




Florence Riverfront School
2016-2017
Grade Span 04-08

05-1520-055
 BURLINGTON
 FLORENCE TWP
 500 FRONT STREET
 FLORENCE, NJ 08518

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	21	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	152	146	150
5	130	144	146
6	136	134	141
7	128	132	127
8	130	116	134
Ungraded	34	44	21
Total	710	737	719

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	50%	48%
Male	49%	51%	52%
Economically Disadvantaged Students	32%	26%	30%
Students with Disabilities	15%	19%	16%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	62.7%
Black or African American	20.7%
Asian	9.5%
Hispanic	6.0%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.4%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	25	21	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	85.5%
Bengali	4.5%
Spanish	2.2%
Turkish	1.3%
Panjabi	1.3%
Other	5.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	551	83.9	40.60	41.40	54.90	35.6	35.9	Met Target†
White	352	83.0	42.70	43.20	63.90	37	38.3	Met Target†
Hispanic	29	84.4	34.50	*	39.80	29.2	31.3	Met Target†
Black or African American	112	83.8	29.50	29.50	35.20	25.5	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	56	90.0	51.70	*	80.70	50	53.3	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	269	84.9	47.90	47.40	62.20	42.5		
Male	282	82.8	33.70	35.70	48.10	29.2		
Economically Disadvantaged Students	165	82.1	23.00	*	36.20	*	20.5	Met Target†
Non-Economically Disadvantaged Students	386	84.6	48.10	*	65.80	*		
Students with Disabilities	91	81.7	15.40	10.50	20.50	13.2	16.6	Met Target†
Students without Disabilities	460	84.3	45.70	47.40	61.90	40.2		
English Learners	20	90.9	*	*	25.20	*	N	N
Non-English Learners	531	83.6	*	*	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	N	N	N	749	N	N	N	N	N	N	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	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	N	N	N	754	N	N	N	N	N	N	55%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	752	N	N	N	N	N	N	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	143	741	741	753	*	13%	39%	34%	*	39%	56%
White	82	743	743	762	*	16%	35%	38%	*	42%	67%
Hispanic	11	740	740	740	0%	*	*	*	0%	27%	40%
Black or African American	34	735	735	737	*	*	44%	*	*	29%	36%
Asian, Native Hawaiian, or Pacific Islander	15	748	748	777	*	*	*	*	*	47%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	66	745	745	758	*	*	38%	36%	*	42%	61%
Male	77	739	739	749	*	*	40%	31%	*	35%	51%
Economically Disadvantaged Students	51	726	726	737	*	*	39%	22%	*	22%	36%
Non-Economically Disadvantaged Students	92	750	750	764	*	*	39%	40%	*	48%	69%
Students with Disabilities	24	709	709	725	*	*	*	*	*	*	25%
Students without Disabilities	119	748	748	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	124	745	745	756	*	20%	25%	45%	*	47%	59%
White	82	752	752	763	*	22%	24%	50%	*	52%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	26	723	723	740	*	*	*	*	0%	31%	39%
Asian, Native Hawaiian, or Pacific Islander	12	754	754	779	0%	*	*	*	0%	50%	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	54	752	752	761	*	*	19%	56%	*	59%	66%
Male	70	740	740	750	*	*	30%	37%	*	37%	53%
Economically Disadvantaged Students	36	732	732	740	*	*	*	36%	*	36%	40%
Non-Economically Disadvantaged Students	88	751	751	765	*	*	*	49%	*	51%	71%
Students with Disabilities	28	725	725	725	*	*	*	*	*	25%	22%
Students without Disabilities	96	751	751	762	*	*	*	*	*	53%	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	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	741	741	752	*	20%	27%	35%	*	39%	54%
White	71	744	744	758	*	16%	27%	39%	*	44%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	22	728	728	736	*	*	*	*	0%	23%	32%
Asian, Native Hawaiian, or Pacific Islander	13	757	757	776	*	*	*	*	*	46%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	55	747	747	758	*	20%	27%	36%	*	44%	61%
Male	58	736	736	746	*	21%	28%	33%	*	35%	46%
Economically Disadvantaged Students	35	728	728	737	*	31%	31%	*	*	20%	34%
Non-Economically Disadvantaged Students	78	747	747	761	*	15%	26%	*	*	47%	65%
Students with Disabilities	15	711	711	722	*	*	0%	*	*	20%	17%
Students without Disabilities	98	746	746	758	*	*	32%	*	*	42%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	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	114	739	739	756	*	25%	29%	40%	*	41%	59%
White	72	742	742	764	*	26%	31%	40%	*	42%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	23	730	730	737	*	*	*	*	0%	35%	38%
Asian, Native Hawaiian, or Pacific Islander	11	736	736	784	*	0%	*	*	0%	46%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	63	740	740	764	*	*	24%	41%	*	43%	68%
Male	51	739	739	749	*	*	35%	39%	*	39%	51%
Economically Disadvantaged Students	29	727	727	739	*	*	41%	*	*	21%	40%
Non-Economically Disadvantaged Students	85	744	744	766	*	*	25%	*	*	48%	70%
Students with Disabilities	16	712	712	719	*	*	*	*	*	13%	19%
Students without Disabilities	98	744	744	763	*	*	*	*	*	46%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	114	739	739	758	*	25%	29%	40%	*	41%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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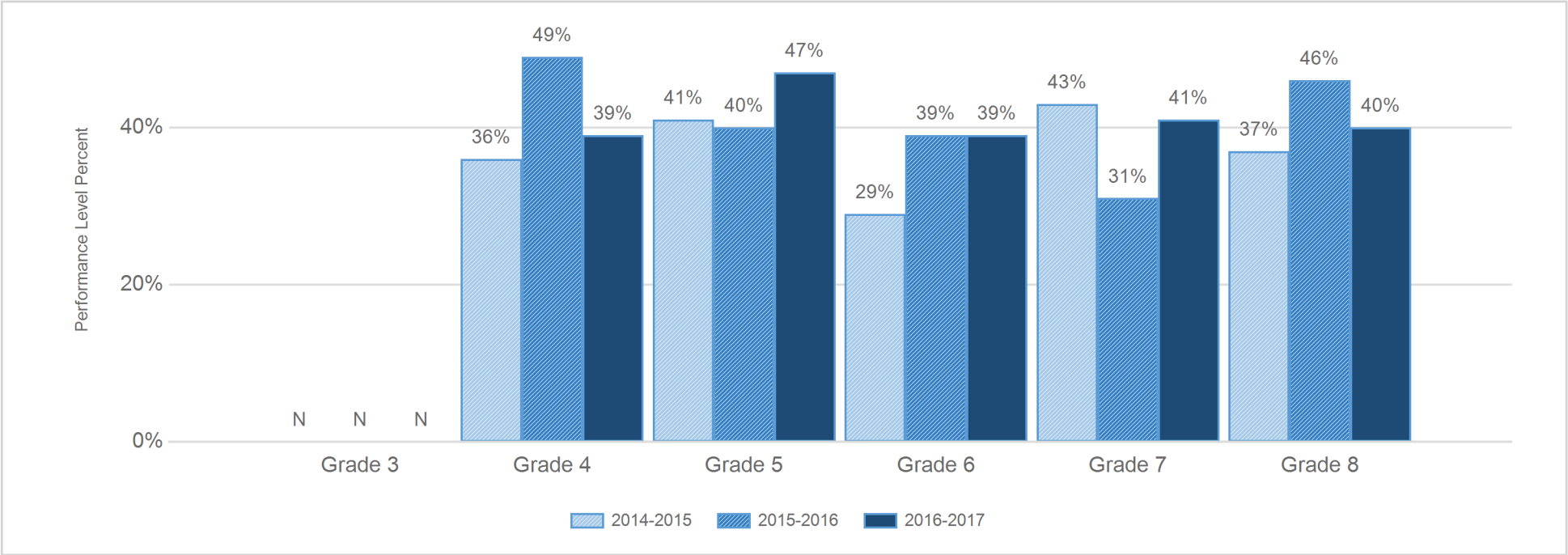
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	114	736	736	757	21%	*	23%	39%	*	40%	59%
White	71	734	734	764	21%	*	21%	37%	*	38%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	23	725	725	738	*	*	*	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	12	750	750	786	*	0%	*	*	0%	58%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	60	749	749	766	*	*	23%	50%	*	53%	68%
Male	54	721	721	749	*	*	22%	26%	*	26%	50%
Economically Disadvantaged Students	29	727	727	739	*	*	35%	*	*	24%	40%
Non-Economically Disadvantaged Students	85	738	738	766	*	*	19%	*	*	46%	69%
Students with Disabilities	15	693	693	718	*	*	*	*	*	*	18%
Students without Disabilities	99	742	742	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	114	736	736	759	21%	*	23%	39%	*	40%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	552	84.3	39.70	36.50	43.50	34.8	31.4	Met Target
White	352	83.0	42.40	38.40	52.40	36.8	34.6	Met Target
Hispanic	29	84.4	34.50	*	27.60	29.2	25.2	Met Target
Black or African American	111	84.2	20.70	19.90	21.70	17.9	16	Met Target
Asian, Native Hawaiian, or Pacific Islander	58	93.1	60.30	*	75.60	58.4	48.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	269	85.2	36.80	34.40	44.10	32.5		
Male	283	83.4	42.40	38.30	42.90	36.8		
Economically Disadvantaged Students	164	82.0	20.10	19.90	25.10	*	17.8	Met Target†
Non-Economically Disadvantaged Students	388	85.3	47.90	43.50	54.30	*		
Students with Disabilities	91	82.4	20.90	15.80	16.50	18	17.5	Met Target
Students without Disabilities	461	84.7	43.40	40.30	48.80	38.1		
English Learners	22	100.0	18.20	19.40	23.30	18.2	N	N
Non-English Learners	530	83.7	40.60	37.10	45.20	35.3		
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	N	N	N	751	N	N	N	N	N	N	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	N	N	N	751	N	N	N	N	N	N	52%
Male	N	N	N	751	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	N	N	N	753	N	N	N	N	N	N	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	143	742	742	747	*	13%	36%	35%	*	39%	47%
White	82	746	746	755	*	*	39%	40%	*	44%	59%
Hispanic	11	733	733	734	*	*	*	*	0%	36%	30%
Black or African American	34	727	727	729	*	*	35%	*	0%	21%	25%
Asian, Native Hawaiian, or Pacific Islander	15	762	762	774	*	*	*	*	*	53%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	66	742	742	747	*	*	39%	32%	*	36%	47%
Male	77	742	742	747	*	*	34%	38%	*	42%	48%
Economically Disadvantaged Students	51	727	727	732	*	*	41%	*	*	18%	27%
Non-Economically Disadvantaged Students	92	751	751	757	*	*	34%	*	*	51%	61%
Students with Disabilities	24	710	710	724	*	*	*	*	*	13%	22%
Students without Disabilities	119	749	749	751	*	*	*	*	*	45%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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	126	745	745	747	*	19%	30%	48%	*	48%	46%
White	83	749	749	754	*	13%	31%	53%	*	54%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	26	729	729	729	*	39%	*	*	0%	27%	22%
Asian, Native Hawaiian, or Pacific Islander	13	750	750	774	0%	*	*	*	0%	62%	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	54	747	747	747	*	*	35%	46%	*	48%	47%
Male	72	742	742	746	*	*	26%	49%	*	49%	46%
Economically Disadvantaged Students	36	732	732	732	*	36%	*	33%	*	33%	27%
Non-Economically Disadvantaged Students	90	750	750	756	*	12%	*	53%	*	54%	59%
Students with Disabilities	28	737	737	725	*	39%	*	43%	*	43%	19%
Students without Disabilities	98	747	747	751	*	13%	*	49%	*	50%	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	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	742	742	743	*	19%	31%	33%	*	42%	44%
White	72	746	746	751	*	*	32%	39%	*	47%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	22	725	725	724	*	50%	*	*	0%	18%	20%
Asian, Native Hawaiian, or Pacific Islander	13	758	758	771	*	*	*	*	*	69%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	55	740	740	745	*	18%	38%	26%	*	35%	45%
Male	59	744	744	742	*	20%	24%	39%	*	49%	43%
Economically Disadvantaged Students	35	728	728	728	*	31%	40%	*	*	20%	24%
Non-Economically Disadvantaged Students	79	749	749	752	*	14%	27%	*	*	52%	56%
Students with Disabilities	16	717	717	717	*	*	*	*	*	19%	13%
Students without Disabilities	98	747	747	748	*	*	*	*	*	46%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	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	114	733	733	741	*	28%	34%	27%	*	28%	40%
White	72	738	738	748	*	22%	44%	29%	*	29%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	23	717	717	726	*	*	*	*	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	11	728	728	764	*	*	0%	*	*	36%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	63	728	728	743	*	35%	38%	16%	*	18%	41%
Male	51	739	739	740	*	20%	29%	41%	*	41%	38%
Economically Disadvantaged Students	29	722	722	729	*	45%	*	*	*	14%	22%
Non-Economically Disadvantaged Students	85	737	737	749	*	22%	*	*	*	33%	50%
Students with Disabilities	16	705	705	716	*	*	*	*	*	*	11%
Students without Disabilities	98	738	738	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	114	733	733	742	*	28%	34%	27%	*	28%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	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	75	705	705	728	*	*	*	*	*	*	28%
White	44	707	707	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	36	711	711	730	*	*	*	*	*	*	30%
Male	39	701	701	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	24	701	701	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	51	707	707	734	*	*	*	*	*	*	34%
Students with Disabilities	15	686	686	705	*	*	*	*	*	*	*
Students without Disabilities	60	710	710	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	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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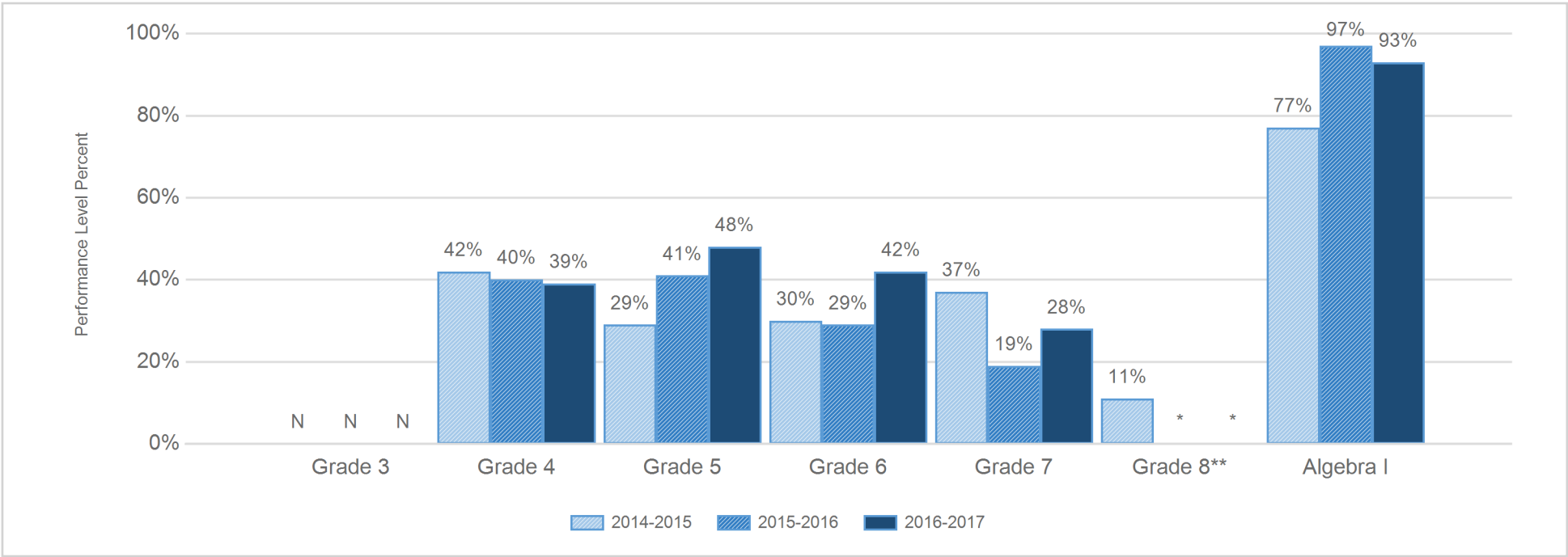
Mathematics Assessment - Performance by Test: Algebra I

