




Memorial Elementary School
2016-2017
Grade Span PK-08

03-2710-030
BERGEN
LITTLE FERRY BORO
130 LIBERTY ST
LITTLE FERRY, NJ 07643-1756

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	31	34	38
KG	0	0	0
1	0	0	0
2	103	92	98
3	105	105	100
4	98	101	101
5	89	102	99
6	108	95	101
7	111	115	93
8	112	117	107
Ungraded	25	29	37
Total	782	790	774

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	51%
Male	50%	50%	49%
Economically Disadvantaged Students	18%	32%	40%
Students with Disabilities	8%	11%	11%
English Learners	6%	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
Hispanic	41.3%
White	33.3%
Asian	15.1%
Native Hawaiian or Pacific Islander	5.4%
Black or African American	4.7%
American Indian or Alaska Native	0.0%
Two or More Races	0.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	32	34	38
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	59.6%
Spanish	18.2%
Arabic	6.3%
Korean	4.0%
Tagalog	3.4%
Other	8.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	616	98.1	59.40	59.40	54.90	59.4	46.6	Met Target
White	220	99.5	55.50	55.50	63.90	55.5	44.3	Met Target
Hispanic	245	96.9	54.70	54.70	39.80	54.7	40.4	Met Target
Black or African American	29	100.0	51.70	51.70	35.20	51.7	19.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	121	97.6	77.70	77.70	80.70	77.7	67.6	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	318	97.8	68.80	68.80	62.20	68.8		
Male	298	98.4	49.40	49.40	48.10	49.4		
Economically Disadvantaged Students	261	98.5	49.80	49.80	36.20	49.8	36.6	Met Target
Non-Economically Disadvantaged Students	355	97.8	66.40	66.40	65.80	66.4		
Students with Disabilities	69	97.2	*	*	20.50	*	6.8	Met Target†
Students without Disabilities	547	98.2	*	*	61.90	*		
English Learners	21	91.7	*	*	25.20	*	7.8	Met Target
Non-English Learners	595	98.3	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

** 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	104	754	754	749	11%	*	30%	43%	*	52%	50%
White	32	748	748	759	*	*	34%	38%	*	44%	61%
Hispanic	45	749	749	734	*	*	27%	44%	*	51%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	766	766	775	*	*	*	42%	*	58%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	54	759	759	754	*	*	28%	48%	*	59%	55%
Male	50	749	749	745	*	*	32%	38%	*	44%	46%
Economically Disadvantaged Students	39	741	741	731	*	*	26%	39%	*	41%	31%
Non-Economically Disadvantaged Students	65	762	762	762	*	*	32%	46%	*	59%	63%
Students with Disabilities	13	707	707	720	*	*	*	*	*	*	24%
Students without Disabilities	91	761	761	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	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	107	750	750	753	*	16%	17%	51%	*	61%	56%
White	35	752	752	762	*	*	*	54%	*	63%	67%
Hispanic	47	744	744	740	*	21%	*	45%	*	53%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	17	759	759	777	*	*	*	59%	*	71%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	61	752	752	758	*	*	*	57%	*	66%	61%
Male	46	748	748	749	*	*	*	44%	*	54%	51%
Economically Disadvantaged Students	49	745	745	737	*	*	*	45%	*	55%	36%
Non-Economically Disadvantaged Students	58	754	754	764	*	*	*	57%	*	66%	69%
Students with Disabilities	14	706	706	725	*	*	*	*	*	*	25%
Students without Disabilities	93	757	757	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	760	760	756	*	*	20%	59%	*	68%	59%
White	40	765	765	763	*	*	*	60%	*	75%	69%
Hispanic	38	753	753	743	*	*	26%	58%	*	61%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	772	772	779	0%	0%	*	73%	*	87%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	48	768	768	761	*	*	*	63%	*	79%	66%
Male	50	752	752	750	*	*	*	56%	*	58%	53%
Economically Disadvantaged Students	46	750	750	740	*	*	*	57%	*	59%	40%
Non-Economically Disadvantaged Students	52	769	769	765	*	*	*	62%	*	77%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	753	753	752	*	16%	22%	45%	*	58%	54%
White	37	743	743	758	*	*	27%	41%	*	46%	63%
Hispanic	40	747	747	740	*	*	25%	43%	*	53%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	779	779	776	0%	0%	*	54%	*	88%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	51	756	756	758	*	*	*	51%	*	65%	61%
Male	52	750	750	746	*	*	*	39%	*	52%	46%
Economically Disadvantaged Students	47	744	744	737	*	*	28%	38%	*	45%	34%
Non-Economically Disadvantaged Students	56	761	761	761	*	*	18%	50%	*	70%	65%
Students with Disabilities	13	717	717	722	*	*	*	*	*	*	17%
Students without Disabilities	90	758	758	758	*	*	*	*	*	*	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%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	752	752	756	*	13%	20%	46%	*	58%	59%
White	36	750	750	764	*	*	*	47%	*	56%	69%
Hispanic	31	744	744	742	*	*	32%	42%	*	48%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	20	775	775	784	0%	*	*	55%	*	85%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	49	756	756	764	*	*	*	55%	*	65%	68%
Male	44	748	748	749	*	*	*	36%	*	50%	51%
Economically Disadvantaged Students	34	738	738	739	*	*	*	35%	*	44%	40%
Non-Economically Disadvantaged Students	59	760	760	766	*	*	*	53%	*	66%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	755	755	757	*	*	24%	46%	14%	60%	59%
White	39	742	742	764	*	*	26%	44%	*	49%	68%
Hispanic	45	755	755	742	*	*	29%	49%	*	60%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	786	786	786	0%	*	*	*	*	85%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	55	773	773	766	*	*	*	56%	*	80%	68%
Male	55	737	737	749	*	*	*	36%	*	40%	50%
Economically Disadvantaged Students	44	744	744	739	*	*	25%	50%	*	55%	40%
Non-Economically Disadvantaged Students	66	762	762	766	*	*	23%	44%	*	64%	69%
Students with Disabilities	14	715	715	718	*	*	*	*	*	*	18%
Students without Disabilities	96	761	761	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%

