




John Adams
2016-2017
Grade Span KG-05

23-3620-060
MIDDLESEX
NORTH BRUNSWICK TWP
1420 REDMOND STREET
NORTH BRUNSWICK, NJ 08902

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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	69	0	0
KG	95	92	119
1	118	101	96
2	114	113	102
3	109	111	110
4	110	108	114
5	94	101	102
Ungraded	29	20	20
Total	738	646	663

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%	52%	49%
Male	50%	49%	51%
Economically Disadvantaged Students	28%	33%	35%
Students with Disabilities	13%	10%	12%
English Learners	4%	6%	7%
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	34.1%
Hispanic	26.7%
Black or African American	17.6%
White	17.3%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	3.8%

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	71	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	95	92	119

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	71.5%
Spanish	10.9%
Gujarati	3.6%
Tamil	2.7%
Hindi	2.4%
Other	9.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	308	99.1	49.60	51.50	54.90	49.6	48	Met Target
White	63	98.5	49.20	60.00	63.90	49.2	46	Met Target
Hispanic	77	100.0	20.80	33.70	39.80	20.8	25.9	Met Target†
Black or African American	56	98.4	28.60	36.00	35.20	28.6	29.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	102	100.0	81.30	79.20	80.70	81.3	76.7	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	10	91.7	70.00	65.60	54.90	66.7	**	**
Female	153	100.0	53.00	58.70	62.20	53		
Male	155	98.3	46.50	44.70	48.10	46.5		
Economically Disadvantaged Students	109	99.2	18.30	29.80	36.20	18.3	21.5	Met Target†
Non-Economically Disadvantaged Students	199	99.0	66.90	66.60	65.80	66.9		
Students with Disabilities	32	97.4	12.50	11.20	20.50	12.5	16.3	Met Target†
Students without Disabilities	276	99.3	54.00	57.30	61.90	54		
English Learners	18	100.0	*	10.60	25.20	*	N	N
Non-English Learners	290	99.0	*	54.70	57.40	*		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	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	111	745	746	749	20%	*	19%	47%	*	52%	50%
White	23	755	753	759	*	0%	*	48%	*	57%	61%
Hispanic	25	717	725	734	44%	*	*	*	0%	24%	35%
Black or African American	23	726	732	731	*	*	*	*	0%	30%	32%
Asian, Native Hawaiian, or Pacific Islander	35	770	772	775	*	0%	*	71%	*	83%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	59	756	750	754	*	*	*	51%	*	59%	55%
Male	52	733	742	745	*	*	*	42%	*	44%	46%
Economically Disadvantaged Students	38	718	723	731	*	*	*	*	*	21%	31%
Non-Economically Disadvantaged Students	73	759	762	762	*	*	*	*	*	69%	63%
Students with Disabilities	14	695	703	720	71%	*	*	*	*	14%	24%
Students without Disabilities	97	753	753	755	12%	*	*	*	*	58%	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	114	740	746	753	*	22%	23%	36%	*	44%	56%
White	16	743	*	762	0%	*	*	*	*	44%	67%
Hispanic	33	721	729	740	*	*	*	*	*	*	40%
Black or African American	25	730	736	737	*	*	*	*	*	40%	36%
Asian, Native Hawaiian, or Pacific Islander	35	764	768	777	0%	*	*	60%	*	77%	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	744	749	758	*	*	26%	36%	*	46%	61%
Male	64	737	743	749	*	*	20%	36%	*	42%	51%
Economically Disadvantaged Students	44	720	729	737	*	*	27%	*	*	14%	36%
Non-Economically Disadvantaged Students	70	753	758	764	*	*	20%	*	*	63%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	751	750	756	*	14%	25%	44%	*	51%	59%
White	25	752	*	763	*	*	*	40%	*	52%	69%
Hispanic	27	732	735	743	*	*	*	*	0%	30%	44%
Black or African American	13	723	735	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	35	776	775	779	*	*	*	71%	*	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	48	754	753	761	*	*	27%	44%	*	52%	66%
Male	53	749	747	750	*	*	23%	43%	*	49%	53%
Economically Disadvantaged Students	38	730	733	740	*	*	32%	26%	*	26%	40%
Non-Economically Disadvantaged Students	63	764	761	765	*	*	21%	54%	*	65%	71%
Students with Disabilities	14	708	724	725	*	*	*	*	*	*	22%
Students without Disabilities	87	758	753	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%

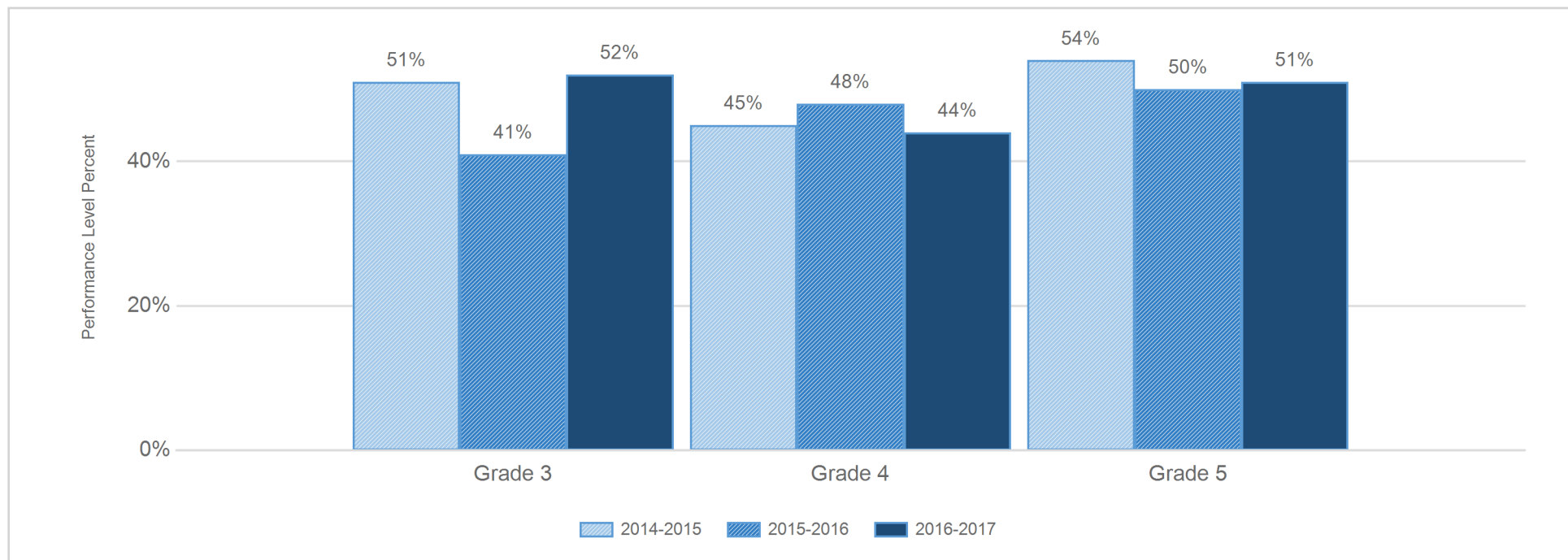


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English Language Arts/Literacy Assessment - Performance Trends

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	308	99.1	45.10	39.10	43.50	45.1	50.1	Not Met
White	63	98.5	46.00	46.10	52.40	46	44.2	Met Target
Hispanic	77	100.0	16.90	20.60	27.60	16.9	22	Met Target†
Black or African American	56	98.4	25.00	20.80	21.70	25	35.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	102	100.0	76.40	72.10	75.60	76.4	80	Met Target†
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	10	91.7	50.00	44.30	44.90	47.6	**	**
Female	153	100.0	45.80	40.00	44.10	45.8		
Male	155	98.3	44.50	38.40	42.90	44.5		
Economically Disadvantaged Students	109	99.2	18.30	18.70	25.10	18.3	23.4	Met Target†
Non-Economically Disadvantaged Students	199	99.0	59.80	53.20	54.30	59.8		
Students with Disabilities	32	97.4	*	*	16.50	*	16.3	Met Target†
Students without Disabilities	276	99.3	*	*	48.80	*		
English Learners	18	100.0	22.20	11.80	23.30	22.2	N	N
Non-English Learners	290	99.0	46.50	41.30	45.20	46.5		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	746	747	751	9%	19%	24%	35%	13%	49%	53%
White	23	748	750	759	*	*	*	*	*	52%	63%
Hispanic	25	725	729	738	*	*	*	*	0%	20%	37%
Black or African American	23	729	735	733	*	*	*	*	0%	26%	32%
Asian, Native Hawaiian, or Pacific Islander	37	769	773	779	*	*	*	49%	32%	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	59	751	747	751	*	*	25%	44%	*	56%	52%
Male	54	741	747	751	*	*	22%	26%	*	41%	53%
Economically Disadvantaged Students	39	725	726	736	*	*	33%	*	0%	21%	34%
Non-Economically Disadvantaged Students	74	757	763	761	*	*	19%	*	20%	64%	65%
Students with Disabilities	14	703	711	729	*	*	*	*	*	*	29%
Students without Disabilities	99	752	753	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	744	745	747	*	27%	27%	35%	*	41%	47%
White	16	741	*	755	0%	*	*	*	0%	38%	59%
Hispanic	33	727	728	734	*	46%	30%	*	0%	18%	30%
Black or African American	26	731	732	729	*	39%	*	*	*	27%	25%
Asian, Native Hawaiian, or Pacific Islander	35	769	772	774	0%	*	*	57%	*	71%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	51	743	742	747	*	22%	35%	26%	*	35%	47%
Male	64	744	748	747	*	31%	20%	42%	*	45%	48%
Economically Disadvantaged Students	44	723	727	732	*	*	30%	*	*	11%	27%
Non-Economically Disadvantaged Students	71	756	759	757	*	*	25%	*	*	59%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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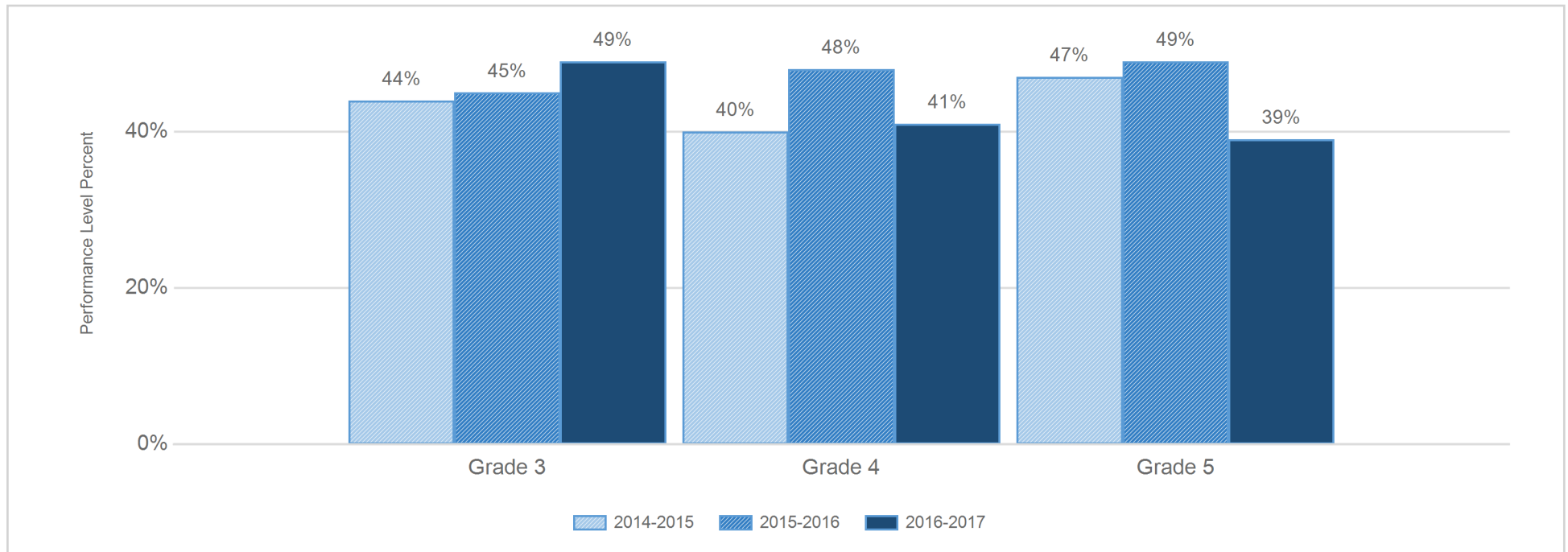
Mathematics Assessment - Performance by Grade: Grade 5

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Schoolwide	103	745	743	747	*	18%	34%	29%	*	39%	46%
White	25	749	*	754	*	*	40%	*	*	44%	57%
Hispanic	27	723	729	735	*	41%	*	*	0%	11%	30%
Black or African American	13	721	727	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	37	765	768	774	0%	*	30%	46%	*	65%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	48	744	742	747	*	*	33%	31%	*	40%	47%
Male	55	745	745	746	*	*	35%	27%	*	38%	46%
Economically Disadvantaged Students	40	728	728	732	*	*	40%	*	0%	20%	27%
Non-Economically Disadvantaged Students	63	755	753	756	*	*	30%	*	16%	51%	59%
Students with Disabilities	14	715	722	725	*	*	*	*	*	*	19%
Students without Disabilities	89	749	746	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	26	*	*
2	10	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

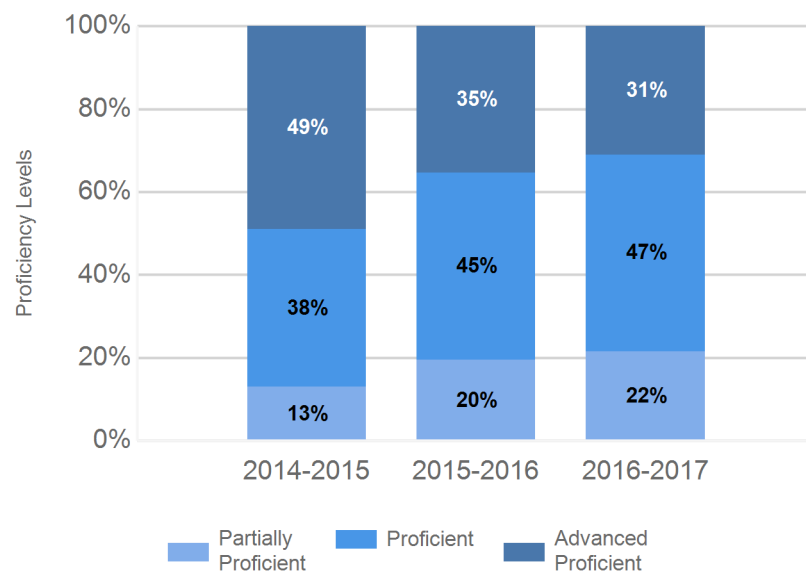
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	31%	47%	22%
White	*	*	*
Hispanic	9%	55%	36%
Black or African American	26%	41%	33%
Asian, Native Hawaiian, or Pacific Islander	51%	46%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	9%	51%	40%
Students with Disabilities	10%	50%	40%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40	52	50	Met Target	49	48	50	Met Target
White	39.5	*	50	Not Met	52	*	52	Met Target
Hispanic	29.5	49	49	Not Met	49	47	47	Met Target
Black or African American	*	*	45	Not Met	*	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	56	*	60	Met Target	50	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	33.5	47	47	Not Met	41	41	46	Met Target
Students with Disabilities	36	42	41	**	62	46	43	**
English Learners	*	*	53	**	*	*	51	**

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



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

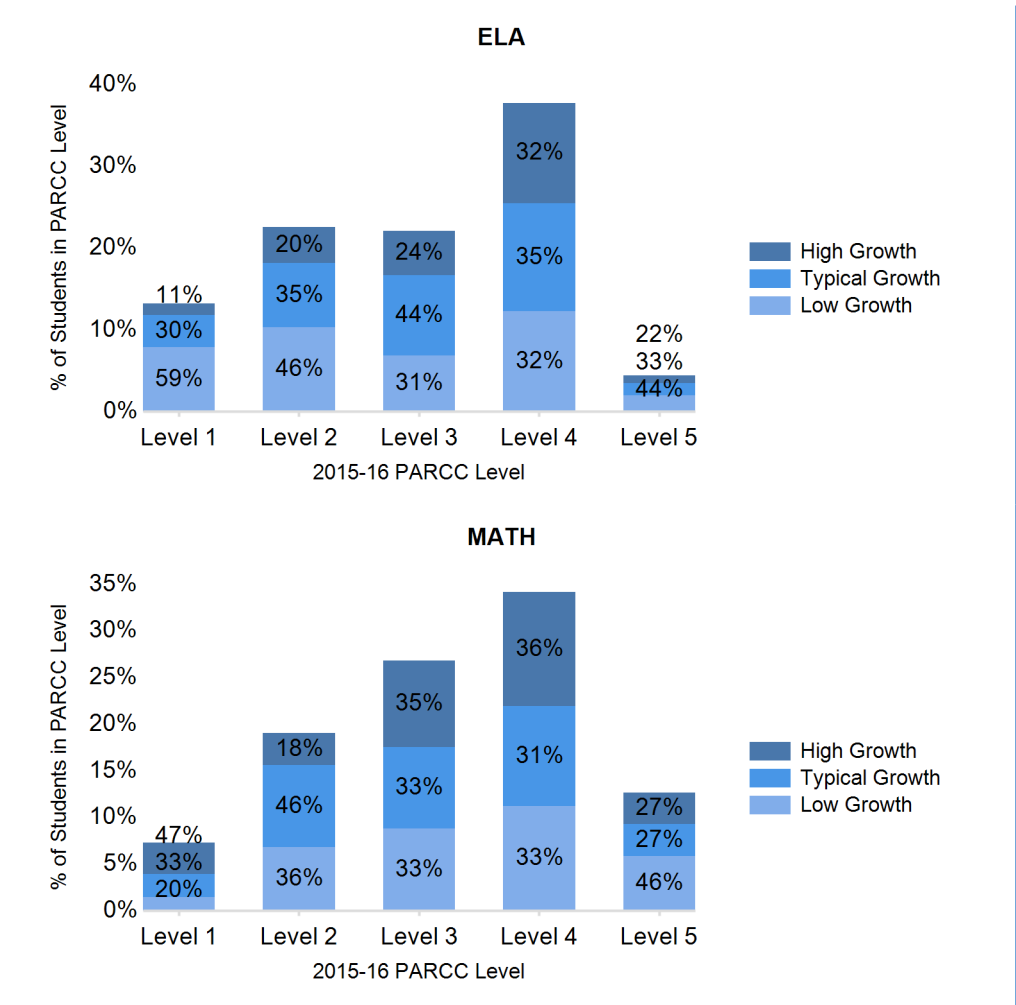
Low Growth: Less than 35

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High Growth: Greater than 65

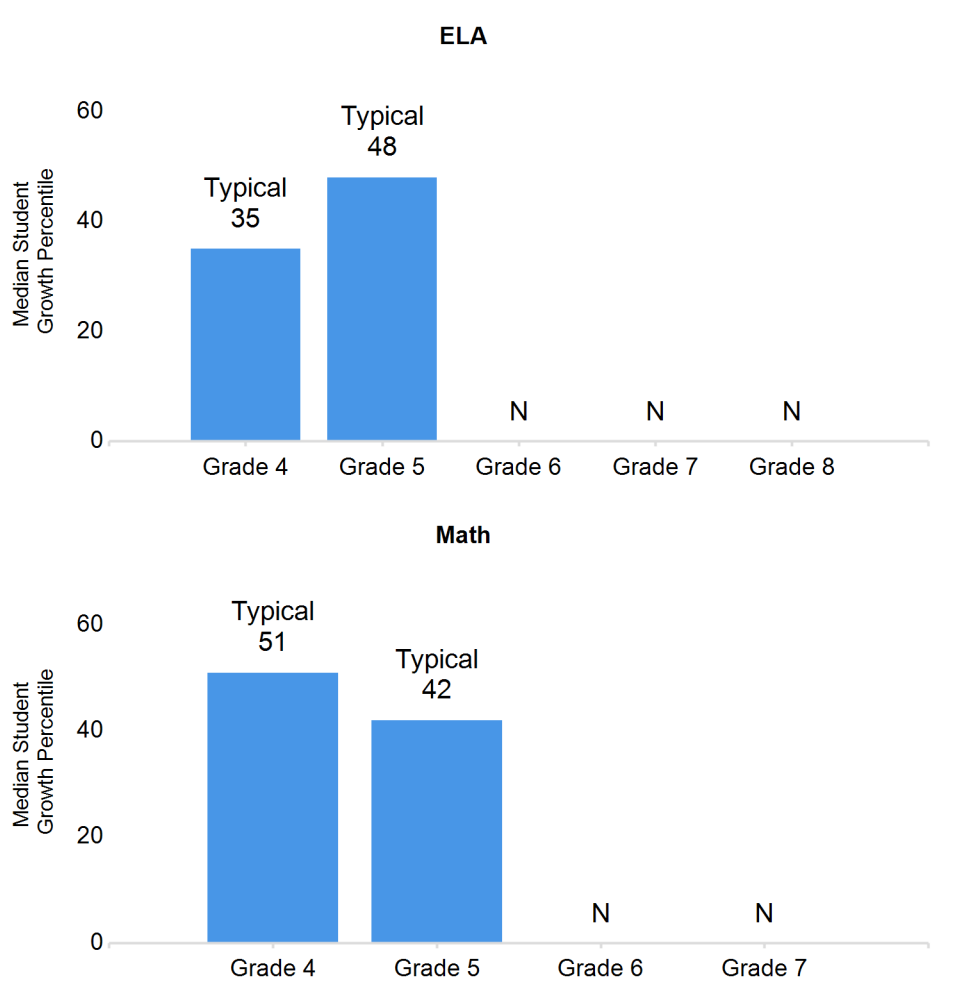
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

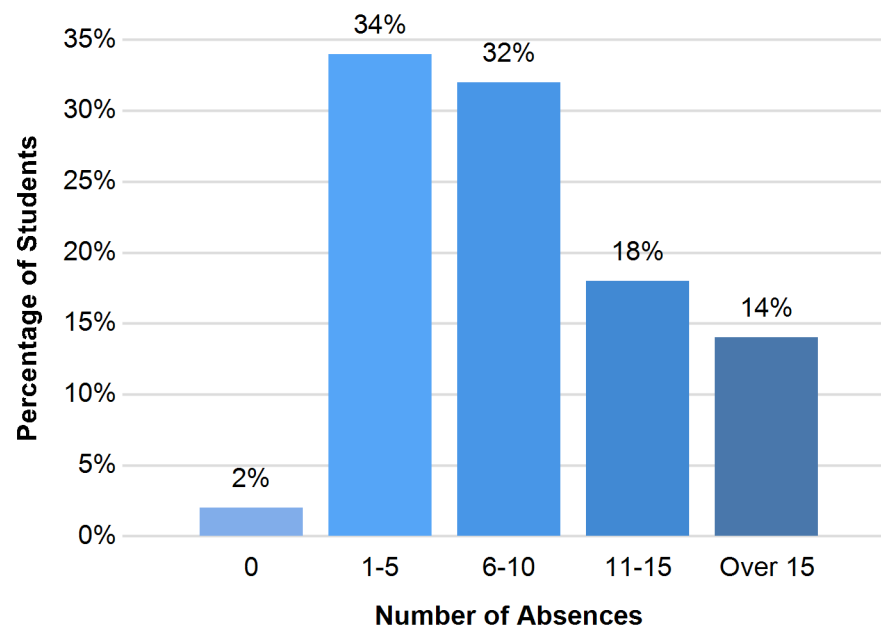
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.00	8.40	Not Met
White	11.20	8.40	Not Met
Hispanic	11.40	8.40	Not Met
Black or African American	7.70	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	12.30	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	12.00	8.40	Not Met
Economically Disadvantaged Students	12.10	8.40	Not Met
Students with Disabilities	12.70	8.40	Not Met
English Learners	17.40	8.40	Not Met