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	40	769	738	743	0%	0%	*	90%	*	93%	42%
White	25	765	738	751	*	*	*	92%	*	92%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	25	767	742	744	0%	0%	*	84%	*	88%	43%
Male	15	772	734	741	0%	0%	*	100%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	40	769	741	747	0%	0%	*	90%	*	93%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	40	769	*	745	0%	0%	*	90%	*	93%	*
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%

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
4	*	*
5	*	*
6	*	*
7	*	N
8	N	N

English Language Proficiency Test - Participation and Performance

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

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

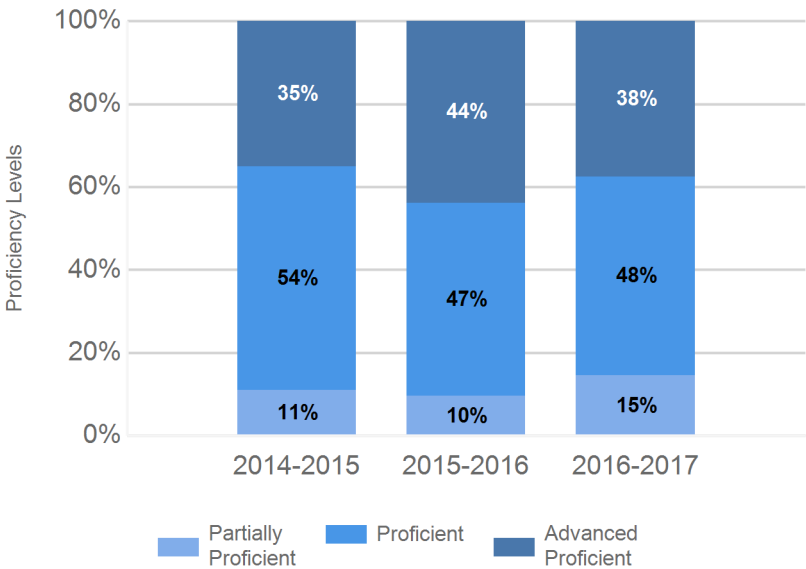
NJASK Science Assessment Performance: Grade 4

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	38%	48%	15%
White	48%	41%	11%
Hispanic	9%	*	N
Black or African American	21%	49%	30%
Asian, Native Hawaiian, or Pacific Islander	35%	53%	12%
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	19%	52%	30%
Students with Disabilities	9%	59%	32%
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 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.

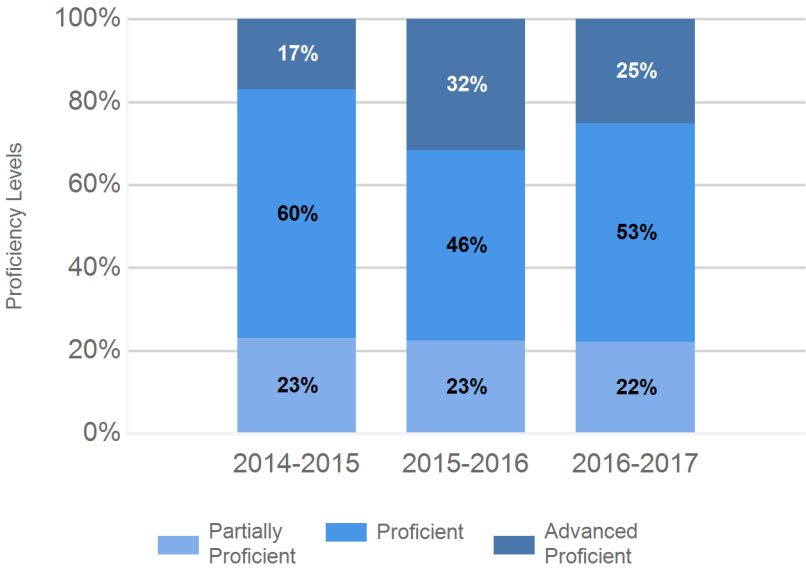
NJASK Science Assessment Performance: Grade 8

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	25%	53%	22%
White	22%	61%	17%
Hispanic	*	*	N
Black or African American	19%	37%	44%
Asian, Native Hawaiian, or Pacific Islander	*	*	20%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22%	38%	41%
Students with Disabilities	7%	33%	60%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40	40	50	Met Target	48	48	50	Met Target
White	39	39	50	Not Met	48	48	52	Met Target
Hispanic	*	*	49	Met Target	*	*	47	Not Met
Black or African American	36	36	45	Not Met	43.5	43.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	53.5	53.5	60	Met Target	65.5	65.5	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	37	37	47	Not Met	36	36	46	Not Met
Students with Disabilities	33	33	41	Not Met	37	37	43	Not Met
English Learners	43	43	53	**	30.5	30.5	51	**

