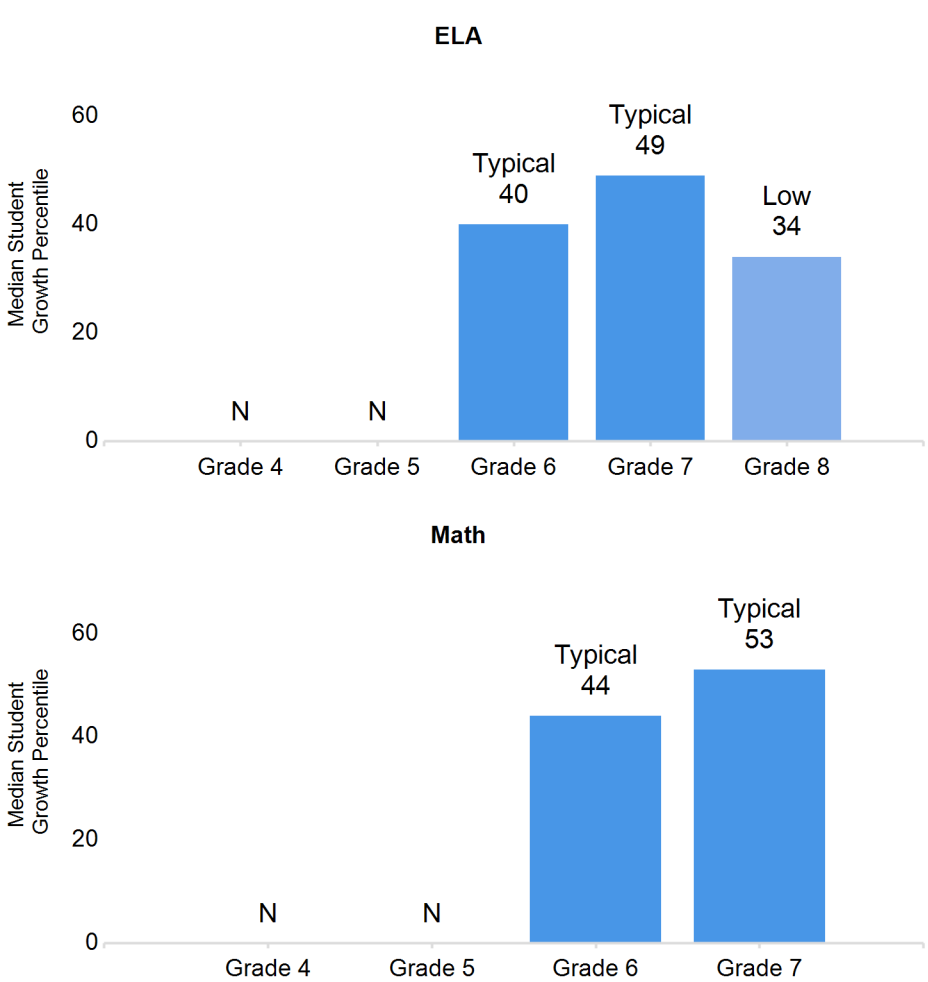
Student Growth by Performance Level

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



Student Growth by Grade

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





William Annin Middle School
2016-2017

Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	1	0	440
7	67	2	464
8	272	74	121
Schoolwide	340	76	1025

World Languages - Course Participation

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

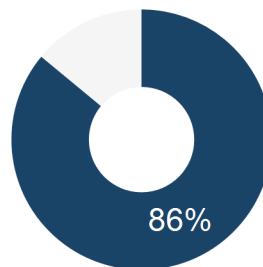
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	213	65	43	37	0	0	0
7	222	56	52	62	0	0	0
8	190	66	58	68	0	0	0
Schoolwide	625	187	153	167	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

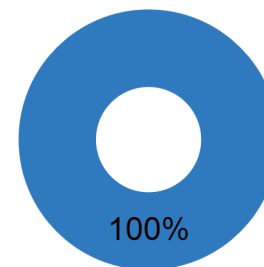
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