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

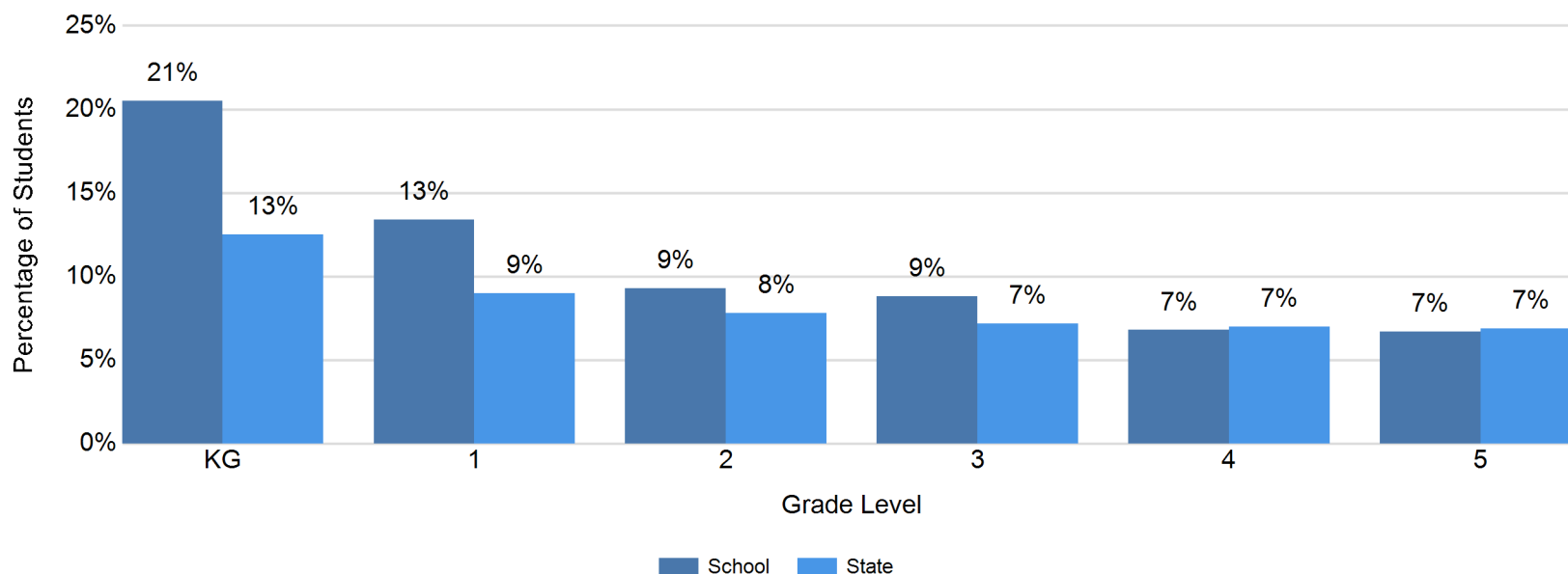
Days Absent

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



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	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 53 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

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	0.9%
Out-of-School Suspensions	1.8%
Any Suspension	2.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	332.2 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)	\$430	\$12,625	\$13,055



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	79%	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	42	9,506
Average years experience in public schools	12.9	15.9
Average years experience in district	10.3	11.6
Administrators in district for 4 or more years	62%	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	221:1	143:1
Librarian/Media Specialists		1003:1
Nurses		860:1
Counselors		401:1
Child Study Team		354:1



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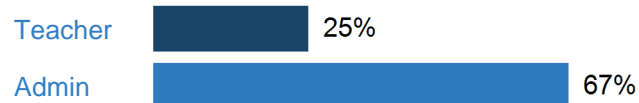
Teachers and Administrators - Level of Education

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

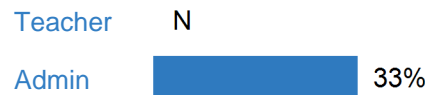
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	24.1	17.5%
Mathematics Proficiency	36.5	17.5%
English Language Arts Growth	12.3	25.0%
Mathematics Growth	43.0	25.0%
Chronic Absenteeism	19.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		27.3
Summative Rating: Percentile rank of Summative Score		16.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	27.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	24.7	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Hispanic	22.9	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	43.7	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	28.6	11.9	No	Met Goal	Met Target†	Not Met	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	20.7	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Johnson	Email Address:	fjohnson@nbtschools.org
Address:	1420 REDMOND STREET NORTH BRUNSWICK, NJ 08902	Website:	http://ja.nbtschools.org/
Phone:	(732)289-3102	Facebook:	https://www.facebook.com/pages/John-Adams-Elementary-School/20588035606866
		Twitter:	https://twitter.com/JAdamsSchool




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"> • Our school offers a balanced curriculum of academics, arts, and physical education. • Robotics Club, Chess Club, Student Council - Community Service Projects • G.A.T.E. Program, Math Olympiad
 Mission, Vision, Theme:	<p>Our John Adams stakeholders are dedicated to providing each member of our diverse student body with the opportunity, skills, and tools necessary to achieve success now and in the future. We acknowledge our rich diversity and stress academic growth for all as we also instill students with a sense of their own social responsibilities as a basis for a lifetime of productive citizenship.</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Our curriculum meets the NJ Student Learning Standards and the Next Generation Science Standards. We use Everyday Math 4, Balanced Literacy, and Hands-on Science kits. In addition, our teachers have been trained to differentiated instruction so that students are able to meet with success as they go through the curriculum.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>We have a variety of clubs and programs for our students. GATE and Math Olympiad are programs where students are invited to participate. Other programs include Chess Club, Robotics Club, Student Council, and Explore.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>John Adams hosts a before school and after school wrap around program for Parents and students in grades Kindergarten - 5. This program is facilitated by our township and it is called L.E.A.L..</p>







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 Staff and Professional Learning:	Professional Development and continuous learning are hallmarks of our staff. We participate in online and regular classes about curriculum, technology, and pedagogy on an ongoing basis. Our teachers schedule appointments with our Math and ELA coaches to strengthen their instruction. Grade levels work in PLC's to share ideas and further their understanding of student learning.
 Student Supports and Services:	English Language Learners receive the support of two full-time teachers. Students with disabilities receive support via Resource Center, In-class Support and LLD Classes. Struggling learners gain support via ELA and Math Interventionists, Morning Math and/or ELA Achieve before school.
 Student Health and Wellness:	Family Living for Gr. 5 students, Dental Program for Gr. K-5, Brain Program for Concussions Gr. 2 (students receive helmets), Optical Academy for Vision Checks (staff and students), Flu Shots (staff and students)
 Parent and Community Involvement:	PTO hosts community programs for the school community monthly (i.e. Family Fun Night, Walkathon). S.E.P.T.O. cross the district and encourages the community engagement of students with disabilities. Parents utilize parent portal to communicate with the school. Partnership with Rutgers Univ. Teacher Program for student teachers, practicums and student tutoring.

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed:

NJ School Culture Climate Survey is administered one time each year in the spring to students in Grades 3-5, All Certificated Staff and Parents of students in Gr. 3-5. Feedback from the survey data indicates that students, staff and parents think favorably about the school. The school is a safe and welcoming of students.



Facilities:

John Adams School was built in 1961 and there have been two additions since the opening of the school to accomodate the growing student population. All instructional classrooms have air conditioning as well as smartboards. Student and staff safety is a priority in the disctrict therefore John Adams has a staging area for guest visitors prior to being admitted.




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School Narrative

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

<div>Other Information:</div>	<p>We have the following: Technology Computer Lab, 5 Chromebook Carts with 28 in each, (1) Smaller Chromebook Cart for Special Area Teachers to utilize. Each classroom has 3 laptops in each classroom. We have a Tech. Ambassador to support staff with any technology questions he or she may have regarding the use of programs or resoruces.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	434	445	442
7	429	433	451
8	445	438	432
Ungraded	34	25	19
Total	1342	1341	1344

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	49%
Male	53%	53%	52%
Economically Disadvantaged Students	39%	40%	42%
Students with Disabilities	11%	11%	11%
English Learners	3%	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	34.0%
Asian	23.6%
Black or African American	21.1%
White	19.4%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	1.6%

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	58.4%
Spanish	22.7%
Hindi	2.9%
Gujarati	2.8%
Telugu	1.5%
Other	11.7%



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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	1245	99.2	55.40	51.50	54.90	55.4	57.5	Met Target†
White	252	99.2	64.70	60.00	63.90	64.7	67.1	Met Target†
Hispanic	415	98.9	37.80	33.70	39.80	37.8	36	Met Target
Black or African American	253	99.7	39.90	36.00	35.20	39.9	45.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	304	99.4	84.50	79.20	80.70	84.5	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	21	100.0	57.20	65.60	54.90	57.2	N	N
Female	596	99.4	67.00	58.70	62.20	67		
Male	649	99.1	44.80	44.70	48.10	44.8		
Economically Disadvantaged Students	507	98.9	33.50	29.80	36.20	33.5	38.2	Not Met
Non-Economically Disadvantaged Students	738	99.5	70.50	66.60	65.80	70.5		
Students with Disabilities	145	98.7	*	11.20	20.50	*	17.7	Not Met
Students without Disabilities	1100	99.3	*	57.30	61.90	*		
English Learners	89	100.0	16.80	10.60	25.20	16.8	19.6	Met Target†
Non-English Learners	1156	99.2	58.40	54.70	57.40	58.4		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	427	747	747	752	8%	20%	25%	37%	11%	47%	54%
White	80	753	753	758	*	*	23%	49%	*	59%	63%
Hispanic	155	736	736	740	*	24%	32%	28%	*	32%	38%
Black or African American	92	733	733	736	*	34%	28%	26%	*	29%	32%
Asian, Native Hawaiian, or Pacific Islander	89	775	775	776	*	*	11%	51%	30%	81%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	11	757	757	753	*	*	*	*	*	55%	56%
Female	208	758	758	758	*	*	22%	43%	17%	61%	61%
Male	219	737	737	746	*	*	28%	30%	5%	35%	46%
Economically Disadvantaged Students	175	730	730	737	*	30%	30%	25%	*	26%	34%
Non-Economically Disadvantaged Students	252	759	759	761	*	12%	21%	45%	*	62%	65%
Students with Disabilities	41	712	712	722	*	*	*	*	*	*	17%
Students without Disabilities	386	751	751	758	*	*	*	*	*	*	61%
English Learners	11	711	711	710	*	*	*	*	*	*	*
Non-English Learners	416	748	748	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	439	757	757	756	14%	11%	18%	29%	28%	57%	59%
White	89	763	763	764	*	*	18%	28%	37%	65%	69%
Hispanic	139	739	739	742	17%	17%	27%	31%	8%	39%	44%
Black or African American	95	738	738	737	23%	16%	20%	26%	15%	41%	38%
Asian, Native Hawaiian, or Pacific Islander	108	792	792	784	*	*	*	29%	60%	89%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	205	767	767	764	7%	7%	19%	33%	34%	67%	68%
Male	234	748	748	749	19%	14%	18%	26%	23%	49%	51%
Economically Disadvantaged Students	188	738	738	739	22%	15%	24%	26%	12%	38%	40%
Non-Economically Disadvantaged Students	251	771	771	766	7%	7%	14%	32%	40%	72%	70%
Students with Disabilities	51	704	704	719	*	*	*	*	*	*	19%
Students without Disabilities	388	764	764	763	*	*	*	*	*	*	67%
English Learners	19	708	708	701	53%	*	*	*	0%	11%	*
Non-English Learners	420	759	759	758	12%	*	*	*	30%	60%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	426	759	759	757	9%	13%	19%	39%	20%	60%	59%
White	86	768	768	764	*	*	12%	44%	27%	71%	68%
Hispanic	137	741	741	742	12%	21%	28%	31%	9%	39%	44%
Black or African American	91	743	743	738	17%	*	23%	42%	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	111	788	788	786	*	*	9%	44%	42%	87%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	213	768	768	766	5%	10%	17%	41%	27%	68%	68%
Male	213	750	750	749	13%	15%	20%	38%	14%	52%	50%
Economically Disadvantaged Students	159	739	739	739	*	23%	26%	33%	*	38%	40%
Non-Economically Disadvantaged Students	267	771	771	766	*	7%	14%	43%	*	73%	69%
Students with Disabilities	42	712	712	718	41%	24%	24%	*	*	12%	18%
Students without Disabilities	384	764	764	764	6%	12%	18%	*	*	65%	67%
English Learners	14	707	707	701	*	*	*	*	*	*	*
Non-English Learners	412	761	761	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

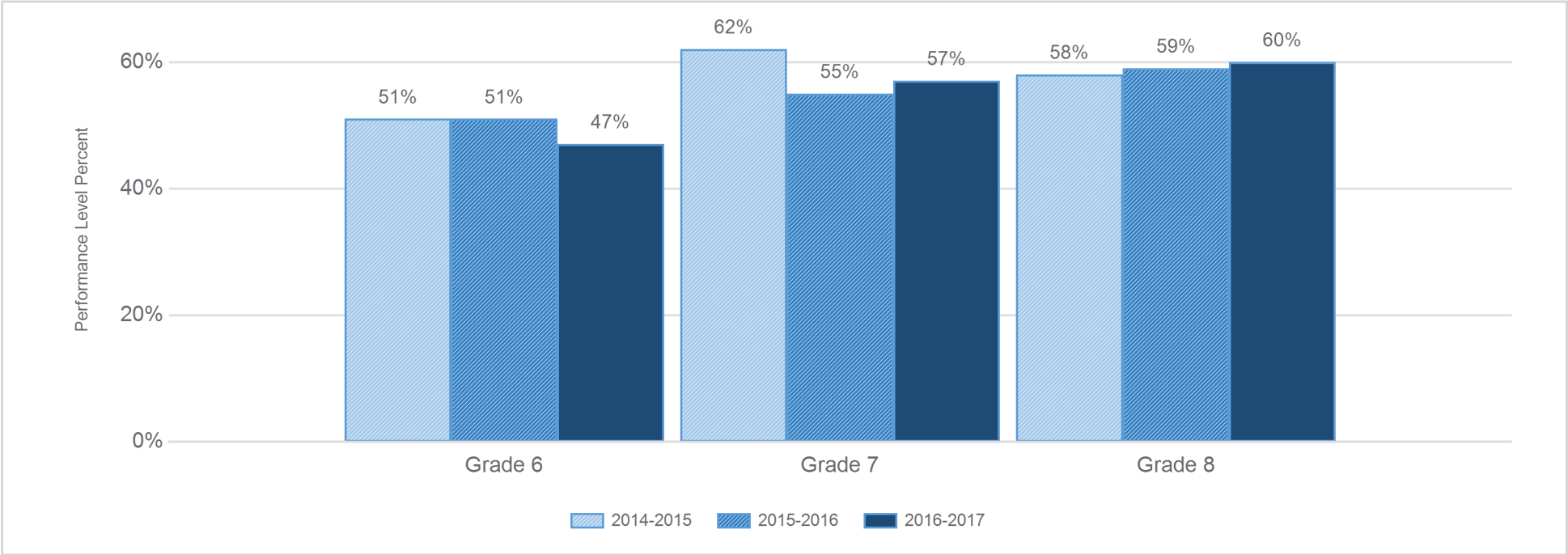


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1250	99.3	39.80	39.10	43.50	39.8	44.8	Not Met
White	251	99.2	48.20	46.10	52.40	48.2	53.7	Not Met
Hispanic	421	99.1	20.90	20.60	27.60	20.9	25.6	Not Met
Black or African American	253	99.7	19.80	20.80	21.70	19.8	26.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	304	99.4	76.70	72.10	75.60	76.7	74.9	Met Target
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	21	100.0	23.80	44.30	44.90	23.8	N	N
Female	598	99.4	45.40	40.00	44.10	45.4		
Male	652	99.3	34.60	38.40	42.90	34.6		
Economically Disadvantaged Students	509	99.1	18.10	18.70	25.10	18.1	25.9	Not Met
Non-Economically Disadvantaged Students	741	99.5	54.70	53.20	54.30	54.7		
Students with Disabilities	143	98.1	*	*	16.50	*	10.5	Met Target†
Students without Disabilities	1107	99.5	*	*	48.80	*		
English Learners	96	100.0	14.60	11.80	23.30	14.6	14.9	Met Target†
Non-English Learners	1154	99.3	41.80	41.30	45.20	41.8		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	432	737	737	743	15%	23%	26%	28%	8%	35%	44%
White	80	744	744	751	*	14%	35%	38%	*	44%	54%
Hispanic	159	724	724	731	20%	32%	33%	*	*	16%	27%
Black or African American	93	722	722	724	26%	33%	20%	20%	0%	20%	20%
Asian, Native Hawaiian, or Pacific Islander	89	768	768	771	*	*	11%	49%	28%	78%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	11	750	750	745	*	*	*	*	*	46%	46%
Female	208	743	743	745	9%	21%	26%	36%	9%	45%	45%
Male	224	731	731	742	21%	25%	27%	20%	7%	27%	43%
Economically Disadvantaged Students	178	718	718	728	27%	35%	25%	*	*	13%	24%
Non-Economically Disadvantaged Students	254	750	750	752	7%	15%	27%	*	*	51%	56%
Students with Disabilities	41	712	712	717	*	*	*	*	*	*	13%
Students without Disabilities	391	739	739	748	*	*	*	*	*	*	50%
English Learners	16	707	707	710	*	*	*	*	*	*	*
Non-English Learners	416	738	738	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	389	732	732	741	*	25%	32%	27%	*	29%	40%
White	85	744	744	748	*	18%	32%	44%	*	46%	49%
Hispanic	137	723	723	730	20%	31%	34%	*	*	15%	23%
Black or African American	91	723	723	726	18%	37%	29%	17%	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	68	751	751	764	*	*	32%	52%	*	56%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	180	734	734	743	*	22%	34%	30%	*	31%	41%
Male	209	731	731	740	*	28%	31%	24%	*	27%	38%
Economically Disadvantaged Students	186	723	723	729	*	34%	32%	*	*	16%	22%
Non-Economically Disadvantaged Students	203	740	740	749	*	18%	33%	*	*	40%	50%
Students with Disabilities	49	712	712	716	*	*	*	*	*	*	11%
Students without Disabilities	340	735	735	746	*	*	*	*	*	*	45%
English Learners	24	711	711	712	*	*	*	*	*	*	*
Non-English Learners	365	734	734	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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	217	716	716	728	30%	27%	30%	13%	0%	13%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	102	714	714	721	34%	27%	27%	13%	0%	13%	21%
Black or African American	59	718	718	715	27%	27%	36%	*	*	10%	15%
Asian, Native Hawaiian, or Pacific Islander	23	725	725	747	*	*	*	*	0%	26%	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	98	715	715	730	32%	29%	28%	12%	0%	12%	30%
Male	119	717	717	725	29%	25%	32%	14%	0%	14%	26%
Economically Disadvantaged Students	117	714	714	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	100	719	719	734	*	*	*	*	*	*	34%
Students with Disabilities	36	696	696	705	*	*	*	*	*	*	*
Students without Disabilities	181	720	720	734	*	*	*	*	*	*	*
English Learners	21	702	702	703	*	*	*	*	*	*	*
Non-English Learners	196	718	718	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	226	768	737	743	*	*	16%	69%	9%	77%	42%
White	49	766	747	751	0%	*	*	78%	*	82%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	97	781	767	774	0%	*	*	77%	17%	94%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	122	767	741	744	*	*	18%	71%	*	78%	43%
Male	104	769	734	741	*	*	14%	66%	*	77%	40%
Economically Disadvantaged Students	52	757	724	727	*	*	23%	65%	*	67%	23%
Non-Economically Disadvantaged Students	174	771	748	751	*	*	14%	70%	*	81%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	226	768	739	745	*	*	16%	69%	9%	77%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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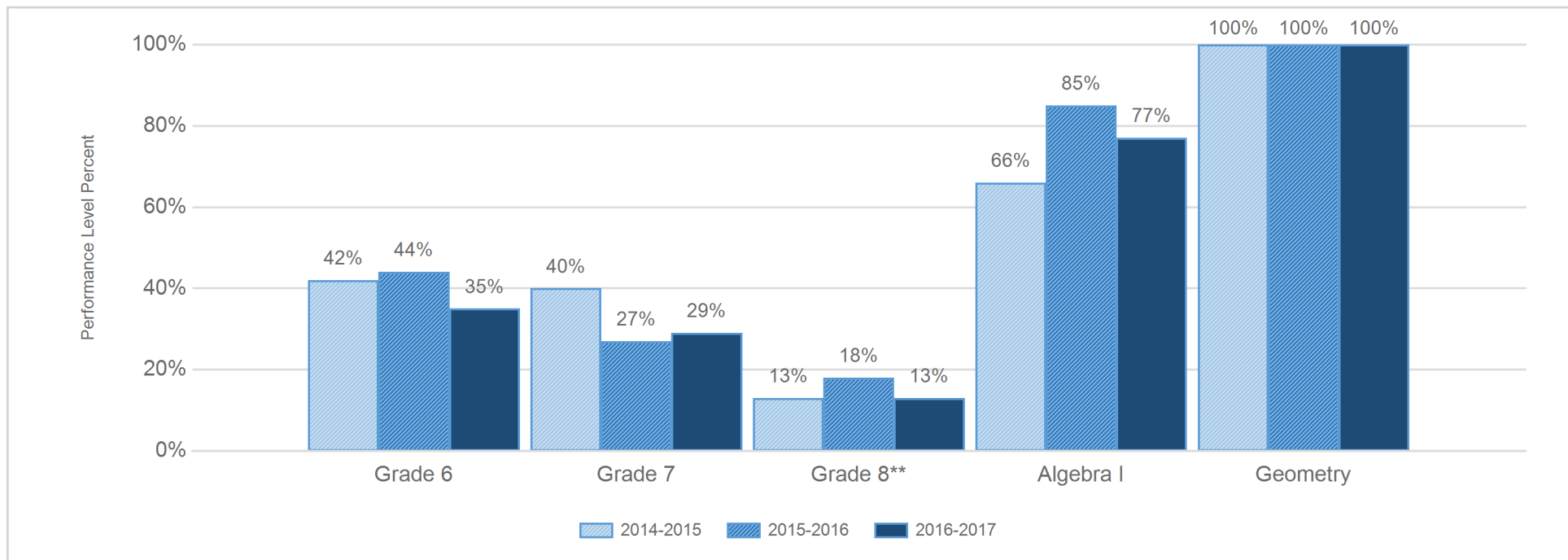
Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	779	736	734	0%	0%	0%	57%	43%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	34	779	756	758	0%	0%	0%	59%	41%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	23	777	735	735	*	*	*	65%	*	100%	31%
Male	21	781	736	733	*	*	*	48%	*	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	44	779	736	735	0%	0%	0%	57%	43%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	19	89.5%	10.5%
2	18	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

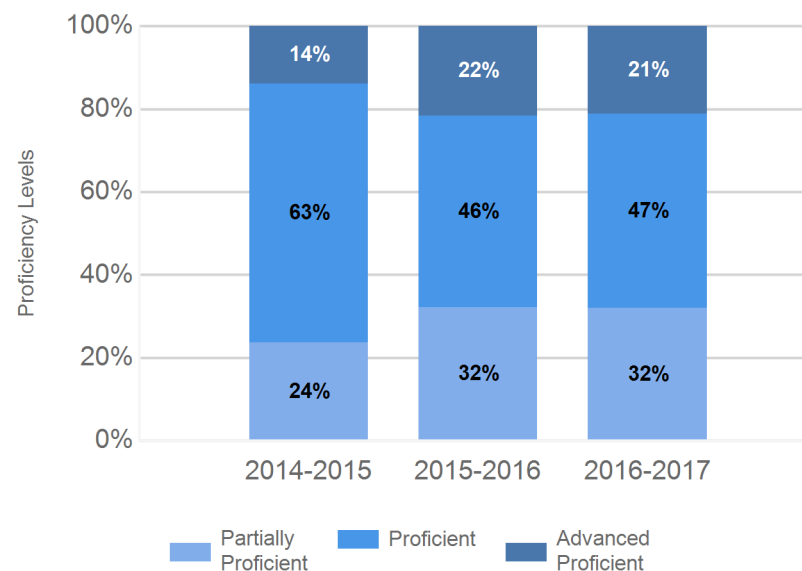
NJASK Science Assessment Performance: Grade 8

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	21%	47%	32%
White	34%	*	19%
Hispanic	9%	47%	44%
Black or African American	9%	38%	53%
Asian, Native Hawaiian, or Pacific Islander	38%	52%	11%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	6%	45%	48%
Students with Disabilities	3%	33%	64%
English Learners	N	38%	63%

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	56	52	50	Met Target	46	48	50	Met Target
White	56	*	50	Met Target	41	*	52	Met Target
Hispanic	52	49	49	Met Target	44	47	47	Met Target
Black or African American	46	*	45	Met Target	45	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	62	*	60	Exceeds Target	55	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	59	*	51	**	52	*	52	**
Economically Disadvantaged	47	47	47	Met Target	38	41	46	Not Met
Students with Disabilities	35	42	41	Not Met	41	46	43	Met Target
English Learners	58	*	53	Met Target	44.5	*	51	Met Target

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



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

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

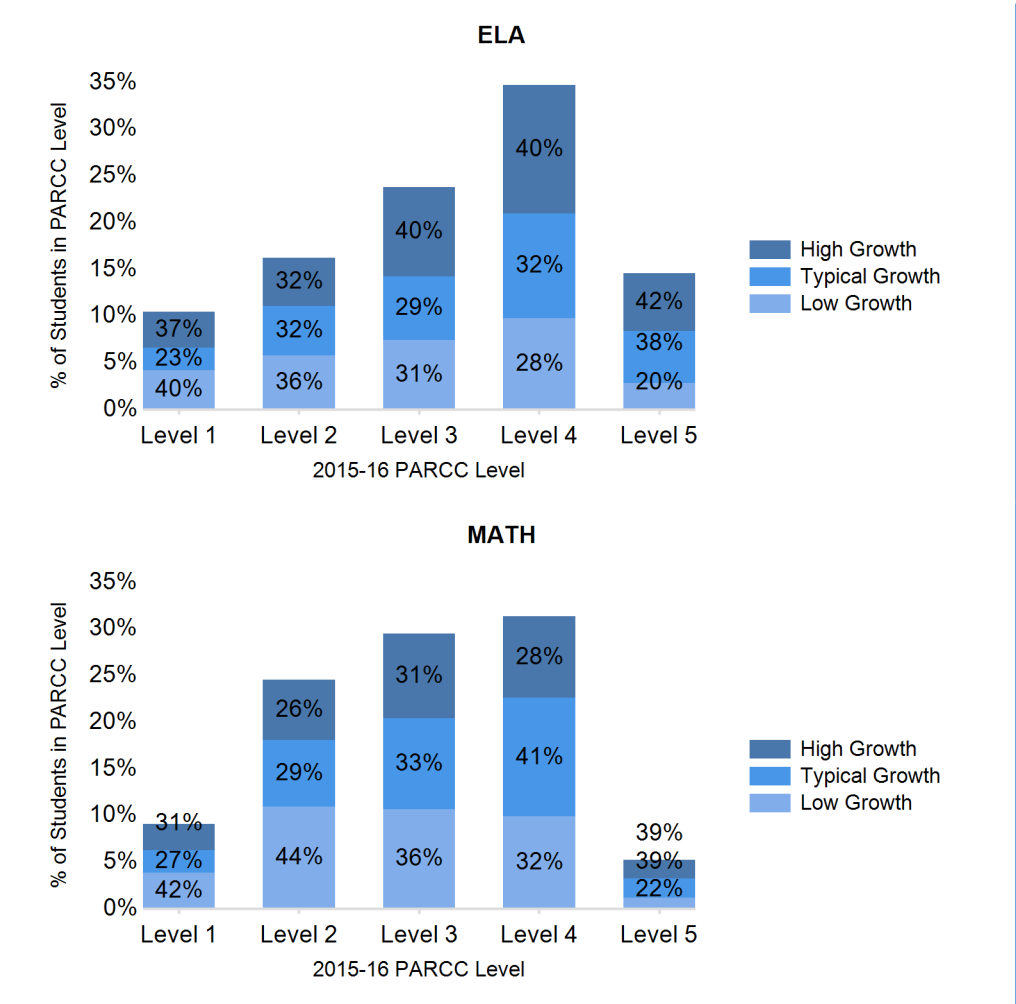
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