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



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

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

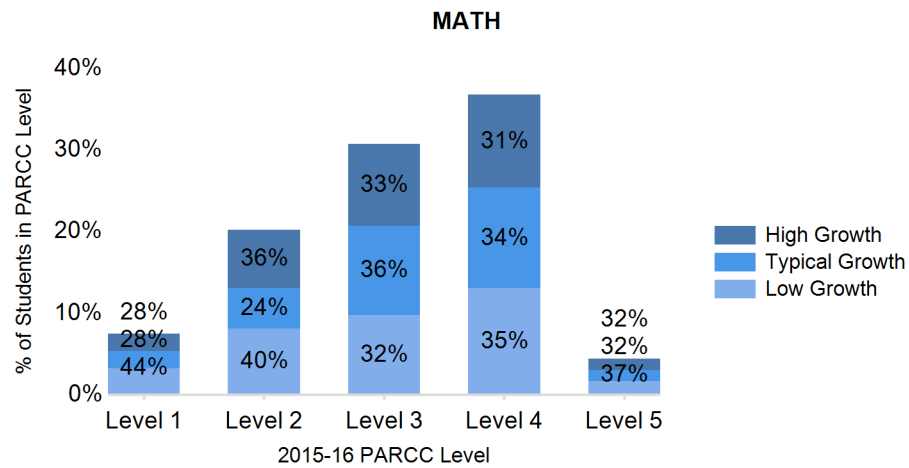
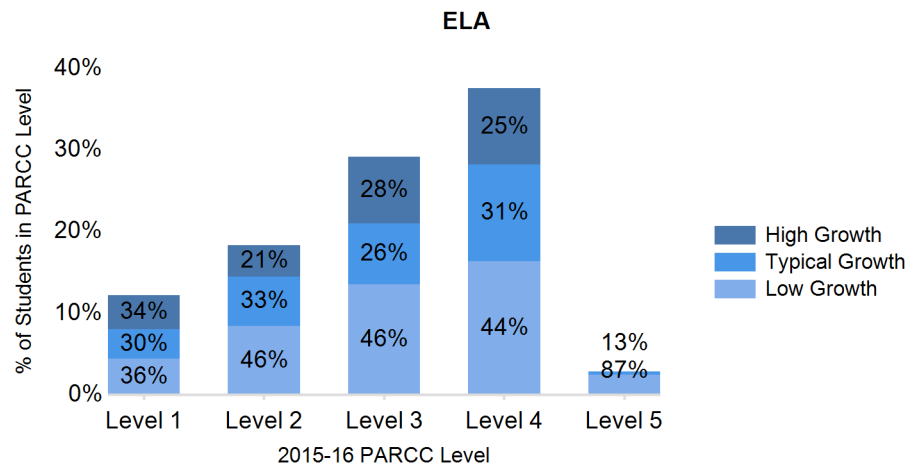
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

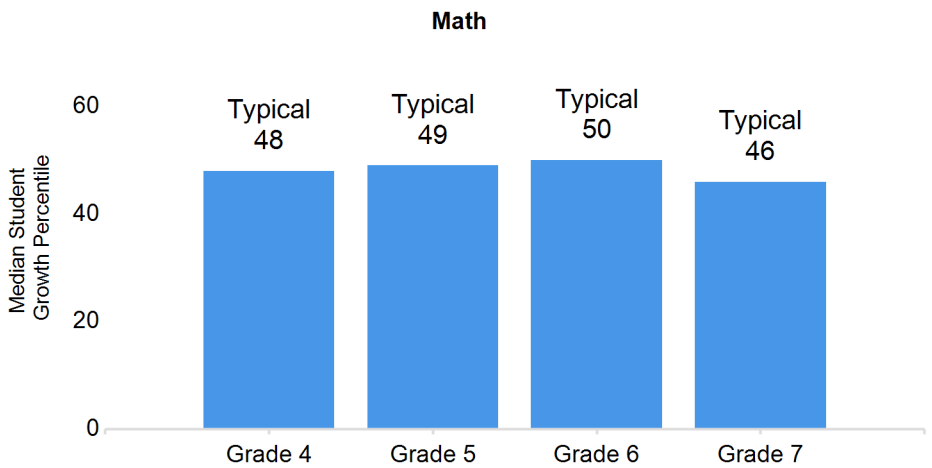
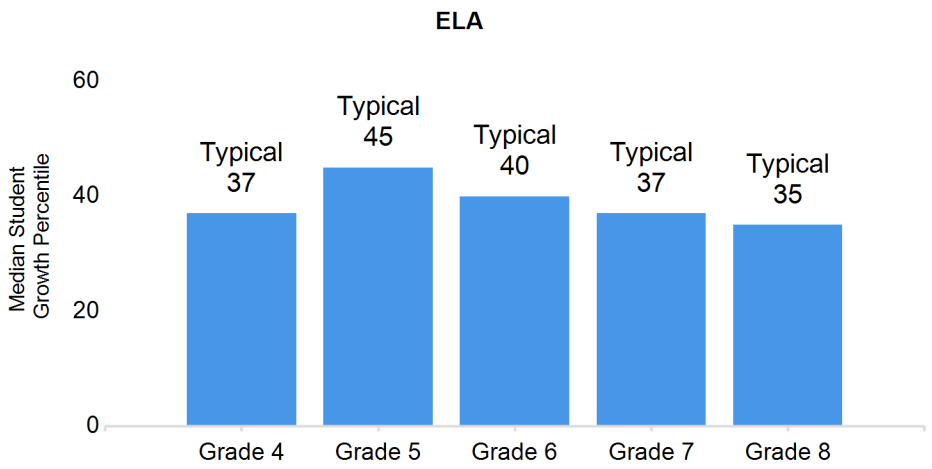
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	147
7	0	0	127
8	42	0	96
Schoolwide	42	0	370

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).

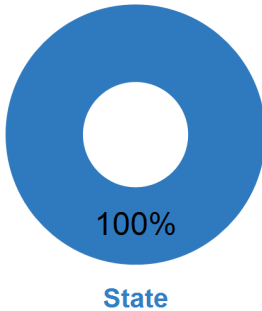
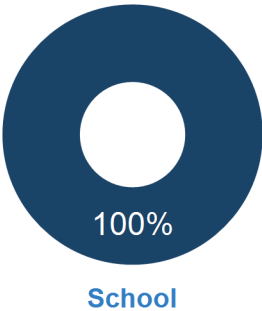
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	148	0	0	0	0	0	0
7	126	0	0	0	0	0	0
8	138	0	0	0	0	0	0
Schoolwide	412	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

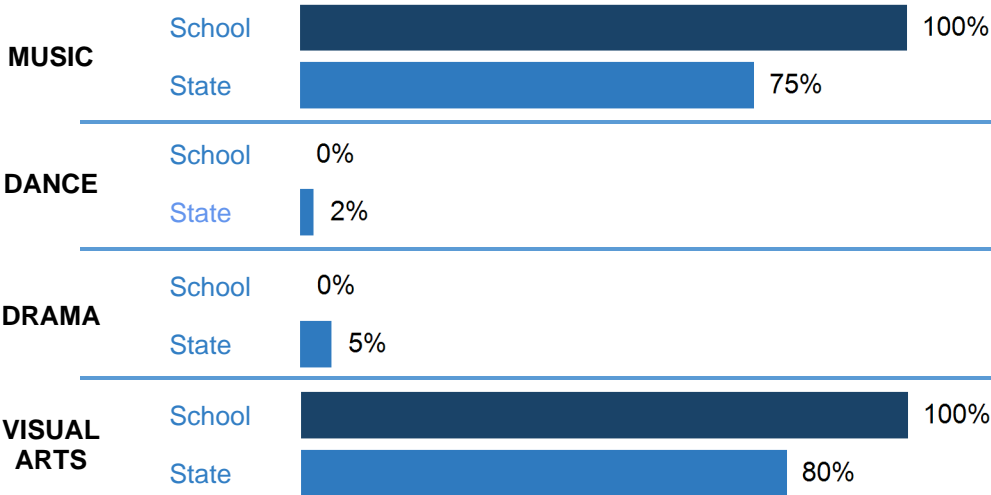
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



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

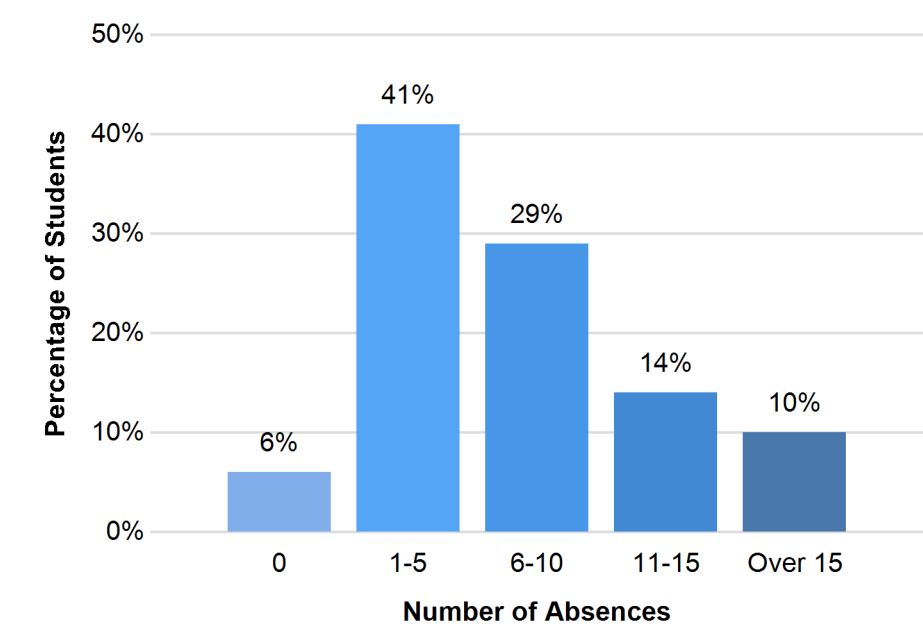
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	8.00	Met Target
White	8.70	8.00	Not Met
Hispanic	2.30	8.00	Met Target
Black or African American	8.70	8.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.80	8.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.20	8.00	Not Met
Students with Disabilities	12.60	8.00	Not Met
English Learners	N	**	**

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

Days Absent

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



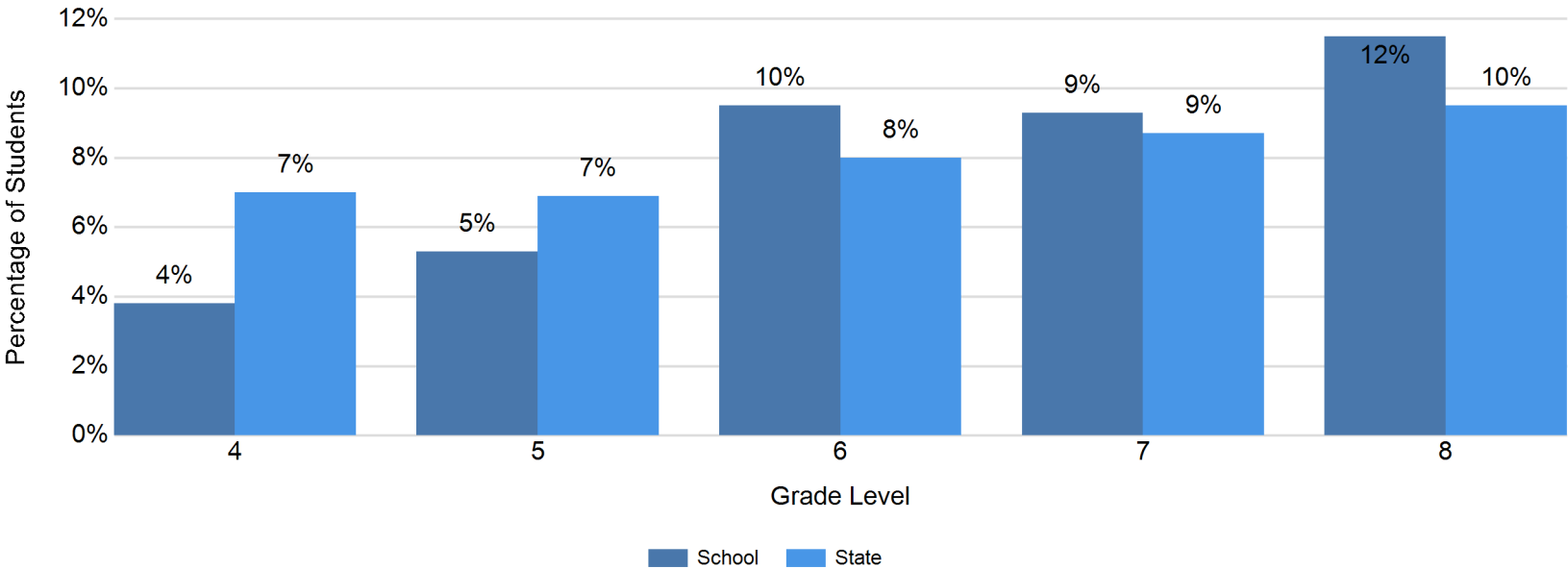


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.95

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	7.1%
Out-of-School Suspensions	11.7%
Any Suspension	18.8%