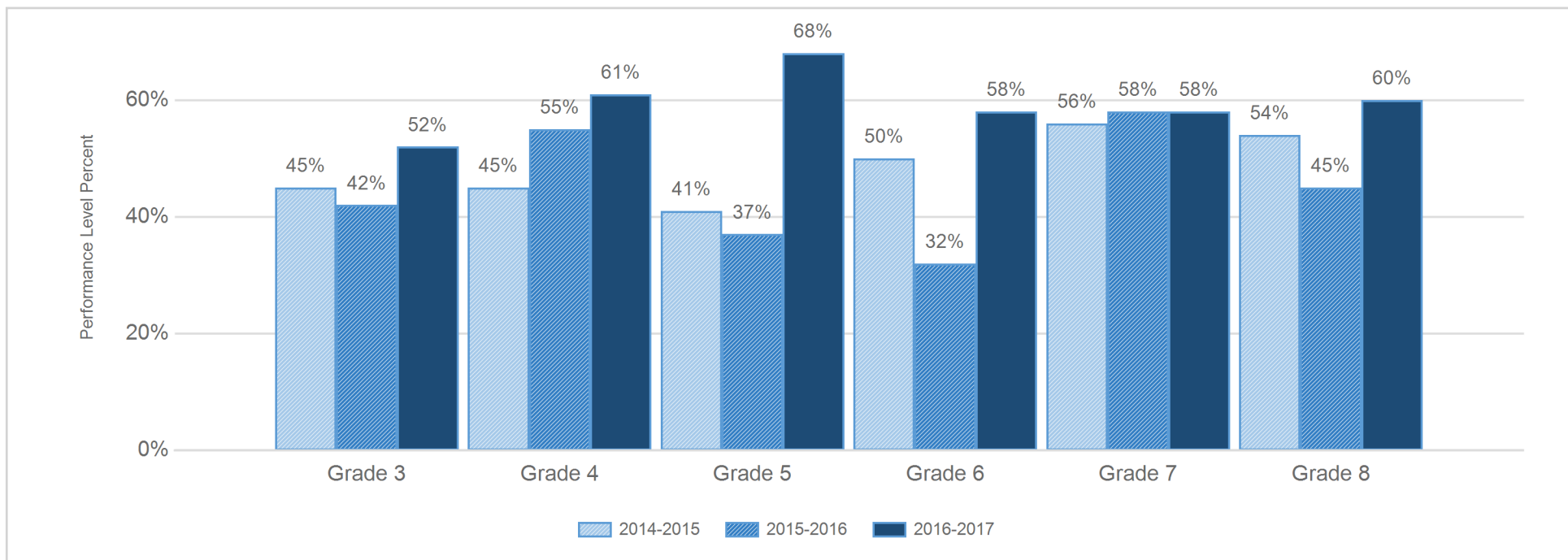


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	615	98.0	42.70	42.70	43.50	42.7	37.8	Met Target
White	219	99.1	38.80	38.80	52.40	38.8	33.5	Met Target
Hispanic	245	96.9	36.70	36.70	27.60	36.7	32.2	Met Target
Black or African American	29	100.0	17.20	17.20	21.70	17.2	23	Met Target†
Asian, Native Hawaiian, or Pacific Islander	121	97.6	67.70	67.70	75.60	67.7	58.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	316	97.6	44.60	44.60	44.10	44.6		
Male	299	98.4	40.90	40.90	42.90	40.9		
Economically Disadvantaged Students	261	98.9	30.20	30.20	25.10	30.2	29	Met Target
Non-Economically Disadvantaged Students	354	97.3	52.00	52.00	54.30	52		
Students with Disabilities	68	97.1	*	*	16.50	*	13.8	Not Met
Students without Disabilities	547	98.1	*	*	48.80	*		
English Learners	21	93.5	*	*	23.30	*	11.6	Met Target†
Non-English Learners	594	98.2	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	748	748	751	*	18%	27%	43%	*	51%	53%
White	31	751	751	759	0%	*	*	42%	*	52%	63%
Hispanic	46	739	739	738	*	26%	24%	39%	*	44%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	26	758	758	779	*	0%	*	50%	*	62%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	54	753	753	751	*	*	24%	52%	*	61%	52%
Male	52	743	743	751	*	*	31%	35%	*	40%	53%
Economically Disadvantaged Students	40	735	735	736	*	*	25%	33%	*	35%	34%
Non-Economically Disadvantaged Students	66	756	756	761	*	*	29%	50%	*	61%	65%
Students with Disabilities	13	716	716	729	*	*	0%	*	*	15%	29%
Students without Disabilities	93	752	752	755	*	*	31%	*	*	56%	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	*	*	*	726	*	*	*	*	*	*	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	107	748	748	747	*	20%	32%	42%	*	45%	47%
White	35	746	746	755	*	*	40%	40%	0%	40%	59%
Hispanic	47	743	743	734	*	26%	30%	40%	*	40%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	17	766	766	774	0%	*	*	*	*	65%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	61	745	745	747	*	*	38%	36%	*	38%	47%
Male	46	752	752	747	*	*	24%	50%	*	54%	48%
Economically Disadvantaged Students	48	741	741	732	*	*	27%	38%	*	40%	27%
Non-Economically Disadvantaged Students	59	754	754	757	*	*	36%	46%	*	49%	61%
Students with Disabilities	13	717	717	724	*	*	*	*	*	*	22%
Students without Disabilities	94	752	752	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	751	751	747	*	12%	34%	48%	*	53%	46%
White	40	754	754	754	0%	*	25%	58%	*	63%	57%
Hispanic	39	742	742	735	*	*	41%	41%	0%	41%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	16	775	775	774	0%	0%	*	*	*	75%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	49	752	752	747	*	*	39%	49%	*	53%	47%
Male	51	751	751	746	*	*	29%	47%	*	53%	46%
Economically Disadvantaged Students	46	745	745	732	*	*	41%	35%	*	39%	27%
Non-Economically Disadvantaged Students	54	757	757	756	*	*	28%	59%	*	65%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	741	741	743	*	26%	34%	29%	*	36%	44%
White	38	733	733	751	*	29%	42%	*	*	24%	54%
Hispanic	40	735	735	731	*	33%	30%	30%	*	30%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	24	766	766	771	0%	*	*	42%	*	67%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	51	738	738	745	*	29%	31%	31%	*	35%	45%
Male	53	744	744	742	*	23%	36%	26%	*	36%	43%
Economically Disadvantaged Students	47	732	732	728	*	30%	40%	21%	*	21%	24%
Non-Economically Disadvantaged Students	57	749	749	752	*	23%	28%	35%	*	47%	56%
Students with Disabilities	13	717	717	717	*	*	*	*	*	*	13%
Students without Disabilities	91	745	745	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	739	739	741	*	22%	38%	25%	*	31%	40%
White	36	736	736	748	*	28%	33%	28%	*	31%	49%
Hispanic	32	730	730	730	*	*	47%	*	0%	16%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	20	766	766	764	*	0%	*	*	*	65%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	49	738	738	743	*	22%	41%	22%	*	29%	41%
Male	45	740	740	740	*	22%	36%	27%	*	33%	38%
Economically Disadvantaged Students	34	730	730	729	*	*	32%	*	*	27%	22%
Non-Economically Disadvantaged Students	60	744	744	749	*	*	42%	*	*	33%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	719	719	728	15%	42%	31%	*	*	13%	28%
White	28	706	706	736	*	*	*	*	*	*	35%
Hispanic	33	728	728	721	*	39%	30%	*	0%	24%	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	27	720	720	730	*	44%	*	*	0%	11%	30%
Male	45	718	718	725	*	40%	*	*	0%	13%	26%
Economically Disadvantaged Students	39	720	720	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	33	717	717	734	*	*	*	*	*	*	34%
Students with Disabilities	14	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	58	722	722	734	*	*	*	*	*	*	*
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	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	*	*	*	713	*	*	*	*	*	*	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	770	770	743	0%	0%	*	84%	*	90%	42%
White	11	759	759	751	0%	0%	*	*	0%	82%	52%
Hispanic	12	774	774	728	0%	0%	*	*	*	83%	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	28	768	768	744	0%	0%	*	*	*	89%	43%
Male	10	775	775	741	0%	0%	*	*	*	90%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	38	770	770	747	0%	0%	*	84%	*	90%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	38	770	770	745	0%	0%	*	84%	*	90%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