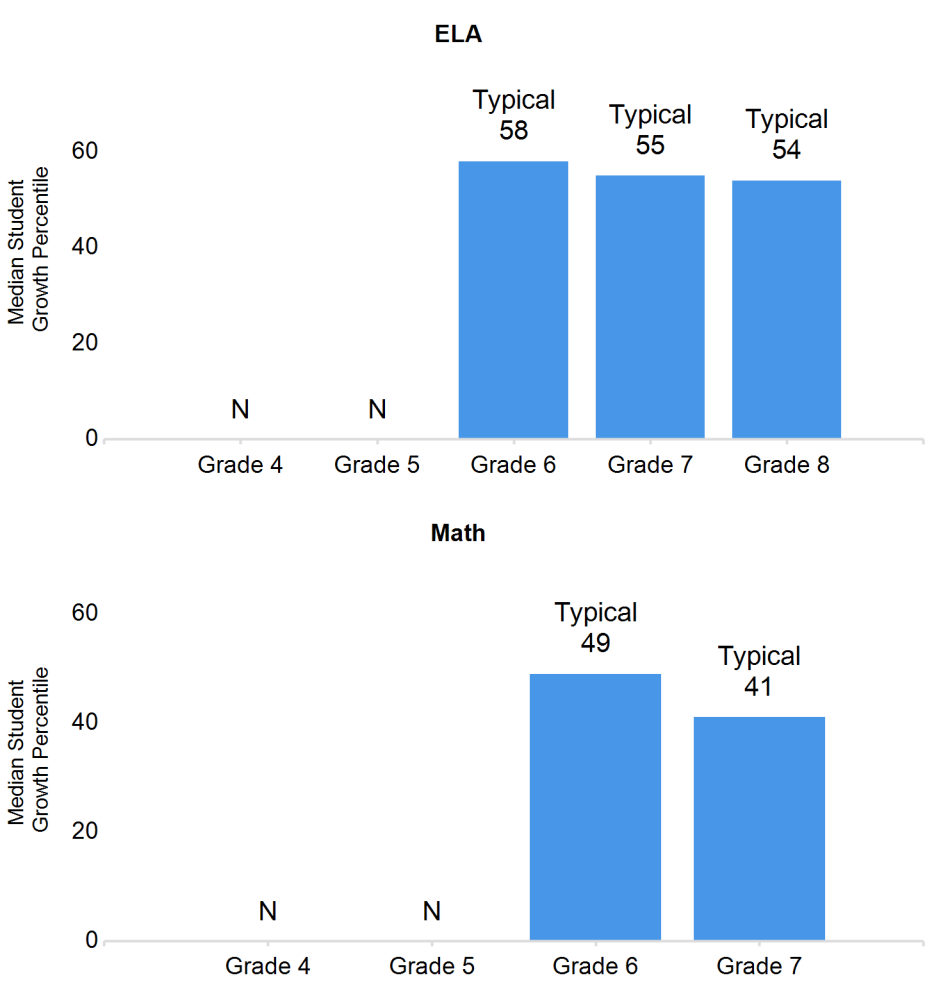
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	466
7	55	0	440
8	179	0	186
Schoolwide	234	0	1094

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	256	85	47	0	69	0	8
7	231	111	49	0	74	0	5
8	277	66	49	0	58	0	6
Schoolwide	764	262	145	0	201	0	21
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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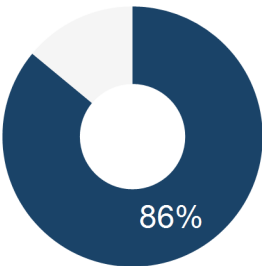
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Visual and Performing Arts – Course Participation

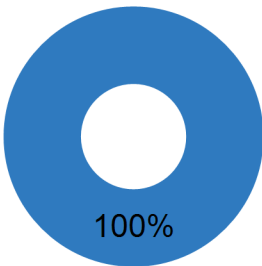
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

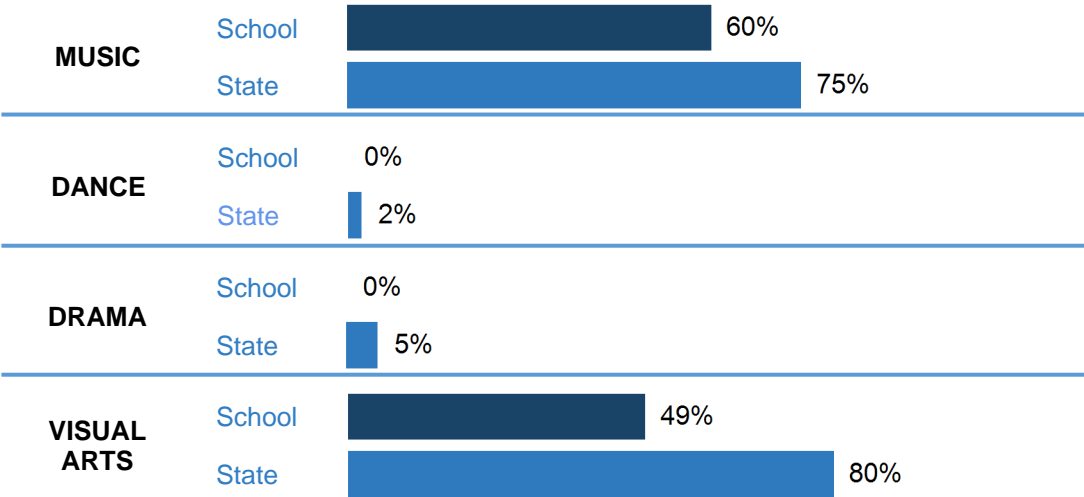


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

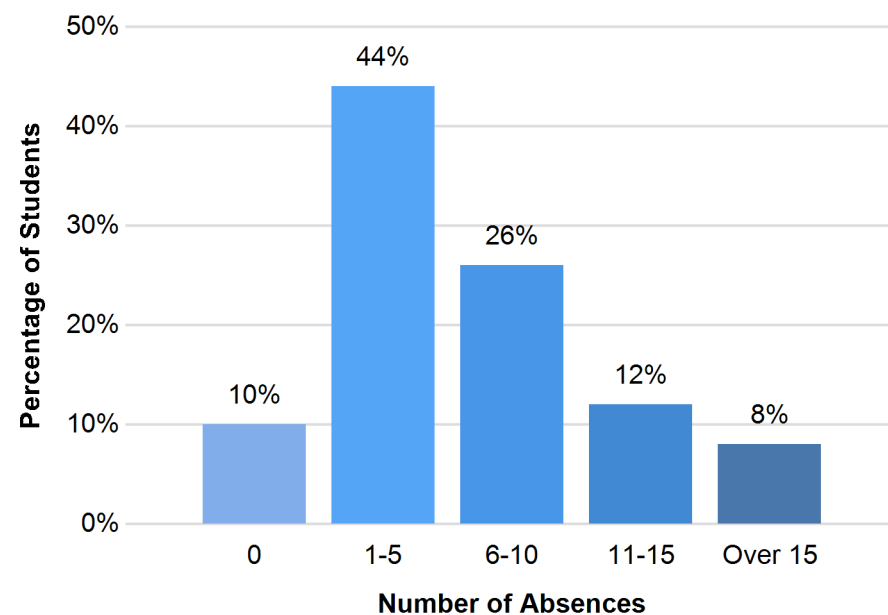
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	8.70	Met Target
White	6.40	8.70	Met Target
Hispanic	8.00	8.70	Met Target
Black or African American	7.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.80	8.70	Met Target
Students with Disabilities	12.30	8.70	Not Met
English Learners	5.00	8.70	Met Target

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

Days Absent

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



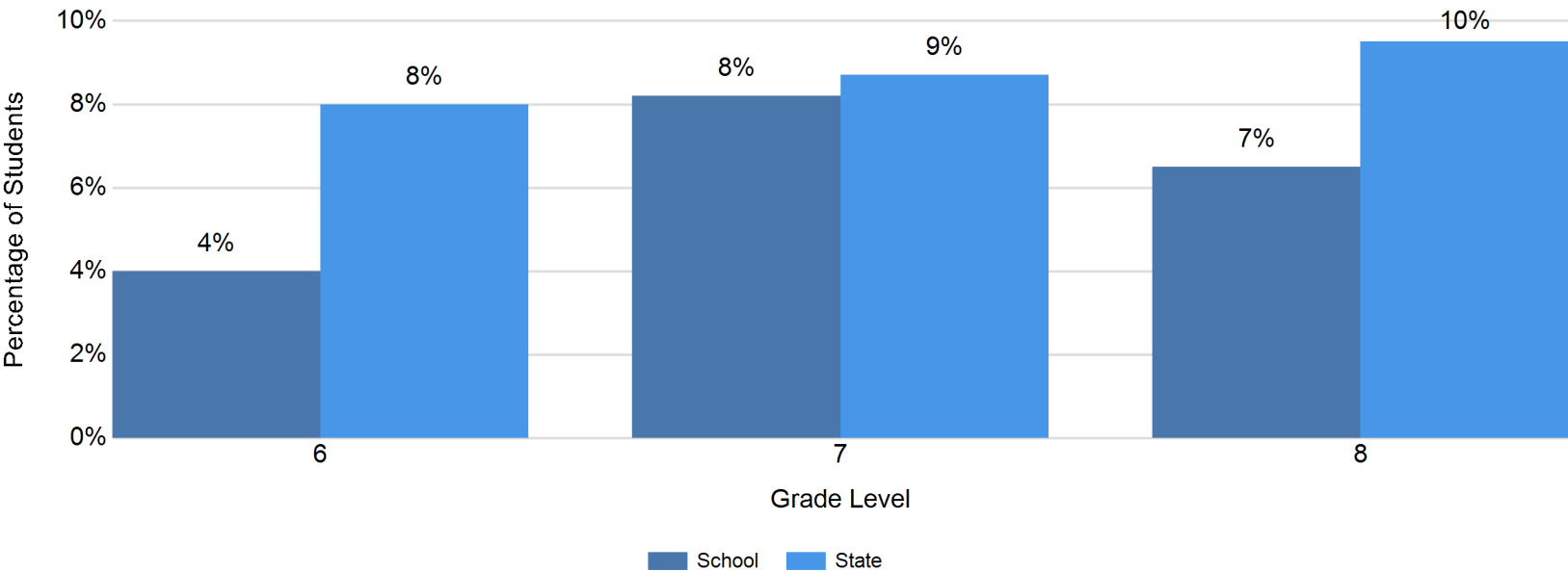


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Chronic Absenteeism by Grade

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	8:05AM
Typical End Time	3:05PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 36 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	16
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.01

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	11.3%
Out-of-School Suspensions	5.7%
Any Suspension	12.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	332.2 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)	\$430	\$12,625	\$13,055



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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	109	120,724
Average years experience in public schools	9.5	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	63%	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	42	9,506
Average years experience in public schools	12.9	15.9
Average years experience in district	10.3	11.6
Administrators in district for 4 or more years	62%	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	168:1	143:1
Librarian/Media Specialists		1003:1
Nurses		860:1
Counselors		401:1
Child Study Team		354:1



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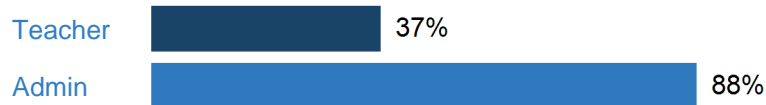
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.2	17.5%
Mathematics Proficiency	29.2	17.5%
English Language Arts Growth	62.7	25.0%
Mathematics Growth	32.6	25.0%
Chronic Absenteeism	57.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.8
Summative Rating: Percentile rank of Summative Score		41.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.8	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	41.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	43.3	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Black or African American	57.0	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	46.5	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	**	**	**	No
Economically Disadvantaged Students	38.1	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	31.5	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
English Learners	45.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Wilson	Email Address:	rwilson@nbtschools.org
Address:	25 LINWOOD PLACE NORTH BRUNSWICK, NJ 08902	Website:	www.nbtschools.org
Phone:	(732)289-3602		

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"> • Through the efforts of our entire school community, Linwood Middle School was exited from Focus status in 2017. • Linwood Middle School is ranked as the 11th most diverse school in the state of New Jersey. • The LMS curriculum includes courses in Language Arts, Mathematics, Science, Social Studies and World Language.
 Mission, Vision, Theme:	<p>At Linwood, we are a committed and diverse team of educators who work diligently to ensure that all students value diversity, learn collaboratively and reach their greatest potential. We believe that all students should be taught responsible behavior, respectful communication and tolerance of each other's differences.</p>
 Awards, Recognition, Accomplishments:	<p>2015-18 Recipient of the AESI Theatre Arts Integration grant from the NJ State Council on the Arts.</p>






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School Narrative

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

 Courses, Curriculum, Instruction:	<p>The LMS curriculum includes courses in Language Arts, Mathematics, Science, Social Studies and World Language (French, Spanish, German, and Italian). Linwood also offers elective courses where students explore Music, Art, Computers, Engineering, and Technology. Our Learning Center provides enhancements to support the core subject areas for students classified for Special Education services. Students who require additional enrichment receive services through academic enrichment and support.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Boys & Girls), Football (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p>
 Clubs and Activities:	<p>Choir Literary Magazine Club ("Pandemonium") SLICE Club Wind Ensemble Academic Challenge Math Olympiad Strings Debate Club Jazz Band Student Council National Junior Honor Society Drama Club Robotics Club Yearbook Club Newspaper Club 8th Grade Club Book Club Operation Achievement Linwood Awareness Buddies Homework Club PBIS Club</p>







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School Narrative

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

 Staff and Professional Learning:	<p>Through staff meetings and our professional learning communities, the faculty at Linwood meet consistently to share best practices and expertise; improve content and instructional implementation; and engage in collaborative inquiry to enhance pedagogical skills and the academic performance of students. As a school community, we have engaged in book studies and article reviews to grow our understanding of the social & emotional development of our student population.</p>
 Student Supports and Services:	<p>Linwood Middle School has four guidance counselors that seek to assist students with understanding the complexities of middle school, while providing direct services to individual and/or groups of students. Our knowledgeable CST monitors, assists and supports our Special Education students and their families. All of our support staff members assist students with academic, social and personal challenges such as decision making, study habits, class work, and school /family relationships.</p>
 Student Health and Wellness:	<p>LMS offers a breakfast program each morning for students who wish to attend. Linwood Middle School has established varied community-based partnerships with local and state agencies to assist our students and families with enhancing their social, emotional and family wellness. Also, our I&RS program provides a standardized, systematic problem solving process to assist staff and support students who are academically, socially, emotionally or behaviorally underperforming and at risk for failure.</p>
 Parent and Community Involvement:	<p>The LMS PTSO plays a vital role in the success of our school by sponsoring many student based activities and events. This parent organization supports these endeavors through fundraising while also providing teachers with mini-grants to fund school projects. Our monthly parent academies respectfully engage parents in researched-based strategies that support the whole-child and provide students with opportunities to publicly demonstrate progress through presentations of project-based learning.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>LMS offers a Media Center consisting of a Library and Computer Lab. There 2 Art Rooms, a STEM classroom, 2 Gyms, 3 additional dedicated computer labs and a multi-purpose cafetorium. Lab equipment extends technology access. In September of 2017, the school community refurbished our courtyard to create an outdoor classroom and extended learning environment. This space will be utilized by parents, students, teachers and staff for activities to support our school academic and community projects.</p>
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School Narrative

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Other Information:

Attendance: New Jersey law requires that every child between the ages of six and sixteen must attend school regularly. Regular attendance in school is critical towards contributing to the student's success in the classroom. Students may enter the building at 7:55 am. If a student arrives before 7:55 am, it must be for a school supervised activity and with a teacher's note. All walkers and bus students report to their lockers and to homeroom. A teacher must be in the classroom before a student may enter the room. At 8:10 am, all students are expected to be in homeroom. Discipline We believe in a three-pronged approach to discipline: prevention, intervention and consequences. Prevention, the primary goal, is teaching good/healthy choices and building the self-esteem of all our students so that children feel: Capable: All students must feel capable of success at their respective levels and be challenged to do even better. Connected: All students must feel connected to adults. Students who feel connected to three or more non-parent adults make better choices and achieve at greater levels. Contributing: All students must feel that they are making valuable contributions to their family, team, class or school. Intervention involves directly teaching students to ensure that they: understand and accept responsibility for their actions, recognize that they have options to behave and are committed to positive behavior for the future. Academic Support Read & Review is a time at the beginning of the day when students may gain help and access to teachers. This is not a teaching period but a briefing period that allows for students to go to teachers for clarification and direction. R&R is also a time when students may make up assignments and complete their homework. Each teacher maintains an individual R&R schedule and every student is assigned an R&R period. Small group intervention is also available for language arts and math.




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	111	92	80
1	122	101	91
2	114	120	98
3	110	96	118
4	112	105	96
5	133	102	114
Ungraded	0	0	0
Total	702	616	597

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%	51%	50%
Male	49%	49%	50%
Economically Disadvantaged Students	29%	34%	34%
Students with Disabilities	7%	9%	10%
English Learners	10%	11%	11%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Asian	33.7%
Hispanic	28.8%
Black or African American	19.9%
White	15.2%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.2%
Two or More Races	1.8%

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	105	92	80

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	68.5%
Spanish	15.7%
Telugu	3.5%
Hindi	2.5%
Gujarati	2.3%
Other	7.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	299	99.7	57.80	51.50	54.90	57.8	51.5	Met Target
White	56	100.0	53.60	60.00	63.90	53.6	53.3	Met Target
Hispanic	80	100.0	37.60	33.70	39.80	37.6	28.9	Met Target
Black or African American	55	98.5	36.30	36.00	35.20	36.3	29.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	102	100.0	87.30	79.20	80.70	87.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	145	100.0	60.70	58.70	62.20	60.7		
Male	154	99.4	55.20	44.70	48.10	55.2		
Economically Disadvantaged Students	102	100.0	30.40	29.80	36.20	30.4	25.9	Met Target
Non-Economically Disadvantaged Students	197	99.5	72.10	66.60	65.80	72.1		
Students with Disabilities	33	100.0	36.40	11.20	20.50	36.4	16.3	Met Target
Students without Disabilities	266	99.6	60.50	57.30	61.90	60.5		
English Learners	27	100.0	11.10	10.60	25.20	11.1	15.4	Met Target†
Non-English Learners	272	99.7	62.50	54.70	57.40	62.5		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	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	115	756	746	749	9%	11%	24%	47%	10%	57%	50%
White	18	760	753	759	*	0%	*	*	*	44%	61%
Hispanic	31	737	725	734	*	*	*	42%	0%	42%	35%
Black or African American	24	729	732	731	*	*	*	*	0%	25%	32%
Asian, Native Hawaiian, or Pacific Islander	39	785	772	775	*	0%	*	72%	*	90%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	55	758	750	754	*	*	22%	46%	*	58%	55%
Male	60	755	742	745	*	*	25%	48%	*	55%	46%
Economically Disadvantaged Students	38	726	723	731	*	*	*	26%	*	29%	31%
Non-Economically Disadvantaged Students	77	771	762	762	*	*	*	57%	*	70%	63%
Students with Disabilities	14	730	703	720	*	*	*	*	0%	36%	24%
Students without Disabilities	101	760	753	755	*	*	*	*	11%	59%	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	94	747	746	753	*	16%	21%	45%	*	53%	56%
White	14	740	*	762	*	*	*	*	0%	43%	67%
Hispanic	30	730	729	740	*	*	*	*	*	33%	40%
Black or African American	16	740	736	737	*	*	*	*	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	32	772	768	777	0%	*	*	69%	*	88%	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	750	749	758	*	*	*	40%	*	51%	61%
Male	51	745	743	749	*	*	*	49%	*	55%	51%
Economically Disadvantaged Students	43	732	729	737	*	*	*	26%	*	30%	36%
Non-Economically Disadvantaged Students	51	760	758	764	*	*	*	61%	*	73%	69%
Students with Disabilities	12	719	*	725	*	*	*	*	*	25%	25%
Students without Disabilities	82	751	*	759	*	*	*	*	*	57%	62%
English Learners	11	714	707	711	*	*	*	*	*	*	10%
Non-English Learners	83	752	747	755	*	*	*	*	*	*	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%



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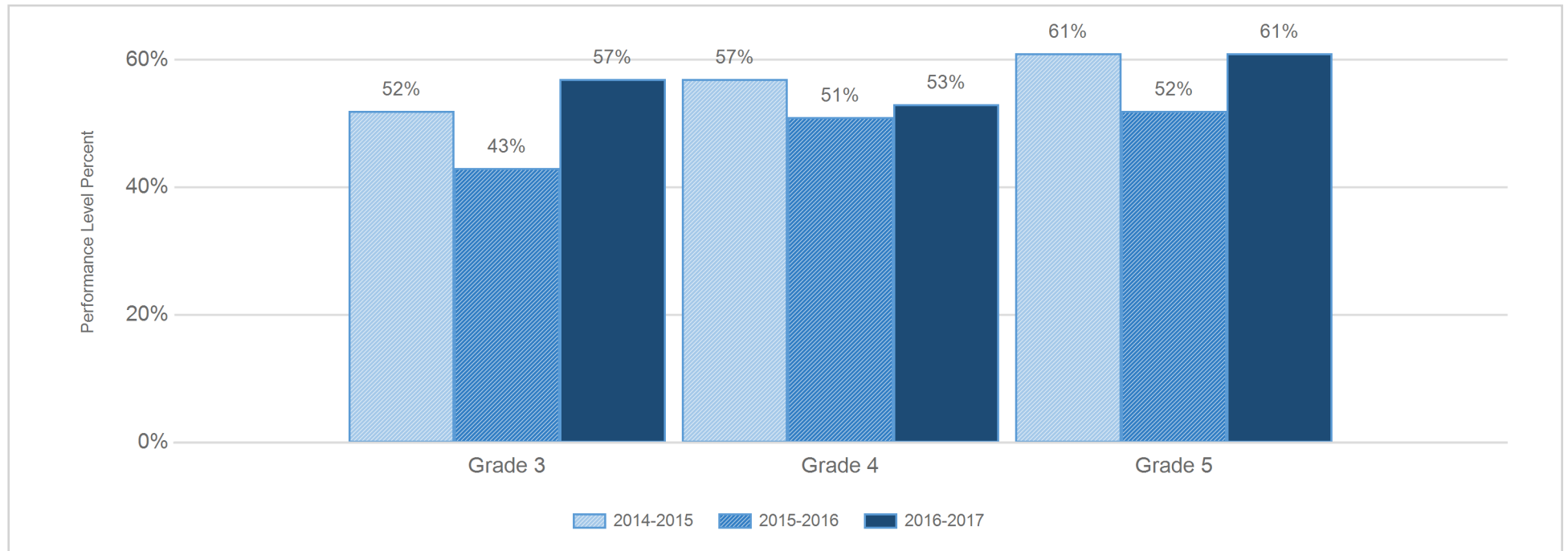
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	110	756	750	756	*	16%	16%	49%	*	61%	59%
White	25	759	*	763	*	*	*	56%	*	68%	69%
Hispanic	26	736	735	743	*	*	*	*	0%	35%	44%
Black or African American	24	738	735	740	*	*	*	50%	0%	50%	39%
Asian, Native Hawaiian, or Pacific Islander	34	781	775	779	*	*	*	53%	29%	82%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	55	762	753	761	*	*	*	56%	*	69%	66%
Male	55	749	747	750	*	*	*	42%	*	53%	53%
Economically Disadvantaged Students	32	735	733	740	*	*	*	31%	0%	31%	40%
Non-Economically Disadvantaged Students	78	764	761	765	*	*	*	56%	17%	73%	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%