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	1



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	635.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$578	\$12,981	\$13,559



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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	10.0	11.8
Average years experience in district	10.0	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	7	9,506
Average years experience in public schools	9.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	43%	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	14:1	12:1
Administrators	240:1	225:1
Librarian/Media Specialists		1573:1
Nurses		524:1
Counselors		315:1
Child Study Team		393:1



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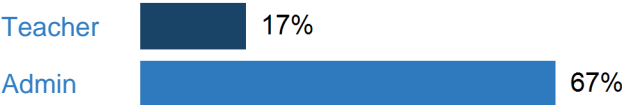
Teachers and Administrators - Level of Education

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.

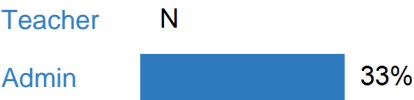
Bachelor's Degree



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	85%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	11.1	17.5%
Mathematics Proficiency	23.2	17.5%
English Language Arts Growth	16.8	25.0%
Mathematics Growth	37.8	25.0%
Chronic Absenteeism	46.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		26.7
Summative Rating: Percentile rank of Summative Score		15.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	26.7	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
White	18.0	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Hispanic	43.6	11.9	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
Black or African American	39.4	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	34.7	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	19.9	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	34.9	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	**	**	**	No

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

† Target was met within a confidence interval.



Florence Riverfront School
2016-2017
Grade Span 04-08

05-1520-055
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 FLORENCE, NJ 08518

School General Info

Principal:	Ms. Casiano	Email Address:	rcasiano@florence.k12.nj.us
Address:	500 FRONT STREET FLORENCE, NJ 08518	Website:	https://www.florence.k12.nj.us/riverfront
Phone:	(609)499-4647	Facebook:	www.facebook.com/RiverfrontSchool
		Twitter:	https://twitter.com/FTSD_Riverfront

School Narrative

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

	Highlights: <ul style="list-style-type: none"> • Technology is a part of each school day, with all students utilizing 1:1 personal chromebooks. • Our school has started its first middle school Robotics Team. • Curriculum includes accelerated and honors courses in our middle school.
	Mission, Vision, Theme: <p>Riverfront School is committed to the academic, social, emotional, and physical development of its students and staff within a safe and supportive environment that values hard work, respect for self and others, creativity, responsibility, and community pride. With high expectations for both teaching and learning, our commitment is to cultivate a community of independent thinkers, lifelong learners, and peaceful problem solvers who care about themselves, each other, and their changing world.</p>
	Awards, Recognition, Accomplishments: <p>Over \$1000 was awarded to our 8th grade students. A student in each grade level is recognized as Student of the Month. Students are acknowledged monthly when they represent the character trait of the month. NJ Governor's Educator of the Year is awarded to an outstanding teacher and educational service professional.</p>






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School Narrative

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

 <div>Courses, Curriculum, Instruction:</div>	The educational program is aligned to the NJSLS and is rooted in high expectations for all students. We offer Algebra I and Honors classes to 8th grade students. We have an Enrichment program at all grade levels for students showing exemplary academic achievement. Our students also receive instruction in Art, Spanish, Physical Education, STEM, and Music.
 <div>Clubs and Activities:</div>	Students may choose to participate in the following clubs/activities: Student Council, National Junior Honor Society, Marching Band/Color Guard, Concert Choir, Concert Band, Spring Musical, Winter/Spring Concerts, Intramural Sports, Art Club, Gardening, School Beautification, Robotics, Lego, Student Government, Peer Mediation, Peer Mentoring, STEM, class trips, school dances.
 <div>Before and After School Programs:</div>	Early Morning Program (Before school), Extended Day Program (After school), Serves 4th through 8th Grade.







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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>Teachers participate in a collaborative culture through Professional Learning Communities (PLC) that are focused on technology integration, student engagement, relationship building, data analysis and student achievement to drive instruction and personalize learning.</p>
 Student Supports and Services:	<p>Our Basic Skills Program provides support in the areas of Literacy and Math to students in need of support and provides differentiated lessons in the classroom and in small groups. We offer English as a Second Language (ESL) instruction to students in need. Our school has multiple settings to address special education students such as mainstreamed in-class support, pull-out resource, and self-contained classes.</p>
 Student Health and Wellness:	<p>Students participate in health classes for one full marking period throughout the school year. Students are encouraged to walk or ride their bikes to and from school. All students receive extra physical activity time after their lunch to encourage a healthy lifestyle.</p>
 Parent and Community Involvement:	<p>The PTO plays an active role in our school and in supporting our students. This organization sponsors a variety of assemblies, field trips, after school clubs, school dances and grants to enhance the instructional program for our students.</p>




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School Narrative

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

<div><div>Other Information:</div></div>	<p>Riverfront School consists of approximately 700 students in grades four through eight. We are a Google Apps for Education (GAFE) school and have expanded technology amongst all grade levels. All students benefit from a 1:1 chromebook initiative to enhance 21st century skills and allow for our teachers to deliver the curriculum in engaging and innovative ways.</p>
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Florence Township Memorial High School
2016-2017
Grade Span 09-12

05-1520-050
BURLINGTON
FLORENCE TWP
1050 CEDAR LANE
FLORENCE, NJ 08518

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

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

Navigating through the reports:

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

Other Resources:

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



Florence Township Memorial High School
2016-2017

Grade Span 09-12

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BURLINGTON
FLORENCE TWP
1050 CEDAR LANE
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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	105	111	110
10	113	91	103
11	118	104	84
12	95	104	104
Ungraded	2	1	3
Total	433	411	404

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	53%	52%
Male	50%	47%	49%
Economically Disadvantaged Students	24%	29%	27%
Students with Disabilities	10%	9%	10%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	59.7%
Black or African American	23.3%
Asian	10.9%
Hispanic	5.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.5%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	404
Shared Time Students	0
Full Time Equivalent	404

Enrollment by Home Language

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

Home Language	% of Students
English	85.4%
Bengali	4.5%
Spanish	2.5%
Panjabi	2.2%
Turkish	1.2%
Other	3.7%



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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	191	92.1	49.20	41.40	54.90	47.8	47.1	Met Target
White	114	90.2	51.70	43.20	63.90	49.3	49.3	Met Target
Hispanic	15	100.0	40.00	*	39.80	40	**	**
Black or African American	42	91.8	28.60	29.50	35.20	28.1	40.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	20	96.3	85.00	*	80.70	85	62.8	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	95	89.6	52.60	47.40	62.20	49.2		
Male	96	94.6	45.90	35.70	48.10	45.9		
Economically Disadvantaged Students	63	97.1	28.60	*	36.20	*	29	Met Target†
Non-Economically Disadvantaged Students	128	89.9	59.30	*	65.80	*		
Students with Disabilities	24	93.5	*	10.50	20.50	*	12.7	Not Met
Students without Disabilities	167	91.8	*	47.40	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	16.70	24.80	N		
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 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	114	740	740	749	16%	*	30%	37%	*	42%	52%
White	71	744	744	757	14%	*	34%	41%	*	47%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	20	720	720	730	*	*	*	*	0%	15%	30%
Asian, Native Hawaiian, or Pacific Islander	16	752	752	777	*	*	*	*	*	69%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	55	742	742	756	*	*	33%	38%	*	44%	60%
Male	59	738	738	741	*	*	27%	36%	*	41%	43%
Economically Disadvantaged Students	34	732	732	731	*	*	35%	*	*	27%	32%
Non-Economically Disadvantaged Students	80	743	743	758	*	*	28%	*	*	49%	62%
Students with Disabilities	17	704	704	714	*	*	*	*	*	*	13%
Students without Disabilities	97	746	746	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	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	92	752	752	743	*	*	22%	39%	16%	55%	46%
White	47	758	758	749	*	*	28%	43%	*	60%	52%
Hispanic	10	746	746	728	*	0%	*	*	*	50%	34%
Black or African American	25	738	738	725	*	*	*	*	*	40%	31%
Asian, Native Hawaiian, or Pacific Islander	10	762	762	774	*	0%	0%	*	*	80%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	47	763	763	752	*	*	*	43%	*	62%	54%
Male	45	740	740	734	*	*	*	36%	*	49%	39%
Economically Disadvantaged Students	30	729	729	726	*	*	*	33%	*	37%	32%
Non-Economically Disadvantaged Students	62	762	762	751	*	*	*	42%	*	65%	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	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	77	749	749	736	16%	13%	20%	31%	21%	52%	38%
White	39	763	763	738	*	*	*	41%	26%	67%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	23	723	723	728	*	*	*	*	*	26%	30%
Asian, Native Hawaiian, or Pacific Islander	12	755	755	756	*	*	*	*	*	58%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	35	753	753	744	*	*	*	29%	*	57%	46%
Male	42	746	746	729	*	*	*	33%	*	48%	31%
Economically Disadvantaged Students	18	730	730	729	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	59	755	755	740	*	*	*	*	*	59%	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	77	749	749	737	16%	13%	20%	31%	21%	52%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	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.