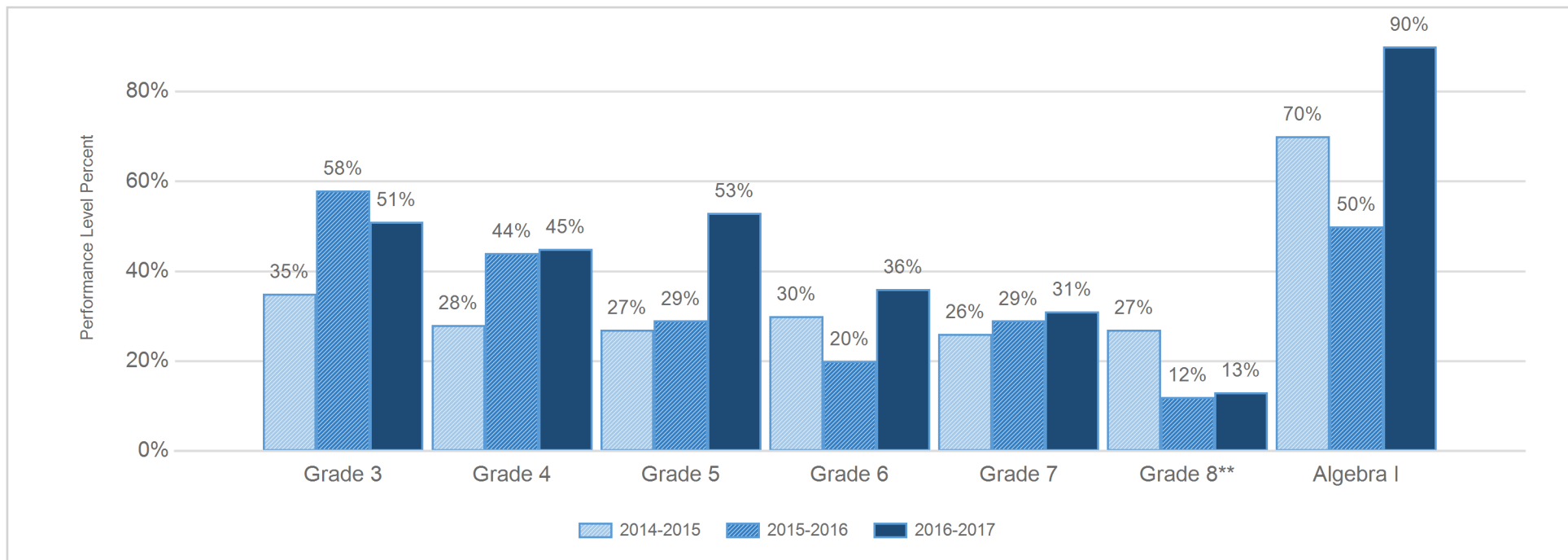


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	*	*
7	N	N
8	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	10	*	*
2	12	83.3%	16.7%
3	*	*	*
4	*	*	*
5+	*	*	*



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

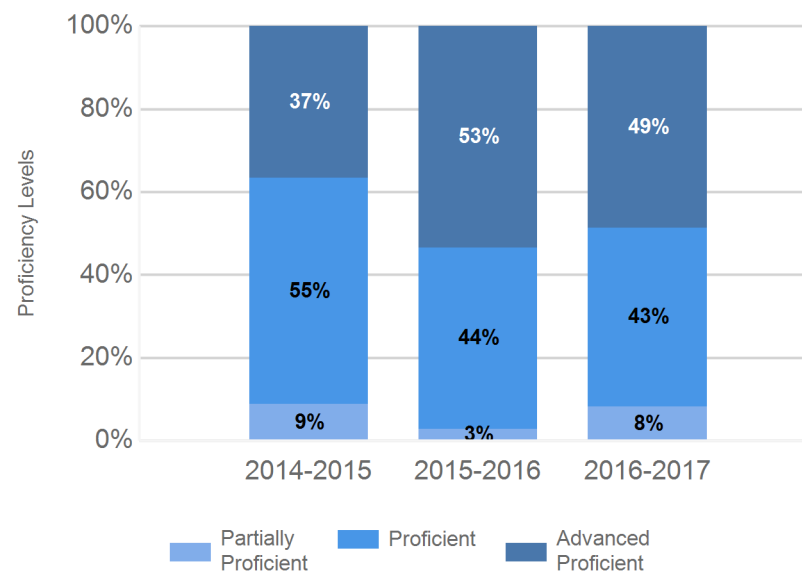
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	43%	8%
White	43%	46%	11%
Hispanic	46%	44%	10%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	42%	48%	10%
Students with Disabilities	8%	75%	17%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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This section 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.