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	300	99.7	52.40	39.10	43.50	52.4	55.3	Met Target†
White	56	100.0	46.40	46.10	52.40	46.4	56.8	Met Target†
Hispanic	81	100.0	28.40	20.60	27.60	28.4	27.8	Met Target
Black or African American	55	98.5	30.90	20.80	21.70	30.9	33.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	102	100.0	85.30	72.10	75.60	85.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	145	100.0	49.00	40.00	44.10	49		
Male	155	99.4	55.40	38.40	42.90	55.4		
Economically Disadvantaged Students	103	100.0	27.10	18.70	25.10	27.1	30.3	Met Target†
Non-Economically Disadvantaged Students	197	99.5	65.50	53.20	54.30	65.5		
Students with Disabilities	33	100.0	27.30	*	16.50	27.3	25.5	Met Target
Students without Disabilities	267	99.7	55.40	*	48.80	55.4		
English Learners	28	100.0	14.30	11.80	23.30	14.3	23	Met Target†
Non-English Learners	272	99.7	56.30	41.30	45.20	56.3		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	755	747	751	*	*	33%	31%	17%	48%	53%
White	18	745	750	759	*	*	*	*	*	33%	63%
Hispanic	32	739	729	738	*	*	44%	*	*	28%	37%
Black or African American	24	732	735	733	*	*	42%	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	40	784	773	779	*	*	*	45%	40%	85%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	57	751	747	751	*	*	42%	25%	*	39%	52%
Male	60	758	747	751	*	*	23%	37%	*	57%	53%
Economically Disadvantaged Students	40	731	726	736	*	*	38%	*	*	23%	34%
Non-Economically Disadvantaged Students	77	767	763	761	*	*	30%	*	*	61%	65%
Students with Disabilities	14	728	711	729	*	*	*	*	*	21%	29%
Students without Disabilities	103	758	753	755	*	*	*	*	*	52%	57%
English Learners	11	729	708	724	*	*	*	*	*	*	21%
Non-English Learners	106	757	751	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	751	745	747	*	21%	19%	43%	*	55%	47%
White	14	743	*	755	*	*	*	*	0%	43%	59%
Hispanic	33	734	728	734	*	33%	*	30%	0%	30%	30%
Black or African American	16	741	732	729	*	*	0%	63%	0%	63%	25%
Asian, Native Hawaiian, or Pacific Islander	32	779	772	774	0%	*	*	50%	34%	84%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	44	745	742	747	*	*	*	36%	*	48%	47%
Male	53	756	748	747	*	*	*	49%	*	60%	48%
Economically Disadvantaged Students	46	734	727	732	*	*	*	30%	*	33%	27%
Non-Economically Disadvantaged Students	51	766	759	757	*	*	*	55%	*	75%	61%
Students with Disabilities	12	732	*	724	*	*	*	*	*	25%	22%
Students without Disabilities	85	754	*	751	*	*	*	*	*	59%	52%
English Learners	14	722	711	716	*	*	*	*	*	*	12%
Non-English Learners	83	756	747	749	*	*	*	*	*	*	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%



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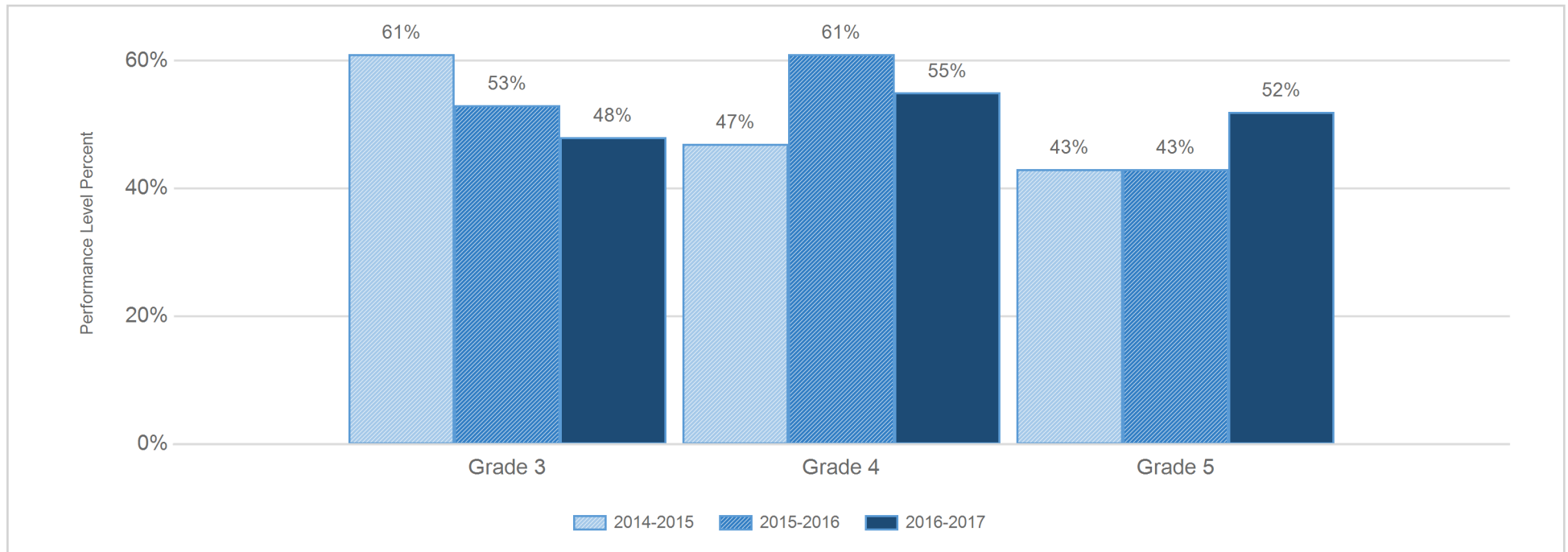
Mathematics Assessment - Performance by Grade: Grade 5

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	110	751	743	747	*	22%	25%	41%	*	52%	46%
White	25	758	*	754	0%	*	*	52%	*	60%	57%
Hispanic	26	731	729	735	*	42%	*	*	0%	23%	30%
Black or African American	24	729	727	729	*	*	*	*	0%	25%	22%
Asian, Native Hawaiian, or Pacific Islander	34	778	768	774	0%	*	*	56%	29%	85%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	55	752	742	747	*	22%	24%	44%	*	53%	47%
Male	55	751	745	746	*	22%	26%	38%	*	51%	46%
Economically Disadvantaged Students	32	730	728	732	*	*	38%	*	*	22%	27%
Non-Economically Disadvantaged Students	78	760	753	756	*	*	19%	*	*	64%	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%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	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	21	71.4%	28.6%
2	*	*	*
3	13	53.8%	46.2%
4	10	*	*
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.

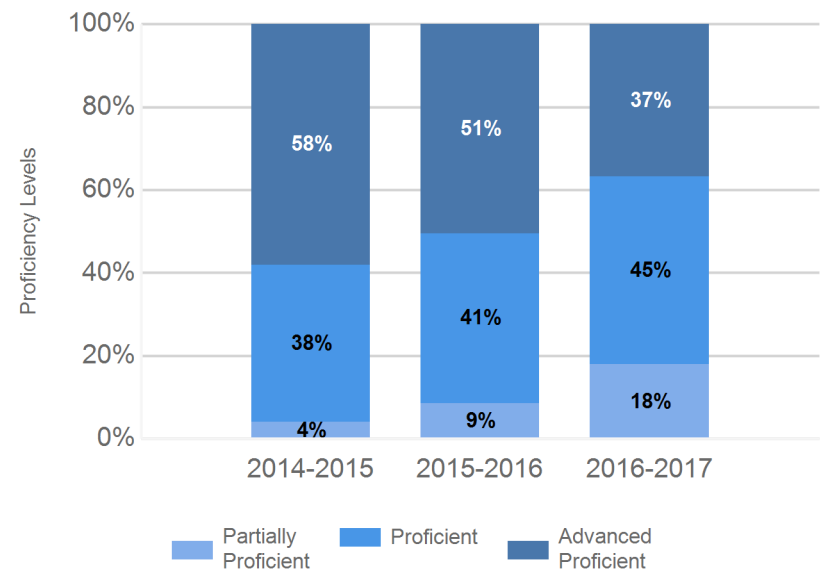
NJASK Science Assessment Performance: Grade 4

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	37%	45%	18%
White	36%	*	14%
Hispanic	13%	53%	34%
Black or African American	33%	53%	13%
Asian, Native Hawaiian, or Pacific Islander	66%	28%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	21%	46%	34%
Students with Disabilities	9%	55%	36%
English Learners	8%	50%	42%

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	52	50	Met Target	49.5	48	50	Met Target
White	43	*	50	Met Target	36	*	52	Not Met
Hispanic	46	49	49	Met Target	54	47	47	Met Target
Black or African American	30	*	45	Not Met	34	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	58.5	*	60	Met Target	53	*	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	40	47	47	Met Target	44.5	41	46	Met Target
Students with Disabilities	43	42	41	Met Target	48	46	43	Met Target
English Learners	46	*	53	**	59	*	51	**

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



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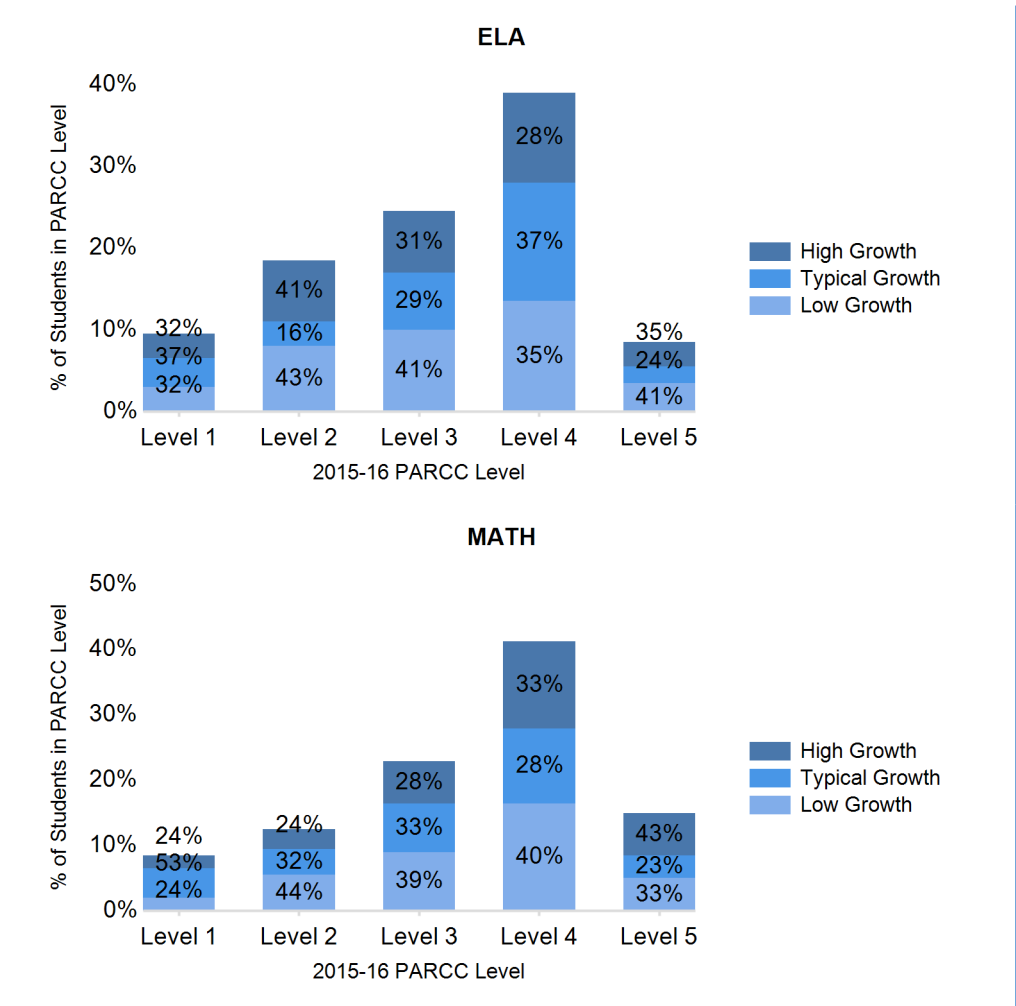
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

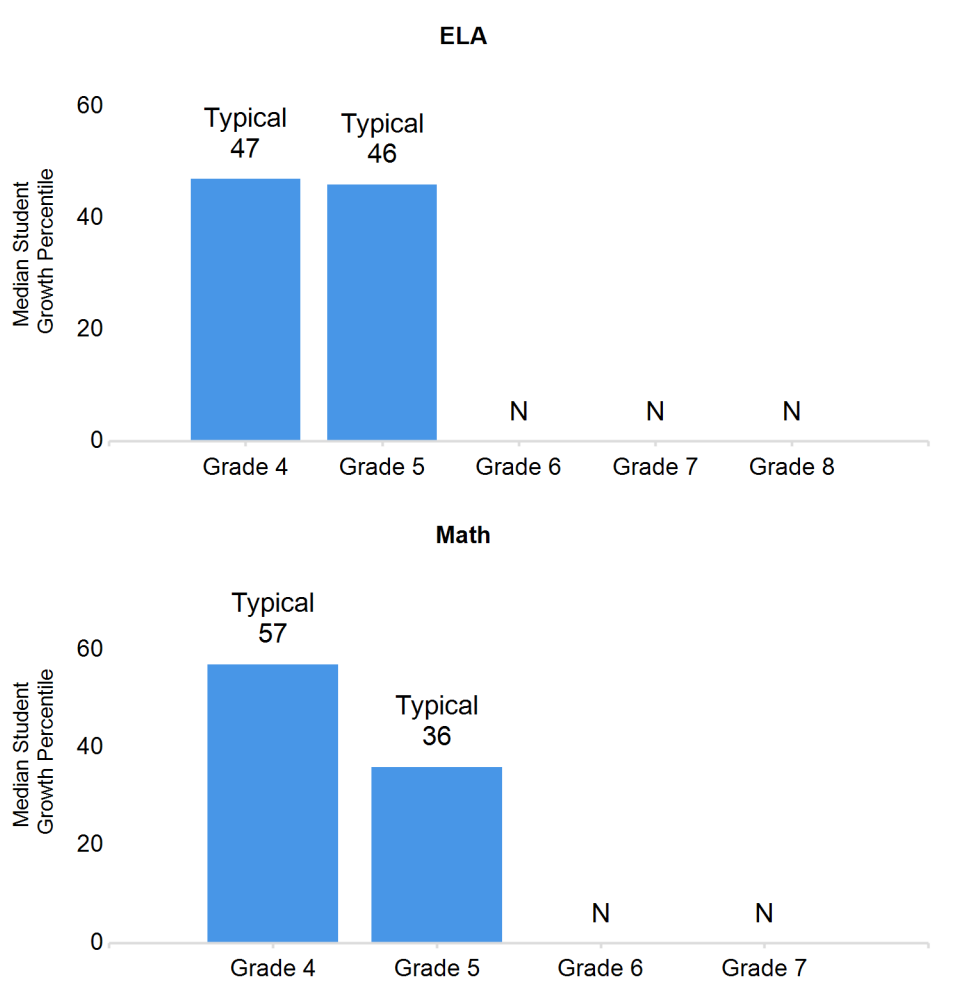
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

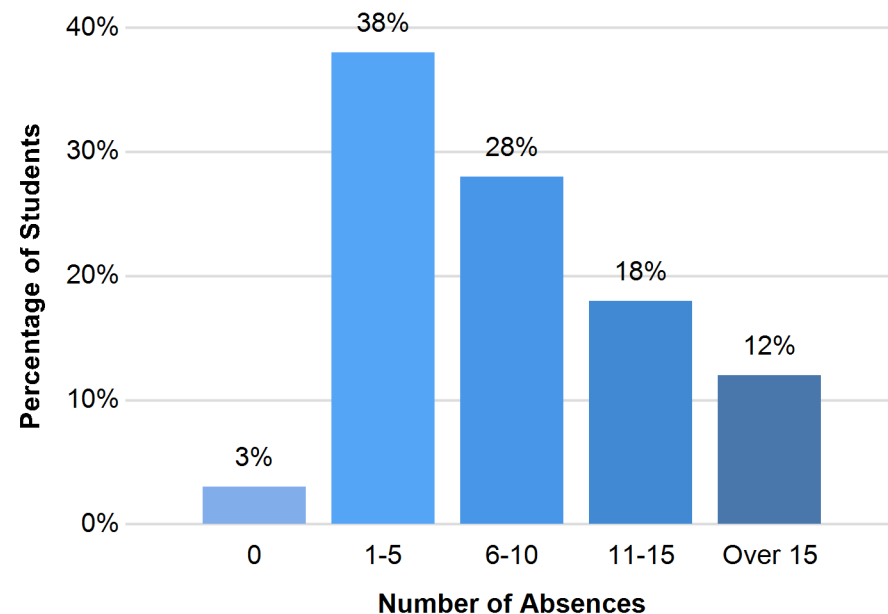
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.40	8.40	Not Met
White	16.50	8.40	Not Met
Hispanic	12.30	8.40	Not Met
Black or African American	10.10	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.40	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.40	8.40	Not Met
Students with Disabilities	15.00	8.40	Not Met
English Learners	11.10	8.40	Not Met

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

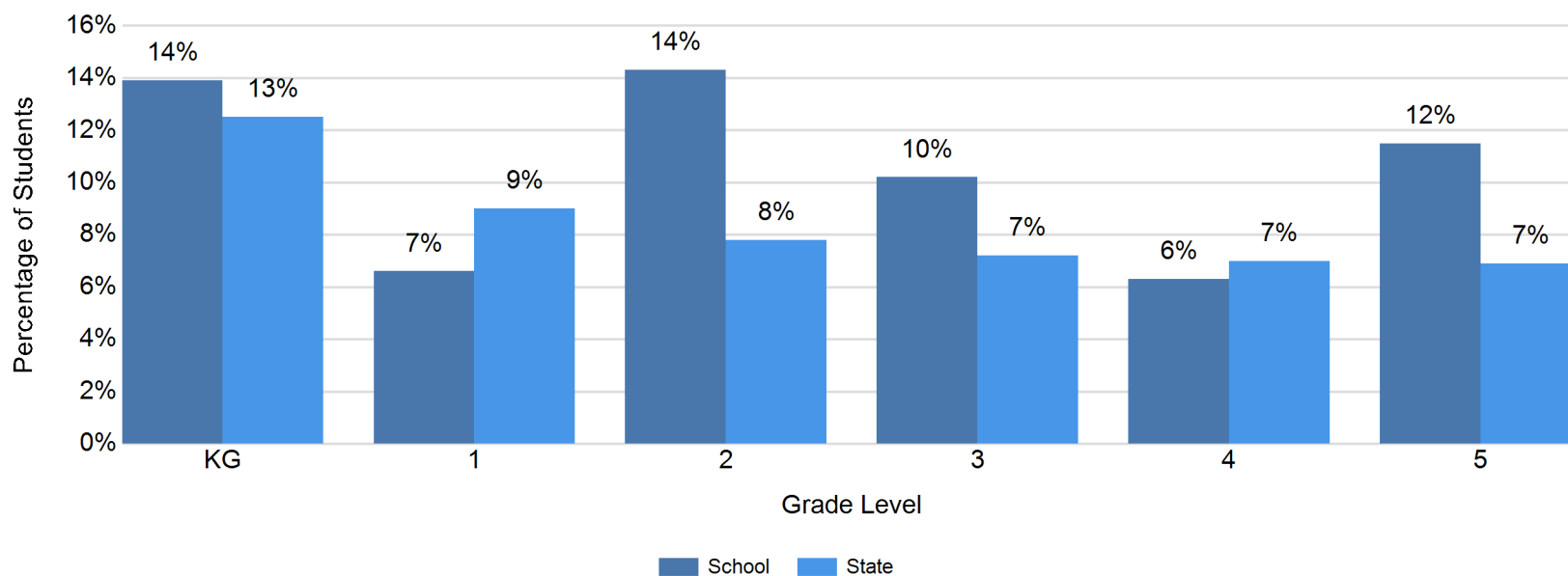
Days Absent

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



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	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 53 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	0.7%
Out-of-School Suspensions	0.8%
Any Suspension	1.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	332.2 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)	\$430	\$12,625	\$13,055



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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	54	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	10.2	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	42	9,506
Average years experience in public schools	12.9	15.9
Average years experience in district	10.3	11.6
Administrators in district for 4 or more years	62%	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	199:1	143:1
Librarian/Media Specialists		1003:1
Nurses		860:1
Counselors		401:1
Child Study Team		354:1



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

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

Teachers: All classroom teachers

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

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

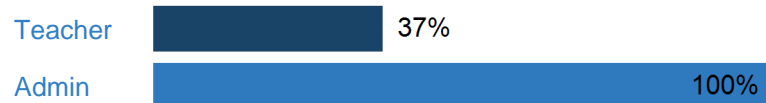
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	44.2	17.5%
Mathematics Proficiency	51.3	17.5%
English Language Arts Growth	33.5	25.0%
Mathematics Growth	41.7	25.0%
Chronic Absenteeism	20.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.6
Summative Rating: Percentile rank of Summative Score		31.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	16.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	45.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	38.4	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	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	**	**	**	**	**	No
Economically Disadvantaged Students	35.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	61.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	Met Target†	Met Target†	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Dawson	Email Address:	sdawson@nbtsschools.org
Address:	1128 LIVINGSTON AVENUE NORTH BRUNSWICK, NJ 08902	Website:	lp.nbtsschools.org
Phone:	(732)289-3302	Facebook:	www.facebook.com/Livingston-Park-Elementary-School-
		Twitter:	https://twitter.com/livingstonpark

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"> • We are proud to be a diverse school that serves many types of students. • Our staff and students have extensive access to use technology. • Using the Connected Action Roadmap, staff actively use PLC time to design targeted and rigorous instruction.
 Mission, Vision, Theme:	Livingston Park Elementary School has served a diverse population of students in grades K-5 in North Brunswick, New Jersey for over 100 years. We believe that all students can learn, and that everyone is entitled to a rigorous, high quality education in a safe and positive environment. We know that good character is developed through teaching, example and practice, and that creating a caring school community is a prerequisite to effective teaching and learning.
 Awards, Recognition, Accomplishments:	Livingston Park has been named a NJ School of Character. This honor is verification of the efforts we put towards fostering both intellectual and emotional growth in our students. Additionally, the NJ DOE has recognized Livingston Park as the Middlesex County winner of the Best Practices Award in the category of Citizenship/Tolerance.






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School Narrative

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 Courses, Curriculum, Instruction:	<p>A comprehensive curriculum including instruction in Mathematics, Language Arts, Science and Social Studies is offered to all students. Language Arts classes follow the Readers and Writer's Workshop model, while Math classes use the Everyday Math curriculum. A host of special elective classes including art, music, technology and foreign language compliment required classes.</p>
 Clubs and Activities:	<p>Livingston Park's Student Council gives youngsters a voice in school issues. We believe the student government experience promotes citizenship and shared responsibility for the school. These values will carry over into the child's life and develop the sense of community. Through our fifth grade peer leadership program, students are empowered to be role models for younger children. Students may also participate in Robotics, Math Olympiad, Achieve, Gate, Yearbook, Explore, and the National Spelling Bee.</p>
 Before and After School Programs:	<p>Livingston Park Elementary School operates before and after school programs including Achieve and Explore, both of which serve students in K-5. Our Morning Math program services students in grades K-5. Math Olympiad is a designated 5th grade program and our robotics and chess clubs operate after school for grades 3-5. All morning and afternoon programs are facilitated by Livingston Park staff.</p>







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School Narrative

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

 Staff and Professional Learning:	Professional learning communities (PLCs) provide opportunities for professional growth on an ongoing basis. Staff use the Connected Action Roadmap (CAR) to examine standards, create assessments and design instruction. Our school has several instructional coaches that help staff with math and literacy instruction. A special education coach assists staff with the differentiation of lessons. Learning never stops at Livingston Park.
 Student Supports and Services:	Livingston Park provides support services for English Language Learners, students with IEP's, 504's and students with disabilities. Classroom support models include but are not limited to, co-teaching, resource room, and self-contained classrooms. In addition, students and staff are supported by a LAL coach and a Math coach. Academic Support Staff services students and teachers in the area of LAL and Math.
 Student Health and Wellness:	A number of programs allow our students to learn about health and wellness. In addition to physical education, all students have access to recess and a healthy breakfast program. Assembly programs work to teach children to stop bullying, have positive interactions with one another, and live healthy lifestyles.
 Parent and Community Involvement:	Parents are valued partners in the educational process and their participation is welcomed. Parents support and strengthen school programs and contribute greatly to our children's success through Livingston Park's PTO. The PTO sponsors assembly programs, coordinates classroom volunteers, and hosts a series of events for our students and their families. The local police and fire departments partner with our school to help students learn about safety and responsibility.

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed:

Livingston Park School used the Connected Action Roadmap (CAR) survey. The Livingston Park staff was asked to participate in the survey twice in one calendar school year. The results of the survey were used to drive the work of Professional Learning Communites, Professional Developlment and to address and improve the school culture and climate. The results of the survey were reviewed and discussed with school community.



Facilities:

Though Livingston Park was constructed in 1896, the building has been renovated extensively over time. Our school is air conditioned, and includes a library, computer lab, cafeteria, gymnasium and many classrooms. Multiple playgrounds are available for students. A kind and caring facilities staff, led by Mr. Smith, keeps our school spotlessly clean and in tip-top shape.