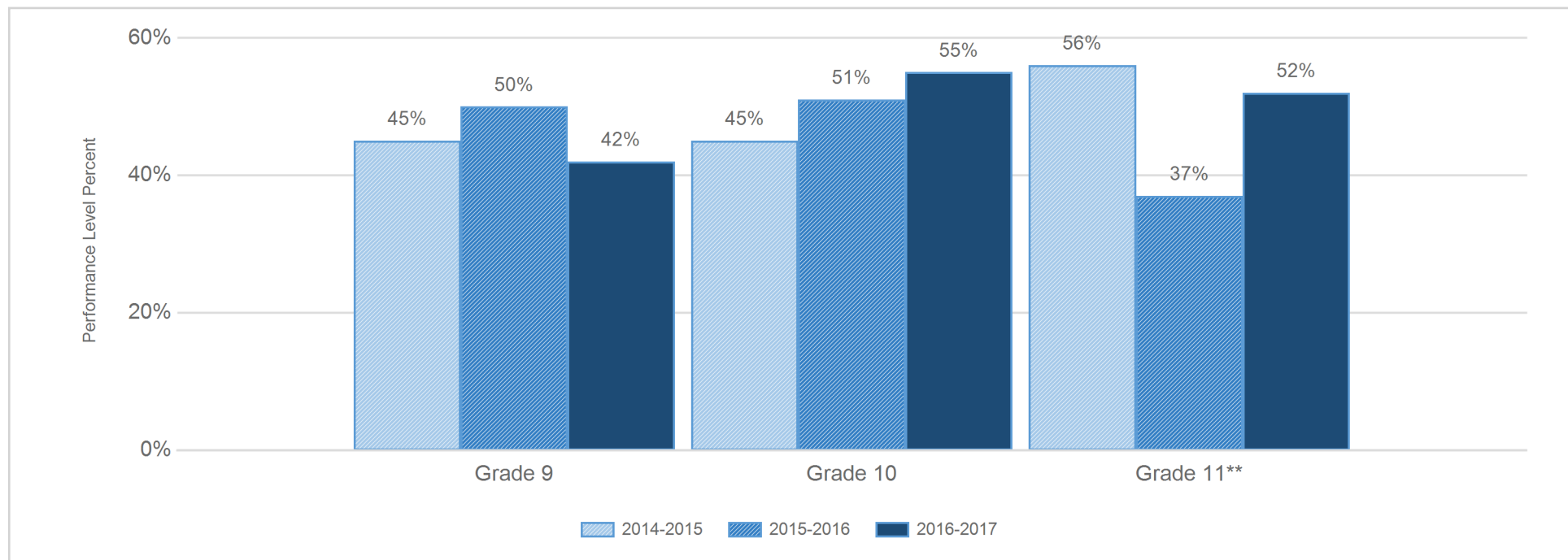


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English Language Arts/Literacy Assessment - Performance Trends

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	186	90.6	28.50	36.50	43.50	27.2	31.5	Met Target†
White	114	89.6	29.80	38.40	52.40	28.2	32.6	Met Target†
Hispanic	14	100.0	14.30	*	27.60	14.3	**	**
Black or African American	38	87.0	13.20	19.90	21.70	12.2	24.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	20	96.3	60.00	*	75.60	60	44.8	Met Target
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	91	86.6	28.60	34.40	44.10	25.8		
Male	95	94.6	28.40	38.30	42.90	28.4		
Economically Disadvantaged Students	58	92.5	20.70	19.90	25.10	*	14	Met Target
Non-Economically Disadvantaged Students	128	89.7	32.00	43.50	54.30	*		
Students with Disabilities	18	84.6	*	15.80	16.50	*	N	N
Students without Disabilities	168	91.4	*	40.30	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	33.40	15.10	N		
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 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	83	723	738	743	*	*	*	*	*	*	42%
White	50	724	738	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	18	719	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	724	*	774	*	*	*	*	0%	10%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	38	725	742	744	*	*	*	*	*	*	43%
Male	45	721	734	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	26	720	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	57	724	*	751	*	*	*	*	*	*	52%
Students with Disabilities	14	710	710	714	*	*	*	*	*	*	10%
Students without Disabilities	69	725	741	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	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	76	729	729	734	*	38%	20%	21%	*	28%	30%
White	34	730	730	740	*	35%	*	*	*	27%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	25	720	720	719	*	44%	*	*	0%	20%	*
Asian, Native Hawaiian, or Pacific Islander	10	746	746	758	*	*	*	*	*	60%	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	33	729	729	735	*	36%	*	*	*	33%	31%
Male	43	729	729	733	*	40%	*	*	*	23%	30%
Economically Disadvantaged Students	25	712	712	721	*	56%	*	*	*	16%	13%
Non-Economically Disadvantaged Students	51	737	737	740	*	29%	*	*	*	33%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	76	729	729	735	*	38%	20%	21%	*	28%	*
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	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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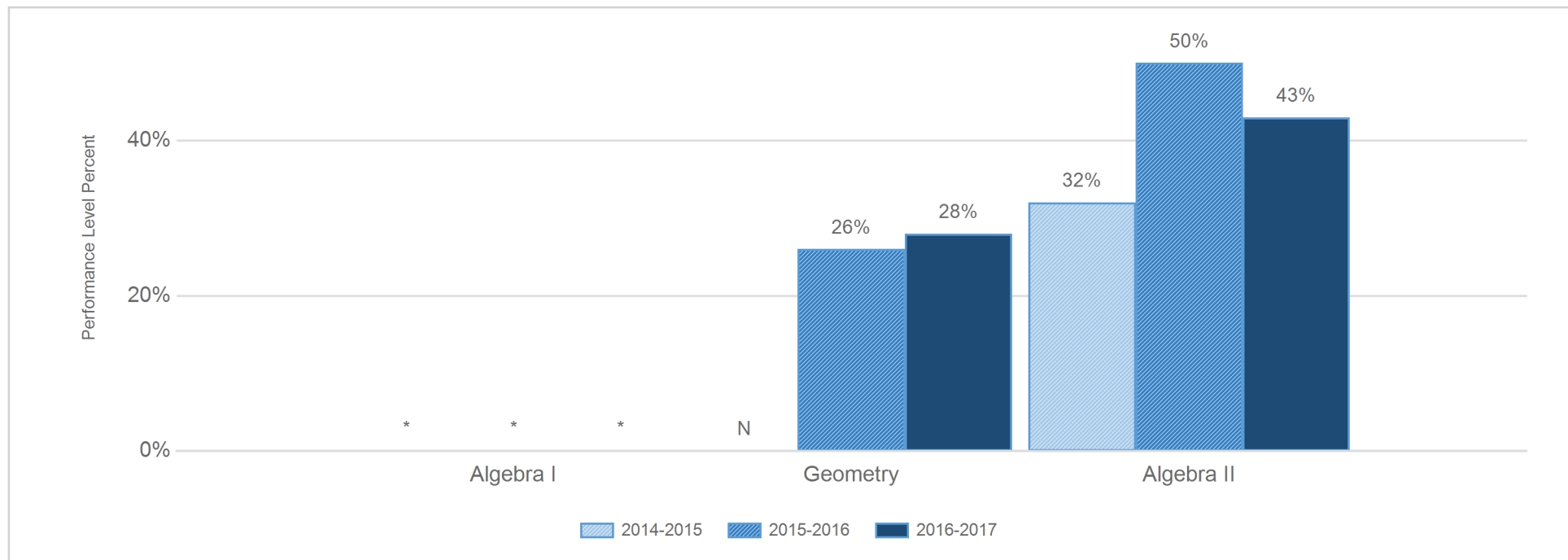
Mathematics Assessment - Performance by Test: Algebra II

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	72	741	741	725	*	24%	19%	40%	*	43%	28%
White	46	746	746	731	*	26%	*	46%	*	48%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	11	715	715	703	*	*	*	*	0%	18%	*
Asian, Native Hawaiian, or Pacific Islander	11	750	750	761	*	*	*	*	*	55%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	35	741	741	725	*	*	*	37%	*	40%	27%
Male	37	742	742	725	*	*	*	43%	*	46%	29%
Economically Disadvantaged Students	18	738	738	708	*	*	*	*	*	39%	13%
Non-Economically Disadvantaged Students	54	742	742	733	*	*	*	*	*	44%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

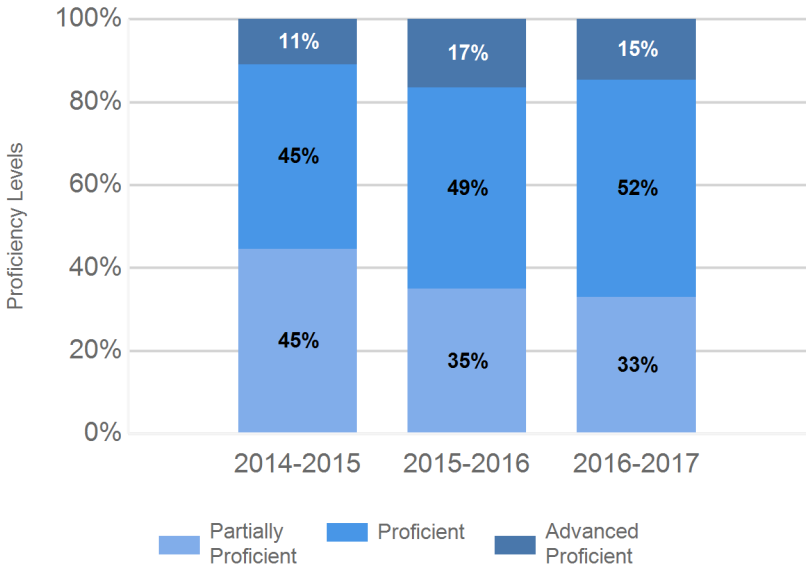
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	15%	52%	33%
White	21%	54%	25%
Hispanic	N	*	*
Black or African American	N	37%	63%
Asian, Native Hawaiian, or Pacific Islander	8%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	7%	35%	59%
Students with Disabilities	N	*	*
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	98.9%	89.4%
Percentage of students taking the SAT	95.2%	70.0%
Percentage of students taking the ACT	13.5%	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	482	481	Varies By Grade	72%	67%
PSAT - Math	483	483	Varies By Grade	55%	49%
SAT - Reading and Writing	546	551	480	78%	77%
SAT - Math	538	552	530	56%	58%
ACT - Reading	24	24	22	57%	65%
ACT - English	22	24	18	79%	79%
ACT - Math	22	24	22	50%	65%
ACT - Science	22	23	23	43%	54%



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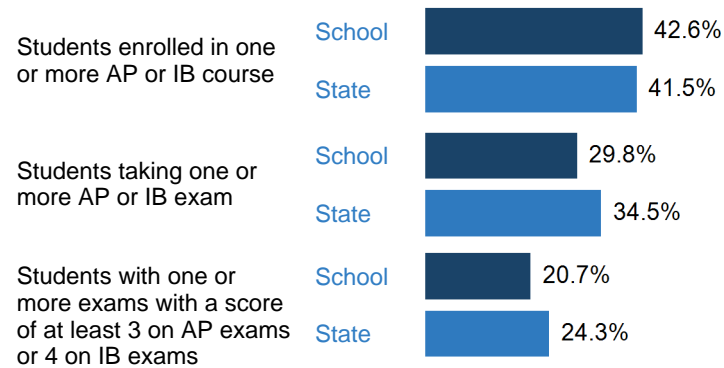
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

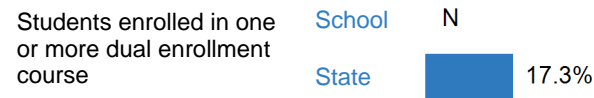
AP/IB Coursework – Participation and Performance