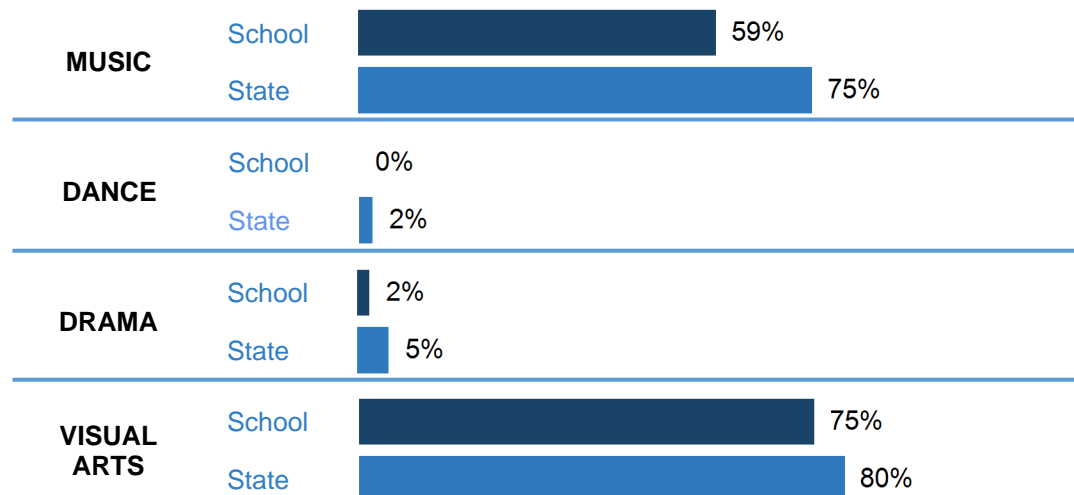


School



State

Students enrolled in one or more classes by discipline:





William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

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

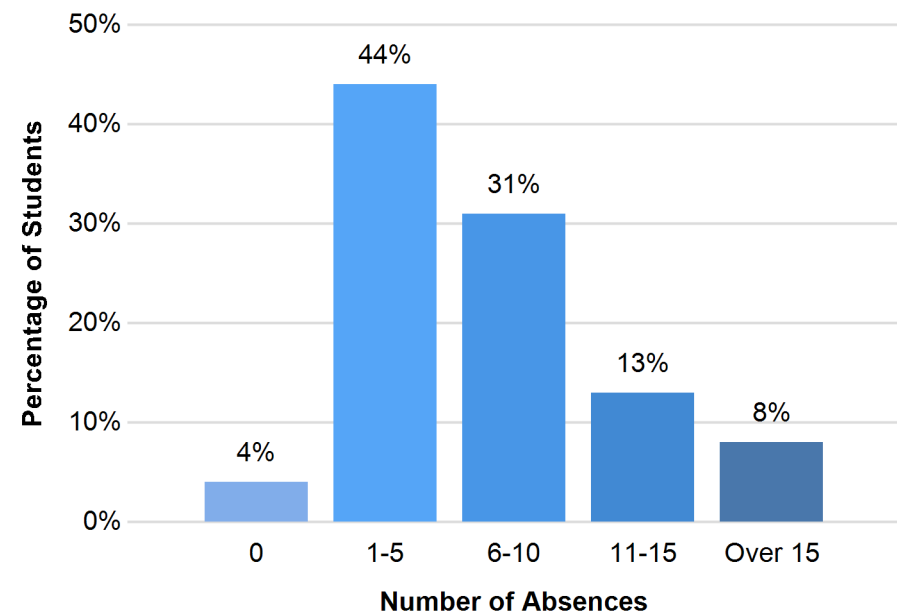
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	8.70	Met Target
White	6.10	8.70	Met Target
Hispanic	2.70	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.20	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	9.70	8.70	Not Met
English Learners	N	**	**