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School Narrative

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<div>Other Information:</div>	<p>Livingston Park Elementary School is an institution known for having a positive school culture, characterized by a highly dedicated staff that care deeply for students. Our staff work hard to help all students develop mastery of the curriculum, and we are proud to support learners with different needs and ability levels. We believe that all children can learn, and that all children will benefit from the guidance of a caring and devoted classroom teacher.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	432	401	446
10	444	426	407
11	442	449	426
12	467	429	449
Ungraded	19	45	38
Total	1803	1750	1766

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	49%
Male	52%	51%	52%
Economically Disadvantaged Students	40%	38%	41%
Students with Disabilities	12%	14%	14%
English Learners	3%	4%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	32.5%
Black or African American	23.6%
Asian	22.1%
White	20.6%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	0.8%

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	1765
Shared Time Students	1
Full Time Equivalent	1766

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	65.9%
Spanish	19.0%
Gujarati	1.8%
Arabic	1.8%
Hindi	1.6%
Other	10.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	812	99.3	46.50	51.50	54.90	46.5	54.4	Not Met
White	181	99.5	58.50	60.00	63.90	58.5	63.2	Met Target†
Hispanic	268	99.3	31.30	33.70	39.80	31.3	40.3	Not Met
Black or African American	183	98.6	32.20	36.00	35.20	32.2	41.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	176	100.0	72.10	79.20	80.70	72.1	78.4	Not Met
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	385	99.8	54.50	58.70	62.20	54.5		
Male	427	98.9	39.30	44.70	48.10	39.3		
Economically Disadvantaged Students	342	99.5	28.40	29.80	36.20	28.4	34.9	Not Met
Non-Economically Disadvantaged Students	470	99.2	59.80	66.60	65.80	59.8		
Students with Disabilities	109	98.3	*	11.20	20.50	*	17.8	Not Met
Students without Disabilities	703	99.5	*	57.30	61.90	*		
English Learners	55	100.0	*	10.60	25.20	*	N	N
Non-English Learners	757	99.3	*	54.70	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	453	744	744	749	16%	15%	23%	35%	11%	46%	52%
White	94	755	755	757	*	*	25%	46%	13%	59%	62%
Hispanic	148	727	727	733	26%	*	25%	24%	*	28%	35%
Black or African American	108	732	732	730	*	21%	26%	28%	*	32%	30%
Asian, Native Hawaiian, or Pacific Islander	102	772	772	777	*	*	17%	48%	27%	75%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	205	751	751	756	13%	9%	22%	42%	13%	56%	60%
Male	248	739	739	741	18%	20%	24%	29%	10%	38%	43%
Economically Disadvantaged Students	196	728	728	731	24%	*	26%	25%	*	29%	32%
Non-Economically Disadvantaged Students	257	756	756	758	9%	*	21%	42%	*	60%	62%
Students with Disabilities	53	707	707	714	*	*	*	*	*	*	13%
Students without Disabilities	400	749	749	754	*	*	*	*	*	*	58%
English Learners	27	692	692	690	*	*	*	*	*	*	*
Non-English Learners	426	747	747	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	415	743	743	743	22%	13%	21%	30%	15%	45%	46%
White	90	759	759	749	*	*	20%	40%	19%	59%	52%
Hispanic	136	726	726	728	38%	10%	18%	26%	8%	34%	34%
Black or African American	102	728	728	725	25%	*	28%	23%	*	27%	31%
Asian, Native Hawaiian, or Pacific Islander	83	771	771	774	*	*	16%	35%	35%	70%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	202	751	751	752	17%	7%	25%	33%	17%	51%	54%
Male	213	735	735	734	26%	18%	16%	27%	12%	39%	39%
Economically Disadvantaged Students	171	722	722	726	36%	*	21%	22%	*	26%	32%
Non-Economically Disadvantaged Students	244	757	757	751	12%	*	21%	35%	*	57%	54%
Students with Disabilities	55	694	694	704	66%	*	*	*	0%	11%	12%
Students without Disabilities	360	750	750	749	15%	*	*	*	17%	50%	52%
English Learners	23	688	688	681	*	*	*	*	*	*	*
Non-English Learners	392	746	746	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	308	733	733	736	19%	*	32%	29%	*	31%	38%
White	65	740	740	738	*	*	40%	37%	*	39%	40%
Hispanic	119	728	728	731	*	*	32%	23%	*	24%	34%
Black or African American	73	730	730	728	21%	*	30%	27%	*	30%	30%
Asian, Native Hawaiian, or Pacific Islander	47	740	740	756	*	*	23%	34%	*	40%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	140	739	739	744	*	*	32%	35%	*	39%	46%
Male	168	728	728	729	*	*	32%	23%	*	25%	31%
Economically Disadvantaged Students	144	727	727	729	*	*	30%	24%	*	25%	32%
Non-Economically Disadvantaged Students	164	738	738	740	*	*	34%	33%	*	37%	42%
Students with Disabilities	59	705	705	709	*	*	*	*	*	*	12%
Students without Disabilities	249	740	740	741	*	*	*	*	*	*	43%
English Learners	14	692	692	699	*	*	*	*	*	*	*
Non-English Learners	294	735	735	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

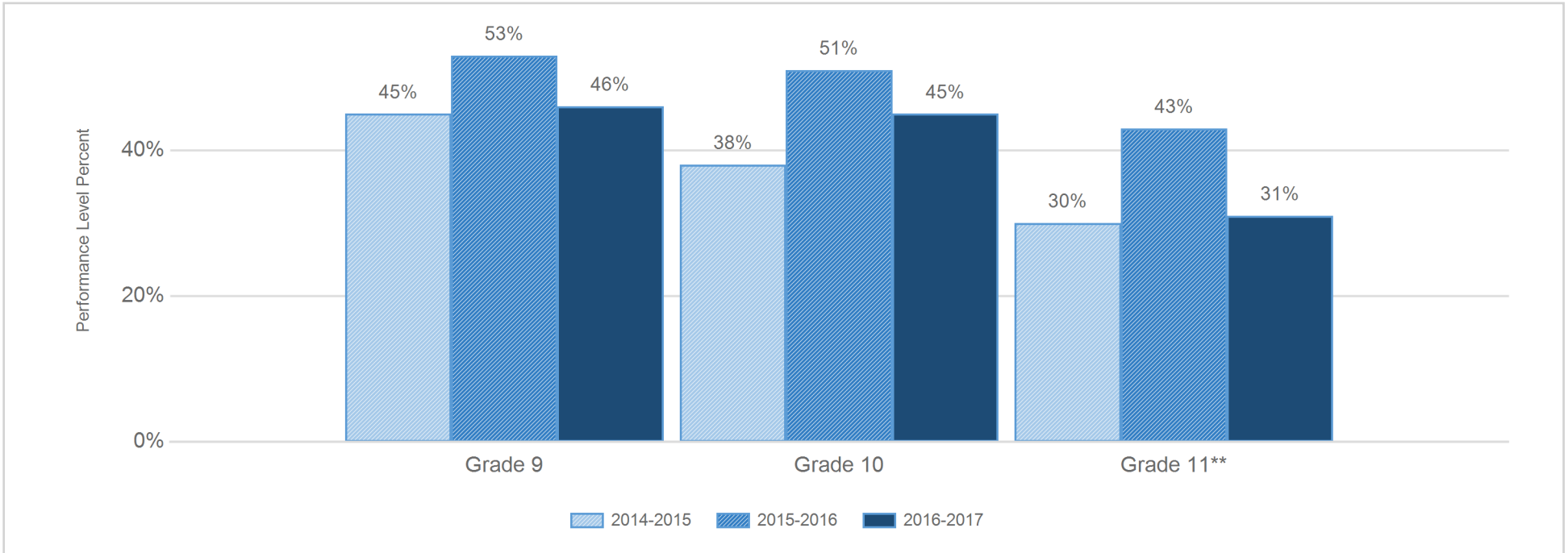


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	745	99.5	27.20	39.10	43.50	27.2	27.6	Met Target†
White	167	99.4	37.10	46.10	52.40	37.1	30.2	Met Target
Hispanic	240	99.2	15.00	20.60	27.60	15	17.6	Met Target†
Black or African American	174	99.5	11.50	20.80	21.70	11.5	15.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	160	100.0	52.60	72.10	75.60	52.6	49.3	Met Target
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	354	100.0	25.70	40.00	44.10	25.7		
Male	391	99.1	28.40	38.40	42.90	28.4		
Economically Disadvantaged Students	307	99.7	12.70	18.70	25.10	12.7	13.1	Met Target†
Non-Economically Disadvantaged Students	438	99.4	37.20	53.20	54.30	37.2		
Students with Disabilities	77	98.8	*	*	16.50	*	8.4	Not Met
Students without Disabilities	668	99.6	*	*	48.80	*		
English Learners	42	100.0	*	11.80	23.30	*	N	N
Non-English Learners	703	99.5	*	41.30	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	345	718	737	743	*	*	*	*	*	*	42%
White	55	730	747	751	*	26%	36%	26%	*	26%	52%
Hispanic	151	715	*	728	*	*	*	*	*	*	24%
Black or African American	106	713	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	31	723	767	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	144	720	741	744	*	*	*	*	*	*	43%
Male	201	716	734	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	201	715	724	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	144	721	748	751	*	*	*	*	*	*	52%
Students with Disabilities	70	705	*	714	*	*	*	*	*	*	10%
Students without Disabilities	275	721	*	747	*	*	*	*	*	*	47%
English Learners	31	708	708	708	*	*	*	*	*	*	*
Non-English Learners	314	719	739	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	363	730	736	734	*	31%	33%	22%	*	25%	30%
White	80	739	*	740	*	20%	36%	35%	*	38%	38%
Hispanic	104	722	*	722	16%	39%	33%	12%	0%	12%	14%
Black or African American	98	721	*	719	15%	43%	31%	*	*	11%	*
Asian, Native Hawaiian, or Pacific Islander	76	746	756	758	*	16%	32%	41%	*	49%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	179	729	735	735	*	32%	35%	22%	*	24%	31%
Male	184	731	736	733	*	30%	31%	22%	*	26%	30%
Economically Disadvantaged Students	144	722	*	721	*	40%	32%	*	*	12%	13%
Non-Economically Disadvantaged Students	219	736	*	740	*	26%	33%	*	*	33%	39%
Students with Disabilities	29	710	*	711	*	*	*	*	*	*	*
Students without Disabilities	334	732	*	738	*	*	*	*	*	*	*
English Learners	12	717	717	710	*	*	*	*	*	*	*
Non-English Learners	351	731	736	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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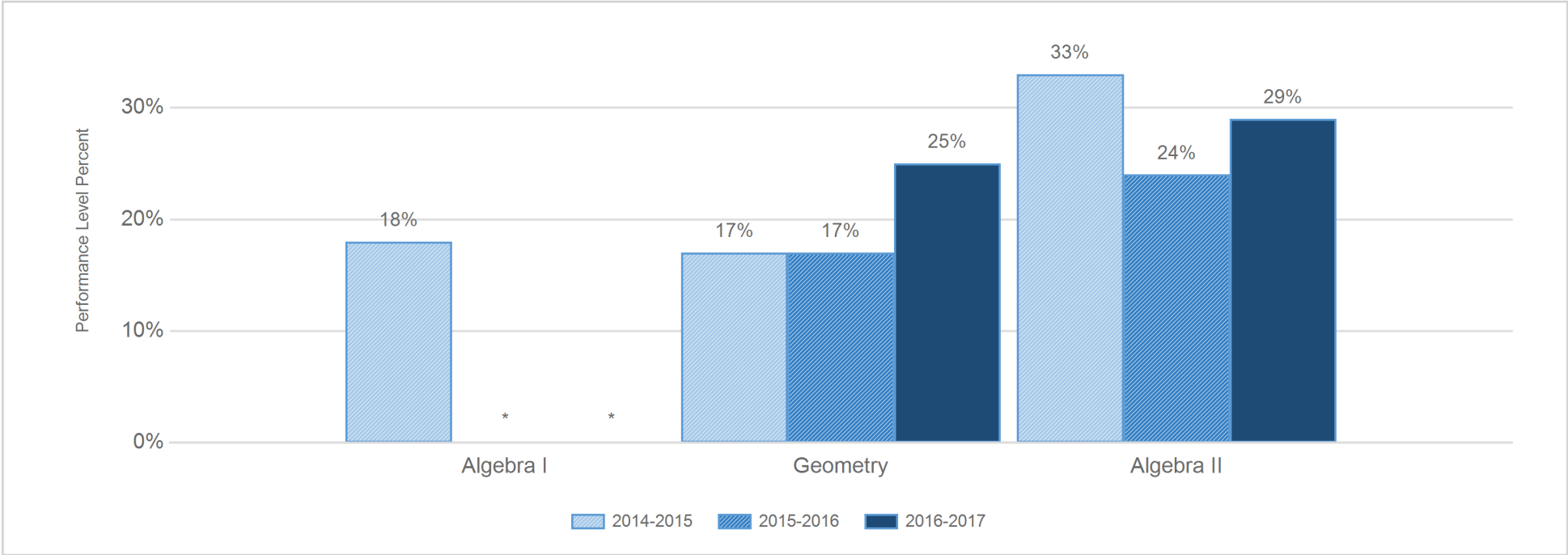
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	379	727	727	725	26%	24%	22%	26%	3%	29%	28%
White	88	731	731	731	*	23%	32%	28%	*	30%	33%
Hispanic	123	714	714	710	36%	29%	20%	*	*	15%	14%
Black or African American	64	712	712	703	42%	22%	17%	19%	0%	19%	*
Asian, Native Hawaiian, or Pacific Islander	102	748	748	761	*	20%	20%	42%	*	50%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	187	724	724	725	25%	*	*	24%	*	26%	27%
Male	192	729	729	725	27%	*	*	28%	*	31%	29%
Economically Disadvantaged Students	129	711	711	708	40%	30%	14%	16%	0%	16%	13%
Non-Economically Disadvantaged Students	250	735	735	733	18%	21%	26%	31%	4%	35%	35%
Students with Disabilities	34	690	690	692	*	*	*	*	*	*	*
Students without Disabilities	345	730	730	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	23	*	*
2	23	*	*
3	17	*	*
4	12	*	*
5+	*	*	*



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

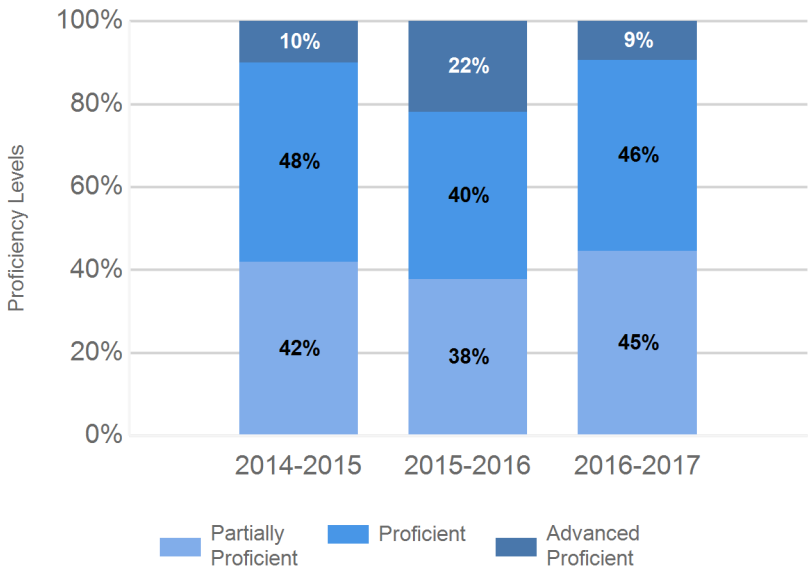
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	9%	46%	45%
White	12%	*	*
Hispanic	5%	41%	54%
Black or African American	10%	43%	48%
Asian, Native Hawaiian, or Pacific Islander	19%	50%	31%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	3%	47%	51%
Students with Disabilities	3%	22%	76%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	95.2%	70.0%
Percentage of students taking the ACT	21.4%	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	468	481	Varies By Grade	64%	67%
PSAT - Math	471	483	Varies By Grade	44%	49%
SAT - Reading and Writing	555	551	480	78%	77%
SAT - Math	551	552	530	57%	58%
ACT - Reading	23	24	22	57%	65%
ACT - English	23	24	18	79%	79%
ACT - Math	24	24	22	64%	65%
ACT - Science	23	23	23	55%	54%



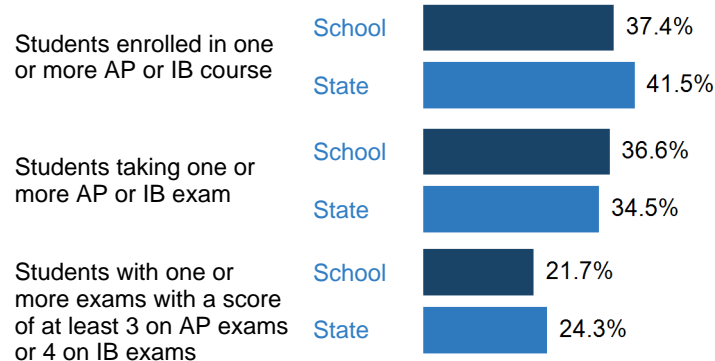
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

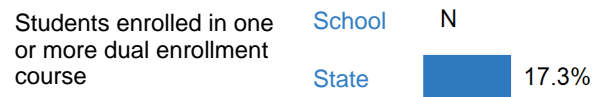
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	88	89
AP Calculus AB	48	49
AP Calculus BC	30	30
AP Chemistry	33	38
AP Computer Science A	23	24
AP Computer Science Principles	18	17
AP English Language and Composition	86	106
AP English Literature and Composition	76	79
AP European History	3	5
AP French Language and Culture	7	7
AP German Language and Culture	15	15
AP Government	16	0
AP Macroeconomics	50	54
AP Microeconomics	56	61
AP Music Theory	11	11
AP Physics 1	90	78
AP Physics C	17	0
AP Physics C: Electricity and Magnetism	0	13
AP Physics C: Mechanics	0	21
AP Psychology	48	48



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	13	13
AP Statistics	27	24
AP U.S. Government and Politics	0	16
AP U.S. History	36	40
Total Exams Taken		838
Exams with scores of at least 3 on AP exams or 4 on IB exams		422



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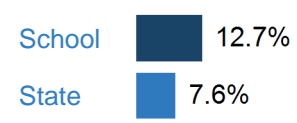
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

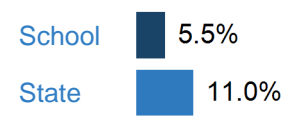
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

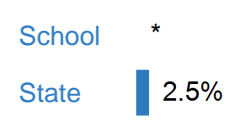
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	295	155	1	0	0	0	100
10	105	186	102	0	0	0	121
11	21	63	242	61	27	8	110
12	13	39	109	80	77	66	116
Schoolwide	435	443	454	141	104	74	448
Enrolled in AP/IB Course					77	27	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	8	97	14	1	361	4
10	30	360	6	2	53	6
11	257	70	1	37	83	19
12	93	41	0	59	103	109
Schoolwide	388	568	21	99	600	138
Enrolled in AP/IB Course	88	33		0	106	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	479	2	0	0	0	9
10	37	412	11	1	0	94
11	7	442	52	10	0	99
12	5	78	66	37	0	194
Schoolwide	528	934	129	48	0	396
Enrolled in AP/IB Course	0	36	105	48	0	19

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	291	71	37	0	39	0	0
10	284	51	32	0	38	0	0
11	183	50	27	0	29	0	0
12	41	10	7	0	20	0	0
Schoolwide	799	182	103	0	126	0	0
Enrolled in AP/IB Course	13	7	0	0	15	0	0
Enrolled in Level 3 or Higher	179	65	31	0	43	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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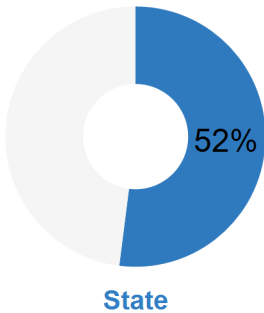
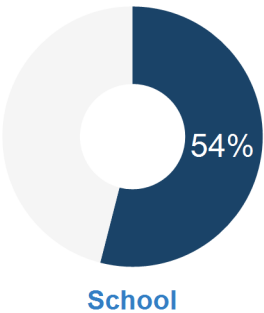
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Visual and Performing Arts – Course Participation

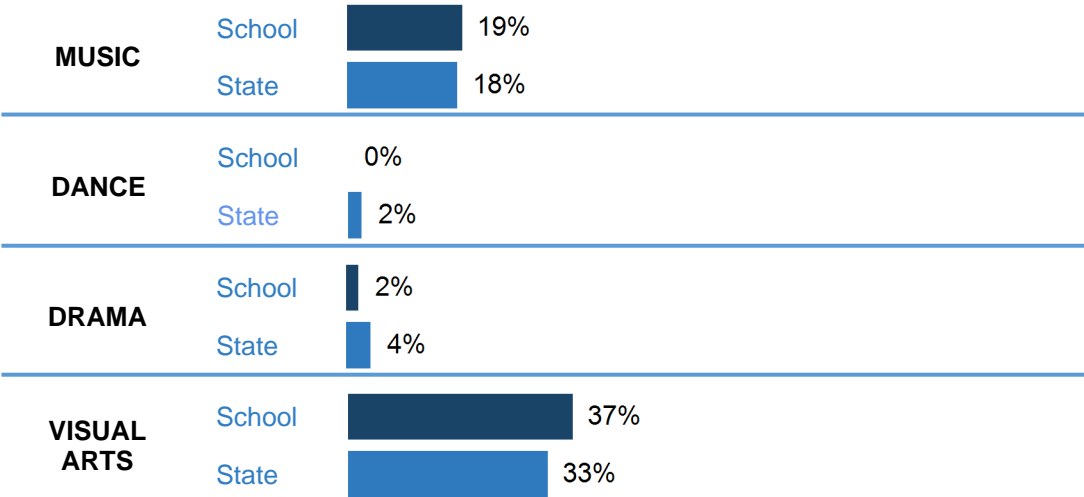
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	80.9%	90.5%	89.5%	91.8%	87.2%	84.8%	Met Target	87.7%	89.9%	Not Met
White	84.3%	94.5%	92.4%	95.1%	90.8%	92.5%	Not Met	93.9%	93.9%	Met Target
Hispanic	*	84.3%	*	86.3%	*	69.4%	Met Target	75.4%	79.4%	Not Met
Black or African American	83.3%	83.4%	86.2%	85.3%	84.1%	83.8%	Met Target	87.7%	90.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	94.2%	96.6%	98.3%	97.5%	97.5%	N	Met Goal	94.8%	96.0%	Not Met
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	72.4%	83.9%	82.8%	85.6%	79.3%	78.9%	Met Target	81.3%	85.0%	Not Met
Students with Disabilities	73.4%	78.8%	88.0%	82.1%	86.5%	81.0%	Met Target	80.3%	83.6%	Not Met
English Learners	47.1%	76.1%	50.0%	79.7%	43.8%	**	**	64.7%	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	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	80.9%	-
2016	87.2%	89.5%
2015	84.3%	87.7%

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	0.4%	1.1%
2015-2016	1.4%	1.1%
2014-2015	1%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	77.2%	36.4%	63.6%
White	*	*	*
Hispanic	65.4%	62.9%	37.1%
Black or African American	72.4%	38.2%	61.8%
Asian, Native Hawaiian, or Pacific Islander	92.6%	15.9%	84.1%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	67.8%	52.6%	47.4%
Students with Disabilities	65.3%	75%	25%
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	84.9%	42.6%	57.4%	82.3%	17.8%	76.9%	23.1%
White	83.3%	36.7%	63.3%	76.7%	23.3%	67.8%	32.2%
Hispanic	81.9%	70.9%	29.1%	89.5%	10.5%	91.9%	8.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.2%	19.4%	80.6%	78.6%	21.4%	70.9%	29.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	78.7%	68%	32%	87%	13%	89%	11%
Students with Disabilities	70.5%	77.4%	22.6%	96.8%	3.2%	93.6%	6.5%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

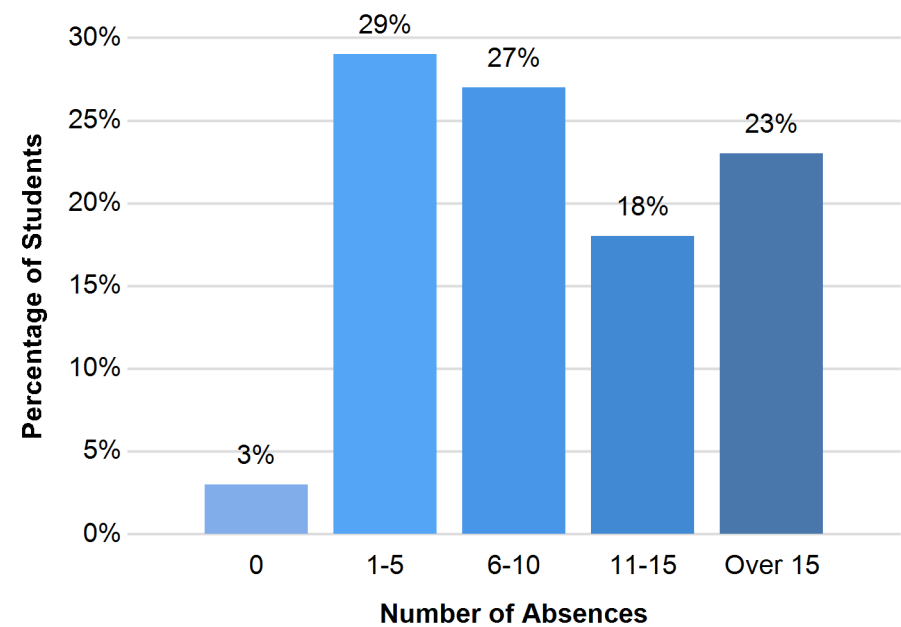
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.90	14.30	Not Met
White	18.00	14.30	Not Met
Hispanic	20.60	14.30	Not Met
Black or African American	17.70	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	14.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.60	14.30	Not Met
Students with Disabilities	28.70	14.30	Not Met
English Learners	20.70	14.30	Not Met