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	10	10
AP Calculus AB	11	8
AP Chemistry	18	18
AP English Language and Composition	17	18
AP English Literature and Composition	8	8
AP European History	20	9
AP French Language and Culture	0	4
AP Spanish Language	0	9
AP U.S. History	11	11
IB Economics	28	0
Total Exams Taken		95
Exams with scores of at least 3 on AP exams or 4 on IB exams		56



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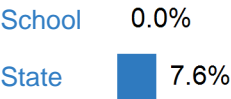
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

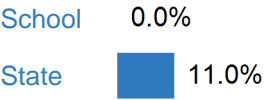
Career and Technical Education Participation

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)



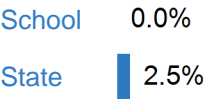
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	83	2	28	0	0	0	1
10	3	64	38	0	0	0	2
11	0	17	19	32	1	0	19
12	0	6	11	15	25	0	35
Schoolwide	86	89	96	47	26	0	57
Enrolled in AP/IB Course					11	0	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	48	0	17	0	0	51
10	49	39	17	1	0	21
11	20	35	1	23	10	10
12	20	4	0	30	17	28
Schoolwide	137	78	35	54	27	110
Enrolled in AP/IB Course	10	18		0	0	0



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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	112	0	7	0	0	17
10	9	1	4	0	0	36
11	0	70	6	0	0	25
12	1	90	11	0	0	43
Schoolwide	122	161	28	0	0	121
Enrolled in AP/IB Course	0	11	28	0	0	20

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	26	15	0	0	0	0	0
10	65	28	0	0	0	0	0
11	27	31	0	0	0	0	0
12	16	17	0	0	0	0	0
Schoolwide	134	91	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	21	19	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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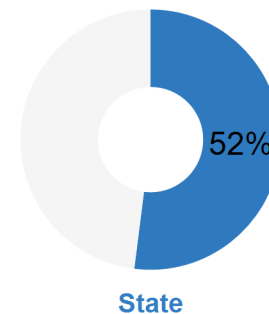
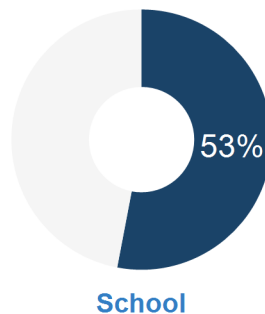
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Visual and Performing Arts – Course Participation

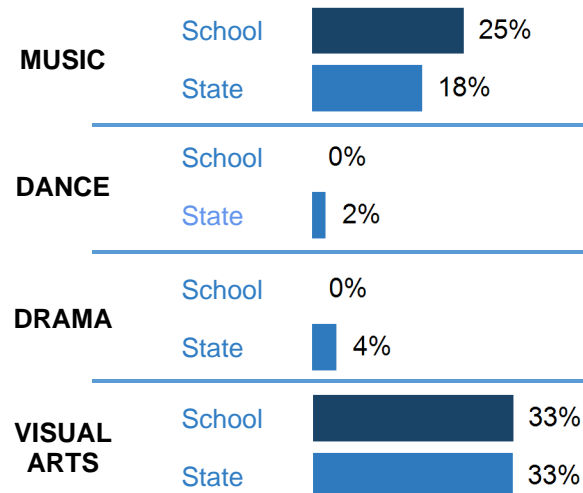
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	93.0%	90.5%	96.4%	91.8%	92.9%	89.8%	Met Target	92.2%	91.5%	Met Target
White	96.9%	94.5%	97.4%	95.1%	92.2%	95.0%	Not Met	98.6%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	90.6%	83.4%	92.3%	85.3%	92.3%	74.2%	Met Target	76.0%	86.7%	Not Met
Asian, Native Hawaiian or Pacific Islander	80.0%	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	88.5%	83.9%	97.2%	85.6%	94.6%	76.9%	Met Target	85.2%	80.8%	Met Target
Students with Disabilities	75.0%	78.8%	85.7%	82.1%	80.0%	**	**	91.7%	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.0%	-
2016	92.9%	96.4%
2015	89.5%	92.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0%	1.1%
2014-2015	0.7%	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	69.9%	52.8%	47.2%
White	75.8%	57.5%	42.6%
Hispanic	*	*	*
Black or African American	55.2%	31.3%	68.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	56.5%	69.2%	30.8%
Students with Disabilities	25%	66.7%	33.3%
English Learners	0%	0%	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	78.4%	55%	45%	86.3%	13.8%	75%	25%
White	76.8%	60.4%	39.6%	90.6%	9.4%	79.3%	20.8%
Hispanic	*	*	*	*	*	*	*
Black or African American	81%	52.9%	47.1%	82.4%	17.7%	58.8%	41.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	69.2%	61.1%	38.9%	77.8%	22.2%	72.2%	27.8%
Students with Disabilities	70%	85.7%	14.3%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

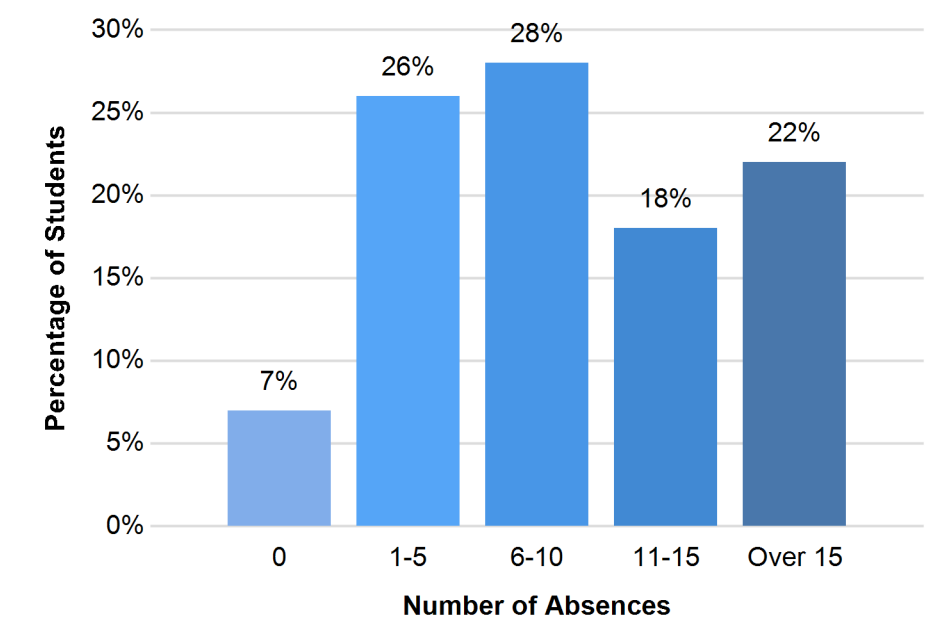
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.20	14.30	Not Met
White	16.50	14.30	Not Met
Hispanic	12.50	14.30	Met Target
Black or African American	21.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	29.60	14.30	Not Met
Students with Disabilities	21.70	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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





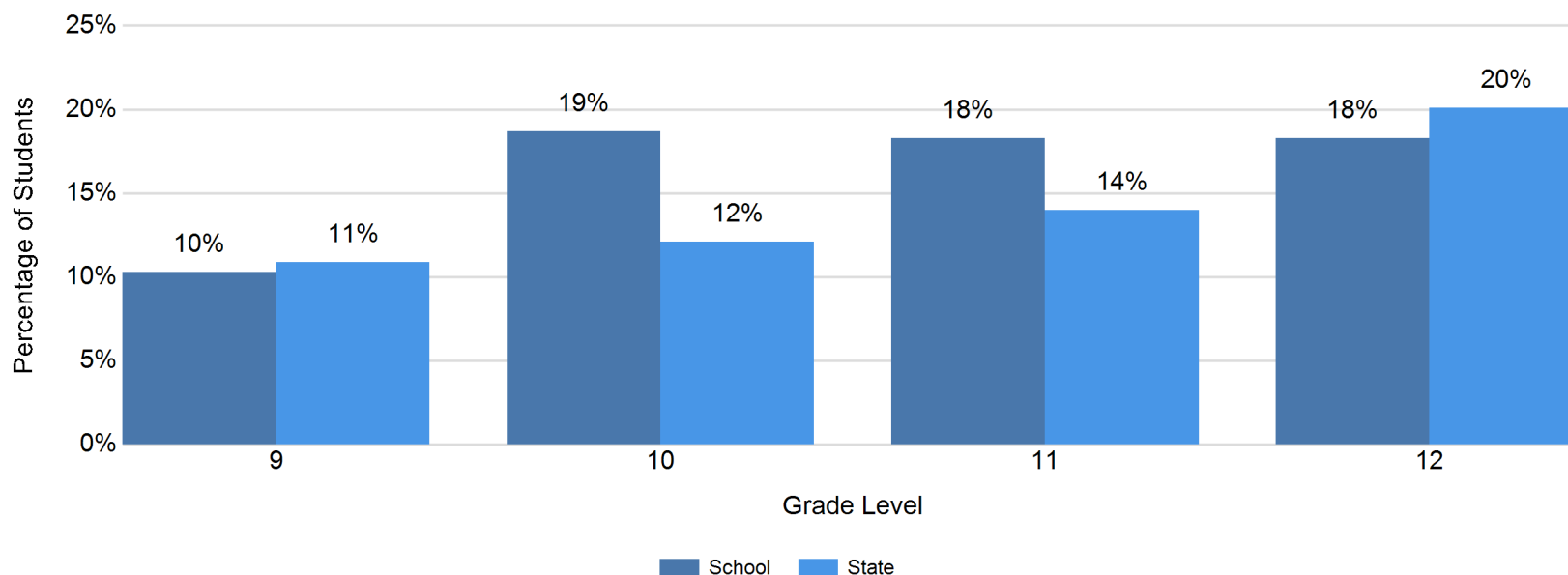
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Chronic Absenteeism by Grade

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	7:40AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 38 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	7
Vandalism	2
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	4.70

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	11.6%
Out-of-School Suspensions	10.4%
Any Suspension	15.6%

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	1:1	635.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$578	\$12,981	\$13,559



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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	29	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	12.8	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	7	9,506
Average years experience in public schools	9.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	43%	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	14:1	12:1
Administrators	202:1	225:1
Librarian/Media Specialists		1573:1
Nurses		524:1
Counselors		315:1
Child Study Team		393:1



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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	85%	89%
2015-16 Administrators: Same district 2016-17	88%	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	45.0	17.5%
Mathematics Proficiency	45.6	17.5%
Graduation - 4-Year	52.1	25.0%
Graduation - 5-Year	29.1	25.0%
Chronic Absenteeism	32.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.0
Summative Rating: Percentile rank of Summative Score		36.9
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	41.0	6.2	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	44.5	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Goal	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	44.7	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	50.5	6.2	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Not Met	N	Not Met	**	**	No
English Learners	**	**	No	**	**	**	N	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Cogan	Email Address:	jcogan@florence.k12.nj.us
Address:	1050 CEDAR LANE FLORENCE, NJ 08518	Website:	https://www.florence.k12.nj.us/florence-high-school
Phone:	(609)499-4620	Facebook:	https://www.facebook.com/Florence-Twp-School-District-880107555362017/
		Twitter:	https://twitter.com/FTSD_HS