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

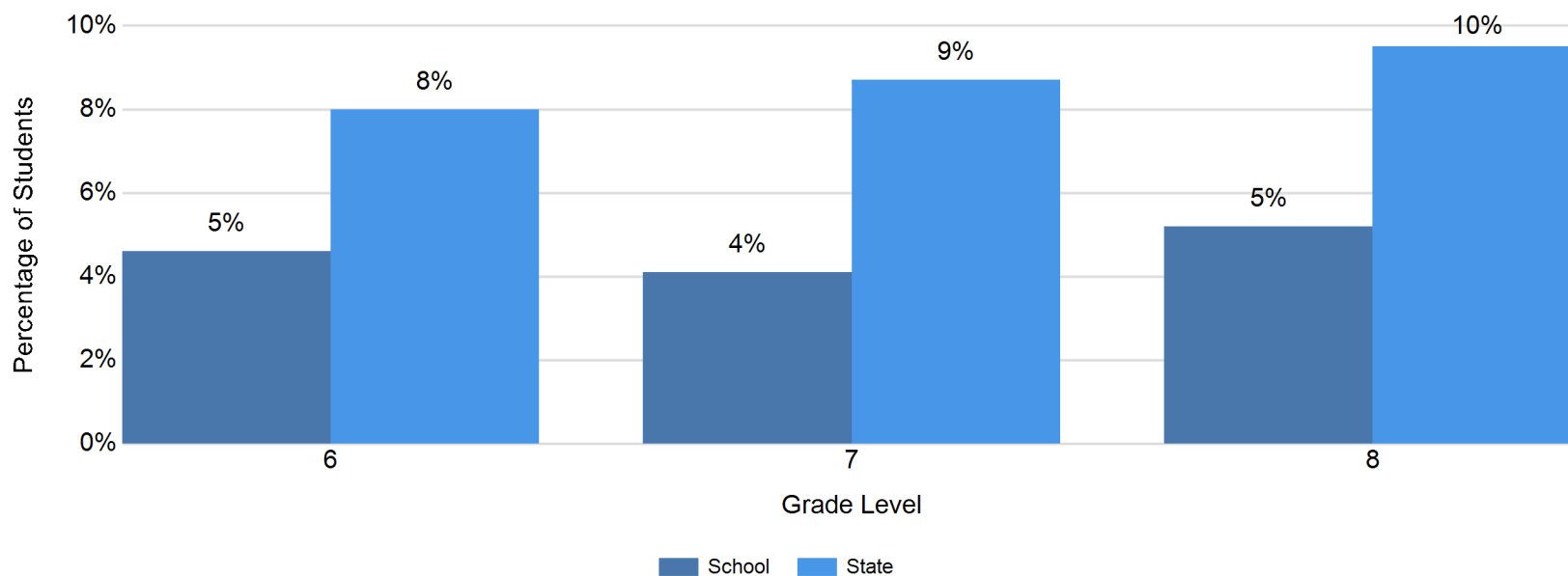
Days Absent

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.





William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 33 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	5
Vandalism	2
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.47

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	1.0%
Any Suspension	1.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

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	180.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$254	\$13,822	\$14,076



William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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	129	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	97%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	339:1	179:1
Librarian/Media Specialists		926:1
Nurses		793:1
Counselors		347:1
Child Study Team		278:1



William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

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

Teachers and Administrators - Level of Education

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

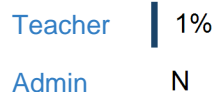
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	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%



William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	75.1	17.5%
Mathematics Proficiency	83.7	17.5%
English Language Arts Growth	11.8	25.0%
Mathematics Growth	28.5	25.0%
Chronic Absenteeism	75.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.2
Summative Rating: Percentile rank of Summative Score		48.8
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.