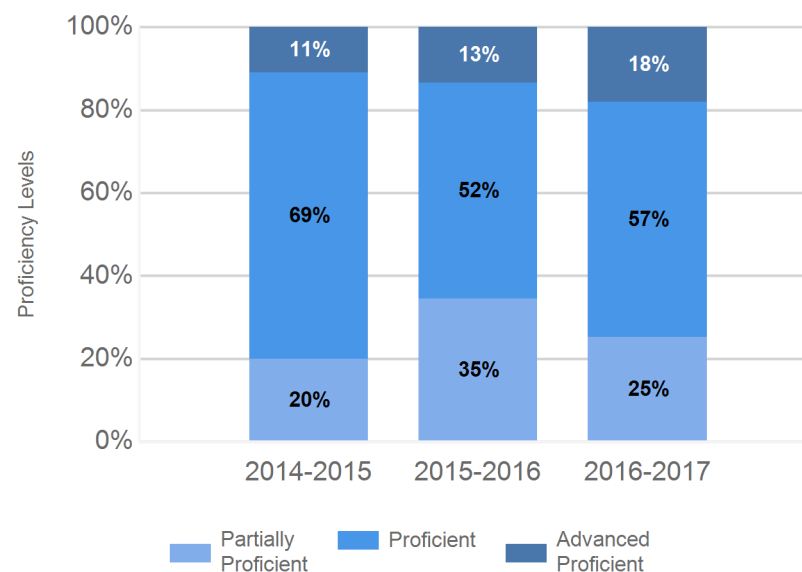
NJASK Science Assessment Performance: Grade 8

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	18%	57%	25%
White	8%	54%	39%
Hispanic	20%	62%	18%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	11%	57%	32%
Students with Disabilities	N	29%	71%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	57	50	Met Target	59	59	50	Met Target
White	58	58	50	Met Target	55	55	52	Met Target
Hispanic	50	50	49	Met Target	54.5	54.5	47	Met Target
Black or African American	62	62	45	Exceeds Target	61	61	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	64	64	60	Exceeds Target	78.5	78.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	53	53	47	Met Target	54	54	46	Met Target
Students with Disabilities	27.5	27.5	41	Not Met	39	39	43	Not Met
English Learners	*	*	53	**	47	47	51	**

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



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Grade Span PK-08

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:

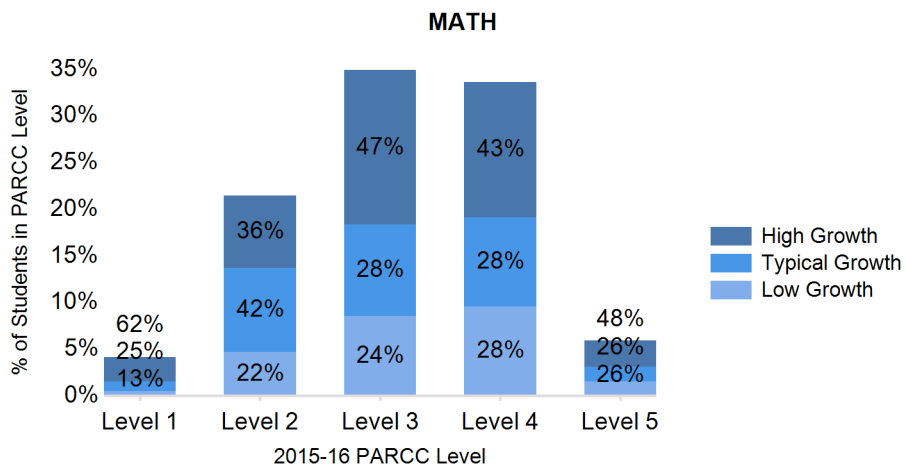
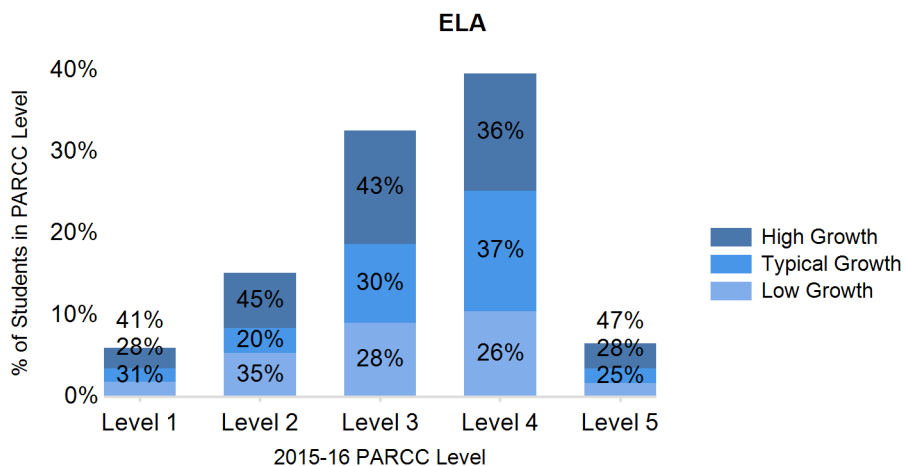
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