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

Days Absent

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



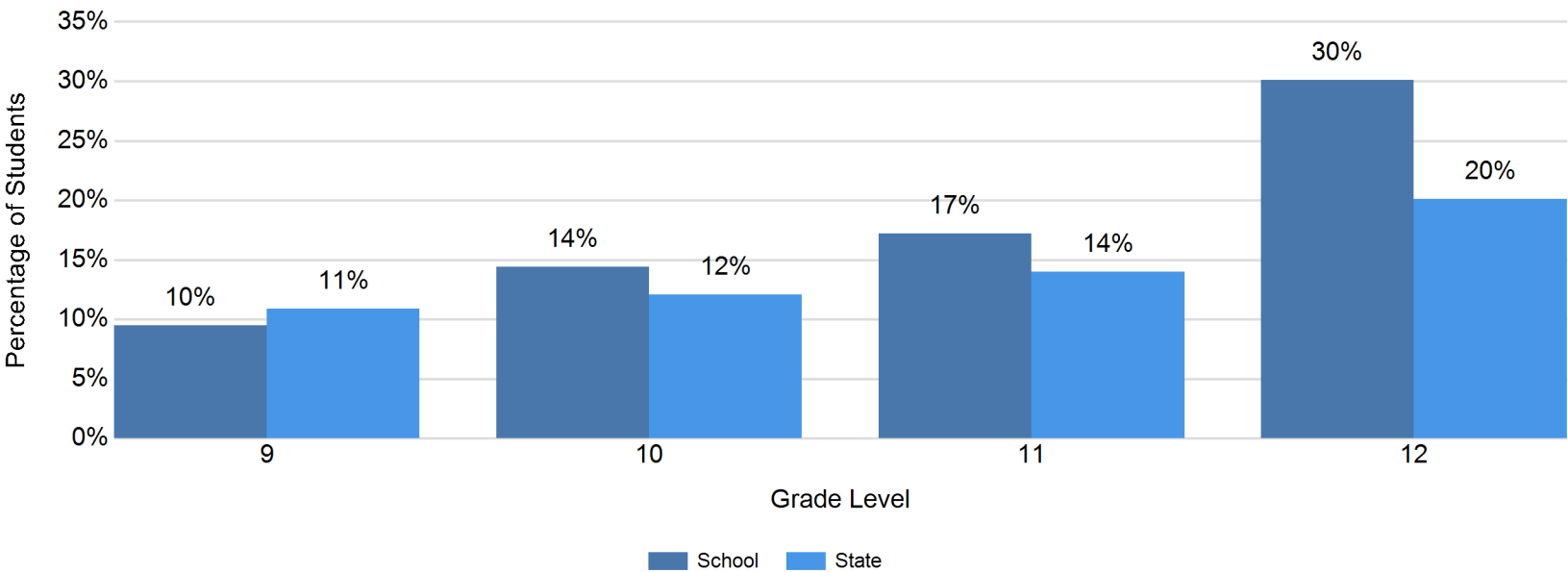


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:35AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 29 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	19
Vandalism	2
Weapons	4
Substances	8
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	2.04

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	15.2%
Out-of-School Suspensions	10.4%
Any Suspension	18.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	332.2 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)	\$430	\$12,625	\$13,055



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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	147	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	67%	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	42	9,506
Average years experience in public schools	12.9	15.9
Average years experience in district	10.3	11.6
Administrators in district for 4 or more years	62%	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	147:1	143:1
Librarian/Media Specialists		1003:1
Nurses		860:1
Counselors		401:1
Child Study Team		354:1



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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	87%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	45.9	17.5%
Mathematics Proficiency	42.5	17.5%
Graduation - 4-Year	25.1	25.0%
Graduation - 5-Year	17.0	25.0%
Chronic Absenteeism	25.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		29.8
Summative Rating: Percentile rank of Summative Score		22.5
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.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	29.8	6.2	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
White	36.4	6.2	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Hispanic	23.5	6.2	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	46.6	6.2	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	27.2	6.2	No	Not Met	Met Target	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	30.7	6.2	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	40.5	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Kneller	Email Address:	mkneller@nbtschools.org
Address:	98 RAIDER ROAD NORTH BRUNSWICK, NJ 08902-9607	Website:	http://nbths.nbtschools.org/
Phone:	(732)289-3702		

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"> • National Project Lead the Way (PTLW) Certified School • Music program recognized as part of district award, (2017 BCME Best Communities for Music Education): • 2016 Character.org Promising Practices Distinction for Possibilites program
	Mission, Vision, Theme: Mission: The mission of the North Brunswick Township High School is to provide a nurturing environment that fosters personal and academic growth, creating life-long learners who are globally aware citizens Theme: Respect, Integrity, Service, Excellence. We are North Brunswick! NBTHS is a community of over 1800 students from many diverse backgrounds.
	Awards, Recognition, Accomplishments: Parsons received a Township proclamation celebrating our 50th anniversary. Parsons teacher was awarded a Community Impact Award at The Forging Partnerships, Creating Successful Communities event for a partnership with Mobile Family Success Center. Our Nurse, with the Nursing department was awarded a \$10K grant to address Chronic Absenteeism. Most improved students were recognized at a Somerset Patriot Game. Each marking period students are recognized for best effort and outstanding character.



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Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys & Girls), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)

2016 Greater Middlesex County Champions Boys Soccer, 2017 Greater Middlesex County Champions Boys Volleyball. Four students awarded signed Division 1 offers to play college sports. Multiple student athletes earned all division, conference and state honors.



Clubs and Activities:

35 extra-curricular clubs & programs with focus on academics, service, student support, and school spirit. Students participate in local, regional, and national competitions for Robotics, DECA, FBLA. Local competitions for Mock Trial and Model UN. NJ Blood Services recognized the Student Government organization at Top 5 in NJ for facilitated Blood Drives. Clubs and Activities raised \$30,995 for various charities and community donations. Students recorded 2,961 hours of community service.



Before and After School Programs:

Peer Tutoring program 9-12, After School Study Hall offered Tuesday-Friday 9-12. Extra help offered by staff members. Weight Room available to students Tuesday-Thursday after school.








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

 Staff and Professional Learning:	Department originated Professional Learning Communities (PLC's). District Mandated Flex Program/Staff Development. Staff Committees (PBSIS, HIB, SOS, AVID Site Team)
 Postsecondary Information:	95% of members of class of 2017 accepted to higher education programs. 2% employment, 2% Military, 1.0% undecided. College Board program recognition for the Class of 2017. 59% of all 2017 AP exams score 3 or better. One National Merit Scholar, Four commended students. Class of 2017 earned over \$1 million in 4 year total of college scholarships and awards. PSAT offered to all students 9-11. SAT prep elective course offered.
 Student Supports and Services:	ESL- Beginner, Intermediate, Advanced. Learning Center- Possibilities Program, Autism Services. Peer Tutoring program, After School Study Hall, Senior Leadership. AVID elective course, TOP (Teen Outreach Program), Freshman Academy
 Student Health and Wellness:	Breakfast programs offered through Chartwells Dining Service. Physical Education/ Health Education 9-12, on site Eye exams and Flu Shot clinics offered twice a year. Student Government Organization sponsored Blood Drive twice a year.
 Parent and Community Involvement:	PTSO. Guidance Parent Nights 9-12. Genesis Parent Portal. Nationally recognized robotics team sponsored by Squib. SEPTA parent organization. Possibilities work program with Shoprite, Retro Fitness. AVID Parent Nights, Parent/ Teem Driver workshop, Athletics Open House, Freshman Orientation Program. PUSH visits to elementary schools.



North Brunswick Township High School
2016-2017
Grade Span 09-12

23-3620-040
MIDDLESEX
NORTH BRUNSWICK TWP
98 RAIDER ROAD
NORTH BRUNSWICK, NJ 08902-9607

School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Original building constructed in 1973. Editions in 1990 and 2006. Library, state of the Art auditorium, computer labs, Main Gym, 2 Auxiliary Gyms, Aquatic Center & Air conditioning. Technology available in every classroom. Two (2) Artificial Surface playing fields lined for boys and girls soccer, football, boys and girls lacrosse. Two (2) natural grass baseball and softball fields. Shared services with township tennis courts and cross country course.</p>
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North Brunswick Township High School
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.

<div>Other Information:</div>	<p>School day runs from 7:36-2:12. 4 Day Rotational Schedule. Students take 8 classes, 6 classes meet a day (2 drop). 55 minute class periods. All classrooms in the school outfitted with lap top and projector for interative presentations. Chromebooks carts available for student use by department. Parent communication available through Friday Folder, Parent Portal, email, Social Media. NBTHS Guidance Department LiveBinder- #1 most accessed LiveBinder on the site: http://www.livebinders.com/play/play?id=329553</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	148	124	118
1	125	137	128
2	126	115	134
3	124	125	108
4	125	110	129
5	116	121	109
Ungraded	30	37	42
Total	794	769	768

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%	50%
Male	51%	51%	50%
Economically Disadvantaged Students	50%	51%	53%
Students with Disabilities	8%	11%	11%
English Learners	7%	8%	7%
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	45.7%
Asian	25.8%
Black or African American	15.4%
White	10.7%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.8%

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	148	124	118

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	54.7%
Spanish	31.6%
Telugu	4.0%
Urdu	1.6%
Tamil	1.6%
Other	6.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	319	98.0	43.90	51.50	54.90	43.9	38.8	Met Target
White	34	97.6	44.10	60.00	63.90	44.1	45.9	Met Target†
Hispanic	141	98.7	29.10	33.70	39.80	29.1	19.4	Met Target
Black or African American	56	98.4	35.70	36.00	35.20	35.7	30.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	82	98.8	73.20	79.20	80.70	73.2	74.2	Met Target†
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	164	98.9	46.90	58.70	62.20	46.9		
Male	155	97.1	40.60	44.70	48.10	40.6		
Economically Disadvantaged Students	172	98.0	27.40	29.80	36.20	27.4	18.5	Met Target
Non-Economically Disadvantaged Students	147	98.1	63.30	66.60	65.80	63.3		
Students with Disabilities	40	91.1	*	11.20	20.50	*	18.8	Not Met
Students without Disabilities	279	99.0	*	57.30	61.90	*		
English Learners	30	100.0	*	10.60	25.20	*	N	N
Non-English Learners	289	97.8	*	54.70	57.40	*		
Homeless Students	N	N	N	20.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	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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23-3620-090
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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	108	736	746	749	23%	*	24%	29%	*	36%	50%
White	18	733	753	759	*	*	*	*	0%	39%	61%
Hispanic	48	718	725	734	35%	23%	*	23%	*	23%	35%
Black or African American	16	743	732	731	*	*	*	*	0%	38%	32%
Asian, Native Hawaiian, or Pacific Islander	26	765	772	775	*	*	*	*	*	58%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	53	740	750	754	*	*	23%	32%	*	40%	55%
Male	55	731	742	745	*	*	26%	26%	*	33%	46%
Economically Disadvantaged Students	65	717	723	731	*	*	25%	19%	*	19%	31%
Non-Economically Disadvantaged Students	43	764	762	762	*	*	23%	44%	*	63%	63%
Students with Disabilities	15	686	703	720	*	*	*	*	*	*	24%
Students without Disabilities	93	744	753	755	*	*	*	*	*	*	55%
English Learners	12	686	692	709	*	*	*	*	*	*	11%
Non-English Learners	96	742	750	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	130	740	746	753	11%	20%	27%	35%	8%	42%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	55	727	729	740	*	29%	29%	22%	*	26%	40%
Black or African American	26	733	736	737	*	*	*	*	*	31%	36%
Asian, Native Hawaiian, or Pacific Islander	34	765	768	777	0%	*	*	56%	*	74%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	72	741	749	758	*	21%	26%	36%	*	43%	61%
Male	58	740	743	749	*	19%	28%	33%	*	41%	51%
Economically Disadvantaged Students	65	729	729	737	*	*	28%	25%	*	28%	36%
Non-Economically Disadvantaged Students	65	752	758	764	*	*	26%	45%	*	57%	69%
Students with Disabilities	16	699	*	725	*	*	*	*	*	*	25%
Students without Disabilities	114	746	*	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	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	743	750	756	*	18%	25%	40%	*	46%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	54	734	735	743	*	26%	28%	33%	*	35%	44%
Black or African American	18	738	735	740	*	*	*	*	0%	33%	39%
Asian, Native Hawaiian, or Pacific Islander	24	776	775	779	*	*	*	58%	*	83%	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	56	748	753	761	*	*	25%	43%	*	50%	66%
Male	52	739	747	750	*	*	25%	37%	*	42%	53%
Economically Disadvantaged Students	60	731	733	740	*	*	25%	32%	*	33%	40%
Non-Economically Disadvantaged Students	48	759	761	765	*	*	25%	50%	*	63%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

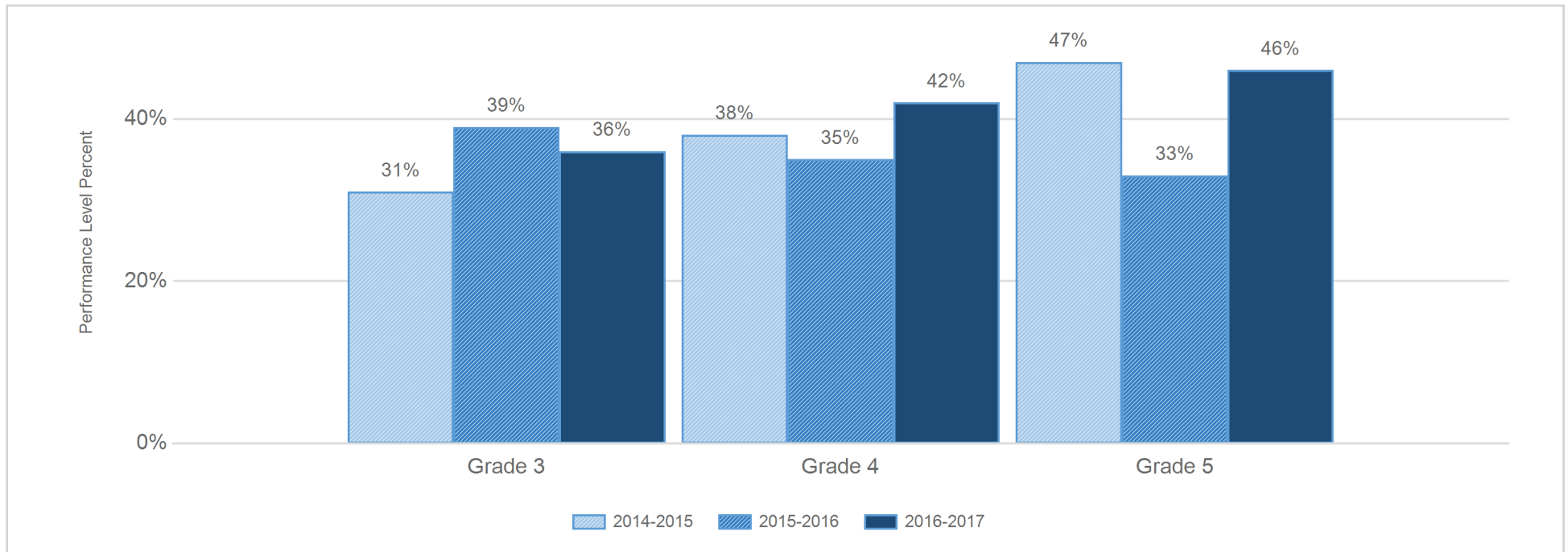


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English Language Arts/Literacy Assessment - Performance Trends

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	324	98.4	37.60	39.10	43.50	37.6	42.4	Not Met
White	34	97.6	26.50	46.10	52.40	26.5	43.1	Not Met
Hispanic	145	98.8	22.80	20.60	27.60	22.8	22.2	Met Target
Black or African American	57	100.0	24.50	20.80	21.70	24.5	24.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	82	98.8	76.80	72.10	75.60	76.8	80	Met Target†
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	165	98.9	32.80	40.00	44.10	32.8		
Male	159	97.8	42.80	38.40	42.90	42.8		
Economically Disadvantaged Students	175	98.0	20.00	18.70	25.10	20	21.2	Met Target†
Non-Economically Disadvantaged Students	149	98.8	58.40	53.20	54.30	58.4		
Students with Disabilities	41	93.3	*	*	16.50	*	18.8	Not Met
Students without Disabilities	283	99.1	*	*	48.80	*		
English Learners	33	100.0	*	11.80	23.30	*	15.9	Met Target†
Non-English Learners	291	98.2	*	41.30	45.20	*		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	734	747	751	23%	23%	18%	25%	11%	36%	53%
White	18	727	750	759	*	*	*	*	0%	28%	63%
Hispanic	53	720	729	738	34%	26%	*	21%	*	25%	37%
Black or African American	17	741	735	733	*	*	*	*	*	35%	32%
Asian, Native Hawaiian, or Pacific Islander	26	764	773	779	*	*	*	*	*	65%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	56	735	747	751	20%	*	*	27%	*	36%	52%
Male	58	734	747	751	26%	*	*	22%	*	36%	53%
Economically Disadvantaged Students	69	717	726	736	*	*	*	*	*	17%	34%
Non-Economically Disadvantaged Students	45	760	763	761	*	*	*	*	*	64%	65%
Students with Disabilities	16	693	711	729	*	*	*	*	*	*	29%
Students without Disabilities	98	741	753	755	*	*	*	*	*	*	57%
English Learners	16	696	708	724	*	*	*	*	*	*	21%
Non-English Learners	98	740	751	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	735	745	747	21%	*	22%	34%	*	37%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	56	722	728	734	27%	29%	29%	*	*	16%	30%
Black or African American	26	719	732	729	39%	*	*	*	0%	23%	25%
Asian, Native Hawaiian, or Pacific Islander	34	769	772	774	0%	*	*	68%	*	79%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	72	731	742	747	24%	*	*	26%	*	29%	47%
Male	59	740	748	747	19%	*	*	44%	*	48%	48%
Economically Disadvantaged Students	66	717	727	732	*	*	20%	15%	*	15%	27%
Non-Economically Disadvantaged Students	65	754	759	757	*	*	25%	54%	*	60%	61%
Students with Disabilities	16	704	*	724	*	*	0%	*	*	13%	22%
Students without Disabilities	115	740	*	751	*	*	25%	*	*	41%	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	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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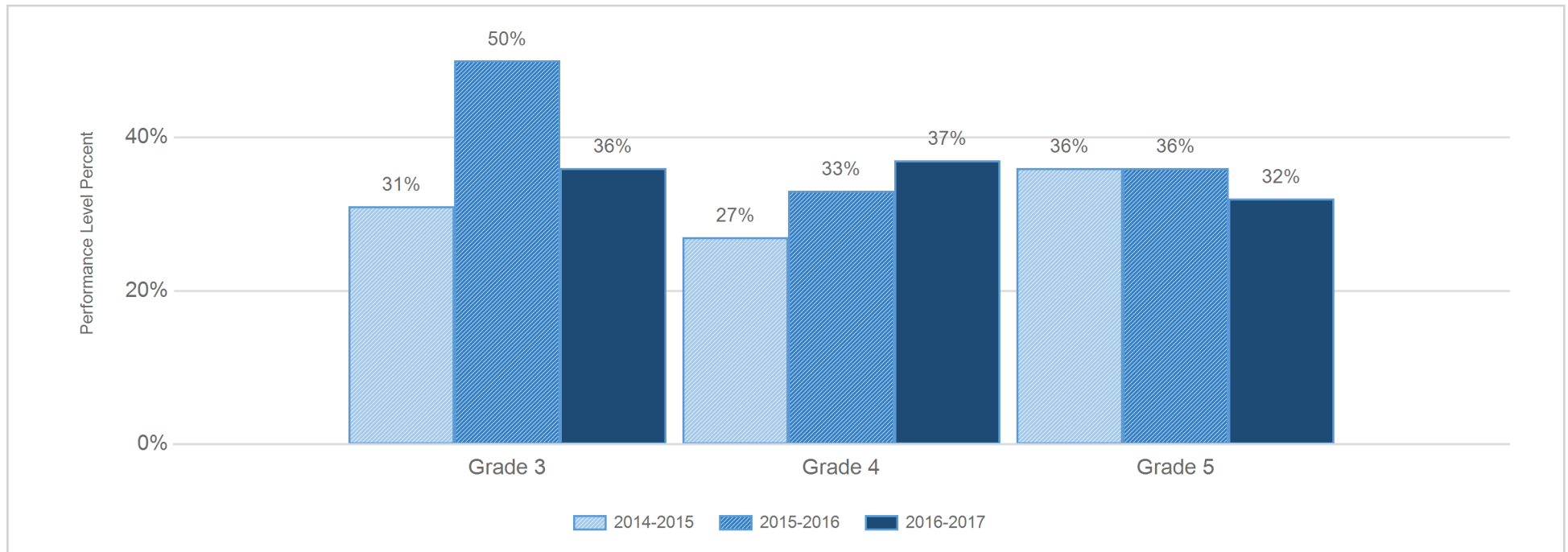
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	737	743	747	*	33%	30%	26%	*	32%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	56	728	729	735	*	39%	27%	21%	*	25%	30%
Black or African American	18	732	727	729	*	*	*	*	*	11%	22%
Asian, Native Hawaiian, or Pacific Islander	24	766	768	774	0%	*	*	63%	*	79%	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	56	736	742	747	*	38%	32%	21%	*	27%	47%
Male	54	738	745	746	*	28%	28%	30%	*	37%	46%
Economically Disadvantaged Students	61	729	728	732	*	41%	26%	21%	*	25%	27%
Non-Economically Disadvantaged Students	49	747	753	756	*	22%	35%	31%	*	41%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	26	*	*
2	13	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

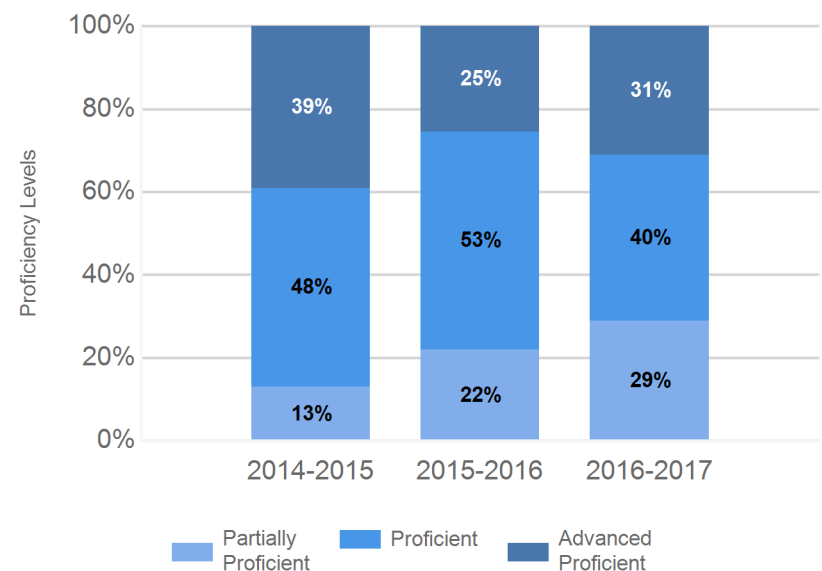
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	31%	40%	29%
White	*	*	*
Hispanic	12%	47%	41%
Black or African American	15%	42%	42%
Asian, Native Hawaiian, or Pacific Islander	67%	30%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	15%	38%	48%
Students with Disabilities	N	42%	58%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	52	50	Met Target	50.5	48	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	57	49	49	Met Target	55	47	47	Met Target
Black or African American	42	*	45	Met Target	43	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	58	*	60	Met Target	56.5	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	55	47	47	Met Target	44	41	46	Met Target
Students with Disabilities	40	42	41	Met Target	44	46	43	Met Target
English Learners	57.5	*	53	**	61	*	51	**