William Annin Middle School

2016-2017

Grade Span 06-08

35-0350-055

SOMERSET

BERNARDS TWP

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	49.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	39.0	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	51.3	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	48.6	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	61.6	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Not Met	No
Economically Disadvantaged Students	**	**	No	N	N	**	**	**	No
Students with Disabilities	41.7	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



William Annin Middle School
2016-2017
Grade Span 06-08



35-0350-055
 SOMERSET
 BERNARDS TWP
 70 QUINCY ROAD
 BASKING RIDGE, NJ 07920-2245

School General Info

Principal:	Ms. Hudock	Email Address:	khudock@bernardsboe.com
Address:	70 QUINCY ROAD BASKING RIDGE, NJ 07920-2245	Website:	www.williamannin.bernardsboe.com
Phone:	(908)204-2610		

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"> • Schools To Watch Designation 2016-2019 • William Annin Middle School is ranked as the # 6 public middle school in New Jersey. • Holocaust Day was named "Best Promising Practice"
 Mission, Vision, Theme:	<p>William Annin Middle School serves 1341 students in grades six through eight. Middle schools are unique in that they are specifically designed with programs for early adolescents. Students at this age level are enduring a period of accelerated maturity that differ them from the elementary and high school student.</p>







William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
 SOMERSET
 BERNARDS TWP
 70 QUINCY ROAD
 BASKING RIDGE, NJ 07920-2245

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 Courses, Curriculum, Instruction:	<p>Content is a major consideration in achieving an excellent, balanced middle school. Our school has strong academic programs in language arts, English, mathematics, social studies and science. Complementing these academic courses are world language offerings in Spanish, French, Latin and Italian taken for a full year in grades six through eight.</p>
 Sports and Athletics:	<p>The athletic program at William Annin Middle School is overseen by our parent run athletic organization, WAMSAO. This parent run program, offers a variety of seasonal competitive sports for students as well as clinic opportunities for all levels.</p>
 Clubs and Activities:	<p>Students are able to participate in a wide variety of pay-to-play clubs that are run at the middle school level. The diverse offerings provide students with choice and the ability to collaborate with like-minded individuals who share similar passions and interests.</p>
 Before and After School Programs:	<p>William Annin Middle School offers an after-school program for students in grades six through eight. This program runs daily from 2:30 pm to 6:00 pm at the middle school. The program divides up the time into intervals where students can complete homework, participate in physical activities and utilize the building spaces for more formal organized events. The after-care program is parent funded.</p>







William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
 SOMERSET
 BERNARDS TWP
 70 QUINCY ROAD
 BASKING RIDGE, NJ 07920-2245

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 Staff and Professional Learning:	<p>The professional staff at WAMS are constantly engaged in professional learning opportunities that are provided by the district or organizations. Bernards Township School District has a staff college program that helps to organize professional development classes for our teachers based upon needs, interest and district initiatives</p>
 Student Supports and Services:	<p>WAMS has a comprehensive I&RS/504 team, Child Study Team, Student Assistant Counsleors and School Resource Officer on site to support the middle grade student. In additon, we have instructional support classes to assist those students who may fall below the district/state proficiency levels.</p>
 Student Health and Wellness:	<p>Mindful of the balance needed, special area courses in physical education/health, the related arts and technology are key to our comprehensive program. Sudents have physical education class daily at the middle school for 40 minutes. During these classes, students are taught about healthy choices that can assist them for their life-time.</p>
 Parent and Community Involvement:	<p>WAMS has a very active PTO, PEC and WAMS AO program to support the diverse needs of our student population. These groups were in conjunction to promote the mission of the middle school.</p>



William Annin Middle School
2016-2017
Grade Span 06-08

35-0350-055
SOMERSET
BERNARDS TWP
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>WAMS was built in 1969. It has had several extensive additions as the student population grew. Most recently, WAMS foods room went under an extensive remodel which now allows for a farm to table exploration and hydroponics growing of food. In the next several years, will be equipped with air condition in instructional classrooms.</p>
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