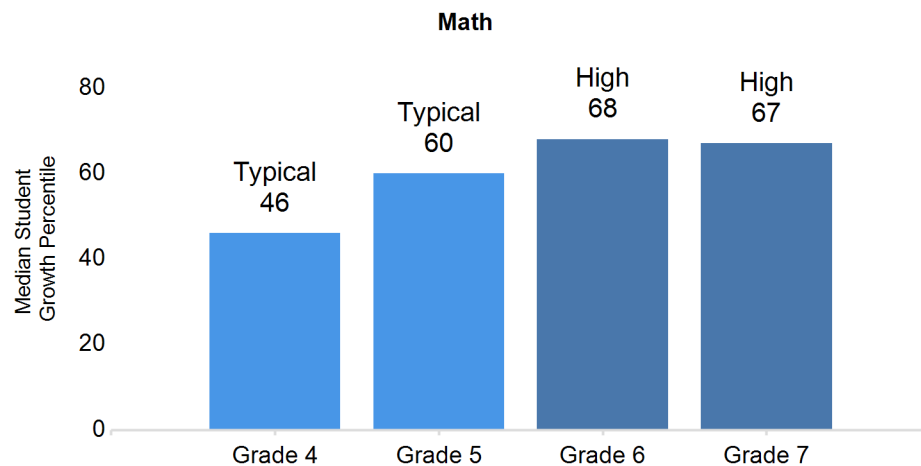
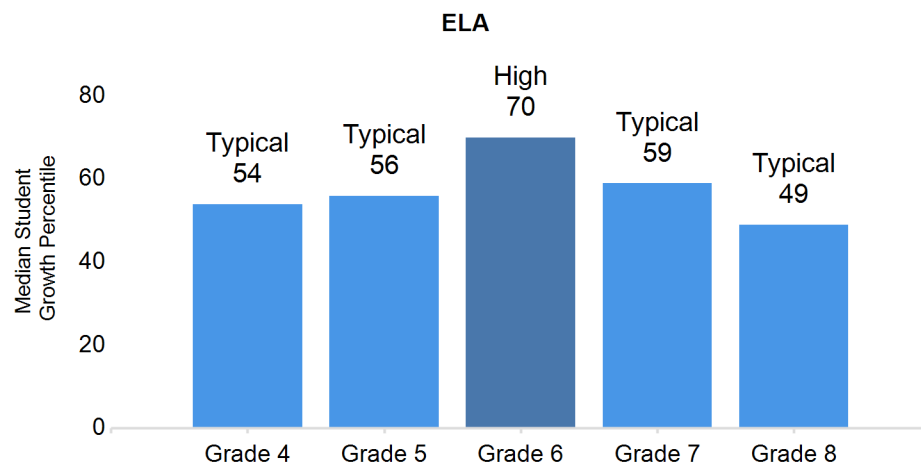
Student Growth by Performance Level

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.



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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	100
7	0	0	95
8	39	0	68
Schoolwide	39	0	263

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	93	0	0	0	0	0	0
7	90	0	0	0	0	0	0
8	97	0	0	0	0	0	0
Schoolwide	280	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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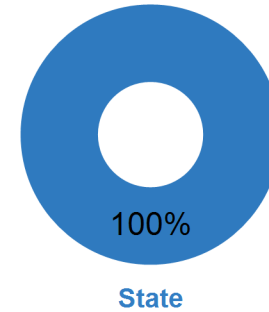
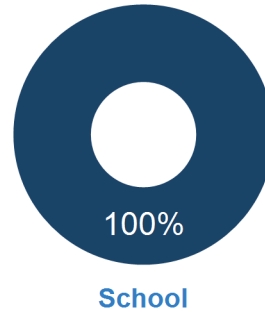
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Visual and Performing Arts – Course Participation

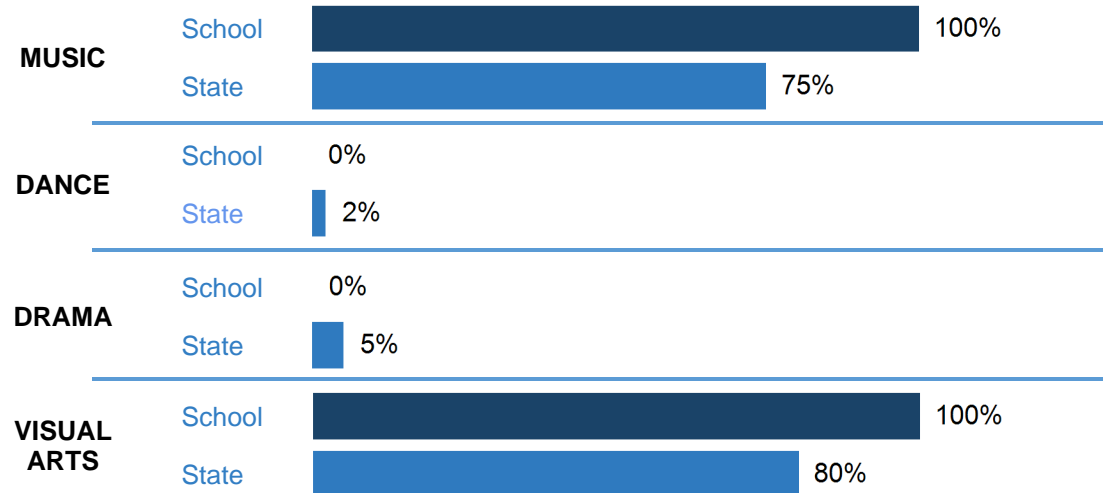
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

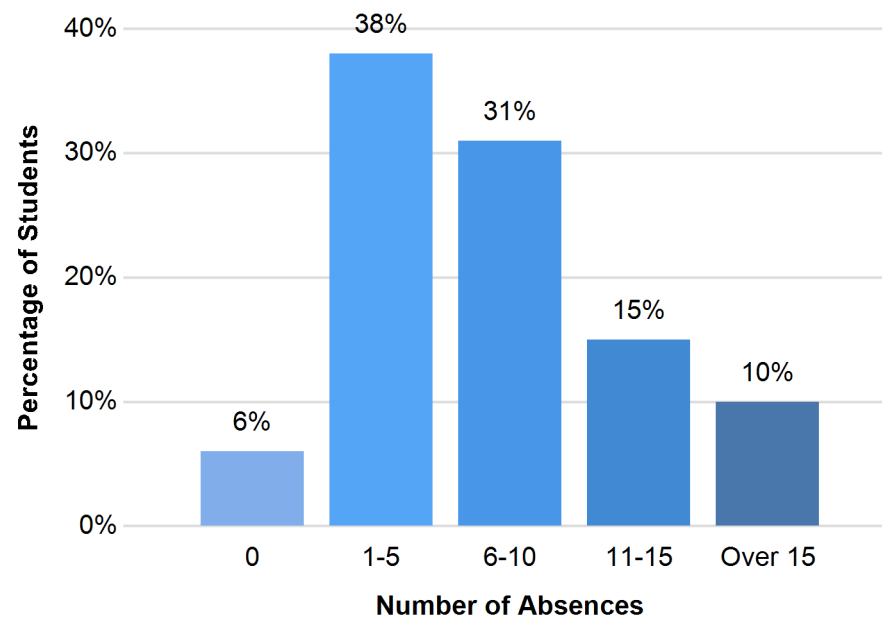
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	7.90	Met Target
White	5.80	7.90	Met Target
Hispanic	8.30	7.90	Not Met
Black or African American	11.10	7.90	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.70	7.90	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.70	7.90	Not Met
Students with Disabilities	16.90	7.90	Not Met
English Learners	8.30	7.90	Not Met