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



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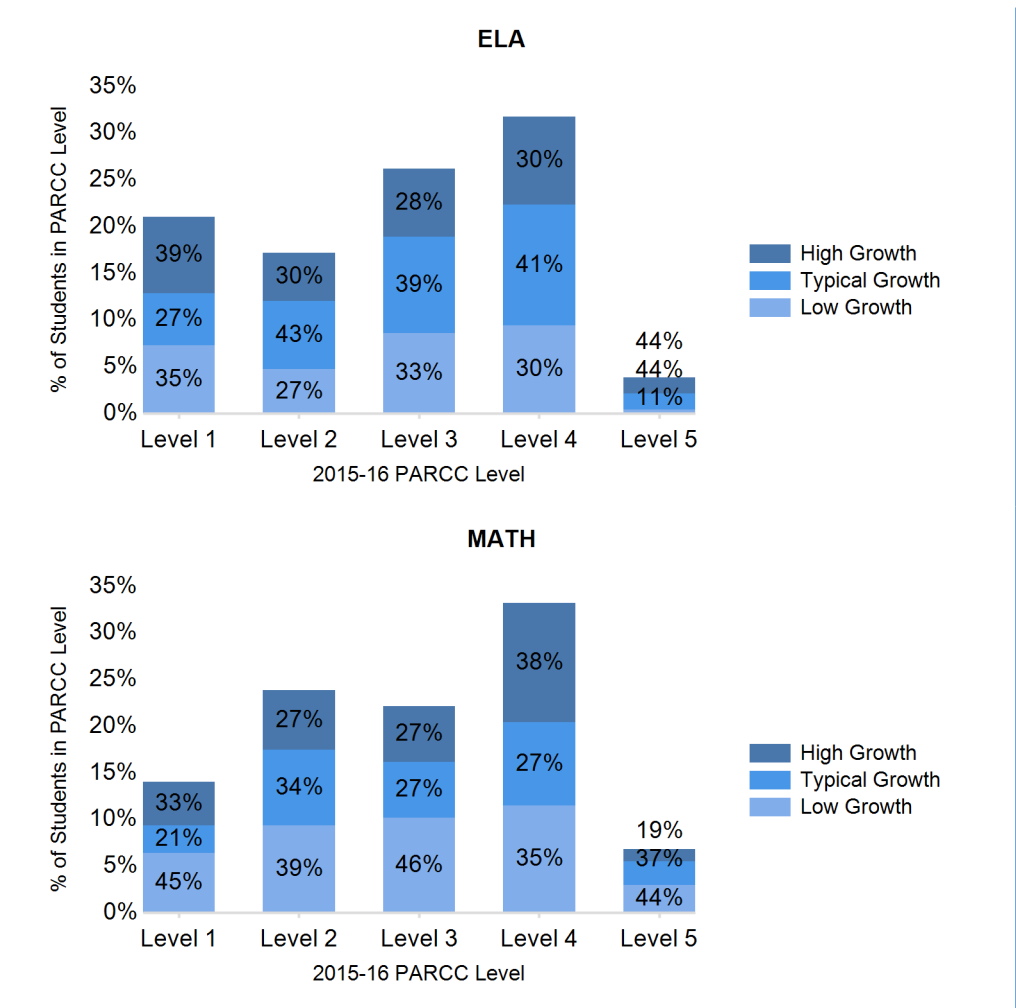
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

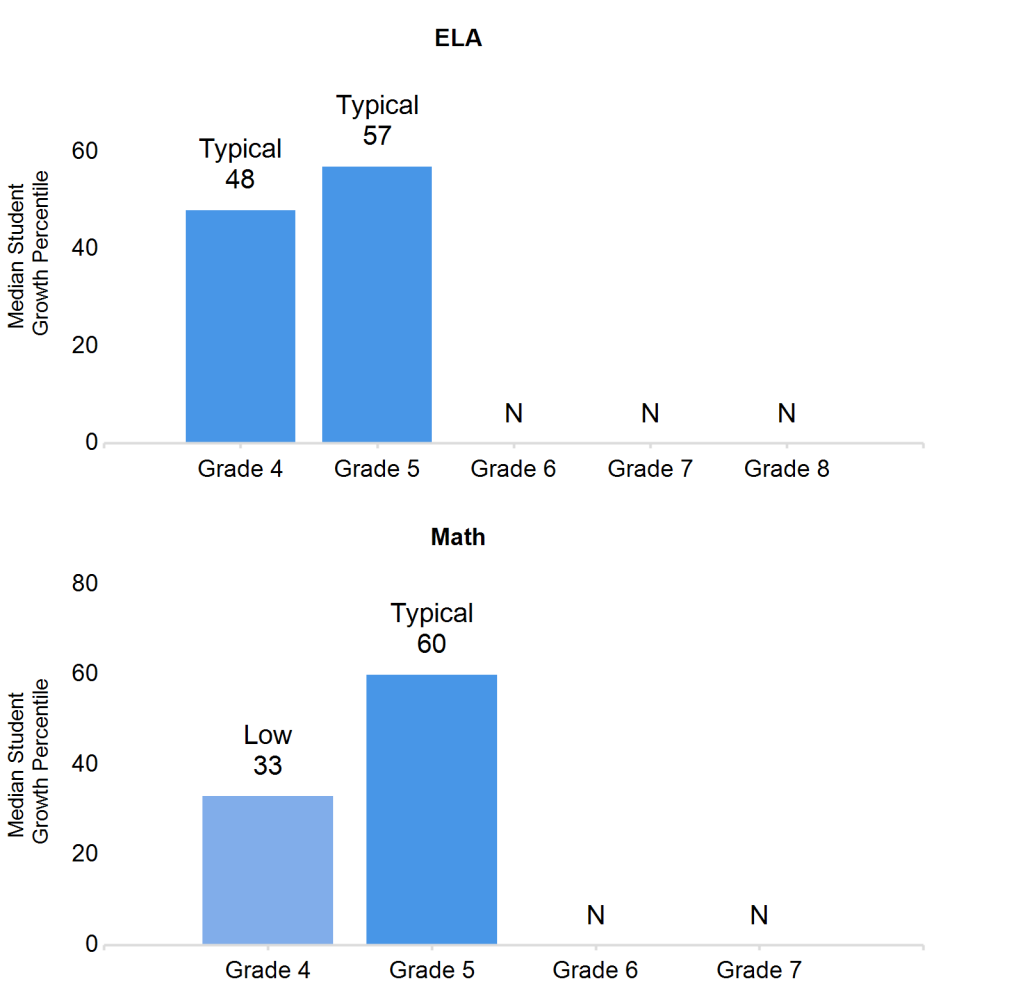
Student Growth by Performance Level

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



Student Growth by Grade

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





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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

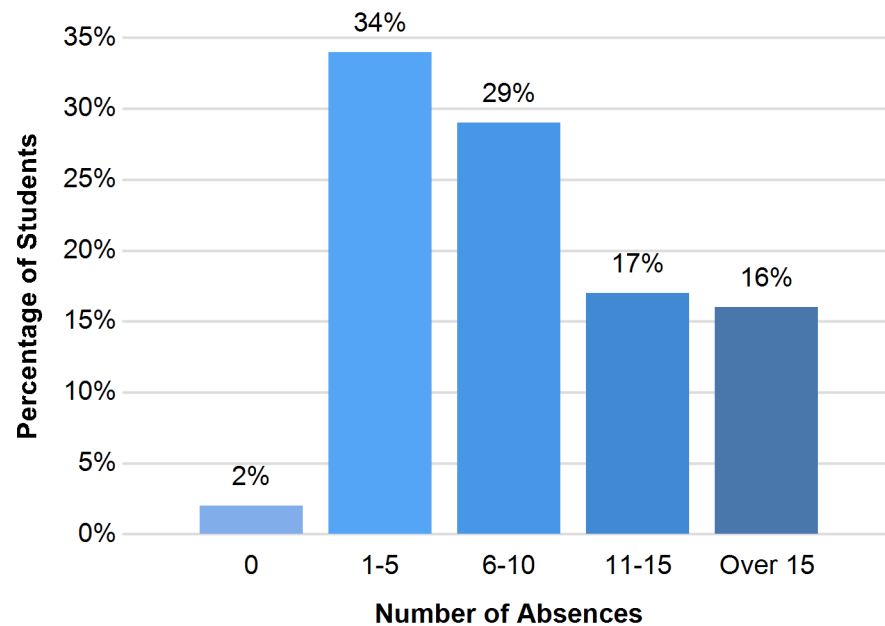
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.50	8.40	Not Met
White	8.50	8.40	Not Met
Hispanic	10.50	8.40	Not Met
Black or African American	14.40	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	16.70	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.50	8.40	Not Met
Students with Disabilities	19.50	8.40	Not Met
English Learners	10.70	8.40	Not Met

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

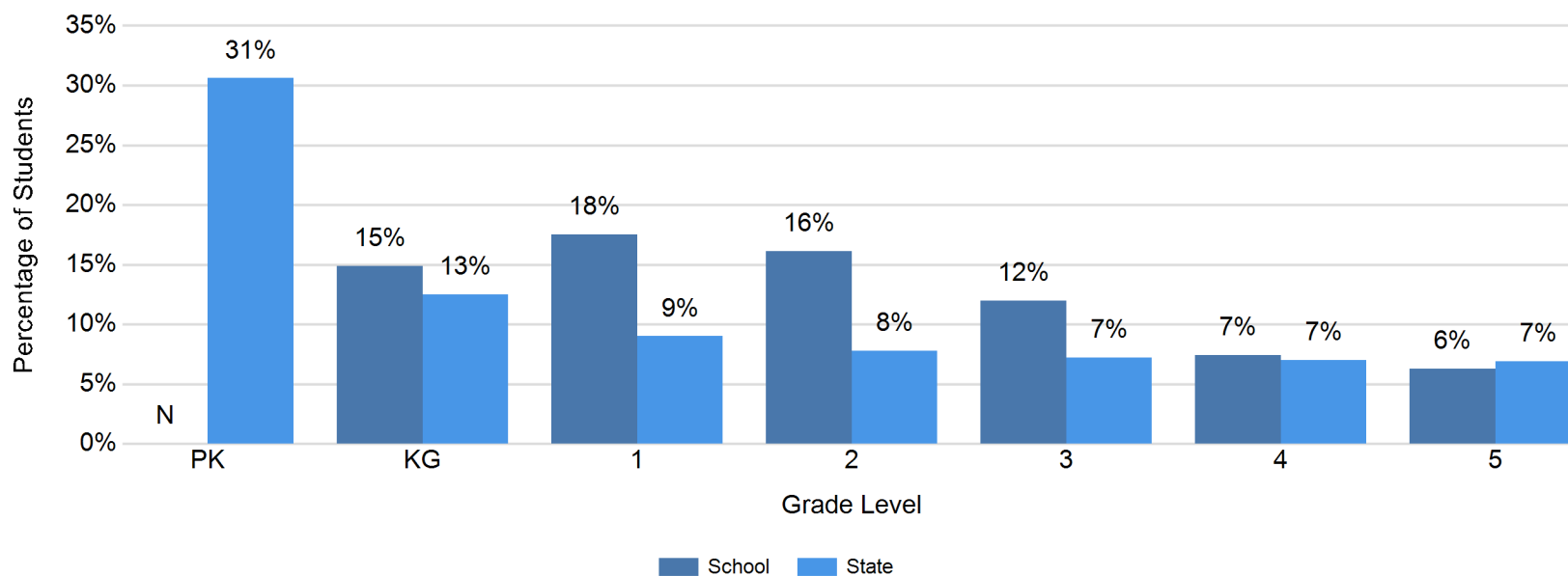
Days Absent

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



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	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 53 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	1.0%
Any Suspension	1.7%

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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.26

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	332.2 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)	\$430	\$12,625	\$13,055



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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	60	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	9.4	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	42	9,506
Average years experience in public schools	12.9	15.9
Average years experience in district	10.3	11.6
Administrators in district for 4 or more years	62%	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	256:1	143:1
Librarian/Media Specialists		1003:1
Nurses		860:1
Counselors		401:1
Child Study Team		354:1



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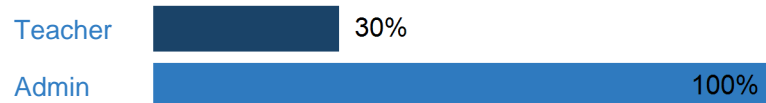
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	19.9	17.5%
Mathematics Proficiency	25.4	17.5%
English Language Arts Growth	55.6	25.0%
Mathematics Growth	50.3	25.0%
Chronic Absenteeism	15.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		36.7
Summative Rating: Percentile rank of Summative Score		28.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	36.7	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	Met Target†	Not Met	Not Met	**	**	No
Hispanic	51.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	47.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	30.9	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	43.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	34.0	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	N	Met Target†	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Whalen	Email Address:	dwhalen@nbtschools.org
Address:	116 HOLLYWOOD STREET NORTH BRUNSWICK, NJ 08902	Website:	parsons.nbtschools.org
Phone:	(732)289-3402	Facebook:	https://www.facebook.com/pages/Parsons-Elementary-School/479109815532975
		Twitter:	https://twitter.com/parsonsschool

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"> • Curriculum includes Everyday Math, Balanced Literacy and hands on explorations in Science • Modern state-of-art computer lab and networked computers in every classroom to prepare future ready students • Achieve ELA and Morning Math Intervention, Gate, Math Olympiad, Explore Enrichment programs, Robotics and Chess club
	Mission, Vision, Theme:	The mission of the North Brunswick School District, in partnership with the community, is to educate, inspire and empower our students to meet challenges and achieve success. Paramount, is a safe and secure environment, a belief in high expectations and providing an exceptional education utilizing a challenging and differentiated curriculum. The education of all children is the collaborative responsibility of the home, school and community
	Awards, Recognition, Accomplishments:	Parsons received a Township proclamation celebrating our 50th anniversary. Parsons teacher was awarded a Community Impact Award at The Forging Partnerships, Creating Successful Communities event for a partnership with Mobile Family Success Center. Our Nurse, with the Nursing department was awarded a \$10K grant to address Chronic Absenteeism. Most improved students were recognized at a Somerset Patriot Game. Each marking period students are recognized for best effort and outstanding character.






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School Narrative

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

 Courses, Curriculum, Instruction:	<p>In ELA we utilize the Readers and Writers workshop model which includes reading, writing and language. The Everyday Math program utilizes a hands-on experiential approach to help children understand mathematical concepts. Our Science literacy program utilizes hands-on explorations, which provide a framework for standards-driven learning goals and student-centered instruction. GATE, our program for gifted and talented students, offers challenging supplemental activities after school</p>
 Clubs and Activities:	<p>Student council in grades 3-5 allows students to develop leadership skills and promote school spirit as well as community. A Chess and Robotics club are offered after school. We offer a morning Choir program. We had a District Art Gallery showcasing the artistic creations of our students. We provided multiple evening academic activity programs including ELA Collaborative Parent Teacher Workshop for struggling students, STEAM night, International night, Author night, and Science Symposium</p>
 Before and After School Programs:	<p>We offer before and after school intervention and enrichment programs including Achieve-ELA, Morning Math, GATE, Math Olympiad and Explore. We also offer Parson's Pride whose mission is to provide students an opportunity to succeed by developing school relationships that will increase their self esteem, help foster stronger grades and provide a friendly atmosphere that will develop positive relationships here at Parsons School. Partnership with Point Church to provide a homework helpers club.</p>







Parsons
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School Narrative

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 Staff and Professional Learning:	<p>ELA and Math coaches provided ongoing professional development and support to help differentiate instruction to meet the needs of all learners. Faculty meetings focused on guided reading and strategy groups to improve delivery of instruction. Weekly Professional Learning Communities met to analyze data to purposely meet the needs of our subgroups (ED,SE, ELL). Staff participated in professional development focused on cultural diversity to enhance the partnership between school and community.</p>
 Student Supports and Services:	<p>Our ELL population is supported by ELL specialists through push in and pull out programs. Students with disabilities are supported through our CST, behaviorist and counselor to provide an educational program in a least restrictive environment. Intervention and Referral Services team through a collaborative effort assists teachers, parents and students with learning and behavioral issues. Academic Support in ELA/Math provides intervention and enrichment to identified students</p>
 Student Health and Wellness:	<p>We offer a breakfast and lunch program at our school. Teachers promote healthy snacks in the classroom. Students participate in physical education class twice a week and recess daily. Our school nurse provides health resources to families. A district wide health fair was held offering vision, counseling, health assessments and many other resources to meet the needs of our families. We also have a partnership with Catholic Charities to provide services and resources for families.</p>
 Parent and Community Involvement:	<p>PTO provides activities for students and staff including Back to School Night and kindergarten orientation. They support bookfairs, teacher appreciation week, holiday shop, 5th grade send off, assemblies and class trips. Parent Advisory Council volunteers time and expertise to provide enriching activities for our students including a STEAM night, Author night and Habitat clean up. We have partnerships with Catholic Charities and Point Church. Parent portal available through Genesis</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>We celebrated the 50th Anniversary of Parsons School and were awarded a Proclamation from the North Brunswick Town Council. All instructional areas are equipped with air conditioning. All instructional classrooms are equipped with interactive whiteboards to infuse technology into the daily curriculum.</p>
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School Narrative

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



Other Information:

Parsons School, cradled at the northern corner of beautiful Babbage Park, serves over 800 students from kindergarten through grade five. Our students come from every inhabited continent, from scores of different countries, and from numerous ethnic and religious groups. Our students are also diverse in needs, abilities, and interests. We believe we derive the strength of our education program from this diversity. We have developed programs to help ensure the success of all of our students. We continue to work toward our goal of ensuring that all of our students meet all proficiency standards in mathematics and language arts, as defined under Every Student Succeeds Act legislation. Through our Character Education Program, over 100 students were recognized at our family and staff “Penguin Breakfast” ceremonies for exhibiting character traits such as respect, trustworthiness, perseverance, and citizenship. Parsons also participated in Mix It Up Lunch, which is an international campaign that encourages students to identify, question, and cross social boundaries as well as learn and appreciate about the diversity in our school. We were one of 76 schools nationwide to be honored as a ‘Mix It Up’ Model School for the 2016 – 2017 school year by the Southern Poverty Law Center’s Teaching Tolerance. During the Great Kindness Challenge Week in January 2017, Parsons received recognition from the North Brunswick Humane Association for raising and donating over \$700 to help our community and local animals. Another way our students and staff worked together to help others in need was through our Pennies for Patients and Jump Rope for Heart fundraisers, where over \$9,000 was raised. The safety of our students and staff is paramount as we employ a full time Retired Police Officer. 5th grade students serve as safety patrols setting a positive example for others while keeping their classmates safe. At Parsons, we instill in our students daily that “Trying your best Leads to Success.”




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

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

Navigating through the reports:

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

Other Resources:

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

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	24	124	113
KG	114	121	97
1	100	129	130
2	125	98	122
3	112	119	102
4	141	123	126
5	117	133	123
Ungraded	50	73	70
Total	783	920	883

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	44%	44%
Male	55%	56%	56%
Economically Disadvantaged Students	32%	31%	34%
Students with Disabilities	15%	22%	21%
English Learners	3%	5%	4%
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	27.0%
Black or African American	25.1%
White	23.2%
Asian	20.2%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	35	122	113
PK - Full Day	2	2	0
KG - Half Day	0	0	0
KG - Full Day	116	121	97

Enrollment by Home Language

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

Home Language	% of Students
English	72.5%
Spanish	13.3%
Hindi	1.5%
Arabic	1.4%
Twi	1.4%
Other	10.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	333	98.6	52.20	51.50	54.90	52.2	50.6	Met Target
White	93	99.0	66.60	60.00	63.90	66.6	60.4	Met Target
Hispanic	80	98.9	37.60	33.70	39.80	37.6	42.4	Met Target†
Black or African American	86	96.7	37.30	36.00	35.20	37.3	33.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	59	100.0	64.40	79.20	80.70	64.4	64.3	Met Target
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	15	100.0	80.00	65.60	54.90	80	**	**
Female	166	98.8	53.60	58.70	62.20	53.6		
Male	167	98.3	50.90	44.70	48.10	50.9		
Economically Disadvantaged Students	126	97.8	31.00	29.80	36.20	31	33.2	Met Target†
Non-Economically Disadvantaged Students	207	99.1	65.20	66.60	65.80	65.2		
Students with Disabilities	62	93.9	11.30	11.20	20.50	11.2	21.4	Not Met
Students without Disabilities	271	99.7	61.60	57.30	61.90	61.6		
English Learners	27	100.0	*	10.60	25.20	*	11.9	Met Target†
Non-English Learners	306	98.5	*	54.70	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
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	98	746	746	749	*	19%	18%	48%	*	52%	50%
White	27	759	753	759	*	*	*	63%	*	67%	61%
Hispanic	19	731	725	734	*	*	*	*	0%	37%	35%
Black or African American	28	734	732	731	*	*	*	36%	*	39%	32%
Asian, Native Hawaiian, or Pacific Islander	16	759	772	775	*	*	*	*	*	63%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	47	745	750	754	*	*	*	43%	*	47%	55%
Male	51	746	742	745	*	*	*	53%	*	57%	46%
Economically Disadvantaged Students	37	733	723	731	*	*	*	30%	*	32%	31%
Non-Economically Disadvantaged Students	61	753	762	762	*	*	*	59%	*	64%	63%
Students with Disabilities	15	701	703	720	*	*	*	*	*	*	24%
Students without Disabilities	83	754	753	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	*	*	*	750	*	*	*	*	*	*	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	117	755	746	753	*	*	23%	42%	15%	57%	56%
White	31	768	*	762	*	*	*	52%	*	74%	67%
Hispanic	32	739	729	740	*	*	38%	31%	*	34%	40%
Black or African American	29	741	736	737	*	*	*	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	20	775	768	777	0%	0%	*	50%	*	80%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	57	761	749	758	*	*	19%	51%	*	68%	61%
Male	60	749	743	749	*	*	27%	33%	*	47%	51%
Economically Disadvantaged Students	45	737	729	737	*	*	33%	33%	*	36%	36%
Non-Economically Disadvantaged Students	72	766	758	764	*	*	17%	47%	*	71%	69%
Students with Disabilities	15	725	*	725	*	*	*	*	0%	13%	25%
Students without Disabilities	102	760	*	759	*	*	*	*	18%	64%	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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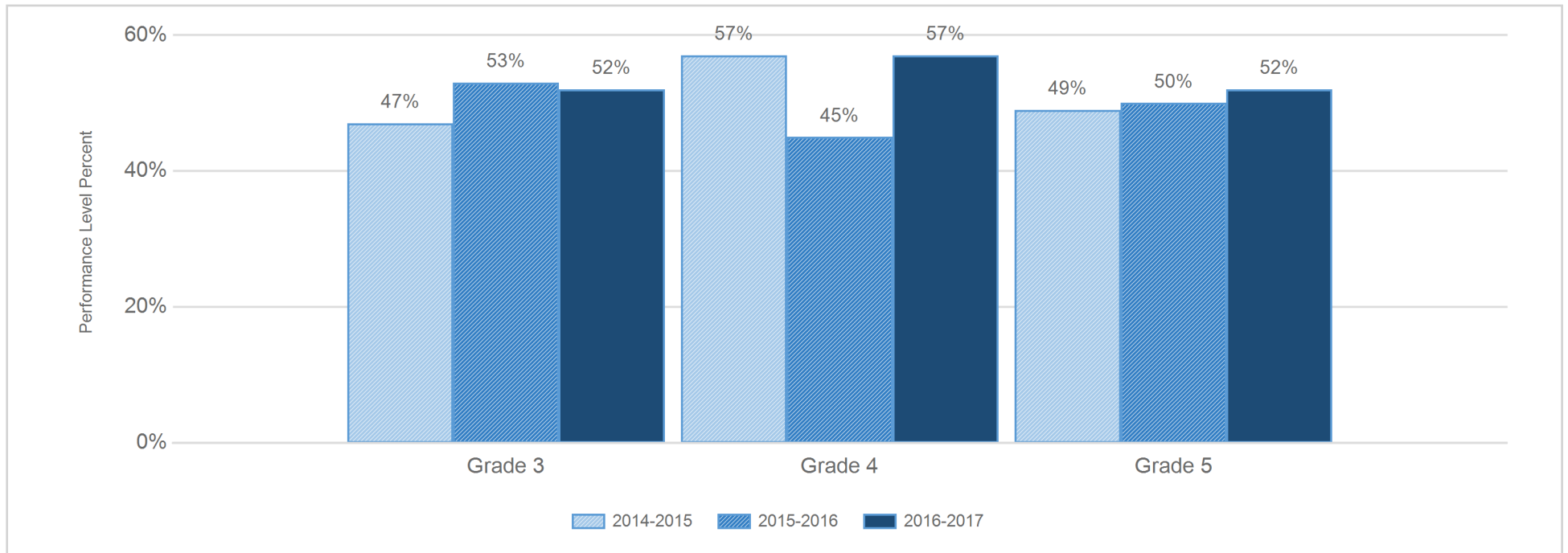
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	120	749	750	756	*	17%	25%	45%	*	52%	59%
White	34	760	*	763	*	*	*	56%	*	65%	69%
Hispanic	35	740	735	743	*	*	29%	34%	*	40%	44%
Black or African American	29	735	735	740	*	*	*	*	0%	31%	39%
Asian, Native Hawaiian, or Pacific Islander	19	764	775	779	0%	*	*	58%	*	74%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	64	748	753	761	*	*	30%	41%	*	47%	66%
Male	56	750	747	750	*	*	20%	50%	*	57%	53%
Economically Disadvantaged Students	38	735	733	740	*	*	29%	32%	*	32%	40%
Non-Economically Disadvantaged Students	82	755	761	765	*	*	23%	51%	*	61%	71%
Students with Disabilities	19	735	724	725	*	*	*	*	*	26%	22%
Students without Disabilities	101	751	753	762	*	*	*	*	*	56%	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%