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 offer our 12th grade students Dual Credit Learning opportunities at RCBC at no cost to them or their parents! • Last spring, 70% of our AP testers earned a score of a "3" or better on one or more of their AP exams! • Last year, we transitioned to a 1:1 learning environment at our High School!
	Mission, Vision, Theme: <p>The Florence Township School District, in partnership with students, families, and the community, will provide a diverse, challenging, and enriching academic experience with the goal of developing independent, creative, successful individuals who are ethical and responsible contributing members of society. The district commits itself to creating a high achieving educational environment in which all children will be able to reach their full potential and excel in a changing world.</p>
	Awards, Recognition, Accomplishments: <p>The Class of 2017 was offered a total of \$2,769,900 in scholarships and awards. This is a combined figure of institutional, private, NJ STARS, and community-based scholarships and awards. During the 2016-2017 school year, four athletic teams won their division, and 57 student-athletes earned all-division honors. Two student-athletes earned all-state honors for their respective sports.</p>



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Courses, Curriculum, Instruction:

From a teaching and learning standpoint, we believe in a constructivist approach where our teachers motivate and guide our students to make use of their critical thinking skills so that they are able to engage in discovery learning experiences. We offer 15 Dual Credit Courses via a Partnership with RCBC, 10 Advanced Placement Courses & 10 Honors Courses, a Comprehensive College-Prep Curriculum, 54 Elective Courses, and a variety of Special Education Courses and Programs.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Co-ed), Track and Field - Spring (Boys & Girls), Volleyball (Girls)

Our Athletic Department considers interscholastic athletics an integral part of the total educational program and believes all students should have an equal opportunity to be involved. Through participation in Florence athletics, student-athletes will develop the self-discipline, self-confidence, and sense of belonging needed to become valuable and responsible citizens upon graduation.



Clubs and Activities:

Students may choose to participate in the following clubs/activities: Student Council, Interact, National Honor Society, Yearbook, Environmental Club, Science League, Pit Orchestra, Marching Band/Color Guard, Spring Musical, Fine and Performing Arts Night, Winter/Spring Concerts, Variety Show, Prom Fashion Show, Jr./Sr. Prom, Girls & Boys State, Senior Class Trip, Academic Awards Program, Elks' Student of the Month, Blue/Gold Night, Senior Awards Night, Senior Picnic, and the Jr./Sr. Banquet.







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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>This year, staff and professional learning at our High School revolves around the following three goals: Technology Integration & Student Engagement, Relationship Building & Connectedness to School, Assessment, Data Analysis & Student Achievement.</p>
 Postsecondary Information:	<p>Class of 2017 data: 50% 2-year college, 35% 4-year college, 6% Trade School, 5% Employment, and 4% Military.</p>
 Student Supports and Services:	<p>Child Study Team offers classified students case management and supplementary educational assistance to ensure they are successful in school and well-prepared for the post-secondary world. School Counselors assist students in various areas of academic, social and emotional needs. The I&RS team uses a collaborative approach with parents and school staff to create supports that will assist students in achieving success.</p>
 Parent and Community Involvement:	<p>We are fortunate to have a Parents Organization that works hard to support our students and our school in many ways. Our school has an Academic Achievement Program, and its purpose is to get all of our students to set their sights on achieving nothing less than their best each marking period. All of the students who were able to earn a GPA of at least 3.0 are entered into a drawing for a reward sponsored by our PO. Thanks to the generosity of our PO, this program has been a huge success!</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our school is a state-of-the-art facility. It was built in 2006, and, in addition to its wonderful atheistic design, it has in it all that you would want in a 21st century school.</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](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	15
KG	101	91	107
1	87	125	90
2	124	82	126
3	117	124	79
Ungraded	26	19	33
Total	455	441	450

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%	51%
Economically Disadvantaged Students	25%	22%	29%
Students with Disabilities	15%	17%	17%
English Learners	3%	5%	5%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	61.8%
Black or African American	22.4%
Asian	9.1%
Hispanic	6.0%
American Indian or Alaska Native	0.7%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	2	0	15
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	116	91	107

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	84.4%
Bengali	4.2%
Spanish	2.2%
Turkish	1.8%
Panjabi	1.6%
Other	5.5%



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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	72	91.7	26.40	41.40	54.90	25.3	30.2	Met Target†
White	46	87.0	26.10	43.20	63.90	23.8	34.7	Not Met
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	12	100.0	33.30	29.50	35.20	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	35	90.2	28.60	47.40	62.20	27		
Male	37	93.0	24.30	35.70	48.10	23.7		
Economically Disadvantaged Students	20	95.5	*	*	36.20	*	12.8	Met Target†
Non-Economically Disadvantaged Students	52	90.3	*	*	65.80	*		
Students with Disabilities	18	95.0	*	10.50	20.50	*	N	N
Students without Disabilities	54	90.6	*	47.40	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
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	75	725	725	749	24%	21%	29%	25%	0%	25%	50%
White	46	725	725	759	24%	24%	26%	26%	0%	26%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	14	731	731	731	*	*	*	*	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	36	731	731	754	*	*	*	*	0%	28%	55%
Male	39	719	719	745	*	*	*	*	0%	23%	46%
Economically Disadvantaged Students	19	705	705	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	56	732	732	762	*	*	*	*	*	*	63%
Students with Disabilities	17	688	688	720	*	*	*	*	*	*	24%
Students without Disabilities	58	736	736	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	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

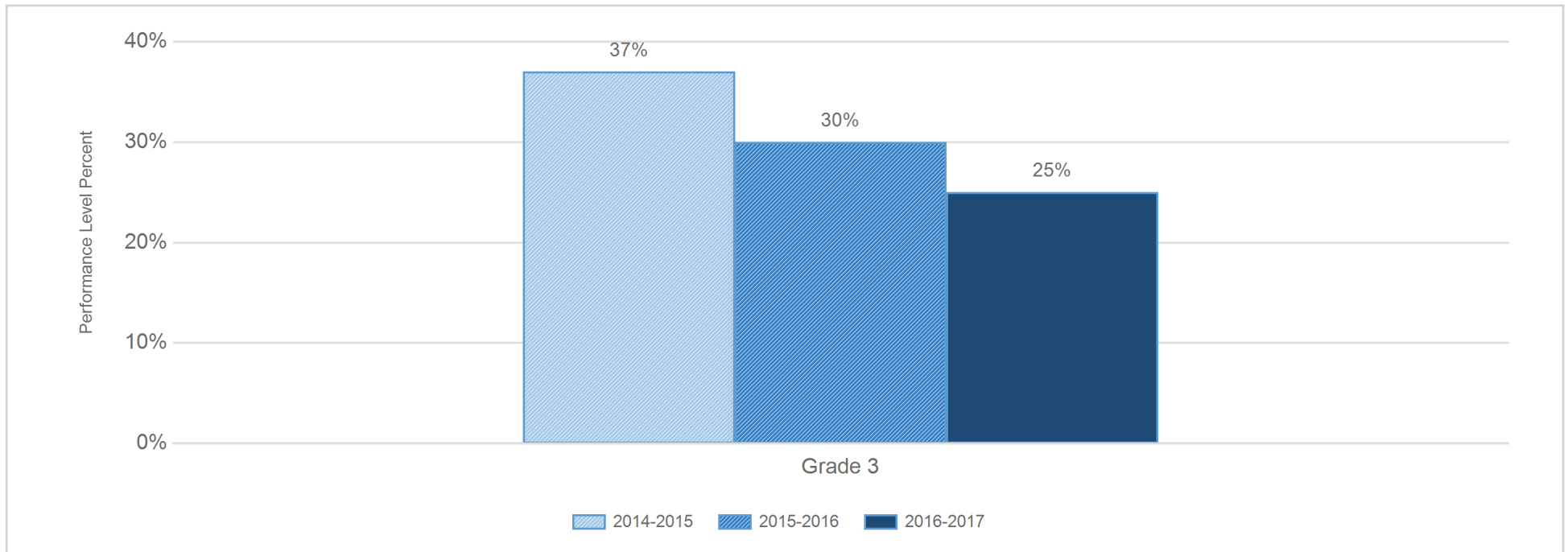


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English Language Arts/Literacy Assessment - Performance Trends

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	72	91.8	32.00	36.50	43.50	30.6	39.7	Not Met
White	46	87.0	30.40	38.40	52.40	27.8	42.7	Not Met
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	12	100.0	33.30	19.90	21.70	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	35	90.2	31.50	34.40	44.10	29.7		
Male	37	93.2	32.40	38.30	42.90	31.6		
Economically Disadvantaged Students	20	95.7	15.00	19.90	25.10	*	21.7	Met Target†
Non-Economically Disadvantaged Students	52	90.3	38.40	43.50	54.30	*		
Students with Disabilities	18	95.0	*	15.80	16.50	*	N	N
Students without Disabilities	54	90.8	*	40.30	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
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	76	734	734	751	*	17%	34%	29%	*	33%	53%
White	46	736	736	759	*	*	39%	26%	*	30%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	14	731	731	733	*	*	*	*	0%	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	36	740	740	751	*	*	39%	31%	*	33%	52%
Male	40	729	729	751	*	*	30%	28%	*	33%	53%
Economically Disadvantaged Students	20	723	723	736	*	*	*	*	*	15%	34%
Non-Economically Disadvantaged Students	56	739	739	761	*	*	*	*	*	39%	65%
Students with Disabilities	17	700	700	729	*	*	*	*	*	*	29%
Students without Disabilities	59	744	744	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	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