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

Days Absent

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



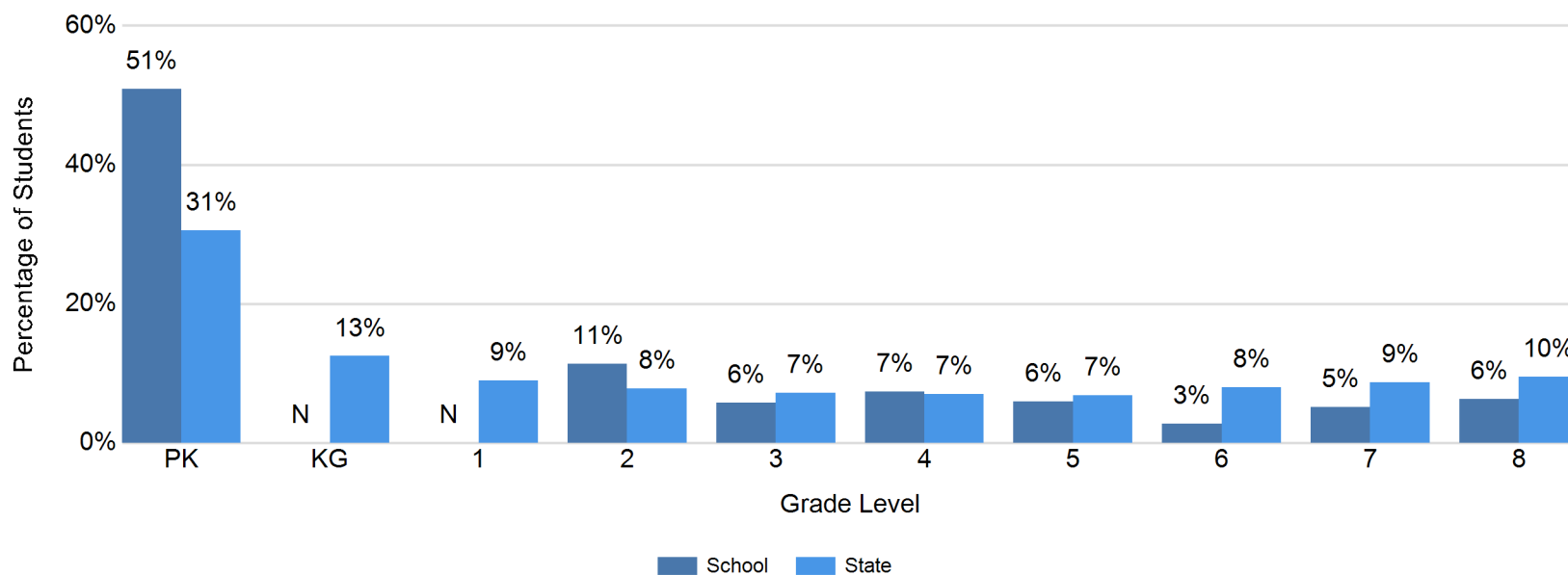


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.90

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	0.1%
Out-of-School Suspensions	1.0%
Any Suspension	1.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	1000.0 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	\$644	\$12,733	\$13,377



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	61	120,724
Average years experience in public schools	14.0	11.8
Average years experience in district	13.5	10.5
Teachers in district for 4 or more years	71%	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	6	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	9.8	11.6
Administrators in district for 4 or more years	50%	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	258:1	157:1
Librarian/Media Specialists		N
Nurses		470:1
Counselors		N
Child Study Team		188:1



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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	47.4	17.5%
Mathematics Proficiency	32.8	17.5%
English Language Arts Growth	68.3	25.0%
Mathematics Growth	78.2	25.0%
Chronic Absenteeism	49.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.1
Summative Rating: Percentile rank of Summative Score		63.2
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.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	47.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	64.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	74.7	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	56.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	70.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	20.2	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	Met Target	Met Target†	Not Met	**	**	No

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

† Target was met within a confidence interval.



Memorial Elementary School
2016-2017
Grade Span PK-08




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School General Info

Principal:	Mr. Porfido	Email Address:	rporfido@littleferry.k12.nj.us
Address:	130 LIBERTY ST LITTLE FERRY, NJ 07643-1756	Website:	www.littleferry.k12.nj.us
Phone:	(201)641-6186		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • We had a seventh grade student finish fourth in the county level spelling bee. • Technology is part of each school day, with students utilizing a 2:1 initiative. • Our chorus performed at the American Young Voices Concert at the Prudential Center in Newark.
 <p>Mission, Vision, Theme:</p>	<p>The Memorial Middle School, a multi-cultural community, builds a foundation for life-long learning by providing a variety of educational opportunities that empowers each student to become a responsible member of a world that is diverse and changing.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Participated in Scripps Spelling Bee, American Legion Poster Contest, VFW Educator of the Year, VFW Patriot's Pen Essay Contest</p>







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2016-2017**

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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>For the 2016-2017 school year we continued to embark on a balanced literacy approach utilizing Readers-Writers Workshop. Our teachers had extensive training monthly by our literacy coach and significant progress was shown in the results of our benchmark assessments. We also had teachers pilot a new math program EnVision 2.0. It was evident from teacher observation and PARCC results that this program was effective. We will extend this program to other grades next year.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls)</p>
 <p>Clubs and Activities:</p>	<p>Our fifth grade students participated weekly in Chorus. On June 1, 2017, our students performed at the Prudential Center at the American Young Voices concert. This is an all-inclusive school music program designed to provide or supplement participating schools' music education curriculum based on the National Core Music Standards.</p>
 <p>Before and After School Programs:</p>	<p>"The Little Ferry After School Learners Academy is a program designed to tutor students in academic areas such as math and literacy. This after school program gives teacher recommended students based on a specific criterion an opportunity to receive intensive small group instruction from certified teachers. The After School Learners Academy runs in eight week cycles where teachers focus on student needed skills and strategies for each grade level.</p>