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	335	98.3	47.50	39.10	43.50	47.5	51.8	Met Target†
White	93	99.0	63.40	46.10	52.40	63.4	62.2	Met Target
Hispanic	80	98.9	28.80	20.60	27.60	28.8	42	Not Met
Black or African American	87	95.9	31.00	20.80	21.70	31	36.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	60	100.0	65.00	72.10	75.60	65	65.8	Met Target†
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	15	100.0	73.30	44.30	44.90	73.3	**	**
Female	167	98.3	44.90	40.00	44.10	44.9		
Male	168	98.4	50.00	38.40	42.90	50		
Economically Disadvantaged Students	128	97.9	27.40	18.70	25.10	27.4	34.9	Not Met
Non-Economically Disadvantaged Students	207	98.6	59.90	53.20	54.30	59.9		
Students with Disabilities	62	93.9	*	*	16.50	*	23	Not Met
Students without Disabilities	273	99.3	*	*	48.80	*		
English Learners	29	97.4	10.30	11.80	23.30	10.3	19.9	Not Met
Non-English Learners	306	98.5	50.90	41.30	45.20	50.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	755	747	751	*	*	28%	38%	18%	56%	53%
White	27	768	750	759	0%	*	*	37%	*	67%	63%
Hispanic	20	742	729	738	*	*	*	*	*	45%	37%
Black or African American	30	740	735	733	*	*	33%	37%	*	40%	32%
Asian, Native Hawaiian, or Pacific Islander	17	767	773	779	*	*	*	*	*	71%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	49	752	747	751	*	*	29%	37%	*	51%	52%
Male	53	757	747	751	*	*	26%	40%	*	60%	53%
Economically Disadvantaged Students	41	737	726	736	*	*	42%	29%	*	32%	34%
Non-Economically Disadvantaged Students	61	766	763	761	*	*	18%	44%	*	72%	65%
Students with Disabilities	15	721	711	729	*	*	*	*	0%	13%	29%
Students without Disabilities	87	760	753	755	*	*	*	*	21%	63%	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	*	*	*	750	*	*	*	*	*	*	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	118	752	745	747	*	19%	24%	48%	*	53%	47%
White	31	766	*	755	*	*	*	65%	*	74%	59%
Hispanic	33	734	728	734	*	33%	39%	*	0%	24%	30%
Black or African American	29	740	732	729	*	*	*	38%	0%	38%	25%
Asian, Native Hawaiian, or Pacific Islander	20	774	772	774	0%	0%	*	75%	*	90%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	58	753	742	747	*	*	24%	53%	*	59%	47%
Male	60	751	748	747	*	*	23%	43%	*	48%	48%
Economically Disadvantaged Students	45	736	727	732	*	*	27%	33%	*	33%	27%
Non-Economically Disadvantaged Students	73	762	759	757	*	*	22%	58%	*	66%	61%
Students with Disabilities	15	716	*	724	*	*	*	*	*	*	22%
Students without Disabilities	103	757	*	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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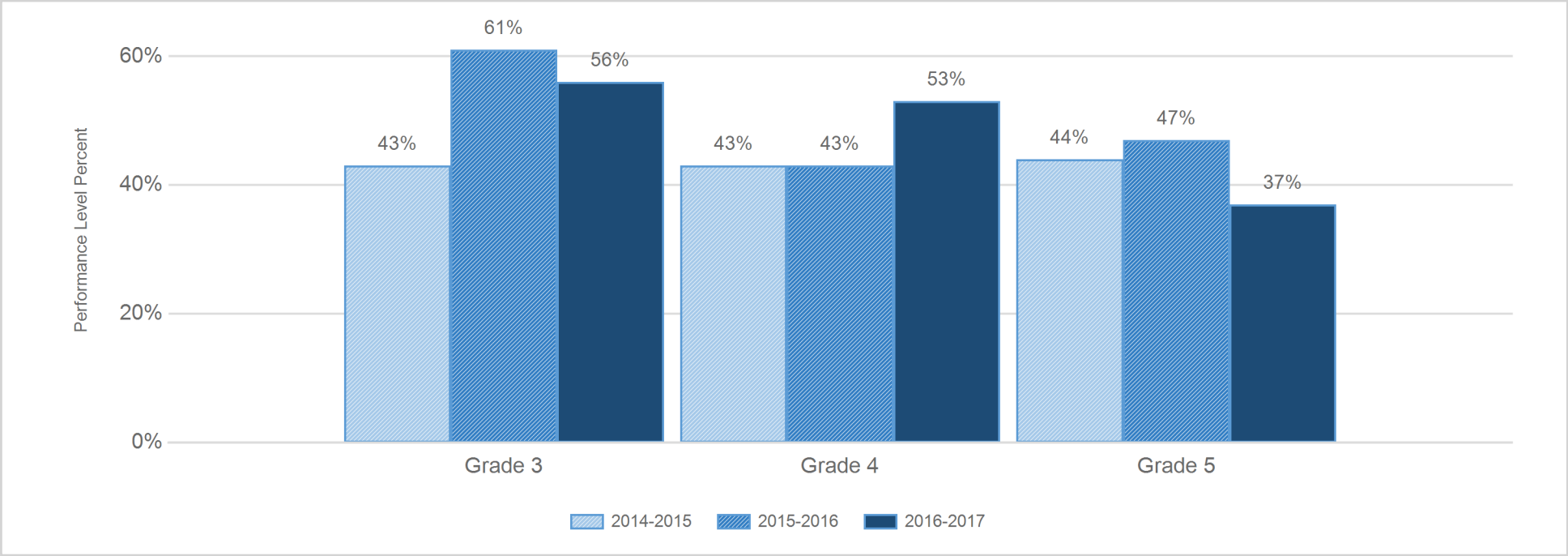
Mathematics Assessment - Performance by Grade: Grade 5

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	123	741	743	747	*	27%	32%	29%	*	37%	46%
White	34	754	*	754	*	*	29%	41%	*	56%	57%
Hispanic	35	732	729	735	*	37%	34%	*	0%	23%	30%
Black or African American	32	725	727	729	*	44%	38%	*	0%	13%	22%
Asian, Native Hawaiian, or Pacific Islander	19	759	768	774	0%	*	*	*	*	58%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	66	736	742	747	*	33%	33%	26%	*	29%	47%
Male	57	747	745	746	*	19%	30%	33%	*	46%	46%
Economically Disadvantaged Students	41	726	728	732	*	49%	*	*	*	22%	27%
Non-Economically Disadvantaged Students	82	749	753	756	*	16%	*	*	*	44%	59%
Students with Disabilities	19	727	722	725	*	*	*	*	*	16%	19%
Students without Disabilities	104	744	746	751	*	*	*	*	*	40%	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.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	23	*	*
2	13	84.6%	15.4%
3	*	*	*
4	*	*	*
5+	N	N	N



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

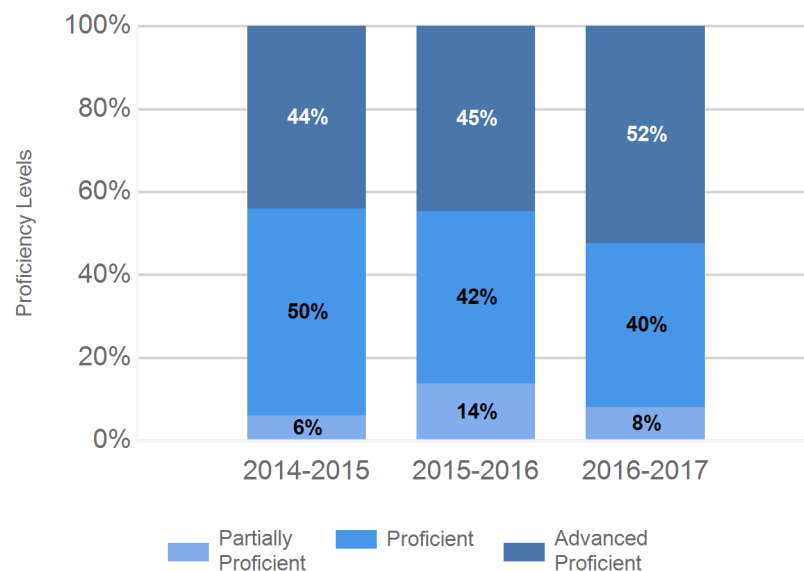
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	52%	40%	8%
White	77%	23%	N
Hispanic	31%	56%	14%
Black or African American	32%	55%	13%
Asian, Native Hawaiian, or Pacific Islander	*	*	5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	35%	48%	17%
Students with Disabilities	33%	50%	17%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	52	50	Met Target	46	48	50	Met Target
White	49.5	*	50	Met Target	45.5	*	52	Met Target
Hispanic	43	49	49	Met Target	43.5	47	47	Met Target
Black or African American	48.5	*	45	Met Target	49	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	Met Target	*	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	48	47	47	Met Target	44.5	41	46	Met Target
Students with Disabilities	54	42	41	Met Target	44	46	43	Met Target
English Learners	41	*	53	**	40	*	51	**

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



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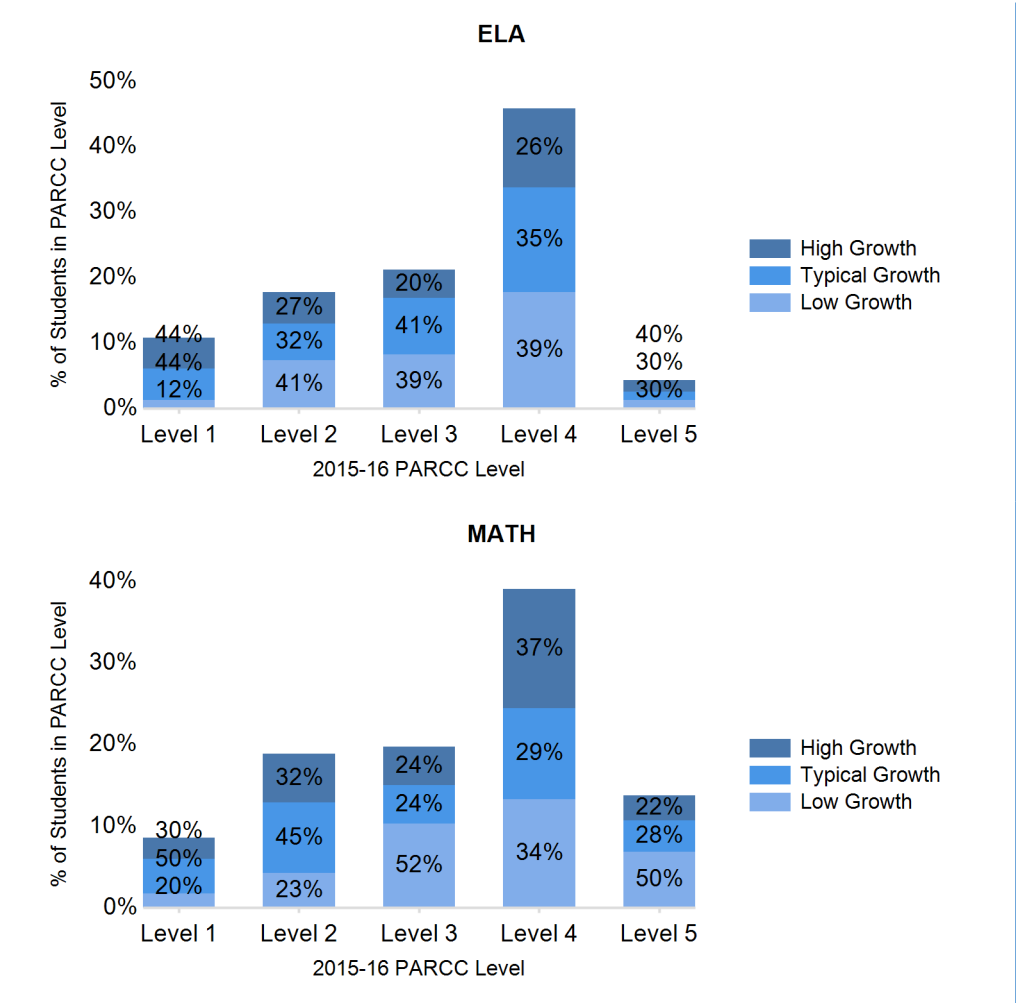
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

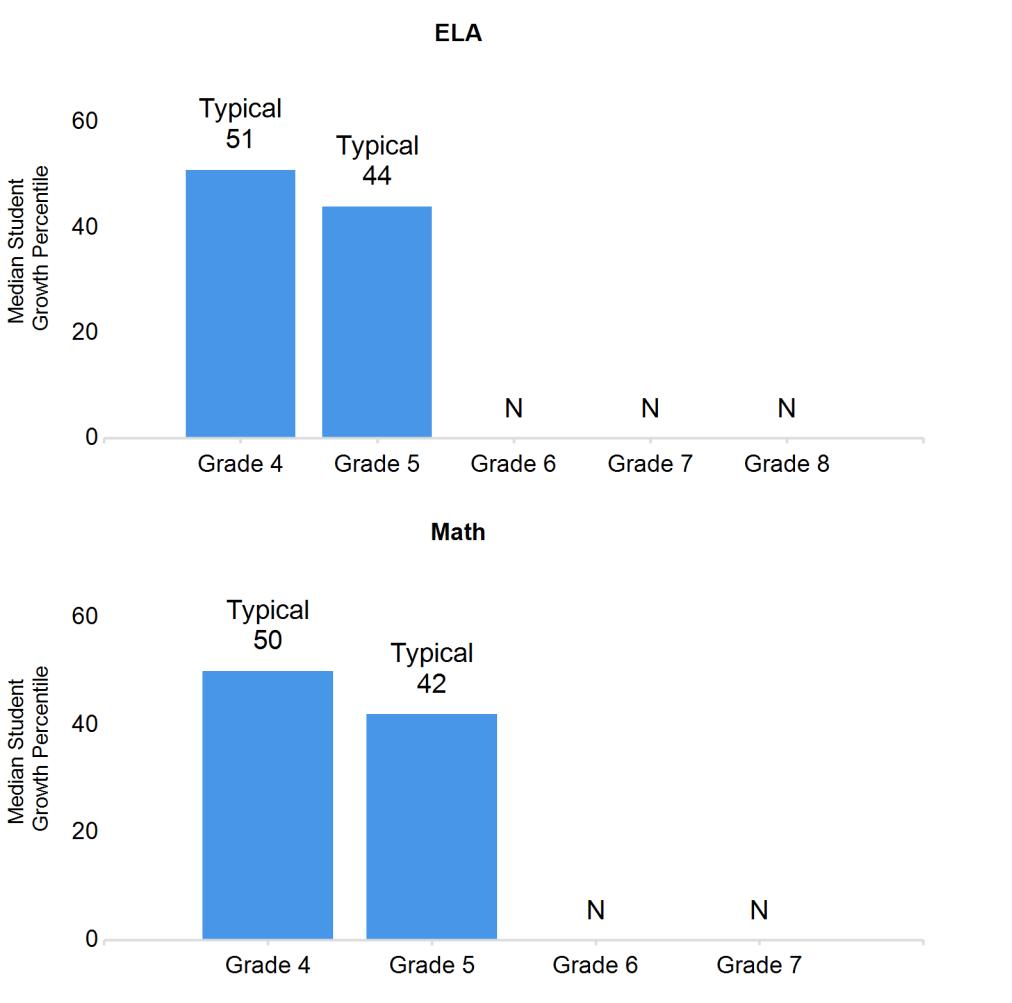
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

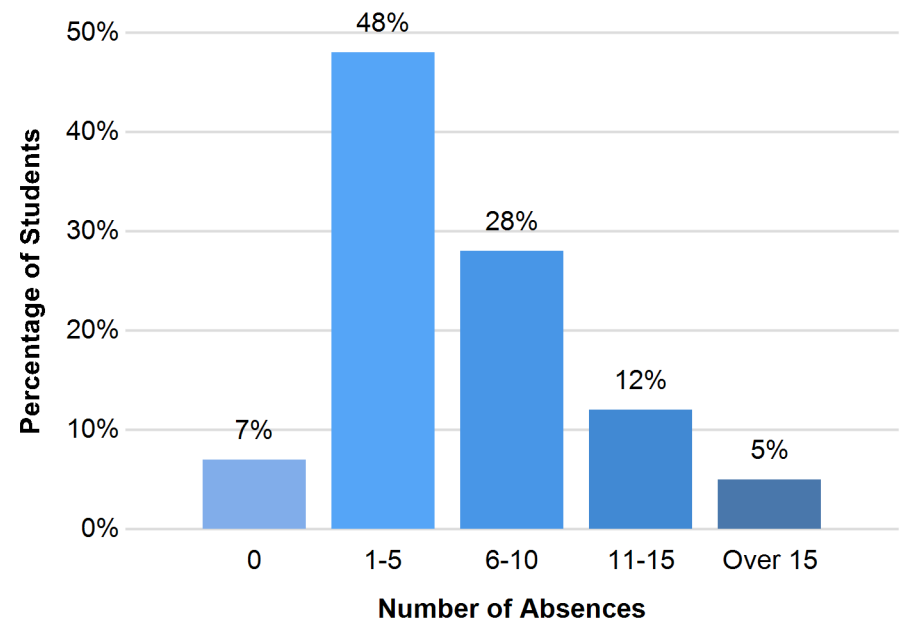
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	8.40	Met Target
White	3.40	8.40	Met Target
Hispanic	4.00	8.40	Met Target
Black or African American	2.00	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	4.30	8.40	Met Target
Students with Disabilities	6.30	8.40	Met Target
English Learners	10.50	8.40	Not Met

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

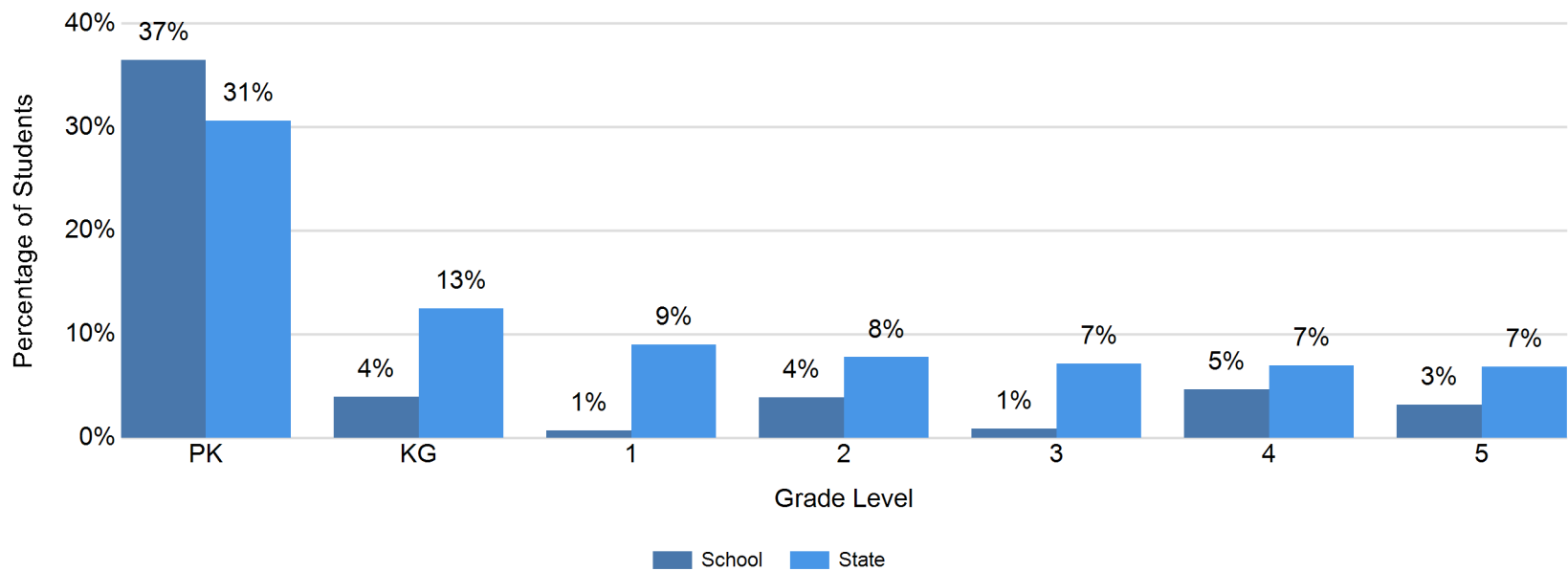
Days Absent

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



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	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 53 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.11

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	0.2%
Out-of-School Suspensions	0.5%
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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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	1.5:1	332.2 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)	\$430	\$12,625	\$13,055



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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	66	120,724
Average years experience in public schools	10.0	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,506
Average years experience in public schools	12.9	15.9
Average years experience in district	10.3	11.6
Administrators in district for 4 or more years	62%	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	221:1	143:1
Librarian/Media Specialists		1003:1
Nurses		860:1
Counselors		401:1
Child Study Team		354:1



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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.

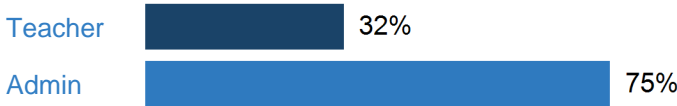
Teachers and Administrators - Level of Education

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	87%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	31.8	17.5%
Mathematics Proficiency	42.5	17.5%
English Language Arts Growth	45.5	25.0%
Mathematics Growth	38.5	25.0%
Chronic Absenteeism	86.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.9
Summative Rating: Percentile rank of Summative Score		44.7
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.



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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	46.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	50.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	43.2	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	71.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	28.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	51.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	56.3	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
English Learners	**	**	No	Met Target†	Not Met	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.



Arthur M. Judd
2016-2017
Grade Span PK-05



23-3620-055
 MIDDLESEX
 NORTH BRUNSWICK TWP
 1595 ROOSEVELT AVENUE
 NORTH BRUNSWICK, NJ 08902

School General Info

Principal:	Mr. Schmidt	Email Address:	jschmidt@nbtschools.org
Address:	1595 ROOSEVELT AVENUE NORTH BRUNSWICK, NJ 08902	Website:	www.nbtschools.org
Phone:	(732)289-3202		

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"> • Judd School is a caring community of learners, which embraces the diversity of our entire school community. • At Judd School we strive to meet the academic, social and emotional needs of each and every learner every day! • At Judd School we believe that every learner should be allowed to learn at their own developmentally appropriate pace.
 Mission, Vision, Theme:	<p>Arthur M. Judd Elementary School is a dynamic community of educators, children and families with a diverse population of approximately 730 students in grades K-5. Our children stem from a wide range of racial and national origins and represent numerous cultures and languages. We believe that this diversity helps us learn, grow, and work together in what can truly be called a “global learning community.”</p>






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 Courses, Curriculum, Instruction:	As a learning community, we are devoted to fulfilling the NBTS’s mission to educate, inspire and empower our students to meet challenges and achieve success. To that end, Judd School offers research-based programs and authentic learning opportunities that address this goal. We strive to base our instructional decisions on curricular design and materials that offer our students the rigorous and relevant opportunities they need to become knowledgeable thinkers and confident problem solvers.
 Clubs and Activities:	We believe that creating opportunities to shape tomorrow’s leaders is our responsibility. At Judd, students express their voice and demonstrate leadership through involvement in Student Council, Chorus Officers, Peer Mediators, Morning News Team, Buddy Classes, Junior Autism Ambassadors, and a fifth grade “jobs” program that provides assistance to students and teachers all around the building.
 Before and After School Programs:	To meet the needs of all students, we offer various remedial and enrichment programs, both before and after school. These include the following acadmic programs: GATE, ACHIEVE, EXPLORE, MORNING MATH, which are all overseen by teachers with an expertise in that particular area and specific grade level.

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 <div>Student Supports and Services:</div>	<p>Inclusive education is the hallmark of Judd School. Research-based programs for students of exceptionality in special education, academic support, gifted and talented, and ESL are offered to students at all levels who are in need of specialized programs, accelerated learning, small group assistance, or academic intervention.</p>
 <div>Student Health and Wellness:</div>	<p>We believe that studies in the fine arts, media arts and physical education are fundamental to a well-rounded education and to the development of the complete individual. Connecting mind and body, our physical education program focuses on healthy life choices, cooperation, and personal goal setting. Our full-time nurse is an advocate for healthy choices and works cooperatively with parents and staff to ensure the daily safety of each and every student!</p>
 <div>Parent and Community Involvement:</div>	<p>The Judd School motto Growing and Learning Together epitomizes our commitment to collaboration and partnership. We enjoy a high level of parental attendance at every school-related event, and we utilize community volunteers to provide significant support to the classrooms, media center, after school programs, and off-campus trips. Parent Teacher Organization (P.T.O.) members sponsor family-themed programs, provide mini-grants, and fund a variety of academic and co-curricular activities</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Although our physical building is 50 years old, our building is "state of the art!" We house a full technology lab, gymnasium, media center, a newly renovated "outside classroom" garden area. In the area of fine arts, we have two music rooms (one for choral instruction and one for instrumental instruction) and an updated art room. Under the direction of our music teacher, our students in grade 3-5 present an annual winter musical for students, staff and families.</p>
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<div>Other Information:</div>	<p>We believe that in the face of change, Judd will persevere in creating a productive learning environment for all students through positive attitudes, collegial support and enthusiasm, and by starting each day with high expectations. We believe that we, like our students, are works in progress who depend on continued support and guidance from our colleagues, supervisors, and administrators. We must never stop learning because expectations are always changing, and we must adapt and continue to learn if we are to be effective teachers. We believe that every student deserves instruction based on their needs and that it is our responsibility to adjust our teaching and differentiate instruction if we are to help all children learn.</p>
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