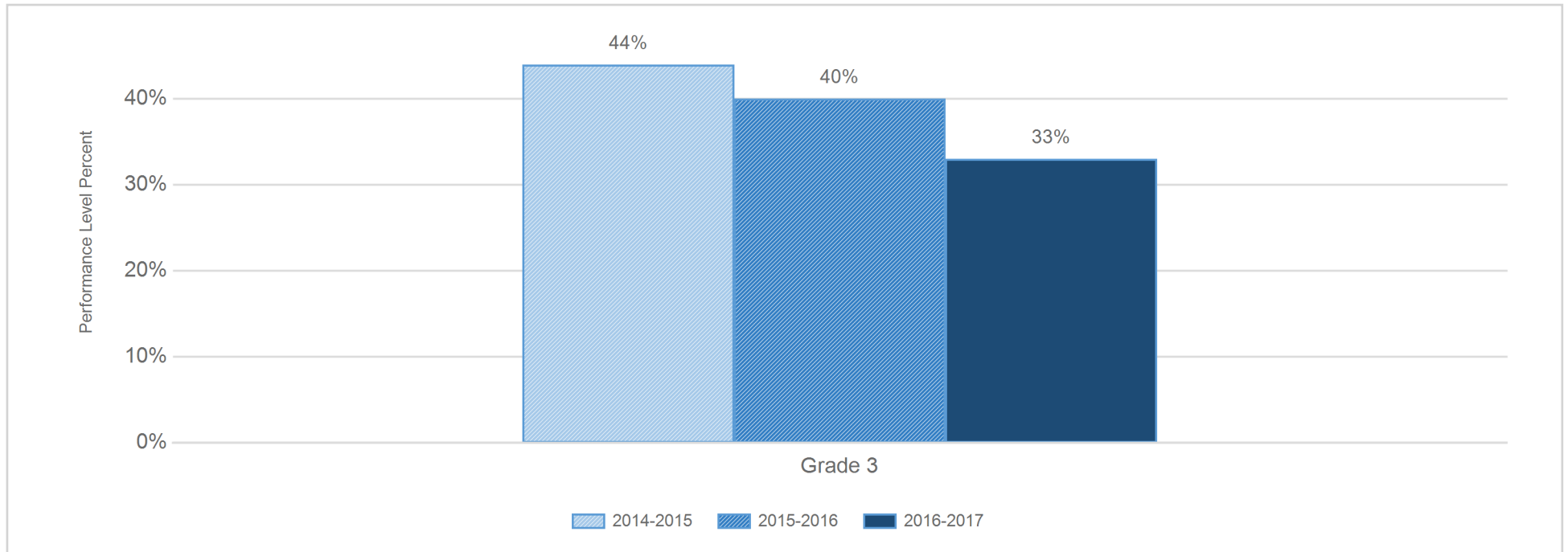


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Mathematics Assessment – Performance Trends

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	*	*

English Language Proficiency Test - Participation and Performance

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

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



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This section shows 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

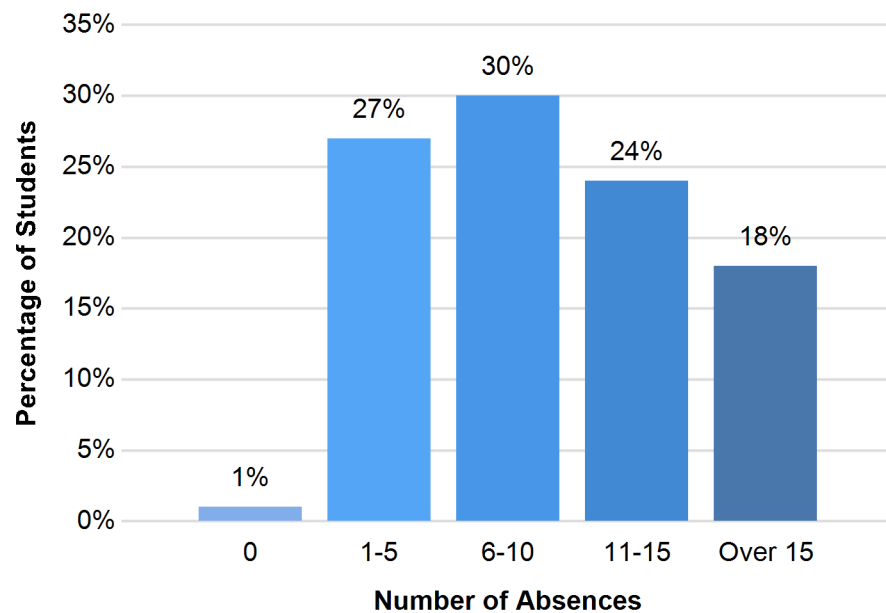
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.80	9.10	Not Met
White	9.50	9.10	Not Met
Hispanic	25.00	9.10	Not Met
Black or African American	22.70	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	10.00	9.10	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	24.40	9.10	Not Met
Students with Disabilities	19.40	9.10	Not Met
English Learners	13.60	9.10	Not Met

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

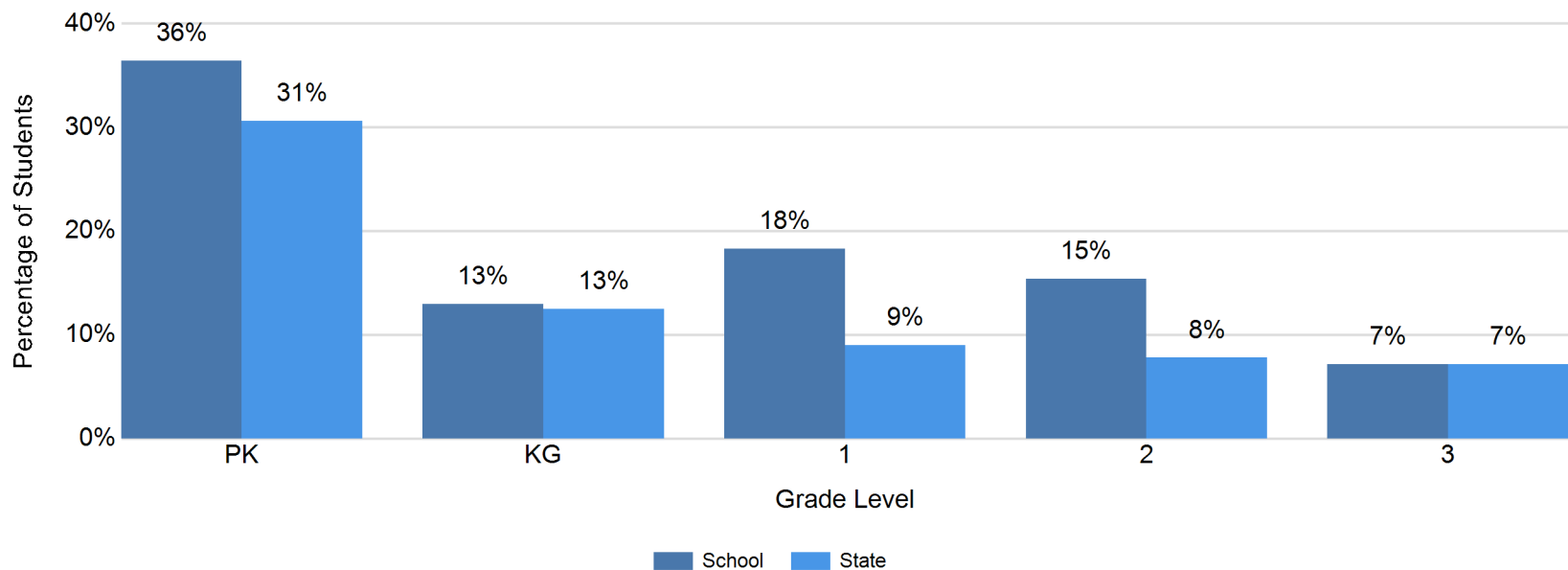
Days Absent

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	8:20AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	635.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$578	\$12,981	\$13,559



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,506
Average years experience in public schools	9.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	43%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	450:1	225:1
Librarian/Media Specialists		1573:1
Nurses		524:1
Counselors		315:1
Child Study Team		393:1



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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	85%	89%
2015-16 Administrators: Same district 2016-17	88%	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	94%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. McLeester	Email Address:	emcleester@florence.k12.nj.us
Address:	1330 HORNBERGER AVE ROEBLING, NJ 08554	Website:	https://www.florence.k12.nj.us/roebling
Phone:	(609)499-4640	Facebook:	https://www.facebook.com/RoeblingSchool
		Twitter:	https://twitter.com/ftsd_roebling

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • A Positive Behavior Support Program recognizes students for being Respectful, Responsible, Kind, and Positive. • 1:1 access to chromebooks in 3rd grade and expanded technology in grades K to 2 in the form of chromebooks and tablets. • Enrichment/Intervention period allows students to deepen knowledge, develop skills, and increase student achievement.
 Mission, Vision, Theme:	<p>Our District's mission is to equip each of its students with knowledge, skills, and values needed to function as a contributing member of society. The Roebling Elementary School and all stakeholders are committed to the development of every child. By using innovative strategies, we will develop critical thinking and problem solving skills with an emphasis on social emotional learning in a positive and nurturing environment.</p>
 Awards, Recognition, Accomplishments:	<p>Roebling Elementary School was awarded a New Jersey Agricultural Society Learning Through Gardening Grant. This grant has allowed our students to grow and maintain a garden and allow them to make real world, cross curricular connections.</p>



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<div> <div>  </div> <div> <div>Courses, Curriculum, Instruction:</div> </div> </div>	<div>The educational program is aligned to the NJSLS and is rooted in high expectations for all students. Along with instruction in Language Arts, Math, Social Studies and Science, our students also receive instruction in Art, Spanish, Physical Education, Media, and Music. Our entire curriculum is focused on teaching literacy skills across all content areas along with problem solving skills with the goal of developing our student's higher order thinking skills.</div>
<div> <div>  </div> <div> <div>Before and After School Programs:</div> </div> </div>	<div>Early Morning Program (before school), Extended Day Program (after school), Serves Kindergarten through 3rd grade.</div>







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 <p>Staff and Professional Learning:</p>	<p>Teachers participate in a collaborative culture through Professional Learning Communities (PLC) that are focused on data analysis to drive instruction and personalize learning. PLC meetings are held each month and teachers have shared prep periods to allow for increased collaboration.</p>
 <p>Student Supports and Services:</p>	<p>Our Basic Skills Program also provided additional support in the areas of Literacy and Math to students in need of support and provides differentiated lessons in the classroom and in small groups. Also, in order to meet the needs of students whose primary language is not English, we offer ESL instruction. We have multiple special education settings to address the needs of our diverse learners.</p>
 <p>Student Health and Wellness:</p>	<p>Our students are offered breakfast each day. They receive Physical Education two times a week for approximately 80 minutes. Students also are provided recess time as part of their lunch period. Nutrition lessons have been incorporated through the Learning Through Gardening Grant.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA plays an active role in our school and in supporting our students. This organization sponsors a variety of assemblies, field trips and grants to enhance the instructional program for our students. Parents have various opportunities to become involved through events like Family Math Nights, Family Movie Nights, and our Morning of Code. Parents are able to access information about their child through the Genesis Parent Portal and can also access teacher's websites.</p>




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<div><div>Other Information:</div></div>	<p>Roebling Elementary School prides itself on extensive community involvement. This is evidenced through our partnership with the Police Department who provides our Adopt-A-Cop Program and the Officer Phil Program, which teaches all of our students the importance of making good choices. The Florence Fire Department also provides presentations to our students for Fire Prevention Week. Roebling Elementary School also has Pre-Kindergarten classes for 3 and 4 year old students. The Pre-Kindergarten program is a half-day program that is an inclusive setting in the morning and a resource program in the afternoon session. There is also a full-day intensive Pre-Kindergarten for classified students. Our Summer Counts Program is a Title I funded program that allows identified students to be educated during the summer. The goal of the program is to reinforce and build upon skills learned during the year and limit the amount of learning loss that can occur during the summer months when school is out. Our school is a Google Apps for Education (GAFE) school and has expanded technology amongst all grade levels. Our 3rd grade students benefit from a 1:1 chromebook initiative and our lower grades have access to chromebooks and tablets to assist in enhancing 21st century skills and allows for our teachers to deliver the curriculum in engaging and innovative ways.</p>
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