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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>The middle school teachers participated in monthly balanced literacy trainings with a literacy coach. Each month they came together to review strategies, analyzes assessments, and observe delivery in various classes. Each week, they collaborate as a grade level team to discuss pedagogy, strategies and analyze assessments to drive instruction. The middle school staff also presented during faculty meetings to promote best practices.</p>
 <p>Student Supports and Services:</p>	<p>I&RS - The Intervention and Referral Service Team works to support students who are experiencing learning, behavior or health difficulties in the general education classroom. We hired a School Social Worker who strives to help the student develop cognitive skills, emotional maturity, and social awareness. Students with disabilities –We provide a least restrictive environment mainstreaming our classified students into most core subjects.</p>
 <p>Student Health and Wellness:</p>	<p>Dental Screening, Scoliosis Screening, Blood Pressure, Vision, and Hearing Screening, Growth and Development Presentation by P.E. teachers for grades 5-8, Our school lunch program provides nutritional breakfast and lunch following all guidelines. Our students engaged in physical education twice a week and recess daily.</p>
 <p>Parent and Community Involvement:</p>	<p>We have a Parent/Teacher Association who is very involved in our school. They collaborate with teachers and administrators to ensure our students are provided with meaningful programs and events. Scholastic Book Fair PTA Class Mother Tea Holiday Tree Lighting PTA Holiday Workshop PTA Plant Sale Family Fun Day Read Across America Night PTA Monthly meetings highlighting specific topics Harlem Wizards game</p>




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School Narrative

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

 <p>Facilities:</p>	<p>Memorial Middle School is 49 years old. We added a technology lab, a security catch, and additional security cameras to our facility.</p>
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School Narrative

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

The staff and administration of Memorial Middle School is dedicated to serving a diverse community by challenging each student and providing the tools and skills to realize their unique potential. This preparation incorporates 21st century skills through our strong innovative and creative curriculums. Memorial Middle School has five sections of full-day Curriculum that is alligned to the Content Standards. PARCC preparation is actively addressed through grade-level meetings. We provide a full range of educational services to our students at Memorial Middle School.



Other Information:



Washington Elementary School
2016-2017


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

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

Navigating through the reports:

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

Other Resources:

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



Washington Elementary School
2016-2017

Grade Span KG-01

03-2710-050
BERGEN
LITTLE FERRY BORO
123 LIBERTY ST
LITTLE FERRY, NJ 07643-1710

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	91	94	72
1	100	98	87
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	7	9	7
Total	198	201	166

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%	49%	40%
Male	49%	51%	60%
Economically Disadvantaged Students	21%	38%	42%
Students with Disabilities	5%	7%	5%
English Learners	15%	19%	9%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	41.0%
White	31.3%
Asian	23.5%
Black or African American	3.6%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	93	94	72

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	66.3%
Spanish	13.9%
Arabic	6.6%
Korean	4.8%
Gujarati	1.8%
Other	6.6%



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

Chronic Absenteeism

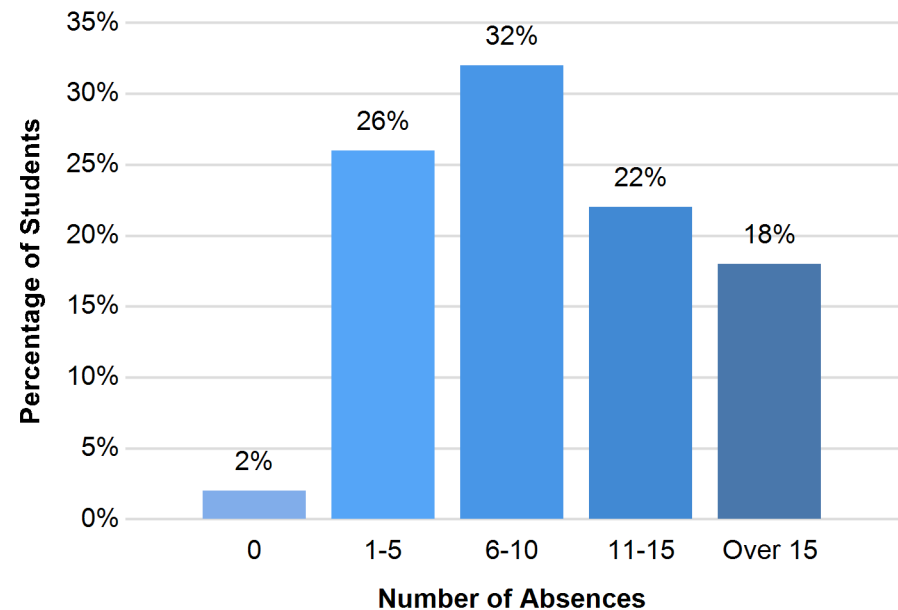
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.30	10.80	Not Met
White	18.90	10.80	Not Met
Hispanic	18.80	10.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.10	10.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	24.30	10.80	Not Met
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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





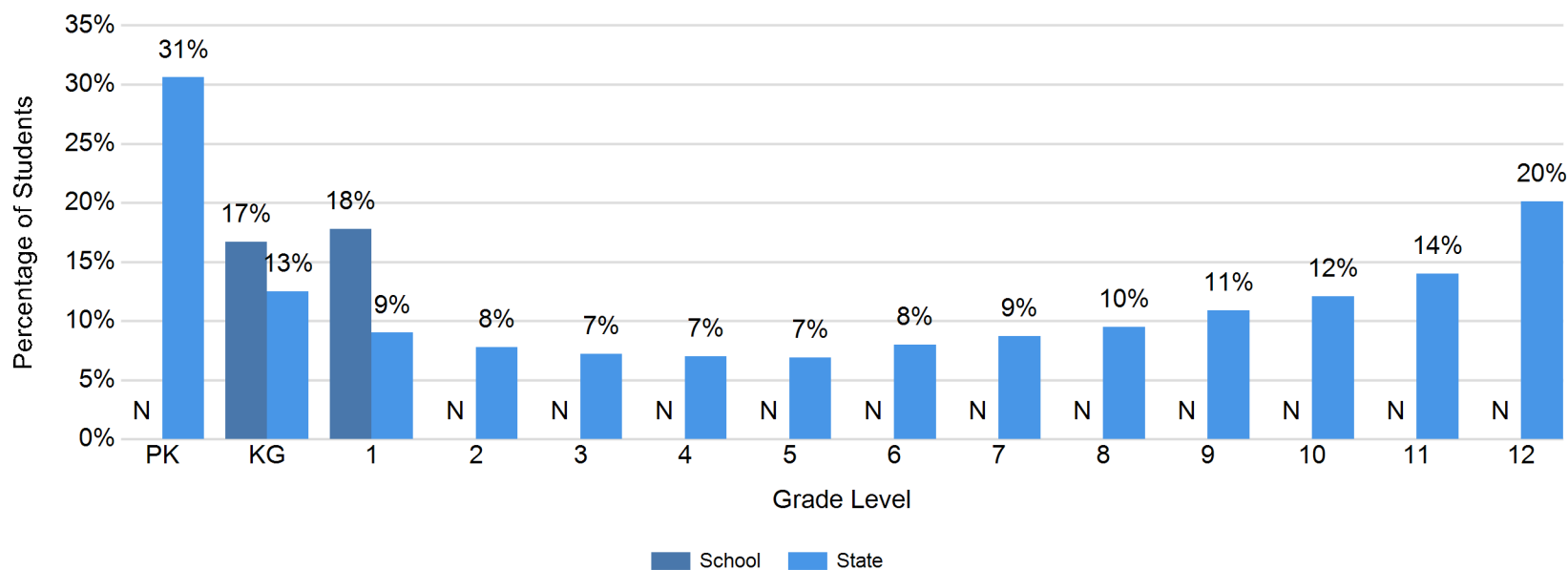
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 0 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	0.6%
Any Suspension	0.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$644	\$12,733	\$13,377



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	12.3	10.5
Teachers in district for 4 or more years	59%	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	6	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	9.8	11.6
Administrators in district for 4 or more years	50%	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	83:1	157:1
Librarian/Media Specialists		N
Nurses		470:1
Counselors		N
Child Study Team		188:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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School General Info

Principal:	Mrs. Peragallo	Email Address:	tperagallo@littleferry.k12.nj.us
Address:	123 LIBERTY ST LITTLE FERRY, NJ 07643-1710	Website:	www.littleferry.k12.nj.us
Phone:	(201)641-6760		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is part of school each day, with students utilizing a 2:1 initiative. • Curriculum includes EnVision 2.0 and Balanced Literacy. • Our chorus performed at the America Young Voices Concert at the Prudential Center.
 <p>Mission, Vision, Theme:</p>	<p>The staff of the Little Ferry's Pre-K to 4 school is dedicated and committed to serving a diverse community by challenging each student and providing the tools and skills to realize their unique potential.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Participated in Scripps Spelling Bee , American Legion Coloring Contest winners , VFW Educator of the Year</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>During the 2016-2017 school year, we continued to embark on a balanced literacy approach utilizing Readers/Writers workshop. Our teachers had extensive training monthly by our literacy coach and great progress was shown through the results of our in-house assessments. We also had teachers pilot a new math program EnVision 2.0. It was evident by teacher observation and PARCC scores in a particular class that this program proved successful. Next school year, we will extend it to all grades.</p>
 <p>Clubs and Activities:</p>	<p>Our fourth grade students participated weekly in our Chorus club. On June 1, 2017, our students performed at the Prudential Center at the American Young Voices concert. This is an all-inclusive school music program designed to provide or supplement participating schools' music education curriculum based on the National Core Music Standards.</p>
 <p>Before and After School Programs:</p>	<p>The Little Ferry After School Learners Academy is a program designed to tutor students in academic areas such as math and literacy. This after school program gives teacher recommended students based on a specific criterion an opportunity to receive intensive small group instruction from certified teachers. The After School Learners Academy runs in eight week cycles where teachers focus on student needed skills and strategies for each grade level.</p>







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 <p>Staff and Professional Learning:</p>	<p>The elementary teachers participated in monthly balanced literacy training with a literacy coach. Monthly they review strategies, and analyze assessments, and observe instruction. Each week, they collaborate as a grade level team to discuss strategies and analyze assessments to drive instruction. The elementary staff also presented during faculty meetings to promote best practices.</p>
 <p>Student Supports and Services:</p>	<p>I&RS assists staff members experiencing difficulty addressing specific needs. The ESL program supports learners with an inclusion and pull out model. We have a social worker who strives to help the students develop cognitive skills, emotional maturity, and social awareness. We provide a least restrictive environment mainstreaming our classified students into most core subjects.</p>
 <p>Student Health and Wellness:</p>	<p>Dental Screening Scoliosis Screening Blood Pressure, Vision, and Hearing Screening Growth and Development Presentation by P.E. teachers for 4th graders. Our school lunch program provides nutritional breakfast and lunch following all guidelines. Our students engaged in physical education twice a week and recess daily.</p>
 <p>Parent and Community Involvement:</p>	<p>We have a Parent/Teacher Association who is very involved in our school. They collaborate with teachers and administrators to ensure our students are provided with meaningful programs and events. Scholastic Book Fair ,PTA Class Mother Tea, Holiday Tree Lighting, PTA Holiday Workshop, PTA Plant Sale, Family Fun Day, Read Across America Night, PTA Monthly meetings highlighting specific topics, Harlem Wizards game</p>



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Facilities:

My one building is 104 years old. Renovations on the bottom floor were completed in 2012 due to damage from SuperStorm Sandy. My annex wing is 24 years old and no renovations aside from new heating / cooling units have been made. We have a brand new technology lab with 30 touch screen computers for our students to utilize. Both of my buildings have air conditioning.



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Other Information:

The staff and administration of Washington School is dedicated and committed to serving a diverse community by challenging each student and providing the tools and skills to realize their unique potential. We understand that it is our responsibility to give our students a quality start as they take their first steps in the life-long process. This preparation incorporates 21st century skills through our strong innovative and creative curriculum. Washington School has five sections of full-day Curriculum Content Standards and PARCC preparation are actively addressed through grade-level meetings. We provide a full range of educational services to our students at Washington School. Monthly, students and staff participate in one fire drill and one emergency drill. Elementary students have three laptop carts as well as an IPAD cart designated for them to use in conjunction with our robust curriculum. We also have a inclusive tuition based preschool program. The Washington School administration and teaching staff work cooperatively to lay the foundation for our students' future learning. We embed in our students' minds that they can be anything they want to be with hard work and the help of their parents and teachers.